

LOUISE POTTER



Learning



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## ● 0.01 Audioscript pT138

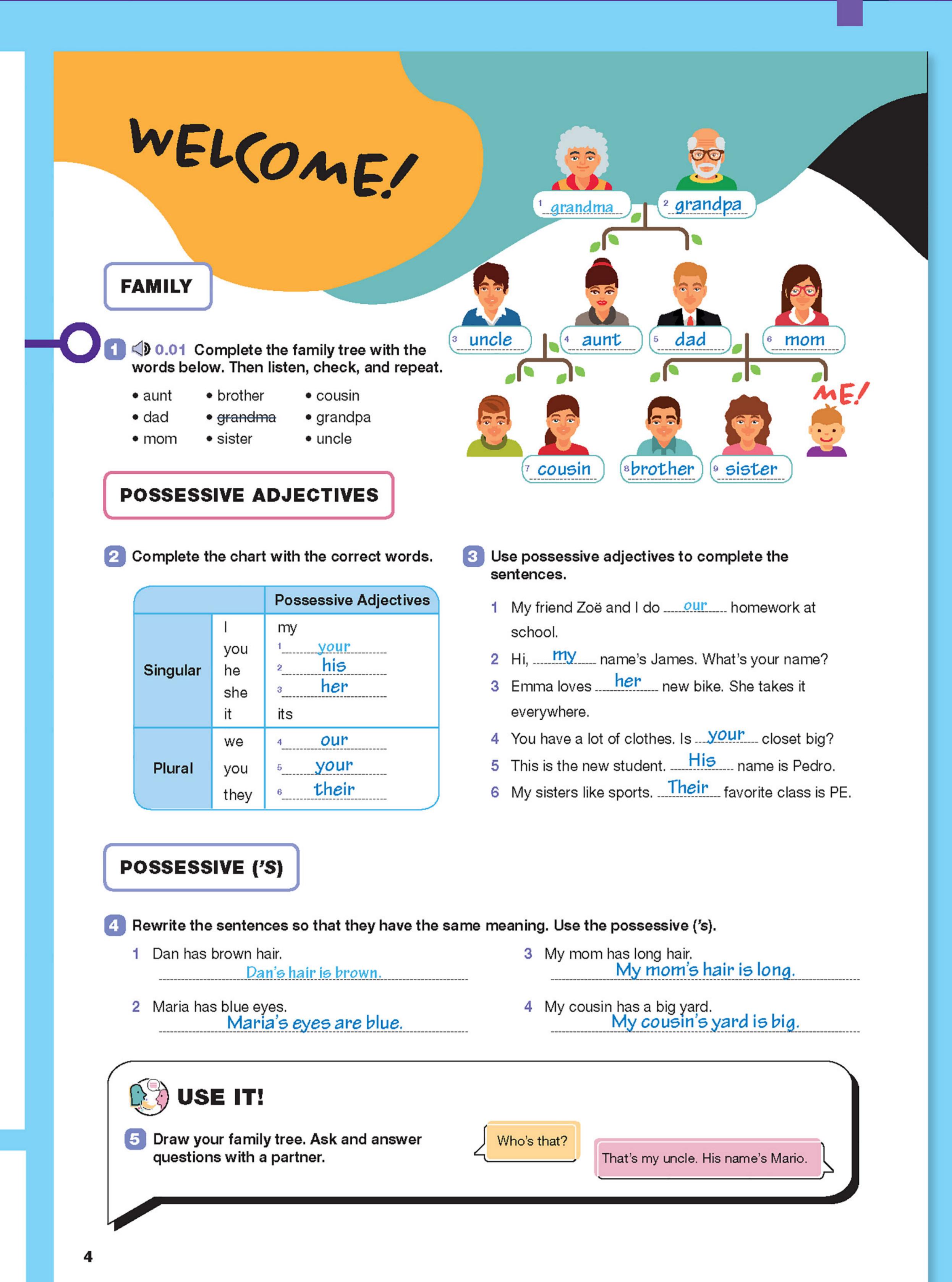
- welcome them to class. Say:
  Hello, I'm (your name). Nice to
  meet you. Encourage volunteers
  to introduce themselves in
  the same way. Review family
  members with students. Point
  to the family tree in the book
  and have them tell you who they
  see. Ask them to complete it.
  Play the audio to check answers.
  Focus on pronunciation when
  students repeat.
- 2 Put students into pairs and ask them to complete the chart. Encourage peers to help each other. Check their work by eliciting and reproducing the chart on the board.
- Read through the sentences with the students and have them complete the blanks. Have them justify their choice of possessive adjective.
- 4 Hold up some classroom objects belonging to the students and elicit their names. Ask: What's this? Whose is it? Then have students answer using the possessive ('s), e.g.: It is Pedro's. Read through the sentences with the students and have them rewrite them using the possessive. Have them check their work in pairs.

### **USE IT!**

illustrated with photographs or drawings. If this is not possible, draw it on the board. Encourage students to ask you questions about each person or photograph using the speech bubbles in their books as reference. Have them draw their own family trees. Put students into pairs and have them ask each other questions regarding their families.

### Extension

Have students stand up and walk around the class pointing at different objects and making up sentences using possessive adjectives, e.g.: This is his book. This is my pencil case. This is our classroom.



## ◆•0.02–0.03 Audioscripts pT138

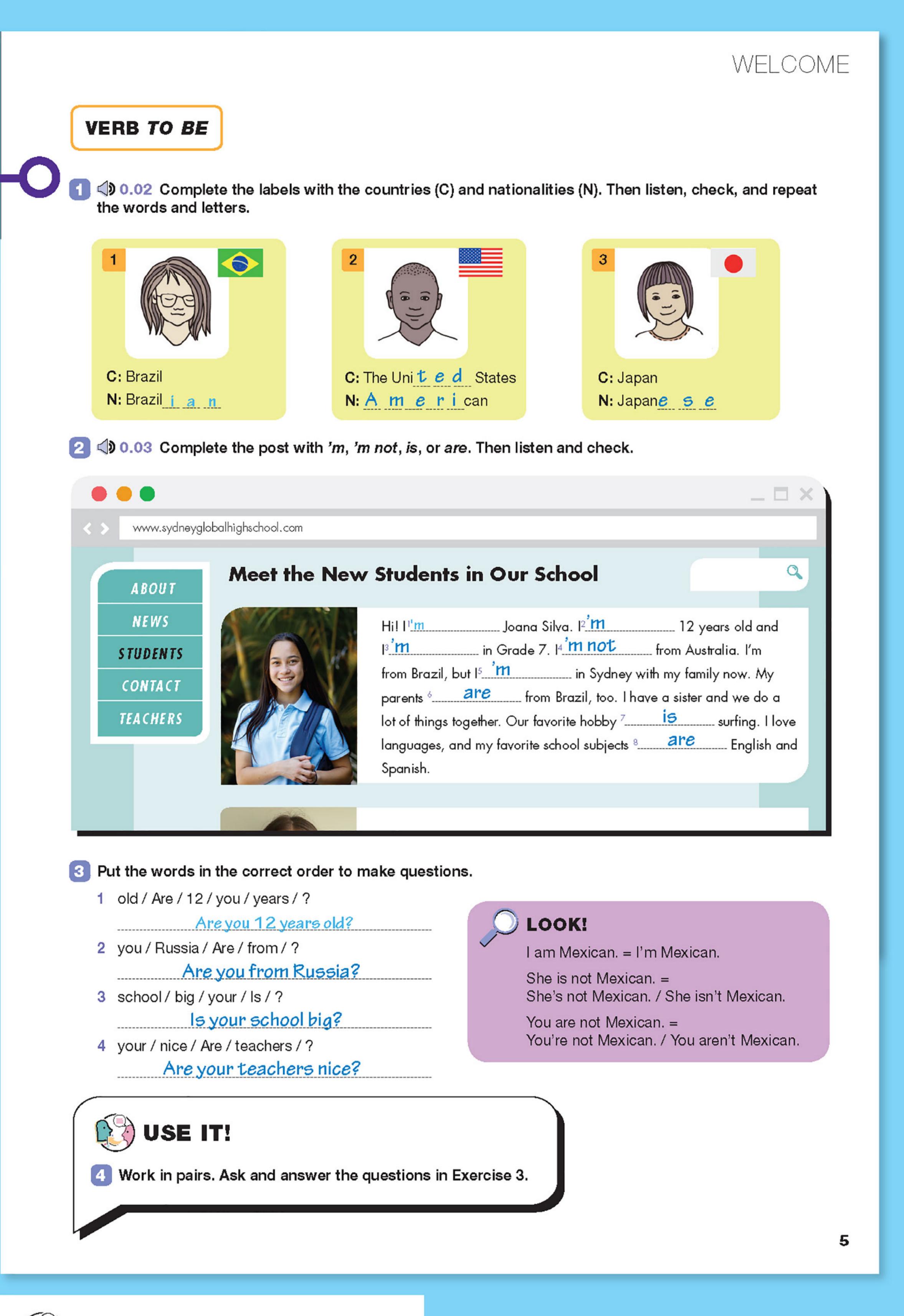
- **◆•0.02** Review nationalities and countries with students. Bring in different flags from all over the world and divide the class into four teams. Hand out the flags randomly and ask them to write the country and the nationality for each flag. Set a time limit. When time is up, each group has to say the country and spell the nationality. The team with the most correct answers wins. Have them look at the images in their books and label them with the country and nationality. Play the audio to check their work. Focus on pronunciation when students repeat the nationalities.
- 2 �0.03 Draw students' attention to the image. Ask them what they believe this text will be about. Remind them of the simple present of the verb to be and how we form contractions. Write an example on the board.

  (I am = I'm). Put students into pairs and have them complete the text. Play the audio and have students check their work.



Draw attention to the Look! box. Read the sentences with students and ask them to give you more examples. Point out that with is and are there are two possible negative statements, 's not or isn't and 're not or aren't. The forms 's not and 're not are more common after pronouns; isn't and aren't are more common after noun phrases. Brazilian students tend to leave out the subject pronoun: My name is Katia. I'm Brazilian. NOT My name is Katia. Am Brazilian.

Remind students how we ask questions using the simple present of the verb to be. Ask students simple questions such as: Are you 13 years old? Is Emilia blond?, etc. Invite students to look at the scrambled questions and give them two minutes to put the words in the correct order.



### USE IT!

4 Put students into pairs to practice asking and answering the questions from the previous exercise. Encourage them to come up with more questions to interview their partner. Monitor their work.

### Extension

Have students write a small paragraph introducing themselves. Have them use the text in Exercise 2 as reference. Have them find someone in class they are not that familiar with and read their paragraph to this person.

## Welcome!

## ● 0.04 Audioscript pT138

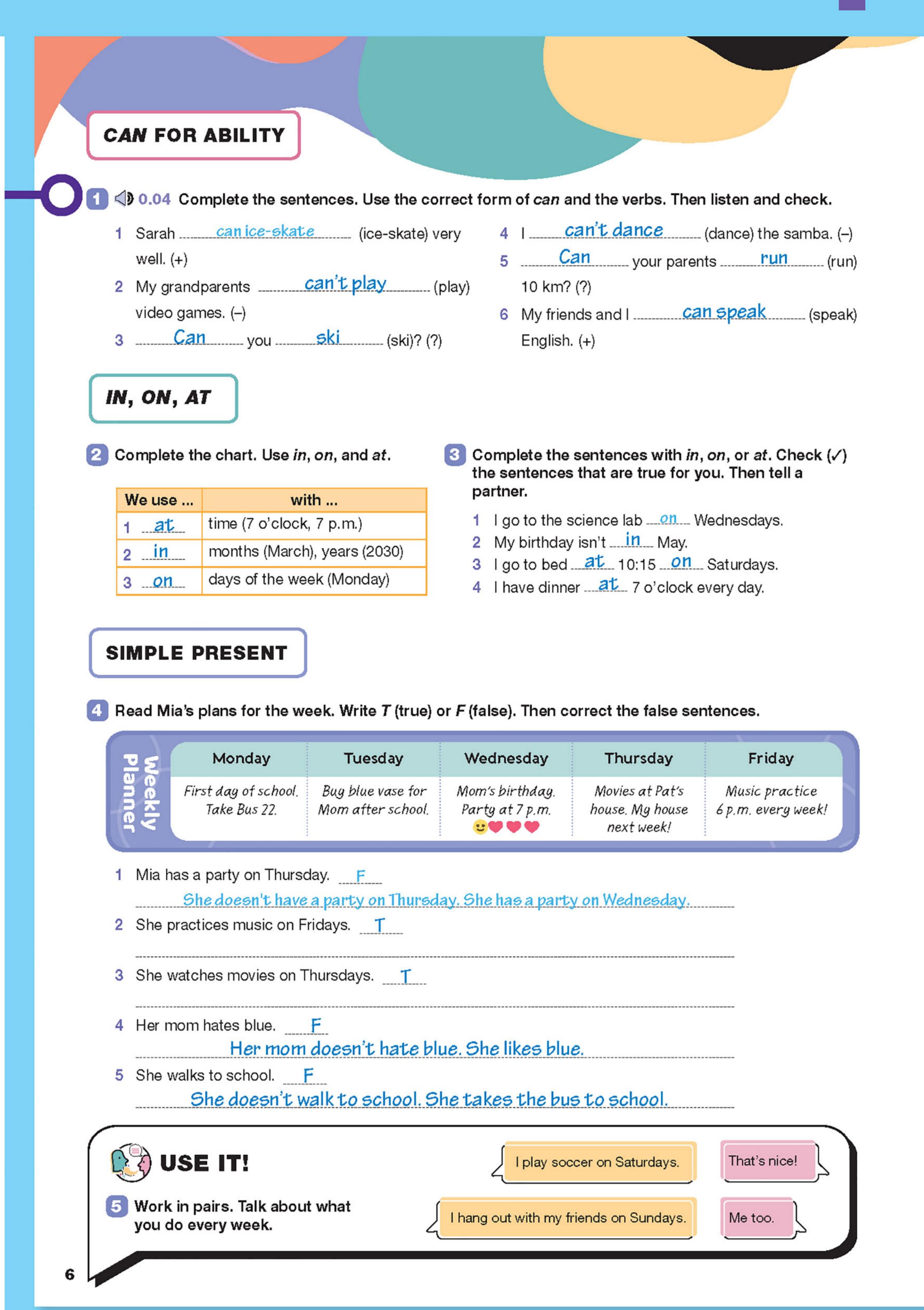
- some activities you believe your students can do. Invite students to stand in front of the activity they can do best. Have some volunteers say the activities they can and can't do. Then have students sit down and read sentences 1–6 in their books. Have them complete the sentences with the verb can + action verb according to the affirmative or negative symbol, or question mark. Play the audio and have students check their work.
- 2 Revise the prepositions in, on, and at related to time, months, and days. Copy the chart from the book on the board. Ask a volunteer to come to the board and complete the chart with the correct prepositions. Encourage students to give you more examples. Have students complete the chart in their own books.
- 3 Ask volunteers to read the sentences 1–4 to the class, ignoring the gaps. Then, individually, have them complete the sentences using the chart for reference.
- 4 Have students read the sentences 1–5 before looking at the weekly planner. Ask them to look at the planner and notice the prepositions. Have them write T or F and correct the false statements. Encourage them to make up one more true statement and one more false statement according to the planner.

### **USE IT!**

5 Put students into pairs. Have them look at the speech bubbles and model the activity with a student. Student As should read their sentences to their partners. Student Bs should react. Then have them change roles.

### Extension

Ask students to write their own weekly planners. Encourage them to write ten sentences regarding the activities they do on different days. Encourage students to share their planners. Say: Compare your planners. What is the same? What is different?



### ◆ 0.05 Audioscript pT138

- of a question beginning with Do and Does. Ask a volunteer to ask you questions using this structure. Write them on the board. Have students explain why we sometimes use Do and why we sometimes use Does to start a question. Read through questions 1–6 with students and have them complete them with the correct verb form, individually. Then have them ask and answer questions with a partner.
- 2 �0.05 Tell students to look at the images 1–6 in their books and label them. Play the audio and have students check their work. Tell students to repeat the words and draw students' attention to the pronunciation.

#### Extension

On Go!, have students write as many pieces of clothing as they can think of on a piece of paper. Set a time limit of 30 seconds. When time is up, ask how many each student could think of. The student with the most items is the winner.

3 Ask a student to come up front and describe what another student is wearing (if they are wearing uniforms, have them describe what you are wearing as well). Remind students of the structure is/are + ing. Put students into pairs and have them work together to describe what people are wearing in the image. Check answers with the class.

## D LOOK!

Draw attention to the Look! box. Read the verbs with students and ask them to give you more examples of other verbs + ing. Remind them of the rule: for verbs ending in 'e', we delete the 'e' and add -ing, for verbs ending in a single consonant, we double the consonant and add -ing. Brazilian students tend to forget to use the present progressive and use the simple present instead. Point out to students: She is wearing blue jeans. NOT She wears blue jeans.



### **USE IT!**

4 Read the statements in the speech bubbles with students. Model the activity. Put students into pairs and have them take it in turns making sentences and guessing the person. Monitor the activity by walking around the classroom.

#### Extension

Invite students to think about their favorite actor. Have them think of their favorite episode or movie starring the actor. Have them write down what this person is wearing and what she/he is doing in the scene. Have students share their sentences with the class.

### ◆>0.06 Audioscript pT138

- Invite students to look at the image and the labels. Have them look at the prompts and invite them to look at the example and note the inversion of word order when forming questions. Have them work individually to write questions using the present progressive. Invite them to check their work in pairs. Encourage students to make up more questions related to the image to ask their peers.
- the main differences between the simple present and present progressive. Elicit statements and questions from them using both structures. Ask volunteers to read sentences 1–6. While they read, have them tell you the correct verb tense, justifying their answers. Draw their attention to the words "today" and "now" to help them justify their choices. Have them circle the correct options.
- 3 Read through sentences 1–5 with students and have them complete the sentences according to what is true for them.



### **USE IT!**

4 Remind students how to make statements into questions. Write down two affirmative statements in the simple present and present progressive and have students turn them into questions.

Have them notice the change in structure. Ask a student to explain the change. Ask students to form questions from the statements in Exercise 3. Put students into pairs and have them interview each other.

### ▶ Practice Extra

Welcome Unit

### Extension

Individually, have students walk around the school for five minutes. Tell them to make notes of what they see people doing. When they are back in the classroom, invite them to write down ten sentences based on their notes. Remind them to use the present progressive.

#### PRESENT PROGRESSIVE

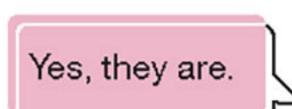
1 Write questions about the teenagers in the image. Then ask and answer the questions with a partner.



- 1 Sophia and Evelyn / talk / ?
  - Are Sophia and Evelyn talking?
- 2 Evelyn / wear / jeans / ?
  - Is Evelyn wearing jeans?
- 3 Jessica/watch/TV/?
  - Is Jessica watching TV?
- 4 Noah and Samuel / read / book / ?

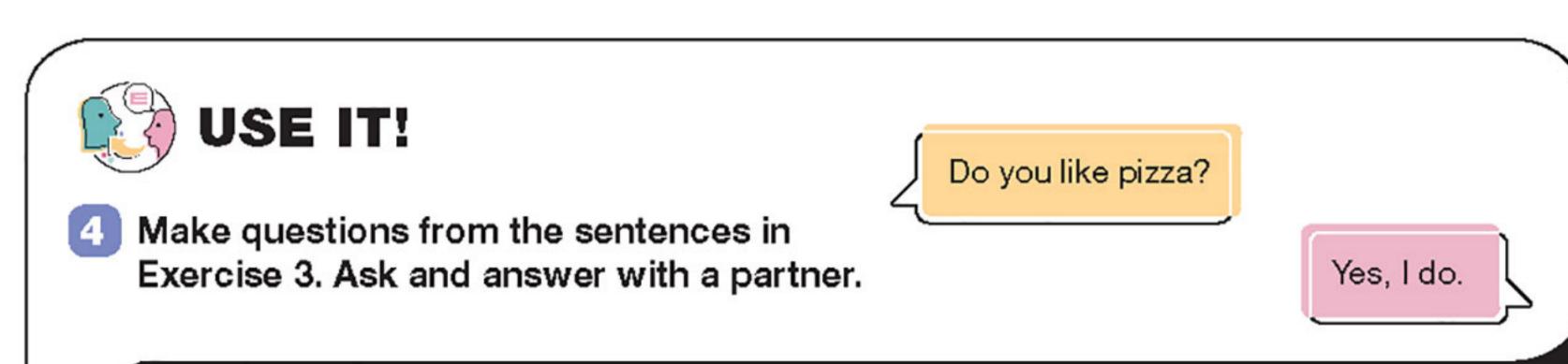
  Are Noah and Samuel reading a book?
- 5 Sophia and Evelyn / sit / on the sofa / ?
  Are Sophia and Evelyn sitting on the sofa?





#### PRESENT PROGRESSIVE AND SIMPLE PRESENT

- 2 0.06 Circle the correct options. Then listen and check.
  - 1 Sarah wears / (is wearing) red shoes today.
  - 2 Mark likes / is liking sports.
  - 3 My friends and I are not sitting down / don't sit down all day on the weekends.
  - 4 Do you go / Are you going to restaurants on Saturdays?
  - 5 My friend and I talk / are talking on the phone now.
  - 6 (Is your teacher writing) Does your teacher write on the board now?
- 3 Complete the sentences so they are true for you.
  - 1 | \_\_\_\_\_like \_\_\_\_ (like) pizza.
  - 2 I .....(look) at my cell phone now.
  - 3 I ..... (have) a lot of cousins.
- 4 I ..... (wear) jeans now.
- 5 | .....(do) my homework on Saturday evenings.



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#### Warmer

Encourage students to say a couple of sentences about their favorite place in town. Provide model, e.g.: My favorite place in town is the shopping mall. I love shopping for clothes.

# **T**

### THINK!

- 1 Invite students to look at the images, discuss what the teens are doing in each of them, and have students write three places they believe are related to each image. Use the thinking routine from Harvard Graduate School of Education: See, Think, Wonder for students to reflect deeper about this image. Ask: What do you see? What do you think about it? What does it make you wonder? Use this routine at the opening of every unit to help students observe and share their ideas regarding the image(s).
- 2 Give students one minute to think about the best places to hang out in their town. Invite them to share their ideas. Encourage them to think about why it is important to have these specific places for teenagers to hang out.



## **Changing Cities**

### Summary

The video is about how cities around the world change over time, and the reasons for these changes.

#### In Class

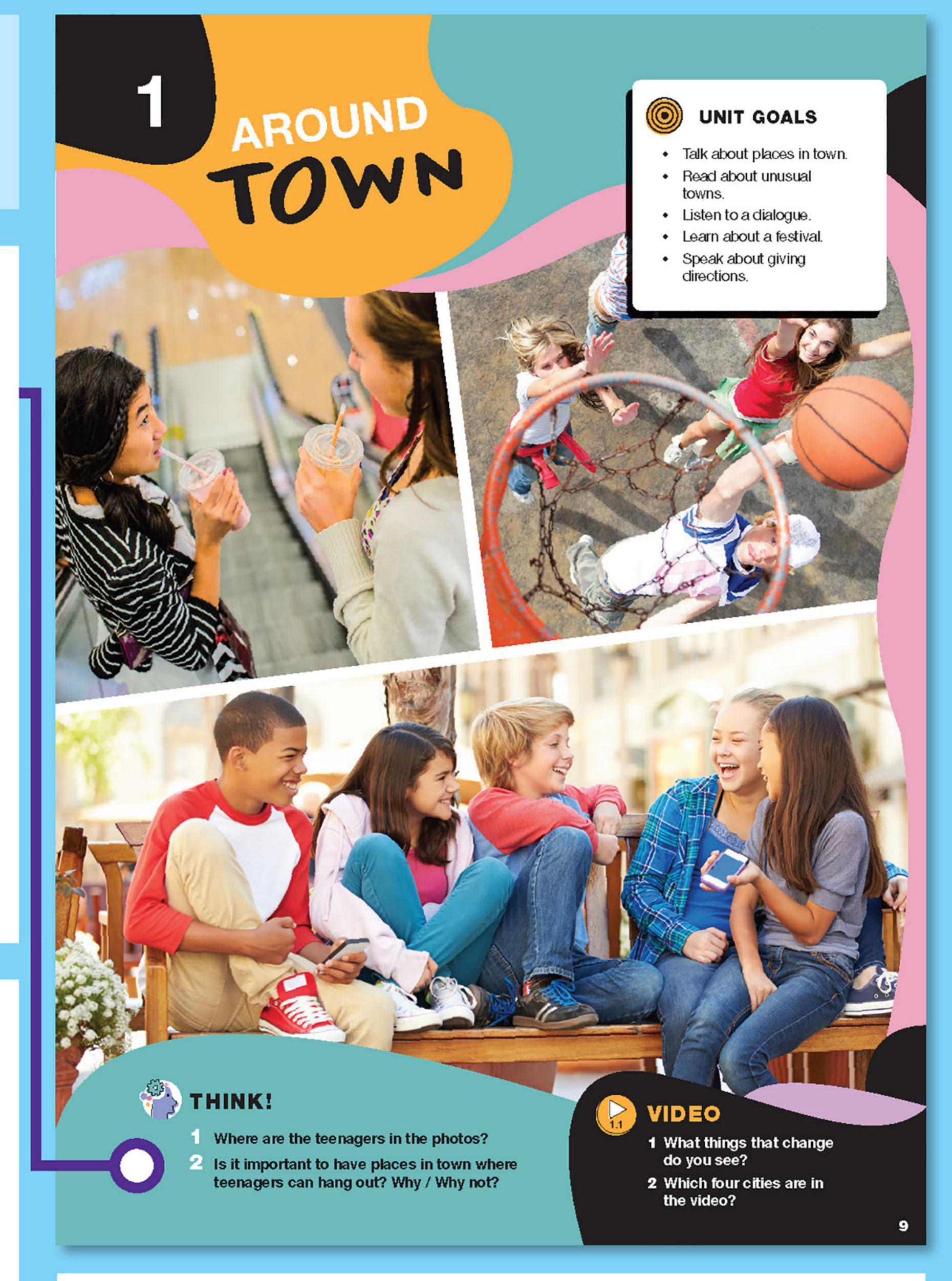
Tell students they're going to watch a video about how different cities around the world have changed over time. Ask them how their own city has changed overtime, for example: traffic, stores, housing. Ask: Do you live in a modern city? Do you think it's good when cities change? Students can use their ideas from the Think! questions in their answers.

#### Exercise 1

Ask students to watch the video to answer the questions:

- 1 What things that change do you see? Check the answer with the class.
  - seasons, technology, people, animals, and cities
- Which four cities are in the video? Check the answer with the class.

Beijing, New York, Seoul, and Dubai



### Exercise 2

Play the video again. Write the questions on the board and ask students to answer them. Then, have them watch the video again, check their answers.

- 1 What happened in Seoul in 1988? It was home to the Summer Olympic Games.
- 2 "A desert with no tourists." What city does this describe?
- 3 List three reasons why cities change. people, sporting events, and tourists

### At Home

### Exercise 3

Ask students to research a city that has changed a lot. Ask them to bring in photos, if possible, and present their research in the following class.

### Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115
- Puzzles and Games page 102

### Flipped Classroom

Have students write a list of different stores/places they can think of that can be found in a shopping mall. Then encourage them to write at least two things that can be found/done in each of the stores/places they listed. They can also create their lists digitally on a collaborative panel.

## Unit Aims

### Cambridge Life Competencies Framework

#### l can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about my city. (Communication)
- state opposing opinions in a respectful way when discussing my city. (Emotional Development)
- start and manage conversations about my city with confidence. (Communication)
- understand essential grammatical terms and concepts: Use of There is/are and adverbs of frequency. (Learning to Learn)
- use strategies and techniques for improving my English (e.g. mind maps to organize thoughts). (Learning to Learn)

**Lesson Aim:** I can name places and describe what I do in different places in my town.

### Warmer

Divide students into pairs and invite them to draw their favorite store/ place in town. Have their partners guess their favorite store/place.

## Flipped Classroom Check

Invite students to share their lists of stores/places in a mall and things you can find/do there. Help them with the words they do not know or are not able to say in English. If the lists were created digitally, project them for students and have them compare their lists to see which store was mentioned the most.

# ◆•1.01 Audioscript pT138 Target Vocabulary

/ˈboʊ.lɪŋ ˌæl.i/ bowling alley clothing store /ˈkloʊ.ðɪŋ stɔːr/ /ˈgroʊ.sə.i stɔːr/ grocery store /maːl/ mall /ˈmuː.vi ˌθiː.ə.tæ/ movie theater /paːrk/ park /'skeɪt.paːrk/ skatepark /ˈsteɪ.di.əm/ stadium

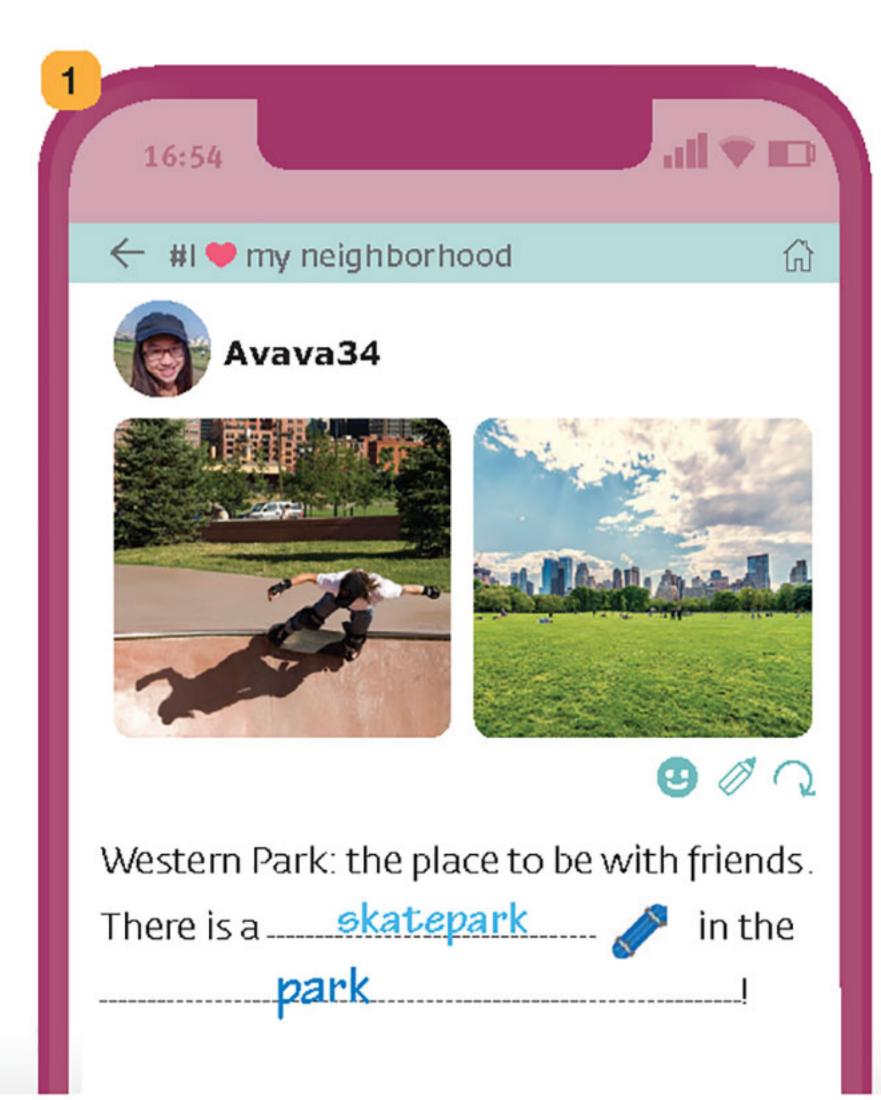
1 �1.01 Invite students to look at the images on the page. Encourage them to name the places they see. Go over the words with them and invite them to repeat the words after you. Ask them to complete the posts with the words that best fit. Invite them to listen to the audio to check their answers.

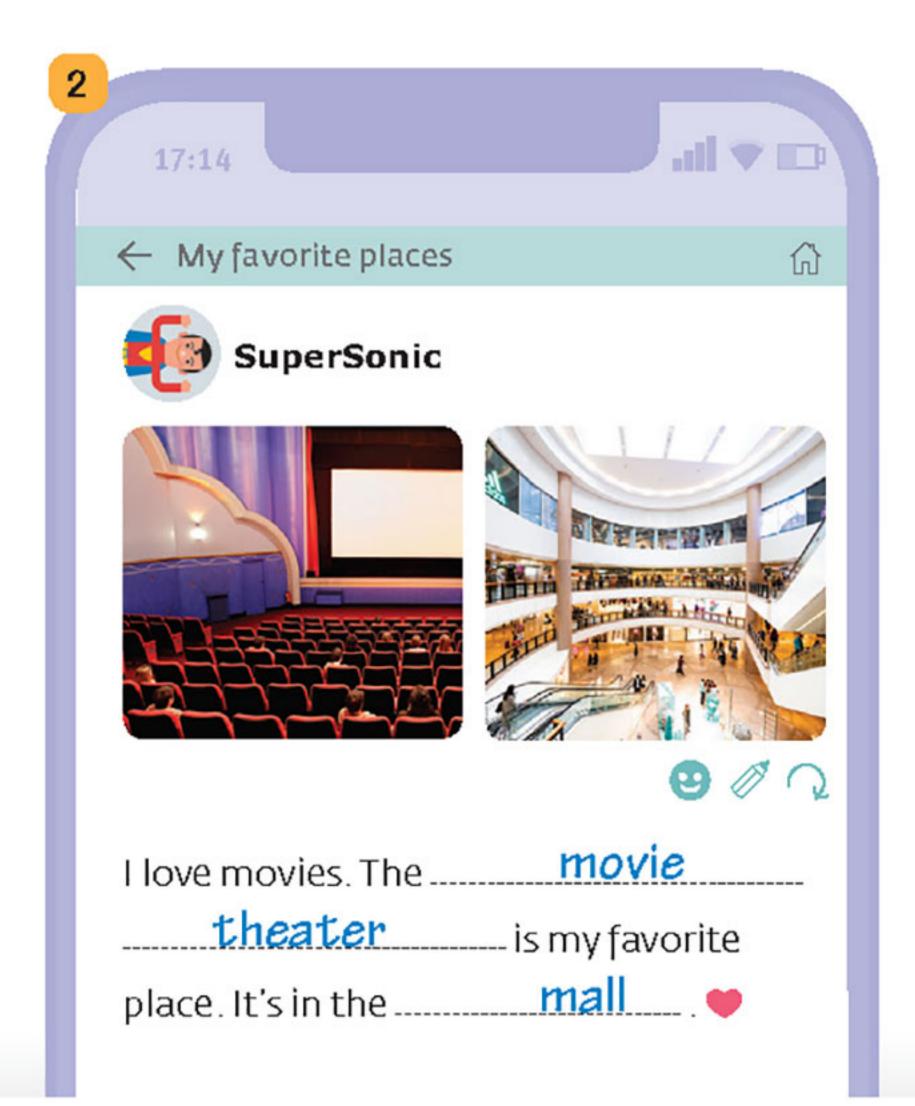


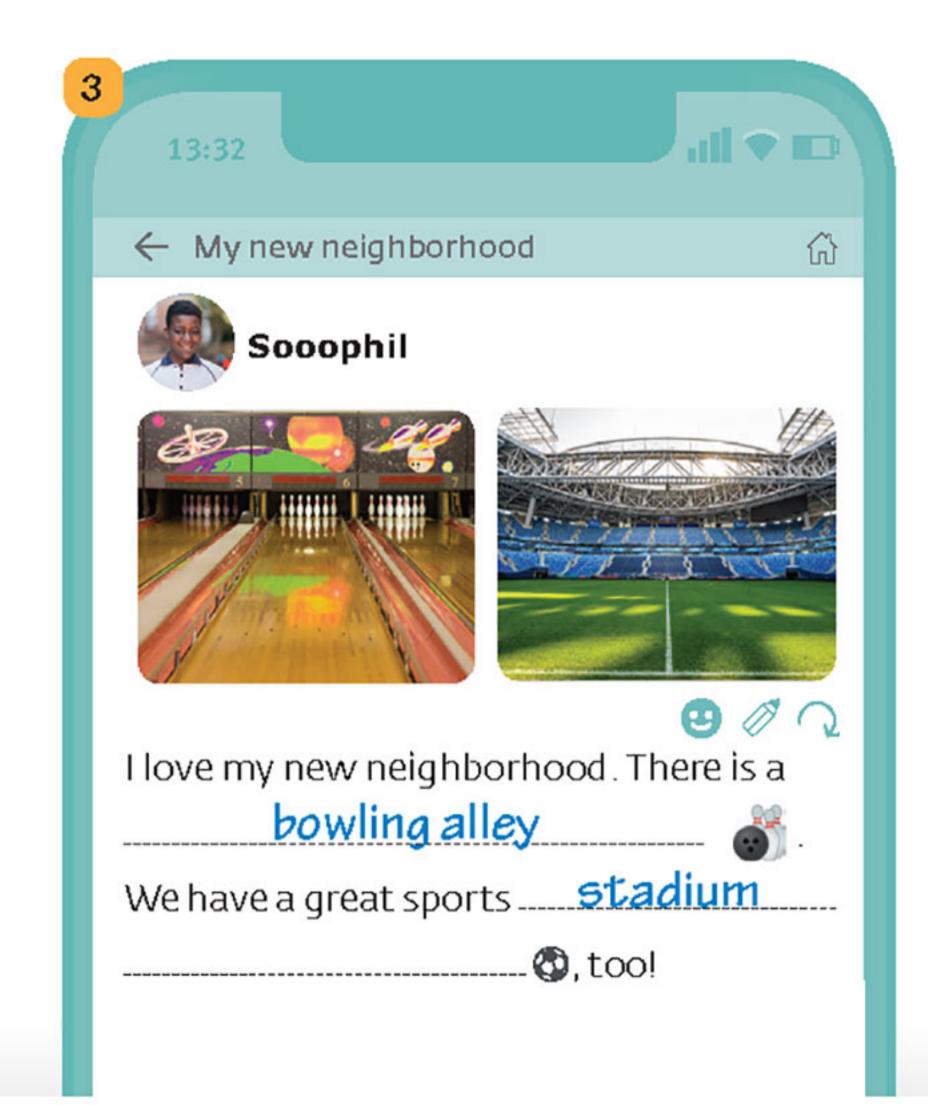
#### **PLACES IN TOWN**

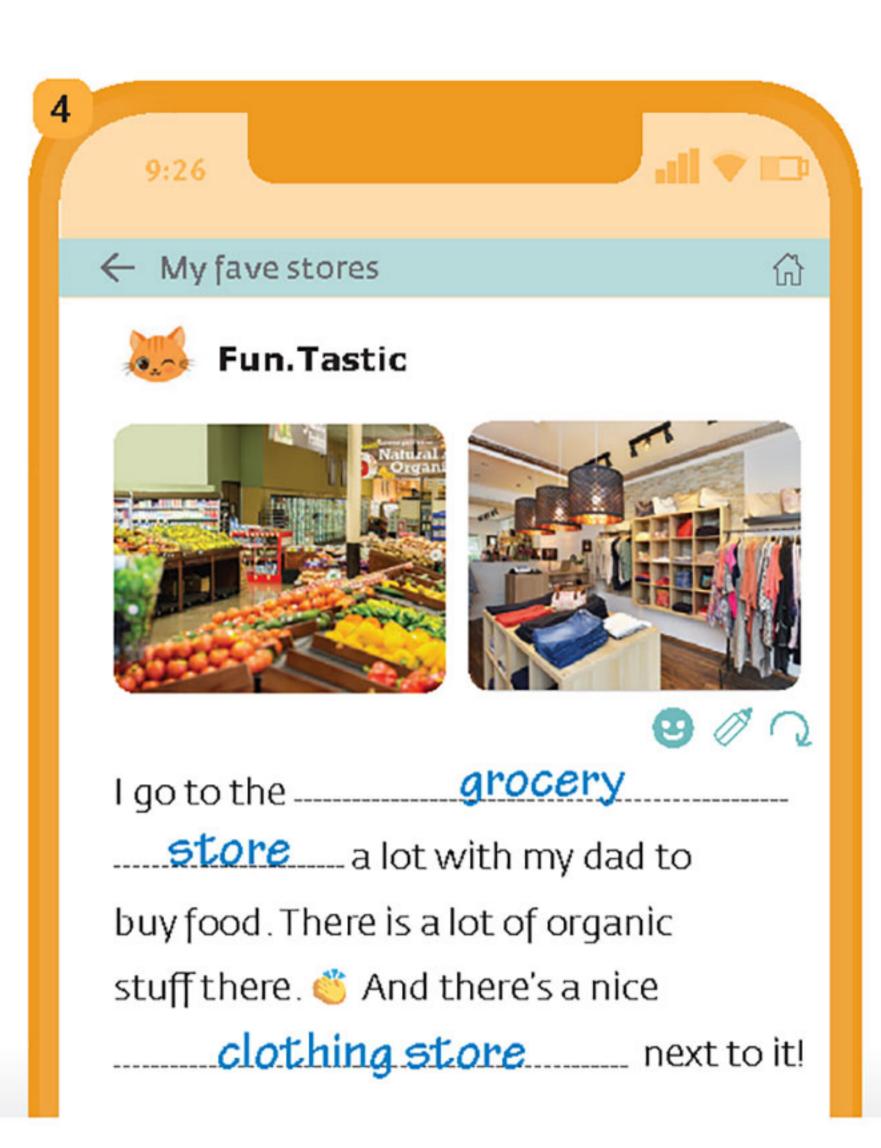
- 1.01 Complete the posts with the words below. Then listen and check.
  - bowling alley
- clothing store
- grocery store
- mall

- movie theater
- park
- <del>skatepar</del>k
- stadium









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### Vocabulary in Context

**Lesson Aim:** I can name places and describe what I do in different places in my town.

## ◆1.02 Audioscript pT138

- 2 1.02 When students have completed the exercise, ask them to listen to the audio and repeat the words. Pay attention to their pronunciation. Have them add the stores/places they forgot to mention to the list they made for the Flipped Classroom activity.
- 3 Have a volunteer read sentences a–f. Individually, students complete the blanks with the correct places from Exercise 1.
- 4 Tell students to look at the chart. Read the headings with them. Have them complete it using the vocabulary from Exercise 1. Encourage them to think of other places as well as the ones mentioned in this lesson. Allow them to use a dictionary, if necessary.



### USE IT!

5 Put students into pairs. Have them cover their chart so their partner cannot see it. Have them find similarities and differences by asking questions to their partners. Model the activity with a student using the example given.

### **Homework**

Workbook page 113, Exercises 1 and 2

### **Practice** Extra

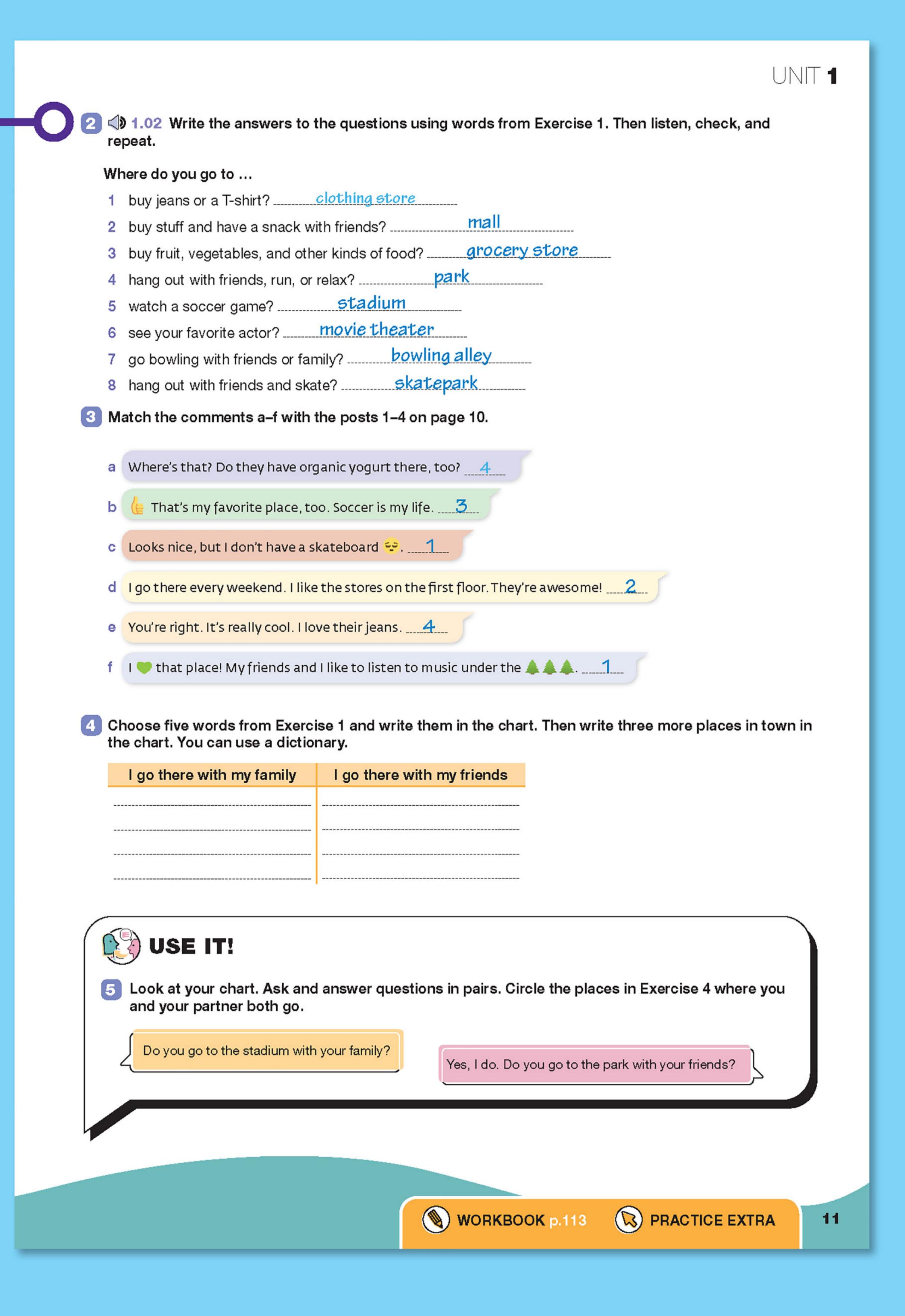
Unit 1

### Fast Finishers

Puzzles and Games page 102, Exercises 1 and 2

### Extension

Ask students to create a floor plan of a shopping mall and include all their favorite stores and places. They can do this on paper or digitally.



### Reading

Lesson Aim: I can understand texts about different towns and compare towns.

#### Warmer

Ask students to imagine their perfect town. Have them close their eyes for one minute and think of all the things this town should have. Write the heading My Perfect Town on the board. Elicit students' ideas and write them on the board around the heading to create a mind map.

### ◆1.03 Audioscript pT138

- Draw students' attention to the text and ask them what they can see in the photos. Ask them where this kind of text can be found and encourage them to justify their answers. Go through the phrases in Exercise 1 with the class to check understanding. If time allows, create a word cloud (either on the board or digitally) with words from the text to share with students. Have students read the words and try to identify what the text is about. Students complete the exercise individually. Check answers with the class.
- minutes to read the text in detail. As they do, invite them to begin a vocabulary page in their exercise books entitled "towns". Encourage them to list the words they find in the text and others they could add. Have them listen to the audio and complete the exercise. Have a volunteer read out the answers.
- Have students look at the photo and choose their answer from memory. Have them read the text again to check their answer.
- Put students into pairs. Ask them to read through the sentences and decide together whether the statements are True or False. Check answers as a class.

# > THINK!

pros and cons of each town. Have them compare their lists and see which town has the most pros. If possible, students can explore the towns on Google Earth. This can be

### **Homework**

Workbook page 115, Exercises 1, 2, and 3



WORKBOOK p.115

Invite students to make a list of the done either in class or at home.

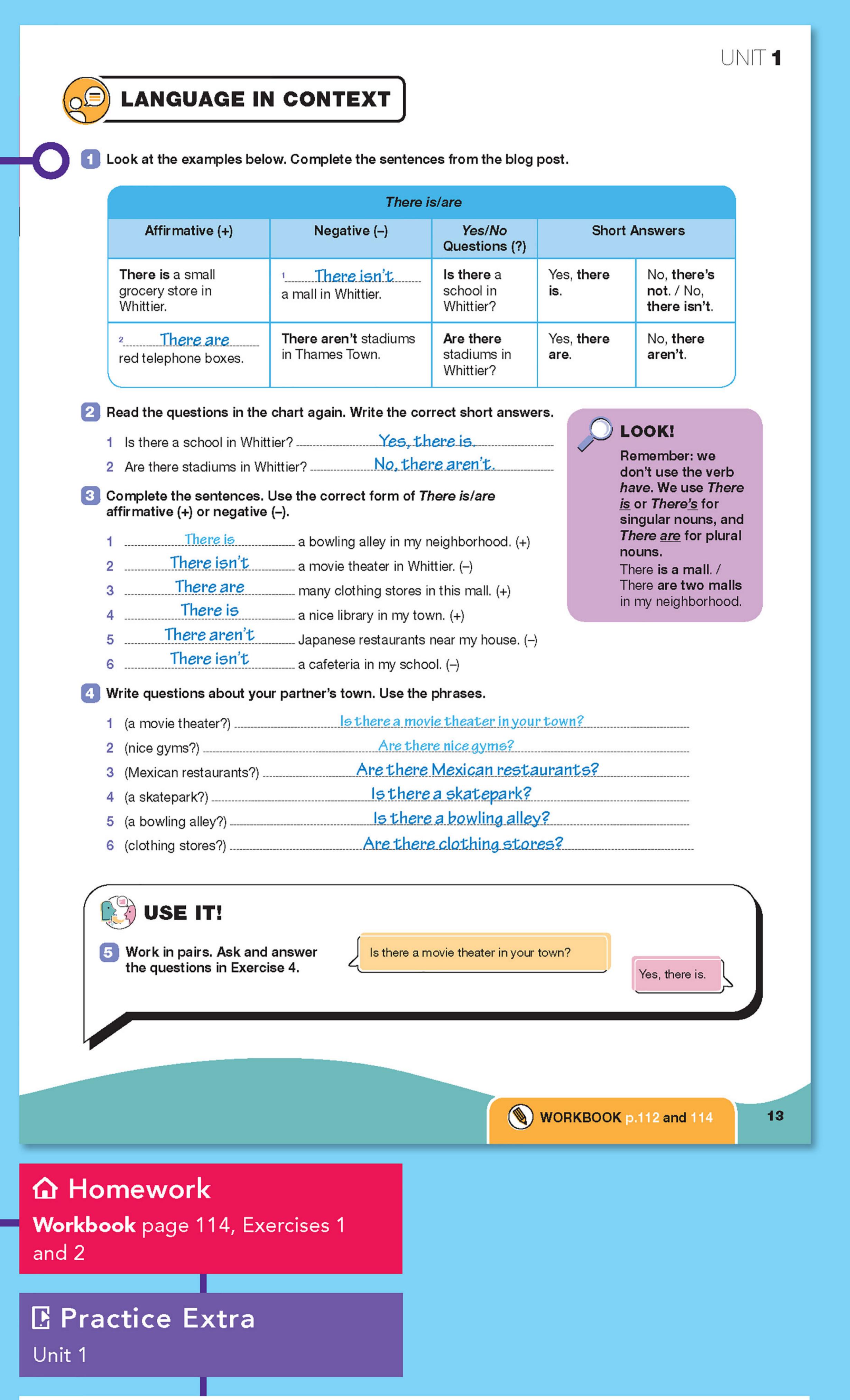
- 1 If necessary, have students look at the blog posts on page 12 to help them complete the chart. Encourage them to notice and analyze the differences in structure when asking and answering questions and making statements. When finished, elicit affirmative sentences about their own town.
- 2 Point out how the short answers are structured in the chart. Ask a volunteer to read out the answers and check pronunciation and intonation. Then ask students to work on their own to write two more questions about the two towns. Put them into pairs to ask and answer their questions.
- 3 Tell students to refer to the chart and complete the sentences according to the affirmative or negative symbols. Remind them to check whether the sentences should be singular or plural.
- 4 Having written the questions using the prompts in the book, encourage students to write two more questions of their own.

# LOOK!

Draw attention to the Look! box.
Brazilian students tend to use the verb have instead of There is/are, e.g.: There have a bookstore in the shopping mall. instead of There is a bookstore in the shopping mall. Point out another common mistake, which is leaving out there completely: In my town there are many parks. NOT Inmy town are many parks.

### USE IT!

example and a volunteer. Then put students into pairs. Monitor as they ask and answer the questions from Exercise 4, providing feedback as necessary. Encourage them to ask more questions of their own and invite students to share their questions with the class.



### **Grammar Game**

Divide students into groups of four. Think of different places (the gym, a pet shop, a grocery store, a prison, a post office, a school, a hotel, a restaurant, etc.). Write the places onto cards and give one card to each group. Tell them they have 30 seconds to write down as many sentences as they can about this place using *There is/are*. When the time is up, students pass their card to the next group, and the game continues until all groups have written about all the places on the cards. Ask students to count how many sentences they were able to come up with. Make sure the sentences are correct. The group with the most correct sentences is the winner.

#### Listening and Vocabulary

**Lesson Aim:** I can use prepositions of place to describe where things are; I can understand directions.

#### Warmer

Prepare cards with the following words: behind, between, in front of, inside, left, next to, and right. Hand them out to seven students and ask them to demonstrate the meaning of their words using their classmates and objects in the classroom, e.g.: She is in front of Pedro; Pedro is between Manuela and Raissa, etc.

# ◆ 1.04–1.05 Audioscripts pT138

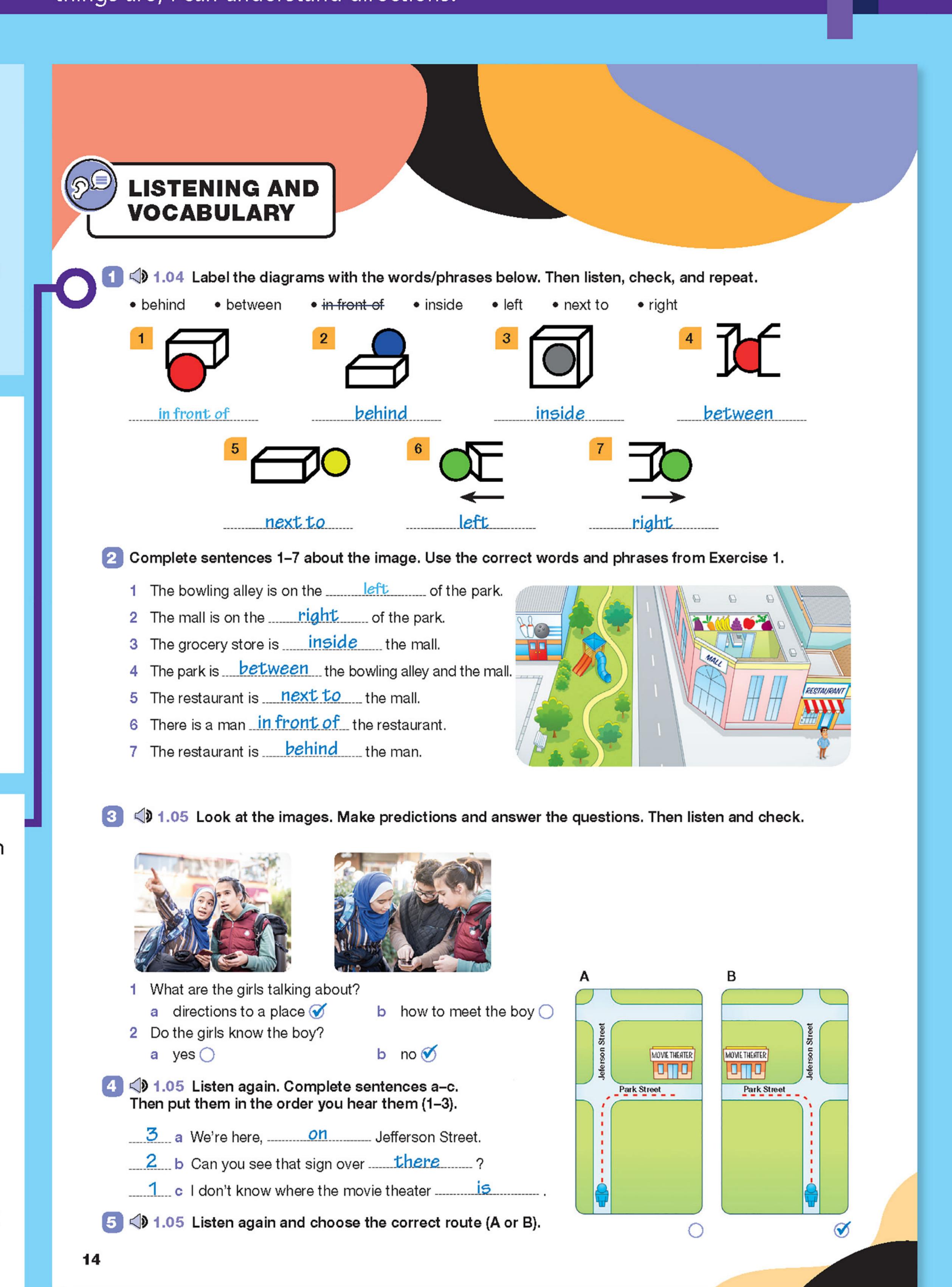
### Target Vocabulary

behind /bi'haind/
between /bi'twiin/
in front of /in frantaiv/
inside /in'said/
left /left/
next to /nekstu/
right /rait/

- 1 •• 1.04 Read the words/phrases with the students and invite them to use objects around the class to demonstrate the meaning of each word. Invite them to label the objects in the classroom according to where they are. Tell them to complete the activity, then play the audio and have students check their work.
- 2 Have volunteers read sentences
  1–7 and complete them with the
  correct preposition. Encourage
  students to come up with more
  sentences about the image using
  words from Exercise 1.
- 3 ◆1.05 Ask students what they think is happening in the photos. Tell them to complete the activity. Play the audio to check.
- 4 �1.05 Invite students to try to complete the sentences a-c from memory. Play the audio, and have students check their work. Have them order the sentences according to what they heard on the audio. Play the audio again for them to check their work.
- 5 �1.05 Play the audio and invite students to trace the route with their fingers as they listen. Have them check the one that depicts the route described in the audio.

### 1 Homework

Workbook page 113, Exercises 3



- 1 Draw a line on the board and write 0% at the beginning of the line and 100% at the other end. Write Never under the 0% and Always under the 100%. Have students look at the chart in their books and analyze the sentences using the timeline on the board. Elicit from students where you should write the other adverbs of frequency (in bold) on the line. Students complete the sentences in the chart individually. Check answers with the class.
- Write out the sentences for this activity on separate sheets of paper and cut them up into words. Make sure you have enough sentences for all groups before grouping students and handing out the words for them to unscramble. Encourage students to walk around the class to check each other's work, before ordering the sentences in their books.
- 3 Ask students to refer to the chart in Exercise 1 and look at how the questions are formed regarding routines. Invite them to not only build questions using the prompts given in the activity, but build further questions using words for other places learned throughout this unit. Have them reflect upon the answers they could give to these questions.



### USE IT!

4 Elicit all the adverbs of frequency used in the previous activities and, as a class, order them on the timeline you made on the board in Exercise 1. Encourage students to interview their classmates using the questions from Exercise 3 and the ones they made up.

### **☆** Homework

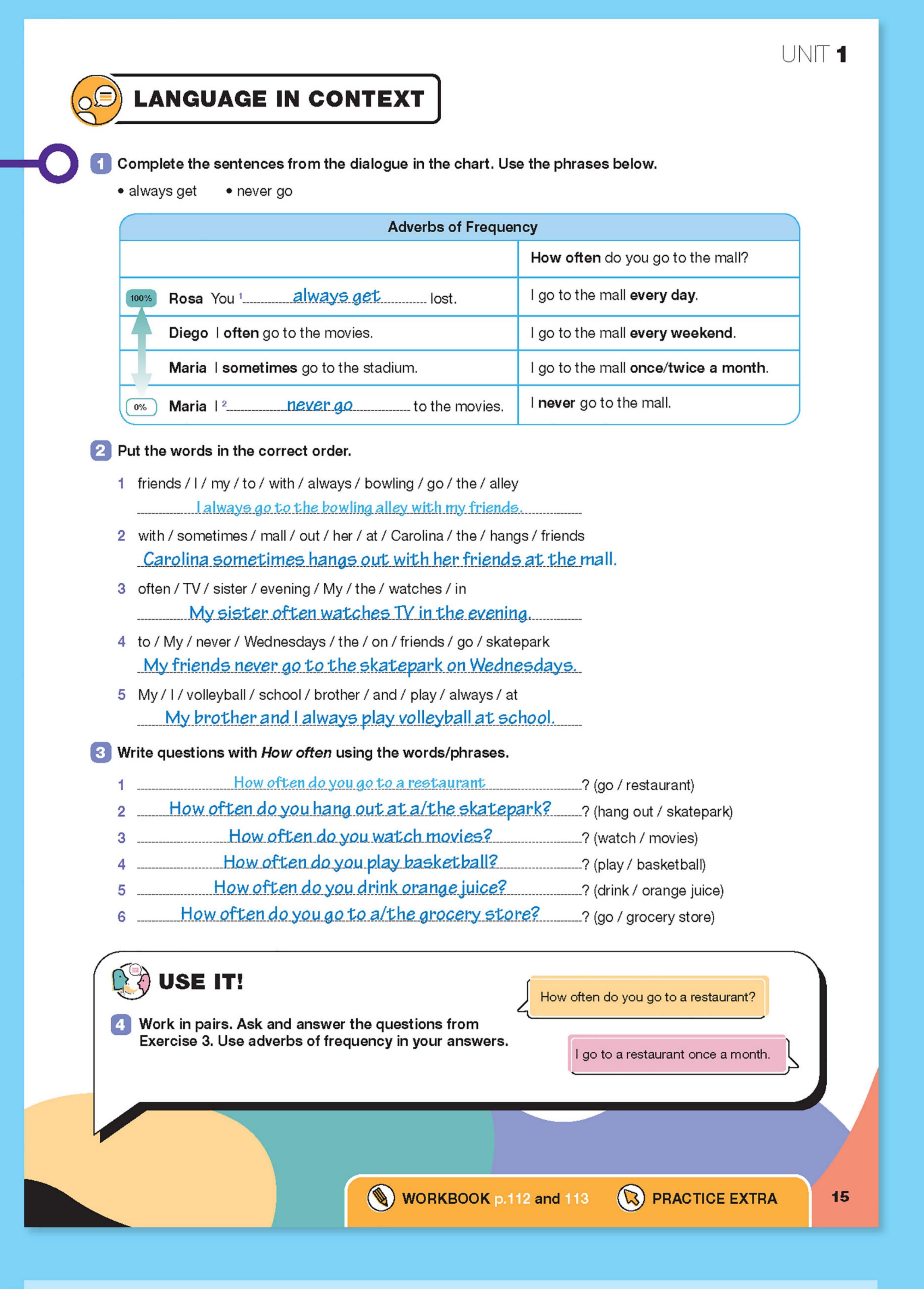
Workbook page 114, Exercises 3 and 4

Practice Extra

Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 2



### Extension

Ask students to write a short paragraph describing places in their neighborhood, using prepositions of place and saying how often they do certain activities in those places.

### Grammar Game

Make cards as follows:

always often sometimes never

Make sure there are enough cards for each student to have one. Divide students into groups of four and give each student in the group a different adverb card. Have them choose a famous person. Students take it in turns to say a sentence about this person, using their adverb. If they can't think of one, they should pass. Students have 15 seconds to make up a sentence. After two or three rounds, the student with the most correct sentences wins.