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Unit 1

Who are you?

Unit aims

- Talking about personality and describing how people look
- Reviewing the simple present and the present continuous
- Using (not) as ... as comparatives
- Understanding online posts and descriptions of people in photos
- Talking about people at a party
- Writing a character description
- Learning about portraits and self-portraits
- Researching a portrait artist and creating a mood board

Resources

- Workbook Unit 1
- Practice Extra Unit 1
- Collaboration Plus Unit 1
- Colored string (optional)
- Paper, poster paper, colored pens, and pencils
- Picture of a spider
- Pictures of two celebrities
- Ten pictures of different faces (optional)
- Mini whiteboards (optional)
- Party music (optional)

STUDENT'S BOOK PAGE 12

Warmer: Draw a smiley face. Say: *I'm feeling ...* (happy). Repeat with a sad face. (*I'm feeling sad.*) Write the adjectives on the board. Ask students to add four more words that describe feelings, e.g., *afraid/excited/tired/hot*.

- Put students in groups of three. Each group draws a circle divided into six segments. Tell students to copy one word in each segment of the circle.
- Demonstrate the activity. Put a pencil on the circle and spin it. Select the word where the pencil point lands and say a sentence. For example, if *happy* is selected, say: *I'm happy when I visit my grandparents because I love seeing them.*
- Students work in groups. They take turns spinning the pencil and saying a sentence. Invite students to share their ideas with the class. Discuss how feelings can change depending on the situation.

- 1 • Point to the picture. Clarify *roller coaster ride*, if necessary. Ask: *How do people feel doing this?*
- In pairs, students discuss the questions.
 - Invite a few students to share their answers with the class. If there is time, explore how situations can make some people feel excited but others afraid.

Answers: Students' own answers

Video: Who are you?

The video is about a boy named Gray who is afraid of spiders. He is trying to feel less afraid, so he's learning about spiders and looking at pictures of them. He says people think he's brave, but he's not sure.

Video script page 134

- 2 • Show a picture of a spider. Ask students how they feel about spiders. Share ideas.
- Say: *We're going to watch a video about a boy and spiders.* Invite a volunteer to read the questions aloud. Tell students to find the answers while watching. Play the video.
 - Put the students in pairs to discuss. Repeat the video, if necessary. Select students to share their answers with the group.

Answers: 1 spiders, 2 He's facing his fears by looking at pictures of spiders and watching videos about them. 3 Students' own answers

Extension (optional)

Put students in groups of four. Ask them to find out who was born first, second, and so on by sharing dates of birth. While they discuss, write four numbered sentences on the board:

- 1 *I'm afraid of ...*
- 2 *I'm not afraid of ...*
- 3 *A brave person I know is ...*
- 4 *I'm not brave when ...*

Students take turns answering the questions: the oldest answers number 1, the second oldest answers number 2, and so on.

Extra support (optional)

Write *I'm afraid of ...* and *I'm not afraid of ...* on the board. Demonstrate the activity. Say, e.g., *going to the dentist* and tell students to stand up if they feel brave or remain seated if not. All the students who stay seated chant, *I'm afraid of going to the dentist. I don't feel brave.* Those standing should chant, *I'm not afraid of going to the dentist. I feel brave.* Model the sentences for the first round, then encourage students to create their own sentences. Repeat the activity with different subjects, e.g., *snakes/heights/fire*. Use pictures, if necessary. Students chant and move faster and faster.

Vocabulary

Lesson aim: Describing personality

Warmer: Give each student a slip of paper. Tell them to draw three emojis about their day. Give some examples, e.g., draw a cup, a sad face, and a tennis racket. Explain you didn't have any coffee left for breakfast so you felt bad. But, later, you played tennis with your friend and enjoyed it. In pairs, students guess what their partner did from the emojis and discuss.

1 Audio script page 141

- Ask students to read the words in the box.
- Point to picture 1 and ask students which word best describes the girls. Encourage students to match the words they know first to help them work out the ones they don't.
- Students work in pairs. Monitor but don't provide answers.
- Play the track for students to check their answers. Replay the track, if necessary.
- Check answers as a class, clarifying any confusion by referring to the audio script.

Answers: 1 friendly, 2 brave, 3 shy, 4 polite, 5 helpful, 6 clever, 7 lazy, 8 creative, 9 confident, 10 active

- 2
- Draw a smiley face and a sad face on the board. Point to the word *friendly* in the box in Exercise 1.
Ask: *Is it positive or negative?* (positive) Write *friendly* under the smiley face.
 - Show the table. Students copy the word *friendly* into the positive column. Ask two students to read the examples aloud.
 - In pairs, students categorize the words. They share their answers with the class. Note that different answers may be acceptable. For example, being shy doesn't necessarily have to have a negative meaning.

Possible answers: Positive words: active, brave, clever, confident, creative, friendly, helpful, polite;
Negative words: lazy, shy

- 3
- Students work alone and complete the sentences about themselves. Monitor and support students as they write.

Extra support (optional)

Look at the adjectives again and check understanding. Drill each word and clap on the main stress, e.g., **confident**. Students repeat and clap. Go through the words two or three times. Have students test each other in pairs. They point to a word for their partner to say with the correct word stress. Monitor and correct.

- 4
- Students copy one of their sentences from Exercise 3 onto a slip of paper. Put students in groups of five or six. Mix up the papers and give them out to different students. Students read out their new sentence, and the group guesses who wrote it and says if they agree.
 - On the board, write *Often* on the left, *Sometimes* in the middle, and *Never* on the right. Read an adjective, e.g., *confident*. Students stand on the left, middle, or right depending on how often they feel confident (or point if the room is too small). Ask: *When do you feel confident?* (e.g., when I'm with my friends). *When don't you feel confident?* (e.g., when I speak in front of the class) Ask students to explain their choice to the person standing closest to them. Repeat with different adjectives.

Answers: Students' own answers

Extension (optional)

Create a word puzzle. Draw a 3 x 3 grid on the board (with nine squares). Write a letter in each square. Use letters from the word *confident*, jumbled up. In pairs, students have two minutes to write as many words as they can using the letters. They get one point per word and five points if they can use all the letters in a single word. The pair with the most points wins.

Homework (optional)

Ask students to choose a word and create their own word puzzle by writing the letters in a grid. In the next lesson, students share their puzzles with the class to see if anyone can find the original word.

- » **Finished?** Student's Book page 125, exercise 1
- » **Workbook:** Vocabulary practice page 8
- » **Practice Extra:** Unit 1 Vocabulary practice 1

Reading

Lesson aim: Understanding online posts


Warmer: Write example questions on the board, e.g., *Who is your best friend? What do you usually do on the weekend? Can you describe your mom/friend?* Students stand or sit in circles of five or six. Demonstrate the activity. Ask one student a question. Once they answer, they turn to the next person in the circle and ask a new question. Continue around the circle. Students can think of their own questions or read from the board.

- 1 • Read the prompt aloud. Give students one minute to write down their ideas.
 - Put students in pairs to compare ideas.

Answers: Students' own ideas

- 2 • Say: *Read and see if your ideas are in the posts.* Tell students to read quickly and not to worry about every word.
 - Pair students to compare answers. Check answers as a class.


Answers: Students' own answers

- 3 •  Invite confident students to read the sentences aloud.
 - Play the track for students to answer the questions.
 - Students compare answers in pairs.
 - Check answers with the class, encouraging students to read the part of the text that shows the answer.

Answers: 1 Isaac, 2 Otis, 3 Isaac, 4 Diana, 5 Diana, 6 Otis

Extra support (optional)

Students read the first post. Then pause to show the paraphrasing between the text and the question: *plant trees/interested in plants and animals/clean the river* is paraphrased in question 1 by *enjoys taking care of nature*. Do question 2 together as a class, then encourage students to continue.

- 4 •  Have a volunteer read out the example. Answer any vocabulary questions.
 - Write *Friends* on the board. Ask: *How can you be a good friend?* Give an example, e.g., *play games together/listen*.
 - In small groups, students suggest three things that make someone a good friend.
 - Invite groups to share their ideas with the class.
 - Put students in pairs. Students describe their friend to their partner.
 - If there is time, students stand up and walk around to ask and answer questions with different classmates.

Extension (optional)

Students create a friendship bracelet by twisting and tying colored string. If you don't have colored string, students work in groups to create posters about friendship. They should include pictures and phrases. Put their posters up on the wall, if possible.

Homework (optional)

Ask students to imagine a new student who is shy. They should write a plan of activities to help the student feel more at home. In the next lesson, students share ideas and choose the best three activities.

Language toolkit

Simple present and present continuous

Lesson aim: Using the simple present and the present continuous

Warmer: Students work in small groups with a mini whiteboard or paper. Tell students they will hear a text with adjectives and they must write the adjectives as they hear them. Read a short text at normal speed, e.g., Diana's post on page 14. Students listen and write. Once students have finished, read the text again. Each time students hear an adjective, they hold up their whiteboard. Finally, check spelling. Invite different pairs to add a word to the board and check.

- 1 • Discuss the picture. Ask: *What is Jenny doing? Why? Do you think she does it every day?* Share ideas.
 - Read the question. Students read the text quickly and compare ideas in pairs.
 - Share answers with the class.

Answers: She is volunteering/picking up trash.

- 2 • Students read the sentences again for one minute, then close their books. Say: *Jenny is picking up trash this weekend. But what does she usually do?* Students remember, e.g., *She sleeps/ plays video games.*
 - Read out sentence 1 and ask students: *Is this usually true or happening right now?* (usually) Read the rest of the sentences one by one. Encourage students to say *usually* or *happening now*.
 - In pairs, students choose *U* or *N* for each sentence. Check answers as a class.

Answers: 2 U, 3 N, 4 N, 5 N

Extension (optional)

Students choose an activity from Jenny's usual weekend or the different weekend in the text. In small groups, students mime the actions, e.g., picking up trash/playing games. The group guesses the action and says if it relates to Jenny's usual weekend or not.

- 3 • Ask a volunteer to read sentence 1 from Exercise 2 aloud (*I usually sleep until 10 o'clock, eat breakfast, and then watch TV*) and write it on the board. Repeat with sentence 3

(*Today, I'm volunteering with some of my friends*). Ask students which verbs they can see. Underline the verb forms.

- Ask: *Are the verbs used in the same way?* (no) *Which one usually happens?* (the first) *Which is happening now?* (the second) *Which verb is simple present?* (sleep) *Which is present continuous?* (volunteering)
- In pairs, students complete the sentences. Monitor and support students as needed.
- Share answers as a class, encouraging students to provide example sentences for each Language tool.

Answers: 1 SP, 2 PC, 3 SP, 4 PC

- Point to the Common error tip. Read the errors aloud. In pairs, students discuss why these are errors. Have students share their ideas with the group. Remind them of the last sentence in Exercise 3: *We don't usually use verbs like feel, love, like, hate, know, and want with the present continuous.*

- 4 • Discuss the picture with the students, e.g., *Where is it? What are they doing? Is this what they usually do?* Share ideas.
 - In pairs, students choose the correct verb forms.
 - Check answers as a class.

Answers: 2 go, 3 drive, 4 'm visiting, 5 'm sitting, 6 'm looking, 7 love, 8 'm taking

- 5 • Explain that students are going to talk about themselves. Show the sentence stems and complete sentence 1 together as an example.
 - Students write their own sentences (or in pairs, if less confident). Monitor and guide as necessary.
 - In groups of three or four, students discuss their sentences. Ask them to find out if they do similar things.
 - Students share their answers with the class.

Answers: Students' own answers

Homework (optional)

Students create a vlog (or social media post) describing a typical weekend.

» **Finished?** Student's Book page 125, exercise 2

» **Workbook:** Grammar practice page 9

» **Practice Extra:** Unit 1 Language toolkit 1, Listening practice

Unit 1

Who are you?

STUDENT'S BOOK PAGE 16

Listening and Vocabulary

Lesson aims: Understanding descriptions of people in photos; describing how people look

Warmer: Students think of activities they usually do in their spare time, e.g., swimming/reading/playing video games. In groups of five or six, they take turns acting out their activity for the class to guess.

1 Audio script page 141

- Choose a popular celebrity. Ask students to describe the person. Help with vocabulary, if necessary.
- Point to the word box and pictures. Match *short* with picture 1 as an example. In pairs, students complete the rest.
- Check answers by playing the track. Pause between answers to confirm and encourage students to repeat the words.
- Write *adjective* and *noun* on each side of board. Say the words again. Students point to the correct side of the board.

Answers: 1 (short) (adj), 2 medium-length (adj), 3 long (adj), 4 dark (adj), 5 light (adj), 6 straight (adj), 7 curly (adj), 8 mustache (n), 9 beard (n)

- #### 2
- Write a short description of yourself on the board, pausing for students to contribute words, e.g., *I'm tall and have ... (point to eyes) brown eyes.*
 - Give each student a piece of paper. Tell them to write a description of themselves and that the descriptions will be shared with the group. Pair students for support if needed.
 - Put students in groups of five or six. Mix up and redistribute their papers. Students read the description they have been given and guess who it is.

Answers: Students' own answers

Extension (optional)

Prepare ten pictures of different faces (e.g., from magazines). Stick them around the room. In pairs, students choose a face and write a description. Then put each pair in a group of six. They share their descriptions for the group to guess the face/person.

Extra support (optional)

Students choose a picture and write a short description together.

3 Audio script page 141


- Students look at photos A–C and describe them in pairs.
- Play the track. Students listen and mark the correct photos with a check mark.
- Students compare answers in pairs. Then check answers as a class.
- Write some of the key words on the board, e.g., *dark, long, beard, mustache*. In pairs, students point to the features in the pictures.

Answers: A and C

4 Audio script page 141

- In pairs, students read the sentences.
- Play the track again. Students write *T* or *F*.
- Check answers as a class.

Answers: 2 T, 3 T, 4 F, 5 F, 6 F

- #### 5
-  Read the questions aloud. Invite a student to read the speech bubble example.
 - In pairs, students discuss their favorite photos.
 - Have some students share their answers with the class.

Answers: Students' own answers

Extra support (optional)

Write the example sentences on the board and underline specific details, e.g., *on the bookcase/in the living room/a new wife*. Students copy the example paragraph and change the details so it is true for them.

» **Workbook:** Vocabulary practice page 10

» **Practice Extra:** Unit 1 Vocabulary practice 2

Language toolkit

(not) as ... as

Lesson aim: Using (not) as ... as comparatives

Warmer: Invite six students to the front of class. Describe one student, sentence by sentence, e.g., *This student has straight hair. This student has brown eyes.* The class guesses the student as quickly as possible. When they have chosen correctly, invite a volunteer to describe another student from the group.

1 Audio script page 141

- Look at the picture and ask questions, e.g., *Where are they? What are they doing?*
- Read the question aloud. Play the track. In pairs, students compare answers. Check answers as a class.

Answers: She wants to get her hair cut.

2 Audio script page 141

- In pairs, students read the sentences.
- Play the track again. Students listen and mark the sentences they hear.
- Check answers as a class.

Answers: 1, 2, 3, 5

Extra support (optional)

Repeat the track, pausing where a sentence is included.


- #### 3
- In pairs, students read the sentences and circle the correct words.
 - Check answers as a class.
 - Check understanding. Point to the picture in Exercise 1: *Is their hair curly?* (yes) Point to the girl on the left: *So, her hair is as curly as hers. As curly as ...* (students repeat) Point to the girl on the right: *Is her hair longer or shorter than her hair?* (shorter) *So, her hair is not as long as her hair. Not as long as ...* (students repeat).

Answers: 1 compare, 2 the same, 3 different


- Point to the Common error tip. Invite a student to read the error and correction. Check understanding. Chant: *As and as, the same each time!* Students repeat several times.

- #### 4
- Look at the first sentence together as an example.
 - In pairs, students complete the task.
 - Check answers as a class.

Possible answers: 2 is not as light as, 3 is as tall as, 4 is not as old as, 5 as slowly as, 6 is as expensive as, 7 as well as, 8 is as delicious as

- #### 5
-  Put students in groups of four. They choose six famous people and write the names in the boxes.
 - Share a few examples from different groups. Slower groups can copy the names. Then show pictures of two celebrities and create two or three example sentences with the class. Add some adjectives to the board if necessary for students to choose from, e.g., *creative, shy, friendly.*
 - Students create sentences that compare the people they have chosen. Monitor and support.

Answers: Students' own answers

- #### 6
-  Put students together in groups of eight.
 - Students share some of their sentences and decide if they agree.

Extension (optional)

In pairs, students choose two activities and compare them, e.g., *Playing soccer is not as quiet as reading. Reading is as interesting as playing soccer if you have a good book.* Invite a few volunteers to share their sentences.

Homework (optional)

Students choose two animals and research them. They create a poster with pictures and sentence bubbles comparing them, e.g., size/speed/danger level.

- » **Finished?** Student's Book page 125, exercise 3
- » **Workbook:** Grammar practice page 11, Reading practice page 12
- » **Practice Extra:** Unit 1 Language toolkit 2

Speaking

Lesson aim: Talking about people at a party

Cambridge Life Competencies – Communication

Core area: Using appropriate language and register for context

Component: Using language appropriate for the situation

Can-do statement: Uses appropriate forms of address, greetings, and farewells.

Warmer: If possible, play some party music and share ideas about parties. Ask, for example: *Do you like parties? What do you do at parties?*

1 Audio script page 142

- Ask pairs of students to describe the picture.
- Read the question. Tell students: *Listen and answer.*
- Play the track.
- Check answers as a class.

Suggested answers: to get help drawing cartoons

2 Audio script page 142

- Invite a student to read the sentences aloud.
- Play the track again.
- Check answers as a class. Students swap books with a classmate and check their partner's answers.

Answer (students circle): 1 T, 2 F, 3 F, 4 F, 5 T

Extra support (optional)

Play the track a third time and pause at the key points for students to find answers. Check answers as you go.

3 Audio script page 142

- Show students the Useful language. Tell them the language was used in the track.
- Point to the words in the box, and have students complete the sentences in pairs.
- Play the track again, pausing to check answers.

Answers: 2 Do, 3 What's, 4 introduce

- 4 • Demonstrate the role play with a volunteer. Read the questions for the student to answer. If necessary, whisper prompts to help them.

- Point to the words in blue and explain these can be changed. Ask students for different ideas to replace the words.
- Put students in pairs to role play the conversations.

Answers: Students' own answers

Extension (optional)

Invite two volunteers to role play their new conversation for the class.

- 5 • Tell students you will have a party. Look at the flowchart and read the steps together. Ask students for phrases they might use.
- Students mingle and follow the steps. If there isn't enough space, students discuss around their tables. Monitor and support.

6 Communication

- In pairs, students read the sentences and choose the best option for questions 1–3.
- Check answers as a class.
- For question 4, pairs think of a good question for either answer A or B.
- Ask pairs to read their question. The class guesses if the answer is A or B.
- Read the tip. Test students by giving names and asking students how they should greet them, e.g., a teacher/your best friend/another student.

Pronunciation: /e/ and /eɪ/

1 Audio script page 142

- Play the track. Students listen and repeat.

2 Audio script page 142

- Play the track. Students listen and circle the sounds they hear.

Answers: 2 /e/, 3 /e/, 4 /eɪ/, 5 /eɪ/, 6 /e/

3 Audio script page 142

- Play the track. Students listen and repeat.

- 4 • In pairs, students practice the conversations in Exercise 3.

» **Practice Extra:** Unit 1 Speaking practice

Writing

Lesson aim: Writing a character description

Warmer: Put students in pairs and tell them to think of as many superheroes as they can in one minute. Share ideas. Now ask each pair to create a mime for their favorite superhero. Students show their mimes and the class guesses the superhero.

- 1 • Students read the media post quickly to find out one thing about Green Flame's appearance. Share ideas.
 - Tell students to read the posts again and make a quick sketch of Green Flame. Say they have one minute to make a sketch.
 - Compare sketches. Students could vote for their favorite drawing.

Answer: Students' own answers

- 2 • In pairs, students complete the table of information about Green Flame.
 - Check answers as a class.

Suggested answers: 2 (medium-length) green hair, always wears green clothes, strong; 3 very kind and friendly; 4 gets angry when people drop trash and shouts at them; 5 can make the town clean

- 3 • Students read the list of adjectives. Show the example answer. Ask if the word makes *strong* mean *very strong* or *less strong*. (very)
 - Students find the adjectives and note down the intensifier for each one.
 - Ask students to compare their answers in pairs. Then elicit answers from the class.
 - Read each phrase for students to repeat.


Answers: 2 very, 3 pretty, 4 too, 5 so, 6 extremely

- 4 • Tell students they are going to invent a new superhero for their hometown.
 - Read through the questions with the students and tell them to use these as a guide.
 - Students work alone and make notes.
 - Monitor and support as necessary.

- 5 • Invite a few students to read the checklist.
 - Students use their notes to write a description of their superhero.
 - While they work, monitor and support.

Extra support (optional)

Provide a writing frame for students to use, e.g.,
My superhero is named ... He/She has ... and he/she wears ...

- 6 •  Put students in pairs and ask them to swap descriptions.
 - Tell students to find one thing they like about their partner's superhero and one idea to make them even better. Students read their partner's description and share feedback.
 - Tell students they have one minute to draw their partner's superhero using the description. They can ask extra questions if necessary to finish the drawing.
 - If possible, put the drawings around the room (or select ten and put them on the board). Ask a student to read their description for the class to guess. Repeat with other pictures.

Extension (optional)

Hold a class vote to choose the favorite superhero.

Homework (optional)

Students choose a picture of a friend or relative and record a short description on their phones. In the next lesson, they share their pictures and recordings in pairs.

» **Workbook:** Writing practice page 13

CLIL: Art

Portraits and self-portraits

Lesson aim: Learning about portraits and self-portraits

 **Cambridge Life Competencies** – Critical Thinking


Core area: Understanding and analyzing ideas and arguments

Component: Interpreting and drawing inferences from arguments and data

Can-do statement: Identifies inauthentic elements in photos.

Background information: Portraits are an art form that started at least 5,000 years ago. Before cameras were invented, portraits provided a record of someone's appearance, but they also showed other qualities, such as power, wealth, and education.

Warmer: Students copy two oval shapes onto paper and add facial features to one, e.g., black hair/glasses/blue eyes. Pair students, but tell them not to show their pictures. Students take turns describing their sketch. Their partner listens and adds features to the second oval. Compare pictures.


 **Video:** Portraits and self-portraits


The video shows that selfies aren't the only way to make self-portraits. Artists can paint self-portraits and portraits of other people. These show us what a person looks like, and they also tell us something about the person's personality (e.g., confident, shy).

Video script page 134

- 1
 - Pre-teach *artist* and *painting* using pictures.
 - Ask students to watch the video to find out what kind of paintings it is about (people, places, or things).
 - Play the video. Students share ideas in pairs. Check answers as a group. (people)
 - In groups of three, students discuss the questions.

Possible answers: 1 Students' own answers, 2 B

- 2
 -  Read the question. Look at the first picture as an example. Ask questions, e.g., *Does she look happy or sad? Do you think she is usually happy? Do you think she is shy or confident?* Share ideas.
 - Students discuss the other pictures in small groups.
 - Discuss with the class. List their ideas for each picture on the board.

- 3
 -  Students read and listen to the textbook entry to check their ideas, then discuss with a partner.
 - Manage class feedback by checking or crossing out the ideas listed on the board as you discuss.


Answers: Students' own answers

- 4
 - Ask students to find *light* in the text and read the whole sentence. Then read the definition. Explain that we can guess the meanings of words if we think about the whole sentence.
 - In pairs, students match the blue words and definitions.
 - Check answers as a class.


Answer: 2 abstract, 3 mood, 4 profile, 5 realistic, 6 half-length

- 5
 - Before the task, ask students what they can remember about portraits. Share ideas.
 - In pairs, students decide if the sentences are true or false. They rewrite the false ones to make them true. Monitor the activity and give guidance.
 - Check answers with the class. Ask students to explain their answers, using the text to help them.

Answers: 2 F An abstract portrait doesn't look like real life. 3 F Light is important in portraits. 4 T, 5 T, 6 F A self-portrait shows the artist.

- 6
 -  Ask volunteers to read the examples aloud.
 - In pairs, students ask and answer the questions.
 - Check answers as a class.

7 Critical Thinking

-  If possible, show a few examples of social media posts, e.g., posts from celebrities with pictures of themselves.
- Ask students to describe the pictures.
- In pairs, students read and answer the questions.
- Check answers as a class. Discuss the idea that social media can sometimes make life seem different from real life.



Project 1: Research a portrait artist and create a mood board about their work.

- Tell students they are going to find out about a portrait artist and create a mood board (a display of pictures and information) about the artist.
- Access Collaboration Plus for notes on the project.

 **Collaboration Plus:** Project 1

Unit aims

- Talking about music and TV shows
- Reviewing the simple past
- Using indefinite pronouns (*something, anything, nothing*, etc.)
- Understanding a school newspaper article and a podcast review
- Giving opinions about TV shows
- Writing a movie review
- Understanding a teenager's journal about an arts festival
- Writing a program for a music and film festival

Resources

- Workbook Unit 2
- Practice Extra Unit 2
- Collaboration Plus Unit 2
- Clip from a talent show
- Sticky notes/paper squares, poster paper, colored pens (optional)
- Soft ball (optional)
- Mini whiteboards/paper
- Dictionaries

STUDENT'S BOOK PAGE 22

Warmer: Students stand up. Call out sentences, e.g., *Sit down if you have blue eyes*. Some students sit. Continue with different sentences, e.g., *Sit down if you have an older brother/like karate/have been to another country*. The last student to sit down is the winner.

- 1 • Ask: *What can you see in the picture?*
 - Students share initial ideas.
 - Read the questions aloud. Have students discuss their ideas with a partner.
 - Share ideas as a class.

Answers: Students' own answers

Video: Entertain me!

The video is about a girl called Rena who plays classical music in a band with her friends. But they all enjoy different types of music, too. Rena talks about why their love of music and dancing is important to them.

Video script page 134

- 2 • Ask students if they enjoy dancing. Share ideas from a few students.
 - Tell students they are going to watch a video about a girl who likes music and dancing.
 - Read the questions and check understanding. Play the video. Have students discuss their answers in pairs.
 - Check answers as a class.

Answers: 1 violin, 2 classical music, rock music, 3 playing classical music together

Extension (optional)

Students work in pairs. Ask students to write down a few adjectives to describe music (e.g., slow, loud, happy). If possible, play some music clips (rock, classical, jazz, hip-hop, etc.). After each clip, students discuss what they think of it. They can also name the type of music.

Homework (optional)

Students choose a piece of music they like and write a social media post. They describe the music and say why they like it. Encourage them to use (online) dictionaries to explore a range of suitable adjectives.

Vocabulary

Lesson aim: Talking about music

Cambridge Life Competencies – Learning to Learn

Core area: Taking control of own learning

Component: Taking initiative to improve own learning

Can-do statement: Chooses ways to practice English outside of the classroom.

Warmer: Write some topics on the board, e.g., *music, food, sports, animals*. Put students in groups of five or six. Each group copies the topics onto sticky notes/ paper squares and places them randomly on their table. Students take turns throwing a ball of paper onto the table. They talk for 30 seconds on the topic the ball of paper lands nearest. Choose a student in each group to keep time using the classroom clock or a watch.

1 Audio script page 142

- In pairs, students name as many things as possible in the pictures.
- Ask students to read the gapped sentences and predict which words go in which blanks.
- Play the first part of the track. Pause and show the example answer. Play the rest of the track. Student listen and fill in the blanks.
- Have students compare answers in pairs.
- Check answers with the group.

Answers: 2 guitar, 3 keyboard, 4 drums, 5 opera, 6 concert, 7 stage, 8 festival, 9 piano, 10 classical

2 Audio script page 142

- In pairs, students read the sentences. Play the first part of the track and show the example answer.
- Play the rest of the track. Students listen to the music and circle the words.
- Check answers as a class. Drill each word, correcting pronunciation.

Answers: 2 opera, 3 drums, 4 classical, 5 keyboard, 6 guitar

- 3 • Ask students if they follow famous singers/bands on social media. Choose a few students to share their answers with the class.
- Look at the picture. Ask: *Which instruments can you see?* Clarify the word *instruments* if necessary. Share ideas.

- Show the text and example answer. Students use the words from Exercise 1 to complete the blanks.
- Students compare answers in pairs.
- Invite students to read paragraphs aloud to check answers. Model and drill pronunciation.

Answers: 2 opera, 3 drums, 4 piano, 5 classical, 6 concert, 7 instrument, 8 keyboard, 9 stage, 10 festival

Extra support (optional)

Show pictures of different instruments. Students say the names. In small groups, students mime using the different instruments for the group to guess.

4 Learning to Learn

- In small groups, students discuss famous songs they like or don't like. Give your own example first. Share ideas as a class.
- Students look at the word box. In groups, they list any songs they know that use any of the words. Share ideas as a class.

Answers: Students' own answers

- 5 • Ask: *Can singing songs help you learn English?* Discuss as a class.
- In small groups, students discuss the questions. Then they share answers with the class.
- To summarize, invite students to read the tip aloud.

Suggested answers: 1 you hear and learn new words; some words are repeated often;
2 you can copy the pronunciation of words and the intonation; it's often easier to copy because it's sung; you hear many words repeated; the rhythm and beat can help you hear how words are pronounced;
3 if you can hear the words in a song when there is the distraction of the music, it will equip you with the skills for good listening in real-life conversations where other things compete for your attention, such as background noise and interruptions

Homework (optional)

Ask students to find a song with lyrics on the internet and choose three new words from the song to learn. In the next lesson, students work in small groups and share a word they learned.

- » **Finished?** Student's Book page 126, exercise 1
- » **Workbook:** Vocabulary practice page 14
- » **Practice Extra:** Unit 2 Vocabulary practice 1

STUDENT'S BOOK PAGE 24


Reading

Lesson aim: Understanding a school newspaper article

Warmer: Write six to eight words from previous lessons on separate pieces of paper. Crumple them into balls. Throw the paper balls for random students to catch. Students sit in groups of four or five with a mini whiteboard. Invite the students who caught the balls to open them and read the words aloud, one by one. Each group writes the words onto the mini whiteboard with the correct spellings. The winning group is the group that has an accurate list of words. Finish by asking groups to think of sentences using each word.

- 1 • If possible, play a video clip from a talent show. Ask: *What type of show is it?* Teach *talent show* if necessary.
- Tell students they will predict some information before they read the article. In pairs, students complete Exercise 1.

Answers: 1 B, 2 C

- 2 •  Give students five minutes to read the text to check their predictions in Exercise 1.
- Students read the questions. Demonstrate the task by pointing out the example. Students read the text again and match.
- Students compare their answers in pairs.
- Play the track and check answers as a class.


Answers: 2 E, 3 D, 4 B, 5 E, 6 C, 7 E, 8 A

- 3 • Tell students they are going to find more detailed information in the text.
- Demonstrate the task by looking at number 1. Go back to the text and ask students to find information about Zoe playing instruments. Ask: *Does it say Zoe plays different instruments?* (no) Since it doesn't, the answer is DS.
- In pairs, students complete the task.
- Check the answers as a class. For each one, ask students to refer to the text to explain their choice. Where the answer is false, have students provide the correct answer.

Answers: 1 DS, 2 T, 3 F, 4 T, 5 DS, 6 DS

Extra support (optional)

Students work in pairs. Highlight the part of the text they should focus on before they finalize the answers together.

- 4 •  Set up a talent competition, e.g., write (school name) Talent Show! on the board.
- Explain: *We need to choose a first prize.* Students read the list of options. Tell students they must discuss and choose together. Highlight the language in the speech bubbles. Ask students if they can think of ways to suggest ideas, e.g., *I think ... Can we ... ?* Add these phrases to the board. Ask for ways of agreeing/disagreeing and write these on the board, e.g., *I agree/disagree. That's a good idea.*
- Students work in groups of five or six.
- Invite a student from each group to report back and give reasons for their choice. Invite students from other groups to agree/disagree.

Extension (optional)

Give out poster paper and colored pens. Students design a logo and write an advertisement for the talent show.

Homework (optional)

Students write a paragraph about a talent they have. Give examples, e.g., singing/painting/being a good listener. In the next lesson, students share their talents in groups. Students could also show their talent to the class, e.g., they sing a song/share a picture/do a dance.

Language toolkit

Simple past

Lesson aim: Reviewing the simple past

Warmer: Students sit or stand in lines. Give each student at the front of the line a ball of paper/object to hold. Demonstrate the activity. Tell students they must alternately pass the object over their heads and under their legs (first student overhead; second student under legs, and so on). Students pass the objects down the lines as fast as possible. Repeat the activity. This time, each student must say a verb as they pass the object. Students pass the object and say verbs as fast as possible. The fastest group of students wins the race.

1 Audio script page 142

- Students look at the pictures. Ask: *What activities do you think they did last weekend?* Students share ideas.
- Ask students to look at the options in the list and see if their ideas are included.
- Play the first part of the track, and pause after *I went hiking yesterday in the mountains with my dad, my uncle, and my cousin, Miguel.* Show the check mark for Enzo.
- Play the rest of the track for students to complete the task.
- Play the track again, if necessary, before students share their answers with the class.

Answers: 2 Enzo, 3 Enzo, 4 Sofia, 5 Sofia

2 Audio script page 142

- Explain the sentences are from the listening.
- Look at the example together. Ask why the verb is *went*. Establish the events are in the past.
- In pairs, students complete the rest of the sentences.
- Play the track again for students to check answers.

Answers: 2 liked; 3 was; 4 made; 5 could; 6 did, find; 7 were; 8 didn't do

Extension (optional)

Play "verb tennis." Divide the class into two. Give out a soft ball or ball of paper. Students throw the ball and call out a base form verb. (Put the list on the board to help, if necessary.) The person who catches it says the past tense of the verb. They say a new verb and throw the ball to someone else to continue.


Extra support (optional)

Show a list of verbs to students. Ask the past tense of each verb. Drill each one. At the end, play a game of "quick fire." Students stand up. Say a verb. If it is regular, students sit down. If it's irregular, they jump. Go faster and faster through the list of verbs.

- 3
- Tell students to look at the sentences in Exercise 2 again. Ask: *What can you tell me about the verbs?* Share any ideas the students have.
 - Do the first question together. Demonstrate, circling *-ed*. In pairs, students complete the task.
 - Check answers as a class. Pause as you go, and ask students to find examples for each in the sentences they completed in Exercise 2.

Answers: 1 *-ed*, 2 *didn't*, 3 *was*, 4 *were*, 5 *irregular*, 6 *can*

- Point to the Common error tip. Ask a student to read the correct sentence aloud.

- 4
-  Say: *Let's talk about our own trips.*
 - Point to the example answer.
 - Pairs complete the rest of the exercise.
 - Check by inviting pairs to read their completed questions aloud.
 - Put students in new pairs to ask and answer the questions.
 - Monitor and have some students share their partner's ideas with the class.

Answers: 2 How did you get there? 3 What did you do or see/see or do? 4 What did you enjoy most about the trip?

Homework (optional)

Students complete a "weekend diary," describing what they did on the weekend. They can write it, record audio, or make a short video on their phone. If there is time, they can share their diaries in small groups in the next lesson.

» **Finished?** Student's Book page 126, exercise 2

» **Workbook:** Grammar practice page 15

» **Practice Extra:** Unit 2 Language toolkit 1, Listening practice

STUDENT'S BOOK PAGE 26

Listening and Vocabulary

Lesson aim: Understanding a podcast review; talking about TV shows

Cambridge Life Competencies – Communication

Core area: Using appropriate language and register for context

Component: Using a variety of language and communication strategies to achieve a desired effect

Can-do statement: Uses functions to maintain relationships (e.g., showing interest or surprise).

Warmer: Ask students to stand in groups of seven or eight. Tell them to think of different types of TV shows or movies. Each student says a type and sits down. If students are left standing, their group can help them with ideas.

1 Audio script page 143

- Point to the words under the pictures. In pairs, students look at the pictures and choose the correct answer.
- Play the track. Students listen and check their answers.
- Clarify words as necessary, e.g., the difference between *cartoon/comedy*.
- Play the track again and pause for students to repeat the words.

Answers: 2 talk show, 3 cartoon, 4 comedy, 5 game show, 6 news, 7 drama, 8 reality show

- ### 2
- In pairs, students use the words from Exercise 1 to complete the blanks.
 - Check answers as a class.

Answers: 2 comedy, drama; 3 game show; 4 TV show, reality show; 5 talk show

Extra support (optional)

Put students in pairs for support. Write different types of TV shows on the board. Students think of a program they know for each type. Share examples as a class.

3 Audio script page 143

- Ask: *Do you listen to podcasts? What topics do you hear in a podcast?* Discuss.
- Students look at the three pictures. Ask: *Which picture shows a podcast? (C) What type of shows are in pictures A and B?* Share ideas.

- Say: *Let's listen and understand the main ideas. Match the pictures with the show.* Play the track.
- In pairs, students match the shows with the pictures. Check answers as a class.

Answers: 1 C, 2 B, 3 A

4 Audio script page 143

- Say: *Let's listen again and find more information.*
- Students read the sentences A–E. In pairs, have students predict what the matches are.
- Play the track again. Students listen and check.
- Check answers as a class.

Answers: 1 A, C; 2 E; 3 B, D

5 Communication

- Explain that when we listen or talk to people, we can show how we feel. Invite a student to read the tip aloud.
- Point to reactions 1–4 and check understanding.
- Complete the first match together. Ask: *What can we say to show interest? (D)*
- Students complete the exercise in pairs.
- Check answers. For each one, model the intonation for students to repeat.

Answers: 1 D, 2 C, 3 B, 4 A

- ### 6
- Look at the example conversation. Invite two students to act it out.
 - Remind students of the vocabulary in Exercise 1.
 - Pair students with a new partner. Students ask and answer the questions. Monitor for examples.
 - Invite two volunteers to share their conversation with the class.

Extension (optional)

In groups of three, students discuss what type of show they like best and why.

Homework (optional)

Students complete a podcast review of a show they like by recording it on their phone or a voice-recording app. They share their podcasts, if possible.

» **Finished?** Student's Book page 126, exercise 3

» **Workbook:** Vocabulary practice page 16


» **Practice Extra:** Unit 2 Vocabulary practice 2

Language toolkit

Indefinite pronouns

Lesson aim: Using indefinite pronouns (*something, anything, nothing, etc.*)

Warmer: Ask students to think of a famous celebrity they admire and a question they would like to ask them. In pairs, students share their ideas. They guess how the celebrities might answer. If time, they can role play an interview as a journalist/celebrity.

- 1 •  Ask: *Why do people become famous?* Share ideas, e.g., because they have a talent such as singing/dancing/writing/painting, because they are a politician.
 - Look at the questions and discuss them briefly.
 - Students read the blog. Discuss ideas again.

Answers: Students' own answers

- 2 • Tell students: *Now we are going to learn something new.* Repeat *something*. Ask students to find other similar words in the text in blue.
 - In pairs, students complete the Language tools.
 - Check answers, clarifying any confusion.

Answers: 1 A, 2 B, 3 A, 4 A, 5 B, 6 A

- Ask a volunteer student to read out the Common error tip. Elicit additional example sentences that use *something* and *anyone*.

Extra support (optional)


Go through the text. For each example indefinite pronoun, ask students to explain why it is used, e.g., the first *something* refers to activities and the sentence is positive.

- 3 • Do the first sentence together as an example. Students then complete the task alone.
 - Students compare answers in pairs, before checking answers as a class.

Answers: 1 someone, 2 something, 3 anything, 4 anyone, 5 No one

- 4 • Look at the sentence stems and give one or two examples for yourself.
 - Students complete the sentences individually. Monitor and support.

Answers: Students' own answers

- 5 •  Have two volunteer students read the example speech bubbles aloud.
 - Repeat your example sentences from Exercise 4. Encourage students to respond.
 - In pairs, students say and respond to the sentences they wrote in Exercise 4. Remind them to use phrases from page 26, Exercise 5 to show interest, surprise, agreement and disagreement.

Answers: Students' own answers

Extension (optional)

Pair students with a new partner and repeat the speaking task. Invite two volunteers to role play their conversation in front of the class.

Homework (optional)

Students research a famous person. They write a short biography (e.g., what they do, why they are famous). In a later lesson, students swap their writing and their partner decides if they are interested in the person or not.

» **Workbook:** Grammar practice page 17, Reading practice page 18

» **Practice Extra:** Unit 2 Language toolkit 2

STUDENT'S BOOK PAGE 28

Speaking

Lesson aim: Giving opinions about TV shows

Warmer: Draw a heart on one side of the board and a crossed-out heart on the other. Tell students they must choose a side of the room, depending on what they like and dislike. Say some topics, e.g., *hot weather/big dogs/pizza/math/romantic movies/hip-hop music*. Students go to the left or right. (If space is limited, they could hold up their left or right hand.) Time permitting, they can discuss why for some items.

1 Audio script page 143

- Look at the pictures with the students. Ask: *What kinds of shows can you see?* Share ideas.
- Play the track. Students listen and choose the shows.

Answers: 2 and 3

2 Audio script page 143

- Read the questions in the table together. In pairs, students try to remember the answers.
- Play the track again. Students mark the correct columns with a check mark.
- Students swap books with a classmate. Play the track again for them to check their classmate's answers.

Answers: 2 Leo, 3 Natalia, 4 Leo, 5 both

- 3
- If time, tell students we can ask for and give opinions in different ways. Play the track again. Students write down any phrases they hear to ask for or give opinions.
 - Do the first sentence together as an example. In pairs, students fill in the blanks using the words in the box.
 - Check answers as a class. Model each phrase for students to repeat. Correct pronunciation.

Answers: 1 think, 2 enjoyed, 3 most, 4 found, 5 mind, 6 neither

- 4
- In pairs, students complete the conversation.
 - Do an example with the first two lines.
 - Monitor and support.
 - Students role play their conversations.

Answers: Students' own answers

Extra support (optional)

Put the gapped conversation on the board and complete it step by step, with students offering ideas for each blank. Invite two volunteers to read the conversation. In pairs, students read the conversation.

- 5
- Say: *Let's talk about some shows we watched last week. What shows did you watch?*
 - Tell students to think of a show they liked or disliked. They can discuss their ideas in groups.
 - Students read the questions and write notes.

Answers: Students' own answers

- 6
- Look at the example sentences.
 - Students work in pairs. They use their notes from Exercise 5 to talk about a TV show they watched.
 - Have some students role play their conversations.

Answers: Students' own answers

STUDENT'S BOOK PAGE 122

Pronunciation: /ɪ/ and /iː/

1 Audio script page 144

- Pause between words for students to repeat.

2 Audio script page 144

- Students listen and circle the sounds they hear.

Answers: 2 /ɪ/, 3 /iː/, 4 /ɪ/, 5 /iː/, 6 /ɪ/, 7 /iː/, 8 /iː/, 9 /ɪ/

3 Audio script page 144

- Play the first part of the track and complete the first question together.
- Students listen and write the words.
- Play the track again, pausing after each item to check answers. Students repeat each word.
- In pairs, students read the sentences. Monitor and correct pronunciation.

Answers: 1 festival, cheap; 2 sit, me; 3 sleep, movie; 4 did, eat; 5 feel, TV

» Practice Extra: Unit 2 Speaking practice

Writing

Lesson aim: Writing a movie review

Warmer: If possible, find a suitable movie with action sequences. Show the start of a scene, then pause. Play the sound only or ask students to put their heads down so they only hear the scene. Play two minutes of the scene only. Put students in groups to guess what is happening in the movie. Share ideas, then show the full clip.

- 1 • Ask: *What kind of movies do you like? Are there any you don't like?* Share ideas. Ask: *How can we find out if a movie is good before watching it?* (Read a review.)
- Look at the movie poster. Ask: *Would you like to watch this movie?* Share ideas. Tell students they will read a review about it.
- Read the sentence prompt and say: *You can choose more than one answer.* Students read the text and answer.
- Have students compare answers in pairs before checking as a class.

Answers: A, B, and D

- 2 • Say: *Let's read again to find more details.*
- Students read the questions, then check the text to answer.
- Have students compare answers in pairs before checking as a class. Ask students to show where in the text they found their answers.

Answers: 1 B, 2 B, 3 A, 4 A, 5 B

- 3 • Draw students' attention to the Useful language. Ask them to find the first phrase in the movie review and read it aloud. Clarify that all the other phrases are in the review as well.
- In pairs, students complete the phrases in the Useful language by looking back at the text.
- If students are struggling, do number 1 together as an example.
- Check answers as a class.

Answers: 1 made, 2 beginning, 3 moments

- 4 • Ask students what type of information is in reviews. Share ideas.
- Have students look at options A–C. Students read the text again and match the paragraphs with the information.
- Check answers as a group. Highlight that students need to use three paragraphs when they write their review.

Answers: 1 B, 2 C, 3 A

- 5 • Tell students they are going to write a review. Say: *Think of a movie you want to write about.* If necessary, they can discuss in small groups.
- Ask students to look back at the review in Exercise 1 and elicit how it is structured. (three paragraphs) Ask: *What are you going to write in each paragraph?*
- Tell students to write notes about their movie under each paragraph heading. Monitor and support.

Answers: Students' own answers

- 6 • Before students write their reviews, go over the checklist together.
- Remind students to use their notes and the Useful language from Exercise 3. Monitor the activity to make sure students organize their text into clear paragraphs.
- Tell students to go over the checklist again when they have finished writing the review to check that they have included all the points.

Extra support (optional)

At the planning stage, model the task. Choose a movie and make notes for three paragraphs on the board with the students. Demonstrate writing the notes into paragraphs, getting ideas from students as you write.

Homework (optional)

Students swap reviews and watch (part of) the movie their partner recommended, either in English or with English subtitles. In the next lesson, they tell their partner if they liked the movie.

» **Workbook:** Writing practice page 19

Culture

World festivals

Lesson aim: Understanding a teenager's journal about an arts festival; writing a program for a music and movie festival

Background information: Festivals have been around since ancient times, when they were usually linked to a religious or cultural meaning in a community. In modern times, arts festivals have become more common and are a popular activity for tourists.

Warmer: Tell students to think of a celebration or special event they enjoy, e.g., a national day/birthday. Ask them to draw a symbol that represents the event and write three key words. For example, for New Year, they could draw a clock and write *party/midnight/fireworks*. In groups of three, students show their pictures and words. The group guesses which event they are celebrating.

Video: World festivals

The video is about an arts festival. It shows different styles of music and dance.

Video script page 134

- 1 • Write the word *festival* on the board. Ask: *Do you know any festivals?* Share ideas. Give examples of different festivals, e.g., in your country. Clarify that a festival is a special celebration that lasts for at least one day and could be about music, dance, food, history, art, etc.
- Students look at the list of music types. Have a brief discussion about the types of music students know. Invite students to name artists who play or dance the music types.
- Play the video. Students mark the types of music mentioned in the video.
- Students compare answers in pairs. Check answers as a class.

Answers: salsa, reggae, jazz, hip-hop

- 2 • In groups of four or five, students discuss the types of music they like and don't like.
- Share ideas as a class.
- 3 • Point to the three text types and check understanding. Say: *Look at the text quickly. Don't read every word. Which type of text is it?*
- Share ideas. Students explain their answer.

Answer: a journal

- 4 • Tell students they should now read the journal entry more closely to answer the question.
- Play the track for students to follow along. Pairs read the text and compare answers.
- Check answers as a class.

Answers: flamenco, salsa, jazz, Bollywood, reggae

- 5 • Draw students' attention to the blue words from the text. Tell them to read the sentences where the words appear and to look at any pictures in order to work out what they mean from the context.
- Do the first answer together as an example. Students then work in pairs and complete the blanks using the words from the text.
- Check answers as a class.

Answers: 1 musicians, 2 workshop, 3 made friends, 4 campground, 5 relax, 6 food truck

- 6 • Point to the example answer and link back to the text and location of the information.
- In pairs, students read the text again and complete the task.
- Check answers as a class.
- Draw students' attention to the American vs. British English box. Have volunteers read the words and explain what they mean.

Answers: 2 the campground, 3 the workshop tent, 4 the Taste the World stage, 5 the food truck area

- 7 • Tell students to imagine they are going to the WOMAD festival. Invite volunteers to read the example conversation aloud.
- In pairs, students discuss what they would like to do at the festival and why. Monitor and support with vocabulary as necessary. Invite pairs to share their conversation with the class.



Project 2: Write a program for a music and film festival.

- Tell students they are going to write a program for a music and film festival.
- Access Collaboration Plus for notes on the project.



Collaboration Plus: Project 2

» **Workbook:** Units 1–2 Language review pages 20–21

» **Practice Extra:** Units 1–2 Consolidation

Communication

Showing you don't understand what someone is saying

Lesson aim: Understanding how to communicate clearly

Cambridge Life Competencies – Communication

Core area: Managing conversations

Component: Using strategies for overcoming language gaps and communication breakdowns

Can-do statement: Uses appropriate language and gestures to show understanding or signal lack of understanding.

Warmer: Divide the board in the middle. Write *K* (for *know*) at the top of the left column and *W* (for *want to know*) at the top of the right column. In groups, students think of a word they know from earlier lessons and one they can't remember well or want to know. They can use their own language for the *W* word, if necessary. One person from each group comes up and writes their two words in the columns. Once all words are there, elicit or teach the *W* list. Make a note of the words. At the end of the lesson, check them again to see if students remember.

- 1 • Ask: *Do you always understand everything in English? Is it normal if you don't understand everything?* Discuss and clarify that it is OK if you don't always understand everything.
 - Point to the four options. In pairs, students discuss them and choose the best option.
 - Check ideas and discuss why it isn't a good idea to pretend to understand.

Answers: C. The other options could give the impression that you understand completely or that you agree with what the other person is saying.

2 Audio script page 143

- Say: *We're going to listen to Casey explain something to her brother.* Read the three options.
- Play the track. Then check answers as a class.

Answers: B

3 Audio script page 143


- Ask: *Did Ewan understand everything? (no) Can you remember what he said when he didn't understand?* Share ideas, but tell students not to worry if they didn't hear.

- Point to the Useful language. Play the track again for students to listen to the conversation and complete the phrases.
- Check answers as a class.

Answers: 2 following, 3 on, 5 again, 6 I see, 7 don't, 8 mean

- 4 • Explain that some of the phrases in the Useful language are used to show we understand what another person says, and some are used to show we don't understand. Point to the example answer and check understanding.
 - In pairs, students complete the task.
 - Check answers as a class.

Answers: 2 DU, 3 U, 4 U, 5 DU, 6 U, 7 DU, 8 DU

- 5 • Tell students to choose a topic from the box they want to talk about. Show the options and check understanding.
 - Give out dictionaries or access online dictionaries. Tell students to write notes about their topic and find four or five new words they could use to talk about their topic. Point to the notes as an example. Monitor and help as necessary.
- 6 •  Invite two volunteers to read the example conversation.
 - In pairs, students talk about their topics. Remind them to use language to show they understand or don't understand.
 - Monitor and help as necessary.

Extension (optional)

Put students in groups of three. Make one student the "checker." Tell the other two students to repeat their conversations again. The "checker" notes how many phrases they used from the Useful language.

Extra support (optional)

While students are speaking, they can read the phrases from their books.

Homework (optional)

Students check back in their books to find something they found difficult in earlier English lessons, e.g., a word/grammar point. In the next lesson, they share this with another student. Their partner can help them understand better or, if they both find it difficult, they can ask you to explain.

Self-assessment Units 1–2

Lesson aims: Reflecting on the language and skills gained in Units 1–2 and selecting appropriate ways to develop them further

Warmer: Put students in pairs. Tell them they are going to review the lessons in Units 1 and 2 and give each other a quiz. Students look through the pages of their books and write five questions together, plus the correct answers. Put each pair with another pair. They test each other, asking their questions and confirming the answers. The winning group answers the most quiz questions correctly.

- 1 • Write the sentence stems on the board, and give some examples about yourself.
 - Divide students into groups of three. Ask them to talk about at least two of the pictures, using adjectives to describe them.
 - Tell students to imagine they are one of the people. Students write their own sentences as that person. Monitor and support.

Answers: Students' own answers

- 2 • Students swap descriptions. They read their partner's writing and guess which person it is.

Answers: Students' own answers

- 3 • Go through the three options with students. Tell them it is important to think about their progress. Be clear that it is fine if they don't know something. This can help them learn better in the future. It is also fine to be confident.
 - Tell students to choose A, B, or C.

Answers: Students' own answers

- 4 • In pairs, students look at the pictures and describe what they can see.
 - Tell students to read the five questions under each picture and choose the story they think is most interesting.
 - Ask students what they can remember about past-tense verbs from the previous lessons. Share ideas and summarize as a class.
 - Remind students they need to use the past tense when they write a story about something that already happened.

- Students write a story based on the picture and questions.

Answers: Students' own answers

- 5 • Remind students of the different ways they can show interest or surprise from earlier in the unit. Invite a volunteer to read the examples aloud.
 - In pairs, students tell their stories and respond to each other's stories.

Answers: Students' own answers

- 6 • Remind students about how it is useful to assess their own progress.
 - Show the emojis and ask students to decide how they felt about telling a story.
 - Students select an emoji, then discuss their feelings with a partner.

Answers: Students' own answers

- 7 • Say: *There are lots of ways to revise English.* Elicit some ideas from students.
 - Invite some volunteers to read the different ways of revising.
 - In groups of four or five, students choose the activity they like best and tell their group why.
 - Share ideas with the class.
 - Students vote for their favorite activity. For the diary, set a time limit and let students write quietly. For the games, set up and complete the activity in class. For "Who am I?" have two volunteers read the example aloud before playing.

Answers: Students' own answers