

## Map of resources

### 1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8

Photocopiable: 1A (Family)

### 1B Grammar

Student's Book, page 10; Workbook, page 9

Photocopiable: 1B (Present simple (affirmative))

### 1C Listening

Student's Book, page 11; Workbook, page 10

### 1D Grammar

Student's Book, page 12; Workbook, page 11

Photocopiable: 1D (Present simple (negative and interrogative))

### 1E Word Skills

Student's Book, page 13; Workbook, page 12

### 1F Reading

Student's Book, pages 14–15; Workbook, page 13

### 1G Speaking

Student's Book, page 16; Workbook, page 14

Photocopiable: Functional Language Practice: Describing people

### 1H Writing

Student's Book, page 17; Workbook, page 15

### Culture 1

Student's Book, page 108

DVD and DVD worksheet: Unit 1

### Classroom Presentation Tool Unit 1

### End of unit

Unit Review: Workbook, pages 16–17

Photocopiable: Grammar Review

Exam Skills Trainer 1: Workbook, pages 18–19

Cumulative Review 1 (Units 1–1): Workbook, pages 108–109

Progress Test and Short Tests: Unit 1

## 1A Vocabulary

### Family

#### LESSON SUMMARY

**Vocabulary:** Family members

**Grammar:** Possessive 's; *have got*

**Speaking:** Talking about your family

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercise 10. Exercise 8 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- Draw a stick figure on the board and write *Me* underneath. Then draw your family tree, including your parents and grandparents, as on page 8 of the Student's Book.
- Say: *My mother's name is / was (name). My father's name is / was (name). My mother's mother's name is / was (name). She's / She was my grandmother.*
- Then say: *Today we're going to talk about families.*

#### Exercise 1 1.11 page 8

- On the board, write the three groups: *a) female, b) male and c) male or female*. Ask: *Is your aunt male or female?* Elicit *female* and write *aunt* under *female* on the board.
- With a **weaker class**, complete the exercise together. With a **stronger class**, students work in pairs to do the exercise.
- Play the audio for students to listen and check.

#### KEY

- a female** aunt, daughter, granddaughter, grandmother (grandma), mother (mum), niece, sister, wife  
**b male** brother, father (dad), grandfather (grandad), grandson, husband, nephew, son, uncle  
**c male or female** child / children, cousin, grandchild / grandchildren, grandparent, parent

#### Transcript

See answer key.

#### Exercise 2 page 8

- Focus attention on the *Learn this!* box. On the board, write: *My cousin's husband*. Circle the 's. Ask: *What does this show?* Elicit that it shows the husband 'belongs' to the cousin.
- On the board, write: *My parents' friends*. Ask: *Why is there no 's' after the apostrophe?* Elicit that parents is a plural noun that ends in -s and we use only the apostrophe after such nouns.
- Do the first item as a class. With a **stronger class**, ask students to do the exercise individually. With a **weaker class**, students work in pairs. Do not check answers yet.

#### For further practice of possessive 's:

#### Grammar Builder 1A page 124

- 1 **1** dad's cat   **2** Jack's sister   **3** teacher's bike  
**4** parents' boat   **5** grandparents' flat

### Exercise 3 1.12 page 9

- Play the audio for students to check their answers to exercise 2.

#### KEY

2 's father   3 's parents   4 's nephew  
5 's grandmother / grandma   6 's aunts  
7 's grandchildren

#### Transcript

- 1 Harry is Tom's son.
- 2 Martin is Tom's father.
- 3 Nathan and Rosie are Sophie's parents.
- 4 Harry is Liz's nephew.
- 5 Lisa is Mia's grandmother.
- 6 Clare and Liz are Jessica's aunts.
- 7 Poppy, Harry and Mia are Rosie's grandchildren.

### Exercise 4 page 9

- Elicit one or two sentences as examples.
- With a **stronger class**, ask students to do the exercise in pairs. With a **weaker class**, write sentence stems on the board to get students started, e.g.  
*Martin is Harry\_\_\_\_\_.* ('s grandfather / grandad)  
*Poppy, Harry and Mia are Jessica\_\_\_\_\_.* ('s cousins)

#### KEY

(Possible answers)

Nathan is Rosie's husband.  
Clare is Tom's wife.  
Martin is Harry's grandfather / grandad.  
Poppy, Harry and Mia are Jessica's cousins.  
Jessica is Sophie's daughter.  
Mia and Poppy are Mike's nieces.  
Liz is Harry's aunt.  
Harry is Sophie's nephew.

### Exercise 5 1.13 page 9

- Focus attention on the *Look out!* box. Ask different students to read out each section.
- Ask: *Who is Liz and Sophie's brother-in-law? (Tom) Who is Tom's mother-in-law? (Rosie)*
- Focus attention on the photo and say: *We're going to listen to a conversation about this family.*
- Play the audio. Elicit the answer to the question. If students are unsure about the answer, play the audio again.

#### KEY

c brother-in-law

#### Transcript

**Sam** Can I see that photo?

**Ella** Yes, of course. Here you are.

**S** Are those your grandparents?

**E** Well, that's my grandad, yes. But that's not my grandma. It's my grandad's sister. She hasn't got children.

**S** And that's *your* sister, isn't it? That's Maria – on the left.

**E** Yes, it is. And that's her husband.

**S** What's his name?

**E** Bruno. And these are their two children.

**S** How old are they?

**E** Er ... six and four.

**S** So, you've got one niece and one nephew.

**E** No. I've got two nieces and two nephews.

**S** Really?

**E** Yes. I've got a brother too, remember? And he's got two children.

**S** Oh, yes. And what about you? Where are you?

**E** I'm not in the photo. It's my camera!

### Exercise 6 page 9

- Focus attention on the *Recycle!* box. Say something about yourself, e.g. *I've got three sisters*. Ask a student: *Have you got a sister?* and elicit an answer.
- Ask a few more students about themselves. Then practise the third-person verb by asking about a classmate who has already spoken, e.g. *Tom, has Sally got a brother?*
- Do the first item as a class.
- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students do the exercise individually and then check in pairs.

#### KEY

1 Has, got   2 Has, got   3 Has, got   4 Have, got  
5 Has, got   6 Have, got

### Exercise 7 1.13 page 9

- Play the audio again. With a **weaker class**, answer the questions together. With a **stronger class**, students do the exercise individually and then check answers in pairs.

#### KEY

1 Yes, he has.   2 No, she hasn't.   3 Yes, she has.  
4 Yes, they have.   5 No, she hasn't.   6 Yes, they have.

#### Transcript

See exercise 5.

#### Extra activity

- On the board, write: *oldest child, youngest child, middle child, only child*.
- Read out each term and ask students to raise a hand when they hear the term that describes them.
- In groups, students think of one good thing and one bad thing about their position in the family, e.g. the youngest and middle children have an older brother or sister to help them, but they often have to wear the older brother or sister's old clothes. Circulate, monitor and help as necessary.
- Ask some students to share their ideas with the class.

### Exercise 8 page 9

- Ask: *Do you like reading about celebrities? Do you enjoy doing quizzes in magazines?*
- Do the first item as a class.
- With a **stronger class**, students complete the words in the answer options individually and then check answers in pairs. With a **weaker class**, elicit answers as a group.
- Students do the quiz in pairs. Check answers as a class.

#### KEY

1 a cousin   b husband (correct answer)   c brother  
2 father, c  
3 a niece   b daughter (correct answer)   c husband  
4 a son   b nephew   c grandson (correct answer)

## Extension: Fast finishers

**Fast finishers** write their own quiz about famous people they know.

### Exercise 9 page 9

- Model the task by asking a confident student a few questions.
- Circulate, monitor and help as necessary.

### Exercise 10 page 9

- Model the task by asking a confident student a few questions.
- Circulate, monitor and help as necessary.

### Extra activity

- Students create family trees for themselves using the one in exercise 1 as a model.
- They then exchange family trees and ask their partner questions, e.g. *Who is my aunt? Who is my mother's brother?*

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about family members.*

## 1B Grammar

### Present simple (affirmative)

#### LESSON SUMMARY

**Grammar:** Present simple (affirmative)

**Pronunciation:** Third-person singular verb endings

**Speaking:** Describing a TV show

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, do exercise 1 as a class and spend no more than 5–6 minutes on exercise 9. Exercises 5 and 6 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- Tell the class about one of your favourite TV shows. Say something about some of the characters.
- Ask students to tell you about their favourite shows and some of the characters in them.

### Exercise 1 page 10

- If students are not familiar with the TV series, do the exercise as a class and accept any answers. Students will read about the TV show in exercise 2.

### Exercise 2 page 10

- Ask students to read the text. Ask a few gist questions: *What type of TV show is The Big Bang Theory? (a comedy) Is it popular? (yes) How do you know? (Millions of people watch it every week.)*

#### KEY

- 1 Leonard, Sheldon, Howard and Raj
- 2 Leonard and Sheldon
- 3 Students' own answers

### Exercise 3 page 10

- Focus attention on the *Learn this!* box.
- Students complete the table.

#### KEY

1 works 2 work

### Exercise 4 page 10

- With a **weaker class**, do the exercise together. See who can be the first student to find a correct example of the present simple. With a **stronger class**, students do the exercise in pairs.

#### KEY

is a TV comedy are scientists They work together they share a flat often visit them Penny lives opposite She works in a restaurant She likes Leonard and Sheldon they are very different comes from this contrast It's a simple idea watch and enjoy people love shows  
Some of the verbs end in -s because the subject of the sentence is the third person singular.

### Exercise 5 page 10

- Ask students to decide which verb completes each sentence. They should then look at the subject of the sentence and note if it is the third person singular.

#### KEY

1 watch 2 lives 3 work 4 visit 5 like

### Extra activity: My life

- Ask students to write down four facts about themselves, e.g. *I live with my parents and my grandparents. I watch TV in the evening. I walk to school.*
- Students read each fact to a different person seated near them; that way each student will tell one fact to four people.
- Then ask: *Who can remember what (student) said?* Try to elicit all four facts about that student, e.g. *He lives with his parents and grandparents. He watches TV in the evening. He walks to school.*
- Repeat this with several students.

### Exercise 6 page 10

- On the board, write: *I am. She \_\_\_\_.* and elicit the verb *is*.
- Then write: *I worry. She \_\_\_\_.* and elicit *worries*.
- Students read the *Look out!* box.
- With a **weaker class**, ask students to read the text first and find the subject that is not third person singular (*they* before gap 7).
- Check answers as a class.

#### KEY

1 loves 2 works 3 studies 4 likes 5 goes  
6 meets 7 go 8 shares 9 works 10 watches  
11 has

## For further practice of the present simple (affirmative): Grammar Builder 1B page 124

- 2 2 I love comedy shows.
  - 3 My best friend lives with his grandparents.
  - 4 My dad teaches English.
  - 5 We listen to music at home.
  - 6 My sister goes to school by bus.
  - 7 I enjoy school.
  - 8 My dad studies ancient languages.
- 3 2 Tom and Ann play tennis in the garden.
  - 3 Connor meets (his) friends after school.
  - 4 Liam and Evie visit (their) relatives every weekend.
  - 5 Rachel has a shower every evening.
  - 6 Daniel skateboards in the park.

### Exercise 7 1.14 page 10

- Play the audio for students to listen and repeat.

### Exercise 8 1.15 page 10

- With a **stronger class**, ask students to read out the words one at a time and decide which ending they have. With a **weaker class**, play the audio and pause after each word. Decide as a class which ending the word has.
- Play the audio again for students to listen and repeat.

#### KEY

A comes, goes, likes, lives, shares

B dances, teaches, watches

### Exercise 9 page 10

- Begin by saying three facts about a TV show that students know. Elicit the name of the show you are talking about.
- With a **weaker class**, do the exercise as a class. With a **stronger class**, students work in pairs. Ask pairs that finish quickly to join other pairs and try to guess other shows.
- Circulate, monitor and help as necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple affirmative correctly. I can talk about TV shows.*

## 1C Listening

### Spelling and pronunciation

#### LESSON SUMMARY

**Vocabulary:** Housework

**Speaking:** Talking about a family photo; talking about housework

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 3 and spend no more than 5–6 minutes on exercises 10 and 11.

#### LEAD-IN 2–3 MINUTES

- Say: *I live with my husband, my mother and my three children. That's six people. Have I got the biggest family?*

- Ask: *Who lives in your house?* Elicit the number of people students live with and find out who has the biggest and smallest family.

### Exercise 1 page 11

- Focus attention on the photo.
- Discuss the question as a class. Tell students they will find out the answer in exercise 2.

### Exercise 2 page 11

- Students read the text and answer the questions.
- Check answers as a class.

#### KEY

1 Noel is a baker. 2 21 (seventeen children and two parents)

### Extra activity

- Write the following questions on the board:  
*How many children have the Radfords got?* (nineteen)  
*What time does Noel go to work?* (4 a.m.)  
*How many lunches does Sue make each morning?* (twelve)  
*How do the children get to school?* (by mini-bus)
- Students answer the questions.

### Exercise 3 page 11

- With a **weaker class**, discuss the questions as a class. With a **stronger class**, students discuss in small groups. Ask them to think of at least three reasons to support their answer.
- Ask a few students to share their ideas with the class.

### Exercise 4 page 11

- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, challenge students to do the exercise in one minute.

#### KEY

All except: tidy my bedroom, wash the dishes

### Exercise 5 1.16 page 11

- On the board, write *too*. Ask: *How do we pronounce that?* Elicit /tu:/. Then write *look*. Ask: *How do we pronounce the 'oo' sound in 'look'?* Elicit the short /ʊ/ sound.
- Ask students to read Listening Strategy 1.
- Ask a confident student to read out the four words in item one. Ask students: *Which one sounds different?*
- With a **weaker class**, do the exercise together. With a **stronger class**, students do the exercise individually.
- Play the audio and check answers as a class.

#### KEY

1 c 2 a 3 c 4 b 5 d 6 a

### Exercise 6 1.17 page 11

- Students read Listening Strategy 2.
- Play the audio. With a **weaker class**, pause the audio after each pair and decide together which word you hear first.

#### KEY

1 men 2 cup 3 far 4 wait 5 leave 6 March

### Exercise 7 1.18 page 11

- Tell students they are going to hear sentences that include the words in exercise 6.
- Play the audio. Pause after each sentence and ask students which word they heard and what helped them to decide.

#### KEY

1 men 2 cup 3 far 4 wet 5 leave 6 match

#### Transcript

- 1 Look at those men in the supermarket!
- 2 Is that your cup? Have some more coffee!
- 3 Where's the bakery? Is it far from here?
- 4 I can't go to bed now. My hair is wet.
- 5 Do you leave home before eight in the morning?
- 6 Let's watch the match on TV. I love football.

### Exercise 8 1.19 page 11

- On the board, write: *Ryan thinks that his bedroom is tidy.* Say: *The underlined words are the key words. They give us the meaning of the sentence.* Ask students to read the other sentences and underline the key words.
- Play the audio. With a **weaker class**, play the audio again so that students can check answers.

#### KEY

1 F – He thinks his bedroom is untidy. 2 F – Her sister Clare tidies the bedroom. 3 T 4 T 5 T 6 F – Her brother has got exams at the moment.

#### Transcript

**Ryan** My parents are a bit angry with me.

**Joanna** Oh, why?

**R** My bedroom is untidy – they say!

**J** Is it untidy?

**R** Yes, I suppose so. But I can't tidy it every day! It's so unfair.

**J** I share a bedroom with my sister, Clare. She's a really tidy person. She tidies our bedroom.

**R** Really? Lucky you! I tidy my bedroom every weekend. But I'm really busy on schooldays.

**J** Oh, dear. That is a bit unfair.

**R** Yes. I do a lot of housework! I help my mum with the cooking, for example. What about you?

**J** We share the housework in our family. My dad cooks dinner. My mum does the washing and cleans the house. I unload the dishwasher and I do the ironing too.

**R** What about your brother?

**J** He's got exams at the moment so he sits in his bedroom and does homework. Normally, he sets the table and he goes to the supermarket too, with dad.

**R** I think I prefer housework to homework!

**J** Me too! I'm happy I haven't got exams this year!

### Exercise 9 1.20 page 11

- Ask different students to read out the sentences. Elicit from the class what sound they hear. Play the audio for them to check. Play it again for students to listen and repeat.

#### KEY

1 /aɪ/ 2 /ʌ/ 3 /æ/ 4 /uː/

### Exercise 10 page 11

- Tell students a little about the housework in your home.
- With a **weaker class**, start the exercise off together. With a **stronger class**, students work in pairs. Circulate, monitor and help as necessary.

### Exercise 11 page 11

- Ask a few students to tell the class about their partner.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish between words with similar sounds in them.*

## 1D Grammar

### Present simple (negative and interrogative)

#### LESSON SUMMARY

**Grammar:** Present simple (negative and interrogative)

**Speaking:** Talking about a photo; talking about facts and everyday events

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, and spend no more than 3–4 minutes on exercise 6. Exercise 7 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- Ask: *What do you watch on TV? In your family, do you ever argue about what to watch?*
- Elicit a few answers.

### Exercise 1 page 12

- Focus attention on the photo. Elicit answers to the question. You will check answers in exercise 2.

### Exercise 2 1.21 page 12

- Play the audio for students to read and listen.
- Check answers as a class.

#### KEY

They are probably brother and sister. They are fighting over the remote control because they want to watch different programmes on TV.

### Exercise 3 page 12

- On the board, write: *I \_\_\_ walk to school. She \_\_\_ walk to school.* Elicit *don't* and *doesn't* to make negative sentences.
- Then write: *\_\_\_ you walk to school? \_\_\_ she walk to school?* Elicit *Do* and *Does* to make questions.
- Students complete the *Learn this!* box.

#### KEY

1 don't 2 doesn't 3 Do 4 don't

## For further practice of the present simple (negative and interrogative): Grammar

### Builder 1D page 124

**5 Negative** I don't work, You don't work, He / She / It doesn't work, We don't work, You don't work, They don't work **Interrogative** Do I work?, Do you work?, Does he / she / it work?, Do we work?, Do you work?, Do they work?

**6** 1 doesn't 2 doesn't 3 don't 4 don't 5 don't  
6 doesn't

**7** 1 Does Henry like school?  
2 Do Liam and Steven visit their uncle at weekends?  
3 Do you tidy your bedroom?  
4 Does it rain a lot in Scotland?  
5 Does Vicky ride a horse?  
6 Do you and Fred speak Italian?

**8** a 3 b 5 c 1 d 6 e 2 f 4

**9** 2 Does Emma live in a big house? Yes, she does.  
3 Do Ed and Emma study biology at school? Yes, they do.  
4 Does Emma speak Italian? No, she doesn't.  
5 Does Ed live in a big house? No, he doesn't.  
6 Do Ed and Emma like dancing? No, they don't.

**10** 1 Do 2 Does 3 Do 4 Do 5 Do 6 Does

### Exercise 4 page 12

- Do the first item as a class.
- With a **weaker class**, ask students to read the sentences and note which ones have a third person singular subject.
- Students do the exercise.

#### KEY

2 I don't like rap music.  
3 My cousins Emma and Zoe don't speak Spanish.  
4 My stepbrother Nick doesn't play in a volleyball team.  
5 Joe and I don't walk to school.  
6 You don't study Chinese.

#### Extension: Fast finishers

- Write the following sentences on the board:  
*We like swimming.* (We don't like swimming.)  
*He works in an office.* (He doesn't work in an office.)  
*You speak German.* (You don't speak German.)  
*Mum makes breakfast every morning.* (Mum doesn't make breakfast every morning.)  
*I have a car.* (I don't have a car.)
- Ask **fast finishers** to make the sentences negative.

### Exercise 5 page 12

- Do the first item as a class. With a **stronger class**, ask students to write three additional questions of their own.

#### KEY

1 Do you live near the school?  
2 Does your best friend like football?  
3 Do your parents both work?  
4 Do you and your friends go out on Friday evenings?  
5 Do you wear jeans to school?

### Exercise 6 page 12

- Model the activity by asking a confident student the questions.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

### Exercise 7 page 12

- Ask a confident student: *Do you like football?* Elicit a full sentence as an answer. Ask further questions to elicit both positive and negative answers and write them on the board.
- Students do the exercise individually.

#### KEY

1 I get up / don't get up early on Saturdays.  
2 I play / don't play ice hockey.  
3 I walk / don't walk to school every day.  
4 I use / don't use computers at school.  
5 I watch / don't watch TV every evening.  
6 I argue / don't argue a lot with my friends.  
7 I speak / don't speak French.  
8 I like / don't like dancing.  
9 I do / don't do a lot of homework at weekends.

### Exercise 8 page 12

- Students work in pairs to ask and answer the questions.
- Circulate, monitor and help as necessary.
- **Fast finishers** can write three or four more questions. They then work in pairs to ask and answer these questions.

### Exercise 9 page 12

- Ask a few students to tell the class about their partner.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple negative and interrogative correctly. I can ask questions about facts and everyday events.*

## 1E Word Skills

### Singular and plural nouns

#### LESSON SUMMARY

**Vocabulary:** Regular and irregular plural nouns

**Speaking:** Talking about the Beckham family

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1, and 5–6 minutes on exercise 9. Exercise 5 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- Ask students to name some famous footballers. Then ask what they know about them, e.g. what team they play for, their nationality, their family life.

### Exercise 1 page 13

- Focus attention on the photo. Ask: *Who are the people in the photo? What do you know about them?* The identity of the family (the Beckhams) will be confirmed in exercise 2.

### Exercise 2 page 13

- Students practise reading for specific information. Write the following questions on the board:  
*What's the name of David's wife?* (Victoria)  
*What's her nickname?* (Posh)  
*What is her job?* (fashion designer)  
*How many tattoos has David got?* (32)  
*How many children have they got?* (four)
- Finally, students answer the question.

#### KEY

the Beckhams' daughter, Harper

### Exercise 3 page 13

- Focus attention on the words highlighted in orange in the text. Ask: *Which words are plural?* (dresses, accessories, jackets, tattoos, children, fans, charities, sons, boys)
- Students do the exercise individually.

#### KEY

a footballer – footballers, jacket – jackets, team – teams, fan – fans, son – sons, daughter – daughters b dress – dresses c tattoo – tattoos, hero – heroes d family – families, company – companies, accessory – accessories, charity – charities e boy – boys f wife – wives g child – children

### Exercise 4 page 13

- Focus attention on the dictionary entry. Elicit the answer. If students' dictionaries do not use the same system for noting plurals, you may need to explain the other system.

#### KEY

It is indicated by the word *plural*.

### Exercise 5 page 13

- Do the first item with the class.
- Depending on how many dictionaries are available, students work individually, in pairs or in small groups.

#### KEY

1 uncles 2 addresses 3 days 4 videos 5 matches  
6 lives 7 ladies 8 teeth 9 mothers 10 knives

### Exercise 6 page 13

- Go through the *Look out!* box together.
- With a **weaker class**, match the first few highlighted words with points a or b as a class. Students then work in pairs. With a **stronger class**, students do the exercise individually.

#### KEY

a clothes, sunglasses, jeans  
b jewellery, football, work

### Exercise 7 page 13

- Do the first item as a class.
- Tell students that not all of the sentences contain mistakes.

- With **stronger classes**, write more sentences for students to correct:  
*My baby brother has got two new tooths.* (teeth)  
*This is my new clothe.* (These are my new clothes).  
*How many familys are here today?* (families)

#### KEY

- 1 My jeans are very old.
- 2 Put the knives and forks on the table.
- 3 ✓
- 4 I'd like some information about trains.
- 5 Can I see some photos of your family?
- 6 ✓
- 7 She's got very big feet.
- 8 I've got lots of homework this evening.

### Exercise 8 page 13

- Focus attention on the question. Then elicit one or two more questions, e.g. *Are Romeo and Cruz boys?* (Yes, they are.) *Is Victoria David's daughter?* (No, she's his wife.)
- Students write their sentences without showing their partner. **Fast finishers** can write three more questions.

#### KEY

(Possible questions)

Is David Beckham British? (Yes, he is.)  
Are Romeo and Cruz boys? (Yes, they are.)  
Is Victoria David's daughter? (No, she's his wife.)  
Are Posh and Becks married? (Yes, they are.)  
Is Harper David's son? (No, she isn't. She's his daughter.)

### Exercise 9 page 13

- Students ask and answer their questions in pairs.
- Circulate, monitor and help as necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can form the plural of a range of regular and irregular nouns.*

## 1F Reading

### Sibling rivalry

#### LESSON SUMMARY

**Vocabulary:** Adjectives and prepositions

**Speaking:** Talking about siblings

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercise 6. Exercise 5 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- If you have got siblings, tell the class a bit about them, e.g. *I've got two sisters. They're younger than me. We argue sometimes, but our arguments are never serious. We get on well.* If necessary, explain that people who get on well do not argue much and enjoy being together.
- Ask: *Who has brothers or sisters? Do you get on well?* Elicit some answers.

### Exercise 1 page 14

- Ask some students to read out the quotations at the beginning of the text on page 15. With a **weaker class**, ask students to hold up their hand if a quotation is true for them. With a **stronger class**, students work in pairs to discuss which are true for them and for their partner.
- Ask a few students to share their partner's answers with the class.

### Exercise 2 page 14

- Give students a minute to read the Reading Strategy.
- Check understanding. On the board, write: *A sentence fits a gap if it makes \_\_\_\_, fits \_\_\_\_ and matches the \_\_\_\_.* Elicit the missing words (*sense, grammatically, topic*).
- Give students a few minutes to read the text. Then focus on the first gap. Read out the sentence before and after it. Elicit the correct sentence for gap 1 (E).
- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students work individually.

#### KEY

1 E 2 A 3 C 4 D

#### Extension: Fast finishers

- Write the following questions on the board:
  - 1 *What organisation did the research that is mentioned in the article?* (GettingPersonal.co.uk)
  - 2 *How do teenagers usually react when something goes badly for their sibling?* (They aren't worried about it.)
  - 3 *How old are Tyler and Madison now?* (26 and 28)
  - 4 *What was their relationship like when they were young?* (They had horrible fights.)
  - 5 *What do you think is the most useful advice at the end of the article?* (Students' own answers.)
- Ask **fast finishers** to answer the questions.

### Exercise 3 1.22 page 14

- Play the audio for students to check their answers to exercise 2.

### Exercise 4 page 14

- Elicit a summary of the text in one or two sentences. Then ask students to read the summaries and see which is closest to the summary you elicited.
- Check answers and ask students what is wrong with the other two summaries.

#### KEY

The best summary is a.

Summary b isn't correct because the main idea is that it is common for siblings not to get along as children. However, this changes for most people when they become adults. Summary c isn't correct because the article says the opposite: people do change.

### Exercise 5 page 14

- Focus attention on the *Learn this!* box. Model using a few of the adjectives in sentences, e.g. *I'm excited about my son's football match next Friday. He's good at football.*

- Elicit the answer to the first item. With a **weaker class**, ask students to find the adjectives and prepositions in the text. With a **stronger class**, ask students to do the exercise without looking at the text. They then check their answers in the text.

#### KEY

1 about 2 from 3 in 4 on 5 of 6 about

#### Extra activity: Stronger students

- With a **stronger class**, elicit more adjective + preposition combinations, e.g. *afraid of, fond of, happy about, bad at, tired of.*
- Ask individual students questions, e.g. *What are you afraid of? What are you fond of? What are you bad at?*

### Exercise 6 page 14

- With a **weaker class**, ask students to complete the questions and check their answers before they interview each other. With a **stronger class**, students complete the questions individually and check answers in pairs.
- **Fast finishers** change partners and interview a different person.

#### KEY

2 in 3 at 4 on 5 from

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about brothers and sisters. I can use adjectives and prepositions correctly.*

## 1G Speaking

### Describing people

#### LESSON SUMMARY

**Vocabulary:** Describing appearance

**Speaking:** Describing people

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, do exercise 1 as a class and spend no more than 3–4 minutes on exercise 3.

#### LEAD-IN 2–3 MINUTES

- Ask: *What does (another teacher or a celebrity) look like?* Accept any answers or elicit the correct ones, e.g. *He's tall. His hair is very long. He always wears black clothes.* This is a good way to find out how familiar students already are with the language of this lesson.

### Exercise 1 page 16

- Focus attention on the words and check meaning and pronunciation.
- Students complete the descriptions.

#### KEY

1 wavy  
2 straight, blue  
3 short, glasses, moustache

**For further practice of describing people:**  
**Vocabulary Builder 1G** page 117

1 1 medium height 2 slim 3 attractive  
4 a beard 5 eyes 6 long 7 hair 8 curly

2 (Possible answers)

1 He's tall and medium weight. He's got dark, wavy hair and a beard. He's got dark eyes.

2 She's slim and medium height. She's got long, straight, fair hair and glasses.

3 Students' own answers.

**Exercise 2**  1.23 page 16

- Focus attention on the photo and ask:  
*Where are they?* (probably at a party)  
*What do the girls look like?* (They all have long, straight hair.)
- Play the audio for students to read and listen. Elicit the answer.

**KEY**

Tom is the boy near the left side of the photo. Brendan is the boy on the right.

**Exercise 3** page 16

- Describe someone in the class and ask students to guess who it is. With a **weaker class**, do this with two or three more students.
- Then ask a confident student to describe a classmate while the rest of the class guess who it is.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

**Exercise 4**  1.24 page 16

- Ask students to read sentences 1–6. Then play the audio for them to do the exercise. With a **weaker class**, pause the audio after each dialogue. If necessary, play the audio again.
- Check answers as a class.

**KEY**

1 Sally 2 isn't 3 one person 4 is 5 good 6 likes

**Transcript**

1 **Marcus** Hi, Emma.

**Emma** Hi, Marcus.

**M** Where's Sally?

**E** I don't know. Is she here?

**M** Yes, she is.

**E** Is she with Dan?

**M** I don't know. I don't know Dan. What does he look like?

**E** He's quite short, with medium-length red hair. And he wears glasses.

**M** Is that him, over there, in the black T-shirt and jeans?

**E** Yes, but he isn't with Sally.

**M** I can see that.

**E** Well, maybe she's in the kitchen. Go and look.

**M** OK.

2 **Tina** Hi, Ryan.

**Ryan** Hello, Tina.

**T** Do you know George?

**R** No, I only know one person here – you.

**T** Really?

**R** Who is George, anyway?

**T** He's in my class at school. I sit next to him in maths. He's got wavy, fair hair and blue eyes.

**R** Is that him, with Linda?

**T** Yes, that's him. He's got a blue jacket and black trousers.

**R** And who's that next to him, with the short fair hair and glasses?

**T** That's his sister. She's called Lisa. She's really nice too.

**R** She is very good-looking.

**T** Let me introduce you.

**R** No.

3 **Lucy** Hi, Fred.

**Fred** Hi, Lucy. Good party, isn't it?

**L** Yeah, it's great.

**F** Hey Lucy, who's that over there?

**L** Where?

**F** With Maisie. She's tall, with curly dark hair.

**L** With a blue dress?

**F** No, the other girl. She's got a green dress.

**L** That's Kate.

**F** Oh, right.

**L** She's really nice. She's new in my class.

**F** She is very attractive.

**L** Yes, she is. She is really nice too.

**F** Who's that with her?

**L** That's Liam. He's her boyfriend.

**F** Oh.

**Exercise 5**  1.24 page 16

- Ask students to read the sentences. Make sure they understand the meaning of *curly*.
- With a **weaker class**, tell students to underline the following words in the sentences: 1 *long red hair; blue; 2 blue jacket; blue trousers; curly fair hair; green eyes; 3 curly fair hair; blue*. Explain that they should focus on this information while they are listening.
- Play the audio again. Pause after each dialogue to give students time to correct the sentences.

**KEY**

1 Dan is quite short, with **medium-length** red hair. His T-shirt is **black** and he wears glasses.

2 George has got a **blue** jacket and **black** trousers. He's got **wavy** fair hair and **blue** eyes.

3 Kate is tall, with curly **dark** hair. Her dress is **green**.

**Transcript**

See exercise 4.

**Exercise 6** page 16

- On the board, write the beginning of the dialogue:  
**A** *Do you know (Tom)?*  
**B** *No, I don't. Is he here?*
- Focus attention on the table. With a **weaker class**, write an example on the board and ask pairs of students to write dialogues based on that example.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

**Exercise 7** page 16

- Ask: *What tips can you give for being a good speaker?* Elicit ideas. Then ask students to read the Speaking Strategy and compare their ideas.
- Students do the exercise in pairs.
- Circulate, monitor and help as necessary. If there is time, ask a few pairs to act out their dialogue for the class.

### Extra activity

Pairs of students listen to other pairs' conversations and draw the person who is being described. The speakers can then check the listeners' drawings to see if they correctly match the description.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can describe my friends.*

## 1H Writing

### A personal profile

#### LESSON SUMMARY

**Vocabulary:** Personality adjectives

**Speaking:** Talking about a personal profile

**Writing:** A personal profile

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 8 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- On the board, write: *Personal profile*. Ask: *Where do you see personal profiles?* (e.g. on social media, in magazines)

### Culture note: Head boy and girl

A school's head boy and girl are chosen by teachers (or a student ballot) to represent the school at events, so they often speak in front of audiences. They are active in school life and often liaise between students and teachers.

### Exercise 1 page 17

- Focus attention on the website. Ask students to read the first paragraph of the profile. Ask: *What information can you find on the website?* Elicit *Home* in the *Lauren* column. Students do the exercise individually.

#### KEY

**Family** Lauren: n/a; James: a brother in Year nine, a step-sister at university

**Home** Lauren: an apartment near the school; James: n/a

**School subjects** Lauren: science, art, languages; James: n/a

**Hobbies** Lauren: films, dancing, reading, shopping; James: playing the guitar, writing songs, listening to music, playing football and tennis, surfing

**Ambition** Lauren: be a vet, travel; James: be a song-writer

### Exercise 2 page 17

- Students do the exercise in pairs. Circulate, monitor and help as necessary.

#### KEY

- 1 Lauren and James are in Year 12.
- 2 Lauren's hobbies are films, dancing, reading, shopping. James's hobbies are playing the guitar, writing songs, listening to music, playing football and tennis, surfing.
- 3 Lauren's ambition is to be a vet. James's ambition is to be a song-writer.

### Exercise 3 page 17

- Ask: *How do Lauren and James describe their personality?* Focus attention on the list of personality adjectives. Elicit answers.
- Students choose two words from the list to describe themselves. Then they tell a partner.
- Ask students to share their partner's answer with the class.

#### KEY

Lauren: friendly; James: creative and hard-working

### For further practice of personality adjectives: Vocabulary Builder 1H page 117

**4 Positive** brave, creative, friendly, hard-working, honest, patient, polite, sensible

**Negative** lazy, mean, moody, rude, selfish

**5** 1 lazy 2 sensible 3 An honest 4 brave  
5 selfish 6 patient

### Exercise 4 page 17

- With a **weaker class**, do the exercise together.

#### KEY

1 in 2 with 3 to 4 to 5 at 6 at

### Exercise 5 page 17

- Ask: *What is a contraction?* (two words joined into one shorter word, e.g. *I am – I'm*) *When do we use contractions in writing?* (e.g. in informal letters, emails, texts)
- Go through Writing Strategy 1 together. Students find the contractions in the text and then write the full form.

#### KEY

I'm – I am It's – It is I've got – I have got My name's – My name is She's – She is

### Exercise 6 page 17

- Go through Writing Strategy 2. Do the exercise as a class.

#### KEY

Lauren's paragraph contains five paragraphs. James's contains four. Each paragraph is about one topic.

### Exercise 7 page 17

- With a **weaker class**, plan the paragraphs together. Elicit some ideas of what students would put in each paragraph about themselves. With a **stronger class**, students do the paragraph plan individually. As they work, circulate, monitor and help as necessary.

#### KEY

(Possible answer)

**Paragraph 1** Topic: family; Information: brothers and sisters

**Paragraph 2** Topic: school; Information: favourite subjects

**Paragraph 3** Topic: hobbies; Information: playing the piano, painting, running

**Paragraph 4** Topic: ambition; Information: personality, to be a doctor

### Exercise 8 page 17

- Students write their personal profile. **Fast finishers** can swap profiles with a partner, using the *Check your work* box to give feedback. Their partner makes any necessary corrections.

**KEY**

(Model answer)

My name is Dan. I'm in Year 10. I live with my parents and grandmother.

My favourite subjects are English and science. I'm keen on science because I'm interested in plants and animals.

Sport is an important part of my life. I love running and I'm on the school athletics team. I love music too and I play the piano.

I'm patient and hard-working. My ambition is to become a doctor. I want to do good in the world and to help people.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write a personal profile.*