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IN THE PICTURE Adopt a pet

Pages 32–33

Talk about pets

STAGE	TIME	FOCUS
GET STARTED		Play a game to practice saying letters of the alphabet and lead in to the topic of the unit.
WORK WITH WORDS		Review parts of the body. Learn and practice using vocabulary for pets. Practice pronunciation of the short /t/ sound. Watch a video of animals, write the names of the animals, and count them.
WRITE AND SPEAK		Talk about pets.

Get started

In order to lead in to the topic of the unit – animals – in a fun way, play a game of *Snowman* (see Games, page 33) with famous cartoon and movie animals. First, ask students to think of a famous animal (e.g., Mickey Mouse, Pingu, etc.), and then play once as a class to make sure students understand the game. Divide the class into groups of four to play the game, circulating and helping students with pronouncing the letters as necessary. Stop the activity after five minutes and ask students what famous animals they thought of. Elicit the types of animals they are (or tell them) and write them on the board (e.g., *mouse, penguin*, etc.).

WORK WITH WORDS Pet animals

1 RECALL

- Ask a student to read the instructions aloud. Refer students to the example and elicit another example.
- Divide the class into pairs and set a time limit of one minute for them to write the parts of the body.
- Call on students to share their answers with the class.
- Ask students to do the Work with Words task on page 108.

SUGGESTED ANSWERS

back eye face foot head leg mouth nose

2a

- Point out that the animals in the pictures are pets and elicit the meaning of *pet*.
- Read the instructions aloud and set a time limit of two minutes for the task.
- After two minutes, let students compare their answers in pairs, but don't check them at this stage.

2b 1.40

- Play the track for students to listen and check their answers to Exercise 2a. Then call on students to share their answers with the class.
- Play the rest of the track for students to listen and repeat the words.

ANSWERS / AUDIO SCRIPT 1.40

bird a cat j chicken e dog h fish b hamster c
horse d mouse f rabbit g turtle i
bird cat chicken dog fish hamster horse mouse
rabbit turtle

Extra activity

To give students extra practice in saying the words, divide the class into A/B pairs. Tell Student As to close their books and try to recall all the animals in the same order as they are in the book. Tell Student Bs to listen and if Student A makes a mistake, to switch roles.

MOVE BEYOND FOR TEACHERS

Adopt a pet

In many countries, it's now very popular to adopt a pet rather than buying one. Organizations and charities often have websites where you can find the right pet for you. This means that animals that might otherwise be homeless can be matched with a new owner. In this lesson, the text and pictures show a similar website. If you have access to the internet in your classroom, you might want to show your students an authentic website and have students search for animals they'd like to adopt.

3a

- Point out that the pictures are from a website about pets and refer students to the tablet with the *Adopt a Pet* website.
- Read the instructions aloud and have students read the first description and match it to an animal.
- Check ideas as a class. Then have students match the rest of the descriptions to animals.
- Let students compare their answers in pairs, but don't check them at this point.

3b  1.41

- Play the track for students to listen and check their answers to Exercise 3a.

ANSWERS / AUDIO SCRIPT 1.41

- horse
- dog
- chicken
- cat
- bird

4a  1.42

- Ask a student to read the instructions aloud. Refer students to the example and remind them to use the animals from Exercise 2a.
- Play the track for students to listen and write the animals.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS / AUDIO SCRIPT 1.42

- 2 fish 3 turtle 4 mouse 5 hamster

- Julia:** This is my pet rabbit, Harvey. He has very, very big ears. He's three years old, and he's a very happy rabbit.
- Brian:** Um ... this one's name is Happy, and that one's Grumpy. Where's Smiley? Ah! There he is! I have a lot of fish. It's hard to remember their names.
- Karen:** This is Terry. My pet turtle's eight years old. Look! He has small eyes and a big mouth. He loves the water!
- Leo:** So her name is Minnie ... you know, Minnie's the name of Mickey Mouse's girlfriend? She's very small. She likes to sit on my hand. She's a good mouse.
- Nicky:** I think it's a Russian hamster. It doesn't have a name. It's brown, and it has a black line down its back.

4b  1.42

- Read the instructions aloud and give students a minute to read the questions.
- Play the track for students to listen and answer the questions.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS / AUDIO SCRIPT 1.42

- Julia's pet has big ears
- Karen's pet has small eyes.
- Nicky's pet doesn't have a name.

See Exercise 4a for audio script.

Alternative procedure

Before playing the track, you could ask students if they remember the answers and ask them to discuss them in pairs. Invite students to share their ideas with the class. Then play the track to check their answers.

5a  1.43 **PRONOUNCE**

- Read the instructions aloud and model the /ɪ/ sound. Point out that it's a short sound. (See Teaching Tips, *Long and short vowel sounds*, page 32.)
- Play the track for students to listen and repeat the words.

AUDIO SCRIPT 1.43

See Student's Book, page 32, for audio script.

b  1.44

- Play the track for students to listen and repeat the words.

AUDIO SCRIPT 1.44

See Student's Book, page 32, for audio script.

Extra activity

For further practice of the /ɪ/ sound, write the following short conversations that recycle vocabulary from Unit 1 on the board:

- *Who visits Pittsburgh?*
- *Tourists visit Pittsburgh.*
- *Where's the little dog?*
- *In the living room.*
- *It isn't in the living room.*
- *Oh! It's in the kitchen.*

Invite students to come to the board and underline the /ɪ/ sounds. Give students a couple of minutes to practice the conversations in pairs, and then invite several pairs to present them for the class.

6 THE MOVING PICTURE 

- Ask a student to read the instructions aloud.
- Play the video for students to watch and write the animals they see.
- Play the video again for students to watch and count how many animals there are.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS / VIDEO SCRIPT

There are 10.

- 1 fish (two) 2 cat (one) 3 dogs (five) 4 hamster (one)
 5 horses (four) 6 mice (two) 7 birds (three)
 8 turtle (one) 9 rabbit (one) 10 chickens (12)

There is no dialog in this video.

WRITE AND SPEAK**7a**

- Read the instructions aloud and model the task by choosing an animal and writing some notes on the board.
- Give students two minutes to complete the form.

7b

- Read the instructions aloud and refer students to the useful phrases. Model this stage of the task by referring to your notes on the board and telling students about your pet.
- Divide the class into pairs and have students tell each other about their pets. Ask them to take notes about their partners' pets so they can tell the class at the end. Set a time limit of three minutes.
- Monitor and note good use of language and errors for feedback at the end of the task.
- Invite students to tell the class about their partners' pets. Then give feedback and correct errors.

MOVE BEYOND

Ask students to do the Words & Beyond exercise on page 108.




Homework

Ask students to write an email (about 60 words) to a friend telling him or her about their new pet. Ask them to use their notes and the useful phrases from Exercise 7 and to refer to the adjectives in the Words & Beyond section on page 108.

At the beginning of the next class, have students compare their emails in small groups and decide whose pet they like the most.

READING Teach your pet English**Read instructions**

Page 34

STAGE	TIME	FOCUS
GET STARTED		Review and practice classroom instructions.
SPEAK AND READ		Talk about your pets. Learn how to use pictures to help you understand new words in a text (reading subskill). Read a web page and act out the instructions in the article.
REACT		Talk about pets in your country and how you communicate with them. Write the orders and instructions from the web article in your own language.

Get started 

As the text focuses on instructions, take the opportunity to review classroom instructions. Write some examples of classroom instructions on the board; for example, *Open/Close your books; Stand up*. Divide the class into small groups and ask students to brainstorm more classroom instructions. Set a time limit of two minutes. Then stop the activity and invite students to come to the board and write their ideas. Model and drill the expressions, and then have students take turns giving each other instructions; for example, one student says *Stand up*, and the others in the group stand up. Model a couple of examples with the class, and then give students two minutes to practice.

SPEAK AND READ**1**

- Read the instructions and questions aloud and refer students to the useful phrases in the **PHRASE BYTES** box.
- Give students a minute to think about the questions and to take notes.
- Divide the class into pairs and set a time limit of three minutes for the task. Remind students to use the useful phrases.
- Monitor and note good use of language and errors for feedback at the end of the task.
- Invite students to tell the class about each other's pets. Then give feedback on good language and errors.

2  1.45

- Refer students to the **Reading Tip** and then ask them to look at the web page and say what it is for (*teaching your pet English*). Ask students how the pictures helped them; for example, *There are pictures of a person telling a dog to do different things in English*.
- Ask a student to read the instructions aloud and set a time limit of two minutes for students to answer the question. Don't play the audio at this point. It is an extra feature, and a suggestion for using it in class is included at the end of the lesson.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

The orders and instructions aren't for all kinds of pets.
Always be nice to your pet.
It's important to say the orders in the right way.

Extra activity

Write the following words from the picture captions on the board: *Here, Sit, Stay, Down, Up, Quiet, No, Shake, Fetch*. Divide the class into pairs and give them a minute to look at the pictures and captions. Then tell them to close their books and try to write the full instruction for each word; for example, *Here = Come here*. Then have them check their work with the captions.

3

- Explain the miming activity and mime one of the orders on the web page as an example. Ask students to say the order you are miming without looking at their books.
- Divide the class into pairs. Tell Student As to choose any three of the instructions in any order and mime them for Student Bs to guess the instructions with their books closed. Then have them switch roles for the other three orders.
- At the end of the activity, ask students which orders are difficult to remember. You could take the opportunity to suggest some ways to remember new words. (See Teaching Tips, *Remembering new words*, page 29.)

REACT**4**

- Read the instructions and the questions aloud. Then refer students to the useful phrases in the **PHRASE BYTES** box. Elicit some possible endings for the phrases.
- Give students a minute to think about their answers, and then divide the class into pairs to ask and answer the questions.
- Discuss the questions as a class. Ask students if they would like to use the instructions from the web page with their pets. If they say yes, challenge them to try it!

MOVE BEYOND

Ask students to write the orders and instructions from the article in their own language.

Recorded reading text  1.45






Tell students that they are going to listen to a recording of the web page and practice saying the orders. Ask students to listen and read. Then play the track again, pausing after each of the orders for students to repeat them. Remind students that the web page says it's important to say the instructions in the right way, so they should copy the intonation as closely as possible. Congratulate students who say the orders well and invite them to repeat the orders for other students to copy them.

Homework

Ask students to create a similar web page for classroom instructions. Ask them to include at least six classroom instructions and pictures to illustrate them. At the beginning of the next class, have students display their web pages around the classroom and let them move around and say which web pages they like the best.

GRAMMAR imperatives and object pronouns

Give orders and instructions

STAGE	TIME	FOCUS
GET STARTED		Unscramble words to review pet vocabulary.
READ AND LISTEN		Read and listen to a conversation about a new pet.
STUDY		Complete examples with imperatives and object pronouns.
PRACTICE		Practice using imperatives and object pronouns in controlled exercises.
SPEAK		Play a game to practice giving and following instructions.

Get started 

Review the pet words from pages 32–33 by writing the following scrambled words on the board (answers in parentheses):

shore (horse) hifs (fish) drib (bird) thrames (hamster)
ogd (dog) tac (cat) rtutel (turtle) ousem (mouse)
kencich (chicken) birbat (rabbit)

Explain that the scrambled letters are all words for pet animals and that students have to write the correct words. Elicit the first word from the class. Divide the class into small teams and set a time limit of three minutes for them to write all the words. Stop the activity and check answers as a class, awarding one point for each correct word. The team with the most words is the winner.

READ AND LISTEN Grammar in context

1a

- Ask students to look at the picture and describe what they can see (*a young girl looking excited about something*).
- Call on a student to read the instructions aloud. Then have students read the text and answer the question.
- Let students compare their ideas in pairs. Remind them to give reasons for their answers. Don't check the answer at this stage.

1b  1.46

- Play the track for students to listen and check their answer. Then check the answer as a class.

ANSWER / AUDIO SCRIPT

a hamster

See Student's Book, page 35, for audio script.

 1.46

Extra activity

Have students practice and act out the conversation. Divide the class into groups of three and choose students in each group to play Mom, Dad, and Laura. Give students a couple of minutes to practice their parts and then have them act out the conversation in their groups before inviting some groups to act it out for the class.

STUDY

- Read the instructions aloud and explain that imperatives are used for orders and instructions.
 - Refer students to the examples in the table and focus on form by asking *What verb form is it? (base form); What word do we use when it's negative? (don't)*.
 - Ask students to find more imperatives in the conversation to complete the table.
 - Let students compare their answers in pairs before you check them as a class.
 - Refer students to the **Grammar Database** on page 100.

ANSWERS

Find Don't put

3

- Refer students to the table and point out the example. Explain that we use an object pronoun in place of a noun and that it goes after a verb or a preposition. If necessary, give more personalized examples; for example, say to a student *Give me your pen; Speak to her*; etc. Write some sentences with noun objects on the board and ask students to rephrase the sentences with object pronouns.

- Ask students to find more object pronouns in the conversation to complete the table.
- Check answers as a class, and then refer students to the **Grammar Database** on page 100.

ANSWERS

me you him her it us them

PRACTICE

4

- Refer students to the tips and point out that *tips* are suggestions for how to do something.
- Set a time limit of three minutes for students to choose the correct options to complete the sentences.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS2 Be 3 Give 4 Don't say 5 Play
6 Don't take

5

- Read the instructions aloud and ask students to look at the signs. Ask them to cover the sentences and encourage them to say what the signs mean.
- Ask students to uncover the sentences and set a time limit of two minutes to match the sentences to the signs.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

2 e 3 d 4 a 5 b

Fast finishers

Ask fast finishers to guess where you can see the signs (e.g., in the street, in a park, etc.). Ask them to write down their ideas. Elicit their ideas as you check the answers to Exercise 5.

6

- Read the instructions aloud and go over the example. Encourage students to read the sentences before writing the pronouns and to refer to the table in Exercise 3.
- Set a time limit of three minutes for the exercise and circulate and give help as necessary.
- Let students compare their answers in pairs, and then call on students to share their answers with the class.

ANSWERS

2 it 3 them 4 him 5 her 6 us

SPEAK

7

- Read the instructions aloud and go over the examples. Choose a student to model the activity with.
- Divide the class into pairs and set a time limit of three minutes for the activity. Make sure there's space in the classroom for students to move around. Circulate and help students with ideas.
- You might want to finish up the activity with a class game of *Simon Says* ...





Homework

Ask students to look back at the conversation in Exercise 1 and elicit the ideas that Mom and Dad give Laura for taking care of her pet; for example, *Don't put him in your room; Give him food and water every day;* etc. Ask students to think of another pet and to rewrite the conversation with different advice. Ask them not to write the name of the animal but to leave a blank. At the beginning of the next class, have students read each other's conversations and guess what animal it is.

LISTENING AND VOCABULARY A new neighbor

Listen to a description of a room

Page 36

STAGE	TIME	FOCUS
GET STARTED		Play a game to find out how confident students are with prepositions of place and to review imperatives.
WORK WITH WORDS		Learn and categorize vocabulary for things in a room.
SPEAK AND LISTEN		Listen to a description of a room and identify the room (listening subskill).
REACT		Talk about your favorite room.

Get started 

In this lesson, students listen to a conversation about things in a room. Prepositions of place, *in*, *on*, and *next to* appear in the recording, so to prepare students and find out what they know, give them instructions using prepositions; for example, *Put your pen on your desk; Sit next to a different student;* etc. When students seem confident carrying out the instructions, call on different students to give instructions. This activity also provides a useful review of imperatives.

WORK WITH WORDS Things in your room

1

- Read the instructions aloud. Then refer students to the **PHRASE BYTES** box and explain that they are useful phrases for answering the questions.
- Divide the class into pairs and give students a couple of minutes to ask and answer the questions. Then invite them to share their answers with the class.

ANSWERS

cat, dog, birds, dinosaur

2a

- Call on two students to read the instructions and the words in the box aloud.
- Set a time limit of two minutes for students to match the things in the pictures to the words in the box.
- Let students compare their answers in pairs, but don't check them at this stage.

2b 1.47

- Play the track for students to listen and check their answers.
- Then play the second part of the track for students to listen and repeat the words. Highlight the stress on the longer words (e.g., *computer*, *picture*, *window*).

ANSWERS / AUDIO SCRIPT 1.47

bed e chair f clock d computer i desk h door a
floor c light b picture k table l wall g window j
bed chair clock computer desk door floor light
picture table wall window

3

- Read the instructions aloud. Then refer students to the examples and elicit another example for each category.
- Set a time limit of two minutes for students to categorize the words.
- Let students compare their answers in pairs before you check them as a class.
- Ask students to do the Words & Beyond exercise on page 108.

ANSWERS

Parts of a room: *door*, floor, wall, window
Furniture: *bed*, chair, desk, table,
Other things: *clock*, computer, light, picture

Extra activity

For extra practice, have students take turns covering the words in the box, pointing to an object in the rooms, and asking *What's that?* for a partner to say the correct word.

SPEAK AND LISTEN

4 1.48

- Read the instructions aloud and point out that students have to identify one of the two rooms in Exercise 1.
- Explain that they will hear an animal talking because the track is a cartoon, which is a film of animated drawings. Play the track for students to listen and decide which room is being described.
- Call on a student to share the answer with the class.

ANSWER / AUDIO SCRIPT 1.48

Room 2

Dog: A little more ... OK! Stop!
Cat: So? What can you see?
Dog: It's a room.
Rabbit: Excuse me.
Cat: Yes ... And?
Dog: There's a window.
Cat: Of course there's a window. You're looking in it!
Dog: And there's a bed. There's a small table next to the bed with a light on it.
Rabbit: Um... Excuse me!
Horse: Are there any pictures?
Dog: Yes, Horse. There are some pictures on the walls.
Rabbit: Excuse me, but I can't...
Dog: There's a door. No, wait... There are two doors. And there's a desk with a computer.

Cat: Is he there?
Dog: Who?
Cat: The new neighbor!
Dog: Yes! He's on the floor.
Rabbit: Hello-o?
Cat: What is it, Rabbit?
Rabbit: I ... I ... I'm sorry!

5a 1.48

- Call on students to read the instructions and questions aloud.
- Play the track for students to listen and answer the questions.
- Let them compare their answers in pairs, but don't check them at this point.

AUDIO SCRIPT 1.48

See Exercise 4 for audio script.

5b

- Ask students to look at the picture on page 115 and check the answers as a class. Ask students what animals they can see and if they are surprised.

ANSWERS

1 pet animals 2 a dog 3 the animals fall

Extra activity

Hand out copies of the audio script and divide the class into groups of four. Assign a role (cat, dog, horse, and rabbit) to each student and have them practice and act out the conversation. Encourage them to act like those animals by making animal noises, etc.

6a

- Read the instructions aloud and point out that the sentences are excerpts from the conversation in Exercise 4.
- Set a time limit of two minutes for students to complete the sentences with words from the box in Exercise 2.

6b 1.49

- Let students compare their answers in pairs before you play the track for them to listen and check their answers.
- Call on students to share their answers with the class.

ANSWERS / AUDIO SCRIPT 1.49

2 table 3 light 4 pictures 5 doors
6 desk 7 floor

See Student's Book, page 36, for audio script.

REACT

7

- Have a student read the instructions and the questions aloud and refer students to the **PHRASE BYTES** box. Model some possible answers using the phrases; for example, *My favorite room is my bedroom. There's a big table with a computer on it, and there's a nice bed. My cat is on the bed.*
- Divide the class into pairs and have students ask and answer the questions. Set a time limit of two minutes.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Invite students to tell the class about their partner's favorite room.

MOVE BEYOND

Ask students to do the Words & Beyond exercise on page 108.

Alternative procedure: more confident classes

Have students circulate and ask different students the questions. Set a time limit of five minutes for students to talk to as many classmates as possible and to take notes on their answers. Then divide the class into small groups to talk about the favorite rooms of the people they talked to. At the end of the activity, take a class survey to find out what the most popular rooms are.






Homework

Ask students to start a new vocabulary section in their notebooks about things in a room. Ask them to think of another room in their house and to draw a plan of that room. Then ask them to label the things in that room. Encourage them to use dictionaries and the internet to find out new words. At the beginning of the next class, have students show each other their rooms and ask questions about the things in them; for example, *What's that? What are those?*

GRAMMAR *There is / there are*

Describe a room

Page 37

STAGE	TIME	FOCUS
GET STARTED		Play <i>Kim's Game</i> to review <i>there's a/an</i> and vocabulary from previous lessons.
READ AND LISTEN		Read and listen to a conversation about classrooms.
STUDY		Complete grammar explanations with examples of <i>there is / there are</i> .
PRACTICE		Practice using <i>there is / there are</i> in controlled exercises.
SPEAK		Draw a plan of your room and ask questions about your partner's room to make a list of what's in it.

Get started 

In order to review *there's a/an*, which appeared in the **PHRASE BYTES** box in the previous lesson and which will be developed in this lesson, play *Kim's Game*. As students have seen only the singular form (*There's*), objects should be singular. Prepare around 10 small items (e.g., *a card, a glass, a label*, etc.). Cover the items and tell students they will have one minute to look at them and memorize what they see without writing anything down. Reveal the items for one minute. So that students have to use the target language, divide the class into pairs to discuss the objects they saw and remind them to use *There's a ...*

READ AND LISTEN Grammar in context1  1.50

- Have students look at the picture and ask what they can see. Elicit that the girl has a clipboard for a survey and that the survey is about classrooms.
- Read the instructions aloud and check that students understand the question.
- Play the track for students to read and listen to the conversation to find out what's wrong with the computer room.
- Let students compare their answer in pairs before you check it as a class.

ANSWER / AUDIO SCRIPT 1.50

There aren't any windows.

See Student's Book, page 37, for audio script.

Extra activity  1.50

Have students cover the conversation and ask them to remember what's in Mario's classroom. Set a time limit of two minutes for this. Then ask students to uncover the conversation. Play the track for them to listen, read, and check their answers before you check answers as a class.

ANSWERS

a table a chair desks for the students windows
pictures on the wall a clock a door

STUDY

2a

- Refer students to the table and point out that when we describe things in a place (e.g., a room, school, house, etc.), we use *there is* for singular things and *there are* for plural things.
- Read the instructions aloud and ask students to refer to the conversation to help them complete the examples in the table.
- Call on students to share their answers with the class and point out the use of contractions and of *some/any* for plural nouns.
- Refer students to the **Grammar Database** on page 100.

ANSWERS

aren't is aren't

2b

- Read the instructions aloud and elicit some examples. Point out that students have to underline more examples in the conversation.
- Set a time limit of two minutes. Then let students compare their examples in pairs before you check them as a class.

ANSWERS

Natalie: What's your English classroom like?

Mario: It's OK. There's a table and a chair for the teacher. There are desks for the students. There are some windows. Oh, and there are some pictures of the USA and the UK on the wall, but there isn't a picture of Australia.

Natalie: Is there a clock?

Mario: Yes, there is. It's next to the door. Why?

Natalie: The questions are for a school survey. Are there any computers?

Mario: No, there aren't. There are computers in the computer room. I don't like the computer room. There aren't any windows.

Extra activity

Have students circle the questions in the conversation and then ask each other the questions about their own classroom. Remind students to use *there is/are* and to refer to the table in Exercise 2a. Monitor and note good language and errors for feedback at the end of the task.

PRACTICE

3

- Ask students to look at the picture and say what they can see in the classroom.
- Read the instructions aloud and refer students to the example.
- Ask students to decide if the sentences are correct or not and to rewrite the incorrect sentences.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

- C
- I - There isn't a clock on the wall.
- I - There are two doors.
- C
- I - There are seven computers.

4

- Read the instructions aloud and refer students to the example. Elicit the second question.
- Ask students to write the remaining questions and then to ask and answer the questions in pairs.
- Check the questions and answers as a class.

ANSWERS

- Are there any windows?
- Is there a table for your teacher?
- Are there any pictures on the wall?
- Is there a bed?
- Are there any computers?

5

- Ask students to look at the conversation and read it quickly without worrying about the blanks. Then ask them who's talking (*Natalie and Mario*) and what about (*his room*).
- Ask a student to read the instructions aloud and refer students to the example.
- Set a time limit of three minutes for the task and ask students to complete the conversation with the correct forms of *there is / there are*.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

- Is there
- there isn't
- Are there
- There are
- there is

SPEAK

6

- Have a student read the instructions aloud and check that students understand the tasks.
- Set a time limit of three minutes for students to draw the plan of their room. Then divide the class into pairs. Remind students not to show their plans to their partners.
- Read the instructions for the second task aloud again and refer students to the useful phrases. Model an example by choosing a student and asking some questions about his or her room. Write some of the things on the board.
- Set a time limit of three minutes for students to ask questions and make a list of the things in their partners' rooms.
- Monitor and note good use of language and errors for feedback at the end.
- Stop the activity and ask students to compare their lists with their partners' plans. Then invite students to tell the class about their partners' rooms.
- Give feedback on good language and errors.






Homework

Explain that students are going to write a description of their room for a website. Ask students to write a description (about 60 words) using their room plan from Exercise 6. Remind students to use *there is/are* and *some/any*. At the beginning of the next class, divide the class into small groups to read each other's descriptions and find things in common.

LANGUAGE & BEYOND SCHOOL SKILLS

Prepare your things for school

Page 38

STAGE	TIME	FOCUS
GET STARTED		Play a game of <i>What's in the bag?</i> to find out what people have in their backpacks.
SPEAK AND READ		Talk about pictures. Read statements and match them to the pictures.
DO		Say how you prepare for school and where you keep things. Decide whether you do things at the best time and keep things in good places.
REFLECT		Talk about how to prepare for school.
EXTEND		Think of tips to help students organize their things and be ready for each class.

PREPARE YOUR THINGS FOR SCHOOL

In this lesson, students think and talk about how they prepare for school and how to organize their time. Teenagers are not known for their organizational skills, and this is particularly true of younger students who have just started in secondary school. Therefore, it's helpful to show students the value of organization, especially when it comes to preparing for school. We can point out that being organized helps reduce stress and allows students to use their time more efficiently. We can also remind them that time saved in preparing for school and tests means more free time!

Get started 

Play a game of *What's in the Bag?* First, make sure that you have a range of different objects in your bag and remove anything you don't want students to see. Then invite them to come up and put their hands in the bag, pick an object, and try to guess what it is without looking at it. Put some phrases for speculating on the board to help them; for example, *I think it's a ... ; I'm not sure.* After you've modeled the activity with a few students, divide the class into two groups and have students play the game with their own backpacks. Set a time limit of two minutes, and then ask students to say what things they have in their backpacks.

SPEAK AND READ**1a**

- Read the instructions aloud. Refer students to the **PHRASE BYTES** box and point out that they saw these structures in the last lesson.
- Divide the class into pairs. Tell them to look at the pictures for one minute.
- Have students close their books and make lists of all the things they can remember.

1b

- Have students open their books and compare their lists with the pictures.
- Ask students which things are difficult to remember and suggest ways to remember them. (See Teaching Tips, *Remembering new words*, page 29.)

Extra activity

Ask students to think of other things they might find on a desk (e.g., *laptop, calculator, ruler*, etc.). Divide the class into pairs and challenge students to think of as many things as they can in one minute. Then have pairs work in groups of four to compare their lists.

2

- Read the instructions aloud and refer students to the example. Elicit reasons for the example; for example, *A and B are before school because both clocks say 6:30.*
- Divide the class into pairs and give students a couple of minutes to discuss the statements. Encourage them to give reasons for their answers.
- Check answers as a class and ask students which desk they prefer.

ANSWERS

2 B 3 A 4 B

DO**3a**

- Read the instructions aloud and elicit answers from several students.
- Give students a minute to choose their answers, and then have them discuss their answers in pairs. Encourage them to give their reasons; for example, *I prepare lunch before bed because I don't have time in the morning.*

Extra activity

To extend and personalize the task, refer students to the list of things students do to prepare for school. Then brainstorm more ideas as a class (e.g., *take a shower, charge my phone*). Encourage students to say when they do each thing.

3b

- Read the instructions aloud and give students a minute to think about their answers. Then have them discuss their answers in pairs. Encourage them to give their reasons; for example, *I keep my keys in my backpack because I don't need them at school.*

4

- Call on a student to read the instructions aloud. Divide the class into pairs and have students discuss their answers to Exercises 3a and 3b and then discuss the questions.
- Invite the class to discuss the best time to do the activities in Exercise 3a, where they keep the things in Exercise 3b, and whether they are good places. Encourage students to give reasons for their opinions.

REFLECT**5**

- Call on students to read the instructions and questions aloud. Then refer the class to the useful phrases in the **PHRASE BYTES** box. Elicit that *ready* means *prepared*.
- Divide the class into small groups and set a time limit of three minutes for students to discuss the questions. Circulate and give help as necessary.
- Stop the activity and invite students to share their answers with the class.
- Ask a student to read the **REFLECTION POINT** aloud and then ask students if they agree with the advice and to give their reasons.

EXTEND**6**

- Read the instructions aloud and elicit what *tips* means (*good suggestions*).
- Divide the class into pairs and give students a couple of minutes to think of their tips.
- Invite students to share their tips with the class and to decide which tips are the best.

Homework

Ask students to make a poster with tips on how to prepare things for school. Encourage them to include the things from Exercise 3 and their tips from Exercise 6 and to illustrate the poster. At the beginning of the next class, you could display the posters around the classroom and ask students to choose the best ones.

STAGE	TIME	FOCUS
GET STARTED		Write a description of a room and match descriptions to pictures to review vocabulary for things in a room and <i>there is / there are</i> .
SPEAK		Look at pictures and say what you can see.
LISTEN		Listen to three conversations and complete them. Study uses of <i>have</i> and <i>borrow</i> and learn polite phrases (speaking subskill).
ACT		Act out different conversations where you ask for things politely.

MOVE BEYOND FOR TEACHERS

Politeness

This lesson presents situations where people are requesting things and where politeness is important. Although some people say English is a "polite language," politeness is a feature of all languages; however, ways of being polite differ and are often complex areas for learners. It's therefore a good idea to introduce students to key concepts from the beginning (e.g., the use of modals like *can* and *could*, words like *please* and *thank you*, and rising intonation). Encourage students to use new expressions and strategies at every opportunity and provide help for less confident students by having a section on the board with useful phrases; for example, *Can I go to the restroom, please?* (See Teaching Tips, *Being polite*, page 30.)

Get started

In order to review vocabulary for things in a room and *there is / there are*, first prepare various pictures of rooms, either from magazines and catalogs or from the internet. Divide the class into pairs and give one picture to each pair. Ask them to write a short description of the room and remind them to use *there is / there are* and to refer to the vocabulary from page 36. Then display the pictures around the classroom and give the descriptions to different pairs of students. Explain to students that they have three minutes to walk around the classroom and find the picture that matches the description they have.

SPEAK

- Read the instructions aloud and refer students to the **PHRASE BYTES** box.
 - Divide the class into pairs and have students describe what they can see in the pictures.
 - Call on students to share their answers with the class.

LISTEN

- Call on a student to read the instructions aloud. Then ask students to use the pictures to help them complete the conversations.
 - Don't check answers at this point, as students will listen and check their answers in Exercise 2b.

2b

- Play the conversations for students to listen and check their answers to Exercise 2a.
- Call on students to share their answers with the class.

ANSWERS / AUDIO SCRIPT

▶ 1.51

See underlining in audio script below.

- Jeff:** Can I have some water, please?
Lisa: Yes, of course. Here you are.
Jeff: Thanks.
Lisa: You're welcome.
- Mia:** Excuse me. Can I borrow your pen?
Brett: Sure. Here you are.
Mia: Thanks.
Brett: You're welcome.
- Amy:** Hi, Kevin. Can I borrow your phone?
Kevin: No, sorry.
Amy: Oh. OK.
Donna: You can borrow mine.
Amy: Thanks, Donna.
Donna: You're welcome.

- Read the instructions aloud and have students complete the sentences.
 - Let students compare their answers in pairs before you check them as a class. Make sure they understand the meaning of *borrow*.

ANSWERS

- 1 borrow 2 have

4

- Explain that students are going to listen to some phrases from the conversation for asking for things and responding.
- Play the track for students to listen and repeat the phrases.
- While students are doing this, draw attention to the rising intonation in the requests and ask them which words are stressed.

AUDIO SCRIPT

▶ 1.52

- Can I have some water, please?
- Excuse me. Can I borrow your pen?
- Yes, of course.
- No, sorry.
- Here you are.
- Thanks.
- You're welcome.

5  1.53

- Call on a student to read the instructions aloud. Then set a time limit of two minutes for students to put the sentences in the right order.
- Let students compare their answers in pairs. Then play the track for them to listen and check.
- Check answers as a class.

ANSWERS / AUDIO SCRIPT 1.53

Kevin: Dad? Can I have some money?
Dad: No, sorry.
Kevin: Please, Dad!
Dad: OK. Here you are.
Kevin: Thank you.
Dad: You're welcome.

Alternative procedure: less confident classes

Less confident groups might find the jumbled conversation a little difficult, so to get them started and limit the options, elicit the first two lines of the conversation. Then circulate and help students as they reorder the rest of the conversation.

Extra activity

Divide the class into pairs and ask students to practice the conversations in Exercises 2a and 5. Give students three minutes to practice, and then invite some pairs to act out the conversations for the class.

ACT6  1.54







- Explain that students are going to prepare two conversations and give them a moment to read through the instructions. Refer students to the **PHRASEBOOK** and play the track for them to listen and repeat the phrases.
- Divide the class into pairs and set a time limit of five minutes for students to write and practice the conversations. Remind them to use *have* and *borrow* and the phrases from the **PHRASEBOOK**.
- Circulate and help with ideas and language.
- Have the pairs work with another pair. Ask them to act out their conversations for the other pair.
- At the end of the activity, ask several pairs how their conversations were different from those of the other pair.

Homework

Ask students to write a jumbled conversation like the one in Exercise 5. Explain that the conversation should have six lines and should use new language from the lesson. At the beginning of the next class, have students work in pairs and reorder each other's conversations.

WRITING Don't forget**Write a note**

Page 40

STAGE	TIME	FOCUS
GET STARTED		Play a game to review Imperatives.
READ		Read different notes. Match them to pictures and answer questions. Learn tips for how to write a note (writing subskill).
PRACTICE		Identify the important words in notes.
DISCUSS		Talk about work you do at home and instructions your parents give you.
WRITE		Write a note giving instructions.
SHARE		Read your note to other students. Decide who has the clearest instructions.

Get started 

In this lesson, students are asked to write notes and use imperatives. To review imperatives and giving instructions, write the following sentences on the board:

- Wait for a few minutes.
- Eat it alone or share it with friends!
- Put it in the oven.
- Turn off the oven.
- Put it on a plate.
- Turn on the oven.
- Take it out of the box.
- Take it out of the oven.

Explain that they are the instructions for cooking food and ask students to guess the food (*pizza*). Elicit the meaning of *oven*, *plate*, and *box*. Then ask students to work in pairs and put the instructions in the correct order. Check the answer as a class.

ANSWER

The correct order is f, g, c, a, h, d, e, b.

READ**1**

- Ask students to look at the pictures and talk about what they can see.
- Have students read the notes and match them to the pictures.
- Call on students to share their answers with the class.

ANSWERS

1 b 2 c 3 a

2

- Read the instructions aloud and ask students to answer the questions.
- Let students compare their answers in pairs before you check them as a class. When checking answers, ask students to give their reasons and ask extra questions to check comprehension; for example, *Where's the pizza? What time does William call Barbara?*

ANSWERS

- 1 She's at Grandma's house.
- 2 pizza
- 3 Harry's a cat.
- 4 on the table
- 5 It's for his son, William.
- 6 6 p.m.

3

- Ask a student to read the tips in the **HOW TO** box aloud and refer students to the **Grammar Database** on page 100 for more information about imperatives.
- Ask students to look at the notes again and circle the imperatives.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

- Be good.
- Don't forget!
- Give Harry
- Call Barbara

PRACTICE

4

- Read the instructions aloud and do the first sentence as an example.
- Ask students to underline the important words in the other two notes.
- Let them compare their answers in pairs before you check them as a class.

ANSWERS

- 1 Class C: German class is in Room 17 today.
- 2 Dear Hilary, Enjoy your vacation. Please write and send me a postcard.
- 3 Don't forget to put the keys on the table for your aunt and uncle.

Extra activity

To help consolidate the structures seen in the lesson, have students reconstruct the notes from Exercise 4. When checking answers, invite students to write the important words on the board, and then ask students to help you reconstruct the notes. Do the first one as an example. Then divide the class into pairs, if possible pairing more confident with less confident students, and set a time limit of five minutes for the task. Circulate and help students as necessary. To check their notes, have the class help you reconstruct the notes on the board.

DISCUSS

5

- Give students a couple of minutes to think about what work they do at home and to think of answers to the questions. Tell them to also think about what instructions their parents give them for doing these things.
- Divide the class into pairs and ask them to talk about the work they do at home and the instructions their parents give them.

WRITE

6

- Explain to students that they are going to write a note giving someone instructions. Go over the three steps with them and then give them a couple of minutes to think about what they want to write.
- Set a time limit of five minutes for writing, and remind students to follow the three steps and to refer to the tips in the **HOW TO** box. Circulate and help as necessary.
- When students have finished writing, ask them to check their notes to make sure they've followed the steps and answered all the questions.

SHARE

7

- Divide the class into groups and ask students to read their notes aloud. Tell them to decide who has the clearest instructions. At the end of the activity, you may want to have the students who wrote the clearest instructions read their notes to the class.

Homework

Tell students that an American friend is staying with them. They're at school, so they're going to leave a note for their friend to suggest things to do. Ask students to think of three things to do and two things not to do. Brainstorm some ideas as a class; for example, *go to the movies – there's a good movie*, *eat lunch – there's spaghetti in the refrigerator*, *don't eat the chocolate – it's my mom's!* Ask students to write 30–40 words and to refer to the tips in the **HOW TO** box. Point out that they can use *Dear ...* to start the note and to write their name at the end. At the beginning of the next class, have students share their notes with other students to compare their ideas.

VOCABULARY Pet animals

1

- Ask students to look at the web pages on the page and point out that they are all from a website for a pet hotel.
- Ask students to look at the pictures in Exercise 1 and write the words. Tell them that the first letter of each word is given and that there is one blank for each letter.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 dog 2 rabbit 3 cat 4 mouse 5 bird
6 turtle 7 hamster 8 chicken 9 fish 10 horse

Things in your room

2

- Refer students to the text and elicit that it is the information page of the pet hotel's website.
- Ask students to choose the correct options to complete the text. Encourage them to read through the text first.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 walls 2 door 3 window 4 floor 5 bed
6 table 7 light 8 chair 9 desk 10 computer
11 clock 12 picture

SKILLS CHECK

- Ask students to think about what they've learned in this unit and to check the sentences.
- Divide the class into pairs to discuss what they've learned, and use this as an opportunity to review anything students still have difficulties with.

Extra Resources

Go to the Teacher's Resource Center at www.macmillangobeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets, and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- school skills lessons, with full teacher's notes
- Speaking Database materials
- the *Go Beyond Intro Level* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Units 1–3
- downloadable PDF and Word tests for Unit 3 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook pages 32–43 for further practice material.

GRAMMAR Imperatives and object pronouns

3

- Refer students to the text and elicit that it is the home page of the pet hotel's website.
- Ask students to complete the text with the words and phrases in the box.
- Encourage them to read through the text first.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 Don't stay 2 Come 3 you 4 Eat 5 him
6 them 7 Don't forget 8 us

There is / there are

4

- Point out that this is the questions page of the website.
- Ask students to match the sentence halves.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

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