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Everyday English	Listening	Pronunciation	Speaking	Writing		
introducing myself	an informal dialogue (listening for gist and specific information)	short forms of <i>have/has got</i>	talking about personal belongings and giving personal information	a message with personal information for the school chat room	Project Time 1	Progress Check 1
talking about jobs	short talks (differentiating job-related vocabulary)		asking and answering questions about other people's possessions	a greeting card		
asking for and giving directions	an informal dialogue (listening for gist and understanding directions)		asking for and giving directions using a map	a postcard		
asking for and giving permission	short conversations (listening for gist)	rising and falling intonation	describing locations of things using <i>there is / there are</i> and prepositions of place	a blog entry with a description of a school environment	Project Time 2	Progress Check 2
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making complaints and offering solutions	a TV interview (identifying specific information on natural disasters)	reduction of <i>do/does</i> in questions	discussing causes of environmental problems and offering solutions	a poster about an environmental problem		
showing that you don't understand	short talks (listening for specific information about other people's abilities and talents)	sentence stress	talking about abilities and talents	a short paragraph describing an imaginary superhero		
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	Lessons	Vocabulary	Grammar	Reading	
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Everyday English	Listening	Pronunciation	Speaking	Writing		
contrasting countries and cultures	an informal dialogue (listening for gist and identifying vocabulary related to intercultural topics)		making use of facial, paralinguistic and other clues to work out meaning	a short paragraph about a city one would like to visit	Project Time 6	Progress Check 6
asking for and telling the time	formal announcements (understanding public announcements at the airport)		buying a flight ticket over the phone	a hotel registration form		
making suggestions and giving directions	short conversations (inferring situations, participants and procedures)	homophones	taking part in conversations in situations that can occur when travelling	a fact file with information about a city		
making inquiries and giving information	a short talk (listening for specific information)	-ed endings in regular past verbs	talking about famous people who lived in the past	a short biography of a famous person	Project Time 7	Progress Check 7
talking about past events	an interview (organising information on a wonder of the ancient world)		talking about what someone did yesterday	a story that occurred in the past		
showing interest	simple questions (identifying the correct response)		asking and answering simple questions about past times and past activities	an informal email about a place one visited last weekend		
making an appointment with the doctor	informal dialogues (identifying health problems)		asking and answering simple questions about health problems	a paragraph about a past experience	Project Time 8	Progress Check 8
asking for and giving instructions in an emergency	an announcement (understanding regulations in a public place)		talking about regulations in public places	a short paragraph with instructions in case of an emergency		
asking for and giving advice	an informal dialogue (listening for gist)	rising and falling intonation	asking for and giving advice on various problems	a short paragraph giving advice to a friend		
ordering at a fast food restaurant	an order at a fast food restaurant (listening for specific information)		practising ordering at a fast food restaurant	a shopping list	Project Time 9	Progress Check 9
making a phone conversation	a phone conversation (listening for specific information)		talking about future plans	an invitation card		
making a request	an informal dialogue (understanding information in invitations and apologies)	the in simple sentences	asking and answering questions about arrangements for a party	an informal email about future plans		
interrupting someone in a conversation	short talks (identifying types of TV programmes)		talking about television	a paragraph about one's favourite TV programme	Project Time 10	Progress Check 10
asking for and stating an opinion (agreement/disagreement)	an interview (following the main points of an extended discussion)		giving an opinion about objects people will/won't use in the future	a paragraph about life in the future		
gaining time in a conversation	a TV show (identifying the main ideas and the sequence of events)	minimal pairs	talking about next year's plans	an ending of a story		

Introduction

- Lead in by introducing yourself. Say:
Hello/Hi! I'm ... / My name is ...
Go around the class asking pupils:
What's your name?
Respond with: *Nice to meet you!*
- Ask pupils to look at the content pages to familiarise themselves with the structure of the book. Explain to them that there are 10 units and each unit deals with a different topic. There are 3 lessons (a, b and c) in each unit, which are related to the unit topic.
- Tell pupils that the book starts with 6 introductory lessons, which revise some of the vocabulary and structures they have learned in previous classes.

INTRODUCTORY LESSONS

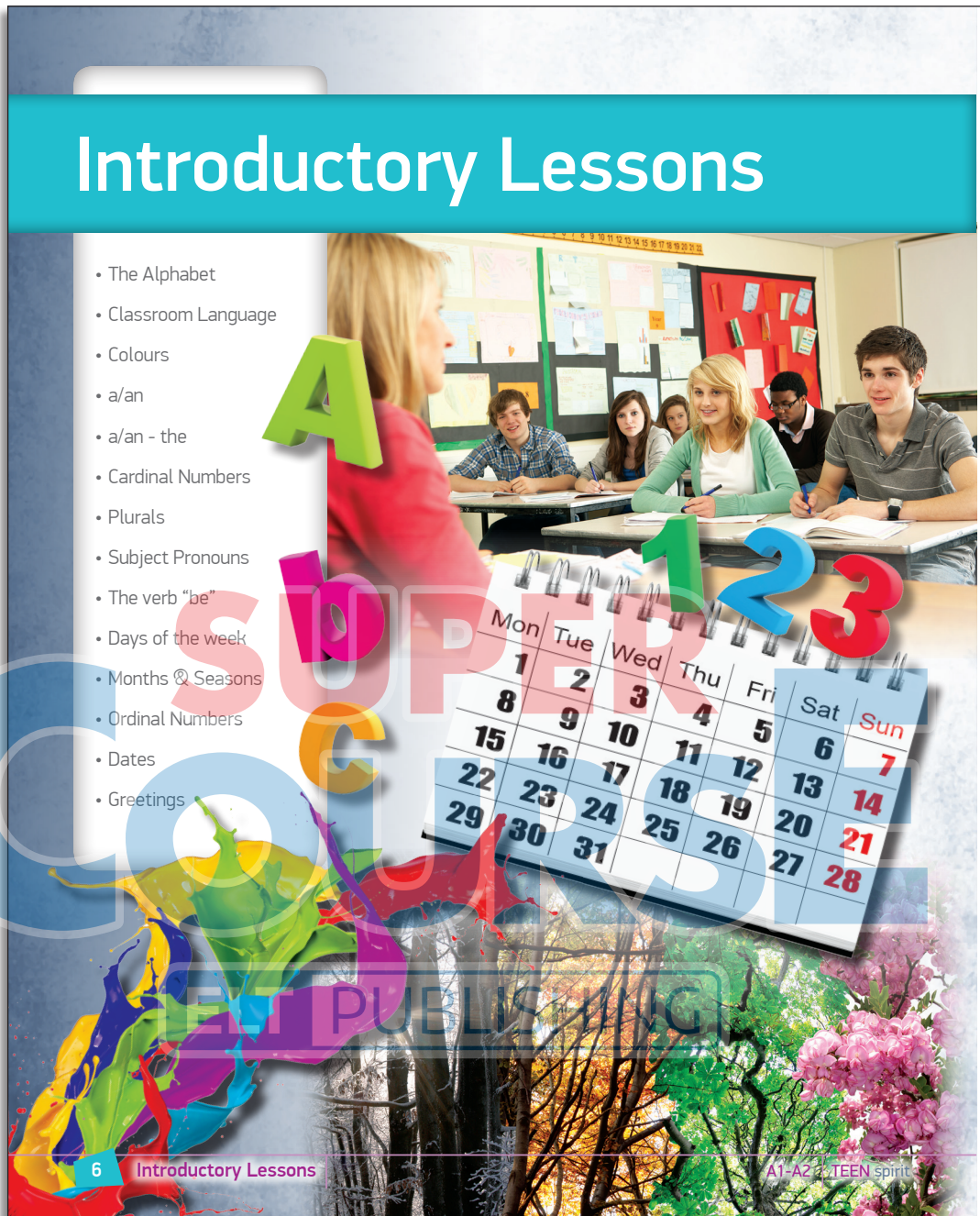
- Read the list of language points, tell pupils to look at the pictures and ask them which topics these pictures correspond to (*classroom language, the alphabet, cardinal numbers, days of the week and dates, colours, seasons*).
- Explain to pupils that, in the 6 introductory lessons, they will deal with both vocabulary and grammar. Ask them if they can see any words/phrases in the list that remind them of grammar phenomena which they already know. Elicit *a/an - the, plurals, subject pronouns, the verb "be"*.

Introductory Lessons

- The Alphabet
- Classroom Language
- Colours
- a/an
- a/an - the
- Cardinal Numbers
- Plurals
- Subject Pronouns
- The verb "be"
- Days of the week
- Months & Seasons
- Ordinal Numbers
- Dates
- Greetings

6 Introductory Lessons

A1-A2 TEEN spirit



INTRO A

The Alphabet



1 Listen and repeat the alphabet.

**Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz**

2 Listen and circle the correct word.

1. car / cat	5. sun / fun
2. doll / ball	6. boy / toy
3. fox / box	7. book / look
4. bus / bag	8. pen / ten

3 Read the following aloud.

							
1. MP3	2. TV	3. USB	4. DJ	5. CD	6. GPS	7. PC	8. SOS

Classroom Language

4 Match the pictures with the sentences from the box.

- A. Be quiet, please. B. Come to the board, please. C. Go to page four. D. Sit down, please.
E. Raise your hands. F. Close your books. G. Open your books. H. Let's do exercise four.

			
			
G	F	C	H
B	A	E	D

to listen and circle the word they hear in each pair.

- Play the recording. Pupils circle the correct words. Check answers by asking different pupils to read out the words they have circled.

EXERCISE 3 (objective: to practise saying the letters of the alphabet)

- Tell pupils to look at the pictures and encourage different pupils to read the words aloud.

Classroom Language

EXERCISE 4 (objective: to understand basic classroom language)

- Go over the sentences in the box and demonstrate their meanings by miming the corresponding actions where possible.
- Give pupils a few minutes to match the sentences with the pictures and then check answers on the board.

The Alphabet

EXERCISE 1 (objective: to revise the letters and sounds of the English alphabet)

- Play the recording. Pupils listen and repeat the alphabet (choral repetition).
- You can elicit words from pupils that begin with each letter, offering help when necessary. This will help pupils recall the sounds of the letters at the beginning of words.

(sample words: **apple, ball, cat, dog, elephant, frog, girl, hat, ice cream, jacket, kangaroo, lemon, monkey, notebook, octopus, pencil, queen, rabbit, sun, teacher, umbrella, van, window, x-ray, yellow, zebra**)

EXERCISE 2 (objective: to listen to and differentiate between sounds in minimal pairs)

- Tell pupils to look at the pairs of words in exercise 2 and explain that only one sound is different in each pair. You can read the first pair aloud to illustrate your point. Tell pupils that they have

Unit 1

Studying Abroad



	Vocabulary	Grammar
	- my family - jobs - countries & languages/nationalities	- have got (✓-x-?) - Possessive Adjectives - Possessive Case - Question Words
	You will learn how to:	
Reading	- identify frequently used vocabulary for greetings and conversations - recognise familiar names, words and common phrases for greeting cards and postcards	
Listening	- recognise contracted forms of have/has got - listen for gist and specific information in greetings and conversations - listen to and identify job-related vocabulary - listen to and identify vocabulary for countries and languages/nationalities - listen to and understand directions	
Speaking	- introduce yourself when meeting new people - talk about personal and other people's belongings/possessions - talk about jobs - exchange personal information - ask for and give directions	
Writing	- write a message with personal information in an online chat room - write a greeting card - write a postcard	

Unit 1

- Tell pupils to look at the pictures and ask them what they can see (*a suitcase full of books, a girl who is probably a student, a doctor, a world map, young people from different countries, a mailbox*).
- Ask pupils to think about topics that will be covered in Unit 1 and accept any reasonable suggestions (*e.g. student life, jobs, countries all over the world, people from different countries, ...*). Then, tell them to look at the vocabulary box to confirm their guesses.
- Read the unit title aloud and explain the meaning of "Studying Abroad". Ask pupils how they think this title relates to the pictures they have already discussed (*e.g. The girl at the top of the page could be a student in a foreign country. / ...*).
- Draw pupils' attention to the rest of the boxes and have them read through the unit objectives on their own. Answer any questions pupils may have.

Vocabulary

VOCABULARY FOCUS

- Have pupils listen to and repeat the new words (choral repetition). At this point, the focus is on pronouncing the words correctly, so draw attention to sounds and stress in the words and phrases.
- Teach the meaning of the new words. Ask pupils questions, such as:
Do you know any of these words?
Are there any words used in your language, too? (e.g. chat room)
At this point, the focus is on meaning. You can give pupils a direct translation of the words in their L1 or you can have them deduce the meanings of some of the words by using simple examples (e.g. "My father's brother is my **uncle**.") and/or visual aids (e.g. by pointing to the countries on a map).
- **Spelling "Traps"**: (objective: to notice the correct spelling of each vocabulary item and improve spelling skills)
 - At this point, the focus is on the written forms of the words. Explain to pupils that the written form of a word and the way it is pronounced do not always correspond and give them an example to illustrate this point (e.g. in the word "**cousin**" they hear / / but they have to write "ou"). Tell them that from now on, such parts of the words will be called spelling "traps".
 - Since different pupils may encounter different difficulties in spelling the words, before you start this activity, make it clear to them that **there is not only one correct answer**; each pupil has to find those parts of the words that he/she thinks are the most difficult to spell.
 - Have pupils listen to the words again so that they notice their written forms and underline the spelling "traps".
 - Once they have finished, you may want to ask some pupils which "traps" they have underlined. Encourage them to explain why these particular parts of the words seem difficult to them.

1a

Nice to meet you!

Vocabulary my family
Grammar have got (✓-x-?)
How to introduce myself

Vocabulary

Vocabulary focus

Listen and repeat.

Nice to meet you!

uncle

cousin

aunt

language school

England

Italy

Spain

France

age

country

chat room

also

Catch you later!

Now, listen again and underline the spelling "traps".

1 Complete Fabio's family tree with the words from the box.

mother brother uncle sister grandmother cousin

2 Complete the sentences with the words from the box.

England uncle also countries nice language school later

- All the children at this **language school** are from Spain and France.
- I like Greece and Italy. They're beautiful **countries**.
- My father has got a brother. He is my **uncle** Jack.
- Hi! I'm Betty! - I'm Lia! **Nice** to meet you!
- William has got two books in his bag. He's **also** got a pen.
- Goodbye, boys! - Bye, Adam! Catch you **later!**
- Where are you from? - I'm from **England**.

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EXERCISE 1 (objective: to identify vocabulary for family members)

- Go over the words in the box, making sure that pupils remember their meanings. Tell pupils to look at the family tree, point to the picture of Fabio and explain to them that they are looking at this boy's family.
- Give pupils a few minutes to complete the exercise and then check answers on the board.

EXERCISE 2 (objective: to use new vocabulary in context)

- Go over the words in the box, making sure that pupils remember them. Read the first sentence (gapped) and emphasise that it's important for pupils to read the whole sentence (i.e. what is **before and after** the gap) in order to find the correct answer.
- Give pupils a few minutes to complete the exercise and then check answers by asking different pupils to read out the sentences.

Grammar

have got (✓ - x - ?)

Affirmative ✓

Full form

I/You/We/They **have got**
He/She/It **has got**

Short form

I/You/We/They **'ve got**
He/She/It **'s got**

Examples

*I **have got** a bike.*

*She **'s got** a yellow bag.*

Negative X

Full form

I/You/We/They **have not got**
He/She/It **has not got**

Short form

I/You/We/They **haven't got**
He/She/It **hasn't got**

*I **haven't got** a bike.*

*She **hasn't got** a yellow bag.*

Interrogative ?

Have I/you/we/they **got**?
Has he/she/it **got**?

Short answers

Yes, I have. / No, I haven't.
Yes, he has. / No, he hasn't.

*- **Have** you **got** a bike?*

- Yes, I have. / No, I haven't.

*- **Has** she **got** a yellow bag?*

- Yes, she has. / No, she hasn't.

3 Look at the pictures and say what these people **have got**. Then, complete the sentences.

1. Susan **has got two books.**

2. Tom **has got a blue car.**

3. Harry and Nick **have got a dog.**

4. Mr Smith **has got a green dress.**

5. Paul and Laura **have got two children.**

6. Kate **has got a red T-shirt.**

What's right?

- I haven't got a tablet.
 I haven't a tablet.

4 Work with a partner.

Ask and answer questions about the people in exercise 3 using **have got / has got**, as in the example.

Has Susan got a car?

No, she hasn't.

5 Listen and circle the correct answer.

- Hi, I'm Maria. I **have got** / 've got a pink dress.
- This is Andrew. He **'s got** / has got blue shoes.
- Stella and Mark are from England. They **have got** / 've got a big house.
- Monica is fifteen years old. She **has got** / 's got one brother.
- Greg **'s got** / has got a lot of friends at school.
- My mother and father **'ve got** / have got a TV in their bedroom.

Pronunciation

short forms of have/has got

TEEN spirit | A1-A2

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What's right?

- Draw pupils' attention to the "What's right?" box and explain to them that it will appear in several lessons to help them clear up frequently confused grammar or vocabulary points and avoid common mistakes.
- Encourage the class to say which they think the correct answer is and have some pupils justify their choice. Confirm the correct answer.

EXERCISE 3 (objective: to talk about other people's belongings)

- Explain that pupils have to follow the lines to match the names to the pictures. Make sure they can pronounce the names and items correctly. Give the first sentence as an example by saying "Susan has got two books." Ask different pupils to choose a name or names from the exercise and say what he/she has got or they have got.
- Tell pupils to complete sentences 2-6 and then check answers on the board.

EXERCISE 4 (objective: to ask and answer questions about other people's belongings)

- Go over the speech bubbles with pupils. Model the dialogue in front of the class before letting them begin working with their partners.
- Pupils work in pairs to ask and answer questions about the people in exercise 3. Walk around the classroom monitoring their work. Some pairs might like to present their dialogues to the class.

Pronunciation

EXERCISE 5 (objective: to recognise short forms of have/has got)

- Read sentence 1 aloud, first using the full (have) and then the short ('ve) form of have got. Ask pupils if the two forms sound different and have them practise both forms in chorus. Repeat the procedure for the rest of the sentences.
- Tell pupils to read sentences 1-6 on their own before they listen.
- Play the recording. Pupils circle the form they hear. Check answers by asking different pupils to read out the sentences using the form they have circled.

Grammar

• **Lead-in: have got (✓ - x - ?)**

Present *have got* by giving examples about yourself and the pupils:

*I **have got** a red car.*

*You **have got** books in your bags.*

*James **has got** a green bag.*

*Mary **has got** a pink jacket.*

*My dog **has got** brown eyes.*

*We **have got** a nice classroom.*

*John and Linda **have got** blue pens. ...*

- Encourage pupils to deduce the meaning and use of *have got* (personal belongings / personal information).

- Go over the grammar box on the board (*have got: Affirmative - Negative - Interrogative*). Point out that we use *have got* for I/you/we/they and *has got* for he/she/it. Teach the rules for short forms in the affirmative and the negative.
- Using the board, demonstrate that questions are formed by moving *have* or *has* in front of the subject. Draw pupils' attention to the short answers and ask which word is not used in a short answer (*got*).
- Ask pupils to read out the examples and then make up their own sentences (*I have got a red hat., My mum has got a white dress., I haven't got a car., ...*).

TEEN spirit | A1-A2

Teacher's Book

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Reading

Before you read! (objective: to warm up for reading)

- Tell pupils to look at the picture and discuss what they see. You can ask questions, such as:
What can you see in the picture?
(two boys and a girl, a big building)
Is the dialogue about family or friends?
(friends)
What have the people in the picture got?
(bags and books)
Where do you think they are? (accept any reasonable suggestion: at school/university/college)

EXERCISE 6 (objective: to identify frequently used vocabulary for greetings and conversations)

- Read the introductory sentence aloud. Ask:
Where have you seen Fabio before? (in the family tree in exercise 1)
Where is he now? (at a language school in England)
- Make sure pupils are familiar with the words/phrases in the box. Then, give them a few minutes to read the dialogue and complete the gaps.
- Play the recording and tell pupils to check answers on their own. Walk around the classroom to check their work.
- Ask comprehension questions about the dialogue, such as:
Where is Fabio from? (Italy)
Where is Pablo from? (Spain)
What's the girl's name? (Julie)
Are Fabio and Julie friends? (Yes, they are.)
Where is Julie from? (France)
- Have groups of three pupils read/act out the dialogue, by assigning the three roles: Fabio, Pablo and Julie.

EXERCISE 7 (objective: to evaluate if a statement is true or false according to a text)

- Give pupils a few minutes to read the sentences and write T or F according to the dialogue.
- Go over the answers with pupils and ask them to justify their choices.

Everyday English

EXERCISE 8 (objective: to introduce yourself when meeting new people)

- Play the recording. Have pupils practise the dialogue in pairs using their own personal information (name and country of origin).
- You may want to ask pairs to act out their dialogues in front of the class.

Reading

Before you read! Look at the picture and guess where the people are.

6 Read the dialogue and fill in with the words/phrases from the box.

Then, listen and check your answers.

name hello how are you this is nice to meet you I'm from

Fabio is a new student at a language school in England. Today, it's his first day there.

Fabio: ¹ Hello ! I'm Fabio. I'm from Italy. What's your ² name ?

Pablo: Hi, I'm Pablo and ³ I'm from Spain . ⁴ Nice to meet you!

Fabio: Nice to meet you, too. Oh, hi, Julie!

Julie: Hey, Fabio! ⁵ How are you?

Fabio: I'm fine. ⁶ This is Pablo. He is from Spain. Pablo, meet my friend, Julie.

Julie: Hello! I'm Julie. I'm from France.

Pablo: Hi, Julie. Nice to meet you!

7 Read the dialogue again and mark the sentences with **T** (true) or **F** (false).

- | | |
|---|----------|
| 1. Fabio is a new student at the language school. | T |
| 2. The language school is in France. | F |
| 3. Fabio is from Italy. | T |
| 4. Pablo is from England. | F |
| 5. Fabio and Julie aren't friends. | F |
| 6. Julie is from France. | T |

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A1-A2 TEEN spirit

Listening

EXERCISE 9 (objective: to listen for gist)

- Tell pupils that they are going to listen to a dialogue between two children. Play the recording once. Ask: *Where are the children?* (at a language school)

EXERCISE 10 (objective: to listen for specific information)

- To help pupils know what to focus on as they are listening, tell them to look at the table and ask them what kind of information they expect to hear (a name, a number, the name of a country, number of brothers/sisters).

- Play the recording again. Pupils fill in the table with the missing information. Check answers on the board.

Transcript

N: Hi! I'm Nicole. I am a new student at this language school. What's your name?

T: I'm Tim. I'm new here, too. Nice to meet you!

N: Nice to meet you, too! How old are you, Tim?

T: I'm fourteen years old. How old are you?

N: I'm fifteen. I'm from France. Where are you from?

T: I'm from England.

N: Have you got a brother?

T: Yes, I have. And you?

Everyday English

introducing myself

- 8 Listen to the following dialogue.
 Then, act it out with your partner.

- Hello, I'm Alex. What's your name?
 - Hi, my name is Jean. I'm from England. Nice to meet you!
 - Nice to meet you, too!

Listening

- 9 Listen to the dialogue. Where are the children?
 at a language school
- 10 Now, listen again and complete the table with the correct words.

Name:	Nicole	1	Tim
Age:	2	fifteen	fourteen
Country:	France	3	England
Brothers /Sisters:	4	a sister	a brother

Speaking

- 11 Work with a partner. Ask and answer the questions, as in the example. You can take notes (✓ or ✗).

- you / a brother
- you / a sister
- you / a big family
- you / a dog
- you / a bike
- you / a mobile phone

Have you got a brother?

Yes, I have.



- 12 Now, read your notes in exercise 11 and tell the class about your partner.

Sarah has got a brother, but she hasn't got a sister. She's got a ...



Writing

- 13 Read Fabio's message to the other students at the language school in the school online chat room.



- 14 Now, write a message like Fabio's about yourself for the school online chat room.

TEEN spirit | A1-A2

Expression of the day

- 15 Read the dialogue and guess the meaning of the highlighted expression. Is there a similar expression in your language?

- Are you happy about studying abroad?
- I'm not just happy. **I'm on cloud nine!**



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- Tell pupils to look at exercise 13 and ask them where they would find a message like this. Elicit known words (*chat room, online, ...*). Ask questions like:
Has your school got a chat room?
Do you ever write messages in chat rooms?
What are they about?
- Read the model aloud. Draw pupils' attention to the phrases used to start and finish the message (*Hi! / Catch you later!*). Explain that they can use these phrases to start and finish their own online messages. Then, tell them that now, they have to write a message, using Fabio's message as a model.
- Have pupils make a list of the information they should include in their messages. Encourage pupils to share their ideas with the class and write the list on the board:
name - age - country - what I like - family - pets
- Pupils write their messages in their notebooks or on a piece of paper and give them to the teacher. When the teacher returns their work, they rewrite their messages, including the corrections, and put them in their writing portfolios.

EXPRESSION OF THE DAY

EXERCISE 15 (objective: to acquaint pupils with English idioms/proverbs and increase cross-cultural awareness)

- Ask two pupils to read the dialogue aloud and encourage the class to say what they think the highlighted expression means. Once a correct guess has been made, ask pupils to think of a similar expression in their own language.
- Meaning of the expression: To feel extremely happy.

EXTENSION ACTIVITY 1 (OPTIONAL)

Ask pupils to bring photos of their family members. Give them pieces of cardboard to draw a family tree and stick their photos on it. They can use Fabio's family tree (exercise 1) as a model. Have them display their family trees in class and give spoken presentations about their families
 (e.g. *I'm Susan. David is my dad. He's 46 years old. Dorothy is my mum. She's 44. I've got two brothers ...*).

EXTENSION ACTIVITY 2 (OPTIONAL)

Suggest that pupils create an online chat room only for people in their class. Explain to them how helpful a chat room can be, as long as they make proper use of it (organise school events more easily, exchange opinions, help each other with their schoolwork ...). Get them to do some research to find out how they can create their own "private" chat room. They may need to ask for help from their IT teacher in order to complete this project successfully.

- N:** No, I haven't got a brother, but I've got a sister.
T: OK. Catch you later!
N: Bye!

remember their partners' answers for exercise 12.

EXERCISE 12 (objective: to present information about someone else)

- Read the speech bubble as a model. Then, ask pupils to tell the class about their partners' personal information and belongings using their notes from exercise 11.

Writing

EXERCISES 13 & 14 (objective: to write a message with personal information in an online chat room, based on a model)

Speaking

EXERCISE 11 (objective: to talk about personal belongings and give personal information)

- Read the speech bubbles aloud and go over items 1-6 to make sure that pupils understand their meanings. Ask pupils to work in pairs, asking and answering questions using *have got*. Model the dialogue in front of the class before letting them begin. Explain that it's a good idea for pupils to take notes, because they need to

Project Time 1

Lead-in

- Introduce pupils to the Project Time section of the unit. Tell them that this 2-page section will appear at the end of each unit and it will contain three different types of tasks (a written project, a video clip and a PowerPoint presentation). Explain to pupils that the objective of these tasks is to encourage them to use the English language in real-life situations outside the classroom, so that they can consolidate the vocabulary and structures taught in each unit and become effective communicators in English, in various contexts. Also, explain that some of the tasks require individual work while others require pair or group work. Finally, make it clear that each pupil (or each pair or group of pupils) must choose and complete **at least one** of the tasks presented in Project Time.
- Allow pupils time to read through all three projects on their own. Then, answer any questions they may have about the procedure they have to follow and the work they have to do for each task.
- Ask pupils how they think the three projects relate to unit 1.
 - *Written Project and Video Clip: presenting information about themselves and their families*
 - *PowerPoint Presentation: talking about jobs*

Organising pupils' work

- Tell pupils that now, they can choose which task(s) they want to work on. Write the three project titles on the board, have pupils make their choices and then, write their names next to the corresponding projects:

Project Time 1

Written Project

A poster of a social network profile

Look at Mary's profile on a social network site.



Make a poster with your profile information for this social network. You can stick photos of your family and friends on it.

<i>A poster of a social network profile (Written Project)</i>	<i>Karen, George, ...</i>
<i>An interview (Video Clip)</i>	<i>Mark, Elizabeth, ...</i>
<i>A school survey (PowerPoint Presentation)</i>	<i>Richard, Sandra, ...</i>

(You may need to help the pupils who have chosen the Video Clip project to find partners.)

Video Clip

An interview

Work with a partner. Ask your partner questions about him/her and his/her family. Make a video of the interview and present it in class.

You can use the following questions and/or your own ideas.

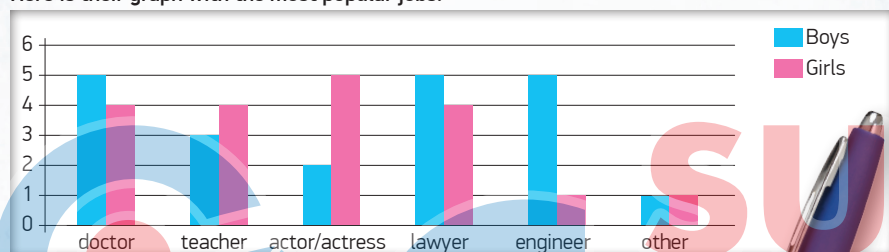
1. What's your name?
2. How old are you?
3. Where are you from?
4. When is your birthday?
5. Which languages can you speak?
6. How many brothers or sisters have you got?
7. Have you got a pet?
8. What do your parents do?



PowerPoint Presentation

A school survey

Dylan and Sally have asked forty students at their school what their dream job is. Here is their graph with the most popular jobs.



Ask forty students at your school about their dream job, make a graph with the most popular jobs and give a PowerPoint presentation in class. You can use Dylan and Sally's questionnaire.

Questionnaire

Gender: Boy Girl

What's your dream job?

doctor

teacher

actor/actress

lawyer

engineer

other

- Assign a deadline (i.e. a date by which all pupils / pairs of pupils / groups should have their projects ready to present in class), and tell pupils that you are willing to offer them any kind of help they may need regarding their projects.
- **For the Video Clip and the PowerPoint Presentation:** make sure that pupils have the technological skills required for the successful completion of these particular tasks.

Presentation

- **Written Project:**
Pupils display their posters in class, so that everyone can see their work.
- **Video Clip:**
Pupils present their video-recorded interviews in class.
- **PowerPoint Presentation:**
Pupils present their graphs regarding their schoolmates' dream jobs in class.

Feedback

- At the end of each presentation, give positive feedback to pupils by commenting on the vocabulary/grammar/materials used as well as on their fluency. Since the production of language in real-life situations is demanding, congratulate all pupils for their effort, even if there have been mistakes, so that their confidence is boosted. You can also ask the rest of the pupils to give their feedback to their classmates; they could touch on the things they liked as well as the things they expected to hear/see but they didn't.

Progress Check 1

Vocabulary

30

1 Circle the odd word out. (5 x 3 = 15 points)

- 1. library engineer hairdresser
- 2. rainy sunny tiring
- 3. uncle age aunt
- 4. policeman farmer country
- 5. France England German

2 Circle the correct response. (5 x 3 = 15 points)

- 1. - What's the weather like in autumn?
- It's rainy. / It's tiring.
- 2. - It's my first day at work today.
- What's up? / I wish you all the best!
- 3. - Goodbye, Matthew!
- What about you? / Catch you later, boys!
- 4. - Have a nice weekend, Joanna!
- You too, Evelyn! Take care! / I miss you!
- 5. - I'm sad.
- Why? What's up? / What's the weather like?

Grammar

40

3 Circle the correct answer. (10 x 4 = 40 points)

- 1. Kelly is a doctor. Their / Her sisters are doctors, too.
- 2. We have got / has got a lot of friends in the UK.
- 3. I've got a big house. His / My house is beautiful.
- 4. - When / Where are you from? - I'm from Greece.
- 5. My aunt / aunt's clothes are modern.
- 6. The children's / childrens' parents are at work now.
- 7. - Who / Whose is your favourite actor? - Will Smith.
- 8. Have / Has your brother got a computer in his room?
- 9. How / Which many cousins have you got?
- 10. I haven't / haven't got a red bike. I've got a blue bike.

Everyday English

30

4 Complete the dialogues with the words/phrases from the boxes. (10 x 3 = 30 points)

too what your name living nice

A. - Hello, I'm Brad. What's ¹ your name ?
- Hi, my name is Josh. ² Nice to meet you!
- Nice to meet you, ³ too !

B. - How do you earn your ⁴ living, Keith?
- I'm a farmer. And ⁵ what do you do?
- I'm a waitress.

thank you around your left
turn straight ahead

C. - Excuse me, is there a hotel ⁶ around here?
- Yes. First, go ⁷ straight ahead and then ⁸ turn right. The hotel is on ⁹ your left.
- ¹⁰ Thank you !

HOW DID YOU DO? Total Score: **100**

	Very Good	Good	Review AGAIN
Vocabulary	24-30	18-21	less than 18
Grammar	32-40	24-28	less than 24
Everyday English	24-30	18-21	less than 18