

# People and personality

## 2

### VOCABULARY

Clothes and accessories | Adjectives to describe clothes and accessories | Adjectives with *-ing/-ed* | Personality adjectives

### GRAMMAR

Present Continuous | Present Simple and Present Continuous



## Outfit of the Day

follow ▾ ...

6,768 posts 86.2k followers 56 following

Show us your outfit of the day. Tell us what you have on. Tag #OOTD so that we can share on our profile.



Check out this #OOTD photo of Dana and Bret in their 'back-to-school' clothes. We really love Dana's shirt over top combination and Bret's jeans jacket.

♡ 👁 🗑  
#ootd #backtoschool



It's party time! So today's #OOTD comes from Tasha in her party clothes. We love her party accessories and the wonderful smile.

♡ 👁 🗑  
#ootd #partyoutfit



We are sharing Addie's #OOTD because we love the colours of her winter clothes. The blue gloves and scarf are a perfect match.

♡ 👁 🗑  
#ootd #winterclothes

### Exercise 2

**Possible answers:**  
**Clothes and footwear:** sandals, skirt, tights, top  
**Accessories:** bracelet, earrings, ring, sunglasses

### Exercise 4

**top part of your body:** coat, dress, hoodie, jacket, shirt, sweater, top, T-shirt, uniform  
**bottom part of your body:** jeans, shorts, trousers, underwear  
**your head:** baseball cap, hat  
**your hands:** gloves  
**your feet:** boots, shoes, trainers

## 2.1 Vocabulary

### Clothes

- 1 **2.1** What clothes can you see in photos A–C? Study Vocabulary box A. In pairs, find three things that are NOT in the photos.

*In the photos:* ✓ *Not in the photos:* ✗

#### VOCABULARY A Clothes and accessories

##### Clothes and footwear

boots ✓ coat ✗ dress ✗ (fancy-dress) costume ✗ hoodie ✗ jacket ✓  
jeans ✓ shirt ✓ shoes ✓ shorts ✗ sweater ✓ top ✓ tracksuit ✗  
trainers ✓ trousers ✓ T-shirt ✓ underwear ✗ uniform ✗

##### Accessories

baseball cap ✗ belt ✗ earrings ✗ glasses ✓ gloves ✓ handbag ✓  
hat ✗ necklace ✗ scarf ✓

- 2 **I KNOW!** Work in groups. Can you add more words to Vocabulary box A?
- 3 Read the posts. Whose OOTD do you like best? Why?
- 4 Which of the items from Vocabulary box A do you wear on the body parts below? Discuss in pairs.
- top part of your body
  - bottom part of your body
  - your head
  - your hands
  - your feet

Unit 2 24

#### For the teacher

- Teaching notes, page 168
- Audioscript, page 245
- Videoscript, page 245

#### On the Portal

- Vocabulary Memory
- Photocopiable activity: *Crossword*
- Test: Vocabulary Check 2

#### For the student

- Workbook, pages 16–17

#### On the Portal

- Workbook: Lesson 2.1
- Extra Practice Activities: Vocabulary, BBC Vox Pop

- 5 2.2 In pairs, mark the sentences T (true) or F (false). Listen and check.
- T Sports teams with red shirts win more often.
  - T Most jeans have a very small pocket for a watch.
  - F People are stronger when they wear a Superman T-shirt.
  - T Baseball players wear baseball caps to protect their eyes from the sun.
  - T People usually lose about fifty socks each year.

- 6 2.3 Study Vocabulary box B. Which of the adjectives can you use to describe photos A–C?

**VOCABULARY B** Adjectives to describe clothes and accessories

baggy checked cotton dark leather light plain striped tight woolly

Dana's got a checked shirt.

- 7 In pairs, choose the correct option to describe photos 1–6. Go to page 138 to check your answers.
- light blue  earring / necklace
  - woolly  gloves / sweater
  - leather  handbag / belt
  - plain  skirt / dress
  - striped  tracksuit / scarf
  - tight top /  hoodie

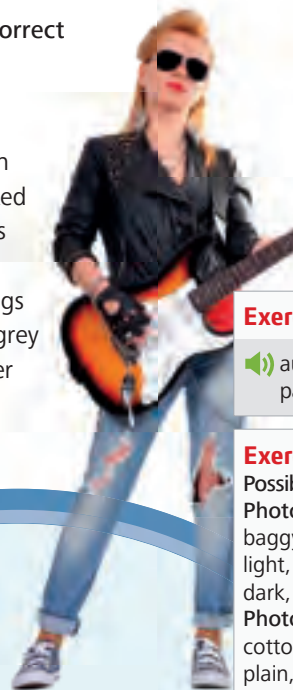
**WHAT'S IN THE PHOTO?**

Can you name these clothes and accessories?



- 8 2.4 Read the text and choose the correct option. Use the photos to help you. Listen and check.

- a dark      b light      c tight
- a striped       b baggy      c cotton
- a striped      b plain       c checked
- a boots       b trainers      c gloves
- a gloves      b glasses      c jeans
- a hats      b costumes       c earrings
- a light blue      b striped      c dark grey
- a cotton      b woolly       c leather



**Exercise 5**

audioscript page 245

**Exercise 6**

Possible answers:  
Photo A: baggy, cotton, light, plain, tight, dark, striped  
Photo B: cotton, dark, plain, leather  
Photo C: cotton, light, plain, woolly, tight

**Exercise 9**

videoscript page 245

To a wedding: Jamie wears a tuxedo with white gloves. Craig wears a suit. Rebecca wears a dress. Mireia wears a dress or skirt and top, heels, (make-up). Fien wears a red dress.  
To play your favourite sport: Mireia wears breeches, long socks, boots, a helmet. Cayo wears jeans and a T-shirt. Rebecca wears a tracksuit.  
To go to bed: Cayo wears underpants. Marina and Mieria wear pyjamas (Marina incorrectly says 'a pyjama') and socks.

**WHO'S GOT STYLE?**

André usually wears <sup>1</sup>\_\_\_ trousers, and they're quite <sup>2</sup>\_\_\_ too. He likes to wear a <sup>3</sup>\_\_\_ cotton shirt over a white T-shirt. He's got sunglasses, some jewellery and white <sup>4</sup>\_\_\_ with green laces.

Cleo's black leather <sup>5</sup>\_\_\_ are super cool. She's got a few pieces of jewellery: a silver necklace, a bracelet and some really big <sup>6</sup>\_\_\_. Cleo likes to wear <sup>7</sup>\_\_\_ jeans and her favourite black <sup>8</sup>\_\_\_ jacket.

**VIDEO**



**WIDER WORLD**

- 9 10 Watch six people talking about what they wear for different occasions. Write down the clothes they mention.

- 10 In pairs, ask and answer the questions.

What do you wear when you ...

- play sport?
- go to a wedding?
- go to a party?
- go to bed?

A: *What do you wear when you go to a party?*

B: *I usually wear jeans and a T-shirt. I never wear a suit.*

## VIDEO



## WHAT ARE YOU WEARING?

Mum: Mia? Are you getting ready? Dad's making some toast. Do you want some?

Mia: Yes, I'm nearly ready. Don't worry. I'm having some fruit and yoghurt.

*Phone ringing*

Noah: Mia? Are you coming? I'm at the bus stop.

Mia: Er, yes, I am. I'm leaving now. Hey, what are you wearing?

Noah: Huh? I'm wearing my uniform, of course. See you in a minute.

*One minute later*

Mia: Ta-Da!

Noah: What? Mia, you've got a beard! People are looking at you. And why are you wearing a scarf on your head?

Mia: I'm a pirate! This is my fancy-dress costume for Charity Day, of course.

Noah: It's cool, but ...

Mia: Yeah. I've got my dad's shirt and Gran's old belt ... But you aren't wearing your fancy-dress costume.



Noah: Is it really Charity Day today? I'm going home to change.

Mia: Noah! There isn't time. The bus is coming.

Noah: You're right. I'm just checking something ...

Mia: Why are you laughing?

Noah: Guess what? It isn't Charity Day today. It's next week!

## Exercise 1

Mia and Noah are at the bus stop. Mia has got a fancy-dress costume on (dad's shirt, gran's belt, a scarf on her head and a beard) because she thinks it's Charity Day.

## Exercise 4

2 Noah isn't packing his bag. He's waiting for Mia.

3 Mia's parents aren't eating lunch. They're having breakfast.

4 Mia isn't leaving early. She's talking on the phone.

## Exercise 5

2 Are Mia's parents eating eggs? No, they aren't. They're eating toast.

3 Is Mia wearing her school uniform? No, she isn't. She's wearing a fancy-dress costume.

4 Why is Noah laughing? He's laughing because it isn't Charity Day.

1 11 2.5 Describe the photo. Why hasn't Mia got her uniform on? Watch or listen and check.

## SET FOR LIFE



2 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?

- have a noticeboard at home with sticky notes
- use app/phone notifications
- make a note in your diary or on a calendar

3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

## GRAMMAR Present Continuous

+	-
I'm <u>leaving</u> now.	I'm <u>not laughing</u> .
He's <u>making</u> some toast.	He <u>isn't wearing</u> a costume.
They're <u>looking</u> at you.	They <u>aren't talking</u> .
?	
<u>Are you coming</u> ?	Yes, I <u>am</u> ./No, I'm <u>not</u> .
<u>Is he going</u> home?	Yes, he <u>is</u> ./No, he <u>isn't</u> .
<u>Are they eating</u> ?	Yes, they <u>are</u> ./No, they <u>aren't</u> .
<u>Why are you laughing</u> ?	

GRAMMAR TIME > PAGE 127

4 Make affirmative (✓) and negative (✗) sentences in the Present Continuous.

- Mia: sleep ✗ get ready for school ✓  
*Mia isn't sleeping. She's getting ready for school.*
- Noah: pack his bag ✗ wait for Mia ✓
- Mia's parents: eat lunch ✗ have breakfast ✓
- Mia: leave early ✗ talk on the phone ✓

5 Make questions in the Present Continuous. In pairs, use the dialogue in Exercise 1 to answer the questions.

- Mia / have / breakfast / ?
- Mia's parents / eat eggs / ?
- Mia / wear / her school uniform / ?
- Why / Noah / laugh / ?

A: *Is Mia having breakfast?* B: *Yes, she is.*

6 2.6 Complete the dialogue with the Present Continuous form of the verbs in brackets. Listen and check.

- Dad: Are you having (have) breakfast, Katie?  
Katie: Yes, I 'm eating (eat) a sandwich.
- Mum: Why are you putting on (put on) your trainers?  
Sam: I 'm going (go) for a run.

## YOUR WORLD

7 In pairs, ask and answer questions about what your friends and family are doing at the moment.

A: *What's your mum doing?* B: *She's ...*

Unit 2 26 I can use the Present Continuous to talk about things that are happening now.

## For the teacher

- Teaching notes, page 169
- *Need support?* worksheet, page 235

## On the Portal

- Grammar presentation
- Photocopiable activity: *Where am I now?*
- Test: Grammar Check 2

## For the student

- Workbook, page 18
- Grammar Time, Student's Book, page 127

## On the Portal

- Workbook: Lesson 2.2
- Extra Practice Activities: Grammar

## Family Day

## EXAM

- 1 2.7 Which of these activities do you and your family often do together? Read the article and tick (✓) the activities which are mentioned.

- |  |   |
|--|---|
| <input type="checkbox"/> doing a sport                       | <input type="checkbox"/> watching films                               |
| <input checked="" type="checkbox"/> having a meal or a snack | <input checked="" type="checkbox"/> taking part in outdoor activities |
| <input type="checkbox"/> playing board games                 |   |
| <input checked="" type="checkbox"/> shopping                 |   |

- 2 Read the article again and answer the questions.

- 1 How long do families normally spend together each weekday? *Thirty minutes*
- 2 When do Canadian families celebrate Family Day? *in February*
- 3 What is the temperature in Ottawa today? *minus ten degrees*
- 4 What types of frozen statues are at the festival? *animals and birds*
- 5 What food and drink can you find at the festival? *marshmallows and hot chocolate*

- 3 2.8 Study the Vocabulary box. Which of the words can you find in the article?

## VOCABULARY Adjectives with -ed/-ing

A person, thing or situation is ...  
 annoying boring embarrassing exciting  
 frightening interesting relaxing tiring

You are/get/feel ...  
 annoyed bored embarrassed excited  
 frightened interested relaxed tired

- 4 Complete the words in the sentences with -ing or -ed.

- 1 Ella loves ice-skating, but I'm not interested.
- 2 I hate high slides. They're frightening.
- 3 Do you feel tired on Fridays?
- 4 I feel embarrassed in this costume.
- 5 The music at this festival is annoying.

- 5 In pairs, use words from the Vocabulary box to give your opinions about the activities in Exercise 1.

A: *I think playing board games is interesting.*  
 B: *I don't agree. I think it's boring.*

## VIDEO



## WIDER WORLD

- 6 12 Watch three people talking about how they feel on different occasions. Write down as many adjectives to describe feelings as you can.

- 7 In pairs, use words from the Vocabulary box to say how you feel in these situations.

- Your team is losing 5–0.
- You make a silly mistake.
- It's the last day of school.

*I feel annoyed/It's annoying when ...*

**Exercise 2**  
**International Certificate**  
**Level 1,**  
 Reading,  
 Section 6,  
 (open-ended questions)

## Exercise 6

videoscript  
 page 245

tired, exhausted, down, embarrassed, terrified, scared, excited, disappointed  
 When you're not sleeping well: Jan feels tired. Harry feels exhausted and down.  
 When you make a silly mistake: Harry feels embarrassed. Jan feels terrified.  
 Adrian feels scared. Harry feels scared.  
 When your team is playing: Jan feels excited. Adrian feels disappointed.

## Family Day: how are Canadians celebrating?

Research shows that many families are only together for about thirty minutes each weekday and ninety minutes on weekend days. Canada's answer to this problem is Family Day in February. Special activities are free for families, so they can spend time together. Do families enjoy it? Here's our mini survey from the Winter Festival.

**Justin:** It's really cold in Ottawa today – about minus ten degrees – so we're all wearing thick jackets and snow boots. We're spending Family Day at the Winter Festival. Dad's got his penguin hat on and is singing songs from *Frozen*. It's embarrassing, but he's very funny. The Winter Festival is definitely better than boring family shopping trips!

**Fleur:** At home, I sometimes argue with my brother as he can be annoying. But right now, we're enjoying Family Day together. The music's relaxing, and we're looking at interesting ice sculptures of animals and birds.

**Natasha:** The giant ice slides are really exciting! My little sister's frightened of big slides, but there are small slides for kids. I'm tired because there's a long queue for the slide, but it's OK because we're drinking hot chocolate and we're eating marshmallows.

What about you? Are you celebrating Family Day? Is it a good idea? We want to hear your opinions.

I can understand an article about a family holiday. 27 Unit 2

## For the teacher

- Teaching notes, page 170
- *Need support?* worksheet, page 235
- Videoscript, page 245

## On the Portal

- Photocopiable activity: *It's annoying and I'm annoyed!*

## For the student

- Workbook, page 19

## On the Portal

- Workbook: Lesson 2.3
- Extra Practice Activities: Vocabulary; BBC Vox Pop

## Time for a change?

It's good to get outside and try new activities.  
Share your photos and ideas with us.



## Dylan, Glasgow

I always get up late on Saturdays. I usually have breakfast at lunchtime! But this week my parents are doing some work on the house. They're changing the windows and they're putting in a new kitchen. The noise is terrible. So today I'm breaking my usual Saturday routine. It's only 9 a.m., but I'm not lying in my bed. I'm with my friend Gareth, and we're walking up a mountain. The sun is shining on my back. It's great! Gareth does this every week. Now I understand why.

1 2.9 Read Dylan's text and answer the questions.

- When does Dylan usually have breakfast on Saturdays?
- What is he doing today? Why?

2 Study the Grammar box. Find more examples for each rule in Dylan's text.

**GRAMMAR** Present Simple and Present Continuous

- Present Simple**  
Facts, habits and routines  
*I usually have breakfast at lunchtime.*
- Present Continuous**  
Things happening at the moment of speaking  
*We are walking up a mountain.*  
Things happening around now but maybe not at the moment of speaking.  
*This week my parents are doing some work on the house.*

GRAMMAR TIME > PAGE 127

3 Choose the correct option.

- We study / are studying algebra this semester.
- Leo saves / is saving his money to buy trainers.
- Sam's two, so he doesn't go / *isn't going* to school.
- How often do you play / *are you playing* video games?
- You *don't watch* / aren't watching this. Can I change the channel?

4 Make sentences with *but* to compare what usually happens and what is happening now.

	Usually	Now
Jenny	go to bed late	tonight/early
Mike	get the bus	today/ride a bike
Abel	not read novels	a great book/at the moment
Anna	wear jeans	this morning/a skirt
We	eat meals inside	this week/sit outside

*Jenny usually goes to bed late, but tonight she's going to bed early.*

5 Look at Exercise 4 and make sentences about you.

6 2.10 Complete the text with the Present Simple or the Present Continuous form of the words in brackets. Listen and check.

Poppy, Norwich

I <sup>1</sup> usually go (usually/go) straight home after school.  
I <sup>2</sup> do (do) my homework and then I <sup>3</sup> play (play) games online. But today I <sup>4</sup> 'm not sitting (not sit) at home. I <sup>5</sup> 'm walking (walk) our dog because I want to be outdoors and get fit. Dottie <sup>6</sup> never listens (never/listen) to me, so she <sup>7</sup> isn't walking (not walk), she <sup>8</sup> 's running (run)!

**YOUR WORLD**

7 In groups, ask and answer questions to complete the sentences. Compare answers with another group.

- Adam* doesn't like dancing.
- \_\_\_\_\_ always arrives on time.
- \_\_\_\_\_ laughs a lot.
- \_\_\_\_\_ is learning to play an instrument.
- \_\_\_\_\_ is working hard these days.

A: *Adam, do you like dancing?*

B: *No, I don't.*

**Exercise 1**

- He usually has breakfast at lunchtime.
- He's walking in the mountains because his parents are doing some work on the house.

**Exercise 2**

Facts and routines: underlined in red  
Things happening at the moment of speaking: underlined in blue  
Things happening around now: underlined in green

**Exercise 4**

Mike usually gets the bus, but today he's riding a bike.  
Abel doesn't usually read novels, but he's reading a great book at the moment.  
Anna usually wears jeans, but this morning she's wearing a skirt.  
We usually eat meals inside, but this week we're sitting outside.

Unit 2 **28** I can talk about what usually happens and what is happening now.

**For the teacher**

- Teaching notes, page 171
- Need support?* worksheet, page 235

**On the Portal**

- Grammar presentation
- Photocopiable activity: *Usually and today*
- Test: Grammar Check 2

**For the student**

- Workbook, page 20
- Grammar Time, Student's Book, page 127

**On the Portal**

- Workbook: Lesson 2.4
- Extra Practice Activities: West Green video, Grammar



- 1 2.11 Study the Vocabulary box. Are these adjectives positive (+), negative (-) or neutral (0)? In pairs, compare your answers.

Possible answers:

### VOCABULARY Personality adjectives

<input type="checkbox"/> bossy	<input checked="" type="checkbox"/> chatty	<input checked="" type="checkbox"/> cheerful	<input checked="" type="checkbox"/> clever
<input checked="" type="checkbox"/> confident	<input checked="" type="checkbox"/> friendly	<input checked="" type="checkbox"/> funny	<input checked="" type="checkbox"/> helpful
<input checked="" type="checkbox"/> kind	<input type="checkbox"/> lazy	<input checked="" type="checkbox"/> polite	<input type="checkbox"/> quiet
<input type="checkbox"/> selfish	<input type="checkbox"/> shy	<input checked="" type="checkbox"/> tidy	<input type="checkbox"/> rude

- 2 2.12 Complete the texts with words from the Vocabulary box. Listen and check.

My friend Jamie's nice, but he can be <sup>1</sup> selfish because he often thinks of himself first. Also, he never listens to the teacher at school. I think that's very <sup>2</sup> rude! Jamie's still a good friend because he's very <sup>3</sup> cheerful – he's always smiling.

My friend Zanna gets good grades because she's <sup>4</sup> clever and she studies a lot too. She leaves clothes all over her room, but her older sister is <sup>5</sup> tidy and puts things away. Zanna's sister is <sup>6</sup> bossy. She often tells Zanna what to do!

- 3 Tell your partner about the personality of a person in your family.  
*My sister is always happy. She's also kind.*
- 4 Look at the photos. What are the people doing? Think of some adjectives to describe their personalities.

- 5 2.13 Listen to five people talking about their best friends. Which speakers (1–5) are talking about photos A and B?

A – Speaker 5, B – Speaker 2

- 6 2.13 Listen again and choose the correct answer.

- What does the speaker say about Zanna?
  - She's a good student at school.
  - She likes to wear her sister's clothes.
  - They share the same hobbies.
- What is the speaker doing to help his grandfather?
  - cooking
  - telling stories
  - making tea
- How is Kim helping her friend?
  - She's teaching her skateboarding.
  - She's helping her make friends.
  - She's practising a new language with her.
- When do the two friends have football training?
  - On Tuesdays.
  - On Thursdays.
  - On Saturdays.
- What does the speaker say about her friend Jordan?
  - He's older than her.
  - He makes her laugh.
  - He sees her every day.

#### Exercise 4

Photo A: The boy and the girl are having fun. The girl is smiling. The boy is pushing the girl in her wheelchair. The girl is cheerful, friendly and kind.

Photo B: The boy is reading something, probably with his grandad. He looks clever, friendly and polite.

#### Exercise 5

audioscript page 246

#### EXAM

**Exercise 6**  
A2 Key for Schools,  
Listening, Part 3,  
(3-option multiple choice)

### YOUR WORLD

- 7 In pairs, choose three adjectives from the Vocabulary box to describe:
- your personality.
  - your best friend's personality.
  - the personality of a perfect friend.
- I'm chatty, Tom is quiet ...*

I can understand people talking about their friends. 29 Unit 2

#### For the teacher

- Teaching notes, page 172
- Audioscript, page 246

#### On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *Perfect Peter*

#### For the student

- Workbook, page 21

#### On the Portal

- Workbook: Lesson 2.5
- Extra Practice Activities: Vocabulary

## VIDEO



## THE STREET DANCE LESSON

- Noah: Hiya Lena! What's up? You don't look very happy.
- Lena: I'm having a bad day. My phone isn't working. It's really annoying.
- Noah: That's terrible! So what are you doing here?
- Lena: I'm waiting for Mia. We're working on an art project together this week.
- Noah: Good for you!
- Lena: What about you? How's life?
- Noah: Fine ... Er, I'm learning street dance. The class usually starts at seven.
- Lena: Street dance? No way! How's it going?
- Noah: I'm enjoying the lessons. They're fun and relaxing! Hang on, I've got a message. Oh no, I don't believe it!
- Lena: What's the matter? What does it say?
- Noah: There's no lesson today. The teacher isn't coming. He's ill.
- Lena: What a shame! Do you want to practise some dance moves?
- Noah: Cool! Let's warm up first. Copy me.
- Lena: Um. It isn't easy in skinny jeans. This is interesting, but it isn't relaxing!



## SOUNDS GOOD!

What's up? • How's life? •  
How's it going?

- 1 13 2.14 Watch or listen. What are Lena and Noah doing? Why?
- 2 Study the Speaking box. Find examples of the phrases in the dialogue.

## SPEAKING Giving and responding to news

## Giving news

I'm learning (how to) ...  
I'm spending a lot of time with/in ...  
I'm feeling annoyed/excited because ...  
I'm working on ...  
He/She isn't feeling well.

## Responding to news

Well done! Good for you! Awesome! Great! Cool!  
That's terrible! What a shame! Poor you!  
No way! I don't believe it! You're kidding!

- 3 2.15 Choose the correct option. Listen and check.

- 1 A: My exams are going well.  
B: \_\_\_\_  
a Poor you!                      b No way!  
 c Well done!
- 2 A: I'm not sleeping well these days.  
B: \_\_\_\_  
 a What a shame!              b Good for you!  
c No way!
- 3 A: I'm learning how to speak Chinese.  
B: \_\_\_\_  
 a You're kidding!              b What a shame!  
c That's terrible!
- 4 A: My phone isn't working.  
B: \_\_\_\_  
a Awesome!                       b Poor you!  
c Great!

- 4 2.16 In pairs, respond to the news below. Use the correct intonation. Listen and check.
- 1 I'm writing a blog.  
2 I can't find my phone. It has all my photos on it!  
3 I'm winning the game!  
4 My mum says I can't go out this weekend!

## YOUR WORLD

- 5 In pairs, give and respond to news about your life. Use the Speaking box to help you.

A: *I'm doing well at school.*

B: *Great!*

## Exercise 1

They are warming up to practise dance moves because Noah's street dance teacher isn't coming.

## Exercise 4

- Possible answers:  
1 Good for you!  
No way! You're kidding!  
2 What a shame!/That's terrible!  
3 Cool!/That's great!/Awesome!  
4 What a shame!/Poor you!

Unit 2 30 I can give and respond to news.

## For the teacher

- Teaching notes, page 173

## On the Portal

- Photocopiable activity: *The right response*

## For the student

- Workbook, page 22

## On the Portal

- Workbook: Lesson 2.6
- Extra Practice Activities: West Green video



Dear Student,

Thank you for agreeing to this exchange visit.

Here's a photo of our visitors!

Boys: Haru, fourteen, and Kota, fifteen

Girls: Emi, fifteen, and Asa, fourteen

Their arrival date is 5 November. Please tell them:

- some facts about you and your family.
- some information about a normal school day.
- some advice about what clothes to wear at school.

Thank you for your help,  
Mrs Tanaka, Head Teacher

NEW HORIZON  
HIGH SCHOOL  
TOKYO



**1** A group of students from Japan want to visit your school. In pairs, read the message from their head teacher and answer the questions.

- 1 What is the date of their visit?
- 2 What do they need to know?

**2** Read the email. Who is it from?

*The email is from Nina.*



Dear Haru,

I'm writing to tell you about myself and my family.

My name's Nina. I'm fifteen and I have two brothers. Ed is twelve and Luke is ten. They're funny and outgoing. We like listening to music, so the house isn't very quiet. Our school is Linwood High. Lessons start at 8.45 and finish at 3.15. I play volleyball after school on Wednesdays, and we have matches at the weekend. Some schools in the USA have uniforms, but we don't. Most people wear T-shirts and jeans with trainers.

I'm looking forward to meeting you on 5 November!

Best wishes,  
Nina

**3** Study the Writing box. Find examples of the phrases in the email.

### WRITING A semi-formal email with information

#### 1 Greeting

Dear (name)

#### 2 Explain reason for writing

I'm writing to ...

#### 3 Give more information

My friends and I ... Our school is ...

Some/Most people ...

#### 4 Close your email

I'm looking forward to ...

#### 5 Closing phrase

Best wishes Kind/Best regards

**4** Study the Language box. Complete the phrases below with the correct prepositions.

### LANGUAGE Prepositions of time

**AT** the weekend night 2 p.m. New Year

**ON** 3 May New Year's Eve Saturday(s)

**IN** the morning the evening 2020 October

- 1 on your birthday
- 2 on Valentine's Day
- 3 at half past five
- 4 in 1999
- 5 on Tuesday
- 6 in April

### WRITING TIME

**5** Choose one of the other Japanese students from Exercise 1 and write an email to him/her.

#### 1 Find ideas

Make notes about:

- your family and friends.
- your normal school day.
- the clothes students wear in your school.

#### 2 Plan

Organise your ideas into paragraphs. Use Nina's email to help you.

#### 3 Write and share

- Write a draft email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

#### 4 Check

- Check language: are the prepositions of time correct?
- Check grammar: are most verbs in the Present Simple with some in the Present Continuous?

### Exercise 1

- 1 The visit is on 5 November.
- 2 They need to know about the students, their families, the school day and clothes to wear at school.

I can write a semi-formal email. **31** Unit 2

### For the teacher

- Teaching notes, page 174
- *Need support?* worksheet, page 235

### On the Portal

- Photocopiable activity: Dominoes

### For the student

- Workbook, page 23

### On the Portal

- Workbook: Lesson 2.7



# Vocabulary Activator

## WORDLIST

2.17

### Clothes and accessories

baseball cap (n)  
belt (n)  
boots (n)  
coat (n)  
dress (n)  
earrings (n)  
(fancy-dress) costume (n)  
glasses (n)  
gloves (n)  
handbag (n)  
hat (n)  
hoodie (n)  
jacket (n)  
jeans (n)  
necklace (n)  
scarf (n)  
shirt (n)  
shoes (n)  
shorts (n)  
sweater (n)  
top (n)  
tracksuit (n)  
trainers (n)  
trousers (n)  
T-shirt (n)  
underwear (n)  
uniform (n)

### Adjectives to describe clothes and accessories

baggy (adj)  
checked (adj)  
cotton (adj)  
dark (adj)  
leather (adj)  
light (adj)  
plain (adj)  
striped (adj)  
tight (adj)  
woolly (adj)

### Adjectives with -ed/-ing

annoyed (adj)  
annoying (adj)  
bored (adj)  
boring (adj)  
embarrassed (adj)  
embarrassing (adj)  
excited (adj)  
exciting (adj)  
frightened (adj)  
frightening (adj)  
interested (adj)  
interesting (adj)  
relaxed (adj)  
relaxing (adj)

tired (adj)  
tiring (adj)

### Personality adjectives

bossy (adj)  
chatty (adj)  
cheerful (adj)  
clever (adj)  
confident (adj)  
friendly (adj)  
funny (adj)  
helpful (adj)  
kind (adj)  
lazy (adj)  
polite (adj)  
quiet (adj)  
rude (adj)  
selfish (adj)  
shy (adj)  
tidy (adj)

### Extra words

beard (n)  
bracelet (n)  
celebrate (v)  
change clothes (v)  
feel (v)  
festival (n)  
footwear (n)

get fit  
have a meal  
have fun  
hobby (n)  
indoors (adv)  
jewellery (n)  
laces (n)  
look cool  
outdoors (adv)  
outgoing (adj)  
party (n)  
person (n)  
pocket (n)  
protect from (v)  
shopping trip (n)  
snow boots (n)  
socks (n)  
spend time  
style (n)  
summer (n)  
sunglasses (n)  
walk a dog  
wear (v)  
wedding (n)  
winter (n)

### Exercise 1

- necklace, bracelet
- boots, shoes, trainers, footwear, snow boots, socks
- bossy, lazy, rude, selfish
- excited, interested, relaxed
- cotton, leather

### Exercise 3

- clever
- correct
- exciting
- annoyed

### Exercise 6

/æ/ cap, chatty, fashion, jacket, relaxing, tracksuit  
/e/ belt, checked, dress, friendly, leather, sweater

### 1 Use words from the wordlist to find these things.

- three items of jewellery *earrings, ...*
- five things you can wear on your feet
- four negative adjectives that can describe personality
- three adjectives ending in *-ed* that describe positive emotions
- two words that describe materials for clothes

### 2 Complete the words in the sentences. Use the opposites of the words in bold. Use the wordlist to help you.

- Paul isn't **shy**, he's quite *outgoing*.
- He isn't **rude**, he's very *polite*.
- Paul isn't **quiet**, he's usually *chatty*.
- He isn't very **sad**, he's very *cheerful*.

### 3 In pairs, replace the words in bold to make correct definitions. One sentence is correct. Use words from the wordlist to help you.

- You wear **boots** to keep your hands warm. *gloves*
- A **rude** person knows the right answers in class.
- Dark blue** is a popular colour for jeans.
- A great party with all your friends is very excited.
- Teachers are relaxed when students talk in class.

### 4 In pairs, describe your favourite clothes. Use words from the wordlist to help you.

*I like checked shirts and tight jeans.*

### 5 In pairs, say what you think about these things. Use *-ing* adjectives from the wordlist.

fancy-dress parties jewellery lazy people  
New Year school uniforms selfish people  
summer tracksuits

*I think fancy-dress parties are exciting.*

### 6 2.18 PRONUNCIATION Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

baggy belt cap chatty checked dress  
fashion friendly jacket leather relaxing  
sweater tracksuit

/æ/

baggy

/e/

### 7 2.19 PRONUNCIATION Listen, check your answers to Exercise 6 and repeat.

Unit 2 32

#### For the teacher

- Audioscript, page 246

#### On the Portal

- Photocopiable activities: *Categories, Correct or not?*
- Tests: Unit 2 Test, Unit 2 Writing Test

#### For the student

- Workbook, pages 24–25

#### On the Portal

- Workbook: Self-check
- Wordlist
- Extra Practice Activities: Self-check

## Vocabulary

1 Complete the words in the sentences. Then make the sentences true for you.

- I don't like trousers, I prefer jeans.
- I don't usually wear a belt with my jeans.
- I never leave my socks and underwear on the bedroom floor.
- I love to wear my tracksuit at the weekend.
- I think hats are cool, but baseball caps are boring.
- In my opinion, school uniform is a great idea.  
*Trousers are OK, but I prefer jeans.*

2 Complete the second sentence so that it means the same as the first one. In pairs, say if the sentences are true for you.

- I'm not interested in family activities.  
I don't think family activities are interesting.
- I get bored when I go shopping with my parents.  
I think shopping with my parents is boring.
- In my opinion, waking up early is annoying.  
I feel annoyed when I wake up early.
- I think it's relaxing to watch films with friends.  
I feel relaxed when I watch films with friends.
- When we have a big family party I feel tired.  
I think big family parties are tiring.

*I don't agree. I think family activities are sometimes interesting.*

3 Look at the pictures and complete the email with adjectives from the wordlist.

Dear Fantastic Fashion,  
I've got problems with my new clothes from your website. The jeans are dark blue, but I want <sup>1</sup>light blue ones. The T-shirt is baggy, but I like <sup>2</sup>tight T-shirts. The plain <sup>3</sup>woolly hat is nice and warm, but it's very big. And the note says you don't have any more <sup>4</sup>checked shirts, so there's an awful striped one instead. It's really annoying!  
Please help,  
Sam



## Grammar

4 Complete the questions with *is, are, do* or *does*. In pairs, ask and answer the questions.

- Are you wearing a T-shirt today?
- Is the sun shining at the moment?
- Does the person next to you have a tidy desk?
- Does your friend wear a lot of jewellery?
- Do you like checked shirts?

5 Complete the message with the Present Simple or the Present Continuous form of the verbs in brackets.

17.18

Hey Max!

How are things with you? <sup>1</sup>Are you going (you/go) to your art classes these days?

My cousins <sup>2</sup>\_\_\_\_\_ (visit) us at the moment. ☹️

They <sup>3</sup>\_\_\_\_\_ (come) to stay every summer, but

I <sup>4</sup>\_\_\_\_\_ (not like) it when they visit. They

<sup>5</sup>\_\_\_\_\_ (not like) any of the things I do. Now

they're in the living room. They <sup>6</sup>\_\_\_\_\_ (give)

a concert for Mum and Dad. 😊 I'm sure my parents

<sup>7</sup>\_\_\_\_\_ (not enjoy) it. I <sup>8</sup>\_\_\_\_\_ (not stay) here!

I <sup>9</sup>\_\_\_\_\_ (leave) the house for a walk.

Message me soon!

6 Write answers to the questions. Use *at, in* or *on* with a time expression. Then compare with a partner.

When do you usually ...

- have a shower?
- eat a lot?
- go on holiday?
- go out with friends?
- go to bed?
- wear T-shirts and shorts?

*I usually have a shower in the morning.*

## Speaking

7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.

Student A

- Think of some interesting news to tell Student B. Use the ideas below to help you.

a new hobby a difficult test wait for a friend

- Say hello to Student B.
- Ask what's new in Student B's life.
- Listen and respond to Student B's news.
- Give your news.

## Dictation

8 🎧 2.20 Listen. Then listen again and write down what you hear during each pause.

### Exercise 5

- are visiting
- come
- don't like
- don't like
- 're giving
- aren't enjoying
- 'm not staying
- 'm leaving

### Exercise 7

- Sample answer:  
A Hi. How's it going?  
B Fine. I'm visiting a friend this weekend. She lives by the sea.  
A No way! Cool! I'm learning Spanish. My first class is on Saturday!  
B Awesome!

## EXAM

### Exercise 8

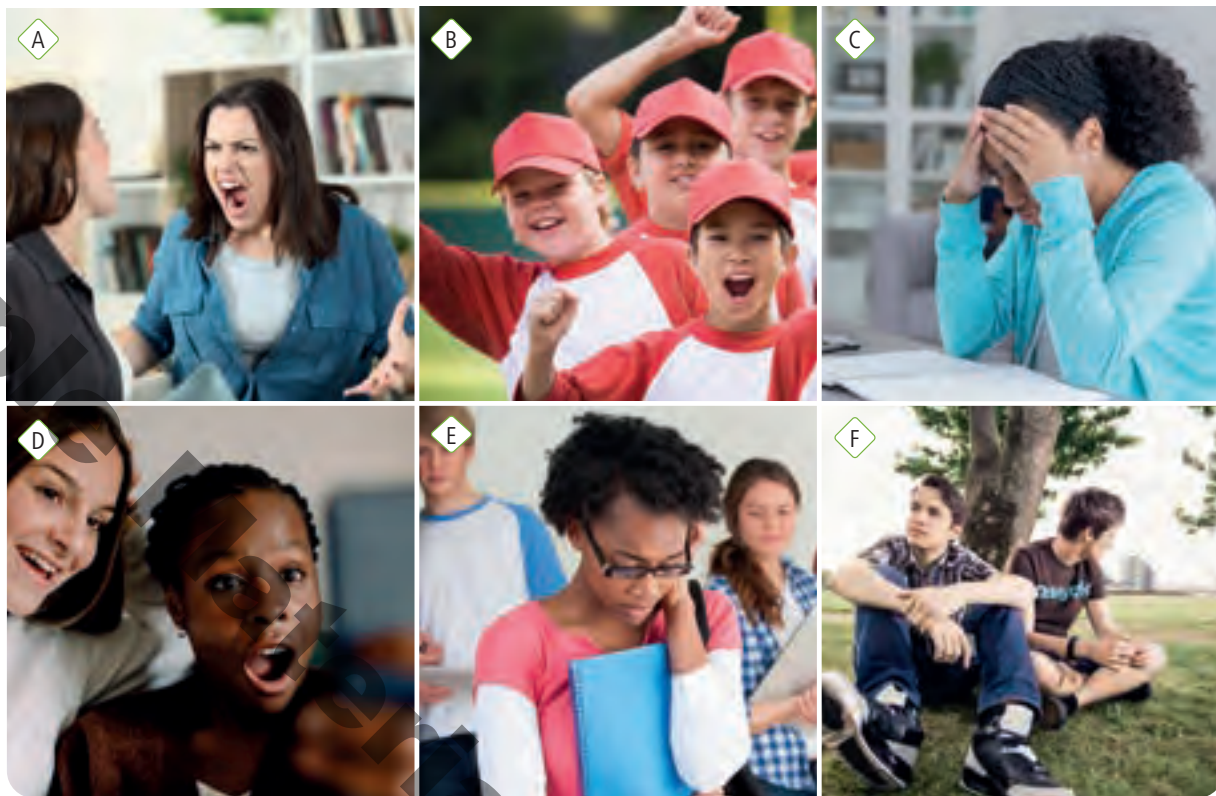
- 🎧 audioscript  
page 246

### International Certificate Level 1

Listening and Writing,  
Section 2,  
(dictation)



## Is everything OK?



### Exercise 1

- 1 girls in photo C and E
- 2 boys in photo F
- 3 girls in photo A/boy on the right in photo B
- 4 boys in photo B and girl on the left in photo D
- 5 girl on the right in photo D
- 6 girl in photo C
- 7 boys in photo B

### Exercise 2

The girls in photo A are feeling angry or annoyed.  
The boys in photo B are feeling excited, happy and surprised.  
The girl in photo C is feeling tired, bored or stressed.  
The girl on the left in photo D is feeling happy and excited.  
The girl on the right in photo D is surprised.  
The girl in photo E is feeling shy or embarrassed. She is nervous or worried.  
The boys in photo F are feeling calm. They aren't worried.

- 1 In pairs, study the body language of the people in the photos and answer the questions.

Which person ...

- 1 is looking down?
- 2 is looking away?
- 3 is shouting?
- 4 is smiling?
- 5 has got wide eyes?
- 6 has got his/her head in his/her hands?
- 7 is moving his/her hands and arms?

- 2 How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.

angry annoyed bored calm embarrassed  
excited happy nervous shy stressed surprised  
tired worried

*I think the girl in photo A is feeling angry because she's shouting.*

- 3 In pairs, answer the questions.

- 1 Which of the emotions in Exercise 2 are positive and which are negative?
- 2 Think of situations when you feel the emotions. How do you usually react?  
*I'm angry when my sister uses my phone. I usually ...*

- 4 Read the messages between two friends. Why doesn't Ben want to come out?  
*He says he needs to study.*

Tamsin

Hey, Ben – do you want to come out for a pizza tonight?

Ben

No, I can't. I need to study tonight.

Tamsin

But it's Friday! 😊

Ben

I know, but I've got a test on Monday.

Tamsin

You never come out with us anymore, Ben. 😞 Why not?

Ben


Don't you understand? I don't want a pizza. Stop messaging me, OK?

Units 1–2 34 I can understand how people are feeling in difficult situations and offer help.

### For the teacher

- Teaching notes, page 175
- Audioscript, page 246

### On the Portal

- Photocopiable activity:   
*How are they feeling?*

# Understand other people's emotions

5 Why do you think Ben is behaving like this? In pairs, discuss possible reasons.

- a He doesn't like Tamsin any more.
- b He's worried about his schoolwork.
- c He prefers studying to going out.

6 2.21 Tamsin phones Ben. Listen to the conversation and check your answer to Exercise 5. What does Tamsin suggest doing tomorrow?

b Tamsin offers to come to Ben's house to study and to talk.

7 2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamsin's conversation.

8 In pairs, read the situations below. Discuss how the people are feeling and how they might show those emotions with their body language.

- a Emma is a new student in your class. She never speaks to the other students.  
*She is feeling shy. She never smiles and often looks down.*
- b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.
- c Most students in your class have got good marks for the year, but Harry has got bad marks.

9 Read the Useful Tips. In class, discuss the questions.

- 1 Do you find it difficult or easy to talk about emotions with other people?
- 2 Do you always follow the tips when you talk to your friends?

## SET FOR LIFE

10 In pairs, role play a situation where one person offers help to another person in a difficult situation. Follow the instructions.

1 Choose a situation from Exercise 8 or think of a situation from your own life.

2 Write the scene. Use the expressions from the Useful Phrases box.

Student A: Say how Student B looks and ask what is wrong.

Student B: Explain how you feel and why.

Student A: Offer help or advice.

Student B: Thank Student A for his/her suggestions.

3 Practise your dialogue. Remember to use body language and your voice to show emotions.

4 Present the dialogue for the class or record it on your phone.

## USEFUL TIPS

When you communicate with someone, try to read their emotions. This can help you to understand how people are feeling and offer help.

Look at people's body language.

Listen to their voice.

Think about how you usually feel in the same situation.

Ask how a person is feeling.

## Exercise 6

audioscript page 246

## USEFUL PHRASES

### Identifying emotions

- You seem (a bit/quite) unhappy.
- You look/sound (really) excited/bored.

### Offering help

- Is everything OK?/Is something wrong?
- What's the matter?
- Can I do anything to help?
- Do you want to talk about it?

### Offering advice

- When I feel ..., I usually ...
- Why don't you/I/we ...?



## Unit contents

### Vocabulary

- Clothes and accessories
- Adjectives to describe clothes and accessories
- Adjectives with *-ing/-ed*
- Personality adjectives

### Grammar

- Present Continuous
- Present Simple and Present Continuous

### Speaking

- Giving and responding to news

### Writing

- A semi-formal email

### Future skills

- Self-Management: organisation and planning
- Communication: understanding messages

### Exam

- International Certificate Level 1, Reading, Section 6, (open-ended question)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal. 

## 2.1

### VOCABULARY

#### Clothes

##### Lesson aims

- Students can talk about clothes.

##### For the teacher


- Vocabulary Memory Game
- **Photocopiable activity:** *Crossword*
- Test: Vocabulary Check 2

##### For the student

- Workbook, pages 16–17
- Extra Practice Activities: Vocabulary BBC Vox Pop

#### Lead-in

Ask students to work in groups and discuss if they follow any blogs on social media about fashion. They can describe the blogs to each other and give reasons why they like them and what makes them different or more interesting than other blogs.


-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding: *Are clothes important? Do you like talking about clothes? Are you into fashion?* Alternatively, show students photos of people wearing different types of clothes and ask: *Do you like their clothes? Why?/Why not?*

#### Exercise 1 2.1

- Read the information in Vocabulary box A as a class. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students identify the clothes they can see in the photos on their own. Then students work in pairs to find three items of clothing not in the photos. Play a memory game. Display the digital flashcards available on the Portal on the board in a random order and elicit the words.

#### Exercise 2

- Set a time limit for students to add as many words as they can to Vocabulary box A. Then elicit examples and write them on the board.

-  **Independent learning:** Ask students to create a visual dictionary with the words in Vocabulary box A. They can draw pictures or find images that represent those words. This is something that they could build on throughout the course as a reference tool. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

#### Exercise 3

- Ask students to study the pictures and headings and ask: *What's the text about?* (clothes, fashion, favourite outfits, etc.). Check if students understand the word *outfit*. Ask what OOTD stands for (outfit of the day).
- Ask students to read the text and find the words for clothes and accessories.
- Students discuss the question in pairs and choose their favourite outfit giving a reason why.

#### Exercise 4


- Students discuss the question in pairs.
- **NEED SUPPORT?** For less confident students, review the parts of the body by drawing an outline of a body and labelling the *top, bottom, head, hands* and *feet*.

#### Exercise 5 2.2 audioscript page 245

- Check students understand the words *strong, pocket, pocket watch, protect* and *odd socks*.
- Students complete the exercise in pairs, then play the audio for them to check.

#### Exercise 6 2.3

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words.
- Students identify the adjectives that can be used to describe the photos on their own.
- Play the audio again for them to listen and repeat the words. Check answers as a class.
- Write the following headings on the board: *Size/Shape, Material, Colour/Pattern*. Then ask students to write the words in Vocabulary box B under the headings in their notebooks, e.g. *Size/Shape: baggy, tight; Material: leather, woolly, cotton; Colour/Pattern: plain, checked, striped*.

-  **Peer learning:** Students write sentences about the photos and then read them to another student who has to say which photo they are describing. Encourage students to say Well done! to each other when they get it right and to explain why when they get it wrong.

### Extra activity

Ask students to write sentences describing the clothes another student in the class is wearing, but without mentioning their name. Tell them to use words from Vocabulary boxes A and B. Then they take turns to read out their descriptions and guess the student.

### Exercise 7

- Students complete the exercise in pairs and check their answers. Then ask students to say sentences about each photo for their partner to guess, e.g. *It's green. It's plain.*


### Exercise 8 2.4

- Ask students about the people in the photos, e.g. *Do you like their style? Do you wear clothes like theirs?*
- Set a time limit for students to read the text and choose the correct option on their own, then play the audio for them to check. Check students understand the words *laces* and *bracelet*.

### Exercise 9 10 videoscript page 245

- Check students understand the words *tuxedo, heels, breeches, helmet* and *underpants*.
- Ask students to close their books, then play the video and ask: *What's the video about?* (what people wear for different occasions).
- Play the video again and ask students to write down the clothes they hear. Pause the video between each person. Elicit answers as a class.
- **NEED SUPPORT?** Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or phrases if they can't find the language to make sentences.

### Exercise 10

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting. Remind them to use some adverbs of frequency like *often, sometimes* or *never*.
- **FINISHED EARLY?** Ask students to write two or three sentences about what their friend wears on the different occasions they discussed in the activity. Remind them to use *he* or *she* and the correct form of the verbs.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember for clothes and accessories (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. If there are lots of 1s and 2s, find time to review the key vocabulary.

## 2.2

## GRAMMAR

### Present Continuous

#### Lesson aims

- Students can use the Present Continuous to talk about things that are happening now.

#### For the teacher


- *Need support?* worksheet, page 235
- Grammar presentation
- **Photocopiable activity:** *Where am I now?*
- **Test:** Grammar Check 2

#### For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 18
- **Extra Practice Activities:** Grammar

### Lead-in

Explain to students what a charity is and elicit examples in your town, city or country. Then ask students to discuss in groups the charities they know, e.g. *I like X. It's a charity that helps animals. I like Y. It's a charity that helps homeless people.* Set a time limit and then ask students to share their ideas with the class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding.

### Exercise 1 11 2.5

- Ask students: *Do you remember the names of the course characters from the story?* (Lena, Noah, Mia, Mateo). Then ask students to study the photo and ask: *Who's this video about?* (Noah and Mia).
- Write the question on the board: *Why hasn't Mia got her uniform on?* Ask students to close their books, then play the video or audio all the way through for students to watch or listen to. Check the answer as a class. Explain that Mia is at home and then she meets Noah at the bus stop.
- **NEED SUPPORT?** With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions and elicit any new words like *fancy dress, costume, charity day*. Ask: *When Noah phones Mia, what question does Mia ask?* (What are you wearing?). *What is Mia's fancy dress costume?* (a pirate). *Why isn't there time for Noah to go home and change?* (The bus is coming.). Elicit answers before continuing the video or audio.

### Exercise 2



#### Self-Management: organisation and planning

Organisation and planning skills help students set realistic goals and estimate the time needed to complete those goals. This task helps students develop effective strategies to plan and organise events in their daily lives.

- Check students understand the meaning of the words *noticeboard*, *diary* and *notifications*.
- Students answer the questions in pairs. Encourage them to think of examples of important events and ask: *What events do you remember? What events do you forget? Why? What can help you remember next time?*
- **NEED SUPPORT?** With less confident students, you could allow students to discuss in their own language before summarising the key points in English.
- **Peer learning:** Ask students to work in groups and compare their answers to the questions.

### Exercise 3

- Elicit when we use the Present Continuous (for things happening now).
- Ask students to study the Grammar box and find examples in the dialogue.
- Remind students of the spelling rules for the Present Continuous: for most verbs, we add *-ing* to the verb; if the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*); the same is true for verbs with more than one syllable, but only if the final syllable is stressed (*begin – beginning* but *open – opening*); if the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*), but if it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).

### Exercise 4

- Students write the sentences about Mia and Noah in their notebooks on their own. Check answers as a class.
- **Giving feedback:** Use the Basketball technique. Ask a student a question using the Present Continuous and throw them a ball, e.g. *What are you wearing today?* The student answers the question and then asks the same question and throws the ball to another student to answer. Once several students have asked and answered several questions, stop the game and give feedback to the class on any general mistakes.

### Exercise 5

- Students write the questions in their notebooks on their own. Then ask them to find and discuss the answers with a partner.
- **NEED SUPPORT?** Before students discuss in pairs, ask less confident students to find the answers in the dialogue.

### Exercise 6 2.6

- Set a time limit for students to complete the sentences on their own, then play the audio for them to check.

### Exercise 7

- Students ask and answer in pairs. Encourage them to think about different possibilities.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 235 for less confident students. These are prompts to help students complete this exercise.

- **FINISHED EARLY?** Ask students to write five sentences about what their friends and family are doing at the moment. Encourage them to use singular and plural forms, e.g. *my mum* or *my parents*, and to use the correct form of the verbs.
- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Ask a few students to say what their friends and family are doing at the moment. Then give all the students sentences to think about, e.g. *I can use the Present Continuous. I can talk about things happening now. I can ask and answer questions about what my family and friends are doing at the moment.* Student use their Emoji response cards to respond or write their answers in their notebook.

## 2.3

## READING AND VOCABULARY

### Family Day

#### Lesson aims

- Students can understand an article about a family holiday.

#### For the teacher

- *Need support?* worksheet, page 235
- **Photocopiable activity:** *It's annoying and I'm annoyed!*

#### For the student

- Workbook, page 19
- Extra Practice Activities: Vocabulary, BBC Vox Pop

### Lead-in

Ask students to think of activities they do with their families in their free time. Explain that they have to guess the activity you mime. Then sit in a chair and mime watching TV and ask: *What am I doing? (You're watching TV.)* Ask a student to mime the next activity and ask the same question for other students to guess. The student who guesses the correct answer takes the next turn.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *What articles do you read? Do you like spending time with your family? Why?/Why not?*

### Exercise 1 2.7

- Students discuss in pairs the activities they do with their families. Then do a class survey and find out which activity is the most popular. Elicit activities students do and write them on the board, then ask students to raise their hands and write on the board how many students do each activity.
- Ask students to study the photo and the title of the article. Ask: *What do you think it's about?* Check students understand the word *celebrate*. Students read the article and tick the activities. Play the audio for students to listen while reading again.
- **NEED SUPPORT?** Ask less confident students to find the words that gave them the answers in the text. Encourage students to look up words they don't know in a dictionary.

### Background note

**The Winter Festival** in Quebec, Canada, is held throughout February every year. It started in 1984. During the Winter Festival, people have canoe races on the river. The river is often a mix of ice and water, so the competitors have to get in and out of the boat, and to row and run.

### Exercise 2

- **EXAM** International Certificate Level 1, Reading, Section 6, (open-ended questions)
- Remind students that they need to focus on the questions *What, Why, How* and *When*. Go through each question and ask them what type of words or phrases they need to look for to answer the question. For the first question, point out that it asks *How long ...?* so students need to look for words or phrases about time (*thirty minutes*).
- Students read the article again and answer the questions in their notebooks. Check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 235 for less confident students. This is an exercise which gives students answer options for the reading task in Exercise 2.

### Exercise 3 2.8

- Check whether students know what adjectives are and what we use them for (to describe people, things, feelings, situations etc.). Students identify the adjectives in the Vocabulary box that appear in the article.
- Play the audio for students to listen and repeat the words. Elicit the verbs we can use to talk about our feelings (*be, feel, get*).
- Discuss the *-ing* adjectives with the class and elicit from students something they find interesting, boring, etc. Then discuss the *-ed* adjectives and elicit from students how they are feeling at the moment.

### Exercise 4

- Check students understand the difference between *-ed* and *-ing* adjectives, e.g. *Ice-skating is not interesting. I'm not interested in ice-skating.*
- Set a time limit for students to complete the sentences on their own.

### Extra activity

Ask students to discuss in pairs how they feel about classes at school using the adjectives in the Vocabulary box.

### Exercise 5

- Students discuss their opinions about the activities in pairs. Encourage students to give reasons why. Remind them of the phrases in the Speaking box in Lesson 1.6.
- **Peer learning:** Ask students to use the Think-Pair-Share technique to express and share their opinions.

### Exercise 6 12 videcript page 245

- Check students understand the words *exhausted, absolutely* and *disappointed*.

- Ask students to close their books, then play the video all the way through for them to watch. Ask: *What's the video about?* (how people feel on different occasions).
- Play the video again and ask students to write down the adjectives to describe feelings they hear. Pause the video between each person. Elicit answers as a class.
- **NEED SUPPORT?** Give less confident students a copy of the videcript to follow while watching again. Ask students to find the adjectives to describe feelings they hear.

### Exercise 7

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- **FINISHED EARLY?** Ask students to think of three more situations and write about how they feel in those situations.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *How do you feel about spending time with your family? Which exercise did you find difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language.

## 2.4 GRAMMAR

### Present Simple and Present Continuous

#### Lesson aims

- Students can talk about what usually happens and what is happening now.

#### For the teacher

- *Need support?* worksheet, page 235
- Grammar presentation
- **Photocopiable activity:** *Usually and today*
- Test: Grammar Check 2

#### For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** West Green video, Grammar

#### Lead-in

Elicit from students the adverbs of frequency they know (*always, usually, often, sometimes, never*). Ask students to say one sentence about themselves using an adverb of frequency, e.g. *I usually wear a jumper at school.* They then choose another student to say a sentence using the same adverb and repeat the first student's sentence. That student chooses the next student and so on.


- **Setting lesson goals:** Write the lesson aim on the board leaving gaps where the words *usually* and *now* are and ask students to guess the words. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *When do we use the Present Simple?* (to talk about what usually happens). *When do we use the Present Continuous?* (to talk about what is happening now).



**Exercise 1**  2.9

- Ask students to study the photo and ask: *Where is he? What's he doing?*
- Students read Dylan's text and discuss the question in pairs. Play the audio for students to listen while reading again. Check answers as a class.

**Exercise 2**

- Ask students to study the Grammar box and find examples in Dylan's text.
- Ask students which tense we use with adverbs of frequency, e.g. *always, usually, often* (Present Simple) and which tense we use to talk about something happening now, this week, today (Present Continuous).
- Remind students that we use the Present Continuous for things happening now and also for things happening around now, e.g. *I'm reading a great book. (I'm not reading at this minute, but I'm in the middle of reading the book.)*
-  **Peer learning:** During the presentation, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

**Exercise 3**

- Set a time limit for students to choose the answers on their own. Then students compare their answers in pairs or groups. Check answers as a class.

**Extra activity**

Ask students to write sentences in their notebooks using the incorrect options for each sentence. Then in pairs they read their sentences out without the verb for their partner to guess the missing words.

**Exercise 4**

- Tell students: *Dylan usually stays in bed on Saturday mornings, but today he's walking up a mountain.* Then remind students that we combine two contrasting ideas with *but*. Explain that here, the contrast is between what usually happens and what is happening at the moment.
- Students write sentences in their notebooks on their own. Check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. These are matching sentences to help students complete this exercise.


**Exercise 5**

- Set a time limit for students to write the sentences on their own. Then students compare their answers in pairs. Use the Popsicle Stick technique for students to read out one of their sentences.

**Exercise 6**  2.10

- Ask students to read about Poppy and find out about her routine and what she's doing today. Set a time limit for students to complete the text on their own, then play the audio for them to check.

**Exercise 7**

- Explain that students need to mingle with the other students in their group and find someone who does the things in the list. Students should ask questions like: (*Adam*), *do you always arrive on time?*
- Students work in groups and ask and answer. Encourage students to work with others they don't know well to make the exercise more challenging.
- **FINISHED EARLY?** Ask students to imagine it is Saturday and write two or three sentences about what they usually do today and what they are doing now. Remind them to read Dylan's text again to get some ideas.
-  **Reviewing lesson goals:** Ask a few students to read out their sentences in Exercise 7. Then ask students to write and complete two sentences in their notebooks: *I can use (...) to talk about facts and routines. I can use (...) to talk about things happening now or around now.*

## 2.5

## LISTENING AND VOCABULARY

**Describing a friend's personality****Lesson aims**

- Students can understand people talking about their friends.

**For the teacher**


- Vocabulary Memory Game
- **Photocopiable activity:** *Perfect Peter*

**For the student**

- Workbook, page 21
- **Extra Practice Activities:** Vocabulary

**Lead-in**

Ask students to work in groups and discuss any words they know to describe a person's personality and write a list. You can draw a human head profile, write a personality adjective from Unit 0 inside. Then ask students to copy it and add any other adjectives they know. Remind students to explain to each other what the words mean and give examples to ensure understanding.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you have a best friend or more than one? What are they like?*

**Exercise 1**  2.11

- Students study the Vocabulary box and decide whether each adjective is positive, negative or neutral. Then they compare answers in pairs. Encourage students to use a dictionary and ask questions about any words they don't understand.
- Play the audio for students to listen and repeat the words.


**Extra activity**

Ask students to work in pairs and draw a Venn diagram using two circles with their names as the headings. Ask them to discuss which personality adjectives they both have and write them in the space where two circles overlap, and which personality adjective only one of them has and write it in the space where the circles don't overlap.

### Exercise 2 2.12

- Students read about Jamie and Zanna. Set a time limit for students to complete the texts on their own, then play the audio for them to check. Ask students: *What is Jamie like? What is Zanna like?*

### Exercise 3

- Ask students to give examples of behaviour with reasons like the texts in Exercise 2 and write them on the board. Then students discuss in pairs the personality of someone in their family.
-  **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.

### Exercise 4

- Students think of adjectives to describe the personalities of the people in the photos. Remind students to use the Present Continuous to describe what people are doing in the photos. Explain that there could be several correct answers.
- Elicit examples from the class and write them on the board.


### Exercise 5 2.13 audioscript page 246

- Ask students: *Who is your best friend? Is it a family member or a neighbour?* Explain that they will hear five teenagers talking about their best friends. Remind them to listen to how each person describes their best friend and look for clues in the photos.
- Play the audio for students to listen and find which of the speakers are in photos A and B. Then check answers as a class.

### Exercise 6 2.13 audioscript page 246

- **EXAM** A2 Key for Schools, Listening, Part 3, (3-option multiple choice)
- Ask students to read the questions and make sure they understand them. Explain that students should try to listen for gist rather than for key words or phrases that appear in the answer options, because different words can be used in the audio. For example, in Text 1 students will hear *clothes*, but Option c is not the correct answer.
- Play the audio for students to complete the exercise, then play the audio again. Pause between the speakers, elicit the answer and ask students for words or phrases that have helped them, e.g. 1 *We both love ...* Then check answers as a class.
- **NEED SUPPORT?** Give **less confident** students a copy of the audioscript to follow while listening for the third time. Ask students to find the words that gave them the answers in the audioscript.

### Exercise 7

- Students work in pairs and make sentences about themselves, their friends and people they think will be a perfect friend. Encourage them to use more than one adjective to describe personalities, and to give reasons why. Remind them to use *and* and *but* to link adjectives and sentences.
- **FINISHED EARLY?** Ask students to write a few sentences about the personality of a perfect friend on a piece of paper and give reasons why. Remind them to use *he* or *she* and the correct form of the verbs.
-  **Peer learning:** Ask students to write down three facts and one lie about Jamie and Zanna and share them in groups, e.g. *Jamie always listens to the teacher at school.* Their friends have to identify the false statement. Encourage students to give reasons when guessing the lie.

## 2.6 SPEAKING

### Giving and responding to news

#### Lesson aims

- Students can give and respond to news.

#### For the teacher


- Photocopiable activity: *The right response*

#### For the student

- Workbook, page 22
- Extra Practice Activities: West Green video

#### Lead-in

Ask students to work in groups and discuss different ways to greet someone. Encourage them to think about how they greet their friends, families and teachers, the time of day, questions they might ask, etc. and elicit a few examples, e.g. *Hi! Good evening! Nice to meet you. Where are you going?* Remind them to think about when they use different greetings. Discuss ideas as a class and write the best ones on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and ask students: *Do you have any news today?* Elicit some ideas and write them on the board. Then use the examples to explain, e.g. *I have a new dog. I'm giving news. What can you say? Cool! You're responding to news.*

### Exercise 1 13 2.14

- Ask students: *Do you remember the names of the course characters?* (Lena, Noah, Mia, Mateo). Then tell students to study the photo and ask them: *Who's this video about?* (Noah and Lena). *Where are they? What are they are doing?* Elicit some ideas and write the best ones on the board.
- Then ask students to read the questions in the exercise.
- Ask students to close their books, then play the video or audio all the way through for students to watch or listen to and answer the questions. Then check answers as a class.
- Check understanding of the phrases in the Sounds Good! box. Elicit or explain that they are informal greetings which we use to ask for news.

- **NEED SUPPORT?** With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Why is Lena having a bad day?* (Her phone isn't working.) *Why is Lena waiting for Mia?* (They're working on an art project together.) *What's Noah doing?* (He's waiting for his street dance lesson to start.) Elicit answers before continuing the video or audio.


### Exercise 2

- Ask students to study the Speaking box. Check they understand the meaning of the phrases.
- Students find examples of the phrases in the dialogue. Check answers as a class and then elicit other examples from students.


### Exercise 3 2.15

- Ask students to read the news and decide if it is good news or bad news. That will help them choose the correct response. Set a time limit for students to complete the exercise on their own, then play the audio for them to check.

### Exercise 4 2.16

- Students work in pairs and respond to the news, then play the audio for them to check. Remind students that there is more than one possible answer.
- **NEED SUPPORT?** Ask **less confident** students to choose one or two of the sentence starters from the Speaking box and write sentences about themselves. **More confident** students can choose two or three sentence starters to write about themselves.
-  **Monitoring learning:** Use the Popsicle Stick technique for students to read out one of their sentences.

### Exercise 5

- Elicit some examples from students and then ask students to work in pairs. Encourage students to give extra information about their news, e.g. *I'm learning how to play the piano. My new teacher is really kind.* Encourage students to think of different types of news, e.g. positive, negative and surprising news. Ask pairs to act out their dialogues at the front of class.
- **NEED SUPPORT?** Before students discuss in pairs, ask **less confident** students to write their thoughts as sentences in their notebooks. Pair weaker and stronger students for this task too. Remind them to use the Speaking box.
- **FINISHED EARLY?** Ask students to write a dialogue giving and responding to news about their lives. Encourage them to use as many new phrases from the Speaking box as possible.
-  **Independent learning:** Ask students to think about the lesson and reflect on their learning. Prepare Yes/No response cards for students to answer, e.g. *Do I know how to give and respond to news? Can I understand other people giving and responding to news?*

## 2.7

## WRITING

### A semi-formal email

#### Lesson aims

- Students can write a semi-formal email.

#### For the teacher


- *Need support?* worksheet, page 235
- **Photocopiable activity:** *Dominoes*

#### For the student

- Workbook, page 23

### Lead-in

Ask students to write full sentences to answer questions about when they do things, e.g. *What do you do on Fridays? What do you usually do at the weekend? What time do you start school in the morning?* Then students swap their notebooks with a partner and find the words which show when they do something, e.g. *on Fridays, at the weekend, in the morning.*

-  **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What is a semi-formal email?* (an email to someone we know but not very well). *When do we use semi-formal emails?* (e.g. when we write to a teacher or a school).

### Exercise 1

- Ask students about the after-school activities they do, e.g. *sports clubs, foreign language classes, artistic or musical clubs, musical instrument classes*, etc. Elicit examples and write them on the board. Then do a class survey and ask students to raise their hands or use their Yes/No response cards to respond. Write the results on the board.
- Students read the message, then discuss the questions in pairs. Check answers as a class.

### Exercise 2

- Students read the email and answer the question on their own. Ask: *Where's Nina from?* (the USA). *What nationality is Haru?* (Japanese). *How does Nina start and finish her email?* (Dear, Best wishes).

### Exercise 3

- Read the Writing box with the class and check if they understand the structure of the text. Ask students to find examples in the email in Exercise 2. Check answers as a class.

### Exercise 4

- Read the Language box with the class, then ask them to complete the phrases below on their own. Check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. This is an exercise to give students extra practice in using prepositions of time.

## Exercise 5

- Explain that students will write an email on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their emails in their notebooks. Tell them to refer to Nina's email in Exercise 2 and to the Writing Box in Exercise 3. Remind them about the use of prepositions of time.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then, students write their final draft in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow less confident students to write a shorter version of their email. They can do this by giving fewer details about their family, friends and school life.
- **Giving feedback:** Give each student individual feedback on their emails. Don't give marks, but point out mistakes for them to correct in their own time. You can also write comments and highlight sentences to let them know where they are succeeding and where they can improve, e.g. *Your spelling and punctuation is very good, but your choice of vocabulary can be better.*
- **FINISHED EARLY?** Ask students to imagine they are Haru and write an email reply to Nina. They can use the Writing box to help them.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about writing semi-formal emails (1 – it's easy to 5 – it's difficult) and give a reason why. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s with the same reasons, find time to give students another opportunity to practise writing semi-formal emails.

## SET FOR LIFE

### Is everything OK?

#### Lesson aims

- Students can understand how people are feeling in difficult situations and offer help.

#### For the teacher

- **Photocopiable activity:** *How are they feeling?*

#### Lead-in

Ask students to discuss in groups how they are feeling today. Encourage them to give reasons why.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Are you OK? Why?/Why not? How are you feeling?*



### Communication: understanding messages

This refers to the ability to interpret the communications of others and respond effectively. This lesson helps students learn to understand other people's message based on emotional clues, body language. It also helps develop empathy and sensitivity towards the speaker.

## Exercise 1

- Check students understand the phrase *body language*.
- **Peer learning:** Use the Jigsaw technique. Put students into groups and ask each student to choose one photo and write sentences about it, e.g. *The boys look happy and excited*, etc. Then students read out their sentences and discuss. Other students agree or disagree with the sentences, giving reasons why.

## Exercise 2–7 2.21 audioscript page 246

- Follow the instructions in the Student's Book.

## Exercise 8

- Students read the situations and discuss in pairs.

## Exercise 9

- Read the Useful Tips with students as a class. Check they understand and encourage them to use a dictionary to look up words they don't know.
- Students answer the questions in groups. Encourage them to think of examples of when they find it easy or difficult to talk about emotions with other people, e.g. *you get a bad mark at school, you have an argument with a friend*. Then ask them to discuss the tips they follow and those they want to try next time they talk to their friends.

## Exercise 10

- Students prepare, practise and present a roleplay in pairs. Discuss the steps as a class.
- Discuss an example of a situation with the class that shows different behaviour to that in Exercise 8, e.g. *Leon is a new student in class. He keeps talking to other students during class and the teacher doesn't look happy*. Encourage them to think about different reasons for people's behaviour.
- **SELF-REFLECTION** Ask students to think about the way they worked together on the final task and discuss these questions: *Did you listen to each other? Did you enjoy the discussion?* Elicit ideas and discuss as a class.
- **Peer learning:** Give students one minute to draw a cartoon strip of how to understand other people's emotions. Then they show each other their cartoon strips and discuss in groups.