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978-1-009-53655-4 — Shining Lights Starter Teacher's Book with Digital Pack British English
Flavia Lamborghini
Excerpt
More Information

UNIT 1
WE'RE ALL DIFFERENT

Warmer

Introduce yourself and ask students to do so, too. Review colours, food and other known vocabulary. Use a soft ball. Call out, e.g., *Colours!*, say a colour and throw the ball to a student. The student says a different colour and tosses the ball to another student. After one minute, change category.

LEARNING AIMS

Ask students which aim(s) they're most confident about achieving. Use LI as necessary. On page 14 of the Student's Book, students will reflect back on the aims. Giving them the opportunity to think about the aims now will aid their reflection later.

Background information

As children move from primary to secondary school, they enter a new stage of learning. Some are more ready than others to begin this new chapter of their life. In their pre-teen years, children's capacity to learn increases. Friendships begin to play a more important role and previously accepted values and behaviours start to be questioned.
Globally, approximately 84% of lower secondary school-aged teenagers are enrolled in secondary education. However, 63 million teenagers are out of school. Almost half of those not attending school live in Sub-Saharan Africa and South Asia.

2 – Video

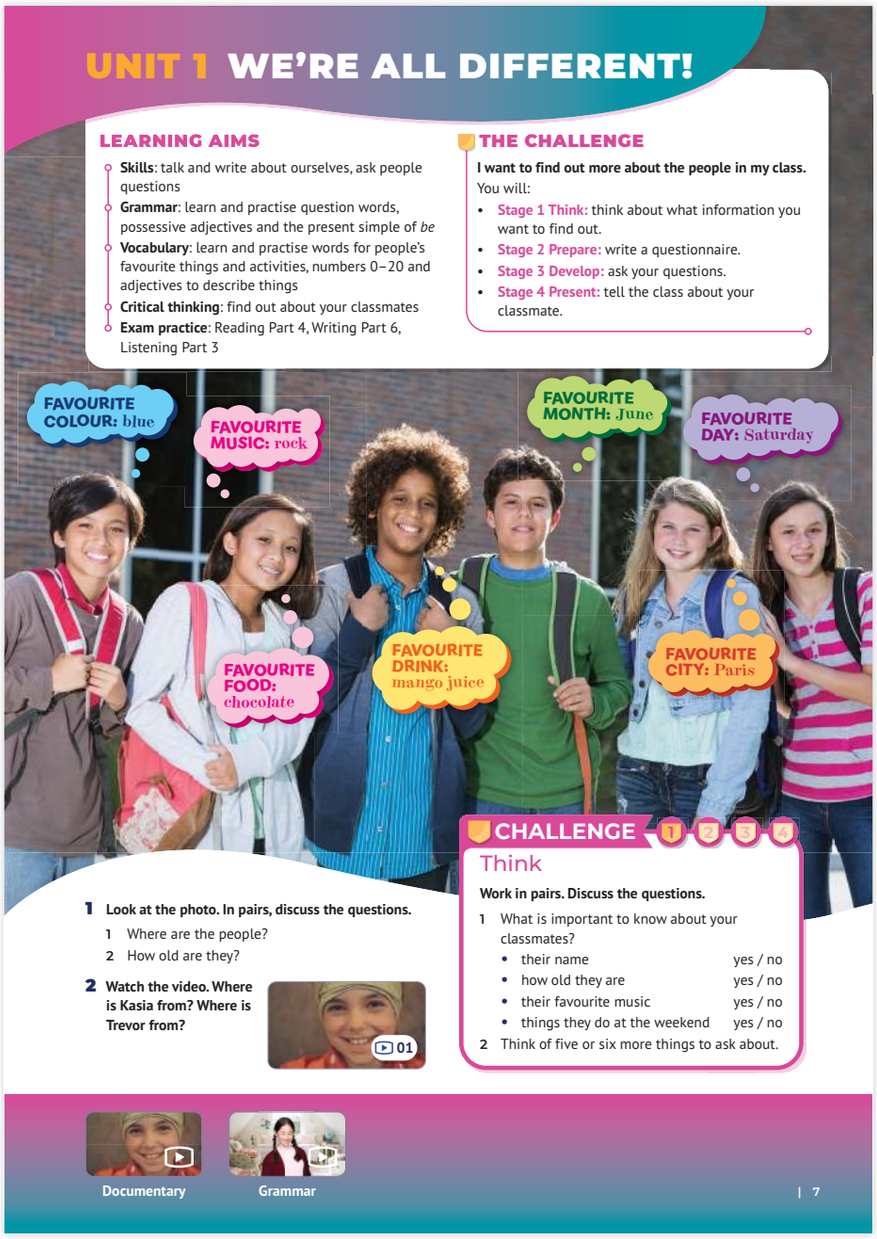
Before you watch

Tell the class that they are going to learn about two students who go to school in different countries. Elicit countries in Europe, then other countries where English is an official language.
For more ideas on how to exploit the Documentary, go to the Teacher's Resource Bank.

2 Kasia is from Kraków in Poland. Trevor is from Boston in the United States.

THE CHALLENGE

On Workbook pages 10–11, find a graphic organiser to help students work through the different stages of this challenge.



CHALLENGE 1 2 3 4

There are four stages to the Challenge. The task is optional, but the benefits to doing it are that it helps facilitate group work and develop students' critical and creative thinking competencies.

Think

1 Ensure all students make notes to refer to later in the unit.
2 Brainstorm and write ideas on the board, e.g., where they are from, where they live, who they live with.

Background information
When students are new to a school, it may take some time for them to settle in. They will meet new teachers and need to familiarise themselves with a new place. Some students might feel anxious during the first weeks. Meeting new people can sometimes be challenging, especially to students who have a reserved nature.

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UNIT 1
WE'RE ALL DIFFERENT

VOCABULARY

Warmer

Divide the class into two teams. On the board, write two headings: *Favourite things* and *Activities*. The teams line up facing the board. When you say *Go!*, the teams start writing a list of words on the board. The first student in each line writes a word, gives the marker to the next student and goes to the back of the line. Every student needs to write one word. The team that finishes their list first is the winner.

1 1 bike; 2 cinema; 3 guitar; 4 board game; 5 comic book; 6 hiking; 7 party; 8 cycling; 9 film; 10 band; 11 online gaming; 12 camera

Follow-up activity

Students classify the words into *Favourite things* and *Activities*. They add three more words to each category. Then they compare their answers in pairs.

2 – Video

Before you watch

Remind students of the video from page 7. Elicit any information they remember about Kasia and Trevor.

2 Kasia = hiking; Trevor = music

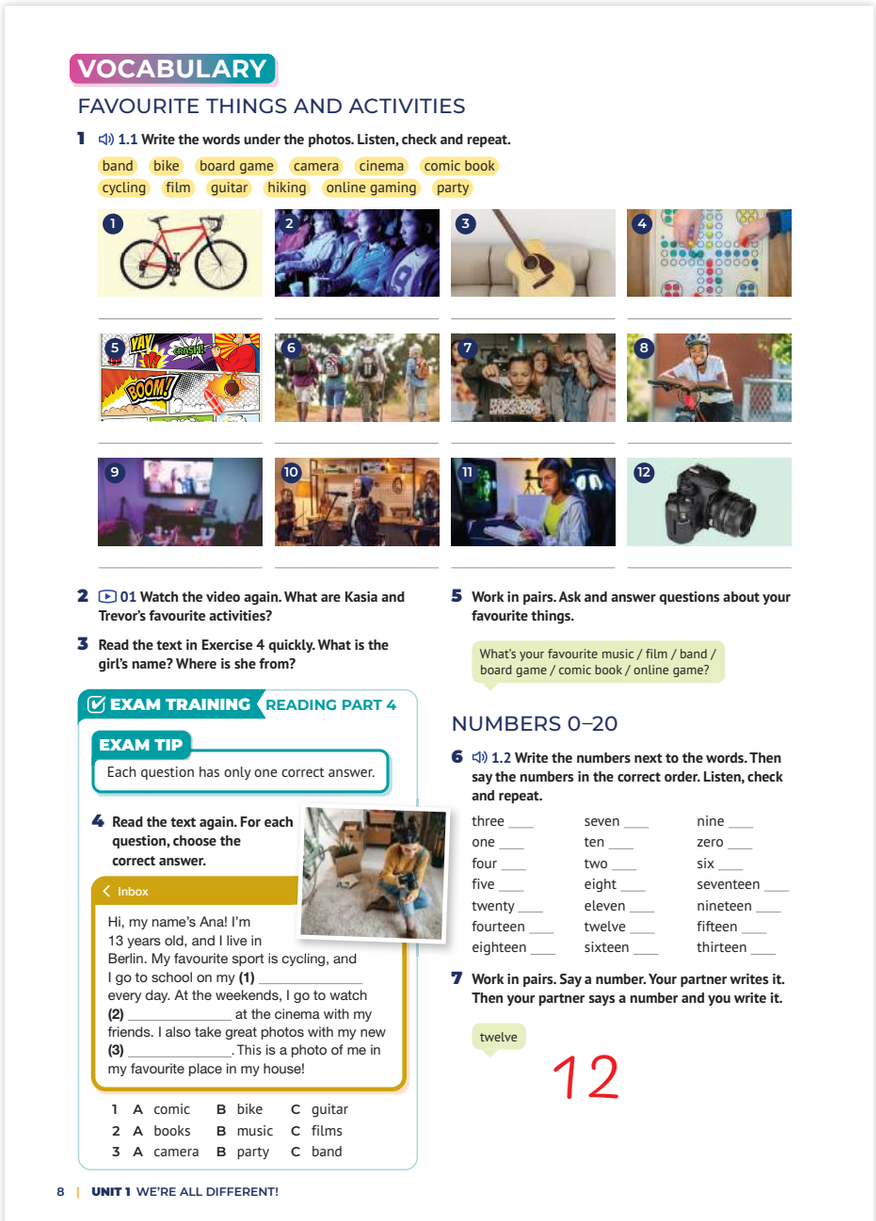
3 Ana, Berlin

EXAM TIP

The Exam training activities help prepare students for the *Cambridge Key for Schools* exam. They are introduced by a tip, followed by an exam task. The task is abridged, so its level of difficulty is lower than in the actual exam.

4

In this part of the *Key for Schools* exam, students have to complete six multiple-choice gaps in a text. This abridged exam task trains your students and builds their confidence for when they have to carry out the full task. Explain that when doing this type of task, they should read the whole text first for general understanding, then read the words that come before and after each gap.



VOCABULARY

FAVOURITE THINGS AND ACTIVITIES

1 1.1 Write the words under the photos. Listen, check and repeat.

band · bike · board game · camera · cinema · comic book · cycling · film · guitar · hiking · online gaming · party

2 01 Watch the video again. What are Kasia and Trevor's favourite activities?

3 Read the text in Exercise 4 quickly. What is the girl's name? Where is she from?

EXAM TRAINING READING PART 4

EXAM TIP

Each question has only one correct answer.

4 Read the text again. For each question, choose the correct answer.

Inbox

Hi, my name's Ana! I'm 13 years old, and I live in Berlin. My favourite sport is cycling, and I go to school on my **(1)** _____ every day. At the weekends, I go to watch **(2)** _____ at the cinema with my friends. I also take great photos with my new **(3)** _____. This is a photo of me in my favourite place in my house!

1 A comic B bike C guitar
2 A books B music C films
3 A camera B party C band

5 Work in pairs. Ask and answer questions about your favourite things.

What's your favourite music / film / band / board game / comic book / online game?

NUMBERS 0–20

6 1.2 Write the numbers next to the words. Then say the numbers in the correct order. Listen, check and repeat.

three ___ seven ___ nine ___
one ___ ten ___ zero ___
four ___ two ___ six ___
five ___ eight ___ seventeen ___
twenty ___ eleven ___ nineteen ___
fourteen ___ twelve ___ fifteen ___
eighteen ___ sixteen ___ thirteen ___

7 Work in pairs. Say a number. Your partner writes it. Then your partner says a number and you write it.

twelve

12

8 | UNIT 1 WE'RE ALL DIFFERENT!

4 1 B; 2 C; 3 A

5

Have students ask you the questions first and work on pronunciation. Provide a full answer each time, e.g., *It's rock*. Encourage pairs to give full answers, too.

Fast finishers

Students write three more questions, e.g., *What's your favourite food / drink / day of the week?* Then they write their own answers.

6

Ensure students pronounce the *-teen* numbers correctly, placing the stress on the last syllable.

6 (from left to right) 3, 7, 9, 1, 10, 0, 4, 2, 6, 5, 8, 17, 20, 11, 19, 14, 12, 15, 18, 16, 13

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UNIT 1
WE'RE ALL DIFFERENT

READING

Warmer

Play noughts and crosses. Draw a nine-square grid on the board and write an answer in each square, e.g., *It's red / 13 / pop / chess / Spider-Man / hiking / pasta / Friday / May*. Divide the class into two teams. Team members take turns choosing an answer and saying the question for it, e.g., *What's your favourite colour?* If the question is correct, the answer is replaced with either O or X. If it is incorrect, the answer remains in the square. The winning team is the one that gets either three O's or X's in a straight line.

1

Check students' understanding of *true* and *false*. Elicit the translation in their LI. Have students read the statements and infer information from the photos.

2

Students can do the task in pairs, and check their answers with another pair.

2 1 Rosa; 2 yes; 3 in Bristol / in England

3

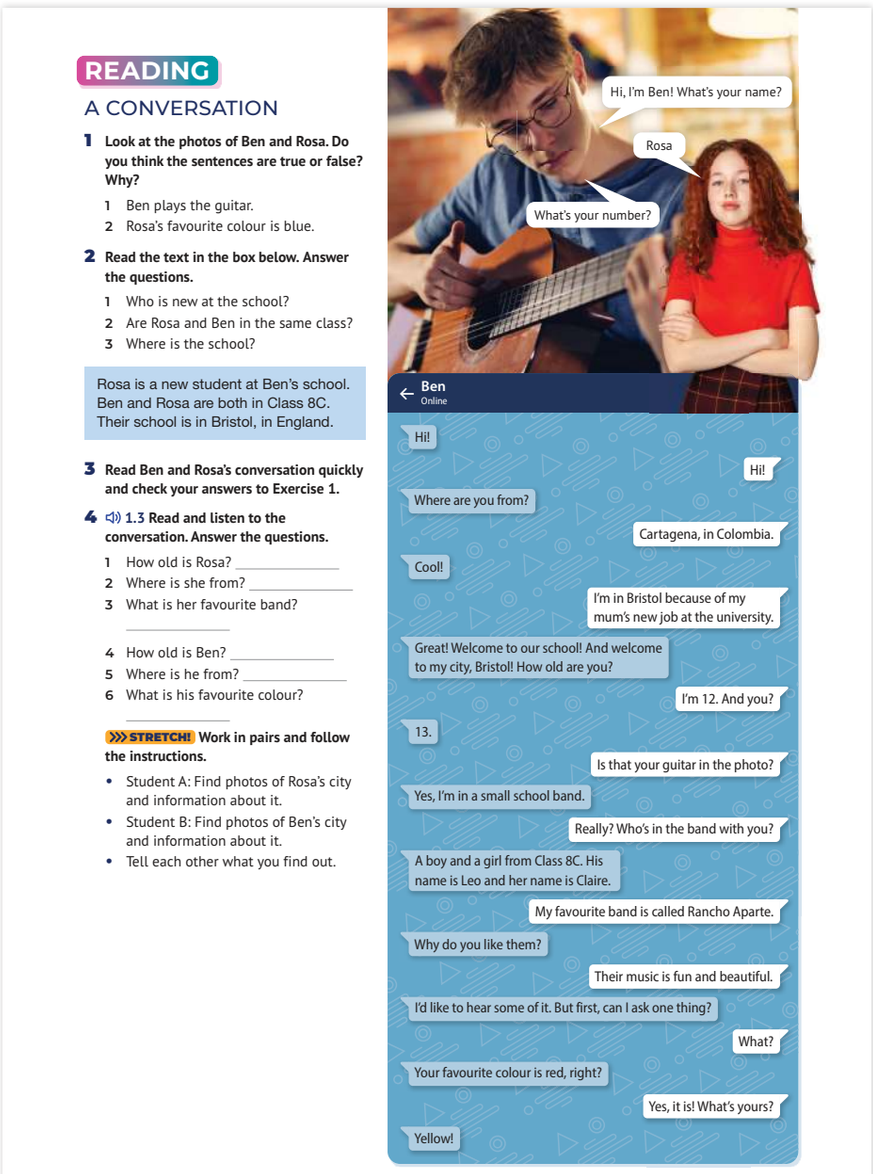
Ask students what type of conversation this is (An online conversation. Rosa and Ben are messaging each other.).

3 1 T; 2 F (it's red)

4 1 12; 2 Cartagena/Colombia; 3 Rancho Aparte; 4 13; 5 Bristol/England; 6 yellow

Fast finishers

Students read the text again and answer these extra questions: *Who is in the band with Ben? What class are Leo and Claire in? What music is fun and beautiful?*



READING

A CONVERSATION

1 **Look at the photos of Ben and Rosa. Do you think the sentences are true or false? Why?**

1 Ben plays the guitar.
2 Rosa's favourite colour is blue.

2 **Read the text in the box below. Answer the questions.**

1 Who is new at the school?
2 Are Rosa and Ben in the same class?
3 Where is the school?

Rosa is a new student at Ben's school. Ben and Rosa are both in Class 8C. Their school is in Bristol, in England.

3 **Read Ben and Rosa's conversation quickly and check your answers to Exercise 1.**

4 1.3 **Read and listen to the conversation. Answer the questions.**

1 How old is Rosa? _____
2 Where is she from? _____
3 What is her favourite band? _____
4 How old is Ben? _____
5 Where is he from? _____
6 What is his favourite colour? _____

STRETCH! **Work in pairs and follow the instructions.**

- Student A: Find photos of Rosa's city and information about it.
- Student B: Find photos of Ben's city and information about it.
- Tell each other what you find out.

UNIT 1 WE'RE ALL DIFFERENT! | 9

STRETCH!

The Stretch activities provide further opportunities for students to use the target language in a real-life situation, as well as extra practice for fast finishers.
Brainstorm information that may be interesting to research about the cities, e.g., *Where is Cartagena in Colombia? What is it famous for? What is an important building there? What food do they eat? What activities can you do?*
Tell students to write short notes or sentences about their finds – they should not copy a lot of information, especially if it is in English. Encourage them to bring two or three printed photos, showing a famous sight or attraction. In class, students work in pairs. Monitor and help with language as necessary. If time is short, students can do the research task at home ready to share information in the next lesson.
Ask different students which fact they found the most interesting or surprising about the city they researched. Allow LI as necessary.

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UNIT 1
WE'RE ALL DIFFERENT

GRAMMAR

There are two grammar points in each unit. One of the grammar points has a corresponding grammar vlog video.
In this lesson, where there isn't a grammar video, students follow a procedure like this:

- Complete questions / sentences from the Reading text from the previous lesson, using the target language (heads down).
- Complete the grammar rules in the Student's Book (heads down).
- Go to the digital activities on the IWB for more detailed grammar rules and practice (heads up and heads together).
- Come back to the page in the Student's Book for additional practice (heads down).
- Use the target language in a meaningful and personalised speaking activity (heads together).

1 1 What; 2 Where; 3 How; 4 Who; 5 Why

2 1 beginning; 2 how

4 1 Who; 2 Where; 3 Why; 4 How

5 1 our; 2 His, her; 3 My; 4 Their

6 1 your; 2 her; 3 his; 4 our; 5 their

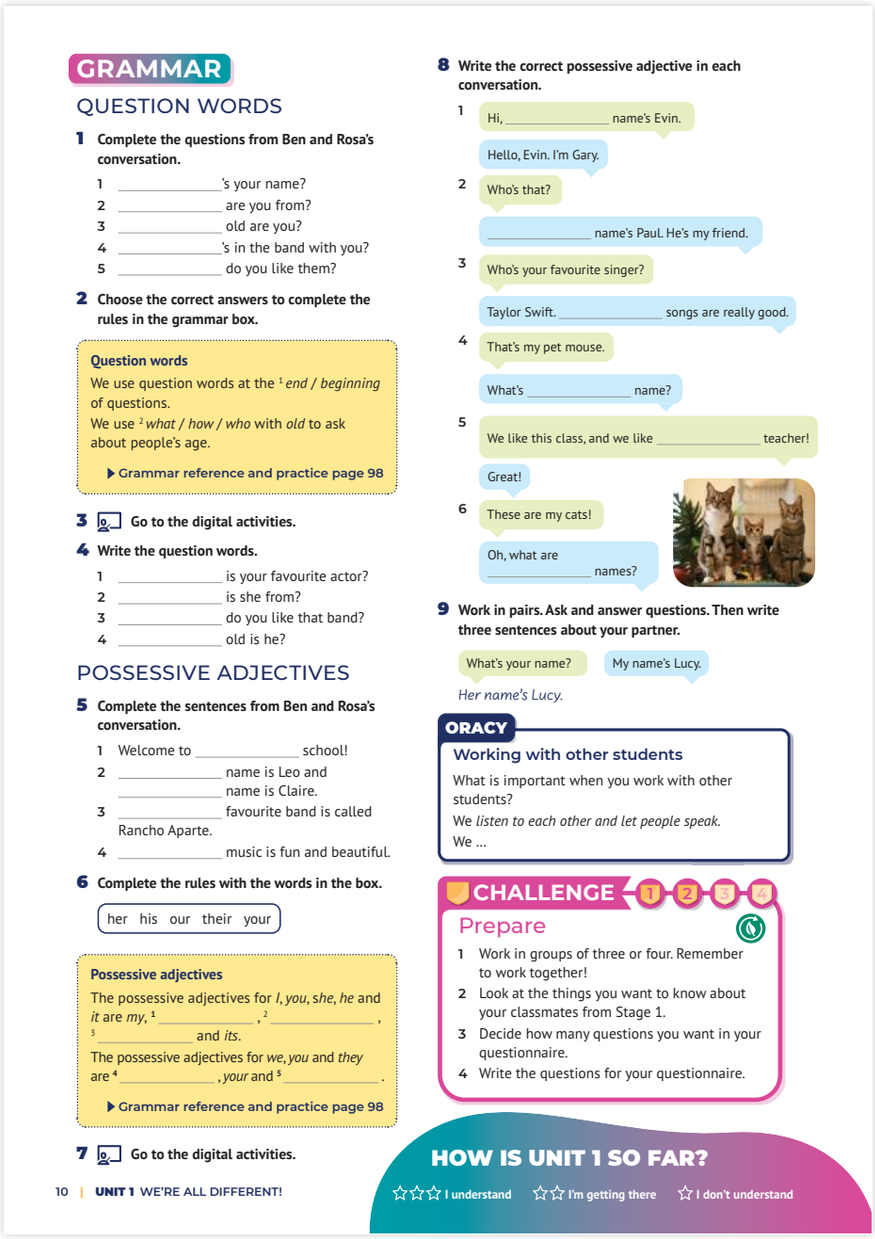
8 1 my; 2 His; 3 Her; 4 its; 5 our; 6 their

9
Invite a few students to share their sentences with the class.

ORACY

The *Shining Lights* Oracy Framework helps develop students' skills for communicating, expressing themselves and interacting with peers through speaking. The framework not only focuses on oral communication aspects, but also on cognitive, physical, social and emotional features.

For Setting General Rules for Communication, go to the Teacher's Resource Bank.



GRAMMAR

QUESTION WORDS

1 Complete the questions from Ben and Rosa's conversation.

1 _____'s your name?
2 _____ are you from?
3 _____ old are you?
4 _____'s in the band with you?
5 _____ do you like them?

2 Choose the correct answers to complete the rules in the grammar box.

Question words
We use question words at the [1] *end / beginning* of questions.
We use [2] *what / how / who* with *old* to ask about people's age.
▶ Grammar reference and practice page 98

3 Go to the digital activities.

4 Write the question words.

1 _____ is your favourite actor?
2 _____ is she from?
3 _____ do you like that band?
4 _____ old is he?

POSSESSIVE ADJECTIVES

5 Complete the sentences from Ben and Rosa's conversation.

1 Welcome to _____ school!
2 _____ name is Leo and _____ name is Claire.
3 _____ favourite band is called Rancho Aparte.
4 _____ music is fun and beautiful.

6 Complete the rules with the words in the box.

her his our their your

Possessive adjectives
The possessive adjectives for *I*, *you*, *she*, *he* and *it* are *my*, [1] _____, [2] _____, [3] _____ and *its*.
The possessive adjectives for *we*, *you* and *they* are [4] _____, *your* and [5] _____.
▶ Grammar reference and practice page 98

7 Go to the digital activities.

8 Write the correct possessive adjective in each conversation.

1 Hi, _____ name's Evin.
Hello, Evin. I'm Gary.
2 Who's that?
_____ name's Paul. He's my friend.
3 Who's your favourite singer?
Taylor Swift. _____ songs are really good.
4 That's my pet mouse.
What's _____ name?
5 We like this class, and we like _____ teacher!
Great!
6 These are my cats!
Oh, what are _____ names?

9 Work in pairs. Ask and answer questions. Then write three sentences about your partner.

What's your name? My name's Lucy.
Her name's Lucy.

ORACY
Working with other students
What is important when you work with other students?
We *listen to each other and let people speak.*
We ...

CHALLENGE 1 2 3 4
Prepare
1 Work in groups of three or four. Remember to work together!
2 Look at the things you want to know about your classmates from Stage 1.
3 Decide how many questions you want in your questionnaire.
4 Write the questions for your questionnaire.

HOW IS UNIT 1 SO FAR?
☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

10 | UNIT 1 WE'RE ALL DIFFERENT!

Sustainability Framework for ELT
The activity card ROUND ROBINS is in the Transformation section, on page 51 of the Teenage Learner Activity Cards. It encourages fair and equitable interaction when learners work together.
You can use this activity to help set up the *Prepare* stage of the Challenge.

CHALLENGE 1 2 3 4

Prepare

Students may need support in allocating roles and deciding on things to ask. Refer them to their notes from Stage 1. Students choose which things they want to know. Suggest a minimum number of questions.

HOW IS UNIT 1 SO FAR?

Using L1 as necessary, ask students to reflect on the unit so far. Refer them to the stars on the page and read the statements with them. Have they understood everything? What have they had problems with? What would they like to spend more time on?

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UNIT 1
WE'RE ALL DIFFERENT

THINK OUTSIDE THE BOX!
The Think Outside the Box text offers a different slant on the unit theme. By looking at the topic from another perspective, students develop the life competencies of critical and creative thinking. The text also introduces the second vocabulary set, which is presented and practised in this lesson, and the second grammar point, which is taught in the following lesson.

READING

Background information
Sign language is a means of communicating which uses facial expressions, body language and gestures. It is commonly used by people who are deaf or hard of hearing. Sign language is not a universal language – it varies from country to country. British Sign Language (BSL) is the main form of sign language in the UK. About 151,000 people use it (2022). Having its own grammar rules and syntax, BSL isn't strongly related to spoken English.
Fingerspelling is the use of special hand movements to spell words. Each movement stands for a letter of the alphabet. People use fingerspelling to spell out names for people and places for which there is not a sign.
A cochlear implant is an electronic device that is placed into the inner ear so that severely deaf people are able to hear some sounds.

Sustainability Framework for ELT
The activity card IS THIS EQUAL is in the Values section, on page 25 of the Teenage Learner Activity Cards. It helps students understand the concepts of human rights and social justice.
You can use this activity to discuss the text topic.

1 online gaming
2 1 York/England/the north of England; 2 Rob
3 1 *Enola Holmes 1* and *2*; 2 Louis Partridge; 3 Imagine Dragons; 4 online gaming and cycling


Search

Welcome to **my world!** *By Danny*

THINK OUTSIDE THE BOX!

My name is Danny and I am 12 years old. I'm from York. York is a beautiful city in the north of England. It's not very big, but it's very old. My favourite films are *Enola Holmes 1* and *2*. My favourite actor is in them. His name is Louis Partridge. My favourite band is Imagine Dragons. Their music isn't boring; it's fun!

My friend's name is Rob. Our favourite activities are online gaming and cycling. Rob's new bike is expensive and very fast. My old bike is cheap and slow! Rob and I are in class 7B at school. Our school is small, and all our teachers are nice.

When Rob and I talk, we often use sign language. We also both have cochlear implants, so we can hear our teachers and our classmates. At home with my family, I use sign language because my parents are deaf, too. Rob and I also use sign language at parties with loud music. Sign language is very important for lots of people, and it's very important for me!

Can you spell your name in sign language?

BRITISH SIGN LANGUAGE

READING

A BLOG POST

1 Look at the photo. What activity can you see?

2 1.4 Read and listen to the blog post. Answer the questions.
1 Where is Danny from?
2 What is his friend's name?

3 Read the blog post again. Complete the information.
Danny's favourite ...
1 films _____ 3 band _____
2 actor _____ 4 activities _____

4 Work in pairs. Use a dictionary to find the meaning of ***cochlear implant***, ***sign language*** and ***deaf***.

VOCABULARY

DESCRIBING THINGS

1 1.5 Write the correct adjective for each photo. Listen, check and repeat.

beautiful big cheap expensive fast fun important new slow small

1 a _____ party
2 a _____ animal
3 an _____ book
4 a _____ flower
5 a _____ tree
6 a _____ boy
7 a _____ camera
8 an _____ person
9 a _____ house
10 a _____ guitar

2 Which adjectives in Exercise 1 are opposites?
big / small

3 Creative Thinking Work in pairs. Think about things that are important or beautiful. Do you and your partner think the same?

UNIT 1 WE'RE ALL DIFFERENT! | 11

VOCABULARY

For extra vocabulary practice, direct students to Practice Extra for mobile-friendly vocabulary practice on the move or download the vocabulary worksheets from the Teacher's Resource Bank.

1 1 fun; 2 slow; 3 expensive; 4 beautiful; 5 small; 6 fast; 7 cheap; 8 important; 9 big; 10 new
2 big / small; cheap / expensive; fast / slow; old / new

Cambridge Life Competencies
Activity Cards
The activity card BRAIN-WRITE is in the Creative Thinking section, on page 7 of the Activity Cards for Teenage Learners. It helps learners complete a task in which they need to generate and share ideas.
You can use this activity to carry out Exercise 3.

Creative Thinking
Remind students of the beautiful flower and the important person from Exercise 1. Ask a few students what else can be beautiful or important, e.g., *a picture, an assignment*.

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UNIT 1
WE'RE ALL DIFFERENT

GRAMMAR

In this lesson with a grammar video, students follow a procedure like this:

- Watch the video and answer brief content questions (heads up).
- Look at examples from the video, then complete the grammar rules in the Student's Book (heads down).
- Go to the digital activities on the IWB for more detailed grammar rules and practice (heads up and heads together).
- Come back to the page in the Student's Book for additional practice (heads down).
- Use the target language in a meaningful and personalised speaking activity (heads together).

For more ideas on how to exploit the Grammar Vlog, go to the Teacher's Resource Bank.

1 Lucas, Scrabble

2 1 am; 2 is; 3 are; 4 not; 5 before

4 1 It; 2 We; 3 You; 4 They; 5 I; 6 She

5 1 We're in Mexico. 2 I'm not ten. 3 They're our friends. 4 He's our teacher. 5 It isn't cheap./It's not cheap. 6 You aren't old./You're not old.

6 1 They aren't from Italy. 2 Is he your friend? 3 I am not in England. 4 Is your bike fast? 5 Are you in my class? 6 My sister is in Spain.

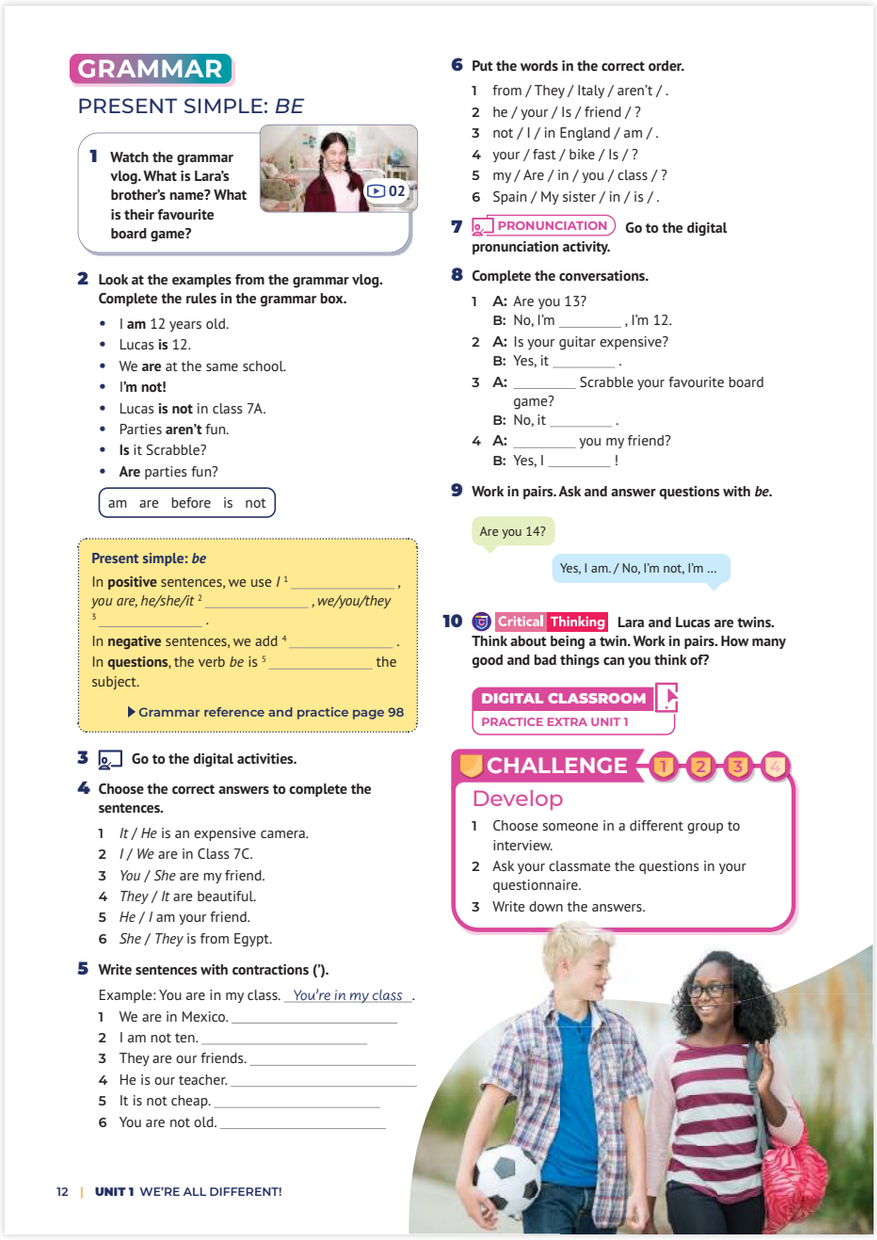
PRONUNCIATION

Go to the digital activities on the IWB for more detailed pronunciation rules and practice.

8 1 not; 2 is; 3 Is, isn't/is not/'s not; 4 Are, am

Critical Thinking

Ask students if any of them has got a twin brother or sister, or if they know someone who has. First, brainstorm ideas, e.g. (good) *You can share clothes.* (bad) *People can compare you with your twin.*



GRAMMAR

PRESENT SIMPLE: *BE*

1 **Watch the grammar vlog. What is Lara's brother's name? What is their favourite board game?**

2 **Look at the examples from the grammar vlog. Complete the rules in the grammar box.**

- I **am** 12 years old.
- Lucas **is** 12.
- We **are** at the same school.
- **I'm not!**
- Lucas **is not** in class 7A.
- Parties **aren't** fun.
- **Is** it Scrabble?
- **Are** parties fun?

am are before is not

Present simple: *be*

In **positive** sentences, we use *I* [1] _____, *you are, he/she/it* [2] _____, *we/you/they* [3] _____.

In **negative** sentences, we add [4] _____.

In **questions**, the verb *be* is [5] _____ the subject.

▶ Grammar reference and practice page 98

3 **Go to the digital activities.**

4 **Choose the correct answers to complete the sentences.**

1 *It / He* is an expensive camera.
2 *I / We* are in Class 7C.
3 *You / She* are my friend.
4 *They / It* are beautiful.
5 *He / I* am your friend.
6 *She / They* is from Egypt.

5 **Write sentences with contractions (').**

Example: You are in my class. *You're in my class*.

1 We are in Mexico. _____
2 I am not ten. _____
3 They are our friends. _____
4 He is our teacher. _____
5 It is not cheap. _____
6 You are not old. _____

6 **Put the words in the correct order.**

1 from / They / Italy / aren't / .
2 he / your / Is / friend / ?
3 not / I / in England / am / .
4 your / fast / bike / Is / ?
5 my / Are / in / you / class / ?
6 Spain / My sister / in / is / .

7 **PRONUNCIATION** **Go to the digital pronunciation activity.**

8 **Complete the conversations.**

1 **A:** Are you 13?
B: No, I'm _____, I'm 12.
2 **A:** Is your guitar expensive?
B: Yes, it _____.
3 **A:** _____ Scrabble your favourite board game?
B: No, it _____.
4 **A:** _____ you my friend?
B: Yes, I _____!

9 **Work in pairs. Ask and answer questions with *be*.**

Are you 14?

Yes, I am. / No, I'm not, I'm ...

10 **Critical Thinking** **Lara and Lucas are twins. Think about being a twin. Work in pairs. How many good and bad things can you think of?**

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

CHALLENGE 1 2 3 4

Develop

1 Choose someone in a different group to interview.
2 Ask your classmate the questions in your questionnaire.
3 Write down the answers.

Cambridge Life Competencies
Activity Cards
The activity card AND HERE'S WHY is in the Creative Thinking section, on page 23 of the Activity Cards for Teenage Learners. It helps learners solve problems and make decisions.
You can use this activity after Exercise 10.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 1

For extra grammar practice, direct students to Practice Extra for mobile-friendly grammar practice on the move or download the grammar worksheets from the Teacher's Resource Bank.

CHALLENGE 1 2 3 4

Develop

Ensure students have their questions from Stage 2 ready. Join two groups together and set a time limit. Remind students they will need their answers in the next lesson.

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UNIT 1
WE'RE ALL DIFFERENT

WRITING

Warmer

On the board, write groups of four words, with one word in each group not belonging to the category, e.g. (names) *Lara, bike, Lucas, Ben.* Do the same for ages, cities, countries, activities, types of music and films. In pairs, students look at the words and spot the 'odd one out'. Then they suggest an alternative word that fits within the group. Different pairs share their alternative words and write them on the board.

1

Ask students if anyone has got an online friend. If they do, ask them to say their name, age and where they are from.

3 1 e; 2 b; 3 d; 4 f; 5 a; 6 c

4 three

5 I'm from ____, in ____. ____ is a beautiful ____. / My school's small and my lessons are fun. / My favourite music is ____.

6

In this part of the *Key for Schools* exam, students write an email including three pieces of information. They have to write 25 words or more. This abridged task trains them to build towards the full word count.

8

Explain that when we write, what we want to communicate may not be always clear to readers. Getting feedback can help us understand where we are not being clear. Tell students to mention positive aspects of their partner's text, but to also say if there is information missing or areas that need correction.

Model answer

Hi Sam,
I'm from Rio de Janeiro. It's a beautiful city in Brazil. My school's big and my teachers are fun. My favourite music's reggae.
What's your favourite music?
Write soon,
Luisa



WRITING

AN EMAIL

1 **Imagine a new online friend. Fill in the information about your new friend.**

- Name: _____
- Age: _____
- City/Country: _____, _____
- Favourite activity, music, film: _____, _____, _____

2 **Read the email from your new friend. Complete the email with information from Exercise 1.**

Inbox

Hi your name,

My name's _____ and I'm _____ years old. I'm from _____, in _____. _____ is a beautiful _____. My school's small and my lessons are fun. My favourite activity is _____. My favourite music is _____, and my favourite film is _____.

What are your favourite things?

Write soon,

_____

3 **Match the items in the email plan (1–6) to the phrases from the email (a–f).**

Email plan:

1 Start the email.
2 Give information about my town/city.
3 Give information about my school.
4 Give information about my favourite things.
5 Ask a question.
6 End the email.

a What are your favourite things?
b … is a beautiful … .
c Write soon, …
d My school's small and my lessons are fun.
e Hi … ,
f My favourite activity is … . My favourite music is … , and my favourite film is … .

4 **Read the exam task in Exercise 6. How many things do you need to write about in your email to Sam?**

5 **Look at the email in Exercise 2. Underline the sentences which can help you to write your email.**

EXAM TRAINING WRITING PART 6

EXAM TIP

In your answer, always write about the three things in the exam task.

6 **You have a new online friend called Sam. Write an email to Sam.**

Tell Sam about:

- your town or city
- your school
- your favourite music.

Write **20 words** or more.

7 **Read your email again and check your work. Use these questions to help you.**

1 Is there information about:
   - your town or city?
   - your school?
   - your favourite music?
2 Is there a good start and end to the email?
3 Is the spelling and grammar correct?

8 **Now work in pairs. Read each other's emails and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your email.**

STRETCH! **Write an answer to the email in Exercise 2.**

CHALLENGE 1 2 3 4

Present

1 Tell the class about your classmate.
   - Talk for around one minute.
   - Answer other students' questions.
2 Listen carefully to other students. Ask a question if you want.

UNIT 1 WE'RE ALL DIFFERENT! | 13

STRETCH!

Before doing the task, students make a list of their favourite things, e.g., activities, music, films, food, drink, games, books or objects.

CHALLENGE 1 2 3 4

Present

Make sure students have their sentences from Stage 3 ready. Encourage them to read, look up and speak clearly when they present. During the presentations, give the rest of the class a task to perform, e.g. writing down an extra question to ask or finding something they have in common with the person being presented. Conduct a language feedback slot with correction of any grammar or vocabulary errors made during the presentations.

Go to the Teacher's Resource Bank for Writing Unit 1 Worksheet.

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UNIT 1
WE'RE ALL DIFFERENT

LISTENING

Warmer

Point to the photo of Rosa. Elicit what students remember about her from page 9. Ask, *Who is she? How old is she?* (12) *Where is she from?* (Cartagena, in Colombia), etc.

1 Rosa

2

Students can predict which countries they might hear.

2 three; Colombia, Poland, England

3

Reading the script while listening helps students identify patterns of stress, pronunciation and spelling.

3 1 A (Poland)

EXAM TIP

In this part of the *Key for Schools* exam, students answer five multiple-choice questions. This shortened activity provides the scaffolding your students need to later complete the full task.

4

Point to the three answers for each question. Tell students that they will hear all these words in the recording, but that they have to choose the word that answers the question. Say that listening twice will help them do this.

4 2 C; 3 B

ORACY

Students read the Oracy tip. Highlight that showing interest in a conversation helps us build positive connections with others. When we actively engage with the speaker, we strengthen our relationship with them. Ask, *Why is it important to show interest?* (It shows that we are actively listening to the other person/ taking their ideas into account. It helps us enjoy our work together.)



LISTENING

A CONVERSATION

1 Work in pairs. Look at the photo. Who is in the photo?

2 1.6 You will hear Rosa talking to her classmate, Anatol. Listen to the first part of their conversation. How many names of countries do you hear? Which countries are they?

3 Look at the exam question below. Listen again and read the script. Choose the correct answer. Why are the other answers wrong?

1 Where is Anatol from?
A Poland B England C Colombia

Anatol: Hello!
Rosa: Hi! What's your name? I'm Rosa, from Colombia. It's my first day at your school.
Anatol: Really? I'm Anatol, from Poland.
Rosa: Oh, so like me, you aren't from England.

EXAM TRAINING LISTENING PART 3

EXAM TIP

In Listening Part 3, there are always two people having a conversation. They talk about question 1 first, then question 2, etc. You always hear everything twice in the Listening exam.

4 1.7 Now listen to the rest of the conversation. For each question, choose the correct answer.

2 What are Rosa's favourite books about?
A sport B music C animals

3 Anatol's bike is
A new. B beautiful. C expensive.

5 Listen again and check your answers.

ORACY

Showing your partner that you are listening

When your partner says something, use words like *Oh / Really? / Great!* to show that you are interested. Look at them and smile.



6 Look at the script in Exercise 3 again. Underline the words that Rosa and Anatol use to show that they are interested. Check your answers in pairs.

STRETCH! Work in groups of three or four. Choose a book to read or a film to watch. Next week, tell each other what you think about the book or the film. Remember to show that you are interested!

SELF-ASSESSMENT: UNIT 1

How confident do you feel about:

- talking about your favourite things and activities?
- using question words?
- using the verb *be*?
- talking about yourself and other people?
- asking people questions about themselves?
- planning ideas before you write?
- showing you are interested when you listen?

What was your favourite part of Unit 1? Tell your partner.

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6 Anatol: Really? Rosa: Oh, so like me, …

STRETCH!

Group members agree on a book or film. Remind them to show interest in one another's suggestions. At home, students research the book/film, and write their opinion about it (i.e., three sentences). In the following lesson, group members discuss their ideas, taking turns and showing interest. Write useful words on the board, e.g.: *Really?, Oh …, Great!, Cool!, I see …* . Finally, each group presents their book/film to the class and gives two opinions about it.

SELF-ASSESSMENT: UNIT 1

Ask students to refer back to the learning aims on page 7. Then have them look at each lesson and choose three things they learned, e.g. new words, grammar structures or facts. Ask them to also choose two things they found difficult, e.g. language points or tasks. Ask them to share with the rest of the class one thing they learned and one they found difficult. Help your students complete their self-assessment for this first unit. Monitor and note any common areas of low confidence for future review. Finally, encourage students to share their favourite part of the unit with a partner, justifying their opinions.

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UNIT 2
MY PEOPLE

Warmer

Write the word FAMILY vertically on the board. Students copy the word and get into pairs. Elicit a family-related word with the first letter of FAMILY in it (F), e.g. *fun*. Students come up with five more words (nouns, verbs or adjectives). The vertical word provides a letter for each of the six words (can appear anywhere in the word). Volunteers then take turns coming to the front to write a word each.

LEARNING AIMS

Ask students which aim(s) they're most confident about achieving. Use LI as necessary. On page 22 of the Student's Book, students will reflect back on the aims. Giving students the opportunity to think about the aims now will aid their reflection later.

1

Encourage students to describe what they see and also to give their opinion if they'd like to (not all students might feel comfortable talking about family / their own family).

Background information

People like living in groups. Looking after children, sharing food and building social networks helped our ancestors survive the dangers of everyday life. As time went by, humans started to get together at shelters to eat and socialise. As the human brain evolved, becoming an independent adult took longer. Young people began to need more care from their parents and the safe protection of a home. Social networks became larger, leading to the complex lives we have today.

2 – Video

Before you watch

Tell students that they are going to watch a video about people and animals that live in groups. In pairs, students discuss whether the sentences are true or false. They can also predict which animals and activities they might see in the video.

For more ideas on how to exploit the Documentary, go to the Teacher's Resource Bank.



2 1 F; 2 T; 3 T

3

Talking Points are statements about a topic which stimulate a discussion, as group members explain their opinions. They should prompt thinking more deeply about a subject under discussion which reveals students' oracy skills. Encourage stimulating discussions by telling students to ask questions about each other's opinions.

4

This exercise is a reflection on the discussion in Exercise 3 and introduces the Oracy focus for the unit. Students will work on these areas throughout the unit and will reflect on their development at the end of it. This task allows them to think about where they are starting from.

4 *Possible answers: to show interest/keep a conversation going/learn more about a topic*

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UNIT 2
MY PEOPLE

VOCABULARY

Warmer
Draw your family tree on the board. Try to include grandparents, uncles, aunts, siblings and cousins, and write their names. Point to your name, then elicit who the people are in relation to you. Write the words for different family members on the board. If students don't know the English words, allow them to use L1.

1 2 dad; 3 mum; 4 uncle; 5 sister; 6 aunt; 7 son; 8 cousin; 9 grandma; 10 grandpa; 11 daughter

Fast finishers
Students draw a simple version of their family tree. They write the names of their family members and who they are (e.g. dad, sister).

3 1 cousin; 2 grandma; 3 aunt; 4 uncle; 5 sister; 6 grandpa

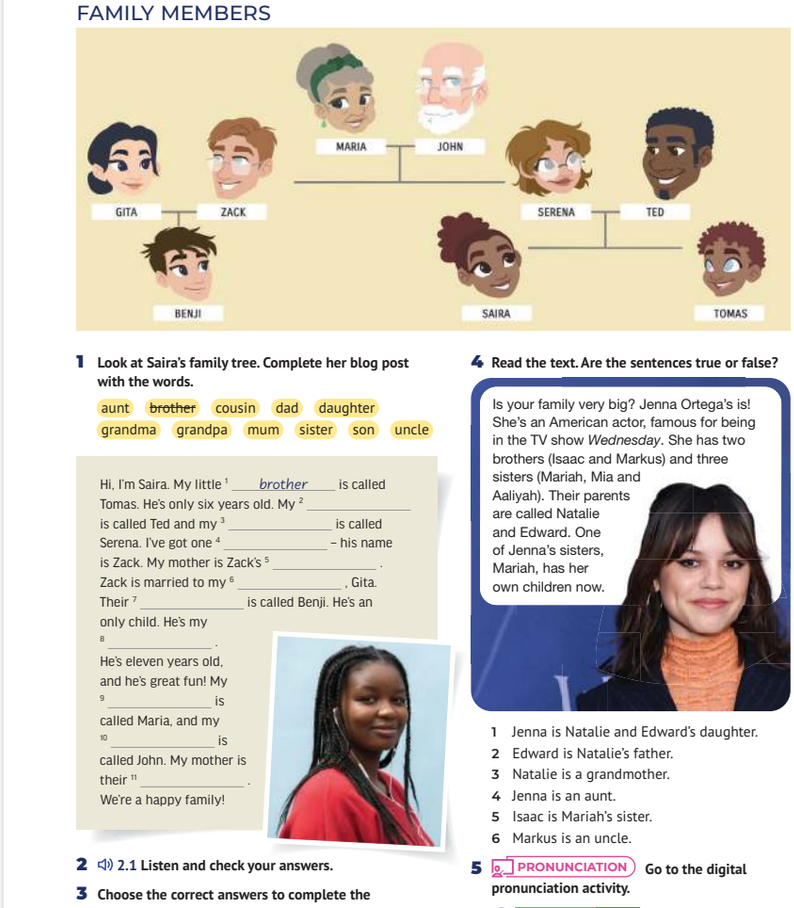
Follow-up activity
Students write three more incomplete sentences similar to those in Exercise 3. In pairs, they swap and complete each other's sentences.

Background information
Jenna Ortega was born in California in 2002. The *Wednesday* series became the most popular English-language show in Netflix's history. The actor was nominated at the Primetime Emmy Awards for her performance as Wednesday Addams in the show.

4 1 T; 2 F; 3 T; 4 T; 5 F; 6 T

Fast finishers
Students use the text to write a fact-file about Jenna Ortega. They include these headings: Name, Nationality, Job, Brothers/Sisters, Parents.

PRONUNCIATION
Go to the digital activities on the IWB for more detailed pronunciation rules and practice.



VOCABULARY

FAMILY MEMBERS

1 Look at Saira's family tree. Complete her blog post with the words.

aunt ~~brother~~ cousin dad daughter grandma grandpa mum sister son uncle

Hi, I'm Saira. My little [1] ___brother___ is called Tomas. He's only six years old. My [2] _____ is called Ted and my [3] _____ is called Serena. I've got one [4] _____ – his name is Zack. My mother is Zack's [5] _____. Zack is married to my [6] _____, Gita. Their [7] _____ is called Benji. He's an only child. He's my [8] _____. He's eleven years old, and he's great fun! My [9] _____ is called Maria, and my [10] _____ is called John. My mother is their [11] _____. We're a happy family!

2 2.1 Listen and check your answers.

3 Choose the correct answers to complete the sentences.

1 Your uncle's son is your *aunt / brother / cousin*.
2 Your father's mother is your *grandma / aunt / sister*.
3 Your mother's sister is your *cousin / grandma / aunt*.
4 Your cousin's father is your *father / uncle / grandpa*.
5 Your mother's daughter is your *sister / brother / grandma*.
6 Your father's father is your *uncle / grandpa / cousin*.

4 Read the text. Are the sentences true or false?

Is your family very big? Jenna Ortega's is! She's an American actor, famous for being in the TV show *Wednesday*. She has two brothers (Isaac and Markus) and three sisters (Mariah, Mia and Aaliyah). Their parents are called Natalie and Edward. One of Jenna's sisters, Mariah, has her own children now.

1 Jenna is Natalie and Edward's daughter.
2 Edward is Natalie's father.
3 Natalie is a grandmother.
4 Jenna is an aunt.
5 Isaac is Mariah's sister.
6 Markus is an uncle.

5 PRONUNCIATION Go to the digital pronunciation activity.

6 Learning to Learn Work in pairs. Use a dictionary to find these family words in English. Write sentences about Saira's family using these words.

1 What is the English word for the daughter of your brother or sister? What is the word for their son?
2 What is a married man called? What is a married woman called?

Learning to Learn
6

Elicit why it is a good idea to use a dictionary (we learn word spelling, learn or confirm word meanings and how words are used in context, and check how they are pronounced).

Ensure students understand the questions before they do the task. Use the family tree on the page to help clarify them. After students complete the task, they refer back to Exercise 1 and work out who the family members are in Saira's family.

6 1 niece, nephew; Benji is Serena's nephew. Saira is Zack's niece.
2 husband, wife; Gita is Zack's wife. Ted is Serena's husband.

Cambridge Life Competencies
Activity Cards
The activity card MY WORDS AND PHRASES is in the Learning to Learn section, on page 27 of the Activity Cards for Teenage Learners. It helps develop skills and strategies for learning new words or phrases.
You can use this activity after Exercise 6.

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