

AMERICAN

Options

Teacher's Book

1

- 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

Contents

Student's Book Contents	4
Introducing <i>American Options</i> 1	6
Introduction	8
<i>Why American Options?</i>	8
Differentiation	9
Components for students	16
Video options	17
Digital options	18
Teacher's Book structure	19
Tour of a unit	20
Teaching notes	30
Welcome	30
Unit 1	36
Unit 2	48
Unit 3	60
Unit 4	72
Unit 5	84
Unit 6	96
Unit 7	108
Unit 8	120
Grammar bank key	132
Classroom language	140
Student's Book audioscript	142
Videoscripts	150
Exam practice key and audioscript	161
Workbook key and audioscript	163

Student's Book Contents

Welcome

pp. 6–11

Numbers and colors

The After School Club Day one

Let's talk! Meeting and greeting

Subject pronouns and *be* (affirmative)

School subjects

Vocabulary and song

The After School Club and functional language

Grammar

1 Our feelings

pp. 12–23

Feelings
Rooms
Song The feelings boat

 **Ahmed's hungry**
Let's talk! Expressing and responding to feelings

be (negative)
be (questions and short answers)

Review

2 Pets

pp. 24–35

Pets
Prepositions of place
Song Where are my pets?

 **A puzzle**
Let's talk! Expressing disbelief

have
have (negative and questions)

Review

3 My week

pp. 36–47

Daily routines
Food and days of the week
Song The cool cat

 **Late!**
Let's talk! Weekday routine

Present simple affirmative
Present simple negative
Adverbs of frequency

Review

4 My family and friends

pp. 48–59

Family and friends
Adjectives to describe people
Song Always in my heart

 **She's great!**
Let's talk! Guessing

Present simple questions
Possessive adjectives
Sounds right /h/

Review

5 Our bodies

pp. 60–71

Parts of the body
Body movements
Song The body song

 **The broken arm**
Let's talk! Talking about ability

can / *can't*
Sounds right *can* / *can't*
Imperatives
Object pronouns

Review

6 Our clothes

pp. 72–83

Clothes
Sports clothes
Song We really love PE!

 **The clothes game**
Let's talk! Complimenting someone

Present continuous
this / *that* / *these* / *those*
Whose ...? and possessive pronouns

Review

7 The sports world

pp. 84–95

Countries
Sports
Song Super-duper sporty kids

 **The flag**
Let's talk! Saying where you're from

was / *were*
was / *were* (negative and questions)

Review

8 Fun times

pp. 96–107

Entertainment
Months and ordinal numbers
Song The birthday song

 **What to watch?**
Let's talk! Making suggestions

Past simple affirmative (regular verbs)
Past simple affirmative (irregular verbs)
Prepositions of time
Telling the time

Review

Grammar bank and

pp. 108–123



Exam practice

pp. 124–131

Classroom language

pp. 132–133

English sounds

p. 134

Irregular verbs

p. 135

At school Song My name's ...	there is / there are Possessive 's	The alphabet Sounds right Letters of the alphabet
---	---	--

Skills	Listening and speaking	Reading and writing	Learning skills	Story
	Sounds right /æ/ and /ʌ/ Talking about feelings	Managing feelings Tips for managing feelings	Learning for life Good manners Project	The Secret Spring Episode 1
Culture A different school				
	Sounds right Word stress Where is it?	Facts about pets Researched facts about pets	Learning to learn Learn how to listen and understand	The Secret Spring Episode 2
Sustainable Development Goals Wild and free Project				
	Sounds right Syllables Describing routines	Food diaries Food diary entries	Learning for life Changing your routine Project	The Secret Spring Episode 3
Culture Breakfasts around the world				
	Describing your family	Different families Descriptions of your family and other families	Learning to learn Learn how to remember new words	Story time The elephant and the rat
Culture Families around the world				
	What's the problem?	Amazing facts Researched facts about humans and animals	Learning for life Thinking ahead Project	The Secret Spring Episode 4
Sustainable Development Goals Amazing athletes Project				
	Sounds right /ɜ:/ At the market	Do you need it? A "thank you" email	Learning to learn Learn how to set and achieve learning goals	The Secret Spring Episode 5
Culture Traditional clothes around the world				
	Sounds right was / were Winners past and present	Sports events An article about a sports event	Learning for life We all do things differently Project	The Secret Spring Episode 6
Sustainable Development Goals Sports and the body Project				
	Sounds right Past simple endings Last weekend	Party time A party plan and an invitation	Learning to learn Learn how to improve your speaking skills	Story time The twins in the city
Sustainable Development Goals Places and spaces Project				



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

Welcome

Numbers and colors

1. a W.01 Listen and repeat.



b W.02 Listen and repeat the colors. Then listen and look at 1a. Say Yes or No.



You hear: 3 is white on black.

Yes.

You hear: 8 is pink on blue.

No.

c Take turns to close your book. Remember the numbers and colors.

15 is gray on red.

No, 15 is blue on red.

2. a Watch Part 1 of the video.

b Read the photo story. Circle the correct names and ages.



My name's Ahmed / Oliver.
I'm 11 / 12.



Hi, I'm Lily / Alissa.



Hello. I'm Lily / Alissa.



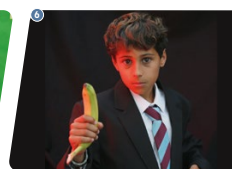
Hi. My name's Ahmed / Oliver.
I'm 11 / 12.

3. Watch Part 2 of the video. Complete the classes with A, B, or C.

1. Ahmed is in 7 B. 2. Alissa is in 7 C. 3. Lily is in 7 A. 4. Oliver is in 7 B.

WB p. 3

The After School Club Day 1



Let's talk! Expressing and responding to feelings

4. a W.03 Listen and repeat.

Hello! I'm ... What's your name?

How are you?

How old are you?

My name's ...

I'm fine, thanks. And you?

I'm 12.

I'm 12, too! / Oh, I'm 11.

b Ask and answer.

WB p. 4

Welcome unit

The Welcome unit is designed to review basic vocabulary and grammar which many students will have met in their previous English studies. Students are also introduced to the video story *The After School Club* (from our friends in the U.K.). Even if you feel that the revision in the Welcome unit is not necessary for your class, it is still important to use the video story in order to introduce the characters.

Student's Book page 6

Numbers and colors

Objective: To present and practice cardinal numbers 1–20 and colors

Target language: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty; black, blue, brown, green, gray, orange, pink, purple, red, white, yellow Books closed. Review the numbers 1–10 by counting up and down on your fingers and eliciting them from the class.

Test the class by showing different numbers of fingers out of order, e.g., seven, two, nine, and asking them to call out the numbers chorally. Continue counting up to 20 by asking a student to come up and help you by adding their fingers to yours. (See note about the *-teen* numbers in Exercise 1a below.)

1. a W.01 Listen and repeat.

Play the audio for students to listen and repeat. Encourage confident classes to continue counting beyond 20.

Note

When we say numbers in sequence, we tend to stress the first syllable of the *-teen* numbers (*thirteen*, *fourteen*, *fifteen* ...) even though *-teen* is usually stressed in speech, e.g. *How old are you? I'm thirteen*. The audio has been recorded with the stress on the last syllable of the *-teen* numbers to reflect this. If you provide additional models, make sure to stress *-teen*.

Extra activity

In pairs, both students put their hands behind their backs, count 1–2–3 and then both show both hands with between 1–10 fingers showing. They quickly add up the total number of fingers and try to be the first to say the number.

b **W.02** Listen and repeat the colors. Then listen and look at 1a. Say Yes or No.

As with numbers 1–20, these can also be reviewed with books closed. Point at objects, items of clothing, etc. around the class and ask *What color is this?* to elicit the different colors. The first part of the audio can then be used for consolidation.

For the second part of the audio, play the examples one at a time, pausing after each one as you read it with students and refer them to the numbers in Exercise 1a. Then play the audio for students to note down their answers. Students compare answers in pairs. Elicit the corrections.

ANSWERS: 5. No, 16. Yes, 20. Yes

Audioscript p. 142

c Take turns to close your book. Remember the numbers and colors.

In pairs, students take turns to close their book and test each other.

Differentiation

For extra support, allow both students in the pair to look at the numbers and colors as they complete the task.

For extra challenge, tell students to look for things around the classroom to find examples of pairs of colors. They can point or say the word if possible, e.g., *This / Our timetable is black on white.*

Further practice:

- WB p. 3 (see TB p. 163)

Student's Book pages 6–7

 The After School Club from our friends in the U.K.

Day 1

Objectives: To preview the grammar in the next lesson through a video story; to present and practice functional phrases for meeting and greeting

Target language: subject pronouns and *be* (affirmative); *Hello! I'm ... What's your name?, My name's ..., How are you?, I'm fine, thanks. And you?, How old are you? I'm 12. I'm 12 too!, Oh, I'm 11.*

The After School Club

Each unit of *American Options* 1 and 2 features an episode of a video story in which students see a group of teenagers in a school context with teachers, but in different situations rather than normal classes. Part 1 of each episode is also presented as a photo story on the Student's Book page, while Part 2 is presented as video only. The videoscripts for Part 2 are on TB pp. 150–153.

Each episode contextualizes some of the vocabulary just taught and one or more of the *Let's talk!* expressions from later in this lesson, while passively introducing the grammar point to be taught in the next lesson.

2. a **Watch Part 1 of the video.**

Books closed. Write *How many people are in the video?* on the board. Play the video Part 1 and check the answer (four people).

b Read the photo story. Circle the correct names and ages.

Point out that the photo story is the same as the video that they have just watched. Students read the photo story and complete the task. They then compare in pairs. Check answers as a class.

Differentiation

For extra support, play the video again, but tell students to follow the photo story on page 7 at the same time and to circle all the names and ages. They then complete the task.

For extra challenge, tell students to cover the photo story and complete the task while watching the video.

ANSWERS: 1. Oliver, 2. 12, 3. Alissa, 4. Lily, 5. Ahmed, 6. 11

3. **Watch Part 2 of the video. Complete the classes with A, B, or C.**

If possible, pause the video on the opening image of the shadow in the doorway. Ask students *Who's this?* and elicit their ideas.

Write A, B, C on the board and check that students can pronounce the letters. Tell the class that they will practice the alphabet in a later lesson (page 11). Explain that in Part 2 they will learn who the mystery person is and will also learn what class each student is in. Play Part 2 and check the answers.

ANSWERS: 2. B, 3. A, 4. C

Videoscript p. 150

4. a **W.03** Listen and repeat.

Play the audio for students to listen and repeat. Then do some pronunciation practice with the expressions, especially focusing on sentence stress and intonation.

b **Ask and answer.**

In pairs, students practice using the expressions.

Further practice:

- WB p. 4 (see TB p. 163)

Subject pronouns and be (affirmative)

1. a Complete the speech bubbles with the subject pronouns and forms of be.

we he 'm is they I 're she it are

OK, Dad, this ¹ is my classroom!

This is Mr. Smith. ² 's a math teacher.

Hello, Mr. Smith.

This is Miss Davies. ³ 's an English teacher.

Hello, Miss Davies.

Ah, you ⁴ 's great!

Maya's dad. Hello!

And this is Miss Watson and Mr. Wilson. ⁵ 're P.E. teachers.

Hi!

And these ⁶ 're my friends, Karima, and Jess.

Hi, everyone!

Maya's dad.

Nice to meet you.

b W.04 Listen and check.

Look!

I am = I'm
you are = you're
he is = he's
she is = she's

it is = it's
we are = we're
they are = they're

2. a Circle the correct words.

1. Hi! I'm / 's Mr. Wilson.
2. Maya's dad am / is at school.
3. This is Miss Watson. She / It 's a teacher.
4. You / I 're a math teacher.
5. Karima and Jess is / are my friends.
6. We 's / 're P.E. teachers.

b W.05 Listen and check.

School subjects

3. a Find three school subjects in 1a.

b W.06 Listen and repeat the names for school subjects in English. Then mark the subjects in your schedule.

- | | |
|---|----------------------------------|
| ☐ art | ☐ history |
| ☐ biology | ☐ math |
| ☐ computer science | ☐ music |
| ☐ English | ☐ P.E. |
| ☐ science | ☐ Spanish |

c Make a class list in English of other subjects in your schedule.

d Talk about your subjects.

I like English, biology, and music. My favorite subject is music. What about you?

I like music, too, but my favorite subject is ...

At school

1. W.07-08 Listen and complete the song.

My name's ...

My name's ' .
Hi - and look!
Here's my pencil.
Here's my book.

My name's ' .
Here's my chair.
It is brown.
Not like my hair.

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends.

Hi, I'm ' .
How are you?
Here's my rubber ' .
And my ruler, too.

I'm ' .
And I'm great.
Here's my school bag.
And I'm late. (Bye!)

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends. (x2)

*B/E rubber Am/E eraser

2. a Match the words with the pictures.

- | | | |
|---|--------------------------------------|--------------------------------------|
| ☐ school bag | ☐ chair | ☐ pen |
| ☐ *eraser / rubber | ☐ board | ☐ pencil |
| ☐ book | ☐ table | ☐ pencil case |
| ☐ calculator | ☐ ruler | ☐ lunchbox |
| ☐ window | ☐ highlighter | ☐ door |

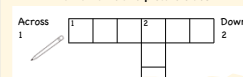


b W.09 Listen and check.

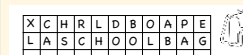
Options

3. a Work in pairs. Choose A or B.

A Plan a crossword with eight words from 2a. Draw a frame and picture clues.



B Make a wordsquare with the words from 2a. Don't use pen, pencil, or pencil case! Draw picture clues.



b Exchange puzzles with another pair.

Student's Book page 8

Subject pronouns and be (affirmative)

Objectives: To present and practice subject pronouns and be (affirmative); to present and practice school subjects

Target language: art, biology, computer science, English, science, history, math, music, P.E., Spanish

Materials: icons / pictures of school subjects in 3.b

1. a Complete the speech bubbles with the subject pronouns and forms of be.

Differentiation

For extra support, first review the verb *be* as a class. Point to yourself and say *I'm a teacher*. Write *I'm* on the board. Then gesture towards one student and elicit *You're a student*. Write *You're* on the board. Now gesture to a few students, elicit *You're students* for the plural. Gesture towards a boy, elicit *He's a student* from the other students and write *He's* on the board. Repeat with a girl for *She's*. Include yourself and another student and say *We're in the classroom*. Use books to elicit *It's a book*. / *They're books*.

For extra challenge, display only the comic strip for students to do the task.

Students complete the task.

b W.04 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 2. It, 3. He, 4. 're, 5. She, 6. 'm, 7. They, 8. are, 9. We, 10. I

2. a Circle the correct words.

Refer students to the Look! box if you didn't do so earlier. Students complete the task.

Note

At this level, contractions are almost always used with pronouns, but not with other nouns. Full forms are used in formal writing.

b W.05 Listen and check.

Play the audio for students to check. You could pause after each item to invite volunteers to write the answers on the board.

ANSWERS: 1. 'm, 2. is, 3. She, 4. You, 5. are, 6. 're

School subjects

3. a Find three school subjects in 1a.

Students find the three school subjects. Elicit who teaches these subjects in their school(s).

ANSWERS: math, English, P.E.

b **W.06** Listen and repeat the names for school subjects in English. Mark the subjects on your schedule.

Play the audio for students to practice saying the words. Focus on the correct stress in English of words that look similar in L1. Students then mark the subjects on their schedule.

c Make a class list in English of other subjects on your schedule.

Elicit other subjects that your students study (e.g., *French*), helping students to say them in English. Point out that we use a capital letter for languages.

d Talk about your subjects.

Write *I like* on the board and add a smiley face. Then add *I don't like* and a sad face. Check / Elicit the meaning of *favorite* by writing *favorite = my N° 1!* on the board. In pairs or small groups, students talk about their subjects.

Cyber Homework

This lesson includes the first *Cyber Homework* assignment (see Introduction, p. 13).

Further practice:

- WB p. 5 (see TB p. 163)
- Cyber Homework 1

Student's Book page 9

At school

Objective: To present and practice words for things at school

Target language: *board, book, calculator, chair, door, highlighter, lunchbox, pen, pencil, pencil case, eraser, ruler, school bag, table, window*

Materials: classroom objects from the song (and the rest from the list above if possible)

Songs

Each unit of *American Options* 1 and 2 features a song for vocabulary presentation, allowing students to hear some or all of the target words sung in context. Your students may want to sing along once they have heard the song. The second audio track reference is a karaoke track which they can use. Alternatively, you can approach the song as you would any other listening or reading input.

1. **W.07–08** Listen and complete the song.

Books closed. Use objects to elicit the words *pencil, book, chair, hair, eraser, ruler and school bag*. Start by revising *Here's my ...*, e.g., *Here's my pencil*.

Play the song for students to listen and complete the task. Check answers as a class.

Differentiation

For extra support, elicit and write the characters' names on the board (*Oliver, Lily, Ahmed, Alissa*).

For extra challenge, students close their books.

Tell them to write the four names that they hear in the order they hear them. They then open their books, check their spelling and complete the song.

ANSWERS: 1. *Ahmed*, 2. *Lily*, 3. *Oliver*, 4. *Alissa*

2. a Match the words with the pictures.

Students complete the task.

b **W.09** Listen and check.

Play the audio for students to check their answers.

Ask students to listen and repeat the words for extra pronunciation practice.

ANSWERS: 1. *board*, 2. *book*, 3. *calculator*, 4. *chair*, 5. *door*, 6. *highlighter*, 7. *lunchbox*, 8. *pen*, 9. *pencil*, 10. *pencil case*, 11. *eraser*, 12. *ruler*, 13. *school bag*, 14. *table*, 15. *window*

Options A and B tasks

These **A** and **B** tasks provide practical solutions for differentiation in the classroom (see Introduction, p. 12). You may prefer the whole class to do one of the options, or to assign options to individual students / specific pairs, or to allow the students to choose.

3. a Work in pairs. Choose **A** or **B**.

Learning for life icons

The **A** and **B** tasks also develop a range of Learning for life skills represented by a series of eight icons presented on Student's Book page 3. Discuss the icons with the class, encouraging students to identify them when they appear in future lessons.

A Plan a crossword with eight words from **2a**. Draw a frame and picture clues.

In pairs, students make their crossword. Tell them to check that they have the correct number of squares for each word and that their spelling is correct.

B Make a wordsquare with the words from **2a**. Don't use *pen, pencil, or pencil case!* Draw picture clues.

In pairs, students make their wordsquare. Explain that the words can go horizontally, vertically, or diagonally and can cross each other.

b Exchange puzzles with another pair.

Put pairs into AAAA / BBBB groups to exchange their puzzles.

Further practice:

- WB p. 6 (see TB p. 163)

there is / there are

1. a Match the descriptions with the pictures.

1. Megan

There are four highlighters on my table. There's also a blue pencil case and a calculator.

2. Alfie

In my pencil case, there's a blue pen and a red pen. There's an orange eraser and there are three pencils, too.

3. Lucy

This is my pencil case. There are three pens, two pencils, and a white eraser.

4. Ben

On my table, there are three pens. There are also two pencils, a calculator, and four highlighters.

A

B

C

D

b W.10 Listen and write M (Megan), A (Alfie), L (Lucy) or B (Ben).

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐

Look!

a pen a blue pen an orange pen
There's a blue pen.
There's a blue pen and an orange pencil.
(there's = there is)
There are three pencils in my pencil case.
two pencil cases two lunchboxes

2. a Write a or an.

- _____ pencil case
- _____ English book
- _____ highlighter
- _____ orange school bag
- _____ pink lunchbox
- _____ chair
- _____ art teacher
- _____ window

b W.11 Listen and check.

c Complete the description with a, an, there's, or there are.

On my table, there's _____
pencil case. In my pencil case, _____
two highlighters. _____ a pink highlighter
and _____ orange highlighter.
_____ also _____ blue pen,
_____ yellow pencil, and _____ black ruler.

Possessive 's

3. a Put the words in the correct order to make sentences.

- is / Anna's / purple / eraser *Anna's eraser is purple.*
- table / calculator / on / Alex's / is / the
- There / Lidia's / pencil cases / table / on / are / two
- are / books / four / Tom's / in / school bag / There
- teacher's / the / six / table / are / lunchboxes / There / on

b W.12 Listen and check.

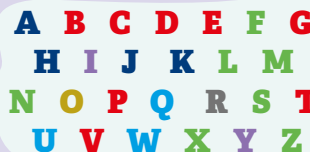
Options

4. Work in pairs. Choose A or B.

- A** Make sentences about the pictures in 1a.
Lucy's ...
B Look at your partner's things. Tell the class.
Pedro's school bag is blue and white.

The alphabet

1. a W.13 Listen and repeat. Then listen and say the next letter.



b Take turns to ask What's next?

A, B, C... What's next? D, E, F... What's next?

3. a W.15 Listen to the spelling and write the words.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

b Match the words in 3a with the pictures. There are three extra pictures.

A

B

C

D

E

F

G

H

I

J

K

L

4. a Take turns to spell the extra words from 3b.

How do you spell "...?"

b Think of other words. Test your partner.

Welcome

Sounds right

Letters of the alphabet

2. W.14 Listen and say the groups of letters.

A ... H ... J ... K
B, C, D, E, G, P, T, V, Z
F, L, M, N, S, X
O ... I ... Y ... R
Q, U, and W

Student's Book page 10

there is / there are

Objective: To present and practice *there is / there are* and possessive 's

1. a Match the descriptions with the pictures.

You could start by displaying only pictures A–D at the bottom of page 10, asking volunteers to come out, point to an item and name it.

Students read and match the descriptions with the pictures. Check answers as a class.

ANSWERS: 1. D, 2. C, 3. B, 4. A

b W.10 Listen and write M (Megan), A (Alfie), L (Lucy), or B (Ben).

Tell students to listen to the six sentences and decide if they are Megan, Alfie, Lucy, or Ben.

Check answers as a class.

ANSWERS: 1. L, 2. A, 3. B, 4. A, 5. M, 6. L

Audioscript p. 142

2. a Write a or an.

Refer students to the Look! box and explain that:

- We use *a* when the next word begins with a consonant sound and *an* when the next word begins with a vowel sound.
- We usually use the contracted form *there's*, but the full form *there are*.

- We use *there's a* if the following noun is singular, even if there are plural items after that, e.g., *There's a pencil case and two pens*. NOT *There are a pencil case and two pens*.
- We make regular plurals by adding *-s*, but we add *-es* when a noun ends in *-s*, *-sh*, *-ch*, *-x* or *-z*; and we change *-y* to *-ies* when a noun ends in a consonant + *-y*.
- With compound nouns (e.g. *pencil case*), only the **second** word takes the plural *-s*.

Explain that students will also meet some common irregular plurals during the year.

Students write *a* or *an*. Monitor and help as necessary.

b W.11 Listen and check.

Play the audio for students to check their answers, pausing for them to repeat. Ensure that both you and the students use the weak pronunciations /ə/ and /ən/.

ANSWERS: 1. a, 2. an, 3. a, 4. an, 5. a, 6. a, 7. an, 8. a

c Complete the description with a, an, there's, or there are.

Individually, students complete the task. They then compare answers in pairs. Check answers as a class.

ANSWERS: 1. a, 2. there are, 3. There's, 4. an, 5. There's, 6. a, 7. a, 8. a

Extra activity

Individually, students write a paragraph as in Exercise 2c about what's on their table. They then exchange this with a partner to read and check both the information and the use of English.

Possessive 's

3. a Put the words in the correct order to make sentences.

Look at the example together. Write *Anna's eraser = the eraser of Anna* on the board. Draw a (green) check over *Anna's eraser* and either erase (or add a red "x" over) *the eraser of Anna*.

Individually, students complete the task. They then compare answers in pairs.

Differentiation

For extra support, tell students the first word in each sentence.

For extra challenge, ask students to make their own jumbled sentences about their classmates to test a partner.

b W.12 Listen and check.

Play the audio for students to check their answers. Drill the sentences or ask students to repeat them after the audio. Use the words *Alex's*, *cases* and *lunchboxes*, to model that when the original word ends with a /s/ sound, we add an extra syllable to make it easier to say. This is also true with the sounds /z/, /tʃ/ and /dʒ/, although students do not see examples here.

ANSWERS: 1. *Anna's eraser is purple.*

2. *Alex's calculator is on the table.*

3. *There are two pencil cases on Lidia's table.*

4. *There are four books in Tom's school bag.*

5. *There are six lunchboxes on the teacher's table.*

4. Options Work in pairs. Choose A or B.

A Make sentences about the pictures in 1a.

This task offers more controlled output. Students are also supported by the artwork and the descriptions.

B Look at your partner's things. Tell the class.

This task gives students more freedom to be creative, but is less supported. Encourage them to use *there's* / *there are* and to bring in any other suitable structures they know, e.g., *has* / *have*.

Further practice:

- WB p. 7 (see TB p. 163)

Student's Book page 11

The alphabet

Objective: To present and practice the alphabet

1. a W.13 Listen and repeat. Then listen and say the next letter.

Say *My name is Miss / Mrs. / Mr. That's ...* and then spell your name as you write each letter on the board.

Play the first part of the audio for students to listen and repeat each letter. Then continue with the second part.

Students listen and say the next letter.

ANSWERS: E, I, K, O, Q, U, W, Y (and Z)

Audioscript p. 142

b Take turns to ask *What's next?*

In pairs, students do the same activity as in Exercise 1.b, stopping after different letters.

Sounds right

2. W.14 Listen and say the groups of letters.

Explain that the letters are grouped according to their pronunciation. Play the audio for students to listen and say the letters. Elicit the common sound in each group (dark blue: /eɪ/; red: /iː/; green: /e/; yellow: /əʊ/; purple: /aɪ/; grey: /aː/; light blue: /uː/).

3. a W.15 Listen to the spelling and write the words.

Tell students that all nine words are from the unit.

Play the audio for students to do the task. They will hear each word spelt twice. Invite volunteers to write the words on the board. Check answers as a class.

ANSWERS: 1. *pink*, 2. *ruler*, 3. *math*, 4. *three*, 5. *yellow*, 6. *chair*, 7. *eleven*, 8. *science*, 9. *school bag*

b Match the words in 3a with the pictures. There are three extra pictures.

Students complete the task. Check answers as a class.

ANSWERS: B 3, E 8, D 5, F 1, G 6, H 7, J 9, K 2, L 4 (extra pictures: A, C and I)

4. a Take turns to spell the extra words from 3b.

Drill the question *How do you spell "...*? In pairs or threes, students practice spelling *fifteen*, *biology*, and *blue*.

b Think of other words. Test your partner.

Students can use any other words from the unit. Remind them to use the question *How do you spell "...*?

Further practice:

- Cyber Homework 2

1 Our feelings



Vocabulary Feelings

1. a Match the words with the photos.

- | | | |
|----------------------------------|---------------------------------|--------------------------------|
| ☐ sad | ☐ tired | ☐ bored |
| ☐ happy | ☐ hungry | ☐ hot |
| ☐ nervous | ☐ angry | ☐ cold |

b 1.01 Listen and check.

2. a Watch Part 1 of the video.

b Read the photo story. How many of these items can you do?

- | | | |
|--|--|---|
| 1. In Photo 1, Ahmed's | ☒ tired. | ☐ sad. |
| 2. Oliver isn't | ☐ hungry. | ☐ tired. |
| 3. What's Ahmed's problem in Photo 3? | ☐ He's tired. | ☐ He's hungry. |
| 4. Alissa isn't here. Where is she? | ☐ In the bathroom. | ☐ In the music room. |
| 5. In Photo 5, Oliver and Ahmed aren't | _____ They're tired. | |
| 6. In Photo 6, Alissa isn't | _____ She's _____. | |

At the end of this unit ...

you know

- ☐ adjectives to describe feelings
- ☐ words for rooms in the house
- ☐ how to use *be* (negative)
- ☐ how to use *be* in questions

you can

- ☐ express feelings
- ☐ respond to other people's feelings
- ☐ understand an article about feelings
- ☐ write tips for managing feelings

c Take turns to mime a feeling for your partner to guess.

You're hungry. Yes / No.

d Look at the photo story on page 13. Find and say the feelings.

Photo 1: tired and ...

3. Watch Part 2 of the video. Complete the sentences with the adjectives.

happy sorry angry

- Ahmed's _____.
- Alissa's _____.
- Lily's _____.
- In the end, Alissa isn't _____.

The After School Club Ahmed's hungry

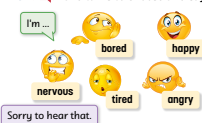


Let's talk! Expressing and responding to feelings

4. a 1.02 Listen and repeat.

- | | | |
|----------------------|---------------------|----------------------|
| I'm a little tired*. | I'm nervous. | I'm really angry. |
| Poor you! | Sorry to hear that. | Let's talk about it. |
| I'm happy! | I'm really happy. | Great! |
- *B/E a bit tired Ahmed a little tired

b Take turns to choose and say.



12 WB p.9

WB p.10

Vocabulary Trainer

13

Unit objectives

Vocabulary

- adjectives to describe feelings
- words for rooms in the house

Grammar

- be* (negative)
- be* (questions and short answers)

Skills

- express feelings
- respond to other people's feelings
- understand an article about feelings
- write about managing feelings

Learning for life

- Good manners (and Project)

Culture

- A different school

At the start of each unit, read through the "you know" and "you can" objectives in the Student's Book with the class. Focus on the key areas and elicit what students already know, allowing them to demonstrate their world knowledge about the topic.

Student's Book page 12

Vocabulary Feelings

Objective: To present and practice adjectives to describe feelings

Target language: *angry, bored, cold, happy, hot, hungry, nervous, sad, tired*

Unit introduction

Books closed. Draw a circle on the board and three lines coming out from it. Pretend to shiver and mime putting on a coat. Say *I'm ...* and elicit *cold*. Write and say *c* and elicit the other letters. Repeat for *happy* (by drawing a smiley face and smiling broadly) and *hungry* (by rubbing your stomach and miming eating something. Point at the empty circle, write *f* and elicit / teach *feelings*).

In pairs, students think of another feeling they know in English and how they can communicate the meaning to the class. Monitor and nominate some of the students to elicit their adjectives from the class.

1. a Match the words with the photos.

Discuss the heart icon (for Social and emotional learning) and the importance of recognizing our own feelings and respecting other people's feelings. Make sure students know that negative emotions aren't wrong, but it is our actions that we need to control.

Students complete the task.

b **1.01 Listen and check.**

Play the audio for students to check their answers. Make sure students can hear the difference between *hungry* (/ˈhʌŋɡri/) and *angry* (/ˈæŋɡri/) and also that they don't pronounce the *r* in *tired* or the *-ed* in *bored*.

ANSWERS: 2. cold, 3. sad, 4. tired, 5. hungry, 6. angry, 7. bored, 8. nervous, 9. hot

c **Take turns to mime a feeling for your partner to guess.**

In pairs, students mime feelings. Monitor and discreetly correct pronunciation of the adjectives as necessary.

Extra activity

Divide the class into two teams down the center. Nominate a student from each team to stand at the front of the class with their back to the board. Write one of the feelings on the board behind them. After you count down 3–2–1, the two teams mime the feeling on the board. The first of the two students to guess the word wins a point.

d **Look at the photo story on page 13. Find and say the feelings.**

In pairs, students complete the task. Check answers as a class.

Differentiation

For extra support, tell students to look for the four adjectives that they need (*hungry, angry, tired, happy*).
For extra challenge, encourage students to make sentences with *I think he's/she's/they're*.

ANSWERS: Photo 1: tired and hungry, Photo 2: happy, Photo 3: hungry, Photo 4: nervous, Photo 5: tired, Photo 6: angry

Further practice:

- WB p. 9 (see TB p. 164)

Student's Book pages 12–13 **The After School Club** from our friends in the U.K.**Ahmed's hungry**

Objectives: To preview the grammar in the next lesson through a video; to present and practice functional phrases to express and respond to feelings

Target language: *I'm a bit / little (+ adjective), I'm really (+ adjective); Great!, Let's talk about it., Poor you!, Sorry to hear that.*

Note

If you didn't use the Welcome unit, it would be advisable to show both parts of *The After School Club (from our friends in the U.K.)*: Day one from Student's Book pp. 6–7 before starting this page.

2. a **Watch Part 1 of the video.**

Point to Oliver and elicit what students already know about him, e.g., *This is (Oliver). He's (12). He's in class (7C)*. In pairs, students talk about the other characters. Finish by pointing at the teacher and eliciting *This is (Miss Bloom)*.
Play video Part 1. Check that students understand *bathroom*.

b **Read the photo story. How many of these tasks can you do?**

Students complete the task and then compare in pairs.

How many of these tasks can you do?

From Unit 1 onwards, these graded tasks feature in all the photo story lessons (see Introduction, p. 12).

ANSWERS: 2. hungry, 3. He's hungry., 4. In the bathroom., 5. bored, 6. happy, angry

3. **Watch Part 2 of the video. Complete the sentences with the adjectives.**

Play video Part 2 for students to complete the task. To check, play Part 2 again and pause before the adjectives to elicit the answer, e.g., *Ahmed: I'm ... (sorry)*.

Differentiation

For extra support, give a choice of two adjectives for each sentence, e.g., 1 *Ahmed's sorry / angry*.

For extra challenge, students cover the wordpool. When checking answers, make sure no one confuses *angry* and *hungry*.

ANSWERS: 1. sorry, 2. angry, 3. happy, 4. angry

Videoscript p. 150**Extra activity**

Write / Display on the board:

1. Let's ____ a game.
2. Excellent, Lily! ____ turn.
3. Great, Alissa. ____ you.
4. Alissa, you're the ____!

Play video Part 2 again for students to complete these useful expressions for playing games in English (1. play, 2. Your, 3. Now, 4. winner).

4. a **1.02 Listen and repeat.**

Play the audio for students to listen and read. Drill the expressions, focusing on sentence stress and intonation.

b **Take turns to choose and say.**

Make sure students understand that the green phrases express feelings and the purple phrases the responses. Monitor the pairwork and then give global feedback.

Further practice:

- WB p. 10 (see TB p. 164)
- Vocabulary Trainer (see Introduction, p. 15)

Grammar

be (negative)

1. a Look at the photo story on page 13 again. Complete the sentences with the adjectives.

tired angry bored hungry



1. She isn't happy. She's _____.



2. He isn't sad. He's _____.



3. I'm not great. I'm a little* _____.



4. We aren't _____.

*Be a little bit tired.

b 1.03 Listen and check.

2. a 1.04 Listen and read.

Language box

1. I'm not bored. I'm angry.
2. You aren't tired. You're bored.
3. She isn't hot. She's cold.
4. They aren't angry. They're happy.

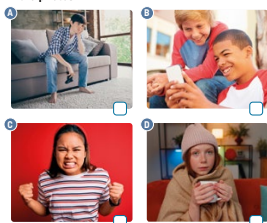
Look!

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

b Complete the rules with the negative forms of be.

- We use ¹ _____ with I.
• We use ² _____ with you, we, and they.
• We use ³ _____ with he, she, and it.

3. Match the sentences in the Language box with the photos.



4. a Circle the correct verb forms.

1. Mr. Watson isn't / aren't an art teacher.
2. I'm not / isn't bored.
3. Alissa and I isn't / aren't 12. We're 11.
4. There 'm not / isn't a ruler on my table.
5. You aren't / 'm not in the Drama Club.
6. My highlighters isn't / aren't in my school bag.

b 1.05 Listen and check.

5. a 1.06 Listen and correct the underlined mistakes.

1. Tom is hungry. He's cold.
2. Sophie is nervous.
3. Harry is happy.
4. Isabelle is cold.

- b 1.07 Look at 5a again. Make two sentences about each person.

Tom isn't hungry. He's _____.

6. Look at the photos in 3 again. Make more sentences about the photos. Change the subject pronouns.

Photo A - He isn't ... He's ...

Photo C - You aren't ... You're ...

Vocabulary

Rooms

1. a Find these people in the picture. a happy boy an angry girl a nervous boy a sad boy a hungry girl

b 1.07-08 Read and listen to the song. Then say the names. The sad boy's name is ...

The feelings boat

Come on board the feelings boat!
Come on board!
We are happy, angry, tired,
Hot and cold and bored.

Tom is in the living room.
He's so sad.
Harry's in the bathroom.
Look - that's bad!
Lisa's in the kitchen.
She's very hungry.
Jonathan is happy.
Annabel is angry.
Come on board ...
Let's jump in the water.
Yeah, okay.
Now we're all cold.
Yeah, yeah, yay!
Come on board ...
Come on board the feelings boat!

2. a Read the song. Match the words with the rooms in the picture.

- ☐ kitchen ☐ living room
☐ bathroom ☐ bedroom

b 1.09 Listen and check.

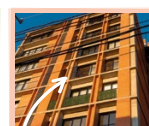
- c Find these things in the picture. Then take turns to tell your partner.

- a white chair a blue book
a picture a window a gray table

There's a white chair in ...



In our house, there are two bedrooms. There's a kitchen, a living room, and a bathroom. There's a patio (in the back), but there isn't a yard.



In our apartment, there are three bedrooms. There's a kitchen, a living room, and a bathroom. There's a balcony, but there isn't a yard.

WB p. 12

15

Student's Book page 14

Grammar be (negative)

Objective: To present and practice be (negative)

1. a Look at the photo story on page 13 again.

Complete the sentences with the adjectives.

Books closed. Mime the four adjectives in the wordpool and elicit them to the board with the correct spelling. Students then open their books and complete the task.

b 1.03 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1. angry, 2. hungry, 3. tired, 4. bored

2. a 1.04 Listen and read.

Play the audio for students to follow in their books.

Drill the sentences yourself or using the audio. Focus on the Look! box. Ask if students have seen these alternative forms before.

b Complete the rules with the negative forms of be.

For weaker classes, draw this table on the board:

	+	-
I		
you / we / they		
he / she / it		

Elicit the affirmative forms of be (from the Welcome unit) and write them in the second column. Then elicit the negative forms for the third column. Students use the table to complete the rules in their books.

ANSWERS: 1. 'm not, 2. aren't, 3. isn't

Grammar bank and Grammar raps

The Grammar bank on Student's Book pages 108–123 provides grammar rules, tables, and further practice.

You may like to use the rules and tables to supplement the rule-finding approach in the unit and / or the students can use it for revision. The practice activities are suitable for students working on their own, e.g., for homework. For reduced pages and answers, see TB pp. 132–139.

One page in each unit features a Grammar rap.

These two-part video animations first present the new forms in isolation and then give fuller examples.

You can use these in class and students can also access them via the HELBLING Media App.

3. Match the sentences in the Language box with the photos.

Students complete the task.

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

4. a Circle the correct verb forms.

Elicit in weaker classes that in item 1, *Mr. Watson = he* and in item 3, *Alissa and I = we*. Students complete the task.

b 1.05 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1. *isn't*, 2. *'m not*, 3. *aren't*, 4. *isn't*, 5. *aren't*, 6. *aren't*

5. a 1.06 Listen and correct the underlined mistakes.

Do the first item with the class as an example. Then play the rest of the audio. Students compare answers in pairs. Check answers as a class.

ANSWERS: 1. *cold*, 2. *happy*, 3. *angry*, 4. *nervous*

Audioscript p. 143

b Look at 5.a again. Make two sentences about each person.

Elicit how to finish the second sentence in the model (*He's cold*). In pairs, students complete the task. Check answers as a class.

ANSWERS: 2. *Sophie isn't nervous. She's happy.*

3. *Harry isn't happy. He's angry.*

4. *Isabelle isn't cold. She's nervous.*

6. Look at the photos in 3 again. Make more sentences about the photos. Change the subject pronouns.

In pairs, students make more sentences about the photos.

Further practice:

- Grammar bank and Grammar rap SB p. 108 (see TB p. 132)
- WB p. 11 (see TB p. 164)
- Cyber Homework 3

Student's Book page 15**Vocabulary Rooms**

Objective: To present and practice words for rooms in the house through a song

Target language: *bathroom, bedroom, kitchen, living room*

1. a Find these people in the picture.

Students find the people on the boat. Use the initials on the T-shirts to check answers.

ANSWERS: a happy boy: J, an angry girl: A, a nervous boy: H, a sad boy: T, a hungry girl: L

b 1.07–08 Read and listen to the song. Then say the names.

Play the song for students to listen and complete the task. Check answers as a class.

Differentiation

For extra support, give students the five names (*Jonathan, Annabel, Harry, Tom, Lisa*) and ask them to circle them in the song as they listen.

For extra challenge, students cover the song and write down the names as they listen. Tell them not to worry about spelling as they can check this later.

ANSWERS: *The sad boy's name is Tom. The nervous boy's name is Harry. The hungry girl's name is Lisa. The happy boy's name is Jonathan. The angry girl's name is Annabel.*

2. a Read the song. Match the words with the rooms in the picture.

In pairs, students read the song and complete the task.

b 1.09 Listen and check.

Play the audio for students to check. Explain that we use *bathroom* to describe both a room with a shower or a bath or even just a toilet. In American English, it's not polite to ask to use the word "toilet" only.

ANSWERS: 1. *living room*, 2. *kitchen*, 3. *bedroom*, 4. *bathroom*

c Find these things in the picture. Then take turns to tell your partner.

In pairs, students complete the task. Explain if necessary that the picture is the one that Tom's painting.

ANSWERS: *There's a ... white chair in the bathroom / blue book in the bedroom / picture in the living room / window in the toilet / gray table in the kitchen.*

3. 1.10 Listen and read. Choose a description and change it to write about your home.

Play the audio for students to listen and read. Check that students understand *house, apartment, patio, yard, and balcony*. Elicit other words which students may need to write about their home, e.g., *patio, garage, pool*. Students write their descriptions either in class or at home.

Extra activity

Do a live listening about your house / apartment, but that the information doesn't have to be true. Grade your language to the level of the class, e.g., with weaker classes keep your description very close to those in 3, i.e. *there is / there are* and the new vocabulary from the lesson; with stronger classes, include additional language, e.g., *have* and *my favorite room*.

Students listen and make notes. They then compare in pairs.

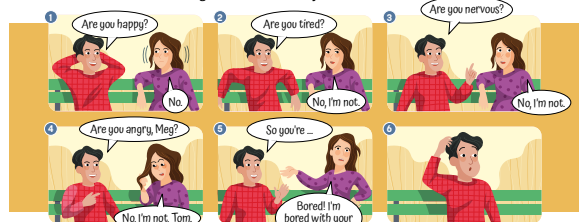
Further practice:

- WB p. 12 (see TB p. 164)

Grammar

be (questions and short answers)

1. 1.11 Listen and read. Find the girl's name and the boy's name.



2. a 1.12 Listen and read.

Language box

Are you angry?	Yes, I am. / No, I'm not.	Is it good?	Yes, it is. / No, it isn't.
Is she nervous?	Yes, she is. / No, she isn't.	Are we tired?	Yes, we are. / No, we aren't.
Is he happy?	Yes, he is. / No, he isn't.	Are they cold?	Yes, they are. / No, they aren't.

- b Circle the correct options to complete the rules.

- To make questions, we put the forms of *be* ¹ before / after the subject pronoun or name.
- To make affirmative short answers, we use *Yes* and the ² full / contracted forms of *be*.
- To make negative short answers, we use *No* and the ³ full / contracted forms of *be*.

3. a Complete the questions and short answers.

1. she happy?
 2. he nervous?
 3. she sad?
 4. it angry?

- c Point, ask and answer.

Is he ...? Is she ...?
 Yes, ... No, ...

1. 2. 3. 4.

- b 1.13 Listen and check.

Skills Listening and speaking

Talking about feelings

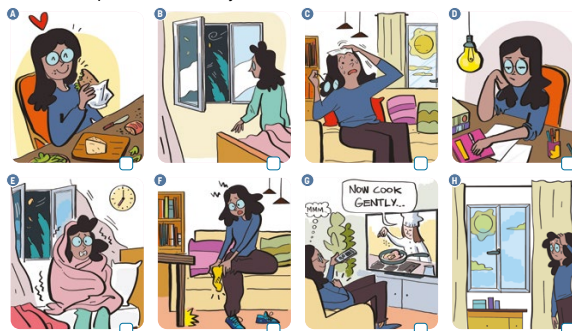
Sounds right /æ/ and /ʌ/

1. 1.14 Listen and repeat.

"Are you happy? Are you sad?
 Or are you very angry?"
 "I'm not happy, sad, or angry.
 But I'm very, very hungry."



2. a Look at the pictures. What words can you think of?



- b 1.15 Listen and number the pictures in 2a.

Options

3. Work in pairs. Choose A or B.

A Talk about each picture in 2a.

Picture E. Lidia's cold. She's in ...

B Tell the story in 2a.

This is Lidia. She's 12. She's in ... and she isn't happy.

Student's Book page 16

Grammar be (questions and short answers)

Objective: To present and practice *be* (questions and short answers)

1. 1.11 Listen and read. Find the girl's name and the boy's name.

Books closed. Ask a strong student *Are you tired?* Accept a yes / no answer, but try to elicit a full short answer. If appropriate, respond with *Sorry to hear that*.

Books open. Play the audio for students to complete the task. Check answers as a class.

ANSWERS: The girl's name is Meg. The boy's name is Tom.

2. a 1.12 Listen and read.

You could use a similar table to the one in the previous lesson, adding a fourth column and eliciting the question forms. Highlight the inversion of *be* and the pronoun, i.e., *Am I ...?*, *Are you / we / they ...?* and *Is he / she / it ...?*. Use checks and X's on the board to elicit the short answers. Play the audio for students to follow in the Language box in their books. Drill the questions, yourself or with the audio, focusing on intonation, and then the short answers, focusing on sentence stress, e.g., *Yes, I am*.

- b Circle the correct options to complete the rules.

Check that students understand the meaning of *before* and *after*. They then complete the task individually and compare in pairs. Check answers as a class.

ANSWERS: 1. *before*, 2. *full*, 3. *contracted*

3. a Complete the questions and short answers.

Students complete the task. With weaker classes, you may want to work on eliciting the pronoun *they* for Question 3. Point at the last picture (the bull) and explain that we usually use *it* for animals, even if we know (as in this case), that it's male. However, when we are talking about our own pets or other people's pets that we know, we usually use *he* or *she*.

- b 1.13 Listen and check.

Play the audio for students to check their answers. Ask students to listen and repeat the questions and short answers for extra pronunciation practice.

ANSWERS: 1. *Is, No*, 2. *Is, Yes, is*, 3. *Are they, No, they aren't*, 4. *Is, Yes, it is*.

- c Point, ask and answer.

In pairs, students ask and answer about the people in the photos. Monitor and discreetly correct mistakes with the intonation of the questions and the sentence stress of the short answers as necessary.

Extra activity

In pairs, students take turns to mime a feeling. Their partner asks *Are you ...?* and the first student replies with a short answer.

After a few minutes, put pairs together into groups of four. Students then repeat the task, but with different dynamics:

- A student mimes a feeling, and the others, between themselves, ask *Is he / she ...?*
- Two students agree on and mime a feeling, and one of the others asks them directly *Are you ...?*
- Two students agree on and mime a feeling, and the others, between themselves, ask *Are they ...?*

Further practice:

- Grammar bank SB p. 109 (see TB p. 132)
- WB p. 13 (see TB p. 164)

Student's Book page 17

Listening and speaking Talking about feelings

Objectives: To practice the sounds /æ/ and /ʌ/; to develop listening and speaking skills

Sounds right

1. 1.14 Listen and repeat.

Write A, B, C, ... on the board and ask students *What's this?* (the alphabet). Refer students to the Sounds right box and explain that the symbols /æ/ and /ʌ/ represent sounds.

Play the audio for students to listen and say the chant. Then model the two sounds, /æ/ and /ʌ/, and elicit the words from the chant which contain the sounds, write them in two groups on the board, and underline where the sounds appear in the words (/æ/ *happy*, *sad*, *angry*; /ʌ/ *hungry*). Drill the sounds and the words.

2. a Look at the pictures. What words can you think of?

In pairs, students look at the pictures and note down all the words they can think of. Check answers as a class (spelling and pronunciation) as you write students' ideas on the board.

SUGGESTED ANSWERS: A *sandwich, bread, knife, cheese, lettuce, tomato*; B *pajamas, trees, wind, window*; C *sun, hot, living room*; D *tired, bored, homework, pens, notebook, books*; E *clock, curtains, window, bed, bedroom, cold*; F *shoe, foot, sock, couch*; G *TV, chef, pan, stove, couch, hungry*; H *window, curtains, sun, clouds*

b 1.15 Listen and number the pictures in 2a.

Play the audio for students to complete the task. They then compare in pairs. Check answers as a class. Check that students understand *open* and *closed*.

Differentiation

For extra support, write *kitchen, bedroom, and living room* on the board. Show that pictures B, D, and E are in the *bedroom*; C, F, G, and H are in the *living room*; and A is in the *kitchen*. Students listen to put the rooms in the order they hear them (*bedroom, living room, kitchen*). Then they listen again to number the pictures.

For extra challenge, students close their books. As they listen, they note the rooms they hear and all the adjectives to describe feelings. They then listen again to number the pictures.

ANSWERS: A 8, B 2, C 5, D 3, E 1, F 4, G 7, H 6

Audioscript p. 143

3. **Options** Work in pairs. Choose A or B.

A Talk about each picture in 2a.

This task offers more controlled output and students are supported by the artwork and the listening. Remind students that they can refer to the vocabulary from 2a and use any other words they know.

B Tell the story in 2a.

This task gives students more freedom to be creative, but is less supported. Encourage students to link their ideas with *and* or *but*, and to bring in other English they know so they can go beyond basic description. Stronger students may know e.g., *a sunny day, her bedroom, in the morning, at 7 o'clock, can / can't, have got*, etc.

When students have finished, you could ask different pairs to talk about the different pictures (option A) and /or tell sections of the story (option B).

Further practice:

- WB p. 14 (see TB pp. 164–165)
- Cyber Homework 4
- Dialogue Karaoke (see Introduction, p. 14)

Skills Reading and writing

Managing feelings

1. a Read the article. Are negative feelings OK?

Learn to ... manage your feelings

We all have feelings. Girls have feelings. Boys have feelings. Teachers have feelings, and moms and dads have feelings, too.

It's good to have positive feelings, of course. When you're happy, it's great. And it's OK to have negative feelings, but what's the important thing? Learn to manage your negative feelings. It's easy.

What's the feeling here? Yes, they're angry!

When you're angry, you can do this:

3 Count to ten and breathe deeply. One ... two ... three ...

4 Think of funny pictures or share them with a friend.

5 Go outside and shout: I'm so angry! But don't shout at other people!

Options

2. Choose A or B.

A Choose two blue phrases from the article. Write a chant.

When I'm angry, when I'm angry,
This is what I do!
[] []
This is what I do!

B Write the blue phrases from the article in order (1 = your favorite) or use your own ideas. Make a Top tips leaflet.

Are you angry?

Here are my top tips:

1 ...
2 ...
3 ...
4 ...
5 ...

Are my tips right for you?

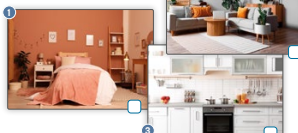
b 1.16 Read the article again and listen. Circle T (True) or F (False).

- Boys have no feelings. T / F
- It's good to have happy feelings. T / F
- It's difficult to manage negative feelings. T / F
- The girl outside isn't happy. T / F
- In the article, there are two photos of angry people. T / F

Learning for life

Good manners

1. a What are these rooms?



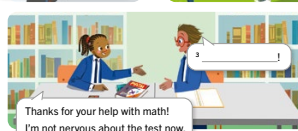
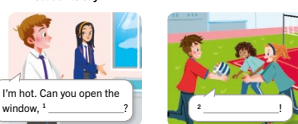
b This is Amelia. Watch the video and match the people with the rooms in 1 a.

- Amelia
- Amelia's brother
- Amelia's dad

c Watch the video again. Complete the sentences with one word in each space.

- The TV is in the living room.
- Jack isn't happy. He's angry.
- The three magic words are " please " and " thank you ".
- Amelia's dad is probably hot and angry.
- " please " is an answer to "Thank you."

2. Look at the school situations. Complete what the students say.



3. a Read the tips. Circle the correct words.

Top tips for good manners

- Remember that good manners are important. They help us create a **positive / negative** environment.
- Use words like **now / please, thank you** and **you're welcome** to show good manners.
- Say **you're welcome / please** when you ask someone to do something for you.
- Say **thank you / please** after you get someone's help.

b Discuss the questions.

- It's good to show good manners at home and school situations. Can you think of three more situations in other places?
- How important are good manners in your culture? Think of some examples.
- Think of your own language. What words help you show good manners?

It's good to show good manners in a store. For example, when you ...

Project

4. a Work in pairs. Draw and act out a comic strip.

- Think of a situation at home or at school where you need to show good manners. What's the situation? Who are the characters?
- Draw a comic strip with four boxes.
- Include speech bubbles for your characters. Remember to use words like *please*, *thank you*, and *you're welcome*.

b Exchange your comic strip with another pair. Read and act it out. What's the same about your situations? What's different?

Student's Book page 18

Reading and writing Managing feelings

Objective: To develop reading and writing skills

Basic and Enriched texts

There are three versions of the Student's Book and Workbook reading texts, all with audio support: the Standard text in the Student's Book and Workbook and the Basic and Enriched versions (see Introduction, p. 11). The tasks on the Student's Book and Workbook pages are designed to work with all three versions.

1. a Read the article. Are negative feelings OK?

Books closed. Making sure that the students know that you're acting, pretend to be really angry (for example, pretend that a computer or other tech in the classroom isn't working). Then stop and count on your fingers from one to ten as you visibly breathe deeply and calm down. Say *That's better!* Write *When you're angry, ...* on the board and elicit / teach *count to ten* and *breathe deeply*. In pairs, students think of other things to do when you feel angry. Check answers as a class, helping students explain their ideas in English. Make sure students appreciate that different things make different people angry and that they should respect people's feelings.

Individually, students then look at ideas 1–5 in the text and see if any are the same as their own ideas. Check that students understand the meaning of *manage / have feelings* and elicit / teach the meaning of *rip up*, *pop bubble wrap*, and *funny*. Students then read the article quickly and answer the question.

ANSWER: Yes, they are.

b 1.16 Read the article again and listen. Circle T (True) or F (False).

Play the audio for students to complete the task. They then compare in pairs. Check answers as a class.

Differentiation

For extra support, tell students that items 1–3 are in the introduction, item 4 relates to photo 5, and item 6 is about the photos, not the article.

For extra challenge, ask students to correct the false sentences.

ANSWERS: 1. F, 2. T, 3. F, 4. T, 5. F

2. Options Choose A or B.

A Choose two blue phrases from the article.
Write a chant.

Individually or in pairs, students choose two phrases and complete a chant.

B Write the blue phrases from the article in order
(1 = your favorite) or use your own ideas.

Make a Top tips leaflet.

Students could include any of the ideas from your opening class discussion. Monitor and offer support with new language as necessary.

Extra activity

Students perform their chant or make a video of it to show the class. The Top tips leaflets can be displayed around the classroom. Students then vote for their favorite chant and / or leaflet.

Further practice:

- WB p. 15 (see TB p. 165)
- Cyber Homework 5

Student's Book page 19

Learning for life

Good manners

Objective: To develop awareness of good manners in social situations (social and emotional learning)

Project: a comic strip

Materials: a simple comic strip (in English or L1)

Learning for life

These pages, in Units 1, 3, 5, and 7, focus on different aspects of lifelong learning, categorized by the Learning for life icons. The topics are introduced through vlogs (with animation) presented by two young people, Amelia (Units 1 and 5) and Liam (Units 3 and 7). You can encourage students to share relevant life experiences, and feed in your own, so that discussions go beyond the classroom.

1. a What are these rooms?

Making it clear that you're acting, say rudely to a student *Give me your book!* and snatch it from them. Then smile and say politely to another student *Give me your book, please!*, take the book and say *Thank you!* Ask *What's different?* Elicit ideas and write *Good manners* on the board.

In pairs, students look at the photos and complete the task.

ANSWERS: 1. bedroom, 2. living room, 3. kitchen

b  This is Amelia. Watch the video and match the people with the rooms in 1a.

Play the video and check the answers.

ANSWERS: a 1, b 2, c 3

Videoscript p. 154

c  Watch the video again. Complete the sentences with one word in each space.

Pre-teach *magic words* and *turn down* (= reduce the volume). Play the video again for students to do the task. They then compare in pairs. Check answers as a class.

ANSWERS: 2. bored, 3. please, thank you, 4. tired, 5. You're

2. Look at the school situations. Complete what the students say.

Students complete the task. Check answers as a class.

Differentiation

For extra support, tell students to use the phrases in Exercise 1c.

For extra challenge, students cover the text and try to predict what comes next. They gradually uncover the speech bubbles to compare and then complete them.

ANSWERS: 1. please, 2. Thank you, 3. You're welcome

3. a Read the tips. Circle the correct words.

Discuss the meaning of *environment* with the class. In pairs, students complete the task. Check answers as a class.

ANSWERS: 1. positive, 2. please, 3. please, 4. thank you

b  Discuss the questions.

In pairs, students complete the task. Elicit some answers to the first question, e.g., *in a restaurant*. Point out that English speakers use *please*, *thank you*, and *you're welcome* a lot. This is a good opportunity to highlight the importance of respecting other cultures.

Project

4. a Work in pairs. Draw and act out a comic strip.

If you brought a comic strip, show this and ask students if they like reading comic strips. Check that students understand *boxes* and *speech bubbles*.

For Step 1 with a weaker class, brainstorm situations, e.g., *when people visit your home*.

Before Step 2, try to distribute confident artists amongst the pairs. Tell everyone to plan first before they draw or write.

b Exchange your comic strip with another pair. Read and act it out. What's the same about your situations? What's different?

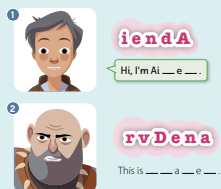
Students exchange their comic strips, act out the strip they receive, and discuss it. In feedback, invite and give comments about good artwork as well as language.

THE SECRET SPRING

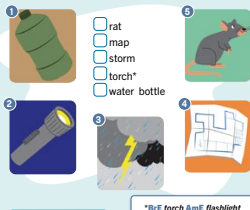
EPISODE 1: THE BREAKOUT

The story begins ...

1. Watch Episode 1. Complete the names.



2. Match the words with the pictures.



Now watch

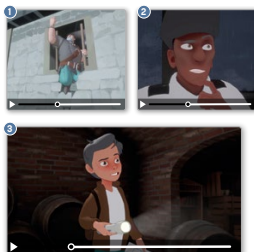
3. Watch Episode 1 again. Number the words in the order you see these things.

- ☐ rat ☐ pen
☐ water bottle ☐ map
☐ torch ☐ storm

Everyday English

4. a Match the expressions with the pictures.

- ☐ At last! ☐ How strange! ☐ Let me see.



- b Complete the speech bubbles with the expressions from 4.a.



Review

1

Vocabulary

1. Complete the adjectives with a, e, i, o, or u.

1. _ n g r y 4. h _ t
2. b _ r _ d 5. t _ r _ d
3. n _ r v _ s

2. Complete the sentences with adjectives.



3. He's 4. They're

3. Look at the picture. Circle the correct rooms.



1. The girl is in the bedroom / bathroom.
2. The boy is in the kitchen / bathroom.
3. Mom and Dad are in the kitchen / living room.
4. There's a book in the bathroom / bedroom.
5. The cat is in the bedroom / living room.
6. There are green chairs in the living room / kitchen.

Grammar

4. Complete the sentences with *isn't* or *aren't*.

1. It _ a cold day. It's a hot day.
2. You _ sad. You're really happy.
3. Anna _ happy. She's sad.
4. They _ bored. They're tired.
5. We _ cold. We're hot.
6. Tom _ nervous. He's hungry.
7. Zak and I _ 11. We're 12.

5. Complete the mini-dialogues with short answers.



1. A Is Felix the cat in the bedroom?
B He's in the living room.



2. A Is Jack angry?
B He's happy.
A Is Lucy happy?
B She's angry.



3. A Are they in the living room?
B They're in the kitchen.



4. A Are you two tired?
B No, we're bored. Are you bored?
A I'm happy.

Go back to page 12. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

21

Student's Book page 20

The Secret Spring

Episode 1

Objective: To follow a video story for pleasure

Target language: *At last!*, *How strange!*, *Let me see.*

The Secret Spring

Units 1–3 and 5–7 feature an episode of an animated video story which continues in *American Options 2*. You can read a full summary of the plot on page 17 of the Introduction. The videoscript is on TB pp. 156–158. The story also introduces Everyday English expressions in context.

1. Watch Episode 1. Complete the names.

Play Episode 1 of the video. Students complete the task. Elicit the spelling of the two names to the board. If necessary, check that students understand the meaning of *wolf*, *in danger*, and *backpack*. Students may mention the word *king*, which in this context, is a surname, as seen in the newspaper headlines in Draven's cell. They may also wonder what Aiden puts in his pocket. If they ask about this, encourage ideas, but explain that they will find out about this later in the story.

Differentiation

For extra support, tell students that the names appear in reverse order, i.e., 2 first then 1. Tell them that after they see the man escape in the first scene, they hear his name, and that after they see the animals in the second scene, they hear the other name. Pause after each name has been said to allow students to write.

For extra challenge, students close their books and listen for the names without support.

ANSWERS: 1. Aiden, 2. Draven

Videoscript p. 156

2. Match the words with the pictures.

Individually, students complete the task. Check answers as a class.

ANSWERS: 1. water bottle, 2. torch / flashlight, 3. storm, 4. map, 5. rat

3. Watch Episode 1 again. Number the words in the order you see these things.

Play Episode 1 again, ready to pause it. Students put their hands up as they see the items. Invite volunteers to come and point at the screen, saying *There's the ...* for each item.

ANSWERS: 1. storm, 2. water bottle, 3. pen, 4. map, 5. torch / flashlight, 6. rat

Extra activity

Write / Display on the board this gapped summary with words for students to use:

wolf storm pictures map room walls

Draven is in his cell. On the ¹ ..., there are ² There's a ³ ... in some of them. There's a ⁴ ... and Draven escapes from prison. Aiden finds a secret ⁵ ... – it isn't on his ⁶

Students match the words with the gaps

(1. walls, 2. pictures, 3. wolf, 4. storm, 5. room, 6. map).

4. a Match the expressions with the pictures.

Individually, students complete the task. They then compare in pairs. Check answers as a class and ask students how they would say the expressions in their language.

ANSWERS: 1. *At last!*, 2. *Let me see.* 3. *How strange!*

Extra activity

Use the highlighted expressions in the videoscript to go through pausing immediately before the character says the expression, e.g., when the second guard comes to the window. Encourage the class to say the expression, then play the video to check.

b Complete the speech bubbles with the expressions from 4a.

In pairs, students complete the task. Check answers as a class. Drill the expressions for sentence stress and intonation.

ANSWERS: 1. *At last!*, 2. *How strange!*, 3. *Let me see.*

Extra activity

Display the Everyday English expressions, and useful classroom language from other lessons, on colored cards around the classroom. When a natural context occurs in class for one of these phrases, elicit it simply by pointing at the relevant card.

Further practice:

- Vocabulary Trainer

Student's Book page 21**Review**

Objective: To review the unit content and carry out self-assessment

Materials: word cards for the Extra activity

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 12 in pairs. Feedback with the class can then inform your planning.

Vocabulary**1. Complete the adjectives with a, e, i, o, or u.**

ANSWERS: 1. *angry*, 2. *bored*, 3. *nervous*, 4. *hot*, 5. *tired*

2. Complete the sentences with adjectives.

ANSWERS: 1. *hungry*, 2. *happy*, 3. *cold*, 4. *bored*

3. Look at the picture. Circle the correct rooms.

ANSWERS: 1. *bedroom*, 2. *bathroom*, 3. *kitchen*, 4. *bedroom*, 5. *living room*, 6. *kitchen*

Grammar**4. Complete the sentences with *isn't* or *aren't*.**

ANSWERS: 1. *isn't*, 2. *aren't*, 3. *isn't*, 4. *aren't*, 5. *aren't*, 6. *isn't*, 7. *aren't*

5. Complete the mini-dialogues with short answers.

ANSWERS: 1. *No, he isn't.* 2. *No, he isn't.*, *No she isn't.* 3. *No, they aren't.* 4. *aren't. No, I'm not.*

Extra activity

Prepare a word card for each group of three students with three words from three different vocabulary sets seen so far (numbers, colors, school subjects, school things, feelings and rooms in a house), e.g., *yellow / hungry / living room* or *biology / lunchbox / kitchen*.

Tell students they have to test the class on their three words, agreeing together on the best way to do this, e.g., mime, using a picture, showing an object or giving a definition. Give them time to prepare.

Nominate a group to start. The other groups write the three words. Check answers, correcting spelling and pronunciation as necessary. Students award themselves a point for each correct answer.

Continue until all the groups have had their turn.

Remember to recycle the phrases *Your turn* and *Now you* during the game, and *[Name / Team], you're the winner(s)!* for the highest scorer(s) at the end.

Further practice:

- Personal Learning Track (see Introduction, pp. 13–14)

Testbuilder

Unit 1 Test (see Introduction, p. 19)

Culture

A different school

Key words
 boarding school campus
 dormitory dorm room library
 laboratory cafeteria

1. a Read the text. What's Mason's favorite place in his school?

Hello! My name's Mason and I'm 12. I'm from California, in the United States. My school is different – it's a boarding school. I live and study in it! Why? My parents are actors and they're busy with lots of work. I'm at the school from Monday to Friday and I'm at home with my parents on the weekends. I'm very happy at my school. I'm not bored!

THE SCHOOL CAMPUS

There's a big campus with five boarding houses. My class is in Boarding House A. There are classes in the morning and the afternoon. At night, I sleep in a nice dormitory with seven other students. We're good friends now!

DORM ROOM

My cousin Anna is in Boarding House B. She's 16. When you're 16, you share a dorm room with another student.

LIBRARY

There's a library with lots of books and magazines in it.

LABORATORY

I also like the science laboratory. Science experiments are fun!

CALM ROOM

My favorite room at my school is the calm room. We can go there when we're angry or nervous. Then we're calm and relaxed again. I go to the calm room when I'm nervous before a test or exam!

b Read the text again. What does Mason say? Circle the correct words.

- I'm at my boarding school on the weekends / from Monday to Friday.
- I'm / I'm not sad at my school.
- My dormitory is for six / eight students.
- My cousin Anna's dormitory / dorm room is in Boarding House B.
- I go to the laboratory / calm room when I'm nervous.

c Which of the rooms in Mason's school is your favorite? Why?

I like the ... It's ... There's / There are ...

2. a **1.17** Listen to Mason and his cousin. Then look at school places A and B. Say *Mason* or *Anna*.

A

school cafeteria

B

games room

b **1.18** Listen again. Write *M* (Mason) or *A* (Anna).

- ☐ I'm tired today.
- ☐ I like biology.
- ☐ My tests are today and tomorrow.
- ☐ I'm at my table.
- ☐ I'm not hungry.
- ☐ I'm bored.

3. a Match the **Key words** with the definitions.

- Students sleep and study in this room in a boarding school.
- Students live and study in this type of school.
- There are a lot of books and magazines in this place.
- All the buildings of a school are in this area.
- Students sleep in this place in a boarding school.
- You learn about science in this place.
- All the students eat in here.

b **1.19** Listen and check.

c Complete each sentence with a **Key word**.

- The biology lesson is in the _____ today. I like experiments!
- There are four beds in my school _____.
- Let's go to the _____. I'm really hungry.
- There are two beds and two tables in my sister's _____.
- The _____ at Tom's school is big! There are five buildings in it.
- These books are from my school _____.
- I'm at _____ for the school year. I go home for the breaks.

d Write a new sentence with each **Key word**.

Student's Book pages 22–23

Culture A different school

Objective: To learn about life at a boarding school in the United States

Key words: *boarding school, campus, dormitory, dorm room, library, laboratory, cafeteria*

Materials: a picture of a boarding school dormitory and a contrasting picture of a teenager's bedroom

Culture

The Culture pages focus on aspects of life in other countries and cultures, encouraging students to be curious and respectful global citizens.

These (and the Sustainable Development Goals with CLIL) sections after the Review page are optional material that you can plan to use as time allows. Students will not miss core grammar and vocabulary from the syllabus if you decide not to use them.

Discuss with students the value of learning about cultures and customs different to their own and how this can help them see the good things about where they live as well as the things which could be improved.

Write *boarding school* on the board. Ask students to look at the photos. What do they think *boarding school* means? *What is different from their school?* Put students into pairs to discuss their ideas, allowing them to use L1 as necessary. Check answers as a class, feeding in useful words, such as *sleep*, with mime to support the meaning as necessary. Write their ideas on the board and leave them there for later in the lesson.

Note

For the Culture pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

1. a Read the text. What's Mason's favorite place in his school?

Individually, students read the text quickly and answer the question. Be prepared to check the meaning of new words or phrases, most likely those in the Key words above. If students aren't familiar with the term *boarding house*, you could remind them that at Harry Potter's school, the students are divided into four "houses."

ANSWER: *the calm room*

b Read the text again. What does Mason say?
Circle the correct words.

Individually, students read the text again more slowly and complete the task. They then compare in pairs. As you check answers together, you may wish to highlight the words, phrases and sentences in the text which give the answers, e.g., *1 I'm at the school from ... = I'm in my boarding school from ...*. In later units, you can encourage students to do this themselves as they work on reading tasks.

Differentiation

For extra support, check the meaning of the Key words using the photos before students read the text again. Use the photos that you found to clarify the difference in meaning between *dormitory* (= for multiple people) and *bedroom* (= for one or two people).

For extra challenge, after students have completed Exercise 1b, put them into pairs to find the words in context and discuss the meaning. This will then be consolidated in Exercise 3.

ANSWERS: 1. *from Monday to Friday*, 2. *I'm not*, 3. *eight*, 4. *dorm room*, 5. *calm room*

Extra activity

In pairs, students look at the photos and note down all the words they can think of. Check answers as a class and help with both spelling and pronunciation as either you or students collate their ideas on the board.

(Possible answers: *campus*: building, tree, grass; *study bedroom*: desk, shelf; *library*: computer, equipment; *laboratory*: goggles, microscope, test tube; *calm room*: chair, couch, plant; *cafeteria*: food, tray, kitchen staff; *games room*: ping pong table, table football.)

c Which of the rooms in Mason's school is your favorite? Why?

In pairs, students discuss the questions. Check answers as a class.

2. a 1.17 Listen to Mason and his cousin. Then look at school places A and B. Say Mason or Anna.

Ask students *Is there a cafeteria in your school? And a games room? Are they typical in schools in your country?* and discuss as a class.

Explain that students need to note where Mason and Anna go, not where they are now. (Mason is in his dormitory and Anna is in her study bedroom at the start of the conversation.) Play the audio for students to complete the task. Check answers as a class.

ANSWERS: A (school cafeteria) Anna;
 B (games room) Mason

Audioscript p. 143

b 1.18 Listen again. Write M (Mason) or A (Anna).

Tell students to read the sentences before they listen again. Then explain that these are not the exact words they hear in the audio, but they express the ideas. Play the audio again for students to complete the task. They then compare in pairs. Check answers as a class.

Then look back with the class at the notes that you left on the board. Ask students to identify words or phrases from the text that confirm their ideas. Remind students that, at first, they only looked at the photos. Use this to point out that first looking carefully at any accompanying photos or pictures is a very useful strategy which will help them to understand what they read.

ANSWERS: 1. A, 2. M, 3. A, 4. A, 5. M, 6. M

3. a Match the Key words with the definitions.

Discuss with the class or put the students in pairs to do the task orally.

b 1.19 Listen and check.

Play the audio for students to check their answers. Highlight the word stress on each item by underlining this on the board, i.e. *study bedroom*, *boarding school*, *library*, *campus*, *dormitory*, *laboratory*, *canteen*. Make sure students notice that the stress on *dormitory* is on the first syllable but on the second on *laboratory*.

ANSWERS: 1. *dorm room*, 2. *boarding school*, 3. *library*, 4. *campus*, 5. *dormitory / dorm room*, 6. *laboratory*, 7. *cafeteria*

c Complete each sentence with a Key word.

Individually, students complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: 1. *laboratory*, 2. *dormitory*, 3. *cafeteria*, 4. *dorm room*, 5. *campus*, 6. *library*, 7. *boarding school*

d Write a new sentence with each Key word.

Point out the icon and encourage them to be creative, while still writing sentences that make sense. Individually or in pairs, students complete the task. Monitor and discreetly correct mistakes as necessary. If you wish, students could gap their sentences like the ones in Exercise 3c. They can then exchange them with another pair for them to complete or they could read them aloud for the other pair to guess the missing words.

Extra activity

Brainstorm other rooms in the school which have not come up in the lesson, e.g., *gym*, *staff room*, *school auditorium*, *sports center*, *playing fields*. In pairs, students can write definitions and example sentences for them like the ones in Exercises 3a and c before sharing these with the class.

2 Pets

Vocabulary

Pets

1. a Match the words with the photos.

- ☐ hamster ☐ fish ☐ rat ☐ bird
☐ dog ☐ snake ☐ rabbit ☐ cat



b Listen and check.

c Tell your partner the pets that you like.

I like cats, hamsters, and fish.

d Look at the photo story on page 25. Find and say the words for pets.

The word snake is in photo ...



At the end of this unit ...

you know

- ☐ words for pets
- ☐ how to use *have / has / doesn't / don't have*
- ☐ how to use prepositions of place

you can

- ☐ express disbelief
- ☐ understand, say, and ask where things are
- ☐ research and write facts about pets

Look!

1 fish – 2 fish



2. a Watch Part 1 of the video.

b Read the photo story. How many of these items can you do?

- Mr. Hart has [got] a white pet. T / F
- Mr. Hart has [got] a snake. T / F
- Alissa's pet is _____ and white.
- Lily has [got] a _____.
- Ahmed's family have [got] a ☐ dog. ☐ rabbit.
- Oliver's pet is a ☐ snake. ☐ crocodile.

3. Watch Part 2 of the video.

Who says it? Say Ahmed, Mr. Hart, or Alissa.

- "Where's Oliver?" Mr. Hart!
- "On his crocodile?"
- "Or in his crocodile?"
- "Agh! Help, it's a crocodile!"

* In Aml, you can use *have* without *got*.

The After School Club A puzzle

from our friends in the U.K.



Let's talk! Expressing disbelief

4. a Listen and repeat.

I have a crocodile. My snake is 5 meters long.



Really? Do you really? No way! Is it really?

b Take turns to invent ideas and answer.

24 WB p.17

WB p.18 Vocabulary Trainer 25

Unit objectives

Vocabulary

- words for pets
- prepositions of place

Grammar

- have / has [got]*
- have / has [got]* (negatives and questions)

Skills

- express disbelief
- understand, say and ask where things are
- research and write facts about pets

Learning to learn

- How to listen and understand

Sustainable Development Goals

- Wild and free (and Project)

Discuss the unit objectives with the class, allowing students to demonstrate what they already know in English and their world knowledge about the topic.

Student's Book page 24

Vocabulary Pets

Objective: To present and practice words for pets

Target language: *bird, cat, dog, fish, hamster, rabbit, rat, snake*

Unit introduction

Books closed. Write *pets* on the board and draw a cat face to elicit the word *cat*. Students then take turns to come up and draw animals they know the words for in English. They ask the class *What's this?* Check pronunciation, but don't write the words at this point. At the second or third animal, say *Oh! I've got a ... His / Her name's ...* even if it's not true. Then encourage other students to do the same if / when they see their pets.

Use this task to generate interest in the topic, and to assess which animals students already know and whether they can already use the verb *have* correctly.

1. a Match the words with the photos.

Individually, students complete the task.

b **2.01 Listen and check.**

Play the audio for students to check their answers. Then ask students to repeat the words after the audio. Ask students how we usually form plurals (by adding -s or sometimes -es, or by changing -y to -ies). Ask them which word in Exercise 1a is different and why. Refer students to the Look! box and highlight that *fish* is both singular and plural.

ANSWERS: 1. snake, 2. cat, 3. rat, 4. rabbit, 5. bird, 6. dog, 7. hamster, 8. fish

c **Tell your partner the pets that you like.**

With a stronger class, elicit opposites for *I like*, i.e., *I don't like* and /or *I hate* for them to use as functional phrases.

In pairs, students complete the task.

d **Look at the photo story on page 25. Find and say the words for pets.**

Tell students to scan the photo story quickly to find words for pets. Look at the example with the class and elicit the photo. In pairs, students complete the task. Check answers as a class.

ANSWERS: Photo 1: snake, Photo 2: hamster, Photo 3: dog, Photo 4: cat

Extra activity

Tell students to scan the story again for the words used to describe the pets (*long, brown, black, white, family pet*). In pairs, they take turns to describe an animal from Exercise 1a for their partner to guess. Monitor to see if any students are already using *have* and other words such as *tail, eyes, ears*, etc.

Further practice:

- WB p. 17 (see TB p. 165)

Student's Book pages 24–25**The After School Club** from our friends in the U.K.**A puzzle**

Objectives: To preview the grammar in the next lesson; to present and practice functional phrases to express disbelief

Target language: *Really?, Do you really?, No way!, Is it really?*

2. a **Watch Part 1 of the video.**

If you didn't use the Extra activity after Exercise 1d, check the meaning of *long* using the rabbit's ears in the photo. Play the video Part 1.

b **Read the photo story. How many of these tasks can you do?**

Individually, students complete the task. They then compare in pairs. Check answers as a class. Then, ask *Does Oliver have a crocodile? Really?* and *What do you think he's he has?* Tell students that they find out in the video Part 2.

Differentiation

For extra support, tell students where to find the answers:

1. is in photo 1; 2. is in photo 2; 3. and 4. are in photo 3; 5. is in photo 4; and 6. is in photo 5.

For extra challenge, students complete the task from memory and /or viewing Part 1 again, without referring to the written story.

ANSWERS: 1. F, 2. T, 3. black, 4. hamster, 5. dog, 6. crocodile

3. **Watch Part 2 of the video. Who says it? Say Ahmed, Mr. Hart, or Alissa.**

Play the video Part 2 for students to complete the task. Check answers as a class. Ask *Does Oliver have a crocodile?* and discuss in L1 as necessary that it isn't a real one. Then use sentences 2 and 4 to review the prepositions *on* and *in* which students saw in the Welcome Unit.

ANSWERS: 1. Mr. Hart, 2. Alissa, 3. Ahmed, 4. Ahmed

Videoscript p. 150**4. a** **2.02 Listen and repeat.**

Play the audio for students to listen and read. Ask students why *have / is* and *Do / Is* are in red / blue (a sentence with *have* uses *do* in the reply and a sentence with *be* uses *be* in the reply). Give more examples with both forms.

Then play the audio again for students to repeat the expressions.

b **Take turns to invent ideas and answer.**

In pairs, students complete the task. Monitor and correct mistakes with *have* and *be* and intonation as necessary.

Extra activity

Students continue to invent ideas using *have* and *be*, but they think of the craziest things they can as long as they can express these in English, e.g., *I have a big family – seventeen brothers and sisters*. Their ideas don't have to be true. Other students respond.

Further practice:

- WB p. 18 (see TB p. 165)
- Vocabulary Trainer

Grammar

have / has got*

1. a Look at the photo story on page 25 again. Circle the correct words.



1. I have* a snake / cat.
 2. You have* a cat / snake, Mr. Hart.
 3. Oliver has* a rat / crocodile.
 4. We have*. a dog / rabbit.
 5. They have* fish / hamsters.

b 2.03 Listen and check.

* BrE speakers say have got.

2. a 2.04 Listen and read.

Language box

I have two dogs.
 You have a green school bag.
 He / She has a green pen.
 It has a long tail.
 We have two cats.
 You have two birds.
 They have a hamster.

Look!

British English often uses "have got" and "has got".
 I've got = I have got
 he's got = he has got
 we've got = we have got

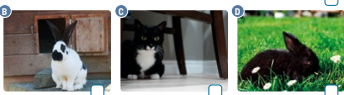
b Complete the rules with subject pronouns.

- We use *have* with ¹ _____, you, we and ² _____.
- We use *has* with ³ _____, she and ⁴ _____.

3. a Complete the sentences with *have* or *has*.

1. Josh and Hannah _____ a cat.
 2. Ben _____ a rabbit.
 3. Anna and Beth _____ a rabbit.
 4. Charlie _____ a cat.

b 2.05 Listen, check, and match.



c Make sentences.

Josh and Hannah have a black cat.

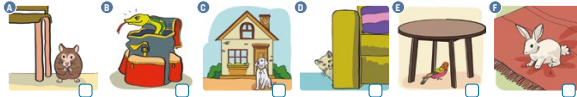
4. 2.06 Talk about your pets and other people's pets.



Vocabulary

Prepositions of place

1. a 2.06-07 Listen and number the pictures.



Where are my pets?

Roger, my rabbit, where are you?
 You're on the rug. My house is a zoo!
 Kitty, my cat, where are you?
 You're behind my sofa*. My house is a zoo!
 Where are my pets, pets, pets?
 Come on let's, let's, let's
 Get the pets, pets, pets.
 Right now!

Bernie, my budgie*, where are you?
 You're under my table. My house is a zoo!

Harry, my hamster, where are you?
 You're next to the chair. My house is a zoo!

Where are my ...

Susie, my snake, where are you?
 You're in my school bag. My house is a zoo!

Rover, my dog, where are you?
 You're in front of the house. My house is a zoo!

Where are my ... (x2)

* BrE sofa AmE couch

* BrE budgie AmE bird

b Read the song again.

Correct the underlined mistakes.

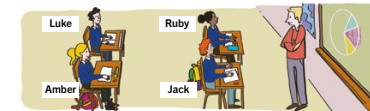
1. Roger is in the rug.
 2. Kitty is on the couch.
 3. Bernie is in front of the table.
 4. Harry is behind the chair.
 5. Susie is next to the school bag.
 6. Rover is under the house.

2. 2.07 Look at the cats and rabbits on page 26. Where are they?
 Make sentences with the words.

garden table door chair

The black cat is on ...

3. a Look at the picture. Complete the text with prepositions.



I'm Ruby. Here are my friends and my math teacher. My friend Luke is ¹ _____ me. Jack is ² _____ me and Amber is ³ _____ Jack. I have two highlighters ⁴ _____ the pencil case ⁵ _____ my table. Jack's school bag is ⁶ _____ the chair, but Amber's school bag is ⁷ _____ the chair. Mr. Rivers is ⁸ _____ the board.

b 2.08 Listen and check.

c Make sentences with prepositions about your classroom.

Eva is in front of ...

There's a ruler on ...

Student's Book page 26

Grammar have / has got*

Objective: To present and practice *have / has got****Materials:** a bag with a selection of objects for which your students know the words in English, e.g., a ruler, a pencil case, etc.

1. a Look at the photo story on page 25 again. Circle the correct words.

Books closed. Write *What's my pet?* on the board. Mime holding your pet, e.g., stroking a cat in your arm and making a purring noise. Elicit the answer. If students use *have* e.g., *You have a cat!*, respond with *Yes, I do*. If not, respond with *Yes, that's right. I have a cat.* to introduce the structure. Then "give" the pet to another student and say *Change the pet!* Repeat with different students miming pets and the class saying *You have ...*. Continue, but ask *What's his / her pet?* to elicit the third person *has*.

Individually, students complete the task. *Explain that in British English, you use "have got" to describe possession of something, but in American English, it's simply "have." However, both are understood and correct.

b 2.03 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1. snake, 2. snake, 3. crocodile, 4. dog, 5. hamsters

2. a 2.04 Listen and read.

Play the audio and ask students to follow the sentences in the Language box. Refer students to the Look! box.

b Complete the rules with subject pronouns.

Quickly review the subject pronouns in English. Remind students that we usually use *it* for animals. However, to talk about our own pets, or other people's pets that we know, we usually use *he* or *she*.

ANSWERS: 1. I, 2. they, 3. he, 4. it

Extra activity

Show the materials that you prepared in a bag one at a time, saying *In my bag, I have ...* and eliciting the word. Correct pronunciation as necessary. Put everything back into the bag. In pairs, students remember the items, making sentences about you using *He's / She's got ...*. Check answers as a class, inviting students to make sentences with *You have*.

3. a Complete the sentences with *have* or *has*.

Individually, students complete the task.

b 2.05 Listen, check, and match.

Play the audio. The students hear extra information to enable them to do the matching task. Check answers as a class.

Differentiation

For extra support, play the audio twice: first to check answers to Exercise 3a and then to do the matching task.

For extra challenge, ask students why Sentences 1 and 3 use the full forms of *be* (because they are pairs of names).

ANSWERS: 1. *have*, 2. *has*, 3. *have*, 4. *has*;
1. A, 2. D, 3. B, 4. C

Audioscript p. 144

c Make sentences.

Look at the example with the class. Students complete the task in pairs orally or write the sentences individually before comparing with a partner.

ANSWERS: *Josh and Hannah have a black cat. Anna and Beth have a black and white rabbit. Charlie has a black and white cat. Ben has a black rabbit.*

4. Talk about your pets and other people's pets.

In pairs, students complete the task. Monitor and correct mistakes as necessary.

Further practice:

- Grammar bank and Grammar rap SB p. 110 (see TB p. 133)
- WB p. 19 (see TB p. 165)
- Cyber Homework 6

Student's Book page 27

Vocabulary Prepositions of place

Objective: To present and practice prepositions of place through a song

Target language: *behind, in, in front of, next to, on, under*

Materials: pictures of a rug, a couch, and a zoo

1. a Listen and number the pictures.

Play the song for students to listen and complete the task. Check answers as a class.

Differentiation

For extra support, show pictures of a rug, a couch, and a zoo to pre-teach the words.

For extra challenge, tell students to cover the song before completing the task.

ANSWERS: 1. F, 2. D, 3. E, 4. A, 5. B, 6. C

b Read the song again. Correct the underlined mistakes.

Individually, students complete the task. They then compare answers in pairs. Check answers as a class. Drill the sentences, focusing on sentence stress, e.g., *Kitty is behind the couch.*
Rover is in front of the house.

ANSWERS: 1. *on*, 2. *behind*, 3. *under*, 4. *next to*, 5. *in*, 6. *in front of*

2. Look at the cats and rabbits on page 26.

Where are they? Make sentences with the words.

In pairs, students complete the task. Nominate students (or invite volunteers) to say their sentences for the class.

ANSWERS: *The black cat is on the table. The black and white rabbit is in front of the door. The black and white cat is under the chair. The black rabbit is in the yard.*

3. a Look at the picture. Complete the text with prepositions.

Individually, students complete the task.

Differentiation

For extra support, write the prepositions needed to complete the text on the board, i.e., *behind (x2), in, in front of, next to, on (x2), under.*

For extra challenge, tell students to cover the text. They write a paragraph describing the picture starting with *Hi! I'm Ruby.*

b Listen and check.

Play the audio for students to check their answers (or to compare them if students wrote their own paragraph).

To consolidate, invite two students out and stand them one behind the other. Ask *Who's in front of (Name)? Who's behind (Name)?* Then ask the two students to face each other, standing about a meter apart. Say *Now (Name) isn't in front of (Name)*. Some students may already know, or you may like to introduce, the word *opposite*, which is core language in *American Options 2*.

ANSWERS: 1. *behind*, 2. *next to*, 3. *behind*, 4. *in*, 5. *on*, 6. *on*, 7. *under*, 8. *in front of*

c Make sentences with prepositions about your classroom.

In pairs, students complete the task. Monitor and note any common errors for class feedback.

Extra activity

In pairs, students write True or False sentences about (visible) things and people in the classroom. Put pairs into groups of four. Each pair has one minute to study the classroom, then they have to close their eyes while the other pair tests them with their sentences.

Further practice:

- WB p. 20 (see TB p. 165)

Grammar

have / has (negative and questions)

1. a 2.09 Listen and read. Then write the names under the pets.

I'm Molly. Try my pet puzzle!
I don't have a fish and my pet isn't green or brown.
Max and Amy don't have lots of pets.
Adam's pet isn't brown and white.
Freya doesn't have a hamster.



b Read the questions. Circle the correct answers.

1. Molly, do you have a cat? Yes, I do / No, I don't.
2. Do Max and Amy have a snake? Yes, they do. / No, they don't.
3. Does Adam have a hamster? Yes, he does. / No, he doesn't.
4. Does Freya have a fish? Yes, she does / No, she doesn't.

c 2.10 Listen and check.

2. a 2.11 Listen and read.

Language box

don't have / doesn't have
I don't have a hamster. She doesn't have a snake.
You don't have a cat. They don't have a fish.

Questions with have

Do you have a rat? Yes, I do. / No, I don't.
Do you have a bird? Yes, he does. / No, he doesn't.
Do you have a fish? Yes, we do. / No, we don't.
Do they have a dog? Yes they do. / No they don't.

b Complete the rules with have, has, do, don't, does, or doesn't.

- To make negative sentences with I, you, we, and they, we use **don't**.
- To make negative sentences with he, she, and it, we use **doesn't**.
- To make questions, we use **do** or **does** + the subject pronoun or name.
- In affirmative short answers, we use Yes, + subject pronoun + **do** or **does**.
- In negative short answers, we use No, + subject pronoun + **don't** or **doesn't**.

3. a Complete the text with don't have or doesn't have.
This is Caitlin. She ¹ pets at home, but she's a volunteer at a cat shelter. In this picture, she's with a gray and white cat called Milly. Milly's sad because she ² a family. There are a lot of cats here and they all have names, but they ³ homes and they ⁴ families. They all have food and water ... and Caitlin, of course! The shelter ⁵ dogs, so the cats aren't nervous.

b 2.12 Listen and check.

c Write questions and short answers.

1. Caitlin / pets at home?
2. the gray and white cat / a name?
3. all the cats / names?
4. the cats / homes and families?
5. the cats / food and water?
6. the shelter / dogs?

Skills Listening and speaking

2

Where is it?

Sounds right

Word stress

1. 2.13 Listen and repeat.



A rabbit in the garden, a crocodile under the table, a bird behind the sofa and a hamster in a cage.

*BrE sofa AmE couch

2. a 2.14 Listen and mark the box.

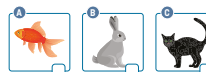
1. Alice is ...



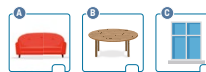
2. Wally is a ...



3. Ryan's friend has a ...



4. There isn't a ... in the room.



b 2.15 Listen again. Circle T (True) or F (False).

1. Alice's pet isn't in his cage. T / F
2. Wally is brown. T / F
3. Toby doesn't have a pet. T / F
4. Wally is under the bed. T / F
5. Wally is on the table and then under the chair. T / F
6. Wally is on Alice's head. T / F



Options

3. a 2.16 Read and listen to Dialogues 1 and 2.

1. **Rose** Where's the cat?
Benji Is it behind the couch?
Rose No, it isn't.
Benji Is it under your bed?
Rose No, it isn't. It's on the green chair.
2. **Sophie** Where's my bird?
Noah In the cage?
Sophie No, it isn't.
Noah Is it behind the bed?
Sophie Behind the bed? No.
Noah Oh, there it is. Next to the window!
Sophie Oh no! Get it. Quick!

b Work in pairs. Choose A or B.

- A Act out Dialogue 1 or 2. B Act out Dialogue 1 and 2. Choose one. Change it.

Student's Book page 28

Grammar have / has (negative and questions)

Objective: To present and practice have / has (negative and questions)

1. a 2.09 Listen and read. Then write the names under the pets.

Play the audio for students to complete the task. Check answers as a class. With a weaker class, work through the reasoning together using L1 as necessary, e.g.,

- *I don't have fish ...* = Molly's pet can't be the fish.
- *... my pet isn't green or brown* = Her pet can't be the snake (it's green) and can't be the hamster (it's brown), so it has to be the cat.
- *Max and Amy don't have a lot of pets.* = Their pet can't be the fish, etc.

ANSWERS: 1. Adam, 2. Max and Amy, 3. Freya, 4. Molly

b Read the questions. Circle the correct answers. Individually, students complete the task.

c 2.10 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1. Yes, I do. 2. No, they don't.
3. No, he doesn't. 4. Yes, she does.

2. a 2.11 Listen and read.

Books closed. Write I / you / we / they and he / she / it in a column on the board. Above the space to the right of it, add a + symbol and elicit the affirmative forms of have / has. Then add a – symbol to the right and elicit the negative forms (don't have / doesn't have). Repeat with ? to elicit the question forms.

Play the audio and ask students to follow the sentences in the Language box.

b Complete the rules with do, don't, does, or doesn't.

Individually, students complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: 1. don't have, 2. doesn't have, 3. Do / have, 4. Does / have, 5. do, 6. does, 7. don't, 8. doesn't

Extra activity

In pairs, students make their own puzzle like Molly's. They choose four animals, draw simple color pictures of them and then prepare a similar text. Put pairs into groups of four to try out their puzzle.

3. a Complete the text with *don't have* or *doesn't have*.

Pre-teach *volunteer* and *cat shelter*. Individually, students then complete the task.

b 2.12 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1. *doesn't have*, 2. *doesn't have*, 3. *don't have*, 4. *don't have*, 5. *doesn't have*

c Write questions and short answers.

Individually, students complete the task. They then compare in pairs. Check answers as a class.

Differentiation

For extra support, write the questions on the board in jumbled order, e.g.,

1. *have / pets at home / Caitlin / have / ?*

2. *a name / does / have / the gray and white cat / ?*

For extra challenge, ask students to think of other questions they'd like to ask Caitlin. You, or a stronger student, then answer the questions as Caitlin, inventing the answers as necessary.

ANSWERS:

1. *Does Caitlin have pets at home? No, she doesn't.*
2. *Does the gray and white cat have a name? Yes, it / she has.*
3. *Do all of the cats have names? Yes, they do.*
4. *Do the cats have homes and families? No, they don't.*
5. *Do the cats have food and water? Yes, they do.*
6. *Does the shelter have dogs? No, it doesn't.*

Further practice:

- Grammar bank SB p. 111 (see TB p. 133)
- WB p. 21 (see TB p. 165)

Student's Book page 29

Listening and speaking Where is it?

Objectives: To practice word stress; to develop listening and speaking skills

Materials: a selection of classroom objects, e.g., a ruler, a calculator, a highlighter, etc.

Extra activity

Before the class, place a selection of classroom objects around the classroom, e.g., your ruler under a table, a calculator behind the door, etc. Make sure they will all be visible to students.

Prepare to start the class, act surprised and then say *Oh! Where's my ruler?* Aim to elicit a sentence with a preposition of place, e.g., *Your ruler's here. It's under the table!* Repeat until you have all your objects and have reviewed *behind*, *in*, *in front of*, *next to*, *on*, and *under*.

Sounds right

1. 2.13 Listen and repeat.

Play the audio for students to listen and repeat the chant. Highlight the word stress on the two-syllable words, indicated by the blue dots. Point out that two-syllable words are usually stressed on the first syllable, but this is not a rule and there are many common words which aren't. Ask the students to find the exception in the chant (*behind*).

2. a 2.14 Listen and mark.

Play the audio for students to complete the task. Check answers as a class.

Differentiation

For extra support, remove one of the incorrect pictures from each item.

For extra challenge, tell students to close their books and answer these questions: 1. *How is Alice feeling?*, 2. *What is Wally?*, 3. *What does Ryan's friend have?*, 4. *What isn't in the room?* (1. *sad*, 2. *a rat / Alice's pet rat*, 3. *a rabbit*, 4. *a couch*).

ANSWERS: 1. B, 2. C, 3. B, 4. A

Audioscript p. 144

b 2.15 Listen again. Circle T (True) or F (False).

Play the audio for students to complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: 1. T, 2. F, 3. F, 4. F, 5. T, 6. T

3. a 2.16 Read and listen to Dialogues 1 and 2.

Play the audio for students to hear the dialogues.

b Options Work in pairs. Choose A or B.

In A, focus on correct word stress on the two-syllable words and on general aspects of pronunciation. In B, as well as listening for pronunciation, focus on correct language use.

A Act out Dialogue 1 or 2.

This task offers more controlled output and students are supported linguistically by the written text and for pronunciation through the model they heard in Exercise 3a.

B Act out Dialogues 1 and 2. Choose one. Change it.

This task gives students more freedom to be creative but is less supported.

Extra activity

Students plan and act out a similar dialogue in which one of them loses a personal object and the other gives suggestions about where it might be until it is found.

Further practice:

- WB p. 22 (see TB p. 166)
- Cyber Homework 7
- Dialogue Karaoke

Skills Reading and writing

Facts about pets

1. a Read the text. Choose a good title.

1. ☐ Millions of cats
2. ☐ Pets in the U.S. and the U.K.
3. ☐ Dogs cost a lot of money

Look!

30 thirty	100 a / one hundred
40 forty	a / one thousand
50 fifty	10,000 ten thousand
60 sixty	1,000,000 a / one million
70 seventy	1,000,000,000 a / one billion
80 eighty	We write 10.1.
90 ninety	We say <i>ten point one</i> .

In the United States (U.S.), 85 million families have one or more pets. About 70 million people have a dog. Every year, people in the U.S. spend about \$99 billion (dollars) on pets.

In the U.S., a dog costs you about \$700 a year. Thirty million people in the United Kingdom (U.K.) have a pet.

In the U.K., there are 10.1 million pet dogs. Every year, people in the U.K. spend about £7 billion (pounds) on pets.

In the U.K., a small dog costs you about £1,800 a year.

Do you have a dog? Or another pet?



Options
Basic text
Enriched text

b 2.17 Read the text again and listen. Check your answer in 1a.

c Go online. Find the answers to these questions in your currency.

1. How much is U.S. \$700 in your currency?
2. How much is £1,800 in your currency?

d Now calculate the answers to these questions in your currency.

1. How much is it for nine families in the U.S. to have small dogs?
2. How much is it for five families in the U.K. to have small dogs?

Options

2. a Choose A or B.

A Choose the U.S. or the U.K. Research and write these facts. Make a note of the websites that you use.

- How many people have a cat?
- How much is it a year for a cat?

B Choose the U.S. or the U.K. and then choose two pets. Research and write these facts. Make a note of the websites that you use.

- How many people have these pets?
- How much is it a year for these pets?

b Tell the class your facts and where you found them.



Learning to learn

Learn how to listen and understand

1. a Mark what's true for YOU.

How I prepare for listening

- ☐ I read the instructions and look at the exercise.
- ☐ I think about the topic and the words I know.

How I listen

- ☐ I try to understand all the words.
- ☐ I try to understand the important words.

How I answer

- ☐ When I can't answer a question, I stop.
- ☐ When I can't answer a question, I try to answer the next one.

b Compare your answers in 1a. How many are the same?

I read the instructions. What about you?

2. a Read the tips. Write the correct listening stages.

After you listen Before you listen While you listen

Top tips for becoming a listening champion



- 1 Read and understand the exercise instructions.
- 2 Look at the pictures and read the exercise. Think of words you know!
- 3 Listen for the important words and ideas.
- 4 When you can't answer a question, move to the next one!
- 5 Listen again. Now, try to answer all the questions.
- 6 Check your answers.
- 7 Correct your mistakes and listen again.



b Read the tips in 2a again. Do you do those things? Color the faces. Green = I do this. Yellow = I need to do this.

- | | | | |
|---|---|---|---|
| 1 | 3 | 5 | 7 |
| 2 | 4 | 6 | |

c Compare your answers in 2b with a partner. How many are the same?

My face for number 1 is green. I read ...

My face for number 1 is yellow. I need to do this.

3. 2.18 Listen to the e-book tip. Then practice.

e-book tip

Is the audio too fast? You can slow it down! Click on the button next to "play."



4. a Look at 2a again. Choose and write a tip that you want to practice in the next unit.

b Compare your answers.

In the next unit, I want to practice this tip: ...

Student's Book page 30

Reading and writing Facts about pets

Objectives: To develop reading and writing skills; to present and practice cardinal numbers from 21 upwards

Note

You may like to research a currency converter website or app. Alternatively, come to class with current rates against the U.S. dollar and the British pound.

1. a Read the text. Choose a good title.

Check the meaning of *cost*. Individually, students read the text quickly and complete the task.

Extra activity

If you feel it may be necessary, review numbers 1–20 by counting chorally and then back down 20–1. Lead the class in counting again, this time more quickly.

b 2.17 Read the text again and listen. Check your answer to 1a.

Play the relevant audio for students to check their answers. Check that students understand the meaning of *spend* and *every / a year*.

Refer students to the Look! box and explain / remind students that:

- In English, we use commas not periods to separate large numbers, e.g., 1,015,400.
- We use *one (hundred)* for precision when we are giving a more complex number, e.g., *one thousand, one hundred and twenty-one*, but we can use *a* when it is a simpler number, e.g., *a/one hundred and one*.
- We use *and* before a final number between 1–99 in a more complex number, e.g., *a/one hundred and seventeen* (117), *two thousand and ninety-nine* (2,099) or *one thousand, three hundred and six* (1,306); this isn't necessary with a simpler number, e.g., *eight thousand, four hundred* (8,400).
- Numbers are never plural. (You may like to explain that -s is only used in the expressions *hundreds/thousands/millions of* and compare with L1 if relevant.)

ANSWER: 2.

c Go online. Find the answers to these questions in your currency.

Pre-teach *currency*. You could use the currency converter that you found with the students watching or suggest that they use the search term *free currency converter* to find websites or apps. In pairs, students complete the task.

Differentiation

For extra support, give students a pool with the four numbers they need to complete c and d and two distractors.

For extra challenge, tell the class that you will randomly select two students to explain the answers to d. Monitor and identify who has completed the items correctly, then ask them to explain the answers.

d Now calculate the answers to these questions in your currency.

Students complete the task and then compare in pairs. Check answers as a class (Q1 = 5 x [the answer to Exercise 1c, Q2]; Q2 = 9 x [the answer to Exercise 1c, Q2]).

Extra activity

Draw a bingo grid on the board, with three columns and two rows, and add random numbers from 1–99. Tell students *These are my bingo numbers!* Erase the numbers from the grid, and then tell students to copy and complete it with their own choice of numbers.

Read out numbers from 1–99 in random order making careful notes in order not to repeat yourself. The winner is the student who calls out *Bingo!* first. Ask him / her to tell you all their numbers in English for the class to check.

2. a Options Choose A or B.

Make sure students understand the importance of referring to reliable sources and keeping a record of these. The tasks should be completed individually, either in class or at home.

A Choose the U.S. or the U.K. Research and write these facts. Make a note of the websites that you use.

This task involves targeted research about cats. Remind students that they can look back at the text for how to express the information that they find.

B Choose the U.S. or the U.K. and then choose two pets. Research and write these facts. Make a note of the websites that you use.

This task requires students to write about their own choice of two pets, so it involves more time for research as well as greater output.

b Tell the class your facts and where you found them.

As students share their facts and sources, you can suggest they find additional websites which confirm the data if there are major discrepancies.

Further practice:

- WB p. 23 (see TB p. 166)
- Cyber Homework 8

Student's Book page 31

Learning to learn Learn how to listen and understand

Objective: To learn tips for different stages of listening tasks

Learning to learn

These pages, in Units 2, 4, 6, and 8, present strategies and techniques for language learning. The lessons encourage students to think about what works for them.

Books closed. Ask the class for ideas on how to be a good listener and write these on the board, e.g., *Read the questions before you listen.* During the lesson, as students see one of their ideas, you can mark it.

1. a Mark what's true for YOU.

Students complete the task. (They may mark both options in 1.)

b Compare your answers in 1a. How many are the same?

In pairs, students compare their answers.

2. a Read the tips. Write the correct listening stages.

Students read and complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: a. *Before you listen*, b. *While you listen*, c. *After you listen*

b Read the tips in 2a again. Do you do those things? Color the faces. Green = I do this. Yellow = I need to do this.

Monitor while students work, assessing their self-evaluation.

c Compare your answers in 2b with a partner. How many are the same?

In pairs, students compare their answers. Check answers as a class, item by item, asking students to put their hands up if they colored each face green.

3 Listen to the e-book tip. Then practice.

Play the audio. Demonstrate the e-book audio function and encourage students to use it in class if they use headphones or at home.

4. a Look at 2a again. Choose and write a tip that you want to practice in the next unit.

Students choose a tip to practice.

b Compare your answers.

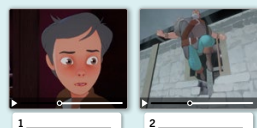
Students compare answers in pairs.

THE SECRET SPRING

EPISODE 2: TWO WORLDS

Remember the story

1. Remember Episode 1. Label the characters with their names.



Before you watch

2. Match the words with the pictures.

☐ nut ☐ wolf ☐ strawberry

☐ squirrel ☐ trap



Now watch

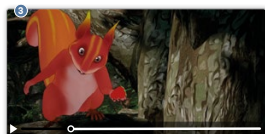
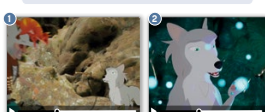
3. Watch Episode 2 and number the pictures.



Everyday English

4. a Match the expressions with the pictures.

☐ Let go! ☐ Try it. ☐ What's happening?



- b Complete the speech bubbles with the expressions from 4a.



Review

2

Vocabulary

1. Complete the sentences.



1. I have a _____. 2. I have a _____.



3. I have a _____. 4. I have a _____.



5. I have a _____. 6. I have a _____.

2. Where's the cat? Look and circle the correct prepositions.



1. It's in / under the box. 2. It's behind / next to the box.



3. It's behind / in front of the box. 4. It's in / on the box.



5. It's under / next to the box. 6. It's in front of / behind the box.

Grammar

3. Complete the text with the correct form of have.

I ¹ _____ a pet rabbit. We ² _____ a bird, too. My friend Jack ³ _____ a snake. My friend Sara ⁴ _____ a dog and a cat. They're cute. Her brother ⁵ _____ two hamsters. They ⁶ _____ a fish, too.

4. Look at the photos. Complete the sentences with the verb forms.

have has don't have doesn't have

1. They _____ a hamster. They _____ a rabbit.

2. I _____ a rabbit. I _____ a dog.

3. We _____ a cat. We _____ a bird.

4. Max He _____ a cat. He _____ a snake. Zak No way!

5. Maya Lisa _____ three fish. She _____ thirteen fish. Seb Really?

5. Write the questions and short answers with has / have.

1. Josh / a cat? A Does Josh have a cat? B Yes, he does. ✓

2. Dan and Skye / a dog? A B _____ X

3. Emma / a crocodile? A B _____ X

4. Max and Tilly / hamster? A B _____ ✓

Student's Book page 32

The Secret Spring

Episode 2

Objective: To follow a video story for pleasure

Target language: *Let go!, Try it., What's happening?*

Note

Episodes 2–6, which are in Units 2–3 and 5–7, begin with a re-cap of the previous episode. This re-cap is summarized for reference in the videoscript.

1. Remember Episode 1. Label the characters with their names.

Individually, students complete the task. Ask volunteers to write the names up on the board and spell them out as they do so for everyone to check.

ANSWERS: 1. Aiden, 2. Draven

2. Match the words with the pictures.

Individually, students complete the task. They then compare in pairs. Check answers as a class. Drill the words, especially focusing on the consonant cluster at the start of *squirrel* (/ˈskwɪrəl/) and the word stress on *strawberry*.

ANSWERS: 1. strawberry, 2. nut, 3. squirrel, 4. wolf, 5. trap

3. Watch Episode 2 and number the pictures.

Play Episode 2 of the video. If necessary, check that students understand the meaning of *catch*, *climb*, and *smell* (verb). Students complete the task. They then compare in pairs. Check answers as a class.

Differentiation

For extra support, as a class describe and talk about what students can see in the six pictures first.

For extra challenge, students look at the pictures in pairs and try to predict the story. They then close their books while they watch the video, check their ideas and then go back and number the pictures at the end.

ANSWERS: 1. D, 2. A, 3. C, 4. F, 5. E, 6. B

Videoscript p. 156

Extra activity

Use the video to elicit / teach words which you think your students will be interested in, e.g., *forest*, *pterodactyl*, *telescope*, *bow and arrow*, *mountain*, *spear*, and *tongue*. Play Episode 2 again and be prepared to pause it each time one of these appears on screen. You could also pause the video on Druff and teach the word *scar* and the phrase *a wolf headdress* as these distinguish Druff from his brother, Draven.

4. a Match the expressions with the pictures.

Students complete the task. They then compare in pairs. Check answers as a class. Ask volunteers to explain what's happening when each expression is used. Allow them to use L1, but praise any use of English. (Some students may have worked with the present simple and / or the present continuous before.) Then ask students how they would say the expressions in L1.

Make sure students don't confuse *Let go!* (= stop holding me) with *Let's ...* (= Why don't we ...?) from Unit 1.

ANSWERS: 1. *Let go!* 2. *What's happening?* 3. *Try it.*

b Complete the speech bubbles with the expressions from 4a.

Students complete the task. Check answers as a class. Drill the expressions for sentence stress and intonation.

ANSWERS: 1. *Try it.* 2. *Let go!* 3. *What's happening?*

Extra activity

Pairs write a short two-person dialogue which leads up to one of these expressions. They then work with another pair, act out their dialogue for the pair to listen to and get them to say the missing expression at the end.

Further practice:

- Vocabulary Trainer

Student's Book page 33

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 24 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1. Complete the sentences.

ANSWERS: 1. *bird*, 2. *snake*, 3. *fish*, 4. *hamster*, 5. *dog*, 6. *rat*

2. Where's the cat? Look and circle the correct prepositions.

ANSWERS: 1. *in*, 2. *next to*, 3. *behind*, 4. *on*, 5. *under*, 6. *in front of*

Grammar

3. Complete the text with the correct form of *have*.

ANSWERS: 1. *have*, 2. *have*, 3. *has*, 4. *has*, 5. *has*, 6. *have*

4. Look at the photos. Complete the sentences with the verb forms.

ANSWERS: 1. *have*, *don't have*, 2. *don't have*, *have*, 3. *have*, *don't have*, 4. *doesn't have*, *has*, 5. *doesn't have*, *has*

5. Write the questions and short answers with *have* / *has*.

ANSWERS: 2. *Do Dan and Skye have a dog? No, they don't.* 3. *Does Emma have a crocodile? No, she doesn't.* 4. *Do Max and Tilly have a hamster? Yes, they do.*

Extra activity

Write / Display on the board:

fish bored on snake in hungry

1. *Sorry, Miss Bloom, I'm not ..., but I'm really tired today.*
2. *I have a pet ... It's long and green.*
3. *Sorry, I don't have my Student's Book. It isn't ... my school bag.*

In pairs, students complete the sentences. Tell them there are three extra words. Check answers as a class (1. *bored*, 2. *snake*, 3. *in*).

Then tell pairs to choose two words from this unit and one from the Welcome Unit or Unit 1. Tell them to write a gapped sentence for each one. They then choose three more words from the Student's Book to add as "extra words."

Put pairs together into groups of four or six to look at each other's sentences and try to complete them.

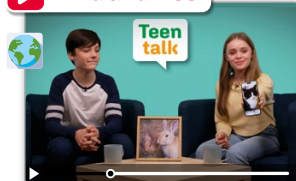
Further practice:

- Personal Learning Track

Testbuilder

Unit 2 Test and Progress Test 1 (see Introduction, p. 19)

Wild and free



1. a Before you watch, match the names of the animals with the photos.

☐ parrot ☐ alligator ☐ monkey



- b Watch the video and check your answers to 1a.

- c Watch the video again. Circle the correct words.
- Ben has / Emily has a dog.
 - It is / isn't a good idea to have wild animals as pets.
 - Fruit is a good food for monkeys / alligators.
 - The parrots' home is a lake / jungle.
 - Fish is a good food for alligators / parrots.
 - Wild animals are / aren't happy in their natural habitat.

Reading

2. a Look at the photos on page 35. Can you answer the questions?

- What are these animals?
- Where is their home?

- b Read the article on page 35. Answer the questions.

- Where's the Sepilok Orangutan Rehabilitation Center?
- What other animals do they have there?

- c Read the article again. Match the sentence halves.

- | | |
|--|---|
| 1. ☐ The adult orangutans at Sepilok live ... | a mothers or fathers. |
| 2. ☐ The baby orangutans haven't got ... | b food in the forest. |
| 3. ☐ The people at Sepilok teach ... | c orangutans how to live in the wild. |
| 4. ☐ Visitors to Sepilok can't walk ... | d in 43 square kilometers of rainforest. |
| 5. ☐ Visitors to Sepilok can see ... | e near the orangutans. |
| 6. ☐ It's good when the orangutans can find ... | f the orangutans when they come for food. |

Project

3. a Work in pairs. People sometimes have these animals as pets. Choose one of them to research online.

Indian star tortoises tarantulas sugar gliders coral snakes

- b Follow the instructions.

- Find out these facts about your animal:
 - its home country / countries
 - its natural habitat (forest, river, etc.)
 - its favorite food
 - is it dangerous?
 - Find some pictures of your animal, its habitat, and its food. Is it a good animal to have as a pet?
 - Make a poster with the pictures and the facts you found.
- c Display everyone's poster. Whose do you like best? Why? How could your poster be better?

BACK TO THE RAINFOREST



The Sepilok Orangutan Rehabilitation Center is a special place in Borneo, a large island in Asia. Sepilok is 43 square kilometers of rainforest in the part of Borneo that belongs to Malaysia. It's an animal conservation center which is home to 60 to 80 adult orangutans and around 25 baby orangutans. The babies don't have any parents and they can't live in the wild. But why are the adult orangutans at the Center? People like cute pets, so they take baby orangutans from the rainforest. But it isn't right to keep these animals as pets. When they grow, people aren't happy with the orangutans in their homes any more. The people at the Center take these pets and are kind to them. They give them food and medicine and they teach them how to live in the rainforest. It's their natural habitat – in English, *orangutan* is "person of the forest."

The Sepilok Rehabilitation Center is popular with tourists. Visitors travel a very long way to Sepilok to see the orangutans and other animals, like bears or elephants. The visitors can't go near the orangutans or touch them, but every day there is "feeding time" at the Center. The people at the Center leave fruit for the orangutans, and sometimes the animals come from the forest and take it. It's interesting to watch, but sometimes no orangutans come and the visitors are sad. But it's a good thing! It's a sign that the orangutans can find their own food now!



Options Basic text Enriched text

Student's Book pages 34–35

Teen talk

Wild and free

Objective: To find out about SDG 15: Life on land

Project: a poster about unusual animals commonly kept as pets

CLIL link: Science & Nature

Key words: wild, habitat, jungle, river, lake, climate, rehabilitation, rainforest, conservation

Materials: photos of an Indian star tortoise, a tarantula, a sugar glider, and a coral snake

Sustainable Development Goals with CLIL

Each of these sections focuses on one of the United Nations 17 Sustainable Development Goals (SDGs), with a clear link to a curriculum subject. The goal is introduced through a video presented by two young people, Ben and Emily, in an entertaining and accessible way, before the issue is explored in more depth in the reading text.

Like the Culture sections, these are optional materials that you can plan to use as time allows. Students will not miss core vocabulary or grammar from the syllabus if you decide not to use them.

This spread introduces students to the following target of Goal 15:

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

The video introduces students to the issue of the trade in protected wild species as pets. It mentions how, while some pets are domesticated species, others suffer from being taken from the wild, away from their natural habitats. The reading text looks at a rehabilitation center for orangutans, some of whom have been rescued from being kept as pets.

Ask the students to open their books. Draw attention to the Sustainable Development Goal heading and explain that these sections focus on one of the 17 United Nations Sustainable Development Goals. Briefly discuss the role of the United Nations in L1 (including the abbreviation *UN* in English and its equivalent in L1). Make sure students understand that the goals (and UN actions taken around the world) are agreed by this organization with representatives from all the member countries and that they are not the opinions or laws of any specific country.

Focus on the green square with 15 in it and explain that these icons represent the different goals. Enlarge the icon on screen and use the tree and the bird to explain the meaning of *Life on land*.

Write *cat* and *dog* on the left of the board. Above them, write *P* and elicit *Pets*, completing the heading on the board. Then write *wolf* and *crocodile* on the right and write *Wild animals* as a heading above. Elicit further examples of each. Establish with the class that wild animals don't usually live with humans.

1. a **Before you watch, match the names of the animals with the photos.**

In pairs, students complete the task.

b **Watch the video and check your answers to 1a.**

Play the video and check the answers. Explain any new words.

ANSWERS: 1. *monkey*, 2. *parrot*, 3. *alligator*

Videoscript p. 159

c **Watch the video again. Circle the correct words.**

Play the video again for students to complete the task. They then compare in pairs. Check answers as a class. Explain that crocodiles usually live in salt water and that they're generally bigger, darker and more aggressive than alligators, which live in fresh water.

ANSWERS: 1. *Ben has*, 2. *isn't*, 3. *monkeys*, 4. *jungle*, 5. *alligators*, 6. *are*

Extra activity

Write / Display on the board:

1. *I have some photos of my pets.*
2. *It isn't a good idea to have them as pets.*
3. *There's lots of room for them to fly.*
4. *The climate isn't right for them.*

Play the video again for students to note down who says each sentence.

(1. *Emily*, 2. *Ben*, 3. *Ben*, 4. *Emily*)

Reading

Note

For the Sustainable Development Goal pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

2. a **Look at the photos on page 35. Can you answer the questions?**

Look at the photos with the class and discuss the questions. Check the pronunciation of *orangutan* (/ə'ɒŋɡə,tæn/). Then discuss in L1 whether the students think orangutans are good pets.

ANSWERS: 1. *They're orangutans.* 2. *Their home is in forests or jungles.*

b **Read the article on page 35. Answer the questions.**

Individually, students read the article quickly and answer the questions. Check answers as a class.

ANSWERS: 1. *in Borneo, in Malaysia*, 2. *bears and elephants*

c **Read the article again. Match the sentence halves.**

Individually, students read the text again more slowly and complete the task. They then compare in pairs. Check answers as a class.

Differentiation

For extra support, students work in pairs. One student in each pair looks for the answers to 1, 3, and 5 and the other looks for the answers to 2, 4, and 6. They then share their answers with their partner before checking as a class.

For extra challenge, tell students to cover a–f and try to imagine how each sentence ends. They then compare their ideas with the matched sentences.

ANSWERS: 1. *d*, 2. *a*, 3. *c*, 4. *e*, 5. *f*, 6. *b*

Project

3. a **Work in pairs. People sometimes have these animals as pets. Choose one of them to research online.**

Discuss in L1: *Which other exotic pets do people keep? Do you think those pets are happy? Why? / Why not?* Then use the photos of the Indian star tortoise, the tarantula, the sugar glider, and the coral snake to check the meaning.

In pairs, students choose an animal to research. Monitor and make sure all four animals are covered across the class.

b **Follow the instructions.**

In their pairs, students research their animal and make their poster. Point out that it's very important to answer the question in step 2: *Is it a good animal to have as a pet?*

c **Display everyone's poster. Whose do you like best? Why? How could your poster be better?**

Ask students to vote for the poster they like best and give any constructive ideas they have for making the posters better. Then discuss as a class which animals they think are acceptable as pets.