

# 1 It's your big day!

## Grammar

- Subject pronouns
- Possessive adjectives
- be: Simple present: Affirmative

## Vocabulary

- Countries and nationalities

## Communication

- Greetings

## Skills

**Listening:** Descriptions of three teenagers

**Speaking:** Giving a presentation about yourself

**Reading:** An online profile

**Writing:** A paragraph about yourself

## Values and cross-curricular topics

**Multiculturalism:** Students from around the world

## Presentation

pages 10–11

### Aim

To present new language in a familiar context

### Story

Mason and Jacob are at the auditions for the *Dance for the U.S.* competition. Mason is late, and Jacob feels nervous. The boys are excited when the famous judges arrive. Rubi arrives with a friend, Lola. Mason thinks she is nice. Then a man tells Mason and Jacob that it is their turn to have their audition.

### Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *How many people are there?* (four) *How many boys?* (two) *How many girls?* (two) *Are they at school?* (no)
- Explain that the boys are at the auditions for a dance competition. Teach the words *dance* and *dancer*.

### Exercise 1 Read and listen 013

- Read the question to the class and explain the meaning of *nervous*.
- Play the audio. Students listen and read, and answer the question.
- Check the answer with the class.



### 1 013 Read and listen Who is nervous: Mason or Jacob? Jacob

It's a big day for Mason and Jacob. They're at the auditions for the *Dance for the U.S.* competition, but Mason is late ...

Jacob You're late!

Mason Chill out, Jacob. I'm here now.

Jacob I'm nervous.

Mason Don't worry, we're a great team.

Jacob Oh no, the judges are here!

Mason Look, it's Simon Jackson.

Jacob He's a great dancer. His dance schools are in Australia,

the U.K., Japan, and Turkey. They're very famous!

Mason Yes, he's my hero!

Jacob Oh, here's Rubi ...

Mason With a friend. She's nice!

Rubi Hi, guys.

Lola Hello, I'm Lola.

Mason Hi, I'm Mason. And he's Jacob.

Rubi It's your big day!

Mason We're ready, bring it on!

Later ...

Man Mason and Jacob, you're next.

### 2 Comprehension Match the sentence halves.

- |             |                 |
|-------------|-----------------|
| 1 I'm       | a hero!         |
| 2 We're     | b big day!      |
| 3 He's my   | c nervous.      |
| 4 She's     | d a great team. |
| 5 It's your | e nice!         |

### Check it out!

Find these words and phrases and check their meaning.

competition I'm nervous.

You're late! Don't worry

Chill out bring it on

### Link to life Do you think it's rude to be late? Are you normally late to meet friends, for school, or if you go to the doctor?

ten

10

- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- If necessary, teach the meaning of other words that students don't understand.

**Audioscript** Student Book page 10

### Exercise 2 Comprehension

- Point out the example answer, and that the sentence is in the dialogue.
- Students read the dialogue again and match the sentence halves.
- They can compare answers in pairs.
- Check answers with the class, and that students understand all the sentences.

### Link to life

- Read out the questions and check that students understand *rude*.

- Discuss the questions as a class. If students are reluctant to speak, ask questions to the whole class and get students to answer by putting up their hands, e.g., *Who thinks it's rude to be late?* *Who is normally late?* *Who is never late?* Ask the questions to individual students and encourage them to use a sentence to answer, e.g., *I'm normally late./ I'm never late.*

### Consolidation

Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks.

## Step 1

3 Find and underline the phrases in the dialogue in exercise 1.

You're late! She's nice! I'm Lola. It's your big day!  
We're ready They're very famous! he's Jacob

4 014 Complete the dialogues with the phrases in the box. Then listen and check.

They're very famous we're a great team I'm nervous  
it's Simon Jackson he's Jacob I'm here now I'm Lola

1

Jacob You're late!  
Mason Chill out, Jacob. I'm here now.  
Jacob I'm nervous.  
Mason Don't worry, we're a great team.

2

Mason Look, it's Simon Jackson.  
Jacob He's a great dancer. His dance schools are in Australia, the U.K., Japan, and Turkey. They're very famous!

3

Lola Hello, I'm Lola.  
Mason Hi, I'm Mason.  
And he's Jacob.  
Rubi It's your big day!  
Mason We're ready, bring it on!

014 Now listen again and repeat.

## Step 3

5 Read the dialogues in exercise 4. Then write similar dialogues. Use the names in the box.

Boys: Danny Ramon Luis Samuel Gabriel  
Girls: Natalia Lily Catalina Sofia Camila

Hi, I'm Danny.

Hello, Danny. I'm Natalia, and he's Luis.

Hi, Luis!

6 Pairwork Practice your dialogues from exercise 5.

→ Workbook p.W4

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## Key language

page 11

## Aim

To practice the target language in a personalized context

## Step 1

## Exercise 3

- Ask students to find and underline the phrases in the dialogue.
- Check that students understand all the phrases.

## Step 2

## Exercise 4 014

- Ask students to read the dialogues and complete them with the correct phrases.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Play the audio. Students listen and check their answers.
- Play the audio again, pausing after each line for students to repeat.
- Students could then practice the dialogues in pairs.

Audioscript Teacher's Guide page 121

## Step 3

## Exercise 5

- Ask two students to read out the example dialogue.
- Elicit another example dialogue using the names in the box.
- Students work in pairs and write similar dialogues to the ones in exercise 4, using the names in the box.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## Exercise 6 Pairwork

- Students practice their dialogues in pairs. Monitor and help as necessary.
- Ask some students to perform their dialogues for the class.

## Consolidation

Suggest to students that they could record the first line of one of their dialogues from exercise 6 on their phones. They could then listen and practice responding with their own name, and the name of a friend.

Workbook page W4  
Practice Kit Extra Practice

# Vocabulary

page 12

## Countries and nationalities

### Aim

To present and practice vocabulary for countries and nationalities

### Warm-up

- Point to the map on page 12 and teach the words *map* and *country*. Ask students to point to their country.
- Say the name of the students' country and the corresponding nationality, e.g., *I'm from Brazil. I'm Brazilian*. Write these sentences on the board.
- Use the words on the board and teach the difference between *country* and *nationality*.

### Exercise 1 015

- Focus on the chart and point out the two columns for countries and nationalities.
- Read out the information in the *Look!* box with the class.
- Students work individually or in pairs to look at the map and complete the chart with the countries.
- Play the audio. Students listen and check.

**Audioscript** Teacher's Guide page 121

### Exercise 2 016

- Students work individually or in pairs to complete the chart with the nationalities.
- Play the audio. Students listen and check.
- Play the audio again, pausing for students to repeat the countries and nationalities, chorally and individually.

**Audioscript** Teacher's Guide page 121

### Extra activity

- Play a game to consolidate the vocabulary. Give students two minutes to look at the completed chart, then ask them to close their books and put them into teams.
- Call out country names from the chart in a random order. Teams race to say the correct nationality.
- You could play again, this time calling out the nationalities and getting students to say the countries.

## Vocabulary

### Countries and nationalities

- 1 015 Look at the map and complete the chart with the countries in the box. Then listen and check.

China Australia Brazil Canada Chile Japan Portugal Turkey Mexico Spain the U.K. the U.S.



#### Look!

In English, we use capital letters for countries and nationalities.

*She's from Japan. She's Japanese.*

- 2 016 Complete the chart in exercise 1 with the nationalities. Then listen, check, and repeat.

Chilean Portuguese Chinese American  
British Japanese Brazilian Canadian  
Turkish Spanish Australian Mexican

### Vocabulary strategy

#### Looking for patterns

When you learn new words, look for patterns or similarities. For example, look at the endings of these words:

Japanese – Portuguese – Chinese

Canadian – Australian – Brazilian

British – Turkish – Spanish

- 3 Pairwork Look at the example. Take turns to choose a city and ask and answer questions.

Tokyo New York City Beijing London Moscow  
Sydney Mexico City Brasilia

Where are you from?

I'm from Beijing, in China. I'm Chinese.

	Country	Nationality
1	Canada	Canadian
2	the U.S.	American
3	Mexico	Mexican
4	Brazil	Brazilian
5	Chile	Chilean
6	Portugal	Portuguese
7	Spain	Spanish
8	the U.K.	British
9	Turkey	Turkish
10	China	Chinese
11	Japan	Japanese
12	Australia	Australian

12

Workbook p.W4

### Exercise 3 Pairwork

- Ask two confident students to read out the example question and answer. Check that students understand it.
- Read through the cities in the box with the class and make sure students know where they all are on the map.
- Give another example by asking a confident student to ask you: *Where are you from?* Answer with one of the cities in the box.
- Students work in pairs to ask and answer questions.

- Read out the *Vocabulary strategy*. Point out to students that learning new vocabulary is an important skill in language learning, and they should get into the habit of recording new vocabulary and finding ways to learn it and remember it.

### Consolidation

Suggest to students that if they are visual learners, they could download a map from the Internet and label it with the countries and nationalities in English to help them remember the words.

Workbook page W4  
Practice Kit Extra Practice

## Grammar

### Subject pronouns

He's a great dancer.  
We're ready.

Singular	Plural
I you he she it	we you they

Rules p.W2

#### 1 Match 1–6 with the subject pronouns a–f.

- |                    |        |
|--------------------|--------|
| 1 Melissa          | a we   |
| 2 the city of Lima | b he   |
| 3 Jack and I       | c she  |
| 4 the men          | d it   |
| 5 David            | e you  |
| 6 you and Dad      | f they |

#### 2 Complete the sentences with subject pronouns.

Haru is from Kyoto. He's Japanese.

1 Amy and Ellie are friends. They're students.

2 I'm from Natal. It's a city in Brazil.

3 Diego Luna is famous. He's a great actor.

4 Liam and I are Australian. We're from Sydney.

5 Ellie Goulding is British. She's a fantastic singer.

### Possessive adjectives

His dance schools are in Australia.  
It's your big day.

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Rules p.W2

#### Think!

Complete the sentences with the words in the box.

same its his her

Possessive adjectives are the same for singular and plural.

Leo is my friend. Leo and Sara are my friends.

We use her when we talk about a girl's possession. We use his for a boy's possession. When we talk about the possession of a thing, place, animal, etc., we use its.

He's David. It's his pencil.

She's Eva. It's her cell phone.

That's my dog and that's its ball.



It's your big day!

1

### Exercise 2

- Read out the example sentence. Students complete the sentences with the correct subject pronouns.
- Check answers with the class.

### Extra activity

Ask students to think of three famous people. In pairs, they take turns to say the names. Their partner must respond with a sentence about the famous person using *he* or *she*.

### Possessive adjectives

#### Grammar chart

- Read out the grammar examples.
- Point out that in English the choice of *his* or *her* depends on the person being referred to: *That's Marco. Maria is his sister. That's Ana. Maria is her sister.*
- Refer students to the rules on page W2.

Rules page W2

#### Exercise 3

- Point out the example sentence.
- Tell students to use the grammar chart and rules to help them if necessary.

#### Exercise 4

- Students complete the sentences with the correct possessive adjectives.
- Allow students to compare their answers in pairs, then check with the class.

#### Challenge

Write a description of a boy and a girl in your class. Include information about:

name age nationality favorite subject

His name's Samuel. He's 12 years old and he's Mexican. His favorite subject is Math.

Puzzles p.118

thirteen

13

### Subject pronouns

#### Grammar chart

- Read out the grammar examples.
- Go through the grammar chart.
- Point out that in English we have to use a subject pronoun before a verb, e.g., *He's a great dancer. NOT Is a great dancer.*
- Refer students to the rules on page W2.

Rules page W2

#### Exercise 1

- Read out the example answer and elicit another example from the class.
- Students match the remaining nouns with the subject pronouns.
- Check answers with the class.

#### Consolidation

Suggest to students that to help them learn these subject pronouns and possessive adjectives, they could write two or three descriptions of friends and highlight the subject pronouns and possessive adjectives.

Workbook page W4

Practice Kit Extra Practice

Grammar link presentation

## Grammar

page 13

### Aim

To present and practice subject pronouns and possessive adjectives

### Warm-up

- With books closed, write some of the countries from page 12 on the board, with some missing letters, e.g., *C\_n\_d\_* (Canada). Put students into pairs and give them one minute to complete as many as they can.
- Check the answers by asking individual students to come up and fill in the missing letters.
- Point to the countries on the board and elicit the nationalities.

# Let's talk about ...

pages 14–15

## Communication competences

### Greetings

#### Aim

To present and practice greetings

#### Warm-up

- Say to individual students: *Hi, (Carlo).* Elicit the reply: *Hi.* / *Hello.*
- Ask: *How are you?* Elicit or teach the reply: *I'm fine.* Repeat this with students around the class.
- Gesture that you are saying goodbye and say: *Bye-bye.* Elicit the reply: *Bye.* / *Goodbye.*

### Exercise 1 Watch, listen, or read 017

- Play the video or audio once for students to watch or listen to the dialogues.
- Students complete the dialogues with the correct words. They can compare their answers in pairs.
- Play the audio again. Students listen and check.
- Read through the dialogues with the class and check that students understand everything.

**Audioscript** Teacher's Guide page 121

### Exercise 2 Real English 018

- Ask students to find the phrases in the dialogues in exercise 1.
- Read the *Speaking strategy* with the class. Ask students to find examples of formal and informal greetings in the dialogues in exercise 1.
- Play the audio once for students to listen.
- Play it again, pausing after each phrase for students to repeat.

**Audioscript** Student Book page 14

#### Extra activity

- With books closed, write the first dialogue from exercise 1 on the board. Put students into pairs and ask them to practice it.
- Remove about five words from the board and ask students to practice again, adding in the extra words from memory.
- Repeat the process, removing four or five words each time, until students are able to practice the dialogue completely from memory.
- Point out to students that repeating speaking practice is a very good way to become more fluent.

## Let's talk about ...

## Communication competences

### Greetings

- 1 017 **Watch, listen, or read** Complete the dialogues with the words in the box. Then listen again and check.

1

Not bad Hi And you? See you later!

Dominic Hey, Arianna!

Arianna Hi, Dominic.

Dominic How are you, Arianna?

Arianna I'm good, thanks. <sup>1</sup> And you?

Dominic <sup>2</sup> Not bad , thanks.

Later ...

Dominic Bye then. <sup>3</sup> See you later!

Arianna Bye. See you!

2

I'm very well How are you? Goodbye  
See you on Monday. Good morning

Mrs. Bauer <sup>4</sup> Good morning , Arianna.

Arianna Hello, Mrs. Bauer.

Mrs. Bauer <sup>5</sup> How are you?

Arianna I'm fine, thanks. And you?

Mrs. Bauer <sup>6</sup> I'm very well , thank you.

Later ...

Mrs. Bauer <sup>7</sup> Goodbye , Arianna.

Have a good day.

Arianna Thanks. Goodbye.

<sup>8</sup> See you on Monday.



### Speaking strategy

#### Speaking in formal and informal situations

In informal situations, we normally use the person's first name.  
*Hi, Dominic.*

In formal situations, we normally use a title and the person's last name.  
*Good morning, Mr. Rogers.*

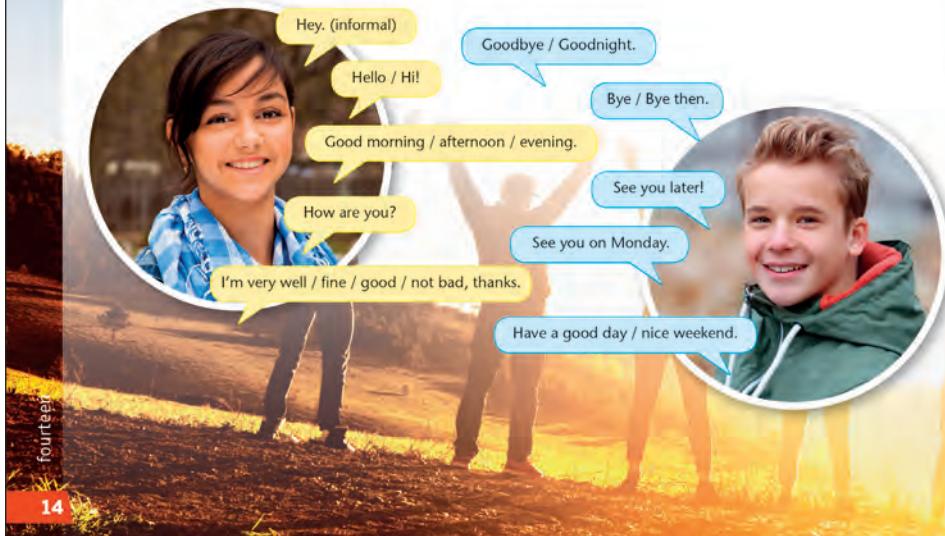
For men, we always use *Mr.* (/mɪstər/).

For women with no husband, we use *Miss* (/mɪs/).

For married women, we use *Mrs.* (/mɪsəz/).

If we don't know if a woman is married or not, we can use *Ms.* (/mɪz/).

- 2 018 **Real English** Listen and repeat.



- 3 ① 019 Listen to the conversations. Decide if the people are meeting each other (M) or leaving each other (L).

1 L    2 M    3 M    4 L    5 L

### Beat the clock

In two minutes, create a word map of ways to say hello and goodbye. Then compare with your partner.



- 4 Pairwork Put the sentences in the correct order to make a dialogue.

Then, practice the dialogue.

6 You, too! Bye. 7 Goodbye. 5 Have a good weekend. 2 Hey! How are you?  
1 Hi, Simon. 3 I'm fine, thanks. And you? 4 Not bad, thanks.

- 5 Pairwork Write a dialogue between you and your teacher. Use the dialogues in exercise 1 to help you. Practice the dialogue with your partner.

### Link it!

Pairwork Look at the pictures. Choose one of the people. Write a dialogue between you and that person.



Workbook p.W6

Extra communication p.31

15

### Exercise 3 ① 019

- Read out the task and make sure students understand what they have to do.
- Play the audio. Students listen and write the answers.
- Play the audio again if necessary for students to check and complete their answers.
- Check answers with the class.
- If your students need more practice with pronunciation, you could play the audio again, pausing for them to repeat the key phrases.

**Audiodescript** Teacher's Guide page 121

### Beat the clock

- Explain the task, then time two minutes. Students create their word maps.
- Put students into pairs to compare their word maps.
- Draw a word map on the board and invite students to come and add greetings to it. Ask them to say each greeting as they add it.

### Exercise 4 Pairwork

- Read through the task with the class and make sure students understand what they have to do.
- Read out the example answer, then elicit the next line of the dialogue.
- Students put the remaining sentences in the correct order.

- Check answers with the class, then put students into pairs to practice the dialogue.

- Ask two confident students to read out the completed dialogue for the class.

### Exercise 5 Pairwork

- Demonstrate the activity with a confident student. Greet them by name, then ask: *How are you?* Invite them to respond, and end by saying *goodbye*.
- Students then work in pairs to write their own dialogue and practice it.
- Monitor and help while students are working.
- Ask some pairs to perform their dialogue for the class.

### Extra activity

- Students could work in pairs and write a new dialogue between two friends, like the one in dialogue 1 of exercise 1.
- Allow students time to practice their dialogues in pairs, then ask some students to perform their dialogue for the class.

### Link it! Pairwork

- Focus on the pictures and read out the captions. Check that students understand them all.
- Explain to students that they must decide whether their dialogue should be formal or informal, and choose suitable phrases.
- Students work in pairs to prepare and practice another dialogue.
- Ask some pairs to perform their dialogues for the class. See if other students can guess which person the dialogue is with.

### Consolidation

- Suggest to students that they could record one half of one of the dialogues they have practiced in this lesson, then practice listening to it and responding.
- They could then listen to themselves and see if they can spot any mistakes or improve their pronunciation.

**Workbook page W6**

**Extra Communication page 31**

**Practice Kit Extra Practice**

## Grammar

page 16

### be: Simple present Affirmative

#### Aim

To present and practice the simple present affirmative form of *be*.

#### Warm-up

- Write the question *Where are you from?* on the board and elicit some students' answers. Write one or two sentences on the board, e.g., *I'm from Brazil*.
- Point to one or two students and say: *He's / She's from Brazil*. Write one or two sentences with *he / she* on the board.
- Underline all the forms of *be* on the board and explain that the underlined verbs are all part of the verb *be*.

#### Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Point out that in spoken English the short forms are much more common than the full forms.
- Refer students to the rules on page W3.

Rules page W3

#### Exercise 1

- Students choose the correct words.
- Check the answers with the class.

#### Exercise 2

- Students rewrite the sentences with the short forms.
- Check answers with the class.

#### Exercise 3

- Read out the example sentence.
- Students then complete the sentences with the correct short forms.
- Allow students to compare their answers in pairs, then check with the class.

#### Challenge

- Students write the sentences individually. Ask some students to read their sentences to the class.
- If necessary, refer students back to the chart on page 13, and read through the subject pronouns again with the class.

#### Exercise 4

- Explain that in this exercise, students have to write the subject pronouns and the short forms of *be*.
- Students complete the texts.
- Allow students to compare their answers in pairs, then check with the class.

## Grammar

### be: Simple present

#### Affirmative

You're late.  
He's my hero.

Full form	Short form
I am	I'm
you are	you're
he is	he's
she is	she's
It is	it's
we are	we're
you are	you're
they are	they're

Rules p.W3

#### 1 Choose the correct alternatives.

- 1 I am / I'm is Portuguese.  
2 It is / am are my birthday today.  
3 We is / are in 8<sup>th</sup> grade.  
4 They are / am nice.  
5 I is / am from Paraguay.  
6 She is / am British.

#### 2 Rewrite the sentences in exercise 1 with the short form of the verb *be*.

- I'm Portuguese.  
1 You're a good dancer.  
2 It's my birthday today.  
3 We're in 8<sup>th</sup> grade.  
4 They're nice.  
5 I'm from Paraguay.  
6 She's British.

#### 3 Complete the sentences with the short form of the verb *be*.

- It's a red pen.  
1 This is Jen—she 's 14 years old today!  
2 I 'm from Istanbul, in Turkey.  
3 Messi—he 's my hero.  
4 You 're intelligent!  
5 It 's a pencil case.

#### Challenge

Write a sentence for each subject pronoun.

I you he she it we you they

I'm from Cali, in Colombia. You're ...

sixteen

16

Workbook p.W5

Grammar link

- 4 Complete the texts with the missing subject pronouns and the short form of the verb *be*.



Hi, I'm Charlie. My hometown is Ontario. <sup>1</sup> It's in Canada. My brother, Max, is 16, and <sup>2</sup> we're at the same school together. <sup>3</sup> It's a big school.



This is Josh and Ava. <sup>4</sup> They're American and <sup>5</sup> they're students at Edison High School in Miami. Ava is 11, but <sup>6</sup> it's her birthday next week. Josh is 12 and <sup>7</sup> he's a fan of rock music.

#### Think!

Look at the sentences and check (✓) the correct alternative. Then complete the rule.

I'm 13 years old.

I have 13 years old.

In English, we use the verb be to talk about our age.

Rules p.W3

- 5 Complete the chart with information about yourself. Then write a short description of yourself.

Name
Age
Nationality
Town / City
School

I'm Juan. I'm 12 years old, and ...

#### Challenge

Write a short description of your best friend. Use the texts in exercise 4 to help you.

He's Alex. He's 11 years old, and he's ...

She's Shinhye. She's 12 years old, and she's ...

Puzzles p.118

#### Exercise 5

- Read out the task in the *Think!* box with the class. Ask students to choose the correct sentence and complete the rule, then check the answers with the class.
- Write the headings from the chart on the board. Elicit some details about a fictional student.
- Using the information on the board, elicit a short description of the person and write it on the board.
- Students then write their descriptions.

#### Challenge

- Students write the descriptions individually.

#### Finished?

- Tell students to write gapped sentences using the verb *to be*. Then they switch

with a classmate and try to complete each other's sentences.

- Once students have finished this activity, they can go on to do the puzzle on page 118.

Puzzles page 118/X7

#### Consolidation

Encourage students to write some personalized sentences in their vocabulary notebooks about themselves and people they know to help them remember the different forms of *be*.

Workbook page W5  
Practice Kit Extra Practice  
Grammar link presentations

## Listening and speaking

It's your big day!



### Step 1

1 0 020 Listen and check (✓) the correct answers.

#### Listening strategy

##### Listening twice

If you don't hear the answer to a question in a listening exercise, leave it, and go to the next question. You will probably listen to the audio twice.

Name	Flor	<input checked="" type="checkbox"/>	Vanessa	<input type="checkbox"/>
Age	13	<input type="checkbox"/>	14	<input checked="" type="checkbox"/>
Town	Lima	<input checked="" type="checkbox"/>	Cartago	<input type="checkbox"/>
Nationality	Peruvian	<input checked="" type="checkbox"/>	Costa Rican	<input type="checkbox"/>
Favorite singer	Rihanna	<input checked="" type="checkbox"/>	Adele	<input type="checkbox"/>
Favorite actor	Ashton Kutcher	<input type="checkbox"/>	Ryan Reynolds	<input checked="" type="checkbox"/>

### Step 2

2 0 021 Listen and complete the paragraphs.



He's Noah. He's <sup>1</sup> 13 years old, and he's from <sup>2</sup> Australia. He's a <sup>3</sup> student at Bundoora School in Melbourne. His favorite school subjects are <sup>4</sup> Math and Art. His favorite color is <sup>5</sup> green, and his favorite day of the week is <sup>6</sup> Saturday! He's a big fan of <sup>7</sup> Japanese food.



She's Zehra. She's <sup>8</sup> 12 years old, and she's <sup>9</sup> Turkish. She's from Istanbul, in <sup>10</sup> Turkey, and she's a student at Istanbul International <sup>11</sup> School. Her favorite subjects are <sup>12</sup> English and Music. Zehra is a <sup>13</sup> fan of the singer Shawn Mendes, and her favorite <sup>14</sup> song is Stitches.

### Step 3

3 Look at the topics in the list. Write notes about yourself.

- name
- age
- nationality
- school
- favorite subjects
- favorite singer or band
- favorite color
- favorite animals

4 **Presentation** Write a presentation about yourself. Use your answers from exercise 3. Look at the texts in exercise 2 to help you.

My name's ... I'm ... and ...

5 **Groupwork** In small groups, take turns to give your presentation. Take notes about the other people in your group.

seventeen

→ Workbook p.W6

17

## Listening and speaking

page 17

### Aim

To listen to descriptions of three teenagers

To give a presentation about yourself

### Warm-up

- Ask individual students: *What's your favorite color? What's your favorite school subject? What's your favorite day of the week? What's your favorite animal?* Revise vocabulary for colors, school subjects, days of the week, and animals.
- Point to the pictures of Noah and Zehra in turn and ask: *How old is he / she? What's his / her favorite color?* Encourage students to guess the answers.

### Step 1

#### Exercise 1 0 020

- Read through the profile with the class and make sure students understand everything.
- Read out the task, then read the *Listening strategy* with the class.
- Play the audio. Students listen and check the correct answers.
- Allow students to compare their answers in pairs, then play the audio again for them to complete their answers.
- Check answers with the class, playing the audio again and pausing for students to hear the answers.

**Audio**script Teacher's Guide page 121

### Step 2

#### Exercise 2 0 021

- Ask students to read through the paragraphs.
- Remind them that they will hear the audio twice, so they shouldn't worry if they don't hear all the answers the first time.
- Play the audio. Students listen and complete the paragraphs.
- Allow students to compare their answers in pairs, then play the audio again for them to complete their answers.
- Check answers with the class, playing the audio again and pausing for students to hear the answers.

**Audio**script Teacher's Guide page 121

### Step 3

#### Exercise 3

- Students make notes about themselves.

#### Exercise 4 Presentation

- Read out the task and make sure students understand what they have to do. Tell them they can use the paragraphs in exercise 2 as models to help them.
- Allow students time to prepare their presentations individually.
- Monitor while they are working, and help with any language difficulties as necessary.

#### Exercise 5 Groupwork

- Put students into groups and ask them to take turns to give their presentations. Ask other students to listen carefully and take notes about what their classmates say.
- Monitor while they are working and note down any typical errors to correct in a feedback session at the end.
- Ask some students questions about their classmates, e.g., *What's (Marco's) favorite color?* See if students can use their notes to answer the questions.

#### Consolidation

- Suggest to students that they could complete the profile in exercise 3 with information about a friend or family member.
- They could then practice giving a presentation about the person, using *he / she* forms of *be*.

→ Workbook page W6  
Practice Kit Extra Practice

## Trending topics

pages 18–19

## Reading and writing competences

### Aim

To read a profile of a teenager

To write a paragraph about yourself

### Warm-up

- Focus on the picture and the image and ask: *What do you think Lara's favorite hobby is?* (dance)
- Ask: *Is dance fun? Who thinks that dance is fun?* Elicit a few answers or a show of hands.
- Write the dance styles from exercise 1 on the board: *contemporary, hip-hop, ballet, street dance*. Check that students understand the words and ask: *What's your favorite dance style?* Elicit a few answers.

### Background notes

- The Next Step* is a popular Canadian TV reality drama series. It is about the lives of the teenage members of a dance troupe from *The Next Step* dance studio. It was first shown in 2013, and remains popular. It has also been shown in Australia, the U.S., and other countries.

## Reading

### Exercise 1 Read and listen 022

- Ask students to read through the sentences and possible answers.
- Play the audio. Students read and listen, and choose the correct answers.
- Allow students to compare their answers in pairs.
- Check answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that students understand the meaning of the words.
- If necessary, teach the meaning of other words that students don't understand.

**Audiocscript** Student Book page 18

### Exercise 2

- Students read the text again and rewrite the sentences with correct information.
- Allow students to compare their answers in pairs.
- Check answers with the class, eliciting the part of the text which confirms each answer.

### Exercise 3

- Students complete the matching task.
- Check answers with the class and elicit a few more nationalities, countries, and cities to add.

## Trending topics

## Reading and writing competences

# The Next Step

Hi, my name's Lara. I'm 13, and I'm from San Francisco, California, in the U.S. My sister Megan and I are dancers. My favorite dance is hip-hop, and Megan's favorite dance is contemporary.

At home, our favorite hobby is watching TV, and one of our favorite TV shows is *The Next Step*. It's on TV every night, and it's awesome!

*The Next Step* is a reality drama. It's about a group of young Canadian dancers at *The Next Step* dance studio in Toronto, in Canada. The stories on the show are very interesting, with competitions, great dances, and arguments between the dancers, too! All the dancers are amazing. And all the dance styles on the show—from ballet to street dance—are fantastic.

My two favorite dancers on the show are Richelle and LaTroy. In real life, their names are Briar Nolet and Akiel Julien. Briar is also a gymnast—she's very talented! Akiel is from Grenada, but now his home is in Toronto.

Is *The Next Step* on TV in your country? Are you a fan of dance? If the answers to these questions are yes, then *The Next Step* is the show for you!

### Check it out!

Find these words and phrases and check their meaning.

TV show      in real life  
reality drama      gymnast  
arguments      talented

### Reading

#### 1 022 Read and listen Choose the correct answers.

- 1 Lara's favorite dance style is  
a contemporary. **b** hip-hop.      c ballet.      d street dance.  
2 *The Next Step* is a  
**a** TV show.      b type of hobby.      c dance competition.      d dance style.  
3 The dance studio is in  
a the U.S.      b the U.K.      c Canada.      d Grenada.

#### 2 There is incorrect information in each sentence. Rewrite the sentences with true information.

- Megan is Lara's friend. **Megan is Lara's sister.**  
1 At home, Lara's favorite hobby is dancing. **At home, Lara's favorite hobby is watching TV.**  
2 *The Next Step* is about singers. ***The Next Step* is about dancers.**  
3 The TV show is only on Monday and Tuesday. **The TV show is on every night.**

- 4 Richelle and LaTroy are teachers. **Richelle and LaTroy are dancers.**

- 5 Akiel is from China. **Akiel is from Grenada.**

- 6 His home is in Louisiana. **His home is in Toronto.**

- 7 *The Next Step* is for fans of music. ***The Next Step* is for fans of dance.**

### Culture focus

#### Bigest countries in the world—top three!

1 Russia

2 Canada

3 the U.S.

Canada is a very big country, but the population isn't very big.



Japan is smaller than Canada, but there are more people.

#### 3 Match the nationalities (A–D) with the countries (1–4). Then match the countries with the cities (a–d).

Nationality	Country	City
A American	1 Grenada	a Toronto
B Grenadian	2 Canada	b St. George's
C Russian	3 the U.S.	c Moscow
D Canadian	4 Russia	d San Francisco

eighteen

18

### Extra activity

- Ask students to look at the text again. Ask: *Does Lara think the show is good? Does she think the dancers are good?* Elicit the answers, then ask students to find the words that Lara uses to say that the show and dancers are good (*awesome, interesting, amazing, fantastic, talented*).
- Write the words on the board and check that students understand them all.
- Tell students it is important to learn lots of different vocabulary to make their writing and speaking more interesting.

### Culture focus

- Read through the information with the class. Check that students understand *big, biggest, and smaller*.
- Say a few more sentences using these adjectives and ask students if they are true or false, e.g., *Mexico is a very big country. Brazil is smaller than Peru.*

## Writing

### Step 1

- 4 Ethan and Chloe are dancers. Complete the paragraphs about them. Use the information in the fact files.



### FACT FILE

Name	Ethan	Chloe
Age	13	14
From	New Orleans, U.S.	London, U.K.
Dance style	ballet dancer	contemporary dancer
Favorite TV show	So You Think You Can Dance	The Next Step
Favorite dancer	Isaac Hernández	Maddie Ziegler

#### Writing strategy

##### Using capital letters

In English, we always use capital letters for:

- the first word of a sentence
- the subject pronoun
- names of people, TV shows, books, etc.
- cities, countries, and nationalities

*Hi, I'm Ivan. I'm Russian. I'm from Volgograd, in Russia.*

Ethan is 13 years old. He's from <sup>1</sup> New Orleans, in the U.S. He's a ballet <sup>2</sup> dancer. His favorite TV show is <sup>3</sup> So You Think You Can Dance, and his favorite dancer is the ballet dancer <sup>4</sup> Isaac Hernández.

Chloe is 14 years old. She's from <sup>6</sup> London, in England. She's a <sup>7</sup> contemporary dancer. Her favorite TV show is <sup>8</sup> The Next Step, and her favorite dancer is <sup>9</sup> Maddie Ziegler.

### Step 2

- 5 Use the information in the fact file to write a paragraph about Lara's sister, Megan.



Megan is 12 years old. She's \_\_\_\_\_

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#### Challenge

Write sentences about the following things:

- your favorite movie
- your favorite actor
- your favorite food
- your three favorite songs
- your favorite book
- your two favorite countries
- your two favorite towns or cities

nineteen

Culture p.106

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### Step 3

- 6 Write a paragraph about yourself. Use the texts in exercise 4 to help you.

### FACT FILE

Name	Megan
Age	12
From	San Francisco, U.S.
Dance style	contemporary
Favorite TV show	The Next Step
Favorite dancer	Lamar Johnson

## Writing

### Aim

To write a fact file about yourself

### Step 1

#### Exercise 4

- Ask students to read the fact files and use the information to complete the paragraphs about Ethan and Chloe.
- Check the answers with the class.

### Step 2

#### Exercise 5

- Read the *Writing strategy* with the class.
- Ask students to find examples of capital letters in the paragraphs about Ethan and

Chloe. As a class, match the examples with the categories in the *Writing strategy*.

- Ask students to read the fact file about Megan and write a paragraph about her.
- Check the answers with the class, and write a paragraph on the board for students to check their spellings and use of capital letters.

#### POSSIBLE ANSWERS

Megan is 12 years old. She's from San Francisco, California, in the U.S. She's a contemporary dancer. Her favorite TV show is *The Next Step* and her favorite dancer is Lamar Johnson.

### Step 3

#### Exercise 6

- Read out the task and refer students back to the fact files for the kinds of

information they should include about themselves.

- Explain that they could change some of the kinds of information if they prefer. Brainstorm some other kinds of information they could include instead, e.g., favorite book, movie, animal.
- Ask students to write their paragraph, using the texts in exercise 4 to help them.
- Ask some students to read their paragraphs to the class.

### Challenge

- Students write their sentences individually.
- Ask some students to read their sentences to the class. Ask other students if the sentences are also true for them.

### Extra activity

- Students could write four sentences about themselves, three true and one false.
- In pairs, they read their sentences to each other and guess which one is false.
- Ask who guessed correctly.

### Consolidation

Suggest to students that they write some sentences with the names of people, cities, countries, etc., and highlight the capital letters to help them remember when they should use them.

Culture page 106 / X1

Workbook page W7

Practice Kit Extra Practice

Unit tests

Resource worksheets

Video

# 1 Culture

page 106/XI

## Aim

To learn about some celebrities and their family backgrounds

To research, prepare and give a presentation about family

## Warm-up

- Focus on the pictures of the celebrities. Ask: *Who are the people? What are their names?* Elicit the names of the celebrities.
- Ask: *Which people are singers? Which people are actors? What are their movies? Who is in the Royal Family?*

## Exercise 1 Read and listen 107

- Read out the question, then play the audio for students to read and listen.
- Focus on the *Check it out!* box. Ask students to find the words and check the meanings. Discuss the meanings with the class.
- Students read the article again and match the sentence halves.
- Check answers with the class, eliciting the part of the text which confirms each answer.
- Check that students understand all the countries and nationalities.

**Audioscript** Student Book page 106

## Exercise 2

- Students complete the sentences with the correct countries and nationalities.
- Check answers with the class, eliciting the part of the text which confirms each answer.
- Check that students understand all the countries and nationalities.

## Exercise 3

- Students find the information in the text and answer the questions.
- Check answers, eliciting the part of the text which confirms each answer.

### ANSWERS

- Meghan Markle's childhood home is in Los Angeles.
- Alicia Vikander's home is in Portugal.
- No. His father is part Portuguese and part Afro-Caribbean, and his mother is part British, part Chinese, and part Jamaican.
- Chinese art is important to him.

## Exercise 4 Presentation

- Students could work individually to prepare a presentation about their own family. Alternatively, they could work individually or in pairs to do research and prepare a presentation about the family of a celebrity. Point out that they can use the questions in the box to

**1 Culture**

from around the world

## Famous people

Culture 1



**ZAYN MALIK** is from the U.K., and his family home is in the city of Bradford, in the north of England. His father's family is from Pakistan, and his mother is part British and part Irish. Now Zayn's homes are in the U.S.—in Los Angeles, Pennsylvania, and New York City.



**MEGHAN MARKLE** is a member of the British Royal Family. Her home is Kensington Palace, in London, and she's in British newspapers nearly every day. She is American, and her childhood home is in Los Angeles, California. Meghan's mom is African-American, and her dad's family is from Ireland and the Netherlands.



**ALICIA VIKANDER** is the star of many English-speaking movies, and her British English accent is perfect! But she isn't from the U.K. In fact, she's from Sweden, and her home is in Portugal!



**SEAN PAUL** is a singer. He is from Jamaica, and his father is part Portuguese, part Afro-Caribbean. His mother is part British, Chinese, and Jamaican.

**1 107 Read and listen** Match the sentence halves.

1 Zayn Malik is d a Swedish.  
2 Meghan Markle is c b from Canada.  
3 Alicia Vikander is a c from the U.S.  
4 Sean Paul is e d-British.  
5 Keanu Reeves is b e from Jamaica.

**2 Complete the sentences with the words in the box.**

Hawaii Ireland the U.K. Chinese Irish

Zayn Malik's mom is from the U.K. and Ireland.  
1 Megan Markle's home is now in the U.K..  
2 Megan Markle's dad is part Irish.  
3 Sean Paul is part Chinese.  
4 Keanu Reeves's dad is from Hawaii.

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help them decide what to include in their presentation.

- You could brainstorm some celebrities first, to give students ideas, e.g., Rihanna, Lionel Messi, Leonardo DiCaprio.
- Ask individuals or pairs to give their presentations to the class, answering the questions in the box. Other students listen, noting down how many countries and nationalities they hear.
- When everyone has given their presentations, ask students who has an interesting family and why.

## Consolidation

Suggest to students that they look at the article again and make a note of any useful vocabulary for countries or nationalities. Suggest they add it to the other countries and nationalities they have learned in Unit 1.

# A CLIL Social science

## Aim

To read about a care home in the U.K. and learn how older people and children can help each other

To prepare and give a presentation about an older person

## Warm-up

- Focus on the pictures and ask: *Who is in the pictures?* Elicit that there are some old people and some children.
- Read out the title of the text. Teach the meaning of *care home*. Ask: *Who is in a care home?* Elicit that it is old people.

## Exercise 1 Read and listen 115

- Read out the question, then play the audio for students to read and listen.
- Focus on the *Check it out!* box. Ask students to find the words and check the meanings. Students then answer the question.
- Check the answer with the class, eliciting the part of the text which confirms the answer.

**Audioscript** Student Book page 114

## Exercise 2

- Students read the text again and complete the sentences with the correct words.
- Check answers with the class, eliciting the part of the text which confirms each answer.

## Exercise 3

- Read through the questions with the class and check that students understand them.
- Students find the information in the text and answer the questions.
- Encourage them to write full sentences for their answers.
- Check answers with the class, eliciting the part of the text which confirms each answer.

## ANSWERS

- They are about 90 years old.
- They do painting, drawing, cooking, music, and other activities. They eat together and listen to stories together.
- Positive things for the older people: it makes them happier, helps them forget their problems, they eat more food, and their health improves.

## CLIL Social science A

### A very *special* care home

In London, there's a care home called Nightingale House. It is a home to very old men and women—a lot of them are about 90 years old, or maybe older!

But there's something very special about this care home. It is the first care home in the U.K. to have a nursery for young children. Here, everybody—young and older people—comes together for different activities.

Every day, the children arrive at 7:30 a.m. and do painting, drawing, cooking, music, and other activities with the residents. They all eat together and listen to stories together. Finally, at 6:30 p.m., the children go home.

But why does this care home have a nursery? The answer is that spending time with young children helps older people, and it is a very positive experience for them. Some residents don't have grandchildren, so they love the visits from the small children. Old age is often difficult, but time with young children makes older people happier—they forget their problems, they eat more food, and their health improves! It is also a great experience for the children. Some children don't have grandparents, so at Nightingale House, they can spend time with older people and learn from them, too.

The idea isn't new. There are care homes like Nightingale House in Japan, Australia, the U.S., and across Europe. Now it is a very popular idea in the U.K., and more care homes with nurseries are opening. It helps many people, and everybody is happy!



#### Check it out!

Find these words and check their meaning.

care home      resident  
old              health  
nursery        improves  
young

- 1** 115 **Read and listen** What is different about this care home?

It has a nursery for young children in it.

- 2** Complete the sentences with the words in the box.

idea residents children nursery lunch good

The **residents** are very old.

- 1 The **nursery** opens at 7:30 a.m.
- 2 There are activities for the residents and **children**.
- 3 The children have **lunch** with the residents.
- 4 The **idea** for the care home isn't new.
- 5 The children help the old residents to feel **good**.

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- 3** Answer the questions.

Where is Nightingale House? **It's in London.**

- 1 How old are most of the residents?
- 2 What activities do the residents do with the children?
- 3 What is one positive thing for the older people at Nightingale House?
- 4 What is one positive thing for the children at Nightingale House?
- 5 What other countries have homes like Nightingale House?

- 4 Presentation** Prepare a short presentation about an older family member or friend. Use the questions to help you. Give your presentation to the class.

- How old is he / she?
- Where does he / she live?
- What does he / she like doing?
- What activities do you do together?
- Is he / she happy?

- 4** Positive things for the children: some children don't have grandparents, so they can spend time with older people, and learn from them, too.  
**5** Japan, Australia, the U.S., and other countries across Europe have homes like Nightingale House.

## Exercise 4 Presentation

- Read out the task and check that students understand what they have to do.
- Ask the questions to a confident student and elicit information about an older person they know.
- Students then work individually to prepare a presentation about an older person that they know.
- Ask students in turn to tell the class about the person.

## Consolidation

- Ask: *What do you know about care homes now? Why is it good to have young children in care homes? How is it good for older people? How is it good for children?* Discuss the questions as a class.
- Suggest to students that they could find out about a care home in their area and find out what activities there are for the residents.