

Unit overview

Grammar: past simple: *be*, regular and irregular verbs, questions

Vocabulary: life stages; families; likes and dislikes (activities)

Skills: Reading: true or false, completing statements, completing a diagram with information, explaining relationships; Listening: multiple choice, identifying adjective collocations, multiple matching, identifying expressions used, listening for specific information; Speaking: describing a person's life, talking about your weekend, identifying people, talking about likes and dislikes

Culture: Families

The Culture page can be studied after Lesson C or at the end of the unit.

English Across the Curriculum: History: early human migration

The English Across the Curriculum page can be studied at the end of the unit.

Your Project: Develop your writing: *so* and *because*
A fictional family

Song: *Our House*

1A A new home

Vocabulary

Life stages

Exercise 1a 1.6

- Play the recording for students to listen and look at the pictures. Then play it again for them to listen and repeat.

Exercise 1b

- Students use the words in the box to complete the sentences. Don't get into a presentation of the verb tense at this point, as it will follow later in the lesson. For now, just get students to use the words for the gap-fill task.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 married 2 had 3 was born / grew up 4 moved
5 was born / grew up 6 started 7 left 8 went
9 died 10 got

LANGUAGE NOTE The verbs are all past simple forms, except for *was born*. It is best to present this as a set phrase to memorize rather than get into an explanation of the passive at this stage.

Comprehension

Exercise 2 1.7

- Focus attention on the picture. Ask: *Who is it?* (A boy.) *Where is he?* (Outside.) *What is he doing?* (He's smiling. / He's sitting down.) *How old is he?* (Around 12.) Tell students they are going to find out more about him.
- Students read the eight statements. Check comprehension.
- Play the recording for students to read and listen. Allow three or four minutes for students to re-read the text and decide about the statements.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 False. 2 False. 3 Doesn't say. 4 True. 5 Doesn't say
6 False. 7 True. 8 False.

Grammar

Past simple: *be*

Exercise 3

- Ask students to try to complete the text without reading the story again, then check their answers against the story.
- Elicit the rules. We use *was* after *I*, *he*, *she*, and *it*, and *were* after *you*, *we*, and *they*. To form the negative, we add *not* after *was* / *were*. The contracted forms are *wasn't* and *weren't*.

ANSWER KEY

1 were 2 weren't 3 was 4 wasn't

Past simple: regular and irregular verbs

Exercise 4a

- Students read the story again to find examples of verbs in the past simple in the affirmative form.
- Elicit the rule: to form the past simple of regular verbs, we add *-ed* to the base form. If the verb ends in *-e*, we only add *-d*.

ANSWER KEY

Base form	Regular	Irregular
have		had
go		went
arrive	arrived	
rain	rained	
want	wanted	
start	started	
make		made
play	played	

- 5 2 Is Laura playing computer games?
Yes, she is.
- 3 Are Callum and Jack cycling?
No, they aren't. They're running.
- 4 Is Dean reading?
No, he isn't. He's swimming.
- 5 Are Ellie and Jade skiing?
Yes, they are.
- 6 Is Paul riding a horse?
No, he isn't. He's riding a bike / cycling.
- 6 2 go out
- 3 meet
- 4 go
- 5 have
- 6 'm not having
- 7 'm looking after
- 8 're having
- 9 is watching
- 10 watches

Answer key

11 're playing

12 is having

13 are, doing

14 do, do

7 Students' own answers