Come in

**VOCABULARY 1**
things in a room, prepositions of place

**READING**
topic: a birthday party – story
skill: using photos to understand a text
task: sentence completion

**GRAMMAR**
there is/there are (+ some/any)
have got

**VOCABULARY 2**
the home

**LISTENING**
topic: homes around the world
skill: choosing the correct picture
task: multiple choice (pictures)

**SPEAKING**
topic: phone conversations
skill: using appropriate levels of formality
task: make a phone call

**WRITING**
topic: favourite things
skill: using capital letters
task: make a personal profile

**SWITCH ON**
video: tiny house tour
project: tiny house presentation

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**Lead-in S8 p11**
As students enter the classroom, make a point of saying *come in* which is the unit title.

Magnify the quote on the Presentation tool, if using, or write the quote on the board for students to read. Check they understand the words: *room, special* and *world*.

1. Direct students to the photo and ask them to work in pairs to find the words in the box in the photo.

**extra**: whole class
As an extension, ask students to find out what colour each thing is, e.g. white bed, orange chair. Ask: *What else can you see in the room?* e.g. mat, book, clock, picture, bin, flags.

2. Students give their opinion of the room in the photo by selecting one of the emojis (great, OK, boring). Conduct whole class feedback and find out how many students chose the same emojis. Elicit reasons for their answers.

*Possible answer*
I think the room is great because it has the colour blue. Blue is my favourite colour.

**extra**
Ask students to work in pairs and talk about their own bedroom at home. Give an example, e.g. *My bedroom is white and yellow. Yellow is my favourite colour. There is a bed, a lamp, a table and a window in my bedroom.* Encourage them to use the words in the list in Ex 1 and to talk about colours.
**VOCABULARY 1**  SB p12

**To start**
Write on the board the following anagrams of colours: dre, nrege, leub, warbn, granoe, clock, lewoly, wheti, regy. Point to the first letter, cross out e and write it somewhere else on the board. Ask students: What colour is this? (Red.) Then cross out e and write e next to r. Cross out the d and write it next to re to make red. Put students into pairs to solve the other anagrams and write down the other colours listed (green, blue, brown, orange, black, yellow, white, grey). If students find this too hard, supply them with the first letter of each colour. Drill the colours chorally, indicating something of each colour if possible, paying special attention to the correct pronunciation of orange /ˈɒrəndʒ/.

If students are preparing for the Pre A1 Starters exam, point out that they will have a spelling task (Reading and Writing Part 3), which involves unscrambling letters to spell words. They will be given pictures for each scrambled word.

**Power up**

1. Ask: Do you like your bedroom? Why? Less confident students may respond to first part of question alone with Yes/No. Encourage more confident students to give reasons, e.g. Yes, because it’s green / big / nice / my room! Drill the words in the box, pointing out the word covers and mat in the picture on page 11, and pointing to curtains, wall, floor in the classroom. Checking students know how to say curtains /ˈkʌtnz/ correctly. Direct students to the question: What colour are these things in your room? and ask: What colour are your curtains? Elicit some responses, e.g. (Blue. / My curtains are blue. / I don’t have curtains.). Ask: What colour is your mat? (e.g. Brown and white. / My mat is brown and white. / I don’t have a mat.) Get two stronger students to write up these two questions on the board, aided by the rest of the class. Put students into pairs to ask their partners what colour the things are.

**Possible answers**
My bed covers are blue and purple. My curtains are green. My floor is grey. I don’t have a mat. My walls are white.

**extra: fast finishers**
Encourage fast finishers to ask about other items, using the list in Ex 2 for ideas.

**things in a room**

2. Direct students to the list of things. Ask: Where is the bin? And get students to find it in the photos, the write the letter next to the word. Ask students to match the remaining things with the photos then compare their answers in pairs. Don’t check the answers at this point as they will be checked in Ex 3.

A lamp  B desk  C pictures  D cushions  E TV
F shelf (shelves)  G noticeboard  H clock  I mirror
J bin  K laptop  L wardrobe

3.Play the recording for students to check their answers to Ex 2. Play the track again, pausing the recording for students to repeat the words.

4. Students make a list of things in their room from Ex 2. They will need the list for Ex 5 and Ex 7.

**Possible answer**
bin, desk, lamp, mirror, pictures, shelves

5. Go through the instructions and example. In pairs, students take turns to tell their partner about an item in their room and what colour it is (using their list from Ex 4).

**Possible answer**
My bin is grey. My desk is brown. My lamp is red. My mirror is white. My pictures are blue, green, red and yellow. My shelves are black.

**prepositions of place**

6. To demonstrate and drill the prepositions in Ex 6, use a prop appropriate for your cohort, such as a teddy bear, a ball, or a pen, with a box. For example, hold the prop above a box, and say above, the ball is above the box and chorally drill above. Move the ball in relation to the box and repeat with the other prepositions. Direct students to the artwork in Ex 6, and ask students to write a sentence with each, while you circulate to provide assistance. Go through the answers with the class.

**extra: project**
Students make a poster showing the prepositions of place in panels similar to the artwork listed using their own interests, e.g. a football and a school bag, or a dog and a bed. Each picture should be labelled with the preposition. Alternatively, for a shorter activity, divide the prepositions amongst the class, and ask each student to prepare a picture demonstrating one preposition. Display these in the classroom.

1. The cat is in the bag.
2. The cat is on the chair.
3. The cat is under the chair.
4. The cat is next to the chair.
5. The cat is above the chair. / The cat is on the shelf.
6. The cat is behind the bag.
7. The cat is in front of the bag.
8. The cat is near the chair.
9. The cat is between the bag and the chair.
10. The orange cat is opposite the grey cat.
Come in

**VOCABULARY 1 (Continued)**

7. Ask a student to give you their list, and demonstrate asking some questions about items on it, e.g. *Where’s your lamp?* *(It’s on the desk.)* Students do the activity in pairs.

**Possible answer**

A: Where’s your TV?  B: It’s on the table.
A: Where are your pictures?
A: On the wall and on the shelves.
A: Where is your laptop?  B: It’s in my bag.

**extra: whole class**

Get one student at a time to go up to the board and write a word at a time to make a sentence about something in the classroom.

e.g. Student 1 – The
Student 2 – board
Student 3 – is
Student 4 – behind
Student 5 – the
Student 6 – teacher’s
Student 7 – desk.

Then, get students to sit in groups in circles. Each student starts with a piece of paper and writes the first word of a sentence, then passes it to the next student who has to write the next word, and so on. When the sentences are complete, ask students to read them out to the group.

**game on**

Ask students to read the example, and underline the structure *Is it a … on … a …?* on the Presentation tool, if using, or write up the prompt on the board.

Demonstrate the game. On the board, very quickly and roughly draw a TV on a shelf. Ask: *What’s in my picture?* and elicit guesses using the structure. Students then play with a partner, and then play again with a new partner.

**Fun footer**

Read the fun footer with the class. If you have the facilities, show a picture of Buckingham Palace. Ask them to guess how many bathrooms there are (seventy-eight).

**To finish**

Play this game with the whole class. Call out sentences for students to draw in 20 seconds, e.g. *Draw a cat on a bed.* Then ask students to show their partner to check they have drawn the correct preposition. If students have coloured pencils or pens each, add a colour element, e.g. *Draw a blue bag next to a brown chair.* Students could say their own sentence for a partner to draw.

**Presentation tool:** Unit 1, Vocabulary 1
**Workbook / Online Practice:** p8
**Grammar reference:** SB p116
**Extra Practice App**

**READING SB p13**

**To start**

Write up the following puzzles on the board and put students in small groups to solve them. Students should write the answer on a piece of paper and race it to you. The first group to get all correct wins.

1 January, February, March, April, May, June, July
2 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
3 one, two, three, four, five, six, seven

**Power up**

1 Direct students to the pictures and ask them to work in pairs to see how many things they can name in the room using the words from the previous lesson, e.g. *lamp, door, mat, bin.* Point to the box in the picture B, and the key in picture C, and see if students know these words (or teach them). Demonstrate two sentence forms students can use to make sentences about the room, e.g. *This is a key.* *The key is yellow.* Students work in pairs and take turns making sentences.

**Possible answer**

This is a mat. The mat is grey. This is a table. The table is brown. The walls are grey. This is a picture.

**skill tip**

Read the tip with the class. Point out that students can find this is a useful strategy when reading books and in the exam if they take one. Tell students it is best to look at the pictures first to work out what the story is about before reading the text.

2 Go through the instructions with the class. Then give students time to read the story and answer the questions. Clarify unknown vocabulary as necessary, e.g. *escape, special, secret, instructions, lock (verb).* If students haven’t guessed where they are, tell them that it is an escape room – a special room which is a puzzle and you have to solve clues to escape.

1 There are three children. 2 Joanna (Jo), Kate and Ben 3 They’re in an escape room.

**exam task: A1 Movers Reading and Writing Part 5**

In the A1 Movers Reading and Writing Part 5 exam task, there are two examples and seven items. The text is a continuous narrative.

3. Direct students to the instructions and the example. Students complete the sentences individually then compare in pairs before checking as a class.

1 (birthday) party (Ben and Kate are at her birthday party. HAPPY BIRTHDAY, Jo! The party is in an Escape Room.)
2 the bin (Jo: There’s a message in the bin.)
3 box (Ben: Here’s the box – look!) 4 a key (The key is for the box under the bed.)
5 on (Ben: Under the mat on the floor.)
6 door/secret door/escape door (Kate: Yes, there is a door! It’s the escape door!)
Sum up

4 Go through the instructions as a class, then direct students to the first word birthday. Ask students to find it in the text (line 1) and elicit the object it goes with party. Ask students to complete 2–5 by finding the words in the text. Conduct whole class feedback.

1 birthday party 2 secret door 3 big puzzle game 4 special room 5 red picture

Speak up

5 Elicit some responses to the first question, encouraging stronger students to give a reason. Then ask students to ask and answer the questions in pairs. Elicit some other fun party ideas.

Possible answers

Yes. / No. Yes because I like puzzles. / I like escape rooms. / There are friends at the party.

Pizza parties are fun. / Parties at the swimming pool are fun. / I like parties at home.

extra

Put students into groups of four to read the dialogue aloud like a play, taking the parts of Jo, Kate, Ben, and the narrator (who reads the introduction sections to A and C). Circulate assisting with any queries about pronunciation but focusing on fluency and confidence rather than perfection. Encourage them to use expression to convey the story. If there are recording devices (e.g. student mobile phones) available, students could record the dialogue and listen back. They could make some sound effects, like the papers rustling and the box opening.

Fun footer

Read the fun footer aloud. Ask: Are there escape rooms in this country? Have you been to an escape room?

To finish

In front of the class, make a show of writing a secret note on a piece of paper, (e.g. Well done!), and folding it up so that the message cannot be seen. Ask for three volunteers to be the secret agents and indicate for them to briefly wait outside the classroom. With the remaining students, negotiate a hiding place for the secret note with the class to hide the note, e.g. behind the curtain. Invite the secret agents back into the class, and take turns to guess where the secret note is hidden, using prepositions, e.g. Is it in the cupboard? Is it on the TV? Is it under Sam’s chair? Indicate the class should chorally respond yes or no. The first secret agent to guess the place correctly, is allowed to retrieve the note and read it. If after three guesses each, the secret agents have not guessed correctly, then the class is the winner. Repeat with other students as the secret agents if time allows.

Presentation tool:
Workbook / Online Practice: Unit 1, Reading
Photocopiable activity: p9
Grammar reference: SB p116
Extra Practice App

GRAMMAR SB p14

To start

Tell the students that you are going to give them a puzzle to solve and they should listen carefully. Read the puzzle twice. There are ducks in front of two ducks. There are two ducks behind two ducks. There are two ducks between two ducks. How many ducks are there? Ask students to whisper to a partner what they think the answer is, then elicit guesses. (Answer: There are four.)

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

Fun footer

Read the fun footer aloud. Ask: Are there escape rooms in this country? Have you been to an escape room?

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Presentation tool:
Workbook / Online Practice: Unit 1, Reading
Photocopiable activity: p9
Grammar reference: SB p116
Extra Practice App
**1 Come in**

**GRAMMAR (Continued)**

3. **1.4** Play the recording for students to listen and notice the pronunciation of the highlighted words and letters. Elicit what they noticed (e.g. are is unstressed, pronounced (/ə/), and the ‘s is pronounced /z/ and There’s is one syllable). Play it again for students to listen and repeat.

4. Read through the instructions with the class. Put students into pairs for the activity and ask them to decide who will write about each picture. Circulate while students write their questions, checking the questions are correct.

**alternative**

Organise students into pairs then assign each pair either picture A or B. Students in a pair work together to write three questions about their assigned picture, but both students need to write out their own copy of the question. Then organise students into new pairs of one student who has prepared question for picture A and one for B, to ask and answer the question.

**Possible answer**

Questions about picture A
- Is there a dog on the chair?
- Are there any books on the shelves?
- Are there any drinks on the table?

5. **Students keep the same pairs as Ex 4 and ask and answer their questions. Ask each pair to share one of their questions and answers for the class (or if you have a very large class, ask a few students to do so).**

**Possible answer**

Questions about picture A
- A: Is there a dog on the chair?
- B: No, there isn’t. There’s a cat on the chair!
- A: Are there any books on the shelves?
- B: No, there aren’t.
- A: Are there any drinks on the table?
- B: Yes, there are.

**exam task: A1 Movers Speaking Part 1**

In the A1 Movers Speaking Part 1 exam task, the pictures are a little less cluttered, so each difference is very clear and easy to spot. Above-level language is never required to describe any of the differences. The interaction here is between two students, which is useful in the classroom, but in the A1 Movers exam the interaction is between one candidate and an examiner.

6. Make sure students understand differences. Read the example, and elicit a way to complete the sentence, e.g. … it’s behind the chair. In pairs, students should take turns to describe differences. Elicit some differences from the class and write them on the board (if there are errors, acknowledge the part that is correct, and remodel correct version, e.g. Student: *There are* popcorn on the table. Teacher: *There is* popcorn on the table.)

**Possible answers**

In picture A there are some computer games on the shelves, next to the TV. But in picture B the games are on the floor:
- In picture A there’s a lamp next to the TV, but in picture B it’s behind the chair.
- In picture A there is popcorn on the table, but in picture B it’s on the floor.
- In picture A there is a grey cat on the chair, but in picture B the grey cat is under the table.

The order of answers doesn’t matter. Your sentences can be different, as long as you find four things and explain what you think about each one. E.g. you could say This cat is happy. But now it isn’t happy. The popcorn is on the table, but now it isn’t on the table. This thing (if you can’t remember the name) is next to the TV, but now it’s near/ behind/ next to the chair.

**Speak up**

7. Direct students to the instructions. Ask a few students the example question and some similar questions, e.g. Are there books in your bedroom? Is there a TV in your room? Ask students to write two similar questions while you monitor for accuracy. Students ask and answer the questions in pairs.

**Possible answers**

A: Are there posters in your bedroom?
B: Yes, there are.
A: Is there a laptop in your bedroom?
B: No, there isn’t.

**To finish**

Finish with another puzzle, e.g. In a house, there are two fathers and two sons. How many people are there in the house? (Three: a grandfather, father, and son. The father is also a son.)

Presentation tool: Unit 1, Grammar
Workbook / Online Practice: p10
Grammar reference: SB p116
Audioscript: SB p144
Extra Practice App
**VOCABULARY 2**  

**To start**

On the board, write: b … s … c … p … Get students to guess the things in your bedroom based on the first letters of each word on the board (bed, shelves, clock, poster) and write them up. Next, tell the students to write the first letter of four things in their bedroom. Put students in pairs to guess their partner’s four things.

**the home**

1. **Focus students’ attention on the picture of Joe’s apartment.** Indicate for students to point to the relevant space in the apartment as they hear it. Play the recording, indicating for students to repeat after Joe.

1. Welcome to my home. These are the stairs.
2. This is the living room.
3. This is the kitchen. 4. Here’s the dining room.
5. And here’s the bedroom. 6. That’s the bathroom.
7. This is the balcony 8. That’s the garden.
9. And that’s the garage.

2. *Say:* Where is Joe’s bed? Indicate for students to point to the bed, and say: The bed is in the bedroom. Put students in pairs to say where they can see each of the things. Conduct whole class feedback.

- The bed is in the bedroom.
- The chairs are in the dining room.
- The light is in the living room.
- The picture is in the bedroom.
- The TV is in the living room. / The TV is under the light.
- The window is in the bathroom.

3. Go through the example with the class and demonstrate that students can form new questions by substituting windows with other objects.

**explore language**

Read the box aloud, and ask the question indicating you mean in Joe’s apartment. Ask the class some questions using How many … ? e.g. How many students are in our class? How many doors / windows / lights are there in our classroom?

**watch out for**

Make sure students only use plural nouns with how many, e.g. How many light is there? How many lights are there?

**Possible answer**

A: How many chairs are there?
B: There are four chairs. How many cats are there?
A: There aren’t any cats. Is there a TV?
B: Yes, there is.

**exam task:** A1 Movers Reading and Writing Part 6

Read the exam tip with the class. In the A1 Movers Reading and Writing Part 6 exam task there would be two examples, and the gap in question 2 would be at the end of the sentence. There would not be animals all around the house as in the illustration, and the rubric would be ‘Look and read and write’.

4. *Point out that for sentences 1 and 2, students only need a few words. For 3 and 4, students should make sure that they use the same grammar in the answer as in the question, e.g. Are there …? Yes, there are. For questions 5 and 6, students need to write a full sentence with a verb (is/are). It can be a short sentence but they shouldn’t use the same sentences from questions 1–4!*

Students complete the exercise then compare in pairs. Conduct whole class feedback.

**Possible answers**

1. on the balcony
2. Model answer: The man and (the) woman
3. The two dogs are in the bathroom. / There are two (dogs in the bathroom).
4. Two children are upstairs. / There are two (children upstairs).

5 & 6 **Model answers:** The people are happy. The house is small. There’s a garden and it’s very green. There are brothers and sisters in the house. (These sentences move from simple/correct to more complex.)

1 and 2: You only need a few words.

**game on**

Go through the instructions. Demonstrate the game by choosing one of the homes and inviting students to ask you Yes/No questions about it to work out which one, e.g. Are there children in the house? Is there a TV? Is the house yellow? Then put students into teams of 3–4 and organise the teams to play each other.

**alternative**

Find pictures of two or three new home interiors on the internet to show on your projector/IWB for the game.

**To finish**

Write a number on the board, and see if students can work out the question using how many. Encourage students to help each other generate questions if necessary, e.g. write the number 7 (How many days in a week? / How many windows are there in the classroom? How many pens are there on the table?). Do a few numbers, then students could try the game in pairs if time allows.

Presentation tool: Unit 1, Vocabulary 2
Workbook / Online Practice: p11
Grammar reference: SB p116
Audioscript: SB p144
Extra Practice App
explore grammar

To start
Write on the board some scrambled sentences about your home and ask students to work in pairs to work out the correct order. Alternatively, if you have time, you could write the words on slips of paper for students to re-order (a different colour for each sentence). Elicit the order and write the correct sentences on the board as a prompt for Ex 2.

e.g. 1 a apartment it’s big (It’s a big apartment.)
    2 are there bedrooms three (There are three bedrooms.)
    3 a balcony there isn’t (There isn’t a balcony.)

Power up

1 Put students into pairs to describe their home. Encourage students to talk about the items listed but some students may choose to describe other aspects of their home as well.

Possible answers
It’s a house. There isn’t a balcony. There’s a brown door. There’s a nice garden. There are two bedrooms, a small bathroom and a living room. There are big windows.

Listen up

2 Direct students to the photos. Elicit some sentences about the first picture. If students are likely to have problems making sentences, write up three possible structures on the board: There’s a small / big house / apartment. It’s blue / yellow … The door is grey / green.

Put students into pairs to describe the photos. Conduct whole class feedback.

Houses: 1 A 1 C 3 A 3 B 3 C 5 B
Apartments: 1 B 5 A 5 C

extra

Students move around the class, asking and answering the questions in Ex 5 on page 117 with different partners. You could encourage stronger students to try not to look down at their book.

4 Direct students to the table and ask students to work out which are Nina and Luke’s homes. Ask students to write sentences about the homes using has got / hasn't got.

Circulate, monitoring for accuracy. Fast finishers could draw up a similar table for another home, then either swap with another fast finisher to guess which home it was, or share for the class to guess.

Luke’s house has got a garden and big windows. It hasn’t got orange walls or a red balcony.
Nina’s apartment hasn’t got a garden or big windows. It has got orange walls and a red balcony.

5 Go through the instructions and example with the class then give students time to ask and answer in pairs. Ask a few pairs to share one of their question and answers.

Possible answers
Has Nina’s apartment got big windows?
No, it hasn’t.
Has Luke’s home got a garden?
Yes, it has.
alternative

Guess my home. Students work in pairs. Each student selects a home from Ex 2. They take turns to ask one question about what the home has or hasn’t got to work out which home. Introduce I don’t know for students to use if an aspect is not shown in the picture.

e.g. A: Has your home got a brown roof?
   B: No, it hasn’t. Has your home got a balcony?
   A: Yes, it has. Has your home got a blue door?
   B: I don’t know. Is your home picture 3B?
   A: No, it isn’t …

The student in the pair who guesses the other student’s ‘home’ correctly first is the winner.

To finish

Introduce the idea of a dream home. Tell students about your dream home, e.g. say My dream home is a very nice house in California with a swimming pool. It has got ten bedrooms and three bathrooms. I have got three dogs in my big garden. Ask students to draw a picture of their dream home, and present to a partner / group / the class (depending on class size).

Presentation tool: Unit 1, Listening
Workbook / Online Practice: p12
Photocopiable activity: 1B
Grammar reference: SB p116
Audioscript: SB p144
Extra Practice App

SPEAKING Sb p17

To start

Say a phone number, pronouncing each number individually, but chunking the numbers and pausing between chunks, e.g. zero-seven-four three-six-two-five-nine-four and indicate for students to write down the numbers they hear. Say it at normal speed – then slow – then normal speed. If possible, use an actual relevant number, e.g. your school’s phone number.

Power up

1 Put students into pairs to practice the conversation. Remind them to focus on the chunking of numbers and pausing between chunks. Circulate to provide pronunciation assistance as required.

2 Direct students to the instructions. Tell students that they can use a real or imagined number. Get students to sit back to back to have this conversation and to note down the numbers. This helps focus on the listening skill and also avoids students looking and immediately correcting their partner.

Possible answer

A: What’s your mobile number?
B: It’s 034 764 341.
A: (Student A writes down the number and shows the number) Is that right?
B: No, this number is wrong. It’s 034 765 341.

3 Extra

Students could practice the dialogue from Ex 3 in pairs, taking turns to play the parts.

Speak up

4 Play the recording for students to write down the words they hear. Check answers as a class.

1 Hello 2 Hi 3 Thanks 4 Bye

5 Chorally drill the phrases in the useful language box. Put students into groups of three to practise the conversation. If students want to, they can change the names of the characters to suit them, e.g. Mum can become Dad/Mr Reeves.
1 Come in

SPEAKING (Continued)

Speaking extra

6 Chorally drill the words in the skill tip box using some different manners – happy, sad, angry, bored, etc.
Put students into pairs to roleplay the phone calls. If students are able to, they could roleplay the phone call without notes. Weaker students/classes may like to write their own script and then practise it. Give students the opportunity to perform their phone call for the class.

Possible answer
A: Hi. It’s Molly here.
B: Hi Molly. It’s Cara. Have you got my mobile?
A: Your mobile? No, sorry, I haven’t got it but is it in your coat?
B: Oh yes … it is! Thanks Molly.
A: That’s okay, bye.

7 Students swap pairs and think of different things and people for the conversation in Ex 6. They then practise the conversation. Ask a few pairs to model their conversations for the class.

Possible answer
A: Hi. It’s Brenden here.
B: Hi Brenden. It’s Tom. Have you got my pen?
A: Your pen? No, sorry, I haven’t got it, but is it in your bag?
B: Oh yes … it is! Thanks Brenden.
A: That’s okay, bye.

To finish

Write up on the board bye, goodbye, see you later, see you tomorrow, see you next week. Ask students to say goodbye with one of the phrases to at least three other students before leaving the class. Then say goodbye everyone and indicate for them to say goodbye [your name]. Repeat with the other phrases. If possible, stand at the door of the classroom so that each student can practice saying goodbye to you individually as they leave.

Presentation tool: Unit 1, Speaking
Workbook / Online Practice: p13
Photocopiable activity: 1C
Grammar reference: SB p116
Speaking file: SB p134

28 WRITING SB p18–19

To start

Write a sentence on the board about a holiday you have been without capitals. Tell the students to work in pairs to talk about how many capital letters are needed and where they should be. Invite students to the board to make the changes.

i went to london in june with my friend mary. (Answer: 4 capital letters: I went to London in June with my friend Mary.)

Power up

1 Direct students to the words in the box. If you can, bring in real objects, e.g. a birthday card, a cinema ticket. Otherwise, use the pictures on page 18 or pictures from the internet to show these items. Check they understand the new words and chorally drill them.

Possible answer
I’ve got some books. I’ve got some cinema tickets and photos. I’ve got a poster. I haven’t got any postcards or birthday cards.

2 Focus students’ attention on Jorge’s noticeboard. Ask them to find the things in the box and then elicit which of the things start with capital letters (all of them).

Possible answer
a city: Sydney
a country: Canada
a film: Ocean Warrior
some names: Jake, Marina, Isabella

3 Direct students to find the answers to the questions by looking at the noticeboard. Elicit the answers.

Background note: polar bears live within the Arctic Circle, so they come from the northern parts of other countries, too, e.g. Norway, Russia, Alaska (part of the USA) and Greenland.

1 Isabella 2 Ocean Warrior 3 07977 405637 4 Canada 5 twelve 6 Marina

To finish

Write up on the board bye, goodbye, see you later, see you tomorrow, see you next week. Ask students to say goodbye with one of the phrases to at least three other students before leaving the class. Then say goodbye everyone and indicate for them to say goodbye [your name]. Repeat with the other phrases. If possible, stand at the door of the classroom so that each student can practice saying goodbye to you individually as they leave.

Presentation tool: Unit 1, Speaking
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Alternative

Display Jorge’s noticeboard on your projector. Put a copy of the questions from Ex 3 outside the classroom and tell students to close their books. Put students into groups of 4. One person from each group runs outside to read the question and runs back to repeat the question from memory to their group. If they forget the question they have to run back outside. The group listens to the question then finds the answer to the question on the projected noticeboard. When they have written down the answer the next person in the group runs outside to read and memorise question 2 and so on.

Extra

Ask students to find and highlight instances of the words about, of or from on Jorge’s noticeboard.

4 Direct students to the first sentences as an example and elicit the correct preposition. Students complete the remaining sentences then check as a class.

1 from 2 of 3 about 4 about 5 of 6 from
exam task: A2 Flyers Reading and Writing Part 3
In the Flyers Reading and Writing Part 3 exam task there would be ten words in the box and the title question would be after the text. ‘I’ would always be capitalised.

6 Go through the task instructions and the example with the class, pointing out how tickets is crossed out, and recommend that students cross out as they use words to keep track. Students complete the task individually before comparing in pairs, then checking as a class.

1 My (capital letter to start a sentence, My not your because the profile is Emma’s and she is talking about her interests.)
2 fantastic (fantastic means very good. It can’t be favourite because favourite usually comes after a possessive adjective like my. It cannot be blue because blue must fit gap (3) which is about colour.)
3 blue (blue is the only colour on the list.)
4 favourite (favourite is an adjective meaning the one someone likes best.)
5 Spain (After I'm from we need a place. Spain is the only place on the list.)
C All about my favourite sport (C is the best title because the whole profile is related to her favourite sport. She mentions her favourite football players and colour, but it is not the overall topic.)

Plan on
6 Ask students to choose three or four things to bring for their profile to discuss in the next class. Even if they can’t bring actual items, students should decide on 3–4 answers to talk about.

Possible answer
Things for my profile
1 birthday card – from grandma
2 photo – me and Mary
3 postcard – from Italy
4 pool ticket
5 menu – pizza restaurant

Write on
Go through the useful language box, and use examples from your own things. For example, hold up some books, and say here are some of my books. This is my cinema ticket. That’s my photo. My favourite postcard is from my friend Mary in London.

7 Students can choose to layout their profile like Jorge’s or Emma’s or in their own way. They could handwrite or type if computers are available. Circulate, providing assistance.

Possible answer
Here is a photo of me and my friend Mary. This is a special birthday card from my grandma. This is a postcard from my friend. It’s from Italy. My favourite sport is swimming. Here is my pool ticket. That’s a picture of my home. Look at my cat on the balcony!
Tiny house tour

1 Put students into pairs to think of five rooms in a house and write their list. Check as a class.

**Possible answers**
- bathroom
- bedroom
- dining room
- kitchen
- living room

**extra: whole class**

Show some pictures of tiny houses on your projector/interactive whiteboard if you can. Elicit that tiny means very small. Ask: What rooms would you expect a tiny house to have? Introduce the word loft for an open upstairs area.

Tell students that they’re going to watch a video about Annabel O’Neill, who built her own tiny house on wheels.

2 Ask students to think about how their house is different to Annabel’s as they watch the video clip for the first time. Give some examples of things that might be different, e.g. What rooms are in the home? What things are in the home? What colour are the things? Who lives there? Give them the option to take notes if they want to. Then ask students to discuss differences they noticed.

Conduct whole class feedback.

**Possible answers**
- Annabel lives in a house. I live in an apartment.
- Annabel’s house has four rooms, but my house has six rooms.
- Annabel’s clothes are on shelves, but my clothes are in drawers.
- Annabel’s house is yellow, but my house is white.
- One person lives in Annabel’s house, but five people live in my house.

3 Get students to read the list before you play the clip again and check students understand knives and shower (perhaps get a student to draw or mime these words). Get students to tick the things Annabel talks about while they listen. Elicit the answers.

- knives
- clothes
- stairs
- windows

4 Play the clip for students to watch again and decide if the statements 1–5 are true or false. Elicit answers from the class.

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**extra: mixed-ability classes**

Get stronger students to listen for more information on the things Annabel talks about and share it afterwards.

5 This is a grammar rather than a listening exercise. Put students into pairs to complete the sentences using the correct form of to be. Remind students to look at whether the noun before the verb is plural or singular to decide between are / is. Elicit the answers.

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UNIT CHECK  SB p21

This Unit check covers things in a room, prepositions of place, there is/there are and have got.

Practice

1 Run this as a challenge. Put students into pairs and give them one minute to look at the wordlist and write out as many words that they can see that match task 1 (that they can see right now). After the minute is up, ask the pair with the highest number of items written down to read out their list, and other pairs may raise their hand if they don’t believe an item can be seen, or if there are additional items to add. Repeat the same process for (2) and (3).

Possible answers
1 bin, clock, cupboard, noticeboard, pictures, laptop, shelves, desk, books, box, chair, desk, door, floor, light, object, posters, wall, window
2 balcony, downstairs, garage, garden, lift, stairs, upstairs
3 pictures, laptop, birthday card, cinema / concert / sports tickets, books, box, computer game, key, mobile, photo, postcard

2 Students write their sentences individually while you circulate, helping as needed. Students then share their sentences in pairs.

alternative
Tell students that they may make the sentences in Ex 2 true or false. Put students into pairs to share their sentences and say whether their partner’s sentences are true or false.

Possible answers
Dan's desk is in front of my desk.
There are posters on the wall.
There is a clock above the noticeboard.

3  1.9 Play the recording and ask students to write down the sentences they hear. Play the recording again. Then elicit the sentences and write them on the board.

1 There's a desk in front of the window.
2 There are two pictures on the wall.
3 Is there a bathroom upstairs?
4 Are there ten chairs? No, there aren't.

4  1.10 Play the recording twice for students to write down the questions. Put students into pairs to compare, and ask and answer. Conduct whole class feedback.

Possible answers
1 Has (your teacher got a laptop in the classroom?) Yes, he has.
2 Has (your friend got a black school bag?) No, she hasn’t.
3 Have (you got a brother or a sister?) Yes, I have got two brothers and one sister.
4 Have (you got a blue pen in your bag?) No, I haven’t.