

Sheila Dignen



English Plus

Second edition

Starter

**Teacher's
Book**

OXFORD

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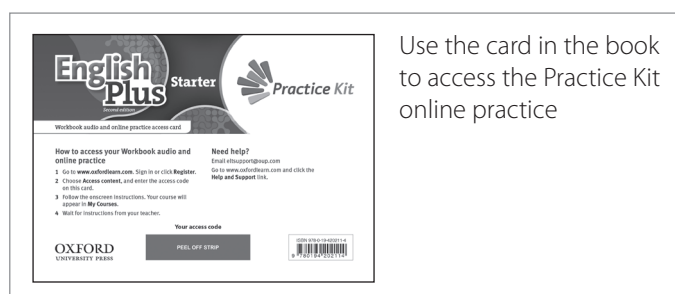
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Use the card in the book to access the Practice Kit online practice

Introducing *English Plus* second edition

Description of the course

English Plus second edition is a five-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, speaking and listening practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each lesson in the book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learned. Each lesson in the Teaching notes starts by clearly stating the aim of the lesson, which mirrors the **I can ...** statement.

Each unit directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the work, the photocopiable worksheets on the **Teacher's Resource Disk** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

English Plus second edition is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The **Use it!** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To be flexible and to cater for all learning needs

English Plus second edition has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* second edition you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities

in the class, the Workbook, Tests and Photocopiable worksheets contain **three levels** of material, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

English Plus second edition places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are **Extra listening and speaking** sections at the back of the Student's Book and the **Culture** and **Curriculum extra** pages provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

English Plus second edition presents new language in context to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

To set goals and see outcomes

Every lesson starts with an **I can ...** statement, so the aim is always evident. Lessons finish with a **Use it!** exercise which is the productive outcome as described by the **I can ...** statement. Setting clear, achievable, short-term goals should increase students' motivation.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Review** section follows every unit and there are further opportunities to consolidate and check progress in the **Puzzles and games** section and in the **Workbook**.

To incorporate the latest developments in teaching methodology

English Plus second edition follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book and the **Curriculum extra worksheets** on the **Teacher's Resource Disk** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

To be compatible with the Common European Framework

English Plus second edition develops **Key competences** as described by the European Reference Framework (see the **Teacher's website** for more information).

To provide a comprehensive digital solution

English Plus second edition offers the facility to incorporate interactive teaching and learning in the classroom and at home.

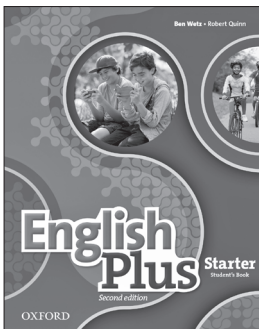
In the classroom

The **Classroom Presentation Tool** provides digital versions of the Student's Book and Workbook, with fully interactive activities to use on the interactive whiteboard.

At home

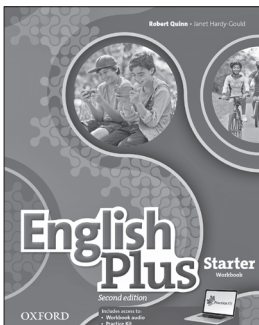
The **Practice Kit** offers students online self-study activities which teachers can monitor and track. Carefully aligned to CEFR levels, it is designed to consolidate and extend the four skills, grammar and vocabulary relevant to the level. The **Practice Kit** also provides access to the Workbook audio.

Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- six **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and two listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- six **Review** sections which review all the language studied so far in the book.
- six **Puzzles and games** sections which provide engaging language consolidation.
- twenty-four pages of **English Plus Options** which include:
 - six **Extra listening and speaking** pages to give further practice in these skills.
 - six **Project** pages which provide an opportunity for collaborative work.
 - six **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
 - three **Culture** pages with topics that invite cultural comparisons.
 - three **Song** pages which provide a further opportunity for consolidation.



The **Workbook** contains:

- six pages of **additional practice** for each of the Student's Book units. The Starter unit has four pages. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and **I can ...** statements.
- six pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student's Book.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; an alphabetical **Wordlist** with illustrations and a phonetic chart; a **Key phrases** section with Key phrases from the Student's Book.
- a **Student access card** to the online **Practice Kit** for additional self-study practice and access to the Workbook audio.



The two Class audio CDs contain:

- all the listening material for the **Student's Book**.



The **Teacher's Book** contains:

- an introduction with information on **English Plus methodology**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes, cultural information, and language notes**.
- the **audio scripts** for the Student's Book and the Workbook.
- the Workbook **answer key**.
- a **Teacher access card** to the online **Practice Kit**.



The **Teacher's Resource Disk** at the back of the Teacher's Book contains:

- **photocopiable language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **photocopiable speaking worksheets**
- **diagnostic tests** to use at the beginning of the school year.
- **end-of-unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **end-of-term** and **end-of-year tests** at three levels: basic, standard and higher.
- **five-minute tests** covering language from the vocabulary and language focus lessons.
- **parallel (A/B) tests** are also offered to prevent copying.
- All the tests are available as editable Word files and PDFs.
- An **audio CD** element is included for the tests, which can be played on a CD or DVD player.
- **How to ... guides** offer practical advice on common classroom management issues such as teaching mixed ability classes and getting your students to talk.

The **classroom presentation tool** provides:

- digital versions of the Student's Book and Workbook.
- **audio, video** and **interactive exercises** that can be launched directly from the page.
- automatic answer keys that let you display answers all at once or one by one.
- tools that let you zoom and focus on a single activity, highlight, and add notes to the page.

The **Teacher's website** (www.oup.com/elt/teacher/englishplus) contains:

- photocopiable **Curriculum extra worksheets**.
- photocopiable **Drama worksheets**.
- useful information for teachers such as **Key competences** and the **Common European Framework**.

The **online Practice Kit** contains:

- content carefully aligned to CEFR levels and suitable for self-study.
- consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
 - extra functional videos, vox pops and animations to engage students' interest.
 - exercises that are automatically marked with instant feedback.
 - modules that consist of a sequence of activities with a clear pedagogic structure, first engaging students' interest, then practising step-by-step and finally allowing them to reflect on their learning.
- the **audio** for the Workbook.



Starter Student's Book at a glance

There are **six units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review** and a **Puzzles and games** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units

Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **Think!** questions encourage students to start thinking about the unit topic.
- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **Options** section refers to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualizes the vocabulary set.

Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammar structures which students will study in the following lesson.
- A **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use. This vocabulary is practised in the Workbook.

Lesson 3

- The **first grammar section** presents and practises one or more grammar structures in a guided inductive way. Students may be asked to complete sentences using examples from the reading text. They then develop rules or answer questions about rules based on the example sentences.
- The optional **grammar animation** allows students to watch the grammar structures being used in context.
- The **grammar practice exercises** are often topic-based.

1 VOCABULARY AND LISTENING • After school

1 THINK! Look at the photos. How many activities can you name?

SPORTS **CLUBS**

1 Match the activities in the box with photos 1-8. Then listen and repeat.

2 Listen and write the activities.

3 Read and answer the questions in the After-school activities survey.

4 Listen to Dan's answers to the survey. Complete the information in the form. Compare your answers in exercise 3.

5 USE IT! Work in pairs. Ask and answer the questions in the After-school activities survey.

16 I'm into that!

AFTER-SCHOOL ACTIVITIES SURVEY

1 What's your name? _____

2 How old are you? _____

3 Are you in any clubs at school? (/)

4 Are you into sports? (/)

5 What's your favourite sport? _____

6 What's your favourite sportsperson? _____

1 LANGUAGE FOCUS • be: yes / no questions and short answers

1 Question words
1 Use ask and answer questions.

2 Study the questions and answers.

3 Match questions 1-6 with answers a-f. Then listen and check.

4 Complete the questions and answers. Then listen and check.

5 USE IT! Work in pairs. Imagine you are Emma's partner. Interview each other. Ask and answer the questions in exercise 6.

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- ### Lesson 4
- The **second vocabulary set** is presented and practised.
 - A variety of **comprehension** exercises practises the vocabulary and develops listening **sub-skills**.
 - The **listening activities** contextualize the vocabulary set and model grammar structures which students will study in the following section.
- ### Lesson 5
- The **second grammar section** presents and practises one or more grammar structures.
 - The optional **grammar animation** allows students to watch the grammar structures being used in context.

1 SPEAKING • Giving personal information

1 THINK! Are you in a club or team?

2 Watch or listen. How old is Adam?

3 Listen to the spellings and write the names.

4 Watch or listen again. Then practice the dialogue in pairs.

5 Read the dialogue again. Complete the key phrases.

6 USE IT! Work in pairs. Use the information on the cards to prepare a new dialogue. Use the dialogue in exercise 1 to help you. Then practise the dialogue.

16 I'm into that!

1 WRITING • An email

1 THINK! What is your email address?

2 Read Ana's email to Marie. What sport is Ana into?

3 Read the email again and complete the key phrases.

4 Write an email to your new friend.

5 USE IT! Follow the steps in the writing guide.

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- ### Lesson 6
- There is a double page of **productive skills practice** in every unit, which further recycles and consolidates language practised in the unit.
 - A whole page is devoted to **speaking skills** with a functional focus.
 - The **speaking model** presents the target dialogue and language.
 - The **functional video** allows students to watch the speaking model being used.
 - The video also has an **audio version** on the Class audio CD.
 - The **Key phrases** section highlights useful structures which students can use in their own speaking dialogue.
 - The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
 - Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

- ### Lesson 7
- A whole page is devoted to **writing skills**.
 - The lesson always begins by looking at a **writing model** and studying the language, structure and format.
 - The **Key phrases** section highlights useful structures which students can use in their own writing task.
 - The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
 - The **Writing guide** encourages students to think and plan before writing a specific task. This supported approach increases students' linguistic confidence.

1 REVIEW

Vocabulary

- Complete the adjectives.
 - This exercise isn't **...**
 - This book is **...**
 - This is a very **...** film.
 - There's a bag in it. That's **...**
 - This art book is **...**
 - Those new phones are **...**
 - That computer game isn't **...**
- Match the words in the box with pictures 1-9.

art	athletics	baseball	chess	drama
computer game	music	science	swimming	

Speaking

6 Complete the dialogue with the words in the box. (address club name number please spell)

Brad: Hi there. What's your **...**?
Lisa: It's Lisa Tiger.
Brad: Sorry, can you **...** that?
Lisa: Yes, it's V.A.G. 6-6.
Brad: What's your home phone **...**?
Lisa: It's 020 6478990.
Brad: And what's your **...**?
Lisa: 23 Newton Road, Liverpool.
Brad: Great! Welcome to the **...**!

Listening

7 Listen to Karen and Ben. Choose the correct answer.

- She's eleven / twelve years old.
- She's in the basketball / drama club at school.
- The club is on Tuesday / Thursday.
- He's eleven / twelve years old.
- The art / chess club is at four / five o'clock.
- The club is cheap / expensive.

Puzzles and Games

1 Find five adjectives in the grid. Each adjective is in a different colour. Then match the adjectives with the opposites below.

1 now	3 bad
2 interesting	4 difficult

2 THESE IN A ROW: Complete the grid with the phrases in the box. The first person in the class to finish is the winner.

bad actor	difficult work	easy game
expensive car	good film	interesting book
new phone	old band	pop singer

3 BOLL THE DICE: Work in groups. Follow the instructions.

- Take turns.
- Roll the dice. Look at the number on the dice.
- Find five verbs to use with the same number.
- Make a true sentence with the verb.
- The first person to say six correct, true sentences is the winner.

4 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer 'Yes, I am!' and sit down, or say 'Yes, I am!' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write on new questions and play the game again.
- Make sure to be the leader.

5 GUESS THE ACTIVITY: Work in groups. Choose an activity to sport from the box. Act it out in front of your group. Don't speak! The other students guess the activity.

athletics	art	baseball	chess	drama
music	science	swimming		

6 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer 'Yes, I'm not!' and sit down, or say 'Yes, I am!' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write on new questions and play the game again.
- Make sure to be the leader.

7 I'm into that!

Are you an English lesson? Do you perform a big gig? Are you into music? Are you a computer games? Are you into football? Are you in a club?

PUZZLES AND GAMES • I'm into that! 21

Lesson 8

- There is a **revision** lesson at the end of each unit.
- There are **vocabulary, grammar, speaking** and **listening** activities on every **Review** page.

Lesson 9

- There is a **Puzzles and games** section at the end of each unit.
- These sections provide fun and engaging activities to consolidate the language learned in the unit.

Other features of the Student's Book

2 Family and friends

VOCABULARY • Families
Look back, look forward

THINK! How many people are there in your family?

1 Complete the table with the words in the box. Listen and check. Then listen again and repeat.

uncle	brother	mother	father	brother	sister
-------	---------	--------	--------	---------	--------

2 PRONUNCIATION: /əf/ Listen and repeat.

STUDY STRATEGY

Using a bilingual dictionary
You can use a bilingual dictionary to check the meaning of new words.

3 Read the study strategy. Then find the words in the box in a bilingual dictionary. Add the words to the table in exercise 1.

grandparents	husband	parents
nephew	niece	wife

4 Look at Victoria's family tree. Listen and read the clues on page 23. Then write the correct names in the family tree.

Hi! My name's Victoria!

My family tree by Victoria

grandpa
dad
uncle
brother
sister
mum
aunt
cousin
cousin
brother
sister
dad

Language point: Possessive 's

5 Look at Victoria's family tree and complete the sentence with 's and the correct name.

Victoria: 'My sister's name is Julia.'
1 Lisa: 'My brother... name is...'
2 Michael: 'My mum... name is...'
3 Victoria: 'My grandad... name is...'
4 Maggie: 'My sister... name is...'
5 Kyle: 'My dad... name is...'
6 Julia: 'My grandma... name is...'

6 USE IT! Work in pairs. Ask your partner questions about their family. Draw your partner's family tree.

What's your mum's name? Alice
And your dad's name? John

Finished?
Write sentences about the people in your family. My mum's name is... years old. My dad's name is... years old. My sister's name is... years old. My brother's name is... years old.

Clues

My parents are great. Their names are David and Amanda.

My sister's name is Julia. She's into swimming. My brother's name is Michael. He's into music.

I've got one aunt. Her name is Susan and she's into tennis. Her husband's name is Peter and he's a big football fan.

Kyle is my favourite cousin. He's into art and he's cool. Lisa and Maggie are Kyle's little sisters. They're twins!

My grandad's name is Greg. He's from Scotland. My grandad's name is Mary. She's from Boston in the USA.

My grandad and grandma have got two children. My dad's their son and my aunt Susan is their daughter.

22 Family and friends

Family and friends 23

- The **Finished?** activity provides support for mixed-ability classes.
- The **Study strategy** builds students' study skills and encourages autonomous learning.

2 READING • A report about a circus

Fasten the general idea of a text.

THINK! What is a circus? What are clown's?

WHAT'S ON?
Fiona Dixon, reporter

I've got a fantastic plan for this weekend. The Zoppo Circus is in town! It's unusual because it isn't big or modern. It's a small circus with twenty-five performers and it's about 100 years old.

The owner of the Zoppo family circus is Giovanni. He's American, but his parents are from Italy. Giovanni is an acrobat and a clown. His brother is Nino the Clown. He's very funny! Giovanni has also got a twin. Her name's Julia and she's Giovanni's sister. They're a great team!

Giovanni Zoppo has got two sisters, Tosca and Carla. Tosca is an acrobat and a clown. She dresses on a horse! Her husband is Paolo the Clown, but his real name is John. Carla Zoppo and her German husband Rudolf are aerial artists. Their horse and dog shows are amazing!

The Zoppo are in town for only one weekend. Their circus has got seats for 500 people and there are three shows every day. Get your tickets soon! Don't miss it!

1 Read the magazine report. What is the best title?
a Amazing dog show
b My weekend
c A family circus
d A family clown

2 Read and listen to the report again and write true or false. Correct the false sentences.
1 Fiona thinks the circus is interesting.
2 The Zoppo family's circus is new.
3 Julia Zoppo's dad is from Italy.
4 Giovanni and John are clowns.
5 Tosca and Rudolf are acrobats.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 USE IT! Work in pairs. It's the Zoppo Circus. How many? How many?
Yes, it is. Giovanni is a clown.

2 LANGUAGE FOCUS • Have got: affirmative and negative
Look back, look forward.

have got: affirmative
1 Study the table. Read the report on page 24 again and underline all of the examples of have got.

Affirmative	Long form	Short form
I / You have got	I / You've got	I / You've got
He / She / It has got	He / She / It 's got	He / She / It 's got
We / They have got	We / They've got	We / They've got

2 Complete the sentences with the correct forms of have got from the table in exercise 1.

You've got a plan for the weekend.
1 The Zoppo Circus... a lot of seats.
2 Giovanni... a son.
3... a photo of the clowns.
4 Tosca... some horses.
5 You and I... tickets to the circus.
6 Carla and Giovanni... a sister.

3 Write sentences with he or got or have got.

have got: negative
5 Study the table. Complete the short forms with the words in the box.

Negative	Long form	Short form
I / You have not got	I / You've not got	I / You've not got
He / She / It has not got	He / She / It 's not got	He / She / It 's not got
We / They have not got	We / They've not got	We / They've not got

6 Choose the correct word.

You haven't got / I haven't got eight sisters.
1 The cat hasn't got / I haven't got blue eyes.
2 We haven't got / I haven't got school at the weekend.
3 I haven't got / I haven't got a dog.
4 I haven't got / I haven't got a new computer.
5 The students haven't got / I haven't got new books.

7 Write true sentences with the words in the box. Use the affirmative or negative forms of have got.

a big classroom a big house a blue cat
a cat a drama club a new phone
a new TV a ruler a sister three pens
twenty classes two children two schools

1 My parents
2 I
3 We
4 Our school
5 My friend
6 Our town

8 USE IT! Write true sentences about your family and possessions. Read your sentences to a partner. Then tell the class about your partner.

We haven't got a dog. We've got a cat.
I haven't got a dog. He's got a cat.

Finished?
Look at the classroom objects on page 24. Which things have you got in your bag? Write affirmative and negative sentences with have got.

24 Family and friends

Family and friends 25

- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.

English Plus Options

The **English Plus Options** section at the back of the Student's Book provides a wealth of optional extra material. There are extra lessons for each unit which review and extend the language: **Extra listening and speaking**, **Project**, **Curriculum extra**, **Culture**, and **Songs**.

EXTRA LISTENING AND SPEAKING - Asking and telling the time
I can ask for and tell the time.

After-School Clubs

MUSIC CLUB BASKETBALL CLUB FILM CLUB BASKETBALL CLUB PHOTO CLUB

Read now

1 Match the times in the box with clocks 1-6. Then say the times.

eight o'clock five past eleven
half past three quarter past two
quarter to ten twenty to six

2 Listen and draw the times you hear. Then listen again and repeat.

3 Listen to a conversation. What activity is Lily interested in?

4 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about days and times
When's the art club? What time is it?
It's on Monday. At half past three.

Match club Basketball club Film club

Day	1	4	Monday
Time	2	3	5.00
Day	5	6	Tuesday
Time	7	8	4.30

5 Listen and repeat the dialogue. What activity is Jim interested in?

Jim: Here's the Activity Centre timetable for the different clubs.
Flora: When's the film club?
Jim: It's on Thursday.
Flora: What time is it?
Jim: At five o'clock.
Flora: Great! Are you interested in it?
Jim: No, I like sport. I'm in the basketball club. It's on Friday at six o'clock.

6 **USE IT!** Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using information in the timetable. Then practice your new dialogue.

72 EXTRA LISTENING AND SPEAKING

- There are six **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.

CULTURE - Youth groups
I can talk about youth groups and activities.

YOUTH GROUPS AROUND THE WORLD

Hi! My name's Lucy and I'm thirteen. I'm from the UK and I'm thirteen. I'm from the Woodcraft Folk. My group is on Thursday evenings. Woodcraft is popular here. The activities are fun. My favourite activity is camping. In the photo, I'm at a summer camp with my friends.

Hi! I'm Cole and I'm thirteen. I'm from Australia and I'm a scout. This is a photo of the World Scout Jamboree in Sweden. A jamboree is a big meeting of scouts. I'm here with 40,000 scouts from 140 different countries. It's great!

Hello! I'm Dan and I'm fourteen. I'm from Brazil. In Canada, climbing, canoeing and walking are popular activities for young people here. Climbing is my favourite sport. It's amazing in the photo. I'm at a weekend camp with my climbing group.

1 Look at the photos and answer the questions.
1 What youth groups do you think the people are in?
2 What countries do you think the people are from?

2 Read and listen to the website article. Then check your answers to exercise 1.

3 Read and listen again. Answer the questions.
1 What day is Lucy's Woodcraft Folk group?
2 What is Lucy's favourite activity?
3 What are popular activities for young people in Brazil?
4 What is Dan's favourite activity?
5 Where is Cole in the photo?
6 What is a Scout jamboree?

4 **YOUR CULTURE** Answer the questions.
1 What youth groups are popular in your country?
2 Are you a youth group?
3 What activities are popular with young people?

5 **USE IT!** Work in small groups. Do a survey about favourite activities. Complete the chart for your group.

Home	cin
Youth group	sports club
Sports	hobby
Interests	music

Are you a youth group or club?
What are your favourite sports?
What are your other interests?

90 CULTURE

- There are three **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.
- Alternate lessons are supported by documentary video. If there is a video with the lesson, it is indicated by a video icon and title in the header.

PROJECT - A club poster
I can make a poster about a club.

1 Read Jamie's poster. What information is on the poster?
a number of club members e cost
b number of groups f place
c age of instructor g time
d age of club members

2 Read the poster and answer the questions.
1 Who is the club for?
2 When is the club?
3 What time is it?
4 Where is the club?
5 Who is the instructor?
6 What is the cost?

3 Make a poster for a club. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Choose an activity for your club.
2 Answer the questions in exercise 2 for your club.
3 Find some photos for your poster.
4 Make a poster with your text and photos.
5 Put all the posters on the wall.

4 Look at the other posters. What activities are popular?

PHOTOGRAPHY CLUB

New activity!

Are you interested in photography?
Yes? This new club is for you.
Photography is an exciting new activity of the youth centre.
Photography is fun and it's fun to do!
The club is for young people from ten to sixteen years old.
It's on Tuesdays from four to seven o'clock.

This is the instructor, Josh with his camera. He's a professional photographer and a fantastic person.

Contact: Josh Jones
Telephone: 0124921 038
Cost: £25 a year
Equipment: none

78 PROJECT

- There are six **Project** sections, which allow students to work collaboratively to explore and personalize topics in the Student's Book. Each project also serves as a cumulative review of the language the students have covered up to that point.

CURRICULUM EXTRA - Physical education: Getting fit
I can talk about PE.

Physical education around the world

Physical education (PE) is a compulsory subject in many countries, for example, the UK and Canada.

The recommended amount of exercise for children and teenagers is only minutes per day. Sport is good for everyone. Active people are fit and healthy. They are more energetic and positive, too.

The average number of hours of PE per week is 1.5.

The most popular sports at school are team sports, like football, basketball, volleyball and hockey. Sports like athletics, swimming and gymnastics are also very popular.

PE lesson times: secondary schools (minutes per week)

School	Africa	Asia	Europe	Latin America	North America	Oceania
Minutes	15	20	30	40	45	50

Which is your favourite sport at school?
I'm from Brazil, England. My favourite sport is swimming. It's fun and it's not difficult. Our teacher is fantastic. Anna, Jones
I'm from Brazil, the Czech Republic. The sports at my school are athletics, gymnastics and football. I like gymnastics, but football is boring. Adam
I'm from India. Today, I'm good at sport. PE is my favourite subject at school! My favourite sport is athletics. Yusuf, 123

1 Read the introduction to the website article. What is the meaning of compulsory?
2 Match photos A-D with the words in the box.
basketball hockey
swimming volleyball

3 Read and listen to the article. Match questions A-D with sections 1-4.
A Which sports are popular in PE lessons?
B In which countries is PE compulsory?
C What is your opinion?
D Why is sport good for you?

4 Read the article again. Write *true* or *false*. Correct the false sentences.
1 PE isn't compulsory in Canada.
2 Sport is good for your health.
3 Volleyball and hockey are team sports.
4 There are swimming classes in all schools.
5 Emma Jones is from the UK.

5 Read the article again. Check the meaning of the adjectives in blue. Which adjectives describe people? Which adjectives describe sports?

6 **USE IT!** Work in pairs. Discuss the questions. Then write your own post for the website.
1 What school subjects are compulsory in your country?
2 How many hours of PE are there each week at your school?
3 What sports and activities are there at your school? Are they popular?
4 Which sport is your favourite? Why?

84 CURRICULUM EXTRA

- There are six **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as maths, language and literature, natural science and geography are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.
- Alternate lessons are supported by documentary video. If there is a video with the lesson, it is indicated by a video icon and title in the header.

SONG - Fred the Robot
I can understand a song about robots.

1 Match the words in the box with pictures 1-5.
camera chest head robot speaker

2 Listen and choose the correct words in the song.

Fred the Robot
I've got a 'yellow / little robot.
The robot's name is Fred.
It's got a speaker in its chest
And 'a camera / a telephone on its head.
The robot 'runs / walks around the house.
'The camera / the telephone clicks all day
Put your ear next to the speaker -
You can hear Fred say.
'I've got a 'yellow / little robot...'

Original song by Paul A Davies

3 Listen to the song again. When you hear robot, click your fingers. When you hear Fred, clap your hands.

4 Look at the song again. What has the robot got? What hasn't it got? Write sentences.
a camera a head a name
a speaker a telephone
The robot's got a camera.

5 Read the description of a new robot. Complete the song.

Robot's name	Red
Colour	blue and grey
Speaker in chest?	no
TV in chest?	yes
Camera on head?	no
Telephone on head?	yes

the Robot
I've got a ' robot.
The robot's name is ' robot.
It's got a ' in its chest
And ' on its head.
The robot runs around the house.
The ' rings all day.
Put your ear next to the ' .
You can hear ' say.
'I've got a ' robot.

6 **USE IT!** Work in pairs. Design a robot for your school. Draw a picture of your robot. Then write a poem about it. Read the poem to the class.

SONG 93

- There are three **Song** sections, which review the language the students have covered up to that point.

Starter Workbook at a glance

1 I'm Into that!
VOCABULARY • Adjectives

1 Label the pictures with the words in the box.
bad boring cheap difficult easy expensive good interesting new old

2 Label the pictures with or an and the words in the boxes.
bad boring difficult expensive new old
book car computer game phone singer

3 Write sentences using the words in the box and the adjectives in exercise 1.
actor book car city country film game phone singer
Japan is an exciting country.
Drake is a good singer.

18 I'm Into that!

- The Workbook includes exercises in **grammar, vocabulary and skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.

1 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

VOCABULARY Adjectives

1 Complete the sentences with the opposites of the bold words. Use the words in the box.
[difficult] expensive good interesting new

2 Complete the words in the sentences.
1 That new James Bond film is ... o-o ...
2 Football is ... it's my favourite sport.
3 Our music teacher is an ... c-c ...
4 LeBron James is an ... b-b ... basketball player.
5 It's Saturday! That's ... a-a ...

READING Favourite things

2 Complete the words in the sentences.
1 That new James Bond film is ... o-o ...
2 Football is ... it's my favourite sport.
3 Our music teacher is an ... c-c ...
4 LeBron James is an ... b-b ... basketball player.
5 It's Saturday! That's ... a-a ...

18 I'm Into that!

- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learned in the unit.
- The **Self-evaluation** section encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.
- There is a **listening exercise** in every Progress review. The audio for this is available on the online **Practice Kit**.



Workbook reference section

The **reference section** in the Workbook contains grammar reference material as well as more activities for consolidation and extension. There is a **Language focus** section for each unit, which **reviews** all of the grammar structures in the unit.

1 LANGUAGE FOCUS REFERENCE • Unit 1

Possessive adjectives

Subject pronoun my (friends)
you (book)
he (she)
she (her)
it
we (our teacher)
you (school)
they (classroom)

be: affirmative and negative

be: yes / no questions and short answers

Questions **Short answers**
Am I in the club? Yes, I am. No, I'm not.
Are you a student? Yes, you are. No, you aren't.
Is he a singer? Yes, he is. No, he isn't.
Is she a teacher? Yes, she is. No, she isn't.
Are they in your class? Yes, they are. No, they aren't.
Are you from Turkey? Yes, you are. No, you aren't.
Are they British? Yes, they are. No, they aren't.

Question words
Who is your favourite singer?
Who is your favourite actor?
What is your favourite colour?
Where are you from?
When are you free?
Why are you interested in that?
How old are you?
How old is your friend?

1 LANGUAGE FOCUS PRACTICE • Unit 1

Choose the correct words.
1. Sally is a / an good singer.
2. Sally is a / an expensive city.
3. French is a / an interesting language.
4. That's a / an cheap phone.
5. Football is a / an easy sport.
6. Brown is a / an boring colour.

be: affirmative and negative

Correct the sentences. Write a negative sentence.
1. This is a bad student. (good)
2. This is a boring city. (interesting)
3. This is a bad student. (good)
4. This is a boring city. (interesting)

be: yes / no questions and short answers

Write questions using Who, What, When, Why and How. Write answers that are true for you.

Question words

Complete the questions using Who, What, When, Why and How. Write answers that are true for you.

1. ... are your two favourite places?
2. ... is your favourite teacher at school?
3. ... old are your classmates?
4. ... is your school? In a town or a city?
5. ... is your first class? At nine o'clock?

68 LANGUAGE FOCUS • UNIT 1

1 CUMULATIVE REVIEW • Starter unit - Unit 2

Speaking

1 Study the photos on this page. What are the after-school activities? Which ones are interesting for you?

Reading

2 Read the posters. Which clubs have got meetings on Wednesdays?

See you there!

3 Read the posters again. Then correct the mistakes in the sentences.
Zackary is a teacher in the drama club.
Zackary is a teacher in the hip hop dance club.
The hip hop club is at four o'clock.

4 Answer the questions.
1 Why are Zackary's hip hop classes good?
2 Is the computer club popular with students?
3 How long are the drama club meetings?
4 What clubs has your school got?
5 What clubs are interesting for you?

60 CUMULATIVE REVIEW • Starter unit - Unit 2

English Plus second edition methodology

Vocabulary

Two vocabulary sets are presented in each unit of *English Plus* second edition. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures or photos and / or short texts. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. Where appropriate, a Key phrases section shows students examples of the vocabulary used in everyday communication and enables them to put this into practice.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Reviews and Puzzles and games after each unit. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review. The Teacher's Resource Disk also provides photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be used for reference as a mini-dictionary.

Language focus

Each unit of *English Plus* second edition has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learned.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse examples, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

Each Language focus section has an optional Grammar animated presentation. These animations allow students to watch the grammar structures being used in context. They should be watched after the grammar presentation.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and others are more open. Every lesson concludes with a *Use it!* exercise

that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There is also a Language focus reference in the Workbook. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use this section for revision.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Teacher's Resource Disk also provides photocopiable language focus worksheets at all three levels.

Reading

In *English Plus* second edition there is a wide range of text types, including articles, questionnaires, emails, webpages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Class audio CD.

Reading texts are used in different ways throughout the book:

To preview grammar: the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

For integrated skills work: model texts on the skills pages also provide input for the speaking and writing activities. They present Key phrases for students to use in a communicative and functional way.

For extensive reading: texts in the Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises which focus on different sub-skills. The first exercise generally helps students to gain a global understanding of the text. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. The Vocabulary plus sections present key new language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, geography and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in lower-secondary schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos or pictures with the class, eliciting as much key vocabulary as possible, and

elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

Listening

The listening texts in *English Plus* second edition follow the second vocabulary set. They put the new vocabulary in context, providing a range of speakers in different situations, including radio programmes, interviews and conversations. The language used in the recordings is carefully graded.

The listening exercises focus on a variety of sub-skills and are usually in two stages. The first listening exercise helps students to gain a general understanding of the text.

The second exercise asks students to listen for specific information.

There are six Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the Class audio CD as students are reading will help them to become familiar with the sound of spoken English.

Speaking

On the Speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the functional video or Class audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The six Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

Pronunciation

There is one pronunciation exercise in each unit. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Class audio CD.

Writing

English Plus second edition devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and profiles. The support given for these final tasks ensures

that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students don't know what to write, so the *Think and plan* section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

English Plus second edition Options

Each unit offers optional pages which can be found at the back of the Student's Book:

- Extra listening and speaking
- Project
- Curriculum extra
- Culture
- Song

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

Methodology support

Teaching methodology resources to support the teacher in the classroom are included in the **Teacher's Resource Disk**. These include general *Teaching tips*, an *Introduction to CLIL*, and an *Introduction to project work*. There are also eight new **How to... guides** which focus on classroom management skills such as *How to teach students with SEN*, and *How to teach mixed ability classes*.

Key competences

A mapping grid of **Key competences*** is available on the **Teacher's Site**. These show how the competences that have been identified as suitable for development in the English classroom are developed in *English Plus* second edition.

* The European Framework for Key Competences for Lifelong Learning was introduced into education legislation at the end of 2006.

Evaluation and testing

English Plus second edition provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

Testing what students have learned

In the Student's Book

Review sections Every unit ends with a **Review** page and a **Puzzles and games** page covering the grammar, vocabulary and communication points of the unit.

In the Workbook

Progress review There is a Progress review for every unit, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and *I can ...* statements.

The **Cumulative review** pages test the skills covered in all the previous units cumulatively. Remind students that activities on these pages are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the **Language focus reference** and **Key phrases bank** in the Workbook before doing these sections.

Evaluation

A wide range of tests is available on the **Teacher's Resource Disk**. This contains all the tests as editable Word files and as PDFs, the answer keys and the accompanying audio files. The track numbers in the tests refer to the audio on the disk. The **Test Bank** contains a wide range of material to evaluate your students including: a diagnostic test; unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying.

All the tests (apart from the speaking and five-minute tests) have the same format and include listening, vocabulary, language focus, reading, writing and speaking sections.

The diagnostic test covers language that students will have learned previously and is a useful tool for measuring your students' level of English before the start of the year.

Assessing project work

Projects provide a great opportunity for self-assessment. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better? Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

An important thing to remember about projects is that they are a means of communication. Just as total accuracy in other forms of communication is not strictly required, neither is it in project work. If students have been able to present their ideas or information in a meaningful and coherent way, they will have achieved the goal.

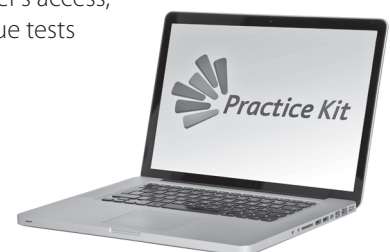
Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The Speaking and Writing pages in the Student's Book all require students to produce a dialogue or text that could be used for assessment purposes. The Speaking worksheets on the Teacher's Resource Disk could also be used. The Progress review section and the Key phrases bank in the Workbook provide a list of target vocabulary and **Key phrases**, so you can easily check what students have learned. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.

Self-assessment and monitoring progress

The **Practice Kit** allows teachers to track students' progress as they study.

- Automatic marking means you can monitor your students' progress online.
- A tests function, which is only available with teacher's access, lets you create unique tests for your students.





Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

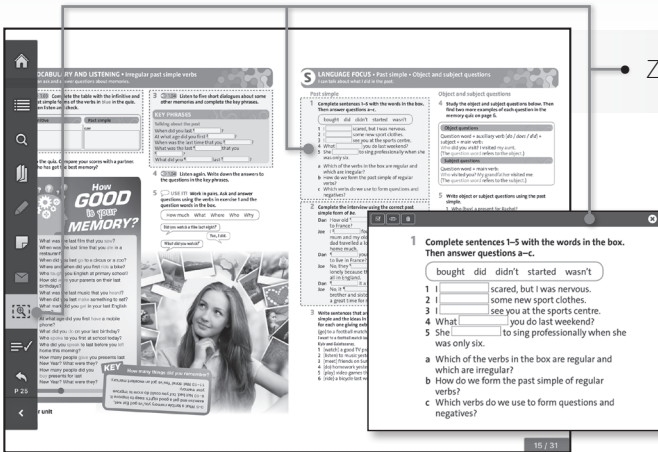
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.



• Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

1 I scared, but I was nervous.

2 I some new sport clothes.

3 I see you at the sports centre.

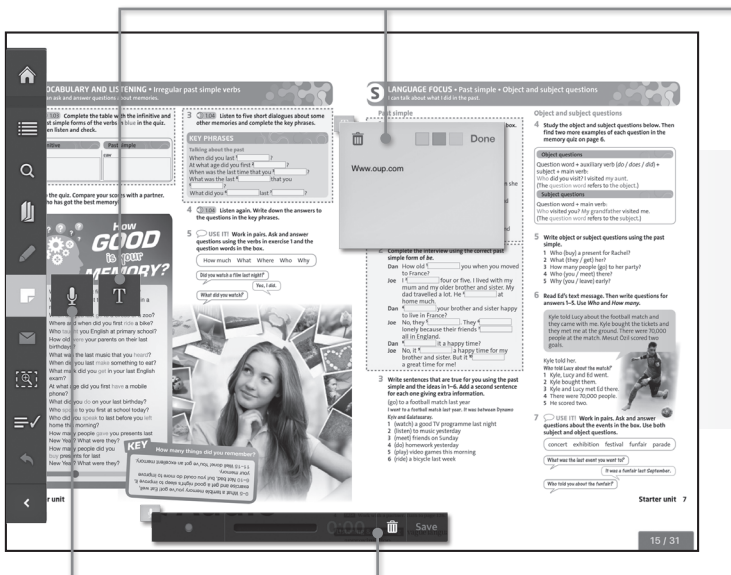
4 What you do last weekend?

5 She to sing professionally when she was only six.

a Which of the verbs in the box are regular and which are irregular?

b How do we form the past simple of regular verbs?

c Which verbs do we use to form questions and negatives?



• Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

• Work on pronunciation in class: record your students speaking and compare their voices to English Plus second edition audio.

Student's Book contents

UNIT	VOCABULARY	LANGUAGE FOCUS
Starter unit	p4 Classroom language; greetings; everyday phrases; instructions	
	p5 Classroom language; days and months; the alphabet	
	p6 In the classroom Key phrases: Meeting people; classroom objects; colours	p7 <i>be</i> : singular affirmative

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 I'm into that!	p12–13 Adjectives <i>cheap, new, bad, boring</i> , etc. Language point: <i>a / an</i>	p14 Favourite things Vocabulary plus: <i>cool, amazing, fantastic</i> , etc.	p15 <i>be</i> : affirmative and negative Possessive adjectives	p16 After school <i>basketball, football, athletics</i> , etc.
	Review Unit 1 p20 Puzzles and games p21			
2 Family and friends	p22–23 Families <i>aunt, brother, cousin</i> , etc. Language point: Possessive 's Study strategy: Using a bilingual dictionary Pronunciation: /ə/	p24 A report about a circus Vocabulary plus: <i>dancer, helper, leader</i> , etc.	p25 <i>have got</i> : affirmative and negative	p26 Describing people <i>tall, short, chatty</i> , etc.
	Review Unit 2 p30 Puzzles and games p31			
3 My home	p32–33 Places at home <i>bedroom, bathroom, basement, balcony</i> , etc. Key phrases: Talking about your home	p34 Small homes Vocabulary plus: <i>bright, comfortable, tiny</i> , etc.	p35 <i>there is / there are</i> : affirmative and negative, <i>some</i> and <i>any</i>	p36 An ideal bedroom <i>bed, bookcase, curtains</i> , etc. Study strategy: Using pictures to learn new words
	Review Unit 3 p40 Puzzles and games p41			
4 At school	p42–43 School day <i>chat with friends, do my homework, finish school, have a break</i> , etc. Key phrases: Time expressions	p44 Unusual schools Vocabulary plus: <i>event, lesson, subject</i> , etc. Study strategy: Making notes about new words	p45 Present simple: affirmative Language point: Third person singular spelling rules Pronunciation: Third person singular forms	p46 A good student <i>ask questions, copy, raise my hand</i> , etc.
	Review Unit 4 p50 Puzzles and games p51			
5 Free time	p52–53 Free time <i>do martial arts, go cycling, go shopping</i> , etc. Key phrases: Playing a game	p54 A talented young musician Vocabulary plus: <i>record, talented, instrument</i> , etc.	p55 Present simple and adverbs of frequency Language point: Adverbs of frequency	p56 Places to go <i>bookshop, climbing centre, cinema, museum</i> , etc. Study strategy: Making connections
	Review Unit 5 p60 Puzzles and games p61			
6 On holiday	p62–63 Holiday activities <i>camp, buy, explore, visit</i> , etc. Key phrases: Giving holiday advice Language point: Imperatives	p64 A holiday blog Vocabulary plus: <i>excited, awesome, yummy</i> , etc.	p65 Present continuous: affirmative and negative Pronunciation: <i>-ing</i> forms	p66 Clothes <i>boots, dress, hat, jeans</i> , etc.
	Review Unit 6 p70 Puzzles and games p71			
English Plus Options Extra listening and speaking p72 Project p78 Curriculum Extra p84 Culture p90 Song p93				

VOCABULARY	LANGUAGE FOCUS
p8 Countries and nationalities	p9 <i>be</i> : singular and plural
p10 Numbers	p11 <i>there is / there are</i>

LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
p17 <i>be</i> : <i>yes / no</i> questions and short answers Question words	p18 Giving personal information Key phrases: Questions about personal information Pronunciation: The alphabet	p19 An email Key phrases: An informal email Language point: Capital letters Study strategy: Checking your work	p72 Extra listening and speaking: Asking and telling the time p78 Project: A club poster p84 Curriculum Extra: Physical education: Getting fit p90 Culture: Youth groups
p27 <i>have got</i> : questions and short answers	p28 Describing people Key phrases: Talking about a photo	p29 A blog Language point: Punctuation Key phrases: Talking about likes	p73 Extra listening and speaking: Talking about your family p79 Project: My family p85 Curriculum Extra: Biology: The eye p93 Song: Fred the robot
p37 <i>Is there ... ? , Are there ... ? , How many ... ?</i> Language point: Prepositions of place	p38 Asking where things are Key phrases: Asking where things are Pronunciation: Question intonation	p39 A description of your home Key phrases: Giving opinions Language point: <i>and</i> and <i>but</i>	p74 Extra listening and speaking: Asking for things and describing where they are p80 Project: My dream home p86 Curriculum Extra: Language and literature: <i>The Bottle Imp</i> p91 Culture: British homes
p47 Present simple: negative	p48 Helping a friend Key phrases: Helping a friend	p49 A description of your school life Key phrases: Giving opinions Language point: <i>because</i>	p75 Extra listening and speaking: Asking about timetables p81 Project: My school p87 Curriculum Extra: Geography: Geographical features p94 Song: Our week
p57 Present simple: questions Language point: Question words	p58 Making plans Key phrases: Making plans Pronunciation: /w/ sound	p59 A report Key phrases: Talking about free time Language point: <i>also</i> and <i>too</i>	p76 Extra listening and speaking: Asking about dates p82 Project: A special days calendar p88 Curriculum Extra: Music: Appreciating music p92 Culture: Unusual hobbies
p67 Present continuous: questions Study strategy: Practising grammar outside class	p68 In a shop Key phrases: In a shop Language point: Saying prices	p69 An email about a holiday Key phrases: Writing about a holiday place Language point: Modifiers	p77 Extra listening and speaking: Buying a train ticket p83 Project: A tourist information poster p89 Curriculum Extra: Maths: Recording and presenting data p95 Song: Followers of fashion

Unit summary

Vocabulary

Classroom language: Greetings: *Hi, Hello, How are you? Nice to meet you, etc.*

Everyday phrases: *Excuse me, Please, Thank you, You're welcome, etc.*

Instructions: *Stand up, Sit down, Open your book, Close your book, Listen and repeat, etc.*

Days and months: *Monday, Tuesday, Wednesday, etc. January, February, March, April, etc.*

The alphabet

In the classroom: *bag, book, chair, desk, etc.*

Colours: *red, yellow, pink, green, etc.*

Countries and nationalities: *Australia / Australian, the UK / British, the USA / American, etc.*

Numbers: 1–100

Language focus

be: singular affirmative

be: singular and plural

there is / there are

Vocabulary • Classroom language

Aim

Learn classroom language.

Warm-up

Introduce yourself, saying: *Hello, I'm (Mrs Jones)*. Encourage students to respond by saying: *Hello, I'm ...* and their name. Write the words *teacher* and *student* on the board. Say: *I'm a teacher*. Invite a student to say: *I'm a student*. Indicate the room around you and say: *This is a classroom*.

Greetings

Exercise 1 1.02

Play the audio. Students listen to the dialogues, then choose the correct words to complete the sentences. Check answers with the class and make sure students understand the sentences and the dialogues.

ANSWERS

1 student 2 friends

Exercise 2 1.02

Play the audio again for students to listen. Ask them to focus on the pronunciation of the words. You could play the dialogues again and pause after key phrases for students to repeat. Students then practise

Starter unit

VOCABULARY • Classroom language

Greetings

1 1.02 Listen and read the dialogues. Then choose the correct words.

Mr Ross is a student / ~~teacher~~

1 Sally is a student / teacher.

2 Tom and Rosa are friends / teachers.



Mr Ross Hello, Sally.

Sally Hello, Mr Ross.

Mr Ross How are you today?

Sally I'm fine, thanks. And you?

Mr Ross I'm good, thanks.



Tom Hi, Sally.

Sally Hi, Tom.

Tom This is my friend, Rosa.

Sally Hi, Rosa. Nice to meet you.

Rosa Nice to meet you.

2 1.02 Work in pairs. Listen again. Then practise the dialogues.

3 Work in pairs. Change the words in blue in the dialogues. Then practise the new dialogues.

4 Starter unit

the dialogues in pairs. If students are not used to working in pairs, you could demonstrate with a confident student first. With **weaker classes**, you could do the activity with the whole class first, with half the class playing the role of each speaker and saying each line in the dialogue as a chorus. Students can then practise in pairs.

Exercise 3

Put students into pairs and ask them to change the blue words in the dialogues. Explain that they can use names of their own friends and teachers, or they can invent names. Elicit a few examples first. Students then practise the dialogues again in their pairs.

ANSWERS

Students' own answers.

Everyday phrases

Exercise 4 1.03

Read through the phrases with the class and explain the meanings. Play the audio once for students to listen to the phrases.

Everyday phrases

4 1.03 Listen and repeat the everyday phrases. Then practise the phrases with your partner.

1 Excuse me.

6 What's this in English?

2 Please ...

7 Can you repeat that?

3 Thank you.

8 Can you spell that?

4 You're welcome.

9 What does this mean?

5 I don't understand.

10 Can I go to the toilet?

Instructions

5 1.04 Match instructions 1–8 with pictures A–H. Then listen and check.

1 Stand up.

2 Sit down.

3 Open your book.

4 Close your book.

5 Read the text.

6 Write sentences.

7 Listen and repeat.

8 Talk with a partner.



6 USE IT! Work in pairs. Play a game. Act out and guess the instructions in exercise 5.

Play the audio again, pausing after each phrase for students to repeat chorally and individually. Put students into pairs to practise saying the phrases. Encourage them to practise several times until they can say the phrases easily.

Instructions

Exercise 5 1.04 page 120

Students work in pairs to match the instructions with the pictures. If students are not able to do this, use the pictures to teach the instructions. Play the audio for students to listen and check.

ANSWERS

A 6 B 3 C 7 D 1 E 5 F 8

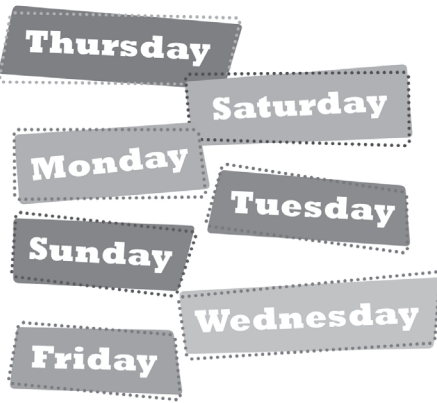
G 2 H 4

Exercise 6 USE IT!

Put students into pairs. They take turns to act out one of the instructions in exercise 5. Their partner guesses the instructions. To make this more challenging, you could write the instructions on the board and ask students to close their books.

Days and months

7 1.05 Write the days of the week in the correct order. Listen and check. Then listen again and repeat.



- 1 Monday
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

8 1.06 Listen. Say the next day.

- 1 Thursday.

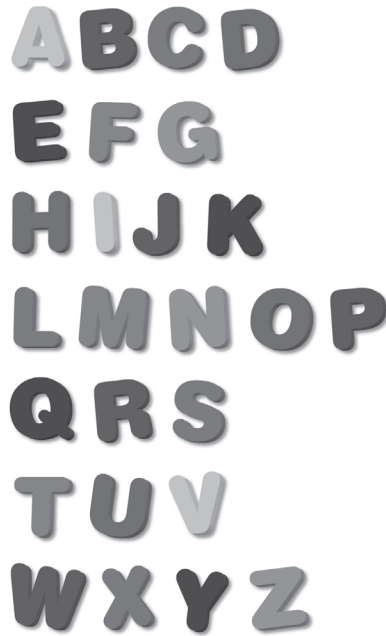
9 1.07 Complete the calendar with the months in the box. Then listen and repeat.

April August December
February June October

January	February	March
1 _____	May	2 _____
July	3 _____	September
4 _____	November	5 _____

The alphabet

10 1.08 Listen and repeat the letters.



11 USE IT! Work in pairs. Play a game. Ask your partner to spell the days and months.

Can you spell 'Friday'?

Yes. F-R-I-D-A-Y.

Can you spell 'July'?

Yes. J-U-L-Y.

Exercise 11 USE IT!

Read out the example questions and answers. Allow students time individually to choose three or four words to ask their partner to spell. Students then work in pairs and take turns to ask their partner to spell words. To make this more of a challenge, students could do it with books closed.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

For more practice of the alphabet, students could choose three words to spell. In pairs, they take turns to spell their words to their partner. Their partner listens and writes the words. They can check with their partner to see if they have written the words correctly.

More practice

Workbook page 5

Starter unit 5

Days and months

Exercise 7 1.05 page 120

Students write the days of the week in the correct order. They could work in pairs to do this and could use their dictionaries to help. With **stronger classes**, you could do the activity as a race. Play the audio once for students to listen and check their answers. Play the audio again, pausing for students to repeat.

ANSWERS

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

Exercise 8 1.06 page 120

Play the audio and pause after each day for students to say the next one.

ANSWERS

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

Exercise 9 1.07 page 120

Students complete the calendar with the correct months. They could work in pairs for this and could use their dictionaries to help. Play the audio once for students to listen and check their answers. Play the audio again, pausing for students to repeat.

ANSWERS

1 April 2 June 3 August 4 October
5 December

The alphabet

Exercise 10 1.08

Play the audio once for students to listen. Play the audio again, pausing after each letter for students to repeat.

Vocabulary • In the classroom

Aim

Introduce people and talk about classroom objects.

THINK!

Read out the question, then count around the class to find out the answer. Count again and encourage students to join in and count with you. Tell them not to worry at this stage if they can't remember all the numbers, as they will learn them in a separate lesson.

Exercise 1 1.09 page 120

Students read the dialogue and complete it with the correct key phrases. They could work in pairs for this. Encourage them to try to guess the meaning of the key phrases and look for clues in the text to help them decide where each phrase goes. With **weaker classes**, read through the key phrases with the class first and teach the meanings. Play the audio for students to listen and check their answers. Check answers with the class and make sure that students understand the dialogue.

ANSWERS

- 1 This is my friend 2 How are you?
3 I'm fine, thanks 4 See you later
5 Bye

Exercise 2

Students read the dialogue again, then complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 Italy 2 school

Exercise 3 1.09

Play the audio for students to listen to the dialogue again. Ask them to focus on the pronunciation and intonation. Students work in groups of three to change the blue names in the dialogue and practise it. Explain that they can use their own names or the names of their friends, or use their imagination. Ask one or two pairs to perform the dialogue for the class.

ANSWERS

Students' own answers.

Exercise 4 1.10

Students work in pairs to match the words with the classroom objects. They can use their dictionaries to help. Play the audio for students to listen and check their answers. Play the audio again, pausing for students to repeat.

ANSWERS

- B 8 book C 12 chair D 6 desk
E 11 notebook F 7 poster

VOCABULARY • In the classroom

I can introduce people and talk about classroom objects.

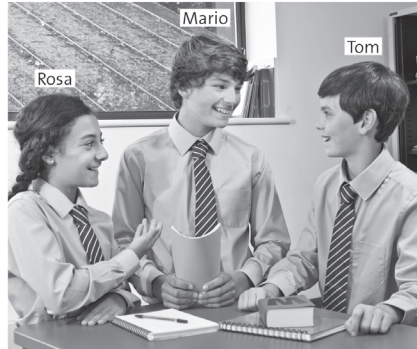
THINK! How many people are in your class?

- 1 1.09 Complete the dialogue with the key phrases. Then listen and check.

KEY PHRASES

Meeting people

See you later. I'm fine, thanks.
Bye! This is my friend ...
Hello How are you?



Rosa Hello, Tom.
Tom Hi, Rosa.
Rosa 1 Mario. He's from Italy.
Tom Hi, Mario. 2 ?
Mario 3 And you?
Tom Good, thanks.
Rosa Oh! It's time for class.
Tom OK. 4
Rosa Bye!
Mario 5, Tom!

- 2 Read the dialogue again. Complete the sentences with the words in the box.

friends Italy school

Rosa and Tom are friends.

- 1 Mario is from
2 The students are at

- 3 1.09 Work in groups of three. Listen again. Then practise the dialogue. Change the names in blue.

6 Starter unit

- G 1 pen H 10 pencil I 5 pencil case
J 2 rubber K 9 ruler L 4 bin

Exercise 5 1.11

Play the audio for students to listen to the dialogue. Make sure they understand everything. Students then practise the dialogue in pairs.

Exercise 6

Hold up a different object from exercise 4 and ask: *What's this in English?* Elicit the answer, then continue the dialogue with the students who answered. Students work in pairs to change the blue word in the dialogue in exercise 5 and practise again. Encourage them to hold up each object as they ask about it to make the dialogue realistic. With **stronger classes**, encourage students to practise without looking at the dialogue on the page as they become more confident.

ANSWERS

Students' own answers.

- 4 1.10 Match classroom objects 1–12 with pictures A–L. Then listen and repeat.

- | | | |
|----------|---------------|-------------|
| 1 pen | 5 pencil case | 9 ruler |
| 2 rubber | 6 desk | 10 pencil |
| 3 bag | 7 poster | 11 notebook |
| 4 bin | 8 book | 12 chair |



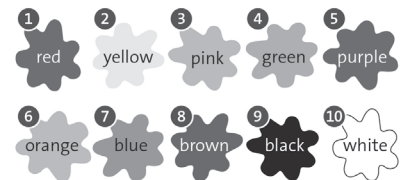
- 5 1.11 Listen. Then practise the dialogue.

Rosa What's this in English?
Tom It's a pencil.
Rosa Oh, yes. Thank you.
Tom You're welcome.



- 6 Change the word in blue and practise the dialogue again. Use other objects in exercise 4.

- 7 1.12 Listen and repeat the colours.



- 8 USE IT! Work in pairs. Play a game. Say a colour. Your partner guesses the correct object. Use the classroom objects in exercise 4.



Exercise 7 1.12

Play the audio for students to listen to the colours. Play the audio again, pausing for students to repeat.

Exercise 8 USE IT!

Students work in pairs. They take turns to say a colour of an object in the classroom. Their partner must name the correct object.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into teams and ask them to close their books. Hold up or point to classroom objects in turn. Teams race to name the object and say the correct colour. They get a point for a correct answer, but they lose a point if they make a mistake. See which team has the most points at the end.

More practice

Workbook page 6

S

LANGUAGE FOCUS • be: singular affirmative

I can talk about people and classroom objects.

- 1 Study the table. Then complete the sentences with the short forms of *be*.

Singular affirmative	
Long form	Short form
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's



I'm a student.



1 You _____ a student.



2 He / She _____ a student.



3 It _____ an alien!

- 2 Choose the correct words.

The student *are / am / (is)* at school.

- 1 Mario *are / is / am* Rosa's friend.
- 2 I 's / 'm / 're in English class now.
- 3 This *am / is / are* my pencil case.
- 4 Mr Ross *are / am / is* a teacher.
- 5 You 's / 're / 'm welcome!

- 3 Complete the sentences with the words in the box.

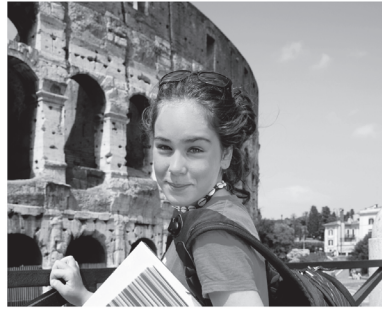
I'm is is It's What's You

It's a pencil case.

- 1 '_____ your name?'
- 2 Kathy _____ in this class.
- 3 'Hello, John. _____ 're in class 4C.'
- 4 Joe _____ from London.
- 5 'Hello. _____ your English teacher.'

- 4 Follow the lines. Match 1–6 with a–f. Then write sentences with the correct forms of *be*.

She's from Italy.



1 She _____ a _____

2 You _____ _____

3 I _____ _____

4 The bag _____ _____

5 He _____ _____

6 It _____ _____

a green

b a ruler

c from Italy

d a nice boy

e at school

f my friend

- 5 USE IT! Work in pairs. Make sentences about the people and objects on page 6.

Mario is from Italy.

The ruler is yellow.

Starter unit 7

Exercise 4

Read out the example sentence and show students how the lines join these words. Students then follow the lines to match the words and write sentences. With **weaker classes**, remind students to think carefully about which form of *be* to use and to look back at the table in exercise 1 to help them. Check answers with the class.

ANSWERS

- 2 f You're my friend.
- 3 e I'm at school.
- 4 a The bag is green.
- 5 d He's a nice boy.
- 6 b It's a ruler.

Exercise 5 USE IT!

Students work in pairs and make sentences about the people and objects on page 6. Ask some students to read their sentences to the class. You could ask some students to read out their sentences, leaving out the verb *be*. Ask other students to give the correct form of *be* to complete each sentence.

ANSWERS

Students' own answers.

More practice

Workbook page 7

Language focus • be: singular affirmative

Aim

Talk about people and classroom objects.

Warm-up

Write these sentences on the board:
I _____ fine. This _____ my friend, Rosa. Elicit the missing words (*am, is*). With **weaker classes**, refer students back to the key phrases on page 6 to find the missing words. Explain that the missing words are both forms of the verb *be*.

Exercise 1

Read through the table with the class. Students then look at the pictures and complete the sentences with the correct forms of *be*. Check answers with the class.

ANSWERS

- 1 're 2 's 3 's

Language note

The verb *be* is irregular and not like any other verb in English. Students need to learn all the different forms. The contracted forms (*'m, 're, 's*) are much more common than the full forms, especially in spoken English.

Exercise 2

Students read the sentences and choose the correct words, then compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 is 2 'm 3 is 4 is 5 're

Exercise 3

Students complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 What's 2 is 3 You 4 is 5 I'm

Vocabulary • Countries and nationalities

Aim

Talk about where people are from.

THINK!

Read out the question and elicit answers from one or two individual students. They can answer giving the name of their town, village or country. Teach the words *town*, *city* and *country*. Ask: *Where's Mario from?* Refer students back to page 6, and they can race to find the answer (Italy). Elicit that *Italy* is a country. As a class, brainstorm other country names that students know in English.

Exercise 1 1.13 page 120

Read through the countries in the box and teach the meanings. Play the audio. Students listen and read, and match the people with some of the countries. Check answers with the class and model pronunciation of the countries.

ANSWERS

- 2 the UK 3 Morocco 4 Turkey
5 Brazil 6 the Czech Republic
7 Japan 8 the USA

Exercise 2

Check that students understand the word *city*. Read out the example, then say another sentence about one of the people in exercise 1, e.g. *She's from Canberra*. Elicit the answer (Jen). Allow students time to write their sentences individually. They then work in pairs to read their sentences to each other and guess the correct names.

ANSWERS

Students' own answers.

Exercise 3 1.14 page 120

Read out the examples in the table and teach the word *nationality*. Students copy the table and complete it with the countries and nationalities. Play the audio for students to check answers. With **weaker classes**, ask students to write the countries from exercise 1 into their table first, then add the nationalities from the box to match each country. Check answers with the class.

ANSWERS

Argentina – Argentinian, Australia – Australian, Brazil – Brazilian, the UK – British, the Czech Republic – Czech, Japan – Japanese, Morocco – Moroccan, Russia – Russian, Turkey – Turkish

Exercise 4 1.15 page 120

Allow students time to read the gapped sentences, then play the audio. Students listen and complete the sentences with

VOCABULARY • Countries and nationalities

I can talk about where people are from.

THINK! Where are you from?

1 1.13 Look at the people in the photos. Listen and read. Match the people with some of the countries in the box. There are two extra countries.

Argentina Australia Brazil
the Czech Republic Japan Morocco
Russia the UK the USA Turkey

- 1 Jen Australia 5 Paulo and Lina
2 Jeff 6 Lucie and Pavel
3 Omar 7 Aiko and Haru
4 Eren 8 Emily

2 Work in pairs. Make sentences about the people and places in exercise 1 with the phrases in the box. Your partner says the correct names.

He's from She's from
They're from It's a city in

They're from Brasília.
It's a city in Brazil. Paulo and Lina.

3 1.14 Copy and complete the table with the nationalities in the box and the countries in exercise 1. Then listen and check.

American Argentinian Australian
Brazilian British Czech Japanese
Moroccan Russian Turkish

Country	Nationality
the USA	American

4 1.15 Listen and complete the sentences with countries and nationalities from exercise 3.

- Marco is from Brazil. He's Brazilian.
1 Mía is She's from
2 Sally is from She's
3 Mikhail is from He's
4 Yasmin is She's from
5 Jack is He's from

5 USE IT! Write sentences about the nationalities of famous people you know.

Keira Knightley is from the UK.
She's British.



Finished?

Think of more countries and nationalities. Check in your dictionary.
Hungary / Hungarian

8 Starter unit

the correct countries and nationalities. Check answers with the class.

ANSWERS

- 1 Argentinian, Argentina
2 Australia, Australian
3 Russia, Russian
4 Moroccan, Morocco
5 American, the USA

Optional activity: Vocabulary

Students individually write three sentences using country or city names, e.g. *He's from London. She's from Japan.* They then work in pairs. They take turns to read their sentences to each other. Their partner must respond using the correct nationality: *He's British. She's Japanese.* With **stronger classes**, students could do this with books closed. With **weaker classes**, students could do it with books open.

Exercise 5 USE IT!

Put students into pairs to write sentences about famous people they know. Ask some pairs to read their sentences to the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can make a list of countries and nationalities, then compare with another fast finisher. Alternatively, ask them to read the countries and nationalities they have found to the class and explain the meanings. Other students can add them to the table they made in exercise 3.

More practice

Workbook page 8

S

LANGUAGE FOCUS • be: singular and plural

I can talk about where people are from.

1 Look at the pictures and study the sentences. Then complete the table with the short forms of *be*.



1 We're from London.



2 You're British.



3 They're American.

Singular	Plural
I am = I'm	We are = We ¹
You are = You're	You are = You ²
He / She / It is = He's / She's / It's	They are = They ³

2 Match 1–6 with a–f to make sentences.

- | | |
|--------------|------------------------------|
| 1 I | a is a teacher. |
| 2 Japan | b is twelve. |
| 3 We | c 're my friends. |
| 4 Mrs Miller | d is an interesting country. |
| 5 They | e 'm at school now. |
| 6 Marco | f 're students. |

I'm at school now.

3 Complete the sentences with the correct forms of *be*.

- Istanbul is a big city.
 1 Sarah _____ from Manchester.
 2 My family and I _____ from a big city.
 3 The books _____ blue.
 4 Paulo _____ from Rio de Janeiro.
 5 You and your friends _____ students.
 6 I _____ in the classroom now.

4 Rewrite the sentences in exercise 3. Use the subjects in the box and short forms of *be*.

He I It She They We You
 It's a big city.

5 **1.16** Read and listen to the dialogue. Then complete the key phrases.



Emma Hello. What's your name?
 Jack I'm Jack. And you?
 Emma My name's Emma. Where are you from?
 Jack I'm from Manchester, in England.
 Emma And how old are you?
 Jack I'm eleven.

KEY PHRASES

Asking for personal information

- 1 What's your _____ ?
 2 _____ are you from?
 3 How _____ are you?

6 **USE IT!** Practise the dialogue in exercise 5. Then change the words in blue and practise again.

David Toronto, Canada ten years old
 Kim Sydney, Australia twelve years old
 Hello. What's your name?
 I'm David. And you?

Starter unit 9

Exercise 3

Students complete the sentences with the correct forms of *be*. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 is 2 are 3 are 4 is 5 are 6 am

Exercise 4

Students rewrite the sentences in exercise 3 using the subjects in the box and the short forms of *be*. With **weaker classes**, read out each subject in the sentences in exercise 3, e.g. *Sarah, My family and I*, etc. Elicit which subject in the box matches each one. Students can then write the sentences. With **stronger classes** or fast finishers, students could rewrite some of the sentences in exercise 2 using pronouns and short forms. Check answers with the class.

ANSWERS

- 1 She's from Manchester.
 2 We're from a big city.
 3 They're blue.
 4 He's from Rio de Janeiro.
 5 You're students.
 6 I'm in the classroom now.

Exercise 5 **1.16**

Play the audio. Students read and listen to the dialogue. Check they understand everything. Read through the key phrases with the class and elicit the correct words to complete them. With **weaker classes**, play the audio again. Pause after each of the key phrases and get students to repeat.

ANSWERS

- 1 name 2 Where 3 old

Exercise 6 USE IT!

Play the audio from exercise 5 again for students to listen. Tell them to listen carefully to the pronunciation and intonation. You could pause after each line of the dialogue for students to repeat. Put students into pairs to practise the dialogue. Students then change the blue words and practise again. With **stronger classes** or fast finishers, students could change the dialogue again with their own ideas and practise again.

ANSWERS

Students' own answers.

More practice

Workbook page 9

Practice Kit Grammar 1

Language focus • be: singular and plural

Aim

Talk about where people are from.

Warm-up

Write on the board: I _____ from Washington, D.C. Jeff _____ from London. We _____ from Tokyo. Elicit the missing forms of *be*. If necessary, students could look back at page 7 to check (*'m, is, 're*). Elicit that we use *am / 'm* with *I*, and we use *is / 's* with *he / she / it*. Ask: *What about 'are*? Elicit some ideas, but don't confirm them.

Exercise 1

Ask students to look at the pictures and study the sentences. They then complete the table with the correct short forms. With **weaker classes**, read the sentences with the class, then read through the table and elicit the correct short forms.

ANSWERS

- 1 're 2 're 3 're

Language note

We usually use the short form with pronouns: *we're, they're, you're*. We use the full form with names and nouns: *Paul and Jack are from London. My friends are from Madrid.* (NOT *Paul and Jack're from London. My friends're from Madrid.*)

Exercise 2

Read out the first sentence beginning and elicit which sentence ending matches it to make a correct sentence. Point out to students that they need to look carefully at the different forms of *be* and decide which one goes with each sentence beginning. Students match the sentence halves to make sentences. Check answers with the class.

ANSWERS

- 2 d 3 f 4 a 5 c 6 b

Vocabulary • Numbers

Aim

Recognize and use numbers.

THINK!

Read out the question and see who can count to twenty in English. If students can't count to twenty, ask: *Who can count to five? Who can count to ten?* See if, as a class, students can manage to count to ten or twenty.

Exercise 1

Play the audio once for students to read and listen to the numbers. Play the audio again, pausing after each number for students to repeat.

Optional activity: Vocabulary

Ask students to close their books. Start with a student at the front of the class who says the number *one*. Go around the class, with each student saying a number in turn. Other students can help if they get stuck. Continue with the activity, gradually speeding up. Make the final few rounds competitive, so students are out if they take too long or make a mistake. To make the activity more challenging, tell students that when you clap your hands, they should continue counting, but in reverse. Clap your hands again to change direction. Continue until only one or a small number of students are left in. They are the winners.

Exercise 2

Focus on the first sum and elicit the answer. Point out that we say *and* or *plus* for the symbol +. Play the audio. Students listen and write the numbers, then complete the sums.

Exercise 3

Play the audio for students to listen and check their answers to exercise 2.

ANSWERS

- 3 + 9 = 12
 a 5 + 11 = 16
 b 7 + 12 = 19
 c 9 + 8 = 17
 d 4 + 14 = 18
 e 2 + 13 = 15
 f 8 + 12 = 20

Exercise 4

Read out the example, then say another number, e.g. *fourteen*. Elicit one or two sums for this number. Students then work in pairs. They take turns to say a number between one and twenty. Their partner must say a sum for that number. Monitor while students are working and correct



VOCABULARY • Numbers

I can recognize and use numbers.

THINK! Can you count to twenty in English?

1 Listen and repeat the numbers.

- | | |
|---------|--------------|
| 1 one | 11 eleven |
| 2 two | 12 twelve |
| 3 three | 13 thirteen |
| 4 four | 14 fourteen |
| 5 five | 15 fifteen |
| 6 six | 16 sixteen |
| 7 seven | 17 seventeen |
| 8 eight | 18 eighteen |
| 9 nine | 19 nineteen |
| 10 ten | 20 twenty |

2 Listen and write the numbers. Then complete the sums.

3 + 9 = 12

- a + =
 b + =
 c + =
 d + =
 e + =
 f + =

3 Listen and check.

4 Work in pairs. Play a game. Choose a number. Then make a sum.

twenty

Eight and twelve is twenty.

10 Starter unit

any mistakes with pronunciation in a feedback session at the end.

ANSWERS

Students' own answers.

Exercise 5

With the class, count up to 100 in tens and write the words *twenty*, *thirty*, *forty*, etc. on the board. Students work in pairs and match the numbers in the box with the words. Check answers with the class, then play the audio, pausing after each number for students to repeat.

ANSWERS

- a 38 b 25 c 93 d 110 e 72 f 49
 g 87 h 51

Exercise 6

Students work in pairs and do the quiz. With **stronger classes**, you could do this as a race to make it fun. Play the audio for students to listen and check. Check answers with the class.

5 Match the numbers in the box with the words. Then listen and repeat.

- 25 38 49 51 64 72 87 93 110

sixty-four 64

- a thirty-eight
 b twenty-five
 c ninety-three
 d one hundred and ten
 e seventy-two
 f forty-nine
 g eighty-seven
 h fifty-one

6 Work in pairs. Do the quiz. Then listen and check.

- fifty-two seven sixty sixty
 thirty thirty-one twenty-four

TIME QUIZ

- There are sixty seconds in a minute.
- There are minutes in an hour.
- There are hours in a day.
- There are days in a week.
- There are days in January.
- There are days in June.
- There are weeks in a year.

7 USE IT! Play Bingo. Choose five numbers. Then listen to your teacher's instructions.

BINGO

11	47	13	72	53
93	88	25	99	86
77	15	16	31	18
69	22	67	44	27
33	58	36	12	66

ANSWERS

- 2 sixty 3 twenty-four 4 seven
 5 thirty-one 6 thirty 7 fifty-two

Exercise 7 USE IT!

Ask students to choose five numbers on the bingo card. Tell students you will say numbers from the card in a random order. They must listen for their numbers and cross them off when you have said them. When all their numbers have been crossed off, they shout *Bingo!* Read out numbers from the card in a random order, noting down the numbers as you read them. When a student shouts *Bingo!* check their numbers against the ones you have read out. If the numbers are correct, they are the winner. You could repeat the game for extra practice.

More practice

Workbook page 10

S

LANGUAGE FOCUS • there is / there are
I can talk about what's in our classroom.



1 Look at the picture. Complete the sentences with the words in the box. Then study the rules.

book boys girl teacher

- There's a **teacher**. Her name is Mrs Carter.
 1 There are two They are friends.
 2 There's one Her name is Daisy.
 3 There's an orange on Mrs Carter's desk.

RULES

We use **There's + a / an** for one person or thing.
 We use **There are** for two or more people or things.
 We use numbers when we count things.

2 Look at the picture of the classroom again. Write sentences with 's or are.

- | | |
|--------------|---------------------|
| boys | There are two boys. |
| 1 desks | There |
| 2 yellow bag | There |
| 3 students | There |
| 4 chairs | There |
| 5 red book | There |
| 6 teacher | There |
| 7 blue bin | There |
| 8 posters | There |

3 **1.22** Listen to Tim talking about his class. Write true or false.

- There's one teacher.
- There are twenty-three students.
- There are twelve girls in the class.
- There are twenty-three desks and chairs.
- There's one poster.



4 **USE IT!** Work in pairs. Say sentences about your own classroom. Use **There's** and **There are**. Your partner says if the sentences are true or false.

There are twenty desks.

False!

Finished?

What's in your bag? Make a list. Then tell your partner.
 There are two books in my bag.

Starter unit 11

Language focus • there is / there are

Aim

Talk about what's in your classroom.

Warm-up

Tell students you are going to test them on classroom vocabulary. Refer them back to exercise 4 on page 6 and give them one minute to look at the vocabulary. Ask them to close their books and divide them into teams. Hold up or point to an object from page 6 for each team in turn. If they say the correct word, they get a point. If not, another team can answer. Continue until you have used all the vocabulary. See which team has the most points.

Exercise 1

Ask students to look at the picture. Use the picture to teach *boy*, *girl* and *notebook*. Students complete the sentences with the correct words. Check answers.

Point out the position of the adjective before the noun: *an orange notebook* (NOT *a notebook orange*). Read through the rules with the class and make sure students understand everything.

ANSWERS

- 1 boys 2 girl 3 book

Language note

We use *there's* for one person or thing: *There's a chair*. We use *there are* + a number for more than one thing: *There are two chairs*. (NOT *There's two chairs*.)

Exercise 2

Read out the example, then read out the next word *desks*. Elicit the correct sentence. Students write sentences with *there's* and *there are*. With **stronger classes** or **fast finishers**, students could write one or two more sentences about the picture using *there's / there are*. Check answers with the class.

ANSWERS

- are seven desks
- 's a yellow bag
- are three students
- are six chairs
- 's a red book
- 's a teacher
- 's a blue bin
- are three posters

Exercise 3 **1.22** page 121

Allow students time to read through the sentences. Explain that they will listen to someone talking about their class, and some of the sentences are true and some are false. Play the audio. Students listen and write *true* or *false*. Allow students time to compare their answers in pairs, then play the audio again for students to check and complete their answers. Check answers with the class.

ANSWERS

- 1 true 2 false 3 true 4 false
 5 true

Exercise 4 USE IT!

Read out the example, then say a true sentence about the students' classroom. Elicit that it is true. Students work in pairs. They take turns to say true or false sentences about their own classroom using *there's / there are*. Their partner decides if the sentences are true or false. Ask some students to say some of their true sentences to the class.

ANSWERS

Students' own answers.

Optional activity: Language

In pairs, students write five true or false sentences about the picture in exercise 1 using *there's / there are*. Ask students to close their books and put pairs together into groups of four. Pairs take turns to read their sentences to each other. The other pair decides from memory if the sentences are true or false. Find out which students have a good memory!

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can make their lists individually and compare with another fast finisher. Alternatively, ask them to read their lists to the class.

More practice

Workbook page 11

Unit summary

Vocabulary

Adjectives: *bad, boring, cheap, difficult, easy, expensive, good, interesting, new, old*

After school: *art, athletics, basketball, chess, drama, football, gymnastics, music, science, swimming*

Language focus

be: affirmative and negative

Possessive adjectives

be: *yes / no* questions and short answers

Question words

Speaking

I can ask and answer questions about personal information.

Writing

I can write an email about myself.

Vocabulary • Adjectives

Aim

Describe people, places and things.

THINK!

Point to the photos and read out the question. Elicit words for the things in the photos with the class. If students are struggling to remember the words, help them by asking questions, e.g. *Can you see a car? Can you see a phone? Elicit answers, e.g. Yes, I can see a car in photo C.*

ANSWERS

Students' own answers.

Exercise 1

Read out the instruction and explain *secret sentence*. Point out the red letters on the photos and the secret sentence on page 12. Play the audio for students to listen and match the clues with the photos and write the secret sentence letters. Check answers and use the photos to teach the meaning of the adjectives. With **weaker classes**, do this matching activity with the whole class, playing the audio for each clue, then eliciting the answer and teaching the meaning of the adjective.

ANSWERS

1 D, M 2 G, F 3 J, V 4 E, U 5 F, I 6 I, E 7 B, A 8 C, T 9 A, R 10 H, A

Exercise 2

Students use the secret letters in exercise 1 to complete the secret sentence. With **stronger classes**, students could do

1 I'm into that!

VOCABULARY • Adjectives
I can describe people, places and things.

- ✦ Extra listening and speaking p72
- ✦ Project p78
- ✦ Curriculum Extra p84
- ✦ Culture p90

THINK! Look at the photos. What can you see?

- 1.23 Read and listen to the clues in the *Secret sentence!* puzzle. Match clues 1–10 with photos A–J to find the secret sentence letters.
- 2 Complete the secret sentence with the secret letters from exercise 1. Then finish the sentence so that it is true for you.
- 1.24 Match 1–5 with opposite adjectives a–e. Then listen and repeat.

1 cheap	a bad
2 new	b easy
3 boring	c expensive
4 good	d old
5 difficult	e interesting
- 4 Ask and answer to test your partner.

What's the opposite of 'interesting'?

'Boring'.

SECRET SENTENCE!

CLUES

PHOTO

SECRET LETTER

	D	M
1 an old phone	<input type="checkbox"/>	<input type="checkbox"/>
2 a good actor	<input type="checkbox"/>	<input type="checkbox"/>
3 an interesting book	<input type="checkbox"/>	<input type="checkbox"/>
4 a cheap watch	<input type="checkbox"/>	<input type="checkbox"/>
5 an easy question	<input type="checkbox"/>	<input type="checkbox"/>
6 a bad singer	<input type="checkbox"/>	<input type="checkbox"/>
7 a new guitar	<input type="checkbox"/>	<input type="checkbox"/>
8 an expensive car	<input type="checkbox"/>	<input type="checkbox"/>
9 a difficult sport	<input type="checkbox"/>	<input type="checkbox"/>
10 a boring film	<input type="checkbox"/>	<input type="checkbox"/>

12 I'm into that!

SECRET SENTENCE!

'M y 2 a 3 0 4 r 5 t 6
7 0 8 0 9 s 10 r e ...

this as a race. Check the answer with the class, then read out the sentence with the names of two actors you like as an example. Students complete the sentence with the names of their favourite actors. They can compare their answers in pairs. Ask some students to read their completed secret sentence to the class. Ask: *Who else likes (Johnny Depp)? See which actors are the most popular in the class.*

ANSWERS

Secret sentence: My favourite actors are ...
Students' own answers.

Exercise 3

1.24 page 121
Students match the adjectives with the opposites a–e. With **weaker classes**, refer students back to the photos and the clues in the puzzle, to remind them of the meaning of the opposite adjectives. They could work in pairs for this. Play the audio for students to listen and check their answers. Check that students understand all the adjectives, then play the audio

again, pausing for students to repeat the adjectives.

ANSWERS

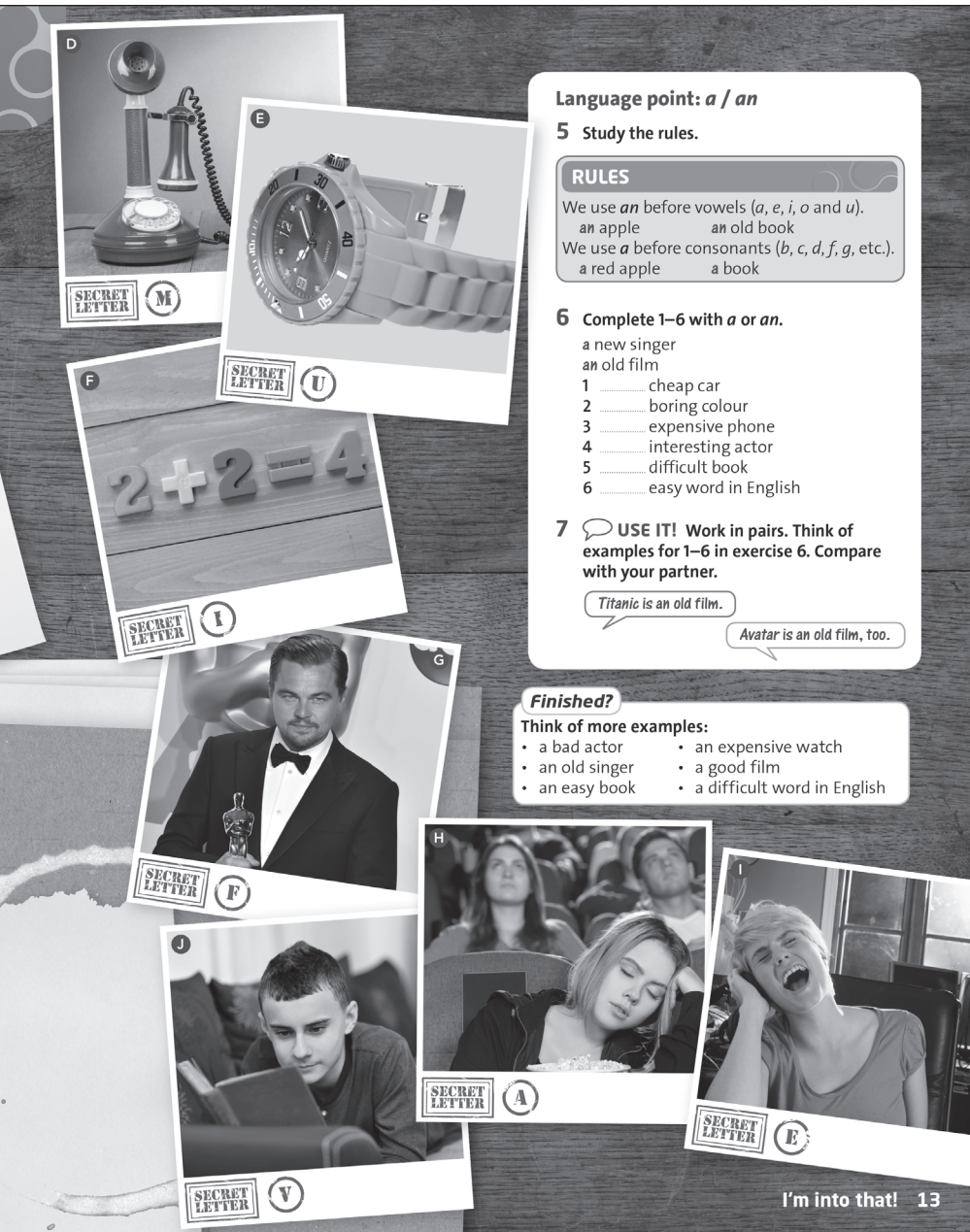
1 c 2 d 3 e 4 a 5 b

Exercise 4

Read out the example question and answer and make sure students understand the question. With **weaker classes**, drill pronunciation of the question. Ask another question, e.g. *What's the opposite of 'good'?* Elicit the answer (bad). Allow students time to prepare four questions to test their partner, then put them into pairs to ask and answer their questions. With **stronger classes**, students could do this with books closed, as a game. See who answered all their partner's questions correctly.

ANSWERS

Students' own answers.



Language point: a / an

5 Study the rules.

RULES

We use **an** before vowels (*a, e, i, o* and *u*).
 an apple an old book
 We use **a** before consonants (*b, c, d, f, g*, etc.).
 a red apple a book

6 Complete 1–6 with a or an.

- a new singer
 an old film
 1 _____ cheap car
 2 _____ boring colour
 3 _____ expensive phone
 4 _____ interesting actor
 5 _____ difficult book
 6 _____ easy word in English

7 USE IT! Work in pairs. Think of examples for 1–6 in exercise 6. Compare with your partner.

Titanic is an old film.

Avatar is an old film, too.

Finished?

Think of more examples:

- a bad actor
- an expensive watch
- an old singer
- a good film
- an easy book
- a difficult word in English

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their ideas individually and compare with another fast finisher. Alternatively, ask them to read their ideas, but not the phrases, to the class, e.g. *Daniel Radcliffe, iPhone*. Other students listen and guess the phrases, e.g. *a good actor, an expensive phone*.

More practice

Workbook page 12

Assessment

Five-minute test, Teacher's Resource Disk

Optional activity: Vocabulary

Ask students to cover the top half of page 12. In pairs, they write the opposites of the phrases in the secret sentence puzzle, e.g. *a new phone, a bad actor*. Do this as a race. The first pair to bring a correct list to you is the winner.

Language point: a / an

Exercise 5

Read through the rules with the class and make sure students understand that the choice of *a / an* depends on the first sound that follows it, whether that is a noun or an adjective.

Language note

We use *a* before any consonant: *a phone, a sport, a new book, a black car*.
 We use *an* before any vowel sound: *an apple, an easy question, an expensive car, an orange phone* (NOT *a apple, a orange phone*.)

Exercise 6

Elicit the first answer as an example. Students complete the phrases with *a* or *an*. Check answers with the class.

ANSWERS

- 1 a 2 a 3 an 4 an 5 a 6 an

Optional activity: Language point

Ask students to write two more phrases using *a* and two more using *an*. Students can compare their phrases in pairs. Elicit some phrases from individual students.

Exercise 7 USE IT!

Read out the examples, then read out the first item in exercise 6 (*a cheap car*). Elicit some examples of cheap cars, encouraging students to use complete sentences, e.g. *A Mini is a cheap car*. Students work individually to think of ideas for the phrases in exercise 6. They then compare their ideas in pairs. Elicit some ideas from individual students.

Reading • Favourite things

Aim

Predict the content of a text from photos.

THINK!

Read the question with the class and teach the meaning of *interests*.

As a class, brainstorm some possible interests and write them on the board, e.g. *football, films, music*. Ask individual students the question and elicit a range of answers. Encourage them to answer using a full sentence, e.g. *My interests are music and sport*.

ANSWERS

Students' own answers.

Exercise 1

Read out the title *What are you into?* and explain that if you are into something, it is one of your interests. Point to the names in the text, then focus on the photos and ask: *What are Eric, Katy, Mike and Lily into?* Elicit a few possible answers, and explain to students, in their own language, that it is a good idea to look at the photos and predict what a text is about before you read it, because it can help you understand the text better.

ANSWERS

Students' own answers.

Exercise 2

Focus on the text again and explain the meaning of *message* and *online forum*. Read out the task and make sure students understand that they must match each message with a photo. Students read the messages and complete the matching task. With **weaker classes**, read the first message with the class and elicit which photo it matches. Students can then complete the rest of the task on their own. Check answers with the class.

ANSWERS

1 B 2 D 3 A 4 C

Exercise 3 1.25

Read out the first sentence and ask: *Is this true or false? Is Eric into computer games? Is he into football?* Elicit the answer (true). Students read the messages again and decide if the remaining sentences are true or false. Check answers with the class.

ANSWERS

1 true 2 true 3 true 4 false
5 false

1 READING • Favourite things

I can predict the content of a text from photos.

THINK! What are your interests?

Navigation icons: back, forward, search, home, refresh, print, share


Username


Password

Log in


WHAT ARE YOU INTO?

Tell us about your favourite people and things.

1 B  Hello there! I'm into computer games. My favourite is *Minecraft*. It isn't easy, but it's a lot of fun! I'm also into football. My favourite team are Manchester United. They're excellent!

2  Hi Eric! I'm not into computer games or football. I'm into pop music. My favourite pop singer is Ariana Grande. She's from Florida, in the USA. Her songs are amazing!


3  You're right, Katy. Ariana is good, but she isn't my favourite singer. I'm into Bruno Mars. His music is cool! I'm also into the *Star Wars* films. My favourite is *The Force Awakens*.

4  I'm into films and my favourite actor is Jennifer Lawrence. She's fantastic! I'm also into pop music. My favourite band are Years & Years. They're from London and their music is excellent.




1 Look at the photos. What are the people's interests?

2 Read the messages in the online forum. Match people 1–4 with photos A–D.

3  1.25 Read and listen to the messages again. Write *true* or *false*.

- Eric is into computer games and football.
- Minecraft* is a difficult game for Eric.
- Katy and Mike are into music.
- Mike's favourite singer is Ariana Grande.
- Lily's favourite band are from Florida.

4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 16 in the Workbook.

5  **USE IT!** Work in pairs. What are you into? Are you into the same things as Eric, Katy, Mike and Lily?

I'm into football, too. My favourite team are Chelsea. They're amazing!

14 I'm into that!

Optional activity: Reading

Read out these clues. Students look at the text quickly to find the answers.

- She's from Florida.
- He's Mike's favourite singer.
- They're from London.
- They're Eric's favourite team.

Check answers with the class.

ANSWERS

- Ariana Grande
- Bruno Mars
- Years&Years
- Manchester United

Exercise 4 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers and check that students understand all the adjectives. Ask students to give you another example of a fun game, an excellent team, an amazing song, cool music and a fantastic singer.

Workbook page 16 exercise 6

Exercise 5 USE IT!

Read out the example and point out that it gives information about what the person is into and also uses one of the blue words from the text (*amazing*). Encourage students to do the same in their answers. Allow students time to prepare their ideas individually. They then work in pairs to tell their partner what they are into.

Ask some pairs which things they are both into.

ANSWERS

Students' own answers.

More practice

Workbook page 16

1 LANGUAGE FOCUS • be: affirmative and negative • Possessive adjectives

I can talk about people's interests.

be: affirmative and negative

1 Study the table. Then write the short forms.

Affirmative	
I'm	into computer games.
You're / We're / They're	excellent!
He's / She's / It's	amazing!
Negative	
I'm not	into computers.
You / We / They aren't	from London.
He / She / It isn't	my favourite.

is = 's 3 are = _____
 1 are not = _____ 4 am not = _____
 2 am = _____ 5 is not = _____

2 Choose the correct words.

- Computer games is / **are** fun.
 1 We 's / 're good at computer games.
 2 Eric and his friends are / is into football.
 3 I aren't / 'm not into pop music.
 4 The new *Star Wars* film is / **are** amazing!
 5 You isn't / aren't in Paul's class.
 6 Our teacher isn't / aren't from the UK.

3 Complete the sentences with the affirmative (✓) or negative (X) forms of *be*.



- Bruno Mars is a singer. ✓
Minecraft isn't a pop band. X
 1 Ariana Grande _____ from Florida. ✓
 2 I _____ a famous actor. X
 3 You _____ in the UK now. X
 4 Your friends _____ at school today. ✓
 5 I _____ a student. ✓
 6 We _____ eighteen years old. X

4 Write true sentences with affirmative and negative forms of *be*.



- 1 / from London. I'm not from London.
Minecraft / difficult. *Minecraft* is difficult.
 1 Football / a boring sport.
 2 My friends / into computer games.
 3 English / an easy language.
 4 Old films / interesting.
 5 One Direction / my favourite band.



Possessive adjectives

5 Complete the table with the words in the box.

her his its my our their your your

Subject pronoun	I	you	he	she	it	we	you	they
Possessive adjective	my							

6 Complete the sentences with the correct possessive adjectives.

- You're in my class. What's *your* name?
 1 I'm into music. _____ favourite band are Coldplay.
 2 Eric's into football. It's _____ favourite sport.
 3 They're British. _____ names are Katy and Lily.
 4 We're from the UK. _____ capital city is London.
 5 My brother and I are French, but _____ family name is English.

7 **USE IT!** Play a game. Write three sentences about a friend in the class using *be*. Read them to the class. The other students guess the person.

My friend is into ... Her favourite ... is / are ...
 She isn't into ... What's her name?

Finished?
 Write sentences about two other friends.

I'm into that! 15

Language focus • be: affirmative and negative • Possessive adjectives

Aim

Talk about people's interests.

Warm-up

Ask what students can remember about Eric, Katy, Mike and Lily. Ask: *What are they into? Who is into computer games? Is Eric into music?* Students look back at the text on page 14 to check. Write sentences with *be into* on the board, e.g. *Eric is into computer games*. Ask individual students: *Are you into computer games / music?* Elicit answers and write them on the board, e.g. *I'm into music*.

be: affirmative and negative

Exercise 1

Read through the table with the class and make sure students understand all the

sentences. Point out the example, and elicit one more example. Students then write the short forms.

ANSWERS

- 1 aren't 2 'm 3 're 4 'm not
 5 isn't

Language note

With nouns that refer to a group of people, e.g. *band* and *team*, it is possible to use either a singular or a plural verb in English: *This band is / are great*.

Exercise 2

Students choose the correct words to complete the sentences, then compare their answers in pairs. With **stronger classes** or fast finishers, students could look back at the text on page 14 and find more examples of forms of *be*.

ANSWERS

- 1 're 2 are 3 'm not 4 is 5 aren't
 6 isn't

Exercise 3

Students complete the sentences with the correct affirmative and negative forms of *be*. Check answers with the class.

ANSWERS

- 1 is 2 'm not 3 aren't 4 are 5 'm
 6 aren't

Exercise 4

Explain that students can write affirmative or negative sentences, depending on what is true for them. Read out the example sentences, and ask: *Minecraft is difficult – is that true?* Elicit the negative sentence: *Minecraft isn't difficult*. Students write sentences that are true for them. With **stronger classes**, students could write one or two more sentences with their own ideas.

ANSWERS

- 1 Football is / isn't a boring sport.
 2 My friends are / aren't into computer games.
 3 English is / isn't an easy language.
 4 Old films are / aren't interesting.
 5 One Direction are / aren't my favourite band.

Possessive adjectives

Exercise 5

Students complete the table with the possessive adjectives. With **weaker classes**, students could work in pairs.

ANSWERS

your, his, her, its, our, your, their

Language note

Its with no apostrophe is a possessive adjective (*He's from France. Its capital city is Paris.*) *It's* with an apostrophe is a short form of *it is*: *It's amazing*.

Exercise 6

Students complete the sentences with the correct possessive adjectives. Check answers.

ANSWERS

- 1 My 2 his 3 Their 4 Its 5 our

Exercise 7 USE IT!

Students write their sentences individually. Ask students in turn to read their sentences to the class. See if other students can guess the people.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. Other students can try to guess the people.

More practice

Workbook page 13

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • After school

Aim

Read questions before you listen.

THINK!

Read the question with the class, then put students into pairs and give them two minutes to name as many activities as they can. Elicit answers from students and see which pair named the most activities correctly.

ANSWERS

Students' own answers.

Exercise 1 1.26 page 121

Students match the activities with the photos. They can use their dictionaries to help. With **weaker classes**, do this as a class activity. Read out each activity in turn and ask: *Which photo?* Use the photos to teach the meaning of the words. Play the audio for students to listen and check their answers. Play the audio again, pausing for students to repeat.

ANSWERS

1 basketball 2 football 3 athletics
4 swimming 5 gymnastics 6 music
7 chess 8 science 9 drama 10 art

Exercise 2 1.27 page 121

Play the first part of the audio and point out the example answer. Play the rest of the audio. Students listen and write the activities. Check answers with the class.

ANSWERS

2 basketball 3 art 4 athletics
5 chess 6 music 7 football

Optional activity: Vocabulary

Mime one of the activities from exercise 1 and ask students to guess the activity. Ask individual students to choose an activity to mime and ask other students to guess the activities. You could do this as a game and give a point to the first student to guess each activity.

Exercise 3

Explain the meaning of *survey*. Allow students time to read the questions. Check they understand everything. Elicit a few possible answers. Students work on their own to complete the survey.

Exercise 4 1.28 page 121

Play the audio. Students listen and complete the survey with Dan's answers. Then they compare Dan's answers with their own answers. Play the audio again for them to check and complete their answers. Check answers with the class.

1 VOCABULARY AND LISTENING • After school

I can read questions before I listen.

THINK! Look at the photos. How many activities can you name?



1 1.26 Match the activities in the box with photos 1–10. Then listen and repeat.

art athletics basketball chess
drama football gymnastics music
science swimming

2 1.27 Listen and write the activities.
I gymnastics

3 Read and answer the questions in the *After-school activities survey*.

4 1.28 Listen to Dan's answers to the survey. Complete the information in the form. Compare your answers in exercise 3.

5 USE IT! Work in pairs. Ask and answer the questions in the *After-school activities survey*.

I'm in the music club.

I'm into swimming.

AFTER-SCHOOL ACTIVITIES SURVEY

- What's your name?
- How old are you?
- Are you in any clubs at school? Y / N
 drama art chess
 science music

- Are you into sports? Y / N
 swimming athletics gymnastics
 basketball football
- What's your favourite sport?
- Who's your favourite sportsperson?

16 I'm into that!

ANSWERS

1 Dan Walton 2 thirteen / 13
3 Y / science 4 Y / athletics, football
5 football 6 Neymar (football player)

Optional activity: Listening

Play the audio again, pausing after each question. Elicit the words that Dan uses to answer each question, then play the audio for students to listen and check. Students could then work in pairs and role-play the interview with Dan.

Exercise 5 USE IT!

Read out the example and elicit one or two examples of new sentences with the blue words changed. Allow students time to prepare their ideas individually. You could write some useful adjectives from pages 12 and 14 on the board to help them, e.g. *fun, interesting / boring, easy / difficult, amazing, fantastic*. Students then work in pairs to talk about the activities in exercise 1. With **stronger classes**, you could teach some phrases for responding

to what a partner says, e.g. *Really? That's cool*. Encourage them to use the phrases to respond to what their partner says. Ask some students to tell the class what their partner is into.

ANSWERS

Students' own answers.

More practice

Workbook page 14

Practice Kit Listening 1

Assessment

Five-minute test, Teacher's Resource Disk

1 LANGUAGE FOCUS • *be*: *yes / no* questions and short answers

• Question words

I can ask and answer questions.

be: *yes / no* questions and short answers

1 Study the questions and answers.

Questions	Answers
Are you in any clubs?	Yes, I am. No, I'm not.
Is he into sports?	Yes, he is. No, he isn't.
Are clubs fun?	Yes, they are. No, they aren't.

2 Match questions 1–6 with answers a–f.

- Is basketball an interesting sport? c
- Is Jennifer Lawrence an actor? e
- Are we in English class now? f
- Are you from the USA? a
- Are your friends in the drama club? b
- Is Bruno Mars an English actor? d

- Yes, we are.
- No, I'm not.
- Yes, it is.
- No, they aren't.
- Yes, she is.
- No, he isn't.



3 1.29 Complete the questions and answers. Then listen and check.

- A Is the music club boring?
B No, it isn't.



- A _____ you in a sports team?
B Yes, _____.
- A _____ John and Kelly into athletics?
B No, _____.
- A _____ the drama club fun?
B Yes, _____.
- A _____ John in the chess club?
B No, _____.
- A _____ we at school now?
B Yes, _____.

Question words

4 Match the questions with the answers in the box. Then complete the rules with the question words.

At 10.00 a.m. Football
He's thirteen In my bag Mrs Baker

What's your favourite sport? Football.

- How old is Tom? _____.
- Who is your teacher? _____.
- Where are your books? _____.
- When is maths class? _____.

RULES

We use ...

- _____ for people. 4 _____ for things.
- _____ for age. 5 _____ for times.
- _____ for places.

5 Choose the correct question words. Then write true answers.

(How) / Where old are you?

- Who / Where is your school?
- When / Who is your English class?
- Who / What is your favourite actor?
- How / What is your favourite colour?

6 Order the words to make questions.

your / is / name / what / ? What is your name?

- from / you / are / where / ?
- you / old / are / how / ?
- is / birthday / your / when / ?
- favourite / is / who / person / your / ?
- your / what / food / favourite / is / ?

7 USE IT! Work in pairs. Imagine you are famous people. Take turns to interview each other. Ask and answer the questions in exercise 6.

What's your name?

My name's Lionel Messi.



Finished?

Write five *yes / no* questions for your partner. Guess your partner's answers. Ask your partner and check.

Is green your favourite colour? No, it isn't.

I'm into that! 17

question to ask a partner, e.g. *Are you into football? Is Minecraft fun?*

ANSWERS

- Are, I am
- Are, they aren't
- Is, it is
- Is, he isn't
- Are, we are

Question words

Exercise 4

Students match the questions with the answers. Check answers. Read through the rules with the class and elicit the correct question words.

ANSWERS

- He's thirteen
- Mrs Baker
- In my bag
- At 10 a.m.

- Rules: 1 who 2 how old 3 where 4 what 5 when

Language note

The correct form of *be* comes immediately after the question word: *Who is your teacher?* (NOT *Who your teacher is?*)

Exercise 5

Students choose the correct question words, then write their own answers to the questions. Put students into pairs to ask and answer the questions.

ANSWERS

- Where
 - When
 - Who
 - What
- Students' own answers.

Exercise 6

Students write the words in the correct order to make questions.

ANSWERS

- Where are you from?
- How old are you?
- When is your birthday?
- Who is your favourite person?
- What is your favourite food?

Exercise 7 USE IT!

Students prepare their answers individually. They then work in pairs to ask and answer their questions. Monitor while they are working and correct any errors in a feedback session at the end.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions, then ask and answer with another fast finisher. Alternatively, ask them to read their questions to the class. Other students can answer.

More practice

Workbook page 15

Practice Kit Grammar 2

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *be*: *yes / no* questions and short answers • Question words

Aim

Ask and answer questions.

Warm-up

Write on the board: _____ your name? _____ old are you? _____ you in any clubs?

Explain that the questions are from the survey on page 16. Elicit the missing words or ask students to check on page 16. Complete the questions on the board (*What's your name? How old are you? Are you in any clubs?*).

be: *yes / no* questions and short answers

Exercise 1

Read through the questions and answers in the table with the class.

Language note

We use short forms in negative short answers: *No, I'm not. No, he isn't.* But we DON'T use short forms in affirmative short answers: *Yes, I am.* (NOT *Yes, I'm.*) *Yes, she is.* (NOT *Yes, she's.*)

Exercise 2

Students read the questions and match them to the answers. Students could give an alternative answer to each question, e.g. *No, I'm not. / Yes, I am.*

ANSWERS

- c
- e
- a
- b
- d
- f

Exercise 3 1.29 page 121

Focus on the example and the first gapped question and answer, and elicit the missing words. Students complete the questions and short answers. Refer students back to the table in exercise 1 to help them.

Play the audio for students to listen and check their answers. With **stronger classes**, students could write one more

Speaking • Giving personal information

Aim

Ask and answer questions about personal information.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage students to give more information, e.g. *Is it a good team? Is it fun?*

ANSWERS

Students' own answers.

Exercise 1 1.30

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class.

ANSWER

Adam is eleven.

Exercise 2 1.30

Check that students understand *address*, *phone number* and *welcome*. Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. You could pause after some of the sentences and questions for students to repeat.

Demonstrate the activity with a confident student. Play the role of Mr Green and practise the dialogue with the student. Students then work in pairs to practise the dialogue.

Exercise 3

Ask students to find the key phrases in the dialogue and complete them. Check answers and check that students understand all the key phrases.

ANSWERS

1 name 2 spell 3 address 4 home

Optional activity: Language focus

With books closed, give some possible answers to the questions in the key phrases, e.g. *It's 01865 79460381*. Students race to say the question that matches the answer.

Exercise 4 1.31

PRONUNCIATION: The alphabet

Play the audio once for students to read and listen to the sounds. Play the audio again, pausing after each group of sounds for students to repeat.

Exercise 5 1.32 page 122

Play the spellings and ask students to listen and write the names. Allow students time to compare their answers in pairs, then play the audio again for them to

1 SPEAKING • Giving personal information

I can ask and answer questions about personal information.

THINK! Are you in a club or team?

Mr Green Hello. What's your name?
 Adam My name's Adam Leary.
 Mr Green Sorry? Adam ... ?
 Adam Leary.
 Mr Green Can you spell that, please?
 Adam Yes, it's L-E-A-R-Y.
 Mr Green That's great, thanks. How old are you?
 Adam I'm eleven.
 Mr Green OK. What's your address?
 Adam It's 10 Walton Road, Oxford.
 Mr Green And what's your home phone number?
 Adam It's 01865 7946 0381.
 Mr Green Fantastic! Welcome to the football club!



1 1.30 Watch or listen. How old is Adam?

2 1.30 Watch or listen again. Then practise the dialogue in pairs.

3 Read the dialogue again. Complete the key phrases.

KEY PHRASES

Questions about personal information

- 1 What's your _____ ?
- 2 Can you _____ that, please?
- 3 What's your _____ ?
- 4 What's your _____ phone number?

4 1.31 PRONUNCIATION: The alphabet Listen and practise the sounds.

Sounds	Letter names
/ eɪ /	A H J K
/ iː /	B C D E G P T V
/ e /	F L M N S X Z
/ aɪ /	I Y
/ əʊ /	O
/ juː /	Q U W
/ aː /	R

5 1.32 Listen to the spellings and write the names.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

6 USE IT! Work in pairs. Use the information on the cards to prepare a new dialogue. Use the dialogue in exercise 1 to help you. Then practise the dialogue.



18 I'm into that!

check their answers. Check answers with the class. With **weaker classes**, you could do extra spelling practice in subsequent lessons. Spell one or two names, e.g. names of famous people or films, and get students to write them and then read them to identify the person or film.

ANSWERS

- 1 Paul Johnson 2 Mary Bennett
- 3 Emily Mitchell 4 Harry Phillips
- 5 Jane Hughes 6 Tom Wright

Exercise 6 USE IT!

Demonstrate the activity with a confident student. Play the role of Mr Green and ask the questions from the dialogue in exercise 1. Invite the student to answer using information about Ellie Jones. Students then work in pairs to practise the dialogue. They swap roles and practise again with the information about Gavin Miles.

Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 19

Practice Kit Speaking 1

1 WRITING • An email

I can write an email about myself.

THINK! What is your email address?

1 Read Ana's email to Marie. What sport is Ana into?

YOUR SCHOOL E-FRIEND!

Your new e-friend is a French girl. Her name is Marie Dubois and she's from Paris. She's eleven years old.

✉ Send an email to your new friend.

Inbox

Hi Marie,

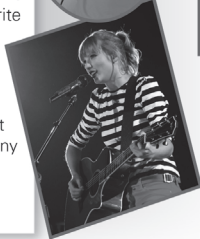
How are you? My name's Ana Rivera. I'm from Oxford, in England, but my family is from Madrid, in Spain. I'm eleven years old.

I'm into pop music and Taylor Swift is my favourite singer. My favourite band are One Direction. They're British. I'm also into sports. I'm in the basketball team at school.

What about you? Who are your favourite singers or bands? What sports are you into? Are you in any teams or clubs at school?

Please write soon! Bye for now.

Ana



2 Read the email again and complete the key phrases.

KEY PHRASES

An informal email

- Hi _____,
- _____ are you?
- What _____ you?
- Please write _____!
- _____ for now.

Language point: Capital letters

3 Match 1–5 with the words with capital letters in Ana's email.

a person Marie, Ana Rivera, Taylor Swift

- a country _____
- a city _____
- a band / team _____
- the first word of a sentence _____
- a language or nationality _____

STUDY STRATEGY

Checking your work

Check your writing before you give it to your teacher. Read carefully and look for mistakes. You can ask a friend to check your work, too.

4 Read the study strategy and correct Sam's email. There are ten more mistakes.

Mail

Hi adam, Adam

How are you? my name's Sam. i'm twelf years old and i'm from Glasgow, in scotland. I'm into films and my favourite actor is Chris hemsworth. i'm also into football. My favourite team are chelsea. bye for now.

Sam

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an email to a new e-friend.

B THINK AND PLAN

- What's your name?
- Where are you from?
- How old are you?
- What are you into?
- What are your favourite things?
- Are you in any teams or clubs at school?
- Write questions for your friend.

C WRITE

Start the email:

Hi ...

Give your information:

My name's ...

Ask your questions:

What about you?

Finish the email:

Please write soon.

D CHECK

- spelling mistakes
- capital letters

I'm into that! 19

Exercise 4

Read the study strategy with the class. Point out to students, in their own language, that they will make mistakes in English, but they will improve more quickly if they can learn to spot and correct their mistakes.

Students read Sam's email and correct the mistakes. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

How are you? ~~my~~ My name's Sam. ~~i'm~~ I'm ~~twelf~~ twelve years old and ~~i'm~~ I'm from Glasgow in ~~scotland~~ Scotland. I'm into films and my favourite actor is Chris ~~hemsworth~~ Hemsworth. ~~i'm~~ I'm also into ~~football~~ football. My favourite team are ~~chelsea~~ Chelsea. ~~bye~~ Bye for now. Sam

Optional activity: Writing

With books closed, dictate these sentences to the class.

- She's my favourite singer.
- I'm in the basketball team.
- I'm in the chess club at school.
- Please write soon.

Check answers by writing the sentences on the board. Ask students to check their spelling carefully. Point out the *ou* in *favourite*, the double *l* in *basketball* and the silent *w* in *write*. Remind students that they need to pay attention to spelling when they write.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their email.

Read through part C on how to structure their email with the class. Students write their email. This can be set for homework. Remind students to check their writing carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 17

End of unit activities

Progress Review, Workbook page 18

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • An email

Aim

Write an email about yourself.

THINK!

Read out the question and write a real or made-up email address on the board, e.g. *jack.brown@googlemail.com*. Explain that we use the word *dot* for full stops in email addresses and we use the word *at* for the symbol @. Put students into pairs to practise saying their email address, then ask some students to say their email address for the class.

ANSWERS

Students' own answers.

Exercise 1

Students read the email and answer the question. Check answers with the class.

ANSWER

Ana is into basketball.

Exercise 2

Students read the email again and complete the key phrases. Check answers and check that students understand all the phrases.

ANSWERS

1 Marie 2 How 3 about 4 soon 5 Bye

Language point: Capital letters

Exercise 3

Students read the email again and find words with capital letters to match 1–5. Check answers with the class. Point out that we also use a capital letter for the pronoun *I*. Discuss with students, in their own language, if the rules about capital letters are the same or different in their language.

ANSWERS

1 England, Spain 2 Oxford, Madrid 3 One Direction, basketball 4 How, My, I'm, They're, What, Who, Are, Please, Bye 5 British

Review

Vocabulary

Exercise 1

Students complete the adjectives. With **weaker classes**, you could refer back to page 12 to help them. With **stronger classes**, students could do it as a test. Check answers with the class and check that students understand all the adjectives.

ANSWERS

- 1 easy 2 difficult 3 good 4 cheap
5 interesting 6 expensive 7 boring

Exercise 2

Students match the words in the box with the pictures. Check answers with the class. With **stronger classes**, ask a question about each activity as you check the answers, e.g. *Is swimming fun?* Elicit answers.

ANSWERS

- 1 basketball 2 gymnastics 3 music
4 art 5 science 6 chess
7 swimming 8 drama 9 athletics

Language focus

Exercise 3

Read out the first set of prompts and elicit the correct sentence. If students are struggling, give some alternatives, e.g. *I is a good student – correct? I am a good student – correct?* Students write the sentences with the correct forms of *be*. Check answers with the class.

ANSWERS

- 1 I'm a good student.
2 You aren't from Brazil.
3 Sally is in my class.
4 My friends aren't at home now.
5 We aren't into team sports.
6 The art club is on Thursday.

Exercise 4

Students write the correct pronouns or possessive adjectives. Check answers with the class.

ANSWERS

- 1 We 2 I 3 Her 4 their 5 Its
6 He 7 You

Exercise 5

Students complete the questions with the correct words. Check answers, then ask students to match the questions to the answers a–h. Check answers with the class. With **weaker classes**, students could practise asking and answering the questions in pairs.

ANSWERS

- 1 Are, f 2 What, d 3 Is, c 4 Who, g
5 Are, h 6 How, b 7 When, a
8 Where, e

1 REVIEW

Vocabulary

1 Complete the adjectives.

- 1 That exercise is e__y.
2 This exercise isn't d__t.
3 That's a very g__d film.
4 These bags are £5. That's c__p.
5 This art book is i__g.
6 Those new phones are e__e.
7 That computer game isn't b__g.

2 Match the words in the box with pictures 1–9.

art athletics basketball chess drama
gymnastics music science swimming



Language focus

3 Write sentences with the correct forms of *be*.

- 1 I / be / a good student.
2 You / not be / from Brazil.
3 Sally / be / in my class.
4 My friends / not be / at home now.
5 We / not be / into team sports.
6 The art club / be / on Thursday.

4 Write the correct pronouns or possessive adjectives.

- 1 _____'re into sports. Our favourite is football.
2 _____'m a student. My favourite subject is art.
3 That girl is my friend. _____ name is Ana.
4 They're British, but _____ family is from India.
5 Wales is in the UK. _____ capital city is Cardiff.
6 _____'s an actor. His name is Will Smith.
7 _____'re into music. Who's your favourite singer?

20 REVIEW • I'm into that!

5 Complete questions 1–8 with the question words in the box. Then match them with answers a–h.

Are Are How Is What
When Where Who

- 1 _____ you from the USA? _____
2 _____'s your favourite sport? _____
3 _____ Mark a good student? _____
4 _____'s your favourite actor? _____
5 _____ your friends into pop music? _____
6 _____ old is your friend Melissa? _____
7 _____ is your science class? At ten o'clock? _____
8 _____ are your friends? At school? _____
- a No. It's at nine o'clock. e No. They're at home.
b She's fourteen. f No, I'm not.
c Yes, he is. g Johnny Depp.
d Basketball. h Yes, they are.

Speaking

6 Complete the dialogue with the words in the box.

address club name number please spell

- Brad Hi there. What's your 1 _____?
Lisa It's Lisa Yager.
Brad Sorry, can you 2 _____ that,
3 _____?
Lisa Yes, it's Y-A-G-E-R.
Brad What's your home phone 4 _____,
please?
Lisa It's 020 6678090.
Brad And what's your 5 _____?
Lisa 25 Norton Road, Liverpool.
Brad Great! Welcome to the 6 _____!

Listening

7 Listen to Karen and Ben. Choose the correct words.

- Karen
1 She's **eleven** / **twelve** years old.
2 She's in the **basketball** / **drama** club at school.
3 The club is on **Tuesday** / **Thursday**.
Ben
4 He's **eleven** / **twelve** years old.
5 The **art** / **chess** club is at **four** / **five** o'clock.
6 The club is **cheap** / **expensive**.

Speaking

Exercise 6

Students complete the dialogue with the correct words. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 name 2 spell 3 please 4 number
5 address 6 club

Listening

Exercise 7 1.33 page 122

Allow students time to read the sentences. Play the audio for students to listen and choose the correct words. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- Karen: 1 twelve 2 drama 3 Thursday
Ben: 4 eleven 5 art, five 6 cheap

Optional activity: Consolidation

Put students into pairs and ask them to prepare a dialogue between two people who meet for the first time. Explain that the people should ask questions about their names, their age, what they are into, etc.

Tell students they must include some adjectives from page 12 and 14, after school activities from page 16 and questions and answers using *be*, and question words.

Monitor and help while students are preparing their dialogues.

Students practise their dialogues in pairs. Ask some students to perform their dialogues for the class.

Correct any typical errors in a feedback session at the end.

Assessment

Tests, Teacher's Resource Disk

1 PUZZLES AND GAMES

1 Find five adjectives in the grid. Each adjective is in a different colour. Then match the adjectives with the opposites below.

- expensive *cheap*
 1 new _____ 3 bad _____
 2 interesting _____ 4 difficult _____

L	(E)	R	G	F	O	D	A
S	O	L	(H)	Y	W	N	K
I	B	O	E	I	N	(A)	D
U	(C)	T	O	R	E	S	R
D	E	R	M	(P)	A	E	G

2 THREE IN A ROW. Complete the grid with the phrases in the box. The first person in the class to finish is the winner.

- bad actor difficult word easy game
 expensive car good film interesting book
 new phone old band pop singer

an _____	a _____	a _____
a _____	an _____	an _____
an _____	a _____	a _____

3 ROLL THE DICE. Work in groups. Follow the instructions.

- Take turns.
- Roll the dice. Look at the number on the dice.
- Find the verb below with the same number.
- Make a true sentence with the verb.
- The first person to say six correct, true sentences is the winner.

= is	= am	= are
= isn't	= 'm not	= aren't

SI! 'm not into Ariana Grande.

4 DIFFERENT OR THE SAME? Tick (✓) one object in each box. Then work in pairs. Ask questions and compare with your partner. Are your objects the same?

Is your apple red? Yes, it is.
 No, it isn't. My apple is green.

5 GUESS THE ACTIVITY. Work in groups. Choose an activity or sport from the box. Act it out in front of your group. Don't speak! The other students guess the activity.

- athletics art basketball chess
 drama football gymnastics music
 science swimming

6 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer. Say 'No, I'm not!' and sit down, or say 'Yes, I am!' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write six new questions and play the game again.
- Take turns to be the leader.

- Are you in an English lesson now? Are you from a big city?
 Are you into music? Are you into computer games?
 Are you into football? Are you in a club?

PUZZLES AND GAMES • I'm into that! 21

ANSWERS

Students' own answers.

Exercise 5

Put students into small groups to play the miming game. Monitor and make sure that all students are getting a chance to act and guess. When you stop the activity, ask: *What activities are easy to act? What activities are difficult to act?*

ANSWERS

Students' own answers.

Exercise 6

Put students into small groups and ask them to choose a leader. Students all stand up in their groups. The leader asks the questions in turn and students who answer *No, I'm not* sit down, while those who answer *Yes, I am* remain standing. The student or students still standing at the end are the winners. Monitor and make sure that students are saying the answers as well as sitting down or remaining standing.

Students then work in their groups to write six new questions. Monitor while they are working and make sure all their questions are correct. Students then play the game again in their groups with a different leader.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students find the adjectives in the grid and match them with their opposites. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class.

ANSWERS

1 old 2 boring 3 good 4 easy

Exercise 2

Put students into pairs and make sure they have two different coloured pens. Explain that they take turns to add a phrase to the grid: they should try to get three phrases in a row and prevent their partner from getting three in a row. Students play the game in pairs. Ask who managed to get three in a row.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions, then put students into small groups. Make sure each group has a dice.

Students take turns to roll the dice and say a true sentence. You will need to be on hand to make decisions about whether sentences are correct or not.

Continue playing until the majority of groups have finished. Students could play again for more practice, using different sentences this time. Alternatively, they could write different verb forms in the grid or different words they have learned in this unit, and play again.

ANSWERS

Students' own answers.

Exercise 4

Students work individually to choose four objects (one from each box). They then work in pairs and take turns to ask and answer questions. Remind them to use short answers correctly when they answer.

Unit summary

Vocabulary

Families: *aunt, brother, cousin, dad, daughter, grandad, grandma, grandparents, husband, mum, nephew, niece, parents, sister, son, uncle, wife*

Describing people: *chatty, dark, fair, friendly, long, nice, old, quiet, short, sporty, tall, unfriendly, young*

Language focus

have got: affirmative and negative

have got: questions and short answers

Speaking

I can describe people in photos.

Writing

I can describe special people in my life.

Vocabulary • Families

Aim

Talk about your family.

THINK!

Teach the word *family* and say how many people there are in your family, e.g. *There are four people in my family – me, my husband, my son and my daughter.* Ask: *How many people are there in your family? Two? Three? Four?* Elicit answers from individual students. Encourage them to say a whole sentence when they answer, rather than just giving a number.

ANSWERS

Students' own answers.

Exercise 1

Read out the instruction and explain that the words in the box are all words for people in your family. Focus on the table and teach the meaning of *male* and *female*. With **stronger classes**, students can use their dictionaries to check the meaning of the words and complete the table. With **weaker classes**, ask students to check the meaning of the words in their dictionaries, or teach the meanings. Then say each word in turn and ask: *male? female? male or female?* Elicit the answers. Students then copy and complete the table. Play the audio for students to listen and check their answers. Play the audio again for students to listen and repeat the words.

ANSWERS

male: **brother, dad, grandad, son, uncle**
 female: **aunt, daughter, grandma, mum, sister**
 male or female: **cousin**

2 Family and friends

VOCABULARY • Families

I can talk about my family.

- Extra listening and speaking p73
- Project p79
- Curriculum Extra p85
- Song p93

THINK! How many people are there in your family?

1 1.34 Complete the table with the words in the box. Listen and check. Then listen again and repeat.

aunt brother cousin dad
 daughter grandad grandma
 mum sister son uncle

male	female	male or female
brother		

2 1.35 PRONUNCIATION: /ə/ Listen and repeat.

mother father brother sister

STUDY STRATEGY

Using a bilingual dictionary

You can use a bilingual dictionary to check the meaning of new words.

3 Read the study strategy. Then find the words in the box in a bilingual dictionary. Add the words to the table in exercise 1.

grandparents husband parents
 nephew niece wife

4 1.36 Look at Victoria's family tree. Listen and read the clues on page 23. Then write the correct names in the family tree.

Hi!
 My name's
 Victoria!

My family tree

by Victoria



22 Family and friends

Exercise 2

Point out the underlined parts of the words in the box. Play the audio for students to listen to the pronunciation. Point out the phonetic symbol for the schwa in the instruction, and explain that this is a very common sound in English. Point out that in British English, we don't pronounce the final 'r' in words. Play the audio again, pausing after each word for students to repeat.

Exercise 3

Read the study strategy with the class. Point out to students that they will need a good bilingual dictionary to help with their studies. Students find the words in their dictionaries and add them to the table in exercise 1. Check answers with the class, and check that students understand all the words and model the pronunciation.

ANSWERS

male: **husband, nephew**
 female: **niece, wife**
 male or female: **grandparents, parents**

Exercise 4

Read out the instructions and teach the meaning of *family tree* and *clues*. Ask students to find Victoria on the family tree. Play the first clue on the audio. Elicit where the names David and Amanda go on the family tree. Play the rest of the audio, pausing after each clue to allow students time to write the names in the family tree. Play the full audio again for students to read and listen and check their answers. Check answers with the class. Teach the meaning of *twins*.

ANSWERS

1 Mary 2 David 3 Amanda
 4 Michael 5 Julia 6 Peter 7 Susan
 8 Kyle 10 Lisa and Maggie

Language point: Possessive 's

5 Look at Victoria's family tree and complete the sentences with 's and the correct names.

Victoria 'My sister's name is Julia.'

- 1 Lisa 'My brother's name is _____.'
- 2 Michael 'My mum's name is _____.'
- 3 Victoria 'My grandad's name is _____.'
- 4 Maggie 'My sister's name is _____.'
- 5 Kyle 'My dad's name is _____.'
- 6 Julia 'My grandma's name is _____.'

6 **USE IT!** Work in pairs. Ask your partner questions about their family. Draw your partner's family tree.

What's your mum's name?

Alicia

And your dad's name?

John

Finished?

Write sentences about the people in your family.

My mum's name is _____.

She's _____ years old.

She's into _____.

Clues

My parents are great. Their names are David and Amanda.

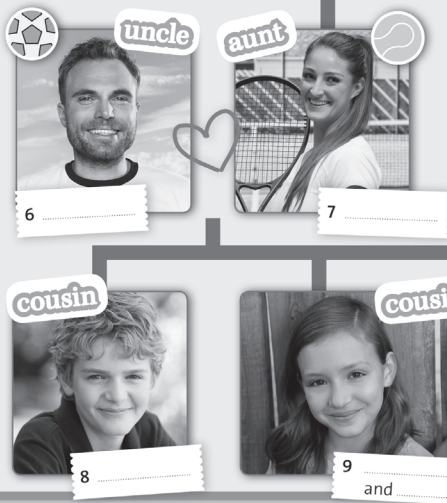
My sister's name is Julia. She's into swimming. My brother's name is Michael. He's into music.

I've got one aunt. Her name is Susan and she's into tennis. Her husband's name is Peter and he's a big football fan.

Kyle is my favourite cousin. He's into art and he's cool. Lisa and Maggie are Kyle's little sisters. They're twins!

My grandad's name is Greg. He's from Scotland. My grandma's name is Mary. She's from Boston, in the USA.

My grandad and grandma have got two children. My dad is their son and my aunt Susan is their daughter.



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Optional activity: Vocabulary

Ask: *Who is David?* (Victoria's dad) Tell students you are going to test them on the family tree. Give them one minute to study the family tree, then ask them to close their books. Put them into pairs. Say some of the names from the family tree, e.g. *Mary, Julia*. In their pairs, students try to remember who each person is and write the family word (grandma, sister). Check answers and see who remembered the most words correctly.

Language point: Possessive 's

Exercise 5

Read out the instruction and point out the possessive 's in *Victoria's*. Explain the meaning (belonging to Victoria). Read out the example and elicit another example from the class. Students then complete the sentences with the possessive 's and the correct names. Check answers with

the class. With **stronger classes**, elicit one more thing about each person as you check the answers, e.g. *My brother's name is Kyle. What's he into?* (art).

ANSWERS

- 1 My brother's name is Kyle.
- 2 My mum's name is Amanda.
- 3 My grandad's name is Greg.
- 4 My sister's name is Lisa.
- 5 My dad's name is Peter.
- 6 My grandma's name is Mary.

Language note

We use the possessive 's with names, e.g. *Victoria's brother*, and also with nouns, e.g. *my brother's name*.

The same form 's is used as a short form of *is*, e.g. *He's 12* (= He is 12).

Optional activity: Language point

Write the following sentence beginnings on the board:

- 1 My wife's name ...
- 2 My son's name ...
- 3 My daughter's name ...
- 4 My cousin's name ...

Ask students to copy and complete the sentences based on information in the family tree and decide who says each sentence. Point out that there may be more than one correct answer.

Ask students in turn to read their sentences to the class. Other students can listen and decide who says each sentence.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Read out the examples. Ask the questions to a confident student and start drawing their family tree on the board, based on their answers. Allow students time to prepare their questions. Students then work in pairs. They take turns to ask and answer questions and draw their partner's family tree. Students can show each other the finished drawings to see if they are correct.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 20

Practice Kit Vocabulary 2

Assessment

Five-minute test, Teacher's Resource Disk

Reading • A report about a circus

Aim

Understand the general idea of a text.

THINK!

Read the questions with the class and tell them they can look at the photos to help them guess the answers. Elicit the answers. Ask: *Are circuses fun or are they boring? Is it easy or difficult to be a clown? Use the photos to teach the words *acrobat*, *horse*, *dog* and *show*.*

ANSWERS

Students' own answers.

Exercise 1

Read out the instructions and explain the meaning of *magazine report*. Read out the three titles. Explain to students that in this exercise they only have to understand the general idea of the text, so they don't need to understand all the details. Set a time limit of five minutes to skim read the text. Ask them to read the whole text through, without stopping even if there are words they don't understand. With **weaker classes**, you could play the audio from exercise 2 here for students to read and listen, if the text is too daunting for them. Elicit the best title.

ANSWER

c

Exercise 2 1.37

Read through the sentences with the class and check that students understand them all. Explain that some of the sentences are true and some are false, and explain that students need to correct the false sentences. With **stronger classes**, elicit some possible answers based on students' first reading of the text, but don't confirm them. Play the audio. Students read and listen, and decide if the sentences are true or false. Check answers with the class.

ANSWERS

- 1 true
- 2 false (The Zoppé family's circus is old.)
- 3 false (He's American. His parents are from Italy.)
- 4 true
- 5 false (Tosca is an acrobat and dancer and Rudolf is an animal trainer.)

2 READING • A report about a circus

I can understand the general idea of a text.

THINK! What is a circus? What are clowns?



Fiona Dixon, reporter

I've got a fantastic plan for this weekend. The Zoppé Circus is in town! It's unusual because it isn't big or modern. It's a small circus with twenty-five performers and it's about 150 years old.



The leader of the Zoppé family circus is Giovanni. He's American, but his parents are from Italy. Giovanni is an acrobat and he's also Nino the Clown. He's very funny! Giovanni has also got a helper. His name's Julien and he's Giovanni's son. They're a great team!

Giovanni Zoppé has got two sisters, Tosca and Carla. Tosca is an acrobat and a dancer. She dances on a horse! Her husband is Papino the Clown, but his real name is John. Carla Zoppé and her German husband Rudolf are animal trainers. Their horse and dog shows are amazing!

The Zoppés are in town for only one weekend. Their circus has got seats for 500 people and there are three shows every day. Get your tickets soon! Don't miss it! 😊

1 Read the magazine report. What is the best title?

- Amazing dog show
- My weekend
- A family circus

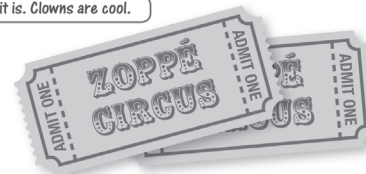
2 1.37 Read and listen to the report again and write true or false. Correct the false sentences.

- 1 Fiona thinks the circus is interesting.
- 2 The Zoppé family's circus is new.
- 3 Julien Zoppé's dad is from Italy.
- 4 Giovanni and John are clowns.
- 5 Tosca and Rudolf are acrobats.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 USE IT! Work in pairs. Is the Zoppé Circus fun? Why / Why not?

Yes, it is. Clowns are cool.



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Optional activity: Reading

Read out these questions. Students look at the text again to find the answers.

- 1 When is the circus in town?
- 2 Who is Nino?
- 3 Who is Carla?
- 4 How many shows are there?

Check answers with the class.

ANSWERS

- 1 this weekend
- 2 a clown / Giovanni's clown name
- 3 Tosca's sister / Giovanni's sister
- 4 six (three shows every day)

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers and check that students understand all the words. Point out to students that a lot of jobs end with *-er*, e.g. *teacher*. Ask students to give you

another example of a good performer, a leader, a good dancer and a sports trainer.

Workbook page 24 exercise 5

Exercise 4 USE IT!

Read out the question and the example answer. Elicit some more possible answers, e.g. *Yes, it is. Animals are cool. Acrobats are amazing. No, it isn't. Circuses are boring. It isn't big.* With **weaker classes**, you could write some adjectives on the board for students to refer to, e.g. *amazing, fantastic, boring, expensive*. Allow students time to prepare their ideas. They then talk about the questions in pairs. Ask some students to tell the class what they think.

ANSWERS

Students' own answers.

More practice

Workbook page 24

Practice Kit Reading 1

2 LANGUAGE FOCUS • have got: affirmative and negative

I can talk about my family and possessions.

have got: affirmative

- 1 Study the table. Read the report on page 24 again and underline all of the examples of *have got*.

Affirmative	
Long form	Short form
I / You have got	I / You 've got
He / She / It has got	He / She / It 's got
We / They have got	We / They 've got

- 2 Complete the sentences with the correct forms of *have got* from the table in exercise 1.

- You've got a plan for the weekend.
- The Zoppé Circus _____ a lot of seats.
 - Giovanni _____ a son.
 - I _____ a photo of the clowns.
 - Tosca _____ some horses.
 - You and I _____ tickets to the circus.
 - Carla and Giovanni _____ a sister.

- 3 Write sentences with *has got* or *have got*.



I / a cousin in the UK. I've got a cousin in the UK.

- My friend / an expensive watch. _____
 - We / a science test today. _____
 - Our teacher / a computer in class. _____
 - I / a lot of books at home. _____
 - My parents / three children. _____
- 4 Work in pairs. Which sentences in exercise 3 are true for you?

have got: negative

- 5 Study the table. Complete the short forms with the words in the box.

hasn't haven't haven't

Negative	
Long form	Short form
I / You have not got	I / You ¹ _____ got
He / She / It has not got	He / She / It ² _____ got
We / They have not got	We / They ³ _____ got

- 6 Choose the correct words.

- You ~~hasn't got~~ / ~~haven't got~~ eight sisters.
- The cat ~~hasn't got~~ / ~~haven't got~~ blue eyes.
 - We ~~hasn't got~~ / ~~haven't got~~ school at the weekend.
 - Kathy ~~hasn't got~~ / ~~haven't got~~ a dog.
 - I ~~hasn't got~~ / ~~haven't got~~ a new computer.
 - The students ~~hasn't got~~ / ~~haven't got~~ new books.

- 7 Write true sentences with the words in the box. Use the affirmative or negative forms of *have got*.

a big classroom a big house a blue car
a cat a drama club a new phone
a new TV a ruler a sister three pens
twenty classes two children two schools

- My parents _____.
- I _____.
- We _____.
- Our school _____.
- My friend _____.
- Our town _____.

- 8 USE IT! Write true sentences about your family and possessions. Read your sentences to a partner. Then tell the class about your partner.

We haven't got a dog. We've got a cat.

Murat hasn't got a dog. He's got a cat.



Finished?

Look at the classroom objects on page 6. Which things have you got in your bag? Write affirmative and negative sentences with *have got*.

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ANSWERS

- My friend has got an expensive watch.
- We've / We have got a science test today.
- Our teacher has got a computer in class.
- I've / I have got a lot of books at home.
- My parents have got three children.

Exercise 4

Read out the first sentence in exercise 3 and ask: *Is this true for you?* Students work in pairs and say which sentences are true for them.

have got: negative

Exercise 5

Read through the table with the class. Students then add the short forms to the table. Check answers with the class.

ANSWERS

- 1 haven't 2 hasn't 3 haven't

Language note

We usually use short forms of *have got* in the negative. The full forms are only used in formal English.

Exercise 6

Students choose the correct words to complete the sentences. Check answers.

ANSWERS

- 1 hasn't got 2 haven't got 3 hasn't got 4 haven't got 5 haven't got

Exercise 7

Students write true sentences using the words in the box. With **stronger classes**, students could also use their own ideas.

Exercise 8 USE IT!

Read out the examples. Elicit one or two more true sentences from students, e.g. *I've got two brothers. My mum has got a new car.* Students write their sentences individually. Monitor and help while they are working. Students then work in pairs and read their sentences to each other. Ask some students to tell the class about their partner. Remind them to use *has got* NOT *have got* to talk about their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. Other students can listen and say if the sentences are also true for them.

More practice

Workbook page 21

Practice Kit Grammar 3

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • have got: affirmative and negative

Aim

Talk about your family and possessions.

Warm-up

Ask what students can remember about the Zoppé Circus. Ask: *Who is Giovanni? How many sisters has he got?* Students can look back at the text on page 24 to check. Write sentences with *has got* on the board, e.g. *Giovanni has got two sisters.*

have got: affirmative

Exercise 1

Read through the table and make sure students understand everything. Students read the report on page 24 again and underline examples of *have got*.

ANSWERS

I've got a fantastic plan, Giovanni has also got a helper, Giovanni has got two sisters, Their circus has got seats for 500 people.

Language note

We usually use short forms of *have got* with pronouns, e.g. *I've got a brother*, but we don't usually use short forms with names and nouns, e.g. *Giovanni has got two sisters.*

Exercise 2

Students complete the sentences with the correct forms of *have got*. Check answers with the class.

ANSWERS

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

Exercise 3

Students write the sentences with *have got* or *has got*. Check answers.

Vocabulary and listening • Describing people

Aim

Use pictures to help you understand an interview.

THINK!

Read out the question and elicit answers from individual students.

ANSWERS

Students' own answers.

Exercise 1 1.38 page 122

Teach the meaning of *dark* and *fair*, as these meanings may be hard for students to find in a dictionary. Students check the remaining meanings in their dictionaries. Teach the meaning of *opposite*. Elicit the opposite of *chatty* (quiet). Students then find the remaining opposites. Play the audio for students to check answers.

ANSWERS

1 dark 2 old 3 short 4 unfriendly

Exercise 2

Students look at the pictures and choose the correct words. Check answers with the class.

ANSWERS

2 young 3 chatty 4 unfriendly

Optional activity: Vocabulary

Ask students to choose three words from exercise 1 that describe them and write a sentence about themselves, e.g. *I'm chatty, friendly and sporty*. Students can say their sentences to each other in pairs.

ANSWERS

Students' own answers.

Exercise 3

Focus on the photos and ask: *Who are the people?* Elicit the answers to the questions.

ANSWERS

1 David Beckham 2 Victoria Beckham 3 four

Exercise 4 1.39 page 122

Read out the names in the box to model the pronunciation. Explain to students that they should listen to the descriptions of the people to help them match the people to the photo. Play the audio. Students listen and match the names with the people in the photo. With **weaker classes**, play the audio again as you check answers, pausing it to allow students to hear each answer.

ANSWERS

A Cruz B David C Harper D Romeo E Brooklyn F Victoria

2 VOCABULARY AND LISTENING • Describing people

I can use pictures to help me understand an interview.

THINK! What colour is your hair?

- 1 1.38 Check the meaning of the adjectives in the box. Find the opposites of 1–4. There are three extra words. Then listen and check.

chatty dark fair friendly long
nice old quiet short sporty
tall unfriendly young

chatty quiet

- 1 fair 3 tall
2 young 4 friendly

- 2 Look at the pictures. Choose the correct words.



1 old / dark / sporty



2 young / quiet / tall



3 fair / sporty / chatty



4 unfriendly / friendly / nice

- 3 Look at the photos of the family in the TV guide. Answer the questions.

- 1 Who is the man?
2 Who is the woman?
3 How many children have they got?

- 4 1.39 Listen to an interview. Then look again at the photos in the TV guide. Match the names in the box with the people.

Brooklyn Cruz David
Harper Romeo Victoria

- 5 1.39 Read the interviewer's notes. Then listen to the interview again. Write the answers to the questions.

Interview notes

- 1 Where are they from?
2 Are they in the UK all the time?
3 How many children have they got?
4 What are the boys' names?
5 What is their daughter's name?
6 Who has got long, fair hair?
7 Who is sporty?

- 6 USE IT! Write true sentences about the people in the box. Use the words in exercise 1.

actor cousin friend
grandad mother singer

My friend Claire is tall and fair. She's friendly and chatty.



TV guide

The Beckham Family TV 7 20.00

Our reporter Amy Thorn tells us about this world-famous family.



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Exercise 5 1.39 page 122

Play the audio. Students listen and write the answers to the questions. Play the audio again for them to check and complete their answers.

ANSWERS

- 1 the UK
2 No, they aren't. They're in London at the moment.
3 They've got four children.
4 The boys' names are Brooklyn, Romeo and Cruz.
5 Their daughter's name is Harper.
6 Harper has got fair hair.
7 They are all sporty. They like basketball, swimming and football.

Optional activity: Listening

Write these sentences on the board:

- 1 David and Victoria are unfriendly.
2 Harper is the youngest child.

- 3 Cruz is a model.

- 4 The children are all sporty

Play the audio again. Students listen and decide if the sentences are true or false. With **stronger classes**, students can correct the false sentences.

ANSWERS

- 1 false (They are friendly.) 2 true
3 false (Romeo is a model.) 4 true

Exercise 6 USE IT!

Students write their sentences individually. They can compare their answers in pairs. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

More practice

Workbook page 22

Assessment

Five-minute test, Teacher's Resource Disk

2 LANGUAGE FOCUS • *have got*: questions and short answers

I can ask and answer questions about people and possessions.

1 Study the table. Choose the correct forms.

Questions		
¹ Has / Have	I / you / we / they	got fair hair?
² Has / Have	he / she / it	got dark hair?
Short answers		
Yes,	I / you / we / they	³ has / have.
No,	I / you / we / they	⁴ hasn't / haven't.
Yes,	he / she / it	⁵ has / have.
No,	he / she / it	⁶ hasn't / haven't.

2 Complete the sentences with the correct forms of *have got*.



- Have you and your sister got short hair?
No, we **haven't**.
- _____ your friend Peter _____ fair hair?
Yes, he _____.
- _____ Lisa's parents _____ fair hair?
No, they _____.
- _____ you _____ a new mobile phone, Sam?
Yes, I _____.
- _____ Anna _____ a blue bag?
No, she _____.
- _____ the little girl _____ a dog?
Yes, she _____.

3 Write questions with the correct forms of *have got*. Then study the picture and ask and answer the questions.



they / a dog? *Have they got a dog?*

1 the father / dark hair?

2 the mother / fair hair?

3 the tall girl / a phone?

4 the boy / a green T-shirt?

5 the baby girl / a football?

4 Make questions with *have got*. Then ask and answer the questions.

you / eight cousins? *Have you got eight cousins?*

1 we / English homework today?

2 your parents / a big car?

3 our teacher / fair hair?

4 you / a new computer?

5 our class / thirty chairs?

5 USE IT! Change the words in blue in exercise 4. Then ask and answer the new questions with your partner.

Finished?

Write more questions and ask your partner.

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Language focus • *have got*: questions and short answers

Aim

Ask and answer questions about people and possessions.

Warm-up

Ask individual students questions using *have got*, e.g. *Have you got a brother / sister? Have you got any pets?* Elicit answers and write some of the questions on the board. As students answer, ask some questions using the third person, e.g. *Has (Eva) got a sister?* Write some questions with *has got* on the board, too.

Exercise 1

Read through the table with the class and elicit which forms are correct.

ANSWERS

- 1 Have 2 Has 3 have 4 haven't
5 has 6 hasn't

Language note

In questions, the subject comes between *have* and *got*, e.g. *Have you got a car?* (NOT *You have got a car?*) We don't use *got* in short answers: *Yes, I have.* (NOT *Yes, I have got.*)

Exercise 2

Focus on the example photo and elicit the correct question and answer. Students then look at the remaining photos and complete the questions and answers. Check answers with the class. With **weaker classes**, students could practise asking and answering the questions in pairs for extra practice.

ANSWERS

- 1 Have, got, haven't 2 Has, got, has
3 Have, got, haven't 4 Have, got, have
5 Has, got, hasn't 6 Has, got, has

Exercise 3

Read out the example question. Students then write the questions. Refer them back

to the table in exercise 1 to help them. Check answers with the class.

Ask students to study the picture. They work in pairs and take turns to ask and answer the questions. Check answers. With **stronger classes**, students could write one more question about the picture, using *have got*.

ANSWERS

- Has the father got dark hair? Yes, he has.
- Has the mother got fair hair? No, she hasn't.
- Has the tall girl got a phone? Yes, she has.
- Has the boy got a green T-shirt? Yes, he has.
- Has the baby girl got a football? No, she hasn't.

Exercise 4

Focus on the first set of prompts and elicit the question as an example. Students then write the remaining questions.

Check answers with the class. With **weaker classes**, you could model and drill pronunciation of the questions as you check the answers. Students then work in pairs to ask and answer the questions. Check answers.

ANSWERS

- Have we got English homework today?
- Have your parents got a big car?
- Has our teacher got fair hair?
- Have you got a new computer?
- Has our class got thirty chairs?

Exercise 5 USE IT!

Read out the example in exercise 4 again and point out the blue word. Elicit some other sentences with the blue word changed, e.g. *Have you got eight brothers and sisters?* Students change the other blue words in exercise 4 and prepare their questions. They then work in pairs to ask and answer them. Ask some students to tell the class something about their partner, e.g. *Sam's parents have got a small car.*

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then ask and answer with another fast finisher. Alternatively, ask them to read their questions to the class. Ask other students to answer the questions.

More practice

Workbook page 23

Practice Kit Grammar 4

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Describing people

Aim

Describe people in photos.

THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage students to give more information, e.g. *Where are you in the photo? Is it summer or winter?*

ANSWERS

Students' own answers.

Exercise 1 1.40

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class.

ANSWER

Emma's family

Exercise 2 1.40

Check that students understand *left, right, in the middle* and *look like (someone)*. Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. You could pause after some of the sentences and questions for students to repeat.

Demonstrate the activity with a confident student. Play the role of Jason and practise the dialogue with the student. Students then work in pairs to practise the dialogue.

Exercise 3

Ask students to find the key phrases in the dialogue and complete them. Check answers and check that students understand all the key phrases.

ANSWERS

1 nice 2 boy 3 mum 4 nice
5 that 6 her

Optional activity: Speaking

Read out the first sentence of the dialogue again and elicit that *That's* is a short form for *That is*. Point out that in spoken English, we usually use short forms rather than full forms. Ask students to read the dialogue again and underline all the short forms. Play the audio again, pausing after the sentences with short forms for students to repeat.

Exercise 4

Students work individually to draw a picture of their family and write sentences about the people. Monitor and help while students are working, and make sure their sentences are all correct.

2 SPEAKING • Describing people

I can describe people in photos.

THINK! Have you got a favourite family photo? Who is in the photo?

Jason That's a nice photo, Emma.
Emma Thanks! It's a photo of my family.
Jason Who's that boy on the left?
Emma That's Tommy. He's my cousin.
Jason Is that your mum on the right?
Emma No. That's my aunt, Julie.
Jason She looks nice.
Who's that in the middle?
Emma That's my mum!
Jason Ah, yes! You look like her.



1 1.40 Watch or listen. Who is in the photo?

2 1.40 Watch or listen again. Then practise the dialogue in pairs.

3 Read the dialogue again. Complete the key phrases.

KEY PHRASES

Talking about a photo

- That's a photo.
- Who's that on the left?
- Is that your on the right?
- She looks
- Who's in the middle?
- You look like

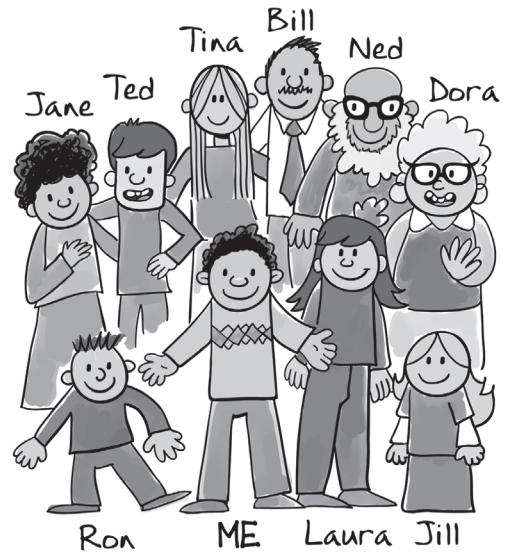
4 Draw a picture of your family. Label the picture and write sentences about the people.

Jill is my cousin.

5 **USE IT!** Work in pairs. Prepare and practise new dialogues. Talk about your pictures in exercise 4. Use the dialogue in exercise 1 and the key phrases to help you. Change the words in blue.

Is that your mum in the middle of the picture?

No. That's my aunt, Tina.



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ANSWERS

Students' own answers.

Exercise 5 USE IT!

Demonstrate the activity with a confident student. Using the dialogue in exercise 1, play the role of Jason and ask about the student's picture in exercise 4, changing the blue words as necessary.

Students then work in pairs to practise their dialogues. With **weaker classes**, students could prepare their dialogues first, but with **stronger classes**, students can go straight into the role-play. Students then swap roles and practise again.

Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 22

Practice Kit Speaking 2

2 WRITING • A blog

I can describe special people in my life.

THINK! Who is special in your life? Why?

HARRY'S BLOG

Special people in my life

Have you got special people in your life? I've got two people! Their names are Mark and Jenny. Mark is in my class at school and Jenny is my cousin.

Mark is twelve. He's quiet, but friendly. He likes music, computers and computer games. He's keen on science, too. He's a great friend.

My cousin Jenny is fourteen. She's tall and fair. She's very sporty and she loves basketball, swimming and climbing. Jenny's a fan of art, too. We're both in the art club after school.



What about you?
Who are your special people?

- 1 Read Harry's blog post. Who is Mark? Who is Jenny?
- 2 Complete the key phrases with words from the blog post.

KEY PHRASES

Talking about likes

- 1 He likes
- 2 He's keen on
- 3 She loves
- 4 She's a fan of

Language point: Punctuation

- 3 Read the rules. Then find examples in the blog post.

RULES

We use a full stop (.) at the end of a sentence.
We use a question mark (?) at the end of a question.
We use an apostrophe (') for short forms and possession.
We use a comma (,) for pauses and in lists.



RECENT POSTS

- 4 Rewrite the blog post below. Add the correct punctuation.

My Dan
my cousin dan is a special person for me
hes my mums nephew dans got dark
hair hes into computers film and music
dans favourite band are coldplay have
you got a favourite person who is it

- 5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a blog post about two special people in your life.

B THINK AND PLAN

- 1 Think of two special people.
Who are they?
- 2 How old are they?
- 3 Describe them.
- 4 What are their interests?

C WRITE

Introduce your two special people:

My two special people are ...

Describe the first person and his / her interests:

... is ...

... likes / is keen on ...

Describe the second person:

... is ...

... loves / is a fan of ...

Finish your post with a question:

What about you? Who ... ?

D CHECK

- spelling and punctuation
- capital letters

Family and friends 29

find examples of the punctuation. Check answers with the class and discuss with students, in their own language, if the rules about punctuation are the same in their language.

ANSWERS

Students' own answers.

Exercise 4

Read out the first sentence of the blog post and elicit the correct punctuation. Write the corrected sentence on the board. Students rewrite the blog post with the correct punctuation. Check answers with the class.

ANSWERS

My cousin Dan is a special person for me. He's my mum's nephew. Dan's got dark hair. He's into computers, film and music. Dan's favourite band are Coldplay. Have you got a favourite person? Who is it?

Optional activity: Writing

Write these gapped sentences on the board.

- 1 He's quiet, ___ friendly.
- 2 He's keen on science, ___.
- 3 She's ___ sporty.
- 4 We're ___ in the art club.

Ask students to look at Harry's blog post again and complete the sentences with the missing words. Check answers and check that students understand *but*, *too*, *very* and *both*. Point out that we can use *very* in front of any adjective to make the adjective stronger, e.g. *She's very friendly*. Encourage students to use these words in their own writing.

ANSWERS

- 1 but
- 2 too
- 3 very
- 4 both

Writing • A blog

Aim

Describe special people in your life.

THINK!

Read out the questions and make sure that students understand the word *special*. Give some examples of people who are special in someone's life, e.g. a friend, an aunt or uncle, a grandparent, etc. Ask the questions to individual students and elicit answers. Ask more questions to encourage them to say more, e.g. *Is he / she friendly?* *What is he / she into?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit or explain that it is a blog post. Students read the blog post and answer the questions. Check the answers with the class.

ANSWERS

Mark is Harry's friend. Jenny is Harry's cousin.

Exercise 2

Students read the blog post again and complete the key phrases. Check answers and check that students understand all the phrases. Point out that the phrases all have similar meanings and in writing it is important to use a range of different phrases to make your writing interesting to read.

ANSWERS

1 music, computers and computer games 2 science 3 basketball, swimming and climbing 4 art

Language point: Punctuation

Exercise 3

Read through the rules with the class and check that students understand them all. Students read the blog post again and

Exercise 5 USE IT!

Students answer the questions in part B and plan their blog post. Read through part C on how to structure their blog post. Students write their blog post. This can be set for homework. Remind students to check their writing and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 25

End of unit activities

Progress Review, Workbook page 26

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct family words. With **weaker classes**, students could refer back to page 22 to help them. With **stronger classes**, students could do it as a test. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 parents 2 grandparents 3 aunt
4 cousin 5 uncle 6 grandma
7 sister 8 brother

Exercise 2

Students look at the pictures and choose the correct adjectives. Check answers with the class.

ANSWERS

- 1 fair 2 quiet 3 friendly 4 old
5 short

Language focus

Exercise 3

Read out the first gapped sentence and elicit the correct verb form. Students complete the sentences with the correct forms of *have got*. Check answers with the class.

ANSWERS

- 1 've got 2 have got 3 hasn't got
4 have got 5 haven't got 6 has got
7 haven't got

Exercise 4

Read out the first question and answer and elicit the correct forms of *have*. Students complete the remaining questions and answers with the correct forms. Check answers with the class.

ANSWERS

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

Speaking

Exercise 5

Remind students that in the speaking lesson they practised describing people in a photo. Ask students to read the gapped dialogue, then elicit which sentence a-e fits the first gap (b). Students complete the dialogue with the correct phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs.

ANSWERS

- 1 b 2 c 3 e 4 a 5 d

2 REVIEW

Vocabulary

- 1 Complete the sentences with the words in the box.

aunt brother cousin grandma
grandparents parents sister uncle

- 1 My mum and dad are my
2 My mum's parents are my
3 My dad's sister is my
4 My uncle's daughter is my
5 My mum's brother is my
6 My dad's mum is my
7 My brother's sister is my
8 My parent's son is my

- 2 Look at the pictures. Choose the correct adjectives.



- 1 fair / dark 2 chatty / quiet 3 friendly / unfriendly
4 young / old 5 tall / short

Language focus

- 3 Complete the sentences with the affirmative or negative forms of *have got*.

- 1 I art class today. It's at ten o'clock.
2 My grandparents a car. It's blue.
3 Tom fair hair. His hair is dark.
4 You a cool bag. Is it new?
5 We school on Saturdays.
6 Lisa a cat. Its name is Dora.
7 I a new phone. My phone is old.

30 REVIEW • Family and friends

- 4 Complete the questions and answers with the correct forms of *have*.

- 1 A Lucy got short, dark hair?
B Yes, she
2 A we got an English test today?
B No, we
3 A you got a cousin in the USA?
B Yes, I
4 A Amy's parents got a new car?
B No, they
5 A your school got a lot of classrooms?
B Yes, it
6 A Tom got an expensive bike?
B No, he

Speaking

- 5 Complete the dialogue with sentences a-e.

- Nina 1
Sam Thanks! It's a photo of my family.
Nina 2
Sam No. That's my cousin, Monica.
Nina You look like her! 3
Sam That's my cousin, Jeff. He's cool!
Nina 4
Sam The man in red? That's my grandad.
Nina 5

- a And who's that man in the middle?
b That's an interesting photo, Sam.
c Is that your sister on the left?
d He looks nice.
e Who's that tall boy on the right?

Listening

- 6 1.41 Listen to Elena describing a family photo. Then complete the sentences.

- Kate is Elena's 1 She's got
2 hair. Kate is very 3
Tom is Elena's 4 He's short and he's
got 5 hair. Tom is sporty and he's into
6
Sally and Peter are Elena's 7 They're
twins, but they're very 8 Sally is friendly
and 9 Peter is very 10

Listening

Exercise 6 1.41 page 122

Allow students time to read the text in the speech bubble. With **weaker classes**, focus on each gap and elicit some possible words that could fit in each one. You could write the answers in a random order on the board to help students. Play the audio for students to listen and complete the sentences. Allow them time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 sister 2 dark 3 tall 4 brother
5 fair 6 football 7 cousins
8 different 9 chatty 10 quiet

Optional activity: Consolidation

Ask students to prepare a short talk about their family. Tell them they must include some family words from page 22, some adjectives from page 26 and some examples of *have got*. You could

write some questions on the board to help students, e.g. *How many brothers / sisters / cousins have you got? How can you describe them?* (friendly, quiet, sporty, etc.) *What are they into? What are they keen on?*

Monitor and help while students are preparing their talks.

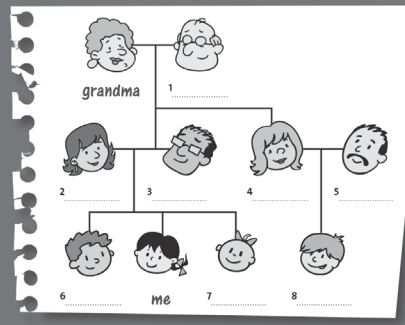
In **smaller classes**, students can take turns to give their talks to the class. In **larger classes**, students can give their talks to each other in small groups. Ask students to listen carefully to the talks and note down one interesting thing about each classmate, e.g. *Her sister is into music*. Ask some students to tell the class some of the things they noted down, without giving their classmate's name. See if other students can remember or guess which classmate it is. Correct any typical errors in a feedback session at the end.

Assessment

Tests, Teacher's Resource Disk

2 PUZZLES AND GAMES

1 Find eight family words in the wordsearch. Write the words in the correct place in the family tree.



2 Follow the lines and match the people with the objects. Complete the sentences using 's or 's'.

1 my dad

2 my brother

3 my sisters

4 my grandparents

5 my mum

6 my uncle

It's my dad's guitar. 3 It's my
 1 It's my 4 It's my
 2 It's my 5 It's my

3 FIND THE JOBS. Add missing letters A, E, I and O to find the jobs.



4 GUESS WHO? Work in pairs. Think of a boy or girl in your class. Ask and answer questions to guess the boy or girl.

Is it a girl? Yes.
 Has she got long hair? No, she hasn't.
 Is it Linda? Yes, it is!

5 Complete the crossword with words describing people. Find the mystery job in yellow.



Mystery job:

PUZZLES AND GAMES • Family and friends 31

Exercise 5

Students complete the crossword with words for describing people and find the mystery job in yellow. With **weaker classes**, students could look back at page 26 to help them. With **stronger classes**, students could do it from memory. Check answers with the class and check that students understand all the words. Ask questions with the words, e.g. *Who do you know who is friendly? Are your parents sporty?*

ANSWERS

2 nice 3 sporty 4 young 5 short
 6 chatty 7 quiet 8 dark
 Mystery job: reporter

Puzzles and games

Exercise 1

Students find the words in the wordsearch and write them in the correct place in the family tree. Students could work in pairs for this and you could do it as a race to make it fun. Check answers with the class.

ANSWERS

cousin, aunt, dad, mum, grandma, sister, grandad, brother, uncle
 1 grandad 2 mum 3 dad 4 aunt
 5 uncle 6 brother 7 sister 8 cousin

Exercise 2

Students follow the lines and match the people with the objects, then complete the sentences. Check answers with the class.

ANSWERS

1 It's my brother's computer.
 2 It's my sisters' ball.
 3 It's my grandparents' car.
 4 It's my mum's bag.
 5 It's my uncle's book.

Exercise 3

Read out the instructions and remind students that all these jobs words were in the text on page 24. Students add the missing letters to find the jobs. Check answers and check that students understand all the jobs.

ANSWERS

1 performer 2 leader 3 helper
 4 dancer 5 trainer

Exercise 4

Read out the example questions and answers. Demonstrate the activity by telling students you are thinking of someone in the class. Encourage them to ask you questions to guess the person. Students then work in pairs and take turns to think of a classmate and guess who it is. Remind them to use short answers correctly when they answer. Get feedback on how quickly they managed to guess.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Places at home: *balcony, basement, bathroom, bedroom, dining room, garage, garden, hall, kitchen, living room, porch, stairs*

An ideal bedroom: *bed, bedside table, bookcase, curtains, lamp, mirror, rug, shelf, shower, sink, sofa, wardrobe*

Language focus

there is / there are: affirmative and negative

Is there ... ? , Are there ... ? , How many ... ?

Speaking

I can ask where things are.

Writing

I can write a description of my home.

Vocabulary • Places at home

Aim

Talk about your home.

THINK!

Check that students understand *room, house* and *flat*. Read out the question and put students into pairs. Give them thirty seconds to write as many words for rooms in English as they can. They can use their dictionaries to help. Bring students' ideas together on the board and check they understand all the words. See which pair wrote the most words correctly.

ANSWERS

Students' own answers.

Exercise 1

Read out the instruction and explain that the words in the box are all words for places at home. Students use their dictionaries to check the meaning of the words, then do the quiz and match them with the photos. With **weaker classes**, read through the list of words with the class and teach the meanings. Students then do the quiz and match the words with the photos. Don't check answers at this stage.





Exercise 2 1.42 page 123

Read out the examples. Explain the use of *Really?* to express surprise and check that students understand that we use *I think* to give an opinion. Invite a student to tell you what they think photo 2 is. Ask another student to respond. Students then work in pairs to compare their ideas.

3 My home

VOCABULARY • Places at home

I can talk about my home.


-  Extra listening and speaking p74
-  Project p80
-  Curriculum extra p86
-  Culture p91

THINK! How many rooms in a house or a flat can you name in thirty seconds?

1 Use a dictionary to check the meaning of the places at home in the box. Then do the *Where is it?* quiz. Look at the pictures. Match the places with pictures 1–12.


balcony basement bathroom bedroom
dining room garage garden hall
kitchen living room porch stairs

- | | |
|-----------|----------|
| 1 balcony | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

2  1.42 Work in pairs. Compare your ideas from exercise 1. Then listen and check.

I think photo 1 is a garden.

Really? I think it's a balcony.

3  1.43 Listen to people at home. Where are they? Tick (✓) the correct answers.

- | | |
|--|--|
| <input checked="" type="checkbox"/> in the bedroom | <input type="checkbox"/> on the balcony |
| 1 <input type="checkbox"/> in the hall | <input type="checkbox"/> in the garden |
| 2 <input type="checkbox"/> on the stairs | <input type="checkbox"/> in the kitchen |
| 3 <input type="checkbox"/> in the living room | <input type="checkbox"/> in the garage |
| 4 <input type="checkbox"/> in the basement | <input type="checkbox"/> in the bathroom |

WHERE IS IT?



32 My home

Play the audio for students to listen and check their answers. Play the audio again, pausing after each word for students to repeat.

ANSWERS

- 1 balcony 2 basement 3 bedroom
4 bathroom 5 dining room 6 garage
7 porch 8 living room 9 kitchen
10 garden 11 stairs 12 hall

Exercise 3 1.43 page 123

Play the first part of the audio and ask: *Where is he? In the bedroom or on the balcony?* Elicit the answer. Play the rest of the audio for students to listen and decide where the people are. Check answers with the class.

ANSWERS

- 1 in the garden 2 on the stairs 3 in the garage 4 in the bathroom

Optional activity: Vocabulary

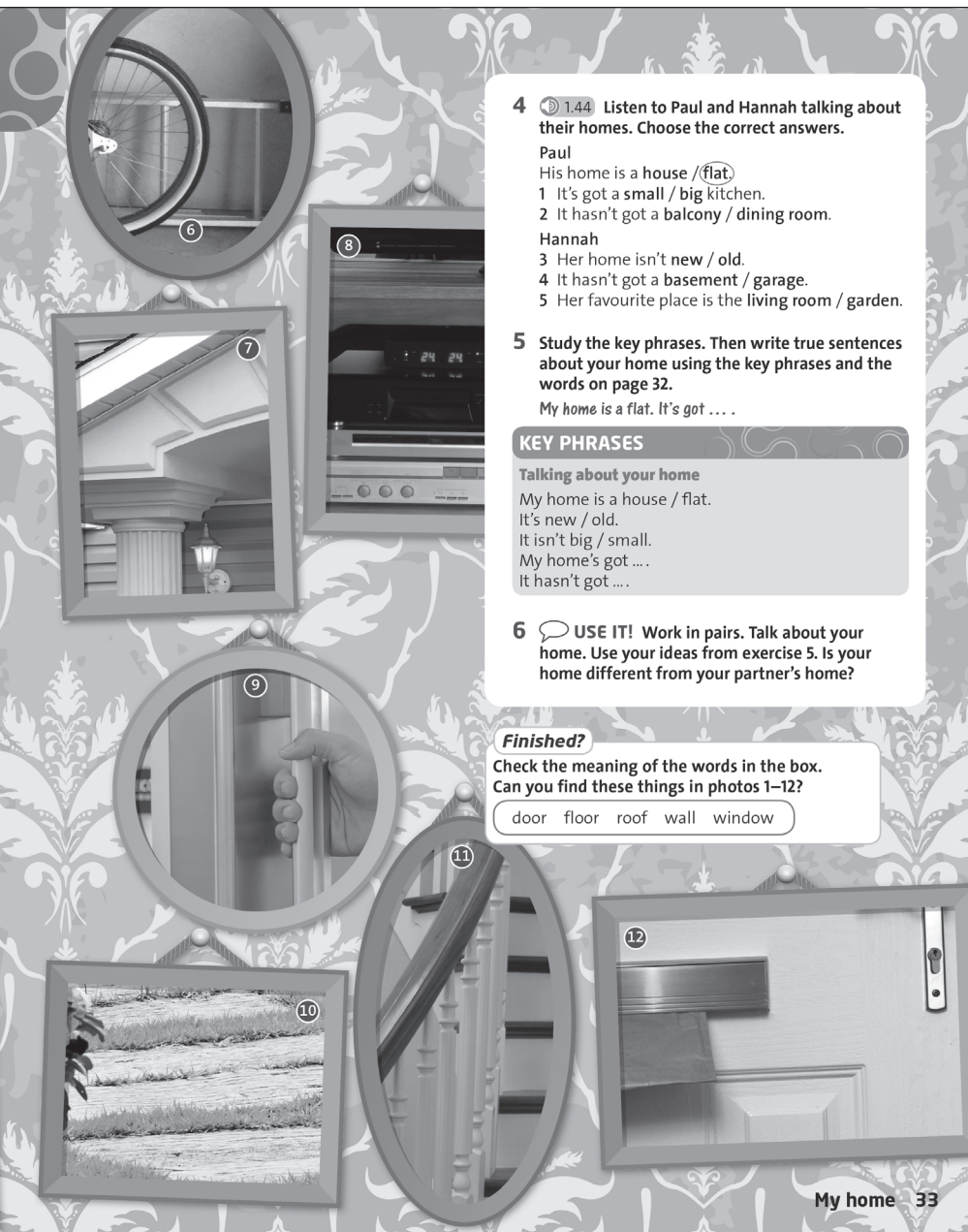
Mime walking up some stairs and ask: *Where am I?* Invite students in turn to mime being in one of the places. Other students watch and guess the places. With **stronger classes**, you could do this with books closed, to make it more challenging.

Exercise 4 1.44 page 123

Explain to students that they are going to hear two people talking about their homes. Allow students time to read through the sentences and make sure they understand everything. Play the audio. Students listen and choose the correct words to complete the sentences. Allow students time to compare their answers in pairs, then play the audio again for students to listen and check their answers. Check answers with the class.

ANSWERS

- 1 small 2 dining room 3 new
4 garage 5 garden



4 1.44 Listen to Paul and Hannah talking about their homes. Choose the correct answers.

Paul

His home is a house / flat.

- 1 It's got a small / big kitchen.
- 2 It hasn't got a balcony / dining room.

Hannah

- 3 Her home isn't new / old.
- 4 It hasn't got a basement / garage.
- 5 Her favourite place is the living room / garden.

5 Study the key phrases. Then write true sentences about your home using the key phrases and the words on page 32.

My home is a flat. It's got ...

KEY PHRASES

Talking about your home

My home is a house / flat.

It's new / old.

It isn't big / small.

My home's got

It hasn't got

6 USE IT! Work in pairs. Talk about your home. Use your ideas from exercise 5. Is your home different from your partner's home?

Finished?

Check the meaning of the words in the box. Can you find these things in photos 1–12?

door floor roof wall window

My home 33

Exercise 5

Read through the key phrases with the class and check that they understand them all. Say one or two sentences about your home using the key phrases and words on page 32, e.g. *My home is a flat. It's small. My home's got three bedrooms.* Students then write sentences about their own home. Monitor and help while they are working.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Read out the instructions and check that students understand *different from*. You could also teach the opposite *the same as*. Students work in pairs to tell each other about their home. Point out that they need to listen carefully to what their partner says, so they can decide if their home is different from their partner's home. Monitor while students are working and note down any typical mistakes. Ask some students if their home is different

from their partner's and in what way. Correct any mistakes you noticed in a feedback session at the end.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the *Finished?* activity. Students can use their dictionaries to check the meaning of the words and find the things in the photos. When other students have finished, ask some of the fast finishers to show the class where the things are in the photos, e.g. *This is a door.* Check that students understand all the words.

More practice

Workbook page 28

Practice Kit Vocabulary 3

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Small homes

Aim

Read for specific information.

THINK!

Read out the title of the lesson *Small homes* and use the photos to check that students understand the meaning. Ask the THINK! question to the class and ask more detailed questions to encourage students to give more information, e.g. *Do most people live in houses or flats? How many bedrooms have homes got? Have most homes got a big garden?* Elicit answers from individual students.

ANSWERS

Students' own answers.

Exercise 1

Read out the introduction to the text and explain the meaning of *advantages*. Ask: *Can you think of any more advantages of a small home?* Elicit a few ideas, e.g. *It's cheap to keep warm.*

Read the instructions and explain the meaning of *fact file*. Explain to students that in this exercise they have to find this specific information about each home in order to do the matching task. Ask students to read the text and match the sentences with the homes. With **weaker classes**, students could read each description and say which sentence it matches. Elicit the sentence in each description which matches the sentences 1–3.

ANSWERS

1 B 2 C 3 A

Exercise 2 1.45

Teach the meaning of *first floor* if necessary. With **stronger classes**, elicit some possible answers based on students' first reading of the text, but don't confirm them. Play the audio. Students read and listen, and answer the questions. With **stronger classes**, students could write their answers as full sentences. Check answers with the class.

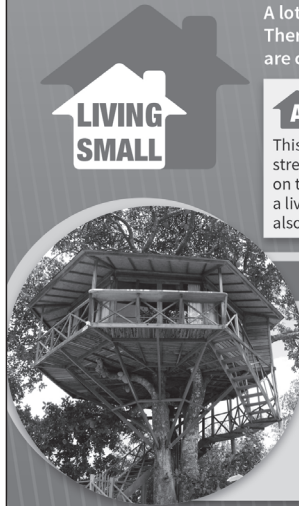
ANSWERS

- 1 It's in Japan.
- 2 There's a kitchen, a living room and a (children's) bedroom on the first floor.
- 3 It's got one bedroom.
- 4 The kitchen has got a balcony with a beautiful view.
- 5 It's 15 square metres.
- 6 It's got two rooms.

3 READING • Small homes

I can read for specific information.

THINK! How big are homes in your country?



A lot of people around the world today live in small homes. There are many advantages to 'living small'. Small houses are cheap and they are also easy to clean.

A MIZUISHI HOME

Location: Japan
Size: 55 m²

This new, modern home is in a small space next to the street. There's a bedroom and bathroom downstairs on the ground floor. On the first floor, there's a kitchen, a living room and a children's bedroom. This house is also nice and bright because there are lots of windows.

Location: Indonesia
Size: 30 m²

B RIMBA HOME

This home is small and it's also a treehouse. It's only got one bedroom, but there's a big, comfortable living room, too. The kitchen has also got a balcony with a beautiful view. The Rimba Home has got a bathroom, but it isn't upstairs in the treehouse. It's downstairs, on the ground.

C WEEBOX HOME

Location: USA
Size: 15 m²

This home is ideal for one person because there are only two rooms. One is the kitchen and living room. The other is a tiny bathroom. There's a bed in the house, but it's in the living room. The Weebox is also special because it's a mobile home. It's got wheels to move around.



1 Read the fact file about small homes quickly. Match sentences 1–3 with homes A–C.

- 1 The bathroom isn't in the house. _____
- 2 The bed is in the living room. _____
- 3 The house has got two bedrooms. _____

2 1.45 Read and listen to the fact file again. Answer the questions.

- 1 Where is the Mizuishi Home?
- 2 What rooms are on the first floor of the Mizuishi Home?
- 3 How many bedrooms has the Rimba Home got?
- 4 What's special about the Rimba Home's kitchen?
- 5 How big is the Weebox Home?
- 6 How many rooms has the Weebox Home got?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 32 in the Workbook.

4 USE IT! Work in pairs. Ask and answer the questions.

- 1 How are the three homes in the fact file different from your home?
- 2 Which home is good for a family with children?
- 3 Which home is your favourite? Why?

34 My home

Optional activity: Reading

Read out these sentences. Tell students they are all things people might say if they live in the homes in the fact file. Students listen and match each sentence with one of the homes.

- 1 The big living room is great!
- 2 I like it because it's got lots of windows.
- 3 I sometimes move it to a different place.

Check answers with the class.

ANSWERS

1 B 2 A 3 C

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers and check that students understand all the words. Point out to students that these are all adjectives that we can use to talk about homes. Ask:

Which words can you use to describe your home? Why?

Workbook page 32 exercise 5

Exercise 4 USE IT!

Read out the questions. Give one or two possible answers to the first question, e.g. *The Mizuishi home is different from my home because the bathroom is downstairs. In my home, the bathroom is on the first floor. The Rimba home is different from my home because it's only got one bedroom. My home has got three bedrooms.* If necessary, teach the word *because* for giving reasons. Allow students time to prepare their ideas. They then talk about the questions in pairs. Elicit a range of answers from individual students.

ANSWERS

Students' own answers.

More practice

Workbook page 32

3 LANGUAGE FOCUS • *there is / there are*: affirmative and negative

I can describe a house or a flat.

- 1 Look at the picture and the example sentences. Then complete the table with *'s*, *isn't*, *are* and *aren't*. Study the rules.
- 1 There's a door. 3 There are some windows.
2 There isn't a balcony. 4 There aren't any trees.



Affirmative	
There ¹ _____ a bathroom downstairs.	
There ² _____ some bedrooms on the first floor.	
Negative	
There ³ _____ a bathroom upstairs.	
There ⁴ _____ any bedrooms on the ground floor.	

RULES

We use *a / an* before singular words.
We use *some* before plural words in affirmative sentences.
We use *any* with plural words in negative sentences.

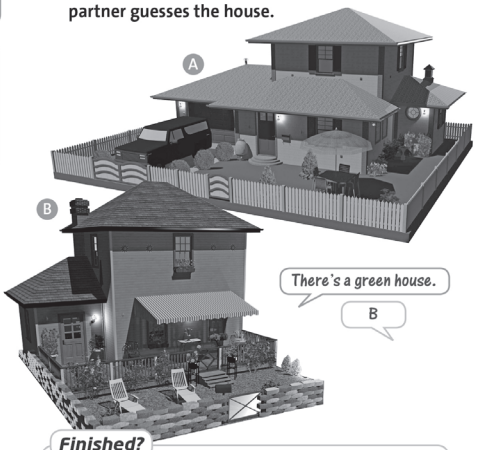
- 2 Complete the sentences with *There's*, *There are*, *There isn't* or *There aren't*.
- There's an old house in my street. It's very big.
- 1 _____ some chairs on the balcony, but they aren't comfortable.
- 2 _____ some beautiful new flats in our town, but they are expensive.
- 3 _____ a TV in the bedroom. The TV is in the living room.
- 4 _____ any people in the garden right now. They're in the kitchen.
- 5 _____ an interesting programme on TV now. It's about unusual homes in Japan.
- 6 _____ any bicycles in our garage because we haven't got bicycles.
- 7 _____ a bathroom in the Rimba Home. The bathroom is downstairs, on the ground.

- 3 Look at the picture. Write sentences using *There's*, *There are*, *There isn't* and *There aren't*.



- balcony *There isn't a balcony.*
- 1 windows _____
2 big trees _____
3 children _____
4 red car _____
5 garage _____
6 doors _____

- 4 **USE IT!** Work in pairs. Play a game. Make sentences about houses A and B using *There's*, *There are*, *There isn't* and *There aren't*. Your partner guesses the house.



Finished?

Write true sentences about your home with *There's*, *There are*, *There isn't* and *There aren't*. Swap sentences with a partner. Then draw your partner's home.

My home 35

Language focus • *there is / there are*: affirmative and negative

Aim
Describe a house or a flat.

Warm-up

Ask students what they can remember about the Mizuishi home. Ask: *What's on the first floor?* (a kitchen, a living room and a bedroom) *Why is it bright?* (because there are lots of windows) Students can look back at the text on page 34 to check. Write on the board: *On the first floor, _____ a kitchen. _____ lots of windows.* Ask students to look back at the text and find the missing words (there's, There are).

Exercise 1

Look at the picture and read through the example sentences with the class,

then read through the table and elicit the correct forms to complete it. Study the rules and make sure students understand everything.

- ANSWERS**
- 1 's 2 are 3 isn't 4 aren't

Language note

With singular nouns, we use *there's + a / an ... / there isn't + a / an ...*: *There's a bathroom. / There isn't a bathroom.* With plural nouns, we use *There are + some ... / There aren't + any ...*: *There are some windows. / There aren't any windows.* We don't use *some* in negative sentences. (NOT *There aren't some windows.*)

Exercise 2

Read out the example and elicit another example from the class. Students complete the sentences with the correct forms of *There is / There are*. With **weaker classes**, remind students to think about whether the following noun is singular or plural and whether the meaning is

affirmative or negative. With **stronger classes** or fast finishers, students could rewrite the affirmative sentences as negative and the negative sentences as affirmative, e.g. *There isn't an old house on my street. There aren't any chairs on the balcony.* Check answers with the class.

- ANSWERS**
- 1 There are 2 There are 3 There isn't
4 There aren't 5 There's 6 There aren't 7 There isn't

Exercise 3

Read out the example, then read out the prompt *balcony* and elicit the correct sentence. Students then write the sentences. Check answers with the class.

- ANSWERS**
- 1 There are some windows.
2 There aren't any big trees.
3 There are some children.
4 There's a red car.
5 There isn't a garage.
6 There are some doors.

Exercise 4 USE IT!

Read out the task and the example. Elicit another example sentence about one of the houses. Ask students to guess the house. With **weaker classes**, allow students time to prepare their ideas individually before they work in pairs. Monitor and help while they are working and make sure their sentences are correct. With **stronger classes**, students can go straight into the pairwork. Ask who guessed all the houses correctly.

- ANSWERS**
- Students' own answers.

Finished?

Refer **fast finishers** to the *Finished?* activity. Students can write their sentences individually, then swap with another fast finisher and draw their partner's home. They can show their drawing to their partner to check how accurate it is. Alternatively, ask some students to read their sentences to the class. Other students can listen and say how their homes are the same or different.

- More practice**
Workbook page 29
Practice Kit Grammar 5
- Assessment**
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • An ideal bedroom

Aim

Listen for specific information.

THINK!

Read out the title of the lesson and explain *ideal*. Read out the THINK! question and give a few examples of things in your bedroom, e.g. *I've got a bed, a bookcase and a wardrobe*. Ask individual students the question and elicit answers.

ANSWERS

Students' own answers.

Exercise 1 1.46 page 123

Students check the meaning of the words in their dictionaries and match them with the pictures. Play the audio for them to listen and check. Play the audio again, pausing for them to repeat.

ANSWERS

1 curtains 2 lamp 3 bedside table
4 rug 5 shelf 6 bookcase 7 sofa
8 sink 9 mirror 10 shower 11 bed
12 wardrobe

Exercise 2

Remind students that with plural nouns we use *some* in affirmative sentences and *any* in negative sentences: *There are some curtains. / There aren't any curtains*. With **weaker classes**, allow students time to prepare some sentences before they work in pairs. With **stronger classes**, students can go straight into the pairwork. Encourage them to use adjectives to describe their things, e.g. *I've got a small / blue rug*. Ask some students about their partner's bedroom.

Optional activity: Vocabulary

Mime opening or closing some curtains. Ask: *What are they?* Elicit the correct word. Invite individual students to choose one of the words in exercise 1 and mime using it. Other students watch and guess the words.

Exercise 3 1.47 page 123

Check that students understand *cosy*, *fresh* and *comfortable*. Play the audio. Students listen and decide who gives each opinion. Check answers with the class. With **weaker classes**, play the audio again, pausing it to allow students to hear each answer.

ANSWERS

1 J 2 D 3 J 4 D

Exercise 4 1.48 page 123

Point out to students that there is specific information in the sentences, e.g. *two bookcases*, so they need to listen carefully.

3

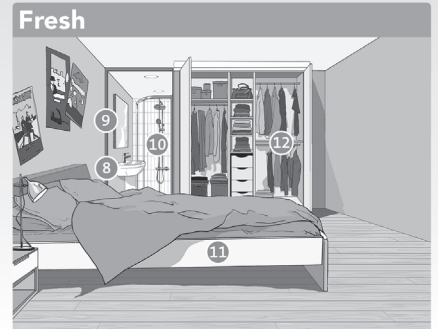
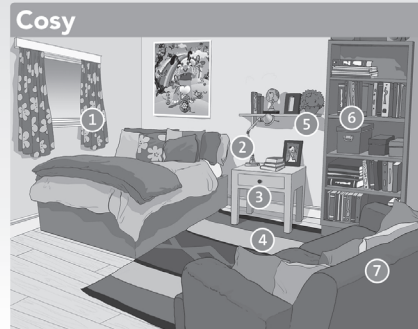
VOCABULARY AND LISTENING • An ideal bedroom

I can listen for specific information.

THINK! What things have you got in your bedroom?

⏪ ⏩ 🔍 🏠

IDEAL Designs



Your ideal bedroom!

Is there a big window? Are there any shelves? Has your ideal bedroom got a bathroom, too?

1 1.46 Match 1–12 with the words in the box. Then listen and check.

bed bedside table bookcase curtains
lamp mirror rug shelf shower
sink sofa wardrobe

- | | |
|------------|----------|
| 1 curtains | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

2 Work in pairs. Which things in exercise 1 have you got in your bedroom?

I've got a big wardrobe in my bedroom.

There aren't any curtains.

3 1.47 Read the opinions below. Then listen to Dan and Jenna's conversation. Whose opinions are they? Write D or J.

- The Fresh room is nice and modern. _____
- The Fresh room has got a great bed. _____
- The Cosy room hasn't got a big window. _____
- The Cosy room is comfortable. _____

36 My home

Play the audio. Students listen and write *true* or *false*. With **stronger classes**, students could correct the false sentences. With **weaker classes**, students compare their answers in pairs. Play the audio again for them to check and complete their answers.

ANSWERS

1 false 2 true 3 true 4 true

Optional activity: Listening

Write these questions on the board:

- What is Dan a big fan of?
- What are Dan's shelves for?
- Why has Jenna got two beds?
- Is Jenna's wardrobe big or small?

Play the audio again. Students listen and answer the questions. With **stronger classes**, students can answer the questions from memory, then listen again to check. Check answers.

ANSWERS

1 books 2 photos and books
3 one is for her sister 4 big

Exercise 5

Read the study strategy with the class. Point out that using pictures can be a good way to learn vocabulary. Students check the meaning of the words, then draw and label pictures in their vocabulary notebooks. They can compare their answers in pairs.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students draw their ideal bedroom. Encourage them to design something amazing! In pairs, students describe their room to their partner and draw their partner's room. They can compare the pictures to see how similar they are.

ANSWERS

Students' own answers.

More practice

Workbook page 30

Practice Kit Listening 2

Assessment

Five-minute test, Teacher's Resource Disk

3 LANGUAGE FOCUS • *Is there ... ? , Are there ... ? , How many ... ?* I can ask and answer questions about things in the home.

1 Look again at the *Ideal Designs* website on page 36. Choose the correct words in the table.

Questions	Answers
Is there / Are there a big window?	Yes, there is. No, there isn't.
Is there / Are there any shelves?	Yes, there are. No, there aren't.
How many shelves is there / are there?	There's one. / There are two. / There aren't any.

2 Complete the questions with *is there* or *are there*.



- Is there a sofa in your bedroom?
1 _____ any curtains in your kitchen?
2 How many windows _____ in your bedroom?
3 _____ a big mirror in your bathroom?
4 How many bedrooms _____ in your home?
5 _____ a bookcase in your living room?

3 Write true answers to the questions in exercise 2. Then ask and answer with a partner.

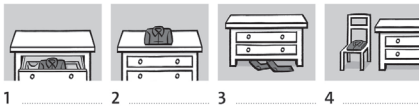
Is there a sofa in your bedroom?

No, there isn't. I've got a small bedroom.

Language point: Prepositions of place

4 Match the pictures with the prepositions in the box.

in next to on under



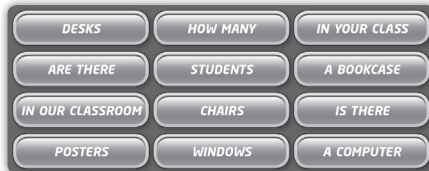
5 Look at the picture. Write questions about the bedroom. Use *Is there ... ?* and *Are there ... ?*. Then ask and answer the questions.



football / under the wardrobe?
Is there a football under the wardrobe? No, there isn't.

- 1 books / in the bookcase?
2 lamp / in the bedroom?
3 wardrobe / next to the door?
4 computer / on the desk?
5 children / in the bedroom?
6 desk / under the window?
7 mirrors / next to the wardrobe?

6 Write questions about your classroom using the words below. How many questions can you write in three minutes?



7 USE IT! Work in pairs. Ask and answer your questions from exercise 6.

Finished?

Write five questions about your partner's bedroom. Then ask and answer your questions.

My home 37

ANSWERS

Students' own answers.

Language point: Prepositions of place

Exercise 4

Focus on each picture in turn and use the pictures to teach the meaning of the prepositions. Match the pictures with the prepositions.

ANSWERS

1 in 2 on 3 under 4 next to

Exercise 5

Students write the questions and answer them. With **weaker classes**, students write just the questions first. Check these, then ask them to write the answers. Check answers with the class.

ANSWERS

- Are there any books in the bookcase? Yes, there are.
- Is there a lamp in the bedroom? No, there isn't.
- Is there a wardrobe next to the door? Yes, there is.
- Is there a computer on the desk? Yes, there is.
- Are there any children in the bedroom? No, there aren't.
- Is there a desk under the window? No, there isn't.
- Are there any mirrors next to the wardrobe? Yes, there are.

Exercise 6

Give students three minutes to write as many questions as they can. With **weaker classes**, students work in pairs. Stop the activity and ask students to read their questions to the class. Correct any mistakes. See who managed to write the most questions.

ANSWERS

Students' own answers.

Exercise 7 USE IT!

Students work in pairs to ask and answer their questions from exercise 6. Monitor while they are working and correct any errors in a feedback session at the end.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then ask and answer with another fast finisher. Alternatively, ask them to read their questions to the class. Ask other students to answer the questions.

More practice

Workbook page 31

Practice Kit Grammar 6

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *Is there ... ? , Are there ... ? , How many ... ?*

Aim

Ask and answer questions about things in the home.

Warm-up

Ask individual students questions using *Is there ... ? , Are there ... ?* and *How many ... ?*, e.g. *Is there a bed in your bedroom? Are there any bookcases? How many windows are there?* Elicit answers and write some of the questions on the board.

Exercise 1

Refer students back to the text at the top of the *Ideal Designs* website on page 36. Students read the text, then choose the correct words in the table. Read through the table with the class and elicit the correct answers.

ANSWERS

1 Is there 2 Are there 3 are there

Language note

With singular nouns, we use *Is there + a*: *Is there a bookcase?* With plural nouns, we use *Are there + any*: *Are there any rugs?* (NOT *Are there some rugs?*)

Exercise 2

Focus on the example. Students then write the questions. Check answers with the class.

ANSWERS

1 Are there 2 are there 3 Is there
4 are there 5 Is there

Exercise 3

Ask the first question to a confident student and elicit the answer. Encourage students to use the correct short answer: *Yes, there is. / No, there isn't.* Students write true answers to the questions, then work in pairs to ask and answer the questions.

Speaking • Asking where things are

Aim

Ask where things are.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage students to give more information, e.g. *How many books are there? Are there any maths books? Is there a phone?* You could use the opportunity to revise vocabulary that students learned in the Starter unit, e.g. *pen, pencil, rubber, notebook.*

ANSWERS

Students' own answers.

Exercise 1 1.49

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class.

ANSWER

Nigel's bag is under his bed.

Exercise 2

Ask students to find the key phrases in the dialogue and complete the matching task. Don't check answers at this stage.

Exercise 3 1.49

Play the video or audio again. Students watch or listen and check their answers to exercise 2. Check answers with the class and check that students understand all the key phrases.

ANSWERS

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

Optional activity: Key phrases

Write the following prompts on the board:

- 1 minute / just / a
- 2 me / let / see
- 3 you're / right / oh

Ask students to find the phrases in the dialogue in exercise 1 and write them in the correct order. Check answers with the class and check that students understand the phrases. Explain that we use *Just a minute* to ask someone to wait and we use *Let me see* when we need time to think.

ANSWERS

- 1 Just a minute.
- 2 Let me see.
- 3 Oh, you're right.

3 SPEAKING • Asking where things are

I can ask where things are.

THINK! What things are in your school bag?

- Mum** It's time for school, Nigel. Are you ready?
Nigel No, I'm not. Where's my school bag?
Mum No idea! Is it in your wardrobe?
Nigel No, it isn't.
Mum Are you sure? Maybe it's under your bed.
Nigel Let me see. Oh, you're right! Here it is!
Mum Good! Now are you ready?
Nigel Just a minute. Where's my phone? Is it in the living room?
Mum Oh, Nigel!



1 1.49 Watch or listen. Where is Nigel's bag?

2 Match 1–6 with a–f to complete the key phrases.

KEY PHRASES

Asking where things are

- | | |
|--------------|-------------------|
| 1 Where's | a your wardrobe? |
| 2 No | b under your bed. |
| 3 Is it in | c it is! |
| 4 Are you | d sure? |
| 5 Maybe it's | e ideal! |
| 6 Here | f my school bag? |

3 1.49 Watch or listen again. Check your answers to exercise 2.

4 1.50 PRONUNCIATION: Question intonation Listen and repeat.

- Are you ready? →
 Where's my school bag? ↘
 Is it under your bed? ↗
 Where's my phone? ↘

5 Practise the dialogue in exercise 1. Pay attention to the intonation in questions.

6 USE IT! Work in pairs. Prepare and practise a new dialogue. Use the dialogue in exercise 1, the pictures below and the words in the boxes to help you.

my book my football my pencil case

in the dining room in the hall
 in the living room on the shelf
 on the sofa under the chair



38 My home

Exercise 4 1.50 PRONUNCIATION: Question intonation

Read out the questions and point out the intonation arrows. Read out the first question and use your hand to show how the intonation goes up. Explain to students that intonation is important in English and may not be the same as intonation patterns in their own language. Play the audio once for students to listen, then play it again, pausing after each question for students to repeat.

Exercise 5

Students work in pairs to practise the dialogue in exercise 1. Encourage them to pay attention to the intonation in the questions. They can swap roles and practise again.

Exercise 6 USE IT!

Demonstrate the activity with a confident student. Play the role of Mum, using ideas from the box and the pictures and encourage the student to play the role of

Nigel, changing the ideas as necessary. Students then work in pairs to practise their dialogue. With **weaker classes**, students could prepare their dialogues first, but with **stronger classes**, students can go straight into the role-play. Students then swap roles and practise again.

Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 35

Practice Kit Speaking 3

3

WRITING • A description of your home

I can write a description of my home.

THINK! What's your favourite room at home?

Teen Forum

Tell us about your home. Then click on SEND. You can win a prize!

Your home

My home is a house in the city. It's ideal for my family. There's a living room and a big kitchen, but there isn't a dining room. There are also three bedrooms and two small bathrooms. My bedroom is next to the living room. We've got a small garden, too. I think my home's great!

Your bedroom

I'm happy with my bedroom. I think it's nice. There's a bed and there's a desk for my computer. There isn't a bookcase, but there are some shelves. I'm not keen on my bed. It's very small, so it isn't comfortable. There aren't any pictures, but I've got lots of posters on the walls.

>> SEND <<



Martina

1 Read Martina's message. Has her house got a garden? Are there any posters in her bedroom?

2 Read Martina's message again. Complete the key phrases.

KEY PHRASES

Giving opinions

- 1 It's _____ for my family.
- 2 I _____ my home's great!
- 3 I'm _____ with my bedroom.
- 4 I'm not keen on _____.

Language point: *and* and *but*

3 Look at the words in blue in Martina's message. Then complete the sentences with *and* or *but*.

- 1 We use _____ to link similar words and ideas.
- 2 We use _____ to link different words and ideas.
- 3 We use a comma (,) before _____.

4 Link the ideas in the sentences with *and* or *but*.

- There's a living room. There isn't a dining room.
There's a living room, but there isn't a dining room.
- 1 My bedroom is nice. It's big.
 - 2 There's a balcony. There isn't a garden.
 - 3 We've got a dining room. It's very small.
 - 4 There are two posters. There are lots of photos.
 - 5 Paul's got a computer in his room. It isn't new.

5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of your home.

B THINK AND PLAN

- 1 Where is your home?
- 2 What rooms are there?
- 3 Is there a balcony, a garden or a garage?
- 4 What is your opinion of your bedroom?
- 5 What things are there in your bedroom?
- 6 Are there any problems with your bedroom?

C WRITE YOUR MESSAGE

Your home:

My home is ...

It's ... for my family.

There ... and / but ...

We've got ... , too.

I think my home's ...

Your bedroom:

I'm ... with my bedroom.

I think it's ...

There ... and / but ...

I'm not keen on ...

D CHECK

- capital letters
- spelling and punctuation
- *and* / *but*

My home 39

ANSWERS

1 and 2 but 3 but

Exercise 4

Read out the example. Students then write the sentences with *and* or *but*. Check answers with the class.

ANSWERS

- 1 My bedroom is nice and big.
- 2 There's a balcony, but there isn't a garden.
- 3 We've got a dining room, but it's very small.
- 4 There are two posters and (there are) lots of photos.
- 5 Paul's got a computer in his room, but it isn't new.

Optional activity: Writing

Write these gapped sentences on the board.

- 1 I'm happy ___ my bedroom.
- 2 There's a desk ___ my computer.
- 3 I'm not keen ___ my bed.
- 4 I've got posters ___ the walls.

Point out that the missing word in each sentence is a preposition. Ask students to look at Martina's message again and complete the sentences with the missing words. Point out that they have learned about prepositions of place, but prepositions are also used in other places, for example, after adjectives such as *happy*. Encourage students to write example sentences when they learn new vocabulary, to help them remember prepositions that go with particular words and the meanings they express.

ANSWERS

1 with 2 for 3 on 4 on

Writing • A description of your home

Aim

Write a description of your home.

THINK!

Read out the question and give your own answer, e.g. *My favourite room is the living room because there's a TV and a comfortable sofa*. Elicit answers from individual students. Ask more questions to encourage them to say more, e.g. *Why is this your favourite room? What is there in the room? Is it cosy? Has it got any comfortable chairs?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit or explain that it is an online message. Students read the message and answer the questions. Check answers with the class.

ANSWERS

Yes, it's got a small garden. Yes, there are lots of posters on the walls.

Exercise 2

Students read the message again and complete the key phrases. Check answers and check that students understand all the phrases. Point out that the phrases all have similar meanings and in writing it is important to use a range of different phrases to make your writing interesting to read.

ANSWERS

1 ideal 2 think 3 happy 4 my bed

Language point: *and* and *but*

Exercise 3

Focus on the words in blue in the message and read out each sentence containing one of the words. Read out the three sentences and explain *similar* if necessary. Elicit the correct words to complete the sentences.

Exercise 5 USE IT!

Students answer the questions in part B and plan their description. Read through part C on how to structure their description with the class. Students write their description. This can be set for homework. Remind students to check their writing and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 33

End of unit activities

Progress Review, Workbook page 34

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct places at home. With **weaker classes**, students could refer back to page 32 to help them. With **stronger classes**, students could do it as a test.

ANSWERS

- 1 flat 2 kitchen 3 dining 4 living
5 balcony 6 bedrooms 7 bathroom
8 garage 9 garden

Exercise 2

Students do the puzzle and find the objects. Check answers with the class.

ANSWERS

bed, bookcase, curtains, lamp, mirror, rug, shelf, shower, sink, sofa, wardrobe

Language focus

Exercise 3

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

- 1 There's 2 aren't 3 any
4 There are 5 isn't 6 some

Exercise 4

Students write questions and answers for the sentences in exercise 3. Check answers.

ANSWERS

- 2 Are there any books on the table?
No, there aren't.
3 Are there any rugs on the floor?
No, there aren't.
4 Are there any posters on the wall?
Yes there are.
5 Is there a wardrobe in the bedroom?
No, there isn't.
6 Are there any chairs in the dining room? Yes, there are.

Exercise 5

Students look at the picture and complete the sentences with the correct prepositions. Refer them back to page 37 to help them. Check answers with the class.

ANSWERS

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

Speaking

Exercise 6

Students order the words to make questions or sentences. They then read the dialogue and use the questions and sentences to complete it. With **weaker classes**, students practise the dialogue in pairs.

3 REVIEW

Vocabulary

1 Complete the sentences with places at home.

My home is a ¹f _____. There's a ²k _____n, but there isn't a ³d _____g room. There's a ⁴l _____g room with a ⁵b _____y. We've got three ⁶b _____s and one ⁷b _____m. There's a big ⁸g _____e for two cars, but there isn't a ⁹g _____n.

2 Find eleven objects in the home.

B	E	D	M	B	S	W	C	S
R	L	P	I	O	H	A	U	I
U	G	B	R	O	E	R	R	N
G	R	U	R	K	L	D	T	K
L	C	D	O	C	F	R	A	S
I	E	M	R	A	E	O	I	O
L	A	M	P	S	R	B	N	F
S	H	O	W	E	R	E	S	A

Language focus

3 Choose the correct words.

- There's / There are a sofa in the living room.
- There isn't / aren't any books on the table.
- There aren't some / any rugs on the floor.
- There's / There are some posters on the wall.
- There isn't / aren't a wardrobe in the bedroom.
- There are some / any chairs in the dining room.

4 Write questions and answers for the sentences in exercise 3.

Is there a sofa in the living room?
Yes, there is.



40 REVIEW • My home

ANSWERS

- a Are my books in the kitchen?
b Is it in your room?
c Where's my school bag?
d Maybe it's on your chair.
1 c 2 b 3 d 4 a

Listening

Exercise 7 1.51 page 123

Play the audio for students to listen and answer the questions. Students compare their answers in pairs, then play the audio again for them to check and complete their answers.

ANSWERS

- Yes, there is.
- No, there isn't.
- Yes, there is.
- Yes, there are.
- No, there aren't.
- There are three rooms.

5 Look at the picture. Complete the sentences with the prepositions in the box.

in next to next to on on under



- The computer is _____ the desk.
- The book is _____ the bed.
- The bookcase is _____ the window.
- The photos are _____ the shelf.
- The basketball is _____ the wardrobe.
- The lamp is _____ the desk.

Speaking

6 Order the words to make questions or sentences. Then complete the dialogue.

- a books / kitchen / Are / in / my / the / ?
b room / in / it / your / Is / ?
c bag / my / school / Where's / ?
d on / it's / chair / Maybe / your / .

Dad Are you ready? It's time to go now.
Anna No, I'm not, Dad. ¹ _____ ?
Dad Hmm. ² _____ ?
Anna No, it isn't.
Dad Are you sure? ³ _____ .
Anna Oh, you're right! Here it is!
Dad Great! Are you ready, then?
Anna Just a second, Dad. ⁴ _____ ?
Dad Anna! Please hurry!

Listening

7 1.51 Listen to Susan talking about her houseboat. Then answer the questions.

- Is there a living room?
- Is there a shower in the bathroom?
- Is there a sofa?
- Are there any bookcases?
- Are there any wardrobes?
- How many rooms are there?

Optional activity: Consolidation

Ask students to draw a picture of their ideal home and write a description of it. Tell students they must include some words for places at home from page 32, some words for objects at home from page 36 and some examples of *there is / there are*.

Monitor and help while students are preparing their ideas.

Students can then work in pairs to compare their ideal homes, using the questions on the board and their own ideas. Ask some students to tell the class about their partner's ideal home. Discuss which home sounds amazing!

Correct any typical errors in a feedback session at the end.

Assessment

Tests, Teacher's Resource Disk

3 PUZZLES AND GAMES

1 PLACES AT HOME. Add the first and last letter in the puzzle to find words for places at home.

1	H	A	L	L			
2		O	R	C			
3		T	A	I	R		
4		A	R	D	E		
5		A	L	C	O	N	
6		I	T	C	H	E	
7		A	T	H	R	O	O
8		A	S	E	M	E	N

2 GUESS THE ROOM. Work in pairs. Choose a room in your house or flat. Describe it using *There's*, *There are*, *There isn't* or *There aren't*. Say three things. The other student guesses the room.

There are two lamps. There's a mirror.
There isn't a bed.

Yes!

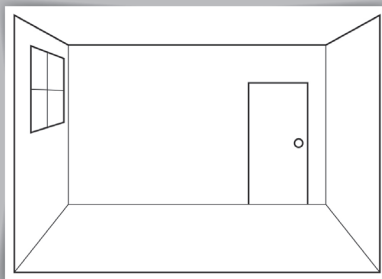
Uh... The living room?

3 MATCH! Match the puzzle pieces to make words for six things you find in a home.



4 WHAT'S IN THE BEDROOM? Choose five of the things in the box and draw them in the bedroom. Then work in pairs. Do not show your picture. Ask and answer questions. The winner is the first person to guess all five things.

bed bedside table bookcase
curtains lamp mirror rug
shelf sofa wardrobe



Is there a wardrobe in your bedroom?

No, there isn't.

Are there any curtains in your bedroom?

Yes, there are.

5 BACK TO BACK. Work in pairs. Follow the instructions.

- Put your things (your bag, a notebook, a book, a pencil, a pen, etc.) on your desk. Check you both have the same objects.
- Sit back to back. Put your things *in*, *on*, *next to* or *under* the other things.
- Tell your friend where the things are.
- Your friend puts the same things in the same places.
- Turn around and check you've got the same things in the same places.

My pen is in my pencil case.

Exercise 5

In pairs, students take their things out of their bags and check they have the same objects. They then sit back to back, each with a desk in front of them. One student arranges objects on the desk in front of them. They then describe to their partner where all their objects are, using prepositions of place. Their partner arranges their own objects in the same order. They can look at the two desks to see if the objects are in the same places. Students swap roles and practise again. Ask who managed to put all the things in the correct places.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students add the first and last letter to each word to make the words for places at home. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class.

ANSWERS

1 hall 2 porch 3 stairs 4 garden
5 balcony 6 kitchen 7 bathroom
8 basement

Exercise 2

Read out the examples. Students work in pairs and take turns to say three things to describe a room in their home. Their partner guesses the room. Ask who guessed all their partner's rooms correctly.

ANSWERS

Students' own answers.

Exercise 3

Students match the puzzle pieces to make six words for things you find in a home. Students can look back at page 36 to help them if necessary. Check answers and check that students understand all the words.

ANSWERS

lamp, wardrobe, bookcase, mirror, curtains, shelf

Exercise 4

Students work individually to choose five things and draw them in the bedroom. Tell them not to show their partner what they are drawing. Students then work in pairs and take turns to ask questions to guess what is in their partner's bedroom. As an extension, students could ask questions to find out where the objects are, e.g. *Is the bedside table next to the bed?*

ANSWERS

Students' own answers.

Unit summary

Vocabulary

School day: *chat with friends, do my homework, finish school, go to bed, go to school, have a break, start classes, wake up, walk to school, watch TV*

A good student: *ask questions, come to class, copy, eat, forget, raise my hand, shout, use a dictionary, use my phone, write new words*

Language focus

Present simple: affirmative

Present simple: negative

Speaking

I can make suggestions to help a friend.

Writing

I can write a description of my school life.

Vocabulary • School day

Aim

Talk about your school day.

THINK!

Briefly revise telling the time by drawing some clocks with different times on the board and asking: *What time is it?* You could do this as a game, awarding a point to the first student to give each correct answer. Read out the question and elicit the answer.

ANSWER

Students' own answer.

Exercise 1

Read out the first sentence in the *My School day* survey and ask: *Which picture shows this?* Elicit the answer. Students then work in pairs to read the survey and match the words in blue with the pictures. Check answers with the class and make sure that students understand all the sentences and the phrases in blue.

ANSWERS

B watch TV **C** have a break **D** go to bed **E** walk to school **F** chat with friends **G** start classes **H** finish school **I** wake up **J** do my homework

Exercise 2 1.52

Play the audio for the first sentence of the survey. Pause the audio and ask: *Is this true for you?* Students put a tick if it is true for them. Play the rest of the audio. Students

4 At school

VOCABULARY • School day

I can talk about my school day.

- ✦ Extra listening and speaking p75
- ✦ Project p81
- ✦ Curriculum extra p87
- ✦ Song p94

THINK! What time is your first class at school?

1 Read the *My school day* survey. Match the phrases in blue with pictures A–J.

- | | |
|----------------|---------|
| A go to school | F _____ |
| B _____ | G _____ |
| C _____ | H _____ |
| D _____ | I _____ |
| E _____ | J _____ |

2 1.52 Read and listen to the survey again. Tick (✓) the sentences that are true for you.

3 Compare your answers to the survey with your partner. Are your answers the same?

I walk to school with friends.

Me, too.



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read and listen, and tick the sentences that are true for them.

ANSWERS

Students' own answers.

Exercise 3

Read out the example. Explain that we use *Me, too* to agree with someone. Elicit or teach *No, that isn't true for me* as a negative response. Students then work in pairs. They take turns to read out a sentence that is true for them. Their partner responds. Ask some students which sentences are true for both of them. See which sentences are true for most students in the class.

ANSWERS

Students' own answers.

My school day

Do the survey. Which sentences are true for you?

- 1 I go to school from Monday to Friday.
- 2 I wake up at half past seven on school days.
- 3 I walk to school with friends.
- 4 I start classes at nine o'clock in the morning.
- 5 I have a break in the morning.
- 6 I finish school at three o'clock in the afternoon.
- 7 I chat with friends after school.
- 8 I do my homework before dinner.
- 9 I watch TV after dinner.
- 10 I go to bed before 10.00 p.m.

Optional activity: Vocabulary

Play a game to practise the vocabulary. Write one word from each of the school day activities on the board, e.g. *school, classes, up, break*, etc. You can write *school* three times, as there are three phrases with this word. Ask students to close their books and divide them into teams. Teams take turns to choose a word from the board and make a sentence using the correct phrase. If their sentence is correct, they get a point and the word is crossed off. If their sentence is not correct, don't correct it and leave the word on the board. Continue until all the phrases have been practised. See which team has the most points.



E

4 **1.53** Listen to three students talking about their school day. Who hasn't got school on Wednesday?



1 Thomas 2 James 3 Emily

5 **1.53** Listen again. Choose the correct words.

- 1 Thomas wakes up at 6.30 / 7.30 in the morning. He starts classes at 8.00 / 9.00 a.m.
- 2 James goes to school on Wednesday / Friday. He has / hasn't got classes on Saturday.
- 3 Emily finishes school at 2.30 / 3.30 p.m. She does her homework in the afternoon / evening.

6 Study the key phrases. Write true sentences about your school day using the key phrases and activities in the *My school day* survey.

I go to school from 8.30 a.m. to 2.00 p.m.

KEY PHRASES

Time expressions

- from ... to
- at 7.30 / break time
- in the morning / afternoon / evening
- on Wednesday / school days
- after dinner
- before I go to bed

7 **USE IT!** Work in pairs. Design your ideal school day. Use the key phrases and activities in the *My school day* survey.

I go to school from Tuesday to Thursday.



F



G



H



I

Finished? Compare your ideal school day with another pair. Are they the same?



J

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ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can compare their ideal school days in pairs and see how they are the same and how they are different.

More practice

Workbook page 36

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 4 **1.53** page 123

Explain to students that they are going to hear three people talking about their school day. Model the pronunciation of the names. Read out the question and briefly revise the days of the week if necessary. Play the audio. Students listen and answer the question. Check the answer with the class.

ANSWER

James hasn't got school on Wednesday.

Exercise 5 **1.53** page 123

Allow students time to read through the sentences. Check that they understand everything. Point out that the times can be said in different ways, e.g. 8.00 could be said as *eight o'clock* or just *eight in the morning*, and 8.30 could be said as *eight thirty* or *half past eight*.

Play the audio again. Students listen and choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

1 6.30, 8.00 2 Friday, hasn't 3 2.30, evening

Exercise 6

Read through the key phrases with the class and check that students understand them all. Point out the different prepositions in the phrases **at** *lunchtime*, **on** *Wednesday*, **in** *the morning*. Students write sentences about their own school day. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 7 USE IT!

Read out the instructions, then read out the example sentence. Elicit or give a few more example sentences, e.g. *I start classes at 11.30. I chat with friends at lunchtime. I finish school at 2.30.* Students then design their ideal school day. Ask some students to tell the class about their ideal school day. See which days sound like fun!

Reading • Unusual schools

Aim

Guess the meaning of new words.

THINK!

Ask the question to the class and explain the meaning of *special* if necessary. If students are struggling to think of ideas, ask more questions to give them ideas, e.g. *What is good about your school? Are the teachers friendly? Are the lessons interesting? Is there sport? Are there fun activities after school?* Elicit answers from individual students.

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the text and explain that *Schools with a difference* means schools that are different or special in some way. Explain the meaning of *magazine article*. Focus on the three flags and elicit the countries they are from (Australia, the UK and Mexico). Teach the meaning of *Australian Outback*.

Point out the underlined words in the text and explain to students that guessing the meaning of new words is an important skill that will help with their learning. Students read the text and match the underlined words to words 1–4 with the same meaning. Check answers with the class and ask students how easy they found it to guess the meanings.

ANSWERS

1 mates 2 travel 3 enjoy 4 online

Exercise 2 1.54

Allow students time to read the sentence beginnings and look at the example. Check they understand *send*. Play the audio. Students read and listen to the article again and complete the sentences. With **weaker classes**, ask students to read Liam's text first and elicit the correct sentence endings. Repeat this with Paula and Adam.

ANSWERS

1 email 2 countries 3 two 4 sports 6 football

Optional activity: Reading

Read out these sentences. Tell students these are all things Liam, Paula or Adam might say about their school. Students listen and decide which person might say each sentence. Ask them to say which part of the text gives the answer.

- 1 It's a very big school.
- 2 People do sport every day.

4 READING • Unusual schools

I can guess the meaning of new words.

THINK! What is special about your school?

Schools with a difference

Three students tell us why their school is special.



My parents and I live in a small town in the Australian Outback. My teacher is 500km away, in Alice Springs, so I study at home. I watch my lessons online and I send my homework to my teacher by email. We sometimes travel to Alice Springs for school events. Those are fun days!

Liam
Australia



Adam
England

My sister Jess and I go to Millview Academy, near Bristol. It's a good place for sports. I'm into athletics and I love football, too, but their favourite sport is basketball. They practise in the gym for two or three hours a day. That's a lot!



I go to an International School in Mexico City. There are 1,200 students, from about fifty countries. We study our subjects in English, but a lot of my mates are Mexican, so we often chat in Spanish during breaks. This year our school has got a new science laboratory. It's brilliant!

Paula
Mexico



1 Read the magazine article. Guess the meaning of the underlined words. Match them with words 1–4.

- excellent brilliant
1 friends
2 go
3 like
4 on the internet

2 1.54 Read and listen to the article again. Complete the sentences.

- Liam does his school lessons at home.
1 Liam sends his homework by
2 Paula's school has got students from many
3 Paula uses languages at school.
4 Millview Academy is a good school for
5 Jess likes, but she loves basketball.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 40 in the Workbook.

STUDY STRATEGY

Making notes about new words

When you learn new words, write them in your vocabulary notebook. Include an example sentence to help you remember the meaning.

4 Read the study strategy. Then write the new words in exercises 1 and 3 in your notebook. Write example sentences with the new words.

Basketball is brilliant.

5 USE IT! Work in pairs. Answer the questions.

- 1 Is your school different from the schools in the article? How is it different?
- 2 Is it a good idea to study at home? Why / Why not?
- 3 Which is the best school in the article? Why?

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- 3 I enjoy some special days at school. Check answers with the class.

ANSWERS

- 1 Paula (There are 1,200 students.)
- 2 Adam (They practise in the gym for two or three hours a day.)
- 3 Liam (Those are fun days!)

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers and check that students understand all the words.

Workbook page 40 exercise 5

Exercise 4

Read through the study strategy with the class and make sure that students understand everything. Explain to students that if they write example sentences that are interesting or relevant to them, they are more likely to remember the words. Students write the new words

and example sentences in their notebooks. Ask some students to read their example sentences to the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read out the questions and check that students understand everything. Explain the meaning of *best* if necessary. Allow students time to prepare their ideas. They then discuss the questions in pairs. Elicit a range of answers from individual students.

ANSWERS

Students' own answers.

More practice

Workbook page 40

Practice Kit Reading 2

4 LANGUAGE FOCUS • Present simple: affirmative

I can talk about activities people do.

1 Look at the example sentences. Then complete the table with the correct verb forms.

- 1 I watch lessons on the internet.
- 2 We enjoy football.
- 3 Liam lives in a small town.



Affirmative

I speak English.	We ³ _____ English.
You ¹ _____ English.	You ⁴ _____ English.
Paula ² _____ English.	They ⁵ _____ English.

2 Choose the correct words.

- Those students walk / walks to school.
- 1 We **do** / does homework every day.
 - 2 Adam **play** / plays football every day.
 - 3 I **study** / studies in my room after school.
 - 4 Paula **chat** / chats with her friends in Spanish.
 - 5 You **listen** / listens to the teacher in class.
 - 6 The school year **finish** / finishes in June.

Language point: Third person singular spelling rules

RULES

- 1 Most verbs: add -s
speak → *speaks*
- 2 Verbs ending in -o, -ss, -sh, -ch and -x: add -es
do → *does* *finish* → *finishes*
- 3 Verbs ending in a consonant + -y:
change -y to -ies
study → *studies*

3 Read the spelling rules. Write the third person singular verb forms.

- | | | |
|---------------|--------------|---------------|
| start starts | 3 copy _____ | 6 chat _____ |
| 1 learn _____ | 4 read _____ | 7 dance _____ |
| 2 go _____ | 5 like _____ | 8 teach _____ |

4 **1.55** PRONUNCIATION Third person singular forms Listen to the verbs in exercise 3. Write them in the table.

/s/	/z/	/ɪz/
starts		

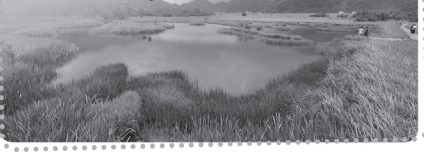
5 **1.56** Listen and check your answers. Then listen again and repeat.

6 Look at the puzzle. Write affirmative sentences.

Mark lives in London.

7 Complete the article about a school in China using the correct present simple affirmative forms of the verbs in brackets.

Budaixi Primary School is a school in China. It's special because only one student *goes* (go) there! Her name is Tan Xianzi. She ¹ _____ (walk) to school alone, but she ² _____ (eat) lunch with her teacher. She also ³ _____ (play) games together during breaks. Tan Xianzi ⁴ _____ (like) her school because she ⁵ _____ (learn) a lot with her teacher. He ⁶ _____ (teach) maths, science, Chinese and all the subjects. Tan Xianzi and her teacher ⁷ _____ (finish) classes before lunch. Then she ⁸ _____ (study) at home in the afternoon, with her parents.



8 **USE IT!** Work in pairs. Take turns and make true sentences about people in your class. Use the words in the box and your own ideas.

dance like pop music play football
play the piano read a lot speak two languages
study English walk to school write stories

Dave plays football after school.

Finished?

Write sentences about your partner.
You walk to school.

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Exercise 4 **1.55** page 124

PRONUNCIATION: Third person singular forms

Play the first verb and elicit where it goes in the table. With **weaker classes**, do the whole exercise in this way. With **stronger classes**, play the audio. Students listen and complete the table.

Exercise 5 **1.56**

Play the audio for students to check their answers. Play the audio again, pausing after each verb for students to repeat.

ANSWERS

- /s/: starts, likes, chats
/z/: learns, goes, reads
/ɪz/: copies, dances, teaches

Exercise 6

Students write the sentences. Remind them that they need to change the verb form. Check answers.

ANSWERS

- 1 Kim plays basketball.
- 2 John speaks French.
- 3 Lisa watches videos.
- 4 Tom writes a blog.
- 5 Amy studies in her room.

Exercise 7

Students read the article and write the correct verb forms. Check answers with the class.

ANSWERS

- 1 walks
- 2 eats
- 3 play
- 4 likes
- 5 learns
- 6 teaches
- 7 finish
- 8 studies

Exercise 8 USE IT!

Put students into pairs. With **weaker classes**, allow students time to prepare their sentences individually before they work in pairs. Monitor and help while they are working and make sure their sentences are correct. With **stronger classes**, students can go straight into the pairwork. Encourage them to use their own ideas, as well as the ideas in the box. Ask some students which of their sentences were true about people in the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually, then compare with another fast finisher. Alternatively, ask some students to read their sentences to the class. Other students can listen and say if the sentences are true or false.

More practice

Workbook page 37

Practice Kit Grammar 7

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: affirmative

Aim

Talk about activities people do.

Warm-up

Ask what students can remember about the schools on page 44. Write on the board: I ___ at home. We often ___ in Spanish. I ___ football. Elicit the missing verbs. Students can look back at the text on page 44 to check (study, chat, love). Add the verbs to the sentences.

Exercise 1

Read out the example sentences with the class, then read through the table and elicit the correct forms to complete it.

ANSWERS

- 1 speak
- 2 speaks
- 3 speak
- 4 speak
- 5 speak

Language note

In the present simple, the *I*, *you*, *we* and *they* forms are all the same: *I / You / We / They play football*. With the *he*, *she* and *it* forms, we add -s or -es: *She plays football*. (NOT *She play football*.)

Exercise 2

Students choose the correct words to complete the sentences. Check answers.

ANSWERS

- 1 do
- 2 plays
- 3 study
- 4 chats
- 5 listen
- 6 finishes

Language point: Third person singular spelling rules

Exercise 3

Read the spelling rules. Point out that verbs ending in a vowel + -y add -s, e.g. *plays*. Students write the correct forms.

ANSWERS

- 1 learns
- 2 goes
- 3 copies
- 4 reads
- 5 likes
- 6 chats
- 7 dances
- 8 teaches

Vocabulary and listening • A good student

Aim

Listen and complete a chart.

THINK!

Read out the questions and elicit some answers. Encourage students to give reasons for their answers. Ask questions to prompt them if necessary, e.g. *What about homework? What about listening in class? What about answering questions in class?* When students answer, remind them to add the third person singular ending, e.g. *She does her homework. He listens in class.*

ANSWERS

Students' own answers.

Exercise 1

Focus on the quiz and point out the green instructions 1–5 for good things, and the red instructions 6–10 for bad things. Students read the quiz and match the pictures with the instructions in blue. Students could work in pairs and use their dictionaries to check the meaning of new words.

ANSWERS

A 5 B 3 C 2 D 1 E 10 F 6 G 7 H 9

Exercise 2 1.57

Play the audio. Students read and listen to the quiz and tick the sentences that are true for them. They then check their scores.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs and compare their answers to the quiz. Ask some pairs to tell the class what things they both do.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Give students one minute to study the quiz, then ask them to close their books. Put them into teams. Read out the sentences from the quiz, but with a mistake in each one, e.g. *I go to class on time. I raise my arm to speak in class.* The first team to give the correct sentence gets a point. Continue until you have practised all the phrases. See which team has the most points.

Exercise 4 1.58 page 124

Read out the question and check that they understand *noisy*. Play the audio. Students listen and decide if they are good students.

4

VOCABULARY AND LISTENING • A good student

I can listen and complete a chart.


THINK! Who is a good student in your class? Why?


Are you a good student?


- 1 I come to class on time.
- 2 I raise my hand to speak in class.
- 3 I ask questions when I don't understand.
- 4 I use a dictionary to check new words.
- 5 I write new words in my notebook.

- 6 I don't forget my homework.
- 7 I don't copy my friends' work.
- 8 I don't shout in the classroom.
- 9 I don't use my phone in class.
- 10 I don't eat in the classroom.

1 Read the *Are you a good student?* quiz. Match pictures A–H with instructions 1–10. There are two extra instructions.

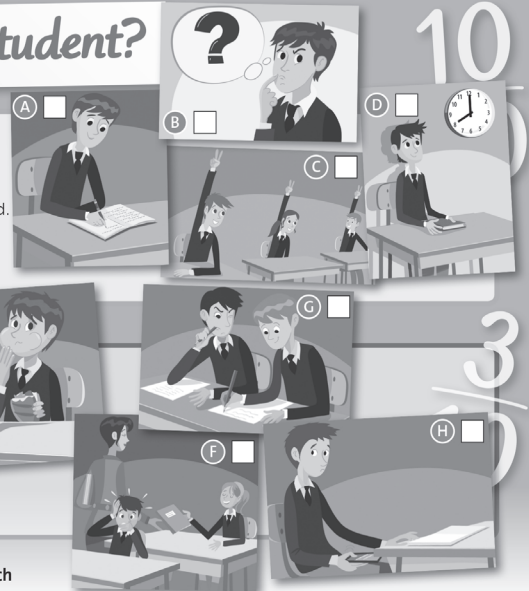
2  1.57 Read and listen to the quiz. Tick (✓) the sentences that are true for you. Then check your score at the bottom of the page.


3  Work in pairs. Compare your answers in the quiz. Are your partner's answers the same?

4  1.58 Listen to Diana and Mark talking about school. Are they good students?


Scores

0-1-8 Wow! You are a good student! You study well!
 7-4 Read the instructions in the quiz again.
 You aren't a bad student, but you aren't great.
 Instructions in the quiz in future.
 3-0 Oh dear! You aren't a good student! Follow the



5  1.58 Listen again and complete the chart. Tick (✓) the correct column.

Diana	Yes	No
1 She comes to class on time.		✓
2 She shouts in the classroom.		
3 She uses a dictionary.		
4 She copies friends' work.		
Mark		
5 He forgets his homework.		
6 He asks questions in class.		
7 He raises his hand to speak.		
8 He uses his phone in class.		

6  USE IT! Work in pairs. Think of new ideas for the quiz.

I speak in English in class.

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ANSWER

Yes, they are good students.

Exercise 5 1.58 page 124

Explain that when students do this kind of task, they should always read the chart first, so they know what they are listening for. With **stronger classes**, ask students if they can remember any of the answers from the first time they listened. Play the audio. Students listen and complete the chart. With **weaker classes**, students compare their answers in pairs. Play the audio again for them to check and complete their answers.

ANSWERS

Diana: 1 No 2 No 3 Yes 4 No
 Mark: 5 No 6 Yes 7 Yes 8 No

Optional activity: Listening

Write on the board:

- 1 Diana ___ ___ ___ in the morning.
- 2 She uses a dictionary when she ___ new words.
- 3 Mark ___ ___ ___ every day.

4 His phone is ___ ___ ___.

Play the audio again. Students listen and complete the sentences. With **stronger classes**, students can complete the sentences from memory, then listen again to check.

ANSWERS

1 chats with friends 2 sees 3 does his homework 4 in his bag

Exercise 6 USE IT!

Students think of new ideas for the quiz. Ask pairs to tell the class their ideas. Write the ideas on the board and discuss which ideas are important for learning English.

ANSWERS

Students' own answers.

More practice

Workbook page 38

Assessment

Five-minute test, Teacher's Resource Disk

4 LANGUAGE FOCUS • Present simple: negative

I can talk about things that people don't do.

- 1 Look again at the quiz on page 46. Complete the table.

Affirmative	Negative
I use a dictionary.	I ¹ use a dictionary.
You shout in class.	You ² shout in class.
He asks questions.	He doesn't ³ questions.
Class starts at 9.00 a.m.	Class doesn't start at 8.00 a.m.
We come on time.	We ⁴ come on time.
They eat in class.	They don't ⁵ in class.

- 2 Complete the sentences using the negative form of the present simple.

Paula and her family live in Mexico. They **don't** live in the UK.

- Paula studies in English. She in Spanish.
- Adam likes athletics and football. He maths or science.
- In Australia, school finishes in December. It in June.
- I play basketball after school. I football.
- My friends and I chat during breaks. We in class.

- 3 Read the description of Sam's school day. Write sentences.

Sam comes to class on time every day. He's quiet and he raises his hand to speak. Sam eats lunch at school with his friend Tom. They are good students because they only use their phones during breaks. Sam and Tom also play football after school. Sam does his homework every evening before he has dinner. Then he gives it to his teacher the next day.

Sam / come late to class
Sam **doesn't** come late to class.

- Sam / shout in the classroom
- Sam and Tom / eat lunch at home
- Sam / use his phone in class
- Sam and Tom / practise basketball after school
- Sam / watch TV before dinner

- 4 Complete the sentences. Use the present simple negative form of the verbs in the box.

chat copy forget speak walk watch



Daniel's grandad **doesn't** speak English, but he reads English books.

- I TV in my bedroom. I read or listen to music.
- We do our homework and we to give it to the teacher.
- David and Wendy to school. They go with their dad in his car.
- You are a good student. You your friends' answers.
- Laura with her friends after school because she has music lessons.

- 5 **USE IT!** Write affirmative or negative sentences. Use the phrases in the box and your own ideas. Write three true sentences and one false sentence. Read your sentences to a partner. Your partner guesses the false sentence.

do gymnastics in gym class
finish classes after 3.00 p.m.
go to bed before 10.00 p.m. go to school on Saturday
play football after school study Spanish at school

I play football after school.

True!

Finished?

Write sentences comparing you and other people in your class. Then read your sentences to your partner. Have you got the same ideas?

Anna plays basketball. I don't play basketball.
I like Taylor Swift. Paul doesn't like her music.

At school 47

Exercise 3

Ask students to read the text. Read out the example sentence and elicit another example from the class. Students then write the sentences. Check answers with the class.

ANSWERS

- Sam doesn't shout in the classroom.
- Sam and Tom don't eat lunch at home.
- Sam doesn't use his phone in class.
- Sam and Tom don't practise basketball after school.
- Sam doesn't watch TV before dinner.

Exercise 4

Students look at the picture and complete the sentences with the correct verbs. Check answers with the class.

ANSWERS

- don't watch
- don't forget
- don't walk
- don't copy
- doesn't chat

Exercise 5 USE IT!

Read through the phrases in the box with the class and check that students understand them all. Read through the instructions, and make sure students understand they should write a mixture of affirmative and negative sentences, and one of their sentences should be false. Elicit an example of a negative sentence, e.g. *I don't study Spanish at school.* Allow students time to write their sentences. With **stronger classes**, students could use their own ideas as well as the phrases in the box. When students are ready, put them into pairs. They take turns to read their four sentences to each other and guess which one is false. Ask who guessed their partner's false sentence correctly.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually, then compare with another fast finisher. Alternatively, ask some students to read their sentences to the class. Ask individual students if the sentences are also true for them.

More practice

Workbook page 39

Practice Kit Grammar 8

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: negative

Aim

Talk about things that people don't do.

Warm-up

Say: *I'm a good student. Write on the board: I come to class on time. I use a dictionary. I shout in the classroom. Ask: Are these all correct? Elicit the correction: I don't shout. Elicit some more examples with I don't ... and write them on the board, e.g. I don't forget my homework.*

Exercise 1

Refer students back to the quiz on page 46. Read through the table with the class and elicit the correct answers. Check that students understand all the sentences.

ANSWERS

- don't
- don't
- ask
- don't
- eat

Language note

In the negative, as in the affirmative, the *I, you, we* and *they* forms are all the same: *I / You / We / They don't play football.* With the *he, she* and *it* forms, we use *doesn't*: *He doesn't play football.* (NOT *He don't play football.*) After *doesn't*, we use the base form of the verb and we don't add *-s* or *-es*: *She doesn't shout.* (NOT *She doesn't shouts.*)

Exercise 2

Read out the example. Students then complete the negative sentences. Check answers with the class.

ANSWERS

- doesn't study
- doesn't like
- doesn't finish
- don't play
- don't chat

Speaking • Helping a friend

Aim

Make suggestions to help a friend.

THINK!

Read the questions with the class and check that students understand *happy* and *sad*. Elicit responses from individual students. Ask more questions to prompt students if they are struggling for ideas, e.g. *What about when you've got a lot of homework? What about when the weather is bad? What about when your team don't win?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the photo and read out the question. Elicit the answer from the class.

ANSWER

At school.

Exercise 2 1.59

Read out the question, then play the video or audio. Students watch or listen and answer the question. Check the answer. With **stronger classes**, ask: *Why isn't she happy?* Elicit what students can remember from the dialogue.

ANSWER

Emma isn't happy.

Exercise 3 1.59

Play the video or audio for students to watch or listen again. With **weaker classes**, pause the video or audio after some of the key phrases for students to repeat. Students then practise the dialogue in pairs.

Exercise 4

Ask students to find the key phrases in the dialogue in exercise 1. Check they understand them all. Explain that we use *What's up?* to ask about a problem, and we use *Why don't you / we ... ?* and *Let's ...* to make suggestions. Students then read the mini-dialogues and complete them with the correct words. Check answers with the class.

ANSWERS

- 1 Why, don't, Good, Let's
- 2 dear, don't, why, idea

4 SPEAKING • Helping a friend


I can make suggestions to help a friend.


THINK! Are you happy all the time? When are you sad?

- Anna** Hi, Emma. Are you OK?
What's up?
Emma It's my English test. Look!
Anna Oh dear! That's not very good.
Why don't you study more?
Emma That's not the problem. I study every day! And I write new vocabulary in my notebook.
Anna Well, why don't we study together?
Emma Good idea! Let's study at my house.
Thanks, Anna!
Anna That's OK.



1 Look at the photo. Where are the people?

2  1.59 Watch or listen. Who isn't happy?

3  1.59 Watch or listen again. Then practise the dialogue in pairs.

4 Study the key phrases. Then complete the mini-dialogues.


KEY PHRASES

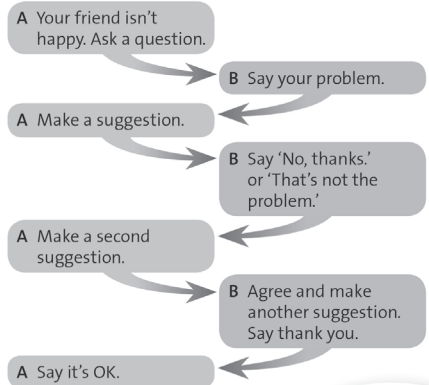
Helping a friend

Good idea!
What's up?
Let's (study at my house).
Oh dear!
Why don't (you study more)?

- 1 A Hi, Tony. What's up?
B This film is boring.
A don't you read a book?
B No, thanks. I'm OK.
A Well, why we play in the garden?
B idea! play football.
- 2 A Hi, Lisa. Are you OK?
B No, I'm not. I can't do my science homework.
A Oh! Why you do it later? You can give it to Mr Green tomorrow.
B That's not the problem. It's too difficult!
A Well, don't I help you? I'm good at science.
B Good! Thanks, Tom!
A That's OK.

48 At school

5  **USE IT!** Work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A and one of you is B. Then change roles.



Optional activity: Speaking

Put students into pairs and ask them to practise the mini-dialogues in exercise 4 in pairs. Ask them to time themselves on their phones while they speak, then practise again to see if they can speed up. They can swap roles and practise again. This will encourage them to start speaking at a more natural conversational speed.

Exercise 5 USE IT!

Allow students time to read through the instructions, then demonstrate the activity with a confident student. Start the conversation by saying: *Hi, (Paul). Are you OK? What's up?* Encourage the student to say a problem. Other students can help with ideas if necessary. Continue the dialogue, following the instructions. Students then work in pairs to practise their dialogue. With **weaker classes**, students could prepare their dialogues first, but with **stronger classes**, students

can go straight into the role-play. Students then swap roles and practise again.

Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 43

Practice Kit Speaking 4

4 WRITING • A description of your school life

I can write a description of my school life.

THINK! Is your school big or small?

My school life ☆ by Alice ☆

I go to Riverside Secondary School in Oxford. I like my school because it's small. There are ten classrooms and 250 students. I think that's perfect. There's also a canteen for lunch and a gym. That's good for me because I can play basketball in the gym after school with my friends.



I wake up every day at 7.00 a.m. because classes start at half past eight. I don't like that because it's too early. We have a break at ten o'clock and then lunch at quarter past twelve. In the afternoon, classes finish at three o'clock. In my opinion, our timetable is good because we have a lot of free time after school.



1 Read Alice's description. What time is lunch at her school?

2 Read Alice's description again. Complete the key phrases.

KEY PHRASES

Giving opinions

- I like
- I think
- That's for me.
- I don't like that because
- In my

Language point: *because*

3 Read the sentences. Choose the correct words.

We use *because* to connect / compare ideas and explain why / how things happen.
I don't like our timetable. Classes start early.

I don't like our timetable *because* classes start early.

4 Match 1–5 with a–e. Then combine the sentences using *because*.

- Marina gets good grades. *b*
 - The students aren't happy.
 - I need your help.
 - We like English.
 - Mike isn't at school.
- a I don't understand the homework.
b She studies a lot.
c He hasn't got classes today.
d They've got a test today.
e It isn't a difficult language.

5 USE IT! Follow the steps in the writing guide.

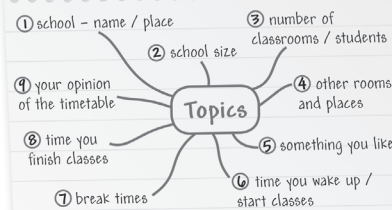
WRITING GUIDE

A TASK

Write a description of your school life.

B THINK AND PLAN

Make notes about the topics.



C WRITE

Paragraph 1:

- Describe your school
- Say what you like / don't like about it
- Explain your opinions

Paragraph 2:

- Describe your timetable
- Say what you like / don't like about it
- Explain your opinions

D CHECK

- spelling and punctuation
- because*

At school 49

Writing • A description of your school life

Aim

Write a description of your school life.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage students to say what is good / bad about a small / big school.

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit or explain that it is Alice's description of her school life. Read out the question. Students read the description and answer the question. Check the answer with the class.

ANSWER

Lunch is at quarter past twelve.

Exercise 2

Students read the description again and complete the key phrases. Check answers and check that students understand all the phrases. Point out that the phrases all express Alice's opinion. Explain to students that when they write a description of an event or an activity, they should give their own opinion.

ANSWERS

- my school
- that's perfect
- good
- it's too early
- opinion, ...

Language point: *because*

Exercise 3

Read through the two example sentences with the class, then read out the explanation about *because* and elicit the correct words to complete it. Ask students to find examples of *because* in Alice's description. Point out that Alice uses *because* after her opinions, to explain her opinions.

ANSWERS

connect, why

Exercise 4

Read out the example with the class. Students combine the remaining sentences with *because*. Check answers with the class.

ANSWERS

- Marina gets good grades (b) because she studies a lot.
- The student's aren't happy (d) because they've got a test today.
- I need your help (a) because I don't understand the homework.
- We like English (e) because it isn't a difficult language.
- Mike isn't at school (c) because he hasn't got classes today.

Optional activity: Writing

With books closed, dictate these sentences to the class.

- I like my school because it's small.
- We have a break at ten o'clock.
- Classes start at half past eight.

Check answers by writing the sentences on the board. Ask students to check their spelling carefully. Point out the silent *h* in *school*, the *au* in *because*, the *ea* in *break*, the apostrophe in *o'clock*, the silent *l* in *half* and the unusual spelling of *eight*. Remind students that they need to pay attention to spelling when they write.

Exercise 5 USE IT!

Read the task with the class. Students make notes and plan their description.

Read through part C on how to structure their description with the class. Students write their description. This can be set for homework.

Remind students to check their writing and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 41

End of unit activities

Progress Review, Workbook page 42

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Review

Vocabulary

Exercise 1

Students choose the correct words to complete the sentences. With **weaker classes**, students could refer back to page 42 to help them. With **stronger classes**, students could do it as a test. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 go 2 wake 3 start 4 have
5 chat 6 do 7 watch

Exercise 2

Students complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 come 2 copy 3 raise 4 shout
5 write 6 use 7 ask

Language focus

Exercise 3

Read out the first sentence and elicit the correct answer. Remind students that third person singular verbs add -s or -es. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 does 2 like 3 studies 4 send
5 chat 6 finishes 7 walk 8 watches

Exercise 4

Read out the first set of prompts and elicit the correct negative sentence. Remind students that we use *don't* with *I, you, we* and *they*, and we use *doesn't* with *he / she / it*. Students write the negative sentences. Check answers with the class.

ANSWERS

- 1 We don't live in London.
2 Fiona doesn't speak Italian.
3 I don't like Taylor Swift's music.
4 My friends don't play basketball.
5 Lunch doesn't start at eleven o'clock.
6 Nigel doesn't go to a big school.

Exercise 5

Read through the verbs in the box and point out that the verbs with *not* are negative verbs. Ask students to read through the text, ignoring the gaps. Ask: *What is Dan's opinion of TV?* (He thinks it's boring.) Read out the first gapped sentence and elicit the correct verb form. Students then complete the text with the correct verb forms. Check answers with the class.

ANSWERS

- 1 lives 2 doesn't go 3 starts 4 eats
5 don't finish 6 don't watch 7 play

4 REVIEW

Vocabulary

1 Choose the correct verbs.

- I go / finish to school in the morning.
- I walk / wake up at half past seven.
- I start / chat classes before 9.00 a.m.
- I wake / have a break at half past ten.
- I have / chat with friends on the phone.
- I do / go my homework before dinner.
- I watch / have TV in the evening.

2 Complete the sentences with the words in the box.

ask come copy raise shout use write

- I _____ to class on time. I'm never late.
- I don't _____ my friends' answers.
- I _____ my hand to speak in class.
- I don't _____ in the classroom. I listen to the teacher.
- I _____ new words in my notebook.
- I don't _____ my phone in class.
- I _____ questions when I don't understand.

Language focus

3 Complete the sentences with the present simple affirmative form of the verbs in brackets.

- Mike _____ (do) his homework every day.
- I _____ (like) English, science and maths.
- Emma _____ (study) Spanish at school.
- You _____ (send) a lot of text messages!
- The students _____ (chat) during breaks.
- The break _____ (finish) at eleven o'clock.
- We _____ (walk) home from school.
- Sam _____ (watch) TV before dinner.

4 Write sentences using the negative form of the present simple.

- We / not / live / in London _____
- Fiona / not / speak / Italian _____
- I / not / like / Taylor Swift's music _____
- My friends / not / play / basketball _____
- Lunch / not / start / at eleven o'clock _____
- Nigel / not / go / to a big school _____

50 REVIEW • At school

5 Complete the text with the present simple form of the verbs in the box.

eat live play not finish
not go start not watch



Dan ¹ _____ in a small town, so he ² _____ to a very big school. Dan ³ _____ classes at 9.00 a.m. He ⁴ _____ lunch at school with his friends. In the afternoon, Dan's classes ⁵ _____ at 2.00 p.m. They finish at 3.00 p.m. Dan and his friends ⁶ _____ TV after school. They think TV is boring. They ⁷ _____ music in a band. They're very good!

Speaking

6 Complete the dialogue with the phrases in the box.

Good idea Let's do What's up Why don't you

Ted Hi, Paul. ¹ _____? Are you OK?
Paul No, look! It's my maths test.
Ted Oh, no. That looks bad. ² _____
revise more for tests?
Paul But I revise a lot! And I do my homework every day!
Ted I've got an idea. ³ _____ our homework together.
Paul ⁴ _____! We can meet after school. Thanks, Ted!
Ted No problem!

Listening

7 1.60 Listen to a conversation at school. Write true or false. Correct the false sentences.

- Mr Smith is a language teacher.
- The conversation is about Jamie's test results.
- Jamie doesn't do his homework.
- Jamie doesn't like language lessons.
- Jamie studies Spanish and German at school.
- The class does a test every week.

Speaking

Exercise 6

Students read the gapped dialogue and use the phrases in the box to complete it. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 What's up 2 Why don't you 3 Let's do 4 Good idea

Listening

Exercise 7 1.60 page 124

Allow students time to read the sentences. Check they understand everything. Play the audio for students to listen and decide if the sentences are true or false. Remind them to correct the false sentences. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 false (He's Jamie's dad.) 2 true
3 false (He does his homework.)
4 false (He likes language lessons.)
5 true 6 true

Optional activity: Consolidation

Put students into pairs. Ask them to imagine their perfect school and design a poster to advertise it. Elicit a few ideas from the class first, e.g. *We chat with friends in class. We play football every day. We don't have any tests.* Tell students they must use vocabulary from pages 42 and 46, and they must include examples of affirmative and negative verbs. Monitor and help while students are working. Ask pairs in turn to present their posters to the class. Discuss as a class which ideas are the best and why.

Assessment

Tests, Teacher's Resource Disk

4 PUZZLES AND GAMES

1 SCHOOL CODE. Use the number code to find the school-day activities.

46 - 86 - 233 = go to bed

1 9253 - 87 =

2 46 - 86 - 724665 =

3 346474 - 724665 =

4 36 - 69 - 46639675 =

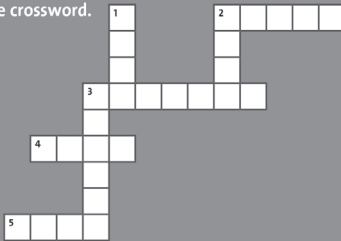
5 92824 - 88 =



2 AFTER SCHOOL. Work in pairs. Follow the instructions.

- Think of two after-school activities you do.
- Write them down using the number code in exercise 1.
- Give your code to your partner.
- Find the answer to your partner's code.
- The first person to complete this sentence is the winner: *You _____ after school.*

3 CROSSWORD. Read the clues. Complete the crossword.



Down ↓

- 1 I _____ with my friends after school.
- 2 I _____ up early every day.
- 3 School _____ at nine o'clock.

Across →

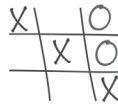
- 2 They _____ TV after school.
- 3 My sister _____ English and French.
- 4 My friends and I _____ football at the weekend.
- 5 My mum _____ to work on her bike.

4 ACT IT OUT. Work in pairs. Take turns. Choose an activity in the box and act it out. Don't speak! Your partner guesses the activity.

ask questions come to class copy
eat forget raise my hand shout
use a dictionary use my phone
write new words

5 NOUGHTS AND CROSSES. Work in pairs. Follow the instructions.

- One player is a nought (O); the other is a cross (X).
- Take turns.
- Player O says a true sentence about school habits and writes an O in the grid.
I write new words in my notebook.
- Player X says a true sentence and writes an X in the grid.
I don't ask questions.
- The winner is the first player to complete three squares in a row.



6 MATCH AND ROLL. Work in pairs. Follow the instructions.

- Take turns to match the phrases in the yellow box below.
- Roll the dice. Look at the number on the dice.
- Find the pronoun below with the same number.
- Make sentences with the pronoun, *don't* or *doesn't* and the phrases in the yellow box.

chat	homework
do	basketball
play	with friends
walk	TV
have	to school
watch	a break

• = I	•• = You
••• = She	•••• = He
••••• = We	•••••• = They

It's a six!

'They'!

They don't play basketball.

PUZZLES AND GAMES • At school 51

Exercise 5

Draw a noughts and crosses grid on the board and demonstrate the activity with a confident student. Say a sentence and write a 0 in one square. Invite the student to say a sentence and choose where to put an X. Say an incorrect sentence, e.g. *I finishes school at 4.30.* Ask: *Is this correct?* Explain that if a sentence is not correct, you cannot add a mark to the grid. Put students into pairs to play the game. Monitor while they are working and act as a judge to decide if sentences are correct or not. If students enjoy the game, they could play several games, using different sentences each time.

ANSWERS

Students' own answers.

Exercise 6

Read out the instructions. Put students into pairs and make sure all pairs have a dice. Demonstrate the game. Choose a pair of words, e.g. *play basketball*. Roll your dice and decide which pronoun you need to use. Elicit a sentence with the correct pronoun. Students play the game in pairs. Monitor while they are working and be on hand to decide whether sentences are correct or not.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Read out the example answer and point out how the letters relate to the numbers in the number code. Students work in pairs and find the school-day activities. With **weaker classes**, students can look back at page 42 to help them. With **stronger classes**, you could do it as a race to make it fun. Check answers with the class.

ANSWERS

- 1 wake up
- 2 go to school
- 3 finish school
- 4 do my homework
- 5 watch TV

Exercise 2

Students think of two activities they do after school and write them down using the code in exercise 1. They swap codes with a partner and race to decode their partner's activities and complete the sentence. Students could think of two

more activities and repeat the activity with a different partner if they enjoy it.

ANSWERS

Students' own answers.

Exercise 3

Students read the clues and complete the crossword. Check answers with the class.

ANSWERS

Down: 1 chat 2 wake 3 starts
Across: 2 watch 3 studies 4 play
5 goes

Exercise 4

Students work in pairs. They take turns to mime one of the activities and their partner guesses the activity. With **stronger classes** or fast finishers, students could continue by miming more activities from the unit. Ask who guessed all their partner's activities correctly and which activities were the most difficult to mime.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Free time: *do martial arts, do sport, draw pictures, go cycling, go shopping, go swimming, listen to music, play computer games, play the guitar, play volleyball, read magazines, take photos*

Places to go: *bookshop, café, cinema, climbing centre, museum, shopping centre, skatepark, sports centre, swimming pool*

Language focus

Present simple and adverbs of frequency

Present simple: questions

Speaking

I can make plans for my free time.

Writing

I can write a report about free time.

Vocabulary • Free time

Aim

Talk about your free time.

THINK!

Focus on the pictures and say: *These are all free-time activities.* Explain the meaning of *free time* (time when you are not at school). Read out the question and elicit answers from individual students. Students can answer in their own language if necessary. Translate their answers into English and write the words on the board.

ANSWERS

Students' own answers.

Exercise 1

2.02 page 124

Students use their dictionaries to check the meaning of the words in the box, then complete the activities. With **weaker classes**, read out each word in the box in turn and ask: *Which picture?* Mime the word if necessary to help students. They can then complete 1–12. Play the audio once for students to listen and check their answers. Play the audio again, pausing after each activity for students to repeat.

ANSWERS

1 play the guitar 2 go cycling 3 do sport 4 go shopping 5 read magazines 6 draw pictures 7 listen to music 8 play volleyball 9 go swimming 10 play computer games 11 take photos 12 do martial arts

5 Free time

VOCABULARY • Free time
I can talk about my free time.

- ✚ Extra listening and speaking p76
- ✚ Project p82
- ✚ Curriculum extra p88
- ✚ Culture p92

THINK! What is your favourite free-time activity?

- 1 2.02 Match activities 1–12 with the words in the box. Listen and check. Then listen again and repeat.

computer games cycling the guitar
magazines martial arts music
photos pictures shopping sport
swimming volleyball



- 1 play the guitar 2 go 3 do



- 4 go 5 read 6 draw



- 7 listen to 8 play 9 go



- 10 play 11 take 12 do

START

cycling



photos



shopping



Go back 3



swimming



Go forward 3

FINISH



Go back 1



pictures

52 Free time

Optional activity: Vocabulary

Ask a student at the front of the class which free-time activity in exercise 1 they do. Elicit their answer, e.g. *I go swimming.* Ask the next student to repeat this and add their own idea, e.g. *(Ana) goes swimming and I play computer games.* Continue around the class, with each student repeating what their classmates do and adding another activity. Encourage them to use a different activity until they have all been used. They can then repeat activities. Continue until you have gone right round the class or the list is too long for students to remember.

Exercise 2

2.03 page 124

Read out the question and remind students if necessary that *be into something* means to enjoy doing it. Play the audio. Students listen and note down the activities each person is into. Check answers, and point out that *video games* is another word for *computer games*.

ANSWERS

- 1 Martin: go swimming, play volleyball
- 2 Emma: do gymnastics, play computer games
- 3 Oliver: take photos, read magazines
- 4 Katie: play football, go cycling, do martial arts

Exercise 3

2.03 page 124

Allow students time to read the questions. Play the audio again for students to listen and answer the questions. With **stronger classes**, students could answer the questions from memory, then listen again to check their answers. Check answers with the class.

ANSWERS

- 1 No, he isn't.
- 2 Her mum and her brother listen to music.
- 3 He's got a book with him all the time.
- 4 Her favourite sport is football.



- 2 2.03 Listen to four people talking about their free-time activities. Which activities from exercise 1 are they into?
- 1 Martin _____
 - 2 Emma _____
 - 3 Oliver _____
 - 4 Katie _____
- 3 2.03 Listen again. Answer the questions.
- 1 Is Martin in the school swimming team?
 - 2 Who listens to music in Emma's family?
 - 3 What has Oliver got with him all the time?
 - 4 What is Katie's favourite sport?

4 Work in pairs. Read *How to play*. Then play the board game using the key phrases.

How to play

- 1 Put your marker on **Start**.
- 2 Toss a coin when it's your turn.
 - Heads = Go forward one space.
 - Tails = Go forward two spaces.
- 3 When you stop on a square, make a sentence using the word: *I go cycling at the weekend.*
- 4 Your partner says if your sentence is true or false.
- 5 If your partner guesses correctly, they go forward one space.
- 6 Your partner takes a turn.
- 7 The first person to reach **Finish** is the winner.

KEY PHRASES

Playing a game

Is it my turn?	That's true / false.
It's your turn.	You're right / wrong.
It's heads / tails.	I'm the winner!

- 5 **USE IT!** Work in pairs. Try to remember your partner's sentences from the board game. Can you remember correctly?

You play volleyball on Wednesdays. Yes, I do. / No, I don't.

Finished?

Add five more free-time activities to the list in exercise 1. Use a dictionary to help you. Compare your list with a partner.

Free time 53

Finished?

Refer **fast finishers** to the *Finished?* activity. Students use their dictionaries and add five more free-time activities to the list in exercise 1. Students can compare their lists with another fast finisher. Alternatively, ask students to present their lists to the class. Write the words on the board and teach the meaning.

More practice

Workbook page 44

Assessment

Five-minute test, Teacher's Resource Disk

Optional activity: Listening

Write the following questions on the board.

Who ...

- 1 is in the science club?
- 2 enjoys basketball?
- 3 likes the computer game FIFA?
- 4 has sports lessons after school?

Students discuss the answers in pairs. Play the audio again for them to listen and check their answers. Check answers with the class.

ANSWERS

- 1 Martin 2 Oliver 3 Emma
4 Katie

Exercise 4

Read through *How to play* with the class and make sure students understand how to play the board game. Read through the key phrases with the class and make sure students understand them all. Model and drill the pronunciation of the phrases. Students then play the game in pairs. Monitor and help while they are working. Correct any typical mistakes in a feedback session at the end.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs and try to remember their partner's sentences from the board game. They take turns to say a sentence about their partner, and their partner confirms if it is correct or not. Ask who remembered well.

ANSWERS

Students' own answers.

Reading • A talented young musician

Aim

Understand headings in a text.

THINK!

Ask the question to the class and elicit a range of answers from individual students. Ask more questions to encourage students to say more, e.g. *Where's he / she from? Does he / she sing with a band or on his / her own? Is his / her music happy or sad? Is it fast or slow? Is it good for dancing?*

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the text and explain that *artist* is a general word for any performer and a *profile* is a description of a person. Look at the example with the class. Explain to students that reading the headings in a text can help them to understand what each section of a text is about. Students then read the profile quickly and match three of the headings with the paragraphs. Tell students they should read quickly and not worry if there are words they don't understand. You could set a time limit to encourage them to read quickly. Check answers with the class.

ANSWERS

2 a 3 e 4 b

Exercise 2 2.04

Explain that in this activity students need to predict which paragraph they will find information in. Read out the first statement and ask: *Which paragraph is this information in?* Elicit the answer. Play the audio. Students read and listen to the profile. Students read the remaining statements and decide which paragraph they will find the information in. Check answers with the class, but don't check the details of the information at this stage.

ANSWERS

1 d 2 a 3 b 4 c

Optional activity: Reading

Ask students to read the text again and find:

- four things you can use to make music
- five styles of music
- the name of a famous composer

Students could do this as a race. Check answers with the class.

ANSWERS


- piano, guitar, drums, synthesizers
- jazz, rock, pop, hip hop, classical
- Mozart

5 READING • A talented young musician

I can understand headings in a text.

THINK! Who is your favourite singer?

HOME ALBUMS ARTISTS TOURS

Search 



Artist profile: Jacob Collier



- Name: Jacob Collier
- Birth date: 2nd August, 1994
- Birth place: North London, UK
- First album: *In My Room* (2016)

'A multi-talented musician ... glorious. Extraordinary'
— BBC Radio 3

1 c

Jacob is a talented young singer and musician from London. He comes from a family of musicians and his mother teaches at the Royal Academy of Music in London. Jacob records his music at home and he often makes videos for YouTube in his free time.

2

Jacob is a great singer. He has special singing lessons and he practises every day. Jacob is also an amazing musician. He plays lots of different instruments, like the piano, guitar and drums. He usually rehearses at home in his music studio.

3

Jacob often plays modern music, like jazz, rock, pop and hip hop. He also listens to a lot of classical music. When Jacob performs, he mixes these different styles of music in new ways. He's also keen on computers and he often uses synthesizers to make his music.


4

People enjoy Jacob's videos because they are unusual and creative. For his videos, Jacob likes to record his singing many times. Then he mixes the recordings to make one song. Jacob has got millions of fans on YouTube and some people compare him to other musical geniuses, like Mozart.




1 Read headings a–e. Then read the profile quickly and match four of the headings with paragraphs 1–4. There is one extra heading.

- Many musical talents
- Creative videos
- Music in the family
- Top ten music hits
- Mixing musical styles

2  2.04 Read the sentences below. Then read and listen again. Match the sentences with paragraphs 1–4 in the profile.

- Jacob is an amazing musician. _____
- Jacob is a big fan of classical music. _____
- Jacob has got millions of YouTube fans. _____
- Jacob's mother is keen on music. _____

3 **VOCABULARY PLUS** Use a dictionary to check the meanings of the words in blue in the text. For more practice go to page 48 in the Workbook.

4  **USE IT!** Work in pairs. Answer the questions.

- What musical styles are you interested in? Why?
- What singers and bands are popular in your country?
- What are your favourite YouTube videos? Why?

54 Free time

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers, and check that students understand all the words.

Workbook page 48 exercise 5

Exercise 4 USE IT!

As a class, brainstorm more musical styles, e.g. *heavy metal, rap, R & B, dance music*. Read out the questions and check that students understand everything. Allow students time to prepare their ideas. They then discuss the questions in pairs. Elicit a range of answers from individual students.

ANSWERS

Students' own answers.

More practice

Workbook page 48

5 LANGUAGE FOCUS • Present simple and adverbs of frequency

I can talk about how often I do activities.

- 1 Read the example sentences and the rules. Match sentences a–d with rules 1–4 below.
- a Jacob mixes different styles of music. 2
 - b Some people don't listen to a lot of music.
 - c I play the drums in our school band.
 - d My sister doesn't like classical music.

RULES

We use the present simple when we talk about facts and routines.

- 1 We use the base form of the verb in affirmative sentences with *I, you, we* and *they*.
- 2 We add *-s* or *-es* to the verb in affirmative sentences with *he, she* and *it*.
- 3 We use *don't* in negative sentences with *I, you, we* and *they*.
- 4 We use *doesn't* in negative sentences with *he, she* and *it*.

2 Complete the sentences with the present simple.

- 1 Kelly *does* (do) martial arts, but she (not practise) every day.
- 2 We (not go) shopping at the weekend. We (meet) our friends at the park.
- 3 I (listen) to music every day, but I (not play) a musical instrument.
- 4 Kevin (love) football, but he (not like) volleyball.
- 5 My friends (not read) books. They (prefer) magazines.
- 6 You (study) after dinner. You (not watch) TV.

3 Work in pairs. Make true sentences about your friends and family. Use the verbs below.

DOESN'T	SPEAK	GO
PLAY	DOES	LISTEN
WATCH	EAT	DON'T
TAKE	DO	LIKE

My sister doesn't do martial arts.

Language point: Adverbs of frequency

4 Study the chart. Then choose the correct words to complete the rules.

I always play football.									
You're usually with friends.									
He often listens to music.									
She's sometimes at home.									
We never play volleyball.									

RULES

Adverbs of frequency tell us how often things happen.

We put adverbs of frequency ...

- ¹ before / after the verb *be*.
- ² before / after other verbs.

5 Rewrite the sentences with the adverbs of frequency in exercise 4.

Dan plays basketball in the afternoon. (5 days a week)

Dan usually plays basketball in the afternoon.

1 Tina is at her friend Amy's house. (1 day a week)

2 You watch TV in the evening. (7 days a week)

3 We meet our friends after school. (3 days a week)

4 I'm in bed before 9.00 p.m. (0 days a week)

6 USE IT! Write true sentences about your free-time activities. Use adverbs of frequency. Then compare your answers with a partner.

- 1 go / cycling at the weekend
- 2 be / in bed before 11.00 p.m.
- 3 do / gymnastics after school
- 4 listen / to music with my friends
- 5 play / computer games in my bedroom

I sometimes go cycling at the weekend.



Me, too!

Finished?

Imagine you are a famous person. Write about your free time. Use adverbs of frequency. I'm Beyoncé. I often chat on the phone with Jay-Z.

Free time 55

something about their partner's friends or family.

ANSWERS

Students' own answers.

Language point: Adverbs of frequency

Exercise 4

Ask students to look at the position of the adverbs of frequency in the sentences. Elicit the correct answers to complete the rules.

ANSWERS

1 after 2 before

Language note

Adverbs of frequency come before most verbs: *I often play football.* (NOT *I play often football*) In negative sentences, they come between *don't* / *doesn't* and the verb: *I don't often play football.* We use *never* with an affirmative verb: *I never listen to music.* (NOT *I don't never listen to music*.)

Exercise 5

Read out the example. Students rewrite the sentences. Allow them time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Tina is sometimes at her friend Amy's house.
- 2 You always watch TV in the evening.
- 3 We often meet our friends after school.
- 4 I'm never in bed before 9.00 p.m.

Exercise 6 USE IT!

Read out the examples and remind students that we use *Me, too!* to agree with someone. Allow students time to prepare their sentences individually. They then work in pairs to read their sentences to each other and compare their ideas. With **stronger classes**, students write more sentences with their own ideas and compare with their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually, then compare with another fast finisher. Alternatively, ask some students to read their sentences to the class. Other students can listen and add another sentence the famous person might say.

More practice

Workbook page 45

Practice Kit Grammar 9

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple and adverbs of frequency

Aim

Talk about how often you do activities.

Warm-up

Ask: *Who listens to music? Who plays football? Who goes cycling?* Ask students to put up their hands if they do the activities. Write affirmative and negative sentences on the board, e.g. *Sam listens to music. Carla doesn't play football. Ana and Mia go cycling.* Underline the verbs and elicit that they are all in the present simple.

Exercise 1

Read the example, then read through the table and elicit which sentence matches each rule.

ANSWERS

b 3 c 1 d 4

Language note

The third person singular form of *have* is *has* (NOT *haves*): *He has a guitar.* The negative form is regular: *He doesn't have a guitar.* The verb *do* is regular in spelling, but irregular in pronunciation: *I do /du: / sport. He does /dʌz / sport. I don't do /dəʊnt du: / sport.*

Exercise 2

Read the example with the class. Students complete the sentences. Remind them to think about spelling in the *he / she / it* forms. Check answers.

ANSWERS

- 1 does, doesn't practise
- 2 don't go, meet
- 3 listen, don't play
- 4 loves, doesn't like
- 5 don't read, prefer
- 6 study, don't watch

Exercise 3

In pairs, students take turns to make sentences about their friends and family. Ask some students to tell the class

Vocabulary and listening • Places to go

Aim

Understand where a conversation takes place.

THINK!

Ask students to look at the pictures. Ask: *Which places are in your town?* Elicit answers from individual students.

ANSWERS

Students' own answers.

Exercise 1

2.05 page 125

Students use their dictionaries to check the meaning of the words and match them with the places in the leaflet. Play the audio for them to listen and check their answers. Read out the example. Play the audio again, pausing after each word for students to repeat.

ANSWERS

A skatepark B climbing centre
C sports centre D bookshop
E swimming pool F cinema G café
H museum I shopping centre

Exercise 2

Remind students that we use *Really?* to express surprise. Students discuss in pairs which places they think look fun or interesting. With **stronger classes**, elicit some other adjectives students could use to talk about the places, e.g. *amazing, brilliant, boring*.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Say: *You do football and basketball here.* Elicit the place (sports centre). In pairs, students write three more clues for places in exercise 1. Ask students to close their books and put pairs together into groups of four. Pairs read their clues to each other and guess the places.

Exercise 3

2.06 page 125

Tell students to listen carefully to what the people are saying, and also listen to the background sounds, to help them decide where the people are. With **weaker classes**, focus on each place in exercise 1 and brainstorm some words that students might hear in this place, e.g. *swimming pool: water*. Play the audio. Students listen and identify the places.

ANSWERS

1 museum 2 swimming pool
3 bookshop

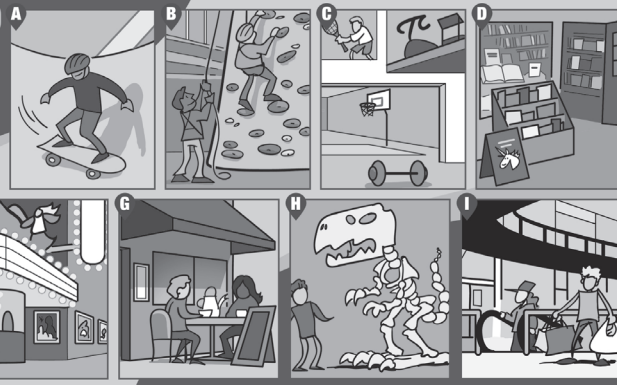
5 VOCABULARY AND LISTENING • Places to go

I can understand where a conversation takes place.

THINK! Look at the pictures. Which places are in your town?

AROUND TOWN

Are you often bored at the weekend?
Do you want to do something different?
Here are some places in town you can visit.



1 2.05 Match the words in the box with the places in the leaflet. Then listen and repeat.

bookshop café cinema climbing centre
museum shopping centre skatepark
sports centre swimming pool

A skatepark D _____ G _____
B _____ E _____ H _____
C _____ F _____ I _____

2 Work in pairs. Which places in the leaflet look fun or interesting to you?

I think the skatepark is fun. Really? I like the cinema.

3 2.06 Listen to three conversations. Where are the people? Write places from exercise 1.

1 _____
2 _____
3 _____

4 2.06 Listen again. Choose the correct answers.

Conversation 1 What does the visitor want to do?
a make a video b use his phone c take photos
Conversation 2 What is the problem?
a Sam isn't good at swimming c the water is cold
b the pool closes in five minutes
Conversation 3 Where is the café?
a next to the park b in the shop c next to the shop

56 Free time

STUDY STRATEGY

Making connections

When you learn new words, think of other words you know that connect to the new words. Draw a word-web in your notebook. This makes new words easier to learn and remember.



5 Read the study strategy. Then match the words in the box with places in exercise 1. Make a word-web for the places in exercise 1.

basketball film shops skateboard

6 USE IT! Work in pairs. Talk about places you go to in your free time. Use the adverbs of frequency in the box.

always often never sometimes usually

I often go to the swimming pool in the summer.

I never go to the ...

Exercise 4

2.06 page 125

Play the audio again. Students listen and choose the correct answers. Check answers with the class. With **weaker classes**, students compare their answers in pairs. Play the audio again for them to check and complete their answers.

ANSWERS

1 c 2 c 3 a

Optional activity: Listening

Write these questions on the board:

- 1 What can you buy in the shop at the museum?
- 2 What do the boys want to do after swimming?
- 3 What does the boy want a book about?

Students answer the questions from memory, then listen again to check.

ANSWERS

1 photos of the paintings 2 go for a coffee 3 the history of football

Exercise 5

Read the study strategy with the class. Elicit other words that could be added to the example word-web, e.g. *cake, cola*. Students then match the words in the box with the places in exercise 1. Check answers with the class.

ANSWERS

basketball – sports centre, film – cinema, shops – shopping centre, skateboard – skatepark

Exercise 6 USE IT!

Put students into pairs to discuss the places they go to. With **weaker classes**, students prepare their ideas individually first. With **stronger classes**, students can go straight into the pairwork.

ANSWERS

Students' own answers.

More practice

Workbook page 46

Practice Kit Vocabulary 5

Assessment

Five-minute test, Teacher's Resource Disk

5 LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about free time.

1 Complete the questions with *do* or *does*.

Questions	Answers
1 _____ you want to buy a book?	Yes, I do. / No, I don't.
2 _____ the man want to take photos?	Yes, he does. / No, he doesn't.
Where 4 _____ they want to go next?	To the café.

2 Complete the present simple questions and answers.

1 Do you and your friends like skateparks?	Yes, we _____.
2 _____ Mark go skateboarding after school?	No, he _____.
3 _____ Ana go shopping with her friends?	Yes, she _____.
4 _____ the boys go climbing at the weekend?	No, they _____.
5 _____ the sports centre open at seven o'clock?	Yes, it _____.

3 Write present simple questions using the verbs in the box.

go like listen play read take visit

Do you *go* to the cinema with your parents?

- _____ your friends _____ a lot of magazines?
- _____ you _____ museums at the weekend?
- _____ your dad _____ to rock music?
- _____ you _____ Italian food?
- _____ your friends _____ basketball after school?
- _____ you _____ a lot of photos?

4 Work in pairs. Ask and answer the questions in exercise 3.

Do you go to the cinema with your parents? No, I don't.

Language point: Question words

5 Read the description of Meg's free time. Choose the correct words. Then ask and answer the questions.

Meg meets her friends after school. They usually go to the sports centre. Meg usually has dinner with her family at six o'clock. They go out for dinner at a restaurant two or three times a month. Meg's favourite restaurant is Casa Roma. She likes it because they've got great pizza.



(What) / How often does Meg do after school?

- Which / Where does Meg usually go?
- Who / When does Meg usually have dinner?
- How often / What does her family go to a restaurant?
- Where / Which restaurant is Meg's favourite?
- What / Why does Meg like Casa Roma?

6 Write questions for the Free-time survey. Then ask and answer the questions.

FREE-TIME SURVEY

- What / you / do / on school evenings?
- When / you and your friends / do sports?
- What / you / do on Saturday morning?
- How often / you / go / to the cinema?
- Where / your parents / go shopping?
- Which music / you / listen to?

7 USE IT! Write more questions for the Free-time survey. Use the question words, the words in the box and your own ideas. Then ask and answer the questions with a partner.

you your brother / sister your friends
your parents your teacher

Where do you listen to music?

In my bedroom.

Finished?

Play the board game on pages 52–53. Make present simple questions with the words in the game. Your partner answers the questions.

Free time 57

Exercise 4

In pairs, students ask and answer the questions in exercise 3. Ask some students to tell the class something about their partner, e.g. *Marco takes a lot of photos.*

ANSWERS

Students' own answers.

Language point: Question words

Exercise 5

With **weaker classes**, briefly revise question words by writing some simple questions on the board. Students read the description, then choose the correct words in the questions. Check answers. They then ask and answer the questions.

ANSWERS

She meets her friends.

- Where, To the sports centre.
- When, At six o'clock.
- How often, Two or three times a month.
- Which, Casa Roma.
- Why, They've got great pizza.

Exercise 6

Elicit the meaning of *survey*. Students write the questions. Students then ask and answer the questions in pairs. With **weaker classes**, students prepare their answers individually first. With **stronger classes**, students can go straight into the pairwork. Check answers.

ANSWERS

- What do you do on school evenings?
 - When do you and your friends do sports?
 - What do you do on Saturday morning?
 - How often do you go to the cinema?
 - Where do your parents go shopping?
 - Which music do you listen to?
- Students' own answers.

Exercise 7 USE IT!

With **weaker classes**, brainstorm five or six questions and write them on the board for students to ask and answer in pairs. With **stronger classes**, students could give more information in their answers.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the *Finished?* activity. Students can play the board game on pages 52–53 in pairs, asking questions instead of making sentences when they land on a square.

More practice

Workbook page 47

Practice Kit Grammar 10

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: questions

Aim

Ask and answer questions about free time.

Warm-up

Elicit some sentences about the places on page 56, e.g. *I go to the swimming pool.* Write an affirmative sentence on the board and elicit the negative: *I don't go to the swimming pool.* Ask: *Can you make this into a question?* Elicit a few ideas, but don't confirm them.

Exercise 1

Students complete the questions with *do* or *does*. Check answers with the class.

ANSWERS

- 1 Do 2 Does 3 doesn't 4 do

Language note

We form present simple questions with *do* or *does*: *Do you like music?* (NOT ~~You like music?~~) We use *does* with *he / she / it*: *Does he like music?* In short answers, we use *do* or *does*: *Do you like music?* Yes, I do. (NOT Yes, I like.)

Exercise 2

Read the example question and elicit the answer. Students then write the questions and answers. Check answers.

ANSWERS

- 1 Do, do 2 Does, doesn't 3 Does, does 4 Do, don't 5 Does, does

Exercise 3

Students write the questions using the verbs in the box. Check answers.

ANSWERS

- 1 Do, read 2 Do, visit 3 Does, listen 4 Do, like 5 Do, play 6 Do, take

Speaking • Making plans

Aim

Make plans for your free time.

THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *How often do you go there? What do you do there? Why do you like it?*

ANSWERS

Students' own answers.

Exercise 1 2.07

Read out the question, then play the video or audio. Students watch or listen and answer the question.

ANSWER

At two o'clock on Saturday afternoon.

Exercise 2 2.08

PRONUNCIATION: /w/ sound

Model the /w/ sound in isolation, then play the audio, pausing after each word for students to repeat.

Exercise 3 2.07

Play the video or audio again for students to watch or listen again. With **weaker classes**, pause the video or audio after some of the key phrases with the /w/ sound in, for students to repeat. Students then practise the dialogue in pairs.

Exercise 4

Ask students to find the key phrases in the dialogue in exercise 1 and complete them. Check answers and check they understand all the phrases. Teach the meaning of *busy* and *free* if necessary. Remind students that we use *Why don't we* and *Let's* to make suggestions.

ANSWERS

1 What, do at the weekend 2 Why, swimming 3 busy, Saturday morning, afternoon 4 Let's, café, two o'clock 5 there

5 SPEAKING • Making plans

I can make plans for my free time.

THINK! Where do you go with your friends in your free time?

- Ed What do you want to do at the weekend?
 Harry I don't know. What do you want to do?
 Ed Why don't we go swimming?
 Harry Good idea! Let's go on Saturday morning.
 Ed Sorry, I'm busy on Saturday morning, but I'm free in the afternoon.
 Harry OK, fine. Let's meet at the café at two o'clock. It's next to the swimming pool.
 Ed Great. See you there!



- 1 2.07 Watch or listen. When does Harry want to meet?

- 2 2.08 PRONUNCIATION /w/ sound Listen and repeat the words from the dialogue.

want we weekend what why

- 3 2.07 Watch or listen again. Then practise the dialogue in pairs.

- 4 Read the dialogue and complete the key phrases.

KEY PHRASES

Making plans

- 1 _____ do you want to _____?
 2 _____ don't we go _____?
 3 Sorry, I'm _____ on _____, but I'm free in the _____.
 4 _____ meet at the _____ at _____.
 5 See you _____!

- 5 USE IT! Work in pairs. Look at the pictures. Where do you want to go? Prepare and practise a new dialogue. Use the dialogue in exercise 1 to help you.



58 Free time

Optional activity: Speaking

Ask students to look at the dialogue in exercise 1 again and find three phrases for responding in a positive way to a suggestion. Write the three phrases on the board and ask: *How do you think you say them?* Elicit that you say them with using a lot of intonation, to show enthusiasm. You could play the audio or video again for students to hear the phrases in context. Elicit some suggestions using *Let's* or *Why don't we*, and write them on the board, e.g. *Let's go to the cinema*. Students can work in pairs and practise making the suggestions and responding in a positive way.

ANSWERS

Good idea!, OK, fine., Great.

the conversation by saying: *What do you want to do at the weekend?* Encourage the student to make some suggestions, and respond using a range of different phrases. Students then work in pairs to practise their dialogue. With **weaker classes**, students could prepare their dialogues first, but with **stronger classes**, students can go straight into the role-play. Students then swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 51

Practice Kit Speaking 5

Exercise 5 USE IT!

Allow students time to read through the instructions, then demonstrate the activity with a confident student. Start

5 WRITING • A report

I can write a report about free time.

THINK! What do your friends usually do after school?

- 1 Read the questionnaire and the report. Write Bryan's answers to the questionnaire.
- 2 Complete the key phrases. Then look at the questionnaire and the report and check your answers.

Questionnaire: Free time



Part A

- 1 Have you got any free time during the week?
- 2 When have you got more free time?

<input type="checkbox"/> in the morning	<input type="checkbox"/> before school
<input type="checkbox"/> in the afternoon	<input type="checkbox"/> before dinner
<input type="checkbox"/> in the evening	<input type="checkbox"/> after dinner
- 3 When do you see your friends at the weekend?

<input type="checkbox"/> Saturday a.m.	<input type="checkbox"/> Sunday a.m.
<input type="checkbox"/> Saturday p.m.	<input type="checkbox"/> Sunday p.m.
- 4 Where do you usually meet friends?

<input type="checkbox"/> shopping centre	<input type="checkbox"/> café
<input type="checkbox"/> cinema	<input type="checkbox"/> sports centre

Part B

- 5 Are you a sporty person? Which sports do you like?

<input type="checkbox"/> basketball	<input type="checkbox"/> martial arts	<input type="checkbox"/> gymnastics
<input type="checkbox"/> football	<input type="checkbox"/> cycling	<input type="checkbox"/> swimming
- 6 Which sports *don't* you like?

Part C

- 7 How often do you do these activities on weekdays?
 - watch TV
 - listen to music
 - play computer games
- 8 How often do you read? What things do you read?

<input type="checkbox"/> books	<input type="checkbox"/> magazines	<input type="checkbox"/> websites
--------------------------------	------------------------------------	-----------------------------------

Report about free time: My friend Bryan

My friend Bryan has got some free time during the week. He's got more free time in the afternoon and before dinner. At the weekend, he's also free on Saturday mornings and Sunday afternoons. That's when he meets friends. He usually meets his friends at the sports centre.

Bryan is a sporty person. He loves football and cycling. He likes martial arts, too. Bryan doesn't like gymnastics.

On weekdays Bryan watches TV for two or three hours. He also listens to music before he goes to bed. He doesn't usually play computer games because he isn't keen on them. Bryan sometimes reads in his free time. He loves magazines about sports.

KEY PHRASES

Talking about free time

- 1 _____ the week
- 2 _____ the weekend
- 3 _____ weekdays
- 4 _____ your free time

Language point: also and too

- 3 Find examples of *also* and *too* in the report about Bryan. Then choose the correct words.

- 1 We use *also* after / before forms of *be*.
- 2 We use *also* after / before other verbs.
- 3 We use *too* at the beginning / end of a sentence.

- 4 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Ask your partner the questions in the questionnaire and write a report about their activities.

B THINK AND PLAN

- 1 Read the *Free time* questionnaire and think about your answers.
- 2 Work with a partner. Ask and answer the questions. Make notes of your partner's answers.

C WRITE

Paragraph 1:
Your partner's answers to Part A.
... has got ... during the week.

Paragraph 2:
Your partner's answers to Part B.
... is / isn't a sporty person.

Paragraph 3:
Your partner's answers to Part C.
On weekdays ... watches TV for ...

D CHECK

- spelling and punctuation
- *also* / *too*

Free time 59

Language point: also and too

Exercise 3

Students find examples of *also* and *too* in the report. Check answers and point out that the two words have a similar meaning because they are both used to add more information. Point out that they are used in different places in a sentence. Read out sentences 1–3 and elicit the correct words to complete them.

ANSWERS

- 1 after 2 before 3 end

Optional activity: Writing

With books closed, write these sentences on the board. Students choose the correct words to complete them.

- 1 Sofia **also is** / **is also** very sporty.
- 2 She likes music, **also** / **too**.
- 3 Dan **plays also** / **also plays** football.
- 4 He **too** / **also** enjoys films.

Check answers and point out the use of a comma before *too*.

ANSWERS

- 1 is also 2 too 3 also plays
4 also

Exercise 4 USE IT!

Read the task with the class. Students think about their answers to the questionnaire, then ask and answer with a partner.

Read through part C on how to structure their report with the class. Students write their report. This can be set for homework.

Remind students to check their writing and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 49

End of unit activities

Progress Review, Workbook page 50

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

Writing • A report

Aim

Write a report about free time.

THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Are your friends very sporty? Do they usually stay at home after school or go out? Do they do homework every evening?*

ANSWERS

Students' own answers.

Exercise 1

Read out the first paragraph of the report and elicit the first few of Bryan's answers in the questionnaire. Students then read the questionnaire and the report and write Bryan's answers. Check answers with the class.

ANSWERS

- 1 Yes, he does.
- 2 in the afternoon, before dinner
- 3 Saturday a.m., Sunday p.m.
- 4 sports centre
- 5 football, cycling, martial arts
- 6 gymnastics
- 7 watch TV, listen to music
- 8 He sometimes reads, magazines (about sports)

Exercise 2

Students complete the key phrases with the correct words, then read the questionnaire and report again to check. Point out that different prepositions are used in different time expressions, so students need to learn the different expressions. Ask students to find examples of the phrases in the report. Point out that they can be used at the beginning or end of a sentence, and it is a good idea to vary their position, to make students' writing interesting.

ANSWERS

- 1 during 2 at 3 on 4 in

Review

Vocabulary

Exercise 1

Students complete the phrases with the correct words. With **weaker classes**, students could refer back to page 52 to help them. With **stronger classes**, students could do it as a test. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 listen 2 do 3 go 4 draw 5 play
6 read 7 take 8 go

Exercise 2

Students match the pictures with the places. Check answers, then ask: *Which places do you go to with your friends?*

ANSWERS

- 1 E 2 H 3 D 4 C 5 G 6 F
7 A 8 B

Language focus

Exercise 3

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

- 1 do 2 don't 3 draws 4 doesn't do
5 play 6 don't 7 takes

Exercise 4

Point out that in this exercise students need to think about the correct verb form and also the position of the adverb of frequency. With **weaker classes**, you could revise the rules briefly before students do the exercise. Students complete the sentences. Check answers with the class. With **stronger classes**, students could write one or two more sentences, using adverbs of frequency and their own ideas.

ANSWERS

- 1 sometimes goes 2 is often
3 always do 4 are usually
5 never plays

Exercise 5

Elicit the first question as an example. Point out to students that they need to read the answer to the question in order to choose the correct question word. Students then complete the questions with the correct words. Check answers with the class.

ANSWERS

- 1 What 2 When 3 Where
4 How often 5 Why 6 Which

5 REVIEW

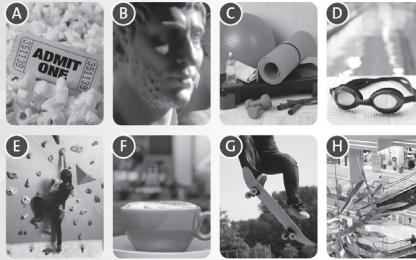
Vocabulary

1 Complete the phrases with the verbs in the box.

do draw go go listen play read take

- 1 to music 5 volleyball
2 sport 6 magazines
3 cycling 7 photos
4 pictures 8 swimming

2 Match pictures A–H with places 1–8.



- 1 climbing centre 5 skatepark
2 shopping centre 6 café
3 swimming pool 7 cinema
4 sports centre 8 museum

Language focus

3 Choose the correct verbs.

- 1 I do / does sport in my free time.
2 You doesn't / don't go shopping on Mondays.
3 Henry draws / draws excellent pictures.
4 Tina doesn't do / don't do martial arts.
5 My friends and I play / plays volleyball.
6 My parents doesn't / don't like computer games.
7 My phone takes / don't take good photos.

4 Complete the sentences with the verbs and adverbs of frequency in the brackets.

- 1 Sam shopping.
(go / sometimes)
2 Emma at the sports centre.
(be / often)
3 They sport after school.
(do / always)
4 We at school on Mondays.
(be / usually)
5 George computer games.
(play / never)

60 REVIEW • Free time

5 Read the questions and answers. Then complete the questions with the words in the box.

How often What When
Where Which Why

- 1 does Tom do after school?
He goes to the skatepark.
2 do your friends go shopping?
On Saturday mornings.
3 does your brother do sport?
At the sports centre.
4 do you play volleyball?
I never play volleyball.
5 does Lisa go cycling every day?
It's her favourite sport.
6 of these books do you like?
I like the photography book.

Speaking

6 Complete the dialogue with sentences a–d.

- May What do you want to do today?
Lisa 1
May Good idea! Let's go this morning.
Lisa Sorry, I've got a swimming lesson this morning. 2
May OK. Let's go after lunch.
Lisa OK, fine. 3
May 4
a I'm free this afternoon.
b Why don't we go to the museum?
c Great. See you there!
d Let's meet at the museum at three o'clock.

Listening

7 2.09 Listen to an interview with Kevin about his free time. Then answer the questions.

- 1 How often does Kevin have art lessons at the academy?
2 What does Kevin usually draw?
3 Where does he draw people?
4 Which club is he in?
5 When does the club meet?

Speaking

Exercise 6

Students read the dialogue and complete it with the correct sentences. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 b 2 a 3 d 4 c

Listening

Exercise 7 2.09 page 125

Allow students time to read the questions. Check they understand everything. Play the audio for students to listen and answer the questions. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 He has art lessons two days a week.
2 He draws people and animals.
3 He draws people at school and at the museum.

4 He's in a photography club.

5 It meets on Wednesday afternoon.

Optional activity: Consolidation

Tell students they are going to write an online profile about themselves. Explain that they should write about their free-time activities, the things they like and don't like, the places they go to with their friends and how often they do these activities. Tell students they must use vocabulary from pages 52 and 56, and they must include examples of affirmative and negative verbs, and adverbs of frequency. Monitor and help while students are working. Students can share their profiles in small groups and ask questions to find out more information about their classmates. Ask some students to tell the class something they learned about their classmates.

Assessment

Tests, Teacher's Resource Disk

5 PUZZLES AND GAMES

1 FREE TIME. Write the free time words in the correct place in the puzzle.

books computer games cycling the guitar
magazines martial arts shopping

2 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everyone stands up.
- The leader gives instructions using adverbs of frequency and the words in the boxes below.
Sit down if you usually watch TV in the morning.
- The group listens and follows the leader's instructions.
- The winner is the last one standing.
- Take turns to be the leader.

do martial arts go to the cinema
go shopping go swimming
listen to music love football
meet your friends
play a musical instrument
read comics watch TV

after school at night at the weekend
every day in the morning

3 FIND SOMEONE WHO ... Look at the table and write questions with the phrases.

Do you watch TV after school?

Then work in pairs. Ask questions to find someone who matches the information in the table. Write the correct names in the table. The first person to get all six names is the winner.

Find someone who ...	
... watches TV after school.	.....
... plays a musical instrument.	.....
... uses their mobile phone a lot.	.....
... is sometimes late for school.	.....
... gets up early at the weekend.	.....
... usually plays a sport after school.	.....

4 WHAT DO I DO? Write true sentences about yourself. Work in pairs. Ask questions and test your partner. Do they know what you do?

- A What do I always do at the weekend?
B You always go swimming.
A Yes!



5 DRAWING GAME. Work in groups. Write the names of the places to go on page 56 on separate pieces of paper. One student takes a piece of paper and draws the place. The other students guess the place. The first person to guess correctly gets a point. At the end of the game, the person with the most points is the winner.

pairs and take turns to guess what their partner wrote. Continue until one student has guessed all their partner's sentences.

ANSWERS

Students' own answers.

Exercise 5

Put students into groups and ask them to write the places from page 56 onto separate pieces of paper. They place the pieces of paper in a pile face down on the desk. Students take turns to pick up a piece of paper and draw the place. The first student to guess the place gets a point. Students continue until they have used all the places. The winner in each group is the student with the most points.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students complete the puzzle with the free-time activities. With **weaker classes**, students can look back at page 52 to help them. With **stronger classes**, you could do it as a race to make it fun. Check answers with the class.

ANSWERS

Go: cycling, shopping

Do: martial arts

Play: the guitar, computer games

Read: books, magazines

Exercise 2

Read out the instructions, then demonstrate the activity with the class. Ask students to choose a leader. Ask all students to stand up. The leader gives instructions using adverbs of frequency and the words in the boxes. See who is left standing after a few sentences. Students then do the activity in small groups.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions, then read out the example question. Elicit another question as an example. Students write the remaining questions. Check these with the class. Students then work in pairs. Give them two minutes to ask and answer their questions, and write the names of the people who answer yes to their questions. Ask students to work with a different partner and continue asking questions until they have a name for each question. The first person to get all six names is the winner. As a class, you could brainstorm six more questions and students could do the activity again.

ANSWERS

Students' own answers.

Exercise 4

Students work individually and write true sentences about themselves using the adverbs of frequency. They then work in

Unit summary

Vocabulary

Holiday activities: *buy, camp, celebrate, dance, explore, pack, relax, ride, stay, travel, visit, wear*

Clothes: *boots, dress, hat, jeans, jumper, sandals, shirt, shoes, shorts, trainers, trousers, T-shirt*

Language focus

Present continuous: affirmative and negative

Present continuous: questions

Speaking

I can speak to a shop assistant.

Writing

I can write an email about a holiday.

Vocabulary • Holiday activities

Aim

Give holiday advice.

THINK!

Read out the question, then read out the four activities in the box. Ask the questions to individual students and elicit answers. Ask more questions to encourage students to say more, e.g. *Who do you usually go on holiday with? Do you like swimming in the sea or do you prefer the swimming pool? Why? What other sports do you like playing on holiday?*

Exercise 1 2.10 page 125

Students read the *Tips for trips* and choose the correct verbs to complete them. They can use their dictionaries to check the meaning of the verbs if necessary. With **weaker classes**, read out each tip in turn and elicit the correct verbs, using the sentences to teach the meaning of the verbs. Play the audio for students to listen and check their answers. Play the audio again, pausing after each verb for students to repeat. Use the pictures to teach the meaning of unfamiliar words such as *beach, souvenir, camel*.

ANSWERS





1 stay 2 Visit 3 Camp 4 Relax
5 pack 6 Explore 7 Buy
8 Celebrate 9 Dance 10 Ride
11 wear

Exercise 2

Students work in pairs and match the tips with the places. Check answers and ask: *Which places do you want to visit? Why?* Elicit answers from individual students.


6 On holiday


VOCABULARY • Holiday activities
I can give holiday advice.

-  Extra listening and speaking p77
-  Project p83
-  Curriculum extra p89
-  Song p95

THINK! What do you do on holiday?

go swimming go to museums
play football see friends

1  2.10 Read the *Tips for trips* guide. Choose the correct verbs in brackets to complete the guide. Then listen and check.

2  Work in pairs. Match the places in the *Tips for trips* guide with A–F on the map.



Language point: Imperatives

3 Look at the examples. What is an imperative? Find more examples in the *Tips for trips* guide.

Affirmative
Buy some souvenirs.
Negative
Don't spend all your money!

4 Complete the sentences with affirmative or negative imperatives.

be buy forget go speak visit

- Visit the Topkapi Palace. It's beautiful.
1 quietly in the museum, please.
2 to Sunny Beach. It isn't very nice.
3 late for the tour. It starts in a minute.
4 a nice souvenir for me, please.
5 your coat. It's cold today.

62 On holiday

ANSWERS

A 2 B 5 C 4 D 1 E 6 F 3

Language point: Imperatives

Exercise 3

Read out the examples and elicit that an imperative is an instruction. Students work in pairs and find more examples in the tips. Check answers with the class.

ANSWERS

Travel, stay, Don't miss, Visit, Camp, Relax, Don't forget, Explore, Buy, don't spend, Celebrate, Dance, Ride, Don't forget, don't fall

Exercise 4

Students complete the sentences with the correct imperative forms. Check answers with the class.

ANSWERS

1 Speak 2 Don't go 3 Don't be
4 Buy 5 Don't forget

Tips for trips

Your guide to international travel



1 Travel to Sweden and in the Ice Hotel in Jukkasjärvi. It's really cool! Don't miss it! (stay / travel)



2 Olympic National Park, in the USA.
3 in the forest with your family. (visit / camp)

Optional activity: Vocabulary

Ask students to close their books and divide them into teams. Write the verbs from the tips on the board. Teams take it in turn to choose a verb and say a correct imperative sentence using it. If their sentence is correct, they get a point and the verb is crossed off. If their sentence is not correct, don't correct it, but leave it on the board and move on to the next team. Continue until all the verbs are crossed off. See which team has the most points.

Exercise 5 2.11 page 125

Read out the question, then play the audio. Students listen and note down the places the people talk about. Check answers with the class.

ANSWERS

1 Jack: Melbourne 2 Holly: Olympic National Park 3 Ahmed: Fez



4 on a nice, sunny beach in Melbourne, Australia. Don't forget to 5 some sun cream! (pack / relax)



6 the market in Fez, Morocco.
7 some souvenirs, but don't spend all your money! (explore / buy)



8 Carnival in Rio de Janeiro, in Brazil.
9 the samba! It's a traditional dance. (celebrate / dance)



10 a camel in the Sahara Desert. Don't forget to 11 your sunglasses and don't fall off the camel! (wear / ride)

5 2.11 Listen to three people giving advice for visitors to their area. Which places from the *Tips for trips* guide do they talk about?

- 1 Jack
- 2 Holly
- 3 Ahmed

6 2.11 Listen again. Answer the questions.

- Jack
- 1 What do many tourists like in his area?
 - 2 What is Jack's favourite place to visit?
- Holly
- 3 How far is the park from Holly's house?
 - 4 When is a good time to visit? Why?
- Ahmed
- 5 Where is the *souk*?
 - 6 What do people do in the market?

7 Complete the key phrases with the ideas in the box. There is more than one correct answer.

August buy souvenirs the Dubai Mall
the Eiffel Tower go swimming your family

KEY PHRASES

Giving holiday advice

- 1 Travel there in
- 2 Go with
- 3 You can visit
- 4 Don't miss
- 5 Many visitors there.
- 6 It's a good place to

8 USE IT! Work with a partner. Give advice for visitors to your area. Use the key phrases and your own ideas.

Don't miss the National Museum. It's fantastic!

Finished?

Make a list of ten cities you want to visit in other countries. What do you want to do or see there?

ANSWERS

- 1 August 2 your family
- 3 the Dubai Mall / the Eiffel Tower
- 4 the Dubai Mall / the Eiffel Tower
- 5 buy souvenirs / go swimming
- 6 buy souvenirs / go swimming

Exercise 8 USE IT!

Read out the task and brainstorm some ideas with the class first. Students then work in pairs to prepare some advice for visitors to their area. Ask pairs in turn to tell the class their ideas and write them on the board. As an extension, you could ask students to work in pairs and use their ideas to make a poster giving advice to visitors to their area.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the *Finished?* activity. Students can make their lists individually, then compare their answers in pairs. Alternatively, ask some students to present their top three places to the class. Ask other students who else wants to go to these places and why.

More practice

Workbook page 52

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 6 2.11 page 125

Allow students time to read the questions. Play the audio again for students to listen and answer the questions. With **stronger classes**, students could answer the questions from memory, then listen again to check their answers. Check answers with the class. With **weaker classes**, play the audio again as you check the answers, pausing to check each answer.

ANSWERS

- 1 They like beaches.
- 2 His favourite place is the Scienceworks museum.
- 3 It's about 150 kilometres from her house.
- 4 August is a good time to visit because it's warm.
- 5 It's in the medina, the old part of Fez.
- 6 They buy souvenirs.

Optional activity: Listening

Write the following questions on the board.

- 1 Where can you go shopping in Melbourne?
- 2 How can you travel in the forest?
- 3 What kinds of shops are there in the souk?

Students discuss the answers in pairs. Play the audio again for them to listen and check their answers. Check answers with the class and check that students understand *shopping centre*.

ANSWERS

- 1 in shopping centres
- 2 you can cycle
- 3 many small shops

Exercise 7

Read through the ideas in the box and teach the meaning of *mall*. Students complete the key phrases with the ideas. Check answers with the class and elicit other ideas you could use to complete the key phrases.

Reading • A holiday blog

Aim

Use pictures to help you understand a text.

THINK!

Ask the question to the class and elicit a range of answers from individual students. Ask more questions to encourage students to say more, e.g. *Is that a good place for holidays? Why? Where is your ideal holiday? Why?*

ANSWERS

Students' own answers.

Exercise 1

Read out the title *Sam's holiday blog* and elicit or explain that a blog is an online diary, with individual messages for each day. Read out the title *The Big Apple* and elicit or explain that this is a nickname for New York. Ask students to look at the photos and say what they can see. Brainstorm ideas as a class and write students' ideas on the board. Focus on the ideas on the board and point out how much information students have learned just from looking at the photos. Ask students to read the blog and match the photos with the messages. Check answers.

ANSWERS

Tuesday C Wednesday B Thursday A

Exercise 2 2.12

Allow students time to read through the questions. Explain that the question *What does Sam think of...?* asks for his opinion. Play the audio. Students read and listen to the blog, then answer the questions. With **stronger classes**, students could write full sentences for their answers and give a reason for question 1. Check answers with the class and discuss which part of the text gives each answer.

ANSWERS

- 1 No, he doesn't. He wants to save his money for New York.
- 2 He thinks it's perfect, because it's next to Times Square.
- 3 He tries pancakes and maple syrup for breakfast.
- 4 He goes shopping on Fifth Avenue.
- 5 He visits the Empire State Building.

6 READING • A holiday blog

I can use pictures to help me understand a text.

THINK! Where do you and your family usually go on holiday?

SAM'S HOLIDAY BLOG

I ♥ NY The Big Apple

Hi, everyone! I'm writing a holiday blog this year. My family and I usually spend our summer holidays camping in England, but this time we're doing something different. We're going to New York! Amazing! #BigApple #excited

Monday 
We're waiting at the airport now. There are lots of shops, but I'm not spending my money here. I want to save it for New York. It's 10.00 p.m. and I'm tired, but I'm also excited about the trip! I can't wait to get there!

Tuesday
We're finally in the Big Apple! Our hotel is perfect because it's next to Times Square. We can see lots of skyscrapers from the window. They're so tall! Right now I'm having a typical American dish for breakfast – pancakes with maple syrup. It's yummy!


Wednesday
Today I'm cycling in Central Park with my mum. It's a massive park in the middle of Manhattan. The weather is great – it's hot and sunny. My dad isn't here with us. He's shopping on Fifth Avenue with my sister.

Thursday
It's our last day in New York, but I don't want to go home! At the moment, we're standing at the top of the Empire State Building. From here, I can see the Chrysler Building and the Brooklyn Bridge. What an awesome view! I love New York!







1 Look at photos A–D. What do you see? Read Sam's blog and match the photos with the messages for Monday to Thursday.

2  2.12 Read and listen to Sam's blog again. Then answer the questions.

- 1 Does Sam go shopping at the airport? Why / Why not?
- 2 What does Sam think of their hotel? Why?
- 3 What American food does Sam try?
- 4 Where does Sam's dad go with his sister?
- 5 What place does Sam visit on the last day?

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 56 in the Workbook.

4  **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Do you spend summer holidays with your family?
- 2 Do you like travelling on holidays? Why / Why not?
- 3 Do you want to visit New York or another big city? Why / Why not?

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Optional activity: Reading

Write the following sentences on the board:

- 1 I'm happy because it isn't raining.
- 2 I just want to get to the hotel!
- 3 That's an amazing bridge!
- 4 Look at those really tall buildings!

Ask: *Which place or activity in Sam's blog do the sentences relate to?* Students read the text again and find the answers. Check answers and elicit which part of the text gives each answer.

ANSWERS

- 1 cycling in Central Park 2 at the airport 3 at the top of the Empire State Building 4 in his hotel room

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words in the text. They could work in pairs for this. Check the answers and check that students understand all the words.

Workbook page 56 exercise 5

Exercise 4 USE IT!

Read through the questions with the class and make sure students understand everything. Allow students time to prepare their answers, then put them into pairs to ask and answer them. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

More practice

Workbook page 56

Practice Kit Reading 3

6 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about what people are doing now.

- 1 Study the sentences. Then choose the correct words in the rules.



- 1 He's **eating** pancakes at the moment.
- 2 I'm **writing** a holiday blog.
- 3 We're **waiting** at the airport now.
- 4 Dad is **shopping** on Fifth Avenue.

RULES

- 1 We make the present continuous with the verb **have / be** and the **-ing** form of the main verb.
- 2 We use the present continuous to talk about things that **usually happen / are happening now**.
- 3 We use the present continuous with time expressions such as **now** and **at the moment / on Wednesdays**.
- 2 Find more examples of the present continuous in Sam's holiday blog on page 64. Which are affirmative and which are negative?

- 3 Complete the sentences with affirmative or negative short forms of **be**.

Dad **isn't** here right now. He's with my sister.

- 1 We _____ staying at a fantastic hotel. It's awesome!
- 2 My sister _____ cycling. She's shopping now.
- 3 You _____ doing an English exercise. You aren't writing a blog.
- 4 Sam _____ eating pancakes. He loves them!
- 5 We _____ enjoying our holiday. It's raining! ☹️
- 6 I _____ buying souvenirs. I haven't got any money.

- 4 Study the spelling rules. Then write the **-ing** forms.

SPELLING RULES

- 1 Most verbs: *wait* → *waiting*
- 2 Final **-e**: *write* → *writing*
- 3 Final vowel + consonant: *shop* → *shopping*

stand <i>standing</i>	4 try _____
1 dance _____	5 spend _____
2 sit _____	6 chat _____
3 explore _____	7 cycle _____

- 5 2.13 **PRONUNCIATION -ing forms** Listen and repeat the verbs in exercise 4.

- 6 Study the picture. Complete the sentences using the correct forms of the present continuous.



- 1 The woman **isn't eating** (eat) an ice cream now. She _____ (buy) it.
- 2 The boy _____ (cycling). He _____ (talk) on his phone.
- 3 The girls _____ (wait) for the bus. They _____ (shop) at the moment.
- 4 The man _____ (chat) with the police officer. He _____ (sit) in his taxi.
- 5 The girl _____ (read) a magazine. She _____ (listen) to music.
- 6 The boys _____ (stand) on the street. They _____ (play) basketball right now.

- 7 **USE IT!** Work in pairs. Imagine you are on holiday with your family. Tell your partner what you and your family are doing.

We're staying with my aunt. I'm not studying.
I'm exploring the city with my dad.

Finished?

Add ten more verbs to the list in exercise 4. Write the verbs and their **-ing** forms.

On holiday 65

ANSWERS

Affirmative: I'm writing, we're doing, We're going, We're waiting, I'm having, I'm cycling, He's shopping, we're standing
Negative: I'm not spending

Exercise 3

Students read the sentences and complete them with the correct forms of **be**. Check answers with the class.

ANSWERS

- 1 're 2 isn't 3 're 4 's 5 aren't
6 'm not

Exercise 4

Read through the spelling rules with the class. With **weaker classes**, read through the list of verbs and ask: *Which have a final e? Which end with a vowel + consonant?* Students then write the **-ing** forms of the verbs.

ANSWERS

- 1 dancing 2 sitting 3 exploring
4 trying 5 spending 6 chatting
7 cycling

Exercise 5 2.13 page 125

PRONUNCIATION: -ing forms

Play the audio once for students to listen to the verbs in exercise 4. Play the audio again, pausing for them to repeat.

Exercise 6

Use the picture to teach *ice cream* and *police officer*. Students complete the sentences using the correct verb forms. With **stronger classes**, students could write one or two more sentences about the picture.

ANSWERS

- 1 isn't eating, buying 2 isn't cycling, 's talking 3 are waiting, aren't shopping 4 is chatting, isn't sitting
5 isn't reading, 's listening
6 are standing, aren't playing

Exercise 7 USE IT!

Point out to students that they can look back at the vocabulary on pages 62–63 for ideas. Allow students time to prepare their ideas individually, then put them into pairs to tell their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their lists, then compare with another fast finisher. Alternatively, ask some students to read their verbs to the class. Other students can say and spell the **-ing** forms.

More practice

Workbook page 53

Practice Kit Grammar 11

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present continuous: affirmative and negative

Aim

Talk about what people are doing now.

Warm-up

Ask: *What can you remember about Sam's holiday? Where does he usually go on holiday?* Students look back at the introduction to the blog for the answers. Write on the board: *This year we _____ to New York.* Elicit the missing verb (are going). Complete the sentence on the board and explain that this verb form is called the present continuous.

Exercise 1

Read through the example sentences with the class, then read through the rules and elicit which words students should use to complete them.

ANSWERS

- 1 *be* 2 *are happening now* 3 *at the moment*

Language note

We use the present continuous, NOT the present simple, for things that are happening now: *I'm having lunch now.* (NOT ~~have lunch now.~~) To form the negative, we use the negative form of *be*, e.g. *I'm not waiting. He isn't waiting.* The **-ing** form never changes.

Exercise 2

Students find more examples of the present continuous in Sam's blog and decide which are affirmative and which are negative. Elicit all the sentences and point out the different forms of *be*. With **weaker classes**, write the sentences on the board and elicit the negative form of the affirmative sentences and the affirmative form of the negative sentences for extra practice.

Vocabulary and listening • Clothes

Aim

Recognize different speakers.

THINK!

Read out the question and teach the meaning of *clothes* if necessary. Elicit answers from individual students. Students can answer in their language if necessary and you can translate the clothes words into English. Write the English words on the board.

ANSWERS

Students' own answers.

Exercise 1 2.14 page 126

Students use their dictionaries to check the meaning of the words in the box and match them with the clothes. Play the audio for students to listen and check their answers. Play the audio again for students to repeat.

ANSWERS

1 shirt 2 trousers 3 boots 4 hat
5 dress 6 sandals 7 jumper
8 jeans 9 shoes 10 trainers
11 shorts 12 T-shirt

Exercise 2

With **weaker classes**, briefly revise colour words. Focus on the clothes in exercise 1 again and point out that some are plural, e.g. *boots, jeans, sandals, shoes*. Elicit some sentences using plural words for clothes, e.g. *He's wearing blue jeans*. Students study the pictures, then ask them to close their books and write sentences about the pictures. They then read their sentences to each other in pairs and say whether they agree or not.

ANSWERS

Students' own answers.

Exercise 3 2.15 page 126

Students read the *Packing tips* and complete them with the correct words. Play the audio for students to listen and check their answers.

ANSWERS

1 hat 2 jeans 3 boots 4 shoes /
trainers / boots 5 jumper

Optional activity: Vocabulary

Ask students to draw a picture of someone wearing clothes from exercise 1. Tell them not to let anyone see their drawing. In pairs, students take turns to describe their picture to their partner, e.g. *It's a boy. He's wearing blue trousers*. Their partner listens and draws the picture. Students compare their pictures to see how similar they are.

6 VOCABULARY AND LISTENING • Clothes

I can recognize different speakers.

THINK! What are your favourite clothes?

1 2.14 Match clothes 1–12 with the words in the box. Then listen and repeat.

boots dress hat jeans jumper
sandals shirt shoes shorts trainers
trousers T-shirt

1 shirt 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

2 Work in pairs. Play a game. Study the people in exercise 1. Close your book and make sentences.

Nina's wearing a blue dress.

No, she's wearing a green dress.

3 2.15 Read and complete the *Packing tips* with words from exercise 1. Then listen and check.

PACKING TIPS

Are you getting ready for the holidays? Here are some helpful packing tips.

Think when you're packing!

Is your family planning a beach holiday?
Remember to pack *shorts* and sandals for the beach. Don't forget some sun cream and a ¹ _____ to protect your head.

Are you thinking about a camping trip?
Pack some long trousers or ² _____. Don't wear nice shoes when you go walking in the forest. Take your ³ _____!

Are you planning a city holiday?
Take some comfortable ⁴ _____ for walking around. In the cool months, remember to pack a warm ⁵ _____ for the evening.

66 On holiday



4 2.16 Listen to three speakers. Who is speaking? Match the speakers with a–d. There is one extra option.

Speaker 1 a a friend
Speaker 2 b a parent
Speaker 3 c a teacher
d a shop assistant

5 2.16 Listen again. What is the reply? Match the speakers with one of the responses below. There is one extra option.

a Yes, please. I'm looking for a white T-shirt.
b Why don't you take your red T-shirt?
c Do you like these sandals?
d Are these trainers OK?

6 USE IT! Imagine you are packing to go on holiday. What clothes are you taking? Tell your partner.

I'm going to the beach. I'm packing my sandals and my shorts. And you?

Exercise 4 2.16 page 126

Read through the options a–d, then play the first speaker. Ask: *Who is this? How do you know?* Point out that it is important to listen for background sounds and tone of voice to recognize who is speaking. Play the audio. Students listen and identify the speakers.

ANSWERS

1 c 2 a 3 d

Exercise 5 2.16 page 126

Explain that students need to think about which response another person might use to each of the speakers. Play the first speaker again and elicit the response. Play the remaining speakers. Students listen and choose the correct responses. Check answers with the class.

ANSWERS

a 3 b 2 d 1

Optional activity: Listening

Students work in pairs and write down from memory all the clothes words that the speakers mention. Play the audio again for them to listen and check.

ANSWERS

1 comfortable shoes 2 boots, sandals, jeans, trousers, shorts, dresses, T-shirts 3 T-shirts, dresses

Exercise 6 USE IT!

Students work in pairs to tell their partner what they are taking on holiday. Ask some students to tell the class what their partner is taking.

ANSWERS

Students' own answers.

More practice

Workbook page 54

Practice Kit Vocabulary 6

Assessment

Five-minute test, Teacher's Resource Disk

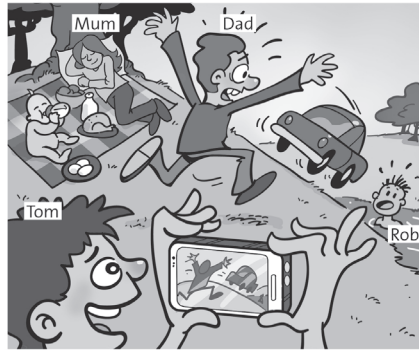
6 LANGUAGE FOCUS • Present continuous: questions

I can ask and answer questions about holidays.

1 Complete the table with the questions.

- Is Nina wearing a blue dress?
- Are you thinking about a camping trip?
- Is the tour bus going now?
- Are they planning a beach holiday?

Questions	Short answers
1 _____ ?	Yes, I am. No, I'm not.
2 _____ ?	Yes, she is. No, she isn't.
3 _____ ?	Yes, they are. No, they aren't.
4 _____ ?	Yes, it is. No, it isn't.



2 Complete the questions using the present continuous. Then write short answers that are true for you.

- Are you *studying* (study) English now?
- _____ your parents _____ (work) today?
- _____ your teacher _____ (speak) at the moment?
- _____ your classmates _____ (stand) at the moment?
- _____ your partner _____ (wear) red today?
- _____ you _____ (use) your phone right now?

3 Ask and answer the questions in exercise 2 with a partner.

STUDY STRATEGY

Practising grammar outside class

Remember to practise grammar outside class. Use the Practice Kit online practice or find other exercises on the internet.

4 Read the study strategy. Then go to the Practice Kit online practice. Do the exercises for this lesson.

Finished?

Look at pages 62–63 of this book. Imagine you are visiting one of the places in the guide. Write new answers for questions 1–6 in exercise 7.

5 Look at the picture. Write questions and short answers.

- Dad / sit / in the car now?
- Mum / sleep / at the moment?
- the boys / eat / lunch?
- Tom / take / a photo?
- the baby / eat / the food?
- Rob / read / a book?

6 Look again at the picture in exercise 5. Complete the questions with the words in the box and the correct forms of *be*.

what where who who why

- Who is shouting? Dad is shouting.
- _____ Dad shouting? Because the car is moving.
 - _____ the baby doing? She's drinking.
 - _____ Mum sleeping? Under the tree.
 - _____ taking a photo? Tom is taking a photo.

7 USE IT! Work in pairs. Imagine you are on holiday. Write present continuous questions. Then ask and answer the questions.

- you / travel / in the USA ?
- who / travel / with you ?
- where / you / stay ?
- you / relax / at the moment ?
- what / you / wear ?
- how / you / feel / now ?

Are you travelling in the USA?

No, I'm not. I'm travelling in Turkey.

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Language focus • Present continuous: questions

Aim

Ask and answer questions about holidays.

Warm-up

Ask what students can remember about the packing tips on page 66. Write on the board: _____ thinking about a camping trip? _____ planning a city holiday? Elicit the missing words (Are you). Complete the questions on the board and elicit that they are in the present continuous.

Exercise 1

Read out the first set of answers in the table and elicit the correct question. Students then complete the table with the correct questions.

ANSWERS

1 b 2 a 3 d 4 c

Language note

In present continuous questions, the form of *be* comes before the subject: *Are you planning a holiday?* (NOT *You are planning a holiday?*) In short answers, we use short forms in negative short answers, e.g. *No, she isn't*, but we use full forms in affirmative answers: *Yes, she is*. (NOT *Yes, she's*.)

Exercise 2

Students complete the questions and write the short answers. With **weaker classes**, students could complete the questions first. Check answers, then ask them to read the questions and write the short answers. Check some answers with the class.

ANSWERS

2 Are, working. 3 Is, speaking 4 Are, standing 5 Is, wearing 6 Are, using

Exercise 3

Students work in pairs to ask and answer the questions in exercise 2.

ANSWERS

Students' own answers.

Exercise 4

Read the study strategy with the class. Explain to students that practising outside class will help them remember the language they learn. Students go to the Practice Kit online practice and do the exercises for this lesson.

Exercise 5

Students write the questions and short answers about the picture. Check answers with the class. With **stronger classes**, students write one or two more questions and answers about the picture.

ANSWERS

- Is Dad sitting in the car now? No, he isn't.
- Is Mum sleeping at the moment? Yes, she is.
- Are the boys eating lunch? No, they aren't.
- Is Tom taking a photo? Yes, he is.
- Is the baby eating the food. Yes, he / she is.
- Is Rob reading a book? No, he isn't.

Exercise 6 USE IT!

Ask students to look at the picture again and complete the questions with the words in the box and the correct form of *be*. Check answers with the class.

ANSWERS

- Why is
- What is
- Where is
- Who is

Exercise 7

Read out the example to the class. Students imagine they are on holiday and ask and answer the questions in pairs. With **stronger classes**, encourage students to give more information in their answers.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their answers, then compare with another fast finisher. Alternatively, invite another student to ask them the questions. Encourage them to reply without saying the name of the place. Other students can listen and guess the places.

More practice

Workbook page 55

Practice Kit Grammar 12

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • In a shop

Aim

Speak to a shop assistant.

THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Do you like going shopping on holiday? Why? / Why not? Do you buy presents for your friends or souvenirs for yourself? Why?*

ANSWERS

Students' own answers.

Exercise 1 2.17

Read out the question, then play the video or audio. Students watch or listen and answer the question.

ANSWER

Dan buys a T-shirt.

Exercise 2

Ask students to cover the dialogue in exercise 1. Read through the key phrases with the class and elicit which comes first in the dialogue. (Can I help you?) Students then order the phrases. They can look at the dialogue in exercise 1 again to check. Check answers with the class and check that students understand all the phrases. With **weaker classes**, you could play the audio again for students to hear the phrases in context and repeat them. Students could then practise the dialogue in pairs.

ANSWERS

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

Language point: Saying prices

Exercise 3 2.18

Play the audio for students to listen to the prices. Play the audio again, pausing after each price for students to repeat. Ask students to practise saying the prices with a partner. Check answers.

ANSWERS

1 £9.00 2 £5.75 3 £10.50 4 £12.25

Exercise 4 2.19 page 126

Play the audio. Students listen and write the prices. Check answers with the class.

ANSWERS

1 £8.00 2 £4.99 3 £15.75 4 £24.50
5 £11.00

6 SPEAKING • In a shop

I can speak to a shop assistant.

THINK! What do you usually buy on holiday?

Shop assistant Hello. Can I help you?
Dan Yes. I'm looking for a T-shirt.
Shop assistant The T-shirts are over there, next to the door.
Dan Thanks.
Dan Excuse me. How much is this T-shirt, please?
Shop assistant It's £9.99.
Dan OK. Here you are.
Shop assistant Thank you. And here's your change.
Dan Thanks. Bye!
Shop assistant Goodbye.



1 2.17 Watch or listen. What does Dan buy?

2 Cover the dialogue in exercise 1. Then number the key phrases in the correct order.

KEY PHRASES

In a shop

- a Here's your change.
- b They're over there, next to (the door).
- c I'm looking for (a T-shirt).
- d Can I help you?
- e OK. Here you are.
- f How much is this (T-shirt), please?

4 2.19 Listen and write the prices.

- 1
- 2
- 3
- 4
- 5

5 USE IT! You want to buy something from exercise 3. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Hello. Can I help you?

Yes, I'm looking for a bag.

Language point: Saying prices

3 2.18 Listen and repeat the prices. Then practise saying the prices with a partner.



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Optional activity: Speaking

Write a list of about eight items of clothing and prices on the board, e.g. *T-shirt £5.99, shorts £5.50, jeans £15.50*. Divide the class into teams. Say: *I'm buying two T-shirts and some shorts. How much is that?* The first team to work out the price and say it correctly gets a point. Continue calling out different combinations of things you are buying. See which team has the most points at the end.

Exercise 5 USE IT!

Allow students time to read through the instructions, then demonstrate the activity with a confident student. Start the conversation by saying: *Hello. Can I help you?* Encourage the student to say what they are looking for and continue the conversation, using the dialogue in exercise 1 as a model. Other students can help out with ideas if necessary. Students then work in pairs to practise their dialogue. With **weaker classes**, students

could prepare their dialogues first, but with **stronger classes**, students can go straight into the role-play. Students then swap roles and practise again.

Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 59

Practice Kit Speaking 6

6 WRITING • An email about a holiday

I can write an email about a holiday.

THINK! How often do you write emails?

Inbox

To: Rose
From: Amy
Subject: Hello from Prague

Hi Rose,
How are you doing? I'm in Prague with my mum, dad and brother. We're staying near the Prague Castle. Our hotel isn't very big, but it's quite modern.
I'm with Mum now. We're sitting in a café. It's very nice here! We aren't having coffee. We're drinking *čaj*. That's tea in Czech! Dad and Andy are visiting the Prague Toy Museum.
We want to explore the Old Town later. There are lots of really cool buildings. I also want to buy some souvenirs. Do you want a T-shirt or a bag with a picture of Prague on it?
I hope you're having a really good time.
See you soon,
Amy



1 Read the email. Answer the questions.

- Who is writing the email? Amy or Rose?
- Who is Andy?
- What is Amy drinking right now?
- Where is Andy at the moment?

2 Complete the key phrases. Then read the email again and check your answers.

KEY PHRASES

Writing about a holiday place

- I'm in _____ with _____.
- Our hotel isn't _____, but it's _____.
- It's very _____ here!
- We want to _____ later.
- There are lots of _____.

Language point: Modifiers

3 Look at the words in blue in the email. Then rewrite sentences 1–6 using *quite*, *very*, *not very* or *really*.

It's cold today. (-15°C) It's *very* cold today.

- Our hotel is old. (200 years) _____
- The people are nice. 😊 _____
- The weather is good. (35°C) _____
- The shops are expensive. (£-££) _____
- I'm interested in museums. 😊 _____

4 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine you are on holiday. Write an email to a friend.

B THINK AND PLAN

- Where are you? Who is travelling with you?
- Where are you staying? Is it a nice place?
- Where are you now? Who is with you?
- What are you doing at the moment?
- What are other people doing now?
- What do you want to do later?

C WRITE

Greeting:

Hello / Hi, ... How are you doing?

General information:

I'm in ... We're staying ...

At the moment:

I'm with ... now. We're ...

Plans for later:

We want to ... later.

D CHECK

- beginning and ending of your email
- spelling and punctuation
- modifiers

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which modifier to use to complete each sentence. Ask some students to read their sentences to the class.

POSSIBLE ANSWERS

- Our hotel is very / really old.
- The people are not very nice.
- The weather is very / really good.
- The shops are not very / quite expensive.
- I'm very / really interested in museums.

Optional activity: Writing

Ask: *What phrase does Amy use to start her email?* (Hi Rose! How are you doing?) *What phrase does she use at the end?* (See you soon). Ask: *What other phrases can you use to start and end an email?* Elicit a few ideas. If necessary, remind students that they wrote an email in Unit 1. Refer them back to the key phrases on page 19 to find more phrases for starting and ending an email. Write all the phrases on the board for students to refer to when they write their email.

POSSIBLE ANSWERS

Hi!, How are you?, Please write soon!, Bye for now.

Exercise 4 USE IT!

Read the task with the class. Students imagine their holiday and read through Part B to plan their ideas.

Read through part C on how to structure their email with the class. Students write their email. This can be set for homework. Remind students to check their writing and punctuation carefully.

ANSWERS

Students' own answers.

Writing • An email about a holiday

Aim

Write an email about a holiday.

THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *When do people write emails? Who do you know who writes emails? Who do they send them to?*

ANSWERS

Students' own answers.

Exercise 1

Students read the email and answer the questions. Check answers with the class.

ANSWERS

1 Amy 2 Amy's brother 3 She's drinking tea. 4 He's at the Prague Toy Museum.

Exercise 2

Students complete the key phrases with the correct words, then read the email again to check. Check answers and check that students understand all the phrases.

ANSWERS

- Prague, my mum, dad and brother
- very big, quite modern
- nice
- explore the Old Town
- really cool buildings

Language point: Modifiers

Exercise 3

Students look at the words in blue in the email. Explain that these are modifiers and we use them with adjectives to make the meaning stronger or weaker. Elicit which modifiers make the adjectives stronger (*very, really*) and which make it weaker (*not very, quite*). Students read the sentences and rewrite them using the different modifiers. Point out that there are no right or wrong answers, so students can choose

Review

Vocabulary

Exercise 1

Students match the words with the phrases. With **weaker classes**, students could refer back to pages 62–63 to help them. With **stronger classes**, students could do it as a test. Check answers with the class and check that students understand all the phrases. Ask: *What do you do on holiday?*

ANSWERS

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

Exercise 2

Students look at the pictures and complete the clothes words. They then match the words with pictures A–H. Check answers, then ask: *What are you wearing today?* Elicit a few answers.

ANSWERS

1 dress 2 trainers 3 sandals
4 jeans 5 boots 6 jumper
7 trousers 8 shoes
1 C 2 H 3 E 4 B 5 G 6 A
7 D 8 F

Language focus

Exercise 3

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

1 aren't 2 dancing 3 is 4 chatting
5 are 6 isn't 7 stopping

Exercise 4

Read out the first gapped sentence and elicit the correct verb form. Students complete the message. Check answers.

ANSWERS

1 'm visiting 2 'm not staying
3 are spending 4 are enjoying
5 aren't doing 6 's raining 7 sitting
8 chatting 9 'm writing

Exercise 5

Elicit the first question as an example. Students then write the questions. Check these answers with the class, then ask them to write the answers. Check the answers.

ANSWERS

1 Who is writing the message? Maggie's writing the message.
2 Is Maggie staying with her grandma? No, she isn't.
3 Where is she spending the week? At a hotel.
4 Are they enjoying the pool? Yes, they are.
5 What is Maggie's mum doing now? She's chatting with Grandma.

6 REVIEW

Vocabulary

1 Match 1–8 with phrases a–h.

- | | |
|-------------|-------------------------|
| 1 buy | a a camel in the desert |
| 2 celebrate | b on a quiet beach |
| 3 stay in | c your bag for a trip |
| 4 dance | d souvenirs in a shop |
| 5 explore | e a big national park |
| 6 pack | f a nice hotel |
| 7 relax | g to Spanish music |
| 8 ride | h the carnival |

2 Complete the clothes words. Then match the words with pictures A–H.

- | | |
|-----------------|-----------------|
| 1 _ _ e _ _ | 5 _ o o _ _ |
| 2 _ _ a i _ e _ | 6 _ u _ e _ |
| 3 _ a _ a _ _ | 7 _ _ o u _ e _ |
| 4 _ e a _ _ | 8 _ _ o e _ _ |



Language focus

3 Choose the correct verb forms.

- We aren't / isn't camping right now.
- I'm not dancing / dancing at the moment.
- Harry is / are packing some warm clothes.
- You aren't chatting / chatting now.
- My parents is / are planning a holiday.
- Lisa isn't / aren't staying with her grandma.
- The bus is stoping / stopping at the corner.

70 REVIEW • On holiday

4 Complete the message with the affirmative or negative forms of the present continuous.

← Inbox
I 1 _____ (visit) my grandma this week. I
2 _____ (not stay) at her flat because it's tiny. My
parents and I 3 _____ (spend) the week at a hotel.
It's got a pool, so we 4 _____ (enjoy) that! We
5 _____ (not do) anything now because
it 6 _____ (rain)! ☹️ My mum 7 _____ (sit)
in the kitchen and 8 _____ (chat) with my grandma.
I 9 _____ (write) this in the living room.
More later!
Maggie

5 Complete the questions about the message in exercise 4. Then write the answers.

- who / write / the message?
.....
- Maggie / stay / with her grandma?
.....
- where / she / spend / the week?
.....
- they / enjoy / the pool?
.....
- what / Maggie's mum / do / now?
.....

Speaking

6 Complete the dialogue with your own ideas.

Shop assistant Hello. Can I help you?
Dan
Shop assistant The over there,
.....
Dan Thanks.
Dan Excuse me.?
Shop assistant
Dan OK. Here you are.
Shop assistant
Dan Thanks. Bye!

Listening

7 2.20 Listen to a conversation about holidays. Complete the sentences with one or two words.

- Karen is on holiday in now.
- She's staying in a small town near
- She's having a cold drink on the
right now.
- Sam's on holiday in at the moment.
- He's staying with his André.
- They're on a boat on the river now.

Speaking

Exercise 6

Students read the dialogue and complete it with their own ideas. With **weaker classes**, you could brainstorm some ideas with the whole class first. When students have completed their dialogues, ask some to work in pairs and read their dialogues to the class. Correct any errors. Students could then practise their dialogues in pairs.

ANSWERS

Students' own answers.

Listening

Exercise 7 2.20 page 126

Play the audio for students to listen and complete the sentences. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

1 Italy 2 Venice 3 beach 4 Paris
5 cousin 6 sitting

Optional activity: Consolidation

Put students into pairs and tell them they are going to imagine they are in a famous place somewhere in the world. Brainstorm a few ideas with the class, e.g. *on top of the Eiffel Tower, at the Carnival in Rio de Janeiro*. Write these questions on the board: *What are you doing / wearing now? What's the weather like? What can you see?* Allow students time to prepare their answers to the questions, but tell them not to say where they are. Monitor and help while they are working. Put pairs together into groups of four. They take turns to ask and answer the questions on the board and ask more questions to guess where their classmates are. Stop the activity when most students have guessed where their classmates are. Discuss whose holiday sounds like fun.

Assessment

Tests, Teacher's Resource Disk

6 PUZZLES AND GAMES

1 HOLIDAY BOARD GAME. Work in pairs. Follow the instructions.

Take turns to roll the dice and move your counter.
 Yellow square = Reorder the letters to make adjectives.
 Blue square = Make a sentence using the picture in the box.
 He's relaxing on the beach.



START	1	2	3	4 Go forward three spaces →	5 <table border="1"><tr><td>T</td><td>C</td><td>F</td></tr><tr><td>R</td><td>E</td><td>E</td></tr><tr><td>P</td><td></td><td></td></tr></table>	T	C	F	R	E	E	P			6 Go back three spaces ←				
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	25 <table border="1"><tr><td>M</td></tr><tr><td>E</td><td>E</td><td>S</td></tr><tr><td>A</td><td>W</td><td>O</td></tr></table>	M	E	E	S	A	W	O	26	27	28 <table border="1"><tr><td>M</td><td>U</td><td>Y</td></tr><tr><td>M</td><td>Y</td><td></td></tr></table>	M	U	Y	M	Y		29 Go back three spaces ←	30 FINISH
M																			
E	E	S																	
A	W	O																	
M	U	Y																	
M	Y																		

2 MEMORY GAME. Work in groups. Follow the instructions.

- Make sentences about things you are taking on holiday.
- Student A: *I'm going on holiday and I'm packing a T-shirt.*
- Student B says: *I'm going on holiday and I'm packing a T-shirt and some trainers.*
- Continue around the group.
- Remember everyone's things to stay in the game. Forget and you are out of the game.
- The winner is the last person in the game.

3 WHAT AM I DOING? Work in pairs. Choose an activity from the box and draw it. Your partner guesses the activity. Take turns.

buying souvenirs dancing
 doing martial arts going swimming
 packing playing computer games
 playing the guitar reading a book
 relaxing taking photographs
 watching TV wearing a hat

Are you watching TV?

No, I'm not.

Are you taking photographs?

Yes, I am.

PUZZLES AND GAMES • On holiday 71

Puzzles and games

Exercise 1

Allow students time to look at the board game. Check they understand *Go forward / back three spaces*. Read through the instructions with the class and make sure students understand everything. Students then play the game in pairs. They could play again with a different partner if they enjoy the game.

ANSWERS

Students' own answers.

Exercise 2

Put students into groups. Demonstrate the activity with one group. Ask the first student to read out the Student A sentence. Ask the student next to them to read out the Student B sentence. Continue around the group with each student repeating the previous items and adding one more. Students then play the game in groups and continue until the list becomes too long to remember. See

which group can continue and create the longest list!

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs. They take turns to draw an activity for their partner to guess. Monitor and make sure they are using questions and short answers correctly. As an extension, you could brainstorm some more activities with the class. Students could look back through their books for ideas. Write the activities on the board, then students can use these to play again. As an alternative, they could mime the activities rather than drawing them.

ANSWERS

Students' own answers.

1 Extra listening and speaking • Asking and telling the time

Aim

Ask for and tell the time.

Warm-up

Draw a clock on the board with the hands at ten o'clock. Teach the phrases *What's the time?* and *ten o'clock*, and write these on the board. Change the time on the clock to teach other times, including *half past*, *quarter past* and *quarter to*. Tell students they are going to practise asking for and telling the time in English.

Exercise 1

Read out the first time and elicit which clock it matches. Students match the remaining times with the clocks. Check answers and elicit how to say the times. Say each time again and get students to repeat.

ANSWERS

- 1 quarter past two 2 quarter to ten
3 eight o'clock 4 five past eleven
5 half past three 6 twenty to six

Exercise 2 2.21 page 126

Play the first time and draw the correct time on the board. Play the rest of the audio. Students listen and draw the times they hear. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 It's half past eight. 2 It's ten to two.
3 It's quarter past ten. 4 It's eleven o'clock. 5 It's quarter to one.
6 It's twenty-five past three.

Exercise 3 2.22 page 126

Read out the question and make sure students understand it. Point out the activities at the top of the page and make sure students understand them all. Play the audio. Students listen and answer the question. Elicit some possible answers, then play the audio again for students to listen and check. Check the answer with the class.

ANSWER

music club

Exercise 4 2.22 page 126

Read through the key phrases with the class. Focus on the timetable and elicit what kind of information is missing for each activity. Ask students if they can remember what day the music club is on, but don't confirm their answers. Play the audio again. Students listen and complete

1 Options

EXTRA LISTENING AND SPEAKING • Asking and telling the time

I can ask for and tell the time.

After-School Clubs

MUSIC CLUB



BASKETBALL CLUB



FILM CLUB



BASEBALL CLUB



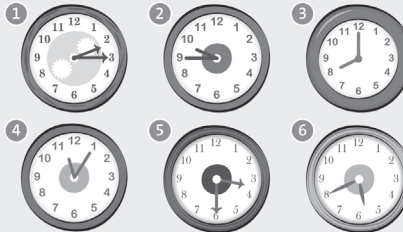
PHOTO CLUB



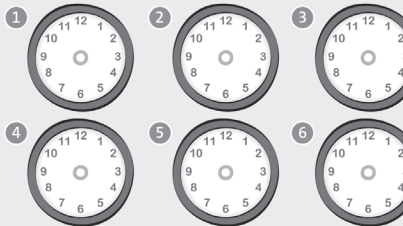
Read more

- 1 2.22 Match the times in the box with clocks 1–6. Then say the times.

eight o'clock five past eleven
half past three quarter past two
quarter to ten twenty to six



- 2 2.21 Listen and draw the times you hear. Then listen again and repeat.



- 3 2.22 Listen to a conversation. What activity is Lily interested in?

72 EXTRA LISTENING AND SPEAKING

- 4 2.22 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about days and times

When's the art club? What time is it?
It's on Monday. At half past three.

	Music club	Basketball	Film club
Day	1	3	Thursday
Time	2	4	5.00
	Baseball	Photo club	
Day	Friday	Wednesday	
Time	6.00	4.30	

- 5 2.23 Listen and repeat the dialogue. What activity is Jim interested in?

Jim Here's the Activity Centre timetable for the different clubs.
Flora When's the film club?
Jim It's on Thursday.
Flora What time is it?
Jim At five o'clock.
Flora Great! Are you interested in it?
Jim No. I like sport. I'm in the baseball club. It's on Friday at six o'clock.

- 6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using information in the timetable. Then practise your new dialogue.

the timetable with the correct information. Check answers with the class.

ANSWERS

- 1 Tuesday 2 12.15 3 Saturday
4 2.30

Optional activity: Listening

Play the audio from exercise 4 again. Pause at the end of each line and elicit the next line from students before you play it to confirm.

Exercise 5 2.23

Read out the question. Play the audio for students to read and listen. Play it again, pausing after each line for students to repeat. Elicit the answer to the question.

ANSWER

Jim is interested in baseball.

Exercise 6 USE IT!

Demonstrate the activity by asking a confident student to read out Jim's first line of the dialogue in exercise 5. You read

out Flora's first line. Ask: *When's the film club?* Elicit an answer, and then continue reading the dialogue using information from the timetable in exercise 4. Students then work in pairs to prepare a new dialogue, changing the blue words. Monitor and help while they are working. They can then practise their new dialogue in pairs.

Optional activity: Speaking

As a class, brainstorm some different activities and times. Draw a new timetable on the board, like the one in exercise 4. Put students into new pairs. Ask them to take turns to ask and answer questions about the activities using the key phrases.

ANSWERS

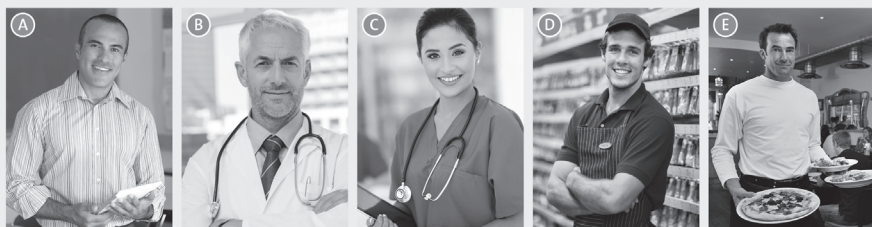
Students' own answers.

2 Options EXTRA LISTENING AND SPEAKING • Talking about your family

I can talk about my family.

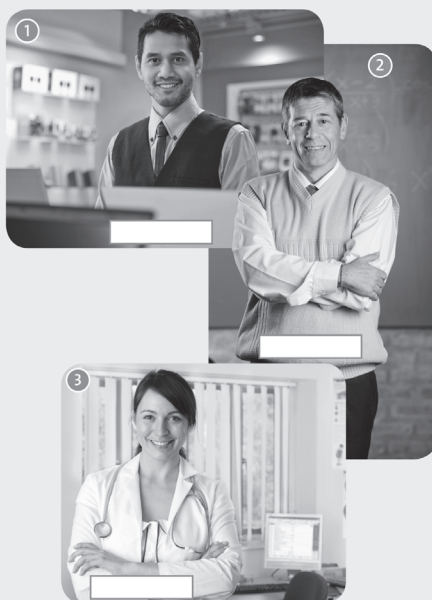
1 Match the jobs in the box with photos A–E.

doctor nurse shop assistant teacher waiter



2 2.24 Match the people in pictures 1–3 with the jobs in the box. Then listen to the conversations and write the names of the people.

doctor music teacher shop assistant



3 2.24 Listen again and complete the sentences.

- Jake is a _____ at the new _____ in Green Street.
- He's into _____.
- Paul is a _____ at a _____ in _____.
- He's into _____.
- Julia is a _____.
- Her job is _____, but it's _____.

4 Study the key phrases. Match them with responses a–c.

KEY PHRASES

Asking about people

- Who's that? a She's a doctor.
- What's he / she into? b That's my uncle.
- What's his / her job? c He's into music.

5 2.25 Listen and repeat the dialogue.

What's Mike's brother's job?

- Andy That's a nice photo.
 Mike Thanks. It's a photo of my family.
 Andy Who's that?
 Mike That's my brother, Tom.
 Andy He looks friendly. What's he into?
 Mike He's into sport. He loves football.
 Andy What's his job?
 Mike He's a shop assistant.

6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in the dialogue in exercise 5. Then practise your new dialogue.

EXTRA LISTENING AND SPEAKING 73

2 Extra listening and speaking • Talking about your family

Aim

Talk about your family.

Warm-up

With books closed, tell students that in Unit 2 they learned seventeen words for family members. Put students into small groups and give them two minutes to remember and write down as many of the words as they can. Bring students' ideas together on the board and see which pair wrote the most words. Students could look back at page 22 to see which words they missed.

Exercise 1

Students work in pairs to match the jobs with the photos. Check answers with the class and check that students understand

all the jobs. Model pronunciation of the words and get students to repeat.

ANSWERS

A teacher B doctor C nurse
 D shop assistant E waiter

Exercise 2 2.24 page 127

Read out the task and point out to students that they need to match two pieces of information to each speaker – their job and their name. First ask students to match the people in the photos with the jobs. Then play the audio for students to listen and match each speaker with a name. Allow students time to compare their answers in pairs, then play the audio again for them to check and complete their answers.

ANSWERS

1 shop assistant, Jake 2 music teacher, Paul 3 doctor, Julia

Exercise 3 2.24 page 127

Allow students time to read through the gapped sentences. Play the audio

again. Students listen and complete the sentences with the correct words. Check answers with the class.

ANSWERS

- shop assistant, computer shop
- computers
- music teacher, school, London
- music
- doctor
- difficult, exciting

Exercise 4

Read through the key phrases with the class and make sure students understand them all. Students match the key phrases with the responses. Check answers with the class.

ANSWERS

1 b 2 c 3 a

Exercise 5 2.25

Read out the question, then play the audio for students to listen and read. Elicit the answer to the question. Play the audio again, pausing after each sentence for students to repeat. Students can then practise the dialogue in pairs.

ANSWER

He's a shop assistant.

Exercise 6 USE IT!

Students work in pairs to change the blue words in exercise 5 and prepare their dialogues. You could elicit a few possible changes to the blue words with the class first. Students practise their dialogues in pairs, then swap roles and practise again.

Optional activity: Speaking

Refer students back to the pictures in exercise 2. Ask students individually to choose one of the people, think of a new name and job for them, and decide what they are like and what they are into. Students can then work in pairs again and have a new dialogue in which they show their 'photo' to their partner. Their partner can ask questions to find out who it is, what their job is, what they are into, etc. Encourage them this time not to prepare their dialogue, but just refer to the key phrases to help them. Students swap roles and practise again.

ANSWERS

Students' own answers.

3 Extra listening and speaking • Asking for things and describing where they are

Aim

Talk about where something is.

Warm-up

Ask individual students where things are, e.g. (Ana), *where's your bag?* (Sam), *where's your phone?* Elicit answers using prepositions of place. Invite one or two students to ask one of their classmates where something is. Elicit the response.

Exercise 1

Students match the classroom objects to the pictures. They could work in pairs for this, and use their dictionaries to help. Alternatively, with **weaker classes**, do this activity with the whole class using the pictures to teach the meaning of the words. Model pronunciation of the words and get students to repeat them.

ANSWERS

A a calendar B scissors
C a dictionary D a ruler E sticky tape
F a glue stick G a calculator

Exercise 2 2.26 page 127

Focus on the picture. Read out the first gapped sentence and elicit the answer. Students look at the picture again and complete the sentences with the correct words. Play the audio for students to listen and check their answers. Check answers with the class. With **stronger classes**, students could write one or two more sentences about things in the picture in exercise 1.

ANSWERS

1 ruler 2 calculator 3 scissors
4 sticky tape

Exercise 3 2.27 page 127

Read out the question, and point out that Tom is a boy's name and the other two are girls' names. Play the audio. Students listen and answer the question. Check the answer with the class. With **weaker classes**, play the audio again, pausing for students to hear the answer.

ANSWER

Lucy

Exercise 4 2.27 page 127

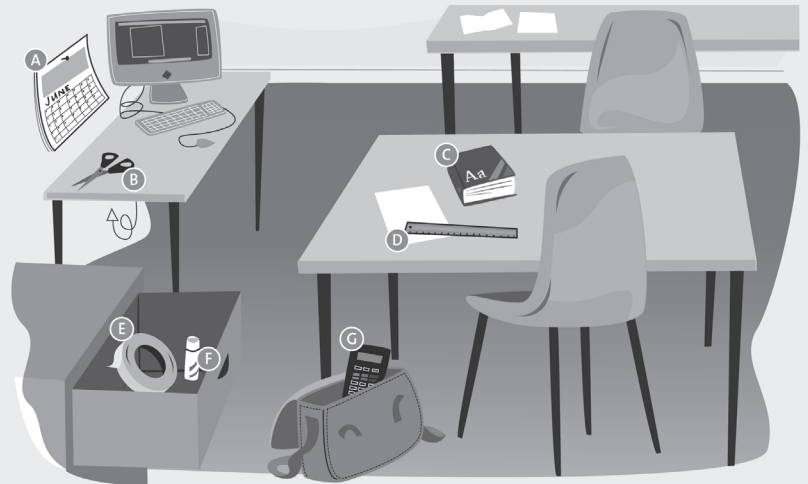
Read through the key phrases with the class and make sure students understand them all. Play the audio again for students to listen and number the phrases in the order they hear them. Check answers with the class. Play the audio again, pausing after the key phrases for students to repeat.

3

Options

EXTRA LISTENING AND SPEAKING • Asking for things and describing where they are

I can talk about where something is.



1 Match the classroom objects in the box with A–G in the picture.

a calculator a calendar a dictionary
a glue stick scissors sticky tape a ruler

2 2.26 Study the picture. Complete the sentences with the words in the box. Then listen and check.

calculator ruler scissors sticky tape

- The _____ is on his desk.
- The _____ is in his bag.
- The _____ are next to the computer.
- The _____ is in the drawer.

3 2.27 Listen to a conversation. Who has got a calculator: Tom, Helen or Lucy?

4 2.27 Study the key phrases. Then listen to the conversation again. Number the phrases in the order you hear them.

KEY PHRASES

Asking for things and saying where they are

- Have you got a / some ... ?
- Can I borrow it?
- Where is it?
- I think he / she's got one / some.
- It's / They're in / on ...
- Yes, go ahead.

5 2.28 Listen and repeat the dialogue.

Sue Have you got some scissors, Jon?
Jon No. Sorry, I haven't. Try Max. I think he's got some.
Sue Hi, Max. Have you got some scissors?
Max Yes.
Sue Can I borrow them, please?
Max Yes, go ahead.
Sue Where are they?
Max They're on my desk.
Sue Thanks.

6 USE IT! Prepare a new dialogue. Change the words in blue in exercise 5 using words from exercise 1 or your own ideas. Then practise your new dialogue with two other students.

74 EXTRA LISTENING AND SPEAKING

ANSWERS

- Have you got a / some ... ?
- I think he / she's got one / some.
- Can I borrow it?
- Yes, go ahead.
- Where is it?
- It's / They're in / on ...

Optional activity: Speaking

Focus on the three questions in the key phrases box. Ask a student: *Have you got a dictionary?* Elicit two possible responses: *Yes. / No, sorry I haven't.* Ask: *Can I borrow it?* Elicit the answer: *Yes, go ahead.* Ask: *Where is it?* Elicit some possible responses.

Put students into pairs. They take it in turns to ask their partner these three questions about objects in exercise 1. Encourage them to speed up as they practise until they can ask and answer the questions fluently.

ANSWERS

Students' own answers.

Exercise 5 2.28

Play the audio for students to read and listen to the dialogue. Play it again, pausing after each line for students to repeat. Students then practise the dialogue in pairs.

Exercise 6 USE IT!

Put students into groups of three. Allow them time to prepare their own dialogue using words from exercise 1 or their own ideas. Students then practise their own dialogue in their groups. Ask some groups to perform their dialogues for the class.

4 Options EXTRA LISTENING AND SPEAKING • Asking about timetables

I can talk about school timetables and room changes.

- 1 Match the school subjects in the box with pictures 1–5.

geography history maths PE science



- 2 Complete the messages on the school noticeboard with the words in the box. Then listen and check.

31st March 24 2.30 Friday

A Room change for Year 8
Maths class with Miss Brown is in room 1 from 5th March.

B Timetable change for Year 7
The PE class is at 2 this week.

C Trip to London in June
Contact Mr Wood before 3



D Film club – *Fantastic Mr Fox* with George Clooney
The club starts this week on 4 at seven o'clock in the school hall.

- 3 Listen to Beth and Tom talking about their new timetable. Which days have changes to the timetable?

- 4 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES

Asking and talking about school information

We've got / haven't got ... on (Monday morning).

When's the (maths class)?

Where is the lesson?

Is it in the same room?

It's in room (12) now.

Have we still got (PE) on Monday?

- Have they got maths on Monday morning?
- What time is the maths class now?
- What room is the maths class in?
- What room is geography in?
- When is PE?

- 5 Listen and repeat the dialogue.

A Have you got the new class timetable?

B Yes. There are some changes. We haven't got history on Tuesday morning.

A When is it?

B It's at half past two in the afternoon.

A And where is the lesson? Is it in the same room?

B No, it's in room 14 now.

A And have we still got English on Thursday morning?

B No. We've got PE.

A And when's the art class?

B It's on Friday afternoon.

- 6 USE IT! Work in pairs. Prepare a new dialogue. Use the timetable below and change the words in blue in exercise 5. Then practise your new dialogue.

	Tuesday	Wednesday
9.00 – 9.45	Geography Room 12	English Room 6
10.00 – 10.45	Maths Room 8	Music Room 22
2.00 – 2.45	History Room 17	Art Room 9
2.45 – 3.30	Science Science lab	PE School hall

EXTRA LISTENING AND SPEAKING 75

4 Extra listening and speaking • Asking about timetables

Aim

Talk about school timetables and room changes.

Warm-up

Ask: *What lesson are we in now? (English) What other lessons do you have today?* Elicit a few answers, then put students into pairs and give them two minutes to write as many words for school subjects as they can. They can use their dictionaries to help. Bring students' ideas together on the board and check that students understand all the words. See which pair wrote the most words correctly.

Exercise 1

Students match the school subjects in the box with the pictures. Check answers

and check that students understand all the words.

ANSWERS

1 maths 2 science 3 geography
4 history 5 PE

Exercise 2 2.29 page 127

Pre-teach *timetable*. Students read the messages and complete them with the correct words. Allow students time to compare their answers in pairs, then play the audio for them to listen and check. Check answers with the class and check that students understand all the messages.

ANSWERS

1 24 2 2.30 3 31st March 4 Friday

Exercise 3 2.30 page 127

Read out the question, then play the audio. Students listen and note down the days with changes to the timetable. Allow students time to compare their answers in pairs, then play the audio again for them to listen and check. Check the answers with the class.

ANSWERS

Monday and Thursday

Exercise 4 2.30 page 127

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the questions. Play the audio again for them to listen and answer the questions. Check answers with the class.

ANSWERS

1 No, they haven't. 2 two o'clock in the afternoon 3 room 12 4 room 36 5 on Thursday afternoon

Exercise 5 2.31

Play the audio for students to read and listen to the dialogue. Play it again, pausing after each line for students to repeat. Students then practise the dialogue in pairs.

Exercise 6 USE IT!

Read through the timetable with the class and make sure students understand everything. Students then prepare and practise a new dialogue using the key phrases. Ask some students to perform their dialogue for the class.

Optional activity: Speaking

In pairs, students make two copies of a timetable for two days like the one in exercise 6. They then mark three changes on one copy of their timetable, e.g. room or time changes. Put pairs together into groups of four and ask them to swap their unchanged timetables. They then take turns to explain their changes to the other pair. The other pair listens and marks the changes on their copy of the timetable. Pairs can compare their marked timetables to see if they have understood the changes correctly.

ANSWERS

Students' own answers.

5 Extra listening and speaking • Asking about dates

Aim

Ask and answer about dates.

Warm-up

Write on the board the first letter for each month of the year. In pairs, students try to remember the months and write them. Elicit the months and write them on the board. Briefly revise ordinal numbers from 1–10, and explain to students that we use ordinal numbers in dates.

Exercise 1

Students match the ordinal numbers with the words in the box. Check answers and model pronunciation of the ordinal numbers. Get students to repeat them. With **weaker classes**, if students need more practice of ordinal numbers, write some more ordinal numbers as figures on the board. Invite students to say them.

ANSWERS

1 twenty-eighth 2 eleventh 3 sixth
4 third 5 fourteenth 6 thirtieth

Exercise 2 2.32

Read through the key phrases with the class and check that students understand everything. Students work in pairs to read dates 1–6 and practise saying them. Play the audio. Students listen to check their answers. Play the audio again, pausing after each date for students to repeat.

Exercise 3 2.33 page 127

Allow students time to read the sentences, then play the audio. Students listen and choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

1 maths 2 football

Exercise 4 2.33 page 127

Allow students time to read the sentence beginnings. Check they understand *final*. Play the audio again for students to listen and complete the sentences. Allow students time to compare their answers in pairs, then play the audio again for them to check. Check answers with the class.

ANSWERS

1 26th June 2 Wednesday
3 17th March 4 Saturday

Exercise 5 2.34

Play the audio for students to read and listen to the dialogue. Play it again, pausing after each line for students to repeat. Students then practise the dialogue in pairs.

5

Options


EXTRA LISTENING AND SPEAKING • Asking about dates

I can ask and answer about dates.

- 1 Match the ordinal numbers in 1–6 with the words in the box. Then say the ordinal numbers.

third sixth eleventh fourteenth
twenty-eighth thirtieth

- 1 28th _____
2 11th _____
3 6th _____
4 3rd _____
5 14th _____
6 30th _____


- 2  2.32 Study the key phrases. Then say dates 1–6. Listen and check.

KEY PHRASES


Dates

20th April = the twentieth of April
8th July = the eighth of July
31st December = the thirty-first of December
14th February = the fourteenth of February

- 1 2nd June
2 26th August
3 15th January
4 1st March
5 22nd October
6 31st May


- 3  2.33 Listen to two conversations. Choose the correct words.

Conversation 1 is about a **history** / **maths** test.
Conversation 2 is about a **football** / **tennis** match.


- 4  2.33 Listen again and complete the sentences.

- 1 The test is on _____.
2 It's on a _____.
3 The final is on _____.
4 It's on a _____.



- 5  2.34 Listen and repeat the dialogue.

Carl What date is your birthday?
Lizzie It's on 12th July.
Carl What day is that?
Lizzie It's a Tuesday, but my party is at the weekend.
Carl What date is that?
Lizzie It's the 17th.
Carl That's exciting! Where is it?
Lizzie It's at the cinema.

- 6  USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5. Then practise your new dialogue.

76 EXTRA LISTENING AND SPEAKING

Exercise 6 USE IT!

Students work in pairs to change the blue words in exercise 5 and prepare their dialogues. You could elicit a few possible changes to the blue words with the class first. Students practise their dialogues in pairs, then swap roles and practise again. Ask some pairs to perform their dialogues for the class.

Optional activity: Speaking

Tell students they are going to plan a class party for the summer. Ask them to decide on the date and day for their party, and where it is. Students then work in pairs to ask each other about their plans using the dialogue in exercise 5 as a model. Ask some students to tell the class the details of their partner's party.

ANSWERS

Students' own answers.

6 Options EXTRA LISTENING AND SPEAKING • Buying a train ticket

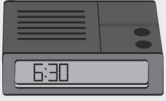
I can ask to buy a train ticket.

- 1 Look at the clocks and write the correct times. Then say the times.



1

2



3

4



5

6



7

8

- 2 2.35 Listen and write the times you hear. Then listen and repeat.

- 1
- 2
- 3
- 4
- 5
- 6

- 3 2.36 Listen to a conversation. How many tickets does Julie buy?

KEY PHRASES

Buying a train ticket

Can I have ... ticket(s) to ..., please?
Single or return?
What time's the next train to ... ?
Which platform is it, please?

- 4 2.36 Study the key phrases. Then listen to the conversation again and choose the correct words.

- 1 Julie is going to London / Windsor.
- 2 She buys a single / return ticket.
- 3 The ticket is fifteen / seventeen pounds.
- 4 The next train is at 4.30 / 5.45.
- 5 It's from platform two / four.

- 5 2.37 Listen and repeat the dialogue.

John Can I have two tickets to Bristol, please?
Ticket clerk Single or return?
John Return.
Ticket clerk That's thirty-five pounds.
John Here you are. What time's the next train?
Ticket clerk At ten forty-five.
John And which platform is it, please?
Ticket clerk Platform three.
John Thanks.

- 6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using the information in the train timetable below. Then practise your new dialogue.

City trains
TIMETABLE

London	8.00	9.30
Bath	9.40	11.10
Bristol	9.55	11.20

Ticket type: DAY RETURN
Start date: 02 . MAY . 17
Valid until: 02 . MAY . 17
Adult ONE
Number 13303
From LONDON
To BRISTOL

EXTRA LISTENING AND SPEAKING 77

6 Extra listening and speaking • Buying a train ticket

Aim

Ask to buy a train ticket.

Warm-up

Ask: How do you usually travel when you go on holiday? Do you go by car, by train, by plane? How do you like travelling? Why? Elicit answers from individual students.

Ask: What do you buy when you go on a train? Elicit or teach the word ticket. Tell students they are going to practise buying a train ticket.

Exercise 1

Students work in pairs to look at the clocks and write the correct times. Check answers and model pronunciation of the times. Students then work in pairs and practise saying the times. They could do this as a game, taking it in turns to say a time while

their partner listens and points to the correct clock.

ANSWERS

- 1 quarter past ten 2 quarter to three
3 half past six 4 ten past seven 5 ten to four
6 eighteen minutes past nine
7 twenty past one 8 eleven o'clock

Exercise 2 2.35 page 128

Play the audio. Students listen and note down the times they hear. Allow students time to compare their answers in pairs, then play the audio again for them to check. Check answers with the class. With **weaker classes**, if students need more practice, say a few more times and get students to write them down.

ANSWERS

- 1 4.30 / four thirty
- 2 5.45 / five forty-five
- 3 10.45 / ten forty-five
- 4 6.50 / six fifty
- 5 9.55 / nine fifty-five
- 6 11.20 / eleven twenty

Exercise 3 2.36 page 128

Read out the question, then play the audio. Students listen and answer the question. Check the answer.

ANSWER

Julie buys one ticket.

Exercise 4 2.36 page 128

Read through the key phrases with the class and make sure students understand them all. Allow students time to read through the sentences, then play the audio again. Students listen and choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

- 1 Windsor 2 single 3 fifteen
4 5.45 5 four

Exercise 5 2.37

Play the audio for students to read and listen to the dialogue. Play it again, pausing after each line for students to repeat. Students then practise the dialogue in pairs.

Exercise 6 USE IT!

Students work in pairs to change the blue words in exercise 5 and prepare their dialogues using information from the timetable. You could elicit a few possible changes to the blue words with the class first. Students practise their dialogues in pairs, then swap roles and practise again. Ask some pairs to perform their dialogues for the class.

Optional activity: Speaking

Put students into new pairs, and ask them to cover the dialogue in exercise 5. Ask them to practise a new dialogue using information in the timetable, but this time just referring to the key phrases to help them. Encourage them this time to improvise and try to speak in a natural way. They can swap roles and practise again.

ANSWERS

Students' own answers.

1 Project • A club poster

Aim

Make a poster about a club.

Warm-up

Ask: *What clubs are there at your school? What clubs are you in?* Elicit answers from individual students. Ask: *What new clubs would you like at your school?* Elicit a few ideas and suggest some if students are struggling, e.g. *dance, judo, yoga, gaming*. Tell students they are going to make a poster for a club and it can be an existing club or a new one.

Exercise 1

Read through the kinds of information with the class and make sure they understand them all. Students read the poster and tick the information that is included. Check answers with the class.

ANSWERS

d age of club members e cost
f place g time

Exercise 2

Students read the poster again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 It's for young people from ten to sixteen years old.
- 2 It's on Tuesdays.
- 3 It's from four to seven o'clock.
- 4 It's at the youth centre on Bolton Road.
- 5 The instructor is Josh Jones
- 6 The cost is £25 a year.

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Put students into groups to plan and make their posters. Monitor and help while they are working. Students can plan their posters on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes, colours and photos to make their poster look interesting. Alternatively, they can make their posters on paper. They can stick on photos or draw pictures of the activity.

ANSWERS

Students' own answers.

1 Options PROJECT • A club poster

I can make a poster about a club.

1 Read Jamie's poster. What information is on the poster?

- | | | | |
|--------------------------|--------------------------|---------|--------------------------|
| a number of club members | <input type="checkbox"/> | e cost | <input type="checkbox"/> |
| b number of groups | <input type="checkbox"/> | f place | <input type="checkbox"/> |
| c age of instructor | <input type="checkbox"/> | g time | <input type="checkbox"/> |
| d age of club members | <input type="checkbox"/> | | |

2 Read the poster and answer the questions.

- 1 Who is the club for?
- 2 When is the club?
- 3 What time is it?
- 4 Where is the club?
- 5 Who is the instructor?
- 6 What is the cost?

3 Make a poster for a club. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose an activity for your club.
- 2 Answer the questions in exercise 2 for your club.
- 3 Find some photos for your poster.
- 4 Make a poster with your text and photos.
- 5 Put all the posters on the wall.

4 Look at the other posters. What activities are popular?

PHOTOGRAPHY CLUB

New activity!

Are you interested in photography?
Yes? This new club is for you.

Photography is an exciting new activity at the youth centre.

Photography is fun and it isn't difficult.

The club is for young people from ten to sixteen years old.

It's at the youth centre on Bolton Road.

It's on Tuesdays from four to seven o'clock.

This is the instructor Josh with his camera. He's a great photographer and a fantastic person.

Contact: Josh Jones
Telephone: 0754921038
Cost: £25 a year
Equipment: none

78 PROJECT

Exercise 4

Allow students to walk around the classroom and look at all the posters. Discuss with the class which activities are popular, and which posters they like best and why.

ANSWERS

Students' own answers.

2 Options

PROJECT • My family

I can make a poster about my family.

1 Work in pairs. Ask and answer the questions.

- 1 Have you got any brothers and sisters?
- 2 Have you got a favourite uncle or aunt?
- 3 Have you got a favourite grandma or granddad?
- 4 What's your mum's name?

2 Look at Emily's family tree. Complete the sentences.

Emily's ...

- 1 mother's name is
- 2 sister's name is
- 3 uncle's name is
- 4 grandfathers' names are and
- 5 brother's name is

This is my grandmother.
She's my dad's mother.
Her name's Ayla.
She's Turkish.

My mother's name is
Julie and my father
is Ian. They're both
thirty-five. They've
got a bicycle for two!

FRED — AYLA

PETER — COLLETTE

IAN

JULIE

DAVE

EMILY

FIONA

TOBY

ME

This is my uncle Dave.
He hasn't got a wife.
He's twenty-eight
and he's got a guitar,
but he isn't very good!

Here's my brother, Toby,
with our dog. His name's
Bonzo and he's very big.
He's got a long tail.

3 Read the descriptions of Emily's family. Write true or false.

- 1 Emily's grandparents are all British.
- 2 Her parents have got a bicycle.
- 3 Bonzo is the family dog.
- 4 Her uncle has got a wife.
- 5 Uncle Dave is a pop star.

4 Make a poster about your family. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Draw your family tree.
- 2 Find three or four photos of members of your family. Choose interesting or funny photos.
- 3 Write a short text about the people in the photos.
- 4 Make a poster with your family tree, photos and texts.

5 Work in pairs. Ask and answer questions about your families.

ANSWERS

- 1 false (Her grandmother is Turkish.)
2 true 3 true 4 false (He hasn't got a wife.)
5 false (He's got a guitar, but he isn't very good.)

Exercise 4

Read through the project checklist with the class and make sure they understand everything.

Students work individually to plan and make their posters. Monitor and help while they are working. Students can plan their posters on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes, colours and photos to make their poster look interesting. Alternatively, they can make their posters on paper and stick on photos of their family members.

ANSWERS

Students' own answers.

Exercise 5

Ask a confident student to hold up his / her poster, so everyone can see it. Ask a question about the poster, e.g. *Who is (Ana)?* Encourage the student to answer and give more information about the person. Encourage other students to ask questions. Then put students into pairs to ask and answer questions about their posters. Ask some students to tell the class something new they learned about their partner's family.

ANSWERS

Students' own answers.

PROJECT 79

2 Project • My family

Aim

Make a poster about your family.

Warm-up

Say the name of a person in your family and ask students to guess who the person is, e.g. *Is he your brother? Is he your dad? Is he your uncle?* Invite one or two students in turn to say the name of a member of their family and get the class to guess the relationship. Continue until you have revised all the family vocabulary. Point to the family tree and tell students they are going to make a poster about their family.

Exercise 1

Read through the questions with the class and make sure they understand them all. Put students into pairs and ask them to ask and answer the questions. Encourage them to include as much information as they can in their answers, e.g. *I've got two brothers, Tom and Jack. Tom is ten years*

old and Jack is four. Ask some students to tell the class something about their partner's family.

ANSWERS

Students' own answers.

Exercise 2

Focus on the family tree and ask students to find Emily. Students look at the family tree and complete the sentences. Check answers with the class.

ANSWERS

- 1 Julie 2 Fiona 3 Dave 4 Fred and Peter 5 Toby

Exercise 3

Ask students to read the descriptions on the family tree. Read out the first sentence and ask: *Is this true or false?* (false, her grandmother is Turkish). Students read the descriptions again and decide if the sentences are true or false. Check answers with the class.

3 Project • My dream home

Aim

Make a poster about your dream home.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words as they can to do with homes. You could elicit a few examples of rooms and furniture first, to give students ideas. Bring students' ideas together on the board and make sure students understand all the words. See which pair wrote the most words.

Exercise 1

Read out the question and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *How many bedrooms are there? Is there a balcony? Is there a garden?*

ANSWERS

Students' own answers.

Exercise 2

Read out the question, then read out the example. Students read about the dream home and write which part of the home the things are in. Check answers with the class.

ANSWERS

1 poster – bedroom 2 robot – kitchen
3 basketball court – garden
4 desk – bedroom 5 shower – bathroom
6 armchair – living room

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Put students into groups to plan their dream home and make their posters. Encourage them to plan their poster first and decide who in the group will do each task, e.g. drawing pictures, finding photos, writing the texts or designing the poster. Monitor and help while they are working. Students can plan their posters on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes, colours and photos to make their poster look interesting. Alternatively, they can make their posters on paper. They can stick on photos or draw pictures of their dream home.

ANSWERS

Students' own answers.

3

Options

PROJECT • My dream home

I can make a poster about my dream home.

WELCOME TO MY DREAM HOME

Bedroom

This is my bedroom. It's got a poster of my favourite singer on the wall, a bookcase for my books and a big desk for my computer. There's a door to my private* bathroom and another door to a big balcony.

Living room

The living room has got a comfortable armchair. There's also a big TV and a shelf on the wall for my computer games.

Garden

In the garden there's a small swimming pool and a basketball court.

Bathroom

Everything in the bathroom is blue – it's my favourite colour. It's got a fantastic shower.

Kitchen

My kitchen's got a special robot! The robot's name is Mac.

GLOSSARY

private: for you only

1 How many rooms are there in your home?

2 Read about a dream home. Which part of the home are these things in?

- 1 poster
- 2 robot
- 3 basketball court
- 4 desk
- 5 shower
- 6 armchair

3 Make a poster about your dream home. Follow the steps in the project checklist.

4 Look at the other posters. Which is your favourite room? Which is your favourite dream home? Why?

PROJECT CHECKLIST

- 1 Work in groups. Think about your dream home.
- 2 Write short descriptions about the places in your dream home. Choose from the following:
 - bedroom
 - bathroom
 - kitchen
 - living room
 - balcony
 - garden
 - dining room
 - garage
- 3 Draw some pictures or find some photos for your poster.
- 4 Make a poster of your dream home with your descriptions and photos / pictures.
- 5 Put all the posters on the wall.
- 6 Present your dream home to your class.

80 PROJECT

Exercise 4

Collect all the posters and pin them around the classroom. Allow students to walk around the classroom and look at all the posters. Discuss with the class which are their favourite rooms, which is their favourite dream house and why.

ANSWERS

Students' own answers.

4

Options

PROJECT • My school

I can design a web page for my school.

1 How many students are there at your school?

2 Match the words in the box with photos A–D.

computer room gym library sports field



3 Read the Wakely Secondary School website. Answer the questions.

- How old is the school?
- How many students are there?
- What sports facilities has the school got?

4 Work in pairs. Find differences and similarities between your school and Wakely Secondary School.

5 Design a web page for your school. Follow the steps in the project checklist.

PROJECT CHECKLIST

- Find the following information about your school:
 - history and location
 - the building and facilities (library, sports fields, computer rooms, etc.)
 - age and number of students
 - subjects
 - sports
 - Write four short texts for the web page.
 - Find some photos or draw some pictures for your web page.
 - Design your web page with your texts and photos / pictures.
- 6 Show your web page to other students. Have a class vote for the best web page.

Welcome to Wakely Secondary School

HOME ABOUT US NEWS EVENTS CLUBS CONTACT US



The School

Wakely Secondary School is a very old school – around 400 years old. Today, the school is in a big, modern building. There is a big library and five computer rooms. Our school is well-known for its excellent results.

Students

Around 800 students from eleven to eighteen years old go to our school. The students come from Wakely and the villages near the town. Some famous people are ex-Wakely students.

Subjects

Wakely is a specialist language school. French, Russian and Spanish are the main languages. But some students also study Italian and Mandarin. All students study one language and some students do two or three. Art and drama are popular optional subjects.

Sports

Sport is very important at Wakely. The school has got two large sports fields and a modern gym for PE. Many students play in the school sports teams. There are twelve different after-school sports clubs, including athletics, basketball, swimming and gymnastics.

PROJECT 81

4 Project • My school

Aim

Design a web page for your school.

Warm-up

Ask: *Does your school have a website?* If the answer is yes, ask: *What information is there on the website? About the school? About teachers? About clubs?* If the students' school does not have a website, ask: *Do you think a website for your school is a good idea? Why?* Tell students they are going to design a web page for their school.

Exercise 1

Ask the question to the class and elicit the answer.

ANSWERS

Students' own answers.

Exercise 2

Students match the words in the box with the photos. Check answers with the class and check that students understand all the words. Alternatively, do this activity with the class and use the photos to teach the meaning of the words.

ANSWERS

A sports field B library C computer room D gym

Exercise 3

Students read the website about the school and answer the questions. Check answers with the class.

ANSWERS

- It's 400 years old.
- There are (around) 800 students.
- It's got two large sports fields and a modern gym for PE.

Exercise 4

Elicit an example of a difference and a similarity between Wakely School and the students' own school. Students then work in pairs to read about Wakely School again and note down more similarities and differences. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 5

Read through the project checklist with the class and make sure they understand everything. Students can work individually or in pairs for this task. If they are working in pairs, encourage them to plan their web page first and decide who will do each task, e.g. finding photos, writing about the school, writing about sports, etc. Monitor and help while they are working. Students can plan their web pages on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes, colours and photos to make their web page look interesting. Alternatively, they can design their web pages on paper. They can stick on photos or draw pictures of their school, the facilities, sports, etc.

ANSWERS

Students' own answers.

Exercise 6

Ask individual students or pairs in turn to present their web page to the class. They can explain what each photo shows and say what information there is. Hold a class vote to decide on the best web page. With **large classes**, put students into groups to present their web pages to each other. Ask each group to choose two web pages to present to the class. When groups have presented their two web pages, the class can vote for the best.

ANSWERS

Students' own answers.

5 Project • A special days calendar

Aim

Make a special days calendar.

Warm-up

Ask individual students: *When is your birthday?* Elicit answers and take the opportunity to revise the months. Ask: *What's your favourite month? Why?* Elicit answers and try to elicit the idea of a special day, e.g. Christmas, Easter or Carnival.

Exercise 1

Ask the question to the class and elicit answers from individual students. If students are struggling for ideas, ask questions to prompt them, e.g. *What happens on 31st December?* Build up a list on the board of the special days in the students' country.

ANSWERS

Students' own answers.

Exercise 2

Students read the *Special days* calendar and match the texts with the photos. Check answers with the class.

ANSWERS

1 D 2 C 3 A 4 B

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Students can work individually to make their calendar, or they can work in pairs or groups. Monitor and help while they are working. If they are working in pairs or groups, encourage them to plan their calendar first and decide who will do each task, e.g. finding photos, writing the texts or designing the calendars. Students can plan their calendars on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes, colours and photos to make their calendar look interesting and attractive. Alternatively, they can make their calendars on paper. They can stick on photos or draw pictures of the special days.

ANSWERS

Students' own answers.

5

Options

PROJECT • A special days calendar

I can make a special days calendar.

1 What special days are there in your country?

2 Read the *Special days* calendar. Match texts 1–4 with photos A–D.

3 Make a *Special days* calendar to send to a school in another country. Follow the steps in the project checklist.

PROJECT CHECKLIST

- Choose five special days in your country. Check the months and dates of these days.
- Find a photo on the internet or in a magazine for each day, or draw your own pictures.
- Write a short text for each day. Think about:
 - the name of the day
 - the day or the date
 - celebrations
 - food
 - families
- Stick your text and photos on some paper. Write the month above each special day.
- Put all the calendars on the wall.

SPECIAL DAYS

1

FEBRUARY

Pancake Day is on a Tuesday in February. It is a different date every year. We make pancakes at home. I love pancakes and I eat them with chocolate!

2

MAY

May Day is another very old celebration. It is on 1st May. It is popular in villages. There are fairs and parties, and children dance around the maypole. We celebrate spring.

3

NOVEMBER

Bonfire Night is on 5th November and is an old celebration. There are big fires and fireworks in parks in towns and villages all over England and Wales. We cook food on the fire. It's often very cold, but we enjoy it.

4

DECEMBER

New Year's Eve is on 31st December. We have parties to welcome in the new year. At midnight we hold hands and sing *Auld Lang Syne*, a traditional Scottish song.



82 PROJECT

Exercise 4

Allow students to walk around the classroom and look at all the calendars. Discuss with the class which special days they like and hold a vote to find their favourite special day.

ANSWERS

Students' own answers.

6

Options

PROJECT • A tourist information poster

I can make a tourist information poster.

- Read Joe's tourist information poster. Match headings a–e with texts 1–5.
 - An interesting city
 - A beautiful area
 - An activity centre
 - A great seaside resort
 - An ancient monument
- Which of the places in Joe's poster are interesting for you? Are there similar places in your country?
- Make a tourist information poster for your country. Follow the steps in the project checklist.
- Look at the other posters. How many ideas are the same as yours? Have a class vote for your favourite five places.

PROJECT CHECKLIST

- Work in pairs. Make a list of places in different parts of your country for tourists to visit. Think about:
 - beautiful places
 - interesting or historic places
 - interesting or exciting activities
 - places with special food
- Choose five places from your list. Find out about these places on the internet.
- Write a short text for each place.
- Find some photos for each place and a small map with the location of the places.
- Make a poster with your texts and photos.
- Put all the posters on the wall.

FIVE GREAT PLACES TO VISIT IN BRITAIN



My choice by Joe Stephens

1

Snowdonia, in north Wales, is a region of beautiful mountains. Snowdon is 1,085 metres high and is the highest mountain in England and Wales. There's a small train to the top of the mountain. The view is fantastic – if it isn't raining! A café there sells drinks and traditional Welsh cakes.



2

Fort William is a great place for exciting outdoor activities. The weather can be bad in winter, so travel there in summer. Many visitors come to climb Ben Nevis, the highest mountain in Britain. It is 1,344 metres high. White-water rafting and paragliding are also very popular.



4

Manchester is a very interesting city. Don't miss the Museum of Science and Industry. It sounds boring, but it isn't! There's a 4D cinema with moving seats and lots more. It's a great city for music, shopping and football. You can visit Old Trafford, the stadium of Manchester United football team.



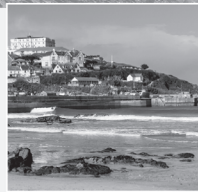
3

Millions of people visit Stonehenge every year. This strange circle of very big stones is over 4,000 years old. Archaeologists think it is a very old calendar because the sun shines on different stones at different times of the year.



5

Newquay is a seaside town in Cornwall. The beaches are fantastic and the old town is beautiful. Sailing and surfing are popular here. Newquay is a great place for food, too! It is famous for the Cornish pasty, a type of pie with meat and potatoes.



PROJECT 83

6 Project • A tourist information poster

Aim

Make a tourist information poster.

Warm-up

Ask: *Do a lot of tourists come to your town or city?* If the answer is 'yes', ask: *What places do they visit? Why?* If the answer is 'no', ask: *Where in your country do tourists go? What places do they visit? What activities do they do?* Elicit answers from individual students.

Exercise 1

Read through the headings with the class and make sure they understand them all. Teach the meaning of *ancient* and *resort* if necessary. Students read the poster and match the headings with the texts. Check answers with the class.

ANSWERS

a 4 b 1 c 2 d 5 e 3

Exercise 2

Students discuss in pairs which places are interesting and what similar places there are in their country. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Students can work individually to make their poster, or they can work in pairs or groups. Monitor and help while they are working. If they are working in pairs or groups, encourage them to plan their poster first and decide who will do each task, e.g. finding photos, writing about each place or designing the poster. Students can make their posters on paper, then produce them on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font

sizes, colours and photos to make their poster look interesting and attractive. Alternatively, they can make their posters on paper. They can stick on photos or draw pictures of the different places and activities.

ANSWERS

Students' own answers.

Exercise 4

Allow students to walk around the classroom and look at all the posters. Discuss with the class which ideas are the same on a lot of posters and have a class vote on their favourite five places.

ANSWERS

Students' own answers.

1 Curriculum Extra • Physical education: Getting fit

Aim

Talk about PE.

Warm-up

Ask: *What's your favourite sport?* Elicit answers from individual students. Ask: *Is there sport at your school? When is your PE class? Is it fun? Is it important to do PE at school? Why?* Elicit answers from individual students. Students can give their reasons in their own language if necessary.

Exercise 1

Ask students to read the introduction to the website article (the part above the table). Elicit the meaning of *compulsory*. You could also explain *average* and *recommended*. Ask: *How long is your PE class?*

ANSWER

If something is compulsory, everyone has to do it.

Exercise 2

Students match the photos with the words in the box. Check answers with the class and check that students understand all the words. Alternatively, with **weaker classes**, do this activity with the class and use the pictures to teach the meaning of the words.

ANSWERS

A hockey B basketball C volleyball D swimming

Exercise 3 2.38

Play the audio. Students read and listen to the article and match the questions with the paragraphs. Check the answers with the class.

ANSWERS

A 3 B 1 C 4 D 2

Exercise 4

Read out the first sentence and ask: *Is this true?* Students look at the article again to check. Elicit the answer. Students then look at the article again to decide if the sentences are true or false and correct the false sentences. They could work in pairs for this. Check answers with the class, referring back to the article to explain each answer.

ANSWERS

1 false (It is compulsory in Canada.)
2 true 3 true 4 false (There are swimming classes in some schools.)
5 true

Exercise 5

Point out the blue words in the article and explain that they are all adjectives.




1 Options

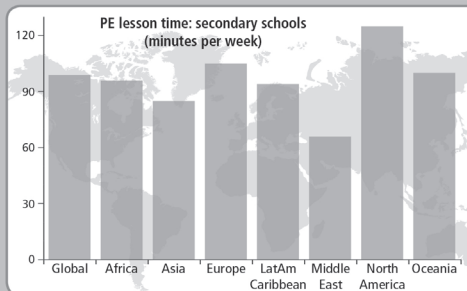
CURRICULUM EXTRA • Physical education: Getting fit

I can talk about PE.

⏪ ⏩ ⏴ ⏵ ⏶ ⏷

Physical education around the world

-  Physical education (PE) is a compulsory school subject in many countries, for example, the UK and Canada.
-  The recommended amount of exercise for children and teenagers is sixty minutes per day. Sport is good for everyone. Active people are fit and healthy. They are more energetic and positive, too.
-  The average number of hours of PE per week is 1.5. The most popular sports at school are team sports, like football, basketball, volleyball and hockey. Sports like athletics, swimming and gymnastics are also very popular.



- Which is your favourite sport at school?
I'm from Bristol, England. My favourite sport is swimming. It's fun and it's not difficult. Our teacher is fantastic! emma_jones
- I'm from Brno, the Czech Republic. The sports at my school are athletics, gymnastics and football. I like gymnastics, but football is boring. AdAm
- I'm from Ankara, Turkey. I'm good at sport. PE is my favourite subject at school! My favourite sport is athletics. Yusuf123

1 Read the introduction to the website article. What is the meaning of *compulsory*?

2 Match photos A–D with the words in the box.

basketball hockey
swimming volleyball

3 2.38 Read and listen to the article. Match questions A–D with sections 1–4.

- Which sports are popular in PE lessons?
- In which countries is PE compulsory?
- What is your opinion?
- Why is sport good for you?

4 Read the article again. Write *true* or *false*. Correct the false sentences.

- PE isn't compulsory in Canada.
- Sport is good for your health.
- Volleyball and hockey are team sports.
- There are swimming classes in all schools.
- Emma Jones is from the UK.

5 Read the article again. Check the meaning of the adjectives in blue. Which adjectives describe people? Which adjectives describe sports?

6 USE IT! Work in pairs. Discuss the questions. Then write your own post for the website.

- What school subjects are compulsory in your country?
- How many hours of PE are there each week at your school?
- What sports and activities are there at your school? Are they popular?
- Which sport is your favourite? Why?

84 CURRICULUM EXTRA

Students read the article again and use their dictionaries to check the meaning of the words. They then decide which describe people and which describe sports. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the adjectives.

ANSWERS

people: active, fit, healthy, energetic, positive
sports: popular, favourite, compulsory

Exercise 6 USE IT!

Allow students time to answer the questions individually, then put them into pairs to discuss them. Ask the questions again to the class and elicit some answers from individual students.

Focus on the posts. Read out the first post, then give an example of a post you might write, e.g.: *I'm from ... My favourite sport is football. It's a popular sport and it's fun.*

Students then write their own post for the website. Ask some students to read their posts to the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask: *What is the favourite sport in this class?* Brainstorm the names of some popular sports and write them on the board. Ask about each sport: *Is (football) your favourite sport?* Get a show of hands for each sport and write the numbers on the board next to each sport. Put students into pairs and ask them to make a bar chart like the one in the article to show the most popular sport in the class. Ask some students to show their bar chart to the class and elicit some sentences, e.g. *(Football) is the favourite sport. (Volleyball) isn't popular.*

ANSWERS

Students' own answers.

More practice

CLIL extension worksheet, Teacher's Resource Disk

1 Read the information about the eye. Match A–D in the photos with the words in the box.

eyelashes eyelid iris pupil

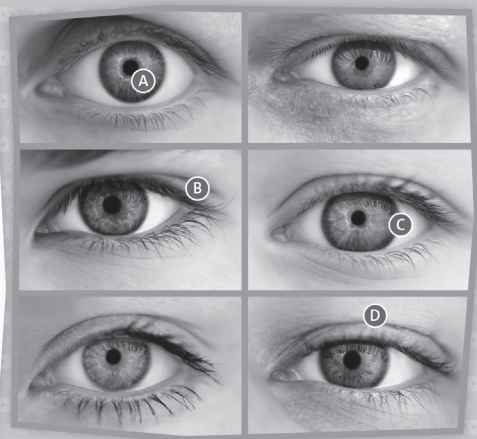
The eye

The colourful part of the eye is called the iris. It's very beautiful. There are lots of different colours in every iris, not just one colour.

The pupil is in the centre of the eye. It's black. When there is a lot of light, our pupils are small. When it is dark, our pupils are big.

We've got eyelids above our eyes. They close when we blink or when we sleep.

The eyelashes are the hairs on the eyelid. They protect the eye from dust. We've got more than 150 eyelashes on each eyelid!



2 **2.39** Read and listen to the text. Complete the sentences with the words in blue in the text.

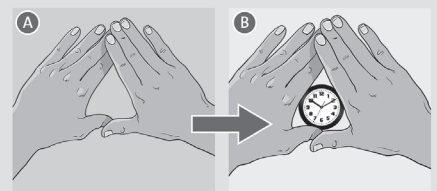
- You've got brown eyes and I've got grey eyes. Our eyes are _____.
- Your iris is dark brown, grey and orange – it's very _____.
- A Oh no! There's some _____ in my eye! Ouch!
B Open and close your eyes! _____!
- I can't see in here. There isn't very much _____.

3 Read the text again. Write true or false. Correct the false sentences.

- The pupil is colourful.
- The iris is black.
- The pupil is small when there is a lot of light.
- Our eyelids open when we sleep.
- The hairs around our eyes are the eyelashes.
- There are 150 eyelashes on each pupil.

4 Are you left-eyed or right-eyed? Follow the instructions and find out!

- Make this shape with your hands. (A)
- Now look at the clock. Is it in the centre (B)?
- Close your left eye. Is the clock in the centre? You're right-eyed!
- Now close your right eye. Is the clock in the centre? You're left-eyed!



5 **USE IT!** Work in groups. Answer the questions.

- How many people in the group are left-eyed?
- How many colours are there in your iris?
- Do a class survey. Draw a chart and write down each student's name and their iris colours.

2 Curriculum Extra • Biology: The eye

Aim

Understand and talk about eyes.

Warm-up

Point to a few parts of your body and ask: *What's this?* Teach a few words for parts of the body, e.g. *head, arm, leg, hand*. Point to your eye and ask: *What's this?* Teach the word *eye*. Tell students they are going to learn about the human eye now.

Exercise 1

Read through the words in the box and model the pronunciation. Then ask students to look at the photos. Explain that students have to match A–D in the photos with these words. Students read the information about the eye. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 pupil 2 eyelashes 3 iris 4 eyelid

Exercise 2 **2.39**

Students read and listen to the text. Elicit or explain the meaning of the blue words. Students then read the sentences and complete them with the blue words from the text. They could work in pairs for this. Check answers with the class.

ANSWERS

- 1 different 2 colourful 3 dust, Blink 4 light

Exercise 3

Read through the sentences with the class and make sure students understand them. Students read the text again and decide if the sentences are true or false. Check answers with the class, referring back to the text to confirm and explain the answers. Ask students to correct the false sentences.

ANSWERS

- 1 false (The pupil is black.) 2 false (The iris is colourful.) 3 true 4 false (They close.) 5 true 6 false (There are 150 eyelashes on each eyelid.)

Exercise 4

Check that students understand *left* and *right*. Read out the instructions and demonstrate the activity. Students then follow the instructions to find out if they are left-eyed or right-eyed.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read out the questions and make sure students understand everything. Put them into groups to ask and answer the questions. Ask students from each group to tell the class about the people in their group.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask the students to look again at the photos of the eyes. Write the words from exercise 1 and the blue words from the text on the board. Put students into pairs or small groups. Ask them to look at the photos and try to explain them using the words on the board. Ask pairs or groups in turn to tell the class about the eye. Other students can help them if necessary. See if, as a class, students can give all the information about the eye accurately.

ANSWERS

Students' own answers.

More practice

- CLIL extension worksheet, Teacher's Resource Disk
- Video, Classroom Presentation Tool

3 Curriculum Extra • Language and literature: *The Bottle Imp*

Aim

Read and understand an extract from a work of literature.

Warm-up

With books closed, ask: *What's your favourite book? Why?* Elicit answers from individual students and see which books are popular with the class. If students are struggling to answer, you could ask: *What's your favourite film? Why?* Elicit a range of answers.

Background

The short story *The Bottle Imp* was written in 1891 by the Scottish author Robert Louis Stevenson (1850–1894). In the story, Keawe, a poor man, buys a mysterious bottle that contains a magic imp. The imp can grant wishes, so Keawe wishes for money to build himself a big house. However, the bottle also carries a curse, and Keawe suffers many misfortunes before he is finally freed from the bottle and able to achieve happiness.

Exercise 1

Students use their dictionaries to check the meaning of the words, then add them to the table. Check answers with the class and check that students understand all the words. Alternatively, with **weaker classes**, you could teach the meaning of the words, then ask students to add them to the table.

ANSWERS

1 front 2 windows 3 flowers
4 trees 5 architect 6 lawyer

Exercise 2 2.40

Read out the title of the story and explain the meaning of *bottle* and *imp* (a small imaginary creature that looks like a tiny person). Read through the gapped sentences with the class and check that students understand *rich*. Play the audio. Students listen and read, then complete the sentences with the words in exercise 1. Check answers with the class.

ANSWERS

1 lawyer 2 architect 3 windows
4 flowers / trees, trees / flowers 5 front

Exercise 3

Students read the story again and answer the questions. They could work in pairs for this. Check answers with the class.

3 Options

CURRICULUM EXTRA • Language and literature: *The Bottle Imp*

I can read and understand an extract from a work of literature.

1 Check the meaning of the words in the box. Then write them in the correct column in the table.

architect flowers front
lawyer trees windows

Parts of a house	Plants	People
1	3	5
2	4	6

2 2.40 Read and listen to the story. Then complete the sentences with the words in exercise 1.

- The _____ says that Keawe is a rich man.
- The _____ has got a picture of a house.
- The house has got nice, big _____.
- There are beautiful _____ and _____ in the garden.
- The _____ of the house looks down the mountain at the sea.

The Bottle Imp

'Do you have money for a house?' Lopaka asks.

'No,' says Keawe. 'I have the land now, but I don't have any money.'

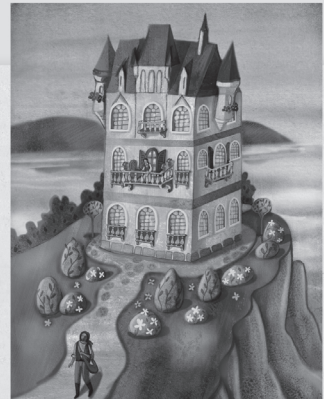
'Let's go and see the lawyer,' says Lopaka.

'Keawe,' says the lawyer, 'You have a lot of money from your uncle. Now you are a rich man!' ...

They go to see an architect, and the architect shows them a picture of a house – with big windows and balconies, and flowers in the garden.

'It is the house of my dreams,' Keawe thinks. ...

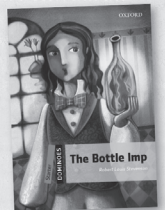
A few months go past, and the house is ready. Keawe and Lopaka go to see it. It is on a mountain, and there are beautiful flowers and trees in the garden. The house has big rooms



and balconies, and nice, big windows. There are beautiful pictures in every room. The back of the house looks out at the flowers and trees. And the front of the house looks down the mountain at the sea.

'Well,' says Lopaka, 'Do you like it?'

'It is beautiful,' says Keawe. 'I am the happiest man in the world.'



Adapted from Dominoes: *The Bottle Imp* by Robert Louis Stevenson

3 Read the story again. Answer the questions.

- Has Keawe got the money for his new house?
- Is Keawe happy with the architect's picture of the house?
- Where is the house?
- What is special about the house?
- Is Keawe happy with the house?

4 USE IT! Work in pairs. Describe the house of your dreams.

The house of my dreams is near the sea. Where is your dream house?

It's in a big city. It has got six rooms: a living room, a dining room, a kitchen and three bedrooms. How many rooms are there in your house?

86 CURRICULUM EXTRA

ANSWERS

- No, Keawe has got the land for it.
- Yes, he is.
- It's on a mountain.
- There are beautiful flowers and trees in the garden. The house also has big rooms, balconies and windows.
- Yes, he is. It's the house of his dreams.

Exercise 4 USE IT!

Read out the examples, then allow students time to think about the house of their dreams. Students work in pairs to describe their house to their partner. Ask some students to describe their dream house to the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Explain that the Scottish author Robert Louis Stevenson also wrote a famous book called *Treasure Island*. Write the following questions on the board:

- Who is Jim Hawkins?
- Who is Long John Silver?
- What is the *Hispaniola*?

For homework, ask students to do some research online to find the answers to the questions. Discuss the answers in the next lesson and ask: *Do you think this is a good story?*

ANSWERS

- a young boy who goes to sea as the cabin boy on Long John Silver's ship
- a pirate
- the ship that they sail on

More practice

CLIL extension worksheet, Teacher's Resource Disk

4 Options CURRICULUM EXTRA • Geography: Geographical features

Australia

I can ask and answer questions about geographical features.

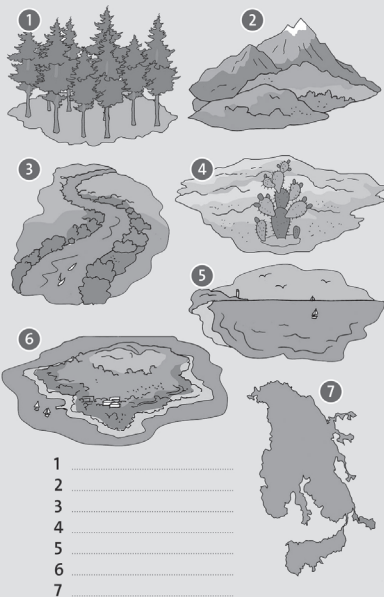
1 Match 1–4 on the compass with the words in the box.

north-east north-west
south-east south-west



2 Check the meaning of the words in the box. Then match them with pictures 1–7.

desert forest island
lake mountains river sea



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

3 2.41 Look at the map of Australia and choose the correct words in the text. Then listen and check.



4 Answer the questions for your country.

- 1 What forests are there? Where are they?
- 2 Are there any big mountains? Where are they?
- 3 Is there a desert?
- 4 What lakes and rivers are there?
- 5 Are there any islands?

5 USE IT! Write a description of the geographical features in your country. Use the text in exercise 3 and the questions in exercise 4 to help you.

CURRICULUM EXTRA 87

choose the correct words to complete it. Play the audio for students to listen and check. Check answers with the class.

ANSWERS

- 1 island 2 sea 3 east 4 west
5 desert 6 mountains 7 forests
8 lake 9 rivers

Exercise 4

Students read the questions and write answers about their country. With weaker classes, you could read out the questions and brainstorm answers as a class. Check answers with the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students write a description of the geographical features in their country. They could work in pairs for this. Monitor and help while they are working. Ask some students to read their descriptions to the class. You could bring students' ideas together on the board into a longer, more complete description.

ANSWERS

Students' own answers.

Optional activity: Writing

For homework, ask students to do some research online to find out about another country. Ask them to write some sentences about the geographical features of the country, but without giving the country's name. In the next lesson, ask students in turn to read their sentences to the class. Other students can listen and guess the countries.

ANSWERS

Students' own answers.

4 Curriculum Extra • Geography: Geographical features

Aim

Ask and answer questions about geographical features.

Warm-up

Ask: *Do you study geography at school? What do you learn about in geography classes?* Elicit answers from individual students and elicit the idea of geographical features. Students can answer in their own language if necessary. Teach the phrase *geographical features* and tell students they are going to learn about some geographical features now.

Exercise 1

Point to the picture and teach the word *compass*. Students match the points on the compass with the words in the box.

They can use their dictionaries to help if necessary. Check answers with the class.

ANSWERS

- 1 north-west 2 north-east
3 south-east 4 south-west

Exercise 2

Students use their dictionaries to check the meaning of the words and match them with the pictures. Check answers with the class and check that students understand the words. Alternatively, with weaker classes, do this activity with the class and use the pictures to teach the meaning of the words. Elicit examples of some of the features, by asking questions, e.g. *What's the name of a famous desert? What's a big river in your country?*

ANSWERS

- 1 forest 2 mountains 3 river
4 desert 5 sea 6 island 7 lake

Exercise 3 2.41 page 128

Point to the map and elicit that it shows Australia. Students read the text and

More practice

CLIL extension worksheet, Teacher's Resource Disk
Video, Classroom Presentation Tool

5 Curriculum Extra • Music: Appreciating music

Aim

Describe and give your opinion of a piece of music.

Warm-up

Ask: *Who are your favourite bands and singers? Why do you like their music?* Elicit answers from individual students and, as they answer, teach some expressions for describing music, e.g. *It's good for dancing. It's fast / slow. He / She has a good voice.*

Exercise 1

Focus on the pictures and teach the word *instrument*. Students use their dictionaries to check the meaning of the words and match them with the instruments. Check answers with the class. Alternatively, with **weaker classes**, you could do this activity with the class and use the pictures to teach the meaning of the instruments. Ask: *Can you play any instruments? Which ones?* Elicit a range of answers.

ANSWERS

1 piano 2 electric guitar
3 saxophone 4 drums 5 violin
6 vocals 7 trumpet 8 synthesizer

Optional activity: Vocabulary

To practise the vocabulary, mime playing one of the instruments and get students to guess what you are playing. Invite students in turn to play one of the instruments. Other students guess the instruments. Continue until all the instruments have been practised. You could repeat the game with books closed to help students learn the words.

Exercise 2

Read through the types of music with the class and make sure students understand them. Students work in pairs to decide which instruments you hear in the different kinds of music. Discuss the answers with the class and ask: *What are your favourite instruments? Why?*

SUGGESTED ANSWERS

classical: trumpet, violin, drums, piano, vocals

jazz: saxophone, piano, drums, trumpet

pop: piano, electric guitar, drums, synthesizer, vocals

traditional: violin, vocals

Exercise 3 2.42 page 128

Play the audio, pausing after each piece of music for students to write their answers. Play the audio again for students to check and complete their answers. Discuss the answers with the class.

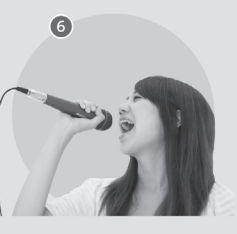
5 Options

CURRICULUM EXTRA • Music: Appreciating music

I can describe and give my opinion of a piece of music.


1 Match pictures 1–8 with the words in the box.

drums electric guitar piano saxophone
synthesizer trumpet violin vocals




2 Look at the types of music in the box. Which instruments from exercise 1 do you hear in these types of music?

classical jazz pop traditional


3  2.42 Listen to four pieces of music (A–D). Answer the questions.

- 1 What type of music is it?
- 2 How many musicians are there?
- 3 What instruments do you hear?
- 4 Is it fast or slow music?

4  2.42 Listen to A–D again and choose the correct words to complete the descriptions. Then choose an adjective in the box to give your opinion of each piece of music.

beautiful boring cool creative
happy modern relaxing sad

- A** This piece of music is Elgar's *Enigma Variations*. It is ¹**classical / traditional** music. A large number of musicians play this music. There are a lot of ²**violins / guitars** and other instruments. The music is very ³**fast / slow**. It is ⁴..... music.
- B** This piece of music is called *Milestones*. It is ⁵**pop music / jazz**. A small group of musicians play this music. There is a ⁶**trumpet / piano** and drums. The music is ⁷**slow / fast**. It is ⁸..... music.
- C** This piece of music is ⁹**traditional / classical** music from Ireland. A small group of musicians play this music. There are two ¹⁰**violins / synthesizers**. The music is very ¹¹**slow / fast**. It is ¹²..... music.
- D** This piece of music is called *Fill My Little World* by The Feeling. It is ¹³**traditional / pop** music. A band of five musicians plays this music. There are vocals, guitars, a piano and ¹⁴**drums / violins**. The music is ¹⁵**slow / fast**. It is ¹⁶..... music.

5  **USE IT!** Think of a piece of music you like and answer the questions in exercise 3. Then write a description of the music and give your opinion.

88 CURRICULUM EXTRA

ANSWERS

A 1 classical 2 a large number
3 violins 4 slow

B 1 jazz 2 a small group 3 trumpet
and drums 4 fast

C 1 traditional 2 a small group
3 violin and guitar 4 fast

D 1 pop 2 five 3 vocals, (electric)
guitar, piano, drums 4 slow

Exercise 4 2.42 page 128

Read through the adjectives in the box and check students understand them.

Point out the gaps in the descriptions for students to add the adjectives.

Play the audio again. Students listen and choose the correct words to complete the descriptions, then choose an adjective to give their opinion of each piece of music. Check answers with the class and discuss which adjectives students chose and why. Ask: *Which piece of music do you prefer? Why?*

ANSWERS

1 classical 2 violins 3 slow

4 Students' own answers 5 jazz

6 trumpet 7 fast 8 Students' own
answers 9 traditional 10 violins
11 fast 12 Students' own answers
13 pop 14 drums 15 slow
16 Students' own answers

Exercise 5 USE IT!

Students choose a piece of music that they like. They answer the questions in exercise 3 and write a description of it giving their opinion. They can use the descriptions in exercise 4 as a model. Students could work in pairs for this. Ask students in turn to read their descriptions to the class. Ask other students: *Do you like this piece of music? Why? / Why not?*

ANSWERS

Students' own answers.

More practice

CLIL extension worksheet, Teacher's
Resource Disk

1 Study the frequency table (A). Answer the questions.

- 1 What is the class's favourite type of holiday?
- 2 Which two types of holiday are not popular?
- 3 How many students prefer activity-centre holidays?
- 4 How many students prefer mountain holidays?
- 5 How many students are there in the class?

Favourite holiday survey

Here are the results of a class survey about favourite types of holiday.



Holiday		Total
seaside	||||| ||	17
activity centre	||||	8
mountain	||||	4
city	||	2
touring	|	1
		32

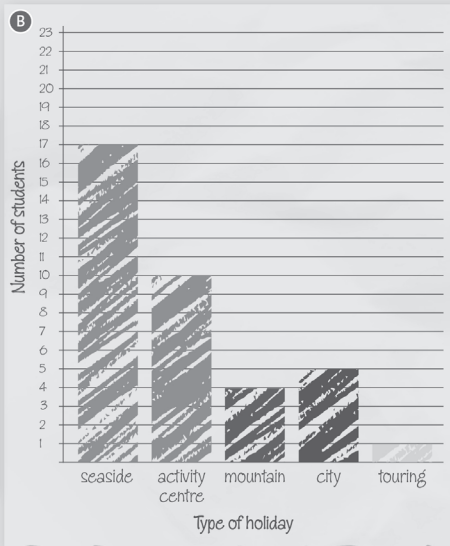


2 Study the bar chart (B). Find two mistakes.

3 Complete the totals in the frequency table below. Then draw a bar chart for the data.

Favourite holiday activities

Activity		Total
swimming	|||||	10
sunbathing	||||	.....
hiking	||||	.....
sightseeing	||||	.....
reading	|||	.....



4 USE IT! Do a favourite holiday survey for your class. Record the information in a frequency table. Then draw a bar chart for the data.

the totals, then draw a bar chart for the data. Check answers with the class and draw the bar chart on the board.

ANSWERS

- sunbathing = 8
- hiking = 6
- sightseeing = 7
- reading = 3

Exercise 4 USE IT!

Discuss with the class which survey they would rather do: favourite holidays or favourite holiday activities. Write the list of items for the survey on the board. Elicit the questions that students need to ask for the survey, e.g. *Is your favourite holiday a seaside holiday? Is your favourite holiday activity swimming?* Nominate one or two students to ask the questions and nominate one or two 'counters' to count the hands. Students ask the questions and their classmates put up their hands to indicate their favourites. Ask the counters to count the answers and write the numbers on the board. Students then work individually or in pairs to draw a bar chart for the data. Check the answers with the class by asking a student to draw the bar chart on the board. Ask: *Are you surprised by the results of the survey?*

ANSWERS

Students' own answers.

Optional activity: Writing

Put students into groups of 6–8. In their groups, students do the survey that they didn't do in exercise 4. They record the data and make a bar chart, then write some sentences to explain the results, e.g. *In our group, a seaside holiday is the favourite holiday. Two people prefer activity holidays. Nobody likes touring holidays.*

Ask groups in turn to present their results to the class. As a class, discuss any differences between the different groups.

ANSWERS

Students' own answers.

6 Curriculum Extra • Maths: Recording and presenting data

Aim

Record and present the results of a survey.

Warm-up

Ask: *What different places can you go to on holiday?* Elicit some ideas, e.g. *the seaside, the mountains, a city, an activity centre.*

Write these on the board. Ask: *What do you think is the favourite kind of holiday in this class?* Elicit a few ideas, then ask: *How can we learn what the favourite kind of holiday is?* Elicit the idea of doing a survey. Tell students they are going to do a class survey about holidays.

Exercise 1

Focus on the frequency table (A) for the favourite types of holiday and explain the meaning of *touring*. Students study the

frequency table and answer the questions. They could work in pairs for this. Check answers with the class.

ANSWERS

- 1 seaside 2 city and touring 3 eight / 8 4 four / 4 5 thirty-two / 32

Exercise 2

Focus on the bar chart (B) and explain that it shows the results of the survey in exercise 1, but there are two mistakes. Students study the bar chart and find the two mistakes. Check answers with the class.

ANSWERS

- 1 eight students like activity-centre holidays (not ten)
- 2 two students like city holidays (not five)

Exercise 3

Read out the task and explain the meaning of *data*. Focus on the frequency table for favourite holiday activities. Students study the table and complete

1 Culture • Youth groups

Aim

Talk about youth groups and activities.

Warm-up

Ask: *What are your favourite activities after school?* Elicit answers from individual students. Write the phrase *youth group* on the board and teach the meaning. Ask: *Are there any youth groups in your town or city?* Elicit answers from individual students.

Background

The Woodcraft Folk is a youth group founded in the UK in 1925. Its aim was to encourage young people to take part in 'active citizenship', and improve their lives and the lives of others. The group has always emphasized the importance of being close to nature and spending time outdoors.

The Scout Movement was founded in 1906 as a way to help young boys to develop physically and emotionally, become more independent and learn practical outdoor skills such as camping. There are now around 40 million scouts around the world and in many countries the movement is now also open to girls.

Exercise 1

Students work in pairs to look at the photos and guess the youth groups the people are in and the countries. Elicit some possible answers, but don't confirm them.

ANSWERS

Students' own answers.

Exercise 2 2.43

Play the audio. Students read and listen to the article, and check their answers to exercise 1. Check answers with the class and ask: *Are these youth groups also in your country?*

ANSWERS

Lucy: Woodcraft Folk, the UK
Dan: climbing group, Canada
Cole: scouts, Australia

Exercise 3 2.43

Read through the questions with the class and make sure students understand them all. Play the audio. Students read and listen to the article again to answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

1

Options

CULTURE • Youth groups

I can talk about youth groups and activities.

The Scouts

YOUTH GROUPS AROUND THE WORLD

Hi! My name's Lucy and I'm thirteen. I'm from the UK and I'm in the Woodcraft Folk. My group is on Thursday evenings. Woodcraft is popular here. The activities are fun. My favourite activity is camping. In the photo, I'm at a summer camp with my friends.

Hi! I'm Cole and I'm thirteen. I'm from Australia and I'm a scout. This is a photo of the World Scout Jamboree in Sweden. A jamboree is a big meeting of scouts. I'm here with 40,000 scouts from 146 different countries. It's great!

Hello! I'm Dan and I'm fourteen. I'm from Banff, in Canada. Climbing, canoeing and walking are popular activities for young people here. Climbing is my favourite sport. It's amazing! In the photo, I'm at a weekend camp with my climbing group.

1 Look at the photos and answer the questions.

- 1 What youth groups do you think the people are in?
- 2 What countries do you think the people are from?

2 2.43 Read and listen to the website article. Then check your answers to exercise 1.

3 2.43 Read and listen again. Answer the questions.

- 1 What day is Lucy's Woodcraft Folk group?
- 2 What is Lucy's favourite activity?
- 3 What are popular activities for young people in Banff?
- 4 What is Dan's favourite activity?
- 5 Where is Cole in the photo?
- 6 What is a Scout Jamboree?

4 YOUR CULTURE Answer the questions.

- 1 What youth groups are popular in your country?
- 2 Are you in a youth group?
- 3 What activities are popular with young people?

5 USE IT! Work in small groups. Do a survey about favourite activities. Complete the chart for your group.

Name	Jan			
Youth group	sports club			
Sports	basketball, swimming			
Interests	music			

Are you in a youth group or club?

What are your favourite sports?

What are your other interests?

90 CULTURE

ANSWERS

1 Thursday evening 2 camping
 3 climbing, canoeing and walking
 4 climbing 5 at the World Scout Jamboree in Sweden 6 a big meeting of scouts from different countries

Exercise 4 YOUR CULTURE

Read out the questions and elicit answers from individual students. Prompt them with the names of youth groups in their country if they are struggling for ideas.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the chart with the class and make sure students understand everything. Read out the example questions. You could drill pronunciation of the questions if necessary. Put students into groups and ask them to take turns to ask the questions to one of the classmates in their group and complete part of the chart.

Ask one or two students from each group to tell the class about one of their classmates, e.g. *Jan is in a sports club. Her favourite sports are basketball and swimming.*

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to write a short profile of themselves, like the ones in the text in exercise 3. Ask them to include their name and age, information about youth groups or clubs they are in, and their favourite sports, activities and interests. Put students into different groups to swap profiles and read about their classmates.

More practice

Video, Classroom Presentation Tool

3 Options

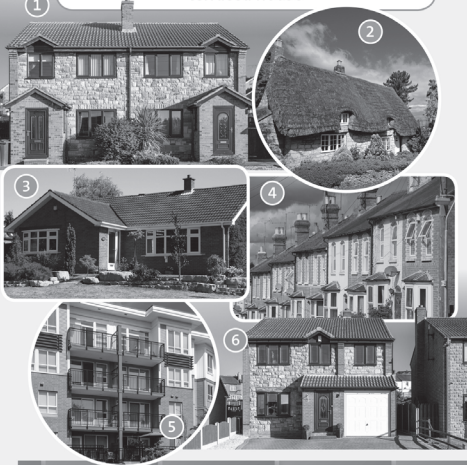
CULTURE • British homes

I can talk about different types of home.

Homes in the UK

1 Check the meaning of the words in the box. Then match them with photos 1–6.

block of flats bungalow cottage
detached house semi-detached house
terraced house



2 **2.44** Helen, Zanna and Jim live in Birmingham, a big city in the UK. Read about their homes. Match their homes with words from exercise 1.
Helen _____ Zanna _____ Jim _____

3 **2.44** Read and listen again. Correct the sentences.

- Helen's bedroom is big.
- In Britain, most houses have got three doors.
- Zanna has got a yellow carpet in her bedroom.
- Zanna's favourite room is her bedroom.
- Jim's house has got one garden.
- Jim's room is in the basement.

4 **YOUR CULTURE** Answer the questions.

- What types of homes are there in your country?
- Have the houses got gardens? Have the flats got balconies?
- How many rooms are there in most flats / houses? Have teenagers in your country got their own bedrooms?

5 **USE IT!** Work in groups. Look at your answers to exercise 4. Compare homes in your country with the homes of Helen, Zanna and Jim. Talk about the differences.

My home

My home is a terraced house in the centre of Birmingham. Terraced houses are lots of houses joined together with no space between them. My house has got a number and a name. Its name is 'The White House'. Lots of houses have got names in Britain. There are usually two doors to the house: one at the front and one at the back, into the garden. I like living in a terraced house, but my bedroom is tiny.



Helen

In Britain, a lot of people have got houses, but my home is a flat. It hasn't got a balcony, but it's bright and modern and there is a fantastic view of the city centre from my bedroom window. Lots of people in Britain have got carpets* or rugs on the floors. In my bedroom, the carpet is blue. There are lots of posters and photos, too. My favourite room is the big room in the middle of the flat. It's a kitchen, a dining room and a living room all together.



Zanna

GLOSSARY

attic: a small room at the top of a house
carpet: a large rug
suburbs: an area outside a city



Jim

My home is a semi-detached house. That's a house which is only joined to one other house. It has got four bedrooms, and my room is in the attic*. I've got a bookcase and a wardrobe, and a desk where I do my homework, of course! We've got a big garden behind the house and a small garden in front of the house. There's a garage for the car and the bikes. The house is big, but it isn't in the centre of the city. It's in the suburbs*, so it's nice and quiet.

CULTURE 91

3 Culture • British homes

Aim

Talk about different types of home.

Warm-up

Ask: *What's your home like? Is it a house or a flat? Is it big or small? How many bedrooms are there?* Elicit answers from individual students. Point to the pictures in exercise 1 and ask: *Which of these is like your home?* Elicit answers from individual students.

Background

In the past, most people in the UK lived in houses, but this is now changing and more people are living in flats. A lot of towns and cities have rows of terraced houses, many of which were built as homes for factory workers in the nineteenth century. More modern houses tend to be semi-detached (joined to only one other house) or

detached (not joined to any other houses). Traditionally, people in the UK have tried to buy their own home, but in recent years the price of housing has become unaffordable for a lot of people, so more people now live in rented accommodation.

Exercise 1

Students use their dictionaries to check the meaning of the words and match them with the photos. Check answers with the class. Alternatively, you could do this activity with the class and use the photos to teach the meaning of the words. Ask: *Which type of home do you prefer? Why?* Elicit a range of answers.

ANSWERS

- 1 semi-detached house 2 cottage
3 bungalow 4 terraced house
5 block of flats 6 detached house

Exercise 2 **2.44**

Point to the pictures of Helen, Zanna and Jim, then point out the glossary below

the text. Play the audio. Students read and listen to the text and match their homes with the words in exercise 1. Point out to students that they shouldn't worry if they don't understand everything in the text at this stage. Check answers with the class.

ANSWERS

Helen – terraced house, Zanna – flat, Jim – semi-detached house

Optional activity: Vocabulary

Ask students to read the text again and note down all the vocabulary to do with homes. Ask them to include rooms, parts of homes, things in homes and where homes are. Bring students ideas together on the board and try to include all the words listed in the answers below. Check that students understand all the words and explain the meaning of new words such as *door, carpet, rug, suburbs*, etc.

POSSIBLE ANSWERS

door, garden, balcony, bedroom, window, carpet, rug, posters, photos, kitchen, dining room, living room, attic, bookcase, wardrobe, desk, garage, centre of the city, suburbs

Exercise 3 **2.44**

Read through the sentences with the class and make sure students understand them all. Play the audio. Students read and listen again, then correct the sentences. Check answers with the class.

ANSWERS

- Helen's bedroom is tiny.
- In Britain, most houses have got two doors.
- Zanna has got a blue carpet in her bedroom.
- Zanna's favourite room is the big room in the middle of her flat.
- Jim's house has got two gardens.
- Jim's room is in the attic.

Exercise 4 YOUR CULTURE

Read out the questions and elicit answers from individual students. Alternatively, put students into pairs discuss the questions, then discuss them as a class.

Exercise 5 USE IT!

Read out the task and explain *compare* if necessary. Elicit one or two examples of differences between the homes in the text and homes in the students' own countries, e.g. *Helen's home is a terraced house, but there aren't terraced houses in my country.* Put students into groups and ask them to write four or five sentences about the differences.

ANSWERS

Students' own answers.

More practice

Video, Classroom Presentation Tool

5 Culture • Unusual hobbies

Aim

Talk about hobbies.

Warm-up

Ask: *What do you do in your free time?*
Elicit answers from individual students then teach the word *hobby*. Explain that some people have unusual hobbies, such as collecting stamps. Ask: *Do you know anyone with an unusual hobby? What is it?*
Elicit a range of answers.

Exercise 1 2.45

Students read and listen to the website about unusual hobbies. They then match photos A–C with the hobbies. Point out the glossary at the bottom of the page and allow students time to read it.

ANSWERS

1 B 2 C 3 A

Exercise 2 2.45

Read out the first sentence and ask: *Which hobby is it about?* (juggling) Play the audio for students to read and listen again and decide which hobby the sentences are about. Check answers with the class.

ANSWERS

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

Exercise 3 YOUR CULTURE

Ask the questions to the class and elicit a range of answers from individual students. Prompt them with ideas about which hobbies are popular in their country if necessary.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Read out the task and tell students they are going to do a survey about hobbies with their classmates. Read out the questions and make sure students understand everything, then put them into groups. Students discuss the questions in their groups and note down their answers. Ask groups in turn to tell the class what hobbies their group have and which unusual hobby is their favourite.

ANSWERS

Students' own answers.

UNUSUAL HOBBIES

1 ORIGAMI

Are you good with your hands? Do you like making animals from paper? Then origami is for you!

Origami is the art of folding* paper squares. It comes from Japan, but it is popular all over the world.

How do you learn origami?

There are origami clubs at some schools. People also learn from books and origami websites.

2 JUGGLING

What about juggling? It's a great hobby*! All you need is some balls. It's not very difficult to learn, but you need to practise a lot. It looks amazing when you juggle three balls together.

There are a lot of videos on the internet to help you. They are funny and interesting. In this one there's a boy juggling fruit!

3 COIN COLLECTING

Are you into collecting* things? Why not try collecting coins from other countries? It's a really interesting hobby. You can learn a lot about different countries from their coins.

Coins are easy to collect. You can visit coin shows and go to coin shops to get new coins for your collection*. You can also get new coins when you, your friends or your family travel to another country.



1 2.45 Read and listen to the website article about unusual hobbies. Match photos A–C with hobbies 1–3.

2 2.45 Read sentences 1–6. Which hobby are they about? Read and listen again. Write O (origami), J (juggling) or C (coin collecting).

- 1 There are funny videos to help you learn.
- 2 You learn about money from different countries.
- 3 It's from Japan.
- 4 You need some balls.
- 5 You make animals from paper.
- 6 There are special shops and shows.

3 YOUR CULTURE Answer the questions.

- 1 What hobbies are popular in your country?
- 2 Are there any unusual hobbies?

4 USE IT! Work in groups. Do a survey. Ask your classmates questions about their hobbies. Share your survey results with the rest of the class.

- 1 What hobbies have you got?
- 2 Which hobby is your favourite?
- 3 Do you know any unusual hobbies?

GLOSSARY

collecting: having a lot of one thing

collection: the things you collect

folding (paper): turning over

hobby: something you do in your free time

Optional activity: Speaking

For homework, ask students to find out about another unusual hobby. Suggest that they do a search for 'unusual hobbies' to find a list of unusual hobbies. They can then choose one to find more information about. Suggest that they could search for videos of the hobby as well as texts about it.

In the next lesson, put students into small groups to tell their classmates about the hobby they found. Ask groups in turn to present their hobby to the class. Discuss as a class which hobby sounds like fun and why.

More practice

Video, Classroom Presentation Tool

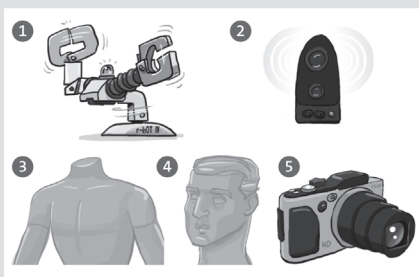
2 Options

SONG • Fred the Robot

I can understand a song about robots.

1 Match the words in the box with pictures 1–5.

camera chest head robot speaker



2 2.46 Listen and choose the correct words in the song.

Fred the Robot

I've got a ¹yellow / little robot.

The robot's name is Fred.

It's got a speaker in its chest

And ²a camera / a telephone on its head.

The robot ³runs / walks around the house.

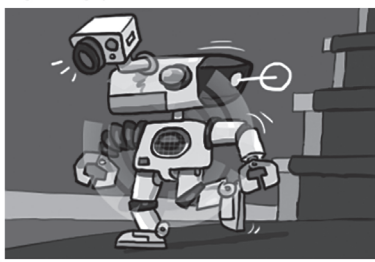
⁴The camera / The telephone clicks all day.

Put your ear next to the speaker—

You can hear Fred say,

'I've got a ⁵yellow / little robot ...'

Original song by Paul A Davies



Song

3 2.46 Listen to the song again. When you hear robot, click your fingers. When you hear Fred, clap your hands.



4 Look at the song again. What has the robot got? What hasn't it got? Write sentences.

a camera a head a name
a speaker a telephone

The robot's got a camera.

5 Read the description of a new robot. Complete the song.

Robot's name	Ted
Colour	blue and grey
Speaker in chest?	no
TV in chest?	yes
Camera on head?	no
Telephone on head?	yes

1 _____ the Robot

I've got a ²_____ robot.

The robot's name is ³_____.

It's got a ⁴_____ in its chest

And a ⁵_____ on its head.

The robot runs around the house.

The ⁶_____ rings all day.

Put your ear next to the ⁷_____.

You can hear ⁸_____ say,

'I've got a ⁹_____ robot ...'

6 USE IT! Work in pairs. Design a robot for your school. Draw a picture of your robot. Then write a poem about it. Read the poem to the class.

ANSWERS

The robot's got a camera.
The robot's got a head.
The robot's got a name.
The robot's got a speaker.
The robot hasn't got a telephone.

Exercise 5

Students read the description of a new robot, then complete the words in the song. Check answers with the class.

ANSWERS

1 Ted 2 blue and grey 3 Ted 4 TV
5 telephone 6 telephone 7 TV
8 Ted 9 blue and grey

Exercise 6 USE IT!

Put students into pairs to design a robot for their school. You could brainstorm some ideas as a class first and make notes on the board to help students. Students draw their robot and write a poem about it using the songs in exercises 2 and 5 as models.

Ask pairs in turn to read their poem and show their picture to the class. Discuss which robots would be useful in the school.

ANSWERS

Students' own answers.

SONG 93

2 Song • Fred the Robot

Aim

Understand a song about robots.

Warm-up

Write the word *robot* on the board and elicit or teach the meaning. Ask: *Where are there robots?* Elicit a range of ideas, e.g. *in factories* or *in the home*. Tell students they are going to listen to a song about robots.

Exercise 1

Students use their dictionaries to check the meaning of the words and match them with the pictures. Check answers with the class. Alternatively, you could do this activity with the class and use the pictures to teach the meaning of the words.

ANSWERS

1 robot 2 speaker 3 chest 4 head
5 camera

Exercise 2 2.46 page 128

Play the audio. Students listen to and read the song, and choose the correct words to complete it. Check answers with the class and check that students understand everything in the song.

ANSWERS

1 little 2 a camera 3 walks
4 The camera 5 little

Exercise 3 2.46 page 128

Read out the instructions and demonstrate how to click your fingers and clap your hands. Play the audio again. Students listen and perform the actions.

Exercise 4

Students read the song again and write sentences about what the robot has got and hasn't got. Check answers with the class.

4 Song • Our week

Aim

Understand a song about free-time activities.

Warm-up

Say: *At the weekend, I go to a restaurant and I go to the park.* Ask: *What other fun places are there in your town or city?* Elicit ideas from individual students. If necessary, students can answer in their own language and you can translate the words into English. Tell students they are going to listen to a song about places you go to and things you do in your free time.

Exercise 1

Students use their dictionaries to check the meaning of the words and match them with the pictures. Check answers with the class. Alternatively, you could do this activity with the class and use the pictures to teach the meaning of the words.

ANSWERS

1 ice rink 2 restaurant 3 shopping centre 4 sports centre 5 bowling alley 6 stadium

Exercise 2 2.47 page 128

Point out the glossary at the bottom of the page and read through it to teach the meanings. Play the audio. Students listen to and read the song, and complete it with the correct words. Check answers with the class and check that students understand everything in the song.

ANSWERS

1 school 2 are 3 see 4 go
5 watch 6 go 7 play

Exercise 3 2.47 page 128

Read through the sentences with the class and make sure that students understand everything. Play the audio again. Students listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

1 false (He goes to school Monday to Friday.) 2 true 3 false (She plays football.) 4 false (She goes to the ice rink on Saturday.) 5 true

Exercise 4

Students read the text message and complete it with the correct words. Check answers with the class.

ANSWERS

1 go 2 rule 3 are 4 meet 5 play
6 don't

4

Options

SONG • Our Week

I can understand a song about free-time activities.

1 Match the places in the box with pictures 1–6.

bowling alley ice rink restaurant shopping centre sports centre stadium



2 2.47 Listen and complete the song with the words in the box. Then listen again and check.

are go go play school see watch

Our Week

Monday to Friday, it's a rule,*
Monday to Friday, we go to ¹.....
But at the weekend, we ²..... free.
Meet me in town and you can ³.....!
Friday fun – I ⁴..... to the bowling alley.
Saturday fun – I go to the shopping centre.
Sunday fun – I ⁵..... football
In the best* football stadium in the world!
Monday to Friday, it's a rule ...
Friday fun – I ⁶..... to the restaurant.
Saturday fun – I go to the ice rink.
Sunday fun – I ⁷..... football
In the best sports centre in the world!



GLOSSARY

it's a rule: we must do it / it's a problem if we don't do it
best: top, number one

3 2.47 Listen to the song again. Write true or false. Correct the false sentences.

- 1 The singer goes to school at the weekend.
- 2 He is free at the weekend.
- 3 She doesn't like sports.
- 4 She goes to the ice rink on Friday.
- 5 He plays football on Sunday.

4 Read a text message to the singer. Complete the message with the words in the box.

are don't go meet play rule



Cool song! We ¹..... to school five days a week, Monday to Friday. We do our homework every day. It's a ².....! The weekends are best because we ³..... free. My friends and I ⁴..... at the shopping centre on Friday after school. We ⁵..... football on Fridays, but I'm not really into it. I ⁶..... like football. It's boring.

5 USE IT! Work in pairs. Write fun things to do in your town at the weekend. Plan two fun weekends.

Friday fun – We watch basketball at the stadium.
Saturday fun –
Sunday fun –
Friday fun –
Saturday fun –
Sunday fun –

94 SONG

Exercise 5 USE IT!

In pairs, students write some fun things to do at the weekend and plan two fun weekends. With **weaker classes**, you could brainstorm some ideas for fun things to do as a class, then students could work in pairs to plan their fun weekends. Ask pairs in turn to tell the class about their weekends. Discuss which weekends are the most fun.

ANSWERS

Students' own answers.

1 Match the objects in the box with pictures 1–5.

belt boots earrings ring watch



2 2.48 Complete the song with the words in exercise 1. Then listen again and check.

3 2.48 Listen to the song again. Answer the questions.

- 1 What are they wearing on their feet?
- 2 What is the boy buying?
- 3 Is the girl buying a belt?
- 4 What is the girl wearing?
- 5 Do they like shopping?

4 Replace the words in blue with the words in the box.

fashion joy passion twirl watch

- 1 He's looking at his mobile phone to see what time it is.
- 2 She's very happy – she's jumping with happiness.
- 3 We're watching a TV programme about cool clothes.
- 4 Look at that dancer! She's doing a turn!
- 5 That woman is into shopping. She's talking about it with interest.

5 USE IT! Work in pairs. Are you 'followers of fashion'? What is your partner wearing today? Describe his / her clothes.

Followers of Fashion

Out in the street*,
I'm watching them shop,
With ¹_____ on their feet –
They just can't stop.
They're doing it with passion*;
They're followers of fashion*!

He's buying a ²_____ –
Just look at that boy!
He's wearing a ³_____,
And jumping with joy*.
He's doing it with passion;
He's a follower of fashion!

She's buying a ⁴_____ –
Just look at that girl!
She's wearing ⁵_____,
And giving a twirl*.
She's doing it with passion;
She's a follower of fashion!



GLOSSARY

follower of fashion: a person who loves shopping for new, modern clothes
joy: happiness
passion: strong interest
street: where cars go
twirl: a dancer's turn

SONG 95

ANSWERS

- 1 boots 2 a watch 3 No 4 earrings
5 Yes

Exercise 4

Students read the sentences and replace the blue words with words from the song. Check answers with the class.

ANSWERS

- 1 watch 2 joy 3 fashion 4 twirl
5 passion

Exercise 5 USE IT!

Put students into pairs and ask them to describe what their partner is wearing today. Encourage them to give as much information as they can, e.g. *(Ana) is wearing old blue jeans and a red T-shirt*. You could then ask some students to describe what one of their classmates is wearing, without saying their name. Other students listen and guess the person.

As a class, students could discuss which of their classmates they think are 'followers of fashion' and why.

ANSWERS

Students' own answers.

6 Song • Followers of Fashion

Aim

Understand a song about fashion.

Warm-up

Ask: *What clothes have you got on today?* Elicit a few answers and teach vocabulary for clothes as necessary. As a class, brainstorm some more words for clothes and write them on the board. Students can suggest words in their own language if necessary, and you can translate them into English. Write the word *fashion* on the board and elicit or teach the meaning. Tell students they are going to listen to a song about fashion.

Exercise 1

Students use their dictionaries to check the meaning of the words and match them with the pictures. Check answers with the class. Alternatively, with **weaker**

classes, you could do this activity with the class and use the pictures to teach the meaning of the words.

ANSWERS

- 1 ring 2 belt 3 watch 4 earrings
5 boots

Exercise 2 2.48 page 128

Point out the glossary at the bottom of the page and read through it to teach the meanings. Play the audio. Students listen to and read the song, and complete it with the correct words from exercise 1. Check answers with the class and check that students understand everything in the song.

ANSWERS

- 1 boots 2 watch 3 belt 4 ring
5 earrings

Exercise 3 2.48 page 128

Play the audio. Students listen again and answer the questions. Check answers with the class.

Workbook answer key

Starter unit

Vocabulary page 4

- 1 1 Hello 2 How 3 thanks 4 good 5 Hi 6 Ana
7 friend 8 John 9 meet
- 2 1 Thank you.
2 Excuse me.
3 Please can you repeat that?
4 What does this mean?
5 You're welcome.
6 Can I go to the toilet?
7 I don't understand.
8 Can you spell that?
9 What's this in English?
- 3 1 Stand 2 book 3 Open 4 text 5 Write
6 repeat 7 Talk
- 4 1 Tuesday 2 Wednesday 3 Thursday 4 Friday
5 Saturday 6 Sunday
- 5 Down
2 April 4 May 5 January 6 October
7 November 8 February
- Across
3 September 5 July 9 August 10 March
11 December
- 6 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
- 7 1 August 2 December 3 February 4 January
5 July 6 June 7 March 8 May 9 November
10 October 11 September

Vocabulary page 6

- 1 1 pen 2 book 3 poster / pencil 4 desk
5 pencil case 6 ruler 7 notebook 8 chair
9 rubber 10 pencil/poster 11 bag
- 2 1 bag 2 book 3 pencil 4 rubber 5 ruler
- 3 1 brown 2 green 3 orange 4 black 5 white
6 pink 7 purple
- 4 1 English 2 poster 3 this 4 a 5 yes 6 later
7 Bye
- 5 Students' own answers.

Language focus page 7

- 1 1 You 2 She 3 He 4 I 5 It
- 2 1 'm 2 are 3 'm 4 's 5 's 6 'm
- 3 1 I'm fine.
2 He's in Class 3B.
3 You're Mike's friend.
4 It's a computer.
5 What's this in English?
6 She's a student.
7 I'm in this class.
8 It's eleven years old.
9 She's from London.
10 He's a new student.

4 Possible answers:

- 1 You are my friend.
2 It is from the UK.
3 Mrs Jones is the teacher.
4 The bag is red and blue.
5 My friend is at school.

Vocabulary page 8

- 1 1 Brazil 2 Japan 3 Russia 4 the USA 5 Turkey
6 the UK 7 the Czech Republic
- 2 1 b 2 a 3 c 4 a 5 b
- 3 1 Russian 2 Australian 3 Brazilian 4 Argentinian
5 American 6 Czech 7 Japanese
- 4 1 Keiko is from Japan. She's Japanese.
2 Camila is from Brazil. She's Brazilian.
3 Esra is from Turkey. She's Turkish.
4 Lukas is from the Czech Republic. He's Czech.
5 Irina is from Russia. She's Russian.
6 Juan is from Argentina. He's Argentinian.
7 Mike is from the USA. He's American.
8 Tim is from the UK. He's British.

Language focus page 9

- 1 1 They are ten years old.
2 He is from a big city.
3 You are eleven years old.
4 She is a teacher.
5 He is a Russian boy.
6 They are my friends.
7 We are from London.
8 Today is a nice day.
- 2 1 We 2 She 3 You 4 It 5 He 6 They 7 We
8 It
- 3 1 's 2 is 3 's 4 is 5 're 6 're 7 's 8 'm 9 is
10 're 11 's 12 is
- 4 1 'm [student's name] 2 's 3 are
4 'm [student's age] 5 'm 6 'm, [student's class]
7 are 8 'm 9 's 10 Australia
11 'm, [student's home city]
12 's, [student's home country]

Vocabulary page 10

- 1 1 c 2 g 3 b 4 i 5 f 6 h 7 d 8 e 9 a
- 2 Across
1 ten 3 four 5 two 8 thirteen 9 eleven
10 sixteen
- Down
2 eighteen 3 fourteen 4 seventeen 6 seven
7 five

- 3 1 24, twenty-four
2 35, thirty-five
3 42, forty-two
4 56, fifty-six
5 66, sixty-six
6 71, seventy-one
7 87, eighty-seven
8 93, ninety-three

4 Possible answers:

- 1 I think Max is two years old.
2 I think Amy and Ally are eleven years old.
3 I think Dan is thirty-five years old.
4 I think Tina is eighteen years old.
5 I think Jim and Joe are fifty or sixty years old.

Language focus page 11

- 1 1 's 2 are 3 are 4 are 5 's 6 's 7 are 8 's
2 1 There's one bag.
2 There are two boys.
3 There are three teachers.
4 There are ten pens.
5 There's one pencil case.
3 1 are 2 twenty-four 3 's 4 two 5 a 6 There
4 There are two chairs.
There's one / a pencil case.
There's one / a ruler.
There's one / a notebook.
There are five pencils.
There are three pens.
There are three books.

Unit 1 I'm into that!

Vocabulary page 12

- 1 1 bad 2 expensive 3 cheap 4 interesting
5 boring 6 difficult 7 easy 8 old 9 new
2 1 an old car
2 an expensive phone
3 a difficult game
4 a bad singer
5 a boring book
3 Students' own answers.

Language focus page 13

- 1 1 isn't 2 are 3 aren't 4 'm not 5 is 6 aren't
7 is
2 1 aren't 2 's 3 'm not 4 isn't 5 isn't
3 1 aren't, 're 2 aren't 3 isn't, 's 4 'm not, 'm
4 1 Its 2 Her 3 Their 4 Our 5 His 6 your
5 Suggested answers:
1 I'm not fifteen years old.
2 My friends aren't from the UK.
3 Football is an exciting sport
4 English is an easy language.
5 My teacher isn't from the USA.
6 Beyoncé is a good singer.
7 Matt Damon is from the USA.

Vocabulary and listening page 14

- 1 CLUBS: art, chess, drama, music, science
SPORTS: athletics, basketball, football, gymnastics, swimming
2 1 chess 2 basketball 3 science 4 drama
5 gymnastics 6 athletics 7 swimming
3 1 a 2 a
4 1 Geoff 2 twelve 3 7B 4 athletics 5 drama
5 Students' own answers.

Language focus page 15

- 1 1 'm not 2 aren't 3 is 4 isn't 5 aren't
2 1 Is Ana into basketball? Yes, she is.
2 Are your friends actors? No, they aren't.
3 Is that phone expensive? Yes, it is.
4 Are we in school now? Yes, we are.
5 Is Marta a good singer? No, she isn't.
6 Is Tom into dance music? Yes, he is.
3 1 am 2 's / is 3 Are 4 am 5 are 6 are
7 'm not 8 is 9 's / is
4 Suggested answers:
1 Where are you from?
2 How old are you?
3 What sports are you into?
4 Who's / Who is your favourite singer?
5 What are your favourite colours?
6 Who's / Who is your favourite actor?

Reading page 16

- 2 c
3 1 six 2 seven 3 nine 4 two
4 1 false 2 false 3 true 4 false 5 true
5 1 The activity centre is in Scotland.
2 Harry is good at team sports.
3 Colorado is in the USA.
4,5 Students' own answers.
6 1 amazing 2 excellent 3 fun 4 cool

Writing page 17

- 1 1 My name is Rosa.
2 I'm from Brazil.
3 Is Beyoncé an American singer?
4 The Italian club is on Tuesday.
5 John is a Manchester United fan.
6 My favourite city is Istanbul.
7 I'm a big fan of chess and athletics.
2 My name is Michael and I'm from New Zealand. I'm interested in English music and my favourite band are Coldplay. I'm a basketball fan. My favourite player is Kevin Durant. I think he's amazing.
3 1 Prague 2 dance 3 actor 4 drama, chess
5 basketball
4 Students' own answers.

Progress review page 18

- 1 1 interesting 2 new 3 good 4 expensive
5 difficult
- 2 1 cool 2 fun 3 excellent 4 amazing 5 fantastic
- 3 1 I'm from the UK.
2 He isn't a film star.
3 We're excellent students.
4 Those boys aren't American.
5 Anna is at school now.
6 I'm not in the art club.
- 4 1 football ✓ 2 swimming 3 chess 4 basketball ✓
5 music ✓ 6 art
- 5 1 Is, No, isn't 2 Are, Yes, are 3 Is, Yes, is
4 Are, No, aren't 5 Is, Yes, is 6 Are, No, aren't
7 Is, No, isn't 8 Is, No, isn't
- 6 1 Who's, she's 2 What's, it's 3 Who's, he's
4 What's, it's
- 7 1 What's 2 My 3 spell 4 it's 5 are 6 I'm
7 is 8 It's
- 8 1 c 2 b 3 d 4 c 5 b 6 d 7 b

Unit 2 Family and friends

Vocabulary page 20

- 1 1 son 2 cousin 3 brother 4 uncle 5 daughter
6 grandma 7 aunt 8 sister 9 mum 10 grandad
- 2 *grandparents*, grandma
1 uncle, son 2 parents 3 grandad 4 sister
5 brother, wife 6 dad
- 3 1 grandma 2 grandad 3 nephew 4 parents
5 wife 6 niece 7 husband 8 cousins
- 4 1 Jack is Sally's brother.
2 Fred is Daisy's son.
3 Fred is Kim's nephew.
4 Paul is Daisy's husband.
5 Bill is Katy's uncle.
6 Katy is Daisy's daughter.

Language focus page 21

- 1 1 hasn't got 2 've got 3 haven't got 4 has got
5 hasn't got 6 've got 7 haven't got
- 2 2 The boys have got a football.
3 You have / You've got a bag.
4 Emma has got a pencil case.
5 We have / We've got a guitar.
6 Lisa has got a book.
7 I have / I've got a watch.
- 3 1 haven't got 2 have got 3 haven't got 4 's got
5 has got
- 4 1 The teacher's bag is blue.
2 Emma's brother is fourteen.
3 My mum's cousin is American.
4 Sam's football is new.
5 Jane's aunt is in Paris.

5 Suggested answers:

I've got a green bag.
I haven't got a fantastic phone.
My friend has got a black watch.
My friend hasn't got a new guitar.
My parents have got an old computer.
My parents haven't got a big car.
My teacher has got an interesting book.
My teacher hasn't got a white football.

Vocabulary and listening page 22

- 1 1 young 2 old 3 friendly 4 sporty 5 short
- 2 1 fair 2 young 3 chatty 4 short 5 sporty
- 3 b
- 4 1 false 2 false 3 true 4 true
- 5 Students' own answers.

Language focus page 23

- 1 1 d 2 f 3 c 4 a 5 e 6 b
- 2 1 Has, got, has 2 Have, got, haven't 3 Has, got, has
4 Have, got, have 5 Have, got, have 6 Have, got,
haven't
- 3 1 Have you got a favourite colour?
2 Has your best friend got dark hair?
3 Have you got a new phone?
4 have your parents got a computer?
5 Have you got a lot of cousins?
6 Has your classroom got a TV?
Students' own answers.
- 4 1 Has Daisy got two sisters? No, she hasn't.
2 Have Jim and Ben got three sisters? No, they haven't.
3 Has Daisy got three uncles? Yes, she has.
4 Have the boys got four aunts? No, they haven't.
5 Have Jim and Ben got six cousins? Yes, they have.
6 Has Daisy got nine cousins? No, she hasn't.

Reading page 24

- 1 1 No, it isn't. 2 Yes, she is.
- 2 1 Rob 2 tall 3 sixty-nine 4 swimming 5 dance
- 3 1 false 2 true 3 false 4 true 5 false
- 4 1 No, he hasn't. He's got dark hair.
2 Mike is in the gymnastics team (at his school).
3 Sarah's grandma has got eight grandchildren.
4 Sarah's grandma's favourite music is dance music.
5, 6 Students' own answers.
- 5 1 leader 2 performer 3 dancer 4 trainer
5 reporter

Writing page 25

- 1 1 I'm into football, basketball and swimming.
2 Tom's got a new computer. It's fantastic.
3 'Have you got three cousins?' 'No, I've got two.'
4 Amy's family is English, French and Italian.
5 'Are you into rap music?' 'I think it's great.'
6 They've got long, dark hair.
- 2 Sally is my favourite cousin. She's fifteen years old.
She's into sports, art and science. Her mum is my dad's
sister. Sally has got a brother. His name's John and he's
fourteen. Have you got cousins? Who's your favourite?

- 3 1 films 2 British 3 short 4 friendly / nice
5 music 6 nice / friendly

4 Students' own answers.

Progress review page 26

- 1 1 grandma 2 daughter 3 cousin 4 brother
5 parents, mother 6 uncle, wife 7 nephews
- 2 1 trainer 2 helper 3 performer 4 dancer
5 leader 6 reporter
- 3 1 has 2 've got 3 haven't 4 hasn't, 's 5 haven't
6 has
- 4 1 P 2 A 3 P 4 A 5 B 6 A 7 P
- 5 1 Have you got a pencil? No, I haven't.
2 Has he got a computer? No, he hasn't.
3 Has she got a book? No, she hasn't.
4 Have I got a pen? Yes, I have.
5 Have we got a small TV? No, we haven't.
6 Have they got a car? Yes, they have.
- 6 1 Has May got fair hair? No, she hasn't.
2 Have Jim and Pat got dark hair? No, they haven't.
3 Has May got long hair? Yes, she has.
4 Have Jim and Pat got short hair? Yes, they have.
- 7 1 nice 2 girl 3 right 4 uncle 5 middle 6 sister
- 8 1 dark hair 2 likes 3 aren't 4 loves 5 of 6 he's

Unit 3 My home

Vocabulary page 28

- 1 1 basement 2 bathroom 3 garden 4 stairs
5 kitchen 6 dining room 7 balcony
- 2 1 balcony 2 living room 3 bedroom 4 kitchen
5 stairs
- 3 1 hall 2 living room / kitchen 3 dining room
4 kitchen / living room 5 bedrooms 6 bathrooms
7 garden 8 balcony
- 4 Students' own answers.

Language focus page 29

- 1 1 some 2 any 3 a 4 some 5 aren't 6 are
7 isn't
- 2 1 's / is a 2 isn't a 3 are some 4 aren't any
5 are some 6 's / is a 7 's / is a 8 aren't any
- 3 1 There's a small hall.
2 There's a bathroom.
3 There's a (small) kitchen.
4 There isn't a basement.
5 There aren't any stairs.
6 There aren't any balconies.
7 There are some bedrooms.
- 4 Students' own answers.

Vocabulary and listening page 30

- 1 1 bed 2 shelf 3 lamp 4 wardrobe 5 mirror
6 shower 7 sink 8 bookcase 9 rug 10 sofa
- 2 1 mirror, wardrobe 2 lamp, bedside table
3 curtains, rug 4 bookcase, shelf
- 3 1 N 2 N 3 N 4 N 5 Y 6 Y 7 N 8 Y

- 4 1 Yes, she is. 2 No, it hasn't. 3 Yes, she has.
4 She's got an old mirror and a lot of art.

5 Suggested answers:

- 1 My room has got a bedside table.
2 In my room, there's a mirror.
3 My room hasn't got a sofa.
4 In my room, there isn't a shower, but there is a sink.
5 There aren't any shelves, but there is a bookcase.

Language focus page 31

- 1 1 Are, are 2 is, isn't 3 are, aren't 4 Is, is
5 Are, aren't 6 are, 's / is
- 2 1 How many rooms are there in your home?
2 How many bathrooms are there in your home?
3 Are there any balconies in your home?
4 Are there any rugs in your bedroom?
5 Are there any shelves in your bedroom?
6 How many books are there in your room?
7 Is there a dining room in your home?
8 Is there a table in your kitchen?
- 3 Suggested answers:
Is there a bedside table? Yes, there is.
Are there any curtains? Yes, there are.
Is there a lamp? Yes, there is.
Is there a mirror? No, there isn't.
Are there any rugs? No, there aren't.
Are there any shelves? Yes, there are.
Is there a sink? No, there isn't.
Are there any windows? Yes, there are.
- 4 1 's / is, in 2 's / is, under 3 's / is, next to 4 's / is, in
5 aren't, on

Reading page 32

- 1 a 1 b 2
- 2 1 six 2 (big) porch 3 (double-decker) bus 4 two
5 three
- 3 1 false 2 true 3 true 4 true 5 false
- 4 1 The Boeing Home has got lots of small windows.
2 The price for one night in the Boeing Home is £250.
3 There is a garden and a bathroom next to the Betsy Blue Home.
4, 5 Students' own answers.
- 5 1 beautiful 2 modern 3 comfortable 4 tiny
5 bright 6 ideal

Writing page 33

- 1 1 and 2 but 3 but 4 and 5 and 6 but
- 2 1 Martin has got a desk and he's got a bedside table.
2 That house has got a garden, but it isn't very big.
3 I'm happy with my house and I like my bedroom.
4 There aren't any posters, but there are lots of photos.
5 There are two bedrooms and there's one bathroom.
6 The flat isn't new, but it's bright and comfortable.
- 3 1 flat 2 small 3 bathroom 4 bed 5 shelves
6 desk
- 4 Students' own answers.

Progress review page 34

- 1 1 garden 2 bathroom 3 living room 4 garage
5 balcony 6 dining room 7 bedroom
- 2 1 tiny 2 mobile 3 beautiful 4 comfortable
5 modern 6 bright 7 ideal
- 3 1 b 2 c 3 b 4 c 5 a 6 c
- 4 1 false 2 true 3 true 4 false 5 true 6 true
- 5 1 Is there; Yes, there is.
2 Are there; No, there aren't. / No. There are three bedrooms.
3 are there; There are five beds.
4 Is there; No, there isn't.
5 are there; There are two bathrooms.
6 Is there; Yes, there is.
7 Are there any; Yes, there are.
8 are there; There aren't any garages. / There isn't a garage.
- 6 1 on 2 next to 3 in 4 under
- 7 1 b 2 c 3 d 4 a 5 c 6 b
- 8 1 big 2 ideal 3 and 4 on 5 with 6 but 7 a
8 any

Unit 4 At school

Vocabulary page 36

- 1 1 school 2 homework 3 break 4 classes
5 friends 6 up 7 TV 8 school 9 school
- 2 1 go to bed 2 have a break 3 do my homework
4 wake up 5 walk to school 6 watch TV
7 start classes / school
Students' own answers.
- 3 1 classes 2 break 3 finish 4 After 5 friends
6 homework 7 watch 8 bed
- 4 Students' own answers.

Language focus page 37

- 1 1 live 2 lives 3 lives 4 lives 5 live 6 live
7 live
- 2 1 We **go** to school on Mondays. / On Mondays, we **go** to school.
2 My brother **enjoys** computer games.
3 You **have** a break in the morning. / In the morning, you **have** a break.
4 Maths class **starts** at ten o'clock. / At ten o'clock, maths class **starts**.
5 Katy **reads** a lot of books.
6 My friends **listen** to pop music.
7 Kemal **speaks** English and Turkish.
8 I **wake** up before nine o'clock.
- 3 **Add -s**: chats, dances, learns, likes, walks, writes
Add -es: does, finishes, watches
-y → -ies: copies, studies
- 4 1 Marie lives in Paris
2 Jill and Ben like football.
3 Tony studies Italian.
4 Mrs Smith teaches science.
5 Fred and Lily play basketball.
6 Phil listens to music.

5 Suggested answers:

- 1 I study science at school.
- 2 I live in Oxford.
- 3 My friends play football on Tuesdays.
- 4 My parents speak French.
- 5 My brother watches TV after school.
- 6 We like English.

Vocabulary and listening page 38

- 1 1 use 2 Raise 3 shout 4 eat 5 copy 6 Use
- 2 1 don't forget 2 come to class 3 write new words
4 don't eat 5 ask questions 6 don't use
7 don't copy
- 3 Joe has got six points on the questionnaire.
He is happy, but he wants to get seven or eight points.
- 4 Sentences 1, 2, 5 and 6 are true for Joe.
- 5 **Suggested answers:**
- 1 I shout / don't shout in class.
 - 2 I raise / don't raise my hand to speak.
 - 3 I ask / don't ask questions in class.
 - 4 I do / don't do my homework every day.
 - 5 I come / don't come to class on time.
 - 6 I use a phone / don't use a phone in class.
 - 7 I copy / don't copy my friends' work.

Language focus page 39

- 1 1 uses 2 ask 3 don't use 4 doesn't use
5 don't shout
- 2 1 They don't study at breaks.
2 She doesn't copy during tests.
3 They don't eat in the classroom.
4 He doesn't play basketball after school.
5 They don't watch TV after dinner.
6 She doesn't go to bed at 11.00 p.m.
- 3 1 We don't watch basketball matches.
2 Emma doesn't study Spanish.
3 My first class doesn't start at ten o'clock.
4 I don't go to school on Saturdays.
5 Paul doesn't chat with Amanda.
6 You don't shout in English class.
7 Tina doesn't watch TV after dinner.
- 4 1 Eva and Dana play football after school.
2 I play / don't play football after school.
3 Ben likes science class.
4 Eva and Dana don't like science class.
5 I like / don't like science class.
6 Ben doesn't speak Czech.
7 Evan and Dana speak Czech.
8 I speak / don't speak Czech.

Reading page 40

- 1 a 3 b 1 c 5 d 4 e 2
- 2 1 c 2 b 3 a 4 a
- 3 1 six 2 one 3 three 4 two 5 two
- 4 1 The river is next to Mosa's village.
2 Mosa's school is on a boat on a river.
3 The roads aren't good, especially when it rains.
4 There are thirty students on the boat.

- 5 School is important for Mosa because she wants a good job.
 6 Students' own answers.
- 5 1 academy 2 lessons 3 gym 4 laboratory
 5 subjects

Writing page 41

- 1 1 I like those books because they're interesting.
 2 Our school isn't open because today's a holiday.
 3 We like the new teacher because she's very nice.
 4 He speaks French because his mum's from Paris.
 5 They don't go cycling because the roads are bad.
- 2 1 *I like my classmates because they're friendly.* d
 2 I wake up at 7.00 a.m. because I go to school at 8.00 a.m.
 e
 3 Ana enjoys science lessons because they're fun. a
 4 Sam is a good student because he studies a lot. b
 5 The students like Mr Ross because he's a great teacher.
 c
- 3 1 big 2 500 3 swimming pool 4 gym 5 8.30
 6 12.00 7 3.00 8 short
- 4 Students' own answers.

Progress review page 42

- 1 1 wake 2 walk 3 start 4 have 5 finish 6 chat
 7 do 8 watch
- 2 1 lessons 2 events 3 subjects 4 laboratory
 5 academy 6 gym
- 3 1 speaks 2 read 3 watches 4 finishes 5 chats
 6 go
- 4 1 P 2 J 3 P 4 P 5 J 6 J
- 5 1 don't play 2 don't study 3 don't eat 4 doesn't
 dance 5 don't like 6 doesn't write 7 don't go
- 6 1 What's 2 my 3 good 4 don't 5 study
 6 write 7 don't 8 Let's
- 7 1 b 2 c 3 a 4 d 5 b 6 c 7 a

Unit 5 Free time

Vocabulary page 44

- 1 Down
 1 *shopping* 2 music 3 volleyball 4 pictures
 Across
 1 sport 5 photos 6 magazines 7 cycling
- 2 1 martial arts 2 swimming 3 computer games
 4 volleyball 5 photos
- 3 1 take 2 do 3 read 4 draw 5 go 6 listen
 7 play 8 go
- 4 Students' own answers.

Language focus page 45

- 1 1 like 2 likes 3 like 4 don't 5 doesn't 6 don't
- 2 1 don't draw, take 2 doesn't go, does
 3 chat, don't use 4 speaks, doesn't read
 5 don't walk, go 6 doesn't watch, plays
- 3 1 always 2 often 3 sometimes 4 never

- 4 1 Lily usually does gymnastics.
 2 The boys often go cycling.
 3 You never play volleyball.
 4 My friends are always late.
 5 Katy usually practises the guitar.
 6 Tom sometimes goes shopping.
- 5 Students' own answers.

Vocabulary and listening page 46

- 1 1 climbing centre 2 museum 3 bookshop 4 café
 5 skatepark 6 swimming pool 7 cinema
- 2 1 shopping centre 2 cinema 3 sports centre
 4 museum 5 café 6 swimming pool
- 3 1 cinema 2 sports
- 4 1 a false (7.30 p.m.) b false (£12)
 2 a false (big and new) b true
- 5 Students' own answers.

Language focus page 47

- 1 1 Does 2 Do 3 Do 4 Does 5 Do 6 Do 7 Do
- 2 1 Yes, (s)he does. / No, (s)he doesn't.
 2 Yes, we do. / No, we don't.
 3 Yes, I do. / No, I don't.
 4 Yes, (s)he does. / No, (s)he doesn't.
 5 Yes, I do. / No, I don't.
 6 Yes, they do. / No, they don't.
 7 Yes, I do. / No, I don't.
- 3 1 Does, live; No, she doesn't.
 2 Does, do; Yes, she does.
 3 Do, use; Yes, they do.
 4 Do, play; No, they don't.
 5 Does, like; Yes, he does.
- 4 1 What do, play
 2 When does, play
 3 Who does, go
 4 How often, go
 5 Which, prefer
 6 Why does, take
- 5 1 What do your friends do on Friday evenings?
 2 Where do your parents go on Saturdays?
 3 How often do you play computer games?
 4 Which sports do your friends enjoy?
 5 When do you do your homework?
 Students' own answers.

Reading page 48

- 1 1 f 2 d 3 a 4 e 5 b
 Extra: c
- 2 1 8 2 twenty-five 3 (fitness) gym 4 sixteen
 5 skatepark
- 3 1 Yes, it is. 2 Yes, there are. 3 Yes, there are.
 4 No, it hasn't. 5 Yes, there are.
- 4 1 Manchester is near the town of Atherton.
 2 There are two trainers in the gym.
 3 The trainers help people to use the equipment
 correctly.
 4,5 Students' own answers.

- 5 1 creative 2 rehearse 3 studio 4 genius
5 instrument 6 record 7 style

Writing page 49

- 1 1 She's also into art.
2 They also like magazines.
3 We listen to music, too.
4 He also makes videos.
5 It's expensive, too.
- 2 1 X He plays computer games, too.
2 X We also go to the skatepark.
3 ✓
4 X She is also very friendly.
5 X She is into martial arts, too.
6 ✓
- 3 1 Saturday 2 also 3 usually 4 sports centre
5 too 6 basketball 7 also 8 never 9 internet
- 4 Students' own answers.

Progress review page 50

- 1 1 play 2 martial arts 3 listen 4 swimming
5 draw 6 magazines 7 take 8 computer games
- 2 1 talented 2 record 3 rehearse 4 instrument
5 studio 6 creative 7 style
- 3 1 I sometimes go to the skatepark, too.
2 Harry is often late for class.
3 Ana usually plays volleyball after school. / After school, Ana usually plays volleyball.
4 They always do sport at the weekend. / At the weekend, they always do sport.
5 We are never in bed before 9.00 p.m.
6 That shop is usually open on Saturdays. / On Saturdays, that shop is usually open.
- 4 1 e 2 c 3 a
- 5 1 Do, watch 2 Does, play 3 Do, go 4 Where do
5 Which, do 6 What does 7 Why do 8 How often does
- 6 1 do 2 don't 3 don't we 4 go 5 busy 6 in
7 meet 8 you there
- 7 1 busy 2 hasn't 3 bookshop 4 evening
5 cinema 6 visits 7 morning 8 does 9 too
10 also

Unit 6 On holiday

Vocabulary page 52

- 1 1 relax 2 pack 3 visit 4 dance 5 wear 6 camp
7 ride 8 celebrate 9 explore 10 stay 11 travel
- 2 1 relaxes 2 visits 3 ride 4 camps 5 wear
- 3 1 pack 2 Wear 3 buy 4 Travel / Explore / Stay
5 stay 6 Relax
- 4 Students' own answers.

Language focus page 53

- 1 1 Take 2 Don't play 3 Go 4 Don't swim
5 Don't stay 6 Wear
- 2 1 're celebrating 2 isn't dancing 3 're staying
4 aren't watching 5 'm writing 6 's / is playing

- 3 1 're / are walking 2 isn't exploring 3 're riding
4 'm not chatting 5 aren't wearing
6 's / is swimming
- 4 1 Susan isn't talking to me. She's eating some food.
2 Peter isn't playing the guitar. He's singing karaoke.
3 Ted isn't doing his homework. He's watching TV.
4 Sam and Lily aren't dancing. They're playing a computer game.
- 5 Students' own answers.

Vocabulary and listening page 54

- 1 1 dress 2 trousers 3 boots 4 T-shirt 5 shorts
6 sandals 7 jeans 8 jumper 9 trainers
- 2 1 jumper 2 trousers 3 sandals 4 shorts 5 hat
6 trainers
- 3 1 b 2 a
- 4 1 a a dress b Friday
2 a trainers b blue
- 5 Possible answers:
1 I wear trousers, a shirt and a jumper.
2 I'm wearing shorts and a T-shirt.
3 I usually wear jeans at the weekend.
4 I usually wear shorts and sandals when I go to the beach.
5 I wear a jumper and boots on cold days.

Language focus page 55

- 1 1 Are, are 2 Is, isn't 3 Are, aren't 4 Is, is 5 Are, am
6 Is, isn't 7 Are, 'm not
- 2 1 Is he swimming; Yes, he is.
2 Are they riding; No, they aren't.
3 Is she relaxing; Yes, she is.
4 Is he making; No, he isn't.
5 Are they having; Yes, they are.
- 3 1 Who is 2 Where are 3 Which, are 4 What is
5 Why isn't 6 How, are
- 4 1 Where are you sitting now?
2 What is your mum doing?
3 What are you wearing today?
4 Are you listening to music?
5 Is your friend studying with you?
Students' own answers.
6 Are you and your friends relaxing?
Students' own answers.

Reading page 56

- 1 Tuesday c Wednesday a Thursday b
- 2 1 east 2 summer 3 are 4 isn't 5 interesting
- 3 1 true 2 true 3 false 4 false
- 4 Suggested answers:
1 Olivia is on holiday with her parents.
2 The town of Brancaster is in the east of England.
3 Olivia's holiday is unusual because it's a volunteering holiday.
4 Olivia / She usually works in the mornings.
5 Olivia / She has got some free time in the afternoons.
6,7 Students' own answers.
- 5 1 yummy 2 massive 3 awesome 4 perfect

Writing page 57

- 1 1 This beach is very quiet today.
2 The food isn't very nice.
3 Andrew is very good at volleyball.
4 The cafés are really cheap.
5 The weather is quite bad this week.
6 Our Spanish friends are really funny.
- 2 1 This city is very exciting.
2 I'm really happy here.
3 The shops are quite expensive.
4 We're very interested in the museums.
5 The people aren't very friendly.
6 It's quite cold here at the moment.
- 3 1 staying 2 quite 3 swimming 4 very 5 visit
6 tour 7 hope
- 4 Students' own answers.

Progress review page 58

- 1 1 stay 2 ride 3 pack 4 dance 5 explore
6 camp 7 celebrate 8 travel 9 visit
- 2 1 yummy 2 perfect 3 massive 4 awesome
5 excited
- 3 1 's / is making 2 'm / am not reading 3 're / are
watching 4 isn't / is not shopping 5 are riding
6 aren't / are not celebrating 7 isn't / is not swimming
8 's / is closing
- 4 1 c 2 d 3 b
- 5 1 Is Dad sitting, isn't
2 Are you making, am
3 Is Emma watching, is
4 are you going
5 are your friends doing
- 6 1 help 2 dress 3 window 4 red 5 you
6 change 7 Goodbye
- 7 1 a 2 c 3 b 4 c 5 a 6 b 7 c 8 b 9 c

Cumulative review

Starter unit – Unit 2 page 60

- 1 hip hop club, computer club, drama club
Students' own answers.
- 2 Hip hop club and drama club have meetings on
Wednesdays.
- 3 1 The hip hop club is at three o'clock.
2 The computer club is on Tuesdays and Thursdays.
3 The computer club has got (six) new computers.
4 The drama club is for actors and singers.
5 The drama club has a show every year.
- 4 1 His / The classes are good because they are fun and
they aren't expensive.
2 Yes, it is.
3 The meetings / They are one and a half hours long.
4,5 Students' own answers.
- 5 1 c 2 b 3 a
- 6 1 true 2 true 3 false

- 7 1 Thursdays 2 four, five 3 three
4 Tuesdays, Thursdays 5 half past three, art room
6 Wednesdays, Fridays

8 Students' own answers.

Internet search

Students' own answers.

Starter unit – Unit 4 page 62

- 1 Students' own answers.
- 2 Buckingham Palace / It's the Queen's home (in London).
- 3 1 tourists 2 doors 3 work 4 garden 5 summer
- 4 1 There are 775 (seven hundred and seventy-five)
rooms in the palace.
2 The palace has got 760 (seven hundred and sixty)
windows.
3 The garden at Buckingham Palace is 160,000 m² (one
hundred and sixty thousand square metres).
4,5 Students' own answers.
- 5 The tourists will have lunch at the hotel.
- 6 1 550 2 museum
- 7 1 The palace is next to the Sea of Marmara / in the old
part of Istanbul.
2 About 3.5 million tourists visit the palace every year.
3 It's got / The palace has got four main areas.
4 Yes, it has.
5 The bus goes back to the hotel at twelve o'clock.
- 8 1 d 2 g 3 b 4 e 5 c 6 a 7 f

Internet search

Old Royal Palace, Royal Summer Palace (Belvedere),
Lobkowitz Palace, New Royal Palace

Starter unit – Unit 6 page 64

- 1 Sandy lives in Washington D.C.
Students' own answers.
- 2 Ethan takes a selfie in front of the White House.
- 3 1 false (They start their day at the National Mall.)
2 true
3 true
4 false (They haven't got time for a tour (today).)
5 true
- 4 1 He's / He is from Edinburgh in Scotland, in the UK.
2 Some people call it 'The Pencil' because of its shape.
3 It's where the President (of the USA) works.
4 People eat Italian food at Tosca.
5 Students' own answers.
- 5 Ethan's blog is about a tour of Edinburgh with his cousin
Sandy. The photos are places to visit in Edinburgh.
- 6 Holyrood Palace – 2
Gallery of Modern Art – 3
Edinburgh Castle – 1
- 7 1 Sandy is staying for three days.
2 Edinburgh Castle is on a tall rock.
3 The Queen lives at Holyrood Palace.
4 Holyrood Palace is about 400 years old.
5 They decide to eat lunch at the museum café.
- 8 Students' own answers.

Internet search

Anacostia Community Museum, Arthur M. Sackler Gallery, Arts and Industries Building, Cooper–Hewitt, National Design Museum, Freer Gallery of Art, Hirshhorn Museum and Sculpture Garden, National Air and Space Museum, National Museum of African American History and Culture, National Museum of African Art, National Museum of American History, National Museum of the American Indian, National Museum of Natural History, National Portrait Gallery, National Postal Museum, Renwick Gallery, Smithsonian American Art Museum, Smithsonian Institution Building, National Zoological Park

Language focus practice

Starter unit page 67

- 1 is 2 are, 'm 3 'm 4 is 5 're / are 6 is, 's
- 1 She's 2 It's 3 We're 4 He's 5 They're 6 You're
- 1 Olga is from the Czech Republic.
2 Petra and Ivan are Russian.
3 You're / you are in my class this year.
4 Ben is my friend from Scotland.
5 They're / they are fourteen years old.
6 We're / we are in the classroom.
- 1 Luis and Marta are thirteen years old. They're from Mendoza, in Argentina.
2 Ana is ten years old. She's from Boston, in the USA.
3 Yuki and Satoshi are twelve years old. They're from Osaka, in Japan.
4 David is ten years old. He's from Sydney in Australia.
- 1 There are 2 There's a 3 There are 4 There's a
5 There's an 6 There are 7 There's a
- 1 There's a big book.
2 There are four American students.
3 There's a teacher in the classroom.
4 There are two desks.
5 There's a pencil in my bag.

Unit 1 page 69

- 1 a 2 an 3 an 4 a 5 an 6 a
- 1 They aren't teachers. They're students.
2 It isn't at 8.00 a.m. It's at 9.00 a.m.
3 We aren't at home. We're in class.
4 She isn't in the chess club. She's in the art club.
5 They aren't into science. They're into music.
6 You aren't a bad student. You're a good student.
7 I'm not Emily. I'm Kate.
8 It isn't a boring city. It's an interesting city.
- 1 her phone 2 our car 3 their football 4 his book
5 my watch
- 1 Is today Saturday? No, it isn't.
2 Is Jeff sixteen years old? Yes, he is.
3 Are you and Mark friends? Yes, we are.
4 Are Ben and Tina British? No, they aren't.
5 Are you into pop music? Yes, I am.
6 Is Fatima from Turkey? No, she isn't.
- 1 What 2 Who 3 How 4 Where 5 When
Students' own answers.

Unit 2 page 71

- 1 Sam's 2 parents' 3 Paul's 4 books 5 parents'
6 John's
- 1 I've got an uncle from Scotland.
2 Sally hasn't got a football.
3 They haven't got two children.
4 He's got an expensive car.
5 They've got a young teacher.
- 1 We've got a nice classroom.
2 I haven't got a red notebook.
3 Have you got a red pen?
4 They've got a big family.
5 He hasn't got a new phone.
6 Has she got dark hair?
7 You've got English class today.
8 Have they got a cousin?
- 1 Has, got, has
2 Have, got, haven't
3 Has, got, hasn't
4 Have, got, have
5 Have, got, have
6 Has, got, has

Unit 3 page 73

- 1 any 2 any 3 some 4 some 5 any 6 some
- 1 There isn't a TV in the living room.
2 There are some chairs in the dining room.
3 There aren't any bedrooms in the basement.
4 There's an old car in the garage.
5 There are some students in the classroom.
6 There isn't a table on the balcony.
7 There aren't any pictures on the wall.
- 1 Is there a
2 Are there any
3 Is there a
4 Is there an
5 Are there any
6 Is there a
7 Is there a
- 1 Is there a sofa in your bedroom? Yes, there is. / No, there isn't.
2 Are there any shelves on the walls? Yes, there are. / No, there aren't.
3 How many wardrobes are there? There is one. / There are (two). / There aren't any wardrobes.
4 Are there any curtains in the room? Yes, there are. / No, there aren't.
5 Is there a mirror on the wall? Yes, there is. / No, there isn't.
6 How many posters are there? There is one poster. / There are (two) posters. / There aren't any posters.
7 Is there a bedside table next to the bed? Yes, there is. / No, there isn't.
- 1 in 2 next to 3 on 4 under 5 next to 6 on

Unit 4 page 75

- 1 1 finish 2 chats 3 watch 4 does 5 wake
6 goes 7 have
- 2 1 studies
2 reads
3 teaches
4 goes
5 dances
6 plays
7 copies
- 3 1 Mike doesn't forget his homework.
2 Molly and Amy / Amy and Molly don't raise their hands.
3 Ben doesn't come late to class / to class late.
4 We don't copy our friends' work.
5 Jamie doesn't eat food in the classroom.
- 4 1 I don't go to school on Saturdays.
2 Emma doesn't write a blog.
3 We don't do gymnastics after school.
4 You don't watch TV before school.
5 My brother doesn't like pop music.
6 The girls don't want any pizza.
- 5 1 I don't use my phone during lessons. I use my phone during breaks.
2 He doesn't study French at school. He studies Italian at school.
3 You don't eat lunch at home. You eat lunch at school.
4 We don't watch TV in the morning. We watch TV in the evening.
5 She doesn't love basketball. She loves football.
6 They don't start classes at eight o'clock. They start classes at nine o'clock.

Unit 5 page 77

- 1 1 don't 2 draws 3 go 4 doesn't 5 listen
6 watches 7 don't
- 2 1 You are usually at school on Mondays.
2 Jack's mother sometimes speaks French.
3 We always listen to our teacher.
4 Emma is never unfriendly to people.
5 My friends and I often eat pizza.
- 3 1 Do, do 2 Does, doesn't 3 Do, don't 4 Do, do
5 Does, doesn't
- 4 1 Do Tina and Jill do martial arts? No, they don't.
2 Does Dan listen to pop music? Yes, he does.
3 Do Tina and Jill play volleyball? Yes, they do.
4 Does Dan play volleyball? No, he doesn't.
- 5 1 Where do 2 Who does 3 What does 4 Why do
5 How often do 6 Which, do

Unit 6 page 79

- 1 1 Don't buy 2 Call 3 Close 4 Don't play
5 Don't write
- 2 1 are swimming
2 are not / aren't listening
3 am / 'm watching
4 is not / isn't eating
5 're using
6 is doing
7 'm/ am not shopping
- 3 1 Is your dad relaxing on the beach? Yes, he is.
2 Are we walking to school now? No, we aren't.
3 Is Emma playing in the park? No, she isn't.
4 Are the boys buying souvenirs? Yes, they are.
5 Are you taking my photo? No, I'm not.
6 Is Ben dancing (the) salsa? Yes, he is.
- 4 1 What is Dan eating?
2 What are we watching on TV?
3 Where is Lily shopping?
4 How are you feeling today?
5 Where are they walking?
- 5 1 'm writing
2 're sitting
3 are reading
4 is sleeping
5 isn't moving
6 are you doing
7 Is your cousin staying

Student's Book audio scripts

Starter unit

Vocabulary

Page 4 Exercise 5, 1.04

Write sentences.
Open your book.
Listen and repeat.
Stand up.
Read the text.
Talk with a partner.
Sit down.
Close your book.

Page 5 Exercise 7, 1.05

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

Page 5 Exercise 8, 1.06

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

Page 5 Exercise 9, 1.07

January
February
March
April
May
June
July
August
September
October
November
December

Page 6 Exercise 1, 1.09

Page 6 Exercise 3, 1.09

R = Rosa, T = Tom, M = Mario

R Hello, Tom.
T Hi, Rosa.
R This is my friend Mario. He's from Italy.
T Hi, Mario. How are you?
M I'm fine, thanks. And you?
T Good, thanks.
R Oh! It's time for class.
T OK. See you later.
R Bye!
M Bye, Tom!

Page 8 Exercise 1, 1.13

Jn = Jen, Jf = Jeff, O = Omar, En = Eren, P = Paulo, La = Lina, Le = Lucie, A = Aiko, Ey = Emily

1
Jn Hey! I'm Jen. I'm from Canberra. It's a city in Australia.
2
Jf Hello! I'm Jeff. I'm from London. It's the capital city of the UK.
3
O Hi! I'm Omar. I'm from Rabat. It's a city in Morocco.
4
En Hi, I'm Eren. I'm from Ankara. It's the capital city of Turkey.
5
P Hello! I'm Paulo.
La And I'm Lina.
P We're from Brasília. It's a city in Brazil.
6
Le Hello I'm Lucie and this is Pavel. We're from Prague. It's a city in the Czech Republic.
7
Aiko Hello. I'm Aiko and this is Haru. We're from Tokyo. It's a city in Japan.
8
Ey Hi, I'm Emily. I'm from Washington D.C. It's a city in the USA.

Page 8 Exercise 3, 1.14

the USA American
Argentina Argentinian
Australia Australian
Brazil Brazilian
the UK British
the Czech Republic Czech
Japan Japanese
Morocco Moroccan
Russia Russian
Turkey Turkish

Page 8 Exercise 4, 1.15

I = Interviewer, Ma = Marco, Mí = Mía, S = Sally, Mi = Mikail, Y = Yasmin, J = Jack

I Where are you from, Marco?
Ma I'm from São Paulo. It's a city in Brazil.
1
I Are you and your family from Argentina, Mía?
Mí Yes, we are. We're from a town near Córdoba.
2
I Are you from the USA, Sally?
S No, I'm not. I am. I'm from Sydney, in Australia.
3
I Where are you and your family from, Mikhail?
Mi We're from St Petersburg. It's a city in Russia.

4

I Are you from Morocco, Yasmin?

Y Yes, I'm from Asilah. It's a small Moroccan town.

5

I Where are you from in the USA, Jack?

J I'm from San Diego. It's in California.

Page 10 **Exercise 2, 1.18**

Three and nine

a

Five and eleven

b

Seven and twelve

c

Nine and eight

d

Four and fourteen

e

Two and thirteen

f

Eight and twelve

Page 10 **Exercise 6, 1.21**

1

There are sixty seconds in a minute.

2

There are sixty minutes in an hour.

3

There are twenty-four hours in a day.

4

There are seven days in a week.

5

There are thirty-one days in January.

6

There are thirty days in June.

7

There are fifty-two weeks in a year.

Language focus

Page 11 **Exercise 3, 1.22**

There are twenty-three people in my classroom.

There's one teacher and twenty-two students.

There are ten boys and twelve girls. My teacher is Mr Green.

There are twenty-four desks and chairs in the classroom.

There's a poster on the wall.

Unit 1

Vocabulary

Page 12 **Exercise 3, 1.24**

1 cheap c expensive

2 new d old

3 boring e interesting

4 good a bad

5 difficult b easy

Vocabulary and listening

Page 16 **Exercise 1, 1.26**

1 basketball

2 football

3 athletics

4 swimming

5 gymnastics

6 music

7 chess

8 science

9 drama

10 art

Page 16 **Exercise 2, 1.27**

T1 = Teacher 1, G = Girl, T2 = Teacher 2, T3 = Teacher 3, B1 = Boy 1, T4 = Teacher 4, B2 = Boy 2

1

T1 Come on! Up, Up! That's good.

2

G Go, go! Now shoot! Yes!

3

T2 Oh, that's a nice painting, Julia. Very good.

4

T3 On your marks, get set ... Go!

5

B1 OK. Your turn.

6

T4 OK, ready? One and two and ...

7

B2 Here! Here! Kick it!

Page 16 **Exercise 4, 1.28**

G = Girl, D = Dan

G OK. First question on the survey. What's your name?

D It's Dan. Dan Walton.

G OK. And how old are you?

D I'm thirteen.

G Are you in any clubs at school?

D Yes. I'm in the science club. It's fun!

G Are you into sports?

D Yes, I am. I'm into athletics and football.

G Which is your favourite?

D Probably football.

G Who's your favourite sportsperson?

D Neymar! He's a great football player.

G OK, that's all. Thanks Dan!

D You're welcome.

Language focus

Page 17 **Exercise 3, 1.29**

A = Boy 1, B = Boy 2

A Is the music club boring?

B No, it isn't.

1

A Are you in a sports team?

B Yes, I am.

2

- A Are John and Kelly into athletics?
- B No, they aren't.

3

- A Is the drama club fun?
- B Yes, it is.

4

- A Is John in the chess club?
- B No, he isn't.

5

- A Are we at school now?
- B Yes, we are.

Speaking

Page 18 Exercise 5, 1.32

- 1 My name's Paul Johnson. That's J-O-H-N-S-O-N.
- 2 My name's Mary Bennett. That's B-E-N-N-E-T-T.
- 3 My name's Emily Mitchell. That's M-I-T-C-H-E-L-L.
- 4 My name's Harry Phillips. That's P-H-I-L-L-I-P-S.
- 5 My name's Jane Hughes. That's H-U-G-H-E-S.
- 6 My name's Tom Wright. That's W-R-I-G-H-T.

Review

Page 20 Exercise 7, 1.33

K = Karen, B = Ben

- K** Hi, I'm Karen. I'm twelve years old and I'm from Leeds in the UK. I'm interested in sport and my favourite game is basketball. It's fantastic! My friends and I are in the drama club at school. It's on Thursday at 4.00 p.m. and it's fun.
- B** My name's Ben and I'm eleven years old. I like football and I'm an Arsenal fan. They're a great team! Art is my favourite activity. It's fun and very interesting. The club is on Wednesday at 5.00 p.m. It isn't expensive and the teacher is great.

Unit 2

Vocabulary

Page 22 Exercise 1, 1.34

Male

brother, dad, grandad, son, uncle

Female

aunt, daughter, grandma, mum, sister

Male or female

cousin

Vocabulary and listening

Page 26 Exercise 1, 1.38

chatty / quiet

1

fair / dark

2

young / old

3

tall / short

4

friendly / unfriendly

Page 26 Exercise 4, 1.39

Page 26 Exercise 5, 1.39

I = Interviewer, A = Amy

- I** So, Amy, tell us about your interview with the Beckhams. David Beckham is a famous football player, is that right?
- A** Yes, that's right. David and his wife Victoria are both very famous.
- I** They're famous, but are they friendly?
- A** Oh, yes! They're very friendly people, especially David.
- I** And the Beckhams are from the UK, aren't they?
- A** That's right.
- I** Are they in the UK all the time?
- A** No, they aren't. They've got homes in different countries around the world. But at the moment their home is in London. It's very big and very expensive!
- I** Oh! Nice! And how many children have the Beckhams got?
- A** They've got four children – three sons and one daughter.
- I** Wow! That's a lot. And what are the children's names?
- A** The first boy is Brooklyn. Then the second is Romeo and the third is Cruz.
- I** Those are interesting names. And what's the daughter's name?
- A** Her name is Harper. She's the baby of the family. She's got long, fair hair.
- I** And have they got different personalities?
- A** Yes, they have. Brooklyn is into photography and he's got lots of photos on Instagram.
- I** And his brother Romeo?
- A** He's into fashion and he's also a model.
- I** And Cruz?
- A** He's into music and he's a good singer.
- I** What about Harper? What are her interests?
- A** She's into music and she also likes dancing.
- I** Are all four children sporty?
- A** Oh, yes. They like basketball and they're into swimming. And they're all big fans of football, of course!
- I** Oh, of course! And tell me more about Victoria. Has she got a new ...

Review

Page 30 Exercise 6, 1.41

J = Julie, E = Elena

- J** What a nice photo! Is that you in the front, Elena?
- E** Yes, I'm on the right. My sister Kate is in the middle. She's got dark hair. She's eleven, but she's very tall.
- J** Is your brother Tom in the photo?
- E** Yes. He's the short boy with fair hair. He's very sporty. His favourite sport is football.
- J** How many cousins have you got?
- E** Only two. Sally and Peter. They're twins. They're here on the right. Sally is the girl with long, fair hair and Peter has got short, dark hair.
- J** They look very different!
- E** Yes, and their personalities are different, too. Sally's friendly and chatty, but Peter's very quiet.

Unit 3

Vocabulary

Page 32 **Exercise 2, 1.42**

- 1 balcony
- 2 basement
- 3 bedroom
- 4 bathroom
- 5 dining room
- 6 garage
- 7 porch
- 8 living room
- 9 kitchen
- 10 garden
- 11 stairs
- 12 hall

Page 32 **Exercise 3, 1.43**

B = Boy, G = Girl, W = Woman, M = Man

B Oh, no. It's time for school.

1

G Sam! Come here, boy ... that's good!

2

W Sally! Are you in your bedroom? ... Where are you?

3

M OK. Shut the door! Let's go!

4 [man in shower singing]

Page 33 **Exercise 4, 1.44**

P = Paul, H = Hannah

P My home isn't a house. It's a small flat in the city. It's got two bedrooms and one bathroom. We've got a kitchen, but it's small. We haven't got a dining room, but the living room has got a big balcony.

H My family has got a house. It's old, but it's big. There are four bedrooms and two bathrooms. We've got a basement, but we haven't got a garage. My favourite place is the garden. It's nice and quiet!

Vocabulary and listening

Page 36 **Exercise 1, 1.46**

- 1 curtains
- 2 lamp
- 3 bedside table
- 4 rug
- 5 shelf
- 6 bookcase
- 7 sofa
- 8 sink
- 9 mirror
- 10 shower
- 11 bed
- 12 wardrobe

Page 36 **Exercise 3, 1.47**

J = Jenna, D = Dan

J Hi, Dan. What's that?

D It's a website about ideal bedrooms.

J Really? Let me see ...

D Here are two ideal rooms ... 'Cosy' and 'Fresh'.

J Oh, the Fresh room is nice and modern. And it's got a bathroom!

D Yes! And it's got a great bed, too. It's very big!

J The Cosy room is nice, too. There's a rug and curtains ... but it hasn't got a big window.

D No, it hasn't ... but it's comfortable. Look! It's got a sofa.

J Oh, you're right!

D I've got an idea. Let's design our ideal bedrooms!

J OK. Have you got any paper?

D Yes, I have. Just a minute ...

Page 36 **Exercise 4, 1.48**

J = Jenna, D = Dan

D Look, Jenna! This is my ideal bedroom design.

J That's cool, Dan! How many bookcases are there?

D Three! I'm a big fan of books.

J And there are some shelves on the wall, too.

D Yes. They're for photos and more books!

J That's good. But the bed is very small.

D Yes, it is ... but there's a big sofa.

J OK. Now look at *my* ideal bedroom.

D Let me see. Why are there two beds?

J There's one for me, and one for my sister, Elisa.

D OK. And are there two wardrobes, too?

J No, there aren't. There's one wardrobe, but it's very big!

D What's on the floor? A rug?

J Yes. That's a Turkish rug. It's beautiful.

D Wow! That's a nice room!

Review

Page 40 **Exercise 7, 1.51**

Susan My house is special because it's a houseboat! It's very small, but I love it. There's a living room and a small kitchen. There's also a tiny bathroom, but there isn't a shower. There isn't a bedroom on the boat, but there's a small sofa in the living room. That's my bed! There are lots of bookcases and shelves for my things. There isn't a wardrobe, but that's OK. I think my houseboat is fantastic! What about you?

Unit 4

Vocabulary

Page 43 **Exercise 4, 1.53**

Page 43 **Exercise 5, 1.53**

I = Interviewer, T = Thomas, J = James, E = Emily

1

I Tell me about your school day, Thomas.

J Well, I wake up at six thirty and I walk to school at seven thirty.

I What time is your first class?

J I start classes at eight in the morning every day and I finish at two in the afternoon.

2

I What days have you got school, James?

T On Monday, Tuesday, Thursday, and Friday.

I And not on Wednesday? Why is that?

T We haven't got any classes on Wednesday at my school.

I That's interesting. And have you got any classes at the weekend?

T No, I haven't. I study at the weekend, but I haven't got any classes.

3

I What time is your last class at school, Emily?

E I finish school at half past two every day. Then I go home.

I And homework? Have you got homework every day?

E Yes, I've got homework every day. I do my homework in the evening, after dinner. Then I watch TV.

Language focus

Page 45 **Exercise 4**, 1.55

start starts

1 learn learns

2 go goes

3 copy copies

4 read reads

5 like likes

6 chat chats

7 dance dances

8 teach teaches

Vocabulary and listening

Page 46 **Exercise 4**, 1.58

Page 46 **Exercise 5**, 1.58

I = Interviewer, D = Diana, M = Mark

1 Diana

I Are you a good student, Diana?

D Well ... I chat with friends in the morning ... so I don't come to class on time every day.

I That's not good.

D But I'm a good student in class. I'm not noisy in class and I don't shout. Oh! And when I see new words, I use a dictionary to check them.

I Good! That helps you to learn. And you don't copy during tests?

D No, I don't copy my friends' work.

I Well, that's good.

2 Mark

I Are you a good student, Mark?

M Well, yes. I do my homework every day; I don't forget it. And when I don't understand, I ask questions.

I Oh, that's good. Are you noisy in class?

M No, I'm not. I raise my hand to speak. And I don't use my phone in class. My phone's in my bag all the time.

I That's excellent.

Review

Page 50 **Exercise 7**, 1.60

S = Mr Smith (father), P = Mrs Prosser (teacher)

S Hello, Mrs Prosser. I'm Gregory Smith, Jamie's father.

P Oh, hello, Mr Smith. Please, sit down. I'm Jamie's Spanish teacher. I'm pleased to meet you.

S How is Jamie's schoolwork?

P Well, I'm not happy with Jamie's work, Mr Smith.

S Oh dear!

P His test results aren't good.

S I don't understand. He always does his homework and he always revises for tests. He likes language lessons. His results in German are very good, but he finds Spanish difficult.

P I don't think he writes the new vocabulary in his notebook. I always test the class on vocabulary on Monday and Jamie doesn't know the new words.

S Right. I'll speak to him about it. Goodbye, Mrs Prosser.

P Goodbye, Mr Smith.

Unit 5

Vocabulary

Page 52 **Exercise 1**, 2.02

1 play the guitar

2 go cycling

3 do sport

4 go shopping

5 read magazines

6 draw pictures

7 listen to music

8 play volleyball

9 go swimming

10 play computer games

11 take photos

12 do martial arts

Page 53 **Exercise 2**, 2.03

Page 53 **Exercise 3**, 2.03

I = Interviewer, M = Martin, E = Emma, O = Oliver, K = Katie

1 Martin

I What are your favourite free-time activities, Martin?

M Well, I watch TV and I also like football. And I go swimming at the weekend.

I Are you in any teams at school?

M Yes, I play volleyball in the school team. And I do other things, too. I'm in the science club and I help with the school newspaper.

I Wow! You're busy!

2 Emma

I What free-time activities are you into, Emma?

E I do gymnastics after school. I'm also into computer games. They're fun!

I And do you listen to music in your free time?

E No, I don't. My mum and my brother listen to a lot of music, especially pop and dance music, but my dad and I always play computer games. I love *FIFA* and *Rocket League*.

3 Oliver

I What's your favourite free-time activity, Oliver?

O Photography! I take lots of photos with my camera or my phone. But I also read a lot. I've got a book with me all the time!

I Do you like magazines, too?

O Yes, I do. I've got lots of sports magazines at home. My favourite sport is basketball. I watch it on TV with my dad and my brother.

4 Katie

I Are you into any sports, Katie?

K Oh, yes. I'm very sporty! I love all sports, but football is my favourite. I play in the school team.

I And what other sports do you do?

K I go cycling with my friends at the weekend, and I also like martial arts. I have lessons after school.

Vocabulary and listening

Page 56 **Exercise 1, 2.05**

- A skatepark
- B climbing centre
- C sports centre
- D bookshop
- E swimming pool
- F cinema
- G café
- H museum
- I shopping centre

Page 56 **Exercise 3, 2.06**

Page 56 **Exercise 4, 2.06**

G = Guide, V = Visitor, B1 = Boy 1, B2 = Boy 2, A = Assistant, B3 = Boy 3

1

G All right everyone. In this first area, there are paintings by modern artists.

V Excuse me. I want to take some photos of the paintings. Is that OK?

G No, I'm sorry. But there's a shop where you can buy photos of the paintings.

V OK, thanks.

2

B1 You're good, Sam. You're fast!

B2 That's because the water's cold.

B1 Yes, you're right. It *is* cold.

B2 Let's get out and go for a coffee.

B1 OK. In five minutes. This is fun!

3

A Hello. Do you need any help today?

B3 Yes, please. Have you got any books about the history of football?

A Oh, yes. They're in the sports section, next to the magazines.

B3 Great! And is there a café in the shop?

A No, there isn't. But there's a café in this street. It's next to the park.

B3 Great! Thanks.

Review

Page 60 **Exercise 7, 2.09**

I = Interviewer, K = Kevin

I So you're into art, Kevin?

K Yes, I am. I love art at school and I go to an art academy for lessons after school.

I How often do you do lessons?

K Two days a week, on Tuesdays and Fridays. On Tuesdays, we draw and on Fridays we paint.

I What do you usually draw or paint?

K People and animals. It's not easy, but I like it.

I And where do you usually practise?

K Lots of places. I often draw people at school. Or sometimes I go to the museum. That's good practice.

I And do you often go to the museum?

K Yes, I usually go on Sunday afternoons.

I And what other types of art do you enjoy?

K Photography. I take lots of photos every day, and I'm in a photography club.

I How often does the club meet?

K Once a week, on Wednesday afternoon.

Unit 6

Vocabulary

Page 62 **Exercise 1, 2.10**

- 1 Travel to Sweden and stay in the Ice Hotel in Jukkasjärvi. It's really cool! Don't miss it!
- 2 Visit Olympic National Park, in the USA. Camp in the forest with your family.
- 3 Relax on a nice, sunny beach in Melbourne, Australia. Don't forget to pack some sun cream!
- 4 Explore the market in Fez, Morocco. Buy some souvenirs, but don't spend all your money!
- 5 Celebrate Carnival in Rio de Janeiro, in Brazil. Dance the samba! It's a traditional dance.
- 6 Ride a camel in the Sahara Desert. Don't forget to wear your sunglasses and don't fall off the camel!

Page 63 **Exercise 5, 2.11**

Page 63 **Exercise 6, 2.11**

J = Jack, H = Holly, A = Ahmed

1 Jack

J Hi there! I'm from Melbourne, Australia. You can visit lots of beaches here. They're very popular with tourists. In the city, you can also visit museums, parks, shopping centres, and other interesting places. And don't miss Scienceworks. It's my favourite museum because I love science.

2 Holly

H Hello! I'm from Seattle in the USA. There's a fantastic place to visit in my area. It's Olympic National Park and it's about 150 kilometres from my house. Lots of people go camping there. You can go cycling in the forest, too. Go in August when the weather is warm. It's great!

3 Ahmed

A Hi! My name's Ahmed and I'm from Fez. Many visitors go to the medina. That's the old part of Fez. I think it's a beautiful place! In the medina, you can also visit the souk. It's an old market with many small shops. It's a good place to buy souvenirs.

Language focus

Page 65 **Exercise 5, 2.13**

standing

1 dancing

2 sitting

3 exploring

4 trying

5 spending

6 chatting

7 cycling

Vocabulary and listening

Page 66 Exercise 1, 2.14

- 1 shirt
- 2 trousers
- 3 boots
- 4 hat
- 5 dress
- 6 sandals
- 7 jumper
- 8 jeans
- 9 shoes
- 10 trainers
- 11 shorts
- 12 T-shirt

Page 66 Exercise 3, 2.15

Packing tips

Think when you're packing!

Are you getting ready for the holidays?

Here are some helpful packing tips.

Is your family planning a beach holiday?

Remember to pack shorts and sandals for the beach. Don't forget some sun cream and a hat to protect your head.

Are you thinking about a camping trip?

Pack some long trousers or jeans. Don't wear nice shoes when you go walking in the forest. Take your boots!

Are you planning a city holiday?

Take some comfortable shoes for walking around. In the cool months, remember to pack a warm jumper for the evening.

Page 66 Exercise 4, 2.16

Page 66 Exercise 5, 2.16

T = Teacher, K = Kathy, A = Assistant

1

T OK, everyone, please listen for a moment. This month we're learning about Ancient Egypt, so on Friday we've got a class trip to the British Museum. Please bring some lunch with you. And please wear comfortable shoes on Friday. The museum is very big, so you need to wear comfortable shoes.

2

K Hey, Sally! ... Yes, it's me, Kathy. ... I'm packing my bag. I'm so excited! Hey, are you taking your boots with you? ... Well, I'm not. I'm only taking my sandals. ... No way! I'm not packing any jeans or trousers. Shorts and dresses are fine. And I'm packing lots of T-shirts.

3

A Oh, look! We've got some new T-shirts in today. And the colours are nice, too! They're perfect for summer. Let's put them over there in the window, next to the dresses. Good morning! Can I help you?

Speaking

Page 68 Exercise 4, 2.19

- 1 eight pounds
- 2 four ninety-nine
- 3 fifteen seventy-five
- 4 twenty-four fifty
- 5 eleven pounds

Review

Page 70 Exercise 7, 2.20

S = Sam, K = Karen

K Hello?

S Hi. It's Sam here. How are things?

K Good. I'm on holiday in Italy with my parents.

S Wow! Are you travelling around?

K No, we aren't. We're staying in a small town near the sea. It's near Venice.

S That sounds great! What are you doing at the moment?

K I'm having a cold drink on the beach. It's very hot here.

S Are you staying in a hotel?

K No, the hotels are very expensive. We're camping, but it's great. It's next to the sea and there's a swimming pool. What about you? Are you having a good holiday?

S Fantastic. I'm visiting Paris.

K Who are you with?

S My cousin André. He's French and he lives in Paris. I'm staying with his family.

K Are you practising your French?

S No, André speaks English!

K What are you doing at the moment?

S We're sitting on a boat on the River Seine. It's a fantastic way to see the city.

K That sounds great! Well, have a good time and text me later.

S OK. Bye.

Extra listening and speaking 1

Page 72 Exercise 2, 2.21

1

A What's the time?

B It's half past eight.

2

A What's the time?

B It's ten to two.

3

A What's the time?

B It's quarter past ten.

4

A What's the time?

B It's eleven o'clock.

5

A What's the time?

B It's quarter to one.

6

A What's the time?

B It's twenty-five past three.

Page 72 Exercise 3, 2.22

Page 72 Exercise 4, 2.22

L = Lily, S = Steve

L When's the music club?

S It's on Tuesday.

L What time is it on Tuesday?

S At quarter past twelve.

L That's fantastic for me. Is your basketball practice on Friday?

S No. It's on Saturday at half past two.

Extra listening and speaking 2

Page 73 Exercise 2, 2.24

Page 73 Exercise 3, 2.24

A = Adult, Male teen x2, female teen and male teen, female teen x2

A That's a nice photo. Who is it?

Teen That's my cousin, Jake.

A What's he into?

Teen He's into computers. He's a shop assistant at the new computer shop in Green Street.

2

Teen A Who's that?

Teen B That's my uncle Paul. He's nice.

Teen A What's he into?

Teen B He's into music. He loves jazz music.

Teen A What's his job?

Teen B He's a music teacher at a school in London. His job is difficult, but it's interesting and he loves it.

3

Teen A That's a nice photo. Is that your aunt?

Teen B No. That's my big sister, Julia. She's friendly.

Teen A What's she into?

Teen B She's sporty. She's into all kinds of sport. She loves basketball.

Teen A What's her job?

Teen B She's a doctor. Her job is difficult, but it's exciting and she loves it.

Extra listening and speaking 3

Page 74 Exercise 2, 2.26

1

The ruler is on his desk.

2

The calculator is in his bag.

3

The scissors are next to the computer.

4

The sticky tape is in the drawer.

Page 74 Exercise 3, 2.27

Page 74 Exercise 4, 2.27

T = Tom, H = Helen, L = Lucy

T Have you got a calculator, Helen?

H No. Sorry, I haven't. Try Lucy. I think she's got one.

T Hi, Lucy. Have you got a calculator?

L Yes.

T Can I borrow it, please?

L Yes, go ahead.

T Where is it?

L It's on my desk.

T Thanks.

Extra listening and speaking 4

Page 75 Exercise 2, 2.29

B1 = Boy 1, G1 = Girl 1, G2 = Girl 2, B2 = Boy 2, B3 = Boy 3, G3 = Girl 3, G4 = Girl 4, B4 = Boy 4

A

B1 Miss Brown isn't in room 19. Do you know where the maths class is?

G1 Yes, there's a message on the board. The maths class is in room 24 from today.

B

G2 Our PE class isn't at eleven o'clock today. There's a notice on the board.

B2 Oh! When is it?

G2 It's at half past two this week.

C

B3 There's a school trip to London. Are you interested?

G3 Definitely! When is it?

B3 It's in June. You need to contact Mr Wood before 31st March. **D**

G4 There's a film on in the school hall on Friday. Are you coming?

B4 I don't know. What's on?

G4 It's *Fantastic Mr Fox* with George Clooney. It's a great film.

Page 75 Exercise 3, 2.30

Page 75 Exercise 4, 2.30

B = Beth, T = Tom

B I've got the new timetable for our class. There are some changes on Monday and Thursday. We haven't got maths on Monday morning now.

T When is it?

B It's at two o'clock in the afternoon.

T Where is the lesson? Is it in the same room?

B No, it's in a different room. Let me see. ... Here we are. It's in room 12 now.

T Have we still got PE on Monday?

B No. We've got geography. It's at nine o'clock in room 36. PE is on Thursday afternoon now.

Extra listening and speaking 5

Page 76 Exercise 3, 2.33

Page 76 Exercise 4, 2.33

B1 = Boy 1, G1 = Girl 1, G2 = Girl 2, B2 = Boy 2

1

B1 What date is the maths test?

G1 It's on 26th June.

B1 Is that a Tuesday?

G1 No, it's a Wednesday.

2

G2 When is the football final?

B2 It's on 17th March.

G2 What day is that?

B2 It's a Saturday.

Extra listening and speaking 6

Page 77 **Exercise 2**, 🎧 2.35

- 1 4.30
- 2 5.45
- 3 10.45
- 4 6.50
- 5 9.55
- 6 11.20

Page 77 **Exercise 3**, 🎧 2.36

Page 77 **Exercise 4**, 🎧 2.36

J = Julie, T = Ticket clerk

J Can I have a ticket to Windsor, please?

T Single or return?

J Single.

T That's fifteen pounds.

J Here you are. What time's the next train?

T At five forty-five.

J And which platform is it, please?

T Platform four.

J Thanks.

Curriculum extra 4

Page 87 **Exercise 3**, 🎧 2.41

Australia is a large island with sea all around it. The Pacific Ocean is to the east and the Indian Ocean is to the west. In the centre of the country there is a big desert. The mountains in the south-east are called the Eastern Highlands. There are forests in the north-east. There is a big lake in the south called Lake Eyre. There are two long rivers called the Murray and the Darling.

Curriculum extra 5

Page 88 **Exercise 3**, 🎧 2.42

Page 88 **Exercise 3**, 🎧 2.42

A

Excerpt from classical music

B

Excerpt from jazz music

C

Excerpt from traditional Irish music

D

Excerpt from a pop song

Song 2

Page 93 **Exercise 2**, 🎧 2.46

Page 93 **Exercise 3**, 🎧 2.46

I've got a little robot.

The robot's name is Fred.

It's got a speaker in its chest

And a camera on its head.

The robot walks around the house.

The camera clicks all day.

Put your ear next to the speaker

You can hear Fred say,

'I've got a little robot ...'

Song 4

Page 94 **Exercise 2**, 🎧 2.47

Page 94 **Exercise 3**, 🎧 2.47

Monday to Friday, it's a rule,

Monday to Friday, we go to school.

But at the weekend, we are free.

Meet me in town and you can see!

Friday fun – I go to the bowling alley.

Saturday fun – I go to the shopping centre.

Sunday fun – I watch football

In the best football stadium in the world!

Monday to Friday, it's a rule ...

Friday fun – I go to the restaurant.

Saturday fun – I go to the ice rink.

Sunday fun – I play football

In the best sports centre in the world!

Song 6

Page 95 **Exercise 2**, 🎧 2.48

Page 95 **Exercise 3**, 🎧 2.48

Out in the street,

I'm watching them shop,

With boots on their feet

They just can't stop.

They're doing it with passion

They're followers of fashion!

He's buying a watch

Just look at that boy!

He's wearing a belt,

And jumping with joy.

He's doing it with passion

He's a follower of fashion!

She's buying a ring

Just look at that girl!

She's wearing earrings,

And giving a twirl.

She's doing it with passion

She's a follower of fashion!

Workbook audio scripts

Unit 1

Vocabulary and listening

Page 14 Exercise 3, 02

Page 14 Exercise 4, 02

M = Mary G = Geoff

M Hi. Can I ask you some questions for a class survey?

G Yes, you can.

M Good! First question. What's your name?

G It's Geoff. That's with a 'G'.

M Good. And how old are you?

G I'm twelve years old.

M What class are you in at school?

G I'm in class 7B.

M OK. Next question. Are you into any sports?

G Yes, I am. I'm a big fan of basketball and I'm into athletics, too.

M OK. And what about football?

G No, I'm not into football.

M Are you in any clubs after school?

G Yes, I am. I'm in the drama club and the music club.

M And what about art? Are you in the art club, too?

G No, I'm not. Art is OK, but I'm not in the club.

M Great! Thanks Geoff.

G No problem!

Progress review

Page 18 Exercise 4, 03

W = Woman B = Brad

W What are your favourite after school activities, Brad?

B Well, I'm into sports, like football and basketball.

W And swimming?

B No, I'm not into that.

W Are you in any clubs at school?

B Yes, I'm in the music club. It's fun!

W What about the drama club?

B No, that's not very interesting for me.

Unit 2

Vocabulary and listening

Page 22 Exercise 3, 04

Page 22 Exercise 4, 04

W = Woman G = George

W Where are your parents from, George?

G My dad's from the UK and my mum's from Australia.

W How many brothers and sisters have you got?

G I've got one brother, Tom.

W You're very tall, George. Are your parents tall, too?

G No, they aren't, but my brother's very tall.

W Have your parents got fair hair, like you?

G Well, my dad's got fair hair. But my mum's hair is dark.

W And your brother? Has he got dark hair, too?

G No, my brother's hair is fair.

W Are your parents chatty or quiet?

G My mum's chatty, but my dad's quiet, and I'm like my dad. I'm not very chatty.

W And are your parents sporty?

G Yes, but they're into different sports. My dad's into football and my mum's into swimming and cycling.

Progress review

Page 26 Exercise 4, 05

G = Girl S = Sam

G How many sisters have you got, Sam?

S I've got two. Their names are Paula and Ana.

G Are they tall, like you?

S Ana's tall, but Paula isn't. Paula's short, like my mum.

G Have they got dark hair?

S Paula's got dark hair, but Ana hasn't. Her hair's fair.

G Are your sisters sporty?

S Yes, they are. Paula's keen on basketball and Ana's a fan of football.

G You're a chatty person. Are your sisters chatty, too?

S Well, Ana's very chatty, but Paula's quiet. She's into books.

Unit 3

Vocabulary and listening

Page 30 Exercise 3, 06

Page 30 Exercise 4, 06

S = Sue P = Peter

S What's that, Peter?

P Oh, hi, Sue. It's a website about ideal rooms. Look at this bedroom. It's really cool.

S Oh, that's nice. But I'm happy with my bedroom now. It's great!

P Really? Have you got a big room?

S No, it isn't big, and my bed is small, too, but it's comfortable.

P Hmm. Has your bedroom got a bathroom with a shower and a sink?

S Oh, no, it hasn't. There's only one bathroom in my house and it's next to my parents' bedroom.

P OK... so what's special about your bedroom? Has it got... a sofa?

S No, but there's a small desk and a big wardrobe – that's really nice – and I've also got three bookcases.

P Really? Why three?

S For all my books! I've got a lot of books.

P And what about the walls? Have you got any posters of singers or actors?

S No, I haven't, but I've got an old mirror and there's also a lot of art on my walls. I'm in the art club at school.

P Really! Are you into art? I am, too. It's a really great subject, isn't it?

Progress review

Page 34 Exercise 4, 07

I think my bedroom is nice. My bed isn't big, but it's new and very comfortable. There isn't a bookcase, but I've got some shelves and a big wardrobe for all my things. My room has got a big window, so it's very bright during the day. There are some nice curtains, too. That's good in the morning! What else? Oh, and there's a big mirror in my room. It's on the wall next to the door. The living room is nice, too. It's next to my room. It's got two sofas and a big TV. That's perfect!

Unit 4

Vocabulary and listening

Page 38 Exercise 3, 08

Page 38 Exercise 4, 08

M = Molly J = Joe

M What's that, Joe?

J Hi, Molly. It's a questionnaire about school life. Good students and things they do ...

M Really? And what's your score? Are you a good student?

J Well, I'm not a great student, but I'm not bad! I got six points out of ten on the questionnaire.

M That's OK. And what are your good points?

J Well, I don't shout in the classroom and I raise my hand to speak. And I ask questions when I don't understand. A lot of questions! That's good.

M What about homework and studying?

J Well, I study and I revise for tests ... but I forget my homework sometimes. And I don't come to class on time every day.

M Oh, that's not great. But you've got more good points, right?

J Yes, I don't eat food or use my phone in the classroom. My teacher doesn't like that!

M OK. And what's your sixth point?

J Oh, I don't look at other people's work ... I don't copy, especially in tests.

M Well, that's good. And six points isn't a bad score!

J No, I think it's good, but I want seven or eight points!

Progress review

Page 42 Exercise 4, 09

My name's Jack. My brother Peter and I are twins. We're in the same class at school, but we're very different. I come to class on time every day, but Peter chats with his friends and they always come late to class. In class, I'm very quiet. I don't shout or make noise, and I always raise my hand to speak. Peter isn't like that. He and his friends shout and they use their phones all the time – at breaks and in the classroom, too. After school, Peter watches a lot of TV and he forgets his homework all the time. I do my homework every day and I write new words in my notebook. But I don't use a dictionary ... I check new words on the internet!

Unit 5

Vocabulary and listening

Page 46 Exercise 3, 10

Page 46 Exercise 4, 10

**B1 = Boy 1 G1 = Girl 1 S = Sales assistant G2 = Girl 2
B2 = Boy 2**

1

B1 Oh, what time is it? Are we late?

G1 No. We've got 30 minutes. The film starts at eight o'clock.

B1 That's good. Oh look! It's our turn.

S Good evening. Which film, please?

G1 *Spider-Man*. Two tickets, please.

S OK. That's twelve pounds.

G1 Here you go.

S Thank you ... and have a good evening.

G1 Thanks.

B1 Here's my six pounds.

G1 Thanks. OK., let's go!

2

G2 Wow! This place is big.

B2 Yes, and it's new. It's two years old.

G2 Are there lots of places to exercise?

B2 Yes, and there's a gym for basketball and volleyball.

G2 That's good. Is there a café in here?

B2 Yes, there is. I always go there after I exercise.

G2 OK. And what do you want to do today?

B2 Hmm ... how about we play ...

Progress review

Page 50 Exercise 4, 11

**G1 = Girl 1 B = Boy G2 = Girl 2 M = Mum W = Waiter
G3 = Girl 3 G4 = Girl 4**

1

G1 Look at that! It's beautiful!

B Is that a painting?

G1 Yes, but it looks like a photo.

B Wow. That artist is talented.

G1 Yes, she is. I'm really into her work.

2

G2 This place is very nice.

M I know! I often come here for lunch.

G2 Is the food very good?

M Yes, it is. And it isn't expensive.

W Hello! Are you ready to order?

3

G3 Wow! There are lots of people in here.

G4 I know. It's always busy on Saturdays.

G3 Let's go into that sports shop over there.

G4 OK. And I want to go to the bookshop.

G3 No problem. And is there a cinema here?

G4 Yes, we can see a film later, after lunch.

Unit 6

Vocabulary and listening

Page 54 Exercise 3, 12

Page 54 Exercise 4, 12

M = Mum S = Sally B = Boy A = Sales assistant

1

M Is your bag ready for the weekend, Sally?

S Yes, it is. All ready!

M Really? And have you got a nice dress?

S No, but I've got shorts and some jeans.

M Oh, but you need a dress for the evening, too.

S Oh. But my jeans are new. Are they OK for the evening?

M I don't think so, dear. We want to have a nice dinner with your aunt and uncle on Friday, so pack a dress, please.

S OK. No problem. Oh, I've got my pink dress.

M Oh, that's perfect. And have you got your sandals, too? You always forget your sandals ...

2

B Excuse me. Have you got these trainers in blue?

A Let me see ... No, I'm sorry. We've only got those in black.

B Oh. Have you got any blue trainers? Blue's my favourite colour.

A Hmm ... Oh, how about these ones here? They're white, but they've got some blue, too.

B Well, they're OK. How much are they?

A They're ... ninety-nine pounds.

B Oh, no. That's expensive! What about those trainers there, the blue and red ones?

A Those are forty-five pounds, but we haven't got many sizes now. What size do you wear?

B Well, I usually wear a size 40, but sometimes I can wear ...

Progress review

Page 58 Exercise 4, 13

B = Boy G = Girl S = Sales assistant

1

B I'm at the beach today with friends. It's sunny and hot, so I'm wearing shorts and a T-shirt. I've also got a jumper in my bag because it's cool in the evening.

2

G It's my grandad's birthday today. We're having a party in the garden. I'm wearing my favourite yellow dress.

3

S We've got lots of great clothes. There are shorts and T-shirts for the summer, and we've also got some nice jumpers. Are you looking for anything special? These dresses are nice. They're £34.99.

Cumulative review 1

Page 61 Exercise 6, 14

Page 61 Exercise 7, 14

**G1 = Girl 1 E = Emily B = Boy J = Mr Jameson D = Daniel
G2 = Girl 2**

1

E Hello?

G1 Hi. Are you Emily? The guitar teacher?

E Yes. Are you interested in lessons?

G1 Yes, but what days are they?

E The lessons are every day, from Monday to Friday.

G1 Great! I'm free on Tuesdays and Thursdays.

E Let me see ... I'm free on Tuesdays from four to five o'clock. And on Thursdays from six to seven o'clock.

G1 Mmmm. Tuesdays are better for me, I think.

E OK. The classes are at my house on Jackson Street.

G1 Oh, yes, that's next to my school. And how much are the lessons, please?

E They're not expensive. The class is for one hour and it's only ...

2

B Excuse me. Mr Jameson?

J Yes? Can I help you?

B Yes, I'm interested in the basketball team.

J Oh! Are you a fan of basketball?

B Yes, and I'm a good player, too!

J Well, that's great. Our first practice is next Monday from three to four o'clock.

B OK! And is practice every day?

J No. Only on Monday, Tuesday and Thursday.

B Great. I've got swimming on Wednesdays.

J Excellent! See you next Monday, then.

B OK, thanks!

3

G2 Excuse me. Are you Daniel Baker?

D Yes, I am. Why?

G2 I'm interested in the art club ...

D Oh, right! The art club. That's great.

G2 When are the meetings?

D They're at half past three, in the art room.

G2 On what days?

D Wednesdays and Fridays. Is that good for you?

G2 Yes, great. And where is the club, please?

D It's in the art room.

G2 Excellent. Time for class. Bye!

D Bye.

Cumulative review 2

Page 63 Exercise 6, 15

Page 63 Exercise 7, 15

G = Guide T = Tourist

G OK, everyone. Listen, please. Hello! Good morning, everyone! And welcome to the Topkapı Palace. My name is Fatma and I'm your tour guide today.

Now, before the tour, I want to give you some information about this amazing old building. Topkapı Palace is a royal palace in the old part of Istanbul. It's next to the Sea of Marmara and the palace has got fantastic views of the water.

The palace is about 550 years old, but people don't live here today. Now it's a national museum, and it's a very popular one, too. About three and a half million tourists visit Topkapı every year. The palace has four main areas, called courtyards. Around the courtyards there are many different rooms – bedrooms, dining rooms, kitchens, classrooms, libraries and many more. There are also lots of gardens with trees and flowers. They're very beautiful.

OK. Now, let's start the tour. Please stay with the group at all times. The tour finishes at half past eleven and then we go back to the hotel for lunch.

T When does the bus go back to the hotel?

G At twelve o'clock, so please be on time, everyone! OK. Let's go!

Cumulative review 3

Page 65 **Exercise 6, 16**

Page 65 **Exercise 7, 16**

E = Ethan S = Sandy

E Hi everyone and welcome to my audio blog! Today I'm taking my cousin Sandy for a tour of Edinburgh.

S Hello there!

E That's Sandy. She's from Washington DC, in the USA and she's staying with us here in Edinburgh for three days.

OK, it's time to have breakfast! We've got lots of things to see today!

E Hi again! We're at our first stop of the day, Edinburgh Castle, in the old town. Lots of tourists come here – about one and half million people a year! The castle is on a big rock called Castle Rock – it's about 120 metres high.

S That's so cool!

E I know! OK, let's go in!

E Now we are at Holyrood Palace. The palace is at the bottom of the Royal Mile in Edinburgh – at the opposite end to Edinburgh Castle. It's one of the Queen's palaces. The Queen spends one week here at the beginning of the summer, but part of the palace is open to visitors.

S It's amazing! It's about 400 years old!

E Hi there! Now we're at the Scottish National Gallery of Modern Art. It's got two buildings and a collection of about 6,000 works of art, like paintings, drawings and photos.

S I love it because I'm really into modern art. But right now I'm hungry! Let's go to the museum café for lunch.

E Good idea! Back soon!

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