

Amanda Maris

POTENTIAL

TEACHER'S BOOK

- Student's Book Contents
- Comprehensive introduction
- Guided unit tour
- Clear lesson objectives
- Step-by-step teaching notes and answer keys
- Ideas for differentiation and extra activities
- Audio and video scripts
- Full digital resources on App and on e-zone

A1
Level 1



Unit objectives

Vocabulary: Students learn the vocabulary for talking about skills and about school subjects.

Grammar: Students learn how to talk about abilities with *can* / *can't* and how to talk about the past with the past simple of *be*.

Speaking: Students practise asking for permission in different situations.

Writing: Students write a student profile.

Get ready!

Using Unit openers, page 19 >

- Focus on the photos and ask: *How do the teenagers feel?* (Happy) *Why do you think they are happy?* (They're doing an activity that they like.) Note that the photos are to create interest in the unit, not to teach active vocabulary. Students can look up the activities if they want to or you can cover them as passive vocabulary items (top – *climb a tree*, bottom: left – *do a cartwheel*, middle – *flip a pancake*, right – *juggle balls*).
- Read the first question with the class. Review the meaning of *fun*, *useful*, *silly*, *clever*. Model the task, pointing to photos and giving your opinion, eg *I think this is fun. And this is clever.*
- Read the second and third questions. Explain that *would like* is another way of saying *want*. Give your own answers, pointing to the relevant photos, eg *I can do this, but I can't do that. I'd like to do this, but I wouldn't like to do that.*
- Students share their ideas in groups, taking turns asking the questions. Monitor to assess how well they use *can*, but don't present the grammar yet. This is covered in Grammar 1 on page 96.
- Elicit a few examples from the class and establish the activity students like most and least.
- Explain that this unit is going to be about learning and skills (things that people can do).
- Go over the objectives for the unit.

Vocabulary 1

Skills

1 Individual, then group work

- Read the instructions with the class and give your own answers, eg *I like 10 and 12, but I don't like 1 and 2.* Some students may try to use *like* + verb without the *-ing* form, eg *I like swim*. Note this but don't correct errors yet.

- Students share their examples in groups. Circulate and help as necessary.
- Ask: *What activities does your group like? What don't you like?* Elicit a few examples.

2a/b 80 Individual work, then whole class

- Write *play* on the board. Ask: *What words go with 'play'?* Elicit examples and write them next to the verb, eg *play basketball / football / video games*.
- Explain that students are going to learn other uses of *play* and more verbs for talking about skills (things people can do). Point out that some of these verbs are just one word, eg *dance*. Students use the verbs in the box to complete the gaps.
- For part b, play the audio once for students to check their answers, then play it again for students to repeat the verbs.

Language note Students have already practised a range of verb + noun / phrase collocations in Unit 5 on pages 66–67 and 71 of the Student's Book. This type of collocation is an important feature of English and students will learn more as they progress. Encourage them to add examples to their vocabulary notebooks, with a section or page for each verb and relevant nouns / phrases, eg *play* + sport – *basketball / tennis / football*, etc. They could also produce a word map like the one for free-time activities on page 66.

Pronunciation tip If students have problems with the vowel sound in *draw* /drɔː/, point out that it rhymes with *four*. They may also need help with the vowel sounds in *languages* /'læŋgwɪdʒz/. Explain that the vowel in the second and third syllables is the same. You may need to check the main stress in the verb phrases. This falls on the noun, eg *play the drums*. If necessary, also point out the linking in the examples with *ride*, eg *ride a bike*.

Answers / Audioscript

- 1 dance 2 draw 3 paint 4 play chess
5 play the drums 6 play the piano 7 ride a bike
8 ride a horse 9 run fast 10 sing
11 speak three languages 12 swim

Extra activity Explain that students are going to play a miming game. Give the class about 30 seconds to memorise the verbs in exercise 2a. Ask student to close their books, then model the activity

by miming and eliciting one of the verbs. Students continue the game in pairs. Remind them to take turns miming and saying the correct verb.

3 81 Pairwork

- Explain that this activity is based on the sounds that people make when they do the activities in exercise 2a. Play the audio for number 1 and focus on the example.
- Students work in pairs. Play the rest of the audio, pausing after each sound. Students take turns saying the correct activity.
- Play the audio again for a whole class check.

Answers / Audioscript

1 swim 2 dance 3 ride a horse
4 play the piano 5 sing 6 ride a bike
7 play the drums 8 run fast

4 Individual work

- Give students time to read the lines and deal with any vocabulary queries. Elicit number 1 as an example.
- Students complete the task, then compare answers in pairs before a whole class check.

Answers

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

Extra support Go through the exercise with the class and write up the key words on the board to help students match the lines. (1 *art* / 2 *the USA, German, Spain* / 3 *music* / 4 *understand the game* / 5 *animals, outside* / 6 *team sports*)

5a/b Individual work, then whole class

- This task focuses on the new vocabulary from this lesson and also recycles some of the free-time activities from Unit 5, page 71. Focus on the title of the message thread. Explain that if you're good at something, you can do it well. Write *arty*, *sporty* and *musical* on the board. Ask: *What is an arty person good at?* (Art) *And a sporty person?* (Sport) *What about a musical person?* (Music)
- Briefly review the pronunciation of the vowels *a*, *e*, *i*, *o*, *u*. Ask students to spell out the words in the examples. They cover exercise 2, then complete the messages. Circulate and help as necessary.
- Check answers with the class, getting students to spell out the gapped words.

- For part b, ask the first question and give your own answer as an example. Write up a gapped prompt on the board: *I'm most similar to ... because ...*. Read the second question and give students time to think about their answers. Elicit answers from the class. Establish how most students see themselves, as *arty*, *sporty* or *musical*.

Answers

1 football, basketball 2 ride, bike 3 run fast
4 play, guitar, piano 5 play, drums
6 sing 7 paint, draw 8 dance

Fast finishers Students can write a few sentences about an *arty*, *sporty* or *musical* person. This can be themselves or someone they know.

Alternative Students do part b in groups and then report back to the class.

6a/b Individual, then pairwork

- Read the instructions with the class. Elicit an example each for 1–4. Students write their list.
- Students compare answers in pairs. Monitor, making a note of good use of language and common errors.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.



Reading preview

Using Previews, page 19 >

- Briefly review the meaning of *online* (on the internet). Ask: *What things can people learn online?* Elicit answers, eg *languages, design*.
- Elicit ideas from the class and summarise them on the board.
- If you are not moving straight on to the reading, take a photo of the board so that you can refer to students' ideas in the next lesson.

Reading

1a/b Whole class, then individual work

- Ask: *Can you remember any of your ideas from the Reading preview?* Elicit a few ideas. Explain that they are going to read about two teenagers who learn in different ways.

- Read the instructions. Focus on the photos and the title. Ask a student to read out the introduction (*Meet Adam and Mila. ...*). Students answer the question in 1a.
- Students read the first paragraph of each text and check. Check answers.
- Ask follow-up questions, eg *Which student is British?* (Adam) *How many students are there at his school?* (800) *Where's Mila from?* (The USA) *How old is she?* (13)

Answers

Adam studies in class. Mila studies online.

2a/b Whole class, then individual work

Using Build your potential, page 20 >

- Briefly review the word categories in the box. Write *a*, *lesson*, *it* and *boring* on the board. Students identify the noun (lesson), adjective (boring), article (a) and pronoun (it).
- Read the notes with the class. Explain that there are different reasons for writing a text, eg to give information, to describe someone / something, to give an opinion, to entertain, etc.
- For part b, write the plus (+) and minus (–) symbols from the article on the board. Ask: *Which one means 'good' or 'positive'?* (+) *Which one means 'bad' or 'negative'?* (–)
- Ask individual students to read out the questions and options. Students read the article quickly. You could set a time limit to encourage them to read for gist.
- Students compare answers in pairs before a whole class check.

Answers

1 b 2 c

3 Individual work

- Give students time to read the article again and write their answers.
- Students compare answers in pairs. Ask them to correct the false sentences.

Answers

1 F 2 T 3 F 4 T 5 T 6 F

Fast finishers Students can write two more sentences, one true and one false, to share with other fast finishers.

4 Individual work

- This activity encourages students to use critical thinking to work out who is speaking and where the sentences go in the article.
- Ask a student to read out sentence 1 and focus on the example. Ask: *How do you know the sentence is about Mila?* (She studies online and doesn't go to a school.) *Why is the sentence in the 'good' section of Mila's text?* (She has more free time than students who travel to and from school.)
- Pre-teach / Check *active* in sentence 4 (moving around a lot / doing a lot of things). Give students time to complete the task. Circulate and help as necessary.
- Check answers with the class. Encourage students to give reasons for their answers.

Answers

1 Mila, text B + 2 Adam, text A –
3 Adam, text A + 4 Mila, text B –

Extra support Go through the task with the whole class. Ask focus questions for each line to help students arrive at the correct answer, eg 2 *Who studies in a class with other students?* (Adam) *Is this sentence about something good or bad?* (Bad – he can't get help from the teacher.)

5 Individual work

- Ask students to find the words in blue in the article. Elicit the correct word for number 1.
- Students complete the task.
- Check answers with the class.

Answers

1 eyes 2 all over the world 3 find out
4 screen 5 enjoy

6a/b Individual, then group work

- Read the instructions with the class. Say: *Think about Adam. What other things are good about his way of learning?* (He can meet up with his classmates after school.) *What isn't so good?* (The teachers don't know all the students very well.)
- Students think of another example for Adam and Mila's sections of the text, positive or negative. Circulate and help as necessary.
- Students exchange notebooks or read out their sentences to a partner. Elicit examples and ask students to choose the ones they think are most interesting.

- For part b, elicit a positive and negative example about the students' school, eg *The teachers are very friendly. / We haven't got many computers.*
- Students write their examples. Circulate and help as necessary.
- Students share their ideas in groups. Elicit examples from the class. Establish the most common positive and negative topics that the class discussed.

Extra activity As a follow-up, ask: *Who has a better way of learning, Adam or Mila? Why?* Ask students to think back to the ideas they shared in the Reading preview. Ask: *Do you think the same after reading about Adam and Mila?*



Grammar preview

Using Previews, page 19 >

- Focus on the sentences and explain that one comes from Adam's text and the other from Mila's. Ask: *Which sentence is about Adam? (b) And Mila? (a)*
- Students copy and complete the sentences.
- Check answers with the class. Explain that they will learn more about how to use *can* / *can't* in the next lesson.

Answers

1 can 2 can, can't

Grammar 1

can / can't



Figure it out

Using Figure it out, page 20 >

1a/b Whole class, then individual work

- Ask different students to read out the first two examples and the conversation.
- Focus on the words in blue. Write *can* and *can't* on the board. Ask: *Which verb is affirmative and which negative?* (affirmative: *can*, negative: *can't*) Explain that *can't* is the short form of *cannot*.
- For part b, read out the sentence and the first rule with the class. Students complete the rules. Circulate and help as necessary.
- Check answers with the class.

Language note This lesson introduces the form of modal verbs and covers two main uses of *can*: talking about ability (Grammar 1) and asking for / talking about permission (Speaking). Students will extend the range of modal verbs and their uses as they progress, so don't go into more detail at this stage.

Common errors A common mistake is to use the *to* infinitive after *can*, eg *I can to sing*. After the presentation of the present simple in Unit 5, students have become used to third person -s / -es endings, and to forming questions and negatives with the auxiliary verbs *do* / *does*. They may now try to use these with *can*, eg *She cans run fast. / Do you can swim? / I don't can speak Italian.*

CCQs To further check understanding, write these sentences on the board: *Millie can paint. She paints a new picture every day.* Ask: *Which sentence is about a skill? Which is about a habit?* (Skill: Millie can paint. / Habit: She paints a new picture every day.) *How many verbs are there in 'Millie can paint.'?* (Two: *can* + main verb) *Do we need '-s' on 'can' in the 'he / she / it' form?* (No) Then add: *What sports can Millie play? She can play basketball, but she can't play football.* Ask: *Do we need 'do' or 'does' in questions with 'can'?* (No) *Do we need 'do' or 'does' in negative sentences with 'can'?* (No)

Answers

1 don't use 2 don't use 3 don't repeat

There is more information about *can* / *can't* in the Grammar reference on page 147. >

2a 82 Whole class

- Students read the sentences. Ask: *Which sentences are affirmative, a or b? (a)*
- Play the audio for students just to listen. Ask: *Is the pronunciation of 'can' and 'can't' the same or different?* (Different)
- Play the audio again for students to repeat the sentences.

Pronunciation tip This stage focuses on the different vowel sounds in British English in the affirmative and negative of *can*: *I can* /kən/ *swim*. *I can't* /kɑːnt/ *swim*. It is part of the 'ear-tuning' process to help students distinguish them. Even if they don't produce the difference themselves, it is important to be able to understand whether another speaker uses an affirmative or negative form. Note the pronunciation in affirmative short answers: *Can* /kən/ *you swim? Yes, I can* /kən/.

b 83 Individual work

- This is a discrimination exercise to see if students can perceive the correct pronunciation. Students listen and choose the correct sentences from each pair in 2a. Play the audio and elicit answers from the class.
- If necessary, play the audio again for students to repeat the sentences.

Answers

Sentences 1b, 2a, 3a

Audioscript

I can't swim.
She can sing.
We can dance.

3 Individual work

- Briefly review how we use *and* and *but* to link ideas in a sentence. Write these examples on the board: *I can run fast and I can swim. / I can dance, but I can't sing.* Ask: *Which word links similar ideas?* (and) *How do we use 'but'?* (To link different ideas)
- Focus on the examples and check students understand the symbols (✓ = affirmative *can*, ✗ = negative *can't*). Ask two students to read out the examples. Briefly review the form by asking: *Do we need '-s' on 'can' in the 'he / she / it' form?* (No)
- Students write the rest of the sentences. Circulate and help as necessary.
- Check answers with the class. Check students' pronunciation of *can* and *can't*. If necessary briefly drill the two examples in exercise 3, but don't focus on this for too long in case students become self-conscious.

Answers

- 1 I can sing and I can play the piano.
- 2 My sister can ride a bike, but she can't ride a horse.
- 3 My friends can play chess and they can play video games.
- 4 My teacher can speak Spanish and English, but he / she can't speak Italian.
- 5 We can draw and we can paint.
- 6 My dad can swim, but he can't play basketball.

4 Individual work

- Focus on the example. Elicit another sentence with *he / she / it* and *and*, eg *My sister can sing and she can dance.*

- Give students time to write their sentences. Circulate and help as necessary.
- Ask individual students to write a sentence on the board. Build up a set of 6–8 sentences without correcting yet. Ask: *Who are you similar to?* and elicit answers from the class.
- Students check the sentences for mistakes, then check and correct their own sentences.

5a/b Individual, then group work

- Explain that students are going to find out about their classmates' skills. Focus on the photos on page 92. Students choose any of these skills for their six questions. Elicit a question about one of the photos, eg *Can you play the piano?* and give a true answer.
- Students write their questions. Circulate and help as necessary.
- For part b, ask three students to read out the examples. Encourage students to give more information in their answers, eg *Yes, I can. I ride my horse every weekend. / No, I can't, but I can ride a bike.*
- Students ask and answer their questions in groups and note the answers. Monitor, making a note of good use of language and common errors.
- Ask: *What can everyone in your group do? What can only one person do?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

Alternative If your classroom layout is suitable, do the activity as a 'walkabout' so students can talk to classmates they don't usually work with.

6a/b Individual, then group work

- Focus on the graphic. Check comprehension of *superheroes* by asking: *What superheroes do you know?* (eg Wonder Woman, Spider-Man, etc.) *Who is your favourite?* Write *superheroine* on the board and ask: *Do we use this words for men / boys or women / girls?* (women / girls)
- Say: *Superheroes and heroines have special skills called 'superpowers'.* Read the title with the class, then ask a student to read out the rest of the text. Focus on the example and check comprehension of *tidy* (put everything in the correct place).

- Explain that they need at least one superpower for each question. Encourage them to think of a superhero name for themselves. Students write their ideas. They can use a dictionary to look up new words or ask you. Circulate and help as necessary.
- For part b, remind the class to take turns speaking, to listen carefully, but also ask questions.
- Students present their 'superpowers' in groups. Monitor, making a note of good use of language and common errors.
- Ask: *Who's your favourite superhero or heroine in your group? What can he / she do?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

Extra support Go through the list of questions and elicit possible ideas with the whole class. Feed in useful vocabulary and build up a list on the board, eg *at home: think of food and it's ready to eat; with your studies: do my homework in my sleep; your town: collect all the town's litter in 30 seconds; the world: control bad weather.*

Extra challenge Students write two examples for each question.

Vocabulary 2

School subjects

1 Pairwork

- Ask *What books have you got in your schoolbag?* Elicit answers from the class.
- Briefly review the days of the week. Students work in pairs to ask and answer the questions. Assess how many words for school subjects students already know.
- Students report back to the class. Establish the class's favourite and least favourite days.

2a/b 84 Individual work, then whole class

- Focus on the pictures. Elicit the school subject for number 1 as an example.
- Remind the class to use the book titles and covers to help them. Students complete the task. Circulate and help as necessary.
- Students listen and check their answers, then listen again and repeat the words.

Language note For A1, generic names for school subjects have been selected, eg *computing*, *foreign languages*, *PE* and *science*. If students want to use more specific terms, you can feed these in, but avoid giving too much new language and overloading them.

Pronunciation tip Students may need help with the vowel sound in some of these words, eg *foreign* /'fɒrən/, *science* /'saɪəns/, *PE* /pi:'i:/. You may also need to point out the silent 'g' in *foreign*.

Answers / Audioscript

1 foreign languages 2 computing 3 science
4 PE (physical education) 5 geography
6 English 7 music 8 history 9 maths 10 art

Fast finishers Students who finish early can cover the words in exercise 2a and test their memory by saying each of the school subjects to themselves.

3a 85 Individual work

- Focus on the timetable. Explain that students are going to hear two classmates, Matt and Lisa, on their first day back at school. Ask: *Which day do they talk about?* (Monday)
- Review telling the time by eliciting some of the times. Check both formats, eg 1 quarter to nine / half past nine; eight forty-five / nine thirty.
- Focus on the example and play the audio as far as *Maths on a Monday morning – help!* Then play the rest of the audio.
- Students compare answers in pairs, then listen again and check.

Answers

1 maths 2 science 3 English 4 Spanish
5 history 6 geography

Audioscript

(L = Lisa, M = Matt)

L: Hey, Matt how are you?

M: Tired and it's only our first day back.

L: I know. It's always hard on the first day. Oh, here's our new timetable.

M: Let's look. What's the first lesson? Maths? Maths on a Monday morning – help!

L: Oh, maths is OK. Then we've got science before the break – great!

M: Maths, then science – that's too much!

L: It's fine – look, at twenty to eleven, it's English and then Spanish at half past eleven. You're good at languages.

M: Yay! That's great – two language classes. And then we have lunch. And the afternoon isn't bad.

L: Why? What lessons have we got? I can't see the screen.
M: Sorry. It's history at half past one and the last lesson today is geography. I like both of them.
L: History, then geography? Oh no – not my favourite lessons this afternoon. Give me maths and science any day!

b Whole class

- Ask the questions and see how many answers students can remember.
- Play the audio again, then check answers with the class.

Answers

Lisa likes maths and science. Matt likes English and Spanish / languages, history and geography.

Extra activity Give students a copy of audioscript 85 and ask them to practise and then act out the conversation in pairs.

4 Individual work

- Say: *When I was at school, my favourite subject was ... , but I didn't like ... very much.*
- Read the instructions. Remind students that their favourite subject will be number 1.
- Students write their lists, then compare them in pairs.
- Elicit examples from the class and establish the most and least popular subjects.

5 Group work

- Read the instructions with the class. Focus on the emojis and ask three students to read out the opinions. If necessary, point out the object pronoun *it* in the first and third sentences. Ask two students to read out the speech bubbles.
- Students ask and answer questions about the school subjects in groups. Monitor, making a note of good use of language and common errors.
- Ask: *What subject does everyone in your group like? What don't they like?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

6a/b Individual, then pairwork

- Read the instructions with the class. Ask: *What subjects are in a dream timetable, ones you like or ones you don't like?* (Ones you like)

- Students can copy the timetable from exercise 3a and use real lesson times from their school, or invent their own.
- Give students time to write their timetable. Circulate and help as necessary.
- Explain that they need to ask and answer questions to find out about their partner's timetable. Remind them not to look at each other's notebooks. Ask two students to read out the examples.
- Students work in pairs to exchange information and write their partner's timetable. Monitor, making a note of good use of language and common errors.
- Ask: *Which timetable do you prefer?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.



Listening preview

Using Previews, page 19 >

- Read the instruction. Let students look up *vlog* in a dictionary or explain the meaning.
- Ask: *What's a vlogger?* (A person who produces a vlog) Ask the question and elicit examples. If students don't know any teenage vloggers, they can research the question for homework.
- Explain that students are going to find out about a teenage vlogger in the next lesson.

Answer

A vlog (also called a 'video blog') is a series of posts in the form of video, usually about the vlogger's interests, experiences and opinions.

Listening

A school project

1a/b 86 Individual work

- Ask: *Can you remember the word 'vlog' from the Listening preview?* and elicit a definition. If students researched teenage vloggers for homework, ask them to share examples.
- Focus on the photos. Read the instructions and the options (a–c) with the class. Students guess and then compare with a partner.
- Explain that they are going to hear Mark's teacher talking about the project. Play the audio.

- Check the answer with the class. Ask: *Where was Mark's class visit?* (To a museum)

Answer

b

Audioscript

Teacher: OK, everyone. It was great to visit the living museum last week. We learned a lot about life in the past. Now we need to think about your history project. I want you to include a vlog about the museum. It can be short, just 2–3 minutes and I'd like ...

2 Individual work

- The Build your potential box in Unit 2 (page 32) was on using pictures. In Exercise 2 students can try out this strategy again.
- Focus on the examples and ask students to identify the relevant photo (street – second from left; restaurant, shop second from right).
- Give students time to predict more words. Let them compare ideas in groups. Then elicit examples from the class.

Suggested answers

far left: house, kitchen, woman, table

second from left: street, horse, building, people

second from right: restaurant, shop, car, windows

far right: teacher, classroom, board, lesson

3a/b Whole class, then individual work

Using Build your potential, page 20 ➤

- Explain that students often need to take notes in lessons and that this type of task is included in some exams. These notes are about a real museum in central England. If possible, show its location on a map.
- Read the notes with the class. Focus on the third bullet and elicit examples of the type of information that students may need, eg *date – 21st May*, *time – half past nine / nine thirty*, etc.
- Explain that notes are from Mark's class visit to the museum. Point out that knowing what to listen for is an important part of note-taking and this stage will help them with the task.
- Focus on the example. Then give students time to think about the missing words.
- Students compare ideas in pairs before a whole class check.

Answers

1 a date 2 the name of a place 3 noun – a way of travelling 4 noun – the name of a place / building at the museum 5 noun – the name of a place / building at the museum 6 noun – related to answer 5 7 a year 8 an adjective to describe teachers

Extra support Work through the notes with the whole class and write up the type of words needed on the board, numbered 1–8.

4a/b 87 Individual work

- Explain that students are going to hear Mark preparing a vlog for his history project. Play the first sentence of the audio as far as *September*. Elicit the first answer as an example.
- Tell the class not to panic if they miss an answer, but to keep listening and focus on the rest of the task. Play the rest of the audio.
- Students compare answers in pairs.
- Play the audio again for students to check their answers, then check answers with the class. Ask students to spell the name in number 2.

Answers

1 17th 2 Dudley 3 horse 4 cinema 5 school 6 lesson 7 1912 8 friendly

Audioscript

We were at The Black Country Museum on the seventeenth of September. The museum is in the town of Dudley, that's D-U-D-L-E-Y, near Birmingham in the West Midlands.

It was my first visit to the museum and I really enjoyed it. Everything looks like it's from the 1900s. You can see old streets, buildings and transport. Travel was very different then – usually by horse and there weren't many cars. There are so many places to visit at the museum – you can go into shops, a restaurant, an old house, and there's even a cinema. You can watch old black and white films.

My favourite place was the school. Why the school? Because it was very interesting to see a lesson from the past. It was from the year 1912. There was just a blackboard with notes for the lesson. There weren't any computers, of course. The classroom wasn't comfortable and the teachers weren't very friendly. School is very different now.

Extra challenge Students can share any additional information that they understood from the audio.

Extra support For part b, pause the audio at relevant points to allow students to focus on the answers more easily.

Extra activity Ask follow-up questions, eg *Do you think the Black Country Museum is interesting? Why / Why not? It's an example of a 'living' museum. Is there a similar museum in your town / city? Where would you like to go for a class visit?*



Grammar preview

Using Previews, page 19 >

- Read the questions and ask two students to read out the sentences.
- Check answers with the class. Explain that students are going to learn how to talk about the past in the next lesson.

Answers

Sentence b is about past time. It has the past form of *be* (*was*) and the time expression *yesterday*.

Grammar 2

Past simple of *be*



Figure it out

Using Figure it out, page 20 >

1a/b Whole class, then individual work

- Ask: *Can you remember Mark from the Listening lesson? Where was he for his school project?* (At the Black Country Museum)
- Read out the sentences. Students focus on the verbs in blue.
- For part b, focus on the example. Students complete their answers. Circulate and help as necessary.
- Check answers with the class.

Common errors Students have had a lot of practice in talking about the present with *be*, *have*, *got*, *there is / are*, present simple and *can / can't*. Extending the language range to include the past of *be* can cause confusion with verb forms. Students may still use the present of *be*, eg *We are at home last weekend*. They can confuse *was* and *were*, eg *They was at the cinema last night*. There may also be problems in forming the negative, eg *I don't was at school last week*.

CCQs To further check understanding, write this sentence on the board: *We were at the museum yesterday. It was great*. Ask: *Is this sentence about the present or past?* (Past) Are '*was / were*' past forms of '*be*'? (Yes) What verb do we use with '*I / she / he / it*'? (*was*) What verb do we use with '*we / they / you*'? (*were*) Write on the board: *We weren't at school last Friday. It wasn't a school day*. Ask: *What's the negative of 'was / were'?* (*wasn't / weren't*)

Answers

1 was 2 were 3 wasn't 4 weren't

2a/b Whole class, then individual work

- Read the notes with the class. Briefly review time expressions for talking about the present, eg *today, this week*.
- Focus on the example. Explain that one word in each pair refers to the past. Students write their answers.
- Check answers with the class.

Language note When there is an adverb or adverbial phrase of both time and place in a sentence, the order is usually:

VERB + PLACE + TIME

I was at school yesterday.

Answers

yesterday, last week, then, last month, last night

Extra support Use months and dates to reinforce the meaning of the time expressions. Write today's date on the board, elicit *today* and write the word next to the date. Ask: *What was the date yesterday?* and write up the date and word under the first examples. Ask: *What month is this month? What month was it last month?* Write up the months and time expressions on the board in the same way.

There is more information about the past simple of *be* in the Grammar reference on page 148. >

3 Individual work

- Briefly review the meaning of *ill* and *closed* using mime and / or the classroom situation.
- Ask a student to read out the example. Students complete the task. Circulate and help as necessary.
- Check answers with the class.

Answers

1 was 2 was 3 was 4 weren't, was
5 were, Was 6 weren't, was

4 88 Whole class

- These conversations show question formation with *was* / *were* and the different pronunciation of the verb forms.
- Give students time to read the questions and answers. Say: *Notice the pronunciation of 'was', 'wasn't' and 'were'.* Play the audio for students to just listen.
- Play the audio again for them to repeat the questions and answers. Ask them to practise the conversations across the class. Play the audio again if necessary, drilling any problem lines.

Extra support The formation of *yes* / *no* and *Wh-* questions is the same as for the present of *be*. For students who need more support, review questions in the present first and then elicit them in the past, eg *Are you tired today?* – *Were you tired yesterday?* *Where's your sister today?* – *Where was your sister yesterday?* If necessary, refer them to the Grammar reference on page 148.

Pronunciation tip In British English, *was* and *were* when unstressed are pronounced with a schwa, eg *I was* /wəz/ *late*. / *We were* /wə/ *late*. When *were* is followed by a vowel sound, we add /r/ as a linking sound, eg *We were* /wər/ *in town*. Questions also usually have the unstressed forms /wəz/ and /wə(r)/, but the pronunciation of the short answers is different: *Were* /wə/ *you at home last night?* *Yes, I was* /wɒz/. *No, I wasn't* /wɒznt/. *Yes, we were* /wɜː/. *No, we weren't* /wɜːnt/.

Quick talk video 7

Using Quick talk videos, page 19 >

- Explain that this video challenge is on past simple question forms with the verb *be*. Play the video, pausing after the example.
- Play the rest of the video for students to do the challenge.

5a/b Individual, then pairwork

- Pre-teach / Check *midnight* (12 o'clock at night). Give two answers of your own, one true and one false, eg *I was in bed at midnight last night. I was in Paris on my last birthday.* Students guess which is false.

- Students write their examples. Circulate and help as necessary.
- Elicit the question form for the first bullet (*Where were you at midnight last night?*).
- Ask two students to model the first question and answer. Feed in useful language for talking about true / false information, eg *I don't believe you!* / *I don't think that's true.*; *You're right – it's false!* / *It is true!*
- Students ask and answer the questions to find the false information. Monitor, making a note of good use of language and common errors.
- Ask: *How many false sentences did you guess?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

6a/b Individual, then group work

- Focus on the picture. Ask: *Where are the teenagers?* (At school) *Do you think they are friends?* (No, they aren't talking.) Explain that it's their first day at school.
- Read the instructions with the class. Use mime to pre-teach / check *nervous*. Elicit the first question, then students write the questions. Circulate and help as necessary.
- Check answers with the class.
- Students ask and answer the questions in groups. Encourage them to give extra information in their answers. Circulate and monitor, making a note of good use of language and common errors.
- Ask: *Who had a good first day? Why? Who didn't? Why?* Elicit answers from the class.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

Answers

- 1 Were you nervous?
- 2 Was your best friend with you?
- 3 Were the teachers friendly?
- 4 How many students were in your class?
- 5 What was your first lesson?
- 6 Who was your teacher?

Extra challenge Students write 2–4 more questions of their own to ask during the groupwork.

Speaking

Asking for permission

1 Individual work

- Write *Asking for permission* on the board. Focus on the pictures and ask: *How are these situations similar?* (One person wants or needs something.) Explain that when you ask for permission, you ask another person if that thing is OK with them.
- Focus on picture a. Ask: *What does the boy on the left want?* (To use his friend's phone)
- Remind the class to identify the person who wants something, as well as what they want. Give students time to complete the task. Circulate and help as necessary.
- Check answers with the class.

Language note This lesson builds on students' knowledge of *can* for ability to introduce the functional use of *can* for permission. The contexts are making requests and also talking about permission in the context of school rules. These contexts support the meaning of the permission use of *can*, so there is no need to review the form – keep the main focus of the lesson on functions.

Suggested answers

- a the boy on the left wants to use his friend's phone
- b the girl wants to open the window
- c the boy wants to go to the toilet
- d the girl with brown hair needs some money
- e the boy wants to ask a question
- f the girl wants some water

2 89 Individual work

- Explain that students are going to hear six short conversations, one for each picture in exercise 1.
- Play conversation 1 and focus on the example. Ask: *What key word is in the picture and on the audio?* (money)
- Encourage the class to listen to key words that match the situation in the pictures. Play the rest of the audio.
- Students compare answers in pairs. If they disagree, play the audio again before a whole class check.

Answers

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

Audioscript

- A: Oh, no. Can I borrow some money, please?
B: Sure, no problem. Here you are.
A: Great, thanks!
- A: Phew, it's hot in here. Can I open the window, please, Mr King?
B: Yes, of course.
- A: Oh, that was a long run. Can I have some water, please?
B: Sure. Here you are.
A: Thanks, Dad!
- A: Oh no, no battery! Can I use your phone, please?
B: Sure, no problem. Here you are.
A: Thank you.
- A: So, that's your homework. You need to finish all three exercises this week. And next week, there's a test on ...
B: Sorry, Ms Parker, can I ask a question, please?
A: Yes, of course, Tim. What do you want to ask?
- A: Right, let's look at the text on page 74.
B: Sorry, Mr Harper, can I go to the toilet, please?
A: Yes, but be quick.

Extra activity Give students a copy of audioscript 89 and ask them to practise and then act out the conversations in pairs.

3a/b 89 Individual work, then whole class

- Focus on the example and elicit the correct picture (d). Say: *Can you guess the meaning of 'borrow'?* (Take or use something from another person, but give it back later)
- Students complete the questions. Circulate and help as necessary.
- Students listen again and check their answers, before a whole class check. Ask: *What is the last word in each question?* (please) Point out that we use *please* to make questions like these sound more polite.

Answers

1 borrow 2 open 3 have 4 use 5 ask 6 go

4a Individual work

- Explain that we use *Can I ... ?* to ask for permission, but we don't often use *can* in the answer when we say yes.
- Students complete the task, then check answers with the class.

Answers

1 no 2 course 3 are

b Whole class

- Ask the question and give students time to choose the correct expression in 4a.
- Check the answer with the class. Reinforce the meaning by handing out books, pens, etc. to students, saying *Here you are*.

Answers

Here you are.

5 Pairwork

- Read the six situations with the class. Elicit the question for the first one (*Can I borrow a pen? / Can I use your pen?*). Ask two students to model the conversation.
- Students practise the conversations in pairs. Remind them to take turns starting each time. Monitor, making a note of good use of language and common errors.
- Ask: *When can you use 'Can I ... ?' questions in class?* Elicit answers, eg you want to borrow a dictionary; you need to check an answer / ask about the meaning of a word, etc. Encourage the class to use the language in this lesson in as many classroom situations as possible.
- Give positive feedback on good language use and collaborative work. Write up the common errors on the board for students to correct.

6a/b Individual, then group work

- In this stage students talk about school rules using *can / can't*. Read the instructions and go through the phrases in the box with the class. Check comprehension of *everyday clothes* (not a school uniform – normal clothes that you wear outside school).
- Focus on the example, then give students time to write their sentences. Circulate and help as necessary.
- Elicit sentences from different students. Most of the class should have the same examples unless their teachers have different rules in their classes.
- For part b, ask the questions and elicit example answers. Students compare ideas in groups. Circulate and help as necessary.
- Elicit ideas from the class. Establish which rules most students think are helpful / silly.

Writing

A student profile

1 Individual work

- Focus on the photos and the name of the webpage. Say: *What do you think a 'study buddy' is?* Don't confirm or correct yet.
- Give students time to read the webpage and choose the correct answer.
- Check the answer with the class. Explain that *buddy* is an informal word for 'friend'.

Answer

c

2a/b Whole class, then individual work

Using Build your potential, page 20 >

- Ask individual students to read out each note to the class. Ask check questions, eg *How many ideas are there in a paragraph?* (One main idea) *How do you start each sentence in a paragraph?* (With a capital letter) *What is last in a sentence?* (A full stop or question mark) *Do you write each sentence of a paragraph on a different line?* (No)
- For part b, give students time to read paragraphs A and B and choose the good one. Circulate and help as necessary.
- Students compare answers in pairs before a whole class check. Elicit the problems with Demir's writing.

Answer

Text B is a good paragraph because each sentence starts with a capital letter and ends with a full stop. The other capital letters are in the correct place (*I*, first letter of names of people and places). Each new sentence follows on the same line as the sentence before.

3a Individual work

- Remind the class that the sentences in a paragraph are all about one main idea. Give students time to read Demir's text and choose the sentence that doesn't belong.
- Check the answer with the class.

Answer

The sentence *I can swim and skateboard.* is in the wrong place. Demir's paragraph is about him and his family, but this sentence is about his skills / what he can do.

b Individual work

- Explain that students need to help Demir write a better paragraph. Copy the first line from his text onto the board. Elicit the correct version and write it under the original.
- Give students time to rewrite the paragraph. Circulate and help as necessary.
- Check the answers with the class. Ask individual students to write the corrected sentences on the board.

Answer

Corrections shown in **bold**. The sentences need to form a connected paragraph as shown here:
My name's Demir and I'm 13. I'm from a big family. I've got two **brothers** and two sisters. My mum and dad are teachers. ~~I can swim and skateboard.~~ **We live in a flat in Istanbul in Türkiye.**

4a Individual work

- Focus on the photo and say: *This is Paula. The text is her profile for the School Study Buddies website.* Explain that Paula's profile is good, but she needs to divide it into paragraphs.
- Ask: *How many main ideas do you need in each paragraph?* (One) Students read the profile. Ask: *Where is the end of the first paragraph? Why?* (After *brother and sister* because Paula changes to a different topic)
- Students complete the task, writing the paragraph splits in their notebook.
- Check answers with the class.
- Focus on the Look! box and read the notes with the class. Write *music* and *play the piano* on the board and elicit two more examples from the class (I'm good at music. I'm good at playing the piano.).

Answers

These are the correct paragraph splits:
 My name's Paula Granger and I'm from York, a city in the UK. I'm 14 years old and I've got a brother and a sister.
 After school and at weekends, I play basketball and I go swimming. I also love music. I can play the piano. I'm good at singing and dancing, too. I go to the City Academy and I'm in Year 9. I'm good at maths and science. They're my favourite subjects. I enjoy my Spanish lessons, but I'm not very good at languages. I'd like to have a study buddy in Spain. We can work together online.

Extra support Students work in pairs to decide on the paragraph splits. Then go through the profile line by line and elicit the sentences that belong together to form each paragraph.

b Individual work

- Read the instructions with the class. Elicit the topic for the first paragraph of Paula's profile.
- Give students time to complete the task. Circulate and help as necessary.
- Students compare answers in pairs before a whole class check.

Answers

Paragraph 1: about me **Paragraph 2:** my free time **Paragraph 3:** my studies
Not needed: my city

5a/b Individual work

- Write up the three topics that students need in order on the board: *1 about me 2 my free time 3 my studies*
- Elicit the information students need to give for each topic, eg about me: name, where from, age, family; my free time: activities after school and at weekends, what I'm good at; my studies; my school, what I'm good at, favourite subjects, the type of study buddy I want.
- Students write notes under the topic headings. Circulate and help as necessary.
- For part b, give students time to use their notes to write their profile, or set the task as homework. Remind them to include all the important information.

6 Individual work

- Students re-read their profile and count the number of words.
- Ask them to check their spelling, grammar and punctuation. If necessary, write up key points on the board:
 - *profile has three paragraphs with one main idea in each one*
 - *there is a line between paragraphs*
 - *capital letters and full stops are in the correct place*