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1.1 VOCABULARY Nationalities, family, appearance adjectives

pages 10 and 11

Lesson learning objective


Students can talk about nationalities, family, and use adjectives to describe people.

Materials:

- Student's Book
- audio tracks 1.10, 1.11, 1.12, and 1.13
- pictures brought by students (of their families)


Warm-up

- (*Books closed*) Write the word *family* on the board. Tell students to think about their family and to write in their notebooks the names of as many family members as possible. Set a time limit and, when the time is up, elicit how many names students were able to write. Explain that later in this unit they will work with their lists of family members.
- (*Books open*) Draw students' attention to the information in the left column of page 10. Go over the Vocabulary and Grammar items. Read aloud the question about the picture from the story in Lesson 1.4 - Grammar. Encourage students to share their predictions with the whole class and write them down in their notebooks. Do the same with the question about the picture from Lesson 1.6 - Speaking.
- Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.


1  1.10 Look at the pictures. Listen and read the text about Asha's family. Write the names of the people.

- Write *family tree* on the board and ask if anyone knows what it is and how we can draw one.

- Tell students to look at the family tree and, before you play the audio, elicit the number of family members they can see. Then ask students to find Asha's mom and dad in the family tree (H and I).
- Allow students to work in pairs to write the names of the family members. Elicit the answers for A-L and write keywords and phrases on the board (e.g., *my mom, my dad, my mom's mother, my grandpa, my grandfather, my dad's father, my grandma, my aunt, my mom's sister, her husband, their son, my baby cousin, my uncle, my dad's brother, his wife, their daughter, my cousin*).
- Leave the keywords and phrases on the board for students to refer to during Activities 3 and 4.

2  1.11 Complete Vocabulary A box with countries and nationalities from the text. Listen and check.

- Read the information in the box with the whole class. Students then complete the box with countries and nationalities from the text.
- Play the audio for students to listen and check.
- **Critical thinking** When students have finished the activity, organize them into pairs and set a time limit of two minutes for them to think of other countries and nationalities they already know. After two minutes, invite students to share their answers with the whole class.

3  1.12 Study Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

- Read the information in the box with the whole class. Students then study Vocabulary B box individually and write the words in the correct group. Remind them about the useful words and phrases on the board.
- Play the audio for students to listen and check.

4 Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

- Read the information in the box with the whole class. Point out that we add 's after Gus, but that after the plural noun *grandparents* we only add the apostrophe, not a second -s (i.e., *grandparents'*, and not *grandparents's*).
- Provide other examples using the possessive 's and elicit sentences from the class. Have students read the text on page 10 again, rewrite the sentences using 's, and decide who would say each of the sentences. Remind them about the useful words and phrases on the board.

Background notes

The possessive 's comes at the end of the word:

When the word ends in -s, we generally add a second possessive 's (e.g., *Gus's wife*).

After a plural ending in -s, the apostrophe comes after the plural. We don't add a second possessive 's (e.g., *My cousins' names are ...*).

In a chain of possession, each noun needs to have the possessive 's (e.g., *My friend's sister's car*).

Inanimate objects can also take the possessive 's (e.g., *My house's door*).

5 1.13 WORD FRIENDS In pairs, check if you understand the words below. Then write them in the correct column. Some words can go in more than one column. Listen and check.

- Organize students into pairs. Draw their attention to the words. Tell them to read and check if they understand them before writing them in the correct column.
- Walk around the classroom and monitor students' work. When they are ready, play the audio for them to listen and check.
- Elicit the names of students in the class whose eyes are big, blue, etc., whose hair is blond, long, etc., who is short, tall, etc.

6 Look at the pictures on page 10 and correct the sentences.

- Before students start the activity, point out that in English we refer to *hair*, not *hairs*, and we use the singular verb form *is*.

- Have students look at the pictures and correct the sentences. Check answers with the whole class.

And YOU?

7 In pairs, take turns to show each other pictures of people in your family and say sentences about them. Your classmate guesses who the person in the picture is.

- Before students start the activity, remind them how to form questions using the verb *to be*.
- Organize students into pairs and have them take turns to show each other pictures of people in their families and say sentences about them. Walk around the classroom and monitor students' work.

Extra activity

- Keep the same pairs from Activity 7. Tell them to show each other the list of names that they wrote in the Warm-up Activity, explain who each family member is, and describe them. If any family members are from a different country, they can also mention his/her nationality.
- Walk around the classroom to monitor their work. When students have finished, invite them to tell the class about one of their classmate's family members.

Wrap-up

- Organize students into new pairs so that they talk to a student who doesn't know their family.
- Have students choose a family member and say two true sentences and a false one about him/her. Their classmates should listen carefully and try to guess which information is not true.
- Walk around the classroom to monitor their work.

Further practice

- Workbook, Activities 1-7, pages 120-121.

1.2 GRAMMAR *can*

page 12

Lesson learning objective

Students can use *can* to talk about abilities.

Materials:

- Student's Book
- audio tracks 1.14 and 1.15
- blank sheets of paper (8 sheets for every 4 students)

Warm-up

- (*Books closed*) Organize students into groups of four. Tell each group to write the following words, in large writing, on separate sheets of paper: *mother, brother, grandfather, father, sister, aunt, uncle, and cousin*. Explain that you are going to read out some sentences about different people and, as they hear, they should show the sheet of paper with the corresponding word. The first group to show the correct word scores a point.

- Read out the following sentences:
He's my mother's brother. (uncle)
He's my parents' son. (brother)
He's my mom's husband. (father)
She's my parents' daughter. (sister)
She's my uncle's wife. (aunt)
He's my aunt's son. (cousin)
She's my sister's mother. (mother)
He's my father's father. (grandfather)
- (Books open) Students look at page 12. Explain the lesson objective.

1 In your notebook, match one of the words/phrases below to each picture (A–D). Then read the blog post and check.

- Organize students into pairs. Tell them to match one of the words to each picture.
- When they have finished, check answers with the whole class. Follow up by asking students how far they can jump, how many languages they can speak, and how long they can stay underwater.

2 Study the Grammar box. Read the blog post again and underline *can* or *can't*. Then circle the correct option.

- Go through the Grammar box and point out the similarities between *can* and the verb *to be* (we reverse the order of the subject and the verb to form questions; we make the verb negative by adding *n't*; we make short answers by adding *Yes + subject + the positive form of the verb* or *No + subject + the negative form of the verb*).
- Provide other examples using *can* and *can't* and elicit sentences from the class. Students then read the text again, underline *can* or *can't*, and circle the correct option in the Grammar box.
- Check answers with the whole class.

3 1.14 Write sentences about what famous people can or can't do. Listen and check.

- Before students start the activity, ask them if they can name any celebrities who can do other things apart from acting, singing, etc. (e.g., *Johnny Depp can play the guitar.*)
- Walk around the classroom as students write sentences about what famous people can or can't do. Play the audio for students to listen and check their answers.

Background notes

Katy Perry's real name is Katheryn Elizabeth Hudson. She became famous in 2008 and is one of the most successful female singers ever.

Beyoncé Giselle Knowles-Carter became famous in the late 1990s as the lead singer in Destiny's Child. She then became a very successful solo star.

Angelina Jolie is an actor who rose to fame after playing the title role in the "Lara Croft" movies. She is often involved in humanitarian charity projects.

4 In your notebook, write four questions with *can* and the words/phrases in A and B below.

- Tell students to work individually. Explain that to form questions, they just need to write *can* + a word or phrase from A + a word or phrase from B.
- Walk around the classroom to monitor students' work.

Speak Up!

5 1.15 Listen and repeat the questions. What do you notice about the pronunciation of *can*?

- Play the audio for students to listen and repeat the questions. Students then say what they have noticed about the pronunciation of *can*. Help them to understand that *can* is not stressed. In natural speech, the middle "a" sound is weak or omitted. The emphasis is usually on the main verb.

And YOU?

6 In pairs, ask and answer the questions in Activity 4.

- Organize students into pairs. They ask and answer the questions in Activity 4. Walk around the classroom to monitor their work.

Extra activity

- Refer to Activity 4 again. Invite a student to read out a question and ask another student to answer it. Repeat the procedure until all students have asked and answered at least one question.

Wrap-up

- Organize the class into groups of three or four students. Tell them to make *can/can't* statements about an animal, an object, or a person. (e.g., *She can't read without her glasses. She can speak two languages. She can sing and dance.*)
- A student from each group reads their statements and the other classmates try to find out who or what they are talking about.

Further practice

- Workbook, Activities 8–12, page 121.
- Grammar Time, page 106.

1.3 READING and VOCABULARY A magazine article

page 13

Lesson learning objective

Students can identify the title of an article and talk about general appearance and personality.

Materials:

- Student's Book
- audio tracks 1.16 and 1.17

Warm-up

- (*Books closed*) Remind students about state verbs and how we talk about routines and things happening now or around now. Elicit an example question for each, such as *Do you like soccer?* (state verbs), *How often do you do exercise?* (talking about routines), *Are you reading a book at the moment?* (talking about things happening now or around now).
- Ask students to write three questions on their own: the first using a state verb, the second about routines, and the third about things happening now or around now. Then tell them to mingle with their classmates and to ask and answer each other's questions.
- Set a time limit and, when the time is up, have them share their questions and the interesting answers they have received with the whole class.
- (*Books open*) Students look at page 13. Explain the lesson objective.

1 CLASS VOTE Who is your favorite actor?


- Ask the question and elicit ideas from the class. Find out if there is a particularly popular actor and find out which movies students especially like. If they don't mention Jennifer Lawrence's name, find out if they have heard of her, what they know about her, and whether or not they like her as an actor.
- Students vote for their favorite actors. Ask them to explain their choice.

Background notes

Jennifer Lawrence was born on August 15, 1990 in Louisville, Kentucky. She was spotted by a talent scout at the age of fourteen and began her acting career in television shows. Her first major role came on the sitcom *The Bill Engvall Show*. Her movie debut was in *Garden Party* (2008). She won an Oscar for her performance in *Silver Linings Playbook* (2012). Lawrence is a strong supporter of feminism and gender equality and supports various charities through the Jennifer Lawrence Foundation.

2 Read the article quickly and circle the best title for it.

- Go through the information in the Reading tip box with your students. Clarify any questions they might have and explain they will skim the text to find the best title for it.
- Students read the text quickly and do the task. Check answers with the whole class.

3  1.16 Listen and read the article. Mark the sentences ✓ (right), ✗ (wrong), or ? (doesn't say).

- Read the sentences and make sure students understand them before playing the audio.
- Play the audio and have students read the text. Elicit the answers and the related information in the text from the whole class.

4  1.17 Study the Vocabulary box. Underline the words in the article. Listen and repeat.

- Read the information in the box with the whole class. Elicit the meaning of the words and then ask students to think of a different movie character for each adjective (e.g., *James Bond is brave.*).
- Students then study the Vocabulary box individually and underline the words in the text. Play the audio for them to listen and repeat the words.

And YOU?

5 Circle the correct options to make the sentences true for you. You can choose more than one option. In groups, compare your answers.

- Go through the sentences with the whole class. Then tell students to choose the correct options to make them true for them.
- Organize students into groups. Read the model dialogue and explain that they should compare their answers. Mention that other possible eye colors are gray and hazel and other possible hair colors are red, ginger, and chestnut. When students have finished, ask them if they are 100 percent different from another student in their group. Have them share their opinions.

Extra activity

- Organize students into pairs. Have them read the text in Activity 2 again. Tell them to close their books and take turns to ask and answer questions about Jennifer Lawrence. Walk around the classroom to monitor their work.

Wrap-up

- Ask: *Who is your favorite movie character?* Have students share their answers with the whole class. Remind them to use the adjectives from the Vocabulary box and other adjectives they already know to justify their choices.

Further practice

- Workbook, Activities 13-15, page 122.

Lesson learning objective

Students can use subject and object pronouns.

Materials:

- Student's Book
- audio track 1.18
- strips of paper with the following adjectives: *brave, friendly, funny, nervous, quiet, smart, tall*

Warm-up

- (*Books closed*) Organize students into seven groups. Give each group a strip of paper and tell them not to show it to any other group.
- Tell the groups to think of different people their word can describe. Encourage them to think of famous people as well as students in class. When they are ready, tell each group to read out their list of names while the rest of the class tries to guess which word they have.
- (*Books open*) Students look at page 14. Explain the lesson objective.

1 Look at the picture. What can Max do?

- Have students describe the picture. Then ask: *What color is Max's hair? How old do you think he is? Where do you think he is from?* Encourage students to keep making predictions about the text.

2  1.18 Listen and read. Answer the questions.

- Play the audio for students to listen, read, and check if their predictions are correct. Then allow students enough time to answer the questions individually. Check answers with the whole class.
- **Critical thinking** Draw students' attention to the part of the text where Max talks about his big sister, Lily, who can speak four languages. Discuss with them why it is important to learn foreign languages.

3 Study the Grammar box. Underline examples of subject pronouns and circle examples of object pronouns in the text.

- Read the information in the box with the whole class. Provide example sentences and elicit others from the class. Write them on the board.
- Students then study the box individually, underline examples of subject pronouns, and circle examples of object pronouns in the monologue.
- Check answers with the whole class.

4 Complete the sentences with object pronouns.

- Students complete the sentences with object pronouns. Walk around the classroom to monitor their work and check answers with the whole class.

5 Rewrite the sentences. Replace the words in blue with subject or object pronouns.

- Read the sentences with the whole class. Tell students to rewrite them replacing the words in blue with subject or object pronouns.
- Walk around the classroom to monitor their work. Check answers with the whole class.

And YOU?**6 Choose an awesome person. Describe him/her using subject and object pronouns. Can your classmate guess who the person is?**

- Read the model dialogue with the whole class. Explain to students that they should choose an awesome person and describe him/her using subject and object pronouns so his/her classmate can try to guess who he/she is. Remind them to use *can/can't* in their descriptions.
- Walk around the classroom to monitor their work. Have some students read their descriptions to the whole class.

Extra activity

- Organize the class into two groups to play *Board Race*. Give each group a colored marker, draw a line down the middle of the board, and write *Subject pronouns* and *Object pronouns* at the top of each column. Students should then write as many sentences with subject and object pronouns in a relay. Set a time limit and award each group one point for each correct sentence.

Wrap-up

- (*Books closed*) Have students retell what they have learned about Max and his family.

Further practice

- Workbook, Activities 16-19, pages 122-123.
- Grammar Time, page 106.

1.5 LISTENING and VOCABULARY Fashion

page 15

Lesson learning objectives

Students can identify specific information in a conversation and talk about clothes.

Materials:

- Student's Book
- audio tracks 1.19, 1.20, 1.21, and 1.22

Warm-up

- (*Books closed*) Organize the class into groups of four. Students work together to find out something that three of them can do, but one of them can't, or something that one of them can do, but three of them can't.
- When they are ready, the groups take turns to say to the class: *One student in our group can/can't (read without glasses).* The rest of the class then tries to guess which student in the group is being referred to.
- (*Books open*) Students look at page 15 and discuss what they will learn in this lesson. Explain the lesson objectives.

Extra activity

- Write the words *style* and *fashionable* on the board. Then ask students to think of a famous person who they think has great style and elicit some ideas.
- Organize students into pairs and tell them to open their books to page 15 and look at the picture in Activity 1. Ask: *In your opinion, which person (A–D) has great style?* Encourage students to justify their opinions.
- Walk around the classroom to monitor students' work. Have some pairs share their opinions with the whole class.

1  1.19 Listen and match the names to pictures A–D.

- Before students listen to the audio, elicit words they think they might hear that would help them decide which person from the pictures is being described (e.g., *short skirt, pants, green sunglasses*).
- Play the audio. Students listen and match the names to the pictures. If students are struggling with the activity, play the audio twice. When they have finished, elicit the answers and relevant phrases from the audio.

Audio script

C = Chrissy M = Marc

D = Duncan S = Sam

D = Donna

1

C: Wow! Really cool jacket! Can I take a picture for my blog?

D: Which blog is this?

C: It's about fashion in Newport.

D: Oh, OK then.

C: Great!

C: You have great style!

D: Thank you!

C: What's your name? I'm Chrissy.

D: I'm Duncan.

C: Are you a student?

D: No, I have a job in a store.

2

C: Wow! Can I take a picture of you for my blog?

M: Um, sure!

C: It's a beautiful bike!

M: Thanks! It's French.

C: What's your name? I'm Chrissy.

M: I'm Marc. What's the name of your blog?

C: It's The Newport Look.

3

C: Hi. Can I take a picture for my blog? Your style is just perfect!

S: Yes, sure.

C: What's your name?

S: I'm Sam.

C: How old are you, Sam?

S: I'm seventeen.

C: You have great style. Your boots are fantastic.

S: Thanks! They're from Spain.

4

C: Excuse me? I'm Chrissy and I have a blog about fashion. Your hair's really nice.

D: Oh, thanks.

C: Is it OK to take a picture for my blog?

D: Yes, OK.

C: Cool sunglasses too!

D: Thanks! They're just cheap glasses from the supermarket!

C: They're great! What's your name?

D: I'm Donna. Tell me about your blog.

2  1.19 Listen again. Mark the sentences true (T) or false (F).

- Tell students to read the sentences before you play the audio.
- Play the audio for students to listen and mark the sentences T or F. Elicit the answers and ask students to identify what was said in the audio that helped them decide on the answers.

3  1.20 Study the Vocabulary box, then listen and repeat the words. Complete the sentences about the people in the pictures.

- Read the words in the box with the whole class and clarify vocabulary if necessary. Students study the box individually and complete the sentences.
- Check answers with the whole class.

4 1.21 Order the words to make compliments. Listen and check.

- Make sure students understand the meaning of the word *compliment*. Ask them how often their friends compliment them on their clothes or their hair. Draw students' attention to the positive adjectives *cool*, *great*, and *awesome*, and ask them if they can think of any other positive adjectives (e.g., *nice*, *beautiful*, *perfect*, *fashionable*).
- Students order the words. Play the audio for them to listen and check.

Extra activity

- Write the following dialogue on the board:
A: *Your sunglasses are great!*
B: *Thanks! Your sweater is really nice!*
- Organize students into pairs. Have them write compliments about their classmates in their notebooks. Encourage them to refer to the dialogue on the board and to the previous activities for other ideas.
- Walk around the classroom to monitor students' work. Make sure they change roles so that they both have a chance to give and receive compliments. When they are ready, invite pairs to act out their role-play in front of the class.

5 1.22 Listen to a recording about Chrissy. Listen again and write down what you hear.

- Play the audio once and students just listen. Play the audio again for students to write down what they hear. If students are struggling with the activity, pause the audio at times.

- At the end of the activity, ask students to exchange books with a classmate. Explain that they are going to correct their classmate's work. They should award two points for a correct word, one point if there is incorrect punctuation (e.g., *no apostrophe*, *no capital letter*), one point if there is only one letter wrong in the spelling (e.g., *fashion* instead of *fashion*), and no points if the spelling has more than one letter wrong.
- Write the text on the board one word at a time. When students have finished correcting their classmate's work, they should add up the points and give their classmates their score.

And YOU?

6 Look at Activity 5 again. In your notebook, write similar sentences about yourself. Then take turns to read them in pairs.

- Students write similar sentences about themselves in their notebooks. Walk around the classroom to monitor their work.
- Students then take turns to read their sentences to their classmates.

Wrap-up

- **Critical thinking** Have students discuss how important fashion is to them and how it is related to a person's identity. Encourage them to use the vocabulary and grammar they have learned in the previous lessons in their arguments.

Further practice

- Workbook, Activities 20-21, page 123.

1.6 SPEAKING Greeting people

page 16

Lesson learning objectives

Students can greet and introduce people.

Materials:

- Student's Book
- audio tracks 1.23 and 1.24

Warm-up

- (*Books closed*) Ask students: *What color is my (shirt)? What color are my (shoes)?* Make sure students understand that the words for clothes which end in -s (e.g., pants, jeans, shoes, glasses) generally take a plural verb form. Point out that *dress* takes a singular verb form.
- Explain to students that they should walk around the classroom and look carefully at their classmates' shoes and clothes.

- When you say: *Stop!*, they should find a classmate and stand back to back. The pairs should take turns to ask and answer questions about their clothes and shoes (e.g., *What color are my shoes? What color is my sweater?*). When they have finished, they should walk around the classroom once more and repeat the procedure with another classmate.
- Have students talk about Max. Encourage them to provide the information they can remember about him: who he is, what he is interested in (dance), where he is from (Boston, USA), etc.
- (*Books open*) Students open their books to page 16, look at the picture and describe the woman. Have them discuss what they will learn in this lesson. Explain the lesson objectives.

1  **1.23 Look at the picture and circle the correct option. Read and listen. Check your answers.**

- Students look at the picture again and do the task. Play the audio for them to read, listen, and check their answers.
- After students have checked their answers, go through the Out of class box. Make sure students understand that the stress in *What about her?* is on the word *about*. Explain that we use this phrase to ask why the person you are speaking with has mentioned someone or something (e.g., *Do you see this pen? Yes, what about it?*). Then explain that *Come on!* means *Come with me!* or *Let's go!* We say *Excuse me* to get someone's attention before we start talking to them, and *So cool!* means *Very cool!* At last, explain that we say *I'm sorry!* to apologize for doing or saying something wrong (e.g., *I'm sorry I'm late.*) and that we can respond to *I'm sorry!* by saying *No problem!*, which means *It's OK!*, *Don't worry!*, or *It doesn't matter!*

2 Study the Speaking box. Underline the phrases in the dialogue.

- Set a time limit for students to study the Speaking box and find examples of the phrases in the dialogue. Check answers with the whole class.
- Organize students into groups of three and tell them to role-play meeting someone. Two students should say hello, ask each other how they are, and tell each other their names. One student then introduces the third student. Then they all say goodbye.

Extra activity

- Divide the class equally into two groups. If there is enough space in the classroom, one group should stand in an inner circle and the other group should stand in an outer circle. The students in each group should face one another so that a student in the inner circle faces a student in the outer circle. The students should greet each other, introduce themselves, ask each other how they are, and then say goodbye. Then the students in the outer circle should all move one place clockwise and repeat the same procedures with the next student in the inner circle. Repeat the procedure a few times.

3 Complete the sentences with the words below.

- Students read the sentences and complete them on their own. Have them check their answers in pairs. Walk around the classroom to monitor their work.

4  **1.24 Complete the dialogue with sentences from Activity 3. Listen and check.**

- Students complete the dialogue with sentences from Activity 3.
- Play the audio for them to listen and check their answers.

5 In groups of three, practice the dialogue in Activity 4.

- Organize the class into groups of three.
- Tell them to practice the dialogue three times, with students playing a different role each time. When they have finished, invite the groups to act out their dialogues in front of the class.

6 **CLASS VOTE** **In your notebook, write a list of six famous people. Compare with your classmates. Who is popular in class?**

- Students write six famous people in their notebooks. Then organize students into groups of five or six. They compare their lists and find out if they are similar.
- Ask each group to say the most popular famous person in their group. Students in the other groups say if they had written that person, too.

And YOU?

7 In groups of three, have a conversation. Follow these steps. Then switch roles.

- Keep the groups from Activity 5. Students follow the steps to have a conversation.
- Encourage the groups to think of ways of making their conversations more interesting (e.g., *one of them could get a name wrong or they could find out that the other two already know each other*). When they have finished, invite groups to act out their conversations in front of the class.

Wrap-up

- Have students write a list of six famous people in their notebooks. Then organize the class into groups of three so that they can compare their lists. When they have finished, ask if any of the groups had the same famous person in their lists. Then find out which famous person appeared in most lists and elicit the reason why that person is famous.

Further practice

- Workbook, Activities 22 and 23, page 124.

Lesson learning objective

Students can write a short description of a person.

Materials:

- Student's Book

Wrap-up

- (*Books closed*) Organize students into groups of four and ask each group to choose one student to come to the front of the class. Explain that the students at the front are going to play the role of new students in the class, and that the rest of the students in the group should greet them, introduce themselves, and ask how they are.
- When the groups have finished, ask the “new” students if they felt that they were greeted nicely and made to feel welcome in their new class.
- (*Books open*) Ask students to look at page 17 and guess what they will learn in this lesson. Explain the lesson objective.

1 CLASS VOTE Read the texts quickly. In your opinion, are Tina and Lionel heroes?

- Students read the texts quickly and answer the question, checking the predictions they made in Lesson 1.1. Ask students to explain why the two people are heroes (Jade is a student who is brave despite her problems and Lionel Messi is a famous soccer player).
- **Critical thinking** Ask students for opinions about what kinds of people they think can be heroes (e.g., *doctors, humanitarians, sports stars, actors, singers*). Organize them into pairs and encourage them to discuss what it takes to be a hero and share their opinions with the whole class.

2 Underline the examples of object pronouns in the texts in Activity 1.

- Students read the text in Activity 1 to underline the examples of object pronouns. Walk around the classroom to monitor their work.
- Check answers with the whole class.

3 In pairs, check (✓) the things Karin and Paulo mention in their descriptions in Activity 1.

- Organize students into pairs. Read the options to make sure students understand all of them. Have them check the things Karin and Paulo mention in their descriptions in Activity 1.

4 Study the Writing box and check your answers in Activity 3.

- Students study the Writing box and check their answers in Activity 3. Then go through the box with the whole class and ask students to think of other ideas for each heading. You can mention, for example:
Introduce the person: *My hero is my mom's friend ...*
Age/Occupation: *She's forty-five and she's a politician/businessperson.*
Nationality/Languages/Family: *She's Brazilian. She's married with three children. She can speak four languages.*
Appearance: *She has brown hair and blue eyes, and she wears glasses. She's tall.*
Personality/Positive things about the person: *She's very smart and hard-working.*

Writing time**5 In your notebook, write a description of your hero. Use the texts in Activity 1 and the Writing box to help you.**

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Allow students some time to make notes about their hero in their notebooks. Help with vocabulary if necessary and remind them to refer to the texts in Activity 1 and the Writing box for help.
- Once they have taken notes, students start writing their drafts. Point out they should organize their text into paragraphs, making sure each part of the text focuses and develops one main idea. Walk around the classroom to monitor their work.
- Organize students into pairs for feedback. Monitor pairs' work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made for whole class discussion.
- Students write the final version of their text on a separate sheet of paper for further correction.

Extra activity

- **Critical thinking** Ask students if they would like to be a hero. Encourage them to justify their opinions.

Wrap-up

- Students read their descriptions to the whole class. Encourage those who are listening to ask questions about their classmates' heroes.

Further practice

- Workbook, Activities 24 and 25, page 124.

Wordlist and Vocabulary in action

page 18

Materials:

- Student's Book
- audio tracks 1.25 and 1.26

Activities 1-3

- Allow students some time to do the activities individually. Check answers with the whole class.

Extra activity

- Students work on their own to write six sentences in their notebooks. Three sentences should use *and* and the verbs *to be* and *can*, and three sentences

should use *but* and the same two verbs. When students have finished, they should work in pairs to compare their ideas. Invite students to read out their sentences to the class.

🔊 1.25 Activity 4

- Show students how to pronounce the /ɪ/ sound before playing the audio.
- Play the audio for students to listen and repeat the words.

🔊 1.26 Activity 5

- Organize students into pairs. They say the sentences, listen, and repeat.

Self-check

page 19

Materials:

- Student's Book
- audio track 1.27

Activities 1-6

- Allow students some time to do the activities. You can use this lesson for informal assessment. Check answers with the whole class or individually.

Activity 7

- Organize students into pairs. Walk around the classroom as students practice their conversations.

🔊 1.27 Activity 8

- Play the audio twice for students to listen and write what they hear in their notebooks. If they are struggling with the activity, play the audio a third time.

Audio script

My brother's girlfriend is Italian. Her name is Maria. She's twenty-five years old. She has big brown eyes. Her hair is short and blond. She's very nice.

Extra activity

- Keep students in pairs. They write down their conversations from Activity 7 in their notebooks. Encourage them to add more information.
- Walk around the classroom to monitor their work. Invite some pairs to read out their conversations to the class.

Further practice

- Workbook, Self-assessment, Activities 1-6, page 125.