

2 I FEEL HAPPY

Objectives

FUNCTIONS	talking about feelings; asking questions; expressing likes and dislikes
GRAMMAR	<i>to be</i> (negative, singular and plural); <i>to be</i> (questions and short answers); object pronouns
VOCABULARY	adjectives to describe feelings; positive and negative adjectives

Student's Book page 20–21

READING

- 1 As a warm-up, ask individual students: *Are you happy?* Write: *I am happy when ...* on the board. With books closed, divide the class into pairs and ask each pair to think of three different ways to end the sentence. Give an example of your own to get them started if necessary. Monitor and help with any difficult vocabulary. Listen to some of their ideas in open class.

Ask students to open their books. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *on a plane*, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. There may be some pictures that students disagree about, so remind them that each word should only be used once and that they should try and work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with answers.

Answers

2 F 3 C 4 B 5 A 6 D

- 2 **SPEAKING** Students work in pairs to test each other about the photos. They take turns to nominate a photo for their partner to remember without looking at the answers. Monitor the activity, and finish the activity when most pairs have gone through all the images.
- 3 **1.25** Tell students they are going to read and listen to four text messages from people who are each in one of the places in Exercise 1. This is an introductory reading of the texts, so tell students it is not necessary to understand every word. They should concentrate on the task and look for specific

words that support their answers. Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

Answers

A Andrea B Nicky C James D Ryan

Mixed-ability

Stronger students can cover the texts so they are only listening to the audio, while weaker students can listen and read.

- 4 Read through the sentences in open class. Point out the adjectives in the example sentence and sentences 3–5 and check/clarify: *worried, bored, angry, happy*. Ask students: *How do you feel ... before an exam?* (worried), *... on a rainy Sunday afternoon?* (bored), *... when your phone doesn't work?* (angry). Also draw attention to the negative form of *to be* (*isn't*) in sentences 4 and 5. Students then read the texts in more detail to complete the exercise. Encourage them to underline the parts of the texts that support their answers. Students compare answers with a partner. During whole-class feedback, ask students to refer to the text and to explain why the false sentences are incorrect.

Answers

- 1 F – She is at the beach.
2 T
3 F – Ryan is not very happy.
4 F – The bus driver is angry.
5 T

Fast finishers

Ask students to find at least ten adjectives (there are fifteen) in the texts.

THINK VALUES

Welcoming a new classmate

- 1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture and read the text in the thought bubble. Students answer the questions in pairs before checking answers with the whole class.

Answers

- 1 Emily is at school.
- 2 She is worried and sad.
- 3 She doesn't know where her friends are.

- 2 Read the instructions and look at the example. Check students understand the difference between *smile at* and *laugh at* (perhaps using mime). Ask students to complete the exercise individually and do not give answers at this stage.

Answers

- 1 😊 2 😊 3 😞 4 😞 5 😊

- 3 **SPEAKING** Read the example sentences for students to repeat and check pronunciation. Divide the class into pairs. Students compare their ideas with their partner. Monitor to deal with any errors and to check all students have the correct answers. Check answers in open class.
- 4 **SPEAKING** Students work in pairs to think of further examples of ways to help Emily on her first day. Monitor and help with vocabulary. Listen to some examples in open class as feedback.

Optional extension

Ask students to work in small groups and create a poster showing what you should or should not do on a new student's first day. Give students a simple example on the board of how this might look, perhaps with two columns, one showing things that are OK and the other things that are not OK. Encourage students to use their imaginations and to present the information in an interesting way, using colours, symbols and drawings if necessary. If there is space, display the posters on the walls of the classroom for students to circulate and look at each other's work. This could be done as a digital poster if students have access to computers.

Answers

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

- 2 Give students a minute to read through the sentences. Check/clarify: *awful* (draw a line with *good* at the top and *bad* at the bottom, then write *awful* below *bad*), *broken* (pretend your phone isn't working). Students work with a partner to match the pictures with the sentences. Check answers.

Answers

- 2 E 3 B 4 D 5 C 6 F

Fast finishers

Ask students to write adjectives to say how they would feel in the six places in the photos on page 20.

- 3 **SPEAKING** Students work in pairs and describe how they feel in the different situations. Listen to some of their ideas in open class as feedback.

Mixed-ability

Ask stronger students to think of further situations and ask each other how they feel. For example:

- A: You're at the beach.
B: I'm hot.

Optional extension


Divide the class into small groups for students to test each other on the adjectives. Students take turns to mime one of the adjectives. Their partner has to respond, e.g. *You're cold*. Ask students to volunteer examples in open class as feedback.

Workbook page 21

Student's Book page 22–23

VOCABULARY

Adjectives to describe feelings

- 1  1.26 With books closed, give students one minute to work in small groups and write down as many adjectives as they can remember from the texts on page 21. Ask the team with the longest list to write their adjectives on the IWB and ask the rest of the class to add to the list.

Students open their books and work with a partner to complete the exercise. When students have completed the exercise, play the audio for students to check their answers. Play the audio again and get students to repeat the words after the recording in order to check pronunciation. Point out that we do not stress the *e* in *worried*, *bored* and *tired*. Also pay attention to the different vowel sounds in *angry* and *hungry*, and to the pronunciation of *ir* in *thirsty*. It is important that students focus on different vowel sounds at this early stage of their learning, before errors become ingrained and more difficult to correct.

GRAMMAR

to be (negative, singular and plural)

- 1 Ask students to read the sentences and then look back at the text on page 21 to complete them. Stronger students may be able to complete the sentences without looking back at the text. Check answers. Ask students to point out the singular and plural forms.

Answers

- 1 aren't 2 isn't

Elicit which word we use to form negatives (*not*), then complete the rule in open class. Draw students' attention to the contraction of *am* in *I'm not* as opposed to the contraction of *not* in *aren't* and *isn't*. Also point out that there is no space between *are* and *n't* in *aren't* and *is* and *n't* in *isn't*. Check that students can pronounce *isn't* and *aren't* correctly.

Rule

- 1 not 2 isn't 3 aren't

- 2 Students work individually to complete the exercise. Remind students to use contractions where possible. Students compare answers with a partner before a whole-class check.

Answers

1 aren't 2 aren't 3 'm not 4 isn't

- 3 If you're short on time, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *to be*. Check answers in open class.

Answers

1 'm not, 'm 2 's, isn't 3 isn't, 's 4 's, isn't

Optional extension

Divide the class into pairs and ask students to take turns saying sentences for their partner to respond to with the opposite. Tell them they can begin with either the positive or negative form. For example:

A: I'm hot.

B: I'm not hot.

B: They aren't thirsty.

A: They are thirsty.

Fast finishers

Ask students to write more example sentences following the same format as the pairs of sentences in Exercise 3.

PRONUNCIATION

For pronunciation practice of vowel sounds in adjectives, go to Student's Book page 120.

Workbook page 18 and page 122

TRAIN TO THINK

Categorising

- 1 Students work individually to put the words into categories. Do not tell them what the categories are at this stage. If you have access to an IWB, this can be done as a heads-up activity with books closed. Before the lesson, prepare a screen with the sixteen words and four category boxes. Ask students to categorise the words. This activity can also be done as a race with pairs competing to categorise the words first. Check answers.

Answers

Category 1: grey, orange, white, purple

Category 2: excited, angry, worried, bored

Category 3: chair, pencil, desk, book

Category 4: evening, night, morning, afternoon

- 2 **SPEAKING** Ask students to work together in pairs to name the categories. When most of the pairs have completed the exercise, ask for some suggestions on how to name the categories. Write the suggestions on the IWB, and have a show of hands to decide on the best title for each category.

Remind students that categorising is a useful skill in language learning. Encourage them to categorise vocabulary items as it is easier to remember words in groups (e.g. sports words, verbs, words I use at school, etc.) rather than random lists.

Suggested answers

1 colours 2 emotions 3 classroom objects
4 times of day

Optional extension

Divide the class into pairs and ask them to create their own exercise, similar to Exercise 1, with four groups of four words randomly written on a piece of paper. Join pairs into groups of four and ask students to complete each other's exercises.

LISTENING

- 1 **1.29** As a warm-up, ask individual students questions with *to be* + adjective, e.g. *Are you cold/bored/angry?* and elicit negative answers, e.g. *No, I'm hot/excited/happy.* Look at the pictures and nominate individuals to describe what they can see. Tell students they are going to hear four short dialogues and that they should not worry if they do not understand every word. Play the audio while students match two of the dialogues to the pictures. Point out that the first dialogue they hear is an example. Allow students to compare answers with a partner before a whole-class check.

Answers

A 3 B 1

- 2 **1.29** Look at the example in open class. Give students time to read through dialogues 1–3. Play the audio again while students complete the dialogues. Check answers. If necessary, play the audio again, pausing to clarify answers. Ask students to practise reading the dialogues with a partner.

Answers

1 excited 2 tired 3 cold

Audio Script Track 1.29

Example

Mum Noah. Be careful.
Noah Don't worry, Mum. I am.
Mum Hey, Noah? That's my car.
Noah I'm sorry, Mum!

1

Chris What's that, David?
David Hi, Chris. It's my new football.
Chris Yeah, looks cool.
David So, let's play.
Chris OK, great.

2

Ted I'm sorry.
Man Are you tired, Ted?
Ted Yes, I am.
Man What time is it?
Ted It's almost one o'clock in the morning.

3

Girl Dad?
Dad Yes.
Girl Can you close the window, please?
Man Yes, of course, Ashley.
Girl Thanks.

GRAMMAR

to be (questions and short answers)

- 1 In open class, look at picture A in Exercise 1 and have a show of hands to choose the correct answer. Tell students that we call this a short answer and elicit or explain which type of word we do not normally repeat in this type of dialogue (the adjective).

Answer

No, I'm not.

Look back at the dialogues in Listening Exercise 2 and ask students to point out further examples of short answers. Complete the rule together. Give students two minutes to complete the gapped table. Check answers.

Rule

1 be 2 Yes/No

Table

1 Is 2 Are 3 are 4 he/she/it isn't 5 we aren't

Language note

Point out to students that we do not use contracted forms with positive short answers. For example:

Yes, I am.

Yes, I'm.

Yes, you are.

Yes, you're.

- 2 Read through the example and remind students that we invert *to be* and the subject to make questions (e.g. *Is he ...?*). Students work with a partner to complete the exercise. Check answers. Say the sentences for students to repeat, concentrating on the rising intonation of *yes/no* questions. Tell students that they should emphasise the final word of the question, but make sure students do not think that they should always stress the final syllable at the end of a sentence, as this sounds very unnatural.

Answers

- 1 Are you hungry? – No, I'm not.
2 Are they from Brazil? – Yes, they are.
3 Are you 12? – Yes, I am.
4 Is she tired? – No, she isn't.
5 Am I late? – No, you aren't.

Fast finishers

Ask students to write more questions using *to be*.

- 3 Students work with a partner to complete the dialogues, referring to the table to check their answers. Check answers. Give students time to practise the dialogues. Encourage them to focus on intonation of questions and monitor to deal with any problems.

Mixed-ability

Stronger students can complete all six dialogues. Weaker students can focus on the first three dialogues.

Answers

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


- 4 **SPEAKING** Students work with a partner and take it in turns to ask and answer the four questions. Listen to some examples in open class as feedback.
- 5 **SPEAKING** Give students three minutes to work in pairs and think of further questions. Monitor to check students are forming questions correctly and to help with ideas. Praise any original ideas or good use of language. Re-group students to take turns asking each other questions. To make this activity even more communicative, ask students to stand up and circulate, asking other students in the group the questions. As feedback, listen to some examples in open class.

READING

BACKGROUND INFORMATION

Ben Stiller (born New York City, 30 November 1965) is an American actor. His mother and father were both comedians and most of his films are comedies. His most famous films are *There's Something About Mary*, *Meet the Parents*, *Zoolander* and *Night at the Museum*. He also voiced Alex the lion in the *Madagascar* series of animated films.

One Direction are an English/Irish pop band. They were created on the UK TV show *The X Factor* in 2010. A mixture of good looks, catchy tunes and clever marketing through social media endeared them to millions of fans. They have released four albums, all of which have debuted at Number One on the Billboard chart in the US. Their biggest hits include *What Makes You Beautiful* and *Live While We're Young*.

- 1  1.30 As a warm-up, ask students: *Which actors do you like? Which singers do you listen to?* Ask them if they can tell the rest of the class where the actor/singer comes from and what his/her nationality is. Tell students they are going to read and listen to a dialogue between two friends who are deciding what to do. Ask them to listen and answer the question. Tell them to focus on the question and not to worry if they don't understand every word. Students compare their answer with a partner before a whole-class check.

Answer

c

- 2 Look at the photos and ask students to describe what they see. Write their ideas on the board. Explain that picture E is a club for teenagers. Ask students: *Can you name any films starring Ben Stiller / any songs by One Direction / any Formula One drivers? What's your favourite type of ice cream?* Play the audio again and ask students to number the photos in order. Students compare answers with a partner before a whole-class check.

Answers

A 2 B 4 C 3 E 5

- 3 Look at the example in open class. Read through sentences 1–5. Students read the text again in more detail. Encourage them to underline key information in the text that helped them answer each question. Students check answers with a partner. During whole-class feedback, make sure students answer in full sentences as in the example and ask students to justify their answers by quoting the text they underlined.

Answers

- 1 It isn't at eight. It's at five.
- 2 He isn't in the film. Ben Stiller is in the film.
- 3 It isn't by *The Feeling*. It's by *One Direction*.
- 4 It's not a T-shirt shop. It's an ice cream shop.
- 5 Nick isn't a member of the club. Jenny is a member of the club.

Optional extension

This reading text includes a lot of questions, so you might like to take the opportunity to practise intonation when asking questions. Read through the text with students, saying the questions for students to repeat. Give them time to read through the dialogue once or twice before practising it with a partner.

GRAMMAR

Object pronouns

- 1 Students read through the three exchanges and try to complete them before looking back on page 24 to check. Check answers in open class. Ask students what each of the pronouns refers to (1 – Formula One; 2 – Ben Stiller; 3 – One Direction). Tell students that these words are called object pronouns.

Answers

1 it 2 him 3 them

Give students a minute to work with a partner and complete the table. Check answers.

Table

1 him 2 it 3 them

Language note

The position of object pronouns in English is different from many other languages. Ask students to compare the position of the subject and object pronoun in their own language.

Does their language follow the subject + verb + object pattern?

- 2 Look at the example with students in open class. Clarify that they should read both sentences before deciding which object pronoun to put in the gap. Students work with a partner to complete the dialogues. Monitor and help with any difficulties. As feedback, nominate pairs to say a dialogue to the rest of the class and ask the rest of the class to check and confirm or reject answers.

Mixed-ability

If students find this difficult, go through each dialogue in open class and elicit which words need to be replaced by an object pronoun.

Answers

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

Fast finishers

Ask students to look back at the reading text on page 24 to find another example of an object pronoun and decide what it refers to.

Optional extension

Divide the class into pairs. Students take turns to say a noun or person(s). Their partner has to respond as quickly as possible with an object pronoun. For example:

A: a chair

B: it

B: Alejandra

A: her

Workbook page 19 and page 122

VOCABULARY

Positive and negative adjectives

- 1 If there is an IWB available in the classroom, this activity could be done as a heads-up activity with the whole class. Write the headings *positive* and *negative* on the board. Ask individuals to come to the board and write one of the adjectives under the relevant heading. The rest of the class agree or disagree with the answers.

Answers

Positive: exciting, funny, good, great

Negative: bad, terrible

Fast finishers

Ask students to add further adjectives to the two columns.

- 2 **SPEAKING** Read through the instructions and the example in open class. Ask students to read the items b–i and check comprehension. Divide the class into pairs for students to complete the exercise. Encourage students to add more information to develop their answers further. For example: *Ben Stiller is an excellent actor. Night at the Museum is a great film. It's my favourite.* Monitor and help with any questions. Make a note of any repeated errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Mixed-ability

Stronger students can think of an example for each of the items b–i. Weaker students can think of an example for five different items.

Workbook page 21

FUNCTIONS

Expressing likes and dislikes

- 1 Students read the two sentences and identify which is positive and which is negative. Check answers. Write *I like ...* on the board and nominate individuals to complete the sentence. Do the same with *I don't like ...*. Use the example sentence to clarify that *don't* is a contraction of *do not* and we use it to make the verb negative.

Answers

- 1 is bad
- 2 is good

- 2 Students work with a partner to complete the exercise. Nominate a volunteer to write their answer on the board. Point out that to form a question, we invert the subject and *do*. Say the sentences for students to repeat and check pronunciation.

Answers

A Do you like The Rolling Stones?

B Do you like Katy Perry?

- 3 In pairs, students match the answers to the questions in Exercise 2. Check answers. Point out the use of pronouns to avoid repetition of the object in each sentence. With a partner, students can ask and answer the questions in Exercise 2 to practise pronunciation and intonation.

Answers

- 1 A 2 B

- 4 **SPEAKING** Read through the examples and ask individuals to give their own answers to the two questions. Divide the class into pairs for students to ask and answer questions. Monitor to help with any difficulties and to ensure students are speaking in English. If a student repeatedly speaks in their own language, move him/her to work with a different partner. Listen to some examples in open class during feedback.

BACKGROUND INFORMATION

Taylor Swift (born 13 December 1989) is an American singer-songwriter. She initially sang country music, but now sings a mix of country, pop and rock. Her most famous songs are *Shake it Off*, *Blank Space* and *Bad Blood*.

Shakira (born 2 February 1971) is a Colombian singer, dancer and philanthropist. Her biggest hits include *Whenever, Wherever* and *Hips Don't Lie*, which is the best-selling song of the 21st century. She founded the Pies Descalzos (Barefoot) Foundation in 1997, which provides education and food for 4,000 children.

The Rolling Stones are a British rock group formed in London in 1962. Their biggest hits include *Get Off My Cloud*, *Satisfaction* and *Sympathy For The Devil*.

Katy Perry (born 25 October 1984) is an American singer. She became famous with her first hit *I Kissed a Girl* and has continued to have big hits such as *Part of Me* and *Roar*.

Lorde (born 7 November 1996) is a singer-songwriter from New Zealand. She began releasing records at the age of 16. Her debut hit *Royals* was a worldwide smash and made her the youngest solo artist to have a US number one.

Divergent is trilogy of novels by Veronica Roth which are being made into films. The titles are *Divergent*, *Insurgent* and *Allegiant*. The first of the film trilogy was released in 2014 and was a huge success.

Student's Book page 26–27

CULTURE

Masks from around the world

- 1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Pre-teach any challenging vocabulary, e.g. *First Nations* (Aboriginal people who lived in Canada before colonisation by European explorers). Say: *sweets*, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with answers.

Answers


Photo 1: a lion, tourists, one dancer

Photo 2: a mask from the First Nations people

Photo 3: masks

Photo 4: masks

Photo 5: sweets

- 2 In pairs, students choose an adjective to describe each mask. Listen to some of their ideas in open class. If students find this activity difficult, they can look back at the adjectives to describe feelings on page 22.
- 3  1.31 Play the audio while students read and listen to the article. Tell students not to worry if they don't understand every word and that they should just focus on answering the question. Ask students to check their answers with a partner before feedback in open class.

Answers

1 China 2 North America 3 Greece 4 Italy
5 the UK and the USA

- 4 Students read the article again to answer the questions. Stronger students may like to try to answer the questions before re-reading. Tell students to underline the parts of the article that helped them choose their answers. Students compare answers with a partner before whole-class feedback.

Answers

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

- 5 **SPEAKING** In pairs, students discuss the questions. Listen to some of their answers in open class as feedback.

Mixed-ability

Divide the class into pairs roughly according to level. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required and encouraging students to use English in their answers. Listen to some of their answers with the whole class.

WRITING

Describing feelings and things

- 1 As a warm-up, ask students: *How often do you send text messages? How many do you send a day? What do you write about and who do you send them to?*

Look at the photos and ask: *Where do you think the boys are?* but do not correct the answers at this point. Working individually, students quickly read the texts and write the names under the photos. Check answers.

Answers

A Henry B Tom

- 2 Check/clarify: *the sun isn't out and get to the beach*. Ask students to read the texts in more detail and answer the questions. Give them some time to compare their answers with a partner before whole-class feedback. Point out the short simple sentences in the text and the use of adjectives.

Answers

1 in the car
2 yes
3 He's on holiday.
4 at school
5 no
6 He's really hungry. / The school lunch isn't good. / He's cold. / The weather is bad.

- 3 Nominate individuals to answer the questions. Point out that these are common ways to start texts and general conversations.

Answers

1 (both) Hi
2 Tom: Bye. / Henry: See you soon!

- 4 Working individually, students think of answers to the three questions. Monitor and help with vocabulary if necessary.
- 5 If you're short on time, set this exercise for homework. Students use their notes to write a short text message to a friend. In the next lesson, ask students to show their text message to a partner and listen to some examples in open class.

READING AND WRITING

1 Part 3: Multiple-choice replies

Answers

1 B 2 A 3 C 4 C 5 B

2 Part 2: Multiple-choice sentence completion

Answers

1 C 2 A 3 A 4 A 5 B

TEST YOURSELF UNITS 1 & 2

1 VOCABULARY

Answers

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

2 GRAMMAR

Answers

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

3

Answers

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

4 FUNCTIONAL LANGUAGE

Answers

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