

go 4 getter

Teacher's Book

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▶ Grammar/Communication video

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1.1

In this lesson

Lesson aims:

- Vocabulary: clothes and accessories, describing clothes

Resources:

- Vocabulary worksheet 1.1, p. 171
- Tests: Vocabulary check 1.1

Homework:

- Workbook Unit 1, p. 6

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercises 5, 6, 8 and 9 and Extra activity
- 🔄 Peer learning: Extra activity, Exercises 1, 2, 3 and 4
- 🏠 Independent learning: Finishing the lesson

Warm-up

- (Books open) Ask Ss to look at pages 10 and 11 and guess what the lesson will be about.
- 🎯 Say and write on the board *Today we will talk about clothes and accessories and learn how to describe them.*

Lead-in

- **Critical thinking** Ask *Are clothes important to you? Why? Why not? Why do people wear different clothes?*
- Praise Ss for their ideas as well as for choosing the right word or for grammatical accuracy.

Exercise 1

- (Books closed) Ask Ss to say different clothes they know. Write and draw them on the board.
- 🗣️ Use the Think-pair-share technique to complete the activity.

Exercise 2 🗣️ 1.10

- Different Ss predict the answers using the photos to help.
- 🗣️ Play the audio. Ss check their answers in pairs.

Answers

Her hobby is her fashion blog. It has photos of people wearing interesting clothes, interviews with them and her own designs.

1

Who we are

Vocabulary I can talk about clothes and accessories.

In this unit

Vocabulary

- Clothes and accessories
- Describing clothes
- Hairstyles
- Personality adjectives
- Negative adjectives

Grammar

- Past Simple
- Past Continuous and Past Simple

I know that!

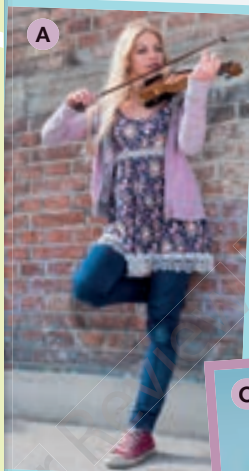
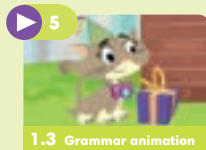
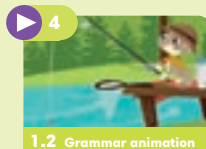
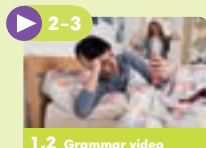
1 How many names of clothes do you know?

T-shirt, jeans ...

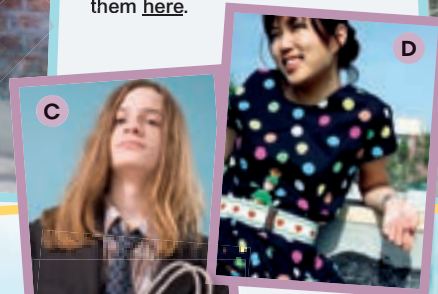
- Which clothes are you wearing now?
- Which clothes do you wear in the summer and in winter?

Street Style

Let's have fun with fashion!



Hi there! I'm Hannah and I'm interested in fashion. This is my Street Style blog 😊 Every week, I take photos of people wearing interesting clothes and of cool accessories! You can check out my photos [here](#). I also talk to people about their style. Listen to the interviews [here](#). And I make my own designs. See them [here](#).



10

Exercise 3 🗣️ 1.11

- Say the words from the box. Different Ss draw them on the board or point to a student wearing the item.
- The class repeats together, then individual Ss or pairs repeat.
- 🗣️ Ss complete the activity in pairs.

Answers → student page

Exercise 4

- 🗣️ Ss do the activity using the Think-pair-share technique.

Answers

1 Head: hat, scarf 2 Neck: scarf, tie 3 Body: belt, cardigan, coat, dress, hoodie, jacket, shirt, top 4 Hands: bracelet, handbag, ring 5 Legs: leggings, shorts, skirt, tights 6 Feet: boots, sandals, socks, trainers

Exercise 5 🗣️ 1.12

- Draw the different patterns and baggy trousers on the board and elicit/say each word. Explain *casual* and *smart* by asking Ss for examples of each style. Mime *tight*.
- After the class repeats together, have Ss point to a word for their partners to say.
- 🗣️ Ss work in pairs. Use the Basketball technique to check answers.
- 🗣️ Use the Key question technique. Ask *Whose clothes do you like the most? / don't you like? Why?*
- Ss describe their clothes using new vocabulary.

Answers → student page

2 **1.10** Read and listen to Hannah's blog on page 10. What's her hobby? What can you find in her blog?

3 **1.11** Listen and repeat. Which items can you see in the photos on page 10?

Vocabulary Clothes and accessories

- belt
- boots
- bracelet
- cardigan
- coat
- dress
- earrings
- handbag
- hat
- hoodie
- jacket
- leggings
- ring
- sandals
- scarf
- shirt
- shorts
- skirt
- socks
- tie
- tights
- top
- trainers

4 In your notebook, match the clothes in the Vocabulary box to the body parts.

- 1 Head: earrings 4 Hands: _____
 2 Neck: _____ 5 Legs: _____
 3 Body: _____ 6 Feet: _____

5 **1.12** Listen and repeat. Look at photos A-H in the blog and answer the questions below.

Vocabulary Describing clothes

- Patterns:** checked floral plain spotted striped
Style: baggy casual smart tight

Who is wearing:

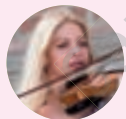
- 1 a blue checked shirt? **4** a plain skirt? **B**
 2 a baggy striped top? **E** 5 a floral top? **A**
 3 a spotted dress? **D** 6 tight jeans? **A**
 7 smart clothes? **C**
 8 casual clothes? **A, B, E, H**

6 **Exam Spot** **1.13** Listen to Hannah's interviews. Complete her notes.



Jake

Usually wears: ¹ smart clothes
² shirt, ³ tie,
⁴ jeans
 Never wears: ⁵ hoodies
 Favourite clothes: ⁶ purple tie (with a checked shirt)



Amy

Usually wears: ⁷ comfortable, casual clothes: ⁸ long tops,
⁹ jeans, ¹⁰ trainers
 Never wears: ¹¹ boots
 Favourite clothes: ¹² red trainers

7 In pairs, ask and answer questions to complete the form. Then tell the class about your friend.

Name: _____
 Usually wears: _____
 Never wears: _____
 Favourite clothes: _____

A: *What kind of clothes do you usually wear?*

B: *I usually wear hoodies and jeans.*

A: *Max usually wears hoodies and jeans. He ...*

8 **Exam Spot** **1.14** Look at Hannah's design. Circle a, b or c. Then listen and check.

My designs

Hi and welcome to my design page! I use lots of different styles and patterns for my clothes. Some of the ideas are from magazines, but the best ideas are from the people I meet! This is one of my favourite designs.



The model is wearing a ¹ c white T-shirt with a red checked ² _____. She's also wearing red ³ _____ and ⁴ _____ socks! She's got a checked ⁵ _____ too. Her clothes look comfortable and ⁶ _____.

- 1 a striped b checked **c** plain
 2 a shirt **b** skirt c dress
 3 a trainers b shoes **c** boots
 4 a plain b checked **c** striped
 5 **a** scarf b a tie c belt
 6 a smart **b** casual c tight

I remember that!

9 Imagine you have some money to spend on clothes. Make a list of five items you would like to buy. Include colours and patterns. Compare your ideas in pairs.

I'd like to buy a striped T-shirt, some plain, black jeans ...

Exercise 7

- Ask Ss to suggest questions for 'Never wears' and 'Favourite clothes'. (*What do you never wear? What are your favourite clothes?*)
- Read the example with a confident student to model the activity.
- After pairs ask and answer, invite a pair to stand up. Student 1 says what they usually/never wear and what their favourite clothes are. Student 2 uses the Three facts and a fib technique to talk about their partner. Ss guess the fib.

Exercise 8 **1.14**

- This is preparation for the Cambridge KEY Reading and Writing test, Part 4.
- Use the WILF technique to ask Ss about the vocabulary they are looking for.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Extra activity

- Ss write a gapped sentence with three options for their partner to complete. The gapped word must be from the new vocabulary.

Exercise 9

- Model the activity with your own ideas first.
- Remind Ss to begin with *I'd like*.
- Challenge strong Ss by encouraging them to write longer lists.
- Use the Lollipop stick technique to elicit answers.

Finishing the lesson

- (*Books closed*) Ss tell new words they've learned this lesson and write them on the board. Remind Ss to copy them into the vocabulary section of their Learning Diary.

Fast finishers

- Ss draw themselves wearing different clothes and label them.

Extra activity

- Ask Ss these questions about the photos. They reply using True/False response cards.
The girl in photo A is wearing a striped top. (F – floral)
The girl in photo B is wearing boots. (T)
The boy in photo C is wearing a plain shirt. (F – a striped shirt)
The girl in photo D is wearing a spotted top. (F – a dress)
The girl in photo E is wearing a striped top. (T)

Exercise 6 **1.13**

- This is preparation for the Cambridge KEY Listening test, Part 2.
- Pairs find Jake and Amy in the photos on page 10 (Jake – C, Amy – A). They use them to predict the answers.
- Play the audio. Ss listen and complete.
- Different Ss offer answers.
- Use the Traffic Lights technique to find out how easy or difficult Ss found the listening activity.

Answers → student page

1.2

In this lesson

Lesson aims:

- Grammar: Past Simple

Resources:

- Grammar worksheet 1.2, p. 179
- Tests: Grammar check 1.2

Homework:

- Workbook Unit 1, p. 7
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 2, 5, and 6
- Peer learning: Extra activity, Exercises 3, 8 and 9
- Independent learning: Finishing the lesson

Culture notes

Exercise 9 – a kilt is a traditional checked skirt men and woman wear in Scotland.

Warm-up

- (Books closed) Revise the vocabulary from L1.1. S1 says *I'm wearing ... (a floral dress)*. S2 repeats and adds a clothes/ accessory word. Continue with all Ss.
- Ask different Ss *What did you do last weekend?* They each say a sentence.
- Say and write *Today we will learn about Past Simple regular and irregular verbs.*

Lead-in

- Ss look at the photo story and make suggestions about what it's about. Revise *jumper* by asking Ss to point to the photos.

Exercise 1 1.15

- Ss read the question before they watch/listen.
- Ss say where they find the answers.
- Ask Ss what the story is about.

Answers → student page

Exercise 2 1.15

- Ss answer with True/False cards.

Answers → student page

Where did I put my jumper?

Josh had a great summer. Yesterday was the first day back at school. Things didn't start well. First, he forgot to set his alarm.



Mum: Get up, Josh! It's eight o'clock.

Then, he got dressed ... well, he tried to get dressed.



Josh: Where did I put my school jumper?
Mum: Did you put it in the washing machine?
Kate: No, he didn't, Mum. He never puts anything in the washing machine.
Dad: I saw a jumper on that chair five minutes ago.
Kate: That was mine, Dad.

He finished breakfast, then he looked everywhere. Finally, he found it ... in his school bag!



Dad: Did you leave it in your bag all summer, Josh?
Josh: Yes, I did.
Mum: Oh dear, you left your dirty sports socks in your bag too!
Kate: That's gross!
Mum: Well, you can't wear this jumper.

He also lost his summer writing project ...



Josh: And where is my summer writing project?
Mum: Your summer writing project?
Josh: I wrote it yesterday and I left it here. I put it on the table ...
Kate: Oh, here it is, under the teapot! And it's wet.
Josh: Oh, no! This is the worst day of my life! I don't have a jumper and I don't have my homework! I can't go to school!

It's the first day back at school. Josh can't find his school jumper.

1 1.15 Watch or listen and read. What day is it? What's the problem?

2 1.15 Watch or listen again. Read the sentences. Circle true (T) or false (F). Correct the false sentences.

- Josh hasn't got an alarm clock. *Josh forgot to set his alarm clock.* T/F
- Kate's jumper was on the kitchen chair. T/F
- Josh's jumper was the only thing in his bag. T/F
- Josh's writing project is in the bathroom. T/F

12 3 F - His socks were in the bag too.
4 F - It's on the kitchen table.

3 1.16 Listen and repeat. Find these expressions in the story.

That's gross!
This is the worst day of my life!

4 **Guess!** Does Josh go to school? Have a class vote.

5 1.17 Now watch or listen and check. *Yes, he does.*

Exercise 3 1.16

- Read out these situations. Different Ss respond with a phrase from the Say it! box.
 - You find some very old cake under your bed.
 - You don't do well in an important test.
 - You lose your new smart phone.
 - You find some old chewing gum under your desk.
- Pairs think of other situations they can use these expressions in.

Answers → student page

Exercise 4

- Critical thinking** Ss discuss in pairs.
- Ss share ideas with the class before voting.

Exercise 5 1.17

- Ss watch/listen to check their answer.

Video/Audio script

Dad: Get ready. We're leaving in 15 minutes.
Josh: I can't go to school, Kate. I just can't.
Kate: Wait. I'll help you.
Kate: Hey, cheer up. I ironed your homework. And ... I found your old school jumper.
Josh: It's a bit small ... but OK. Thank you, Kate. I'm saved.

- Involve Ss. Ask *Was your guess correct?* Ss show their response cards.
- Using the Thumbs up/down technique, ask Ss *Did Kate help?* (Yes) *Did Josh wear his dirty jumper?* (No) *Did he wear his old jumper?* (Yes) *Did he go to school?* (Yes).

Answers → student page

Grammar Past Simple

	Regular verbs	Irregular verbs
+	I finished breakfast.	I found it in my bag.
-	I didn't finish breakfast.	I didn't find it in my bag.
	Did you finish breakfast?	Did you find it in your bag?
?	Yes, I did . / No, I didn't .	Yes, I did . / No, I didn't .
	When did he finish breakfast?	Where did he find it?

Time expressions

yesterday, the day before yesterday
last week, last month, last year
a minute ago, an hour ago, two days ago

4 Get Grammar!

Fluffy **had** a great holiday.
She **went** camping.



9 Read Adam's notes. Write about his holiday in your notebook.

ADAM'S HOLIDAY

- not go to Cornwall
- go to Scotland
- not stay with family
- stay in a hotel
- not visit Newquay
- visit Edinburgh
- not eat a pasty
- eat pancakes
- not buy a surfboard
- buy a kilt



1 Adam **didn't go to Cornwall**.
He **went to Scotland**.

10 **1.18** In your notebook, put the words in the correct order. Then listen about Bella and Zadie's holiday and write down the answers.



- did Where Bella and Zadie go ?
Where **did** Bella and Zadie go?
- stay with they did Who ?
- they What did do ?
- a museum Did they visit ?
- they anything buy Did ?
- they What eat did ?

11 **Exam Spot** In pairs, ask and answer about your last summer holiday. Use the questions in Exercise 10.

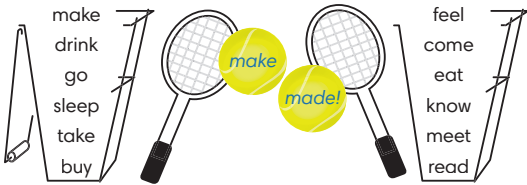
A: *Where did you go?*
B: *I went to France.*

6 Find the Past Simple forms of these verbs in the story. Which are regular and which irregular?

find finish forget get have leave
look lose put see try write

find - found - irregular verb *Finish, look and try are regular verbs.*

7 **I know that!** Choose a verb below and play irregular verb tennis!



8 Complete Josh's summer writing project with the Past Simple form of the verbs. Which three verbs are regular?

My holiday by Josh

This summer we **had** (have) a family holiday in Cornwall. We **stayed** (stay) with my cousins in a hostel near the beach. The weather is always great there. There's lots to do in Cornwall. In the morning, we **went** (go) swimming in the sea and I **tried** (try) surfing. In the afternoon, I **read** (read) my book. I also **made** (make) some new friends. One day, we **visited** (visit) Newquay and I **got** (get) my own surfboard. I also **ate** (eat) a tasty Cornish pasty (a traditional meat pie). Yum! What a great holiday!



Stayed, tried and visited are regular verbs.

Extra activity

- Groups of four act out the dialogue.

Get Grammar!

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write these sentences on the board. Tell Ss they are about yesterday. Different Ss complete with the correct forms of *finish*.
+ *I finished my homework. You finished your homework.*
- *I _____ my homework. You _____ your homework.*
? *_____ you _____ your homework? Yes, I _____.*
? *_____ he _____ his homework? No, he _____.*
Where _____ he _____ his homework?

- Say *We use the Past Simple with past time expressions like yesterday, ...* Different Ss say more expressions.

Exercise 6

- Say *Regular verbs finish ...* (Ss complete)
- Check answers using the Basketball technique.

Answers → student page

Exercise 7

- Divide the class into four teams. Different Ss from each team take it in turns to say an infinitive. A student from the other team says the Past Simple form.

Answers

make - made, drink - drank,
go - went, sleep - slept,
take - took, buy - bought,
feel - felt, come - came,
eat - ate, know - knew,
meet - met, read - read

Exercise 8

- Ss look at the photo. Ask *What do you think Josh did on his holiday last year?*
- Pairs help each other complete the activity.

Answers → student page

Exercise 9

- A student writes a sentence for question 2 on the board.
- Ss swap notebooks and check their partner's work. Elicit answers.

Answers

2 He **didn't stay** with his family. He **stayed** in a hotel. 3 He **didn't visit** Newquay. He **visited** Edinburgh. 4 He **didn't eat** a pasty. He **ate** pancakes. 5 He **didn't buy** a surfboard. He **bought** a kilt.

Exercise 10 1.18

- Ss work individually, listen and check. Check answers.

Answers

1 Italy. 2 Who did they stay with? Bella's grandparents. 3 What did they do? They went swimming in the lake (every day). 4 Did they visit a museum? Yes, they did. 5 Did they buy anything? Yes, they bought postcards. 6 What did they eat? Pasta.

Exercise 11

- Model the exercise with a student.

Finishing the lesson

- (Books closed) Different Ss say sentences using regular and irregular verbs and past time expressions.
- Use the Summative technique and ask Ss to finish the sentences: *Today I have learned ... I can ...*

Fast finishers

- Ss write sentences about what they did last weekend.

1.3

In this lesson

Lesson aims:

- Grammar: Past Continuous and Past Simple

Resources:

- Grammar worksheet 1.3, p. 180
- Tests: Grammar check 1.3

Homework:

- Workbook Unit 1, p. 8

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercises 1, 2, 3 and 6
- Peer learning: Extra activity, Exercises 4 and 5
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Revise the Past Simple. Write these prompts on the board: *I / make / cake / yesterday.*
- Using the prompts, different Ss say an affirmative and negative sentence, ask a question and give an affirmative and negative short answer.
- Continue with different pronouns, regular and irregular verbs and past time expressions.
- Set the goals of the lesson. Write on the board: *While I was making a cake, a friend called.* Different Ss come to the board and circle the Past Simple and the Past Continuous.
- Ask *Which verb is in the Past Continuous? (make) Which verb is in the Past Simple? (call)*
- Ask *What are we going to learn today?* Ss offer ideas.
- Say and write on the board *Today we will learn about the Past Continuous and the Past Simple.*

Lead-in

- (Books open) Pointing to each Explorers character in turn, ask *What's his/her name? What does Eva want to be? (an archaeologist) Did Pops enjoy his last trip? (No, it was a disaster.)*
- Use the photo to introduce Princess Zara.

1.3

Grammar I can use the Past Continuous and the Past Simple.

The Explorers Princess Zara

Pops, Mac and Eva are in Egypt. They want to find the lost tomb of Princess Zara.

1 Pops's Diary Monday 1st September, Egypt

What a day! At 9 a.m. we left home to look for the tomb. At 5 p.m. we were still looking for it! Then we had some luck. We were cycling through the desert when we finally saw it!



Eva: Look at these shoes ... and this necklace!
Pops: Yes, Princess Zara loved clothes.
Mac: What happened to her?
Pops: It's a sad story.



3

Pops: The princess lived in Egypt 3,000 years ago. On the night of her 18th birthday, she had a big party. It was fantastic!

Eva: Was she wearing this necklace?
Pops: Yes, she was! The princess wasn't wearing casual clothes, of course! She was wearing a very special dress. It was really long and that's why something terrible happened. While Princess Zara was dancing, she tripped on her dress and fell into the river!

Eva: Oh, no!

4

6

Eva: How awful! But the necklace is beautiful. Help me put it on, Mac. Ooh, your hands are cold!
Mac: Those aren't my hands - it's Princess Zara! RUN!



5

Pops: A crocodile was waiting nearby.
Mac: Oh, no! What happened, Pops?
Pops: Well, no one could save the princess. She disappeared.



1 Look at the cartoon. Where are the Explorers? Which clothes and accessories can you see? *They are in Egypt.*

boots bracelet coat dress
necklace sandals scarf tie

2 1.19 Read and listen. Then answer the questions.

- What did Princess Zara love? *clothes*
- When did Princess Zara live in Egypt? *3,000 years ago*
- Why did she have a party? *Because it was her 18th birthday.*
- What happened to the princess?
- Who is helping Eva with the necklace? *Princess Zara*
- While she was dancing she fell into a river. A crocodile was there.*

14

Exercise 1

- Different Ss suggest where the Explorers are. (*Egypt*)
- Use the Basketball technique for Ss to name the clothes and accessories and say who is wearing them.

Answers → student page

Exercise 2 1.19

- Ss read the questions before reading and listening.
- Check answers using the Lollipop stick technique. Ask Ss to say where they found the answers.

Answers → student page

Extra activity

- Ss read and act out the story.

Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write this sentence on the board.
At 5 p.m. yesterday they _____ cycling through the desert.
- Ask a student to write the answer on the board (*were*). Next, rub out *were* and ask a different student to write the negative (*weren't*). Rub *weren't* out and ask another student to write a question. Continue with different subjects.
- Use the Traffic lights technique to check understanding.

Grammar Past Continuous and Past Simple

Past Continuous

+	I was waiting .	-	I wasn't waiting .
	They were waiting .		They weren't waiting .
?	Was she waiting ?		Yes, she was . / No, she wasn't .
	Were they waiting ?		Yes, they were . / No, they weren't .
	What was she wearing ?		

Time expressions

(yesterday) at five o'clock, yesterday morning, yesterday evening

Past Continuous and Past Simple

We **were cycling** when we **saw** the lost tomb of Princess Zara.
While Princess Zara **was dancing**, she **fell** into the river.

5 Get Grammar!

At four o'clock Fluffy **was having** a party. Max and Anna **were dancing**. Hammy **was eating** a cake.



3 Say what Pops, Eva and Mac were and weren't doing yesterday morning at 8.30.

- 1 Pops, Eva and Mac / have / breakfast. **X**
Pops, Eva and Mac weren't having breakfast.
- 2 Pops / clean / his boots. **✓**
- 3 Eva / ride / her bike. **X**
- 4 Eva and Mac / play cards. **X**
- 5 Mac / pack / his backpack. **✓**
- 6 Eva / read / a book about Egypt. **✓**

4 Look at the pictures. Then ask and answer in pairs.

8 a.m.



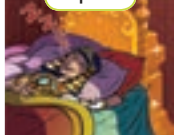
- 1 Princess Zara / talking on the phone?
- A: *Was Princess Zara talking on the phone at 8 a.m.?*
- B: *No, she wasn't.*

12 p.m.



- 3 Princess Zara and her pet scorpion / play / football?
- 4 they / play chess?

5 p.m.



- 5 Princess Zara / read / a book?
- 6 she / sleep?

5 Circle the correct answer. Then circle true (T) or false (F).

- 1 Pops, Mac and Eva cycled / were cycling through the desert when they saw the tomb. **T** / **F**
- 2 While Eva looked / was looking at clothes, Pops started to tell a story. **T** / **F**
- 3 The princess had / was having an accident while she was dancing. **T** / **F**
- 4 A snake was watching them when the princess fell / was falling into the river. **T** / **F**
- 5 Eva was putting / put on the necklace when Princess Zara appeared. **T** / **F**

6 Exam Spot 1.20 Complete Princess Zara's diary. Use one word in each gap. Then listen and check.

Yesterday 'was an interesting day! I had visitors. I was sleeping ¹ they arrived. While they ² were exploring my tomb, I woke up. An old man and a boy were ³ hieroglyphics and a girl ⁴ was putting on my necklace. I was trying to help her ⁵ when the boy saw me and screamed! It was strange because I ⁶ wasn't trying to scare them! I wanted to help.

7 Break the code to find out Princess Zara's question. Then answer the question.

What
erwe
het strangers
alkitgn about
wneh ythe erwe
ni ym tomb?

What were the strangers talking about when they were in my tomb?
Zara's story.

Fun Spot

15

Exercise 3

- Use the Basketball technique to check answers.

Answers

2 Pops was cleaning his boots. 3 Eva wasn't riding her bike. 4 Eva and Mac weren't playing cards. 5 Mac was packing his backpack. 6 Eva was reading a book about Egypt.

Exercise 4

- Practise affirmative and negative short answers first. Ask different Ss *Were you having breakfast at seven o'clock this morning? (Yes, I was. / No, I wasn't.) Were you sleeping at seven o'clock this morning? (Yes, I was. / No, I wasn't.)*
- A confident pair reads the example then pairs complete the activity.

Answers

- 2
A: Was she having breakfast?
B: Yes, she was.
- 3
A: Were Princess Zara and her pet scorpion playing football?
B: No, they weren't.
- 4
A: Were they playing chess?
B: Yes, they were.
- 5
A: Was Princess Zara reading a book?
B: No, she wasn't.
- 6
A: Was she sleeping?
B: Yes, she was.

Exercise 5

- Ask different Ss to read the Past Continuous and Past Simple examples in the Grammar box.
- Write *Joe and Anna were walking in the park, when it started to rain*. Ask Ss what interrupted Joe and Anna (*the rain*). Explain that the action that interrupts an activity is in the Past Simple.
- Then write *Joe and Anna were walking in the park while it was raining*. Ask Ss what tense is used. Explain that with *while*, both actions are in the Past Continuous.
- Ss work individually. They use the Think-pair-share technique to check answers. Ss correct the false ones.

Answers → student page

Exercise 6 1.20

- This is preparation for the Cambridge KEY Reading and Writing test, Part 5.
- Support a weak group by writing the answers in random order on the board first.
- Check answers using the Basketball technique.

Answers → student page

Exercise 7

- Pairs race to answer.

Answers → student page

Finishing the lesson

- (*Books closed*) Clarify the grammar goals of the lesson. Write these prompts on the board. Different Ss use them to say full sentences:

At / seven o'clock yesterday evening / he / sleep
While / I / watch TV / my friend / phone

- Use the Summative technique and ask Ss to finish the sentences: *Today I have learned ... I can ...*

Fast finishers

- Ss find and underline examples of the Past Continuous and Past Simple in the story.

1.4

In this lesson

Lesson aims:

- Communication: telling a story and reacting

Resources:

- Communication worksheet 1.4, p. 195

Homework:

- Workbook Unit 1, p. 9
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1 and 2
- Peer learning: Extra activity, Exercise 4
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write *We were shopping when ...* Ask a student to finish the sentence and write it on the board.
- Set the goals of the lesson. Different Ss imagine what happened next. Encourage the class to react, e.g. *Really? That's interesting!*
- Say and write on the board *Today we will learn expressions that help us tell a story and react to a friend's story.*

Lead-in

- (Books open) Ss cover the dialogue. Use the photos to teach *security guard*. Explain they are similar to police officers and sometimes work in big shops and shopping centres. Ss describe the photo and guess what is happening.

Exercise 1 1.21

- Check answers using the Lollipop stick technique. Ss say where they found the answers.

Answers

1 They went shopping for some new trainers. 2 They were leaving when the alarm went off.

3 He stopped them but laughed because he saw Zadie's old trainers.

- Critical thinking** Ask different Ss *Do we have security guards in shops? Is it a good idea? Why (not)?*

1.4

Communication

I can tell a story and react to a story.

What happened next?



Bella: Guess what happened on Saturday!
Adam: What?
Bella: I went shopping with Zadie for some new trainers. First, we went to Lacey's, but it was closed. Then, we went to Bramley's. Zadie tried on ten pairs before she finally found a pair she liked.
Adam: No way! So what happened next?
Bella: She paid, and we were leaving the shop when the alarm went off.
Adam: Oh, no! Why?
Bella: Well, she was still wearing one of the pairs of shoes that she tried on.
Adam: Did the security guard stop her?
Bella: Yes, but luckily he laughed when we showed him Zadie's old trainers on the floor!
Adam: Poor Zadie! How embarrassing!

1 1.21 Watch or listen and read. Answer the questions.

- What did Bella and Zadie do on Saturday?
- What happened in the shop?
- What did the security guard do?

2 1.22 Listen and repeat.

Communication Telling a story and reacting

Telling a story

Guess what happened on Saturday!
 First, we went to Lacey's.
 Then, we went to Bramley's.
 Finally, she found a pair she liked.

Reacting

No way!
 Then what? / So what happened next?
 So what did he do?
 Poor Zadie!
 Lucky him!
 How funny / embarrassing / strange!

3 1.23 Complete the dialogue with sentences a–f. There are two extra sentences. Then listen and check.

- a How funny! Poor you! d No, it was on Monday.
 b No way! What did you do? e What?
 c What was he wearing? f So what happened next?

Boy: Guess what happened last week!

Girl: 1 e

Boy: I washed my football kit. My red hoodie was dirty, so I put that in too.

Girl: 2 f

Boy: Well, when I took the washing out, my white football shorts were pink!

Girl: 3 b

Boy: Well, they're my only pair, so I wore them in a match yesterday. Everyone was laughing!

Girl: 4 a

4 **Exam Spot** In pairs, act out the two dialogues. Use the Communication box to help you.

- Student A:** You were at a friend's party when you dropped some cake on the sofa and your friend sat on it. Tell the story to Student B.
Student B: React to Student A's story.
- Student B:** You were playing football. Your friend kicked the ball to you, but it hit you on the head and you fell over. Tell the story to Student A.
Student A: React to Student B's story.

Extra activity

- Pairs act out the dialogue.

Exercise 2 1.22

- After the class repeat together, use the Lollipop stick technique to choose individual Ss or pairs to repeat.
- Write on the board *I met Ed Sheeran yesterday!* Ask a student to react. (*No way!*) Then pairs make up similar exchanges using expressions from the Communication box.

Exercise 3 1.23

- Pairs refer to the photo story and Communication box for help.
- Ask Ss for answers without confirming them. Play the audio for Ss to check.

Answers → student page

Exercise 4

- This is preparation for the Cambridge KEY Speaking test, Part 2, phase 1.
- After pairs do the activity, they act out their dialogues for another pair. The listeners tick the expressions each student uses from the box and say how many they used.

Finishing the lesson

- Encourage Ss to reflect on the lesson by using the Three facts and a fib technique.

Fast finishers

- Ss find and underline the expressions in the Communication box in the dialogue in Exercise 1.

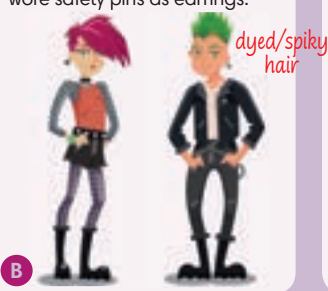
Teenage fashions

What did young people wear thirty years ago? What about sixty years ago? Let's look at fashions from the past.

In the 1960s, a lot of young people were **hippies**. Women wore long dresses and sandals, and had long wavy hair. Men wore colourful shirts with floral patterns, and also had long hair and beards. Hippies wanted peace and freedom, and often painted their faces with flowers and peace signs.



Punk rock was popular in the 1970s and 1980s. The music was loud and angry. **Punks** wanted to look different and shock people. They wore tight trousers with holes in them, old T-shirts and leather jackets. They had dyed spiky hair – blue, pink and green were popular colours – and they wore safety pins as earrings.



In the 1990s and 2000s, skateboarding became cool. **Skaters** wanted to be comfortable, so they wore casual T-shirts and old baggy jeans or shorts, often with colourful trainers. Their hair was usually long and messy, and they wore baseball caps or hoodies. A lot of people wore skateboarding fashion, even if they didn't have a skateboard!



Comments

Suzie Yesterday, I was looking at some old photos. I found one of my grandma when she was young. She was wearing a red leather jacket and had green hair. My grandma was a punk!



Leo My uncle was a skater. He was showing me some of his old tricks last weekend when he fell off the skateboard! He wasn't hurt – just embarrassed!



1 **1.24** Listen and repeat. Which of the features can you see in pictures A–C?

Vocabulary Hairstyles

curly hair dyed hair shaved hair spiky hair
straight hair wavy hair bald beard moustache

2 **I know that!** What words describe people's:

- 1 look? *pretty, ...* 3 build? *slim, ...*
- 2 height? *tall, ...* 4 face? *blue eyes, ...*

3 Describe your best friend.

Pavel is tall. He's got short blond hair.

4 **1.25** Read and listen to the text. What fashions can you see in the pictures? What are the people wearing? When were these fashions popular?

5 **Exam Spot** **1.25** Read and listen to the text again. Read the questions and circle H (hippies), P (punks) or S (skaters).

- 1 Which fashion was popular in the 1990s? H / P / S
- 2 In which fashion did people wear casual, sporty clothes? H / P / S
- 3 Which fashion is connected with music? H / P / S
- 4 Which fashion is the oldest? H / P / S
- 5 In which fashion did people dye their hair different colours? H / P / S

6 Which fashion style in the text do you like the most? Why?

7 Read the comments to the text. What do you think your relatives wore when they were young and what was their hair like? In your notebook, write a few sentences.

My mum wore pink baggy T-shirts and a lot of plastic jewellery.

Exercise 2

- Use the Expert Envoy technique for Ss to complete the activity in small groups.

Answers

- 1 handsome, good-looking
- 2 short, medium-height
- 3 fat, thin 4 round face, big/small nose, green/brown eyes

Exercise 3

- Ss share their ideas with the class.

Extra activity

Ss describe a person from the class for other Ss to guess who they are.

Exercise 4 **1.25**

- Ss use the Think-pair-share technique to do the activity.

Answers

- A – hippies (1960s)
- B – punks (1970s/80s)
- C – skaters (1990s/2000s).
- A She's wearing a long, floral dress, sandals. He's wearing a colourful T-shirt and sandals.
- B They're both wearing tight trousers with holes, old T-shirts and leather jackets.
- C He's wearing a hoodie, baggy jeans and trainers.

Exercise 5 **1.25**

- This is preparation for the Cambridge KEY Reading and Writing test, Part 2.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 6

- **Critical thinking** Ss work in small groups. Invite groups to share their ideas with the class.

Exercise 7

- Explain *relatives* means family members.
- Ss work individually. They swap notebooks with a partner and comment on how many words from this lesson their partner has used.

Finishing the lesson

- Ask *What did you like most about this lesson?*

Fast finishers

- Ss cover the Vocabulary box and write all the new words in their notebook.

1.5

In this lesson

Lesson aims:

- Reading: understanding a text about fashions from the past
- Vocabulary: hairstyles

Resources:

- Tests: Vocabulary check 1.5

Homework:

- Workbook Unit 1, p. 10

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1 and 5
- Peer learning: Exercises 2, 4, 6 and 7
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask Ss *Did your mum and dad wear clothes like yours when they were teenagers? Did they have hairstyles like yours?*
- Set the goals of the lesson. Say and write on the board *Today we will read about teenage fashions in the past.*

Lead-in

- (*Books open*) Ss describe hairstyles in the pictures in texts A, B and C.

Exercise 1 **1.24**

- Use the Lollipop stick technique to elicit answers.

Answers → student page

1.6

In this lesson

Lesson aims:

- Listening: understanding a text about personality
- Vocabulary: personality adjectives, negative adjectives

Resources:

- Vocabulary worksheet 1.6, p. 171
- Tests: Vocabulary check 1.6

Homework:

- Workbook Unit 1, p. 11

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 3, 5 and 6
- Peer learning: Exercises 1, 2 and 7
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pairs note words to describe a celebrity's hairstyle, clothes and physical appearance.
- Set the goals of the lesson. Say and write *Today we will learn personality adjectives and we will practise listening.*

Lead-in

- (Books closed) Say *I'm ... friendly!* Different Ss continue using any adjectives they know.

Exercise 1 1.26

- Explain any difficult adjectives.
- Write + and - on the board. Ss write adjectives with a positive/negative meaning under the correct symbol.
- Ss work individually and use the Think-pair-share technique to share their answers.

Exercise 2

- Ss work in pairs.

Exercise 3

- Ss work individually. Check answers using the Basketball technique.

Answers → student page


Exercise 4

- Ask *What are first impressions?* Different Ss offer ideas. Tell Ss the text will explain.

1.6

Listening and Vocabulary

I can understand a listening text about personality.

- 1  **1.26** Listen and repeat. Which adjectives describe you, your best friend, your mum and dad?

Vocabulary Personality adjectives

friendly generous hard-working honest
kind lazy organised patient polite rude
selfish serious shy talkative

I'm talkative, friendly ...

- 2 **I know that!** Work in pairs. What other personality adjectives do you know? Make a list. *funny, ...*

- 3 Complete the sentences with the adjectives in the Vocabulary box.


- Sam only thinks about himself. He's *selfish*.
- Leah never does any work. She's *lazy*.
- Frank never laughs. He's *serious*.
- Tina talks a lot. She's *talkative*.
- Shaun is nervous and quiet when he meets new people. He's *shy*.
- Gina likes giving presents to people. She's *generous*.

- 4 Read the text about first impressions.


In pairs, talk about your first impressions of Liam and Molly.

A: *I think Liam looks serious.*

B: *I agree. / I don't agree. I think he looks shy.*

- 5  **1.27** Listen to Matt and Elsa talking about Liam and Molly. Were their first impressions about them right?

No, they weren't.

- 6  **1.27** Listen again and answer the questions.

- What was Matt's first impression of Liam?
- What did he think about Liam later?
- What was Elsa's first impression of Molly?
- What did she realise about Molly later?

- 7 Read the Vocabulary Builder. Match the negative adjectives in the Vocabulary Builder to quotes 1–6.

Vocabulary Builder Negative adjectives

friendly ≠ unfriendly, kind ≠ unkind
organised ≠ disorganised, honest ≠ dishonest
polite ≠ impolite, patient ≠ impatient

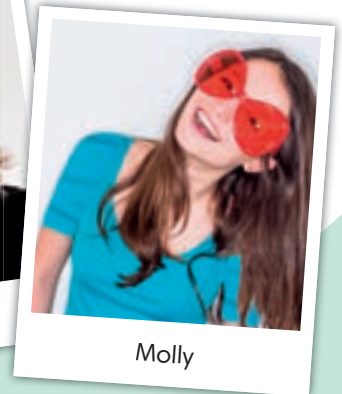
- 'I'm not always nice to people.' *unkind*
- 'I'm not good at organising things.' *disorganised*
- 'I'm angry when I have to wait for something.' *impatient*
- 'I don't always tell the truth.' *dishonest*
- 'I sometimes talk to people in a rude way.' *impolite*
- 'I'm not always friendly.' *unfriendly*

- 8 Complete the sentences with a personality adjective. Then discuss as a class.

- A good friend is someone who is _____.
- I don't usually like people who are _____.
- I admire people who are _____.

First impressions

When we meet someone for the first time, we often look at them and form a 'first impression'. We decide if they are polite or rude, funny or serious, and we decide if we like them or not. Scientists say we do all of this in seven seconds!



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- Invite pairs to share answers with the class.

Exercise 5 1.27

- Use the Lollipop stick technique to check the answer.

Answers → student page

Exercise 6 1.27

- Before they listen again, ask Ss if they remember the answers to the questions.
- Check answers using the Basketball technique.

Answers

1 He thought Liam was serious and not very friendly. 2 He was friendly and shy. 3 She thought Molly was lazy and rude. 4 She was kind, hard-working and generous.

Exercise 7

- Ss check answers using the Think-pair-share technique.

Answers → student page

Exercise 8

- Different Ss say one sentence to the class.

Finishing the lesson

- (Books closed) Encourage reflection by using the Summative technique. Write on the board for Ss to finish *Today I have learned ... I am good at ... I have difficulty in ...*

Fast finishers

- Ss cover the Vocabulary box and write all the new words in their notebook.

My best friend by Jonah



1 My best friend is called Sam. He's tall and slim, with long blond hair and big blue eyes. He's not really interested in fashion, but he always looks cool. He likes wearing big old T-shirts and shorts or jeans.

2 Sam and I met on our first day at secondary school. I was playing football with some friends when he asked if he could join in. We got on well straight away, and now we often play football together!

3 Sam looks quite serious in this photo, but he's actually really funny. He's very talkative and loves telling stories. He plays the guitar too! He's also very generous, and is a great friend.

- 1 Read Jonah's description of his best friend, Sam. What does Jonah like about Sam? *Jonah likes Sam because he's funny, talkative and generous. He plays the guitar and is good at telling stories too.*
- 2 Read the text again. Circle true (T) or false (F). Correct the false sentences.

- 1 Sam is quite short. *Sam is tall.* T / F
- 2 Sam and Jonah met during the holidays. *first day of secondary school* T / F
- 3 They both like playing football. T / F
- 4 Sam is serious and quite shy. *funny and talkative* T / F
- 5 Sam is selfish. *generous* T / F

- 3 Read the Writing box. Which expressions can you find in Jonah's description?

Writing Describing a friend

1 Appearance

He's tall / slim / well-built.
He's got straight hair / blue eyes.
He likes wearing casual clothes / jeans.

2 How you met

I met ... at school / in a theatre club.
We got on well straight away.
At the beginning, I thought ... , but then ...

3 Personality

He's kind / friendly. He looks serious / shy but actually he's very funny / really talkative.

- 4 Read the box. Find another example of a noun with more than one adjective before it in Jonah's description.

Adjective order

1 size	2 age	3 colour	4 noun
short	new	red	dress
long		blond	hair
big	old		T-shirts

- 5 In your notebook, complete the sentences with the words in the correct order.

- 1 My friend Sophie has got short dark hair (hair / dark / short).
- 2 She usually wears jeans and an _____ (hoodie / grey / old). *old grey hoodie*
- 3 Today she's wearing a _____ (red / dress / new). *new red dress*
- 4 Her dad has got a _____ (black / beard / big). *big black beard*
- 5 He often wears a _____ (scarf / green / long). *long green scarf*

- 6 **Writing Time** Write about your best friend.



Find ideas

Make notes about his/her appearance, how you met, and his/her personality.



Draft

Organise your ideas into paragraphs. Use the ideas in the Writing box to help you.



Check and write

Check the order of adjectives and write the final version of your text.

Exercise 1

- Ss work in pairs. Invite them to share their answers with the class.

Answers → student page

Exercise 2

- Ss answer with their True/False response cards.
- Ask Ss to correct the false sentences.

Answers → student page

Exercise 3

- Elicit answers using the Lollipop stick technique.

Answers → student page

Extra activity

- Ss use the expressions in the box to say different sentences about their partners.

Exercise 4

- Ss do the activity individually. Check the answers using the Lollipop stick technique.

Answers → student page

Exercise 5

- Ss look at the answer choices and say which category they are in the box in Exercise 4.
- Ss work individually.
- Check answers using the Basketball technique.

Answers → student page

Extra activity

- Ss describe an item of clothing or their hair.

Exercise 6

- Ss note down their ideas.
- They organize them and write a first draft. They use the Two stars and a wish technique to share and help each other.
- Ss write their final text in their notebooks. Check their work.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information). Praise correct use of adjectives.

Finishing the lesson

- (Books closed) Ask Ss what was easy/difficult about the lesson.

Fast finishers

- Ss write sentences with two or three adjectives describing Liam and Molly in L1.6.

In this lesson

Lesson aims:

- Writing: description of a friend; using adjectives in the correct order

Resources:

- Tests: Writing task 1

Homework:

- Workbook Unit 1, p. 12

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 2, 3, 4 and 5
- Peer learning: Exercises 1 and 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write different adjectives from L1.6 on the board but replace two letters in each with a dash. Different Ss complete and say if the adjective describes him/her.
- Set the goals of the lesson. (Books open) Ss look at page 19 for a minute and close their books. Ask *What are we going to learn today?* Ss offer ideas. Say and write *Today we will learn how to write a text about our best friend and to use adjectives in the correct order.*

Lead-in

- (Books open) Ss describe Sam.

Lesson aims:

- Revising grammar, vocabulary and communication from Unit 1
- Pronunciation: /s/ and /ʃ/

Resources:

- Tests: Language Test 1

Homework:

- Workbook Unit 1, pp. 13–15
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up, Ex. 8
- Giving feedback: Exercises 1, 2, 3, 4, 5, 6 and 7
- Peer learning: Exercises 5 and 8 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ss work in small groups. They write as many new words as they can and two sentences with the grammar from this unit in 90 seconds. Groups present their answers to the class.
- Set the goals of the lesson. Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 1.*

Exercise 1

- (Books closed) Ask Ss to describe what a partner is wearing.
- Elicit answers using the Lollipop stick technique.

Answers → student page

Exercise 2

- Support a weak class by asking different Ss to describe the people's hairstyles first.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Vocabulary

- 1 Look at the pictures and circle the correct answer.



Mac is wearing a ¹checked/ striped shirt with ²tight/ baggy shorts. He's got ³tights/ socks and ⁴sandals/ boots on.



Princess Zara is wearing a ⁵smart/ casual/ white coat/ dress with a ⁷spotted/ striped scarf. She's got a ⁶bracelet/ necklace on.

- 2 Complete the text. What hairstyles have people got in your family?

That's me in the photo with my family!



I've got long ¹straight hair and brown eyes. My mum's got ²wavy hair and it's ³dyed. Right now it's blond, but it was pink last summer! My dad has got a ⁴beard but he hasn't got a ⁵mustache.

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Exercise 3

- Ask different Ss to write their answers on the board.
- Ss use different adjectives to say a sentence about a TV character they like.
- Use the Lollipop stick technique to elicit ideas.

Answers → student page

Extra activity

- Write these verbs on the board *have, take, leave, forget, find, wear, listen, do, watch*. Ss write the Past Simple of any six of them in their notebooks. Then call out the Past Simple of six of the verbs at random. Ss call 'Bingo!' if they have them all.

- 3 Complete the table with the words in the box.

dishonest friendly generous hard-working honest lazy selfish shy talkative unfriendly

	Definition	Adjective	Opposite
1	A person who is kind and nice	friendly	unfriendly
2	A person who does a lot of work	hard-working	lazy
3	A person who likes giving presents	generous	selfish
4	A person who talks a lot	talkative	shy
5	A person who always tells the truth	honest	dishonest

Grammar

- 4 Complete the story with the verbs in the Past Simple.

Yesterday Pops ¹had (have) a bad day. He ²didn't find (not find) any treasure. He ³didn't take (not take) any photos because he didn't have his camera. He ⁴left (leave) his map in the tent, so he ⁵got (get) completely lost! He ⁶forgot (forget) to wear his hat and the sun was really hot!

- 5 In your notebook, put the words in the correct order. Then ask and answer about Exercise 4.

- find Did Pops any treasure ? *Did Pops find any treasure?*
- any photos Did take he ? *Did he take any photos?*
- in the tent What Pops leave did ? *What did Pops leave in the tent?*
- forget What he to wear did ? *What did he forget to wear?*
- he Did a good day have ? *Did he have a good day?*

- 6 Write sentences in the Past Continuous. Then, in pairs, ask and answer about what you were doing last Saturday.

- 9 a.m. / Zadié / talk to Bella
At 9 a.m. Zadié was talking to Bella.
- 11 a.m. / Adam / clean his room
- 1 p.m. / Josh and Adam / play basketball
- 4 p.m. / Bella / help at the café
- 6 p.m. / Zadié and Bella / watch a video

A: *What were you doing at 9 a.m. last Saturday?*

B: *I was reading in bed.*

- 7 Circle the correct answer.

- Adam was playing in a match when he scored / was scoring a goal.
- While Josh did / was doing his homework, Adam fell asleep!
- Zadié listened / was listening to music when she got a text message.
- While Josh and Zadié argued / were arguing, Bella made some sandwiches.

Exercise 4

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 5

- Ss work in pairs.
- Different Ss write each question on the board.
- Ss take it in turns to ask and answer.
- Use the Lollipop stick technique to elicit answers.
- Invite different pairs to ask and answer for the class.

Answers → student page

Communication

8 1.28 Complete the dialogue with the words in the box. Then listen and check. Act out the dialogue in pairs.

do guess happened how poor
way what when

Boy: 1 Guess what happened last weekend?
 Girl: 2 What ?
 Boy: It was my grandma's seventieth birthday, so we went to a restaurant. We were all wearing smart clothes.
 Girl: So what 3 happened next?
 Boy: Well, the waiter was bringing the food to the table 4 when he dropped a bowl of soup on my dad's shirt.
 Girl: No 5 way ! What did your dad 6 do ?
 Boy: He ran to the bathroom and took his shirt off. When he came back to the table, he was wearing a jacket and tie, but no shirt!
 Girl: Oh, no! 7 How embarrassing! Your 8 poor dad!
 Boy: No, actually he looked great! We had a lot of fun!

Dictation

9 **Exam Spot** 1.29 Listen to a short text. Then listen again and write down what you hear. Make sure you spell the words correctly.

Pronunciation

10 1.30 Listen and repeat: /s/ or /j/?

Serious **S**imon wore **s**andals and **s**ocks.
 Shy **S**heila wore a T-shirt and **s**horts.



Check yourself!

- I can talk about clothes, accessories, hairstyles and personality.
- I can use the Past Simple and the Past Continuous.
- I can tell a story and react to a story.

11 Read the sentences. Circle the correct answer a, b or c.

- 1 These jeans are too big. I need a _____.
a scarf **b** belt c top
- 2 It was a very expensive restaurant, so he wore a _____ jacket and a tie.
a smart b spotted c tight
- 3 My mum has long _____ hair.
a bald b baggy **c** wavy
- 4 Her dad is usually quite _____, but he was laughing too.
a serious b selfish c generous
- 5 I love my aunt Sheila. She's very talkative and _____.
a shy b lazy **c** friendly
- 6 Does your uncle have a _____ or just a moustache?
a beard b ring c coat
- 7 I _____ sleep well last night.
a didn't b don't c wasn't
- 8 Where _____ my earrings, Mum?
a you put **b** did you put
c you did put
- 9 What _____ yesterday at five o'clock?
a you were doing b you doing
c were you doing
- 10 We _____ in the park when suddenly it started to rain.
a walked **b** were walking
c walking
- 11 They _____ looking when the boy crossed the road.
a didn't b wasn't **c** weren't
- 12 While Jess was walking to school, she _____ a famous singer.
a was seeing **b** saw c sees
- 13 Guess what _____ yesterday - I put my phone in the washing machine!
a happened b left c saw
- 14 I fell over in P.E. this morning. It was so _____.
a embarrass **b** embarrassing
c embarrassed
- 15 We're both wearing the same T-shirts! _____ funny!
a What b Who **c** How

Extra activity

- Pairs change some details in the dialogue in Exercise 8 and act it out for another pair, who say what's different.

Exercise 9 1.29

- **Critical thinking** Before you read out the question, ask *How do dictations help your English?* Ss offer answers, e.g. *They give Ss listening practice, writing practice and help them focus on word order and spelling.*
- Groups of four compare and check what they wrote by using the Expert Envoy technique.
- Different Ss write a sentence on the board.
- Play the audio again or read out the text to check.

Exercise 10 1.30

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.

Extra activity

- Pairs help each other write their own tongue twisters.

Exercise 11

- Ss work individually.
- Divide the class into two teams. Ask a student from each team in turn to read and answer a question (in order).
- Ask a student from the other team to confirm the answer.

Answers → student page

Finishing the lesson

- Explain to Ss that the Check yourself! box is for self-assessment. They should think about what they can do well and where they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Write on the board *What did you enjoy most in this unit? How can you improve? What would you like to learn next?*
- Groups of four discuss their ideas. Then ask different Ss to tell the class.

Fast finishers

- Ss write a question to ask the class about a character in Unit 1.

Exercise 6

- Ss work individually.
- Use the Basketball technique to check answers before pairs ask and answer.
- Use the Expert Envoy technique to help pairs ask and answer.

Answers

2 At 11 a.m. Adam was cleaning his room.
 3 At 1 p.m. Josh and Adam were playing basketball. 4 At 4 p.m. Bella was helping at the café. 5 At 6 p.m. Zadie and Bella were watching a video.

Exercise 7

- Ss work individually. Check using the Lollipop stick technique. Ask Ss to give reasons for their answers.

Answers → student page

Exercise 8 1.28

- Use the WILF technique so Ss think about what vocabulary they are looking for.
- Check answers as a class.
- Pairs act out the dialogue.

Answers → student page

In this lesson

Lesson aims:

- Culture focus: Clothes for special occasions
- BBC video: The history of tweed (optional)
- Project: a video or a poster about clothes people wear on a special occasion

Resources:

- Project Worksheet p. 199

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercises 2, 3, 4, A and Extra activity
- 🔄 Peer learning: Exercises 1, 5, C and the Project
- 🏠 Independent learning: Finishing the lesson

Culture notes

School proms: These school leavers parties are very popular in the UK.

Robert Burns: He is Scotland's national poet. Burns Night is arguably the most important cultural celebration in Scotland.

Tweed: The Isle of Harris, Scotland, is famous for its tweed, a hand-made woolen material.

Warm-up

- (Books closed) Write *special occasions* on the board. Pairs think of different special occasions they know in English. Choose different Ss to write one of their words on the board.
- 🎯 (Books open) Ss look at the photos. Ask *Do you think they wear these clothes every day?* Introduce the aims of this lesson. Say *In this lesson you will learn about clothes people wear on special occasions.*

Lead-in

- Pre-teach *high-heeled shoes, suit and haggis*.
- Write *high-heeled shoes* on the board. Explain by drawing on the board.
- Say *A suit is a word for the smart trousers and jacket men often wear for work. Does your dad ever wear a suit?*

Clothes for special occasions

We all sometimes dress up for special occasions. When do British people dress up, and what do they wear? We talk to three teenagers.



Saskia Taylor, 16
from Oxford

Last June we had our school prom – a big party to celebrate the end of exams. Everybody dressed up in special clothes. The girls wore evening dresses, earrings and high-heeled shoes, and the boys wore smart suits and ties. When we arrived, everyone was smiling and taking photos. We had a meal and then everyone danced. It was a great party!



Ewan Campbell, 17
from Edinburgh

Last week, I went to a Burns Night dinner. Burns Night is a Scottish celebration that happens every year on 25 January. We celebrate the life and poetry of Scotland's national poet, Robert Burns. I wore a kilt with a white shirt and a tie. All the men were wearing kilts – a traditional Scottish skirt for men. There was a special meal of haggis and vegetables, and I played the bagpipes!



Meera Chandra, 16
from Birmingham

My sister got married in the summer. My grandparents are from India, and a lot of my family still lives there, but everyone came over for the wedding – there were about 300 guests! I wore a bright pink sari – a traditional Indian dress – with a gold bracelet and a necklace. All of my cousins wore different coloured saris, so it was a very colourful wedding!

1 🎧 **1.31** Read and listen to the text. What occasions do the teenagers talk about? What clothes did they wear?

2 **Exam Spot** Read the text again and answer the questions.

- 1 What does the school prom celebrate?
- 2 What did Saskia and her friends do at the school prom?
- 3 What does Burns Night celebrate?
- 4 What did Ewan do at the Burns Night dinner?
- 5 How many people went to Meera's sister's wedding?
- 6 Why was it a 'colourful' wedding?

3 🎧 **1.32** Listen to Joe. Where is he from? Tick (✓) the occasion he talks about.

- | | |
|---|---|
| <input type="checkbox"/> Halloween | <input type="checkbox"/> Mother's Day |
| <input type="checkbox"/> New Year's Eve | <input checked="" type="checkbox"/> Saint Patrick's Day |

4 🎧 **1.32** Listen again and answer the questions.

- 1 When is Saint Patrick's Day? *17th March*
- 2 Who can you watch in a big parade? *Musicians and dancers.*
- 3 What does Joe wear? *He wears a green shirt and a big green hat.*
- 4 What does Joe's family do in the evening? *They have a family dinner.*

5 Which of the occasions would you like to go to? Why?

I'd like to go to ... because ...

- Say *Haggis is traditional Scottish food made from sheep's stomach. Would you like to try it?*

Exercise 1 🎧 1.31

- Ss use the photos to help predict what the special occasions are.
- Before you play the audio, remind Ss to use the context to help them understand vocabulary.
- Ss listen, check their predictions and underline the clothes the teenagers wore.
- 🗣️ They check their ideas using the Think-pair-share technique.

Answers

They talk about the end of exams, Burns Night, wedding. They wear evening dresses, earrings and high-heeled shoes, smart suits and ties, a kilt, white shirt and a tie, a sari.

Exercise 2

- This is preparation for the Pearson Test of General English (PTEG) Written test, level 1, section 6.
- Ss do the activity individually.
- 🗣️ Check answers using the Lollipop stick technique. Ask Ss to say where they found the answers.

Answers

1 The end of exams. 2 Took photos, had a meal, danced. 3 The life and poetry of Robert Burns, Scotland's national poet. 4 Played the bagpipes. 5 About 300. 6 Because Meera's cousins wore different coloured saris.

The history of tweed



A **7** Watch the video and answer the presenter's questions. Name three things that people make from tweed.
People make jackets, hats and bags.

B **7** Watch the video again and circle the correct answer.

- The Isle of Harris is an island in *Wales* / *Scotland*.
- People started to make tweed there *200* / *300* years ago.
- In the past, the different colours came from *insects* / *plants*.
- There are some colourful *suits* / *skirts* in the shop.
- Doctor Who is wearing a tweed *hat* / *jacket*.

C Which of the clothes from the video are your favourite? Why?

Exercise A **7**

- Check understanding using the Traffic Lights technique.
- Stop the video when the presenter asks the questions. Different Ss offer answers.
- Check answers to second part of rubric using the Lollipop stick technique.

Answers → student page

Exercise B **7**

- Play the video again without stopping it. Ss work individually.
- Check answers as a class.

Answers → student page

Exercise C

- Ask pairs to discuss the question. Then invite Ss to share their answers with the class.

Project

Setting the project up

- Divide Ss into groups of four. Each group discusses the questions using the occasions in the box to help, decides on a poster or a video and allocates tasks.
- Give Ss the Project worksheets to help them prepare.

Sharing the project

- Ss work together to create their poster/video. Read out the example and tell Ss to use the same style to present the poster/video.
- Ss find clothes, take photos and make their poster/video. Note: Ss can create their poster on their computers or on paper.
- They decide who is going to say what in the presentation to the class.
- Ss present their work.
- Ask different Ss to tell the class which presentation they liked the most and why.

Finishing the lesson

- (*Books closed*) Use Summative questions technique and ask *Was the lesson interesting? Do you know something new?*

Fast finishers

- Ss underline the Past Simple verbs in the text.

PROJECT

- Work in groups. Make a video or a poster presenting the clothes people wear in your country on a special occasion.
- Choose an occasion. Use these ideas to help you.

weddings parties family events
school events festivals other celebrations

- Prepare clothes for a boy and a girl. Take a photo or make a video of one of you wearing these clothes and prepare a description of the occasion and the clothes. Use these questions to help you.

What is the occasion? When and where is it?
What do people wear? What do people do?



- Share your videos or posters with the class. Which is your favourite presentation? Why?

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Extra activity

- Ss note the new words they have learned in their Learner Diary.

Exercise 3 **1.32**

- Before you play the audio, read out the question so Ss have a purpose in listening.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 4 **1.32**

- Pairs discuss what they think the answers are first.
- Check answers using the Basketball technique.

Answers → student page

Exercise 5

- Ss discuss in groups of four and use the Expert Envoy technique to report back to the class.

BBC video

Video script → see Teacher's Book p. 159

Presenter's questions

- (2.02) Do you know this famous TV character?
- (2.23) What's the name of the material used to make tweed?

Note: if you can't show the video, spend more class time on preparing the Project.

- Use the photo to teach *tweed* before Ss watch.
- Note: For less confident Ss you can play the video with the subtitles on.