

2 I FEEL HAPPY

OBJECTIVES

FUNCTIONS: talking about feelings; asking questions; expressing likes and dislikes

GRAMMAR: *be* (negative: singular and plural; questions and short answers); object pronouns

VOCABULARY: adjectives to describe feelings; positive and negative adjectives

READING

1 Match the phrases with the photos. Write 1–6 in the boxes.

- | | |
|----------------|--------------|
| 1 on a train | 4 at school |
| 2 on a plane | 5 on a beach |
| 3 at a stadium | 6 on a bus |

2 **SPEAKING** Work in pairs. Student A, close your book. Student B, test your partner.

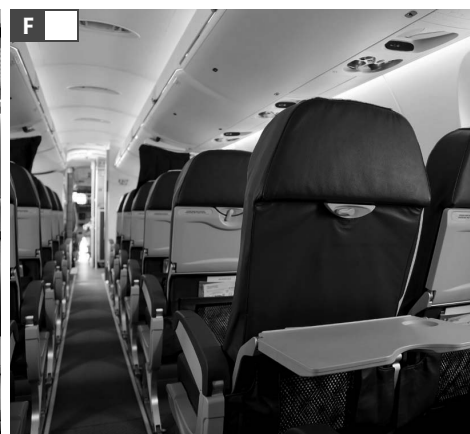
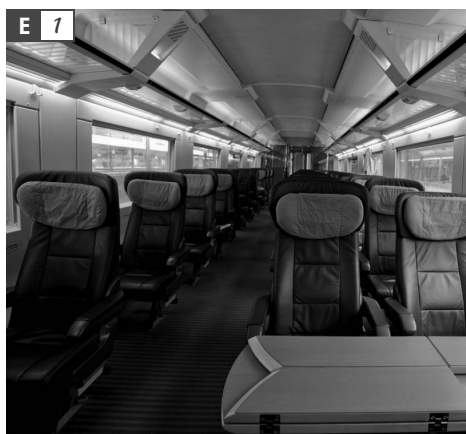
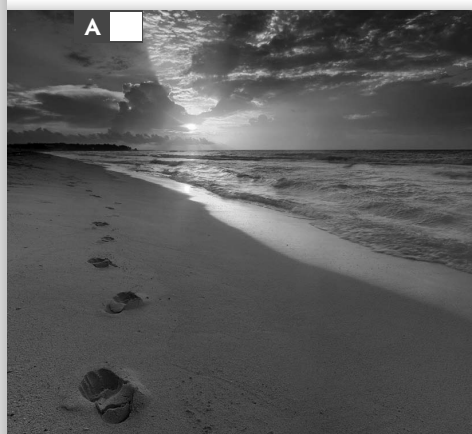
What's A?

It's on a beach.

3 **1.25** Read and listen to the text messages on page 21. Where are the people? Write the names under the correct photos in Exercise 1.

4 Mark the sentences T (true) or F (false).

- | | |
|---|--------------------------|
| 0 Nicky is worried. | <input type="checkbox"/> |
| 1 Andrea is at school. | <input type="checkbox"/> |
| 2 Andrea, Amy, and Katie are on vacation. | <input type="checkbox"/> |
| 3 Ryan is not happy. | <input type="checkbox"/> |
| 4 The bus driver isn't angry. | <input type="checkbox"/> |
| 5 James is at a baseball game. | <input type="checkbox"/> |



2 | I FEEL HAPPY

READING

- 1 Display the photos on the Interactive Whiteboard (IWB), or ask students to look at them in their books, covering the rest of the page. Ask: *Where is it?* Elicit any suggestions. Students will probably not know all the words at this point.

Ask students to look at the exercise. Read the phrases and ask the class to repeat them after you, first all together, then two or three students individually, to practice pronunciation. Make sure students understand that the phrases answer the question: *Where?* Give students a minute or two to do the matching task. Then ask them to compare their ideas in pairs before you check answers with the class. Avoid getting into a detailed presentation of the prepositions of place at this point.


Answers

1 E 2 F 3 C 4 B 5 A 6 D

Optional activity

If you use an IWB, ask a different student to come up to the screen and label the photos with the phrases as you check answers. Ask the rest of the class to check and confirm or correct the answers. Remove the labeling or turn off the IWB before you move on to Exercise 2.

- 2 **SPEAKING** Demonstrate the activity by doing A together as a class. Students cover Exercise 1 and then take turns using the photos to test each other on the phrases. Monitor their use of the newly learned phrases.

- 3  1.25 Focus on the four texts on page 21 and check / clarify text messages. Elicit what they are called in the students' language. Read the instructions. Make sure students understand that they only need to identify where the people sending the messages are. Reading quickly for a specific piece of information and ignoring unnecessary detail is called *scanning*, and it is a key reading skill.

Students scan the texts for the relevant information and then label four of the pictures. Ask them to compare ideas in pairs before you check answers with the class.

Answers

A Andrea B Nicky C James D Ryan

- 4 Ask students to read the sentences carefully. Elicit or pre-teach *worried*, *(on) vacation*, *bored*, *angry*, and *happy*. Clarify, if necessary, that *isn't* is the contraction of *is not*. Find the information that supports the answer in the example in the first text about Nicky, and ask students to underline it (*I'm a little worried*). Suggest that they follow the same process for the other three texts: first find and underline the relevant information and then study this more carefully to decide about the sentences. Ask students to compare their ideas in pairs before you check answers with the class.

Answers

1 F 2 T 3 T 4 F 5 T

Welcoming a new classmate

- 1 Focus attention on the picture and thought bubble. Elicit answers for the three questions. Ask the class to say if they agree or disagree with each suggestion offered.

Answers

- 1 She's at (her new) school.
- 2 She's worried and sad.
- 3 She misses her friends.

- 2 Read the title of the section. Elicit an explanation for what it means (how students respond to the arrival of a new student in class) and, if necessary, a translation to check comprehension.

Read the instructions for the exercise. Make sure students understand it is a hypothetical situation in which they have to consider how they would respond to the arrival of a new classmate. Elicit or pre-teach (through mime, an explanation, or a translation) the key verbs: *talk (to)*, *help*, *smile (at)*, *laugh (at)*, *ask* (questions). Check that students are aware of the distinction between *smile at* and *laugh at*. Give students a minute or two to consider the ideas and give their own responses using the emoticons.

Answers

- 1 😊 2 😊 3 😞 4 😞 5 😊

- 3 **SPEAKING** Put students in pairs to compare their ideas. As they discuss their ideas, encourage them to try to say why they think so. The focus in this activity is on developing the whole learner, not just on language practice. Allow some use of their first language but, as you monitor, also provide help so students can practice giving reasons in English.

Ask for a show of hands for each idea to see if the class agrees on which things are OK to do. Elicit some reasons from volunteers and help them express their ideas in English, and check that the rest of the class understands these by eliciting translations from different students.

- 4 **SPEAKING** Students continue working in pairs to think of other things to do to welcome a new classmate. Ask each pair to come up with at least four more ideas. Provide dictionaries for their use or allow them the use of internet-enabled mobile devices to look up the language they need. As you monitor their preparation, also provide help with vocabulary, grammar, or pronunciation as needed.

Put pairs together in groups of four to compare ideas. Or, depending on how much time you have for the activity, you might want to form new groups of four by taking four students from different pairs in order to provide more ideas for discussion. Allow some use of the first language so students can explain the ideas they looked up. Ask every student to record any useful new language they learn. Monitor the discussions and continue providing help as before.

Ask each group to vote on the best suggestion and then share their choice with the whole class. Write the ideas on the board, check comprehension of meaning, quickly drill their pronunciation, and ask the whole class to record the phrases.

Hi there!

Nicky

Hi there, I'm at school. There are 12 girls and 15 boys in my new class. They aren't very friendly. I'm a little worried. 😞 But the teacher's really cool. How are you? Are you OK? See you soon.

Tuesday, 10:06 a.m.

Andrea

Look at my photo. I'm on the beach. It's hot and sunny. I'm very happy. 😊 I'm with 2 American girls, Amy and Katie. It's fun! What about you? How's your vacation? Is it nice there?

Sunday, 3:26 p.m.

Ryan

I'm on the bus to school and I'm not very happy. It's so full and I'm very hot. 😞 The driver isn't very nice and he's angry. Ten more minutes to get to school. See you soon!

Monday, 8:16 a.m.

James

Hi, I'm at the baseball stadium. The score's 4-0 for the other team. The players on my team aren't good. Are they tired or bored? Baseball is a great sport, but this game isn't great. Bye!

Saturday, 4:58 p.m.

THINK VALUES

Welcoming a new classmate

1 Look at the picture and answer the questions.

- 1 Where is Emily?
- 2 How is she?
- 3 Why isn't Emily happy?

The first day at my new school. I'm worried and I'm sad. Where are my friends?



2 Imagine you are Emily's classmate. What's OK 😊 or not OK 😞?

- | | |
|-----------------------|---------|
| 0 talk to Emily | 😊 _____ |
| 1 help Emily | _____ |
| 2 smile at Emily | _____ |
| 3 laugh at Emily | _____ |
| 4 not talk to Emily | _____ |
| 5 ask Emily questions | _____ |

3 **SPEAKING** Compare your ideas with a partner.

It's OK to smile at Emily.

It isn't OK to ...

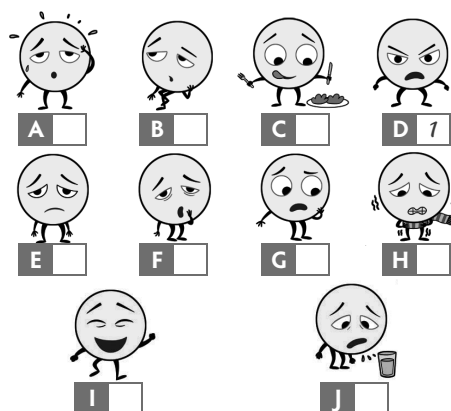
4 **SPEAKING** Work in pairs. Think of other things you can do to help Emily on her first day.

VOCABULARY

Adjectives to describe feelings

- 1 1.26 Match the feelings in the list with the pictures. Write 1–10 in the boxes. Listen and check.

1 angry | 2 bored | 3 cold | 4 excited
5 hot | 6 hungry | 7 sad | 8 thirsty
9 tired | 10 worried



- 2 Match the sentences with the pictures. Write 1–6 in the boxes.



- 1 It's your birthday.
2 It's one o'clock in the morning.
3 There's a great movie on TV, but the TV is broken.
4 The weather is terrible!
5 Your mom is angry with you.
6 You're on a plane.
- 3 **SPEAKING** Work in pairs. Tell your partner how you feel in the situations in Exercise 2.

Number 1: I'm excited.

Number 2: I'm ...

Workbook page 21

GRAMMAR

be (negative: singular and plural)

- 1 Look at the text messages on page 21. Complete the sentences. Then complete the rule.

- 1 They _____ very friendly.
2 The driver _____ very nice, and he's angry.

RULE: We form the negative of *be* with subject + *be* + 1 _____.

I'm **not** sad. (am not)

You **aren't** sad. (are not)

He/She/It 2 _____ sad. (is not)

We **aren't** sad. (are not)

They 3 _____ sad. (are not)

- 2 Complete the sentences with the correct negative form of the verb *be*.

- 0 Madison isn't happy today. She's very sad.
1 You _____ on my team. You're on Mike's team.
2 They _____ eleven years old. They're ten.
3 No pizza for me, thanks. I _____ hungry.
4 Lucia's favorite color is blue. It _____ green.

- 3 Complete the sentences with the correct form of the verb *be*.

- 0 We 're ✓ Mexican. We aren't ✗ American.
1 I _____ ✗ sad. I _____ ✓ happy!
2 Danny _____ ✓ twelve. He _____ ✗ eleven.
3 It _____ ✗ hot. It _____ ✓ cold!
4 Lucy _____ ✓ worried. She _____ ✗ excited.

Workbook page 18

Pronunciation

Vowel sounds: adjectives

Go to page 120.



TRAIN TO THINK

Categorizing

- 1 Read the words in the list. Put them into four categories. There are four words for each category.


afternoon | angry | book | bored | chair | desk
evening | excited | gray | morning | night
orange | pencil | purple | white | worried

- 2 **SPEAKING** Work in pairs. Read your categories out loud. Compare them.

Category 1 - gray, orange, ...

VOCABULARY

Adjectives to describe feelings

- 1  1.26 Elicit what kind of adjectives students have encountered in previous units (*colors in the Welcome unit, nationalities in Unit 1*), and what they know about their use: adjectives come before the noun they modify and they never change their form, whether for singular / plural or for gender; the indefinite articles *a / an* come before the adjective + noun when the adjective is added, and they match the initial sound of the adjective. Make notes on the board to record the main points, and elicit examples from the class. Students match the adjectives and pictures. Have them compare ideas in pairs before you play the audio for them to check their answers. Play the audio again for students to listen and repeat the words to practice pronunciation.

Answers

1 D 2 B 3 H 4 I 5 A 6 C 7 E 8 J 9 F 10 G

- 2 Students match the situations and pictures. They then compare ideas in pairs before you check answers with the class. Read the sentences out loud for them, so they hear them pronounced. Elicit or explain: *birthday, one o'clock, movie, broken, weather, terrible, and mom*.

Answers

A 1 B 3 C 5 D 4 E 2 F 6

- 3 **SPEAKING** Put students in pairs to talk about their feelings in each situation. You might want to ask them to say as well as mime the feelings described. Monitor their use of the adjectives.

Workbook page 21

GRAMMAR

be (negative: singular and plural)

- 1 Ask students to try to complete the two examples from memory before they look back at page 21 to check their answers. Then ask them to complete the rules and then compare their ideas in pairs before you check answers with the class.

Answers

1 aren't 2 isn't

Rule

1 not 2 isn't 3 aren't

Language note

It is also possible to use the contracted affirmative verb form followed by *not* to express the negative for *is* and *are*. For *am*, however, this is the only possible contracted form: *She isn't sad.* = *She's not sad.* *You aren't sad.* = *You're not sad.* BUT *I'm not sad.* NOT *I amn't sad.*

- 2 Students complete the sentences and then compare ideas in pairs before you check answers with the class. If you're short on time, assign this task for homework.

Answers

1 are not / aren't 2 are not / aren't 3 am / 'm not
4 is not / isn't

- 3 Look at the example together to make sure students understand that check marks mean that affirmative forms are to be used and crosses mean negative forms are to be used. Students complete the sentences and then compare ideas in pairs before you check answers with the class.

Answers

1 am / 'm not, am / 'm 2 is / 's, isn't 3 isn't, is / 's
4 is / 's, is not / isn't

Fast finishers

After either Exercise 2 or 3, ask fast finishers to write at least four true sentences about people in the classroom with both the affirmative and negative forms of the verb *be* and adjectives describing feelings.

Workbook page 18

Pronunciation 1.27 1.28

To practice pronunciation of vowel sounds in adjectives, go to page 120.

TRAIN TO THINK

Categorizing

- 1 Categorizing is a key analytical skill that enables learners to store related information and language together and recall them more effectively when needed. To categorize things, a learner must be able to identify the common element that connects certain items, as well as distinguish characteristics that set them apart.

Ask students to group the sixteen words into four logical groups of four, in whatever way they feel is most logical. Ask them to consider what connects the words in each category.

Answers

Category 1: gray, orange, purple, white

Category 2: angry, bored, excited, worried

Category 3: book, chair, desk, pencil


Category 4: afternoon, evening, morning, night

- 2 **SPEAKING** Put students in pairs to compare their categories by reading them aloud to each other. Can their partner identify what connects the words in each category? Did they come up with the same categories? To follow up, elicit some ideas from the class, and ask the students to say whether they had the same or different categories.

Possible answers

1 colors 2 emotions 3 classroom objects
4 times of day


LISTENING

- 1  1.29 Understanding context or gist is a key listening skill, so students need practice in listening for a general sense of what a text is about, rather than focusing on particular details.

Read the instructions together to make sure students understand they have to match only two of the four dialogues with the pictures. Play the first two dialogues, and ask students to decide which picture illustrates one of them and write the number. Play the other two dialogues and ask them to do the same with the remaining picture. Check answers together.

Answers

A 4 B 2

- 2  1.29 Read through the example question and answer. Play the first dialogue and check that students understand that they must listen for the gist of each situation, not just what the speakers say. Ask the students, in pairs, to read the second question and answer it quickly. Check understanding.

Play the rest of the recording, each dialogue separately, so students have a chance to consider which adjective best describes the feelings expressed in the situations. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

1 angry 2 excited 3 tired 4 cold

GRAMMAR

be (questions and short answers)

- 1 Focus attention on picture A. Ask: *Who's this?* Elicit: *This is Ashley.* Ask: *How is Ashley?* Elicit: *She's cold.* Now ask students to read the question and choose the answer that best matches this.

Ask students to find the subject in the question (*you*). Ask them to look at the four questions in Listening Exercise 2 and circle the subjects in those as well (*Noah's mom, Chris and David, Dad, Ashley*). Ask: *What's before the subject?* Elicit that it is always the matching form of the verb *be*. Fill in the first blank in the rule box together.

Now ask students to look at the short answers. Ask: *What's after Yes or after No?* Elicit that the short answer always has a pronoun. We don't repeat any names.

Students work in pairs to complete the table. Check answers as a class.

Answer

No, I'm not.

Rule

1 be 2 Yes / No

Answers

1 Is 2 Are 3 are 4 isn't 5 aren't

- 2 Look at the example together and check how it matches the rules you have just established. Students order the questions and write a suitable short answer, referring back to the table as necessary. Stronger students should try to do the task while keeping the table covered, only looking at it at the end to check. Ask students to compare ideas in pairs before you check answers with the class. Confirm or elicit the meaning of *hungry* and *late*.

Answers

- 1 Are you hungry? No, I'm not.
- 2 Are they from Brazil? Yes, they are.
- 3 Is she tired? No, she isn't.
- 4 Am I late? No, you aren't.

Fast finishers

Students write the other possible short answer for each question.

- 3 Students complete the dialogues with the correct forms. If you're short on time, assign this task for homework. Ask students to compare answers in pairs before you check them with the class. Confirm or elicit the meaning of *early* (and elicit its opposite from Exercise 2, *late*).

Answers

- 1 I'm not 2 Are, are, 're 3 Is, isn't 4 aren't, 're
- 5 Is; Yes, he is 6 Are; No, we aren't

Mixed-ability idea

Stronger classes could do Exercise 3 orally.

- 4 **SPEAKING** Put students in pairs to take turns asking the questions and giving short answers. Encourage them to give additional information after each short answer, as in Exercise 3. Monitor their use of all the forms of *be*, and make a note of any common errors to go over at the end of the activity. Avoid interrupting conversations to correct mistakes unless they hinder comprehension.
- 5 **SPEAKING** Students continue the activity with their own questions. Monitor as before, but provide help with any unfamiliar language if necessary. To follow up, ask two or three volunteer pairs to repeat their most interesting exchanges for the class. Ask the rest of the class to write down the answers. What's the most unexpected fact they learned about their classmates?

Mixed-ability idea

You can allow two or three minutes for weaker students or weaker classes to write down their questions before they ask their partners their questions.

Workbook page 18



Be aware of common errors related to *be* questions. Go to Get it right! on page 122.

LISTENING

- 1 1.29 Listen to four dialogues. Match two with the pictures. Write a number in the boxes.
- 2 1.29 Listen again. Complete the dialogues with *cold, tired, excited, and angry*.
- 1 A Is Noah's mom sad?
B No, she isn't. She's _____.
- 2 A Are Chris and David worried?
B No, they aren't. They're _____.
- 3 A Is Ted worried?
B No, he isn't. He's _____.
- 4 A Is Ashley hot?
B No, she isn't. She's very _____.

GRAMMAR

be (questions and short answers)

- 1 Look at picture A in Exercise 1. Choose the correct answer. Then complete the rule and the table.

- A Are you hot, Ashley?
B Yes, I am. / No, I'm not.

RULE: We form questions with ¹ _____ + subject.
We form short answers with ² _____ + subject + *be* (+ *not*).

Question	Short affirmative answer	Short negative answer
Am I in your class? Are you OK? ¹ _____ he/she/it here? Are we on this team? ² _____ they OK?	Yes, you are . Yes, I am . Yes, he/she/it is . Yes, we are . Yes, they ³ _____.	No, you aren't . No, I'm not . No, he/she/it ⁴ _____. No, we aren't . No, they ⁵ _____.

- 2 Put the words in order to make questions. Write the answers.

- 0 African / he / Is / South / ? (yes)
Is he South African? Yes, he is.
- 1 hungry / you / Are / ? (no)

- 2 Brazil / they / from / Are / ? (yes)

- 3 she / Is / tired / ? (no)

- 4 late / I / Am / ? (no)



- 3 Look at the rule again. Complete the dialogues.

- 1 A Are you angry, Grace?
B No, I _____. I'm just tired.
- 2 A _____ Chris and Tim your best friends?
B Yes, they _____. They _____ in my class at school.
- 3 A _____ Ms. Brown your English teacher?
B No, she _____. She's my mother's friend.
- 4 A Am I in your class?
B No, you _____. You _____ in Joe's class.
- 5 A _____ Juan Mexican?
B _____. He's from Merida.
- 6 A _____ we late?
B _____. We're early.

- 4 **SPEAKING** Work in pairs. Ask and answer.

Is soccer your favorite sport?

Are you cold?

Are your best friends from the U.S.?

Is your teacher in the classroom?

- 5 **SPEAKING** Think of three more questions to ask your partner. Then ask and answer.

Workbook page 18

READING

1 Read the dialogue and choose the correct option.

Nick and Ethan decide to ...

- a go to the movie theater.
- b listen to music.
- c go to a club for young people.

2 1.30 Read the dialogue again and listen. Number the photos in the order that Ethan talks about them. Write 1–5 in the boxes.

ETHAN What's wrong, Nick? Are you tired?
 NICK Tired? No, I'm not tired. I'm bored.
 ETHAN Why are you bored?
 NICK Because there's nothing to do. Nothing at all.
 ETHAN Well, there's a baseball game at five. It's on TV.
 NICK Baseball? I don't like it.
 ETHAN Really? What about a movie? There's a great new movie on at the movie theater downtown.
 NICK A movie? Who's in it?
 ETHAN Ben Stiller. He's so funny.
 NICK Ben Stiller? I don't like him. He's not funny. He's terrible.
 ETHAN Well, how about some music? Listen to this song. It's the new one from Maroon 5.
 NICK Maroon 5? Are you kidding? I don't like them.
 ETHAN Well, do you like ice cream? The new ice cream shop is open in the mall.
 NICK Ice cream? No, I don't like it.
 ETHAN What! You don't like ice cream?
 NICK No, I don't.
 ETHAN OK, how about the club?
 NICK What club?
 ETHAN The new youth club, you know, for teenagers.
 NICK Hmm, I'm not sure.
 ETHAN But Jen is a member.
 NICK Jen?
 ETHAN Yes, Jen Carter.
 NICK Jen Carter?
 ETHAN Yes, she goes there every Friday.
 NICK Really? Let's go!

3 Correct the sentences. Write the correct sentences in your notebook.

- 0 Nick is tired.
He isn't tired. He's bored.
- 1 The baseball game is at eight.
- 2 Johnny Depp is in the movie.
- 3 The song is by The Feeling.
- 4 The new ice cream shop is at the beach.
- 5 Nick is a member of the new youth club.




READING

- 1 Display the five photos on the IWB, or ask students to cover the dialogue and look at the photos only. Elicit what each photo shows and pre-teach any unfamiliar vocabulary (*movie, ice cream, music, baseball, youth club*). Elicit suggestions for what the dialogue may be about – if necessary, in the students' first language.

Read the question and options. Elicit or pre-teach *go to the movie theater, listen to*, and *young*. Students read the whole dialogue quickly to decide on the answer. Ask for a show of hands for each option. Then choose a student for each one to quote a passage that they think supports their answer. Confirm the answer together.

Answer

c

- 2  1.30 Focus on the photos again. Explain that all five things are mentioned in the text, but they are mentioned in a different order. Suggest that, as they read and listen to the text, students find the passages that they think refer to each photo and then study this information more carefully to decide on the correct order. Remind them not to try to understand every word, but rather focus on completing the task. Ask students to compare ideas in pairs before you check answers with the class.

Answers

1 D 2 A 3 C 4 B 5 E

- 3 Read the sentences together and elicit or pre-teach any unfamiliar vocabulary (*song, T-shirt, open, member*). Find the information about the example together. Remind them that the information should be in the same order in the text as it is in the exercise. Students read the dialogue again more carefully and underline those parts that refer to each sentence. They then study these more carefully to decide on what corrections are needed. After they have rewritten the sentences, they compare ideas in pairs before you check answers with the class.

Answers

- 1 It isn't at eight. It's at five.
- 2 He isn't in the movie. Ben Stiller is in the movie.
- 3 It isn't by The Feeling. It's by Maroon 5.
- 4 It isn't at the beach. It's at the mall.
- 5 He isn't a member of the new youth club. Jen is a member of the new youth club.

Optional activity

The dialogue is full of useful everyday English phrases that you may want students to memorize and use in later dialogues. Check their meaning through eliciting an example or through a translation, and practice the pronunciation through listening and repeating. Ask the class to record the phrases in their notebooks for future use. Useful phrases include: *What's wrong? There's nothing to do. What about [a movie? Are you kidding? What? I'm not sure. Really? Let's go.*

For extra credit, in stronger classes you could ask students, in pairs or small groups, to write a similar dialogue with their own ideas for a role play. Encourage them to use as many of the newly learned everyday English phrases as they can. Invite them to perform their dialogue in front of the class, and ask the class to listen and write down the activities suggested and to identify the activity chosen at the end of the dialogue.

GRAMMAR

Object pronouns

- 1 Students try to complete the dialogue extracts with the missing words from memory and then check their answers in the dialogue on page 24. Check answers.

Answers

1 it 2 him 3 them

Ask students to complete the table. Make sure they notice in the examples that we use subject pronouns at the beginning of a sentence and before the verb, but the object pronouns always come after the verb that refers to them.

Answers

1 him 2 it 3 them

- 2 Look at the example. Ask students to identify who or what the pronoun *us* refers to (*the speaker, B, and Tom*). Students complete the dialogues and then compare ideas in pairs before you check answers with the class. Ask students to also find the words or phrases the pronouns refer to.

Answers

1 them 2 her 3 us 4 him 5 it 6 you

Workbook page 19

VOCABULARY

Positive and negative adjectives

- 1 Look back at the adjectives on page 22. Ask students to decide which ones they think express positive feelings, which negative, and which are neutral or depend on the speaker's point of view. Accept any reasonable suggestions if students can say why (possibly in their first language if they can't explain their reasons in English).

Ask students to read the list of adjectives on page 25 the same way and then compare ideas in pairs. When you check answers as a class, ask what connects the eight words together as a category (they are all opinion adjectives, referring to the quality of something). Ask students if they can add other similar adjectives to either group (for example: *awesome* from Unit 1 or *boring, friendly, nice, fun* from Unit 2).

Answers

Positive: excellent, exciting, funny, good, great

Negative: awful, bad, terrible

Language note

A common learner mistake is to confuse *fun* and *funny* as adjectives. *Fun* is something you enjoy doing. *Funny* is something that makes you laugh.

- 2 **SPEAKING** Give students two minutes or so to think about an example for each item. If necessary, elicit or pre-teach: *actor, computer game, country, and book*. Put students in pairs to compare their ideas. After they have discussed their own personal choices, give them

the task of having to agree on an example for each item. Monitor their conversations and provide help with unfamiliar language as necessary.

For each item, invite a few suggestions from different pairs. Write these on the board and the number of votes they received. How many categories can most students in the class agree on?

Workbook page 21

FUNCTIONS

Expressing likes and dislikes

- 1 Ask students to look at the two examples. Ask: *Who are Shakira and Taylor Swift?* Elicit that they are singers. You might also like to ask: *Where are they from?* to recycle language. (*Shakira is from Colombia, and Taylor Swift from the U.S.*) Elicit answers from the class. Does everyone agree?

Answers

"I don't like ..." means "It's bad." "I like ..." means "it's good."

- 2 Ask students to order the questions, and ask a different student to write each example on the board for the others to check their own answers. Make sure students notice that these questions have no *Wh*-question words. This means they are not asking for additional information but rather an answer of *Yes* or *No*.

Answers

1 Do you like Coldplay? 2 Do you like Katy Perry?

- 3 Ask students to match the answers and then compare ideas in pairs before you check the answers with the class. Elicit what helped students to decide (the object pronouns refer back the questions: *them* to Coldplay, a band; *her* to Katy Perry, a female singer). At this point, present the questions and answers as a set formula, and avoid getting into a discussion of the simple present tense or other simple present verb forms!

Answers

1 A 2 B

- 4 **SPEAKING** Read the instructions together and make sure students understand that there are four categories for them to discuss: *movies, actors, bands, and singers*. To model the activity, ask a few stronger students to ask you a question about each category and give true answers. Each time, ask if the student agrees with you, for example: *Yes, I like them. I think Kiss are great. Do you like Kiss?*

Put them in pairs to ask and answer questions. Monitor their activity, focusing on the use of the expressions for likes and dislikes. As the focus is on free personalized discussion through an open communication task, avoid correcting mistakes unless they hinder comprehension. At the end of the activity, ask a few students about the people, movies, or bands you heard mentioned in class.

GRAMMAR

Object pronouns

- 1 Complete the dialogues with *them*, *it*, and *him*. Read the dialogue on page 24 again and check. Then use the words to complete the table.

ETHAN There's a baseball game at five.
 NICK Baseball? I don't like ¹ _____.
 ETHAN Ben Stiller is so funny.
 NICK I don't like ² _____.
 ETHAN Listen to this song.
 NICK Maroon 5? I don't like ³ _____.

Subject	Object
I	me
you	you
he	¹ _____
she	her
it	² _____
we	us
they	³ _____

- 2 Complete the dialogues with the correct object pronouns.

- 0 A Dad's angry.
 B Yes, he isn't very happy with us, Tom.
 1 A Do you like Mumford & Sons?
 B No, I don't like _____.
 2 A Do you like Jennifer Lopez?
 B Yes, I like _____. She's great.
 3 A Do you like _____?
 B Yes, I think you and Peter are great.
 4 A Do you like _____?
 B Yes, I think Jack is funny.
 5 A Do you like my new bike?
 B Yes, I like _____.
 6 A Rob, I really like _____.
 B I really like you too, Alice.

Workbook page 19

VOCABULARY

Positive and negative adjectives

- 1 Look at the words in the list. Write N (negative) or P (positive) in the boxes.

awful ☐ | bad ☐ | excellent ☐ | exciting ☐
 funny ☐ | good ☐ | great ☐ | terrible ☐

- 2 **SPEAKING** Work in pairs. Say one example for each of the following.

*How to Train Your Dragon 2
is a funny movie.*

- a a funny movie
- b an excellent actor
- c a bad movie
- d an exciting computer game
- e a great sportsperson
- f a terrible singer
- g a great country
- h a good book
- i an awful actor

Workbook page 21

FUNCTIONS

Expressing likes and dislikes

- 1 Which of these sentences means "it's good"? Which means "it's bad"?

I don't like Taylor Swift.
 I like Shakira.

- 2 Put the words in the correct order to make questions.

A you / like / Coldplay / do / ?
 B you / Katy Perry / like / do / ?

- 3 Match the answers to the questions in Exercise 2.

- 1 No, I don't like them. They're terrible. ☐
 2 Yes, I like her. She's great. ☐

- 4 **SPEAKING** Work in pairs. Talk about the movies, actors, bands, and singers you really like and don't like.

Do you like Lorde?

Yes, I like her. I think she's great.

Do you like the Divergent movies?

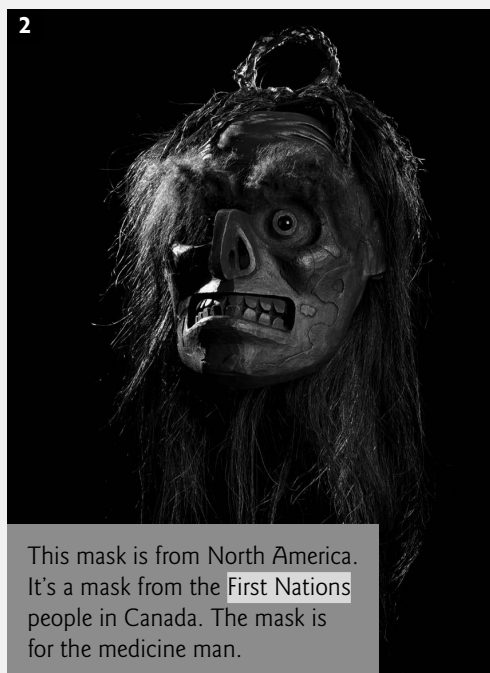
No, I don't like them. They're terrible.

Culture

Masks from around the world



This is a lion mask from China. In many countries in Asia, there are lion dances. There are always two people in a lion – the mask is on the head of one dancer. The lion dances are very beautiful. Tourists love them.



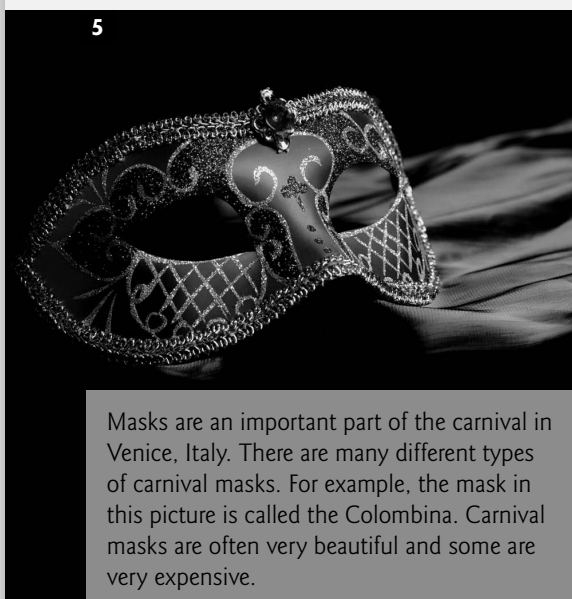
This mask is from North America. It's a mask from the First Nations people in Canada. The mask is for the medicine man.



The masks here are from Greece. They are 2,000 years old. They are masks for the actors in the Greek theater.



These are Halloween masks. Halloween is on October 31. Children in many countries around the world, for example, in the U.S. and the U.K., wear Halloween masks. They go from house to house and say "Trick or treat." People give them candy ("treats").



Masks are an important part of the carnival in Venice, Italy. There are many different types of carnival masks. For example, the mask in this picture is called the Colombina. Carnival masks are often very beautiful and some are very expensive.

CULTURE

Masks from around the world

Show the page to the students so they can't see the text with the photos. Or, if you use an IWB, display the page but prepare panels to cover up the five descriptions. Ask: *What are they?* Elicit that they are masks. Point to each one and ask: *Where is it from?* Elicit any suggestions and ask for a show of hands to see if the rest of the class agrees. Don't reveal answers at this point.

Background information

First Nations is the official term to refer to the native inhabitants of Canada, apart from the Inuit living in the far north of the country. There are 630 recognized communities of First Nations people in Canada, with a total population of over 850,000. The term "First Nations" is preferred to the now-obsolete word "Indians," which most First Nations people find offensive.


Optional activity

After completing the Culture section, ask students to do some research into other masks from around the world. They should pay special attention to any traditions in their own country and its neighbors. Ask them to find some photos of the masks on the Internet and research how they are used or what role(s) they play in local customs. They can work in groups to produce information posters about masks from around the world or prepare an illustrated web page. Have them present their work during a subsequent class. Students could also organize a class exhibition of their work. Encourage the class to explore all the projects. Then have a class vote on the best, as well as the most attractive, project (not necessarily the same thing).

- 1 Focus on the photos again. Ask students to try to find the six things mentioned in each one. Ask students to compare ideas in pairs before you check answers with the class. Confirm or elicit the meanings of new vocabulary: *candy, tourists, lion, dancer*.

Answers

a 4 b 1 c 2 d 1 e 3 f 1

- 2 Ask students to look at the five masks again and think of adjectives to describe the feelings they express. Ask them to compare their ideas in pairs before you discuss them with the class.
- 3  1.31 Students listen to and read the texts to find out where the masks are from. Check predictions from the lead-in.

Answers

1 China 2 Canada 3 Greece
4 the U.S. and the U.K. 5 Italy

- 4 Ask students to read the sentences first, and check comprehension. Suggest that as they read the text again more carefully, they find and underline the information that refers to each sentence. Then they study this information carefully to decide on their answers. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

1 T 2 F (They are 2,000 years old.) 3 F (Halloween is a holiday in many countries around the world.) 4 T

Optional activity

Ask students to rewrite the false statements so they are correct.

- 5 **SPEAKING** Lead a class discussion. Ask for a show of hands to decide how many people like or dislike each mask. Elicit reasons from volunteers and ask the rest of the class to respond. Help with any difficult language, as necessary. You may need to allow some first language to be used so students can express their ideas. Provide English equivalents, but refrain from getting into lengthy explanations of structure or complexities of meaning.

WRITING

Describing feelings and things

- 1 Elicit that we use cell phones to send text messages. Explain that two teenagers wrote the messages to their friends. Focus on the photos: they show the two senders. Students read the messages quickly, ignoring any unfamiliar vocabulary, and decide which photo shows Tom and which Henry. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

A Henry B Tom

- 2 Students read the messages again more carefully and answer the questions. Ask them to compare ideas in pairs. Then check answers together as a class.

Answers

1 He's in the car. 2 Yes, he is. 3 He's happy because he's on vacation. 4 He's at school. 5 No, he isn't. 6 He isn't happy because he's hungry and cold, the weather is bad, and the school lunch isn't good.

Optional activity

Ask students to find and underline all the positive and negative adjectives in each message. Point out that adjectives help us set the tone of a message and help describe our feelings about a situation.

Answers

Positive: excited, OK (all in Henry's message)

Negative: hungry, sad, isn't out / isn't cold, good, not great (all in Tom's message)

- 3 Focus on the beginning and ending of each message. Ask students to find the phrases. Make sure students notice that we use informal greetings to begin a text message, and a short phrase to finish it. Elicit other phrases for each function that they have learned previously in the course, for example: *Hello* and *See you later*.

Answers

1 Hi 2 Henry: See you soon!; Tom: Bye.

Optional activity

Ask students to find anything else that may be characteristic of a text message. For example, they could notice that both messages include questions about the recipient (*What about you? Is your day good? and How are you? Are you OK?*). Point out that polite questions like this help engage the reader and motivate them to respond to our message. Encourage students to use similar questions in their own messages later.

- 4 Read the instructions together and explain that students are to write similar text messages. The questions should help them plan. As they think of their answers, ask them to take notes that they can expand later into the messages. Monitor their preparation and provide help as necessary. Alternatively, students could be allowed the use of dictionaries or the Internet on their mobile devices to look up phrases they need. As you monitor, also ensure that all students are on task.
- 5 Students write their messages. Remind them to use phrases for greeting at the beginning and the end (as well as questions about the recipient, if appropriate). They could write to someone in the class and actually send the text message to them. If the writing task is assigned for homework, they could also be sent as emails. Alternatively, you could ask all students to send the message to your cell phone or email address for checking.


Ask the recipients to read the messages and respond with a short message. Ask them also to check that the sender has included all three pieces of information from the task. If you read the messages yourself, respond both to the content of the message (answering any questions included in it) and give feedback on how well they have covered the task.

- 1 Look at the photos on page 26. Where can you see these things? Write 1–5 in the boxes.

- ☐ a candy
☐ b tourists
☐ c a First Nations mask
☐ d a lion
☐ e a theater
☐ f a dancer

- 2 What feelings can you see in the masks?

Mask number 1 is happy.

- 3  1.31 Read and listen to the article. Which countries are the masks from?

- 4 Read the article again. Mark the sentences T (true) or F (false).

- 0 The lion dance is from Canada. ☐ F
 1 The First Nations mask is for a doctor. ☐
 2 The Greek masks are 200 years old. ☐
 3 Halloween is a holiday only in the U.S. and the U.K. ☐
 4 Colombina is a type of Italian mask. ☐

- 5 **SPEAKING** Which of the masks do you like? Which do you not like? Why?

WRITING

Describing feelings and things

- 1 Read the text messages. Write the names under the photos.

- 2 Read the text messages again and answer the questions.

- 1 Where is Henry?
 2 Is he happy?
 3 Why or why not?
 4 Where is Tom?
 5 Is he happy?
 6 Why or why not?

- 3 How do Tom and Henry ...

- 1 start their text?
 2 finish their text?

- 4 Imagine you want to write a text message to a friend. Think of answers to these questions.

- 1 Where are you?
 2 Are you happy?
 3 Why or why not?

- 5 Use your answers in Exercise 4 to write a text message (35–50 words) to a friend.

Tom

Hi, Sarah. I'm at school. It's lunchtime and I'm really hungry. But I'm sad. The food at school today isn't good. I'm also cold. The sun isn't out. It's not a great day. What about you? Is your day good? Bye.

Today, 1:12 p.m.

Henry

Hi, Olivia. I'm in the car with my family. I'm excited because I'm on vacation. Yay! Two more hours to get to the beach! How are you? Are you OK? See you soon!

Today, 10:03 a.m.



READING AND WRITING

Part 3: Multiple-choice replies

1 Complete the five conversations. Choose the correct answer A, B, or C.

- | | |
|------------------------|---|
| 0 What's your name? | A I'm 11.
B It's Kylie.
C Yes, I am. |
| 1 How old are you? | A I'm Brazilian.
B I'm 12.
C It's John. |
| 2 Are we late? | A Yes, we are.
B No, I'm not.
C Yes, he is. |
| 3 Do you like Beyoncé? | A No, I like her.
B Yes, I am.
C Yes, I like her. |
| 4 Where are you from? | A I'm 13.
B Yes, I am.
C Mexico. |
| 5 Is Tom your friend? | A Yes, we are.
B Yes, he is.
C Yes, I am. |

Part 2: Multiple-choice sentence completion

2 Read the sentences about Jim. Choose the best word (A, B, or C) for each space.

- | | |
|---|----------------------------------|
| 0 Hi, my name _____ Jim. | A am
B is
C are |
| 1 It _____ my birthday today. | A are
B am
C is |
| 2 I _____ 12 years old. | A am
B is
C are |
| 3 I am _____ my school. | A at
B on
C to |
| 4 I like Ed Sheeran. He's a _____ singer. | A great
B awful
C terrible |
| 5 I _____ like sports. | A aren't
B don't
C isn't |

READING AND WRITING

Part 3: Multiple-choice replies

1

Answers

1 B 2 A 3 C 4 C 5 B

Part 2: Multiple-choice sentence completion

2

Answers

1 C 2 A 3 A 4 A 5 B

TEST YOURSELF UNITS 1 & 2

VOCABULARY

1

Answers

1 hungry 2 Russian 3 hot 4 awful 5 British
6 old 7 thirsty 8 expensive 9 Brazil 10 excited

GRAMMAR

2

Answers

1 Where 2 it 3 her 4 How 5 don't 6 Why

3

Answers

1 I don't like sports.
2 How old is your brother?
3 Are they from Peru?
4 It isn't an expensive computer.
5 He's the new boy in the class. I like him.
6 Who is your favorite singer?

FUNCTIONAL LANGUAGE

4

Answers

1 is, from 2 Where, are / 're 3 Do, 's / is 4 don't, like

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

awful | Brazil | clean | excited | expensive | hot
hungry | old | Russian | the U.K. | British | thirsty

- 1 I want a sandwich. I'm _____.
- 2 She's from Moscow. She's _____.
- 3 Open the window, please. I'm _____ !
- 4 This pizza is _____. I don't like it!
- 5 He's _____. I think he's from Sheffield.
- 6 I'm 12 and my big brother Jack is 23. He's _____ !
- 7 Are you _____ ? OK, here's a glass of water.
- 8 It's \$175? Oh, it's very _____.
- 9 Brasilia is a big city in _____.
- 10 We're on the train to Washington! We're very _____ !

/10

GRAMMAR

2 Complete the sentences with the words in the list.

don't | her | How | it | Where | Why

- 1 Mike and Annie aren't here. _____ are they?
- 2 This is my new shirt. I really like _____.
- 3 She's my friend. I like _____ a lot.
- 4 _____ old are you?
- 5 I _____ like hamburgers.
- 6 A _____ are you here?
B Because it's a nice place.

3 Find and correct the mistake in each sentence.

- 1 I not like sports. _____
- 2 What old is your brother? _____
- 3 Are the from Peru? _____
- 4 It aren't an expensive computer. _____
- 5 He's the new boy in the class. I like he. _____
- 6 What is your favorite singer? _____

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A Who _____ she?
B She's Maria. She's _____ Mexico.
- 2 A _____ are they from?
B Mexico. They _____ Mexican.
- 3 A _____ you like Taylor Swift?
B Yes, I like her. She _____ a great singer.
- 4 A I _____ like this movie. It's awful!
B Oh, really? I _____ it. It's funny!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9