

Cambridge English



Kathryn Davies
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Series Editor: **Annette Capel**

Prepare!

TEACHER'S BOOK
WITH DVD AND TEACHER'S
RESOURCES ONLINE

Level 1





CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



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www.avasshop.ir

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TEACHER'S BOOK
Level 1

Cambridge University Press

www.cambridge.org/elt

Cambridge English Language Assessment

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9780521180450

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First published 2015

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-18043-6 Student's Book

ISBN 978-1-107-49715-3 Student's Book and Online Workbook

ISBN 978-0-521-18044-3 Workbook with Audio

ISBN 978-0-521-18045-0 Teacher's Book with DVD and Teacher's Resources Online

ISBN 978-0-521-18046-7 Class Audio CDs

ISBN 978-1-107-49714-6 Presentation Plus DVD-ROM

Teacher's resources, including progress and achievement tests, worksheets for the video and additional teaching activities at www.cambridge.org/prepareresources

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Introduction to *Prepare!*

Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, *Prepare!* has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, *Prepare!* is a course you can rely on and trust.

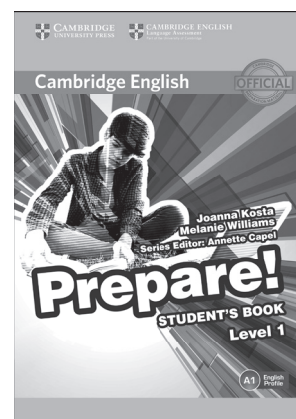
Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book

The Student's Book includes a starter unit plus 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with its pronunciation.



Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and Levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

In addition to regular practice of each exam task in the main units, Level 3, Level 5 and Level 7 have five additional Exam profile sections, which are located at the back of the Student's Book. These pages focus on each part of each paper, giving detailed information about the exam task, as well as practical guidance on how to approach each task, with useful tips and training to familiarise students with the whole exam and prepare them thoroughly for examination day.

The Exam profiles can be used as focused training after first exposure to an exam task in the main units, or alternatively towards the end of the year when students require more intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.

EP English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of **Prepare!** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than 'concrete' topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of **Prepare!** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, how you can access it, as well as ways to get involved in the English Profile programme, visit www.englishprofile.org

The Cambridge Learner Corpus

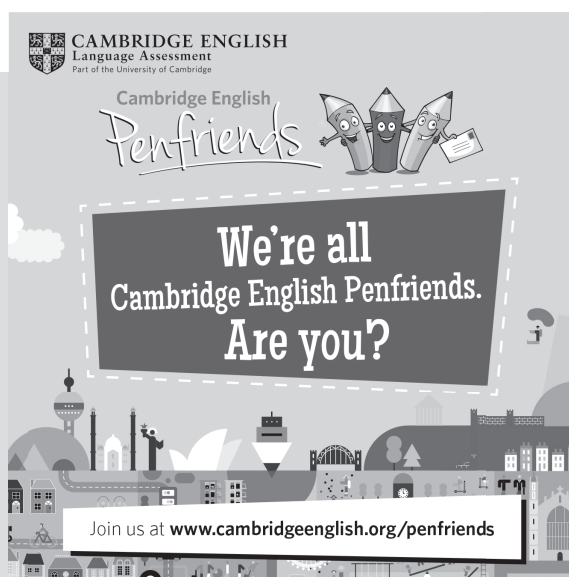
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbook of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn't joined Cambridge English Penfriends yet, what are you waiting for?

Register at www.cambridgeenglish.org/penfriends

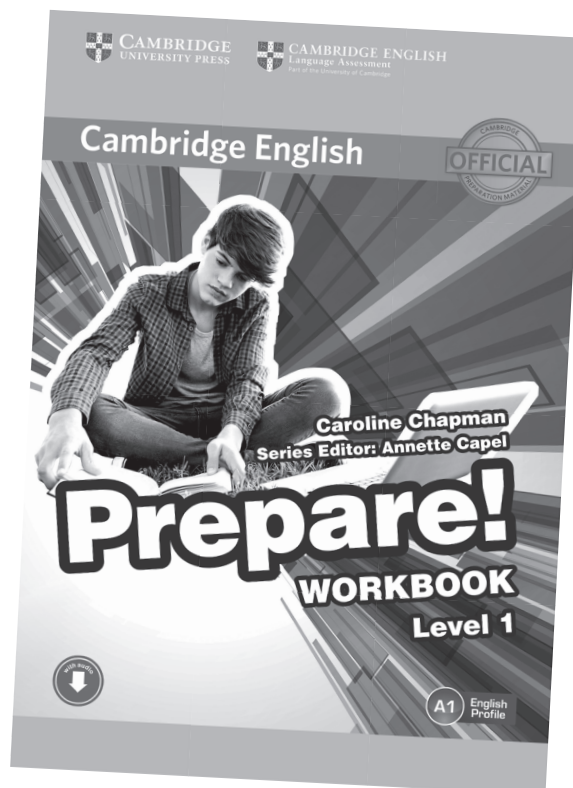
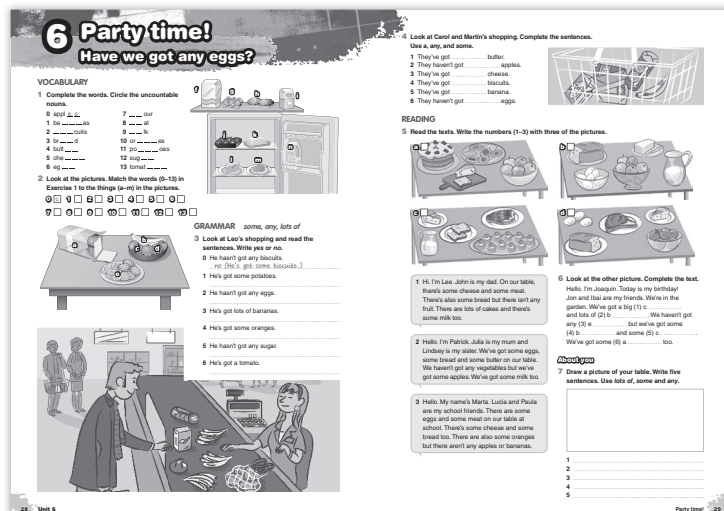
An advertisement for Cambridge English Teacher. It features a smiling man in a plaid shirt. The text reads: 'Cambridge English Teacher The professional membership that supports your career'. A circular badge says 'English Teaching Professional included free when you join online'. Below this, it says 'Get unlimited professional development from Cambridge, conveniently delivered online.' followed by a list of benefits: 'Courses with certificates, to help you deepen or broaden your expertise.', 'Experts explain their theories in weekly webinars and discussions.', 'Knowledge articles, videos and a Cambridge bookshelf, for new ideas.', and 'Network of thousands of teachers, plus our premium Jobs Board.' At the bottom, it says 'Join now at www.CambridgeEnglishTeacher.org' and includes logos for Cambridge University Press and Cambridge English Language Assessment.

For more teacher support, including thousands of free downloadable resources, lesson plans, classroom activities, advice, teaching tips and discussion forums, please visit www.cambridgeenglish.org/teachers

Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. The accompanying audio is provided as downloadable MP3 files and is available from www.cambridge.org/PrepareAudio



Online Workbook

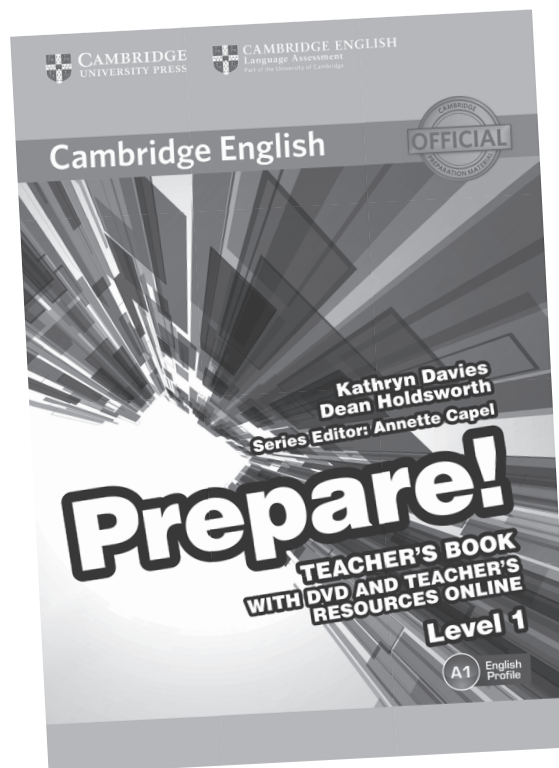
The **Prepare!** online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks as well as keys and audioscripts. The audioscripts include underlined answers.


The teacher's books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.

The DVD includes 10 video extra films.



Class Audio CDs

The **Class Audio CDs** contain all of the audio material from the Student's Book.

 The audio icon in the Student's Book clearly shows the CD number and the track number.

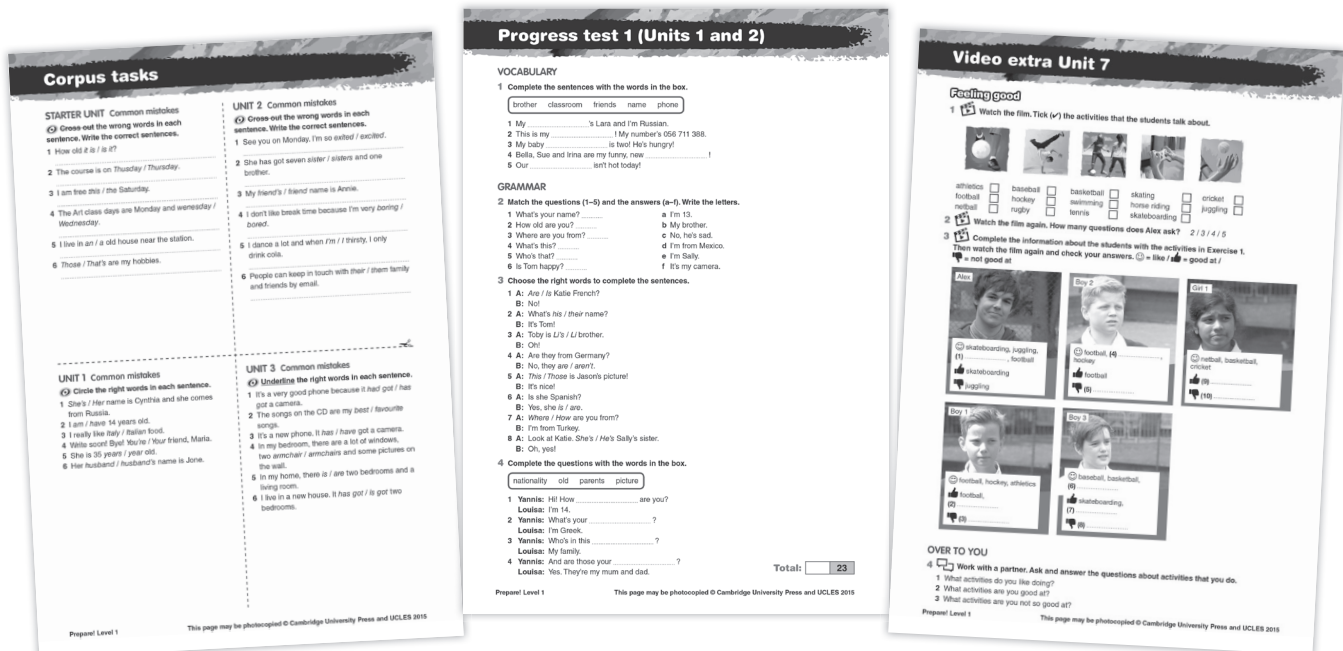


Teacher's resources online - Downloadable materials

Complete suite of downloadable teacher's resources to use in class including:

- Video extra worksheets
- Progress tests
- Achievement tests
- Corpus tasks

These are available from www.cambridge.org/prepareresources



Presentation Plus

Presentation Plus is the next generation planning and presentation tool for teachers. Perfect for creating engaging lessons, it includes:

- Interactive whiteboard tools
- Student's Book and Workbook with interactive exercises
- Access to teachers' resources

Ideal to use with a computer and a projector or with an interactive whiteboard.

Student's Book overview

Vocabulary sets informed by English Vocabulary Profile to ensure they are appropriate for the level

6 Party time!
Have we got any eggs?

VOCABULARY
Match the pictures to the things on the shopping list.

1 Listen and check. Then repeat.

2 Read the information in the box. Then write the things in Exercise 1 under the right basket.

There are things you can count (countable).
There are things you can't count (uncountable).
You can add a to countable nouns but you can't add a to uncountable nouns.

READING
3 Read the story and look at these sentences. Write yes or no.

GRAMMAR some, any, lots of

Countable nouns	Uncountable nouns
We've got three eggs.	We've got some flour.
There are some eggs.	There's lots of flour.
We've got lots of eggs.	We haven't got any flour.
We haven't got any eggs.	Have we got some flour?
Have we got on eggs?	Have we got some flour?

PRONUNCIATION some, any, lots of

4 Listen to some sentences with points. Then listen again and repeat.

5 Look at the picture of the party food on page 124 and write sentences. Use some, any or lots of.

6 Look at the picture of the party food on page 124 and write sentences. Use some, any or lots of.

Clear **grammar presentation** and **practice** is extended in the Grammar reference section at the back of the book

There is comprehensive coverage of **pronunciation** in the Student's Books

Lots of opportunities to **personalise** classroom language to encourage meaningful communication

Motivating, topic-based **texts** specifically chosen to engage and inform students

13 Places
Is there a cinema?

LISTENING
1 Look at the photos and answer the questions. Compare your answers with your partner.

2 Listen and check.

3 Listen again. Who says these sentences?

VOCABULARY
3 Look at the photos for the 'Our town' project. Which places do you know?

OUR TOWN by Rosa

4 Look at the word map and at Rosa's photos. Match the photos to the places.

5 Complete the sentences with the places in a town.

6 Look at the word map and at Rosa's photos. Match the photos to the places.

7 Look at the word map and at Rosa's photos. Match the photos to the places.

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12 Look at the word map and at Rosa's photos. Match the photos to the places.

13 Look at the word map and at Rosa's photos. Match the photos to the places.

Let's meet at the museum

LISTENING
1 Listen to Anya's diary. Write the times in Anya's diary.

2 Listen again and write the times in Anya's diary.

3 Talk to people in your class.

GRAMMAR Let's ... Shall we ...?

4 Complete this part of Anya's conversation with Penny. Use the Grammar box to help you.

5 Practise the conversation in Exercise 4 with your partner. Change the times and places.

VOCABULARY
6 Match 1-5 with a-j. There is more than one answer.

7 Tick (✓) the things in Exercise 6 which you do on Saturday and Sunday. Tell your partner.

8 Make a diary like Anya's. Look at the adverts and choose two activities. Write the activities and times in your diary.

9 Talk to three friends. Make plans for Saturday and Sunday. See page 127 for an example conversation.

10 Listen and check.

11 Listen and check.

12 Listen and check.

13 Listen and check.

14 Listen and check.

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100 Listen and check.

Speaking and Writing are practised little and often to help students gain confidence

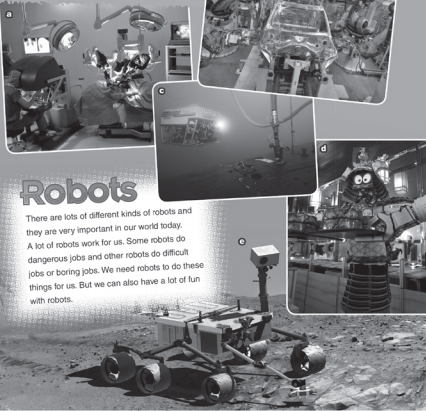
Video interviews with teenagers show target language being used in authentic situations

Get talking! presents and practises EVP informed phrases to encourage natural and fluent English



Science

Robots



Robots

There are lots of different kinds of robots and they are very important in our world today. A lot of robots work for us. Some robots do dangerous jobs and other robots do difficult jobs or boring jobs. We need robots to do these things for us. But we can also have a lot of fun with robots.

- 1 Read the text. Why do we have robots?
- 2 Match the robots with these jobs.
- 3 Which of the robot's jobs in Exercise 2 are dangerous, difficult, boring or fun?
- 4 Look at the photos of the robots and find these things:

54 Science

- 5 01:58 Listen to some information about four robots. Match the robots to the photos.

Replies Q1 Asimo Carp Robot Spykee



- 6 01:58 Listen again. One sentence for each robot is wrong. Find the wrong sentence and correct it.

Replies Q1 has got a beautiful face. She can move her face and arms. She can walk.

Asimo can't run. Asimo can understand people's faces. Asimo can open doors.

Carp robot is blue and silver. It hasn't got a camera in its head. It can give information about the water.

Spykee can take photos and make phone calls. Spykee can't move. Spykee can see and hear.

Project

Design and draw a robot. Think about these questions.

1 What can it do? (swim? walk? run? ...?)

2 What has it got? (arms? legs? wheels? a camera? ...?)

3 What is it for? (doing your homework? exploring planets? ...?)

Work in a group. Tell each other about your robots.

My robot is called ...

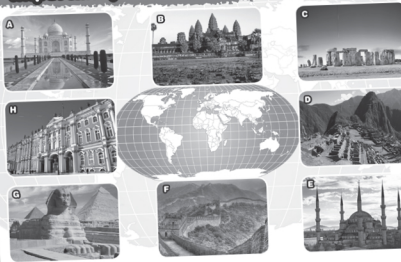
It's got ...

It can ... and ...

A culture or cross-curricular lesson after every two units encourages students to learn about the world around them and learn about other subject areas through English

Culture

Important places around the world



- 1 Read the first paragraph and look at pictures A, B, C and D. Can you name these places? What countries are they in?

Every country has one or more very special places. These can be buildings, old cities, statues or even mountains. These places are very important to the people of that country. Sometimes the places are famous around the world too.

At Angkor, in Cambodia, there is an ancient stone city. Some of the buildings are about 2,000 years old. Angkor Wat is one of them. It is a very important temple in Cambodia. There is even a picture of it on the Cambodian flag. It has about a million visitors a year.

Machu Picchu is in Peru. It is an Inca city in the Andes mountains and it is 500 years old. There are many buildings there - temples, palaces, houses and gardens. There is also a pyramid. It is a very important place for learning about the Incas. It has about a million visitors a year.

The Taj Mahal is in the city of Agra, in India. It is a very famous and beautiful mausoleum, for a queen called Mumtaz Mahal. About three million people visit it every year. It is 360 years old.

Stonehenge is a very famous monument in the UK. It is an ancient stone circle. People began building it about 5,000 years ago, but even today, we are not sure how or why it is there. Around 800,000 people a year visit Stonehenge from all over the world.

NEW WORDS

monument - an important building

pyramid - very old

ancient - very old

temple - some people worship God in this building

mausoleum - this building is for the body of an important person

palace - a very important person lives in this building

statue - a very important person

- 2 Read the texts once to check your answers. Then read them again and complete the table.

Name of place	Country	Age	Kind of place	Number of visitors	Interesting fact
A	India				
B		5,000 years old			
C	Stonehenge				People don't know why it is there.
D			city		

- 3 02:26 Match the numbers with the words. Then listen, check and repeat.

a 100 two hundred and fifty

b 250 two million

c 1,000 four hundred thousand

d 3,500 three thousand five hundred

e 400,000 a thousand

f 2,000,000 a hundred

- 4 Practice saying these numbers with your partner.

440 1,200 850 4,000,000 3,000 6,800 300,000 1,500,000

- 5 Use the table to make sentences about the places. Your partner must say the name of the place.

This place is 360 years old. The Taj Mahal. Yes!

- 6 Look at the photographs E-H. Do you know these places?

- 7 Student A, turn to page 122. You have information about places E and F. Student B, turn to page 123. You have information about places G and H. Ask and answer about the places.

A: What's place E called in English?

B: It's ...

A: Is it in Italy?

B: No, it isn't. It's in ...

Project

Work in pairs. Choose a famous place from your country, or another country. It can be a building, a statue, a mountain, a bridge, etc.

Write down:

- its name
- its age
- what kind of place it is
- one or two interesting facts
- where it is
- about it

Use books or the internet to help you. Find a good photograph of the place. Make a poster with your photo and information. Show it to the class.

Important places around the world 55

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Review pages after every four units give further practice on language and skills

Review 5

Units 17-20

LISTENING

- 1 02:48 Gavin travelled to a lot of places this year. What was the weather like? Listen and draw a line.

January	February	March	April	May	June
wind	cold	rain	hot	warm	wind
rain	warm	hot	wind	rain	cold
hot	cold	warm	wind	rain	hot
wind	hot	cold	warm	rain	hot
cold	rain	wind	cold	hot	warm
warm	hot	wind	cold	hot	warm
hot	wind	cold	hot	warm	rain

VOCABULARY

- 2 Complete the sentences with a word from the box.

carry cat garden sea show train village

- 0 I love swimming in the ... sea, on holiday.
- 1 Our ... doesn't come with us on holiday. It goes to a kind of animal hotel.
- 2 Yesterday, I walked to the station to catch the ...

- 3 You have some beautiful flowers in your ...
- 4 Can you ... me your new computer game?

- 5 A ... is smaller than a town.
- 6 Shall I ... your books for you?

- 3 Complete the words.

- 0 A person who doesn't have a lot of money is poor.
- 1 In the summer, we sometimes go on a ... to a zoo.
- 2 I like to go by ... train. It's fun and exciting.
- 3 Last year we travelled by car but it was very ...
- 4 My brother likes playing on the ... because he can't swim.
- 5 There are a lot of sheep on my uncle's ...
- 6 I've got two ... for the concert.

GRAMMAR

- 4 Make sentences with adjectives from the box. There is more than one answer.

big clean cold dirty easy exciting expensive famous important interesting new old young

- 0 apples / chocolate
- Apples are ... than chocolate.
- 1 your school bag / my school bag
- 2 José da Silva / our teacher
- 3 a visit to the zoo / a picnic in the country
- 4 writing English / speaking English
- 5 films / books
- 6 a flying boat / a plane

- 5 Complete the conversations with the correct preposition from the box.

for in on until with

- 1 A: Did you go to Sam's party ... on Saturday evening?
- B: Yes, I went ... Paula.
- 2 A: I waited for you ... two o'clock!
- B: I was in my guitar lesson. I always have a guitar lesson ... Monday.
- 3 A: Were you at this school last year?
- B: No, I wasn't. I came here ... September.
- 4 A: Where did you go on holiday last year?
- B: I stayed ... my friend in Spain ... two weeks.

- 6 Read and complete the story. Use the past simple.

Bobby ' ... lived ... (live) in a flat in New York. Every day he ' ... (travel) to school by bus. He ' ... (not) walk to school because the school ' ... (be) a long way from his house. One day, Bobby ' ... (want) to get to school before his friends. He ' ... (start) to walk because it ' ... (be) too early for the bus. He ' ... (walk) and ' ... (be) the school? He ' ... (ask) a man in a shop. 'Do you know where Main Street School is?' 'Yes, the man ' ... (say). 'It's only five minutes from here.' When Bobby ' ... (arrive) at school he ' ... (be) very happy because he ' ... (not be) late for class.

READING

- 7 Do an interview with an explorer. Write questions with be in the past and present. Ask and answer with your partner.

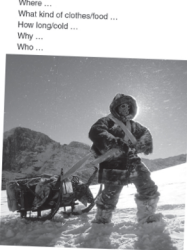
Where ...

What kind of clothes/food ...

How long/old ...

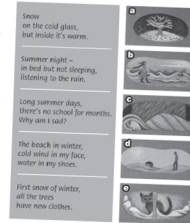
Why ...

Who ...



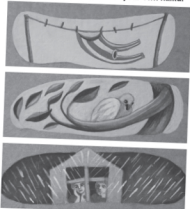
READING

- 8 A haiku is a short poem with three lines. Haikus are often about the weather. Read the haikus and match each one to a picture.



WRITING

- 9 Choose a picture and write your own haiku.



Answers to quiz on page 9

Students can find these pictures on the following pages: 22; 64; 97; 106

UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION
① In the classroom page 10	The alphabet Numbers 1–20 Days of the week Things in the classroom Colours Months	<i>a / an</i> <i>This, That, These, Those</i>	The alphabet
② All about me page 14	<i>camera, phone, photo</i> <i>friend, name, teacher</i> Countries Nationalities	Determiners: <i>my, your, his, her</i> <i>be</i> – affirmative, singular / plural, negative, singular / plural	<i>from</i>
③ Families page 18	Family members Adjectives describing how you feel	Determiners: <i>their, our</i> Possessive 's <i>be</i> – questions and short answers <i>Wh-</i> questions	<i>and</i>
Culture The United Kingdom page 22			
④ My home page 24	Rooms Things in the home Possessions in your room	<i>There is / There are ...</i> <i>in / on</i> <i>have got</i> affirmative	Intonation in lists
⑤ My things page 28	Personal possessions Adjectives describing things	<i>have got</i> negative, <i>have got</i> questions and short answers	Syllables
Geography People and continents page 32		Review 1 Units 1–4 page 34	
⑥ Yes, we can! page 36	Activities and skills Parts of the body	<i>can / can't</i> Prepositions: <i>into, behind, under</i>	<i>can / can't</i>
⑦ Party time! page 40	Food Times: <i>o'clock, (two) thirty</i>	<i>some, any, lots of</i> Prepositions: <i>on, at, from, until</i>	<i>some</i>
Culture Holidays in the United States page 44			
⑧ Feeling good page 46	Sports and activities Things that are good and bad for you	<i>like / don't like</i> Pronouns: <i>him, her, it, me, us, you,</i> <i>them</i>	word stress
⑨ Things we do page 50	Activities at an after-school club Activities in the home <i>make</i> and <i>do</i>	Present continuous	<i>Yes / No</i> questions
Science Robots page 54		Review 2 Units 5–8 page 56	
⑩ My day page 58	Daily activities Times: <i>half past, quarter past/to</i>	Present simple – affirmative and negative	Present simple endings <i>/s/, /z/, /ɪz/</i>
⑪ Information page 62	School subjects Digital / electronic items	Present simple – questions and short answers <i>How much ...? / How many ...?</i>	
Culture The School of the Air page 66			

READING	LISTENING	SPEAKING	WRITING	VIDEO
Teenagers from different countries	Teenagers meet and make friends at the photo club A chant	Talk about yourself EP Get talking! <i>Hello, See you later, Goodbye.</i>	Write about yourself Write a chant	
Cartoon story: The family introduce themselves	Sue invites her friend Bella home	Talk about your family Ask and answer questions about how you feel	Write about your partner	Me and you
Teenagers describe their bedrooms	Joelle and Rosa visit Paolo's house	Talk about your home	Write about your partner's home Write about your room	
Cartoon story: Katie and Nat get ready to take Toby out	Emma phones to ask about her lost things	Talk about what things you have got at school	Write about what's in your bag	Things in your bag
He can stand on his hands!	A meeting in the park	Ask and answer about what you can and can't do Talk about what you can do with your body	Write about what you can and can't do	What can you do?
Cartoon story: Making a cake for Dad's birthday Party invitations	Four conversations with invitations to a party	Invite your partner to a party EP Get talking! <i>I'm sorry, ... Would you like to I'd love to!</i>	Write a shopping list for your party Write an invitation to your party	
<i>Ask the doctor</i>	Joelle, Rosa and Paolo show each other their sports photos and see the boy in the park	Talk about what you like, don't like, are good at and not very good at Tell your partner about your breakfast	Write about your friends Write a simple 'problem' letter and reply to one	Feeling good
Martin's blog for the week Cartoon story: Sally wants some help	Suzy shows Mike photos of her after-school clubs	Play a mime game: <i>What am I doing?</i>	Write a blog about you	
<i>My Brazil blog</i>	Joelle, Rosa and Paolo meet José outside the café and talk about Rosa's day	Talk about what you and your partner do in the mornings Compare your day – say what you do and don't do	Write about what your partner does before school Compare your partner's day	Daily routine
Cartoon story: Katie and Nat are doing homework	Four people talk about their digital/electronic items	Find out how often your friends use technology	Write about how often your friends use technology	School subjects

UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION
11 He's famous page 68	Entertainment Words with two meanings	Adverbs of frequency <i>always, often, sometimes, never</i> <i>Wh-</i> questions	<i>Wh-</i> questions
12 Working life page 72	Jobs and work Food	Present simple and present continuous <i>can</i> : requests and permission	
Maths Coins and money page 76 Review 3 Units 9–12 page 78			
13 Places page 80	Places in a town Adjectives describing places	<i>Is there a ...? Are there any ...?</i> Prepositions: <i>inside, outside, above, below, near</i>	
14 Going out page 84	Picnic words Phrases for going out	<i>Why ...? because</i> <i>Let's ...</i> <i>Shall we ...?</i>	
Culture Important places around the world page 88			
15 Clothes page 90	Clothes Phrases for describing people	Plurals – spelling Describing people: <i>She has got / is / is wearing ...</i>	Plural noun endings /s/, /z/, /ɪz/
16 Buy it! page 94	Shopping Prices	<i>need, want</i> <i>too + adjective</i>	
Music The orchestra page 98 Review 4 Units 13–16 page 100			
17 Comparing page 102	Comparing houses Days out	Comparatives: short adjectives Comparatives: long adjectives	<i>than</i>
18 The weather page 106	Weather and temperature Camping	Impersonal <i>it</i> Prepositions <i>with, for, until</i>	Vowel sounds
Culture Canada and the maple tree page 110			
19 Going places page 112	At a concert Travel and things to take with you	Past simple: <i>be</i> <i>Wh-</i> questions in the present and past	<i>was</i>
20 A Russian tale page 116	Words in a story	Past simple – affirmative and negative	
Art Drawing and perspective page 120 Review 5 Units 17–20 page 122 Activities page 124			

READING	LISTENING	SPEAKING	WRITING	VIDEO
Interview with a young tennis star	José appears on TV – he's famous!	Talk about music and TV Role play an interview with a famous person	Write ten questions to ask a famous person	
Sue describes what work her family do and what they are doing now Cartoon story: Jason works as a waiter for a day	A waiter takes an order for food in a café	Role play ordering something in a café EP Get talking! <i>Would you like a ...?</i> <i>Yes, please.</i> <i>No, thank you.</i>	Write about what you eat, your favourite food and eating out in cafés	
<i>My favourite place</i>	José and the friends run away from the photographers in the park	Talk about places in your town Describe your favourite place in your town	Write about your favourite place	Favourite places
Cartoon story: A picnic in the country doesn't end well	Anya wants to meet her friends at the weekend	A memory game – describe a picture Say what you do on Saturday and Sunday EP Get talking! <i>How are you?</i> <i>I'm good, thanks.</i>	Write a description of a scene Make plans for the weekend with a friend	
	Paolo and José change clothes Two friends look at photos of the carnival	Talk about what you wear on different occasions Draw a picture of you in carnival clothes and describe it for your partner to draw	Describe the differences between two pictures Write a description of a person	Clothes
Cartoon story: The family all need to buy things Cartoon story: Buying some new jeans	Conversations about what people need to buy Conversations about buying things	Talk about what you need for an activity you want to do Act out a conversation in a shop Talk about shopping EP Get talking! <i>Excuse me.</i> <i>Of course.</i> <i>Sure.</i>		
<i>Great days out</i> – four exciting places to visit	José invites the friends to his hotel and gives them tickets to his concert	Compare your home with the photos Talk about a family day out	Compare things in a picture and write about them Describe a place and say why you want to go there	Great places
<i>What do you think about the weather?</i> Three holiday postcards	Four short conversations	Say how you feel about the weather Answer a weather questionnaire Talk about holidays in your country	Write a message for the weather website Write a holiday postcard	The weather
An article about a scientist and explorer, Michael Fay	Joelle, Rosa and Paolo go to José's concert	Write questions beginning <i>Where were you ...?</i> and ask and answer them	Write <i>Wh-</i> questions in the past	
<i>The Flying Boat, Part 1</i>	<i>The Flying Boat, Part 2</i>	Act out the end of the story Tell a traditional story from your country	Write a different end for the story	

In the classroom

What's your name?

Lesson profile

Vocabulary	The alphabet; numbers 1–20; days of the week
Grammar	<i>What's your name? How old are you? How do you spell it?</i>
Pronunciation	The alphabet

Warmer

Say *hello* to the students. Encourage them to say *hello* back as a class and individually. Introduce yourself and encourage the students to introduce themselves to you and to each other.


Although some students may be able to use a phrase such as *My name's ...*, other students might not be able to. It is important for you to repeat the target language a number of times and to use gestures.

Teacher to Student A: Hello, my name's Alessandra. What's your name?

Student A: Nicola. / My name's Nicola. / I'm Nicola.

Teacher to Student B: Hello, my name's Alessandra. What's your name?

THE ALPHABET

- 1**  **1.02** Books closed. Play the recording once or twice and ask the students to listen to it.

Books open. Focus the students' attention on Exercise 1 and explain that they have just heard the English alphabet. Play the recording again and practise saying the alphabet as a class, making sure that the students are pronouncing the sounds as clearly as possible.

Encourage the students to repeat the alphabet with different emotions, e.g. in a happy or sad voice. Write the adjectives *happy* and *sad* on the board and draw simple faces to represent them.

Extension activity

If you want to approach the alphabet from a different angle, try to present it in sound groups.


On the board write the following prompts:

A _ _ _
B _ _ _ _ _
F _ _ _ _ _
I _
Q _ _
O _
R

Point to the letter *A* and model the pronunciation. Encourage the class to repeat it before pointing to the next space. Students may want to give you the letter *B*. If they do so, simply smile and shake your head until you are given the letter *H*, *J* or *K*. If you are given *J* or *K* first, put them into their correct positions and continue to elicit the letter *H*. If, however, students are not able to produce a letter from the sound group, give them the letter *H* and continue eliciting the other letters. Go through the alphabet this way encouraging the students to find the common sound in each group.

At the end of the activity, you should have a complete alphabet:

/ei/ A H J K
/i:/ B C D E G P T V
/e/ F L M N S X Z
/ai/ I Y
/ju:/ Q U W
O
R

- 2**  **1.03** Before you play the recording, ask the class to guess the names of the people in the photographs and pictures. Allow the students to call out their suggestions. Play the recording two or three times, pausing it to give the students some time to write down their answers.

Mixed ability

At this stage, some students might be false beginners and know the alphabet quite well. It is important to allow everyone to feel that they have achieved something in class. If you practise spelling, choose a selection of long, medium and short names. Ask the stronger students to spell the longer names, e.g. *Sebastian*. Let the weaker students spell some shorter names, e.g. *Bob*, *Dan*, *Ian*, *Lee*, *Amy*, *Liz* or *Ann*.

Answers

a Paolo b Rosa c Joelle d Nat e Katie f Sally
g Jason

Audioscript

Conversation a

Girl: What's your name?

Paolo: Paolo.

Girl: How do you spell it?

Paolo: P-A-O-L-O.

Conversation b

Boy: What's your name?

Rosa: Rosa.

Boy: How do you spell it?

Rosa: R-O-S-A.

Conversation c

Boy: What's your name?

Joelle: Joelle.

Boy: How do you spell it?

Joelle: J-O-E-double L-E.

Conversation d

Girl: What's your name?

Nat: Nat.

Girl: How do you spell it?

Nat: N-A-T.

Conversation e

Boy: What's your name?

Katie: Katie.

Boy: How do you spell it?

Katie: K-A-T-I-E.

Conversation f

Boy: What's your name?

Sally: Sally.

Boy: How do you spell it?

Sally: S-A-double L-Y.

Conversation g

Girl: What's your name?

Jason: Jason.

Girl: How do you spell it?

Jason: J-A-S-O-N.

- 3** **1.04** After the students have listened to the recording and repeated the conversation, ask the class to close their books and write from memory the two questions (*What's your name?* and *How do you spell it?*).

Encourage the students to ask the questions to five classmates. Tell them to write their names down and try to remember them.

NUMBERS

- 4** **1.05** When the students have listened to the recording and repeated the numbers, write them on the board in three rows:

1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19
20

Revise *happy* and *sad*. Explain that the numbers from 1 to 12 are 'happy' numbers (their pronunciation is short and snappy), whereas the numbers from 13 to 19 are 'sad' because of the long /i:/ in the last syllable. Draw happy and sad faces beside the numbers. Encourage the students to practise saying the numbers in groups, and encourage them to really exaggerate the long sound in numbers 13 to 19.

- 5** Turn this exercise into a race to see who can count the candles without making a mistake.

Answers

b seventeen **c** twelve **d** fourteen **e** eight **f** eleven

- 6** **1.06** Make sure that the students understand that they have to look at the cakes in Exercise 5 to complete this exercise. Play the recording twice.

Answers

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

Audioscript

1 Boy: How old are you, Nat?

Nat: 14

2 Boy: How old are you, Penny?

Penny: 17

3 Woman: How old are you, Jack?

Jack: 9

4 Woman: How old are you, Tim?

Tim: 11

5 Boy: How old are you, Anna?

Anna: 8

6 Woman: How old are you, Lara?

Lara: 12

- 7** Give each student a piece of paper and ask them to divide it into four sections. Ask them to write a number from 1 to 20 in each box. Explain that you are going to read out some numbers and that when the students hear their numbers, they should cross them out. When they have crossed out all their numbers, they should tell you. Check that they are correct by asking them to read out their numbers.

Extension activity

Focus the students' attention on the number 20 on the board, and present higher numbers: 30, 40, 50, 60, 70, 80 and 90. Explain to the class that these are also happy numbers and that it is very important to differentiate the 'sad' teens (13–19) and the 'happy' tens. Go through the pronunciation of the tens keeping them short and snappy.

Finally, contrast similar numbers. For example, write on the board: 14 / 40. Then say: *Forty*. Ask the students to decide which number they have heard.


DAYS

- 8** **1.07** Play the recording twice. During the second listening, stop the recording after each word and encourage the students to point to the names of the days in their books.

Encourage the students to complete the chart, and play the recording again to check their answers. Practise the pronunciation of the words with the class.

Audioscript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 9  1.08 Explain that the children in the picture are playing a game. Play the recording once or twice. Put the students into pairs and ask them to play in the same way.

SPEAKING

- 10 Check that the students have formed the questions correctly by writing them on the board. Tell the students to ask three classmates the questions and note down their answers. If the class know each other well, it may be an idea to give them different identities, as this will discourage students from writing down the information before they have even heard it.

Fast finishers

Fast finishers talk to one or two more classmates.

Answers

What is your name?

How do you spell it?

How old are you?

Cooler

To finish the lesson, ask the class to count from 1 to 20.

Say *goodbye* to the students. Encourage them to say the same as they are leaving.

This pen is red


Lesson profile

Vocabulary Things in the classroom; colours; months
Grammar *a/an*; singular and plural nouns;
This/That is ... , These/Those are ... ;
What colour is ... ?

Warmer

Elicit the alphabet from the class, and ask the students if they know of any simple (or international) words in English.

THE CLASSROOM

- 1  1.09 Ask the students to look at the picture at the top of page 12 for a minute and then close their books. Students draw as many of the objects as they can remember. After two minutes, ask them to open their books and check.

Ask the students to look again at the picture but this time concentrate on the words. After a minute or so, ask them to close their books again, and to label as many of their drawings as possible.

Play the recording and encourage the students to repeat the words.

- 2 Ask the students to look at the picture in Exercise 2. Explain that *a* is used before consonant sounds and *an* is used before vowel sounds, e.g. *a ruler* and *an apple*. Point out that neither *a* nor *an* are used with plural nouns (plural nouns end with *-s*).

Divide the class into small groups and give each group 10–15 Post-it notes. Tell them to go around the class labelling as many objects as possible.

COLOURS

- 3 Books closed. Ask the students to bring a few of their labelled items to your desk and place them in view of the class. Hold up each item and tell the class what colour it is. Introduce the question: *What colour is it?* Repeat it a few times and write the question on the board.

Ask the students to work in their groups, asking the question and naming the colours of other labelled items.

Books open. Ask the students to do the matching activity and then check their answers.

1.10 Answers

The answers are recorded for students to check and then repeat.

1 orange 2 blue 3 green 4 grey 5 red 6 black
7 white 8 yellow 9 brown

- 4 Focus the students' attention on the phrase: *Say the colour, not the word!* Make sure that the students understand that they should say the name of the colour that the word is written in.

Answers

1 orange 2 red 3 blue 4 green 5 grey 6 black
7 brown 8 white

After the students have done this exercise, you can also change the rubric to *Say the colour and the word.* Encourage the students to read the word in the book and give its colour, e.g. *Zero. Black and yellow.*

- 5 Focus the students' attention on the example. Encourage the class to write five more sentences but do not explain the use of *the* at this stage.

Fast finishers

Fast finishers write sentences about the objects they have previously labelled in the classroom.

Answers

1 The pencil case is red. 2 The apple is green.
3 The pen is blue. 4 The book is orange.
5 The ruler is black.

THIS, THAT, THESE, THOSE

Books closed. Choose a volunteer, and ask him/her to hold one pencil in one hand and two or three in the other. Make sure that the target words are written on the board.

Hold up a single pen and show it to the class. Say: *This pen.* Ask the volunteer to hold up and show a pen to the class and say: *That pen.* Repeat the exercise with *these* and *those*.

- 6 Check if the students have understood your grammar presentation by asking them to complete Exercise 6.

Answers

2 a 3 d 4 b

- 7 Ask the students to complete the sentences in pairs. Ask a few students to read out their answers to check.

Answers


1 That desk is grey. 2 These pens are black.
3 Those pens are green. 4 That ruler is orange.
5 This ruler is yellow.

- 8 Ask a pair of students to read out the dialogues. Explain that we use *What colour is ...* with singular nouns and *What colour are ...* with plural nouns. Show the class a few objects and ask them: *What colour is/are ...?* Then, encourage the students to play in pairs.


Mixed ability

In a mixed ability class, play a more teacher-led game with the class. Hold up two green pens and say: *These pens are yellow.* Try to elicit: *No, those pens are green.*

MONTHS

- 9  1.11 Encourage the students to repeat the words with the recording.

Then say: *One – January. Two – February. ... Twelve – December.* Then say the numbers from 1 to 12, in random order. Encourage the students to give you the name of the month.

- 10  1.12 Play the recording to present the dialogue, and check if the students understand the question. Point out that we use *in* with months. Give them a few minutes to talk in pairs.

- 11 With a **mixed ability class**, draw one big chart on the board. Encourage each student to come to the board, complete the chart for him/her and say: *My birthday is in (November).*

Project

Alphabet chart

Put the students into small groups. Give each group a sheet of A3 paper and ask them to divide it into 26 squares (as there are 26 letters in the English alphabet).

Tell them to find an object beginning with each letter of the alphabet. The groups then draw each object next to its first letter in order to create their own alphabet charts.

Encourage the groups to draw the objects using the colours presented in the unit. When the groups present their charts to the class, ask them to follow this pattern: *A – apple. This apple is green.*

Cooler

Ask three volunteers to come to the front of the class and ask them to close their eyes. Explain that you are going to give them a classroom object to feel, and that you want them to say what it is and guess the colour. Encourage the rest of the class to join in with the activity, by saying *yes* when the volunteer is correct and *no* when the volunteer is incorrect.

Teacher's resources

Workbook

Starter Unit pages 4–7

Go online for

- Corpus tasks

1 All about me

New friends

Lesson profile

Listening	Photo story: Teenagers meet and make friends at the photo club
Vocabulary	<i>camera, phone, photo, friend, name, teacher</i>
Grammar	Determiners: <i>my, your, his, her</i> ; present simple <i>be</i> – affirmative, singular
Speaking	Draw a picture and talk about yourself; play a game

Warmer

Write the alphabet on the board in the sound group order seen in the Starter unit (cf. Teacher's Book page 14), and drill round the class.



Recap *this, that, these, those* and colours, by holding up pens, pencils and other classroom objects and indicating *this pen, these pens, that pencil, those pencils*. Encourage the students to do the same.

LISTENING AND VOCABULARY

- 1 Put the students in pairs for this activity to encourage a little competition. When the students have finished, check the answers as a class.

Extension activity

Encourage the students to try to find any vocabulary they know in the photos at the top of page 14. For example, the students can name the colours and any classroom vocabulary they notice. Ask the students to look at the photographs for a minute and then close their books. Ask them to work in pairs or small groups. Give the students a couple of minutes to write down as much as possible before checking as a class.

- 2  1.13 Before playing the recording, put the students into pairs and ask them to tell each other who the people in the photos are. Then listen and check.
- 3  1.13 Put the students into pairs and ask them to read the sentences to each other for practice. Then listen to the recording again before checking the answers as a class.

Answers

1 I'm 13 today. 2 He's my dad. 3 My number's 056 312 392.

Audioscript

Joelle: Hi. I'm Joelle.
Rosa: Hi Joelle. My name's Rosa ... and this is Paolo.
Paolo: Hello Joelle.
Joelle: Er ... er ... Hey, nice camera!
Rosa: Yes, it's new. (1) I'm thirteen today. It's my birthday.
Joelle: Cool!! This is my camera. It's my phone.
Paolo: Look Rosa! Her phone's red ...
Joelle: ... and his phone's red!
Paolo and Joelle: Snap!
Rosa: You guys are funny!
[pause]
Voices: Bye guys, see you later.
Woman: Joelle!
Joelle: OK ... She's my teacher!
Paolo: And look ... there ... (2) he's my dad. What's your phone number, Joelle?
Joelle: (3) My number's oh-five-six ... three-one-two ... three-nine-two.
Paolo: Oh-five-six ... three-one-two ... three-nine-two. OK.
Rosa: Oh-five-six ... three-one-two ... three-nine-two. I'll text you, Joelle.
Paolo: Hey ... next week's photo project is 'Houses'. Come to my house on Saturday.
Joelle: Cool. See you later.
Rosa: Yes. See you Saturday.
Paolo: Goodbye, Joelle. Bye, Rosa.

Extension activity


Use the recording in Exercise 3 to point out that English speakers say each digit of a telephone number separately, which helps to avoid confusion between similar numbers, such as 13 and 30. Explain that in Standard UK English, the number 0 in a phone number is usually pronounced like the letter *O* /əʊ/, but it's possible to hear speakers say *zero*.

For further number practice, tell the students that you are going to give them a phone number, and that you would like them to write it down. Invent a number that is at least 21 digits long, and say it to the class slowly, pausing after every three digits. When you have finished, ask the students to compare their numbers in pairs. Finally, write it on the board for the students to check. Ask the class if they think it's a real number. (It's probably too long to be real.)

Repeat the exercise with the students working in pairs or small groups. With a mixed ability class, vary the length of the number depending on the level of the students.

Get talking!

Read out the expressions from the **Get talking!** box. Encourage the students to say when we use them (when we want to greet somebody and to say goodbye).

4  1.14 Play the recording and listen. Encourage the students to speak loudly and focus on the pronunciation.

5 Divide the class into groups of three. Encourage them to practise the dialogue from Exercise 4, using their own names. With a **mixed ability class**, ask the students to write the dialogue on a sheet of paper first. When you feel they have become confident, ask them to work from memory.

GRAMMAR Determiners

Books closed. On the board write *her* on the left, *my* in the middle and *his* on the right. Ask two volunteers, one female and one male, to come to the front of the class with their pencil cases. Ask the female student to stand under *her* and the male student under *his*. Take a pen and stand between the two students, under *my*. Hold up your pen and say: *my pen*. Ask the male student to hold up a pen or pencil, point and say: *his pen*. Do the same with the female student to present: *her pen*.

Ask the volunteers to take out some more objects from their pencil cases, and elicit more phrases with these determiners. Encourage the students to produce even longer phrases, for example: *That is her pen. Her pen is red. Those are his pens.*

Ask everyone in the class to hold up a pen. Point to one student and say: *Your pen is blue*. Repeat with a few other students to elicit *your*.

6 Books open. Before the students look at this exercise, introduce yourself again, saying: *My name is ...*. Point at the volunteers who were previously at the front of the class and say: *His name's ...* . *Her name's ...* .

Encourage the students to compare their sentences with each other before you check the answers as a class.

Answers

1 My 2 His, Sam 3 Her, Jane

→ Grammar reference Student's Book page 137

be singular +

7 Ask the students to look at the grammar section, and present the verb *be*. Read through the sentences in the box as a class and add your own examples. Make sure the students understand that *he*, *she* and *it* are all third person singular pronouns. On the board write the names of your friends (male and female) and these sentences: *This is (Mary).s my friend*. Encourage the students to complete the gap with the missing pronoun (*She*). Repeat with other names.

Fast finishers

Fast finishers rewrite the sentences in Exercise 7 using full forms of the verb.

Answers

1 's 2 's 3 's 4 'm 5 're

About you

8 Tell the students that they have just a minute to draw their pictures. Draw a picture of yourself on the board as an example. Then give the students two minutes to talk to their partner about their picture.

SPEAKING

9 Arrange the students into groups of four, making sure that the pairs from Exercise 8 are separated to avoid repetition.

Mixed ability

With a mixed ability class, encourage the stronger groups to play a guessing game. One student puts his/her picture on the table and all other students make sentences about it. For example:

Student A: Your name's Eva.

Student B: Yes.

Student C: Your phone is blue.

Student B: No.

Extension activity

When the students have finished the activity in Exercise 9, ask them to put their name at the top and put them up around the room. When this is done, encourage the class to look at the pictures and write a phrase about each person on the paper. For example: *Your pen is red*.

Cooler

Ask the students to write down the names of five people they know, before explaining to their partners who they are, using the verb *be*. For example: *He's my dad. His name is David*.

Where are you from?

Lesson profile

Reading	Teenagers from different countries
Vocabulary	Countries and nationalities
Pronunciation	<i>from</i>
Grammar	Present simple <i>be</i> – affirmative, plural; present simple <i>be</i> – negative
Writing	Write about yourself (name, age, nationality); write a chant

Preparation

Bring in a big map of the world or look for one online to show to the class on the screen.

For the project, bring big sheets of paper (A3 format) and, optionally, some cut-out photos of children from magazines.

Warmer

Ask the students, in groups, to write down the names of as many countries as they can. Give the students a few minutes to do this, giving assistance where necessary. If possible, bring and display a map of the world or show it on the screen. Make sure you teach the names of the countries that your students come from, if teaching a multinational class.

READING AND VOCABULARY

- 1 Tell the students that they are going to read about teenagers from around the world. Write their names on the board: *Yannis, Alejandro, Timur, Luisa and Ana, Li Ying, Irina*. Ask the class to look at the photos at the top of page 16 and to guess the ages and nationalities of the teenagers. If possible, show this page from the book on the interactive whiteboard so that the students can see the photos, but cover the texts. Give the students a few minutes to discuss their ideas, in pairs or small groups. When they are ready, ask each pair or group in turn to write their suggestions on the board so that, at the end, there are a few ages and nationalities next to each name. After the students have read the texts, check if any of their ideas were correct.

- 2 Encourage the students to read the texts in Exercise 1 and complete the table. Make sure that students understand the difference between the names of countries and nationalities. Model and drill the pronunciation of these words.

Fast finishers

Fast finishers work in pairs. One student calls out names of countries at random. The other student, with his/her book closed, gives the nationalities. Then they swap roles.

Answers

2 Turkish 3 Mexico 4 Brazil 5 Russia 6 Chinese

Ask the students to label the countries on the map.

Answers


a 3 b 4 d 2 e 5 f 6

About you

- 3 Read the sample answer with the class to make sure everyone knows what to do. Point out *Colombia* (country) and *Colombian* (nationality) and show the country on the map.

If your class is monolingual, encourage the students to adopt a new identity and write about that person. When the students have finished, ask them to read and remember what they have written, before going around the class and introducing themselves to each other. With a mixed ability class, let weaker students read out their sentences at the beginning.


PRONUNCIATION *from*

- 4  1.15 Play the recording, focusing students on *from* and asking them what they notice. Elicit that it is possible to pronounce this word in two different ways. When *from* appears at the end of the question, it is pronounced /from/ because it is stressed. When it appears in the middle of a phrase, the word is not stressed, so a weak form is used: /frəm/.

Play the recording a few times. Make sure that they can differentiate between the two forms of *from*. Encourage the students to repeat the dialogue in time with the recording. Then ask them to repeat it without the recording.

In pairs, students ask and answer the question, using the name of the country they come from.

VOCABULARY

- 5**  **1.16** Play the recording once or twice for students to complete the chant, and check the answers as a class. Check that students understand *German*, and explain that the name of the country is *Germany*.

Answers

1 Mexican 2 Turkish 3 Greek


GRAMMAR *be* singular and plural

Focus the students' attention on the first grammar box. Read out the example sentences, and point out how we make full and contracted forms.

Write these sentences on the board: *We're happy. You're happy. They're happy. Say: I'm happy.* Encourage everyone in the class who is happy to stand up, and ask them to move to one part of the classroom. Stand with the group of happy students and say: *We're happy.* Use gestures to demonstrate which group you are speaking about. Point at the happy students and tell them: *You're happy.* Describe the happy students to the rest of the class: *They're happy.*

Ask the students to look at the negative forms of *be*, and refer the students back to the chant in Exercise 5 to clarify their meaning. Teach *sad* and repeat the previous activity, using the negative forms: *I'm not sad. We aren't sad.* etc.

→ Grammar reference Student's Book page 137

- 6**  **1.16** Play the recording once or twice, and encourage the students to repeat the chant in time with the recording. Write the first part of the chant on the board. Go through it with the class, and then delete the first line. Go through the chant again, pointing your finger to where the first line was as a method of encouragement. Continue like this, deleting a line each time until the class are able to chant from memory.

Extension activity

Put the class into two groups, and ask them to move to two opposing sides of the room so that they chant to each other. For example:

Group A: I'm Greek.

Group B: She's Greek.

Group A: She isn't Chinese.

Group B: She's Greek.

Group A: Hi! Hello! Where are you from?

Group B: What's your nationality?

- 7** Encourage the students to use all the names of countries they have learnt (both from the book and the warmer). Remind them to write the name of their country in column B for number 5.

- 8** Before the students look at this exercise, refer them back to the people they read about in Exercise 1. Write their names on the board with incorrect ages and origins:

Irina / 15 / Turkey

Yannis / 16 / France

Luisa and Ana / 13 / England

Alejandro / 12 / Germany

Li Ying / 14 / Russia

Timur / 15 / Mexico

Correct the first two or three together as a class, e.g. *Irina isn't 15. She's 16. She isn't from Turkey. She's from Russia.* Check that students use correct pronouns and forms of the verb *be*.

Ask the students to look at the examples in Exercise 7, and write five pairs of sentences using the information in the table.

Fast finishers

Fast finishers, working in pairs, correct the information about other teenagers from Exercise 1. For example:

Student A: Luisa and Ana are 13.

Student B: Luisa and Ana aren't 13. They're 11.

Student A: They're from England.

Student B: They aren't from England. They're from Brazil.

WRITING

- 9** Put the students into groups of four for this activity. Go round the class, monitoring and providing assistance when necessary. When the groups have finished, ask them to perform their chants.

Project

Imaginary friends

Put the class into pairs. Tell them that they are going to present their imaginary friends from a different country.

Each pair of students should decide who their new friends are (a boy, a girl, two children) and where they come from. They then draw their new friends on a large piece of paper (or use photos from a magazine) and write about them using *He's/She's ...* or *They're ...*

Encourage the students to include information such as age, name, country and nationality, phone number and any other information they can express in English. Ask the pairs to present their 'friends' to the class. Display students' work, where possible.

Cooler

Ask the students to write three false sentences about themselves and a partner, using different forms of the verb *be*, e.g. *We're from Turkey*. When they are ready, ask students to read their sentences to a partner and check if their partner can correct the wrong information, e.g. *We aren't from Turkey. We're from Mexico*.

Teacher's resources

Student's Book

Grammar reference and practice page 137

Vocabulary list page 130

Workbook

Unit 1 pages 8–11

Go online for

- Corpus tasks

2 Families

Who's this?

Lesson profile

Reading	Cartoon story: The family introduce themselves
Vocabulary	Family members
Pronunciation	and
Grammar	Determiners: <i>their, our</i> ; possessive 's
Speaking	Draw your family and talk about them

Warmer

Ask all the students to stand up, and issue instructions as follows:

Sit down if you've got a sister.


Sit down if you haven't got a brother. (Wave your index finger to clarify *haven't got*.)

Sit down if your brother is (15) years old.

Sit down if you're (Turkish).

Be prepared to clarify *brother* and *sister* by referring to the students' own siblings, e.g. *Maria is Paula's sister*. With each instruction, the number of students standing should decrease. Continue until everyone is sitting down.

READING AND VOCABULARY

1  **1.17** Books closed. As an alternative lead in to the topic, you could show the students a picture of you and your family. Elicit who the different people are, in L1 if necessary, and provide the English translation.

Books open. Point to family members on page 18 and ask the students: *Who's this?* Elicit as many family words as you can, e.g. *mum/mother, dad/father, brother, sister, husband, wife*, etc. Again, accept answers in L1 where words are unknown, and provide the English equivalents.

Ask the students to read what each person says. Then let them read again, listening to the recording at the same time. Point to the picture of Nat and Toby and ask: *Is this mum and dad?* Elicit: *No*. Point to Sally and Jason and ask: *Is this mum and dad?* Elicit: *Yes*. Also elicit their names (*Sally and Jason*). Draw the students' attention to the table and to the corresponding tick (✓).

Point to Nat and Toby again and ask: *Are they brother and sister?* Elicit: *No, they're brothers*. Ask: *Who are brother and sister?* Refer the students to the column headings and elicit: *Katie and Nat*. Instruct the students to tick the corresponding box in the table.

Encourage the students to work in pairs to complete the table. With a **mixed ability class**, pair a stronger with a weaker student and encourage peer support. Monitor to provide additional support and to identify any issues with vocabulary and pronunciation.

Fast finishers


Put fast finishers into pairs. Tell one student that they're A, and the other that they're B. A closes his/her book. B says names from the table, e.g. *Sally and Jason*. A gives all corresponding family words: *mum and dad, parents, husband and wife*, etc. B checks that A is correct.

Answers

	Katie	Sally and Jason	Nat and Toby	Toby	Katie and Nat
mum and dad		✓			
brother and sister					✓
parents		✓			
daughter	✓				
husband and wife		✓			
brothers			✓		
sons			✓	✓	
children	✓		✓	✓	✓
mother and father		✓			

During whole class feedback, clarify the following:

- *Mum and dad* is a more informal way of saying *mother and father*.
- *Brothers* and *sons* refer to male family members only. We use *brother(s)* and *sister(s)* or *children* for mixed gender plurals.
- The singular form of *children* is *child*. Clarify that *child* can refer to a boy or a girl. Highlight the difference in vowel sounds: /ɪ/ in *children* and /aɪ/ in *child*.

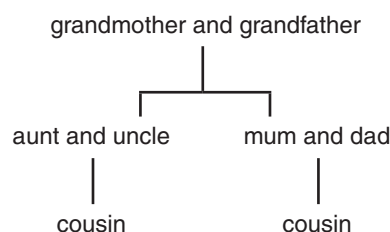
2  **1.18** Play the recording once. Encourage the students to point to the pictures as they listen and repeat. Highlight that stress consistently falls on the first syllable of each word, e.g. *parents*. Highlight the long vowel in the first syllable of *daughter*.

Audioscript


mum dad brother sister parents daughter husband
wife son children mother father

Extension activity

Brainstorm more family words, e.g. *grandmother, grandfather, aunt, uncle*. Draw a family tree consisting of *me* and *mum and dad* to elicit them. Ask the students to categorise the words into *male* and *female*. Elicit plural forms: *grandparents, aunts and uncles, cousins*.



PRONUNCIATION *and*

- 3**  **1.19** Write *mum* and *dad* on the board. Play the recording, focusing the students' attention on *and* and asking them what they notice. Elicit: *and* is shortened to /n/.

Note: While the final /r/ in *brother* and *mother* is typically not pronounced in standard UK English, it is pronounced before *and*.

Ask the students to say the pairings quickly. This will make it easier for them to produce a weak *and*. Encourage the class to repeat in a happy, sad, surprised voice to give them extra practice while maintaining interest. Praise those students who participate enthusiastically so that others will follow. If you want to give them an extra challenge, play the recording again and encourage the students to speak in time with the recording.

GRAMMAR *their, our* and *'s*

- 4** Ask the students: *Who are Nat and Katie?* Elicit: *brother and sister*. Write on the board:

Nat is Katie's (brother/sister). Elicit: *brother*.

Katie is Nat's (brother/sister). Elicit: *sister*.

Katie is Jason and Sally's (daughter/parents). Elicit: *daughter*.

If you have siblings in your class, replace *Katie* and *Nat* with their names, or use their names to concept check. Otherwise, refer to yourself and any brother(s)/sister(s) from the photo you showed at the start, where possible.

Students may translate directly from L1 and produce: **Nat is the brother of Katie*. You could write this on the board and contrast it with: *Nat is Katie's brother* to clarify meaning, while also making it explicit that this form is incorrect by crossing it out on the board. Encourage students to complete the exercise in pairs.

Possible answers

- 1 dad/father 2 daughter/child 3 wife
4 parents / mum and dad / mother and father 5 children

→ Grammar reference Student's Book page 138

Extension activity

To give the students extra practice, focus their attention on the example sentence and ask (with rising intonation): *Jason is Toby's ... ?* Elicit: *dad/father*. Ask the students to repeat the reversing of sentences for numbers 1–5, in pairs.

Answers

- 1 Nat is Jason's son/child.
2 Sally is Katie's mum/mother.
3 Jason is Sally's husband.
4 Katie is Sally and Jason's daughter/child.
5 Jason and Sally are Nat, Katie and Toby's parents / mum and dad / mother and father.

- 5** You could ask pairs to compete with each other to make as many sentences as possible in the time given. Ask pairs to swap and read each other's sentences. Encourage them to correct any mistakes. Monitor and note down any common errors, including pronunciation errors (see cooler).

Mixed ability

With a mixed ability class, encourage the weaker students to write their sentences down first. This gives them the reflection time they need to produce the target structure correctly before they speak.

- 6** Point out that there is no agreement with the noun in English as might be the case in L1. *Our* and *their* do not change form. The use of *our* or *their* depends on whether we're talking about something/someone that belongs to a group of people including the speaker (*our*) or excluding the speaker (*their*).
- 7** Establish that Katie and Nat are speaking in sentence 1, Katie in sentence 2, and Jason in sentence 3. Ask the students to compare their answers in pairs before conducting whole class feedback.

Answers

- 1 our 2 Their 3 Our, Their

About you

- 8** Model this activity by drawing your own family tree. Include a maximum of three levels, e.g. you, any brothers and sisters, children and parents. Elicit questions from the students, to which you should give extended answers. Monitor and praise those students who do the same. Conduct whole class feedback, encouraging the stronger students to report back to the class using possessive *'s*, e.g. *Maria's brother is called Pablo*. Refer students to Nat's text on page 18 to clarify meaning of *is called* if necessary.

Extension activity

You'll need to make new pairs for this activity. Ask everyone to draw a family tree without writing names other than their own. Students swap trees with a partner, and take turns to ask and answer questions in order to complete each other's tree, e.g. *What's your mum's name?* *Who's your mum's sister?* Model this on the board using your own family tree and eliciting questions from a few students. Write sample questions on the board to provide useful prompts for the students.

Cooler

Write common errors you collected during Exercise 5 on the board, ensuring anonymity. Ask students to work in pairs to try to identify and correct errors before conducting whole class feedback. Drill any problematic pronunciation.

Are you bored?

Lesson profile

Vocabulary	Adjectives describing how you feel
Listening	Sue invites her friend Bella home
Grammar	Present simple <i>be</i> – questions and short answers; <i>wh</i> - questions
Speaking	Ask and answer questions and give short answers; ask and answer about yourself and how you feel
Writing	Write about your partner

Preparation

Bring in a photo of a member of your family.

Ask the students to bring in a photo of a family member too. This could be in digital form (on their mobile devices) or a printed photo.

Warmer

Ask the students to take out their photo of a family member and 'introduce' him/her to the class. Model the activity by showing a photo and introducing a member of your own family. For example: *This is my brother. His name is Richard. He's 40 years old.* Write any number words over 20 on the board to help the students, as necessary. Put the students into groups of three or four. Monitor to make sure the students who are showing photos on their phones are using them appropriately. Ensure everyone has put their phones away before continuing with the lesson.

VOCABULARY

- 1 Show your photo again and ask, for example: *Is Richard happy or sad?* Elicit whichever word best fits the expression in the photo. Use gestures and facial expressions to explain *happy*, *sad*, *hot*, *tired*, *hungry*. Use celebrities, for example, a famous comedian or comedy actor that your students will know to clarify *funny*, and a famous scientist to clarify *clever*. Explain that a *nice* person is a good person who everyone likes.

Present four adjectives, review them, then move on to the fifth. Present the next four. Review those before you ask the class to do Exercise 1. One option for reviewing adjectives is to say the word and prompt the students to make an appropriate facial expression or gesture. For *funny*, *clever*, and *nice* encourage students to be inventive. Perhaps ask for volunteers to showcase their gestures. Encourage the students to vote for the best ones.

Draw the students' attention to the example on page 20, mimic the expression and say: *I'm ... ?* Elicit: *bored*. Instruct students to complete the sentences in pairs, choosing words from the box.

With a **mixed ability class**, do number 1 as a class. Instruct the students to do numbers 2–4 in pairs. Clarify which person in the picture is referred to before students complete numbers 5–8.

Fast finishers

Put fast finishers into pairs. One student points at the pictures at random, and the other student gives the correct adjective.

1.20 Answers

The answers are recorded for students to check and then repeat.

- 1 I'm happy. 2 I'm sad. 3 I'm hot.
- 4 I'm hungry. 5 He's clever. 6 You're funny.
- 7 They're tired. 8 She's nice.

Extension activity

Students brainstorm adjectives that are either the opposites of or related to adjectives in the box in Exercise 1. During feedback, introduce or elicit: *cold*, *thirsty*, *serious*, *not clever*, *horrible*. With a **mixed ability class**, limit the number of new items to just the first two: *cold* and *thirsty*. Students could draw pictures to represent each of these, or even all of the adjectives they've seen in this lesson, to make their own picture dictionary.

LISTENING

- 2 **1.21** Point to the different characters and ask: *Who's this?* Elicit: *mum*, *dad*, *daughter* and *friend*. Establish that the girl in pink is Bella and the girl in green is Sue. Ask further questions to raise interest, e.g. *Are the two girls sisters or friends?* *Who are the other people?* *Where's dad in picture a?* *Who's in picture b?* *What's on TV?* *Is it funny?* *Where's dad in picture d?* *What can you see in picture f?*

Play the recording. Ask students to compare their answers, in pairs, before conducting whole class feedback.

Mixed ability

With a mixed ability class, ask the weaker students to predict the order, then listen to check. Ask the stronger students to explain/note down any words they heard that helped them to order the pictures.

Answers

2 f 3 d 4 b 5 a 6 e

Audioscript

Conversation 1

Sue: Hi Mum, hi Dad. This is my friend Bella.

Mum: Nice to meet you Bella.

Bella: Hello. Nice to meet you too.

Mum: Where are you from, Bella? Are you Spanish?

Bella: No, I'm not. I'm Mexican.

Conversation 2

Mum: Are you hungry, Bella?

Bella: Yes, I am. Thanks very much.

Conversation 3

Dad: Is it hot, Sue?

Sue: No, it isn't. It's fine.

Conversation 4

Mum: Is the film funny?

Bella: Yes, it is.

Sue: It's very funny!

Conversation 5


Dad: Are you OK, girls? Are you tired?

Bella: No, we aren't. We're fine Dad. Really!

Conversation 6

Bella: Bye Sue, and thank you. Your parents are really nice.

Sue: Thanks Bella!

- 3**  **1.21** Before playing the recording again, ask the students to predict answers based on what they remember. Get the stronger students to correct the information, too, e.g. *Bella is Spanish* *Bella is Mexican*. With weaker groups, pause after each dialogue.

Answers

2 yes 3 no 4 yes 5 no 6 yes

GRAMMAR *be* questions and short answers

- 4** Ask a different question to three more confident students at random: *Are you Spanish? Are you hungry? Are you happy?* Prompt them to say: *Yes I am. / No, I'm not.* Write their responses on the board in affirmative form, e.g. *You are happy.* Elicit the question: *Are you happy?* Establish that we invert the verb *be* and the subject. Refer back to your students' responses and ask the class: *Is (Pablo) happy? Is (Maria) Spanish?* Again, prompt students to answer: *Yes, he/she is. / No, he/she isn't.* Elicit the *he/she* form of the question. Students should then work in pairs to complete the matching exercise.

Answers

Are you hungry? Yes, I am.

Is she hot? Yes, she is.

Is the film funny? No, it isn't.

Are you bored? Yes, I am.

Are they tired? No, they aren't.

→ Grammar reference Student's Book page 138

- 5** Demonstrate this by writing the example on the board and eliciting *are* and *aren't*. Pair a strong with a weak student. Encourage and praise supportive behaviour.

Fast finishers

Ask the fast finishers to close their books and write down as many of the adjectives from page 20 as they can remember. They can refer to their books to check spelling.

Answers

1 Are, aren't 2 Are, are 3 Is, isn't 4 Are, 'm not 5 Is, is
6 Are, aren't

- 6** Once the students have had one practice, ask them to switch roles and repeat. You could get them to role play the conversations in different voices to give them extra practice while maintaining interest, e.g. *happy, sad, like a monster, like a robot*.

Extension activity

Once the students have practised the conversations a few times, ask them to cover up a part of the exercise and role play the conversations again, but this time they have to recall some of the text from memory. Students can keep covering up more and more of the text until they're able to remember the whole thing.

Alternatively, write the dialogues on the board or project them onto an interactive whiteboard so that you can control how much of the dialogues are covered each time. If you've written the dialogues, you can just erase them bit by bit. Students' books need to be closed if you follow this approach.

About you

- 7** Make sure the students write down their partners' responses to give them more reason to listen. The short answers in the table can act as prompts. During feedback, ask the students about their partners, and encourage the strong students to report back in the third person. With a **mixed ability class**, ask the stronger students to close their books and dictate scrambled questions, e.g. *bored you today are?* Students should put the words into the correct order. Refer them to their books to check.

Extension activity

In pairs, students write five more questions to ask their classmates. Then ask the students to switch pairs to ask and answer their questions.

SPEAKING

8 Books closed. Raise interest in the task by asking the students to name some popular social networking sites. Give *Facebook* as an example. Take a few suggestions and ask them: *Which is your favourite? Which do you use most?* Tell them they're going to create a profile page in English.

Books open. Draw their attention to their books and use facial expressions to clarify the meaning of *angry*.

Students can tick as many of the boxes as they like.

9 With a **mixed ability class**, give the weaker students time to prepare the questions they need to ask their partner. Students could prepare in pairs and then switch pairs to complete the task. Ensure students note down their partners' responses. This is important for the next activity.

WRITING

10 Clarify that *he* is replaced with *she* for girls.

Extension activity

Write on the board one positive sentence: *Today he is ...* with two or more adjectives. Then write one negative sentence with two or more adjectives. Elicit that *and* is needed between two adjectives in positive sentences and *or* in negative sentences. Ask students to expand on their writing in Exercise 10 to incorporate these conjunctions.

Project

A family poster

Students make a poster of their family along the lines of the family picture on page 18. They could use photos or draw pictures, but they should also include some writing. Encourage the students to use adjectives from page 20 to describe how the different people are feeling in the pictures/photos.

Display your students' works where possible.

Cooler

Divide the students into two teams. Ask one volunteer from each team to come to the front and stand with their backs to the board. Write an adjective on the board. The students who are sitting down can see it but the two volunteers cannot. The students sitting down should mime it to their teammate. The student to guess the adjective first wins the point for their team. Ask for more volunteers to come to the front and repeat the procedure with other adjectives from page 20. Encourage the students who are guessing to ask: *Are you ...?*

Teacher's resources

Student's Book

Grammar reference and practice page 138

Vocabulary list page 130

Video

Me and you

Workbook

Unit 2 pages 12–15

Go online for

- Progress test
- Video extra worksheet
- Corpus tasks

Culture

The United Kingdom

Learning objectives

- Students learn about different aspects of the United Kingdom: England, Wales, Scotland and Northern Ireland.
- In the project stage, students make a poster about their own country.

Useful vocabulary for this lesson

Britain/British English/English Wales/Wales
Scotland/Scottish Ireland/Irish rose thistle
daffodil shamrock

Preparation

(optional) Bring in a large map of the British Isles or show one on the interactive whiteboard.

Cultural background

Big Ben is the name of the bell and not the tower. The tower was called the Clock Tower until it was renamed the Elizabeth Tower in 2012.

Brighton Pier is over 500 metres long and it almost burnt down in 2003. About three million people visit it every year.

York, The Shambles is an over 900-year-old street. Many of the buildings there are 500 years old or more.

Caernarfon Castle is a UNESCO world heritage site. It is visited by 200,000 people every year.

Loch Ness is a lake in Scotland. *Loch* is the Scottish Gaelic word for *lake*. For many years, some people have believed that a monster lives in the lake and every year thousands of visitors arrive hoping to see the monster.

The Giant's Causeway is the result of an ancient volcanic eruption. The legend says that it was a bridge to Scotland built by a giant.

Warmer

Ask the students if they know anything about the United Kingdom. Write any information they mention on the board.

- Give the students a minute to match the words. Play the recording to check the answers with the class. Use the map of the British Isles that you have brought (or the map on page 22) to show them the countries of the United Kingdom. Elicit or explain the difference between *English* and *British*.

1.22 Answers

The answers are recorded for students to check and then repeat.

England – English
Scotland – Scottish
Wales – Welsh
Ireland – Irish
Britain – British

Practise the pronunciation of the words a few times. Then encourage the students to spell the words out loud in order to practise the alphabet. Tell the students to cover the country column and see if they can remember how to say and write corresponding nationalities.

- If you are in the UK, show your location on the map. Are you in England, Wales, Scotland or Northern Ireland?

Give the class two minutes to look at the map and complete the sentences.

To check the answers, say: *Big Ben is in ...*

Elicit: *England*. Do the same for sentences 2–5.

Answers

1 England 2 Scotland 3 Wales 4 England
5 Northern Ireland

- Ask the students to look at the information about national flowers, the currency and popular sports at the bottom of page 22. Clarify the concept of a *national flower*.

Ask the students to answer the questions.

Answers

1 a thistle 2 pounds and pence

- If you have brought in a large map, ask a volunteer to find Scotland on the map and look for a big city there. Ask different volunteers to find the capitals. Alternatively, ask the students to use the map on page 22 to complete this exercise.

Ask the students to practise the words in pairs. One student says the capitals and the other student says the countries. Then they swap roles.

Answers

1 Edinburgh 2 London 3 Cardiff 4 Belfast

- 5 Books closed. Revise the colours before the students attempt Exercise 5.


Books open. Give the class a minute to complete the descriptions. If necessary, explain that they need to use only the colour adjectives.

Fast finishers

Ask fast finishers to close their books and try to draw the flags from memory.

Answers

- 1 red and white 2 blue and white 3 green, red and white
4 red, white and blue

- 6  1.23 Before you play the recording, practise the pronunciation of *nationality*. Tell the students that they are going to listen for people's names and nationalities. With a **mixed ability class**, ask the students to focus on the children's name during the first listening.

Encourage the students to compare their answers, in pairs, before checking the answers as a class.

Answers

- 1 Ceri, Welsh, Welsh, English
2 Cameron, English, English, English
3 Ava, Scottish, Irish, Scottish

Audioscript

- 1 **Ceri:** Hi, I'm Ceri. You spell it C-E-R-I. I'm 12 years old. I'm Welsh and I come from Cardiff. My dad is Welsh too. He comes from Swansea. My mum is English. She comes from London.
- 2 **Cameron:** Hello, my name's Cameron. That's C-A-M-E-R-O-N. I'm 11. Cameron is a Scottish name, but I'm not Scottish. I'm English. I come from York. My mum and dad are English too. Mum's from Manchester and Dad's from Brighton.
- 3 **Ava:** Hi. I'm Ava. You spell my name A-V-A. I'm 13, and I'm Scottish. I come from Edinburgh. It's a very beautiful city. My dad isn't Scottish – he's Irish. He comes from Belfast. Mum is Scottish. She's from a city called Aberdeen.

Project

Tell the class that they are going to give a short poster presentation. If your students come from the same country, you can ask them to work in pairs.

Read through the list of elements that their posters should have, and show the information on pages 22–23 in their books.

Give the class enough time to collect the information about their country. Encourage them to look for pictures on the internet or to draw them (e.g. national flowers). Help them with vocabulary, if necessary.

For the presentation, encourage the students to use at least two short sentences each. For example: *This is Spain. This is Madrid.*

Mixed ability

With a mixed ability class, separate students into researchers and designers, giving the stronger students the responsibility of researching the material and presenting the poster and the weaker students the responsibility of designing the poster.

Cooler

Tell the class that you are going to say the name of a country and that you would like them to say the nationality. In a raised voice, say *England* and gesture to the class by putting your hand to your ear that you want them to reply. Do the same with Wales, Scotland and Ireland, increasing the pace as the students become more confident.



3 My home

Paolo's house

Lesson profile

Vocabulary	Rooms; things in the home; <i>house, flat</i>
Listening	Photo story: Joelle and Rosa visit Paolo's house
Grammar	<i>there is / there are</i> ; prepositions of place <i>in / on</i>
Speaking	Talk about your home
Writing	Write about your partner's home

Warmer

On the board write: *Are you ... ?* and elicit two ways of finishing the sentence in order to revise the adjectives from Unit 2. Ask the questions to one or two students before arranging the class into pairs. Ask the pairs to write three more questions with *Are you ... ?* When the students are ready, ask each pair to ask one of their questions and choose another student to answer it.

VOCABULARY

- Books closed. Draw a simple picture of a house with five rooms on the board and teach their names. Mime some of the things you might do in each room, e.g. sleeping, cooking, watching TV (e.g. show changing channels using a remote control), brushing your teeth and, if appropriate, flushing the toilet. Write the names of the rooms on your picture. Repeat the miming activity and encourage the students to say the names of the rooms.
Books open. Ask the class to complete the activity. Play the first part of the recording (A–E) to check the answers, focusing on the pronunciation of the words.
- Books closed. Write the names of the rooms from Exercise 1 on the left hand side of the board and write the words from Exercise 2 on the right hand side. Ask the students to match each item to a room. Help the class by showing them the door, the floor, a wall, a window and a table in the classroom. Draw a bath and a shower to make sure that the students are aware of the difference between them. It is possible that students will say that every room has a wall, a floor and a door, so use this as an opportunity to practise the pronunciation of the rooms.
Books open. Ask the students to look at the photos on page 24 and complete the activity. Play the second part of the recording (f–l) to check the answers.

1.24 Answers

The answers are recorded for students to check and then repeat.

A toilet B bathroom C bedroom D kitchen E living room
f door g floor h shower i bath j wall k table
l window

Extension activity

Ask the students, with you as their leader, to point to the door, the floor, a wall, a window and a wall of your classroom. To make this exercise more challenging, you can also add some names of classroom objects, e.g. *board, desk, chair, picture*. If you want to make this activity more energetic, you could ask a student or students to move to the window, the door, etc.

LISTENING

- 3 1.25 Tell the students that they are going to listen to a conversation between Joelle, Rosa and Paolo. Play the recording once and ask the students to number the photos. With a **mixed ability class**, play the recording twice. During the first listening, the students nod their heads when they hear the name of a room. Play the recording again. This time ask the students to number the rooms as they hear them. To check the answers, play the recording again, stopping it after each room is mentioned.

Answers

1 living room 2 kitchen 3 toilet 4 bedroom 5 bathroom

Audioscript

Joelle and Rosa: Hi Paolo!
Paolo: Hi Joelle, hi Rosa. Have you got your cameras for the photo club project?
Joelle: Yes, of course!
Paolo: Great! Well, come in. I'll show you my house. There are three rooms down here.
(1) This is the living room. Oh, sorry Dad! Shh, Dad's in the living room! (2) And this is the kitchen. There's a table in here. Oh, hi Mum, these are my friends Joelle and Rosa.
Mum: Hello, nice to meet you. Here, give me your bags or put them on the table.
Rosa and Joelle: Thanks!
Paolo: Come on, you two! (3) Look – there's a toilet here.
Paolo: Now, up here! There are three bedrooms.
(4) This is my bedroom.
Rosa: Wow. The walls are red! And there are two windows! It's a really great room, Paolo.
Paolo: Thanks! (5) This is the bathroom. There's a shower and a bath.
Joelle: It's a good colour, isn't it?
Paolo: Come on! Let's take some pictures!
Rosa: That's a good idea.

GRAMMAR *there is / there are in / on*

Books closed. On the board, write:

... *a table*.

... *a shower*.

... *three rooms*.

... *three bedrooms*.

Explain to the class that *a table* and *a shower* need the singular form *There is ...*, while *three rooms* and *three bedrooms* need the plural form *There are ...*. Ask the class to complete the sentences on the board before opening their books and checking with the grammar section.


Books closed. Take a pen or pencil and hold it up. Elicit the word *pen* or *pencil*. Do the same thing with a bag. On the board write *in* and *on*. Put the pen or the pencil in the bag, saying *in* and pointing to the word *in* on the board. Put the pen on the bag, say *on* and point to the word *on* on the board. Check that the students understand the meaning of these prepositions. Put the bag on the table and ask if it is *on* or *in* the table. With a **mixed ability class**, put different objects either in or on the bag. Encourage the students to describe what they can see, e.g. *a book in the bag*.

- 4 Ask the students to work alone on this activity before checking in pairs. Practise the pronunciation as a class making sure to focus on the pronunciation of *there's*.

Answers

1 is, in 2 are, on

→ Grammar reference Student's Book page 139

- 5  1.26 Before you play the recording, give the students a minute to look at the photos on page 24. Play the recording, pausing it after each sentence so that students can look at the photos again. Play the sentences again to check the answers. Encourage the students to repeat them.

Answers

1 Y 2 N 3 N 4 N 5 N

Audioscript

Example There's a toilet and a shower in the bathroom.

- 1 There are pictures on Paolo's wall.
- 2 There are two books on the table in the kitchen.
- 3 There's a girl in the kitchen.
- 4 There are six photos in the living room.
- 5 There's a picture on the wall in the bathroom.

- 6 Encourage the students to complete the sentences without looking at the pictures at this stage. With a **mixed ability class**, remind them to use *there is (there's)* with singular nouns.

Answers

1 There are 2 There's 3 There's 4 There are
5 There are 6 There are 7 There's 8 There's

Ask the students to look at the pictures of Molly and Jay, and read out the sentences in speech bubbles. Check that the students understand the difference between *a house* and *a flat*. Ask a few students: *Is your home a house or a flat?* Focus their attention on the example, and encourage them to match the sentences in Exercise 6 to the pictures on the right.

Fast finishers

Fast finishers write a few more sentences about Molly's house and Jay's flat.

Answers

1 Molly's house 2 Jay's flat 3 Molly's house 4 Jay's flat
5 Jay's flat 6 Jay's flat 7 Molly's house 8 Jay's flat

Extension activity

Ask the students to listen to your instructions and draw a house on a piece of paper. Say: *I live in a house. There are five rooms. There is a big table in the kitchen.* Continue the description, using *there is* and *there are*. Make sure you use the prepositions *in* and *on*, too. After you have described your house, ask the students to compare their pictures, in pairs, and label the items they have drawn.

About you

- 7 Divide the class into pairs and ask the students in each pair to sit with their backs to each other. Ask Student A in each pair to describe their home to Student B. Student B listens carefully and draws Student A's home. After a few minutes, ask the students to swap roles and repeat the exercise.

WRITING

- 8 Ask the students to use the pictures they have drawn to write five sentences about their partner's home.

Cooler

Put the pictures and the sentences up around the room. Ask the students to walk around the classroom, read the texts and try to find a picture which is similar to their home. Encourage them to describe the similarities, e.g. *There are five rooms in my flat, too. There's a shower in my bathroom, too.*

In my room

Lesson profile

Vocabulary	Possessions in your room; <i>favourite</i>
Reading	Teenagers describe their bedrooms
Grammar	<i>have got</i> – affirmative
Pronunciation	Intonation in lists
Writing	Write about your bedroom with <i>also</i>

Preparation


Ask the students to bring in a photo of their bedroom. This could be in digital form (on their mobile devices) or a printed photo.

For the project at the end of the unit, bring big sheets of paper (A3 format) and, optionally, some cut-out photos of furniture and simple objects.

Warmer

Write the names of rooms on the board: *living room, kitchen, bedroom, bathroom*. Ask the class to name two or three things that can be found in each room, e.g. *living room – window, chair, table*.

VOCABULARY

- 1  1.27 Focus the students on the pictures in Exercise 1 and play the recording. Ask the students to repeat the words. Use the new words to talk about your home, e.g. *There's a bed in my bedroom. There is a clock on my wall*. Ask for a few similar contributions from your class.

Encourage the students to find the items in the photographs in Exercise 2 and say what they see, e.g. *There's a computer in photo b*.

READING

- 2 Explain to the students that they are going to read about three teenagers' bedrooms. Give them a few minutes to read the texts and complete the matching activity. Check the answers as a class. With a **mixed ability class**, ask students to find the words from Exercise 1 in the texts. Encourage the students to write *Luisa, Jozef* or *Agata* next to each picture, e.g. *bed – Luisa*.

Answers

Luisa – c Jozef – b Agata – a

- 3 Focus the students' attention on the last sentence in Luisa's description: *My favourite film is School of Rock!* Write *favourite* on the board and use the picture in Exercise 3 to explain the meaning of this word. Make sure that they pronounce the word correctly: /'feɪvərɪt/ or /'feɪvɪt/.

Expand the word to the phrase: *My favourite colour is ...* and see if your students can guess what your favourite colour is. Ask the students: *What is your favourite colour?* and write the question on the board. Elicit answers using the full phrase: *My favourite colour is (green)*. Repeat this sequence with *My favourite actor is ...*. Ask the students: *Who is your favourite actor?* and write the question on the board.

Underline *What* and *Who* in the questions. Elicit that *what* is used for things and *who* is used for people. Ask the students to give you examples for *what* (e.g. colour, song, football team, book, band and pop/rock group) and for *who* (e.g. singer, sportsperson, teacher, film star).

Ask students to complete the sentences in Exercise 3. When they are ready, ask a few students: *What is your favourite band?* *Who is your favourite person?* Encourage them to answer in complete sentences.

Extension activity

Ask the students to write down two questions starting with *What is your favourite ... ?* and two starting with *Who is your favourite ... ?* Tell everyone to stand up and interview four of their classmates, using the questions they have written. Monitor the class and make sure that they speak English all the time. When the students have finished, ask them to compare their findings with a partner.

GRAMMAR *have got* +

- 4 Ask the students to look at the grammar box, and use two different colours to underline the forms of *have got* in the texts in Exercise 2. Check together how many times each form appears. If necessary, draw the students' attention to the third person contractions, e.g. *my sister's got* in the last text.

Answers

Luisa

It's got blue walls
I've got lots of clothes
I've also got a TV

Jozef

I've got a computer and I've got lots of computer games
My brothers have got a computer
I've also got a guitar
I've got lots of pictures

Agata

We've got lots of books
My sister's got two pet fish
They've got a little house

→ Grammar reference Student's Book page 139

- 5 Ask the class to complete the sentences before comparing them in pairs. Elicit the meaning of *have got* (possession) and when *has/s* is used (third person singular).

Mixed ability

With a mixed ability class, encourage stronger students to complete the sentences without looking at the text first.

Answers


- 1 's got 2 's got 3 've got 4 've got 5 have got
6 've got

- 6 Remind the students of the fact that *'s got* is only used in the third person singular. If necessary, explain that the contraction *'ve got* is usually only used with pronouns (e.g. *I, we, they*), whereas the full form can be used both with pronouns and nouns (e.g. *parents*). With a mixed ability class, ask students to put a tick next to the sentences which are in the third person singular (1 and 4).

Answers

- 1 's got 2 have got 3 've got 4 has got 5 have got
6 've got

PRONUNCIATION Lists

- 7  1.28 Books closed. Take three simple classroom objects, e.g. a pen, a book and a cup. Elicit their names and write on the board: *I've got a pen, a book and a cup*. Read out this sentence and make a rising gesture on *pen* and *book*, and a falling gesture on *cup*. Model and drill the sentence, asking the students to copy the rising and falling gestures.

Books open. Ask the students to look at the example, listen to the recording and repeat the sentence, using the rising and falling intonation. Explain that we use this intonation pattern in lists. Play the rest of the recording and encourage the students to repeat the sentences.

Extension activity

Ask the students to take out three items from their bags or pencil cases and write a sentence about them: *I've got ...*. Tell the students to draw the rising and falling intonation above the words.

Divide class into groups of three. In each group, Student A reads their sentence, e.g. *I've got an apple, a pencil and a ball*. Student B looks at Student A's objects and says: *You've got an apple, a pencil and a ball*. Finally, Student C uses the third person singular form, e.g. *He's/She's got an apple, a pencil and a ball*. Students repeat the exercise twice.

- 8 Ask three students to demonstrate this game. Remind them to use the right intonation. Elicit that the next student should repeat the sentence and add one more item at the end.

Divide the class into small groups to play the game. Encourage them to help each other if a classmate is having difficulty in remembering the order of words or thinking of a new word to add.

Mixed ability

In a mixed ability class, point out the fact that the objects in the example (*bed, chair* and *dictionary*) are in alphabetical order. Encourage the students to continue this pattern with the next item, beginning with the letter *E*, then *F* and so on. Let them know they can skip a letter if they can't come up with a word.

WRITING

- 9 Ask the class to look at the sentences on page 27 to find two examples of *also*. Check that the students understand the meaning of this word and point out its position in the sentences (between *have* and *got*).
- 10 If the students have brought in photos of their bedrooms, ask them to show them to their partners. The students who don't have photos can draw their rooms. However, ask them to write the sentences first so that they don't spend the rest of the lesson drawing. Remind all students to use *also*.

In a **mixed ability class**, ask weaker students to rewrite the text in Exercise 9 in the third person singular, e.g. *Sara has got a bed and a chair in her room. She's ...*

Project

Dream home

Put the class into groups of four and give each group a large sheet of paper (A3 format). Tell them that they have to invent a dream home. They can decide if they want to draw a house or a flat, but it should have a bathroom, a bedroom, a kitchen and a living room.

Give each student the responsibility for one room and ask them to draw their part of the project. Tell them to label each room and the objects in it. Remind them that it should be a 'dream home' and encourage them to really use their imagination to make it special.

When they have finished, ask the groups to present their dream homes to the class. Encourage each student to talk about the particular room they have designed.

Cooler

Put the class into pairs. Ask Students A to choose one word from Exercise 1 on page 26 and ask, for example: *How do you spell (guitar)?* Students B try to spell it out and Students A check if the answer is correct. Then they swap roles.

Teacher's resources

Student's Book

Grammar reference and practice page 139

Vocabulary list page 131

Workbook

Unit 3 pages 16–19

Go online for

- Corpus tasks

4 My things

Oh no! The chocolate!

Lesson profile

Vocabulary	Personal possessions; <i>please</i>
Reading	Cartoon story: Katie and Nat get ready to take Toby out
Writing	Write about what's in your bag
Pronunciation	Syllables
Grammar	<i>have got</i> – negative
Speaking	A memory game

Warmer

Elicit a few suggestions of things that students usually have in their bags, e.g. *a phone, some books*. Put the students into groups of four or five. Ask each group to assign one person to be the writer. Students list things that they usually have in their bags. Set a time limit of two minutes, and explain that the group with most things wins. Ask the winning team to read out their list, while others tick off any things that also appear on their lists.

VOCABULARY

- 1 Ask the students how many of the things on page 28 were on their list. Ask: *Can you name these things?* Instruct them to work in pairs to name as many as possible. Give them about two minutes. They shouldn't write at this stage.

Ask the students: *What's number 1?* Accept *water* as a correct answer and elicit the general word for *water, Coke, Sprite, etc. (drink)*. Play the recording for the students to check and repeat the answer. Follow the same procedure for numbers 2–8. Encourage the students to repeat *a* and *some*, as in the audio, but don't go into the grammar behind this.


Highlight the long vowels in *keys* and *ball* by providing a slightly exaggerated model.

1.29 Answers

The answers are recorded for students to check and then repeat.

- 1 a drink 2 a coat 3 some chocolate 4 some keys
5 a football 6 a banana 7 a hat 8 a ball

READING

- 2  1.30 Point to the different characters and elicit their names. Clarify Exercise 2 by asking: *Is this Katie, Nat, Toby or their mum?* Give the students one minute to find the answer, and ask them to compare in pairs. Then play the recording before checking as a class.

Answer

Toby

- 3 Ask the students: *Is there a drink in Katie's bag* (point to picture 2) *or Nat's bag* (point to picture 3)? Elicit: *Katie's*. Instruct the students to write *K* next to *a drink*. Elicit the next object (*a coat*) and ask: *Whose bag is it in?* Elicit: *Katie's*. Ask: *What do I write?* Elicit: *K*. Ask the students to work in pairs to complete the activity.

Write the answers on the board for extra clarity. Then play the recording and check.

Fast finishers

Fast finishers work in pairs. Student A completes the sentence *Katie's got a ...* from memory, while Student B checks. They switch roles, but this time Student B completes the sentence *Nat's got a ...* and Student A checks.

1.31 Answers

K: a coat, a ball, a hat, a banana
N: a football, a phone, keys


About you

- 4 Books closed. Write on the board: *I got ...*. Ask the students: *What things are in your bag?* Elicit answers from one or two stronger students, prompting the use of *and* before the final item listed. Draw the students' attention to the above stem and elicit the missing verb ('*ve*). Ask the students to open their books and focus their attention on the task. Monitor to provide any additional vocabulary and to identify any common errors.

Extension activity

Write three sentences about what's in your bag on the board. Tell students that two of the sentences are true and one is false. Students try to guess which is false. Next, students write and read out their own sentences, while their partner guesses which are true and which are false.

PRONUNCIATION Syllables

5  **1.32** Books closed. Drill each of the three words in the table, clapping your hands once for each syllable and encouraging the students to join in. Elicit the number of syllables in each word.

Books open. Play the recording, pausing after each word for the students to consult with a partner and add to the table. Write the answers on the board and encourage the students to check their spelling.

Mixed ability

With a mixed ability class, provide the stronger students with an extra challenge by asking them to write the nouns in the table on the board for feedback on the pronunciation task. Tell them it's a spelling challenge. Assign one column per pair.

Answers

- 1 syllable:** friend, drink, bag, keys
2 syllables: guitar, football, window, brother, chocolate
3 syllables: Saturday, banana, computer

Audioscript

- 1** drink **2** banana **3** football **4** window **5** computer
6 brother **7** bag **8** chocolate **9** keys

Extension activity

Ask the students: *Which syllable in 'guitar' is stronger, the first or the second?* Elicit: *the second*. Ask them to underline the second syllable (*guitar*). Tell the students to work in pairs and underline the strong syllables in the remaining 2- and 3-syllable words. Play the audio again for the students to check and repeat.

Answers

- 2 syllables:** football, window, brother, chocolate
3 syllables: Saturday, banana, computer

GRAMMAR have got

Books closed. Write the following on the board, but omit the underlined words.

I/You/We/They have got the chocolate.


He/She/It has got the chocolate.

Elicit *have got* and *has got* (de-contracted forms).

Instruct the students to refer back to the story in Exercise 2 to find the negative form of *I have got*. Encourage the students to race to find it. Refer weaker groups to pictures 2 and 4.

Elicit and write the forms on the board by adding *n't* to the positive forms. Elicit the negative form of *he/she/it*. Refer the students to the table on page 29 to check.

- I/You/We/They haven't got the chocolate.*
- He/She/It hasn't got the chocolate.*

6  **1.33** Play the example sentence and draw the students' attention to the underlined words in the book.

Mixed ability

With weaker groups, play sentence 1, then pause the recording for the students to compare answers before conducting feedback as a class. With stronger groups, ask the students to close their books and do the exercise as a dictation. If you decide to do this, quickly elicit and write positive forms (with contractions) on the board before playing the recording.

Answers

- 1** He hasn't got a coat.
2 You've got a sister.
3 They haven't got a TV in the kitchen.
4 She hasn't got a new bag.
5 I've got my drink.
6 We've got a clock in the classroom.

→ Grammar reference Student's Book page 140

7 Point to the example picture and ask: *Has she got a hat?* Elicit: *No she hasn't got a hat*. Ask: *Has she got a coat?* Elicit: *Yes, she's got a coat*. Invite the students to complete the exercise in pairs. Monitor to provide additional support with verb forms and use of contractions.

Answers

- 1** 's got, hasn't got **2** 've got, haven't got
3 haven't got, 've got **4** hasn't got, 's got
5 've got, haven't got **6** 've got, haven't got

SPEAKING

8 Put the students into pairs and tell one student that they're A, and the other that they're B. Student A looks at the picture on page 124 for one minute, then tries to remember as much as possible while Student B checks. With weaker groups, write the following stems on the board:

Nat's got a/some ...
Katie hasn't got
Toby

Cooler

Divide the class into two groups and play *Pictionary*, using vocabulary from pages 28–29. Nominate one student from each group to come to the board. Show an item of vocabulary in the book to both students, and give them each a board pen. Each student draws a picture to represent the word while his/her teammates try to guess what the word is. The first team to get the correct answer wins a point. Nominate two more students to come to the board and repeat.

Have you got my red bag?

Lesson profile

Vocabulary	Adjectives describing things
Listening	Emma phones to ask about her lost things
Grammar	<i>have got</i> – questions and short answers
Speaking	Talk about what things you have got at school

Warmer

Write the following anagram on the board: *b-g-a*. Elicit: *bag*. Provide two sets of anagrams based on vocabulary from the previous lesson. Put the students into groups of four. Tell one pair that they're A and the other that they're B. Pair A races to unscramble one set of anagrams and pair B the other. The first pair to finish in each group of four wins.

Make new pairs consisting of one student from A and one from B. Students dictate their list of unscrambled words to their new partners. Pairs race to write down all words. Encourage the students to ask each other: *How do you spell that?*

VOCABULARY

- Books closed. To lead into the topic, put some familiar objects into a large bag. Invite a student to come to the front and blindfold him/her (or ask the student to close his/her eyes). The student should take something out of the bag and guess what it is by feeling it. Ask the class: *Is he/she right? What colour is it? Is it big, small, new?*
Books open. Choose suitable adjectives from page 30. Gesture to clarify meaning, as necessary. Accept one-word answers from the students, but echo with correct adjective + noun collocations, e.g. *It's a long ruler*. Ask another student to come up and repeat the procedure.
Point to objects on page 30 at random and elicit nouns, e.g. ask: *What's this?* Elicit: *A ruler*. Ask: *Is it a red ruler?* Elicit: *No, it's a yellow ruler*. Ask, using gestures to demonstrate the meaning of adjectives: *Is it long or short?* Elicit: *long*. Focus the students' attention on the exercise. Tell them to match the noun phrases with the pictures. Conduct feedback by pointing to objects at random and eliciting corresponding noun phrases.
Ask the students: *What are the opposites of big, new, dark and dirty?* Encourage the students to discuss in pairs for 30 seconds, and then refer them to the box on page 30 to check their answers.
Drill adjectives as single-items, highlighting the long vowel in *short* /ʃɔ:t/, *small* /smɔ:l/, *clean* /kli:n/, *dirty*


/dɜ:ti/ and *dark* /dɑ:k/. Point out the /j/ in *new* /nju:/. Then drill whole noun phrases. Model the weak *and* in the last two noun phrases.

Encourage noticing by asking the students: *Do we say 'ruler long' or 'long ruler'?* Elicit: *long ruler*. Also clarify that there is no noun adjective agreement in English, as there might be in L1, by writing these forms on the board: **1** *long rulers*, **2** **longs rulers* and establishing that **2** is incorrect.

- With a **mixed ability class**, encourage the stronger students to describe more objects from the picture. Remind the students that we use *an* before a vowel (*an old, grey coat*). Ask the strong students what they notice about the position of colour words. Try to get them to notice that the colour word goes immediately before the noun.

Fast finishers

Fast finishers close their books, and write down as many of the things they can remember from the picture on page 30 as possible. They can open their books to check.

-  **1.34** Play the recording for sentence 1 and ask the students to point to the correct sentence in their books. Play sentence 2 and again ask them to point. Monitor to check students are pointing at the correct sentence. Tell them to write '2' next to it. Play the rest of the recording. Encourage the students to compare their answers, in pairs, before conducting feedback as a class.

Mixed ability

With a mixed ability class, focus the stronger students on the picture and ask them to write the number next to the corresponding object in the picture rather than next to the sentence.

1.35 Answers

The answers are recorded for students to check and then repeat.

- | | |
|-----------------------------------|--|
| 1 It's a short, red ruler. | 2 It's a clean, light blue bag. |
| 3 It's a dark blue coat | 4 It's a dirty, dark brown bag. |
| 5 It's an old, grey coat. | 6 It's a long, new ruler. |

Prompt the students to repeat several times in different voices to maintain interest, e.g. in a sad, happy, bored, tired, etc. voice. Encourage them to speed up as they repeat.

- Encourage the students to use phrases from Exercises 1–4 when speaking.

Mixed ability

With a mixed ability class, put the stronger students into pairs and tell one of them they're A and the other that they're B. Make sure that students can't see each other's books. Student A numbers the objects in his/her picture in Exercise 1. Student B assigns letters to them.

Student A describes his/her object 1, Student B writes number 1 next to the object being described. Student B describes his/her object a, Student A writes the letter a next to it, and so on. At the end, students compare pictures to check that they have correctly matched letters and numbers.

NOTE: Here students use *It's a ...* rather than *There is a ...*

Extension activity


Give the students two minutes to study and remember as many of the objects from the picture in Exercise 1 and the descriptions from Exercises 1 and 2 as they can. Put them into groups of six. With books closed, the first student says, for example: *There's a dirty, dark brown bag*. The second student repeats what the first student said and adds another description from memory, for example: *There's a dirty, dark brown bag and an old, grey coat*. Students continue round the group. They needn't stop once student number 6 has spoken. The winning group is the group who listed the most objects. Monitor and encourage peer support, especially as the memory load increases. Also encourage and praise rising and falling intonation for list-giving.

You could ask one student to check descriptions are correct – both grammatically and factually. This student looks at the book. He/She can also monitor use of L1.

About you

- 5 Write the example sentences on the board, omitting and eliciting *and* and *also* to encourage noticing. Ask the students to write three sentences. Encourage them to write complex sentences and praise those who are ambitious. Note down any common errors for feedback at the end of the lesson (see *Cooler*).

LISTENING

- 6  1.35 Explain the situation: Emma comes home from school but she hasn't got some of her things. She calls her teacher, Mr Jones.


Assure the students they don't need to understand every word, they just need to listen for the things Emma hasn't got. Check instructions by asking: *How many people are there? (two). Are we listening for the things Emma hasn't got or has got? (hasn't got). Are we listening for the things Mr Jones has got? (no).*

Answers

her ruler her coat her bag her football things

Audioscript

- Emma:** Hello. This is Emma from 7B.
Mr Jones: Hello, Emma. You again!
Emma: Sorry, Mr Jones. I'm at home and ... I haven't got my things ...
Mr Jones: Well, I've got lots of things here Emma. So ...
Emma: Thank you, Mr Jones. Have you got my ruler? I need it for maths homework.
Mr Jones: Well, Emma ... I've got one, two, three, four, five, six rulers.
Emma: It's blue, light blue.
Mr Jones: Let me see ... I've got two light blue rulers. Has it got your name on?
Emma: No, it hasn't. But it's a long ruler.
Mr Jones: Ah yes. I've got it.
Emma: Thank you, Mr Jones ... And my coat ... have you got my coat?
Mr Jones: I've got four coats.
Emma: It's new and really nice.
Mr Jones: Yes, Emma ... Colour?
Emma: Oh sorry ... it's grey.
Mr Jones: Here ... erm ... I've got two grey coats. This coat's light grey.
Emma: No, my coat's dark grey.
Mr Jones: Right ... OK ... dark grey ... I've got your coat.
Emma: Thanks, Mr Jones. ... And my bag ... have you got my bag?
Mr Jones: Emma!
Emma: Sorry, Mr Jones.
Mr Jones: I've got four bags today ... I've got ...
Emma: My bag's very dirty. It's got my football things inside.
Mr Jones: ALL the bags are very dirty!!
Emma: It's dark brown with orange writing on it ... and it's big. It's a big bag.
Mr Jones: OK. Yes, I've got it. Aaargh!
Emma: Has it got my football things inside?
Mr Jones: Yes, it has!
Emma: Thank you, Mr Jones. I'll come to school now.

- 7  1.35 Point to the picture on page 30 and ask: *Which is Emma's ruler?* Take a couple of suggestions, encouraging the students to say from memory. Play the recording for the students to check.

With weaker groups, repeat this procedure for each item ticked in Exercise 6. With stronger groups, clarify the order things were heard in, then play the recording through. Encourage the students to compare answers, in pairs, before conducting feedback as a class.

Books closed. Write on the board:

- 1 *Has it got my football things inside?*
2 *Has your ruler got your name on?*

Ask the students: *Who's speaking in number 1, Emma or Mr Jones?* Elicit: *Emma*. Do the same for number 2, eliciting *Mr Jones*. Refer students to the table to find the correct short answers: 1 Yes, it has. 2 No, it hasn't.

GRAMMAR *have got* ?

- 8 Elicit short answers for *I/you/we/they*. Point out that if *has* is used in the question, then *has*, NOT *have*, is used in the short answer. Similarly, if *have* is used in the question then *have* is repeated in the short answer.

1.36 Answers

The answers are recorded for students to check and then repeat.

- 1 Has; hasn't
- 2 Have; have
- 3 Have; have
- 4 Have; haven't
- 5 Has; has

Audioscript

Example

A: Has he got a pet fish?

B: No, he hasn't.

Conversation 1

A: Has Emma got her bag?

B: No, she hasn't.

Conversation 2

A: Have Katie and Nat got Toby's ball?

B: Yes, they have.

Conversation 3

A: Have I got your phone?

B: Yes, you have.

Conversation 4

A: Have you got your glasses?

B: No, I haven't.

Conversation 5

A: Has your bag got my football things inside?

B: Yes, it has.

→ Grammar reference Student's Book page 140

- 9 Demonstrate the activity by asking questions to one or two stronger students and eliciting appropriate short responses. With stronger groups, prompt students to report back to the class using *he's/she's got*, *he/she hasn't got* during feedback.

Fast finishers

Fast finishers expand on answers given in Exercise 9, using adjectives from Exercise 1 and 2 to describe each object.

SPEAKING

- 10 With weaker groups, allow a few minutes preparation time. In pairs, encourage the students to note down adjectives they could use before they speak. Monitor, encouraging the students to expand on their answers, and praise those who do. Also note down any common errors for later feedback (see cooler). Focus on adjective + noun word order.
- Switch pairs and repeat. The second time, students will find it easier and speak more fluently. This will give them a sense of their own progress, which in turn should increase motivation.

Project

A class survey

Put the class into four groups (A, B, C and D). Tell them they're going to write five interesting *Have you got ... ?* questions to ask their classmates from different groups. Elicit one or two examples as a class, e.g. *Have you got a sister?* *Have you got a computer in your bedroom?* Students write their survey, ask each other their questions and write a short report as a group. Encourage the students to present their results graphically, if possible.

In large classes, where a whole class mingling activity may be unmanageable, students can write their questions individually or in pairs, and interview just a few members of their group.

Cooler

Write a mix of correct and incorrect sentences heard during Exercises 5 and 10 on the board. Put students into groups of four. Tell each group that they have £20 to bid with, and that their aim is to buy as many *correct* sentences as they can.

When the students have discussed the sentences, open the bidding. Allow them to bid against each other to 'buy' the sentences from you. At the end of the bidding, announce the winning group by checking who has bought the most *correct* sentences. At this point, go through all of the sentences, one by one, identifying errors.

Teacher's resources

Student's Book

Grammar reference and practice page 140
Vocabulary list page 131

Video

Things in your bag

Workbook

Unit 4 pages 20–23

Go online for

- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

Geography

People and continents

Learning objectives

- The students learn about people, countries and continents. They also learn about the weather in different countries.
- In the project stage, students write about their own family and country.

Useful vocabulary for this lesson

summer winter twin only child map
continent warm cool weather country
nationality

Preparation

For Exercise 3, bring in a world map or prepare to show one on the interactive whiteboard.

For the project, ask the students to bring in a photo of their family.

Warmer

Play the ladder game. Divide the class into four teams. On large pieces of paper, draw four ladders (one for each team) with spaces for seven words on each. Place each one in a different part of the classroom to avoid teams copying. Tell the students they need to write a country, in English, in each space on their ladder. Anyone can write, but only one person from each team can be out of their seat at any one time. Give each team a pen. Set a time limit of four minutes. Teams score one point for each country and two points for each country spelled correctly. The team with the most points wins.

Books closed. Pre-teach *summer* and *winter*. You could list months of the year and elicit the corresponding season. Possible concept check questions: *Is it hot or cold in summer? (hot). When is it cold? (winter)*. Explain that *warm* means a *little bit hot*. Perhaps give an example of a month/season when it's warm in your country, and contrast it with a month when it's hot.

Books open. Focus the students on picture 3 to clarify *twin*. (Note: while in some languages there are two different words for *twins*, in English there isn't. We make the distinction by referring to *identical twins* and *non-identical twins*.)

- Lead into the activity by asking the students to look at the people in the photos and to guess or predict their nationality. Students discuss briefly in pairs. Do whole class feedback by writing the nationalities (*Indian, Columbian, South African, Canadian*) on the board in random order and eliciting the correct one. For example, say: *The family in picture 1 are ... ? Elicit: Indian.*

Students complete the exercise, then check in pairs before conducting feedback as a class.

Mixed ability

With a mixed ability class, challenge the stronger students by asking them to correct any sentences that are wrong.

Fast finishers

Fast finishers write an extra yes/no sentence for each text to quiz another fast finisher.

Answers

Sanjit: 1 no 2 no 3 yes
Eduardo: 1 yes 2 no 3 yes 4 no
Mandisa: 1 no 2 no 3 no 4 yes
Maya: 1 yes 2 yes 3 no 4 no

- Encourage the students to notice the pattern between some countries and nationalities by referring to the four nationalities written on the board during the lead-in to Exercise 1. Say: *Sanjit is Indian. Where's he from?* Elicit: *India*. Cross out the *n* in *Indian*. Students complete the exercise individually and then check their answers in pairs. While they're still working, write the answers on the board so that the students can check their spelling during feedback.

Note that in addition to not following the same spelling rule as the other countries, stress placement differs between *Canada* /'kænədə/ and *Canadian* /kə'neɪdiən/.

Answers

1 India 2 Colombia 3 South Africa 4 Canada

- Students look for the countries on the map. Tell them not to write anything in the boxes (a–g) for now, as they will complete these in Exercise 7. If you have a world map in your classroom or can show one on the interactive whiteboard, refer to that during feedback.

- Tell the students to match the words to the letters. Do number 1 as a class. Encourage the students to work in pairs to match the others.

Conduct feedback by calling out a letter and nominating students to say the word. Model and drill *warm* /wɔ:m/ and *cool* /ku:l/, both of which include long vowel sounds.

To provide ongoing practice of weather vocabulary, you could ask *What's the weather like today?* at the start of each subsequent class.

Answers

1 d 2 c 3 a 4 b 5 e 6 f

- 5 First, ask the students to answer the questions. Then they reread the texts in Exercise 2 to check their answers. Students check answers, in pairs, before whole class feedback.

Answers

1 South Africa 2 Colombia 3 Canada 4 India

Extension activity

Write these questions on the board:

What's the nationality of people from [students' country]?

What's the capital city of [students' country]?

What's the official language of [students' country]?

What are the colours of the [students' nationality] flag?

Elicit answers as a class and write them on the board.

Ask the students to copy the following table and complete the first column. Monitor to ensure students are on task and offer support where needed.

	My country	India	Colombia	South Africa	Canada
Nationality					
Capital city					
Official language(s)					
Colours of the flag					

Divide the class into four groups (A, B, C and D). Put pairs of As together to research India, pairs of Bs to research Colombia, and so on. They can use the internet to do this. Appoint roles so that one student is the writer, and one the researcher. Form ABCD groups. Students share information by asking and answering the above questions in order to complete the table.

- 6 Books closed. Pre-teach the word *continent* by asking students: *What continent is [students' country] in?* Ask the students: *How many continents are there in the world? Can you name them?* Take a few suggestions as a class, but don't confirm or deny any.

Books open. Students check how many continents there are (*seven*). Conduct feedback on the names of the continents in L1 before students look up their English names, in a dictionary or perhaps on a mobile device.

Nominate students to write the continents on the board if you haven't done this yourself already. This could be a task for fast finishers. Encourage peers to check spelling. Model and drill pronunciation.

Answers

a North America b Africa c Europe d Asia
e South America f Antarctica g Australia

- 7 Model the activity with a stronger student, then that student models with another student. Encourage the students to use the question prompts in their books. You could put students into groups of four and ask pairs to take turns to quiz each other. Add a competitive element by asking pairs to score each other one point for each correct answer.

Monitor to provide support with country names. Make a note of any that students are saying incorrectly to go through during whole class feedback. In the feedback session, ask groups which pair scored the highest.

Project

Students can use the texts on page 32 as frames to help them write their own text. You could provide students with a checklist to ensure they cover all topics: you and your age, your nationality, brothers and sisters, weather in your country.

Monitor to provide support with the task. Note down any common errors for class correction.

Fast finishers

Quickly read students' writing, give some positive feedback, and underline any grammatical or lexical errors. Students try to self-correct their own work.

Once all students have finished, ask them to swap their texts with a partner. Students check their partner has included all of the topics.

Provide error correction at this point by writing a sample of students' sentences from the lesson onto the board, ensuring anonymity. It's a good idea to do this while students are peer-checking. Include a mix of incorrect and correct sentences. Ask students to identify which sentences are correct, and which incorrect. Give the students two minutes' thinking time. Elicit corrections in whole class feedback.

After you have corrected individuals' work, you could ask students to write their texts onto a clean sheet of paper. Put them all together with students' family photos to create a class poster.

Cooler

Divide the class into four teams. Assign the first team the sound *Bing!*, the second team, *Bong!* Allow the last two teams to choose their own sound. Students must make their team's sound when they think they know the answer.

Ask quiz questions such as: *Where's India? (It's in Asia.) Name two countries in Europe. (e.g. the UK and France) What's the weather like in Canada in the winter? (It's very cold.)* The student to make their team's sound first, gets the opportunity to answer. Record team points on the board to promote a competitive spirit.



5 Yes, we can!

What can you do?

Lesson profile

Vocabulary	Activities and skills
Listening	Photo story: A meeting in the park
Grammar	<i>can / can't</i> – affirmative, negative, questions and short answers
Pronunciation	<i>can / can't</i>
Speaking	Ask and answer about what you can and can't do
Writing	Write about what you can and can't do with <i>and, but, or</i>

Warmer

To revise the vocabulary from Unit 4, write *Have you got ... ?* on the board, and ask the class to give you as many suggestions as possible to complete the phrase. Write eight of their suggestions on the board.

Ask individuals and pairs of students the questions and elicit the answers: *Yes, I have. / No, I haven't. Yes, we have. / No, we haven't.*

When you have demonstrated a couple of questions and answers, arrange the class into groups of four and ask them to continue in their groups.

VOCABULARY

- Books closed. Write the expressions from the box on page 36, on the board and explain them either by miming (*paint a picture, play the guitar, ride a horse, swim underwater*) or doing the activities (*sing, speak Italian*).
Books open. Ask the students to complete the table in Exercise 1.

1.37 Answers

The answers are recorded for students to check and then repeat.

- a ride a horse b swim underwater c speak Italian
d paint a picture e sing f play the guitar

LISTENING

- 1.38 Explain to the class that they are going to listen to a conversation between Joelle, Paolo, Rosa and José. Before you play the recording, give the students two minutes to read the sentences in Exercise 2. Remind them to look at the photo on page 36, too. Play the recording twice before checking the answers as a class.

Answers

- 1 no 2 no 3 yes 4 yes

Audioscript

Joelle, Paolo and Rosa: Hi ... Hello ... Hi.

Paolo: What's this week's project for the photo club? I can't remember! Is it 'Sport'?

Joelle: (1) No, that's next week's project. This week's project is called 'I can do it!'

Paolo: Oh yes! So, what can you do, Joelle?

Joelle: I can ride a horse. I've got lots of pictures to show you. Look!

Paolo: Wow! They're great! And Rosa. What about you?

Rosa: I can swim underwater. (2) And I can take photos under the water with my new camera.

Joelle: What about you Paolo? Can you ride a horse? Can you swim underwater?

Paolo: No, I can't.

Rosa: Oh. Can you paint a picture? Can you sing? Can you play the guitar?

Paolo: No, I can't. But I can speak Italian.

Rosa: Paolo! We can't take a photo of that!

Paolo: Well, take a photo of this, then.

José: Er, excuse me?

Paolo: Oh, hello.

José: (3) Hi, um, my name's José.

Paolo: Hi José. I'm Paolo and this is Rosa

Rosa: Hello.

Paolo: ... and Joelle.

Joelle: Hi.

José: Er ... Can you take my photo?

Paolo: Sure. (4) Wow, you've got a really nice camera! Say 'cheese'!

José: Thanks. Well, bye.

Paolo, Rosa and Joelle: Bye!

- 1.38 Focus the students' attention on the grammar box and check that the students understand the meaning of *can* and *can't*. On the board write: *Cristiano Ronaldo is a football player. He play football.* Elicit that *can* is the missing word in this sentence.

Before you play the recording, explain to the class that their task is to find out what Joelle, Rosa and Paolo can do.

Answers

Joelle can ride a horse.

Rosa can swim underwater.

Paolo can speak Italian.

GRAMMAR *can / can't*

- Ask the students to look at the grammar box again. Practise the pronunciation of the affirmative, negative and question form first. Point out the fact that *can* has just one form and it is always used with infinitives.

Ask the class to work in pairs to complete the sentences and make sure that they refer to the grammar box before you check the answers as a class.

Fast finishers


Fast finishers write three more sentences (affirmative, negative and question) using the activities from Exercise 1.

Answers

1 can 2 can't 3 Can, can't 4 Can, can

→ Grammar reference Student's Book page 141

PRONUNCIATION *can / can't*

- 5  1.39 Play the recording once and ask the class to listen only. Play it again, pausing after each line and asking the class to repeat. Focus the students' attention on the difference between *can* /kæn/ and *can't* /kɑ:nt/.

Divide the students into two groups. Ask them to repeat the dialogue as a chant, with one group asking the questions and the other group saying the answers. Do this twice before swapping roles.

Extension activity

To help the students recognise and produce /æ/ and /ɑ:/, play pronunciation telephone numbers as follows.

On the board draw the chart:

0	1	2	3	4	5	6	7	8	9
can	can't	ant	aunt	am	arm	cat	cart	at	art

Tell the students that you are going to dictate them a phone number but that you are going to use the words in the chart instead of the numbers.

Say a number that uses all the words, e.g. *can, ant, can, art, can't, cart, at, arm, am, aunt, cat* (0209 178 5436).

Encourage the students to ask you to say it again.

Repeat the number more slowly and ask students to try and write the number (not the words) down. Ask a student to write it on the board using the numbers. If the student is correct, congratulate him or her. If the student is wrong, tell him or her that they made a mistake and repeat the number. Repeat until someone has successfully given you your number.


Organise the class into mixed ability groups of four or five students. Ask the students to invent their own numbers. Choose one student in each group to tell their phone number to their group.

About you

- 6 Give the class two or three minutes to look at the questions and write the short answers. With a **mixed ability class**, drill the pronunciation of the questions, and answer one or two questions as a class before asking the students to work in pairs.

Fast finishers

Fast finishers write two more questions and ask them to their partners.

- 7  1.40 Play the recording twice before you go through the answers as a class. Make sure that the students can pronounce *can* and *can't* correctly.

Answers

1 can't 2 can't 3 can't 4 Can 5 can

Audioscript

Example I can take good photos.

- 1 We can't see the TV.
2 I can't remember her name.
3 My sister can't play the guitar.
4 Can your little brother read?
5 My mother can speak Chinese.

SPEAKING

- 8 Give the class one minute to complete the 'Me' column. When they have finished, ask three or four students some of the questions to check.
- 9 Ask the students to go through the questions *Can you ... ?* with their partner, before changing pairs and telling their second partner what the first partner can and can't do. For example: *He can play the guitar. He can't ride a horse.*

Mixed ability

With a mixed ability class, ask the stronger students to add a few ideas of their own to the table.

WRITING

- 10 Focus the students' attention on *and*, *but* and *or*. Use the ticks and crosses in the table to explain when we use these linkers. Elicit a few examples from the students before you ask them to write their sentences. With a **mixed ability class**, write a few sentences on the board, e.g. *I can swim ... I can't draw*. Ask the students to complete them with the missing words.

Extension activity

Give each student a piece of paper and ask them to write their name at the top of it. Show them how to fold the paper over their name so that no one can see it. Ask the students to now write one true sentence about their skills with *can*, e.g. *I can swim.*, before folding the paper again. Ask the students to pass their piece of paper to a student to the left, write another sentence with *can* and fold over the sentence. Repeat a few times, asking students to write sentences with *can*.

When the students have written between six and eight sentences, ask them to find the paper with their name on. Ask the students to read their sentences and put a tick (✓) next to the true sentences and a cross (✗) next to the false ones. Ask the students to write three sentences with the linkers from Exercise 10: *and, but, or*.

With a **mixed ability class**, help the class by writing these structures on the board:

I can ... and ...

I can ... but I can't ...

I can't ... or ...

Cooler

Draw a simple picture of a friend on the board and tell the class that you are going to explain what he or she can and can't do. Ask the class to write notes as you describe your friend's abilities. For example:

This is my friend William. He can play the guitar but he can't sing. He can speak French and Italian but he can't speak Chinese. He can't take good photos or paint pictures but he can ride a horse.

When you have finished, ask the class to compare notes before working together, in pairs, to speak about their own friends using *can* and *can't*.

He can stand on his hands!

Lesson profile

Vocabulary	Parts of the body
Reading	<i>Rubberboy</i> – he can do amazing things with his body
Grammar	Prepositions: <i>into, behind, under</i>
Speaking	Talk about what you can do with your body

Preparation

For the extension activity after Exercise 3, bring in some Post-it notes.

Warmer

Challenge the students to guess the lesson title: *He can stand on his hands!*

Write _ _ / _ _ / _ _ _ _ / _ _ / _ _ / _ _ _ _ on the board.

Encourage students to put up their hands and take turns to guess the missing letters. If the students say a wrong letter, e.g. *u* is not in the title, write it on the board. Tell them that they can only guess five wrong letters.

VOCABULARY

1 Books closed. Underline the word *hands* in the lesson title and show your hand. Check if students already know any parts of the body. Write any words they say on the board and explain their meaning. Add other parts of the body which are used in Exercise 1.

Books open. Encourage the students to look at the photos of Rubberboy and label his body parts.

1.41 Answers

The answers are recorded for students to check and then repeat.

a leg **b** foot/feet **c** face **d** hair **e** head **f** eye
g nose **h** mouth **i** ear **j** tooth/teeth **k** arm **l** hand

2 **1.42** Pre-teach the verb *point*. Ask the students to open their book at pages 36 and 37. Ask the class to listen to your instructions and then point to the correct words or pictures in their books. For example, ask: *Can you point to a picture of a horse? Can you point to the word 'dictionary'? Can you point to a picture of a boy who can swim?*

Play the recording and encourage students to point to the parts of their bodies. With a **mixed ability class**, stop the recording after each word to give students a bit more time to think about the words. Play the recording again, and play a game with the class to create a little competition. Students who point to a wrong part of the body are out.

Audioscript

- 1 foot ... hand
- 2 eye ... face ... foot
- 3 face ... teeth ... arm
- 4 arm ... leg ... ear ... eye
- 5 head ... nose ... hair ... feet
- 6 leg ... tooth ... ear ... hand ... arm
- 7 eye ... nose ... leg ... head ... foot ... teeth ... arm

- 3 Divide the class into pairs or small groups. Monitor that the students pronounce the words correctly as they play the game.

Extension activity

Divide the class into groups of three or four. Give each group 12 Post-it notes and ask the students to write a different part of the body on each one. Tell each group to choose someone to stand in the middle of the group. Give the groups two minutes to label that student's body parts correctly with the Post-it notes.

When the groups have finished, go around the classroom and check that they have labelled the parts correctly. Ask each group to give the student in the middle some instructions, e.g. *Can you point to your mouth?* When everyone has had a turn giving instructions, let the student in the middle give some instructions to the rest of their group.

READING

- 4 Books closed. Ask students for a list of famous people. Write them on the board and ask these questions about some of them: *Where is he/she from? What is he/she famous for? Where can you see him/her?* Write an example on the board: *Lionel Messi is from Argentina. He can play football. You can see him on TV.* Repeat with a few other celebrities.

Books open. Encourage students to predict the answers to the questions before they read the article. Finally, they read the article and check their predictions. With a **mixed ability class**, allow weaker students to work in pairs.

Answers

- | | |
|--------------------------------------|----------------------|
| 1 Daniel Browning Smith | 2 the USA |
| 3 the things he can do with his body | 4 in films and on TV |

GRAMMAR Prepositions *into, behind, under*

Books closed. On the board write: *into, behind, under*. Take a pencil and a bag and show it to the class. Present the meaning of *into*. Point to this word on the board, say: *I can put my pencil into my bag*, and do the action. Put the pencil behind the bag and say: *The pencil is behind the bag*. Repeat with *under*. Check that students understand that *into* involves movement. If necessary, remind them of *in*, which they learnt in Unit 3.

Put the pencil in different places, e.g. into the pencil case, behind the door / your head, under the chair / your foot. Encourage students to make expressions with *into, behind* and *under*.

- 5 Focus the students' attention on the example and explain that they have to do two things in this exercise. With a **mixed ability class**, check that the students have matched the sentences with the pictures correctly first before they complete them with the prepositions.

Answers

- | | | |
|----------------------|--------------------|---------------------|
| 1 behind – picture d | 2 into – picture f | 3 under – picture a |
| 4 under – picture e | 5 into – picture c | |

→ Grammar reference Student's Book page 141

SPEAKING

- 6 Go through the vocabulary as a class before asking the students to ask and answer the questions in pairs.

Extension activity

Teach or revise the following verbs: *touch (my things), brush (my dog), wash (my car), open (the window) and close (the door)*. Ask the students to suggest collocations that these verbs form with the parts of the body, e.g. *touch your face/arm (or any other part of the body), brush your hair/teeth, wash your hands/face/hair, open/close your eyes/mouth*. Then ask students about their abilities using these verbs, e.g. *Can you brush your hair with your left hand? Can you touch your arm with your foot? Can you open one eye?* Repeat this a few more times. If you notice that some students find it easy to use the new vocabulary, encourage them to ask similar questions.

- 7 Ask a pair of students to read the model dialogue. Explain the meaning of *What about you?* before asking the class to ask and answer questions. If you have done the extension activity above, ask the students to use at least one of the verbs introduced there.

Project

The King and Queen of Can

Divide the class into groups of five. Tell the students that the project in this unit is a competition to see which group can do the most things.

Write a list of about 10 things on the board, e.g.

Can you ...

- spell your name?
- spell your name backwards?
- name 5 countries?
- name 5 things that you have got in your room?
- name 10 colours?
- name the days of the week?
- count to 20?
- count from 20 backwards?
- draw a picture of your teacher in 20 seconds?
- write your name with your 'other' hand?

Each group should choose five activities and each student should make a table with them. Then, for each activity, they should nominate one student who will do it in front of the class. Explain that each student in their group should participate in the competition. Give the groups a few minutes to prepare.

Can you ... ?	Who?	Result?
• spell your name?	Alejandro	Yes / No
•		Yes / No
•		Yes / No
•		Yes / No
•		Yes / No

When the groups are ready, start the competition. The groups take turns to try to complete the actions they have chosen. After each attempt, students circle *yes* or *no* in their chart. If there is any disagreement, act as a judge.

Cooler

Working individually, students write five sentences with *can* or *can't* about the results of their group in the project competition, e.g. *Alejandro can't spell his name*. When they are ready, ask them to compare their sentences with other students from their group.

Teacher's resources

Student's Book

Grammar reference and practice page 141

Vocabulary list page 132

Video

What can you do?

Workbook

Unit 5 pages 24–27

Go online for

- Video extra worksheet
- Corpus tasks

6 Party time!

Have we got any eggs?

Lesson profile

Vocabulary	Food; <i>birthday cake, Happy birthday!</i>
Reading	Cartoon story: Making a cake for Dad's birthday
Grammar	Countable and uncountable nouns; <i>some, any, lots of</i>
Pronunciation	<i>some</i>
Writing	Write a shopping list for your party

Warmer

Draw four large, upright rectangles – evenly spaced – across the board. Draw lines in each rectangle to make eight boxes inside each. Put students into four teams, assigning one of the rectangles to each team and giving each team a board pen.

Tell the students that the first person in each team to come to the board draws a picture of food in the first box, and the second student writes the name of that food in the second box. The third draws a picture of a different item of food in the third box, which will be named by the fourth student in box four, and so on, until all eight boxes have been filled.

Teams race to complete their boxes as quickly as possible. Number the students 1–8 within each team to determine the order in which they take turns to go to the board. Encourage peer support within each team.

VOCABULARY

- 1 Draw the students' attention to picture a on page 40 and ask: *What are these?* Elicit: *eggs*. Ask the students to point to *eggs* on the shopping list. Tell them to write 'a' next to it. Students work in pairs to complete the exercise.

Fast finishers

Put the fast finishers into pairs. One student from each pair closes his/her book. The other points to the pictures at random and asks, for example: *What's 'k'?*

1.43 Answers

The answers are recorded for students to check and then repeat.

a eggs b meat c potatoes d milk e bananas f sugar
g apples h oranges i flour j bread k butter l biscuits
m tomatoes n cheese

Note the following pronunciation points:

- The *u* in *biscuits* /'bɪskɪts/ is not pronounced.
- Stress is placed on the 1st syllable of all the 2-syllable words.
- Stress is placed on the 2nd syllable of all the 3-syllable words except *oranges* /'brændʒɪz/.

Extension activity

Books closed. Write these column headings on the board: *fruit, vegetables, for a cake*. Ask the students: *Are eggs a fruit, a vegetable or something for a cake?* Elicit: *something for a cake*. Write *eggs* under this heading. Continue with remaining food from Exercise 1.

In pairs, students categorise words into: one/two/three-syllable words. They could draw a table in their notebooks with three columns, one for each category, and write the words in the appropriate one. Conduct feedback by having pairs compare with each other, then check as a class.

Answers

1 syllable	2 syllables	3 syllables
a, b, d, i, j, n	f, g, k, l	c, e, h, m

Next, students work individually to categorise food into: *food I like / food I don't like*. Students discuss in pairs. Take brief feedback by nominating one or two pairs to tell you what they like and don't like.

- 2 Ask: *How many apples can you see in the picture in Exercise 1?* Elicit: *two*. Ask: *Can we count sugar? Can we say one sugar, two sugars, etc.?* Elicit: *No*. You could refer to L1 examples of uncountable nouns to check that students understand this concept.

Ask: *Are eggs countable or uncountable? (Are they like 'apples' or 'sugar'?)* Elicit: *countable (like 'apples')*. Instruct the students to write *egg* in the space under *apple* in Exercise 2. With a **mixed ability class**, repeat with pictures b, c, etc., until you're confident they've got the idea. Instruct the students to write countable nouns in singular form. Clarify or explain that we need to delete -es to make the singular forms of *potatoes* and *tomatoes*.

Fast finishers


Fast finishers close their books and write down as many of the food items from Exercise 1 that they can remember. They should refer to their books to check that they haven't missed any and to check spelling.

Answers

Countable: egg, potato, banana, orange, biscuit, tomato

Uncountable: meat, milk, flour, bread, butter, cheese

READING

- 3**  **1.44** Elicit as much as possible from the pictures to raise interest and to encourage prediction. Point to picture 1 and ask: *What does Katie want to do? What's the problem? Where are they?* (Use this question to pre-teach *supermarket*.) *What are Katie and Toby doing?*

Write predictions on the board, e.g. *Katie wants to make a cake*, and ask the students to read the story to check them, as an initial reading task.

Point to picture 1. Ask: *Is it Dad's birthday today?*

Elicit: Yes. Focus the students' attention on Exercise 3.

Encourage them to check answers in pairs before conducting feedback as a class.

Mixed ability

With a mixed ability class, challenge stronger students by asking them to correct the wrong sentences.

Answers

1 no 2 yes 3 no 4 no 5 yes 6 yes 7 yes

GRAMMAR *some, any, lots of*

- 4** Elicit the first word students should underline: *any* (in picture 1). Monitor while the students underline words to ensure they are on task. Ask them to compare answers, in pairs, and conduct class feedback by eliciting the number of words underlined (12).

You could adopt a guided discovery approach to the grammar of quantifiers. Ask the students to cover up the table above Exercise 4. Using the words they've underlined, students decide which of *some*, *any*, and *lots of* can be used in positive sentences, which in negative sentences and which in questions.

Write a table with headings: *positive sentences*, *negative sentences* and *questions* on the board. If necessary, also include an example of each to illustrate meaning: *I've got eggs, I haven't got eggs, Have you got eggs?* Students copy this into their notebooks. Focus the students' attention on the first example from the story: *Have we got any sugar?* Ask: *Is this a positive sentence, a negative sentence or a question? (A question).* Write *any* under the heading *question* and instruct the students to do the same. Ask the students to work in pairs to complete the table by looking at each of the words they underlined one-by-one.

Students refer to the table above Exercise 4 to check their answers. Ask the students: *Which words in the table are used with countable nouns only? (three, an).*

→ Grammar reference Student's Book page 142

- 5** Write the example sentence on the board and unscramble it as a class. Point out that *have* must be spelt with a capital letter. Encourage the students to continue the exercise in pairs. Monitor to provide support and to remind them to use capital letters, full stops and question marks.

Mixed ability


With a mixed ability class, support the weaker students by telling them which is the first word in each sentence.

Alternatively, with strong groups, you could do this as a board race. Divide the class into two groups and number the students within each group so that there are two number 1s, etc. Dictate a scrambled sentence which all the students should write down. Say a number. The two students with that number race to the board to write the sentence in the correct order. Encourage peer support within teams.

Answers

- 1 Have we got any biscuits?
- 2 We haven't got any milk.
- 3 There are lots of eggs here.
- 4 I've got some oranges and a banana. / I've got a banana and some oranges.
- 5 We've got lots of cheese.
- 6 We haven't got any tomatoes.

PRONUNCIATION *some*

- 6**  **1.45** Write sentence 1 on the board: *We've got some cheese*. Play the audio and ask the students what they notice about the pronunciation of *some*. Elicit: *It's very short*.

With weaker groups, ask the students to practise weak *some* + noun before they attempt whole sentences.

Audioscript

- 1 We've got some cheese.
- 2 Can you make some cakes?
- 3 There's some sugar in the kitchen.
- 4 They've got some biscuits.
- 5 Can I have some bread?

- 7** Pair strong with weak students. Instruct the pairs to choose one person to be the writer. Ask the students to write as many true sentences as possible. Set a time limit of three minutes. Encourage and praise peer support. Pairs swap and check each other's sentences.

About you

- 8** Monitor and provide vocabulary as necessary. With weaker groups, encourage the students to write in pairs.
- 9** You could ask the students to write their sentences first. If they have written their list in pairs, make sure they write *We've got ... here*.
- Put the students into groups of six to share lists. Students decide who's got the best list. This will give them a reason to listen. Monitor and note any common errors for class correction at the end of the exercise.

Extension activity

Put the students into groups of four and ask them to choose one person to be the writer. Writers copy the following table into their notebooks.

	a	some	not any	lots of
1				
2				

Dictate a category 1, e.g. *things in the classroom*. Students have one minute to complete as many of the columns as possible with an appropriate word. The group with the most words wins.

Then dictate a category 2, e.g. *things in your fridge at home or things in your bag*, and repeat.

Cooler

Ask the students to stand up. Tell them to take one step to the left (or forwards depending on classroom layout) for countable nouns and one step to the right (or backwards) for uncountable nouns. Call out food items, varying between plural countable and uncountable nouns. Make it competitive by awarding points to the student(s) who's first to take a step in the correct direction.

Would you like to come?

Lesson profile

Reading	Party invitations
Listening	Four conversations with invitations to a party
Vocabulary	Party invitations; Times: <i>o'clock</i> , (two) <i>thirty</i> / <i>fifteen</i>
Grammar	Prepositions: <i>on</i> , <i>at</i> , <i>from</i> , <i>until</i>
Speaking	Invite your partner to a party
Writing	Write an invitation to your party

Warmer

Write 10 spaces on the board as follows:
 _ _ _ _ _ . Each space represents one letter from the word *invitation*. Ask the students to call out letters. Each time they call out a letter that is in the word, write it in. Each time they call out a letter that isn't in the word, draw part of a cat's body in this order: the head, the body, one ear, the other ear, a whisker (draw six whiskers in total). The aim is for the students to guess the word before the cat is completed.

Ask the students: *When do we write invitations?* Elicit: *before parties*. If necessary, give the students a hint by reminding them of the topic of the last lesson, or show them the invitations on page 42.

Elicit the typical information written in an invitation, e.g. *the time, the place*.

READING

1 To lead into the topic, elicit typical information written in an invitation, e.g. *the time, the place*, and write students' ideas on the board. (Skip this stage if you did it as part of the warmer.) Refer the students to the invitations on page 42 to see if they missed anything.

Remind the students of the meaning of months and places. Ask: *Which month is it now? Does a place talk about where or when? (where)*. Complete number 1 as a class.

Once the students have completed the exercise, encourage them to compare answers, in pairs, before conducting feedback as a class. Highlight the fact that we use capital letters with months and days of the week in English.

Note: '@' is pronounced as *at* and '.' is pronounced as *dot* when giving email addresses in English.

Answers

- Wednesday
- August, March, July, April
- Rebecca's house, Victoria Park, 33 Albert Street
- 8, 3.30–5.30, 2.15, 10 am–2 pm
- Hannah.timms@worldnet.com, andrew@fgcool.com
- 020 875 645 / 03276 753 902 / 01386 928704 / 01792 894765

LISTENING

2 **1.46** Point to invitation *a* and ask: *What time is it?* Elicit: *8 (o'clock)*. Ask the students to underline the times in the other invitations. Give them a minute to do this. Encourage them to check with a partner that they've underlined the same things. Ask: *Which party is at 10 o'clock? (d). Which party is at three thirty? (b). Which party is at two fifteen? (c).*

Encourage the students to listen for the times to help them match the conversation to the invitation. Tell them that they will also hear other information that will help them, but that they don't need to understand every word. Pause after each conversation for the students to compare answers with a partner.

Mixed ability

With a mixed ability class, you might like to play the conversations a second time for the weaker students. To maintain stronger students' interest during the second listening, set an extra task, e.g. *Do the people say 'yes' or 'no' to the invitation?* (Conversations 1, 2, 3 – yes; conversation 4 – no.)

Answers

Conversation 1 c Conversation 2 a Conversation 3 d
 Conversation 4 b

Audioscript

Conversation 1

- Daniel:** Pedro, can you come to my swimming party?
Pedro: Yes! When is it?
Daniel: It's at two fifteen, and it's at the swimming pool.
Pedro: Great. Thanks!

Conversation 2

- Hannah:** Would you like to come to my party, Melissa?
Melissa: I'd love to! When is it?
Hannah: It's on August the first.
Melissa: What time?
Hannah: From eight until late.
Melissa: Cool!

Conversation 3

- Andrew:** Sam, would you like to come to my football party?
Sam: I'd love to. Is it at the park?
Andrew: Yes, it is. It's on Saturday at 10 o'clock.
Sam: I can't wait!

Conversation 4

- Rebecca:** Can you come to my birthday party, Ella? It's on Wednesday, at my house.
Ella: I'd love to, but what time is it?
Rebecca: It's from three thirty until five thirty.
Ella: Oh, I'm sorry, I can't. I've got a guitar exam on Wednesday afternoon.

Extension activity

Focus the students on invitation *a* and ask them: *What date is Hannah's party?* Take one or two answers, then play Conversation 2 again for students to check. Establish that we say: *August the first* NOT **August one*. Ask: *What date is the party in b?* Elicit: *March the second*. Write *March 3rd* on the board and establish that here we say *March the third*. Clarify that this rule applies to 21st, 31st, 22nd, 23rd by writing these on the board and eliciting them. Explain that all other dates take *th*. You could ask the question: *What's today's date?* at the start of each class to provide ongoing practice of giving dates.

Divide the class into two groups. Tell the students that their group must make a line from oldest to youngest. Indicate which side of the line is oldest, and which is the youngest.

To do this, they must tell each other their birthdays. Students mingle, saying their birthdays out loud and organising themselves by age.

To review possessive 's, encourage students to tell each other family members' birthdays in pairs. Write stems on the board to help them: *My sister's birthday is ...*

VOCABULARY

- 3** If appropriate, review numbers 1–30 with a game such as *buzz* before beginning Exercise 3. In this game, students count upwards from one, replacing each multiple of 3 and each number featuring 3, e.g. 23, 33, with the word *buzz*.

Demonstrate the game by writing 1–13 in numeric form on the board. Read numbers aloud, pointing at each number as you proceed: *one, two, buzz, four, five*.

Elicit the next word: *buzz* (not *six*). Continue counting, encouraging the students to join in: *seven, eight, buzz, ten, eleven, buzz, buzz*. Repeat until they get the idea.

Put the students into groups of 10 and ask them to stand up in a circle to play. Explain that if any student makes a mistake, their group must start again at number 1. Groups compete to get to the highest number. Set a time limit of five minutes. Monitor to identify any issues with numbers over 20. Address these during feedback.

Now focus the students' attention on Exercise 3. Complete number 1 as a class by pointing to the clocks and asking: *On which clock is it 9.00 am?* (b). Clarify that *am* refers to the morning and *pm* to the afternoon/evening. The students do the exercise individually.

Encourage the students to compare their answers in pairs before they listen and check. Play the recording a second time for students to repeat.

Fast finishers

Fast finishers, working in pairs, draw two clocks with times (of their choice) and two blank clocks. They mustn't show their clocks to their partner. Students take it in turns to dictate times while their partner draws the times on their blank clocks, before comparing the clocks to check.

1.47 Answers

1 b 2 e 3 d 4 g 5 a 6 c

- 4** **1.48** Pause between each time to give the students time to complete the clocks. Draw clocks on the board for feedback and nominate students to come to the board and complete them.

Answers

- 1 It's five fifteen. 2 It's nine thirty. 3 It's eleven twenty.
 4 It's eight twenty-five. 5 It's twelve ten.

- 5** Put the students into pairs. Tell one student that they're A and the other they're B. Ask Student B to cover up the times to avoid answers being read. Student A asks questions and Student B answers. Pairs switch roles after two minutes.

GRAMMAR Prepositions on, at, from, until

- 6** Clarify that *from* and *until* refer to start and finish times respectively. Write the start and finish times of students' school day on the board and say, e.g: *School is from 8.30 until 3.30*. Lesson times or even lunchtimes could serve as additional examples.

Note that when we refer to whole months (without dates), we use *in*, e.g. *Christmas is in December*.

Answers

Times: from 3.30 until 5.30; at 2.15
Dates: on August 1st
Places: at Rebecca's house

→ Grammar reference Student's Book page 142

- 7 Encourage the stronger groups to try to do the exercise without looking at the table. They can look at it to check their answers.

Fast finishers

Fast finishers work in pairs. One student reads out the sentences in Exercise 7, omitting the preposition for the other student to say it.

Answers

1 on 2 at, from, until 3 at, on 4 at, at

Extension activity

Write the following time and place expressions on the board: *September, 2020, Christmas, my birthday, school, home*. Ask the students to think about which preposition they go with. Perhaps instruct the students to make a table with column headings: *at, in, from ... until, on*, for them to complete with all the expressions from the lesson, in addition to those written on the board.

SPEAKING

Get talking!

Point at the expressions in the **Get talking!** box and ask: *What question do we ask to invite someone to a party? (Would you like to ... ?) How do we say yes to an invitation? (I'd love to! or Great.) How do we say no to an invitation? (I'm sorry ...)* Model and drill the expressions. Model slightly exaggerated, enthusiastic intonation for *Would you like to ... ? Great*, and *I'd love to!* and disappointed intonation for *I'm sorry ...*. Praise those students who try to copy this intonation in their own production.

- 8 Ask the students to practise the conversations a few times. You could get them to switch roles and/or speak with different voices, for example, happy, sad, etc. With stronger groups, play disappearing sentences. Here, students cover a small part of the written dialogue and try to perform it in full, recalling from memory the dialogue that's hidden. They then cover a larger part and repeat until the whole dialogue is covered and they can remember it all.

Mixed ability

With a mixed ability class, refer the weaker students to the conversations on page 125 before they begin speaking. Elicit and write questions and answers on the board until you have a skeleton dialogue to prompt students. Remind them of intonation patterns practised earlier.

Example skeleton dialogue:

A: *Would you like to come to my party?*

B: *Where is it?*

A: *It's at ...*

B: *When is it?*

A: *It's on ...*

B: *I'd love to! or Oh, I'm sorry, I can't.*

Encourage the students to speak to as many different people as possible by telling them that the winner is the person with the most acceptances. Insist on the students alternating between saying *yes* and *no* to invitations, to ensure that winning is based on effort (i.e. the number of people spoken to) rather than on popularity.

WRITING

- 9 The invitations on page 42 serve as a model for this task. Ask the students to show their invitations to their classmates. They could vote on the best one.

Fast finishers

Fast finishers draw pictures on their invitations to make them as attractive as possible.

Project

Plan a class party

Students plan a class party. Divide them into four or five groups with responsibilities as follows: food (if feasible), music, games, invitations and decorations. Groups write lists of things they need using *a(n), some, lots of ...*. They report back to the class using: *We've got some ...*. Ask the students to listen to each other's lists and make suggestions of things they could add by saying: *You haven't got any ...*. Students agree on final lists within their groups, and divide up items between members to bring to the party.

Cooler

Write *on, at, from, until* in big letters and well-spaced across the board. Divide the class into two groups, and number the students within each group so that there are two number 1s, etc. Call out, for example, *Saturday* followed by a number. The two students with that number race to the board to slap the space below *on*. Repeat with time and place expressions from the lesson.

Teacher's resources

Student's Book

Grammar reference and practice page 142

Vocabulary list page 132

Workbook

Unit 6 pages 28–31

Go online for

- Progress test
- Corpus tasks

Culture

Holidays in the United States

Learning objectives

- Students learn about national holidays in the United States.
- In the project stage, students research national holidays in another English speaking country.

Useful words for this lesson

firework Christmas card present picnic pie
pumpkin turkey parade

Cultural background


Thanksgiving can be traced back to a celebration of a good harvest in 1621. The people who were offering thanks were religious Puritans who had left Britain when it began to become tolerant of all religions. The Puritans were unhappy about this and decided to leave. It is also celebrated in Canada. It's celebrated on the fourth Thursday of November in the USA.

Independence Day is a national holiday celebrating independence from British rule. Support for independence grew after the publication of Thomas Paine's pamphlet *Common Sense*. It's celebrated on July 4th in the USA.

Labor Day in the USA is celebrated on the first Monday in September. In most countries, Labor Day (or Workers' Day) is celebrated on May 1st. In the USA, it was decided to move the date from May to September, following the killing of American workers in May 1886. The workers were campaigning for an 8-hour working day but the situation became violent. The president at the time believed that changing the date of Labor Day would prevent any more such rioting.

Warmer

Start the lesson by revising the days of the week and the names of the months in a fun way.

- 1**  **1.49** Books closed. Ask the students what national holidays there are in their country. Elicit any vocabulary connected with these holidays.

Explain to the class that they are going to look at a few important holidays in the United States. Write the words from Exercise 1 on the board, and check if the students know any of them.

Books open. Ask the students to look at the pictures. Clarify the meaning of the words, if necessary, and play the recording for students to repeat.

Extension activity

On the board, write the sounds /ai/ and /i/. Say each sound a few times so that any students who don't know the phonetic alphabet can recognise the sounds.

Ask the students to look at the words in Exercise 1 and check if they contain the sounds on the board. Ask the students to underline these sounds in the presented words. Elicit that *fireworks* and *pie* are pronounced with the diphthong /ai/, whereas *Christmas*, *pumpkin* and *picnic* all contain /i/.

- 2** Ask the students to look at the photos and find the things from Exercise 1. Point out that there are some photos at the top of page 45, too.

Possible answers

Thanksgiving: turkey, pumpkin

Independence Day: parade

Labor Day: parade, picnic

Christmas Day: Christmas card, present

- 3** Tell each student that they are either A, B, C or D. Ask Student As to read about Thanksgiving, Student Bs to read about Independence Day, Student Cs to read about Labor Day and Student Ds to read about Christmas.

Ask the students to spend a few minutes reading about the holiday they have been assigned, and to make notes about it. They should try to answer two questions: *When is it?* *What do people do on this day?*

When the students have finished reading, ask them to talk about the holidays in their groups. Encourage the students to look at the calendars in Exercise 3, and to circle when each holiday is celebrated.

Offer feedback and make sure that the students can read the dates which appear in the texts (July 4th, December 25th), and ordinal numbers (first, fourth).

Mixed ability

With a mixed ability class, you may consider putting students into pairs for this activity so that there are two sets of As, Bs, Cs and Ds in each group.

Answers

Thanksgiving: November 28th

Labor Day: September 2nd

Independence Day: Thursday

Christmas: Wednesday

- 4 Give the class a few minutes to read all four texts and complete the table. Allow students a few minutes to check their answers with a partner.

Mixed ability

With a mixed ability class, you may want to turn this into a listening exercise. Tell the students that you are going to read the texts to them and you would like them to complete the chart at the same time as you read the text. Read slowly first and at a faster pace for the second time.

Answers

Thanksgiving: big meal

Independence Day: parades, fireworks, parties, US flag

Labor Day: parades, parties, football matches

Christmas Day: presents, big meal, cards, lights

- 5 Read out the example in this exercise. Ask a stronger student to make a sentence about Thanksgiving. Encourage the students to write some more sentences on their own. Set a time limit of three minutes.

Mixed ability

Working with a stronger group, you may want to introduce the negative forms of *there is / are ...* at this stage. Write a few sentences on the board, e.g. *There aren't any parades on Thanksgiving.* Encourage the students to make similar sentences about other festivals.

Possible answers

There are parades on Independence Day and Labor Day.

There's a big meal on Christmas Day and on Thanksgiving.

There are fireworks on Independence Day.

There are football matches on Labour Day.

- 6 When the time is up, ask the students to compare their answers in pairs. Ask a few students to tell you how many sentences they have written.
- 7 Allow the students a few minutes to think about these questions and make notes before asking and answering them with a partner. Help the students with dates, if necessary.

Project

Arrange the students into groups of four. Explain that each student is responsible for choosing one festival in an English-speaking country. Point out that they need to find the date of the festival and some information about how it is celebrated. Encourage them to find some photos, too.

Students use the information they have gathered to make a group poster that they later present in class.

Cooler

To finish the lesson, give the students a short spelling test using the vocabulary from Exercise 1. Students can work together in two or three groups, to add an element of competition.

7 Feeling good

I like playing basketball

Lesson profile

Vocabulary	Activities
Listening	Photo story: Joelle, Rosa and Paolo show each other their sports photos and see the boy in the park
Pronunciation	Word stress
Grammar	<i>like / don't like + noun and -ing form</i>
Speaking	Talk about what you like, don't like, are good at and not very good at
Writing	Write about what your friends like, are good at, etc.

Warmer

Brainstorm a list of simple sports and write their names in the middle of the board. Remind students of the activities they learnt in Unit 5, e.g. *swim, ride a horse*. Elicit some words which are internationally known, e.g. *tennis, golf, football*.

Draw a happy face on the left side of the board and a sad face on the right side of the board. Under the happy face, write: *I like ...*. Under the sad face, write: *I don't like ...*. Ask a stronger student to stand in front of class. Read one of the words on the board and ask the student to move under the happy or sad face, depending on whether he or she likes them or not. Encourage him or her to say: *I (don't) like (football)*. Repeat a few times with the same student. Then, ask other students, by saying: *Agata, what about (tennis)?* Encourage students to reply, saying what they like or don't like.

VOCABULARY

- 1 Ask the students to work in pairs to match the pictures to the expressions. With a **mixed ability class**, pre-teach some of the words, e.g. *run, kick, catch*.

1.50 Answers

The answers are recorded for students to check and then repeat.

- a kicking a ball b running c dancing d catching a ball
e playing football f playing computer games
g playing tennis h playing basketball

LISTENING

- 2 1.51 Before you play the recording, ask the students to name the sports in each photo (a – football, b – tennis, c – basketball). With a **mixed ability class**, write the names that the students have to use in this exercise: *Joelle, Paolo* and *Rosa*. Play the recording twice, if necessary.

Answers

- a Paolo's photo b Joelle's photo c Rosa's photo

Audioscript

- Paolo:** Let's look at our sport project photos. Rosa. You first.
Rosa: Here's my sport photo. (c) It's a basketball game in the new sports centre.
Joelle: Good photo, Rosa! I'm not very good at playing basketball but I like watching basketball games.
Paolo: Here's my sport photo. (a) It's a football game in the park.
Rosa: Mm, I like your photo. You're good at taking photos of people.
Paolo: Thanks! I like taking photos of ball games but I'm not very good at playing them.
Joelle: Here's my sport photo. (b) It's a game of tennis.
Rosa: Nice photo! I don't like playing tennis. I'm not very good at it ... but I'm good at running.
Paolo: Hey ... look Joelle. Here, in your picture. It's that boy from the park. What his name?
Joelle: Oh yes ... with the camera ... um ... José!
Rosa: You're right!
Paolo: Hmmm. I guess he likes watching sport AND taking photos!

- 3 1.51 Before you play the recording, ask the students if they can guess the missing words by looking at the pictures in Exercise 3. Play the recording once and check the answers as a class. Model and drill the pronunciation of the two sentences.

Answers

- 1 playing basketball – picture a 2 running – picture b

- 4 Books open. Give the class two minutes to read the dialogue in Exercise 4 and ask them to attempt to memorise it.

Books closed. Divide the class into pairs. Encourage each pair to write the dialogue from memory as close to the original as possible.

Books open. Let the students compare their written dialogue to the original in the book and correct any mistakes. Make sure that they notice that the *-ing* form is used with *good at*.

Working in the same pairs, students tell each other what they're good at.

Extension activity

Ask students to take a piece of paper and write their name on the top. Then, ask them to complete these sentences about themselves:

I'm good at ...

I'm not good at ...

When they are ready, collect their sentences. Read a selection of them to the class and ask them to guess who you are describing.

PRONUNCIATION Word stress

- 5** Write the words on the board and demonstrate how many syllables there are in *basketball* by tapping your fingers over each one and sounding out: *ba – sket – ball*. Do the same with *computer* and ask the students to tell you how many syllables there are. (Both words have three syllables.)

Ask the students to decide how many syllables there are in other words in this exercise. Give them a few minutes before eliciting the answers as a class: *computer* – 3, *address* – 2, *supermarket* – 4, *potatoes* – 3, *guitar* – 2, *mother* – 2, *bedroom* – 2, *vegetables* – 3, *tennis* – 2, *nationality* – 5.

Fast finishers

Fast finishers find more examples of words with three or four syllables in previous units.

Now ask the students to find the syllables which are stressed. Use *basketball* and *computer* to demonstrate to the students how the words are stressed by tapping your fingers on the stressed syllable as you pronounce the word. Tell them to compare with a partner before checking as a class.

1.52 Answers

The answers are recorded for students to check and then repeat.

- 1 computer 2 address 3 supermarket
4 potatoes 5 guitar 6 mother 7 bedroom
8 vegetables 9 tennis 10 nationality

GRAMMAR like + –

Books open. Ask the students to look at the left-hand side column and ask what they notice about the forms of the verb. Point out that the third person singular form is *likes* (*like* + -s). Ask a stronger student to tell you about his/her likes, e.g. *I like swimming*. Report this sentence to the class, saying: *He/She likes swimming*.

Ask the students to look at the right-hand side column and point out that the third person singular form is *doesn't like*. Tell a stronger student about what you don't like, e.g. *I don't like making cakes*. Encourage the student to report this sentence to the class: *He/She doesn't like making cakes*. Repeat a few times with different students.

- 6** Give the students a few minutes to complete the sentences before checking them as a class.

If a student makes a mistake and says *Mary like dancing*, use the finger correction technique to correct the mistake. Hold out your right hand, palm facing you and with fingers pointing upwards. Indicate that your thumb is the first word (*Mary*). Hold your index finger down. Raise your middle finger and indicate that it is the third word (*dancing*). Repeat this, making sure that the student is aware that the second word needs a minor adjustment. Do this by wiggling your finger and smiling or saying *Oh no!* until the student has self-corrected. Offer encouragement throughout this, remembering that the third person singular forms are very difficult to learn for many learners.

Answers

- 1 doesn't like 2 like 3 don't like 4 like
5 doesn't like 6 like

→ Grammar reference Student's Book page 143

About you

- 7** Give the class two or three minutes to put the ticks (✓) in the table. Check that they understand they need to put two ticks in each row, as they have to say if they like or don't like the activities and whether they are good or not good at them. Encourage students to add any two activities they want, making sure that they use the *-ing* form.

SPEAKING

- 8** Ask three students to read out the phrases in the speech bubbles. Point out the use of linkers (*and, but*) in the texts. Give the class two minutes to think about their answers, before asking them to work with their partners.

Mixed ability

With a mixed ability class, start by telling the class about your own likes and dislikes. Ask the class to use a pen in a different colour to tick the table in Exercise 7 with information about you. When you have finished talking, ask the students to compare their answers.

Extension activity

Tell the students to write a different classmate's name to the left of each activity in the chart in Exercise 7. Explain to the class that they are going to interview their friends by asking *Do you like ... ?* Model and drill the question and encourage students to respond saying *yes* or *no*. When they know what to do, ask the students to stand up and ask each other the questions. Set a time limit of five minutes. When the students have finished, ask them to return to their tables to compare their information with a partner.

WRITING

- 9 Ask the students to use the information from Exercise 8 and the extension activity to write about their partners' likes and dislikes. Allow about five minutes for this, and ask a few students to read their descriptions out to the class. In a **mixed ability class**, ask weaker students to write about only one classmate.

Cooler

To finish the lesson, display the students' writing around the room. Give them a few minutes to go around the room and read about one another. When they are ready, say: *I like playing basketball*. Ask the class to give you the name of a student who likes this activity. Encourage them to use full sentences, e.g. *Omar likes playing basketball*. Check with this student to see if it's true. Explain to the class that they cannot nominate themselves.

Eat a good breakfast!

Lesson profile

Reading	Ask the doctor
Vocabulary	Food; (not) good for you, feel better
Speaking	Tell your partner about your breakfast
Grammar	Pronouns: <i>him, her, it, me, us, you, them</i>
Writing	Write a simple 'problem' letter and reply to one

Warmer

Elicit a list of students' favourite foods and pastimes, e.g. *chocolate* and *watching TV*. Write the expressions on the board and ask the class if they think these foods and activities are good or bad for their health.

READING

- 1 Books closed. Tell the students that your friend has a problem, and ask them to imagine that they are the doctors. Ask them to listen to and note down what your friend's problem is. Make sure that the 'problem' includes similar grammar and vocabulary to the texts on page 48. For example:

Dear Doctor

My friend is 36 years old and he is sad. He doesn't like going to work. He sees the same people every day but he doesn't like them. He doesn't think work is good for him. He likes relaxing at home and learning English. His children go to school and learn English but he can't go with them.

Can you help him?

Repeat this once or twice before writing the text on the board or displaying it on the screen for the students to check. Ask the students to discuss in groups what the doctor should say and ask for some suggestions. For example: *It isn't good to feel sad. Find a new job and make new friends. Study English with your children at home.*

Books open. Ask the students to look at the top of page 48 and tell them that they are going to read two more letters to the doctor. Give the class three minutes to read the letters and match them to the answers.

Answers

1 b 2 a

- 2 Ask the class to read the texts again and decide whether the sentences in Exercise 2 are true or false. Encourage students to underline the information in the texts that gives them the answers. In a **mixed ability class**, pair a stronger student with a weaker student to help them find the answers.

Fast finishers

Fast finishers change the false sentences so that they are true.

Answers

1 no 2 yes 3 no 4 yes 5 no 6 no

- 3 Before the students read the text, ask them to name as many things as they can see in the pictures (1–5). Do not say which breakfasts are good, but let them check their answers at the back of the book. When the class have completed the activity, ask them to discuss which breakfasts they like and don't like.

Answers

Good breakfasts are: 1, 3 and 4.

VOCABULARY

- 4 Books closed. Organise the class into mixed ability groups of four or five. Label each group either *Good for you* or *Not good for you*. Tell the students that they have two minutes to write as many food items and activities as possible that match their group name.

When the time is over, invite students from each group to write a few of their examples on the board and, if possible, encourage discussion as to why the food and activities are good or not good for you.

Books open. Focus the students' attention on the words in the box in this exercise, and see if any of them are the same as the ideas students have written on the board.

Possible answers

Good for you: bread, dancing, oranges, vegetables, walking to school, water

Not good for you: butter, chocolate, playing computer games, sugar

About you

- 5 In a **mixed ability class**, ask stronger students to write about two breakfasts: one that is very good for you and one that is very bad. Ask two or three students to read their descriptions to the class.

GRAMMAR Pronouns

- 6 Check that students understand that they have to read both the letters (1 and 2) and the answers (a and b) and that some of the words are not there. After two or three minutes, check the answers as a class.

Answers

Students should be able to find *at it, for me, with them, for us* and *for you*.

→ Grammar reference Student's Book page 143

- 7 Allow two minutes for the students to complete the table before checking as a class. Check that the students understand that subject and object pronouns are used in a different position in a sentence. With a **mixed ability class**, encourage the students to work in pairs. One student says the pronouns from memory while the other student checks that their partner is right.

Answers

I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

- 8 Ask the students to complete the sentences. When the stronger students have finished, pair them up with a less able student to help them with this exercise.

Alternatively, write the sentences in question 1 on the board and underline *They*. Elicit the missing word in the second sentence: *them*. Replace *They* in the first sentence with *We* and ask the class to change the second sentence accordingly.

Answers

1 them 2 me 3 her 4 us 5 him

Extension activity

Ask the students to look once more at the problem letters on page 48. Elicit from the class that they are written in the first person singular. Divide the class into pairs. Ask each pair to imagine that either Tim or Susie is their best friend. Tell the pairs to rewrite their letters in the third person singular. Ask them to start by writing: *Dear Doctor,*

My best friend's name is Tim/Susie. He's/She's ...

Remind the students to change all the verbs and pronouns. Walk around the classroom, monitor and help students as necessary. Point out that students writing about Susie need to change *do* to *does* in one of the sentences. When the students have finished, ask them to compare their texts with another pair of students.

WRITING

- 9 Ask the students to plan their letters before they start writing. Encourage them to think about the problem that they want to ask the doctor about. Explain that the problem may be something they like doing too much or don't like doing at all.
- 10 In a **mixed ability class**, organise the class into small groups and give each group the letters written by students from another group. Ask the groups to read the letters and write the replies together.

Extension activity

If you want to give the class more opportunity to speak, play a game called *Speed Doctors*. Arrange the class into two groups. Ask one group to sit down and explain that they do not need to move during the game because they are doctors. Explain that the students in the other group are patients who have got problems. They want to tell a doctor about their problem. In a **mixed ability class**, choose the stronger students to act as doctors.

Encourage the doctors to start the conversation by saying: *Good morning/afternoon. What's your name? How are you?* After the initial greetings, the patients read out the texts they have written in Exercise 9 and wait for the doctors to give them some suggestions. Give the students just a few minutes to work in pairs before asking the patients to move on to a different doctor. Repeat the exercise a few times. After visiting two or three doctors, some students should be able to talk about their problems. Tell them they are not permitted to read the problems.

Teacher's resources

Student's Book

Grammar reference and practice page 143

Vocabulary list page 132

Video

Feeling good

Workbook

Unit 7 pages 32–35

Go online for

- Video extra worksheet
- Corpus tasks

Project

A week of food and sport

Tell the students that you would like them to keep a food and sport diary for a week. In the diary, the students should make a note of the food they eat and the sports or other activities they do.

Ask the students to draw a special chart on a large piece of paper. It should have seven columns (one for each day of the week) and two rows (one for food items and one for sports and activities). Encourage them to decorate the chart so that it looks nice, and explain that they can draw the pictures themselves or stick photo cut-outs from magazines.

Remind the students to complete the diary every day and bring it with them when you meet the following week. The students should compare their diaries in groups to see who eats the healthiest food and who does the most exercise. Display students' work if possible.

Cooler

Revise the object pronouns and the vocabulary from this lesson in a chain chant. Say expressions below and encourage the class to repeat after you. For example:

Teacher: *bread for me*

Students: *bread for me*

Teacher: *bread for me and chocolate for you*

Students: *bread for me and chocolate for you*

Teacher: *bread for me, chocolate for you and sugar for him*

Students: *bread for me, chocolate for you and sugar for him*

Continue adding new expressions to the chant to revise all eight object pronouns. If the students can't remember such a long chant, start again with *us*, *you* and *them*.

8 Things we do

She's dancing!

Lesson profile

Vocabulary	After-school clubs
Listening	Suzy shows Mike photos of her after-school clubs
Grammar	Present continuous – affirmative and negative
Reading	Martin's blog for the week
Writing	Write a blog about you

Warmer

Write the following four sentences on the board:

- 1 *Mary like dancing.*
- 2 *I like play football.*
- 3 *We don't like playing computer games.*
- 4 *He don't like chocolate.*

Put the students into mixed-ability groups of three or four. Tell the students that three of the sentences contain a mistake and just one is grammatically correct. Groups work together to decide which sentence is correct and to correct the others.

Answers

- 1 Mary likes dancing. 2 I like playing football. 3 correct
4 He doesn't like chocolate.

- 2 Ask the students: *Which is your favourite: street dancing or cooking?* Take a few answers, refer students to the list of after-school clubs and tell them to put a tick next to their favourite club for each day.

Model the speaking activity with two stronger students. Do an example in open groups, then move to closed groups. Monitor and support the students, referring them to the speech bubbles, as necessary.

To give the students a reason to listen, you could ask them to write their partners' initial next to the activities they choose. Conduct feedback by nominating two or three students to report back to the class on what their partners chose. Prompt them to use *He's/She's got ...*

Mixed ability

Write on the board:

I've got guitar lessons Tuesday.

Elicit the preposition *on* for review purposes. Next, elicit and write the negative (*I haven't got guitar lessons.*) and question forms (*What have you got?*) on the board. These prompts will help the weaker students with the speaking element of this task.

Extension activity

Refer to the students' lists of typical after-school activities from the start of the lesson and input the English words for any activities not included on page 50. Students tell a partner which activities they like/don't like doing, and the days on which they do them.

VOCABULARY

- 1 Ask the students to come up with a list of five typical after-school activities in pairs.
- Focus their attention on the pictures on page 50 and ask if any of the activities on their lists appear.


Ask: *Which club does picture a show?* Draw the students' attention to the list of after-school clubs above and elicit: *running club*. Tell students to write 'a' in the appropriate box. Students work in pairs to complete the exercise. Encourage students to move on to the next one if they get stuck on a particular picture. Encourage fast finishers to support those who are struggling.

1.53 Answers

The answers are recorded for students to check and then repeat.

- a running club b film club c football club d street dancing
e cooking f photo club g tennis lessons h horse riding
i drawing club j guitar lessons

LISTENING

- 3  1.54 Tell the students that the photos show Suzy at her after-school clubs. Point to photo a and ask the students: *Which club is this?* Elicit: *football club*. Do the same for the other photos (b–e).

Explain that Suzy is showing her photos to Mike. Tell the students to listen for the day when Suzy has each club. Clarify that the order of the photos doesn't match the order in the conversation.

Check instructions: *Will we hear 'a' first?* Elicit: *No, not necessarily*. Ask: *Are we listening for the day or the month?* Elicit: *the day*. Play the beginning of the conversation, pause, and elicit the club (*cooking*) and the day (*Monday*). Students write '*Monday*' by photo c.

You could tell weaker students to order the pictures so that they only need to write a number rather than the day: 1 = Monday, 2 = Tuesday and so on.

Answers

- a Wednesday b Thursday c Monday d Tuesday
e Friday

Audioscript

Suzy: Hi, Mike.
Mike: Hi, Suzy. What are you doing?
Suzy: I'm looking at some photos of me in my after-school clubs. They're funny!
Mike: Can I see them?
Suzy: Sure. (c) Here's Monday's club. Look, I'm making a cake for my mum. My friend isn't making a cake. She's making a pizza.
Mike: Mmm ... cake! I like cake!
Suzy: (d) And here's a photo of me at Tuesday's club. It's new and I love it. It's street dancing. It's really fun!
Mike: Cool!
Suzy: Here's another photo. (a) I'm practising kicking the ball but you can see I'm very tired and I'm not running. That's the Wednesday football club.
Mike: I like playing football too, and I'm good at it!
Suzy: Well, I'm learning! Right, here's another picture. (b) This is Thursday's tennis club. I'm good at that! And here's one more picture. This is my favourite club. (e) That's me in the dark blue T-shirt, on the grey horse. I like going horse riding on Fridays. It's a fun end to the week.
Mike: I've got some photos here on my phone. Here, have a look.
Suzy: Sorry Mike. Got to go.
Mike: Oh ... OK ... see you.
Suzy: Bye.

Extension activity

More work on listening skills. Write the following sentences on the board:

- 1 *Suzy is making a pizza at cooking club.*
- 2 *Street dancing is new for Suzy.*
- 3 *Suzy is tired at football club.*
- 4 *Suzy's good at tennis.*
- 5 *Tennis club is Suzy's favourite.*

Ask the students to write *yes* or *no* for each. Encourage them to try to answer from memory. Ask them to compare ideas in pairs, encouraging them to justify their answers. Play the recording (1.54) again to check the answers.

Answers

- 1 No, a cake. Her friend is making pizza.
- 2 Yes.
- 3 Yes.
- 4 Yes.
- 5 No, horse riding is her favourite club.

Answers

a 2 b 1

Focus students on *I'm* and ask: *What verb does this come from?* Elicit: *be*. Focus them on *looking* and elicit the infinitive: *look*. Write the form: *be + -ing*.

You could provide the following table for students to complete the forms underlined.

I'm	I'm not
he/she/it's	he/she/it isn't
you/we/they're	you/we/they aren't

→ Grammar reference Student's Book page 144

- 5** Concept check verbs by eliciting mimes from the students. Nominate pairs for this. Ask them to stand up. Pair strong and weak students. Encourage students to use a mix of positive and negative forms, and also a mix of subjects. Monitor and ensure students are including the verb *be* in the appropriate form, and that they're using the *-ing* form of the verb. Write any common errors on the board for class correction.

Also write these sentences on the board. Elicit corrections and spelling rules:

- *She's makeing a cake.* (Delete *e* at the end of a verb before adding *-ing*.)
- *He's siting on a chair.* (Double the final consonant when adding *-ing* to verbs such as *sit*, *run* and *swim*.)

Extension activity

Ask the students to draw pictures to represent their sentences.

- 6** **1.55** Ask one or two questions about what the people are doing to clarify or review less familiar vocabulary, e.g. *sing*, *dance*, *make a film* and *talk on your mobile*. Play the example, pause and ask: *Yes or No?* Elicit: *Yes*.

Encourage the students to compare their answers, in pairs, before conducting feedback as a class.

Mixed ability

With a mixed ability class, play the recording a second time to support the weaker students. Challenge the strong students by setting it as a dictation. Students compare what they've written, in pairs, after each sentence. Give them a copy of the audioscript to check answers at the end of the exercise.

Answers

1 no 2 yes 3 yes 4 yes 5 no 6 yes 7 yes

GRAMMAR Present continuous + -

- 4** Books closed. Write example sentences on the board. Elicit and underline the verb.

- (a) *Suzy says: I'm looking at some photos of me.*
 (b) *Suzy says: Look, I'm making a cake for my mum.*

Books open. Students match the sentences to explanations 1 and 2.

Audioscript

Example

Speaker 1: Paul's sitting on a chair.

Speaker 2: Yes.

- 1 Paul and Ben are dancing.
- 2 Jane and Susie aren't singing.
- 3 Freddy's making a film.
- 4 Susie isn't talking on her phone.
- 5 Carla's drawing a picture.
- 6 Chris is playing the guitar.
- 7 Chris and Sally are singing.

READING AND WRITING

- 7** Give the students 30 seconds to find the answer. This will encourage them to focus on the task and not on trying to understand every word. Ask them to check their answers, in pairs, before conducting whole class feedback.

Answer

making films

About you

- 8** With weaker groups, provide a skeleton text such as the one below. Elicit types of words which go in each space before the students begin writing.

Day: Time:
I'm at and I'm sitting on
..... with I've
..... new activities after school
on and I like
..... I don't like I want
to change to
Text me. I'm

Cooler

Play *Simon Says*. To play this, ask all the students to stand up. Say: *Simon says touch your nose* and praise those students who follow the instruction. Next say: *Touch your head*. This time praise students who *don't* follow the instruction. Students should only follow instructions that begin *Simon says*. Do one or two more examples before you begin playing. Once you've begun the game, the students who make a mistake, must sit down.

Are you making lunch?

Lesson profile

Reading	Cartoon story: Sally wants some help
Vocabulary	Activities in the home: <i>clean, wash, make your bed</i> , etc; <i>make</i> and <i>do</i>
Grammar	Present continuous – questions and short answers
Pronunciation	Yes / No questions
Speaking	Play a mime game: <i>What am I doing?</i>

Preparation

For the cooler activity, ask the students to bring in photos of themselves doing simple every day activities. These could be in digital form (on their mobile devices) or printed photos.

Warmer

Write the following anagrams on the board and ask the students to unscramble the words to find the connection between them. (*They're all rooms in the house.*)

- 1 *n c t h i e k*
- 2 *m r h b t o a o*
- 3 *i i g v l n o m o r*
- 4 *d b r o m o e*


Put the students into pairs or groups of three and ask them to brainstorm typical activities that go with each room. Elicit one or two examples as a class, prompting students to use the *-ing* form, e.g. *kitchen – cooking*. Set a time limit of two minutes for the students to come up with as many as they can.

Answers

- | | |
|---------------|-----------------------------|
| 1 kitchen | cooking, eating, washing up |
| 2 bathroom | washing, cleaning teeth |
| 3 living room | watching TV, reading |
| 4 bedroom | sleeping, doing homework |

READING AND VOCABULARY

Books open. Before students read the story, elicit as much as possible from the pictures to raise interest and encourage prediction. Ask: *What is Katie/Nat/Jason doing? Is Sally happy in picture 4? Why not? What has she got in picture 5? What's everyone doing in picture 5?* As an initial reading task – particularly useful for weaker groups – write predictions on the board, e.g. *Sally is angry. She's got a TV*. Ask the students to read the story to check.

- 1**  **1.56** Complete number 1 as a class. Encourage the students to underline the relevant piece of text in the story. Elicit that *his bed* replaces *your bed*. Students work in pairs to complete numbers 2 and 3.

For feedback, write the answers on the board to ensure the students have an accurate written record to copy from. You could write up answers while the students are still working, in random order, and elicit which is number 2, 3, etc.

Fast finishers

Fast finishers practise the dialogues from the story in pairs.

Answers

1 making his bed 2 washing Toby 3 cooking/making lunch

- 2 With stronger groups, encourage the students to complete the diagram and then refer to the story to check. With weaker groups, elicit that the *-ing* forms are *making* and *doing*. Instruct the students to underline examples of these in the story before they complete the diagram.

In feedback, establish that *do* and *make* have the same basic meaning but that they collocate with different nouns. There may only be one verb for both in students' L1.

Answers

make: your bed, lunch
do: the cleaning

Extension activity

Ask the students to draw a table in their books with one column for *make* and one for *do*. Read out the following noun phrases for the students to write in the correct column. Students will have seen most of these earlier in the book, so they should have a passive knowledge of them: *a cake (make)*, *sport (do)*, *after-school activities (do)*, *a pizza (make)*, *a job (do)*, *a mistake (make)*.

Students can test each other with one student calling out nouns and the other student the correct verb that goes with it. Encourage the students to add to their table whenever they encounter new nouns that collocate with *make* and *do*.

About you

- 3 Draw the students' attention to the examples given and ask: *What do you do?* Elicit one or two suggestions from the class. Ask students to write a list, then compare with their partner to see who does more. Encourage and praise production of verb + noun collocations. Conduct feedback by asking: *Who does more, you or your partner?*

Mixed ability

In a mixed ability class, support the weaker students by asking them to list all *-ing* words mentioned in the story. Ask them to put a tick next to the ones they do before comparing with a partner. Encourage the stronger students to express themselves more freely and to extend their lexical range, by prompting them to ask you for language while monitoring.

GRAMMAR Present continuous ?

- 4 Before the students look at the story, ask them to try to complete the questions in the table. Students look at the story to check. Repeat for the answers.

1.57 Answers

The answers are recorded for students to check and then repeat.

Are you making your bed? Yes, I am.

Are you doing your homework? No, I'm not.

Are you doing the cleaning? No, I'm not.

Elicit question forms for *we/they* (*Are we/they doing ... ?*) and *he/she/it* (*Is he/she/it making ... ?*). Also elicit *Yes/No* short answers. Write these on the board to help the students with the next exercise.

→ Grammar reference Student's Book page 144

- 5 Remind the students of the spelling rule by eliciting which letter in *make* disappears in the *-ing* form (*e*). Do number 1 as a class. First, elicit the subject (*she*), then the relevant part of the verb *be* (*is*). Students work in pairs to complete the exercise.

Fast finishers

Fast finishers work in pairs. One student reads out the questions in random order. The other student, with their book closed, must give the correct answer in the correct form.

Answers

1 Is, cleaning, she is 2 Are, making, I'm not
3 Are, eating, they aren't 4 Is, washing, he is

PRONUNCIATION Yes / No questions

- 6 1.58 Write speaker A on the board and ask students: *Which are the important words?* Elicit *washing* and perhaps *car*. Encourage the students to focus on these words as they listen. They should notice that these words are stressed. Ask them what they notice about *Are*, playing the recording again, if necessary. Elicit: *it's short/weak*. Ask the students to repeat the dialogue. Repeat the procedure with the second mini-dialogue. Encourage them to try to speak in time with the recording. They may need to practise this a few times.

- 7** Put the students into pairs. Tell one student that they're A and the other that they're B. Student As close their books. Student Bs ask questions and Student As answer. After a few minutes, switch pairs so As ask questions and Bs answer.

With weaker groups, ask pairs to write questions for another pair. After a couple minutes, the students close their books and pairs take it in turns to quiz each other. You could add an element of competition by instructing pairs to score one point for each factually correct answer, and two points for answers which are also grammatically accurate.

- 8** Elicit the names of each of the characters and encourage the students to assign roles. Encourage them to use gestures for *cooking*, *making the bed*, etc. Allow the students one practice of the story, then drill any problematic chunks before they try again. Invite some students to perform the role play for the class.

SPEAKING

- 9** You could prepare a variety of activities on cards for students to mime. Write *Are you + -ing?* on the board along with the short answer forms, to prompt the students. Praise those students who use question and short answer forms, while monitoring to encourage others to follow.

Project

A class blog

Explain to the class that you are going to create a class blog. Ask the students to find photos of themselves doing after-school activities and post these on their blog.

They should also include some text, e.g. *Here I'm cooking pizza with my friend. I like pizza.* Ask the students to write their text in their notebooks for you to check before they take turns to type into the blog.

Respond to students' texts by adding encouraging comments. Do not correct students' work after it has been posted.

Be aware that you may need parental permission to publish students' photos. It might be a good idea to protect your blog with a password. Alternatively, students can make posters using photos and short written texts, if a non-digital project is preferred.

Cooler

Ask the students to take out their phones and find a photo of friends or family doing things. Students describe their photo to a partner using the present continuous. If you don't want students to use their phones in class, ask them to bring in a printed photo and do this as a warmer at the start of the next lesson.

Teacher's resources

Student's Book

Grammar reference and practice page 144

Vocabulary list page 133

Workbook

Unit 8 pages 36–39

Go online for

- Progress test
- Achievement test
- Corpus tasks

Science

Robots

Learning objectives

- Students learn about the various parts that make up robots, what robots can do, and what they are used for in today's world.
- In the project stage, students design and draw their own robot, and present it to their classmates.

Useful vocabulary for this lesson

robot boring jobs fun jobs dangerous jobs
explore different planets move under water
work in a hospital/café

Preparation

Bring a few pictures of famous robots, e.g. R2D2 from *Star Wars* and *Wall-E*.

Bring pictures of someone working in a factory, a famous actor or singer and a fire-fighter.

All pictures could be projected on the interactive whiteboard or printed before the lesson.

Warmer

Students brainstorm fictional robots from TV, film and comics. Show pre-prepared pictures to elicit or pre-teach the word *robot* and to generate interest. Before the class, type 'famous robots from TV and film' into an internet search engine, to source names of robots that students will know.

Ask the students to make a list in pairs. Set a time limit of one or two minutes. Make groups of four. Pairs swap lists. Encourage the students to ask each other questions about robots they don't know. Write the stem: *Who's? Which film/TV show isin?* Allow students to use their mobile devices, where appropriate, to find pictures of the robots they've listed.

Next, groups of four work together to explain what three of their robots can do. Demonstrate by asking: *Can R2D2 walk?* (Yes, he can.) Write on the board: *R2D2 can walk.* Ask: *What other things can he do?* Elicit one or two suggestions and write them on the board. Monitor to support students with unfamiliar vocabulary and/or to encourage paraphrasing.

Ask each group to present one of their robots during class feedback. Students vote on the cleverest, the funniest or the best overall robot.

- 1 Check the word *job* before students begin by asking them: *What's my job?* (teacher).

Students predict why we have robots before they read the text. This could be done as a class activity or in

pairs, with students subsequently calling out suggestions during feedback. Write students' ideas on the board, correcting language mistakes as necessary.

Students read the text to check their predictions. Give students a minute to compare answers, in pairs, then conduct feedback as a class.

Answers

Robots do work for us. They do boring and dangerous jobs. We also have fun with robots.

Clarify the meaning of *boring*, *fun* and *dangerous* by showing the students a picture of someone working in a factory, a famous actor/singer and a fire-fighter. Ask the students to match each picture to one of these: *a boring job*, *a fun job*, *a dangerous job*.

- 2 Check *explore different planets* by eliciting examples of different planets in L1, and by explaining that *explore different planets* means to travel to different planets because you want to learn about them. Ask students: *Which robot is making cars?* (*The robot in picture b*) Focus students on Exercise 2. Encourage them to complete the exercise in pairs.

Do class feedback, nominating different students to answer or quickly write the answers on the board.

Fast finishers

Fast finishers work in pairs. One student reads the first half of each collocation in Exercise 2 in random order, e.g. *make*, and the other, with his/her book closed, recalls the second half, e.g. *cars*. After one minute, students switch roles and repeat.

Answers

1 d 2 c 3 a 4 e

- 3 Draw a table with four columns on the board. Label the columns: *dangerous jobs*, *difficult jobs*, *boring jobs*, *fun jobs*. Ask students: *Where does 'make cars' go?* Accept conflicting suggestions by writing them in more than one column to clarify that there is no right answer. Students work in pairs. They should choose a writer before they begin.

Write these examples on the board to support students:

A: *I think 'make cars' is a boring job.*

B: *Me too.*

C: *I don't agree. I think 'make cars' is a fun job.*

Possible answers

dangerous: move under water, explore different planets

difficult: work in a hospital

boring: make cars, work in a café


fun: any/all of them

- 4 To vary the pace and add an element of competition, challenge students to race to find these things. They should write the correct number next to each thing and raise their hands when they have finished.

Clarify answers by pointing to the things and eliciting their names as a class. Draw the students' attention to the long vowel sounds in *wheels* /wi:lz/ and *arms* /ɑ:mz/. Highlight that *camera* /'kæmrə/ has just two syllables. Model and drill.

Possible answers

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

- 5  1.59 To encourage prediction of the type of language that might come up in the listening exercise, ask the students to talk about the pictures in turn and say what the robot can do in each. For example: *The robot in number one can swim*. Elicit more ideas from students. Write them on the board. Students discuss the remaining pictures in pairs.

Model pronunciation of each of the robots' names in the box to help students understand when they hear them (Repliee Q1 /repli:kju:wʌn/, Asimo /æsiməʊ/, Carp Robot /kɑ:p rəʊbɒt/, Spykee /spaiki:/). You could say: *Which one is Repliee Q1?* and simultaneously point to the name in the box, then listen to the first speaker.

Mixed ability

With a mixed ability class, support the weaker students by building in an extra stage here. Students listen and check the predictions they made about what each robot can do. Predictions need to be written on the board so that students have a consistent task.

The stronger students can check predictions, and also make notes about each robot.

Pause after each speaker in the recording to allow students to compare answers. Conduct whole class feedback at the end.

Answers

1 Carp Robot 2 Spykee 3 Repliee Q1 4 Asimo


Audioscript

Woman: Repliee Q1 has brown eyes and a beautiful face. She can talk and she can move her hands and arms, and her face, but she can't walk.

Man: This robot is called Carp Robot. It's blue and silver. It can swim really well. It's got a camera in its head. It can give information about the water.

Woman: Asimo is a very famous robot. He can walk and climb stairs and he can also run. He can understand people's faces. Asimo's got hands and arms and he can carry things, open doors and turn on lights.

Man: Spykee is a small robot but he can do a lot of very clever things. He can take photographs, play music and make telephone calls. He hasn't got legs, but he's got wheels. He can move, talk, see and hear. You can use your computer to tell him what to do. You can have a lot of fun with Spykee!

- 6  1.59 Ask the students to read the sentences and decide which ones are wrong, from memory. If they can't remember, encourage them to use the pictures and to make predictions.

Elicit the order in which they'll hear about each robot, as this doesn't match the order robots appear in for this exercise.

Answers

Repliee Q1 **can't** walk.

Asimo **can** run.

Carp Robot **has got** a camera in its head.

Spykee **can** move – he's got wheels.

Project

Students write answers to each of the three questions in note form before they start drawing. Draw the students' attention to the use of the gerund (-ing) form in answer to the question: *What is it for?*

Students present their designs in pairs or groups of threes. Prompt the students to use the stems provided at the bottom of page 55.

Extension activity

Pairs write a dialogue imagining the meeting between the two robots they designed. Monitor to provide support and praise those being ambitious with their language use, and those being creative in terms of content.

The pairs act out their dialogues. Encourage them to use robotic voices. Invite some pairs to perform for the class.

Alternatively, they can work in pairs to create a comic strip of three or four pictures, describing the adventures their robots had when they met. One student is the writer and the other is the artist. If there is a third student, he/she is the director supporting both the writer and artist. Display comic strips where possible.

Cooler

Put the students into groups of three or four. Give each group the name of one of the fictional robots from the warmer activity. Students keep their robot a secret. They write a description of it, using the frame on page 55. One member of each group then reads out their description for the rest of the class to listen and guess which robot it is. The first group to guess wins a point.

To make it more fun, insist on students reading out their description as the robot being described, in which case they'll need to speak in first person, e.g. *I can ... I've got ...*

9 My day

I get up at 7 o'clock

Lesson profile

Listening	Photo story: Joelle, Rosa and Paolo meet José outside the café and talk about Rosa's day
Vocabulary	Daily activities: <i>wake up, get dressed, clean your teeth</i> , etc.
Grammar	Present simple – affirmative
Pronunciation	Present simple endings /s/, /z/, /ɪz/
Speaking	Talk about what you and your partner do in the mornings
Writing	Write about what your partner does in the mornings before school

Warmer

Mime one of the activities from Unit 8, for example: *making a bed*, and ask the students: *Am I making lunch?* Elicit the response: *No, you aren't*. Elicit: *You're making a/your/the bed*. Write the questions and answers on the board before asking the students to repeat the exercise in groups of three or four. Encourage them to take turns to mime the actions.

LISTENING

1 **1.61** Books closed. On the board, write the questions:

Have you got any after-school clubs?

What day is your after-school club?

What are you good at?

Ask one or two stronger students for their answers and write them on the board. Then ask the class to ask and answer the questions in pairs. Allow two minutes for this. When the students are ready, choose a few students to speak about themselves.

Books open. Ask the students to look at the photo on page 58 to see who they are going to hear speaking. Explain that Paolo, José, Rosa and Joelle are talking about an after-school club. Play the recording once before checking the answers as a class.

Answers

1 no **2** no **3** Wednesday **4** school

Audioscript

Paolo: Look, there's José. José, over here.

José: Hi. It's good to see you.

Joelle: I like your clothes José. They're cool!

José: Thanks! They're new.

Paolo: Are you OK, Rosa?

Rosa: (1) No, I'm not. It's the photo club project. I haven't got any ideas.

Joelle: It's 'Things we do every day'.

Rosa: Yes, that's right – but I can't think of anything.

Paolo: Well, I get up, I have breakfast, I clean my teeth, I go to school ...

José: You take photos.

Rosa: Is that the project? Well, I can do that. No problem, thanks.

Joelle: You like taking photos, too ... right?

José: (2) Yes, but I'm not very good at it.

Joelle: (3) Well, there's a photo club on Wednesday evenings. It's fun. Come with us.

José: That sounds great ... I'd love to ...

Paolo: Have you got time for a drink now?

José: Er ... Sorry, I haven't. (4) I've got school at five o'clock.

Rosa: School? At five o'clock? We go to school at eight thirty in the morning!

José: I know. My day is different from yours!

2 **1.61** When the students have completed the activity, play the recording again. In a **mixed ability class**, ask weaker students to compare their answers with a partner, and ask stronger students to try to complete the sentences without looking at the words in the box.

Answers

1 every day **2** teeth **3** can **4** can't **5** different

VOCABULARY

3 Focus the students' attention on the expressions in the box, explain their meaning and drill the pronunciation, if necessary. Tell the students that you are going to mime the actions, and that you would like them to write them down in the order that you show them. Do this in the same order as the pictures in Exercise 3. Ask the students to read what they have written to each other before matching the expressions to the pictures.

1.62 Answers

The answers are recorded for students to check and then repeat.

- | | | |
|---------------------------|----------------------------------|-------------------------|
| a wake up | b get up | c wash your face |
| d clean your teeth | e have breakfast | f get dressed |
| g leave the house | h catch the bus to school | |
| i walk to school | | |

- 4 1.63 Give students two or three minutes to read what Rosa and José say. Play the recording twice before checking the answers as a class.

Answers

Rosa: ~~catch the bus to school~~ / leave the house

José: ~~have breakfast~~ / have lunch

Audioscript

Rosa: On Mondays, I wake up, get up and wash my face. Then I get dressed and have breakfast with my dad. Then I clean my teeth, put my things in my school bag and leave the house. I go to school at eight thirty.

José: On Mondays, I wake up, get up and wash my face. I have lunch in my room and then I clean my teeth. At two o'clock I put my things in my bag and leave the hotel. I go to school at five o'clock.

GRAMMAR Present simple +

Ask the students to read what the teenagers say about their daily activities. Focus their attention on the forms in red. On the board write: *I get up and get dressed. Rosa gets up and gets dressed.* Underline all four verbs (*get* and *gets*) and elicit why -s is needed in the second sentence. If necessary, remind the students of the verb *like*, which they learnt in Unit 7. Ask them to underline other third person singular forms in the speech bubbles (*has, cleans, goes*).

- 5 Read the example with the class and do one more together. Ask the students to write one sentence with each pronoun. In a **mixed ability class**, elicit which verbs can be used with *he* or *she*.

Fast finishers

Fast finishers write three more sentences.

Possible answers

I wash my face.
You go to school at eight o'clock.
He gets up at seven o'clock.
She has breakfast at seven thirty.
We clean our teeth.
You walk to school.
They get dressed.

→ Grammar reference Student's Book page 145

Extension activity

Divide the class into pairs. Ask them to look at the texts in Exercise 4 again, and decide whether they want to talk about Rosa or José. Encourage the students to talk about Rosa's and José's day, e.g. *On Mondays Rosa wakes up, gets up and washes her face*. Remind them to change the verbs, pronouns and possessive adjectives. In a **mixed ability class**, weaker students may rewrite the text first and then try reading it out, in pairs.

PRONUNCIATION Present simple endings

- 6 1.64 Model and drill the pronunciation of the words in the top row of the table: *gets* /gets/, *runs* /rʌnz/ and *catches* /kætʃɪz/. Play the recording and ask the class if they can notice a difference. Explain to the class that the third person ending -s is pronounced in three different ways. Play the recording again, pausing after each word, and ask the students to complete the table.

1.65 Answers

The answers are recorded for students to check and then repeat.

/s/: gets	/z/: runs	/ɪz/: catches
makes	cleans	washes
paints	plays	watches
walks	swims	

SPEAKING

About you

- 7 Ask the students to read the example in their books and explain that they are going to talk about their mornings.
- Organise the class into groups of four. If you feel that the students tend to work with the same partner, give each student a letter to identify themselves with, for example: *A, B, C, D* or *E*, and ask all the *As* to work together now. Divide the students in each group into pairs and ask them to take turns to talk about what they do in the mornings. Encourage them to make notes about their partner's activities.
- 8 Ask the students to work in their groups of four, and tell the other two students about their partner's morning routines. Choose two students to read out the example in the book and remind the class to use the third person singular forms. When most groups have finished speaking, ask a few students to describe what their partners do in the morning.

WRITING

- 9 Ask the students to use the information from Exercise 8 to write about their partners.

Extension activity

Working in pairs, the students take turns to compare their partners' routines. Encourage them to use *too* when they want to agree. Explain what they can say to disagree, e.g. *He/She doesn't ...*. Write the following conversation on the board as a model.

Student A: Laura gets up at eight o'clock.

Student B: Yes, Carolina gets up at eight o'clock too.
She has breakfast with her mum.

Student A: Laura doesn't. She has breakfast with her dad and her sister.

Cooler

Explain to the class that you are going to talk about your morning routine, but you are going to give them three false pieces of information. Describe your routine slowly, giving the class some time to make notes. When you have finished, ask them to identify three wrong facts.

I don't sleep at night

Lesson profile

Vocabulary	Times: <i>half past, quarter past/to; in the morning/afternoon/evening, at night</i>
Reading	<i>My Brazil blog</i>
Grammar	Present simple – negative
Speaking	Compare your day with Themba's day – say what you do and don't do
Writing	Write about how your partner's day is different from Themba's

Preparation

Bring a small, soft ball to the class.

Bring a big (toy) clock that you can manipulate easily.

For the project, bring large sheets of paper (A3 format or bigger).

Warmer

On the board write the numbers: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 and 55. First, practise saying them as a class. Then practise them in a class chain: Student A says *five*, another says *ten*, and so on. Give the students a small, soft ball (or another small object) to pass while they do this. Begin slowly, and increase the pace as students feel more comfortable and able.


VOCABULARY

1 Books closed. If you have brought a clock, use it to teach the students to tell the time. Alternatively, use the interactive whiteboard to show a clock or draw clock faces on the board. Set the clock hands to 9.00 and say: *It's nine o'clock*. Manipulate the clock and elicit similar sentences from the students. In a similar way teach the class other expressions: *It's half past ...*, *It's quarter to ...* and *It's quarter past ...*. Check that they understand that *half past nine* means 9.30, not 8.30.

Books open. Ask the students to look at the clocks at the top of the page to revise the expressions you have just introduced. In a **mixed ability class**, pair a stronger and a weaker student to work together.

Answers

- 1** It's quarter past ten **2** It's one o'clock. **3** It's quarter to two.
4 It's quarter past five. **5** It's quarter to six.
6 It's two o'clock. **7** It's quarter to eight.

2  **1.66** Tell the class to draw the clock faces in pen, but to use a pencil when completing this activity, as it will enable to students to correct any mistakes easily. After playing the recording twice, ask the class to compare their answers, in pairs. To check the answers, ask six students to draw a clock on the board.

Answers

- 1 It's quarter past six.
- 2 It's nine o'clock.
- 3 It's half past eleven.
- 4 It's quarter to nine.
- 5 It's quarter to one.
- 6 It's quarter past eight.

Extension activity

Ask the students to draw six more clocks on a piece of paper and draw a time on each one. When they are ready, ask them to swap their sheets with a partner. The students should now try to write the time they see on each clock. Go around the class, monitoring and helping when necessary. Finally, ask the students to check each other's answers.

READING

- 3** Tell the class that they are going to read about someone's unusual routine. Ask them to look at the photo and read the beginning of the text (in green). Encourage the students to look at the times (1–5), and encourage them to predict what Christine does every day, e.g. *Christine wakes up at 5.45 am*. Finally, ask them to read the rest of the text and answer the questions.

Mixed ability

In a mixed ability class, instead of asking the students to make predictions about Christine's routines, ask them to find and underline all the times in the text. When the class have found the times, ask them to say the times to each other, in pairs.

Fast finishers

Fast finishers draw the times that are mentioned in the text.

Answers

- 1 She has breakfast.
- 2 She puts her things into her bag.
- 3 She eats sandwiches and drinks water or juice.
- 4 She has dinner.
- 5 She goes to bed.


- 4** Ask the students to read the blog again and complete the sentences. Explain any new words as you check the answers, e.g. *look for* and *sleep*. In a **mixed ability class**, check the meaning of the words in the box before asking the students to complete the sentences. Let the students work in pairs or small groups, if necessary.

Answers

- 1 in the evening, at night, sleeps 2 goes, looks for
3 names 4 to bed, tired

GRAMMAR Present simple

Books closed. On the board write the pronouns: *I, You, She, He, It, We, You* and *They*. Elicit the correct affirmative form of the verb *wake up* for each pronoun, checking that the students remember the third person singular -s. Elicit the negative forms of *wake up*. Write the affirmative and negative forms next to each pronoun. If necessary, remind the students of the forms of *like* from Unit 7.

- 5**  **1.67** Books open. Ask the students to look at the grammar box. Play the recording and focus their attention on the forms in red. Play the recording again and encourage the students to repeat in time with the recording. Ask the students to tell you why we use *don't* with *the students*. Elicit that you can use *they* instead of this noun phrase.

→ Grammar reference Student's Book page 145

- 6** Books closed. On the board write: *What does Christine do at 4.15 pm?* Under the question, write three possible answers, with spaces between the words:

- 1 She goes to bed.
- 2 She goes to work.
- 3 She has breakfast.

Elicit that the third answer is correct. Ask the students if they are able to make **1** and **2** true sentences. Explain that they need to add *doesn't* before the verbs and delete the -es endings. Change the sentences on the board to:

- 1 She doesn't go to bed.
- 2 She doesn't go to work.

Books open. Let the students look at the example and explain that they have to write two sentences about each activity (one affirmative and one negative). Go around the class monitoring and helping where necessary, before checking as a class.

Fast finishers

Fast finishers write four similar sentences about themselves, e.g. *I don't have breakfast at 4.15*.

Answers

- 1 In Brazil, Christine gets up at four o'clock. She doesn't get up at four o'clock in Scotland.
- 2 In Brazil, she has lunch at half past nine. She doesn't have lunch at half past nine in Scotland.
- 3 In Brazil, she has dinner at quarter past five. She doesn't have dinner at quarter past five in Scotland.
- 4 In Brazil, she goes to bed at quarter to six. She doesn't go to bed at quarter to six in Scotland.

- 7** Read the example with the class and do one more together. In a **mixed ability class**, elicit both negative forms of each verb and write them on the board, e.g. *don't live* and *doesn't live*. Ask the students to use them to complete the sentences.

Answers

- 1 doesn't wash 2 don't make 3 don't do 4 doesn't get
5 don't go 6 doesn't work

Extension activity

On the board write some present simple sentences that are true for you. For example:

- 1 *I have breakfast at 7 o'clock.*
- 2 *In the evening, I cook dinner for my family.*
- 3 *On Mondays, I play football at 8 o'clock in the evening.*
- 4 *I go to bed at 11.30 pm every day.*

Invite a student to come to the front of the class, and ask him or her to put an X next to the sentences that are not true for him or her (hopefully all of them). Ask the students to work in groups to write four sentences about that person's routines, e.g. (*Vittoria*) *doesn't have breakfast at 7 o'clock*. Go around the class, monitoring and helping the students, if necessary. When the students have finished, check the answers as a class.

SPEAKING

About you

- 8 Ask the students to look at Themba's day first. Give them two minutes to read the diary and practise saying the times listed there.

Ask one student to read out the example. Divide the class into pairs and set a clear time limit for this activity. In a **mixed ability class**, give the class a few minutes to make notes before they begin working in pairs. Make sure that the students make notes about their partner's day as they will be needed for the writing activity.

WRITING

- 9 Ask the students to use their notes from Exercise 8 to complete this activity. Ask the weaker students to write a minimum of six sentences, and the stronger students to write at least ten. Ask two or three students to read their descriptions out to the class.

Project

The secret life of a superhero

Explain to the class what a *storyboard* is (pictures to guide a film maker, similar to a comic strip but simplified). Put students into groups of three, and explain that they are going to make a storyboard describing a typical day of a superhero.

First, ask each group to decide who their superhero is. Ask: *How old is your superhero? Is it a boy/man or a girl/woman? What does he/she look like?*

When the students have chosen their characters, give each group a large sheet of paper and ask them to divide it into nine frames. Explain that they have to draw a picture in each frame and write a caption under it, e.g. *He doesn't get up at 9 am in the morning. He gets up at 1 pm*. Give the class enough time to finish the pictures and write the captions. Go around the class, monitoring and helping with vocabulary, if necessary. Check that their captions are correct, paying attention to the present simple forms.

When the class has finished, ask the groups to present their storyboards and talk about their superheroes to the class. You can ask one student to talk about the storyboard, while the other two students mime the activities. Display the projects in the classroom, if possible.

Cooler

On the board, write the verb *have* and ask the class which nouns can go with it. Elicit *breakfast, lunch* and *dinner*. Ask two students what time they have these meals. Write the students' times on the board in numerical form: *7.30, 7.45*, etc. Model and drill the times, if necessary. Encourage the students to tell their partners about their *breakfast, lunch* and *dinner*. Ask a few students to report to the class what their partners have said.

Teacher's resources

Student's Book

Grammar reference and practice page 145
Vocabulary list page 133

Video

Daily routine

Workbook

Unit 9 pages 40–43

Go online for

- Video extra worksheet
- Corpus tasks

10 Information

Do we have art on Fridays?

Lesson profile

Vocabulary	School subjects; time: <i>on Mondays</i>
Reading	Cartoon story: Katie and Nat are doing homework
Grammar	Present simple – questions and short answers
Speaking	Talk about what subjects you like / don't like, are good at / not very good at; ask and answer questions about school

Warmer

Write spaces on the board as follows:

____ / _____

Each space represents one letter from *school subjects*. Ask the students to call out letters. Each time they call out a letter that is in the word, write it in. Each time they call out a letter that isn't in the word, draw part of a cat's body in this order: the head; the body; one ear; the other ear, a whisker (draw six whiskers in total). The aim is for the students to guess the word before the cat is completed.

Once the students have got the words, elicit one or two examples of school subjects as a whole class. To clarify meaning ask: *Is this class English or history?* (*English*).

Ask the students to brainstorm more subjects, in pairs. Set a time limit of two minutes. Monitor to get an idea of the students' familiarity with the topic. Nominate the pair with the most subjects to read theirs out, while the others tick off any subjects that also appear on their lists.

VOCABULARY

1 Books closed. Write *suMic* on the board and ask students: *Which subject is this?* (*Music*). Elicit the correct spelling as a class, and demonstrate crossing out each letter in the anagram as you write the word underneath. Monitor the students' pronunciation of the sounds *u* /ju:/ and *i* /aɪ/ as they call out the letters.

Books open. Draw the students' attention to Exercise 1. Encourage them to cross out each letter in the anagram as they write the word. Ask: *Does a capital letter go at the beginning or at the end of the word?* Elicit: *at the beginning*. Ask: *Which is the first letter in number 2?* (*S*).

Set a time limit of four minutes for the students to complete the exercise. Encourage them to work in pairs. Monitor and encourage peer support. Play the recording for the students to check their answers. You could write the answers on the board to provide students with a correct written model.

Fast finishers

Fast finishers work in pairs. One student calls out subjects at random, whilst the other, with his/her book closed, tries to spell them.

1.68 Answers

The answers are recorded for students to check and then repeat.

1 music **2** science **3** Spanish **4** geography
5 English **6** IT **7** art **8** history **9** PE **10** maths

Extension activity

Students count the syllables in each word, decide which syllable is stressed in multi-syllable words and mark the stress. Stress is evenly placed across syllables in the acronyms *PE* and *IT*, which stand for *physical education* and *information technology*, respectively.

Answers

2-syllable words: music, science, Spanish, English
3-syllable words: history, geography

About you

2 Write on the board the following three sentences and elicit that number 2 is incorrect:

- 1** My favourite subjects are art and history.
- 2** *My favourite subjects are art.
- 3** My favourite subject is art.

Also write on the board: *I love, I like, I don't like* and *I really like*. Elicit the order from most to least positive to check the meaning of the verbs. Finally, write and revise: *I'm good at* and *I'm not very good at*.


Ask the students to talk in pairs to try to find three things they have in common. This will give them a reason to listen to each other, and give the activity a communicative aim.

Mixed ability

With a mixed ability class, pair stronger and weaker students together. Once the students have finished, form new pairs. Encourage the weaker students to repeat the exercise with a new partner.

The stronger students can tell their new partner what their previous partner said. To do this, they'll need to transform stems from *My favourite subjects are ...* to *His/Her favourite subjects are ...*, etc.

READING

- 3**  **1.69** Elicit the names of each of the characters: Katie, Nat, Dad/Jason and Toby. To raise interest, ask the students: *What are Nat and Katie doing? Does Katie think it's easy or difficult? What is Jason doing? What does Toby want them to do?* Encourage the students to use the pictures to answer. You could do this as a class, or write questions on the board and ask the students to make predictions in pairs.

Elicit and write your students' ideas on the board. As an initial reading task, students read and check their predictions.

Clarify that students need to write one or more of the characters' names in answer to questions 1–3.

Encourage the students to compare answers, in pairs, before conducting class feedback.

Fast finishers

Fast finishers justify their answers in pairs by referring to the text, e.g. *I put Dad because it says here he loves it.*

Answers

1 Dad 2 Nat 3 Toby and Katie

- 4** To provide extra support, ask the students: *How many pictures are there? (four). How many statements are there? (four).* Focus students on the first statement and ask the students to match it to the appropriate picture (4).

Monitor and support the students with the meaning of the words: *doesn't understand*. Alternatively, pre-teach or check this by asking: *Is Katie's homework easy or difficult? (difficult). Can she do it? (no).*

Encourage students to compare answers, in pairs, before conducting class feedback.

Answers

Order: 4, 2, 1, 3

Extension activity

Put the students into groups of three and ask them to role play the story.

GRAMMAR Present simple ?

- 5** Write the following on the board, and instruct the students to find the missing word by referring to the story. You could ask them to answer first and then read to check.

- 1 you understand this science question?
- 2 Dad like science?
- 3 you want to play a game on the computer?
- 4 you like art?
- 5 Toby like art?

Write in the answers for the students to check:

1 Do 2 Does 3 Do 4 Do 5 Does

Refer the students to the story and ask them to underline the short answers to each of the questions. Encourage them to work in pairs, pairing strong with weak, if possible.

1.70 Answers

The answers are recorded for students to check and then repeat.

Katie: Do you understand this science question?

Nat: No, I don't.

Katie: Does Dad like science?

Nat: Yes, he does.

Katie: Do you want to play a game on the computer?

Nat: No, I don't!

Jason: Do you like art?

Katie: Yes, I do.

Jason: Does Toby like art?

Katie: Yes, he does.

- 6** Refer the students to the examples on the board to help them complete this exercise.

Answers

1 does 2 do

→ Grammar reference Student's Book page 146

- 7** Write on the board: science on Wednesdays? Point at the timetable on page 63 and ask: *Whose timetable is it? (Katie's).* Write *Katie* in the second space. Check the meaning of the question by again focusing the students' attention on the timetable and asking: *Yes or No? (No).* Ask: *Do we use 'do' or 'does' to talk about Katie? (Does).* Write *Does* in the first space. Refer the students to the example sentence and elicit that *have* goes in the third space. Explain that (the auxiliary) *do* agrees with the subject (Katie) but that the main verb (*have*) does not.

Go through form for short answers, establishing that we add *-n't* to *do/does* when the answer is *no*.

Ask the students to complete 1–3 about Katie and 4–5 about themselves. Encourage them to compare their answers in pairs, then play the recording to check. For answers 4 and 5, ask the students to respond to the recorded questions with *Yes, I do* (if it's true for them), or *No, I don't* (if not).

Fast finishers

Fast finishers write more questions about Katie's timetable. Then they quiz their classmates giving them additional practice of using short answers: *Yes, she does. / No, she doesn't.*

1.71 Answers

The answers are recorded for students to check and then repeat.

1 Does Katie have; No, she doesn't.

2 Does Katie have; No, she doesn't.

3 Does Katie have; Yes, she does.

4 Students' own answers

5 Students' own answers

SPEAKING

- 8 Books closed. Write the prompts for question 0 on the board. Elicit the question and both possible short answers.

Books open. Students work in pairs to write questions for 1–8, and then individually to write answers. They then ask and answer each other.

Monitor the weaker students closely to help them with question formation. You could write the questions on the board for them to check before they begin speaking. Encourage peer checking of short answer forms.

Answers

- 1 Do you do homework in the morning?
- 2 Do you understand your maths lesson?
- 3 Do you use IT in English lessons?
- 4 Does your dad help you with homework?
- 5 Does your school have a photo club?
- 6 Does your teacher walk to school?
- 7 Does your friend like PE?
- 8 Do your mum and dad speak English?

Cooler

Divide the class into three groups. Draw three ladders on the board, one for each group, with ten spaces in each. Tell the students they must race to complete the ladders by writing one subject in each space.

Establish that only one student from each group can be at the board at one time. Teammates can help each other with spelling. The students decide among themselves who gets up to write a subject and in what order. Give the students four minutes to race. Score one point for each subject, and two points for each subject spelled correctly.

How many texts do you send?

Lesson profile

Vocabulary	Digital / electronic items
Listening	Four people talk about their digital / electronic items
Grammar	<i>How much ... ? / How many ... ?</i>
Speaking	Talk about what you use your digital / electronic items for; a survey: find out how often your friends use technology
Writing	Write about how often your friends use technology

Warmer

Do a fast dictation of the 10 schools subjects from the last lesson: *English, history, PE, geography, IT, science, music, maths, art and Spanish*.

Tell the students that they need to write down all of the words you say, in the order in which you say them. Read each of the items out quickly. Repeat in the same order.

Students work in pairs to make a final list. Check the items as a class. Nominate students to spell the words as you write them on the board. Students check their own spelling.

VOCABULARY

- 1 To lead into the topic, give the students a list of global technology brands such as Apple, Nokia, Samsung, Blackberry, Canon, Nikon and Sony. Elicit one or two products made by Apple that the students have or would like to have, e.g. smartphones, tablets. Students work in pairs to list as many different products for each brand as possible. Set a time limit of three minutes. Draw the students' attention to the photos on page 64 and ask the students to compare them with their lists. Ask: *Are there any things in the pictures that aren't on your list? Are there any things on your list that aren't in the pictures?*

Encourage some brief discussion of which brands/things students use/like most, and which least.

Check the meaning of activities in Exercise 1, by eliciting or providing relevant examples, such as *iTunes* for downloading music, and *Google* and *Facebook* for familiar websites. To clarify *store information*, ask: *Where do I store my keys?* Elicit: *In your bag/desk*.

Point to photo *a* and ask the students: *Can I download music with a computer?* (Yes). *Can I look at websites with a computer?* (Yes). Continue through the list.

Tell the students to write the corresponding numbers next to photo *a*. Encourage the students to work in pairs. Monitor to identify any issues with vocabulary and pronunciation.

Fast finishers

Put the fast finishers into pairs. One student says the first half of a collocation, chosen at random from the list, e.g. *download*. The other student, with his/her book closed, gives the corresponding second half, e.g. *music*.


Conduct feedback by asking students, e.g. *Which activities can you do with a computer?* Repeat with other devices.

Deal with any pronunciation issues at this point. Clarify that *download* /daʊn'ləʊd/ has two syllables. Highlight the long vowel in *store* /stɔː/.

Answers

a 1, 2, 3, 4, 7 b 1, 2, 3, 5, 6, 7 c 7 d 6
e 1, 2, 3, 4, 6, 7

LISTENING

2  **1.72** Explain that the students will hear people talking about something, but they don't say what it is. Clarify that the first time they listen, they need to work out what thing the speaker is talking about. Check instructions by asking: *Are you listening for the activity (point to above list of activities) or the thing (point to the pictures)? (The thing)*. Pause after the first speaker and ask: *Which thing does Tania talk about? (Her tablet)*.

To give extra support to the students who struggle with listening, you could pause after each speaker and ask the students to compare answers in pairs. Do feedback before moving on to speaker 2.

Before playing the recording again, ask the students to try to remember or predict activities in pairs. Students listen to check.

Answers

Tanya: tablet – watch films
Bruno: computer – look at websites
Daniela: smartphone – take photos, send texts
Victor: memory stick – store information

Audioscript

- 1 Tanya:** I love this! I take it to my friend's house and we watch films and I put all my photos from my phone on it.
- 2 Bruno:** We've got one of these in our house. I use it to help me with my homework. When we have a project to do, our teacher tells us to look for information on different websites.
- 3 Daniela:** I take photos and send texts with this and I use it to talk to my friends, too. I like it because it's small and I can carry it in my bag.
- 4 Victor:** I store my homework on this. I can put it in my pocket and take it to school with me, and then use it with the school computers.

Extension activity

Encourage the students to think of more things they do with their smartphones, computers, etc. For example: *chat with friends on* (insert social networking site), *play games*, *make calls*, *upload photos onto* (insert social networking site). Ask them to write the activities next to the corresponding things in the pictures.

Put the students into groups of six and ask the first student to begin by saying: *On my smartphone, I can send texts*. The next student continues by saying: *On my smartphone, I can send texts and play games*.

Encourage the groups to continue the memory game.

About you

- 3** Tell the students to find three ways in which they're the same as their partner and three ways in which they're different. This will give them a reason to listen to each other and give the activity a communicative aim.

Mixed ability

In preparation for this task, ask the weaker students to make a table similar to the one in Exercise 2, listing things they have across the top and ticking relevant activities.

Encourage the stronger students to practise question and short answer forms by having them interview each other. Elicit and write on the board: *Have you got a ... ?*
Yes, I have. / No, I haven't. Do you (send texts)? Yes, I do. / No, I don't. And you?

GRAMMAR *How much ... ? / How many ... ?*

- 4** Books closed. Ask a more confident student one of the following questions: *How many texts do you send a day? How many social networking sites do you use? How much homework do you get a day? How much TV do you watch a week?*

Elicit responses from one or two other students by asking: *Is it the same for you or different?* Repeat the procedure for the remaining questions.

Write the above questions on the board, omitting the question words: *how much* and *how many*. Elicit them and ask students what the difference is between them. Underline the nouns which follow to give them a hint. Students discuss in pairs. Monitor to see if anyone knows the answer. If someone does, nominate that student to explain to the class. Otherwise, prompt the students by asking: *Are 'texts' countable or uncountable?* (countable). *What about 'homework'?* (uncountable).

Books open. Ask the students to complete Exercise 4.

Answers

We use **how many** with countable nouns.
We use **how much** with uncountable nouns.

Ask the students: *Can we add -s to countable nouns, for example to 'text'? (Yes). Can we add -s to uncountable nouns, for example 'music'? (No).*

Clarify the difference in meaning between *not ... any*, *some* and *lots* by asking the students to order them from smallest to biggest quantity. Write these on the board as a reminder.

→ Grammar reference Student's Book page 146

- 5** First, ask the students to circle the correct quantifier. Do number 1 as a class. Ask the students to continue in pairs. Then ask the students to tick the right answer for them. Allow and encourage them to be independent, but also monitor to ensure they're on task.

Mixed ability

In a mixed ability class, stage the activity for weaker students as follows. First, ask them to circle the nouns then decide if they're countable or uncountable. Ask students to write *C* or *U* next to them. This will help you when monitoring. Students underline the correct quantifier: *how much* or *how many*. Check answers as a class. Students tick the right answers for them.

Answers

- | | |
|------------|------------|
| 1 How much | 4 How much |
| 2 How many | 5 How many |
| 3 How much | 6 How much |

- 6** Ask the students to note their partners' responses by putting their initial next to each answer they give. Monitor and correct any errors with quantifiers. Note down any errors in pronunciation. During feedback, ask one or two students to report back on their partners' responses. Also deal with any pronunciation issues.

SPEAKING

- 7** Ask the students to match verbs with nouns before they begin making questions. Clarify that *visit websites* and *look at websites* are very similar. Establish that you can *write*, *send*, and *get* both *emails* and *texts*, and that *get* in this context means *receive*.

Ask the students to copy the table into their notebooks with room for six questions. Refer them to the example question to help them.

Mixed ability

In a mixed ability class, ask the students to write just three questions. Monitor to provide extra support with question formation. Once they've finished, challenge the stronger students to write three more.

- 8** Elicit and write on the board possible answers to the example questions: *I send lots, I send some, I don't send any, I send 10.*

Put the students in groups of four or five and ask them to write the names of their teammates in their tables. Put strong students together and weak students together.

Students take it in turns to ask and answer the questions. Monitor the class and prompt the students to use quantifiers, praising those who do. Also ensure they are recording answers.

Fast finishers

Fast finishers expand on their answers by saying, for example, who they send emails to, when they send emails, etc.

- 9** You could make new groups of four by asking one pair from each group to move to a different group. Students then report back in small groups rather than as a class to maximise talk time.

WRITING

- 10** Books closed. Write the model text from Exercise 9 on the board omitting *and*, *also* and *but*. Ask the students to complete the text.

Books open. Students check their answers. Encourage them to use these words in their writing. Remind them to use third person singular -s.

Project

Design a poster advert

Students work in pairs or groups of three to make posters to advertise one of the things represented on page 64. Encourage them to draw pictures or find pictures of their favourite models/brands on the internet. They should list all possible activities.

Students should aim to make their product as attractive as possible. Encourage them to use PowerPoint or other software to make their poster look more professional. Display students work where possible. Students could vote for the best one.

Cooler

Divide the class into two groups. Ask one student from each group to come to the front. Give them a verb + noun collocation from page 64. They can either mime or draw, while their teammates compete to guess the collocation first.

Teacher's resources

Student's Book

Grammar reference and practice page 146

Vocabulary list page 133

Video

School subjects

Workbook

Unit 10 pages 44–47

Go online for

- Progress test
- Video extra worksheet
- Corpus tasks

Culture

The School of the Air

Learning objectives

- Students learn about an unusual form of education.
- In the project stage, students make a video to watch in class.

Useful words for this lesson

internet school watch DVD/videos e-learning
headphones interactive whiteboard microphone
screen webcam

Cultural background

There are almost twenty Schools of the Air in Australia, dedicated to educating children who do not live near a school. The first School of the Air lessons were broadcast on the radio in the 1950s. Today, lessons are conducted over the internet. Children spend one hour a day in direct contact with a teacher before doing activities independently at home. Studies show that School of the Air students are as successful as traditional school students.

Warmer

Write the word *school* on the board and ask the class for any words they know connected to it. Write these words on the board and practise their pronunciation.

- 1** Explain that the class is going to read about a student at the School of the Air. Elicit some predictions from the class to attract the students' attention.

Ask the students to look at the photos in the book and guess what country the student lives in. Put the elicited countries on the board.

Encourage the students to read Part 1 of the text and then complete Exercise 1. Check the comprehension questions as a class.

Answers

- 1** on computers **2** on the internet

- 2** Books closed. Put the class into pairs and ask them to describe their typical day. Encourage them by putting some ideas on the board. For example:

<i>get up?</i>	<i>have breakfast?</i>	<i>after breakfast?</i>
<i>go to school?</i>	<i>have lunch?</i>	<i>lessons?</i>
<i>homework?</i>	<i>after school?</i>	

Allow the students a few minutes for this activity. Go around the classroom, monitoring and helping where necessary.

When the pairs have finished, focus their attention on the board and elicit a normal day for a typical student in your class.

Fast finishers

Fast finishers use the prompts on the board to write two or three sentences describing their typical day.

Books open. Ask the students to divide the text on page 66 into parts by drawing lines between the paragraphs.

Part 1 begins: *Frank is twelve years old ...*

Part 2 begins: *He gets up at six in the morning ...*

Part 3 begins: *At the end of the lesson, ...*

Ask every student to read Part 2. When the students have finished, put them into pairs or small groups. Ask them to discuss and note down all the differences between Frank's typical day and the typical day they have previously agreed on. Allow a few minutes for this before checking as a class. For example, elicit sentences like: *Frank gets up at six in the morning. We get up at seven o'clock.*

Ask the students to read the other parts of the text and decide whether the sentences in Exercise 2 are true or false. Give them some time to work on their own and then to compare their answers in pairs.

Answers

- 1** no (There are three people.)
2 yes
3 no (He talks to other students on his computer.)
4 yes
5 yes
6 no (Frank has a holiday in the summer with some of the students.)

Extension activity

While the students are doing Exercise 2, write these comprehension questions on the board:

- 1 *How old is Frank?*
- 2 *Where does he live?*
- 3 *Does Frank have any brothers and sisters?*
- 4 *Who does he live with?*
- 5 *What time does he get up?*
- 6 *Where can he see his teacher?*
- 7 *What does the teacher give Frank at the end of the lesson?*
- 9 *How many hours does Frank study a day?*
- 10 *Who does Frank see in the summer?*

Ask the students to close their books before they try to answer the questions. After a few minutes, let the students check their answers against the text in the book.

- 3 Ask the class to reread the text and find the technology words from the box on page 66. Help the students to practise their pronunciation before they match the words to their definitions. If necessary, use the photos in the book to teach the words.

Answers

- 1 headphones 2 microphone 3 screen 4 webcam
5 video 6 interactive whiteboard

Extension activity

Ask the class to think of other technology-related words and write descriptions for them.

Possible words are: *DVD, internet, mobile phone, email, spam.*

Project

Check if you need permission from their parents to record your students.

For **option 1**, use the classroom time to help students plan what they are going to say and practise saying it to a partner. Students who choose option 1 could do it with a parent so that when they are describing the things as they film them, they are describing to their parent.

For **option 2**, either allow the students to write their own questions, or give everyone the same set of questions. Students could be interviewed as themselves or as celebrities.

If you or your students don't have a webcam or you are not allowed to record them, you could ask the students to do the project in the classroom in real time.

Cooler

Put the students into small groups and give them a few minutes to write a list of simple positives and negatives regarding being a student at the School of the Air. Ask the groups for their suggestions and then hold a vote to see which type of schooling the students would prefer: theirs or that of the School of the Air.

11 He's famous

I always read my emails

Lesson profile

Listening	Photo story: José appears on TV – he's famous!
Vocabulary	Entertainment
Grammar	Adverbs of frequency: <i>always, often, sometimes, never</i>
Speaking	Talk about how often you do certain things

Warmer


Ask the students to work in pairs and tell each other the names of school subjects they *really* like. Take a selection of them, write them on the board and ask the students why they like them. Elicit some adjectives. Repeat for subjects they *don't like*.

LISTENING

- 1 Ask the class to look at the photo at the top of page 68 and answer the questions in pairs. Elicit their ideas as a class.

Possible answers

- 1 Rosa, Joelle, Paola, José and a TV interviewer.
- 2 José is on TV. / He's talking to a woman.

- 2  2.02 To make the listening exercise competitive, divide the class into teams and ask them to guess if the statements are true or false. Play the recording and check the answers. Give each team a point for each answer they have guessed correctly.

Answers

- 1 no 2 yes 3 yes 4 no 5 yes 6 yes 7 no 8 no

Audioscript

- Paolo:** Hey guys! Come and see this! (1) It's José – he's on TV!
- Rosa:** Wow – it IS José! How cool! Sh! Sh! I can't hear!
- Presenter:** José, welcome to the show.
- José:** Thanks very much.
- Presenter:** Now, José, you're 15 and you're from Brazil, and (2) people tell me you're very famous there. What are you famous for?
- José:** I sing and I play the guitar. (3) That's why I'm living in Britain now. I'm getting ready for a big concert. I'm learning some new songs and practising my dancing, you know.
- Presenter:** That's great. Well, lots of people know you here too! Look how many emails we've got from your fans. Can I ask you some of their questions?
- José:** Sure.
- Presenter:** OK. Now, Andy asks 'What kind of sports do you like?'
- José:** (4) Well, I like watching tennis and football, but I don't play them. I never do any sports.
- Presenter:** But you dance a lot! Now, This one's from Amanda. She says 'What do you like doing in your free time?'
- José:** Lots of things! Um ... I love taking photographs. I always have my camera with me. Look – here it is. Can I take your photo? Also, I like using my computer. (5) I often go on the internet to talk to my friends or play games. And I love watching movies.
- Presenter:** OK. And Tracey says 'What's your favourite band?'
- José:** Oh that's difficult! (6) I like lots of bands – Coldplay, Arctic Monkeys and Muse, and lots more!
- Presenter:** It's hard to choose, isn't it? Now Mandy asks 'What's your favourite TV show?'
- José:** (7) Well, I don't watch much TV, I haven't got time! But I sometimes watch *Glee*.
- Presenter:** Yes, it's a good show, isn't it? Um ... I've got a question here from Natalie. She says: 'Do you like getting letters from your fans?'
- José:** Yes I love it! I always read the letters and emails from my fans. (8) I can't answer all of them, but I try!
- Rosa:** Wow – José's famous!
- Joelle:** Yes, we've got lots of questions for José too!

Extension activity

Play the recording again and ask the students to note down how many times they hear the word *what* (*five times*). Play the recording again and ask the students to write down all five questions that they hear that start with *what*. Pause the recording if necessary. Ask the students to compare their questions in pairs. Then, ask individual students to write one question on the board for the class to check their own answers.

- 1 *What are you famous for?*
- 2 *What kind of sports do you like?*
- 3 *What do you like doing in your free time?*
- 4 *What's your favourite band?*
- 5 *What's your favourite TV show?*

Divide the students into pairs. Ask them to imagine they are a famous person that they know well or admire. Encourage them to role play interviews, where the students take it in turns to be either a journalist and ask the questions above, or to be the famous person.

VOCABULARY

- 3 If possible, provide the class with dictionaries to check the meaning of the new words. You can also ask the students to check them in an online dictionary on their mobile devices.

Fast finishers

Fast finishers could use their dictionaries to find a few extra words connected with the topic of music, e.g. *singer, musician*.

After checking the answers, play the recording and encourage the students to repeat the new words.

2.03 Answers

The words are recorded for students to repeat.

2 d 3 a 4 b 5 c 6 h 7 e 8 f

- 4 2.02 Point out the fact that one word is not used in the recording. Ask the class to guess which one it is before playing the recording.

Answers

famous concert song fans movie band TV show
You don't hear *newspaper*.

- 5 Model the conversation on page 69 with a strong student before the students ask and answer in pairs. Remind the students to use *Me too!* when they agree with their partner. Elicit which expression is used to disagree (*Really? I don't.*). If you did the extension activity after Exercise 2, the students could use some of the questions from there.

GRAMMAR Adverbs of frequency: *always, often, sometimes, never*

- 6 On the board write the adverbs of frequency (*never, always, often* and *sometimes*) and this sentence: *I always have a sandwich for lunch*. Elicit that *always* describes the verb (*have*), not the nouns (*sandwich* or *lunch*).

Ask the students to read the sentences in the grammar box and point out that they were all used in the listening in Exercise 2. Encourage the students to underline the words that the adverbs describe (*do, have, go, watch*). Ask them to label the pictures with the adverbs and check they understand the concept of frequency.

Answers

a always b often c sometimes d never

→ Grammar reference Student's Book page 147

- 7 On the board write: *I go to the cinema*. Ask the class where they should put an adverb of frequency in this sentence. Elicit: *I always/often/sometimes/never go to the cinema*.

Ask the students to look at the words they underlined in Exercise 6 before checking the answer as a class.

Answer

before

- 8 Ask the students to look at the picture next to the example sentence and elicit that they need to use *always*. Read out the example, stressing the adverb.

Fast finishers

Fast finishers decide if the sentences are true or false for them. They put ticks (✓) and crosses (X) next to them, before comparing their answers in pairs.

2.04 Answers

The answers are recorded for students to check and then repeat.

Example My brother always sleeps until half past eleven.

- 1 My dad often helps me with my science homework.
- 2 I always play computer games after school.
- 3 My friend sometimes sends me very long text messages.
- 4 I never take my phone to school.
- 5 I always ride my horse at the weekend.

About you

- 9 Explain to the class that they are now going to use the adverbs of frequency to talk about themselves. Allow the class about four minutes to complete the sentences with the adverbs. Go around the class and help them with vocabulary, if necessary. When they have finished, encourage the students to use their sentences to talk to their partner about themselves. Tell them to try to use the expressions from Exercise 5: *Me too!* and *Really? I don't.*

Extension activity

Write the four adverbs of frequency on the board in a column. Ask the students to copy them down on a piece of paper and write a verb after each adverb, e.g. *always make*. When they have the expressions ready, ask the students to make true sentences with them, for example:

I always do my homework.

I often meet my friends.

I sometimes go swimming.

Then, the students take turns to read their sentences in pairs. Encourage them to ask follow-up questions. For example, when they hear a sentence with *always*, *often* or *sometimes*, they can ask: *When?* When they hear a sentence with *never*, they can ask: *Why?*

In a **mixed ability class**, first do the activity as a class before asking the students to work in pairs.

Cooler

Say to the class: *I clean my teeth at night*. Choose a stronger student and encourage him or her to repeat the sentence with an adverb of frequency, e.g. *I always clean my teeth at night*. Repeat a few times with different sentences and students. Then ask individual students to make simple sentences. Finish by saying: *I do my English homework*. Encourage the class to respond: *I always do my English homework!*

How often do you go out?

Lesson profile

Reading	Interview with a young tennis star
Grammar	Wh- questions
Pronunciation	Wh- questions
Vocabulary	Words with two meanings
Writing	Write ten questions to ask a famous person
Speaking	Role play an interview with a famous person

Warmer

Write a few topics on the board: *food, tennis player, TV show, sport*. Tell the class about your favourites, e.g. *My favourite food is ...*, *My favourite tennis player is ...*, etc. Encourage the students to do the same in pairs.

READING

1 Books closed. Explain to the class that they are going to read about a very young sportsman from a South American country. Elicit from the class as many sports and South American countries as possible and write them on the board.

Books open. Ask the students to look at the photos on page 70 and read the beginning of the text to check their answers. Elicit that the boy is a tennis player from Argentina. Give them a few minutes to read the interview and complete the sentences.

Mixed ability

In a mixed ability class, put the students into groups of three or four. Label the questions in the interview from A to G. Give each student one or two questions to read and, when they are ready, ask them to work in their groups and talk about Sebastian Perez so that they can complete Exercise 1.

Fast finishers

Fast finishers write three more questions they would like to ask.

Answers

1 can't **2** Rafael Nadal **3** practises **4** sometimes
5 doesn't eat

GRAMMAR *Wh-* questions

- 2 Focus the students' attention on the grammar box and check they know what they have to do. Ask the students to underline the *Wh-* words in the questions in the interview on page 70 first.

Mixed ability

In a mixed ability class, write the *Wh-* words on the board and elicit some simple answers first. For example:

Who? *My mum.*

What? *A pen.*

Where? *In London.*

When? *On Monday.*

How often? *Always.*

Answers

What – a thing

Where – a place

When – a time / a day, etc.

How often – every day/week, etc.


→ Grammar reference Student's Book page 147

- 3 Ask the students to complete the questions in pairs. To check the answers, ask individual students to read out the missing words.

Answers


1 Where 2 Who 3 When 4 How often 5 What

PRONUNCIATION *Wh-* questions

- 4  2.05 Books closed. Draw the intonation patterns on the board with the intonation going both up (↗) and down (↘). Play the first question and ask the class if the intonation goes up or down. Play the first question again if the students don't agree and elicit that it goes down. When the students have given you the answer (*down*), play the rest of the recording and ask the class if the intonation always goes down (*yes*).

Audioscript

- 1 Where do you live?
- 2 Who's your best friend?
- 3 When does your favourite TV show start?
- 4 How often do you clean your bedroom?
- 5 What's your favourite sport?

- 5  2.06 Drill the phrases with the correct intonation around the class. When the class ask each other the questions, ask them to draw the intonation in the air with their hands.

Extension activity

Words beginning with /w/ can pose difficulty for learners of English. One way to focus on it is to demonstrate a whistle. Stand in front of the class and whistle with your mouth. Ask the students to face each other and do the same. Although some students may be unable to whistle, encourage them to try. Even if they can't make any sounds, they will still be making the right shape with their mouths.

Write this chant on the board.

A: *William wants to watch.*

B: *What does William want to watch?*

A: *William wants to watch TV.*

B: *Why?*

A: *Why not?*

Practise saying each line with the class. Then, divide the class into two groups and ask them to say the chant without stopping.

VOCABULARY

- 6 Books closed. Write the words from the box (*come, get, meet, see, things, think*) on the board. Ask the class to work in small groups to think of how these words can be used in a sentence. Give them a few minutes to brainstorm in their groups and collect their ideas on the board.

Books open. Ask the students to look at the vocabulary box and demonstrate the different meanings of *catch*. Encourage the students to translate *catch* into their L1.

Look at the example in Exercise 6 together and ask the students to complete all remaining sentence pairs in small groups.

Answers

1 think 2 see 3 things 4 meet 5 get

SPEAKING

- 7 Explain to the class that they have to use some of the *Wh-* words twice for this activity. As the pairs are completing the questions, go around the class, monitoring and helping as necessary. When the students have finished, ask a few students to read out their questions. Correct their pronunciation and intonation, if necessary.

Possible answers

What is your favourite movie?
What kind of sports do you play?
Where do you meet your friends?
How often do you go out?
How often do you see your friends?
What time do you get up?
What time do you go to bed?
When do you read emails?
When do you watch TV?
What do you think of Justin Bieber?

- 8 For this activity, ask the students in each pair to sit at least one metre away from each other so that they have to speak clearly and loudly to make themselves heard.

Extension activity

Ask five students to sit down in front of the class. Give each of them a 'famous' identity (e.g. a footballer, a Hollywood star or someone well-known in your country) but make sure that no one else can hear or see this identity.

On the board, write the following prompts:

- *Where / from?*
- *Where / work?*
- *When / work?*
- *How / old?*
- *Why / famous?*

Ask the class to use the prompts to make questions. Ask the five students to practise answering the questions in their separate group. When everyone is ready, ask the class to interview the first student. Remind the class that they are not allowed to guess the identity of the student who is being interviewed until all the questions have been asked and answered. Repeat the activity with the other four students.

Project

Favourites in the school

Tell the students that this unit project focuses on things we like. Divide the class into small groups and ask them to write five questions about their favourites, e.g. *What is your favourite colour? What is your favourite animal?* When the pairs or groups have stopped working, they should choose their favourite 10 questions as a class.

Ask each group to write the questions on a sheet of paper as a questionnaire and decorate it. When the questionnaires are ready, photocopy them for the students. Each group needs 10 copies.

For homework, the students then ask 10 people (students and teachers at their school or family and friends) to complete their questionnaires.

When you meet next time, ask the students to work in their groups and read the answers to the questionnaires. Encourage the students to describe the most interesting answers to the class. Decide as a class which are their school's favourites.

Cooler

Ask the students to work in pairs. Say: *Where?* Give students one minute to write a question with this word. Ask a few pairs to read out their questions. Remind them of the pronunciation pattern they learned in Exercise 4, if necessary. Repeat the activity with other *Wh-* words.

Teacher's resources

Student's Book

Grammar reference and practice page 147

Vocabulary list page 134

Workbook

Unit 11 pages 48–51

Go online for

- Corpus tasks

12 Working life

What does she do?

Lesson profile

Reading	On holiday: Sue describes what work her family members do and what they are doing now
Vocabulary	Jobs and work
Grammar	Present simple and present continuous
Speaking	Practising and performing mini dialogues

Warmer

Books closed. Students need a blank piece of paper and a pencil. Pre-teach *beach* and *sea*. Tell the students that you are going to describe a picture and that they should draw it. Pause between sentences to give students time to draw.

Suggested description:

I'm at the beach with my family. My dad is in the sea with my sister. She's learning how to swim underwater. He's standing up in the water behind her. My mum and my brother aren't in the sea. My mum is eating a big ice cream. My brother is sleeping. My dad's friend, Tony, isn't in the sea. He's sitting down, behind my mum, and he's trying to catch a fish. His wife is taking a photo of him.

Once the students have finished, have them compare their pictures in pairs.

Ask: *How many people are there in the picture?*

Students are likely to say six. Ask them to open their books to check. Elicit the seventh person: *Sue / the person giving the description.*

READING

- 1 Encourage the students to underline answers in the text and to write in full sentences. Monitor and offer support, and praise those students who are attempting to produce complete sentences. Focus on meaning rather than on accuracy at this point.

Ask the students to compare their sentences, in pairs, before conducting class feedback.

Fast finishers

Fast finishers write two more questions about Sue's family and ask a partner.

Answers

- 1 Yes, he does. He sleeps a lot.
- 2 Yes, she can. She teaches children to play the guitar.
- 3 He's in the sea.
- 4 He's trying to catch a fish.
- 5 She works every evening.

VOCABULARY

- 2 Check meaning before the students put the words into the table, but after they've found the words in the text.

For example:

- Ask the students to mime *drive* (or mime it yourself if they're really unsure).
- Ask: *What's my job?* (Teacher.) *Who do I teach?* Elicit: *Students. What does a teacher do, teach or learn?* (Teach.) *What do students do?* (Learn.) Students may be familiar with *exams*, so clarify that *tests* are a near synonym. Ask: *What do we do before a test?* Elicit: *Study.*
- Ask: *Where does a waitress work?* Elicit: *In a restaurant.* Ask: *Does she do the cooking?* (No.) *Does she give people their food?* (Yes.) *Is a waitress a man or a woman?* (Woman.) Clarify/Elicit that the male form is *waiter*.

To check the difference between *nouns* and *verbs*, you could ask: *Which can you put with 'a' or 'an': a noun (like 'doctor') or a verb (like 'play')?* (A noun.) *Which describes an action: a noun (like 'doctor') or a verb (like 'play')?* (A verb.) Use example nouns and verbs from L1 to clarify the concept, if necessary.

2.07 Answers

The answers are recorded for students to check and then repeat.

Nouns: doctor, driver, job, student, teacher, test, waitress, work

Verbs: drive, learn, study, work

'Work' is a noun *and* a verb

After playing the recording, highlight that stress consistently falls on the first syllable of multi-syllable words here. Draw the students' attention to /aɪ/ in *driver* and *drive* and /eɪ/ in *waitress*.

Point out the difference between the vowel sound in *student* (noun) /'stju:dənt/ and *study* (verb) /'stʌdi/.

Focus students on and drill the /ɜ:/ sound in *work* and *learn*.

- 3 Do another example as a class by asking: *Who gives people their food?* (a waitress). Elicit the sentence and write it on the board: *A waitress gives people their food.* Highlight the use of the indefinite article (*a/an*) with jobs in English.

Monitor the class, focusing on meaning but also prompting the students to use *a/an*. Note down any common errors for correction at the end of the lesson.


Fast finishers

Fast finishers work in pairs. One student reads sentences at random, omitting the job, e.g. *A gives children tests*. The other student tries to recall it, with his/her book closed.

Take one example sentence for each occupation during class feedback.

Possible answers

- 1 A student learns interesting things.
- 2 A student reads and writes all day.
- 3 A teacher gives children tests.
- 4 A teacher helps people to learn.
- 5 A driver sits a lot.
- 6 A waitress walks a lot.
- 7 A waitress cleans tables.
- 8 A doctor makes people feel better.

- 4  2.08 Play the example sentence (*A driver gives children tests*). Ask: *Yes or No?* Elicit: *No*. Play number 1, elicit the answer (*No*) and tell students to write it down. Play the rest of the recording through.

Encourage the students to compare answers, in pairs, before conducting feedback as a class.

Mixed ability

With a mixed ability class, play the recording a second time, pausing after each speaker to give students time to write. Ask the weaker students to correct the occupations (**0** *A teacher*, **1** *A waitress*, **3** *A waitress*).

Ask the stronger students to close their books and write exactly what they hear.

Pair stronger with weaker students to make full sentences that are factually and grammatically correct.

Answers

1 no 2 yes 3 no 4 yes 5 yes

Audioscript

Example A driver gives children tests.

- 1 A teacher gives people their food.
- 2 A waitress cleans tables.
- 3 A driver walks a lot.
- 4 A student learns interesting things.
- 5 A doctor makes people feel better.

Extension activity

Students brainstorm more jobs. Divide the class into small groups. Groups race to come up with a list of five. Nominate students to call out jobs. Write them on the board, eliciting spelling, and drill pronunciation. Aim for a maximum of seven or eight.

To personalise the vocabulary, students can categorise jobs into: *boring/interesting, easy/difficult, I know someone who does these jobs / I don't know anyone who does these jobs, a job for me in the future / not for me in the future*.

GRAMMAR Present simple and present continuous

- 5 Books closed. Write the following sentences on the board:

- 1 (A) She works in a restaurant every evening.
(B) She's taking a photo now.
- 2 (A) He works in a big hospital every day.
(B) He's swimming today.
- 3 (A) He sometimes goes to Africa.
(B) Today, he's trying to catch a fish.

Ask: *Who's she in number 1?* (Amanda/Tony's wife.)

Who's he in number 2? (Sue's dad.) *Who's he in*

number 3? (Tony/dad's friend.)

Students work in pairs to find the answers from the story.

Pair stronger with weaker students, if possible.

Now ask students to match the verbs in red in the story with sentences A and B.

Answers

- A** works, drives, teaches, works, sleeps, studies
B 's learning, 's trying, isn't teaching, 's eating, 're having, 's doing, isn't working, 's taking, isn't studying, 's sleeping

- 6 Focus students on the time expressions in the sentences A and B on the board. Ask: *Which sentences refer to things people do every day, sometimes, often or never: A or B?* (A). *Which sentences refer to things people are doing now?* (B).

Focus the students' attention on the form of the verbs and elicit that A is the present simple, and B is the present continuous. Ask the students to complete the sentences on page 73.

Answers

present simple, present simple, present continuous

→ Grammar reference Student's Book page 148

- 7 First ask the students to decide if each verb should be in the present simple or present continuous by telling them to write PS or PC next to each verb. (**1** PS **2** PS **3** PS **4** PC **5** PC **6** PC **7** PC **8** PC). Encourage them to compare answers in pairs before conducting feedback as a class. With a **mixed ability class**, review forms of the two tenses first.

Play the recording, pausing after each conversation for students to check and, if necessary, correct their answers.

Fast finishers

Fast finishers underline the time expressions in the dialogues. Prompt them to refer to these to explain why they chose the simple or continuous form during feedback.

2.09 Answers

The conversations are recorded for students to listen and check.

- 1 drives 2 Does (he) drive 3 works 4 isn't working
5 is/s cooking 6 are (you) doing 7 am/m sitting
8 am/m eating

Audioscript

Conversation 1

- Sue:** Has your brother got a job?
Dan: Yes, he has. He drives a taxi.
Sue: Really? Does he drive you to school every day?
Dan: No, of course not!

Conversation 2

- Tim:** What does your dad do?
Lee: He works in a restaurant.
Tim: That's interesting.
Lee: But he isn't working now. He's cooking our dinner.
Tim: Oh, good!

Conversation 3

- Jess:** Hi Millie. It's Jess here. I'm in Jamaica. What are you doing?
Millie: I'm in bed.
Jess: Oh, sorry! I'm sitting by the sea and I'm eating a big ice cream!
Millie: Lovely!

- 8 Students role play conversations, then switch roles and repeat. You could encourage them to repeat in different voices, e.g. tired, hungry, happy, sad, to maintain interest.

Extension activity

Once the students have practised the conversations a few times, ask them to cover up a part of one of the conversations and role play it again, but this time recalling some of the text from memory. Students keep covering up more and more of the text until they are able to remember the whole thing.

Cooler

Play *Telephones*. Put the students in groups of six or seven. Ask them to form lines from the back to the front of the class. Whisper a (present simple or present continuous) sentence to each student at the back. When you say *Go!*, this student whispers it to the next person and so on, up the line, until it reaches the student at the front, who writes it on the board.

The quickest group to get a near-correct sentence on the board, wins the point.

Elicit corrections, if necessary, before asking the students from the front, to move to the back and repeat.



Can you work in my café?

Lesson profile

Reading	Cartoon story: Jason works as a waiter for a day
Grammar	<i>can</i> : requests and permission
Vocabulary	Food
Writing	Write about what you eat, your favourite food and eating out in cafés
Listening	A waiter takes an order for food in a café
Speaking	Role play ordering something in a café

Warmer

Divide the students into two groups. Ask for one student from each group to come to the front. Give them the name of a job which they must mime for their teams. Use jobs that came up in the previous class. Include *waiter*. The first group to guess the job wins. If someone says *waitress*, accept this as a correct answer and elicit the male form. Ask for two more students to come to the front and repeat.

Prompt the students to say: *Are you a ... ?* Write each job on the board as it's guessed. Elicit the spelling and include the indefinite article.

Next, ask the students to work in pairs to categorise the jobs into 'easy' and 'difficult'. If you did this as part of an extension activity previously, encourage students not to refer to their notes from that lesson. Ask one or two pairs: *Is it easy or difficult to be a teacher, a doctor, etc.?* Elicit reactions by asking other students: *Do you agree?*

READING

- 1 2.10 Focus the students' attention on the pictures and ask: *Does Jason think it's easy to be a waiter?* Elicit one or two responses as a class but don't confirm answers. Ask the students to read and check, then compare answers in pairs.

In class feedback, ask: *What does Jason think in picture 1?* Elicit: *He thinks it's easy*. Tell the students to circle *easy* in their books. Ask: *What does he think in picture 3?* Elicit: *He thinks it's difficult*. Ask the students to circle *difficult* in their books.

Answers

Picture 1: easy **Picture 3:** difficult

- 2 Ask the students: *How many tables are there in picture 2? (three). How many questions are there? (three).* Tell them to do the matching. You could do the first one as a class. Encourage the students to work in pairs to do the rest. Encourage the pairs to race to get the answers.

Answers

1 c 2 a 3 b

GRAMMAR *can*: requests and permission

3 Books closed. Write the following questions on the board.

- 1 *Can I have some coffee, please?*
- 2 *Can I go home now, please?*
- 3 *Can you clean this table, please?*

Students order them according to the story.

Books open. Refer them to the story to check answers (order: 1, 3, 2). Students, working in pairs, match questions and functions.

Answers

1 b 2 a 3 c

Concept check by asking: *If I want to do something or if I want to have something, do I say 'Can I ... ?' or 'Can you ... ?'?* Elicit: *Can I ... ? If I want you to do something, what do I say?* Elicit: *Can you ... ?*

Draw the students' attention to the use of *please* in each of these questions and elicit that this is used for politeness.

→ Grammar reference Student's Book page 148

4 Ask the students to work in pairs to complete the questions. Then conduct class feedback.

Model questions with rising intonation and don't be afraid to exaggerate. Students may feel self-conscious copying you, especially where L1 has a narrower range, so it's key that you try to create a fun atmosphere in which everyone feels relaxed.

You could also provide students with a polite *no* response, e.g. *No, I can't. Sorry.*

Students ask and answer the questions in pairs.

Monitor and praise the students attempting to use rising intonation.

Mixed ability

With a mixed ability class, provide extra support for the weaker students by asking them to think about who's speaking to whom, e.g. *a boy speaking to a parent* in the example sentence. This will encourage students to contextualise the questions, which, in turn, will help them understand meaning. Ask the stronger students to think of a situation for each question.

Answers

1 Can I 2 Can I 3 Can you 4 Can you 5 Can I
6 Can you

VOCABULARY

5 Challenge the students to try to name as many foods as possible before looking at the menu on page 74.

If your students have smartphones, you could encourage them to use a search engine to look up the food items.

Fast finishers

Fast finishers work in pairs and test each other's spelling.

2.11 Answers

The answers are recorded for students to check and then repeat.

1 rice 2 chips 3 tea 4 vanilla ice cream 5 chicken
6 orange juice 7 soup 8 coffee

Extension activity

Write the following on the board: *fish and chips, a mug of coffee, a cup of tea, a bowl of soup, a cheese and tomato sandwich, chocolate ice cream*, etc. Students categorise into food/drink, sweet/not sweet, foods I like/don't like. Highlight the weak *and* and *of* and drill them.

Play memory games. Remove one from the board and elicit which one is missing. Repeat, then remove two, three, etc. until all items have been removed.

About you

6 Monitor and provide students with any further food words they might like to use. Record any new vocabulary on the board to review as a class.

With a **mixed ability class**, give the stronger students an extra challenge by asking them to write five sentences, four of which are true and one of which is false. Students read their sentences while their partner tries to guess which sentence is false. This gives students a reason to listen more carefully.

LISTENING AND SPEAKING

Get talking


Ask the students: *Which things does the waiter say?*
Which things does somebody eating at the café say?
Which things do both people say?

Answers

Waiter: Would you like a ... ?

Customer: Yes, please. No, thank you.

Both: Good morning. Good afternoon. Good evening.

- 7  **2.12** Encourage the students to make predictions in pairs before they listen. As an extra challenge, students can try to speak in time with the recording. They'll need to practise a few times, before and while listening.

Answers

tomato soup sandwich orange juice

Audioscript

Waiter: Good afternoon.
Woman: Oh, hello. Can I have some tomato soup, please?
Waiter: Yes, of course. Would you like a sandwich with that?
Woman: No, thank you.
Waiter: And would you like a drink?
Woman: Yes, please. Can I have some orange juice?
Waiter: Sure, no problem.

- 8 Ask the students to plan what they're going to say before they perform the conversation.

When they have had time to practise, ask if any of them would like to perform in front of the class. Praise those who volunteer. Note down any common errors for delayed correction at the end of the activity. Avoid correcting on-the-spot.

Mixed ability

With a mixed ability class, encourage the stronger students to close their books to practise. Put the students in groups of three and ask one student to be monitor. He/She can refer to the book, provide corrections and monitor use of L1. Rotate roles and repeat. Encourage the students to vary the food and drink vocabulary they use.

Project

Create a menu

Put the students into groups of four. Tell them they're going to open their own café, and they need to produce a menu in English for foreigners visiting their café.

Tell the students they need to make their menus look as professional and as inviting as possible on card, or where possible, digitally. Use a search engine to find websites specifically designed for making a menu.

Once completed, students can use their menus to role play conversations at their cafés. Make new groups of four, consisting of one pair from one group and another pair from another group. Have one pair play the customers and the other pair play the waiters. The waiters provide the menu.

Cooler

Play *Stop!* Draw a table on the board with four columns and ask the students to copy it. Choose four of these expressions and use them to label the columns: *food and drink, jobs, school subjects, hobbies/activities, things in the classroom, countries*.

Tell the students you're going to say the alphabet silently. Students should shout *Stop!* You tell them the letter you're saying silently at this point. Cheat and say an easy letter such as *s, t* or *m*. Students work in pairs to try to think of a word beginning with this letter for each category. Set a time limit of two minutes. The pair with the most categories completed wins.

Teacher's resources

Student's Book

Grammar reference and practice page 148
Vocabulary list page 134

Workbook

Unit 12 pages 52–55

Go online for

- Progress test
- Achievement test
- Corpus tasks

Maths

Coins and money

Learning objectives

- Students learn about UK coins, and solve basic mathematical sums and problems involving addition, subtraction, multiplication and division.
- In the project stage, students find out about the currency of another English-speaking country.

Useful vocabulary for this lesson

numbers 21–100 coins cost price sums
problems add subtract plus minus multiply
divide times equals

Preparation

Bring in pictures of coins (or real coins) from different countries, and a few small, soft balls for the cooler.

Warmer

Begin by introducing numbers 21–50 if you haven't done so previously. Organise the students into groups of five or six. Students play *Buzz*, which is a fun way for students to practise numbers. (See Teacher's Book, page 50, Exercise 3 for the rules.)

- Lead into the topic by showing the students pictures of various coins and notes from different countries, or by bringing real ones in where possible. Students try to match the money to the country.

Draw the students' attention to the coins on page 76 and elicit that these are UK coins. Focus students on the box and ask them to find the 5 coin as a class (c).

Revise the words *pence* and *pound* by asking students: *Is 'c' five pence or five pounds? (five pence). Ask: What's the name for one hundred pence? (a pound).*

Students either match numbers to coins or they can write *pence* or *pounds*. Write (c) *five pence* on the board to illustrate. Students continue in pairs.

Fast finishers

Fast finishers work in pairs. Tell one student they're A, and the other they're B. Student A closes his/her book. Student B points to pictures of coins on page 76 at random, e.g. d. Student A gives their value, e.g. *ten pence*.

Answers

a one pence b two pence c five pence d ten pence
e twenty pence f fifty pence g one pound h two pounds

- Do number 1 as a class to demonstrate. Draw three circles on the board to represent the three coins. Elicit the value of the first coin (*twenty pence*) and label it: 20. Elicit the total value of the coins: *twenty seven pence*. On the board write: $27 - 20$. Elicit the answer (7). Focus students on the numbers in the box and ask: *What are the two coins? (five and two)*. Elicit the answer (C).

Students work individually to complete the exercise. Monitor to provide support. Those struggling in a non-CLIL class might not be the ones struggling now and vice versa. Encourage peer support. In feedback, ask the students to raise their hands if they think the answer is A, then B, then C before you confirm answers. Nominate a student with the correct answer to explain how they got it.

Answers

1 C 2 C 3 B

- Clarify that £1.92 is pronounced: *one pound ninety-two*. Remind students that there are 100 pence in a pound. Set up visual cues by eliciting the number of coins (*five*) and drawing five circles on the board. Elicit the value of one of the coins (*fifty pence*) and write this under one of the circles. Elicit step one in solving the problem: $192 - 50$ (*142*). Encourage students to work in pairs.

Answers

a one-pound coin, two twenty-pence coins and a two-pence coin

- To review numbers 30, 40, 50, 60, 70, 80, 90, write them on the board. Point to each one in turn, and then at random, to elicit the number in English. Do number 1 as a class. Write workings on the board to provide a model. Elicit the pronunciation of: *sixty-three pence, eighty-seven pence*.

Insist on students calling out numbers in English. Praise those who do this. Don't accept numbers called out in L1. Encourage the students to take time to answer.

Students continue individually. Monitor to ensure students are writing their workings.

Before checking the answers, explain that we don't say *and* between pounds and pence, so we say *one pound ninety-five* (**one pound and ninety-five*). We also don't need to say the word *pence* when an amount is over a pound. Clarify that the sign + is pronounced *plus* /plʌs/ and the sign = is *equals* /'i:kwɔ:z/.

While students are checking in pairs, write the answers on the board for class feedback.

Answers

1 £1.50 (one pound fifty) 2 £2.27 (two pounds twenty-seven)
3 £9.09 (nine pounds nine) 4 £2.13 (two pounds thirteen)

5 Do number 1 as a class, as in Exercise 4.

Clarify that the sign – is pronounced *minus* /'maɪnəs/.
Drill: *thirty-seven pence minus twelve pence equals twenty-five pence* before students begin checking in pairs. Write answers on the board.

Fast finishers

Fast finishers add up amounts in Exercise 5, e.g. 37p + 12p = 49p.

Answers

- 1 25p (twenty-five pence) 2 55p (fifty-five pence)
3 £4.76 (four pounds seventy-six)
4 £1.49 (one pound forty-nine)

6 Clarify or pre-teach the following by giving examples using students' own currency: *cost, on sale, off the price, how much money has he got left?, how much money have they got altogether?*

To demonstrate number 1, ask students: *How much is the computer game usually? £25.00; How much is it today? (£25.00 – £6.01)*

Mixed ability

With a mixed ability class, have feedback after each problem. This will make the exercise less overwhelming for students. To challenge strong students, encourage them to continue by themselves, and ask them to come to the board and present their workings to the class during feedback. Remind students to write down their workings to facilitate monitoring and feedback.

Answers

- 1 £18.99
2 £5.34 (10 – 0.75 – 1.12 – 0.62 – 2.17)
3 She's got £39.77 (25.27 + 14.50) She can't buy the shoes.
4 £10.85 (2.41 + 3.79 + 4.65)

7 Look at the example and do number 1 as a class. Depending on how confident your students are, you could do class feedback after 1–3.

Look at the second example and demonstrate number 4 as a class before they complete 4–6.

Answers

- 1 £1.35 2 £1.95 3 £12.40 4 53p 5 97p 6 £2.42

8 Pre-teach or clarify *the bill* and *roses*.

Do number 1 as a class. Ask: *How much is chicken and chips? (£6.99). How much is tea? (£1.80). How many people have chicken and chips and tea? (two). How many people have sandwiches and milk? (two). How much do these cost? (£3.75 and £1.80).*

Represent this on the board: $(2 \times £6.99) + (2 \times £1.80) + (2 \times £3.75) + (2 \times £1.80)$

Elicit that we do the sums *inside* the brackets first. Gesture *brackets* as you say it, to clarify meaning.

$$= £13.98 + £3.60 + £7.50 + £3.60 = £28.68$$

Instruct the students to complete number 2 together. Encourage them to use brackets and to show their workings. Nominate a fast finisher, with the correct answer, to come to the board to present his/her workings.

Answers

- 2 $(3 \times £5.99) + (1 \times £3.75) + (2 \times £1.80) + (2 \times £2.20) + (4 \times £3.30) = £17.97 + £3.75 + £3.60 + £4.40 + £13.20 = £42.92$
3 $£13.31 / 11 = £1.21$
4 (a) $(£20.00 - £9.20) / 12 = £10.80 / 12 = 90p$
(b) $£9.20 / 80p = 9.20 / 0.8 = 11.5$ so he can buy **11 chocolate bars**
(c) $11 \times 80p = £8.80. £9.20 - £8.80 = 40p$

Extension activity

Students convert prices on the menu into their own currency in order to find out if it's an expensive or a cheap restaurant. Students can find the exchange rate by typing *currency conversion* into an internet search engine. (Note: This activity might be inappropriate where exchange rates will result in numbers over 100.)

Once students know how much one pound is worth, they can multiply that amount by, e.g. 6.99, to determine the price of chicken and chips. Allow the use of calculators.

9 Students could draw and label coins from their currency. Encourage them to write problems like those in Exercise 2. Pairs choose four coins at random and add them to find the total value. They must label one of the coins.

10 Instruct students to write two problems and swap with another pair. Pairs race to solve problems.

Project

First, brainstorm English-speaking countries. Elicit one or two as a class. Students make a list in pairs. Set a time limit of two minutes. Ask pairs: *How many countries have you got?* The pair with the most countries reads their list. Others listen and check off countries that also appear on their lists.

Put the students in groups of three or four and assign a country to each group. Encourage the students to make a poster of their chosen country's currency. They could use the internet to find pictures to paste onto a PowerPoint slide (or any other software) or they could draw them. Ask some groups to present their posters to the class.

Cooler

Divide the students into four groups. Groups form a circle. Give each group a ball. Tell students to throw the ball around the circle and count in English as they go. If anyone drops the ball, they have to start again from 10. The winning group is the group to get to the highest number. Set a time limit of five minutes.

13 Places

Is there a cinema?

Lesson profile

Listening	Photo story: José and the friends run away from the photographs in the park
Vocabulary	Places in a town
Grammar	<i>Is there a ... ? / Are there any ... ?</i> and short answers
Speaking	Talk about places in your town

Warmer

Organise the class into pairs or small groups. Ask the students to make a list of things that are found in a town, e.g. *houses, schools, parks*. When the students are ready, ask them for suggestions and write them on the board. Try to elicit or teach some of the words from Exercise 4 at this stage.

LISTENING

- 1 2.14 Ask the students to answer the questions using full sentences, e.g. *I can see four people in this photo. They are in a park*. When the students are ready, write some of their ideas on the board and play the recording to check the answers.

Answers

- 1 I can see Paolo, Rosa, Joelle, José and some photographers.
2 They are in the park.

Audioscript

Paolo:	Look, there's José.
Rosa:	Yes, we've got lots of questions for him. José!
José:	Hi, everyone. What are you doing here in the park?
Paolo:	We're taking pictures of the town for the next photo club project.
Rosa:	And we're waiting to take pictures of you!
José:	Me? Why?
Joelle:	You're famous, you're from Brazil, you're getting ready for a big concert here.
José:	Oh no! The TV interview. That's why there are photographers in the town.
Rosa:	Are there any photographers in the park?
Paolo:	Yes, there are. Look! There are some over there.
José:	Oh no! I don't want to talk to them.
Paolo:	Where's your hotel?
José:	It's near the university. But there are photographers there too! I don't want to go back there now.
Paolo:	Well, you can't stay here. Come with us. Let's go to my house. They don't know about us.
José:	Thanks Paolo. You're a good friend.
Paparazzi:	José ... José.
Joelle:	This way, José. RUN!

- 2 2.14 Make sure that the students are aware of the characters' names, and allow the class a minute to read the sentences before playing the recording. Tell the students to work alone for this activity before checking their answers, in pairs.

Mixed ability

In a mixed ability class, ask the weaker students to only listen for the sentences that Rosa says.

Answers

- 1 Rosa 2 Rosa 3 Rosa 4 José 5 Paolo 6 Joelle

Extension activity

On the board, write a question from the dialogue: *What are you doing here in the park?* Check if anyone remembers the answer to this question (*We're taking pictures of the town for the next photo club project.*) Underline *in the park* in the sentence on the board and ask the students to replace it with one of the names of places in town which they mentioned at the beginning of the lesson, e.g. *at the cinema*. Ask: *What are you doing here at the cinema?* Elicit a possible response, e.g. *I'm watching a film*. Put students into pairs and ask them to take turns to ask and answer the questions.

VOCABULARY

- 3 Put the students into pairs and ask them to name as many places in the photos as they can. Do not check the answers at this stage.
- 4 Give the students a minute to look at the word map before asking them to close their books. Encourage them to try to write down as many of the words as they remember. After a minute, ask the class to open their books again and check the spelling.
- Ask the students to work in pairs and match the words to the photos in Exercise 3.

2.15 Answers

The answers are recorded for students to check and then repeat.

- a hospital b hotel c bank d cinema e museum
f university g restaurant h station

- 5 Books closed. On the board, write: *Why do you go to the park? Why do you go to the supermarket?* Elicit to *play football* and to *buy food*. This could be done by playing a game on the board. Write:

___ / ___ / _____ (to play football)
___ / ___ / _____ (to buy food)

Encourage students to put up their hands and take turns to guess at the missing letters. If the students say a wrong letter, write it on the board. Tell them that they can only guess five wrong letters. Explain that we use *to* + infinitive to explain why we do something.

Ask the students to complete the sentences with the places in a town. In a **mixed ability class**, ask the stronger students to write sentences about the places from Exercise 3 on their own.

Fast finishers

Fast finishers think of other places and things they can do there, e.g. *the Moon, London, the mountains*. Ask them to use a dictionary, if necessary.

Answers

- 1 university 2 museum 3 bank 4 station 5 cinema
6 restaurant 7 hospital

About you

- 6 Choose a student to read out the example answer. Give the students two minutes to work individually and make a word map. If necessary, explain that they have seen one in Exercise 4. When they are ready, organise the class into pairs and ask them to talk about their town or city.

Mixed ability

In a mixed ability class, encourage a little creativity by asking the students to think of their perfect town. This town could be called *Utopia*. Give the students five minutes to make notes on their town before describing it to a partner.

Ask the students if there were any particularly interesting *Utopias*. Ask a few students to describe their towns to the class and write a list of the town's important characteristics, such as a museum, a park or a library.

GRAMMAR *Is there a ... ? / Are there any ... ?*

- 7 Ask the students to look at the Grammar box. Remind them that they have already seen the affirmative forms of this structure. Elicit that we use *is* with singular nouns and *are* with plural nouns. Explain that *any* is only used with plural nouns.

Return to the students' towns or Utopias from Exercise 6 and write a few questions about them, for example:

Is there a cinema/mountain in Angelo's town?

Are there any restaurants/schools in Angelo's town?

Try to elicit both positive and negative responses in the singular and plural. Allow the students to answer using only *yes* or *no* before eliciting an extension of the response to:

Yes, there is. / No, there isn't.

Yes, there are. / No, there aren't.

When the students have had the opportunity to use all forms, ask them to do the exercise.

2.16 Answers

The answers are recorded for students to check and then repeat.

Example Is there a café in this street? No, there isn't.

1 Is there a cinema in the town? No, there isn't.

2 Are there any restaurants in this street? Yes, there are.

3 Is there a university here? No, there isn't.

4 Are there any banks in the town? Yes, there are.

5 Is there a museum here? Yes, there is.

6 Are there any parks in the town? No, there aren't.

→ Grammar reference Student's Book page 149

SPEAKING

- 8 Before asking the class to begin the activity, demonstrate it using a stronger student.

Extension activity

Tell each student to take a piece of paper and draw a vertical and horizontal line to divide it into four sections. Do the same on the board. In the boxes, write: *at the top on the left, at the top on the right, at the bottom on the left and at the bottom on the right*. In the middle, write: *MY TOWN*.

Tell the students that you are going to describe what you can see in your town and that they are to draw what you describe. Give the students instructions to draw:

At the top on the left, I can see two boys. They're playing football in the park.

At the top on the right, I can see a girl. She's listening to music in her bedroom.

At the bottom on the left, I can see a boy. He's swimming in the swimming pool.

At the bottom on the right, I can see a boy and a girl. They're watching a film at the cinema.

After each set of instructions, give them a minute to draw a simple picture. When the students have finished the last part of the picture, ask them to describe the town back to you. Make sure that when describing the pictures, students use *can* and the *present continuous*.

You can also repeat this exercise in pairs or small groups, with stronger students giving instructions to others. In a **mixed ability class**, ask the students to divide their piece of paper into two and describe what you can see *on the left* and *on the right* only.

Cooler

Organise the class into a few small groups and tell them that they are going to play a game. They have to listen to you and write the word that you are describing. Use the sentences in Exercise 5 on page 81 or your own ideas. Describe four different places, saying, for example: *You go here to study science. You go here for a meal*. Give the students a minute to discuss their ideas, in pairs, before checking the answers as a class.

It's a great place to visit!

Lesson profile

Reading	<i>My favourite place</i>
Vocabulary	Adjectives describing places
Grammar	Prepositions: <i>inside, outside, above, below, near</i>
Speaking	Describe your favourite place in your town
Writing	Write about your favourite place

Warmer

Ask the students to give you the names of some places they know. These places could be in their town or others. They could even be names of continents, countries or cities. For example: *Salvatore's Pizzeria, Bernabeu Stadium, Australia, Rio de Janeiro*.

Ask the students to describe these places using *There is ...* and *There are ...*.

READING

- 1 Organise the class into pairs. Give them two minutes to write down some expressions that could be used to describe the photos, e.g. *swimming pool, giraffes* etc. Check their ideas as a class.
- 2 Books closed. Explain that they are going to read short texts about four places. Write their names on the board:
Sydney (Australia)
London (England)
Rosario (Argentina)
Bruges (Belgium)
Encourage the students to discuss what they know already about these places. Help with vocabulary when necessary, for example: *In Australia, there are kangaroos. In London, there are a lot of red buses.*
Books open. Ask the students to read the texts and match them to the photos. Encourage them to underline the phrases in the texts which helped them complete the exercise.

Mixed ability

In a mixed ability class, organise the class into groups of four. Assign each student one of the texts, and tell the students that they are now Karen, Robyn, Arturo or Jan. Ask the students to read only the text written by the person whose name they were given. Encourage them to choose 10 important words from the text and write them on a separate piece of paper. When the students have finished, tell them to read their text again and try to remember as much as possible. After a minute ask the students to close their books.

Put all the students who read the text by Robyn in one group. Group other students into three groups, according to the text they read. Ask each group to try to reconstruct the text they read previously, using the words they have on their pieces of paper. Give the students five minutes for this before allowing them to look at the original text to correct their texts.

Finally, tell the students to return to their original groups of four and, with books closed, talk about their texts.

Answers

Karen b Robyn d Arturo a Jan c

- 3 See if the students are able to answer the questions without reading the text. Encourage the students to focus on the texts that they haven't read, and underline any information that their group members were not able to recount.

Answers

- 1 Sydney, Australia 2 Bruges, Belgium 3 giraffes
4 every weekend

VOCABULARY

- 4 When the students have found the adjectives in the texts, check that they understand them and make sure to practise the pronunciation.

Answers

Karen's text:	new, safe, beautiful, cheap
Robyn's text:	exciting, expensive, tall
Arturo's text:	great, (not) expensive
Jan's text:	interesting, important

- 5** Elicit that adjectives describe nouns. Ask the students to think of nouns connected with the adjectives from Exercise 4, and encourage them to make word maps as on page 81. For example: *big – an elephant / a city / a museum*.

Answers

the factory

Adjectives tell us more about nouns.

- 6** When you have checked the answers as a class, put the students into pairs. Ask one student in each pair to cover the adjectives on the right with his/her hand. The other student in each pair says the adjective without seeing it.

Answers

cheap – expensive

short – tall

boring – interesting and exciting

old – new

GRAMMAR Prepositions: *inside, outside, above, below, near*

Books closed. Write the prepositions (*above, below, inside, outside, near*) in a column on the left on the board. In the centre of the board, draw a box.

Take a book and put it on the table. Ask the students to do the same. Place your hands above the book and say *above*. Tell the students to repeat. Present the other prepositions, putting the book *below* the table, *inside* and *outside* a schoolbag. Revise *far* before teaching *near*.

Ask a student to come to the board and write the prepositions in the correct position in relation to the box.

- 7** Books open. Read the example with the class, and check that the students understand where Jack's flat is. Ask them to complete the sentences, and point out that they need to use one preposition more than once.

When the students have completed the sentences, ask them to compare their answers with a partner. To check the answers, give the students the wrong answers and encourage them to correct you after each one. For example:

Teacher: The supermarket is *below* Jack's flat.

Students: No! The supermarket is *near* Jack's flat.

Answers

1 above 2 inside 3 below 4 outside 5 above

→ Grammar reference Student's Book page 149

- 8** As the students are writing the questions, go around the class monitoring and helping where necessary. When the class has finished, model the questions and drill them around the class.

Organise the class into pairs and give them three minutes to discuss the questions.

Fast finishers

Fast finishers write two more questions.

Answers

- 1 What can you see outside the/your window?
- 2 What have you got on the wall above your bed?
- 3 Is there a cinema near your house?
- 4 Are there any exercises below this one?

SPEAKING

- 9** Remind the students to justify their choice. When the class have discussed their favourite places, have a class vote to see which is the favourite place overall. Try to generate as much class discussion as possible making sure to congratulate all efforts.

About you

- 10** Before asking the students to complete the activity, read out the example. Demonstrate how to use a word map to write some notes about your favourite place in your town. Give the students a few minutes to make their word maps. Remind the class to write short expressions and phrases, not full sentences. When they are ready, ask them to talk about their favourite places in pairs.

WRITING

- 11** Ask the students to write about their favourite place on a separate piece of paper. Tell them that they must not mention the name of the place they are describing. When they have finished, display the writing on the classroom walls. Encourage students to walk around the room, read the texts and try to guess the name of the place described in each text.

Project

My town

Arrange the class into groups of four students. First, ask each group to write six questions about their town, e.g. *Are there any good hotels? Where can I eat a good pizza?*

When the groups have finished, tell them that a famous writer is going to visit their town, and she would like to have some information about it to help with a new book. Ask the groups to choose four of the questions they have just written, and answer them for the writer.

Explain that they will have to give a short presentation about their town to the class, and each student will be responsible for answering one question. If possible, encourage them to look online for photos and/or videos of their town or draw pictures.

Give the class enough time to prepare and practise their answers in groups. Then, ask each group to give a presentation.

Cooler

To finish the class, revise the vocabulary from this lesson. Say *exciting* and encourage the class to reply saying: *boring*. Repeat a few times with other adjectives. You can also say *above* and *inside* and elicit *below* and *outside*.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 134

Video

Favourite places

Workbook

Unit 13 pages 56–59

Go online for

- Video extra worksheet
- Corpus tasks

14 Going out

Why are they doing that?

Lesson profile

Reading	Cartoon story: A picnic in the country doesn't end well
Vocabulary	<i>cow, grass, picnic, river, tree</i>
Grammar	<i>Why ... ? because</i> ; revision of present continuous
Speaking	A memory game – describe a picture
Writing	Write a description of a scene

Preparation

For the extension activity after Exercise 8, ask the students to bring a photo of their family on a day out.


Warmer

Put the students into groups of four. Groups choose a writer by playing *rock-paper-scissors*. On the count of three, they gesture rock, scissors or paper in pairs. Rock beats (*blunts*) scissors, scissors beats (*cuts*) paper and paper beats (*wraps*) stone. If both students make the same gesture, they repeat. The winners of each pair then play each other.

In groups, the students brainstorm things they do with their families at weekends. Elicit one or two suggestions as a class and then give the students two minutes to list as many activities as they can.

Monitor and provide vocabulary, e.g. *go shopping, go to the countryside, visit a museum, visit family*, encouraging students to explain any words they need, either in English or with gestures. During feedback, nominate students to call out activities.

READING AND VOCABULARY

- 1  2.17 Draw the students' attention to picture 1 and ask: *What are they doing? (They're having a picnic.)*

Elicit some predictions about the story. Ask the students: *Where are they? Is it hot or cold? Is it dry or wet?* Pre-teach: *rain. What are they doing in picture 2? Why? Are they having fun in picture 3/4? Why (not)? What animals can you see? What are they doing in picture 4?* Pre-teach: *lie down*.

Write their predictions on the board. Students read the story to check.

Do sentence 1 as a class. Tell the students not to worry if there are words they don't know. They should just focus on the task. Encourage the students to continue the exercise in pairs.

Fast finishers

Fast finishers try to name as many things in the pictures as they can. Demonstrate this by pointing to the pizza and saying: *What's this?*

Answers

1 the pizza 2 go swimming 3 Toby 4 are sitting

- 2 Ask the students: *Where can you see a cow? (in pictures 1 and 4).* Alternatively, ask the students to point to a cow in their partners' books. This will facilitate peer-checking and make it fun. Monitor to ensure students are pointing to the right thing. Instruct pairs to look for the other words in the box. Give them one minute for this.

Conduct feedback by pointing at the things in the pictures in random order, and eliciting the correct word. Drill each word. Point out the long vowels in *grass* /gra:s/ and *tree* /tri:/ and the diphthong /aʊ/ in *cow* /kaʊ/.

- 3 Pre-teach *pointing* by demonstrating it. Read out the example and ask the students: *Which picture: 1, 2, 3 or 4? (3).* Ask the students to match the remaining sentences with the pictures. Students check answers, in pairs, before whole class feedback.

Fast finishers

Fast finishers work in pairs. Tell one student they're A and the other they're B. Student A looks at the pictures on page 84. Student B reads out the sentences from Exercise 3 in random order for Student A to give the corresponding picture number. Switch roles. Student A reads out sentences from Exercise 3 and Student B gives the picture number.

Answers

1 Picture 1 2 Picture 4 3 Picture 1 4 Picture 3
5 Picture 2
Sentence order: 3, 1, 5, 0, 4, 2

GRAMMAR Why ... ? because

Draw the students' attention to picture 4 and ask: *Can Katie, Nat and Toby eat their picnic? (No.)* Ask: *Why not?* Prompt students to begin their explanation with *because*. Elicit: *Because the cows are sitting on the food.* Ask: *Why are the cows sitting on the food?* Ask students to find the answer from the dialogue in picture 4 and elicit: *Because cows always lie down before rain.*

Encourage reaction to this. Ask: *Is this true?*

- 4 Focus the students' attention to question 1 and elicit the correct answer (c). Students work in pairs to complete the exercise.

Mixed ability

With a mixed ability class, ask the weaker students to match questions to pictures first. This will provide them with additional visual support to complete Exercise 4.

Put the stronger students into pairs and tell one student they're A and the other they're B. Student A covers up the answers and Student B covers up the questions. Together they agree on which answers match which questions. Student A asks a question, Student B listens and chooses the correct answer. Finally, students read and check before class feedback.

Answers

1 c 2 a 3 e 4 b 5 d

→ Grammar reference Student's Book page 150

- 5 Students write four sentences then compare with a partner. To ensure they get extra listening practice, ask the students to face each other and hold their books up as they say their sentences. To give students a reason to listen, ask them to predict which of their partners' sentences are true for them and which are false. Model this by giving students four sentences and having them predict which are true for you.

Possible answers

I drink lots of milk because ... I like it / it's good for me.

I always walk to school because ... we don't have a car / I like it / I live in the same street.

I often help my teacher because ... I like her / I like helping people / she asks me.

I want to be a doctor because ... I like helping people / I'm good at science.

Extension activity

Students personalise their sentences from Exercise 5. Copy the left-hand column onto the board and underline words students can replace with words of their own.

I drink lots of milk

I always walk to school

I often help my teacher

I want to be a doctor

Ask the students to write four sentences, three of which are true for them and one of which is a lie.

You'll need to monitor closely to provide vocabulary.

Phrases in the right-hand column may also need to be changed. Balance providing support with encouraging independence, by prompting the students to look up words they've already encountered.

In pairs, students listen to each other's sentences and try to guess which is a lie.

- 6 Read out the example and complete number 1 as a class. Elicit a few suggestions, praising the most creative ones. Write them on the board. Elicit any necessary corrections, reminding students of present continuous question form. Encourage the students to work in pairs to complete the exercise.

Monitor to provide support with question formation and to note down any common errors for later class correction.

To feedback on the activity, ask those who came up with the most interesting questions to share them with the class, but not to say the answer. The rest of the class listens and responds with the appropriate answer.

SPEAKING AND WRITING

- 7 Put the class into pairs. Tell one student they're A and the other they're B. Student A closes his/her book and tells Student B about the picture. Student B looks at the picture to check Student A's description.

Encourage the students to use full sentences rather than simply listing nouns. Praise the students attempting to produce more complex sentences. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

- 8 With a **mixed ability class**, you could reverse the order of Exercises 7 and 8. This effectively gives students preparation time prior to speaking. Challenge the stronger students to try to speak for 30 seconds without stopping.

Extension activity

To allow for greater personalisation of the language, students can use a photo of themselves on a day out with their family and write a description of it. They could find a photo on their phones or bring in a printed photo. Put students in groups of six to read their classmates' descriptions and match them to the correct pictures.

Cooler

Put six sentences, written during Exercises 5 and 8 (and the extension activity), on the board, ensuring anonymity. Tell students that two of the sentences are grammatically correct. Students work together to decide which two are correct and to correct the others.

Let's meet at the museum

Lesson profile

Listening	Anya wants to meet her friends at the weekend
Grammar	<i>Let's ... , Shall we ... ?</i>
Vocabulary	<i>meet, visit, go to, go out with; Yes, that's a good idea. I'd love to. Sorry, I can't.</i>
Speaking	Say what you do on Saturday and Sunday; make plans for the weekend with a friend
Writing	Write activities and times in a diary

Preparation

For Exercise 9, put the conversation from page 127 onto strips of paper, line by line, and prepare one copy for every group of four students.

Warmer

To review prepositions, write the following sentences on the board:


- 1 *I always meet her 6.45.*
- 2 *I never meet them Sunday.*
- 3 *They often meet the morning.*

Clench your right fist, wrap your left hand around it and say *in*. Next place your right hand flat over your left hand and say *on*. Finally, press your hands together, as if to clap, and say *at*. Prompt the students to copy the gestures. Practise these by saying prepositions and eliciting the corresponding gesture.

Next, say each sentence, replacing the preposition with *beep*. Praise the student(s) who make(s) the right gesture first to confirm which is the correct preposition. Add the prepositions to the sentences on the board at this point to support the weaker students.

Continue saying sentences, omitting the preposition for students to 'fill' by making the appropriate gesture. After the first few sentences, encourage students to say the preposition as well as gesturing it.

LISTENING

- 1**  **2.18** Books closed. Lead in by asking students to brainstorm things they do at weekends. Elicit one or two suggestions as a class to ensure students are on the right track. Ask the students to work in pairs to list five activities. Monitor to provide vocabulary and identify good examples. Conduct class feedback after two or three minutes, nominating activities from the students who have come up with good ideas. If it hasn't yet emerged, elicit: *meet friends*.

Books open. Focus the students' attention on Exercise 1. Tell them that Anya wants to meet her friends this weekend. Their task is to complete Anya's notes with the names of her friends.

Point out that they will hear four conversations, and that they won't hear Anya's plans in the same order as they appear in the diary.

Give the students one minute to look at the table before listening. Pause after each conversation to give the students time to write their answers.

Mixed ability

With a mixed ability class, support the weaker students by telling them the order in which they'll hear Anya's plans (*Saturday afternoon, Sunday morning, Sunday afternoon, Saturday evening*).

Answers

Saturday afternoon: Ali
Saturday evening: Clara
Sunday morning: Penny
Sunday afternoon: Alex

Audioscript

Conversation 1

Anya: Hi, Ali, it's Anya.
Ali: Hi, Anya. How are you?
Anya: Fine, thanks. And you?
Ali: Yeah, I'm great.
Anya: Shall we meet on Saturday afternoon? I'd like to go to the cinema.
Ali: Oh, yes. There's a new film on. I'd like to see it.
Anya: Great! The film starts at quarter to three. Shall we meet inside the cinema at quarter past two?
Ali: I can't meet you at quarter past two. Is half past two OK?
Anya: Fine. See you then. Bye, Ali.
Ali: Bye.

Conversation 2


Anya: Hi, Penny, it's Anya.
Penny: Oh, hi, Anya. How are you?
Anya: I'm fine, thanks. Are you better?
Penny: Yes, thanks.
Anya: Let's go swimming on Saturday.
Penny: Sorry, I can't go on Saturday, but Sunday morning's OK.
Anya: That's OK for me, too.
Penny: Shall we meet at the swimming pool?
Anya: Yes, that's a good idea. At quarter to ten?
Penny: That's fine. See you then. Bye, Anya.
Anya: Bye Penny.

Conversation 3

Anya: Hi, Alex. It's Anya.
Alex: Anya! How are you doing?
Anya: I'm good thanks. How are you?
Alex: Great!
Anya: Can you come into town this weekend to meet me?
Alex: I can come in on Sunday afternoon. Is that OK?
Anya: Great. Shall we meet at the shopping centre?
Alex: It's closed on Sunday ... and I haven't got any money! I know. Let's visit the science museum. It's free.
Anya: Fantastic idea. Let's meet at the museum at three o'clock. Inside or outside?
Alex: Outside! See you then. Bye, Anya.
Anya: Bye.

Conversation 4

Anya: Hi, Clara.
Clara: Hi, Anya. How are you?
Anya: I'm good thanks. How are you?
Clara: I'm good, too!
Anya: Shall we do something this weekend?
Clara: I'd love to. Have you got any ideas?
Anya: Well ... There's a concert in the town centre on Saturday evening.
Clara: Wow ... great. Are there any good bands?
Anya: Yes, I think so. Shall we meet at the new juice bar at six?
Clara: Quarter past six is better for me.
Anya: OK. See you then. Bye, Clara.
Clara: Bye.

- 2**  **2.18** Provide additional listening support by reviewing times. Point to the time that you wrote in sentence 1 on the board (*quarter to seven*). Change it to 6.30 (*half past six*) and 6.15 (*quarter past six*) and elicit.

Answers

Saturday afternoon: 2.30/half past two
Saturday evening: 6.15/quarter past six
Sunday morning: 9.45/quarter to ten
Sunday afternoon: 3.00/three o'clock

Get talking

Ask the students: *What do Anya and Ali say at the start of conversation 1?* Elicit and write on the board: *Hi ... ! How are you? Fine, thanks.*

Ask the students if they know any other responses to the question *How are you?* Refer them to the **Get talking!** box to help them, if necessary. Write any suggestions on the board.

Play the recording again for the students to check which of their suggestions are mentioned and to note down any other questions and answers they hear: *Yeah, I'm great. How are you doing? I'm good, thanks. I'm great. I'm good, too.*

- 3** Drill questions and answers, encouraging the students to use appropriate intonation. Speak with enthusiasm when you model the expressions.
- Ask the students to stand up and to talk to as many different people as possible. Remind them to use the expressions. The student who speaks to the most people wins. To avoid students cheating, ask them to note down the names of those they speak to. The winner must read out these names.

GRAMMAR *Let's ... , Shall we ... ?*

Focus students on the grammar box. Concept check by asking the following questions: *Do we use 'let's ...' and 'shall we ...?' for making suggestions or for telling someone our plans? (making suggestions). Do we use a '?' with 'let's' or with 'shall'? (with 'shall'). If we use 'Shall we ...?' are we more certain that someone will say yes to our suggestion or less certain? (less certain).*

Focus on form and establish that both structures are followed by the bare infinitive.

- 4** Draw the students' attention to the conversation and ask if they can remember what goes in the spaces and, if not, to guess. Encourage the students to work in pairs. Play the recording to check answers.

Note that there are differences in intonation across the two structures: Since *Shall we ... ?* is effectively a question, it is produced with rising intonation. Model the pronunciation of both to highlight the lesser degree of certainty implied by *Shall we ... ?* Model and drill enthusiastic intonation for acceptances (e.g. *I'd love to!*) and disappointed intonation for refusals (e.g. *Sorry, I can't.*).

2.19 Answers

The answers are recorded for students to listen and check.

- 1** Let's **2** Sorry, I can't **3** Shall we **4** Yes, that's a good idea.

Audioscript

Anya: Let's go swimming on Saturday.
Penny: Sorry. I can't go on Saturday, but Sunday morning's OK.
Anya: That's OK for me, too.
Penny: Shall we meet at the swimming pool?
Anya: Yes, that's a good idea. At quarter to ten?

→ Grammar reference Student's Book page 150

- 5** Ask the students to repeat the conversation as it appears in Exercise 4 a few times, before substituting times and places. Praise the students attempting to vary their intonation.

Mixed ability

With a mixed ability class, switch the order of Exercises 5 and 6 to support the weaker students with vocabulary, and to give everyone the opportunity to practise using collocations in Exercise 6. You could also ask the weaker students to write their dialogue before performing.

Encourage the stronger students to attempt to produce the dialogue without looking at their books. Put them into groups of three. One student acts as monitor, checking that the other students are using the expressions correctly. Switch roles and repeat.

VOCABULARY

- 6** Ask the class if it's correct to say *go a famous person*. (*no*). Ask: *Is it correct to say go running?* (*yes*). Elicit the letter next to running (*c*), and tell students to write this next to number 1. Repeat with *go swimming*. Students work in pairs to find more matches.

Fast finishers

Fast finishers work in pairs. Tell one student they're A, and the other that they're B. Student B closes his/her book. Student A says words/phrases from the right-hand column, in random order, and Student B gives all possible verb collocates. Then they switch roles. Student B says a verb and Student A tries to remember all collocates from the right-hand column.

Suggested answers

1 c, e, f 2 g 3 a, h, j 4 b, d, g, i 5 a, g

Note:

You can technically *go out with* or *visit a famous person* but students are less likely to use these collocations when talking about their own experiences. They might when talking about celebrities interacting with each other.

Extension activity

Students brainstorm more words and phrases that collocate with each of the verbs in Exercise 6. Students draw mind-maps in their notebooks, one for each verb, including as many noun collocates as they can think of for each one.

About you

- 7 Include collocations from the extension activity above if you have done it. Tell the students they should try to find five things they have in common. This will give students a reason to listen to each other.

Mixed ability

With a mixed ability class, the stronger students could also tell their partner how often they do these things. Elicit adverbs of frequency (*always, often, sometimes, never*) and their position in the sentence (*after the main verb*).

Fast finishers

Fast finishers work with a different partner to repeat and expand on their answers.

SPEAKING

- 8 Draw the students' attention to the pictures and elicit the names of the activities, e.g. *go swimming, go to the cinema*. Raise interest by asking which activity students like the most. Students choose their favourite two. Ask the students to draw a diary like Anya's and to write in the two activities they chose with the times.

- 9 Working in groups of four, ask the students to order the conversation previously prepared on strips of paper. They can refer to their books to check. Highlight that *Can you meet me ... ?* and *Do you want to ... ?* are often used when making plans with friends. Encourage the students to practise this conversation a few times before moving on to the main activity.

Model the activity by asking two strong students to come to the front of the class. First make plans with one student, then another, then prompt them to make plans with each other. Monitor to note down any errors for later class correction.

Project

A weekend diary

Tell the students to imagine that a foreign student is coming to stay with them for the weekend. They have to write a plan for each day. Encourage them to use the internet to research interesting places to visit in their area, and to pay attention to opening times when deciding what time to go there.

Ask the students to present their diaries in groups and display the best ones.

Cooler

Divide the class into three groups. Instruct one group to say *Bing!* loudly when they know the answer, the second group to say *Bong!* Ask the third group to invent a sound. Encourage the students to rehearse their sounds.

Say a word or phrase from the right-hand column of Exercise 6. Students give a verb that collocates with it. With stronger groups, you could insist on them listing all possible verbs. Do not take answers from students not using their group's sound. Record points on the board to encourage competition.

Teacher's resources

Student's Book

Grammar reference and practice page 150
Vocabulary list page 135

Workbook

Unit 14 pages 60–63

Go online for

- Progress test
- Corpus tasks

Culture

Important places around the world

Learning objectives

- Students learn about Angkor Wat, Machu Picchu, the Taj Mahal and Stonehenge.
- In the project stage, students write about a famous place from their country.

Useful words for this lesson

monument pyramid ancient temple
mausoleum palace statue

Cultural background

Angkor Wat means *City of Temples* and is the largest religious monument in the world. The ruins stretch over more than 400 square kilometres. It was made a UNESCO World Heritage Site in 1992 after decades, if not centuries, of looting.

Machu Picchu was discovered in 1911 by an explorer from Yale University. It was probably used as a holiday home for Incan royals. It is forbidden to enter Machu Picchu in the national costume of another country.

The Taj Mahal was built in seventeen years by 22,000 people and 1,000 elephants. It was built in memory of the Emperor's favourite wife. When she died, he became so sad that his beard and hair turned white. The British took many of the Taj Mahal's precious stones from its walls in the 19th Century.

Stonehenge began to be constructed over 5,000 years ago, although it is believed to have been a place of importance for thousands of years before that. There are several theories as to why it was built. The most popular is that it was used to celebrate the changing of the seasons.

Warmer

Ask the students to work in pairs in order to write a short list of places that are important to them. The pairs should then try to explain why the places are important. Begin by giving them an example yourself, e.g. a place where you usually go on holiday.

- Check if the students can name the places in photos A–D before reading the texts. Encourage them to guess but do not reveal the answers. Read the beginning of the text as a class.
- Ask the students to read the text in Exercise 1 quickly to check their predictions.

Answers

A Taj Mahal – India **B** Angkor Wat – Cambodia
C Stonehenge – UK **D** Machu Picchu – Peru

Ask the students to read the texts in Exercise 1 in more detail so that they can complete the chart in Exercise 2. Point out that the information in the chart is given in the same order as the photos on page 88.

Help the students understand what to write in the chart by explaining the headings in the top row. Write the following questions on the board:

Name of place: What is the name of the place? / What's the place's name? / What is it called?

Country: Where is it? / Where can I visit it?

Age: How old is it?

Kind of place: What kind of place is it?

Number of visitors: How many people visit it? / What is the number of visitors?

Interesting fact: Can you tell/give me an interesting fact? / Do you know any interesting facts?

Answers

	Name of place	Country	Age	Kind of place	Number of visitors a year	Interesting fact
A	Taj Mahal	India	360 years old	mausoleum	3 million	It's for a queen called Mumtaz Mahal.
B	Angkor Wat	Cambodia	2000 years old	temple	1 million	There is a picture of it on the Cambodian flag.
C	Stonehenge	U.K.	5000 years old	stone circle	800,000	People don't know why it is there.
D	Machu Picchu	Peru	550 years old	city	1 million	There is a pyramid there.

- 3** Ask the students to do the matching before you play the recording.

2.20 Answers

The answers are recorded for students to check and then repeat.

- a** a hundred **b** two hundred and fifty **c** a thousand
d three thousand five hundred **e** four hundred thousand
f two million

- 4** For this activity, ask the pairs to sit one metre away from each other to encourage them to pronounce loudly and clearly.

Answers

- 440 – four hundred and forty
1,200 – one thousand two hundred
650 – six hundred and fifty
4,000,000 – four million
3,000 – three thousand
6,800 – six thousand eight hundred
300,000 – three hundred thousand
1,500,000 – one million five hundred thousand

Extension activity

Explain that you are going to dictate some more numbers to them and that you would like them to write them down in number form. When you have finished and the numbers have been checked on the board, ask them to write the numbers in words.

Make sure that you begin with shorter and easier numbers and increase the difficulty so that everyone will have some success. For example: 10 / 25 / 100 / 150 / 300 / 390 / 5,000 / 10,000 / 10,200 / 1,000,000 / 2,500,000.

- 5** Ask a student to read out the example in the book. Encourage a stronger student to provide one more example. Encourage the students to continue playing in pairs. Check that the students are using the numbers correctly.
- 6** Ask the students if they are able to recognise these places and say something about them. Do this as a class activity, encouraging the students to make predictions. They will find out what they are in the next activity.
- 7** Put the students into pairs and make sure that the students can't see each other's information. One way to do this is to ask them to sit back to back.
- Ask the students to use the questions from Exercise 2 on the board in their dialogues. Remind them to note down the information they get from their partner.
- When the students have finished, check the answers as a class.

Project

Ask the class to name any famous/important places in their country or other countries. Accept any popular places that are visited by a large number of people, e.g. football stadiums, theme parks, shopping centres, museums, buildings, towers, and so on.

On the board write the headings that are given in Exercise 2:

Name of place / Country / Age / Kind of place / Number of visitors / Interesting fact

Divide the class into pairs and ask each pair to choose one place. Encourage them to find some basic information about the place and make a poster about the place they have chosen.

When everyone is ready, the pairs show their posters to the class and present their places. You can encourage the rest of the class to write questions about the places to ask the other pairs.

Cooler

Ask the class to think of three numbers that are important to them. For example door numbers, birthdays, etc. Ask the students to explain the meaning of their chosen numbers in pairs.

15 Clothes

He's wearing José's jacket


Lesson profile

Listening	Photo story: Paolo and José swap clothes
Vocabulary	Clothes
Grammar	Plurals – spelling
Pronunciation	Plural noun endings /s/, /z/, /ɪz/
Speaking	Talk about what you wear on different occasions; describe the differences between two pictures
Writing	Describe the differences between two pictures

Warmer

Revise some of the adjectives introduced in Unit 13, e.g. *new, old, cheap, expensive, black, white* or *beautiful*. Write them on the board, and ask the students to find some clothes or possessions that can be described using one of the words. Encourage the students to make simple sentences with them, e.g. *Nina has got a new bag. Walter has an old pen.*

LISTENING

- 1**  **2.21** Ask the students to look at the photos and say what they can see. Ask them to work in pairs and draw a fourth picture for the photo story. Ask the pairs to compare their picture with another pair and describe them.

Focus the students' attention on the sentences and help with vocabulary when necessary. Ask the students what they think the problem is now. Elicit from them that José doesn't want to see the photographers. When the students have understood this, it will give the photos context. Ask them to describe the photos again before listening to the recording.

Answers

- 1** at José's hotel **2** knows **3** can find some **4** likes
5 doesn't like

Audioscript

José: Thanks for helping me guys! But look, (1) the photographers are waiting for me in the street. I can't get back to my hotel!

Paolo: It's OK, José – (2) I've got an idea. You can wear some of my clothes, and leave the house from the back door.

José: Great idea ... and ... I know! *You* can wear my clothes and go out of the front door!

Paolo: Of course!
[short pause]

Joelle: Mmm, Paolo – (3) are there any clean clothes here for José to wear?

Paolo: Joelle!

Joelle: Sorry! There are lots of clean clothes here. OK, José, put on these jeans, and this red T-shirt. Then give *your* clothes to Paolo.
[short pause]

Paolo: Wow! (4) These clothes are great! I love the jacket! What do you think?


Rosa: Yes, wonderful Paolo! Now put on these glasses and José's hat. There! You look fantastic!

Joelle: José, are you ready?

José: Yes, I think so.

Paolo: (5) Don't worry. José! You can have your clothes back tomorrow. OK, I think we're both ready. Let's go.

VOCABULARY

- 2**  **2.22** Play the recording a few times and encourage the students to repeat the words in time with it.

Give them one minute to look at the pictures and try to remember as many words as they can. Then ask them to close their books. Say simple definitions, e.g. *You can wear it on your head*, and elicit the correct clothes word, i.e. *hat*. Repeat a few times with different words.

- 3** Make sure that students have found all the clothes in the photos. Ask them to make a few sentences about the clothes that Paolo, José, Rosa and Joelle are wearing. Remind the students to use *He's/She's wearing ...* and encourage them to use some adjectives.

Extension activity

On the board write this sentence: *Keri is wearing Lily's jumper.*

Organise the class into groups of five or six students. Ask each student to put an item of clothing on the table in front of them. This could be a jacket, jumper, a pair of glasses, a pair of shoes, a hat or a watch.

Encourage the students to describe the objects on the table using an adjective. Ask them to try to remember which item belongs to whom.

Choose one student from each group and ask them to leave the room for 10 seconds so that the rest of the class can put on one of the items on the table.

Let the students who are outside enter the classroom. Ask them to look at the members of their group, and encourage them to spot the differences, for example: *Laura is wearing Carla's jacket.*

If you think the students have liked this game, ask another student from each group to leave the room and repeat the exercise.

About you

- 4 Books closed. On the board write: *What do you wear to go to school?* Repeat the question a few times and ask the students to repeat it after you. Focus their attention on the weak forms: *do you* /dju/ and *to* /tə/.

Books open. Ask the students to read the other questions in the box. Explain that these questions contain weak forms. Focus the students' attention on the question endings. Elicit which words are weak forms, e.g. *to, a, for, your*. Drill the questions as a class.

Give the students a few minutes to ask and answer the questions in pairs. If necessary, explain that the same piece of clothing can be used in different categories.

GRAMMAR Plurals – spelling

Books closed. On the board write these words in three columns: *coat, watch, party*. Change *coat* to *coats*, *watch* to *watches* and *party* to *parties*. Explain that to form plural nouns, we usually add -s or -es to the noun, but when a word ends with a consonant + -y, the -y changes to -ies.

On the board write: *shoe, cake, dress, hotel, box* and *factory*. Ask a few students to come to the board and put these words into the correct columns.

Books open. Give the students a minute to look at the Grammar box and check the answers. Point to the first column of the table. If necessary, explain that the word *jeans* is a plural noun and the form **jean* doesn't exist.

- 5 Ask the students to put the words in the correct columns. As you check the answers, elicit that the words which take -es have a similar sound /s/ or /tʃ/.

Answers

- 1 bodies 2 dictionaries 3 skirts 4 waiters 5 addresses
6 houses 7 museums 8 doctors 9 drinks 10 cinemas
11 sentences 12 sandwiches 13 universities 14 shops
15 movies

→ Grammar reference Student's Book page 151

PRONUNCIATION Plurals

- 6 2.23 This section looks at the pronunciation of plurals endings: /s/, /z/ and /ɪz/. The students practised these sounds in Unit 9 (present simple endings).

Play the recording twice and ask the students to practise the pronunciation of the words in the table.

- 7 2.24 To turn this into a competitive activity, put the students into groups of three. Choose one student in each group to be the writer.

Play the recording, pausing after each word. Give the students some time to agree which sound they have heard, and to copy the word in the right column.

- 2.25 Play the recording to check the answers. Award points for both correct spelling and pronunciation. Play the recording again for students to repeat the words.

Answers

The answers are recorded for students to check and then repeat.

/s/: drinks, shirts, shops, skirts

/z/: cinemas, doctors, museums, waiters

/ɪz/: addresses, houses, sandwiches, sentences

Extension activity

Put three A3 size pieces of paper up on separate walls of the classroom. On one piece write /s/, on another write /z/ and on the third write /ɪz/. Ask the students to close their books, stand up and write the words from the grammar section or the pronunciation exercises on the correct piece of paper. In a **mixed ability class**, encourage the stronger students to think of any other words they know that finish with the /s/, /z/ or /ɪz/ sounds, and write them on the pieces of paper.

SPEAKING AND WRITING

- 8 Ask a pair of students to read the dialogue for the class, and encourage them to describe one more difference between pictures a and b. Go around the class checking that they are using *there is* and *there are*.

- 9 Give the students five minutes to write their sentences. If necessary, list all the nouns that the students should write about on the board: *guitar, T-shirt, picture, shoes, glasses and computer*.

Possible answers

In **picture a**, there's one guitar and in **picture b**, there are two guitars.

In **picture a**, there are two T-shirts and in **picture b**, there are four T-shirts.

In **picture a**, there are five pictures and in **picture b**, there are eight pictures.

In **picture a**, there are three shoes and in **picture b**, there's one shoe.

In **picture a**, there are no glasses and in **picture b**, there's a pair of glasses.

In **picture a**, there's a computer and in **picture b**, there isn't a computer.

Cooler

Describe a student to the class by saying what they are wearing. Ask the class to tell you who you are describing. Repeat two or three times with different students. Then ask the students to do the same, in pairs.

She's got red hair

Lesson profile

Vocabulary	Clothes; parts of the body; adjectives describing people
Listening	Two friends look at photos of the carnival
Grammar	Describing people: <i>She has got / is / is wearing ...</i>
Writing	Write a description of a person
Speaking	Draw a picture of yourself in carnival clothes and describe it for your partner to draw

Preparation

For the extension activities, bring in some photos or drawings of people wearing different types of clothes.

Warmer

On the board write: *What do you wear ... ?* Elicit the questions from the previous lesson:

- *to go to school?*
- *to go to parties?*
- *on a cold day?*
- *on a hot day?*
- *to go out for dinner with your family?*

Organise the class into pairs. Ask each student to choose two questions and use them to interview their partner.

When the students have finished, ask them to give you a list of the items of clothing they mentioned.

VOCABULARY

- 1 Books closed. Elicit a few adjectives that describe clothes, e.g. *red* (or any other colour), *old*, *long* and *expensive*. Revise the names of the parts of the body, paying particular attention to *hair*, *eyes*, *ears*, *nose* and *beard*.

Ask the students to think of some adjectives that go with these nouns, e.g. *beautiful eyes*, *a long dress*. Write them on the board.

Tell the class that you are going to describe five students. Ask them to listen very carefully and to write down only the names of the students. Remind them not to say the names. Describe the five students using adjective + noun collocations, e.g. *dark hair*, *big jumper*, *blue jeans*.

When you have finished, ask the students to compare their answers in pairs. Check the answers as a class and ask a stronger student to describe one of the five students. Allow the student to use only short phrases.

Books open. Focus the students' attention on the vocabulary box. Compare the adjective + noun combinations on the board with those in the book first. Explain any words, if necessary. Ask the students to work in pairs to describe the people at the carnival.


Possible answers

Person b: beautiful eyes, a red dress
Person c: a red nose, a little hat, yellow trousers
Person d: dark hair, long hair, tall, fat
Person e: big ears, tall, slim, a red T-shirt, blue trousers
Person f: dark hair, short hair
Person g: a brown beard, blue trousers
Person h: short, young
Person i: old, a white coat

Extension activity

Distribute the photos or pictures you have brought so that each pair of students has at least one photo. Ask the students to look at the expressions on the board and in the vocabulary box in Exercise 1. Tell them to choose the expressions which could be used to describe the people in the photos. In a **mixed ability class**, let the weaker students focus on colour and clothing only.

LISTENING

2  **2.26** Books closed. Ask the students to write down the names of two people (one female and one male) that they know, and ask them to imagine what they are wearing now.

On the board write: *Is he/she wearing ... ?*

Encourage the students to guess what the people are wearing. For example:

Student A: Is she wearing a blue dress?

Student B: Yes, she is. / No, she isn't.

Tell the students that they have only three guesses for each person.


Books open. Play the recording once and let the students check their answers, in pairs, before conducting class feedback.

Answers

Mike's mum is person **a**.
 Mike's dad is person **c**.

Audioscript

Mike: Frank, look at these photos. It's me and my family at Carnival.
Frank: Wow – what great costumes. Are your parents here?
Mike: Yes! Can't you see them?
Frank: Wait! Don't tell me. Is this your mum?
Mike: No, my mum's tall!
Frank: Ahh ... is she wearing a long blue skirt and a white shirt?
Mike: Yes, she is.
Frank: And has she got long dark hair?
Mike: That's right.
Frank: Yeah, I can see her! And what about your dad?
Mike: Don't ask!
Frank: Why?
Mike: He's got a big red nose and red hair.
Frank: Ah! And is he wearing red and yellow trousers and very big shoes?
Mike: Yes, he is.
Frank: Oh dear!

3  **2.26** Play the recording twice, if necessary. When the class has completed the activity, ask students to look at the sentences for about a minute before covering them up. Put the students into pairs and encourage them to describe Mike's mum and dad from memory.

Fast finishers

Fast finishers can describe another person in the pictures.

Answers

1 skirt, shirt **2** hair **3** nose, hair **4** trousers **5** shoes

GRAMMAR Describing people

4 Explain to the class that we use all three verb forms in the table to describe people, but that they are not interchangeable. *Has got* is used to talk about eyes, hair and facial features, *is* is used with adjectives and *is wearing* is used to talk about clothes.

Point out that the contracted form 's may mean either *has* or *is*. If necessary, add that the contracted forms are used more often than the long forms.

Ask the class to complete the chart before checking as a class.

Answers

has got: dark hair, short hair, long hair, a brown beard, a red nose, beautiful eyes, big ears
is: tall, short, slim, fat, young, old
is wearing: a long skirt, a red T-shirt, a white coat, a red dress, a little hat, yellow trousers, blue trousers

→ Grammar reference Student's Book page 151

- 5 Look at the example and do one more item as a class to make sure that the students know what they have to do. Ask students to work in pairs. In a **mixed ability class**, pair a stronger and a weaker student together.

Answers

1 is 2 has 3 is, has 4 has 5 is

- 6 Ask the students to continue working in pairs. Give them some time to practise the descriptions. After a few minutes, ask the pairs to tell each other which people to describe as this will take the students a little more out of their comfort zone.

Extension activity

Organise the class into groups of four or five students. Distribute the photos or drawings of people so that each group has at least four or five photos. In each group, choose one person to start the activity, and ask them to describe one of the pictures. Remind them to try to use *has got*, *is* or *is wearing* correctly.

WRITING

- 7 Remind the class of the names of the five students that you described in Exercise 1. Ask the students to tell you again the expressions used to describe them. Write them on the board again, for example: *Laura – dark hair / big jumper / blue jeans*.

Encourage the students to make correct sentences using these expressions, e.g. *Laura has got dark hair. She's wearing a big jumper and blue jeans*. Repeat with the other four students.

Ask the students to write a short description of another student in their notebooks.

SPEAKING

- 8 Encourage the students to use clothes and adjectives from this unit. Allow the students only two minutes to draw their pictures.
- 9 Organise the students into pairs. Tell one student they're A and the other they're B. To stop them from looking at each other's pictures, ask them to sit back to back. Give two or three minutes for students A to describe their pictures. Then, ask the students to swap roles and repeat the activity.

- 10 When the pairs have finished, put their pictures on the classroom walls and encourage the class to describe them to each other.

Project

A class fashion show

Put the students into small groups. Tell them that they are preparing for a fashion show and that each student should design one outfit. Explain that they should make sure that their group designs some clothes both for girls and for boys. You can also ask them to think of winter and summer clothes.

Ask the students to make a drawing of their clothes as well as of the model who should present it in a fashion show. Ask: *Is he/she tall or short? Has he/she got long or short hair?* etc. Finally, ask the students to label their pictures, e.g. *black jeans*.

When the students have finished working, ask each group to decide on the order of models in their fashion show. The students take turns to show their pictures and describe the clothes they have designed.

Cooler

Show or project some images from popular films or TV shows. Tell the students that you are going to give them some phrases and that you would like them to point out an example of each one. Use this activity to practise some words from this unit, e.g. *beautiful eyes*, *long hair*, *small ears*, *tall*, *a long skirt*, or to revise words from previous units.

Teacher's resources

Student's Book

Grammar reference and practice page 151

Vocabulary list page 135

Video

Clothes

Workbook

Unit 15 pages 64–67

Go online for

- Video extra worksheet
- Corpus tasks

We need to go shopping

Lesson profile

Vocabulary	<i>clothes, cups, flowers, paint, plates, toys;</i> meanings of <i>get</i>
Reading	Cartoon story: The family all need to buy things
Grammar	<i>need, want</i>
Listening	Conversations about what people need to buy
Speaking	Talk about what you need for an activity you want to do

Preparation

One set of pictures of 10 famous people students know.

Warmer

Attach pictures of 10 famous people to the board or project them on the interactive whiteboard. Elicit their names to check that the students know them.

Model the activity by describing one of them, without naming them, using language from the previous lesson, e.g. *He's/She's got (dark hair). He's/She's wearing (jeans). He's/She's (tall).* Write above stems on the board.

Students listen and try to guess which celebrity you're describing. Encourage them to call out *Is it ... ?* after you have given three pieces of information.

Students work in pairs. One chooses and describes a famous person giving at least two pieces of information about them. Their partner tries to guess who it is. Monitor to check that the students are attempting to produce full sentences. Switch roles and repeat.

VOCABULARY

1 **2.27** Students match pictures and things. Do the first one as a class. Students should hold up their books and point to *flowers*. Encourage the students to continue in pairs.

Conduct feedback by holding your book up or showing this page on the interactive whiteboard, pointing to each item in random order and eliciting the word.

Play the recording and prompt the class to repeat. Focus on the students' pronunciation of individual vowel sounds.

Elicit a gesture to convey the meaning of *flowers*. Ask students to work in pairs to come up with gestures for the remaining items. Conduct class feedback, nominating students to show their gestures to the class. Hold a class vote on the best one for each item.

Extension activity

Students count the number of syllables in each word, and predict where stress falls on multi-syllable words before they listen again. Elicit that all words have one syllable except for *flowers* /'flaʊəz/.

Draw the students' attention to the frequent elision of *th* in *clothes* /kləʊz/. Point out that *paint* doesn't have an -s ending because it's an uncountable noun.

Focus students on the pronunciation of -s in the other words. Play the recording again and ask students what they notice. Elicit: -s is pronounced /z/ in *clothes* /kləʊz/ and *toys* /tɔɪz/.

READING

2 **2.28** Ask the students to read sentence 1. Point to picture 1 and ask: *Is Nat happy or sad? (sad)*. Ask: *Why?* Elicit that his shirt is very small or ask: *Is Nat's shirt very big or very small? (very small)*.

Ask the students to read the text. Focus them on sentence 1 again and ask: *Is it right or wrong? (wrong)*. *Why? (He needs new clothes)*. Students put a cross next to number 1 and move on to number 2. Remind the students to look at the family's expressions to help them.

Fast finishers

Fast finishers try to correct sentences that are wrong. Encourage them to compare answers, in pairs, before class feedback.

Answers

- 1 X Nat needs some new clothes.
- 2 X Katie needs some paint and paper.
- 3 X Sally doesn't like her cups and plates because they're broken.
- 4 ✓
- 5 ✓
- 6 ✓

GRAMMAR *need, want*

3 After the students have read the story, focus their attention on picture 1 to help them complete the rules.

Answers

1 needs 2 wants

Use these concept check questions:

- *You have toothache. Do you want to go to the dentist or do you need to go? (need)*
- *There's a film with your favourite actor in. Do you want to see it or do you need to see it? (want)*

- 4 Draw the students' attention to sentence 1 and ask:
Where do I want to go? (to the cinema). What do I need to buy? (a ticket). Which letter is that? (d). Write '1 d' on the board. Students match sentences 2–4.

Fast finishers

Fast finishers write a second sentence using need for sentences 1–4, for example: *I want to do my homework. I need a pen. I want to buy some new jeans. I need some money.*

Answers

1 d 2 c 3 a 4 b

- 5 Put the students into pairs and tell one student they're A and the other they're B. Student A underlines all examples of *need* + verb/noun. Student B underlines all examples of *want* + verb/noun. Pairs work together to complete the exercise. The same rules apply to *need* and *want*, so they should agree on their answers.

With a **mixed ability class**, support the weaker students by referring them to the sentences in Exercise 4, rather than to the story.

Answers

1 always 2 can

→ Grammar reference Student's Book page 152

- 6 Write the following on the board.

I/You/We/They need

He/She/It

I/You/We/They want

He/She/It

Elicit the third person singular forms from the class (*needs, wants*).

Encourage the students to work together to complete the exercise or allow them to work individually, if they prefer, but ask them to compare answers before class feedback.


Fast finishers

Ask fast finishers to switch pairs and compare answers with their new partner. They must try to convince their partner that they're right, if they have any different answers.

Answers

1 want 2 want 3 need 4 need 5 needs 6 wants

LISTENING

- 7  2.29 Ask the students: *Which shop do they need?*

Play conversation 1, and ask the students to check answers in pairs. Clarify as a class that they need the clothes shop (answer d).

Continue the exercise, pausing after each conversation. Give the students 30 seconds to compare ideas, in pairs, but don't confirm answers until the end.

Mixed ability

With a mixed ability class, play the recording a second time to support the weaker students. Set the stronger students the additional task of noting down the things that the people need to buy.

Answers

1 d 2 e 3 a 4 c 5 b

Audioscript

Conversation 1

Boy 1: It's my sister's birthday tomorrow. I want to buy her a nice T-shirt, or a pair of jeans.

Girl 1: And I need to get a new skirt. Let's go shopping together.

Conversation 2

Girl 2: My French homework is really hard! I don't understand these difficult words! I need to get a dictionary.

Mum: OK. Let's go and choose one.

Conversation 3

Boy 2: I want to buy a little car for my brother to play with.

Boy 3: I know a good place to get one. Come on!

Conversation 4

Girl 1: We need to get some food and some drinks for our picnic.

Dad: You're right. There isn't any food in the house.

Conversation 5

Boy 3: My guitar is really old. My teacher says I need to buy a new one.

Mum: OK, we'll go and look at some tomorrow.

- 8 You could write the following sentences on the board, and ask students to try to deduce the meaning of *get* from context before they match them to the meanings provided in their books. Encourage them to discuss in pairs. You might consider allowing use of L1 here.

Note: Students have previously seen all sentences except for meaning d.

a I need to get a new skirt. (buy)

b James doesn't get the bus to school. (catch)

c What time do you get home? (arrive)

d Can you get me a glass of water, please? (give)

Elicit possible meanings from the students as a class, in L1 where necessary. Do not confirm answers, but refer students to the meanings in the book to check, then clarify. Ask the students to match the sentences to their meanings in the book.

Answers

1 c 2 b 3 d 4 a

Extension activity

Students brainstorm other collocates of *get* that they've seen, e.g. *get up* and *get better*. Students discuss when these are used and what they mean. As an awareness-raising activity, ask students to think about verbs in L1 that have many different meanings.

SPEAKING

9 Prompt students to use *Let's ...* and *Shall we ... ?* to recycle structures from Unit 14. Encourage the students to use different uses of *get*, e.g. *get the bus to the park*, *get to the football match at 4 o'clock*. Perhaps brainstorm ideas of things for each activity as a class before the students break off into pairs.

Monitor to support the students and to note down errors for later correction. Also identify pairs whose dialogues are particularly good. Nominate these to perform for the class.

Mixed ability

With a mixed ability class, allow the weaker students to write their dialogues first. Monitor to provide additional support.

Fast finishers

Challenge fast finishers to think of other activities and talk about what they need.

Cooler

Divide the class into two teams. Nominate one student from each to come to the front and face their teammates. They mustn't look at the board.

Write an item of vocabulary from Exercise 1 on the board. Students sitting down gesture the item to their teammate. The first person to say the correct word wins a point for their team. Ask for two more students to come forward and repeat.



They're too expensive

Lesson profile

Reading	Cartoon story: Buying some new jeans
Grammar	too + adjective
Vocabulary	Adjectives; prices
Listening	Conversations about buying things
Speaking	Act out a conversation in a shop; talk about shopping

Warmer

Ask the students to stand behind their chairs, and jump to the right for *need* and to the left for *want*. Read out sentences from page 95 Exercise 6, in random order, or use your own, omitting *want/need* for students to 'fill' by jumping in the appropriate direction.

Students who jump to the wrong side are eliminated and must sit down. Continue until just a few students are still standing. These are the winners.

READING

1 Books closed. To lead into the reading exercise, put the students in groups of three or four. Ask them to choose their writer. Tell them they must list 10 items of clothing and five adjectives to describe clothing, as quickly as possible. Elicit one example of each as a class to ensure the students have understood the task.

The first group to finish should call out *Stop!* At this point, all other groups must put their pens down. The winning group reads out their list, while those listening check off any words that also appear on their lists. Elicit one or two extra words from other groups.

Books open. Draw the students' attention to the story and elicit items of clothing that appear in the pictures. Ask them to check if there are any adjectives that *didn't* appear on their lists.

Focus the students' attention on the comprehension questions. Students work in pairs to find the answers.

Fast finishers

Fast finishers write two more questions about the story. Students swap questions with a partner and answer them.

Answers

1 Because he needs some new jeans. 2 No, he doesn't.

GRAMMAR *too*

- 2 Ask number 1 to the class. Elicit: *They're small*. Refer the students to Exercise 2 in their books, and ask: *Is it a, b, c, or d? (d)*. Students then complete the exercise in pairs.

Answers

1 d 2 b 3 c 4 a

- 3 Concept check by asking: *Does the boy like the jeans in picture 2? (No). Why not? (Because they're too small.) Does the boy like the jeans in picture 6? (Yes). What does he say? (They're very nice.) Can we say they're too nice? (No). Why not? (Because they're right for him / he likes them.)*

Answers

not right

→ Grammar reference Student's Book page 152

- 4 Check the meaning of the adjectives in the box by asking the students to mime them. Encourage students to be expressive, for example by making a confused face for *too difficult*. Praise those responding enthusiastically to this.

Students complete the exercise. Monitor and clarify the meaning of any difficult vocabulary, or encourage the students to focus on the visuals instead, in order to develop learner independence and tolerance of ambiguity.

Students compare answers, in pairs, before conducting class feedback.

Fast finishers

Fast finishers work in pairs. Tell one student they're A and the other they're B. Student A closes his/her book. Student B points to a picture at random, and reads the first part of the sentence for Student A to complete with the appropriate *too* + adjective from memory.

Answers

1 too cold 2 too hot 3 too difficult 4 too dirty

Extension activity

Students brainstorm more things that they think are *too expensive, big, small*, etc. Put them into groups of three and ask them to come up with a situation like the one in Exercise 4. They should write a sentence or two and draw an appropriate picture. Alternatively, they could write a dialogue. Ask if any pairs would like to perform their dialogue for the class. Give the class a reason to listen by omitting the adjective underlined for the audience to guess. For example:

A: *I hate maths!*

B: *Why?*

A: *I can't do it.*

B: *Why?*

A: *It's too difficult.*

VOCABULARY

- 5 2.30 Invite a few students to try to say the prices, then listen and check. As a class, elicit the names of the different currencies before playing the recording. Ask the students to point to the prices as they hear them.

Audioscript

- 1 five pounds twenty-five
- 2 eight euros fifteen cents
- 3 twenty pence
- 4 six dollars and ten cents
- 5 sixteen euros
- 6 one dollar twenty

Draw the students' attention to the use of the plural form (*euros, pounds*, etc.) and to the fact that *cents* and *pence* are optional after *euros, dollars* and *pounds*, respectively. Also, highlight the use of the full-stop in the written form, rather than a comma, as might be the case in L1.

- 6 Encourage the students to use a mix of currencies and to write three prices for their partner to read out. If students' own currency is not included in Exercise 5, elicit the prices of one or two familiar things, and encourage students to include it here.

Fast finishers

Fast finishers switch pairs. They take turns to read out their prices, ensuring that their partner can't see them. Their partner must write down what he/she hears. Students then check that the prices match.

LISTENING AND SPEAKING

- 7 2.31 Focus the students on the first picture and encourage prediction by asking the following questions: *What does the man want to buy? (pens). Just one pen? (No, two pens). How much do you think they are? So, how much for two pens?* You could put a couple of price predictions on the board. Students then listen to the recording to check their predictions.

Record answers on the board for extra clarity.

Tell students to make predictions for conversations 2 and 3, in pairs. Pause the recording to give students some time to compare answers, and carry out feedback after each conversation.

Encourage the students to react by asking: *Is it too expensive or about right?*

Answers

1 pens, £3.00, £6.00 2 ice cream, \$3.00 3 hat, €17.00

Get talking!

- 8** Refer students to the **Get talking!** box. Clarify that we say *excuse me* to get someone's attention and that *sure* and *of course* are typical responses to which we often reply saying: *Thanks*. You could model rising and falling intonation of *excuse me* and rising intonation of *sure, of course, thanks*. Encourage students to practise these, before moving on to the conversations.

About you

- 9** To model the task, nominate a few strong students to ask you a couple of the questions. Give expanded answers and throw back the question by asking *And you?* Encourage the students to expand on their answers.

Make similar-level pairings where possible. You could ask the students to try to find three things they have in common with each other. This gives the task a communicative focus.

Walk around the classroom and monitor. Praise the students who expand on their answers. Note down any errors for later class correction. Avoid correcting on-the-spot as this can inhibit fluency development.

- 10** Clarify that *some/these/they're* are used before plural nouns and that *a/this/it's* are used before singular nouns.

Ask the students to choose a type of shop and an item to buy, in pairs, before they start speaking.

Ask the students to stand up to practise. Ask them to repeat, but tell them that Student A is angry and that Student B is very sad. You could try this again, switching pairs to increase variety, and prompting students to choose their own emotions. Praise those students speaking with emotion and nominate them to perform for the class.

Mixed ability

With a mixed ability class, encourage the weaker students to complete the gaps before they perform. Allow the stronger students to refer to their books the first couple of times. Challenge them to try to perform the dialogue with their books closed later on.

Project

Online clothes shopping

Brainstorm global clothing brands such as Zara and H&M. Tell the students they're going to buy two outfits for going out with friends, one girl's and one boy's outfit. Put the students into mixed groups of four. Establish a budget of, for example, £100. Students will need to visit the UK websites of their chosen brands to see prices in pounds. Encourage the students to say *it's too expensive/long* or *it's beautiful/great/boring* when choosing clothes.

Students produce posters of their chosen outfits, with items of clothing labelled and prices displayed, and present them to the class. Encourage students to react by saying: *I want to buy ...*

Students vote on their favourite outfit.

Cooler

Dictate scrambled sentences for students to race to unscramble, e.g. *help / can / you / I? (Can I help you?)*. Students write down words in the order you say them and then try to unscramble them.

You could put students into teams. One student from each team races to write the correct sentence on the board. The first team to get the correct sentence on the board wins.

Teacher's resources

Student's Book

Grammar reference and practice page 152
Vocabulary list page 135

Workbook

Unit 16 pages 68–71

Go online for

- Progress test
- Achievement test
- Corpus tasks

Music

The orchestra

Learning objectives

- Students learn about the different parts of an orchestra and reflect on how different orchestral music makes them feel.
- In the project stage, students choose their own piece of orchestral music, complete a fact file about it, and present it to the class.

Useful vocabulary for this lesson

orchestra (musical) instrument fast slow loud
quiet excited scared

Preparation

Prepare flashcards with pictures of the nine instruments shown on page 98 (*xylophone, drums, French horns, trumpets, clarinets, flutes, piano, violins, cellos*).

Alternatively, prepare them as images which you can project onto the interactive whiteboard.

If you have the technology, prepare extracts of music played on any instruments you anticipate will be unfamiliar to your students, for example, the French horn or the clarinet. Use video via an internet site where possible, so that students can see how the instruments are held and played. Although a picture can act as a reminder of a musical instrument, it is of course the sound that defines it.

Warmer

Show each instrument in turn and elicit or introduce the name of it. Also play the sound where possible.

Elicit an action to represent each one. The most obvious action would be to mime playing the instrument.

Encourage creativity when it comes to choosing actions to represent the trumpet, French horn and clarinet.

The trumpet and French horn require more puffed out cheeks than the clarinet. The trumpet can be held upwards to differentiate it from the French horn.

To practise the mimes, first show the picture and say the word. Students respond in mime. You could do this as if you were the conductor. Next, say the name of the instruments without referring to the picture, for students to mime. Finally, after they've done this silently a few times, encourage the students to both mime *and* say the word.

Ask the class which instrument they'd most like to play and which they most enjoy listening to. Ask the students to work together to group the nine instruments into those that are *easy to play* and those that are *difficult to play*. Take feedback, encouraging some brief class discussion. Students could match pictures to the words in the diagram on page 98 at this point. They could even create a picture dictionary, in which they represent each word with drawings.

- 1 Pre-teach the word *orchestra* by showing students the photo on page 98. Lead into the exercise by asking the students how the instruments might be categorised in an orchestra. Give the students two or three minutes in pairs to think about this, then elicit a categorisation that mirrors that in the book: *strings, woodwind, brass*, etc. Demonstrate this by sticking pictures onto the board in their relevant groupings, e.g. xylophones and drums together.

Focus the students on the diagram on page 98. Ask students: *What do we call instruments like violins and cellos? (strings)*. Refer them to the text to find the answer. Tell them to underline *violins and cellos* in the text. Draw the students' attention to the colours and ask: *Which one is strings? (the yellow one – number 4)*. Tell students to write '4' next to *strings* in the box.

Students continue to match colours with parts of the orchestra. Tell them to underline instruments in the text and monitor to prompt them to do this. Students compare answers with a partner.

Fast finishers

Fast finishers try to find the instruments from the diagram in the photo of the Simón Bolívar Orchestra. Challenge them to find as many of them as they can.


Answers

- | | |
|-------------------------|-------------------------|
| 1 percussion /pə'kʌʃən/ | 2 brass /brɑ:s/ |
| 3 woodwind /'wʊdwind/ | 4 strings /strɪŋz/ |
| 5 piano /pi:'ænoʊ/ | 6 conductor /kən'dʌktə/ |

Extension activity

Students make a mind map of the various parts of the orchestra. Instruct them to write *orchestra* in the middle of a large piece of paper and draw arrows out to the six different parts of the orchestra. Each part forms a heading, under which students list instruments from the text. Remind the students to be careful with spelling.

You could get the students to make this into a poster, and encourage them to draw pictures or find pictures from the internet to stick on. Display posters in the classroom where possible.

- 2  **2.32** Students listen and write down the part of the orchestra. Ask them to check answers, in pairs, before doing class feedback.

Answers

- 1 brass 2 woodwind 3 percussion 4 strings 5 piano

Follow up by encouraging the students to discuss which one they liked most, and which least. You could assign different parts of the orchestra to different places in the classroom, and prompt the students to go and stand in the place that represents the part of the orchestra they liked most.

- 3 Books closed. Ask students: *How often do you listen to orchestral music?* Elicit a few answers as a class. Ask students: *Are you sure?*
- Books open. Ask the students to read the text and think again. Instruct students to discuss in pairs. In class feedback, ask students to put up their hands if they *often* listen to orchestra music.


Mixed ability

With a mixed ability class, support the weaker students, who may need a little more guidance in unpacking the text, before attempting Exercise 3. Write the following questions on the board and ask the students to read and underline the answers in the text.

Where can we hear orchestra music?

Why can we hear it in so many different places?

Students compare answers in pairs. Encourage some reaction to the text by asking students if they're surprised.

- 4  **2.33** Before you play the recording, check the meaning of *fast* and *slow*, and elicit words for feelings in English and write them on the board. Also ask the students to discuss what they can see in each of the pictures in pairs.

Students read the questions. Tell them that there isn't one right answer for questions 3 and 4. Play the recording. Students discuss their answers in pairs. Perhaps swap pairs and ask students to report what they discussed with their first partner to their new partners.

Introduce and write these stems on the board to support students with the peer-checking stage:

For number 1/2/3/4, I/we put ...

Me/Us too!

Really? I/We put ...

Project

You could encourage students to use a TV advert, a TV programme or a film that they like that features orchestra music. Alternatively, they could do a search for orchestra music on the internet and choose one they like the sound of. Perhaps put less confident students in pairs to choose a piece of music and complete the fact file together.

If enough students have mobile devices, they could research using them. Otherwise, students might need to take turns using school computers.

You might wish to put students into groups of five or six for the presentation stage. Shyer students, especially, will feel much more comfortable presenting to just a few students than to the whole class. This will also allow you to save class time.

Cooler

Divide the class into two groups. Invite one student from each group to come to the board. These two students must face their classmates with their backs to the board. Write a word on the board. It could be an instrument or a part of an orchestra.

Students mime it to the student from their group who has to try to guess what it is. If it's a section of the orchestra rather than just one instrument, prompt students to mime playing a variety of instruments (from that section).

The first student to say the correct word wins a point for his/her team. Nominate two more students and repeat.

17 Comparing

José's house is newer!

Lesson profile

Listening	Photo story: José invites the friends to his hotel and gives them tickets to his concert
Vocabulary	<i>beach, cat, garden, sea, show</i> ; revision of short adjectives, e.g. <i>new, clean, dirty, happy, young, slow</i>
Grammar	Comparatives: short adjectives
Pronunciation	<i>than</i>
Speaking	Compare your home with the photos; compare things in a picture
Writing	Write about things in a picture

Warmer


In order to recycle the language from Unit 16, draw or write the following on the board.

- Draw a picture of a bag with a high price tag and elicit: *It's too expensive.*
- Write a complicated maths equation and elicit: *It's too difficult.*
- Draw a picture of the sun next to the temperature 55 degrees and elicit: *It's too hot.*

Ask a few students to draw or mime similar sentences to the class.

Then, ask the class to imagine that their classroom is a shop and that you're the shop assistant. Ask a student to come to the front of your 'shop' and role play a shopping conversation. Use as many of the phrases from Unit 16 as possible. Encourage the students to do the same in pairs.

LISTENING AND VOCABULARY

- 1**  **2.35** Ask the students to look at the photos on page 102, and elicit that they are going to listen to a phone conversation between José and Paolo. Give them a minute to read the comprehension questions and ask them to suggest possible answers. Listen to the recording and then check answers as a class.

Answers

- 1 In his hotel.
- 2 Outside the hotel, because they think José is at the swimming pool.
- 3 To come to his hotel room.

Audioscript

Narrator: Part 1

José: Hi.


Paolo: Hi, José. Where are you?

José: I'm in my hotel. Thanks to all of you! Are you OK?

Paolo: Yes, I'm fine. The photographers think you're at the swimming pool. They're waiting outside!

José: Great! Come to my hotel. I want to show you some photos. Tell Joelle and Rosa. I'm in room 15.

Paolo: Great. See you soon!

- 2**  **2.36** Before you play the second part of the recording, ask the students to look at the statements (1–5), and check that they understand them. Put the students into pairs and ask them to predict if the statements will be true or false. Play the recording twice before checking answers as a class.

Mixed ability

In a mixed ability class, ask the students to change the sentences so that they are negative. For example say: *Rosa wants to look at photos of José's family.* Encourage the students to say: *No. Rosa doesn't want to look at photos of José's family.* Play the recording once and check with the students whether the positive or negative statement was correct. Play it again, and ask the students to write the words they hear and then use them to correct the three false statements.

Answers

- 1 No. Rosa wants to look at photos of José's house in Brazil.
- 2 No. José's house is near the beach/sea.
- 3 Yes.
- 4 No. The concert is tonight.
- 5 Yes.

Audioscript

Narrator: Part 2

José: Hi, come in.

Joelle: What a room! It's bigger than my room at home!

Rosa: Have you got some photos of your house in Brazil?

José: I think so. Yes, here's one.

Paolo, Rosa, Joelle: Wow! What a fantastic place!

Rosa: It's newer than my house. My house is really old!

Joelle: Rosa! Your house isn't old!

José: Yes, I love it there. It isn't in the city. It's near the beach.

Rosa: And there's the sea! It's bluer than the sea here!

Paolo: ... and warmer than the sea in England too!

José: Maybe one day you can all come and visit me there.

Joelle, Rosa, Paolo: Cool!

José: Guys, you really helped me today. I've got you some free tickets for my concert. I hope you can all come.


Joelle: Tickets for your concert! Of course we can come! When is it?

José: Tonight.

Paolo: Tonight! But what can I wear? Everything's dirty!

José: Oh and bring your cameras! You can show your photos at the photo club.

Joelle, Rosa, Paolo: Yeah.

- 3**  **2.36** Ask the students to work in pairs for this activity. Play the recording again, if necessary. Focus the students' attention on the parts of the photos that have been labelled.

Answers

José's house is in photo *b*.

Extension activity

Tell the students that you are going to describe your home, and that you want them to write down the adjectives you use.

Describe your house using the same words that are used in the listening activity: *My house is not big. It's near the school. It is not new. And it's not warm.* Check the answers and write the underlined adjectives on the board.

Listen to the recording again, and ask the students to wave their hands when they hear one of the adjectives. Ask the students to try to explain what has happened to *big*, *new* and *warm* in the recording, before focusing the students' attention on the Grammar section.

GRAMMAR Comparatives: short adjectives

- 4** Go through the adjectives and comparatives as a class. Give the class three minutes to complete the table and ask the students to compare their answers in small groups.

Answers

+ er	+ r	double letter + er	y → i + er
taller	safer	fatter	hungrier
longer	later	sadder	happier
cleaner		hotter	easier
younger			

Read the sentences in the speech bubbles for the class and point out that we use *than* to compare two people or two objects. Organise the students into pairs and assign one adjective from this exercise to each pair. Ask them to write one or two sentences with their adjective. They can compare people they know or their personal possessions, e.g. *Mark is older than Sasha. The red bag is bigger than the blue bag. The red pen is nicer than the green pen.*

Go round the class to check their sentences. Make sure that the spelling of the comparative form is correct and that they have used *than*.


→ Grammar reference Student's Book page 153

- 5** Read the example for the class and do the first sentence together. In a **mixed ability class**, check the meaning of the adjectives in the box first. Elicit that *old* and *young* as well as *cold* and *hot* are opposites. Remind them to use *than* in the sentences.

Answers

- 1 colder than 2 nicer than 3 easier than 4 younger than
5 older than 6 hotter than

PRONUNCIATION *than*

- 6**  **2.37** Play the recording once or twice and encourage the students to repeat the sentences along with it. Make sure that they pronounce *than* as /ðən/.

If they tend to pronounce it as /ðæn/, encourage them to try to pronounce it without any vowels, i.e. thn.

Use the completed sentences in Exercise 5 to practise the pronunciation of larger chunks (adjective + *than*) within a sentence.

About you

- 7** Give the students about four minutes to write down a few sentences comparing their home to the houses in the photos on page 102. Go around the classroom to monitor, and offer help as necessary. When most students have written at least a few sentences, organise them into pairs and ask them to read their sentences to their partners.

Mixed ability

In a mixed ability class, encourage the stronger students to prepare a few questions about their partner's home, e.g. *Is your home bigger than the house in photo a?*

SPEAKING AND WRITING

- 8** Organise the class into pairs. If possible, ask each student to work with a partner that they haven't worked with for a while. Read the example in the book, and refer the students to the picture at the back of the book. Encourage the students to make at least one sentence with each of the adjectives in the box. They may put a tick next to each word they have used.

Fast finishers

Fast finishers think about their own town or city, and write three sentences with comparative forms.

Mixed ability

In a mixed ability class, start the exercise by asking the students to look at the picture on page 128. Encourage them to name as many objects as they can, e.g. *car, bus, bird, child, man*, etc. Write these words on the board.

Ask the students to look at the adjectives in the box on page 103. Elicit which adjectives could be used to describe the nouns you have just written on the board, e.g. *big bird, slow bus, tall man*.

- 9 Ask the students to complete the activity independently, before comparing sentences in small groups. In a **mixed ability class**, ask the weaker students to write only five sentences.

Cooler

Play a memory game with the class to practise the comparative forms of adjectives. Elicit a short sentence with a comparative form from a student, e.g. *My house is bigger than your house*. Thank the student, repeat the sentence and add one more piece of information, e.g. *My house is bigger than your house and my car is faster than your car*. Elicit another expression from a different student, but remember to encourage them to repeat everything that has been said so far, *My house is bigger than your house, my car is faster than your car and my cat is nicer than your cat*. Repeat this activity round the class a few times.

This is more exciting!

Lesson profile

Reading	<i>Great days out</i> – four exciting places to visit
Vocabulary	Revision of long adjectives, e.g. <i>difficult, exciting, expensive, famous, important</i>
Grammar	Comparatives: long adjectives
Speaking	Talk about where you would like to go for a family day out and say why
Writing	Describe a place and say why you want to go there

Preparation

For the project on page 118 bring in some brochures and advertisements for places to visit.

Warmer

Write the words *tall, happy* and *young* in three columns on the board. Ask three students to come to the front and place a student under each adjective.

Elicit the comparative of each adjective (*taller, happier, younger*) and ask the class to use them to make sentences about the three students, e.g. *Dario is taller than Mateo*.

READING AND VOCABULARY

Books closed. Ask the class for examples of places for family days out, e.g. zoos, conservation centres, museums, sports stadiums, theme parks, etc. Write their ideas on the board.

Now, write three questions: *What can you see and do at ... ? When is it open? How much does it cost?* Organise the class into pairs, and ask each pair to ask and answer the questions about one of the places on the board. Give them two or three minutes to talk in pairs.

When the students have finished, elicit some answers from the class, and allow for differences of opinion regarding opening times and prices. If possible, elicit some comparative phrases. For example: *Camp Nou is bigger than the Bernabéu but the Bernabéu is older*.

Books open. Explain to the students that they are going to spend some time looking at family days out in England. If possible, use a search engine to look for and show the students some photos of the Eden Project. Ask the students to describe what they can see. Use the pictures to pre-teach *biome*.

Ask the class to read the text about the Eden Project on page 104, and underline all the adjectives they can find (*fantastic, huge, wonderful, beautiful, real, interesting*). Teach or revise them. Ask the students if they think that The Eden Project is a good place to visit. Encourage them to justify their answer, if possible.

Divide the class into groups of three. Assign one text to each student in each group. Monitor and help the students as necessary and let them use bilingual or online dictionaries, if necessary.

When most students have finished reading their texts, encourage them to tell each other about the places they have just read about. In a **mixed ability class**, ask the weaker students to focus on telling their partners the name of the place, what you can do there and when it is open.

- 1 Ask the students to read the questions and try to answer them. When they have finished, ask them to read all four texts on page 104 to check the answers.

Answers

- 1 Woburn Safari Park
- 2 Warwick Castle
- 3 Alton Towers
- 4 The Eden Project

- 2 Ask the students to reread the texts on page 104 again before they answer the questions. Encourage them to compare their answers, in pairs, before checking them as a class.

Answers

- 1 The Eden Project, Woburn Safari Park, Warwick Castle
- 2 Woburn Safari Park
- 3 Alton Towers
- 4 The Eden Project
- 5 Warwick Castle

Extension activity

Ask each group to go to the websites and find out how much a child ticket and a family ticket costs. Write the prices on the board along with the adjectives *cheap* and *expensive*, which will be useful when practising comparative adjectives after the Grammar section.

- 3 Ask the students to work independently and give them five minutes to complete this activity.

Fast finishers

Fast finishers decide which of the family days out would be the best for their own families.

On the board write: *I think ... is the best place for my family because ...*. Ask the fast finishers to complete the sentence and compare their opinions in pairs or groups of three.

Possible answers

I think Woburn Safari Park is the best place for the Baluchi family.
I think the Eden Project is the best place for the Edwards family.
I think Alton Towers is the best place for the Nowak family.

GRAMMAR Comparatives: long adjectives

Books closed. Revise some adjectives from this lesson and from the previous lesson. Write the short ones on the left, e.g. *nice, big, heavy*, and the long ones on the right, e.g. *important*. Elicit a few comparative forms of short adjectives and write them on the board, using *than*.

Books open. Ask the students to look at the grammar box in their books, and elicit that long adjectives require the addition of *more*. Point out that *than* is used in the same way as with short adjectives.

Ask the students to make the comparative forms of the long adjectives on the board.

- 4 Make sure that the class is aware that they have to write comparative sentences. Go through the example and do one or two sentences as a class. When you feel that the class is ready, ask them to complete the activity.

Fast finishers

Fast finishers compare their sentences in pairs and, if there are any differences, try to decide on one correct version. You can help them by saying, for example: *I can see two mistakes in sentence 3*. This will encourage the students to pay attention to their work instead of relying on you to correct it.

Answers

- 1 The president of the USA is more famous than my mum!
- 2 Science is more interesting than maths.
- 3 Your sister's dress is more beautiful than my dress.
- 4 Tennis is more exciting than football.
- 5 My birthday is more important than my brother's birthday.

→ Grammar reference Student's Book page 153

- 5 Write two sentences, one true and one false, as an example for the class, e.g. *I think that the beach is more exciting than the mountains. I think that my sister is more famous than Shakira*.

Encourage the students to guess which sentence is true. In a **mixed ability class**, ask the weaker students to write at least four sentences, and the stronger students to write six or more sentences.

- 6 Remind the students to explain why they think their partners' sentences are true or not true when they compare them.

About you

- 7 Ask the students to come up with five different places they would like to visit as a class. Write their ideas on the board.

Give the students two or three minutes to choose one of the places and write some notes to explain their choice. Encourage the class to use comparative adjectives (both short and long).

Ask the students to talk to each other to try to find a person who has chosen the same place as them.

WRITING

- 8** Set a time limit of five minutes for the students to write their texts. You could also give them a word limit (e.g. 35–50 words).

Project

A family day out

Divide the class into groups of five. Each student within each group should work on a different place from the list created in Exercise 7. Encourage the students to use their mobile devices and any brochures and advertisements you have, to find out more information: things to do, prices, opening times, etc.

Ask the students to prepare short profiles of their places, like the ones on page 104. Then each group collates their profiles and presents them to the class in the form of a group poster. Display the posters in the classroom, if possible.

Cooler

On the board write a few names of towns or cities and elicit 10 adjectives that describe them. When a student gives you an adjective, e.g. *fantastic*, do not write it on the board until another student spells it correctly.

When you have elicited enough words, read the adjectives in random order, and ask the students to reply giving you the comparative form.

Teacher's resources

Student's Book

Grammar reference and practice page 153

Vocabulary list page 135

Video

Great places

Workbook

Unit 17 pages 72–75

Go online for

- Video extra worksheet
- Corpus tasks

18 The weather

I like it when it's hot!

Lesson profile

Vocabulary	Weather and temperature
Reading	<i>What do you think about the weather?</i>
Pronunciation	Vowel sounds
Grammar	Impersonal <i>it</i>
Speaking	Say how you feel about the weather; answer a weather questionnaire
Writing	Write a message for a weather website

Preparation

If you don't have access to an interactive whiteboard, make flashcards for the words in Exercise 1. These would be useful for the extension activity that follows it. Prepare a worksheet with scrambled sentences – see the mixed ability exercise following Exercise 7.

Warmer

Point to one corner of the classroom and say: *This is 'I love it'.* Point to another corner and say: *This is 'I like it'.* Choose a third corner and say: *This is 'I don't like it'.* Students stand in the corner that matches their feelings about different things. Do an example to demonstrate. Say: *ice cream.* Students go to the appropriate corner for them.

Repeat this procedure for more things, e.g. *maths, the sea, theme parks.* Choose vocabulary that students have seen before and that will provoke a reaction, ideally a polarising one.

Next, use the words from Exercise 1 on page 106. Students have seen all of these items before, except *warm, wind* and *snow*. Exclude these or use gestures/ simple explanations to illustrate their meaning. Students may also need a recap on words they have seen previously.

VOCABULARY

- 1 Draw the students' attention to the pictures. Do the first one as a class. Ask the students to complete the exercise in pairs.

Support them by writing stems on the board:

A: *I think 'b' is ...*

B: *Me too! / No, I think 'b' is ...*

Praise those using these expressions.

2.38 Answers

The answers are recorded for students to check and then repeat.

a snow b wind c rain d sun e summer f winter
g hot h cold i warm

Extension activity

Elicit a gesture to convey the meaning of *snow*, e.g. throwing a snowball or making a snowman. Do the same for the remaining items, encouraging students to be imaginative and ensuring a consensus is reached on the best gesture for each.

Practise them by saying a word and simultaneously pointing to the picture on the interactive whiteboard, or holding up the appropriate flashcard. Students respond with the appropriate gesture. Say words in random order. Next, say words without the pictures. Once you've done this a few times, encourage the students to do the gesture as quickly as possible. Invite the first person who does it to come to the front of the class and choose the next word. From this point on, encourage the students to both gesture *and* say the word.

READING

- 2 Students ask and answer questions 1–3 in pairs. Nominate one or two students to report back to the class on what their partner said. Tell the students to match questions and answers. Do the first one as a class. Students should write the number of the question next to each message. Encourage the students to check answers in pairs before doing class feedback.

Answers

1 Kellie, Josh, Finn 2 Hannah, Libby, David 3 Emzi, Sarah

- 3 Write statement 1 on the board. Elicit key words: *snow, more* and *sun*. Ask the students to underline these words in their books. Students race to find the message which contains these words or similar words. This will encourage them to scan rather than read the text in detail. Students should underline the text that gives them the answer. Students who have found the answer should close their books to indicate this. After one minute ask everyone to close their books. Check answers in pairs, then as a class. Students underline key words in statement 2, then compare with a partner. Students again race to find the right message. Here, *harder* appears in the text while *not easy* appears in the statement. Remind the students to underline the text that gives them the answer. Students repeat this procedure for statements 3–6. Before they begin, you could elicit the number of statements (6), and the number of messages (8), in order to clarify that two of the messages are not used. Encourage the students to work individually, but allow them to check in pairs before class feedback. Students should give the underlined text, as well as their answer, during feedback.

Mixed ability

With a mixed ability class, insert an additional stage prior to Exercise 3 for the weaker students. Do number one as above, and then elicit synonyms for key words in statements 2–6 before students try to match them to the messages. For example:

- 2 *not easy* = *hard*
- 3 *I don't stay inside* = *I go outside*
- 4 *because of the weather* = *because it's raining*
- 5 *I like being outside* = *I don't like being inside*
- 6 *better* = *I love / my favourite*

Fast finishers

Fast finishers write statements for Hannah's and David's messages to quiz another fast finisher.

Answers

- 1 Emzi 2 Libby 3 Josh 4 Finn 5 Kellie 6 Sarah

PRONUNCIATION Vowel sounds

- 4 Elicit the pronunciation of *snow* and *coat*. Clarify that the vowel sounds are the same, although the spelling is different. You may need to model the sounds. Students work in pairs to match the words.

2.39 Answers

The answers are recorded for students to check and then repeat.

snow – coat wind – live rain – stay warm – sport
fun – love find – ride watch – stop wear – where

Extension activity

On the board, write the following words from Exercise 1: *cold, summer, sun, winter*. Students match them to words in Exercise 4 with the same vowel sounds. For example: *cold* – *snow, coat*; *summer* – *fun, love*; *sun* – *fun, love*; *winter* – *wind, live*.

Students could brainstorm more words with the same vowel sounds as those in Exercise 4. Put the students in groups of four, and ask them to list as many as they can in three minutes. Groups swap lists to see if they agree. Elicit one or two words for each vowel sound in class feedback.

About you

- 5 Give the students two minutes to prepare before speaking.
- Clarify that we say *Yes, me too!* when we agree and *Really? I don't!* when we disagree. Model and drill enthusiastic intonation to agree, and rising intonation for *Really?*
- Ask the students to try to find two similarities between them and their partner.

GRAMMAR it

Books closed. Write these sentences on the board:

..... *my favourite kind of weather.*

I feel happier when warm.

Ask the students to decide which word goes in both spaces (*it's*). Students discuss in pairs. Refer them to Sarah's message on page 106 to check. Explain that *it's* has very little meaning here but that we often use it to talk about the weather.

Write these sentences on the board:

I like tennis but I don't play it in the winter.

You can't go to the cinema everyday – it's too expensive.

Ask: *What's 'it' in each sentence?* Students discuss in pairs. Refer them to the grammar box on page 107 to check.

- 6 Once students have underlined all the examples of *it*, ask them to decide which ones are talking about weather, and which are referring back to something previously mentioned. You could look at the two examples from Kellie's message. The first is talking about the weather (*I feel bad when it rains in the holidays.*), and the second is referring back to going to the cinema.

→ Grammar reference Student's Book page 154

- 7 Focus the students' attention on the example. Encourage pair work.

Mixed ability

With a mixed ability class, challenge the stronger students by giving them the whole sentence scrambled, rather than just a part of it. For example:

play / It's / to / fun / the / snow / in.

Provide sentences on a worksheet, rather than on the board, to avoid distracting other students.

Fast finishers

Ask the fast finishers to close their books. Tell the students to try to remember and write down all of the weather words from Exercise 1. Give them a minute to do this. Students then open their books to check.

Answers

- 1 It's fun to play 2 good when it's hot 3 but it's really hard
4 you can wear it 5 but I can't play it

SPEAKING

- 8 Encourage the students to refer to the questions (1–4) to help with question formation. They could do this in pairs. If they do, switch pairs before they begin speaking.
- Monitor and provide support with question formation. You could collate common errors and write them on the board, ensuring anonymity. Students correct them as a class. They should then review their own questions before speaking. Encourage the students to note down their partners' answers.

- 9 Give the class enough preparation time. Put the students in groups of four to six to maximise speaking time, and to put some shy students at ease.

WRITING

- 10 Ask the students to try to write a message of at least two sentences or, with stronger groups, more. Ask the students to work in their groups from Exercise 9 and read each other's messages and guess which question is being answered.

Cooler

Divide the class into four teams. Nominate one student from each to come to the front and stand with their back to the board. Write a word from Exercise 1 on the board. Students sitting down should gesture to their respective teammate what the word is. The first person at the front to say the correct word, wins a point for their team. Nominate four more students to come to the front and repeat.

On holiday with my friend

Lesson profile

Vocabulary	<i>cow, farm, sheep, beach, sea, cups, plates, tent</i>
Reading	Three holiday postcards
Speaking	Talk about holidays in your country
Grammar	Prepositions <i>with, for, until</i>
Listening	Four short conversations
Writing	Write a holiday postcard

Warmer

Organise the students in groups of four. Give each group a piece of A3 paper. Dictate a sentence with the words in the wrong order. You could use sentences from Exercise 3 on page 106 or Exercise 7 on page 107.

All students write it down. Students work together in their groups to order the sentence. One student then writes the correct sentence onto the A3 paper and holds it up. The first group with the correct sentence wins a point.

Ask groups to choose their writers before dictating the sentence. Students should take turns to be the writer.

VOCABULARY

- 1 Draw the students' attention to the three pictures at the top of page 108, but tell them to cover up the word box in Exercise 1. Ask questions to raise interest: *Are they at home? Are they at school?* Elicit: *They're on holiday.* Ask: *Are they having a good time? Why (not)? What can you see?* Elicit one or two things as a class. Students brainstorm more things, in pairs. Encourage them to write down as many words as possible. Set a time limit of two minutes.

Ask the students how many words they have collected. The pair with the most words reads them out, while the others listen and check those words off their lists. Pairs then categorise words into *picture 1, 2 or 3*.

Students uncover the box with words in Exercise 1. Ask them how many of these words were on their lists. Students categorise the words in the box by picture.

Fast finishers

Fast finishers work in pairs. Tell one student they're A and the other they're B. Student A closes his/her book. Student B says different words and Student A tries to remember which picture they are from. Switch roles after a minute and repeat.

Answers

Picture 1: cows, cups, plates, rain, tent

Picture 2: dog, family, farm, sheep

Picture 3: beach, sea, sun

Extension activity

Ask the students to put words into different categories.

For example:

- people and animals (*family, dog, sheep, cows*), places (*beach, tent, sea, farm*) and weather (*sun, rain*)
- singular (*beach, dog, family, farm, tent, sheep*), plural (*cows, cups, plates, sheep*) and uncountable (*rain, sea, sun*). Clarify that *sheep* is the same in singular and plural form.

Encourage the students to make their own picture dictionary representing these words with drawings.

READING

- 2 Set a time limit of one or two minutes to encourage the students to skim the texts rather than to read for detailed understanding. Students check answers, in pairs, before conducting class feedback.

Answers

Picture 1: the second postcard (*Hi Paul,*)

Picture 2: the first postcard (*Dear Jill,*)

Picture 3: the third postcard (*Dear Jenna,*)

- 3 Students work in pairs to complete the spaces.

Answers

2 sheep 3 dog 4 tent 5 family 6 beach

- 4 Do number 1 as a class. Ask: *Where's Toby? In picture 1, 2 or 3? (2). Which postcard goes with picture 2? (the first one). What does it say about Toby? (Toby is having lots of fun).* Students underline this key text. *Does Toby like the farm? (yes).*

Encourage the students to underline key text for questions 2–6 to facilitate monitoring and feedback.

Students compare answers, in pairs, before class feedback. Encourage reaction to the texts, and follow up on question 7 by asking which holiday students would like best.

Answers

- 1 Yes, he does.
- 2 Cows, sheep and a dog.
- 3 His friends.
- 4 Because it's raining and cold.
- 5 Yes, she is. (She thinks it's great.)
- 6 For about eight hours. / Until the sun goes down.
- 7 Students' own answers

About you

- 5 Demonstrate by completing sentences for yourself. Give your ideas in random order for students to match to sentence stems.

GRAMMAR Prepositions *with, for, until*

- 6 Books closed. Write the following sentences on their board:

I'm camping two days some friends. The weather's really bad. We're staying here Friday.

Elicit that they're from Nat's postcard. Ask the students to fill in the spaces.

Books open. Refer them to page 108 to check the answers. Concept check by asking: *Which preposition is used with people? (with). Which is used with a period of time? (for). Which is used to talk about finishing times? (until).*

Students should underline the prepositions and the noun phrases that follow them in the postcards, e.g. *for the weekend, with my friend.*

→ Grammar reference Student's Book page 154

- 7 Encourage the students to check answers in pairs before conducting class feedback.


Fast finishers

Fast finishers work in pairs. Tell one student they're A and the other they're B. Student A closes his/her book. Student B reads sentences in random order replacing prepositions with *beep*. Student A says the preposition.

Answers

1 with 2 for 3 until 4 for 5 with 6 until

LISTENING

- 8  2.40 Students discuss what each picture represents in pairs. Then, ask the students to switch pairs and check with a new partner. Monitor to identify any problematic vocabulary. Clarify as a class. Point to a few items in the pictures and nominate individual students to identify them.

Ask the students to read the questions and underline key words. Tell students that A, B and C might be mentioned in the recording, but there's only one right answer.

Check instructions by asking: *How many people are you going to listen to? (two). How many answers can you choose? (one). What do you write? (a tick).*

Pause after each conversation for pairs to compare answers. Encourage them to justify their answers in L1, if necessary.

Answers

1 C 2 B 3 A 4 C

Audioscript

Conversation 1

- Narrator:** One. What's the boy doing?
Girl: Hi! Are you having a good holiday?
Boy: No. It's raining! I want to go swimming but I can't.
Girl: Oh no! So, are you playing games with your parents?
Boy: No. (1) I'm watching TV. I'm really bored.

Conversation 2

- Narrator:** Two. What time can Pedro and Nat meet at the park?
Nat: Hi, Pedro. Let's go to the park this afternoon! See you there at one o'clock?
Pedro: Sorry, Nat. I can't go until four o'clock. I've got lots of homework.
Nat: Four o'clock? That's too late for me, Pedro.
Pedro: Oh, OK. (2) Let's go at half past two, then.
Nat: Great!

Conversation 3

- Narrator:** Three. What does Donna need to take on holiday?
Girl 1: Hi, Donna! I'm going camping with my family for a week. Do you want to come?
Donna: I'd love to, but I haven't got a tent.
Girl 1: Don't worry. You can sleep in our tent. It's really big. (3) But don't forget your warm clothes! It gets cold at night.
Donna: OK. And do I need to bring food?
Girl 1: No. My mum's bringing food.

Conversation 4

- Narrator:** Four. What kind of animals are on the farm?
Boy: What kind of animals have you got on your farm?
Farmer: (4) I've got some sheep.
Boy: Have you got any cows?
Farmer: No. I haven't got any cows. (4) But I've got two dogs. Come and meet them!

Elicit ways to begin and end a postcard: *Hi, Dear, Love, From.* You could ask the students to write to their partner. Students then exchange and read each other's postcards.

Mixed ability

Provide a skeleton text to support the weaker students:

Dear,
I'm on holiday with for (a week / ten days).
The weather is It's and We every day. There is/are here. I'm having (fun / a really bad time).
How's your holiday? Write soon and tell me.
From

Encourage the stronger students to write as much as they can and to check their writing for mistakes. You could also encourage peer-checking.

Project

A weather forecast

Elicit exciting world cities and write them on the board. Students choose a city in pairs, and report on today's and tomorrow's weather there as if they were TV presenters. Students could make symbols to illustrate the weather. If appropriate, they could use their mobile devices to find weather forecasts online.

You could video them or ask students to perform in front of the class. Note that parental permission may be required to film students.

Mixed ability

With a mixed ability class, support the weaker students by telling them one answer which isn't correct, and asking them to listen for why. On the board write:

- 1 *It's not B because it's raining.*
- 2 *It's not A because he's got homework to do.*
- 3 *It's not B because mum's got food.*
- 4 *It's not A because there are no cows.*

Play the recording again. Students choose the right answer, having eliminated one option.

Stronger students could complete both tasks on first listening. On second listening, they should listen for what is said about the third option.

Cooler

Divide the class into four teams and number students within each team so that there are four number 1s, four number 2s and so on. Describe a word from Exercise 1 or point to a picture of it, and say a number. The four students whose number is called, race to the board to write the word. The first team to write the word correctly wins a point. Describe the word, and *then* say the number to give all students an incentive to listen.

Teacher's resources

Student's Book

Grammar reference and practice page 154
Vocabulary list page 136

Video

The weather

Workbook

Unit 18 pages 76–79

Go online for

- Progress test
- Video extra worksheet
- Corpus tasks

WRITING

- 9 Give the students 30 seconds to choose the postcard they like most. Students tell their partners. Pairs brainstorm to go with their photos. Conduct brief feedback. Write vocabulary on the board.

Culture

Canada and the maple tree

Learning objectives

- Students learn about Canadian people and their relationship with the maple tree.
- In the project stage, students create and present a poster presentation on their country's food and drink.

Useful words for this lesson

Canada Canadian maple tree/leaves/furniture/syrup
sap tap bucket

Cultural background

Canada is one of the most ethnically diverse nations and one of the wealthiest in the world. The country is officially bilingual (English and French used) and its head of state is Queen Elizabeth II. Humans have lived there for over 25,000 years, although the native population was reduced by up to 80% when Europeans settled there in the 15th and 16th centuries.

Warmer

Put the students into pairs and ask them to tell each other what their country is famous for. Give them some ideas to help, such as a monument, a place, a person (e.g. writer, scientist) or food and drink.

- 1 The class may not know much about Canada, so it may be a good idea to concentrate on what students would like to know about it.

Elicit one or two questions such as:

Where is Canada? (It is in North America.)

How many people live in Canada? (About 35,000,000)

What is the capital of Canada? (Ottawa)

How big is Canada? (It's bigger than the UK. / It's the second biggest country in the world.)

Extension activity

You can present these interesting facts about Canada to the class. Ask the students to choose the most amusing one.

- 1 It has the longest street in the world – it's almost 2,000 km.
- 2 It has the world's longest coastline – more than 240,000 km.
- 3 Canada got its name when the French explorer Jaques Cartier was invited to the *Kanata* or *village* of the native people. Cartier misunderstood and thought he was being welcomed to *Canada*.
- 4 Canada has a famous hotel made of ice. It is open for three months a year, and has to be rebuilt every year.
- 5 Canada has two official languages: English and French.

- 2 Ask the students to read the text quickly to see what it is about. As they are reading, write the following comprehension questions on the board. Encourage the students to work in pairs to answer them.

- 1 What is Canada famous for? (mountains, lakes and forests)
- 2 What colours are in the Canadian flag? (red and white)
- 3 What colours can the maple leaf be? (They change from green to red and yellow.)
- 4 Where can you see the maple tree? (in forests and on coins)
- 5 What do Canadians do with the maple tree? (They build houses, tables and chairs and they make syrup.)

- 3 Ask the students to find the words from the box in the text in Exercise 2 first. Ask the class to check their answers after they have completed the phrases. Make sure that the students understand what *maple syrup* is.

Answers

1 flag 2 maple 3 syrup 4 maple 5 coins

- 4 Point out the fact that students are going to encounter some new words in the text. Ask them to try to complete the task in pairs, ignoring the unknown words. It might be a good idea to ask them to put the first three pictures in the right order and check the answers first, before asking them to order the remaining pictures.

With a **mixed ability class**, do this exercise as a class.

Answers

c – d – f – a – b – e

Extension activity


When the class have finished, ask the students to look at the text again and underline the fragments of the texts which correspond to each picture. For example, for picture c the students should underline: *At the end of winter*. Repeat with other pictures.

- 5 If appropriate, turn this exercise into a race and see who can answer the questions first. Make sure that the answers are correct.

With a **mixed ability class**, write the answers to the questions on the board in random order, and ask the students to match them to the questions.

Answers

- 1 It comes from the sap of the maple tree.
- 2 At the end of winter.
- 3 They put taps into maple trees.
- 4 About 45 litres in a year.
- 5 For about 30 years.
- 6 160 litres.

- 6  2.41 Revise the food items with the class before you play the recording.

Ask the class: *Do you think (ice cream) and maple syrup is nice?* Elicit a response and repeat the question for the other foods mentioned in the activity.

After playing the recording twice and checking the answers, ask the students to ask and answer questions about the food mentioned in the listening. For example:
Do you like ice cream? When do you eat ice cream?
Who do you eat ice cream with? What is your favourite ice cream?

Answers

ice cream X bananas ✓ pancakes ✓ bread X toast ✓
meat ✓ fish X cake ✓

Audioscript

Hi, my name's Jessica and I live near Ontario in Canada. We live on a farm and every year I help my mom and dad collect the maple sap from our trees. I help them boil it too. Then we put the syrup into bottles and sell it from our farm shop. I think *our* maple syrup is the best!!

I eat lots and lots of maple syrup. Some people like to have it on ice cream, but I don't like it that way. I like it on bananas for breakfast! Sometimes, my mom makes pancakes and I love to put maple syrup on these. I don't like it on bread, but it's great on toast.

Mom cooks a delicious dish with meat and potatoes – and maple syrup! I love it. It's really tasty. Dad likes cooking fish with maple syrup. He's a good cook, but well ... I don't like it. My dad's happy because my mom and my brother love it!

In the winter, when it's very cold and snowy, I make a cake with maple syrup. We sit by the fire, eat the cake and drink hot chocolate. Delicious!

Project

Ask the students to think about food and drink in their country, and explain that they should think about food or drink that their country is famous *for*, and not food or drink that is famous *in* their country.

Tell them to look on the internet or ask older family members for information about the food or drink. Encourage them to find some photos and/or recipes. Students use the information they have gathered to make a poster that they present to the class.

Cooler

Students work in pairs to discuss their favourite breakfast, lunch and dinner before sharing their ideas with the class.

19 Going places

We were at a concert

Lesson profile

Listening	Photo story: Joelle, Rosa and Paolo go to José's concert
Vocabulary	<i>band, bus, car, late tickets, end, tired</i>
Grammar	Past simple: <i>be</i> – affirmative, negative, questions
Pronunciation	<i>was</i>
Writing	Write questions beginning with <i>Where were you ... ?</i>
Speaking	Ask and answer questions beginning with <i>Where were you ... ?</i>


Warmer

On the board write:

- A *The best place*
- B *The best time*
- C *The best people*

Ask a few stronger students to talk briefly about the best place, time and people to go dancing, to go swimming, to study, etc. Ask the class to do the same, in pairs. After two or three minutes, ask a few students to report the most interesting answers to the class.

LISTENING AND VOCABULARY

- 1  2.42 Books closed. Ask the students if they go to concerts. Ask them to give the name of the artists they have seen, the places where the concerts were and their dates. As students have not studied the past simple tense, elicit the answers using short form questions, e.g. *Who with? Where? When?*

Books open. Focus the students' attention on the photos. Tell them that they are going to listen to the recording, but first you would like them to guess the correct order of the photos.

Give students two minutes to look at the photos and compare their answers with a partner. Play the recording once and check the answers.

Answers

1 b 2 f 3 d 4 c 5 e 6 a

Audioscript

Teacher:	OK, everyone! Paolo, Joelle and Rosa want to show us their photos. Now Joelle, tell us. Where were you last night?
Joelle:	We were at a José da Silva concert. This is my first photo. It's Rosa waiting for the bus. Paolo wasn't there.

Teacher:	Paolo, where were you?
Paolo:	I was late. I know, I know! I'm sorry! I'm always late!
Rosa:	It's OK, Paolo. You were only five minutes late. This is my photo. We were all on the bus. You can see Paolo looking at his watch.
Paolo :	That's because the bus was really slow! But it was fine – we weren't late. The concert was at eight o'clock and we were there at quarter to eight. You can see Rosa and Joelle in my picture, with their tickets. We were all really excited!
Joelle:	Yes, we were! The next picture shows the band. It was difficult to take a photo – there were too many people!
Teacher:	Was the music good?
Joelle:	Yes, of course it was! It was fantastic!
Rosa:	This picture shows us after the concert. We were with José and his band. We were really excited to meet them. They were really nice!
Paolo:	And this is the last picture. It's us, going home in my dad's car.
Teacher:	Were you tired?
Paolo:	Yes, we were. But we were very happy too!
Rosa, Joelle:	Yeah.

- 2 Revise the words in the vocabulary box, and check that the students know how to pronounce them before asking the class to complete the descriptions.

Fast finishers

Fast finishers cover the labels on the photographs and write down what they remember about the descriptions.

Answers

a car, tired b bus c band d tickets e end f late

GRAMMAR Past simple: *be*

- 3 Books open. Give the students two minutes to read the examples in the table and to look and think about the questions.

Answers

last night, past

Books closed. Tell the class that you are going to play the recording from Exercise 1 again, and that you would like to know if they are able to recognise the past forms (*was, were, wasn't, weren't*). Ask them to listen very carefully and wave their hands every time they hear one of the forms. With a **mixed ability class**, write the forms on the board. Congratulate the class as a whole if they found any of the examples of the verb *be*.

→ Grammar reference Student's Book page 155

- 4 Ask the students to work in pairs to complete the chart. With a **mixed ability class**, explain to the class how to use the information from Exercise 3 to complete the sentences.

Fast finishers

Fast finishers write another sentence for each section.

Answers

I was happy. She was tall. I wasn't tired. It wasn't in my bag. Was she nice? Was it interesting? Where was it?	Yes, she was. No, it wasn't.
You were late. They were good. You weren't at school. We weren't cold. Were they good? Were you bored? Where were your friends?	Yes, they were. No, we weren't.

Extension activity

Give the students one minute to look at the completed chart in Exercise 4, and to try to remember as many sentences as they can. After a minute, arrange the class into groups and ask them to write down as many of the sentences as possible. Set a time limit of two minutes.

Let the students open their books and compare their answers.

Write these phrases of congratulation on the board:

That was a fantastic answer!

That was good.

That was really nice.

That was an interesting answer.

Well done. You were great!

Invite a student to come to the front of the class. Let the first student choose one affirmative or negative sentence from Exercise 3 or Exercise 4, e.g. *I was happy*. React to it with a question and ask the student to try to continue the conversation. For example:

Student A: I was happy.

Teacher: Why were you happy?

Student A: Because I was at school.

Repeat with a few other students. Always congratulate the students, using the phrases of congratulation on the board.

Organise the class into groups of three, and ask them to repeat the activity using the same phrases to congratulate each other.

- 5 **2.42** Ask the students to try to correct the sentences before you play the recording. Remind them that they have to write two sentences in each case.

After two or three minutes, play the recording again for students to check and improve their answers.

Answers

- 1 Rosa wasn't late for the bus. Paolo was late for the bus.
- 2 The bus wasn't very fast. The bus was really slow.
- 3 The concert wasn't at nine o'clock. The concert was at 8 o'clock.
- 4 It wasn't easy to take a photo of the band. It was difficult to take a photo of the band.
- 5 They weren't tired before the concert. They were tired after the concert.

Extension activity

As the students are doing Exercise 5, write the following questions on the board:

- 1 *Who was late?*
- 2 *What was fantastic?*
- 3 *Who were really excited?*
- 4 *Who were really nice?*

Ask the students to work in pairs and answer the questions writing full sentences.

Answers

- 1 Paolo was late.
- 2 The music was fantastic.
- 3 Rosa, Joelle and Paolo were excited.
- 4 The people in José's band were really nice.

PRONUNCIATION was

- 6 **2.43** Play the recording once or twice and ask the students if they can hear anything interesting. Explain to the students that there are two ways to pronounce *was*. When *was* comes at the beginning or end of a sentence, it is pronounced /wɒz/ (strong form) and when it comes in the middle of a sentence it is pronounced /wəz/ (weak form).

Play the recording again and check if they can hear the difference. Drill each line of the dialogue separately first. When the students are ready, ask a few pairs to act it out for the class.

Some students may find it difficult to pronounce questions like: *Where were you ... ?* One way to help them is to dismantle the phrase so that only the vowel sounds remain, and practise the phrase using only these sounds before building up again to the complete phrase.

About you

- 7 Divide the class into pairs. Ask each pair to write on slips of paper at least three questions with *Where were you ... ?* and three questions starting with *Was it ... ?*

When they have finished, collect their slips of paper and distribute them randomly, giving each pair of students four slips of paper.

Encourage them to act out four different conversations, each time using one of the questions they have been given.

When they have finished working in pairs, you can ask them to stand up, walk around the class and ask similar questions to other students.

Cooler

Write a selection of times on the board and elicit the question: *Where were you at ... ?* Tell them where you were at these particular times. Encourage the class to do the same, in pairs.

When were you in Africa?

Lesson profile

Vocabulary	Travel and things to take with you
Reading	An article about a scientist and explorer, Michael Fay
Grammar	<i>Wh-</i> questions in the present and past
Writing	Write <i>Wh-</i> questions in the past for your teacher
Speaking	Ask <i>Wh-</i> questions in the past for your teacher

Preparation

For the project on Teacher's Book page 130 ask the students to bring in their musical instruments if they play one.

Warmer

On the board write:
Where were you ... ?

Use this question to revise the days of the week. Ask: *Where were you on Monday?* Elicit an answer, e.g. *I was at school.*

Encourage the class to ask and answer similar questions in pairs or small groups.

VOCABULARY

- 1 Books closed. Elicit from the class the names of some continents, e.g. *Europe, Asia* and *South America*. Make sure that Africa is one of the continents that you're going to talk about. Elicit some facts about them, e.g. the names of countries, cities and famous people. Ask the students which of the continents they would like to visit and why.

On the board draw a table with three columns: *Ways to travel, Things to wear* and *Things to take*. Ask the students to work in pairs, and give them two or three minutes to write down as many words as they can in each category. In a **mixed ability class**, give the students a few examples, e.g. *train, hat, mobile*. Check their ideas as a class.

Books open. Ask the student to look at the photos on page 114, and elicit that you are going to talk about Africa in this lesson.

Ask the students to look at the vocabulary box in Exercise 1 and tick off any words that they have mentioned before. Encourage them to add any other words to their tables.

2.44 Answers

The answers are recorded for students to check and then repeat.

Ways to travel: boat, bus, car, plane, train

Things to wear: hat, shoes, T-shirt, trousers

Things to take: computer, knife, money, notebook, tent, water bottle

Extension activity

Tell the class that they are going to Africa on holiday, but they can take just three objects.

On the board write: *My three things to take are ...*

Give the students a minute to think about their answer.

Encourage them to compare their ideas and ask questions about each other's choices.

Vote as a class for the most useful objects.

READING

- 2 Remind the students to read only the first part of the text. Encourage them to compare their answers in pairs.

Possible answers

- 1 He's an explorer/a scientist/an explorer and a scientist.
- 2 by plane/bus/car/train
- 3 a water bottle/knife/notebook

- 3 Tell the students to read the whole text now. Explain that it is not necessary for them to understand every word. Tell the class to look for the answers to the questions in Exercise 2. Check the answers.

Fast finishers

Fast finishers find the words from Exercise 1 in the reading text, and underline them.

Answers

- 1 He's an explorer and a scientist.
- 2 by plane, on foot and by boat
- 3 computer, knife, notebooks, shoes, tent, trousers, T-shirt

- 4 Ask the students to focus on each paragraph separately and choose the best question.

Mixed ability

In Exercise 8, students have to put the words into the correct order to make questions. You may want to introduce this idea before completing Exercise 4 if you are working with a stronger group.

Rearrange the order of the questions and write them on the board:

- 1 favourite / who / your / teacher / was ?
- 2 travel / you / when / you / with / take / always / you / do / what ?
- 3 travel / you / do / how ?
- 4 were / kind / child / of / what / you ?
- 5 dangerous / is / job / how / your ?

To check the answers, ask the students to look at the questions in Exercise 4.

Answers

A 4 B 1 C 3 D 2 E 5

- 5 Ask the students to compare their answers in pairs when they finish the activity.

Answers

1 c 2 f 3 d 4 a 5 e 6 b

Extension activity

Put the students into small groups and allow just one student to have their book open.

Explain that you want the groups to recall the questions using the answers as prompts. Ask the student with the book open to read one of the answers in Exercise 5, e.g. *In 2003*. The other students should try to respond saying: *When was Michael in Gabon?*

Every time a group manages to form a correct question, a different student takes the book and chooses another question.

GRAMMAR *Wh-* questions in the present and past

- 6 Turn it into a race to see who can find the three missing words first.

Answers

Where? Why? When?

→ Grammar reference Student's Book page 155

- 7 If any student says that the answer is *can*, read out a question from Exercise 5 and try answering it with a simple *yes* or *no*.

Answers

can't

- 8 Allow the students to complete this activity in pairs, or groups if necessary. Go around the classroom monitoring and offering encouragement. Make sure that students write the questions and do not simply number the words. When the students have finished, check the answers as a class. Encourage peer correction.

Fast finishers

Ask fast finishers to write two or three more questions and ask and answer them in pairs.

Answers

- 1 What is your English teacher's name?
- 2 Who was the best student today?
- 3 How long was your last holiday?
- 4 Where were you on Saturday?
- 5 What do you do after school?
- 6 How difficult was this exercise?

- 9 In a **mixed ability class**, encourage the stronger students to work from memory as much as possible.

About you

- 10** Give the students a few minutes to write the questions, and warn them that you are only going to answer questions which are grammatically correct! Try to make your answers interesting for the students even if they are not always true. Encourage them to ask additional questions if possible.

Fast finishers

Fast finishers change their questions so that they are more appropriate for their classmates, e.g. *What colour was your first bicycle?*

Project

It's rock and roll!

Divide the class into small groups. Tell them that each group is a famous music band. Encourage the students to decide which instruments they play, how old they are, where they are from and so on.

Explain that soon a journalist will ask them some questions about their group. If necessary, write the questions on the board, e.g. *Where are you from? What instruments can you play? Where were you on Saturday?*

When the groups are ready, pretend to be a journalist and ask them a few questions. Thank them for letting you interview them.

The groups can also choose an English song they would like to sing together. If any students play a musical instrument, you can encourage them to bring the instrument and play it. Alternatively the students can pretend they can play an instrument. For example, a tennis racquet could be a great guitar!

Cooler

Play a game with the class. Explain that you are going to say simple phrases, e.g. *in 2012* or *my mum*. Encourage the students to use the *Wh-* words from Exercise 6 that correspond to the expression you say. For example:

Teacher: In 2012.

Students: When?

Teacher: My mum.

Students: Who?

You can play it with two teams and give them points for each correct question word.

Teacher's resources

Student's Book

Grammar reference and practice page 155

Vocabulary list page 136

Workbook

Unit 19 pages 80–83

Go online for

- Corpus tasks

20 A Russian tale

The old man helped Ivan

Lesson profile

Vocabulary bird, flying boat, poor family, trees; regular verbs, e.g. invite, live, love, work, travel, work

Reading The Flying Boat, Part 1

Grammar Past simple – affirmative

Preparation

For the warmer, bring some pictures of characters from popular fairy tales.

Put the story onto strips of card so that you have enough sets for one per pair – see extension activity that follows Exercise 5.

Warmer

On the board write: *What was your favourite story when you were little? Who was your (least) favourite person in the story?* If possible, bring pictures of characters from famous fairy tales to trigger students' memories (or show them on the interactive whiteboard). If your students are unlikely to connect with the topic of fairy tales, try superheroes or animation characters and adapt the questions above accordingly.

Students discuss the questions on the board, in pairs. Accept some L1 use at this point, as the most important thing is to generate interest in the topic.


Elicit a few characters from the students as a class. Encourage others to react by asking, for example: *Do you like Pinocchio too? Do you agree? What do you think of Pinocchio?*

VOCABULARY AND READING

- 1 Focus the students on the pictures on pages 116–117. Ask: *Where can you see a bird? (in pictures 5 and 1)* Draw the students' attention to Exercise 1. Encourage pair work. Monitor to identify which vocabulary students are familiar with, and which not. Conduct feedback by asking the students to hold up their books and point to the thing in the picture as you call out the words, in random order. They should check with the person in front, behind, or next to them, that they're pointing at the same things.

Answers

bird: picture 5 (also 1) **flying boat:** pictures 3, 4, 5, 6 and 7
poor family: picture 1 **poster:** picture 1
trees: picture 2 (also 1 and 4)

- 2  2.45 Ask questions about the pictures to generate interest and encourage prediction, e.g. *Who are the people in picture 1? Who's the boy talking to in picture 2? What's the boy got in his hand? Why? What can you see in picture 3? What's the man in picture 4 doing? Can you do that? How many people are in the boat in picture 5? What's the woman doing? How many people are in the boat in pictures 6 and 7?*

Ask the students to try to match the people to the pictures before they read and listen. Elicit a couple of predictions as a class but don't confirm or deny any. Students should read and listen to check their predictions. Do feedback by repeating the procedure suggested for Exercise 1.

Answers

an old man: pictures 2, 3, 4, 5, 6 and 7

Eat-it-all: pictures 6 and 7

Ivan: all pictures

Ivan's mother: picture 1

Longlegs: pictures 4, 5, 6 and 7

See-it-all: pictures 5, 6 and 7

- 3 Students read the sentences and try to remember which sentences are right and which are wrong, before they read and listen to the recording again to check. Monitor and support the weaker students with sentence meaning.

Mixed ability

In a mixed ability class, challenge the stronger students by asking them to cover up the story as they listen for the second time. Students read the story afterwards to check their answers. Remind the weaker students, who are reading and listening, to underline the key information in the text.

Organise the class into pairs so that they can check answers with a partner.

Answers

- 1 No, he isn't clever.
- 2 No, Natasha wants a boat.
- 3 No, Ivan gives the old man some food.
- 4 No, he's walking on his hands.
- 5 No, she can see all the things in the world.
- 6 No, he wants bread for dinner.

Extension activity

Ask students: *Who do you like best: Longlegs, Eat-it-all or See-it-all?* Students make a *Wanted!* poster for their chosen characters. They'll need to think of a reason why the King needs their help. Alternatively, students could imagine a day in the life of one of the characters and write a description of their daily routine.

GRAMMAR Past simple +

Books closed. To review forms from the previous unit and to introduce this lesson's language focus, write on the board:

Ivan a poor man. Ivan very excited.

Ask the students: *Is this story from the past, now or the future? (the past).* Students complete the sentences.

Books open. Ask the students to look at pictures 1 and 2 of the story to check their answers. Elicit that Ivan was excited about making a flying boat, but he needed help.

Write on the board: *The old man wanted to help him.*

Ask: *Does the old man want to help Ivan now or did he want to help him in the past? (in the past). How do we make the past? (verb + -ed).* Explain that the form doesn't change so we say: *I/He/She/It/We/You/They wanted.*

- 4** Students form the past simple of each verb. Refer them to the story to check their answers. Ask the students to underline the verbs as they check. This gives them a concrete task to focus on and facilitates monitoring. Do the first one as a class (*travelled*). Draw the students' attention to the double 'l' in this verb. Clarify that if a verb ends in -e, we just add -d to form the past form.

Students compare answers in pairs. While they're doing this, write answers on the board for them to check.

Answers

invited lived loved travelled walked wanted worked

→ Grammar reference Student's Book page 156

Extension activity

Add *needed* to the past simple forms already listed on the board. Ask students to count the number of syllables in each. Do the first one as a class. Students continue in pairs.

During feedback, establish that *lived*, *walked*, *worked* and *loved* contain one syllable, i.e. the final -ed is not a syllable by itself. Drill these to reinforce this point. In *wanted*, *needed* and *invited*, the -ed ending is pronounced as /ɪd/. To illustrate why we do this, ask students to try to say *wanted* as /wɒntd/ and *needed* as /ni:dd/.

Clarify the rule by eliciting the final sounds of *invite* and *need* (/t/ and /d/) and establishing that with verbs ending /t/ and /d/ we form the past simple by adding the sound /ɪd/.

Note: There is no need to go into /d/ ending for verbs ending in voiced sounds, and /t/ for verbs ending in voiceless sounds, as students will naturally produce these.

Students can struggle to differentiate between vowel sounds in *worked* /wɜ:kt/ and *walked* /wɔ:kt/. Write both on the board. Number them '1' and '2'. Say the words repeatedly in random order, eliciting the number that corresponds each time. This will give students practice in hearing the difference.

- 5** Focus the students on the example. Clarify that all the sentences refer to the past. Encourage the students to work in pairs to complete the exercise.

Write and number the verbs on the board, as below, while students are working, for them to check once they have finished.

Fast finishers

Fast finishers work in pairs. One student reads sentences from Exercise 5 in random order replacing the verb with *beep* for the other to complete.

Answers

1 lived 2 walked 3 worked 4 invited 5 loved
6 wanted

Extension activity

Organise the class into pairs and give each pair a cut-up copy of the text below. Students practise pronouncing past simple forms correctly by ordering the following sentences, and taking turns to tell the story. The student listening monitors pronunciation of -ed endings.

Ivan lived in a village with his mother.

Ivan's mother loved Ivan very much.

Ivan needed to make a flying boat for Natasha.

He walked into the forest to think.

The old man wanted to help Ivan.

They worked together to make the boat.

They invited Longlegs, See-it-all and Eat-it-all onto the boat.

The five people travelled to see the King.

Cooler

Play disappearing sentences with the extension activity text. Cover up a part of the text, starting from the right. Ask students to try to remember the whole sentence. Cover up a bit more and repeat until students are able to tell the whole story from memory. If you didn't do the extension activity, begin with the sentence ordering task.

The King didn't like Ivan

Lesson profile

Listening	<i>The Flying Boat, Part 2</i>
Grammar	Past simple – negative
Vocabulary	Regular verbs, e.g. <i>ask, answer, die, finish, start, walk</i>
Speaking	Act out the end of the story; tell a traditional story from your country
Writing	Write a different end for the story

Warmer

Ask the students to stand up. Tell them to jump to the left if a sentence is true, and to the right if it's false. Do a couple of examples to demonstrate, e.g. *This is a maths class.* (Students jump right.) *This is an English class.* (Students jump left.)

Say these sentences to review Part 1 of the story:

Ivan was poor. (true)

The King's daughter, Natasha, wanted a flying car. (false)

The old man helped Ivan to make a flying boat. (true)

The first person they saw was Longarms. (false)

See-it-all could see everything in the world. (true)

Eat-it-all was always thirsty. (false)

Ivan invited Longlegs, See-it-all and Eat-it-all to come on the boat. (true)

They all travelled to see the King. (true)

Encourage students to correct false sentences.

Mixed ability

With a mixed ability class, set up an initial prediction task before doing Exercise 2, to support the weaker students and to get all students interested in Part 2 of the story.

Write the following questions on the board, and ask the students to discuss them in groups of four. Encourage them to use the pictures and their imaginations. Groups appoint one student to make notes.

Does Natasha like Ivan?

Does the King like Ivan?

What are Natasha and the King saying in picture c?

Why is Natasha in bed in pictures b and e?

What's Longlegs doing in picture f?

What has he got in his hand?

Can you see the cup in any other pictures?

Does the story have a happy or a sad ending?


Nominate a few students to report back to the class on their ideas. Accept and praise one or two-word answers from the weaker students, but prompt the stronger students to expand by asking: *Why do you think that?* Write their ideas on the board. You don't need to explicitly correct what students say, but do write a corrected version on the board to give students the opportunity to notice the difference.

Students listen for which of their ideas are right and which are wrong. They then check their answers, in pairs, before class feedback.

Answers

1 a 2 c 3 b 4 f 5 e 6 d

LISTENING

- 1 Point to the King in picture a. Ask: *Who's this?* Repeat for Natasha.
- 2  2.46 Explain that the pictures are in the wrong order. Elicit the first picture (a). Students order remaining pictures in pairs. Monitor to provide support but don't confirm or deny answers. Play the story for students to check.

Audioscript

- 1 Natasha was very happy when Ivan and his friends arrived in the flying boat. She liked the flying boat and she liked Ivan, too. She was very excited. But the King wasn't happy. Ivan was poor, he wasn't clever, and his friends were strange. The King didn't want this man to be his daughter's husband. 'Ivan,' the King said, 'the Flying Boat is very beautiful and my daughter is happy. But I want you to do something for me. Do it and you can be my daughter's husband.'
- 2 'This is what I want you to do,' the King said. 'Eat all the food that I put on the table. Are you hungry?' Ivan didn't answer. He didn't know what to do. 'Don't worry,' said Eat-it-all. 'I'm very hungry and I can eat all the food ... yum, yum bread ... yum, yum, cakes ... yum, yum apples'. After five minutes there wasn't any food on the table. 'Well done!' said Natasha. 'Now can he be my husband?' 'No,' said the King. 'He can never be your husband. He is poor and he isn't clever.'
- 3 Natasha was very sad. She didn't want to talk to her father. She didn't want to eat, she didn't want to drink. She wanted to die. Natasha didn't eat or drink for a week. The King was very worried. 'My daughter, Natasha, isn't well,' he said to Ivan. 'Please help me. Find something to make her better!'

- 4 'What can we do?' Ivan asked his friends. 'We need the water of life,' said See-it-all. 'It's in another part of the world. I can see it. Here, Longlegs, take this cup and go and get the water of life.' Longlegs walked across the world on his long legs to get the water of life. 'Here it is,' he said to Ivan.
- 5 'Here it is,' Ivan said to the King. 'Drink this,' Ivan said to Natasha. 'Please don't die.'
'Father, I don't want to die,' Natasha said. 'I want Ivan to be my husband. He is a kind man and he has kind and clever friends. I love him very much.'
- 6 The King didn't want Natasha to die. He wanted her to be happy. Ivan was poor and he wasn't clever but these things weren't important. He was kind and Natasha loved him. 'Do you love my daughter?' he asked Ivan. 'Yes, I do,' said Ivan. The King looked at their happy faces and then he was happy too. 'Let's all live here together and be happy,' he said.

- 3 **2.46** Revise or pre-teach *die* and *kind*. Do a comic over-dramatic gesture to illustrate meaning of *die*. Possible concept check questions for *kind*: *If I'm a kind person, am I a good person or a bad person? (a good person)*. *Do I always think about other people? (yes)*. *Do I do good things for other people? (yes)*. *Do I only think about me? (no)*.

Students should try to match sentences before they listen. Encourage the students to refer to the pictures and to work in pairs. Play the story for them to check.

Answers

1 b 2 d 3 a 4 f 5 e 6 c

GRAMMAR Past simple

Books closed. Write these sentences on the board. Ask students to decide which one is true and which two are false:

The King wanted Ivan to be his daughter's husband. (false)

Natasha wanted to die. (true)

The King wanted Natasha to die. (false)

Books open. Students correct the false sentences. Refer them to the first sentence in Exercise 3 to help them. Elicit that we need to add *didn't* and delete *-ed* from *wanted*. Elicit corrections for the third sentence above.

- 4 Do number 1 as a class. Monitor students' spelling of *live* and *love* and, if necessary, point out that only *-d* is deleted.

2.47 Answers

The answers are recorded for students to check and then repeat.

1 didn't answer 2 didn't ask 3 didn't die 4 didn't finish
5 didn't live 6 didn't love 7 didn't start 8 didn't travel
9 didn't walk 10 didn't want 11 didn't work

→ Grammar reference Student's Book page 156

- 5 Do number 1 as a class and then ask the students to complete the exercise in pairs. Prompt the students to pay close attention to number 6, as they have to use a past form of the verb *be*. Conduct class feedback.

Fast finishers

Fast finishers close their books and try to remember as many of the verbs in the past simple positive and negative form, as they can. Then they open their books to check.

Answers

- Ivan didn't want to make a toy boat. Ivan wanted to make a flying boat.
- The five friends didn't travel by train to see the King. The five friends travelled by boat.
- The King didn't ask Ivan to do five things. The King asked Ivan to do one thing.
- Natasha didn't love Eat-it-all. Natasha loved Ivan.
- Ivan didn't love See-it-all. Ivan loved Natasha.
- The King wasn't sad at the end of the story. The King was happy.

SPEAKING

- 6 Organise the students into groups of four or five. Ask them to assign roles. In groups of four, omit the character of Longlegs. Students turn to the script on page 127. Encourage them to stand up to act, and to use props for the cup, for example. Praise students acting enthusiastically. Nominate one or two confident groups to perform for the class.

Extension activity

Write on the board: *Does Ivan live in a town?* Elicit: *No, he doesn't*. Ask the students: *Is the story from now or the past? (the past)*. To make a past question, what do we say instead of *does/do?* (*did*). Explain that the form is always the same so we say: *Did he/she ... ?*

To practise question forms, students write questions for which the sentences in Exercise 5 are the answers. Elicit short answer forms: *Yes, he/she/they did*. *No, he/she/they didn't*. Students ask and answer questions in pairs.

WRITING

- 7** Students brainstorm alternative endings to the story in pairs or small groups. They could write their endings in pairs. Pairs choose who will be writer by playing *rock-paper-scissors*. Monitor to provide support and vocabulary. Note common errors for later feedback.
- 8** Put the students into groups of four and ask them to read the stories of the other people in their group. Take feedback on whose story students prefer and why. Elicit adjectives for justifying preferences, e.g. *funny, interesting, exciting, different*. Write them on the board. These will be useful prompts for Exercise 9.

About you

- 9** Pairs choose a story, work together to tell it and say why they like it. Monitor to provide vocabulary. Also encourage students to consult online dictionaries on their mobile devices to promote learner independence. You could tell the students not to say the name of the story so that the other students can try to guess its title.

Project

A role play

Students act out their stories from Exercise 9. This spans two lessons.

Lesson 1: Students write a script, assign roles and rehearse. Check their scripts at this stage to make necessary corrections. Also encourage them to bring costumes and props to the next lesson.

Lesson 2: Students act out their stories. They perform for the class or you could video them. If it's recorded, parents can see performances too. Check if parental permission is required to film students.

Cooler

Write a sample of students' sentences from the lesson onto the board, ensuring anonymity. Include a mix of incorrect and correct sentences. Give the class positive feedback on their writing, e.g. their successful communication of meaning, before asking them to identify which sentences are correct and which incorrect. Give the students two minutes thinking time. Elicit corrections as a class.

Teacher's resources

Student's Book

Grammar reference and practice page 156

Vocabulary list page 136

Workbook

Unit 20 pages 84–87

Go online for

- Progress test
- Achievement test
- Corpus tasks

Drawing and perspective

Learning objectives

- Students learn about the use of perspective in art to make pictures three-dimensional and, ultimately, more realistic.
- In the project stage, students follow a set of instructions and draw or paint a picture using perspective.

Useful words for this lesson

painting flat realistic foreground
in the distance horizon further closer
parallel lines stairs strange pavement
clouds erase

Preparation

Put the names of the four paintings on pages 120–121 into an internet search engine and print a copy of each painting (in colour, if possible). Try to print as large a version as you can. Attach each of the four paintings to different walls around the classroom. Alternatively, project images of them onto the interactive whiteboard.

Warmer

Give the students two minutes to walk around the classroom, look at the pictures and try to remember as much about them as they can. If you're using the interactive whiteboard, students can do this seated. Ask students the following questions:

In which painting can you see a rainy day? (b)

In which painting can you see a bed? (d)

In which painting can you see stairs? (c) (You might need to mime the word *stairs* with your fingers to clarify meaning.)

In which painting can you see pictures on the walls? (d)

In which painting can you see a port? (a)

Students answer by standing next to the corresponding picture. If the classroom is too small or numbers too big, ask them to point instead. Likewise, if you're using the interactive whiteboard, students won't need to get up. They can call out the corresponding letter instead.

Focus the students on pictures a and b *only*, for Exercises 1 and 2.

- 1 Pre-teach or clarify the word *flat* (adjective). Hold up a piece of paper to illustrate that this is flat. Fold the paper inwards to create a bump and explain that now the paper isn't flat. Clarify *realistic* by writing the word on the board and covering up the suffix *-istic* so that students see the word *real*. You could also paraphrase the first question by saying: *Which painting is like a photo?*

Students discuss the questions in pairs. Check answers as a class. You might prefer not to confirm or deny answers suggested for number three. This will give students more of a reason to read the article for the next exercise.

Answers

1 b 2 a 3 Painting b uses (three-dimensional) perspective.

- 2 Write on the board: *3D*. Ask students: *Where have you seen this? (in the cinema)*. Clarify that this is a short way to write *three-dimensional*. Pre-teach or clarify *further* and *closer* by naming a city or town that's close to the city or town you're in, and one that's far away. Explain that the first place is *close* to school and that the second place is *far* from school. Use gestures to support your explanation. Explain that *near* is a near-synonym of *close*.

Pre-teach *parallel* by drawing two parallel lines on the board, eliciting the word in L1 and inputting *parallel*.

Concept check the words illustrated in the photo of the railway line by asking students: *Which word or words describe things close to us? (foreground)*. *Which word or words describe things further away? (in the distance)*. *Which is the line between things on the ground and things in the air? (the horizon)*.

Clarify that this is a photo and not a painting. Students choose from pictures a and b. Tell the students that there may be some difficult words in the article. Tell them to ignore these, and to focus on trying to answer the question.

Students compare their answers, in pairs, before class feedback.



Mixed ability

With a mixed ability class, ask the weaker students, for whom Exercise 2 might be a struggle, to find five differences between the two pictures. The stronger students could complete the following explanation of three-dimensional perspective by circling the correct words:

Things in the foreground/distance look smaller than the same things in the foreground/distance. Parallel lines look closer together in the foreground/distance.

Answers

Things in the distance look smaller than the same things in the foreground. Parallel lines look closer together in the distance.

Pair stronger and weaker students. Stronger students can explain the use of perspective in picture b.

You could follow up on this exercise with a brief class discussion of three-dimensional and two-dimensional films, to try to maximise interest by relating *perspective* to students' own lives. Ask students:

Have you ever seen a film in 3D at the cinema? Which film? Was it a good film?

What's the difference between watching films in 3D and 2D?

Which do you like best? Why?

Answer

b

- 3** Concept check *vanishing point* by nominating students to point to it on the photo of the railway lines. *Stairs* should have been clarified in the warmer but you could ask students to point to these in picture c to check. Use facial expressions to explain *strange* by acting as if you're looking at something odd. To explain *beyond* ask the students to look out of the classroom window and say what they can see. Ask where something is that they can't see but that they know to be in the distance. Clarify that it's *beyond*, for example, the trees. If there's no window in your classroom or no obvious reference points, ask: *Which is the next classroom? What's beyond that?* Elicit whichever classroom is next door but one.

Ask the students to complete questions about picture c *only*. Monitor and support students if they get stuck. Check answers as a class before students move on to picture d.

During feedback, elicit any points on which students disagree. Encourage students to challenge each other.

Answers

Picture c

The questions are there to make students speculate and see the pictures in different ways.

Picture d

- 1 The chair on the left looks bigger.
- 2 The artist hasn't used the same perspective in the rest of the picture.
- 3 It's beyond the picture.

Extension activity

Ask the students which picture (a, b, c or d) they like best. Ask them to complete a fact file about the painter. They could use their mobile devices to find the following information from the internet:

The name of the painter

The nationality of the painter

The dates of the painter's life

Students could also find a couple of other pieces of the painter's work. Students talk about the painter they chose and show some of his other works in groups.

Project

Pre-teach *pavement* and *clouds*. You could draw pictures on the board to illustrate both. For *erase* demonstrate this action by erasing the pictures you've just drawn.

You could do this exercise stage-by-stage to make it more manageable and to avoid repeating the same explanations/clarifications over and over. Asking students to close their books and listen to your instructions would facilitate this. If you do this, you'll need to draw visual cues onto the board.

Monitor closely to ensure students are drawing more or less the same thing. Also encourage them to look at each other's work. Offer lots of encouragement and support. This is an opportunity for you to praise those who perhaps aren't the strongest English students but who may be more motivated by art. A positive experience here could have a positive impact on their feelings about English.

When it comes to stage four, remind students that things in the foreground should be bigger, and things in the distance, smaller.

Cooler

Put the students into pairs. Tell one student they're A, and the other they're B. Student A chooses a picture but doesn't tell Student B which one it is. Student A describes his/her picture. Student B has to guess which one it is. Swap roles and repeat.

Review answer key

REVIEW 1 Units 1–4

VOCABULARY

- 1 1 camera 2 fish 3 football 4 clock 5 shower 6 clothes
7 radio 8 guitar 9 keys
secret word: chocolate
- 2 1 husband 2 daughter 3 wife 4 son 5 dad 6 parents
7 brother 8 children 9 mother 10 father 11 mum 12 baby
- 3 Mr Gibbs – tired Harry – hot Lucy – happy Joe – funny
Tom – hungry Jake – bored Ella – sad

GRAMMAR

- 4 2 I'm 3 are 4 They're 5 is 6 He's 7 His 8 is 9 She's
10 Her 11 We're 12 It's
- 5 1 The hat is Oliver's. 2 The bag is Cara's. 3 The coat is
Susan's. 4 The football is Dan's. 5 The phone is Ravi's.

READING

- 7 1 right 2 wrong 3 wrong 4 wrong 5 wrong 6 right
7 right

WRITING

- 8 1 My mum's from Brazil and my dad's from Mexico.
2 My friend Ling is Chinese. 3 They aren't from Poland.
4 He isn't French, he's Russian.
5 My teacher's called Mr Brown. 6 I'm from Germany.

REVIEW 2 Units 5–8

VOCABULARY

- 1 1 potato 2 standing 3 vegetables 4 dancing 5 fruit
6 foot
- 2 1 eye 2 ear 3 face 4 hair 5 nose 6 teeth 7 mouth
8 head 9 arm 10 leg 11 hand 12 foot

GRAMMAR

- 3 1 'm having 2 're sitting 3 isn't doing, 's watching 4 Is (he)
helping, isn't 5 are (they) eating 6 aren't playing, 're making
7 is practising 8 Are (you) wearing 9 aren't riding, 're walking
- 4 1 They haven't got any chocolate biscuits. 2 They've got lots
of fruit. / They've got some apples and bananas and oranges.
3 They've got some cola and some juice. 4 They haven't got
any bread. 5 They've got some meat. 6 They've got lots of
tomatoes. 7 They've got some cheese.
- 5 Maria can run fast but she can't swim. Sara can't swim or run
fast. Rose can speak Russian and French. Callum can play
tennis but he can't cook. Anita can't play tennis or play the
guitar.

LISTENING

▶ 1.60

6

	Can he/she talk to Simon?	What is he/she doing?	Is Simon happy?
Jane	no	practising the guitar	no
Ben	no	running	no
Mina	no	playing tennis	no
Alex	yes	cleaning his room	yes

Audioscript

Phone call 1

Simon: Hi, Jane.

Jane: Hi, Simon.

Simon: Where are you? Can you talk?

Jane: No! I can't. I'm practising the guitar with my friends.
Call you later! Bye.

Simon: Oh. Bye, Jane.

Phone call 2

Simon: Hi, Ben.

Ben: Hi, Simon ... wait a minute (*sounds breathless*)

Simon: Where are you? Can you talk?

Ben: ... No, ... sorry. I'm running. I've got to practise for
Saturday ... I can't talk now. Call you later. Bye.

Simon: Bye, Ben.

Phone call 3

Simon: Hi, Mina.

Mina: Is that Simon? Hi ...

Simon: Yes, it's Simon. Can you talk?

Mina: No, I can't talk now. I'm playing tennis!! I've got a big game
tomorrow. ... SORRY ... Call you later. Bye.

Simon: Bye, Mina.

Phone call 4

Simon: Hi, Alex.

Alex: Hi, Simon.

Simon: Can you talk?

Alex: Yes. I'm cleaning my room ... Wait a minute. OK.

Simon: I'm in the park. We're playing football. Can you come?

Alex: Yeah. Sure. That's great. See you in a minute.

Simon: Cool! See you, Alex. Bye.

READING

- 7 1 yes 2 yes 3 yes 4 no 5 no 6 yes 7 yes 8 no

REVIEW 3 Units 9–12

VOCABULARY

- 1 1 I get up at seven o'clock. 2 I wash my face at seven o'clock.
3 I get dressed at quarter past seven. 4 I have breakfast at half
past seven. 5 I brush my teeth at quarter to eight. 6 I leave
the house at eight o'clock.

- 2 email memory stick internet website text

GRAMMAR

- 3 1 Do you use a computer every day? 2 Does your teacher like
reading newspapers? 3 Do you have a memory stick in your
bag? 4 Do your parents go to concerts? 5 Do your parents
get up before you? / Do you get up before your parents?

- 5 1 How often do you sleep until lunchtime? 2 How often do you
clean the bathroom? 3 How often do you eat biscuits in bed?
4 How often do you help your friends with their homework?
5 How often do you go to bed after 12 o'clock? 6 How often do
you watch a movie with your parents?

LISTENING

▶ 2.13

- 6 0 Gail doesn't live in London. She lives in Los Angeles.

- 1 Gail doesn't go to school with her sisters. She studies at home.
2 Gail doesn't like history and geography. She likes English.
3 Gail doesn't see her friends every day. She sees them on
Saturday and Sunday. 4 Gail doesn't like watching sport on TV.
She likes playing basketball with her sister.

Audioscript

Presenter: Hi! Welcome to Radio TBI. Today we're talking to Gail Anderson. She's an actor and you can see her in lots of things on TV and in some movies too. She lives in Los Angeles with her parents and her two sisters. Gail – thanks for talking to us today. Now, tell us about your school. Where do you go to school?

Gail: Well, I don't go to school. I study at home with my sisters. My mom teaches us.

Presenter: That's interesting! And what's your favourite subject?

Gail: My favourite subject is English. I love it! I don't like history or geography very much.

Presenter: Really?! And what do you like doing when you're not studying?

Gail: I like listening to music. I get lots of music from the internet. And I see my friends on Saturday and Sunday.

Presenter: And what sports do you like?

Gail: I don't watch sports on TV – I think it's really boring! But I like playing basketball. I go to a club with my sister.

Presenter: Thanks for talking to us, Gail.

Gail: You're welcome. Bye!

READING

7 1 Sasha is 14 / 14 years old. 2 He goes to school in Saint Petersburg. 3 His favourite subjects are maths and science. 4 He plays football and basketball. 5 He likes going to a café or going to a movie. 6 He likes Radiohead and Muse. 7 He wants people to write to him.

REVIEW 4 Units 13–16

VOCABULARY

2 a shirt b hat c dress d shoes e skirt f trousers
g jeans h T-shirt i sunglasses j jacket

GRAMMAR

4

	-s	-es	-ies
1 dollars	✓		
2 cities			✓
3 watches		✓	
4 cows	✓		
5 cups	✓		
6 rivers	✓		
7 sandwiches		✓	
8 picnics	✓		
9 nationalities			✓

5 1 want 2 need 3 need 4 want 5 want 6 need

LISTENING

2.34

6

Fish with rice or potatoes – £7.20
Chicken and chips – £6.20
Ice cream – £3.15
Coffee – £2.20
Orange juice – £2.10
Apple juice – £2.10

Audioscript

Waiter: Hello. Welcome to the River Café.
Customer: Thank you.
Waiter: Please sit here.

Customer: Can I have the menu please?
Waiter: Sorry, we haven't got any menus today.
Customer: Oh!
Waiter: I can tell you what we've got and the prices.
Customer: OK, but ...
Waiter: We've got vegetable soup and bread. That's four pounds ten. It's very nice. And now our main meals ... Today our main meals are fish with rice or potatoes. That's seven pounds twenty. Then we've got pasta with tomato sauce. The pasta is five pounds fifteen. Next we've got chicken and chips for six pounds twenty and then we've got pizza. The pizza is five pounds.
Customer: Yes ... but I ...
Waiter: And if you like something sweet, we've got ice cream. That's three pounds fifteen.
Customer: Thank you. I'm sure the food is very good ... But I'm not hungry! I just want a drink, please.
Waiter: We've got drinks! Tea is two pounds and coffee is two pounds twenty. And we've got fruit juice. Apple juice and orange juice are two pounds ten.
Customer: I'd like water, please. Have you got water?
Waiter: Yes, we have. It's one pound. Is that all?
Customer: Yes. ... Thanks.

READING

8 Mike: Meet Tina: visit Daniela: buy Louis: go

9 1 yes 2 yes 3 yes 4 no 5 yes 6 yes

REVIEW 5 Units 17–20

LISTENING

2.48

1 January: rain February: cold March: warm April: wind
May: hot June: warm

Audioscript

Explorer: In January I was in Brazil. It rained every day.
In February I was in Canada. It snowed a lot and it was very cold.
In March I was in Zambia. It was really warm.
In April I was in England. There was a lot of wind – sometimes it was difficult to walk!
In May I was in India. It was very hot!
Now it's June and I'm at home in Australia. It's nice and warm here. I love it!

VOCABULARY

2 1 cat 2 train 3 garden 4 show 5 village 6 carry
3 1 day out 2 fast 3 slow 4 beach 5 farm 6 tickets

GRAMMAR

4 Possible answers

1 Your school bag is cleaner than my school bag. 2 José da Silva is more famous than our teacher. 3 A visit to the zoo is more exciting than a picnic in the country. 4 Writing English is easier than speaking English. 5 Films are more interesting than books. 6 A flying boat is bigger than a plane.

5 1 on, with 2 until, on 3 in 4 with, for

6 2 travelled 3 didn't walk 4 was 5 wanted 6 started
7 was 8 walked 9 walked 10 was 11 asked 12 said
13 arrived 14 was 15 wasn't

READING

8 e, c, d, b, a

Grammar reference

UNIT 1

DETERMINERS

1 1 your 2 his 3 your 4 my 5 her 6 my

2 1 My 2 your 3 my 4 His 5 your 6 her 7 Her 8 His

BE

3 1 You're (You are) 2 She's (She is) 3 we aren't 4 He isn't
5 I'm (I am) 6 It's (It is) 7 It isn't 8 She's (She is)
9 You're (You are) 10 you aren't

4 1 My name's / I'm (I am) 2 my 3 is 4 He's (He is) 5 his
6 He's (He is) 7 I'm (I am) 8 my 9 's (is)

UNIT 2

DETERMINERS: OUR AND THEIR

1 1 their 2 our 3 his 4 your 5 her 6 its

POSSESSIVE 'S

2 *Suggested answers* (names in 1–4 can be in different order)

- 1 Sally is Katie, Nat and Toby's mother.
- 2 Nat is Jason and Sally's son and Katie and Toby's brother.
- 3 Jason is Katie, Nat and Toby's father.
- 4 Katie is Nat and Toby's sister and Jason and Sally's daughter.
- 5 Sally is Jason's wife.
- 6 Jason is Sally's husband.

BE

3 1 plural 2 possessive 3 plural 4 is 5 possessive 6 is
7 plural

4 1 Are they from Italy? 2 Are you happy? 3 Are we late?
4 Is she hungry? 5 Are they Italian? 6 Is Mary from Ireland?
7 Are they sad?

5 1 they aren't 2 I am 3 we aren't 4 she is 5 they aren't
6 she is 7 they aren't

UNIT 3

THERE IS / THERE ARE

1 1 There's 2 There are 3 There's 4 There are 5 There's

IN/ON

2 1 in 2 on 3 on 4 in 5 on 6 in

HAVE GOT

3 1 I've got (have got) a guitar.
2 My dad's got (has got) a dictionary.
3 My dad's got (has got) a mobile phone.
4 He's got (has got) a radio.
5 Rosa and David have got a camera.
6 They've got (They have got) a mobile phone.

UNIT 4

HAVE GOT (-), HAVE GOT?

1 1 haven't got 2 hasn't got 3 hasn't got 4 hasn't got
5 haven't got 6 haven't got

2 1 Tom and Ben have got a notebook but they haven't got a phone.
2 Emma's got (has got) a hat but she hasn't got a pet fish.
3 Tom and Ben haven't got the keys but they've got (they have got) a pet fish.
4 Emma's got (has got) the keys.

3 *Suggested answers*

- 1 I've got (have got) a phone but I haven't got a pet fish.
- 2 I haven't got a hat but I've got (have got) the keys.
- 3 I haven't got a notebook.

4 1 g 2 b 3 e 4 c 5 d 6 f

5 1 Has Holly got a dark blue phone?
2 Have Mary and Paolo got a new computer?
3 Have you got your glasses?
4 Have William and Susie got their hats and coats?
5 Has your brother got a red camera?
6 Has your sister got a ruler in her pencil case?

UNIT 5

CAN / CAN'T

1 1 can 2 can't 3 can't 4 can 5 can't 6 can

2 1 Can they paint pictures? Yes, they can.
2 Can you ride a horse? No, I can't.
3 Can your sister take good photos? Yes, she can.
4 Can Lizzy and Rita swim underwater? No, they can't.
5 Can you and Martha play the guitar? Yes, we can.
6 Can Martin speak Chinese? No, he can't.

3 1 Jack, Sally and Philippe can speak Italian.
2 Sally, Meg, Jack and Philippe can't swim underwater.
3 Meg can paint and ride a horse.
4 Jack and Philippe can't sing but can speak Italian.
5 Meg can ride a horse but can't sing.

4 *Suggested answers*

- 1 I can sing but I can't ride a horse.
- 2 I can speak Italian but I can't ride a horse.
- 3 I can't swim underwater but I can sing.
- 4 I can't paint but I can speak Italian.

5 1 into 2 behind 3 into 4 under / behind 5 into 6 behind

UNIT 6

SOME, ANY, LOTS OF

1 1 any 2 some 3 any 4 some 5 any 6 any

2 1 some 2 some 3 any 4 any 5 lots of 6 any 7 any
8 some

PREPOSITIONS: ON, AT, FROM, UNTIL

3 1 on 2 at 3 from 4 until 5 on

UNIT 7

LIKE

1 1 like 2 likes 3 don't like 4 don't like 5 like 6 doesn't like

2 *Suggested answers*

- 1 doesn't like 2 likes 3 like 4 don't like 5 like 6 like

PRONOUNS

3 1 me 2 them 3 us 4 him 5 them 6 her

UNIT 8

PRESENT CONTINUOUS

1 1 swimming 2 writing 3 coming 4 washing 5 kicking
6 riding 7 looking 8 knowing 9 sitting 10 cleaning

2 1 is playing 2 are dancing 3 's/is talking 4 are painting
5 's/is singing

3 1 Chris isn't / is not playing the guitar.
2 Susie and Jane aren't / are not dancing.
3 Carla isn't / is not talking on her phone.
4 Ben and Paul aren't / are not painting a picture.
5 Sally isn't / is not singing.

4 Suggested answers

1 No, he isn't. (He's taking photos.) 2 Are ... painting ...
No, they aren't. (They're dancing.) 3 Is ... No, she isn't.
(She's talking on her phone.) 4 Is ... painting ... he is.
5 Are ... singing ... they are.

UNIT 9

PRESENT SIMPLE

1 1 wakes up 2 clean 3 get up 4 wash 5 has 6 catch
7 finishes

2 1 Jack doesn't wake up at 6.30 am.
2 We don't clean our teeth in the morning and the evening.
3 They don't get up at 7 o'clock.
4 I don't wash my face in the morning.
5 Fiona doesn't have a big breakfast.
6 You don't catch the bus at 8 o'clock.
7 He doesn't finish school at 3.30 pm.

3 Suggested answers

1 I have breakfast in my room then I get dressed.
2 They don't catch the bus to school – they walk (to school).
3 Harry doesn't walk to school. He goes in his dad's car.
4 Tony has his breakfast in his bedroom. He doesn't have
breakfast in the kitchen.
5 You go to school at 07.30. You don't go to school at 08.30.

UNIT 10

PRESENT SIMPLE: QUESTIONS AND SHORT ANSWERS

1 1 Do your friends go to school by car?
2 Does Mr Harvey teach English?
3 Does Tony play computer games in the evening?
4 Do you have P.E. on Monday?
5 Does Maria's dad watch a lot of TV?

2 1 No, I don't. 2 Yes, they do. 3 No, she doesn't.
4 No, they don't. 5 Yes, he does.

HOW MUCH ...? / HOW MANY ...?

3 1 How many ... send/get 2 How much ... watch 3 How
much ... download 4 How many ... send/get 5 How much ...
store 6 How many ... look at 7 How many ... take

4 Suggested answers

1 I send fifteen texts in a day.
2 I watch two hours of television in a day.
3 I download two albums in a week.
4 I send twenty emails in a day.

5 I store lots of information in a week.
6 I look at five websites in a day.
7 I take ten photos in a week.

UNIT 11

ADVERBS OF FREQUENCY: ALWAYS, OFTEN, SOMETIMES, NEVER

1 1 Katia is never late for school.
2 We always go to the cinema on Monday evenings.
3 I sometimes play tennis with my friends at the weekends.
4 They are always at school from Monday to Friday.
5 Joe often likes making cakes.
6 I often take photos on holiday.
2 1 I often go on the internet in the evening.
2 I never play tennis on Thursday.
3 I sometimes watch TV in the afternoon.
4 I often listen to music at the weekend.
5 I always ride my horse on Sunday.

WH- QUESTIONS

3 1 What 2 Where 3 When 4 Who 5 How often

UNIT 12

PRESENT SIMPLE AND PRESENT CONTINUOUS

1 1 he's studying 2 gets up 3 is having 4 gives 5 play
6 likes 7 are doing 8 doesn't speak

2 Suggested answers

1 What are you doing?
2 What does Ella do?
3 What do you do?
4 What are you doing?
5 What's / What is Carla doing?
6 What do they do?
7 What's / What is Ben doing?

CAN: REQUESTS AND PERMISSION

3 1 Can I go home, please?
2 Can you clean the table?
3 Can you meet me in the park?
4 Can I watch a film, please?
5 Can I have some soup, please?
6 Can I use your camera, please?
7 Can you help me with my homework?
4 1 permission 2 request 3 request 4 permission 5 request
6 permission 7 request

UNIT 13

IS THERE A ... ? / ARE THERE ANY ... ?

1 1 aren't 2 Are 3 Is 4 There isn't 5 There's 6 There are
2 1 Are there any banks? Yes, there are.
2 Are there any schools? Yes, there are.
3 Are there any cafés? No, there aren't.
4 Is there a hospital? Yes, there is.
5 Is there a station? No, there isn't.
6 Are there any cinemas? Yes, there are.
7 Is there a university? No, there isn't.
8 Are there any hotels? Yes, there are.
9 Are there any supermarkets? Yes, there are.

PREPOSITIONS: *INSIDE, OUTSIDE, ABOVE, BELOW, NEAR*

3 1 above 2 outside 3 inside 4 below 5 near

UNIT 14

WHY ...? BECAUSE

- 1 1 Why do birds go south in winter?
2 Why are you looking under the table?
3 Why aren't they coming to our party?
4 Why are Nat and Katie running to the river?
5 Why do you want to be a doctor?
6 Why does Peter walk to school every day?
7 Why are you buying that new camera?

2 b 7 c 5 d 2 e 1 f 3 g 4 h 6

LET'S ..., SHALL WE ...?

- 3 1 Let's play 2 Shall we go 3 Shall we visit 4 Let's meet
5 Let's watch 6 Let's do
4 b 5 c 6 d 1 e 3 f 4 g 2

UNIT 15

PLURALS – SPELLING

- 1 1 waiters 2 shops 3 sentences 4 sandwiches 5 factories
6 drinks 7 radios 8 houses 9 addresses 10 parties

2

add -s	add -es	change -y to -ies
waiter	sandwich	factory
shop	address	party
sentence		
drink		
radio		
house		

DESCRIBING PEOPLE

- 3 1 's (is) 2 's (has) got 3 's (is) 4 's (is) 5 has got 6 's (is)
4 Suggested answers
1 Rob's (is) wearing black shoes today.
2 Alex has got beautiful eyes.
3 Natasha's (is) wearing a nice hat today.
4 Luke's (is) wearing blue jeans.
5 James is tall and slim.
6 Suzanne's (is) wearing glasses.

UNIT 16

NEED, WANT

- 1 1 need 2 want 3 wants 4 need 5 want 6 need
2 1 want to play 2 need to take 3 wants to come
4 want to help 5 want to buy

TOO

- 3 1 too difficult 2 too dirty 3 too busy 4 too hot 5 too long
6 too small
4 1 It's too cold! 2 They're too expensive! 3 It's too hard/difficult!
4 It's too dirty! 5 It's too short!

UNIT 17

COMPARATIVES: SHORT AND LONG ADJECTIVES

1

+ -er	double letter + -er	y → -i + -er	ending with -e + -r
older	fatter	angrier	finer
smaller	hotter	dirtier	whiter
newer	sadder	easier	
colder		heavier	
longer			
cleaner			

2 1 F 2 T 3 F 4 F 5 F 6 F 7 T 8 F

- 3 1 Grand Hotel is more comfortable than Hotel Murphy.
2 Hotel Murphy is more boring than Grand Hotel.
3 Hotel Murphy is more convenient than Grand Hotel.
4 Hotel Murphy is more peaceful than Grand Hotel.
5 Grand Hotel is more exciting than Hotel Murphy.
6 Grand Hotel is more attractive than Hotel Murphy.
7 Hotel Murphy is smaller than Grand Hotel.

UNIT 18

IT

1 1 f 2 g 3 c 4 d 5 b 6 e

2 1 It's 2 it's 3 It's 4 It 5 it 6 it 7 It's 8 it

PREPOSITIONS: *WITH, FOR, UNTIL*

3 1 with 2 until 3 for 4 until 5 with 6 for 7 for 8 until

UNIT 19

PAST SIMPLE: *BE*

- 1 1 were 2 wasn't 3 was 4 was 5 weren't 6 were 7 was
8 weren't
2 1 were 2 weren't 3 was 4 was 5 was 6 was 7 was
8 Were 9 were 10 were 11 was 12 was 13 were
14 Was 15 was 16 were

WH- QUESTIONS IN THE PRESENT AND PAST

- 3 1 What (e) 2 Where (b) 3 Who (f) 4 Why (g) 5 When (d)
6 How (c)

UNIT 20

PAST SIMPLE

- 1 1 lived 2 walked 3 worked 4 wanted 5 answered
6 invited
2 1 Nigel and Pat didn't like the film.
2 We didn't answer Joe's email last night.
3 She didn't ask her for her phone number.
4 The concert didn't start at 7.30.
5 The party didn't finish very late.
6 The king didn't die at the end of the story.
3 1 danced 2 asked 3 didn't like 4 started 5 finished
6 walked 7 didn't want 8 stayed 9 watched

Workbook answer key and audioscripts

In the classroom

What's your name?

THE ALPHABET

1 2 Bryan 3 Tracey 4 Stephen 5 Vicki 6 Stewart

Audioscript

1

Teacher: Hello. What's your name?

Student 1: Julia.

Teacher: How do you spell it?

Student 1: J-U-L-I-A.

2

Teacher: Hello. What's your name?

Student 2: Bryan.

Teacher: How do you spell it?

Student 2: B-R-Y-A-N.

3

Teacher: Hello. What's your name?

Student 3: Tracey.

Teacher: How do you spell it?

Student 3: T-R-A-C-E-Y.

4

Teacher: Hello. What's your name?

Student 4: Stephen.

Teacher: How do you spell it?

Student 4: S-T-E-P-H-E-N.

5

Teacher: Hello. What's your name?

Student 5: Vicki.

Teacher: How do you spell it?

Student 5: V-I-C-K-I.

6

Teacher: Hello. What's your name?

Student 6: Stewart.

Teacher: How do you spell it?

Student 6: S-T-E-W-A-R-T.

NUMBERS

2 eight, three, six, twenty, eleven, fifteen, thirteen

3 three, six, eight, eleven, thirteen, fifteen, twenty

DAYS

4 1 Sunday 2 Saturday 3 Monday 4 Friday 5 Wednesday

6 Thursday

5 2 a 3 d 4 b 5 c

ABOUT YOU

6 *Students' own answers*

The pen is red

THE CLASSROOM

1 2 a teacher 3 two girls 4 a desk 5 an apple 6 three pencils 7 a boy 8 an orange 9 a ruler 10 a pen

COLOURS

2 black, blue, brown, green, grey, orange, red, white, yellow

3 1 an 2 a 3 a 4 an 5 a

THIS, THAT, THESE, THOSE

5 *Students' own answers*

MONTHS

6 2 February 3 March 4 April 5 May 6 June 7 July

8 August 9 September 10 October 11 November

LISTENING

7 2 November 3 January 4 July 5 August 6 December

Audioscript

1

Lucy: Hello. I'm Lucy. My birthday's in April.

2

Lee: Hi. My name's Lee and my birthday's in November.

3

Tom: Hello. What's your name? My name's Tom. My birthday's in January.

4

Jane: Hello. I'm Jane. My birthday's in July.

5

Melissa: Hi. My name's Melissa and my birthday's in August.

6

Oliver: Hello there. I'm Oliver. My birthday's in December. When's your birthday?

WRITING

8

F	O	U	R	P	E	N	G	R	E	E	N
T	E	A	C	H	E	R	A	P	R	I	L
M	O	N	D	A	Y	Y	E	L	L	O	W
S	E	V	E	N	J	U	N	E	R	E	D
T	H	U	R	S	D	A	Y	B	O	O	K
J	A	N	U	A	R	Y	E	I	G	H	T

Numbers	Colours	Days	Months	The classroom
seven	green	Monday	January	pen
eight	yellow	Thursday	April	teacher
	red		June	book

UNIT 1 All about me

New friends

VOCABULARY

1 1 friend 2 teacher 3 camera 4 phone 5 dad

GRAMMAR

2 1 her 2 His 3 your

3 1 I'm Michelle.
2 You're my friend.
3 He's my dad.
4 She's my teacher.
5 My book's green.

4 1 He's 2 She's 3 You're

LISTENING

5 1 new 2 old 3 twelve 4 my 5 phone 6 grey 7 your
8 Monday

Audioscript

Eve: Hello. You're in my class at school. You're new!
What's your name?
Joe: Hi. I'm Joe.
Eve: My name's Eve and that's my friend Martha. How old are you?
Joe: I'm twelve. How old are you?
Eve: Martha's twelve and I'm thirteen. Today's my birthday!
Joe: Happy birthday!
Eve: This is my new phone.
Joe: Wow! Look! It's grey and black.
Eve: What's your phone number?
Joe: It's six-oh-seven-three-two-nine-eight-one.
Martha: Eve! Eve!
Eve: OK, Martha! Goodbye, Joe.
Joe: Goodbye, Eve. See you Monday!

WRITING

6 1 I'm eleven.
2 My phone's black.
3 This is my friend.
4 Her name's Rebecca.
5 She's twelve today.

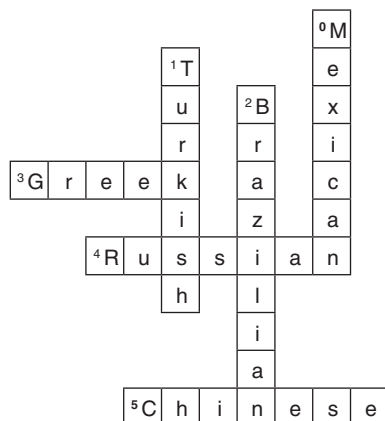
ABOUT YOU

7 *Students' own answers*

Where are you from?

VOCABULARY

1



GRAMMAR

2 1 aren't, 're 2 isn't, 's 3 's, isn't 4 'm not, 'm
5 're, aren't

READING

3 1 yes
2 no (They're Mexican.)
3 yes
4 no (She's fourteen years old.)
5 yes

WRITING

4 1 Christina's my friend.
2 She's in my class.
3 I'm twelve years old and she's thirteen.
4 We aren't from Turkey.
5 We're German.

ABOUT YOU

5 *Students' own answers*

UNIT 2 Families

Who's this?

VOCABULARY

1

daughter mother mum sister wife	brother dad father husband son	parents

2 1 father 2 sister 3 daughter 4 wife 5 dad
3 1 mum 2 father 3 son 4 sister 5 husband

GRAMMAR

4 1 baby brother 2 dad 3 sister
5 1 Billy's 2 Billy's 3 Laura's 4 Laura's 5 Billy's
6 1 our 2 our 3 their 4 their 5 their

LISTENING

7 1 b 2 a 3 d

8 1 Their 2 her 3 Our 4 His

Audioscript

1

Girl: Look. Here's a photo of my baby brother and me. His name's Daniel. Our mum's in the photo too. Her name's Beatrice.

2

Girl: This is a picture of my sisters. Their names are Marta and Eli.

3

Girl: This is my English teacher. Her name's Hannah and she's from Ireland.

ABOUT YOU

9 *Students' own answers*

Are you bored?

VOCABULARY

1

t	d	b	r	d	h	o	t
b	o	r	e	d	a	h	u
d	e	r	h	u	p	n	a
f	f	g	o	e	p	i	t
h	u	n	g	r	y	c	i
l	n	c	l	e	v	e	r
o	n	e	t	l	a	t	e
r	y	r	c	a	s	a	d

1 clever 2 funny 3 happy 4 hot 5 hungry 6 nice
7 sad 8 tired

2 1 happy 2 clever 3 nice 4 funny 5 hungry 6 hot
7 tired 8 sad

GRAMMAR

3 1 b 2 d 3 e 4 a

4 1 Is Bella happy? Yes, she is.
2 Is Dave bored? No, he isn't.
3 Are your friends hungry? No, they aren't.
4 Is your classroom hot? Yes, it is.

5 1 The children are sad.
2 Are your friends tired?
3 The book is funny.
4 Are you hungry?
5 The picture is nice.
6 The baby is hot.
7 Is your teacher Spanish?
8 You are clever.

READING

6 1 Yes, they are.
2 No, she isn't. She's eleven.
3 No, they aren't. They're happy.
4 No, she isn't. She's her mum.
5 Yes, he is.

WRITING

7 Students' own answers

UNIT 3 My home

Paolo's house

VOCABULARY

1 1 window 2 kitchen 3 living room 4 wall 5 table 6 toilet
7 bedroom 8 floor

2

Rooms	Things
bedroom	floor
kitchen	table
living room	wall
toilet	window

GRAMMAR

3 1 There's a bath in the bathroom. / There are six books on the floor.
2 There's a boy in the bedroom. / There are five pictures on the wall.
3 There's a baby in the bath. / There are three photos on the table.
4 There's a camera on the floor. / There are two windows in the kitchen.
5 There's a phone on the table. / There are four girls in the living room.
4 1 There are, in 2 There's, in 3 There are, in
4 There's, on

READING

5 1 yes 2 no (There are two people in the kitchen.) 3 yes
4 yes 5 no (There's one shower in the bathroom.)

ABOUT YOU

6 Students' own answers

In my room

VOCABULARY

1

				1	b	e	d							
			2	t	e	l	e	v	i	s	i	o	n	
			3	r	a	d	i	o						
		4	g	u	i	t	a	r						
			5	c	l	o	t	h	e	s				
			6	c	l	o	c	k						
			7	c	o	m	p	u	t	e	r			

2 1 no (It's on the floor.) 2 yes 3 yes
4 no (It's on the table.)

GRAMMAR

3 1 d 2 a 3 e 4 c

4 1 Richard 2 Katrina 3 Jack and Ian 4 José and Juan

5 1 's got 2 have got 3 've got 4 's got 5 have got 6 've got
7 've got

LISTENING

6 1 b 2 d 3 c

7 1 DVDs 2 computer games 3 beds 4 pet fish 5 desk

Audioscript

1

Paula: This is our parents' bedroom. It's got white walls and it's also got a white door. They've got a bed, a chair and lots of pictures of our family on the walls. There's also a TV and a radio.

2

Paula: This is our brother's room. His name's Thomas and he's thirteen years old. He's got a bed, a chair and a guitar in his room. He's got lots of pictures on the walls but his favourite things are his Manchester United pictures!

3

Paula: This is our sister's room. Her name's Jenny and she's fifteen years old. She's got lots of clothes! She's got a desk and a chair. There are six books on the desk. She's also got a computer and a clock.

UNIT 4 My things

Oh no! The chocolate!

VOCABULARY

1 1 a football 2 a drink 3 a camera 4 a photo 5 a banana
6 a hat 7 a coat 8 a ball 9 a phone 10 keys

2 Samuel: banana, camera, photo, drink
Rebecca: ball, phone, coat, hat, keys

GRAMMAR

3 1 He's got his keys.
2 He's hasn't got a coat.
3 He's hasn't got a camera.
4 He's got a drink.

4 1 hasn't got 2 's got 3 hasn't got 4 's got

LISTENING

5 J: a camera, a drink S: a hat, keys, a phone
M: pencils, a rubber, a ruler

Audioscript

1

Jacob: Hello, I'm Jacob. I've got books, a camera and a drink.
I haven't got a phone.

2

Sandra: Hi. My name's Sandra. What's in my bag? I've got a hat,
my keys and a phone.

3

Mikel: Hi. My name's Mikel. I haven't got a computer game.
I've got pencils, a rubber and a ruler in my bag.

ABOUT YOU

6 *Students' own answers*

Have you got my red bag?

VOCABULARY

1 yos new dawh dirty yella long pbs small gidfd light am

1 dirty 2 long 3 small 4 light

2 1 small 2 light 3 dirty 4 new

3 1 It's a short, brown ruler.
2 It's a clean, dark blue bag.
3 It's a big, red book.
4 It's an old, green coat.
5 It's a black and white football.

4 *Students' own answers*

GRAMMAR

5 1 No, he hasn't.
2 No, I haven't.
3 Yes, we have.
4 No, they haven't.

6 1 Has your friend got a long, green coat? Yes, she has.
2 Have you got a small classroom? No, we haven't.
3 Have Tomas and Jan got a new baby brother? Yes, they have.
4 Has your mum got a big, dark blue bag? No, she hasn't.
5 Has your brother got a dirty, grey football? Yes, he has.

ABOUT YOU

7 *Students' own answers*

READING

8 1 No, it hasn't. It's got light blue walls.
2 No, it hasn't. It's got big windows.
3 Yes, it has.
4 No, they haven't. They've got their pens and rulers on the desks.
5 Yes, they have.
6 Yes, she has.
7 No, she hasn't. She's got a long red coat in her bag.
8 No, she hasn't. She's got an old dictionary.

UNIT 5 Yes, we can!

What can you do?

VOCABULARY

1 1 play 2 ride 3 paint 4 speak 5 sing

GRAMMAR

2 1 Chris and Matt can swim underwater.
2 Carla's mum can sing.
3 Peter can't ride a horse.
4 Lindsey can paint a picture.
5 Jon's dad can't play the guitar.
6 Wendy's friends can speak English.

3 1 Can Tim and Jane play the guitar? No, they can't.
2 Can Julia ride a horse? Yes, she can.
3 Can Carlos swim underwater? No, he can't.
4 Can your baby sister paint a picture? No, she can't.
5 Can your friends sing? Yes, they can.

LISTENING

4

Brian: Can you speak French? yes

Amanda: Can you sing? no
Can you draw? no

Simon: Can you swim? yes
Can you swim underwater? no

5 Brian can ride a horse and speak French.
Amanda can't sing or draw.
Simon can swim but he can't swim underwater.

Audioscript

1

Julia: Hi, Brian. Can you ride a horse?

Brian: Yes, I can!

Julia: OK, you can ride a horse! And can you speak French?

Brian: Yes, I can! Bonjour!

2

Julia: Amanda, can you sing?

Amanda: Lalalalah!

Julia: No, you can't! And can you draw?

Amanda: No, I can't!

3

Julia: Hello, Simon. Can you swim?

Simon: Yes, I can! I can swim 50 metres.

Julia: Wow! And can you swim underwater too?

Simon: No, I can't.

ABOUT YOU

6 *Students' own answers*

He can stand on his hands!

VOCABULARY

1

e	j	l	a	r	m	b
y	t	e	e	t	h	g
e	m	g	c	e	a	r
n	o	d	s	p	n	f
o	u	y	h	k	d	o
s	t	f	a	c	e	o
e	h	a	i	r	p	t

Head	Body
ear	hand
hair	foot
face	leg
mouth	
nose	
teeth	

GRAMMAR

2 1 c 2 b 3 a

3 5 d 1 c 2 e 4 b 3 a

READING

4 2 Maria 3 Katrin 4 Lide

5 1 no (It's new.) 2 yes 3 no (Lide can't sing.) 4 yes 5 yes
6 no (It's under the chair.)

ABOUT YOU

6 Students' own answers

UNIT 6 Party time!

Have we got any eggs?

VOCABULARY

1 1 bananas 2 biscuits 3 bread 4 butter 5 cheese 6 eggs
7 flour 8 meat 9 milk 10 oranges 11 potatoes 12 sugar
13 tomatoes

Uncountable nouns: bread, butter, cheese, flour, meat, milk, sugar

2 1 b 2 e 3 a 4 k 5 l 6 g 7 f 8 m 9 n 10 d
11 h 12 i 13 j

GRAMMAR

3 1 yes 2 yes 3 yes 4 no (He hasn't got any oranges.)
5 no (He's got some sugar.) 6 yes

4 1 some 2 any 3 some 4 some 5 a 6 any

READING

5 1 c 2 b 3 d

6 1 cake 2 biscuits 3 eggs 4 bread 5 cheese 6 apples

ABOUT YOU

7 Students' own answers

Would you like to come?

VOCABULARY

1 2 It's one o'clock.

3 It's twelve thirty.

4 It's two pm.

5 It's one fifteen.

6 It's four am.

2 1 three 2 six 3 four 4 seven 5 two 6 eight

GRAMMAR

3 1 to 2 at 3 on 4 on 5 at 6 from, until

4

on	at	from ... until ...
July 16th	seven o'clock	17.30–20.00
Friday, May 10th	18.15	two o'clock – four o'clock
Wednesday	the swimming pool	

5 1 on 2 at 3 from 4 until 5 at 6 from 7 until 8 on

LISTENING

6 1 no (It's on Monday.) 2 no (It's from four o'clock until seven thirty.) 3 yes 4 yes 5 no (It's on Saturday.) 6 yes 7 yes
8 yes 9 no (It's from seven pm until nine thirty.)

Audioscript

Narrator: Tom's party

Tom: Hi, Gabby. Do you want to come to my party?

Gabby: When is it?

Tom: It's on Monday.

Gabby: What time is it?

Tom: It's from four o'clock until seven thirty.

Gabby: Where is it?

Tom: It's at the park.

Gabby: I'd love to! Thanks!

Tom: OK. See you there.

Narrator: Nick's party

Nick: Julian, Julian!

Julian: Oh hi, Nick. How are you?

Nick: I'm fine. Listen, do you want to come to my party?

Julian: Where is it?

Nick: It's at the swimming pool.

Julian: Is it on Friday?

Nick: No, it's on Saturday. It's at six o'clock. Can you come?

Julian: Oh, I'm sorry, I can't. I've got football club on Saturday.

Narrator: Sophia's party

Joanna: Hello?

Sophia: Hi, Joanna. It's Sophia. Can you come to my birthday party on Friday, June the 14th?

Joanna: I'd love to. Where is it?

Sophia: It's at my house – 23 Green Street.

Joanna: OK. What time?

Sophia: It's from seven pm until nine thirty.

Joanna: OK! See you there!

WRITING

7 Students' own answers

UNIT 7 Feeling good

I like playing basketball






VOCABULARY

- 1 1 playing football 2 playing basketball 3 catching a ball
4 kicking a ball 5 playing tennis 6 playing computer games
7 running 8 dancing
- 2 1 playing football, playing basketball 2 catching a ball, kicking a ball 3 playing tennis, playing computer games 4 running, dancing

GRAMMAR

- 3 1 d 2 a 3 e 4 b 5 f 6 c

4

	✓	✗
	Marisa	Mark
	Tim	Ana
	Ana	Tim
	Marisa	Ben and Amy
	Sam and Hugo	Ben and Amy

- 4 1 doesn't like 2 like 3 like 4 likes 5 don't like
6 doesn't like

LISTENING

- 5 1 a 2 b 3 a 4 a

Audioscript

1

Charlie: Hello. I'm Charlie. I'm eleven years old and I'm from London. I like playing football with my friends and I'm very good at it. I don't like playing computer games – they're boring!

2

Anna: Hi. My name's Anna. Eve's my friend. She really likes music and she's good at singing and playing the guitar. She likes dancing too but she's not very good at it.

3

Ed: Hello. I'm Ed. Billy and Joe are my friends. They're from Ireland. They don't like playing football or basketball. They like animals and they're really good at riding horses.

4

Dana: Hi. I'm Dana. Eli's my sister. We're twelve years old. We're not very good at dancing and we don't like it. But we're good at sport. We like playing basketball with our friends at school.

ABOUT YOU

- 6 Students' own answers

Eat a good breakfast!

VOCABULARY

- 1 1 butter 2 oranges 3 cheese 4 chocolate 5 potatoes
6 bread 7 water 8 cakes 9 apples 10 sugar 11 bananas

a	b	c	e	f	y	o	e	f	b	r	e	a	d	b	h
q	b	u	t	t	e	r	a	w	s	d	f	g	h	i	p
v	z	x	x	v	b	a	n	a	m	a	p	p	l	e	s
e	q	c	e	r	t	n	y	t	u	i	o	p	l	k	j
g	w	h	a	s	d	g	m	e	r	c	a	k	e	s	h
e	e	e	f	g	f	e	n	r	t	h	r	q	w	e	b
t	r	e	r	f	b	s	b	l	s	u	g	a	r	i	a
a	a	s	y	c	h	e	v	i	y	g	h	j	k	l	n
b	s	e	u	c	h	o	c	o	l	a	t	e	c	z	a
l	d	a	i	v	o	f	c	y	t	y	u	u	i	o	n
e	f	p	o	t	a	t	o	e	s	r	h	c	y	u	a
s	g	d	o	n	e	s	x	f	a	s	d	c	t	y	s

- 2 1 running 2 water 3 vegetables 4 dancing

GRAMMAR

- 3 1 me 2 us 3 it 4 her 5 him 6 them 7 you
4 1 him 2 us 3 her 4 them 5 you

ABOUT YOU

- 5 Students' own answers

READING

- 6 1 d 2 c 3 a 4 b

UNIT 8 Things we do

She's dancing

VOCABULARY

- 1 1 street dancing 2 horse riding 3 drawing club
4 photo club 5 running club 6 guitar lessons
7 film club 8 tennis lessons 9 cooking 10 football club
- 2 1 street dancing 2 guitar lessons 3 cooking 4 film club
5 photo club

GRAMMAR

- 3 1 c 2 a 3 e 4 g 5 b 6 i 7 f 8 h

4

kick + ing = kicking	run + n + ing = running	ride + ing = riding
playing	sitting	dancing
singing	swimming	making
		writing

- 5 1 riding 2 kicking 3 writing, doing 4 making, sitting
- 6 1 She isn't dancing / She's playing
2 He's running / He isn't playing
3 They aren't singing / They're swimming
4 You're doing / You aren't making

READING

- 7 1 Luisa 2 Laura and Paula 3 Isabella and Kris 4 Ana
5 Jorge 6 Carlos

ABOUT YOU

- 8 Students' own answers

Are you making lunch?

VOCABULARY

- 1 1 make 2 make 3 do 4 do 5 make 6 make
- 2 1 They're doing their homework.
2 He's making lunch.
3 She's making a cake.
4 They're making a film.
5 She's doing the cleaning.

GRAMMAR

- 3 1 d 2 c 3 b 4 a
- 4 1 Is she 2 Is he 3 Are they 4 Is he 5 Are they
6 Are you
- 5 1 Are you making your bed? No, I'm not.
2 Is your sister eating breakfast? Yes, she is.
3 Is your brother cleaning the kitchen? No, he isn't.
4 Are your friends making lunch? Yes, they are.
5 Are you drawing a picture? No, I'm not.

LISTENING

- 6 1 He's washing the car.
2 He's drawing a picture.
3 She's making a cake.
4 He's dancing.

Audioscript

1

- Mike:** Hi, Jack. I'm doing my English homework. I'm not very good at it. Can you help, please?
- Jack:** I'm sorry Mike, I can't. I'm busy.
- Mike:** Are you washing the dog?
- Jack:** No, I'm not. I'm washing the car.

2

- Dad:** Hello, Matt. Are you doing your homework?
- Matt:** Hi, Dad. No, I'm not. I'm drawing a picture. Do you like it?
- Dad:** Oh yes, I do. It's very good.
- Matt:** Thanks!

3

- Jane:** Mum, I'm hungry.
- Mum:** Don't worry, Jane. I'm cooking now.
- Jane:** Are you making pizza?
- Mum:** No, I'm making a chocolate cake!
- Jane:** Great! I like your cakes!

4

- Craig:** Hi, Jon. Look at my photos.
- Jon:** They're fantastic, Craig! You're very good at taking photos!
- Craig:** Thanks! Look. Here's a photo of my dad.
- Jon:** Is he running?
- Craig:** No! He's dancing!
- Jon:** Oh! He's not very good at it!

WRITING

7 Students' own answers

UNIT 9 My day

I get up at 7 o'clock

VOCABULARY

- 1 1 wake up 2 get up 3 get dressed 4 wash your face
5 have breakfast 6 clean your teeth 7 leave the house
8 walk to school 9 catch the bus to school
- 2 1 I get up and I have breakfast.
2 I leave the house and I walk to school.
3 I wake up and I wash my face.
4 I get dressed and I catch the bus to school.

GRAMMAR

- 3 1 gets up 2 has 3 cleans 4 gets dressed 5 leaves
6 catches
- 4 1 wake up 2 walks 3 get up 4 cleans 5 wash
- 5 1 have 2 catch 3 goes 4 walks

LISTENING

6 1 a 2 a 3 b 4 a

Audioscript

- Mark:** Hi, Karen. Look at this website! It's about a girl in Mexico. Her name's Rosa and she's eleven years old.
- Karen:** Hi, Mark. Oh yeah ... look ... she gets up at six thirty!
- Mark:** At six thirty?
- Karen:** We don't get up at six thirty!
- Mark:** Wow!
- Karen:** What?
- Mark:** Rosa cleans her bedroom every day!
- Karen:** Every day?
- Mark:** Yes! Every day! I clean my room on Saturdays! Mmmm!
- Karen:** What?
- Mark:** In Mexico they have eggs for breakfast.
- Karen:** I don't like eggs. I have bread and an apple for breakfast!
- Mark:** Well, Rosa has eggs for breakfast. Yummy!
- Karen:** What else?
- Mark:** Erm ... she walks to school with her sister.
- Karen:** I walk to school too.
- Mark:** Well, I catch the bus with my friends. It's fun!

I don't sleep at night

VOCABULARY

1 1 a 2 c 3 f 4 d 5 e

2



1 It's quarter past two.



2 It's half past twelve.



3 It's quarter to one.



4 It's ten o'clock.

- 3 1 My cat sleeps at quarter to twelve at night.
2 I catch the bus at eight o'clock in the morning.
3 My little brother goes to bed at seven o'clock in the evening.
4 We have breakfast at quarter past eight in the morning.
5 Juan plays tennis at half past three in the afternoon.
6 My mum goes to English lessons at half past seven in the evening.

GRAMMAR

- 4 1 doesn't do her homework 2 My teacher doesn't work
3 don't play football 4 don't clean my teeth 5 doesn't sleep
5 1 cleans 2 doesn't make 3 doesn't make 4 doesn't catch
5 washes 6 doesn't go

READING

- 6 1 yes 2 no (He has breakfast at half past six.) 3 yes
4 no (He walks to school.) 5 yes 6 no (He does it in the evening.)

ABOUT YOU

7 *Students' own answers*

UNIT 10 Information

Do we have art on Fridays?

VOCABULARY

- 1 1 PE 2 English 3 music 4 art 5 science 6 history 7 IT
8 maths 9 Spanish 10 geography
2 1 PE 2 IT 3 music 4 geography 5 maths 6 English
7 art

GRAMMAR

- 3 1 d 2 a 3 e 4 c 5 f 6 b
4 1 b 2 c 3 a 4 d 5 f 6 e
5 1 Yes, they do. 2 No, he doesn't. 3 Yes, she does. 4 No, they don't. 5 Yes, he does. 6 No, she doesn't.
6 1 Do Eve and Jack have PE in the morning?
2 Does Jack have science in the afternoon?
3 Does Jack like Spanish?
4 Does Eve like maths?
5 Does Eve have IT on Mondays?

READING

- 7 1 Carolyn 2 Carolyn 3 Diego 4 Carolyn 5 Diego

How many texts do you send?

VOCABULARY

- 1 1 digital camera 2 memory stick 3 tablet
4 smartphone 5 computer
2 1 take photos 2 read and send texts 3 send emails
4 download music 5 watch films 6 store information

GRAMMAR

- 3 2 J 3 J 4 T 5 J
4 many computer games / much sport / many movies / much music,
much TV / many DVDs
5 1 much, lots, any 2 many, any, lots 3 much, lots, any

LISTENING

6

Leo	Charlotte	John
computer ✓	computers ✓	digital camera ✓
computer games ✓	emails	smartphone ✓
DVDs	memory stick ✓	tablet
smartphone ✓	websites ✓	texts ✓

- 7 1 yes 2 yes 3 no (She's got two computers in her house.)
4 yes 5 yes 6 yes 7 no (He sends texts to his friends.)
8 no (He takes photos with his digital camera.)

Audioscript

1

- Rachel: Hi, Leo. You're good at playing the guitar!
Leo: Thanks. I can sing too. I like music.
Rachel: Do you listen to music on your smartphone?
Leo: No, I don't. I haven't got a smartphone. I download music to my computer.
Rachel: How much music do you download?
Leo: Oh, lots. And I play computer games too.
Rachel: How many computer games have you got?
Leo: I've got lots but my favourite is *Black horse*.

2

- Rachel: Hello, Charlotte. How many computers have you got in your home?
Charlotte: We've got two computers. There's one in my brother's bedroom and there's one in the living room, on the table.
Rachel: How much work do you do on your computer?
Charlotte: Oh, I don't do any. But my mum does a lot. She stores all the information on her memory stick.
Rachel: Have you got a memory stick?
Charlotte: No, I haven't.
Rachel: Do you look at websites?
Charlotte: Yes, I do. I look at lots of websites at the weekend.

3

- Rachel: Hello, John. I like your phone.
John: Thanks! It's new. It's a smartphone.
Rachel: How many emails do you send?
John: I don't send any emails. I send texts!
Rachel: And how many texts do you send every day?
John: I send lots. I send them to all my friends.
Rachel: How many photos do you take with your phone?
John: I don't take any but I take lots with my digital camera!

ABOUT YOU

8 *Students' own answers*

UNIT 11 He's famous

I always read my emails

VOCABULARY

- 1 2 Look. Here's our picture in the newspaper.
3 We give lots of concerts.
4 Hi. My name's Brad. I'm a famous person!
5 We sometimes sing on a TV show.
6 They are making a movie about us.
7 I write the songs.
8 I'm a singer in a band.

- 2 1 band 2 shower 3 memory stick 4 photo

GRAMMAR

- 3 1 My brother always sings in the shower.
2 I sometimes play computer games at the weekend.
3 I always watch my favourite TV show on Fridays.
4 My dad often reads the newspaper in the morning.
5 My friend never sends text messages.

- 4 1 sometimes 2 never 3 sometimes 4 often 5 always

READING

- 5 1 Olga 2 Inés 3 Olga 4 Olga 5 Inés 6 Inés

ABOUT YOU

6 *Students' own answers*

How often do you go out?

VOCABULARY

1

a	t	i	c	t	a
c	a	t	c	h	r
b	n	n	u	i	s
c	e	s	g	n	g
o	r	e	a	k	e
m	o	e	o	e	t
e	r	b	r	b	r
c	l	m	e	e	t
t	h	i	n	g	s

1 come 2 get 3 meet 4 see 5 things 6 think

2 1 come 2 think 3 see 4 things 5 catch 6 get

GRAMMAR

3 1 e 2 d 3 a 4 c 5 b

- 4 1 How often do you watch TV?
 2 Where do you play football?
 3 When do you get up?
 4 What do you do at the weekend?
 5 Who is your English teacher?
 6 How often do you send emails?
- 5 1 How often do you see your friends?
 2 Who's your best friend?
 3 When do you get up?
 4 Where do you go after school?
 5 What's your favourite colour?

LISTENING

- 6 1 no (It's in June.) 2 yes 3 no (She doesn't go to school. / She has lessons at home.) 4 no (She paints pictures.) 5 yes 6 no (He's an actor.)

Audioscript

- Host:** It's quiz time! Today's questions are about the teenage actress Willow Shields. OK, Emily from Brighton, how much do you know about Willow?
- Emily:** Lots, I think! She's my favourite actress. I love her movies!
- Host:** Good! OK. You've got one minute to answer five questions. Are you ready?
- Emily:** Yes, I am.
- Host:** Great! Let's start the clock. The first question is ... When's Willow's birthday?
- Emily:** It's in June.
- Host:** Yes. Next question. Where does she live?
- Emily:** That's easy! New Mexico in the USA.
- Host:** Yes! Emily, where does Willow go to school?
- Emily:** Erm ... She doesn't go to school. She has lessons at home.
- Host:** Well done! What does Willow do in the afternoon?
- Emily:** She paints pictures. She likes art and she's good at it!
- Host:** Correct! Next question. What's her favourite thing?
- Emily:** Well, she hasn't got one favourite thing! She's got lots of favourite things – her animals! She's got lots of animals.
- Host:** Great. OK, this is the final question. ... Who is Willow's brother?
- Emily:** Oh, er ... That's a difficult question. Erm ... oh ... Yes! Her brother is River Shields. He's an actor too!
- Host:** Congratulations! Well done, Emily! You're a big fan of Willow Shields! You win a photo and tickets to her new movie!

WRITING

7 Students' own answers

UNIT 12 Working life

What does she do?

VOCABULARY

1 1 teacher 2 doctor 3 waitress 4 bus driver 5 student

2

		0	p	h	o	t	o							
1	w	a	i	t	r	e	s	s						
		2	d	r	i	v	e	r						
				3	s	t	u	d	e	n	t			
				4	l	e	a	r	n					
						5	s	t	u	d	y			
							6	w	o	r	k	s		
							7	t	e	a	c	h	e	r
							8	t	e	s	t	s		
								9	j	o	b			
									10	d	r	i	v	e

GRAMMAR

- 3 1 dances, is dancing 2 eat, are eating
 3 isn't writing, don't write 4 am making, doesn't make
 5 do, are doing 6 play, are playing

READING

- 4 1 She eats pizza every day.
 2 She goes swimming in the afternoon.
 3 She's sitting in a café.
 4 She's talking to the waitress.
 5 He's reading a book.

ABOUT YOU

5 Students' own answers

Can you work in my café?

VOCABULARY

1 1 fish 2 chips 3 chicken 4 rice 5 pasta 6 pizza
 7 sandwich 8 soup 9 juice 10 water 11 coffee 12 tea
 13 ice cream

2 1 coffee 2 chicken and rice 3 pizza 4 soup 5 sandwich
 6 tea

GRAMMAR

3 1 b 2 c 3 d 4 a

4 1 e 2 c 3 d 4 f 5 a 6 b

LISTENING

5 1 d 2 c 3 a 4 b 5 e

- 6 1 Can I have a pizza, please?
 2 Can you take a picture of us, please?
 3 Can we have a drink for my daughter, please?
 4 Can you open the window, please?
 5 Can I go home?

Audioscript

1

Waiter: Good evening. Are you ready to order?

Ben: Yes, can I have the pasta ... no, a pizza? Yes, can I have a pizza, please?

Waiter: OK. Would you like a small one or a big one?

2

Maria: Excuse me. Can you take a picture of us, please?

Waiter: Yes, of course.

3

Mum: Oh, Maria! ... Excuse me, excuse me. Can we have a drink for my daughter, please?

Waiter: Sure, no problem.

Mum: And can you clean the table too?

Waiter: Of course.

4

Ben: Waiter, waiter!

Waiter: Yes.

Ben: Can you open the window, please? We're very hot.

Waiter: No problem.

5

Waiter: Hello, Colin. I'm tired! Can I go home?

Colin: No, you can't! Here's the pizza for table three!

UNIT 13 Places

Is there a cinema?

VOCABULARY

1 1 supermarket 2 museum 3 station 4 cinema 5 hotel
6 bank 7 hospital 8 café 9 restaurant 10 tennis club
11 university

2 1 museum 2 hotel 3 bank 4 hospital 5 station
6 restaurant 7 university 8 cinema 9 supermarket

GRAMMAR

3 1 No, there aren't.

2 Yes, there is.

3 Yes, there are.

4 No, there isn't.

5 No, there aren't.

6 No, there isn't.

4 1 Is there a museum in Main Street? No, there isn't.
2 Are there any schools in the town? Yes, there are.
3 Is there a supermarket in Park Road? Yes, there is.
4 Is there a park in Green Road? Yes, there is.
5 Are there any hospitals in the town? No, there aren't.

LISTENING

5 banks, hotel, museum, park, restaurants

6 1 There are 2 There's 3 There aren't 4 There isn't
5 There's

Audioscript

1

Waiter: A cheese sandwich ... and some chicken soup. That's ten pounds, please.

Man: Oh, no! I haven't got any money! Are there any banks in this street?

Waiter: No, there aren't. But there are two banks in Black Street.

Man: OK! Thanks!

Waiter: And your food ... ?

2

Boy 1: Hello ... erm ... Is there a park in this town?

Boy 2: Yes, there is. There's a big park. You can play football and tennis there.

Boy 1: Is it in this street?

Boy 2: No it isn't. It's in Orange Road.

Boy 1: Thanks! Hey, Eve! There's a big park in Orange Road!

3

Bobby: Mum, I'm hungry! Can we have lunch now?

Mum: OK, Bobby. ... Excuse me. Excuse me! Are there any restaurants in Brown Street?

Man: Erm ... No, there aren't. But there's a café in Station Street.

Mum: Is it nice?

Man: Oh yes! It's very nice!

Mum: Thank you. Let's go, Bobby!

4

Teacher: Excuse me ... Is there a museum in this street?

Man: A museum? A museum in Long Street?

Teacher: Yes, a museum.

Man: Erm ... No! There isn't a museum in Long Street. It's in Main Street.

Teacher: Thank you! OK, children!

5

Man: Excuse me.

Woman: Yes, can I help you?

Man: Is there a hotel in this town?

Woman: Yes, there is. There's one hotel – the London Hotel. It's in Green Road. It's very cheap!

Man: OK! Thanks!

ABOUT YOU

7 *Students' own answers*

1 Are there any cinemas? (Yes, there are / No, there aren't.)

2 Is there a hospital? (Yes, there is. / No, there isn't.)

3 Are there any museums? (Yes, there are. / No, there aren't.)

4 Is there a station? (Yes, there is. / No, there isn't.)

5 Is there a university? (Yes, there is. / No, there isn't.)

It's a great place to visit!

VOCABULARY

1 2 They're very expensive!

3 This is a beautiful place!

4 They're very important paintings.

5 That's a great photo, Jorge!

6 Wow! It's very cheap!

7 A: Is it safe to swim?

B: No, it isn't!

8 There's a new cinema in my street.

9 He's very tall!

10 This is an interesting place to visit.

2 1 important 2 beautiful 3 tall 4 interesting 5 cheap
6 expensive 7 safe 8 exciting

GRAMMAR

3 1 museum, above 2 pictures, inside 3 cars, outside

4 cat, near 5 men, below

4 1 inside 2 above 3 below 4 outside 5 near

READING

5 1 no (It's old.) 2 yes 3 no (She works in a café.) 4 yes
5 no (It's cheap.)

ABOUT YOU

6 Students' own answers

UNIT 14 Going out

Why are they doing that?

VOCABULARY

1 2 cow 3 grass 4 picnic 5 river

2 1 picnic 2 tree 3 cow 4 river 5 grass

GRAMMAR

3 1 e 2 c 3 a 4 d 5 f 6 b

4 1 b 2 a 3 c 4 e

- 5 1 Laura plays football with her friends because she likes it.
- 2 Ruth leaves home at 8.30 because she catches the bus at 8.40.
- 3 Martin takes lots of great photos because he's got a new camera.
- 4 Janina does her homework every day because she's a good student.

READING

6 1 Rob 2 Dad 3 Abby 4 Mum 5 Isabella 6 Andrew

- 7 1 Why's Andrew sleeping?
- 2 Why's Abby taking a photo of some flowers?
- 3 Why's Isabella helping her mum?
- 4 Why are Isabella and her family having a picnic?
- 5 Why's Isabella's dad sitting in the car?

ABOUT YOU

8 Students' own answers

Let's meet at the museum

GRAMMAR

1 1 b 2 d 3 a 4 c

2 1 Shall we 2 Shall we 3 Let's 4 Shall we 5 Let's

3 1 I can't 2 Shall we 3 good idea 4 Let's meet

VOCABULARY

4 2 swimming 3 my dad 4 six o'clock 5 running 6 museum
7 shopping 8 restaurant 9 a famous person 10 my friends
11 cinema

5

go	go out with	go to	meet	visit
running	friends	a restaurant	my dad	a museum
shopping		the cinema	at six o'clock	
swimming			a famous person	

LISTENING

- 6 Saturday afternoon: visit Marta
Sunday morning: go swimming
Sunday afternoon: go to the cinema
- 7 Saturday afternoon: Meet Emily at two o'clock outside the shop.
Sunday morning: Meet Freddie in the café near the swimming pool at eleven o'clock.
Sunday afternoon: Meet Beth outside the cinema at half past three.

Audioscript

1

- James:** Hello?
Peter: Hello, James. It's Peter. I've got a new football. (6) Shall we go to the park on Saturday morning?
James: OK. Let's take a sandwich and have a picnic!
Peter: That's a good idea. (7) Shall we meet outside the park at ten o'clock?
James: OK. See you then!

2

- Emily:** Hello?
Peter: Hello, Emily. It's Peter. Let's go shopping on Saturday.
Emily: I'd love to, but (6) my sister Marta's in hospital.
Peter: Oh no! Shall we visit her in the afternoon?
Emily: OK. (7) Let's meet at two o'clock outside the shop.
Peter: We can buy her favourite magazine.
Emily: Good idea!

3

- Peter:** Hi, Freddie. It's Peter.
Freddie: Hello, Peter.
Peter: Let's play tennis with Jon and Carl on Sunday morning.
Freddie: Jon doesn't like tennis. (6) Let's go swimming.
Peter: Sure! (7) Let's meet in the café near the swimming pool at eleven o'clock.
Freddie: Great. Bye!

4

- Peter:** Hi, Beth!
Beth: Hi, Peter.
Peter: (6) Shall we go to the cinema on Sunday? There's a new movie.
Beth: That's a great idea.
Peter: OK. The film starts at four o'clock.
Beth: (7) Let's meet outside the cinema at half past three.
Peter: OK. See you on Sunday.

ABOUT YOU

8 Students' own answers

UNIT 15 Clothes

He's wearing José's jacket

VOCABULARY

1 1 hat 2 glasses 3 shoe 4 dress 5 shirt 6 watch
7 jeans 8 jacket 9 skirt 10 trousers

c	l	t	-	s	h	i	r	t	g	o
e	v	a	s	a	w	e	n	i	l	l
w	a	t	c	h	s	s	u	n	a	d
r	y	r	m	i	d	r	e	s	s	e
a	t	o	h	s	n	o	t	s	s	r
j	n	u	e	s	o	s	s	p	e	o
a	s	s	w	a	s	k	e	r	s	d
c	a	e	w	y	h	i	s	h	a	j
k	g	r	y	a	o	r	r	a	h	e
e	o	s	h	o	e	t	p	t	p	a
t	p	t	y	r	d	o	f	e	u	n
a	s	i	i	s	h	i	r	t	n	s

2 2 trousers 3 watch 4 jacket 5 skirt 6 glasses 7 hat
8 T-shirt 9 jeans 10 dress 11 shoes

GRAMMAR

3 1 hotels 2 dresses 3 parties 4 jeans

4

always plural <i>clothes</i>	add -s <i>coats</i>	add -es <i>addresses</i>	change -y to -ies <i>bodies</i>
trousers jeans	cakes cinemas doctors girls hotels pencils shoes teachers waiters	boxes dresses glasses sandwiches watches	dictionaries factories parties universities

5 1 dresses, jeans 2 factories, cinemas, university
3 sandwiches, book 4 sisters, babies 5 computers, computer, dictionaries

LISTENING

6 M c J f L e T b

Audioscript

1

Maria: My name's Maria. I'm twelve years old and I'm from the UK. I live in Bedford with my family. The boys at my school wear black trousers and a white shirt but the girls wear a skirt! I like school but I don't like wearing skirts!

2

Jack: Hi. My name's Jack. I'm eleven and this is a picture of me at school. I like wearing these clothes to school because all my friends wear them too. But I don't like the colour! It's grey! I'm wearing a grey jumper and dark grey trousers. On special days we sometimes wear a grey hat too!

3

Lisa: Hello! I'm Lisa. I'm from London. I walk to school with my friends. I sometimes wear jeans and a T-shirt but today I've got football club after school so I'm wearing shorts. I like wearing shorts at school! My friends and I never wear a skirt or a dress!

4

Tom: Hello, I'm Tom. I'm from London too. I wear glasses. Today, I'm wearing my favourite T-shirt and some new shorts. I love wearing T-shirts and shorts, and I often wear them at the weekend too!

ABOUT YOU

7 *Students' own answers*

She's got red hair

VOCABULARY

1 1 Jacob's young / tall. He's young / tall too. He's got short hair.
2 Lola's short. She's got dark hair.
3 Felipe's old. He's got a white beard / long hair and a white beard / long hair.
4 Jess the cat's fat. She's got big ears.

GRAMMAR

3 Mark is tall. Mark has got a black beard. Mark is wearing glasses. Jane is beautiful. Jane has got dark hair. Jane is wearing a long skirt.

4 1 has 2 is 3 has 4 is 5 is

5 Roberto's young. He's wearing glasses. He's got short hair. He's got dark eyes.

Alessandra's got long hair. She's wearing a hat. She's wearing a watch. She's tall.

READING

6 1 no (He's tall.) 2 no (He isn't wearing glasses.) 3 no (She's got long hair.) 4 no (She's wearing a jacket with a flower.)
5 yes 6 no (He's wearing shorts.) 7 yes 8 no (She's wearing a small watch.)

7 a Jon b Nadezhda

WRITING

8 *Students' own answers*

UNIT 16 Buy it!

We need to go shopping

VOCABULARY

1 1 cups 2 plates 3 clothes 4 flowers 5 toys 6 paint

2 1 paint 2 toys 3 flowers 4 clothes 5 cups, plates

GRAMMAR

3 1 She needs a drink.
2 She needs to clean her room.
3 She wants to be famous.
4 He wants an ice cream.
5 He wants to go to the park.
6 He needs to buy a new ball.

4 1 wants 2 want 3 needs 4 wants 5 need 6 wants

5 1 wants 2 need 3 needs 4 wants 5 want 6 need

READING

6 1 the Botanical Gardens 2 Sugar Loaf Mountain
3 Copacabana 4 Carnival

7 1 It's in February.
2 They wear beautiful clothes and dance samba in the street.
3 She likes it because it's very long and beautiful.
4 You can see beautiful flowers and tall trees.
5 You need to wear a hat.
6 You can see the city below.

They're too expensive

GRAMMAR

1 1 dirty 2 tall 3 tired 4 difficult 5 expensive 6 hot
7 young 8 small 9 short

2 1 too expensive 2 too tired 3 too cold 4 too young 5 too short

VOCABULARY

3 1 b 2 d 3 f 4 c 5 e 6 a

4 1 the hat 2 the ball 3 the sandwich 4 the car
5 the bag

LISTENING

5 1 b 2 a 3 b 4 a

6 1 £4.25 2 £3.50 3 £22 4 £6.20

Audioscript

(SA= Shop assistant)

1

SA1: Good morning. Can I help you?
Woman: Good morning. I'd like some flowers, please.
SA1: Sure. Erm ... Do you like these big pink ones?
Woman: Not really, I think they're too expensive ...
SA1: OK.
Woman: ... but I love these small white flowers.
SA1: They're £4.25.
Woman: Great!

2

SA2: Can I help you?
Boy: Yes. I need to buy something for my brother.
SA 2: I see. Does he like paints?
Boy: No! He's nine months old! He's too young to paint!
SA2: Oh!
Boy: He needs a new ball. How much is that big red one?
SA2: It's £3.50.
Boy: Perfect!

3

Girl 1: This is my favourite shop!
Girl 2: Yes. Look at these beautiful dresses!
Girl 1: I need a new dress for Tom's party.
Girl 2: Do you like this one?
Girl 1: No. It's too long. Do you like this one?
Girl 2: Yes, I do! How much is it?
Girl 1: Erm ... £22.
Girl 2: Great!

4

Mum: Let's go to the café.
Jack: Good idea! Can I have a cake?
Mum: Sure. What do you want to drink?
Jack: Some orange juice, please.
Mum: Some coffee, some orange juice and a cake, please.
Waiter: That's £6.20, please.
Mum: Here you are. Shall we find a table, Jack? ... Ow! This coffee is too hot!

WRITING

7 2 a 3 j 4 e 5 f 6 i 7 c 8 g 9 d 10 h

Audioscript

Girl: Excuse me.
Man: Yes. Can I help you?
Girl: I need a new school bag. I like the red one near the window. How much is it?
Man: It's £25.
Girl: Oh. That's too expensive. How much is the green one?
Man: The green one's £15.
Girl: Great. Can I have that one?
Man: Sure. That's £15, please.
Girl: Here you are.
Man: Thanks. Bye.

8 Example conversation:

Excuse me.
 Yes. Can I help you?
 I need a new jacket.
 Do you like this one?
 No, it's too small. I like that one. How much is it?
 It's 20 pounds.
 Great. Can I have it?
 Sure. Here you are.
 Thanks. Bye.

UNIT 17 Comparing

José's house is newer!

VOCABULARY

1

b	e	a	c	h	h
d	f	d	a	l	o
c	s	e	a	g	u
a	n	e	t	g	s
t	n	d	f	r	e
g	a	r	d	e	n

1 house 2 garden 3 cat 4 beach 5 sea

2 1 beach 2 sea 3 cat 4 house 5 garden

GRAMMAR

3 1 yes 2 no (Karen's cat is fatter than Tom's cat.) 3 yes 4 yes

4 1 older 2 fatter 3 nicer 4 dirtier

+ er	+ r	double letter + er	y - i + er
older shorter	nicer	fatter	dirtier
5 clean colder faster longer taller		bigger hotter	easier happier hungrier

6 1 bigger 2 colder 3 happier 4 cleaner 5 hungrier

7 1 English is easier than Chinese.

2 Mexico is hotter than Russia.

3 A bus is longer than a taxi.

4 A car is faster than a school bus.

5 Orange juice is nicer than tea.

LISTENING

8 1 a basketball 2 a tennis ball 3 Sponge Bob

4 Bart Simpson 5 London 6 Moscow 7 Jaden Smith

8 Willow Shields 9 the Eiffel Tower

10 the Empire State Building

Audioscript

Host: Hello and welcome to *Big Money*. Do you want a new camera? Let's meet Mary. She's from Bristol. Hi, Mary.

Mary: Hi, Dave.

Host: Are you ready?

Mary: Yes, I am.

Host: OK. You've got one minute to name the pictures. You can make two mistakes! Your time starts now!

Mary: OK, one is a basketball, number two is a tennis ball, number three is easy! Sponge Bob! It's my favourite TV show! And number four is Bart Simpson! Number five is erm ... London and is number six Istanbul?

Host: No! It's Moscow.

Mary: Oh ...

Host: Don't stop!

Mary: OK. Number seven is erm, oh ... Jaden Smith. He's a great actor!

Host: Brilliant!

Mary: Eight is Willow Shields, nine is ... the Eiffel Tower and ten is the Empire State Building!

Host: Great! Nine correct! Well done, Mary.

9 1 yes 2 no 3 no 4 yes 5 no

Audioscript

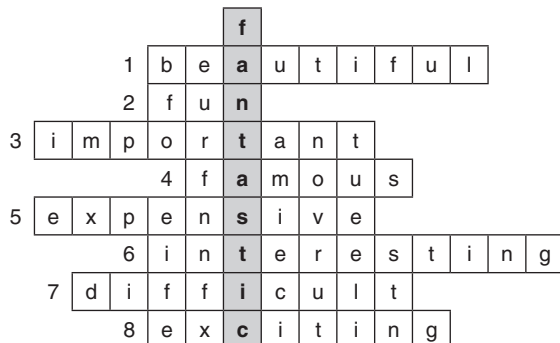
- Host:** Welcome back! I'm here with Mary. She wants a new camera! Now Mary, you need to give me the answer to five questions about the pictures, OK?
- Mary:** OK!
- Host:** Question one. Are tennis balls smaller than basketballs?
- Mary:** Yes, (1) tennis balls are smaller than basketballs.
- Host:** Good. Question two. Is Bart Simpson happier than Sponge Bob?
- Mary:** Oh no! No, he isn't! (2) Bart Simpson is sometimes sad but Sponge Bob is often happy!
- Host:** Correct. Question three: geography. Is London bigger than Moscow?
- Mary:** Argh! I don't like geography. Erm ... erm ... oh ... erm ...
- Host:** You need to answer the question, Mary!
- Mary:** Oh ... erm ... No. I think (3) London is smaller than Moscow!
- Host:** You are ... right! Next question. Is Willow Shields younger than Jaden Smith?
- Mary:** Yes, she is. (4) Jaden is two years older than Willow.
- Host:** Great! You've got four correct. This is the final question ... is the Eiffel Tower taller than the Empire State Building?
- Mary:** Oh no! I don't know! Erm ... erm ... Yes! The Eiffel Tower is taller!
- Host:** That is the ... wrong answer! (5) The Empire State Building is taller! I'm sorry, Mary! You need to answer five to get the camera!
- Mary:** Oh no!

This is more exciting!

VOCABULARY

1 1 beautiful 2 interesting 3 difficult 4 exciting

2



GRAMMAR

3 1 c 2 d 3 a 4 b

- 4 1 Music is more interesting than IT.
2 The beach is more fun than a museum.
3 Films are more exciting than books.
4 Science is more difficult than geography.

ABOUT YOU

5 *Students' own answers*

READING

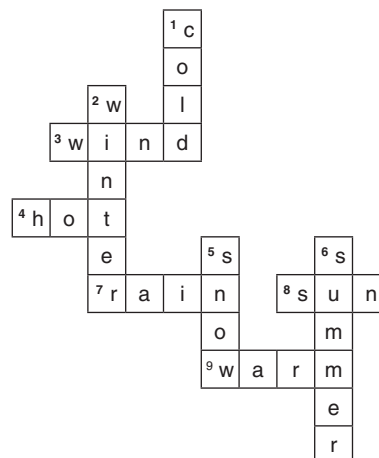
- 6 1 more famous 2 more beautiful 3 more fun
4 more interesting 5 more exciting 6 more expensive
- 7 1 Yes, he does.
2 It is faster and more fun than the bus.
3 Yes, there are lots of museums.
4 His favourite place is Divo Ostrov Park.
5 He goes swimming every day.
6 No, he doesn't.

UNIT 18 The weather

I like it when it's hot!

VOCABULARY

1



2 1 summer 2 hot 3 cold 4 sun 5 snow 6 winter
7 warm 8 wind 9 rain

GRAMMAR

3 1 b 2 a 3 d 4 e 5 c

- 4 1 Henry thinks it's boring.
2 His sister doesn't like it.
3 They aren't very good at it.
4 It's a big city in Britain.
5 Yes, she's good at it.

LISTENING

5 1 c 2 b 3 c 4 b 5 b 6 a

- 6 1 no (He's playing in the house.) 2 yes 3 yes
4 no (She says you need a big coat in winter.)
5 no (He wants to go to the cinema today.) 6 yes

Audioscript

1

Tomas: Hi, I'm Tomas and I'm in Mexico City. I usually play outside because it's hot here but I'm playing in the house today because it's raining.

2

Ana: Hi, I'm Ana. I live in São Paulo in Brazil. It's very hot today and there's a lot of sun. I like summer because I often go swimming with my friends.

3

David: Hello. My name's David. I'm from Tarifa in Spain. It's warm here today but there's a lot of wind – there's always a lot of wind in my town because it's near the sea.

4

Eva: Hi. I'm Eva and I'm from Moscow. It's winter here and you need a big coat in Moscow in winter! It's very cold and today it's snowing too!

5

Adem: Hello from Turkey! My name's Adem and I live in Ankara. I want to go to the cinema today because it's raining and there's a lot of wind.

6

Isabella: Hi. I'm Isabella. I live in Venice. It often rains here in winter but it isn't raining today. It isn't very warm – it's cold.

ABOUT YOU

7 Students' own answers

On holiday with my friend

VOCABULARY

- 1 1 plates 2 cups 3 farm 4 cows 5 tent 6 beach
2 1 sheep 2 rain 3 sun 4 family 5 dog 6 sea
3 1 family, dog 2 Cows, sheep, farm 3 cups, plates 4 beach, sea 5 sun, rain

GRAMMAR

- 4 1 with 2 for 3 until 4 for 5 with 6 until
5 1 for 2 with 3 until 4 with 5 for 6 until

READING

- 6 1 Lucy 2 Trisha 3 Jo
7 1 Lucy 2 Jo 3 Trisha 4 Trisha 5 Lucy 6 Jo

WRITING

8 Students' own answers

UNIT 19 Going places

We were at a concert

VOCABULARY

- 1 1 band, tickets 2 bus 3 late 4 car 5 tired 6 end
2 1 b 2 e 3 d 4 f 5 a 6 g 7 c

GRAMMAR

- 3 1 weren't 2 wasn't 3 wasn't 4 was 5 were
4 1 c 2 b 3 e 4 a 5 d
5 1 Were, weren't, was 2 Was, was, were 3 Were, weren't, were 4 Was, wasn't, was 5 Were, wasn't, was

LISTENING

- 6 1 b 2 b 3 a 4 a
7 1 no (She's talking to her teacher.) 2 yes 3 no (He's talking to his mother.) 4 no (It was hot.) 5 no (She's talking to her friend.) 6 yes 7 yes 8 no (It was fast.)

Audioscript

- 1
Maria: Good morning, Miss Smith.
Teacher: Hi, Maria. Where were you and your brother on Friday?
Maria: We were in the city with our parents.
Teacher: Really? Was it good?
Maria: Yes, it was. It was great!

2

- Mum:** Hello?
Jason: Hi, Mum. It's Jason.
Mum: Jason! Was your holiday fun?
Jason: Yes, it was. It was hot and there were lots of things to do.
Mum: Was the hotel near the beach?
Jason: No, it wasn't. But there was a big swimming pool at our hotel.

3

- Cara:** Sandra!
Sandra: Sorry, Cara! I'm tired.
Cara: Were you at Diego's party yesterday?
Sandra: No, I wasn't. I was at a concert.
Cara: Was it good?
Sandra: Yes it was! But the tickets were very expensive!

4

- Mum:** Look, there he is! Adam ... Adam!
Adam: Hi, Dad! Hi, Mum!
Dad: Hello, Adam. Was the train fast?
Adam: Yes, it was! It was great.
Mum: Were there a lot of people on the train?
Adam: No, there weren't.

When were you in Africa?

VOCABULARY

- 1 1 money 2 shoes 3 plane 4 bus
2 1 trousers 2 hat 3 T-shirt 4 shoes 5 plane
6 water bottle 7 money 8 notebook 9 knife 10 tent
11 computer 12 car 13 boat 14 bus 15 train

GRAMMAR

- 3 1 d 2 h 3 b 4 f 5 e 6 a 7 c 8 g
4 1 Where 2 What kind of 3 What 4 Why 5 How long
6 Who

ABOUT YOU

5 Students' own answers

READING

- 6 1 E 2 B 3 F 4 C 5 A 6 D
7 1 He travels with his dad in summer.
2 They often travel by train.
3 Their last holiday was to Australia.
4 Their trip to Turkey was for three weeks.
5 He was in Thailand when he was eleven.
6 He always puts his tablet in his bag.

ABOUT YOU

8 Students' own answers

UNIT 20 A Russian tale

The old man helped Ivan

VOCABULARY

1

f	a	m	i	l	y	t	b
t	h	a	v	t	e	y	i
p	o	n	e	a	i	e	r
e	b	p	r	y	t	e	d
p	o	s	t	e	r	a	x
s	a	t	o	t	g	r	y
s	t	i	h	o	t	h	r
a	t	e	f	w	g	p	i
y	t	r	e	e	s	g	v
g	e	h	m	o	h	s	e
o	n	m	o	t	h	e	r

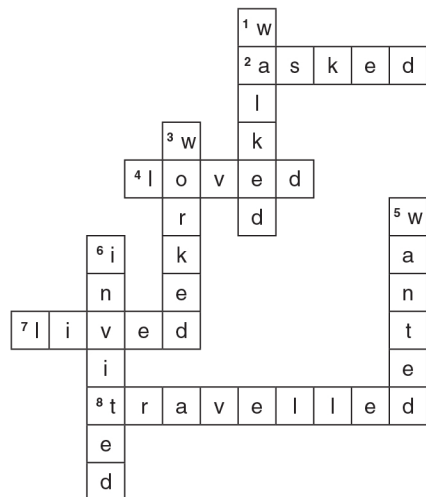
- 1 trees 2 boat 3 family 4 poster 5 river 6 birds
7 mother 8 man

- 2 1 family 2 trees 3 bird 4 poster 5 mother 6 man
7 boat 8 river

GRAMMAR

- 3 1 ask 2 invite 3 live 4 love 5 travel 6 walk 7 want
8 work

4



LISTENING

- 5 1 d 2 e 3 a 4 b 5 c

- 6 1 d 2 c 3 b 4 e 5 a

Audioscript

1

Girl: What are you doing?

Woman: I'm looking at old photos of my family.

Girl: Look at this one. She was beautiful!

Woman: Yes, she was! She was my sister, Molly. She was a lot older than me and she loved music. She worked in a restaurant in the day but at night she was a dancer and a singer.

2

Girl: Who is this man? He looks happy! Was he your brother?

Woman: Yes, he was. His name was Jim. He lived in London with his wife Martha and their two children Anne and Paul. Jim worked on a train. He was the driver! He loved his job.

3

Girl: And who is this woman? She looks happy!

Woman: Yes. She was my mother. Her name was Hannah. She was very good at cooking! She always cooked my favourite food for dinner on Fridays– it was chicken and rice! She worked in her friend's shop too.

4

Girl: And who is this tall man?

Woman: He was my father. He worked in a big hospital and he was an important doctor. He travelled to a lot of other cities to teach students. I always wanted to go with him but my mum said no!

Girl: What was his name?

Woman: Toby.

5

Woman: Oh, look at this one!

Girl: Who is she?

Woman: She's Rebecca ... she was my best friend! In this photo she was ten. She lived in a big house near the park and we walked to school together every day. At the weekend, she always invited me to her house for lunch! It was great!

The King didn't like Ivan

GRAMMAR

- 1 1 didn't live 2 didn't walk 3 worked 4 didn't finish
5 travelled

- 2 1 didn't live 2 didn't love 3 didn't start 4 didn't want
5 didn't work

- 3 1 b 2 a 3 d 4 f 5 c 6 e

ABOUT YOU

4 *Students' own answers*

- 1 I finished / didn't finish my lunch last Friday.
- 2 I loved / didn't love watching TV when I was a baby.
- 3 I started / didn't start English lessons when I was three.
- 4 I travelled / didn't travel by plane last August.
- 5 I walked / didn't walk to school yesterday.

READING

- 5 1 c 2 d 3 e 4 a 5 b

- 6 1 grasshopper 2 grasshopper 3 ant 4 ant 5 ant
6 grasshopper 7 grasshopper



Video extra

Unit	Title	Duration
Unit 1+2	Me and you	01:19
Unit 4	Things in your bag	01:00
Unit 5	What can you do?	00:45
Unit 7	Feeling good	00:50
Unit 9	Daily routine	00:48
Unit 10	School subjects	01:00
Unit 13	Favourite places	00:50
Unit 15	Clothes	01:32
Unit 17	Great places	00:38
Unit 18	The weather	00:55



Acknowledgements

Development of this publication has made use of the Cambridge English Corpus, a multi-billion word collection of spoken and written English. It includes the Cambridge Learner Corpus, a unique collection of candidate exam answers. Cambridge University Press has built up the Cambridge English Corpus to provide evidence about language use that helps to produce better language teaching materials.

This product is informed by English Profile, a Council of Europe-endorsed research programme that is providing detailed information about the language that learners of English know and use at each level of the Common European Framework of Reference (CEFR). For more information, please visit www.englishprofile.org

The publishers are grateful to the following contributors: text design and layouts: emc design Ltd; cover design: Andrew Ward; edited by Bartosz Michalowski and Evadne Adrian-Vallance.

The publishers are grateful to the following schools for their participation in the films: Cambridge International School, Cambridge; Redroofs Theatre School, Maidenhead.

They are also grateful for permission to reproduce images and photographs in the films: still images courtesy of Bigstock.com

Special thanks also go to the producers of the films: Purple Door Media Ltd.

