

UNIT

1

Hello!

Aims and objectives

In this unit, students will learn:

- present simple of *be*
- questions with *Who*
- possessive adjectives
- words for feelings
- to say hello / introduce themselves
- to ask how people feel

Warm up

Look at the photo with the class to establish the context and activate any relevant structures and/or vocabulary students may have and ask (in L1):  
*Where are the characters?* (in a park) *What is the woman doing there?* (walking her two dogs) *Do you think the woman knows the boy and the girl?* *Where are the girl and boy going/coming from?* (school – they’re wearing school uniform). *Do you think the girl likes dogs?* *Why?* (yes, she’s stroking one of them) *What do you think the girl is asking the woman?* (the dogs’ names) *Do you think the boy likes dogs?* (No, he’s standing at a distance, not stroking them) *Do you think the dogs are friendly or unfriendly?* (friendly)

19

1

Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:  
*What is the boy’s name?* (Steve)  
*What is the girl’s name?* (Nadia)  
*Are they friends?* (yes)  
*Which dog is Bess – the black one or the white one?* (black)  
*What is the other dog’s name?* (Baron)  
*What is the woman’s name?* (Mrs Jones)

Tapescript

See SB1, page 20

Ask students to work in groups of three and practise

the conversation.  
Ask one or two groups to perform their conversations for the class.

2

Write the names under the pictures.

Draw students’ attention to the names in the box. Ask them to match the names with the pictures. They should compare their answers with a partner before a whole class check. Ask: *Who’s this?* for each picture and encourage them to use full sentences in their answers.

Key  
2 She’s Mrs Jones    3 It’s / He’s Baron.  
4 He’s Steve.    5 She’s Nadia.

3

Write the names in the spaces.

Ask students to use the names in the box again to complete the sentences. Check answers by asking: *Who .... (is fine)?* etc.

Key  
1 Nadia    2 Steve    3 Baron    4 Bess    5 Mrs Jones

Get talking  
Saying hello / introducing others

Background notes

- Greetings and introductions**
  - In Britain, adults often shake ‘right’ hands when meeting each other, especially in formal situations. Young people don’t usually shake hands, except in formal situations when they meet an adult for the first time.
  - It is believed that shaking hands originates in the wish to show that you were unarmed and not holding a weapon in your right hand.
  - In informal situations, most people say *Hello*, or *Hi*. These days, *Hiya* is becoming more popular, too. *Hello*, and *Hi* are usually acceptable in formal situations, as well.
  - It is standard practice to ask a friend, *How are you?* and to respond, *I’m fine thanks*. And *you?* Other acceptable responses include

- I'm OK, thanks. / Not bad, thanks. / Great, thanks.
- It is polite to introduce someone who is with you, to someone you meet: *This is .....*
- When you are introduced to someone, it is usual to say, *Nice to meet you.*

20 **4 Listen and complete the dialogues.**

Play the recording. Ask students to listen and fill in the missing words.  
Play the recording a second time for them to check their answers.  
Check answers with the whole class.

**Tapescript**

See SB1, page 21

**Key**

1 are 2 is 3 is 4 're 5 are 6 you 7 'm

**5 Act out dialogues in class. Use your own names.**

Ask students to work in groups of three (Dialogue 1) or four (Dialogue 2) to practise the dialogues. Ask them to substitute the names in the dialogues with their own names, and to act out the dialogues to each other in groups. Ask one or two groups to perform their dialogues to the class.

**Language Focus**  
**Vocabulary**  
**Feelings**

**1 Follow the lines and ask and answer questions.**

Focus on the adjectives. Ask students to check the meanings of any words they don't know with a partner or in a dictionary. Explain the meaning of any adjectives they may not be familiar with. Then ask students to work with a partner and do the matching exercise. As a way of checking answers, ask pairs to work together and take turns to ask and answer the questions:  
A. *Who's happy?*  
B. *John. Who's ....?*

**Key**

John's happy. Dimitri's angry. Vanessa's excited. Abi's sad. Carlos's cold. Paul's bored. Adriana's hungry. Klara's hot. Hans's scared. Lucy's nervous.

**FOLLOW UP**

Ask students to work in groups and mime one of the adjectives in the exercise above. Other students in the group have to say, *He's / She's happy / sad* etc. The game can be played as a team game, with teams taking turns to mime and guess, scoring a point every time they get the answer correct on the first guess.

**Get talking**  
**Asking how people feel**

**Background notes**

- To show concern about how someone feels, it's usual to ask: *What's wrong? What's the matter?*
- To ask about someone else, the question is *What's wrong with ...? / What's the matter with ...?*

**2 Work with a partner. Look at the pictures then close your books and ask and answer.**

Go through the first example with the class, following the model in the speech bubbles. Ask students to work with a partner and look at the pictures, trying to decide how the people feel. Give them about five minutes to do this. Write the names of the people on the board. Students then close their books and take turns to ask about the people.  
Ask several pairs to present their questions and answers to the class as a way of checking answers.

**Key**

Victor is tired. Maria is cold. Sally and Liz are scared. Pedro is hungry. Kendra is bored.

**Grammar**  
**Present simple of be**  
**Positive**

Read through the examples in the grammar box. Ask students to cover the green section of the box, and to guess what the full form is for each contraction *'m (am)*, *'s (is)* and *'re (are)*. Then get them to read the information in the green

section of the grammar box. To check, call out or write on the board, *I / you / he / they* etc. Elicit and write on the board the corresponding verbs *am, are, is* etc.

1 Complete the sentences with 'm, 're or 's.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check.

Key

1 's 2 'm 3 're 4 're 5 're 6 're 7 's 8 's

Present simple of *be*  
Negative

Read through the examples in the grammar box. Ask students what the short form *n't* stands for (*not*). Call out *I / you / he / they* etc. Elicit and write on the board the corresponding verbs in the negative, *'m not, aren't, isn't* etc.

2 Rewrite the sentences. Use the short form.

Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

Key

2 We aren't English. / We're not English. 3 You aren't late. / You're not late. 4 I'm not angry. 5 She isn't happy. / She's not happy. 6 They aren't friendly. / They're not friendly.

3 Complete the sentences. Use the short form.

Go through the first example on the board, putting a cross next to the word *dog*, and a tick next to *cat*, so that students realise they have to make a negative sentence to match the positive (second) sentence. Students complete the sentences, comparing their answers with a partner before a whole class check.

Key

2 aren't 3 isn't 4 aren't 5 isn't 6 aren't  
7 isn't 8 'm not

Present simple of *be*  
Questions and short answers

Read through the examples in the grammar box.

Point out the inversion of the subject and verb when forming questions.

*I am* → *Am I?* *He is* → *Is he?*

In short answers, point out or elicit from students that contractions are not possible in positive sentences:

*Yes, I am / he is / they are.* (~~NOT *Yes, I'm / he's / they're.*~~)

Call out simple questions for students to practise giving short answers: *Are you fourteen, Fabio? Is this a pen? Are we in a Maths class? Is your father a teacher?* etc.

4 Complete the questions and short answers.

Ask students to work with a partner to complete the questions and answers. Check answers by asking different pairs to take turns to read out questions and answers. Make sure that students realise they can't use a contraction in number 5.

Key

2 Are, am 3 Am, aren't 4 Is, is 5 Are, they are 6 Are, we aren't 7 Is, he isn't 8 Are, I'm not.

FOLLOW UP

Students work with a partner to make more questions for each other to answer, using short answers. If they need prompts, write subjects on the board:

*... John French / ... it a dog / ... you happy / ... they cold*

Questions with *Who ...?*

Read through the examples in the grammar box. Point out that the contraction is not used in questions with *are*: *Who are you / they / we?* (~~NOT *Who're you / they / we?*~~)

Call out a short answer, e.g. *I'm John. / They're the Martinez family. / She's my friend. / Gwen Stefani is my favourite singer.* Elicit and write on the board the corresponding questions with *Who ...?* (*Who are you? Who are they? Who's she? Who's your favourite singer?*)

5 Write the questions.

Ask students to write the questions. Remind them that answers with *I, my* or *we* need questions with *you*, so they should be particularly careful in 4, 5 and 7.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check.

Key

2 Who's he? 3 Who are they? 4 Who are you? 5 Who are you? 6 Who's she? 7 Who is your favourite band? 8 Who's he?

FOLLOW UP

Bring in magazine pictures of well-known people, e.g celebrities or people students know in their local community or country. Divide the class into two teams. Hold up a picture and ask Team A to make the correct question: *Who's she / he?* or *Who are they?* Correct questions earn the team a point. Team B has to answer correctly, saying, *She's / He's / It's / They're ....* to get a point.

Possessive adjectives  
Revision

Read through the examples in the grammar box. Ask students to say what the possessive adjectives in bold refer to (the subjects in each sentence).

FOLLOW UP

As this is revision, students might not need extra practice. If they do, write different subjects in a list on the board, e.g. *She, He, You, My friends, My family*. Then write the corresponding possessive adjectives in a jumbled list on the right. Ask students to come up to the board and draw lines matching the subjects with their possessive adjectives. Stronger students can try and make sentences using both subject and possessive adjective, as in the grammar box.

without reading any of the text. Ask them *Who's in the car?* (Max) *Is the car fast or slow?* (fast) *Is Max happy or sad?* (happy) *Look at Max's friend. What's wrong with him?* (he's nervous) *Look at the last picture. Is Max happy now?* (no)

Ask students to read the story. Ask comprehension questions to check understanding.

*Is Max happy or sad in the first five pictures?* (happy)  
*What's his friend's name?* (Tom)  
*Is his friend happy?* (no)  
*Why are Mr and Mrs Cross cold?* (they're wet – from Tom's car)  
*What's wrong with Mrs Bing?* (She's angry.)  
*What's wrong with the duck?* (It's scared.)  
*Who's happy in picture 6?* (Mr and Mrs Cross, Mrs Bing, the duck)

2 Complete the table.

Ask students to work with a partner and complete the table, using the example sentences as a model. They should say how each person is feeling in pictures 1–5 and then everyone in 6. Check answers by asking students to read sentences aloud.

Key

Tom	2: is nervous	6: is happy
Mr and Mrs Cross	3: are cold	6: are very happy
Mrs Bing	4: is angry	6: is very happy
The duck	5: is scared	6: is very happy

FOLLOW UP

Revise *Who's ....?* questions by asking: *Who's scared?* (the duck) *Who's angry?* (Mrs Bing) etc.

3 Work with a partner. Draw an expression on the faces or in their notebooks. Then ask and answer.

Ask two students to read the parts of A and B in the dialogue. Then ask students, *Who's happy?* (Maria). Ask them to draw Maria's expression. Ask *What's wrong with Ella?* (She's sad.) Ask them to draw her expression. Then, working with a partner, students draw different expressions (happy or sad) - for the other characters.

21 6 Listen and repeat the rap.

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the rap.

Tapescript

See SB1, page 24

Skills  
Reading  
Warm up

Ask students to look at the title and the pictures



With their partner, students make up a similar dialogue about Tim, Fred and Lucas. They practise their new dialogue. Ask some pairs to perform their dialogues for the class.

### Sounds right Days of the week

Revise days of the week by drawing seven 'blocks' on the board, and filling in one of them, e.g the fourth block, Thursday. Elicit the names of the days of the week before Thursday, and those after it. Write them or get students to come up to the board and write them in the correct places.

22 **4 Listen and repeat.**

Play the recording, pausing after each line. Ask students to listen and repeat each line. Then play the whole recording and get students to repeat it from beginning to end. Encourage them to use expression in their voices and to copy the intonation.

**Tapescript**  
See SB1, page 26

### Reading

5 **Read the sentences and write the day of the week above the picture.**

Ask students to look at the pictures. Ask them to look at the first picture and say how Sue is feeling (tired). Read the corresponding first two sentences. Then ask students to find examples of Sue looking bored, angry, nervous, excited, busy and happy. Finally, ask them to work in pairs and complete the task, writing the names of the days of the week above the correct pictures.

**Key**  
2 Thursday   3 Tuesday   4 Sunday   5 Wednesday  
6 Friday   7 Saturday

**FOLLOW UP**

You can ask stronger students to try and make sentences about each day in the picture. Ask them: *Why is Sue tired?* (because it's early), *Why is she nervous?* (she's got a test / exam) etc.

### A song 4 U Sunday is for me

23 **6 Listen and complete, then sing.**

Tell students that they are going to listen to a song and complete the gaps with one of the words in the box. They will have to use each word twice in the same verse.  
Students can read through the words first, with a partner, guessing the missing adjectives. Play the recording and pause it after each verse, for students to complete the gaps. Play the whole recording through once more, and then check answers.

**Tapescript**  
See SB1, page 27

**Key**  
1&2 tired   3&4 bored   5&6 angry  
7&8 nervous   9&10 excited

Play the song once more, encouraging students to sing along.

### Writing for your Portfolio

7 **How do you feel during the week? Write a short description.**

You can ask students to do this exercise or complete it for homework. Ask students to use the adjectives they know from the song above, to write a short description of their week, following the model sentence given. They should say why they feel excited / tired etc. Ask students to exchange their work with a partner or in small groups and read each other's writing.

### MORE fun with Fido

Give students a few minutes to work out what Fido does every day at 6.30 a.m. (goes for a walk), and what he does on Sundays instead (sleeps late). Find out (in L1) what students do during the week, and what they do on the days they don't go to school.

# Learn MORE through English

## Information Technology

Read the key words aloud, asking students to repeat them after you. Ask them to work with a partner and explain the meanings of the words to each other, using a dictionary to check any words that they don't know. Ask questions to check that they understand the new vocabulary e.g.

- Which search engines do you usually use when doing Internet research?*
- Imagine that you want to search for web pages about concerts in Paris. Which two words should you type in your search engine?* (concerts, Paris)
- How do you 'write' on the computer?* (you type)
- When you want more information about a web page your search engine has suggested, how do you open the web page?* (by clicking on it)
- How do you copy text from a web page?* (by selecting it and copying it)
- How do you copy music from the Internet on to a CD or MP3 file?* (you download it)

### 1 Read the facts about the MORE! website.

Give students about five minutes to find some of the key words in the facts and Fact File, and check that they understand them in the context. Ask a few general questions, using the key vocabulary, to make sure students understand the vocabulary and the information in the Fact File:

- What is the World Wide Web address of the MORE! website?* (www.cambridge.org/elt/more/)
- What kind of information can you find on the web page?* (stories, interviews and texts to listen to, grammar and vocabulary exercises)
- What is the most common web language?* (English)
- How many web pages are there?* (billions)
- What two search engines are mentioned in the fact file?* (Google, Yahoo)
- What other search engines do students use/know of?*
- How can you find photos or pictures of something, instead of text, when doing a search?* (by clicking on Images)

### 2 The MORE! webquest. Go to the MORE! website and write the answers to these questions.

This activity can be set for homework, or for use in the IT classroom or lesson. Ask students to find the answers to the questions.

#### Key

- 1 Unit 10 has four activities.
- 2 A 'snark' is half snake and half shark.
- 3 Toby's pet is Samantha the snake.
- 4 Unit 8 has a grammar exercise on time.
- 5 The Get Talking activity is about invitations.

### FOLLOW UP

Ask students to work in small groups to set each other similar webquests, writing three or four questions for other groups to answer by reading the website.

## Mini-project

### 3 & 4 Work in groups. Use the web. Write a report. Include your pictures.

Ask students to work in groups to complete the project. This activity can be used in the IT lesson, or set for homework. Students should work together to compile, print out and present to the class a report, with photos. They can use the example given as a model.