Third edition Teacher's Book

Tom Hutchinson James Gault



UNIVERSITY PRESS

Teacher's Book Third edition

Tom Hutchinson James Gault

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford 0x2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi Kuala Lumpur Madrid Melbourne Mexico City Nairobi New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece Guatemala Hungary Italy Japan Poland Portugal Singapore South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2008

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2008

2012 2011 2010 2009 2008

10 9 8 7 6 5 4 3

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press (with the sole exception of photocopying carried out under the conditions stated in the paragraph headed 'Photocopying'), or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 476302 8

Printed in Spain by Orymu S.A.

ACKNOWLEDGEMENTS

Illustrations by: Glyn Goodwin: p. 123 (Map); John Haslam pp. 135, 137, 138, 139, 140; Andrew Painter pp. 95, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109; Mark Ruffle pp. 129, 130,133, 134.

Video stills taken from the Project video: 122, 123, 124, 126, 127.

Researched photos: OUP p. 125 (Football, cricket, rugby, ice hockey).

14194

Contents

Introduction	6
Teaching notes	
Unit 1	14
Unit 2	25
Unit 3	36
Unit 4	47
Unit 5	59
Unit 6	69
Workbook key	81
Photocopiable teaching notes	91
Photocopiable worksheets	95
DVD teaching notes	110
DVD worksheets	122

Tests contents

Unit 1	128
Unit 2	129
Revision 1	130
Unit 3	132
Unit 4	133
Revision 2	134
Unit 5	136
Unit 6	137
Revision 3	138
Tests answer key	140

three larger revision tests. Exch test contains ?

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 1 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
- At the back of the book you will also find:
 - a game
 - a world map
 - the phonetic alphabet

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. 128–139.
- 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:

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 learned 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 are provided below on page 11. 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 cassette.

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

- 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

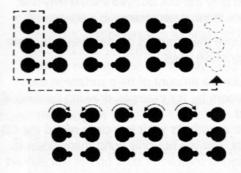
Project third edition makes extensive use of group and pair work, which makes a whole range of activities available and so adds variety to the lesson. However, these three points should be taken into consideration:

- 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.

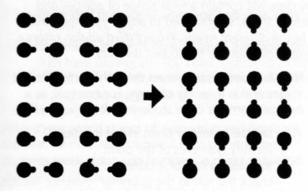
- Explain the activity.
- 2 Tell students to turn and face the person next to them.

- 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.

The basic language necessary for conducting lessons in English is covered in Unit 1.

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 'to 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 tape.
- 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:

- 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 1.

- 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 the 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 student's 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

- 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.
- 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 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 The verb to be; a / an; Imperatives (instructions); plurals; basic questions - What's your name? What's this? It's a / an ... This is

New vocabulary Greetings; useful words; classroom language; numbers 0-100; the alphabet; spelling.

Skills Making introductions; greetings; giving instructions; asking questions - How do you say ... in English? What does ... mean? How do you spell ...?

Pronunciation Short and long vowels; the alphabet.

Topic / Context Introductions / Classroom language. The children we see in each unit introduce themselves; students are introduced to the basics of English.

Culture Names and titles. SB p12

This unit teaches students how to introduce themselves in English and gives them some basic classroom language, including numbers. Encourage students who have already studied a little English to share their knowledge with the rest of the class. The Culture page for this unit can be studied after Section A or at the end of the unit. The English across the curriculum section is about mathematics and can be studied either after Section C or at the end of the unit. Students do a project on people and things in their lives.

Section A

SB pp.4-5

Hello

Aims of the section To introduce and practise basic greetings and introductions.

Grammar Introductions; – my / your. See WB Unit 1 pp.2-3; WB Grammar summary 1.1-1.2; WB Key TB p.81.

New vocabulary Hello, Hi, Good morning / afternoon, Good evening, Goodbye, Bye, See you (later), name, read, ask, answer, listen, talk, repeat, match, hear, dialogue, partner, introduce. See WB Wordlist p.74.

Explain that all the new words students meet in Project third edition can be found in the Wordlist at the back of the Workbook (pp.74-78).

Skills Listening to and practising greetings and introductions.

Context The children who we meet in each unit introduce themselves.

- 1 a Ask the class to look at the pictures. Play audio recording 1.2 for students to read and listen. Play the recording again, pausing after each introduction for students to point to the appropriate character.
 - **b** Play the recording again for students to listen and repeat.

Note that some audio scripts are not shown here, as they appear in full on the Student's Book page.

2 Point to picture 1 and ask Who's this? A student identifies the person as Pradeep. Point to pictures 2-6, asking different students to name the people. Divide the class into pairs for students to practise asking and answering the questions.

Answer Key

1	Pradeep	4	Rob
2	Erica	5	Julie
3	Amy	6	Sam

3 Explain that students will hear some of the people in the picture in exercise 1 speaking in each dialogue on the recording. Play audio recording 1.3 for students to listen and note down the names of the people they hear. Play the recording a second time and ask students to tell you who they hear.

Answer key

- 1 Sam and Julie
- 2 Rob Clarke, Miss Williams and Amy Cole
- 3 Pradeep, Erica, Julie
- 4 Amy and Sam
- 5 Mickey, Millie and Mut

1.3

MICKEY

MUT

	JULIE	Hi, Sam.
2	TEACHER	Rob Clarke.
	ROB	Yes, Miss Williams.
	TEACHER	Amy Cole.
	AMY	Yes, Miss.
3	ERICA	Pradeep!
	PRADEEP	Oh, hello, Erica. Hi, Julie.
	JULIE	Hello, Pradeep.
4	AMY	Hello.
	SAM	Hello, Amy. It's Sam.
	AMY	Hi, Sam.
5	MILLIE	Hi, Mickey.

Woof!

Oh, hi, Millie. Hello, Mut.

Hello, Julie.

- 4 Put students in groups of five or six. Introduce yourself to one student using the dialogue in the Student's Book. Students introduce themselves to everyone else in their group. You may want to let students walk around the classroom introducing themselves to everyone in the other groups.
- **5** a Play audio recording 1.4 for students to listen and repeat.
 - **b** Play audio recording 1.5, pausing it at intervals and asking students to answer. You can write each prompt and its possible responses on the board to help slower students, for example write **Good morning** to elicit **Good morning**. *I Hello*. *I Hi*.

1.5

- 1 Good morning.
- 2 Hello!
- 3 See you later.
- 4 Hi.
- 5 Good afternoon.
- 6 Good evening.
- 7 Goodbye.
- 8 Goodnight.

Answer key

- 1 Good morning.
- 2 Hi. / Hello.
- 3 See you. / See you later. / Bye
- 4 Hi. / Hello.
- 5 Good afternoon.
- 6 Good evening.
- 7 Goodbye. / Bye.
- 8 Goodnight.
- c Divide the class into pairs for students to write and practise their dialogues.
- **6** a Play audio recording 1.6 for students to read and listen without writing. Play the recording again for students to fill in the gaps. You may have to play the recording again for some students.

1.6 and Answer key

AMY Hello, Rob.

ROB Oh, hi, Amy. How are you?

AMY I'm fine, thanks. And you?

ROB Fine.

AMY OK. See you.

ROB Yes. Bye.

- **b** Put students in pairs to read the dialogue to each other.
- c Demonstrate possible dialogues using different expressions. You can play both parts yourself or choose a student to play the other part, for example

YOU Good morning, Tom. STUDENT Oh, hello, Miss Smith.

Optional Extra

You may like to ask students to choose names of famous people and roleplay the dialogue again.

Pronunciation 1.7 and 1.8

7 a Write the phonetic symbols from the Student's Book on the board. Play audio recording 1.7 for students to read and listen. Point to each symbol as students hear it. Play the recording again for students to listen and repeat, still pointing to each symbol as it is heard.

Explain that the different sounds in a language can be written as phonetic symbols, and that symbols from the International Phonetic Alphabet (IPA) are used in this course and many other courses and dictionaries.

Optional Extra

You can extend this activity by pointing to the symbols at random and making the students say them as you point.

- **b** Play audio recording 1.8. Students work on their own to match the sounds to the words.
- **c** Play the recording again for students to listen and check their answers. Play the recording a final time for students to repeat.

1.8 and Answer key

/1/ <u>i</u>t

/e/ yes

/æ/ Sam

/p/ Rob

/n/ Mut

/v/ good

Now you know ...

Read through the items students have learnt with them and check any difficulties they may have.

Revision idea

Ask each student to choose a name other than their own. Students introduce themselves to each other using their new name. Students then write from memory all the new names they can remember and who used them. The winner is the student with the most correct aliases.

Section B

SB pp.6-7

In the classroom

Aims of the section To introduce and practise basic vocabulary items with the indefinite article; to introduce classroom instructions.

Grammar Indefinite articles – a / an; instructions - Look. / Don't look. See WB pp.4-5; WB Grammar summary 1.3-1.4; WB Key TB p.81.

New vocabulary Book, apple, pen, pencil, exercise book, bag, watch, orange, umbrella, dog, cat, house, man, woman, girl, boy, desk, chair, board, window, door, picture; stand up, sit down, come here, draw, write, look, open, close, pick up. See WB Wordlist p.74.

Skills Saying what things are; giving and following instructions.

Context Working in the classroom.

This section gives students some of the basic language they need in the classroom and in simple exchanges. Encourage students who have already studied a little English to share their knowledge with the rest of the class, and where appropriate direct, them to the extension activities.

Grammar 1.9

1 Draw students' attention to Mut, who is demonstrating a book, an apple. Play audio recording 1.9 for students to listen and repeat. Use items you can see in the classroom to demonstrate the use of a and an with different sounds. For example, say a pencil, a teacher, a board, an exercise book, an orange, etc.

Vocabulary 1.10

a cat

a picture

a chair

10 a window

8

9

2 a Students work individually to fill the gaps.

1.10 and Answer key 1 a man 11 an orange 2 a house 12 a desk 3 a board 13 a watch 4 a woman 14 a boy 5 a door 15 a pen 6 a dog 16 a pencil 7

18

17 an exercise book

a bag

20 an umbrella

19 a girl

b Play audio recording 1.10 for students to listen and repeat. Where possible, point to the actual objects in the classroom for students to identify, for example to a pen, a pencil, an exercise book, etc.

Write a boy, a cat, a dog in one column on the board and an apple, an exercise book, an orange in another. Say the words for the class to repeat. Invite students to explain in their own language that in English, words beginning with consonant sounds use the indefinite article a, while those beginning with vowel sounds take the indefinite article an.

Optional Extra

Ask students to find more words from the list to add to the two columns. Students who have already studied some English may be able to contribute additional words.

3 Read through the example with a strong student. Then play audio recording 1.11 for students to listen. Students point to the objects pictured in exercise 2. Monitor the exercise by moving about the class while students are listening and pointing. Note any errors and write them on the board afterwards to discuss with the class.

0 1.11

- What's this?
- It's an umbrella.
- What's this?
- It's a door.
- What's this?
- It's a boy.
- · What's this?
- It's an orange.
- · What's this?
- It's a chair.
- What's this?
- It's a pencil.
- What's this?
- It's an exercise book.

Speaking

4 Divide the class into pairs. Let each pair walk around the classroom, pointing to objects and asking each other What's this? They may use items from their schoolbags, their pockets, their desks or other objects that they see in the room.

Vocabulary 1.12

- **5** a Play audio recording 1.12 for students to listen and repeat. Check they understand the meaning of the words. Explain that you will ask a student or students to follow each of the instructions, and that no one else should move.
 - **b** Play the recording again, pausing after each instruction, then name a student or students to carry it out. You may need to play the instructions through several times to give each student a chance to do one or more.

1.12

- 1 Write.
- 2 Listen.
- 3 Pick up your pen.
- 4 Stand up.
- 5 Open your exercise book.
- 6 Draw.
- 7 Look.
- 8 Close your exercise book.
- 9 Write on the board.
- 10 Come here.
- 11 Sit down.

Grammar 1.13

6 Students read Mickey's instructions. Cup one of your ears and say *Listen*. Put your hands over your ears and say *Don't listen*. Say *Now you* and cup one ear again to elicit *Listen*. Then put your hands over your ears to elicit *Don't listen*. Repeat with mimes for *Look* (hand above eyes) and *Don't look* (hand over eyes), *Talk* (mime talking) and *Don't talk* (hand over mouth). Mime the instructions in random order and get students to say the correct words. Then play audio recording 1.13 for students to listen and answer.

1.13

- 1 Listen. Don't listen.
- 2 Open the door. Don't open the door.
- 3 Talk. Don't talk.
- 4 Close your book. Don't close your book.
- 5 Sit down. Don't sit down.
- 6 Write your name. Don't write your name.
- 7 Open the window. Don't open the window.
- 8 Stand up. Don't stand up.

Listening and speaking 1.14

7 Explain that students will now hear some new instructions and that they must follow each instruction. Make sure students start with their books and exercise books closed. Play audio recording 1.14, stopping after each instruction for students to follow it.

1.14

Stand up.

Say 'hello'.

Don't sit down.

Say 'I'm an umbrella'.

Sit down.

Don't open your book.

Open your exercise book.

Pick up your pen.

Write your name.

Draw a dog.

Draw a watch.

8 Students work with a partner to practise giving and following instructions. Monitor the language used, offering corrections where necessary.

Possible answers

Open / Close the window. Don't open / close the window.

Open / Close your book. Draw the apple. Give me the apple.

Give me your book. Draw this. Pick up your bag. Don't look at your bag.

Optional Extra

Stronger students could mime an action and other students guess the instruction (in pairs or teams). Pairs could also draw pictures, following instructions, for example *Draw a cat. Now draw a book*.

Pronunciation 1.15 and 1.16

9 a Write the phonetic symbols from the book on the board. Play audio recording 1.15 for students to read and listen. Point to each symbol as students hear it. Play the recording again for students to listen and repeat, still pointing to each symbol as it is heard.

Optional Extra

You can extend this activity by pointing to the symbols at random and making students say them as you point.

- **b** Students work on their own to match the sounds to the words.
- **c** Students work on their own to write the correct sounds.
- **d** Play audio recording 1.16 for students to listen, check their answers and repeat.

1.16 and Answer key

you /ju:/ 2 girl /q3:1/ 3 see /si:/ 4 draw /dr2:/ 5 are /a:/ 6 who /hu:/

Now you know ...

Check that the class has no difficulty with any of the classroom instructions or the use of a and an with the words they have learnt in this section.

Revision idea

Invite a student to come to the front of the class to give an instruction. Students follow the instruction as quickly as possible. The fastest person to follow the instruction then comes to the front to give the next instruction.

Section C

SB pp.8-9

Numbers

Aims of the section To introduce and practise numbers 0–100.

Grammar Cardinal numbers. See WB Unit 1 pp.6–7; WB Key TB p.81.

New vocabulary Numbers 0–100, telephone, mobile, alive, finger, bite, let go, right. See WB Wordlist p.74.

Skills Listening to and saying numbers 0–100.

Context Numbers in everyday situations.

Vocabulary 1.17

1 Ask students if they know any numbers in English. Write any numbers they name on the board. Explain that *0* is usually pronounced *oh* in British English and *zero* in US English. Play audio recording 1.17 for students to listen and repeat.

Write the numbers 0–10 on the board and point to them at random for students to say aloud.

Optional Extra

Get students to count down from 10 to 0 backwards, going round the class.

Comprehension 1.18

2 a Play audio recording 1.18 for students to read and listen. Play the recording again for students to listen and fill in the gaps. Ask a student to write the numbers on the board and check the answers with the class.

Answer key

Pradeep 0<u>7700</u>125<u>8</u>4<u>3</u> **Amy** 4<u>0</u>223<u>9</u>

Language note

In English, we say each number separately when giving a telephone number, for example for 456767 we say four five six seven six seven. When a number is repeated, for example 44, we often say double four. In British English, o is pronounced oh, so for the code 0208 we say oh two oh eight.

b Put students in pairs to read the dialogues.

Listening and speaking 1.19

a Explain that students will hear some telephone numbers. Play audio recording 1.19 for students to write down the numbers. Students check their answers with a partner. Play the recording again. Invite a student to write the answers on the board. If necessary, play the recording again for the rest of the class to make corrections.

1.19

- What's your phone number, Rob?
 - It's 472996.
 - 472996?
 - Yes.
- 2 What's your mobile number, Olivia?
 - It's 0 double 7 double 03 676724.
 - 0 double 7 double 03 676724?
 - Yes.
- 3 What's your phone number, Mike?
 - It's 020 7946 8 double 3 2.
 - 020 7946 8 double 3 2?
 - Yes.

Answer key

 Rob
 472996

 Olivia
 077003 676724

 Mike
 020 7946 8332

b Read through the example with the class. Divide the class into pairs to practise asking and answering telephone numbers.

Language note

We usually say 100 as a hundred. We are more likely to say one hundred to emphasize a contrast with another figure, for example Is it two hundred pounds? No, it's one hundred.

4 Write the headings *Name* and *Phone number* on the board. Students copy the headings into their exercise books. Ask students to find out five phone numbers from other students. Students walk around class asking for and giving their telephone numbers. Alternatively, you can make this a game by asking students to collect as many numbers as they can in one minute.

Vocabulary 1.20 and 1.21

5 Write the numbers 11–20 on the board and ask students to name any they know.

Write any numbers students name on the board. Fill in missing numbers. Write 30, 40, 50, 60, 70, 80, 90, 100 on the board and elicit the English words. Play audio recording 1.20 for students to listen and repeat.

Draw attention to Mut's warning about fourteen and forty. In the -teen numbers, the stress falls evenly on both syllables or it can fall on the second syllable, while in the -ty numbers it falls on the first syllable.

- **6** a Students work with a partner to say the numbers. Read through all the numbers with the class. You may want to omit the word *pounds* in item two.
 - **b** Play audio recording 1.21 for students to listen and write down the numbers they hear. Check the answers with the class. In class or at home, students can write out the numbers in words.

1.21 and Answer Key

1 Happy birthday! You're thirteen today.

- 2 How much is this?
 - It's <u>nine</u> pounds <u>ninety</u>.
- 3 What number is your house?
 - It's number eighty.
- 4 Good morning. It's seven fifteen. Time for ...
- 5 What number is this bus?
 - It's number <u>seventy</u>.
- 6 What number is your Dad?
 - He's number 16.
- 7 Read numbers 20–23 aloud with the class and invite students to continue counting up to 30. Count up to 100 going round the class. If there are serious difficulties, start the process again, or divide the class into small groups to count up to 100 (each student taking a number in turn). Ask individual students to say the numbers. Monitor pronunciation carefully.
- **8** Ask students to say the numbers as a class. Write numbers between 21 and 100 at random on the board and ask students in turn to say the number you have written.

Listening and speaking 1.22

9 Play audio recording 1.22 for students to listen and write down the numbers they hear.

1.22

seventy-one sixty-four forty-nine thirty-eight fifty-five twenty-three eighty-two a hundred

Answer key

- 71
- 2 64
- 3 49
- 4 38
- 5 55
- 6 23
- 7 82
- 8 100

Optional Extra

With stronger groups, you may like to write number sequences on the board and ask students to complete them, for example 5 10 15 ____, 2 4 6 ____, 3 5 8 12 ____, etc. Fast finishers may like to think of number sequences themselves to challenge their friends.

Play the counting game Fizz Buzz with the class. Divide students into even numbered groups as far as possible. Do not form groups of five or seven. Students count round the group. When they come to a number that can be divided by five (for example 15, 60), they say fizz. When they come to a number that can be divided by seven (for example 14, 21, 49), they say buzz. When the number can be divided by both five and seven (for example 35, 70), they say fizz buzz.

Pronunciation 1.23

11 a Play audio recording 1.23 for students to listen, read and say the rhyme.

Cultural background note

This rhyme is traditional. It was written to teach children how to count. The earliest record of it being used is in 1888. It is often used by parents, and teachers because the rhythm helps children remember the numbers.

b Students match words with the same vowel sounds. Play the recording again for students to check their answers.

Answer key

five – alive, nine, bite, right fish – six, him, did, bit, which, finger, this, little seven – ten, then, let, again go – so

Optional Extra

Play the recording again two or three times using mimes to illustrate the words (counting on fingers, fishing mime, biting finger). Tell students that they are going to say the rhyme without the recording. Students say the rhyme without the recording while you mime the actions.

Now you know ...

Check students can count from 0–100 by counting round the class one more time. Ask different students to say their telephone numbers for other students to write on the board.

Revision idea

Divide the class into pairs. Each student writes down a list of twenty numbers between 0 and 100. In pairs, students take turns to dictate their numbers to each other and check the results.

Section D

SB pp.10-11

How do you spell that?

Aims of the section To introduce the alphabet; to introduce how to make plurals.

Grammar Questions – What's this ...?; How do you say ...?; What does ... mean?; How do you spell ...? See WB Unit 1 pp.8–9; WB Key TB p.82.

New vocabulary Letters A–Z. See WB Wordlist p.74.

Skills Spelling; asking about spellings and meanings.

Context Asking about people and things in the classroom.

Language note

In British English, the final letter of the alphabet (z) is pronounced /zed/, while in US English it is /zi:/.

Vocabulary 1.24, 1.25 and 1.26

1 Play audio recording 1.24 for students to listen and repeat. Draw seven columns on the board and ask students to say each letter individually. Write each letter in the appropriate column according to its sound, as below.

/eɪ/ Aa Hh Jj Kk	/i:/ Bb Cc Dd Ee Gg	/e/ Ff Ll Mm Nn Ss	/aɪ/ li Yy	/əu/ Oo	/ju:/ Qq Uu Ww	/a:/ Rr
	Pp	Xx				
	Tt	Zz				
	Vv					

Play audio recording 1.25 once for students to read and listen. Play the recording a second time for students to sing along.

Language note

Remind students that when a telephone number has a repeated digit, it is expressed as double. Explain that when spelling words aloud we also use double for repeated letters, so we say APPLE as A double P L E. It is important that students do not confuse double U with the letter W.

3 Point to one or two items in the classroom and say what they are. Spell the words for the objects and write the spelling on the board. Explain that students are going to do the same exercise. Play audio recording 1.26 for students to listen and write the spelling of the words.

1.26 and Answer key

1	door	5	close
2		6	woman
3	girl		apple
4	egg		umbrella

- 4 a Ask individual students to spell out some words. Write the words on the board exactly as the student spells them, allowing the rest of the class to note and correct any errors. When they have confidence, students continue in pairs.
 - **b** Look at the picture of Mickey with the class, then invite a student to come up to the board and write his / her name. You may want to ignore accents for this exercise or assign the students English names similar to their own names. Students continue in groups.

Optional Extra

You can extend this activity by asking students to work in pairs to spell out their names and addresses for their partner to write down in their exercise books. You can also dictate a number of names and addresses containing letters the students find tricky.

Listening and speaking 1.27

- **5** a Play audio recording 1.27 for students to read and listen.
 - **b** Read through the items in exercise 5a again with a strong student, then divide the class into pairs to ask and answer similar questions. When students have finished, ask each pair to ask and answer a question in front of the rest of the class. For item 2 you may want students to insert the word for house in their own language.

Grammar 1.28 and 1.29

- **6** Draw a dog on one side of the board and two dogs on the other. Write *one dog* and *two dogs* in the appropriate places. Read through the other words in the list with the class. Ask *How do we make plurals*? (*By adding an -s.*) Play audio recording 1.28 for students to listen and repeat.
- 7 Point to the pictures in exercise 6 and ask How many dogs are there? (Two.) How many girls are there? (Three.) How many books are there? (Four.) Ask How many desks are there in your classroom? to elicit an answer based on the example given, for example There are twelve desks.

Invite a student to ask the next question, for example *How many windows are there in the classroom?* and ask another student to respond. Continue until all the questions have been asked. If there are none of a certain item in your classroom, supply the following answer, for example *There are no pictures*. Do not introduce the negative *There*

8 Play audio recording 1.29 for students to listen and repeat. Check there are no difficulties with new words.

Language note

aren't any ... at this point.

Modern English is derived from a number of languages, including Latin and Germanic languages. Some plurals in English are irregular and do not simply add an -s. Nouns which end in certain consonants or consonant clusters (ch, sh, ss, s, x) add -es, while some other very common words form their plurals in different ways for historical reasons. When introducing the words, pay particular attention to the change in the pronunciation of the first syllables of women /1/ and children /1/.

Speaking

9 Ask students to list the things in the picture.

Optional Extra

In class or for homework, students write ten sentences about the picture.

Possible answer key

There's a cat.

There are four chairs.

There's a dog.

There are two umbrellas.

There are five glasses.

There are three boxes.

There are six oranges.

There are four apples. There's a watch.

There are two pencils.

There are three pens.

There's a boy.

There's a girl.

There's a man.

There's a woman.

There's a table.

Pronunciation 1.24 and 1.30

- **10** a Write the column headings *A*, *B*, *F*, *I*, *O*, *Q*, *R* on the board. Ask students if they can remember which column each letter goes in. Point to column A and ask *Does C go here?* to elicit *No*. Point to column B and ask the question again to elicit *Yes* and write *C* under *B*. Repeat with letter *D*. Explain students are going to do the same exercise. Play audio recording 1.24 for students to listen to the alphabet and write the letters in the appropriate columns.
 - **b** Play audio recording 1.30 for students to listen and check their answers.

1.30 and Answer key

/eɪ/	/i:/	/e/	/aɪ/	/au/	/ju:/	/a:/
A	В	F	1	0	Q	R
Н	C	L	Υ		U	
J	D	M			W	
K	E	Ν				
	G	S				
	P	X				
	T	Z				
	V					

Now you know ...

Give students an oral spelling test using words from this unit to check their knowledge of spelling and of the alphabet.

Revision idea

Practise saying the alphabet with the class. Begin with the letter A, then throw an empty pencil case, soft ball or similar soft object to a student to continue with B. The object passes from student to student until the alphabet is complete. Repeat the activity if necessary. Alternatively, go round the class pointing at students to say each letter of the alphabet in sequence or just sing the song again.

Culture

SB p12

Names and titles

Aims of the section To explain the form of names and the use of titles in English.

New vocabulary Full name, first name, middle name, surname, nickname, Mr, Mrs, Miss, Ms, Sir, married.

Skills Using names and titles correctly.

Context People introduce themselves in a formal manner.

Cultural background note

In English-speaking countries, people have a first name, a surname (their family name) and often one or more middle names. The first name and middle names are chosen by the parents when the child is born. In Britain the surname is the same as the father if the parents are married.

1 a Play audio recording 1.31 for students to read and listen.

Ask students if they have middle names or nicknames. Ask students *What's your surname?* or *What's your full name?* or *What's your first name?* to check if they have understood correctly.

2 a Play audio recording 1.32 for students to read and listen.

Cultural background note

In Britain, some women prefer the title Ms to Miss or Mrs. This is because they say that as men only have one title whether married or single, women should only have one title too. For married women who don't take their husband's surname this also avoids the problem of whether they are Miss or Mrs.

Write your name and title on the board. Elicit other names and titles of, for example *teachers*, *parents* and *family members*.

Discuss with the class how they address teachers and other figures of authority in their own language. You may decide that the class should address you as *Miss* or *Sir* in future lessons.

b Make a table on the board comparing the English form of titles to the forms used in the students' countries.

If you have a copy of the DVD, you could play Unit 1 here and give students Worksheet 1 on p122.

English across the curriculum

SB p13

Maths: sums

Aims of the section To introduce the English used in basic arithmetic.

New vocabulary Plus, minus, times, divided by, equals.

Skills Doing sums in English.

Context Arithmetic lesson in English.

- 1 Write the symbols on the board. Play audio recording 1.33 for students to listen and point to symbols when they hear them. Play the recording again for students to listen and repeat. Point to symbols and get students to say the correct English word.
- 2 a Divide the class into pairs to do the exercise.
 - **b** Ask a student to read out the sums to check the answers.

Answer key

1 – 5 ×

2 × 6 +

 $3 = 7 \div$

4 + 8 -

3 Ask each student to write eight sums and then ask their partner for the answers.

Optional Extra

Prepare twenty sums. Divide the class into teams. Read out each sum. The first team to answer correctly gets a point. The team with the most points wins.

Students play the Pass the parcel sum game. Make students stand in a circle. Demonstrate the game by writing 23 on the board. Say twentythree. Write + 5 on the board and say plus five. Write 28 and say twenty-eight. Write a number between 1 and 100 on the board, and throw the 'parcel' to a student. (The parcel can be any small item, for example a ball.) The student says the number. The student then throws the parcel to another student and the game continues. Give this student a sum, for example by pointing to the number on the board and saying times 3. The student says the answer and throws the ball to another student, to whom you give another sum by saying, for example minus five. The student then takes five away form the last number. Students who get their answers correct sit down and take no more part in the game. Alternatively, students stay in the game until they get three answers correct. This gives students a little more practice.

Answer key

Three pens, an apple, four desks, one bag, two pencils, one door, two windows, one umbrella

b Students write five sentences about the picture.

Possible answer key

There are four dishes.

There is an apple.

There is a bag.

There are two pencils.

There is a door.

Your project

SB p15

About me

Aims of the project To practise vocabulary and grammar from Unit 1; to provide a personal record of what has been learnt which can be used for later self-study revision.

New vocabulary Computer, pop group, favourite.

Skills Collecting and writing information about yourself.

Context Students prepare a scrapbook or poster with their personal details.

Tell the class that as they are learning English they will be putting together projects about themselves. Projects can be done in class or for homework. Explain that for their first project, students are going to put together some information on themselves. The projects can be done in a scrapbook or on posters, and projects will be displayed in the classroom when finished. The projects give students the opportunity to use their artistic and organizational skills together with the English they have learnt. Students may find new vocabulary when they collect their own pictures. New vocabulary must be correct with the correct spelling. Most students enjoy drawing. However, it is perfectly acceptable to use photographs where appropriate. You should check all project work. All errors should be corrected.

Look at Julie's project in the Student's Book with the class. Explain that this is a model and that the students' own project can contain different pieces of information and be organized in a different way.

What to do

1 To prepare, students bring in or draw pictures of themselves, some of their possessions and some of their favourite people. If the project is being done in class, ask students to bring in as many pictures as possible and to share them with their classmates. Divide the class into small groups. Invite students to show their group the pictures they have chosen and to discuss what to write in the captions. Help with any new vocabulary they may need.

2 Students work on their own to put all the information they have prepared into their project. Check all pieces of writing for accuracy before they are included in the project. When the projects are complete, they should be displayed for other students to read.

Song

SB p15

There were ten in the bed

Aims of the song To reinforce the numbers 1–10; to practise pronunciation.

Explain that students are going to learn a traditional English song. Read the first verse aloud and explain the meaning. Play audio recording 1.38 for students to listen and read. Play the recording again for students to listen and sing.

Optional Extra

Divide the class into groups of five. Each group stands in a straight line. When they get to the line of the song which says, *Roll over* all the students turn around 360 degrees. When they sing *and one fell out*, the person at the end to the left of the line turns round again and moves away from the group. For the first five verses they can move to the right end of the group. After verse five, students who roll away from the group should not return to it but stand behind so there is only one person left in the original line for the final verse.

Test

Students can now do the test for Unit 1 on p128.

2

Friends and family

Unit overview

Grammar focus The verb be – affirmative, negative and questions, short and long forms; Yes / No and Wh- questions; in, on, at, for, from; This is ...; possessive adjectives – my, your, his, her, its, our, their; possessive 's.

New vocabulary Countries; family; days of the week

Skills Visiting a friend; asking where someone is from; asking for and giving personal information; talking about families.

Pronunciation Word stress; /ɪ/ and /i:/; sentence stress.

Topic / Context Family and friends.

Culture What's your address? SB p24

The Culture page for this unit is about addresses and can be studied after Section A or at the end of the unit. The English across the curriculum section is about geography and can also be studied after Section A or at the end of the unit. Students do a project on their family.

Section A

SB pp.16-17

Where are you from?

Aims of the section To introduce and practise the verb *be* (affirmative and negative forms) and to introduce vocabulary of countries.

Grammar Be (affirmative and negative); in, from. See WB Unit 2 pp.12–13; WB Grammar summary 2.1, 2.3, 2.8; WB Key TB p.82.

New vocabulary Britain, the USA (the United States of America), France, China, Germany, Japan, Australia, Brazil, Italy, Russia, Greece, Spain, internet, friend. See WB Wordlist p.74.

Skills Saying where something is; introducing people; saying where someone is from.

Context Sam introduces himself and his friends.

Vocabulary 1.39 and 1.40

1 a Play audio recording 1.39 for students to listen and read the names of the countries. Play the recording again for students to listen and repeat. Point out that countries which are States, Kingdoms and Republics take *the* before them.

b Ask students to turn to p76 and look at the map. Say the names of the countries and ask students to point to them on the map.

Optional Extra

Ask students to look again at the countries on the map. Tell them to close their books. Divide the class into teams. Say the names of some of the countries and ask students to draw their outlines.

- **2** a Ask students Where is (the main town in your country)? Write (town name) is in (country name) on the board. Students then work individually to fill in the gaps.
 - **b** Play audio recording 1.40 for students to listen and check. Play the recording again for students to listen and repeat.

1.40 and answer key

- 1 Tokyo is in Japan.
- 2 Rio de Janeiro is in Brazil.
- 3 Sydney is in Australia.
- 4 Milan is in Italy.
- 5 London is in Britain (the UK).
- 6 Paris is in France.
- 7 Moscow is in Russia.
- 8 New York is in the USA.
- 9 Beijing is in China.

Optional Extra

Ask students if they know any other names of countries in English. Write them on the board. Divide the class into teams. Ask each team to write the names of three towns in any of these countries. Teams ask each other where the towns are. The team with the most correct answers wins.

Comprehension

3 Ask students to look at the pictures and read the text in the speech bubbles. Students answer the questions in pairs.

Answer key

- 1 Toby and Sue
- 2 Australia

Optional Extra

Ask students if they have any Internet friends and, if so, where they are from. Make a list on the board of the different places their Internet friends come from.

Pronunciation 1.41 and 1.42

- **4** a Play audio recording 1.41 for students to listen and read. Point out that they have to listen for the stress in each word, for example Italy, Brazil. Play the recording again for students to listen and repeat.
 - **b** Play the recording again for students to listen and put the countries in the correct column. Pause after every country for students to write.

● 1.42 a	nd Answ	er key	
•••	••	••	••••
Italy Germany	Brazil Japan	Britain China	Australia America

c Play audio recording 1.42 for students to listen and check their answers. Then play it again for students to listen and repeat.

Grammar

5 a Tell students to look at the speech bubbles in exercise 3 again. Then ask students to copy the sentences in the table into their exercise books and complete them.

Ansı	am	12.
A	'm	a girl / boy.
He She It	is 's	from Sydney in Australia.
We You They	are 're	in the classroom. here.

- **b** Students write five sentences using the table. You may want to give this task for homework.
- 6 a Students complete the sentences.

Answer key

- 1 This is Edgar. He is from Brazil. He is 12.
- 2 I am from Italy. My name is Otto and I am 11.
- 3 We are from the USA. We are from New York.
- 4 This is Claire. She is 11 and she is from France.
- 5 They are from China.
- 6 You are my Internet friend.
- **b** Students rewrite the sentences changing the verbs to the short form.

Answer key

- 1 This is Edgar. He's from Brazil. He's 12.
- 2 I'm from Italy. My name's Otto and I'm 11.
- 3 We're from the USA. We're from New York.
- 4 This is Claire. She's 11 and she's from France.
- 5 They're from China.
- 6 You're my Internet friend.

- **7** a Play audio recording 1.43 for students to listen and read.
 - **b** Write the gapped table on the board and invite a student to complete it. Correct any mistakes. Ask students to copy the completed table into their exercise books.

Answer key

I am not Sam. I'm not Sam. Toby is not 12. Toby isn't 12.

We are not from Britain. We aren't from Britain.

8 Students rewrite the sentences changing the verbs to the negative form.

Answer key

- 1 I'm not from France.
- 2 She isn't 12.
- 3 They aren't from London.
- 4 He isn't my friend.
- 5 We aren't from Hungary.
- 6 I'm not 11.
- 7 My name isn't Sam.
- 8 Your friends aren't here.

Speaking and writing

- **9** Divide the class into groups. Each group sits in a circle and plays the game. Alternatively, play the game as a class. When a student makes a mistake, he or she drops out and the next student starts from the beginning again.
- **10** a Ask each student in the class to introduce himself / herself using the model in the Student's Book.
 - **b** Ask each student to choose a famous person. Students write out and say their introduction using the model in the Student's Book.

Optional Extra

Each student finds a partner and introduces himself / herself as the famous person, for example I am Tom Cruise. I'm 44 and I'm from Los Angeles in the USA. Each pair finds another pair and one student from each pair introduces him / herself and his / her partner, for example I'm Tom Cruise. I'm 44 and I'm from Los Angeles in the USA. This is Angelina Jolie. She's 31 and she's from Los Angeles in the USA. The groups of four then join another group to make eight, and one of each four introduces themselves and the other three. Then one from each eight introduces their group to the whole class.

Fast finishers choose a famous person and write negative sentences about them. They read the sentences to the class and the class tries to guess who their famous person is.

Now you know ...

Check students know the present simple of the verb **be** (affirmative, negative and short forms).

Revision idea

Ask students to make true sentences using the verb **be** beginning with **I**, **you**, **he**, **she**, **we** and **they**. Some sentences should be affirmative and some negative.

Section B

SB pp.18-19

My family

Aims of the section To introduce vocabulary for family relationships; to introduce the use of possessive adjectives and the possessive 's with pours

Grammar Possessive adjectives and possessive 's. See WB Unit 2 pp.14–15; WB Grammar summary 2.5–2.6; WB Key TB p.83.

New vocabulary Family relationships: grandfather, granddad, grandmother, grandma, mother, mum, father, dad, daughter, sister, son, brother, uncle, aunt, cousin. See WB Wordlist p.74.

Skills Asking and answering questions about people and their possessions.

Context Sam introduces his family.

Cultural background note

The names given to a grandfather and grandmother vary from family to family. Some may be personal to that family, but there are a number of common names. A grandmother may be called Granny, Grannie, Gran, Nana, Nan or Grandma. A grandfather may be called Granddad, Gramps or Grandpa. As with mum and dad, the initial letter of the word is written with a capital letter when it is used as a name, for example Hello, Grandma! However, it is written with a small letter when used to describe a relationship, for example This is my grandma.

Vocabulary 1.44

1 Ask students to look at the family tree and listen. Play audio recording 1.44. Play the recording again for students to listen and repeat. Point out that Sam is Erica's brother as well as his parents' son, and that Erica is Sam's sister as well as her parents' daughter.

Optional Extra

Students draw their own family tree and write the names of the people. Divide the class into pairs. Students tell their partners about their family, for example *My dad is Tom. My mum is Mary*. etc.

Comprehension 1.45

2 Play audio recording 1.45 for students to listen and read. Students write the answers to the questions.

Answer key

- 1 Anna (Sam's mum); Bill (Sam's dad); Sam; Erica (Sam's sister); Sam's granddad and grandma; Scruff (Sam's grandparents' dog).
- 2 They are in the garden.

Cultural background note

In the UK, people think of pets as part of the family and they usually call them he or she, for example He's a really lovely dog, isn't he? However, Sam refers to Scruff, his grandparents' dog, as it. This suggests he doesn't really like Scruff.

Grammar 1.46

3 Students complete the matching exercise. Write the headings *Pronouns* and *Possessive adjectives* on the board, and write the pronouns under the appropriate heading. Check students' answers, writing the correct possessive adjective beside each pronoun. Students copy the completed table into their exercise books.

Answer key

I my
he his
she her
it its
we our
you your
they their

Language note

For speakers of many languages, the concept of the non-gender-specific their is a strange one. You may need to explain to students that their refers to both women and / or men.

4 Point to different students in the class and ask *What's his name?* and *What's her name?* Then ask each student in turn to do the same.

Optional Extra

Give each student a picture of a famous person (or a famous pop group, or football team to practise *their*) from a newspaper or magazine. Students walk round the class asking the name of the person in their picture. To elicit *Their name is* ... every time a student answers correctly, they put a tick on a piece of paper. At the end, students tell you how many of their classmates knew their group or team. Who is the best-known?

5 Students complete the gaps in the sentences. Check answers with the class.

Answer key

- 1 She's my mum. I'm her son.
- 2 They're <u>our</u> mum and dad. We're <u>their</u> son and daughter.
- 3 He's my dad. I'm his daughter.
- **6** Play audio recording 1.46 for students to read and listen. Point out that when two people own one thing, only the second name takes 's.
- **7** Ask a student for a pen and ask *Whose is it?* Write *This is ... 's pen* on the board. Students stand up in turn and hold up an item. The rest of the class say, for example *This is Paula's pencil*. Students then look at the puzzle and write sentences from the information given.

Answer key

This is Erica's toothbrush.

This is Sam's book.

This is Bill's watch.

This is Anna's umbrella.

This is Grandma's dog.

This is Scruff's box.

This is Uncle Tom's pen.

This is Auntie Julia's bag.

Listening and speaking 1.47

8 Play audio recording 1.47 for students to listen and look at the picture. Play number 1 of the recording and pause. Ask *Whose is the box?* to elicit *It's Rob's box*. Tell students to write *Rob* and *box*. Play the rest of the recording for students. Write the names of the people and the things they own.

1.47

1	PRADEEP	Whose box is this?

AMY It's Rob's.

2 AMY Whose pencils are these?

SAM They're Rob's, too.

ROB No, they aren't. They're Amy's.

AMY That's right.

3 ROB Whose exercise book is this?

SAM It's yours Rob.

ROB Yes.

4 SAM Whose umbrella is this? PRADEEP It's Amy's umbrella.

AMY No. it's not.

ROB I know. It's Julie's umbrella. Where is

Julie?

Answer key

Rob – box, exercise book

Amy - pencils

Julie - umbrella

Optional Extra

Divide the class into teams of four or five students. Each person in the team finds a different item. (For big classes, you may wish only to have two or three items per team.) The teams go to the front of the class in turn. Each team member puts their item on the desk and says This is my ... When all the items are on the table, hold them up in turn and say Whose is it? One person from each team writes a sentence on a piece of paper, for example This is Stefan's exercise book. When you have asked about all the items, get the teams to exchange the papers with their answers. Ask about the items again, and write the correct answers on the board. Teams get a point only if they identify the correct person and if they have written the sentence correctly. The team with the most points wins.

Pronunciation 1.48 and 1.49

- **9** a This exercise introduces students to the /ə/ sound at the end of words. Play audio recording 1.48 for students to listen and read. Elicit the stress on the first syllable and the unstressed /ə/ sound at the end.
 - **b** Play the recording again for students to listen and repeat.

Optional Extra

Point out that the sound at the end of these words is the same as the indefinite article a. Write a father, a mother, a brother, a daughter, a computer, a teacher, a sister on the board. Say the words and students repeat after you. Students then say sentences in turn to practise the sounds. One student says There's a father, the next student says There's a father and a mother, the next student says There's a father and a mother and a brother, etc.

c Explain that students will hear a rhyme with lots of words ending with /ə/. Ask them to listen carefully for the sound. Play audio recording 1.49 for students to listen. Play the recording again for students to listen and say the rhyme.

Cultural background note

This rhyme is traditionally used as a game by children to find out what they might become as an adult. For example, after eating cherries, a child might 'count' the cherry stones using the 'job' titles in the rhyme. The last job mentioned is what you will become. For example if you had four cherries you would become a sailor.

Optional Extra

Write the words tinker, tailor, soldier, sailor, beggar and thief on the board and invite students to tell you what these people do. Give each student one of the words, and ask them to think of a short mime to illustrate the word, for example a tinker could be someone knocking on the door to sell pots and pans and a tailor could be cutting material with scissors. Students say the rhyme again, and stand up and do their mime when they hear their word.

Now you know ...

Check students know the vocabulary for members of the family and also how to use the possessive 's.

Revision idea

Ask students to take one or two of their personal items and label them with their name. Put the items on a desk in front of the class. Students look at the items and make a list of what they see, for example *Tom's pen, Maria's book*.

Ask students to tell the class about the names of their family, for example *My mother's name is Anna. My father's name is David.*

Section C

SB pp. 20-21

Mickey, Millie and Mut

Aims of the section To introduce the question form of the verb *be* and the corresponding short answers.

Grammar Present simple question forms of the verb *be*; short answers to these questions. See WB Unit 2 pp.16–17; WB Grammar summary 2.7–2.8; WB Key TB p.83.

New vocabulary Postman, policeman, alive, dead. See WB Wordlist p.74.

Skills Asking questions about people.

Context Mickey, Millie and Mut story about meeting new people.

Comprehension 1.50

1 a Ask students to read the story. Point to the characters and ask students who they are. Play audio recording 1.50 for students to read and listen. Then ask students to answer the questions.

Answer key

1 b

2 a

b Divide the class into groups of five. Give each student a role from the script (Millie, Mickey, Mut, Postman, the other dog). Students practise the dialogue. Groups perform the story for the rest of the class.

Grammar

2 Write be – questions and This is London Road.

Is this London Road? on the board one on top of the other. Highlight the change from This is ... to Is this ...? but do not say anything. Alongside This is ..., write You are our new postman. Under it, alongside Is this ...? write ___ our new postman? Elicit the missing words (Are you) and write them in the gaps. If students can't answer, write in the missing you to make it easier. If they still can't give you the correct answer, write in Are as well. Do another example with Your dog is friendly.

Students copy the completed table into their exercise books. Ask them how we make questions with the verb **be**.

Note It is useful to use a hand signal to illustrate the inversion in questions. You can do this by holding up your hand with the thumb and first finger extended and then rotating the wrist through 180 degrees to reverse the position of the thumb and finger. This signal can be used to prompt for corrections whenever a student forgets to invert or inverts something they shouldn't.

3 Students make questions from the sentences. Check the answers with the class.

Answer key

- 1 Is Mut their dog?
- 2 Are you Mickey's sister?
- 3 Is he our / your new postman?
- 4 Is Mut friendly?
- 5 Are they in their garden?
- 6 Is this London Avenue?
- 7 Are you Millie?
- **4** a Write the gapped table on the board. Elicit the missing words and write them in. Students copy the completed table into their exercise books.

Answer key

Are you our new postman? Yes, I am.

No, I'm not.

Is this London Road?

Yes, it is. No, it isn't.

Are they in the garden?

Yes, they <u>are</u>. No, they aren't.

Optional Extra

Ask each student a yes I no question with the present simple of be, for example Are you in the classroom? Is she a teacher? Are we dogs? Are they students? Students answer using the short answer form.

b Point out the ticks and crosses in the right-hand column. Tell students that questions with a tick should be answered Yes... and questions with a cross should be answered No... . Students write the answers to the questions.

Answer key

- 1 Yes, she is.
- 2 No, I'm not.
- 3 No, they aren't. (No, they're not.)
- 4 Yes, he is.
- 5 Yes, they are.
- 6 No, he isn't. (No, he's not.)
- 7 Yes, she is.
- 8 No. I'm not.

Listening, speaking and writing 1.51

5 a Write a table with four columns on the board and the headings Name? Boy or a girl? Where from? How old? Ask students to give you the full questions. Play the first part of audio recording 1.51 for students to read and listen. Elicit answers to the questions and write them in a row on the board. Play the second and third conversations for students to listen and make notes. Then ask students the questions on the board and write in the answers.

1.51

(The first part of the recording script is in the Student's Book.)

This is Kinga. Please say hello to her. 2 TEACHER

STUDENT 1 Are you from London?

No, I'm not. KINGA

STUDENT 2 Are you from Manchester?

No, I'm not. KINGA

Are you from England? STUDENT 1

No, I'm not. **KINGA**

Are you from Hungary? STUDENT 2 Yes, I am. I'm from Budapest. **KINGA**

Are you twelve? STUDENT 1

Yes, I am. Are you twelve, too? KINGA

This is your new classmate, Simon. 3 TEACHER Simon, are you from Oxford?

No, I'm not. SIMON

Are you from London? STUDENT 1

Yes, I am. SIMON

Are you twelve? STUDENT 2 No, I'm eleven. SIMON

b Students write sentences about the three new students using the information from the board. Invite different students to read out their summaries.

Optional Extra

Ask students yes I no questions using the table, for example Is Kinga from Manchester? Is Simon 14? Are they from Spain? to elicit short answer forms. Students then write three questions of their own. They walk round the class asking and answering.

c Divide the class into groups of four. Either give each member of the group a role card with the name, age and home of, for example, a famous singer / football player / TV star / actor or allow students to invent their own character. Students then play the game, asking each other questions in turn. They should follow the model in exercise 5a, using the short answer forms Yes, I am. and No, I'm not. as appropriate.

Pronunciation 1.52 and 1.53

- 6 a Write the sounds and words on the board. Play audio recording 1.52 for students to read and listen. Play the recording again for students to listen and repeat. Students practise the /1/ sound by reading the words next to it. Students do the same for the /i:/ sound. Students should practise until they can make the different sounds correctly. Point to different words at random for students to say them. Monitor pronunciation carefully.
 - **b** Play audio recording 1.53. Put students in groups to practise saying the sentences. Each student in the group says a sentence in turn without stopping. Ask students to say the sentences as quickly and loudly as possible, but with the correct pronunciation. Play the recording again for students to check their pronunciation.

Now you know ...

Check students know how to make yes I no questions using the verb be, and how to give short answers.

Revision of Section C

Ask each student to think of a yes I no question for any one of their classmates, for example Is Hannah from Brazil? Go round the class, inviting students to ask the person next to them their question. The other student answers using the short form. He / She then asks the question to the next person, and so on.

Section D

SB pp.22-23

What day is it today?

Aims of the section To introduce and practise yes / no and wh- questions.

Grammar wh- questions. See WB Unit 2 pp.18–19; WB Grammar summary 1.5 and 2.9. WB Key TB p.83.

New vocabulary Days of the week, birthday, song, DJ (Disc Jockey), today, now, happy. See WB Wordlist p.75.

Skills Asking and saying how old someone is.

Context Sam asks the radio DJ to play a song for his sister's birthday.

Vocabulary 1.54 and 1.55

- Ask students *What day is it today?* Write the day on the board. Play audio recording 1.54 for students to listen and read. Play the recording again for students to listen and repeat. Ask students to shout out the days of the week in order, starting from today, and write them on the board. Keep this list on the board until the end of exercise 2. Ask students to copy the list into their exercise books.
- 2 Explain that students are going to listen for days of the week. Tell students they are going to use the list they have just written in their exercise books. Ask them to write 1 beside the first day they hear, 2 beside the second, etc. Tell students they will hear one day twice. Play audio recording 1.55 for students to listen and write.

1.55 and Answer key

- 1 What day is it today?
 - It's Friday.
- 2 Is it Monday today?
 - No, it isn't. It's <u>Tuesday</u>.
- 3 Oh good. It's Saturday today.
- 4 What's your favourite day?
 - Friday. What about you?
- Sunday's my favourite day.
- 5 My birthday is on Wednesday.
- 6 Good morning. It's <u>Thursday</u> and this is Radio One.

Optional Extra

You should still have the list of days on the board. Write the question What day is your birthday (this year)? on the board. Play the recording again and ask students to answer the question. (My birthday is on Wednesday.). Now ask each student What day is your birthday? (they may need to look at a calendar) and, as students answer, place a tick beside the appropriate day. Which birthday day has the most ticks?

Cultural background note

In Britain, as in many other countries, phone-in programmes are popular on local and national radio. Listeners may phone the DJ (Disc Jockey) to contribute to a discussion, take part in a quiz, send a message to a friend or request a particular song. BBC Radio One and local radio stations specialize in the sort of music and programmes likely to appeal to teenagers.

Comprehension 1.56

3 a Students look at the picture. Ask *Who are the people?* Introduce the word *DJ* (*Disc Jockey*). Invite students to talk in their own language about what is happening. Ask students to think of questions in English that the DJ might ask Sam. Play audio recording 1.56 for the class to read and listen. (Stronger students can listen without reading the dialogue.) Students work with a partner to answer the questions. Check the answers with the class.

Answer key

- 1 A DJ on the Birthday Show.
- 2 Sam's sister, Erica.
- 3 On Tuesday.
- 4 He's ten.
- 5 She's twelve on Tuesday.
- 6 Sam is at the shops and Erica is at home.
- **b** Play the recording again, pausing after each sentence for students to listen and repeat. Divide the class into pairs to practise reading the dialogue. After the first reading, students change roles and read the dialogue again. Invite one or two pairs to perform the dialogue for the rest of the class.

Grammar

4 a Ask students to look back at the questions with he and she that they practised in Section C. Talk about how they made questions by inverting the verb and the subject. Write be – wh- questions on the board. Write You are at home. and She is 13. on the board. Now write the questions Are you at home? and Is she 13? on the board and elicit the answers (Yes). Explain that these are yes I no questions. Write Where _____? At home. on the board and elicit the missing words (are you). Write How old _____? 12 on the board and elicit the missing words (is she). Explain that these are wh-

questions. Ask students to copy the questions into their exercise books.

b Divide the class into pairs to put the words in the correct order. Fast finishers can ask each other the questions. Go round the class asking different pairs for the correct answers. Write the answers on the board.

Answer key

How old are you?
What is your name?
Where are you from?
When is her birthday?
What day is it today?
Where are they?
How old is your brother?
What is your phone number?

Listening 1.57

5 a Explain that students will hear some more birthday requests on a radio show. Students copy the chart into their exercise books ready for completion. Play audio recording 1.57 for students to listen and write the answers.

1.57

Hi. This is Dave Turner on *The Birthday Show*. What's your name?

JULIE Julie Clark.

DJ Hello, Julie. How old are you?

JULIE I'm twelve.

DJ And who is your song for?

JULIE It's for my friend. Her name's Maria.

When's her birthday?

JULIE It's on Friday.

DJ And how old is she?

JULIE She's twelve on Friday.

DJ OK. Where are you?

JULIE I'm at home.

DJ Is Maria there, too?

JULIE No, she isn't. She's at her house.

DJ Well, happy birthday, Maria, from your friend,

Julie. Here's the song.

2

Hi, this is Dave Turner on The Birthday Show.

What's your name?

PETER Peter Foster.

DJ Hello, Peter. How old are you?

PETER I'm eleven.

DJ And who is your song for?

PETER It's for my cousin. His name's Tom.

DJ When's his birthday?

PETER It's today.

And how old is he?

PETER He's ten.

OK. Where are you?

PETER I'm at my cousin's house.

Is Tom there, too?

PETER Yes, he is.

Well, happy birthday, Tom, from your cousin, Peter. Here's the song.

Answer key

-	misuce neg		
-	Speaker 1	Speaker 2	
1	Julie Clarke	Peter Potter	
2	Maria	Tom	
3	Friday	Today	
4	twelve	ten	
5	at her house	Tom's house	

- **b** Students work with a partner to practise the dialogues using the information in the chart. Monitor the accuracy of grammar and pronunciation.
- **c** Students work on their own to write similar dialogues. They then compare their ideas with a partner and practise the dialogues together.

Optional Extra

Encourage stronger students to write several dialogues. Invite two or three pairs to perform their dialogues to the rest of the class.

Writing

6 a Write the gapped text on the board and invite students to complete it. Students copy the completed text into their exercise books.

Answer key

Our caller ¹is Sam Wilson. ²<u>He's</u> ten. The song is for ³<u>his</u> sister. ⁴<u>Her</u> name's Erica and ⁵<u>she's</u> twelve on Tuesday.

b In class or for homework, students use the model in exercise 6a to write similar texts about Julie, Peter and themselves. Ask students to write the texts about themselves on a separate sheet of paper and, if possible, to add a photo or drawing of themselves and / or the pop singer(s) who perform their songs. When the work has been checked and corrected, stick it on the classroom noticeboard or around the walls.

Answer key

Our caller is Julie Clarke. She's eleven. The song is for her friend. Her name's Maria and she's twelve on Friday.

Our caller is Peter Foster. He's eleven. The song is for his cousin. His name's Tom and he's ten today.

Pronunciation 1.58

7 a Explain that when we say a sentence in English the words we stress can help us express its meaning. Play audio recording 1.58 for students to listen and repeat. Tell students to listen and mark the stressed syllables. Play the recording again.

Answer key

- 1 This song's for Erica.
- 2 What's her name?
- 3 When's her birthday?
- 4 The song's from her brother.
- 5 She's twelve on Friday.
- **b** Read the sentences aloud emphasizing the stress. Play the recording again for students to listen and repeat. Ask students if they know why the words are stressed. (Because they carry the main information.)

Optional Extra

You may like to extend this activity by doing a substitution exercise. Play the first sentence (*This song's for Erica*). for the class to repeat. Then say, for example *Tony*. The class says *This song's for Tony*. Play the second item for students to repeat. Say *His*. The class says *What's his name?*

Continue this substitution exercise with the last three items. Make sure the class maintains the correct intonation pattern.

Now you know ...

Check students know the days of the week and how to make *wh*- questions.

Revision idea

Teach students this traditional rhyme.

Solomon Grundy
Born on a Monday
Christened on Tuesday
Married on Wednesday
Took ill on Thursday
Worse on Friday
Died on Saturday
Buried on Sunday.
This is the end
Of Solomon Grundy.

Culture

SB p24

What's your address?

Aims of the section To explain how addresses are written in English.

New vocabulary Address, street, road, avenue, town, city, postcode.

Skills To write addresses on envelopes and in letters.

Context Addressing envelopes.

- **1** Ask students how addresses are written in their country. Compare to the English format. Point out differences and similarities.
- **2** a Explain that we often use short forms to save time when writing addresses. Point out the use of the full stop to indicate an abbreviation.
 - **b** Students write the short form of the addresses.

Answer key

High St. Sydney Ave. York Rd.

3 Students write the name and address by putting the information in the correct order.

Answer key

Mrs P. Green 14 James Street Oxford OX3 6DM

4 a Play audio recording 1.59 for students to listen and answer.

1.59

- 1 What's your address?
 - It's sixty-five Morgan Street.
 - How do you spell Morgan?
 - It's MORGAN.
 - OK. Sixty-five Morgan Street. And what town is that?
 - It's in Liverpool.
 - Liverpool. And what's the postcode, please.
 - It's L26 9RQ.
 - L26 9RQ. Thank you.
- 2 What's your address?
 - It's number 12, Peel Avenue.
 - How do you spell Peel?
 - It's P double E L. Number 12
 - OK. 12 Peel Avenue. And what town is that?
 - It's in London.
 - London. And what's the postcode, please?
 - It's EC5 7DG.
 - EC5 7DG. Thank you.

Answer key

1 2
House number 65 12
Street Morgan Street Peel Avenue
Town or city Liverpool London
Postcode L26 9RQ EC5 7DG

- **b** Divide the class into pairs to ask about the addresses they heard on the recording.
- **c** Students walk around the class gathering addresses from their classmates and writing them in their exercise books.

If you have got a copy of the DVD, you could play Unit 2 here and give students Worksheet 2 on p123.

English across the curriculum

SB p25

Geography: the world

Aims of the section To introduce the English used in geography.

New vocabulary Names of countries, names of continents, names of oceans, map.

Skills To name places in English.

Context Students describe a map of the world.

1 a Ask students to look at the map and change the underlined words to the correct ones.

Answer key

1 Africa

4 Europe

2 Atlantic Ocean

5 Pacific Ocean

3 Africa

6 R

b Play audio recording 1.60 for students to listen and check their answers.

1.60

- 1 The Indian Ocean is between Africa and Oceania.
- 2 North America and South America are between the Pacific Ocean and the Atlantic Ocean.
- 3 Africa is between the Atlantic Ocean and the Indian Ocean.
- 4 The Arctic Ocean is on the coast of North America, Europe and Asia.
- 5 Oceania is between the Indian Ocean and the Pacific Ocean.
- 6 The letter R is in Africa, Antarctica, America and Europe.
- 2 Students match words to pictures.

Answer key

- 1 a mountain
- 2 a river
- 3 a desert
- **3** a Play each part of audio recording 1.61 for students to listen and identify where the places are on their map. Students leave their fingers pointing to the place until you come and check. Help them where necessary.

1.61

- 1 The Atlantic Ocean
- 2 Asia
- 3 North America
- 4 The Pacific Ocean
- 5 Africa

- 6 Europe
- 7 The Indian Ocean
- 8 Antarctica
- 9 Oceania
- 10 The Arctic Ocean
 - **b** Play the recording again for students to listen and repeat.
- **4** Students look at the map, find the places and write sentences to answer the questions.

Answer key

- 1 It's in Africa.
- 2 They're in Asia.
- 3 It's in Africa.
- 4 It's in Asia.
- 5 It's in South America.
- 6 Europe and Oceania are small.
- 7 Antarctica is cold.
- 8 Student's own answer.

Revision

SB p26

Vocabulary

1 Students complete the family tree with the words.

Answer key

Granddad Grandma Father Dad Mother Mum Brother

2 Students unscramble the letters to find the days of the week.

Answer key

- 1 Thursday
- 5 Friday
- 2 Sunday
- 6 Wednesday
- 3 Tuesday
- 7 Monday
- 4 Saturday

Short forms

3 Students rewrite the sentences using short forms.

Answer key

- 1 We're in the garden.
- 2 I'm at the shops.
- 3 Erica isn't at home.
- 4 They aren't from the United States.
- 5 He's our teacher.
- 6 I'm not ten.
- 7 It's my birthday today.
- 8 Where's Sam?

Short forms and possessive adjectives

4 Students complete the sentences by filling in the gaps with the appropriate possessive adjectives or short forms.

Answer key

- 1 his, He's
- 2 her, They're
- 3 He's, his
- 4 Her, They're
- 5 She's, her

Questions with be

5 Students complete the dialogues with questions using the verb **be**.

Answer key

- 1 What's your name? Where are you from? How old are you?
- Who's your / the song for? What's her name? How old is she?

"5

6 Students write out the sentences using the cues.

Answer key

- 1 This is Erica's pen.
- 2 This is Sam's watch.
- 3 This is Bill's dog.
- 4 This is Scruff's ball.
- 5 This is Anna's book.
- 6 This is Granddad and Grandma's house.

Your project

SB p27

My family

Aims of the project To practise vocabulary and grammar from Unit 2; to provide a personal record of what has been learnt which can be used for later self-study revision.

New vocabulary bring back.

Skills Collecting and writing information about your family.

Context Students prepare a scrapbook or poster about their family.

Explain that students are going to do a project about their family. Read through Sam's project with them. Explain that this is a model, but that their own project can contain different pieces of information and can be organized in a different way.

What to do

- 1 To prepare, students bring in pictures of their family.
- 2 Students write a sentence about each of the people in the pictures.

3 Students work on their own to stick their family photographs into their book or on to a poster and write about their families. Check all pieces of writing for accuracy before they are included in the project. When the projects are completed, they should be displayed for other students to read.

Song

SB p27

My Bonnie

Aims of the song To increase confidence and fluency.

Context Listening to My Bonnie.

1 Ask students to read through the song. Help students to understand the meaning of new words, e.g. *bring back* by using pictures, mime and a dictionary, if possible.

Play audio recording 1.62 all the way through for students to listen and read. Play the song again for students to listen and sing along.

Test

For extra practice, see the Test for Unit 2 on p129 and Revision Test 1 on p130.

3 My world

Unit overview

Grammar focus The verb have got; adjectives.

New vocabulary Possessions; animals; colours; school subjects.

Skills Describing things.

Pronunciation Intonation in sentences and yes / no questions; /r/ and /l/; $/t \int /$ and /dz/.

Topic / Context The children talk about things they own and about their school.

Culture Schools in England and Wales. SB p36

The Culture page for this unit can be studied before Section D or at the end of the unit.

Section A

SB pp.28-29

I've got a computer

Aims of the section To introduce and practise *have got*.

Grammar Have got affirmative and negative forms. See WB Unit 3 pp.22–23; WB Grammar summary 3.1–3.2; WB Key TB p.84.

New vocabulary Television, radio, MP3 player, CD player, DVD player, bike, camera, car. See WB Wordlist p.75.

Skills Asking and talking about possessions.

Context Children talk about what they own and what they don't own.

Vocabulary 1.63

1 Ask students to look at the pictures. Play audio recording 1.63 for students to read and listen. Play the recording again for students to listen, read and repeat.

Comprehension 1.64

2 Get students to look at the pictures. Ask *Who are the people in the pictures? (Erica, Sam and Rosie) What is in the pictures? (Their computers)* Play audio recording 1.64 for students to listen and read. Students answer the comprehension questions.

Answer key

- 1 in her bedroom
- 2 in the living room

Language note

It is often difficult for students to grasp the concept of the two part has / have got to indicate possession, as most languages use a single form of the verb. Students at this level are unlikely to realize that the form of the verb looks like a present perfect, but if the question arises, you may need to explain that has / have got is used as a simple present tense in everyday speech. Ask students to compare how they express hasn't / haven't got in their own language.

Grammar

3 a Ask students to take one item from their desk or schoolbag and hold it up. Hold up a pen. Say *I've got a pen* and write the sentence on the board. Go round the class asking students to say what they've got and write their sentences on the board. Write *Who has got a computer?* on the board to elicit *Rosie's got a computer,* and *Erica and Sam have got a computer.* You can also ask *Who's got a brother?*

Write the table on the board for students to copy into their exercise books. Discuss how the contracted form of the verb is often used in speech and informal writing, while the full form is usually used in more formal writing or for emphasis.

b Ask students to hold up their items again with one hand and write with the other. Ask them to use the contracted form. Students write five sentences about what they and other students have / haven't got. (You may want to ask them to write more than five sentences.) Check the sentences are correct.

Optional Extra

Ask students to hold up their items again. If necessary, arrange for some students to have the same item. Go round the class asking students **Who's got a ___?** to elicit the use of third person singular and plural forms.

4 a Read through the example with the class. Students work individually to complete the sentences. Check the answers with the class.

Answer key

- 1 Rosie <u>has got</u> a computer.
- 2 Erica has got a brother.
- 3 I have got two sisters.
- 4 Mr Wilson has got a car.
- 5 We have got a good teacher.
- 6 Mickey has got a dog.
- 7 You have got my books.
- **b** Go round the class asking students to say the sentences with short forms.

Language note

is difficult to use a short form when there are two subjects. It is usually easier to use the full form, especially when the last name ends in a consonant. For example we avoid Erica and David've got a dog.

Answer key

- 1 Rosie's got a computer.
- 2 Erica's got a brother.
- 3 I've got two sisters.
- 4 Mr Wilson's got a car.
- 5 We've got a good teacher.
- 6 Mickey's got a dog.
- 7 You've got my books.
- 5 Students copy and fill in the gaps in the table. Ask students where the *not* goes. (Between the *has / have* and the *got*.)

Answer key

haven't got has not got

Listening 1.65

Students look at the pictures in exercise 1. Play audio recording 1.65 for students to decide what Pradeep has got. Play the recording again for students to check their answers. Then check answers with the whole class.

1.65

PRADEEP

I've got a radio and a CD player in my bedroom but I haven't got a computer or a television in my room. They're downstairs in the living room. I've got a mobile phone and my sister, Meena and I both have MP3 players. Meena's MP3 player is white and my MP3 player is blue. Meena has got a camera. She's lucky. I haven't got one. But she hasn't got a bike. I have. It's great.

Answer key

radio CD player mobile phone MP3 player

7 a Students look at the pictures. Read the example with the class. Ask students at random to make sentences saying what each person has and hasn't got. Students can write out the sentences at home.

Answer key

- 1 He hasn't got a bag. He's got a box.
- 2 They haven't got a car. They've got bikes.
- 3 She hasn't got a mobile. She's got a camera.
- 4 They haven't got a dog. They've got a cat.

b Students work in pairs. They look at the pictures in exercise 1 and say what they have and haven't got.

Optional Extra

Divide the class into pairs. Each student puts three things in front of him / her on the desk. Students compare what they have got with what their partner has, for example I've got a pen, but I haven't got a book. We've got a ruler. Jana's got an orange, but she hasn't got an apple.

Speaking

8 Go round the class saying sentences like those in the Student's Book. Each student adds a new item. When a student forgets something, he / she drops out of the game. The winner is the last student left in the game.

Pronunciation 1.66 and 1.67

- **9 a** The aim of this exercise is to get students to practise the correct intonation in sentences. In statements and *wh* questions our voice falls at the end of the sentence or question. Play audio recording 1.66 for students to read, listen and repeat. Highlight the intonation and ask students to copy the sentences into their exercise books and draw curves to show how the voice falls.
 - **b** First establish the intonation patterns by asking the class to hum rather than say the sentences with you. Then play audio recording 1.67 pausing after each item for students to repeat the sentences with the correct intonation.

Now you know ...

Check students can make affirmative and negative sentences with has I have got and hasn't I haven't got.

Revision idea

Put students into groups. Ask students to tell you what they have and haven't got in their houses. Students make a list and then tell you in sentences. Allow students to use a dictionary. The group with the longest list wins. You can repeat this game with what students have got in their gardens and schools.

Section B

SB pp.30-31

Have you got a pet?

Aims of the section To introduce and practise the question and short answer forms of the verb have got.

Grammar Has / have got (questions and short answers). See WB Unit 3 pp.24–25; WB Grammar summary 3.3–3.4; WB Key TB p.84.

New vocabulary Hamster, rabbit, rat, snake, horse, guinea pig, fish, spider, budgie, parrot. See WB Wordlist on p.75.

Skills Giving personal information.

Context Erica tells the class about her family's pets.

Vocabulary 1.68

1 Ask students to look at the pictures. Do a survey of pet ownership. Ask *Who's got a hamster? Who's got a rabbit?* etc. and find out which is the favourite pet. Play audio recording 1.68 for students to listen and read. Play the recording again for students to listen and repeat.

Comprehension 1.69

2 Explain that Erica and Sam have each got one animal and students have to listen and decide who has got which animal. Play audio recording 1.69 for students to listen and read. Students join the owner to his / her pet with a line.

Answer key

Erica – cat Sam – spider

Grammar

3 Get students to read the dialogue in exercise 2 again, one sentence each. Write the gapped table on the board with each element of the subject and verb in the affirmative statements in a different colour or with a number. Write up the question forms, supplied by the students, using the same colour or number scheme.

1 2 3
You have got ...
2 1 3
Have you got ...?

Discuss with the class how questions with *has / have got* are formed (by inverting the subject and the *has / have* element, while *got* stays in the same place). You may feel that you want to expand this table to include *I, she, we, they* forms of questions and short answers. Students copy the completed table into their exercise books.

Optional Extra

Students practise short answers. Hold up an item (for example a book). Say *Have I got a book*? to elicit *Yes, you have*. Hold up another item (for example a pen). Say *Have I got an apple*? to elicit *No, you haven't*. Ask students in turn to hold up an item and ask questions to elicit short answers. Use both names and pronouns when making the questions (*Has he got a ruler? Has Mary got an exercise book?*).

Language note

Students have already seen some short answers. Point out, however, that they consist of three elements, for example yes / no + pronoun + single verb / single verb + n't. Yes, he is. / No, he isn't. It is therefore not possible to answer the question Has Ben got a cat? with Yes, he has got. or No, he hasn't got. Emphasize the three elements of the short answer by clapping or beating out the rhythm of Yes, he has. / No, he hasn't.

4 Read the example with students. Students make questions from the sentences.

Answer key

- 1 Have you got a pet?
- 2 Has she got a brother?
- 3 Have they got a car?
- 4 Has he got a bike?
- 5 Have you got a computer?
- 6 Have our neighbours got a dog?
- 7 Has Erica got a CD player?
- 8 Has Sam got a mobile?
- **5** Read out the examples with students. Students follow the lines from Carol to the spider, and from Han and Chen to the hamster. Students make the sentences.

- 1 Carol's got a spider.
- 2 Han and Chen haven't got a parrot. They've got a hamster.
- 3 Janice hasn't got a horse. She's got two guinea
- 4 Ivan and Eva haven't got two guinea pigs. They've got a parrot.
- 5 David hasn't got two dogs. He's got one dog.
- 6 Lilia and Omar have got a cat.
- 7 Max has got five fish.
- 8 Miguel and Pilar haven't got three rabbits. They've got two rabbits.
- 9 Mustafa hasn't got a hamster. He's got a horse.
- 10 Rosita has got three birds.
- **6** Ask students to look again at exercise 5. Read the examples with students. Divide the class into pairs to ask and answer the questions. When they have finished, students change roles and ask and answer

the questions again. Alternatively, they can take it in turns to ask and answer individual questions.

Optional Extra

Fast finishers can ask and answer questions about class members, and their possessions. Go through the questions and answers with the class.

Speaking

7 Read through the example with a student. Ask students to find a new partner to ask and answer the questions. Monitor and check if there are any difficulties.

Optional Extra

Fast finishers make notes on the answers and write two or three true sentences about their partner. Select a few students to read out what they have written.

Answer key

Have you got a pet? Have you got ... a brother / a sister / a favourite band / a radio / a bike / a CD player / a computer?

8 Put a number of small items, including a pen, in a bag: about ten items is ideal. Explain that students are going to play a guessing game. You will tell them the initial letter of the item, and they must guess what it is. Read out the example with a student. Produce the pen from the bag. Continue the game, giving the initial letter of each object, and pulling the object out once students have guessed it, until students have guessed them all.

You can extend the activity by asking students to draw up to ten objects, each beginning with a different letter. They can be cut up and placed in a bag, or simply covered up. Students work in groups to guess what each student has, in the same way as in the class activity.

Pronunciation 1.70 and 1.71

- **9 a** Explain that students will hear the intonation patterns of questions that can be answered with **Yes** or **No**. Ask students to copy the questions into their exercise books. Play audio recording 1.70 for students to listen and repeat. Play the recording again for students to mark the intonation patterns in their exercise books (They should be rising.). Write the questions on the board and invite students to mark the intonation patterns on them. Play the recording again for students to check their answers.
 - **b** First establish the intonation patterns by asking the class to hum rather than say the words of each question with you. Play audio recording 1.71. Read through the questions with the class, then ask individual students to say them aloud. In case of difficulty, hum through the intonation patterns again with the class. Play the recording again for students to check.

Answer key

Have you got a brother?
Is it your birthday today?
Has Sam got a watch?
Are they your rabbits?

Now you know ...

Check students know how to make questions and short answers with has I have (not) got.

Revision idea

Revise has I have got, hasn't I haven't got.
Divide students into groups of four or five. Each group designates one student they will write questions about. The other members of the group write up to ten guesses about him I her. For example He I She's got a brother. He I She hasn't got a watch. Each member of the group then asks questions, for example Have you got a brother? Have you got a watch? The student replies Yes, I have. I No, I haven't. The group member with the greatest number of correct guesses is the winner. The activity can be repeated, with the groups making guesses about one or more other students.

Section C

SB pp.32-33

Mut's present

Aims of the section To introduce adjectives.

Grammar Adjectives. See WB Unit 3 pp.26–27; WB Grammar summary 3.5–3.6; WB Key TB pp.84–85.

New vocabulary Present, cricket bat, jumper, red, bone, old, small, nice, mouth, yellow, blue, green, black, white, orange, brown, grey, big, long, short, thick, thin, new, good, bad. See WB Wordlist p.75.

Skills Fluency in the use of hasn't / haven't got; extending the ability to give personal information.

Context Mickey, Millie and Mut get presents for their birthdays.

Cultural background note

In the UK, when you have a birthday, close relatives and friends give you presents and a birthday card. Children often have birthday parties, either at home or, more frequently nowadays, in popular fast-food restaurants. The party guests will bring presents for the child who is having the birthday. They play party games and sing songs, and they will have some special food, which usually includes a birthday cake. It is a custom to have candles on the cake, one for each year,

so a 12-year-old will have 12 candles. The birthday child shuts his / her eyes, blows out the candles and makes a wish. Everyone sings Happy Birthday to You.

Comprehension 1.72

1 a Students look through the picture story and talk about what happens when you have a birthday in their own country. Play audio recording 1.72 for students to read and listen. Check that there are no difficulties with new words and phrases, for example *jumper, cricket bat, present, bone*. Students write answers to the comprehension questions in sentences. Check answers with the class.

Answer key

- 1 They've got presents because it's their birthday.
- 2 Mickey's got a new cricket bat and Millie's got a red jumper.
- 3 Mut hasn't got a present.
- 4 They've got a big bone and a new blanket for Mut.
- 5 Millie's jumper is in Mut's basket.
- 6 Mickey's cricket bat is in Mut's mouth.
- **b** Play the recording again for students to listen and repeat. Divide the class into groups of five to act out the dialogue. Students can convey the thought bubbles by speaking the words as an aside. Students practise the dialogue three times altogether, taking it in turns to play each role. Invite one or two groups to act out the dialogue for the rest of the class.

Vocabulary 1.73

2 a Students look at the list of colours first and read the words. Play audio recording 1.73 (first part, colours only) for students to listen and read. Play this part of the recording again for students to listen and repeat.

Students read the second list of adjectives. Play the second part of audio recording 1.73 for students to listen and read. Play this recording again for students to listen and repeat.

Optional Extra

Ask students to close their books. Go round the class asking questions like *Has Millie got a yellow jumper?* to elicit responses in the form *No, she hasn't. She's got a red jumper.*

Hold up some objects or pictures, and ask students to choose the correct adjective, for example *Is it big or small? Is it long or short?*

b Divide the class into groups of four or five. Ask each group to find an object for each adjective and write its name beside the adjective. Allow students to use dictionaries or ask you for new vocabulary. Get each group to tell the class their answers. Write all new words on the board and ask students to copy them into their exercise books.

Grammar

a Write the sentences on the board. Students read the story in exercise 1 again and tell you where to put the adjectives. Elicit the fact that the adjective goes before the noun. Students copy the sentences with the adjectives into their exercise books.

Answer key

I've got a <u>red</u> jumper. They've got <u>good</u> presents.

b Read the example with the class. Go round the class asking students to put the words in brackets in the correct order.

Answer key

- 1 I've got a big present.
- 2 She's got six white birds.
- 3 We've got a good teacher.
- 4 Where's my yellow jumper?
- 5 I've got two black cats.

Optional Extra

Choose a suitable object in the room, for example the door. Point to it and say *This is a (brown) door.* Choose something else (for example yourself) and say *This is an (old) teacher.* Go round the class and ask each student to point to something and say a similar sentence about it.

Speaking and writing

- 4 a Explain that there are a number of differences between the pictures, and that students must find them by asking each other questions. Read through the instructions and example with a student. Remind students of the three-part rhythm of the short answers Yes, he has. I No, he hasn't by clapping or beating it out. Divide the class into pairs to ask and answer questions about the pictures.
 - **b** Read through the example with the class. Students work with their partner to write sentences about the differences between the pictures. Ask as many pairs as possible to read out a sentence describing the differences. Monitor the use of *a | an*.

- 1 Mickey's got a blue cap in picture A, but he's got an orange cap in picture B.
- 2 Mickey's got a red T-shirt in picture A, but he's got a brown T-shirt in picture B.
- 3 Mickey's got a new bag in picture A, but he's got an old bag in picture B.
- 4 Mickey's got a yellow watch in picture A, but he's got a green watch in picture B.
- 5 Mickey's got a short pencil in picture A, but he's got a long pencil in picture B.
- 6 Mickey's got a thick book in picture A, but he's got a thin book in picture B.

7 Mickey's got a black mobile in picture A, but he's got a white mobile in picture B.

Optional Extra

Fast finishers may like to compare two people they know well, either classmates or members of their family, and find as many differences between them as they can, using *have I has (not) got*.

Pronunciation 1.74

- **5** a The /r/ and /l/ sounds are difficult to pronounce correctly when they appear in combination and have to be said quickly. Play audio recording 1.74 for students to listen.
 - **b** Play the recording again for students to listen and repeat. Monitor pronunciation carefully. Ask students to say the words as quickly as possible.

Now you know ...

Check students know where to place adjectives in sentences.

Revision idea

Divide the class into two teams. If you have room, make each team stand in a line. The first student in team 1 chooses an adjective and asks, for example What have you got that's red? The first student in team 2 answers (in sentences) and describes three things, for example I've got a red pen. I've got a red jumper. I've got a red apple. If this is done without help from the other students in the team, the team gets two points. If the rest of the team has to help, the team gets only one point. Students then reverse roles. The game is repeated with the next pair of students and so on.

Section D

SB pp.34-35

My school

Aims of the section To practise the use of *have got*.

Grammar Have got. See WB Unit 3 pp.28–29; WB Grammar summary 3.1–3.4; WB Key TB p.85.

New vocabulary Class, Geography, History, Art and Design, French, ICT (Information and Communication Technology), Maths, RE (Religious Education), PE (Physical Education), Music, Science, Biology, Physics, Chemistry, Design and Technology, Citizenship, Games, Iesson, timetable, registration, assembly, break, lunch. See WB Wordlist p.75.

Skills Listening, reading and talking about school timetables.

Context Erica talks about her school timetable.

Language note

The days of the week in English begin with a capital letter. School subjects are also usually written with a capital letter when part of a school timetable.

Vocabulary 1.75

- **1** a Students look at the pictures. Play audio recording 1.75 for students to listen and read. Play the recording again for students to listen and repeat.
 - **b** Ask students which is their favourite subject. Go round the class asking *Who is your Art and Design teacher? Who is your English teacher?* etc. Then choose a few students and ask *Which subjects are you good at?*

Language note

The school day is divided into periods, usually of between 35–50 minutes each, depending on the school. When a lesson occupies two periods, it is called a double period.

Cultural background note

Technology is a subject in which students learn how to design and construct objects using a variety of materials, such as wood and metal. PE refers to activities such as gymnastics, whereas Games refers to hockey, football, rugby, and any other team or racquet sports. ICT is where students learn about computers and how to use them. In Religious Education (RE), students usually learn about many different religions. Citizenship (sometimes called Civics) is the subject where students are taught about how to behave in society and about how society works.

Comprehension

2 Students read through Erica's timetable and the text with the photos on p35. Check students understand all the subjects on Erica's timetable and can translate them into their own language. Students look at the timetable and answer the questions.

Answer key

- 1 8A
- 2 English, History, Maths, Games
- 3 No
- 4 Physical Education, Religious Education, Information and Communication Technology
- 5 on Friday
- 6 30
- 7 She has got Chemistry this term.

Writing, speaking and listening

3 a Write the names of the school subjects on the board. Students write out their timetable in English. Encourage them to make it as colourful and decorative as possible by adding relevant pictures or diagrams, for example an artist's palette for Art, or an equation for Maths.

Note Do not focus on the times of lessons yet. Students can say they have History on Tuesday, but not at what time it is. When the work has been checked, students keep the timetable to include in their project.

- **b** Ask one or two students *What is your favourite day? Why?* Write the days of the week up on the board at the top of seven columns. Ask *Whose favourite day is Monday?* Count the number of hands and write the number below the day. Ask *Why is it your favourite day?* Write some of the reasons on the board. Continue the activity for the rest of the days of the week.
- c Ask students to compare their own school timetable with Erica's, for example *Erica's got ___ but we haven't got ___. Erica's got ___ three times but we've got it ___ times.*

Optional Extra

Students may like to discuss the following differences in their own language:

- Has Erica got a longer or shorter day than you?
- Does she do the same subjects or different subjects?
- Are her lessons longer or shorter than yours?
- Does she have the same number of school days in each week as you?
- Does her school look like your school? What differences are there?
- 4 Read through the example with a student. Divide students into pairs to ask and answer the questions.

Optional Extra

Fast finishers can think of more questions and answers. When they have finished, invite different pairs to ask and answer the questions in front of the rest of the class.

Answer key

- 1 Has Erica got English on Wednesday? Yes, she has. Have we got English on Wednesday?
- 2 Has Erica got Maths on Tuesday? No, she hasn't. Have we got Maths on Tuesday?
- 3 Has Erica got History on Monday? No, she hasn't. Have we got History on Monday?
- 4 Has Erica got Art on Friday? No, she hasn't. Have we got Art on Friday?
- 5 Has Erica got ICT on Thursday? Yes, she has. Have we got ICT on Thursday?

- 6 Has Erica got Chemistry on Monday? No, she hasn't. Have we got Chemistry on Monday?
- 7 Has Erica got Music on Friday? No, she hasn't. Have we got Music on Friday?
- 8 Has Erica got PE on Tuesday? No, she hasn't. Have we got PE on Tuesday?
- 9 Has Erica got Games on Thursday? No, she hasn't. Have we got Games on Thursday?
- 10 Has Erica got Geography on Wednesday? No, she hasn't. Have we got Geography on Wednesday?
- 5 Divide the class into groups of three or four. Explain that students will hear some sounds and short dialogues, and must decide what Erica is doing. They have to look at Erica's timetable to decide which day of the week it is. Play the first example on audio recording 1.76. Ask *What day is it?* (*Wednesday*.) Invite students to explain how they know. Play the remaining dialogues and sounds, stopping after each example for students to decide in their groups which day it is. Go through the answers with the class, asking students to explain how they arrived at their answers. Play the recording again for students to listen and check their answers.

1.76

- 1 ERICA What have we got now?

 JULIE It's break now. Then Maths. Let's have a look. Yes. Maths.
- 2 ERICA Have you got your French books here?
 BOY French? We haven't got French today.
 Yes, we have. We've got a double period after lunch.
- 3 JULIE Mum. Mum! Where are my Games things? We've got Games today.
- 4 SOUND OF A MUSIC LESSON.
- 5 ERICA Great! No school today!

Answer key

- 1 Wednesday
- 2 Tuesday
- 4 Monday
- 5 Saturday / Sunday
- 3 Wednesday

Pronunciation 1.77

6 a Write watch and badge on the board and underline the letters ch and dge. Play audio recording 1.77 for students to listen and read. Ask students what the sounds of the underlined letters are (/tʃ/ and /dʒ/). Play the recording again for students to listen and repeat. If necessary, students can practise only the /tʃ/ and /dʒ/ sounds.

Optional Extra

Write out several pieces of paper (one each for about one half of the class) with words containing the sounds /tf/ and /dʒ/ in them. Divide the class into two teams of equal size, and divide each team into two groups. One group are 'shouters' and the other are 'runners'. Pair each shouter with a runner. Tell students that one corner at the back of the room is the /tf/ corner (point to it) and the other is the /dz/ corner. You may like to put up signs in both corners. The runners from the first team line up at opposite end of the room. Give each shouter one of the pieces of paper. In turn, shouters shout their word and their runner (or partner in the line) runs to the correct corner. A runner who goes to the wrong corner has to go back to the end of the line and try again later. Use a watch to note the time it takes for all the runners to get to the correct corners. Repeat for team two. The fastest team

Note You can use this game for any pair (or even three or four) of sounds which are often confused.

b Students copy *watch* and *badge* into their exercise books. Ask which column to put *teacher* in (*watch*) and write it on the board. Students copy and complete the table in their exercise books with the other words.

Answer key

/tʃ/ wat<u>ch</u>, tea<u>ch</u>er, pic<u>t</u>ure, Fren<u>ch</u>, <u>Ch</u>ina, mu<u>ch</u> /dʒ/ ba<u>dg</u>e, project, orange, <u>G</u>eography, subject, Biology

c Play audio recording 1.78 for students to listen. Play the recording again for students to listen, check and repeat.

Now you know ...

Check students know the vocabulary for all the subjects they study at school.

Revision idea

Revise has I have got and hasn't I haven't got. Ask a boy and a girl student to come to the front of the class.

Divide the rest of the class into two teams. A student from team A asks one or both of them a question about their timetable, for example *Have you got Maths on Tuesday?* to which the student/s replies *Yes, I have. I No, I haven't.* A student from team B then makes a statement, for example *She hasn't got Maths on Tuesday.* Another member of team B then asks a question for one or both of the students at the front to respond to, and for a member of team A to transform into the third person. Teams get a point for each correct sentence. The team with the most points wins.

Culture

SB p36

Schools in England and Wales

Aims of the section To give students information about education in England and Wales.

New vocabulary Year, primary, sixth form, secondary, match, dinner, uniform.

Context The school day.

Cultural background note

This page is about education in England and Wales because they share the same system. The systems in Scotland and Northern Ireland are different. The Scottish system is the most distinctively different. There, students spend seven years in primary school and have four years of compulsory secondary education. The school exam system is also different and students spend on average four years at university, not three as elsewhere in the United Kingdom.

1 Read through the text and the table as a class. Check any difficulties with vocabulary. Students then answer the questions.

Answer key

1 Year 1: 5–6 years old

Year 6: 10–11 years old Year 9: 13–14 years old

15-2 6 years

3 2 years

Optional Extra

Write some additional questions on the board about the text.

- 1 When have a lot of secondary schools got sports matches?
- 2 What do a lot of children have for lunch?
- 3 Have all schools got a school uniform?

Answer key

- 1 on Saturday morning
- 2 sandwiches
- 3 no
- 2 Students note the differences between schools in England and Wales, and their own country. Make a list of these differences on the board.

Students look at the information in exercise 1. They decide which school and year they would be in, in an English school.

Look at the picture of pupils in school uniforms with the class. Ask students whether they like them or not, and what the advantages and disadvantages of school uniforms are.

If you have got a copy of the DVD, you can play Unit 3 here and give students Worksheet 3 on page 124.

Cultural background note

School uniforms are usually popular with parents and schools because they mean students cannot compete on the clothes they wear. These days uniforms are simple, often black or grey trousers, white shirts and a sweatshirt or jumper. In a lot of schools, girls can wear trousers or skirts.

English across the curriculum

SB p37

Science: we are animals, too

Aims of the section To introduce the names of parts of the body.

New vocabulary Mouth, hand, body, arm, head, foot (feet), eye, leg, nose, ear, beak, fur, feather, tail, tooth (teeth), wing.

Skills Describing people and animals.

Context Comparison of humans and other animals.

1 Ask students to look at the picture. Point to the parts of your own body which are labelled in the picture and ask if students know the English words for them. Do not write them. Students then match the labels to the numbers. Check they remember the words by pointing to parts of the body and asking What is it?

Play audio recording 1.79 for students to listen and check their answers. Play the recording again for students to listen and repeat.

1.79 and Answer key

 1 head
 6 body

 2 ear
 7 arm

 3 eye
 8 hand

 4 nose
 9 leg

 5 mouth
 10 foot

2 a Students read the words in the list. Play audio recording 1.80 for students to listen and label the picture with the words.

1.80 and Answer key

- 1 whiskers
- 2 fur
- 3 a tail
- 4 a wing
- 5 legs
- 6 a beak
- 7 feathers
- 8 teeth
- **b** Play the recording again for students to listen and repeat.

c Students copy the chart into their exercise books and complete it. For example, if a human can have arms, students should put arms in the column human. Explain that some words can go in more than one column.

Answer key

Humans – legs, teeth Birds – a tail, wings, legs, a beak, feathers Cats – fur, whiskers, a tail, legs, teeth

- **d** Invite students to add more words to each column in the chart. Write the new words on the board.
- **3** a Students complete the sentences by filling in the gaps.

Answer keys

- 1 Cats have got f<u>ur</u> and w<u>hiskers</u>, but they haven't got wings.
- 2 Humans have got a<u>rms</u> and l<u>egs</u>, but they haven't got a t<u>ail</u>.
- 3 Birds have got feathers and wings, but they haven't got fur.
- **b** Students compare their answers with a partner.
- 4 Divide students into two teams. One student chooses an animal and tells you what it is without letting other students hear. Student from the other team ask questions and try to guess what the animal is. The team that guesses correctly gets a point.

Revision

SB p38

Vocabulary

1 Students write five colours, five school subjects, five pets, five adjectives and five technical objects in their exercise books.

Optional Extra

Students walk round the class comparing their lists, checking they have the same spelling and adding to their lists. The student who collects the most correct words is the winner.

2 Students find the names of eight animals.

Answer key

horse, spider, rabbit, snake, bird, mouse, hamster, parrot

Have / has

3 Students put the words in order to make sentences and questions. Point out the question mark at the end of questions 2, 4 and 6. Check answers with the

Answer key

- I have got a new MP3 player.
- Has she got long brown hair?
- 3 They've got an old computer.
- 4 Have you got a good mobile phone?
- 5 I haven't got a blue bike.
- 6 Has Jeff's cat got a long tail?
- 7 Our school hasn't got a French teacher.

Listening 1.81

4 a Play audio recording 1.81 for students to listen and find out where Jack and Susan come from.

Answer key

Jack is from Australia and Susan is from Canada.

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

1.81

mal

five

e

nces

he th the

their

JACK	Hi, my name's Jack. What's your name?
SUSAN	I'm Susan. Where are you from, Jack?

I'm from Australia, and you? JACK

SUSAN I'm from Canada ... Is that a radio?

No. It's my mobile phone. Look it's a camera too. JACK

Oh. OK. Have you got a computer? **SUSAN**

We've got one in our living room, but it's for JACK

all the family. Have you got one?

No, I haven't, but I've got a TV in my bedroom. SUSAN I've got a television in my room, too - and a DVD JACK player. It's great! My sister's got an MP3 player

- they're cool. But I have only got a CD player.

I've got an MP3 player and a CD player, but I SUSAN haven't got a DVD player. I want one for my

birthday.

Is that your bike? JACK Yes, it is. It's new. **SUSAN**

It's nice. My bike's in Australia. My dog is there JACK

You've got a dog? I haven't got a pet. SUSAN

There's my sister. See you later. JACK

See you. **SUSAN**

w	ke	L	2	M	C		Δ	
١	ce	k	2	N	S	1	Δ	

	Jack	Susan
a computer	yes – in living room	no
a television	yes	yes
a radio	esty, energy	
a mobile phone	yes	
an MP3 player	no	yes
a CD player	yes	yes
a DVD player	yes	no
a bike	yes	yes
a camera	yes	
a pet	dog	no

Writing

- 5 a Students look at the timetable and write five sentences about the classes Josh has or hasn't got each day.
 - **b** Students work in pairs to ask and answer questions about Josh's timetable, for example Has Josh got ... on Monday? Yes, he has. / No, he hasn't.

Your project

SB p39

My school

Aims of the project To consolidate vocabulary and grammar learnt so far. To prepare information about a school.

Context Describing a school.

Explain that students are going to do a project about their school. Read through Erica's project with them. Explain that this is a model, but that their own project can contain different pieces of information and be organized in a different way.

What to do

- 1 To prepare, students bring in or draw pictures of their school, school friends and teachers.
- 2 Students work on their own to write labels. Check all pieces of writing for accuracy before they are included in the project.
- **3** Put students into groups to prepare their timetables and a chart of their school system. Point out that they can use the timetables they made earlier (in section D).
- 4 Students stick a picture of themselves into the project to introduce it and then stick the rest of their material into their book or onto their poster. When the projects are finished, they should be displayed for other students to read.

Song

SB p39

My favourite day

Aims of the song To revise have got and school subjects.

Skills Listening to, and completing lines in a song.

Context Using the song *My favourite day*.

1 Students read through the song and complete the missing letters.

Play audio recording 1.82 for students to listen and check their ideas. Ask students to come to the board and write up the spelling of each missing word. Students check their own answers. Play the recording again for students to sing along.

Answer key

Chorus

We haven't got English. We haven't got French. We haven't got Art or History.

We haven't got Maths. We haven't got Games.

We haven't got Music or Geography.

Chorus

We haven't got RE. We haven't got Science.

We haven't got Biology or ICT.

We haven't got Physics. We haven't got PE.

We haven't got break or assembly.

Chorus

So what's today? Well, it isn't M<u>onday,</u> T<u>uesday, Wednesday, Thursday</u> or F<u>riday.</u> What's today? It's our favourite day. No school today. It's Saturday!

Test

For extra practice, see the Test for Unit 3 on p132.

4 Time

Unit overview

Grammar focus Telling the time; on and at with times; When do you ...? What do you ...?; present simple – affirmative, negative and questions.

New vocabulary Daily routine; free-time activities – sports, hobbies, music.

Skills Asking for and giving the time; asking about appointments (days and times); asking about and describing daily / weekly routines; asking about and describing free-time activities.

Pronunciation Rhythm and stress; /a/; /b/ and /au/; intonation in wh- questions.

Topic / Context Telling the time; talking about what we do, and when.

Culture Sport. SB p48

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

Section A

SB pp.40-41

What's the time, please?

Aims of the section To introduce and practise telling the time.

Grammar Telling the time; punctuation; *on, at*; present simple. See WB Unit 4 pp.32–33; WB Grammar summary 4.1, 4.2; WB Key TB p.85.

New vocabulary Time, clock, o'clock, quarter, half, past, to, hockey, volleyball, violin, party, tennis game, school concert, dance exam. See WB Wordlist p.76.

Skills Asking about and telling the time; talking about days and times.

Context Connecting days and times with appointments, routines and activities.

Language note

- When expressing the time in English, we use It's ...
 meaning The time is ... In a similar way, we use It's ...
 (The weather is ...) when we talk about the weather
 (It's cold, sunny, frosty, etc.).
- The hour is expressed as o'clock, originally of the clock.
- Although the twenty-four-hour clock is used for timetables and in many digital clocks, in everyday speech we use the twelve-hour clock, where necessary adding in the morning, in the afternoon, in the evening, at night. When writing, we often add a.m.

(Latin = ante meridiem, before noon) and p.m. (post meridiem, after noon).

- When we talk about the number of minutes before or after the hour, we only add the word minutes when the number cannot be divided by five. So we say It's five to ten. but It's seven minutes to ten.
- We do not say o'clock when we use the twenty-four-hour clock.

Vocabulary 2.2

1 Ask students to look at the pictures of the clocks and note the time on each. Go round the class asking students to tell you the number of the hour on each clock. Point out the arrows labelled *past* and *to*. Explain that with the minutes between the hour and the half hour we use *past*, and with those between the half hour and the hour we use *to*. Go round again asking for the number of minutes. Write the times on the board in the form *1.00*, *8.05*, etc. Play audio recording 2.2 for students to read and listen. Check any difficulties with new words and play the recording again for students to listen and repeat.

Point out the difference between watch and clock. Ask a student Have you got a watch? (Yes, I have. I No, I haven't.) Is there a clock in the classroom? (Yes, there is. I No, there isn't.)

2 a Draw a clock on the board, marking the numbers on it clearly. Write *past* on the right-hand side, *to* on the left, *half past* under the six and *o'clock* above the twelve. Draw in one of the times shown in exercise 1, for example one o'clock. Ask *What's the time?* Repeat this with a few more of the times from exercise 1. Finally, draw twenty-five to three on the board to lead into the activity.

Students look at the pictures and write the times. Check the answers with the class.

- 1 twenty-five to three
- 2 ten past seven
- 3 five o'clock
- 4 guarter to six
- 5 five to one
- 6 half past ten
- 7 ten to twelve
- 8 quarter past nine

Draw a clock on the board. Students close their books. Play audio recording 2.2 from exercise 1 again, pausing after each time given. Invite different students to draw the times on the clock.

b Ask the class to write out the correctly punctuated sentence in their exercise books. Invite a student to write the sentence on the board. Ask the rest of the class to comment on the accuracy of the word division and punctuation. Make any necessary alterations. Discuss with the class the rules of punctuation: using an apostrophe (') to indicate a missing letter or letters, a comma (,) to indicate a pause, a question mark (?) to indicate a question, and a full stop (.) to indicate the end of a sentence. Write the punctuation marks on the board and name them. Remind students that the first word of any sentence must begin with a capital letter.

Answer key

What's the time, please? It's seven o'clock.

Listening and speaking ② 2.3 and 2.4

3 Explain that students will hear some times, and that they must write each one down. Play audio recording 2.3 for students to listen and make notes. Students compare their answers in pairs. Play the recording again for students to check their answers. Invite different students to draw the times on the board.

2.3 and Answer key

- 1 What's the time, please?
 - It's twenty to four.
- 2 I haven't got my watch. What's the time?
 - It's quarter to twelve.
- 3 Come on, Pradeep. It's five past eight.
- 4 Have we got History today?
 - Yes, at half past two.
- 5 This is Radio One. It's quarter past seven.
- What time is The Simpsons on?
 - At six o'clock.
- **4** a Divide the class into pairs. Read out the example with a student. Students work in pairs to practise asking and telling the time.

If time allows, students can draw a series of clocks showing different times, or make an adjustable clock using thin card and a split pin to hold the clock hands. In pairs, students take turns to point at a time, or adjust the time on the clock, and ask *What's the time*, *please?*

Answer key

It's quarter past two. It's seven o'clock. It's quarter to four. It's half past seven. It's twenty past ten. It's quarter to six. It's half past eight.

b Students look at the different activities in the chart. Make sure they understand the meaning of hockey, volleyball, violin, party, tennis, concert, dance exam. Explain that students will hear which day each event takes place. Play audio recording 2.4 for students to draw lines connecting the events and the days.

2.4

- 1 When's your hockey lesson, Mark?
 - It's on Thursday at quarter to six.
- When's the volleyball match?
 - It's on Wednesday at half past eight.
- 3 When's your violin lesson, Julie?
 - It's on Monday at quarter to four.
- 4 Is Sam's party on Friday?
 - No, it's on Saturday.
 - What time?
 - At half past seven.
- 5 When's the tennis game?
 - It's on Sunday at quarter past two.
- 6 Is the school concert this week?
 - Yes, it is.
 - What day is it on?
 - It's on Friday at seven o'clock.
- 7 Have you got your dance exam this week, Jodie?
 - Yes, I have. It's on Tuesday at twenty past ten.
 - **c** Tell students they will hear the recording again, and that this time they must connect the days and the times. Play the recording again. Students compare their answers. Check the answers with the class.

Answer key Time Day Activity quarter to six Thursday Mark's hockey lesson half past eight Wednesday The volleyball match guarter to four Julie's violin lesson Monday half past seven Saturday Sam's party quarter past two The tennis game Sunday seven o'clock The school concert Friday twenty past ten Tuesday Jodie's dance exam

5 Write the gapped table on the board. Invite students to copy and complete the table in their exercise books. Discuss with the class how *on* is used for days and *at* for times.

Answer key

on Sunday at five to five on Thursday at quarter past six

Speaking and writing

6 Read through the example with a student. Students work with a partner to talk about the days and times of the activities in exercise 4.

Optional Extra

Fast finishers can ask and answer about their own activities during the week, with days and times.

7 In class or for homework, students write six or more sentences about the activities in the table, using the example as a model.

Pronunciation 2.5

- **8** a Play audio recording 2.5 for students to listen and read. Play the recording again for students to listen and say the rhyme.
 - **b** Play the first line of the recording again. Point out the stressed syllables. Play the rest of the recording. Students mark the stressed syllables. Write the text on the board, then say the rhyme slowly marking the syllables for students to correct their answers.

Answer key

Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock

Cultural background note

This is a traditional rhyme said by many native English-speaking children. It was first published in the 18th century and its origin is probably north American.

Now you know ...

Check students are able to tell the time in English.

Revision idea

Ask students to look back at Erica's timetable on SB p34. Ask *When has Erica got Music?* (At five past ten on Monday.) Invite a student to ask another question. The first person to answer it correctly asks the next question.

Section B

SB pp.42-43

My day

Aims of the section To practise the present simple tense affirmative and negative forms.

Grammar The present simple affirmative and negative; See WB Unit 4 pp.34–35; WB Grammar summary 4.3–4.4; WB Key TB p.85–86.

New vocabulary Bus, breakfast, get up, shower, home, go to bed, go to sleep, bus stop, take. See WB Wordlist p.76.

Skills Asking and talking about daily routines.

Context Pradeep talks about his day.

Vocabulary 2.6

1 Students read and look at the pictures in exercise 2. Write the expressions in blue on the board. Point to each expression in turn and ask students to mime the action with their books open. Play audio recording 2.6 for students to listen, read and repeat. Students close their books. Point to phrases at random and ask individual students to mime the action. You may want to make this a competition between two teams.

Comprehension 2.7

2 Ask What's the boy's name? (Pradeep.) Where's he from? (England.)

Ask students to look at the pictures and talk with a partner about Pradeep's day in their own language. Play audio recording 2.7 for students to read and listen. Check for any difficulties with new words. If necessary, ask students to translate new words into their own language. Ask students to put the words in the box in order. Write the answer on the board.

Answer key

shower, breakfast, teeth, bus, lunch, homework, dinner, TV, bed, book

Grammar **2.8**

- **3** a Ask students to copy the table into their exercise books using a different coloured ink or pencil for the verbs. Read through the sentences with the class. You may like to explain that the present simple is used to talk about things that happen regularly or always.
 - **b** Read the example with the class. Students read through the story on p42 again and then work individually to complete the sentences. Check the answers with the class.

Answer key

- 1 I have breakfast in the kitchen.
- 2 My mum and dad go to work at half past eight.
- 3 I read books and comics in bed.
- 4 At the weekend, I get up at half past nine.
- 5 Rob and I finish school at half past three.
- 6 I take the bus to school with my friends.
- 7 I do my homework from five o'clock to six o'clock.

Language note

The verb have has many meanings and is used with food and drink, meaning to eat and to drink.

I have cereal for breakfast.

I have water to drink at lunchtime.

- c Discuss Pradeep's day with students, and how it differs from their own. In class or for homework, students write about their own daily routines. When their writing has been corrected, students rewrite it on a separate sheet of paper, illustrating their work as appropriate. Display the work for other students to look at.
- **4** a Ask students to look at the pictures. Play audio recording 2.8 for students to read and listen. Write the two sentences on the board. Highlight *don't* and its position in the sentences. Write the full version *do not* as well.
 - **b** Write the gapped table on the board. Ask students to make the sentences negative and complete the table on the board.

Answer key

1 1	
You	do not
We	don't
They	

get up at eight o'clock. take the train to school. have lunch at home. watch TV before dinner.

Students copy the completed table into their exercise books. Discuss how the negative is formed. Point to the *don't* column if necessary.

Optional Extra

Ask a student When do you get up? (7 o'clock.) Say and write the sentences I get up at seven o'clock. I don't get up at eight o'clock. Ask students to say similar true sentences about themselves. Do the same for some of the other model sentences, for example I take the bus to school. I don't take the train. I have lunch at school. I don't have lunch at home.

5 a Read the example with students. Explain they have to make the sentences negative. Students make the sentences negative by filling in the gaps. Check answers with the class.

Answer key

- 1 I don't get up at seven o'clock.
- 2 I don't watch TV when I have breakfast.
- 3 We don't walk to school.
- 4 We don't go home for lunch.
- 5 Lessons don't finish at three o'clock.
- 6 We don't have dinner at half past five.
- **b** Students write the sentences in their exercise books. Fast finishers can think of more. Go through the sentences with the class.

Listening and writing 2.9

6 Read through the statements with students and check they understand them. Play audio recording 2.9 for students to listen and mark the statements true or false. Play the recording again, pausing where appropriate, to check the answers.

Optional Extra

Invite students to correct the false answers, for example *They don't get up at ten past six, they get up at six o'clock*.

2.9

OSCAR

We get up at six o'clock. We don't listen to the radio when we have breakfast. We watch TV. We go to school with our friends at quarter past seven. We walk to school. We don't take the bus.

PILAR

Lessons start at quarter to eight. We have lunch from twelve o'clock to half past one. We don't have lunch at school. We go home.

OSCAR

We finish school at quarter to five and we go home. We watch TV and then we have dinner at six o'clock with our mum and dad.

PILAR

After dinner we do our homework. We go to bed at half past nine.

- 1 False
- 2 False
- 3 False
- 4 False
- 5 True
- 6 False
- 7 True
- **7** Students work in pairs to describe a day in their lives. Ask one or two pairs to report back to the class.

Pronunciation 2.10

- **8** a Write the phonetic symbol /ə/ on the board. Remind students of this sound using *teacher*. Play audio recording 2.10 for students to listen for the sound /ə/. Play the recording again for students to listen and repeat.
 - **b** Play the recording again for students to listen and underline the appropriate syllable.

Answer key

picture

karate

seven

lesson

breakf<u>as</u>t

o'clock

quarter

today

America

Now you know ...

Check students can use the affirmative and negative forms of the present simple.

Revision idea

Tell students they are going to write an interview about a day in the life of a famous person. Students work in small groups to write the interview. They also draw pictures to illustrate their work, in class or at home. Help with grammar and vocabulary as necessary. If this work is done on a separate sheet of paper, it can be displayed for other students to read.

Section C

SB pp.44-45

Free time

Aims of the section To introduce and practise the present simple third person singular.

Grammar Present simple – third person singular. See WB Unit 4 pp.36–37; WB Grammar summary 4.3, 4.4; WB Key TB p.86.

New vocabulary Football, ice hockey, computer games, play the piano / guitar / violin, go swimming / skiing, collect football cards / stamps, musical instrument. See WB Wordlist p.76.

Skills Asking and talking about free-time activities.

Context Students read and listen about freetime activities.

Vocabulary 2.11

1 Play audio recording 2.11 for students to listen and read. Play the recording again for students to listen and repeat. Write Free time on the board, and ask students to translate it into their own language. Ask students to look at the pictures and tick those activities they do and put a cross next to those they don't do. Write play football on the board. Go round the class asking students to say I play football (if they play it), or I don't play football, (if they don't play it). Put a tick on the board for every player and a cross for every non-player. At the end, count up the ticks and crosses and write a true sentence, for example Fifteen students play football and four don't play football. Repeat for the other activities, each time asking a different student to count the ticks and crosses and write the sentence.

Language note

In British English, when we talk about sports we use play + name of sport, for example He plays tennis. When we talk about musical instruments, we use play + the + name of instrument, for example She plays the guitar. Ask students to put the free-time activities from exercise 1 into two columns. Write Sport and Music on the board and list the activities in these columns as students call them out. Then read through the lists with the class, contrasting them. For example John plays football and Lillian plays the piano.

Optional Extra

Ask students to tell you what other activities they do in their free time. Help with vocabulary as necessary. Write the activities on the board. Do the same as in exercise 1 above with these new activities.

Comprehension 2.12

2 Allow a little time for students to read through the text and look at the pictures, then play audio recording 2.12 for them to read and listen. Students work with a partner to match the people to the free-time activities. Check the answers with the class. Play the recording again for students to make a final check.

Answer key

Pradeep (B): football, swimming, collect football cards

Meena (A): tennis, piano, dance class Charlie (C): DVDs, computer games

Grammar 2.13

3 a Write the gapped table on the board for students to complete.

Answer key

I have a karate lesson. We go swimming. They watch TV. I play football.

He has a music lesson. She goes to dance class. He watches TV.

She plays tennis.

Highlight the verb endings and the associated pronouns. Students copy the table into their exercise books.

b Students work individually to match the pronouns and verb forms. Write the pronouns I, you, we, they on one side of the board and he, she, it on the other. Invite students to say which verb form is used with which subject.

Answer key

I / you / we / they - play / like he / she / it - plays / likes

Now write other verbs on the board, for example go, watch, collect, listen, brush, take, finish, have. Ask. students for the correct version of the verbs for each set of pronouns. Write the correct verb forms in the table on the board. Your table should look like this:

// you / we / they - play / like / go / watch /

collect / listen / brush / take /

finish / have

he / she / it plays / likes / goes / watches

/ collects / listens / brushes / takes / finishes / has

Ask students what the usual rule is for making the he / she / it ending (add -s). Ask which verbs are exceptions (go, watch, brush, finish, have). Ask why they take -es, except have, which is irregular. (They end in o, ch, or sh) Students copy the table into their exercise books.

c Read the example with the class and invite different students to talk about the people in exercise 2.

Answer key

Pradeep plays football. He goes swimming. He collects football cards.

Meena plays tennis. She plays the piano. She goes to dance class.

Charlie watches DVDs. He plays computer games.

Optional Extra

Divide the class into pairs. Ask students to use the pictures on p44. Students tell their partners which activities they do and their partner circles the appropriate picture. Each student tells the class what his / her partner does (in sentences).

4 Students look back at Pradeep's day on p42. Read the example with the class. Go round the class asking different students to talk about each stage of their day. In class or for homework, students write about Pradeep's day.

Answer key

Pradeep gets up at half past seven and he has a shower. He has his breakfast at quarter to eight and he listens to the radio. He brushes his teeth and puts on his jacket. He goes to school at quarter past eight with his friends. They take the bus to school. Lessons start at quarter to nine. They have lunch at school at half past twelve. They finish school at half past three and go home. Pradeep does his homework before dinner. He has dinner at half past six. He watches TV or listens to music after dinner. He goes to bed at half past nine. He reads for twenty minutes and then he goes to sleep.

5 a Write the table on the board for students to copy, and complete. Explain how do not /du: not/ is contracted to become don't /daunt/ in speaking and informal written English.

> top and out to reper ports to the distinct fall at p43 for present simple affirmative statements. Wi I, you, we, they on one side of the board and he she, it on the other. Invite students to match dor with the first group and doesn't with the second Students copy this table into their exercise books. Discuss with the class how present simple negative are formed in their own language.

Answer key

I don't play a musical instrument. He doesn't play a musical instrument.

b Students work on their own to complete the sentences. Go round the class checking the answer

Answer key

- I don't get up at six o'clock.
- 2 Charlie doesn't collect football cards.
- 3 We don't play ice hockey.
- 4 Pradeep doesn't play the piano.
- 5 Mut doesn't go to school.
- 6 I don't go skiing.
- 7 They don't have lunch at school.
- 6 Play the first two examples on audio recording 2.13 f students to listen, respond, listen and repeat. Check t they have understood the task, then play the rest of t recording for them to listen, respond, listen and repeat

2.13

- I play tennis. I don't play tennis.
- 2 She goes to school. She doesn't go to school.

Answer key

I have a karate lesson. We <u>go</u> swimming. They watch TV. I <u>play</u> football. He <u>has</u> a music lesson. She goes to dance class. He <u>watches</u> TV. She <u>plays</u> tennis.

Highlight the verb endings and the associated pronouns. Students copy the table into their exercise books.

b Students work individually to match the pronouns and verb forms. Write the pronouns *I*, *you*, *we*, *they* on one side of the board and *he*, *she*, *it* on the other. Invite students to say which verb form is used with which subject.

Answer key

I / you / we / they – play / like he / she / it – plays / likes

Now write other verbs on the board, for example *go*, *watch*, *collect*, *listen*, *brush*, *take*, *finish*, *have*. Ask students for the correct version of the verbs for each set of pronouns. Write the correct verb forms in the table on the board. Your table should look like this:

// you / we / they - play / like / go / watch /

collect / listen / brush / take /

finish / have

he / she / it -

plays / likes / goes / watches / collects / listens / brushes / takes / finishes / has

Ask students what the usual rule is for making the he / she / it ending (add -s). Ask which verbs are exceptions (go, watch, brush, finish, have). Ask why they take -es, except have, which is irregular. (They end in o, ch, or sh) Students copy the table into their exercise books.

c Read the example with the class and invite different students to talk about the people in exercise 2.

Answer key

Pradeep plays football. He goes swimming. He collects football cards.

Meena plays tennis. She plays the piano. She goes to dance class.

Charlie watches DVDs. He plays computer games.

Optional Extra

Divide the class into pairs. Ask students to use the pictures on p44. Students tell their partners which activities they do and their partner circles the appropriate picture. Each student tells the class what his / her partner does (in sentences). **4** Students look back at Pradeep's day on p42. Read the example with the class. Go round the class asking different students to talk about each stage of their day. In class or for homework, students write about Pradeep's day.

Answer key

Pradeep gets up at half past seven and he has a shower. He has his breakfast at quarter to eight and he listens to the radio. He brushes his teeth and puts on his jacket. He goes to school at quarter past eight with his friends. They take the bus to school. Lessons start at quarter to nine. They have lunch at school at half past twelve. They finish school at half past three and go home. Pradeep does his homework before dinner. He has dinner at half past six. He watches TV or listens to music after dinner. He goes to bed at half past nine. He reads for twenty minutes and then he goes to sleep.

5 a Write the table on the board for students to copy and complete. Explain how *do not* /du: npt/ is contracted to become *don't* /daont/ in speaking and informal written English.

Ask students to refer back to the grammar box on p43 for present simple affirmative statements. Write *I, you, we, they* on one side of the board and *he, she, it* on the other. Invite students to match *don't* with the first group and *doesn't* with the second. Students copy this table into their exercise books. Discuss with the class how present simple negatives are formed in their own language.

Answer key

I <u>don't</u> play a musical instrument. He <u>doesn't</u> play a musical instrument.

b Students work on their own to complete the sentences. Go round the class checking the answers.

Answer key

- 1 I don't get up at six o'clock.
- 2 Charlie doesn't collect football cards.
- 3 We don't play ice hockey.
- 4 Pradeep doesn't play the piano.
- 5 Mut doesn't go to school.
- 6 I don't go skiing.
- 7 They don't have lunch at school.
- **6** Play the first two examples on audio recording 2.13 for students to listen, respond, listen and repeat. Check that they have understood the task, then play the rest of the recording for them to listen, respond, listen and repeat.

2.13

- I play tennis.
 I don't play tennis.
- 2 She goes to school. She doesn't go to school.

- We like sport.
 We don't like sport.
- 4 He plays football. He doesn't play football.
- 5 She watches TV. She doesn't watch TV.
- 6 You go swimming. You don't go swimming.
- 7 They collect football cards. They don't collect football cards.
- 7 If possible, arrange the class in a circle. Explain that this is a 'collecting' game, where each student has to remember what the previous student has said and add a statement of their own. Read out the example with two students. Play the game with the whole class, or, if numbers are very large, in two groups.

Listening and writing 2.14

- **8** Ask students to copy the chart into their exercise books.
 - **a** Ask students to look at the pictures and decide what the activities are. Play audio recording 2.14 for students to listen and put a tick or a cross in the correct column to say what Pavel and Chinda do.

2.14

1 PAVEL

My name's Pavel and I'm from Slovakia. I like sport. In my free time I play ice hockey. I don't play football, but I watch football on TV. I go skiing, too. I like music. I don't play a musical instrument, but I listen to music on my MP3 player.

2 CHINDA

My name's Chinda and I'm from Thailand. I like music. I play the violin and I go to dance class, too. I don't like sport. My brother plays tennis, but I don't. I go swimming. I like that. I collect badges, too. I've got a hundred badges from Thailand and other countries. Oh, and I play computer games.

Answer key

Pavel

ice hockey ✓
football X
football on TV ✓
skiing ✓
guitar and piano X
music on an MP3 player ✓

Chinda

violin ✓
dance class ✓
tennis ✗
swimming ✓
badges ✓
computer games ✓

- **b** In class or for homework, students write six sentences about Pavel and Chinda, based on the information in exercise 8a.
- **9** In class or for homework, students write a paragraph of four or five sentences about their free time.

Pronunciation 2.15

- **10** a Write the two phonetic symbols /p/ and /əu/ on the board at the top of two columns. Say each sound aloud, emphasizing the shape made by the mouth for each. Students listen and repeat. Play audio recording 2.15 for students to listen and repeat.
 - **b** Encourage students to supply any other words they know containing the two sounds. Add the words to the appropriate column.

2.16 and Answer key

/p/ got, comic, song, dog, on, hockey /əu/ go, home, piano, mobile, phone, don't

c Play audio recording 2.16 for students to listen, check and repeat.

Now you know ...

Check students know how to make the third person singular form of the present simple.

Revision idea

Ask students to write five sentences about what someone else in their family does every day. Students read the sentences to the class.

Section D

SB pp.46-47

Mickey, Millie and Mut

Aims of the section To introduce and practise present simple question forms and short answers.

Grammar Present simple – questions with *do*. See WB Unit 4 pp.38–39; WB Grammar summary 4.5–4.6; WB Key TB p.86.

New vocabulary See WB Wordlist p.76.

Skills Asking questions in the present simple.

Context Granddad asks Millie about her free time.

Comprehension 2.17

1 a Ask students to look at the pictures and words to identify the people and things in the story. You can reinforce this by inviting different students to come to the board to draw the various people and things. Students answer the comprehension questions.

Answer key

- 1 her grandfather
- 2 Because he always catches the ball.
- **b** Play audio recording 2.17 for students to listen and follow in their books. Check if there are any difficulties with new vocabulary. Students work with a partner to tell each other the story in their own language. Divide students into groups of two or three (the third member can be Mut, who has a non-speaking part). Students then act out the story, taking the roles of Millie, Granddad and Mut.
- **2** Students read the story again and mark the statements true or false.

Answer key

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

Grammar

3 a Write the gapped table on the board. Ask students what goes in the gaps. Point out the use of *do I does* and the word order of verb and subject in the question. Highlight the question structure using different colours. Students copy the table into their exercise books and complete it.

Answer key

<u>Do</u> you play volleyball? Yes, I <u>do</u>. <u>Does</u> he like sport? Yes, he <u>does</u>.

Write Mut's question on the board (*How do we make questions in the present simple?*). Show the class how we make questions in the present simple by using *do I does*, followed by a personal pronoun and the base form of the verb.

b Write the questions on the board and go round the class asking students to fill in the gaps.

Answer key

- 1 Do you collect stamps?
- 2 Does Rob go skiing?
- 3 Does Meena play tennis?
- 4 Do Pradeep and his friends play football?
- 5 <u>Do</u> you go swimming?
- 6 Does Pradeep play a musical instrument?
- **c** Go round the class asking the questions on the board and elicit short answers from students. Then put students in pairs for them to continue.

Optional Extra

Divide the class into pairs. Tell students to look again at the pictures on p44 of the Student's Book. One student asks the other about all the sports in the pictures, and his / her partner replies using short answers, for example *Do you play football?* Yes, I do. I No, I don't. Ask some students to tell the class about their partners. Students change roles to ask and answer questions about the other activities in the pictures.

4 Write the questions on the board and ask students to fill in the gaps by putting the words in the correct order. Highlight the use of *do I does* and the word order using different colours. Students copy the table into their exercise books.

Answer key

Where do you play tennis? When does she go to school?

5 a Read the example with students. Ask students to make the remaining questions and write them on the board.

Answer key

- 1 When does she have breakfast?
- 2 When do you go to school?
- 3 Where does he have lunch?
- 4 When do we go home?
- 5 Where do you do your homework?
- 6 When do they watch TV?
- **b** Divide the class into pairs. Students ask each other the questions from exercise 5a. Invite some students to tell the class about their partner.

Speaking and writing

- **6** Ask students to copy the chart into their exercise books.
 - **a** Explain that students have to read through the activities and complete the *Me* column. If they do the activity they put a tick, or if they don't they put a cross.
 - **b** Read the example with the class. Students then interview their partners to complete the *My partner* column.
 - **c** In class or for homework, students write seven sentences about themselves and their partners, based on the information they have recorded in the chart.

Optional Extra

Fast finishers could write some interview questions for other students in the class or school, and write up the information later.

Pronunciation 2.18

7 Play audio recording 2.18 for students to listen and repeat. Write the sentences on the board and play the recording again. Invite students to come to the board and mark the intonation curves. Ask the class to copy the questions and intonation curves into their exercise books. Play the recording again for students to listen and repeat.

2.18 and Answer key

What do you want? What sports do you play? Where's my book? What's the time? When do you get up?

Now you know ...

Check students can make questions correctly using the present simple with *do I does*.

Revision idea

Divide the class into four groups, A, B, C and D. Each group writes down five questions about daily routines, for example *When do you I does your brother get up?* Check that the questions are accurate. A member of group A gives a member of group B a question to answer. A member of group B then asks a member of group C a question. The activity continues with a member of group C asking a member of group D a question, and a member of group D asking a member of group A a question. Continue until all the questions have been asked and answered.

Culture

SB p48

Sport

Aims of the section To introduce popular sports in the UK and the USA.

New vocabulary Snooker, basketball, cricket, rugby, baseball, American football, netball, athletics, golf.

Skills Talking about sports and games.

Cultural background note

Cricket is a bat and ball game played by teams of eleven players on each side, and is very popular in England and the countries which used to be English colonies. Rugby is a game similar to football, but players are allowed to throw the ball to each other and to push and pull each other. It is a popular game in the UK, but it is more common in private schools than state schools. Hockey is a team game. It is played with long sticks and usually in the winter months. Netball is a game similar

to basketball, but netball is played by girls. It is played by a lot of schools in England and Wales. Golf is played everywhere with a set of sticks called clubs and a small ball.

1 a Ask students to name the sports in the pictures (cricket and American football). Students read the text. Write the column headings on the board. Ask where football goes (Britain column). Write it in the column headed Britain. Students put the other sports into the correct columns. Ask students Where do they play ...? and complete the table on the board for students to check their answers.

Answer key

Britain – football, rugby, cricket, snooker, tennis, golf The USA – American football, baseball, basketball, ice hockey, tennis, golf

b Ask students for the names of popular sports played in their country. Help with the English translation where necessary. Add the sports to the chart on the board. If you have students from different countries, add extra columns to the chart.

Optional Extra

Use the chart to drill the present simple and its negative form, for example *They play rugby in Britain, but they don't play football in the USA*. Go round the class pointing to a sport and asking students to make similar sentences.

2 Students read the text about British schools and complete the chart.

Answer key

	Girls	Boys	
winter	hockey netball	football rugby	
summer	tennis athletics	cricket athletics	

Ask students what other games are usually played only by boys or only by girls.

Write the heading Games in our school on the board. Ask students how often they have Games. Write football on the board. Ask Do the students play football at your school? Put a tick if yes and a cross if no. Go round the class asking students to ask about other sports, writing the sports on the board with a tick or a cross as appropriate. Then go round the class asking students to make one sentence each about the games played at the school, for example Students play ice hockey at our school.

Optional Extra

Give each student one game. Students walk around the class asking if other students play the game. They then report back to the class.

If you have got a copy of the DVD, you could play Unit 4 here and give students Worksheet 4 on p125.

English across the curriculum

SB p49

Music: musical instruments

Aims of the section To introduce musical terms in English.

New vocabulary Musical instruments trumpet, xylophone, trombone, tambourine, clarinet, harp, drums, saxophone, flute, double bass, wind, string, percussion.

Skills To talk about different musical instruments.

- 1 Ask students to look at the pictures and name any of the instruments they know. Does anyone play any of the instruments? Play audio recording 2.19 for students to read and listen. You may want to ask them to explain the difference between wind, string and percussion instruments.
- 2 Students work in pairs to write the names of the instruments in the chart.

Answer key

wind - a trumpet, a clarinet, a saxophone, a flute, a trombone

string - a guitar, a harp, a violin, a double bass percussion - a xylophone, a tambourine, a piano, drums

Ask students what other instruments they know and what kind of instruments they are. Write them on the board for students to copy into their exercise books.

3 Explain that students will hear some instruments and they have to say which instruments they are. Play audio recording 2.20 for students to listen and write the names of the instruments. Play the recording again and give the answers.

2.20 and Answer key

6 double bass 1 drums saxophone 2 flute 7 8 clarinet 3 harp 9 trombone 4 violin 10 piano 5 xylophone

4 Ask students the questions and write any new vocabulary on the board.

5 Demonstrate the game by miming playing a saxophone and reading out the example with the student. Divide the class into pairs to play the game.

Optional Extra

Ask Who plays the drums? Invite any student who plays the drums to stand up and say I / We play the drums. The rest of the class says He I She plays I They play the drums. Ask Who doesn't play the drums? Those students who don't play the drums stand up and say I / We don't play the drums. The rest of the class says He I She doesn't / They don't play the drums. Continue by asking questions about other instruments.

Revision

SB p50

Present simple – affirmative and negative

1 a Read the example with students. Students complete the remaining sentences.

Answer key

- Mike has got two brothers and a sister.
- 2 We play basketball at school.
- 3 Sarah goes skiing in France.
- 4 We work in a shop.
- 5 Mr West goes to work by car.
- 6 My parents watch TV in the evening.
- Mandy does her homework in the kitchen.
- **b** Invite students to read out their sentences and write them on the board, correcting any mistakes. Students correct their sentences. Then students make their sentences negative.

- Mike hasn't got two brothers and a sister.
- We don't (do not) play basketball at school. 2
- Sarah doesn't (does not) go skiing in France.
- 4 We don't (do not) work in a shop.
- 5 Mr West doesn't (does not) go to work by car.
- 6 My parents don't (do not) watch TV in the evening.
- Mandy doesn't (does not) do her homework in the kitchen.

Present simple - questions

2 Students make questions from the statements.

Answer key

- 1 Are you from Australia?
- 2 Is it my turn?
- 3 Do we have lunch at one o'clock? (OR When do we have lunch?)
- 4 Do they like football?
- 5 Am I / Are you in this photo?
- 6 Does Peter take the bus to school?
- 7 Have Mr and Mrs Johnson got a new computer?
- 8 Does Jane finish school at 3.15? (OR When does Jane finish school?)

Vocabulary

3 Students fill in 1–7 using the picture clues to discover the word in 9.

Answer key

- 1 flute
- 2 three o'clock
- 3 tennis
- 4 ten to five
- 5 football
- 6 skiing
- 7 swimming
- 8 weekend
- 9 free time

Listening, writing and speaking ② 2.21

4 a Go over the chart with students and make sure they understand what they are listening for. Play audio recording 2.21 for students to listen and fill in the information. Invite one student to ask another questions and correct the answers.

2.21

INTERVIEWER Hello. What's your name?

SALLY Sally Jefferies.

INTERVIEWER How do you spell Jeffries?

SALLY J E double-F R I E S.

INTERVIEWER J E double-F R I E S. Thank you. And

where are you from, Sally?

SALLY I'm from Oxford.

INTERVIEWER How old are you?

SALLY I'm twelve. In fact, it's my birthday today.

INTERVIEWER Well, happy birthday. What's your phone

number?

SALLY It's 01865 372846.

INTERVIEWER 01865 372846. Have you got any

brothers or sisters?

SALLY I haven't got a brother, but I've got a

sister. Her name's Paula.

INTERVIEWER What school do you go to?

SALLY I go to Headington High School. That's

HEADINGTON—Headington High.

INTERVIEWER And what are your favourite subjects?

SALLY Maths and Geography.

INTERVIEWER What do you do in your free time?

SALLY I play computer games, I go swimming

and I listen to my CDs..

INTERVIEWER Do you play a musical instrument?

SALLY No, I don't, but my sister plays the

saxophone.

Answer key

Name - Sally Jeffries

From - Oxford

Age - 12

Telephone number – 01865 372846 Brothers and sisters – Paula (sister)

School - Headington High

Favourite subjects - Maths and Gegraphy

Free time – plays computer games, goes swimming,

listens to CDs

Musical instrument - none

b Students complete the text and check their answers in pairs.

- 1 Jeffries
- 2 Oxford
- 3 twelve
- 4 01865 372846
- 5 hasn't got
- 6 's got
- 7 's Paula
- 8 goes
- 9 Headington
- 10 Maths
- 11 Geography
- 12 plays computer games
- 13 goes swimming
- 14 doesn't play
- **c** In class, or for homework, students write similar texts about themselves.
- **d** Students work with a partner and ask and answer using the chart in exercise 4a.

Your project

SB p51

Free time

Aims of the section To consolidate and extend vocabulary and grammar learnt so far.

Skills Asking for and collating information.

Context Students do a survey and analyse the results.

Explain that students are going to do a project about the free-time activities of students and teachers in their school. Read through the project in the Student's Book with them. Explain that this is a model, but that their own project can contain different pieces of information and be organized in a different way.

What to do

- 1 Divide the class into small groups of four or five. To make the questionnaire, students write questions, for example Do you play football? When do you play? Do you collect things? What do you collect? How many have you got? Prompt students to make both yes I no and wh- questions.
- 2 In their groups, students ask other students and teachers in the school their questions, making a note of the answers.
- **3** Students work in their groups to analyse their answers and prepare graphs using the project in the Student's Book as a model.
- 4 Students work on their own to write sentences describing their results.
- 5 Students work on their own to stick their material into their books or onto their posters and write labels. Check all pieces of writing for accuracy before they are included in the project. When the projects are completed, they should be displayed for other students to read.

Song

SB p51

If you're happy and you know it

Aims of the song To introduce verbs and revise the words for parts of the body.

1 Before playing the song, read the words and help students with vocabulary. Look at the different actions and ask students how they would do them. Try to get different ideas from different students and have the class choose the best one. Play audio recording 2.22 for students to listen and read, doing the actions as they listen. Play the song again for students to sing and do the actions.

Optional Extra

Put students into groups of four or five. Give each group a piece of paper with a part of the body on it, for example *teeth*, *eyes*, *ear*, *leg*, *finger*, *tummy*. Each group makes up a verse for their part of the body, for example *wink your eye*, *pull your ears*. If necessary, help students with vocabulary. Write their actions on the board and invite each group to demonstrate their own. Sing the song again with the students' own verses.

- 1 Clap your hands.
- 2 Nod your head.
- 3 Wave your arms.
- 4 Scratch your nose.
- 5 Stamp your feet.
- 6 Do them all.

Test

For extra practice, see the Test for Unit 4 on p133 and Revision Test 2 on p134.

Places

Unit overview

Grammar focus Can / can't; There is / are ...; prepositions of place.

New vocabulary Inside a house – rooms and furniture; places and buildings in a town.

Skills Asking and answering about ability; describing the location of objects / places; describing a home and a town.

Topic / Context Talking about the home and a town.

Culture British houses. SB p60

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

Section A

SB pp.52-53

My room

Aims of the section To introduce and practise prepositions of place.

Grammar Prepositions of place. See WB Unit 5 pp.42–43; WB Grammar summary 5.1; WB Key TB p.87.

New vocabulary Mirror, wardrobe, chest of drawers, carpet, lamp, bedside table, rug, poster, bed, bookshelf. See WB Wordlist p.76.

Skills Saying where things are.

Context Amy describes her room.

Vocabulary 2.23

1 Ask students to look at the picture. Ask students at random if they have got these things in their room to elicit short form answers. Invite students to tell you something they have in their room that is not in the picture. Write the new vocabulary on the board. Play audio recording 2.23 for students to listen, read and repeat.

Comprehension 2.24

2 a Ask students to look again at the picture of Amy's room. Play audio recording 2.24 for students to listen and identify Edward.

Answer key

Edward is her teddy bear.

b Ask students to point to the items listed. You may also ask them to point to other items in the picture, for example clothes, magazines, bag. Write the words for these other items on the board.

Grammar 2.25

3 a Read through the prepositions of place with the class. Play audio recording 2.25 for students to listen and read. Play the recording again for students to listen and repeat.

Place a book in your desk, on your desk, under your desk, next to your desk, in front of your desk, opposite your desk, behind your desk, between two desks, and each time ask the class to tell you where it is. Repeat this exercise several times with different objects in different places.

Optional extra

Use a small object, for example a small coin or button, for the following activity. Send one member of the class out of the room while the rest of the class hides the object. Call the student back. He or she has to guess where the object is by asking questions, for example *Is it on Louise's desk? Is it in Tim's bag?* When the object has been found, another student is sent out and the activity repeated.

b Read through the example with the students. Students work individually to write the other sentences. Check the sentences and write the correct versions on the board.

Answer key

- 1 He's under the bed.
- 2 He's in front of the chest of drawers.
- 3 He's in the wardrobe.
- 4 He's behind the CD player.
- 5 He's between the books and the CDs.
- 6 He's next to the mobile phone.
- 7 He's opposite the radio.
- **4** a Look at the picture in exercise 1 and read the example with the students. Divide the class into pairs. Students construct sentences from the prompts. Check the sentences and write the correct versions on the board.

- 1 The magazines are on the bed.
- 2 The chair is in front of the desk.
- 3 The bedside table is between the bed and the desk.
- 4 The lamp is on the bedside table.
- 5 The desk is next to the bedside table.
- 6 The spider is under the bookshelf.
- 7 The bed is opposite the wardrobe / chest of drawers.
- 8 The bag is in the wardrobe.

b In pairs, students ask and answer questions using the prompts in exercise 4a. Monitor carefully.

Optional Extra

Fast finishers can ask and answer questions about where things are in the classroom.

Listening and writing 2.26

5 a Explain that students will hear people asking and answering about where things are. Ask students to look at the picture and discuss where things are in pairs. Play the first example (*the book*) from audio recording 2.26. Ask what number shows the position of the book (1). Students write numbers 2–7 in their exercise books. Play the rest of the recording pausing between items for students to listen and write the object next to the numbers. Check answers with the class.

2.26

- Where's my book?
- It's on the desk behind the computer.
- Where's my mobile phone?
- It's here under the chair.
- Where's my pen?
- It's on the desk in front of the computer.
- Where's my watch?
- Look! It's in the desk drawer.
- Where's my Kaiser Chiefs CD?
- It's there, next to the window.
- Oh no! Where's my bag?
- Here it is. It's behind the door.
- Where's my umbrella?
- Over there, on the chair.

Answer key

- 1 book
- 2 CD
- 3 watch
- 4 pen
- 5 mobile phone
- 6 umbrella
- 7 bag
- **b** Students write sentences individually in their exercise books. For each item, invite a student to come to the board and write his / her sentence. Check and correct the sentences.

Answer key

- 1 The book is on the desk behind the computer.
- 2 The CD is next to the window.
- 3 The watch is in the drawer.
- 4 The pen is on the desk in front of the computer.
- 5 The mobile is under the chair.
- 6 The umbrella is on the chair.
- 7 The bag is behind the door.

Pronunciation 2.27

6 a Play the first two words from audio recording 2.27 and make sure that students can hear the stress. Write the two words on the board and mark the stress. Play the rest of the recording for students to listen and mark the stress. Ask students for their answers and write the rest of the words, with the stress marked, on the board.

Answer key

wardrobe

com<u>pu</u>ter

behind

bet<u>wee</u>n

in front of

um<u>bre</u>lla

window

opposite under

mirror

70 113

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

Optional Extra

Go round the class asking students to make sentences using the words on the board, for example *The wardrobe is in front of the window.* Monitor and correct pronunciation, particularly stress pattern errors.

Now you know ...

Check students know the prepositions of place from the unit. You can do this by putting any object in different places and asking students where it is.

Revision idea

Explain the verb to hide, using the students' own language if necessary. Divide the class into four teams. Say an item, for example a horse, a hamster. Each team has to make a list of all the places in the classroom where they can hide the item. The place must be feasible, for example you can hide a hamster in a schoolbag, but not an horse. The team with the longest list of places wins, but they must use the correct preposition to describe each hiding place.

Section B

SB pp.54-55

Our house

Aims of the section To practise *There is / are ...*; prepositions of place; descriptions of places.

Grammar There is / are ...; prepositions of place – in, on, under. See WB Unit 5 pp.44–45; WB Grammar summary 5.2; WB Key TB p.87.

New vocabulary Hall, living room, dining room, kitchen, toilet, cellar, stairs, bedroom, bathroom, outside, garden, garage, upstairs, sofa, armchair, curtains, cupboard, fridge, cooker, sink, bath, shower, light, flat. See WB Wordlist p.76–77.

Skills Describing parts of a house and things in it.

Context Amy describes her house.

Cultural background note

The majority of people in Britain live in houses rather than flats. British people talk about the size of a house by the number of bedrooms rather than square metres. An average terraced house may have two or three bedrooms, a semi-detached house (or semi) three to five bedrooms, while a detached house may have any number of bedrooms.

Vocabulary 2.28

1 Write the highlighted words on the board (a hall, a living room, a dining room, a kitchen, a toilet, a cellar, a bedrooms, a bathroom, a garden, a garage). Ask students to listen for these words. Play audio recording 2.28 for students to read and listen. Play the recording again for students to listen and repeat. Say the words and invite students to point to the places in the picture. Then point to the places and ask students to say the words.

Comprehension 2.29 and 2.30

2 a Read the comprehension questions to students. Explain that students must read and listen again, and then answer the questions. Play audio recording 2.29 for students to listen and follow in their books. Check the answers with the class.

Answer key

Upstairs – three bedrooms, a bathroom Downstairs – a hall, a living room, a kitchen, a dining room, a toilet

b Students look at the picture, read through the text and label the parts of the house.

Answer key

- 1 bedroom
- 2 bedroom
- 3 bathroom
- 4 bedroom
- 5 kitchen
- 6 dining room
- 7 hall
- 8 toilet
- 9 living room
- **3** Explain that students will hear Amy doing things in different parts of the house, and that their job is to identify the rooms. If you wish, you can divide the class into teams for this activity, so that the team that correctly identifies each sound first wins a point. Play the audio recording 2.30 for students to listen and identify the places.

2.30

- 1 (Sound: gentle snoring)
- 2 (Sound: shower running; humming / singing)
- 3 (Sound: clatter of knives and forks on plates)
- 4 (Sound: TV programme)
- 5 (Sound: cooking)

Answer key

- 1 She's in the bedroom.
- 2 She's in the bathroom.
- 3 She's in the dining room.
- 4 She's in the living room.
- 5 She's in the kitchen.

Grammar

4 Introduce there is / there are using objects in the classroom or on a desk, for example There is (There's) a blackboard in the room. There are three windows in the room, or There's a book on my desk. There are two pens on my desk.

Write the table on the board and invite students to complete it, checking their answers with the text in exercise 2.

Answer key

There is a bathroom upstairs.

There are three bedrooms.

There isn't a cellar.

There aren't two bathrooms.

The structure *there is I there are* may be difficult for many students whose language does not have an exact equivalent. Encourage students to translate the expression into their own language, and discuss how the idea is expressed in both languages.

5 Read the gapped sentences with students. For each sentence, ask *Is there one, or more than one?* Invite students to supply *there is I there are*. Explain that *There's a ...* is used in spoken English and encourage students to use it, rather than *There is a ...*

Answer key

- 1 There's a television in the living room.
- 2 There are four rooms upstairs.
- 3 There isn't a bathroom downstairs.
- 4 There are three bedrooms.
- 5 There's a toilet under the stairs.
- 6 There are two people in the kitchen.
- 7 There's one person in the dining room.
- 8 There's a computer in the dining room.
- 9 There's a car in the garage.
- 10 There aren't two bikes in the garage.

Vocabulary 2.31

- **6** a Play audio recording 2.31 for students to listen and read. Play it again for students to listen and repeat. Check and reinforce the meaning of the words by asking students if there is, for example a sofa in their house, and where it is.
 - **b** Read the example with the class, and then use the prompts to elicit more examples of *there's a / there are* to revise more vocabulary. Invite students to think up true sentences about Amy's house. These can be written down for homework.
 - **c** Ask students to identify other items in the picture in exercise 3 and say where they are. Write any new words on the board.

Optional Extra

Ask different students to describe their bedrooms, and make a list on the board of the things in each bedroom. Put a tick next to the item each time it is mentioned. Give each student one item from the board. If possible, give each student a different item. Ask students to walk round the classroom and ask the others if they've got that item in their bedroom, and if they have, where it is. Tell students to make notes. Invite some students to tell the class what they found out.

Reading and writing

- **7** a Students copy the plan of the flat into their exercise books. It should be large enough for them to draw furniture in the rooms.
 - **b** Divide the class into pairs. Students read the text and label the rooms. Check the answers with the class.

Answer key

- a kitchen
- b bathroom
- c living room
- d hall
- e bedroom
- **c** Students work in pairs to draw the items in each room and label them. Each pair joins another pair to compare their drawings and check their answers.

Answer key

hall - small table, telephone

living room – sofa, two armchairs, TV, desk, chair, computer

bathroom – shower, toilet, washbasin, mirror kitchen – cupboards, fridge, sink, cooker, TV, radio, small table, four chairs

bedroom – two beds, wardrobe, chest of drawers, lamp, clock

Optional Extra

Fast finishers can draw extra things in the flat and label them. If necessary, they can use a dictionary to help them.

8 Ask students in turn to make sentences about their own house or flat.

Optional Extra

Divide the class into groups of three or four. Explain that the members of each group are going to live together in a flat with a bedroom each, a hall, a living room, a toilet and a kitchen. Groups draw a plan of the flat with all the things they want to have in it. Each student makes a copy of the plan. Then ask each student to find a partner from a different group. Students describe their flat to their partner and their partner draws it.

Pronunciation 2.32

9 Write the two phonetic symbols /p/ and /ɔ:/ on the board. Say each sound for the class to listen and repeat. Play audio recording 2.32 pausing after each word for students to listen and repeat. Students decide which words are the odd ones out in the lists. Where there are two syllables, students should focus on the underlined syllables.

- 1 hall
- 2 what
- 3 short
- 4 dog
- 5 got
- 6 box

Now you know ...

Check students know how to use there is I there are and the vocabulary for places in a house.

Revision idea

Ask students to look again at the picture of Amy's house in exercise 1. Either ask questions about the things in the house for the class to answer (see list below), or divide students into two teams to ask and answer questions.

Possible questions:

- 1 Where are Amy's clothes?
- 2 Where's the car?
- 3 Where's the sofa?
- 4 Where's the television?
- 5 Where are Amy's mum and dad?
- 6 Where's Rex?
- 7 Where's the fridge?

Section C

SB pp.56-57

Her town

Aims of the section To practise prepositions of place; to describe a town; to practise *there is I are*; to introduce *Is there I Are there ...?*

Grammar Is there ...? / Are there ...? Yes, there is / are. No, there isn't / aren't.; How many ... are there?; prepositions of place – next to, opposite, in front of, behind. See WB Unit 5 pp.46–47; WB Grammar summary 5.3; WB Key TB p.87–88.

New vocabulary Station, shop, hospital, church, hotel, bank, cinema, sports centre, swimming pool, café, post office, museum, park, supermarket, square, castle, volleyball court, police station. See WB Wordlist p.77.

Skills Describing and locating places and things.

Context Amy describes her town.

Cultural background note

Amy's town is a small town west of Oxford. It was once a market town and the main manufacturing was the production of blankets. It is like many British towns. Most shops and banks are found in the town centre. There are a number of cafés, restaurants and fast-food outlets, a library, cinema, town hall, hospital and police station. Leisure centres and large supermarkets are often on the outskirts of a town.

Vocabulary 2.33

1 Play audio recording 2.33 for students to listen and read. Play the recording again for students to listen and repeat. Briefly revise there is I there are. Ask about the town or city students live in, for example Is there a cinema in your town? I How many

cinemas are there in your town? Invite the student who answers correctly to ask another question using the target vocabulary. The student who answers that question correctly asks another question, and so on.

Optional Extra

Students ask and answer questions about other places in their town, for example *football* stadium, ice rink, bus station, etc.

Comprehension 2.34 and 2.35

2 a Tell students they are going to hear Amy talking about her town. Explain they should listen and tick all the places they hear in their books, or write them in their exercise books. Play audio recording 2.34 for students to listen and tick / write. Check the answers with the class.

2.34

AMY

I live in Witney. It's near Oxford. It isn't a very big town. There are about 40 shops in the town and there are two supermarkets. There are three banks and a post office, too. Oh, and of course a police station.

My house is in Church Lane. There's a church at the end of the road and behind it there is a farm museum.

There isn't a cinema in Witney, but there are four in Oxford. There's also a new sports centre. It's great. There are four courts for badminton and two volleyball courts. I go swimming there too. It's my favourite place.

My favourite café is Huffkins. It's in the High Street.

Answer key

shop, church, bank, cinema, sports centre, swimming pool, café, post office, supermarket

b Read through the *True I False* questions with students. Play the recording again for students to mark the sentences true or false. Check answers, and invite students to correct the false statements.

- 1 False (It isn't a very big town.)
- 2 True
- 3 True
- 4 False (There isn't a castle.)
- 5 False
- 6 False
- 7 True
- 8 False (It's in the High Street.)

Optional Extra

Students work in small groups of three or four to write five more *True I False* sentences about Amy's town. They give their sentences to another group and ask the group to decide whether they are true or false. The two groups then check their answers.

3 Play audio recording 2.35 for students to read and listen. Students then answer the questions. Check the answers with the class.

Answer key

- 1 in Market Square
- 2 one

Ask students to make a list of five places in their town. Students walk round the class asking other students where the places on their list are.

Grammar

4 Write the statements *There's a hospital in Witney* and *There are three banks in Witney* on the board and invite students to form questions. Write the questions on the board. Students copy the completed table into their exercise books.

Answer key	
Is there a hospital in Witney?	Yes, there <u>is</u> . No, <u>there</u> isn't.
Are there three banks in Witney?	Yes, there <u>are</u> . No, <u>there</u> aren't.

5 Ask students to look briefly at the chart. Read out the examples with a student. Divide the class into pairs to take it in turns to ask and answer questions. Students can write the sentences for homework.

Answer key

- 1 Is there a post office in Amy's town? Yes, there is.
- 2 Are there three banks in Amy's town? Yes, there are.
- 3 Is there a station in Amy's town? No, there isn't.
- 4 Are there two supermarkets in Amy's town? Yes, there are.
- 5 Is there a swimming pool in Amy's town? Yes, there is.
- 6 Is there a bus station in Amy's town? No, there isn't.
- 7 Are there a lot of shops in Amy's town? Yes, there are.
- 8 Is there a cinema in Amy's town? No, there isn't.

Listening and speaking 2.36

6 Students read through the information. On the board, draw a diagram of the street your school is in, or another street students know well, making sure you include items to fit all the prepositions that are taught here. Ask questions, for example Where is the school? to elicit answers such as It's next to the café. It's in front of the bookshop. It's opposite the church. Write the sentences students give you on the board. Make sure they have understood the meanings of all the prepositions, and do not confuse in front of with opposite. In front of is directly ahead of something, whereas opposite is facing, but at some distance.

Play audio recording 2.36 for students to match the places to the prepositions and locations.

Students work in pairs to write down where the different things are or do this for homework. Ask students at random to say where each thing is.

2.36

- 1 Excuse me. Is there a post office near here?
 - Yes, there is. It's in River Street.
- 2 Excuse me. Is there a hotel near here?
 - Let me see. Yes, there is. It's in Market Square.
- 3 Excuse me. Is there a bank near here?
 - Erm,... Yes, there is. It's opposite the post office.
- 4 Excuse me. Is there a café near here?
 - Now then, a café? Yes, there is. It's next to the museum.
- 5 Excuse me. Is there a bus stop near here?
 - Yes, there is. It's in front of the station.
- 6 Excuse me. Is there a park near here?
 - Yes, there is, Spring Hill Park. It's behind the sports centre.

Answer key

1 d (in) 4 b (next to) 2 f (in) 5 a (in front of) 3 e (opposite) 6 c (behind)

7 Go through the example with students. Invite pairs of students in turn to ask and answer the questions about each item on the list.

Optional Extra

Students may like to draw a real or fictitious street with buildings, and work in pairs to ask about the position of each one. Alternatively, they could write descriptions of their street, and the position of the buildings.

Pronunciation 3.37 and 3.38

8 a Write the two phonetic symbols /ʃ/ and /s/ on the board, and give an example of each. Say the sounds

aloud for students to repeat. Play audio recording 3.37 pausing after each word for students to listen and write the words in the correct column.

Answer key

/ʃ/ /s/
English cinema
brush centre
shop bus
station small
finish square
she office

b Play audio recording 3.38. Students listen and repeat. Ask students to read the ryhme as quickly as possible. Which student can read the rhyme the quickest without making a mistake?

Now you know ...

Check students can make questions with *there is I* there are and that they know the vocabulary for places in their town.

Revision idea

Students work on their own, or in small groups, to make as many true sentences as possible about the places in their town in, for example, five minutes. At the end of this time, students or groups read out their sentences. The individual or group with the longest list of correct sentences wins.

Section D

SB pp.58-59

Mickey, Millie and Mut's day out

Aims of the section To introduce and practise can / can't.

Grammar Can / can't. See WB Unit 5 pp.48–49; WB Grammar summary 5.4–5.5; WB Key TB p.88.

New vocabulary See WB Wordlist p.77.

Skills Giving instructions.

Context A board game.

go back and miss a turn.

Comprehension 2.39

You may want to do exercises 2-4 on p.59 first.

1 a Introduce the structure can + verb. Ask Can you speak English? Can you play football? Encourage full answers Yes, I can speak English. Yes, I can play football, etc. Invite students to think of similar questions to ask and answer with a partner.
Students look at the board game and read the captions. Make sure they understand the instructions

Play audio recording 2.39 for students to listen and follow in their books. Play it again for students to

listen and repeat, so they can use the instructions when they play. Ask What do you do at the start of a game? (Decide who starts by throwing the dice to see who gets the highest number.) Who are the people in the game? (Mickey and Millie) What does Mickey say at number 12? (Can you swim?) What does he say at number 18? (Can you ski?) Teach or revise It's my turn. It's your turn. etc.

b Divide students into small groups. Make sure each group has a small coin, button or counter for each player, and a dice or a spinner. Students play the game in their groups. Move round the class checking that only English is spoken. Groups that finish quickly play the game a second time.

Grammar

- Write the table on the board. Invite students to say sentences aloud using the words in the table. Divide the class into pairs to ask and answer questions about things they can and can't do. Students then write down six sentences about themselves, following the example in box. Invite each pair to read out some of their sentences to the rest of the class.
- **3** Write the gapped questions and short answers on the board and invite students to fill in the gaps. Write some activities on the board, for example *speak English, do Karate, play the piano*. Students then practise making questions with a partner. Students copy the completed questions and short answers into their exercise books.

Optional Extra

Ask students to write five things they can do on a piece of paper. Students walk round the class asking other students if they can do those things. Invite some students to report back to the class on who can do the same things as they can. For example *Tomas can play the guitar. Anna and Maria can ski*, etc.

4 a Read the example with students. Students write the questions by rearranging the words given.

- 1 Can Amy do her homework?
- 2 Can you play tennis?
- 3 Can they cross the river?
- 4 Can you speak English?
- 5 Can we ride a bicycle?
- 6 Can he read a map?
- **b** Read out the examples with a student. Ask students to work in pairs to make dialogues with the questions from exercise 4a.

Optional Extra

Divide students into pairs. Ask each student to make a list of six things they don't think that their partner can do. Students ask and answer their questions. Invite students to tell you how many of their guesses were correct.

Speaking and writing

5 a Ask students to look at the first picture and the cue, and read out the example with a student. Ask and answer similar questions with a few students to give examples of the question form and short answers. For example Can Stephen draw? (Yes, he can.) Can Rebecca speak French? (No, she can't.) Can Stephen take good photographs? (Yes, he can.)

Make sure that students clearly differentiate the vowel sounds in can (/æ/) and can't (/ɑ:/). Ask students to look at the items. Make sure they understand what they have to do. Divide the class into pairs. One student asks a question, the other responds and, if possible, proves it. The student asking the question notes down the response. Students then reverse roles.

Answer key

- Can you draw a dinosaur?
- 2 Can you swim?
- 3 Can you play golf?
- 4 Can you dance?
- 5 Can you speak French?
- 6 Can you ski?
- 7 Can you write your name with your left hand?
- 8 Can you read this?
- **b** When all the questions have been asked and answered in pairs, students write down what their partner can and can't do. Students then work in groups to report on what they have found out.

Pronunciation 2.40 and 2.41

- **6** a Play audio recording 2.40 for students to listen and read. Make sure that students hear the different vowel sounds in can (/æ/) and can't (/ɑ:/). Play the recording again for students to listen and repeat.
 - **b** Play audio recording 2.41 for students to listen and identify which sound they hear.

2.41

- 1 I can't swim.
- 2 We can take the bus.
- 3 She can paint.
- 4 He can't dance.

Answer key

/æ/1,4

/a:/ 2,3

Now you know ...

Check students can use can / can't to make affirmative and negative statements and questions.

Revision idea

On a piece of paper, students write three things that they can do that they think other students can't do. Students walk round the class asking each other if they can do the things they have written down. Each student tells the class how many people could do the activities he / she had written down.

Culture

SB p60

British houses

Aims of the section To discuss the difference in housing between Britain and the students' own country.

New vocabulary Typical, city centre, buildings, offices, suburbs, share, country, common.

Skills Describing how things are in a country.

Context Reading and listening to information on housing in Britain.

Students read through the information on their own. Check any difficulties with vocabulary. Students answer the questions with True, False or Doesn't say.

Answer key

- False 5 True
- 2 True 6 Doesn't say
- 3 Doesn't say 4 False
- 7 False
- 2 Read through the text again with the class. Look at the pictures of the different kinds of houses and discuss them with the class. Ask students which type of house they prefer, and why. Ask students the questions about their country and make a note of the answers on the board.
- **3** In groups, students describe their homes, or other houses or flats they know to each other. They then write descriptions and read them out to the rest of

If you have got a copy of the DVD, you could play Unit 5 here and give students Worksheet 5 on p126.

SB p62

English across the curriculum

SB p61

History: place names

Aims of the section To introduce the meaning of English place names.

Skills Working out the meaning of words from their parts.

Context Explanation of some English place names.

1 Students read the text. Explain any vocabulary needed, for example *port*, *bridge*.

Optional Extra

Divide students into five groups. Give each group a different section of the text. Students draw a poster for the town in their section of the text using the information given. You may wish to put the posters on the wall of the classroom.

2 Explain that students are going to work out the meaning of some more town names, and that the text will help them. If necessary, you can do the first example with students. Students work on their own to match the remaining names to their meanings.

Answer key

- 1 d
- 2 c
- 3 e
- 4 g
- 5 b
- 6 a 7 f
- **3** a Students choose the name of one town and draw a picture which shows the origin of its name.
 - **b** Students walk around the class showing the picture to other students and asking what place it is. Alternatively, divide the class into groups to draw pictures of all the towns. Groups exchange drawings and try to put names to the pictures.
- 4 Students make a list of towns and cities in their own country whose names have a similar origin. Discuss the origins of the names. If appropriate, discuss what these places would be called in English.

Optional Extra

Students make similar posters to those in the Optional Extra activity for exercise 1 for towns in their own country.

Revision

Prepositions

1 Students look at the picture and complete the sentences.

Answer key

- 1 The chair is next to the sofa.
- 2 The cat is <u>under</u> the chair.
- 3 The school bag is between the sofa and the table.
- 4 The lamp is next to the sofa.
- 5 Charlie is behind the sofa.
- 6 The sofa is opposite the TV.
- 7 Charlie's sister is on the sofa.

Vocabulary and writing

2 a Students look at the map and identify the places in the town.

Answer key

- 1 a swimming pool 7 a shop 2 a station 8 a bank 3 a cinema 9 a post office 4 a supermarket 10 a café 5 a church 11 a square
- 6 a hotel
- **b** Students use the words in the box to write sentences about the town in the picture.

Possible answers

There's a swimming pool behind the cinema. There's a bank between the shop and the post office.

There are people in front of the café.

There is a dog in the park.

There's a hotel opposite the bank.

There's a cinema next to the supermarket.

Listening, writing and speaking ② 2.42

- **3** a Students listen to a recording about what James does on Saturday and tick the things James can do and put a cross next to the things he can't do. Play audio recording 2.42 for students to listen.
- 2.42

Every Saturday James has a piano lesson. He can play the piano well. His sister, Clare, goes swimming, but James can't swim.

In the afternoon, James does some art. He can draw horses and other animals. He draws with his left hand. His sister practises her German. She likes German. James can't speak German. He can only speak English.

Answer key

1 play the piano 🗸 4 swim 🗶

2 speak English ✓ 5 speak German 🗶

3 write with left hand 🗸 6 draw 🗸

b Students write six sentences about what James can and can't do.

Possible answers

James can play the piano. James can't speak German. James can draw. James can speak English. James can draw with his left hand. James can't swim.

c Divide the class into pairs. Students ask each other about what they can do or can't do, for example *Can you speak Chinese?* Students then write four sentences about the things that their partner can do or can't do. Students read out the sentences to the class. Correct any mistakes.

Your project

SB p63

My town

Aims of the project To consolidate and extend vocabulary items and grammar learnt so far.

Skills Locating places in a town.

Context Students draw maps and pictures, or take photographs of their town. They write about places in their town.

What to do

- 1 To prepare, students gather as much information as possible about their town, or (in the case of a large city) the district where their school is. If possible, they should visit the local tourist office to get maps and leaflets, and borrow books or get other information from the local library. Students should also ask their family and neighbours for any information they can give about interesting places in the town, and their history.
- 2 Students work together in groups of three or four to make a list of the buildings and streets they wish to show on the map of their town. If the town is fairly large, they will need to decide how much to include. It is helpful if each student tries to draw a map on a small piece of paper, including all the places they have agreed on. The maps can then be compared and checked against a commercially-produced map before they start their final version. For the final version, students work on the largest size paper possible, as they will be adding pictures and photographs to the map. Encourage students to draw first in pencil and go over the map using coloured pens and pencils. Students add separate labels (preferably in capital letters) to show the buildings and other places of interest. Students should add their school and their own homes.

3 To prepare, students need to draw pictures, take photographs and / or bring pictures and photographs to class of places in their town. In their groups of three or four, students decide which pictures to include on the map.

The group works together to write an introduction to their town or city. Each group member chooses two or more places to write about. Students write their descriptions in their exercise books or homework books for you to check, before they write the corrected version on a separate piece of paper. When the maps are completed, display them for other students to look at.

Song

SB p63

Our town

Aims of the song To consolidate vocabulary and grammar learnt so far.

Grammar Revision of there is I are; instructions.

New vocabulary Village, factory, bookshop, around, welcome.

Skills Using prepositions to locate places in a town; predicting missing words.

Context Listening to the song *Our town*.

- 1 Read through the first line of the song with students, and invite them to supply a word from the list to complete the line (accept factory / museum / bookshop at this stage). Students decide which words fit into the gaps. They compare their ideas.
- Play audio recording 2.43 for students to listen and check their ideas. Play the recording again, pausing at the end of each gapped line. Students call out the missing word and correct their work if necessary. Play the recording one last time for the class to sing along.

Answer key

1 bookshop 2 next to 3 front 4 can 5 park 6 factory 7 town 8 Opposite 9 police

Optional Extra

Divide the class into groups of three or four and challenge each group to write another verse for the song. The words should fit into the tune, but they do not need to rhyme. This can be done as homework and brought to the next session. Each group teaches their verse to the rest of the class, either by dictating it or writing it on the board. The class sings the whole song at the end of the session.

Test

For extra practice, see the Test for Unit 5 on p136.

6 People

Unit overview

Grammar focus Describing people: have got v. be; present continuous; How much ...?; singular and plural (clothes).

New vocabulary Physical characteristics; actions such as cleaning teeth; clothes.

Skills Describing people; describing what somebody is doing; buying things.

Pronunciation Vowel sounds; phonetic alphabet; /ɪ/, /ɜː/ and /aɪ/; syllables.

Topic/Context Describing people, routines and actions.

Culture People. SB p72

The Culture page for this unit can be studied before Section B or at the end of the unit.

Section A

SB pp.64-65

My friends

Aims of the section To introduce and practise physical descriptions.

Grammar He / She's got ... See WB Unit 6 pp.52–53; WB Grammar summary 3.1–3.2; WB Key TB p.88.

New vocabulary Tall, short, fat, slim, glasses, long / short / dark / fair hair, bald, brown / green / blue eyes, beard, moustache. See WB Wordlist p.77.

Skills Describing people.

Context Rob introduces his sister and favourite teacher.

Vocabulary 2.44

1 a Students read the words and look at the pictures. Play audio recording 2.44 for students to listen and read. Play the recording again for students to listen and repeat.

Optional Extra

Choose a famous person students will know and ask them to shout out the words from the list that describe the person. You don't need to introduce new grammar here. You can say, for example, *Tom Cruise – tall, yes or no?* Repeat with other famous people.

Comprehension

2 Students read the descriptions and fill in the gaps in the sentences. Invite students to read out their answers for checking and write them on the board. Students practise saying the sentences.

Answer key

- 1 Mr Jones is fat.
- 2 Rob is quite slim.
- 3 Rob has got short hair.
- 4 Rob and Julie have got blue eyes.
- 5 Mr Jones has got a beard.
- 6 Julie is tall.

Optional Extra

Divide the class into three or four teams. Ask one student to stand outside the room for two minutes. In that two minutes, each team writes as many sentences to describe the student who is outside as they can. Each team gives their sentences to another team. Bring the student back into the room, and invite the teams to read the sentences they have received. The team which has written the most correct sentences wins.

Grammar

- 3 Ask students to copy the table into their exercise books. Discuss with the class how we use *He I She's* + adjective and *He I She's got* + physical feature. Compare how this is expressed in the students' own language. Students write three sentences about themselves with *I'm I I'm not*, three about another student with 's I isn't, three about themselves with 've got I haven't got and finally three about another student with 's got I hasn't got. Invite students to read out their sentences to the class. Correct any errors.
- **4** a Students look at the picture of the four people. Go through the words with the class, saying them aloud for students to repeat. Pay special attention to the pronunciation of *bald* and *beard*, as these are often difficult words for students to say. Ask students to copy the words into their exercise books. Next to each word they should write the number of the person whom the word describes.

brown hair – 1	short – 1
long hair – 2, 3	fair hair – 3
green eyes – no one	a beard – 4
tall – 2, 4	slim – 2, 4
black hair – 2	short hair - 1
bald – 4	blue eyes – 1, 2
brown eyes – 3	fat – 3

b Read through the example with the class. Ask students to make sentences describing the people in the pictures in exercise 4a. Remind students to use the tables in exercise 3 to help them. Then ask different students to write a sentence describing each person on the board. Students write out the sentences for homework.

Answer key

- 1 He isn't very tall. He's got short hair brown hair and blue eyes.
- 2 She's tall and slim. She's got long black hair and blue eyes.
- 3 She's fat. She's got fair hair and brown eyes.
- 4 He's tall, slim and bald. He's got a beard and glasses.

Listening and speaking @ 2.45

- 5 a Ask students to look at the picture. Revise parts of the head: nose, mouth, teeth and ears. Tell the class they will hear about members of Frank N. Stein's family. Write the names *Thing, Drusilla* and *Hulk* on the board. Play audio recording 2.45. Students listen and draw. Play the recording again for students to check their ideas and complete their pictures.
 - **b** Students compare their pictures in small groups, and check any misunderstandings. Play the recording one last time. Pause after each description, and invite a student to come to the board and draw each family member.

2.45

- 1 My brother, Thing, is very tall and slim. He's got very long brown hair and a long beard. His eyes are blue and he doesn't wear glasses. He's got a very big nose.
- 2 My cousin, Drusilla, is quite tall and she's very fat. She's got short black hair. She's got three red eyes and she wears glasses. She's got very long ears.
- 3 My grandfather, Hulk, isn't very tall and he's quite fat. He's bald and he's only got one brown eye. He often borrows one of Drusilla's eyes. He's got a very big mouth and two long black teeth.

Optional Extra

Fast finishers can draw pictures of their own family members, and write descriptions under each one.

Writing

6 a In preparation for this session, students need to find pictures in magazines and comics, or draw their own pictures and cartoons. Divide the class into small groups and ask students to look at each other's pictures. They must decide which pictures they wish to use.

b Each group member writes one or two descriptions of the 'family members' in pencil. These are checked, first by others in the group, and then by you. The descriptions are then written in pen and cut out. Students stick the family members and their descriptions onto a large sheet of paper, perhaps in the form of a family tree showing relationships. Each group then introduces the 'family' to the rest of the class. The families should be displayed on the wall, for others to read later.

Pronunciation 2.46

7 a Say the words *blue* and *tooth* emphasizing the vowel sound /u:/. Ask students if they can hear the same /u:/ sound. Point out the line joining *blue* and *tooth* in their books. Students work in pairs to match the other words in the two lists.

2.46 and Answer key

blue – tooth (/u:/)
mouth – brown (/aʊ/)
fat – black (/æ/)
short – bald (/ɔ:/)
quite – eyes (/aɪ/)
fair – hair (/eə/)
beard – ears (/ɪə/)
head – red (/e/)

b Play audio recording 2.46 for students to listen and check. Play the recording again for students to listen and repeat.

Optional Extra

Ask students to write down the sounds in phonetic script in exercise 7. Identify any sounds that students have problems with. Play those sounds again from audio recording 2.46 for students to listen and repeat. Brainstorm a list of words with the same vowel sound. Go round the class practising the pronunciation of these words.

Now you know ...

Check students know the vocabulary needed to describe appearance.

Revision idea

Ask students to write descriptions of famous people that they all know without naming them, for example *He's tall and slim and he's got glasses*. You may want to bring in pictures of famous people from magazines or newspapers as preparation for this. Divide students into groups of five or six. Each group member reads out a description, and other group members guess who it is

Section B

SB pp.66-67

Saturday morning

Aims of the section To introduce and practise the present continuous; to present and practise a shopping dialogue.

Grammar Present continuous; *How much is I are ... ?*. See WB Unit 6 pp.54–55; WB Grammar summary 6.1, 6.6; WB Key TB pp.88–89.

New vocabulary Wait for the bus, ill, lie in bed, department store, balloon, poster, magazine. See WB Wordlist p.77.

Skills To become confident describing present actions.

Context Rob, Ollie and Julie are doing various things on Saturday morning.

Comprehension 2.47

- 1 a Ask students to look at the pictures and point to each of the characters. Tell students what each character is doing when students point to them, for example Yes, that's Rob. He's getting on a bus. Ask students to point to the characters in other pictures in the story. You can either say what that character is doing in the other pictures, or you may want to ask some students if they can tell you.
 - **b** Introduce the present continuous tense. Mime an activity, for example playing tennis, for students to identify. Say *I'm playing tennis*. Invite some students to mime actions and the others to say what they are doing, for example *He's reading a book*. *She's writing*. etc.

Students look at the picture story. Ask students to suggest what is happening in each picture in the story. Play audio recording 2.47 for students to listen and follow in their books. Check any difficulties with new vocabulary.

Go through the questions with the class, inviting different students to give answers.

Answer key

- 1 (Because) he's ill.
- 2 make a poster.

Play the recording a second time, pausing at the end of each sentence for students to listen and repeat.

Divide the class into groups of four. Each student takes one of the roles in the story. Students read the story in their groups. They then change roles and read it again. One or two groups perform the story to the rest of the class, using their books if necessary.

2 Students complete the sentences with the correct subject. Invite students to read out the sentences to the class. Invite students to make a second sentence

about each picture using pronouns, for example Picture 1 – They aren't standing at the bus stop. Picture 2 – He isn't waiting for the bus, etc.

Answer key

- 1 Julie and Rob are getting on the bus.
- 2 Ollie is lying in bed.
- 3 Rob and Julie are sitting on the bus.
- 4 Ollie is talking to Rob.
- 5 Julie is buying some pens.
- 6 Rob and Julie are making a poster.
- 7 Ollie is watching TV.
- 8 Ollie is looking out of the window.

Grammar

a Ask students to copy the table into their exercise books and complete it by referring to the verbs in the picture story. Write the gapped table on the board and invite students to supply the missing verbs.

Ansı	ver k	rey
1	am ' <u>m</u>	reading a magazine.
He She It	is ' <u>s</u>	making a poster.
We You They	are ' <u>re</u>	sitting on the bus.

Language note

Point out that the verb have loses its final e when -ing is added. Explain that this is a general rule for words ending in -e, and ask the class to tell you how to spell the -ing form of write (writing), dance (dancing), etc. Also point out how the t in sitting is doubled when adding -ing. Show students other examples such as run, put, get.

- **b** Make a list of things people are doing in the classroom, and write the base forms of the verbs on the board, for example *sit*, *listen*, *read*, *write*, *talk*. Use these verbs as prompts. Students make as many sentences as possible using the table. They then write out the sentences for homework.
- **4** Read through the example with the class. Students work on their own to complete the sentences using the correct forms of the verbs in brackets. Check through the answers with the class, asking different students to spell out the missing words.

Answer key

1 's having 4 are listening to 2 's finishing 5 's putting 3 's making 6 's reading

5 a Ask students to look back at the story to find the negative sentences. Write these sentences on the board (*I'm not buying pens. Ollie isn't getting on the bus. They aren't shopping now.*)

Invite students to tell you the full form of the negative for each sentence (*I am not buying pens. Ollie is not waiting for the bus. They are not shopping now.*) Discuss with students the rule for making the negative.

Write the gapped sentences on the board and ask a student to complete them using both the long and short forms. Point out the position of *not*, and make sure students include both short and long forms.

Answer key

I'm not (am not) buying pens.
Ollie's not (isn't / is not) going into town.
They're not (aren't / are not) shopping now.

b Read the example with students. Students work with a partner to write the sentences from the prompts. Invite a student to write each sentence on the board, and correct them if necessary.

Answer key

- 1 Rob isn't having a shower now. He's waiting for the bus.
- 2 Amy isn't finishing her homework now. She's walking to school.
- 3 Mr Clarke isn't making a cup of coffee now. He's going to the station.
- 4 My parents aren't listening to the radio now. They're driving to work.
- 5 Sam isn't putting his books in his bag now. He's getting on the bus.
- 6 Mrs Wilson isn't reading the newspaper now. She's having breakfast.

Listening and speaking 2.48 and 2.49

6 Tell students that they will hear Rob doing different things. Explain that they must guess what he's doing, and where. Divide the class into small groups. Play audio recording 2.48, pausing after each sound for students to make notes. Students compare their ideas in groups. Play the recording again for students to check.

2.48

- 1 (in a swimming pool)
- 2 (rustling paper and books) Four and fifty-three is fifty-seven and nine equals sixty-six.
- 3 (snoring)
- 4 (playing table tennis)
- 5 (in a street)
 - Is this our bus?
 - No, we want a number 49.

- 6 (running)
- 7 (tapping computer keys) Hi, Pedro. How are you? I hope you're OK. I ...
- 8 (in a shop)
 - Can I have this calculator, please?
 - That's £8.90, please

Answer key

- 1 He's swimming.
- 2 He's doing Maths.
- 3 He's sleeping.
- 4 He's playing table tennis.
- 5 He's waiting for a bus.
- 6 He's running.
- 7 He's writting an e-mail on the computer.
- 8 He's buying a calculator.
- **7** a Explain that students will hear a dialogue between Rob and a shop assistant. Students must listen and complete the gaps in the dialogue. Play audio recording 2.49 for students to listen and fill in the gaps. Play the recording again, pausing where appropriate, to check answers with the class.

2.49 and Answer key

ASSISTANT Can I help you?

ROB How much is this pen?

ASSISTANT It's 75p.

ROB And how much are these balloons?

ASSISTANT They're 50p each.

ROB <u>Can</u> I have a pen and five balloons,

please?

ASSISTANT That's £3.25 then, please.

ROB Here <u>you</u> are. ASSISTANT Thank <u>you</u>.

b Students work in pairs to make the dialogues. Move round the class monitoring the accuracy of language. Invite several pairs to act out their dialogues for the rest of the class.

Pronunciation

8 Write the following words on the board: <u>bag</u>, <u>bus</u>, <u>work</u>, <u>car</u>, <u>on</u>, <u>walk</u>, <u>now</u>. Read out the words for students to listen and repeat. Ask students to discuss which sound matches which word in pairs. Check the answers with the whole class.

Now you know ...

Check students know how to use the present continuous to describe what is happening in any picture in the Student's Book.

Revision idea

Go over the names of places, for example parts of a house or names of buildings (school, station, etc.). Explain that the aim is to guess where someone is. Divide the class into two teams. Students think of up to ten possible places and actions in the present continuous, for example *I'm* waiting for a train. You're at the station. A student from team A says what he / she is doing and students in team B guess where he / she is. If they guess incorrectly, team A gets a point. A student from team B then says what he / she is doing and team A guesses where he / she is. The activity continues until students have guessed all the places. The winning team is the one with the most points.

Section C

SB pp.68-69

Are we going to the shops?

Aims of the section To introduce and practise present continuous questions and short answers; to compare and contrast present simple and present continuous tenses.

Grammar Present continuous questions and short answers; present simple v. present continuous. See WB Unit 6 pp.56–57; WB Grammar summary 6.3a–6.4; WB Key TB p.89.

New vocabulary See WB Wordlist p.77.

Skills Increased confidence in the use of present tenses.

Context Mickey and Millie prepare Mut for a dog show.

Comprehension 2.50

1 a Invite students to look at the pictures without reading the text and say what the characters are doing in each picture. Play audio recording 2.50 for the students to listen, read and answer the questions.

Answer key

- 1 They are taking Mut to a pet show.
- 2 Because Mut wins the first prize.
- **b** Divide the class into groups of four or five to read and act out the dialogue. If there are groups of four, one student can be both Father and the loudspeaker. They then change roles and read it again. Invite groups to perform the dialogue for the class.
- **2** Explain that students have to fill in the gaps using the information in the dialogue. Students work individually to complete the sentences. Check the answers with the class.

Answer key

1	park	5	smar
2	washing	6	bus
3	raining	7	show
	fur	8	first

Grammar

3 Write the gapped questions and short answers on the board. Ask students to look at the dialogue and fill in the gaps.

Answer key

Are we going in the car? Yes, we are. Is it raining? No, it isn't.

Discuss with students how the question form of the present continuous is made (*The auxiliary be and the pronoun change place*). Students copy the completed questions and sentences into their exercise books.

Optional Extra

Point to different pictures in exercise 1. Invite students to ask questions about what the characters are doing, and invite a different student to answer using the short form, for example Picture 2 Are Mickey and Millie washing Mut? Yes, they are. You can also use the pictures from the Mickey and Mut stories in other units to practise this.

For further practice in making present continuous questions, play this game. Hold up an object such as a pencil, and tell students *I've got a pencil*. What am I doing? Students guess what you are doing by asking questions Are you writing? Are you drawing? etc.

4 a Read the example with students. Students make the questions and answers using the cues. Invite students to write their answers on the board and correct them.

Answer key

- 1 Are they going to the park? No, they aren't.
- 2 Is Mut having a bath? Yes, he is.
- 3 Is it raining? No, it isn't.
- 4 Are Mickey and Millie going to the shops? No, they aren't.
- 5 Is Mickey brushing Mut's fur? No, he isn't.
- 6 Are Mickey and Millie wearing smart clothes? Yes, they are.
- 7 Are they going in the car? Yes, they are.
- **b** Put students into pairs to read the questions and answers they have written as a dialogue. Monitor stress and intonation carefully.
- **5** Write the gapped sentences on the board. Invite students to fill in the gaps.

Answer key

I <u>am</u> playing in the garden at the moment. They <u>are wearing</u> smart clothes now.

Explain the use of the present simple for habitual activities and the use of the present continuous for activities we are doing now or today. Students copy the table into their exercise books.

Optional Extra

Ask students to brainstorm a list of things they usually do in school, and write the base form of the verbs on the board, for example *listen to the teacher, write in my exercise book, learn English.* Write an example on the board using one of these verbs. For example *I usually listen to the teacher in school and I'm listening to the teacher now.* Go round the class asking students to make similar sentences using the prompts on the board.

6 Read the example with students. Make sure they understand the use of the tenses. Students complete the sentences by filling in the gaps. Invite students to write their answers on the board and correct any mistakes.

Answer key

- 1 I <u>am brushing</u> my hair at the moment. I <u>brush</u> my hair every day.
- 2 He <u>wears</u> jeans every weekend. He <u>is wearing</u> jeans now.
- 3 We <u>are washing</u> the car today. We <u>wash</u> the car every Sunday.
- 4 They go to the shops every Saturday. They are going to the shops now.
- 5 She <u>is playing</u> tennis today. She <u>plays</u> tennis on Tuesdays and Fridays.

Writing and speaking

7 a Explain that students have to write true sentences about themselves using the prompts, for example I drink water every day. Students work on their own to write the sentences.

Possible answers

- 1 I get up every day.
- 2 I usually play football at the weekend.
- 3 I <u>visit</u> my grandparents on Saturday mornings.
- 4 I am writing sentences now.
- 5 I am learning English today.
- 6 I am sitting at my desk at the moment.

Students walk around the class reading out their sentences to each other. Students look for someone who has written the most sentences similar to theirs.

b and c In pairs, students tell each other about their lives. They then write five sentences about their partner in class or for homework.

Optional Extra

Students draw pictures about what they think members of their own family are doing at the moment. They show the drawings to a partner who has to guess what the person is doing, for example I think your brother's having lunch now.

Pronunciation 2.51

8 a Copy the chart onto the board. Explain that students have to put the words in the list into the correct columns according to their sounds. Invite students to give their answers, and write the correct answers on the board in the correct column.

Answer key

/ɪ/ winner, sit, listen, swim /ɜ:/ first, sweatshirt, bird, girl /aɪ/ prize, drive, time, write

- **b** Play audio recording 2.51 for students to check their answers, listen and repeat.
- **c** Teach students the sentences by playing audio recording 2.52 and asking them to repeat. Then ask students to say the sentences on their own. Divide the class into four groups. Explain that each group will say the sentences quickly three times. The first group starts on their own. When they get to the end of the first line, the second group starts. The third group starts when the second group gets to the end of line 1, and the fourth group starts when the third group gets to the end of line 1.

Optional Extra

If students are having problems making these sounds, you can practise them by pointing to different words in the list in exercise 8a and asking students to say them.

Now you know ...

Check students can use question and short answer forms of the present continuous to describe actions happening now. Check they also know when to use the present simple and when to use the present continuous.

Revision idea

This activity can be done in class or for homework. Students divide a page into seven rectangles, one for each day of the week, and write their regular activities in each box, for example *I swim on Thursdays*. They then draw a picture or attach a photo of themselves doing the activity in each box, with a caption, for example *This is me on Thursday*. *I'm swimming in the swimming pool*. The activity diaries can be displayed around the classroom.

Section D

SB pp.70-71

Clothes

Aims of the section To revise present continuous forms and singular / plural references.

Grammar Present continuous; clothes – plural and singular, *How much is / are ...?* See WB Unit 6 pp.58–59; WB Grammar summary 6.5, 6.6; WB Key TB p.89.

New vocabulary Jumper, skirt, boots, T-shirt, jeans, socks, coat, dress, tie, trousers, shoes, shirt, jacket, shorts, cap, trainers, tailor, stupid, shout, beautiful, magic, king, hat, laugh, royal palace. See WB Wordlist p.78.

Skills Fluency when buying clothes; describing what is happening.

Context Talking about what students are wearing. Story: *The King's New Clothes*.

Vocabulary 2.53 and 2.54

- 1 Play audio recording 2.53 for students to listen, look at the pictures and read. Play the recording again for students to listen and repeat.
 - Students look at the pictures and identify what they and their classmates are wearing. Go round the classroom asking students who is wearing each item in the pictures, for example

YOU Who is wearing a shirt? STUDENT You, Tomas, Robert, etc.

- **2** a Point out that *trousers*, *shorts* and *jeans* are plural although there is only one item of clothing in each case. We cannot have *one jean* or *one trouser*. But although we talk about wearing *socks* and *shoes*, we can have *one sock* or *one shoe*.
 - **b** Go round the class asking students to describe what they and the person next to them are wearing. If students are wearing similar clothes, you can use some of the pictures in the Student's Book instead.

Optional Extra

Ask students to make sentences such as I usually wear jeans and a T-Shirt, but today I am wearing a shirt and trousers.

Cultural background note

Most young people in Britain wear casual clothes in their free time such as jeans, T-shirts, sweatshirts and trainers. They may wear casual clothes to school, if there is no school uniform, but most schools have a uniform. Although casual clothing is now more acceptable at work, businessmen and women often dress smartly. Women wear jackets with trousers or skirts, and men wear suits with a shirt and tie.

3 a Explain that students will hear two dialogues between customers and shop assistants, and that they must copy and complete the dialogues. Play audio recording 2.54 for students to listen and complete the dialogues. Play the recording again, pausing where appropriate, to check the answers with the class. Students copy the dialogues into their exercise books.

2.54 and Answer key

- How much is this jacket?
 - It's £35.
- 2 How much are these shorts?
 - They're €26.

Cultural background note

Although the United Kingdom still uses pounds not euros some large shops in big cities accept euros.

b Students work with a partner. One student is the customer and the other the shop assistant. They practise the dialogues using the prompts. Walk around the class, monitoring the accuracy of the language used.

Optional Extra

Put some items on a desk in front of the class. Invite a student to come to the front of the class and try to 'sell' the items and see how much money he / she can make. The other students ask the price, and if the student agrees, the item is 'sold'.

Pronunciation 2.55 and 2.56

4 a Write the word *syllable* on the board. Say *jumper* and explain this is two syllables *jump* and *er*. Go round the class asking students to say the words in the list and tell you how many syllables each word has.

Answer key

- 1 jumper 2
- 2 beautiful 3
- 3 shoes 1
- 4 trousers 2
- 5 clothes 1
- 6 jacket 2
- 7 magazine 3
- 8 eyes 1
- **b** Play audio recording 2.56 for students to listen, repeat and check their answers.
- c Teach students the rhyme by playing audio recording 2.56 and asking them to repeat. Then ask students to say the rhyme on their own. Divide the class into four groups. Explain that each group will say the rhyme three times. The first group starts on their own. When they get to the end of the first line, the second group starts. The third group starts when

the second group gets to the end of line 1, and the fourth group starts when the third group gets to the end of line 1.

Reading and speaking

5 a Look at the pictures with the class. Pre-teach *tailor*, *soldier* and *crown*. Ask students who the people in the pictures are. Invite students to describe what is happening in each picture. Ask students what the king is wearing in each picture.

Answer key

- 1 Picture A: The king is riding a horse. People are watching.
 - Picture B: Two men are carrying a large bag. They are talking to a soldier.
 - Picture C: A boy is laughing. He knows the king isn't wearing clothes.
 - Picture D: A man is holding up the king's new clothes. The king can't see them.
 - Picture E: The king is saying he isn't wearing any clothes. He thinks he's stupid.
 - Picture F: The king is riding his horse. He isn't wearing any clothes. People are laughing.
- Picture G: People are looking at the king. They are talking about his clothes.
- 2 The king isn't wearing any clothes.
- **b** Divide students into groups of six. If necessary, some groups can have more than six students. Each student takes a role (Man 1, Man 2, King, mother, boy, member of the crowd, story teller). Students read the dialogue. Students then put the pictures in order.

Answer key

G, B, D, A, C, F, E

6 Groups rehearse and act out the story in the pictures.

Optional Extra

Choose any dialogue from the Student's Book and ask the class to read it. Divide students into teams. Give each team 30 seconds to find as many one-syllable words as they can. Repeat for two-and three-syllable words. The team with the most correct words wins.

Now you know ...

Check students know the vocabulary to describe clothes. You could ask them to describe what various people are wearing in any of the pictures in the Student's Book.

Revision of Section D

Tell each student they are going to buy a set of clothes for a boy and a girl to go on holiday. Brainstorm a list of the items they will buy. For homework, ask each student to find all these items in a shop or on the Internet, and to write down what the item is, where they can buy it and how much it costs. In the next lesson, put students into groups. They ask each other the prices of all the items. They must only speak English. Each team finds out where they can buy each item most cheaply. They tell the class where they will buy all the items and how much they will spend in total. The team who can buy all the clothes on the list for the least money wins.

Culture

SB p72

People

Aims of the section To introduce the multicultural social environment in Britain. To practise describing people.

New vocabulary Summer, easy, hospital.

Skills To talk about where people come from and the languages they speak.

Context Profiles of British children from different ethnic backgrounds.

Cultural background note

Britain is a multi-racial society. In 2001 (last census), 9% of the population was not 'white caucasian'. However, in some large cities, such as London and Birmingham, the percentage is much higher and all different colours of skin, hair and eyes can be found, as in the pictures on p72.

1 a Ask students to look at the pictures and describe the different children. Read through the introductory text with the class, then ask different students to read the texts with the pictures. Read the final paragraph with the class.

Answer key

Britain

b Students copy and complete the chart in their exercise books.

Answe	r key		
Name	Lives in	Family from	Speaks
Joe	Liverpool	Hong Kong	English, Chinese
Peter	Manchester	Poland	English, little Polish
Rani	London	India	English, French
Francesca	Glasgow	Italy	French, English, Italian
Winston	Birmingham	Jamaica	English, Spanish

2 Student's work with a partner to find names of seven English-speaking countries in the text. Check the answers with the class.

Answer key

Scotland, Jamaica, Australia, New Zealand, South Africa, Canada, the USA.

Cultural background note

Although people in India use English, and it is also used at government level, it is not the official language. The Indian Constitution states that Hindi is the official language. Altogether there are over 300 languages used throughout India.

- 3 Ask students to look at the map on pp.76–77 and point to the different places mentioned in the text.
- 4 In their own language, discuss with the class whether there are people from other places in their country, and encourage them to think about the historical reasons for the population make-up of their country and of Britain.

Divide the class into small groups to talk about the people they know who live and work in another country. With the class, discuss the reasons people have for moving to another country.

If you have got a copy of the DVD, you could play Unit 6 here and give students worksheet 6 on p.127.

English across the curriculum

SB p73

Art: describing people

Aims of the section To introduce the English used to describe works of art.

New vocabulary Like, carry, basket, hide, ride, stilts.

Skills Discussing works of art in English.

Context Looking at a painting.

Cultural background note

The painting is called Children's Games and was painted by Peter Bruegel the Elder (1525–1569).

Bruegel was a Flemish painter born in the southern Netherlands, and is noted for the humour and irony of some of his works.

2.57

This picture is called Children's games. Pieter Bruegel is the painter. He is famous for his paintings of everyday life. The painting shows a square in the Netherlands. In the square there are lots of children and they are playing games. Some are playing with other children some are playing alone. Do you know the games?

1 Ask students to look at the painting. Ask them who the painter is, where the scene is set and whether or not it is an old painting. Elicit the reasons for their answers. Write some of their ideas on the board and then play audio recording 2.57 to see whether their ideas were correct.

Answer key

- 1 c (Peter Bruegel the Elder)
- 2 a (the Netherlands)
- 3 It is an old painting. (It was painted in 1560.)
- **2** a Ask students to look at the picture and find the people.
 - **b** Explain new words from the list of activities, for example *basket*, *stilts*. Students match the pictures to the activities.

Answer key

- a stand on his / her head
- b carry a basket
- c sit on the ground
- d ride a horse
- e hide
- f walk on stilts
- **c** Students write sentences about what the children are doing.

Possible answers

- 1 The boy is standing on his head.
- 2 The girls are carrying a basket.
- 3 The children are sitting on the ground.
- 4 The boy is riding a horse.
- 5 The girl is hiding.
- 6 The boy is walking on stilts.

Optional Extra

Ask students to make sentences about some of the other children in the painting.

3 Ask students to describe the painting. Use the questions as prompts.

Answer key

- 1 over 100
- 2 In the main street of the town near the town hall.
- 3 No
- Invite students to say whether or not they like the painting and why. They will probably need to talk about it in their own language. Help them with vocabulary and write a few sentences about the painting on the board.

Revision

SB p74

Present continuous

1 a Divide the class into pairs. Students point to pictures and ask and answer questions about what the people are doing.

Answer key

- 1 Patrick and Sid are playing football.
- 2 Sid is taking the bus.
- 3 Sid is watching TV.
- 4 Patrick is playing the guitar.
- 5 Patrick is brushing his teeth.
- 6 Sid and Patrick are studying Spanish.
- **b** Explain that some of the pictures are wrong. The recording has the correct information. Play audio recording 2.58 for students to listen and identify the pictures which are wrong.

2.58

- 1 It's Monday evening. Patrick and Sid are playing tennis.
- 2 It's Tuesday morning and Sid is taking the bus to school.
- 3 It's Wednesday evening. Sid is playing a computer game.
- 4 Patrick is playing the violin.
- 5 Patrick is at home. He is brushing his teeth.
- 6 It's Friday morning. Patrick and Sid are studying French.

Answer key

Picture 1 is wrong. They are not playing football. They are playing tennis.

Picture 2 is wrong. Patrick is taking the bus to school.

Picture 4 is wrong. Patrick isn't playing the guitar. He's playing the violin.

Picture 6 is wrong. They are studying Spanish.

Present simple or present continuous?

2 Students complete the sentences with the correct form of the verbs in brackets.

Answer key

- 1 get up
- 2 am getting up
- 3 is playing
- 4 goes
- 5 are going
- 6 am listening

Speaking

3 Explain that students have to use the prompts to complete the dialogue. Once students have completed the dialogue, they practise saying it.

Answer key

ASSISTANT ¹Can I help you?

GIRL How 2 much is this pen?

ASSISTANT 3It's £4.30.

GIRL And 4how much are these badges?

ASSISTANT They're 95p.

GIRL Can I 5 have the pen and a badge,

⁶please?

ASSISTANT 7That's £5.25 altogether.

GIRL 8Here you are.

ASSISTANT Thank you. That's 75p 9change.

GIRL Thank 10 you.

Describing people

4 a Students look at the pictures and complete the sentences. Invite students to read their sentences to the class.

Answer key

Mark's tall and slim.

He has got <u>short black hair, green eyes and a beard</u>. He is wearing a <u>red T-shirt, jeans and trainers</u>.

Peter's short and fat.

He's got short blond hair and blue eyes.

He's wearing a shirt, tie, trousers, a jacket and shoes.

Anna's (quite) short.

She's got long brown hair and brown eyes.

She's wearing a skirt, a T-shirt, a jacket, shoes and a cap.

b Students write three sentences about themselves.

Optional Extra

Exercise 4b can be written on individual bits of paper. These can be collected in and redistributed. Ask students to identify the person on the piece of paper they have received.

Your project

SB p75

My project

Aims of the project To consolidate and extend vocabulary and grammar learnt so far.

Skills Fluency when describing people.

Context Students find or draw pictures of (famous) people, describe them and their jobs, and say what they're doing in the pictures.

Language note

When talking about what is happening in pictures or photographs, we speak as if the activities are happening now, as we are looking at the pictures. Therefore, we normally use the present continuous tense.

What to do

- Divide students into groups of three or four for this project. To prepare, ask students to find pictures of their family and friends, or famous people from newspapers, magazines, posters, etc. or to draw pictures of them.
- When students have chosen their people and brought pictures to class, put them into groups to ask questions and talk about their people. Monitor students' work, writing vocabulary on the board as necessary. Students stick their pictures onto a large sheet of paper, or use a scrapbook.
- 3 Students write their descriptions. Encourage students to write as much as possible about the person they have chosen. Their work is checked by the other members of their group, and then by you. The descriptions are then written or stuck next to the person. Before displaying the projects, ask each group to introduce their people to the rest of the class.

Song

SB p75

Head, shoulders, knees and toes

Aims of the song Students practise identifying and saying parts of the body.

Skills Matching words to actions; guessing missing words.

Context Listening to a song.

1 Ask students to read though the song and identify all the parts of the body, and to show you each part. Then go through the song teaching students the actions. Play audio recording 2.59 for students to listen and try the actions. Play the recording again for students to listen and do the actions. Divide the class into teams to practise. Play the recording again for each team to perform their version and choose the best team.

Test

For extra practice, see the Test for Unit 6 on p137 and Revision Test 3 on p138.

WB Answer key

Unit 1 Introduction

A Hello

- **1 1** Hi. My name's Robert Jones. What's your name?
 - 2 Hi. I'm Nick Moss
 - 3 Hello. My name's Amber Taylor.
 - 4 Hello. I'm Carrie Johnson. What's your name?
- **2** 2 How are you?
 - 3 I'm fine, thanks. And you?
 - 4 Fine, thanks.
 - **5** Bye! See you later.
 - **6** Bye, see you.
- **3** 2 My name's Andrew.
 - 3 How are you?
 - 4 I'm fine, thanks. And you?
 - **5** Fine, thanks.
 - 6 Bye! See you later!
 - 7 OK. See you later.
- **4 1** Good afternoon.
 - 2 Goodbye
 - 3 Goodnight
 - 4 Good morning
- **5** GEORGE Hello, I'm George. What's your name?
 - Hi! My name's Olga. **OLGA**

 - **GEORGE** How are you?
 - Fine, thanks. **OLGA GEORGE** OK. Bye.
 - **OLGA** Bve!

B In the classroom

- 2 Come here.
 - 3 Don't write on the board.
 - 4 Open your book.
 - 5 Sit down.
 - 6 Stand up.
 - Don't draw.
 - **8** Pick up your pen.
- 2 house, pen, umbrella, desk, boy, woman, orange, board, pencil, girl
- **3** 2 a
- 5 an

- **3** an 4 a
- **6** a **7** a
- **9** a **10** an

- 4 2 a man
- 6 a door
- **10** a pencil
- 3 a boy
- 7 a window
- 11 an exercise book

- 4 a girl 5 a desk
- 8 a dog 9 a bag
- 12 a watch

- **5** 1 What's this?
 - 2 What's this? It's a house.
 - What's this? It's a book / an excercise book.
 - What's this? It's a picture.
 - What's this? It's a chair.
 - What's this? It's a watch.

C Numbers

- 1 2 ninety-three
- 6 eighty-two
- 3 nine
- 7 thirty-five

- forty-eight 8 fifty-six
- 5 fourteen
- forty-four
- **2 2** eight 3 seventy-four
- eighty-seven
- a hundred
- 9 twenty-nine
- 5 ninety-two
- 10 sixty-three
- 6 sixteen
- 0) 3 2 (5
- 3 5) 9 9 4 0 7 0 7 6 5 (3 (1 0) 0 8 5 7 2) 1 9 (1 3 0 (4 3) (7 6) 3 9 2 0 2 3 1 4 6 9 2 5 9 8 5 8 1 4 7 4 7 3 2 5 3 0 3 0 9 5 6 9 4 5 9 4 9 9 6 3 6 1) 7 2 9 8 2 0 1 4 0 8 6 0 $\overline{1}$ 3 5 3 8 3 4 4 7 7 7 5 8)
- 4 three thirteen thirty four fourteen forty fifteen fifty eight eighteen eighty
- **5** 9, eleven, twelve, 13, fifteen, 16, eighteen, 19, twenty, 26, twenty-eight, 32, 37, forty-one, 50, sixty, seventy-two, 77, 80, 90, 99, a hundred
- **6** 2 f **3** e **6** c
- 7 2 00 44 1 25 9
 - **3** 748 1199
 - 4 817 3400
 - 01 342 421
 - 6 0811 374

D How do you spell that?

- **1** c, f, g, j, l, o, p, s, u, w, y
- **2** a: h, j, k

b: c, d, e, g, p, t, v

f: l, m, n, s, x, z

i: y

q: u, w

- **3** B B-O-O-K
 - A does
 - B is
 - A How do you spell phone?
 - B P-H-O-N-E
 - A does chair mean?
 - B This is a chair.
- **4 2** three houses
- 5 four watches
- **3** two mobile phones
- 6 two children
- 4 three women
- **5 2** There are two dogs.
 - 3 There is an orange.
 - 4 There are three pencils.
 - 5 There is a pen.
 - 6 There are two books.
 - 7 There is a watch.
- 6 Picture A
 - 3 There are two bags.
 - 4 There are four pencils.
 - **5** There is one book.
 - **6** There is one apple.
 - 7 There are three pens.
 - 8 There are two umbrellas.

Picture B

- 3 There is one bag.
- 4 There is one pencil.
- **5** There are two books.
- **6** There are two apples.
- 7 There is one umbrella.
- **8** There are two pens.

Progress Check

- **1 2** a picture
- 7 a chair
- 3 a desk
- 8 an umbrella
- 4 a window
- 9 a book
- **5** a house
- 10 a watch
- 6 an orange
- **2 2** Hi, I'm Rebecca.
 - **3** How do you spell that?
 - 4 REBEdouble CA
 - 5 What's your telephone number?
 - 6 It's 01748 922 346.
 - **7** See you later!
 - 8 Goodbye, see you!

- **3** 1 What's your name? My name's Peter.
 - 2 How do you spell 'door'? It's D double O R.
 - 3 What's this? It's a book.
 - 4 What do you call this in English? It's a dog.
 - **5** This is **an** apple. No, it's **an** orange.
 - 6 What does 'See you' mean? It means 'Goodbye'.
- 4 2 twenty-two
- 7 seventy
- 3 forty
- 8 a hundred
- 4 thirteen
- 9 eleven

5 fifty

- 10 eighteen
- 6 sixty-five
- **5 2** There are three cats.
 - **3** There are four people.
 - 4 There are two glasses.
 - There are two women.
 - There are three watches.
 - There are six men.
 - 8 There are seven toothbrushes.

Unit 2 Friends and family

A Where are you from?

- **1 2** China
 - **5** Spain 6 Brazil
 - 8 Greece 9 France

- 3 Russia 4 Japan
- 7 Britain
- **2** I'm from the Britain.
 - **3** I'm from Hungary.
 - 4 I'm from the USA.
 - 5 I'm from Slovakia.
- **3** country, friends, internet, school, city, classroom, name
- **4** 2 are **3** is

5 2 l'm

- **5** is **6** is
- **7** are am

6 isn't

4 are

3 We're

- - 4 She's 5 aren't
- 6 2 isn't, She's from Italy.
 - 3 aren't, They're from Spain.
 - 4 isn't, She's from the Czech Republic.
 - 5 aren't, They're from France.
 - 6 isn't, He's from Germany.
- **7** 2 🗸
 - 3 X She lives in Cambridge.
 - 4 X She's ten.
 - 5
 - **6 X** Her Internet friends are from Japan.
 - 7 X Their names are Ritsuko and Takashi.
 - **8** X They're 11 and 12 years old.
- **8** Students' own answers

B My family

- 1 1 granddad 2 grandma
 - **5** wife 6
- 9 mum

- 3 mother
- son 7 daughter
- **10** dad 11 brother

- 4 husband
- 8 sister
- 2

g	r	а	n	d	а	d	0	m
r	g	S	i	S	t	е	r	0
а	r	f	а	t	h	е	r	t
р	а	b	r	0	S	0	n	h
a	n	i	٧	е	r	S	t	е
Х	d	а	u	g	h	t	е	T
у	m	(b	r	0	t	h	е	r
m	a	0	W	i	f	e	n	t
Z	h	u	S	b	а	n	d	W

- 3 2 Mary's
- **5** Sue's 6 son's
- 7 dog's
- 3 Grandma's
- 8 Grandma's

- 4 father's
- 4 2 This is Anthony's mobile.
 - 3 This is Mark's computer.
 - 4 This is Anna's book.
 - 5 This is Jeremy's watch.
 - **6** These are Ella's bags.
 - 7 This is Michael's cat.
- **5** 2 Her
- 5 Her 6 her
 - 7 His 8 Her
- 3 His
- 4 his **6** 2 my, her
- 4 my, His
- 3 Their, Its
- 5 your

C Mickey, Millie and Mut

- **1** 1 am, am
- 3 ls, is
- **5** Is, is

- **2** Is, is
- 4 are, are
- 2 2 they aren't.
- 5 they aren't.
- **3** it is.
- **6** it is.
- 4 she isn't.
- 3 2 Is he friendly?
 - **3** What is his name?
 - 4 Is this your sister?
 - **5** Are you from Slovakia?
 - **6** Are these your parents?
- 4 2 My name's Jack.
 - **3** Where are you from?
 - 4 I'm from the USA. And you?
 - 5 I'm from Canada.
 - 6 Is this your dog? What is his name?
 - 7 His name is Oscar.

- **5 2** Is, No, it's the Eiffel Tower.
 - 3 Is, No, it's a pen.
 - 4 Are, No, I'm from Britain.
 - 5 Is, No, it's in Broad Street.
- **6 2** are you from?
 - 3 Are you from New York?
 - 4 How old are you?
 - 5 this / she your friend?
 - 6 is her name?
 - 7 How old is she?

D What day is it today?

- 1 Monday Tuesday Wednesday Friday Saturday Sunday
- 2 2 11

- 8 Melanie Morris
- 3 sister
- 9 Manchester
- 4 home 5 her
- **10** grandad **11** He's
- She's 6
- 12 Australia

5 in

- 7 song
- 3 2 here
- 6 home **7** Happy
- 9 eleven 10 song

- 3 photo 4 friend
- 8 old
- **11** Bye

6 on

- 5 today
- 4 2 at **3** at **4** in
- **5** 2 Who is, It's from Ben.
 - **3** Where is, She's from Dublin.
 - **4** Where is, He's at the shops.
 - **5** What, is, It's Monday.
 - 6 What is, It's 78945354.
 - **7** Who are, They're for Mum and Dad.
- **6 2** When is your birthday?
- е b
- **3** What day is it today? 4 What is your name?
- 5 Where are your mother and father? d

f

- **6** What is your phone number?
- **7** What is your sister's name?

Progress Check

- 1 2 He's 5 We're **3** It's 6 They're 4 She's
 - 9 They're 10 We're **7** It's
- 2 2 l'm 3 dad / father 8
 - 7 She's ls
- **11** our **12** we're

He's

- 4 He's 5 your
- 9 his **10** are
- **13** our **14** Its

- 6 her
- **3** 2 No, he isn't. He's a teacher.
 - 3 Yes, it is.
 - 4 No, she isn't. She's from Australia.
 - 5 No, they aren't. They're nine.
 - 6 Yes, he is.

- **4 2** is, his **4** He's **6** his **3** is, his, He's **5** Is, he's
- **5** 2 h 4 k 6 j 8 i 10 e 3 d 5 f 7 a 9 g 11 b

Unit 3 My world

A I've got a computer

- 1 2 a television
- 6 two CD players
- 3 three MP3 players4 a car
- 7 three CDs8 a computer
- 5 three DVD players
- **2** 2 a radio
- **5** a computer
- 3 a bike 6 a mobile phone
- 4 a camera

3	j	k	у	u	I	р	٧	С	Z
	n	0	0	m	р	u	t	е	r
	r	а	d	i	0	n	е	V	b
	b	m	х	Z	q	h	1	S	d
	f	е	у	h	d	n	е	٧	٧
	С	r	S	٧	d	w	٧	е	w
	р	a	٧	q	r	r	i	q	0
	0	n	w	у	q	d	s	S	n
	q	W	q	u	t	р	i	1	a
	(m)	0	b	i	-	e	0	q	е
	٧	q	b	i	k	e	n	b	Z

- 4 2 has 5 have 7 have 3 has 6 has 8 has
 - 4 have
- **5** 2 We haven't got a new car.
 - 3 You haven't got a mobile in your bag.
 - 4 Beverly hasn't got ten DVDs.
 - **5** Mandy hasn't got six computer games.
 - 6 The teacher hasn't got our books.
 - 7 We haven't got a CD player in our classroom.
 - 8 I haven't got a camera in my bag.
- 6 2 is 5 is 7 has got 3 has got 6 is 8 is
 - 4 has got
- **7** 2 hasn't got a DVD. has got a camera.
 - 3 hasn't got an MP3 player. He has got CDs.
 - **4** hasn't got a computer. She has got a mobile phone.
 - 5 hasn't got a TV. He has got an MP3 player.
 - 6 has got a DVD. She hasn't got CDs.

B Have you got a pet?

- 1 Across:
 - 2 fish
 4 parrot
 6 cat
 8 rabbit
 10 dog
 11 guinea pig
 - 7 snake

Down:

- 1 hamster 7 spider 3 horse 9 budgie
- 5 rat
- 2 a has got a rabbit.
 - 3 has got two dogs.
 - 4 has got three fish.
 - 5 has got two birds / a parrot and a budgie.
 - 6 has got a spider and a snake.
 - 7 has got a hamster.
- 3 2 Yes, they have.
 - 3 No, they haven't.
 - 4 It's a horse.
 - **5** Annie Henderson.
 - 6 Candy and Cola.
 - 7 No, he hasn't.
 - 8 He's got a spider, a snake and two rats.
- **4 2** Has your family got a dog? Yes, they have. / No, they haven't.
 - **3** Has your classroom got a CD player? Yes, it has. / No, it hasn't.
 - **4** Have you got brothers and sisters? Yes, I have. / No, I haven't.
 - 5 Has your friend got a bike? Yes, he/she has. / No, he/she hasn't.
 - **6** Has your school got a computer room? Yes, it has. / No, it hasn't.
- **5** a got a hamster. He's got two CDs.
 - **b** Students' own answers

C Mut's present

- 1 Students' own drawings
- **2** 1 a small mobile.
 - 2 This is an old car. This is a new car.
 - **3** This is a thick book. This is a thin book.
 - 4 This is a good dog. This is a bad dog.
- **3** 2 We've got black and white cats.
 - 3 It's a horrible spider.
 - 4 Sam's got a long snake.
 - 5 I've got a good teacher.
 - 6 Look at my thick sweatshirt.
 - 7 She hasn't got a green bike.
 - 8 My sister's got big eyes.

- 4 2 Jim hasn't got a thick sweatshirt. He's got a thin sweatshirt.
 - 3 Sally hasn't got a small bag. She's got a big bag.
 - 4 Jackie hasn't got a new camera. She's got an old camera.
 - Mike isn't a bad boy. He's a good boy.
 - Karen hasn't got a black MP3 player. She's got a white MP3 player.

D My school

- 1 2 Friday
 - 3 No, we haven't.
 - 4 French
 - 5 Maths
 - 6 ICT
 - 7 Wednesday
 - 8 Yes, we've got Biology and Chemistry.
 - 9 On Wednesday and Thursday.
- 2 2 big 3 teachers 4 friendly subject 5 French
- 8 British 9 Tuesday
- 10 Thursday 11 Chemistry
- 12 Saturday and Sunday
- 13 lessons 7 name
- 3 2 History. We've got History on ...
 - 3 Art. We've got Art on ...
 - 4 PE. We've got PE on ...
 - 5 Maths. We've got Maths on ..
 - 6 Geography. We've got Geography on ...
 - 7 Science. We've got Science on ...
 - 8 ICT. We've got ICT on ...
- 4 Students' own answers

Progress Check

- 1 3 has got 4 haven't got
- 6 hasn't got
- 7 has got, hasn't got 8 has got, hasn't got
- 2 2 Geography a 3 Music f

5 have got

- 6 History h 7 ICT d
- 4 PE e
- 8 Science g
- 5 Maths c
- 3 3 When have you got
 - 4 I've got PE on Thursday. 5 When have you got
 - 6 I've got ICT on Tuesday.
 - 7 When have you got
 - 8 I've got RE on Friday.
 - 9 When have you got
 - 10 I've got English on Wednesday.
 - 11 When have you got ... History?
 - 12 I've got a double period of History on Monday.
- 4 2 an old car
- 5 a thin exercise book
- 3 a friendly dog 4 a new mobile phone
- 6 a big bone

- **5** 2 Have you got Yes, I have. I've got a new school bag.
 - 3 Have you got No, I haven't. I've got an old book in my bag.

Unit 4 Time

A What's the time, please?

- 2 2 quarter to eight 3 ten to four
 - 4 five past seven

 - 5 six o'clock 6 twenty-five past two
- 11 quarter past twelve 12 twenty-five to four

9 quarter past eleven

8 five past nine

10 five to three

- 7 twenty-five to six
- 10 at 8 at 6 on 3 2 at 4 on 9 on **5** at **7** at 3 on
- 4 2 3.00 football match
 - **3** 6.15 Friends
 - 4 6.45 Your song
 - **5** 8.30 Pop Music
- 5 2 Is the school concert today? Yes. It's at half past seven.
 - 3 Have you got your volleyball match on Friday? No. It's at twenty to ten on Thursday.
 - 4 When's Mark's violin exam? It's at two o'clock on Saturday.
 - 5 Have we got a tennis game on Friday? No. It's at quarter past three on Sunday.
 - 6 When is the class party? It's at half past seven on Friday.

B My day

- 11 radio 7 teeth 1 3 school 12 o'clock 8 homework 4 lesson 9 kitchen **5** in
 - 6 eight 10 dinner
- 2 1 have breakfast at five past eight.
 - 3 I catch the bus to school at twenty-five past eight.
 - 4 Lessons start at nine o'clock.
 - 5 I come home from school at quarter to two.
 - 6 I do my homework from half past four to six o'clock.

- 7 On Thursdays I have a piano lesson at five o'clock.
- **8** On Saturdays I have a tennis lesson from ten o'clock to quarter past eleven.
- 9 I watch my favourite show at quarter past four.
- 3 2 in 4 to 6 at 8 in 3 to 5 at 7 from, to 9 to
- 4 2 B He has a shower at quarter past seven.
 - **3** A He listens to the radio at half past seven.
 - 4 F He has breakfast at quarter to eight.
 - **5** E He brushes his teeth at five to eight.
 - 6 C He walks to school at five past eight.
- 5 Students' own answers

C Free time

- 1 2 tennis 6 violin 3 ice hockey 7 skiing
 - 4 guitar 8 computer games
 - 5 piano
- 2 2 Molly collects posters.
 - **3** Eric and his brother play computer games before dinner.
 - 4 Patrick goes skiing every year.
 - 5 Luke and his friends watch DVDs at the weekend.
 - 6 Catherine has lunch at 12 o'clock.
 - 7 Simon and John listen to music on their MP3 players.
 - 8 Charlotte does her homework every day.
- 3 2 Debbie and Sam collect postcards.
 - 3 Simon goes skiing.
 - 4 Frank and Jack play ice hockey.
 - **5** Fiona goes swimming.
 - 6 Daniel plays football.
- 4 2 doesn't 5 doesn't 8 doesn't
- 3 don't 4 doesn't
- 6 don't 7 doesn't
- 5 2 plays
 - 3 play
 - 4 Anna, Linda, don't
 - 5 Stephen and Linda, don't
 - 6 Anna, Stephen, don't like
- **6 2** They don't work in a hospital. They work in a shop.
 - 3 We don't drink tea for breakfast. We drink milk.
 - **4** The party doesn't start at half past six. It starts at six o'clock.
 - 5 I don't get up at ten to nine. I get up at half past seven
 - 6 I don't do my homework in the bedroom. I do my homework in the kitchen.

D Mickey, Millie and Mut

- 1 2 tennis
 3 table tennis
 4 football
 6 karate
 7 swimming
 8 ice hockey
 - **5** basketball

2	a	P	а	r	K	9	0	0		t
	С	k	g	u	i	t	а	r	0	р
	b	а	S	k	е	t	b	а	Τ	
	е	V	h	Z	t	е	n	n	i	s
	P	i	а	n	0	g	а	٧	е	r
	V	0	1	Ι	е	у	b	а	Ι	
	f	1	е	b	i	g	f	0	t	h
	V	i	S	k	i	i	n	g	Х	у
	Z	n	f	0	0	t	b	a	1	
	S	w	i	m	m	gi	n	9	Х	Z

- 3 2 Do we go to football matches every Saturday?
 - 3 Do our lessons start at nine o'clock?
 - 4 Does my internet friend collect music CDs?
 - 5 Does Ben listen to the radio in the kitchen?
 - 6 Is Beverly's dad a postman?
 - 7 Does Jeremy have a karate lesson every Friday?
 - 8 Do my parents go to bed at ten o'clock?
- 4 2 When do Wendy and Jess start school?
 - 3 Where does Melissa go after school?
 - 4 When does my / your mother listen to Radio 4? / What does my / your mother listen to?
 - 5 When do your friends have lunch?
 - 6 What do you do ...?
 - 7 Where does Matthew live?
 - 8 When does Lucy have a piano lesson?
- **5** 2 Do Nelly and Mark play tennis? Yes, they do.
 - 3 Does Nelly play the violin? Yes, she does.
 - 4 Does she like Maths? No, she doesn't.
 - **5** Do Nelly and her sister go to school by bus? No, they don't.
 - 6 Does Nelly like football? No, she doesn't.
 - 7 What time does she get up for school? She gets up at quarter to seven for school.
 - 8 What music does she like? She likes pop music.

Progress Check

- **1 2** goes to school at nine o'clock.
 - play basketball at five o'clock.
 - 4 she has a violin lesson at four o'clock.
 - **5** she has dinner at half past five.
 - 6 she watches TV at eight o'clock.
 - 7 go swimming at twenty past seven.
 - 8 she goes to the shops at ten o'clock. She plays computer games at three o'clock.
- **2** 2 What's the time? It's quarter past four.
 - 3 When is our volleyball match? It's at half past ten.
 - 4 What time do you get up? I get up at quarter to eight.
 - 5 When is Sue's swimming lesson? It's from ten to twelve to twenty to one.
 - 6 When is Mike's birthday party? It's at quarter past five.
- **3** 2 play football
- plays the guitar
- 3 listens to
- 7 go skiing
- 4 doesn't play
- 8 doesn't play
- **5** play table tennis and go swimming
- **4 2** When do you have dinner?
 - 3 Jodie brushes her teeth every day.
 - 4 Kati and Zoli have breakfast in the kitchen.
 - **5** I go swimming after school.
 - 6 What sports do you play?

Unit 5 Places

A My room

- 1 2 a mirror
- 6 a chair
- 3 a lamp
- 7 a desk
- 4 a bed
- 8 a chest of drawers
- 5 a rug
- 2 2 chair
- 5 bed

- 3 rug
- CD player
- 4 teddy bear
- 7 poster
- 3 1 K В 0 A L В В В S 0 1 M T R T R D 0 T E A R 0 (W W) C 0 E A 1 N D 0 M (P) 0 S T E R P Α E K K 0 C T S 0 L R W C 0 R L Α W P P 0 0 H 0 E A R 0 D R E A W Α (R)0 R В E 0 D Н A W R E A T A 0 D 1 L E (D 0 0 (R) L S 0 0 Α N K R Е Α Ν D 0 Α 0 1 N A C C L В C Ε 1 R 0 R Н R P S D Ε K D D D

- 4 Students' own drawings
- **5** 3 X The chest of drawers is next to the bed.
 - 4 X The football is in the wardrobe.
 - X The box is under the bed.
 - X The rug is under the table.
 - 7
 - **8** X The violin is behind the chest of drawers.
- **6 2** between the chest of drawers
 - 3 in the wardrobe.
 - 4 on the table.
 - on the bed.
 - in the wardrobe.
- **7 2** Ben
 - 3 Alison
 - 4 Tony
 - 5 John
 - Kenny
- 8 Students' own answers

B Our house

- 11 chest of drawers 1 2 bathroom
 - **12** bed 3 living room
 - 13 phone hall
 - 5 kitchen 14 television 15 door 6 dining room
 - 16 table 7 garden
 - 8 desk **17** chair

 - 18 window 9 wardrobe
 - 10 shower

4

- 2 2 There is 5 There is There are
 - 3 There are 6 There is
- There is

8 isn't

are

9

- 4 There are
- **3** 2 are **5** is **3** is
 - 6 isn't
- **4** is 4 Students' own answers

C Her town

- **1 2** post office 6 church 3 café
 - 7 bus stop 4 bank 8 train station
 - 5 hospital
- **2** 3 Is there a park? Yes, there is.
 - 4 Is there a church? Yes, there is.
 - **5** Is there a swimming pool? No, there isn't.
 - Are there two bus stops? Yes, there are.
 - Are there two sports shops? No, there aren't.
- **3** 2 in front of
- 5 in front of
- 7 behind

- 3 between
- **6** between
- 8 next to

4 behind

- 4 2 Is there ...? No, there isn't.
 - 3 Is there ...? Yes, there is. It's next to the cinema.
 - 4 Is there ...? Yes, there is. It's opposite the station.
 - 5 Is there ...? Yes, there is. It's next to the supermarket / bank.
 - 6 Is there ...? No, there isn't.
- 5 Students' own answers

D Mickey, Millie and Mut's day out

- 2 can't play tennis.
- 6 can't play the piano..
- 3 can't draw.
- can't dance
- 4 can't ski.
- 8 can't spell
- 5 can't take photos
- 2 2 Can Jessica and Alan play tennis?
 - 3 Can James draw?
 - 4 Can Roger and Philip ski?
 - 5 Can Dorothy take photos?
 - 6 Can Tracy play the piano?
 - 7 Can they dance?
 - 8 Can he spell?
- 3 2 Can you speak English? Yes, I can.
 - 3 Can you play a musical instrument? Yes, I can play the piano.
 - 4 Can you play hockey? No, I can't.
 - 5 Can you swim? No, I can't.
 - 6 Can you play football? Yes, I can.
 - 7 Can you sing? Yes, I can. And I can dance!
 - 4 Students' own answers

Progress Check

- 1 2 There's a CD behind the chair.
 - 3 There's a CD between the chair and the bed.
 - 4 There are two CDs in front of the lamp.
 - 5 There are two CDs next to the book.
 - 6 There is a CD in the chest of drawers.
 - 7 There are two CDs on the armchair.
- 2 2 There are desks in the classroom.
 - **3** There is a fridge in the kitchen.
 - 4 There are rooms in a house.
 - **5** There is a sofa in the living room.
 - 6 There is a toilet in the bathroom.
 - 7 There are trains at the station.
 - 8 There is a wardrobe in the bedroom.

- 9 sports centre 5 bus stop **3** 1 park 10 supermarket library 2 church hotel museum 7 3 post office 12 station 8 school 4 shops
- **4 2** You swim at the sports centre.
 - 3 They play football in the park.
 - 4 The post office is between the church and the shops.
 - The church is opposite the museum.
 - You can borrow books from the library.
 - No, there isn't.
 - 8 No, there aren't.
 - **5** 2 Can you play the violin? 3 Can your mother play a computer game? 4 Can your dog sing a song? 5 Can Joey and Sarah ride bikes? 6 Can I carry this heavy bag?

Unit 6 People

A My friends

- 6 mouth **1 2** eves 7 beard 5 moustache 3 ears
- 2 Students' own drawings
- 3 1 got big teeth and small eyes. She's got dark hair.
 - 2 got glasses. He's short, plump and he's bald.
- 6 are, have got 4 2 have got
 - **7** is 3 am, have got
 - 8 has got, has got 4 has got 5 are
- Rose, 11 **5** Mr Berry, 1 Mary, 3 Mrs Berry, 10 Jerry, 2
- **6** 2 He hasn't got a beard, and he hasn't got hair. He's bald, and he's got a moustache.
 - 3 He isn't thin. He's plump.
 - 4 Jim and Tina haven't got fair hair. They've got dark hair.
- 7 Students' own answers

B Saturday morning

- **1** The correct order is: 4, 7, 1, 10, 2, 8, 6, 9, 11, 5, 3
- 2 1 It's £2.99.
 - 2 How much is this book? It's £7.99.
 - 3 Can I have this magazine and this book, please? Anything else? No, thank you.
 - 4 That's £10.98, please. Here you are. Thank you.

- 3 2 is going 5 are waiting 7 is sitting 3 is driving 6 are watching 8 is buying
 - 4 is having
- **4 2** is having a shower. **5** is brushing her teeth.
 - **3** is taking a photo. **6** is getting on the bus.
 - 4 are playing tennis.
- **5** 2 He isn't getting into a car. He's getting on a bus.
 - **3** He isn't sitting at the bus stop. He's sitting at a café.
 - 4 He isn't eating lunch. He's drinking coffee.
 - **5** He isn't talking on his mobile phone. He's reading a newspaper.
 - **6** He isn't painting the window. He's painting the door.
 - 7 They aren't playing football. They're walking to school.
 - 8 She isn't riding a bike. She's driving a car.

C Are we going to the shops?

- 1 clean your teeth, do homework, drive the car, go to the shops, ride a bike, have lunch, play tennis, watch TV, borrow a book, wear jeans, win a prize
- **2** 2 play tennis
- 4 have English
- 3 does her homework
- **5** wears jeans
- **3** 2 Is Pablo playing with his dog in the garden? No, he isn't.
 - **3** Are Lisa and Isabella reading a magazine? Yes, they are.
 - 4 Is your brother playing football? No, he isn't.
 - 5 Is Miguel swimming? Yes, he is.
 - 6 Are Jana and Karol sleeping? No, they aren't.
 - 7 Are Evie and Aimee riding bikes? No, they aren't.
 - 8 Is Oliver eating dinner? Yes, he is.
- **4 1** 'm not wearing, 'm wearing
 - 2 walk, 's taking
 - 3 have, 're going
 - 4 watches, 's reading
 - 5 have, 're writing
 - 6 play, 're having
- **5** 2 I'm not reading a book. I'm having a shower.
 - **3** William isn't going to the shops. He's going to the cinema.
 - 4 I don't have an apple for lunch every day. I have an orange.
 - 5 Dad doesn't usually drive to work. He usually takes the train to work.
 - **6** My friends aren't playing football in the garden. They're watching TV.
 - **7** We don't go to the park every weekend. We drive to the town.
- **6** Students' own answers

D Clothes

1 1	socks	7	shoes	12	T-shirt
2	coat	8	skirt	13	jeans
3	jacket	9	tie	14	shirt
4	сар	10	shorts	15	jumper
5	boots	11	trainers	16	trousers
6	dress				

- 2 Students' own answers
- 3 2 are these, They're 5 is this, It's 6 is this, It's
 - 4 are these, They're
- **4 2** X They wear grey skirts. / They wear white shirts.
 - 3 X They wear red ties.
 - 4 /
 - **5 X** She wears school uniform to school. / She wears her favourite clothes at home.
 - 6 /
 - 7 X Ally doesn't wear jumpers at home.
 - 8 /
- **5** Students' own answers

Progress Check

- **1 1** dark
 - **2** is short, fat, 's bald. He's got a beard and a moustache.
 - 3 is short, thin, 's got fair
 - 4 tall, slim / thin, 's got dark, long
- 2 1 shorts, trainers
 - 2 is wearing a shirt, a tie, trousers and a coat. he's wearing shoes
 - **3** is wearing a shirt and trousers. he's wearing school shoes.
 - **4** is wearing a dress and jacket. she's wearing long boots.
- **3** 1 playing tennis
 - **2** He isn't driving to work. He's waiting for a bus.
 - **3** He isn't riding his bike to school. He's walking to school
 - **4** She isn't reading a newspaper. She's talking on her mobile phone.
- 4 2 watch
 3 's cleaning
 4 's having
 7 Does
 8 do
 9 doesn't
 10 does

Revision

- **1** 2 There are two oranges on the table.
 - 3 There are two pens on a desk.
 - 4 There are three chairs.
 - **5** There is an MP3 player on the chair.
 - 6 There is a book in the school bag.
 - **7** There is a picture on the board.
 - 8 There are four people: two girls, a boy and one woman. She's the teacher.
- 2 2 am 3 's 4 are **5** 's 7 's 6 's
- **3** 2 Yes, she is.
 - 3 No, they aren't. They're from Italy.
 - 4 He's eighteen.
 - 5 No, he isn't. He's a student.
- 4 2 This is Mr Smith's dog.
 - 3 This is Charlie's book.
 - 4 This is Fiona's pencil.
 - **5** This is Kate's bag.
 - 6 This is Julia's mobile.
- **5 1** Amy has got a fish.
 - 2 Robert has got two spiders.
 - 3 Elizabeth and Mary have got two guinea pigs.
 - 4 John has got a rabbit.
- 6 2 I have 7 white **12** got **3** I've **8** Is 13 they haven't 9 big 4 rabbit 14 've got **5** Is **10** fat 15 guinea pigs 6 it isn't. **11** Have 16 're black
- 1 bad
 - 2 (across) small, (down) short
 - 3 thin
 - 4 white
 - 5 new
- **8** 2 watches 5 comics 8 rides 3 listens 6 plays 9 don't go 4 doesn't 7 goes 10 do
- 9 2 living room 7 TV
- 13 wardrobe 3 kitchen kitchen 8 14 desk
 - 4 bathroom 9 table 5 sofa 10 chairs
- armchairs **12** bed
- 10 2 between 3 opposite 4 between 5 on
- 11 2 can't, can 4 can't, can 3 can, can't 5 can, can't
- **12** 2 is drinking 5 is listening **3** is eating 6 are playing
 - 4 is walking

Photocopiables teaching notes

Unit 1a What is it?

Aims To practise classroom vocabulary, a / an and spelling.

- Photocopy the worksheet and cut out the pictures.
- Divide the class into teams.
- To demonstrate the game, choose a picture, for example of an orange, without letting the students see it. Write O _ _ _ on the board. Ask What is it? Each team is only allowed one guess at the word each time a letter is added. If no one guesses, then add the letter R in the second place (O R _ _ _). Ask What is it? Continue adding letters until students guess the word. Ask the student who guesses to draw the object on the board. Ask the class Is it an orange? Show students the picture. If the student who guessed the word is correct, give his / her team the picture.
- Give a student from one of the teams a second picture. He / She writes the number of dashes for the number of letters in the word and the first letter on the board. The student is not allowed to help his or her own team.
- The team who guesses correctly and answers using the correct form of the article wins a point.
- Teams take it in turns to write on the board.
- The team with the most points wins.

Extension

Ask teams to draw and use their own pictures, say five pictures each. This will allow them to share extra vocabulary.

Unit 1b Action mimes

Aims To revise the grammar of instructions and classroom vocabulary.

- Photocopy the worksheet and cut out the prompt cards.
- Divide the class into teams.
- Demonstrate the game by miming writing and at the same time saying What does it mean? Write! Then put your hands over your eyes and ask What does it mean? to elicit Don't look!
- Give one student a prompt card. Ask the student to mime the action on the card for the others to guess the meaning.
- The team who guesses correctly, with correct grammar and pronunciation, wins a point.
- The team with the most points wins.

Unit 2a Boy and girl bands

Aim To practise asking and answering personal questions.

- Divide the class into groups of four or five. If possible, each group should be either all boys or all girls.
- Invite one person from each group (perhaps one who doesn't like singing) to form another group who will be presenters. Explain to the other groups of students that they are going to be in a girl / boy band like *Girls Aloud* or *Boyzone*.
- Give each student in the intial groups a star profile to fill in. They can either give true information or make it up. When they have finished, ask each group to choose a name for their band.
- Give the presenters a copy of the star profile also, but ask them to work together to write the questions they need to ask to get the information on the form, for example What's the name of your band? What's your name? etc.
- When the star profiles are completed and the presenters have prepared all the questions, assign one presenter to each group. The presenters interview the group to collect their personal information and make notes.
- Explain that they are now going to take part in a competition to see which is the top band. Their presenter is going to introduce them and then they are going to sing one (or two) verses of a song, for example *My Bonnie*. (They can choose any song they like, but it must be in English.)
- Write the names of the band on the board and give each student a score card. Explain that after each performance the rest of the class will write a score from 1–5 for the performance. (It is up to you whether you choose 1 or 5 to be the top score.)
- Groups take it in turns to be introduced and to perform their songs.
- The winner is the group with the most points.

Unit 2b Multinational meetings

Aims To practise introductions and the names of countries.

- This activity can be done individually, in groups or as a class.
 - Photocopy the worksheet with the map and give a map to each student.
 - Students write the names of the countries in the word box on the map.

- **2** This activity can be done individually or in pairs.
 - Students use the same partially completed map as for exercise 1.
 - Cut out and give each student an identity card. You can give the same card to more than one student, but make sure that all identities are allocated. (If you have fewer than ten students, keep some cards yourself and take part in the game.)
 - Students go round the class introducing themselves and asking each other where they are from saying Hello, I'm ... What's your name? Where are you from? They write the names of the people on the map to show where they are
 - The winner is the first to complete their map correctly.
 - Ask students Where does Mary come from? etc. Students answer, using the information on their maps.

Unit 3a Swap shop

Aims To practise adjectives, spelling and the use of have got (affirmative, negative and questions); to introduce adjective word order, i.e. size, colour, noun.

- Provide students with coloured pencils or crayons: red, yellow, blue and green.
- Photocopy and cut out four sets of the picture cards on the worksheet.
- Divide the class into four groups: a red group, a yellow group, a blue group and a green group.
- Give one set of pictures to each group and ask them to make a list of the items and colour each item the colour of their group.
- Check the lists to make sure they are correct.
- Collect all the pictures, mix them up, and give each student four pictures. Tell them not to show the pictures to the other students.
- Explain that students are going to swap (exchange) pictures until they have four pictures of different things beginning with the same letter and also the same colour, for example a new red car, an old red car, a fat red cat and a small red camera (a new car and an old car count as different things).
- Students sit in a circle and take it in turns going clockwise round the circle.
- One student begins the game by asking any other student *Have you got a* (for example) *new red* car? The student answers Yes, I have. or No, I haven't.
- If the student has the item, he gives it to the first student, who chooses one of his / her pictures and gives it to the other student, saying Now you've got a (for example) fat blue parrot.

 The game continues until someone has collected a complete set.

Note Students must listen carefully. They need to remember who gets what in swaps so they can prevent others from getting a set by asking for a card they think the other student needs.

Unit 3b Incomplete timetables

Aims To practise the days of the week, numbers and names of school subjects; to practise questions with When.

- Photocopy a set of timetables for each group of
- Divide the class as far possible into groups of four and give each group member a different timetable. If the group doesn't have four members, two members can share one timetable or one member can use two timetables.
- Explain that they are the student named on the
- Tell students they must first complete the names of the subjects.
- Then tell them that unfortunately the timetables didn't print correctly so there is some information missing. Then point to the information under the timetable. Tell students that, as they know who they have classes with, they can find out the missing information by asking When do we have ...?
- Go round the class monitoring.
- When students have finished, draw the four timetables on the board as they are on the worksheet and ask students to come up and fill them in.

Unit 4a Activity day

Aims To practise free time activity vocabulary, the use of the present simple, and the use of times and numbers.

- Photocopy the worksheet and cut out the activity cards.
- Divide the class into up to four teams and ask students to come to the front of the class in turn.
- Give each student an activity card and ask them to mime that activity. You may have to help with some vocabulary.
- The other students try to guess what the activity is. The student who guesses correctly wins the card for his / her team. The first team to collect five cards wins this part of the game.
- Divide the remaining cards among the other teams so that each team has four cards.
- Give each team a blank activity day programme copied and cut out from the worksheet.

- Tell students they are going to plan a day which includes all the activities on their cards. They also have to plan lunch, which lasts 1 hour and costs £5.
- Give them 10 minutes to prepare their plan and write it on the form.
- Each team presents their plan to the rest of the class: what they do when, and how much the whole day costs, for example At 8.30 we play football. At 9.30 we play football and at 11.30 we have a dance class ...
- The class votes on which is the best activity day.

Unit 4b 'A day in the life' quiz

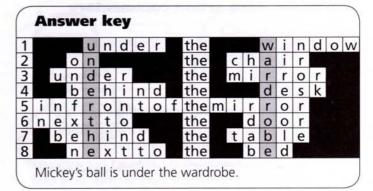
Aims To practise the present simple, including questions, negative forms and talking about the time; to revise and develop the vocabulary of action verbs.

- Divide the class into groups of four or five. Each group sits round a table.
- Photocopy and cut up one set of 'A day in the life' cards for each group.
- Explain that each card describes a typical day of either a pop singer, a football player, a student, a teacher, a film star or a dog. Write the list on the board.
- Brainstorm a list of activities these people could do and write it on the board. Make sure the list includes: get up, have breakfast, eat dinner, go running, do homework, play football, go to dance classes, listen to music, watch a movie, go to school, go to work, go to sleep, go for a walk.
- For each group, place a set of cards, face down, in the middle of the table. Each student in turn picks up a card.
- The other students in the group try to guess which card he / she has. They take turns to ask a question with when, for example When does he / she go to work? The holder of the card replies with either, He / she goes to work at 1 o'clock, or He / she doesn't go to work, according to the information on the card.
- Students can only start to guess the identity after each person in the group has asked one question.
- After that, students can guess after each question, but they can only guess once during a round of questions.
- When a student guesses correctly, he / she takes the card.
- The student with the most cards wins.

Unit 5a Where is Mickey's ball?

Aims To practise prepositions of place and names of things in rooms.

- Photocopy the different versions of the crossword on the worksheet, so there are enough crosswords for all the students in the class.
- Give one crossword to each student, making sure that you have given out at least one copy of each version.
- Write the following words on the board: chest of drawers, book, magazine, lamp, pen, poster, chair, computer.
- Explain that students have to solve the puzzle to find out where Mickey's ball is. They solve the clues by asking the other students where the items you've put on the board are in their pictures. Students walk around the class asking each other about their pictures, for example
 - Is there a book in your picture?
 - · Yes, there is.
 - · Where is it?
 - It's on the chair.
- The student then fills in the appropriate line in the crossword.
- The first student to fill in all the clues and find out where the ball is wins.
- You can ask students to draw the picture of the room from the information they collect in the crossword.



Unit 5b Where to do it?

Aims To revise asking where things are, the vocabulary of places in a town and activities.

- Photocopy the town map on the worksheet and give a map to each student.
- Divide the class into two groups. One group are tourists and the other group are tourist information workers.
- In addition to the town map, give each tourist information worker one of the six lists of places.

- The tourist information workers draw the places anywhere they want on their map. They also give their town a name, write the name on a piece of paper and place it on the desk in front of them.
- Give each tourist an activity list.
- Explain to students that the tourists are going to ask the tourist information workers about the activities on their lists. Tourist information workers must not show their maps to the tourists.
- Demonstrate the type of conversation needed:
 - Is there a cinema in your town?
 - Yes.
 - Where is it?
 - It's opposite the police station.
- Explain that the tourists have to ask about every town and decide which town they can do all their activities in. (Each tourist can do all the activities on his / her card in only one town.) They then have to write the name of the town on the map and draw the places for their activities in the correct locations.
- The tourist information workers sit at their desks with the name of their town in front of them and the tourists wander round the class asking the tourist information workers questions.
- The tourists then tell the class which town they have chosen and where the places are.

Optional extra

Students can make a tourist poster for their town.

Unit 6a Live action commentary

Aims To practise forms of the present continuous, and revise vocabulary from Units 1 to 6.

- Divide the class into groups of four or five.
- Photocopy the story cards on the worksheet and give each group a different story card.
- Explain that each group has to act out without using words (mime) the story on their story card for the rest of the class, with each student taking different roles.
- Give each group 5 minutes to prepare.
- Once students are ready, explain that while a group is acting out a story, the other groups must say what is happening. See the possible answers provided below. (The stories can all be described using words in the Student's Book, but students may use other words as well.)
- The groups act out their stories. Help the other groups with vocabulary and prompt where necessary by saying What is happening now? Write any new words that the students use to describe the story on the board.

• When all the stories have been acted out, ask each student to choose one story and write about the action in each frame. You can also ask students to write dialogues for the stories.

Possible answers

Story 1: A girl is running down the street. A man is walking past. The girl is waiting for a bus. She is sleeping. The bus is coming. The bus is going. She is waking up.

Story 2: The boys are playing football in the park. A girl is walking with her dog. The dog is running with the ball. The dog is hiding in the garden. The boys are looking for the ball. The dog is sitting in front of a bush.

Story 3: The students are sitting at their desks. They are reading their books. One boy is listening to music. The teacher is looking at him. The teacher is taking his MP3 player away. The teacher is listening to the MP3 player.

Unit 6b Shop

Aims To practise the vocabulary for animals and clothes; to practise numbers and the verb have got; to introduce the skills of buying and selling.

- Divide the class into two groups: buyers and sellers.
- Photocopy the shop cards and shopping lists. Give the buyers a shopping list and the sellers a shop card.
- Sellers first put prices next to the items on their
- Explain that the buyers are going to buy some pets and some clothes. Teach the words cheap and expensive. Tell students they must try to get the items as cheaply as possible.
- Demonstrate the dialogue (you can write it on the board and students can copy it into their exercise books).

BUYER Have you got a dog?

Yes, I have (or No, I haven't). SELLER

BUYER How much is it? Fifteen pounds. **SELLER** BUYER Can I have it, please?

SELLER Here you are.

- Explain that if the buyer buys, the price should be written on the shopping list. If the seller sells, the item on the shop list must be crossed out because it cannot be sold twice.
- Sellers sit at their desks, while buyers walk around the classroom asking sellers for prices and buying until they have everything on their list. Buyers can go back to the same shop as often as they want.
- After the game is over, ask buyers how much they paid for each item. Who got the best deals?

Unit 1a What is it?



Unit 1b Action mimes

Listen to the teacher.	Walk to the door.
Don't listen to your partner.	Look out of the window.
Sit down on the floor.	Don't look at your partner's book.
Stand on the desk.	Draw a cat.
Don't draw a pen on the board.	Don't sit down.
Don't talk to the teacher.	Draw an apple on the board.
Write on the board.	Write your name in your book.
Don't write in your book.	Pick up your book.
Close your book.	Don't talk to your partner

Unit 2a Boy and girl bands

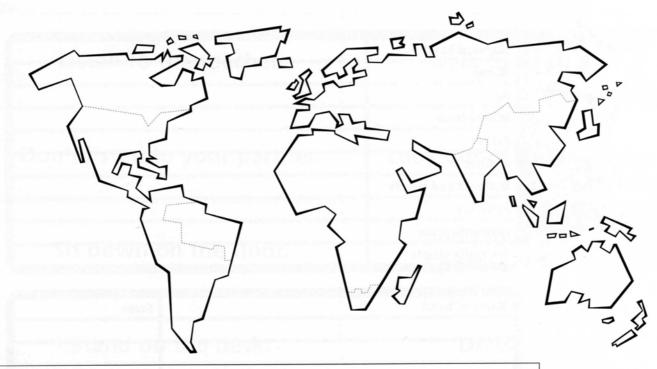
	Name of band	
	Name	1/303
	Age	
	Where from	
	Father	
TAD	Mother	
IAK	Brothers and sisters	
DOELLE	Birthday	20 - 1
TAR	Favourite place	
	Favourite singer	

Name of band	Score
est former stanta more utilità Au	

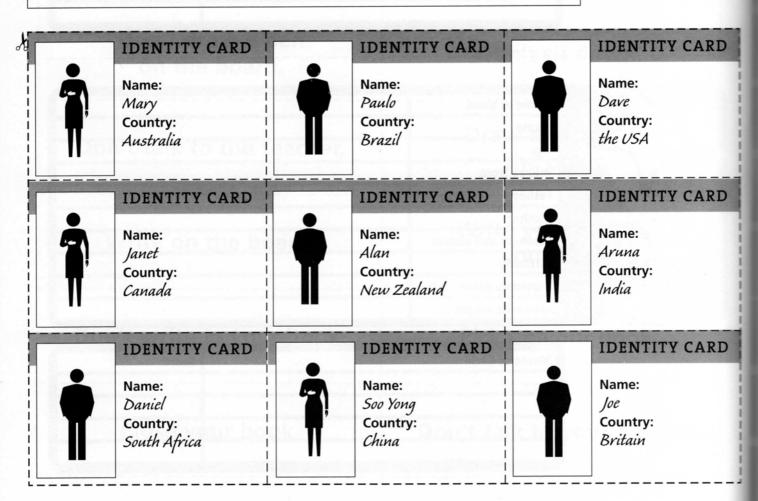
	Name of band	
	Name	
	Age	9/81
V	Where from	12/12
V A	Father	
STAR	Mother	
MAK	Brothers and sisters	V
DOELLE	Birthday	A contract of
KUPILE	Favourite place	(and the second
ALL AND A	Favourite singer	

Name of band	Score
a Lymney and	

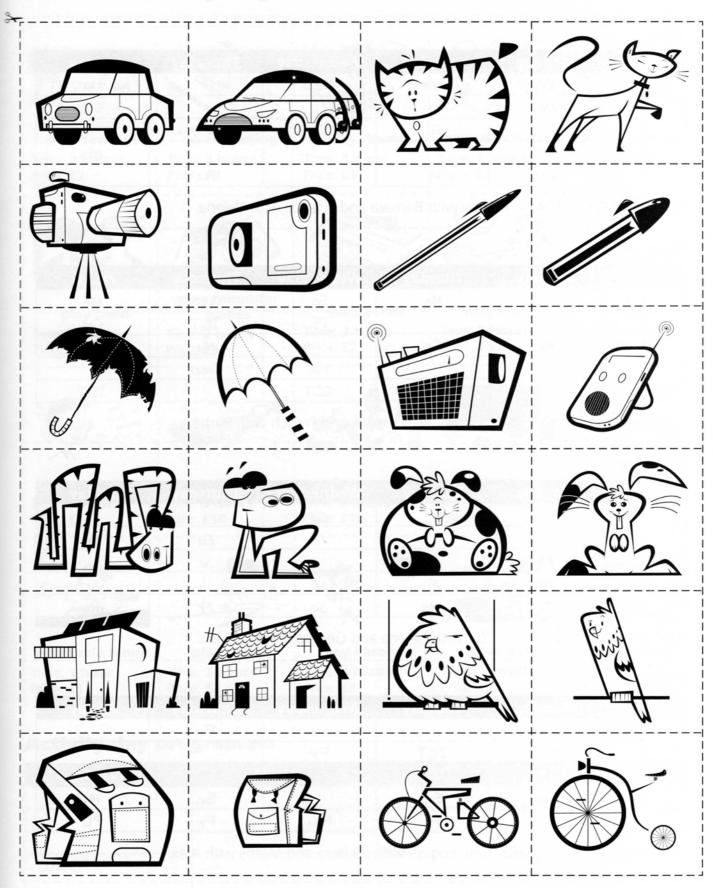
Unit 2b Multinational meetings



Britain Australia Canada New Zealand the USA India South Africa China Brazil



Unit 3a Swap shop



Unit 3b Incomplete timetables

Tom

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	En	Ма	Geo	Fr	Ма
2	Ма	En			Cit
3	1137 - 1 P	Fr	En	Geo	
4	Fr	To The			Mu
5	Geo	PE	4 4 4	Mu	

You've got ICT with Alex, History with Barbara and Science with Helena.

Alex

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1		Ma	Sc	Geo	Ma
2	Sc		PE	ICT	Cit
3	Mu	Sc	12-11	Мυ	Geo
4	V		Ma	Geo	
5	Vanish 1 4 2		ICT		ICT

You've got English with Tom, History with Helena and French with Barbara.

Barbara

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	and the second		Cit		
2	and the		Hi	Еп	Еп
3	Hi	En		Sc	
4	PE	Fr	Hi		Sc
5	Fr	Mu	Sc	Fr	Ми

You've got Maths with Tom, ICT with Helena and Geography with Alex.

Helena

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	ICT			Fr	
2	Cit	ICT	Fr		
3	Mu	HE STATE OF	ICT		Sc
4	Hi	Sc		Sc	Hi
5	REJ LA	Hi	Mu	Fr	PE

You've got Geography with Tom, English with Barbara and Maths with Alex.

Unit 4a Activity day



play football

Time: 2 hours Price: £2



go swimming

Time: 3 hours Price: £3



play drums

Time: 1 hour Price: £5



have dance class | play ice hockey

Time: 2 hours Price: £2



Time: 2 hours Price: £4



play chess

Time: 1 hour Price: £1



play computer games

Time: 2 hours Price: £3



watch DVD

Time: 2 hours Price: £2



play tennis

Time: 2 hours

Price: £5



play guitar

Time: 2 hours

Price: £4



sing songs

Time: 1 hour Price: £1



go canoeing

Time: 3 hours

Price: £10



go horse riding

Time: 2 hours

Price: £10



watch a movie

Time: 2 hours

Price: £3



paint a picture

Time: 2 hours

Price: £4



play table tennis

Time: 1 hour

Price: £1



play rugby

Time: 2 hours Price: £2



play baseball

Time: 3 hours

Price: £3



drive a car

Time: 2 hours

Price: £15



go cycling

Time: 2 hours

i Price: £2

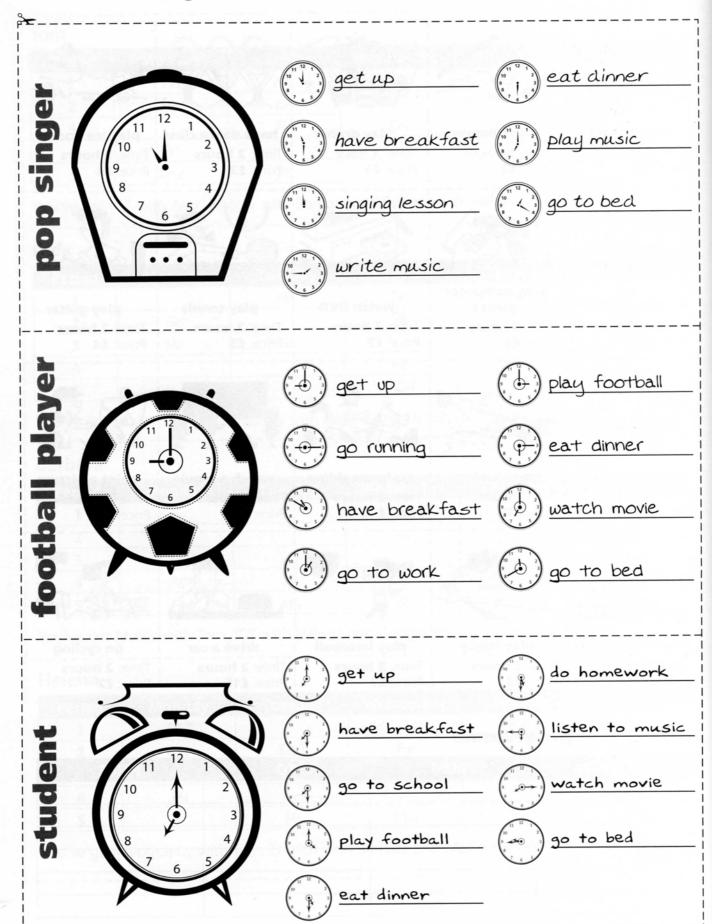
Activity day programme

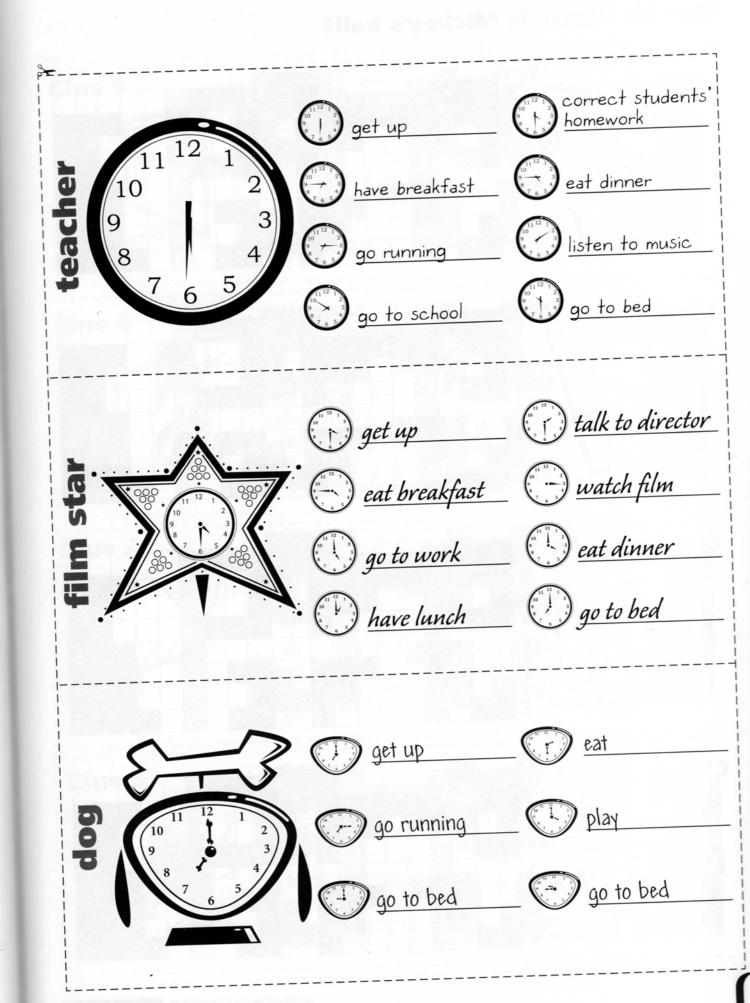
ACTIVITY	FROM	ТО	PRICE
E SIVER INSTANT			
	2007 M 10 10 10 10 10 10 10 10 10 10 10 10 10		
LUNCH			100000
ANTENNA	ter V		

TOTAL PRICE

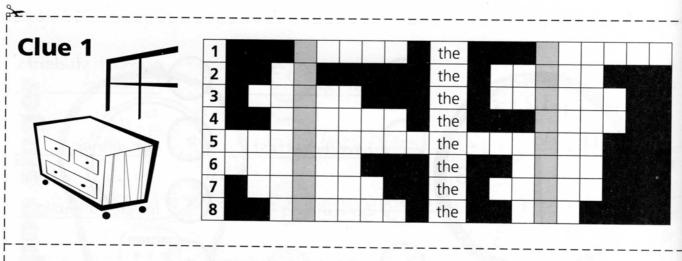
Lunch: Time -1 hour, Price -£5.

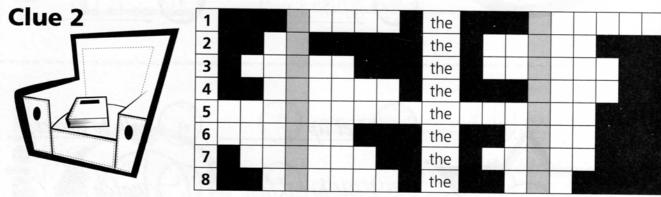
Unit 4b 'A day in the life' quiz

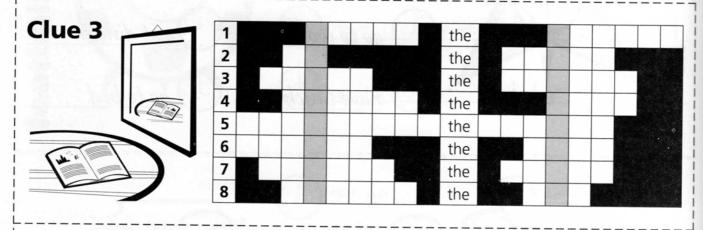


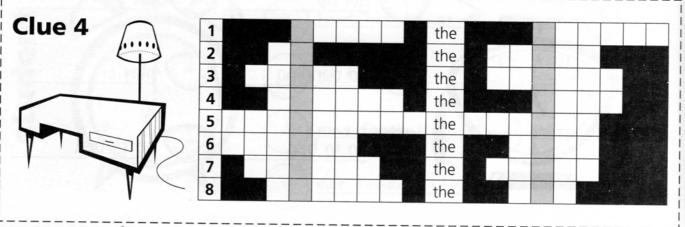


Unit 5a Where is Mickey's ball?

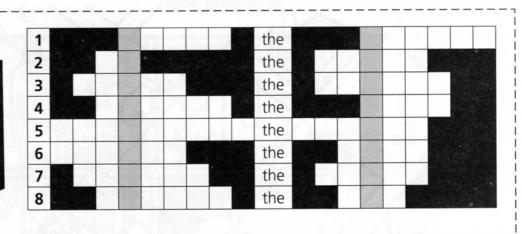




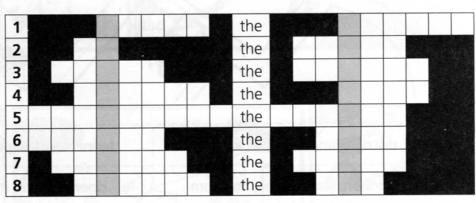




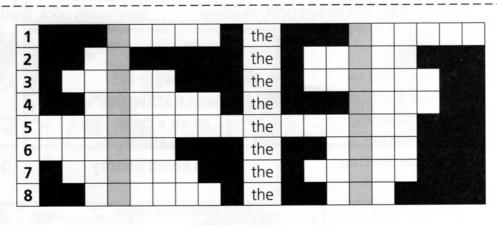
Clue 5 Clue 6 Clue 7







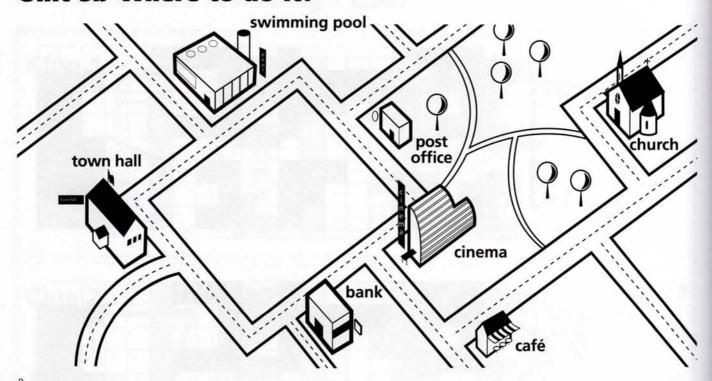






1	the
2	the
3	the
4	the
5	the
6	the
7	the
8	the

Unit 5b Where to do it?



cinema, disco, swimming pool, ice rink

athletics stadium, station, zoo, museum

cinema, disco, swimming pool, museum

tennis court, supermarket, station, zoo

cinema, disco, museum, tennis court

swimming pool, football pitch, bus stop, café

You want to: watch a film, go dancing, swim, go ice-skating

Ask Where is the ...? or Where can I ...?

You want to:
play tennis,
buy some food,
go on a train,
see lions and tigers

Ask Where is the ...? or Where can I ...?

You want to:
watch athletics,
go on a train,
see lions and tigers,
learn about history

Ask Where is the ...?
or Where can I ...?

You want to:
watch a film,
go dancing,
learn about history,
play tennis

Ask Where is the ...? or Where can I ...?

You want to:
watch a film,
go dancing,
swim,
learn about history

Ask Where is the ...? or Where can I ...?

You want to: swim, play football, go on a bus, have lunch

Ask Where is the ...? or Where can I ...?

Unit 6a Live action commentary

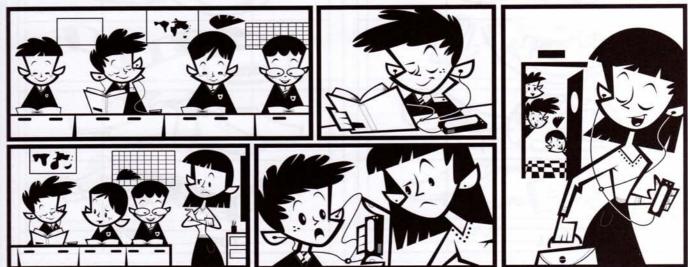
Story card 1



Story card 2



Story card 3



Unit 6b Shop

Shop card	Sho	gc	car	d
-----------	-----	----	-----	---

ITEM	PRICE
ME TO	
TOTAL	L. Land

Shop card

ITEM	PRICE
TOTAL	

Shop card

Shop caru	
ITEM	PRICE
Marin Salar	
TOTAL	

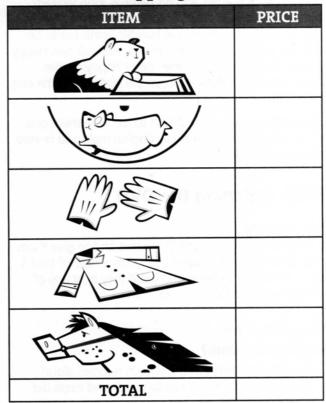
Shop card

ITEM	PRICE
TOTAL	Manager In The

Shopping list

ITEM	PRICE
	es statis Pave year
	1 of 10f bos dinaser 981 prefetors s ergelf vida
	ennina E Makas Makas
	anni an in
TOTAL	Series Series

Shopping list



Shopping list

Shopping nat	
ITEM	PRICE
	mentered mentered
TOTAL	

Shopping list

ITEM	PRICE
Marin San San San San San San San San San Sa	
TOTAL	

1 Introduction

page 122

Before watching the DVD

Draw a smiling face of a man on the board. Tell the students he's a teacher and his name is John William Smith. Write John William Smith on the board. Tell your students that his students call him Mr Smith (write Mr Smith on the board), but sometimes they call him Happy because he smiles all the time. Write Happy on the board. Leave this information on the board until the end of the unit.

Put students into groups of four to six. Give them one minute to write down as many English male and female names as they can.

While watching the DVD

First viewing

To familiarize students with the voices and to give them an overview of what happens, play the whole of Unit 1. Ask students just to listen and see if they hear any of the names on the list they have made.

Second viewing What's your name?

1 Read the sentences in the speech bubbles aloud. Explain that students have to watch and circle the right answer. Play the first part of the video until Samantha says What's your name? Play it a second time if necessary. Invite students to tell you the correct answers.

Answer key

- 1 Joe
- 2 Fox
- 3 Samantha Harrison
- **2** Ask students to look at the pictures and the names. Explain they have to tick the correct names and put a cross by the wrong name. Play the next part of the recording until Ria says *My name is Ria Sophrenou*. Ask students which is the wrong name.

Answer key

Euan Rollo (This should be Sam Barton.)

3 Ask students to complete the sentences. Students may be able to do this without watching the recording again. However, if it is too difficult, replay the section from *My name is Laura Cantwell* to *My name is Ria Sophrenou*.

Answer key

- 1 Tim Osman
- 2 Veronique Jund
- 3 Mr Osman
- 4 Miss Jund

Have you got a middle name?

4 Explain that the students have to watch and listen and fill in the middle names. Play the next part of the recording (from Samantha saying *I haven't got a middle name* to Joe saying *It's Jack*.) If necessary, play this part of the recording again.

Answer key

Samantha Harrison hasn't got middle name. Joe <u>Jack</u> Fox

5 Give students a few seconds to read the questions and then play the next part of the recording (from Samantha saying What's your middle name? to Ria saying I don't have a middle name.) for students to answer the questions

Answer key

- 1 Anjola
- 2 Ria

Have you got a nickname?

6 Read the two sentences and tell students to watch, listen and tick the correct one. Play the next part of the recording from My nickname is Foxy to My mum sometimes calls me Sammy for students to tick the correct sentence.

Answer key

Sentence 2 is correct

7 Explain that students have to match the pictures to the correct nickname. Play the final part of the recording from Samantha saying *Have you got a nickname?* to the end.

Answer key

Ri-Ri 2 The Beast 4 Ozzy 3 Debster 1

Cultural note

Students in the Britain don't usually call teachers by their nicknames when the teacher can hear them.

Activity A

The picture and names of John Smith should still be on your board. Write the words name, surname, middle name, and nickname at random around this. Invite students to come and draw arrows from these words to the names on the board.

Answer key

name - John William Smith surname - Smith middle name - William nickname - Happy

Activity B

Put students in small groups and give them one minute to write down all the names and nicknames they can remember from the DVD. Play the whole of Unit 1 again for students to see which group have the most correct names and nicknames.

An	swer key	
Nai	me	Nickname
1	Joe Fox	Foxy
2	Samantha Harrison	Sam, Sammy
3	Laura Cantwell	mort :
4	Harriet Jackson	Hatty
4	Tim Osman	Ozzy
5	Anjola Adeniran	Angie
6	Veronique Jund	Vero
7	Euan Rollo	to r escenti veli i escelo
8	Sam Barton	The Beast
9	Joe East	Ginge
10	Susan Boss	- 199/206
11	Debbie Harvey-Evans	Debster
12	Ria Sophreneou	Ri-Ri

Activity C

Invite students to tell you the three questions asked in the video and write them on the board. (1 What's your name? 2 Have you got a middle name? 3 Have you got a nickname?) Ask each student to choose an English name and a nickname. Divide the class into three groups. The first group will ask the first question, the second group the second question, and the third group the third question. Students walk around the room asking and answering the questions for 3 minutes without taking notes. Students then return to their desks and write all the answers they can remember. The student in each group who remembers the most correct answers is the winner.

2

Friends and family

page 123

Before watching the DVD

Ask students to write the names of the five British towns on a piece of paper. Write the names on the board. Ask students if they know anything about these towns (names of football clubs, the pop stars that come from them, famous sights, etc).

While watching the DVD

First viewing

Tell students to watch the DVD and look at their list of towns. Ask them to put a tick against each town mentioned. Play the whole of Unit 2. Which student has the most ticks?

Second viewing Where are you from?

1 Ask students to look at the photos and identify who the people are (Joe, Sam / Samantha, Debbie, Sam Barton). Explain that they have to complete the sentences with the place each person is from. Play the first part of the recording (until Leticia appears) for students to complete. Invite students to tell you the answers.

Answer key

- 1 Britain
- 2 Birmingham
- 3 London
- 4 Edinburgh
- 5 Cardiff
- **2** Ask students if they can remember where Birmingham, London, Edinburgh and Cardiff are. Students write the names on their map.

Answer key

- 1 Edinburgh
- 2 Birmingham
- 3 Cardiff
- 4 London
- **3 and 4** Get students to look at the sentences in exercise 3 and ask if they can complete them. If they can, get them to write their answers in pencil. Then ask them to look at the pictures in exercise 4 and identify which town is shown in each picture. Play the first part of the recording again for students to watch and check their answers.

Answer keys

3

- 1 Birmingham is in the middle of England.
- 2 London is the capital of England and the UK.
- 3 Edinburgh is the capital of Scotland.
- 4 Cardiff is the capital of Wales.

1

- 1 Edinburgh
- 2 Birmingham
- 3 Cardiff
- 4 London

What's your address?

5 Ask students to read exercise 5 quickly. Then play the first part of the recording again for them to watch and complete the sentences.

Answer key

- 1 24
- 2 Street
- 3 Birmingham
- 4 6BW
- 5 Greenhill
- 6 London
- 7 NH1 9HR

I'm from ...

6 Play the next part of the DVD (until Leticia says I'm from France). Point out that Leticia and France are joined on the worksheet. Explain that students have to watch and listen and join the other names to the places. Play the rest of the recording until the end of the unit. You may have to play this part of the recording twice to give students time to listen and answer.

Answer key

Leticia – France

Anjola – Nigeria

James - England

Guy – Woodstock

Helen – Banbury

Ria - Brighton

Carol - Oxford

Kirsty - Sheffield

Euan – Newbury

After watching the DVD

Activity A

Write some English addresses on card. Rewrite the addresses but make changes (for example change *Road* to *Street*, make changes to postcodes, names of recipient, etc). Tell students that there are some mistakes in the addresses and you will read out the correct addresses. Students listen and write down the mistakes and their corrections. You might like to do this as a team game.

Activity B

Make up some envelopes with English addresses. Place them face down on a desk. Divide the class into two teams. Each student comes up, picks up an envelope and reads the address. If they read it correctly, they get a point for their team.

Activity C

Mix up the envelopes you made for Activity B and give one to each student. The envelope contains their address. Students walk around the room asking and answering about where they are from and what their address is.

page 124

Before watching the DVD

Ask students what subjects they study at school. Make a list on the board.

Ask students which are their favourite subjects. Which subject is the most popular?

While watching the DVD

First viewing

Play the whole of Unit 3 and ask students to watch and note which subjects both they and the students in the DVD study. Do they study any subject that the students in the DVD don't study? Do the students in the DVD study any subjects that they don't study?

Second viewing What year are you in?

1 Play the first part of Unit 3 (from the beginning until Laura says I'm in Year 8). Point out the answer in the chart on the worksheet. Tell students to listen and complete the chart. Play the next part of the recording (from Joe saying I'm in Year 7 to Megan saying I'm in Year 7) for students to complete the table. You may need to play this section twice to give students time to listen and write. Check the answers with the class.

Answe	r key	
Laura	8	
Joe	7	
Curtly	7	
Anjola	8	
Sam	8	
Kelly	8	
Jenna	7	
Megan	7	

What are your favourite subjects?

2 Ask students to look at the photos and see if they can remember the people's names. Students can write the names beside the photos. Play the next part of the recording (from Joe the presenter saying What's your favourite subject? until Laura says her favourite subjects are PE and Design and Technology.) Point to Laura's speech bubble on the worksheet. Explain to students that they have to fill in the gaps in the other speech bubbles. Play the next part of the recording (from Joe saying My favourite subjects are PE and Art to Megan saying My favourite subjects are Science and PE) for students to complete the speech bubbles. Check students' answers.

Note You may have to explain that DT is Design and Technology.

Answer key

Joe 1PE and Art
Curtly Art and 2PE
Anjola 3Maths, Science and Art
Jenna Art, DT and 4History

Jenna Art, DT and Histo Megan Science and PE

3 Students work in pairs to answer the two questions. Do the students in the DVD have the same favourite subjects as the students in the class?

Answer key

1 Joe and Curtly
2 PE and Art

What lessons have you got today?

4 Write Laura's timetable on the board. Play the next part of the recording (from Sam saying What lessons have you got today? to Laura saying Double English and History). Ask students what subjects Laura has got, and write Double English and History on the board. Give students time to read question 4 and then play the next part of the recording (from Joe saying I've got French, Maths ... to Megan saying ... History). Check the answers with the class.

Answer key

1 <u>Curtley's</u> timetable 2 <u>Anjola's</u> timetable

Marlborough School

5 Explain that the next part of the DVD is about an English school called the Marlborough School. Ask a student to read exercise 5. Ask students to guess the answers. (They may remember from watching the video earlier.) Play the next part of the recording (from *This is the Marlborough School* to *The school uniform is blue*) for students to check if they guessed correctly.

Answer key

Secondary, 1,100, blue

Explain that students are going to hear about a typical day at the Marlborough School. Direct them to look at the list of events and ask What happens first? (Registration) and When does it happen? (8.30). Explain that students have to put the correct number in the boxes and the correct times in the gaps. Play the final part of the recording (from It's Monday morning to home time) for students to do this and check their answers.

Answer key

- 1 registration time 8.30
- 2 French <u>8.45</u>
- 3 English
- 4 ICT
- 5 break time <u>11.00</u>
- 6 double Geography
- 7 lunch time 1.00
- 8 double Science
- 9 home time 3.00

After watching the DVD

Activity A

Play the final part of the DVD again (from It's Monday morning to home time) and ask students to listen again. Invite different students to tell the class about their school day using the model on the DVD. Choose different days for different students.

Activity B

Give each student a piece of paper with a different school subject written on it. Students walk around the class asking other students if it is their favourite subject. Ask a few students to report back to the class.

4 Time page 125

Before watching the DVD

Put students in pairs and ask them to tell their partner what sports they do. Each student tells the class the sports his / her partner does. Make a list of the sports on the board as they are mentioned and put a tick beside the sport for each student who does it. Which sport is the most popular?

While watching the DVD

First viewing

Play the whole of Unit 4 and ask students to note which of the sports on the board are mentioned.

What do you do in your free time?

1 Tell students they have to listen to what Joe and Sam say and mark the sentences *True* or *False*. Play the first part of the recording (until Sam says *I like listening to music*). Check the answers with the class.

Answer key

Sam:

1 True

2 False

3 False

4 True

Joe:

5 True

6 False

7 False

2 Tell students to watch, listen and match the names to the activities. Play the next part of the recording (from when Sam says *What do you do in your free time?* to Jenna saying ... and do sports). Check the answers with the class.

Answer key

1 Veronique

2 Jenna

3 Joe

4 Samuel

5 Curtley

6 Sam

Sports

3 Give students time to read the list of sports. Explain they have to write *J* besides Joe's sports and *S* beside Sam's sports. Play the next part of the recording (from Joe saying *I love sports* to Sam saying *I also go skiing in the winter*). Check the answers with the class.

Answer key

swimming S

cricket J

tennis J

rugby J

skiing S

football J

4 Ask students if they can remember what Joe and Sam actually said and complete the sentences. Write their suggestions on the board. Play the previous section of the recording again for students to check if their suggestions were correct.

Answer key

1 tennis and rugby

2 football

3 swimming

4 swimming pool

5 skiing

6 winter

5 Ask the students to look at the pictures and tell you which sports are shown. Which one do they think is not popular in Britain? Play the next part of the recording (from Football is a very popular sport ... to some people play and watch it) for students to check if they were correct.

Answer key

1 Football

2 Cricket

3 Rugby

4 Ice hockey

Ice hockey is not a popular sport in Britain.

6 Give students time to read the list of sports. Describe any sports they do not know. Play the next part of the recording (from Sam saying What sports do you do? to Jenna saying I do gymnastics and judo) for students to tick the sports they hear. Check students' answers.

Answer key

gymnastics, athletics, judo, cricket, rugby, netball, horse riding, and football (*Basketball, volleyball, karate* and *tennis* are not mentioned.)

Do you do sport at school?

7 Give students time to read the questions. Then play the last part of the recording (from *Do you do sport at school?* to the end) for students to watch, listen and answer the questions. Check students' answers.

Answer key

- 1 four
- 2 athletics, tennis
- 3 hockey, football, rugby
- 4 basketball, swimming
- 5 rugby

After watching the DVD

Activity A

Make up pieces of paper with a free time activity written on each piece (not sports) for example play computer games, watch TV, play piano, play guitar, listen to music, dancing, singing, chatting on the internet, watching DVDs, going to the cinema, doing homework, reading books. Give each student a paper (each with a different activity if you can). Students walk around the class asking and answering using *Do you (do) ...?* (plus the activity). Ask some students to report back on how many people do the activity on his / her paper. You can ask students to write down the results they hear and write sentences for homework.

Activity B

Write the column headings *Do*, *Go*, *Play* on the board. Ask students for a sport you *do* (for example athletics) a sport you *go* (for example swimming) and a sport you *play* (for example football). Write the correct answers under each column. Explain that students have to listen again to a part of the DVD and write the sports they hear in the correct columns. Play the part of the recording used in exercise 6 again (from Sam saying *What sports do you do?* to Jenna saying *I do Gymnastics and Judo.*). Complete the table on the board by asking the students for their answers. The correct full table is like this:

Do	Go	Play
sport athletics gymnastics judo	horse riding	cricket football rugby sport netball

Ask students if they can think of a rule (go for sports ending in -ing, play for games with balls, do for everything else.) Ask students to put the other sports mentioned in the lesson into the correct columns.

Activity C

Play the last part of the recording again (from the presenter asking Curtly *Do you do sport at school?* to the end) and ask students to listen carefully to what the students on the DVD say. Ask some students to tell the class what sports they do at school.

Places

page 126

Before you watch the DVD

Ask students what places there are in their town, for example a school, a cinema. Write the names of the places they mention on the board.

While watching the DVD

First viewing

Play the whole of Unit 5 and ask students to write down any places they see which are not on the board. Add the new words to the list.

Second viewing Describe your home

1 Give students time to read question 1. Then play the first part of the recording (from the beginning until the *Welcome to Banbury* heading) for students to fill in the names. Check the answers with the class.

Answer key

- 1 Tim
- 2 Ria and James
- 3 Sam
- 4 Joe
- 2 Students look at the photos and match them with the homes. Check the answers with the class.

Answer key

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

This is Banbury

3 Give students time to read the box. Play the next part of the recording (from *Welcome to Banbury* until the presenter says *about forty five thousand people live in Banbury*) for students to fill in the gaps. Check the answers with the class.

Answer key

Town in the middle of England About 45 forty five thousand people **4** Ask students to read the list of places. Explain that they have to watch and listen and tick all the places that are in Banbury. Play the last part of the recording (from *The* first view of the shops in Banbury to the end) for students to watch and tick. Check the answers with the class.

Answer key

Shops, museum, sports centre, hospital, hotel, station, restaurants, cinema and park are all in Banbury.

(Castle, factory and river are not mentioned.)

Cultural note

The statue of the lady on the horse represents the traditional rhyme which made Banbury famous:

Ride a cock horse to Banbury Cross To see a fine lady ride on a white horse With rings on her fingers and bells on her toes She shall have music wherever she goes.

No one knows who the 'fine lady' was but some think it could have been Elizabeth I. There are several possible meanings of 'cock horse'. It could mean a child's toy horse, or a horse that was used to help pull carriages up hills, or even a male horse.

5 Ask students if they can answer the questions. Invite a student to write the answers on the board to check spelling.

Answer key

It's the <u>canal</u>. You can look at <u>the boats</u>.

6 and 7 Explain that students are going to see the part about Banbury again. This time, they have to listen very carefully and answer the questions in exercise 6 and exercise 7. Play the last part of the recording again. Check the answers with the class.

Answer key

6

1 c, 2 b, 3 c, 4 c

7

1 see

2 do

3 great

After watching the DVD

Activity A

Do a class survey on the kind of house or flat students live in. Ask each student to describe their house or flat. Make a table on the board, with one column for the type of house and another column where you put a tick for every student who lives in that kind of house or flat. For example

2-bedroom flat

3-bedroom flat

4-bedroom house

cottage

Ask students to write sentences about the results of the survey. For example Two people in our class live in a two-bedroom flat. Three people live ... etc.

Activity B

Put the class into small groups to write a description of their town. (If they come from different towns they can describe one or all of them.) You may want to play the last part of the recording again to remind them of the language used. The groups read their descriptions to the rest of the class.

Activity C

Write the names of the places seen on the DVD (shops, hotel, cinema, etc.) on pieces of paper. You can add any other places students have talked about during the lesson. Place the papers face down on a desk. Each student picks up a piece of paper and says what you do in the place, for example *cinema – you watch a film*. The other students guess what is written on the paper.

page 127

Before watching the DVD

Put students in pairs. Tell them they are going to do a geography quiz. Write a place on the board. Students copy the name, and put a tick () if they think it is in Britain or a cross () if they think it isn't. The winners are the pair with the most correct answers. The places to use are:

Stockholm	(\mathbf{X})
Bangladesh	(X)
Cyprus	(X)
Yorkshire	(/)
Reading	(✓)
Brighton	(✓)
Lagos	(X)
Stirling	(/)
Ireland	(X)
Swansea	(/)
Jamaica	(X)
Bristol	(/)
Hong Kong	(X)
Dorset	(/)

While watching the DVD

First viewing

Play the whole of Unit 6 and ask students to write the names of the countries they hear or see in the DVD. Ask the students to shout out the names and write them on the board.

Second viewing People from different countries

Ask students to read question 1 and guess the answers. Some students might remember from watching the first time. Ask them the reason for their choice. They might guess that Sam's mother is Swedish because Sam is blond with blue eyes. Stockholm is the capital of Sweden, and a lot of Swedish people speak English. Play the first part of the recording (from the beginning until Sam says I'm trying to learn it) for students to check if their guesses were correct.

Answer key

- 1 Sweden
- 2 Stockholm
- 3 English
- 2 and 3 Explain that students must listen very carefully to the next part of the DVD to try to find the correct words to go in the gaps in questions 2 and 3. Give them time to read the sentences, and ask for suggestions for what the missing words might be. Play the next part of the recording (from Joe saying I was born in Jamaica until the presenter says lots of people's parents or grandparents weren't born in Britain) for students to watch, listen and fill in the gaps. Check the answers with the class.

Answer key

2

- 1 was born
- 2 dad
- 3 English
- 4 food

3

live in Britain.

Where were you born? Where's your family from?

4 Play the next part of the recording (from Sam saying Where were you born? to Sam saying Oxford). Ask students if Ria was born in Britain (Yes she was, she was born in Brighton). Students look at the worksheet and note the tick by Ria's name. Ask about Euan and Sam – Where were they born? (Edinburgh, Oxford) Are these places in the UK? (Yes, they are.) Now explain that students have to listen to the other people and put a tick if they were born in Britain and a cross if they weren't. Play the next part of the recording (from Carol saying London to Brendan saying I was born in Australia.) for students to do this.

Now play the next small part of the recording (from Joe saying Where's your family from? to Sam saying My Grandpa is from Hong Kong). Ask where Ria's family is from. (Cyprus.) Ask if it is Britain. (No.) Point out the cross on the worksheet. Ask about Euan and Sam to check students understand what to do. Tell students to listen and put ticks and crosses for the other people. Play the next part of the recording (from Carol saying Jamaica to Brendan saying My family are from Australia) for students to do this. Check the answers with the class.

Answer key

Name	Born in Britain	Family from Britain
Ria	1	X
Euan	1	1
Sam	1	1/X
Carol	1	X
Laura	1	1
Helen	1	√/ X
Shane	1	X
Olivia	1	√/ X
Jenna	1	1
Anjola	×	X
Brendan	X	X

5 Students read and answer the questions using the information in the table from exercise 4.

Answer key

6 You can make this a race. The first student to find the eight countries is the winner. Tell students the words read horizontally, vertically and diagonally.

Answer key

B	Α	N	G	L	Α	D	E	S	H
P	C	Υ	P	R	U	S	T	X	R
A	U	S	T	R	Α	L	1	A	Н
S	N	1	G	E	R	1/	A	w	D
7	W	F	N	T	Ŋ	c	M	N	M
G	1	E	G	4	1	/打/	A	Z	P
Q	J	1	D	A	4	L	N	٧	٧
Ū	V	P	M	E	G	H	W	R	D
Q	S	A	9	N	Ń	٧	Q	L	N
X	$\langle \mathbf{j} \rangle$	$\langle \mathbf{A} \rangle$	E	K	М	R	J	T	M

- 1 Bangladesh
- 2 Cyprus
- 3 Australia
- 4 Sweden
- 5 Nigeria
- 6 USA
- 7 Jamaica
- 8 England

Food from all over the world

7 and 8 Explain that for this last part of the DVD, students have to look and listen carefully. They have to look to see where the restaurant and shops in the DVD are from and tick the countries. Tell them they also have to listen to find out what is Britain's favourite food. Play the last part of the recording (from the picture of the Dil Dunia restaurant to the end). Check the answers with the class.

Answer key

7

The shops and restaurants are from India, Japan, Bangladesh, Greece, Italy, China, Poland and Jamaica.

(There are no shops or restaurants in the DVD from France, Russia or Portugal.)

8 c (curry)

After watching the DVD

Activity A

Write the word *Bristol* on the board in a column like this:

В

R

1

S

TO

Ľ

Invite students to tell you a place name containing the letter B and write it in the board using the B of Bristol, for example

EDINBURGH

R

S

T

0

L

Now ask for other place names using all the other the letters of BRISTOL, until you have a completed puzzle, for example:

EDINBURGH

BRAZIL

INDIA

SPAIN

ITALY

POLAND

LONDON

Divide the class into three groups. Give each group a different place (EDINBURGH, JAMAICA, ENGLAND) and ask them to make a similar puzzle.

Activity B

Write these prompts on the board: me, parents, grandparents, grandparent's parents. Tell your students where your family is from and how many countries you come from. (If you want, you can make this up.) For example I'm from Slovakia. My dad is from Slovakia but my mum is from Hungary. My grandparents are from Slovakia, Hungary and Ukraine. I don't know where my grandparents' parents are from. So there are people from three countries in my family, maybe more. Invite students to tell you where their families are from and how many countries there are in their families.

Activity C

Ask each student to choose a town they have been to on holiday. Invite them to tell you about the different kinds of restaurants there are in that town. Which town has the widest choice?

What's your name?

1 Watch the first part of the DVD. (Circle) the correct answers.



2 Look at the photos. Which name is wrong (x)?





Laura Cantwell

Tim Osman





Anjola Adeniran

Veronique Jund





Euan Rollo

Joe East

3 Complete the sentences.

1	and 2	are teachers
Their students say 3		(or Sir) and
4		

Have you got a middle name?

4 Watch the next part of the DVD. Write the middle name.

Samantha		_ Harrison
Joe	Fox	

5 Answer the questions. Write the names.

Harriet Anjola Euan Sam Debbie Ria

1 Who has 2 middle names?

2 Who hasn't got a middle name?

Have you got a nickname?

6 Watch the next part of the DVD. Tick () the correct sentence.

1 Joe's nickname is Joey.

2 Samantha's nicknames are Sam and Sammy.

Ozzy

7 Match the people to the nicknames.





Debster





2 Friends and family

Where are you from?

1 Watch the first part of the DVD. Complete the sentences.

Edinburgh Birmingham Britain Cardiff London





2 I'm from _____





3 I'm from _____

4 I'm from _____



5 I'm from _____

2 Write the cities in exercise 1 on the map.



3	Write	about	the t	four	cities.
---	-------	-------	-------	------	---------

1	Birmingham is in the	of	
2	London is the capital of		
3	Edinburgh is the	<u> </u>	
4	Cardiff	*	

4 Write the cities.





corl	LGW	IN INT	HEGE	STONES
H	GW Y	DRI	10R	ZONS
			477E	ייווכויו
		10		400



)		/1
		-

What's your address?

5 Watch the next part of the DVD. Complete the addresses.

Joe 2	My address is ¹	Liverpool My postcode
is B12	2 4	
Sam	My address is Flat 4, 5	Court,
6	My postcode is ⁷	
	,	

I'm from ...

6 Watch the last part of the DVD. Match the people and the places.

Leticia —	Sheffield
Anjola	Brighton
James \	Oxford
Guy	Banbury
Helen	France
Ria	Woodstoc
Carol	Newbury
Kirsty	England
Euan	Nigeria

What year are you in?

1 Watch the first part of the DVD. Write the year.

Name	In year
Laura	8
Joe	
Curtly	
Anjola	
Sam	
Kelly	
Jenna	
Megan	

What are your favourite subjects?

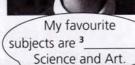
Watch the next part of the DVD. Write the subjects.

My favourite subjects are PE and Design and Technology.





My favourite subjects are Art and





My favourite subjects are Art, DT and



My favourite

My favourite subjects are 5 and PE.



3 Answer the question	3	Answer	the	questions
-----------------------	---	--------	-----	-----------

1	Which two studer	its have got the same favouri	te
	subjects?	and	_,
2	Which two subject	ts are the students' favourite	
	subjects?	and	

What lessons have you got today?

4 Watch the next part of the DVD. Write the names for timetables 1 and 2.

1		's timetable
	English History Double PE French Maths	
2	German	's timetable
	Design Maths	
	English	

Marlborough School

French

5 Watch the DVD about the Marlborough School. Circle the correct words.

Marlborough school Primary / Secondary school 1, 100 / 1, 200 students School uniform: black / blue

6 Watch the DVD again. Put the lessons in the right order. Write the times.

double Geography	ICT
double Science	7 registration time 8.30
lunch time	French
English	break time
home time	

4 Time

What do you do in your free time?

1 Watch the first part of the DVD. Write true (T) or false (F).

	Sa	m
	1	I play computer games.
	2	I watch TV with my friends.
	3	I play the piano.
	4	I like sports.
	Jo	e
	5	I play lots of sport.
	6	I play a musical instrument.
	7	I don't like listening to music.
2	w	rite the names.
	Cı	urtly Samuel Sam Veronique Joe Jenna
	10	'ho
	VV	110
	1	goes to the cinema?
	1	
	1 2	goes to the cinema?
	1 2 3	goes to the cinema? watches TV? plays computer games? dances?
	1 2 3	goes to the cinema? watches TV? plays computer games?
	1 2 3 4	goes to the cinema? watches TV? plays computer games? dances?
	1 2 3 4 5	goes to the cinema? watches TV? plays computer games? dances? plays cricket?

Sports

3 Listen to the next part of the DVD. Write J for Joe's sports and S for Sam's sports.

swimming	
cricket	
tennis	
rugby	
skiing	
football	

4 Write about Sam and Joe's sports.

Joe plays ¹	and his favourite sport is
Sam's favourite sport is ³	She goes
to the 4	every Saturday. She also
goes 5 ir	n ⁶

5 Write the sports. Which sport isn't popular in Britain?









6 Tick (✓) the sports the people talk about.

basketball	rugby	
gymnastics	karate	
athletics	netball	
judo	horseriding	
cricket	football	
volleyball	tennis	

Do you do sport at school?

5 Which team is Sam on? _

7 Watch the last part of the DVD. Answer the questions.

1	How many periods of sport do pupils have at school?
2	What do they do or play in summer?
3	What do they play in winter?
4	What do some pupils play and do?

5 Places

Describe your home

1 Watch the first part of the DVD. Write the names.

Sam Joe Ria James Tim

Who lives in a ...

- 1 small cottage? _____
- 2 four bedroomed house? _____ and
- 3 a flat? _____
- 4 a three-bedroomed house? _____

2 Match the photos to the homes (a-e).

- a flat
- b terraced house
- c cottage
- d semi-detached house
- e detached house











This is Banbury

3 Watch the next part of the DVD about Banbury. Complete the box.

Banbury	
Town in	
About	thousand people

4 Tick (✔) the places in Banbury.

shops	station
museum	factory
castle	restaurants
sports centre	river
hospital	cinema
hotel	park

5 What is this place? What can you do there?



It's the _____.

You can look at _____.

6 Watch the part about Banbury again. Circle the correct answers.

- 1 At the station you can take the train to
 - a London, Birmingham and Cardiff.
 - b London, Oxford and Edinburgh.
 - c London, Birmingham and Oxford.
- 2 In Parson's Street you can eat
 - a Chinese and Thai food.
 - b Italian and Thai food.
 - c Italian and Chinese food.
- 3 The cinema is
 - a behind a hotel.
 - b next to a hotel.
 - c opposite a hotel.
- 4 In the park you can
 - a go swimming.
 - b go to sleep.
 - c play games.

7 Complete the sentences about Banbury.

There's a lot to	1	Banbury	is a
	in Banbury.	3	town!
V		1	

People from different countries

1 Watch the first part of the DVD. Circle the correct answers.



I was born in England.

But my mum was born in

¹France / Sweden.

My grandma and granddad
live in ²Paris / Stockholm.

They can speak ³English /

French.

2 Complete the sentences.



Joe 1_____ in
Birmingham. But his
2_____ is from
Jamaica. Everyone
in Jamaica speaks
3______. Joe loves
Jamaican 4_____.

3 Complete the sentence.



People from all over the world _____

Where were you born? Where's your family from?

4 Watch the next part of the DVD. Tick (✔) or cross (X) who was born in Britain and whose family is from Britain.

Name	Born in Britain	Family from Britain
Ria	~	×
Euan		Salada Sa
Sam		
Carol		
Laura	WILL SERVICE	
Helen		- A SELLIGITATION OF THE PARTY
Shane		
Olivia		ASSESSED VALUE OF

- 5 Answer the questions.
 - 1 How many people weren't born in Britain?
 - 2 How many people have families from another country?
- **6** Find eight countries from the DVD in the word search.

В	A	N	G	L	Α	D	E	S	Н
Р	c	Υ	Р	R	U	S	Т	Х	R
Α	U	S	Т	R	Α	L	1	Α	Н
s	N	1	G	E	R	1	Α	w	D
L	w	F	N	Т	N	c	M	N	M
G	Т	E	G	L	1	Т	Α	Z	P
Q	J	Т	D	Α	L	L	N	٧	٧
U	٧	P	М	Ε	G	Н	W	R	D
Q	S	Α	G	N	N	٧	Q	L	N
х	J	Α	E	K	М	R	J	Т	M

Food from all over the world

7 Watch the last part of the DVD. Tick (✔) the restaurants and shops you see from ...

India	Greece	Poland
Japan	Italy	Portugal
France	Russia	Jamaica
Bangladesh	China	

8 Circle the correct answer.

Britain's favourite food is a sandwiches. **b** English breakfast. **c** curry.

Tests

Unit 1 Test

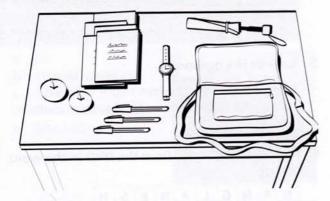
1 Write the numbers in words.

Example

- 12 twelve
- 1 10 _____
- **2** 82 * _____
- **3** 19 _____
- 4 40 _____
- 5 34 _____



2 What's on the desk? Write sentences.



Example

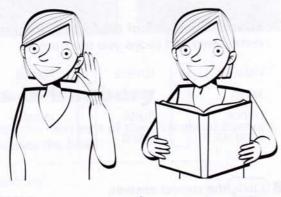
There are two apples.

- 1 2

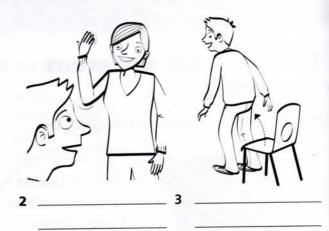
MARK 15

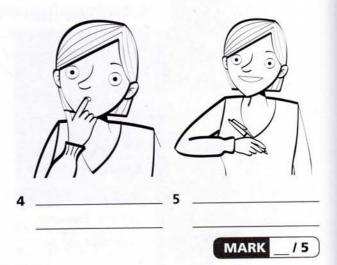
3 What are the teacher's instructions?

Example

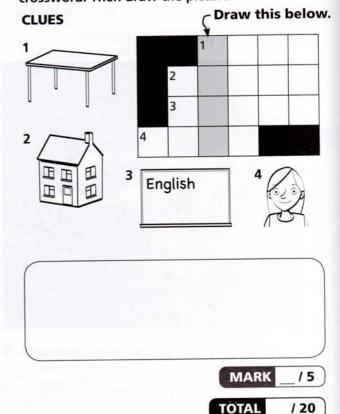


Listen.





4 Look at the clues and write the words in the crossword. Then draw the picture.



Unit 2 Test

1 Complete the sentences about Martin, Maria, Karl and Anna.

Name	Martin	Maria	Karl and Anna
Age	13	15	25
Town	Reading	Kosice	Melbourne
Country	England	Slovakia	Australia

Example

Martin is 13. He's from Reading in England.

Maria ¹______ 15. ²______ from

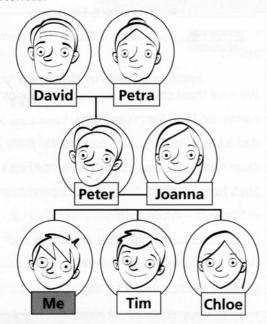
³_____ in ⁴_____.

Karl and Anna ⁵______ 25. ⁶_____ from

⁷_____ in ⁸_____.

MARK __/8

2 Look at the family tree and complete the sentences.



Example

David is my <u>granddad</u>.

- 1 I am Chloe and Tim's _____
- **2** Tim is ______ son.
- **3** Peter is _____ husband.
- 4 Petra is Chloe's ______.
- 5 I am _____ brother.
- 6 Petra is David's ______.

MARK	/6
	_

3 Write the questions for the answers.

Example	
Where are you from?	
I'm from London.	
(ner auco	
Yes, we're from New York.	
She's twelve.	
3 (891) 1101, 317 (78)	
No, it's not Janet's. It's David's pen.	
They're from Hong Kong.	
complete the car ; in more and	
No, I'm not John's dad. I'm his brother.	

MARK	/6

4 Read what the students say and write the country they are from.

Example

It's Friday.

I'm Tom. I live in New York. I'm from The USA

- **1** My name is Tamika. I live in Tokyo. I'm from _____
- **2** Hi, I'm Sergei. I live in Moscow.

I'm from _____

- **3** Hello! I am Cecile. I live in Paris. I'm from ______
- **4** My name is Cheryl. I live in London. I'm from _____
- 5 I'm Sam. I live in Sydney.
 I'm from _____

MARI	(_ / 5
TOTAL	/25

Revision Test 1

1 2.60 Listen and complete the dialogue.

ADAM	Hello! I'm Adam.	
SIOBHAN	Oh, Hi! My ¹	is Siobhan.
ADAM	How do you ²	your name?
SIOBHAN	3S H	
ADAM	How old are you?	
SIOBHAN	I'm 4	· and and stands
ADAM	I'm 5	too. Are you new at
	school?	
SIOBHAN	Yes, ⁶	
ADAM	The school is OK.	The teachers are
	7	
SIOBHAN	Are you in my 8	?
ADAM	I don't know	
		MARK 10

2 Write short answers for the questions.

Example

Are you at school today? Yes, I am. 1 Is your brother in class?

No, _____ 2 Is your father at home?

3 Is your sister twelve?

4 Is your classroom big?

5 Are you and your brother in the garden?

6 Are these your teacher's pens?

MARK

3 Complete using my, your, his, her, its, our or their.

Fiona = Paul	Elena = Shaun
Jake Simon Kate	Joe Lucy
My name is Lucy. 1is Joe. He's ten and I'm twe surname is O'Connell. 3 mum's name	elve. ² elve. ²
4 dad's name Ireland. We have three cousins.5	
names are Jake, Simon and dad is Uncle Paul. 7 v	sister is my vife is Auntie Fiona.
She's from Scotland. 9 in Scotland – in Edinburgh. ¹⁰ grandparen David. Mum and Uncle Pau	its are Sophie and
David. Mum and Uncle Pau children. We're a happy far	

MARK / 11

4 Complete the diary with the missing days.

Sunday	21	Sunday - no school!!
o ¹ —	-22	my birthday!!!
2	23	English test
3	-24	football
4	25	play chess with Sam
5	-26	dance lesson
6	27	go shopping with Sam and Anna

MARK __ / 6

5 Use the words to make questions.

Example

my / pen / is / where? Where is my pen?

- 1 the / what / is / day / game / football?
- 2 is / your / car / this / mother's?
- 3 USA / from / is / she / the
- 4 is / where / Nile / River / the?

MARK __/4

6 Write the numbers

Example

I am twelve years old. 12

- 1 I live at thirty-five Main Street. _____
- 2 There are twenty-seven pupils in my class. _____
- 3 There are thirteen girls. ____
- **4** My phone number is three six two seven five four one. ____
- **5** My friend's phone number is eight nine double oh four.

MARK __ / 5

7 Complete the sentences with the correct words from the box.

(to on from in for

- 1 My name is Mario. I'm _____ Italy.
- 2 Chicago is _____ the USA.
- 3 The present is _____ my brother. It's his birthday.
- 4 Erica's birthday is _____ Tuesday.
- **5** Say hello _____ Peter.

MARK __/5

TOTAL __ / 45

Writing Test

You have a new internet friend. His name is Karl. Write an e-mail to him. Write about you, your family and your school. Ask about him, his family and his school.

MARK / 10

Unit 3 Test

1 Look at the table and complete the sentences.

	Monday	Tuesday	Wednesday
Maria	3 + 6 = 9	Constant of the constant of th	
Tom			3 + 6 = 9
Bill and Gina		is, am, are	3 + 6 = 9

Example

Maria 's got Maths on Monday.

- **1** Maria _____ Art on _____.
- 2 Maria _____ Geography on ____
- 3 Tom has got _____ on Tuesday.
- 4 Bill and Gina ______ ICT on _____
- **5** Bill and Gina _____ on Tuesday.

MARK	/5

2 Write short answers to the questions

Example

Have you got a pencil? No, I haven't

- 1 Have I got blue eyes? Yes, _____
- 2 Is Tim your brother? No, _____
- 3 Are they at school? Yes, ______.
- 4 Has she got your book? Yes, ______.
- **5** Is she seventeen? No, ______.

MARK __/5

3 Complete the conversation with the correct form of have got.

TONI Have you got a hamster?

CHRIS Yes, I have.

TONI 1______ Jo _____ a spider?

CHRIS Yes, 2_____.

TONI 3_____ Mark and Susan _____ a

dog?

CHRIS No, 4______. They 5______ a cat.

MARK __/5

4 Write the words under the pictures.

Example

I've got a



and a



I've got a big television and a small camera.





1 I've got a _____ and a ____





2 We've got a _____ and a ____





3 She's got a _____ and a ____



4 My brother's got _____ and an





5 The teacher has got a _____ and



a _____

MARK __/5

TOTAL __ / 20

Unit 4 Test

1 Look at the pictures of Bob and Suzy's Saturday and write sentences.



Example

He gets up at 7 o'clock.





1

2





3

4 _____





6 _____

MARK __ / 6

2 Write questions for the answers.

Example

Where is William from? William is from Canada.

1 When _____?

They get up at half past six.

2	What	?
	I've got an orange and an a	pple.
3	When	?
	Tom and Mary go swimmin	g on Mondays.
4	How	? I'm fourteen.
5	When	?
	They play rugby on Saturda	y.

MARK __/5

Write sentences about the things Ben, Mickie and Millie do.

	play the guitar	speak French	collect stamps
Ben	yes	no	yes
Mickie and Millie	no	yes	no

|--|

Ben plays the guitar .

1 Ben ______

2 Ben _____

3 Mickie and Millie ______

4 Mickie and Millie ______

5 Mickie and Millie _____

MARK /5

4 Use the words to make questions.

Example

do/play/football/you? <u>Do you play football</u>?

1 sister/does/your/school/to/go?

2 friend/tennis/play/does/your?

3 at/eight o'clock/do/get up/Saturday/you/on?

- ag light and ag is ?

4 at/learn/do/English/you/school?

MADE	1.4

TOTAL __ / 20

Revision Test 2

1 Look at the picture and complete the conversation.



CAROLINE	Hi, Andy.
ANDY	Hello, Caroline. Hi, Patrick.
	11 a music lesson at ten clock
PATRICK	Do you play the ² ?
ANDY	Yes, ³
CAROLINE	We ⁴ a ⁵ match
	at half past ten.
ANDY	Why 6 a football, Patrick?
PATRICK	17 football on Saturday
	afternoons.
ANDY	s you play football on
	Saturdays too, Caroline?
CAROLINE	No, ⁹ I ¹⁰
	swimming with my friends.

/ 10

MARK

,	What day is it?
	When does Paul get up?
7	What does Paul do at quarter to eleven?
	Who is his friend?
	When do they have lunch?
	Where do they go after lunch?
	How old is Robert's sister?
	What has Robert got?
	What do they do all afternoon?
0	When does Paul go home?

Write what Tom and Jack do / don't do on Saturdays.

Do on Saturdays	play tennis	go to cinema	do homework
Tom	yes	no	yes
Jack	no	yes	no

MARK

/ 10

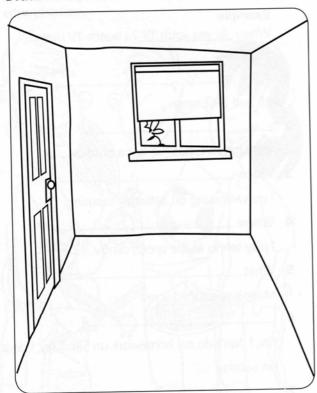
با	аск	no	yes
	Example Tom p	e ays tennis.	
1	Tom		
2	Tom		 -
3	Jack		
4	Jack		
5	Jack		

MARK __ / 5

WORD	CLUE	Example
brother	a It is an animal. It has got	When do you watch TV ? I watch TV in the
	four legs. Mickey and Millie	evening.
	have got one.	1 What?
book	b It is small. You listen to music	It's half past seven.
/	on it. You get music from the	2?
	internet.	No, I haven't, but I've got a brother.
nuccents	c It is food. You have it in the	3 When?
presents		I go swimming on Saturday morning.
\	morning.	4 Where?
breakfast	d He is a boy. His mum and	I play tennis at the sports centre.
	dad are your mum and dad.	5 What?
Maths	e You use it at school. You	Marie's sweatshirt is red.
	read it.	
MP3 player	f You get them on your	
	birthday. Your friends give	No, I don't do my homework on Saturday.
	them to you.	on Sunday.
dog	g You learn it at school. You	?
	learn numbers. You say <i>plus</i>	Yes, she likes her teacher very much.
	and <i>minus</i> .	?
	MARK /6	Yes, I brush my teeth every morning.
	St. 197531	MARK
rite short ansv	wers to the questions.	TOTAL
Example		81
Do you play te	ennis? <u>Yes, I do.</u>	
Have you got a	a brother?	Writing Test
No,		What do you do on Saturdays? Write about the t
Does your tead	cher speak Chinese?	you do and when you do them.
Yes,	' ' i	a configuration of the configu
Do your friend	ds collect stamps?	
Yes,	cod ett exist	
Has Millie got		
		C = 2
	Sam go to school every day?	To \$2 to a special control of the second con
DO LIICA AIIU 3		
No	The state of the s	
No,		
	se got a garden?	1.8 m

Unit 5 Test

1 Draw this room.



There's a sofa opposite the door. There's a carpet in front of the sofa. There is a table under the window. There is a cat on the table and behind the cat is a lamp. There is a mirror between the window and the door. There is a bag next to the sofa. There are three books in the bag.

MARK

2 Write questions. Use can or there is/there are.

Example

Maria/sing Can Maria sing? A DVD player/in your living room Is there a DVD player in your living room?

- 1 ten desks/in your classroom
- 2 your teacher/draw good pictures
- 3 Tom and Peter/play golf
- 4 a chest of drawers/in your bedroom

MARK 14

3 Look at the pictures. Write sentences.

John	Janet	Bill and Betty
	MIN	
28		
	Maliang	

Example

John can't play the guitar.

- **1** John _____
- 2 John _____ **3** Janet _____
- 4 Janet __
- 5 Janet _____
- 6 Bill and Betty _____
- 7 Bill and Betty _____
- 8 Bill and Betty _____

MARK

/8

4 Complete the sentences with the correct words from the box.

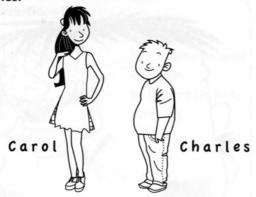
cinema	there	can't	train	swimming	town
In our <u>t</u>	own we	go 1		but v	we
2	h para	_ go to	the ci	nema. We ha	aven't got
a ³		bu	t ⁴		is one in
the next	t town.	We tak	e the 5.		to get
there.					

/ 5 MARK

/ 25 **TOTAL**

Unit 6 Test

 Complete the sentences about Carol and Charles.



- **1** Carol is ______ and _____
- hair.
- **3** She is wearing a ______.
- **4** Charles is ______ and _____
- hair.
- **6** He is wearing a _____ and jeans.

MARK

16

2 Look at the pictures. Complete the sentences.

What is the teacher doing?





Example

He is talking to the students.







2 He __

_____ **3** He __

What are the students doing?



4 Sam



5 Gary



They_

MARK / 6

3 Complete the sentences with the correct form of the verbs in brackets.

Example

He is eating (eat) his dinner now.

- **1** They _____ (have got) a dog.
- (play) football every day. **2** They ____
- 3 Now they _____ (play) football in the garden.
- **4** My mum ______ (go) to the shops on Saturdays.
- **5** Today she _____ (buy) a T-shirt for me.
- **6** ______ you _____ (do) your homework?
- **7** I ______ (not do) my homework now.
- 8 | _____ (watch) TV.

MARK / 8

TOTAL / 20

Revision Test 3

1 Look at the picture and complete the sentences.



There's a computer 1_____ the table. ²_____ three pens ³_____ the computer. The cat is 4_____ the table. 5_____ a lamp 6_____ the computer. The boy is ⁷_____ the girl. There are five books 8_____ the computer.

MARK

19

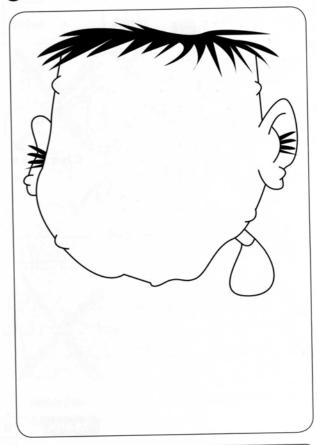
MARK

2 Complete the conversation.



ASSISTANT Can I 1_____? CUSTOMER Yes, have 2_____ a DVD player? ASSISTANT Yes, we 3_____ CUSTOMER How 4______ is it? ASSISTANT 5______ £56. CUSTOMER Can I 6_____? ASSISTANT Yes, of course. That's 7_____ CUSTOMER Here you are, thank you. ASSISTANT 9___

3 2.62 Listen and draw.



MARK

4 Circle the correct form of the verb.

Example

My brother isn't at home. He (s playing football) / plays football at school.

- 1 Where do you go / are you going swimming?
- 2 Where's Sam? He sleeps / is sleeping in his room.
- **3** We go skiing / are going skiing every winter.
- 4 Don't talk! I listen / am listening to the radio.
- 5 Can you wait for me? I am finishing / finish my homework.
- 6 Oh, you watch / are watching TV. Can I watch,
- 7 We have / are having lunch at school on Tuesdays.
- 8 Hi, Sam. Where do you go / are you going?

/8 MARK

5 Use the pictures and the cues. Write affirmative (✓) or negative sentences (X) and questions (?).



Example

he / brush / his teeth / every day He brushes his teeth every day.



1 he / wait for / the bus now



2 you / have got / a watch?



3 you / can / speak / German?



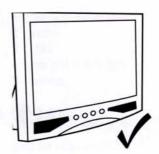
4 they / dance / now



5 I / read / a book / every week



6 he / can / play / the drums



7 I/watch/TV/now



8 they / can / play / the clarinet?



9 they / have got MP3 players



10 she / do / her homework now

MARK	_ / 10	
TOTAL	/ 40	

Writing Test

Write an e-mail to your internet friend, Julie. Describe yourself and ask about her. Tell her all the things you can do and ask if she can do them.

Writing.	Tarah	

MA	R	K
----	---	---

Tests answer key

Unit 1 Test

- **1** 1 ten
 - 2 eighty-two
 - 3 nineteen
 - 4 forty
 - 5 thirty-four
- 2 (in any order)

There is...a watch, an umbrella, a bag. There are three pens, five (exercise) books.

- **3** 1 Open your book!
 - 2 Come here!
 - 3 Stand up!
 - 4 Don't talk!
 - 5 Write!
- 4 (1 mark for each clue and 1 mark for drawing of door)

		¹ D	Е	S	K
	² H	0	U	S	Ε
	³ B	0	Α	R	D
⁴ G	Î	R	L		

Unit 2 Test

- 1 1 is

 - 2 She's
 - 3 Kosice Melbourne
 - 4 Slovakia
- Australia

6 They're

5 are

- 2 1 brother
 - 2 Peter's or Joanna's, or Peter and Joanna's
 - 3 Joanna's
 - 4 grandmother or grandma
 - 5 Tim's or Chloe's, or Tim and Chloe's
- 3 1 Are you from the USA? or Are you from New York?
 - 2 How old is she?
 - 3 Is it Janet's pen? or Is this Janet's pen?
 - 4 Where are they from?
 - 5 Are you John's dad?
 - 6 What day is it today?
- 4 1 Japan
 - 2 Russia
 - 3 France
 - 4 Britain
 - 5 Australia

Revision Test 1

2.60

- ADAM Hello! I'm Adam.
- Oh, Hi! My name is Siobhan. SIOBHAN How do you spell your name? ADAM
- SIOBHAN. SIOBHAN How old are you? ADAM SIOBHAN I'm fourteen.
- I'm fourteen too. Are you new at ADAM
 - school?
- Yes, I am. SIOBHAN
- The school is OK. The teachers are **ADAM**
 - friendly.
- SIOBHAN Are you in my class?
- I don't know. ADAM
- **1** 1 name
 - 2 spell
 - (S)IOB(H)AN
 - 4 fourteen
 - 5 fourteen
 - **6** am
 - 7 friendly
 - 8 class
- **2** 1 No, he isn't.
 - 4 No, it isn't.
 - 2 Yes, he is.
 - 5 Yes, we are. 3 No, she isn't. 6 Yes, they are.
- **3** 1 My

 - 2 Our 3 My/Our
 - 4 my/our
 - Our 5
 - 6 Their
- 4 1 Monday
- - 2 Tuesday 3 Wednesday
- 4 Thursday
- 5 Friday

His 7

8 his

9 Her

10 Our

11 their

- 6 Saturday
- **5 1** What day is the football game?
 - 2 Is this your mother's car? or Is this car your mother's?
 - Is she from the USA?
 - 4 Where is the River Nile?
- 6 1 35
 - 2 27
 - 3 13
 - 4 3627541
 - **5** 89004
- **7** 1 from
 - 2 in
 - 3 for
 - 4 on
 - **5** to

Writing Test

Students' own answers

Unit 3 Test

- **1 1** has got ('s got), Wednesday
 - 2 has got ('s got), Tuesday
 - 3 has got ('s got), Music
 - 4 have got ('ve got), Monday
 - **5** have got ('ve got), English
- **2** 1 Yes, you have.
 - 2 No, he isn't.
 - **3** Yes, they are.
 - **4** Yes, she has.
 - **5** No, she isn't.
- **3** 1 Has Jo got
 - 2 he / she has
 - 3 Have Mark and Susan got
 - 4 they haven't
 - 5 have got ('ve got)
- 4 1 fat dog, thin cat
 - 2 big house, small car
 - **3** long pencil, short pen
 - 4 new MP3 player, old radio
 - 5 thick book, thin (exercise) book

Unit 4 Test

- **1 1** He has breakfast at twenty past seven.
 - **2** She plays the violin at quarter to ten.
 - **3** They go swimming at guarter past one.
 - 4 He plays football at half past three.
 - 5 They watch TV at ten to eight.
 - **6** She goes to bed at quarter to ten.
- **2** 1 When do they get up?
 - **2** What have you got?
 - 3 When do Tom and Mary (they) go swimming?
 - 4 How old are you?
 - **5** When do they play rugby?
- **3** 1 Ben doesn't speak French.
 - **2** Ben collects stamps.
 - **3** Mickie and Millie don't play the guitar.
 - 4 Mickie and Millie speak French.
 - 5 Mickie and Millie don't collect stamps.
- **4** 1 Does your sister go to school?
 - 2 Does your friend play tennis?
 - **3** Do you get up at eight o'clock on Saturday?
 - 4 Do you learn English at school?

Revision Test 2

1 1 've got (have got)

4 've got (have got)

- 6 have you got
- **2** violin
- 7 play8 Do
- **3** 1 do
- 9 I don't
- **5** tennis
- **10** go

2 2.61

This is Paul's Saturday. He gets up at ten o'clock and he has breakfast at quarter past ten. Then he has a shower, brushes his teeth and goes out. He takes a bus at quarter to eleven. At the bus stop he meets his friend Robert from school. At twenty to twelve they have lunch. Then they go to Robert's house. Robert has a sister, Anna. She's only six. She is usually in the garden. Robert has a computer. Paul and Robert play computer games all afternoon. Paul goes home at five o'clock.

- 1 Saturday
- 2 at 10 o'clock
- 3 Takes the bus and meets his friend/meets Robert
- 4 Robert
- 5 at twenty to twelve
- 6 to Robert's house
- **7** six
- 8 a computer
- 9 play computer games
- **10** five o'clock
- **3** 1 Tom doesn't go to the cinema.
 - 2 Tom does his homework.
 - **3** Jack doesn't play tennis.
 - 4 Jack goes to the cinema.
 - **5** Jack doesn't do his homework.
- **42** e **3** f **4** c **5** g **6** b **7** a
- **5 1** No, I haven't.
- 4 Yes, she has.
- 2 Yes, he/she does.
- 5 No, they don't.6 No, it hasn't.
- **3** Yes, they do.
- **6 1** What time is it?
 - **2** Have you got a sister?
 - **3** When do you go swimming?
 - 4 Where do you play tennis?
 - **5** What colour is Marie's sweatshirt?
 - **6** Do you do your homework on Saturday?
 - **7** Does she like her teacher?
 - 8 Do you brush your teeth every morning/day?

Writing Test

Students' own answers

Unit 5 Test

- 1 (1 mark for each of these items drawn in the correct place: sofa, carpet, table, cat, lamp, mirror, bag, books)
- **2** 1 Are there ten desks in your classroom?
 - 2 Can your teacher draw good pictures?
 - 3 Can Tom and Peter play golf?
 - 4 Is there a chest of drawers in your bedroom?
- **3** 1 John can stand on his head.
 - 2 John can't ski.
 - 3 Janet can't dance.
 - 4 Janet can play the piano.
 - 5 Janet can read Italian.
 - 6 Bill and Betty can swim.
 - 7 Bill and Betty can't play tennis.
 - 8 Bill and Betty can sing.
- 4 1 swimming
 - 2 can't
 - 3 cinema
 - 4 there
 - 5 train

Unit 6 Test

- **1** 1 tall, slim
- 4 short, fat
- 2 long, dark
- 5 short, fair
- 3 dress
- 6 T-shirt
- **2** 1 He is writing on the board.
 - 2 He isn't reading a book.
 - 3 He isn't eating an apple.
 - 4 Sam is sleeping.
 - **5** Gary is reading.
 - 6 They are not (aren't) writing in their books.
- **3** 1 have got
- **5** is buying
- 2 play
- 6 Are you doing
- 3 are playing
- 7 'm (am) not doing
- 4 goes
- 8 'm (am) watching

Revision Test 3

1 1 on

- 5 There is (There's)
- 2 There are
- 6 next to
- 3 in front of
- 7 opposite
- 4 under
- 8 behind
- 2 1 help you
- 4 have it
- 2 you got
- 5 56 pounds
- 3 much is it
- 6 Thank you.
- **3** (1 mark for each of the following: three eyes; a big mouth with two teeth; a beard; four hands; six legs and a tail.)

2.62

Draw my friend Brian. He's a monster, but he's friendly. He's got a big fat face with three eyes. He hasn't got a nose. He's got a big mouth with two black teeth. He's got a beard. His body is small, but he has four hands and six legs. Oh, and he's got a long tail.

- 4 1 do you go
- 5 am finishing
- 2 is sleeping
- 6 are watching
- 3 go skiing
- 7 have
- 4 am listening
- 8 are you going
- **5 1** He isn't waiting for the bus now.
 - 2 Have you got a watch?
 - 3 Can you speak German?
 - 4 They aren't dancing now.
 - 5 I read a book every week.
 - 6 He can't play the drums.
 - 7 I'm watching TV now.
 - 8 Can they play the clarinet?
 - 9 They've got MP3 players.
 - 10 She isn't doing her homework now.

Writing Test

Students' own answers

Tried, tested, trusted ... and now better than ever

Project Third edition is based on the best-selling Project course for students aged 10–15.

The new edition has been revised and updated to meet the needs of today's classrooms following extensive research among *Project* users.

Key features

- · An analytical approach to grammar with varied practice
- · A clear vocabulary syllabus in lexical sets
- · Cartoons, games, project work and traditional songs and stories
- Culture sections encourage comparison with students' own cultures
- New English across the curriculum sections reflect topics students meet in other subjects
- Brand new Culture DVDs highlight aspects of life in English-speaking countries
- The new Workbook Pack contains:
 - a Workbook with:
 graded exercises for mixed-ability teaching,
 'Can do' statements after every unit which reflect the
 Common European Framework system of self-assessment
 - a CD-ROM to encourage learner independence with: extra exercises for grammar, vocabulary, dialogues and clips from the DVDs
- · The Teacher's Book contains:
 - new photocopiable communicative exercises
 - new DVD worksheets
 - tests

5 levels of *Project Third edition* consist of:

Student's Book
New Workbook Pack (Workbook and interactive CD-ROM)
Class Audio CDs
Teacher's Book (includes tests)

Plus for all levels of the course:

new Culture DVDs



