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2A Vocabulary**Daily routine****LESSON SUMMARY**

Vocabulary: Daily routine

Grammar: Present simple questions

Speaking: Talking about school subjects

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes on exercise 1, and 5–6 minutes on exercises 5 and 6.

LEAD-IN 2–3 MINUTES

- On the board, write: *study, read a book, watch TV, meet your friends*. Ask: *What time of day do you usually do these things?*
- As students respond, you may find out that some are 'morning people' (they wake up early to start the day) and others are 'night people' (they stay up late into the night).

Exercise 1 page 18

- Focus attention on photos A–H. Get an idea of how much vocabulary students already know by eliciting descriptions. Students then do the exercise.

KEY

A wake up B have dinner C have breakfast D go to bed
E have lunch F get dressed G arrive at school
H leave school

Exercise 2 page 18

- Do the exercise on the board as a class – it is almost certain that everyone will have a similar daily routine.

KEY

1 wake up 2 get dressed 3 have breakfast
4 arrive at school 5 have lunch 6 leave school
7 have dinner 8 go to bed

Exercise 3 page 18

- On the board, write 7.00 and elicit how we say it (seven o'clock). Do the same with 9.25 (twenty-five past five).
- Students read the *Learn this!* box. Write a few more times on the board, e.g. 3.45 (quarter to four). If students struggle with this, point out that ...15 is *quarter past*, ...30 is *half past*. Any time after half past is to the hour, e.g. 4.35 is *twenty-five to five*.

KEY

1 quarter to nine 2 quarter past five 3 eleven o'clock
4 twenty-five past four 5 five to eleven 6 quarter past
midnight / twelve

Exercise 4 1.25 page 19

- Play the audio. With a **weaker class**, pause the audio after each sentence to give students time to think and answer. With a **stronger class**, play it right through.

KEY

2 7.45 3 8.20 4 12.15 5 2.50 6 7.30 7 10.00

Transcript

During the week, I get up at twenty past seven. I have breakfast at quarter to eight and then I go to school. I arrive at school at twenty past eight. (It's very close to my house!) At school, I have lunch at quarter past twelve. At the end of the school day, I leave school. That's at ten to three. At home, I have dinner with my family. We have dinner at half past seven. I go to bed at ten o'clock.

Extra activity

- Say: *My favourite time of day is from seven o'clock until bed time. I have dinner with my family and then we watch TV. We relax together.*
- Ask students to think of their favourite time of day and what they like about it. Ask a student: *When is your favourite time of day?* Elicit an answer.
- In groups of three or four, students ask and answer questions about their favourite time of day.

Exercise 5 page 19

- On the board, write: *___ you have dinner at seven o'clock?* Elicit *Do*. Then write: *What time ___ he wake up?* Elicit *does*.
- Students read the *Recycle!* box. Then ask them to look at their answers in exercise 4. Elicit questions about Sofia for each answer.

KEY

(Possible answers)

- 2 What time does she have breakfast? She has breakfast at quarter to eight.
- 3 What time does she arrive at school? She arrives at school at twenty past eight.
- 4 What time does she have lunch? She has lunch at quarter past twelve.
- 5 What time does she leave school? She leaves school at ten to three.
- 6 What time does she have dinner? She has dinner at half past seven.
- 7 What time does she go to bed? She goes to bed at ten o'clock.

Exercise 6 page 19

- Say *Monday* and then elicit the days of the week in order. Ask a confident student: *What time do you get up on Monday? What time do you have dinner on Saturday?* Elicit answers.
- Students ask and answer questions in pairs. Circulate, monitor and help as necessary.

Exercise 7 1.26 page 19

- Ask: *What school subjects can you name?* Then go through the subjects in the list and check meaning.
- Students match subjects and icons.
- Play the audio for students to listen, repeat and check their answers.

KEY

- 1 music 2 I.C.T. 3 P.E. (physical education) 4 English
- 5 maths 6 art and design 7 geography 8 French
- 9 chemistry 10 economics

Exercise 8 page 19

- Elicit and write on the board any subjects that your students do but that are not in the list in exercise 7.
- Students work in pairs to ask and answer the questions.

Exercise 9 page 19

- Focus attention on the speech bubbles. Ask a confident student: *What do you think of maths?* Elicit an answer.
- On the board, draw a smiley face and write: *I really like it.* Then draw a frowning face and write: *I don't like it.* Finally, draw a neutral face with a straight line for a mouth and write: *It's OK.*
- With a **weaker class**, ask a few more questions about other subjects before students work in pairs. A **stronger class** can go straight into pairwork.

Extra activity

- Tell students you want to find out the class's favourite subject. Write all the subjects students do on the board and ask them to vote on their favourite subject.
- Ask a few students to say why a subject is their favourite.

Exercise 10 1.27 page 19

- Tell students they are going to listen to a boy named Tim as he goes through his school day. Focus attention on the timetable. Check understanding by asking: *What time has Tim got maths on Wednesday?* (10.30) *What time has he got English on Friday?* (1.00)
- Play the audio. With a **weaker class**, pause after each section and make sure students understand which subject Tim has. With a **stronger class**, play it straight through.
- Check answers as a class.

KEY

- 1 I.C.T. 2 French 3 German 4 Music
- 5 Art and design 6 Geography

Transcript

- 1 *It's five past nine on Wednesday.*
Teacher Now, open the first window again and click 'RUN'.
Tim It doesn't work!
Teacher Is there a problem, Tim?
Tim It doesn't work. My program doesn't work!
Teacher Let me see ...
- 2 *It's quarter past eleven on Wednesday.*
Teacher Bonjour, les enfants!
Class Bonjour, Madame.
Teacher Asseyez-vous.
Tim Hmm?
Girl Sit down!
Tim Oh, OK. D'accord.
- 3 *It's twenty past eight on Thursday.*
Teacher Guten Morgen!
Tim Guten Morgen.
Teacher Wie geht es Ihnen heute?
Tim Er ... Guten Morgen!
Teacher Come in, Tim. Sit down.
Tim OK!
- 4 *It's half past ten on Thursday.*
Teacher OK ... now, let's start again. From the beginning. Two, three ...
Teacher That's good. But can we try it again? This time slowly. Two, three ...

5 *It's five past nine on Friday.*

Teacher Tim, have you got a problem?

Tim Yes. I can't find the blue ... or the red paint.

Teacher All the colours are on your table. Look for them!

Tim Oh, it's OK. Sam's got it.

Teacher Listen, everyone. You've got ten minutes to finish your pictures.

6 *It's ten to two on Friday.*

Teacher OK, so China, Japan, India ... these are countries in which continent?

Tim Asia!

Teacher Yes, Tim. Very good. Do you know any more?

Tim Erm ... Brazil?

Teacher No, Brazil isn't in Asia. Where is it?

Tim Europe.

Teacher It's in South America!

Exercise 11 page 19

- Focus attention on the timetable. Ask:
When is history? (8.20 on Monday)
When is economics? (1.50 on Tuesday)
- Put students in A and B pairs. Student A looks at the timetable on page 19 and Student B looks at the timetable on page 42.
- Students then ask and answer questions to complete their timetables. Circulate, monitor and help as necessary.

Extra activity

- Ask a confident student to think of a school subject, but not to say what it is. Ask *Yes/No* questions to find out what it is, e.g.:
'Do you use numbers in this subject?' *'Yes, I do.'*
'Is it a language?' *'No, it isn't.'*
'Do you make food in this class?' *'Yes, I do.'*
'Is it cookery?' *'Yes, it is.'*
- Students do the activity in pairs.

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 daily routine at school and at home.*

2B Grammar

have to

LESSON SUMMARY

Grammar: *have to*

Pronunciation: *have to* and *has to*

Speaking: Talking about what you have to do

SHORTCUT

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

LEAD-IN 2-3 MINUTES

- Ask students:
What are the performing arts? (music, theatre, film, dance)
Are there schools for the performing arts in this country?
Do you know anything about schools for the performing arts?
Students may have seen films like *Fame*; encourage them to say what they remember about the films.

Culture note: National Curriculum

In Britain, the National Curriculum is a programme of study in all the main subjects that children aged five to sixteen in state schools must follow.

Exercise 1 page 20

- Students read the questions and answers about the BRIT School. Then ask:
How old are students at the BRIT School? (between fourteen and nineteen)
Do students have to pay to go to a state school? (no)
What do students study at the BRIT School? (They study the normal subjects and do classes in the performing arts.)
- Then say: *Today we're going to talk about school rules.*
- Discuss the questions in the instructions.

Exercise 2 page 20

- Students read the *Learn this!* box and the table. Check understanding by writing the following sentences on the board and asking students to complete them:
You ___ hurry. It's late! (have to)
He ___ hurry. It's late! (has to)
I ___ hurry. It's early. (don't have to)
She ___ hurry. It's early. (doesn't have to)
___ we ___ arrive at school at eight? (Do, have to)
___ she ___ arrive at school at eight? (Does, have to)
- Finally, write: *You don't have to use your mobile phone in class.* Cross out *don't have to* and write *mustn't*. Students will practise this point in Grammar Builder 2B.
- Ask students to look for examples of *have to* in exercise 1.

KEY

How old do you have to be to go to the BRIT School? (interrogative) **You have to be between fourteen and nineteen years old to study at the BRIT School.** (affirmative) **You also have to live in or near London.** (affirmative) **Do you have to pay to study there?** (interrogative) **The BRIT School is a state school so the students don't have to pay.** (negative) **Do the students have to study all the normal subjects?** (interrogative) **As a state school, the BRIT School has to follow the National Curriculum.** (affirmative)

Exercise 3 1.28 page 20

- Play the audio. Pause after examples of *have to* (/ˈhæv tə/) and *has to* (/hæz tə/) for students to repeat.

Exercise 4 page 20

- Ask: *What are some of the rules at your school?* Elicit answers about arrival times, behaviour, etc.
- Complete the first sentence as a class. Students then do the exercise individually.

KEY

1 have to / don't have to **2 has to / doesn't have to**
3 have to / don't have to **4 has to / doesn't have to**
5 have to / don't have to

For further practice of *have to*:
Grammar Builder 2B page 126

- 1 2 We have to speak English in class.
 - 3 I don't have to sing in my music lessons.
 - 4 My brother doesn't have to work at weekends.
 - 5 My brother and I have to share a bedroom.
 - 6 I have to do the ironing at home.
 - 7 My little sister has to go to bed early.
 - 8 My mum doesn't have to use a computer at work.
- 2 1 get up 2 go 3 do 4 help 5 be 6 practise

Exercise 5 page 20

- Focus attention on the pictures and elicit what action they show, e.g. wake up, have breakfast.
- With a **weaker class**, ask students which sentences will be negative. (2, 3, 6) Tell students to mark them with a cross. Which will be affirmative? (1, 4, 5) Students tick these sentences.
- Students then do the exercise in pairs.

KEY

- 2 She doesn't have to make her own breakfast.
- 3 She doesn't have to walk to school.
- 4 She has to do P.E. at school.
- 5 She has to take exams.
- 6 She doesn't have to stay at school after 3.15.

Extra activity

- Students write sentences about their own day using *have to* and *don't have to*. They can write sentences similar to the ones about Millie, or use their own ideas.
- When they have finished, they tell a partner about their school day. With a **weaker class**, students can refer to their written sentences. With a **stronger class**, students can try to talk about their day from memory.

Exercise 6 page 20

- Ask a confident student: *Do you have to cook dinner?* Elicit *Yes, I do* or *No, I don't*. Ask another student: *Do you have to do the ironing?*
- Students ask and answer the questions in pairs.

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 things that are necessary or compulsory.*

2C Listening

Unusual schools

LESSON SUMMARY

Vocabulary: Numbers, dates and times

Speaking: Describing a classroom, comparing schools

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 7 only if you have time.

LEAD-IN 2-3 MINUTES

- On the board, write: *There is ... , There are ... , I can see ... , I can't see ...*. Point out things in the classroom and say, e.g. *I like this classroom. There's a whiteboard. There are books. I can see a lot of happy students. We've got everything!*

Exercise 1 page 21

- Focus attention on the photo and the words and phrases. In pairs, students describe what they can and cannot see.
- With a **stronger class**, give students two minutes to write as many sentences as they can. Check answers as a class.

Exercise 2 page 21

- Students skim the fact file. Ask: *What is a democratic school?* Elicit ideas but do not confirm or correct students yet.
- Students complete the fact file. Then check answers as a class. If students were not able to explain 'democratic school', ask again: *What is a democratic school?* (In a democratic school, students work with teachers to make rules and decide how the school works.)

KEY

- 1 choose 2 go 3 take 4 mark 5 have 6 meet
- 7 don't

Exercise 3  1.29 page 21

- Focus attention on the *Learn this!* box. Read out the first item with the correct stress and rhythm (a hundred and ten), and ask students to repeat it.
- Students may struggle with the use of *the* and *of* with dates, so focus on these if necessary.
- Play the audio for students to listen and repeat.
- With a **weaker class**, read out the numbers, dates and times as a class. With a **stronger class**, ask individual students to read them out one at a time.

Exercise 4  1.30 page 21

- Tell students they are going to hear people giving information about themselves. They have to write the numbers, dates, or times.
- Play the audio, pausing after each sentence to give students time to write. Check answers as a class.

KEY

- A 3 October / October 3rd / the third of October
- B 1,100 / one thousand one hundred
- C 1 April 2001 / April 1st 2001 / 01.04.2001 / the first of April, two thousand and one
- D 7.45 / quarter to eight
- E 1,000 / one thousand
- F June 2019 / June, two thousand and nineteen
- G 7.30 / seven thirty

Transcript

- A My birthday is the third of October.
- B My school has got about one thousand one hundred students.
- C My date of birth is April the first, twenty oh one.
- D I usually leave home at quarter to eight in the morning.
- E I've got over a thousand songs on my smartphone.
- F I take my school leaving exams in June two thousand and nineteen.
- G We usually have dinner at about seven thirty.

Exercise 5 1.31 page 21

- Students read the sentences. Then play the audio.

KEY

Sentence 3 is not true.

Transcript

Interviewer I am with Nathan King. He's a student at the Brooklyn Free School. Hi Nathan and welcome to the programme.

Nathan Hi.

I So, Nathan, how old are you and which grade are you in?

N I'm fifteen. In a normal school, that's tenth grade, but at my school we don't have grades.

I Can you tell us a bit about the school? How big is it?

N Well, the school has got two parts. One for students aged four to eleven and the other for students between twelve and eighteen. My part of the school has about 60 students.

I And does each class have a lot of students?

N No, the classes are very small. Usually about three or four students. And they are mixed ages, so I sometimes sit next to a student who is maybe twelve, or sometimes I sit next to someone who is eighteen.

I Really? Does that work well?

N Yes. For example, there's a boy of thirteen at the school who's good at maths, I mean really good at maths, much better than me, and we're in the same maths class. And he helps me!

I What other subjects do you study?

N We study the usual subjects, maths, English, science, geography, music and so on. But we don't have to study anything. We can study what we like. We have two meetings every day, one in the morning and one after lunch. That's when we decide what classes we want to attend.

I What time does school start and finish?

N We start at nine o'clock in the morning and finish at three in the afternoon.

I Does it cost a lot of money to study at the school?

N Yes, it's \$20,000 a year. But not everyone has to pay. If you come from a poor family, it costs less.

I Do you think it's a good school?

N Yes, it's great. I love it. I learn what I want to learn, and I learn when I want to learn – not when a teacher tells me.

I Thank you, Nathan.

Exercise 6 1.31 page 21

- Students read the Listening Strategy. They then read the seven questions and answer options.
- Focus attention on question 1 and ask if all three answers are possible. (yes) For question 2, ask which answer is almost certainly wrong. (4–11, because Nathan is 15)
- With a **stronger class**, ask students to guess the correct answers before they listen to the audio again.
- Play the audio. With a **weaker class**, pause the audio after each item to give students time to answer.

KEY

1 a 2 c 3 b 4 a 5 b 6 b 7 c

Transcript

See exercise 5.

Exercise 7 page 21

- Ask: *How many students are there at your school? How many students are there at the Brooklyn Free School?* Elicit answers. Then say: *There are (number) students at our school, but there are only ... students at the Brooklyn Free School.*
- With a **weaker class**, write on the board: *choose subjects, go to lessons, take exams, mark students' work, age of students, timetable, rules.* Elicit sentences in these areas.

KEY

(Possible answers) Brooklyn Free School students choose their own subjects. At our school, we have to do certain subjects. Brooklyn Free School students don't have to take exams, but we do. Brooklyn Free School teachers don't usually mark students' work, but our teachers mark our work. At Brooklyn Free School, there are classes with students from ages twelve to eighteen. At our school, classes aren't mixed ages. Brooklyn Free School starts at nine in the morning, but our school starts at half past eight. There aren't many rules at Brooklyn Free School, but our school has got a lot of rules.

Extra activity: Stronger students

Ask students to write a fact file about their own school, based on exercise 1.

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 numbers, dates and times.*

2D Grammar

Adverbs of frequency; question words

LESSON SUMMARY

Grammar: Adverbs of frequency; question words

Speaking: Asking and answering questions about family

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 4, 6 and 9 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *What school clubs do you think are the most popular?* (e.g. sports, cooking, drama, art)
Would you like to join any clubs? Which ones?
- Elicit a few answers.

Exercise 1 1.32 page 22

- Focus attention on the photo. Ask:
Who are the people in the photo? (e.g. They're students.)
Where are they? (e.g. at school, in a corridor)
What are they doing? (They're talking about something.)
- Play the audio for students to answer the questions.

KEY

Maisie is in photography club and music club. Ben plans to join photography club.

Exercise 2 page 22

- On the board, write: *Adverbs of frequency*. Elicit examples, e.g. *always, usually, often, sometimes, never*.
- Do the exercise as a class.

KEY

1 sometimes 2 often 3 usually 4 always

Exercise 3 page 22

- On the board, write: *She walks to school*. Then ask: *Where does the adverb 'always' go?* Elicit answers, but at this stage, do not worry if they are wrong.
- Students read and complete the *Learn this!* box.

KEY

1 before
2 after

For further practice of adverbs of frequency:

Grammar Builder 2D page 126

- 4 1 never 2 sometimes 3 usually 4 always
5 hardly ever 6 often
- 5 1 always 2 usually 3 often 4 sometimes
5 hardly ever 6 never
- 6 2 She often meets her friends in town after school.
3 She sometimes does her homework on the bus.
4 She is always hungry at break time.
5 She hardly ever takes the bus to school.
6 She is never late for school.

Exercise 4 page 22

- Do the first item together.
- With a **weaker class**, ask students to read the sentences and find the two with the verb *be*. Ask: *Where does the adverb go in those sentences?* (after the verb)

KEY

- 1 Kate sometimes watches TV in her bedroom.
2 Joe is often late for school.
3 Harry never goes dancing.
4 Hannah hardly ever does sport at the weekend.
5 William usually listens to music in bed.
6 Ryan is always thirsty after football training.

Exercise 5 page 22

- Students do the exercise individually.

KEY

- 1 Sally never loads the dishwasher.
2 I often send text messages to my friends.
3 Jake is hardly ever hungry at school.
4 Harry and Alex sometimes go to bed after midnight.
5 Frank usually tidies his bedroom at the weekend.
6 The school bus is often late in the morning.
7 Lisa always plays computer games after school.

Exercise 6 page 22

- On the board, write: *I always load the dishwasher*. Ask a few students: *Do you load the dishwasher?* and elicit true answers with adverbs of frequency.
- Students do the exercise individually. Circulate, monitor and help as necessary.

Exercise 7 page 22

- On the board, write: *Question words*. Then ask: *What are some question words in English?*
- Give students a time limit of 30 seconds to think of as many as possible, e.g. *Who, What, When, Where, Why*.
- Students read and complete the *Learn this!* box.

KEY

Which, Who, How often, Why, When

Exercise 8 page 22

- Do the first item together. With **weaker classes**, do the exercise as a class. **Stronger classes** work in pairs.

KEY

1 How 2 Where 3 When 4 How many
5 When 6 Whose

Exercise 9 page 22

- With **weaker classes**, ask students to write the sentences with the other question words.
- Students then ask and answer in pairs.

KEY

(Possible answers)

- 1 At nine o'clock. 2 I'm (name). 3 Every day.
4 maths, English, French, chemistry, geography, history, biology, P.E., R.E. and economics.
5 At the shopping centre. 6 (none)

Exercise 10 page 22

- Students complete the questions individually.

KEY

1 How many 2 Who 3 How 4 Where 5 When
6 What 7 Which

For further practice of question words:

Grammar Builder 2D page 126

7 1 C 2 A 3 D 4 E 5 B

8 1 What time 2 Where 3 What 4 How many
5 Which 6 Who

Exercise 11 page 22

- Students do the exercise 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 use adverbs of frequency and question words.*

2E Word Skills

Prepositions of time

LESSON SUMMARY

Vocabulary: Prepositions of time

Speaking: Talking about the school day and school year

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 exercises 7 and 8. Exercise 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask and elicit answers to these questions:
Are most schools in your country single-sex or mixed-sex?
What time does the school day start?
What time does it finish?
How old are children when they start school?
When do students have holidays?
Do not correct students' English at this stage.
- Ask: *When do you usually do your homework?* Elicit times and days.

Culture note: British secondary schools

Many British secondary schools are mixed, but some are single-sex. A typical school day is from about 8.45 to 3.15, Monday to Friday. Children start secondary school at the age of 11 or 12 and finish when they are between the ages of 16 and 18. During Year 9 (ages 13–14), students choose subjects for Years 10–11. These are the subjects they study for their GCSE (General Certificate of Secondary Education) exams. If they choose to continue schooling after age 16, they spend another two years studying for their A Level exams.

Most schools have three terms: September to December, January to March, and April to July. There is a long summer holiday in late July and August.

Exercise 1 page 23

- Discuss the question as a class.

Exercise 2 page 23

- Students read the *Learn this!* box.
- Students then do the exercise individually or in pairs.

KEY

1 in 2 at 3 on 4 in 5 at 6 in 7 in, at 8 on

Extra activity

- Put students in two teams. Write the following on the board:
a July b summer c Thursday d 8.00
e the afternoon f 5 November g December
h 16 January i autumn j Monday k the morning
- The first team to call out the correct preposition gets a point.

KEY

a in b in c on d at e in f on g in h on
i in j on k in

Exercise 3 page 23

- Ask students to read the text, ignoring the gaps at this stage. Then ask:
How old are British students when they start secondary school? (eleven)
What month don't students go to school? (August)
Which schools have Saturday lessons? (some private schools)
How long are the holidays in March or April? (two weeks)
What are the exams at the end of school called? (A levels)
- Find examples of prepositions of time as a class.

KEY

1 in September, in July, in March or April, in June
2 at nine o'clock in the morning 3 on Saturday morning,
on Sunday 4 in 2017 5 at Christmas, Easter 6 in the
summer 7 in the afternoon 8 on 25 August

Exercise 4 page 23

- Students read the *Learn this!* box. To check understanding, say: *I have dinner from quarter to six to half past six. The news is on at six o'clock and I watch it.*
- On the board, write: *I watch the news ___ dinner.* Elicit the missing word: *during.*
- Say: *The news finishes at half past six.* Write: *I watch the news ___ half past six.* Elicit the missing word: *until.*
- Students do the exercise.

KEY

1 before 2 until 3 After 4 from 5 to 6 during

Exercise 5 page 23

- Ask: *When does your school year start?*
When does Rachel's school year start? (September)
Is your school the same as Rachel's or different?
- With a **weaker class**, continue eliciting information about Rachel's school that can be compared to the students' school. With a stronger class, students work in pairs or small groups.

Exercise 6 page 23

- Students do the exercise individually.

KEY

1 before 2 on 3 at; in 4 after; on 5 in/ during 6 at

Exercise 7 page 23

- In pairs, students do the exercise. Circulate, monitor and help as necessary.

Exercise 8 page 23

- Students work in pairs. With a **weaker class**, each pair should tell another pair about their ideal school year. With a **stronger class**, a few pairs present their ideas to the class.

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 a variety of prepositions.*

2F Reading

Dangerous journeys

LESSON SUMMARY

Vocabulary: Opposites; in the wilderness

Speaking: Talking about dangerous journeys

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercises 8 and 9. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the class about your journey to work. Do you drive? Walk? Cycle? What is your route like? How long does it take?
- Then ask a few students: *How do you travel to school? What's your journey to school like?* Elicit a few answers.

Exercise 1 page 24

- Focus attention on the photos and elicit descriptions, e.g. *In photo A, some people are walking on a high mountain. In photo B, some children are swimming across a river. In photo C, some children are crossing a very scary bridge. In photo D, a girl is travelling along a wire.*
- Ask students to guess why these children go on dangerous journeys. They will probably guess correctly that they are on their way to school.

Exercise 2 page 24

- Focus attention on the title of the text: *The school run*. Ask: *What is a 'school run'?* Elicit or teach that it is the journey to school. In the UK, it usually refers to parents taking their children to school.

Exercise 3 page 24

- Ask students to note down a few key words that describe each picture, e.g. photo A: mountain, path, narrow, dangerous; photo B: river, swim; photo C: jungle, rope bridge, school children; photo D: metal wire, very fast, sack, bag.
- Students then scan the texts for the key words and then match the texts with the photos.

KEY

1 A 2 C 3 B 4 D

Exercise 4 page 24

- Focus attention on texts 2, 3 and 4. Students find and underline the word *river* each time it is used.
- Students read the Reading Strategy. Then ask them to find the question with the word *river* in it (D) and read it carefully. Next, ask them to read the sentences with *river* in the text to find the one that says children swim across a river. (text 3)
- With a **weaker class**, assign pairs of students one of the letters A–G. Then each pair finds the text (1–4) that matches their letter.

KEY

A 4 B 2 C 4 D 3 E 1 F 2 G 1

Exercise 5 page 25

- On the board, write *safe, narrow, large, wet*. Elicit the opposite for each one.

KEY

safe – dangerous narrow – wide large – small wet – dry

Extension: Stronger classes

- With a **stronger class**, write these adjectives from the text on the board: *broken, deep, huge, fast*.
- Ask students what each adjective refers to. (broken: the bridge; deep: the river in Minh Hoa; huge: the river in Colombia; fast: the journey in Colombia)
- Elicit or teach the opposite of the adjectives: *broken – fixed / repaired; deep – shallow; huge – small / tiny; fast – slow*. Students think of something that can be described by each adjective.

Exercise 6 page 25

- Working individually, students skim the text to find and underline the words. Tell them to raise a hand when they have found them.
- After about half of the class have found the words, ask individual students to read out a sentence containing one of the words until all eight have been read out.

KEY

1 jungle 2 valley 3 path 4 boat 5 mountain
6 bridge 7 river 8 rope

Exercise 7 page 25

- Do the first item as a class. Students then do the exercise.

KEY

1 which 2 Who 3 How 4 How many 5 Where
6 Why 7 What

Exercise 8 page 25

- Go through the example together.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

KEY

1 It's in China. 2 the head teacher of the school
3 10 metres high 4 twenty children 5 It's in Vietnam.
6 Because there is no bridge. 7 It's the Rio Negro.

Exercise 9 page 25

- Go through the instructions together and say: *I choose the journey in Banpo. The views look beautiful. I don't choose the Minh Hoa journey because I don't want to get wet on the way to school.*
- Students do the exercise in pairs. Circulate, monitor and help as necessary. If there is time, ask a few students to share their partner's answer with the class.

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 dangerous journeys to school.*

2G Speaking

Giving advice

LESSON SUMMARY

Vocabulary: Adjectives for feelings

Speaking: Asking for and giving advice

Grammar: *should*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 2. You can omit exercise 8. Exercise 4 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write *advice* and elicit or teach the meaning.
- Then write:
When you have a problem at school, who do you ask for advice? What about personal or family problems? Do you ever give advice to anyone?
- Discuss the questions as a class.

Exercise 1 1.34 page 26

- Focus attention on the photo. Say: *This girl is asking her friend for advice. What do you think she is asking about?* (e.g. problems with a friend, at school, at home)
- Play the audio for students to listen and read. Discuss the questions as a class.

Exercise 2 page 26

- Encourage students to read the dialogue with the correct intonation and expression. Play the audio again so students can listen and repeat.

Exercise 3 page 26

- Students read the *Learn this!* box and find five examples of *should* in the dialogue in exercise 1.

KEY

What do you think I should do? (interrogative) Should I tell Mrs Jones? (interrogative) No, you shouldn't do that. (negative) But you should talk to Sophie. (affirmative) You should explain that copying work is a bad idea ... (affirmative)

For further practice of adjectives for feelings:

Vocabulary Builder 2G page 118

1 A sad B angry C scared D worried E happy
F tired

2 1 excited 2 embarrassed 3 guilty 4 surprised
5 bored

Exercise 4 page 26

- Do the first item as a class. Then students do the exercise individually.
- Students check answers in pairs. Then ask them to role-play the two situations. Circulate, monitor and help as necessary.

KEY

1 a should b shouldn't 2 a shouldn't b should
3 a should b shouldn't

Exercise 5 1.35 page 26

- Check the meaning of the adjectives. Then ask individual students to mime the feelings for the class to guess.
- Tell students they are going to listen to four dialogues. They must write how a person in each dialogue feels.
- Play the audio. Pause after each dialogue and ask:
(dialogue 1) *What does the boy have to do tomorrow?* (take an exam) *What does he have to do tonight?* (go to a party)
(dialogue 2) *What does the girl want to do?* (go to a concert) *Why can't she?* (Her parents say she can't because her grades are not good.)
(dialogue 3) *What does the boy see on Facebook?* (a photo of himself)
(dialogue 4) *What can't the girl find?* (her phone)
- Students complete the sentences.

KEY

1 tired 2 sad 3 embarrassed 4 worried

Transcript

1 **Girl** Hi. Are you OK?

Boy Yes. I'm fine. But I need to sleep!

G Oh, dear. And we've got an exam tomorrow.

B I know.

G You should go to bed early tonight.

B I can't. It's my cousin's birthday party this evening.

G Do you have to go?

B Yes, I do.

G Well, you shouldn't stay late. Just explain to him about the exam.

B Yes, you're right. Thanks.

2 **Boy** Hi. How are you?

Girl I'm really not happy.

B Oh, no! Why not? What's the problem?

G I want to go to a pop concert on Saturday. But my parents say I can't go.

B Why not?

G Because of my school work. My grades this year aren't very good.

B Well, you should talk to your parents again. Explain how you feel. And promise to work really hard all year!

G Yes, you're right. Good idea. I should talk to them again.

B Good luck!

3 **Girl** Hi there. Are you OK?

Boy Not really. Look!

G What's that? Your brother's Facebook page?

B It's my friend's Facebook page. But look at this photo of me.

G Ha ha!

B Don't laugh! It's not funny. It's really embarrassing! I'm not happy about it.

G Does your friend know that?

B No, he doesn't.

G Well, you should send him a text and ask him to delete the photo.

B Yes, good idea. Thank you.

4 **Boy** Hello! How are you? OK?

Girl Not really ...

B Why not?

G Because I can't find my phone.

B Is it in your bag?

G No, and I need it. I know it's here, at school.

B Why have you got it at school?

G I often bring my phone to school. I play games on it at lunchtime.

- B You should leave it at home. You don't really need it here.
- G I don't agree.
- B OK. But that's my advice.
- G You're probably right, but it doesn't help me now because I still can't find my phone!

For further practice of *should*:

Grammar Builder 2G page 126

10 1 should 2 shouldn't 3 shouldn't 4 should
5 shouldn't 6 should

Exercise 6 1.35 page 26

- Students read sentences a–f and underline the key words in each so that they know what to listen for, e.g. a: tell parents, feel; b: send, text message, friend; c: shouldn't copy, work, internet; d: stay late, party; e: invite, friend; f: shouldn't bring phone, school.
- Play the audio again for students to do the exercise.

KEY

1 d 2 a 3 b 4 f

Transcript

See exercise 5.

Exercise 7 page 26

- Demonstrate a dialogue with a confident student, e.g.
You Hello, (student's name). I need some advice.
Student What's the problem?
You My students took an important English test, but I lost the test papers. What should I do?
- Elicit some advice from the class, e.g. give everyone an A, make students take the test again. Finish by saying: *Thanks for the advice!*
- In pairs, students prepare their own dialogue. Remind them to look at the Functions Bank in the Workbook for more useful phrases. Circulate, monitor and help as necessary.

Exercise 8 page 26

- Ask for volunteers to act out their dialogue for the class. If you have time, ask the class to vote for the best dialogue in these categories: a) the funniest problem or advice; b) the most realistic situation; c) the best acting; d) the best use of English.

Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can role-play a dialogue about giving advice.*

2H Writing

An announcement

LESSON SUMMARY

Vocabulary: School events

Grammar: Imperatives

Writing: An announcement; making sure all required information is included

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 4 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask students: *What special activities do you do at school?* (e.g. school clubs) Ask students to raise their hands for activities they participate in.
Do you have any special events at school? (e.g. concerts, sports days)

Exercise 1 page 27

- Focus attention on the photo. Students match the photo with one of the events and answer the question.

KEY

musical

For further practice of school events:

Vocabulary Builder 2H page 118

3 1 open day 2 musical 3 concert 4 jumble sale
5 parents' evening 6 raffle 7 school club 8 sports day
9 school trip 10 school camp 11 play

Exercise 2 page 27

- Students read the announcements. Focus on the key information by asking:
What is Cats? (a musical)
When is it? (Saturday 12 July from 7 p.m. to 11 p.m.)
Where will it be? (in the school hall)
What is the school going to do with the money? (buy new musical instruments)
How much are the tickets? (£5, or if you buy before 30 June, they're £4.50.)
When does judo club meet? (every Wednesday after school)
Where and what time does it meet? (in the school gymnasium, from 3.30 to 5 p.m.)
Who can you call for more information? (Sarah)
- Students do the matching exercise. Check the meaning of all the events, especially *school camp* (students go to a place away from school, often to do outdoor activities) and *sports day* (a special day at school when there are no classes and students compete in sports events).

KEY

Cats musical judo club school club

Exercise 3 page 27

- On the board, write: *Close your books. Stand up.* Elicit or explain that it is the imperative.
- Students read the *Learn this!* box. With a **stronger class**, ask students to think of more examples, e.g. *Don't talk. Come here.* With a **weaker class**, give a few commands for students to follow, e.g. *Stand up. Say your name. Stand on one leg. Sit down. Open your book.*
- Students do the exercise.

KEY

Come to our musical! Please help us ... Come and see us dance! Come and hear us sing! Please bring a friend! Buy your ticket ... Then come to judo club Don't worry! Call Sarah on 0990 237789 ...

Exercise 4 page 27

- Students complete the sentences individually.

KEY

1 Don't forget 2 Put 3 Call 4 Visit 5 Don't miss
6 Bring

For further practice of imperative:

Grammar Builder 2H page 126

11 1 Don't eat; Share 2 Stop 3 Meet; Don't be
4 Put 5 Don't swim 6 don't open

Exercise 5 page 27

- Go through the Writing Strategy and the task together. With a **weaker class**, elicit notes for each of the questions. With a **stronger class**, students write notes individually while you circulate, monitor and help as necessary.

KEY

(Possible answers)

1 sports day
2 on the school playing fields
3 Monday 7 March, 9.00–3.00
4 a great way to have fun with your classmates and do sport
5 races and competitions, delicious food, awards
6 visit school website for more details

Exercise 6 page 27

- Before students begin writing, focus their attention on the two announcements in exercise 2 and remind them that they are good models to follow.
- Students do the exercise individually. Circulate, monitor and help as necessary.
- When students have finished writing, focus their attention on the *Check your work* box. Students read their announcement and make sure they have used some imperatives and included all the information in exercise 5. They then check their spelling and grammar.

KEY

(Possible answer)

Sports day!
Come and run, jump and play on Monday 7 March,
9.00–3.00 on the school playing fields!
This is a great way to have fun with your classmates and
do sport. There will be races and competitions, delicious
food and awards.
Visit the school website for more details.

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 an announcement for a school event.*

1 Exam Skills Trainer

LESSON SUMMARY

Reading: Understanding different ways of saying the same thing

Listening: Thinking about key vocabulary

Use of English: Reading for gist

Speaking: Using set phrases

Writing: An announcement

LEAD-IN 2–3 MINUTES

- Ask: *Imagine you can go to school and leave school at any time, on any day. What schedule will you choose?*
- Students discuss possible schedules. If anyone suggests not going to school at all, ask: *What about friends? What about learning?* A **stronger class** may be able to discuss the value of education.
- Say: *Imagine you can learn any subjects you like. What subjects will you learn?* Discuss as a class.

Culture note: Homeschooling

There are two main reasons why parents choose to educate their children at home. The first is that they are not satisfied with their local schools. Some are worried about the quality of the teaching while others are worried about bullying. The other main reason is that parents want to spend more time with their children and have a greater involvement in their education.

Reading

Exercise 1 page 28

- On the board, write: *I'm a student*. Elicit different ways of saying the same thing, e.g. *I go to school. I'm studying. I'm in school. I have got lessons every day.*
- Go through the strategy together. Then students do the exercise.
- Check answers as a class. Then elicit a few more different ways of expressing common ideas. On the board, write:
It was difficult. (e.g. It was hard. It wasn't easy. It was a lot of work.)
He works in a shop. (e.g. He's a shop assistant. He's got a job in a shop.)
She's happy. (e.g. She feels good. She isn't sad.)

KEY

1 D 2 B 3 C 4 E 5 A

Exercise 2 page 28

- Students read the text and answer the questions. Tell them to underline the parts of the text that give the correct answers.
- Check answers as a class and elicit the parts of the text that gave them the correct answers.

KEY

1 B (he's homeschooled; I can get up when I want to)
2 D (I have got internet lessons on English, maths and politics.) 3 D (Brazil, Greece, Cuba, Turkey and 24 other countries say 'no' to homeschooling.) 4 B (I learn the same things. It's just that that I learn them in a different way.)

Listening

Exercise 3 page 28

- On the board, write *school*. Ask:
What words can you think of connected to school? (e.g. teacher, student, class, books, desk, classroom, timetable)
What about 'money'? (e.g. coins, dollars, pounds, lira, spend, save, bank)
- Go through the strategy together. Then students do the exercise.
- Check answers as a class. Then brainstorm additional words for each topic, e.g. tidy the classroom: books, desks, put away; play a musical instrument: practise, piano, band; have a big family: grandmother, grandfather, uncle, aunt; describe someone: tall, dark hair, glasses, thin; get up early: alarm clock, go to school, have a shower, feel tired.

KEY

- 1 cupboard, ruler, shelf 2 drums, flute, saxophone
3 cousin, daughter, niece 4 beard, short, straight
5 get dressed, have breakfast, wake up

Exercise 4 1.36 page 28

- Students read sentences A–G.
- Then play the audio for students to match the speakers to the sentences.
- Check answers as a class.
- Play the audio again. After the first speaker, pause and ask:
What's the topic? (language) *What topic words do you hear?* (Chinese, don't speak, speak, English)
- Do the same for each speaker, asking about the topic and the key vocabulary. (2 music – listen, play the piano, instrument, guitar; 3 getting to school – walk, go by car, come home by car; 4 extra classes – dance classes, before and after school every day, get up early, morning class, another class after school, get home at seven in the evening, feel tired; 5 school books – book bag, computers; 6 helping parents – help, cook, ironing, tidy the bedrooms, things around the house)
- Play the audio again and ask some additional questions:
Who does speaker 1 live with? (his parents and grandparents)
Who doesn't speak English? (his grandparents)
What is speaker 2's favourite instrument? (the guitar)
What are speaker 3's parents' jobs? (His dad is a famous tennis player and his mum's a famous film star.)
When does speaker 4 do her homework? (after dinner)
What subjects are people at speaker 5's school good at? (mathematics and reading)
How old is speaker 6's brother? (three)

KEY

- A 5 B 3 C 1 D 6 E 2 F no match G 4

Transcript

- 1 My family's Chinese. I live with my parents and grandparents. My grandparents don't speak English so at home we usually speak Chinese. But I speak English at school.
- 2 I love music! I listen to music every day and I often play the piano. My favourite instrument is the guitar.
- 3 My dad's a famous tennis player and my mum's a famous film star. All my friends walk to school, but my sister and I have to go by car and come home by car.
- 4 I go to dance classes before and after school every day. I have to get up very early for the morning class. Then,

- I have another class after school. I usually get home at seven in the evening and I do my homework after dinner. I love dancing but I sometimes feel tired during the day.
- 5 I don't take a big book bag to school because at my school we do all our lessons on computers. We work from nine in the morning until four thirty in the afternoon – the same as people at work. Everyone at the school is really good at mathematics and reading.
- 6 My brother, Marty, is three and he can't walk. He needs a lot of help. Mum and Dad can't cook every day, and they don't have time to do the ironing or tidy the bedrooms, so I do a lot of things around the house.

Use of English

Exercise 5 page 29

- Go through the strategy together. Check the meaning of *gist* (the main or general meaning of a piece of writing).
- Students quickly read the text. Tell them not to worry if they do not understand every word; they simply have to understand the main idea. Ask: *What is the gist of the text?* (It's about four sisters who look the same but who have got different interests.)

KEY

- 1 16 February 2000 2 16 February 2000 3 similar
4 no 5 yes

Exercise 6 page 29

- Students complete the text.
- Check answers as a class. Then follow up with some additional questions:
What musical instrument can Emily play? (the cello)
What do the girls look like? (They've got long, fair wavy hair and blue eyes.)
What's Emily's hobby? (horse-riding)
What does Mary Claire like? (writing)
What is Anna's interest? (science)
What job does Emily do at home? (the washing)
- Teach or elicit that twins are two children born to the same mother on the same day; triplets are three children born to the same mother on the same day.

KEY

- 1 A 2 C 3 C 4 A 5 A 6 A 7 B 8 C 9 C 10 C

Speaking

Exercise 7 page 29

- On the board, write:
How do you ...
– *ask if someone is OK?* (e.g. Are you OK? Is anything wrong?)
– *say that you feel sad?* (e.g. I'm sad. I feel upset. I'm unhappy.)
– *ask for advice?* (e.g. Can you give me some advice? What should I do?)
– *give advice?* (e.g. You should ... You shouldn't ...)
– *say thank you?* (e.g. Thanks! Thank you! Thanks a lot! Thanks very much!)
- Go through the strategy together. Point out that the phrases you just talked about are set phrases.
- Students do the exercise.

KEY

1 problem 2 angry 3 advice 4 should 5 shouldn't
6 should 7 Thanks

Exercise 8 page 29

- Go through the instructions together and make sure students understand what they have to do.
- With a **weaker class**, brainstorm some solutions onto the board.
- Students work in pairs. Circulate, monitor and help as necessary.

KEY

(Model answer)

A Hi. Are you OK?

B No, actually. I'm upset. Can I ask your advice about something?

A Of course. What's the problem?

B My English classes are very difficult. I got a C on my test, but I want an A.

A Oh, that's too bad. But you shouldn't worry about it too much. You should speak to your teacher and ask him to help you. And you should study more for the next test.

B Thanks!

Writing**Exercise 9** page 29

- Go through the strategy together. Then students do the matching exercise.
- Ask: *What is each sentence announcing?* (1 music club / band; 2 football team; 3 something social – this could be any club; 4 any club; 5 an event such as a concert or sporting event; 6 a charity event to raise money)

KEY

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

Exercise 10 page 29

- Students work in pairs. Circulate, monitor and help as necessary.

KEY

(Model answer)

COOKING CLUB

Do you want to make new friends and learn to cook?

Come and join us at cooking club!

Where: The Food Tech room

When: Every Wednesday at 3.30

Every week, we make a different dish. You will get a shopping list one week before each meeting and we will all make the same recipe.

If you have any questions, contact Mrs Bailey on extension 4211.

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 different ways of saying the same thing. I can think about key vocabulary. I can read a text for gist. I can use set phrases. I can write an announcement.*