

All around the world

Student's Book pp6–7

Warmer

Introduce yourself to the class using some of the language from the lesson, e.g. *Hello, I'm Mrs Martinez. I'm Spanish. My favourite sport is football and my favourite singer is Beyoncé.*

With more confident classes, ask students to introduce themselves to the class. With less confident classes, have them introduce themselves to a partner.

Vocabulary: countries and nationalities

- Before the task, allow students time to copy and complete the table.
 - Do not check answers until the end of exercise 2.

Exercise 1

1 Australian	2 Brazil	3 Canadian
4 China	5 French	6 Ireland
7 Japan	8 Mexico	9 Moroccan
10 Nigeria	11 Spanish	12 Turkey
13 British	14 the USA	

Get online



Ask students to find out which language(s) is/are spoken in each of the countries in exercise 1. They could also add to the table their own neighbouring countries and any others that are relevant to their life.

- 1 See the audioscript on p130.

- To help students, ask them to identify the number of syllables in each word (they may want to notate this with small circles). Ask them to clap hands for each syllable. Then have them repeat the word after they hear it.
- When checking answers, ensure students have the correct spelling, as some countries and nationalities will have similar but slightly different spellings, e.g. Spain/Spanish.

Exercise 2

Brazil – Brazilian; Canada – Canadian; China – Chinese; France – French; Ireland – Irish; Japan – Japanese; Mexico – Mexican; Morocco – Moroccan; Nigeria – Nigerian; Spain – Spanish; Turkey – Turkish; the UK – British; the USA – American

- Students complete the quiz. Give them time updates every minute.

Exercise 3

- (any three of) Australia, Canada, Ireland, Nigeria, the UK, the USA
- Japan
- (any three of) France, Ireland, Spain, the UK
- Mexico, Spain
- (any five of) Australia, Brazil, France, Ireland, Morocco, Nigeria, Turkey
- Morocco, Nigeria

Extra activity

Ask students if they can think of one more correct answer for questions 1, 3, 4, 5 and 6.

Grammar: be (affirmative, negative and Yes/No questions)

- Before the task, allow students time to copy and complete the table.
 - If your class is less confident, model some correct examples, e.g. *I'm Spanish, I'm not British; We're Spanish, we aren't American; She's Spanish, she isn't Brazilian.*
 - If some of your students don't understand all of the contractions, only use the ones in the Student's Book.

Exercise 4

- 're
- 's
- aren't
- isn't

- Before the task, ask students to identify the flags in questions 3–6.

Exercise 5

- We're from Brazil.
- It isn't Australian.
- I'm Turkish.
- You aren't from Nigeria.

Talking about where you're from

ABCD

Remind students of the following structures:

- *I'm* + nationality adjective
- *I'm from* + country

Extra activity

Ask students to write a description of a flag for a country from exercise 1. In pairs, students read out their descriptions for their partner to identify the country it's from.

- 6 • Students do the task.
- After checking answers, confirm the short answers for other pronouns.

Exercise 6

1 first 2 don't use 3 use

- 7 • Students do the task.
- ▶ **Reinforcement** Ask students to underline the pronoun in each sentence first.

Exercise 7

1 b 2 e 3 c 4 a 5 d

Extra activity

Ask students to change the affirmative answers in exercise 7 to negative ones, and vice versa.

Are you new here?

Student's Book p7

Vocabulary: in the classroom

- 1 ▶² See the audioscript on p130.
- Before the task, go through the alphabet checking students know each letter.
- Check understanding of *capital* (= the large form of a letter, e.g. used at the beginning of a sentence) and *double* (= two of something) in this context.

Exercise 1

1 city 2 teacher 3 flag
4 Morocco 5 student 6 answer

- 2 • Students do the task.
- When checking answers, have students spell the whole words for practice.

Exercise 2

1 CLOCK 2 BOOK 3 PENCIL 4 CHAIR
5 BOARD 6 COMPUTER 7 NOTEBOOK 8 SHARPENER
9 DICTIONARY 10 WINDOW

Extra activity

Say the following sentences and ask students to say the item from exercise 2 that you need:

- 1 I need to sit down.
 - 2 I want to check something on the internet.
 - 3 I'm not sure how to spell a word.
 - 4 What's the time?
- (1 chair 2 computer 3 dictionary 4 clock)

- 3 • Before the task, ask students to read through the box, then demonstrate by pointing to objects and saying, *What's this/that? What are these/those?*
- 4 ▶³ See the audioscript on p130.

- Before the task, tell students they are going to hear instructions that a teacher often says. Ask them if they can guess any by looking at pictures a–f.

Exercise 4

1 c Ask your partner. 2 f Circle the country.
3 a Open your books. 4 e Match the question and answer.
5 b Write the answers. 6 d Underline the verb.

- 5 ▶⁴ See the audioscript on p130.

- Before the task, ask students what they can see in each of the pictures.

Exercise 5

1 C 2 A 3 D 4 B

- Follow-up questions:
What is the name of the new student? (Ross)
Where is he from? (Ireland)
Where are his parents from? (Ireland and England)

Grammar: *be* (*Wh-* questions)

- 6 • If necessary, before the task, write out the full forms of the contractions to make the verbs more obvious.

Exercise 6

after

- 7 • Students do the task.

Exercise 7

1 When? 2 Where? 3 Who? 4 How old? 5 What?

Extra activity

Play the audio from exercise 5 again and ask students what questions they hear.

Ask students to repeat the questions and write them on the board if correct.

- 8 • Students do the task.

Fast finishers

Ask students to add two more *Wh-* questions.

Exercise 8

1 What's your name? 2 Where are you from?
3 How old are you? 4 What's your favourite sport?
5 Who's your favourite singer?

- 9 • Students do the task.
 - ▶ **Challenge** Ask students to add some of their own questions using *Why* and *When*.

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write six full sentences about themselves including the following information:

- name
- age
- where they're from
- what language(s) they speak
- their favourite foods/sport/music

Families - big and small

Student's Book pp8-9

Warmer

To review family vocabulary, write *me* towards the bottom of the board. Then start building a basic family tree.

Draw a line going up from *me* and a simple drawing of a woman. Ask: *Who is this?* to elicit *mother*.

Continue for *father, grandfather, grandmother, sister, brother, aunt, uncle, niece, nephew, cousin, daughter, son*.

Leave this family tree on the board for students to refer to during the lesson.

Vocabulary: family

- 1 • When checking answers, practise the pronunciation of the words:

aunt /ɑ:nt/	mother /'mʌðə(r)/
brother /'brʌðə(r)/	nephew /'nefju:z/
cousin /'kʌz(ə)n/	niece /ni:s/
daughter /'dɔ:tə(r)/	parent /'peərənt/
father /'fɑ:ðə(r)/	sister /'sɪstə(r)/
grandfather	son /sʌn/
/'græn(d),fɑ:ðə(r)/	uncle /'ʌŋk(ə)l/
grandmother	
/'græn(d),mʌðə(r)/	

Exercise 1

Male: father, grandfather, nephew, son, uncle
Female: aunt, daughter, grandmother, mother, niece, sister
Both: cousin, parent

- 2 • If necessary, refer students to the family tree from the Warmer.

Exercise 2

2 grandmother 3 nephew 4 sister 5 cousin

Extra activity

Ask students to describe their families to a partner (e.g. *I have one sister, three uncles, four aunts and eight cousins*).

- 3 • Before the task, remind students that there may be more than one correct answer for each person.
- 4 • Follow-up questions:
 - In description 1, where do the aunts and uncles live? (India)*
 - In description 2, does the grandmother live with the writer? Is it a big family? (Yes, she does; Yes, it's a big family.)*
 - In description 3, are Caleb and Damien her real brothers? (No, they're her neighbours' sons.)*
 - Are any of the families similar to yours?*

Exercise 4

1 C 2 D 3 A

Extra activity

Ask students to write a description of one of the photos. Then, they read out their description to a partner and have them guess which photo they are describing. Tell them to concentrate on physical features, such as hair colour, clothes, position in the photo, etc.

- 5 • Before the task, point out that each type of family member can only be counted the first time it is mentioned, e.g. *sister* is used more than once but only counts the first time.

Exercise 5

dad (father), aunts, uncles, cousins, mum (mother), sisters, son, daughter, nephew, niece, grandmother, brothers

Grammar: possessive adjectives

- 6 • Before the task, allow students time to copy the table.
 - Then draw students' attention to the example. Model more examples if necessary, e.g. point at things and say: *This is my book; That is your book; This is her pencil; This is our classroom*. Keep going with more objects but start leaving gaps for students to say the correct word if they know it, e.g.: *This is ____ bag.*

Exercise 6

1 your 2 his 3 its 4 our 5 their

- 7 • With less confident classes, go through the sentences and identify the subject pronouns and which subject pronoun the nouns refer to, before students complete the possessive adjectives independently.
- ▶ **Challenge** Ask students to write sentences using *its* and *my*.

Exercise 7

1 His 2 their 3 our 4 her 5 your

Grammar: possessive 's and s'

- 8 • Remind students that one of the uses of apostrophes in English is to show possession. Draw their attention to the examples in the box. Ask them to identify the singular noun and the plural noun and look at where the apostrophe goes.

Exercise 8

1 dad's 2 grandparents' 3 uncle's 4 cousins'

Who is it?

Student's Book p9

Vocabulary: describing people

- 1 • Before the task, remind students of the vocabulary by describing your own appearance and some of the students' appearances. Alternatively, use photos of celebrities.

Exercise 1

1 B 2 J 3 C 4 E

- 2 • Before the task, allow students time to copy the table.

Fast finishers

Ask students to add as many additional words as they can to the table.

Exercise 2

General description: tall
Hair: short, curly
Hair colour: black, blond(e), fair
Eyes: blue
Other: moustache

- 3 ▶⁵ See the audioscript on p130.
- Before the task, ask students to look at the other people in the picture and write notes about what they look like, underlining any key vocabulary.

Exercise 3

1 K 2 H 3 G 4 A 5 D

Extra activity

Nominate different students to describe a classmate (reminding them to be positive and complimentary) for the rest of the class to guess.

Grammar: have got

- 4 • Before the task, allow students time to copy the table.
- Refer students back to the descriptions in exercise 1 and ask them to find examples of *have got*.

Exercise 4

1 haven't 2 has 3 hasn't

- 5 • Remind students that *any* is used with negative sentences with *have got*.

Exercise 5

1 's got 2 haven't got 3 've got 4 haven't got 5 hasn't got

- 6 • Before the task, allow students time to copy the table.

Exercise 6

1 haven't 2 Has 3 hasn't 4 have

Extra activity

Ask the class questions about the people in the picture in exercise 1, e.g. *Has person A got glasses? Has person C got a beard?*

- 7 • Students do the task. If your class is less confident, do the first question together as an example.

Exercise 7

1 Have you got any brothers or sisters? 2 Has your dad got a beard?
 3 Has your mum got long hair? 4 Have your parents got any brothers or sisters?
 5 Have you got a lot of cousins?

- 8 • Follow up by nominating a few students to describe their partner's family.
- Do any students think any of their classmates have similar families to them?
- 9 • Tell students to sketch out a family tree to help them with the puzzle.
- If necessary, give them a hint: *Each son has one sister, not each son has a different sister.*

Exercise 9

nine (including parents)

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write a description of their family including information about what each person looks like.

What can you do?

Student's Book p10

Warmer

Ask students to look at the pictures in exercise 1 and, in their notebooks, tick the things they can do and cross the things they can't do.

Feed back as a class and take a poll of how many students can and can't do each activity.

Vocabulary: action verbs

1 • Students do the task.

- Follow-up questions:
What other languages can you speak?
What other instruments can you play?
What things can you cook?

Exercise 1

- | | | | | |
|--------|---------|---------|---------|--------|
| 1 draw | 2 dance | 3 cook | 4 swim | 5 ride |
| 6 play | 7 sing | 8 speak | 9 spell | 10 run |

2  *6 See the audioscript on p130.*

- Before the task, remind students that all the actions in the audio are from exercise 1.

Exercise 2

- | | |
|-------------------------|--|
| 2 play the guitar – yes | 3 speak (Chinese) – yes (first person), no (second person) |
| 4 swim – yes | 5 spell – no |
| 6 dance – yes | |

Grammar: can for ability

3 • Before the task, allow students time to copy the table.

Exercise 3

- | | |
|----------------------|-----------------------|
| 1 d – She can swim. | 2 a – He can't spell. |
| 3 b – Can they cook? | 4 c – Yes, they can. |

4 • Students do the task.

- ▶ **Reinforcement** Allow less confident students to work in pairs.

Exercise 4

- | | |
|--------------------------|-----------------------------|
| 1 She can sing. | 2 He can't play the guitar. |
| 3 Can she speak Chinese? | 4 He can swim. |
| 5 They can't spell. | 6 Can you dance? |

5 • Students do the task.

Extra activity

Refer students back to the things they ticked and crossed in exercise 1 for the Warmer, and in pairs, they ask and answer each other about things they can and can't do in pictures 1, 3, 5 and 10 (those not covered in exercises 4 and 5).

Remind students that they can either ask direct questions (*Can you draw?*) or make a statement followed by a question (*I can't cook. Can you?*).

6 • If your students like competition, you could ask them to do this as a timed challenge.

- At the end of the course, you could refer back to this to see if students can improve their scores.

Exercise 6

Suggested answers:

- (six colours) red, yellow, blue, green, purple, black, white, orange, grey, brown
- (ten animals) cat, dog, horse, elephant, lion, tiger, sheep, cow, kangaroo, camel, fish, rabbit
- (three things) computer, clock, chair, coat
- 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
- (teacher's name)
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to go through the questions in exercise 6 on p10 and complete any answers they weren't able to do in the lesson. Increase the challenge level if you like, by asking for more colours, more animals, etc.

What's in this book?

Student's Book p11

- 1 • Students do the task.
 - If your students are less confident, ask them to do this exercise in pairs.
 - Follow-up questions:
 - Which projects do you think look interesting?*
 - Which unit do you think you will enjoy doing the most?*

Exercise 1

1 near the end of the unit on the Writing spread just before the Project
 2 eight 3 pp134–135 4 pp130–133

- 2 • Remind students to use the Contents pages to help them find the relevant page numbers.
 - Check answers after each question. Explain any new vocabulary and ask students if they have any other questions about that feature or part of the book.

Exercise 2

- 1 How important are hobbies for teenagers?
- 2 the average temperature and rainfall where you live; if you can go canyoning near where you live
- 3 What animals do you see?
- 4 Predicting from the title and the pictures
- 5 electricity
- 6 What foreign food restaurants are there where you live?
- 7 Listening to questions and answers
- 8 Communication – Communicating clearly

- 3 • Before the task, ask students what they think each photo shows. Help with any vocabulary necessary.
 - If necessary, suggest to students that they look at the unit titles on the Contents pages and guess which unit each photo might be from.

Exercise 3

1 Unit 7	2 Unit 6	3 Unit 4
4 Unit 8	5 Unit 2	6 Unit 3
7 Unit 6	8 Unit 1	

- 4 • Point out to students that this is a race.
 - When checking answers, ask students to turn to the relevant page and point out the exercise so that they acquire more familiarity with the book.

Exercise 4

1 Unit 1	2 Unit 6
3 Unit 2	4 on the Speaking page
5 Unit 3	6 Think – Prepare – Write – Check
7 Unit 4	8 Unit 8
9 Unit 7	10 in the Projects
11 Unit 3	12 Unit 5

Extra activity

Ask students to look at the Contents pages and order the units 1 to 8 from what they think they'll find most to least interesting. Ask them to share their list with a partner (or with the class if you prefer), giving reasons.

End-of-unit further practice

- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

1

School life

Vocabulary

Student's Book pp12–13

Lesson aims Students learn about typical days in different countries and to talk about their typical day.

Warmer

On the board, draw a blank timetable. Ask students questions to complete it, e.g. *What time do you start school? What do you do every day at 10:30? What time does lunch start?*

Ask students to look at where the students are from in the texts on pp12–13 and, without reading, predict if they think their schooldays will be different or similar to their own and in what ways.

WDYT? What is an ideal school?

Check the meaning of *ideal*.

Point out that everyone's answers may be different. Ask students for their ideas of what would make a school ideal for them.

Tell students they will return to the question at the end of the unit.

Daily routines

1 Students do the task.

Fast finishers

Ask students to add an extra activity to each column in the table.

Exercise 1

Morning: get up, go to school, have breakfast, start school

Afternoon: finish school, go home, have lunch

Evening: go to bed, have dinner

- 2 • Before students do the exercise, check understanding of the words *canteen* (= a room in a school or factory, etc., where cheap meals are served) and *packed lunches* (= food that you take with you in a box or bag to work, school, etc. to eat for lunch).
- Follow-up questions:
Where do some students start school at seven in the morning? (Brazil)

Where does the student walk 6 km to school? (Ghana)
How long do the students in France have to eat their lunch? (two hours)
How many hours a day are students in Finland in class? (less than four hours)

Exercise 2

1 go	2 have	3 do	4 start
5 finish (school)	6 get up	7 go	

- 3 ► **Challenge** Ask students to use conjunctions like *and* and *but* to join similar or contrasting ideas.
- Ask students which things in the texts they think are good ideas and why.
- 4 Before reading the text, ask students to look at the pictures in pairs and discuss what they can see in each one.
- Check understanding of the word *typical* (= like most things of the same type). Then give students time to match paragraphs 1–6 with pictures A–F.
 - Draw attention to the pronunciation of *break* /breɪk/ and the silent 'e' in *changed* /tʃeɪndʒd/ and *dressed* /drest/.

Exercise 4

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

Weak pronunciation

ABCD

- Tell students that many words in English have both strong and weak forms. In full sentences, the weak forms of auxiliary verbs, prepositions and conjunctions are usually used to lay the emphasis on the more important words like the main verb, nouns or adjectives. Weak forms are often pronounced using the schwa sound. It can help students' fluency if they can use them.
- Practise the phrases from exercise 4, telling students the second version uses the weak form:
Have a shower: /hæv eɪ 'ʃaʊə(r)/ or /hæv ə 'ʃaʊə(r)/
Brush my hair: /brʌʃ maɪ heə(r)/ or /brʌʃ mə heə(r)/
Go to sleep: /gəʊ tuː sli:p/ or /gəʊ tə sli:p/
- Then ask students to use both in a sentence and say which sounds more natural.

- 5 • Before the task, check different ways of saying each of the times (e.g. twelve thirty, half twelve, half past twelve).
- After the exercise, you could ask students to say what they do on a typical schoolday at each of the times.

Exercise 5

- | | |
|------------------|----------------|
| A have lunch | B go to bed |
| C have dinner | D have a break |
| E finish school | F wake up |
| G have breakfast | H start school |

Telling the time

ABCD

- You can say hours then minutes, e.g. 8:53 = *eight fifty-three*, or vice versa using *past* and *to*, e.g. 7:20 = *twenty past seven*, 7:40 = *twenty to eight*.
 - With 15 and 30 minutes, you can use *quarter past/to* or *half past*: 3:15 = *quarter past three*; 3:30 = *half past three*; 3:45 = *quarter to four*.
 - For minutes one up to nine, people often pronounce the '0' as *oh*, e.g. 10:03 = *ten oh three*.
 - In spoken English, people usually use *in the morning/afternoon/evening* or *at night*. It's more formal to use *am* or *pm*.
- 6 • Students do the task.
- 7 • Before the task, ask students to read the information in the *Time and day* box.

Fast finishers

Ask students to write three sentences about their typical day using *at*, *in* and *on*.

Exercise 7

- | | |
|------|----------|
| 1 on | 2 in |
| 3 at | 4 in, at |
| 5 on | |

- 8 ► **Reinforcement** Allow students time to make notes first.
- Nominate a few pairs to say what is the same and different about their typical days.
 - To extend the activity, students compare their days with the Chinese student in exercise 4.

Get online

Ask students to find interesting facts about a student's typical day in other countries. Ask students to search for:

- a country with long/short schooldays
- a country with schools that offer unusual subjects

VIDEO SKILLS

9 See the videoscript on p139.

- Play the video and ask students to note down the daily activities they see students do. Encourage them to use other vocabulary as well as the phrases they have learnt on these two pages.
- If necessary, check understanding of *vlog*, *vlogger* and *vlogging*.

10 • Students do the task.

Exercise 9

We see students get dressed, go/cycle to school, have lessons, have lunch, clean the classroom, finish school and go home.

Exercise 10

Suggested answers:

- 1 The vlogger made the video to share her experience of studying in Japan for a year. She also wants to reach a large audience and become better known on social media.
- 2 This video is for teenagers who enjoy watching videos about vloggers' experiences, travels and interests.
- 3 The vlogger looks directly at the camera and this grabs our attention. We see a lot of activities and objects for short periods of time. This makes the video varied and interesting. We also see other activities such as cycling and cleaning the classroom and objects like shoes and bento boxes, for longer. These are important and we need to pay attention to them.

The music is upbeat and cheerful, and the vlogger speaks in an enthusiastic way.

Further practice

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to write five or six sentences describing their ideal schoolday. Give them a model to follow and tell them to write in the present tense – *In my ideal schoolday, we get up at 9:00 am and go to school at 11:00 am.*

Reading and critical thinking

Student's Book pp14–15

Lesson aims Students predict the topic of a text, then read about and discuss the advantages and disadvantages of online learning.

Warmer

Ask students to cover the word box in exercise 1. Give them one minute to write down as many of the activities in the pictures as they can.

In pairs, ask students to choose three of the activities and say when they usually do each activity (a) at weekends and (b) on weekdays.

An online article

- Ask students to read through the activities in the box before doing the task.

Exercise 1

- | | | | |
|---------------|----------------|----------------|---------------|
| A have lunch | B have a break | C get up | D go to sleep |
| E get dressed | F go to school | G start school | H wake up |
| I go home | J pack my bag | | |

- Students do the task.

▶ **Reinforcement** Students can look back at the vocabulary lesson for ideas.

- Follow-up questions:

What time do we start school?

When do we have a break?

What time do we have lunch?

Exercise 2

- 1 wake up 2 get up 3 get dressed 4 pack my bag 5 go to school
6 start school 7 have a break 8 have lunch 9 go home 10 go to sleep

Other activities: have a shower, clean my teeth, brush my hair, make my bed, tidy my room, have breakfast, finish school, do homework

Subskill: Predicting from the title and the pictures

Explain to students the benefits of looking at the photos and title of a text before reading:

- It will help students predict what the text is about.
 - It will help students to think about particular words or phrases they might see in the text.
 - The photos may help students understand new words.
- Before the task, discuss the advice for approaching the Subskill.
 - Follow up by asking students what they do on Mondays at 11:00 am and on Thursdays at 2:30 pm.

Fast finishers

Ask students to think of three questions they have about online learning (e.g. Do students have teachers? Do they have a break?).

After the next exercise, ask if their questions were answered in the article.

Exercise 3

- Monday, 11 o'clock in the morning; Thursday, half past two in the afternoon
- They're online students.
- Suggested answer:** They get up and get dressed, but they don't go to school or go home.

- ▶ 7 Students read and listen to the text, and answer the question.

Exercise 4

have lessons, wake up, (have) breakfast, start school, get up, have lunch, do homework

- Before the task, check the meaning of the words *fixed* (= something that has been agreed on and will not change) and *communicate* (= to express thoughts, feelings or information by speaking or writing).
 - When checking answers, ask students to identify the place in the text that helped them and how:
 - Students *can study when they want*, i.e. not at a fixed time. Tell students they won't always find the word from the question (i.e. *fixed*) but a different phrase that means the same or the opposite.
 - Abi says 'I read the notes on the whiteboard on my computer.'
 - Abi can ask questions later online or by phone.
 - Jack says, '***I don't sit at the computer all day***'. Tell students they will often have to look for negative versions of verbs.
 - Abi says 'We do all the normal subjects like maths and history.'
 - We do all the normal subjects***. Again, students have to look for synonyms or antonyms for this answer.
- Ask follow-up questions about the true sentences:
 - How do students communicate with their teachers?* (online/by phone)
 - When do they see their classmates?* (at after-school clubs or on school trips)
 - Do they have tests in their subjects?* (Yes, they do.)

Exercise 5

- False – They can study when they want.
- True
- True
- False – They don't sit at the computer all day.
- True
- False – They do all the normal subjects like maths and history.

6 • Students do the task.

Exercise 6

- | | |
|-----------------------|----------------------------------|
| 1 nine o'clock | 2 eight o'clock |
| 3 four lessons | 4 do homework and class projects |
| 5 the things he likes | 6 after-school clubs |

- 7 • **Word work** Check the pronunciation of *library* /'laɪbrəri/, *subjects* /'sʌbdʒɪkts/ and *grades* /greɪds/ before students do the task.
- Ask students how they say each of the words and phrases in their own language. To help them, encourage them to look at the context of each word and think about what it could mean.

Exercise 7

- | | |
|--------------|----------------|
| 1 grades | 2 subjects |
| 3 library | 4 log on |
| 5 classmates | 6 school trips |

Extra activity

Ask students to write a dictionary definition for each word in exercise 7, including part of speech (e.g. library (noun): a place where you go to borrow books and study).

8 • Students do the task.

- ▶ **Challenge** Give them extra practice with synonyms, by asking them to think of alternative words or phrases that would work and how they are similar/different (e.g. 1 visits 2 shelf/area/room 3 marks 4 sign in/switch on the computer 5 friends 6 class/lesson).

Exercise 8

- | | |
|----------------|------------|
| 1 school trips | 2 library |
| 3 grades | 4 log on |
| 5 classmates | 6 subjects |

CRITICAL THINKING



- 1 • **Understand** (LOT) Give students four to five minutes to complete the task. Tell students to read through the article again for ideas or give them additional time to go online to find out more about online schools.
Nominate students to give their answers and write them up on the board.
- 2 • **Evaluate** (HOT) Ask students to look at their answers in exercise 1 of Critical thinking and think about which of these things are advantages or disadvantages. Give students time to think of their own ideas before comparing with a partner.

- Model an answer to help students, e.g. *I think studying alone is a disadvantage, because it's hard to be motivated without other students.*
 - Remind students that some things can be both disadvantages and advantages, but they should give their reasons for choosing one over the other.
 - Ask different pairs to feed back, encouraging others to agree or disagree.
- 3 • **Create** (HOT) Ask students to think of three advantages of a traditional school. Remind students to look at things they have decided were disadvantages of online schools to help them. Nominate different students to give their advantages and write them on the board.
- To follow up, ask students to look at all the advantages and disadvantages and then hold a class vote on whether they would prefer to go to a traditional or an online school.

Critical thinking

Suggested answers:

- 1 **The same:** Students have lessons, they do homework (and class projects), they do the normal subjects like maths and history, they get grades for their work, they go on school trips.
Different: They don't go to school, they stay at home and connect to classes via the internet, they can study when they want, they don't see the teacher, they don't see their classmates every day.
- 2 **Advantage:** You can stay at home, you can study when you want.
Disadvantage: You don't see your classmates every day.
- 3 You don't stay at home all the time, you have a daily routine, you can see your teacher and ask questions, you can work with other students and help each other, you see friends when you have a break.



Culture note

An **online school** (sometimes called virtual school, e-school or cyberschool) is one that teaches students online for the majority or entirety of the time. Online schools exist all over the world and for all ages and stages of education, and they are a growing part of education.

In some facilities, online learning means providing students with material for independent self-study. In other schools, they have live interactive classes where students participate and communicate with a teacher in a classroom setting.

There are a number of reasons why students may undertake online learning in the first instance. Sometimes it is for practical reasons: where students live too far from schools or colleges or they have a health problem that prevents them from travelling. Other times it's for social reasons, with some students feeling more comfortable and productive in their own environment.

Supporters of online learning say that it helps students as it cuts travel time and expense, allows students to be flexible with their time, helps advanced students develop beyond the school curriculum, helps students who are less confident or who have been bullied and enables students to meet people from a wider range of backgrounds. For university- and college-level studying, it is often a cheaper way to gain a qualification.

Critics of this type of schooling often focus on the lack of face-to-face interaction and the challenge to students of staying focused in a home environment.

Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to think about being an online student and to write a timetable for what they would do on a typical day.

Grammar

Student's Book p16

Lesson aims Students learn the affirmative and negative form and use of the present simple and to complete a short text accurately.

Warmer

Ask students to look at the first three sentences of the article on p15 again or write them on the board: *Every year ... via the internet.* Ask students to circle the four verbs, and underline the one that is negative. Ask students if these verbs refer to things that happen once or things that students do many times.

Present simple: affirmative and negative

1 • Students do the task.

- ▶ **Challenge** Ask students to look at the sentences in the box in exercise 1 and change the affirmative sentences to negative, and vice versa.

Exercise 1

- | | |
|-------------|---------------|
| 1 wakes up | 2 stay |
| 3 don't sit | 4 doesn't see |

Present simple

ABCD

Common errors include:

- not using the -s for the third person singular:
He ~~go~~ goes to school ...
- adding the -s/-es to the second verb in negative sentences:
He doesn't ~~goes~~ go to school ...
- using *don't* instead of *doesn't*:
Sara ~~don't~~ doesn't like school ...

Extra activity

To give students practice using the third person, ask them to report back after any pairwork activities on their partner's answers rather than their own.

2 • Students do the task.

- ▶ **Reinforcement** Read through the sentences and decide what the subject is together before doing the exercise, e.g. *Many students = They; My younger brother = He.*
- Follow up by writing three of the sentences from the exercise on the board with gaps, e.g. *Our school _____ (open) at half past eight,* and ask students to complete each sentence with either an affirmative or negative present simple verb to make it true for them.

Exercise 2

- | | | |
|------------|------------|-----------------|
| 1 don't go | 2 start | 3 doesn't study |
| 4 opens | 5 don't do | 6 starts |

3 • Students do the task.

Exercise 3

finishes, gets up, goes, has, makes, plays, studies, watches

4 • When checking answers, write any irregular spellings on the board, e.g. *goes, studies.*


Exercise 4

- | | |
|-------------------------|-----------------------|
| 1 wake up, don't get up | 2 doesn't make, makes |
| 3 have, has | 4 goes |
| 5 gives, don't get | 6 studies |

5 • Make sure students know that they have to write two sentences for each if the current ones aren't true for them – one positive and one negative.

Exercise 5

- 2 My school day doesn't start at 11 o'clock. It starts at ...
- 3 We don't have a break at half past nine. We have a break at ...
- 4 I don't study English on Sundays. I study English on ...
- 5 My school day doesn't finish at six o'clock. It finishes at ...
- 6 My parents don't do my homework. I do my homework.

6  8 Before the task, ask students to look at the title and the photo, and ask them what they know about Hogwarts school. Ask students if they think the typical day there will be very different from their own school.

• **Follow-up questions:**

Do students sleep at Hogwarts? (Yes, it's a boarding school.)

Do they study normal subjects? (No, they don't. They study magic.)

Is there a real school like Hogwarts? (Yes, there is a wizardry school in California.)

Exercise 6

1 starts	2 rings
3 have	4 do
5 don't study	6 doesn't play
7 don't exist	8 teaches

- 7
- Explain to students that each answer is only true for one student.
 - Nominate students to give their answers, explaining how they chose each one.

Exercise 7

Tom starts school at quarter to nine. He likes chess.

Ana starts school at quarter past nine. She likes music.

Sara starts school at eight o'clock. She likes dance.

Further practice

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to compare their routines with a member of their family using the present simple. Model the following example for them: *My sister gets up at seven o'clock, but I don't get up until half past seven.*

Get online

Ask students to find some information about the wizardry school in California mentioned in exercise 6, e.g.:

- When did the school open?
- What subjects can students study?
- How many students are there?

Vocabulary and Listening

Student's Book p17

Lesson aims Students learn school subjects and to identify the type of listening in a dialogue about types of schoolday.

Warmer

Ask students if they know how to say their school subjects in English. Ask them to look at the timetable on p17, then say if they have any of the same subjects today.

Ask if they know what the letters 'PE' and 'ICT' represent. (Physical Education and Information and Communication Technology)

School subjects

- 1
- Before the task, check students understand the words *creative* (= involving a lot of imagination and new ideas) and *foreign* (= from another country).
 - Explain that citizenship lessons help students develop skills to participate in society and be responsible citizens.
 - Check pronunciation of any subjects the students might find difficult or unfamiliar, e.g. science, design and technology, geography.

Exercise 1

1 chemistry, biology	2 music	3 French
----------------------	---------	----------

- 2
- Students do the task.
 - **Follow-up questions:**
What foreign languages do you study?
What creative subjects are there at our school?
What sports can you learn in PE?

Exercise 2

1 physics	2 art, drama	3 German
-----------	--------------	----------

Extra activity

Tell students any of the school subjects can be combined with the following words:

_ teacher, _ book, _ project, _ homework, _ test

In pairs, ask students to make combinations (e.g. maths teacher and history test).

3 9 See the audioscript on p131.

- Before listening, ask students to discuss in pairs what words they might hear for each subject.
- Follow-up questions:
What country does the teacher ask about in the geography lesson? (China)
Does the student know what a synonym is in the English language lesson? (no)
Is it the beginning or the end of the ICT lesson? (beginning)

Exercise 3

- | | |
|---------------|--------------------|
| 1 geography | 2 English language |
| 3 PE | 4 maths |
| 5 citizenship | 6 ICT |

- 4 • To follow up, ask students if they have any subjects that don't appear on the timetable. Then ask them to tell their partners what their favourite and least favourite day of their actual timetable is, and why.

A conversation

▶ Subskill: Identifying the type of listening

People: The number of speakers can say a lot about a listening piece, e.g. a talk or presentation is often just one person, but a dialogue or interview needs two or more people.

Place: Tell students to pay attention to background noises too to help them identify where people are.

Language: People will probably use more informal language when chatting to a friend and more formal language with someone they don't know.

5 10 See the audioscript on p131.

- Before doing the exercise, ask students to look at the photo and read through the paragraph next to it. Ask: *Where is Ansa from?* (Finland) *Why is she in England?* (visiting family)
- Ask students to read the Subskill and consider in which option there would only be one person and Ansa would be most informal.

Exercise 5

c

- 6 • Students do the task.

- Follow-up questions:

Do you think the boy wants to finish school at lunchtime too?

Are 'projects' the same in British and Finnish schools?

Exercise 6

Sentences 2 and 4 are true.

- 7 • After the task, show the script to students and ask them to say where they found the information in the script.

Exercise 7

- 1 Ansa thinks it's really different.
- 3 Ansa doesn't have school after lunch.
- 5 Different groups work on different things.
- 6 Finnish students study different subjects at the same time.

- 8 • If your class needs additional support, play the audio again and list all the things Ansa mentions about her school on the board first.

Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 1

- | | |
|-----------------|-----------------|
| 1 history: o | 2 design: g |
| 3 technology: h | 4 literature: e |
| 5 chemistry: h | 6 geography: e |

Pronunciation p116 Exercise 2

- | | |
|---------------------|------------------|
| 1 biscuit: u | 2 camera: e |
| 3 chocolate: o, e | 4 cousin: o |
| 5 cupboard: p, a, r | 6 daughter: g, h |
| 7 guitar: u | 8 interesting: e |
| 9 stationery: e | 10 white: h, e |

Homework

Ask students to read the *fun facts*, then go online to find out at what age students start school in three other countries. Ask them to write three sentences explaining what they found out.

Grammar

Student's Book p18

Lesson aims Students learn the form and use of Yes/No questions in the present simple and to recognise and use object pronouns.

Warmer

Play the audio from exercise 5 on p17 (track 10). Ask students to raise their hands every time the boy asks a question.

Play the audio a second time. Pause after each question and ask students what words the boy used. Write suggestions on the board.

Repeat the exercise, this time listening for Ansa's responses. Leave the suggestions on the board to refer back to later.

Present simple: Yes/No questions

- Draw attention to the fact that the main verb doesn't change in questions, and students don't need to add -s, -es, etc. Remind students that for short answers, they only use the auxiliary verb.

Fast finishers

Ask students to write two new questions using *Do* and *Does*, and then write both affirmative and negative answers for each.

Exercise 1

- 1 you 2 do 3 Does 4 Yes 5 doesn't

- Students do the task.

- ▶ **Reinforcement** Read through the questions and answers together first and identify the subject.

Exercise 2

- 1 No, it doesn't. 2 Yes, we do. 3 No, they don't.
4 Yes, she does. 5 Yes, I do.

Extra activity

Ask students to write down answers to the questions about their school.

- Students do the task.

- ▶ **Reinforcement** Go through and decide if *Do* or *Does* is needed first.

Exercise 3

- 2 Does your class study German?
3 Do you have lessons on Saturdays?
4 Does your school finish at 3:30?
5 Do your teachers give homework?

- Students do the task.

Object pronouns

Subject vs object pronouns

ABCD

Before teaching object pronouns, it is a good idea to have students identify subject pronouns so you can then make the comparison. Copy some of the sentences from p18 on the board and have students circle the subject pronoun and underline the object pronoun.

- Students do the task.

Exercise 5

- | | |
|-------|-------|
| 1 me | 2 you |
| 3 him | 4 her |
| 5 it | 6 us |

- It may help students to identify the object first, then use the table to find the corresponding object pronoun.

Exercise 6

- | | |
|--------|-------|
| 1 it | 2 him |
| 3 them | 4 her |
| 5 us | |

GRAMMAR ROUND-UP

- When checking answers, encourage students to say why each one is incorrect (e.g. 1 *wants* is for third person 2 you don't use *to* after *can*, etc.)
 - ▶ **Challenge** Students could do this exercise as a timed task without referring to other parts of the Student's Book.

Exercise 7

- | | |
|----------------|-------------------|
| 1 want | 2 can download |
| 3 them | 4 you don't know |
| 5 want | 6 has |
| 7 Do they cost | 8 No, they don't. |

Research

Allow students time to go online to do additional research on the apps. Ask students to say what information they found and what type of things they would use their chosen app for.

Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to write four sentences about their school life, similar to the ones in exercise 6, with an object pronoun in each one.

Real-world speaking

Student's Book p19

Lesson aims Students learn Key phrases to work together to check answers.

Warmer

Students are going to do a short quiz and then check their answers in pairs.

Write the following on the board:

Quiz

- 1 How many planets can you name?
- 2 How many people in the world speak English as a second language?
- 3 What was the first animal to travel to space?

Ask students to write down the answers. They can use the internet if they need to.

Then ask students to check in pairs. Tell them that the first pair to submit the correct answers wins.

(1 Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune 2 approximately two billion 3 a monkey [in 1948])

Working together to check answers

- 1 • After the task, ask students why they wouldn't work together in b (e.g. You need to do your own work in an exam; Talking to another student is cheating, etc.).

Exercise 1

a and c

2 Students do the task.

- **Follow-up questions:**
Which country is the exercise about? (Australia)
What do you think question 2 is about? (the capital city of Australia)
What do Carmel and Lukas say at the end of the video, after question 5? (High five!)

Exercise 2

c

High five!

ABCD

High five is an expression originally used by sportsmen/women when they score a goal or win a game. When speakers say 'High five!' they raise and slap one hand with another person's hand; 'five' here refers to the five fingers on a hand and 'high' to the fact that hands are up high.

- 3 • Read through the Key phrases as a class before watching again.
 - Ask students to watch out for Lukas's facial expression and listen to his tone when he asks, 'Are you sure? I've got 24 million.' Ask: *Which words does he emphasise? (sure and 20)*
 - **Challenge** Ask students if they remember which Key phrases were used, before watching again to check.

Exercise 3

All phrases except: What have you got for number ... ?

Really? I've got ...

- 4 ► **Reinforcement** Before the task, play the video again.
 - Students do the task.
 - After checking answers, read through the Real-world grammar phrases. Explain that *I think ...* and *Do you think ...* will help students to state (or ask about) ideas and opinions. Using these lead-in phrases will sound more polite and natural, as well as less emphatic, than just saying *It's (34 million) or Is it (rugby)?*
 - Ask students to practise the completed dialogue in pairs, using the correct intonation. Allow plenty of time to swap parts and read again.

Exercise 4

1 about 2 got 3 know 4 think 5 sure 6 you

Extra activity

Ask students to find words and phrases in the dialogue to express these things:

- *let's think about this later* (let's leave that one)
- *sorry, I've made a mistake* (oops)

- 5 • **THINK** Ask students to look at the Geography quiz and to write their answers. Tell them not to worry if they are not sure about the answers.
 - **PREPARE** In pairs, ask students to compare their answers and use their conversation to prepare a dialogue of two students checking answers together using the Key phrases. Encourage

students to include an example from each category in the Key phrases box, if possible.

- **PRACTISE** Remind students to use the correct intonation for questions.
- **PERFORM** Ask students to read through the **Peer review** questions in exercise 6 before watching their classmates act out their dialogues.

Exercise 5

Answers to the quiz:

1 Seattle 2 the south 3 Mars 4 Ankara 5 Africa

- 6 • **Peer review** Ask students to listen to their classmates and answer the questions.

Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

Homework

Ask students to choose a country and write a short quiz with three questions about it. They should find out the answers and write them down on a different page. In the next lesson, put students in pairs to swap quizzes with another pair. Ask them to check the answers together, before joining with the other pair to confirm answers.

Writing

Student's Book pp20–21

Lesson aims Students learn when to use capital letters and write a blog post about school life.

Warmer

In pairs, ask students to think of five questions that they would ask a student from another country about their school. Ask them which country they would most like to know about. Ask the pairs for their suggestions.

Before the task, read through the description of *All About My School*. Ask students if they know of any similar online projects.

Follow up by asking students what other questions they want to ask about a school in Albania.

A blog post

- 1 • Students do the task.

Exercise 1

all except questions 3 and 9

- 2 • Students do the task.

Exercise 2

1 900 students 2 no 3 no answer
 4 maths, biology, chemistry, history, ICT, PE, English, Albanian
 5 Yes, but not a lot. 6 7:30 am–2:00 pm 7 No, he has lunch at home.
 8 basketball 9 no answer



Culture note

Albania is a country in South-East Europe. It's just under 30,000 km² and has a population of around 2.9 million people. For a large part of the 20th century, it wasn't open to outsiders due to its communist regime. Since the early 1990s, tourists and visitors have been permitted to enter.

In Albania, children start school at six years old. Education is only compulsory for nine years until they are 15 years old, though most students stay on for an additional three years. From the age of 15, students either take 'regular' education with a focus on academic teaching and university preparation or they take vocational classes leading to a diploma or trade qualification.

Many schools in Albania are being rebuilt and equipped with modern technology as the economy grows.

Extra activity

Ask students to think about the categories below, and write one advantage and one disadvantage of each:

- wearing a uniform*
- strict rules*
- computers in classrooms*

- 3 • Students do the task.

Exercise 3

a: paragraph 2
 b: paragraph 3
 c: paragraph 1

- 4 ▶ **Reinforcement** Give students categories and ideas to consider, e.g. start and finish time, amount of homework, etc.

▶ Subskill: Capital letters

Explain to students that the use of capital letters in English may be different from their own language. For instance, in English not all nouns start with a capital – only 'proper nouns' (names, cities, countries, etc.).

Tell students to think about why capital letters are used every time they see them in a written text.

- 5 • Students do the task.

Exercise 5

Use capitals for languages and acronyms.

- 6 • Students do the task.
- Follow up by asking students if they can think of any other subjects that would need a capital letter (e.g. German, Spanish, RE).

- Ask students to think about the rules for using capital letters in their own language and how they are different.

Exercise 6

all except c

Extra activity

Ask students to look back through the unit and find examples of as many of the usages in the list as possible, e.g.:

For I – *I often walk to school with one of my classmates.*

At the start of a sentence – *An online school has lessons at fixed times.*

For days of the week – *We don't go to school on Saturdays.*

For greetings – *Hi! I'm Ansa.*

For months of the year – *Our school year starts in September.*

For names and surnames – *Both Jack and Abi have four lessons in the morning.*

For people's titles – *Our art teacher, Mr Flynn, is great.*

For cities, countries and nationalities – *At my school in France, we have two hours for lunch.*

Get online

Ask students which countries they think would have a similar school life to theirs. Give them time to research typical schools and schooldays in that country before sharing what they find with the class.

7 • Students do the task.

Exercise 7

Our, It, The, We (x3), My, But, In (x2) – at the start of a sentence

I – / as pronoun

Tirana, Albania – cities, countries

OK, PE, ICT – acronyms

English, Albanian – languages

Altin – name

- 8 ► **Reinforcement** Tell students they are looking for 18 letters to change.
- When checking answers, ask students to explain why a capital letter is needed in each case.

Exercise 8

Hi! I'm Pearl. I live in Edinburgh, in Scotland. The school year here starts in August and finishes in June. We have classes five days a week, from Monday to Friday.

My favourite subjects are PE and German. All our teachers are very nice, but my favourite is our biology teacher, Mr Liddle.

- 9 • **THINK** Encourage students to use full sentences.
- **PREPARE** Ask students to look at the paragraph headings from exercise 3 and identify the order in which Altin's post organised them. Ask students to organise their information under these headings, in the same way.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Give students time to write, using Altin's post to help them.
 - **CHECK** Ask students to go through their blog post and answer the questions. Ask them to make any corrections if necessary.
- 10 • **Peer review** Ask students to exchange blog posts with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that the blog post is organised into three paragraphs as follows: (1) general description, (2) subjects, (3) schoolday and free time
 - that the blog post is interesting
 - that the present simple is used correctly
 - that capital letters are used correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their blog posts, taking the feedback on board.
 - If there is time after rewriting, ask students to swap, and review each other's blog posts again.
 - If time allows, nominate students to share anything new they have found out about their partner.

Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write another blog post about their ideal school. Ask them to think of information, such as what subjects they would study, if they wear a uniform, what the teachers are like, how many students there are, etc.

Project

Student's Book pp22–23

Lesson aims *Students design a timetable for their ideal school.*

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about school and school life and what they have enjoyed most about the unit.

WDYT? What is an ideal school?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students to look at the question again and discuss it with a partner. Ask them to think about the different types of schoolday they have learnt about in the unit:

Jack and Abi's online lessons (p15)

Ansa's schoolday in Finland (p17)

Altin's schoolday in Albania (p20)

Which of these schooldays would they most like to have, and why? Ask if there are other ideas they would like to add to their ideal day. Encourage them to think how their answers may be different now from those at the beginning of the unit.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to create their timetable.

Elicit the meaning of the word *logical* (= there are good reasons for it).

1  See the videoscript on p139.

- Read out the question. If necessary, revise the meaning of *ideal* and explain that the students on the video talk about their ideal timetable – so not their real timetable. As a result, some of the subjects they mention are not typical school subjects.
- Play the video and ask students to make a note of all the subjects they hear.
- Students can check their answers by looking at the first two days on the Model project timetable.

Exercise 1

yoga, Chinese, chemistry, history, film making, app design, science, inventing, English, cookery

STEP 1: THINK

- 2 • Students do the task.
- Ask students if they can study all of the subjects in their school. If not, ask them which subjects they think they'd like to study and why.

Exercise 2

A film making B cookery C martial arts/PE D chemistry/science

- 3 • Students do the task.

Exercise 3

1 d 2 b 3 a 4 c



Culture note

In **money management classes**, students often learn the basics of budgeting as well as learning about borrowing responsibly, using credit cards, interest rates, mortgages and bank accounts.

In **public speaking lessons**, students learn how to project their voice, speak clearly and use positive body language when they present. They also often study famous speeches and learn how to write their own speeches.

Extra activity

Ask students to put the subjects in order 1–4: 1 being the one they would be most interested in learning, 4 being the one they are least interested in.

- 4 • Remind students that this is an opinion task – there are no right or wrong answers. What's important is that they can justify their opinions.
- ▶ **Reinforcement** Prepare students for the task by asking some questions beforehand: *Could you use what you learn in a job? Do you think what you learn would help you to be more confident? When do you need to speak in public? Why do we need to be safe online? What things do you want to know about managing money?*

STEP 2: PLAN

- 5 • Follow-up questions:
Why is it a bad idea to make a quick decision? Do you think you should look at the lists of advantages and disadvantages and go with the one that's longer? Why/Why not? What should you do if your lists of advantages and disadvantages are different from your partner's?
- 6 • Remind students to consider the advantages and disadvantages when making decisions about their timetables.

STEP 3: CREATE ●●●●

- 7** • Students do the task.
- Use the Model project notes to discuss features of the Model project that students should potentially replicate in their own work.
 - ▶ **Reinforcement** If possible, find different examples of timetables to show students how they can format the information in different ways.
- 8** • Remind students to mention the advantages and disadvantages they considered when making decisions.

STEP 4: PRESENT ●●●●

- 9** • Students read the *How to ...* tips. Ask if they can add any more ideas to the list.
- Pairs present to one another.
 - ▶ **Challenge** Have pairs present their ideas to the whole class.
- 10** • **Peer review** Ask students to vote on the most interesting and useful timetable. You could ask some students to give reasons for their choices.

Model project

The model on p23 shows a timetable of three days (note that students have to create a timetable for a full school week of lessons).

Layout: The lessons are divided into equal blocks of 50 minutes with the times clearly labelled in the left column and days across the top. Break time and lunch time are included as well as the time to go home.

Content: The timetable shows an interesting variety of lessons across the three days.

Photos: The project includes a variety of photos of some of the subjects.

Further practice

- Super skills → Workbook p10

Homework 🏠

Ask students to think of a subject that they want to learn about at their school. Ask them to write three or four sentences about why they think it's useful and interesting for students.

End-of-unit further practice

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

**FINAL REFLECTION**

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 1, ask students to think about what their classmates thought about their timetable. Ask students to think about how they could present the information differently so that it was clearer (i.e. in a different format, with shorter sentences, etc.).
- In evaluating part 3, ask students to look at the Quick review on p21 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.