



People

Unit aims

I can ...

- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.
- write an email about my school.

Unit contents

Vocabulary	Family and friends Describing people Adjectives
Reading	An online article 🔍 Robot Fighters Diwali: A family festival
Language focus	<i>have got</i> affirmative, negative, questions and short answers Comparative adjectives
Listening	A conversation
Discover culture	🔍 My family, by Boris Moldanov
Speaking	On the phone 🔍 Real talk: What's your phone number? What's your email address?
Pronunciation	/ðən/
Writing	A description of a person Modifiers
Get it right!	👁️ Comparative forms of one syllable adjectives
CLIL	Maths Fractions 🔍 The Land Down Under

Be curious

- Books closed. Ask: *Who are the important people in your life?* Elicit students' answers to this question, e.g. *my mum, my brother, my best friend.*
- Ask students to open their books at page 10.
- Read out the phrase *be curious*. Explain that a *curious* person is someone who is keen to learn or know things. Use L1 if necessary.
- Drill the pronunciation of *curious* /'kjʊəriəs/. Then explain that being curious about the world is the theme of the *Eyes Open* series of coursebooks.
- Refer students to the photo and ask them to describe what they can see. Alternatively, give them 20 seconds to study the photo, and then ask them to close their books and say what they remember about it.
- Put students into small groups. Give them a minute to answer the three questions. Point out that only the first of the three questions has an obvious answer.
- Check answers. You could introduce the word *probably*, which students can then use when giving their answers to the second and third questions. If you do, explain that the word is used to say that something is very likely, e.g. *I'm probably going to the cinema this afternoon.*
- Tell students that the theme of Unit 1 is family and friends.

Suggested answers

There are probably four people in this family. The adults are probably between thirty and forty. The children are teenagers. They are probably between ten and fifteen. You wear boots like that when it rains.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2 p11 1–3 p14 3–6 p16 1,5 p18
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p12 1–4 p17 1–2 p19
Speaking	CONVERSATION	2, 6–7 p18
	INFORMATION EXCHANGE	4–5 p13 2, 6–7 p18
	SUSTAINED MONOLOGUE: Describing Experience	5–6 p12 5 p14 7–8 p16 8–9 p17
Writing	OVERALL WRITTEN PRODUCTION	3–5 p11
	CREATIVE WRITING	5–7 p19
Communicative language competence	VOCABULARY RANGE	1–5 p11 4 p12 4 p14 1–3 p16 5–7 p17
	GRAMMATICAL ACCURACY	1–5 p13 1–5 p15 3–4 p19
	PHONOLOGICAL CONTROL	3 p15

Objectives

- learn vocabulary for friends and family.
- talk about my own family.
- draw and describe my family tree.

Preparation

- Bring a few photos of your family and friends.

Warm-up

- Distribute photos of your own friends and family around the classroom and ask students to work in pairs to guess the identities of the people in them, e.g. *I think this is your mum.*
- Alternatively, introduce the topic by asking students if they have a collection of photos of their friends and family online and which photo websites (e.g. *Instagram, Flickr*) they use.
- If students have such accounts, they can use their phones to briefly show each other some of the photos they have there.

- 1 • Ask students to open their books at page 11 and look at Sarah Wood's family tree. Make sure they identify Sarah (with caption 'Me!' middle left).

- 2  **1.11** Ask students to work in small groups to complete this exercise. You could turn this task into a game by asking groups to compete to be the first to complete the text correctly.
- Ask **stronger students** to complete the text without checking the meaning of the words in a dictionary. Allow **weaker students** to use dictionaries.
 - Play the recording.
 - Students listen to it, check their answers to Exercise 1 and repeat the words. Encourage students to mimic the pronunciation they hear.

Fast finishers

Students can turn to the **Vocabulary bank** on page 107 and do the *Family and friends* activities.

Answers

2 granddad 3 wife 4 grandma 5 mum
6 dad 7 parents 8 brother 9 sister 10 aunt
11 uncle 12 cousin 13 best friend 14 teammates
15 classmates

Language note

All the two syllable nouns in the box in Exercise 1 have their main stress on the first syllable, e.g. *teammates*, *uncle*, *cousin*.
The word *mate* means *friend* or *partner*. It is commonly used in the UK and Australia as a greeting between (usually male) friends, e.g. *All right, mate!*

- 3 • Read out the example and then ask students to work in pairs to match the remaining words in pairs of opposites.
• Then ask them to look at the example sentence and complete the remaining ones.

Answers

2 son 3 daughter 4 grandson

- 4 • Before students do this exercise make sure they understand the difference between *male* and *female*.
• Ask students to copy the circles into their notebooks.
• Students can work alone or in pairs to complete the circles with the words in Exercise 2.
• Ask students to compare their answers with a partner before you check answers with the class.

Answers

female: wife, sister, grandma, mum

male and female: cousin, classmates, best friend, parents, grandparents

male: brother, dad, granddad, husband

Your turn

- 5 • Divide students into pairs (A and B).
• Give students two minutes to draw their own family tree. Explain that they can use the example in Exercise 2 as a guide.
• Read out the example sentences and ask Student As to tell their partner about the people in their family tree. They should add any other information they can, e.g. age or hair colour.
• Student Bs listen and make notes.
• The pairs then swap and Student Bs describe their family tree and Student As listen and make notes.

Optional activity

- Put students into small groups.
- One student (Student A) shows a photo of a family member or friend on their phone to their partners.
- The other students in the group guess who is in the photo by asking a question, e.g. *Is that your brother?*
- Student A replies by saying *Yes, it is* or *No, it isn't*.
- The other students then ask Student A some questions to find out more about the person in the photo, e.g. *What's his/her name? How old is he/she?*
- Another student in the group then shows a photo to the rest and the activity continues until all students have had a turn.



Set Exercises 1, 2, 3, 4 and 5 on page 7 of the **Workbook** for homework.

Reading An online article

Objectives

- read an article about a big family.
- learn adjective opposites.
- compare my own family with the one in the article.

Warm-up

- Books closed. Find out who in the class has got the biggest family by asking individual students: *How many brothers and sisters have you got?*
- Alternatively, tell the class how many brothers and sisters you have got.

- 1
- Ask students to open their books at page 12.
 - Focus their attention on the photos. Encourage students to make predictions about what the text is about using the images and title to help them.
 - Read out the title and the question.
 - Elicit answers from the class.

Answer

It's a very big family.

- 2
-  **1.12** Check students' understanding of the following vocabulary from the article: *noisy*, *busy* and *kids*. Teach *noisy* by opening and closing drawers loudly in your desk, dropping things on the floor, singing and generally making a noise. Teach *busy* by doing lots of different things one after another, e.g. read, write, take things out of your bag, and keep checking the time on your watch or phone. Tell students that *kids* is an informal word for *children*.
- Ask students to read the article.
 - Students can compare their answers in pairs before you check answers with the class. Ask students to say which part of the text gave them the answer (the last sentence).
 - Refer students to the information in the **FACT!** box. Ask: *Do you know where the word 'family' comes from?* Tell students that it comes from the Latin *famulus*, which means *slave* or *servant*.

Answers

Yes, it's a very happy family. All the kids are good friends.

- 3
- Read out the instructions and the example.
 - Ask different students to come to the board in turn to correct the false sentences. Alternatively, if you have the Presentation Plus software, do this using the interactive whiteboard.

Fast finishers

Students can write two more sentences based on the text, which a partner then has to mark as either true or false.

Answers

2 F (There are fifteen boys and girls in the family.) 3 T
4 F (It's a very noisy house.) 5 F (The kids are all good friends.)

Explore adjectives

- 4
- Refer students to the adjectives in the list. Ask them to work alone to find the opposite adjectives in the article.
 - Students can compare their answers in pairs before you check answers with the whole class.
 - To **extend** this activity, ask students to work with a partner. Students take it in turns to draw or mime the adjectives for their partner to guess.

Answers

2 big 3 noisy 4 happy 5 good

Game

- Play *Could you spell that, please?* using the words in Exercise 4.
- See **Games Bank** on page 29.

Your turn

- 5
- Give students a couple of minutes to make notes on the differences between their family and Damien's family.
 - Monitor, making sure that students are completing the chart by using the adjectives in Exercise 4.
- 6
- Ask students to work in pairs to do this exercise.
 - Students should produce sentences such as: *Damien's family is big, but my family is very small.*
 - Ask a few students to read their sentences out to the class.

Optional activity

- Put students into pairs.
- Students take it in turns to use their phones to record a video of each other talking about their families.
- Students can then play their videos for the class.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What is a robot?* Elicit student's answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Then ask students: *Are robots a good idea?*
- See page 14 for further activities you can do with this video.

Answers

The Suni family has got a lot of robots.
Arina's robot is blue.



Set Exercises 6 and 7 on page 8 and Exercises 1, 2, 3, 4 and 5 on page 11 of the **Workbook** for homework.

Language focus 1 *have got*

Objectives

- learn the affirmative, negative, question and short answer forms of *have got*.
- practise asking and answering questions about possessions with *have got*.

Warm-up

- Books closed. Hold up objects and say: *I've got a book. I've got a pencil.*, etc.
- Ask students to work in pairs. Students take it in turns to hold up and name objects around them using *have got*.

- Ask students to open their books at page 13 and copy the chart into their notebooks. Students can then work in pairs to complete the sentences by referring to the text on page 12.
 - Give **weaker students** the two forms they need to complete the sentences and ask them to put the forms into the right gaps in the chart.
 - Check answers.
 - For further information and additional exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

	I / We / You / They	He / She / It
+	They have got fifteen children.	The house has got seven bedrooms.
-	They haven't got a car.	Damien hasn't got jobs to do.
?	Have you got a brother or a sister?	Has he got a house?
+	Yes, I have.	Yes, he has .
-	No, I haven't.	No, he hasn't .

Language note

Have got is used far more frequently in spoken British English than American English.

Have got denotes possession (e.g. *I've got a piano*) whereas *have* can be used for both possession and routines (e.g. *I have a shower every morning*).

- Ask: *What can you see in the picture?* Elicit students' answers.
 - Refer students to the gapped text. Encourage them to read the text first for general understanding.
 - Students should identify the personal subject pronouns or the singular or plural nouns that come before the gaps in the text. Doing this will lead them to the correct form of *have got* that they need to complete the text.
 - Students should refer to the chart in Exercise 1 to remind them of the correct forms of *have got*.

Fast finishers

Students can write four pairs of sentences about their own family using the full and contracted forms of *have got*, e.g. *I have got a sister. I've got a sister.*

Answers

- 1 've got 2 haven't got 3 've got 4 's got
5 's got 6 haven't got 7 haven't got

- Ask students to look at the pictures and name the objects they can see, e.g. *trainers, headphones, scarf*.
 - Read out the example and complete number 2 with the class.
 - Ask students to work in pairs to complete the exercise.
 - Check answers with the class.

Answers

- 2 Has Alice got a computer? Yes, she has.
3 Has James got black trainers? No, he hasn't.
4 Has Alice got a skateboard? No, she hasn't.
5 Has James got blue headphones? Yes, he has.
6 Has Alice got a CD? Yes, she has.
7 Has James got a hat? No, he hasn't.

Common error

Students may say *Yes, I have got* or *No, I haven't got* rather than *Yes, I have* or *No, I haven't*.

- Ask students to work in pairs to do this task.

Your turn

- Put students into pairs.
 - Give them a couple of minutes to ask and answer questions about what they have got using the information in the chart and two ideas of their own.
 - Ask **weaker students** to write their questions down before they ask them.

Optional activity

- Divide students into pairs.
- Students first tell each other about how many people there are in their family, e.g. *I've got three sisters, one brother, a mum and dad*.
- Students think of questions with *have got* to ask their partner about members of their family, e.g. *Has your brother got a computer?*
- Students ask and answer the questions.
- To finish the activity, ask some students to tell the class about their partner's family, e.g. *Bogdan's got one sister. His sister's got a cat.*



Set Exercises 1, 2, 3, 4 and 5 on page 8 of the **Workbook** for homework.

You can also ask students to take a photo of some of their favourite things, bring it to the next lesson and show it to their partner. Students then have to say what things their partner has got.

Listening and Vocabulary

Objectives

- listen to a conversation about a virtual world.
- learn words to describe people.
- write a description of my avatar.

Preparation

- Bring photocopies of the audioscript (Exercise 2).

A conversation

Background

An **avatar** is a graphical image that represents a person online.
Virtual worlds are three-dimensional environments simulated by computers.

Warm-up

- Books closed. Write *avatars* and *virtual worlds* on the board. Check that students understand these terms.
- Put students in pairs to tell one another about which video games they know and enjoy playing.

- 1
- Ask students to open their books at page 14.
 - Read out the question and then ask students to work in pairs to answer it.

Suggested answers

They've got skateboards, rollerskates, headphones and a dog.

- 2
-  **1.13** Before students listen, ask them to make a list of the words they might hear in the recording.
 - Play the recording.
 - Students can compare answers in pairs before you check answers with the class.

Audioscript

Girl: What's this Connor?
Boy: Hi, Suzi, it's a new game. My 3D home ... look ...
Girl: Hey! Skateboards, rollerblades ... amazing! Have you got an avatar?
Boy: Yeah ... look, that's me ...
Girl: Where?
Boy: In the skateboard park. I've got a blue skateboard, see? And spiky blue hair.
Girl: That's you? Wow ...! Cool avatar!
Boy: Thanks ... watch ... see that? That's 100 points.
Girl: 100 points? Hey! You're very good! What level are you on?
Boy: 16. See?
Girl: Oh yeah, wow, level 16, you've got a lot of points. You're really intelligent!
Boy: Thanks!
Girl: What are the stars?
Boy: Stars are money. 5 stars for a skateboard, 15 stars for a bike. 10 stars for a dog. I haven't got a dog.
Girl: A dog?
Boy: Yeah, a virtual dog. ... Look, that kid's got one.
Girl: Ha ha! That's a funny dog!
Boy: I know! Ha ha!
Girl: How many stars have you got now?
Boy: I've got 7 stars ... three more for a dog!
Girl: Can I play?
Boy: Sure. Wait. Make an avatar first.
Girl: OK. Let's see ... hair ... green ... it's longer than your hair ... eyes ... red.
Boy: Oh, you're taller than me, too!

Girl: Yes. You're quite short! Let's see ... possessions ... what have you got?
Boy: I've got a skateboard ... rollerblades ... a bike.
Girl: OK. A skateboard ... a red skateboard.
Boy: Right. You're ready to play.
Girl: Great!

Answers

Connor's avatar has got a blue skateboard and spiky blue hair.

- 3
-  **1.13** Play the recording again.
 - Give **weaker students** the audioscript to read as they listen to the recording.
 - Students work in pairs to correct the sentences.
 - Check answers.

Answers

- 1 F (the game is called 'My 3D home')
2 F (Connor is on Level 16.) 3 F (Connor's got seven stars.)
4 F (Suzi's avatar has got a red skateboard.)

Describing people

- 4
-  **1.14** Write *Connor's avatar has got spiky hair* on the board. Ask students to identify which word in the sentence is an adjective (*spiky*).
 - Read out the words in the box and under the pictures.
 - Students copy the word groups into their notebooks and then add the words to the correct groups.
 - Play the recording for students to check their answers and repeat the words.

Fast finishers

Students can turn to the **Vocabulary bank** on page 107 and do the *Describing people* activities.

Answers

- 1 straight 2 brown 3 blue 4 short 5 good-looking
6 old 7 funny 8 intelligent

Language note

Fun is a noun meaning 'something that provides amusement or entertainment', e.g. *We had fun at the party*. *Funny* is an adjective meaning 'causing laughter or amusement', e.g. *It's a very funny film*. In informal English, *fun* is also used as an adjective meaning 'enjoyable' or 'amusing', e.g. *We had a fun time*.

Pretty is used to describe women and girls who are attractive in appearance, whereas *good-looking* can be used to describe both sexes.

Your turn

- 5
- Give students five minutes to write their descriptions.
 - Students read their description to a partner, who draws a picture of the avatar being described.

 Set Exercises 1, 2, 3, 4 and 5 on page 9 of the **Workbook** for homework.

Language focus 2 Comparative adjectives

Objectives

- learn comparative adjectives.
- describe a picture using comparative adjectives.
- compare myself to another student using comparative adjectives.

Preparation

- Bring a tennis ball or a small football.

Warm-up

- Books closed. Introduce comparatives by drawing a picture of two people on the board.
- Give the two people names and make them look as different from one another as you can. One can be tall and unhappy and the other short and happy.
- Write one sentence on the board comparing the two people and then elicit further sentences from the class, helping students to form comparative adjectives.

- 1 • Ask students to open their books at page 15 and copy the chart into their notebooks.
- Students can then work in pairs to complete the chart.
- For further information and additional exercises, ask students to turn to page 99 of the **Grammar reference** section.

Common error

Students may produce sentences like *more better than* or *beautifuler than*. They may also use *that* instead of *than*.

Answers

Comparative

long

It's **longer than** your hair.

tall

You're **taller than** me.



Get it right!

Students could practise this spelling rule by writing some example sentences using adjectives whose final consonant is doubled in the comparative form, e.g. *fat*, *thin*, *hot*.

- 2 • Write the chart on the board and ask individual students to come to the front of the class to complete it.
- Students then pass their answers to another team for marking.
- Teams get one point for a correct adjective but only if it is spelt correctly. The team with the most points wins. If there is no winner, write an incorrect sentence on the board, e.g. *Istanbul is bigger than Rio*. The first team to correct the sentence wins the game.

Answers

1 shorter 2 curly 3 darker 4 good 5 more beautiful
6 younger 7 old 8 intelligent 9 prettier

- 3 • Ask **stronger students** to complete the sentences individually.
- Allow **weaker students** to work in pairs to complete the sentences.
- Check answers by writing the gapped sentences on the board and asking different students to come to the front of the class to complete them.

Fast finishers

Students can write five sentences comparing famous people or places.

Answers

1 curlier than 2 older than 3 more intelligent than
4 funnier than 5 taller than 6 straighter than

Say it right!



1.15

Play the recording for students to listen to and repeat the sentences.

Make sure that students are pronouncing the 'th' of *than* correctly (the correct pronunciation is /ð/).

- 4 • Read out an adjective from the box and then choose a student to make a sentence about the dogs using that adjective.
- Ask students to work in pairs to write the sentences.

Suggested answers

2 Libby is smaller than Patch. 3 Patch's hair is straighter than Libby's hair. 4 Libby is prettier than Patch.
5 Patch's ears are longer than Libby's ears. 6 Patch is noisier than Libby. 7 Libby is quieter than Patch.

Optional activity

- Put students in pairs (A and B).
- Student A closes his/her book. Student B says an adjective, e.g. *tall*, *beautiful*.
- Student B says the corresponding comparative form, e.g. *taller*, *more beautiful*.
- Students swap roles.

Your turn

- 5 • Put students in pairs to compare each other using the adjectives in the box. Make sure students write their sentences in their notebooks.

Game

- Play *The ball game* using comparatives.
- See **Games Bank** on page 28.



Set Exercises 1 and 2 on page 10 of the **Workbook** for homework.



Discover Culture

My family, by Boris Moldanov

Objectives

- watch a video about a family in Siberia.
- compare my own town with the town in the video.
- compare my own family with the family in the video.

Preparation

- Make photocopies of the videoscript.

Background

Siberia is an enormous region located in Russia and the north of Kazakhstan, known for its extremely cold winters and large forests.

Warm-up

- Write *Siberia* on the board and ask students what they know about the region.
- Alternatively, you could write the words in Exercise 1 on the board and see if students can predict which part of the world the video is about.

- Ask students to open their books at page 16.
 - Refer students to the map so that they can identify the location of Siberia.
 - Check that students understand the meaning of the words in the box.
 - Students can work alone or in pairs to find six of the things in the photos.

Answers

Siberia is in Russia.
fire forest Khanti people dancing snow reindeer

Language note

Students may find *sleigh* difficult to pronounce. Point out that *sleigh* /sleɪ/ rhymes with *say*.

- Ask the question of the class. Be aware of which students do not often contribute when you ask the class questions which do not have obvious answers, and make sure that the most confident students do not dominate.
 - You could ask students to justify the answers they give to the question, e.g. *I think we'll see snow because Siberia is very cold.*
- **1.2** Play the video with the sound off.
 - Students watch the video and check their answers to Exercise 1.

Videoscript

This is Siberia, in the north of Russia. It's very cold. These are my grandparents. They're from the Khanti tribe.
This is their house. It's smaller than my house.
And these are their reindeer. They've got about 50 reindeer.
My grandfather and grandmother love these reindeer.
This is my town. It's very small. We've got one shop and one road.
This is my father and my brother Igor. Igor's younger than me.
My dad's got a lot of food. It's for their trip to my grandparents' house.
They go there on our snowmobile. It's faster than our old sleigh!
But it's a long trip – 300 kilometres, or about three hours!

Finally, they're at my grandparents' house! Igor is very happy. He loves our grandparents. My dad and grandparents are happy, too.
It's hard work at my grandparents' house, but it's fun, too!
It's fun in the day, and at night. Igor loves dancing by the fire.
This is a very traditional dance.
But this is the best part of the trip. It's time for a ride on the old reindeer sleigh.
What a great trip!

Answers

dancing fire Khanti people reindeer sleigh snowmobile

- **1.2** Read out the three summaries and check that students understand them.
 - Then play the video for students to choose the best summary.
 - Students can compare answers in pairs before you compare answers with the class.

Answers

b

- **1.2** Ask a student to read out the three sentences.
 - Then play the next part of the video so that students can order the events.
 - Ask one student to give the answers to the exercise. Ask the rest of the class whether or not they agree.

Answers

b – c – a

- **1.2** Give students a minute to read through sentences 1–7.
 - Play the video again and ask students to decide if sentences 1–7 are true or false.
 - Give **weaker students** a copy of the script, which they can then read as they watch the video.

Answers

1 T 2 F (They've got about 50 reindeer.) 3 F (The town has got one shop and one road.) 4 F (Boris' father and brother go to visit his grandparents.) 5 T 6 T 7 T

Your turn

- Give students a couple of minutes to complete the chart with their own information. Monitor and help as necessary.
- Put students into pairs.
 - Students take it in turns to tell each other about how where they live compares with where Boris lives.



For homework, ask students to use the Internet to research an aspect of life in Siberia, e.g. food, weather or culture. At the beginning of the next class, students share what they found out with a partner.

Reading An online interview

Objectives

- read a text about Diwali.
- learn how to form adjectives with the suffix *-ful*.
- talk about festivals in my own country.

Preparation

- Bring some photos of famous festivals from around the world, e.g. Hogmany in Scotland, the Rio Carnival in Brazil or La Tomatina in Spain.

Warm-up

- Books closed. Distribute the photos around the class.
- Ask: *What can you see?* Encourage students to describe the photos in as much detail as they are able to provide.
- Explain that the photos show *festivals* and that people around the world *celebrate festivals* and that these *celebrations* are important in people's lives. Check students' understanding of these key words.

Background

The festival of **Diwali** marks the beginning of winter. It is a time to clean and decorate the home and to exchange gifts with loved ones.

Mumbai is a port city in West India. It is the largest city in India and has a population of more than 20 million.

- 1 • Ask students to open their books at page 17. Focus attention on the photo.
• Elicit ideas about what is happening in the photo and where the people are. Do not accept or reject any ideas at this stage.
- 2 • Ask students to read the text to check their ideas about the photo that they came up with in Exercise 1.

Answers

Raj is from India.
Diwali is an important family festival in Indian culture.

- 3  **1.16** Read out the title to the interview and the short introduction.
• Ask students to work alone to read about Diwali and then match the questions to the paragraphs.
• Students can compare answers in pairs.

Answers

1 d What is Diwali? 2 b When is it? 3 a Where is it?
4 c What's important in Diwali?

- 4 • Students can work in pairs to do the task.
• Ask students to underline the parts of the text which helped them complete the exercise.
• Read out the information in the **FACT!** box. Ask: *How many festivals are there in your country?*
• Ask students to name some festivals, say what they celebrate and where they take place.

Answers

1 good 2 lights 3 five days 4 People all over the world 5 clothes

Optional activity

- Put students into small groups.
- Give each group a festival to research, e.g. the Lantern Festival in Pingxi, Taiwan; Queen's Day in the Netherlands; the Ice and Snow Festival in Harbin, China.
- Assign different roles to students in their groups (or ask the students to decide roles for themselves), e.g. one does the writing, one looks for information online, one communicates the results of the search to the class.
- Students do an Internet search about the festival.
- Students should provide the name of the festival, say where it takes place, what it celebrates, how long it lasts and what people do during the festival.
- Each group tells the class about what it has found out.

Explore adjective suffixes *-ful*

- 5 • Ask students to work alone to find two adjectives in the interview which have the *-ful* suffix.
• Check answers. Make sure that students understand that the *-ful* suffix means *full of*, e.g. *colourful* = *full of colour*.

Answers

1 colourful 2 wonderful

- 6 • Ask students to work alone to complete the sentences.
• Students can compare answers in pairs before you check answers with the class.

Answers

1 wonderful 2 colourful

- 7 • Read out the two words and ask the class to turn them into adjectives using the suffix *-ful*.
• To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 107.

Answers

beautiful, useful

Your turn

- 8 • Give students time to think of a festival in their country that they have been to or are interested in going to.
• Make sure students do not all choose the same festival.
• Give students a few minutes to make notes on the festival they choose. If necessary, they can look up information about the festival on the Internet.
• Help **weaker students** by giving them specific questions to find answers to, e.g. *What's the festival called? Where is it? When is it?*
- 9 • Put students in pairs to do the task.
• Ask some students to report back to the class on the festival their partner talked about.



Set Exercise 3 on page 10 of the **Workbook** for homework.

Speaking On the phone

Objectives

- watch or listen to teenagers taking about mobile numbers and email addresses.
- practise giving out mobile numbers and email addresses.

Warm-up

- Books closed. Write an email address and a phone number on the board and ask the class to identify what they are.
- Practise how to read phone numbers and email addresses by saying the ones you have written on the board and asking the students to repeat them after you.

Real Talk: What's your phone number? What's your email address?

- 1  **1.3** Ask students to open their books at page 18.
- Tell students they are going to watch some teenagers answering the following questions:
What's your phone number? What's your email address?
 - Give students some time to look at the chart and then play the video.
 - Do not be afraid to play it a few times. You may also want to pause it after each speaker.
 - Students work alone to complete the chart with the correct email addresses and phone numbers.
 - Students can compare answers in pairs before you check answers with the class.



Videoscript

- Adult:** What's your phone number? What's your email address?
- Emily:** My mobile number is 937-555-2122. ... OK. OK, bye! ... and my email is emily@familyemail.com.
- Petra:** My phone number is 845-353-7500. That's my home number. My email address is petraiscool@yourmail.com.
- Stephen:** My phone number is 866-279-94-00. My email is stephen@schoolemail.com.
- Rachel:** My phone number is 212-337-5000. My email address is racheljane@online.com.
- Freddie:** Uh, my phone number is 662-615-0410 and my email address is bertie13@online.com. Bertie is the name of my dog and I'm 13 years old.
- Binny:** My mobile number is 341-360-7450. My email is binny@familyemail.com.
- Adult:** What's your phone number? What's your email address?

Answers

	Phone number	Email address
1 Petra	845 353 7500	petraiscool@ yourmail.com
2 Stephen	866 279 9400	stephen @schoolemail.com
3 Rachel	212 337 5000	racheljane@ online.com
4 Freddie	662 615 0410	bertie13@ online.com

Language note

In phone numbers, 0 is read as the letter *o* /əʊ/ in British English, whereas it is commonly read as *zero* in American English.

Repeated numbers such as 77 are usually read *double seven*. In email addresses we read @ as *at* and . as *dot*, which means that john@gmail.com would be read *john at g mail dot com*.

- 2  Put students into pairs to practise asking and answering the two questions. Point out that if students do not want to give their actual email address or phone number out, they can simply make them up.
- Ask some students to report back to the class on their partner's phone number and email address.

- 3  **1.17** Play the recording. Ask students what Raj wants to do.

Answer

He wants to invite Pablo to his Diwali party.

- 4
 - Ask: *How can we make it easy for someone to understand what we say on the phone?* Elicit some ideas, e.g. speak slowly and carefully, spell difficult names, repeat information, etc.
 - Ask **stronger students** to cover the phrases in the *Useful language* box. They can then attempt to complete the conversation with appropriate words and phrases.

- 5  **1.17** Play the recording again for students to listen and check their answers to Exercise 4.

Answers

- 1 Hello? 2 Hi, it's Raj. 3 Just a minute.
4 Can I call you back?

Language note

Students may use *I'm* when identifying themselves on the phone. Point out that we use *it's*, e.g. *It's Olga* rather than *I'm Olga*.

- 6  Students work in pairs to practise the conversation in Exercise 4.
- 7  Read through the instructions and make sure that students understand what they have to do.
- To help **weaker students**, read out and drill the phone numbers and email addresses before students do the activity.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box and saying the email addresses and phone numbers correctly.

 For homework, ask students to record a short telephone conversation with a friend. The conversation can be based on the one in Exercise 4. At the beginning of the next lesson, students can play their recording to a partner.

Objectives

- read a description of someone's brother.
- learn about the modifiers *not very*, *quite* and *really/very*.
- write a description of my best friend.

Warm-up

- Books closed. Write *best friend* on the board. Ask: *Who is your best friend?* Invite some students to tell the class something about their best friend, e.g. *My best friend is called Mehmet. He's 12. He lives in Istanbul.*
- You could also briefly describe your own best friend. Make sure your description is similar in style and content to the one seen in Exercise 1.

- 1 • Ask students to open their books at page 19.
- Students read the text quickly and answer the question.

Answer

Javier Ramos

- 2 • Tell students that the chart refers to Javier from Exercise 1.
- Ask students to work alone to copy and complete the missing information.

Answers

	Javier's best friend
Name	David
Age	twenty
Home	with Mum and Dad
Description	tall, dark hair, green eyes, intelligent and funny

- 3 • Read through the modifiers in the *Useful language* box.
- Explain that modifiers such as *quite* or *not very* change (or modify) the next word in the sentence, e.g. *I'm quite tired. My brother isn't very tall.*
- Ask **stronger students** to translate the modifiers into their language.
- Give **weaker students** bilingual dictionaries so that they can find out how the modifiers translate into their language before they look in the description for examples of such words.
- Check answers.

Answers

He's very intelligent, and quite funny, too!
My brother's great, and he's a very good friend.

Language note

Modifiers such as *very* are often stressed in a sentence, particularly when someone is surprised, excited or enthusiastic about what they are saying.

- 4 • Students work alone to complete the sentences.
- Ask some students to report back on how their partner has completed his or her sentences.



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a description of their best friend.
- Refer students back to the chart in Exercise 2 and then ask them to work alone to complete the chart with notes about their best friend.

WRITE

- 6 • Refer students to the language in Exercise 6. Make sure that students know how to use it before you ask them to write their description.
- Tell students to use Javier's description of David as a model to follow. Encourage them to add extra information to their own descriptions, e.g. whether or not the person has brothers or sisters, that person's interests, what that person usually does in his or her free time, etc.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.
- Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 7 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
- Give students a few minutes to look through their descriptions and check them against the points here.
- Collect students' descriptions and mark them.
- Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also remember to share good sentences from students' work with the rest of the class.



For homework, ask students to find an interesting description of a person. If you have a library in your school, students can borrow books (at the right level) from it. If not, ask them to find books in English in their local library. In the next lesson, students read out the description to a partner and then say why they like it, e.g. *It's very funny.* You can also set Exercises 1–12 on pages 12 and 13 of the **Workbook** for homework.