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Introduction to the Teacher's Book

Who is *Project third edition* for?

Project third edition is a five-level course for young learners aged 10–14 / 15. The whole course takes learners from beginner to pre-intermediate level.

What are the aims of *Project*?

Project third edition combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner development, project work, a task-based methodology, role play, and cross-curricular themes, while providing a solid grammar framework and thorough practice of structures, functions and vocabulary.

Project third edition is also shaped by the experience of teachers and students in a range of countries who have used *Project* successfully for many years.

Project third edition aims to bring English to life within a structured learning environment. By presenting and practising language in realistic, motivating contexts, students are helped and encouraged to use their language knowledge and skills both in the classroom and in the outside world. Project work, for example, actively encourages students to use their English with creativity and imagination, while at the same time consolidating the new grammar and vocabulary that they have learnt.

The strong cultural focus of the course also helps students to establish a connection between language and life. Aspects of life in both Britain and other English-speaking countries are regularly presented, with students being invited to explore differences and draw comparisons with their own cultural backgrounds.

What does *Project 2* consist of?

Student's Book

The Student Book has six units. Each unit contains:

- eight pages of vocabulary, grammar, pronunciation and skills work
- a Culture page
- an English across the curriculum page, introducing other school subjects in English
- a revision page
- a project
- a song

Workbook

The Workbook contains:

- Activities for further practice and reinforcement of the language in the Student's Book. These include graded exercises for grammar consolidation activities and vocabulary practice as well as fun activities, such as wordsquares, and crosswords.
- A Progress check at the end of each unit. This contains tasks which incorporate both the new

language of the unit and items from previous units. The Progress check acts as an important part of learner development by encouraging students to maintain regular evaluation of their progress throughout the course. At the end of the Progress check there is a *I can ...* section. This contains a series of questions which enable students to identify what they have learnt. It reflects the Common European Framework in terms of monitoring language progress.

- A grammar reference section with tables and rules to illustrate the main grammar points of each unit.
- A wordlist with all the new words for each unit, and their phonetic transcriptions.


CD-Rom

This is at the back of the Workbook. It contains extra exercises for vocabulary, grammar, and situations. There are also sections for Culture including short video clips from the DVD and games. The CD-Rom can be used at home or at school using personal computers or interactive whiteboards. The aim is to provide practice in a different format and motivate learning by engaging students' interest in new technology.

Class CDs

All the Student's Book listening material is recorded here, including:

- comprehension texts
- listening skills activities
- some grammar drills
- pronunciation activities including rhymes and tongue twisters
- songs

All the items on the CD are numbered and indicated in the Student's Book by this symbol: 

Teacher's Book

The Teacher's Book contains:

- An introduction outlining the rationale and structure of *Project third edition*, with suggestions for classroom management and teaching techniques.
- Complete lesson notes with keys for all the activities in the Student's Book and tapescripts for all the listening activities.
- Optional extra activities for fast finishers.
- Photocopiable communicative activities.
- Photocopiable worksheets to accompany the DVD.
- Tests – one for each Student's Book unit, plus three larger revision tests. Each test contains items for testing specific aspects of grammar and vocabulary as well as skills-based tests. The tests are on pp. 130–140.

- A key for all the Workbook activities.
- In addition to the above there is a DVD for each level which can be used to supplement the Culture pages of the course or used on its own to revise and extend what has been taught in each unit.

What does a Student's Book unit contain?

Each unit introduces a major area of grammar and vocabulary and is based around a topic. The texts and activities are based around the lives of boys and girls in Britain. There is also a cartoon story with the characters Mickey, Millie and Mut in each unit.

The unit is divided into eight parts. Sections A–D provide input, practice and skills work. These are followed by a Culture page, an English across the curriculum page, a revision page all of which are topped off with a project, and a song.

Sections A–D

Each of these sections covers one spread (two pages) of the Student's Book. A section has the following parts:

Vocabulary

There is a strong emphasis on the teaching of vocabulary in *Project third edition*.

New language sets are normally taught at the beginning of the sections. These words are then practised and used in relation to the grammar and skills of the unit.

Comprehension

This part is based around an input text related to the main topic of the unit. A range of texts is used, including factual texts, stories, cartoons, and texts about the characters' lives. The emphasis throughout is on gaining the students' attention with texts that they can easily relate to, and on providing a good model of genuine, everyday English for students' reference. Each text introduces an aspect of the unit grammar, with comprehension activities to check students' understanding of the text. A secondary objective of the comprehension stage is the development of reading and listening skills.

Grammar

In this part students analyse and practise the new grammar in the comprehension text. *Project third edition* takes a cognitive approach to grammar, using guided activities to encourage students to work out as much as possible of the grammar for themselves. The approach normally has these three stages:

- 1 Students find and complete sentences from the comprehension text which illustrate the grammar point.
- 2 Using their completed sentences, they identify the pattern or rule and complete a table or description of the rule.

- 3 They do some controlled practice activities to consolidate their knowledge of the rule.

To make grammar learning friendlier, Mut from the cartoon story guides the students towards the rules and points out important items.

The cognitive approach to grammar is an important aspect of the methodology of *Project*. It not only helps the students to remember the grammar more easily, but also encourages them to develop the important learning strategy of working things out for themselves. In this way the approach to grammar contributes to the whole process of learner development.

Skills

Having established the rule for the new grammar and practised it in a controlled exercise, it is essential that students then go on to use it in freer activities. With this in mind, the grammar exercises are always followed by task-based activities which use one or more of the skills of Reading, Listening, Speaking and Writing. Not all of the skills are focussed on in any particular section, but each unit provides activities that cover all the skills. In these activities, students not only practise the grammar and vocabulary of the section in real communication, but also develop their ability to understand and to express themselves effectively in English.

Pronunciation

Communication demands both fluency and accuracy, so it is important that students are able to produce the sounds of English correctly. The pronunciation activities practise some important aspects of English pronunciation, such as word stress, the differences between long and short vowels, plural endings, sentence intonation, etc. The students are also introduced to the symbols of the phonetic alphabet. To make learning more fun, a number of rhymes and tongue twisters have been introduced. Many of these are well-known in Britain and so provide an extra insight into the Culture behind the language.

Culture page

This page introduces students to aspects of life in English speaking-countries. In level 1, they start by learning about aspects students can easily relate to, such as how to address people, the school system, sports and where people in Britain come from. Students are encouraged to relate the things that they learn about life in Britain to life in their own country.

English across the curriculum

This section presents topics from other school subjects, such as Science, Geography, Maths and Music, through the medium of English. In these lessons students learn some of the basic vocabulary needed for talking about other subjects and can also enjoy learning about a wide range of interesting topics. *English across the curriculum* will help to show students that English can be a means of increasing their knowledge in other subjects and is

not just learnt for its own sake. This will be particularly motivating for students whose main interests are in other subject areas.

Revision

There is a revision page for every unit. This helps students and teachers decide whether there are any language points in the unit which need more work before passing to the next.

Project

The project, which is on the final page of each unit, aims to draw together the various aspects of the language and topic that have been developed through the unit. In doing their project, students use the language that they have learnt in the unit to communicate about their own lives. Clear and detailed instructions for completing the project are given in the *What to do box*. In addition, the students are given both organizational advice and language support for composing their projects. They are illustrated with photos of projects: both complete and in progress. General information and guidance about doing project work is provided below on p.9. Guidance for the individual projects is given in the lesson notes for the unit concerned.

Song

To round off each unit in an enjoyable way, the final element is a song. The songs further develop listening skills, while also consolidating the language of the unit. In addition, they offer students the opportunity to sing or read with the recording.

How can I get the best out of *Project third edition*?

Full support for handling the activities in *Project third edition* is given in the lesson notes. The following sections give some general guidance for using *Project third edition* in the classroom, so that you can make the best use of the course.

General advice on class management

- 1 Prepare the activity carefully. Make sure everyone understands what they have to do before you start an activity.
- 2 Use techniques regularly so that students get used to particular ways of working. In this way you need to spend less time on explaining what to do.
- 3 Don't rush activities. Take time to explain and demonstrate what to do and how to do it.
- 4 Use students to demonstrate and give answers as much as possible. This will help you to discover if there are any problems.
- 5 Monitor what pupils are doing carefully. If they have not understood what they should be doing, don't

abandon the task. Stop the class and find out what the problem is. Demonstrate again, if necessary, or deal with any problem that is causing difficulties.

- 6 Don't assume that what has been taught has been learnt. Learning is a long process and even the best students will only remember part of what they have been taught, so you need to monitor student progress constantly and adjust your teaching in order to revise things that have not been learnt effectively.
- 7 Remember that every class is different and every individual student is different. A coursebook can only give an approximate guide to how fast you can move through the syllabus, so be prepared to speed up or slow down as necessary to fit the needs of the students.
- 8 Keep your own notes in this Teacher's Book on how any lesson worked — whether there were any problems, if something particularly caught the students' imagination. You will find these notes very valuable the next time you come to teach the lesson.

Using group and pair work

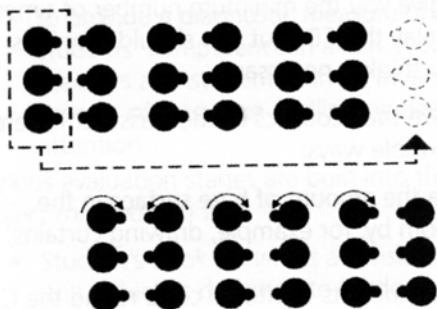
Project third edition makes extensive use of group and pair work, which makes a whole range of activities available and so adds variety to the lesson. However, these three points should be taken into consideration:

- 1 Group and pair work do not replace whole class teaching. A lot of work still has to be done with the whole class together. Choose the best format for each activity.
- 2 Group and pair work naturally produce more noise than whole class teaching. However, it should be productive noise. Don't tolerate other noise that is not related to the task in hand, and teach students how to move quickly and quietly into groups or pairs.
- 3 An important part of group and pair work is getting students to report back their ideas or to demonstrate what they have done. However, you must be selective. Don't get every group or pair to report back or demonstrate, as it will be very time-consuming and tedious. It is also important to make sure that you don't choose the same groups and pairs every time — give all students a chance.

Here is a simple procedure for doing pair work. (You can adapt this for group work, too.) This example is based on dialogue reading in pairs.

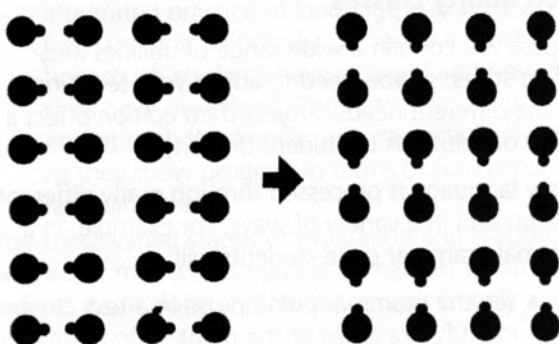
- 1 Explain the activity.
- 2 Tell students to turn and face the person next to them.
- 3 Demonstrate the dialogue with one pair. Say the parts of the dialogue and get the two students to repeat the parts after you. Correct any mistakes carefully.

- 4 Choose another pair to do the dialogue unaided.
- 5 Tell the whole class to do their dialogues. Go round and listen to a few pairs. Help where necessary and note down any common errors that may occur.
- 6 Get one or two pairs to do their dialogues in front of the whole class. Deal with any errors that you have noticed.
- 7 Form new pairs. You can do this in a number of ways.
 - a Tell pupils to turn and face the other way. The end row will have to move to the other end of the class like this:



When the class is quiet, start the activity again.

- b Tell students in alternate rows to turn to face the person behind them.



When the class is quiet, start the activity again.

- c Get students to stand up and find a partner by moving round the class. This will be noisy, but it can be very useful for doing a short dialogue with several different people.
- 8 Always finish the activity by getting one or two pairs to demonstrate their dialogue in front of the class (choose different pairs each time), and by dealing with any errors that have come up.

Using the mother tongue

The golden rule for the English classroom is: use English as much as possible right from the start. This is important for several reasons:

- 1 The only effective way to learn a language is to hear it and to use it as much as possible.

- 2 Students need to learn that English can be used for real communication, such as giving classroom instructions.
- 3 Students can understand a lot more than they can say and they need to learn that they don't have to understand every word to know what is meant.

However, having said this, the mother tongue can still be a valuable tool in the classroom:

- 1 It can be a quick and simple way of giving the meaning of a word, which can't be easily worked out from context.
- 2 It can be used to highlight differences between English usage and mother tongue usage.
- 3 It can be useful in the early stages for talking about aspects of culture or of learning.

Learner development

The importance of students' acquiring essential study skills and developing an awareness of their own progress has long been recognized in the ELT classroom. Learner development is essentially about helping learners to learn more easily and more effectively both in the classroom and outside. There are a number of ways in which you can work towards learner development.

- 1 Always encourage learners to work things out for themselves as much as possible. The basis of all learning is that we use what we already know to make sense of something new, so encourage your students to:
 - work out new vocabulary, using such clues as pictures, the context of use, similarities to the mother tongue, etc.
 - work out grammar rules, by observing how the grammar is used in a text and / or by using their existing knowledge, for example using their knowledge of plural endings to work out the third person present simple endings, or using their knowledge of the verb *be* to help them understand how the present continuous tense is constructed.
 - work out the gist of what someone is saying even if they don't understand every word.
- 2 Teach students how to use the various reference sources available to them.
 - Make sure they know where to find the grammar reference section and the wordlist. Teach students how to use them.
 - Teach them how to use a dictionary.
 - Show students how to keep useful vocabulary records.
- 3 Use the *Progress check* and the *I can...* sections in the Workbook to encourage students to reflect on how well they know things. Take action to deal with problems that come up.

- 4 Reassure students that errors are a natural and useful part of language learning. Encourage them through things such as the skills activities and project work to take risks with the language, even though they will inevitably make mistakes.
- 5 Try to develop a feeling of fun and challenge in the classroom. Learning a language is hard work, but we don't make it any easier by taking it too seriously. The most important aspect of learner development is developing a positive attitude towards English and the learning process.

Listening activities

Project third edition contains a wide variety of listening activities. Detailed guidance for each activity is given in the lesson notes. Here are some general points to bear in mind about using listening material.

It is important to recognize that listening to a CD player in a classroom can be more difficult than listening in real life, so that you can ensure your techniques take account of this. The reasons why it can be difficult are:

- 1 The CD player is non-interactive. It can't monitor whether something has been understood and slow down, paraphrase or explain, as a real speaker can. The only repair strategy available is to replay the recording.
- 2 All students can have a copy of a written text and can read at their own speed, and re-read as required. A CD player goes at the same speed for everyone.
- 3 There is no visual content. Important features such as gesture, facial expression and posture can't be shown. These are important clues that help us to grasp meaning.
- 4 Most classrooms have poor acoustics. This is because they usually have large areas of hard, bare surfaces — walls, desks, floor — which reflect the sound and make it indistinct.

Here are some simple techniques that you can use to help with listening activities:

- 1 Build up contextual knowledge before listening. Use pictures to establish the context or get students to predict what is likely to come up on the CD. Introduce a few key items of vocabulary, if you think they will interfere with the students' understanding. Don't, of course, introduce all the new words, as one of the things students need to learn is that they don't always need to understand every word to get the message.
- 2 We normally listen to something for a purpose. In *Project third edition* students are always given a task to do while listening. Make sure students understand the task and know exactly what to do before you play the CD.
- 3 Students will listen more carefully if they are given a personal motive to listen. With many activities you can get the students to try to do the task or to

predict what they will hear before they listen. Then they will not just listen for information. They will listen to see whether they were right, which is much more motivating.

- 4 A lot of knowledge is built up as the listening proceeds. Understanding the later parts often depends on understanding the earlier parts. With longer passages, stop the CD periodically and make sure students have understood things up to that point.
- 5 Don't be afraid to replay the recording more than once, if you think it will help the students. The lesson notes only give you the minimum number of times you should play the CD, but you should play it as often as you think is necessary.
- 6 Try to improve the acoustics of the classroom. Here are three possible ways:
 - Reduce the amount of bare surface in the classroom by, for example, drawing curtains, if fitted.
 - Get the students to sit in a circle round the CD player. This will not only bring them closer to the sound source but their bodies will also act as sound absorbers.
 - If possible, use a separate large speaker.

Mixed ability classes

Any class will contain a wide range of abilities and learning styles, so you need to adjust your teaching to fit the different needs. *Project third edition* offers a number of solutions to student diversity.

- 1 New language is processed through many different stages and in a variety of ways. For example, in a normal grammar cycle students will:
 - see the grammar point in use in a text
 - identify examples of the point
 - formalize a rule or a table
 - check the rule in the grammar reference section
 - do controlled practice activities
 - use the grammar point in skills activities
 - do further consolidation exercises in the Workbook
 - combine the grammar point with other knowledge in doing the project
 - revise the point in the Revision section.

This wide range of ways of dealing with the language allows for different learning styles and speeds.

- 2 *Project third edition* 2 and subsequent levels start with a revision of the main grammar covered in the previous level(s). This gives students a chance to catch up on any items that have been missed the first time round or forgotten.
- 3 Being open-ended, project work is particularly suitable for mixed-ability classes. All students can tackle the projects and achieve something worthwhile, regardless of their abilities.

- 4 The Teacher's Book contains additional activities which can be used with faster classes or individuals. It also contains photocopiable communicative activities, which allow students to practise the language taught in the unit but away from the Student's Book.

Evaluation

Evaluation of progress is an integral aspect of *Project third edition*. Regular evaluation has two main aims:

- to motivate and encourage students as they see the progress they are making
- to provide a diagnostic measure of individual students' competence in all areas so that both teachers and students can be aware of which aspects of language / skills may need more attention

Various evaluation stages are built into the structure of *Project third edition 2*.

- Student's Book – there is a revision page in each unit, which is designed to be done together in class. These pages focus clearly on the language and skills taught earlier in the unit and allow teachers to troubleshoot any difficulties the class may still be having.
- Workbook – the Progress check provides integrated practice of language and skills work from the unit, which also serves as a check on how much students have retained and how their skills have developed. The *I can...* sections at the end of each Workbook unit are particularly useful as they show progress in terms of functional language use.

After these varied stages of evaluation and feedback, the teacher may wish to give a formal test where students work alone and feedback is given only after completion of the test:

- Teacher's Book, tests – one for each unit, plus three revision tests.

Project work

Why do project work?

Project work captures better than any other activity the three principal elements of a communicative approach. These are:

- 1 a concern for motivation
- 2 a concern for relevance
- 3 a concern for the general educational development of the learner

1 Motivation

Positive motivation is the key to successful language learning and project work is particularly useful as a means of generating this positive motivation.

Firstly, project work is very personal. The students are

writing about their own lives – their house, their family, their town, their dreams and fantasies, their own research into topics that interest them.

Secondly, project work is a very active medium. Students aren't just receiving and producing words. They are:

- collecting information
- drawing pictures, maps, diagrams and charts
- cutting out pictures
- arranging texts and visuals
- colouring
- carrying out interviews and surveys
- possibly making recordings

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This makes it particularly well suited to the mixed ability class because students can work at their own pace and level.

2 Relevance

If learners are going to become real language users, they must learn that English can be used to talk about their own world. Project work helps to bridge this relevance gap in three ways:

- It encourages the use of a wide range of communicative skills.
- It provides learners with opportunities for communicating about their own world – about their house, their family, their town, etc. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.
- It establishes a sounder relationship between language and culture. English is not just for talking about the ways of the English-speaking world. It should also be a means for learners to tell the world about their own culture. Project work helps to create this approach.

3 Education

The processes and content of the language class should contribute towards the general educational development of the learner.

Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-discipline, co-operation and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

Implications

Project work brings considerable benefits to the language classroom, but it is important to be aware of the implications of this way of working.

1 Noise

Teachers are often afraid that the project classroom will be noisier than the traditional classroom. But remember that the traditional classroom has quite a lot of noise in

it, too. There is no reason why project work should be any noisier than thirty or forty students giving a choral response, for example.

In project work, students are working independently. They must, therefore, take on some of the responsibility for managing their learning environment. Part of this responsibility is learning what kind of, and what level of noise is acceptable.

2 Time

It takes longer to prepare, make and present a project than it does to do more traditional activities. But bear in mind two points.

Firstly, not all project work needs to be done in class time.

Secondly, when choosing to do project work, you are making a philosophical choice in favour of the quality of the learning experience over the quantity of activities. Project work provides rich learning experiences. The positive motivation that it generates colours the students' attitude to all the other aspects of the language programme. Learning grammar and vocabulary will appear more relevant, because the students know they will need these things for their project work.

3 Use of the mother tongue (L1)

It is likely that most students will speak in their mother tongue while they are working on their projects.

However, rather than seeing this as a problem, we should consider its merits.

Firstly, it is a natural way of working. As long as the final product is in English, it doesn't matter if the work is done in the mother tongue.

Secondly, project work can provide some good opportunities for realistic translation work. A lot of the source material for projects – leaflets, maps, interview, texts from reference books, etc. – will be in the mother tongue.

Thirdly, project work should be seen as a chance to practise that most difficult of skills – writing. There is no need to worry if the students use the mother tongue to talk about it.

4 Different levels

Some teachers are concerned that, without the teacher's firm control, the weaker students will be lost and will not be able to cope. Again the answer to this worry is to see the positive side of it. Not all students want or need the teacher's constant supervision. By encouraging the more able students to work independently, you are free to devote your time to those students who need it most.

In practice, most teachers find that their worst fears about project work do not materialize. The work is so motivating for the students that it produces its own momentum. The noise of the well-managed project classroom is the sound of creativity.

Getting started

The key to successful project work is good preparation.

1 You'll need some basic materials and equipment.

- scissors
- rulers
- glue
- large sheets of paper or card

2 It's a good idea to have some reference books available.

- a dictionary
- a grammar book
- an atlas

3 Try to keep a stock of magazines, maps and leaflets in the class. The material does not have to be in English. As already noted, material in the students' mother tongue can provide opportunities for some creative translation work. You do not have to provide all the material yourself. Encourage the students to provide material as well.

4 Teach your students how to do project work. Before starting any project, discuss with the students how they will tackle it.

5 One of the most important features of project work is presentation. Public display gives students an added incentive to do their best work. Projects can be presented in various ways:

- as a poster. This is a particularly useful form of presentation for group projects.
- as a book. Students keep their own project book. This is the best format for individual projects. Students can make two kinds of book. They can do their projects in large format (A4 or A3) scrapbook. Alternatively they can make a project file. Students do their projects on separate pieces of paper and then collect them together in a ring file.
- in other ways. As the students become more confident in their project work you might like to give them the option of presenting suitable projects orally, or by preparing a CD, a short video or a web page.

Note

For some projects students need to collect information or illustrations. It's a good idea to look at the project at the beginning of the unit, so that you can give students time to collect things if necessary.

Evaluation of projects

There are two basic principles for assessing project work:

- 1 Language is only a part of the total project. Consequently, it is not very appropriate to assess a project only on the basis of linguistic accuracy. A wide-ranging 'profile' kind of assessment that evaluates the whole project (creativity, neatness, clarity, effort, etc.) is needed.
- 2 If at all possible, don't correct mistakes on the final project itself – or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is thus a shame to put red marks all over it. This draws attention to things that are wrong about the project over the things that are good.

So what do you do about errors? There are two useful techniques:

- 1 Encourage the students to do a rough draft of their project first. Correct this in your normal way. The students can then incorporate corrections in the final product.
- 2 If errors occur in the final product, correct it in pencil or on a separate sheet of paper. It is then up to the students whether they wish to correct the finished piece of work. If possible, get students to provide a photocopy of their project. Put your corrections on the photocopy.

But fundamentally, the most important thing to do about errors is to stop worrying about them. Projects are real communication. When we communicate, all we can do is the best we can with what we know. And because we usually concentrate on getting the meaning right, errors in form will naturally occur.

Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. And remember that any project will only form part of the total amount of work that the students produce in the language course. There will be plenty of opportunities to evaluate accuracy in other parts of the language programme. Project work provides an opportunity to develop creativity, imagination, enquiry and self-expression, and the assessment of the project should reflect this.

Conclusion

Project work is one of the most enjoyable aspects of language teaching. It combines in practical form both the fundamental principles of a communicative approach and the values of good education. It has the added virtue of being a long-established and well-tried method of teaching in other subject areas.

Introduction

Unit overview

Grammar focus *Be; can; have got*; questions.

New vocabulary Greetings; close family members; sports; personal details; numbers and letters; personal objects; activities.

Pronunciation Spelling and sound.

Skills Greetings; introductions; giving personal information; giving descriptions.

Context George tells us about himself. The purpose of the Introduction unit is to revise basic structures and vocabulary.

A Hello

SB p4

Aims of the section To be able to say *hello* and *goodbye*.

Grammar See WB Introduction unit p.2; and WB Key TB p.85.

New vocabulary How are you? Hello, good morning, hi, goodnight, good evening, see you later, good afternoon. See WB Wordlist p.74.

Skills Meeting people.

Context Newspaper boy meets housewife.



1.2

1 a Ask students to look at the pictures. Ask who the people are and what they are doing. Play audio recording 1.2 for students to listen and read. Play the recording again for students to listen and repeat.

b Students work in pairs to practise the dialogue. Encourage them to practise it without looking at their books.

2 Demonstrate different ways of saying *hello* and *goodbye* with a student using the expressions given. Explain the difference between informal greetings (between friends) and formal greetings (children to adults, strangers). For example:

Informal dialogue

- Hi. How are you?
- Fine. And you?
- Fine. See you later.
- See you.

Formal dialogue

- Good morning. How are you?
- I'm fine, thanks. And you?
- Fine, thank you.
- Goodbye.
- Goodbye.

Students walk around the class saying *hello* and *goodbye* to each other. Monitor the use of language and pronunciation. To make the exercise more interesting and practise formal and informal greetings, each student can choose to be someone else (for example Mr Smith, teacher or Brad Pitt). They write a name on a badge which they wear. When they meet someone, they have to look at the badge and decide whether to use formal or informal language.

Revision idea

Make up a set of cards, one for each student in the class. Write the name of a famous person on each one. There should be four types of famous person: famous sports people, local TV stars, famous film stars and famous rock stars. As far as possible, there should be the same number of each type.

Place a card on the forehead of each person so they cannot see who they are. Explain to students that the object of the game is to form themselves into four groups: the film stars, the TV stars, the sports people and the rock stars.

Students walk around the class, find a partner, and say *hello* using the name on their partner's forehead. When they meet someone in the same group, they stay together and continue to walk around collecting the rest of the group, each one saying *hello* to everyone else.

B My family

SB p4

Aims of the section To practise using the present simple of *be*. To practise talking about the family.

Grammar The present simple of *be*; possessive pronouns. See WB Introduction unit p.2; WB Key TB p.85.

New vocabulary Brother, sister, mother, father, dog, friend. See WB Wordlist p.74.

Skills Describing your close family.

Context George introduces his family.



1.3

1 a Play audio recording 1.3 for students to listen and read. Write the names from the Student's Book on the board, and ask students who each person is. Write the correct answer beside each name.

Answer key

Mike – George's dad
Alice – George's sister
Jojo – their dog
Karen – George's mum
Stephen – George's brother
Helena – Alice's friend

b Go round the class inviting students to ask and answer questions about who is who.

Optional Extra

Each student writes the names of five close family members or friends on a piece of paper. They find a partner and exchange papers. Students ask their partners who the people on the papers are. They return the papers and find new partners. Invite some students to tell the class about their partners' families.

- 2** Write the text on the board. Invite students to complete the gaps and write the correct answers on the board. Students copy the correct text into their exercise books.

Answer key

Hi. ¹My name's Millie. This is ²my brother. ³His name's Mickey. And this is ⁴our dog, Mut. What's ⁵your name?

Revision idea

Students will need some glue and paper for this. Each student invents a family: a mum, a dad, a brother and a sister. They draw pictures (or bring in photos) to represent the people in the family. Students don't write the names on the pictures. In pairs, each student introduces his / her family, giving names and handing each picture to his / her partner, who sticks the pictures on a piece of paper and writes the names to make a family tree.

C At the sports centre

SB p5

Aims of the section To give and get personal information; spelling.

Grammar The present simple; *want + to + base form*; *wh-* questions. See WB Introduction unit p.3; WB Key TB p.89.

New vocabulary Sports centre, swimming, weight training, basketball, volleyball, tennis, football, badminton, table tennis, fitness classes, karate, yoga, club, membership. See WB Wordlist p.74.

Skills Asking for / giving personal information.

Context George joins a sports centre.



1.4

- 1** Allow students time to read through the information about the sports centre and check any new vocabulary, for example **weight training** (exercise using gym equipment) and **fitness classes** (classes to get you into good physical condition). Explain that George is going to join the sports centre. Ask stronger students to predict the questions they expect the receptionist to ask. Note these on the board. Play audio recording 1.4 for students to listen and note down the answers to the questions. Check the answers with the class.

Language note

In Britain we usually write the given name before the family name, and the number of the house or flat before the street name. We write the postcode after the name of the town, village or city.

- 2 a** Ask students to copy the membership card into their exercise books. Play the recording again for students to listen and complete the membership card. Students check their ideas with a partner.

b Play the recording once more for students to check their answers. Copy the card onto the board and invite students to come up and complete it.



1.4

RECEPTIONIST	Good afternoon. Can I help you?
GEORGE	Hello. Yes, I want to join the sports centre.
RECEPTIONIST	OK. Well, I need some information. What's your name?
GEORGE	George Hutton.
RECEPTIONIST	How do you spell Hutton?
GEORGE	It's H U double-T O N.
RECEPTIONIST	Thanks. And how old are you, George?
GEORGE	I'm twelve years old.
RECEPTIONIST	What's your address?
GEORGE	It's thirty-seven Beech Road, London.
RECEPTIONIST	Beach? Is that B E A C H?
GEORGE	No, it's B double-E C H.
RECEPTIONIST	Oh, OK. Number thirty-seven?
GEORGE	Yes.
RECEPTIONIST	And that's in London. What's the postcode?
GEORGE	It's SE12 4DJ.
RECEPTIONIST	SE12 4DJ. What's your telephone number?
GEORGE	It's 020 413 5986.
RECEPTIONIST	020 413 5986. And have you got an e-mail address?
GEORGE	Yes. It's george.hutton@xyz.com
RECEPTIONIST	OK. Now what sports and activities are you interested in?
GEORGE	Swimming, karate and table tennis.
RECEPTIONIST	Right. Thank you, George.

Answer key

Name George Hutton
Age 12
Address 37 Beech Road, London
Postcode SE12 4DJ
Telephone number 020 413 5986
E-mail address george.hutton@xyz.com
Sports / Activities Swimming, karate and table tennis

- 3 Compare the questions students predicted for the receptionist in exercise 1 with those asked.
- a Using the information from exercise 2 on the board, go through the questions the receptionist asks to get the information he needs. Play the recording again, pausing after each question, for students to repeat.
- b Students work with a partner to reconstruct the dialogue. They should then change roles.

Optional Extra

Fast finishers can write out the dialogue in their exercise books.

- 4 Students write about themselves, giving the same sort of information as George in exercise 2. They may do this for homework.

Revision idea

Divide the class into groups of four or five. Each group writes down as many sports and activities related to a sports centre as they can within an agreed time. Ask one student to come to the front to write up the activities that the rest of the class spells out to him or her. Encourage students to think of more activities to add to the list.

Section D What can you do? SB p5

Aims of the section To revise verbs and the use of *can*.

Grammar Modal verb *can* for ability. See WB Introduction unit p.3; WB Key TB p.85.

New vocabulary Music; sporting terms. See WB Wordlist p.74.

Skills Talking about abilities.

Context George tells his grandma what he can and can't do.

1.5

- 1 a Play audio recording 1.5 for students to listen, read and complete the sentences.

Answer key

- 1 George can play the trumpet.
2 He can't play the guitar.
3 Alice can play the violin.

- 2 a Students work on their own to read the questions and write their answers.
- b Students work in pairs to ask and answer the questions. Monitor grammar and pronunciation carefully.
- c For homework, students write their own answers to the questionnaire.

Revision idea

Ask each student to write on a piece of paper something they can do that they think no one else can do. Students walk around the class asking everyone else if they can do their thing and then report the results to the class.

E My room

SB p6

Aims of the section To revise vocabulary. To revise the use of the present continuous for descriptions.

Grammar Nouns; colours; present continuous: affirmative, negative and questions; *there is / there are*, prepositions of place. See WB Introduction unit p.3; WB Key TB p.85.

New vocabulary Common objects; colours; common verbs. See WB Wordlist p.76.

Skills Describing a picture and a room.

Context Stephen's room.

- 1 a Students look at the picture and name all the things they can. Prompt them for further descriptions of colour, size, etc. Invite students to write the words on the board and check spelling. Students copy words they don't know into their exercise books.
- b Students look at the picture again and look for the items 1–5. Invite students to write their sentences on the board and check the use of prepositions and grammar. Students copy any words they don't know into their exercise books.

Answer key

- 1 on the desk
- 2 on the bed
- 3 under the desk / in the bag
- 4 on the wall between the wardrobe and the desk
- 5 under the desk / near his bag

1.6

- 2 a Students close their books. Put students into small groups and play audio recording 1.6 for them to listen and answer the questions. Pause the recording after each question to give students time to write. You may need to play the recording more than once.

1.6

- 1 What colour is Stephen's T-shirt?
- 2 Is there a tiger in the animal poster?
- 3 What's the time?
- 4 Where is the blue bag?
- 5 What are the women in the music poster doing?
- 6 How many books are there on the desk?
- 7 How many boxes are there in the wardrobe?
- 8 Is Jojo in the room?
- 9 What musical instrument is on the bed?
- 10 Is there a ruler on the desk?

b Students open their books. Play the recording again for students to listen, look at the pictures and check their answers. Students read out their answers to each question.

Answer key

- 1 It's orange.
- 2 No, there isn't.
- 3 It's half past four / four thirty.
- 4 It's next to the desk.
- 5 They are singing.
- 6 There are three books on the desk.
- 7 There are two boxes in the wardrobe.
- 8 No, he isn't.
- 9 There's a guitar on the bed.
- 10 Yes, there is.

- 3 Students find a partner. They ask and answer six questions each using the expressions given. They get one point for every correct answer. Students repeat the exercise with two more partners. The student with the most points wins.
- 4 For homework, students write eight sentences about the picture.

Revision idea

Ask students to bring in a picture of a room, either one of their own photographs or a picture from a magazine or book. Students work in pairs to describe their rooms to each other. Students can label their pictures and you can display the best ones around the class.

F What has she got?

SB p7

Aims of the section To revise names of objects and the use of *have got*.

Grammar Questions and statements with *have got*. See WB Introduction unit p.3; WB Key TB p.85.

New vocabulary Common objects. See WB Wordlist p.74.

Pronunciation Spelling and sound

Skills Talking about possessions.

Context Alice puts the contents of her bag on her desk.

- 1 Invite students to look at the picture and make sentences about the items on the list in the Student's Book. Ask some students to write the sentences on the board. Check spelling and grammar.
- 2 Students work in pairs. Clean the board after exercise 1. Students close their books and ask and answer four questions each about what Alice has got. They write the answers their partner gives. They then open their books and check each other's answers.
- 3 For homework or in class, students write sentences saying whether they have or haven't got the things that Alice has.

Pronunciation 1.7

- 4 Give students time to read the information. Play audio recording 1.7 for students to compare spellings and sounds. Ask them if they can think of any more examples.
- 5 Ask students to look at the phonetic alphabet at the back of the Workbook.

Revision idea

Students work in pairs. Each student guesses five things that their partner might have in their bag or their pockets. They can use a dictionary if necessary. They ask each other the questions and see if they guessed correctly.

Song

SB p7

Hokey Cokey

Aims of the song To revise names for parts of the body.

Skills Matching words to actions.

Context Listening to a song.

1.8

- 1 Ask students to read though the words of the song, to identify all the parts of the body and to show you each part. Then go through the song teaching students the actions.

How to do it

You put your left arm in Everyone stands in a circle to start. Put your left arm into the middle of the circle.

Your left arm out Stretch your arm out behind you, outside the circle.

In, out, in, out Put the arm in and out of the circle twice more.

You shake it all about Put your arm back into the circle and shake the whole arm.

You do the hokey cokey Put your hands about 10 cm in front of your face, joined together by interleaving the fingers. Move the hands to left and right by only moving the wrists. You can also swing your hips for added effect.

And you turn around Turn round through 360 degrees.

That's what it's all about Put your right hand back into the circle, point your finger and wave it up and down. You can stamp your foot after the last word.

Oh, hokey cokey Put your hands above your head, arms fully stretched out. Wave the hands to right and left. As you sing this line, bring the arms down to the knees, keeping the arms fully extended. Do this three times.

Knees bend Bend your knees.

Arms stretch Put hands above your head, arms fully extended.

Ra, ra, ra Wave hands to left and right, and on the last 'Ra' jump up and stand upright.

Note: For *whole self*, jump forward into the circle, and back out of it, and shake the whole body.

Play audio recording 1.8 for students to listen and try the actions. Play the recording again for students to listen and do the actions.

Optional Extra

Divide the class into teams to practise the dance, telling them they can make changes to the actions. Play recording 1.8 again for each team to perform their version and choose the best Hokey Cokey team.

Revision

Ask each student to think of a person whom everyone else in the class knows. Write these headings on the board: family, age, nationality, town where he / she lives, things he / she owns, things he / she can do.

Each student stands up in front of the class and gives as much information about their person as they can using these headings. The other students try to guess who the person is.

1 My life

Unit overview

Grammar focus The present simple; *yes / no* and *wh-* questions; ordinal numbers; adverbs of frequency.

New vocabulary Ordinal numbers; times; dates; months of the year; annual festivals and events; weather; like.

Pronunciation Phonetic alphabet; *th /θ/* and */ð/*; intonation: *yes/no* questions; *-es* endings.

Skills Giving details about yourself and your school; talking about important dates; asking questions; describing a typical day.

Topic / Context School life; birthdays; daily activities.

Culture Holidays and festivals in Britain. SB p.16

English across the curriculum Science and Maths: measuring time. SB p.17

The Culture page can be studied after Section B, or at the end of the unit.

Section A

SB pp.8-9

My school

Aims of the section To practise the present simple, talking about times, and the vocabulary for personal details and school activities.

Grammar Present simple. See WB Unit 1 pp.4-5; WB Grammar summary 1.1; WB Key TB p.85.

New vocabulary Primary, subjects, homework, practise, clarinet, gym, karate, trumpet. See WB Wordlist p.74.

Pronunciation Phonetic alphabet.

Skills Describing a typical day at school.

Context Jessica talks about her normal school day.

Point to the pictures of Jessica. Ask what subjects she is studying in the pictures. Ask students what other subjects they think she does. Make a list, or get students to make a list on the board to revise school subjects.

Comprehension 1.9

- 1 Explain that the text is about a girl called Jessica and her brother, Cameron. Students look at the pictures and point to Jessica and Cameron. Ask if Jessica plays the clarinet. Ask students at random if they play the clarinet. Read the sentences and ask students to guess the answers without reading the

text. Then play audio recording 1.9 for students to listen, read and complete the sentences.

Answer key

1 C	4 C
2 J	5 J
3 J	6 C

Grammar

- 2 Write the table on the board and ask students which verbs go in the gaps. Write the verbs in the gaps. Point out the third person singular forms. Students copy the completed table into their exercise books. Point out what Mut is saying. Ask students what they do regularly and make a list on the board. Invite students to make sentences about themselves and other students using the items on the list as prompts, for example: *I go to school. He plays football. We learn English.* etc.

Answer key

I	start	at 8.45.
You	have	a clarinet lesson.
We	watch	TV.
They	go	home at 3.30.
He	starts	at 8.45.
She	goes	home at 3.30.
It	watches	TV.
	has	a clarinet lesson.

- 3 Ask students to find 8.15 a.m. in the text. Ask what happens at 8.15. Write the answer on the board in the form: *At eight fifteen (quarter past eight) Jessica and her friends meet at the bus stop.* Students copy the sentence into their exercise books. Students work in pairs to write sentences about the other times. Check and write the correct answers on the board.

Answer key

At 8.15 a.m. Jessica and her friends meet at the bus stop.
 At 8.45 a.m. school starts.
 At 3.30 p.m. school finishes.
 At 9.00 a.m. Cameron's lessons start.
 At 8.50 a.m. Cameron leaves home.
 In the evening, Jessica watches TV or goes on the Internet.
 After school on Wednesdays, she plays table tennis.
 On Saturday mornings, she has a clarinet lesson.

- 4 Students write true sentences about their lives using the present simple and words given.

- 5 a** Write the table on the board and ask students to complete the gaps. Point out the third person singular form. Point out that the main verb form doesn't change, only **do / does** changes. Students copy the completed table into their exercise books.

Answer key

I	don't	do karate.
We		play the trumpet.
You		get up at half past six.
They		go home for lunch.
He	doesn't	take the bus to school.
She		watch TV after school.
It		like sport.
		have a piano lesson on Tuesdays.

- b** Make a chart on the board like this.

Activity	Student name 1	Student name 2	Student name 3
do karate			
play the trumpet			
get up at 6.30, etc.			

Invite some students to make sentences about themselves as in the Student's Book and enter *yes* or *no* in the chart according to their sentences. Then invite other students to make sentences using the information on the board, for example:

You *Tell me about Bob.*

Student *Bob plays karate. He doesn't play the trumpet. He doesn't get up at 6.30. etc.*

You can also prompt for the use of *we*, (*Tell me about you and A.*), *they* (*Tell me about A and B.*) and *you* (*Tell A about himself.*) using this chart. Students write some of the sentences in their exercise books.

- 6** Explain that students have to use the information in exercise 1 to correct the sentences about Jessica.

Answer key

- She doesn't play table tennis on Thursdays. She plays table tennis on Wednesdays.
- She doesn't like French. She likes Chemistry (or Geography).
- She doesn't have a guitar lesson on Saturdays. She has a clarinet lesson on Saturdays.
- She doesn't walk to school. She takes the bus to school.
- She doesn't do her homework in the evening. She does her homework when she gets home.
- She doesn't go to a primary school. She goes to a secondary / high school.

- 7** Students make true sentences from the cues.

Possible answers

- I like History. / I don't like History.
- Jessica doesn't start school at nine o'clock.
- I play tennis on Saturdays. / I don't play tennis on Saturdays.
- Cameron doesn't go to the same school as his sister.
- Jessica has clarinet lessons.
- Jessica and her friends don't meet at 8.30.
- Cameron leaves home after Jessica.
- I watch TV in bed. / I don't watch TV in bed.

Writing

- 8** Using the text in exercise 1, ask students what Jessica tells us about her life, for example her age, where she lives, etc. Make a list of this information on the board. Then invite different students to say a true sentence about themselves for each of the activities on your list. Students now write a text about themselves based on the text in exercise 1.

Pronunciation 1.10

- 9 a** The object of this exercise is to familiarize students with the phonetic alphabet. Students work in pairs and decide what the words are.
b Play recording 1.10 for students to listen and check their answers. Monitor them to find out where students have problems.

Answer key

- | | |
|---------|----------|
| 1 play | 6 friend |
| 2 walk | 7 leave |
| 3 home | 8 school |
| 4 nine | 9 bus |
| 5 start | |

Optional Extra

Put students in groups. Students prepare cards with one of the phonetic symbols /æ/, /e/, /ɔ:/, /aʊə/, /ɒ/, /eə/ on each card. Shout out words using these symbols at random, for example: **that, pen, your, door, where, four, hour, fat, hair**, etc. When you say the sound, each group holds up the appropriate card. If they get it right, the group gets a point. The group with the most points is the winner.

Revision idea

Students write their name and the days of the week on a piece of paper. For each day, they write one thing that they do, for example: **On Monday I watch football on TV. On Tuesday I go to the cinema with my friends.** Students give their papers to another student. The student writes his / her name on the paper he / she has received.

He / She then marks each activity with a tick if he / she does the activity on the same day as the first student, or with a cross if not, next to his / her name. Students then pass their papers to different students. Students read out the information on the paper they now have, for example: *Martin watches football on TV on Mondays. Marie doesn't watch football on TV on Mondays, etc.*

Section B

SB pp.10-11

Birthdays

Aims of the section To introduce ordinal numbers. To revise months of the year and dates.

Grammar Ordinal numbers. See WB Unit 1 pp.6-7; WB Wordlist p.74; and WB Key TB pp.85-86.

New vocabulary Date (a particular day of the month or year), tomorrow (the day after today), card, present, January, February, March, April, May, June, July, August, September, October, November, December, important. See WB Wordlist p.74.

Pronunciation th /θ/ and /ð/

Skills Saying dates.

Context Jessica talks about birthdays.

Vocabulary 1.11

- 1 a Play audio recording 1.11 for students to read and listen. Play the recording again for students to listen and repeat.
- b Starting with January, students say the months in order going round the class.

Optional Extra

Start with January, but instead of the next student saying *February*, give them prompts, for example: *three months later*. They have to say *April*. Then prompt, for example: *one month earlier*. The next student has to say *March* and so on. You can make this an elimination game. Students stand at the beginning, and sit down and drop out of the game when they make a mistake. The last one standing wins. To keep them involved, the eliminated students should shout *Out!* whenever a player makes a mistake.

Language note

In Britain, dates are written using the number and the month (17 December), but we say the seventeenth of December. It is more common in British usage to put the day before the month (4th July – the fourth of July), while in American English the month is often put before the day, omitting the (July 4th – July fourth).

1.12

- 2 a Play audio recording 1.12 for students to listen and write down the months they hear. Check answers with the whole class.

1.12 and Answer key

- 1 My favourite month is October.
- 2 My birthday's in April.
- 3 • Is your birthday in February?
• No, it isn't. It's in March.
- 4 I always visit my grandparents in August.
- 5 I don't like November.
- 6 We go on holiday in July.

b Students make true sentences about themselves by entering the names of months in the gaps. To check students' answers and reinforce vocabulary by speaking and listening, you might like to try this method. Write the months on the board. Ask all students to read out sentence 1 and put a tick against each month every time it is mentioned. When students have finished, ask them which is the class's favourite month. Repeat for sentences 2, 3, and 4, finding out the month with the most birthdays, the most popular holiday month and the least popular month. This activity introduces students to class surveys, which are useful for oral practice in later lessons.

Grammar 1.13

- 3 a Read through the sentences with the class. Ask students to discuss how ordinal numbers are formed in their own language.
- b Ask individual students to say what the different months are. In class or for homework, students write out sentences, for example: *October is the tenth month*.

Answer key

- 1 October is the tenth month.
- 2 July is the seventh month.
- 3 December is the twelfth month.
- 4 September is the ninth month.
- 5 August is the eighth month.
- 6 June is the sixth month.
- 7 November is the eleventh month.
- 8 March is the third month.

c Students copy the list of ordinal numbers into their exercise books and write the numbers in words alongside each one.

d Play audio recording 1.13 for students to listen and check their answers.

e Play the recording again for students to listen and repeat.

Answer key

2nd	second	17th	seventeenth
3rd	third	22nd	twenty-second
5th	fifth	24th	twenty-fourth
6th	sixth	28th	twenty-eighth
7th	seventh	31st	thirty-first
9th	ninth	33rd	thirty-third
11th	eleventh	39th	thirty-ninth
16th	sixteenth	66th	sixty-sixth

Comprehension  **1.14**

- 4** Play audio recording 1.14. Students listen to Jessica and read the text. Write *today*, *Cameron's birthday* and *Jessica's birthday* on the board, and ask students to come to the board to write the date for each one.

Answer key

Today	20th September (the twentieth of September)
Cameron's birthday	21st September (the twenty-first of September)
Jessica's birthday	7th June (the seventh of June)

- 5 a** Students read the date and say the spoken form aloud as a class.
- b** Students work on their own to write the dates in full. Give any students that finish quickly a list of additional dates to write out, for example: **26/12, 19/4, 2/7, 24/5, 14/11**. Ask students to come up to the board to write the dates in full.

Answer key

- 1 10 May
- 2 9 November
- 3 23 March
- 4 2 October
- 5 4 April
- 6 20 August
- 7 18 July
- 8 12 June
- 9 5 February
- 10 29 September
- 11 31 December
- 12 1 January

- c** Go round the class asking students to say the full form of the dates as written on the board.

Answer key

- 1 the tenth of May
- 2 the ninth of November
- 3 the twenty-third of March
- 4 the second of October
- 5 the fourth of April
- 6 the twentieth of August
- 7 the eighteenth of July

- 8 the twelfth of June
- 9 the fifth of February
- 10 the twenty-ninth of September
- 11 the thirty-first of December
- 12 the first of January

Optional Extra

Go round the class again, writing at random the short form of dates on the board for students to say the full form.

Listening and speaking  **1.15**

- 6 a** Play audio recording 1.15 for students to listen and write the dates they hear. Play the recording a second time for students to check their answers. Play the recording again for more able students to repeat the dialogues. Ask individual students to write the dates up on the board.

 **1.15**

- 1
 - What's the date today?
 - It's the third of December.
- 2
 - When's your birthday?
 - It's on the sixth of January.
- 3
 - Is Sally's birthday on the thirty-first of August?
 - No, it isn't. It's on the thirty-first of July.
- 4
 - When do the holidays start?
 - On the seventeenth of April.
- 5
 - Is it the twenty-fifth of March today?
 - Yes, it is.
- 6
 - When is Andrew's birthday?
 - It's on the twelfth of November.
- 7
 - When is Bella's party?
 - It's on the second of June.
- 8
 - Is it the third of February today?
 - No, it isn't. It's the fourth.

Answer key

- 1 3 December
- 2 6 January
- 3 31 August, 31 July
- 4 17 April
- 5 25 March
- 6 12 November
- 7 2 June
- 8 3 February, 4 February

- b** Check that students understand *important*. Students work in pairs to tell each other and ask about their important dates. Ask different students

about their dates, for example *Anna, what's your third important date?*

Reading and writing 1.16

7 a Ask students to look at the picture and point to the birthday cards, presents, cake and candles. Play audio recording 1.16 for students to listen and read. Ask students to look at the picture and tell you how old the boy is and how they know his age (he's ten because there are ten candles).

b Students read the text again and write the answers to the questions in their exercise books. Invite different students to read or write answers on the board for the other students to check.

Answer key

- 1 Parents give big presents, like a bike or MP3 player. Other people give toys, sweets, books, clothes, CDs, DVDs, etc.
- 2 They go to the cinema or a bowling alley.
- 3 Not everybody, but normally people do.
- 4 No.
- 5 In Britain people usually only give flowers to women.

c Ask students what they do to celebrate their birthdays. Make a list of all the activities you hear on the board. Tell students to write about how people celebrate birthdays in their country. They can use Jessica's text as a model, and the list on the board for ideas.

Pronunciation 1.17 and 1.18

8 a This exercise practises the voiced and non-voiced *th* sound, /θ/ and /ð/. Explain how to make the basic sound, with the tongue between the teeth. Students practise this sound. Then demonstrate the voiced and non-voiced versions. This can be done by saying the two sounds one after the other, until students hear and see the difference. Students practise making the two sounds. Now demonstrate the use of the sounds in words by saying *month* and *brother*. Students practise saying these words. Say the words on the list in the Student's Book slowly. Students write the words in the correct column.

Answer key

/θ/	/ð/
month	brother
birthday	this
fourth	there
think	father
Maths	with

b Play audio recording 1.17 for students to listen and check their answers. Write the words on the board, with the correct phonetic symbol next to each word. Play the recording again for students to listen and repeat.

Optional Extra

Point to the words at random for students to say out loud. Monitor pronunciation carefully. To reinforce students' knowledge of phonemes, write this list on the board:

/ðæt/

/ðen/

/ðeə/

/θɔ:t/

In groups, students work out how to pronounce each word. Remind them of the information in Section A, exercise 9.

Answers

/ðæt/ – that

/ðen/ – then

/ðeə/ – there

/θɔ:t/ – thought

c Write the sentence on the board. Invite a student to come to the board and underline the /θ/ sounds. Correct if necessary. (**Answer:** *They think that Matthew's thirteenth birthday's on the thirtieth of this month.*) Explain that the other *th* sounds are the sound /ð/. Write the phonemes on the board to remind the students of their form. Play recording 1.18 for students to listen and repeat.

Revision idea

Say each month of the year in turn and ask students with a birthday in that month to stand up and form a group. Students in each group month say which day is their birthday, for example: *My birthday is on the third of January.* If space permits, ask students to form a line with the student with the first birthday at the top and the person with the last birthday at the end. You can also join in the line. Sing *Happy Birthday* to anyone who has a birthday within the last or next few days.

Section C

SB pp.12–13

Mickey, Millie and Mut

Aims of the section To practise present simple question forms.

Grammar Present simple questions. See WB Unit 1 pp.8–9; WB Grammar summary 1.3; WB Key TB p.86.

New vocabulary Polar bear, calculator, president. See WB Wordlist pp.74–75.

Pronunciation Intonation: yes / no questions.

Skills Asking questions.

Context Mickey asks his family a number of questions.

Comprehension 1.19

- 1 a** Play audio recording 1.19. Allow students to read the text, unless you have a strong group that can listen without reading.

Ask students to tick (✓) the things Mickey asks about. Check the answers with the class. Check any difficulties with new vocabulary.

Answer key

He asks about: Andorra, the US President, polar bears, summer, sleep, a calculator.

- b** Ask *What does Mickey learn?* (He doesn't learn anything.)
- c** Discuss the questions and answers with the class, in the students' own language if necessary.
- 2** Play the recording again, pausing after each sentence for students to listen and repeat. Divide the class into small groups. Students act out the story. Invite a few groups to perform the dialogues for the rest of the class.

Grammar

- 3 a** Write the gapped questions in the table on the board and invite students to complete them. Direct students' attention to Mut's question. Discuss with the class how questions are made in the present simple in English and compare it with the way questions are made in the students' own language. Students choose the correct answers.

Answer key

- 1 Does the US President live in New York?
No, he doesn't.
- 2 Do polar bears live in the Arctic?
Yes, they do.

- b** Go round the class asking students to complete the questions. Students can write out the questions in full in class or for homework.

Answer key

- 1 Do you like Mut?
- 2 Do you live in a village?
- 3 Does your best friend live near you?
- 4 Does Mickey ask a lot of questions?
- 5 Does Millie answer his questions?
- 6 Do his parents answer his questions?

- c** Students go around the class asking at least three other students the questions and noting the answers. Invite some students to tell you their answers.

- 4 a** Write the gapped questions on the board. Ask students to read the story in exercise 1 again and find the words which go in the gaps. Point out Mut's speech bubble. Discuss how we begin these questions with question words and compare it with

the way question-word questions are made in the students' own language.

Answer key

How does a calculator work, Mum?
Why do you ask questions all the time?

- b** Students work on their own to put the words in order to make the questions.

Optional Extra

Fast finishers can make up similar questions, for example: *What language do they speak in France?*

Answer key

- 1 What language do they speak in Chile?
- 2 When does winter start?
- 3 Where do lions live?
- 4 How do you spell your name?
- 5 When does Jessica get up?
- 6 What time does she go to school?

- c** Students write the answers to the questions in exercise 4b in their exercise books. Different students read out each answer. Correct if necessary. The other students then correct their own answers. Ask which student has the most correct answers. If some students made extra questions, you can ask them to try to answer these, too.

Optional Extra

Students work in groups to write five questions beginning with *what, when, where, how* and *how many*. Each group asks their questions and the others write the answer. The group with the most correct answers wins.

Listening and speaking 1.20

- 5 a** Students list the prompt questions in their exercise books in preparation for this listening activity. With a strong group, ask students to predict the questions the interviewer will ask. Check for any difficulties with new words. Play audio recording 1.20. Students listen to the interview and note down the appropriate information. Play the recording a second time, pausing after each question for students to repeat it, and after each piece of information for students to check their answers.

1.20

- | | |
|-------------|--|
| INTERVIEWER | Where do you live, Harry? |
| HARRY | I live in Winchester. |
| INTERVIEWER | What time do you get up? |
| HARRY | At half past seven. |
| INTERVIEWER | Do you play a musical instrument? |
| HARRY | Yes, I do. I play the violin. I have lessons on Saturday mornings. |

- INTERVIEWER Do you play any sports?
 HARRY We play football at school.
 INTERVIEWER Have you got any brothers or sisters?
 HARRY Yes, I've got two sisters.
 INTERVIEWER Have you got a pet?
 HARRY Yes, I have. I've got a rabbit.
 INTERVIEWER Do you help in the house?
 HARRY Yes, I set the table for dinner.
 INTERVIEWER What time do you go to bed?
 HARRY I go to bed at quarter to ten.
 INTERVIEWER Thank you, Harry.

Answer key

- | | |
|--------------|------------------|
| 1 Winchester | 5 two sisters |
| 2 7.30 | 6 rabbit |
| 3 violin | 7 sets the table |
| 4 football | 8 9.45 |

b Read the example with a student. Students work with a partner to ask and answer questions about Harry. Walk round the class checking for accuracy.

Answer key

- Where does he live? He lives in Winchester.
- When does he get up? He gets up at half past seven.
- Does he play a musical instrument? Yes, he does. He plays the violin.
- Does he play any sports? Yes, he does. He plays football.
- Has he got any brothers or sisters? Yes, he's got two sisters.
- Has he got a pet? Yes, he has. He's got a rabbit.
- Does he help in the house? Yes, he does. He sets the table for dinner.
- What time does he go to bed? He goes to bed at quarter to ten.

c Students ask their partners the questions in exercise 5a. They write down the answers. Ask different pairs to perform their interviews for the rest of the class. In class or for homework, students can write down their interviews.

Pronunciation 1.21

- 6** Students practise the rising intonation at the end of **yes / no** questions in this exercise. Read the first question and demonstrate the rising intonation. Play audio recording 1.21 for students to listen and repeat, both individually and as a class. Put students in pairs to ask each other the questions while you move around the class checking the intonation.

Revision idea

Invite each student to ask you one **yes / no** question about your hobbies, your family, your home, etc. Only answer the question if the grammar, vocabulary and pronunciation (including intonation) are correct.

Section D

SB pp.14–15

Daily life

Aims of the section To practise questions using the present simple.

Grammar Word order with adverbs of frequency. See WB Unit 1 pp.10–11; WB Grammar summary 1.6; WB Key TB p.86.

New vocabulary Verbs and nouns for daily household activities; adverbs of frequency. See WB Wordlist p.75.

Pronunciation -es endings.

Skills Talking about daily activities.

Vocabulary 1.22

- 1** Students look at the pictures. Invite students to give you the vocabulary for each picture, for example **Picture 1 – wash up**. Play audio recording 1.22 for students to listen. Play the recording again for students to listen and repeat.

Optional Extra

Assign one picture to each student. Students walk around the classroom asking other students if they do the activity in their picture. Monitor vocabulary and pronunciation. When students have finished, they tell the class how many students do or don't do the activity in their picture.

Comprehension 1.23

- 2** Students look at the pictures. Tell them that the pictures show a boy and a robot. Invite students to make questions like those in exercise 1 about each picture, for example: **Does the robot set the table?** Play audio recording 1.23 for students to listen and read. Play the recording again for students to listen and answer the questions.

Answer key

- Quasar
- sets the table, tidies the room, washes up, makes the bed, helps with homework
- helping with homework

Grammar

- 3 a** Write the adverbs of frequency on the board. Explain their meaning by using different school activities, for example: **You never write in a red pen. You sometimes forget your homework.** etc. Check students' understanding of the adverbs by inviting them to tell you something they never do, they don't often do, they sometimes do, they often do, they usually do and they always do.

b Explain that students can find the words they need by looking at the text in exercise 2. Ask a student to write the answer on the board. Correct if necessary.

Answer key

Quasar always tidies my room, but he doesn't often put things in the right places. My chair's usually in the wardrobe.

c Make a table on the board to show the word order for adverbs of frequency. Prompt students for the answer and for where they got the information in the sentences in exercise 3b.

Answer key

with a normal verb – before the verb *Quasar always tidies my room*.

with an auxiliary verb (*have / do*, etc.) – before the main verb *He doesn't often put things in the right places*.

with the verb *be* – after the verb *My chair is usually in the wardrobe*.

4 Students put the adverbs of frequency into the correct position in the sentences. Invite students to read out their answers to the class. Correct any mistakes.

Answer key

- 1 Quasar usually takes out the rubbish.
- 2 He doesn't normally do the shopping.
- 3 My homework is always very easy.
- 4 I don't often help in the house.
- 5 Quasar sometimes feeds the cat.
- 6 He usually takes newspapers to the recycling centre.
- 7 Quasar is always busy.
- 8 I never clean the car.

Optional Extra

Fast finishers can write true statements about themselves.

5 Put students in groups. Students look at the jobs in exercise 1 again and identify what Quasar does wrong. Then they write sentences. Groups read out their sentences. The group with the most correct sentences wins.

Possible answers

He normally sets the table, but he never puts the knives and forks in the right place.

He always tidies the room, but he doesn't often put things in the right places. He usually puts the chair in the wardrobe.

He sometimes makes the bed with the boy in it. He normally washes up, but he always breaks some cups and plates.

6 Write a table with seven columns on the board. Write *activity, never, not often, sometimes, often, usually, always* at the top of the columns. Write the activities from the Student's Book in the first column. Ask students to say how often they do the activities and put a tick (✓) in the appropriate place in the table. Once all students have answered the questions, invite them to make sentences using the information in the table, for example: *Five students always make the bed*. You may do this as a class activity or in smaller groups as a group activity.

Listening and writing 1.24

7 a Play audio recording 1.24 for students to listen and tick (✓) the jobs Jessica does.

b Play the recording again for students to write the correct adverbs of frequency.

1.24

DJ Do you help in the house, Jessica?

JESSICA Yes, I do.

DJ What things do you do?

JESSICA Well, I normally make my bed.

DJ Do you tidy your room, too?

JESSICA Yes, sometimes, and I sometimes vacuum the floor too, but it's usually a mess.

DJ Do you help in the kitchen?

JESSICA Yes, I do. I always set the table and I often wash up, too.

DJ Do you ever cook the dinner?

JESSICA No, I cook things like pancakes, but I never cook dinner.

DJ What other things do you do?

JESSICA Well, I always feed the dog, every day.

DJ Do you do the shopping?

JESSICA No, I don't often do that.

Answer key

	Jobs	How often
✓	make her bed	normally
✓	tidy her room	sometimes
✓	vacuum the floor	sometimes
✓	set the table	always
✓	wash up	often
✗	cook the dinner	never
✓	feed the dog	always
✗	do the shopping	not often

c Elicit other ways of saying normally (*usually, most days, always, every day*). Students decide which of the activities in exercise 7a Jessica normally does. Students make sentences about what she does. This can be done orally as a whole class activity or students can write sentences for homework.

8 Students write sentences about their activities. Go round the class checking the sentences.

Pronunciation 1.25

- 9 a** Write the sentence *He plays football and she watches tennis*, on the board. Invite students to read the sentence aloud. Point out the difference in pronunciation between *plays* and *watches*. Students then look at the list of verbs and identify those which have the sound /ɪz/ at the end.

Answer key

/ɪz/
washes
practises
watches
uses
catches
finishes

- b** Play audio recording 1.25 for students to listen and check. Play the recording again for students to listen and repeat.

Revision idea

Students write the words *never, not often, sometimes, often, usually, always* in a column in their exercise books or on a piece of paper. Give every student a sport or activity, for example *football, swimming, play the piano*. Students go round the class asking other students how often they do the activity on a Saturday, for example *How often do you play football on Saturday?* Students record the answers by putting a tick (✓) next to the appropriate adverb of frequency. At the end, each student reports on what he / she has found out, for example *Three people always play football on Saturday. Six people sometimes play ... etc.*

Culture

SB p16

Holidays and festivals in Britain

Aims of the section To provide students with information and vocabulary about holidays and festivals in the UK.

New vocabulary Things connected with Christmas, New Year and Easter. WB Wordlist p.75.

Skills Reading and speaking about holidays and festivals.

Context Description of school holidays and UK customs at Christmas, New Year and Easter.

- 1** Students read the text and answer the questions.

Answer key

- 1 about 13 weeks (six in summer, two at Easter and two at Christmas, and three one-week holidays).
- 2 summer holidays
- 3 one week or 10 days
- 4 six

- 2** Students read the text again to match the things to festivals.

Answer key

Christmas – turkey, presents, decorations, a tree
New Year – fireworks, *Auld Lang Syne*
Easter – chocolate eggs

Optional Extra

Ask students to look at the text again and add other words to each festival. Ask each group to write five questions about the information in the text. Check the questions are correct. Groups ask other students their questions.

- 3** Discuss the questions with students. Compare the English festivals and holidays to the situation in the students' own country.

If you have a copy of the DVD, you could play Unit 1 here and give students Worksheet 1 or p.123.

English across the curriculum SB p17

Science and Maths: measuring time

Aims of the section To teach and practise words used to measure time.

New vocabulary Second, minute, hour, day, week, month, year, decade, century, alarm clock, calendar, hourglass, ruler, scales, stopwatch, sundial, thermometer. WB Wordlist p.75.

Skills Saying how long things take and when they start and end.

Context Students work out puzzles involving time.

- 1** Students solve the anagrams to make the words. This can be done for homework.

Answer key

- 1 second
- 2 minute
- 3 hour
- 4 day
- 5 week
- 6 month
- 7 year
- 8 decade
- 9 century

- 2 a** Students look at the pictures and select the ones which are not used to measure time. You may want to ask students what these things are used for.

Note: Mobile phones have a clock function, so they can measure time.

Answer key

scales (to measure weight)
ruler (to measure length)
thermometer (to measure temperature)

- b** Discuss with students the use of the time measurement devices and what units of time they measure.

Possible answers

mobile phone – days, months, hours and minutes
watch – hours, minutes, seconds
stopwatch – minutes and seconds
alarm clock – hours and minutes
hourglass – hours and minutes
sundial – hours and minutes

- 3 a** Students read the questions and write their answers.
- b** Allocate one of the six questions to each student. Students ask all the other students their question and note the answers. They then talk about the answers to the rest of the class: *Most people take two minutes to change their shoes. Five people are 13 years old.* etc.
- 4** This can be done for homework. Students read the puzzles and answer the questions.

Answer key

- 1 10.45 p.m.
- 2 9.18 p.m.
- 3 3 hours
- 4 1.50 p.m.
- 5 6 weeks 3 days
- 6 8.20 a.m.
- 7 15 hours 19 minutes

- 5 a** Students prepare their puzzle at home using the examples in exercise 4 as a models. They write it on a piece of paper with their name and the answer to their puzzle.

- b** Students read out their puzzles to the class, while the others write the answers. Number the puzzles from 1. After each student reads the puzzle, take the paper with the answer from the student. Keep the papers in order, and write the number of the puzzle on the paper. Read the answers to the class for students to check and find out which student has the most correct answers.

Revision**SB p18****Grammar**  **1.26**

- 1** Students listen and complete the sentences.

 **1.26**

Every morning Clare gets up at 7.30. She gets dressed and leaves the house at 8.10. At 8.15 she takes the bus to school. Clare plays the piano very well. She has lessons at school, but she also plays for an hour in the evening after dinner. Before dinner she does her homework. Today she's doing Maths.

Clare loves sport. She plays table tennis on Wednesdays with her friend Jo. They're in the school team. They play after school. So on Wednesday she leaves school at 5.30. On other days she leaves school at 3.30.

 **1.26 and Answer key**

- 1 She gets up at half past seven.
- 2 She takes the bus to school at 8.15.
- 3 She plays the piano after dinner.
- 4 She does her homework in the evening.
- 5 She plays table tennis on Wednesdays.
- 6 She leaves school at 3.30.

- 2** Students rearrange the words to make and write questions, leaving space for the answers. Students write their own answers to the questions. This can be done for homework.

Answer key

- 1 Where are you from?
- 2 What's the time?
- 3 Have we got Art today?
- 4 What day is it today?
- 5 When's your birthday?
- 6 What's the date today?

Listening  **1.27**

- 3** Play audio recording 1.27 for students to listen and write the answers.

1.27 and Answer key

- 1 twenty second
- 2 ninth
- 3 sixteenth
- 4 eightieth
- 5 seventy-third
- 6 thirty-second

Vocabulary

- 4 Students work out what the present was.

Answer key

computer

Your project

SB p19

A year in my life

Aims of the section To consolidate new grammar and vocabulary.

Grammar Adverbs of frequency; the present simple.

Skills Writing about holidays and festivals.

Context Description of school holidays and UK customs at Christmas, New Year and Easter.

Explain that students are going to make an illustrated calendar of their year, with information for each month, and with drawings and pictures to illustrate it.

This can be done in a scrapbook or as a poster and displayed in the classroom when finished. The project gives students the opportunity to use their artistic and organizational skills together with the English they have learnt. Most students enjoy drawing, but photographs or cut-outs from magazines can also be used.

Look at Jessica's project with the class. Explain that it is a model and students' own projects can contain different pieces of information and can be organized in a different way. Some of the work may be done in class, and the rest set for homework.

What to do

- 1 Students make a table with twelve boxes, one for each month. The boxes should be as big as possible. Students label each box with the name of the month. In each box, students write one or two sentences describing the activities they do in that month and how often they do them (using adverbs of frequency).
- 2 At home or in class, students look for photos or magazine pictures to illustrate their activities, or they can draw their own pictures. They also add information to the boxes like *my favourite month*, *school holidays*, *my birthday (25th)*, *Mum's birthday (3rd)*, etc. Display the completed projects for other students to read. You might like to have a

special place where you display the best projects for the whole year.

Song

SB p19

Friday I'm In Love

Aims of the song To review days of the week and the use of phonemes.

New vocabulary Care about, in love, break my heart, wait, hesitate, heart attack, walls.

Skills Identifying sounds using phonemes.

Context The song *Friday I'm in Love*.

1.28

- 1 Write the phonemes on the board and demonstrate the sounds, getting students to repeat them. Play audio recording 1.28 for students to listen and repeat. Play the recording again for students to listen and identify the words which match the phonemes. Explain that students need only think about the words at the end of the lines.

Answer key

/ed/ head, bed, instead
 /u:/ blue, too, you
 /æk/ black, attack, back
 /ɑ:t/ apart, heart, start

Optional Extra

Look at the text of the song again and explain the vocabulary to students, especially idiomatic expressions like *be in love*, *blue (sad)*, *break my heart*. Discuss also the use of colours to express mood (*blue, grey, black*, etc.). Put students into groups and ask them to write another verse for the song.

Revision idea

Ask different students *When is New Year's Eve?* *When is Easter Sunday this year?* *When is your mother's birthday?* *When is your name day?* *When is your national day?* etc. Divide the class into two teams to make a list of similar questions to ask each other.

Test

For extra practice, see the test for Unit 1 on p.130.

2 Animals

Unit overview

Grammar focus Present continuous v. present simple; object pronouns; *must*.

New vocabulary Animals.

Pronunciation Syllables; stress and rhythm; syllable stress; same sound? (1).

Skills Describing current activities.

Topic / Context Animals as pets; animals in the zoo; animal stories.

Culture Animals. SB p28

English across the curriculum Biology: animal classification. SB p29

The Culture page should be studied at the end of the unit.

Section A

SB pp.20–21

Our school trip

Aims of the section To practise using the present continuous and to talk about animals.

Grammar Present continuous: affirmative and negative. See WB Unit 2 pp.4–5; WB Grammar summary 2.1; WB Key TB p.87.

New vocabulary Names of animals. See WB Wordlist p.75.

Pronunciation Syllables.

Skills Talking about activities in progress at the moment. Naming animals.

Context Dominic describes a school trip to the zoo.

Comprehension 1.29

- 1** Invite students to look at the pictures of Dominic's school trip without reading the text and to think of a title for each picture, for example *Dominic and his friends on the coach*. *The camels at the zoo*. *Lunch with the zebras*. *Homework time*. Play audio recording 1.29 for students to read and listen. Ask *Why aren't Dominic and his friends at school today?* (They're on a school trip to the zoo.)

Optional Extra

Ask other questions about the story using the present simple or the verb *be*, for example *How do they go to the zoo? What don't they learn? What does Dominic eat for lunch? What does Dominic do at home? What does his sister do?*

- 2** Draw clocks on the board with the times shown in the Student's Book. Ask *What is Dominic doing at nine o'clock?* (He's getting on a coach with his friends.) Point to each clock and ask *What is Dominic doing at ...?* Students tell you the time, then answer the question. Repeat the answers stressing the present continuous form of the verbs.

Answer key

- 1 He's getting on a coach with his friends at nine o'clock.
- 2 He's watching the camels at eleven thirty.
- 3 He's eating an apple (lunch) at one o'clock.
- 4 He's doing his homework at eight thirty.

Grammar

- 3 a** Write the gapped sentences on the board. Ask students to find the sentences in the text in exercise 1 and tell you what goes in the gaps. Students complete the gaps and copy the sentences into their exercise books. Ask students how to form the present continuous tense (*be* + *-ing* form of the verb).

Answer key

- 1 They're going on a school trip.
- 2 He's getting on a coach.
- 3 I'm writing about the school trip.

Optional Extra

Write on the board *I am writing on the board*, while saying *What am I doing? I am writing on the board*. Point to the whole class and say *What are you doing? You are listening to the teacher*, and write *You are listening to the teacher*. Point to one student and say *What is he / she doing? He / She is sitting*, and write *He / She is sitting*. Elicit other sentences from the class by pointing to yourself, the class, and individual students and asking prompt questions.

- b** Point out the zebras in picture 3 of exercise 1 and the sentence *The zebras are watching us now!* Then read out the example in the Student's Book. Students look at the pictures and text in exercise 1 and make correct sentences using the other verbs given. Invite students to read out their answers for checking. Encourage students to give full answers using all the relevant information in the text.

Possible answers

- 1 *The zebras are watching Dominic in picture 3.*
- 2 *Dominic and his friends are learning about the animals in picture 2.*
- 3 *Dominic is writing about the school trip in picture 4.*

- 4 Dominic and his friends are going on a school trip to the zoo in picture 1.
- 5 Dominic is doing his homework in picture 4.
- 6 Dominic is getting on a coach with his friends in picture 1.
- 7 Dominic and his friends are having lunch at the zoo.
- 8 Dominic is eating an apple in picture 3.

- 4 a** Write the three sentences on the board. Ask students to find the negative of the sentences in exercise 1 and write the negative form beside the statement form. Highlight the negative form. Students copy the sentences into their exercise books. Discuss with students how to make the negative form.

Answer key

- 1 I'm not watching TV.
- 2 He isn't going to his classroom.
- 3 They aren't looking at us.

Optional Extra

Write on the board and say *I'm standing. I'm not sitting.* Write *You're sitting. You ...* on the board and invite students to finish the second sentence with *aren't standing.* Write *He* or *She* on the board, point to one student and invite the other students to make two similar sentences, for example *He's writing. He isn't listening.* Write the sentences students give you on the board. You can do further practice by rubbing out the verbs and inviting students to make other sentences using different verbs.

- b** Students look at the pictures in exercise 1 again. Ask *What are Dominic and his friends doing in the first picture?* Explain that the sentences are wrong and that the correct information is in exercise 1, so Dominic and his friends aren't going to their classroom, they're going on a school trip. Students write pairs of sentences for each picture, then read out or write their sentences on the board for checking.

Possible answers

- 1 They aren't going to their classroom. They're going on a school trip.
- 2 They aren't getting on a train. They're getting on a coach.
- 3 Dominic isn't watching the lions. He's watching the camels.
- 4 They aren't running. They're eating.
- 5 Dominic and his friends aren't playing football. They're watching the animals.
- 6 Dominic isn't eating a hamburger. He's eating an apple.
- 7 Dominic's sister isn't doing her homework. She's watching TV.
- 8 Dominic isn't listening to the radio. He's doing his homework.

Listening and speaking 🎧 1.30 and 1.31

- 5 a** Play audio recording 1.30 for students to look at the pictures and listen. Play the recording again for students to listen and repeat.

- b** Ask students to copy the chart into their exercise books leaving plenty of room in the second column. Play audio recording 1.31 for students to listen and write the names of the animals in the chart. Check students have the correct answers before going on to exercise 5c.

🎧 1.31

- 1
 - Oh, look at the bats. Look!
 - Ugh. I don't like bats.
 - They're OK. Look! They're flying.
- 2
 - Oh, look at the lion. Isn't it great?
 - It's eating.
- 3
 - Oh, look. There, in the water.
 - Oh yes, it's a big snake. It's swimming.
 - Snakes can't swim!
 - Yes, they can. Look!
- 4
 - The elephants are drinking.
 - Wow. Aren't they big?
- 5
 - What's that thing over there?
 - Where? Oh, yes. It's a crocodile. Oh, look! It's running into the water.
 - Wow, it can run fast!
 - Yes!
- 6
 - Come on. Let's look at the monkeys.
 - Oh, yes. Aren't they funny?
 - Oh, look! They're jumping.
 - Wow, they can jump a long way!
- 7
 - What's in here?
 - It's a brown bear.
 - I can't see it.
 - No ... oh look! There it is. It's climbing a tree.
 - Oh, yes.
- 8
 - Look at the kangaroos.
 - Oh, yes, but they aren't doing anything.
 - No, they're sleeping.

Answer key

- 1 bats
- 2 a lion
- 3 a snake
- 4 elephants
- 5 a crocodile
- 6 monkeys
- 7 a (brown) bear
- 8 kangaroos

- c Play recording 1.31 again for students to listen and write what the animals are doing in the chart.

Answer key

Animal	Action
1 bats	They're flying.
2 a lion	It's eating.
3 a snake	It's swimming.
4 elephants	They're drinking.
5 a crocodile	It's running into the water.
6 monkeys	They're jumping.
7 a bear	It's climbing a tree.
8 kangaroos	They're sleeping.

- 6 Demonstrate this game by miming an animal and asking the students what you are doing, for example jumping. Once students have guessed correctly, ask them to guess what animal you are (a kangaroo). Now divide students into pairs to play the game themselves. Monitor the use of vocabulary and grammar.

Pronunciation 1.32

- 7 a Explain *syllable* by using examples, for example *boy, girl* – 1 syllable; *student, teacher* – 2 syllables; *hamburger, animal* – 3 syllables. Play audio recording 1.32 for students to listen and write down how many syllables there are in each word they hear.

Answer key

elephant – 3
homework – 2
favourite – 3
kangaroo – 3
crocodile – 3
evening – 2
lion – 2
friend – 1
programme – 2
geography – 4

- b Demonstrate stress using examples *hamburger, programme, karate*. Play recording 1.32 again for students to underline the stressed syllable.

- c Play the recording once more for students to listen and repeat.

Answer key

elephant
homework
favourite
kangaroo
crocodile
evening
lion
friend
programme
geography

Revision idea

Choose a short phrase of about four or five words from the text in exercise 1 and write it on the board, for example *He's getting on a coach*. Divide students into small groups. Tell students they have a fixed time (three or four minutes) to make a list of English words of four letters or more using the letters in the phrase on the board. Students must know the meaning of the words they make. Ask students for their words and the meanings. The team with longest list of correct words wins.

Section B

SB pp.22–23

Mickey's model dinosaur

Aims of the section To teach and practise present continuous questions and short answers.

Grammar Present continuous questions and short answers. See WB Unit 2 pp.16–17; WB Grammar summary 2.3, 2.4; WB Key TB p.87.

New vocabulary Model, dinosaur, glue, stuck, instructions, pouring, snoring, bang. See WB Wordlist p.76.

Pronunciation Stress and rhythm in questions.

Skills Describing what people or animals are doing.

Context Mickey is making a model dinosaur on a wet Saturday afternoon.

Comprehension 1.33

- 1 Ask students to look at the pictures without reading the text. Encourage students to talk about what they see in each picture. Help with vocabulary. Play audio recording 1.33 for students to read, listen and answer the two questions. Encourage students to give as much information in their answer as possible by prompting if necessary. For example, in question 2 *Why is he stuck to the floor? Who is using the glue?* etc.

Answer key

- 1 Because it is raining and they can't go to the park.
- 2 Mut is stuck to the floor with the glue Mickey was using to make his model.

- 2 a Students read the text again and match the sentence halves.

Answer key

- 1 d
- 2 e
- 3 b
- 4 a
- 5 c

b Students work in groups of three to act out the story. One student plays Mickey, one plays Millie and one plays Mut. Students can draw props such as a tube of glue or parts of a dinosaur on paper and cut them out. Explain that while Mut doesn't say anything in pictures 1–7, he makes a nuisance of himself all the time. Students practise in their groups and then perform the dialogues for the whole class. You could ask the class to vote for which Mut was the funniest.

Grammar

3 a Write the gapped questions and short answers on the board. Ask students to read the text in exercise 1 again and complete the gaps. Write the correct answers on the board. Discuss how the questions and short answers are formed. Point out that the auxiliary verb only (*be*) is used in the short answers. Write a table of all the forms on the board, for example:

Am I sitting? Yes, I am. No, I'm not.

Are you sitting? Yes, you are. No, you aren't.

Is he / she / it sitting? Yes, he / she / it is. No, he / she / it isn't.

Are we sitting? Yes, we are. No, we aren't.

Are they sitting? Yes, they are. No, they aren't.

Students copy the questions and short answers into their exercise books.

Answer key

Is he eating the glue? Yes, he is. No, he isn't.

Optional Extra

Students stand in a circle with one person in the middle. The student in the middle mimes an action, for example walking. Going round the circle, students guess what he / she is doing by asking a *yes / no* question, for example *Are you walking?* The student in the middle replies with a short answer. The student who guesses the action correctly replaces the student in the middle.

b Write the *what* question from the table on the board. Students read the text in exercise 1 and complete the gaps. Write the correct answer on the board. Students copy the question into their exercise books. Discuss with students how present continuous questions are formed.

Answer key

What are you doing?

4 a Students use the cues to make questions and answers.

Answer key

- 1 *Are they going to the park?* No, they aren't.
- 2 *Is it raining?* Yes, it is.
- 3 *Are you reading a magazine?* Yes, I am.
- 4 *What are you looking for?* I'm looking for the glue.
- 5 *Is Mut eating the glue?* No, he isn't.
- 6 *Are you sitting on the glue?* No, I'm not.
- 7 *Where are they going?* They're going to the park.
- 8 *What is Mut eating?* He's eating a bone.

Optional Extra

Fast finishers can make up other questions and answers connected with the story in exercise 1.

b Students practise the dialogues in pairs. Invite different pairs of students to read out each dialogue and correct if necessary.

Optional Extra

Tell students it is Saturday morning, it's raining and they are at home. They telephone each other to ask what the other person is doing. Demonstrate the dialogue with one of the better students, for example:

Teacher *Hello, Tom, it's Mary. What are you doing?*

Student *I'm eating breakfast.* [Write *eating breakfast* on the board.] *What are you doing?*

Teacher *I'm watching TV.*

Students now walk round the class making pairs, 'telephoning' each other. Students write who is doing what in their exercise books or on a piece of paper. When everyone has spoken to everyone else, invite the students in turn to tell you what some of the other students are doing.

Listening, writing and speaking 1.34

5 a Students look at the text and suggest what the questions might be. Check students make the questions correctly. Write the correct version of the questions on the board for students to copy into their books.

Possible answers

- 1 What are you doing? Where are you going? Is Mickey going with you?
- 2 What are you eating? Are you watching TV? What are you watching?

b Play audio recording 1.34 for students to listen and check whether their answers are the same as the recording. Discuss any differences.

1.34 and Answer key

1

- FRIEND What are you doing?
 MILLIE I'm waiting for the bus.
 FRIEND Where are you going?
 MILLIE To the sports centre.
 FRIEND Is Mickey going with you?
 MILLIE No, he isn't.

2

- FRIEND What are you eating?
 MICKEY A sandwich.
 FRIEND Are you watching TV?
 MICKEY Yes, I am.
 FRIEND What are you watching?
 MICKEY It's a programme about dinosaurs.

c Students work in pairs to read and act out the dialogues.

- 6 Students work in pairs to make dialogues using the cues. Each pair acts out their dialogue for the rest of the class.

Optional Extra

Students work in pairs. They make up a telephone dialogue with three questions and answers similar to the ones in exercise 5. They write this dialogue on a piece of paper. They make a copy of the dialogue on another piece of paper, but with the questions missing. Each pair exchanges their copy with the blank questions with another group. The groups fill in the missing questions. Then each pair acts out the dialogue they received. Finally, the group who originally wrote the conversation reads what they wrote for students to compare the two versions.

Pronunciation 1.35 and 1.36

- 7 a Play audio recording 1.35 for students to listen and repeat. Play the recording again for students to tap out the rhythm with their fingers as they listen. Ask students to say each sentence while tapping out the rhythm with their fingers.

Optional Extra

Students say the questions as a 'round' using this procedure. Write the five questions on the board. First of all, students say the five questions out loud as a class. Now divide the class into five groups. The groups say the five questions twice. The first group begins to say the questions on their own. As soon as they have finished the first question, the second group starts, while the first group goes on to the second question. When the second group gets to the end of the first question, the third group starts, and so on. You can control when the groups start by pointing to each one and saying **Start!** at the appropriate time.

- b Students listen and underline the stressed words in each question (the question word and the last word in the question). Play the recording again for students to listen and repeat, emphasizing the stress.

1.35 and Answer key

- 1 What are you doing?
 2 Where are you going?
 3 Who are you phoning?
 4 Why are you laughing?
 5 What are you eating?

- c Read the rhyme out loud to students, and explain the vocabulary *pouring*, *snoring*, *banged his head*. Play audio recording 1.36 for students to listen. Play the recording again for students to listen and repeat, keeping the rhythm. Divide students into groups and ask each group to make up some actions to go with the rhyme. Groups say the rhyme with their actions for the rest of the class.

Revision idea

Write the words *A mad day at school* on the board and ask what teachers and students can do on a mad day (for example *teachers sleep in class*, *students give lessons*, etc.). Divide students into four groups and give each group one of these captions.

- Group A *A mad day at the sports centre*
 Group B *A mad day in the swimming pool*
 Group C *A mad day at home*
 Group D *A mad day at the zoo*

Each group decides on five mad things that people (or animals) are doing and every student draws a picture of them doing it. Students find a partner from another group and describe their picture for their partner to draw. If you wish, groups can make posters of their drawings, with descriptions of what the people or animals are doing.

Section C**SB pp.24–25****My favourite animals**

Aims of the section To introduce more animal vocabulary. To teach when to use the present simple and when to use the present continuous.

Grammar Present simple v. present continuous. See WB Unit 2 pp.18–19; WB Grammar summary 2.5; WB Key TB pp.87–88.

New vocabulary Cow, giraffe, eagle, frog, goat, shark, insect, ostrich, dolphin, pig, hippopotamus, sheep, tapir, cage, poisonous, guard, bark, pen. See WB Wordlist p.76.

Pronunciation Syllable stress in words.

Skills Talking about looking after animals.

Context Ben talks about his job in a wildlife park.

Vocabulary  **1.37**

- 1 a** Ask students to look at the pictures and identify the animals they know. Play audio recording 1.37 for students to listen and repeat.

Optional Extra

Students close their books. Divide the class into groups of three or four. Write the names of seven or eight of the animals from the Student's Book on the board. Tell students they have three minutes to do this task. When you say **Go!**, the members of each group draw the animals on the list. Each group member should draw different animals. The winner is the group that can draw the largest number of recognizable animals in the time given.

- b** Students copy the chart into their exercise books and work on their own to put the animals from exercise 1a in the correct column.

Answer key

Wild animals – giraffe, eagle, frog, shark, insect, ostrich, dolphin, hippopotamus
Farm animals – cow, goat, pig, sheep, (ostrich)

- c** Invite students to add other animals to the lists. Make sure all students know what the animals are by naming them in their own language. Write the English names on the board for students to copy.
- 2** Give each student a different animal from the list on the board, and ask them to write its name on a piece of paper. Students walk around the class asking all the other students if they like or don't like the animal, putting a tick every time they find someone who likes it and a cross every time they find someone who doesn't like it. When all students have been interviewed, students report back on how many people like and how many people don't like

their animal. Note the answers on the board. Ask students which is the most popular and which is the least popular animal.

Comprehension

- 3** Students read the text on their own and write the answers to the questions in their exercise books. Ask students to write the answers as complete sentences. Check the answers with the class.

Answer key

- 1 He works in a wildlife park.
- 2 In picture 1, he is feeding the tapirs. In picture 2, he is cleaning their house.
- 3 He feeds the tapirs every day. He cleans the animal houses every afternoon.

Pronunciation  **1.38**

- 4 a** Write the words on the board. Play audio recording 1.38 for students to listen and underline the stressed syllables. Check answers and mark the stress on the board.

Answer key

moment
today
animal
eleven
programme
kangaroo
instructions
dinosaur
favourite
elephant
giraffe
afternoon

- b** Play the recording again for students to listen and repeat. Point to words on the board at random for students to say out loud.

Optional Extra

Leave the words on the board. Write **Today I am watching eleven kangaroos**, on the board. Students say this sentence. Listen carefully for correct pronunciation. Put students into groups of three or four. Each group prepares a sentence using three of the words from the list. They should try to make sentences which are difficult to pronounce. In turn, each group writes its sentence on the board and the other students say it out loud. Students vote on which is the most difficult sentence to say.

Grammar

- 5 a** Write the gapped sentences on the board. Students look at the text in exercise 3 to complete the gaps. Invite different students to come to the board and fill in the gaps. Correct if necessary. Point out the difference between the use of the present simple (for regular activities) and the present continuous (for an activity which is happening now / at the time of speaking). Highlight the words indicating repeated or regular activity (**every day, always**) and the words indicating that the activity is happening now (**At the moment, now**). You might like to show the connection between these words and the verb forms used by means of arrows or by using colours on the board. Students copy the sentences from the board into their exercise books.

Answer key

- 1 At the moment I am feeding the tapirs. I feed them every day.
- 2 Ben is cleaning one of the animal houses now. He always cleans them in the afternoon.

b To understand when to use the present simple and present continuous tenses correctly, students need to recognize when and how we talk about regular activities and those which are happening now. Write the headings **Regular** and **Now** on the board. Students look at each sentence in exercise b. Ask them to identify which sentences are for regular activities and which are for activities happening now. Looking for certain key words or phrases will help students. For regular activities students should look for words or phrases such as **every, often, at the weekend, at 6.30**. For activities happening now they should look for words and phrases such as **at the moment, today, now**. Students may find number 5 difficult, so discuss the idea of **at 6.30** meaning **every day at 6.30**. Once students have identified which sentences are for regular activities and which are for an activity happening now, they work on their own to write the correct form of the verb in the gaps. Invite students to read out their answers and correct them if necessary. Students often continue to have difficulty with the idea of regular activities and those happening now. When they make mistakes with the present simple and the present continuous, it can be useful to ask them to identify whether they are talking about repeated activities or current activities. In this way, they can build up a list of expressions and situations which identify repeated activities and those happening now.

Answer key

- 1 I 'm feeding the bears at the moment. I feed the bears at two o'clock every day.
- 2 Ben cleans the cages in the afternoon. Today, he is cleaning the monkeys' cage.
- 3 He is putting clean water in the tapirs' pen now. He puts clean water in their pen every afternoon.
- 4 We often visit the wildlife park at the weekend. We are visiting the wildlife park now.
- 5 Ben goes to work at 6.30. It's 6.30 now and he is going to work.

Reading and speaking

- 6 a** Students look at the pictures without reading the text. Ask them to guess what kind of animal the text is about, where it lives, what it eats and what other animals eat it. Write the ideas on the board. Explain vocabulary from the text as necessary, for example **poisonous, guard, bark**. Students read the text and answer the questions. Once students have read the text, discuss their original ideas and correct or change them as necessary.

Answer key

Dominic's favourite animals are meerkats. They live in the Kalahari Desert in southern Africa.

- b** Students read the text again and mark the statements true or false.

Answer key

- 1 False
- 2 True
- 3 True
- 4 False
- 5 True
- 6 False
- 7 True
- 8 True

- 7** Students work in pairs to tell their partner about their favourite animal.

Revision idea

Divide students into groups. Each group chooses an animal, for example **shark**. Students write the word vertically. They now have to use the names of other animals, each of which uses a letter of the first word, to make a crossword. For example:

ostrich
hamster
giraffe
rabbit
meerkat
Students may like to write clues for the words across and ask the class to solve their crossword.

Section D**SB pp.26–27****The story of Chicken Licken**

Aims of the section To introduce story-telling in English. To introduce subject and object pronouns and modal verbs.

Grammar Subject and object pronouns; *must*. See WB Unit 2 pp.20–21; WB Grammar summary 2.6, 2.7; WB Key TB p.88.

New vocabulary Nut, sky, fall down, pond, follow, den, hungry. See WB Wordlist p.76.

Pronunciation Same spelling, different sounds.

Skills Telling a simple story; saying what you must do.

Context The story of Chicken Licken.

Comprehension  **1.39**

- 1** Students look at the pictures without reading the text. Ask them what animals they see. Ask them what is happening in the first picture and what is happening in the last picture. Explain any new vocabulary. Play audio recording 1.39 for students to listen, read and answer the questions. Discuss the answers with the class.

Answer key

- 1 They are going to London.
- 2 To tell the King the sky is falling down.
- 3 Foxy Loxy takes them to his den, and he and his family eat them.

- 2** Students work in pairs to match the words to the pictures.

Answer key

Picture a: 1, 2, 3, 4
 Picture b: 1, 5, 6
 Pictures c and d: 1, 3, 4, 6, 7, 8, 9
 Picture e: 9

Grammar

- 3 a** Write the headings *Subject pronouns* and *Object pronouns* on the board. Draw students' attention to the two sentences *They see him. He sees them.* Point to the board. Ask in which column you should write *they* (subject column). Write it at the bottom of the board. Now ask about *he* (subject column). Write it in the middle of the board. Now ask where you should write *him* (in the object column, opposite *he*) and *them* (in the object column, opposite *they*).

- b** In the table on the board, write the rest of the pronouns (*I, you, her, it, it, we*). Students read the text in exercise 1 again and identify which pronouns go in the gaps in the table. Correct their answers if necessary and write the completed table on the board. Students copy the table into their exercise books.

Answer key

Subject	Object
I	me
you	you
she	her
it	it
we	us
they	them

Optional Extra

To practise the use of the pronouns from the table, write these sentences on the board and ask students to replace the nouns with pronouns.

My teacher likes our class. (He / She likes us.)

My sister left her book at home. (She left it at home.)

My friends and I like our teachers. (We like them.)

My dogs don't like my sister. (They don't like her.)

My friends are talking to my brother. (They're talking to him.)

- c** Students read the sentences and choose the correct pronouns. Students read out their answers. Correct any mistakes.

Answer key

- 1 I've got a pet rabbit. I put her on the grass. She likes it, but my friend's dog watches her. He wants to eat her, so I don't leave her in the garden.
- 2 I've got a hamster. I can't keep him in my bedroom because he makes a lot of noise at night and he wakes me up.
- 3 There are lots of animals in the pet shop. I love to watch them. We don't live in the town, so my mum takes me to the shop. She likes the pet shop, too.

- 4 a** Write the table on the board. Get students to read different sentences by pointing to different parts of the table, for example: *I must go to London. I must come with you.* etc. Point out that *must* is followed by *go* and *come*. A common mistake is *must to do*. Ask students what we do when we're hungry (we eat). Write *I am hungry. I must ...* on the board and ask students to finish the sentence (*I must eat*). You can also use *tired* and *thirsty* to elicit *I must sleep. I must drink*.

b Students match the expressions to the pictures. They then make sentences using **must**. Invite different students to come to the board and write their sentences. Correct if necessary.

Answer key

- 1 She must get up.
- 2 We must clean the car.
- 3 He must have a drink.
- 4 They must tidy the room.
- 5 We must feed the dog.
- 6 They must wash up.

c Students write two things they must do this week. Invite students to come to the board and write one of their sentences. Ask students who have the same sentence to put up their hands and count them. What is the most common activity for the rest of the week?

Writing

5 Write the words **escape**, **rescue** and **fight** on the board, and explain their meaning. Divide the class into three groups and assign a different word to each group. Each group has to make up an ending to the Chicken Licken story using their word in the ending. Students can write the ending in their groups or for homework. Read the best endings to the class.

Pronunciation 1.40

6 a Ask students to read out the pairs of words as a class. Now ask them to say the words aloud again and tick the pairs which have the same vowel sound.

Answer key

- | | |
|--------|------|
| 2 must | duck |
| 3 take | wait |
| 5 tree | feed |
| 8 nut | run |

b Play audio recording 1.40 for students to listen and check their answers. Play the recording again for students to listen and repeat. If students have problems identifying the correct answers, they should practise listening to just the problem sound and practise making it.

Optional Extra

Write the phonemes /i:/, /e/, /ʌ/, /ei/, /u:/, /ʊ/, /ɒ/, /aʊ/ on the board. Demonstrate the sounds and ask students to repeat them. Ask students to match the sounds to the words from exercise 6.

Answer key

- | | |
|--------------|-----------|
| 1 eat /i:/ | head /e/ |
| 2 must /ʌ/ | duck /ʌ/ |
| 3 take /ei/ | wait /ei/ |
| 4 goose /u:/ | look /ʊ/ |
| 5 tree /i:/ | feed /i:/ |
| 6 wrong /ɒ/ | down /aʊ/ |
| 7 they /ei/ | them /e/ |
| 8 nut /ʌ/ | run /ʌ/ |

Revision idea

Ask students to choose an unusual animal for a pet, for example a hedgehog. Students find a partner and ask and answer questions about what they give it to eat, where they keep it, what they do with it, etc. Students try to guess what their partner's pet is. They can exchange partners several times.

Culture

SB p28

Animals

Aims of the section To provide students with information and vocabulary about attitudes towards animals in the UK.

New vocabulary Riding, event, disappear, safari park. WB Wordlist p.76.

Skills Reading and writing about people and animals in the UK.

Context Description of attitudes towards animals in the UK.

1 Ask students what they can see in the pictures. Students read the text and match the topics to the correct paragraphs.

Answer key

TV programmes – paragraph 2
safari parks – paragraph 4
zoos – paragraph 3
pets – paragraph 1
farms – paragraph 5

2 Tell students that sixteen animals are mentioned in the text. Tell students to find them and write the names on a piece of paper as quickly as possible. The winner is the student who finishes first, but the answers must be correct and there must be no spelling mistakes.

Answer key

dogs, cats, hamsters, rabbits, guinea pigs, budgies, horses, lions, whales, bears, fish, insects, sheep, pigs, cows

- 3 Students read the text again and then mark the statements true or false. Check the answers with the class.

Answer key

- 1 False
- 2 True
- 3 False
- 4 True
- 5 False
- 6 False

- 4 Write these questions on the board about animals in the students' own country.

Are there any good TV programmes about animals?

What are the programmes about?

Ask students to look at the rest of the topics and suggest other questions to write on the board. Write the best suggestions. Good questions might be:

Do many people go horse riding?

Are there competitions for horse riding?

Are there a lot of zoos?

Do many people visit them?

What animals you can see there?

What animals are popular as pets in your country?

Where do people keep them?

Are there a lot of pet shops in your country?

Are there any safari parks?

What animals you can see there?

Are there many farms?

What animals can you see there?

Discuss the answers to these questions and write notes on the board. Students copy the information from the board into their exercise books. Students can now write a text about animals in their country using the text in the Student's Book as a model. Students can do this in class or for homework.

If you have a copy of the DVD, you could play Unit 2 here and give students Worksheet 2 on p.124.

English across the curriculum SB p29

Biology: animal classification

Aims of the section To teach vocabulary about the classification of animals into types.

New vocabulary Mammal, reptile, amphibian, back bones, temperature, body, milk, lay, egg. WB Wordlist p.76.

Skills Talking about different kinds of animals and what they are called.

Context A text describing the differences between different kinds of animals.

1.41

- 1 Make a chart on the board with five columns labelled **Mammals**, **Reptiles**, **Birds**, **Fish**, **Amphibians**. Students listen and read the text and write the animals mentioned in the correct column.

Answer key

Mammals – cows, lions, mice, humans, whales, dolphins
 Reptiles – snakes, lizards, crocodiles
 Birds – ostriches, penguins
 Fish – sharks, carp
 Amphibians – frogs, toads

- 2 Students add as many other animals as possible to the chart. This could be done for homework. Write the chart on the board and invite students to come up and add animals to it. Students copy the completed chart into their exercise books.
- 3 Ask students to look at the pictures and give the name of each animal. Students read the text again and write the names in the correct box.

Answer key

- 1 mouse
- 2 parrot
- 3 shark
- 4 snake
- 5 frog

Revision

SB p30

Grammar

- 1 Students use the words and pictures to make sentences. This may be done in class or for homework.

Answer key

- 1 He's having breakfast. He isn't having lunch.
- 2 She's writing. She isn't using a computer.
- 3 They aren't watching TV. They're listening to music.
- 4 They aren't playing football. They're playing volleyball.
- 5 They aren't wearing shorts. They're wearing jeans.
- 6 They aren't eating. They're drinking.
- 7 He isn't standing up. He's sitting down.

Optional Extra

Fast finishers could write more sentences describing the pictures in greater detail.

- 2 Students match questions to answers. This may be done for homework.

Answer key

- | | |
|-----|-----|
| 1 d | 5 e |
| 2 h | 6 g |
| 3 f | 7 a |
| 4 b | 8 c |

Vocabulary and listening 1.42

- 3 a Students unjumble the letters to find the animals. This may be done for homework.

Answer key

- 1 ostrich
- 2 giraffe
- 3 hippopotamus
- 4 dolphin
- 5 shark
- 6 eagle

- b Play audio recording 1.42 for students to listen and identify the animals.

1.42

- 1
 - Here are the zebras.
 - Do you think they like apples?
 - Maybe but it is says 'Don't feed the animals.' Look.
- 2
 - What's that? Is it a bird?
 - It's night time. It can't be a bird. I think it's a bat.
- 3
 - Look at that elephant. It's so big.
 - It's coming to see us.
 - Wow! Look at its ears.
- 4
 - Can you ride a horse, James?
 - No, but I can ride a bike.
- 5
 - Guess the animal. It lives in groups in the Kalahari Desert. It sleeps in holes in the ground.
 - I know. It's a meerkat.
- 6
 - What's your favourite animal?
 - I haven't got a favourite animal. What about you?
 - I like monkeys. They are really interesting to watch.

Answer key

- 1 zebras
- 2 bats
- 3 elephants
- 4 horses
- 5 meerkats
- 6 monkeys

Your project

SB p31

My favourite animal

Aims of the section To consolidate new grammar and vocabulary learnt in Unit 2.

Skills Finding out information about animals and writing about them.

Context Text describing a favourite animal.

Explain that students are going to do a project on their own favourite animal. This can be done in a scrapbook or as a poster and the finished work will be displayed in the classroom. The project gives students the opportunity to use their artistic and organizational skills together with the English they have learnt. Most students enjoy drawing, but photographs or cut outs from magazines can also be used.

Look at Dominic's project on the meerkat with the class. Explain that it is a model, but their project can contain different pieces of information and be organized in a different way. Monitor students and provide support with ideas and vocabulary if required. Some of the work may be done in class, and the rest set for homework.

What to do

- 1 Each student chooses the animal they wish to write about. Using books, magazines or the Internet, they find out as much as they can about their chosen animal and answer the questions in the Student's Book.

With this information and Dominic's text for guidance, students write a text about the animal.

- 2 Students find or draw pictures of the animal and use them to illustrate the text. They can also draw a map to show where the animal lives.

Display completed projects for other students to read. You might like to have a special place where you display the best posters for the whole year.

Song

SB p31

Kookaburra sits in the old gum tree

Aims of the song To revise the present simple and continuous.

New vocabulary Gum, merry, king, bush, gay, life, gumdrops, leave, count.

Skills Listening comprehension.

Context The song *Kookaburra sits in the old gum tree*.

1.43

- 1 Students look at the picture. Invite them to describe it. Read the song and explain new vocabulary. Play audio recording 1.43 for students to listen and read. Play the song again for students to listen and sing. Ask students what three things the Kookaburra does.

Cultural background note

This song is from Australia. It was written for the Girl Guides. Kookaburras are Australian native birds which make a sound like laughter. Gumtrees are eucalyptus trees. They are home to koala bears, who eat their leaves.

Answer key

He laughs, eats gumdrops, counts monkeys and sits in the old gum tree.

Optional Extra

Put students into groups. Each group thinks of one other thing the kookaburra does and writes a fourth verse. Groups also think of actions for the other three activities. Each group performs the whole song including their extra verse for the class.

Revision idea

Copy this word square onto the board or put it on an overhead projector transparency. Ask students to find as many words relating to animals and parts of the body as possible, reading across and down. (There are 20 words altogether.) Ask fast finishers to make their own word squares to challenge other students.

	1	2	3	4	5	6	7	8	9	10
1	E	L	E	P	H	A	N	T	Q	U
2	A	I	Y	D	A	C	B	A	T	T
3	R	O	E	O	I	A	Y	K	A	E
4	X	N	S	G	R	T	Z	A	I	E
5	H	A	M	S	T	E	R	L	L	T
6	A	A	I	C	H	E	E	T	A	H
7	N	R	C	G	O	A	T	U	K	V
8	D	M	E	N	O	S	E	L	E	G
9	G	O	R	I	L	L	A	A	J	W
10	B	U	D	G	I	E	E	F	L	O

Answer key**Across**

- 1 elephant
2 bat
3 –
4 –
5 hamster
6 cheetah
7 goat
8 nose, leg
9 gorilla
10 budgie

Down

- 1 ear, hand
2 lion, arm
3 eyes, mice
4 dog
5 hair
6 cat
7 –
8 –
9 tail (ape)
10 teeth

Test

Students can now do the test for Unit 2 on p.131 and Revision Test 1 on p.132.

Unit overview

Grammar focus Past simple: regular and irregular verbs.

New vocabulary Words associated with holidays and travel.

Pronunciation Weak forms; pronunciation of -ed; shortened negatives of auxiliaries; /h/.

Skills Talking and writing about things which happened in the past and about holidays.

Context Various people talk about their holidays.

Culture How holiday habits have changed in Britain over two generations. SB p40

English across the curriculum
History: transport. SB p41

Section A

SB pp.32-33

Where were you last week?

Aims of the section To introduce and practise the past simple of *be*.

Grammar Past simple of *be* – affirmative, negative and questions. See WB Unit 3 pp.24-25; WB Grammar summary 3.1, 3.3; WB Key TB pp.88-89.

New vocabulary Last (the previous), yesterday, wedding, bridesmaid. See WB Wordlist p.76.

Skills Talking about where you were.

Context Four students talk about where they were last Saturday.

Comprehension 1.44

- 1 Students look at the pictures without reading the text and describe what they see. Ask students to guess where Helena, Dominic, Jessica and George were. Write their suggestions on the board. Play audio recording 1.44 for students to read and listen. Were their guesses correct?

Answer key

- | | |
|-----|-----|
| 1 b | 3 c |
| 2 d | 4 a |

Grammar

- 2 a Write the table on the board. Ask students to copy it into their exercise books and complete the gaps.

Answer key

I / He / She / It was, wasn't
We / You / They were

- b Invite students to make positive and negative statements using the table.

Optional Extra

Make a chart on the board with two columns. Ask students where they were last weekend. Write the places in column 1 and the names of the students in column 2. If more than one student was in the same place (for example at the cinema, at home), write the names of all the students opposite the place in column 2. For example:

In the countryside Tom

At the cinema Mary, David

At a friend's house Robert

Prompt students to make sentences by pointing to a line in column 1 and a line in column 2, for example *Tom was in the countryside. Mary and David weren't at a friend's house.*

- 3 a Students complete the sentences with **was** or **were**. Invite students to write their answers on the board and correct them if necessary. Leave the sentences on the board for exercise 3b.

Answer key

- I was here last Monday.
- We were on a school trip yesterday.
- Our neighbours were on holiday last week.
- You were away at the weekend.
- Dominic was in Croatia for two weeks.
- He was at the sports centre yesterday.
- Our Maths teacher was here last week.
- Tim was ill yesterday.

Optional Extra

Fast finishers can write sentences about where they or members of their family were last weekend, yesterday, or on their last holiday.

- b Go round the class asking students to make the sentences negative and correcting if necessary.

Answer key

- 1 *I wasn't here last Monday.*
- 2 We weren't on a school trip yesterday.
- 3 Our neighbours weren't on holiday last week.
- 4 You weren't away at the weekend.
- 5 Dominic wasn't in Croatia for two weeks.
- 6 He wasn't at the sports centre yesterday.
- 7 Our Maths teacher wasn't here last week.
- 8 Tim wasn't ill yesterday.

c Students write full sentences about where the people were last Saturday.

Answer key

- 1 Helena was in Manchester at her cousin's wedding.
- 2 Dominic and his parents were on the beach in Croatia.
- 3 Jessica and her brother were at the theme park.
- 4 George was in bed.

Listening  **1.45**

- 4 Ask students again where Helena, Dominic, Jessica and George were. Tell students they are going to hear the sports centre instructor talking to them. Then play audio recording 1.45 for students to listen and write who the instructor is talking to. Check answers with the class.

 **1.45**

- 1
SPORTS INSTRUCTOR Were your parents at the theme park, too?
JESSICA Yes, they were.
- 2
SPORTS INSTRUCTOR Were you in Dubrovnik?
DOMINIC No, we weren't. We were near Split.
- 3
SPORTS INSTRUCTOR Was your sister ill, too?
GEORGE No, she wasn't.
- 4
SPORTS INSTRUCTOR Were you a bridesmaid?
HELENA Yes, I was.

Grammar

- 5 Write the gapped table on the board. Ask students how to fill the gaps and complete the table. Ask students to tell you how questions are made with **was** and **were**. Students copy the table into their exercise books.

Answer key

- 1 Jessica
- 2 Dominic
- 3 George
- 4 Helena

Answer key

He was here last week.	Yes, he <u>was</u> .
<u>Was he</u> here last week?	No, he <u>wasn't</u> .
They were at a theme park.	Yes, they <u>were</u> .
<u>Were they</u> at a theme park?	No, they <u>weren't</u> .

- 6 a Students work in pairs to make the dialogues.

Answer key

- 1
 - Was George at school last week?
 - No, he wasn't.
 - Was he ill?
 - Yes, he was.
- 2
 - Were Petra and Mark at home last night?
 - No, they weren't.
 - Were they at the cinema?
 - Yes, they were.
- 3
 - Were you on holiday last week?
 - Yes, I was.
 - Were you in Spain?
 - No, I wasn't.
- 4
 - Was Zoe at the sports centre on Monday?
 - Yes, she was.
 - Was her brother there, too?
 - No, he wasn't.
- 5
 - Was Dominic here last week?
 - No, he wasn't.
 - Was he on holiday?
 - Yes, he was.

- b Ask pairs to act out the dialogues they have written. Check for correct grammar, and good pronunciation and intonation.

Speaking

- 7 Students make a chart with four columns in their exercise books. They write the times from the Student's Book in column 1. Students find a partner and ask each other the questions, writing the answers in the second column of their chart. They change partners and ask again, writing the answers in the third column. Finally, they change partners again to ask and write the answers in the last column. Students can now use the answers to write ten sentences about their partners.

Reading  **1.46**

- 8 a Students read the text and complete the gaps.
- b Play audio recording 1.46 for students to listen and check their answers.

1.46 and Answer key

Hi Patrick

I was on holiday last week with my parents. We 1were in Croatia. We 2weren't in a hotel. We 3were in an apartment in a small town near Split. The apartment 4was very good. It 5wasn't next to the beach, but the beach 6wasn't very far, and there 7was a swimming pool at the apartment. There 8were some boys and girls in the other apartments, too, so that 9was fun. They 10weren't from Britain. They were from Germany and Hungary. One boy 11was from Slovakia. The weather 12wasn't very good for the first two days, but after that it 13was great. We 14were there for ten days. And how are you? Hope you're OK. Were you at home last week?
Dominic

c Students read the text in exercise 8a again and correct the false statements. Do the first one as a class and write the sample answer on the board: *Dominic wasn't on holiday with his friends. He was on holiday with his parents.* Students do the rest of the exercise on their own. Invite students to read out their answers for checking. You can take this opportunity to point out how we use stress to emphasize the differences. The stressed words are underlined in the answer key.

Answer key

- 1 False. Dominic wasn't on holiday with his friends. He was on holiday with his parents.
- 2 True
- 3 False. The apartment wasn't in Split. It was near Split.
- 4 False. The beach wasn't very far.
- 5 True
- 6 False. All the people in the other apartments weren't from Croatia. They were from Germany, Hungary and Slovakia.
- 7 False. The weather wasn't bad for five days. It was bad for two days.
- 8 False. Dominic wasn't in Croatia for two weeks. He was there for ten days.

Pronunciation 1.47

- 9 a** Play audio recording 1.47 for students to listen and read. Play the recording again for students to listen and repeat.
- b** Ask students to listen again and say what they notice about **was** and **were**. (They are stressed in the answers but not the questions.) Put students into pairs to practise saying sentences with the correct stress.

Revision idea

Demonstrate the conversation:

- I was on the moon last week.
- Were you?
- No, I wasn't. I told a lie. I was on the moon last year.

Students think of a lie (using **was** or **were**). They go round the class telling each other the lies and practising the conversation. Afterwards, each student tells the class which lie he / she thought was the best.

Section B

SB pp.34–35

Our holiday

Aims of the section To teach the past simple of regular verbs and to describe a holiday.

Grammar Past simple of regular verbs. See WB Unit 3 pp.26–27; WB Grammar summary 3.5, 3.6; WB Key TB p.89.

New vocabulary Forms of transport, words connected with holidays and travel. See WB Wordlist pp.76–77.

Pronunciation The -ed endings in the past simple form of regular verbs.

Skills Describing a holiday in the past.

Context Helena talks about her holiday to Spain.

Vocabulary 1.48

- 1** Play audio recording 1.48 for students to listen and identify the items. Play the recording again for students to listen and repeat. Ask students to close their books. Invite different students to the board to write one of the words when you say it. Check spelling. Point to words at random for the class to say them out loud. Monitor pronunciation and stress in words with more than one syllable.

Comprehension 1.49

- 2 a** Tell students to read the statements. If necessary, explain the meaning of **miss the plane**, and the phrasal verb **pick up**. You can reinforce the meaning by asking students what other things they can miss (a bus, a train, a tram, a lesson) and what other things they can pick up (a pen, a paper, a school bag). Play audio recording 1.49 for students to listen, read and answer the question. Students show their preference by raising their hands.

Answer key

They picked up someone else's suitcase.

- b** Students read the text and underline all the words from exercise 1 that they find.

Answer key

plane	trolley
airport	hotel
passports	taxi
suitcases	

Optional Extra

Fast finishers can write a sentence for each of the words they find in the text.

Grammar 1.49

- 3 a** Write the table on the board. Ask students to look at the text and tell you how to fill the gaps. Write the answers into the table. Students copy the table into their exercise books.

Answer key

present	past
check	checked
arrive	arrived
grab	grabbed
travel	travelled
try	tried

Optional Extra

Make another column in the table on the board, headed **other examples**. Ask students to look at the text again and put all the verbs in the text (except **was**) in the table.

present	past	other examples
check	checked	waited, started, shouted, followed, opened, asked, looked, needed
arrive	arrived	phoned
grab	grabbed	
travel	travelled	
try	tried	

Optional Extra

Ask students to make the past simple of the verbs **live**, **walk** and **tidy** and put them in the table.

- b** Play audio recording 1.49 for students to listen. What can they say about the way the past simple of the verbs is pronounced? (The verbs all have the /ɪd/ sound at the end.) Point out that the base form of all the verbs ends in **t** or **d**.

- c** Students write the past simple of the verbs. Invite students to come to the board and write their answers. Correct if necessary. Read the answers aloud to the class. Students read the verbs aloud from the board. Correct pronunciation if necessary.

Answer key

opened	stopped
travelled	closed
phoned	wanted
played	collected
liked	practised

Point out to students that *played* is an exception and not like *try* or *tidy*.

- 4** Students write sentences using the past simple of the verbs in brackets. Invite students to read the sentences aloud for checking. Ask them to spell the past tenses of the verbs while another student writes them on the board. Correct if necessary.

Answer key

- We played tennis.
- I tried to speak Spanish.
- It rained on our last day.
- We watched DVDs in our hotel room.
- I phoned my friends at home.
- We walked to the beach.
- We visited Granada.
- We travelled around Spain by bus.

Optional Extra

Fast finishers can write similar sentences about what they did on their own holidays using these verbs.

1.50

- 5** Play audio recording 1.50 for students to read and listen. While students listen, write the table on the board. Discuss how the past simple negative is formed, using **didn't**. Point out that we do not use the past simple form of the main verb with **didn't**, but the base form (infinitive without **to**). Indicate this on the table using underlining or colours. Students copy the table into their exercise books.

Positive	Negative (use <i>didn't</i>)
We <u>checked</u> the label.	We <u>didn't check</u> the label at the airport. (no -ed)
Frank <u>grabbed</u> the bag.	I <u>didn't grab</u> it.

Optional Extra

Ask students to make negative sentences from their answers to exercise 4.

- 6** Students transform the sentences to make them negative. Invite students to write their sentences on the board. Correct them if necessary.

Answer key

- 1 We didn't travel by train.
- 2 We didn't stay in an apartment.
- 3 Dad didn't want to go to the beach every day.
- 4 We didn't play tennis every afternoon.
- 5 We didn't visit a lot of museums.
- 6 It didn't rain a lot.
- 7 We didn't arrive in the evening.

Optional Extra

Using the verbs in this unit, students write at least three things they did on their last holiday and at least three things they didn't do.

Pronunciation  **1.51**

- 7 a** Write the phonetic symbols /ɪd/, /d/ and /t/ on the board as the headings for three columns of a table. Ask students to copy this into their exercise books. Demonstrate the /ɪd/, /d/ and /t/ sounds by saying them out loud while pointing to them on the board. Students repeat the sounds. Play audio recording 1.51 for students to listen. Play the recording again for students to write each verb in the correct column. Write the correct answers on the board. Point out the consonants which precede the **-ed** endings and highlight them in your table. Endings after /d/ and /t/ are pronounced /ɪd/. Endings after /tʃ/ /ʃ/ /f/ /k/ /s/ are pronounced /t/. The others are pronounced /d/. Students copy the correct table into their exercise books.

1.51 and Answer key

/ɪd/	/d/	/t/
decide decided	play played	look looked
wait waited	arrive arrived	watch watched
start started	phone phoned	
need needed		
want wanted		

- b** Play the recording again for students to listen and repeat.

Writing and speaking

- 8** Explain that the class has a mystery to solve: a man died yesterday, but no one knows who he was. Students must look at the things in his pockets to find out about him. Help with any new vocabulary as necessary. Students work in pairs to make sentences about the man, then join in a class discussion about him.

Optional Extra

Fast finishers can begin to write sentences about Mr X. Students complete the sentences about Mr X for homework.

Possible answers

- 1 He played table tennis.
- 2 He played the guitar.
- 3 He liked bananas.
- 4 He had a friend called Jane.
- 5 He worked in a post office.
- 6 He lived in Liverpool.
- 7 He was in Rome in 2003.
- 8 He went to the cinema on 4 August.
- 9 He collected stamps.
- 10 He watched / liked birds.
- 11 He wanted to buy socks, pencils and a CD.
- 12 He went to London on 30 September.

Optional Extra

Go round the class asking students to say the past simple form of the verbs used in exercises 3c, 4, and 6. Check the pronunciation of the endings.

Revision idea

Students write five things they did on their last holiday on a piece of paper. They walk round the class asking and answering questions to find out how many other students did the same things. At the end, invite some students to tell the class what they asked and what the answers were.

Section C**SB pp.36–37****Problems**

Aims of the section To introduce irregular verbs in the past simple. To talk about typical holiday problems.

Grammar Past simple of irregular verbs. See WB Unit 3 pp.28–29; WB Grammar summary 3.7; WB Key TB p.89.

New vocabulary Holiday problems. See WB Wordlist p.77.

Pronunciation Negative of auxiliary verbs.

Skills Using the past simple of irregular verbs. Describing a holiday.

Context People describe problems they had on holiday.

Comprehension  **1.52**

- 1** Invite students to look at the pictures and describe what they see. Ask *Who are in the pictures? What are they doing? What things are in the pictures?* Play audio recording 1.52 for students to read, listen and match the sentences to the correct pictures. Play the recording again for students to listen and repeat.

Answer key

- 1 c 2 e 3 b 4 d 5 a

Grammar

- 2 a** Write the present simple forms of the verbs on the board. Ask students to look at the sentences in exercise 1 to find the past simple forms of the verbs. Write the answers on the board. Students read out the verbs from the table to practise pronunciation and to help them remember these irregular past simple forms. Point out that irregular verbs are common in English and that there is a list of the most common ones in the Workbook on p.80.

Answer key

present	past
leave	left
break	broke
forget	forgot
steal	stole
eat	ate
go	went
have	had

Optional Extra

Learning the forms of irregular verbs is an important part of learning to use English correctly. Here are four ways to practise irregular verb forms. Playing these games regularly in class can speed up the learning process for students.

Irregular verb concentration

This game is played in groups of two or three. You will need to make a set of cards for each group, with two cards for each verb, one card with the present form and one with the past form. Lay the cards face down on the desk in rows of five or six cards. Students pick up two cards and if they match (if they are the present and past forms of the same verb), they keep the pair and take another two. If the cards do not match, they put them back in the same places, and the next student tries. When all the pairs have been found, the player with the most pairs wins.

Irregular verb quiz

Write out a list of irregular verbs. Shout out the present simple form and each student writes the past simple. The winner is the student with the most correct answers.

Making pairs

Use the cards you made for **Irregular verb concentration**. Give one card to each student at random and tell them to find their partner who has the other form of their verb. You can use this method every time you want students to do pair work.

Irregular verb bingo

Make up lists of six or seven irregular verbs in the present simple, one for each student. Each list should be different. Give each student a list. Shout out the past simple forms of the irregular verbs you have used, one at a time. When a student has the present form of the verb you shout out, they cross it out. The first player to cross out all the verbs on his / her list wins.

- b** Students complete the sentences with the correct past simple forms of the verbs in brackets. Invite students to read their answers out and write them on the board. Correct them if necessary.

Answer key

- 1 We lost our keys.
- 2 They went to the wrong station.
- 3 James had an accident.
- 4 I dropped my camera in the sea.
- 5 Suzy missed the train.
- 6 I broke my arm.
- 7 It rained all week.
- 8 The weather was bad so they closed the airport.

- c** Students identify the irregular verbs in the sentences.

Answer key

lose, go, have, break

- 3 a** Write the table on the board. Ask students how the negative is made. Point out again that the base form of the main verb is used with **didn't**, not the past form. Invite a student to make a positive sentence with the verb **lose**. Write it on the board. Correct it if necessary. Invite another student to make the sentence negative. Write it on the board. Correct it if necessary. Highlight the difference between the positive and negative forms using underlining or colours. Students copy the example into their exercise books. For example *I lost my money. I didn't lose my money.*

Optional Extra

Students work in pairs. Shout out an irregular verb (**go, break, bite, take, leave, forget, steal, eat, have**). One student in each pair writes a positive sentence and the other writes a negative sentence. Pairs read their sentences to the class. Repeat with other verbs on the list.

- b** To help students with this game, write a list of irregular verbs on the board (**go, have, break, bite, take, leave, forget, steal, eat**). Students form a half circle where they can all see the board. The first student says a positive sentence in the past simple, for example *I had an accident*. The second student makes the sentence negative and then adds a positive sentence of their own, for example *I didn't have an accident. A dog bit me*. The third student makes the second sentence negative and adds a new sentence of their own, for example *I didn't have an accident and a dog didn't bite me. I lost my passport*, and so on. If a student forgets one of the events mentioned, he / she drops out and the next student tries. The last student not out wins.

Reading and writing 1.53

- 4 a Students complete the postcards with the correct past simple form of the verbs in the box.

1.53 and Answer key

1

Hi Brad

Greetings from Portugal. It's great here. We ¹travelled by boat to northern Spain and then we ²drove down to Portugal. It was a long journey, but we ³played computer games in the car and we ⁴stopped to visit some places in Spain on the way. We ⁵had a problem yesterday because I ⁶lost my wallet. I ⁷put it on the table in a restaurant and then I ⁸forgot it. Luckily someone ⁹found it. Hope you're OK.

John

2

Hi Angie

We're on holiday in Scotland. We ¹arrived on Saturday evening. It was a long train journey, but I ²enjoyed it. I ³slept a lot and ⁴looked out of the window. On Sunday we ⁵went to the beach. Yes, there are beaches here! We ⁶had a good time there. We ⁷played volleyball and we ⁸swam in the sea. The water was very cold! Yesterday it ⁹rained so we ¹⁰visited an old castle. It was very spooky.

Love,

Tamara

- b Play audio recording 1.53 for students to listen and check their answers.

- 5 a Students look at the text again and complete the sentences about Tamara.

Answer key

- 1 Tamara is on holiday in Scotland.
- 2 She wrote a postcard to Angie.
- 3 She travelled by train.
- 4 On the journey she slept and looked out of the window.
- 5 Yesterday she visited an old castle because it rained.

- b Explain that students have to make sentences about John similar to those about Tamara, for example *John is on holiday in ...* Students read the second postcard again and make the sentences.

Answer key

- 1 John is on holiday in Portugal.
- 2 He wrote a postcard to Brad.
- 3 He travelled by boat and car.
- 4 On the journey he played computer games and visited some places in Spain.
- 5 Yesterday he lost his wallet because left it on a table in a restaurant and forgot it.

- 6 Tell students they have to write a postcard about their own holiday to one of their friends. Explain that they should use Tamara's and John's postcards as models. You may wish to choose the best example to display on the classroom wall.

Pronunciation 1.54 and 1.55

- 7 a Play audio recording 1.54 for students to listen and mark the verbs where the negative has a different vowel sound from the positive form. Play the recording again for the students to listen and repeat.

Answer key

can / can't and *do / don't* have different vowel sounds

- b Play audio recording 1.55. Students say the long form of the negative after they hear the short form. Point out that the long form of the negative *can* is *cannot* and is one word. The others are two separate words.

1.55

doesn't
wasn't
haven't
didn't
hasn't
isn't
can't
don't
aren't
weren't

Revision idea

Make up a set of cards using all the following words: *leave, left, break, broke, lose, lost, give, gave, eat, ate, steal, stole, go, went, bite, bit, take, took*.

Make enough cards so that each student can have one. Give one card to each student. Make sure that you give out a past simple and a present simple form of each verb.

Students walk round the class saying a sentence with the present form of the verb if they have the past, or the past form of the verb if they have the present on their card. They continue until they find the person who has the other form of their verb.

Section D**SB pp.38–39****Mut's holiday**

Aims of the section To teach and practise question forms in the past simple.

Grammar Past simple question forms. See WB Unit 3 pp.30–31; WB Grammar summary 3.8–3.10; WB Key TB p.90.

New vocabulary See WB Wordlist p.77.

Pronunciation The sound /h/.

Skills Asking questions about the past.

Context Millie and Mickey answer questions about their holiday.

Comprehension 1.56

- 1 a** Students look at the pictures and describe what they see in each. Write any new vocabulary on the board, for example *neighbours*. Play audio recording 1.56 for students to read, listen and answer the questions.

Answer key

- 1 They were on holiday in France.
- 2 Mut was at the Happy Hounds Holiday Home.

b Put students in groups of three to act out the story. Play the recording again for students to listen, especially to the questions. In their groups, students act out the story while you listen, paying particular attention to pronunciation and intonation.

- 2** Students read the text again and mark the statements true or false.

Answer key

- 1 False
- 2 False
- 3 True
- 4 True
- 5 False
- 6 True
- 7 False
- 8 True

Optional Extra

Fast finishers can correct the false sentences, for example *Mickey and Millie didn't go to Spain for their holidays. They went to France.*

Grammar

- 3 a** Write the tables on the board. Ask students to look back at the text in exercise 1 and tell you how to complete the gaps. Students copy the tables into their exercise books. Discuss how we make questions in the past simple (we use *did* and the base form of the verb, changing the word order). Write an example on the board of the differences between question and positive forms, highlighting the differences using underlining or colour. (*They went to France last week. Did they go to France last week?*) Students copy the example into their exercise books.

Answer key

Did he enjoy it there? Yes, he *did*.
Did you take Mut with you? No, we *didn't*.
 Where *did you go*?
 What *did you do* with him?

Optional Extra

Students make questions from statements 2, 3, 5 and 8 in exercise 2 (for example *Did they travel by plane?*).

- b** Students complete the gaps with the correct words. Check the answers and point out again that the base form of the verb goes after *did*.

Answer key

- 1 Did you *have* a good time?
- 2 Yes, we *did*. We *had* a great time.
- 3 Did you *take* Mut with you?
- 4 No, we *didn't*. We *took* him to the Happy Hounds Holiday Home.

- 4 a** Students work in pairs to make questions and short answers from the cues.

- b** Students read the dialogues in pairs. Invite some students to read their questions and answers to the class. Correct them if necessary.

Answer key

- 1 Did you go camping last month? Yes, I *did*.
- 2 Did you take your bike? Yes, I *did*.
- 3 Did you swim in the sea? No, I *didn't*.
- 4 Did you have picnics on the beach? Yes, I *did*.
- 5 Did you speak English? No, I *didn't*.
- 6 Did you buy anything? No, I *didn't*.
- 7 Did you eat paella? Yes, I *did*.

Optional Extra

Fast finishers can write questions and answers about a holiday.

- 5 a** Students write questions to match the answers. Invite students to write their answers on the board. Correct them if necessary.

Answer key

- 1 *Where did you go on holiday last year?*
- 2 *What did you do?*
- 3 *Who did you go with?*
- 4 *What did you do in the evenings?*

- b** Students read out their dialogues. Monitor pronunciation carefully.

Listening, speaking and writing 1.57

- 6 a** This is the first listening exercise where students are not given picture clues or a printed text to help them, so careful preparation will be useful. You might like to write a chart on the board with four columns. In the first column, put prompts like this:

	Anna	Maria	Peter
where / go?	Spain		
what / do?			
how / travel?			
where / stay?			
good time?			

In the other columns, write the names of three students. Point to the prompts and invite different students to ask questions of the one of the students whose name is in the chart. The named student responds to the question, and the student who asked the question tells the class the answer. Write the response in the chart. For example:

Student *Where did you go on your last holiday, Anna?*

Anna *I went to Spain.*

Student *She went to Spain.*

Once you have completed the chart for the three students, erase the names of those students and their answers, and replace them with the names **Charlie, Ellie** and **Malik**. Play audio recording 1.57 for students to listen and complete the chart. You may have to play the recording several times. Check students' answers and complete the chart on the board.

1.57

1

- Hi, Charlie. Were you away last week?
- Yes, I was. I was on holiday with my parents.
- Where did you go?
- We went to Florida.
- What did you do there?
- We went to all the theme parks.
- Did you fly to Orlando?
- Yes, we did.
- Where did you stay?
- In a hotel.

- Did you have a good time?
- Yes, we did. It was great.
- Good.

2

- Hello, Ellie. Were you away last week?
- Yes, we were. We were on holiday.
- Where did you go?
- We went to Switzerland.
- Did you go skiing?
- Yes, we did.
- Did you go by plane?
- No, we didn't. We went by train.
- Oh, I see. Where did you stay?
- We stayed with some friends.
- Did you have a good time?
- Yes, we did, but my brother broke his arm.
- Oh dear.

3

- Hello, Malik. Were you away last week?
- Yes, I was. I was on holiday.
- Where did you go?
- We went to France.
- What did you do there?
- We went sailing.
- Did you travel by plane?
- No, we didn't. We went by car.
- Did you stay in a hotel?
- No, we didn't. We were in a caravan.
- Did you have a good time?
- No, we didn't. It rained all the time.
- Oh dear.

Answer key

	Charlie	Ellie	Malik
where / go?	Florida	Switzerland	France
what / do?	visited theme parks	skiing	sailing
how / travel?	by plane	by train	by car
where / stay?	hotel	with friends	in a caravan
good time?	yes	yes (except brother)	no

- b** Students work in pairs to write the dialogues using the information from the chart. Invite different pairs to read out their dialogues to the class.

- c** Put students into pairs to ask each other about their holidays. Students note their partner's answers in their exercise books. Invite students to tell the class about their partner's holiday.

Pronunciation 1.58

- 7** Write the symbol /h/ on the board and demonstrate it. Students repeat the sound several times. Write **Happy Hounds Holiday Home** on the board. Say the words individually for students to repeat. Then say the phrase for students to repeat. Ask each

student to say the phrase as fast as possible. Now play audio recording 1.58 for students to listen. Play the recording again for students to listen and repeat.

Optional Extra

Give each student one of the four sentences in exercise 7 (dividing them as equally as you can). Students say their lines to each other in pairs and join together with all those who have the same sentence, to make a team. The first team to get all its members together wins.

Revision idea

Make up a set of cards with different irregular verbs on them. Divide the class into two teams. In turns, each team takes a card and makes a **where**, **when** or **what** question using the past simple form of the verb. If the question is correct, the team gets a point. The other team then answers the question, and gets a point if the answer is in correct English and makes sense. The team with the most points wins.

Culture

SB p40

Holidays

Aims of the section To provide students with information on how holiday habits in the UK have changed over the years.

New vocabulary Rich, factory, workers, cousin, ferry, tunnel. WB Wordlist p.77.

Skills Talking about holidays in the past and now.

Context Helena and her grandfather talk about their holiday habits.

- Students look at the pictures without reading the text and describe what they see. Ask **Which picture is older? How do you know?** Students work in small groups to read the texts and complete the chart. Copy the chart on the board. Ask students for their answers and complete the chart. Point to entries in the chart and invite students to make sentences, for example *Helena has two holidays a year. Grandfather went to Brighton.*

Answer key

	Grandfather	Helena
How many holidays a year?	1	2
When?	August	July / August, Winter
Where?	near Brighton	Europe (France, Italy, Greece); Canary Islands, Caribbean, Slovenia
Travel by?	bus or train	plane
Stay?	with aunt and uncle	hotels

- Divide the class into teams of three or four. The teams have three minutes to find as many places, forms of transport and places to stay as they can. The team with the most correct words spelled correctly wins.

Answer key

Places	Transport
Britain	plane
Brighton	car
Europe: France, Italy, Greece	train
Canary Islands	ferry
Caribbean	
Slovenia	
	Places to stay
	hotel
	caravan
	(camping)

- Students read the text again. Discuss the questions in the chart as a class and write the answers in the chart on the board, in a third column headed **My holidays**.
 - Students write sentences in their exercise books about typical holidays in their country. Invite different students to write their sentences on the board for checking.

If you have a copy of the DVD you can play Unit 3 here and give students Worksheet 3 on p.125.

English across the curriculum SB p41

History: transport

Aims of the section To introduce additional vocabulary and facts about transport.

New vocabulary Journey, popular, trade, huge, company. WB Wordlist p.77.

Skills Talking about the history of transport.

Context Fact sheet on development in transport.

- 1 a** Students look at the pictures and identify the means of transport shown. They then write the different means of transport in the correct order, starting with the slowest.

Answer key

bicycle, boat, bus, motorcycle, car, train, plane

b Students walk round the class to try to find people who have the same list as theirs and form groups in which everyone has the same list. Write the list of the biggest group on the board. Ask other students what is different about their list.

- 2 a** Students put the different forms of transport into the correct order starting with the oldest.

1.59

b Play audio recording 1.59. Students read, listen and check their answers.

Answer key

boats, bicycles, trains, cars, motorcycles, buses, planes

Revision

SB p42

Grammar and writing 1.60

- 1 a** Ask students to look at the pictures and invite different students to say what is happening in each one. Play audio recording 1.60 for students to listen and put the pictures in order.

1.60

Ted normally gets up at 7.30. But yesterday Ted didn't hear the alarm clock. At seven thirty he was still in bed. At eight o'clock, his mother came into his bedroom and she told Ted the time. 'Ted it's eight o'clock.' He quickly jumped out of bed. He didn't have time for breakfast. He just brushed his teeth then he ran downstairs and out of the door.

He ran to the bus stop, but he was too late. He chased after the bus but it left for school without him.

When Ted arrived at school, the teacher was in the classroom. She was ready to start the lesson. Ted sat down. He was tired after his journey.

'Right, get your homework books out!' she said. 'Ted, where's your homework?'

Ted looked in his bag. Oh no! His homework was at home in the kitchen.

'That's the second time this week', she said crossly. At the end of the lesson she gave Ted more work. 'Remember to bring it back tomorrow!' Ted didn't have a very good day!

Answer key

The order is f, c, b, e, d, a

- b** Students write sentences using the cues given.

Possible answers

- 1 At seven thirty Ted was in bed.
- 2 He didn't hear the alarm clock.
- 3 His mother came into his bedroom.
- 4 She told Ted the time.
- 5 He jumped out of bed and brushed his teeth.
- 6 Ted ran downstairs.
- 7 He arrived at the bus stop.
- 8 He was too late.
- 9 The bus left without him.
- 10 Ted arrived at school.
- 11 The teacher was in the classroom.
- 12 She said 'Where's your homework?'
- 13 Ted looked in his bag.
- 14 His homework was at home.
- 15 The teacher gave him more work.

Pronunciation

- 2** Students say the verbs out loud and tick the verbs with an extra syllable in the past tense.

Answer key

The verbs with an extra syllable are 2 wanted, 4 waited, 7 needed, 10 decided, 11 painted, 15 started, 17 visited.

Your project

SB p.43

My holiday

Aims of the section To consolidate new grammar and vocabulary.

Skills Organizing and presenting information about a topic.

Context Students make a presentation of their own holiday.

Explain that students are going to do a project about their own holiday. This can be done in a scrapbook or as a poster and will be displayed in the classroom once complete. The project gives students the opportunity to use their artistic and organizational skills together with the English they have learnt. Most students enjoy drawing, but photographs or cut outs from magazines can also be used.

Look at the things Dominic is using for his project with the class. Explain that it is a model, but their project can contain different pieces of information and be organized in a different way. Monitor students and provide support with ideas and vocabulary if required. Some of the work may be done in class, and the rest set for homework.

What to do

- 1 Using the questions in the Student's Book, students write about their holiday, either as a conversation or as a paragraph.

- 2 Students bring in photographs, brochures or adverts relating to their last holiday.

Students select the pictures they want to use, and make captions for them.

- 3 Students then write a postcard to a friend.

Students cut and paste the different elements to make their project. Display completed projects for the other students to read. You might like to have a special place where you display the best posters for the whole year.

Song

SB p43

The runaway train

Aims of the song To introduce some new vocabulary for trains.

New vocabulary Line, wind, blow, shrill, rails, frozen, wheel, air brake, roar, track, whistle, throttle, halt, engineer, fault, conductor, wreck, chill, neck.

Context The song *The runaway train*.

1.61

- 1 Students look at the picture without reading and try to guess what the song is about. Read through the song with students explaining new vocabulary. Play audio recording 1.61 for students to listen and read. Play the recording again for students to listen and sing. If the song is difficult for students, they can join in making train whistle sounds to accompany the word *blew*.

Optional Extra

Put students into groups of four or five. Explain that they are going to write a radio programme about the Runaway Train disaster including interviews with the driver, the fireman, the conductor and some passengers. Students write the conversations and act them out for the class. They may also want to use parts of the song in their programme.

Revision idea

Write the cues *on my name day / birthday, on New Year's day, last Sunday, in the summer, in the winter, on Friday evening, on Monday morning* on the board. Students work on their own to write down seven sentences using the past simple, for example *I had a party on my name day; I went skiing last winter*. Divide the class into pairs to ask and answer questions about these things. *Did you have a party on your name day? No, I didn't. I went to see my grandmother. Did you go skiing last winter? Yes, I did.*

Test

For extra practice, see the test for Unit 3 on p.134.

4 Food

Unit overview

Grammar focus Articles; *some* and *any*; countable and uncountable nouns; *How much* / *How many*.

New vocabulary Food and drink.

Pronunciation Phrasal stress; /tʃ/ and /dʒ/; /ʌ/; same sound? (2).

Skills Ordering food; following recipes; talking about what you have and have not got; talking about quantity; giving and following instructions.

Topic / Context Buying and making food.

Culture Meals and mealtimes. SB p52

English across the curriculum

Geography: food from around the world. SB p53

The Culture page can be studied after Section A or at the end of the unit.

Section A

SB pp.44–45

Food and drink

Aims of the section To introduce and practise countable and uncountable nouns.

Grammar Countable and uncountable nouns; the indefinite article (*a* / *an*). See WB Unit 4 pp.34–35; WB Grammar summary 4.1, 4.2; WB Key TB p.90.

New vocabulary Different kinds of food. See WB Wordlist p.77.

Pronunciation Phrasal stress.

Skills Ordering food.

Context Geroge eats at a restaurant.

Cultural background note

In British towns there are usually a number of small restaurants or cafés which serve morning coffee, a snack, a simple lunch or afternoon tea. The food on the menu on SB p45 is representative of what might be offered. If you know the current exchange rate, compare prices that might be charged in Britain and in your country.

Spaghetti bolognese /spə'geti bələ'neɪz/, popular in Britain, is spaghetti served with a tomato and meat sauce. It is not unusual for British people to drink tea with or after their meal.

Vocabulary 2.2

- 1 Students look at the pictures for a minute. Play audio recording 2.2 for students to listen and point to the correct picture after each word. Play the recording again for students to listen and repeat. Go round the class pointing to a picture and asking students to say the word.

Optional Extra

What do you want for lunch?

Divide students into two groups: parents and children. Each parent pairs up with a child. Parents ask the child what he / she wants for lunch and the child chooses three or four items of food. Parents note the answers. Each child moves to a new parent and the process is repeated. When the parents have spoken to three children, they tell the class what their children want and what they chose for lunch.

- 2 Make a chart with six columns on the board: **Meat, Fish, Fruit, Vegetables, Others, Drinks**. Ask students to shout out words to put in the chart. Students spell the words and you write. Students copy the chart into their exercise books. Leave the list on the board for exercise 3.
- 3 **a** Students choose their four favourite items of food from the list and write them on a piece of paper.
b You can do this activity as a class survey. Give each student different items from the list, making sure you assign all the items. Students ask and answer about whether they like or don't like their items, making a note of how many students like each item. Students report back on how many students like each item and you write the number on the board. Students identify the most and least popular foods.

Grammar

- 4 **a** Write **Can count** and **Can't count** as column headings on the board. The idea of countable and uncountable can be difficult. You can demonstrate the concept using some apples (or any other fruit or countable food item), a plate, a large bottle of water and a glass. Put an apple on the plate. Say **One apple**. Add another apple to the plate. Say **Two apples**. Add another apple and prompt students to say **Three apples**. Write **One apple, two apples, three apples** on the board under **Can count**. Now pour a little water into the glass and prompt students for what to say. Point out that **One water** is wrong. Pour some more water into the glass. Prompt students again for what to say. They can only say **water**. They can't say **Two waters**. Write **water** on the board under **Can't count**. Put **countable** beside the heading **Can count** and **uncountable**

beside the heading **Can't count**. Ask **Can you count cheese? (No, it is uncountable.)** Explain how we use **a piece of** to count cheese. You can also explain that we can count water if we use the expression **a glass of**.

b Go round the class asking students to identify the words as countable (C) or uncountable (U).

Answer key

lemonade U	coffee U	rice U
tomato C	banana C	tuna U
vegetable C	nut C	egg C
sandwich C	chicken U	fish U
orange C	fruit U	tea U
beef U	meat U	bean C

Language note

Chicken and fish can also be countable if we are talking about whole birds or whole fish. However, when buying or cooking these foods we often talk about less than the whole thing or just the meat, in which case it is uncountable.

Optional Extra

Divide the class into groups of four or five. Ask students to look round the room. Now each group writes three countable and three uncountable nouns they see in the room as quickly as possible. The first team to write six correct words spelled correctly wins.

5 a Invite a student to read what Mut says. Write a list of ten or twelve countable and uncountable nouns on the board, some singular some plural, for example **tomato, banana, coffee, orange**, etc. Write **a, an** or nothing in front of some of the words and ask students if it is right or wrong. Correct the ones which are wrong. Ask students to give you the correct articles for the other words.

b Students complete the gaps with **a, an** or nothing. Students read out their answers to the class for checking.

Answer key

- 1 an
- 2 nothing
- 3 an
- 4 nothing
- 5 nothing
- 6 an, a
- 7 nothing, nothing
- 8 a, nothing, nothing

Listening 2.3

6 a Tell students that they are going to listen to the three people in the pictures talk about what they have for lunch. Ask students what sort of things they think the people might eat.

Students draw a chart in their exercise books. Play audio recording 2.3 for students to listen and make notes. Play the recording again for students to listen and check their answers. Go through the answers with the class.

Answer key

Carl	Sally	Hiro
sandwich (beef / chicken)	salad (tomatoes, lettuce, egg / tea)	rice and fish / chicken cheese)
apple		vegetables
lemonade		orange juice

b Point out the example paragraph. Ask students what the missing words are. Students copy and complete the example in their exercise books. They then write similar paragraphs for Sally and Hiro. This can be done at home.

Answer key

Carl has a sandwich. He usually has beef or chicken in it. He has an apple with that. He drinks lemonade.

2.3

CARL For lunch I usually have a sandwich. I usually have meat in my sandwich. I like beef and chicken. I have an apple, too. I drink lemonade.

SALLY For lunch I have a salad. I have tomatoes and lettuce in my salad. I usually have an egg, too or sometimes cheese. I drink tea with my lunch.

HIRO I always have rice for lunch. I have fish or chicken with my rice. I normally have vegetables, too. I drink orange juice.

Listening and speaking 2.4

7 a Students read the menu aloud to practise pronunciation and saying the prices. Ask students some questions and write them on the board, for example **How much is ...? Have you got ...? What have you got for dessert? What have you got to drink? Can I have ...?** Leave these prompts on the board. Students ask and answer questions using the prompts. Play audio recording 2.4 for students to listen and mark on their menu what George orders. Ask students how much George pays for his food. Choose someone who has the correct answer to tell you what he orders.

2.4 and Answer key

WAITRESS	Yes, please?
GEORGE	Can I have a <u>cheeseburger</u> and chips, please?
WAITRESS	Anything else?
GEORGE	Yes, can I have an <u>ice-cream</u> , please?
WAITRESS	Do you want anything to <u>drink</u> ?

GEORGE Yes, a milk shake, please.
 WAITRESS Is that everything?
 GEORGE Yes, thank you.
 WAITRESS That's £5.50, please.
 GEORGE Here you are.
 WAITRESS Thank you.

b Play the recording again for students to listen and complete the dialogue.

c Check students have completed the gaps in the dialogue correctly. Students act out the dialogue in pairs. Monitor pronunciation and intonation.

- 8** Divide the class into groups of four: one person is the waiter or waitress. Each student decides what they're going to have from the menu and gives their order.

Pronunciation 2.5

- 9 a** This activity aims to show students that all the phrases have two stress points regardless of the number of syllables: often a primary or main stress and a secondary stress. Note that **chocolate** is often pronounced with two syllables. Write the expressions on the board. Play the first item in audio recording 2.5 and ask students which syllables are stressed. Underline **fish** and **chips** on the board. Play the rest of the recording for students to listen and mark the stress.

2.5 and Answer key

fish and chips
chocolate cake
 fruit salad
fruit and vegetables
 a chicken sandwich
 orange juice
 apple pie
meat and potatoes

b Play the recording again for students to listen and repeat. The general rule is that there are two nouns in a phrase. The first one is stressed. If there is a word used adjectively, the second word is stressed.

Optional Extra

Students choose two items from the list and say what they want for lunch, for example *I want a chicken sandwich and chocolate cake*. Monitor stress carefully.

Revision idea

Write a number of items of food or drink on the board leaving blanks for the consonants, for example — — EE — E — U — — E — (cheeseburger), — E — O — A — E (lemonade). Give students time to find the words and note them down before checking the answers with the class. Students who finish quickly can write down more gapped words to challenge the rest of the class.

Section B

SB pp.46–47

Stone soup

Aims of the section To practise *some* and *any*.

Grammar *Some* and *any*. See WB Unit 4 pp.36–37; WB Grammar summary 4.4; WB Key TB p.90.

New vocabulary Stone, soup, tramp (a person with no home, who moves from place to place), Excuse me, hungry, mean (not generous), Go away, magic, to fetch, saucepan, cooker, salt, pepper, carrot, onion, ham, loaf, wine, knife (pl. knives), fork, spoon, delicious, smile, slice, narrator (a person who tells a story). See WB Wordlist p.77.

Pronunciation /tʃ/ and /dʒ/

Skills Talking about things you have and have not got.

Context A traditional story.

Cultural background note

This is a traditional story which may originally have come from Sweden, but which is told in many variations throughout the world. Students may like to compare it with similar ones from their own culture and discuss the message behind the story.

Vocabulary 2.6

- 1 a** Ask students to look at the different kinds of food and drink. Check there are no difficulties. Play audio recording 2.6 for students to listen and repeat.
- b** Ask *What can we make from these foods? Which foods go together?* You may give students ideas like *What do you need for a sandwich? What do you put in soup?*

Comprehension 2.7

- 2** Tell the class they are going to hear a story. Play audio recording 2.7 for students to read, listen and make a note of the things that the tramp put in the soup. Check for any difficulties with new words and encourage students to add them to their own vocabulary records. Give students time to read through the story again on their own.

Answer key

water, salt, pepper, potatoes, carrots, onion, ham, sausages

Grammar

- 3 a** Write the gapped sentences on the board. Invite students to look at the text and complete them.

Answer key

- 1 I haven't got any food for you.
- 2 Well, have you got any water?
- 3 Oh, I can find some vegetables.

b Invite students to look back at their notes for countable and uncountable nouns, if necessary, and explain the rules for **some** and **any**. Write the gapped table on the board for students to copy and complete.

Answer key

We use some for affirmative statements.

We use any for negative statements and questions.

c Read the example with the class. Go round the class asking students to make similar sentences for each of the things in exercise 1 about what the tramp used to make the soup. You can ask students to write out ten of these sentences for homework.

Answer key

He used some water. He didn't use any bread. He didn't use any cabbage. He used some ham. He didn't use any milk. He used some sausages. He didn't use any sugar. He didn't use any wine. He used some carrots. He didn't use any cream. He used some salt. He used some pepper. He didn't use any lemons. He didn't use any butter. He used some potatoes. He used some onions. He didn't use any mushrooms.

- 4 a** Remind students of the pronunciation of **cupboard** /'kʌbəd/. Students choose five items from the list in exercise 1 and write them. They may also like to draw them. Students who finish quickly can list more than five items. They mustn't show their lists to anyone.

b Read through the example with a student. Students work with a partner to ask and answer about what they have in their cupboards.

Listening  **2.8**

- 5 a** Explain that the class is going to hear George and Alice making a shopping list. Play audio recording 2.8 for students to listen and note the items on the list. Students check their ideas with a partner.

 **2.8**

- ALICE OK. What do we need from the shops?
 GEORGE Let's have a look in the fridge.
 ALICE Fine. Have we got any butter?
 GEORGE Yes, we have, but we haven't got any cheese.
 ALICE OK. So we need some cheese. Have we got any milk?
 GEORGE Er... No, we haven't.
 ALICE Have we got any sausages?
 GEORGE Er... No, we haven't.

- ALICE Right. So we need some milk and some sausages. Have we got any fruit?
 GEORGE We've got some apples, but I can't see any oranges.
 ALICE OK. We can get some oranges. Can you look in the cupboard now? Have we got any sugar?
 GEORGE Yes, we have.
 ALICE Have we got any bread?
 GEORGE No, we haven't.
 ALICE OK, so we need some bread. I think that's all. Oh – what about salt and pepper?
 GEORGE Just a minute. I'm looking. We've got some salt, but there isn't any pepper.
 ALICE Right, we need some pepper then.
 GEORGE OK. Come on. Let's go to the shops.

Answer key

cheese
 milk
 sausages
 oranges
 bread
 pepper

b Play the recording again for students to note the things that George and Alice don't need to buy. Students check their ideas with a partner. Play the recording a third time, pausing at the end of each sentence to check the answers with the class.

Answer key

Things they don't need to buy:
 butter
 apples
 sugar
 salt

Speaking

- 6** Put students in pairs to act out the story of Stone soup. Choose one or two pairs to act out the story for the class.

Optional Extra

If time and facilities allow, students can elaborate on exercise 6 by making finger or hand puppets, or by drawing a backdrop to re-enact the story, using cardboard or paper cut-outs for the different items added to the soup.

Pronunciation  **2.9**

- 7 a** Write the symbols for /tʃ/ and /dʒ/ on the board. Underneath write **cheese** and **oranges**. Ask students which letters in the two words are represented by the symbols (**ch** and **ge**). Tell students they are going to listen to a list of words which have these sounds in them. Split the class into two. Tell one half of the

class that if they hear the /tʃ/ sound they say **cheese**. Tell the other half that when they hear the /dʒ/ sound they say **oranges**. Play audio recording 2.9.

b Play the recording again for students to write down the words.

c Play the recording a final time for students to listen and repeat. Monitor their pronunciation.

2.9

cheese
sausages
chips
fetch
juice
vegetables
chicken
cabbage
rich
magic
oranges

Revision idea

Ask students to work in pairs to write menus. Each menu should have a selection of main courses, vegetables, desserts and drinks. Each pair joins with another and takes turns to be the customers or waiters / waitresses. Each pair does not show its menu to the other pair: they must ask what's on the menu. A student from the customer pair might ask, for example *Have you got any orange juice?* to which a student from the waiter / waitress pair might reply *I haven't got any orange juice, but I've got some milk*. When they have found out what is available, the customer pair discusses what they're going to have and orders it. Pairs then change roles.

Section C

SB pp.48-49

Mut goes shopping

Aims of the section To practise *How much / How many*.

Grammar *How much / How many; a box / tin / bag / piece of*. See WB Unit 4 pp.38-39; WB Grammar summary 4.4; WB Key TB pp.90-91.

New vocabulary A lot, trolley, grams, market, At last!, shelf, sweets, packet, glass, bottle, cup, crisps, bar (a quantity of chocolate, soap, etc.). See WB Wordlist p.77.

Pronunciation /ʌ/

Skills Asking about quantity.

Context Mickey, Millie and Mut go shopping.

Cultural background note

In Britain nowadays most shopping for food and household goods is done in supermarkets, where a wide selection of items can be bought. Small specialist shops, such as greengrocers and butchers, are still found in many towns, but competition from large, out-of-town supermarkets makes it difficult for them. Many towns have a weekly outdoor market where you can buy fruit, vegetables and other items. Some towns also have a permanent indoor or 'covered' market. Unfortunately for Mut, dogs are not allowed in any shops that sell food.

Comprehension 2.10

1 Ask students to look at the picture story and talk about what is happening. Play audio recording 2.10 for students to read and listen to the story. Check for any difficulties with new words. Students work with a partner to discuss the answers to the questions. Check the answers with the class.

Answer key

- 1 They go to the supermarket and the market.
- 2 They buy some cheese (250g) and some bananas (six).
- 3 Mut wants some dog food.
- 4 He thinks they need it because there isn't any on the shelf.
- 5 The dog food's in the cupboard.
- 6 Mum put it there.

2 Ask students to read through the story again (with a strong group, you might try the questions without re-reading the story). Read the statements with the class and ask students to say whether they are true or false. Ask students to correct the false statements.

Answer key

- 1 True
- 2 True
- 3 True
They also go to the market.
- 4 False.
- 5 True
- 6 True
- 7 True
- 8 True

Grammar 2.11

3 a Write the gapped questions on the board and ask students to copy and complete them using the story in exercise 1.

Answer key

How many do we need?
How much do we need?

b Ask *Are bananas countable or uncountable?* (*Countable.*) Do we use *how much* or *how many* with countable nouns? (*How many.*) Ask *Is cheese countable or uncountable?* (*Uncountable.*) Do we use *how much* or *how many* with uncountable nouns? (*How much.*) Write the gapped table on the board for students to copy and complete it.

Answer key

Countable	Uncountable
How <u>many</u>	How <u>much</u>

c Read the examples to the class. Play audio recording 2.11 for students to listen and make questions.

d Play the recording again for students to listen and check.

2.11 and Answer key

- 1
MICKEY We need some tomatoes.
MILLIE How many do we need?
- 2
MICKEY We need some bread.
MILLIE How much do we need?
- 3
MICKEY We need some sausages.
MILLIE How many do we need?
- 4
MICKEY We need some oranges.
MILLIE How many do we need?
- 5
MICKEY We need some butter.
MILLIE How much do we need?
- 6
MICKEY We need some lemonade.
MILLIE How much do we need?
- 7
MICKEY We need some fish.
MILLIE How much do we need?

4 a Students match the words to the pictures.

Answer key

- 1 f a loaf of bread
- 2 d a cup of coffee
- 3 b a packet of crisps
- 4 e a glass of orange juice
- 5 c a tin of tuna
- 6 a a bar of chocolate

b Draw a tin of dog food on the board. Ask students what it is. Write *a tin of dog food* on the board. Draw another tin beside it. Ask *What is in the picture now?* Write *two tins of dog food* on the board. Ask students what other food they can get in tins, to practise *a tin of (fish, meat, beans, etc.)*. Draw a can of cola on the board. Ask students what it is. Explain we use *can* for drinks and not *tin*.

Ask students what other things they can get in cans to practise *a can of*.

c Students describe what is in the pictures using the structure *a (something) of*.

Answer key

- a two bars of chocolate
- b three packets of crisps
- c three tins of tuna
- d two cups of coffee
- e two glasses of orange juice
- f three loaves of bread

Speaking and writing

5 a Explain that students are going to find out what their partner eats and drinks in a week. Read through the words and example with the class. Students work on their own to make questions to ask their partner about what he / she eats. Divide the class into pairs to ask and answer the questions. Students note the answers.

Optional Extra

Fast finishers can make up more questions about different types of food.

b Read through the example with the class. At home or in class, students write about the things they and their partner eat. They may like to illustrate this with pictures of the food. Display the corrected and rewritten work in the classroom.

Pronunciation 2.12

6 a Write the sound /ʌ/ on the board and demonstrate it. Ask students to read out the list of words and say whether or not they have the /ʌ/ sound.

b Play the audio recording 2.12 for students to listen, check and repeat.

Answer key

some, much, double, come, onion, Mum, money, butter, cup

Optional Extra

Students practise saying *a cup of onion soup*, *Mum has too much money* and *some mums use too much butter*.

Revision idea

I'm going to go to the supermarket and I'm going to buy ...

If possible, arrange the class in a circle. Begin the activity by saying, for example *I'm going to go to the supermarket and I'm going to buy some apples*. The student to your right continues by saying, for example *I'm going to*

go to the supermarket and I'm going to buy some apples and a packet of crisps. The next student adds to the list and the activity continues until all the members of the circle have had a turn. You can make the activity more challenging (but easier to remember) by adding items to the list in alphabetical order, for example *apples, bananas, crisps*, etc.

Section D

SB pp.50–51

George's apple crumble

Aims of the section To practise the use of definite and indefinite articles.

Grammar *The; a / an; the; some / any; a little / a few*; quantity. See WB Unit 4 pp.40–41; WB Grammar summary 4.5, 4.6; WB Key TB p.91.

New vocabulary Crumble, delicious, recipe, a few, flour, margarine, fork, dish, to boil, bowl, to mix, to cover, oven, serve, dish. See WB Wordlist p.78.

Pronunciation Identifying different vowel sounds.

Skills Listening to instructions.

Context George gives a recipe for apple crumble.

Language note

Make sure students are aware of the difference in meaning between *recipe* /'resɪpi/ (a list of ingredients and instructions for making something to eat) and *prescription* /prə'skrɪpʃn/ (something a doctor writes to say what medicine you must have). Another word which is easily confused with these is *receipt* /rɪ'si:t/ (a small piece of paper confirming that you have paid for something).

Comprehension 2.13

1 a Read through George's introduction with the class. Check for any difficulties with new words. Elicit other words students think will be used in the recipe. Offer help with translation into English and write the English words on the board. Students look at the pictures and decide which order they think they go in.

b Play audio recording 2.13 for students to listen, read through the recipe and check their ideas. Read through the recipe with the class, checking for any difficulty with new words. Students number the pictures in the correct order. Draw students' attention to Mut, explaining how we express quantities in spoken English. Remind students of the difference in the way dates are said and written in English.

Answer key

1 d 2 g 3 f 4 a 5 e 6 c 7 h 8 b

2 a Ask students to pick out the verbs from the recipe and write them on the board. Students look at the pictures in turn and say what George is doing in each one. Invite different students to come to the board and write up the sentences. Keep a careful check on the spelling of the *-ing* form of the verbs.

Answer key

- a He's putting the flour, butter and sugar in a bowl.
- b He's eating the apple crumble.
- c He's covering the apples with the mixture.
- d He's peeling the apples.
- e He's mixing the flour, butter and sugar with a fork.
- f He's boiling the apples.
- g He's slicing the apples.
- h He's putting the dish into the oven.

b Students work with a partner to find the things in the pictures. Ask *Where is there an oven?* etc. for the class to tell you which picture each thing is in. Check there are no remaining difficulties with new words.

Answer key

- a knife: g
- a fork: e
- a saucepan: f
- an oven: h
- a bowl: a, c, e
- a dish: b, c, h
- a spoon: b, c
- a peeler: a, d, e

Language note

The use of articles is often difficult to teach, especially to students whose native language contains neither definite nor indefinite articles. The problem has already been touched on in the In the classroom section of the Introduction. You may need to remind students that we use the indefinite articles (*a, an, some, any*) when mentioning something for the first time or talking about something non-specific, for example You need a stone and some vegetables to make stone soup. He has to take a bus to school. Tell students we use the definite article (*the*) when we are talking about things that have already been mentioned, are specific, or are understood, for example Boil the stone with the vegetables. Take the number 60 bus to the city centre.

Grammar

3 a Ask students to look at Mut and the example sentences. Write the examples on the board, if possible using a different colour for the articles. Ask students to work with a partner to discuss in their own language how the articles are used.

b In pairs, students complete the texts. Students write out the texts for homework. Go through the answers with the class and discuss them.

Answer key

- 1 Put ¹some flour and ²some butter in ³a bowl. Now take ⁴a fork. Mix ⁵the flour and ⁶the butter with ⁷the fork. Then pour ⁸some sugar into ⁹the bowl and mix it with ¹⁰the flour and ¹¹the butter.
- 2 First, you need ¹some mushrooms and ²a knife. Slice ³the mushrooms with ⁴the knife. Now put ⁵some oil in ⁶a frying pan and put ⁷the mushrooms in ⁸the oil. Then fry ⁹the mushrooms in ¹⁰the frying pan for five minutes.

- 4 a Read through what George says in exercise 1 with the class. Write the gapped sentences on the board for students to complete. Ask *Is water countable or uncountable? (Uncountable.) Are apples countable or uncountable? (Countable.)* Discuss with the class how they express *a small quantity / number of ...* in their own language.

Answer key

You need a few apples.
You need a little water.

- b Write the gapped table on the board for students to copy and complete.

Answer key

Countable	Uncountable
a <u>few</u>	a <u>little</u>

- c Students read through the list and decide how to complete the expressions. Go round the class asking students to say each complete expression.

Answer key

- 1 a few oranges
- 2 a little butter
- 3 a little sugar
- 4 a few tomatoes
- 5 a little salt
- 6 a little cheese
- 7 a few peas
- 8 a few sausages

Listening and writing 2.14 and 2.15

- 5 a Explain that this is another recipe. Play audio recording 2.14 for students to listen and tick the ingredients they hear.

2.14

ALICE Here's a recipe for a delicious snack. For this recipe you'll need: half an onion, one tomato, a little milk, two slices of bread, 50 grams of grated cheese, salt and pepper, and some Worcester sauce.

Answer key

half an onion
one tomato
milk
2 slices of bread
50g grated cheese
salt and pepper
Worcester sauce
You don't need any butter.

- b Play audio recording 2.15 (the instructions) for students to listen.

- c Play the recording again for students to write the instructions.

2.15

ALICE This is what you do.

First grate the cheese and onion and put them in a bowl. Add a little milk (a large spoon is enough), salt and pepper and a little Worcester sauce – not too much because it is hot. Then mix it all together.

When it's ready, make some toast but don't make it too dark. Then cover the toast with the cheese mixture. Put the toast with the cheese under the grill. Finally chop the tomato and put it on top of the Welsh rarebit.

Answer key

- 1 Grate the cheese and the onion.
- 2 Add a little milk.
- 3 Then mix it all together.
- 4 Make some toast.
- 5 Cover the toast with the cheese mixture.
- 6 Put the toast with the cheese under the grill.
- 7 Chop the tomato and put it on top of the Welsh rarebit.

Pronunciation 2.16

- 6 a Students read out each pair of words and say if they have the same or different sounds. Students put a cross if the sounds are different and a tick if they are the same.

- b Play audio recording 2.16 for students to listen, check and repeat.

Answer key

can't	want ✗
most	both ✓
house	round ✓
own	town ✗
school	look ✗
slice	dish ✗
bowl	how ✗
red	said ✓
don't	goes ✓
bean	bread ✗
one	stone ✗
flour	four ✗

c Students practise saying the sentence. See who can say it the fastest. Ask students what are the two sounds for *e* (/e/ and /i/) and the two sounds for *i* (/əi/ and /ɪ/).

Revision idea

Students can write a recipe for something they eat at home or make up a new recipe. They can then ask each other about the ingredients needed and how to make it.

Culture**SB p52****Meals and meal times**

Aims of the section To provide students with information about eating habits in the UK.

New vocabulary Traditional, fried bread, marmalade, grapefruit, custard, vegetarian supper. WB Wordlist p.78.

Skills Talking about what you eat.

Context Article about British eating habits.

- 1** Students read the sentences aloud. Check pronunciation and help with vocabulary. Explain that these sentences are about Britain. Ask if the sentences are true or false about the students' own country. Students read the text and use the information to decide whether the sentences are true or false.

Answer key

- 1 False
- 2 True
- 3 False
- 4 False
- 5 True
- 6 Doesn't say

- 2 a** Students use the information in the text to complete the chart about Britain. Help with vocabulary. The chart should show when meals are taken and what is eaten.

Answer key

Meal	breakfast	lunch (also called <i>dinner</i>)	dinner (also called <i>tea / supper</i>)
Time	in the morning	between 12 and 2	in the evening between 6 and 7
Food	bacon, eggs, sausages, tomatoes, mushrooms, baked beans, fried bread, toast, jam, honey, marmalade, cereal, milk, sugar, fruit, grapefruit, yoghurt, orange juice, coffee, tea	soup, sandwiches, salad, food from school canteen	meat / fish, potatoes, vegetables, lasagne, risotto, curry, dessert / pudding, fruit, chocolate cake, apple pie, ice-cream, custard

b Divide students into groups of five or six to make up a similar chart about their own country. Each student makes a copy of the chart.

- 3** Students find a partner in another group and ask and answer questions about the meals in their country. They note differences between their answers and their partner's.

If you have a copy of the DVD, you could play Unit 4 here and give students Worksheet 4 on p.126.

English across the curriculum SB p53**Geography: food from around the world**

Aims of the section To introduce additional vocabulary and facts about food sources.

New vocabulary Avocado, pepper, seed, Aztec, sweetcorn, turkey, Turks, grow, expensive, rich, cheap. WB Wordlist p.78.

Skills Reading and asking questions about food and where it comes from.

Context Article about sources of food.

- 1** Students match the words to the pictures. Invite different students to name each picture to check answers. As students say the words, monitor stress patterns and correct if necessary.

Answer key

- 1 coffee
- 2 sweetcorn

- 3 chocolate
- 4 peppers
- 5 tea
- 6 potatoes
- 7 tomatoes
- 8 avacados
- 9 turkey

2.17

- 2 Play audio recording 2.17 for students to listen and read the text. Play the recording again and ask students to underline the words from exercise 1 in the text. Invite students to read out the words to check their answers. If necessary, correct pronunciation and stress in the word. Ask what other food is mentioned in the text. Help students with any food vocabulary they do not know.
- 3 Students read the text again and match the food to the countries.

Answer key

- 1 c 2 a 3 d 4 e 5 b

- 4 Students read the text again to complete the sentences.

Answer key

- 1 *The Aztecs drank chocolate with pepper.*
- 2 *The Spanish brought chocolate to Europe (and were the first to put sugar in it).*
- 3 *The Swiss made the first bar of chocolate in 1876.*
- 4 *The Turks took coffee to Turkey and then to Europe.*
- 5 *The British started to grow tea in India.*

- 5 a On their own, students write a question about the text.
- b Put the class into two teams. One team asks a question and if the other team answers it correctly, they get a point. The team with the most points wins.

Revision

SB p54

Grammar

- 1 Students complete the sentences with *a, an, some* or *any*. This may be done for homework.

Answer key

- 1 any
- 2 some
- 3 any
- 4 an
- 5 a
- 6 some, an
- 7 any
- 8 some, a, a

- 2 Students complete the sentences with *a, an, some* or *the*. This may be done for homework.

Answer key

- 1 *Is Donna on the phone? No, she's watching a video in the living room.*
- 2 *To make this model you need ¹some paper, ²a plastic cup, ³a pencil, ⁴some scissors and ⁵some glue. First, put ⁶the plastic cup on ⁷the paper. With ⁸the pencil, draw ⁹a circle round ¹⁰the cup. Now take ¹¹the scissors and cut out ¹²the circle.*
- 3 *I've got ¹a parcel and ²some letters for Mr Smith. Give ³the letters to me and put ⁴the parcel on ⁵the large desk over there.*
- 4 *Can I have ¹an apple? Yes, there's ²some fruit on ³the shelf.*

Vocabulary

- 3 a Students look at the pictures and write what is in them.

Answer key

- 1 three packets of peas, some milk and two loaves of bread
- 2 a bar of chocolate, a tin of tomatoes, a bottle of water
- 3 a cup of coffee, a glass of milk, a bowl of fruit
- 4 a bottle of lemonade, three packets of spaghetti

- b Students write questions to ask how much / how many of these things there are. This can be done for homework.

Possible answers

- How many packets of peas are there?
 How much milk is there?
 How much bread is there?
 How much chocolate is there?
 How many tins of tomatoes are there?
 How many bottles of water are there?
 How many cups of coffee are there?
 How many glasses of milk are there?
 How much fruit is there?
 How much lemonade is there?
 How many packets of spaghetti are there?

- 4 Students find the food and drink and mark them in the square. They can do this for homework.

Answer key

B	E	A	N	S	E	T	U	L
E	G	G	S	Q	R	Y	S	E
E	L	K	C	T	U	N	A	M
F	Q	J	H	P	A	K	T	O
X	T	R	I	C	E	L	S	N
R	R	M	C	E	E	K	U	A
L	O	R	K	I	C	V	M	D
W	U	T	E	A	I	M	A	E
E	T	V	N	P	W	C	S	B

Your project**SB p55****Food**

Aims of the section To consolidate grammar and vocabulary learnt so far.

Skills Describing eating and shopping habits; writing recipes.

Context Students write a project about food.

Explain that, for their fourth project, students are going to write about food in their country and elsewhere, if they wish. This project can be done individually, in pairs, or in groups of four.

What to do

- 1 If this is done in class, divide the class into groups to discuss the three questions. You may need to give the names of different kinds of shops and eating places, for example *butcher's, baker's, grocer's, greengrocer's, supermarket, corner shop, take-away, burger bar*, etc. If the project is being done in pairs or groups, each pair or group should divide up the writing tasks evenly, write their own piece, and bring it back to the other groups for discussion and amendment.
- 2 Each student chooses a favourite recipe to write. If the vocabulary they need has not been included in this unit, they should ask you or use a bilingual dictionary to find the words. Check the recipes carefully before they are written out for inclusion in the final project.
- 3 Students find pictures of food, cafés, restaurants, shops and markets from magazines, tourist brochures and leaflets, advertisements, newspapers, recipes, etc. or they make their own illustrations. If they are working in pairs or groups they will need to meet together to decide how to present their work, and which illustrations to use. The final project should be presented on a poster or in a scrapbook, and displayed in the classroom.

Song**SB p55****Sausages with ice-cream**

Aims of the section To revise food words.

Grammar The present simple – affirmative.

New vocabulary Toast, baked beans, raspberries, it seems.

Skills Replacing pictures with words.

Context The song *Sausages with ice-cream*.

2.18

- 1 Students look at the pictures and write down as many of the words as they can. While they are doing this, play audio recording 2.18 at low volume so that the tune, but not the words, can be heard.
- 2 Play the recording again for students to listen and check their ideas. Play the recording a third time for students to sing along.

2.18 and Answer key**Sausages with ice-cream**

I like ¹toast with cheese

Katy likes ²chips with ³peas

Peter puts ⁴pepper on his baked beans

Edward likes ⁵raspberries

And Jessica loves ⁶strawberries

But John likes sausages with ⁷ice-cream.

Chorus

Sausages with ⁸ice-cream

Sausages with ⁹ice-cream

John likes sausages with ¹⁰ice-cream.

I like sticky toffee

Donna likes a cup of ¹¹coffee

Daniel likes a nice ¹²fruit salad, it seems

Wendy loves ¹³apple pie

But nobody can tell us why

John likes sausages with ice-cream.

Revision idea

With the class, brainstorm a list of foods that can be used as ingredients in a recipe. Write the words on the board as students say them (or you can ask students to come up and write them on the board to check their spelling). Divide the class into groups of three or four. Give each group four ingredients from the list on the board, different ingredients for each group. Tell students how much or how many of each ingredient they have. Explain that their task is to prepare a recipe using the ingredients. Students can use other ingredients, but they must ask you for them in English first. Students prepare their recipes and then tell them to the rest of the class.

Test

Students can now do the test for Unit 4 on p.135 and Revision Test 2 on p.136.

5 The world

Unit overview

Grammar focus Comparatives; superlatives; as ... as.

New vocabulary Geographical features.

Pronunciation Stress and rhythm; /ɔ:/; syllable stress; same sound? (3).

Skills Talking about how big things are; describing and comparing regions; talking about the biggest, the heaviest, etc.; making comparisons; making comparative phrases.

Topic / Context Geography of Britain and the world.

Culture The USA. SB p64

English across the curriculum Geography: east and west. SB p65

The Culture page can be studied after Section B or at the end of the unit.

Section A

SB pp.56–57

My country

Aims of the section To introduce and practise the vocabulary to describe landscape and to talk about sizes and distances.

Grammar *How high ...? How long ...? How wide ...? How deep?* See WB Unit 5 pp.44–45; WB Grammar summary 5.1; WB Key TB pp.91–92.

New vocabulary Hill, valley, mountain, lake, river, forest, sea, island, cliff, tunnel, bridge, high, long, wide, deep, canal, airport. See WB Wordlist p.78

Pronunciation Stress and rhythm.

Skills Describing landscape.

Context Article on the geography of the United Kingdom.

Cultural background note

The United Kingdom of Great Britain and Northern Ireland (the UK) came into being with the Act of Union in 1801. Before that England, Scotland, Wales and Ireland had been four separate areas, though England had begun taking over the government of Wales and Ireland in the 11th century. The Scottish and English monarchies were united in 1603 when King James VI of Scotland succeeded Elizabeth I to the English throne. The Scottish and English parliaments were combined

by the 1707 Act of Union. Ireland was divided into Northern Ireland (sometimes called Ulster) and the Republic of Ireland (Eire) in 1921.

Only Northern Ireland is part of the UK. The UK currently has one central government in London and one monarch, although there is also a separate Scottish parliament and there are national assemblies in Wales and Northern Ireland.

English is spoken in all the different regions of the UK, with different accents. In Wales and parts of Scotland, people also have their own, more ancient languages, Welsh and Gaelic.

Great Britain is a term for England, Scotland and Wales.

Geographically, the British Isles consists of Great Britain, Ireland, The Isle of Man, Orkney, the Shetland Islands and the Channel Islands.

Vocabulary 2.19

- 1 Play audio recording 2.19 for students to listen and look at the pictures. Play the recording again for students to listen and repeat.

Optional Extra

Students close their books. Put them into teams of three or four. Shout out some of the words from the Student's Book, for example **tunnel, hill, cliff**. Groups draw the thing you shout out and label it. The team with the best correct drawings wins.

- 2 Ask students as a class to answer the questions. Prompt them to be more specific, for example by asking **Which river?** etc.

Optional Extra

Invite students to write the name of a famous place on a piece of paper. Students in turn come out to the front of the class and give you the paper. The other students ask questions like those in the Student's Book to try to guess the name of the place.

2.20

- 3 Play audio recording 2.20 for students to read and listen. Play the recording again for students to complete the gaps.

2.20 and Answer key

- How high is that hill?
It's one thousand metres high.
- How wide is this lake?
It's five hundred metres wide and
it's six kilometres long.

Grammar

- 4 Explain *high, long, wide, deep*. You can do this using drawings. Ask students which of the items in exercise 1 can be long, high, deep or wide (**long** – *valley, lake, river, island, beach, tunnel, bridge, canal*; **high** – *hill, mountain, cliff, bridge*; **deep** – *valley, lake, river, sea, canal*; **wide** – *valley, lake, river, forest, sea, island, beach, tunnel, bridge, canal, airport*).

Students look at the table and make questions using the things in exercise 1, for example *How wide is this island?* Invite students to write their questions on the board. Make a drawing of each thing on the board and mark the sizes on the drawing. Students answer the questions, for example *50 km*.

Optional Extra

Ask students to name some famous mountains, seas, rivers, lakes, forests, islands, tunnels, canals and bridges. Write the names on the board. On a piece of a paper, students write ten questions about how long / wide / high / deep big some of these famous places are. Students exchange the papers with a partner. For homework, students look for information to answer their partner's questions on the Internet.

Reading and listening 2.21

- 5 a Students read the text to guess what the missing words are. You can go round the class asking students to read out one sentence at a time, checking for correct pronunciation and vocabulary.
- b Play audio recording 2.21 for students to listen and check their answers.

2.21 and Answer key

This is the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK – ¹England, Scotland, Wales and Northern Ireland.

Loch Ness is a very deep ²lake. It's 226 metres deep in the middle. People say that a monster lives here!

There are a lot of hills and ³mountains in Scotland. You can go skiing here in the winter. This is Ben Nevis. It's 1,343 metres high. There are lots of ⁴forests here, too.

London is the capital of the UK. It's a very big ⁵city. About seven million people live here. In this picture you can see Tower Bridge. The ⁶river is called the Thames.

There are lots of ⁷islands around the coast of the UK. This is the Isle of Wight. We sometimes go here for our holidays. There are some beautiful ⁸beaches here.

The Channel Tunnel goes under the ⁹sea between England and France. It's about 50 km long.

- 6 Students read the text again and correct the sentences.

Answer key

- 1 Wales is part of the United Kingdom.
- 2 Loch Ness is very deep.
- 3 Ben Nevis is a mountain.
- 4 London is the capital of the UK.
- 5 Seven million people live in London.
- 6 The bridge in the picture is Tower Bridge.
- 7 The Channel Tunnel goes from England to France.
- 8 The Isle of Wight is an island.

Optional Extra

Fast finishers can make questions using *How deep ...? How long ...?* about the places in the text.

Cultural background note

The Grand Old Duke of York is a well-known children's party game in the UK. Children find a partner of the opposite sex. They form two lines, the boys in one line and the girls in the other, standing opposite their partners. Players sing the song throughout the whole game, repeating it over and over. The couple at the top of the lines joins hands, and skips between the lines to the bottom and back to the top. They then separate and walk behind the lines to the bottom, the boys following the boy and the girls following the girl. At the bottom, the first couple joins hands to make an arch and the other couples pass underneath. The couple making the arch can bring their hands down to catch a couple passing through, and if they do, the pair who have been caught have to kiss each other. Once everyone has passed through the arch, the game begins again with the new couple at the top of the lines.

Pronunciation 2.22

- 7 a Play audio recording 2.22 for students to read and listen. Play the recording again, asking students to listen and clap their hands to keep the rhythm. Play the recording again for students to listen, clap their hands and repeat.

- b Play the recording again and ask students to mark the stress on the words. Check the answers with the class. Students can now sing the song by themselves without the recording.

Optional Extra

The class can play the game as described in the Cultural background note.

Revision idea

Write this information on the board:
4, 226 metres, a monster, 1,343 metres, 7 million, England and France. Divide students into small groups and tell them to close their books. Tell them to listen and write the questions for these answers. Play audio recording 2.21 (from exercise 5b). Then let students open their books to check their answers. Invite students to read out questions or write them on the board for you to check.

Possible answers

How many countries are there in the UK?
 How deep is Loch Ness?
 What lives in Loch Ness?
 How high is Ben Nevis?
 How many people live in London?
 Which countries does the Channel Tunnel go between?

Section B

SB pp.58–59

North and south

Aims of the section To introduce and practise comparative adjectives.

Grammar Comparative adjectives. See WB Unit 5 pp. 46–47; WB Grammar summary 5.2; WB Key TB p.92.

New vocabulary Weather, hot, fine, nice, cool, warm, dry, wet, friendly, flat, expensive, heavy, cheap, crowded. See WB Wordlist p.78.

Pronunciation /ɔ:/

Skills Talking about the weather; comparing two things.

Context Alice and Nick talk about the region where they live.

Vocabulary 2.23

- 1 Invite students to look at the pictures and identify which of them show today's weather. Ask students to talk about the weather, for example *It's hot. It's cloudy*. Play audio recording 2.23 for students to listen and read. Play the recording again for students to listen and repeat.

2.24

- 2 a Draw the chart on the board. Ask students to guess what the weather is like in England in winter, spring, summer and autumn, and write their suggestions on the board. Play audio recording 2.24 for students to listen and complete the information for England in the chart. If necessary, play the recording again.

2.24

ALICE We're doing some work on the weather for our Geography lesson.
 It's raining today and it's quite cool, but it was warm and sunny yesterday.
 In winter it's cold and it sometimes snows.
 It's windy, too.
 In spring it's usually fine and warm.
 In summer it's hot and dry most of the time.
 In autumn it's usually cloudy and wet. It rains a lot.

Answer key

	The weather in England
today	raining and cool
yesterday	warm and sunny
in winter	cold, sometimes snows, windy
in spring	usually fine and warm
in summer	hot and dry
in autumn	cloudy and wet. It rains a lot.

- b Ask students to describe the weather in their country and write their ideas in the third column of the chart. Students copy the chart into their exercise books. For homework, students write about the weather in their country using the information in the chart.

Comprehension 2.25

- 3 a Play audio recording 2.25 for students to read and listen. Ask students where Alice and Nick live. Ask students to identify these regions on the map on p57 of the Student's Book.

Optional Extra

Ask students to identify other regions on this map, for example *north-east England, south-west Scotland*, etc.

Answer key

Alice lives in the south-east of England. Nick lives in the north-west of England.

- b Play the recording again for students to listen and mark the sentences N or S.

Answer key

The weather is cooler. N
 The weather is nicer. S
 It's warmer. S
 It's wetter. N
 It's drier. S
 The people are friendlier. N
 It's more crowded. S
 It's flatter. S
 It's more beautiful. N
 Houses are more expensive. S

Grammar

4 a Ask students to look at the pictures and read the words aloud. Using either drawings or real students, illustrate other comparatives like this. Draw, or bring to the front of the class, two tall students. Point to the taller, and say **He / She is tall**. Point to the smaller, and say **He / She is taller**. Repeat with **small / smaller, thin / thinner, old / older**. Discuss how comparatives are formed in the students' own language.

b Students read the text in exercise 3 again. They find the comparative adjectives and write them in the table. Write the table on the board. Invite different students to write their answers in the table on the board. Correct them if necessary. Students copy the completed table into their exercise books.

Answer key

Comparatives

1 regular	warm	<u>warmer</u>
2 short vowel and one consonant	wet	<u>wetter</u>
3 -e ending	nice	<u>nicer</u>
4 -y ending	dry	<u>drier</u>
5 two or more syllables (except when the second syllable is -y)	crowded	<u>more crowded</u>

c Students read the text in exercise 3 again to find other examples of comparative adjectives and decide which rule they follow. Check students' answers to ensure they understand the rules.

Answer key

more expensive – rule 5
cooler – rule 1
friendlier – rule 4
more beautiful – rule 5
flatter – rule 2

5 Students work on their own to form the comparatives of the adjectives. Invite different students to write their answers on the board and check the spelling. Explain new words if necessary.

Optional Extra

Fast finishers can add other adjectives to the list and make the comparative forms.

Answer key

colder	bigger
more difficult	larger
deeper	flatter
heavier	hillier
wider	windier

redder	more famous
shorter	older
hotter	higher
whiter	cloudier

6 Before asking students to do this exercise, you may need to explain the use of **than** when comparing things. Write **The north-west is hillier than the south-east**, on the board. Now write **The weather in the south is warmer ...** and invite students to finish the sentence. (**The weather in the south is warmer than in the north.**) Write the correct sentence on the board. Students copy the sentences into their exercise books. Invite students to make similar sentences using the information in the text in exercise 3, giving them adjectives as prompts, for example **expensive, cool, friendly**. Divide students into pairs to make sentences comparing two parts of their own country using the adjectives given.

Writing and speaking

7 Invite a student to read the two example sentences aloud. Ask students to make more sentences comparing summer and winter. Divide the class into two teams. Write **Autumn** and **Spring** on the board. One student from the first team makes a sentence comparing autumn and spring. Then a student from the second team makes a different sentence comparing them. In turn, students from each team make sentences until one student cannot think of a sentence. The team which makes the last sentence gets a point. Repeat this with topics 1–5. The team with the most points wins.

8 Divide the class into teams of three or four. In one minute, each team writes as many sentences as possible, comparing their country to the Antarctic. The team with the most sentences reads them to the class. Students get one point for every correct sentence. Other teams read out any other sentences they have and they get one point for those sentences which are correct. Play the game again to compare a bicycle / car and a mouse / elephant. The team with the most points wins.

Possible answers

My country is warmer than the Antarctic.
A bicycle is cheaper than a car.
A mouse is smaller than an elephant.

2.26

9 Tell students to look at sentences 1–6 and the words in the wordlist. Ask them which words they think go in each sentence and what the comparative form is. Play recording 2.26 for students to listen and complete the sentences using the comparative form. Go through the answers with the class.

2.26

- 1
 - How high is Windy Hill?
 - It's about 800 metres high, I think. Bluebell Hill is about 1,000 metres high.
- 2
 - How old's your sister, John?
 - She's seventeen.
 - And you're fifteen? Is that right?
 - Yes.
- 3
 - It's nice and sunny today.
 - Yes, it is. It was a bit cloudy yesterday.
- 4
 - What's the answer to number 6?
 - I don't know. Number 5 was easy, but I can't do number 6.
- 5
 - What's your new house like, Beth?
 - Very nice. It's got four bedrooms. Our old house only had two. And it's got a dining room.
- 6
 - How much is that red bag?
 - It's £14. The blue one is £12.

Answer key

- 1 higher than
- 2 younger than
- 3 cloudier than
- 4 more difficult
- 5 bigger than
- 6 more expensive

Pronunciation 2.27

- 10 a** Demonstrate the sound /ɔ:/ in the word *warm* and then the sound on its own. Play audio recording 2.27 for students to listen and tick the words which have this sound.

Answer key

autumn, airport, warm, more, north, four, tall

- b** Play the recording again for students to listen and repeat.

Optional Extra

Point to the words in the list at random and invite students to say them.

Revision of idea

Make a chart on the board like this:

	UK	Your country
Population of country		
Name and population of capital city		
Name and length of longest river		
Name and height of highest mountain		
Average winter temperature		
Average summer temperature		

Ask students to find out the information and complete the table. Students can use the Internet or a library. They can do this for homework.

Invite students to make comparison sentences using the information in the table, for example *The population of the UK is bigger than the population of my country.* Encourage students to use different ways of making the same comparisons *There are more people in the UK than in my country,* etc.

Section C

SB pp.60–61

Record breakers

Aims of the section To introduce and practise superlatives.

Grammar Comparatives and superlatives. See WB Unit 5 pp.48–49; WB Grammar summary 5.2–5.5; WB Key TB p.92.

New vocabulary Metal, lead (/led/), gold, iron, easy, cheetah. See WB Wordlist p.78.

Pronunciation Syllable stress.

Skills Talking about the biggest, the heaviest, etc.

Context A quiz.

Comprehension 2.28 and 2.29

- 1 a** Give students enough time to look through the quiz. Play audio recording 2.28 so that they can read, listen, and answer the questions on their own.
- b** Students work in small groups to compare their answers.

c Play audio recording 2.29 for students to listen and check their answers.

2.29

- 1 The longest river in the world is the Nile. However, some scientists think it is the Amazon.
- 2 The highest mountain in the world is Mount Everest. It is 8,850 metres high.
- 3 The largest continent is Asia. It is more than 14 million square kilometres larger than Africa.
- 4 Some people think the hottest place in the world is in North America, in Death Valley. However, the place that has the highest average temperatures is in Africa.
- 5 The coldest place in the world is Antarctica. It is also the windiest place.
- 6 The smallest country in the world is the Vatican City. It has a population of less than 1,000 people.
- 7 The most crowded country in the world is Monaco. It has over 23,000 people per square kilometre.
- 8 The fastest animal in the world is the cheetah. It can run at 110 kilometres per hour.
- 9 The largest city in the world is Tokyo. Tokyo, and the area around it, is home to over 30 million people.
- 10 The heaviest metal of the three is gold, but it is not the heaviest metal in the world.

Answer key

- 1 a the Nile
- 2 a Mount Everest
- 3 b Asia
- 4 a in Africa
- 5 c in Antarctica
- 6 b the Vatican City
- 7 b Monaco
- 8 a a cheetah
- 9 b Tokyo
- 10 b gold

Grammar

- 2 a Write the adjective with the comparative and superlative forms on the board. Discuss with the class how superlatives are formed in the students' own language.
- b Write the adjectives on the board. Students find the superlatives in the quiz and dictate them to you. Make sure they include the definite article *the*. Discuss the spelling rules students formulated in Section B, exercise 4b.

Answer key

the largest, the hottest, the heaviest, the most crowded

c Students copy and complete the table in their exercise books. Check the answers with the class.

Answer key

Adjective	Comparative	Superlative
long	longer	the longest
nice	nicer	the nicest
wet	wetter	the wettest
big	bigger	the biggest
expensive	more expensive	the most expensive
dry	drier	the driest
easy	easier	the easiest
beautiful	more beautiful	the most beautiful
flat	flatter	the flattest
tall	taller	the tallest
old	older	the oldest
windy	windier	the windiest

- 3 Read through the example with the class. In class or for homework, students write the answers to the quiz in exercise 1. Check answers with the class when this has been done.

Answer key

- 1 The Nile is the longest river in the world.
- 2 Mount Everest is the highest mountain in the world. / The highest mountain in the world is Mount Everest.
- 3 Asia is the largest continent in the world. / The largest continent in the world is Asia.
- 4 The hottest place in the world is in Africa.
- 5 Antarctica is the coldest place in the world. / The coldest place in the world is in Antarctica.
- 6 The Vatican City is the smallest country in the world. / The smallest country in the world is the Vatican City.
- 7 Monaco is the most crowded country in the world. / The most crowded country in the world is Monaco.
- 8 A cheetah is the fastest animal in the world. / The fastest animal in the world is a cheetah.
- 9 Tokyo is the biggest city in the world. / The biggest city in the world is Tokyo.
- 10 Gold is the heaviest metal of these metals. / The heaviest of these metals is gold.

Pronunciation 2.30

- 4 a Demonstrate the stress within the words *Europe* and *America* by saying them. Students repeat them after you. Play audio recording 2.30 for students to listen and mark the stress.

Answer key

Europe, *America*, *Africa*, *Antarctica*, *Asia*, *continent*, *Atlantic*, *Pacific*, *Arctic*

- b Play the recording again for students to listen and repeat.

Optional Extra

Students practise saying the words by answering questions where these words are the answers, for example *Which continent is China in? Which ocean is between America and Australia?*

Writing and speaking

- 5 a** Read the example with the class. Students work on their own to write sentences using the cues.
- b** Students compare their ideas with a partner. Students who finish quickly can work with their partners to make more sentences. Go through all the sentences, asking different students to read out ones they have written.

Answer key

- 1 _____ is the youngest person in our class.
- 2 _____ is the oldest person in my family.
- 3 _____ is the most famous sportsperson in our country.
- 4 The _____ is the largest room in my house / flat.
- 5 _____ is the biggest city in our country.
- 6 _____ is the highest mountain in our country.
- 7 _____ is the longest river in our country.
- 8 _____ is the easiest subject on our timetable.
- 9 _____ is the most expensive shop in our town.
- 10 My _____ is the heaviest thing in my bag.

Reading

- 6 a** Ask students to look back through the quiz and name the seven continents. They should spell them out for you to write on the board. Draw a sketch map of the world and ask students to identify the continents.

Answer key

Europe, Asia, South America, Africa, North America, Oceania /əʊʃi'ɑ:nə/, Antarctica

- b** Read through the clues with the class and ask students to work with a partner to number the continents from the largest to the smallest. Check answers with the class.

Answer key

- 1 Asia
- 2 Africa
- 3 North America
- 4 South America
- 5 Antarctica
- 6 Europe
- 7 Oceania

Optional Extra

Fast finishers can think up more clues.

Revision idea

Write these answers on the board and ask students to try to make questions to match them. You may like to add more answers for students to write questions about their own country.

- 1 Ben Nevis
(What is the highest mountain in Britain?)
- 2 The River Severn
(What is the longest river in Britain?)
- 3 John F. Kennedy
(Who was the youngest President of the USA?)
- 4 Llanfairpwllgwyngyllgogerychwyrndrobwlant siliogogoch
(What is the longest place name in Britain?)
- 5 Mount McKinley
(What is the highest mountain in the USA?)
- 6 Death Valley, California
(What is the lowest place in the USA?)
- 7 The Mississippi
(What is the longest river in the USA?)

Section D**SB pp.62–63****Mickey and Millie go camping**

Aims of the section To practise comparatives and superlatives.

Grammar *Better, the best; worse, the worst; similes (as ... as ...).* See WB Unit 5 pp.50–51; WB Grammar summary 5.4–5.6; WB Key TB p.92.

New vocabulary Campsite, dark, tent, snoring, bone. See WB Wordlist p.78.

Pronunciation Distinguishing similar vowel sounds.

Skills Making comparisons.

Context Mickey and Millie on a camping trip.

Comprehension  **2.31**

- 1 a** Ask students to look at the pictures and name the things they see. Teach any words they don't know. Play audio recording 2.31 for students to read, listen and answer the questions.

Answer key

- 1 Buttercup Farm
- 2 Lake View
- 3 They think the sign says 'camping'.
- 4 A bull snoring

- b** Divide the class into groups. Ask each group to think of what happens when the bull wakes up and write an ending to the story. Groups act out the whole story, including their own ending, for the rest of the class.

Language note

Most of the comparatives and superlatives studied so far follow principles that can be easily understood. You will need to explain that some common words do not follow these rules and must be learnt as exceptions.

Grammar

2 a Write the gapped table on the board for students to copy and complete. Discuss the words used for **good, better, the best** and **bad, worse, the worst** in the students' own language.

b Ask students to look back through the picture story to check their answers to exercise 2a.

Answer key

Adjective	Comparative	Superlative
<u>good</u>	better	<u>the best</u>
<u>bad</u>	worse	the worst

c Students read the story again and complete the sentences.

Answer key

- Buttercup Farm is the best campsite in the area.
- It's better than Hillside.
- Lake View is worse than Hillside.
- Hillside is worse than Buttercup Farm.
- Lake View is the worst campsite in the country.

3 a Students look at the information. Write **The Lake Hotel is ____ than Forest View Hotel** and **Blue Mountain Hotel is the ____**, on the board and invite students to complete the gaps. Prompt students to make similar comparison sentences from the information given, using **better, best, worse** and **worst**.

Possible answers

The Lake Hotel is better than Forest View Hotel.
Blue Mountain Hotel is the best.
Forest View Hotel is the worst.
The Lake Hotel is worse than the Blue Mountain Hotel.

b Students make comparison sentences from the information given. They may do this for homework or on their own in class.

Possible answers

Jack has got the best results.
Alison has got better results than Robert.
Robert has got the worst results.
Alison has got worse results than Jack.

4 Discuss the best and the worst things on the list with the class. In class or for homework, students write down their ideas. Divide the class into groups of three or four to compare ideas. Each small group

then joins another to continue the discussion. If time allows, bring the whole class together to see if there is a majority verdict on any of the topics.

Optional Extra

Fast finishers can write one or two more sentences on other topic areas, for example films, magazines, etc.

Writing 2.32

5 a Students read the text in exercise 1 again and complete the sentence.

Answer key

We're as dry as a bone in here.

b Write **as heavy as ____** on the board. Invite students to complete the gap using the correct noun from the list (**lead**). Explain why **lead** is the correct choice (it is a very heavy metal). Students work in pairs or small groups to match the other adjectives and nouns.

c Play audio recording 2.32 for students to listen and check their answers.

2.32 and Answer key

- as heavy as lead
- as high as a mountain
- as cold as ice
- as deep as the sea
- as white as snow
- as blue as the sky
- as warm as toast
- as black as night
- as big as an elephant
- as light as a feather

6 Students think of five things and write five sentences using some of the expressions in exercise 5b.

Optional Extra

Try this as an alternative or an extra exercise. Divide the class into groups of between four and seven students. Groups write the adjectives from the list in exercise 5b on separate pieces of paper (one adjective on each piece of paper) and place the papers on the table in front of them so they cannot see the words. In turn, each student chooses a piece of paper and holds it up. The others make a sentence describing something using the expression with that word, for example **Our teacher's hair is as white as snow**. The student holding the paper gives it to the student whose answer was the best. The next person chooses a paper and repeats the exercise. The game finishes when all the papers have been used. The person in the class who has collected the most papers tells all his / her answers to the rest of the class.

Pronunciation 2.33

- 7 a Ask different students to say each pair of words out loud. Correct pronunciation if necessary. Ask students if each pair of words has the same or a different vowel sound. Students mark their opinions with a tick or a cross. Play audio recording 2.33 for students to listen and to check.

Answer key

south	country	x
girl	bird	✓
worse	horse	x
farm	warm	x
guide	sign	✓
big	ice	x
worst	world	✓
hot	oven	x
bull	full	✓
heavy	feather	✓

- b Play the recording again for students to listen and repeat.

Optional Extra

You may want to ask students to practise saying problem pairs of words where they are not sure of the differences.

Revision idea

Students look back at the list of food they made in Unit 4. With a partner they write twelve sentences using *good, better, the best, bad, worse, the worst*. For example *Cream is better than yoghurt. Cabbage is the worst vegetable. Sweets are worse for your teeth than carrots*, etc. Students are free to talk in terms of individual taste or nutritional value. Go round the class asking different students to read out some of their sentences. Ask students to illustrate the sentences, and display their work in the classroom.

Culture

SB p64

The USA

Aims of the section To provide students with general information about the USA.

New vocabulary Time zone, population, government, capital, federal, flag, stars, stripes, settler. See WB Wordlist p.78.

Skills Talking about the geography of your country.

Context Article about the USA.

2.34

- 1 Check for any difficulties with new vocabulary. Play audio recording 2.34 for students to listen and read the text about the USA and answer the questions.

Answer key

- 50
- the US President
- the flag of the USA
- 1776
- Britain

- 2 Students read the text again to find the things.

Answer key

- the USA
- Canada
- Mississippi-Missouri
- New York
- Chicago
- Alaska

Optional Extra

Students write three questions of their own about the text. Then they find a partner and ask and answer their questions. For homework, students write ten sentences about the USA, using information from the text and information they have researched.

- 3 For homework, students find the things and write five sentences about their own country.

If you have a copy of the DVD, you could play Unit 5 here and give students Worksheet 5 on p.127.

English across the curriculum SB p65

Geography: east and west

Aims of the section To introduce additional vocabulary and information about climate and its causes.

New vocabulary Temperature, further, affect. See WB Wordlist p.78.

Skills Giving explanations; describing climate.

Context Text on European climate.

- 1 a Check new vocabulary. Students read the text and mark the sentences W or E.

Answer key

- W
- E
- E
- W

- b** Students read the text again and choose the correct word for each sentence.

Answer key

- 1 wet
- 2 dry
- 3 slowly
- 4 quickly
- 5 summer
- 6 warmer

c There are several parts to the answer to this question. You can help the class to construct the explanation by asking these more specific questions.
Why doesn't the air above the sea get as cold as the air above the land in winter?

Why doesn't western Europe get as cold in winter as eastern Europe?

Why doesn't the air above the sea get as warm as the air above the land in summer?

Why doesn't western Europe get as warm in summer as eastern Europe?

Write the questions on the board and write the students' answers beside each question. Using the information on the board, tell students the explanation (see possible answer below). Students now use the information on the board to write their own version of the explanation.

Possible answer

In winter, the air above water doesn't get as cold as the air above land because water changes its temperature slowly. Western Europe doesn't get as cold in winter as eastern Europe because western Europe is nearer the sea than eastern Europe. In summer, the air above the sea doesn't get as hot as the air above the land because water changes its temperature slowly. Western Europe doesn't get as warm in summer as eastern Europe because western Europe is nearer the sea than eastern Europe. So the seasons change quickly in eastern Europe.

- 2 a** Individually, students draw weather symbols for a season in their country.

b Students exchange drawings with a partner and read out the weather from their partner's drawings.

Optional Extra

Find out from the class what the general opinion is on the normal weather for each season in their country.

Revision

SB p66

Grammar

- 1** Students complete the chart with the comparative and superlative forms of the adjectives. This may be done for homework.

Answer key

Adjective	Comparative	Superlative
cold	colder	the coldest
miserable	more miserable	the most miserable
happy	happier	the happiest
short	shorter	the shortest
good	better	the best
large	larger	the largest
easy	easier	the easiest
cool	cooler	the coolest
delicious	more delicious	the most delicious
thin	thinner	the thinnest
interesting	more interesting	the most interesting
boring	more boring	the most boring
expensive	more expensive	the most expensive
far	farther, further	the farthest, the furthest
hot	hotter	the hottest
gorgeous	more gorgeous	the most gorgeous
bad	worse	the worst
big	bigger	the biggest

- 2** Students compare the places using the adjectives given. Students may do this for homework.

Possible answers

Alima is wetter than Brigtown.

The flight to Catambo is the longest.

Catambo is colder than Alima.

The most expensive hotel is in Brigtown.

The food in Brigtown is better than in Alima.

Brigtown is the furthest from the airport.

The worst food is in Alima.

The shortest flight is to Alima.

Brigtown is drier than Alima.

Alima is the most interesting place.

Catambo is nearer to the airport than Alima.

Catambo is hotter than Brigtown.

Pronunciation 2.35

- 3 a** Students say the words aloud and tick the pairs with the same sound.

b Play audio recording 2.35 for students to listen and check their answers.

Answer key

- | | |
|----------|---------|
| 2 west | feather |
| 3 worse | shirt |
| 6 bird | world |
| 10 south | down |
| 12 bone | won't |
| 13 size | dry |

Your project**SB p67****My country**

Aims of the section To revise and consolidate language learnt so far.

Skills Writing comparative and descriptive texts about parts of a country.

Context Students write a project about their own country.

Explain that students are going to write about the geography of their own country. This project can be done individually, in pairs or in groups of four.

What to do

- 1 If this is done in class, divide the class into small groups to brainstorm a list of important places in their country. Write these on the board. Students work on their own or with their group to label the most important places on the map. For this, they will need to do some research, again using a geography book, atlas, or tourist information leaflet. If this is done as group work, students will need to divide up the tasks. When each member of the group has written his / her piece, it is passed to the rest of the group for comments and suggestions. When these have been acted upon, the work is passed to you for correction. The rewritten pieces can be stuck onto appropriate parts of the map, or put in an accompanying booklet. The final projects are displayed in the classroom.
- 2 Students will need to find a map of their country to copy from a geography book, atlas, tourist brochure or tourist information office leaflet. The map they draw should be fairly large-scale, preferably on a poster-size piece of paper. This is best done at home, as students will need time for research and the time they take to draw the map will vary. If students are not doing the project individually, they will need to find a time and place to meet up to draw the map together.
- 3 Students find pictures of interesting places in their country from magazines, tourist brochures and leaflets, etc. They can also make their own illustrations. If they are working in groups, they will need to meet together to decide how to present their work and which illustrations to use.

Song**SB p67*****This land is your land***

Aims of the section To revise vocabulary for geography.

New vocabulary Redwood, ribbon, highway, endless, skyway.

Skills Predicting and finding missing words.

Context The song *This land is your land*.

2.36

- 1 a Check there are no difficulties with new vocabulary. Students look at the song and try to complete it using the list of words. (Stronger students can cover the word list at this stage.) Students compare their ideas with a partner.
- b Play audio recording 2.36 for students to listen and check their ideas. Read through the song with the class, then play the recording again for students to sing along.

2.36 and Answer key

This land is your land
 This land is ¹my land
 From California
 To the New York ²island
 From the redwood ³forest
 To the Gulf Stream waters
 This ⁴land was made for you and me.

As I ⁵went walking
 That ribbon of a ⁶highway
 I saw above me
 The endless skyway
 I ⁷saw below me
 The golden ⁸valley
 This land was made for you and ⁹me.

Revision idea

Students write ten sentences about the people in their class, for example *Thomas is the tallest. Barbara is better dressed than Sam. Alex is as intelligent as Eva*. Invite different students to read out their sentences.

Test

For extra practice, see the test for Unit 5 on p.138.

Unit overview

Grammar focus *Going to* (future); adjectives and adverbs; *have to*.

New vocabulary The world of entertainment.

Pronunciation Sentence stress; /r/; the different sounds for a; rhythm.

Skills Talking about plans for the future; using adjectives and adverbs to describe nouns and verbs; talking about the things people have to do; making suggestions; writing about entertainment and entertainers and the story of a book, film, play or TV programme; identifying rhyming words; matching pictures and ideas.

Context Conversations and information about entertainment.

Culture page The British Cinema. SB p76

English across the curriculum History / Art: the Greek theatre. SB p77

Section A

SB pp.68–69

TV programmes

Aims of the section To introduce and practise using *going to* for future planned activities.

Grammar *Going to*. See WB Unit 6 pp.54–55; WB Grammar summary 6.1–6.4; WB Key TB p.93.

New vocabulary Guide, programme, perfect, remote control, cartoon, quiz, documentary, comedy, the news. See WB Wordlist p.79.

Pronunciation Sentence stress.

Skills Talking and asking about future plans.

Context Jerry phones Nick and asks about his plans to watch TV.

Cultural background note

- British children watch an average of four hours' television per weekday, and more at weekends.
- British children nowadays read more books than their parents did when they were children.
- You pay to watch the five regular channels with an annual TV licence. The money from the licence goes to the British Broadcasting Corporation (BBC). The remaining channels are 'commercial' and raise their money by showing advertisements in the breaks between programmes.

- Films, DVDs and videos are classified to show what is suitable and unsuitable for children and young people. For example, a film classified as 15 should not be shown to anyone under that age. Programmes considered unsuitable for children are only shown on television after 9 p.m.

Vocabulary 2.37

- a Play audio recording 2.37 for students to listen and read. Play the recording again for students to listen and repeat. Point to pictures at random and ask students to say what kind of programme is shown.

b Students close their books. Ask students to name one local TV show for each type of programme shown in the pictures.
- Put students into groups of three or four to ask and answer the questions. Students then find a partner from another group to compare answers. Ask students to report to the class and make a list of the most and least favourite programmes.

Comprehension 2.38

- Ask students to look at both pictures without reading the text. Discuss where the boys are, what they are doing and what they are talking about. What happens in the second picture? Write the ideas on the board. Play audio recording 2.38 for students to read and listen. Were their ideas about the text correct? Play the recording again for students to read, listen and write the answers to the questions.

Answer key

- Nick wants to watch TV because his parents are going out.
- Frank's Friends* is a comedy show. *Megastructures* is a documentary.
- He can't watch TV because his parents are taking the TV to his grandma's.

Grammar

- a Write the gapped table on the board. Ask students to look at the text in exercise 3 and complete the gaps. Complete the table on the board. Students copy the table into their exercise books.

Answer key

I	<u>am</u> 'm not	going to	watch TV.
He She It	<u>is</u> isn't		revise for a test. be at home.
We You They	<u>are</u> aren't		record a programme.

b Students complete the gaps in the sentences.

Answer key

- 1 Jerry is going to read a book this evening.
- 2 We are going to play basketball on Wednesday.
- 3 I am going to watch the news at 10 o'clock.
- 4 Heidi is going to do her homework after dinner.
- 5 Nick's parents are going to buy a new TV at the weekend.

c Students write the negative forms of the sentences.

Answer key

- 1 Jerry isn't going to read a book this evening.
- 2 We aren't going to play basketball on Wednesday.
- 3 I'm not going to watch the news at 10 o'clock.
- 4 Heidi isn't going to do her homework after dinner.
- 5 Nick's parents aren't going to buy a new TV at the weekend.

- 5 a** Write the gapped table on the board. Students look at the text in exercise 3 to complete the gaps. Invite different students to come to the board and complete the gaps. Correct them if necessary. Discuss how questions are formed with **going to**, highlighting the differences between the statement and question form. Students copy the models from the board into their exercise books.

Answer key

You are going to watch TV. Yes, I am.
Are you going to watch TV? No, I'm not.

b Students write six TV programmes they are going to watch this week on a piece of paper. They walk around the class asking and answering until they find someone who is going to watch at least three of the same programmes.

c Students work in groups to plan the perfect evening's TV. They tell the rest of the class what they are going to watch and what they are not going to watch. You may also want them to say why they chose or rejected certain programmes.

Optional Extra

In groups, students write and perform a dialogue similar to the one in exercise 3 using the programmes they chose in exercise 6c. Students then find someone from another group to perform the conversation.

Listening and speaking  **2.39**

- 6 a** Play audio recording 2.39 for students to listen and write the activities.

 **2.39**

- 1
OLIVER What are you going to do on Saturday morning, Rick?
RICK I'm not going to do anything. I'm going to stay in bed.
- 2
RICK Are you going to go swimming on Saturday, Melanie?
MELANIE No, I'm not. I'm going to tidy my room.
- 3
MAX What are you and Alice going to do on Saturday morning, Millie?
MILLIE We're going to go swimming.
- 4
OLIVER Are you and Jim going to play football on Saturday morning, Max?
MAX Yes, we are.
- 5
MELANIE What are you going to do on Saturday, Oliver?
OLIVER Well, in the afternoon I'm going to go to the cinema, but in the morning I'm going to do some homework.
- 6
RICK Are you going to go shopping on Saturday, Liz?
LIZ No, I'm not. Bart and I are going to have a piano lesson.

Answer key

Names	Activities
Rick	stay in bed
Melanie	tidy her room
Alice and Millie	go swimming
Max and Jim	play football
Oliver	go to the cinema / do homework
Bart and Liz	have a piano lesson

b Students work in pairs to ask and answer questions about the people in the chart. Monitor carefully for correct grammar and pronunciation.

c Students work in pairs to ask and answer questions about the activities in the chart. Monitor carefully for correct grammar and pronunciation.

- 7** Students write the times on a piece of paper. Beside each one they write one or two things they are going to do at these times. Their task is to find someone else in the class who is going to do the same as them. Students walk around the class asking and answering the questions, trying to find the person whose answers match their own most closely. They then tell the class who their 'perfect partner' is and what activities they are both going to do.

Pronunciation 2.40

- 8 a** Demonstrate the sentence *They're going to watch the news*, emphasizing the stress. Ask students to repeat the sentence. Play audio recording 2.40 for students to listen and mark the stress on sentences 1–4.

b Play the recording again for students to listen and repeat.

Answer key

- 1 He's going to record a programme.
- 2 We're going to play football.
- 3 I'm going to stay in bed.
- 4 You're going to have a test.

Optional Extra

Divide the class into three groups to say the rhyme below. Group 1 reads line 1, group 2 reads line 2 and group 3 reads line 3, while all groups read line 4. Students show the rhythm on the stressed syllables by banging the desk or clapping. Students may like to make up actions or movements to go with the rhyme.

*I'm going to take a plane
You're going to fly to Spain
She's going to see the sun
We're going to have some fun.*

Revision idea

You can do this activity as a class or in groups. Make a chart with three columns on the board (or on a piece of paper for smaller groups). Write column headings **Activity**, **Yes**, and **No**. Ask four or five students to tell you one activity they are going to do at the weekend. Write the activities in the first column. Students ask and answer questions about whether or not they are going to do these activities at the weekend and write the names in the second column if yes and the third column if no. Then ask students to ask and answer questions about different people in the class or group. Finally, students write ten sentences about what they and their classmates are going to do or are not going to do at the weekend.

Section B

SB pp.70–71

At the movies

Aims of the section To introduce and practise adjectives and adverbs.

Grammar Adverbs with *-ly*. See WB Unit 6 pp.54–55; WB Grammar summary 6.5; WB Key TB p.93.

New vocabulary Dr (doctor), hard, sad, horribly, control, slow, loudly, stomach, blanket, well, easy, fast, guard, keys, belt, harbour, secret, hide, briefcase, seat, engine, to grab, to pull, fall, jump, to sink, safe. See WB Wordlist p.79.

Pronunciation The sound /r/.

Skills Using adjectives and adverbs to describe nouns and verbs.

Context An adventure story – Doctor X.

Comprehension 2.41

- 1 a** Students look at the pictures and find the names of the people in the story (*Justin Time*, *Chelsea*, *Dr X*, *the guard*). Students spell out the names for you to write on the board.
- b** Go through the pictures one by one asking students to say what is happening in each.

Possible answers

- a Dr X is driving the speedboat. There is a briefcase on the seat next to her. There is a computer inside the briefcase. Justin is taking the briefcase.
- b Justin is sitting on a bed. He has a sore stomach. Chelsea is holding a blanket. The guard is looking through the window of the door.
- c Dr X has the briefcase, but it's open and the computer is falling into the sea. Chelsea is going to drive the boat.

- d The guard is in the room. Chelsea is throwing the blanket over his head and Justin is taking the key ring from guard's belt.
- e Justin and Chelsea are climbing into a speedboat and getting behind the seats.
- f The computer is going to the bottom of the sea. Justin is pointing at the computer. Chelsea is driving the boat and is looking at the computer.
- g Justin is lying on a hard prison bed. He has a sore head. Chelsea is sitting near him. Dr X is standing. There is a guard standing by the door.

- 2 Play audio recording 2.41 for students to listen and read. Students work with a partner to put the pictures in the correct order. Go through the answers with the class.

Answer key

1 g 2 b 3 d 4 e 5 a 6 c 7 f

- 3 Students read the text in exercise 2 again and answer the questions. Check and correct the answers.

Answer key

- 1 She wanted to control the world's satellites.
- 2 Justin pretended to have a sore stomach. Chelsea put a blanket over the guard's head and Justin took his keys.
- 3 They locked him in the room.
- 4 They went to the harbour.
- 5 They hid behind the seats.
- 6 She wanted to go to her secret island.
- 7 It fell into the sea.
- 8 She couldn't swim.

Grammar

- 4 a Make sure students remember what **noun**, **adjective**, **verb** and **adverb** mean. Ask them to give examples in English and in their own language. Write the gapped table on the board for students to copy and complete. Ask different students to come to the board to complete the sentences and to underline the nouns, adjectives, verbs and adverbs, preferably using different colours.

Answer key

Adjectives describe nouns or pronouns.

'The world is safe again now,' said Justin.

'Oh, it was easy,' said Chelsea.

'What's that horrible noise?' said the guard.

Adverbs describe verbs.

Chelsea took the boat safely back to the harbour.

I think we can escape easily.

She laughed horribly.

- b Ask students to look at the adverbs again and say which letters they end with (-ly). Circle the letters. Students look back to find more adverbs in the story.

Write these on the board as students dictate them to you.

Answer key

A lot of adverbs end in **-ly**: slowly, quietly, loudly, quickly, (well), (fast), carefully, suddenly, (hard), sadly

- c Invite students to complete the sentences from the text. Ask **Do the words describe nouns or verbs?** Discuss how some common adverbs do not take the **-ly** ending.

Answer key

- 1 'That's a good idea,' said Justin. (*good* = adjective. It describes the noun *idea*.)
'You did that very well.' (*well* = adverb. It describes the verb *do*.)
- 2 'Well, can you run fast, too?' he said. (adverb)
The boat was very fast. (adjective)
- 3 The bed was very hard. (adjective)
She grabbed the briefcase and pulled hard. (adverb)

Language note

Students should beware of confusing the adverb hard, meaning with a great deal of effort, with the adverb hardly meaning only just. We say he worked hard meaning he worked with a lot of effort and he hardly worked meaning he did very little work.

- 5 Go round the class asking students to read out the correct sentences by choosing an adjective or adverb, as appropriate.

Language note

Although some adverbs can precede the verb (He quickly grabbed the bag), teach students to place the adverb at the beginning or end of the sentence for now.

Answer key

- 1 The guard moved very slowly.
- 2 Doctor X is a horrible woman.
- 3 Chelsea spoke quietly.
- 4 They ran to the harbour quickly.
- 5 The engines made a very loud noise.
- 6 Suddenly Justin grabbed the briefcase.
- 7 Doctor X opened the briefcase carefully.
- 8 She pushed Justin very hard.
- 9 'We're safe now,' said Justin happily.
- 10 Chelsea can swim very well.

- 6 For homework, students write five sentences about themselves using the adverbs given.

Writing and speaking

- 7 a Ask students to look through the story in exercise 2 again. With the whole class, brainstorm ideas about the four questions. Write as many ideas as possible on the board.

b Divide the class into groups of four to write the first part of the story, using the ideas they came up with in exercise 7a.

Optional Extra

Encourage fast finishers to add as much detail to their stories as possible. This phase can be done in class or for homework. The story should be handed in to you for checking.

c Different groups act out their stories for the rest of the class. If you wish, you can ask the class to vote for the best story.

Pronunciation 2.42 and 2.43

8 a Play the audio recording 2.42 for students to listen and read. Play the recording again for students to listen and repeat. Write the words on the board. Point to them at random for students to say out loud.

b Play audio recording 2.43 for students to listen and read. Play the recording again for students to listen and sing. You may like to ask students to invent actions for some of the words in the song (*row, stream, merrily, dream*) and to sing the song again with these actions.

Optional Extra

If students have difficulty with the sounds /r/ and /l/, they can practise these using these pairs of words.

lip rip
lot rot
late rate
low row
lack rack

You can also practise these sounds by asking students to say this sentence:

Lily Rose has red lips and a little ruby ring.

Students can begin by saying the sentence slowly and then speed up as they practise.

Revision idea

The adverb game. Tell the students they are going to play a game. Send one student (Student A) out of the room and ask him / her to prepare some instructions, for example *Open the window. Pick up your bag*, etc. The rest of the class chooses an adverb, for example *quietly*, and calls Student A back into the room. Student A then begins to give the instructions, which the rest of the class have to follow in the manner of the adverb they have chosen. Student A has to guess which adverb they have chosen. When Student A has guessed successfully, another student goes out of the room while the rest of the class chooses another adverb. Continue the activity for as long as it is useful.

Section C

SB pp.72-73

Film, cameras, action

Aims of the section To introduce and practise *have to*.

Grammar *Have to*. See WB Unit 6 pp.58-59; WB Grammar summary 6.6-6.8; WB Key TB p.93.

New vocabulary Learn / say lines (the script for a play or film), wear make-up, extra, actor, scene, director, action, cut. See WB Wordlist p.79.

Pronunciation Different sounds for the letter *a*.

Skills Talking about the things people have to do.

Context A young actor talks about his job.

Vocabulary

1 a Read the types of film and check that students understand what they are. Ask all students which type of film they like best and why. Which type of film is the most popular?

b Divide the class into two teams. In their teams, students write the names of as many films of each type as they can. Students must have at least one film of each type. The team with the most film names wins.

Comprehension 2.44

2 Allow students time to look through the text and the pictures. Check for any difficulties with new words, for example *scene*. Play audio recording 2.44 for students to read and listen. Ask students the questions.

Answer key

- 1 It's Saturday.
- 2 He is going to be in a film.
- 3 He is practising his line for the next scene.
- 4 Nick said, 'Harry's cat' instead of 'Carrie's hat'.

Optional Extra

Discuss with the class whether they know of anybody who has acted or been an extra in a film (or done anything connected with show business).

Language note

Have to is often pronounced /hæf tə/.

Grammar 2.45

3 a Discuss with the class how obligation is expressed in their language. Refer students back to the story in Section B where Justin says *We must stop her*. Explain that another way of expressing *must* is to use *has / have to*. Write the gapped sentences on the board for students to copy and complete. Invite students to come to the board to complete the gaps.

Answer key

- 1 He has to get up early.
- 2 He doesn't have to go to school today.
- 3 I have to say, 'Look! This is Carrie's hat.'
- 4 I don't have to do anything in this scene.

b Students copy the table into their books and complete it. Check the missing words with the class, then invite students to translate the sentences about Nick into their own language.

Answer key

I		to	learn the lines.
You	have		
We	don't have		go to the theatre.
They			
He			get up early.
She	has		
It	doesn't have		revise for a test.

- 4 a** Play audio recording 2.45 for students to listen, read and tick the things Nick has to do. Check the answers with the class.

2.45

- LIZ Do you have to say any lines?
 NICK Yes, I do.
 LIZ Do you have to be in every scene?
 NICK No, I don't.
 LIZ Do you have to learn a lot of lines?
 NICK No, I don't.
 LIZ Do you have to sing?
 NICK Yes, I do.
 LIZ Do you have to wear make-up?
 NICK Yes, I do.
 LIZ Do you have to dance?
 NICK No, I don't.
 LIZ Do you have to play a musical instrument?
 NICK No, I don't.
 LIZ Do you have to do any scenes again?
 NICK Yes, I do.

Answer key

- say any lines ✓
 be in every scene ✗
 learn a lot of lines ✗
 sing ✓
 wear make-up ✓
 dance ✗
 play a musical instrument ✗
 do any scenes again ✓

b Students use their answers to exercise 4a to write appropriate sentences with **have to / don't have to**. Invite different students to write their answers on the board and check and correct if necessary.

Answer key

- He has to say some lines.
 He doesn't have to be in every scene.
 He doesn't have to learn a lot of lines.
 He has to sing.
 He has to wear make-up.
 He doesn't have to dance.
 He doesn't have to play a musical instrument.
 He has to do some scenes again.

Pronunciation 2.46

- 5 a** Copy the headings and the examples onto the board. Demonstrate the sounds by saying the words and pointing to the phonetic symbol. Students repeat the words. Students say the words in the list out loud and tell you which column to put them in.
- b** Play audio recording 2.46 for students to listen and check their answers. Play the recording again for students to listen and repeat.

Answer key

- /æ/ have, actor, travel
 /eɪ/ take, make, play
 /ɑː/ farm, hard, start
 /ɒ/ watch, what, wash

- 6 a** Ask students to read the dialogue. Discuss how questions with **have / has to** are made. Write **Do I / you / we / they have to ...?** on the board. Elicit the **he / she / it** form and write it on the board **Does he / she / it have to ...?** Students copy these forms into their exercise books. Ask students to write three things they have to do and three things they don't have to do on a piece of paper. Students then go around the class asking other students if they have to or don't have to do those things and noting the answers. Monitor grammar structure carefully. Invite students to report back on what they and other students have to and don't have to do. For homework, students can write ten sentences with the information they have gathered.

Answer key

We make questions with **have / has to** by adding the auxiliary verb **do / does**.

b Students work in pairs to write the questions using the information in exercise 4a. Students then ask and answer their questions for the class.

Listening, writing and speaking 2.47

- 7 a** Students read the information in the chart. Play audio recording 2.47 for students to listen and match the invitations to the situations.

2.47

- 1
- Can you play tennis today, Liz?
- LIZ No, sorry. I have to go to the dentist's.
- 2
- Do you want to go to the cinema, Liz?
- LIZ No, I can't. I have to help with the housework.
- 3
- Do you want to watch a DVD, Liz?
- LIZ No, I can't. I have to do my homework.
- 4
- Can you play this computer game with me, Liz?
- LIZ No, sorry. I have to clean the car.
- 5
- Do you want to go to the park today, Liz?
- LIZ No, I can't. I have to visit my grandparents.
- 6
- We're going to the shops today, Liz. Do you want to come?
- LIZ No, I can't. I have to practise the piano.

Answer key

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

b Students use the answers from exercise 6a and the example to write their own sentences.

Answer key

- 1 Liz can't play tennis because she has to go to the dentist's
2 She can't go to the cinema because she has to help with the housework
3 She can't watch a DVD because she has to do her homework
4 She can't play a computer game because she has to clean the car
5 She can't go to the park because she has to visit her grandparents
6 She can't go to the shops because she has to practise the piano

c Students act out the dialogues in pairs.

Revision idea

Ask students to imagine they are a famous actor, football star, politician or other public figure. They write a list of ten things they have to or don't have to do every day. Ask different students to read out their lists.

Section D**SB pp.74–75****The lost penguin**

Aims of the section To introduce and practise making suggestions.

Grammar *Shall we ...?; Why don't we/ you ...?; Let's ...* See WB Unit 6 pp.60–61; WB Grammar summary 6.10; WB Key TB pp.93–94.

New vocabulary Policeman, Excuse me, go cycling, go bowling. See WB Wordlist TB p.79.

Pronunciation Rhythm.

Skills Making suggestions.

Context Mickey, Millie and Mut find a penguin.

Comprehension 2.48

- 1** Give students time to look through the story, then play audio recording 2.48 for students to read and listen. Check for any difficulties with new vocabulary. Students work with a partner to complete the sentences by finding the subjects. Check the answers with the class.

Answer key

- 1 Mickey and Millie decide to go to the park.
2 Millie sees a penguin.
3 The penguin is watching Mickey and Millie play football.
4 The penguin is lost.
5 The policeman says 'Take the penguin to the zoo.'
6 Mickey and Millie take the penguin to the zoo.
7 The policeman sees Mickey, Millie the next day.
8 Mickey and Millie are going to take the penguin to the cinema.

- 2** Divide the class into groups of three to act out the story, taking the parts of Mickey, Millie and the policeman in turn. Additional students can join the groups to take the non-speaking parts of Mut and the penguin. Invite one or two groups to perform the story for the rest of the class.

Grammar

- 3 a** Write the gapped table on the board for students to copy. Students read through the text again and complete the table. Invite two students to complete the table on the board.

Answer key

Shall we go to the park today?
Let's ask that policeman.

- b** Read the suggestions for students to find and give the responses.

Answer key

- 1
- Shall we go to the park today?
 - OK.
- 2
- Why don't you take him to the zoo?
 - That's a good idea.

4 a In pairs, students match the pictures and the cues.

Answer key

1 b 2 e 3 h 4 g 5 f 6 a 7 d 8 c

b In pairs, students practise making suggestions and answering using the cues.

Optional Extra

Fast finishers can think up more suggestions.

Listening 2.49

5 a Explain that the class is going to hear four dialogues. Play audio recording 2.49 all the way through. Students listen and make preliminary notes. Play the recording again, stopping after each dialogue for students to revise their notes. Ask questions about each dialogue for students to answer.

Language note

When we confirm an arrangement, we say I'll meet you / see you at ...

Answer key

- 1 The first speakers are going to go swimming, the second speakers are going to play tennis.
- 2 The first speakers are going to do it this morning, the second speakers are going to do it today / this afternoon.
- 3 The first speakers are going to meet outside the sports centre, the second speakers are going to meet at the bus station.
- 4 The first speakers are meeting at half past eleven, the second speakers are meeting at twenty past two.

Language note

When speaking about the time we can use the indefinite article a before a quarter (a quarter to / a quarter past).

b Students work on their own to complete the dialogues, then check their ideas with a partner. Students who finish quickly can begin practising the dialogues.

2.49 and Answer key

1

- BOY Let's go ¹swimming this morning.
 GIRL That's a good ²idea. Where shall we meet?
 BOY Why don't we meet outside the ³sports centre?
 GIRL OK. What ⁴time?
 BOY Is half past ⁵eleven all right for you?
 GIRL Fine.
 BOY So I'll ⁶see you outside the sports centre at half ⁷past eleven.
 GIRL OK. ⁸See you.

2

- BOY What ⁹shall we do today?
 GIRL Why don't we play ¹⁰tennis?
 BOY OK. Where shall we ¹¹meet?
 GIRL Let's meet at the bus ¹²station.
 BOY OK. ¹³What time?
 GIRL How about twenty past two? There's a bus at half past ¹⁴two.
 BOY Fine. I'll see you at the bus station at ¹⁵twenty past two.
 GIRL OK. See ¹⁶you.

c Play the recording again for students to listen and check.

Speaking

6 Students work in pairs to make new dialogues using the cues provided. Invite different pairs to perform their dialogues for the rest of the class.

Possible answers

1

- Let's go to the cinema this afternoon.
- That's a good idea. Where shall we meet?
- Why don't we meet at the bus stop?
- OK. What time?
- Is half past three all right for you?
- Fine.
- So I'll see you at the bus stop at half past three.
- OK. See you.

2

- What shall we do this evening?
- Why don't we play table tennis?
- OK. Where shall we meet?
- Let's meet at the sports centre.
- OK. What time?
- How about a quarter past eight?
- Fine. I'll see you at the sports centre at a quarter past eight.
- OK. See you.

Optional Extra

Fast finishers can think up more cues to make dialogues about.

Pronunciation  **2.50**

- 7** This exercise encourages students to say sentences fluently rather than one word at a time. Play audio recording 2.50 for students to listen and read. Play the recording again for students to listen and repeat. Divide the class into five groups and give each group one of the five sections from the recording. Groups practise the suggestions, keeping the rhythm of the recording. (They can clap their hands to help them keep the rhythm.) Monitor and help by demonstrating if necessary. Students then walk around the class making their suggestion to people from other groups. If they wish, they can change the suggestion each time, for example *Why don't we go to the park? Why don't we go to the cinema? Why don't we go to a disco?*

Optional Extra

Students can repeat the whole audioscript as if it was a rap, clapping to keep the time.

Revision idea

Ask students to draw a blank timetable for the week and list the things they would like to do. Divide the class into groups of four. Students work together to make suggestions about how to spend their free time and agree on a programme of activities.

Culture**SB p76****The British Cinema**

Aims of the section To give students information about famous English-language films and film personalities.

New vocabulary Star (v), silent movie, tramp, all over, appear, create, character, secret agent, clever, plasticine, inventor, moon, both. See WB Wordlist p00.

Skills Reading for detailed information; writing about famous people.

Context Short biographies of famous film personalities.

- 1** Students look at the the names in the headings and decide which of them is an actor. You may wish to ask what the others are.

Answer key

Charlie Chaplin was an actor. (Alfred Hitchcock was a film director. James Bond was a film character and Wallace and Gromit are cartoon characters.)

- 2** Students read the text and match the names to the films.

Answer key

1 c 2 e 3 a 4 d 5 b

- 3** Students read the text again to answer the questions.

Answer key

- 1 1912 (1889 + 23 years)
- 2 The role Charlie Chaplin played in his early films.
- 3 thrillers
- 4 He appeared in one scene.
- 5 Ian Fleming
- 6 He is a secret agent.
- 7 Nick Park
- 8 two

- 4** Ask students to give you the names of some famous cinema people from their own country. Write the names on the board. Ask students for any information they know about these people and write notes on the board beside each name. Students now choose one person to write about using the text in the Student's Book as a model.

If you have a copy of the DVD, you could play Unit 6 here and give students Worksheet 6 on p.128.

English across the curriculum SB p77**History / Art: the Greek theatre**

Aims of the section To give information and vocabulary related to history and theatre.

New vocabulary Open air, audience, semi-circular, hillside, masks, tragedy, dramatist. See WB Wordlist p.79.

Skills Reading. Finding words in a text.

Context Text about ancient Greek theatre.

 **2.51**

- 1** Ask students to look at the pictures without reading the text. Invite them to describe the pictures and guess what the text is about. Play audio recording 2.51 for students to read and listen. Students then mark the statements true or false.

Answer key

- 1 True
- 2 False
- 3 False
- 4 True
- 5 False
- 6 True

Optional Extra

Divide students into groups to write five questions about the text. Groups exchange questions and write the answers.

- 2 Students complete the sentences with words from the box.

Answer key

- In tragedies, the actors wore sad masks and dark clothes. These plays were usually about the past. Euripides wrote tragedies.
- In comedies, the actors wore happy masks and light clothes. These plays were usually about everyday life. Aristophanes wrote comedies.

Revision**SB p78****Grammar**

- 1 Students write the adverbs from the adjectives given. This may be done for homework.

Answer key

Adjective	Adverb	Adjective	Adverb
bad	<u>badly</u>	horrible	<u>horribly</u>
beautiful	<u>beautifully</u>	loud	<u>loudly</u>
careful	<u>carefully</u>	miserable	<u>miserably</u>
easy	<u>easily</u>	nice	<u>nicely</u>
fast	<u>fast</u>	normal	<u>normally</u>
good	<u>well</u>	quick	<u>quickly</u>
happy	<u>happily</u>	quiet	<u>quietly</u>
hard	<u>hard</u>	sad	<u>sadly</u>
heavy	<u>heavily</u>	slow	<u>slowly</u>

- 2 a Students look at the pictures and match the household jobs 1–9 to them.
- b Students write sentences describing what Mia has to do and then write sentences about the activities which are true for them. They may do this for homework.

Answer key

- She has to make her bed. I have to / don't have to make my bed.
- She doesn't have to get her breakfast. I have to / don't have to get my breakfast.
- She has to make her lunch. I have to / don't have to make my lunch.
- She has to clean her shoes. I have to / don't have to clean my shoes.
- She doesn't have to do the shopping. I have to / don't have to do the shopping.
- She doesn't have to cook the dinner. I have to / don't have to cook the dinner.

- She has to set the table. I have to / don't have to set the table.
- She doesn't have to wash up. I have to / don't have to wash up.
- She has to feed the dog. I have to / don't have to feed the dog.

- 3 a Students use the information in the pictures to write what the people are saying. They may do this for homework.

Answer key

- Adam – I'm going to play the violin.
- Anna – I'm going to go skiing.
- Paul and Tamsin – We're going to wash up.
- Charles – I'm going to paint the door.

- b Students use the cues and the pictures to make dialogues. This may be done for homework.

Answer key

- Is Adam going to play the trumpet?
No, he isn't. He's going to play the violin.
- Is Anna going to go skiing? Yes, she is.
- Are Paul and Tamsin going to cook lunch?
No, they aren't. They're going to wash up.
- Is Charles going to paint his bedroom?
No, he isn't. He's going to paint the door.

Your project**SB p79****My favourite films**

Aims of the section To revise and consolidate language learnt so far.

Skills Writing about entertainment and entertainers; writing about the story of a book, film, play or TV programme.

Context Students write a project about the kind of entertainment they enjoy.

Explain that, for their final project, students are going to write about the sort of entertainment they enjoy. They can choose one of the three projects in the Student's Book. Students can discuss their ideas in groups and then do the project individually. The project can be in poster, scrapbook or booklet form.

What to do**Project 1**

Divide the class into groups of four to brainstorm the kinds of entertainment they enjoy most. Students discuss their favourite programmes, films and music. Invite the different groups to feed back their ideas to the rest of the class and write a list of their favourite entertainments on the board. Alternatively, students should make a list of the things they enjoy watching and listening to for homework.

Project 2

Students write the names of their favourite actors, actresses, TV stars and pop stars. Students work on their own to write about the lives and achievements of their favourite entertainers. For this they will need to do some research, probably using magazines, fan clubs and newspaper articles. They write the article in the form of an interview. Individual work should be checked. The corrected versions can include pictures and photographs of the entertainer.

Project 3

Students brainstorm a list of their favourite books, films, plays or TV programmes. From the list they choose one subject to write about, telling the story of what happened and perhaps saying why they liked it. Work should be checked by you and rewritten as necessary. Students can illustrate their work with pictures and photographs.

Display the projects in the classroom.

Song

SB p79

Act naturally

Aims of the song To revise vocabulary for film and show business.

New vocabulary Naturally, movie, part (role), the big time.

Context The song *Act naturally*.

2.52

- 1 Ask students to read the song and help with vocabulary. Play audio recording 2.52 for students to listen and answer the questions.

Answer key

- 1 sad and lonely
- 2 put him in the movies
- 3 act naturally

Optional Extra

Students work in groups to work out a mime for the whole song. Each group acts out its mime for the class.

Revision idea

Revise the vocabulary learnt so far with this game. Arrange the class in a circle (or two circles if you have a very big class). You or a student stands at the board to write the words. A student says a word, for example **cartoon**, and tosses a soft ball or similar object to another student. He / She then has to say a word which begins with the last letter of the previous word, for example **never**. The game can continue for as long as it is useful. If you think that throwing objects around the classroom could get out of hand, make students simply respond to each word in turn around the circle.

Test

Students can now do the test for Unit 6 on p144 and Revision Test 3 on p146.

WB Answer key

Introduction

- 1** 2 Good afternoon.
3 Good evening.
4 Goodnight.
5 Hi.
6 Bye. / See you!
- 2** MRS JONES Hello Max!
MAX How are you?
MRS JONES I'm fine! And you?
MAX Fine, thanks! Bye!
- 3** 2 sister
3 father / dad
4 mother / mum
5 grandparents
6 parents
- 4** 2 His
3 Her
4 their
5 my
6 our
- 5** 2 How do you spell that?
3 How old are you?
4 What's your address?
5 What's your postcode?
6 What's your telephone number?
7 Have you got an e-mail address?
- 6** 1 They are tall and slim. They have got long / big noses. They have got dark / short hair. They are wearing coats, skirts and long, black boots.
2 He's short and fat. He hasn't got hair – he's bald. He has got a moustache and a beard. He's wearing a jacket, a shirt and trousers.
- 7** 2 I have
3 Claire Morgan
4 Where is she from?
5 How old is she?
6 Has she got any brothers and sisters?
7 's got blue
8 dark
9 she can speak French
10 she can't
11 can play
12 Does she play
13 Yes, she plays tennis.

Unit 1 My life

A My school

- 1** 2 Science
3 Geography
4 bus
5 quarter past eight
6 half past eight
7 quarter to four
8 tennis
9 swimming
10 violin
11 book
12 TV
- 2** 2 F She's in Year 8.
3 F He's in Year 9.
4 T
5 T
6 F She doesn't like Geography.
7 F She plays tennis on Wednesdays.
8 F She plays the violin.
- 3** 2 It finishes at quarter to four
3 She does her homework in the evening.
4 She has a music lesson on Tuesdays.
5 She goes swimming on Fridays.
6 They watch TV on Friday or Saturday evenings.
- 4** 2 He doesn't like Maths, but he likes Geography.
3 He doesn't get up at half past seven, but he gets up at seven o'clock.
4 He doesn't play tennis, but he does karate.
5 He doesn't take the bus to school, but he walks.
6 Ralph and his friends don't do their homework, but they watch TV.
- 5** Students' own answers

B Birthdays

- 1** Across:
4 November
6 October
7 May
8 April
9 July
10 June
11 September
Down:
1 January
2 March
3 December
5 February
8 August
- 2** 1 spring
2 winter
3 summer
4 autumn
- 3** -st: twenty-first, thirty-first
-nd: second, twenty-second
-rd: third, forty-third
-th: fifth, tenth, twelfth
-ieth: twentieth, thirtieth, fortieth
- 4** 15 October
the third of April
31 July
the twenty-second of September
18 January

- 5** 2 Tom's birthday is on the fifteenth of January.
 3 Jim's birthday is on the twenty-third of August.
 4 Catriona's birthday is on the first of February.
 5 Abbi's birthday is on the third of March.
- 6** 2 It's a Wednesday.
 3 It's the sixth.
 4 It's the seventeenth.
 5 They're a Wednesday and a Tuesday.
 6 It's a Thursday.
 7 They're on the seventh, fourteenth, twenty-first and twenty-eighth.
 8 It's the thirty-first.
- 7** 2 Danielle and Becky have got Ricky's tennis racket.
 3 Liam and Neil have got Alice's balloons.
 4 Mr Jeffries has got Mrs Hutton's book.
 5 The teacher has got Alex's football.

C Mickey, Millie and Mut

- 1** 2 It starts at quarter past two.
 3 It finishes at half past six.
 4 It's at Charlie's flat.
 5 It's at Flat 14, Park House, Wood Green.
 6 It's the fourth flat on the second floor.
 7 You have to bring your CDs.
 8 Because they want to dance!
- 2** 2 Do 5 do
 3 do 6 Does
 4 Does 7 do
- 3** 1 lives
 2 watch, watch, watches
 3 play, play, plays
 4 speak, speaks, speak
 5 go, goes, go
 6 finish, finishes
- 4** 2 Does Molly play volleyball? No, she doesn't.
 3 Does Molly speak Spanish? No, she doesn't.
 4 Does Molly read books? Yes, she does.
 5 Does Molly like Science? No, she doesn't.
- 5** 2 What time do you get up?
 3 Do you like English?
 4 Do you play the piano?
 5 When does the film start?

D Daily life

- 1** cook the dinner, do the shopping, feed the dog, make the bed, set the table, take out the rubbish, tidy your bedroom, vacuum the floor, wash up
- 2** 2 wash up
 3 tidy your bedroom
 4 vacuum the floor
 5 take out the rubbish
 6 set the table
 7 make the bed
 8 do the shopping

- 9 feed the dog
 10 cook the dinner
- 3** 2 cooks the dinner 5 feed the dog
 3 wash up 6 vacuums the floor
 4 does the shopping 7 cleans the car
- 4** 2 He doesn't vacuum the floor.
 3 He doesn't do the shopping.
 4 He doesn't cook the dinner.
 5 He doesn't feed the dog.
- 5** 2 not often 5 normally
 3 sometimes 6 usually
 4 often 7 always

- 6** 2 She often goes on the Internet.
 3 She normally plays computer games.
 4 She sometimes watches DVDs.
 5 She never does homework before school.
 6 She doesn't often tidy her room.

- 7** Students' own answers

Progress check

- 1** 2 January 8 September
 3 February 9 October
 4 March 10 November
 5 April 12 spring
 6 June 13 summer
 7 August 14 autumn
- 2** 2 the thirteenth of February
 3 the nineteenth of December
 4 the twenty-second of June
 5 the thirty-first of October
 6 the third of April
- 3** 2 T
 3 F Amber isn't good at Maths.
 4 T
 5 F Amber never cooks.
 6 F Amber always sets the table.
- 4** 2 do, They take the bus.
 3 does, She plays the guitar.
 4 do, They practise in the gym at school.
 5 Do, Yes, they do.
 6 Does, Yes, she does.
 7 does, Jake speaks French well.
 8 does, He often cooks dinner at his house.
- 5** 2 My mother usually vacuums the floor.
 3 My dad normally washes up after dinner.
 4 My brother never cleans the car.
 5 We take out the rubbish every day.
 6 Helen sometimes goes swimming in the morning.

I can ...

- 1 I get up at seven o'clock every day.
- 2 At quarter past eight I take the bus to school.
- 3 What do you do at quarter past nine on Saturday?
- 4 I play basketball.
- 5-8 Students' own answers

Unit 2 Animals

A Our school trip

- | | | |
|---|--------------|-------------|
| 1 | 1 monkeys | 5 elephants |
| | 2 lions | 6 bears |
| | 3 crocodiles | 7 snakes |
| | 4 kangaroos | 8 bats |
-
- | | | |
|---|---------------|------------|
| 2 | 2 an elephant | 6 a bat |
| | 3 a bear | 7 a lion |
| | 4 a crocodile | 8 a monkey |
| | 5 a snake | |
-
- 3 2 The elephant is eating.
 - 3 The bear is drinking.
 - 4 The crocodile is swimming.
 - 5 The snake is hiding.
 - 6 The bat is flying.
 - 7 The lion is sleeping.
 - 8 The monkey is throwing.
-
- 4 2 Becky is getting on the bus.
 - 3 They are playing football.
 - 4 Mark is taking a photo.
 - 5 Sue and Melissa are eating lunch.
 - 6 The girls are watching football.
-
- 5 2 He isn't watching TV. He's making the bed.
 - 3 Dad isn't taking out the rubbish. He's cleaning the car.
 - 4 Jenny isn't washing up. She's vacuuming the floor.
 - 5 Mum isn't cooking dinner. She's feeding the dog.

B Mickey's model dinosaur

- | | | |
|---|---------------|----------------------------|
| 1 | 2 are running | 6 is climbing |
| | 3 are kicking | 7 are throwing |
| | 4 are doing | 8 am I hiding |
| | 5 is drawing | 9 is hiding behind a tree. |
-
- 2 Picture A:
 - 2 A lion is sleeping.
 - 3 An elephant is eating.
 - 4 Bears are playing.
 - 5 A monkey is eating.
 - 6 A girl is watching / standing.
 - 7 Children are getting off the bus.
 - 8 A crocodile is swimming.

Picture B:

- 2 A tiger is sleeping.
 - 3 An elephant is walking.
 - 4 Bears are drinking.
 - 5 Monkeys are throwing.
 - 6 A girl is running.
 - 7 A boy / child is waiting for the bus.
 - 8 A crocodile is hiding.
-
- 3 2 Is Molly dancing? Yes, she is.
 - 3 Are people wearing funny clothes? Yes, they are.
 - 4 Are they eating cake? No, they aren't.
 - 5 Is the band playing? Yes, they are.
 - 6 Are Molly's parents watching? No, they aren't.
-
- 4 2 What are you doing?
 - 3 What are you looking for?
 - 4 What are you making?
 - 5 Who are you phoning?
 - 6 Is it raining?

5 Students' own answers

C My favourite animals

- 1 Across:
 - 3 eagle
 - 4 cow
 - 5 sheep
 - 6 hippopotamus
 - 9 giraffe
 - 11 bat
 - 12 monkey
 - 13 ostrich
-
- Down:
- 1 dolphin
 - 2 goat
 - 3 elephant
 - 7 pig
 - 8 shark
 - 10 frog
-
- 2 Wild animals:
a hippopotamus, a monkey, an ostrich, an elephant
Farm animals:
a cow, a sheep, a goat, a pig
They live in water:
a dolphin, a frog, a shark
They fly:
an eagle, a bat
-
- 3 2 go
 - 3 is looking
 - 4 comes, is working
 - 5 are you going, Are you coming
 - 6 are you playing, 'm not playing, 'm finishing
-
- 4 2 makes, is making
 - 3 Are ... phoning, phone
 - 4 I'm writing, write
 - 5 helps, 'm helping
 - 6 Are ... playing, play

- 5 1 eat, am throwing, is jumping, catching
2 go, are sitting, watching, are eating
3 are learning, is drawing, is catching

D The story of Chicken Licken

- 1 2 parrot 5 budgie
3 duck 6 eagle
4 goose
- 2 2 husband 6 duck
3 cow 7 river
4 horse 8 fox
5 road 9 mouth
- 3 2 T 5 T 8 F
3 F 6 T 9 T
4 T 7 F 10 F
- 4 2 She, them 5 us, we, them
3 They 6 I
4 She, him
- 5 2 You must go to bed early.
3 You must tidy your room.
4 You must feed him.
5 You must buy some at the shop.
6 You must clean it.
- 6 2 She must feed the giraffes.
3 She must clean the cage.
4 She must wash the elephants.
5 She must play with the dolphins.

Progress check

- 1 2 a shark 6 a frog
3 an eagle 7 a lion
4 a shark 8 a cow
5 a monkey

2

H	H	E	O	S	T	R	I	C	H	S
I	R	O	H	N	S	H	A	R	K	B
P	S	P	E	O	I	G	O	O	S	E
P	P	P	O	E	E	H	E	C	H	A
O	O	I	E	P	S	A	S	O	E	R
P	G	R	E	H	K	E	H	D	E	E
O	O	E	O	C	U	E	A	I	P	E
T	E	B	O	R	E	S	B	L	B	T
A	A	S	E	M	O	N	K	E	Y	M
M	G	E	P	L	O	L	Y	S	M	Y
U	L	I	O	N	P	H	O	R	I	A
S	E	L	E	P	H	A	N	T	P	S

- 3 an ostrich, a shark, a goose, a monkey, a lion, an elephant, a crocodile, a sheep, a bear

- 4 2 'm cleaning 7 's washing
3 do you ... feed 8 is ... doing
4 have 9 's looking
5 are ... doing 10 's eating
6 stands

- 5 2 him 6 us 9 They
3 him 7 She 10 They
4 he 8 us 11 them
5 It

- 6 2 She must do her homework.
3 He must cut it.
4 They must stop talking.
5 I must wear glasses.
6 We must bring cameras.

I can ...

- 1 climb, are sleeping
2 kangaroos, dolphins, fish
3 practise the piano, must learn new words, must buy her a birthday card

3 Holidays

A Where were you last week?

- 1 1 a hotel 4 a sports centre
2 a theme park 5 a beach
3 a wedding 6 a restaurant
- 2 2 cinema 8 quarter past three
3 friends 9 birthday cake
4 animals 10 presents
5 swimming pool 11 bed
6 raining 12 half past ten
7 home
- 3 2 were 8 was 13 was
3 was 9 were 14 was
4 was 10 were 15 were
5 was 11 were 16 were
6 were 12 was 17 was
7 were

- 4 2 Luke wasn't at his sister's wedding. He was at a theme park.
3 Our teacher wasn't ill in bed. She was at school.
4 I wasn't at school. I was at the cinema.
5 Dominika wasn't at the shops. She was at a dance lesson.
6 Andrea and Daniel weren't at a birthday party. They were at a wedding.
- 5 2 Were they at the sports centre yesterday? Yes, they were.
3 Was he at home yesterday? No, he wasn't. He was at a theme park.
4 Were they at the shops yesterday? No, they weren't. They were at the beach.
5 Was he at the zoo yesterday? Yes, he was.

- 6 Was she on holiday yesterday? No, she wasn't. She was at school.

B Our holiday

- | | |
|-----------------------|--------------|
| 1 2 a plane | 6 a suitcase |
| 3 a caravan | 7 a trolley |
| 4 a campsite / a tent | 8 a taxi |
| 5 a hotel | |
- 2 1 passport
2 train
3 boat
- 4 caravan
5 ticket
6 hotel
- 3 2 On Tuesday she visited Grandma.
3 On Wednesday she watched a DVD at Helena's house.
4 On Thursday she played computer games with Filip.
5 On Friday she tried to learn more Spanish words.
6 On Saturday she collected her bus ticket for the trip.
7 On Sunday she packed for the school trip.
- 4 2 They didn't watch TV.
3 They practised some French.
4 They didn't visit the museum.
5 They didn't play football.
6 They walked to the river.
7 They didn't phone the bank.
8 They collected tickets to the theatre.

C Problems

- | | |
|------------|-----------|
| 1 Across: | Down: |
| 5 stole | 1 missed |
| 7 ate | 2 broke |
| 8 took | 3 went |
| 10 were | 4 grabbed |
| 11 dropped | 6 forgot |
| 12 bit | 9 left |
- 2 2 Jeremy dropped his camera.
3 Thomas had a stomach ache.
4 Dad lost his wallet.
5 They had an accident.
6 Alan broke his leg.
- 3 On Tuesday 13 February at eight o'clock, I took the train from Stansted Airport to Liverpool Street station in London. When I arrived, I collected my ticket to Ipswich. Then I waited under the clock. I looked for a woman with a black umbrella. When she arrived, I went with her to the café. I checked the time and at twelve o'clock I phoned Doctor Strange. I left the station and I took a taxi to Euston. I went to the Bellview Hotel and I collected my next instructions. I read them and then I ate them.

- 4 2 Mandy took photos with her camera.
3 Mandy wrote postcards on the beach.
4 Mandy was happy.
5 Kyle didn't go to the beach.
6 Kyle didn't swim in the sea.
7 Kyle had an accident.
8 Kyle broke his arm.
9 He sat at the café all day.
10 Kyle didn't enjoy his holiday.

D Mut's holiday

- | | |
|-------------|-------------|
| 1 2 left | 9 swam |
| 3 neighbour | 10 postcard |
| 4 drove | 11 tent |
| 5 airport | 12 weather |
| 6 journey | 13 camera |
| 7 found | 14 photos |
| 8 beach | |
- 2 2 We played games.
3 We visited a museum.
4 We said goodbye to our dog.
5 We went to the airport.
6 Mum and Dad packed the suitcases.
A 5, B 4, C 6, D 2, E 3, F 1.
- 3 2 Did you go camping last week? Yes, I did.
3 Did you have a piano lesson last week? No, I didn't.
4 Did you watch TV last week? Yes, we did.
- 4 2 f, 3 h, 4 a, 5 c, 6 g, 7 e, 8 b
- 5 2 When did you finish it? I finished it at eight o'clock.
3 Did you feed the cats? Yes, I did.
4 Did you practise the piano? No, I didn't.
5 Did you pack your suitcase? No, I didn't.
6 What did you have to eat? I had a sandwich.
7 What did you and Jamie do? We played games.

6 Students' own answers

Progress check

- | | |
|----------------|--------------|
| 1 2 a suitcase | 7 a passport |
| 3 a caravan | 8 a train |
| 4 a taxi | 9 a plane |
| 5 a hotel | 10 a trolley |
| 6 a ticket | |
- 2 was, Were, were, Was, was
- 3 Regular verbs:
shouted, phoned, played, missed, walked, watched
- Irregular verbs:
broke, drove, ate, forgot, went, had, left, lost, took, came, swam

- | | | |
|----|-----------|------------|
| 4 | 2 arrived | 11 watched |
| | 3 missed | 12 played |
| | 4 shouted | 13 took |
| | 5 forgot | 14 lost |
| | 6 left | 15 walked |
| | 7 was | 16 broke |
| | 8 went | 17 phoned |
| | 9 swam | 18 came |
| 10 | ate | 19 drove |

- 5
- 2 Konrad didn't listen to CDs.
 - 3 Jessica didn't make dinner for the family.
 - 4 Paula practised volleyball.
 - 5 Adrian went camping.
 - 6 Charlotte didn't have a dance exam.
 - 7 Brian travelled to Cornwall.
 - 8 Teresa didn't do a Science project.

- 6
- 2 How did you get there?
 - 3 Who did you see there?
 - 4 What did you do after that?
 - 5 Did you like it?
 - 6 When did you get home?

I can ...

- 1 train, caravan
- 2 didn't, didn't see, weren't
- 3 Where did you go on holiday last month?
Did you travel by train?
When did you arrive?
What did you do there?
Did you have a good time?

4 Food

A Food and drink

- | | | |
|---|--------------|---------------|
| 1 | 2 tuna | 9 trout |
| | 3 pasta | 10 tomatoes |
| | 4 coffee | 11 lettuce |
| | 5 beans | 12 pie |
| | 6 grapes | 13 cake |
| | 7 pork | 14 chips |
| | 8 cheese | |
| 2 | 2 sandwiches | 9 oranges |
| | 3 tomato | 10 lemonade |
| | 4 tea | 11 fish |
| | 5 salad | 12 chips |
| | 6 fruit | 13 chicken |
| | 7 apples | 14 vegetables |
| | 8 bananas | 15 cola |

- 3
- 2 Can I have a cheeseburger, please?
 - 3 Anything else?
 - 4 Yes, can I have a salad with my cheeseburger?
 - 5 Yes. Do you want anything to drink?
 - 6 A coke, please.
 - 7 Is that everything?
 - 8 Yes, thank you.

- 4 Countable nouns:
beans, eggs, bananas, apples, oranges, grapes

Uncountable nouns:
lettuce, chicken, rice, lemonade, water

- | | | | |
|---|-----|------|-------|
| 5 | 2 - | 6 a | 10 - |
| | 3 - | 7 an | 11 - |
| | 4 a | 8 - | 12 - |
| | 5 - | 9 - | 13 an |

- 6 Students' own answers

B Stone soup

- | | |
|-------------|------------|
| 1 Across: | Down: |
| 3 ham | 1 water |
| 4 mushrooms | 2 butter |
| 6 milk | 5 onion |
| 7 orange | 8 sausages |
| 9 banana | 9 bread |
| 10 chicken | 10 cheese |
| 11 apple | 11 cabbage |

- 2 meat: ham, chicken, sausages
fruit: orange, banana, apple
vegetables: mushrooms, onion, cabbage
drinks: milk, water
other: butter, bread, cheese

- | | | |
|---|----------------|--------------|
| 3 | 2 have ... got | 6 Has .. got |
| | 3 've got | 7 hasn't got |
| | 4 haven't got | 8 has got |
| | 5 has got | 9 've got |

- | | | |
|---|--------|---------|
| 4 | 2 an | 5 a, an |
| | 3 some | 6 some |
| | 4 some | 7 a |

- 5
- 2 No, we haven't got any carrots.
 - 3 No, we haven't got any ham.
 - 4 Yes, we've got some butter.
 - 5 Yes, there are some mushrooms.
 - 6 No, there isn't any salt.

- | | | |
|---|--------|---------|
| 6 | 2 some | 8 some |
| | 3 some | 9 any |
| | 4 any | 10 any |
| | 5 some | 11 some |
| | 6 any | 12 any |
| | 7 any | 13 some |

C Mut goes shopping

- 1
- 2 a bar
 - 3 a glass
 - 4 a cup
 - 5 a tin
 - 6 a packet
- 2 bottle - water, cup - tea, glass - orange juice, packet - crisps, slice - bread

- 3 2 three bottles of water
3 a cup of tea
4 four glasses of orange juice
5 three packets of crisps
6 four slices of bread

- 4 2 water 6 onions
3 bread 7 sausages
4 salt 8 mushrooms
5 lemons

- 5 2 How many
3 How much
4 How many
5 How much
6 How much
Students' own answers

- 6 2 any 4 bars 6 milk
3 is 5 much

- 7 2 much 5 some
3 some 6 any
4 many 7 some

D George's apple crumble

- 1 2 peel 4 pour 6 fry
3 slice 5 boil

- 2 2 a bowl
3 a knife
4 a spoon
5 a plate

- 3 2 some 8 some 13 the
3 an 9 some 14 the
4 a 10 a 15 the
5 some 11 the 16 the
6 some 12 a 17 the
7 a

- 4 A8, B6, C7, D4, E2, F3, G5

- 5 2 a few
3 a little
4 a little
5 a little, a few, a little
6 a few

- 6 2 any 7 some 12 many
3 a little 8 a little 13 some
4 much 9 much 14 some
5 bars 10 some 15 any
6 some 11 an 16 packet
7 some

- 7 Students' own answers

Progress check

- 1 2 trout 5 buy
3 carrots 6 customer
4 bananas

- 2 2 C 5 U 8 U
3 U 6 C 9 C
4 C 7 C 10 U

- 3 2 much, is 5 much, is
3 many, are 6 many, are
4 many, are

- 4 2 There is some lemonade.
3 There is an egg.
4 There aren't any bananas.
5 There is some tea.
6 There is a sandwich.

- 5 2 a cup of coffee
3 a packet of sugar
4 a bowl of ice-cream
5 a bottle of oil
6 a slice of bread
7 a glass of orange juice
8 a tin of tuna

- 6 2 raining 12 spoon
3 cakes 13 mixture
4 recipe 14 oven
5 ingredients 15 play
6 cupboard 16 kitchen
7 butter 17 black
8 any 18 grabbed
9 shelf 19 dropped
10 bowl 20 floor
11 mixed 21 cleaned

I can ...

- 1 an egg, a cup of coffee
2 can, please, that, thank you
3 many, few, much, a little
4 pour, frying pan, fry

5 The world

A My country

- 1 1 Scotland 3 Wales
2 Northern Ireland 4 England

- 2 2 c 5 h 8 i
3 e 6 f 9 b
4 g 7 d

- 3 2 How high is Ben Nevis? It's 1,343 metres high.
3 How deep is Lake Windermere? It's 67 metres deep.
4 How big is London?
5 How long is the river Thames? It's 346 kilometres long.
6 How long is the Channel Tunnel? It's 50 kilometres long.

- 4 2 high 5 high 8 old
3 long 6 big 9 wide
4 wide 7 wet 10 new

- 5 2 I love the white sand on the beach.
3 I don't like swimming in deep pools.
4 There's a stone bridge across the river.
5 Kaiser Chiefs is a popular band from Leeds.
6 There are lots of dark forests near my house.

- 6 2 dark 5 tall
3 old 6 wide
4 small

B North and south

- 1 2 It's cold. 6 It's hot.
3 It's windy. 7 It's raining.
4 It's cloudy. 8 It's sunny.
5 It's snowing.

- 2 1 north 3 east
2 west 4 south

- 3 Across: Down:
2 July 1 clouds
5 spring 2 January
6 dry 3 north
4 June

- 4 2 's getting 5 rains
3 doesn't get 6 are singing
4 's snowing

- 5 1 Tracy 4 Jenny
2 Diana 5 Kate
3 Emily

- 6 2 more beautiful 6 colder
3 happier 7 longer
4 more difficult 8 nicer
5 flatter

- 7 2 Alan's sandwich is thinner than Ben's. Ben's sandwich is thicker than Alan's.
3 Rex is bigger than Rover. Rover is smaller than Rex.
4 Saturday was wetter than Sunday. Sunday was drier than Saturday.

C Record breakers

- 1 1 North America 5 Africa
2 Europe 6 Antarctica
3 Asia 7 South America
4 Oceania

- 2 the Nile d Tokyo f
Everest g the Atlantic b
the UK c the Pacific h
Vatican City e

- 3 2 the UK, Vatican City
3 the Atlantic, the Pacific
4 Tokyo
5 Everest

- 4 Students' own answers

- 5 1 Asia 3 Australia
2 Australia 4 Africa

- 6 2 Tim's serve is the slowest.
3 Sam is the tallest.
4 Sam is the oldest.
5 Sam is the heaviest.
6 Adam is the youngest.

- 7 2 the sunniest 6 the most crowded
3 the wettest 7 the driest
4 the highest 8 the deepest
5 the hottest

- 8 2 the tallest 5 most delicious
3 the oldest 6 most famous
4 the most expensive
Students' own answers

D Mickey and Millie go camping

- 1 2 as light as a feather 5 as white as snow
3 as dry as a bone 6 as hot as an oven
4 as high as a mountain

- 2 Across: Down:
5 sleeping bag 1 forest
8 field 2 campsite
3 tent
4 sea
6 beach
7 guidebook

- 3 1 the longest
2 bigger, the biggest
3 the deepest, deeper
4 The most popular, more popular
5 older, the oldest
6 The busiest, busier

- 4 Students' own answers

- 5 2 the best 5 worse
3 the worst 6 the best, better
4 better

Progress check

- 1 2 countries
3 ocean
4 capital
5 north, south, east, west
6 seasons, autumn and winter
7 rivers
8 mountain
9 Antarctica
10 Tunnel

- 2 2 c 4 e 6 d
3 g 5 f 7 a

- 3 2 as heavy as lead 5 as warm as toast
3 as light as a feather 6 as black as night
4 as cold as ice

- 4 2 the best
3 more expensive
4 the nicest

- 5 2 country
3 more
4 most beautiful
5 islands
6 bigger
7 better

- 5 taller, the tallest
6 better

- 8 sunny
9 winter
10 snows
11 mountains
12 highest
13 capital

I can ...

- 1 1 sunny, 2 hot, 3 rain
2 better, hotter, sunnier, darker, wetter, the nicest
3 Students' own answers

6 Entertainment

A TV programmes

- 1 2 TV guide 3 screen 4 TV set

- 2 2 comedy 5 TV set
3 record 6 screen
4 remote control

- 3 2 d 5 a 8 e
3 b 6 h 9 c
4 g 7 f

- 4 2 'm not going to miss
3 aren't going to see
4 is going to be
5 're going to watch
6 'm not going to watch
7 'm going to do
8 'm going to record
9 're going to watch

- 5 2 Is she going to learn for a test on Tuesday?
Yes, she is.
3 Is she going to do the English project on
Wednesday? No, she isn't. She's going to do the
Science project.
4 Is she going to watch *Friends* on Thursday?
No, she isn't. She's going to watch *The Simpsons*.
5 Is she going to see the new film with Laura on
Friday? Yes, she is.

- 6 Students' own answers

B At the movies

- 1 beautifully, carefully, easily, fast, well, happily, hard,
heavily, horribly, loudly, miserably, quickly, quietly,
slowly
2 2 is playing the guitar loudly.
3 is playing tennis badly.
4 is singing beautifully.
5 is talking quietly.

- 6 is driving fast.
7 is building a house of cards carefully.
8 is doing his homework happily.
9 is moving slowly.

- 3 2 horribly 5 Suddenly
3 carefully 6 loud
4 fast

- 4 whisper – shout, quietly – loudly, friend – enemy,
take off – land, well – badly, in front of – behind,
start – stop, push – pull

- 5 2 quiet 7 slowly, quickly
3 loud 8 horrible
4 badly 9 heavy
5 well 10 easy
6 beautifully

C Film, cameras, action

- 1 2 a romcom 6 a horror
3 a musical 7 a sci-fi
4 a comedy 8 a cartoon
5 a western

- 2 2 horror 5 westerns
3 romcoms 6 sci-fi
4 thrillers

- 3 Students' own answers

- 4 2 doesn't have to help make
3 has to do
4 have to help
5 doesn't have to buy
6 They have to think
7 They don't have to make

- 5 2 Does your mother have to go shopping every
week?
3 Do your classmates have to stand up when a
teacher comes into the room?
4 Do your parents have to pay for your school?
5 Does your teacher have to come to school on
Saturdays?
6 Do you and your friends have to buy your own
clothes?
Students' own answers.

- 6 Students' own answers

D The lost penguin

- 1 2 It's a romantic comedy.
3 Stewart Miller, Rob Davies and Jane Smith.
4 It's about a student from a poor family who
wants to get married to a girl, but her father
doesn't like him.
5 Yes, she did.
6 He's going to write about the latest James Bond
movie.

- 2 play computer games, watch a film, have a pizza, go shopping, watch a match on TV
- 3 2 Why don't we have a pizza?
3 Shall we go shopping?
4 Let's watch a match on TV.
5 Why don't we play computer games?
6 Shall we watch a film?
- 4 1 Shall we play tennis?
2 Why don't you play with us? Let's go to the cinema together tonight.
3 Why don't you find a cheaper one? Shall I give you my old MP3 player?
4 Let's do it together. Why don't you ask the teacher for help?
- 5 2 Let's go shopping.
Why don't we meet at the train station?
How about two o'clock?
I'll see you at the train station at two o'clock.
- 3 Let's go to the zoo.
OK. Where shall we meet?
Why don't we meet at the bus stop?
That's a good idea. What time?
How about quarter past eleven?
OK. I'll see you at the bus stop at quarter past eleven.

Progress check

- | | |
|------------------------|----------------------|
| 1 2 documentaries | 5 quiz shows |
| 3 soap operas | 6 a cartoon |
| 4 the news | |
| 2 2 romcom | 5 thriller |
| 3 sci fi | 6 western |
| 4 musical | |
| 3 2 are going to play | 6 is going to record |
| 3 is going to buy | 7 are going to visit |
| 4 is going to learn | 8 is going to take |
| 5 are going to make | |
| 4 2 'm going to watch | 6 's going to go |
| 3 'm going to see | 7 isn't going to be |
| 4 are you going to see | 8 're going to have |
| 5 's going to be good | |
| 5 2 laugh | 10 'm going to be |
| 3 theatre | 11 does |
| 4 plays | 12 difficult |
| 5 rehearsals | 13 carefully |
| 6 dress | 14 lines |
| 7 have to | 15 interesting |
| 8 costume | 16 Why don't you |
| 9 wig | |

I can ...

- 2 are going to buy an MP3 player
3 cartoons, musicals
4 That's a good idea.
Why don't we meet at the bus stop?
Shall we meet at two o'clock?
OK. See you there.

Revision

- | | | |
|--|----------------|--------|
| 1 3 do you | 5 do | 7 go |
| 4 do you | 6 watch | 8 play |
| 2 2 doesn't have to | | |
| 3 have to do | | |
| 4 has to take out | | |
| 5 doesn't have to take out | | |
| 6 don't have to vacuum the floor | | |
| 3 1 'm going to go, 'm not going to have | | |
| 2 watches, 's going to play | | |
| 3 read, 'm reading | | |
| 4 doesn't go, 's going to go | | |
| 4 2 I must tidy my bedroom. | | |
| 3 I must clean the car. | | |
| 4 I must watch TV tonight. | | |
| 5 I must do my homework. | | |
| 5 2 She didn't buy any tomatoes. | | |
| 3 She didn't buy any water. | | |
| 4 She bought some rice. | | |
| 5 She bought some beans. | | |
| 6 She didn't buy any meat. | | |
| 6 2 drove | 7 started | |
| 3 got | 8 ate | |
| 4 closed | 9 watched | |
| 5 had | 10 left | |
| 6 took | 11 lost | |
| 7 2 the best | 6 the youngest | |
| 3 older | 7 oldest | |
| 4 fatter | 8 the worst | |
| 5 nicer | | |
| 8 1 She's going to play badminton. | | |
| 2 's going to finish her homework. | | |
| 3 aren't going to go to the cinema. They're going to watch a DVD. | | |
| 4 isn't going to cook dinner for Tracy. She's going to cook dinner for Joanna. | | |
| 5 's going to buy tickets for the concert. | | |

Photocopiables teaching notes

Unit 1a The school cleaning team

Aims To revise vocabulary for housekeeping tasks, asking and answering present simple questions and adverbs of frequency.

- Photocopy one housekeeping questionnaire for each student, and one cleaning team list for each group of three or four.
- Divide the class into groups of three or four and give each student a housekeeping questionnaire.
- Check the meaning of the phrases on the questionnaire and demonstrate the questions the students have to ask, for example *Do you wash up at home? How often do you wash up?*
- Students find a partner from a different group, and they ask each other the questions, noting the answers.
- They change partners and ask the questions again. Each student should do three or four interviews and each group member should interview different students.
- Now put students back in their original groups and give each group a cleaning team list. Students discuss what they have learnt from the interviews and choose students for their cleaning team.

Unit 1b Amanda's present list

Aims To practise vocabulary of objects given as presents, and describing what things are like and what they are for.

- Photocopy and cut up one worksheet for each pair of students.
- Divide the class into pairs. Give one student in each pair a copy of list 1 and the other a copy of list 2.
- Explain that they must not show their list to each other.
- Tell students to write the names of the presents they have in their pictures next to the correct number in the list.
- Students then ask each other questions, for example *What do you use number 5 for? Is it big? What colour is it?* Students must not name the object.
- Students try to guess what their partner's items are, and write their guesses in the correct place on the list.

Unit 2a Animal families

Aims To practise animal vocabulary and the use of present continuous forms.

- Photocopy and cut up one set of cards for each group of three or four.
- Divide the class into groups of three or four and give each group a set of cards.
- Each group deals all the cards to the players.
- Explain that there are four families of cards: *pets*, *zoo*, *farm* and *circus*. The aim of the game is to collect a complete family of cards (there are four cards in each family). You might like to ask students to name some of the animals which might be in each family.
- To play the game, students take turns to describe one of their cards to the other players, without saying what the animal is, for example *My animal is sleeping on a chair in the living room*.
- If other players think they want this animal, they try to guess what the animal is.
- The player who guesses correctly takes the card and gives the first player any one of his other cards.
- The game ends when one player has a complete set of one family.

Unit 2b Animal art

Aims To practise present continuous questions and statements.

- Photocopy and cut up one set of pictures.
- Ask one student to come to the front of the class.
- Give the student a picture.
- The student tells the class which animals are in the picture.
- The other students in the class ask questions about what the animals are doing in the picture, for example *Is the dolphin swimming?* Students try to draw the picture.
- You can display the original picture and the students' drawings on the classroom wall.

Unit 3a Where were you on holiday?

Aims To practise using past simple questions and answers to talk about holidays.

- Photocopy and cut up one set of cards for each group of three.
- Divide the class into groups of three and give each group a set of cards.
- Tell students the cards are postcards of a place they went to on holiday.
- Ask students to take it in turns to pick up a card and look at it without letting the others see it.
- The other students should ask one question each *What did you do? What did you see?* etc. and then try to guess where the student went on holiday.
- The person who guesses correctly keeps the card. The player with the most cards at the end of the game is the winner.

Unit 3b Holiday disaster stories

Aims To practise using the past simple to talk about holiday problems.

- Photocopy and cut up one set of cards for each pair of students.
- Divide the class into pairs. Give each pair a set of cards.
- Each student takes four cards and uses the information on them to tell the other student about the horrible holiday they had last summer.
- Monitor the activity and invite the best students to tell their stories to the class.

Unit 4a Disgusting recipes

Aims To practise food vocabulary and writing recipes.

- Photocopy and cut up a set of recipe cards for each group of three or four.
- Divide the class into groups of three or four and give a different recipe card to each student in the group.
- Explain to students that their recipes are not very good and they have to change some of the ingredients to make them better.
- Students read out their recipes to the group. They discuss changes and write their improved recipes on a poster. They give each recipe a name. They may want also to draw the food on the poster.
- You can display the new recipes on the wall of the classroom.

Unit 4b Fridge swap shop

Aims To practise using *a / an, some* and *any* in questions and statements.

- Photocopy and cut up enough worksheets to allow one card for each student.
- Students will need scissors and glue. Give a card to each student in the class. You will need to use some cards more than once.
- Students cut out the items of food from their card and paste them into their fridge. They will have too much of some kinds of food and not enough of other kinds.
- They then walk around the class asking each other questions, for example *Have you got any milk?* and exchanging food items until they have filled their fridge with the correct items.

Unit 5a Treasure hunt

Aims To practise describing places and giving instructions.

- Photocopy and cut up one worksheet for each pair of students.
- Divide the class into pairs. Give one student in each pair a copy of Sheet 1 and the other a copy of Sheet 2.
- Explain that they must not let their partner see their map sheet.
- Tell them that there are two islands. They have hidden treasure on one island (X marks the spot), and their partner has hidden treasure on the other island. Each student has to find the other's treasure. Students describe how to get to their treasure from the harbour to the bottom left of the picture, for example *Land at the harbour, go along the road through the hills.*
- After listening to the instructions, students put a cross on the map where they think their partner's treasure is.
- Students compare their maps to check their answers.

Unit 5b Star pupils?

Aim To practise using comparisons.

- Photocopy and cut up a set of pictures for each group of three in the class.
- Divide the class into groups of three and give each student in the group a different picture.
- Explain that they must not let the other students see their picture.
- Write the names *Tom*, *Dick* and *Harry* and the words *heavier*, *lightest*, *shorter*, *tallest*, *better*, *worst*, on the board. Tell students to think about these words when they are listening to other students describe their pictures.
- Students tell the other students the name of the person in their picture and then describe them using the information given.
- Students place their pictures face down on the table and try to write sentences together using the words from the board, and the information they remember, for example *Tom is the tallest*.
- Look at the pictures with students and elicit some more words they could use to describe the people, then write sentences.

Unit 6a Write a movie

Aim To practise writing a dialogue.

- Photocopy and cut up enough plot cards for each group of three or four in the class to have one each. You may need to use the plots more than once.
- Photocopy and cut up enough character cards for each group to have three. You may need to use some characters more than once.
- Divide students into groups of three or four. Give each group one plot card and three character cards.
- Explain any new vocabulary.
- Students write dialogues for the three characters and the plot they have been given.
- Each group acts out its dialogue for the class.

Unit 6b TV schedule

Aims To practise entertainment vocabulary and the use of *going to* for planning.

- Photocopy and cut up a programme list for each group of three or four in the class, and enough channel cards for each group to have one card.
- Divide the class into groups of three or four. Give each group one of the channel cards and a programme list.
- Explain they have to choose the programmes their TV channel is going to show from 6 p.m. to 12 p.m. They have to choose the programmes they think their viewers will like best and then decide what time they will be on.
- Each group presents its TV schedule to the class.

Unit 1a The school cleaning team

Housekeeping questionnaire

	Name	Name	Name	Name
wash up				
cook				
vacuum				
set the table				
clean windows				
feed animals				
take the rubbish out				
tidy room				

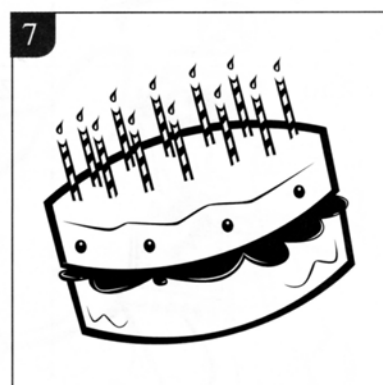
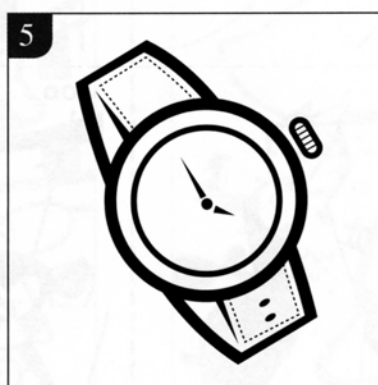
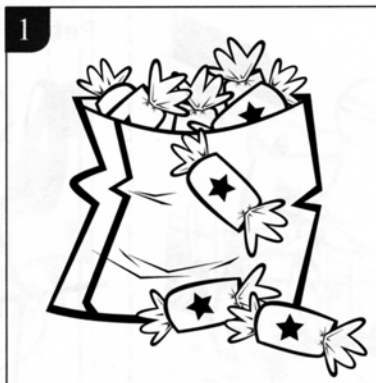
Cleaning team list

Post	Profile	Your choice	Reason for choice
Kitchen helper	works hard, cooks, sets tables and cleans		
Cleaner	big and strong, cleans classrooms and offices		
Animal laboratory helper	clever and kind, looks after animals, cleans		

Unit 1b Amanda's present list

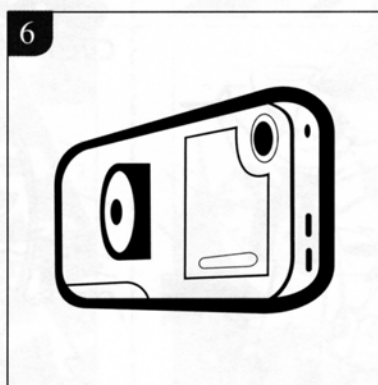
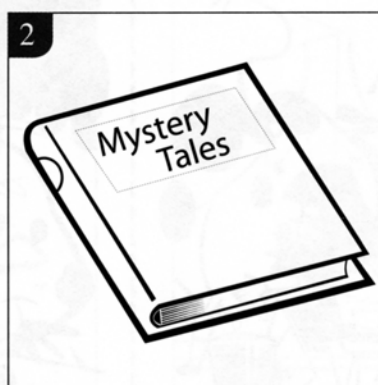
Amanda's present list 1

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Amanda's present list 2

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



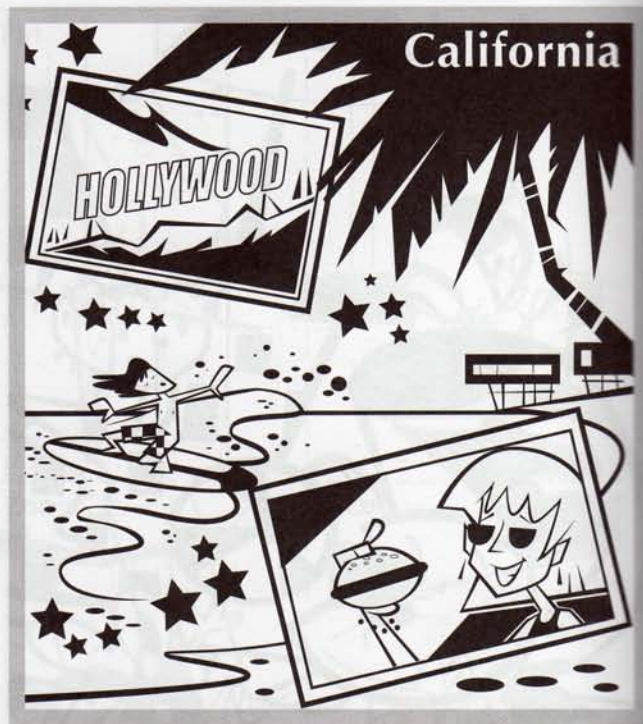
Unit 2a Animal families



Unit 2b Animal art



Unit 3a Where were you on holiday?



Unit 3b Holiday disaster stories

forget ticket

lose money

leave camera on train

break leg

drop camera in sea






go to wrong airport

rain the whole week

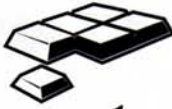



miss plane home

Unit 4a Disgusting recipes





Recipe 1

- * Put an  in a bowl.
- * Add some .
- * Chop some  and a  and put them into the bowl too.
- * Mix together, then add some .
- * Put into a frying pan and fry for five minutes.







Recipe 2

- * Put some  into a saucepan
- and add some .
- * Cook and mix together.
- * Add some  and some .

Recipe 3

- * Put some  into a saucepan
- and add some .
- * Chop an  and add it.
- * Cook for ten minutes and add two
- spoons of .

Recipe 4

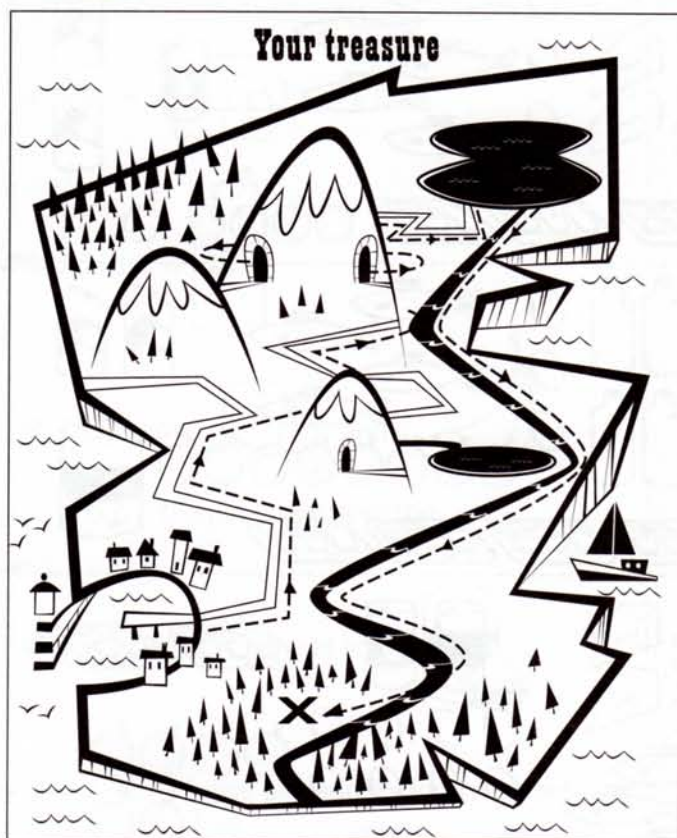
- * Put some  in a frying pan with
- some  and  and .
- * Fry for five minutes.
- * Put some  and some  into
- a bowl and add the food from the frying pan.

Unit 4b Fridge swap shop

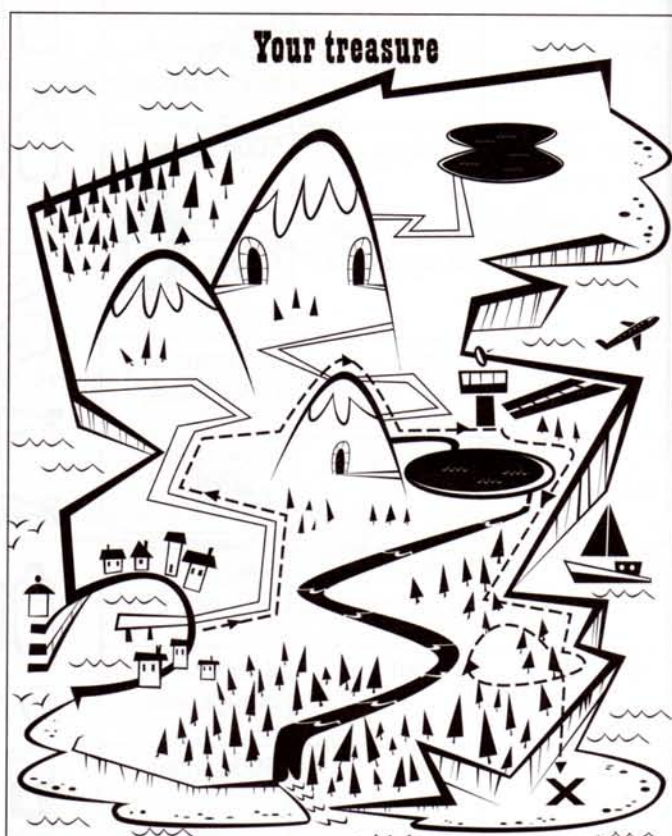
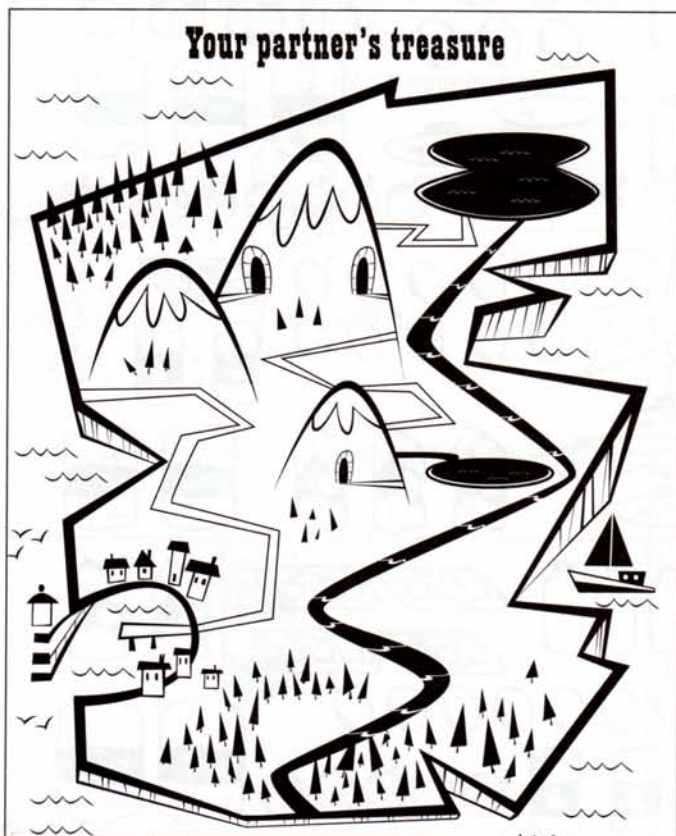
2 bottles of milk	400g cheese	6 eggs	
500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	
2 bottles of milk	400g cheese	6 eggs	
500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	
2 bottles of milk	400g cheese	6 eggs	
500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	
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500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	
2 bottles of milk	400g cheese	6 eggs	
500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	
2 bottles of milk	400g cheese	6 eggs	
500g beef	3 trout	2 cartons of orange juice	
1 can of lemonade	6 onions	500g sugar	

Unit 5a Treasure hunt

Sheet 1



Sheet 2



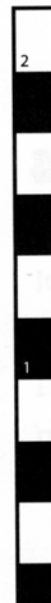
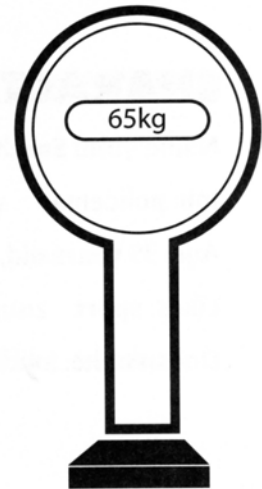
Unit 5b Star pupils?



1.70m



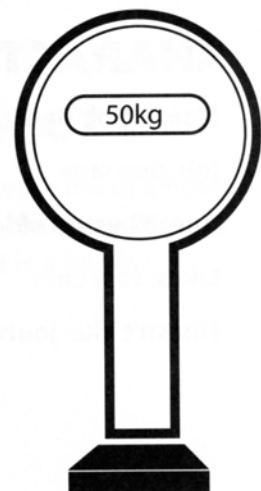
TOM



1.30m



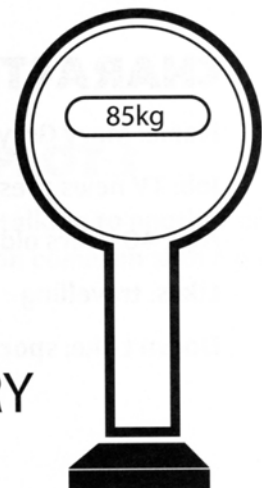
DICK



1.60m



HARRY



Unit 6a Write a movie

CHARACTER 1

Name: John Smith

Job: policeman

Age: 35 years old,

Likes: sport

Doesn't like: loud music

CHARACTER 2

Name: Janet Jones

Job: actress

Age: 24 years old

Likes: music

Doesn't like: sport

CHARACTER 3

Name: Rob Red

Job: pop star

Age: 32 years old

Likes: fast cars

Doesn't like: journalists

CHARACTER 4

Name: Peter Player

Job: footballer

Age: 28 years old,

Likes: all sports

Doesn't like: journalists

CHARACTER 5

Name: Mary Gray

Job: TV news presenter

Age: 40 years old

Likes: travelling

Doesn't like: sport

CHARACTER 6

Name: Anna Anthony

Job: newspaper reporter

Age: 35 years old

Likes: travelling

Doesn't like: pop stars

CHARACTER 7

Name: Nicola Noyes
Job: teacher
Age: 30 years old
Likes: children
Doesn't like: loud music

CHARACTER 8

Name: Laura Little
Job: spy
Age: 35 years old
Likes: guns
Doesn't like: trains

CHARACTER 9

Name: Tom Thomson
Job: artist
Age: 50 years old
Likes: travelling
Doesn't like: planes

PLOT 1

Three people are in a hotel.
They hear a noise.
It is a bomb.

PLOT 2

Two people are waiting for a train.
Another person comes with a suitcase.
They think it is a bomb.

PLOT 3

One person is talking to another on TV.
A third person comes in with a gun.

Unit 1 Test

- 1** Robert and Anna are going to school. Complete the dialogue. Use the correct form of the verbs in brackets.

Example

ROBERT When do you get up, Anna? (get up)

ANNA I usually ¹_____ at seven. (get up)

ROBERT At seven? What time ²_____ home? (leave)

ANNA My brother and I ³_____ the bus to school at eight. (take)

ROBERT I ⁴_____ home at seven. (not leave)
I leave at quarter to nine.

ANNA ⁵_____ near the school? (live)

ROBERT Yes, I do. But my brother's school
⁶_____ near our house. (not be)
He takes the bus to school.

ANNA ⁷_____ going to school by bus? (like)

ROBERT Yes, but he ⁸_____ getting up early. (not like)

ANNA My brother ⁹_____ getting up early, too. (hate)

ROBERT Boys ¹⁰_____ getting up early! (not like)

MARK ____ / 10

- 2** Make questions using the prompts.

Example

Julie / play / piano? Does Julie play the piano?

1 Tom / use / computer / for his homework?

2 What / Jo / do / on Thursdays after school?

3 Where / you / usually / go / at the weekend?


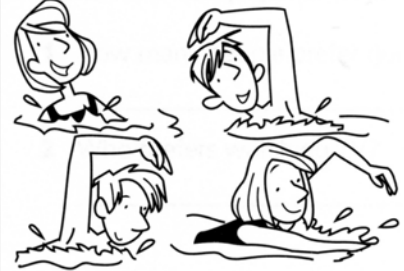

4 When / the students / have / lunch / at school?

5 Bob and Mike / play / tennis?

MARK ____ / 5

- 3** Use the information from the chart and the words in the box below to complete the sentences.

Student survey

	3 times a month
	0 times a month
	every night
	14 times a month
	22 times a month

never sometimes often always usually

- The students _____ play football after school.
- The students _____ watch TV after school.
- The students _____ walk to school.
- The students _____ go swimming at school.
- The students _____ eat lunch at school.

MARK ____ / 5

- 4 Look at the picture and answer the questions.
Use words, not numbers.

Example

Where is the Maths room? It's on the fourth floor.

**School concert in the gym
(floor 5) 25/06**

Mr Smith, the best Maths teacher in the world, has his 40th birthday on 15/05! The party is in the Maths room on floor 4.

**Come to the school Art Exhibition.
When? 22/09
Where? Art room, floor 13.**

- 1 Where is the gym? _____
- 2 When is the school concert? _____
- 3 When is the Maths teacher's birthday? _____
- 4 Where is the Art room? _____
- 5 When is the Art Exhibition? _____

MARK / 5

- 5 Look at the pictures and write the things Maria does or doesn't do every day. *She ...*

Example



She watches TV.



1 _____



2 _____



3 _____



4 _____



5 _____

MARK / 5

- 6 Read about Mr White and mark the sentences true (T) or false (F).

David White is our Geography teacher. He likes his job very much, but his wife, Mary, doesn't like her job. She's a Maths teacher in our school. She doesn't like her job because the students don't usually like her subject. Sometimes they don't like Geography either, but I think it's very interesting. We do a lot of interesting things in the class.

Mr and Mrs White's daughter, Zoe, is in my class. She says that her dad helps at home. He sometimes does the shopping and takes the rubbish out and he always feeds the dog. He often cooks dinner, too. Zoe usually washes up, and vacuums the floor. Mr White never washes the car because his son Andy does it. Andy is at our school, too.

Mary teaches Zoe and Andy Maths and they both like it. Andy doesn't do Geography, he does French instead.

- 1 The Geography teacher doesn't like his job. _____
- 2 The Maths teacher's name is Mary White. _____
- 3 A lot of students like Maths. _____
- 4 All the students think Geography is interesting. _____
- 5 Zoe sometimes feeds the dog. _____
- 6 Zoe normally washes up. _____
- 7 Andy always cleans the car. _____
- 8 Zoe doesn't like Maths. _____
- 9 David and Mary are Zoe's teachers. _____
- 10 Andy learns French. _____

MARK / 10

TOTAL / 40

Unit 2 Test

- 1 Look at the pictures and write what the animals are doing.

Example

The lion is sleeping.



1 _____

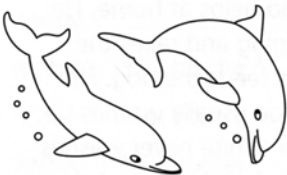




2 _____



3 _____



4 _____

MARK ____ / 4

- 2 Choose the correct words to complete the sentences.

Example

- What is the boy doing?
- He reads / are reading / is reading.

- Where *do you go* / *are you going* / *is you going*?
 - I'm going to school.
- What are the students watching?
 - They *watch* / *watches* / *are watching* a film about animals.
- Look! The dog and the cat *play* / *is playing* / *are playing* in the garden.
- I can't come to the cinema. I *do* / *is doing* / *am doing* my homework.
- Are you reading about the meerkat?
 - Yes, I *am* / *is* / *are*.

MARK ____ / 5

- 3 Complete the sentences. Use the verbs in brackets.

Example

Today, my dad and I are at the zoo. (be)

- I normally _____ here with my mum, but she is not here today. (come)
- So now we _____ the insects and the snakes. (watch)
- I usually _____ to the monkeys' cage. (go)
- Today, we _____ at the monkeys. (not look)
- Why _____ the insects and snakes today? (we / visit)
- Because Mum _____ insects and snakes! (not like)

MARK ____ / 6

- 4 Look at the picture and complete the sentences with the correct pronouns.



This is Gus, my pet crocodile. He's one year old and I got him for ¹_____ birthday. At the moment, ²_____ is sleeping on Mum's knee. Mum likes ³_____ a lot and Gus likes ⁴_____, too. Mum and I feed Gus every day so he never bites ⁵_____.

MARK ____ / 5

- 5 Write the name of the animal next to the definition.

bat elephant monkey sheep hamster

- It lives in trees and likes bananas. _____
- It's small, but it isn't a mouse. Children often keep it as a pet. _____
- It's a very big and strong animal. You can find it in India or Africa. _____
- Your jumper comes from this animal – perhaps. _____
- It isn't a bird, but it can fly. _____

MARK ____ / 5

6 Correct the sentences.

Example

Eagles have fur.

Eagles don't have fur. They have feathers.

- 1 Frogs are red.

- 2 Cows are reptiles.

- 3 Whales live in rivers.

- 4 A hippopotamus is a small reptile.

- 5 Snakes have six legs.

MARK ____ / 5

7 Read about Fred's day and tick (✓) the correct answer to the questions.



Hello, my name's Fred. I'm a zoo keeper and I look after the animals in the zoo. It is usually a good job, but I'm having a bad day today. I don't usually help in the restaurant or sell tickets – it's not my job – but I am doing both

today. Normally, I clean the lions' cage when I start work. Then I feed them. After that, I feed the tigers and clean their cage. Then I feed the dolphins. Sometimes, I look after the kangaroos, too. When the other zoo keepers have a holiday, I feed their animals. I really like feeding the crocodiles and the snakes. But my favourite job is talking to the visitors and telling them about the animals.

But today everyone has a lot of work. Twenty schools are visiting the zoo today. There will be a lot of people here so everyone has to help. Today, my friend Tom is looking after my animals and his animals, too, and I am selling tickets and helping Mrs Smith in the restaurant. Mrs Smith is cooking the lunches and I am washing up and cleaning the tables.

- 1 What does a zoo keeper normally do?
 - a looks after the animals in a zoo
 - b sells tickets in a zoo
 - c works in the zoo restaurant
- 2 Does Fred like working in the zoo?
 - a always?
 - b sometimes?
 - c normally?
- 3 Usually, what is Fred's first job?
 - a feeding the tigers
 - b cleaning the lions' cage
 - c feeding the dolphins
- 4 Which animals does Fred look after every day?
 - a lions, tigers and dolphins
 - b kangaroos, lions and tigers
 - c snakes and crocodiles
- 5 Why does Fred sometimes feed the crocodiles and the snakes?
 - a because the other zoo keepers have a lot of work
 - b because the other zoo keepers are on holiday
 - c because twenty schools are coming today
- 6 What does Fred like best?
 - a cleaning the cages
 - b feeding the crocodiles and snakes
 - c talking to visitors about the animals
- 7 Why does everyone have a lot of work today?
 - a because there are a lot of animals to feed
 - b because there are a lot of visitors
 - c because some zoo keepers are on holiday
- 8 Who is feeding Fred's animals today?
 - a Tom
 - b Fred
 - c Mrs Smith
- 9 What is Tom doing today?
 - a feeding his animals
 - b looking after his animals and Fred's animals
 - c selling tickets
- 10 What is Fred doing in the restaurant?
 - a cooking the lunches
 - b having dinner
 - c washing up and cleaning the tables

MARK ____ / 10

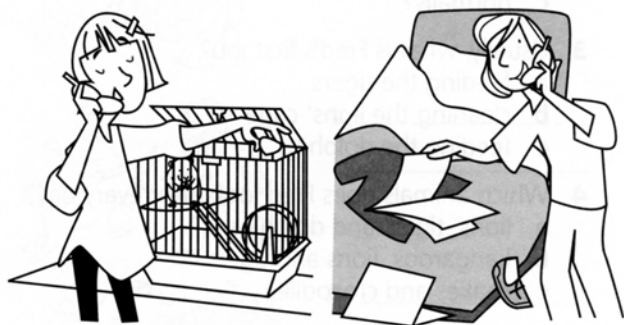
TOTAL ____ / 40

Revision 1

- 1** Complete the dialogue. Use the verbs in brackets in the correct form.

Example

LEE What are you doing? (do)



KIRSTEN I ¹ _____ (feed) my hamster.

I ² _____ (give) him food at five o'clock every day.

LEE What ³ _____ now? (he / eat)

KIRSTEN Some nuts. He ⁴ _____ (like) them very much. What about your hamster?

⁵ _____ (he / like) nuts, too?

LEE I ⁶ _____ (not know). My mum usually

⁷ _____ (buy) the hamster food from the pet shop.

KIRSTEN ⁸ _____ (you / watch) TV?

LEE No, I'm not. I ⁹ _____ (tidy) my room.

MARK ____ / 9

- 2** Complete the sentences with the correct question word. Choose from the words in the box.

How often What Which When
Why Where

- 1 _____ does the Maths lesson begin?
- 2 _____ is the Art room?
- 3 _____ do you do at the weekend?
- 4 _____ book do you want?
- 5 _____ are you reading that book?
- 6 _____ do you clean the car?

MARK ____ / 5

- 3** Complete the answers to these questions.

Example

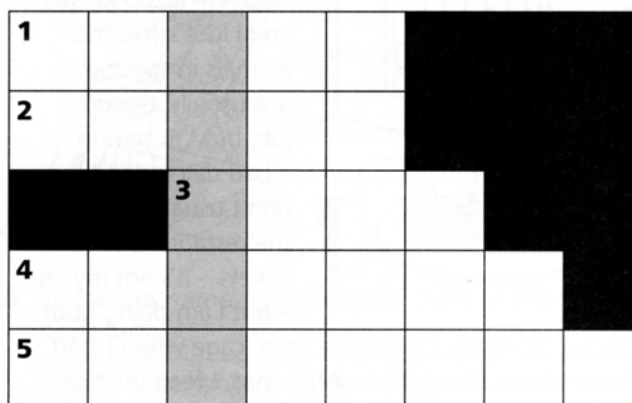
Are you playing football?

Yes, I am.

- 1 Do you like cats?
No, _____.
- 2 Is the teacher writing on the board?
Yes, _____.
- 3 Are the children doing their homework?
Yes, _____.
- 4 Does your teacher play football?
Yes, _____.
- 5 Are your pets eating?
No, _____.
- 6 Do we have French today?
Yes, _____.

MARK ____ / 6

- 4** Complete the crossword using the clues. Find the extra word. (Clue: It flies.)

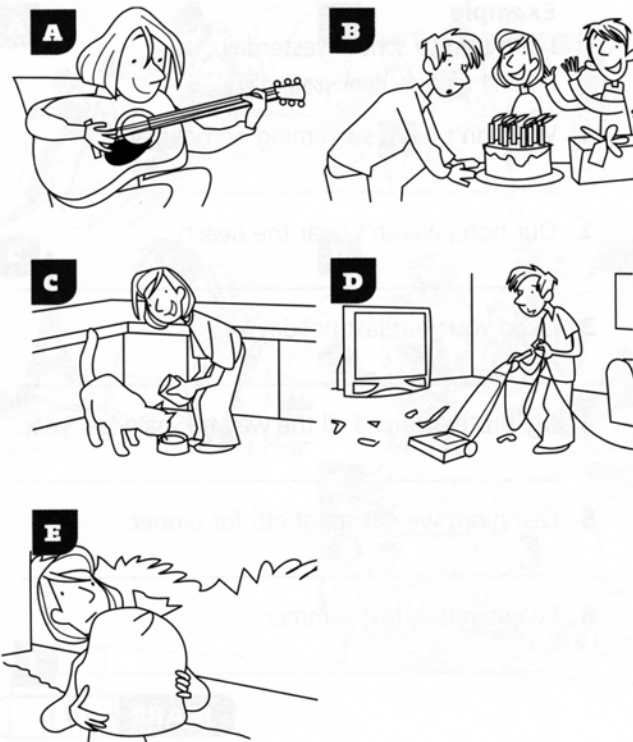


Clues

- 1 It's a farm animal. Perhaps your jumper comes from it.
- 2 It swims in warm seas and sometimes it eats people.
- 3 It lives on a farm. We make cheese with its milk.
- 4 It's a very clever mammal. It swims, but it doesn't walk.
- 5 It is a very big animal. It lives in Africa and India.

MARK ____ / 6

5 Match the pictures to the activities.



Example

taking the rubbish out E

- 1 playing the guitar _____
- 2 vacuuming the floor _____
- 3 having a party _____
- 4 feeding the cat _____

MARK / 4

6 Listen and match the people to the animals they're watching.

snakes tigers monkeys lions
elephants meerkats

Example

Mark meerkats

- 1 Anna _____
- 2 Ben _____
- 3 Karen _____
- 4 Bobby _____
- 5 Tony _____

MARK / 5

7 Read about Karen and answer the questions.

Karen's school is not like other schools. She starts school at eight o'clock. She gets up at seven o'clock and has breakfast at half past seven. She doesn't travel to school because she lives in the school. From eight o'clock until twelve o'clock she has dancing lessons. After lunch, she has the same subjects as other schools. Her favourite subject is English. In the evening, she always does her homework and sometimes she tidies her room or washes her clothes. So she doesn't watch television very often. She works very hard at school, but she does it because she wants to be a famous ballet dancer.

- 1 When does Karen's school day begin?

- 2 Why doesn't she travel to school?

- 3 What does she do in the morning?

- 4 What subject does she like best at school?

- 5 Does she usually watch TV in the evening?

- 6 Why does she work hard?

MARK / 6

8 Write an e-mail to Karen.

- Tell her your name.
- Tell her when you go to school.
- Tell her your favourite subject at school.
- Ask her to write to you.

Hi Karen

Best wishes

MARK / 4

TOTAL / 45

Unit 3 Test

- 1** Make sentences from the prompts to complete the story.

Example

Last year / my family / visit / London

Last year my family visited London.

- 1** We / travel / by train to Calais

- 2** My brother / forget / his MP3 player

- 3** He / play / computer games in the car

- 4** We / take / the boat / to Dover

- 5** My mum / not enjoy / the boat trip

- 6** We / eat / fish and chips / in a restaurant

- 7** But / my mum / not like / the food

- 8** We / arrive / in London / at eight o'clock

MARK ___ / 8

- 2** Write the questions for these answers. Use the correct question words.

Example

I left home at eight o'clock.

When did you leave home?

- 1** We were in Spain at Christmas.

- 2** Tom was at a party last night.

- 3** They bought their tickets at the hotel.

- 4** We took the children to the zoo.

- 5** David forgot his passport.

- 6** Baron von Drais made the first bicycle in 1817.

MARK ___ / 6

- 3** Correct the sentences.

Example

I don't go to school yesterday.

I didn't go to school yesterday.

- 1** We didn't went swimming on holiday.

- 2** Our hotel weren't near the beach.

- 3** Liked you your last holiday?

- 4** My brother drived all the way to Spain last year.

- 5** Last night we eat spaghetti for dinner.

- 6** I were in Italy last summer.

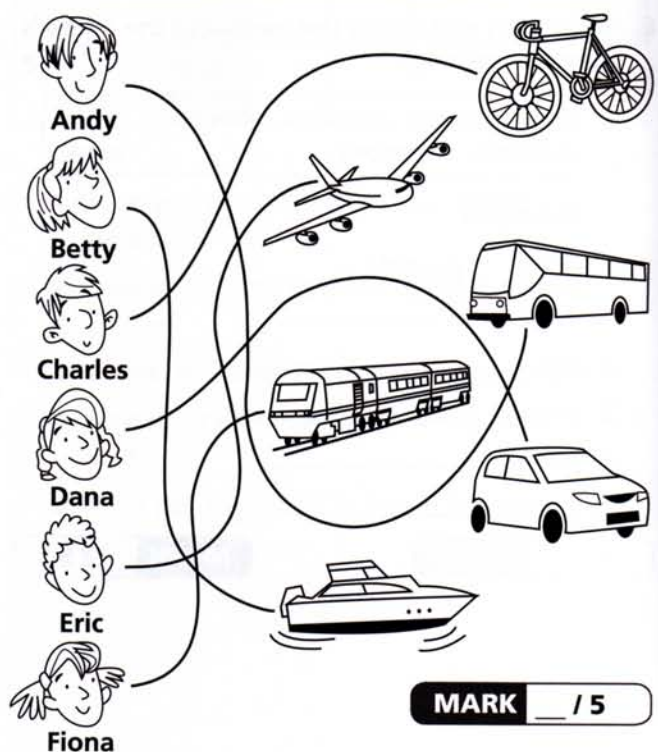
MARK ___ / 6

- 4** How did they go on holiday? Write sentences.

Example

Andy went on holiday by bus.

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____



MARK ___ / 5

5 Match the pictures to the postcards.



1

Hi Mum,

We're having a good time here in the mountains. We are on our bikes all day so we are very tired in the evenings.

Love,
Boris

2

Hello Suzie,

I'm having a great holiday. The hotel is next to the sea and weather is great, so we can swim and sunbathe every day.

See you soon,
Marion

3

Hi Bill,

We aren't having a great holiday this year. It's raining again! It's not much fun in a tent in the rain and there's nothing to do on the beach. I hope the weather is better tomorrow.

Dave

4

Hi Mom,

Everything is just fine with us here in Europe. We have seen so many great old cities and famous places. Everywhere is so old, not like back home.

Alvin and Myrtle

5

Hi Dad,

Thanks for sending me on this holiday. I am learning to ski and it's fun. I fell twice yesterday but it's OK. I didn't break my leg.

Harry

MARK / 5

6 Read about Clara's holidays and mark the sentences true (T) or false (F).

We usually go to the beach for our summer holidays because we love the sun and we love swimming. You can always do a lot of sports on the beach. We all like sports. Mum and Dad play a lot of tennis and they go windsurfing. My brother is learning to windsurf, but Dad says I am too young. He's teaching me tennis and I like it. My brother's favourite sport is football. On holiday, we always try new sports.

Last January, I heard my mum talking to my dad. 'I want to go to London on holiday this year,' she said.

I wasn't happy, but Mum and Dad never listen to me so we went to London in July. I didn't like it. The weather was warm and sunny, but we didn't do any sports. We visited lots of museums and old buildings.

- 1 Clara normally goes to the beach in the summer.
- 2 Clara's family go on beach holidays because they like the sun and they like swimming.
- 3 Clara's parents play tennis.
- 4 Clara's dad teaches her to windsurf.
- 5 Clara's brother likes football.
- 6 Clara wanted to go to London on holiday.
- 7 Clara's family went to London in January.
- 8 They didn't go swimming in London.
- 9 They visited museums in London.
- 10 Clara enjoyed her holiday in London.

MARK / 10

TOTAL / 40

Unit 4 Test

- 1 Look at the pictures and write sentences about what is and what isn't in the fridge. Use *some*, *any*, *a*, *an*.



Example

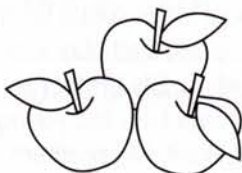
There's some milk.



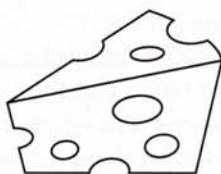
1 _____



2 _____



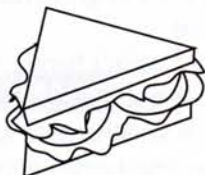
3 _____



4 _____



5 _____



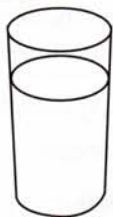
6 _____

MARK ____ / 6

- 2 Label the pictures. Use the words in the box.

milk coffee tomatoes crisps lemonade
chocolate

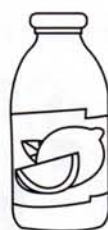
Example



a glass of milk



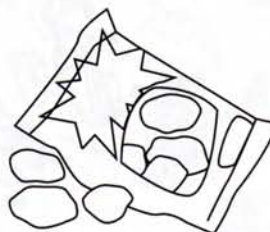
1 _____



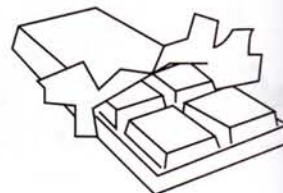
2 _____



3 _____



4 _____



5 _____

MARK ____ / 5

- 3 Complete the text with *a*, *some* or *the*.

I went to ¹ _____ restaurant yesterday for lunch.
² _____ restaurant was full so I waited fifteen minutes
 for a table. I ordered ³ _____ soup and
⁴ _____ hamburger. ⁵ _____ soup was cold and
⁶ _____ hamburger was awful!

MARK ____ / 6

- 4 What kind of food is it? Read the clues and write the name.

Example

It grows on trees. It's long. It's yellow. a banana

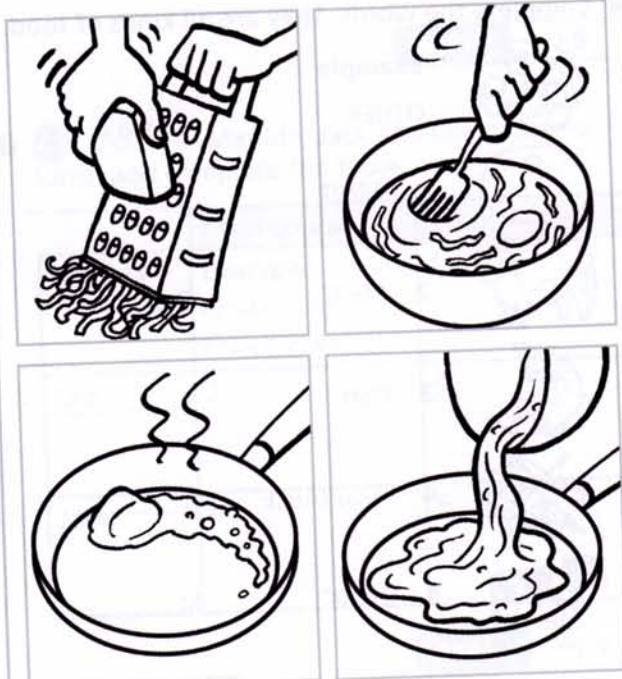
- You can make it with bread. You can put meat or cheese in it. You can eat it on a picnic. _____
- It's very cold. It's made from milk. There are many different flavours. _____
- There are apples in it. We eat it for dessert. You can put cream on it. _____
- It's made with bread, cheese and a hamburger. It's a hot snack. You can buy it in fast-food restaurants. _____
- We eat it for breakfast. We put milk and sugar on it. _____

MARK ____ / 5

5 Look at the picture and complete the conversation.

Cheese and Tomato Omelette

3 eggs
2 tomatoes
50g cheese
some milk
some butter



KAREN What are you cooking?

SAM Cheese and tomato omelette.

KAREN How many ¹_____ are you using?

SAM Three. And I need two ²_____.

KAREN And you need 50g of ³_____. How do you make the omelette?

SAM I ⁴_____ the cheese and chop the tomatoes into small pieces, then I ⁵_____ them in a bowl with the eggs and a little ⁶_____. I put some butter into a hot ⁷_____ pan and when it melts, I add the mixture and ⁸_____ everything to make the omelette.

MARK ____ / 8

6 Joseph is a chef. Put the parts of the text about his day into the correct order.

1 ____

3 ____

5 ____

2 ____

4 ____

6 ____

a The restaurant opens for dinner at seven o'clock and closes at half past eleven. I cook all evening, but I don't clean or wash up, so I go home at about midnight.

b I only cook dinners because we have another chef who cooks lunches. So, after the market, I go home and sleep until lunch.

c My name is Joseph. I am chef in a restaurant. This is how I spend my day.

d I start work at 7 a.m. I go to the market very early to choose the best fruit, vegetables, meat and fish for the day's menu.

e I eat lunch and then go back to the restaurant. We look at what I bought at the market and decide what I am going to cook with it. Then I write the day's menu on the blackboard.

f In the afternoon, before the restaurant opens, we make the soup and cut and prepare all the vegetables.

MARK ____ / 5

7 Read about Joseph's day in exercise 6 again and mark the sentences true (T) or false (F).

- 1 Joseph goes to the market to choose the best food.
- 2 Joseph cooks lunches and dinners in the restaurant.
- 3 Joseph eats lunch at home.
- 4 Joseph makes soup when the customer orders it.
- 5 The restaurant is open for five hours in the evening.

MARK ____ / 5

TOTAL ____ /

Revision 2

- 1** Complete the sentences with the correct form of the verbs in brackets.

Example

They didn't play table tennis yesterday. (not play)

- 1 He _____ his mother last week. (phone)
- 2 We _____ a taxi to the hotel yesterday. (take)
- 3 We _____ some really good chocolate. Try some! (eat)
- 4 When I'm on holiday, I always _____ a postcard to my mum. (send)
- 5 They often _____ picnics on holiday. (have)
- 6 She _____ a sandwich for lunch yesterday. (not eat)
- 7 My mum usually _____ a cake for my birthday. (make)
- 8 I _____ the tomatoes for last Sunday's dinner. (slice)
- 9 My sister always _____ the potatoes on Sundays. (peel)
- 10 I _____. I'm doing my homework. (not sleep)

MARK ____ / 10

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

Example

Where / on / did / sister / go / your / holiday?
Where did your sister go on holiday?

- 1 the / When / to / are / going / we / cinema?

- 2 Tuesday / you / meat / eat / Do / always / on?

- 3 students / your / there / many / class / in / are / How?

- 4 lunch / did / have / for / students / the / What?

- 5 learning / you / Are / guitar / the / play / to?

MARK ____ / 5

- 3** Complete the sentences with *a, an, some, any, the*.

Yesterday, I went shopping with Mum. We went to a supermarket. ¹ _____ supermarket is near our house. Mum bought ² _____ milk, ³ _____ apples and ⁴ _____ orange, but she didn't buy ⁵ _____ fish.

MARK ____ / 5

- 4** Complete the words. They are all kinds of food.

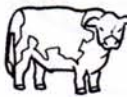


Example

OTHER E G G S



1 FRUIT S _____



2 MEAT B _____



3 FISH T _____



4 VEGETABLE B _____



5 DRINK M _____

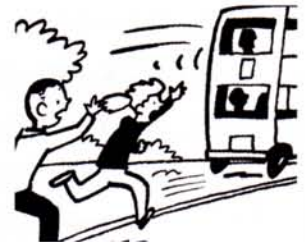
MARK ____ / 5

- 5** What happened to them? Complete the sentences.



Example

He broke his arm.



1 They _____.



2 Someone _____.



3 He _____.



4 He _____



5 Her hat _____

MARK ____ / 5

- 6 Listen to Matilda, Jack and Lee ordering lunch and complete the table.

	Main course	Dessert
Matilda	Example Chicken and French Fries	1
Lee	2	3
Jack	4	5

MARK ____ / 5

- 7 Read about Paul's job and choose the correct answer to the questions.

My cousin Paul is a student. He studies from Monday to Friday and on Saturdays he works in a restaurant. He usually helps cook the meals, but sometimes he serves tables. He is a good cook, but on his first day as a waiter he made a lot of mistakes. My parents were his first customers. Dad remembers that Paul took their order. He asked for a steak and Paul brought fish. Dad also asked for a bottle of wine and two glasses of water. Paul dropped the bottle when he tried to open it and the wine went into Dad's fish and Mum's pasta. Paul didn't remember to bring the water at all. Paul's boss was angry, but Dad spoke to him so Paul didn't lose his job. Paul's a good waiter now.

- What does Paul normally do on Saturdays?
 - he studies
 - he cooks
 - he serves tables
- Who were Paul's first customers?
 - his boss and his wife
 - his uncle and aunt
 - his cousins
- Which mistake did Paul **not** make?
 - He brought the wrong food.
 - He broke a bottle of wine.
 - He forgot to take the order.
- Why didn't Mum and Dad get any water?
 - Paul forgot it.
 - There was no water.
 - They didn't ask for water.
- What did Mum have to eat?
 - steak
 - fish
 - pasta
- Why didn't Paul lose his job?
 - His boss was happy with him.
 - He was a good waiter.
 - Dad spoke to his boss.

MARK ____ / 6

- 8 You are Paul. Write an e-mail to your friend Lorna telling her about that day in the restaurant. Tell her about your customers and the three mistakes you made.

Dear Lorna

I had a bad day in the restaurant on Saturday.

Bye for now

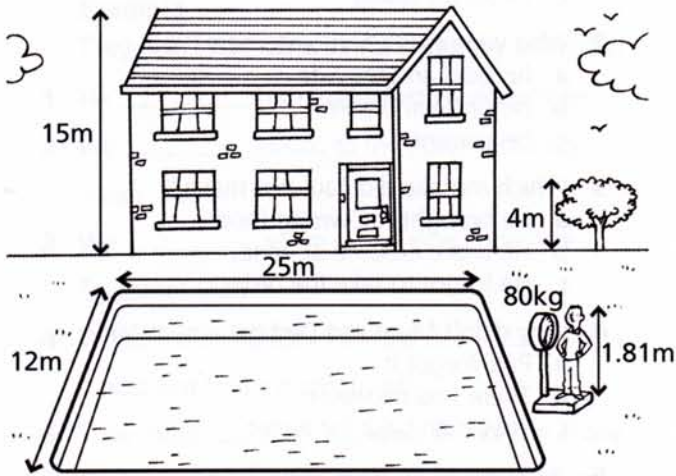
Paul

MARK ____ / 4

TOTAL ____ / 45

Unit 5 Test

- 1 Look at the picture and write questions for the answers.



Example

15m How high is the house?

- 1 12 m _____
- 2 25 m _____
- 3 4 m _____
- 4 1.81 m _____
- 5 80 kg _____

MARK / 5

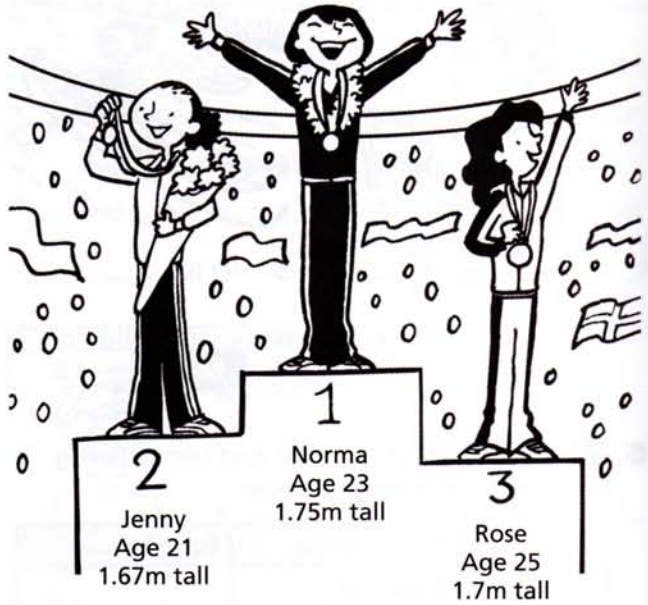
- 2 Complete the sentences with the correct form of the adjectives.

Example

Food in Hungary is cheap, but it is cheaper in Slovakia.

- 1 It's hot today, but it was _____ yesterday.
- 2 The weather is sunny in June, but it is _____ in July.
- 3 Her mum is a good cook, but my mum is _____.
- 4 Our dog is old, but Jo's is even _____.
- 5 This computer is expensive, but that computer is _____.
- 6 I got a bad mark for Maths, but Laura's mark was _____.
- 7 How tall am I? Well, I am _____ than my dad.

MARK / 7



- 3 Write sentences comparing the athletes. Use the correct form of the adjectives.

Examples

Rose / Jenny / old

Rose is older than Jenny.

All three / young

Jenny is the youngest.

- 1 Norma / Rose / tall

- 2 Jenny / Norma / young

- 3 All three / old

- 4 Jenny / Rose / short

- 5 All three / tall

- 6 Norma / Jenny / good

- 7 Jenny / Rose / bad

- 8 All three / good

MARK / 8

A map of a landscape with five numbered boxes for labeling. Box 1 points to a cloud, Box 2 points to a tree, Box 3 points to a river, Box 4 points to a bridge, and Box 5 points to a cliff.

5 Write the opposite of the adjectives.

- 1 expensive _____
- 2 wet _____
- 3 easy _____
- 4 heavy _____
- 5 hot _____

6 Read about Fantasyland and correct the mistakes in the sentences.

There is one more difference between Fantasyland and the other two islands. You can visit Ireland and Cyprus by plane, but you can only visit Fantasyland when you play the computer game Magic Islands.

Ireland is the biggest island.

- 1 Cyprus is wetter than Ireland.

- 2 The grass is greener in Ireland than in Fantasyland.

- 3 It is wetter in Cyprus than in Fantasyland.

- 4 The tallest people live in Fantasyland.

- 5 Some Fantasylanders are over one metre tall.

- 6 A *dat* has a cat's tail and dog's head.

- 7 There are only a hundred kinds of animal on Fantasyland.

- 8 There are some real people on Fantasyland.

- 9 You can go to Fantasyland by plane.

- 10 Fantasyland is the name of a computer game.

TOTAL	/ 40
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Unit 6 Test

1 Look at Paul's diary and complete the sentences.

Monday watch TV
Tuesday tennis with Hannah 6.30 p.m. sports centre
Wednesday ~~wash hair~~ cinema with Gemma 7.00 p.m.♡
Thursday learn lines for play
Friday practise violin with Oliver 8.00 p.m.
 - cancelled
Saturday all day rehearsal (hope I remember my lines)
Sunday visit grandparents with Mum and Dad.
 Gemma's house 7.45 p.m.♡♡

Example

On Monday, Paul is going to watch TV.

- 1 On Tuesday, Paul and Hannah _____
- 2 On Wednesday, Paul _____
- 3 On Wednesday, Paul and Gemma _____
- 4 On Thursday, Paul _____
- 5 On Friday, Paul and Oliver _____
- 6 On Saturday, Paul _____
- 7 On Sunday, Paul and his family _____
- 8 On Sunday evening, Paul _____

MARK ____ / 8

2 Look at Paul's diary again and write questions for the answers.

Example

On Tuesday at 7.30.

When are Paul and Hannah going to play tennis?

- 1 On Wednesday at seven.

- 2 The sports centre.

- 3 Learn his lines.

4 His grandparents.

5 No, because he's going to go to the cinema with Gemma.

6 No, because the lesson is cancelled.

MARK ____ / 6

3 Look at the chart and write the school rules. Use *have to*.

Example

Tina has to wear a uniform.

	Tina's school	Barry's school
uniform	yes	¹ no
piano lessons	² no	³ yes
⁴ eat lunch at school	yes	yes
⁵ sport	no	no

- 1 Barry _____
- 2 Tina _____
- 3 Barry _____
- 4 Tina and Barry _____
- 5 Tina and Barry _____

MARK ____ / 6

4 Match the programmes to the pictures.

news western chat show cartoon
 nature programme quiz show



Example

news



1 _____



2 _____



3 _____



4 _____



5 _____

MARK ____ / 5

- 5 Read the interview with an actor 'Bob Petty' about his first movie. Tick (✓) the things he did and put a cross (x) next to the things he didn't do.

PRESENTER	Tell us about your first film, Bob.
BOB	I studied at a music school, but my first film was a drama.
PRESENTER	What did you study?
BOB	Ballet and modern dance, the guitar and piano, and I had singing lessons of course.
PRESENTER	You didn't have to do anything in the film that you learnt at school?
BOB	Well, I was in one scene in a disco where I won a competition for the best dancer.
PRESENTER	What about make-up and costumes?
BOB	You need make-up because of the strong lighting. But I wore normal clothes.
PRESENTER	What do you remember most about that film?
BOB	The hard work! There were lots of lines to learn.

Example

be in a scene ☒

sing ☒

- 1 learn lines _____
- 2 wear a costume _____
- 3 wear make-up _____
- 4 dance _____
- 5 play a musical instrument _____

MARK ____ / 5

- 6 Read about the film *The Hidden Princess* and mark the sentences true (T) or false (F).

The beautiful princess Mai Chi lived in her father's palace. She never went outside its high walls. Her father, the King, wanted to choose her husband. He didn't want her to meet a handsome young man and fall in love. So she stayed locked in the palace and the people of the city never saw her. But they talked about the poor, lonely princess and they were sad.

One day a famous general, Xiao Lu, came to the city. The King wanted to thank him for winning so many battles. He wanted to give him a medal. Of course, when Xiao Lu came, the King didn't want Mai Chi to meet the soldier, so he shut her in her room. When the King saw that Xiao Lu was younger and more handsome than any other general in his army, the King thought, 'I was right to lock up my daughter. I don't want her to fall in love with this man. I want her to marry a prince. Xiao Lu is just a soldier.'

But Xiao Lu knew from the people of the city that the King had a beautiful daughter. So, that night, he searched the castle until he found her room. Very quietly, he went in and woke her up. It was dark, she was frightened and she started to shout loudly. Xiao Lu stopped her and escaped with her. They went to the mountains and they lived in Xiao Lu's castle. Mai Chi fell in love with him and they got married. The King was angry at first, but in the end he was happy when his daughter and son-in-law came to live in the palace with their children. The old King loved his grandchildren.

- 1 Mai Chi had to choose her husband. _____
- 2 The people of the city often saw Mai Chi. _____
- 3 The people of the city felt sorry for Mai Chi. _____
- 4 The King wanted to give Xiao Lu a medal for winning a lot of battles. _____
- 5 The King introduced Xiao Lu to his daughter. _____
- 6 Xiao Lu was an ugly old man. _____
- 7 The King wanted Mai Chi to marry a prince. _____
- 8 Xiao Lu was a prince. _____
- 9 Mai Chi fell in love with Xiao Lu the first time she saw him. _____
- 10 Mai Chi, Xiao Lu and their children went to live with the old King. _____

MARK ____ / 10

TOTAL ____ / 40

Revision 3

- 1** Complete Marketa's e-mail with the correct form of the verbs in brackets.

Hi Rosie,

I am having (have) a great holiday in Spain. Our hotel ¹ _____ (be) near the beach and we ² _____ (go) there every day. I always ³ _____ (swim) in the pool, but my brother Victor ⁴ _____ (not swim). He only ⁵ _____ (lie) on the sand to get brown. I have attached a picture of us both. We ⁶ _____ (stand) in front of the hotel. Look at Victor! He ⁷ _____ (wear) his sunglasses and he ⁸ _____ (try) to look cool, as usual! Last night, we ⁹ _____ (go) to the cinema, but we ¹⁰ _____ (not like) the film.

See you soon,
Marketa

MARK ____ / 10

- 2** Complete the second sentence. It has to mean the same as the first.

Example

She is a beautiful dancer
She dances beautifully.

- He is a good driver.
He drives _____.
- All the students work hard.
All the students are _____ workers.
- Tom is a slow runner.
Tom runs _____.
- Her behaviour was bad.
She behaved _____.
- They played their music loudly.
They played _____ music.

MARK ____ / 5

- 3** Make the sentences negative.

Example

Our teacher is happy. Our teacher isn't happy.

- 1** We have to work hard.

- 2** We can talk in class.

- 3** We are learning English.

- 4** We wrote a story yesterday.

- 5** We have Maths every day.

MARK ____ / 5

- 4** Match the film posters to the types of film.

Example

musical A

- | | |
|--------------------------------|-----------------------------|
| 1 comedy film _____ | 4 police drama _____ |
| 2 western _____ | 5 thriller _____ |
| 3 romantic comedy _____ | |

<p>A Songs of Denmark</p> <p>Music and dancing spectacular based on Danish folk music.</p>	<p>B Terror in the Big City</p> <p>Can Bond find the stolen computer before it is too late?</p>
<p>C Mrs Mix-Up</p> <p>School teacher who can't get anything right – lots of laughs!</p>	<p>D Inspector Mitchell's Last Case</p> <p>Famous detective solves one more crime before retirement.</p>
<p>E Valentine's Day</p> <p>Three girls meet their future husbands on 14th February.</p>	<p>F Fighting Cowboy</p> <p>Randy leaves his cows and helps the sheriff clean up the town.</p>

MARK ____ / 5

5 Choose the best word for each gap.

Example

They were in a deep valley. *mountain / valley / hill*
It was as black as ¹_____ *lead / feather /*
night. The rain was ²_____ *hot / windy /*
heavy and the sky was ³_____ *cloudy / dry*
/ sunny. They were alone and they couldn't see
anything. They were ⁴_____ *beautiful / afraid*
/ friendly. They just ⁵_____ *walked / talked /*
wanted to go home.

MARK ____ / 5

6 Listen. Peter is talking about what he is going to watch on TV. Complete the text with one of these words or phrases.

a quiz show the news a documentary
a sports programme ~~cartoons~~ a police drama

Peter is going to watch *The Simpsons*, because he loves cartoons. He is also going to watch a ¹_____ called *The Bill* and ²_____. That's called *London Today*. After that he's going to watch a ³_____ called *Who wants to be a millionaire*. Peter loves watching football so he's going to watch the ⁴_____ *Match of the day*. He's going to finish the evening watching a ⁵_____ called *Horizon*.

MARK ____ / 5

7 Read the conversation and mark the sentences true (T) or false (F).

TED Hi, Sammi. How are you?

SAMMI Oh, hi Ted. I'm fine, thanks.

TED Are you doing anything tonight?

SAMMI I'm going to wash my hair. But it's not important.

TED Do you like action movies?

SAMMI Sometimes. I like romantic comedies better.

TED Oh. Only there's a good action movie on tonight at the Palace Cinema at seven. It's called *Thunder Road*.

SAMMI I know, but *Romance at Summer Camp* is on at the same time in the same cinema.

TED I thought we could go to *Thunder Road* with Amy and Mike.

SAMMI Why don't you go to *Thunder Road* with Mike? I want to go to *Romance at Summer Camp* with Amy. We can meet after the films and you can buy us hamburgers and cola!

TED Well, OK.

1 Sammi didn't have any plans for the evening. _____

2 She has to wash her hair. _____

3 Sammi prefers romantic comedies to action films. _____

4 The two films are on at Palace Cinema. _____

5 *Romance at Summer Camp* is an action movie. _____

6 Sammi wants to watch the same film as Ted. _____

MARK ____ / 6

8 You are Ted. Use the information in the conversation. Write an e-mail to Mike about the plans for the evening. Tell him where you are going and when, and what you are going to do. Say what you are going to do after the film.

Hi Mike,

See you tonight,
Ted

MARK ____ / 4

TOTAL ____ / 45

148

5 1 E 2 A 3 D 4 B 5 C

2.53

ANNA Hi Mark.

MARK Hi Anna. Where are you?

ANNA I'm in front of a cage. There are some monkeys in it. They're sitting in a tree, and they're eating bananas. What are you looking at, Mark?

MARK I'm looking at some meerkats. But their pen is a bit boring. There aren't any trees in it.

ANNA Are the meerkats eating anything?

MARK No, they aren't. What are the others doing?

ANNA Well, Ben's looking at the snakes, and Karen's watching the elephants. The keeper is feeding the elephants at the moment. Where are Bobby and Tony?

MARK I don't know, but I'll call Tony on his mobile.

TONY Hi Mark.

MARK Hi Tony. What are you doing? And is Bobby with you?

TONY Yes, he is. He's looking at the lions. I'm looking at the tigers. They're next door to the lions. The tigers are sleeping, but the lions are waiting for their lunch. They look very hungry.

- 6 1 Anna monkeys
2 Ben snakes
3 Karen elephants
4 Bobby lions
5 Tony tigers

- 7 1 At eight o'clock.
2 Because she lives in the school.
3 She has dancing lessons.
4 English.
5 No.
6 Because she wants to be a famous ballet dancer.

8 Sample answer

My name is [...]. I go to school at seven thirty. My favourite subject is [...]. Please write to me.

Unit 3 Test

- 1 1 We travelled by train to Calais.
2 My brother forgot his MP3 player.
3 He played computer games in the car.
4 We took the boat to Dover.
5 My mum didn't enjoy the boat trip.
6 We ate fish and chips in a restaurant.
7 But my mum didn't like the food.
8 We arrived in London at eight o'clock.

- 2 1 Where were you at Christmas? / When were you in Spain?
2 Where was Tom last night? / Who was at a party last night?
3 Where did they buy their tickets? / What did they buy at the hotel?
4 Who did you take to the zoo? / Where did you take the children?
5 What did David forget? / Who forgot his passport?
6 When did Baron von Drais make the first bicycle? / What did Baron von Drais make in 1817? / Who made the first bicycle in 1817?

- 3 1 We didn't go swimming on holiday.
2 Our hotel wasn't near the beach.
3 Did you like your last holiday?
4 My brother drove all the way to Spain last year.
5 Last night we ate spaghetti for dinner.
6 I was in Italy last summer.

- 4 1 Betty went on holiday by boat.
2 Charles went on holiday by bicycle.
3 Dana went on holiday by car.
4 Eric went on holiday by plane.
5 Fiona went on holiday by train.

5 1 d 2 b 3 e 4 c 5 a

- 6 1 True 5 True 8 True
2 True 6 False 9 True
3 True 7 False 10 False
4 False

Unit 4 Test

- 1 1 There's an egg.
2 There isn't any orange juice.
3 There are three apples.
4 There's some cheese.
5 There aren't any onions.
6 There's a sandwich.

- 2 1 a cup of coffee 4 a packet of crisps
2 a bottle of lemonade 5 a bar of chocolate
3 a tin of tomatoes

- 3 1 a 3 some 5 The
2 The 4 a 6 the

- 4 1 a sandwich
2 ice cream
3 apple pie (or apple crumble)
4 a cheeseburger
5 cereal

- 5 1 eggs 4 grate 7 frying
2 tomatoes 5 mix 8 fry
3 cheese 6 milk

6 2 d 3 b 4 e 5 f 6 a

- 7 1 True
2 False (he only cooks dinners)
3 True
4 False (he makes the soup in the afternoon before the restaurant opens)
5 False (it's open from 7 to 11.30, four and a half hours)

Revision 2

- 1 1 phoned 6 didn't eat
2 took 7 makes
3 are eating 8 sliced
4 send 9 peels
5 have 10 am not sleeping

- 2 1 When are we going to the cinema?
2 Do you always eat meat on Tuesday?
3 How many students are there in your class?
4 What did the students have for lunch?
5 Are you learning to play the guitar?

- 3 1 The 3 some 5 any
2 some 4 an

- 4 1 satsuma 3 trout 5 milk
2 beef 4 beans

- 5 1 They missed the bus.
2 Someone stole her money.
3 He lost his ticket.
4 He broke his MP3 player.
5 Her hat fell into the river.

2.54

- JACK What will we order? Matilda, what do you want for a main course?
MATILDA Can I have the chicken?
JACK With the salad?
MATILDA No, with French Fries.
JACK Do you want the chicken too, Lee?
LEE No, too much meat isn't good for you. Can I have fish with carrots and cabbage? What do you want Jack?
JACK Spaghetti Bolognese sounds nice. Now, what do we want for dessert? Matilda?
MATILDA Apple pie.
JACK With ice cream?
MATILDA No cream, please.
JACK OK. Lee?

- LEE Fruit salad. And I don't want ice cream either.
JACK OK. And I want chocolate cake with ice cream.

- 6 1 apple pie and cream
2 fish, carrots and cabbage
3 fruit salad
4 Spaghetti Bolognese
5 chocolate cake with ice cream

7 1 b 2 b 3 c 4 a 5 c 6 c

8 Sample answer

Dear Lorna,
I had a bad day in the restaurant on Saturday.
My first customers were my aunt and uncle.
I brought the wrong food.
I broke a bottle of wine.
I forgot their water.
It was awful.
Bye for now,
Paul

Unit 5 Test

- 1 1 How wide is the swimming pool?
2 How long is the swimming pool?
3 How tall is the tree?
4 How tall is the man?
5 How heavy is the man?

- 2 1 hotter 5 more expensive
2 sunnier 6 worse
3 better 7 taller
4 older

- 3 1 Norma is taller than Rose.
2 Jenny is younger than Norma.
3 Rose is the oldest.
4 Jenny is shorter than Rose.
5 Norma is the tallest.
6 Norma is better than Jenny.
7 Rose is worse than Jenny.
8 Norma is the best.

- 4 1 lake 3 river 5 cliff
2 island 4 tunnel

- 5 1 cheap 3 difficult 5 cold
2 dry 4 light

- 6 1 Cyprus is drier than Ireland.
2 The grass is greener in Fantasyland than in Ireland.
3 It is wetter in Fantasyland than in Cyprus.
4 The smallest / shortest people live in Fantasyland.

- 5 No Fantasylanders are over one metre tall.
- 6 A *dat* has a cat's body and dog's head. (It doesn't have a tail.)
- 7 There are over a hundred kinds of animal on Fantasyland.
- 8 There aren't any real people on Fantasyland.
- 9 You can't go to Fantasyland by plane.
- 10 Fantasyland is the name of a place in the computer game Magic Islands.

Unit 6 Test

- 1
 - 1 On Tuesday, Paul and Hannah are going to play tennis.
 - 2 On Wednesday, Paul isn't going to wash his hair.
 - 3 On Wednesday, Paul and Gemma are going to go to the cinema.
 - 4 On Thursday, Paul is going to learn his lines.
 - 5 On Friday, Paul and Oliver aren't going to practise the violin.
 - 6 On Saturday, Paul is going to have / go to a rehearsal.
 - 7 On Sunday, Paul and his family are going to visit his grandparents.
 - 8 On Sunday evening, Paul is going to go to Gemma's house.
- 2
 - 1 When are Gemma and Paul going to go to the cinema?
 - 2 Where are Paul and Hannah going to play tennis?
 - 3 What is Paul going to do on Thursday?
 - 4 Who is Paul going to visit on Sunday?
 - 5 Is Paul going to wash his hair on Wednesday?
 - 6 Are Paul and Oliver going to practise the violin on Friday?
- 3
 - 1 Barry doesn't have to wear a uniform.
 - 2 Tina doesn't have to have piano lessons.
 - 3 Barry has to have piano lessons.
 - 4 Tina and Barry have to eat lunch at school.
 - 5 Tina and Barry don't have to do sport.
- 4

1 quiz show	4 chat show
2 cartoon	5 nature programme
3 western	
- 5
 - 1 learn lines ✓
 - 2 wear a costume ✗
 - 3 wear make-up ✓
 - 4 dance ✓
 - 5 play a musical instrument ✗
- 6

1 False	5 False	8 False
2 False	6 False	9 False
3 True	7 True	10 True
4 True		

Revision 3

- 1

1 s	6 are standing
2 go	7 is wearing
3 swim	8 is trying
4 doesn't swim	9 went
5 es	10 didn't like
- 2

1 well	3 slowly	5 loud
2 hard	4 badly	
- 3
 - 1 We don't have to work hard.
 - 2 We cannot (can't) talk in class.
 - 3 We aren't learning English.
 - 4 We didn't write a story yesterday.
 - 5 We don't have Maths every day.
- 4

1 night	3 cloudy	5 wanted
2 heavy	4 afraid	
- 5

1 C	2 F	3 E	4 D	5 B
-----	-----	-----	-----	-----



2.55

PETER What am I going to watch tonight? Where's the TV magazine? Ah, here it is. Let's see. ... *The Simpsons* is on. I'm going to watch that, I love cartoons. Are there any police dramas? ... Oh yes, *The Bill*. I'll watch that. And I'm going to watch the local news on *London Today*. Hmm! ... And I can watch *Who wants to be a millionaire?*, too. I like to see if I can answer the questions. What else is good? ... Well there's *Match of the Day*. I love football. And there's a good documentary on *Horizon*. I'm going to have a good night in front of the television.

- 6
 - 1 a police drama
 - 2 the news
 - 3 quiz show
 - 4 sports programme
 - 5 documentary
- 7

1 False	3 True	5 False
2 False	4 True	6 False

8 Sample answer

Hi Mike
 We're going to the Palace Cinema at seven to see *Thunder Road*. After the film, we're going to meet Sammi and Amy and buy them hamburgers and cola.
 See you tonight,
 Ted