

Limba modernă 1

Ghidul profesorului

Limba engleză – studiu intensiv

Clasa a V-a

Garan Holcombe with Cristina Rusu,
and Diana Todoran

art
educațional




Introduction	page 4
Course components	page 6
Student's Book navigation	page 8
Workbook navigation	page 14
Teacher's Book navigation	page 16
Digital navigation	page 18
Using video in <i>Eyes Open</i>	page 19
The use of image in <i>Eyes Open</i>	page 20
Role of culture	page 21
Speaking and writing in <i>Eyes Open</i>	page 22
Managing teenage classes	page 23
What is a corpus?	page 25
Using the Review sections in <i>Eyes Open</i>	page 26
CLIL explained	page 27
Introduction to project work in <i>Eyes Open</i>	page 28
Games Bank	page 30
Revision and recycling	page 32
Assessment in <i>Eyes Open</i>	page 33
The CEFR	page 34
Starter	page 39
Unit 1	page 46
Unit 2	page 56
Unit 3	page 66
Unit 4	page 76
Unit 5	page 86
Unit 6	page 96
Unit 7	page 106
Unit 8	page 116
Language focus 1 video activities and key	page 126
CLIL video activities and key	page 134
CLIL	page 142
Reviews key	page 150
Evaluation tests key	page 152
Grammar reference key	page 155
Vocabulary Bank key	page 159
Writing Bank activities and key	page 161
Holidays activities and key	page 162
Let's have fun! activities and key	page 166
Projects	page 169
Workbook key	page 177
Speaking extra key	page 190
Language focus extra key	page 193
Workbook audioscript	page 195

Objectives

- revise greetings, the alphabet, numbers 1–20, time.

Greetings

- Say *hello* to the students and then ask students to say *hello* to each other.
 - Elicit other phrases that we use when meeting and greeting people and write them on the board, e.g. *Good morning, How are you?*
 - Students can work in pairs to complete gapped conversation.
-  **1.01** Play the recording for students to check their answers.
 - Put students in pairs so they can practise reading the conversation.



Answers

- 1 Hi! 2 What's your name? 3 I'm
4 Nice to meet you,

Optional activity

- Students can write a short conversation based on the one in Exercise 1, using their own names.

The alphabet

-  **1.02** Say *A, B, C, D* and then ask: *What is this?* Elicit *the alphabet* and write the phrase on the board.
 - Tell students they are going to listen to the alphabet in English. If any students are confident enough to say it before you play the recording, ask them to do so.
 - Play the recording for students to repeat the alphabet.
-  Ask two students to read out the example and then spell your name out for the class.
 - Put students in small groups to ask and answer the question.
 - To **extend** this exercise, you could then ask students to work in pairs and test each other on the spelling of some basic words in English, e.g. *cat, name*.

Numbers

- Before students do the exercise, revise numbers 1–20 and check students' understanding of the following vocabulary: *plus (+), minus (-), divided by (÷) and multiplied by (×)*.
 - Students can then work in pairs to do the calculations and write the numbers as words.

Fast finishers

Students can write four calculations like the ones in Exercise 5. Collect these and then put them on the board for further practice after students have checked their answers to Exercise 5.

Language note

Pay particular attention to the pronunciation of the *-teen* numbers to ensure that students are putting the stress on the second syllable.

-  **1.03** Play the recording for students to check their answers to Exercise 5.

Answers


- b four plus six equals ten c eight minus five equals three
d seven minus three equals four e nine times two equals eighteen f ten divided by five equals two

- Students work alone to order the results of their calculations in Exercise 5.

-  **1.04** Play the recording for students to check their answers to Exercise 7.

Answers

- two/2 three/3 four/4 nine/9 ten/10 eighteen/18

-  Read out the question and ask students to repeat it after you.
 - Put students in pairs to ask and answer the question.
 - Ask two or three students to report back to the class on what their partner said, e.g. *Mario is 12 years old*.

Time

- Draw a clock on the board, point to it, and ask: *What time is it?*
 - Refer students to the clocks in Exercise 10. Do the first one as an example and then ask students to work in small groups to complete the exercise.
 - Check answers, then remind students of the difference in meaning between *clock* and *watch*.

Answers

- a 2 b 4 c 5 d 7 e 1 f 3 g 6

Your turn

- Read out the four questions and check that students understand them. You could then ask students to ask you the questions, so that you can introduce them to the preposition *at* which they need to use here, e.g. *My first lesson in the morning is at nine*.
 - Put students in pairs to ask and answer the questions.
 - Ask a few students to report back to the class on what their partner said, e.g. *Lucas's first lesson is at a quarter to nine*.

Optional activity

- Put students into groups of three (A, B and C).
- Student A draws a clock face in their notebook showing a particular time. Student B then asks Student C: *What's the time?*
- Student C says the time he or she can see.
- Students continue like this until every member of the group has had a chance to draw a clock face, ask a question and answer a question at least once.



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

Objectives

- revise prepositions, classroom objects, *this, that, these* and *those*.

Prepositions

- Using objects in the classroom, e.g. a book or a pen, elicit the prepositions in the box. Put the object in various places around the room and then ask: *Where is it?* Students say: *It's on the floor, it's in the bag, it's next to the window, etc.*
- Students work in pairs to do the matching exercise.
- Check answers.

Answers

2 in front of 3 in 4 on 5 next to 6 behind

Classroom objects

- Read out the words in the box. Ask students to repeat them after you.
- Check that students understand the words.
- Ask students to identify the board in the picture and then ask them to work alone to find the remaining objects. (All the words in the box can be found in the picture.)
- Students can compare answers in pairs before you check answers with the class. Check answers by pointing to the objects and asking: *What is this?* Alternatively, if you have the CD-ROM with the digital version of the Student's Book, display the picture and ask different students to come to the board and show and name the objects.

Game

- Play *Could you spell that, please?* using the words in Exercise 2.
- See **Games Bank** on page 30.

- Read out the example question and answer.
- Students can work alone to complete the exercise. You could give **weaker students** the questions and ask them to write the answers.
- Check answers.

Suggested answers

- Where's the white rubber? It's next to the ruler.
- Where's the red pencil? It's next to the book.
- Where's the board? It's on the wall.
- Where are the books? They're on the bookshelf.
- Where's the laptop? It's in front of the board.
- Where's the bag? It's behind the desk.

Game

- Play *The Picture Game* using the words in Exercise 2.
- See **Games Bank** on page 28.

Your turn

- Refer students to the example and then ask them to work in pairs to do the activity.
- To **extend** this exercise, you could ask students to work in pairs to take it in turns to put objects in different places in the classroom and ask where the objects are.

this, that, these and those

- Write *this, that, these* and *those* on the board.
- Using objects in the classroom, illustrate the difference between the four words. For example, hold up a pencil and say: *This is my pencil.* Point to a student's pencil and say: *That is Danuta's pencil.* Hold up some books and say: *These are my books.* Point to some books belonging to a student and say: *Those are Gabriel's books.*
- Complete the first sentence with the class as an example and write the sentence on the board.
- Model more sentences using *this, that, these* and *those* by holding up and pointing to objects in the classroom.
- To **extend** this exercise, you could ask students to work in pairs and take it in turns to point to and describe objects that are both near to and far away from them.
- Monitor while students do this. Check they are using the words correctly.

Answers

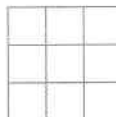
- These are my books.
- Those are my shoes.
- This is my pencil.

Language note

This and *these* are examples of minimal pairs, i.e. words which differ from one another in only one sound. Point out that the /i:/ in *these* is a longer sound than the /ɪ/.

Optional activity

- Play bingo to test students on the /ɪ/ and /i:/ sounds.
- Ask students to draw a 3x3 square in their notebooks.



- Write the following list of words on the board: *this, these, ship, sheep, it, give, eat, leave, bin, hit, sit, seat, his, cheese.*
- Ask students to choose nine words to write in their square.
- Call out words from the list and make sure you keep a note of which words you call out.
- If students have their words in their square, they tick them off. A student says *Bingo!* if he or she thinks you have called out all nine words that he or she has in their square.



Set Exercises 1 and 2 on page 8 of the **Workbook** for homework.

Objectives

- revise possessive adjectives and possessive pronouns, personal possessions and adjectives, possessive 's.

Possessive adjectives and possessive pronouns

- Books closed. Pick up objects in the classroom belonging to both you and the students, and describe them in the following way: *This is my pencil. It's mine. This is her bag. It's hers. This is his notebook. It's his.* Write these sentences on the board and highlight the possessive adjectives and possessive pronouns. Elicit or introduce the idea of possession (use L1 if necessary) and point out that we use the highlighted words to talk about possession.
 - Ask students to open their books at page 10.
 - Students can work in pairs to complete the chart.
 - For further information and additional exercises, ask students to turn to page 118 of the **Grammar reference** section.

Answers

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	–
we	our	ours
you	your	yours
they	their	theirs

Language note

You could ask students to make a note in L1 in their notebooks concerning the use of subject pronouns in English. Although there are occasions when subject pronouns are not used (in informal spoken language, for example, we might say *Don't know*), a subject pronoun is a requirement of a standard sentence in English. We say: *It's my ruler*, rather than *is my ruler*.

- Read out the example.
 - Do this exercise with the class as a whole, asking students to identify whether the correct words in each sentence are subject pronouns, possessive adjectives or possessive pronouns.
 - Alternatively, ask students to work in small groups to complete the exercise. Encourage **weaker students** to check their answers against the information in the chart in Exercise 1.
 - Check answers and then ask students to look at sentence 7. Focus on the difference between *you're* and *your*. Explain that native speakers regularly mistake the two forms when they write. Ask students to write four sentences, two with the subject pronoun *you* and two with the possessive adjective *your*.

Answers

2 her, It's 3 your, mine 4 They, our 5 his, hers
6 their 7 You're

Personal possessions and adjectives

- Match one thing in the box with a picture as an example.
 - Students can then work alone to complete the exercise.
 - Allow **weaker students** to check the meanings of the words by using their phones to look for images of the objects online.
 - Check answers by pointing to the pictures in turn and saying: *What's this?*

Answers

2 a new skateboard 3 an old mobile 4 a big bike
5 a small bike 6 a nice car

Possessive 's

- Read out the information in the box about the possessive 's. Point to various objects belonging to the students. Say something about the objects using the possessive 's, e.g. *This is Andres's ruler*.
 - Ask two or three students to volunteer similar sentences of their own.
 - For further information and additional exercises, ask students to turn to page 98 of the **Grammar reference** section.
 - Refer students to the pictures and sentences in Exercise 4. Ask students to describe the objects in the pictures, e.g. *a new bike*.
 - Read out the example and then ask students to work in pairs to write the remaining sentences.

Fast finishers

Students can write five sentences describing things members of their family possess using the possessive 's, e.g. *My brother's new computer is great*.

Answers

2 Jake's computer is great! 3 My mum's car is small.
4 My brother's skateboard is old. 5 Kate's new book is big.

Optional activity

- This is a good activity to do with **stronger students**.
- Write some sentences on the board, e.g. *Liam's my best friend. That's Liam's new skateboard*.
- Ask students if all three 's are possessive 's.
- Point out that the third one is the possessive 's, but that the first two are a contracted form of the verb *be*.
- Ask students to work in pairs to write four sentences including both possessive 's and the contracted form of *is*.
- Students swap sentences with another pair for peer checking.



Set Exercises 3 and 4 on page 8 and Exercises 1 and 2 on page 9 of the **Workbook** for homework.

Objectives

- revise *be*: affirmative, negative and questions, days of the week, months and dates.

be: affirmative, negative and questions

- Books closed. Put students into small groups and give them 30 seconds to write down as many present forms (affirmative, negative and questions) of *be* as they can.
 - Say *Stop!* when the time is up and then find out how many forms each group came up with.
 - Ask students to open their books on page 11 and work in pairs to complete the chart with the correct forms of *be*.
 - For further information and exercises, ask students to turn to page 119 of the **Grammar reference** section.

Answers

	+	-	
I	am	'm not	12.
He/She/It	is	isn't	
We/You/They	are	aren't	

	Am	I	Is	he/she/it	12?	Are	we/you/they	
			Yes, I am.			No, I'm not.		
			Yes, he/she/it is.			No, he/she/it isn't.		
			Yes, we/you/they are.			No, we/you/they aren't.		

- Read out the example and then ask students to work alone to complete the remaining sentences.
 - Check answers.

Answers

2 's 3 're 4 're 5 're 6 's 7 're 8 's

Game

- Play *Fill the Blanks* using the affirmative forms of *be*.
- See **Games Bank** on page 30.

- Refer students to the example and then ask them to work in pairs to make the sentences in Exercise 2 negative.
 - Check answers.

Answers

2 She isn't Sara. 3 We aren't friends.
4 You aren't Tim. 5 They aren't Pete and Suzie.
6 He isn't a teacher. 7 You aren't the students in my class.
8 It isn't a dictionary.

- Ask a student to read out the example sentence.
 - Ask students to work alone to complete the questions. Encourage **weaker students** to check their answers against the box on page 119 of the **Grammar reference** section.


Answers

2 Are we in an English class? / Are we in English class?
3 Is it cold today? 4 Is the school big? 5 Are you eleven?
6 Are the teachers children?

Your turn

- Put students in pairs to do this activity.
 - Monitor and check that students are both forming questions and using the short answers correctly.


Days of the week

- Ask: *What are the days of the week?*
 - Invite students to call them out in order and write the words on the board. Do not accept or reject the accuracy of the order.
-  **1.05** Play the recording for students to check their answers to Exercise 6.
 - You could then play the recording again for students to listen and repeat the words.

Answers


Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

Months and dates

- Students can work alone to complete the months.
 - Allow **weaker students** to use dictionaries.
 - Students can compare answers in pairs.
-  **1.06** Play the recording for students to check their answers to Exercise 8.

Answers

January February March April May June July
August September October November December

- Write 1, 2, 3 on the board. Explain that these are 'cardinal numbers' and that they tell us about quantity: e.g. *I've got three video games.*
 - Write *first, second, third* on the board. Explain that they are 'ordinal numbers' and that we use them to talk about the order of things: e.g. *September 6th.*
 - Read out the example and then ask students to work in pairs to complete the matching exercise.
-  **1.07** Play the recording for students to check their answers to Exercise 10.

Answers

2 E May 1 3 B September 1 4 A January 24
5 H August 17 6 G December 17 7 D March 8
8 F February 12

Your turn

- Read out the four questions.
 - Put students into pairs to ask and answer the questions.




Set Exercises 3 and 4 on page 10 and Exercises 1, 2, 3, 4 and 5 on page 6 of the **Workbook** for homework.

Objectives

- revise countries, nationalities and languages.

Countries, nationalities and languages


- 1 • Books closed. Write the following words on the board: *country, nationality, language*.
 - Explain or elicit the meanings of the words.
 - Elicit examples of countries, nationalities and languages and write these on the board.
 - Ask students to open their books at page 12.
 - Students can work in pairs to label the map.

- 2  1.08 Play the recording for students to check their answers to Exercise 1.
 - Play the recording a second time for students to repeat the words.

Answers

2 the USA 3 Mexico 4 Colombia 5 Brazil 6 the UK
7 France 8 Spain 9 Turkey 10 Russia 11 India
12 China 13 Japan 14 Australia

- 3 Refer students to the information in the chart and then ask to complete the gaps in pairs.

- 4  Play the recording for students to check their answers to Exercise 3. Play it a second time for students to repeat the words. Encourage students to notice the way the word stress changes, e.g. *Canada – Canadian*.
 - To **extend** the work on nationalities, you could ask students to make a note in their notebooks of the common endings we use to make nationality adjectives, e.g. *-an/-ian/-ish*. Students group the nationalities they know under these headings and add more with the same endings.

Answers

1 Brazilian 2 Colombian 3 Indian 4 Russian
5 Spanish 6 Japanese


- 5 • Read out the examples and then ask students to work alone to complete the remaining sentences.
 - Check answers.

Answers

3 Sarah is from Australia. She's Australian.
4 Li Ping is from China. He's Chinese.
5 Vlad and Oksana are from Russia. They're Russian.
6 Raj and Sanjeet are from India. They're Indian.
7 Harry is from America. He's American.
8 Leticia and Pedro are from Mexico. They're Mexican.

Language note

Capital letters are used for countries, nationalities and languages in English.

- 6  Ask students to work in pairs to ask and answer the question.
 - To **extend** this, you could ask students to ask one another the same question about famous people, e.g. *Where is Neymar from?*

Optional activity

- Put students into pairs (A and B).
- Student B closes his or her book.
- Student A reads out the name of a country from the chart in Exercise 3.
- Student B says the appropriate nationality adjective.
- Students swap roles.

Background

Harry Styles, born in 1994, is an English singer in the band *One Direction*. He entered the TV talent show *The X-Factor* in 2010. Despite failing to make his mark as a solo act, he was put together with other contestants who had entered the show to form *One Direction*.

Kangaroos are marsupials (mammals which are born completely developed and which are carried in a pouch on the female's belly) found in Australia and New Guinea.

Moscow /'mɒs kəʊ/ is the capital of Russia. It has a population of over 11 million and its Red Square, in the centre of this city, is one of the most famous open spaces in the world.

Beijing /beɪ'dʒɪŋ/ is the capital of China. Located in the northeast of the country, the city held the Olympic Games in 2008. Popular sights with visitors are the Great Wall of China and the Forbidden City, the vast palace compound that was home to China's former emperors.

- 7 • Ask students to describe who and what they can see in the pictures, e.g. a famous singer, an animal, a city.
 - Students then work alone to answer the quiz questions.
- 8 • Ask students to work in pairs to compare their answers to the quiz.
 - Check answers to the quiz with the whole class.

Answers

1 English 2 Australia 3 English, French 4 Russia
5 Japanese 6 China

Optional activity

- Put students into small groups of three or four.
- Read out a country from Exercise 3 and then give students one minute to name its capital and think of a fact about the country.
- Each team gets a point for correctly naming the capital and two points if they can say the capital in English. Teams also get a point for an accurate fact and two points for a particularly interesting fact.
- The team with the most points at the end of the game wins.



Set Exercises 6, 7 and 8 on page 9 and Exercise 19 on page 5 of the **Workbook** for homework.

Speaking Asking for clarification

Objectives

- listen to teenagers talking about their name and nationality.
- practise asking for clarification.

- 0.1** Books closed. Point to a student and then ask him or her to clarify that their first name is what you think it is, e.g. *Your first name is Juanita. Is that right?*
- Tell students that you are *asking for clarification* and then write this phrase on the board. Check students' understanding of the phrase. Use L1 if necessary. Provide or elicit further examples of asking for clarification, e.g. *It's Tuesday today. Is that right?*
 - Ask students to open their books at page 13.
 - Tell students that they will watch a few teenagers answer two questions.
 - Before you play the video, you could ask students to guess the nationalities of the teenagers in the chart, e.g. *I think Courtney is British.*
 - Play the video.
 - Students watch and complete the chart.

Videoscript

Adult: What's your name? Where are you from?
Rachel: My name is Rachel Jane Conn. I'm British and I'm from England.
Binnie: My name is Binnie and I'm from Guildford, in the UK.
Steven: My name is Steven. I'm from the United States. My mom and I are both American ... my dad's Israeli.
Emily: My name is Emily, and I'm from the UK. Uh, my mum is from California and my dad is also from the UK.
Courtney: My name is Courtney Lee and I'm from New York. My parents are from China and I'm from the US.
Freddie: Uh, my name is Freddie McCall and I'm English. My parents, uh, are both from England.
Adult: What's your name? Where are you from?

Answers

Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	American	Mum: American Dad: Israeli
Emily	British	Mum: American Dad: British
Courtney	American	Mum: Chinese Dad: Chinese
Freddie	English	Mum: English Dad: English

Background

Katowice /kɑːtɒvɪts/ is a city in Silesia in southwest Poland. It is at the heart of the most industrialised region of that country.

- 2** Put students into pairs to ask and answer the questions.

- 3** Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers.

Answer

12th April

- 4**
- Give students time to look through the conversation.
 - Ask students to work alone to complete the conversation with the words in the box. Ask **stronger students** to complete the conversation without looking at the *Useful language box*.
 - Students can compare answers in pairs.

- 5**
- 1.10** Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers.
 - Ask students to work in pairs to practise the conversation.

Answers

2 spell 3 Sorry 4 repeat 5 course

Background

Munich /myuːnɪk/ is a city in the state of Bavaria in the south of Germany. It hosted the 1972 Olympic Games and is well known for its annual festival *Oktoberfest*.

Hangzhou /ˈhɑŋˈdʒoʊ/ is a city in the Zhejiang province of Eastern China. It is a prominent cultural centre and its West Lake is popular with visitors.

- 6**
- Before students begin this exercise, make sure that they are able to pronounce both the names of the people on the cards and the cities that the people are from. Also check that students can say the names of the letters correctly, that they know how to read out a date of birth, and that they can know how to say the year 1999 (*nineteen ninety-nine*).
- Ask students to work with a partner to practise asking for clarification. They use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information on the cards in Exercise 6. Pair **stronger students** with **weaker students** to do this task.

Optional activity

- Put students into pairs (A and B).
- Students take it in turns to dictate sentences.
- Student A reads out sentences. Student B listens and writes down what he or she hears, saying, when appropriate, *How do you spell that?* or *Can you repeat that, please?*
- Students swap roles.

For homework, ask students to make their own identity cards for their English class. They should provide the following information on their cards: name, age, date of birth, address and a photo.



1 People

We know books

Unit aims

I can ...

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

Unit contents

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

Be curious

- Books closed. Ask: *Who are the important people in your life?* Elicit students' answers to this question, e.g. *my mum, my brother, my best friend.*
- Ask students to open their books at page 14.
- Read out the phrase *be curious*. Explain that a *curious* person is someone who is keen to learn or know things. Use L1 if necessary.
- Drill the pronunciation of *curious* /'kjʊəriəs/. Then explain that being curious about the world is the theme of the *Eyes Open* series of coursebooks.
- Refer students to the photo and ask them to describe what they can see. Alternatively, give them 20 seconds to study the photo, and then ask them to close their books and say what they remember about it.
- Put students into small groups. Give them a minute to answer the three questions. Point out that only the first of the three questions has an obvious answer.
- Check answers. You could introduce the word *probably*, which students can then use when giving their answers to the second and third questions. If you do, explain that the word is used to say that something is very likely, e.g. *I'm probably going to the cinema this afternoon.*
- Tell students that the theme of Unit 1 is family and friends.

Suggested answers

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

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2 p15 1-3 p18 3-6 p20 1, 5 p22
Reading	READING FOR INFORMATION & ARGUMENT	1-3 p16 1-4 p21 1-2 p23
Speaking	CONVERSATION	2, 6-7 p22
	INFORMATION EXCHANGE	4-5 p17 2, 6-7 p22
	SUSTAINED MONOLOGUE: Describing Experience	5-6 p16 5 p18 7-8 p20 8-9 p21
Writing	OVERALL WRITTEN PRODUCTION	3-5 p15
	CREATIVE WRITING	5-7 p23 5-6 p152
Communicative language competence	VOCABULARY RANGE	1-5 p15 4 p16 4 p18 1-3 p20 5-7 p21
	GRAMMATICAL ACCURACY	1-5 p17 1-5 p19 3-4 p23
	PHONOLOGICAL CONTROL	3 p19

Objectives

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


Preparation

- Bring a few photos of your family and friends.

Warm-up

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

- 1 • Ask students to open their books at page 15 and look at Sarah Wood's family tree. Make sure they identify Sarah (with caption 'Me!' middle left).

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

Fast finishers

Students can turn to the **Vocabulary Bank** on page 136 and do the *Family and friends activities*.

Answers

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

Language note

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

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

Answers

2 son 3 daughter 4 grandson

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

Answers

female: wife, sister, grandma, mum
male and female: cousin, classmates, best friend, parents, grandparents
male: brother, dad, granddad, husband

Your turn

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

Optional activity

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



Set Exercises 1, 2, 3, 4 and 5 on page 13 of the **Workbook** for homework.

Objectives

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


Warm-up

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

- Ask students to open their books at page 16.
 - Focus their attention on the photos. Encourage students to make predictions about what the text is about using the images and title to help them.
 - Read out the title and the question.
 - Elicit answers from the class.

Answer

It's a very big family.

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

Answers

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

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

Fast finishers

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

Answers

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

Explore adjectives

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

Answers

2 big 3 noisy 4 happy 5 good

Game

- Play *Could you spell that, please?* using the words in Exercise 4.
- See **Games Bank** on page 31.

Your turn


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

Optional activity

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


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



-  Ask: *What is a robot?* Elicit student's answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Then ask students: *Are robots a good idea?*
- See page 126 for further activities you can do with this video.

Answers

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

-  Set Exercises 6 and 7 on page 14 and Exercises 1, 2, 3, 4 and 5 on page 17 of the **Workbook** for homework.