

Our world



Unit aims

Vocabulary	Favourite things; Countries, nationalities and languages	Speaking and functions	▶ Giving personal information; Meeting and greeting
Grammar	Possessive adjectives; Possessive 's; Question words	Pronunciation	Word stress
Reading	Jessica Watson – a teenage hero! ▶ <i>The Yellow Ferrari</i> A world of education ▶ <i>Young Scientists</i>	Writing	A personal profile; Capital letters
Listening	A conversation about where young people are from and how old they are	Get it right!	Capital letters with countries, nationalities and languages; on with days of the week
		CLIL	Geography: continents and oceans ▶ <i>What's Pangaea?</i>

Basic competences

In this unit students will (learn how to) ...

- use vocabulary to talk about favourite things. **CLC, SCC**
- name countries, nationalities and languages. **CLC, SCC, CAE**
- use possessive adjectives and possessive 's. **CLC, L2L, CMST**
- use question words. **CLC, L2L, CMST**
- understand written information about a teenage sailor. **CLC, L2L, SCC**
- understand a conversation between two new friends. **CLC, L2L, SCC**
- give personal information. **CLC, L2L, SCC**
- write a personal profile. **CLC, L2L, SCC, DC**
- identify word stress. **CLC, L2L,**
- understand oral and written information about a multicultural school. **CLC, L2L, SCC, CAE**
- understand the formation of continents. **CLC, CAE, CMST**
- understand and use information from a video about young people's likes. **CLC, SCC, DC**

CLC = Competence in Linguistic Communication

L2L = Learning to Learn **SCC** = Social and Civic Competences

DC = Digital Competence

CAE = Cultural Awareness and Expression

SIE = Sense of Initiative and Entrepreneurship

CMST = Competence in Mathematics, Science and Technology

Optional activity

Look at the photo on this page with the class. Elicit or teach the word *globe*. Write the following questions on the board:

Where is your country? What colour is it?

What is the capital city of Canada? And Ireland?

How many other capitals do you know?

Students work in pairs and discuss the questions. Elicit students' ideas in open class.

Notes: The capital of Canada's is Ottawa and of Ireland, Dublin.

Focus on the **BE CURIOUS** box at the bottom right of the page in the Student's Book. Ask students to work in pairs to find the two images mentioned in the box. You could make this task more fun by adding a competitive element: the first pair to find the images is the winner.

Answers

A pink boat: on page 11

A flag with a dragon: on page 15



The *Smart Planet Augmented Reality App* icon appears on every Unit Opener page. It offers direct augmented reality access to all videos and key interactive activities. Students should go online to www.smartplanetapps.es and download the *Smart Planet Augmented Reality App* for their smartphone or tablet. They then open the app and take a photo of the Unit Opener page to access the content.

Vocabulary

Favourite things

Objectives

Students read about some teenagers' favourite things and talk about their own favourite things.

Warm-up

Books closed. Write *favourite things* on the board. Tell the class about some of your favourite things, e.g. a musical instrument, a book, an item of clothing, an electronic gadget, etc. Write the names of your favourite things on the board.

- 1 Students open their books at page 10. Read out the example. Students then work in pairs to match the remaining things with the correct photos.

Optional activity: Fast finishers


Ask students to add other favourite things to the list, e.g. *bag, hat, bike*.

Optional activity

Ask students to play the Memory Game, using the words on page 10 and any other words they know. (See Games bank, pages 178-9.)

Optional activity

Encourage students to organise new vocabulary in their notebooks according to theme. They could write a definition of the new word, write an example sentence using it, translate it into their language, and make a note of how to pronounce it. If appropriate, they could also draw a picture.

- 2  1.08 Play the recording for students to listen and check their answers to Exercise 1. Play the recording again for students to listen and repeat.

Audioscript/Answers

1 games console 2 computer 3 football
4 comics 5 headphones 6 guitar
7 skateboard 8 MP3 player 9 mobile phone
10 trainers 11 rollerblades 12 books

Optional activity

Books closed. Play the recording again. Students listen and write the words. Check spellings with the class.

- 3 Put the headings from the table (*inside, outside, both*) and the example on the board and write the answers that students give underneath each of the headings. Students copy the table into their notebooks. Alternatively, students could work in pairs to categorise the words, using L1 to discuss their ideas. Check answers with the class.

Answers

inside: computer

outside: football, rollerblades, skateboard

both: trainers, books, guitar, headphones, MP3 player, mobile phone, comics

Optional activity

Once students have completed Exercise 3, ask them to play Pictionary using the words from this page. (See Games bank, pages 178-9.)

Your Turn

- 4 Ask two students to read out the model exchange. You could point out that *Cool!* is a common informal way of responding positively to something that someone has said. Students then work in pairs to talk about their favourite things. Ask one or two pairs to tell the class about their favourite things.

Teaching tip

Find out how students like to learn and practise new language. Reflect their preferences in your classes while still providing a balance of approaches.

 Homework: Workbook page 8

Reading

Jessica Watson – a teenage hero!

Objectives

Students listen to and read about a teenage round-the-world sailor from Australia called Jessica Watson, and they find out about her favourite thing. They talk about their own favourite colours, places and the things that are very important to them and watch a video about a young racing driver.

Background information

A satellite phone is similar to a mobile phone, but it uses satellites orbiting the earth, rather than mobile phone masts.

Laura Dekker is the youngest person to have sailed solo around the world. She was 16 years and four months old in January 2012 when she completed her 27,000-mile trip. She broke the unofficial record set by Jessica Watson in 2010.


Warm-up

Books closed. Check that students understand the meaning of the following vocabulary: *hero, sailor, trip, yacht, satellite phone*.

- Books open. Students look at the pictures of Jessica Watson and the fact file and say why she is famous.

Answer

Jessica Watson is famous because she was the first teenage girl to sail solo around the world.

-  **1.09** Play the recording. Students listen while reading the text about Jessica Watson. Read the question and ask students to put their hands up if they know the answer. Read out the information in the FACT box.

Answer

Jessica's yacht, the *Pink Lady*, is her favourite thing.

- Students read the text again. Look at the first sentence with the whole class and elicit the correct version as an example. Students then work in pairs to correct the remaining sentences. Check answers with the class.

Answers

- Jessica is from Australia.
- Jessica is on her yacht.
- Her mother and father are in Australia.
- Jessica's satellite phone is her connection with the world.
- Her favourite place is the sea.

Your Turn

- Complete the gapped sentences so that they are true for you and write your answers on the board as a model. Monitor while students are completing their own sentences, helping out with vocabulary if necessary. Students then compare their answers with a partner. Ask one student from a few pairs to tell the class about their partner's favourite things.

1.1 The Yellow Ferrari



Summary

A young female racing driver from Rome takes part in a race and finishes second.

In class

Tell students they are going to watch a video about a young racing driver called Maria.

Exercise 1

Ask students to watch the video to answer the question: *Why is it a big day for Maria?* Check the answer with the class.

Answer

It is a big day for Maria because she has a very important race.

Exercise 2

Write the following questions on the board:

- Where are Ferraris from?
- How old is Maria?
- Is it a good race for Maria?

Play the video again. Students watch and answer the questions. Check answers with the class.

Answers

- They're from Italy.
- She's 17.
- Yes, she finishes second.

At home

Exercise 3

Tell students to write a description of Maria. Brainstorm information students know from watching the video (e.g. *She's from Italy, She lives in Rome, She's 17, She's a racing driver, She drives a yellow Ferrari*) and write key vocabulary on the board.

Exercise 4

Ask students to find out about another teenage hero like Jessica and Maria. Students present what they find out to the class in the next lesson using PowerPoint or a poster presentation.

Grammar 1

Possessive adjectives

Objectives

Students learn possessive adjectives and the use of the possessive 's and ask their classmates about their favourite things.

Warm-up

Books closed. Write the quote from the reading text on the board (*The sea is her favourite place.*) and highlight the possessive adjective by writing it in a different colour / underlining it.

- 1 Books open. Read out the subject pronouns in the table and ask students to translate them into L1. Focus on the possessive adjectives and elicit their L1 equivalents as well.

Ask students to look at the picture and read the text. Focus on the example. Students then look at the table and work alone to find the remaining possessive adjectives in the text. Check answers with the class.

 See **Grammar reference** page 147 for possessive adjectives.

Answers

Her, her, her, His, his, Their, Our

- 2 Read out the example. Students work in pairs to choose the correct possessive adjectives. Check answers with the class.

Answers

2 his 3 her 4 our 5 my 6 your

Optional activity: Fast finishers

Students who finish quickly can write four sentences using four different possessive adjectives.

Optional activity

Students work in pairs to test each other on the possessive adjectives. Student A closes his/her book. Student B says a subject pronoun and Student B says the corresponding possessive adjective. Students then swap roles.

Possessive 's

Warm-up

Books closed. Write the quote from the reading text on the board (*Jessica's yacht is her favourite thing.*), underline the 's and explain that the 's is the possessive form in English.

- 3 Students open their books at page 12 and read the information about the possessive 's.

Read out the example. Students write complete sentences with the possessive 's. Check answers with the class.

 See **Grammar reference** page 147 for possessive 's.

Answers

- 2 Jake's computer is great!
- 3 My mum's car is small.
- 4 My dog's football is old.

Your Turn

- 4 Read out the example. Divide the class into groups of four. Students ask and answer in groups and write full sentences about each other's favourite things. You could ask one member of each group to report back to the class.

Teaching tip

When students work in groups, get them to nominate one member of the group to report back to the class. Ask students to nominate a different student each time.

 Homework: Workbook page 9

 Grammar practice: Workbook page 103

Listening and Vocabulary


Objectives

Students listen to young people saying where they are from, then talk about countries, nationalities and languages.

- 1 Ask students to look at the picture and say where the young people are. Check answer with the class.

Answers

The young people are on a beach.


- 2  **1.10** Explain that students are going to hear three young people talking and that they have to decide if Sam and Pedro are friends. Play the recording. Students listen and answer the question. If necessary, play the recording a second time. Check answer with the class.

Audioscript

Pedro: Hi, is this your ball?
Sam: Yes, it is. Thanks!
Pedro: Can I play?
Sam: Yes, sure. What's your name?
Pedro: Pedro.
Sam: Pedro? Where are you from? Are you Spanish?
Pedro: No, I'm Mexican. What's your name?
Sam: I'm Sam. You speak really good English, Pedro.
Pedro: Thank you! Do you speak Spanish?
Sam: Yes, a little bit! My dad's Spanish. But my mum's Canadian. How old are you, Pedro?
Pedro: I'm 12.
Sam: Hey, me too! Come on – let's play!
Pedro: Great game! Thanks!
Sam: You're really good at football, Pedro!
Pedro: Thanks! You too. Who's the boy in goal?
Sam: Oh, that's my friend, Jack.
Pedro: He's really good!
Sam: Jack, come and meet Pedro!
Jack: Hi Pedro!
Pedro: Hi! You're really good, Jack! How old are you?
Jack: I'm 14. And you?
Pedro: I'm 12.
Jack: Sam's 12 too ... come on, let's play another game!
Sam/Pedro: Yeah, great!
Sam: Now, where's the ball?

Answer

Sam and Pedro aren't friends.

- 3  **1.10** Give students time to look through the multiple-choice exercise. Play the recording again. Students listen and choose the correct answers. Check answers with the class.

Answers

1 a 2 b 3 b 4 a

Countries, nationalities and languages

Warm-up

Books closed. Write the quote from the listening text on the board (*Are you Spanish? No, I'm Mexican.*) and highlight the two nationalities by writing them in a different colour / underlining them. Explain or elicit the meanings and elicit any other English words for countries, nationalities and languages that students know and write these on the board.


- 4 Students open their books at page 13. Ask students to match words from the box to the correct gaps.

Optional activity: Fast finishers

Ask students to list other countries and nationalities that they know.



Go through the information in the *Get it right!* box.

- 5  **1.11** Play the recording. Students listen and check their answers to Exercise 4. Play the recording again for students to listen and repeat. Ask students to identify any changing word stress, e.g. *Canada*, *Canadian* and drill this.

Audioscript

Spain, Spanish, Spanish
 Canada, Canadian, English and French
 Colombia, Colombian, Spanish
 Australia, Australian, English
 the USA, American, English
 the UK, British, English
 Poland, Polish, Polish
 Morocco, Moroccan, Arabic
 Brazil, Brazilian, Portuguese
 Japan, Japanese, Japanese

Answers

2 Colombian 3 British 4 Moroccan
 5 Brazilian 6 English 7 English 8 Polish

→ **Pronunciation: Word stress** Use the exercises on page 132 for pronunciation practice of countries and nationalities.

Your Turn

- 6 Read out the questions and ask two students to model the example exchange. Students ask and answer the questions in pairs. At the end, ask one student from each pair to tell the class one thing they have learnt about their partner.

 Homework: Workbook page 10

Grammar 2

Question words

Objectives

Students learn question words and the correct word order for questions. They also ask each other basic questions.

- 1 Write the quote from the listening text on the board (*Who's the boy in goal?*), then focus on the table and go through the structure of the question form. Students can make a note of what each question is used for, e.g. *where* is for places, *who* for people, *when* for time, etc.

Read out the example in Exercise 1, then ask students to work in pairs to complete the rest of the matching exercise. Check answers with the class.



See **Grammar reference** page 147 for question words.

Answers

2 e 3 b 4 a 5 d



Go through the information in the *Get it right!* box about *on* as a preposition of time. Ask students to say when their English class is and write a sentence in their notebooks, e.g. *My English class is on Wednesdays.*

Optional activity: Fast finishers

Students who finish quickly can write five more questions using each of the question words.

- 2 Read out the example. Students then work alone to copy and complete the rest of the questionnaire. Check answers with the class. Students practise reading the questions and answers with a partner.

Answers

2 Where 3 When 4 What time 5 Who
6 What

Optional activity

Ask students to play the Ball Game. (See Games bank, pages 178-9.)

- 3 Write the jumbled words for the first question on the board and show how the correct question is made. Point out that the example has the contracted form of *is* (= *What's*). Students work individually to put the remaining questions in the correct order. Encourage students to use the table on page 14 to help them do this exercise. Check answers with the class.

Answers

- 2 When is/s your birthday?
- 3 How old are you?
- 4 Where are you from?
- 5 Who are your friends?
- 6 What time is/s your English class?

Your Turn

- 4 Tell students to work in pairs and take it in turns to ask and answer the questions in Exercise 3. Ask one or two students to tell the class about their partner at the end.

Optional activity

Students write four jumbled questions with question words for their partner to put in the correct order.



Homework: Workbook page 11



Grammar practice: Workbook page 103



A world of education

Objectives

Students listen to and read a text about a multicultural school in Cardiff. They talk about where people at their school are from and watch a video about four young people interested in science.

Background information

Wales is the smallest country in Great Britain, both in terms of area and population. Wales became part of the United Kingdom in 1801. Cardiff is the UK's youngest capital city. It became the capital of Wales in 1955. NASA stands for National Aeronautics Space Administration.


- Students look at the 'Hello' poster and name the languages on it. Ask students if they know anyone who speaks any of the languages on the poster.

Answers

The languages on the poster are: English, Portuguese, Chinese, French, Italian, Polish, Romanian and Welsh.

Teaching tip

Encourage students to make predictions of what a text is about, using any images and headings to help them. Students can then read the text and check their predictions.

-  **1.15** Read out the two questions. Play the recording. Students listen and read the text. Students then work in pairs to answer the two questions. Check answers with the class.

Answers

1 Wales, the UK. 2 The children at the school are from a lot of different countries and they speak different languages.

- Give students time to read the text again and look at the questions. Students then work alone to answer them. Ask students to compare their answers with a partner before you check the answers with the whole class. Read out the information about the Welsh flag in the FACT box.

Answers

1 It's on the wall of a classroom in Montford Secondary School. 2 Cardiff 3 The children are from: Poland, Pakistan, China, Africa, Wales and Romania. 4 Nafisa is interested in the cultures of other countries. 5 Piotr's best friend is Alexandra.

Your Turn

- Read out the three questions. Students work in pairs to ask and answer them. At the end, get one or two students to report anything interesting they have found out to the class.



1.2 Young Scientists



Summary

Four young scientists from the US go to Washington to spend a day at NASA. The video focuses on what the young people enjoy doing in their free time.

In class

Tell students they are going to watch a video about four young scientists from different cultural backgrounds.

Exercise 1

Ask students to watch and answer the question: *Where are the scientists today?* Check the answer with the class.

Answer

They are at NASA in Washington, DC in the USA.

Exercise 2

Write the following information on the board for students to match.

- | | |
|-----------|------------------|
| 1 Jack | a loves tennis. |
| 2 Michael | b loves laptops. |
| 3 Avni | c loves trains. |
| 4 Melissa | d loves golf. |

Play the video again. Students watch and match the person with something they love. Check answers with the class.

Answers

1 d 2 c 3 a 4 b

At home

Exercise 3

Students research and write a fact file about a great scientist, including name, nationality, dates, science, interesting facts, etc. Students can present their fact files to the class.

Exercise 4

Ask students to find out three facts about NASA. They compare what they find out in the next lesson.



 Homework: Workbook page 12

Speaking

Meeting and greeting

Objectives

Students listen to teenagers answering the questions 'What's your name?' and 'Where are you from?' then answer the questions themselves. They then listen to people introducing themselves at a language school, and practise meeting and greeting.

1.3  

Tell students they are going to watch some teenagers answering the questions 'What's your name?' and 'Where are you from?'. Tell them that they will ask and answer the questions themselves after watching and so should listen carefully to the language the teenagers use. Play the video. Students then ask and answer the questions in pairs.


Optional video activity

Before students answer the questions from the video, write the following questions on the board:

- a) *Where are Rachel and Freddie from?*
- b) *Is Courtney from there too?*

Students watch and answer the questions.

Answers: a) Rachel and Freddie are from England.
b) No, Courtney is from New York.




- 1**  **1.16** Tell students they are going to listen to a conversation between Mariana and Joana at a language school. Look at the gapped conversation and the example together. Play the recording. Students listen and write the missing words in their notebook. Check answers with the class.

Audioscript

Mariana: Hello. Is this class 1C?
Joana: Yes, it is. Are you in this class?
Mariana: Yes, I am. And you?
Joana: Yes. My name's Joana. What's your name?
Mariana: Mariana.
Joana: Hi, Mariana! Nice to meet you!
Mariana: You too! Where are you from, Joana?
Joana: I'm from Lisbon in Portugal. What about you?
Mariana: I'm Spanish. I'm from Granada.

Answers

2 And **3** Hi **4** Nice **5** You **6** What

- 2**  **1.17** Play the recording. Students listen and repeat the words and phrases in the *Functions* box. Students then work alone to translate the words and phrases into their own language. They then compare their translations with a partner.
- 3**  Ask students to look at the conversation in Exercise 1 again and practise saying it with a partner. Tell students they will need to memorise the missing words for the next exercise.
- 4**  Focus on the photos. Make sure students are able to pronounce the names of the cities and elicit the nationality words that students will need (*Japanese, Moroccan, Polish, Brazilian*). Students then practise meeting and greeting by choosing one of the people in the photos and acting out the conversation with a partner. They should follow the model conversation in Exercise 1, changing the names, places and nationality in bold. They can then swap roles, using different identities. Monitor while students are speaking. You could ask one pair to act out a conversation in front of the class.

Optional activity

Students create an imaginary identity (name, nationality, etc.), then the whole class practise meeting and greeting as their 'character'. At the end of the activity, ask a few students to tell the class about the people they met.

Writing

A personal profile

Objectives

Students will read and write a personal profile and learn about the use of capital letters.

- 1 Ask students to look at the photo of Ana, read her profile, and answer the question about her. Students may need help with the meaning of *interests* (= things she likes, hobbies). Check answer with the class.

Answer

Ana likes music and sport.

- 2 Read out the information in the *Look at Language* box. Students then work in pairs to find examples of each use of capital letters in Ana's profile.

Possible answers

- to start a sentence: *My name's*
- with names and places: *Ana Sánchez, Málaga, Manchester, New York*
- with countries and nationalities: *England, Spanish*
- months and days of the week: *March, Tuesdays*

- 3 Show the correction to the example sentence here using the board. Students can either work alone or in pairs to correct the remaining sentences. Check answers with the class, showing the corrections on the board.

Answers

- 1 I live in Andalucía.
- 2 My birthday is on 6th December.
- 3 I speak Spanish and Chinese.
- 4 My favourite city is Paris.
- 5 My favourite day of the week is Saturday.

- 4 Tell students they are going to write their own personal profile, either for homework or in class. Go through the *Look at Content* box and make sure students understand the types of information they can include in their profiles. Students read through Ana's profile again and say which information from the list in the *Look at Content* box has *not* been included in her profile. Check the answer with the class. You could then elicit any other information included in her profile which is not in the list, e.g. school, brothers and sisters, etc.

Answer

Ana's Teenweb profile does not include information about languages.



Get Writing

PLAN

- 5 Students make notes of their own personal information using the list in the *Look at Content* box. Students can add other information to their profile, e.g. friends, school, pets, home.

WRITE

- 6 Once students have planned the content, they can write their own profiles, using Ana's profile and the model sentences to help them. Go through the model sentences, eliciting oral examples from one or two students first.

CHECK

- 7 Give students a few minutes to look through their profiles and check them against the questions here. Ask students to correct their writing if necessary.

Teaching tip

If students are doing the writing exercise for homework, tell them to leave their writing for a few hours then come back to it later. If they do this, they are more likely to spot mistakes. They could also try reading it aloud, as errors will be more obvious then.

Homework: Workbook page 13

CLIL: Geography: Student's Book page 109



Review

Objectives

Students test themselves on the grammar and vocabulary in Unit 1.

Favourite things

1 Students write the correct word for each picture.

Answers

2 guitar 3 trainers 4 skateboard
5 computer 6 mobile phone

Countries, nationalities and languages

2 Students complete the sentences with the correct nationality or language.

Answers

2 Spanish 3 Brazilian 4 English 5 Arabic
6 Polish

Possessive adjectives

3 Students complete the sentences with the correct possessive adjectives.

Answers

2 Her 3 our 4 Their 5 your 6 My

Possessive 's

4 Students complete the sentences with the nouns in brackets + 's.

Answers

2 sister's 3 Steve's 4 Dad's 5 friend's
6 Lauren's

Question words

5 Students match the two parts of the questions.

Answers

2 e 3 a/f 4 b 5 c 6 f/a

Cumulative grammar

6 Students choose the correct words to complete the conversation.

Answers

2 b 3 b 4 a 5 a 6 b 7 a



Homework: Workbook pages 14 and 15