

Teacher's Book 1

today!

years

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Teacher's Book 1

today!

Contents for level 1

Students' Book Contents	ii
Description of the course	iv
Course components	iv
Features of the course	vii
Teaching notes	4–99
Word list	100
Extra speaking practice Answer Key	103
Student Book Audioscript	104
Activity Book Audioscript	108
Activity Book Answer Key	110

Students' Book Contents

Unit and lesson	pg	Grammar	Vocabulary	Communication
1 Family and friends				
A What's your name?	4	Subject pronoun: I/You to be singular: am/is Possessive adjectives: my/your How old are you?	Numbers 0-100	Say hello and introduce yourself Ask someone's name Ask someone's age
B Who's she?	6	to be: 3rd person singular is Who's that? Possessive adjectives: his/her	Formal greetings The time	Greet people formally through the day Tell the time
C He's my uncle.	8	to be: 3rd person questions and short answers	Days of the week Family members	Introduce people Talk about your family
D Communication	10			Speaking: Ask for personal information Writing: Complete a membership card
E Culture today	12	Families: Families in the UK		
F Revision	14	Pronunciation: /θ/		
2 People and places				
A They're from Poland.	16	to be: 3rd person plural positive, negative and questions Possessive adjectives: our/their	Countries and nationalities	Ask and say where people are from
B What are those?	18	Plural noun forms Demonstrative pronouns: this/that/these/those	Everyday objects	Ask and answer about everyday objects
C Communication	20			Speaking: Talk about music Writing: Write about your favourite band
D Cross-curricular studies	22	Geography		
E Revision	24	Pronunciation: /ʃ/		
Magazine	26			
3 House and home				
A There's a small bathroom.	28	There is/There are: all forms	The house	Talk about rooms in your home
B It's Grandad's radio.	30	Possessive 's Whose ... ?	Colours Common possessions	Talk about possessions
C It's behind the chairs.	32	Prepositions of place	House and furniture	Say where things are
D Communication	34			Speaking: Show someone your home Writing: Describe your room
E Culture today	36	Homes: Homes in the UK		
F Revision	38	Pronunciation: /tʃ/		
4 Me and my things				
A I've only got one trainer!	40	have got: positive, negative and questions (1st and 2nd person)	Clothes	Talk about clothes Talk about what you've got
B He's got short spiky hair.	42	have got: positive, negative and questions (3rd person singular and plural)	Hair	Talk about appearance
C Communication	44			Speaking: Describe people Writing: Describe a character
D Cross-curricular studies	46	Art		
E Revision	48	Pronunciation: /dʒ/		
Magazine	50			

Unit and lesson	pg	Grammar	Vocabulary	Communication
5 Routines				
A I play every Thursday.	52	Present simple positive Adverbs of frequency	Routine activities	Talk about routine activities
B Do you have Maths every day?	54	Present simple: questions and short answers	School subjects	Talk about school subjects
C What do you do?	56	Present simple negative <i>Wh-</i> questions with present simple	Jobs and places of work	Talk about jobs
D Communication	58			Speaking: Give invitations Writing: A party invitation
E Culture today	60	School: School life in the UK		
F Revision	62	Pronunciation: word stress with /ə/		
6 Outside				
A How often do you go to karate?	64	<i>How often ... ?</i> Expressions of frequency	Places in town	Talk about places in town Talk about how often you do things
B Do you like my blog?	66	Present simple with <i>like</i> (1st, 2nd and 3rd person) Object pronouns	Months Ordinal numbers 1–31	Talk about dates Talk about likes and dislikes
C Communication	68			Speaking: Give directions Writing: Write directions
D Cross-curricular studies	70	Geography		
E Revision	72	Pronunciation: /tʃ/ and /ʃ/		
Magazine	74			
7 Holidays				
A I can swim 200 metres!	76	<i>can/can't</i> (ability)	Sports	Talk about ability
B Jump!	78	Imperatives: positive/negative	Parts of the body	Identify parts of the body Give instructions
C I haven't got any money!	80	Countable and uncountable nouns <i>How much ... ?</i>	Snacks British money	Buy snacks (food and drink) Use British money
D Communication	82			Speaking: Buy a ticket for a sports event Writing: An advert for a sports fan club
E Culture today	84	Festivals		
F Revision	86	Pronunciation: /e/		
8 Time off				
A What's the weather like?	88	Present continuous: positive	The weather	Talk about the weather Talk about what's happening now
B What's she doing?	90	Present continuous: negative, questions and short answers <i>Wh-</i> questions with present continuous	Activities	Talk about what you're doing now
C Communication	92			Speaking: Make suggestions Writing: A postcard
D Cross-curricular studies	94	Science		
E Revision	96	Pronunciation: /ð/		
Magazine	98			
Extra speaking practice A	100			
Extra speaking practice B	104			
Word list	108			
Lenny's grammar lessons	110			



Description of the course

Who the course is for

Today! is a four-level course for young learners between the ages of 9/10 and 13/14. There are two possible entry points: *Today! Starter* for complete beginners or for students with little formal knowledge of English and *Today! 1* for false beginners. The course will appeal to teachers who value a communicative approach.

How the syllabus is constructed

Today! combines a clear grammar syllabus with a strong focus on communication. Grammatical structures are linked closely to everyday language use. Topic areas relate to the students' own experiences and have been specially chosen to present a range of useful vocabulary. New language is recycled in different situations and regular opportunities for revision are provided.

How language is presented

Each level of *Today!* features three or four main characters who are approximately the same age as the students. These characters are photographed interacting in domestic, school and leisure settings with their families and friends. The target language is presented in context through their conversations and interactions in these settings so that students learn useful everyday language and expressions right from the start. The characters and situations provide a realistic view of the UK today – its people, their lifestyles and their cultural background.

How language is practised

New vocabulary and grammar are practised in a series of simple steps which include carefully graded speaking, listening and writing activities. Each lesson ends with a productive outcome task. This is either a speaking or a writing task, or a game. From the beginning, students learn to use the language to communicate in situations related to their own lives.

How skills are developed

Communication lessons develop the productive skills of speaking and writing in real-life contexts. Reading for specific information is practised in **Culture today** lessons that focus on aspects of life in Britain and **Cross-curricular studies** lessons.

How the material is organised

The Students' Book consists of eight thematic units divided into lessons. Each lesson is presented on a double-page spread in order to foster a sense of achievement and progress in the student.

Course components

Each level of the course consists of:

- Students' Book
- Activity Book
- Teacher's Book
- Class audio CDs
- Teacher's eText for IWB (digitised Students' Book for use on interactive whiteboards)
- Student's eText (digitised Students' Book for use on tablet PCs)
- MyEnglishLab (online practice with Learning Management System)

Students' Book Level 1

The Students' Book consists of eight units. The units are organised into lessons, each taking up one spread (two pages). Video is an integral part of the course. The video elements can be accessed on the eText  or using a DVD player .

Units 1, 3, 5 and 7 follow this pattern:

- Three **language input** lessons
- One **Communication** lesson
- One **Culture today** lesson
- One **Revision** lesson

Units 2, 4, 6 and 8 follow this pattern:

- Two **language input** lessons
- One **Communication** lesson
- One **Cross-curricular studies** lesson
- One **Revision** lesson
- One **pick and mix** magazine-style spread of fun activities

At the end of the Students' book there is a unit-by-unit **word list** and a **grammar reference** section.

Input lessons present and practise new grammar, vocabulary and everyday expressions in a communicative way using integrated skills.

 All the grammar boxes are animated on video.

Communication lessons encourage students to use the productive skills of speaking and writing in authentic contexts while recycling the language from the input lessons.

A model dialogue is presented through a three-frame photo story. No new grammar is introduced but new functional exponents are introduced and listed in an **English today** box. Students then create and act out their own dialogue.

  The model dialogue can be watched on video. A second version with an alternative ending is also available on the video to encourage discussion and prediction.

A model text and exercise on a related topic then lead to a guided writing task.

Culture today lessons introduce students to different aspects of British life, which are often compared and contrasted with life in other countries.

Cross-curricular studies lessons provide information about a general curriculum subject, e.g. Science, Geography, History or Art. These lessons review the language of the unit and provide practice in the four skills of Reading, Writing, Listening and Speaking. Topic specific vocabulary is presented in a **New words** box.

  These lessons are accompanied by a short video related to the topic covered in the lesson, bringing it alive for the students. The Teacher's Book offers suggestions for exploitation but the video can be played at any point in the lesson.

Revision lessons occur at the end of every unit and offer the opportunity to revise the language of the unit. Each **Revision** lesson has a song or a rap to consolidate the language in a fun way.

A **Pronunciation** feature focuses on difficult sounds through an amusing rhyme.

  Each **Pronunciation** video features a native speaker saying the rhyme to illustrate the correct pronunciation. Students can be asked to listen and repeat.

A final **My progress** feature, in the form of *I can ...* statements, encourages students to think about what they can now do after studying the unit, for example *I can talk about appearance*.

The **pick and mix** spread is designed to look like a magazine and contains a mix of puzzles, jokes, fun facts and activities which recycle language from the previous two units (or 'unit' in the case of unit 1). Recurring features are: *Fun Time!*, *Guess what?*, *Star spot*, *Just joking* and *How to*

The activities can be done in any order as they are not related to each other. They can be done by students with very little teacher guidance. One activity could be assigned to the whole class or different activities to different students according to their strengths. Activities could also be allocated to fast finishers, used as fillers or used for a change of pace in any lesson.

Class audio CDs

The Class audio CDs contain the recordings of all the Students' Book dialogues, reading texts and listening tasks. Track numbers are shown in a CD symbol on the page. The Students' Book audio is followed by the Activity Book audio and finally the Tests audio.

 When using the eText, the Students' Book audio can be accessed directly by clicking on one of the 'play' icons on the page spreads – each of these icons will activate a mini audio player, allowing control over the audio track. An audioscript for each recording can be accessed from the mini audio player if the teacher wishes to focus students on it, for example when checking answers.

Activity Book

The Activity Book, to be used in class or for homework, gives further extensive practice of the language in the Students' Book. For each language input spread in the Students' Book, there are four pages of practice in the Activity Book.

To cater for mixed ability classes, the four pages are carefully differentiated to provide practice at different levels. The practice starts at the most basic level with the **Foundation** page, then progresses to the **Activation** spread, which features controlled and less controlled practice of the language. The final page of practice is the **Extension** page, which provides more challenging activities for more confident or able students.

For every **Communication** spread, there is one page of related practice in the Activity Book. For every **Revision** spread, there is a **Check** page. This generally features a text consolidating the language of the whole unit with an exam style task as appropriate. The exercises are scored and students record their score after they have been checked.

Teacher's Book

The Teacher's Book contains reduced facsimiles of the Students' Book together with lesson-by-lesson teaching notes, featuring background **Culture today** notes, suggested warm-ups and lead-ins, suggestions for additional activities, teaching tips and notes on how to help and support students with learning difficulties.

Answers to exercises are provided either on the facsimile Students' Book page or with the teaching notes. The Students' Book Audioscript, the Activity Book Audioscript and the Activity Book Answer Key can be found at the back of the Teacher's Book.

eText

The eText is an electronic version of the Students' Book compatible with an interactive whiteboard or tablet PC. With interactive activities, integrated audio and video and additional games, teaching is made easier for the teacher and more engaging for the student.

The eText is available in two versions, as a Teacher's eText for IWB (T) and as a Students' eText (S). These contain:

	T	S
• an interactive version of the Students' Book	✓	✓
• integrated class audio	✓	✓
• integrated video	✓	✓
• games	✓	✓
• teacher workshops on aspects of teaching and learning, including dyslexia	✓	X
• downloadable worksheets for extra language practice	✓	X
• downloadable assessment and testing materials	✓	X

(See page xi.)

Assessment and testing materials on eText

The assessment and testing programme comprises:

- **Diagnostic Test** (beginning-of-year test)
- **Unit Tests** (A and B versions)
- **Achievement Tests** (A and B versions)
- **Skills Tests** (A and B versions)
- Mid-year and end-of-year **Review Tests** to measure ability (Basic and Standard level)
- **Extension tests** for stronger students
- **Revision worksheets** for weaker students

The materials can be downloaded as PDFs. They are also available as editable Word documents so that teachers can customise them to suit their own students if required. A and B versions of the tests are supplied to discourage cheating.

When the tests have been marked and graded, the teacher can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

• Adapted Tests for students with dyslexia

The Unit, Achievement, Skills and Standard level Review tests have been specially adapted for students with dyslexia to ensure that these students are not disadvantaged as a result of their reading and writing difficulties.

These tests are at the same level as the regular tests but include changes to the design and format of the exercises that take into account the special needs of dyslexic students, including larger point size, increased interlinear spacing and dyslexia-friendly layout. They are only available as PDFs and there is only one version.

• Tests audio

The same audio is used for the listening tasks in the regular and adapted tests, and in the Basic and Standard level Review Tests. The tasks themselves are adapted as necessary. The audioscripts are available to print.

MyEnglishLab

MyEnglishLab is an online resource which allows teachers and students to interact beyond the classroom. It contains interactive practice exercises from the print Activity Book that are automatically graded, while tips and feedback help students to improve their performance. MyEnglishLab gives teachers instant access to a range of diagnostic tools. The gradebook enables teachers to see at a glance how students are progressing. The Common Error Report indicates which errors are the most common and which students are making these errors. The testing programme is also available in interactive format. Teachers can assign tasks to the whole class, groups of students or individual students and the communication tools provided enable teachers to send instant feedback on their work. (See page xi.)

Today! and the CEFR

Today! is correlated to the Common European Framework of Reference (CEFR) as follows:

Today!	CEFR
Starter	Towards A1
1	A1
2	A1–A2
3	A2+

Features of the course

Students' Book

Clear learning aims are expressed as communicative competencies.

Real characters are photographed in real-life situations.

Visuals help students to memorise new vocabulary.

Students can personalise the language and write about themselves.

Target language is presented in a communicative context.

Students learn useful everyday expressions.

Grammar is presented in clear and prominent grammar boxes, animated on the eText.

Activity Book

The Activity Book provides four pages of practice and consolidation for each Students' Book lesson.

There are three levels of difficulty.

Students have the chance to personalise the language and write about themselves.

Students' Book Communication

Everyday functional/situational language is presented through a photo story. A video accompanies the photo story.

D Communication

Speaking: Give invitations

1 Listen and read.

It's half past three. Mark, Megan and Will are in the school playground.

Mark: Hi Megan. Would you like to come to my birthday party on Saturday afternoon? **Will:** Sorry, I can't. I'm busy. It's my grandmother's birthday today. **Megan:** That's a pity. Never mind.

Mark: Are you free on Saturday afternoon? **Will:** No, I am not. **Mark:** Would you like to come to the cinema with me? **Will:** Sorry. I can't. I'm busy. It's my grandmother's birthday today. **Megan:** That's a pity. Never mind.

Mark: The new Smarties film is coming out. **Will:** Oh no! The Smarties are boring. **Mark:** They're not. **Will:** Well, I don't think so. **Mark:** OK, then. Let's play a computer game instead. **Will:** Yeah! That sounds great.

2 Put the dialogue in the correct order. Listen and check. Then act out the dialogue.

English today

Your turn

Writing tip

Writing tip

Your turn

Now turn to p51 in the Activity Book.

Writing: A party invitation

1 Read the invitation and answer the questions.

PARTY TIME!

TO: MEGAN CHEUNG

Please come to my 'pop stars' party!
Date: Saturday, 18th May
Time: 3 p.m.
Place: 37, Willowlands Road (my house)
Please wear a pop star costume and get ready to dance!
See you soon!
Love, Megan

Complete the invitation with the headings from the Writing tip.

5

1 Who is the invitation to? The invitation is to Megan.
2 Who is the invitation from?
3 When is the party?
4 What time does the party finish?
5 Where is the party?
6 What kind of party is it?

Match the headings with the information.

1 To: a Burger Palace
2 Date: b 2 p.m.–3 p.m.
3 Time: c Matt Parker
4 Place: d Sunday, 27th July

Your turn

2 Write an invitation for your party.

1 Think about your party. What kind of party is it?
When is it? Where is it? Say what clothes to wear.
2 Write an invitation. Use the writing tip.
Writing tip: Look at Exercise 1 and 5 to help you.
3 Show your invitation to the class and vote for the best one!

Activity Book Communication

Further consolidation is provided in the Activity Book.

D Communication

Speaking: Give invitations

1 Write the phrases in the correct box.

Are you free on Saturday? Great! See you soon! Sorry, I can't. I'm busy. **Will:** That's a pity. Would you like to come ...? Yes, that sounds fun/good/great!

Accept an invitation

Give an invitation

Refuse an invitation

Writing: A party invitation

1 Write the headings. Use Date, Place, Time or To.

1 Place: 34, Puddicote Road
2 Date: Tuesday, 1 January
3 Time: 12 o'clock
4 Place: 2 o'clock–5 o'clock
5 Name: Amy Price
6 Date: 9 o'clock
7 Place: 30 September

Your turn

2 Complete the dialogue. Use phrases from Exercise 1.

Mark: Hi, Will. Are you free on Saturday? **Will:** Sorry, Mark, I ...
Mark: I've got some great new CDs.
Will: Oh, that's a ...
Mark: I've got football practice with the school team.
Will: Oh, that's ...
Mark: I've got hugs for lunch – they're your ...
Will: Oh, that's ...
Mark: Great! See you on Saturday!

Your turn

3 Complete the invitation.

1 Place: Sophie's house
2 Date: 7th November
3 Time: 6 p.m.
4 Place: My house – ...
5 Name: ... for your job!
6 Date: ...
7 Place: ... the right clothes

IT'S A PARTY!

Key functional expressions are presented in a clear box.

Productive speaking and writing tasks are carefully staged.

Students' Book Culture today

Students learn about aspects of British life and culture, develop skills and expand their language. A specially filmed video brings the topic to life.

E Culture today

Here are some facts about schools in the UK:
99% of schools in the UK have a uniform. 2% of schools in the UK are for boys or girls only.

Hilary: Hi! My name's Hilary and I'm from Poland. Our school exchange trip to the UK is next week! I'm very excited ... but I'm nervous, too! What's an English school like? What's the routine in your school? **Kasia:**  Hi Kasia! There are lots of different schools in the UK. This is a school. It's in London and it's very big! We always start school at 8.45. We have two lessons in the morning and then we have a small break. We have two more lessons and then I have a lunch at about 11.30. We have a break after lunch. After lunch we go home at 2.30. There are lots of after-school clubs, too. I'm in the school band – I play the violin! **Danny:**  Hi! I'm Danny. I'm from London. It's a boarding school and it's very small! It's great, but it's different from Danny's school. I go to a boarding school, so we sleep in the school. We get up at seven o'clock in the morning and get dressed. We have breakfast at about 8.00. After breakfast we have our first lesson. We have lunch at twelve o'clock in the canteen and then we have more lessons. School ends at four o'clock but after school we do our homework in the library. After that we have some free time and then we go to bed. I like my school. My friends and I share a room – it's so cool! **Nina:**  Hi! I'm Nina and I'm from Poland. I'm from Warsaw. My school is big and it's great, but I don't understand English so much. I'm learning English every day. We have a break. After the break we have two more lessons. School finishes at 1.30. My favourite lessons are English and Maths. After school we have a short lunch break, so we have lunch at school with our friends. After lunch we have more lessons and we watch TV. On Tuesdays, I have piano lessons after school. Mum says I'm the new Chopin!

Encourage students to work out the meaning of new words from the context.

School

Speaking

1 Listen and read. Where are Kasia, Danny and Nina from?

Comprehension

2 Read again. Complete the table with the correct times.

Name	School starts at ...	Lunch is ...	School finishes at ...
Danny	1. 8.45	2.	3.
Nina	4.	5.	6.

Project: My school routine

1 Write about your school routine.

1 Introduce yourself.
2 Describe your school, the morning, lunch, the afternoon, your favourite subjects and what you do after school.

Listening

1 Listen to a boy from South Africa and choose the correct answers.

1 Name: a Benji b Bryne
2 School starts: a 9.00 b 9.15
3 Morning: a 3 hours b 4 lessons
4 Lunch: a 30 min b school
5 Afternoon: a 2 hours b 4 lessons
6 School finishes: a 2.30 b 3.30
7 After school: a rugby b football

Reading

1 I'm Konrad and I'm twelve. I'm from Poland. In Poland, my school is big and it's great, but I don't understand English so much. I'm learning English every day. We have a break. After the break we have two more lessons. School finishes at 1.30. My favourite lessons are English and Maths. After school we have a short lunch break, so we have lunch at school with our friends. After lunch we have more lessons and we watch TV. On Tuesdays, I have piano lessons after school. Mum says I'm the new Chopin!

Listening texts expand the topic and provide further input for speaking and writing.

Project work relates the topic to the students' own lives and culture.

Students' Book Cross-curricular studies

Reading texts provide interesting information about areas of the curriculum such as Geography, Art or Science.

D Cross-curricular studies

WELCOME TO NEW YORK CITY!

This is a map of New York City. New York City is a very busy place and there are lots of cool places to visit. The key has symbols for different places in the city. Can you find the symbol for a landmark?

The Statue of Liberty is a very famous New York landmark. It's on Liberty Island in New York. Lots of people visit the Statue of Liberty every year. You can climb up to the head of the statue - but there are some stairs! There is a museum in the statue, too.

Can you find the Statue of Liberty on the map?

The Empire State Building is a very tall skyscraper. It's 443 metres high. It's got 102 floors. You can see great views of New York City from the top floor. What square is the Empire State Building on the map?

New York has got amazing parks and great museums. How many parks can you find? What squares are they in? How many museums can you find? What squares are they in? Now you're ready to explore New York City. Have fun!

New words
explore harbour high island key landmark skyscraper symbol

Reading

1 Listen and read. Name two landmarks in New York City.

Comprehension

2 Look at the map in Exercise 1 and write the grid references.

1 The hotel is in D3.
2 The fire station is in
3 The hospital is in
4 The theatre is in
5 The Empire State Building is in
6 The school is in
7 The park is in
8 The restaurant is in
9 The library is in

Speaking

3 Ask and answer about the places in Exercise 2.

1 A: Where's the hotel?
B: It's in D3.
2 A: Where's the fire station?
B: It's in D2.

Study tip

When you learn new words, it's sometimes useful to write the word in a sentence. The Statue of Liberty is a famous landmark in New York.

Find three new words on page 70 and write a sentence for each word in your exercise book.

harbour - There are lots of boats in the harbour.

Geography 6

Listening

1 Listen and draw the symbols on the grid. Which grid squares are empty?

P	Q	R
S	T	U
V	W	X

2 Student A: go to page 102. Student B: go to page 106.

Writing Describing a map

3 Draw a map of your town or the area near your school. Use symbols and a grid. Draw a key for your map. Then describe your map.

This is a map of my town, Toledo. Toledo has got a river if it's got some bridges. It's got an amazing old castle, too. The train station is in A1 and the bus station is in D4. My school is in C2 and the park is next to the school. In C3 Toledo has got a library, too. It's got a post office in D3. There's a hospital in A2 and a post office in B4. Toledo is a great place to visit.

Optional information gap activities at the end of the Students' Book provide further opportunities for communicative speaking practice.

Study tips suggest various techniques for recording and memorising vocabulary.

Writing tasks give students the chance to apply the topic of the lesson to their own lives.

Students' Book pick and mix

A range of magazine-style activities consolidate language in a fun way.

Students can choose what they want to do and work on their own or in pairs/groups.

pick and mix

Fun Time!

Look at the two pictures. Spot the differences. There are eight differences.

Picture A: The woman has curly hair. In Picture B, she's got ...

STAR SPOT

Find and correct the five mistakes in the text.

This is Miley Cyrus. She's a teacher and an actress. She's in lots of TV shows. Miley's got lots of the UK. She's got three brothers and two sisters. Miley isn't very pretty. She's got short straight hair. She's got brown eyes. In her free time, she's got a white jacket. She's very cool.

JUST JOKING!

What clothes has a house got?

How to ...

You need:
- paper
- a pencil
- an eraser

Step 1
Draw this shape. Then draw two lines on the shape, like this.

Step 2
Think about where the eyes, nose, mouth and hair are.

Step 3
Draw the eye, nose and mouth. Think about what kind of hair the person has got - long or short? Is it straight or curly?

Step 4
Draw the hair and finish your picture. Use your eraser to erase any mistakes. Now your picture is ready!

Guess what?

All about HAIR!

1 There are about hairs on your head.
a 100
b 10,000
c 100,000

2 People with blonde hair have got about hairs on their heads.
a 13,000 b 130 c 1,000

3 People with red hair have got about hairs on their heads.
a 90 b 50,000 c 500,000

4 It's normal to lose about hairs every day.
a 5 b 7,500 c 75,000

5 Hair is very strong. One hair can hold about grams. That's the same weight as one chocolate bar!
a 5 b 100 c 1,000

Individual activities can be used as fillers or for a change of pace in any lesson.

Students' Book Extra speaking practice

Optional information gap activities provide opportunities for communicative speaking practice.

Student A Activities

Unit 5C, Exercise 9
Student A

1 Use the cues to make questions. Ask Student B and complete the notes about Lisa.
A: What does she do?
B: She's a hairdresser.

Lisa Roberts
Job: hairdresser
Place: _____
Works: _____
Starts work: _____

1 what / do?
2 where / work?
3 when / work?
4 what time / start work?

2 Look at the notes about John. Answer Student B's questions.
B: What does he do?
A: He's a firefighter.

John Jones
Job: firefighter
Place: fire station
Works: Fridays, Saturdays and Sundays
Starts work: four o'clock in the afternoon

Unit 6D, Exercise 5
Student A

1 Look at the grid and the key. Ask Student B and complete the grid.
A: What's in A1?
B: A school.

A	wheel
B
C
1	2	3	4

Key:
museum
restaurant
library
park
bank
theatre

2 Look at the grid. Answer Student A's questions.
A: What's in A2?
B: A museum.

Student B Activities

Unit 5C, Exercise 9
Student B

1 Look at the notes about Lisa. Answer Student A's questions.
A: What does she do?
B: She's a hairdresser.

Lisa Roberts
Job: hairdresser
Place: salon
Works: Mondays, Wednesdays and Saturdays
Starts work: nine o'clock in the morning

1 what / do?
2 where / work?
3 when / work?
4 what time / start work?

Unit 6D, Exercise 5
Student B

1 Look at the grid. Answer Student A's questions.
A: What's in A1?
B: A school.

A	museum
B	P
C
1	2	3	4

Key:
school
police station
car park
hotel
hospital
post office

2 Use the cues to make questions. Ask Student A and complete the notes about John.
B: What does he do?
A: He's a firefighter.

John Jones
Job: firefighter
Place: _____
Works: _____
Starts work: _____

3 Look at the grid and the key. Ask Student A and complete the grid.
B: What's in A2?
A: A museum.

Students' Book Lenny's grammar lessons

A six page fold-out grammar reference section provides full paradigms for all the grammar points covered in the Students' Book.

Lenny's grammar lessons

1 Subject pronouns
2 Possessive adjectives
3 Questions
4 Verb to be positive
5 Verb to be negative and questions
6 Modals/white article:
a/an
7 This/That and These/Those
8 Noun plurals
9 There is/There are
10 Possessive 's

1 Subject pronouns
I I'm Lenny.
you You're a student.
he He is tall.
she She's Anna.
it It's a book.
we We're friends.
you You're happy.
they They're Will and Megan.

2 Possessive adjectives
my My name is Lenny.
your Your name is Mark.
his His name is Tom.
her Her name is Anna.
its Its name is Fluffy.
our Our names are Anna and Megan.
your Your names are Will and Mark.
their Their names are Anna and Amy.

3 Questions
What's your name?
My name's Lenny.
Who's he?
He's Lenny.
How old are you?
I'm ten.
Where are you from?
I'm from the USA.
What day is it today?
It's Friday.

Students' Book Word list

The unit-by-unit word list facilitates revision and memorisation of key vocabulary.

Word list

Unit 1
Lesson A
Numbers 0–100
Lesson B
Familiar greetings:
Good morning
Good evening
Goodbye
The time:
o'clock
five past/p to
ten past/p to
quarter past/p to
twenty past/p to
half past/p

Unit 2
Lesson C
Days of the week
Family members:
grandfather (grandpa)
grandmother (grandma)
mother (mum)
father (dad)
partner
wife
brother
sister
cousin
niece
nephew
son
daughter

Unit 3
Lesson A
Countries:
Argentina
Australia
Brazil
Canada
China
Greece
Italy
Poland
Portugal
Spain
Turkey
the UK
the USA

Common possessions:
bed
camera
computer
football
glasses
mobile phone
radio
rubbish bin
skateboard

Lesson C
House and furniture:
bed
bookcase
chair
cupboard
desk
door
lamp
pillow
sofa
table
TV table
wardrobe
window

Unit 4
Lesson A
Clothes:
boot
cap
coat
dress
hat
jacket
jeans
jumper
skirt
shorts
skirt
t-shirt
trousers
T-shirt
Lesson B
Hair:
long
medium length
short
black
blonde
brown
red
purple
red
silver
white
yellow

eText

Interactive activities can be opened via the star icons on the page spreads.

Audio icons bring up the relevant audio for the exercise in an audio player.



Tests, classroom photocopiables and additional resources are available for download as PDFs.

Videos such as animated grammar boxes can be accessed from the video icons on the page spreads.

MyEnglishLab

Interactive practice exercises and tests can be assigned to the whole class or individual students. They can be automatically graded.

The Gradebook shows at a glance how students are progressing. It can be viewed for the class or individual students.

This screenshot shows the 'Units' section of the MyEnglishLab platform. It displays a grid of units for 'Level 1'. Below the grid is a 'CONTENTS' menu for 'Unit 1' which includes sections like Vocabulary, Grammar, Functions, Activities, and Exercises. The Pearson logo is visible at the bottom right.

This screenshot shows the 'GRADEBOOK' section of MyEnglishLab. It displays a table of student names and their scores for 'Exercise 1' across various categories. The Pearson logo is visible at the bottom right.

Unit 1, A

New language

Grammar: Subject pronouns – *I/You; to be* singular – *am/are*; possessive adjectives – *my/your; How old are you?*

Vocabulary: Numbers 0–100

Preparation: Ending the lesson: Bring a soft ball.

Culture notes

Bigger towns and cities in Britain sometimes have an ice rink like the one in the photo. People of all ages can hire skates and have fun all year round!

Warm-up

- (Books closed) Introduce yourself to the class and have students do the same. (*I'm/My name's ...*)
- Have them tell you more about themselves (L1/English). Encourage them to use English if they can.

Tip: Encourage students to speak in English as much as possible. Remember it's very important in the first few lessons to establish how much students know and to clearly establish your classroom expectations.

Lead-in

- (Books open) Use the photo to generate interest. Ask the class (L1) to tell you what they think the children are doing. (They're ice-skating.)
- Ask (L1/English) *Are they family or friends?* Students guess.
- Have the class suggest questions they would like to ask the children (L1/English), e.g. *How old are you? What's your favourite colour?*
- Have the class predict (L1) what the children are talking about.

1 02 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and circle.
- Check answers.
- Check students' Lead-in predictions (L1). (They're family and friends. Mark, Anna and Megan are getting to know Will, a new boy at school.)

Answers → student page

1 Family and friends

A What's your name?

Lesson aims:

- introduce yourself
- ask someone's name
- ask someone's age



Presentation

1 02 Listen and read. Choose the correct words.

- Anna: Oh sorry! Are you OK?
Will: Yes, no problem.
Anna: My name's Anna. What's your name?
Will: I'm Will. Hi!
Anna: Mark, are you OK? Mark's my brother / sister.
Mark: Yes, I'm fine, thanks.
Megan: And I'm Megan. Hello! Are you new / old here, Will?
Will: Yes, I am. I'm from Manchester.
Mark: Cool! How old are you?
Will: I'm ten / eleven.
Mark: Are you at Newham High School / House?

Will: Yes, I am. I'm in Class B.

Megan: Great! See you at school!

Will: Yes, see you soon. Bye!

Anna and Mark: Goodbye!

2 03 Listen and repeat the dialogue.

English today

- | | |
|---------------------|-----------------|
| • Sorry! | • Hello! |
| • Are you OK? | • Great! |
| • No problem! | • See you soon. |
| • Hi! | • Bye! |
| • I'm fine, thanks. | • Goodbye! |

English today

- Draw students' attention to the English today box. Explain that these are very useful everyday expressions that they should try to learn.
- Have students find and underline the expressions in the dialogue in Exercise 1.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 03 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses. Encourage them to use appropriate intonation and gestures.
- Invite different groups of four volunteers to read the dialogue to the class.

Tip: Repetition is a very useful way of helping students activate any passive knowledge of English they may have as well as helping them remember new words.

Vocabulary: Numbers 0–100

- 3** Listen and repeat. Then count to a hundred in fives.

five, ten ...

0	1	2	3
zero	one	two	three
4	5	6	7
four	five	six	seven
8	9	10	11
eight	nine	ten	eleven
12	13	14	15
twelve	thirteen	fourteen	fifteen
16	17	18	19
sixteen	seventeen	eighteen	nineteen
20	21	30	31
twenty	twenty-one	thirty	thirty-one
40	50	60	70
forty	fifty	sixty	seventy
80	90	100	
eighty	ninety	a hundred	

Hi! I'm Lenny!

Grammar

I'm Will.
You're Anna.
Are you new here?
Yes, I am. /No, I'm not.
What's your name?
My name's Mark.
Your name's Anna.

**Speaking**

- 4** Ask and answer.

A: Hello. What's your name?
B: Hi. My name's Pietro.
A: How do you spell 'Pietro'?
B: P – I – E – T – R – O.

Writing

- 5** Write a message to Mark or Anna.

Hi, Mark. My name's Carlos. I'm at Hillsideschool. I'm in Class 1G. I'm eleven. How old are you?

Game

- 7** Choose a picture. Then ask and answer.

A: How old are you?

B: I'm thirty-three.

A: You're Steve!



> Now turn to Unit 1A in the Activity Book. Start on p.1.

- 3** Listen and repeat. Then count to a hundred in fives.

- Play the recording. Students point to each number and repeat in chorus during the pauses.
- They count to a hundred in fives in chorus. Have them clap every time they say a number!

Tip: Using rhythm in the classroom is fun and motivating for students. It helps them remember language, too.

Grammar

- Draw students' attention to the Grammar box.
- Have students repeat the sentences after you in chorus.
- Draw students' attention to the contractions *I'm = I am*, *You're = You are*, *What's ... ? = What is ... ?* and *name's = name is*.
- Point out the pronunciation of *your* and *you're* is the same.

- 4** Ask and answer.

- Read the example with a confident volunteer.
- Invite pairs of volunteers to ask and answer.

Grammar

How old are you?

I'm eleven.

- 5** Complete the dialogue. Listen and check. Then act it out.

Are name's you am not
What's I'm How



Amy: Hello! ¹What's..... your name?
Will: My ²name's.... Will
Amy: Hi, Will! ³I'm..... Amy. Mark's my brother and Anna's my sister.
Will: ⁴How..... old are you, Amy?
Amy: I'm nine. ⁵Are..... you nine, too?
Will: No, I'm ⁶not..... I'm eleven.
Amy: Are ⁷you..... new here?
Will: Yes, I ⁸am.....
Amy: OK! See you soon.

Suggestion: Revise the alphabet first with a weak class. Write different letters on the board at random. Have the class say each as you write. Point to each again as many times as you feel is useful. The class/volunteers say them again.

Grammar

- Draw students' attention to the Grammar box.
- Ask different pairs to ask and answer about their own ages.

- 5** Complete the dialogue. Listen and check. Then act it out.

- Give students time to read and complete individually.
- Have them compare answers with a partner.
- Play the recording while students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Give pairs time to act out the dialogue. Remind them to use appropriate intonation.
- Invite different pairs of volunteers to perform for the class.

- 6** Write a message to Mark or Anna.

- Tell students to use the example to help.
- Give students time to write. Move round the class, prompting and correcting.

Fastfiners: Student A asks *How do you spell ... ?* about different words in Lesson A. Student B answers.

- 7** Choose a picture. Then ask and answer.

- Have different pairs take it in turns to ask and answer.

Ending the lesson

Play Buzz with the class. Students pass the ball to each other. They say the next number as they receive the ball (*one, two, three, ...*). When the number includes, say, a five, the student who receives the ball must say *buzz* instead of the number. If he/she says the number instead, he/she is out.

Learning difficulties

It's best to avoid asking individuals to count in fives in Exercise 3 in case any students have difficulty with maths (dyscalculia). Choral class counting is a lot less stressful for such students and will encourage them to participate.

Photocopiable Resource 1A. You can use this resource any time after Exercise 4.

Unit 1, B

New language

Grammar: *to be* – third person singular *is*; *Who's that?*; possessive adjectives – *his/her*

Vocabulary: Formal greetings, The time

Preparation: Warm-up: Prepare enough Bingo cards for each student. Each card should have a 3 x 3 grid with nine different numbers from the range 1–100. **Ending the lesson:** Bring a clock with moveable hands.

Culture notes (Exercises 1, 3 and 5)

Lady Gaga is an American singer-songwriter from New York. *Radio Ga Ga*, the song by the 1970s band Queen, provided the inspiration for her name!

Jay-Z is an American rapper from New York. People in his town sometimes called him Jazzy, one of the reasons for his stage name. British school children usually call their teachers/friends' parents *Mr/Mrs/Miss + surname*. *Mr+* surname is used for a man, *Mrs + surname* for a married woman and *Miss + surname* for an unmarried woman.

Warm-up

- (Books closed) Play Bingo with the class to revise numbers 1–100. Give a Bingo card to each student. You say a number and students cross it out if they have it on their card. The first student to cross out all his/her numbers and shout *Bingo!* wins.

Lead-in

- (Books open) Ask the class about the photo to generate interest and pre-teach any key vocabulary. Pointing to each child in turn, look puzzled and ask *Who's he/she?* (From left to right: *Mark*, *Anna*, *Megan*.)
- Have the class guess (L1) who the woman is and where they are.

1 Listen and read. Tick (✓) the correct words.

- Play the recording while students listen, read and tick.
- Check students' Lead-in predictions (L1/English). Encourage students to use English if they can. (The woman is Mrs Price, Anna and Mark's mother. They are at the Prices' house.)
- Ask the class why the children are smiling. (Because Mrs Price made a mistake with Jay-Z's name.)
- Check answers.

Answers → student page

B Who's she?

Presentation

1 06 Listen and read. Tick (✓) the correct words.

Megan: Good evening, Mrs Price.
Mum: Hello, Megan. Come in.
Megan: Thank you, Mr Price.
Mark: Hi, Megan. Hey, what time is it?
Megan: It's ¹ seven ten o'clock.
Anna: Great! It's time for *Pop World*!
Mark: Wow! Who's that, Anna?
Anna: That's Lady Gaga. She's a ² rock pop singer.
Mark: Her ³ name hair is crazy!
Megan: And who's he? He's ⁴ cool good
Mum: He's a rapper. He's Jay-Z.
Anna: Mum! His name isn't Jay-Z! It's Jay-Z!

2 07 Listen and repeat the dialogue.

English today

- Come in.
- It's time for (*Pop World*).
- Wow!
- He's cool.

Comprehension

3 Read again and complete the information.



Name: Lady Gaga
Job: popsinger

Name: Jay-Z
Job: rapper



Vocabulary: Formal greetings

4 08 Listen and repeat.



English today

- Draw students' attention to the English today box. Have them find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 07 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses. Encourage them to use appropriate intonation.
- Give groups of four time to practise the dialogue.

3 Read again and complete the information.

- Check *job*, e.g. ask a student to translate it into L1 or tell them.
- Give students time to read and complete.
- Check answers.

Answers → student page

Lesson aims:

- greet people formally through the day
- tell the time

- 5 Greet these people. Then greet your teacher!
Good evening, Mr Price!



1 Mr Price



2 Mrs Price



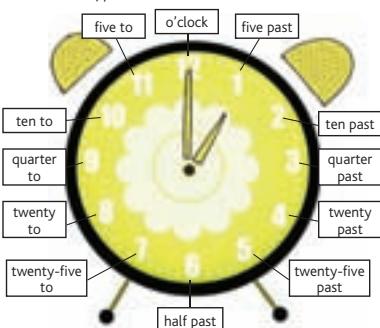
3 Miss Jones

Vocabulary: The time

- 6 08 Listen and repeat. What time is it now?

one o'clock five past ten past
quarter past twenty past twenty-five past
half past twenty-five to twenty to
quarter to ten to five to

It's half past eleven.



- 7 Write the times in words.

1 It's five past five.

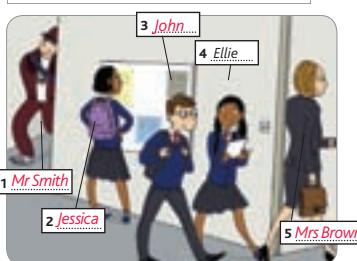
**Grammar**

Who's he? He's Jay-Z.
Who's that? That's Lady Gaga.
His hair is cool!
Her hair is crazy!

**Listening**

- 8 10 Listen and label the people in the picture.

Ellie John Mr Smith Mrs Brown Jessica

**Speaking**

- 9 Ask and answer about the people in the photo on page 6.

A: Who's she?
B: She's Megan.
A: What's his name?

> Now turn to Unit 1B in the Activity Book. Start on p5.

- 4 08 Listen and repeat.

- Give students time to look at the photos. Play the recording twice. Students listen and repeat.
- Tell them (L1) the greetings are more formal than *Hi!* or *Hello!*

- 5 Greet these people. Then greet your teacher!

- Ask a student to read the example.
- Have the class greet Mrs Price and Miss Jones in chorus.
- Tell students *Mr*, *Mrs* and *Miss* + surname are used for formal greetings. (See Culture notes.)
- Have the class greet you in chorus!

Answers

- 2 Good morning, Mrs Price!
3 Good afternoon, Miss Jones!

- 6 09 Listen and repeat. What time is it now?

- Give students time to read the times.
- Play the recording twice. Students listen and repeat. Have them point to the corresponding phrase in the box as they speak, e.g. *It's five past one*: they point to *five past*.
- Ask *What time is it now?* Students give the actual time.

AUDIOSCRIPT PAGE 104

- 7 Write the times in words.

- Give students time to write in their notebooks.
- Have them compare answers with a partner.
- Check answers.

Answers

- 2 It's five to nine. 3 It's half past six.
4 It's five o'clock. 5 It's quarter past one.
6 It's quarter to three.

Fastfinishers: Pairs take it in turns to draw clocks showing different times. They ask and answer about the time.

Grammar

- Draw students' attention to the Grammar box.
- Point out *Who's = Who is*, *He's = He is* and *That's = That is*.
- Remind students *his* and *her* are possessive adjectives.
- Have students find and underline the *Who ... ?* questions in Exercise 1.

- 8 10 Listen and label the people in the picture.

- Give students time to read the names.
- Have them tell you (L1) where the people are (school). Pointing to Ellie, ask a volunteer *Who's she?* (*She's Ellie.*)
- Play the recording while students listen.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 104

- 9 Ask and answer about the people in the photo on page 6.

- Invite different pairs to ask and answer, checking answers as you go.

Ending the lesson

Using the clock you've brought, have different pairs of students ask and answer about different times.

Learning difficulties

Students with dyslexia and/or dyscalculia may find Exercise 7 very challenging. Help them by pairing each with a cooperative, strong student. They decide on the answer together. The strong student writes it.

Photocopiable Resource 1B. You can use this resource any time after Exercise 6.

Unit 1, C

New language

Grammar: *to be* – third person questions and short answers

Vocabulary: Days of the week, Family members

Preparation: Warm-up: Have students bring a magazine/Internet photo of a favourite star.

Exercise 10: Ask students to bring a photo of a family member. Book a computer room if possible.

Culture notes

A lot of people in Britain live in houses with gardens like the one in the photo. Outside barbecues are popular in the summer with people of all ages.

In informal situations some adults prefer children to call them by their first name.

Warm-up

- (Books closed) Have students take it in turns to show the class the photo they've brought. They ask the class *Who's he/she?* or *What's his/her name?*

Lead-in

- (Books open) Ask the class about the photo to recycle language and generate interest. Pointing to Mr Price, Mark and Will in turn, ask *Who's he? What's his name?*
- Have the class guess (L1) who the man on the left is. Tell them he's Mark's Uncle Tony. Have a strong student translate *uncle* and *cousin* from L1 to English or tell them.
- Use the photo to teach *barbecue* and *young*.

1 11 Listen and read. How old is Tony?

- Play the recording while students listen and read.
- Check the answer. (*He's twenty-eight.*)

English today

- Draw students' attention to the English today box. Have them find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 12 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines. Encourage them to use appropriate intonation.
- Give groups of four time to practise acting out the dialogue.

C He's my uncle.

Presentation

1 11 Listen and read. How old is Tony?

It's Sunday afternoon at the Price house.

Will: Hello, Mr Price!
Mr Price: Hi, Will. Welcome to our barbecue!
Will: Thanks. Burgers ... yum!
Mark: Hi, Will.
Will: Hi, Mark. Hey, who's that? Is he your cousin?
Mark: No, he isn't. He's my uncle!
Will: Your uncle? How old is he?
Mark: He's twenty-nine on Tuesday.
Will: Oh, he's young!
Mark: Uncle Tony, this is my friend. His name's Will.
Uncle Tony: Nice to meet you, Will.
Will: Nice to meet you, Mr Price.
Uncle Tony: Oh, call me Tony!
Mark: Quick, Uncle Tony! The burgers!

2 12 Listen and repeat the dialogue.



Lesson aims:

- introduce people
- talk about your family

Comprehension

3 Read again and choose the correct words.

- 1 It's / It isn't Saturday.
- 2 Will / Tony is Mark's friend.
- 3 Uncle Tony is old / young.
- 4 It is / isn't Uncle Tony's birthday.

English today

- Welcome to (our barbecue)
- Yum!
- Call me (Tony).
- Quick!

Vocabulary: Days of the week

4 13 Listen and repeat. Then write the days in order.

Friday Monday Saturday Sunday Thursday
Tuesday Wednesday

We say on Monday, Tuesday, ...

5 Ask and answer. Use these questions.

- 1 A: *What day is it today?*
B: *It's ...*
- 1 What day is it today?
- 2 What's your favourite day of the week?
- 3 What's your favourite TV programme? What day is it on?



3 Read again and choose the correct words.

- Students silently read the sentences.
- Tell them to read dialogue 1 again. They underline the key words/phrases.
- Students make their choices.
- Check answers.

Answers → student page

Suggestion: Ask the class (L1) where they meet family and friends. Do they ever have/go to barbecues? How are they similar/different in your country?

4 13 Listen and repeat. Then write the days in order.

- (Books closed) Ask *What day is it in Exercise 1?* (*It's Sunday.*) Translate *Sunday* into L1 if necessary. Elicit any other days they know.
- (Books open) Give students time to read the days.
- Play the recording twice. Students listen and repeat.
- Have the class say the days in order. Then give them time to write.

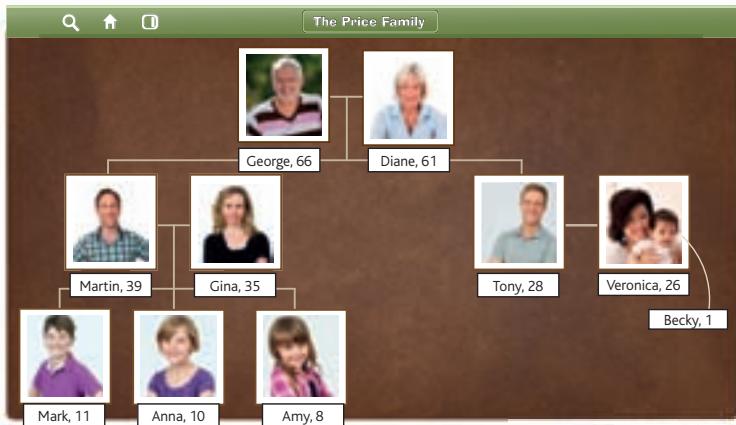
Answers

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

Vocabulary: Family members

6 Listen and repeat. Then describe the relationships in the Price family.

father (dad) mother (mum) parents grandmother grandfather grandparents brother sister aunt cousin uncle niece nephew son daughter



- 1 Anna / Martin I'm Anna. Martin is my father.
2 Veronica / Becky I'm Veronica. Becky is my daughter.
3 Tony / Mark I'm Tony. Mark is my nephew.

- 4 Amy / George I'm Amy. George is my grandfather.
5 Amy / Becky I'm Amy. Becky is my cousin.
6 Becky / Tony and Veronica I'm Becky. Tony and Veronica are my parents.

Grammar

Is he your cousin?
Yes, he is.
No, he isn't.

How old is she?
She's ten years old.
He's/She's/It's = He is/She is/It is
isn't = is not



Speaking

7 Look at the family tree in Exercise 6.
A: Ask Mark questions about his family.
B: You are Mark. Answer the questions.

A: Is he your dad?
B: No, he isn't. He's my uncle.

About you

10 Write about someone in your family.

MY BROTHER

Filipe is my brother and he's seventeen. His favourite TV programme is Sports Today. It's on Sunday at eight o'clock.

> Now turn to Unit 1C in the Activity Book. Start on p.9.

9

5 Ask and answer. Use these questions.

- A pair of volunteers asks and answers question 1.
- Pairs ask and answer questions 2 and 3.
- Volunteers tell the class their partner's answers.
(His/Her favourite day is ...)

6 **14** Listen and repeat. Then describe the relationships in the Price family.

- Play the recording twice. Students listen and repeat.
- A volunteer reads the example.
- Ask different volunteers to imagine they are the Price family member on the left in each set of prompts. They describe their relationship with the person on the right.

Answers → student page

Grammar

- The class repeats the questions and answers in the Grammar box after you in chorus.
- Point out the affirmative and negative contractions.

Suggestion: Ask students about each other, e.g. Is she your sister? (No, she isn't!) How old is he? (Ask!)

7 Look at the family tree in Exercise 6.

- A:** Ask Mark questions about his family.
B: You are Mark. Answer the questions.

- Give pairs time to practise.

8 Look at the family tree again.

- A:** Ask Amy about these people.
B: You are Amy. Answer the questions.

- Pairs ask and answer about the people in the box. They swap roles.

Fast finishers: Pairs continue the activity, asking and answering about a different Price family member.

9 Student A: go to page 100.

Student B: go to page 104.

- Have students go to the correct page and look at the information there.
- Students work in pairs to complete the information.
- Check in open pairs.

Answers → page 103

10 Write about someone in your family.

- Ask one or two students to read out the text.
- Students stick the photo they've brought in their notebooks and write about the family member.

Suggestion: Alternatively, have students use a computer to write about a family member. They upload a photo and post their work onto a class blog/webpage.

Ending the lesson

(Books closed) Groups of three or four imagine they are a family. Give them time to think of their names, ages and to decide on their relationships. Groups take it in turns to tell the class about themselves. Have the class say *Nice to meet you!* after each introduction.

Learning difficulties

Students with dyslexia and dysgraphia find writing by hand difficult due to poor motor/general processing skills. Using a computer, as suggested in Exercise 10, will help them complete a writing task successfully and faster.

Photocopiable Resource 1C . You can use this resource any time after Exercise 6.

Unit 1, D

New language

Functions: Ask for personal information, complete a membership card

English today: What's your first name? What's your surname? Can you spell that? What's your address? What's your phone number?

Preparation: Warm-up: Decide on a catchy rhythm. Make up a 'Days of the week' chant, e.g. Monday is my favourite day, Monday is my favourite day, Monday is great! Tuesday is my favourite day, ... etc. **Exercise 3:** Use the Internet to note some English boys' and girls' first names, some common surnames and street names. **Exercise 4:** Bring a club membership card if you have one.

Culture notes

After-school clubs, such as dance clubs, sports clubs and music clubs, are very popular in the UK.

Warm-up

- (Books closed) Teach the class the chant you've prepared. Divide students into seven groups. Each group chants about a different day.

Lead-in

- (Books open) Ask the class about the photos to recycle language and generate interest. Ask Who's she? (Anna/Megan)
- Have the class guess (L1) who the woman is, where they are and what they're talking about.

1 Listen and read.

15

- Play the recording while students listen and read.
- Check students' predictions (L1). (The woman is Mrs Khan, a teacher. They are at school. Megan wants to join Dance Club.)
- Ask some questions to check understanding, e.g. Who wants to be a member of the Dance Club? What's Megan's surname? How do you spell it? What's her address? What's her phone number? When is Dance Club?



See Introduction page iv.

If you have an interactive whiteboard or a DVD player, students can watch and listen to the video of the communication dialogue.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students (L1) there is another version of the video with a different ending. Ask for suggestions for another ending. Then play

Communication

Speaking: Ask for personal information

1 Listen and read.

Anna and Megan are at the school dance club. Anna is a member but Megan is new.

1 Miss Khan: Good morning, Anna!
Anna: Good morning, Miss Khan. This is my friend. She's here for Dance Club.
Miss Khan: Great. What's your first name?
Megan: It's Megan.

2 Miss Khan: What's your surname, Megan?
Megan: It's Cheung.
Miss Khan: Can you spell that?
Megan: C-H-E-U-N-G.
Miss Khan: And what's your address?
Megan: It's 24, Maple Lane.

3 Miss Khan: What's your phone number, Megan?
Megan: It's 734 6458.
Miss Khan: Great. Dance Club is every Thursday at four o'clock.
Megan: OK. Thanks, Miss Khan!

2 Match the questions with the answers.



- 1 What's your first name?
2 What's your surname?
3 Can you spell that?
4 What's your address?
5 What's your phone number?

English today

- What's your first name?
- What's your surname?
- Can you spell that?
- What's your address?
- What's your phone number?

Your turn

3 Act out your dialogue.

Student A: You are a new music or sports club member. Answer the questions.

Student B: You are a teacher. Greet the new member and ask his or her name (and how to spell it), address and phone number.

A: Hello. I'm here for Music Club.

B: Great! What's ...

the alternative version. Ask how many students guessed correctly. (Answer: Megan thinks it's Thursday and Dance Club is today but today is Wednesday, not Thursday.)

Suggestion: Let students choose and act out either the first or the alternative dialogue in groups of three.

2 Match the questions with the answers.

- Give students time to do the matching exercise individually.
- Have them compare answers with a friend.
- Check answers.

Answers → student page

English today

- Draw students' attention to the English today box. Have them find and underline the questions in the dialogue in Exercise 1.
- Play the recording again. Have them repeat each question in chorus.
- Explain that they can use these expressions in their own dialogue in Exercise 3.

Writing: Complete a membership card

- 4 Read the membership card and answer the questions.

SWIMMING CLUB

Name: Lisa Harris
Age: 11
Address: 51, Green Street, Cambridge
Phone: 450 6192
Swimming Club is at ten o'clock on Sundays.

- What club is Lisa in? Swimming Club.
- What's her surname? Harris.
- How old is she? Eleven.
- What's her address? 51, Green Street.
- What's her phone number? 450 6192.
- When is Swimming Club?

- 5 Correct the membership card. Use capital letters in the correct places.

Name

COMPUTER CLUB

name: james moore
age: 10
address: 29, river road, denton
phone number: 916 4073

computer club is at three o'clock on tuesdays.

Writing tip

Capital letters (1)

We use capital letters for:

names:	Mark Peters
places:	37, Woodlands Road, Cranford

the pronoun 'I':	I'm eleven.
days of the week:	Monday, Friday

titles:	Mr Smith
---------	----------

the first word in a sentence:	This is my sister.
-------------------------------	--------------------

Your turn

- 6 Make your own club membership card.

- Think of a club. Give it a name.
- Design the membership card for your club. Look at the examples in Exercises 4 and 5 to help you. Don't complete your card.
- Exchange cards with a partner. Ask and answer to complete your partner's card.
A: What's your name?
B: My name's ...
- Check your capital letters!

> Now turn to p13 in the Activity Book.

3 Act out your dialogue.

- Read out the instructions. Tell pairs to decide which kind of club they belong to.
- Demonstrate a dialogue with a strong student. Then have different volunteers ask and answer questions in open pairs before students work in closed pairs.
- Give pairs time to practise their dialogues and remind them to change roles. Move round the class, prompting and correcting pronunciation.
- Invite volunteers to perform for the class.

Suggestion: Have students each think of an English first name and surname, an English address and an imaginary phone number. You may need to use your preparation notes to help them with English names and addresses. Then they act out the dialogue, using their new identities.

4 Read the membership card and answer the questions.

- (Books closed) (L1) Using your membership card, teach *membership card*. Tell students about the club. Have volunteers show the class any membership cards they may have.
- (Books open) Give students time to read and to write the answers. Tell them to write complete sentences.
- Check answers. Point out the prepositions *at* + time and *on* + day.

Answers

- It's Harris.
- She's eleven.
- It's 51, Green Street.
- It's 450 6192.
- It's at ten o'clock on Sundays.

Writing tip

- Give students time to read.
- Are the tips valid for your language? Discuss (L1) similarities and differences with the class.
- Ask students why punctuation is important. (It makes writing easier to understand.)

5 Correct the membership card. Use capital letters in the correct places.

- Give pairs time to read and to do the correction exercise. Remind them to use the Writing tip to help.
- Check answers.

Answers

Name: James Moore
Age: 10
Address: 29, River Road, Denton
Phone number: 916 4073
Computer Club is at three o'clock on Tuesdays.

6 Make your own club membership card.

- Students imagine a club and design their card.
- Pairs swap cards with a partner, ask their partner's questions and complete the card for them.

Ending the lesson

Students tell the class about their new club.

Learning difficulties

If you have dyslexic students, copy the membership card in Exercise 5 onto the board. Invite different pairs to correct it, checking as you go. Make sure you pair students with learning difficulties with students with good reading/writing skills who can take the lead. This way, the dyslexic students will feel more involved and motivated.

Photocopiable Resource 1D. You can use this resource any time after Exercise 2.

Unit 1, E

New language

New words: big, child, funny, naughty, only (child), small

Preparation: Lead-in: Using the Internet, find and print flags for England, Scotland, Wales and the United Kingdom. **Exercise 3:** Bring a map of the Republic of Ireland showing Dublin. **Exercise 5:** Ask students to bring a photo of themselves and their family. Book a computer room if possible.

Culture notes

The term **Great Britain** doesn't include Northern Ireland, but **the UK** does. The Irish Republic became independent in 1922.

People from the UK are British. Some British children's parents or grandparents were born in other countries.

The United Kingdom's flag is the Union Flag. England, Scotland and Wales also have their own flags. Northern Ireland's official flag is the Union Flag.

The capital cities are London (England), Edinburgh (Scotland), Belfast (Northern Ireland) and Cardiff (Wales).

Warm-up

- (Books closed) Tell students (L1) to imagine they are a famous person. They choose a star and make up an address/phone number. The class interviews different volunteers. (*What's your first name? What's your surname? ...*)

Lead-in

- (Books closed) Show the class the English, Scottish and Welsh flags. Find out (L1) if any students know which countries they belong to/tell them.
- (Books open) Point out each country and Northern Ireland on the map.
- Show them the Union Flag. Explain this flag represents all four countries of the UK. Brainstorm (L1) associations with the UK (e.g. the Premier League, London, the Olympic Games 2012, etc.).
- Have the class tell you any famous British families they know. (The Royal Family/the Beckhams.)

1 Listen and read.

- Play the recording. Students listen and follow the text.
- Draw students' attention to the New words box. Explain they should use the context and photos/illustrations to help them understand them.
- Give them time to find and underline the new words. If your class is weak, you might like to ask them for a translation of each new word.

Families in the UK

This is a map of the UK. The UK is England, Wales, Scotland and Northern Ireland. Here are some typical families from the UK.



Hi, I'm Alison and I'm eleven. I'm from Lisburn in Northern Ireland. My family is very big. He's my grandfather and she's my grandma. And that's my mum and dad. Here are my sisters, Liz and Molly. Molly is really funny!
Alison, Lisburn



Hi, I'm Steven and I'm ten. I'm from Bangor in Wales. This is my family. That's me with my mum and my two brothers, Darren and Kurt. Darren is four and Kurt is six months old.
Steven, Bangor



Hi, I'm Ali and I'm nine. I'm from Glasgow in Scotland. This is my family. That's my mum and dad. I'm an only child. My family is small. But my cousins Yasmin and Hassan are in Glasgow, too - that's cool!
Ali, Glasgow



Hi, I'm Jenny and I'm eleven. I'm from Colchester in England. My family is big! That's my mum and dad, my grandfather and grandmother, and my brother and my sister - Sarah and James. Sarah is ten and my brother is seven years old. He's naughty!
Jenny, Colchester

12

2 Read again and complete with the correct family word.

- Give students time to read and complete. Tell them to use the example to help them complete the sentences. Move round the class prompting and checking.
- Have them compare answers with a partner.
- Check answers. In a weak class, you could ask different students to write one each on the board.

Answers → student page



Go to the Culture video for this lesson. (See Introduction page iv.)

- Tell students they're going to watch a young English girl called Poppy talk about her family. Write the following table on the board, omitting the answers given in italics.

Name	Poppy's ...	From ...	How old
Lisa	<i>mum</i>	<i>London</i>	
Tim	<i>dad</i>	<i>Manchester</i>	
Harry	<i>brother</i>		18
Claire	<i>sister</i>		16
	<i>grandfather</i>	<i>Manchester</i>	
	<i>grandmother</i>	<i>Italy</i>	

New words

big child funny naughty
only (child) small

Reading

- 1 **16** Listen and read.

Comprehension

- 2 Read again and complete with the correct family word.

Alison
1 Liz is my sister...
2 Molly is my sister...
Ali
3 Hassan is my cousin...
4 Yasmin is my cousin...
Steven
5 Darren is my brother...
6 Kurt is my brother...
Jenny
7 Sarah is my sister...
8 James is my brother...

Listening

- 3 **17** Listen to Michelle and complete her family tree with the correct names and ages.

Alan Debbie Clara Mike



- Tell students to watch and listen for the information in the table. Play the video all the way through.
- Ask students how much they remember but don't complete the table yet. Play the video again, pausing at appropriate points to elicit the information.
- Discuss what students know or would like to know about Oxford, Cambridge and Manchester.

- 3** **17** Listen to Michelle and complete her family tree with the correct names and ages.

- Ask the class to predict the people's names and ages. Ask *What's his/her name? How old is he/she?*
- Play the recording. Students listen and complete.
- Play the recording again, pausing to check answers.
- Point out Dublin on your map.

Answers → student page

AUDIOSCRIPT PAGE 104

Suggestion: Ask pairs to use the Internet at home to find out about Dublin or a place on the map in Exercise 1. They tell the class next lesson.

Speaking

- 4 Imagine you are Michelle or Mike from Exercise 3. Describe your family.

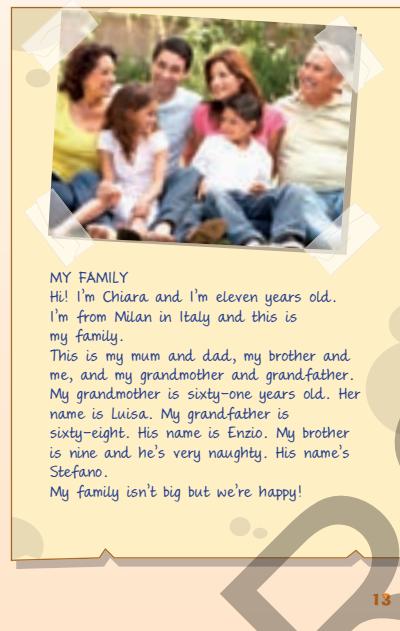
Hi! I'm Michelle/Mike. I'm ... This is ... She's ...

- Say Hello.
- Introduce yourself.
- Say your age.
- Say where you're from.
- Introduce each person in your family and say their age.

Project: My family

- 5 Find a photo of you and your family. Write about your family.

- Say Hello and introduce yourself. (*name, age, city*)
- Say who each person in your family is. (*This is my dad. His name's ...*)
- Describe your family. (*My family is big/small.*)



- 4** **Imagine you are Michelle or Mike from Exercise 3. Describe your family.**

- Using the information in Exercise 3, pairs take it in turns to introduce themselves to each other.

Fastfinishers: Pairs imagine they are different characters in Exercise 1 and describe their family to each other.

Tip: It's best not to insist boys take on the role of a girl and vice versa. This can create resistance to the activity. If you have an uneven number of boys and girls in your class, let them roleplay the same person or suggest one of them takes on a different role, e.g. Michelle's father/mother.

- 5** **Find a photo of you and your family. Write about your family.**

- Use the photo to introduce Chiara.
- Pointing to each family member in turn, have students guess their relationship with Chiara and their age. Ask *Who's this? How old is he/she?* (Students guess.) Don't tell them the answers.
- Have the class tell you any adjectives they know to describe families. Check *noisy*, e.g. put your hands over your ears.
- Ask different volunteers in turn to read the text.
- Check students' predictions.
- Give students time to write about the people in their family photo. Remind them to use the text about Chiara's family to help. Move round the class prompting and correcting.

Suggestions: Use students' work to make a class poster.

Alternatively, have students upload a family photo and use a computer to write. Publish their work on a class blog/webpage.

Ending the lesson

(Books closed) Ask students (L1) if they think it's best to have a big or a small family and why.

Learning difficulties

Dyslexic students process language more slowly than non-dyslexic students. Help them with Exercise 5 by giving them plenty of time to write. Pressure can demotivate them. It's a good idea to allow them to finish writing at home if necessary.

Unit 1, F Revision

Language revised

Grammar: Subject pronouns (singular); *to be* singular; possessive adjectives – *my/your/his/her*

Vocabulary: Numbers 0–100, The time, Formal greetings, Days of the week, Family members

Functions: Asking for and giving personal information

Pronunciation: /θ/

Preparation: Exercise 5: Book a computer room and projector. Exercise 6, Learning difficulties: Prepare letter cards.

Culture notes (Exercise 2)

People in the UK don't use the 24-hour clock in everyday English.

Warm-up

- (Books closed) Volunteers ask you personal information questions from Unit 1 about yourself/a best friend/a family member.

Lead-in

- (Books closed) Quiz! Divide the class into two teams. Teams take it in turns to answer questions using language from the unit.
Possible questions: 1) Say *Count to fifty in fives!* 2) Have a team say the days of the week backwards. 3) Ask *What's your surname?*

1 Write the words or the numbers.

- Give students time to write. Refer them to Unit 1A, Exercise 3 for help.
- Check answers.

Answers → student page

Tip: Explain to the class that revising isn't a test. They should refer back to the relevant page of their SB for help or ask you.

2 Match the clocks with the times.

- Give pairs time to do the matching exercise.
- Check answers.

Answers → student page

3 Ask and answer about the clocks in Exercise 2. Say the correct greeting.

- Ask different pairs of students to take it in turns to ask and answer.

Suggestion: Game! Divide the class into two teams. Draw on the board two clocks with no hands. Say a time. A student from each team draws it on his/her team's clock. Check, then rub out the hands and continue.

F Revision

1 Write the words or the numbers.

1	<i>seventy-three</i>	73	5	<i>thirty-eight</i>	38	9	<i>thirty-one</i>	31
2	<i>22</i>		6	<i>93</i>		10	<i>56</i>	
3	<i>forty-eight</i>	48	7	<i>seventeen</i>	17	11	<i>zero</i>	0
4	<i>60</i>		8	<i>twelve</i>		12	<i>18</i>	
	<i>sixty</i>						<i>fifteen</i>	

2 Match the clocks with the times.

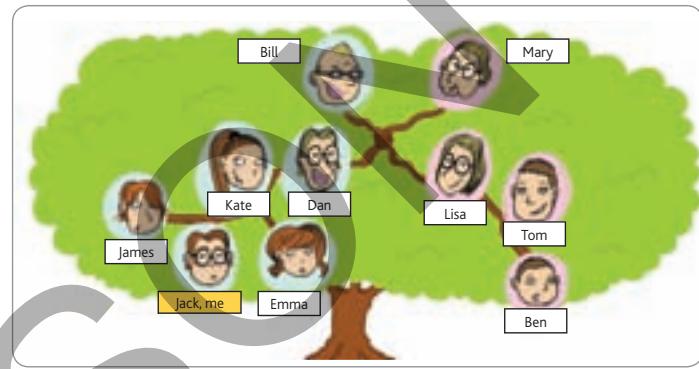


- | | |
|----------------------------|-----|
| 1 It's five to eight. | [c] |
| 2 It's half past two. | [e] |
| 3 It's five past eight. | [f] |
| 4 It's quarter to three. | [b] |
| 5 It's quarter past seven. | [a] |
| 6 It's ten to one. | [d] |

3 Ask and answer about the clocks in Exercise 2. Say the correct greeting.

- 1 A: *What time is it?*
B: *It's five to eight. Good evening!*

4 Look at the family tree. Complete the sentences.



My name's Jack. Here's my family.

- | | |
|---|---------------------------------|
| 1 | Bill is my <i>grandfather</i> . |
| 2 | Mary is my <i>grandmother</i> . |
| 3 | Kate is my <i>mother</i> . |
| 4 | Dan is my <i>father</i> . |

5 Lisa is my *aunt*.....

- | | |
|---|----------------------------------|
| 6 | Tom is my <i>uncle</i> |
| 7 | James is my <i>brother</i> |
| 8 | Emma is my <i>sister</i> |
| 9 | Ben is my <i>cousin</i> |

4 Look at the family tree. Complete the sentences.

- Give pairs time to write.
- Check answers.

Answers → student page

5 Draw your family tree. Ask and answer.

- Give students time to draw.
- Pairs take it in turns to ask and answer.

Suggestion: Students use a computer to do the exercise: pairs email each other their work and ask/answer by email or by 'chatting'. If you have a projector, you could project students' family trees for the class to see and ask questions about.

6 Order the letters. Make days of the week. Which day is missing?

- (Books closed) Write the first letter of each day of the week in order on the board. Elicit the days.
- (Books open) Give students time to do the exercise.
- Check answers. (Thursday is missing.)

Answers → student page

5 Draw your family tree. Ask and answer.

- A: Who's she?
B: She's my mum.
- A: What's her name?
B: Her name's Maria.
- A: How old is she?
B: She's forty-one.

6 Order the letters. Make days of the week.
Which day is missing?

I	a	m	o	n	y	M	o	n	d	a
2	y	t	a	u	s	T	u	e	s	u
3	y	a	d	d	e	W	e	s	e	u
4	y	d	i	f	a	U	h	u	r	u
5	y	r	e	a	t	S	a	t	u	u
6	y	h	a	u	s	S	u	n	d	y

7 18 Complete the dialogue. Listen and check.
Then act it out.

address first name four o'clock
phone number spell surname

- Mark: Hello. I'm here for Basketball Club.
Man: Great. What's your ¹first name?
Mark: It's Mark.
Man: What's your ²surname, Mark?
Mark: It's Price.
Man: Can you ³spell ⁴that?
Mark: P – R – I – C – E.
Man: And what's your ⁴address?
Mark: 37, Woodlands Road.
Man: OK ... What's your ⁵phone number?
Mark: It's 219 3074.
Man: Great! Basketball Club is every Wednesday at ⁶four o'clock. Have fun!
Mark: OK. Thanks!



Song: My crazy family!

8 19 Listen and complete. Then sing.

My family is crazy,
But we're a lot of fun.
My ¹brother is eleven,
My baby sister's one.
My brother and my ²sister,
My mum and dad and me,
My ³uncle, aunt and cousins,
That's my crazy family!
Oh, oh, oh! Crazy family!
My ⁴cousin John is fourteen,
My cousin Lucy's eight.
My ⁵auntie Julie's pretty.
And Uncle Sam is great!



Pronunciation: /θ/

9 20 Listen and repeat.

It's three o'clock on Thursday
It's a very happy day.
This Thursday is my birthday
And I'm thirteen today!



10 21 Listen and underline the /θ/ sounds.

Kathy's ¹birthday party is at ²three ³thirty on ⁴Thursday.

My progress

11 Read and tick (✓).

I can:

introduce myself.

Hello! I'm/My name's Marco.

ask someone's name and age.

What's your name? How old are you?

greet people formally through the day.

Good morning/afternoon/evening.

tell the time.

It's one o'clock.

introduce people.

This is my friend. His name's Will.

ask for personal information.

What's your address?

> Turn to Unit 1 Check in the Activity Book on p14.

15

Suggestion: You could turn this into a race in pairs.

7 18 Complete the dialogue. Listen and check.
Then act it out.

- Have students tell you what they know about Mark.
- Give students time to complete.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Give pairs time to act out the dialogue.

8 19 Listen and complete. Then sing.

- Use gesture to check crazy.
- Give pairs time to read the words of the song. Have them predict a family word for each space.
- Play the song. Students listen, follow and complete.
- Check answers.

Answers → student page

- Play the song again. Encourage students to sing!

Suggestion: Teach students gestures/facial expressions for *crazy*, *fun*, *baby*, *pretty* and *great*, e.g. make a 'crazy' face; pretend to rock a baby in your arms. Play the song again. Students sing, make an appropriate gesture as they hear the corresponding word and clap the rhythm.

9 1 20 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /θ/ sound in chorus. Tell them their tongue should touch their top front teeth.

Suggestion: (Books closed) Have pairs try to say the rhyme to each other without looking.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

10 1 21 Listen and underline the /θ/ sounds.

- Play the recording. Students listen and do the exercise.
- Check answers.

Answers → student page

11 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 1 and why it's important to think about this (e.g. so they know what they're good at and what they need to work harder at).
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

Help dyslexic students with Exercise 6 by sticking letter cards on the board for each day in the same jumbled order as the Students' Book. Different small groups of two or three order the letters to spell each day.

Tests on Teacher's eText for IWB (See Introduction page vi).

You can now use Unit Test 1.

After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 2, A

New language

Grammar: *to be* – third person plural positive, negative and questions; possessive adjectives – *our, their*

Vocabulary: Countries and nationalities

Preparation: Exercise 1: If your school organises student exchange programmes, prepare some basic information about this.

Culture notes

Exchange programmes for students of different ages are very popular in the UK. Students usually live with a new school friend's family.

Warm-up

- (Books closed) Spelling game! Divide the class into four teams. Say a new word from Unit 1, e.g. a family word, number or day. Four volunteers, one from each team, write it on the board at the same time. Continue with another four volunteers and a different word. Check spelling: the team with the most correctly spelt words wins.

Lead-in

- (Books open) Give students time to look quickly through Unit 2. Have them tell you which lesson they're most looking forward to and why.
- Use the photo to generate interest. Ask students (L1) where they think the people are. (At school) Ask *Who's he/she/that?* (Anna, Megan, two other children and a teacher)
- Have the class predict (L1) what Anna, Megan and the teacher are talking about and who the two other children are.

1 22 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and circle.
- Check students' Lead-in predictions (L1). (Anna, Megan and Miss Jones are talking about two new exchange students, Kamil and Anna.)
- Check answers. (L1) Have a strong student translate *Italian, Spanish* and *Poland* into L1/translate yourself.

Answers → student page

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 People and places

A They're from Poland.

Lesson aim:
• ask and say where people are from



Presentation

1 22 Listen and read. Choose the correct words.

Megan: Excuse me, Miss ¹ Smith ² Jones.
Miss Jones: Yes, Megan?
Megan: Are they ³ new ⁴ happy?
Miss Jones: Yes, they are. They're exchange students.
Anna: Are they ⁵ Italian ⁶ Spanish?
Miss Jones: No, they aren't.
Megan: Where are they from?
Miss Jones: They're from Poland.
Anna: What are their ⁷ ages ⁸ names?
Miss Jones: Go and ask them, girls!
Anna: OK, Miss.
Megan: ⁹ Hi! Bye! Welcome to our
¹⁰ class / school! Our names are Megan
and Anna.
Kamil: Hello! I'm Kamil ...

Anna: And I'm Anna, too!
Anna: You're joking!

2 23 Listen and repeat the dialogue.

English today

- Excuse me.
- Go and ask them!
- You're joking!

Comprehension

3 Point, ask and answer.

- A: Who's she?
B: Her name's Anna.

Tip: Integrate English today vocabulary into your classroom language and encourage students to do the same, e.g. have them say *Excuse me* to attract your attention.

2 23 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of three. Allocate roles. Play the recording again. Students repeat their lines.
- Invite different groups of three volunteers to read the dialogue to the class.

3 Point, ask and answer.

- Give pairs time to do the speaking exercise.

Suggestion: Have pairs ask each other Yes/No questions about the people in the photo, e.g. *Is she Megan? No, she isn't. Is he Kamil? Yes, he is.*

4 24 Listen and repeat. Then look and say.

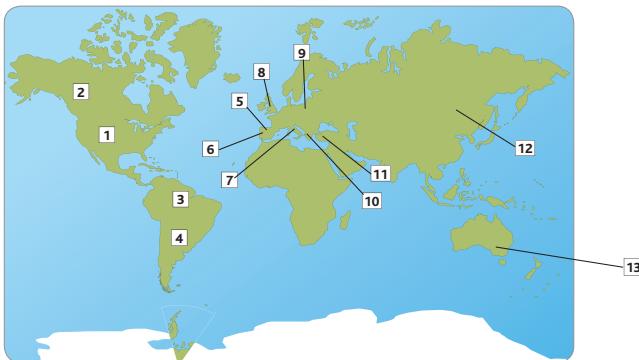
- Use the map to find out how many countries students can name.
- Play the recording. Students repeat in chorus.
- Ask a student to read the example. Different volunteers look and say the name of a country.

Vocabulary: Countries and nationalities

4 **24** Listen and repeat. Then look and say.

Argentina Australia Brazil Canada China Greece Italy
Poland Portugal Spain Turkey the UK the USA

Number one is the USA.



5 **1** **25** Listen and repeat. Then match the countries in Exercise 4 with the nationalities.

Argentinian Chinese Australian Turkish
Canadian Greek Portuguese American
Spanish Brazilian Italian Polish British

1 The USA – American

Grammar

We're British.

We aren't Spanish.

Are you and your friend British?

Yes, we are./No, we aren't.

Are they Italian?

Yes, they are./No, they aren't.

Where are they from?

They're from Poland.

Their names are Kamil and Anna.

Our names are Anna and Megan.

**Listening**

6 **1** **26** Listen and choose the correct words.

- 1 These are our friends /cousins.
- 2 Their names are Tomas and Eleni /Ella.
- 3 Eleni's twelve / thirteen.
- 4 They aren't Portuguese / Greek.
- 5 Their mum is British / Greek.

**Speaking**

7 Ask and answer about Will and Mark.

- 1 A: What are their names?
B: Their names are Will and Mark.
- 2 what / names? 3 where / from?
2 American? 4 brothers?

- 3 Student A: go to page 100.
Student B: go to page 104.

> Now turn to Unit 2A in the Activity Book. Start on p15.

17

Answers

- 2 Canada, 3 Brazil, 4 Argentina, 5 Spain,
6 Portugal, 7 Italy, 8 the UK, 9 Poland,
10 Greece, 11 Turkey, 12 China, 13 Australia

Suggestion: Have pairs test each other. They ask and answer about the countries, e.g.
Student A: Is number 5 Portugal? Student B: No, it isn't. It's Spain.

5 **1** **25** Listen and repeat. Then match the countries in Exercise 4 with the nationalities.

- Play the recording twice. Students repeat each nationality in chorus during the pauses.
- Ask a student to read the example. Different volunteers in turn match the countries and nationalities.

Answers

- 2 Canada – Canadian, 3 Brazil – Brazilian,
4 Argentina – Argentinian, 5 Spain – Spanish,
6 Portugal – Portuguese, 7 Italy – Italian,
8 the UK – British, 9 Poland – Polish,
10 Greece – Greek, 11 Turkey – Turkish,
12 China – Chinese, 13 Australia – Australian

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Draw their attention to the contractions.
- Point out *our* and *their* are possessive adjectives and have students underline an example of each in Exercise 1.
- Point out the pronunciation of *their* and *they're* is the same.
- Draw a weak class's attention to *I'm from* + country but *I'm* + nationality.

6 **1** **26** Listen and choose the correct words.

- The class predicts the children's ages and nationalities.
- Play the recording. Students listen and circle the answers.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 105

7 Ask and answer about Will and Mark.

- A confident pair reads the example.
- Invite different pairs to ask and answer, checking as you go.

Suggestion: Have pairs repeat the exercise. They take it in turns to ask similar questions about two other characters in the Students' Book, e.g. (Polish) Anna and Amy.

8 Student A: go to page 100.
Student B: go to page 104.

- Have students go to the correct page and look at the information there.
- Students work in pairs to complete the information.
- Check in open pairs.

Answers → page 103

Ending the lesson

Ask the class (L1) if they'd like to go on an exchange programme. Why/Why not?

Learning difficulties

Dyslexic students may have difficulty with listening exercises, too. Help them by copying the audioscript so they can listen and follow the text at the same time, e.g. with Exercise 6.

Photocopiable Resource 2A. You can use this resource any time after Exercise 6.

Unit 2, B

Newlan guage

Grammar: Plural noun forms; demonstrative pronouns – *this/that/these/those*

Vocabulary: Everyday objects

Preparation: Warm-up: Bring a globe/world map with the countries from Unit 2A, Exercise 4 clearly marked. **Exercise 8:** Book a computer room.

Culture notes

It's usual for children in the UK to give presents and birthday cards to their friends and family on their birthdays.

Warm-up

- (Books closed) Say different country names from Unit 2A in turn to the class. Different students point them out on your map/globe. Have them say the corresponding nationality.
- Have the class tell you (L1) which country they would most like to visit and why.

Lead-in

- (Books open) Use the photo to generate interest. Ask *Who are they? (Anna, Mark and Megan)*
- Have the class predict (L1) what the children are talking about.
- Use the photo to teach *present, birthday* and *cake*. Use classroom realia to check students understand *book* and *bag*. Translate *ice cream* if necessary. Ask students (L1) what they think the presents are.

1 Listen and read. Tick (✓) the correct words.

- Play the recording. Students listen, read and choose.
- Check answers.

Answers → student page

- Check students' Lead-in predictions (L1). (The children are talking about the birthday presents Anna and Mark have brought for Megan.)
- Check understanding. Pointing at Megan, ask *Is it her birthday? (No, it isn't. It's next week!)* Elicit *diary* in your language/tell them.

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

B What are those?

Presentation

1 Listen and read. Tick (✓) the correct words.

Megan: Hello, you two. What are those?
Mark: Hi, ¹Anna Megan These are for you.
Megan: Really?
Anna: Yes, they're presents, silly! Here!
Megan: Thanks! What's this? Is it a ² bag book
Anna: No, it isn't.
Megan: Oh, it's a diary! Diaries are great!
Mark: Here's ³ my your present, Megan.
Megan: It's a dance CD! Brilliant! Thank you, Mark!
Anna: And this is a little ⁴ cake ice cream
Megan: It's so cute! Thanks! But ... why?
Mark: Because it's ⁵ our your birthday today!
Megan: Er ... no, it isn't! My birthday is next week!
Anna: Oh, no!



Lesson aim:
ask and answer about everyday objects

2 Listen and repeat the dialogue.

English today

- Really?
- Here!
- Brilliant!
- But ... why?
- Oh, no!

Comprehension

3 Read again and tick (✓) or cross (✗).



Megan's birthday presents

- | | |
|-------------|-------------------------------------|
| 1 book | <input checked="" type="checkbox"/> |
| 2 diary | <input checked="" type="checkbox"/> |
| 3 bag | <input type="checkbox"/> |
| 4 CD | <input checked="" type="checkbox"/> |
| 5 ice cream | <input type="checkbox"/> |
| 6 cake | <input checked="" type="checkbox"/> |

18

Vocabulary: Everyday objects

4 Listen and repeat. Then match. Which words are not in the pictures?

address book ² apple ⁸ bag [–] book [–] cake [–]
CD [–] diary ⁶ eraser ⁷ ice cream ⁴ MP3 player ¹
orange [–] strawberry ³ umbrella ⁵ watch ⁹



- Divide the class into groups of three. Allocate roles. Play the recording again. Students repeat their lines.
- Invite different groups of three volunteers to read the dialogue to the class.

3 Read again and tick (✓) or cross (✗).

- Give students time to read the dialogue in Exercise 1 again and to do the exercise.
- They compare answers with a partner.

Answers → student page

Suggestion: Have pairs choose a present they would both like to get from 1–6. They tell the class and explain why (L1).

4 Listen and repeat. Then match. Which words are not in the pictures?

- Ask the class to look at the pictures. How many objects can they name?
- Give them time to read the words in the box. Play the recording, pausing after each item. Students repeat in chorus and look for the object. If it's pictured, they shout the number.
- Have them write the correct number next to each word. Then elicit which words are not pictured.

Unit 2, C

New language

Functions: Talk about music, write about your favourite band

English today: Who's your favourite singer/band? They're awesome! Is he (Italian)? Listen to this! This is great/brilliant!

Preparation: Warm-up: Bring six to eight objects from Unit 2B vocabulary in a non-transparent plastic bag, and a blindfold. Lead-in: Bring a recording of your favourite band/singer.

Exercise 4: Bring a recording of some Black Eyed Peas music. **Exercise 6:** Book a computer room.

Culture notes

Coldplay is a British rock band. Chris Martin is the lead singer. They first became famous in 2000 with their hit *Yellow*.

Paolo Nutini is a Scottish singer-songwriter. His name is Italian because his father is of Italian descent.

JLS is an English 'boy band'. They became famous after their appearance on the British talent show *The X Factor* in 2008.

Nicki Minaj was born in Trinidad and Tobago in the Caribbean but grew up in New York. She is a famous American rapper.

Warm-up

- (Books closed) Play Touch and guess with your bag of objects to revise vocabulary from Unit 2B. Blindfold volunteers and ask them to identify the objects by feel. Challenge a strong class. Include extra everyday objects they know. Have a weak class spell the words.

Lead-in

- (Books closed) Play a short fragment of the music recording you have brought in. It's best not to play a long extract or students may get restless.
- Ask the class for their reactions (L1). Check *band/singer* if appropriate.
- (Books open) Ask the class about the photo to recycle language and generate interest. Ask *Who are they? (Will and Mark)* *What are those? (CDs)*
- Use the photo to teach *music shop*.

1 Listen and read.

- Play the recording while students listen and read.
- Have them tell you (L1) anything they know about Jay-Z (see Culture notes page 6), Coldplay and Paolo Nutini.
- Ask some questions to check understanding, e.g. *Where are Will and Mark? Who is Mark's favourite band? Which singer does Will like? Is Paolo Nutini Italian?*

C Communication

Speaking: Talk about music

1 Listen and read.

Will and Mark are in a music shop.



Will: Look, Mark! It's the new Jay-Z CD.
Mark: Wow! Jay-Z is cool.
Will: Who's your favourite band, Mark?
Mark: Coldplay. They're awesome.
Will: Yes, they are.

Mark: This singer is great, too.
Will: Who's he?
Mark: His name's Paolo Nutini.
Will: Is he Italian?
Mark: No, he isn't. He's from the UK.

Mark: Listen to this! It's his new CD.
Will: OK... Hey, this is brilliant!
Mark: He's my favourite singer.
Will: He's my favourite singer now, too!

2 Complete the dialogue. Listen and check. Then act out the dialogue.

Megan: Who's your *favorite* band, Anna?
Anna: JLS. They're great.
Megan: Yes, ² *they're* cool.
Anna: Who's your favourite singer?
Megan: Nicki Minaj. She's awesome!
Anna: Is she ³ *Spanish*?
Megan: No, she ⁴ *isn't*. She's American.
⁵ Listen to this! It's her new CD.
Anna: Thanks... This is great!

English today

- Who's your favourite singer/band?
- They're awesome!
- Is he (Italian)?
- Listen to this!
- This is great/brilliant!

Your turn

3 Act out your dialogue.

Student A: You want to know about your friend's favourite band or singer. Ask him/her questions.

Student B: Answer your partner's questions about your favourite band or singer.

A: Who's your favourite band, José?
B: It's ...



2 See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: Will thinks the new CD is awful but he is listening to Justin Bieber, not Paolo Nutini!)

3 Complete the dialogue. Listen and check. Then act out the dialogue.

- Give students time to complete the dialogue individually. Tell them to use Exercise 1 to help. Point out they will have to guess the answer to number 3.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Divide the class into two groups and allocate the roles of Megan and Anna. Play the recording again, pausing for students to repeat in chorus. Swap roles.

Writing: Write about your favourite band

- 4 Read the blog and complete the sentences about Dylan.

MY BLOG
Dylan, 11

My favourite band
My favourite band is the Black Eyed Peas. They're a famous hip-hop band from Los Angeles in the USA. They're awesome. They're all American. Their names are very funny – Fergie, will.i.am, Taboo and apl.de.ap! They're famous all over the world, especially in Australia, Canada and France. My favourite Black Eyed Peas song is *Where is the Love?*

THE BLACK EYED PEAS

- 1 His favourite band is *The Black Eyed Peas*.
2 They are a hip-hop band.
3 They are from the USA.

- 5 Add the missing capital letters in this text about Il Divo.

My favourite band

My favourite band is Il Divo. They're a pop-opera band from the UK. The band is four people. Their names are Urs, Sébastien, David and Carlos. The band is from London but they aren't British. Urs is from Switzerland, and Sébastien is from France. David is American and Carlos is Spanish. The band is very famous in Australia, Canada, France, the UK and the USA. My favourite Il Divo song is 'The Time of my Life'. (RACHEL, 11)

- 4 They aren't British.
5 The band is four people.
6 *Where is the Love?* is his favourite Black Eyed Peas song.

Writing tip

Capital letters (2)

We also use capital letters for:
countries: the USA, Italy, Spain
nationalities: American, Italian, Spanish
Look at Exercises 1, 2 and 4. Find and circle nine capital letters used for countries and nationalities.

Your turn

- 6 Write a blog about your favourite band.
1 Introduce the band (the name of the band, the type of music they play).
2 Give details about the band (Who's in it? What are their names? Where are they from?).
3 Write the titles of your favourite songs.

> Now turn to p23 in the Activity Book.

21

- Students practise the dialogue in pairs. The boys can use boys' names.

English today

- Have different students read out each English today phrase and model pronunciation as necessary.
- Have them find and underline the expressions in Exercises 1 and 2.
- Explain that they can use these expressions in their own dialogue in Exercise 3.

3 Act out your dialogue.

- Read out the instructions. Ask two or three volunteers to say who their favourite bands or singers are. Involve everyone by saying, e.g. *Monika likes JLS. Hands up for JLS!*
- Tell students to work in pairs and use the dialogue in Exercise 2 as a model. Give them time to practise their dialogue. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the blog and complete the sentences about Dylan.

- (Books closed) Say *Listen to this!* Play some Black Eyed Peas music for a few seconds. Ask *Who are they?* Ask for students' reactions.

- Have the class tell you what they know about them. (See Dylan's blog for information.)
- (Books open) Give students time to read and complete individually.
- Check answers.

Answers → student page

Writing tip

- Give students time to read the Writing tip.
- Have them tell you the rules they learned in the Writing tip in Unit 1D. Read it again.
- Give pairs time to find the nine capital letters.

Answers

Exercise 1 Italian, the UK; **Exercise 2** Spanish, American; **Exercise 4** the USA, American, Australia, Canada, France

5 Add the missing capital letters in this text about Il Divo.

- (Books closed) Have the class tell you what they know about Il Divo. (See Rachel's blog for background information.)
- (Books open) Give students time to read. They do the correction exercise individually.
- Check answers.

Answers

British, Switzerland, France, American, Spanish, Australia, Canada, France, the UK, the USA

6 Write a blog about your favourite band.

- Give students time to write. They can finish for homework.

Suggestion: Have the class use a computer to write. They upload their work and photo to a class blog/webpage.

Ending the lesson

Volunteers imagine they are a singer/band member. The class interviews them, using language they've learned so far, e.g. *What's your name? How do you spell it? What's your favourite ... ?*

Learning difficulties

Some students with learning difficulties find it hard to concentrate. They may suffer from ADD (Attention Deficit Disorder). Try not to let activities go on for too long. This will help keep all students focused.

Photocopiable Resource 2C. You can use this resource any time after Exercise 2.

Unit 2, D

New language

New words: beautiful, capital, important, language, main, official

Preparation: Lead-in, Ending the lesson: Bring a world map/globe showing countries. **Exercises 2 and 5:** Book a computer room. **Video:** Bring photos of Sydney Harbour Bridge, Sydney Opera House, Uluru/Ayers Rock, the Great Barrier Reef. **Study tip:** Bring enough dictionaries for pairs/have students bring theirs.

Culture notes

There are around 6,800 languages in the world today. Although more people speak Mandarin Chinese as a first or second language, English is the most used as it is the language of international communication.

Toronto is the biggest city in Canada, although Ottawa, the second biggest, is the capital. French and English people were the first Europeans to live in Canada.

Dublin is the capital of the Republic of Ireland. Irish Gaelic is a Celtic language.

Maori is the language of New Zealand's native Maori people.

Warm-up

- (Books closed) Music quiz! Divide the class into two teams. Ask students from each team in turn *True/False* questions about the bands/singers in Unit 2C, e.g. 1) Paolo Nutini is Italian. (*False*. He's Scottish.) 2) Nicki Minaj is American. (*True*)

Lead-in

- (Books closed) Ask the class (L1) what all the bands and singers in Lesson 2C have in common. (Their songs are in English.)
- Have the class tell you countries where English is important (L1/English). Correct their ideas if necessary. Volunteers point out the countries they say on your map/globe.
- Have the class tell you (L1) why they think they're learning English.

1 32 Listen and read. Find six English-speaking countries in the texts.

- Play the recording. Students listen, read and underline the English-speaking countries.
- Check answers.

Answer: The UK, the Republic of Ireland, the USA, Canada, Australia, New Zealand

- Draw students' attention to the New words box. Remind them to use the context and map to help them understand.
- Give them time to find and underline the new words. Ask a weak class for a translation of each.

COUNTRY	POPULATION
USA	314,034,000
UK	62,300,000
Canada	34,876,800
Australia	23,850,000
Republic of Ireland	4,884,250
New Zealand	4,434,300

22

2 Read again and complete the table below. Then ask and answer.

- Give students time to look at the table.
- Have them read the text again. They underline the answers as they read and complete the table individually.
- Check answers.

Answers → student page

- Invite different pairs in turn to ask and answer.
- Ask the class *What is/are the official language(s) in (your country)?*

Go to the Cross-curricular studies video for this lesson. (See Introduction page iv.)

- Tell students they're going to watch a video about Australia. Discuss what they know already about Australia. Use the photos you've brought to introduce these places in the video: Sydney – where the 2000 Olympics took place; the Great Barrier Reef – the world's largest coral reef in the tropical north of Australia; Uluru, formerly known as Ayers Rock – a huge sandstone rock in Central Australia, a World Heritage site and sacred to the Aboriginal people of the area. Ask *What famous animal lives in Australia? (The kangaroo)*

New words

beautiful capital important
language main official

Reading

1 **32** Listen and read. Find six English-speaking countries in the texts.

Comprehension

2 Read again and complete the table below. Then ask and answer.

A: Where is Michael from?

B: He's from the Republic of Ireland.

A: What are the official languages in the Republic of Ireland?

B: English and Gaelic.

Name	Country	Official languages
Michael	1 the Republic of Ireland	4 English and Gaelic
Tara	2 New Zealand	5 English and Maori
Patty	3 Canada	6 English and French

Study tip**New words (1)**

Learn words in groups. Write the word groups in your exercise book or your vocabulary notebook.

Look at the lists below and add more words. Use your dictionary.

Countries Nationalities
the UK → British
the USA → American

Listening

3 **33** Listen and match the people with the countries. There is one extra country.



- 1 Sam a Australia
2 Lisa b Canada
3 David and Clare c New Zealand
4 Matt d the USA
e the Republic of Ireland

4 Look at Exercise 3. Ask and answer about the people.

A: Where is Sam from?
B: He's from New Zealand.

Speaking

5 A: Choose a country from the texts on page 22. You are from that country.
B: Ask questions. Guess the country.

A: I'm ready!
B: Are you from an English-speaking country?
A: ...
B: What are the official languages in your country?
A: ...

Writing: My country

6 Write about your country and its official languages.

Hello. My name's Ola and I'm Polish. I'm from Warsaw. Warsaw is the capital of Poland. Poland is a big country and it's very beautiful. The official language in my country is Polish.

- Play the video all the way through. Then play it again, pausing to check comprehension.
- Discuss whether students would like to visit Australia. What place would they like to visit?

Suggestion: Pairs/groups of three use the Internet at home or at school to find out the capitals of Canada, Australia and the Republic of Ireland.

Study tip

- Give students time to read.
- Have the class tell you (L1) why it's a good idea to learn new words in groups. (It will help them remember them.)
- Pairs use a dictionary to add more words to the list.

Suggestion: Show students how to use their dictionaries first.

- 3** **33** Listen and match the people with the countries. There is one extra country.
- (Books closed) Have the class tell you what they think e-pal means. Tell them pal (informal) means friend.

- Students read the names and countries.
- Play the recording. Students listen and match.
- Play the recording again, pausing as you go to check answers.

Answers → student page

AUDIOSCRIPT PAGE 105

Suggestion: Ask students (L1) if they have any e-pals. Volunteers tell the class about them.

4 Look at Exercise 3. Ask and answer about the people.

- Pairs take it in turns to ask and answer. Move round the class prompting and correcting.

Fast finishers: They take it in turns to ask and answer about famous people, e.g. Where's Prince William from? (He's from the UK.)

5 A: Choose a country from the texts on page 22. You are from that country.
B: Ask questions. Guess the country.

- Different pairs of volunteers take it in turns to ask and answer.

Suggestions: Pairs/groups of three use the Internet at home or at school to find/check the capitals and official language(s) of the UK, the USA and Australia.

Alternatively, have them find out about India or South Africa.

6 Write about your country and its official languages.

- Give students time to write. Move round the class prompting and correcting students' work.

Tip: If you notice a lot of students are making the same mistake, ask the class to stop writing. Draw all students' attention to the point before they continue.

Ending the lesson

(Books closed) Divide the class into two. Ask different volunteers from each team in turn Where's (a country from Unit 2D)? He/She points it out on your map/globe and says the capital.

Learning difficulties

The study tip will be especially helpful for dyslexic students, as they often find organising their notes very difficult. It is advisable to pair them with strong readers for the dictionary work.

Unit 2, E Revision

Language revised

Grammar: *to be* – third person plural positive, negative and questions; possessive adjectives – *our, their*; plural noun forms; demonstrative pronouns – *this/that/these/those*

Vocabulary: Countries and nationalities, Everyday objects

Functions: Asking for and giving information about other people

Pronunciation: /ʃ/

Preparation: Exercise 4: Bring a magazine.

Culture notes (Exercise 4)

Anna Kournikova is a famous Russian tennis player. She does a lot of work for children's charities. Enrique Iglesias, her partner, is a famous Spanish singer.

Warm-up

- (Books closed) Say the name of a country from Unit 2D. A volunteer tells the class as much as he/she can about it. He/she then chooses a different country for another volunteer to speak about.

Lead-in

- (Books closed) Quiz! Divide the class into teams of four. Ask questions using language from Unit 2. Give a time limit for teams to confer. The first team to answer correctly wins a point. Example questions: 1) Spell the plural of *watch*. (*watches*) 2) (Pointing to a classroom object) *What's this/that?* (*It's a/an ...*)

1 Write the countries. Then write the nationalities.

- Give pairs time to write. Refer them to Unit 2A, Exercises 4 and 5 for help.

Answers → student page

2 Complete the crossword.

- Have a weak class name the everyday objects in the pictures.
- Students use the pictures to help them complete the crossword individually.

Answers → student page

3 Write the words from Exercise 2 in the correct place. Add two more words.

- Students write the words beginning *a, e, i, o, u* under *an* and those beginning with consonants under *a*, then add an extra word.
- Check answers.

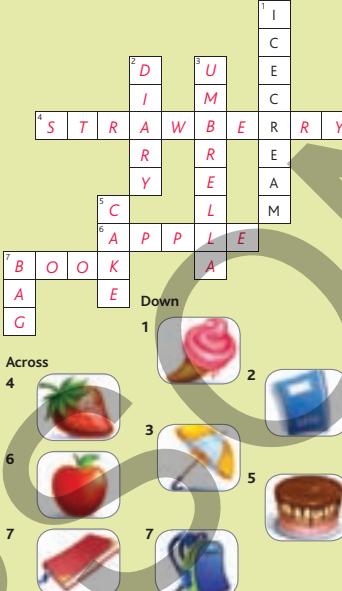
Answers → student page

E Revision

- 1 Write the countries. Then write the nationalities.



- 2 Complete the crossword.



24

4 Complete the dialogue. Then act it out.

- Pointing at the photo, ask *Who are they?* (*Anna and Megan*)
- Using your realia, check *magazine*.
- Students read and complete individually.

Answers → student page

- Pairs act out the dialogue.

5 Look at the picture. Write questions and answers. Then point, ask and answer.

- Give pairs time to write. Move round the class prompting and correcting. Accept *this/that + singular question or these/those + plural question*.

Fast finishers: Have them draw extra objects in their pictures. They ask and answer about them.

- Invite different pairs to ask and answer. Check answers as you go.

6 Choose the correct words.

- Ask a student to read the example. Remind students *they're = they are* and *their* is a possessive adjective.

- 5** Look at the picture. Write questions and answers. Then point, ask and answer.

A: What's this?
B: It's an MP3 player.
A: What are those?
B: They're books.



6 Choose the correct words.

- 1 Their / They're Spanish exchange students.
2 Our / We're school is very big.
3 Their / They're names are Kamil and Anna.
4 Our / We're from the USA.
5 Their / They're my best friends.
6 Our / We're mum is Australian.

7 Write questions. Then ask and answer.

- 1 A: What are their names?
B: Their names are Sergio and Lionel.



Sergio Aguero and Lionel Messi
Argentinian footballers

- 1 What / names?
2 Brazilian?
3 Where / from?
4 pop singers?
5 footballers?

25

- Give students time to do the exercise individually. Refer them to the Grammar box below Exercise 5 in Unit 2A for help.

Answers → student page

7 Write questions. Then ask and answer.

- Give students time to write individually. Move round the class prompting and correcting.
- Invite different pairs to ask and answer. Check answers as you go.

Answers

- 2 Are they Brazilian? 3 Where are they from?
4 Are they pop singers? 5 Are they footballers?

8 Listen and complete. Then rap.

- Give pairs time to read the words of the rap.
- Play the recording while students listen, follow and complete.

Answers → student page

- Play the recording again. Encourage students to rap!

Rap: We-3

8 Listen and complete. Then rap.

My favourite band is We-3.
This is their CD.
Their songs are so cool.
We love them in our school.
Adam's the singer, he's from Poland.
This is Jenny, she's from England.
This is Carlos and he's Spanish.
But their songs are in English.
My mobile plays We-3.
Their photo is on my diary.
They are two boys and one girl.
They're my favourite band in the world!



Pronunciation: /ʃ/

9 Listen and repeat.

Sheila is a British girl,
She's very, very tall.
She's in a bright pink T-shirt
And her shoes are very small!



10 Listen and choose.

- 1 she / see 2 short / sort 3 saw / sure
4 so / show 5 shoe / Sue

My progress

11 Read and tick (✓).

I can:

ask and say where people are from. Where are you from? We're from Poland. They're from Russia.	<input type="checkbox"/>
ask and answer about everyday objects. What are these? They're strawberries.	<input type="checkbox"/>
talk about music. My favourite band is JLS.	<input type="checkbox"/>

> Turn to Unit 2 Check in the Activity Book on p24.

9 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Check the meaning of *tall* by contrasting it with *short*. Use the picture to check *shoes*.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /ʃ/ sound in chorus two or three times after you.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

10 Listen and choose.

- Students silently read the words.
- Play the recording. Students listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

11 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 2. Ask them to remind you why it's important to think about this.
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

Dyslexic students will need more time to complete Exercises 5 and 7. Tell them not to worry if they don't finish. Have them finish at home. Alternatively, have them do the exercises with a strong partner, who writes answers they've agreed.

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use:

- Unit Test 2
- Achievement Test Units 1–2
- Skills Test Units 1–2

After grading the tests, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 2, Magazine

New language

Vocabulary: *king, married, queen*

Preparation: **Star spot:** Bring a magazine/Internet small group photo of the British Royal Family, including Queen Elizabeth II. Make sure you know the names of the Royal Family members in your photo in case your students ask. Book a computer room. **How to ...** Book a computer room.

The activities can be done in any order as they are not related to each other. You could assign one activity to the whole class or different activities to different students according to their strengths.

Culture notes

Star spot Queen Elizabeth became queen in 1952. She married Prince Philip in 1947. Prince Charles is the eldest of their four children. He was married to Princess Diana, who died in 1997. Now he's married to Camilla, the Duchess of Cornwall.

Apart from the UK, Queen Elizabeth is queen of fifteen Commonwealth countries.

Prince William is on the right in the photo. He married Catherine in 2011. Prince Harry, his younger brother, is on the left. The princes are wearing their military uniforms.

Guess what? The photo is of the River Seine and the Eiffel Tower, Paris.

Warm-up

- (Books closed) Play Whisper down the line drawing game to revise everyday objects vocabulary from Unit 2B. Students form lines in front of the board. Whisper one of the words to the last student in each row. Each student whispers it to the person directly in front of him/her once. The student at the front of the line draws the word on the board. The first line to produce the word correctly wins.

Star spot

- (Books closed) Show the class your photo of the British Royal Family. Say *This is a famous family*. Elicit/say *It's the British Royal Family*.
- Use the photo to check *queen*. Have the class tell you the names of anyone they recognise in the photo. Explain (L1) *queen* refers to a woman. Elicit *king*/translate it from your language.
- (Books open) Have the class name the people in the photo if they can. Don't tell them the answers.
- Give students time to read the text. Remind them to use the context to work out the meaning of any words they don't know.

pick and mix

STAR SPOT

Read and answer. Who's who?

This is a photo of Prince William, his wife Catherine and Prince Harry. William and Harry are brothers. They're very famous because they're part of the British Royal Family. Their grandmother is Queen Elizabeth. She's the Queen of the UK, Canada, New Zealand, Australia and lots of other countries! Their father is Prince Charles. He's the next king of England.

WHO'S WHO?

- 1 The next king of England Prince Charles
- 2 Married to Prince William Catherine
- 3 Queen of lots of countries Queen Elizabeth



How to ...

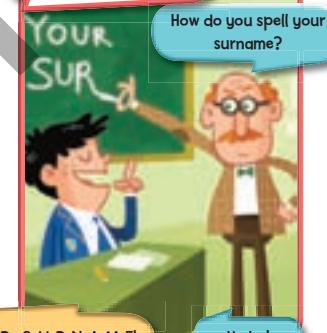
SAY 'HELLO' AROUND THE WORLD

Try to say the greetings. Then match the words with the countries.

- | | |
|----------------|---------------|
| 1 Olá! | a Spain |
| 2 Bonjour! | b Poland |
| 3 Kia ora! | c France |
| 4 Ciao! | d Japan |
| 5 Hei! | e New Zealand |
| 6 Konnichi wa! | f Italy |
| 7 IHola! | g Portugal |
| 8 Witaj! | h Norway |

26

JUST JOKING!



- Check the names of the people in the photo. Ask *Who's he/she?*
- Students read questions 1–3. They read the text again and write the answers.
- Check answers.

Answers → student page

Suggestion: Pairs use the Internet at school or at home to find another country with a royal family. They download a royal family photo. They write about it, using the Star spot text to help them.

How to ...

- (Books closed) Have the class say *Hello!* in as many languages as they can.
- (Books open) Give pairs time to do the matching exercise.
- Check answers.

Answers → student page

Suggestion: Have pairs use the Internet at school or at home to find out how to say *Goodbye!* in the languages in How to You could allocate one or two languages to each pair. Have them tell the class at the beginning of your next lesson.

Fun Time!

Decode the message below. Then use the secret code to write a message to your friend about your favourite band!

SECRET CODE

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

My favourite band is 3 / 15 / 12 / 4 / 16 / 12 / 1 / 25.

Their names are 3 / 8 / 18 / 9 / 19 / 13 / 1 / 18 / 20 / 9 / 14,
10 / 15 / 14 / 14 / 25 / 2 / 21 / 3 / 11 / 12 / 1 / 14 / 4, 7 / 21 / 25 / 2 / 5 / 18 / 18 / 25 / 13 / 1 / 14
and 23 / 9 / 12 / 12 / 3 / 8 / 1 / 13 / 16 / 9 / 15 / 14.

They're from 20 / 8 / 5 21 / 11.

Who's your 6 / 1 / 22 / 15 / 21 / 18 / 9 / 20 / 5 / 2 / 1 / 14 / 4?

Suggestions: If time is limited, have them write the coded message for homework. They swap messages with a partner next lesson for the Warm-up.

Invite different students to read to the class the message they received.

Fast finishers: Have them write a reply in code, e.g. *They're awesome!*

Guess what?

Find the capitals of these countries.

The capital of ...

- 1 France is Paris.
- 2 the UK is London.
- 3 Spain is Madrid.
- 4 Italy is Rome.
- 5 New Zealand is Wellington.
- 6 the Republic of Ireland is Dublin.
- 7 Australia is Canberra.
- 8 Poland is Warsaw.

RAWSWA

DRIMAD

OERM

SIPRA

BUNILD

WOLLNETING

NODNOL

JUST JOKING!

What's a good day to go to the beach?



27

Just joking!

- (Books closed) Ask different students *How do you spell your surname?* They spell it aloud.
- (Books open) Give the class time to look at the cartoon. Have them tell you who the people are. (A teacher and a schoolboy)
- Two confident volunteers read the question and answer.

Fun time!

- Give pairs time to look at the code.
- Check understanding. Have a strong student explain (L1) to the class how to decipher it. (Each number represents a letter.)
- Give pairs time to decode the message. Remind them to use capital letters if necessary.
- Check answers.

Answers

(My favourite band is) Coldplay.

(Their names are) Chris Martin, Jonny Buckland, Guy Berryman (and) Will Champion.

(They're from) the UK.

(Who's your) favourite band?

- Give students plenty of time to write a short coded message about their favourite band. They exchange messages with a partner and decode the one they receive.

Guess what?

- (Books closed) Ask the class *What's the capital of France?* Elicit/say *Paris*.
- Have them repeat after you in chorus *The capital of France is Paris*.
- (Books open) Ask the class if they recognise the photo. (See Culture notes.)
- Give pairs time to unjumble the words in the coloured boxes to find and write the capital cities.
- Check answers.

Answers → student page

Just joking!

- Use the cartoon to teach/check *sun* and *beach*.
- Have two confident students read the joke.

Learning difficulties

Pick and mix is ideal to use with students with learning difficulties as you can ask different students/pairs/groups to work on different exercises at the same time. For instance, Fun time! may be very difficult for students with dyslexia. Have dyslexic students work on How to ..., while other groups do the Fun time! exercise.

Unit 3, A

New language

Grammar: *There is/There are* all forms

Vocabulary: The house

Preparation: Warm-up: Use the Internet to find eight flags from countries in Unit 2. Make A4 flashcards or use a computer and projector to display them. Note the names of the capital cities, using Magazine in Unit 2/the Internet to help. Exercise 2: Bring a scarf a grandmother might wear. Exercise 7: Write questions 2–8 in full on A4 paper and copy one for each student who needs support (see Learning difficulties).

Culture notes

Children in the UK often call their grandmother the more informal *grandma*, *gran* or *granny* and their grandfather *grandpa* or *grandad*.

A lot of people in Britain live in houses with an upstairs and a downstairs like the house in the photo in Exercise 1. It's usual for bedrooms to be upstairs in the UK. See Unit 3E for more information about British homes.

Warm-up

- (Books closed) Divide the class into two teams. Show different volunteers from each team in turn a flag. He/She says the nationality and names the country it represents. The team names the capital to win an extra point.

Lead-in

- (Books open) Give students time to look quickly through Unit 3. Ask *What's house and home in (your language)?* Accept a correct translation/tell them.
- Use the photo to generate interest and pre-teach key vocabulary. Pointing to Will's grandmother, ask *Who's she?* Students guess. Don't tell them the answer yet.
- Have the class predict (L1) what they are all talking about.

1 Listen and read. Where are the children?

- Play the recording. Students listen and read.
- Check the answer.

Answer

(L1) The children are at Will's grandma's house.

- Check students' Lead-in predictions (L1). (The children are talking to Will's grandma about her house.)
- Have a strong student translate *bedroom* into L1/tell them.
- Tell the class British children often call their grandmother *grandma*. Have them tell you any equivalent words in your language.

3 House and home

A There's a small bathroom.

Lesson aim:
• talk about rooms in your home

Presentation

1 37 Listen and read. Where are the children?
Will: Hi, Grandma!
Grandma: Will! How lovely to see you! Hello, girls!
What a nice surprise!
Will: So this is your new house. It's nice.
Grandma: Thank you, dear.
Megan: There are lots of flowers in the garden.
Grandma: Yes, there are. The garden's lovely.
Will: How many bedrooms are there?
Grandma: There are two bedrooms and a small bathroom upstairs, and there's a kitchen and a living room downstairs.
Anna: Is there a computer?
Grandma: Yes, there is. Do you want a game of Space Attack, kids?
Anna: Yes, great!
Grandma: Well, come in.
Megan: Wow, your grandma's cool!

2 38 Listen and repeat the dialogue.

English today

- How lovely to see you!
- What a nice surprise!

Comprehension

3 Read again and answer True (T) or False (F).

- 1 The house is new. T F
- 2 There isn't a garden. F T
- 3 There's one bedroom. F T
- 4 There isn't a computer. F T

Suggestion: Ask the class (L1) how the houses in the photo are similar to/different from houses in your country.

English today

- Have students find and underline the expressions in the dialogue in Exercise 1.
- Teach them a gesture for each phrase, e.g. smile widely for *How lovely to see you!* Raise your hands and look pleased for *What a nice surprise!*
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses. Encourage them to use appropriate intonation and gestures.

Suggestion: Invite different groups of four volunteers to act out the dialogue for the class. Grandma uses your scarf as a prop!

Vocabulary: The house

4 **39** Listen and repeat. Then match.

bathroom 2 bedroom 1 dining room 7 garage 3 garden 9 hall 6 kitchen 8 living room 4 toilet 5

1 bedroom



5 Look at the house in Exercise 4. Which rooms are downstairs and which rooms are upstairs?

The kitchen is downstairs. The ...

Grammar

How many rooms are there?
There's a living room.
There are two bedrooms.
There isn't a dining room.
There aren't three bedrooms.

Game

6 A: Imagine and describe a house.
B: Draw the house in your notebook.

A: It's a big house.

B: OK ...

A: There's a kitchen and there's a big living room downstairs. There isn't a ...

Speaking

7 Ask and answer about your home.
A: How many rooms are there (in your house/flat)?

B: There are five rooms.

A: Is there a dining room?

B: Yes, there is./No, there isn't.

- | | |
|------------------------|-------------------------|
| 1 how many / rooms? | 5 a big kitchen? |
| 2 a dining room? | 6 a garden? |
| 3 a living room? | 7 a garage? |
| 4 how many / bedrooms? | 8 how many / bathrooms? |

About you

8 Write about the rooms in your home.

In my flat there are three bedrooms and there are two bathrooms. There's a kitchen and a dining room. There's a big living room, too. There's a big garden. There are lots of flowers in the garden. My home is great!

> Now turn to Unit 3A in the Activity Book. Start on p25.

29

3 Read again and answer True (T) or False (F).

- Students read questions 1–4.
- Students read the dialogue in Exercise 1 again. They do the True/False exercise individually.

Answers → student page

4 **39** Listen and repeat. Then match.

- Ask the class to look at the house. How many rooms it has got? How many rooms can they name? Let them look at the words in the box for help.
- Play the recording, pausing after each item. The class repeats each word in chorus, then says the number of the room.
- Tell them to write the correct number next to each word in the box.
- Say a number and elicit the name of the room.

Answers → student page

5 Look at the house in Exercise 4. Which rooms are downstairs and which rooms are upstairs?

- Have students find and underline *upstairs* and *downstairs* in Exercise 1. Students use the context to guess the meaning of each word. (See Culture notes.)
- Different students tell you about each room.

Answers

Downstairs: garage, living room, toilet, hall, dining room, kitchen.
Upstairs: bedroom, bathroom.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Draw their attention to the contractions.
- Make sure they understand *They are* is different from *There are*.
- Point out the inversion ... *are there*?
- Give students time to find and underline all the examples in the dialogue in Exercise 1.

6 **A**: Imagine and describe a house.**B**: Draw the house in your notebook.

- Use the example to demonstrate the exercise. Have a confident student read A. You are B. Draw what he/she says very simply on the board.
- Give pairs time to imagine, describe and draw.

Tip: It's advisable to set a time limit for this kind of exercise so students don't spend more time on drawing than on practising English!

7 Ask and answer about your home.

- Pairs take it in turns to ask and answer.

Suggestion: With a weak class, do this exercise in open pairs.

Fast finishers: Have them write the questions.

8 Write about the rooms in your home.

- Ask a volunteer to read the example text.
- Give students time to write. Move round the class prompting and correcting.

Ending the lesson

You could tell students about your home. Alternatively, have students ask you questions about it with *is/are there* ... ?

Learning difficulties

Help any students with learning difficulties with Exercise 7 by writing questions 2–8 in full. Do this before class or have volunteers write them on the board before pairs ask and answer.

Photocopiable Resource 3A. You can use this resource any time after Exercise 6.

Unit 3, B

New language

Grammar: Possessive 's; Whose ... ?

Vocabulary: Colours, Common possessions

Preparation: Exercise 5: Bring a watch/clock with a second hand.

Culture notes

Jumble sales are popular in the UK. People take things they don't want to the sale for visitors to buy. They are a good way of raising money, e.g. for a school or a charity.

Warm-up

- (Books closed) Roleplay. Have students imagine they have just moved house. They are welcoming a visitor. Pairs take it in turns to welcome their partner. They tell them a little about their imaginary new house.

Lead-in

- (Books open) Use the photo to generate interest. Ask Who's he/she? (From left to right: Will, Mark and Anna.)
- The class guesses (L1) what the children are doing. Don't tell them.
- Use the photo to teach/check radio, camera, skateboard and rollerblades.

Tip: Remember to see if any students know new words before you tell them. This will challenge and motivate strong students.

1 Listen and read. Tick (✓) the correct words.

- Play the recording. Students listen, read and tick.
- Check answers.

Answers → student page

- Check students' Lead-in prediction (L1). (The children are looking at and talking about old possessions.)
- Check understanding (L1). Ask the class to tell you what they think *jumble sale* means. (See Culture notes.)

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

B It's Grandad's radio.

Lesson aim:
• talk about possessions

Presentation

1 40 Listen and read. Tick (✓) the correct words.

Will, Mark and Anna are collecting things for the school jumble sale.

Will: Here's my box for the ¹ school house jumble sale.
 Mark: Let's see. These books are old!
 Will: Yes, they're my grandma's.
 Mark: These things are for the sale, too. They're ² new old , too.
 Will: Wow! What's this?
 Mark: It's ³ your our dad's old silver radio.
 Anna: No, it isn't! It's Grandad's radio, Mark.
 Will: Hmm ... It's interesting. What else is there?
 Anna: Well,⁴ this there is Mark's skateboard. And this is our parents' old camera.
 Will: Whose rollerblades are they?
 Mark: They're ⁵ my his rollerblades.
 Will: Are you sure? They're pink.
 Mark: Pink?! Oh! They're Amy's!



Vocabulary: Colours

2 41 Listen and repeat the dialogue.

English today

- Let's see.
- What else is there?
- Are you sure?

Comprehension

3 Read again and match the people with the things.

- | | |
|----------------|--------------------|
| 1 old books | a Mark |
| 2 radio | b Grandma Taylor |
| 3 camera | c Mr and Mrs Price |
| 4 skateboard | d Amy |
| 5 rollerblades | e Grandad Price |



5 How many colours can you find in your classroom in twenty seconds?

30

2 41 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

3 Read again and match the people with the things.

- Give students time to read the dialogue in Exercise 1 again and to do the matching exercise.

Answers → student page

4 42 Listen and repeat. Then match.

- Ask the class to look at the colour guide. Say: Number (1). *What colour is it?* Elicit the colour or if no one knows, say *It's (purple)*. Continue with the other colours in random order.
- Give students time to read the words in the box. Play the recording, pausing after each word. The class repeats, then says the corresponding number.
- Say a number. Have open pairs ask and answer *What colour is it? It's ...*.
- Students write the correct number next to each word in the box.

Answers → student page

Vocabulary: Common possessions

- 6** **43** Listen and repeat. Then point, ask and answer.

bike camera computer football
games console mobile phone radio
rollerblades skateboard

- 1 A: What's this?

B: It's a skateboard.

A: What colour is it?

B: It's red.

- 2 A: What colour is it?



- 3 A: What colour is it?



Game

- 7** Memorise the possessions in Exercise 6. Then cover. A: Say a colour. B: Say what it is. Can you remember?

A: It's light blue.

B: Hmm ... it's a camera!

A: Correct!

Grammar

Whose rollerblades are they/those?
They're Amy's.
Whose radio is it/that?
It's my dad's old radio.
This is my parents' camera.

Listening

- 8** **44** Whose are they? Listen and choose.



- 1 a her mum's b her dad's



- 2 a her grandad's b her cousin's



- 3 a her friend's b her dad's



- 9** Look at your answers to Exercise 8. Ask and answer.

A: Whose watch is it?

B: It's her mum's.

Speaking

- 10** Look at Mark and Anna and their parents. Ask and answer.

- 1 A: Whose computer is it? 2 B: Whose watch is that?
B: It's their parents' computer. A: It's Anna's watch.

1 computer

5 camera

2 watch

6 skateboard

3 rollerblades

7 books

4 bike

8 mobile phones



- 11** Student A: go to page 101.
Student B: go to page 105.

> Now turn to Unit 3B in the Activity Book. Start on p29.

5 How many colours can you find in your classroom in twenty seconds?

- Pairs count colours.
- Have the pair who counted the most point and say each colour.

6 **43** Listen and repeat. Then point, ask and answer.

- Play the recording. Students repeat each word in chorus and shout the corresponding number.
- Different pairs point, ask and answer.

7 Memorise the possessions in Exercise 6. Then cover. A: Say a colour. B: Say what it is. Can you remember?

- Give the class a minute to look and memorise.
- Pairs cover Exercise 6 and do the exercise, changing roles.

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Point out the pronunciation of whose and who's (= who is) is the same.
- Point out the possessive 's is added to a singular noun. With a plural noun, ' comes after the final s.
- Students find and underline the examples of possessive 's and whose in the dialogue in Exercise 1.

8 **44** Whose are they? Listen and choose.

- The class names the objects in the photos.
- Play the recording. Students listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 105

9 Look at your answers to Exercise 8. Ask and answer.

- Invite different pairs to ask and answer.

10 Look at Mark and Anna and their parents. Ask and answer.

- Give pairs time to look, ask and answer.

Fast finishers: Have them write the questions and answers.

11 Student A: go to page 101.

Student B: go to page 105.

- Have students go to the correct page and look at the information there.
- Students work in pairs to complete the information.
- Check in open pairs.

Answers → page 103

Ending the lesson

Collect articles from different students in the class into a bag. Then hold each one up and ask *Whose (book) is this?* Students answer, using the possessive 's'.

Learning difficulties

Students with learning difficulties may find memorising hard. They could do Exercise 7 without covering the pictures. To avoid singling them out, you could suggest this as an option for all.

Photocopiable Resource 3B. You can use this resource any time after Exercise 8.

Unit 3, C

New language

Grammar: Prepositions of place

Vocabulary: House and furniture

Preparation: Warm-up: Prepare eight word cards of the vocabulary from Unit 3B Exercise 6 for Pictionary. Lead-in: Bring a magnifying glass if you can. **Exercise 9:** Book a computer room.

Learning difficulties: Bring two blankets/sheets.

Culture notes

London's **Sherlock Holmes Museum** is dedicated to the life and times of the famous Sherlock Holmes, hero of the fictional detective books by Sir Arthur Conan Doyle (1859–1930). Holmes and his great friend Dr Watson supposedly lived at 221b Baker Street, London, where the museum is located, from 1881 to 1904.

Warm-up

- (Books closed) Play Pictionary using your word cards. Three pairs come to the board. Show Partner A in each pair the same card. Partner A silently draws the word on the board. The first Partner B to say the word wins. Continue with new pairs.

Lead-in

- (Books closed) Have the class tell you (L1) about any school trips they've been on. Use students' ideas to elicit *museum/translate it*.
- (Books open) Read the title. Discuss with the class (L1) what they know about Sherlock Holmes. Have they read a book/seen a film?
- Students speculate about what they can see in the photo of the girls (L1/English). Ask them what's unusual. (They're wearing strange hats. Anna has a magnifying glass.) Show the class your magnifying glass if you have one. Teach *hat*.
- Pointing to the photo of the living room, ask *What's this? (It's a living room.)* Have students tell you what's strange about it. (*The things are old.*) They name any objects they know.

1 45 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and choose.
- Check answers.

Answers → student page

English today

2 46 Listen and repeat the English today phrases.

- Get students to find and underline the expressions in the text in Exercise 1.
- Play the recording. Students listen and repeat each phrase in chorus during the pauses.

C It's behind the chairs.

- 1 45 Listen and read. Choose the correct words.

Lesson aim:
• say where things are

OUR SCHOOL TRIP TO THE SHERLOCK HOLMES MUSEUM IN LONDON



This is a photo of me, Will and Anna on our school trip to London. We're in front of the Sherlock Holmes Museum. He's my favourite book character. Sherlock Holmes is a famous detective in the books by Arthur Conan Doyle. The Sherlock Holmes books are great and the films are, too.

In the museum there are lots of *old* / cool things. This living room is from 1881! How amazing is that? There isn't a TV and there isn't a computer! In the room, there's an old desk and a lamp in front of the window. There are lots of *bags* / *books* on the bookshelves – all about Sherlock Holmes, of course! There are two chairs – one for Holmes and one for *Dr* / *Mrs* Watson. There's a fireplace behind the chairs. There's a museum shop next to the museum. Our cool *watches* / *hats* are from the shop. They're brilliant!

BY MEGAN CHEUNG

- 2 46 Listen and repeat the English today phrases.

English today

- How amazing is that?
- They're brilliant!

Comprehension

- 3 Read again and complete the sentences.

- Megan, Will and Anna are on the school *trip* to London.
- The school trip is to the Sherlock Holmes *Museum*.
- The living room is from 18*81*.
- There are lots of *old* things in the living room.

3 Read again and complete the sentences.

- Students read questions 1–4.
- Give them time to read Megan's text in Exercise 1 again and to complete.

Answers → student page

Tip: Challenge a strong class. Teach them extra new words, e.g. *magnifying glass/police officer*.

4 47 Listen and repeat. Then describe the picture.

- Ask the class to look at the picture. What can they see in the room? Prompt by asking, e.g. *Is there a bed? Is there a plant?* Include all the words in the box, explaining as necessary.
- Play the recording, pausing after each word. Have the class repeat, then shout Yes or No to indicate if the item is in the picture or not.
- Demonstrate the activity. Make more statements about the picture and elicit *Right!* or *Wrong!*, e.g. *There's a table. (Right!) There isn't a plant. (Wrong!) There's a TV! (Wrong!)* Students continue in open/closed pairs.

Vocabulary: House and furniture

- 4 47 Listen and repeat. Then describe the picture.

bed bookcase chair cupboard desk door lamp plant poster sofa table
TV (television) wardrobe window

There's a bed and There isn't a cupboard. ...



- 5 Find six things from Exercise 4 in the photos of the Sherlock Holmes Museum.

Grammar**Speaking**

- 6 Look at the Grammar box. Where's the mouse? Ask and answer.

1 A: Where's the mouse? Is it behind the bag?
B: No, it isn't. It's in the bag.

- 1 behind 4 in
2 under 5 on
3 next to 6 in front of

Listening

- 7 48 Listen and match.

- | | | |
|---------|-------------|--------|
| 1 table | in front of | sofa |
| 2 TV | next to | door |
| 3 sofa | on | window |
| 4 lamp | in front of | TV |
| 5 chair | next to | table |

- 8 Look at Exercise 7. Make sentences.

1 The table is in front of the window.

Writing

- 9 Write about your living room.

Hi! I'm Hasan and I'm from Istanbul in Turkey. My favourite room is the living room. It's very cool. There's a big red sofa and a chair next to the door. There's a plant behind the sofa and a lamp next to the sofa. There's a table with a lamp on it next to it. There's a big TV and a games console in the living room. There isn't a computer in the living room. Our computer is in the dining room.

> Now turn to Unit 3C in the Activity Book. Start on p33. 33

- 5 Find six things from Exercise 4 in the photos of the Sherlock Holmes Museum.

- Give students time to find and circle any six things from Exercise 4 in the photos of the living room and the exterior of the museum.

Answer

There's a chair, a table, a lamp, a desk, a bookcase, a door and a window.

Grammar

- Give students time to read the examples and to look at the pictures. They repeat the examples after you in chorus.
- Ask them to find and underline the prepositions of place in Exercise 1.

Suggestion: Ask different volunteers to say where things are in the picture in Exercise 4. They could also tell you where things are in the photo of the Sherlock Holmes Museum.

- 6 Look at the Grammar box. Where's the mouse? Ask and answer.

- Give pairs time to ask and answer.

Suggestion: If your class is weak, do this exercise in open pairs.

- 7 48 Listen and match.

- Give the class time to read the words.
- Play the recording. Students listen and match.
- Play the recording again, pausing as you go to check answers.

Answers → student page

AUDIOSCRIPT PAGE 105

- 8 Look at Exercise 7. Make sentences.

- Different students in turn use the answers to Exercise 7 to make a sentence.

Answers

- The table is in front of the window.
- The TV is on the table.
- The sofa is in front of the TV.
- The lamp is next to the sofa.
- The chair is next to the door.

- 9 Write about your living room.

- Volunteers read the example text.
- Give students time to write. Move round the class prompting and correcting.

Suggestion: Alternatively, students use a computer at school or at home to write. They upload a photo of their living room if they wish and post their work to a class blog/webpage.

Ending the lesson

Divide the class into two teams. Different volunteers from each team take it in turns to make a sentence about where things are in your classroom, e.g. *There are two bags behind that chair.*

Learning difficulties

Play a Total Physical Response game to help students with learning difficulties practise and remember prepositions of place. Divide the class into two teams. Say a preposition. A volunteer from each team demonstrates its meaning with the team blanket. For instance, say *In!* (Students wrap themselves up in their blanket.) The student to do it first wins a point! You could do this after Exercise 8.

Photocopiable Resource 3C. You can use this resource any time after Exercise 5.

Unit 3, D

New language

Functions: Show someone your home, describe your room

English today: This is our/my (living room). The (sofa)'s very nice. It's a great colour. That's really cool!

Preparation: Warm-up: Prepare a set of flashcards of the House and furniture vocabulary from Unit 3C (one picture card and one word card for each item). Bring tack adhesive.

Culture notes

Example is a British singer and rapper from London. He is known as Example because of the initials EG of his real name, Elliot Gleave.

Beyoncé nowles is an American singer-songwriter. **Shakira** is a singer-songwriter, too. She's from Colombia.

Warm-up

- (Books closed) Play Memory game for two teams. Stick your flashcards face down randomly on the board. A student from each team turns over two cards: if they find a picture-word pair, they keep the cards for their team. If they don't, they replace the cards face down. Two new players continue. The team with the most matching pairs wins.

Lead-in

- (Books closed) Ask the class (L1) to tell you where they meet their friends.
- (Books open) Ask the class (L1) about the photos. Students predict where Will and Mark are and what they're talking about.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' predictions (L1). (They're at Will's house. They're talking about things in Will's living room.)
- Ask some questions to check understanding, e.g. Where are Will and Mark? What colour is the sofa? Is there a games console? Where is it? Is it Will's CD player on the bookcase?

Speaking: Show someone your home

1 48 Listen and read.

Mark and Will are at Will's house.



Mark: Hi, Will.

Will: Hi, Mark. Come in! This is our living room.

Mark: The sofa's very nice. It's a great colour!

Will: Brown is Dad's favourite colour.

Mark: But there isn't a games console here.

Will: Yes, there is.

Mark: Where is it?

Will: It's in this cupboard, behind the doors. Look!

Mark: That's really cool.

Mark: Is that your CD player on the bookcase?

Will: No, it's Dad's. These are our CDs. Here's Example's new album!

Mark: Great. He's so cool.

2 50 Choose the correct words. Listen and check. Then act out the dialogue.

Anna: Hi, Megan.

Megan: Hi, Anna. Come in! This is my ¹bathroom / ²bedroom.

Anna: The ³bed / window 's very nice. It's a great colour!

Megan: Blue is my favourite ⁴colour / room.

Anna: That's funny! There isn't a ⁵wardrobe / shelf!

Megan: Yes, there is.

Anna: Where is it?

Megan: It's here! There are big ⁶posters / books on the doors. Look!

Anna: That's really cool. Is that a new ⁷MP3 player / computer on the desk?

Megan: Yes, it is. And these are my new songs. Let's listen to Beyoncé. She's brilliant!

Anna: Nol' Let's listen to Shakira!

Megan: Oh, OK!

English today

- This is our/my (living room).
- The (sofa)'s very nice.
- It's a great colour.
- That's really cool.

Your turn

3 Act out your dialogue.

Student A: You are showing Student B your new bedroom.

Student B: You are looking at Student A's new bedroom.

A: This is my bedroom!

B: The bed's very nice. I like the colour.



See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: Will plays one of his dad's opera CDs by mistake.)

2 50 Choose the correct words. Listen and check. Then act out the dialogue.

- Give students time to read the dialogue and to choose.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Divide the class into two groups and allocate roles. Play the recording again, pausing for students to repeat in chorus. Swap roles.
- Students practise the dialogue in pairs. The boys can use boys' names.

Writing: Describe your room

- 4 Read the email and answer the questions.

Subject: My Room!

Hi Emma!
This is my new bedroom. It's very cool. There's a big poster on the wall. There's a lovely pink bed in front of the window. Pink is my favourite colour. There's a chair and there's a new desk. There's a guitar next to the desk and there are lots of magazines, too. There's a stereo on the shelf and there are lots of CDs next to the stereo. My new room is brilliant. Come and see it soon!
Love,
Anna



- 1 What colour is Anna's bed? Pink.
- 2 Is there a chair in Anna's room? Yes.
- 3 What's next to the desk? A guitar.
- 4 How many posters are there on the wall? One.
- 5 Is there a stereo in the room? Yes.
- 6 Where are the CDs? Next to the stereo.

Writing tip

Starting and ending an email

We can start an email like this:

Dear/Hi/Hello (your friend's name).

We can end an email like this:

Love/Bye for now!/See you soon!

(your name).

Circle the starting and ending phrases in the email in Exercise 4. Who's the email to? Who's it from?

- 5 Complete the email with a starting phrase and an ending phrase. Who's the email to? Who's it from?

Subject: My Room!

¹ Hi/Hello Sam,
This is my new bedroom. It's brilliant! There are two posters and three guitars on the walls. There's a red bed next to the wall. Red is my favourite colour. There's a wardrobe and there's a desk, too. My computer is on the desk and my computer games are next to the computer. There are lots of books on the shelf. Come and see my new room this weekend!
² Bye for now!/See you soon!
Mark



The email is to Sam, from Mark.

Your turn

- 6 Write an email to your friend about your bedroom.

- 1 Think about what is in your room and where the things are.
- 2 Write your email. Use starting and ending phrases. Look at the examples in Exercises 4 and 5 to help you.
- 3 Swap your work with a partner and check for mistakes.

> Now turn to p37 in the Activity Book.

35

English today

- Invite different students to read out each phrase and model as necessary. Remind them about the importance of intonation.
- Have students find and underline the expressions in Exercises 1 and 2. Explain that they can use these expressions in their own dialogue in Exercise 3.

3 Act out your dialogue.

- Invite a volunteer to read out the instructions. Tell students to use the dialogue in Exercise 2 as a model, substituting different words. Demonstrate with a strong student first.
- Give pairs time to practise their dialogues. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the email and answer the questions.

- Ask the class to describe the photo. Use it to teach *stereo*.
- Give students time to read the questions.
- They then read the text, underlining the relevant parts, and write the answers.

Answers → student page

Writing tip

- Give students time to read. Point out *Dear ...* is more formal than *Hi/Hello ...*.
- Ask the class (L1) how they usually start and end emails in your language.
- Give pairs time to answer the questions about Exercise 4.

Answers

Starting phrase: Hi Emma!

Ending phrase: Love, ...

The email's to Emma. It's from Anna.

5 Complete the email with a starting phrase and an ending phrase. Who's the email to? Who's it from?

- Ask different students to tell you what they can see in the photo, where things are and what colour they are.
- Give students time to read, complete and answer. Remind them to use the Writing tip to help.

Answers → student page

6 Write an email to your friend about your bedroom.

- Give students time to read the instructions. Explain that checking for mistakes with a partner is important as other people sometimes notice things we don't.
- Tell them to make a list of the things in their room first.
- Give students time to write or allocate this for homework.
- Remind them to swap their work with a partner.

Ending the lesson

Play a guessing game. Divide the class into teams. They take turns to ask volunteers about the things in their bedroom, e.g. *Is there a desk in your room? Is the bed blue?* etc. The team with the most Yes answers wins.

 Photocopiable Resource 3D. You can use this resource any time after Exercise 2.

Unit 3, E

New language

New words: balcony, comfy, only, perfect, place, stadium, view

Preparation: Warm-up: Write each English today phrase from Unit 3D, page 34, on a separate word card. **Lead-in:** Bring a map of the UK showing London, Manchester and Norwich. Use the Internet to find a photo of each city, plus photos of Big Ben and the London 2012 Olympic Stadium. **Exercise 4:** Bring magazine/Internet photos of a kangaroo and Sydney Opera House, and a map of Australia showing Sydney.

Culture notes

Manchester is a big city in the north-west of England. Like other old industrial cities in Britain, it has a lot of terraced houses.

Norwich is a historic city in rural Norfolk, East Anglia.

People call the British Parliament's famous clock **Big Ben**. Big Ben was originally the nickname for the bell inside the clock.

It's easy to get around London by underground train. The London Underground is also known as 'the Tube'. London's new **Olympic Stadium** in Stratford hosted the 2012 Olympic Games.

Sydney is the biggest city in Australia. The Sydney Opera House is one of the most famous performing arts centres in the world.

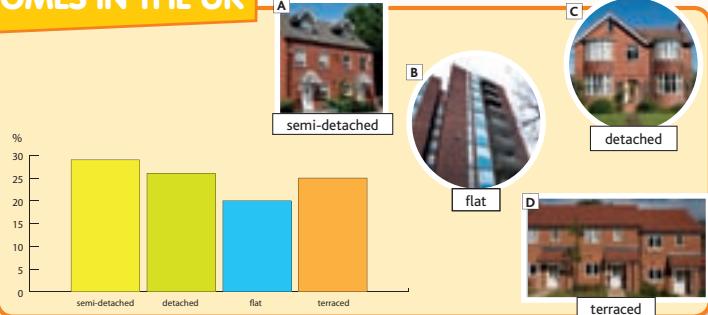
Warm-up

- (Books closed) Roleplay. Have pairs imagine they live in the same house. It's new. Have two pairs come to the front. The first pair invites the second into their new house. They show them round. Use the prompt cards you've prepared to remind them to use the English today phrases from Unit 3D. Different pairs continue. The class could choose the best house and the best roleplay.

Lead-in

- (Books open) Have students look at homes A–D. They tell you (L1) how they are similar to/different from homes in your country.
- Pointing to Jenny's photo, say *This is Jenny. Her home is in Manchester*. Have a volunteer point out Manchester on your map, helping if necessary. Introduce Mike and Tessa and have different volunteers point out Norwich and London. Show the class your photos of each city.

HOMES IN THE UK



MY HOME

Send in a photo and write about your home.



Hi! I'm Jenny and I'm twelve. This is my home. It's a terraced house in Manchester. Terraced houses are small but our house is perfect for our family. There are three bedrooms and a garden. My favourite room is the living room. There's a comfy sofa and a big TV there.
Jenny, 12

My name's Mike and this is our house. It's a detached house in Norwich. It's quite big and there's a great garden! The living room and kitchen are downstairs, and the bedrooms are upstairs. The house is very cool but there aren't other houses next to our house. My friends are all thirty minutes from my house.
Mike, 10



I'm Tessa and I'm from London. This is our home. It's a flat in London. It's small but it's in a great place. It's only twenty-five minutes from Big Ben by train. My bedroom is my favourite room because there's a balcony. There's a view of the Olympic Stadium from my balcony!
Tessa, 11



36

1 Listen and read.

- Play the recording. Students listen and follow the text.
- Draw students' attention to the New words box. Explain they should use the context and photos to help them understand them.

2 Match the people 1–3 with their homes A–D on page 36. There is one extra home.

- Give students time to read the text again and to do the matching exercise.
- Check answers.

Answers → student page

3 Read again. Answer True (T) or False (F).

- Have students read questions 1–5.
- They read the text again and do the True/False exercise.
- Check answers.

Answers → student page

New words

balcony comfy only perfect
place stadium view

Reading**1 Listen and read.****Comprehension**

- 2** Match the people 1–3 with their homes A–D on page 36. There is one extra home.

- 1 Jenny **C**
2 Mike **D**
3 Tessa **B**

3 Read again. Answer True (T) or False (F).

- 1 Jenny's favourite room is the living room. **T**
2 Mike's house is semi-detached. **F**
3 Mike's friends are thirty minutes from his house. **T**
4 There's a balcony in Tessa's bedroom. **T**
5 There's a view of Big Ben from Tessa's balcony. **F**

Listening**4 Listen to Danny from Australia. Choose the correct answers.**

- Name: Danny
1 From: a Melbourne b Sydney
2 Age: a ten b twelve
3 Type of house: a flat b terraced house
4 Number of bedrooms: a three b two
5 Garden: a yes b no
6 Favourite room: a kitchen b bedroom

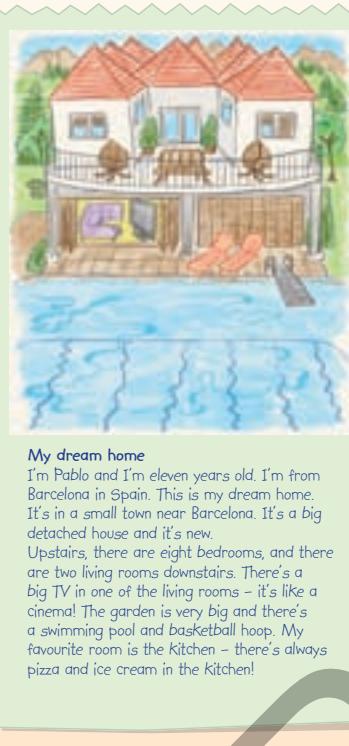
Speaking**5 Talk about your home. Ask and answer.**

- A: Where's your home?
B: It's in (...).
• Where's your home?
• What type of home is it?
• How many bedrooms are there?
• What's your favourite room?
• Is there a garden?

Project: My dream home

- 6** Draw a picture of your dream home. Then write about it.

- 1 Describe where your dream home is.
- 2 Describe your house type.
- 3 Describe the inside. (There are ... bedrooms ... There's a cool ...)
- 4 Describe the outside. (There's a ... There isn't a ...)
- 5 Describe your favourite room. (Upstairs, there's a ... My favourite room is ...)

**4****1****52****Listen to Danny from Australia. Choose the correct answers.**

- (Books closed) Show the class your kangaroo photo. Ask *Where's it from? (Australia!)* Students tell you anything they remember about Australia from the video they watched in Unit 2D.
- Give students time to read questions 1–6.
- Play the recording. They listen and choose.
- Play the recording again, pausing to check answers.
- Show students your photo of Sydney Opera House and point out Sydney on your map.

Answers → student page**AUDIOSCRIPT PAGE 105**

Suggestion: Ask pairs to use the Internet at home to find out about Sydney or a city in Exercise 1. They tell the class next lesson.

5 Talk about your home. Ask and answer.

- Give students time to read the questions.
- To check they understand the second question, point to one of the photos A–D in Exercise 1 and ask *What type of home is it?*
- Invite different pairs to ask and answer.

Suggestion: Have a strong class ask and answer in closed pairs. Volunteers tell the class about their partner's house.

6 Draw a picture of your dream home. Then write about it.

- (Books closed) Brainstorm the characteristics of a class dream house (L1).
- (Books open) Different students describe the picture of Pablo's dream house.
- Different volunteers read Pablo's text.
- Students read instructions 1–5. They draw their dream house and write about it. Move round prompting and correcting.

Ending the lesson

(Books closed) Have the class look at the bar chart in Exercise 1 (L1). Take a class vote to find out how many students live in each type of house. (You could use the information to draw a bar chart about this in a future class.)

Learning difficulties

Using ideas 1–5 in Exercise 6, write the first few words of different sentences to describe a dream home on A4 paper. Copy a worksheet for each student with learning difficulties. They use their ideas to finish the sentences.

Suggestion: Give students time to find and underline the new words. They should now understand them from the context. However, if your class is weak, you might like to ask them for a translation.



Go to the Culture video for this lesson.
(See Introduction page iv.)

- Introduce the video. An English boy called Sam is going to show them some different kinds of home, starting with his own home. Ask students to watch and count how many kinds of home they see.
- Play the video all the way through. Elicit the answer (six). Ask if they can name the homes. Write them on the board.
- Play the video again, without the sound. Pause to elicit the names of the different homes.
- Play the video a third time, with the sound, pausing to ask questions, e.g. *What kind of house does Sam live in? (A detached house)* *How many bedrooms are there? (Three)* *Who lives in the semi-detached house? (Sam's best friend, Luke)*

Unit 3, F Revision

Language revised

Grammar: *There is/There are; possessive 's; Whose ... ?; prepositions of place*

Vocabulary: The house, Colours, Common possessions, House and furniture

Functions: Describing rooms and homes

Pronunciation: /tʃ/

Preparation: Warm-up: Make A4 picture flashcards of Common possessions (see Unit 3B) and bring your House and furniture picture flashcards (see Unit 3D), plus tack adhesive.

Exercise 6: Write each sentence on a separate card. (See Learning difficulties.) **Exercise 7:** Bring a sheet of A4 paper for each student.

Warm-up

- (Books closed) Divide the class into two teams. Stick any two of your flashcards on the board. One student from each team stands the same distance from the board, facing it. Say the name of one of the objects. The students run to the board and touch the corresponding flashcard. Have the student who touches first spell the word to win a point.

Lead-in

- (Books closed) Quiz! Divide the class into teams of four. Ask questions using language from Unit 3. Give a time limit for teams to confer. The first team to answer correctly wins a point. Example questions: 1) Say *There are two bedrooms*. Ask for an appropriate question. (*How many bedrooms are there?*) 2) Ask *What colour are those?* (*They're ...*)

1 Look at the pictures 1–8 and complete the email.

- Give students time to look and complete.
- Have them compare answers with a partner.

Answers → student page

2 Write sentences about the rooms in your home. Use *There is/There are*.

- Give students time to write. Move round the class prompting and correcting.

Fast finishers: Have pairs look at the picture in Unit 3A, Exercise 4. They write sentences with *there is/there are* to describe it.

F Revision

- 1 Look at the pictures 1–8 and complete the email.

To: Jaime
Subject: My home

Hi, Jaime!

Thanks for the photos of your home! It's really nice. My ¹ **bedroom** is very cool. My ² **bed** is next to the ³ **window**. My ⁴ **desk** is next to the ⁵ **door**. Football is my favourite sport and there's a ⁶ **poster** of Cristiano Ronaldo on the wall.

My bedroom is cool but it's not my favourite room. My favourite room is the ⁷ **kitchen** and there's a great ⁸ **garden**, too!

Bye!
Kostas



- 2 Write sentences about the rooms in your home. Use *There is/There are*.

- There's a **desk**... in my bedroom.
- There's a in the bathroom.
- There isn't a in the
- living room.
-
-
-
-



- 3 Look at the picture. Complete the sentences on the right.

behind in in front of next to next to on on under



38

- 3 Look at the picture. Complete the sentences on the right.

- Have the class name the possessions/furniture in the picture.
- They read questions 1–8.
- Pairs use the prepositions of place in the box to complete.

Answers → student page

4 Look at the table. Ask and answer.

- Give students time to look at the table.
- Pairs take it in turns to ask and answer.

Suggestion: Have a strong class do the exercise in closed pairs.

5 Look at the table in Exercise 4. Complete the sentences. Then write four more.

- Give students time to look, complete and write individually.
- Have pairs compare answers.

Answers → student page

Fast finishers: They write similar sentences about other students' possessions.

4 Look at the table. Ask and answer.

- | | |
|----------------|----------------|
| 1 bike | 5 rollerblades |
| 2 camera | 6 skateboard |
| 3 mobile phone | 7 MP3 player |
| 4 radio | 8 watch |

Our favourite things

Jenny	Paul	Alice

5 Look at the table in Exercise 4. Complete the sentences. Then write four more.

- 1 Jenny's... MP3 player is pink.
 2 Alice's... skateboard is black.
 3 Paul's... watch is white.
 4 Paul's... radio is orange.

6 Put the dialogue in the correct order. Then act it out.

- Anna: Yes, they are. Let's play my new Lady Gaga CD. It's brilliant!
 Anna: Hi, Megan. Come in!
 Anna: Red is my favourite colour.
 Anna: This is my bedroom.
 Anna: It's on the desk. Look!
 Anna: Yes, there is.
 Megan: The bed's very nice.
 Megan: OK!
 Megan: Where is it?
 Megan: But there isn't a computer!
 Megan: Thanks!
 Megan: Oh, yes. That's really cool. Are those your CDs next to the computer?

11
1
5
3
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4
12
8
6
2
10

> Turn to Unit 3 Check in the Activity Book on p38.

39

7 Listen and repeat.

- The chair is in the kitchen.
 My watch is on the chair.
 There's a sandwich on the table.
 And now it isn't there!



Pronunciation: /tʃ/

8 Listen and repeat.

- 1 Listen and repeat.
 Charlie watches Manchester United in the kitchen in his favorite chair.

Suggestion: Divide the class into six groups.

Students in each group draw a picture on A4 paper: allocate one theme per group (house, garden with tree, skateboard, bike, sofa, TV) and set a time limit to keep the pictures simple. Play the song again. Students sing and hold up their picture when they hear the corresponding word or phrase.

9 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /tʃ/ sound in chorus.

1 Listen and underline the /tʃ/ sounds.
 Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

10 Listen and underline the /tʃ/ sounds.

- Play the recording. Students listen and do the exercise.

Answers → student page

11 Read and tick (✓).

I can:	
talk about rooms in my home. <i>There's a living room and there's a kitchen.</i>	<input type="checkbox"/>
talk about possessions. <i>This is Mark's skateboard.</i>	<input type="checkbox"/>
say where things are. <i>There are lots of books on the bookshelves.</i>	<input type="checkbox"/>
show someone my home. <i>This is our living room.</i>	<input type="checkbox"/>

> Turn to Unit 3 Check in the Activity Book on p38.

39

6 Put the dialogue in the correct order. Then act it out.

- (Books open) Give pairs time to read the sentences and order the dialogue. You may like to do this as a whole class exercise with a weak class.

Answers → student page

- Pairs practise acting out the dialogue.

Fast finishers: They practise the dialogue again without looking at their books if possible!

7 Listen and complete. Then sing.

- Give pairs time to read the words of the song. Have them guess the answers.
- Play the song while students listen, follow and complete.

Answers → student page

- Play the song again. Encourage students to sing!

Learning difficulties

Help dyslexic students with Exercise 6. Do this exercise with the whole class. Stick the sentence cards on the board in the same order as they are in the Students' Book. Invite different pairs in turn to place the cards in the order the class suggests. Pair students with learning difficulties with strong students to boost their confidence. Check as you go. Then they act out the dialogue in closed pairs.

1 Tests on Teacher's eText for IWB (see introduction page vi).

You can now use Unit Test 3.

After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 4, A

New language

Grammar: *have got* – positive, negative and questions (first and second person singular and plural)

Vocabulary: Clothes

Culture notes

Fun runs are popular in the UK for people of all ages.

A lot of schools in the UK have a sports day.

Warm-up

- (Books closed) Play I spy ... with the class. Secretly choose a known object that everyone in the class can see but don't say the word. Say *I spy with my little eye* (pretending to look round the class) *something beginning with* (the first letter of the word). Students guess. The first to guess correctly continues with *I spy ...*

Lead-in

- (Books open) Give students time to look quickly through Unit 4. Have them tell you (L1) which lesson they're most looking forward to and why.
- Use the photo to generate interest. Ask *Where are Anna, Megan and Mark? (In a bedroom) Whose bedroom is it?* Students guess. (It's probably Megan's bedroom.)
- Students predict (L1) what the children are going to do. Teach *clothes* and *run*. Say *Look at their sports clothes.* (Touch your clothes.) Mime *run*.
- Ask *Is Megan happy? (No!)* They predict why.

1 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and choose.
- Check students' Lead-in predictions (L1). (They're going to do a fun run. Megan's only got one trainer.)
- Check answers.

Answers → student page

- Have students tell you (L1) if they know of any fun runs in your country. Have they been on one? Do they like running?

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

4 Me and my things

A I've only got one trainer!

Lesson aims:

- talk about clothes
- talk about what you've got

Presentation

1 56 Listen and read. Choose the correct words.

Megan: Hi, Anna. Hi, Mark. Sorry I'm late!
Anna: That's OK. Are you ready for the *Fun Run* / Sports Day, Megan?
Megan: Er ... I think so.
Mark: Have you got your sports clothes?
Megan: Yes, I have. They're in my bag ... Oh no!
Anna: What's the matter?
Megan: Well, I've got a ²~~white~~ yellow T-shirt but I haven't got any shorts.
Anna: Don't worry, Megan. I've got some shorts. They're ³~~red~~ ^{old} but they're OK.
Megan: Great!
Mark: And those shoes aren't very ⁴~~comfy~~ ^{good}. Have you got any trainers?
Megan: Yes. Er ... Wait a minute ... Oh no! I've only got one trainer!
Mark: Oh, Megan!

2 57 Listen and repeat the dialogue.

English today

- Sorry I'm late!
- What's the matter?
- Don't worry!
- Wait a minute.

Comprehension

3 Read again and answer True (T) or False (F).

1 Megan is late. T
2 Mark and Anna are ready for the Fun Run. F
3 Megan's T-shirt is green. F
4 Anna's old shorts are red. F
5 Megan's trainers are in her bag. F

2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

Tip: Remember to use and to encourage students to use the English today expressions during future classes.

3 Read again and answer True (T) or False (F).

- Ask students to read questions 1–5.
- Have them read the text again, underlining the relevant parts. They do the *True/False* exercise individually.

Answers → student page

4 Listen and repeat. Which words are not in the picture?

- Play the recording. Students repeat each word in chorus during the pauses.
- Give pairs time to look and find the clothes words in the picture below the exercise.
- To check answers, play the recording again. Have pairs point to the corresponding item, if there is one, after each word.

Vocabulary: Clothes

- 4 Listen and repeat. Which words are not in the picture?

boot cap coat dress hat jacket jeans
jumper shirt shoe shorts skirt trainer
trousers T-shirt

boot – No, cap – Yes, ...

**Grammar**

I've got a white T-shirt. (I have got)
I haven't got a hat. (I have not got)
Have you got a jacket?
Yes, I have./No, I haven't.

We've got some old trainers.
We haven't got any shorts.
Have you got any shoes?
Yes, we have./No, we haven't.

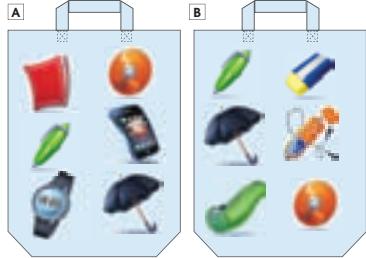


- 5 Talk about what you've got in your school bag today.

I've got a notebook and ...

Speaking

- 6 Choose a bag. Don't tell your partner. Your partner asks questions to guess.



A: Have you got a CD?

B: Yes, I have.

A: Have you got a book?

B: No, I haven't.

A: You've got Bag B!

B: Correct!

- 7 Complete the text with the correct form of have got.

Hil! My name's Mark. I ¹ve got ... a big family. I ² haven't got a brother but ³ ve got ... sisters. I'm 11 but Anna's 10. We ⁴ve got ... a little sister, too. Her name's Amy. We ⁵ve got ... a mum and a dad and we ⁶ve got ... two grandmothers and two grandfathers. We ⁷haven't got ... any Italian cousins but we ⁸ have got ... two Greek cousins. Their names are Tomas and Eleni! ⁹ Have you ... got ... a big family, too?

About you

- 8 Write about your family.

Hil! My name's ... I've got a ... family. I've got a brother and a sister. Their names are ...

> Now turn to Unit 4A in the Activity Book. Start on p39.

41

- Check understanding of clothes words that aren't in the picture. If any students are wearing a shirt, dress, etc., point and elicit/say the word. Otherwise, ask for a translation.

Answer

Words not in the picture: boot, coat, dress, jeans, shirt, shoe, trousers.

Suggestion: Pairs ask and answer about the clothes words, e.g. Student A: *What's this?*
Student B: *It's a cap!*

Grammar

- Have students repeat the examples in the Grammar box after you in chorus. Point out they are with *I/you/we*.
- Draw their attention to the contractions *I've = I have*, *haven't = have not* and *we've = we have*.
- Have them underline all the examples of *have got* in the dialogue in Exercise 1.
- Point out the use of *some* and *any*. *Some*: positive sentence + plural noun. *Any*: negative sentence/question + plural noun.

- 5 Talk about what you've got in your school bag today.

- Ask two or three volunteers for examples.
- Students continue in closed pairs.

Fast finishers: Have them write sentences with *I've got/I haven't got*.

- 6 Choose a bag. Don't tell your partner. Your partner asks questions to guess.

- Have the class name the objects in each bag.
- Two confident students read the example.
- Draw students' attention to the contraction *you've = you have*.
- Students choose a bag. In pairs, they ask, answer and guess.

- 7 Complete the text with the correct form of *have got*.

- Give students time to read the text. Remind them it's important to read the whole text before they complete it because the context will help them answer correctly.
- Have them underline *but* and *any*. Point out *but* introduces contrasting information. Remind them we use *any* with a negative or question.
- Pairs complete the text.
- Check answers.

Answers → student page

- 8 Write about your family.

- Ask one or two volunteers to tell the class about their family.
- Give students time to write. Move round the class prompting and correcting.

Ending the lesson

Have pairs use their imaginations to write one or two mini-dialogues using the English today phrases from this lesson. If you have time, ask different pairs to perform their dialogues for the class.

Learning difficulties

To help students with learning difficulties, it would be advisable to do Exercise 7 with the whole class using the ActiveTeach on your whiteboard. The class suggests answers. Pair any students with learning difficulties with a strong partner and encourage them to participate.

Photocopiable Resource 4A. You can use this resource any time after Exercise 5.

Unit 4, B

Newlan guage

Grammar: have got – positive, negative and questions (third person singular and plural)

Vocabulary: Hair

Preparation: Warm-up: Prepare enough Bingo cards for each student. Each card should have a 3 x 3 grid (nine squares). **Exercise 7:** Bring a photo of a family member. **Ending the lesson:** Students bring a magazine/Internet photo of a favourite star.

Warm-up

- Play Bingo with the clothes words from Unit 4A, Exercise 4. Give a Bingo card to each student. They secretly write one item of clothing in each square. You say a clothes word and students cross it out if they have it on their card. The first student to cross out all his/her words and shout *Bingo!* wins.

Lead-in

- (Books closed) Have the class tell you about any blogs they have or know. Encourage them to use English.
- (Books open) Write *Will's World* on the board. Students use the title and photos to predict (L1) what Will's blog is about.
- Use the photos to teach/check hair and medium-length.

1 Listen and read. Name seven people at Will's party.

- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1). (Will's blog is about his birthday party and the people there.)
- Check answers.

Answer

Ben, Dan, Tanya, Lisa, Mark, Anna and Megan.

English today

2 Listen and repeat the English today phrases.

- Play the recording. Students listen and repeat each phrase in chorus during the pauses.
- Play the recording again. Make a gesture to express the meaning of each phrase in the pauses. Have students copy. For instance, *It's fantastic!* (Smile, making an energetic thumbs up sign.) *Check out (the photos).* (Point to your eyes and then the photos in Exercise 1.) *Got to go now!* (Look apologetic, pointing at your watch.) *Bye for now!* (Wave.)
- Have students find and underline the expressions in the text in Exercise 1.

B He's got short spiky hair.

Lesson aim:

• describe people

Presentation

1 59 Listen and read. Name seven people at Will's party.

WILL'S WORLD

PARTY TIME!
— POSTED ON SATURDAY AT 7:28 P.M.

Hi, everyone! It's my birthday party today and lots of people are here. It's fantastic! These are photos of my friends, Ben and Dan, and my cousins, Tanya and Lisa. Ben has got short spiky hair and brown eyes. Dan hasn't got brown eyes. He's got blue eyes and straight hair. Tanya and Lisa haven't got straight hair. Tanya has got long curly hair and Lisa has got medium-length wavy hair. They've got brown eyes, too. Check out photos of Mark, Anna and Megan at my party on my [photo page](#). Got to go! My friends have got a big chocolate cake for me. It's got twelve candles on it! Bye for now!

Ben Dan

Tanya Lisa

2 60 Listen and repeat the English today phrases.

English today

- It's fantastic!
- Check out ...
- Got to go!
- Bye for now!

Comprehension

3 Read again and complete Will's sentences.

candles chocolate cousin friend party

- 1 It's my birthday party today.
- 2 Ben is my friend.
- 3 Tanya is my cousin.
- 4 My birthday cake is a chocolate cake.
- 5 There are twelve candles on the cake.

42

Vocabulary: Hair

4 61 Listen and repeat. Then match the words with the hairstyles.

Length: long medium-length short
Style: curly spiky straight wavy
Colour: black blonde brown red

1 long, curly, red



2



3



4

3 Read again and complete Will's sentences.

- Give students time to read the blog in Exercise 1 again and to complete the sentences using the words in the box.
- Have them compare answers with a partner.

Answers → student page

4 61 Listen and repeat. Then match the words with the hairstyles.

- Students read the words in the box and look at the pictures.
- Play the recording twice. Students repeat each word in chorus during the pauses.
- Ask different students to match the words with the hairstyles. Check understanding as you go, e.g. have students with long hair put up their hands.

Answers

- medium-length, straight, blonde
- short, spiky, black
- short, wavy, brown

Suggestion: Ask different students to describe their hairstyles.

Grammar

They've got brown eyes.
They haven't got blue eyes.
Have they got blue eyes?
Yes, they have./No, they haven't.

Listening

- 5 62 Listen and write Sam, Tom, Olly or Pete.



- 1 Ollie 3 Pete
2 Tom 4 Sam

6 Look at the pictures. Ask and answer.

- 1 A: Have they got blonde hair?
B: Yes, they have.

1 blonde hair



2 spiky hair



3 green eyes



4 straight hair

**Grammar**

He's got short spiky hair.
She hasn't got blue eyes.
Has she got black hair?
Yes, she has./No, she hasn't.

**Game**

- 7 A: Think of someone in your family.
B: Ask questions. Draw the person.

- B: Who is it?
A: It's my brother.
B: Has he got short hair?
A: Yes, he has.

Speaking

- 8 Look at Tanya in the photo below. Ask and answer to complete the notes.

- 1 A: Has Tanya got short hair?
B: No, she hasn't. She's got long hair.
1 Tanya / short hair?
2 Tanya / blonde hair?
3 Tanya / curly hair?
4 Tanya / green eyes?
5 Tanya / brother?



Name: Tanya
Hair length: long
Hair colour: black
Hairstyle: curly
Eye colour: brown
Family: sister

- 9 Student A: go to page 101.
Student B: go to page 105.

Writing

- 10 Write about a person in your class. Swap your work with a partner. Guess who it is.

He's twelve years old. He's got short wavy hair. He's got green eyes. He's got a red T-shirt and blue jeans. Who is he?

> Now turn to Unit 4B in the Activity Book. Start on p43.

43

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Point out the contraction *they've* = *they have*.
- Have students underline all examples of *they have got* in the text in Exercise 1.

- 5 62 Listen and write Sam, Tom, Olly or Pete.

- Use the photo to teach *twins*.
- Tell the class the boys are in a band called STOP. Have students predict why (L1).
- Play the recording. Students listen, look and write.
- Play the recording again, pausing to check answers.
- Check students' predictions. (S, T, O, P are the first letters of their names.)

Answers → student page

AUDIOSCRIPT PAGE 105

- 6 Look at the pictures. Ask and answer.

- Give students time to look at the photos.
- Ask a confident pair to read the example.
- Pairs take it in turns to ask and answer.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Point out the contractions *he's* = *he has* and *hasn't* = *has not*. Elicit the contractions for *she has* and *it has* (*she's/it's*).
- Have students underline all the examples of *he/she/it has got* in the text in Exercise 1.

- 7 A: Think of someone in your family.

- B: Ask questions. Draw the person.

- Ask a confident pair to read the example.
- Give students time to think.
- Give pairs time to play the game.

Suggestion: Have the class ask you questions about a family member whose photo you've brought. (Don't show them yet.) Students listen and draw him/her. Then show them his/her photo so they can see how well they've done!

- 8 Look at Tanya in the photo below. Ask and answer to complete the notes.

- Ask the class *Who's Tanya?* (*She's Will's cousin*.)
- Students take it in turns to ask and answer. They complete the notes.

Answers → student page

Fastfiners: They use the same prompts to ask and answer about Lisa.

- 9 Student A: go to page 101.
Student B: go to page 105.

- Students work in pairs to complete the information. Check in open pairs.

Answers → page 103

- 10 Write about a person in your class. Swap your work with a partner. Guess who it is.

- Give students time to write.
- Students then swap and guess.

Ending the lesson

Students show the class or a partner the photo they've brought and describe him/her.

Learning difficulties

As dyslexic students need more time to complete a writing exercise, you could have all students do Exercise 10 as a speaking exercise in class. Have them write at home instead.

Photocopiable Resource 4B. You can use this resource any time after Exercise 7.

Unit 4, C

New language

Functions: Describe people, describe a character.

English today: What colour hair has (she) got? She's got (straight brown) hair. Has he/she got (short hair)?

Preparation: **Lead-in:** Use the Internet to find and print a picture of a London Underground station sign. **Exercise 6:** Have students bring a photo of a favourite film, book or computer game character. Book a computer room.

Culture notes (Exercises 3, 4 and 5)

A *bus station* is a place where buses begin/end their journey.

Johnny Depp is a famous American actor. He has starred in lots of films, including the *Pirates of the Caribbean* series. He played the Mad Hatter in the 2010 film, *Alice in Wonderland*, based on two books by Lewis Carroll, a 19th-century British author.

Warm-up

- (Books closed) Different pairs in turn stand back-to-back. They take turns to describe each other's hairstyle, eye-colour and clothes, e.g. You've got wavy brown hair.

Lead-in

- (Books closed) Tell students (L1/English) you're thinking of a place. Say There are lots of people. Some people have got bags. There are trains. Where is it? Elicit/Translate station.
- Show the class the London Underground sign. Find out (L1) if any students know what it is/tell them.
- (Books open) Have students predict (L1) where Anna and her father are and what they're talking about (photos 1 and 2). Students guess who the woman and girl are (photo 3).

1 Listen and read.

- Play the recording while students listen and read.
- Check students' Lead-in predictions (L1). (They are at a station. In photos 1 and 2 Anna and her father are talking about Marie, Anna's French friend. The girl in photo 3 is Marie. The woman might be her mother or a teacher.)
- Check understanding. Have students explain (L1) why Anna and her father didn't recognise Marie. (She's got a new hairstyle.)

Communication

Speaking: Describe people

1 Listen and read.

Anna and her father are at the station to meet Anna's French friend Marie for the first time.

1	2	3
---	---	---

Anna: It's four o'clock. Where's Marie?

Dad: Has she got short hair?

Anna: No, she hasn't. She's got long hair.

Dad: OK. That's not Marie. Have you got her phone number?

Anna: Yes, I have.

Dad: Why don't you call her?

Anna: Marie? Where are you?

Marie: I'm near the map. I've got a pink bag.

Anna: There you are! But you've got short hair ...

Marie: I know! I've got a new hairstyle.

2 Complete the dialogue. Listen and check. Then act out the dialogue.

- Mark: It's three o'clock. Where's Luca?
- Mum: Have you ¹got a photo of him?
- Mark: No, I ² haven't. Sorry.
- Mum: What ³ colour hair has he got?
- Mark: He's got black hair.
- Mum: Has he got medium-length hair?
- Mark: No, he ⁴ hasn't. He's got short hair.
- Mum: OK. That's not Luca. Have you got his phone number?
- Mark: Yes, I ⁵ have.
- Mum: Why don't you call him?
- Mark: Luca? Where are you?
- Luca: I'm near the café. I've ⁶ got a big blue bag.
- Mark: There you are!

English today

- What colour hair has (she) got?
- She's got (straight brown) hair.
- Has he/she got (short hair)?

Your turn

3 Act out your dialogue.

Student A: You are meeting a new friend at the bus station for the first time.

Student B: You are Mum, Dad or a friend.

A: It's five o'clock. Where's Marek?

B: Have you got a photo of him?

A: No, I haven't. Sorry.

44



See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: Marie is still at home. She's arriving tomorrow.)

2 Complete the dialogue. Listen and check. Then act out the dialogue.

- Give students time to complete the dialogue individually. Tell them to use Exercise 1 to help.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.
- Draw students' attention to Have you got a photo of him/her?

Answers → student page

- Divide the class into two groups and allocate roles (Mark; Mum and Luca). Play the recording again, pausing for students to repeat in chorus. Swap roles.
- Students practise the dialogue in pairs.

Writing: Describe a character

- 4 Read the description of Johnny Depp as Captain Jack Sparrow and choose the correct words.

JOHNNY DEPP... a man with many faces...



This is Captain Jack Sparrow. He's a very famous character in the film *Pirates of the Caribbean*. Jack Sparrow is ¹tall / short and he's got ²long / short ³blonde / brown hair. He's got dreadlocks! He's got a ⁴red blue hat. He's got a white ⁵jacket / ⁶shirt brown ⁷trainers / ⁸grousers and black ⁹boots shorts. He isn't always nice but he's very funny!

Writing tip

and and but

We use *and* and *but* to connect two parts of a sentence.

He's got green eyes *and* short brown hair.

She's got blonde hair *but* she hasn't got blue eyes.

Now look at Exercise 4 and find examples of *and* and *but*.

- 5 Complete the text with *and* and *but*.

This is Johnny Depp again ¹but ... he isn't Jack Sparrow in this photo - he's the Mad Hatter! Jack Sparrow has got dreadlocks ²but ... the Mad Hatter hasn't got dreadlocks. He's got curly hair. The Mad Hatter is tall ³and ... thin. He's got medium-length red hair. He's got green eyes ⁴and ... he's got a white face. He's got a brown jacket, a pink bag ⁵and ... a black hat. He isn't always kind ⁶but ... he's very funny.



Your turn

- 6 Write a description of a character from your favourite film, book or computer game.
- Find a photo or draw a picture of your character.
 - Write the description. Use these questions to help you.
 - Is he/she tall or short?
 - What colour hair has he/she got?
 - What colour eyes has he/she got?
 - Check your use of *and* and *but*.

> Now turn to p47 in the Activity Book.

- 4 Read the description of Johnny Depp as Captain Jack Sparrow and choose the correct words.

- Ask *Who's he?* (*Captain Jack Sparrow/Johnny Depp*) Students tell you what they know about the *Pirates of the Caribbean* films. (See Culture notes.)
- Give students time to read and choose individually.

Answers → student page

Writing tip

- Give students time to read the Writing tip.
- Have them remind you when we use *but*. (Before contrasting information)
- Give pairs time to find and underline the examples.

Answers → student page

5 Complete the text with *and* and *but*.

- Find out if the class knows the film or the character. (*Alice in Wonderland/The Mad Hatter*) (See Culture notes.)
- Give students time to read and complete individually.

Answers → student page

6 Write a description of a character from your favourite film, book or computer game.

- Students read the instructions.
- Students draw a picture/stick the photo they've brought in their notebooks. Give them time to write. Alternatively, they can do this for homework.
- Remind them to check their use of *and* and *but*.

Suggestion: Have the class use a computer to write. They upload their work and their chosen character's photo to a class blog/webpage.

Ending the lesson

Ask different students to read the descriptions they wrote in Exercise 6 or describe their chosen character. They don't say the character's name. The class guesses his/her identity!

Learning difficulties

It may help dyslexic students read and write if you enlarge the texts in Exercises 4 and 5.

Photocopiable Resource 4C. You can use this resource any time after Exercise 2.

English today

- Invite different students to read out each phrase and model as necessary.
- Have them find and underline the expressions in Exercises 1 and 2.

3 Act out your dialogue.

- (Books closed) Have students tell you (L1) if they've ever had to meet someone for the first time like this. Was it easy or difficult?
- Invite a volunteer to read out the instructions. Check *bus station*. (See Culture notes.)
- Tell the students to work in pairs and use the dialogue in Exercise 2 as a model. Give them time to practise their dialogue. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

Tip: Try to relate the context to the students' own lives as often as you can. This will help make it meaningful and memorable.

Unit 4, D

New language

New words: artist, beard, moustache, painting, portrait, ribbon, self-portrait, toys

Preparation: **Lead-in:** Draw a simple face on A4 paper. Include a nose, eyes, eyebrows, ears and a mouth. Don't draw any hair. Copy one for each student in the class. Make sure students bring coloured pencils/pens for colouring.

Exercise 4: Book a computer room. **Ending the lesson:** Use the Internet to choose some more famous pictures by the artists in Unit 4D to download/project.

Culture notes

Leonardo da Vinci (1452–1519) was an Italian Renaissance painter. He was also an engineer and scientist, and even designed an early helicopter!

Vincent van Gogh (1853–1890) was a Dutch Post-Impressionist painter.

Pierre-Auguste Renoir (1841–1919) was a French Impressionist painter.

Edouard Manet (1832–1883) was a French Realist/Impressionist painter.

Paul Gauguin (1848–1903) was a French Post-Impressionist painter.

Van Gogh, Manet and Gauguin became very famous after they died.

Warm-up

- (Books closed) Describe a main character in the Students' Book, e.g. Megan, Anna or Mark. Don't say who it is. The class guesses.
- Working in pairs, students describe/guess other characters from the Students' Book. (Book open) Student A describes his/her character without saying the name. (Book closed) Student B guesses his/her identity. They swap.

Lead-in

- (Books closed) Choose someone the class knows, e.g. a cooperative student/yourself. Don't tell them. Describe him/her. Students draw/colour what you say on the face outline you have prepared. For instance, say *She's got brown eyes*. Students colour the eyes brown. Have the class guess who it is. Teach *portrait*.
- Ask students (L1) if they know the names of any famous artists/paintings. Have them tell you if they've ever been to an art gallery. Did they like it/would they like to go? Teach *art gallery*, e.g. give an example they will know.
- (Books open) Students tell you what they know, if anything, about the paintings/artists.

PEOPLE IN PORTRAITS

A portrait is a picture of a person. Here are some portraits by famous artists.



The Mona Lisa, by Leonardo da Vinci

1 The Mona Lisa is a very famous painting. It's in the Louvre Museum, in Paris. The Mona Lisa has got long straight hair. She's got brown eyes and her dress is brown, too. Is she happy or is she sad? It's a very difficult question!



Self-portrait, by Vincent van Gogh



Claude Renoir at Play, by Pierre-Auguste Renoir

2 This is a self-portrait by Vincent van Gogh. A self-portrait is a picture of the artist, by the artist. In this picture, Vincent van Gogh has got short, red hair. He's got a red beard and a red moustache, too. His eyes are blue and he's got a blue jacket and a white shirt.

3 This is a portrait of Renoir's son. Yes, it's not a girl, it's a boy! His name is Claude. In this portrait, Claude is four years old. What kind of clothes has he got? He's got a red jumper. In the portrait, Claude has got some toys. He's got long, blonde hair and he's got pink ribbons in his hair.

46

1

65

Listen and read. Who are the paintings by?

- Play the recording. Students listen and read.
- Check answers.

Answers

1 The Mona Lisa is by Leonardo da Vinci.

2 Self-portrait is by Vincent van Gogh.

3 Claude Renoir at Play is by Pierre-Auguste Renoir.

- Draw students' attention to the New words box. Remind them to use the context to help them understand.
- Give them time to find and underline the new words.

2 Read again. Ask and answer.

- Have students read questions 1–6.
- They read the text in Exercise 1 again, underlining the answers as they go.
- Different pairs ask and answer. Check as you go.

Answers

2 She's got brown eyes.

3 No, he hasn't. (He's got short hair.)

4 He's got red hair.

5 His father is Pierre-Auguste Renoir.

6 No, he hasn't. (He's got long hair.)

New words

artist beard moustache
painting portrait ribbon
self-portrait toys

Reading

- 1** Listen and read. Who are the paintings by?

Comprehension**2 Read again. Ask and answer.**

- 1 A: What colour hair has the *Mona Lisa* got?
B: She's got brown hair.
2 What colour eyes has the *Mona Lisa* got?
3 Has Vincent van Gogh got long hair?
4 What colour hair has Vincent van Gogh got?
5 Who is Claude Renoir's father?
6 Has Claude Renoir got short hair?

Study tip**New words (2)**

Draw or find pictures of new words. Put them into your notebook and label them. What are these words?



Suggestion: (Books closed) Pairs take it in turns to describe one of the paintings in Exercise 1. Their partner guesses which it is.

Study tip

- Give students time to read.
- (L1) Have the class tell you why it's a good idea to draw/find pictures of new words and label them. (It will help them remember them.)
- Students write words 1–4.

Answers → student page

Suggestion: Have students tell you if they prefer drawing new words like this or recording them in another way, e.g. writing a translation. Point out we all learn in different ways.

Listening

- 3** **66** Listen and number the portraits in the correct order.



7 *Berthe Morisot*,
by Edouard Manet



4 *Adeline Ravoux*,
by Vincent van Gogh



3 *Self-portrait*,
by Paul Gauguin



2 *Self-portrait*,
by Pierre-Auguste Renoir

Speaking

- 4** Look at the paintings in Exercise 3. Talk about the people in the portraits.

Pierre-Auguste Renoir has got short, white hair. He's got ...

Writing: Describing a person

- 5** Draw a self-portrait or a portrait of someone in your family. Write about the person in the picture.



47



Go to the Cross-curricular studies video for this lesson. (See Introduction page iv.)

- Tell students they're going to watch a video about another portrait of *Mona Lisa*. Ask them to watch and find out how this portrait is different. Play the video all the way through.
- Ask *Who's Lottie? (An artist) What's Lottie's *Mona Lisa* made of? (Fruit and vegetables)*
- Write these questions on the board: *What colour hair/dress/eyes/mouth has she got?* Play the video again and elicit the answers.
- Ask students what they think of Lottie's *Mona Lisa*.



- 3** **66** Listen and number the portraits in the correct order.

- Different students in turn describe the pictures.
- Play the recording. Students listen and number.
- Play the recording again, pausing as you go to check answers.

Answers → student page

AUDIOSCRIPT PAGE 105

- 4** Look at the paintings in Exercise 3. Talk about the people in the portraits.

- Pairs take it in turns to describe the people. Move round the class prompting and correcting.

Suggestion: Ask the class *What's your favourite painting in Unit 4D?* They tell you (L1) which they prefer and why. Pairs/Groups of three use the Internet at home or at school to find out more about one of the artists, e.g. his/her full name, nationality, dates and one other interesting piece of information.

- 5** Draw a self-portrait or a portrait of someone in your family. Write about the person in the picture.

- Give students time to draw and to write, using the example to help. Move round the class prompting and correcting.

Ending the lesson

(Books closed) Show the class the paintings you've brought/projected them. Discuss (L1) which ones they prefer and why.

Learning difficulties

The Study tip will be especially useful for dyslexic students. Point out that they can easily download pictures instead of drawing, in case that's hard for them, too.

Unit 4, E Revision

Language revised

Grammar: have got – first, second and third person singular and plural, all forms

Vocabulary: Clothes, Hair

Functions: Describe people

Pronunciation: /dʒ/

Preparation: Exercise 4: Write two or three gapped sentences describing someone for students to complete about a classmate.

Culture notes (Exercise 6)

Zac Efron is an American actor and singer. He is famous because of his role in Disney Channel's *High School Musical* films. He played Troy Bolton, the captain of the school basketball team.

Warm-up

- (Books closed) Play Hangman with words describing appearance, Unit 4B. (See Ending the lesson Unit 2B.)

Lead-in

- (Books closed) Quiz! Divide the class into teams of four. Ask questions using language from Unit 4. Give a time limit for teams to confer. The first team to answer correctly wins a point. Example questions: 1) Ask (L1) what students should say if they arrive late. (*Sorry I'm late!*) 2) Pointing out a student, say *Describe his/her clothes.* 3) Pointing out a student, ask *Has he/she got spiky hair?*

1 Circle ten more clothes words in the wordsearch.

- Students use the picture to help them complete the wordsearch individually. Refer them to Unit 4A, Exercise 4 for help.

Answers → student page

Fastfiners: Have pairs look at different photos of people in the Students' Book so far. They take it in turns to point to and name their clothes.

2 Write the adjectives next to the correct person in the table.

- Students read the words in the box.
- Students look and complete. Refer them to Unit 4B, Exercise 4 for help.

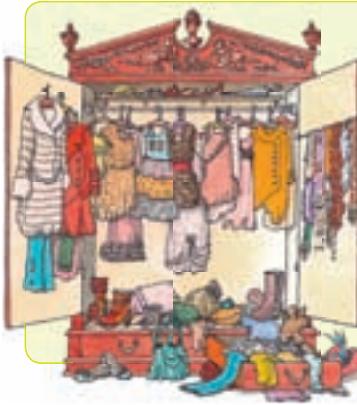
Answers → student page

3 Choose the correct words for you.

- Give students time to read and choose.

E Revision

- 1 Circle ten more clothes words in the wordsearch.



A	T	S	H	I	R	T	H
E	D	H	A	R	J	O	U
T	R	O	U	S	E	R	S
C	E	R	H	A	F	S	P
O	S	T	A	I	N	S	K
A	S	S	A	R	S	C	I
T	T	H	A	T	O	P	R
J	A	C	K	E	T	R	T

- 2 Write the adjectives next to the correct person in the table.

brown blonde curly long medium-length
red short spiky wavy

	Length	Style	Colour
1	long	curly	red hair
2	short	spiky	brown hair
3	medium-length	wavy	blonde hair

- 3 Choose the correct words for you.

- I have got / haven't got brown eyes.
- I have got / haven't got a mobile phone.
- I have got / haven't got new shoes.
- I have got / haven't got two sisters.
- I have got / haven't got blue jeans.
- I have got / haven't got wavy hair.

48

- 4 Describe a person in your class.

Laura has got long brown hair and green eyes. She's got a black bag and a cool mobile phone, too.

- 5 Complete the questions. Then ask and answer.



- A: What colour hair have you got?
B: I've got red hair.
- A: Have they got short hair?
B: No, they haven't.
- A: What colour backpack has he got?
B: He's got a blue backpack.
- A: Has she got a brother?
B: No, she hasn't.
- A: What clothes have you got in that bag?
B: I've got a T-shirt and a jacket.

4 Describe a person in your class.

- Ask different students to describe a classmate.

Suggestion: If your class is weak, students choose a classmate and complete the sentences you've prepared to describe him/her.

5 Complete the questions. Then ask and answer.

- Point out the sets of questions and answers are connected.
- Give students time to read and complete.

Answers → student page

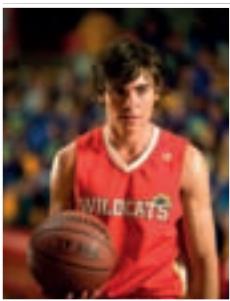
- Pairs read the questions and answers. They change roles and do it again.

6 Match the questions and answers about Zac Efron from the *High School Musical* films.

- Use the photo to generate interest. Ask Who's he? Have students tell you what they know about Zac Efron, if anything, or tell them yourself. (See Culture notes.)
- With a weak class, have students describe him before they do the exercise.
- Give pairs time to do the matching exercise.

Answers → student page

- 6 Match the questions and answers about Zac Efron from the *High School Musical* films.



- 1 What colour hair has he got?
2 What colour eyes has he got?
3 Has he got long hair?
4 Has he got wavy hair?
5 Has he got a beard?
6 What has he got in his hand?

a
c
d
f
b
e

- a He's got brown hair.
b No, he hasn't.
c He's got blue eyes.
d No, he hasn't. It's medium-length.
e He's got a basketball.
f Yes, he has.

- 7 You are meeting a new friend at the bus station. Complete the dialogue about your friend.

- You: It's three o'clock. Where's ¹ Mario/Maria...?
Mum: Have you got a photo of ²?
You: No, I haven't. Sorry.
Mum: What colour hair ³?
You: ⁴
Mum: medium-length hair?
You: ⁶
Mum: OK. Have you got ⁷ phone number?
You: Yes, I have.
Mum: Why don't you call ⁸?
You: ⁹? Where are you?
Friend: I'm near the café. I've got ¹⁰
You: There you are!

Rap: Party time

- 8 1 67 Listen and complete. Then rap.

I've got blue ¹ jeans
And a nice green shirt.
She's got white ² shoes
And a long red ³ skirt
It's party time, party time!
Party time tonight!
He's got ⁴ black trousers,
Shoes, and ⁵ socks
They've got brown ⁶ jeans
And cool blue tops.
It's party time, party time!
Party time tonight!



Pronunciation /dʒ/

- 9 1 68 Listen and repeat.

Johnny's jacket's black.
Jenny's jeans are blue.
Joanna's jumper's orange
And her skirt is orange, too.



- 10 1 69 Listen and underline the /dʒ/ sounds.

1 jumper 2 orange 3 jacket

My progress

- 11 Read and tick (✓).

I can:

talk about clothes. I've got some jeans.	<input type="checkbox"/>
talk about what I've got. I've got a mobile phone.	<input type="checkbox"/>
talk about appearance. I've got long blonde hair.	<input type="checkbox"/>
describe people. She's got straight brown hair.	<input type="checkbox"/>

> Turn to Unit 4 Check in the Activity Book on p48.

49

- 7 You are meeting a new friend at the bus station. Complete the dialogue about your friend.

- Give pairs time to decide on a name for their friend and to imagine what he/she looks like.
- They read and complete. Refer them to Unit 4C, Exercises 1 and 2 for help, too.
- Check answers.
- Pairs practise acting out the dialogue.

Answers

- 2 him/her 3 has he/she got
4 He/she's got (colour) hair. 5 Has he/she got
6 Yes, he/she has./No, he/she hasn't.
7 his/her 8 him/her 9 Mario/Maria
10 a (colour + object/possession)

- 8 1 67 Listen and complete. Then rap.

- Have the class describe the picture. Teach *socks* and *top*, e.g. point to students' socks and tops/draw them.
- Give pairs time to read the words of the rap. They guess the answers.
- Play the recording while students listen, follow and complete.

Answers → student page

- Play the recording again. Encourage students to rap!

Suggestion: Play the rap again. Have students point to colours in the classroom and clothes classmates are wearing as they hear them.

- 9 1 68 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /dʒ/ sound in chorus two or three times after you.

10 1 69 Listen and underline the /dʒ/ sounds.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

- 11 1 69 Listen and underline the /dʒ/ sounds.

- Play the recording. Students listen and underline.
- Play the recording again, pausing to check answers.

Answers → student page

- 11 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 4. Ask them to remind you why it's important to think about this.
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

As students with learning difficulties have to work harder to process information, they often suffer from fatigue. It's important not to confuse this with laziness. Make it clear to them that they can have more time to complete each exercise if they want/finish at home, e.g. Exercises 5, 6, 7.

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use:

- Unit Test 4
- Achievement Test Units 3–4
- Skills Test Units 3–4
- Review Test Units 1–4 (Basic and Standard)

After grading the tests, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 4, Magazine

Language revised

Vocabulary: *about* (= approximately), *face*, *head*, *lines*, *lose*, *mouth*, *normal*, *nose*, *shape*, *strong*, *weight*

Preparation: Warm-up: Prepare eight word cards of new vocabulary from Unit 4 for Pictionary.

Star spot: Book a computer room. **How to ...** Bring a sheet of blank A4 paper for each student in the class.

The activities can be done in any order as they are not related to each other. You could assign one activity to the whole class or different activities to different students according to their strengths.

Culture notes

Fun time! Dog owners in the UK sometimes give their dogs special coats to wear in cold weather.

Star spot Miley Cyrus was born on 23rd November, 1992. She is an American actress and singer-songwriter. She became famous in the TV comedy series *Hannah Montana*.

Warm-up

- (Books closed) Play Pictionary with your word cards. Three pairs come to the board. Show Partner A in each pair the same card. Partner A silently draws the word on the board. The first Partner B to say the word wins! Continue with new pairs.

Fun time!

- (Books open) Use the pictures to teach coat (for dogs).
- Give pairs plenty of time to look at the pictures. They find and circle the differences, and write.
- Check answers.

Suggestions: If your class is competitive, you could turn this into a race. The first pair to find and correctly circle all the differences wins. Then they write.

Challenge a strong class. Students work in pairs. Student A covers the picture on the right. Student B covers the picture on the left. They describe their pictures to each other to find the differences.

Tip: Use competitive activities to encourage good behaviour. Have potential winners in a race such as the one suggested put up their hands, not shout!

pick and mix

Fun Time!

Look at the two pictures. Spot the differences. There are eight differences.

1 In Picture A, the woman has got curly hair. In Picture B, she's got ...



STAR SPOT

Find and correct the five mistakes in the text.

This is Miley Cyrus. She's a **teacher** and an actress. She's in the TV series *Hannah Montana*. Miley is from the **UK**. She's got three brothers and two sisters. Miley isn't very tall but she's very pretty. She's got **short** **straight** hair. She's got brown eyes, too. In this photo, she's got a **white** jacket. She's very cool.



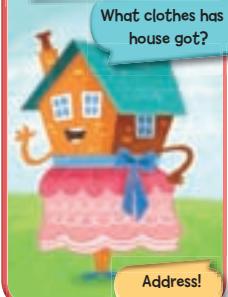
Miley Cyrus: American actress and singer

1	teacher	x	singer	✓
2	UK	x	USA	✓
3	short	x	long	✓
4	straight	x	wavy	✓
5	white	x	black	✓

Pop fact: Miley's real name is Destiny Hope Cyrus.

JUST JOKING!

What clothes has a house got?



Address!

Answers

- In Picture A, the woman has got curly hair. In Picture B, she's got straight hair.
- In Picture A, the woman has got a red jacket. In Picture B, she's got a green jacket.
- In Picture A, the dog has got an orange coat. In Picture B, it's got a pink coat.
- In Picture A, the boys are on bikes. In Picture B, they're on skateboards.
- In Picture A, the man has got black hair. In Picture B, he's got white hair.
- In Picture A, the man has got green trousers. In Picture B, he's got black trousers.
- In Picture A, the girls have got long hair. In Picture B, they've got short hair.
- In Picture A, the girls have got mobile phones. In Picture B, they've got MP3 players.

Star spot

- (Books closed) Write M ____ C ____ on the board. Tell students it's the name of a famous person. Different volunteers guess letters to find out her name.
- Invite students who guess a letter to write it on the board.
- Have the class tell you what they know about Miley Cyrus. (See Culture notes.)

How to ...

draw a face!

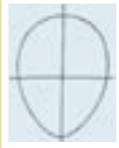
You need:

- paper
- a pencil
- an eraser

What to do:

Step 1

Draw this shape. Then draw two lines on the shape, like this.



Step 2

Think about where the eyes, nose, mouth and hair are.



Step 3

Draw the eyes, nose and mouth. Think about what kind of hair the person has got. Is it long or short? Is it straight or curly?



Step 4

Draw the hair and finish your picture. Use your eraser to erase the lines. Now your picture is ready!



Guess what?

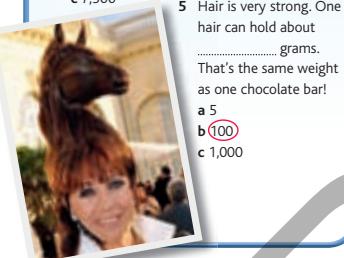
All about HAIR!

Guess the correct numbers!

- 1 There are about hairs on your head.
a 100
b 10,000
c 100,000
- 2 People with blonde hair have got about hairs on their heads.
a 13,000
b 130
c 130,000



- 3 People with red hair have got about hairs on their heads.
a 90
b 90,000
c 900,000
- 4 It's normal to lose about hairs every day.
a 75
b 7
c 7,500



- 5 Hair is very strong. One hair can hold about grams. That's the same weight as one chocolate bar!
a 5
b 100
c 1,000

How to ...

- (Books closed) Recycle/teach new words. Say *Touch your ... eyes*. Touch them and have students copy you. Continue with *hair, face, nose, mouth*.
- (Books open) Give students plenty of time to follow the instructions and to draw their face. Move round prompting and checking.

Fast finishers: Have them draw a classmate.

Suggestion: Have a class discussion (L1) about things students find easy and difficult. Point out that we can learn how to do a lot of things we don't think we can at first. Hard work is important, too!

Guess what?

- Have students look at the photos. They tell you which hairstyle they like the most ... and the least!
- Use the photo to check head. Pointing to a hair, say *This is a hair*. Contrast it with *This is my hair*. Check *strong*, e.g. point to your arm muscles and look strong. Have a student translate *lose/tell* them.
- Give pairs time to read the questions and guess the answers.
- Check answers. Remember to make the most of the exercise. Ask students if they are surprised by any of the answers.

Answers → student page

Learning difficulties

Remember you can ask different students/pairs/groups to work on different exercises at the same time.

It would also be advisable to ask students with motor difficulties to do How to ... with a partner who is confident at drawing. Both students can make joint decisions. The strong drawer can draw the face.

- (Books open) Have different students describe Miley.
- Give them time to read the text. Have them circle and note the mistakes.
- Check answers.

Answers → student page

Suggestions: Ask pairs to choose another famous person they know. They use the Internet to find and download a photo of him/her. They write a short description, using the Star spot text to help. They include three mistakes. They give their work and photo to another pair, who look, read and find the mistakes.

Just joking!

- (Books closed) Ask the class *Has a house got any clothes?* Tell them it has! Ask What clothes has a house got? They guess.
- (Books open) Give the class time to look at the cartoon.
- Two confident volunteers read the question and answer. Check understanding.

Suggestions: Take a class vote to see who likes the joke! Ask students if they know any similar jokes in your language.

Unit 5, A

New language

Grammar: Present simple positive; adverbs of frequency

Vocabulary: Routine activities

Culture notes

Wayne Rooney is a famous footballer from Liverpool, England.

Warm-up

- (Books closed) Teach the class a short chant using grammar and vocabulary from Unit 4. Here's an example. Have half the class chant A and half B, as follows.

A: *What's the matter (name)?*

B: *I've only got one shoe!*

A: *Don't worry (name)! I've only got one, too!*

B: *Wait a minute (name)! What colour is your shoe?*

A: *It's pink and light blue.*

B: *My shoe is, too!*

Lead-in

- (Books open) Give students time to look quickly through Unit 5. Have them tell you (L1) what the unit is about. (Routines, work, school) Ask *What's routine in (your language)?* A volunteer translates/tell them.
- Use the photos to generate interest and pre-teach key vocabulary. Have the class predict Will's favourite sport. Pointing to Wayne Rooney's photo, ask *Who's he? Has he got a job? Does he have a family?* Have students tell you anything they know about him. (See Culture notes.)
- Have the class predict (L1) Rooney's match day routine. Make notes on the board. Use mime to teach/check *sleep, have breakfast, get dressed*.

Tip: If you make notes of students' predictions on the board as suggested, it's much easier to check them later. Tell them not to copy.

1 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and choose.
- Check answers.

Answers → student page

- Check students' Lead-in predictions (L1). (Football is Will's favourite sport.)

Suggestion: Take a class vote to find out the class's favourite football team and player.

5 Routines

Lesson aim:

• talk about routine activities

A I play every Thursday.



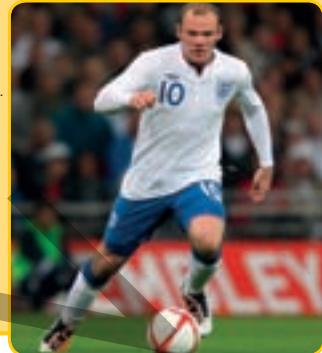
Football is my favourite sport. I play every Thursday and I watch it on TV every Saturday. My favourite football player is Wayne Rooney. He plays ~~football~~ basketball for Manchester United and ~~France~~ England. This is his routine before a big match.

ROONEY'S ROUTINE

Wayne Rooney usually goes to bed at ³ twelve / ~~eleven~~ o'clock and gets up at eight o'clock in the morning. He always sleeps for ⁴ eight / ~~nine~~ hours before a match. He sleeps for two hours in the afternoon, too! He always has a small breakfast – cereal and ⁵ an apple / ~~a banana~~

Then he goes to the stadium and gets dressed for the match. The players talk or listen to music. Sometimes they ⁶ watch TV / ~~play computer games~~ too.

Just before match time, the players have an energy drink. Then it's time for kick-off!



Presentation

1 ² 01 Listen and read. Choose the correct words.

Vocabulary: Routine activities

2 ² 02 Listen and repeat. What do you do every day?

do (my) homework finish school
get dressed get up go to bed go to school
have breakfast have dinner have lunch
play computer games play football
start school watch TV

I get up at seven o'clock every day. Then, I ...

Grammar
I **get up** at eight o'clock.
He **gets up** at seven o'clock.
We **get up** at six o'clock.



Comprehension

3 Read again and put Wayne Rooney's match day routine in order.

- has an energy drink 5
- has breakfast 2
- gets up at eight o'clock 1
- goes to the stadium 3
- talks to the players 4

2 ² 02 Listen and repeat. What do you do every day?

- Check understanding of/teach vocabulary. For instance, mime eating and write an appropriate time of day on the board to check *lunch* and *dinner*. Elicit/give examples to check *start/go to* and *finish (school)*, e.g. *I start/go to/finish school at (+ time)*.
- Play the recording twice. Students listen and repeat each phrase in chorus during the pauses.
- Ask different students to tell you what they do every day.

Suggestion: Challenge a strong class. Closed pairs tell each other about their day.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus. Tell them they are examples of the present simple.
- Elicit/Point out only third person singular verbs in the present simple finish with s. Remind them to be careful with spelling third person verb endings.
- Give students time to find and underline all the examples in the text in Exercise 1.

4 Complete the text with the verbs in the box.

get up go go go have have plays
play talk watch



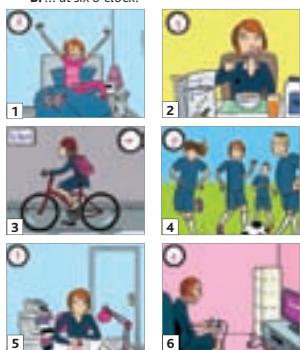
This is Helen. She's a snowboarder in her national team. This is her training routine when there's a competition.

I'm Helen and this is my typical day. I ¹ get up... at nine o'clock and I ² have breakfast with my team in the hotel and we ³ watch TV. After breakfast we ⁴ go... to snowboard practice. My best friend ⁵ plays ice hockey, so she goes to ice hockey practice. After lunch I ⁶ go... to my friend's hotel room and we ⁷ play computer games. I ⁸ have dinner with my team and then I ⁹ talk... to my family on the phone. I ¹⁰ go... to bed early – every day is a busy day!

5 Look at Busy Beth. A: Start a sentence.

B: Finish the sentence.

1 A: She gets up ...
B: ... at six o'clock.



Grammar

I always get up at eight o'clock.
You usually listen to music.
He often has a small breakfast.
They sometimes play football.
We never get up late.

always sometimes
usually never
often

6 Look at the chart and make sentences about Will and Megan.

1 Will always gets up late on Sundays.



1 get up late on Sundays		
2 play sports after school		
3 do homework before dinner		
4 go to school by bus		
5 go to bed early on school days		

About you

7 Choose a day and write about your routine.

I'm Alessandro. I'm from Palermo in Italy. This is my typical Monday. I get up at...

> Now turn to Unit 5A in the Activity Book. Start on p49.

53

Tip: Tell students to note the spelling of third person verbs as they learn them. This will make it much easier to revise.

3 Read again and put Wayne Rooney's match day routine in order.

- Students silently read the phrases.
- They read the text again, underlining the relevant parts. They order the phrases.

Answers → student page

Suggestion: Find out what students think about Wayne Rooney's routine. Are they surprised by anything?

4 Complete the text with the verbs in the box.

- Use the photo to introduce Helen and to teach *snowboard*.
- Students tell you any other winter sports they know in English. Teach *ice hockey*, e.g. translate it.
- Have the class predict Helen's routine.
- They read and complete.
- Check answers. Have students tell you what they think *early* means in their language.

Answers → student page

5 Look at Busy Beth. A: Start a sentence.

B: Finish the sentence.

- Give students time to look at the pictures.
- Different pairs of students start and finish the sentences.

Answers

2 She has breakfast at half past six.

3 She goes to school at quarter to eight.

4 She plays football at half past three.

5 She does her homework at six o'clock.

6 She plays computer games at half past seven.

Suggestion: Students write a sentence about each picture.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus. Tell them *often*, *sometimes*, etc. are examples of adverbs of frequency.
- Point out adverbs of frequency come before the main verb in a positive sentence.
- Check they understand *late*. (See Tip, below.)
- Give students time to find and underline all the adverbs of frequency in the text in Exercise 1.

Tip: Using opposites is a useful way of teaching/checking meaning of some adverbs and adjectives, e.g. using your hands to indicate *opposite*, say *Late is the opposite of ...* (elicit/say) *early*.

6 Look at the chart and make sentences about Will and Megan.

- Give students time to look.
- Pairs take it in turns to make sentences. Move round the class prompting and correcting.

Suggestion: Have a weak class do the exercise in open pairs.

Fast finishers: Have them write the sentences.

7 Choose a day and write about your routine.

- Give students time to write. Move round the class prompting and correcting.

Ending the lesson

Have students imagine they are a well-known star. They tell a partner about their daily routine. Remind them to use adverbs of frequency. Next, different students tell the class about their partner and his/her imaginary routine.

Photocopiable Resource 5A. You can use this resource any time after Exercise 4.

Unit 5, B

New language

Grammar: Present simple – questions and short answers

Vocabulary: School subjects

Preparation: Exercise 3: Book a computer room.

Culture notes

The subjects in Exercise 4 are typical in British schools.

Netball is similar to basketball but the players can't run with the ball.

Time in **Toronto, Canada**, is usually five hours behind British time, depending on the dates the respective clocks change.

Warm-up

- (Books closed) Revise vocabulary from Unit 5A. Divide the class into two teams, A and B. Mime a routine activity. Invite a student from the first team that guesses correctly to come to the front. Whisper a routine activity to the student, who then mimes it. The first team that guesses correctly sends another member to the front, and so on. The winner is the team with the most correct guesses.

Lead-in

- (Books closed) Teach subject, **Maths** and **History**. Ask the class **What's your favourite school subject? English?** (Write two or three simple sums on the board.) **Maths?** Two or three volunteers tell you their ideas (L1/English).
- (Books open) Use the photo to generate interest. Ask **What's in front of Megan?** (A computer) Students predict what she's doing (L1).

1 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and circle the correct words.
- Check answers.

Answers → student page

- Check students' Lead-in predictions (L1). (Megan is chatting online.)
- Check understanding. Ask the class **Is it Sarah's bedtime, too? (No, it isn't.)** Ask a volunteer to explain why (L1) or tell them. (The time is different in Canada.) (See Culture notes.)

B Do you have Maths every day?

Presentation

- 1 2 03 Listen and read. Choose the correct words.
Megan is chatting online with her friend, Sarah, from Toronto.

- 2 2 04 Listen and repeat the English today phrases.

English today

- Bad luck!
- Me too!
- Are you good at it?
- Night night!
- Good night!

Comprehension

- 3 Read again. Answer True (T) or False (F).

- It's quarter past nine.
- Megan goes to bed at eleven o'clock.
- Tomorrow is a school day.
- Sarah plays netball at school.
- Sarah plays ice hockey.
- Sarah's brother is in the school ice hockey team.

54

Vocabulary: School subjects

- 4 2 05 Listen and repeat. Then match. Which subjects are not in the pictures?

Art 3 English – French 5 Geography 6 History 2
ICT (Information and Communication Technology) 8
Maths 7 PE (Physical Education) 1
RE (Religious Education) – Science 4



English today

- 2 2 04 Listen and repeat the English today phrases.

- Play the recording twice. Students listen and repeat each phrase in chorus during the pauses. Tell them **Night night!** is very informal.
- Have students find and underline the expressions in the chat in Exercise 1.

- 3 Read again. Answer True (T) or False (F).

- Students read Exercise 1 again. They do the **True/False** exercise individually.
- Check answers. Tell them netball is similar to basketball. (See Culture notes.)

Answers → student page

Suggestion: Pairs use the Internet at school/home to find out the time in cities around the world, e.g. the capital cities given in Unit 2, Magazine, Guess what? on SB page 27.

- 4 2 05 Listen and repeat. Then match. Which subjects are not in the pictures?

- Ask the class to look at the pictures. Can they guess what subjects they represent? Say the English word and have students find it in the box.

5 Ask and answer about school subjects.

A: What's your favourite subject?

B: Geography.

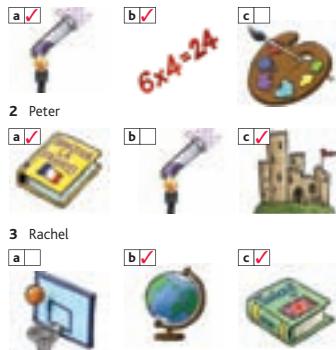
A: Are you good at it?

B: Yes, I am!

Listening

6 Listen and tick (✓) the subjects the students have on Mondays.

1 Maggie



Grammar

Do you have Maths every day?

Yes, I do./No, I don't. (do not)

Yes, we do./No, we don't.

Does he play in a team?

Yes, he does./No, he doesn't. (does not)

Do they play ice hockey in Canada?

Yes, they do./No, they don't.

7 Ask and answer about Maggie, Peter and Rachel in Exercise 6.

1 A: Does Maggie have Maths on Mondays?

B: Yes, she does.

1 Maggie / Maths on Mondays?

2 Peter / Science on Mondays?

3 Rachel / Science on Mondays?

4 Maggie / Geography on Mondays?

5 Peter / History on Mondays?

Speaking

8 Look at Mark and Will's timetable. Ask and answer.

1 A: Do Mark and Will have Maths on Mondays?
B: Yes, they do.

		MORNING	AFTERNOON
		Monday	PE
		Maths, Art	
		Science, English	
		RE, ICT	LUNCH
		English, History	Maths
		Maths, Geography	Science
			English

- 1 Mark and Will / Maths / Mondays?
- 2 Mark and Will / PE / Thursdays?
- 3 Mark and Will / RE / Wednesdays?
- 4 Mark and Will / French / Tuesdays?
- 5 Mark and Will / French / Fridays?

Writing

9 Write about your school routine.

Hi, I'm Jaime. My favourite subjects are Science and PE. Monday is my favourite day. I have Science and PE every Monday.
My favourite sport is football. I play after school every Friday. It's great!

> Now turn to Unit 5B in the Activity Book. Start on p53.

55

- Play the recording, pausing after each subject. The class repeats in chorus and looks for a corresponding picture. If it's illustrated, they shout the number.
- Tell them to write the correct number next to each subject in the box. Then elicit which words are not pictured.

Answer

English and RE are not in the pictures.

5 Ask and answer about school subjects.

- Ask a pair of confident volunteers to read the example.
- Different pairs take it in turns to ask and answer.

Suggestion: Make a class survey. Ask the class *Is your favourite subject Maths? Hands up!* Ask about all their subjects. Pairs/groups of three use the information to make a bar/pie chart or graph with the heading *Our favourite subjects*.

6

2

06

Listen and tick (✓) the subjects the students have on Mondays.

- Play the recording. Students listen and tick.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 106

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Point out the contractions *don't = do not*, *doesn't = does not*.
- Emphasise we use the auxiliary *does/doesn't* only with the subjects *he, she* and *it*.
- Draw attention to the short answers.
- Have students find and underline the examples in Exercise 1.

7 Ask and answer about Maggie, Peter and Rachel in Exercise 6.

- Have different pairs take it in turns to ask and answer.

Tip: It's important to correct students in this kind of controlled practice exercise.

8 Look at Mark and Will's timetable. Ask and answer.

- Use the picture to teach *timetable*.
- Have different pairs take it in turns to ask and answer questions 1–5.

Suggestion: Different pairs take it in turns to ask and answer about themselves, e.g. Student A: *Do you/we have Maths on Mondays?* Student B: *Yes, I/we do.*

9 Write about your school routine.

- Ask one or two students to read the example text to the class.
- Have students tell you what their favourite school day is and why.
- Give students time to write. Move round the class prompting and correcting.

Ending the lesson

Students imagine their ideal timetable. They make notes and tell the class/a partner.

Learning difficulties

If you have students with dyslexia, give them as much time as is practical to read Exercise 1 before they listen. Tell them to move on if they get stuck on a word. This will help increase their reading speed and is good advice for everyone, too.



Photocopiable Resource 5B. You can use this resource any time after Exercise 7.

Unit 5, C

New language

Grammar: Present simple negative; *Wh-* questions with present simple

Vocabulary: Jobs and places of work

Preparation: Exercise 3: Bring magazine or Internet photos of a hotel and an office building.

Warm-up

- (Books closed) Students imagine they're chatting on the phone to a friend. It's late. They must find out what school subjects their friend has tomorrow. They must use one or all of the English today phrases from Unit 5B, too. Use students' suggestions to build a short dialogue on the board. Closed pairs practise it.

Lead-in

- (Books closed) Teach *work*, e.g. say *I'm a teacher. I work in a school.*
- (Books open) Use the photo to introduce Kate. Students predict her job (L1). Have them explain their ideas.

1 Listen and read. How many days a week does Kate work?

- Teach *day off*, e.g. give an example about yourself.
- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1/English). (Kate's a vet.)
- Check the answer.

Answer

Kate works six days a week.

2 Read again and write short answers.

- Students read the example and questions 2–7.
- Give them time to read the text again, underlining the relevant phrases. They write their answers.

Answers → student page

3 Listen and repeat. Then match the jobs with the places of work.

- Have students look at the pictures in Exercise 4 and try to guess the jobs. Elicit each job in L1/English. Say the English word. Students find and tick the word in the Jobs box. Teach the other three jobs.
- Play the first part of the recording. The class repeats in chorus.
- Have students look at the Places of work box. Check understanding, using your photos of a hotel and an office building if helpful. Ask *Where does (a chef) work?* Elicit/Say the answer: *In a (restaurant).*

C What do you do?

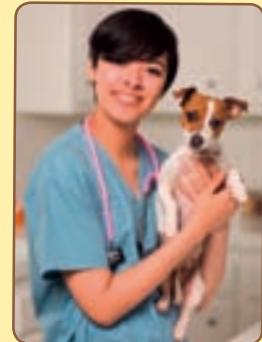
Presentation

1 2 07 Listen and read. How many days a week does Kate work?

WHAT DO YOU DO?

This week we meet 23-year-old Kate Cooper. Kate's got a very interesting job. What does she do? Read and find out!

Teens Today: Hi, Kate. What do you do?
Kate: I'm a vet.
TT: Cool! Where do you work?
Kate: I work in an animal hospital in Leeds.
TT: Do you work on Saturdays?
Kate: Yes, I do. But I don't work on Sundays. That's my day off!
TT: And what do you wear for work? Anything special?
Kate: I sometimes wear a white coat but I usually wear jeans and a T-shirt.
TT: What time do you start work?
Kate: Very early! I start work at seven thirty. But I don't mind. My job is great – animals are amazing!



Comprehension

2 Read again and write short answers.

- Is Kate a teacher?
No, she isn't.
- Does she work in Leeds?
Yes, she does.
- Does Kate work in a school?
No, she doesn't.
- Is Saturday her day off?
No, it isn't.
- Does she wear jeans for work?
Yes, she does.
- Does she start work at nine thirty?
No, she doesn't.
- Is she happy with her job?
Yes, she is.

Vocabulary: Jobs and places of work

3 2 08 Listen and repeat. Then match the jobs with the places of work.

Jobs: chef ✓ doctor ✓ hairdresser ✓ mechanic ✓ receptionist ✓ secretary ✓ shop assistant ✓ waiter ✓ vet ✓

Places of work: garage (animal) hospital hotel office restaurant salon shop

1 chef – restaurant

4 Look at the pictures. Write sentences.

1 A chef works in a restaurant.



- Play the second part of the recording. The class repeats in chorus.
- Have open pairs ask and answer *Where does a (doctor) work?* *A (doctor) works in a (hospital).* Get the class to confirm the answer by saying *Right!* or *Wrong!*

Answers

- 2 doctor – hospital, 3 hairdresser – salon,
4 mechanic – garage, 5 receptionist – hotel,
6 secretary – office, 7 shop assistant – shop,
8 waiter – restaurant, 9 vet – animal hospital

4 Look at the pictures. Write sentences.

- Give students time to write. Move round the class prompting and checking.

Answers

- 2 A mechanic works in a garage.
3 A hairdresser works in a salon.
4 A waiter works in a restaurant.
5 A doctor works in a hospital.
6 A vet works in an animal hospital.

Grammar

I don't work on Sundays.
He doesn't work on Sundays.
We don't work on Sundays.
They don't work on Sundays.

5 Make sentences. Use these words. Then match with the people below.

1 we / mechanics – work / in a school
We're mechanics. We don't work in a school.

2 He / police officer – wear / uniform

3 I / chef – sit down / all day

4 They / hairdressers – work / in a salon

**Grammar**

What do you do?
Where do you work?
What time do you start work?
What do you wear for work?
What does she do?
Where does she work?

**6 Ask and answer about someone in your family.**

1 A: My mum.
B: What does she do?
A: She's a receptionist.

- 1 What / do?
- 2 Where / work?
- 3 What time / start work?
- 4 work / Saturdays?
- 5 What / wear?

Listening

7 Listen and choose.



Sam Taylor

- 1 Job: a chef b teacher
- 2 Place: a school b restaurant
- 3 Works: a Tuesday–Saturday
b Wednesday–Sunday
- 4 Starts work: a 10.30 b 4.30
- 5 Wears: a a white jumper b a white jacket

Speaking

8 Ask and answer about Sam. Look at your answers in Exercise 7 to help you.

1 A: What does Sam do?

B: He's a chef.

1 what / do?

2 where / work?

3 work / at weekends?

4 what time / start work?

5 what / wear for work?

9 Student A: go to page 102.
Student B: go to page 106.

Writing

10 Write about someone in your family.

My uncle

My Uncle Ricardo is a mechanic and he works in a garage in Lisbon. It's a small garage but he's very busy! He starts work at half past eight and finishes at half past six. He works on Saturdays but he doesn't work on Sundays. For work, he usually wears jeans and a T-shirt.

>Now turn to Unit 5C in the Activity Book. Start on p57.

57

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Draw their attention to *on + Sundays* = every Sunday.
- They find and underline examples in Exercise 1.

5 Make sentences. Use these words. Then match with the people below.

- Teach *police officer* and *uniform*, using the pictures.
- Give pairs time to write and match. Move round the class prompting and correcting.

Answers

- 1 d
- 2 He's a police officer. He wears a uniform. c
- 3 I'm a chef. I don't sit down all day. a
- 4 They're hairdressers. They work in a salon. b

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Point out the question word always comes before the auxiliary in *Wh*-questions.
- They find and underline examples in Exercise 1.

6 Ask and answer about someone in your family.

- A confident pair reads the example.
- Different pairs in turn ask and answer. Quickly translate any extra jobs vocabulary students may need. Alternatively, have the student look up the problem word in a dictionary.

Tip: Make sure you always have a bilingual dictionary in class for you/students to use.

7 Listen and choose.

- Students read the questions.
- Play the recording. They listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 106

8 Ask and answer about Sam. Look at your answers in Exercise 7 to help you.

- Do the exercise in open pairs first.

Fast finishers: Have them write the questions and answers.

9 Student A: go to page 102.
Student B: go to page 106.

- Students work in pairs to complete the information. Check in open pairs.

Answers → page 103

10 Write about someone in your family.

- Give students time to write, using the example text to help. Move round the class prompting and correcting.

Ending the lesson

Divide the class into two teams. Different pairs of volunteers from each team take it in turns to mime a job from this lesson for the other team to guess.

Learning difficulties

If you have any students with dyslexia, help them with Exercise 10. Copy the example text with gaps. Students complete, using information about a person in their family. For instance, *My _____ is a _____ and he/she works in a _____ in _____.* (etc.)

Photocopiable Resource 5C. You can use this resource any time after Exercise 5.

Unit 5, D

New language

Functions: Give invitations, write a party invitation

English today: *Would you like to come to the cinema? Are you free on Saturday? That sounds fun/good/great. Sorry, I can't. I'm busy. That's a pity. Never mind.*

Preparation: Warm-up: Write the jobs from Unit 5C, Exercise 3 on separate cards/slips of paper. Exercise 7: Have students bring a photo showing the theme of a party they'd like to have. Book a computer room. Bring tack adhesive.

Warm-up

- (Books closed) Place a set of jobs cards face down. A confident volunteer takes one. He/She imagines it's his/her job. The class asks him/her *Wh-* questions to find out about it. He/She uses his/her imagination to answer. Pairs continue.

Lead-in

- (Books closed) Ask the class *What's your favourite film? Do you go to the cinema?* Students tell you their ideas.
- (Books open) Use the photos to generate interest. Have the class predict (L1) where the children are and what they're talking about.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' predictions (L1). (They are in the school playground. They're talking about what to do on Saturday afternoon.)
- Check *boring*. Say *Will thinks the Smurfs are (yawn/look fed up) boring*.
- Ask some questions to check understanding, e.g. *Can Megan go to the cinema on Saturday? Why not? Is Will free on Saturday? Does Will like the Smurfs?*

2 Watch and answer.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: Megan invites Will to her grandmother's birthday party but Will decides he will go to the film with Mark, after all.)

D Communication

Speaking: Give invitations

1 Listen and read.

It's half past three. Mark, Megan and Will are in the school playground.

1	2	3
Mark: Hi, Megan. Would you like to come to the cinema with me on Saturday afternoon? Megan: Sorry, I can't. I'm busy. It's my grandmother's sixtieth birthday party. Mark: That's a pity. Never mind.	Mark: Are you free on Saturday afternoon, Will? Will: Yes, I am. Why? Mark: Would you like to come to the cinema with me? Sure. What's on? Mark: The new Smurf film.	Will: Oh no! The Smurfs are boring! Mark: No, they aren't. They're fun. Will: Well, I don't think so. Mark: OK, then. Let's play a computer game instead. Will: Yeah! That sounds great.

2 Put the dialogue in the correct order. Listen and check. Then act out the dialogue.



- 6 Megan: Well, I don't think so.
- 1 Anna: Would you like to watch TV at my house on Sunday evening, Megan?
- 8 Megan: Yeah! That sounds great.
- 3 Anna: A fashion show!
- 7 Anna: OK, then. Let's watch a DVD instead.
- 4 Megan: Oh no! Fashion shows are boring!
- 5 Anna: No, they aren't. They're great.
- 2 Megan: Sure. What's on?

English today

- Would you like to come to the cinema?
- Are you free on Saturday?
- Yeah! That sounds fun/good/great.
- Sorry, I can't. I'm busy.
- That's a pity.
- Never mind.

Your turn

3 Act out your dialogue.

Student A: You want to go to the park and read magazines with your friend.

Student B: You don't want to read magazines. You want to play football.

A: Are you free this afternoon?

B: Yes, I am. Why?

2 Put the dialogue in the correct order. Listen and check. Then act out the dialogue.

- Teach *fashion show*, e.g. translate it. Ask the class if they would prefer to watch a fashion show on TV or a DVD at the weekend. Take a class vote!
- Give students time to read and order.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Divide the class into two groups and allocate roles. Play the recording again, pausing for the students to repeat in chorus. Swap roles.
- Students practise the dialogue in pairs. Let the boys use English boys' names if they prefer.

English today

- Invite different students to read out each phrase and model as necessary.
- Have them find and underline the expressions in Exercises 1 and 2. Explain that they can use these expressions in their own dialogue in Exercise 3.
- Teach *invitation*. Say *Would you like to ... ? is an ... (elicit/say) invitation*.

Writing: A party invitation

- 4 Read the invitation and answer the questions.

- Who is the invitation to? *The invitation is to Megan.*
- Who is the invitation from? *It's from Anna.*
- When is the party? *It's on Saturday, 18th May at 6 p.m.*
- What time does the party finish? *It finishes at 9 p.m.*
- Where is the party? *It's at 37, Woodlands Road.*
- What kind of party is it? *It's a 'pop stars' party.*

Writing tip

How to write an invitation

When we write an invitation, we include these headings:

To:
Date:
Time:
Place:

Look at the invitation in Exercise 4. Circle the headings. What information comes after each heading?

- 5 Complete the invitation with the headings from the Writing tip.

- 6 Match the headings with the information.

- | | |
|----------|---------------------|
| 1 To: | a Burger Palace |
| 2 Date: | b 2 p.m.-3 p.m. |
| 3 Time: | c Matt Parker |
| 4 Place: | d Sunday, 27th July |

Your turn

7 Write an invitation for your party.

- Think about your party. What kind of party is it? When is it? Where is it? Say what clothes to wear.
- Write your invitation. Use the headings in the Writing tip. Look at Exercises 4 and 5 to help you.
- Show your invitation to the class and vote for the best one!

>Now turn to p61 in the Activity Book.

59

3 Act out your dialogue.

- Invite a volunteer to read out the instructions.
- Students work in pairs, using the dialogue in Exercise 2 as a model. Give them time to practise their dialogue. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the invitation and answer the questions.

- (Books closed) Ask students *What do you usually do at parties?* Encourage them to reply in English.
- (Books open) Students read the questions. Tell them (L1) *When ... ?* is a question about date/time. Check *date*, e.g. translate it. Elicit/tell them a.m. refers to the morning and p.m. the afternoon.
- They read the invitation, underlining the relevant parts and write the answers.
- Check answers.

Answers → student page

Writing tip

- Give students time to read.
- They circle and answer.
- Check answers.

Answers

To: name of the party guest; **Date:** day and date; **Time:** the time the party starts and finishes; **Place:** where the party is being held.

5 Complete the invitation with the headings from the Writing tip.

- Have students use the photo to predict what kind of party it is.
- Give students time to read. Check students' predictions. (It's a 'football stars' party.)
- Students complete.

Answers → student page

Suggestion: Have the class tell you (L1) if they would prefer to go to Anna or Mark's party and why.

6 Match the headings with the information.

- Give students time to do the matching exercise.

Answers → student page

7 Write an invitation for your party.

- Give students time to read the instructions and to think about their party.
- Students design their invitation, using the photo they've brought.
- Give them time to write. Move round the class prompting and correcting.

Suggestion: Have students use a computer to download a photo, design their invitation and to write.

- Stick all students' invitations on the board. Give the class time to choose a favourite. Take a class vote!

Ending the lesson

Ask different pairs of students in turn to invite each other to the party they thought of in Exercise 7. The guest accepts/refuses. Remind them to use English today to help.

Photocopiable Resource 5D. You can use this resource any time after Exercise 2.

Unit 5, E

New language

New words: after-school club, band, boarding school, exchange trip, excited, free time, library, nervous, routine, share, village

Preparation: Warm-up: Enlarge the dialogue from Exercise 1, Unit 5D. Copy one for each pair of students. Cut up each dialogue into seven or eight. Shuffle them. **Exercise 1:** Bring a magazine/Internet photo of a violin. **Video:** Prepare a worksheet (see notes). **Exercise 4:** Bring a world map/globe showing South Africa. Book a computer room.

Culture notes

School bands usually play classical music. **Poznan** is one of the oldest cities in Poland. **Bath** is a historical city and spa town in the south-west of England. It is well known for its Roman baths and Georgian architecture. Very young children in the UK often attend **nursery schools**. Children from four/five years old attend **primary school**. Some preparatory schools take children up to age thirteen but most children attend **secondary school** from the age of eleven. Most schools in the UK are co-educational schools for boys and girls. English is one of the eleven official languages of **South Africa**. It isn't the most important but is the most used for business.

Warm-up

- (Books closed) Give pairs time to order the mixed-up dialogue you've prepared.
- (Books open) Have them refer to Unit 5D, Exercise 1 to check answers.

Lead-in

- (Books closed) Have students predict what school life in the UK is like, e.g. ask *Do they wear a uniform?* Find out (L1) if students think boys and girls go to the same school.
- (Books open) Have students tell you (L1) if the schools in the photos look like schools in your country.

1 Listen and read. Where are Kasia, Danny and Nina from?

- Draw students' attention to the New words box. Remind them to use the context and photos to help them understand.
- Play the recording. Students listen and read.
- Check the answer.

Answer

Kasia is from Poznan in Poland. Danny and Nina are both from the UK. Danny is from London and Nina is from Chelwood, near Bath.

Here are some facts about schools in the UK:

99% of schools in the UK have a uniform. 2% of schools in the UK are for boys or girls only.

Kasia:

Hi! My name's Kasia and I'm from Poznan in Poland. Our school exchange trip to the UK is next week! I'm very excited ... but I'm nervous, too! What's an English school like? What's the routine in your school?
Kasia ❤

Danny, London:

Hi Kasia! There are lots of different schools in the UK. This is my school. It's in London and it's very big! We always start school at 8.45. We have two lessons in the morning and then we have a small break. We have two more lessons and then I have lunch at home at 12.30. We have two lessons in the afternoon. My favourite subject is History – the Romans are great! We go home at 3.20. There are lots of after-school clubs, too. I'm in the school band – I play the violin!
Danny, London

- Check students' Lead-in predictions (L1). (Most children wear a uniform. Most boys and girls go to the same school.)

Suggestion: Check a weak class understands new words. For instance, ask *What after-school clubs do you go to?* Show the class the photo of a violin. Ask *Do you play the violin? Is anyone in the school band?* Say *Name some villages near here. Where do you do your homework?* (Elicit/Translate library.) You could also have them look up words in a bilingual dictionary, e.g. *nervous/excited*.

2 Read again. Complete the table with the correct times.

- Give students time to look at the table.
- They read the text again and circle all the times. Then they complete.
- Check answers.

Answers → student page

3 Choose Danny or Nina.

- Students read questions 1–6.
- They read the text again, underlining the relevant parts. Then they choose.

Answers → student page

New words

after-school club band
boarding school exchange trip
excited free time library
nervous routine share village

Reading

- 1 **12** Listen and read. Where are Kasia, Danny and Nina from?

Comprehension

- 2 Read again. Complete the table with the correct times.

Name	School starts at ...	Lunch is at ...	School finishes at ...
Danny	1 <u>8.45</u>	2 <u>12.30</u>	3 <u>3.20</u>
Nina	4 <u>8.00</u>	5 <u>12.00</u>	6 <u>4.00</u>

- 3 Choose Danny or Nina.

- 1 Danny Nina goes to a small school.
2 Danny Nina has breakfast at school.
3 Danny / Nina doesn't have lunch at school.
4 Danny Nina does homework at school.
5 Danny / Nina plays a musical instrument at school.
6 Danny Nina sleeps at school.

Listening

- 4 **13** Listen to a boy from South Africa and choose the correct answers.

- 1 Name: a Benny b Bryce
2 School starts: a 9.00 b 9.15
3 Morning: a 3 lessons b 4 lessons
4 Lunch: a Café b school
5 Afternoon: a 2 lessons b 4 lessons
6 School finishes: a 2.30 b 3.30
7 After school: a rugby b football

Speaking

- 5 Tell the class about your school day. Think about the questions below.

School starts at 8.30 every day.

- When does school start?
- How many lessons do you have in the morning?
- When is lunch?
- Where do you eat lunch?
- When does school start after lunch?
- How many lessons do you have in the afternoon?
- What time does school finish?
- What do you do after school?

Project: My school routine

- 6 Write about your school routine.

- 1 Introduce yourself.
2 Describe your school, the morning, lunch, the afternoon, your favourite subjects and what you do after school.



Hi, I'm Konrad and I'm twelve. I'm from Poznań in Poland. My school is big and it's great. We don't wear a uniform to school!
School starts at 8.00 every day. We have three lessons in the morning and then we have a break. After the break we have two more lessons. School finishes at 1.30. My favourite lessons are English and History.
We have a short lunch break, so we have lunch at school with our friends. After school, I do my homework and watch TV. On Tuesdays I have piano lessons after school. Mum says I'm the new Chopin!

61

Suggestion: Students imagine they are going on a school exchange trip to the UK. They tell you which school they would like to go to and why.

Go to the Culture video for this lesson.
(See Introduction page iv.)

- Write the following table on the board or hand out a prepared worksheet.

	First lesson starts at ...	School ends at ...	After-school activities	Uniform	Favourite subject
Alice	1	4	7	10	13
Atlanta	2	5	8		14
Rae	3	6		11	
James			9		15
Anisah				12	

- Tell students they're going to watch some English students answer the following questions: *What time does your first lesson start? What time does school end? Do you do extra activities after school? Do you wear a uniform? What's your favourite subject?*
- Play the video all the way through while the students watch and listen.

- Play the video again. Tell students to fill in the table.
- Play the video a third time, pausing to check answers.

Answers

1 9.50 2 9.10 3 8.35 4 3.15 5 3.30 6 3.30

7 design and technology club, trampolining

8 none 9 football, table tennis, tennis

10 none 11 black jumper, white shirt, black trousers 12 navy blue jumper, black skirt, black tights 13 Drama, English 14 Art

15 Geography

- 4 **13** Listen to a boy from South Africa and choose the correct answers.

- (Books closed) Have a volunteer point out South Africa on your map/globe or do it yourself. (See Culture notes.) Teach *rugby*, e.g. translate it.
- Give students time to read the example and questions 2–7.
- Play the recording. They listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 106

Suggestion: Pairs use the Internet at school/home to find out about South Africa/Cape Town. They tell the class next lesson.

- 5 Tell the class about your school day. Think about the questions below.

- Give pairs time to read the questions and to note their answers.
- Different students in turn answer a question for the class.

6 Write about your school routine.

- Students silently read the instructions.
- They read the example text, circling the information referred to in the instructions (favourite subjects, etc.).
- Give them time to write. Move round the class prompting and correcting.

Ending the lesson

(Books closed) Discuss the pros and cons of wearing school uniform and/or of single sex schools with the class (L1).

Learning difficulties

Give pairs time to check all the new words they've learned at the end of the lesson. They give you an example sentence with each word, taken from the texts or their own. Recycling language like this is valuable for all but is especially useful for students with learning difficulties.

Unit 5, F Revision

Language revised

Grammar: Present simple – all forms and short answers; adverbs of frequency; Wh-questions with present simple

Vocabulary: Routine activities, School subjects, Jobs and places of work

Functions: Give invitations

Pronunciation: Word stress with /ə/

Warm-up

- (Books closed) Pairs imagine their ideal school routine. Write prompts on the board to help, using the questions in Unit 5E, Exercise 5 for ideas, e.g. When / school start? Pairs take it in turns to ask and answer about their ideal routine. Have a weak class repeat the questions after you in chorus before starting.

Lead-in

- (Books closed) Quiz! Divide the class into two teams. Teams take it in turns to answer questions using language from the unit. Example questions: 1) Mime get dressed! 2) Have students say a sentence using often. 3) Say Name six school subjects. 4) Say She works in an animal hospital. She likes animals. Students guess the job (a vet).

1 Complete the text. Use the words in the box. Then tell the class about Mark's day.

- Give students time to read and complete.
- Check answers. Different students tell you an answer each. They use it to make a sentence about Mark's day.

Answers → student page

2 Write sentences. Then answer True (T) or False (F) for you.

- Ask a student to read the example. Refer them to the Grammar box above Exercise 6 in Unit 5A for help.
- Give students time to write. Move round the class prompting and correcting.

Answers

- I never go to bed at twelve o'clock.
- I sometimes read in bed.
- I often watch TV after school.
- I usually go to school by bike.

- Students do the True/False exercise.

3 Correct the false sentences in Exercise 2.

- Give students time to write. Move round the class prompting and checking.

F Revision

- 1 Complete the text. Use the words in the box. Then tell the class about Mark's day.

Mark gets up at seven o'clock on Mondays. He ...

do finish get go go have
have have play start watch

I have a busy day on Mondays. I ¹ get up at seven o'clock. I ² **have** breakfast and then I ³ **go** to school with Anna, Will and Megan. We ⁴ **start** school at half past eight and we ⁵ **have** lunch at twelve o'clock. We ⁶ **finish** school at half past three. After school, I usually ⁷ **play** sports with my friends. Then I ⁸ **do** my homework. I ⁹ **have** dinner at half past seven and then I ¹⁰ **watch** TV. I usually ¹¹ **go** to bed at ten o'clock.

- 2 Write sentences. Then answer True (T) or False (F) for you.

- get up / seven o'clock
I always get up at seven o'clock. F
- go to bed / twelve o'clock
- read / in bed
- watch TV / after school
- go to school / by bike

- 3 Correct the false sentences in Exercise 2.

- I always get up at eight o'clock.*
-
-
-
-

- 4 Write sentences about Megan's timetable.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning				
Afternoon				

1 Megan has **ICT**, **English**, **Art** and **Maths** on Mondays.

2 Megan has **Geography**, **French**, **History** and **PE** on Tuesdays.

3 Megan has **History**, **Maths**, **French** and **English** on Wednesdays.

4 **Megan has Science, Art, ICT and Geography on Thursdays.**

5 **Megan has English, History, PE and Science on Fridays.**

- 6 Ask and answer about Megan's timetable.



- 1 A: When does Megan have **ICT**?
B: She has **ICT** on Mondays and Thursdays.

- 1 **ICT** 4 **English**
2 **History** 5 **Art**
3 **Maths** 6 **PE**

- 6 Draw your timetable. Then write about it.

I have Maths on Mondays.

Fastfiners: Have them write more sentences about their routine using adverbs of frequency.

4 Write sentences about Megan's timetable.

- Give students time to look at the timetable. Elicit the subjects illustrated.
- Students write individually. Move round the class prompting and correcting.

Answers → student page

Fastfiners: They write negative sentences about Megan's timetable, e.g. *Megan doesn't have Geography on Mondays.*

Tip: Give students enough time to assimilate information before they start an exercise. This will improve their chances of completing it successfully. It will also allow you to deal with any questions they may have.

5 Ask and answer about Megan's timetable.

- Pairs take it in turns to ask and answer.

7 Complete the sentences.

- 1 A vet works in an animal hospital.
- 2 A chef works in a restaurant.
- 3 A receptionist works in a hotel.
- 4 A shop assistant works in a shop.
- 5 A hairdresser works in a salon.
- 6 A waiter works in a restaurant.
- 7 A secretary works in an office.
- 8 A doctor works in a hospital.

8 Ask and answer about the jobs in Exercise 7.

- A: Where does a vet work?
B: A vet works in an animal hospital.

9 Complete the dialogue. Then act it out.

band boring listen sounds think would



- Will: ¹Would you like to go to a concert in the park? It's free.
Mark: Sure. Which ²band is it?
Will: Top Secret.
Mark: Oh no! Top Secret are ³boring!
Will: No, they aren't. They're brilliant.
Mark: Well, I don't ⁴think so.
Will: OK, then. Let's ⁵listen to music at my house then.
Mark: Yeah! That ⁶sounds great.

Song: Busy days

10 ² Listen and complete. Then sing.

I always get up early
And I'm never late for ¹school.
I have a lot of subjects
And I think they're very cool.
My days are never boring,
They're full of work and play.
From ²Monday until Sunday,
Every day's a busy day!
I sometimes go to parties
Or ³watch films at the weekend.
I ⁴always do my homework
And I often visit friends.



Pronunciation:
word stress with /ə/

11 ² Listen and repeat.

She's a hairdresser, she has burgers for dinner.
He's a footballer and today he's a winner!



12 ² Listen and underline where the stress is.

- 1 teacher
- 2 doctor
- 3 hairdresser

My progress

13 Read and tick (✓).

I can:

talk about routine activities. We get up at six o'clock.	<input type="checkbox"/>
talk about school subjects. Do you have Maths every day?	<input type="checkbox"/>
talk about jobs. What do you do? I'm a vet.	<input type="checkbox"/>

> Turn to Unit 5 Check in the Activity Book on p62.

63

6 Draw your timetable. Then write about it.

- Students draw/look at their timetable.
- They write about it. Set a time limit.

7 Complete the sentences.

- Students read and complete.

Answers → student page

8 Ask and answer about the jobs in Exercise 7.

- Pairs take it in turns to ask and answer.

Suggestion: Alternatively, divide the class into two teams. Different volunteers from each team in turn ask the question for the other team to answer.

9 Complete the dialogue. Then act it out.

- Students read the dialogue. Pairs use the words in the box to complete.

Answers → student page

- Pairs practise acting out the dialogue.
- Invite different pairs to perform for the class.

10 ² Listen and complete. Then sing.

- Give students time to read the words of the song.
- Play the song while students listen, follow and complete.

Answers → student page

- Play the song again. Encourage students to sing!

Suggestion: Allocate each table/row a word from the song, e.g. an adverb of frequency or a day. Students stand up then sit down immediately every time they hear their word.

11 ² Listen and repeat.

- Play the recording once. Students listen and read.
- Teach **stress**, e.g. say burger. Raise your hand and voice on the first syllable. Lower them on the second. Explain it's important to use the correct word stress so people understand you. The /ə/ sound isn't stressed. It's the most common sound in English!
- Play the recording again. Students listen and repeat.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

12 ² Listen and underline where the stress is.

- Play the recording. Students listen and do the exercise.

Answers → student page

13 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 5. Have them remind you why it's important to think about this.
- (Books open) Give them time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

Remember that doing a written exercise orally first will help weak students and those with learning difficulties. You could try this strategy with Exercises 1, 2, 4 and 6.

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use Unit Test 5.

After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 6, A

New language

Grammar: How often... ?; expressions of frequency

Vocabulary: Places in town

Preparation: Exercise 2: Bring a karate outfit or any white jacket/coat and tie belt.

Exercise 7: Book a computer room.

Culture notes

A lot of towns and cities in the UK have shopping centres such as **Gateshead's MetroCentre**. Shopping centres are called malls in the USA. Bigger towns and cities in the UK often have a sports centre.

Warm-up

- (Books closed) Play Hangman using vocabulary students learned in Unit 5. (See Ending the lesson, Unit 2B.)

Lead-in

- (Books open) Give students time to look quickly through Unit 6. Have them guess (L1) what *outside* means in your language. They tell you which lesson they're most looking forward to and why.
- Use the photo to generate interest and pre-teach vocabulary. Students predict (L1) where the children are and what they're talking about. Teach *town* and *shopping centre* by giving examples of ones students know in your area. Use the photo to teach *karate*.

1 2 Listen and read. What's Megan's hobby?

- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1). (They're in town, near the shopping centre and the sports centre. They're talking about Megan's hobby.)
- Check the answer.

Answer

Megan's hobby is karate.

- Find out if any students do karate. Have them tell you about it (L1/English).

English today

- Have students find and underline the expressions in the dialogue in Exercise 1.
- Check/Explain meaning. If someone says *You can say that again!* it means they strongly agree with the speaker. It's very informal.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

6 Outside

A How often do you go to karate?

Lesson aims:

- talk about places in town
- talk about how often you do things



Presentation

1 2 17 Listen and read. What's Megan's hobby?

- Will: Here are Anna and Megan!
Mark: Hey! Look at Megan!
Will: Is that a judo outfit?
Anna: No, it isn't. It's a karate outfit.
Megan: My karate class is at seven o'clock.
Mark: How often do you go to karate class?
Megan: I go twice a week.
Anna: Yes, and she sometimes goes three times a week.
She's got a tournament next week.
Will: Where do you train?
Megan: At the new sports centre.
Mark: Oh, where's that?
Megan: It's here, next to the shopping centre.
Mark: And how often do you have tournaments?
Megan: Once a year.
Will: Are you any good?
Anna: Good? You can say that again! She's the club champion!

2 18 Listen and repeat the dialogue.

English today

- Are you any good?
- You can say that again!

Comprehension

3 Read again and answer True (T) or False (F).

- Megan has got a karate outfit. T F
- The karate class is at six o'clock. T F
- Megan's karate class is next to the station. T F
- Megan always trains three times a week. T F
- Megan is good at karate. T F

2 18 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses.
- Invite volunteers to act out the dialogue for the class. Megan wears the white jacket/belt you've brought as a prop!

3 Read again and answer True (T) or False (F).

- Ask students to read the example and questions 2–5.
- Have them read the text again, underlining the relevant parts. They do the *True/False* exercise individually.

Answers → student page

4 19 Listen and repeat. Then match.

Which places are not in the pictures?

- Give students time to read the words in the box and to look at the pictures. Use the pictures to teach a weak class *post office* and *newsagent's* before they listen.
- Play the recording. Students repeat each word in chorus during the pauses.
- Pairs match the words and pictures.

Vocabulary: Places in town

- 4 Listen and repeat. Then match.
Which places are not in the pictures?

bookshop café cinema library
music shop newsagent's post office
shopping centre sports centre station
supermarket swimming pool

1 swimming pool



Grammar

How often do you go to karate class?

I go once a week.
twice a month.
three times a year.

I go every Monday/Tuesday/Sunday.
She sometimes goes three times a week.



5 Ask and answer about the places.

- 1 A: How often do you go to the cinema?
B: I go to the cinema twice a year.

- 1 the cinema 4 the post office
2 the swimming pool 5 the music shop
3 the library 6 the sports centre

Speaking

- 6 Look at Jenna's diary. Ask and answer.
Use the words below.

A: How often does Jenna watch TV?
B: Four times a week.
A: Which day(s) of the week does she watch TV?
B: On Mondays, Tuesdays, Thursdays and Fridays.

Diary	
Monday p.m.	Watch TV, chat to Jo online
Tuesday p.m.	Watch TV, play basketball
Wednesday p.m.	Visit Grandma, have a piano lesson
Thursday p.m.	Watch TV, go to Jo's house
Friday p.m.	Watch TV, chat to Jo online
Saturday p.m.	Go to the cinema, go to the shopping centre
Sunday p.m.	Play basketball, go to the swimming pool

- 1 watch TV
2 chat to Jo online
3 play basketball
4 have a piano lesson
5 go to Jo's house
6 go to the cinema
7 go to the shopping centre

About you

- 7 Write about your typical week.

MY TYPICAL WEEK

Hi, I'm Martin. I'm from Córdoba in Argentina. My week is always very busy! I play football three times a week. I'm in the school football team. We have football practice on Mondays and Wednesdays after school and we play a match on Saturdays. I have guitar lessons twice a week. They are on Tuesdays and Fridays after school. I meet my best friend, Marek, at the shopping centre once a week on Saturday afternoons. We usually go to the music shop and listen to CDs!

>Now turn to Unit 6A in the Activity Book. Start on p65.

- To check answers, play the recording again. Pairs point to the corresponding picture, if there is one, after each word. Then they tell you which places are missing.

Answer

Places not in the pictures: library, music shop, shopping centre and supermarket.

Suggestion: Pairs take it in turns to point to a place picture, ask and answer. Student A: *Where's this?* Student B: *It's the station!*

Grammar

- Check students understand *month* and *year*.
- Have them repeat the examples after you in chorus. Clap once/twice/three times as you say each frequency expression.
- Remind students that *every* is followed by a singular noun.
- Have them underline all the examples of frequency expressions in the dialogue in Exercise 1.

5 Ask and answer about the places.

- A pair of confident volunteers reads the example.
- Different pairs in turn ask and answer.

6 Look at Jenna's diary. Ask and answer. Use the words below.

- Give students time to read Jenna's diary and prompts 1–7.
- Ask a confident pair to read the example. Point out we use *which* when the choice is limited.
- Ask different pairs in turn to ask and answer.

Suggestions: Have a strong class do this exercise in closed pairs. Tell them to answer in full, e.g. B: *She watches TV four times a week.* If your students would benefit from extra writing practice, have them write the questions and answers. You could get them to do this for homework.

7 Write about your typical week.

- Students read the example text.
- Give them time to write. Remind them to use the ideas in the example. Move round the class prompting and correcting.

Suggestion: Alternatively, have students use a computer at school/home to write. They download photos from the Internet to illustrate their work and post it onto a class blog/webpage.

Ending the lesson

Students imagine they are a favourite star. Pairs take it in turns to ask and answer about how often they do different activities. For instance, Student A: *How often do you go to the cinema?* Student B: *I never go to the cinema. I've got a cinema in my house!*

Learning difficulties

Dyslexic students in particular usually lack confidence with reading. Reading aloud with/after a recording helps boost their confidence and increase their speed of word recognition. Exercise 2 will be very useful for such students. Play the recording as many times as you feel it will benefit all.

Photocopiable Resource 6A. You can use this resource any time after Exercise 4.

Unit 6, B

New language

Grammar: Present simple with *like* (first, second and third person); object pronouns

Vocabulary: Months, Ordinal numbers 1–31

Preparation: Exercise 9: Book a computer room.

Warm-up

- (Books closed) Ask one or two volunteers *Are you any good at (subject)?* Encourage them to reply *You can say that again!* or *It isn't my favourite subject.* Have different pairs in turn ask and answer.

Lead-in

- (Books open) Holding up one finger, point to the blog and say *This is Megan's first blog post.* The class uses the photos to predict what it's about (L1/English). Note their ideas on the board. Tell students not to copy.
- Teach *best friend.* Say *Your best friend is friend number one!*

Tip: Remember to make it clear to students what you want them to copy when you write on the board. Pointless copying can take up valuable time.

1 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and choose.
- Check students' Lead-in predictions (L1). (Megan writes about herself: her age, birthday, hobby, favourite music and her favourite subject. She also writes about her friends and their likes/dislikes.)
- Check answers.

Answers → student page

2 Read again and match 1–6 with a–f.

- Students read the blog in Exercise 1 again. They do the matching exercise individually.
- Check answers.

Answers → student page

3 Listen and repeat. Then close your books and say the months backwards.

- Play the recording twice. Students repeat each month in chorus during the pauses.
- Have the class say the months backwards in chorus! Then closed pairs take it in turns to do the same.

B Do you like my blog?

Presentation

- 1 **20** Listen and read. Choose the correct words.

Comprehension

- 2 Read again and match 1–6 with a–f.

- | | |
|--------------|------------------------------------|
| 1 Megan is | a Megan's favourite type of music. |
| 2 Mark is | b eleven years old. |
| 3 Anna is | c Megan's best friend. |
| 4 Will is | d Megan's favourite subject. |
| 5 Science is | e Anna's brother. |
| 6 Pop is | f Mark's best friend. |

Vocabulary: Months

- 3 **21** Listen and repeat. Then close your books and say the months backwards.
December...

January February March April May
June July August September October
November December

Vocabulary: Ordinal numbers 1–31

- 4 **22** Listen and repeat. Then ask and answer.

- A: When's your birthday?
B: It's on the twenty-fifth of June.

1st	first	13th	thirteenth
2nd	second	14th	fourteenth
3rd	third	15th	fifteenth
4th	fourth	16th	sixteenth
5th	fifth	17th	seventeenth
6th	sixth	18th	eighteenth
7th	seventh	19th	nineteenth
8th	eighth	20th	twentieth
9th	ninth	21st	twenty-first
10th	tenth	30th	thirtieth
11th	eleventh	31st	thirty-first
12th	twelfth		

Suggestions: (Books closed) If your class is weak, have students say the months in the correct order first.

Students tell you their favourite month. They explain why (L1).

4 Listen and repeat. Then ask and answer.

- Students read the numbers and words in the box.
- Play the recording twice. Students repeat each ordinal number in chorus.
- Ask a confident pair to read the example. Point out we say *the twenty-fifth of June* but we write *25th June*.
- Different pairs take it in turns to ask and answer.

5 Listen and choose the correct dates. Then ask and answer.

- Students read questions 1–5.
- Play the recording. Students listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 106

- Pairs take it in turns to ask and answer.

Listening**5** **23** Listen and choose the correct dates. Then ask and answer.

- 1** A: When's Will's birthday?
B: It's on the twentieth of November.
1 Will 20th November / 22nd November
2 Megan 15th October / 5th September
3 Mark 7th February / 7th September
4 Anna 6th June / 16th July
5 Amy 13th May / 30th May

Grammar

You like me. I like it.
I like you. They like us.
I like him. I like you.
I like her. I like them.

8 Complete the dialogue. Then act it out.

her him it it me them us you

Anna: Look my new poster! Do you like ¹ it ... ?
Megan: Yes, I do. It's great.
Anna: They're Bright Stars. They're my favourite band. Do you know ² them ?
Megan: No, I don't. Who's she?
Anna: She's the singer. I like ³ her
Megan: Is he a singer, too?
Anna: No, he isn't. He plays the guitar. I like ⁴ him , too. He's really cool.
Megan: Yeah! Have you got their new CD?
Anna: Yes, I have. Let's listen to ⁵ it .
Megan: Oh, they're good! Dance with ⁶ me !
Anna: Mark and I have got tickets for their concert. Would you like to come with ⁷ us ?
Megan: I'd love to come with ⁸ you . Thanks!

Grammar

I like karate.
I don't like football.
She likes pop music.
He doesn't like karate.
Do you like my blog?
Yes, I do./No, I don't.

**Speaking****6** Ask and answer. Use the words in the box. Then tell the class.

ice cream Maths cheese park
shopping centre karate Art football

A: Do you like ice cream?

B: Yes, I do./No, I don't.

A: Marco likes ice cream and ...

7 Write the words from Exercise 6 in the correct place. Then add one more for each heading.

Sports	karate, <u>football</u> ,
Food	ice cream, <u>cheese</u> ,
Places	park, <u>shopping centre</u> ,
Subjects	Maths, <u>Art</u> ,

Writing**9** Write a blog about you.

MEET MARIA
Posted on 7th December at 6:18 pm.
Hi, I'm Maria! This is my first blog post.
ABOUT ME
I'm twelve years old. My birthday is on 24th April. I don't like football but I like basketball. I'm in my school basketball team. My favourite type of music is dance music. My favourite subject at school is English. I like Art, too. My best friends are Rosa and Carine. I see them every day. Rosa is my best friend. I like her a lot. My friends like basketball but they don't like football at all! That's all for now!

>Now turn to Unit 6B in the Activity Book. Start on p67.

Suggestion: Pairs take turns to ask about each other's family birthdays, e.g. *When's your sister's/mum's/cousin's birthday?*

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Have them underline all examples of *like* int he blog in Exercise 1.

Suggestion: Different pairs in turn use the information in Exercise 1 to ask and answer about what Megan and her friends like.

6 Ask and answer. Use the words in the box. Then tell the class.

- Pairs take it in turns to ask and answer about the words in the box.
- Different students in turn tell the class about themselves.

Tip: Challenge a strong class by asking them for more information about what they say, e.g. ask *What kind of ice cream do you like? Which shopping centres do you go to?*

7 Write the words from Exercise 6 in the correct place. Then add one more for each heading.

- Give pairs time to complete Exercise 7.

Answers → student page

Grammar

- The class repeats the examples in the Grammar box after you in chorus. Tell them *me, him, her, etc.* are object pronouns.
- Point out *her* is also a possessive pronoun.
- Have them underline the examples of object pronouns in the blog in Exercise 1.

8 Complete the dialogue. Then act it out.

- Students read the dialogue. Have them tell you what Anna and Megan are talking about. (*Anna's favourite band*)
- They read it again and complete individually.
- Check answers.

Answers → student page

- Pairs act out the dialogue, changing roles.

9 Write a blog about you.

- Ask different students to read each paragraph aloud.
- Have the class tell you if Maria and Megan's blogs are about similar things.
- Give students time to write. Move round the class prompting and correcting.

Suggestion: Alternatively, students use a computer at school/home to write. They download photos from the Internet to illustrate their work and post it onto a class blog/webpage.

Ending the lesson

Divide the class into two teams. Ask different students from each team in turn questions with *like*. They must reply using the correct object pronoun to win a point. For instance: *Do you like dogs? (Yes/No, I like/don't like them.) Do you like Lady Gaga? (Yes/No, I like/don't like her.)*

Learning difficulties

To help dyslexic students with Exercise 2, you could pair each with a strong student, who reads it aloud while the dyslexic student follows. They decide the key phrases to underline together and agree the answers.

Photocopiable Resource 6B. You can use this resource any time after Exercise 4.

Unit 6, C

New language

Functions: Give directions, write directions

English today: Excuse me. Where's (the National Gallery)? Go straight on. Turn (left). It's on the (left).

Preparation: Lead-in: Bring magazine/Internet photos of London landmarks (including Trafalgar Square), e.g. Buckingham Palace/The London Eye. If possible, download everything to a computer and book a projector. **Exercise 4:** Bring a magazine/Internet photo of people bowling/a bowling alley.

Culture notes

Piccadilly Circus is a very busy square/junction in central London. The expression '*It's like Piccadilly Circus!*' means '*It's very busy!*'

The **National Gallery** is a famous art gallery in Trafalgar Square in central London. The square was given its name to commemorate the Battle of Trafalgar in 1805, a naval battle in which the British defeated the French.

Nelson's Column, a monument in the centre of Trafalgar Square, was built in honour of Admiral Horatio Nelson, who died in the battle.

Pall Mall is a well-known street in central London.

Warm-up

- (Books closed) Play Memory game. Divide the class into four or five teams, e.g. by rows/tables. Teams play in turns. Address the first team. Say *I like chocolate*. A student repeats your sentence and adds one of his/her own, e.g. *I like chocolate. I like birthdays*. A second student from the same team repeats both sentences and adds another. Continue until every team member has had a go. If they hesitate, repeat a sentence or make a mistake, their team is out! Continue until there's only one team left. Make it more challenging by having bigger teams.

Lead-in

- (Books closed) Show the class the photos you've brought. See if they can name the places/tell them (L1). Find out if any students have visited London. They tell the class about it (L1).
- (Books open) Use the photos to generate interest. Ask *Who are they? (Anna, her mum and a man)* Use the photo to teach *map*. Students predict where they are and what they're talking about (L1).

C

Communication

Speaking: Give directions

1 Listen and read.

Anna and her mum are in Piccadilly Circus in London.



Man: Excuse me. Do you know this area?

Anna: Yes, we do.

Man: Great. Where's the National Gallery?

Anna: Sorry, I don't know.
... Mum, where's the National Gallery?

Mum: Erm ... It's on Trafalgar Square.

Man: OK. And where's Trafalgar Square?

Anna: Have you got a map?
Man: Yes, I have.

Anna: OK. We're here, in Piccadilly Circus.

Man: OK ...

Anna: Trafalgar Square is here. Go straight on, then turn left at Pall Mall.

Mum: And the National Gallery is on the left, opposite Nelson's Column.

Man: Thank you very much!

2 Complete the dialogue. Listen and check. Then act out the dialogue.

Woman: Excuse me. Do you know this area?

Mark: Yes, we do.

Woman: Where's the post office?

Mark: Sorry, I don't know. Will, where's the post office?

Will: It's on Park Road.

Woman: Erm ... Where's Park Road?

Mark: Have you got a map?

Woman: Yes, I have.

Will: OK, Park Road is here. Turn right, then go straight on.

Mark: And the post office is on the left, next to the library.

English today

- Excuse me.
- Where's (the National Gallery)?
- Go straight on.
- Turn (left).
- It's on the (left).

Your turn

3 Act out your dialogue. Use the map in Exercise 4.

Student A: You're at the shopping centre. You want to go to the café but you don't know where it is.

Student B: Try to help Student A.

A: Excuse me. Do you know this area?

B: Yes, I do.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' Lead-in predictions (L1). (They're in Piccadilly Circus in London. They're giving the man directions.)
- Check understanding. Have a cooperative student follow your instructions. Say *Go straight on!* (He/She walks in a straight line.) Say *Turn left/right!* (He/She turns left/right.) Ask *What/Who's opposite the door/board/window?*
- Students tell you which of the places you discussed during the Lead-in are mentioned in the dialogue. (See Culture notes.)



See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: Piccadilly Circus isn't on the map but it's a map of Manchester, not London!)

Writing: Write directions

- 4 Read the email and answer True (T) or False (F).

Subject: My birthday party!

Hi Mark, Anna, Megan, James and Danny,
My party is at Super Strike Bowling Alley. Here's a map
and some directions.
The bowling alley is on Robertson Street. You can take
the number 26 bus. The number 26 bus stops near the
bowling alley. It stops in front of the shopping centre
on Castle Road. Go straight on, then turn right into
Robertson Street. On Robertson Street, there's a
bookshop, a music shop and a café. The bowling alley
is on the left, next to the music shop. There's a park
opposite.
See you on Saturday!
Will

1 The bowling alley is on Castle Road. F
2 The bookshop is on Robertson Street. T
3 The number 26 bus stops at the bowling alley. F

4 The shopping centre is on Robertson Street. T
5 The bowling alley is on the left. F

Writing tip

Using commas in lists
We use a comma (,) between all items in a list, except the last one:
In Tower Road there's a cinema, a bookshop, a
café and a music shop.
Look at the email in Exercise 4. How many
lists can you find?

**5 Add commas to the sentences. Be careful –
one sentence doesn't need a comma!**
1 My favourite sports are football, basketball
and tennis.
2 I like ice cream, cheese and apples.
3 My best friends are Petra, Maria and Julio.
4 In my street there's a library and a bookshop.
5 My favourite months are May, June and July. I love
summer!
6 I go to the swimming pool on Mondays,
Wednesdays, Saturdays and Sundays.

Your turn

6 Imagine it's your birthday. Write directions
to your party.
1 Think about your party. Who would you like
to invite?
2 Where is the party? What's the name of
the street?
3 How do you get there? Do you get there by bus?
Where is the bus stop/station?
Give directions.
Check your use of commas.

FROM	SUBJECT
Tim	Come to my party!

>Now turn to p71 in the Activity Book.

2 25 Complete the dialogue. Listen and check. Then act out the dialogue.

- Students complete the dialogue individually. Tell them to use Exercise 1 to help.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Divide the class into three groups and allocate roles. Play the recording again, pausing for students to repeat in chorus. Swap roles.
- Students practise the dialogue in groups of three.

English today

- Invite different students to read out each phrase and model as necessary. They find and underline the expressions in Exercises 1 and 2.

3 Act out your dialogue. Use the map in Exercise 4.

- Invite a volunteer to read out the instructions.
- Tell students to look at the map. Elicit the names of the shops and the street names. Check understanding by asking different students to give directions from the shopping centre to the café. Ask the class if they agree.

- Give pairs time to practise the dialogue using Exercise 2 as a model. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the email and answer True (T) or False (F).

- (Books closed) Show the class your photo of people bowling. Ask *Do you go bowling? Would you like to? Are you any good?*
- (Books open) Students read the example and questions 2–5.
- They read the email, underlining the relevant parts. Then they do the *True/False* exercise.

Answers → student page

Suggestion: Ask the class (L1) if they find it easy to find their way in places they don't know or if they get lost easily. Have volunteers tell you about their experiences.

Writing tip

- Give students time to read the Writing tip.
- Students find and underline the lists.

Answer

There are two lists in the email.

5 Add commas to the sentences. Be careful – one sentence doesn't need a comma!

- Pairs read the sentences. They add commas where necessary.

Answers → student page

6 Imagine it's your birthday. Write directions to your party.

- Give students time to read the instructions and to think about what they're going to write.
- Give them time to write. Tell them to use the email in Exercise 4 to help.

Ending the lesson

Roleplay. Different pairs in turn ask for and give directions to different places in your town. Tell students they must first agree where they are.

Learning difficulties

Move round the class when students are working alone or acting out in pairs, e.g. in Exercises 2, 3 and 4. Your physical presence will remind them to focus. This is a particularly useful strategy if you have students with an Attention Deficit Disorder (ADD).

Photocopiable Resource 6C. You can use this resource any time after Exercise 2.

Unit 6, D

New language

New words: explore, harbour, high, island, key, landmark, skyscraper, symbol

Preparation: Exercise 6: Draw or obtain a simple map of your town centre/the area near your school. Copy one for each pair of students.

Culture notes

New York City, in the State of New York, is the biggest city in the USA but isn't the capital. (Washington, DC is.) It was founded by Dutch traders at the beginning of the seventeenth century. Its first name was New Amsterdam. Its name changed to New York when it came under British control in 1664.

The **Statue of Liberty** (1886) was a gift to the American people from France, to commemorate American Independence from the British (1776). The **Empire State Building** (1931) is one of the world's tallest buildings.

Warm-up

- (Books closed) Divide the class into two teams. Say a different sentence/phrase from Unit 6C containing a preposition to each team in turn. Say 'Mmm' instead of the preposition. Volunteers say what it is. Example sentences/phrases: 1) It's (on) Trafalgar Square. 2) We're here, (in) Piccadilly Circus. 3) Go straight (on). 4) The bowling alley is (on) Robertson Street.

Lead-in

Go to the Cross-curricular studies video for this lesson. (See Introduction page iv.)

- (Books closed) Use the video to generate interest in the topic of the lesson. Before you play it, ask students what they can tell you about New York. Can they name any famous buildings?
- Play the video all the way through while the students watch and listen. Ask them what places and buildings are mentioned.
- Write these figures on the board: $8\frac{1}{4}$ million; 36%; 800; 36; 2 million. Tell students to identify what the numbers refer to. Play the video again, pausing to let them give you the answers.
- Discuss whether students would like to visit/live in New York? Why/Why not?

WELCOME TO NEW YORK CITY!



1

26

Listen and read. Name two landmarks in New York City.

- (Books open.) Students look at the map and tell you any places they recognise.
- Use the map to teach *symbol* and *key*.
- Play the recording. Students listen and read.
- Check answers. Have students find the two landmarks on the map.

Answer

The Statue of Liberty (F2) and the Empire State Building (C3).

- Draw students' attention to the New words box. Remind them to use the context and map to help them understand.
- Give them time to find and underline the new words. Note: *harbour* is spelt *harbor* in American English.

New words

explore harbour high island
key landmark skyscraper
symbol

Reading

- 1 **26** Listen and read. Name two landmarks in New York City.

Comprehension

- 2 Look at the map in Exercise 1 and write the grid references.

- 1 The hotel is in D3.
- 2 The fire station is in D2.
- 3 The Statue of Liberty is in F2.
- 4 The hospital is in A3.
- 5 The theatre is in A4.
- 6 The Empire State Building is in C3.
- 7 The school is in C2.
- 8 The bank is in B3.
- 9 The restaurant is in C2.
- 10 The library is in E2.

Study tip

When you learn new words, it's sometimes useful to write the word in a sentence.

The Statue of Liberty is a famous landmark in New York.

Find three new words on page 70 and write a sentence for each word in your exercise book.

harbour - There are lots of boats in the harbour.

Speaking

- 3 Ask and answer about the places in Exercise 2.

- 1 A: Where's the hotel?
B: It's in D3.

- 2 A: Where's the fire station?
B: It's in D2.

Listening

- 4 **27** Listen and draw the symbols on the grid. Which grid squares are empty?

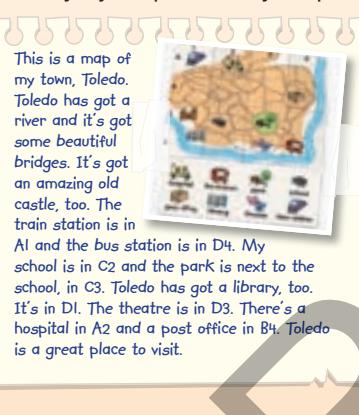


1		
B		
C		

- 5 Student A: go to page 102.
Student B: go to page 106.

Writing: Describing a map

- 6 Draw a map of your town or the area near your school. Use symbols and a grid. Draw a key for your map. Then describe your map.

**2 Look at the map in Exercise 1 and write the grid references.**

- Have students read the example and questions 2–10. They find the hotel in D3.
- Use the symbols to teach *fire station*, *theatre* and *bank*.
- Pairs look at the map, find the places and write.
- Check answers.

Answers → student page

Suggestion: Have the class tell you (L1) why they think we use grid references. (It makes places easier to find.)

Study tip

- Give students time to read.
- Students choose three new words and write a sentence to exemplify each. Move round the class prompting and correcting.

3 Ask and answer about the places in Exercise 2.

- Pairs take it in turns to ask and answer.

- 4 **27** Listen and draw the symbols on the grid. Which grid squares are empty?

- Give students time to look at the grid and symbols. Have a weak class tell you what each symbol represents.
- Play the recording. Students listen. They draw during the pauses.
- Play the recording again, pausing to check answers.

Answers → student page**AUDIOSCRIPT PAGE 106**

- 5 Student A: go to page 102.
Student B: go to page 106.

- Students work in pairs to complete the information. Check in open pairs.

Answers → page 103**6 Draw a map of your town or the area near your school. Use symbols and a grid. Draw a key for your map. Then describe your map.**

- Students look at the map of Toledo and read the description.
- Pairs draw a map. Give them the outline map you've prepared if you prefer.
- They add symbols and a key.
- They plan their description.
- They show their map to the class and describe it.

Suggestion: Have students write a description together for homework.

Ending the lesson

Have the class tell you (L1) if they would like to visit New York. Why/Why not?

Learning difficulties

The Study tip will be especially useful for dyslexic students. They choose the new words with a strong partner. They agree example sentences for the strong student to write.

Unit 6, E Revision

Language revised

Grammar: Expressions of frequency; present simple with *like* – all forms; object pronouns

Vocabulary: Places in town, Ordinal numbers 1–31, Months

Functions: Directions

Pronunciation: /tʃ/ and /ʃ/

Warm-up

- (Books closed) Pairs write down as many New York landmarks and names of other places in New York from Unit 6D as they can in two minutes. The pair with the longest (correct) list wins.

Lead-in

- (Books closed) Quiz! Divide the class into teams of four. Ask questions using language from Unit 6. Give a time limit for teams to confer. The first team to answer correctly wins a point. Example questions: 1) *How often do we have English lessons?* 2) *Spell newsagent's.* 3) *When's your birthday?* 4) *What month is after February? (March)* 5) Write on the board *Mum doesn't like shopping centres.* A student replaces *shopping centres* with an object pronoun (*them*).

1 Look at Tara's free time routine. Write how often she does each thing.

- Students use the information in the diary to write. Refer them to the Grammar box above Exercise 5 in Unit 6A for help.
- Have them compare answers.

Answers → student page

Fastfiners: Have them write negative sentences about Tara's routine, using a frequency expression, e.g. *She doesn't play computer games every day.*

2 Complete the sentences with the correct form of *like* or *don't like*.

- Ask volunteers to read the examples.
- Students complete. Refer them to the Grammar box above Exercise 6 in Unit 6B for help.
- Have them compare answers.

Answers → student page

3 Write what you like and don't like. Use the topics below.

- Give students time to think about the topics and to write.

E Revision

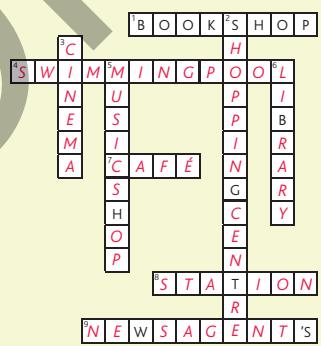
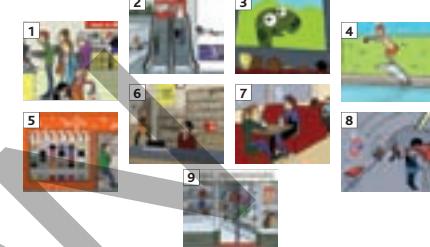
- 1 Look at Tara's free time routine. Write how often she does each thing.

- play computer games
She plays computer games twice a week.
- watch TV
She watches TV three times a week.
- chat to Mia online
She chats to Mia online twice a week.
- play tennis
She plays tennis twice a week.
- visit Grandad
She visits Grandad once a week.
- have a piano lesson
She has a piano lesson once a week.
- listen to music
She listens to music twice a week.

Monday	play computer games	Thursday	listen to music
	watch TV		play computer games
Tuesday	chat to Mia online	Friday	watch TV
	play tennis		play tennis
Wednesday	watch TV	Saturday	chat to Mia online
	visit Grandad		have a piano lesson
		Sunday	listen to music



- 2 Complete the crossword.



72

Suggestion: Ask different students to read their sentences to the class.

Fastfiners: They write more sentences with *like* and *don't like* about topics of their choice.

4 Complete the crossword.

- Pairs use the pictures to complete the crossword. Refer them to Unit 6A, Exercise 4 for help.

Answers → student page

Suggestion: Have a weak class name the places in the pictures first.

5 Write the correct pronouns.

- Give pairs time to read the sentences and to write. Refer them to the Grammar box above Exercise 8 in Unit 6B for help.

Answers → student page

Suggestion: Elicit different object pronouns first, e.g. say *I like Maria. I like ... (her).*

5 Write the correct pronouns.

- 1 My best friend plays tennis with me every Saturday.
- 2 My grandparents live near my house. I visit them every day.
- 3 We like our teacher, and she likes us.
- 4 Shakira is my favourite singer. I really like her.
- 5 Mike is my best friend. I sit next to him at school.

6 Write the dates as words.

1 6/7	<u>the sixth of July</u>
2 20/9	<u>the twentieth of September</u>
3 18/5	<u>the eighteenth of May</u>
4 1/10	<u>the first of October</u>
5 27/6	<u>the twenty-seventh of June</u>
6 14/2	<u>the fourteenth of February</u>
7 30/8	<u>the thirtieth of August</u>
8 3/1	<u>the third of January</u>

7 Complete the dialogue. Then act it out.

Excuse here map on Sorry straight
Thank the Where

- Man: ¹Excuse me. Do you know this area?
Anna: Yes, we do.
Man: ²Where's the new shopping centre?
Anna: ³Sorry... I don't know... Mark, where's the new shopping centre?
Mark: It's ⁴on Bell Street.
Man: Erm... Where's Bell Street?
Anna: Have you got a ⁵map?
Man: Yes, I have.
Mark: OK. We're in Seaside Road.
Man: OK...
Mark: Bell Street is ⁶here. Turn right, then go ⁷straight on.
Anna: And the shopping centre is on ⁸the left, next to the cinema.
Man: ⁹Thank you very much!

Rap: I like sports

8 **28** Listen and complete. Then rap.

I play football on ¹Mondays,
My friends are in football teams.
My team plays at the ²centre.
Sometimes I play football in my dreams!
I like sports. I play them every ³.
At the sports centre on London Way.
I play ⁴ on Fridays.
My team's name is the London Blues.
We practise after ⁵ on Thursdays.
Sometimes we win, sometimes we lose!
I like sports. I play them every day.
At the sports centre on London Way.



Pronunciation: /tʃ/ and /ʃ/

9 **29** Listen and repeat.

Charlie has a sandwich,
Some chips and chocolate cake.
Sharon has a cheeseburger
And a big milkshake!



10 **30** Listen and choose.

1 sh /ch/ 2 sh/ ch 3 sh/ ch

My progress

11 Read and tick (✓).

I can:

talk about places in town. <i>It's next to the shopping centre.</i>	<input type="checkbox"/>
talk about how I often do things. <i>I play football twice a week.</i>	<input type="checkbox"/>
talk about dates. <i>It's the fifth of November.</i>	<input type="checkbox"/>
talk about likes and dislikes. <i>I like computer games.</i>	<input type="checkbox"/>
give directions. <i>It's in Market Street. It's on the left.</i>	<input type="checkbox"/>

> Turn to Unit 6 Check in the Activity Book on p72.

73

- Play the recording again. Encourage students to rap!

Suggestion: Have students make up a similar rap about themselves. They perform it for the class.

Tip: It's best not to hurry exercises such as the one suggested above. If time is short, ask students to finish for homework. Volunteers perform their rap at the beginning of the next class.

9 **29** Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /tʃ/ and /ʃ/ sounds in chorus two or three times after you.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

10 **30** Listen and choose.

- Play the recording. Students listen and circle the sounds they hear.
- Play the recording again, pausing to check answers.

Answers → student page

11 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 6. Have them remind you why it's important to think about this.
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use:

- Unit Test 6
- Achievement Test Units 5–6
- Skills Test Units 5–6

After grading the tests, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

6 Write the dates as words.

- Check students understand the first number refers to the day and the second to the month.
- Students write out the dates. Refer them to Unit 6B, Exercise 4 for help.

Answers → student page

7 Complete the dialogue. Then act it out.

- Students use the words in the box to complete the dialogue individually. Remind them to read through it once before they do the exercise.

Answers → student page

- Give groups of three time to act out the dialogue. Encourage them to use any classroom objects/possessions they have as props, e.g. they could use a piece of paper to represent a map.

8 **28** Listen and complete. Then rap.

- Give students time to read the words of the rap. They guess the answers.
- Play the recording while students listen, follow and complete.

Answers

2 sports, 3 day, 4 basketball, 5s chool

Unit 6, Magazine

New language

Vocabulary: at the top, calendar, fasten, leap year, live, lucky, the rest of, the Romans, the same, type, unlucky

Preparation: Warm-up: Bring a soft ball.

How to ... Bring a calendar. Book a computer room. Check you have access to a printer. Ask students to bring twelve photos of themselves/family/friends on a CD/memory stick, one for each month of the year. If you have no student access to computers, have students bring printed photos and make an outline calendar as suggested in Step 2. (Leave space for students to write the days.) Copy one for each student. Bring some magazines with lots of photos of different seasons of the year. **Guess what?** Book a computer room.

The activities can be done in any order as they are not related to each other. You could assign one activity to the whole class or different activities to different students according to their strengths.

Culture notes

Fun time! A *lane* is narrower than a road and is typically found in the countryside/villages. A *street* is typically found in a town/city and usually has pavements. *Road* has more general usage.

Guess what? Our calendar, introduced in 1582, is called the Gregorian Calendar. February has 29 days instead of 28 in a leap year.

Some superstitious people in the UK are scared of Friday 13th. In the past, Friday was considered an unlucky day in the UK. Some people think 13 is an unlucky number. Fear of Friday 13th is called 'paraskevidekatriaphobia'!

Warm-up

- (Books closed) Play Buzz with ordinal numbers 1–31. Students pass the ball to each other. They say the next number as they receive the ball. (First, second, third, ...). When the number includes, say, a 5, the student who receives the ball must say *buzz* instead of the number. If he/she says the number instead, he/she is out.

How to ...

- Use your realia to teach *calendar*. Have the class tell you about any calendars they have. Are they similar to yours? What do they/their family write on them?
- Tell students (L1) they're going to make a calendar.
- Ask a student to read Step 1. Check students have their photos, e.g. by a show of hands. If they haven't got any/enough, tell them they can download photos of different seasons from the Internet or cut out appropriate photos from the magazines you've brought.

pick and mix

How to ...

MAKE A COOL CALENDAR!



STEP 1

Find twelve photos of you, your friends and family on your computer. The photos can show you in different months of the year.

STEP 2

Copy your photo for January into a new document. Type 'January' under the photo, in big letters, and make a table under it. Type the days of the week at the top of the table and the numbers 1–31 under the days of the week.

January

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

STEP 3

Do the same for the rest of the months (think about how many days are in each month!). Put each month on a new page. Then print your calendar.

STEP 4

Fasten the pages of your calendar together. Now you've got a cool calendar for your bedroom!

JUST JOKING!



74

- Have students silently read Step 2. Remind them to use the context/photos to help them understand new words. They turn their books over when they finish reading. Check all students understand the instructions. Have a strong student explain what to do in your own language.
- Do the same for Steps 3 and 4.
- Give students time to make their calendar using a computer or the outline calendars you've brought.

Suggestions: If students have to share a computer, divide the class into two/three. Students without a computer work at other Magazine activities. Then they swap.

Calendar competition! Display students' calendars. Students vote for their favourite.

Fast finishers: Ask them to help students who work more slowly.

Tip: Try to anticipate possible problems such as students forgetting to bring their photos. It's always a good idea to have a Plan B!

Fun Time!

WHERE DO THEY LIVE?

Jack, Emma and Ben are friends. Can you find out where they live? Read the sentences and complete the grid with the information in the box.

- Jack, Emma and Ben live in different streets.
- They also live at different house numbers.
- Their houses have got different coloured doors.
- Emma doesn't live in Bridge Lane.
- Ben doesn't live at house number 2.
- Ben's house has got a green door.
- Jack's house hasn't got a yellow door.
- Emma lives at house number 1.
- One child lives at Number 2, Park Road.



Name:	JACK	EMMA	BEN
Door colour:	red	yellow	green
House number:	2	1	3
Street:	Park Road	Green Street	Bridge Lane

Guess what?

Read the facts and complete the quiz.



In the UK, Friday the 13th is an unlucky date. In China and Japan, the 4th is an unlucky date.



The English names for the months of the year come from the Romans. The name for July comes from Julius Caesar and August comes from Augustus Caesar.



There are usually 365 days in a year, but in a leap year, there are 366 days. This is because each year is really 365 days, five hours, forty-nine minutes long. The extra five hours and forty-nine minutes make one extra day every fourth year!

QUIZ TIME!

- 1 What is Friday the 13th? *An unlucky date in the UK.*
- 2 What is the 4th? *An unlucky date in China and Japan.*
- 3 What comes from Julius Caesar? *The name for July.*
- 4 What comes from Augustus Caesar? *The name for August.*
- 5 What has got 366 days? *A leap year.*

Just joking!

- (Books closed) Ask the class *What is in December but isn't in any other month?* They guess.
- (Books open) Give the class time to look at the cartoon.
- Two confident volunteers read the captions.

Suggestion: Pairs write/draw another similar cartoon about another letter/month, e.g. February/November.)

Fun time!

- (Books closed) Have the class tell you (L1/English) if they are good at solving puzzles. What kind of puzzles do they do/like?
- (Books open) Ask a student to read the information in the light green box at the top. Tell the class the street names are very common in Britain. (See Culture notes.)
- Check they understand *live*. Say *I live in ...*. Ask two different volunteers *Where do you live?* Draw their attention to *I live in* + street/town. *I live at* + address.
- Give pairs time to work out the puzzle.

Answers → student page

Suggestion: If your class is competitive, turn this into a race. The first pair to finish wins!

Guess what?

- Have the class tell you (L1/English) what they can see in the pictures. Use the first to teach *lucky/unlucky*, the second to teach the *Romans* and the third to teach *leap year*.
- Ask the class to read the example and questions 2–5.
- Students read the text again and do the quiz.
- Check answers. Find out if any students/their family or friends have a birthday on February 29th! What do they do for their birthday when it's not a leap year?

Answers → student page

Suggestion: Pairs use the Internet at school/home to find more lucky/unlucky dates in different countries.

Tip: Remember not to expect perfection if you are asking students for their ideas/to describe a photo. You may like to correct bigger mistakes with language they should know/suggest vocabulary to help them express themselves.

Learning difficulties

Remember you can ask different students/pairs/groups to work on different exercises at the same time. You could support students with learning difficulties by introducing a 'buddy' system for all students. Each student has a buddy to check work with/ask for help, even when working alone. Make sure you pair students with learning difficulties with a cooperative, strong partner.

Unit 7, A

New language

Grammar: can/can't (ability)

Vocabulary: Sports

Preparation: Exercise 7: Book a computer room.

Culture notes

Holiday centres are a popular holiday option for families in the UK. There are lots of sports and other activities organised for all ages in specially designed self-contained complexes.

Warm-up

- (Books closed) Spelling game! Divide the class into four teams. Say a new word from Unit 6, e.g. a place in town, ordinal number or month. A volunteer from each team writes it on the board at the same time. Next, another four volunteers write a different word. Continue with different words, checking spelling as you go. The team with the most correctly spelt words wins.

Lead-in

- (Books open) Give students time to look quickly through Unit 7. Have them tell you (L1) which lesson they're most looking forward to and why. Ask *What's 'holidays' in (your language)?* Have volunteers tell you about their holidays.
- Have students predict where the children are and who the man is (L1). Use the sign in the photo to teach **activities**.

1 2 31 Listen and read. What activities are there at the holiday centre?

- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1). (The children are at Brookside Holiday Centre. The man, Chris, works there.)
- Check answers.

Answer

There's a BMX bike club, a skateboard club and a swimming pool.

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

7 Holidays

A I can swim 200 metres!

Lesson aim:

• talk about ability



Presentation

1 2 31 Listen and read. What activities are there at the holiday centre?

The Price family are at a holiday centre in the English countryside.

- Man: Hello, everyone. I'm Chris. Welcome to Brookside Holiday Centre.
 Mark: Hi. What sports can we do here?
 Man: Well, there's a BMX bike club. Can you ride a BMX bike?
 Mark: Yes, I can. And Anna can, too.
 Amy: What about me? I can't ride a BMX bike. What can I do?
 Man: Well, there's a skateboard club.
 Amy: But I can't skateboard. I'm hopeless at it.
 Man: It doesn't matter. We can teach you.
 Anna: And I can help you, Amy. It's easy!
 Mark: Look, there's a swimming pool, too.
 Anna: ...with a wave machine!
 Amy: That's so cool!
 Man: Can you swim?
 Amy: Yes, I can. In fact, I'm quite good at it. I can swim 200 metres now!

2 2 32 Listen and repeat the dialogue.

English today

- What about me?
- It doesn't matter.
- In fact, ...
- I'm quite good/hopeless at it.

Comprehension

3 Read again and match the people with the activities they can do.

- | | |
|-----------------|-------------------|
| 1 Anna | a ride a BMX |
| 2 Mark and Anna | b swim 200 metres |
| 3 Amy | c skateboard |

2 2 32 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

3 Read again and match the people with the activities they can do.

- Students read the text again and do the matching exercise.

Answers → student page

Suggestion: Ask students (L1) if they would like to go to a holiday centre like Brookside. Why/Why not?

4 2 33 Listen and repeat. Then match. Which activities are not in the pictures?

- Ask the class to look at the pictures. How many activities can they name?
- Give them time to read the words in the box. Play the recording, pausing after each word/phrase. Students repeat in chorus and look for the activity. If it's pictured, they shout the number.
- Have them write the correct number next to each word. Then elicit which words are not pictured.

Vocabulary: Sports

- 4** Listen and repeat. Then match. Which activities are not in the pictures?

play basketball **5** play volleyball –
ride a bike **3** ride a horse **8** rollerblade **4** run –
sail a boat – skateboard **2** ski **6** surf **7** swim **1**

1 swim

**Grammar**

Positive	Negative
I can skateboard.	She can't ski.
You can swim.	We can't ride a BMX.
He can sing.	They can't play football.
I can't = I cannot	

**Speaking**

- 5** Tell the class two things you can do and two things you can't do.

I can ride a bike and swim but I can't ride a horse or ski.

Grammar

Can you ride a BMX?
Yes, I can./No, I can't.

6 Ask and answer.

1 **A:** Can you ride a horse?

B: Yes, I can.

1 ride a horse 4 surf

2 ride a bike 5 skateboard

3 ski 6 sail a boat

Listening

- 7** **2 34** Listen and tick (✓) the things the people can do. Then write sentences.

Jimmy can ride a horse and play volleyball but he can't play basketball.

Jimmy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Helena	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eric	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

About you

- 8** Write about the sports you and your family do.

Hi, my name's Roberto and I'm from Genoa in Italy. I can play football. I'm quite good at it. I'm in my school football team. And I can ride a bike. My brother and I ride our bikes to school every day. My brother can swim. He's very good at it. He can sail a boat, too but he can't play football! My family goes to France on a skiing holiday every year. My mum can ski but my dad can't. He's hopeless at it!

> Now turn to Unit 7A in the Activity Book. Start on p73.

77

Answer

Activities not in the pictures: play volleyball, run, sail a boat.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Draw their attention to the contraction can't.
- Point out can doesn't have third person s in the positive or need auxiliaries don't/doesn't in the negative.

- 5** Tell the class two things you can do and two things you can't do.

- Different students in turn tell the class what they can and can't do.

Grammar

- Have students repeat the question and answers after you in chorus.
- Point out do/doesn't aren't needed to form questions.
- Draw their attention to the short answers.
- Give students time to find and underline all the examples of can in the dialogue in Exercise 1.

6 Ask and answer.

- Give pairs time to ask and answer.

- 7** **2 34** Listen and tick (✓) the things the people can do. Then write sentences.

- Have students name the activity each picture represents.
- Play the recording. Students listen and tick.
- Play the recording again, pausing as you go to check answers.

Answers → student page

AUDIOSCRIPT PAGE 107

- Give students time to write. They use the example to help. Move round the class, prompting and correcting.

Answers

Helena can swim and ride a bike but she can't sail a boat.

Eric can rollerblade and skateboard but he can't surf.

Suggestion: Pairs use the Internet at school/home to find out about a holiday centre in the UK or in your country. They note the facilities it has and what you can do there. They tell the class. Alternatively, they download photos of the holiday centre, write about it and make a poster.

8 Write about the sports you and your family do.

- Students tell you about sports they and their families do.
- Volunteers read the example text.
- Give students time to write, using the example to help. Move round the class prompting and correcting.

Ending the lesson

Students take it in turns to say true/false sentences about what they can/can't do for a partner/the class to guess.

Learning difficulties

If possible, help dyslexic students with Exercise 8 by letting them use a computer to write. They will find this easier than writing by hand.

Photocopiable Resource 7A. You can use this resource any time after Exercise 5.

Unit 7, B

New language

Grammar: Imperatives – positive/negative

Vocabulary: Parts of the body

Culture notes

A lot of holiday centres/parks have **self-catering accommodation** with a living room like the one in the photo in Exercise 1. Computer games like the ones described in Exercises 1, 6 and 7 are very popular in the UK! A 'dance off' is a dancing competition to decide a final winner.

Warm-up

- Different volunteers in turn mime a sport from Unit 7A for the class to guess. The student who guesses first has the next turn.

Lead-in

- (Books closed) Ask the class *What do you do in the school holidays?* Have them tell you their ideas. Ask *Do you play computer games?* Volunteers tell you about any they play.
- (Books open) Use the photo to generate interest. Ask *What can you see in the photo?* Different volunteers answer. Encourage them to use *can*. Have them predict (L1) where the children are and what they are doing. Use the photo to teach *jump*. Teach *exhausted*. Explain/mime it means *very tired*.

1 2 35 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and choose.
- Check answers.

Answers → student page

- Check students' Lead-in predictions (L1). (The children are playing a computer game in their living room at the holiday park.) (See Culture notes.)

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 2 36 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

B Jump!

Lesson aims:

- identify parts of the body
- give instructions



Presentation

1 2 35 Listen and read. Choose the correct words.

Mark, Anna, and Amy are in their living room at the holiday park.

Anna: BMX / Swimming club is cancelled today.
Mark: Oh no! Let's play a computer game / football instead!

Amy: Well, I've got Stand up and Dance.
Mark: OK. Can I have a go?
Amy: Of course.

2 2 36 Listen and repeat the dialogue.

English today

- Can I have a go?
- That's it!
- I'm exhausted!

Amy: Now, look at the computer / TV and listen to the music!

Anna: Copy the dancer on the TV.

Amy: Come on, Mark! Move your feet!

Anna: No, Mark! Don't move to the right / left!

Amy: That's it! Now jump!

Mark: I'm exhausted! What's my score?

Anna: 30 / Twenty points! Not bad for your first time!

Comprehension

3 Read again and answer True (T) or False (F).

- BMX club is cancelled today. T
- Amy has got a computer game. T
- It's a football computer game. F
- It's Mark's turn. T

3 Read again and answer True (T) or False (F).

- Students silently read the example and questions 2–4.
- They read the dialogue in Exercise 1 again, underlining the relevant parts. They do the True/False exercise individually.

Answers → student page

Suggestion: Draw a strong class's attention to other words/expressions in the dialogue, e.g. *Of course! / What's my score? / Not bad.* They use the context to work out meaning and write mini-dialogues to practise them.

4 2 37 Listen and repeat. Then ask and answer.

- (Books closed) Say *Move your feet!* (Students move their feet.) Point out *feet* is the irregular plural of *foot*. Students tell you any other parts of the body they know.
- (Books open) Play the recording twice. Students repeat each word in chorus during the pauses.
- Different students ask and answer. Check answers as you go. Point out *teeth* is the irregular plural of *tooth*.

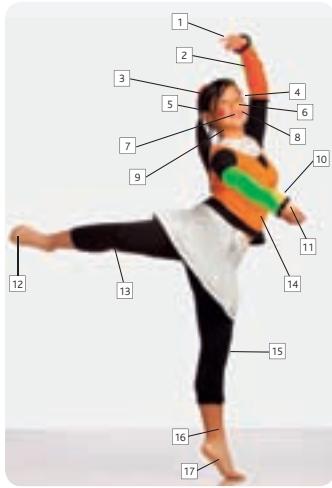
Vocabulary: Parts of the body

4 Listen and repeat. Then ask and answer.

ankle 16 arm 2 ear 5 eye 4 finger 1 foot 17 hand 11
head 3 knee 15 leg 13 mouth 8 neck 9 nose 6
stomach 14 toe 12 teeth 7 wrist 10

A: What's number 1?

B: finger

**Grammar**

Move your feet! Don't move to the left!
Jump! Don't jump!

Listening

5 Listen and follow the instructions.
If you do the wrong action, you're out!

Audio: Close your book! Stand up!
Teacher: You're out, *Marta!* Sorry.

6 Match the game instructions with the pictures.

JUNGLE ADVENTURE!

GAME 1: GET THE GOLD!
Stand in the centre of your living room!

- 1 Move left and right! **A**
- 2 Jump! **C**
- 3 Run fast! **D**
- 4 Turn around! **B**

7 Complete the instructions for Dance Off.

fall over jump move move stand stop

DANCE OFF!

LET'S PLAY DANCE OFF!
Copy the dancer and win points!

- 1 Stand in the centre of your living room!
- 2 Move your foot to the left!
- 3 Move your foot to the right!
- 4 Jump up and down!
- 5 Don't fall over!
- 6 Stop !

> Now turn to Unit 7B in the Activity Book. Start on p77.

79

Suggestion: If your class is weak, play the recording a third time before students ask and answer. They listen and say the number of the corresponding body part after each word. Check answers as you go. Then they ask and answer.

Suggestion: Pairs take it in turns to point to different parts of the body and to ask and answer, e.g. Student A: *What are these?* Student B: *They're your ears!*

Grammar

- The class repeats the examples after you in chorus. Tell students these are imperatives.
- Have students find and underline examples in the dialogue in Exercise 1.

Tip: Tell students to try to remember the context when they learn new language. If they use new language in an inappropriate situation, they may seem rude or people might not understand them.

5

2

38 Listen and follow the instructions. If you do the wrong action, you're out!

- Play the recording once or twice. Students follow the instructions. They can easily follow them at their desks, although you may like to make the most of any extra classroom space you have for the activity.

AUDIOSCRIPT PAGE 107

Suggestion: Students work in groups of three or four. They take it in turns to give and follow similar instructions.

6 Match the game instructions with the pictures.

- Give students time to read the instructions and to look at pictures A–D.
- Pairs do the matching exercise.

Answers → student page

7 Complete the instructions for Dance Off.

- Give students time to read the example and sentences 2–6.
- They read the words in the box. Check/Teach *fall over*, e.g. draw a stick figure on the board with an arrow pointing to the ground.
- Give pairs time to complete.

Answers → student page

Ending the lesson

(Books closed) Have the class tell you if they like games like *Jungle Adventure* and *Dance Off*. Why/Why not?

Learning difficulties

TPR (Total Physical Response) exercises like Exercise 5 are especially valuable for dyslexic students as they don't involve reading or writing.

Use TPR to check vocabulary before students do an exercise whenever you can, e.g. before Exercises 6 and 7.



Photocopiable Resource 7B. You can use this resource any time after Exercise 5.

Unit 7, C

New language

Grammar: Countable and uncountable nouns;
How much ... ?

Vocabulary: Snacks, British money

Preparation: Lead-in: Bring a packet of biscuits, a bottle of water/fruit juice and any other snacks mentioned in Exercises 1 and 4.

Exercises 6, 7 and Ending the lesson: Bring some British coins/notes if possible. Use an Internet currency converter to find out how much one pound is worth in your currency.

Culture notes

British money is the **Pound Sterling**. One pound (£1) is divided into a hundred pence (p). The singular of pence is *penny*. *Penny* is usually pronounced /pi:/.

Warm-up

- Play Simon says ... Say *Simon says touch your feet!* Students touch their feet. Continue with other parts of the body. Then say, e.g. *Touch your head!* Students who do so are out: Simon didn't say to. Continue.

Lead-in

- (Books closed) Use your realia to teach *snacks* and snack food words including *biscuits* and *water/fruit juice*. Looking at each in turn, mime *hungry* and *thirsty*. Say *I'm ... (e)licit/say hungry/thirsty!* Elicit/Give examples of snacks.
- (Books open) Use the photo to generate interest. Ask *Where are they? (In a café)* Students predict what Megan and Anna are talking about. Use the photo to teach *money*.
- Ask the class *What money have they got in the UK?* Students tell you anything they know/tell them. (See Culture notes.)

1 2 Listen and read. Tick (✓) the correct words.

- Play the recording. Students listen, read and tick.
- Check answers.

Answers → student page

- Check students' Lead-in predictions (L1/English). (Megan and Anna are talking about paying for their snacks.)

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

C I haven't got any money!

Presentation

1 2 39 Listen and read. Tick (✓) the correct words.

Megan: I'm ¹ hungry thirsty .
 Anna: Me too! Let's buy some snacks.
 Megan: Good idea! Excuse me. Have you got any sandwiches?
 Woman: Yes, we have.
 Megan: Great. Have you got a cheese sandwich?
 And some water?
 Woman: Yes. Here you are.
 Anna: Hmm ... I don't ² like want water.
 Have you got any fruit juice?
 Woman: Yes, I have. I've got some apple juice.
 Anna: Great! My favourite! Oh, and have you got any ³ good nice biscuits?
 Woman: Yes, we have. We've got some chocolate biscuits.
 Anna: How much are ⁴ those they ?
 Woman: They're sixty pence.
 Anna: Oh, no!
 Megan: What's up?
 Anna: ⁵ You haven't got any money!
 Megan: Relax, Anna! I've got some money. Give ⁶ her me your things.
 Anna: Thanks, Megan. You're the best!



2 40 Listen and repeat the dialogue.

English today

- Good idea!
- You're the best!
- What's up?
- Relax!

Comprehension

3 Read again and ask and answer.

- A: Who's hungry?
B: Anna and Megan are hungry.
- Who's hungry?
- What does Megan want?
- What's Anna's favourite drink?
- Has Anna got any money?
- Who has got some money?

80

Vocabulary: Snacks

4 2 41 Listen and repeat. Then match.

apple juice 6 banana 7 bar of chocolate 5
biscuits 4 cereal bar 9 crisps 8 lemonade 3
sandwich 1 yoghurt 2



2 40 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

3 Read again and ask and answer.

- Students read questions 1–5.
- They read the dialogue in Exercise 1 again, underlining the relevant parts.
- Different pairs ask and answer.

4 2 41 Listen and repeat. Then match.

- Ask the class to look at the pictures. How many snacks can they name? Let them look at the words in the box for help.
- Play the recording, pausing after each word. The class repeats each word in chorus, then says the number of the snack.
- Tell them to write the correct number next to each word in the box.
- Say a number and elicit the name of the snack.

Answers → student page

Lesson aims:

- buy snacks (food and drink)
- use British money

Grammar

Countable		Uncountable	
I've got an apple.		I've got some water.	
I've got some apples.		I haven't got any apples.	
Have you got any apples?		I haven't got any water.	
Have you got any water?			

Grammar

How much are the bars of chocolate? They're sixty pence.
How much is a fruit juice? It's one pound twenty.

Speaking

- 7 Look at the pictures in Exercise 4. Ask and answer.

- 5 Look at the list of snacks below. Ask and answer.

- 1 A: Have you got any cakes?
B: No, we haven't.
2 B: Have you got any lemonade?
A: Yes, we have.
1 cakes X 4 apples X
2 lemonade ✓ 5 bananas X
3 sandwiches ✓ 6 water ✓

Vocabulary: British money

- 6 Listen and repeat. Then write the prices.

10p £1 50p £2 20p £5

1 £1



- 3 Student A: go to page 103.
Student B: go to page 107.

Writing

- 9 Write a list of your favourite snacks. Tell the class how much each item costs in British money.

The cheese sandwiches are two pounds forty.

MY LIST	
cheese sandwiches	£2.40
cereal bar	70p
crisps	65p
banana	35p
biscuits	£1.50
fruit juice	£1.30

> Now turn to Unit 7C in the Activity Book. Start on p81.

81

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Remind them when we use *some/any*. (*some* + positive, *any* + negative/question)
- Point out we don't use *a/an* with uncountable nouns and that they have no plural.
- Have students find two countable and two uncountable nouns in Exercise 1.

- 5 Look at the list of snacks below. Ask and answer.

- Different pairs in turn ask and answer.

Suggestion: Have a weak class repeat the examples after you in chorus before they do the exercise.

- 6 Listen and repeat. Then write the prices.

- (Books closed) Show the class any British coins/notes you have.
- (Books open) Play the recording twice. Students listen and repeat the prices during the pauses.
- They write the prices.
- Check answers, e.g. have volunteers spell them.

Answers → student page

AUDIOSCRIPT PAGE 107

Grammar

- Have students repeat the examples in the Grammar box after you in chorus.
- Ask them to find and underline the example in Exercise 1.

- 7 Look at the pictures in Exercise 4. Ask and answer.

- Ask a confident pair to read the example.
- Pairs take it in turns to ask and answer.

Suggestion: Have a strong class convert the prices into your currency!

- 8 Student A: go to page 103.

- Student B: go to page 107.

- Students work in pairs to complete the information. Check in open pairs.

Answers → page 103

- 9 Write a list of your favourite snacks. Tell the class how much each item costs in British money.

- Students read the example list.
- Give them time to write. Tell them to use the prices here and in Exercise 4 as a guide.
- Different students tell the class about their list.

Tip: Remember a good way of challenging a strong class is by teaching extra words, e.g. cheap and expensive.

Ending the lesson

Roleplay. Different pairs in turn imagine they are in a café. Student A works in the café. Student B wants to buy two snacks from Exercise 4. He/She asks if A has got them and how much they are. They use any British money you have as a prop.

Learning difficulties

Reassure any students you have with dyscalculia or who are worried about maths. Tell them they just need to concentrate on how to say the prices in Exercises 6 and 7, not to do any maths.

Photocopiable Resource 7C. You can use this resource any time after Exercise 5.

Unit 7, D

New language

Functions: Buy a ticket for a sports event, write an advert for a sports fan club

English today: Can I have (two tickets for ...) ? Where would you like to sit? At the front/back/in the middle, please. How much is that? What time does the (match) start/finish?

Preparation: Warm-up: Bring six to eight snacks from Unit 7C vocabulary in a non-transparent plastic bag and a blindfold. Label each item with a price, like those in Unit 7C, Exercise 4.

Exercise 7: Book a computer room.

Culture notes (Lead-in, Exercise 6)

Some well-known football stadiums in the UK are Anfield Road (Liverpool FC), the Emirates Stadium (Arsenal FC) and Stamford Bridge (Chelsea FC).

The NBA (National Basketball Association) is the major men's professional basketball league in the USA and Canada.

Warm-up

- (Books closed) Play Touch and guess with your bag of objects to revise vocabulary from Unit 7C. Blindfold volunteers and ask them to identify the objects by feel. After students guess each item, have another student ask him/her *How much is it/are they?* He/She tells the class the price.

Lead-in

- (Books closed) Write M _ _ _ _ _ U _ _ _ _ _ on the board. Different students in turn suggest a letter/guess the words (*Manchester United*). Ask *Where do they play in the UK? (Old Trafford)* Check *stadium*. Students tell you any other famous stadiums they know.
- (Books open) Use the photos to generate interest. Have the class predict (L1) where Will and Mark are and what they're doing. Use the photos to teach *ticket*.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' Lead-in predictions (L1). (Will and Mark are at a football stadium. They're buying tickets for a match.)
- Ask the class *True/False* questions to check understanding, e.g. say *Mark wants two tickets.* (True) *The price is eighteen pounds.* (False)

2 See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.

Communication

Speaking: Buy a ticket for a sports event

1 Listen and read.

Mark and Will are at a football stadium.

1 A woman at a ticket counter asks Mark if he can help him. Mark says he can have two tickets for today's match, please. The woman asks where he would like to sit and Mark replies at the front. The woman says OK and asks no problem.

2 Mark asks the woman how much the tickets are. She says twenty-eight pounds. Mark gives her the money and she hands him the tickets, saying thanks.

3 Mark asks the woman what time the match starts. She says it starts at three o'clock. Mark says great and they both say they are hungry. The woman says enjoy the match.

2 Choose the correct words. Listen and check. Then act out the dialogue.

- Man: Can I help you?
Anna: Can I ¹help / ^{have} two tickets for the gymnastics, please?
Man: Of course. Where would you like to sit?
Anna: At the back, please ... Thanks. How ²much / many is that?
Man: That's fifteen pounds, please.
Anna: Here you are.
Man: Thank you. Here are your ³tickets / shoes.
Anna: What time does the competition ⁴finish / ^{start}?
Man: It starts at half ⁵past / five.
Anna: Thanks!
Man: Enjoy the gymnastics!
Megan: Let's get a drink first. I'm ⁶ill / ^{thirsty}.

English today

- Can I have (two tickets for ...) ?
- Where would you like to sit?

- At the front/back/in the middle, please.
- How much is that?
- What time does the (match) start/finish?

Your turn

3 Act out your dialogue.

Student A: You work in a sports stadium.
Student B: You would like two tickets to see a basketball match.

A: Can I help you?
B: Can I have two tickets for ..., please?

- Tell students there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: The match starts in five minutes' time! They have to run!)

2 Choose the correct words. Listen and check. Then act out the dialogue.

- Ask *Can you stand on your head/hands? Are you good at (elicit/say) gymnastics?*
- Students read and choose. Remind them to quickly read the dialogue first.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Divide the class into two groups and allocate roles. Play the recording again, pausing for students to repeat in chorus. Swap roles.
- Students practise the dialogue in pairs.

English today

- Invite different students to read out each phrase and model as necessary.
- Tell students *at the front, back and in the middle* of the class to put up their hands to check understanding.

Writing: An advert for a sports fan club

- 4 Read the advert and correct the sentences below.

FOOTBALL FAN CLUB

Are you a football fan? Football Fan Club is a great place for football fans! It's also a great place to make friends. We meet on the first and third Thursday of every month at six o'clock in the evening. We talk about our favourite football players and teams and we also read football magazines. We watch lots of games on TV and DVD. We sometimes go to matches, too. We like Premier League football and we love international matches, too!

We always have fun at Football Fan Club. Come and join us! Call Jack on 01632 235472 or email footballfanclub@mailbox.co.uk.



- Football Fan Club is every Thursday. *Football Fan Club is on the first and third Thursday of every month.*
- Football Fan Club starts at seven o'clock.
- The club members don't watch TV.
- They never go to football matches.

Writing tip

too and **also**

When we want to add information, we can use **too** and **also**.

Too comes at the end of the sentence.

We sometimes go to matches, **too**.

Also often comes after the verb **to be** but before the main verb.

It's **also** a great place to make friends.

We **also** read football magazines.

Underline the sentences with **too** or **also** in Exercise 4. What information is added?

Choose the correct words.

- I often play football but I sometimes play basketball, **too** / **also**.
- I can swim and I can **too** / **also** skateboard.
- They usually meet on Wednesdays but sometimes they meet on Fridays, **also** / **too**.
- She can dance. She can sing, **also** / **too**.
- We like karate and we **too** / **also** like tennis.

Complete the advert with **too** and **also**.

NBA Club

Are you an NBA basketball fan? NBA Club is the perfect place for you! It's **'also'** lots of fun. We meet on the second and third Friday of every month at five o'clock in the evening. We watch NBA games on DVD and we read basketball magazines. We talk about our favourite teams and players, **too**. We always have a great time!

Our favourite team is the New York Knicks but we watch other teams, **too**. We **also** swap magazines and DVDs. Come to NBA Club and join in the fun! Call Clare on 0207 946 0391 or email nbaclub@mailme.co.uk.

Your turn

7 Write an advert for your fan club.

- Think about your club. When do you meet? What do you do?
- Write your advert. Use sentences with **too** and **also**. Look at the examples in Exercises 4 and 5 to help you.
- Swap your work with a partner and check for mistakes.

> Now turn to p85 in the Activity Book.

83

- They find and underline the expressions in Exercises 1 and 2.

3 Act out your dialogue.

- Invite a volunteer to read out the instructions. Tell students to use the dialogue in Exercise 2 as a model, substituting different words. Demonstrate with a strong student first.
- Give pairs time to practise their dialogues. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the advert and correct the sentences below.

- Students read sentences 1–4 and the example.
- They read the text, underlining the relevant parts and correct the sentences.
- Check answers.

Answers

- Football Fan Club starts at six o'clock in the evening.
- The club members watch (lots of games on) TV.
- They sometimes go to (football) matches.

Writing tip

- Give students time to read.
- They find and underline the examples of **too** and **also** in the text in Exercise 4.
- Volunteers tell you the key information in each sentence with **too** and **also**.

5 Choose the correct words.

- Pairs read the sentences and choose.
- Check answers.

Answers → student page

6 Complete the advert with **too** and **also**.

- (Books closed) Ask *Who plays basketball?* Have students tell you anything they know about the NBA. (See Culture notes.)
- (Books open) Students read the text and complete.

Answers → student page

7 Write an advert for your fan club.

- Give students time to read the instructions and to think about their fan club.
- Students design their advert and write. Move round the class prompting and correcting.

Fastf nishers: They draw pictures to illustrate their advert.

Suggestion: Have students use a computer to download an appropriate photo, design their advert and write.

Ending the lesson

Have volunteers tell you (L1) about any sporting events they've been to. Discuss the pros and cons of watching events live/on TV.

Learning difficulties

Help dyslexic students with Exercise 7. Have them do the exercise with a strong partner instead of individually. They agree ideas and collaborate over writing, design and illustration. Alternatively, students work individually but using a computer, which will boost the speed and confidence of those who find handwriting challenging.

Photocopiable Resource 7D. You can use this resource any time after Exercise 2.

Unit 7, E

New language

New words: bonfire, candy (UK = sweets), candy apple, candy corn, decorate, fancy dress costume, fireworks display, jacket potato, lamp, pumpkin, sausage, soup, sticker, trick or treating

Preparation: Warm-up: Write ten to twelve sentences from Unit 7D containing key language from the unit. Choose one or more words to omit from each sentence and underline it/them, e.g. *Can I help you?* Lead-in: Bring some sweets.

Lead-in, Exercise 6: Have students bring photos of a favourite festival. **Exercise 2:** Prepare enlarged copies of the table for students to fill in. **Exercise 4:** Bring a magazine/Internet photo of a summer beach scene. **Exercise 6:** Book a computer room.

Culture notes

On 5th November 1605 some people plotted to blow up the Houses of Parliament in London and to kill King James I because they disagreed with some of his ideas. **Bonfire Night** on 5th November commemorates the discovery of the 'gunpowder plot'. A lot of people have bonfire parties in their gardens.

Halloween traditions began because in the past people wanted to keep evil away.

Australia Day, celebrated on 26th January, is Australia's national day.

Warm-up

- (Books closed) Divide the class into two teams. Write one of the sentences you've prepared on the board with a gap/gaps. A volunteer from the first team says the missing word(s) to win a point. Teams take it in turns to complete more sentences. Challenge a strong class by omitting more words from their sentences. Accept any correct answers.

Lead-in

- (Books closed) Ask the class *What's your favourite day of the year?* Use volunteers' festival photos to teach *festival*.
- Use your realia to teach *sweets/candy*. Tell students Americans sometimes use different words.
- (Books open) Use the photos to teach *bonfire*, *fancy dress costume*, *fireworks display* and *pumpkin*.

1 Listen and read. Then look at the pictures and write the correct festival.

- Play the recording. Students listen and read.
- Draw students' attention to the New words box. Remind them to use the context and photos to help them understand.
- Students look at the pictures and write.

2
45

Listen and read. Then look at the pictures and write the correct festival.

Festivals

AUTUMN FESTIVALS

Halloween and Bonfire Night are popular festivals in the UK and the USA. People in the UK and the USA celebrate Halloween on 31st October. Bonfire Night is a popular British festival - it's on 5th November. Here, Stephen and Sarah describe their favourite festivals.

HALLOWEEN

Hi, I'm Sarah. My favourite festival is Halloween. It's on 31st October. At Halloween, we make lamps from pumpkins and also decorate our houses. In the evening, we wear fancy dress costumes and go 'trick or treating'. We go to houses and ask 'Trick or treat?' We usually get candy (sweets) but sometimes we get pencils and stickers, too. There are some special foods for Halloween, too. My favourite Halloween treat is candy corn and also my mum's candy apples.

Sarah, 10, Boston, USA

BONFIRE NIGHT

Hi, I'm Stephen. Bonfire Night is brilliant! We celebrate Bonfire Night in the UK on 5th November. Before Bonfire Night, we learn its history. At school we learn about fire safety, too. In the evening we go to a fireworks display in our local park. There is always a big bonfire and lots of cool fireworks. Bonfire Night is usually cold - we eat jacket potatoes, soup or sausages.

Stephen, 11, Gloucester, UK

Answers

- 2 Bonfire Night, 3 Halloween, 4 Bonfire Night,
5 Halloween, 6 Bonfire Night

Suggestions: Before you play the recording, have a weak class tell you what they can see in pictures 2–6. Use picture 6 to check they understand *sausage*. Do they know about/have they been *trick or treating*?

Have students find and underline all the New words in the text. They look up any words they don't understand in a bilingual dictionary.

2 Read again and complete the table.

- Students read the text again, underlining the relevant information. Then they complete the enlarged table you have prepared.
- Check answers.

Answers

- 2 decorate our house, 3 wear fancy dress costumes, go 'trick or treating', 4 candy (sweets), candy corn, candy apples, 55 thember, 6 learn (about) the history of Bonfire Night, learn about fire safety, 7 go to a fireworks display, 8 jacket potatoes, soup, sausages

New words

bonfire candy (UK = sweets) candy apple
candy corn decorate fancy dress costume
fireworks display jacket potato lamp
pumpkin sausage soup sticker
trick or treating

Reading

- 1 **45** Listen and read. Then look at the pictures and write the correct festival.

1 Halloween

**Comprehension**

- 2 Read again and complete the table.

Festival	Halloween	Bonfire Night
Date	1 31st October	5
In the day	2 make lamps from pumpkins, ...	6
In the evening	3	7
Food	4	8

- 3 True (T) or False (F)? Do the festival quiz!

FESTIVAL QUIZ!

1 Halloween is in November. F
2 Children usually get sweets when they 'trick or treat'. T
3 Sarah doesn't like candy corn. F
4 Bonfire Night is in November. T
5 Stephen goes to fireworks displays at his school. F

Listening

- 4 **46** Listen to Lance from Australia talking about a festival. Choose the correct answers.
- 1 Festival: a Australia Day b Melbourne Cup Day
2 Date: a 26th June b 26th January
3 In the day: a decorate the house b have a party *(on the beach)*
4 In the evening: a watch a firework display b go to a neighbour's house
5 Food: a cakes b crisps

Speaking

- 5 Ask and answer about your favourite festival.

- A: What's your favourite festival?
B: My favourite festival is the Sanremo Music Festival.
• What's your favourite festival?
• When is the festival?
• What do you do before/on the day of the festival?
• What do you do in the evening?
• What do you wear?
• What do you eat and drink?

Project: A festival in my country

- 6 Write about your favourite festival.

- Introduce yourself.
- Describe your favourite festival.
- Say what you do before the festival.
- Say what you do on the day of the festival.
- Describe any special clothes.
- Describe any special food and drink.
- Find some photos.

A FESTIVAL IN MY COUNTRY

Hi! I'm Marcelo and I'm from Rio De Janeiro in Brazil. My favourite festival is Mardi Gras. It's a big street carnival. It's sometimes in February and sometimes in March. Lots of visitors come to Brazil to see the famous carnival!
Before the carnival my friends and family make floats. You can see them in this photo. We also wear special costumes and ...

- Play the video all the way through while students watch and listen.
- Play the video again, pausing to let students answer the questions.

- 4 **46** Listen to Lance from Australia talking about a festival. Choose the correct answers.

- (Books closed) Use your photo to teach beach and summer.
- (Books open) Students read the example and questions 2–5.
- Play the recording. They listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 107

5 Ask and answer about your favourite festival.

- Students choose a festival. They read the prompt questions. Check they understand *before*, e.g. ask *What day is before Monday?* They note their answers.
- Pairs take it in turns to ask and answer.

6 Write about your favourite festival.

- Students read the instructions and the example text.
- Give them time to write. Move round the class prompting and correcting.

Suggestions: Students use photos they've brought to make a poster, *My favourite festival*.

Alternatively, students use a computer at school/home to write. They find and download photos to illustrate their work. You could have them download it to a class blog/webpage.

Ending the lesson

Pairs imagine a festival, e.g. a skateboard/computer game festival! They imagine answers to the prompt questions in Exercise 5 and tell the class.

Learning difficulties

Tell dyslexic students to focus on the headings in Exercise 1 to help them understand the following text. It contains lots of information that may well be new to them so give them plenty of time to read. They might find it useful to label new words in the photos to help them remember new vocabulary.

3 True (T) or False (F)? Do the festival quiz!

- Pairs do the quiz.
- Check answers.

Answers → student page



Go to the Culture video for this lesson. (See Introduction page iv.)

- Introduce the video. Tell the students they're going to learn about another important festival. Write on the board: *Hindus/Hinduism, India, Diwali*. Explain that Hinduism is the world's oldest religion. It started 4,000 years ago in Northern India. It is the third most popular religion in the world. They're going to find out about one of the most important Hindu festivals, called Diwali.
- Write these questions on the board:
Where do people celebrate Diwali? (All over the world)

What does it celebrate? (Hindu New Year)

How many days does it last? (Five days)

When do Hindus celebrate it? (October or November)

What do people do at Diwali? (People clean their homes, decorate them with lots of lights, give cards and gifts; there's music, dancing and fireworks)

Unit 7, F Revision

Language revised

Grammar: *can/can't* (ability); imperatives – positive/negative; countable and uncountable nouns; *How much ... ?*

Vocabulary: Sports, Parts of the body, Snacks, British money

Functions: Buy a ticket for a sports event, buy snacks

Pronunciation: /e/

Warm-up

- (Books closed) Give pairs a minute to write down as many words associated with festivals as they can. The pair with the longest, relevant list wins! They read their list to the class.

Lead-in

- (Books closed) Quiz! Divide the class into two teams. Teams take it in turns to answer questions using language from the unit. Example questions: 1) Spell 'rollerblade'! 2) Can you ride a horse? (Yes, I can./No, I can't.) 3) Say Yes, I can run. Students ask an appropriate question. (Can you run?)

1 Look at the table. Ask and answer.

- Pairs take it in turns to look, ask and answer. Move round prompting and correcting.
- Check answers.

2 Write sentences about Alice, Ben and Tom.

- Give students time to write. Refer a weak class to Exercise 5 and the Grammar box above Exercise 5 in Unit 7A for help. Move round the class prompting and correcting.

Answers

- Ben and Tom can swim and play the guitar.
- Alice can cook and sing.
- Ben and Tom can skateboard but they can't draw.
- Alice can swim and skateboard.
- Ben and Tom can dance but they can't sing.

Fastfiners: Have them write similar sentences about what they can and can't do.

3 Ask and answer. Use the words in Exercise 1.

- Give pairs time to ask and answer.

Suggestion: Have a strong class find out more information about their partner's activities, e.g. they ask *How often do you cook?* Are you any good? Refer them to English today in Unit 7A for help.

F Revision

1 Look at the table. Ask and answer.

- A: Can Alice dance?
B: Yes, she can. Can Ben and Tom cook?
A: No, they can't.

What can you do?	Alice	Ben and Tom
dance	✓	✓
cook	✓	✗
play the guitar	✗	✓
sing	✓	✗
speak French	✗	✗
swim	✓	✓
draw	✓	✗
skateboard	✓	✓

2 Write sentences about Alice, Ben and Tom.

- Alice / dance / speak French
Alice can dance but she can't speak French.
- Ben and Tom / swim / play the guitar
- Alice / cook / sing
- Ben and Tom / skateboard / draw
- Alice / swim / skateboard
- Ben and Tom / dance / sing

3 Ask and answer. Use the words in Exercise 1.

- A: Can you dance?
B: Yes, I can.
A: Me too!

4 Read the clues to find the four parts of the body. Then write a puzzle for a partner!

- My first letter is in *hello* but not in *bye*.
My second letter is in *eat* but not in *cat*.
My third letter is in *ear* but not in *here*.
My fourth letter is in *good* and also in *do*.
I'm your *head*.

86

- 2 My first letter is in *left* but not in *tell*.

My second letter is in *who* but not in *why*.
My third letter is in *room* and also in *door*.
My fourth letter is in *this* but not in *his*.
I'm your *foot*.

- 3 My first letter is in *Amy* and also in *Anna*.

My second letter is in *Mark* but not in *Amy*.
My third letter is in *mum* and also in *room*.
I'm your *arm*.

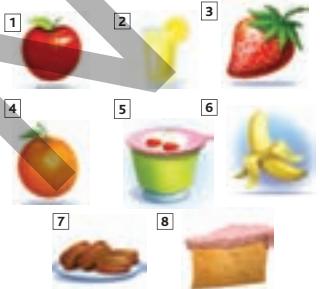
- 4 My first letter is in *letter* but not in *red*.
My second letter is in *be* but not in *by*.
My third letter is in *go* and also in *big*.
I'm your *leg*.

5 Complete the instructions. Use the words in the box.

Close Don't eat Don't wear Sit here!

- It's hot today. *Don't wear* your jacket!
- Here's your desk. *Sit here!*
- Close* your eyes. I've got a present for you.
- This cake is for Grandma, not for you. *Don't eat* it!

6 Look at the pictures. Write the words in the correct columns below.



Countable	Uncountable
apple strawberry orange banana biscuits	lemonade yoghurt cake

4 Read the clues to find the four parts of the body. Then write a puzzle for a partner!

- Read the example aloud. After each line have the class note the possible letter(s).
- Pairs use the clues to help them find the other three parts of the body.

Answers → student page

- Give students time to write a puzzle for a partner to find another part of the body. They swap and do their partner's puzzle.

Fastfiners: Have them write a second puzzle: they write clues to find snacks.

5 Complete the instructions. Use the words in the box.

- Students use the words in the box to complete.

Answers → student page

6 Look at the pictures. Write the words in the correct columns below.

- Pairs decide which words are countable/uncountable and write them in the correct column. Refer them to the Grammar box above Exercise 5 in Unit 7C for help.

- 7** Look at the pictures and complete the sentences.



- 1 The sandwich is two pounds sixty.
- 2 The crisps are seventy pence.
- 3 The lemonade is one pound forty.
- 4 The bar of chocolate is sixty-five pence.
- 5 The yoghurt is eighty pence.
- 6 The biscuits are one pound thirty-five.
- 7 The ice cream is two pounds twenty.
- 8 The fruit juice is one pound eighty-five.

8 Ask and answer about the items in Exercise 7.

- 1 A: How much is the sandwich?
B: It's two pounds sixty.
- 2 A: How much are the crisps?
B: They're seventy pence.

9 Match the questions with the responses. Then act out the dialogue.

- 1 Can I have two tickets for the tennis match, please? c
- 2 Where would you like to sit? a
- 3 How much is that? d
- 4 What time does the match start? b

- a At the front, please.
- b It starts at half past five.
- c Of course.
- d That's twelve pounds, please.



Song: Watch my arms!

- 10** Listen and complete. Then sing.

Look! Watch my arms! Watch my ¹ feet!
Can you see? Now it's your turn!
Why don't you ² dance with me?
Now you can dance too. It's ³ easy
to do. Just move left and ⁴ right.
Relax! It's all right!
You are the best!
You can dance, you can ⁵ sing.
You are a star!
You ⁶ can do anything!



Pronunciation: /e/

- 11** Listen and repeat.

Open your eyes,
Then move your head,
Lift up your legs
And get out of bed!



- 12** Listen and choose.

- 1 bed / bad
- 2 got / get
- 3 pen / pin
- 4 sand / send

My progress

- 13** Read and tick (✓).

I can:

talk about ability. <i>I can swim 200 metres now.</i>	<input type="checkbox"/>
identify parts of the body. <i>Move your feet!</i>	<input type="checkbox"/>
give instructions. <i>Look at the TV and listen to the music!</i>	<input type="checkbox"/>
buy snacks. <i>Have you got any sandwiches?</i>	<input type="checkbox"/>
use British money. <i>How much are they? They're sixty pence.</i>	<input type="checkbox"/>
buy a ticket for a sports event. <i>Can I have two tickets, please?</i>	<input type="checkbox"/>

> Turn to Unit 7 Check in the Activity Book on p86.

87

Answers → student page

Suggestion: Have a weak class name the snacks in the pictures before they do the exercise.

Fast finishers: Have them add more words to each column.

7 Look at the pictures and complete the sentences.

- Give students time to look and write the prices. Refer them to the Grammar box above Exercise 7 in Unit 7C for help.

Answers → student page

8 Ask and answer about the items in Exercise 7.

- Pairs take it in turns to ask and answer.

9 Match the questions with the responses. Then act out the dialogue.

- Pairs do the matching exercise.

Answers → student page

- Give pairs time to practise acting out the dialogue.

- 10**

- 2**

47 Listen and complete. Then sing.

- Give students time to read the words of the song.
- Play the song while students listen, follow and complete.

Answers → student page

- Play the song again. Encourage students to sing!

Suggestion: Play the song again. As students sing, encourage them to shake their arms, point to their feet, dance and move left and right as they hear each word/instruction.

- 11**

- 2**

48 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /e/ sound after you in chorus.

Suggestion: Mime each line as students listen. They imitate your mime as they repeat.

- 12

- 2**

49 Listen and choose.

- Play the recording. Students listen and do the exercise.
- Check answers.

Answers → student page

13 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 7. Have them remind you why it's important to think about this.
- (Books open) Give them time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

- 14

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use Unit Test 7.

After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 8, A

New language

Grammar: Present continuous – positive

Vocabulary: The weather

Preparation: Warm-up: Prepare eight word cards of the vocabulary from Unit 7.

Exercise 2: Bring a sunhat/sunglasses and an umbrella. **Exercises 7 and 9:** Book a computer room.

Culture notes

Spain is a popular holiday destination for families from the UK.

Warm-up

- (Books closed) Play Pictionary using your word cards. Three pairs come to the board. Show Partner A in each pair the same card. Partner A silently draws the word on the board. The first Partner B to say the word wins. Continue with new pairs.

Lead-in

- (Books open) Give students time to look quickly through Unit 8. Have them guess (L1) what *time off* means in your language.
- Use the photo to teach *sea*, *sunny* and to check *beach*. Teach *It's raining* and *It's windy*, e.g. draw on the board/mime/translate.
- Have the class predict which country the photo was taken in. Students predict (L1) what Will and Mark are talking about.

1 Listen and read. Choose the correct words.

- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1). (The photo was taken in Spain. The boys are talking about Mark's family holiday in Spain and the weather.)

Answers → student page

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.

Suggestion: Pairs practise the dialogue. Invite different pairs to act it out for the class, using the props you've brought.

8 Time off

A What's the weather like?

Lesson aims:

- talk about the weather
- talk about what's happening now



Presentation

1 Listen and read. Choose the correct words.

- Will: Hello?
Mark: Hi, Will! It's Mark! Guess where I am!
Will: I don't know. Where are you?
Mark: I'm in ¹ Italy / ² Spain! We're having a ³ great / nice time.
Will: Oh yes! I remember now. What's the weather like? Is it lovely and sunny?
Mark: Yes, it is. Anna's swimming in the ³ pool / ⁴ sea. Amy and Dad are playing ⁴ basketball / ⁵ volleyball and I'm relaxing on the beach!
Will: Lucky you! I'm sitting in the ⁴ living room / ⁵ kitchen. It's raining here and it's really windy. I want to be on the beach with you and Anna.
Mark: Hang on! I'm sending you a photo ... Now you can pretend you're here!
Will: Thanks. See you soon!

2 Listen and repeat the dialogue.

English today

- Guess where I am!
- I remember now.
- What's the weather like?
- Is it lovely and sunny?
- Lucky you!
- Hang on!

Comprehension

- ##### 3 Read again and ask and answer.
- 1 A: Where's Mark?
B: He's in Spain.
1 Where's Mark?
2 Where's Will?
3 Is it sunny in Spain?
4 Is it windy in the UK?
5 Is Amy in the sea?

3 Read again and ask and answer.

- Ask students to read the example and questions 2–5.
- Have them read the text again, underlining the relevant parts.
- Different pairs ask and answer.

Grammar

- Have students repeat the examples in the Grammar box after you in chorus. Remind them about the importance of intonation.
- Draw their attention to the spelling of the -ing forms, e.g. point out the final e of infinitives ending in e disappears: *having*.
- Have students underline the examples in the dialogue in Exercise 1.

4 Look at the pictures. Say and point. Use the verbs in the box.

- Students read the words in the box. Have volunteers mime the actions to revise meaning.
- Do the task orally with the class. Describe one or two pictures and elicit the number.
- Continue in open pairs.

Grammar

I'm relaxing on the beach.
She's swimming in the sea.
We're having a great time.
relax → relaxing
swim → swimming
have → having

- 4 Look at the pictures. Say and point. Use the verbs in the box.

drink eat listen play read talk wear

A: He's wearing a red jumper.

B: It's Picture 4!

**Listening**

- 5 2 Listen and choose. Then say what the people are doing.

- 1 Mark is ... a playing football b swimming.
- 2 Amy is ... a playing football. b swimming.
- 3 Megan is ... a listening to music b using a computer.
- 4 Will is ... a writing an email b talking to Mark.
- 5 Mum and Dad are ... a swimming. b reading.
- 6 Anna is ... a talking to Megan b writing an email.

Vocabulary: The weather

- 6 2 Listen and repeat. Then point and say.

Adjectives: It's cloudy. 1 It's cold. 5 It's foggy. 3
It's hot. 8 It's sunny. 7 It's windy. 4
Verbs: It's raining. 6 It's snowing. 2

1 It's cloudy.

**Speaking**

- 7 Look at the map in Exercise 6. Ask and answer.

A: What's the weather like in London today?
B: It's sunny. What's the weather like in ...

- 8 Student A: go to page 103.
Student B: go to page 107.

Writing

- 9 Imagine it's Sunday morning. Write an email to Mark. Say what you and your family are doing.

To: []
Subject: []

Hi, Mark! It's ten o'clock on Sunday! I'm at home with my family. It's raining today and it's very windy. We're sitting in the living room. My dad is reading a book and my mum is talking on the phone. My brothers are playing a computer game and I'm listening to music. What's the weather like in Spain today? See you soon!

> Now turn to Unit 8A in the Activity Book. Start on p87. 89

- 5 2 Listen and choose. Then say what the people are doing.

- Students read the example and questions 2–6. Pairs guess the answers.
- Play the recording. Students listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 107

- Ask different students to say what the people are doing.

Suggestion: After you've checked answers, have a weak class repeat the correct sentences after you in chorus.

- 6 2 Listen and repeat. Then point and say.

- Use mime to teach *hot/cold*. Draw a cloud on the board to teach *cloudy*. Translate *foggy*.
- Play the recording twice. Students listen and repeat the words during the pauses.
- Pairs take it in turns to point to different symbols on the map and to describe the weather.

- 7 Look at the map in Exercise 6. Ask and answer.

- (Books closed) Have the class repeat *What's the weather like?*
- Pairs take it in turns to ask and answer about the weather in the places in Exercise 6.

Suggestion: Give pairs a short list each of places around the world/in your country. They use the Internet at school/home to find out what the weather is like in each place. They tell the class. There are lots of useful websites for them to search, e.g. <http://www.bbc.co.uk/weather>

Tip: Relate the Students' Book content to the real world as often as you can. This will help make students' learning experience more meaningful and so more motivating.

- 8 Student A: go to page 103.
Student B: go to page 107.

- Students work in pairs to complete the information. Check in open pairs.

Answers → page 104

- 9 Imagine it's Sunday morning. Write an email to Mark. Say what you and your family are doing.

- Students read the example text.
- Have them close their eyes for a few seconds and visualise a Sunday morning family scene.
- Students write. Remind them to use the ideas in the example and refer them to the Grammar box for help with spelling. Move round prompting and correcting.

Suggestion: Alternatively, have students use a computer at school/home to write their work in an email to you.

Ending the lesson

(Books closed) Students imagine they are on holiday. They decide where they are and what they're doing. They tell the class/a partner.

Photocopiable Resource 8A. You can use this resource any time after Exercise 6.

Unit 8, B

New language

Grammar: Present continuous – negative, questions and short answers; *Wh-* questions with present continuous

Vocabulary: Activities

Preparation: Ending theles son: Ask students to bring a photo of themselves doing a favourite activity with their friends/family.

Warm-up

- (Books closed) Students think of a favourite star. They imagine two or three things he/she's doing at the moment. They tell the class.

Lead-in

- (Books closed) Have students imagine they are at home with some friends at the weekend. Their home entertainment technology (computer/TV/CD player, etc.) isn't working! What can they do? Have students tell you their ideas (L1).
- (Books open) Use the photo to recycle language and to generate interest. Different students tell you what the children are wearing and what colours their clothes are. Students predict what the children are doing.

1 Listen and read. What's Anna's mime?

- Play the recording. Students listen and read.
- Check students' Lead-in predictions (L1). (The children are playing a miming game.)
- Check the answer.

Answer

Anna's mime is doing her homework on a computer.

Suggestion: Students tell you (L1) if they like playing games with friends like the miming game. Why/Why not?

English today

- Have students find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of three. Allocate roles. Play the recording again. Students repeat their lines during the pauses.

B What's she doing?

Presentation

- 1 ² ₅₄ Listen and read. What's Anna's mime?
Mark, Anna and Will are playing a miming game.
Mark: Are you ready, Anna?
Anna: Yes, I am.
Mark: OK. You've got thirty seconds.
Anna: Here I go!
Mark: What are you doing, Anna?! Are you writing an email?
Anna: No, I'm not.
Will: Hmm ... You aren't writing an email ... Are you surfing the Internet?
Anna: No, I'm not.
Will: What's she doing, Mark? She isn't surfing the Internet ...
Mark: I don't know. Oh no, time's up!
Will: Wait! I've got it!
Anna: OK, Will. What am I doing?
Will: You're doing your homework on a computer!
Anna: That's right. But you're out of time! Bad luck, boys!



Lesson aim:
• talk about what you're doing now

Vocabulary: Activities

4 Listen and repeat. Then match. Which activities are not in the pictures?

cook dinner – draw a picture ⁷ listen to the radio ⁵
make a sandwich ³ send a text message ⁶
sing a song ² surf the Internet –
tidy (your) bedroom ¹ walk the dog ⁴ write an email ⁸

1 tidy your bedroom



Comprehension

3 Read again. Correct the sentences.

- 1 Mark, Will and Anna are playing a game.
- 1 Megan, Will and Anna are playing a game.
- 2 Mark does a mime first.
- 3 Anna has got 45 seconds to mime.
- 4 Mark knows Anna's mime.
- 5 Will thinks Anna is writing an email.
- 6 The boys guess the mime in time.
- 7 Anna's mime is surfing the Internet.

90

Suggestion: Give groups of three time to practise acting out the dialogue. Volunteers perform for the class.

3 Read again. Correct the sentences.

- Students read the example and sentences 1–7.
- They read the text again, underlining the relevant parts.
- Give them time to write. Move round the class prompting and checking.

Answers

- 2 Anna does a mime first.
- 3 Anna has got thirty seconds to mime.
- 4 Mark doesn't know Anna's mime.
- 5 Mark thinks Anna is writing an email./Will thinks Anna is surfing the Internet.
- 6 The boys don't guess the mime in time.
- 7 Anna's mime is doing her homework on a computer.

Fast finishers: Have them write sentences about what they/you/their classmates are doing.

Grammar

I'm not tidying my room.
You aren't writing an email.
She isn't surfing the Internet.
We aren't walking the dog.
Are you making a sandwich?
Yes, I am./No, I'm not.
make → making

5 Make sentences about the picture. Use these words.

- 1 She's singing.....
- 2 He isn't.....
- 3 she / sing
- 4 he / listen / to music
- 5 she / walk / her dogs
- 6 he / use a computer
- 7 she / take a photo
- 8 they / cook / dinner

**Game**

- 6** A: Mime one of the activities in Exercise 4.
B: Ask questions to guess the mime.

A: OK, here I go!
B: Are you sending a text message?
A: No, I'm not. I'm not sending a text message. I'm surfing the Internet.

Grammar

What are you doing?
I'm listening to the radio.
What am I doing?
You're doing homework.
What's she doing?
She's surfing the Internet.



- 7** Ask and answer about what the people are doing.

A: What's he doing?
B: He's watching TV.



> Now turn to Unit 8B in the Activity Book. Start on p91.

91

4 Listen and repeat. Then match. Which activities are not in the pictures?

- Tell students to look at the pictures. In random order, mime and say what each person is doing, e.g. sing La la la. (She's singing.) Elicit the number of the picture.
- Give students time to read the words in the box. Play the recording, pausing for the class to repeat. Elicit the number of the corresponding picture.
- Students write the number of the picture next to each word. Elicit which words are not pictured.

Answer

Activities not in the pictures: cook dinner, surf the Internet.

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Draw students' attention to the short answers and the spelling of *making*. Point out it follows the same spelling rule as *have/having*.

- Have them underline all the present continuous negative sentences and yes/no questions (*Are you ... -ing?*) in the dialogue in Exercise 1. They also find another verb which follows the same spelling rule as *make* and *have* (*write* → *writing*).

5 Make sentences about the picture. Use these words.

- Students read the prompts and look at the picture. Use mime to check *take a photo*.
- Pairs take it in turns to say a sentence.
- Check answers.

Fast finishers: They write sentences about the pictures, using the prompts to help.

6 A: Mime one of the activities in Exercise 4.
B: Ask questions to guess the mime.

- Set a time limit of twenty seconds per activity for A and B to mime and guess. Remind them to use the English today expressions if they can! They swap roles.

Grammar

- The class repeats the examples in the Grammar box after you in chorus.
- Have them underline all the present continuous *Wh-* questions in the dialogue in Exercise 1.

7 Ask and answer about what the people are doing.

- Give the class time to look at the photos.
- Different pairs in turn ask and answer.

Ending the lesson

(Books closed) Different pairs take it in turns to ask and answer about the photos they've brought. For instance, Student A: *What are you doing here?* Student B: *I'm climbing a tree!* You could do this in closed pairs with a strong, cooperative class. Have them look up words they don't know in a bilingual dictionary/ask you.

Learning difficulties

Miming and the use of gesture really help dyslexic students learn and remember new language. There are lots of opportunities to help them in this way in this lesson, e.g. in Exercises 4 and 6. Mime the examples you give from the Grammar boxes, too. Use of mime and gesture is fun and makes language memorable for all!

Photocopiable Resource 8B. You can use this resource any time after Exercise 7.

Unit 8, C

New language

Functions: Make suggestions, write a postcard

English today: Let's (do something). Do you want to (go to the park)? How about (the cinema)? Why don't we (surf the Internet)? (That's a) good/great idea!

Preparation: Exercise 4: Bring a world map showing Denmark. Bring a magazine/Internet photo of a campsite. Exercise 6: Ask students to bring a photo of a favourite holiday place. Bring blank card for each student to make a postcard.

Culture notes (Exercise 4)

There are six LEGO-themed LEGOLAND parks around the world. LEGOLAND Denmark is in Billund, where the LEGO Group is based. The interactive parks, which emphasise learning through play, are for families with children aged 2–12.

Warm-up

- (Books closed) Guessing game! Pairs think of a place in town they know in English. Refer them to Unit 6A, Exercise 4 for ideas. They imagine what's happening there at the moment. They write three or four sentences describing different things people are doing. They read their sentences to the class, who guess the place.

Lead-in

- (Books closed) Ask students which two activities they do most often with their friends. Have different students tell the class.
- (Books open) Use the photos to generate interest. Use Photo 1 to teach *bored*. Students predict (L1) where Anna and Megan are and what they're talking about in photos 2 and 3.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' Lead-in predictions (L1). (Anna and Megan are in Megan's living room. They are deciding what to do. They discuss going to the park, the cinema and surfing the Internet.)
- Ask the class True/False questions to check understanding, e.g. say *Anna wants to go to the park. (False)* *It's cold. (True)* *Anna and Megan like the idea of the cinema. (True)* *They like the films that are on. (False)*

C Communication

Speaking: Make suggestions

1 Listen and read.

Anna is at Megan's house.



Anna: I'm bored. Let's do something.

Megan: OK. Do you want to go to the park?

Anna: Not really. It's cold outside. How about the cinema?

Megan: Good idea!

Megan: What films are on this evening? *Monster Attack* or *Super Spy*.

Anna: No, thanks ... They're boring!

Megan: Hmm ... You're right. Why don't we surf the Internet?

Megan: That's a great idea! I want to write my blog.

Anna: And I want to send some emails.

Megan: Cool! Let's use my mum's computer!

Anna: OK!

2 Complete the dialogue. Listen and check. Then act out the dialogue.

I'm bored: Not computer games again!
That's a great idea! What's the weather like?

Will: ¹ I'm bored. Let's do something.

Mark: Yes, OK. Do you want to play a computer game?

Will: ² How about the park?

Mark: Good idea.³

Will: Oh, it's raining. Why don't we watch the football on TV?

Mark: ⁴ Arsenal and Manchester United are playing today.

English today

- Let's (do something).
- Do you want to (go to the park)?
- How about (the cinema)?
- Why don't we (surf the Internet)?
- (That's a) good/great idea!

Your turn

3 Act out your dialogue.

Student A: You are bored and want to go to the park.
Student B: You are Student A's friend.

A: I'm bored. Let's do something.

B: OK. Do you want to ...?

92



See Introduction page iv.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Ask for suggestions for a different ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: They go to Anna's house to use Mark's computer.)

2 Complete the dialogue. Listen and check. Then act out the dialogue.

- Students read the words in the box and the dialogue.
- They complete the dialogue individually.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers

- Not computer games again!
- What's the weather like?
- That's a great idea!

- Divide the class into two groups and allocate roles. Play the recording again, pausing for students to repeat in chorus. Swap roles.
- Students practise the dialogue in pairs.

Writing: A postcard

- 4 Read the postcard and answer the questions.



Hi Tom!
We're having a great time here in Denmark. The people are really nice and Legoland is awesome. There's a pool at our campsite and we go swimming every day. It's usually hot but it's raining now. I'm sitting in a café and writing my postcards. Dad is buying me a big milkshake. The milkshakes here are amazing! I hope you are OK. See you soon!
David

- 1 Where's David? He's in Denmark.
- 2 Where's David staying?
- 3 What does David do every day?
- 4 Where's David writing his postcards?
- 5 What's David's dad buying now?

Writing tip

Opening and closing a postcard

Informal

For friends and people you know well, use *Hi, (James)!* to open a postcard.

To close an informal postcard, use *See you soon! Bye! Lots of love, /Love.*

Formal

For adults or people you don't know very well, use *Dear (Mrs Smith/Uncle John,)* to open a postcard.

To close a formal postcard, use *Best wishes, Yours, All the best.*

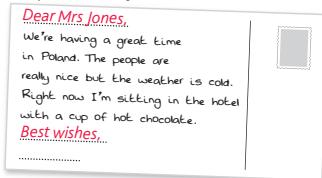
Look at the postcard in Exercise 4. Is it formal or informal?

- 5 Write opening and closing phrases for these postcards.

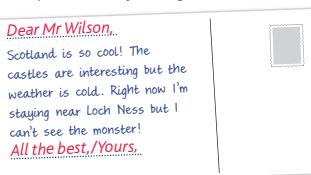
- 1 This postcard is for your best friend, Alex.



- 2 This postcard is for your teacher, Mrs Jones.



- 3 This postcard is for your neighbour, Mr Wilson.



Your turn

- 6 Imagine you're on holiday. Write a postcard.

- 1 Think about your holiday.
 - Where are you?
 - What's good about this place?
 - What's the weather like?
 - What are you doing?
- 2 Write your postcard. Use the correct type of opening and closing phrases.
- 3 Swap your work with a partner and check for mistakes.

> Now turn to p95 in the Activity Book.

93

English today

- Invite different students to read out each phrase and model as necessary.
- They find and underline the expressions in Exercises 1 and 2. Have them underline the phrases to reject suggestions, too: *Not really. No, thanks.*

3 Act out your dialogue.

- Invite a volunteer to read out the instructions. Tell students to use the dialogue in Exercise 2 as a model, substituting different words. Demonstrate with a strong student first.
- Give pairs time to practise their dialogues. Remind them to change roles. Move round the class monitoring.
- Invite volunteers to perform for the class.

4 Read the postcard and answer the questions.

- Use the photo to check *postcard*. Have the class tell you (L1) what they can see. (Figures made of LEGO.) Ask *What is LEGOLAND? Where is it?* They tell you what, if anything, they know. (See Culture notes.) Have a volunteer point out Denmark on your map/do it yourself. Use your photo to teach *campsite*. Check they understand *milkshake*, e.g. ask for a translation.

- Students read the example and questions 2–5.
- They read the postcard, underlining the relevant parts. Then they write their answers. Tell them to write complete sentences.
- Check answers.

Answers

- 2 He's staying at a campsite.
- 3 He goes swimming.
- 4 He's writing them/his postcards in a café.
- 5 He's buying (him) a big milkshake.

Suggestion: Ask the class *Do you send postcards?* Students tell you when they send postcards, who they send them to and what kind of things they write.

Writing tip

- Give students time to read the Writing tip.
- They look at Exercise 4 and note their answer to the question.

Answer

Informal

5 Write opening and closing phrases for these postcards.

- Students use the Writing tip phrases to complete postcards 1–3.

Answers → student page

6 Imagine you're on holiday. Write a postcard.

- Give students time to read the instructions and to think.
- Give them time to write. They can finish it at home if necessary.

Suggestion: Students stick their photo on blank card to make a postcard. They write on the back.

Ending the lesson

(Books closed) Brainstorm eight to ten activities and write them on the board. Different pairs in turn use them to make suggestions and to accept/refuse.

Learning difficulties

Have students show and read their postcards to the class next lesson. This should be a confidence-booster for students with learning difficulties as they will have had plenty of time to finish if necessary and to practise reading.

Photocopiable Resource 8C. You can use this resource any time after Exercise 2.

Unit 8, D

New language

New words: cloud, fall, hurricane, kilometre, metre, millimetre, rainbow, reflect, side, snowflake, tornado

Preparation: Warm-up: Enlarge the dialogue from Unit 8C, Exercise 1. Copy one for each pair in the class. Cut up each dialogue into seven or eight sections. Shuffle them.

Exercise 1: Bring a world map showing Norway, Chile and India. Bring a tape measure.

Exercise 3: Bring a map of the UK showing major cities. **Video:** Prepare a worksheet (see notes).

Exercise 6: Have students bring photos showing different kinds of weather in your country.

Culture notes

A **hurricane** is a very big storm with high winds, torrential rain and a calm centre. Hurricanes start as tropical storms at sea. A **tornado** is a column of very strong swirling winds. It forms over land.

Arica is a city in the north of **Chile**, near **Peru**.

Mawsynram is a village in the state of **Meghalaya** in north-east India.

Warm-up

- (Books closed) Give pairs time to order the mixed-up dialogue you've prepared.
- (Books open) Have them refer to Unit 8C, Exercise 1 to check answers.

Lead-in

- (Books closed) Ask the class *What's your favourite kind of weather?*
- (Books open) Point to different photos and say *Look! Weather is weird ... and wonderful!* Use appropriate intonation to reinforce the meaning of *weird* and *wonderful*.
- Use the photos to pre-teach key words: *snowflake, rainbow, hurricane, clouds, thunderstorm, lightning*.
- Ask the class *Which is your favourite photo?* They tell you any English words they know.

1 Listen and read. Answer the questions.

- Play the recording. Students listen, read and answer. Remind them to use the context to help them understand new words.
- Check the answer to question 1. Volunteers tell you their answers to 2 and 3 (L1/English). Discuss them with the class.

Answer

- 1 The facts are about weather.

- Ask different volunteers to point out Norway, Chile and India on your map.
- Draw students' attention to the New words box. Give them time to find and underline the

Weird AND WONDERFUL Weather

Are you a Weather Whiz? Amaze your friends with these weird and wonderful weather facts!

- 2 Most snowflakes have got six sides. But every snowflake is different. Snowflakes can take one hour to fall to the ground!



- 3 You can often see rainbows when the sun is shining and there is water in the air. Rainbows appear over waterfalls, waves on the sea, or even garden sprinklers!



- 4 Hurricanes and tornadoes are very strong winds. There are about 1000 hurricanes and tornadoes every year in the USA.



- 5 Clouds are white on sunny days because they reflect the light of the sun. The sun's light has got all the colours of the rainbow in it but when you add all the colours together, they make white.



- 6 During a thunderstorm, count the number of seconds between the flash of lightning and the sound of thunder, then divide that number by three. The answer tells you how many kilometres away the lightning is.



Reading

1 Listen and read. Answer the questions.

- What are the facts about?
- Which fact(s) surprises you?
- Which fact(s) do you like best?

New words

cloud fall hurricane kilometre
metre millimetre rainbow reflect
side snowflake tornado

words in the text.

- Check understanding. Use your tape measure to elicit *millimetre* and *metre*. Let students query any other words they don't understand.

2 Read again and answer.

- Students read the example and questions 2–8. They read the text again, underlining the relevant parts.
- They note their answers.
- Check answers.

Answers

2 No, they aren't. 3 Twenty-four hours a day.

4 Less than one millimetre. 5 About twelve metres. 6 When the sun is shining and there is water in the air. 7 About 1,000. 8 Because they reflect the light of the sun.

Study tip

- Give students time to read.
- Students write the words in alphabetical order.

Answer

sea, second, snowflake, sound, strong, summer, sun, sunny

Comprehension**2** Read again and answer.

- 1 How many sides have most snowflakes got? Six.
- 2 Are all snowflakes the same?
- 3 How long does it stay dark in winter in the north of Norway?
- 4 How much rain falls in Arica every year?
- 5 How much rain falls in Mawsynram every year?
- 6 When can you see rainbows?
- 7 How many hurricanes and tornadoes are there in the USA every year?
- 8 Why are clouds white?

Study tip**Looking up words in a dictionary**

When you use a dictionary, it helps to know the alphabet well. Look at the first letter of each word, then look at the second and third letters.

Write these words in alphabetical order as fast as you can.

sunny sea snowflake second sun sound summer strong

Listening**3** Listen and match the cities with the weather. There is one extra kind of weather.

- | | |
|---------------|--------------------|
| 1 London | a cold and cloudy |
| 2 Bristol | b cold and raining |
| 3 Southampton | c cloudy and windy |
| 4 Leeds | d nice and sunny |
| 5 Newcastle | e hot and raining |
| 6 Glasgow | f hot and dry |
| | g cold and windy |

4 Look at your answers for Exercise 3. Say what the weather is like in each city today.

- 1 It's nice and sunny in London today.

Speaking**5** Look at the information below. Ask and answer.

A: When is spring in the UK?

B: It's from March to May.

A: What's the weather like in spring?

B: It's usually nice and sunny but it often rains.

the UK		
Season	Months	Weather
spring	March – May	usually nice and sunny; often rains
summer	June – August	often hot and sunny; sometimes rains
autumn	September – November	often cold and windy; rains a lot
winter	December – February	usually cold and windy; sometimes snows

South Australia

Season	Months	Weather
spring	September – November	usually nice and sunny; sometimes cloudy
summer	December – February	very hot and sunny; usually dry
autumn	March – May	often cold and cloudy; sometimes rains
winter	June – August	usually cloudy and windy; often rains

Writing: The weather in my country**6** Write about the weather in your country.

The weather in my country
In Argentina, spring is from September to November. It's usually nice and sunny in spring. Summer is from ...

Fast finishers: They write four or five words at random beginning with the same letter for a partner to order alphabetically.

3 Listen and match the cities with the weather. There is one extra kind of weather.

- Volunteers point out cities 1–6 on your map.
- Play the recording. Students listen. They match the cities and weather during the pauses.
- Play the recording again. Check answers during the pauses.

Answers → student page

AUDIOSCRIPT PAGE 107

4 Look at your answers for Exercise 3. Say what the weather is like in each city today.

- Pairs take it in turns to talk about the weather in the cities in Exercise 3.

 Go to the Cross-curricular studies video for this lesson. (See Introduction page iv.)

- Tell students they're going to find out about the weather in some other countries around the world. Write the names of the countries on the board: *UK, Australia, India, Canada, Republic of Ireland*.

- Play the video all the way through while the students watch and listen. Ask what they can remember about the weather in each country.
- Play the video again. Pause after each question Poppy asks and invite volunteers to answer. Then play the answer and invite others to repeat.
- Alternatively, hand out a prepared worksheet like the one below, omitting the answers given in italics.

Country	Today's weather
UK	cold and it's <i>raining</i>
Australia	hot and <i>dry</i>
India	a storm with <i>thunder</i> and <i>lightning</i>
Canada	it's <i>snowing</i> and the roads are <i>icy</i>
Republic of Ireland	the sun 's <i>shining</i>

5 Look at the information below. Ask and answer.

- Give students time to read the information.
- Different pairs in turn ask and answer.

Suggestions: Have a strong class do the exercise in closed pairs.

Have a weak class repeat each season in chorus after you before they do the exercise.

6 Write about the weather in your country.

- Ask the class *What's our weather like in spring/summer/autumn/winter?* They tell you their ideas.
- Give them time to write.

Suggestion: Students illustrate their work with the photo(s) they've brought. Make a class poster *The weather in (your country)*.

Ending the lesson

(Books closed) Students choose a country whose climate is very different from yours. They imagine different activities they do in different seasons and tell the class (L1/English). You could have them find out more about popular activities in their chosen country for homework.

Learning difficulties

The Study tip will be very useful for dyslexic students. However, it would be advisable to pair them with a strong partner to do the word-ordering exercise. Give them plenty of time to discuss the correct order. The strong partner writes.

Unit 8, E Revision

Language revised

Grammar: Present continuous – all forms; *Wh-* questions with present continuous

Vocabulary: The weather, Activities

Functions: Make suggestions

Pronunciation: /ð/

Warm-up

- (Books closed) Pairs write down as many weather words as they can in a minute. The pair with the longest (correct) list wins. Have students spell the words as you check.

Lead-in

- (Books closed) Quiz! Divide the class into teams of four. Ask questions using language from Unit 8. Give a time limit for teams to confer. The first team to answer correctly wins a point. Example questions: 1) Ask *What are you doing?* 2) Say *Spell 'swimming'.* 3) Say *It's sunny.* Have students ask a corresponding question. (*What's the weather like?*) 4) Ask *Are you tidying your bedroom?* (*No, I'm not.*)

1 Write about the weather in these places.

- Students use the information on the map to write. Refer them to Unit 8A, Exercise 6 for help.
- Have them compare answers.

Answers

- 2 It's raining in Newcastle. 3 It's cloudy in York. 4 It's windy in Liverpool. 5 It's cold in Manchester. 6 It's windy in Cardiff. 7 It's hot in Bath. 8 It's raining in London. 9 It's foggy in Brighton. 10 It's cloudy in Margate.

2 Ask and answer about Liverpool, Newcastle and York.

- Ask a confident pair to read the example.
- Different pairs in turn ask and answer.

3 Match the verbs with the activities.

- Give pairs time to do the matching exercise.

Answers → student page

Fast finishers: Pairs take it in turns to mime and guess different activities.

4 Describe the pictures. Use the present continuous.

- Pairs take it in turns to describe the pictures. Refer them to the Grammar box above Exercise 4 in Unit 8A for help. Move round the class prompting and checking.

E Revision

1 Write about the weather in these places.

1 It's snowing in Aberdeen.



2 Ask and answer about Liverpool, Newcastle and York.

A: What's the weather like in Liverpool?
B: It's windy.

3 Match the verbs with the activities.

1 write	a a photo
2 do	b a sandwich
3 draw	c a text message
4 listen to	d an email
5 make	e dinner
6 send	f a picture
7 sing	g the dog
8 surf	h the Internet
9 take	i the radio
10 tidy	j a song
11 walk	k your bedroom
12 cook	l your homework

96

4 Describe the pictures. Use the present continuous.

1 She's making a sandwich.



5 Ask and answer about the people in Exercise 4.

- 1 A: Is she making a pizza?
B: No, she isn't. She's making a sandwich.
1 she / make a pizza?
2 he draw a picture?
3 they / do their homework?
4 she / tidy her bedroom?
5 he / write an email?
6 they / sing a song?

6 Complete the email. Use the present continuous.

To: Subject:
Hi Debbie,
How are you? How is everyone in New York?
It's Saturday morning here in the UK. I usually
have tennis practice on Saturdays but
1 ^I'm not playing... (not play) now because it
2 ^{is} rainy... (rain!) But that's OK - now
I can write emails to my friends!
We are all at home today. My brother,
Darren, has got a big History test tomorrow but
he ³ isn't reading... (not read) his History books
- he ⁴ 's watching... (watch) TV with Mum. Dad
⁵ is listening... (listen) to football on the
radio but he's sad because his team ⁶ isn't winning
(not win). Oh dear!
What ⁷ are you doing... (do) today? ⁸ Are you having
(you/have) fun?
Write soon!
Julie

Answers

- 2 He's drawing a picture. 3 They're listening to the radio. 4 She's tidying her bedroom. 5 He's sending a text message. 6 They're singing.

5 Ask and answer about the people in Exercise 4.

- Give pairs time to ask and answer. Refer them to the Grammar box above Exercise 5 in Unit 8B for help.

Suggestion: Have a weak class do the exercise in open pairs.

6 Complete the email. Use the present continuous.

- Give students time to read the email.
- They use the verbs in brackets to complete. Point out *not* indicates a negative.
- They compare answers.

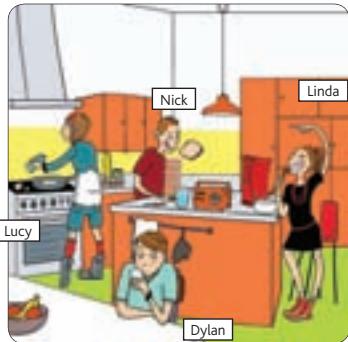
Answers → student page

Game**7 A: Choose a person from the picture.****B: Ask questions to guess the person.**

A: Is this person making a cake?

B: No, he isn't. He's making a sandwich.

A: It's Nick!

**8 Complete the dialogue. Then act it out.**

don't idea Let's Not something watch



Amy: I'm bored. Let's do something.

Claire: Yes, OK. Do you want to watch a film on TV?

Amy: ³ Not TV again! How about a computer game?

Claire: Good idea! What games have you got?

Amy: I've got this new football game.

Claire: Football? That's a boy's game. Why ⁴ don't we play Diamond Palace?Amy: That's a great ⁵ idea! It's in my bedroom.

Claire: I want to see your new bedroom.

Amy: Cool! ⁶ Let's go and play Diamond Palace in my room!**Rap: Fun on holiday**

8

9 ² 61 Listen and complete. Then rap.

I'm ¹ sitting in a cafe and I'm watching the sea.
I'm ² eating a chocolate ice cream.
My sister is ³ swimming and my dad's on the beach.
My holiday is a dream!
I'm having fun on holiday.
I love it here. It's a sunny day!
I'm ⁴ writing some postcards to my friends at home.
I'm ⁵ sending some emails, too.
The beach and the hotel and the pool are great.
But my ⁶ friends, I really miss you!

**Pronunciation: /ð/****10 ² 62 Listen and repeat.**

This is my father,
My mother and me.
And those are my brothers,
They're all in the sea!

**11 ² 63 Listen and underline the /ð/ sounds.**

- 1 This is the best football team!
- 2 There are four students in my brother's class.
- 3 Give them the football.

My progress**12 Read and tick (✓).****I can:**

talk about the weather. <i>It's sunny.</i>	<input type="checkbox"/>
talk about what's happening now. <i>It's raining here.</i>	<input type="checkbox"/>
talk about what I'm doing now. <i>I'm not sending a text message.</i>	<input type="checkbox"/>
Make suggestions. <i>Let's go to the cinema.</i>	<input type="checkbox"/>

> Turn to Unit 8 Check in the Activity Book on p96.

97

**7 A: Choose a person from the picture.
B: Ask questions to guess the person.**

- Give students time to look at the picture.
- A confident pair reads the example.
- Different pairs in turn ask and answer.

8 Complete the dialogue. Then act it out.

- Students use the words in the box to complete the dialogue individually. Remind them to read through it once before they do the exercise.
- Check answers.

Answers → student page

- Give pairs time to act out the dialogue. Remind them to use appropriate intonation!

9 ² 61 Listen and complete. Then rap.

- Give students time to read the words of the rap. They guess the answers.
- Play the recording while students listen, follow and complete.

Answers → student page

- Play the recording again. Encourage students to rap!

Suggestion: Teach the class an appropriate mime/gesture for each present continuous verb in the rap, e.g. *I'm eating a chocolate ice cream*.

10 ² 62 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /ð/ sound in chorus two or three times after you. Point out their tongue should just touch their top front teeth, not the bottom ones.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

11 ² 63 Listen and underline the /ð/ sounds.

- Play the recording. Students listen and underline the /ð/sounds.
- Play the recording again, pausing to check answers.

Answers → student page**12 Read and tick (✓).**

- (Books closed) Ask the class (L1) what they've learned in Unit 8. Have them remind you why it's important to think about this.
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

Exploit all the pictures in Revision to the full to help students with learning difficulties.

For instance, ask different volunteers to say what the weather is like in Exercise 1 before students write. This will boost dyslexic students' confidence and will help them complete the exercise successfully. Before pairs do Exercise 7, have students tell you what they can see in the picture and what the people are doing.

Tests on Teacher's eText for IWB (see Introduction page vi).

- Unit Test 8
- Achievement Test Units 7–8
- Skills Test Units 7–8
- Review Test Units 1–8 (Basic and Standard)

After grading the tests, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 8, Magazine

New language

Vocabulary: bats, Cambodia, crickets, jungle, lion, seahorses, snakes, spiders, Thailand, wild

Preparation: Warm-up: Write six to eight questions about Unit 8 on separate lines of A4 paper. Copy enough for groups of three. Cut each sheet of paper into separate question cards. Example questions: 1) Where is Mark on holiday in 8A? (Spain) 2) What game are Anna, Mark and Will playing in 8B? (A miming game) 3) Where is LEGOLAND? (Denmark) **Guess what?** Bring a world map showing Thailand, Cambodia, Indonesia and China. Bring one bilingual dictionary per pair. Book a computer room. **Star spot:** Bring a magazine/Internet photo of a lion and a jungle.

The activities can be done in any order as they are not related to each other. You could assign one activity to the whole class or different activities to different students according to their strengths.

Culture notes

Star spot Steve Irwin was an Australian wildlife expert. He became famous because of the wildlife documentary, *The Crocodile Hunter*. He also owned a zoo. He died in 2006. Bindi Irwin is his daughter.

Warm-up

- (Books closed) Groups of three nominate a group runner and writer. Say Go! The runners take one question card from you. They sit down and read the question to their group. One student writes the answer. They can look at their SBs if they want to. Continue until one group has answered all the questions. Check answers.

Guess what?

- (Books closed) Use your map to teach/check Thailand, Cambodia, Indonesia and China.
- The class predicts (L1) what snacks are popular in each country.
- (Books open) Students tell you what they can see in the photos. Use them to teach *cricket*, *spider*, *bat* and *seahorse*. Explain (L1) a cricket is a kind of insect.
- Ask different students to read each paragraph aloud.
- Students read the example and questions 2–4. They unscramble the words in the box, choose and write.

Answers → student page

pick and mix

Guess what?

Read the facts. Then unscramble and write the missing words below.

In Thailand, you can buy fried grasshoppers, crickets, scorpions and spiders.



Spiders are popular snacks in other countries, too. In Cambodia, people fry tarantula spiders with garlic, pepper and sugar. Children love them!



You can find delicious smoked bats on the menu in lots of restaurants in Indonesia!



In China, lots of restaurants sell starfish and seahorses on sticks. It's a very tasty snack!

soesaher epirds cerskett satb

- 1 In Thailand, people eat fried *crickets*..
- 2 In Cambodia, a *spider*... is a sweet treat.
- 3 In Indonesia, people enjoy smoked *bats*..
- 4 In China, you can try a *seahorse*... on a stick.

98

STAR SPOT

Read about Bindi Irwin.



Fun fact: Bindi plays Kerra in *Free Willy 4: Escape from Pirate Cove!*

Bindi Irwin lives in Australia with her mother and her brother. She's an actress, a singer, a dancer and a TV presenter. In this photo, she's holding a snake.

Now complete the text.

Bindi lives in ¹ Australia. She hasn't got a sister but she's got a ² brother. Bindi's good at music – she can sing well, she's learning to play the ³ piano... and she often writes ⁴ songs. She's got a ⁵ CD called *Trouble in the Jungle*. Bindi loves animals too – she's got a TV show about them! On her show she usually talks about ⁶ wild animals.

JUST JOKING!



What's the weather like today?

I don't know. I can't see it because of the fog.

Suggestion: Discuss (L1) the different snacks with the class. Have they tried any? Which would they like to try the most/least? You could discuss why people in different countries eat different things. (Tradition, the climate, the economy, etc.)

Suggestions: Pairs use a bilingual dictionary to look up other words they don't know in the text. Students use the Internet at school/home to find and label photos of the unusual snacks in Magazine.

Star spot

- (Books closed) Use your photos to check *jungle*, *wild* and *lion*. Students tell you any other wild animals they know.
- (Books open) Use the photo to check *snake*. Have students predict (L1) why Bindi is holding one.
- Give students time to read about Bindi (up to *piano*). Mime playing a piano to check meaning if necessary.

GAME ON!

Use a coin and play the game in pairs or groups.



- Check students' predictions. (Bindi is holding a snake because she's got a TV show about wild animals.)
- Students read and complete the text at the bottom.

Answers → student page

Tip: A useful way of eliciting a word you're thinking of is by telling students the letter it begins with.

Just joking!

- Give the class time to look at the cartoon.
- Two confident volunteers read the captions. Ask the class if they like it!

Game on!

- Ask students (L1) if they ever play board games at home. Which one/ones? Ask *Do you like board games?* Have them explain (L1) why/why not.
- Explain individuals/pairs will play against each other.
- Teach/Check *flip* by flipping a coin. Use the coin to teach *heads* and *tails*. Quickly explain *miss a turn* if necessary (L1).
- Ask each student/pair to choose a different object to mark their position on the board, e.g. a paper clip, eraser or coin.
- They flip a coin to decide who is going first. Quickly check by asking those going first to put up their hands.
- Explain the rules (L1):
 - Students place their position marker on START.
 - They take it in turns to flip a coin. They move one space for heads and two for tails.
 - They answer the question on the square they land on or follow the instructions.
 - They can only have one attempt at each question.
 - They mustn't look at their books or notebooks or ask anyone for help. It's a game!
 - If they disagree whether an answer is correct or not, they ask you.
 - If the answer is correct, they stay on the square; if it isn't, they go back to their previous position.
 - The winner is the first to land on FINISH.
- Check understanding (L1). Have students explain the rules to you.
- Give students plenty of time to play the game, e.g. 20 minutes. Move round the class, helping and clearing up doubts.
- Check answers of any questions students had difficulty with/disagreed about.

Fast finishers: Have them make up extra questions to try on each other.

Suggestion: Nominate different students to answer a selection of the Game on! questions which the class found most difficult.

Learning difficulties

Remember you can ask different students/pairs/groups to work on different exercises at the same time. Help students with learning difficulties play Game on! by pairing them with a cooperative student. Their partner reads their questions. They take it in turns to answer.

Word list

Unit 1

Lesson A

Numbers 0–100

Sorry!
Are you OK?
No problem!
I'm fine, thanks.
Hi!
Hello!
Great!
See you soon.
Bye!
Goodbye!

Lesson B

Formal greetings:

Good morning!
Good afternoon!
Good evening!

The time:

o'clock
five past/to
ten past/to
quarter past/to
twenty past/to
twenty-five past/to
half past

Come in.
It's time for (*Pop World*).
Wow!
He's cool.

Lesson C

Days of the week

Family members:

grandmother (grandma)
grandfather (grandad)
grandparents
mother (mum)
father (dad)
parents
uncle
aunt
brother
sister
cousin
niece
nephew
son
daughter

Welcome to (our barbecue).
Thanks.
Yum!
Call me (Tony).
Quick!

Lesson D

What's your first name?

What's your surname?

Can you spell that?

What's your address?

What's your phone number?

Unit 2

Lesson A

Countries:

Argentina
Australia
Brazil
Canada
China
Greece
Italy
Poland
Portugal
Spain
Turkey
the UK
the USA

Nationalities:

American
Argentinian
Australian
Brazilian
British
Canadian
Chinese
Greek
Italian
Polish
Portuguese
Spanish
Turkish

Excuse me.

Go and ask them!
You're joking!

Lesson B

Everyday objects:

address book
apple
bag
book
cake
CD
diary
eraser
ice cream
MP3 player
orange
strawberry
umbrella
watch

Really?
Here!
Brilliant!
But ... why?
Oh, no!

Lesson C

Who's your favourite singer/band?

They're awesome!

Is he (Italian)?

Listen to this!

This is great/brilliant!

Unit 3

Lesson A

The house:

bathroom
bedroom
dining room
garage
garden
hall
kitchen
living room
toilet

How lovely to see you!

What a nice surprise!

Lesson B

Colours:

black
brown
dark blue
gold
green
grey
light blue
orange
pink
purple
red
silver
white
yellow

Common possessions:

bike
camera
computer
football
games console
mobile phone
radio
rollerblades
skateboard

Let's see.

What else is there?

Are you sure?

Lesson C

House and furniture:

bed
bookcase
chair
cupboard
desk
door
lamp
plant
poster
sofa
table
TV (television)
wardrobe
window

How amazing is that?
They're brilliant!

Lesson D

This is our/my (living room).
The (sofa)'s very nice.
It's a great colour.
That's really cool.

Unit 4

Lesson A

Clothes:

boot
cap
coat
dress
hat
jacket
jeans
jumper
shirt
shoe
shorts
skirt
trainer
trousers
T-shirt

Sorry I'm late!
What's the matter?
Don't worry!
Wait a minute.

Lesson B

Hair:
long
medium-length
short
black
blonde
brown
red
curly
spiky
straight
wavy

It's fantastic!
Check out ...
Got to go!
Bye for now!

Lesson C

What colour hair has (she) got?
She's got (straight brown) hair.
Has he/she got (short hair)?

Unit 5

Lesson A

Routine activities:

do (my) homework
finish school
get dressed
get up
go to bed
go to school
have breakfast
have dinner
have lunch
play football
play computer games
start school
watch TV

Lesson B

School subjects:

Art
English
French
Geography
History
ICT (Information and Communication Technology)
Maths
PE (Physical Education)
RE (Religious Education)
Science

Bad luck!
Me too!
Are you good at it?
Night night!
Good night!

Lesson C

Jobs:
chef
doctor
hairdresser
mechanic
receptionist
secretary
shop assistant
waiter
vet

Places of work:

garage
(animal) hospital
hotel
office
restaurant
salon
shop

Lesson D

Would you like to come to the cinema?
Are you free on Saturday?
Yeah! That sounds fun/good/great.
Sorry, I can't. I'm busy.
That's a pity.
Never mind.

Unit 6

Lesson A

Places in town:

bookshop
café
cinema
library
music shop
newsagent's
post office
shopping centre
sports centre
station
supermarket
swimming pool

Are you any good?
You can say that again!

Lesson B

Months:

January
February
March
April
May
June
July
August
September
October
November
December

Ordinal numbers 1–31:

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
twentieth
twenty-first
thirtieth
thirty-first

Lesson C

Excuse me.
Where's (the National Gallery)?
Go straight on.
Turn (left).
It's on the (left).

Unit 7

Lesson A

Sports:

play basketball
play volleyball
ride a bike
ride a horse
rollerblade
run
sail a boat
skateboard
ski
surf
swim

What about me?
It doesn't matter.
In fact, ...
I'm quite good/hopeless at it.

Lesson B

Parts of the body:

ankle
arm
ear
eye
finger
foot
hand
head
knee
leg
mouth
neck
nose
stomach
toe
teeth
wrist

Can I have a go?

That's it!

I'm exhausted!

Lesson C

Snacks:

apple juice
banana
bar of chocolate
biscuits
cereal bar
crisps
lemonade
sandwich
yoghurt

British money:

10p = 10 pence (p)
£1 = one pound
50p = fifty pence (p)
£2 = two pounds
20p = twenty pence (p)
£5 = five pounds

Good idea!

What's up?

Relax!

You're the best!

Lesson D

Can I have (two tickets for ...)?

Where would you like to sit?

At the front/back/in the middle,
please.

How much is that?

What time does the (match)
start/finish?

Unit 8

Lesson A

The weather:

It's cloudy.
It's cold.
It's foggy.
It's hot.
It's raining.
It's snowing.
It's sunny.
It's windy.

Guess where I am!

I remember now.

What's the weather like?

Is it lovely and sunny?

Lucky you!

Hang on!

Lesson B

Activities:

cook dinner
draw a picture
listen to the radio
make a sandwich
send a text message
sing a song
surf the Internet
tidy (your) bedroom
walk the dog
write an email

Are you ready?

Here I go!

Time's up.

Back luck!

Lesson C

Let's (do something).
Do you want to (go to the park)?
How about (the cinema)?
Why don't we (surf the Internet).
(That's a) good/great idea!

Activity Book Audioscript

Unit 1 page 6, Activation

CD3, Track 1

Narrator: 1
A: What time's *Say the Number*?
B: Ten past seven.
Narrator: 2
A: What time's *My Family*?
B: Ten to six.
Narrator: 3
A: What time's *The Monday Show*?
B: Half past six.
Narrator: 4
A: What time's *Learn English*?
B: Quarter past twelve.
Narrator: 5
A: What time's *Pop World*?
B: Three o'clock.
Narrator: 6
A: What time's *Cook with Wendy*?
B: Quarter to eight.

Unit 2 page 20, Activation

CD3, Track 2

Hi! I'm Nina. Today I'm at school. What's in my school bag? Well, in my bag is an English book and a Beyoncé CD. And my mobile phone and an umbrella. What's this? Oh, it's an apple for eleven o'clock! And a sandwich for one o'clock!

Unit 3 page 26, Activation

CD3, Track 3

Kerrie: This is my house.
Max: Cool! There's a big garden.
Kerrie: Yes, it's great.
Max: Is there a living room?
Kerrie: Yes, there are two!
Max: Wow!
Kerrie: Come in, Max. This is the hall. And here's the kitchen.
Max: There's a strawberry cake in the kitchen.
Yum!
Kerrie: It's my birthday cake!
Max: Happy birthday, Kerrie!

Unit 4 page 40, Activation

CD3, Track 4

Rosie: Jack, have you got your trainers?
Jack: Yes, I have. But I haven't got my shorts.
Where are they?
Rosie: Have you got your T-shirt?
Jack: Yes, I have. And I've got my cap. Oh, have we got a bag?
Rosie: No, we haven't. Where is it? Oh, here it is – in the wardrobe.
Jack: Now, have we got our jackets?
Rosie: Yes, here they are.
Jack: Good! We're ready! Come on, Rosie!

Unit 5 page 54, Activation

CD3, Track 5

Andrea: Hi, Joe! Have you got your new school timetable?
Joe: Yes, I have.
Andrea: Cool! Do you have ICT on Monday mornings?
Joe: Yes, I do. That's great! But I have Maths on Monday mornings, too. That isn't great.
Andrea: What subject do you have in the afternoon?
Joe: I have PE. That's good. I can play football or basketball.
Andrea: Yes, I have PE, too on Mondays. Do you have Geography on Tuesday mornings?
Joe: No, I don't. I have RE first, then ... hmm, let's see ... I have English.
Andrea: And in the afternoon?
Joe: On Tuesday afternoons? I have Science. Great!
Andrea: I have Art and Maths on Wednesday mornings. What subjects do you have?
Joe: I have Art and Maths, too!
Andrea: Cool! Do you have Science in the afternoon?
Joe: No, I don't. I have History on Wednesday afternoons.
Andrea: What about Thursday?

Unit 6 page 64, Activation

CD3, Track 6

Narrator: 1
M1: Hi, Sophie. Wow! Is that a judo outfit?
F1: Yes, it is! I've got judo practice today at half past four.
M1: How often do you practise judo?
F1: I practise twice a week.
Narrator: 2
F2: Do you watch TV, Ben?
M2: Yes, sometimes.
F2: How often do you watch it?
M2: Erm ... three times a week. I often listen to the radio in the evening.
Narrator: 3
M3: Maddie, come to my house and listen to my new CD!
F3: Sorry, I've got a piano lesson at half past three.
M3: How often do you have piano lessons?
F3: Twice a week, on Tuesdays and Thursdays.
Narrator: 4
F4: Josh, what's your favourite film?
M4: My favourite film is *Lord of the Rings*. Oh, and *Harry Potter and Pirates of the Caribbean* and ...
F4: How often do you go to the cinema?
M4: I go every week, on Saturday morning.

Unit 7 page 82, Activation

CD3, Track 7

A: I'm hungry!
B: I'm hungry, too! Let's have a snack.
A: I want a bar of chocolate. How much is it?
B: It's a big bar – one pound forty-five.
A: No, I don't want a big bar. Are there any sandwiches? How much are they?
B: Yes, there are. They're one pound fifteen. I want a sandwich and ... hmm ... an apple.
A: They haven't got any apples but they have got some oranges.
B: OK, an orange. That's forty-five pence. And have they got any lemonade?
A: No, they haven't. But they've got apple juice.
B: Apple juice! Good! How much is it?
A: It's fifty pence. Why don't you have the Combo – that's one pound ninety.
B: OK, that's cool. What about you? What do you want?
A: I want some yoghurt – how much is it?
B: Sixty-five pence.
A: ... and some water – that's fifty pence – and my sandwich. How much is that?
B: That's two pounds thirty.

Unit 8 page 92, Activation

CD3, Track 8

Katie: Hey Leo, look at the mime artist!
Leo: What's he doing?
Katie: I don't know. Is he singing a song?
Leo: No, he isn't singing. But look now! What's he doing? Is he sleeping?
Katie: No, he isn't sleeping. He's sitting now. And he's moving his legs.
Leo: His hands are near his face. Is he looking at us?
Katie: No, he isn't looking at us. He's talking to his friend.
Leo: I know what he's doing! He's talking on the phone!
Katie: Of course! He's brilliant!

Extra speaking practice Answer Key

Unit 1C, Exercise 9

Activity 1

- 1 A: Who's Joe?
B: Joe's my dad.
- 2 A: How old is he?
B: He's thirty-seven.
- 3 A: Who's Milly?
B: Milly's my sister.
- 4 A: How old is she?
B: She's eight.
- 5 A: Who's Laura?
B: Laura's my aunt.
- 6 A: How old is she?
B: She's forty.
- 7 A: Who's Billy?
B: Billy's my cousin.
- 8 A: How old is he?
B: He's twelve.

Activity 2

- 1 B: Who's Maria?
A: Maria's my mum.
- 2 B: How old is she?
A: She's thirty-five.
- 3 B: Who's Honey?
A: Honey's my cat.
- 4 B: How old is it?
A: It's one.
- 5 B: Who's Tracy?
A: Tracy's my cousin.
- 6 B: How old is she?
A: She's fifteen.
- 7 B: Who's Jimmy?
A: Jimmy's my uncle.
- 8 B: How old is he?
A: He's forty-two.

Unit 2A, Exercise 8

Activity 1

- 1 A: What are their names?
B: Their names are Jenny Chen and Linda Wu.
- 2 A: Are they British?
B: No, they aren't. They're Chinese.
- 3 A: Where are they from?
B: They're from China.
- 4 A: Are they sisters?
B: No, they aren't. They're friends.

Activity 2

- 1 B: What are their names?
A: Their names are Adam and Andy Wilson.
- 2 B: Are they French?
A: No, they aren't. They're American.
- 3 B: Where are they from?
A: They're from the USA.
- 4 B: Are they brothers?
A: Yes, they are.

Unit 3B, Exercise 11

Activity 1

- 1 A: Whose rollerblades are they?
B: They're Amita's rollerblades.
- 2 A: Whose radio is it?
B: It's Mr and Mrs Malik's radio.
- 3 A: Whose bike is it?
B: It's Dev's bike.
- 4 A: Whose skateboard is it?
B: It's Amita's skateboard.

Activity 2

- 5 B: Whose football is it?
A: It's Dev's football.
- 6 B: Whose mobile phone is it?
A: It's Amita's mobile phone.
- 7 B: Whose games console is it?
A: It's Dev's games console.
- 8 B: Whose computer is it?
A: It's Mr and Mrs Malik's computer.

Unit 4B, Exercise 9

Activity 1

- 1 A: Has Lee got long hair?
B: No, he hasn't. He's got short hair.
- 2 A: Has he got red hair?
B: No, he hasn't. He's got brown hair.
- 3 A: Has he got spiky hair?
B: No, he hasn't. He's got curly hair.
- 4 A: Has he got brown eyes?
B: Yes, he has.
- 5 A: Has he got a little brother?
B: No, he hasn't. He's got a little sister, Tara.

Name: Lee
Hair length: short
Hair colour: brown
Hairstyle: curly
Eye colour: brown
Family: sister, Tara

Activity 2

- Name: Emma
- 1 B: Has Emma got short hair?
A: No, she hasn't. She's got long hair.
 - 2 B: Has she got black hair?
A: No, she hasn't. She's got brown/blonde hair.
 - 3 B: Has she got straight hair?
A: Yes, she has.
 - 4 B: Has she got brown eyes?
A: No, she hasn't. She's got blue eyes.
 - 5 B: Has she got a little sister?
A: No, she hasn't. She's got a little brother, David.
- Hair length: long
Hair colour: brown/blonde
Hairstyle: straight
Eye colour: blue
Family: brother, David

Unit 5C, Exercise 9

- 1 What does he/she do?
- 2 Where does he/she work?
- 3 When does he/she work?
- 4 What time does he/she start work?

Activity 1

Lisa Roberts
Job: hairdresser
Place: salon
Works: Mondays, Wednesdays and Saturdays
Starts work: nine o'clock in the morning

Activity 2

John Jones
Job: firefighter
Place: fire station
Works: Fridays, Saturdays and Sundays
Starts work: four o'clock in the afternoon

Unit 6D, Exercise 5

A	school	museum	hospital	park
B	restaurant	car park	theatre	police station
C	post office	library	hotel	bank
	1	2	3	4

Unit 7C, Exercise 8

Activity 1

- 1 A: *How much is the lemonade?*
B: *It's one pound twenty-six. (£1.26)*
- 2 A: *How much are the apples?*
B: *They're forty pence. (40p)*
- 3 A: *How much are the sandwiches?*
B: *They're two pounds forty-two. (£2.42)*
- 4 A: *How much are the biscuits?*
B: *They're one pound thirty-eight. (£1.38)*
- 5 A: *How much is the fruit juice?*
B: *It's one pound twelve. (£1.12)*

Activity 2

- 1 B: *How much is the yoghurt?*
A: *It's ninety-nine pence. (99p)*
- 2 B: *How much are the crisps?*
A: *They're fifty-five pence. (55p)*
- 3 B: *How much are the bananas?*
A: *They're eighty pence. (80p)*
- 4 B: *How much are the oranges?*
A: *They're sixty pence. (60p)*
- 5 B: *How much is the water?*
A: *It's two pounds nineteen pence. (£2.19)*

Unit 8A, Exercise 8

Activity 1

City	Weather
Paris	windy
Warsaw	snowing
Athens	hot
Madrid	sunny
Berlin	foggy

Activity 2

City	Weather
Rome	raining
London	cold
Istanbul	hot
Lisbon	sunny
Moscow	snowing

Students' Book

Audioscript

Unit 1

CD1, Track 09

It's one o'clock.
It's five past one.
It's ten past one.
It's quarter past one.
It's twenty past one.
It's twenty-five past one.
It's half past one.
It's twenty-five to two
It's twenty to two.
It's quarter to two.
It's ten to two.
It's five to two.

CD1, Track 10

Ellie: Hello. Are you new?
John: Yes, I am.
Ellie: I'm Ellie.
John: Hi, I'm John. Who's that?
Ellie: That's my teacher. Her name's Mrs Brown.
John: Who's he?
Ellie: Oh, erm ... His name's Mr Smith – he's the Sports teacher.
John: Oh! And who's she?
Ellie: She's my friend. Her name's Jessica.
John: Her hair's cool!
Ellie: Let's go. It's 2 o'clock. Time for Sports.

CD1, Track 17

Teacher: OK, class. This is Michelle. She's new. Good morning, Michelle.
Michelle: Good morning!
Teacher: Tell us about you and your family.
Michelle: OK. Hi, everyone! I'm Michelle Doyle and I'm eleven. I'm from Dublin in Ireland. This is my family. In our family, there's my mum and dad, my brother and my sister. This is my mum. Her name's Debbie. She's forty. This is Dad. His name's Alan and he's forty-two. This is my brother, his name's Mike and he's fifteen. And this is my sister, Clara. She's eight years old. My family is fun!

Unit 2

CD1, Track 26

Will: Hi, Mark. Hi, Anna. Is that an email?
Mark: Oh, hi, Will. Yes, it's an email from our cousins.
Will: Your cousins?
Mark: Yes, their names are Tomas and Eleni. Look. Here's a photo.
Will: Oh yes. How old are they?
Anna: Tomas is thirteen and Eleni is twelve. They're really nice.
Will: Are they from Portugal?
Mark: No, they aren't. They're Greek.
Will: Really?
Anna: Yes. Their mum is Greek and their dad is British. Their dad is our mum's brother.
Will: Oh, I see. Wow. Greek cousins! That's so cool! All my cousins are in the UK.

CD1, Track 33

Boy: Look, Mum! These are my new e-pals. They're from lots of different countries. Look! This is Sam.
Mum: Oh. Is Sam from Australia?
Boy: No, he isn't. He's from New Zealand.
Mum: Oh, I see.
Boy: This is Lisa.
Mum: Is Lisa from New Zealand, too?
Boy: No, she isn't. She's from Ireland. And look! That's David and his sister, Clare.
Mum: Are they from the USA?
Boy: No, they aren't. They're from Montreal, in Canada.
Mum: Really? And who's this?
Boy: That's Matt. He's awesome.
Mum: Where is Matt from? Is he from Ireland?
Boy: No, he isn't Irish.
Mum: Is he from the USA?
Boy: Yes, he is.
Mum: Brilliant! What international friends!

Unit 3

CD1, Track 44

Anna: Hi Megan. Is this your box of things for the school jumble sale?
Megan: Yes, it is. There are lots of interesting things. Look!
Anna: Hmm ... This watch is cool. Whose is it?
Megan: It's my mum's. It's old now.
Anna: And whose football is that?
Megan: It's my cousin's. His sport is basketball now. And look at this!
Anna: A games console? Cool!
Megan: Yes, it's my dad's. He's a big kid!

CD1, Track 48

My name's Fiona and this is my living room. There's a big window in the room. And there's a table in front of the window. There's a TV on the table. There's a sofa in front of the TV – it's big and comfy! And there's a big lamp next to the sofa. There's a small chair next to the door. My living room is great!

CD1, Track 52

Hi. My name's Danny. I'm from Sydney in Australia. I'm ten years old and my home is in the centre of Sydney. It's a small flat but it's great. There are only two bedrooms – one for me and my brother and one for my parents. There isn't a garden but that's OK. My bedroom is my favourite room – there's a small balcony and a view of the Sydney Opera House! Cool.

Unit 4

CD1, Track 62

Boy: This is a great poster! Is it your favourite band?
Girl: Yes, it is. It's STOP!
Boy: STOP?
Girl: Yes. Their names are Sam, Tom, Olly and Pete. S – T – O – P.
Boy: Oh, I see. So, who's Sam?
Girl: Well, Sam and Olly are twins. They've got blonde hair and they've got blue eyes.
Boy: Have Sam and Olly got medium-length hair?
Girl: No, they haven't. Sam and Tom have got medium-length hair but Olly and Pete have got short spiky hair.
Boy: Oh, OK. Are Tom and Pete twins, too?
Girl: Yes, they are! They've got red hair and they've got green eyes.
Boy: Have Sam and Tom got straight hair?
Girl: No, they haven't. They've got wavy hair.
Boy: Right.
Girl: Come on! Let's dance to their new CD!
Boy: Er ... No thanks ... I've got homework.

CD1, Track 66

Narrator: 1
Boy: This gallery has got lots of cool paintings.
Girl: I know. This is my favourite painting. It's a portrait of a woman. She's got wavy brown hair and she's got brown eyes. She's got a black coat and a big black hat, too.
Boy: Hmm ... She isn't very happy but she's very pretty.
Narrator: 2
Boy: Hey, come and look at this portrait. It's a picture of a man. He's got short white hair and he's got a white beard and a white moustache. He's got brown eyes and he's got a big grey hat.
Girl: Oh, look! It's a self-portrait! That's interesting.

Narrator: 3
Girl: Oh, look! This is a good painting. It's a portrait of a man with medium-length brown hair.
Boy: He's got brown eyes and he's got a moustache, too. He's got a black coat and an orange and black tie.
Narrator: 4
Boy: Oh, this is a nice picture. It's a portrait of a girl with long blonde hair. She's got a blue and white dress and she's got a blue ribbon in her hair.
Girl: Is she happy or sad?
Boy: I'm not sure.
Girl: Well, I'm happy. This art gallery is amazing!

Unit 5

CD2, Track 6

Rachel: Good morning, Maggie!
Maggie: Good morning ...
Peter: Why are you sad, Maggie?
Maggie: Because it's Monday. And Monday mornings are horrible. I have Science and Maths this morning. I'm really bad at those subjects.
Peter: Well, I have French and History on Mondays. Those are my favourite subjects. I'm really good at those.
Maggie: Lucky you!
Peter: Do you like Mondays, Rachel? What do you have today?
Rachel: Mondays are OK. I have Geography and English. But Tuesdays are my favourite – because I do PE on Tuesdays!
Maggie: I have PE on Wednesdays – that's my favourite day!

CD2, Track 9

Anna: Hey, Mark. That's my magazine.
Mark: Sorry. But there's a great interview in it.
Anna: Really?
Mark: Yeah. Listen to this. Sam Taylor is only 22 and he's a chef.
Anna: Cool. Where does he work?
Mark: He works in a famous restaurant in London.
Anna: Does he work at weekends?
Mark: Yes, he does. He works from Wednesday to Sunday. He doesn't work on Monday and Tuesday. They're his days off.
Anna: What time does he start work?
Mark: He usually starts work at half past ten in the morning, so he doesn't get up early.
Anna: That's good. What does he wear for work?
Mark: He wears a white jacket, blue and white trousers and a big white hat.
Anna: Hmm ... That's a great job ... I want to be a chef.
Mark: But Anna ... your food is terrible!
Anna: Hey!

CD2, Track 13

Hi. I'm Benny and I go to McCarthy School in Cape Town in South Africa. My school is great. We start late every day, at 9.15. In the morning we have four lessons and then we have lunch at one o'clock. My mum and dad have got a café near my school, so I go there for lunch – the lunch at school isn't very good! School starts again at two o'clock. We have two lessons in the afternoon. School finishes at 3.30 every day. I'm in the school rugby team so I have rugby practice after school every day, too.

Unit 6

CD2, Track 23

Will: What's that, Megan?
Megan: It's my diary. When's your birthday, Will?
Will: It's on the twentieth of November, silly!
Megan: Oh yes! Of course! Sorry, Will.
Will: And your birthday is on the fifteenth of October.
Megan: Haha! I know that! When is Mark's birthday?
Will: Mark's birthday is on the seventh of September.
Megan: The seventh of September ... OK ... and Anna's birthday is on the sixteenth of July ... But what about Amy?
Will: I think Amy's birthday is on the thirteenth of May.
Megan: The thirteenth?
Will: I think so.
Megan: Great! Thanks, Will. Now all of our birthdays are in my diary!
Will: Cool!

CD2, Track 27

Woman: Oh dear. We're lost. Where's the post office?
Man: Let me see the map ... Well, we're at the library, so we're in A2.
Woman: A2? Oh yes, that's right ... And the hotel is here, in B1.
Man: OK ... The hotel is in B1 ... and the hospital is next to the car park, in B2.
Woman: I see. Is the car park in A3?
Man: No, it isn't. The car park is in B3 ... Er ... The restaurant is in A3.
Woman: Oh dear. I'm not very good at this.
Man: Don't worry. It's easy. Look. The bank is in C3 and the post office is next to the bank.
Woman: The post office is in C2!
Man: That's right! Come on. Let's go and find it!

Unit 7

CD2, Track 34

Man: Welcome to Haven Park Holiday Camp! We've got lots of clubs. You can choose what you do. Jimmy, what can you do?

Jimmy: Well, I can't play basketball. I don't want to go to the basketball club.

Man: OK. What about the volleyball club?

Jimmy: Oh yes, I can play volleyball. I'm quite good at that. And is there a horse riding club?

Man: Yes, there is. But it's only for people who can ride a horse.

Jimmy: That's OK! I can ride a horse.

Man: Great! What about you, Helena?

Helena: Well, I can swim and ride a bike.

Man: OK ... And what about sailing club? We've got a good sailing club!

Helena: Er ... no, thanks. I can't sail a boat.

Man: What about you, Eric?

Eric: Is there a rollerblading club? I can rollerblade!

Man: Yes, there is!

Eric: Er ... and I can skateboard, too!

Man: Well, there isn't a skateboard club. But there's a skateboard park ...

Eric: Oh ... Is there a surfing club?

Man: Yes, there is! Can you surf?

Eric: No, I can't. But I can learn!

CD2, Track 38

Close your book!
Stand up!
Touch your nose!
Jump!
Move to the left!
Move to the right!
Touch your knees!
Close your eyes!
Open your eyes!
Sit down!
Touch your head!
Open your book!

CD2, Track 42

ten pence (10p)
one pound
fifty pence (50p)
two pounds
twenty pence (20p)
five pounds

CD2, Track 46

Woman: And with us today is Lance. He's from Sydney in Australia. Lance, tell us about your favourite festival in Australia.

Lance: Hi! My favourite festival is Australia Day. It's a very special day for Australians and it's on the 26th of January every year. In the day we have a big party with my family. January is summer in Australia so we have the party on the beach. In the evening we go to the centre of Sydney and watch the fireworks display. It's so cool!

There isn't really any special food for Australia Day but my mum always makes special cakes called Lamingtons for the beach party! They're delicious!

Unit 8

CD2, Track 52

Megan: Hello?

Anna: Hi, Megan! It's Anna. How are you?

Megan: Oh hi, Anna! I'm fine, thanks! How are things in Spain?

Anna: Oh, it's great here, thanks. It's lovely and sunny. Mark's playing football on the beach and Amy's swimming in the sea.

Megan: Cool! I'm at Will's house. I'm listening to music. Will's got lots of great CDs.

Anna: Is Will there, too?

Megan: Yes, he is. He's using his computer at the moment. He's writing an email to Mark. Are your mum and dad at the beach, too?

Anna: Yes, they are. They're reading books in the sun.

Megan: What about you?

Anna: I'm talking on the phone to you, of course!

Megan: Ha ha! OK. Have a great time, Anna.

Anna: Thanks, Megan. See you soon!

CD2, Track 60

Newsreader: That's all the news for today. Now it's time for Wendy with today's weather.

Wendy: Thanks, Steve! Well, here in London it's another nice and sunny day today ... but looking at the weather around the country, we can see that in Bristol it's cold and cloudy this morning. ... The weather in Southampton is hot and dry. It isn't raining today. Lucky Southampton! ... Over here in Leeds, it's cloudy, with strong winds, too. ... And in Newcastle it's hot but it's raining a lot today, so don't forget your umbrella! ... It's raining in Glasgow, too, and the weather there is very cold today, so you need jumpers and jackets. ... That's all from me this morning. Have a great day!

Activity Book Answer Key

Unit 1

1A Foundation

Exercise 1

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

Exercise 2

- 2 Megan 3 Will 4 Anna

Exercise 3

- 2 're 3 is 4 Are
5 are 6 is 7 'm

Exercise 4

- 2 're 3 Are 4 am
5 'm not 6 's 7 's

Exercise 5

- 2 a 3 b 4 b 5 a
6 b 7 a 8 b

1A Activation

Exercise 1

- 2 13 thirteen
3 87 eighty-seven
4 20 twenty
5 52 fifty-two
6 90 ninety

Exercise 2

- 1 25; five, ten, fifteen, twenty, twenty-five
2 80; forty, fifty, sixty, seventy, eighty
3 100; twenty-five, fifty, seventy-five, a hundred

Exercise 3

- 2 a 3 c 4 b 5 f 6 e

Exercise 4

Students' own answers

Exercise 5

- 2 How old are you?
3 I'm twelve years old.
4 Hi, Will! Are you new here?
5 Hello! What's your name?
6 Anna is my sister.

Exercise 6

- 2 problem 3 OK
5 Great! 6 Hi
8 Bye!

Exercise 7

- 2 A: Hi! What's your name?
B: I'm Gemma.
A: How old are you, Gemma?
B: I'm eleven.
A: Are you new here?
B: No, I'm not.
3 A: Hello! What's your name?
B: I'm Stephen.
A: How old are you, Stephen?
B: I'm thirteen.
A: Are you new here?
B: Yes, I am.

1A Extension

Exercise 1

- 2 sixty-five; fifteen; fifty
3 twenty-five; three; seventy-five
4 ninety-nine; thirty-three; three
5 eighty-one; seventeen;
sixty-four
6 seventy-two; nine; eight

Exercise 2

1	o	n	e	h	u	n	d	r	2	e	d
3	t			4	t	5	t		i	g	
h				h	w	h		t	e	s	
7	f	i	f	t	y	n	i	n	t	v	
r				r	n	y		o	e		
t		8	s	i	x	t	y	t	w	o	
y				e		e	y		n	n	
e				e		f		e	t		
i				n		o		y		f	
g				u					v		
h				9	f	o	r	t	y	s	x
t											

Exercise 3

- 2 How old are you?
I'm fifteen (years old).
3 What's your name?
I'm Danny.
4 Are you new here?
No, I'm not.
5 Are you Katie?
Yes, I am.
6 What's your name?
My name's Yasmina.

Exercise 4

Students' own answers

1B Foundation

Exercise 1

- 2 Good afternoon!
3 Good evening!

Exercise 2

- 2 b 3 a 4 c 5 f 6 d

Exercise 3

- 2 Good afternoon!
3 Good afternoon!
4 Good evening!
5 Good evening!
6 Good morning!

Exercise 4

- 2 she; She's 3 he; He's
4 she; Her 5 she; She's
6 he; His

1B Activation

Exercise 1

- 1 Good afternoon
2 Good evening
3 Good morning

Exercise 2

Students stick the correct stickers.

Exercise 3

- 2 c 3 f 4 a 5 e 6 b

Exercise 4

- 2 he; He's 3 she; She's
4 she; She's 5 he; He's
6 he; He's

Exercise 5

- 2 her 3 his 4 His 5 His 6 her

Exercise 6

- 2 It's time for 3 Wow!

Exercise 7

- 2 he's 3 she 4 She's
5 Her 6 Who's 7 That's
8 He's

Exercise 8

Students' own answers

1B Extension

Exercise 1

- 2 twenty to four
3 twenty-five past six
4 quarter past three
5 quarter to eleven
6 five past eight
7 ten to nine
8 ten o'clock

Exercise 2

- 2 Her name's Anna. She's eleven.
Gina is her mother.
3 Her name's Gina. She's thirty-five. Mark is her son.

Exercise 3

Possible answer:
Her name's Lady Loca. She's twenty-two years old. She's a pop singer. She's cool!

Exercise 4

Students' own answers

1C Foundation

Exercise 1

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

Exercise 2

- 2 grandmother 3 father
4 mother 5 brother
6 sister

Exercise 3

- 2 Is; isn't 3 is
4 Is; isn't 5 Is; is

Exercise 4

- 2 she 3 is 4 he
5 He's 6 isn't 7 it

1C Activation

Exercise 1

(in any order)
2–5: Tuesday, Thursday, Friday, Sunday
6–7: Wednesday, Saturday

Exercise 2

- 2 grandmother 3 father (dad)
4 mother (mum) 5 uncle
6 aunt 7 brother
8 sister 9 cousin

Exercise 3

- 2 am not 3 are 4 Are 5 's
6 is 7 isn't 8 Is

Exercise 4

- 1 a 2 b 3 a 4 b 5 b 6 a

Exercise 5

- 2 e 3 f 4 b 5 d 6 a

Exercise 6

- 2 How old is she?
3 Is he your brother?
4 Is he your uncle?
5 Is she your aunt?
6 Is she your cousin?
7 How old is she?

Exercise 7

- 2 She's seventy (years old).
3 No, he isn't.
4 Yes, he is.

- 5 Yes, she is.
6 No, she isn't.
7 She's fifteen (years old).

Exercise 8

Students' own answers

- Exercise 9**
2 to meet 3 Call
4 OK 5 Yum!

1C Extension

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

Exercise 2
Male: brother, father,
grandfather, uncle
Female: aunt, grandmother,
mother, sister
Both: cat, cousin

- Exercise 3**
Students' own answers

- Exercise 4**
Students' own answers

1D Communication

- Exercise 1**
2 d 3 f 4 a 5 g

- Exercise 2**
2 What's your surname?
3 Can you spell that?
4 What's your address?
5 What's your phone number?

Exercise 3
English Club
Angela Robinson
14 Main Road, Newtown
English Club is at ten o'clock on
Saturdays.

- Exercise 4**
Capital letters as in Exercise 3.
Students' own answers

Check

- Exercise 1**
2 b 3 b 4 b 5 b
6 a 7 a 8 b 9 b

- Exercise 2**
2 Mark 3 friend 4 Wow!
5 good 6 time 7 Jay-Z

Unit 2

2A Foundation

- Exercise 1**
2 Brazil 3 Argentina
4 China 5 Australia

- Exercise 2**
2 Polish 3 Italian
4 Portuguese 5 Spanish
6 Greek 7 Turkish

- Exercise 3**
2 aren't 3 aren't 4 're
5 're 6 're 7 aren't
8 're

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

2A Activation

- Exercise 1**
2 Argentina 3 Brazilian 4 Greek
5 Italian 6 Australia 7 Chinese
8 Spain

Exercise 2

- 2 're/are 3 aren't 4 are
5 're/are 6 are 7 're/are
8 aren't

Exercise 3

- 2 Are they Argentinian? Yes, they
are.
3 Are you and your brother
Polish? Yes, we are.
4 Are you and your friends from
the UK? No, we aren't.
5 Are they Portuguese? No, they
aren't.

Exercise 4

- 2 No, they aren't. They're from
Australia.
3 No, they aren't. They're Italian.
4 No, they aren't. They're
American.

Exercise 5

- 2 Our 3 Our 4 Their
5 Their 6 Our

Exercise 6

- 2 Are they Spanish?
3 Are they from Canada?
4 Are you and your friend
students?
5 What are their names?

Exercise 7

- 1 Go and ask them.
2 Excuse me.
3 You're joking!
Exercise 8
2 They're from London/the UK.
3 No, he isn't. (He's Greek/from
Greece.)
4 She's twenty-four (years old).
5 Yes, she is.
6 No, they aren't. (They're
friends.)
7 He's their friend.
8 He's twenty-five (years old).

Exercise 9

- Students' own answers

2A Extension

- Exercise 1**
2 Greek 3 Turkish
4 Portuguese 5 Argentinian
6 Brazilian 7 Polish
8 Spanish 9 Canadian
10 Chinese 11 American
12 Australian

Exercise 2

- 2 Greece 3 Turkey
4 Portugal 5 Argentina
6 Brazil 7 Poland
8 Spain 9 Canada
10 China 11 the USA
12 Australia

Exercise 3

- 2 Are you and your friend from
Spain? No, we aren't. We're
from Italy.
3 Are they from Poland? Yes,
they are.
4 Are you and your friend from
Brazil? Yes, we are.
5 Are they from Turkey? No, they
aren't. They're from Argentina.

Exercise 4

- Students' own answers

2B Foundation

Exercise 1

- 2 ice cream 3 sandwich
4 strawberry 5 cake
6 apple 7 orange

Exercise 2

- 2 bag 3 book
4 diary 5 watch
6 mobile phone

Exercise 3

- 2 oranges 3 sandwiches
4 watches 5 strawberries
6 mobile phones

Exercise 4

- 1 this 2 that
3 these 4 those

2B Activation

- Exercise 1**
book, CD, mobile phone,
umbrella, apple, sandwich

Exercise 2

- 2 mobile phone 3 umbrella
4 diary 5 cake
6 watch

Exercise 3

- 2 an umbrella, umbrellas
3 an apple, apples
4 an orange, oranges
5 a diary, diaries
6 an ice cream, ice creams
7 a watch, watches
8 a cake, cakes

Exercise 4

Students stick the correct stickers.

Exercise 5

- 2 are, They're 3 those, They're
4 this, It's 5 that, It's

Exercise 6

- 2 Really? 3 Brilliant!
4 why 5 Oh, no!

Exercise 7

- 2 They're a mobile phone and a
bag.
3 Yes, he is.
4 No, she isn't. (She's her sister.)
5 It's ice cream cake with
strawberries and oranges.
6 Yes, they are.

Exercise 8

- Students' own answers

2B Extension

Exercise 1

- 2 It's an orange.

- 3 It's an MP3 player.

- 4 It's a sandwich.

- 5 It's an apple.

- 6 It's a CD.

- 7 It's an ice cream.

- 8 It's a book.

Exercise 2

- Students' own answers

Exercise 3

- 2 What are those?
3 What's this?
4 What's that?
5 What are these?
6 What are those?

Exercise 4

- 2 What are those? They're books.
3 What are these? They're ice creams.
4 What's that? It's an umbrella.
5 What are these? They're CDs.
6 What's this? It's a mobile phone.

2C Communication

Exercise 1

- 2 Listen to this 3 awesome
4 Is she 5 from the UK

Exercise 2

Sample answer:

Your friend: Who's your favourite singer?

You: My favourite singer's Christina Perri.

Your friend: Listen to this CD. It's Jennifer Lopez. She's awesome!

You: Is she American?

Your friend: Yes, she is!

Exercise 3

My favourite TV programme is *Britain's Got Talent*. It's famous in the UK. The *Got Talent* programmes are famous in Argentina, Australia, Canada, China, Greece, Italy, Poland, Portugal, Spain and the USA, too.

A great American singer from *America's Got Talent* is Jackie Evancho. She's twelve years old and she's an opera singer. She's awesome! Listen to her CD!

Exercise 4

Students' own answers

Check

Exercise 1

- 2 twelve 3 their birthday
4 a bag 5 an MP3 player
6 Argentinian 7 Greece
8 the UK 9 strawberries

Exercise 2

- 2 from 3 Our
5 They're 6 are
8 What 7 Who's

Unit 3

3A Foundation

Exercise 1

- 2 bathroom 3 garage
4 dining room 5 garden
6 living room 7 hall
8 kitchen

Exercise 2

- 2 is 3 is 4 are 5 are
6 is 7 are 8 is

Exercise 3

- 1 aren't 2 Is, isn't
3 Are, there 4 are, are

3A Activation

Exercise 1

- 2 living room 3 bathroom
4 garage 5 kitchen
6 dining room 7 hall
8 bedroom

Exercise 2

- 1 bedroom 2 bathroom
3 garage 4 living room
5 hall 6 dining room
7 kitchen 8 garden

Exercise 3

garden, living room, hall, kitchen

Exercise 4

- 2 isn't 3 is 4 are
5 There 6 aren't

Exercise 5

- 2 Are 3 are 4 are 5 are
6 Is 7 is 8 is

Exercise 6

- 2 F 3 F 4 F 5 T 6 T

Exercise 7

- 2 How many bathrooms are there?
3 Are there MP3 players in the bedrooms?
4 Is there a mobile phone in the living room?
5 Is there a dining room in the house?
6 How many garages are there?

Exercise 8

- 1 lovely to see you
2 Come in!
3 nice surprise

3A Extension

Exercise 1 (in any order)

- 2 garage 3 bedroom
4 kitchen 5 living room
6 garden 7 dining room
8 hall

Exercise 2

- 1 b 2 d 3 c

Exercise 3

Sample answer:
This house is in Canada. There are eleven rooms. Upstairs there are four bedrooms. There's a big living room and a dining room. There are four bathrooms. There's a kitchen downstairs.

Exercise 4

Students' own answers

3B Foundation

Exercise 1

- 2 radio 3 football
4 mobile phone 5 skateboard
6 computer 7 camera
8 rollerblades 9 watch

Exercise 2

Students colour the possessions as indicated.

Exercise 3

- 2 Léon's 3 Sue's 4 Tom's
5 Nina's 6 Tom's

3B Activation

Exercise 1

- 2 blue 3 yellow
4 purple 5 green
6 grey 7 black
8 orange 9 brown
10 white

Exercise 2

Students colour the possessions according to the code:

- 1 bike, red
2 mobile phone, blue
3 rollerblades, yellow
4 skateboard, purple
5 camera, green
6 computer, grey
7 football, black
8 radio, orange
9 watch, brown
10 games console, white

Exercise 3

- 2 mobile phone 3 rollerblades
4 skateboard 5 camera
6 computer 7 football
8 radio 9 watch
10 games console

Exercise 4

- 2 It's my sister's camera. It's my sister's computer.
3 It's Donna's mobile phone. It's Donna's skateboard.
4 It's Enrique's football. It's Enrique's watch.
5 It's my parents' radio. It's my parents' games console.

Exercise 5

- 2 A: Whose bag is it?
B: It's Lady Gaga's bag.
3 A: Whose watch is it?
B: It's Justin Bieber's watch.
4 A: Whose diary is it?
B: It's Daniel Radcliffe's diary.
5 A: Whose MP3 player is it?
B: It's Kristen Stewart's MP3 player.
6 A: Whose books are they?
B: They're Will Smith's books.

Exercise 6

Students' own answers

Exercise 7

- 1 Are you sure?
2 Let's see!
3 What else is there?

3B Extension

Exercise 1

- 2 grey 3 brown
4 green 5 bike
6 orange 7 football
8 camera

Possessions: *radio, bike, football, camera*

Colours: *grey, brown, green, orange*

Exercise 2

- 2 Peter's camera is yellow.
3 Freya's rollerblades are white.
4 Lucy's skateboard is purple.
5 Dan's mobile phone is red.
6 Sasha's bike is black.

Exercise 3

Students' own answers

Exercise 4

Students' own answers

3C Foundation

Exercise 1

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

Exercise 2

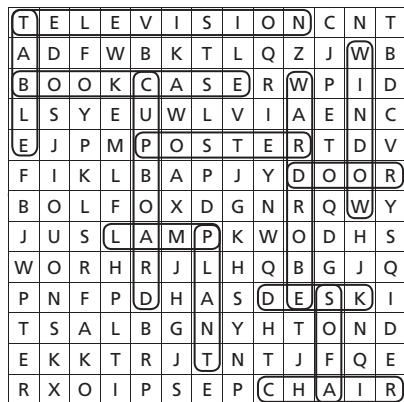
- 1 lamp 2 poster 3 sofa
 4 desk 5 plant 6 table
 7 door

Exercise 3

- 2 behind 3 under 4 on
 5 next to 6 in front of

3C Activation

Exercise 1



Exercise 2

Students' own answers

Exercise 3

Students stick the correct stickers.

Exercise 4

- 2 The lamp is behind the sofa.
 3 The cupboard is next to the bookcase.
 4 The table is under the window.
 5 The plant is on the desk.
 6 The computer is in front of the plant.

Exercise 5

- 2 They're in front of the window.
 3 It's on the small table.
 4 It's behind the sofa.
 5 It's next to the big lamp.

Exercise 6

- 2 They're next to the window.
 3 Yes, there is.
 4 It's on the desk.
 5 There are plants (with red and white flowers) on the desk.
 6 It's in front of a/the (big) TV.
 7 The sofa.

Exercise 7

Students' own answers

3C Extension

Exercise 1

- 1 window 2 bookcase
 3 poster 4 door
 5 lamp 6 desk
 7 sofa 8 chair
 9 cupboard 10 TV
 11 table 12 plant

Exercise 2

- 2 The plant is on the TV. The TV is under the plant.
 3 The sofa is in front of the cupboard. The cupboard is behind the sofa.
 4 The lamp is in the living room.
 5 Students' own answers

Exercise 3

Students' own answers

3D Communication

Exercise 1

- 2 a 3 c 4 a

Exercise 2

- 2 nice 3 great colour
 4 This is my 5 really cool

Exercise 3

- 2 c 3 a 4 a 5 b 6 c

Exercise 4

My bedroom

Exercise 5

- 1 Dear (B) 2 Love (C)

Check

Exercise 1

- 2 their 3 in
 4 white 5 in front of
 6 many 7 there
 8 bathrooms 9 garage

Exercise 2

- Colours: grey, orange
 Furniture: *cupboard*, wardrobe
 Possessions: my rollerblades,
 Will's bike
 Rooms: hall, kitchen

Unit 4

4A Foundation

Exercise 1

- 2 jacket 3 T-shirt
 4 coat 5 jeans
 6 trousers 7 boots
 8 trainers 9 skirt

Exercise 2

- 2 dress 3 shirt 4 jumper
 5 shoes 6 cap

Exercise 3

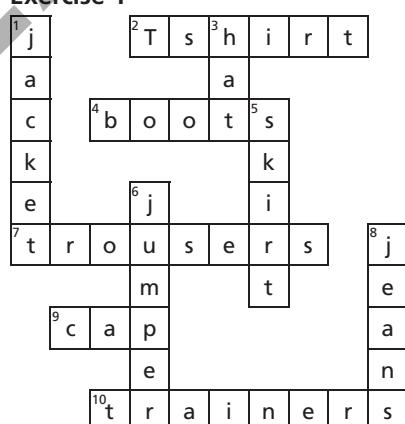
- 2 I've got 3 I haven't got
 4 We haven't got 5 We've got
 6 I've got

Exercise 4

- 2 Have; have 3 Have; haven't
 4 Have; haven't

4A Activation

Exercise 1



Exercise 2

trainers, T-shirt, cap, jacket

Exercise 3

- 2 shoes 3 shorts 4 cap
 5 hat 6 jumper

Exercise 4

- 2 We haven't got any CDs.
 3 We haven't got a new camera.
 4 I haven't got any black jeans.

5 I haven't got a red coat.

6 I haven't got any black shoes.

7 We haven't got a new MP3 player.

Exercise 5

- 2 Have we got any sandwiches?
 3 Have you got an MP3 player?
 4 Have you got a big school bag?
 5 Have we got any football shirts?

- 6 Have we got any white trainers?
 7 Have you got a red pen?

Exercise 6

- 1 b 2 d 3 c

Exercise 7
 Students' own answers

Exercise 8

- 2 Wait a minute.
 3 What's the matter?
 4 Don't worry.

Exercise 9

- 2 I haven't got any CDs but I've got an MP3 player.
 3 I haven't got any trainers but I've got some shoes.
 4 We haven't got a car but we've got bikes.
 5 I haven't got a coat but I've got a jacket.
 6 We haven't got a computer but we've got a mobile phone.

4A Extension

Exercise 1

- | | | |
|------------|-------------|-------------|
| 2 jacket | 3 jumper | 3 jumper |
| 4 shirt | 5 jeans | 5 jeans |
| 6 shorts | 7 skirt | 7 skirt |
| 8 trousers | 9 cap | 9 cap |
| 10 hat | 11 coat | 11 coat |
| 12 dress | 13 boots | 13 boots |
| 14 shoes | 15 trainers | 15 trainers |

Exercise 2

- 2 Have, got, haven't, 've got
 3 've got, 've got
 4 Have, got, haven't, 've got
 5 have, got, have
 6 've got, Have, got, haven't

Exercise 3

Students' own answers

4B Foundation

Exercise 1

- 2 e 3 b 4 c 5 f 6 a

Exercise 2

- 2 brown 3 red 4 blonde

Exercise 3

- 2 haven't 3 've
 5 haven't 6 've

Exercise 4

- 2 Has, has 3 Has, hasn't
 4 Has, hasn't 5 Has, hasn't
 6 Has, has

4B Activation

Exercise 1

- 2 long, wavy
 3 medium-length, straight
 4 medium-length, curly

Exercise 2

Students colour the hair as indicated.

Exercise 3
2 T 3 F 4 F 5 T 6 F

Exercise 4

- 2 Sadie hasn't got short blonde hair.
3 Justin's got medium-length blonde hair.
4 Justin hasn't got long wavy hair.
5 Dan's got short spiky hair.
6 Florence has got long wavy hair.
7 Florence hasn't got long blonde hair.
8 Sadie's got medium-length red hair.

Exercise 5

- 2 Yes, he has.
3 Yes, they have.
4 No, she hasn't.
5 No, he hasn't.
6 Yes, they have.
7 No, they haven't.

Exercise 6

Students stick the correct stickers.

Exercise 7

- 2 Canada
3 pop star and actor
4 straight medium-length blonde
5 brown

Exercise 8

- 2 No, he isn't.
3 Yes, he is.
4 No, he hasn't.
5 No, he hasn't.
6 Yes, he has.

Exercise 9

- 2 Check out 3 Got to
4 Bye for

4B Extension

Exercise 1

W	A	V	Y	I	M	N	A	H	M	E	L
P	I	C	E	T	S	L	L	R	N	Y	Y
O	T	U	E	R	P	R	O	D	B	S	P
T	L	R	E	D	I	S	O	U	R	T	D
A	B	L	A	C	K	L	S	H	O	R	T
N	L	Y	M	T	Y	D	R	N	W	A	R
L	O	N	G	R	T	R	L	S	N	I	R
Y	N	I	O	M	S	R	B	Y	E	G	L
R	D	E	S	N	P	K	I	R	N	H	H
M	E	D	I	U	M	L	E	N	G	T	H

Exercise 2

(in any order)

- Length: short, long, medium-length
Colour: red, black, blonde, brown
Style: wavy, curly, spiky, straight
- Exercise 3**
Students' own answers
- Exercise 4**
2 No, she hasn't. She's got brown hair.
3 Yes, she has.
4 No, they haven't. They've got brown eyes.
5 Yes, she has.
6 Yes, he has.
7 No, they haven't. They've got brown eyes.

8 No, she hasn't. She's got short hair.

Exercise 5
Students' own answers

4C Communication

Exercise 1

- 2 Has she got long hair?
3 What colour eyes has she got?
4 What colour hair has she got?

Exercise 2

- 1 What colour hair has she got?
2 What colour eyes has she got?
3 Has she got long hair?
4 She's got short hair.

Exercise 3

2 but 3 and 4 and 5 and 6 but

Exercise 4

Students' own answers

Check

Exercise 1

- 2 's 3 hasn't 4 's
5 've 6 has 7 has
8 haven't

Exercise 2

(in any order)
Clothes: boots, jumper, shorts, skirt, trousers
Hair: blonde, medium-length, spiky, wavy

Unit 5

5A Foundation

Exercise 1

- 2 have 3 go 4 play
5 do 6 play

Exercise 2

2 has breakfast

3 goes to school

4 plays football

5 does, homework

6 plays computer games

Exercise 3

- 2 goes 3 do
4 has 5 start

Exercise 4

- 2 never 3 sometimes
4 often 5 always
6 sometimes

5A Activation

Exercise 1

- 2 football 3 to school
4 dinner 5 school
6 up

Exercise 2

Students stick the correct stickers.

Exercise 3

- 2 gets dressed
3 has breakfast
4 goes to bed
5 watches TV in bed
6 plays computer games

Exercise 4

- 2 play 3 does 4 have
5 watches 6 have

Exercise 5

- 90% usually
70% often
50% sometimes
0% never

Exercise 6

Students' own answers

Exercise 7

2 She sometimes watches TV in her room.

3 He often has sandwiches for lunch.

4 You never go to bed at ten o'clock.

5 They usually go to school at eight o'clock.

6 Mum always gets up at six o'clock.

7 I never play computer games.

8 My brother often has a banana for breakfast.

Exercise 8

2 T 3 T 4 T
5 F 6 F 7 F
8 T 9 T 10 F

Exercise 9

I get up at half past seven every morning and I have breakfast.

I always have cereal and an orange. Sometimes I have a banana, too. I get dressed for basketball – my favourite clothes are my T-shirt, shorts and trainers. I always play basketball in the morning and then I have lunch. I usually have a sandwich. In the afternoon I go to bed – I always sleep for two hours. On Tuesday and Saturday evenings I play in a basketball match. I often listen to music before the match and I always talk to the players.

Exercise 10

Students' own answers

5A Extension

Exercise 1

- 2 go 3 start 4 finish
5 have 6 play 7 watch
8 get

Exercise 2

Students' own answers

Exercise 3

- 2 have 3 have 4 has
5 goes 6 plays 7 go
8 listen 9 watch 10 play

Exercise 4

- 2 Peter never plays computer games in his room.
3 Josh always has lunch at school.
4 Lucy sometimes gets up late.
5 I often go to bed at eleven o'clock.
6 My parents usually have dinner in the kitchen.

Exercise 5

Students' own answers

5B Foundation

Exercise 1

- 2 Science 3 ICT
4 Art 5 English

Exercise 2

- 2 Geography
3 Religious Education
4 History
5 French

Exercise 3			
2 don't	3 don't	4 do	
5 don't	6 do		
Exercise 4			
2 don't	3 don't	4 does	
5 do	6 doesn't		

5B Activation

Exercise 1			
2 PE	3 Science	4 Maths	
5 History	6 English		

Exercise 2

1 French	2 Geography
3 Art	

Exercise 3

2 Maths	3 PE	4 RE
5 English	6 Science	7 Art
8 Maths	9 History	

Exercise 4

2 Do	3 don't	4 Does
5 doesn't	6 Do	7 do

Exercise 5

- 2 Yes, they do.
- 3 No, he doesn't.
- 4 No, he doesn't.
- 5 Yes, he does.
- 6 No, he doesn't.
- 7 Yes, he does.
- 8 Yes, he does.
- 9 No, they don't.

Exercise 6

2 Bad	3 night
4 Good night	

Exercise 7

- 2 Does your dad have lunch at one o'clock?
- 3 Do you have Science on Fridays?
- 4 Do you and your friend have lunch at school?
- 5 Does your friend play football?
- 6 Do you play basketball?
- 7 Do your cousins have English lessons?

Exercise 8

Students' own answers

5B Extension

Exercise 1

¹ F	R	E	N	C	² H
					I
⁴ S		⁵ M		S	
C		A	R	T	
⁷ I	C	T		O	
⁸ R	E		H		R
N			S		A
C					P
¹⁰ E	N	G	L	I	S
					H

³ G
E
O
G
R
A
Y

Exercise 2

Students' own answers

Exercise 3

- 2 Does; Yes, he does.
- 3 Does; No, he doesn't.
- 4 Does; Yes, he does.
- 5 Does; Yes, he does.
- 6 Do; Yes, they do.

Exercise 4

Students' own answers

Exercise 5

Students' own answers

5C Foundation

Exercise 1

2 chef	3 hairdresser
4 mechanic	5 vet
6 secretary	7 receptionist
8 shop assistant	9 doctor

Exercise 2

2 restaurant	3 salon
4 garage	5 animal hospital
6 office	7 hotel
8 shop	9 hospital

Exercise 3

2 e	3 f	4 c	5 a	6 b
5 does	6 don't			

Exercise 4

2 do	3 doesn't	4 Do
5 does	6 don't	

5C Activation

Exercise 1

2 garage	3 office
4 hospital	5 restaurant
6 animal hospital	7 salon
8 shop	

Exercise 2

2 doctor
3 vet
4 receptionist/waiter
5 waiter
6 mechanic
7 chef
8 shop assistant
9 secretary/receptionist

Exercise 3

2 Where	3 What
4 What	5 Where
6 What time	

Exercise 4

2 What time	do you start lessons?
3 What	do you wear for school?
4 What	does your dad do?
5 Where	does he work?
6 What	does your mum do?
7 Where	does she work?

Exercise 5

2 a	3 a	4 a
5 b	6 b	7 b
8 a	9 a	10 a
11 a	12 a	

Exercise 6

2 works	3 starts
4 starts	5 finishes
6 doesn't	7 work

Exercise 7

- 2 She's twenty years old.
- 3 She works in an office (in Manchester).
- 4 She wears a dress and shoes at work.
- 5 She starts work at nine o'clock (in the morning).
- 6 She finishes work at five o'clock (in the afternoon).
- 7 No, she doesn't.
- 8 She's at home (on Saturdays and Sundays).

5C Extension

Exercise 1

(in any order)

2 mechanic	3 office
4 secretary	5 hospital
6 hotel	7 garage
8 waiter	9 salon
10 hairdresser	11 restaurant
12 receptionist	

Exercise 2

1 In a restaurant/hotel.

2 White.

3 In a garage.

4 Students' own answer

5 In an animal hospital.

6 Black trousers and a white shirt.

Exercise 3

(in any order)

Jobs: *doctor, mechanic, secretary, waiter, hairdresser, receptionist, chef, shop assistant, vet*

Places of work: *office, hospital, hotel, garage, salon, restaurant, animal hospital*

Exercise 4

2 start	3 do you
4 finish	5 What
6 wear	7 you work
8 work	9 you work
10 what	11 chef

Exercise 5

Students' own answers

5D Communication

Exercise 1

Give an invitation: Are you free on Saturday? Would you like to come ... ?

Accept an invitation: *Sure!* Yes, that sounds fun/good/great.

Respond: Great! See you soon!

Refuse an invitation: Sorry, I can't. I'm busy.

Respond: That's a pity.

Exercise 2

2 can't. (I'm busy.)

3 pity

4 sounds

5 like to come

6 (Great!) See

Exercise 3

2 To

3 Date

4 Place

5 Time

6 To

7 Time

Exercise 4

2 Please come to

3 Friday

4 9 p.m.

5 16, Rowling Road

6 the right clothes

7 Love

Check

Exercise 1

2 don't go

3 have

4 works

5 have

6 don't have

7 doesn't work

8 play

9 plays

Exercise 2

(in any order)

Routine activities: have lessons, play basketball

Subjects: Maths, English, RE, ICT

Jobs: secretary, teacher

Unit 6

6A Foundation

Exercise 1

- 2 post office 3 cinema
4 newsagent's 5 swimming pool
6 café 7 station
8 sports centre

Exercise 2

- 2 shopping centre
3 supermarket
4 swimming pool

Exercise 3

- 2 three times 3 once
4 twice 5 four times
6 once

Exercise 4

- 2 a 3 Every 4 How
5 a 6 often

6A Activation

Exercise 1

Students stick the correct stickers.

Exercise 2

- 2 music shop
3 cinema
4 swimming pool/sports centre
5 bookshop

Exercise 3

- 2 a 3 a 4 b

Exercise 4

- 2 twice a week
3 four times a year
4 twice a month
5 six times a week
6 seven times a week
7 six times a year
8 once a week

Exercise 5

- 2 7x/week; every day
3 3x/week; Monday, Wednesday, Sunday
4 1x/year
5 2x/week; Sunday, Thursday
6 7x/week; every day

Exercise 6

- Sample answers:
2 He watches TV seven times a week, every day.
3 He watches a sports programme three times a week, on Mondays, Wednesdays and Sundays.
4 He goes to the cinema once a year.
5 He watches films twice a week, on Sundays and Thursdays.
6 He listens to music seven times a week, every day.

Exercise 7

- 2 How often do you have English lessons?
3 How often does he watch TV?
4 How often do they have a karate tournament?
5 Which day does he have guitar lessons?

6 Which day does she chat to her cousin online?

7 How often do you visit your grandmother?

Exercise 8

- 1 you any good
2 can say that again

6A Extension

Exercise 1

- 2 sports 3 book
4 music 5 swimming

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4

Students' own answers

Exercise 5

- 2 How often do you have a birthday?
3 How often does your dad go to work?

- 4 How often does your friend go to the sports centre?

- 5 How often do you do your homework?

- 6 How often do you and your family watch TV?

Students' own answers

6B Foundation

Exercise 1

- 2 February 3 March
4 April 5 May
6 June 7 July
8 August 9 September
10 October 11 November
12 December

Exercise 2

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

Exercise 3

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

Exercise 4

- 2 f 3 e 4 a 5 b 6 c

6B Activation

Exercise 1

- 2 February 3 March
4 April 5 May
6 June 7 July
8 August 9 September
10 October 11 November
12 December

Exercise 2

- 2 ninth 3 twenty-first
4 third 5 twelfth
6 second 7 seventeenth
8 fifteenth

Exercise 3

- 2 karate club tournament, twenty-third of July
3 my sister's birthday, twenty-fourth of July
4 class party, twenty-fifth of July
5 School finishes, twenty-sixth of July
6 my brother's football match, twenty-seventh of July
7 Dad's barbecue, twenty-eighth of July

Exercise 4

- 2 a 3 b 4 a 5 b

Exercise 5

- 2 Do 3 like
4 like 5 you
6 likes 7 doesn't
8 Does 9 like

10 They don't like

Exercise 6

- 2 Do, like 3 like
4 don't like 5 Does, like
6 like 7 likes
8 Does, like

Exercise 7

- 2 it 3 her 4 them
5 him 6 it 7 us
8 them

Exercise 8

- 2 doesn't like 3 likes
4 do, like 5 Do, like
6 like 7 like
8 like 9 don't like

Exercise 9

Students' own answers

6B Extension

Exercise 1

- 1–6 Students' own answers
7 January, March, May, July, August, October, December
8 April, June, September, November

Exercise 2

- 2 Grace is fifteenth in the class.
3 Fred is eighth in the class.
4 Peter is fourteenth in the class.
5 Annie is first in the class.
6 Leela is third in the class.
7 David is thirteenth in the class.
8 Nigel is twelfth in the class.
9–10 Students' own answers

Exercise 3

Students' own answers

Exercise 4

- 2 Lucasz likes ice cream and strawberries but he doesn't like cereal bars and burgers.
3 Katya and Lucasz like ice cream and strawberries but they don't like cereal bars and burgers.
4 Roberto likes cereal bars and burgers but he doesn't like ice cream and strawberries.
5 Adriana likes cereal bars and burgers but she doesn't like ice cream and strawberries.
6 Roberto and Adriana like cereal bars and burgers but they don't like ice cream and strawberries.

Exercise 5

- 2 No, they don't like them.
3 Yes, they like it.
4 No, she doesn't like them.
5 Yes, they like them.
6 No, she doesn't like it.

6C Communication

Exercise 1

- 1 Yes, we do.
2 Sorry, I don't know that road.
3 It's near the supermarket, on the left.

Exercise 2

- 2 we do 3 Where's the
4 don't know 5 Where's

Exercise 3

b

Hi, Mel, James and Nina!
The name of the restaurant
for my party is 18. It's got
sandwiches, burgers, cake and ice
cream.

We haven't got the CDs and
party hats – have you got any?
Here is a map and directions
to the restaurant. It's near the
station and there's a cinema, a
music shop and a newsagent's
next to the restaurant. It's
opposite the café – three buses
stop there. The shops and the
restaurant are on High Street.
See you on Friday!

Lewis

Exercise 4

Students' own answers

Check

Exercise 1

- 2 F 3 F 4 T 5 T
6 F 7 T 8 F

Exercise 2

- 2 blog 3 Green Road
4 sports 5 karate
6 nine 7 like
8 Sunday 9 email

Unit 7

7A Foundation

Exercise 1

- 2 swim 3 rollerblade
4 play basketball 5 skateboard
6 ride a bike

Exercise 2

- 2 surf 3 play volleyball
4 ride a horse 5 sail a boat
6 ski

Exercise 3

- 2 can 3 can't 4 can't
5 can 6 can 7 can't
8 can

Exercise 4

- 2 Can, can 3 Can, can't
4 Can, can't 5 Can, can
6 Can, can't 7 Can, can't
8 Can, can

7A Activation

Exercise 1

- 2 play volleyball 3 surf
4 skateboard 5 play basketball

Exercise 2

- 2 swim 3 sail
4 ride 5 ski

Exercise 3

- 2 No, he can't.
3 Yes, he can.
4 No, she can't.
5 Yes, they can.
6 No, they can't.
7 Yes, he can.
8 No, she can't.

Exercise 4

- 2 Can Maria and Peter
skateboard? Yes, they can.
3 Can Maria sail a boat? Yes, she
can.
4 Can Peter ride a horse? No, he
can't.
5 Can Peter rollerblade? No, he
can't.
6 Can Maria and Peter surf? No,
they can't.

Exercise 5

- 2 doesn't matter 3 about me
4 fact 5 quite good

Exercise 6

- 2 can 3 can 4 can
5 can't 6 can't

Exercise 7

Students' own answers

Exercise 8

- 1 d 2 b 3 a

7A Extension

Exercise 1

- 2 play volleyball
3 sail a boat
4 ride a horse
5 ride a bike

Exercise 2

- (in any order)
ski, run, surf, skateboard, swim,
rollerblade

Exercise 3

- 1 Amy can count from 1 to 100,
tell the time, ask for personal
information, describe people,
talk about routine activities
and talk about what she can
and can't do.

- 2 She can't write about her
favourite band, talk about her
house and her room, write a
party invitation or talk about
places in town.

- 3 Jim can count from 1 to 100,
ask for personal information,
write about his favourite band,
talk about routine activities,
talk about places in town and
talk about what he can and
can't do.

- 4 He can't tell the time, talk
about his house and his room,
describe people or write a
party invitation.

- 5 They can't talk about their
house and their room or write
a party invitation.

Exercise 4

Students' own answers

7B Foundation

Exercise 1

- 2 head 3 nose
4 eye 5 mouth
6 teeth 7 neck

Exercise 2

- 2 wrist 3 arm 4 hand
5 ankle 6 stomach 7 leg
8 knee 9 foot 10 toe

Exercise 3

- 2 a 3 f 4 b 5 d 6 e

Exercise 4

- 2–3 (in any order): Stand up!
Stop!, Move your feet!
4–6 (in any order): Don't move!,
Don't jump!, Don't fall over!

7B Activation

Exercise 1

- 2 eye 3 nose
4 arm 5 finger
6 ear 7 mouth
8 neck 9 hand
10 leg 11 foot

Exercise 2

- 2 wrist 3 neck 4 ears
5 teeth 6 fingers

Exercise 3

Students stick the correct stickers.

Exercise 4

- 2 Listen.
3 Move to the right.
4 Don't write.
5 Jump to the left.
6 Move to the left.
7 Don't talk.

Exercise 5

- 2 Don't jump on the bed!
3 Listen to your teacher in class.
4 Don't ride your bike in the
house!
5 Do your homework every day.
6 Eat your breakfast every
morning.
7 Don't write on the desk in the
classroom!

Exercise 6

- 2 H 3 S 4 H
5 S 6 H 7 S

Exercise 7

- ☺ Do your homework every day.
☺ Don't write on the desk in the
classroom!

Exercise 8

- 1 ☺ Go to your lessons.
2 ☺ Don't talk a lot in class.
3 ☺ Speak English every day.
4 ☺ Don't talk on your mobile
phone in class.

Exercise 9

- 1 Can I have a go?
2 That's it!
3 I'm exhausted!

7B Extension

Exercise 1

- 2 finger 3 ear
4 mouth 5 teeth
6 leg 7 ankle
8 foot 9 hand
10 wrist 11 eye
12 arm 13 nose
14 neck 15 stomach
16 knee 17 toe

Exercise 2

- 2 skateboard 3 ankle
4 hat 5 eye
6 shirt 7 arm

Exercise 3

- 2 Stop! 3 Listen 4 left
5 Touch 6 right

Exercise 4

- 2 Move to the right.
- 3 Move to the left.
- 4 Jump twice!
- 5 Touch your toes.
- 6 Stop!

Exercise 5

- | | | |
|--------|-------|--------|
| 2 Bad | 3 Bad | 4 Good |
| 5 Good | 6 Bad | |

Exercise 6

Students' own answers

7C Foundation

Exercise 1

- 1 crisps, lemonade, banana
2 apple juice, yoghurt, cereal bar
3 biscuits, water, chocolate

Exercise 2

- | | | |
|-------|-------|------|
| 2 10p | 3 £1 | 4 £2 |
| 5 £5 | 6 20p | |

Exercise 3

- | | | | | |
|-----|-----|-----|-----|-----|
| 2 T | 3 F | 4 F | 5 T | 6 F |
|-----|-----|-----|-----|-----|

Exercise 4

- | | | |
|--------|--------|--------|
| 2 any | 3 some | 4 is |
| 5 any | 6 are | 7 some |
| 8 some | | |

7C Activation

Exercise 1

(in any order)

Food: banana, bar of chocolate, biscuits, cereal bar, crisps, yoghurt

Drink: apple juice, lemonade, yoghurt, water

Exercise 2

Orange: 45p
Yoghurt: 65p
Sandwiches: £1.15
Apple juice: 50p
Water (bottle): 50p
Sandwich + fruit + drink: £1.90

Exercise 3

- 2 one pound forty
- 3 ten pence
- 4 five pounds fifty
- 5 two pounds
- 6 fifty pence
- 7 three pounds twenty
- 8 forty-five pence

Exercise 4

- 2 There aren't any cereal bars.
- 3 There's some apple juice.
- 4 They've got some yoghurt.
- 5 There are some biscuits.
- 6 They haven't got any lemonade.
- 7 There aren't any burgers.
- 8 They've got some sandwiches.

Exercise 5

- 3 Are there any biscuits?
- 4 Have they got any cola?
- 5 Is there any water?
- 6 Have they got any bananas?
- 7 Have they got any chocolate?
- 8 Is there any yoghurt?

Exercise 6

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

Exercise 7

Sample answers:

- 1 In Will's box there is some water, a sandwich, a bar of chocolate and a banana.

- 2 In Mark's box there is a sandwich, a cereal bar, some orange juice and some yoghurt.
- 3 In Anna's box there is a sandwich, an orange, a banana, a cereal bar and some water.

Exercise 8

- 2 How much is the ice cream? It's two pounds forty-five.
- 3 How much is the cake? It's three pounds twenty-five.
- 4 How much are the crisps? They're seventy-five pence.
- 5 How much is the yoghurt? It's one pound eighty.
- 6 How much are the cereal bars? They're one pound fifteen.

Exercise 9

- | | |
|----------|------------|
| 2 too | 3 idea |
| 4 Relax! | 5 the best |

7C Extension

Exercise 1

J	B	D	I	R	F	X	M	(B)	S	C
E	A	P	P	L	E	J	U	I	C	E
H	R	B	V	F	W	D	T	S	K	R
Y	O	G	H	U	R	T	K	C	W	E
Q	F	H	E	M	P	G	V	U	E	A
A	C	R	I	S	P	S	D	I	G	L
K	H	E	A	Q	Z	C	P	T	O	B
E	O	K	D	W	S	R	U	S	F	A
F	C	L	G	X	(B)	Z	V	M	K	R
E	O	Z	D	B	A	X	Q	E	P	J
W	L	E	M	O	N	A	D	E	L	F
D	A	J	W	L	A	T	X	J	R	D
R	T	S	A	E	N	F	Y	E	I	E
D	E	G	F	(W)	A	T	E	R	R	O

Exercise 2

- 2 Seventy-five pence and forty-five pence is one pound twenty.
- 3 Three pounds sixty and two pounds twenty-five is five pounds eighty-five.
- 4 Thirty-three pence and fifty-seven pence is ninety pence.
- 5 Thirty-five pence and eighty-nine pence is one pound twenty-four.
- 6 Two pounds sixty and four pounds twenty is six pounds eighty.
- 7 Twenty-two pence and seventy pence is ninety-two pence.
- 8 One pound fifty and forty-three pence is one pound ninety-three.

Exercise 3

- | | |
|-----------|---------|
| 2 some | 3 some |
| 4 any | 5 some |
| 6 An | 7 A |
| 8 some | 9 any |
| 10 some | 11 some |
| 12 some/a | |

Exercise 4

Students' own answers

Exercise 5

Students' own answers

7D Communication

Exercise 1

- 2 much is that
- 3 have two tickets for today's match
- 4 time does the match start?
- 5 the front, please

Exercise 2

- 1 Can I have two tickets for today's match?
- 2 Where would you like to sit?
- 3 At the front, please.
- 4 How much is that?
- 5 What time does the match start?

Exercise 3

- | | | |
|-------|--------|-------|
| 2 too | 3 also | 4 too |
|-------|--------|-------|

Exercise 4

Sample answer:
Have you got sports magazines, books and newspapers at home? Bring them to our school sports fan club! We also want your DVDs and posters!
We meet in Room 4 every Monday at four o'clock. We read and talk about sports.
We also have snacks in Room 4. We usually bring fruit juice, too.

Check

Exercise 1

- | | | | |
|-----|-----|-----|-----|
| 2 a | 3 b | 4 b | 5 a |
| 6 a | 7 b | 8 b | |

Exercise 2

(in any order)
Sports: run, skateboard
Parts of the body: knee, mouth, stomach
Snacks: water, yoghurt
British money: pence, pound

Unit 8

8A Foundation

Exercise 1

- | | |
|-----------|-----------|
| 2 windy | 3 cold |
| 4 hot | 5 foggy |
| 6 cloudy | 7 snowing |
| 8 raining | |

Exercise 2

- | | |
|------------|-------------|
| 2 relaxing | 3 snowing |
| 4 having | 5 listening |
| 6 playing | 7 raining |
| 8 drinking | |

Exercise 3

- | | | | |
|------|-------|-------|------|
| 2 is | 3 are | 4 are | 5 am |
| 6 is | 7 are | 8 is | |

8A Activation

Exercise 1

Students stick the correct stickers.

Exercise 2

- | | |
|-----------|------------|
| 2 are | 3 reading |
| 4 's | 5 swimming |
| 6 raining | 7 having |
| 8 're | 9 making |

Exercise 3

- | | |
|------------|------------|
| 2 raining | 3 having |
| 4 making | 5 swimming |
| 6 wearing | 7 sitting |
| 8 drinking | |

Exercise 4

- 2 's eating 3 are having
 4 are playing 5 'm sitting
 6 's watching 7 are talking

Exercise 5

- 2 I am watching TV in the living room.
 3 Joe is doing his homework.
 4 Katie is wearing a red dress.
 5 They are having a great time.
 6 We are listening to our new CD.

Exercise 6

- 2 is sitting 3 is reading
 4 is wearing 5 is talking
 6 are having 7 are playing
 8 are wearing

Exercise 7

Students' own answers

Exercise 8

- 2 remember now
 3 the weather like
 4 it lovely and sunny
 5 Lucky
 6 Hang
 7 rather

8A Extension

Exercise 1

- 2 It's cloudy in Paris today.
 3 It's foggy in London today.
 4 It's snowing in Warsaw today.
 5 It's sunny in Madrid today.
 6 It's windy in Athens today.
 7 It's hot in Lisbon today.
 8 It's cold in Istanbul today.

Exercise 2

Students' own answers

Exercise 3

- 2 I'm riding to school on my bike now.
 3 My best friend is having a piano lesson now.
 4 My sister is visiting our aunt now.
 5 Our parents are watching TV now.

Exercise 4

- 2 are riding 3 is sleeping
 4 are swimming 5 am reading
 6 is raining 7 are playing
 8 are eating 9 are having

Exercise 5

Students' own answers

8B Foundation

Exercise 1

- 2 text 3 walk 4 tidy
 5 song 6 write

Exercise 2

- 1 surf the Internet
 2 cook dinner
 3 make a sandwich
 4 draw a picture

Exercise 3

- 2 isn't 3 aren't 4 aren't
 5 'm not 6 isn't 7 aren't
 8 isn't

Exercise 4

- 2 d 3 e 4 b 5 f 6 a

8B Activation

Exercise 1

- 2 sing 3 listen to 4 draw
 5 walk 6 send 7 make
 8 surf 9 tidy

Exercise 2

- 2 ✓

Exercise 3

- 2 Is she listening to her favourite band?
 3 Are they tidying their bedrooms?
 4 Is he surfing the Internet?
 5 Are you writing an email?
 6 Are they listening to the radio?
 7 Is she sending a text message?

Exercise 4

Students' own answers

Exercise 5

- 2 aren't 3 isn't
 4 cooking 5 listening
 6 aren't 7 Am
 8 Are 9 Is
 10 having 11 making

Exercise 6

- 2 She isn't wearing a white T-shirt. She's wearing a black T-shirt.
 3 She isn't writing a text message. She's writing an email.
 4 They aren't sitting at a desk. They're sitting at a table.
 5 He isn't sending an email. He's eating a sandwich.

Exercise 7

- 2 What's Mark doing? He's playing a computer game.
 3 What's Amy doing? She's drinking some orange juice.
 4 What are Will and Anna doing? They're listening to their new CD.
 5 What are Mark and Megan doing? They're surfing the Internet.
 6 What's Will doing? He's reading his English book.

Exercise 8

- 2 Here I go!
 3 Time's up.
 4 Bad luck

8B Extension

Exercise 1

- 2 send a text message
 3 write an email
 4 surf the Internet
 5 draw a picture
 6 make a sandwich
 7 tidy your bedroom
 8 walk the dog

Exercise 2

Students' own answers

Exercise 3

- 2 What's he doing? He's writing an email.
 3 What's she doing? She's sending a text message.
 4 What are they doing? They're making sandwiches.

Exercise 4

- 2 Are you going
 3 'm not going
 4 Are you buying
 5 'm not buying
 6 Are you standing
 7 'm not standing
 8 Are you reading
 9 'm not reading
 10 are you doing
 11 'm meeting
 12 's coming

8C Communication

Exercise 1

- 2 f 3 e 4 a 5 b 6 d

Exercise 2

- 2 don't we watch a DVD

- 3 Not a DVD again!

- 4 about going swimming

- 5 a good idea

- 6 What a pity.

Exercise 3

- 2 Bye!

- 3 Dear Mrs Smith,

- 4 Best wishes,

- 5 Lots of love,

- 6 All the best,

- 7 Yours,

- 8 See you soon!

Exercise 4

(in any order)

Informal: Hi, Jenny! Bye, Lots of love, See you soon!

Formal: Dear Mrs Smith, Best wishes, All the best, Yours,

Exercise 5

Suggested answers:

- 1 Hi

- 2 Lots of love

- 3 Dear

- 4 Best wishes/See you soon

Check

Exercise 1

- 2 b 3 c 4 a 5 c
 6 a 7 c 8 b

Exercise 2

(in any order)

The weather: *it's sunny*, *it's foggy*, *it's windy*, *it's raining*

Activities: *tidy your bedroom*, *write an email*, *make a sandwich*, *send a text message*, *surf the Internet*

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