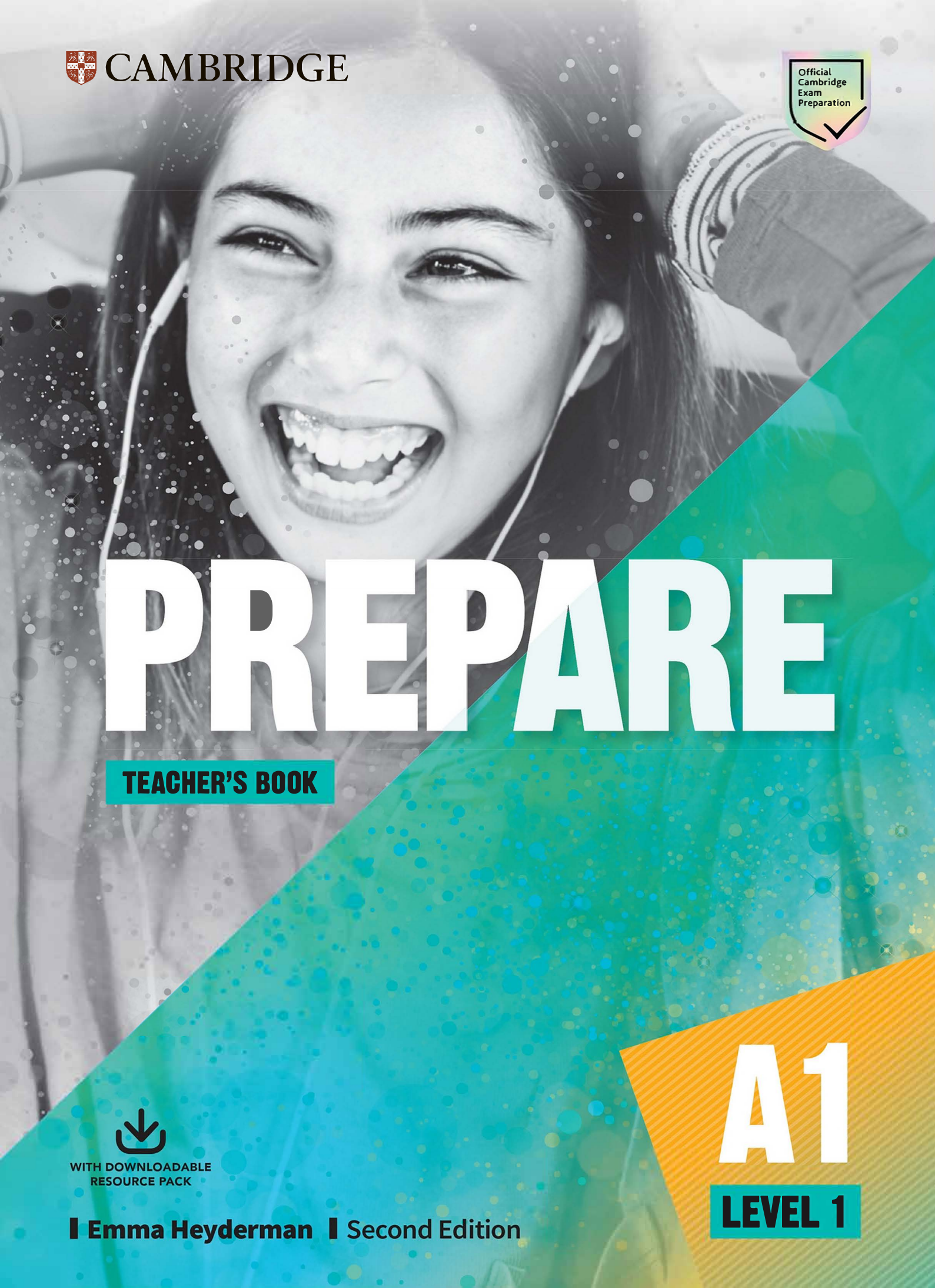


CAMBRIDGE

Official Cambridge Exam Preparation

PREPARE

TEACHER'S BOOK

WITH DOWNLOADABLE RESOURCE PACK

A1

LEVEL 1

Emma Heyderman

Second Edition

UNIT	VOCABULARY	GRAMMAR	READING
0 IN THE CLASSROOM page 10	The alphabet Numbers Days The classroom Colours Months	*a / an* *this, that, these, those*	
1 ALL ABOUT ME page 14	Objects and people Countries and nationalities	Determiners *be* singular ⊕ *be* plural ⊕ *be* singular and plural ⊖	Tell us about you ə *from*
2 MY FAMILY page 18	Families Adjectives: feelings	Determiners Possessive *'s* *be* ? and short answers	Read about a family ə *and*
Culture The United Kingdom page 22			
3 MY HOME page 24	Rooms Things in my room	*there is / there are*; *in / on* *have got* ⊕	Your Rooms!
4 MY THINGS page 28	Things in my school bag Adjectives: things	*have got* ⊖ *have got* ?	What have you got in your school bag today? ə Syllables
Life Skills Creativity & innovation: Being creative and being you page 32			
Review 1 Units 1–4 page 34			
5 WHAT CAN YOU DO? page 36	Activities and skills Parts of the body	*can / can't* ə *can / can't* Prepositions: *in*, *on*, *behind*, *under*	Rubberboy
6 PARTY TIME! page 40	Food and drinks Telling the time (1)	Countable and uncountable nouns *some*, *any*, *lots of* ə *some* Prepositions: *on*, *at*, *from*, *until*	Party invitations
Culture Holidays in the USA page 44			
7 MY DAY page 46	Daily activities Telling the time (2)	Present simple ⊕ ə Present simple endings Present simple ⊖	My Brazil blog
8 AT SCHOOL page 50	School subjects Words with two meanings	Present simple ? *Wh-* questions ə *Wh-* questions	School of the Air
Life Skills Study skills: Learning English page 54			
Review 2 Units 5–8 page 56			
9 FEELING GOOD page 58	Sports and activities Health	*like* ⊕ ⊖ Pronouns	Ask the doctor
10 THINGS WE DO page 62	After-school activities Jobs around the house	Present continuous ⊕ ⊖ Present continuous ? ə *Yes / No* questions	What are you doing?
Culture Youth clubs in the UK page 66			

Key to symbols: ə Pronunciation ▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
	Asking and answering questions about personal details		
A conversation about making introductions	Telling your friend about you		
A conversation about feelings		A web page to describe a person in your family	Me and you
			Wales
A conversation about the rooms in a house and a flat	ə Lists Giving a list of what you have in your bedroom		
Descriptions of things		A questionnaire asking *have you got* questions	Things in your bag
A meeting of the photo club	Asking and answering *can you* questions		What can you do?
Talking about the class party		An invitation to a party	
			Fourth of July in the USA
A conversation about the photo club's day	Telling a partner about your daily routine		Daily routine
Talking about changes in the school timetable		Interview questions about school life	School subjects
Talking about sports and activities ə Word stress	Discussing five things you like doing at the weekend		Feeling good
Talking about after-school clubs		Writing a blog about yourself	
			Boy and Girl Scouts

UNIT	VOCABULARY	GRAMMAR	READING
11 MY DIGITAL LIFE page 68	Entertainment Technology	Adverbs of frequency: *always*, *often*, *sometimes*, *never* *How much …? / How many …?* ə /w/ and /v/	Conversations about digital devices
12 WORKING LIFE page 72	Jobs In a café	Present simple and present continuous *can*: requests and permission ə Intonation	A story about working in a café
Life Skills ICT literacy: Being careful on the internet page 76			
Review 3 Units 9–12 page 78			
13 PLACES page 80	Places in a town Adjectives: places	*Is there a …? / Are there any …?* Prepositions: *inside*, *outside*, *above*, *below*, *near*	My favourite place
14 OUT AND ABOUT page 84	Transport Phrases: going out	*because*, *and*, *but*, *or* ə Final /m/ and /n/ sounds *Let's …, Shall we …?*	Getting around London
Culture Museums around the world page 88			
15 WHAT SHALL I WEAR? page 90	Clothes Phrases: people	Plurals: spelling ə Plurals Describing people	Describing people and their clothes
16 BUY IT! page 94	Shopping Money and prices	*need*, *want* *too*	Conversations about buying things ə /ʃ/ and /s/
Life Skills Social responsibility: Looking after our world page 98			
Review 4 Units 13-16 page 100			
17 DIFFERENT PLACES page 102	The natural world Adjectives: opinions	Comparatives: short adjectives ə *than* Comparatives: long adjectives	Great days out
18 THE WEATHER page 106	Weather Holidays	*it* Prepositions: *with*, *for*, *until*	What do you think about the weather? ə Vowel sounds
Culture Beach culture in Australia and New Zealand page 110			
19 A FANTASTIC CONCERT page 112	Adjectives (1) Adjectives (2)	Past simple: *be* ə *was* *Wh-* questions in the present and past	An article about a sound engineer
20 ANIMALS page 116	Wild animals Pets and farm animals	Past simple ⊕ ə Extra syllable Past simple ⊖	Read about Alessandro's summer holiday
Life Skills Collaboration: Deciding things together page 120			
Review 5 Units 17–20 page 122	**Extra activities** page 124	**Vocabulary list** page 126	

Key to symbols: ə Pronunciation ▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
An interview with a famous person	Telling people about your friends		
A talk about what jobs people in someone's family do		Preparing a menu and ordering in a café	
Talking about places in a town or city ə /s/ and /k/	Asking and answering questions about where you live		Favourite places
Conversations about meeting friends at the weekend		Writing an email to your friend and giving ideas for things to do	
			Famous museums around the world
A conversation about wearing clothes	Describing your carnival clothes		Clothes
A conversation about going shopping		Writing a shopping conversation	
A conversation about a house	Asking and answering questions about which places you want to visit		Great places
Phone messages about people's holidays		Writing a postcard about your holiday	The weather
			A Trip to New Zealand
A story about going out with friends	Asking and answering questions about the past and present		
A radio interview about animals		Writing a review of your school year	

Grammar reference and practice page 136

IN THE CLASSROOM

VOCABULARY The alphabet

01 **1** Listen and repeat the letters.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

02 **2** Listen and write the names.



03 **3** Listen and repeat. Then ask and answer with your partner.

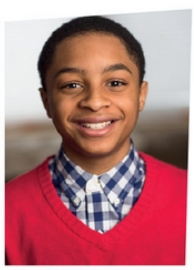


What's your name?

William

How do you spell it?

W-I-double L-I-A-M



Numbers

04 **4** Listen and repeat the numbers.

1 one, 2 two, 3 three, 4 four, 5 five, 6 six, 7 seven, 8 eight, 9 nine, 10 ten, 11 eleven

12 twelve, 13 thirteen, 14 fourteen, 15 fifteen, 16 sixteen, 17 seventeen, 18 eighteen, 19 nineteen, 20 twenty

IN THE CLASSROOM

Unit Overview

TOPIC	My new classmates and classroom
VOCABULARY	The alphabet; Numbers; Days
SPEAKING	Asking and answering questions about personal details
VOCABULARY	The classroom
GRAMMAR	*a / an*
VOCABULARY	Colours
GRAMMAR	*this*, *that*, *these*, *those*
VOCABULARY	Months

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 136; TB page 244
WORKBOOK: pages 4–7
TEST GENERATOR: Diagnostic test

WARMER

Say *hello* to the students. Encourage them to say *hello* back as a class and individually. Introduce yourself and encourage the students to introduce themselves to you and to each other. Although some students may be able to use a phrase such as *My name's …*, other students might not be able to. It is important for you to repeat the target language a number of times and to use gestures.

Teacher (to Student A):	*Hello, my name's Alessandra. What's your name?*
Student A:	*Nicola. / My name's Nicola. / I'm Nicola.*
Teacher (to Student B):	*Hello, my name's Alessandra. What's your name?*

VOCABULARY The alphabet

1 Books closed. Play the recording once or twice and ask the students to listen. Books open. Focus the students' attention on Exercise 1 and ask 'What is it?' (*the alphabet*). Play the recording again and practise saying the alphabet as a class, making sure that the students pronounce the sounds clearly.

Alternatively, present the alphabet in sound groups by writing the following on the board:

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

Point to the letter *A* and model the pronunciation. Encourage the class to repeat it before pointing to the next space. Students may want to give you the letter *B*. If they do so, simply smile and shake your head until you are given the letter *H*, *J* or *K*. Go through the alphabet this way, encouraging the students to find the common sound in each group:

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

01 **Audioscript**

The letters of the alphabet are recorded for the students to repeat.

02 **2** Before you play the recording, tell the class that some of these people will appear throughout the book. Play the recording two or three times, pausing it to give the students some time to write down their answers. During class feedback, invite students to spell out the names and write them on the board for students to check their own spelling.

Answers
A Paolo B Rosa C José D Joelle E Ethan F Sophia

» AUDIOSCRIPT TB PAGE 265

3 After the students have listened to the recording and repeated the conversation, have them close their books and repeat the two questions. Write them on the board. Ask them to take turns to ask and answer these in pairs but while they are doing this remove some of the words so that the students use their memory.

03 **Audioscript**

The conversation is recorded for the students to listen and repeat.

Girl:	What's your name?
William:	William.
Girl:	How do you spell it?
William:	W-I-double L-I-A-M

Numbers

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

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

Repeat the numbers again and exaggerate the long /i:/ in the last syllable for 13–19. Ask them to practise saying the numbers in groups, encouraging them to exaggerate the long sound.

04 **Audioscript**

The numbers 1–20 are recorded for the students to listen and repeat.

5 Point out that the students need to write the numbers in words. Turn this exercise into a race to see who can count the candles and then write all the numbers in words without making a mistake. Students will ask and answer questions about their own birthdays at the end of this unit.

Answers

A nine B seventeen C twelve D fourteen E eight F eleven

FAST FINISHERS

Ask fast finishers to write down four numbers between 1 and 20 (in digits, not words) but not to show their partner. Allow stronger pairs to choose numbers between 1 and 100. Next, they take turns to dictate their numbers to their partner who writes each one down in words. They then compare their numbers and check the spelling by looking at Exercise 4 on page 10.

05 6 Make sure that the students understand that they have to look at the cakes in Exercise 5 and match them to the person to complete this exercise. Play the recording twice.

MIXED ABILITY

Before they listen to the recording, ask the weaker students to write the number of candles next to each cake in Exercise 6, i.e. cake A – 9, cake B – 17, etc. as this will help them. Then, ask these students to just listen for the number and to ignore all the other information. Play the recording, pause it after each number is given, ask the students to repeat the number and then match it to the person.

Answers

1 D 2 B 3 A 4 F 5 E 6 C

» AUDIOSCRIPT TB PAGE 265

7 Tell the class they're going to play Bingo. Ask each student to divide a clean piece of paper into four sections. Ask them to write a number from 1 to 20 in each box in both digits and in words. Explain that you are going to read out some numbers and that when the students hear their numbers, they should cross them out. When they have crossed out all their numbers, they should say *bingo*. Check that they are correct by asking them to read out their numbers. To extend this activity, ask the students to divide their paper into nine squares (3 x 3) and award points to the first student to get a line; however, the winner is the first student to hear the numbers in all nine of their squares.

Answers

Students' own answers

Days

BACKGROUND INFORMATION

Days, months and holidays (Thanksgiving, Christmas, Easter, etc.) are proper nouns in English so are written with a capital letter, whereas seasons aren't. The ancient Greeks named the days after the sun (Sunday) and the moon (Monday) and the five known planets, which were named after Greek Gods. The Romans then substituted the five Greek names for their own names, i.e. Mars, Mercury, Jove (Jupiter), Venus and Saturn. In turn, Old English replaced these names with their own: Tiu or Twia (Tuesday), Woden (Wednesday), Thor (Thursday), Freya or Fria (Friday), but they kept Saturn (Saturday).

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

Encourage the students to complete the calendar with the days in the right order, and play the recording again to check their answers. If necessary, point out that days are written with a capital letter. Practise the pronunciation of the words with the class. Next, demonstrate the practice activity by saying 'Monday. What's next?' and inviting a volunteer to answer *Tuesday*.

06 **Answers**

The days of the week are recorded in order for the students to listen and repeat, then listen and check.
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

SPEAKING

1 Check that the students have formed the questions correctly by writing them on the board and then check their pronunciation of the questions by asking them to listen and repeat. Tell the students to ask at least three classmates and note down their answers. If the class know each other well, ask them to create a new identity, either a famous person or someone they make up.

Answers

1 What 2 How 3 How

COOLER

To finish the lesson, ask the class to count from 1 to 20 forwards and then with a stronger class, ask them to count backward from 20 to 1. Say 'Goodbye, see you on (day of next class)' to the students and encourage them to say the same as they are leaving.

5 How many candles? Write the number in words.

nine

A 

B 

C 

D 

05 **6** Look at the cakes in Exercise 5. Listen and match the people to the cakes.

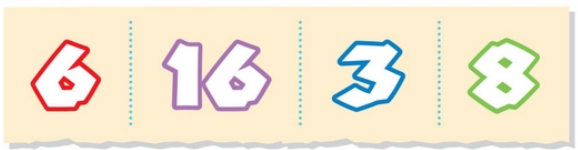
How old are you?

1 Ryan: cake D
2 Penny: cake ☐
3 Jack: cake ☐
4 David: cake ☐
5 Anna: cake ☐
6 Lara: cake ☐

E 

F 

7 Listen to your teacher. Write four numbers. Then play a game.



Days

06 **8** Listen and repeat. Then write the days in the right order on the calendar.

Wednesday Saturday Thursday Tuesday Friday ~~Monday~~ Sunday

January

Monday	.....	.....	.....	.....	.....	.....
1	2	3	4	5	6	7
8	9	10	11	12	13	14

06 Listen and check. Then practise with your partner.



Wednesday, Thursday



Friday

SPEAKING

1 Make three questions. Then walk around the class and ask and answer.

How What How

1 ..... is your name?
2 ..... do you spell it?
3 ..... old are you?

VOCABULARY The classroom

07 **1** Listen and repeat.





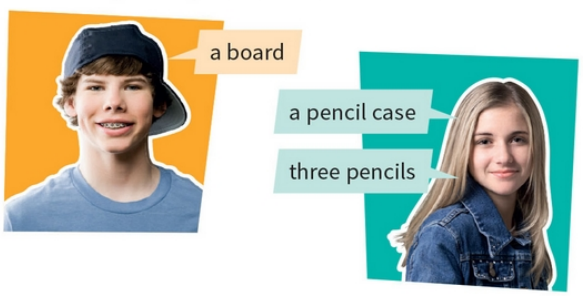


GRAMMAR *a / an*

a ruler a book an apple an orange
two rulers three books

GRAMMAR REFERENCE AND PRACTICE PAGE 136

1 Point to things in the book and in your classroom and say what you can see.



VOCABULARY Colours

1 Match the colours to the words.

EP

black blue brown green grey
orange red white yellow

1 *orange*



08 Listen and check. Then repeat.

2 Say the colour, not the word!

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

3 Write sentences.

The pencil is yellow.



VOCABULARY The classroom

WARMER

You will need two soft balls or rolled up pieces of paper for this activity. Ask the students to stand up or sit in two circles. Say 'A', throw the balls to a student in each circle and encourage them to say *B*. Next, ask them to throw the ball to another student, who says *C*. Continue the activity until you are sure both groups understand. Say 'Stop!', collect the balls and now ask the groups to race against each other to say the alphabet. If they drop the ball or make a mistake, they need to go back to the beginning.

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

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

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

07 **Audioscript**

The words are recorded for the students to listen and repeat.

A girl B teacher C board D apple E rubbers F orange G picture H rulers I pens J pencils K pencil case L boy M books

GRAMMAR *a / an*

Books closed. Write the following on the board in three columns:

ruler	apple	rulers
book	orange	books

Then, write three headings *a*, *an* and – on the board and encourage the students to say which group of words each heading goes with. Write each heading above the correct group of words. Then, ask the students for some more nouns and invite them to come to the board and write them in the correct column.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

1 Encourage stronger students to ask and answer questions using *What is it?* or *What are they?* and *It's …* or *They're …*. If appropriate, the students stand up, walk around the classroom talking about the different things they can see. Alternatively, divide the class into small groups and give each group 10–15 sticky notes. Tell them to go around the class labelling as many objects as possible with *a*, *an* or neither, e.g. *a door*, *an English book* and *pencils*.

Answers

Students' own answers

VOCABULARY Colours

1 If you have done the labelling activity in the Grammar section, with books closed, ask the students to bring a few of their labelled items to your desk and place them in view of the class. If not, use some coloured objects (e.g. pencils) to do this. Hold up each item and tell the class what colour it is. Introduce the question: *What colour is it?* Repeat it a few times and write the question on the board. Books open. Ask the students to do the matching activity and then check their answers.

08 **Answers**

The colours are recorded for the students to check and then repeat.

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

2 Ask the students to read the instructions: *Say the colour, not the word!* Make sure that the students understand that they should say the name of the colour that the word is written in. If time allows, ask the students to say the colour and the word. Encourage the students to read the word in the book and give its colour, e.g. *Zero. Black and yellow.*

Answers

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

3 Ask the students to read the example and encourage the class to write five more sentences but do not explain the use of *the* at this stage.

FAST FINISHERS

Fast finishers write some true and false sentences about objects in the classroom. When the others are ready, they read their sentences and the others say if they are true or false. If they are false, they need to correct them. If appropriate, organise the students into teams and award points.

Answers

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

GRAMMAR *this, that, these, those*

1 Books closed. Write the following on the board in large letters; use the whole board so that *that* and *those* are on the right-hand side. Do not write the column or row heading in italics for now.

	here	*there*
1	THIS	THAT
2, 3, 4 …	THESE	THOSE

Stand on the left-hand side of the board in the *this/these* column and invite a volunteer to come to the front and stand on the right-hand side in the *that/those* column. Ask him/her to hold one pencil in one hand and two or three in the other. Hold up a single pencil and show it to the class. Say, 'This is a pencil'. Ask the volunteer to hold up and show a pencil to the class. Point to the student's pencil and say, 'That is a pencil'. Repeat this several times. Now repeat the exercise with *these* and *those*; hold up two pencils and say, 'These are pencils'. Ask the volunteer to hold up two or three pencils. Point to the student's pencils and say, 'Those are pencils'. Repeat this several times. If it helps the students, now write up the column and row headings. Books open, students complete Exercise 1.

Answers

1 C 2 A 3 D 4 B

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Ask the students to read the example first and ask 'What's the first word?' (*this, that, these* or *those*) and 'What's the last word?' (*a colour word*). Next, ask the students to complete the sentences and then check their answers in pairs. Ask a few students to read out their answers to check.

MIXED ABILITY

Encourage stronger students to work on Exercise 2 at their own pace and then find a partner and do Exercise 3. With weaker students, do the exercise together first, if possible by projecting the exercise onto the board. Encourage them to complete the colour first and choose *this*, *that*, *these* or *those*. If necessary, encourage them to think about whether the object is here (*this* or *these*) or there (*that* or *those*) and also whether it's singular or plural. Then, ask them to complete the exercise in their books. If the stronger students have completed Exercise 3, pair them up with the weaker students and ask the stronger ones to ask questions about things in the classroom for the weaker ones to answer with the colour.

Answers

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

3 Ask a pair of students to read out the examples. Elicit that we use *What colour is …* with singular nouns and *What colour are …* with plural nouns. Show the class a few objects and ask, 'What colour is/are …?'. Then, ask students to continue in pairs.

Answers

Students' own answers

VOCABULARY Months

1 First, ask the students to copy the months into their notebooks in the correct order. Then, ask them to listen to the recording, check the order and repeat the words. Next, say 'One – January, two – February, … twelve – December'. Then, say the numbers from 1 to 12, in random order and elicit the name of the month.

09

Answers

The months are recorded for the students to check and then repeat.
January, February, March, April, May, June, July, August, September, October, November, December

2 Play the recording to present the dialogue, and check if the students understand the question. Point out that we use *in* with months. Ask them to walk around the class and ask at least six more students the question.

10

Audioscript

The conversation is recorded for the students to listen and repeat.

Boy: When's your birthday.
Girl: In November.

3 Draw a large table onto a large piece of paper and display it on the board. Invite pairs of students to come to the front of the class in turn. Each pair takes turns to ask and answer the question in Exercise 2 and to colour in a square for their partner in the correct month. If appropriate, ask the students to write their name and the date of their birthday in their square. Include your own birthday and then display this class birthday table on the classroom noticeboard and use it to remember the students' birthdays.

Answers

Students' own answers

COOLER

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

GRAMMAR *this, that, these, those*

1 Read the sentences. Match them to the pictures.

1 This pencil is red. C
2 These pencils are orange.
3 That book is green.
4 Those books are blue.

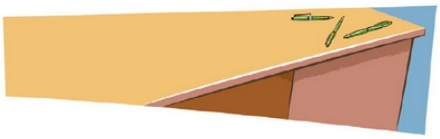


GRAMMAR REFERENCE AND PRACTICE PAGE 136

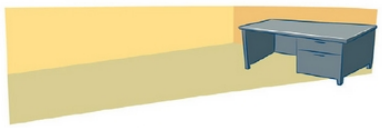
2 Complete the sentences with *this, that, these, those* and a colour word.



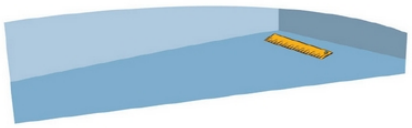
0 *This* desk is *brown*.



3 _____ pens are _____.



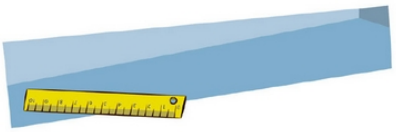
1 _____ desk is _____.



4 _____ ruler is _____.



2 _____ pens are _____.



5 _____ ruler is _____.

3 Ask and answer about things in your classroom.

A: *What colour are these books?*
B: *Blue.*

A: *What colour is that desk?*
B: *Brown.*

VOCABULARY Months

1 Put the months in the correct order.

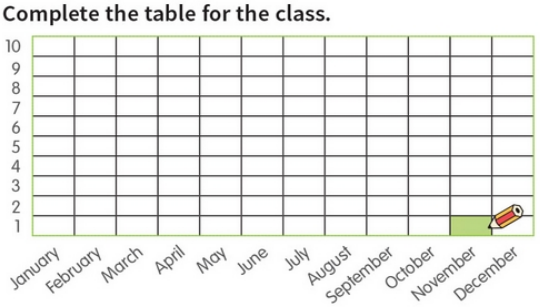
May	January	June	November	August	April
December	July	September	March	February	October

09 Listen and check. Then repeat.

10 **2** Listen and repeat. Then walk around the class. Ask and answer the question.



3 Complete the table for the class.



1 ALL ABOUT ME



ABOUT YOU

What's your name?
Where are you from?

VOCABULARY AND LISTENING

Objects and people

1 EP **Match the things A–I in the photos to the words in the box.**

bag camera chair dad phone
photo students and friends table watch

11 **Listen, check and repeat.**

12 **2** **Look at the photos again. Listen to the conversation and find Rosa, Joelle and Paolo.**

12 **3** **Listen to the conversation again. Tick (✓) the right answer.**



1 Rosa
- **a** I'm 11 today. ☐
- **b** I'm 12 today. ☐
- **c** I'm 13 today. ☐



2 Paolo
- **a** He's my dad. ☐
- **b** He's my teacher. ☐
- **c** He's my friend. ☐



3 Joelle
- **a** My number's 046 311 392. ☐
- **b** My number's 056 312 392. ☐
- **c** My number's 056 123 923. ☐



13 **4** **Listen and repeat.**

Hi. I'm Clara.

Hi, Clara. My name's Nick. And this is Maya.

Hello, Clara.

See you later.

Yes. See you Monday.

Goodbye, Nick. Bye, Clara.

5 **Practise the conversation in groups of three. Use your names.**

1 ALL ABOUT ME

Unit Overview

TOPIC	Me, my things and my nationality
VOCABULARY AND LISTENING	Objects and people A conversation about making introductions
GRAMMAR	Determiners; *be* singular ⊕
VOCABULARY AND READING	Countries and nationalities Tell us about you
PRONUNCIATION	*from*
GRAMMAR	*be*: *be* plural ⊕; *be* singular and plural ⊖
SPEAKING	Telling your friend about you

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 137; TB page 244
WORKBOOK: pages 8–11
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Unit test 1

WARMER

Books closed. Write *name / your / What's / ?* on the board and encourage the students to order the words to make the question (*What's your name?*). Next, brainstorm as a class what this unit is about. (If necessary, do this in the students' L1.) Then, ask them to suggest some questions you can ask someone when you meet them for the first time. Encourage them to use some of the language from the Starter unit. Write their suggestions on the board and use these in *About you* below.

Possible answers

How do you spell it? Where are you from? How old are you? What's your address? What's your favourite day of the week? What's your favourite colour? When's your birthday?

ABOUT YOU

Write the following on the board and ask the students to complete the letters to make two questions:

_ _ _ _'_ / _ _ _ _ / _ _ _ _ ? (*What's your name?*)

_ _ _ _ _ / _ _ _ / _ _ _ / _ _ _ _ ? (*Where are you from?*)

Next, ask the students to ask and answer the questions giving full answers (if necessary model a full answer by inviting the students to ask you the questions first). If you have done the Warmer above, encourage the students to also ask and answer these questions in pairs. If appropriate, ask them to stand up and ask at least five more students in this class their questions.

VOCABULARY AND LISTENING

Objects and people

1 First, put the students into pairs and give them three minutes to name as many things as they can in the photos. Then, ask them to match the words in the box to the items in the photos.

11

Answers

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

A phone B photo C camera D watch E chair
F students and friends G bag H table I dad

12 2 Before playing the recording, put the students into pairs and ask them to try to identify the three characters (*Rosa, Joelle and Paolo*). Play the audio to check.

Answers

In the top photo: Joelle is on the left, Rosa is next to her and Paolo is on the right.

12 3 Students remain in pairs for this exercise. First, ask them to read the sentences and choose the correct answer before they listen again. Then, play the recording again and check the answers as a class.

Answers

1 c 2 a 3 b

» AUDIOSCRIPT TB PAGE 266

4 Encourage the students to speak loudly when they repeat after the recording. Make sure that both their pronunciation and intonation are correct.

13

Audioscript

The conversation is recorded for the students to listen and repeat.

Clara: Hi. I'm Clara.
Nick: Hi, Clara. My name's Nick. And this is Maya.
Maya: Hello, Clara.
Clara: See you later.
Nick: Yes. See you Monday.
Maya: Goodbye, Nick. Bye, Clara.

5 Divide the class into groups of three. Ask them to practise the dialogue from Exercise 4, using their own names. If necessary, demonstrate this activity with two other stronger students by beginning 'Hi, I'm (your name).' Monitor the groups while they practise the conversation and where necessary, correct their pronunciation. Then, invite volunteers to perform their conversation to the class.

Answers

Students' own answers

MIXED ABILITY

Ask weaker students to write the dialogue with their own names first. When you feel they are confident, ask them to work from memory. If stronger students finish quickly, ask them to practise the conversation again with the names of famous people.

GRAMMAR Determiners

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

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

Answers

1 your 2 his 3 hers

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Ask the students to work in pairs and complete the sentences orally. Check the answers as a class and then ask the students to write down the answers.

Answers

1 My 2 His, Sam 3 Her, Jane

be singular ⊕

3 Read through the sentences as a class, pointing out that the letters in purple are the contracted form of the verb. Encourage stronger students to complete the sentences on the right without looking at the words in the box.

Answers

1 am 2 are 3 is 4 is 5 is

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

4 Ask the class to cover the sentences and describe what they can see in the pictures, e.g. *0 A girl. Her name is Lyra, 1 It's a green phone*. Then, ask them to read the sentences and say what kind of word is missing in each gap (*the correct form of 'be'*) before they complete the sentences.

Answers

1 's / is 2 's / is 3 's / is 4 'm / am 5 're / are

5 Ask a strong student to demonstrate this activity with you to the class. The student is A and you are B. Then, ask this same student to ask another student in the class. Then, ask students to continue in pairs. If appropriate, encourage the students to ask several other students the same question and answer their partner's question. Stop the activity and ask them to report back to the class. If necessary, demonstrate by pointing to the first strong student and saying, 'I think his/her phone number's …'.

Answers

Students' own answers

6 Draw a picture of yourself on an A4 piece of paper and put it on the board as an example. Alternatively, you could invent a character and use that as an example. Next, make sure each student has got an A4 sheet of paper for their picture and tell them that they have just a minute to draw it. Talk to the class about your picture using the model example in the book, i.e. *My name's …, I'm …, This is my … .* Then, give the students two minutes to talk to their partner about their picture. To make this activity more interesting, you could encourage the students to include two pieces of false information. Their partner needs to listen carefully and find it.

Answers

Students' own answers

FAST FINISHERS

Encourage the fast finishers to draw a picture of one of their friends or someone in their family and describe this to their partner using *he* or *she*.

7 Arrange the students into groups of four, making sure that the pairs from Exercise 6 are separated to avoid repetition. Demonstrate this activity first by asking a student for their picture, putting it on the board and describing it. Include some mistakes and encourage the student to correct them, e.g.

Teacher: *Your name's Ana.*

Student: *No, my name's Maria.*

Teacher: *You're 18.*

Student: *No, I'm 13.*

Answers

Students' own answers

COOLER

Display the pictures on the board. Describe one of the pictures and encourage the class to say which one you are describing. Then, invite a volunteer to come to the front to describe one of the pictures for the others to guess who it is. Continue as a class or ask the students to work in small groups.

GRAMMAR

Determiners

1 **Look at the words and complete the table.**

His bag's blue.
This is my watch.
Her bag's red.
What's your phone number?

pronoun	determiner
I	*my*
you	1 _____
he	2 _____
she	3 _____

GRAMMAR REFERENCE AND PRACTICE PAGE 137

2 **Complete the sentences.**

0 *My* name's *Tom*.





1 _____ name's Jo.



2 _____ name's _____.



3 _____ name's _____.

be singular ⊕

3 **Look at the letters in the sentences. Complete the table with the words in the box.**

is are is am is

I'm Joelle.	1 I _____ Joelle.
You're funny!	2 You _____ funny.
She's my teacher.	3 She _____ my teacher.
He's my dad.	4 He _____ my dad.
It's new.	5 It _____ new.

GRAMMAR REFERENCE AND PRACTICE PAGE 137

4 **Complete the sentences.**

0 I *'m* Lyra.



1 It _____ green.



2 She _____ my friend.



3 He _____ my teacher.



4 I _____ Ben.



5 And you _____ a student.



5 **Work in pairs. Ask and answer about your phone numbers.**

A: *What's your phone number?*
B: *It's … What's your phone number?*
A: *It's …*

Now tell the class about your friend's phone number.

His/Her phone number's …



6 **Draw a picture. Talk to your partner about it.**

My name's Monika.
I'm 13.
This is my new school bag.
It's red.

7 **Play a game in groups of four. Put your pictures on the table. Take turns to speak.**



VOCABULARY AND READING

Countries and nationalities

1 **Read about the students from different countries and answer the questions.**

1 Where is Irina from?
2 How old is Martina?
3 What's the name of the boy from Mexico?
4 How old are the twins from Brazil?
5 Where is Matteo from?
6 Is one of the students from your country?

2 **Read about the students again and complete the table.**

EP

country	nationality
0 Italy	*Italian*
1 Turkey	.....
2	Mexican
3	Brazilian
4	Russian
5 China	.....
6	Argentinian
7 Spain	.....

15 **Listen and check. Then repeat.**

3 **Match the flags to the countries in Exercise 2.**

A 

B 

C 

D 

E 

F 

G 

H 

14

Tell us about you.

How old are you?

What's your name?

Where are you from?



Hi. I'm Alejandro and I'm 15. I'm from **Mexico**.



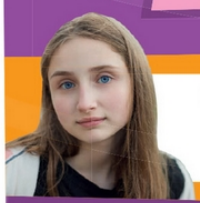
Hi. My name's Li Ying and I'm **Chinese**. I'm 12.



Hi. I'm Timur and I'm 13. I'm **Turkish**.



Hello. We're Luisa and Ana. We're 11 and we're twins! We're from **Brazil**.



Hello. I'm from **Russia**. I'm 16 and my name's Irina.



Hi. My name's Santiago and I'm 13. I'm **Spanish**.



Hello. My name's Martina and I'm 15. I'm from **Argentina**.



Hi. I'm **Italian** and I'm 16. My name's Matteo.

VOCABULARY AND READING

Countries and nationalities

WARMER

Elicit the letters of the alphabet from the students around the class in a random order, correct their pronunciation where necessary, and write them on the board. As a class, challenge the students to name a country for as many letters of the alphabet as they can. Teach the names of the countries that all your students come from.

BACKGROUND INFORMATION

Countries, nationalities and languages are always written with a capital letter in English. There are around 195 countries in the world; this isn't an exact answer because some states, like Taiwan or the Cook Islands, aren't officially recognised as separate countries. There are 54 countries in Africa, 48 in Asia and 44 in Europe. There are around 7,000 languages spoken in the world. Chinese is spoken by the most people as a native language, which is not surprising considering that it is the most populated country (about 1.4 billion people live there). The most widely spoken language is English. Around 20% of the world's population speak English, although most of them are not native speakers. English is also the most commonly studied foreign language (French is second).

1 If the class enjoy competition, use the information in Background information above to organise a class quiz on countries, nationalities and languages.

Tell the students that they are going to read about teenagers from around the world. Have the class look at the photos. In pairs, ask them to try to guess the ages and nationalities of the teenagers by asking and answering questions, e.g. *How old is he? I think he's … Where's he from? He's from …* . If possible, show this page from the book on the interactive whiteboard so that the students can see the photos, but cover the texts. Give the students a few minutes to discuss their ideas. If necessary pre-teach *twin* by asking 'What do we call a brother and sister (or two sisters or two brothers) who are the same age?'. Then, ask them to read the texts and check their ideas. Next, ask them to read the questions and try to answer them. Then, ask the students to read the text again and check their answers.

Answers

1 She is from Russia.
2 She is 15.
3 He is Alejandro.
4 They are 11.
5 He is from Italy.
6 Students' own answers

14 The Reading text is recorded for students to listen and read.

2 Encourage the students to read the texts in Exercise 1 again and complete the table with the words in blue. Make sure that students understand the difference between the names of countries and nationalities. Ask the students to add the names of the countries and nationalities of all the students in the class to the list on the board (see Warmer).

FAST FINISHERS

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

15

Answers

The answers are recorded for the students to listen, check and then repeat.
Example Italy Italian
1 Turkey Turkish
2 Mexico Mexican
3 Brazil Brazilian
4 Russia Russian
5 China Chinese
6 Argentina Argentinian
7 Spain Spanish

3 Encourage the students, in small groups, to look at the flags and say the country. Then, ask the class to match them. They may need to do this through elimination. If appropriate, do this as a competition and award points for every correct answer.

Answers

A Argentina B Brazil C China D Italy E Mexico F Russia G Spain H Turkey

» VOCABULARY WORKSHEET UNIT 1

PRONUNCIATION *from*

4 Write *from* on the board and ask the students to underline this word in both lines (don't say the word *from* when you give this instruction). Play the recording and pause it after A's question (or read A's question to the class) and ask the students to listen and repeat it two or three times. Next, play B's answer (or read it) and ask the students to listen and repeat it two or three times. Now, point to the *from* on the board and ask, 'Is the pronunciation the same in A and B?'. (If necessary, do this in the students' L1.) Ask the students to listen to the complete conversation again and check their ideas. Point out that in A's line, we say /frɒm/, but in B's line, we say /frəm/.

(Note: We use the strong form /frɒm/ in A's line because we stress this word. In B's line, we use the weak form /frəm/ because we don't stress it.)

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

16 **Audioscript**

The conversation is recorded for students to listen and repeat.

A: Where are you from?

B: I'm from China.

TALKING POINTS

First, check that the students use the correct intonation in these questions by asking them to listen to you and repeat. Next, ask the students to ask you the questions and demonstrate a good full answer before you ask them to do the activity in pairs.

17 5 Pens down. Play the recording once or twice for students just to listen. Then, ask them to complete the chant. Play the recording again and check the answers as a class.

Answers

1 Russian 2 Spanish 3 Chinese

GRAMMAR *be*: *be* plural ⊕; *be* singular and plural ⊖

1 Ask the students to find the forms of *be* in the chant first before they complete the table.

Answers

1 You're 2 They're 3 You aren't 4 He isn't 5 She isn't
6 We aren't 7 You aren't 8 They aren't

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 As a class, read the two example sentences and elicit that the first sentence is the negative and the second sentence is affirmative. Do sentence 1 as a class, making sure everyone knows what they have to do. Point out that in 5, students need to write the name of their own country.

Answers

1 We're from Brazil. We aren't from Turkey.
2 They're Argentinian. They aren't from Russia.
3 You're from Italy. You aren't from China.
4 She's Spanish. She isn't Mexican.
5 I'm from (student's own country). I'm not from England.

17 3 Play the recording once or twice, and encourage the students to repeat the chant in time with the recording. Write the first verse of the chant on the board (or project it). Go through it with the class, and then delete (or cover) the first line. Go through the chant again. Continue like this, deleting (or covering) a line each time until the class are able to chant from memory. Continue with all the verses. Next, encourage the students to do the chant in groups where half say the words in the orange speech bubbles and the others say the words in the blue speech bubbles. Then, ask them to swap.

Answers

Students' own answers

» AUDIOSCRIPT TB PAGE 266

» GRAMMAR WORKSHEET UNIT 1

SPEAKING

1 Give the students a little time to complete the sentences about themselves before they work in pairs.

Answers

Students' own answers

MIXED ABILITY

Encourage very strong pairs to ask and answer questions, e.g. *What's your name? How old are you?*. With weaker students, invite them to the board and encourage them to help you write your answers on the board. Next, ask them to copy and change your answers so they are true for them, e.g.

Teacher: *My name's Ms Hall.* → **Student:** *My name's Jon.*

Teacher: *I'm 36.* → **Student:** *I'm 13.*

Then, in pairs, ask them to read their sentences to their partner.

COOLER

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

PRONUNCIATION *from*

16 **4** Listen and repeat.

A: *Where are you from?*
B: *I'm from China.*

Then ask and answer with your partner.

TALKING POINTS

What's your name?
How old are you?
Where are you from?
What's your nationality?

17 **5** Listen and complete the chant.

Hi! Hello! Where are you from?
What's your nationality?



I'm Mexican.

He's Mexican!
He isn't [0] *Italian* .
He's Mexican!

Hi! Hello! Where are you from?
What's your nationality?



I'm Turkish.

She's Turkish!
She isn't [1] _____.
She's Turkish!

Hi! Hello! Where are you from?
What's your nationality?



We're Brazilian.

They're Brazilian.
They aren't [2] _____.
They're Brazilian!

Hi! Hello! Where are you from?
What's your nationality?



We're Argentinian.

You're Argentinian.
You aren't [3] _____.
You're Argentinian!

GRAMMAR *be*

1 Read the chant again and complete the tables.

be plural ⊕

We are	We're	Brazilian.
You are	**1** _____	Argentinian.
They are	**2** _____	Brazilian.

be singular and plural ⊖

I am not	I'm not	Chinese.
You are not	**3** _____	
He is not	**4** _____	
She is not	**5** _____	
We are not	**6** _____	
You are not	**7** _____	
They are not	**8** _____	

GRAMMAR REFERENCE AND PRACTICE PAGE 137

2 Look at the sentences in Exercise 1 and complete the table.

⊕	⊖	
Germany	Egypt	**0** *He's* from *Germany*.
		He *isn't* from *Egypt* .
Greece	Colombia	**00** *They're Greek* .
		They *aren't Colombian* .
Brazil	Turkey	**1** _____ from _____.
		We _____ from _____.
Argentina	Russia	**2** _____ _____.
		They _____ from _____.
Italy	China	**3** _____ from _____.
		You _____ from _____.
Spain	Mexico	**4** _____ _____.
		She _____ _____.
	England	**5** _____ from _____.
		I _____ from _____.

17 **3** Listen again. Then do the chant in groups.

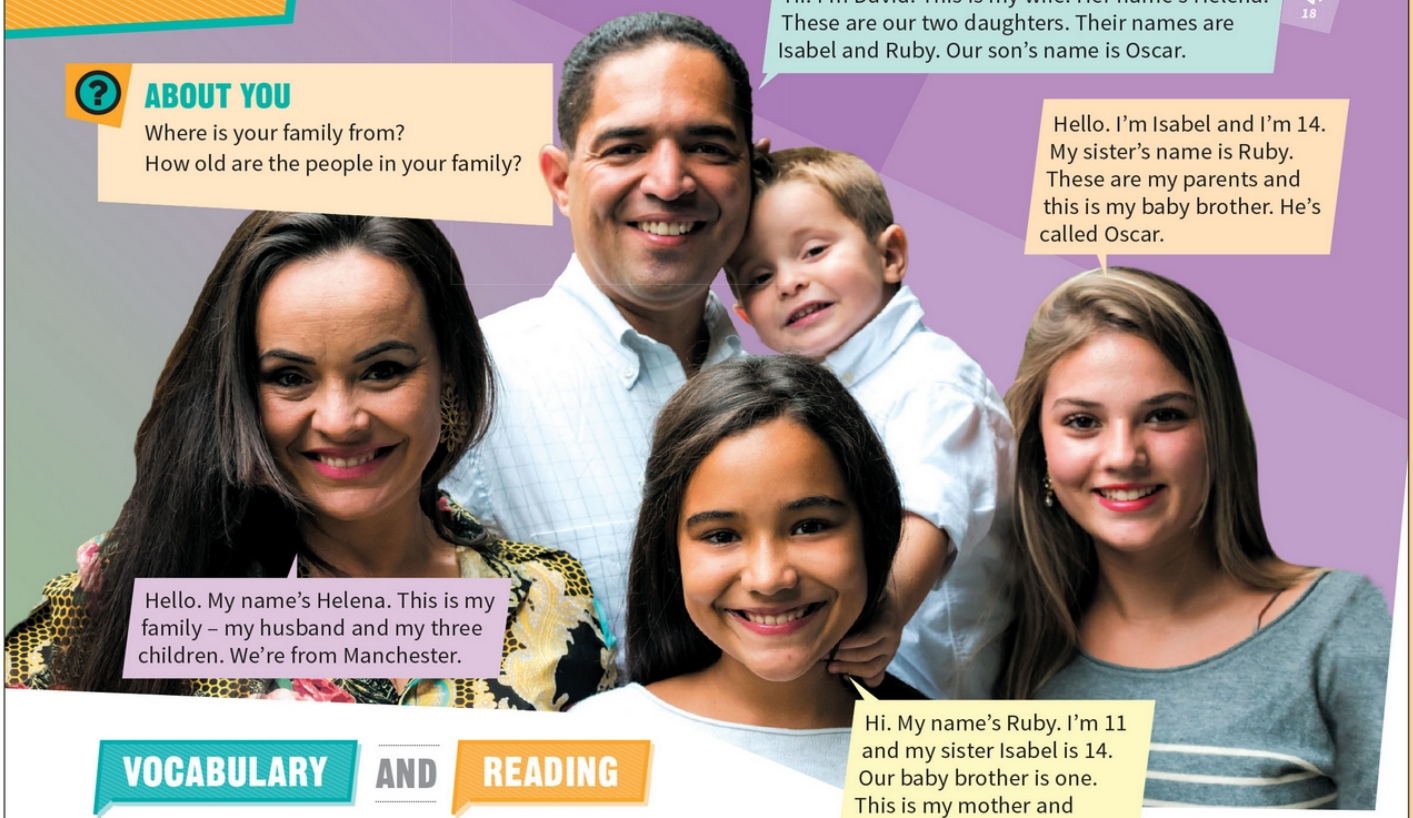
Write your country here.

SPEAKING

1 Work in pairs. Tell your friend about you.

My name's …
I'm …
I'm from …
My phone number's …
This is my …

2 MY FAMILY



ABOUT YOU

Where is your family from?
How old are the people in your family?

VOCABULARY AND READING

Families

1 **Read and answer the questions.**

1 Where is the family from?
2 How old is Ruby?
3 How old is Isabel?
4 How old is Oscar?

2 **Read again and complete the table.**

EP

	Ruby	Helena and David	Isabel and Ruby	Oscar	Ruby and Oscar
mum and dad		✓			
brother and sister					
parents					
daughter					
husband and wife					
son					
children					
mother and father					
child					
baby					

19 **3** **Listen to the family words and repeat them.**

PRONUNCIATION *and*

20 **4** **Listen and repeat.**

1 mum and dad
2 brother and sister
3 husband and wife
4 family and friends
5 mother and father
6 Spanish and German

2 MY FAMILY

Unit Overview

TOPIC	Families
VOCABULARY	Families
AND READING	Read about a family
PRONUNCIATION	*and*
GRAMMAR	Determiners; Possessive *'s*
VOCABULARY	Adjectives: feelings
AND LISTENING	A conversation about feelings
GRAMMAR	*be* ? and short answers
WRITING	A web page to describe a person in your family

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 138; TB page 244
WORKBOOK: pages 12–15
VIDEO AND VIDEO WORKSHEET: Me and you
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2
TEST GENERATOR: Unit test 2

WARMER

Write _ _ / _ _ _ _ _ _ on the board and ask the students to guess the unit title (*My family*) by guessing the letters. Challenge them to do this by making no more than three incorrect guesses. When they have guessed the title correctly, elicit as many family words as you can from the class.

? ABOUT YOU

Revise the questions *Where are you from?* and *How old are you?* by asking the questions around the class and eliciting the full answer. Next, ask a stronger student to ask you the questions in this section and model a full answer. In small groups, students to ask the questions and give full answers.

VOCABULARY AND READING

Families

1 If available, project the photo of the family onto the board (or ask the students to look at the photo in the book) and encourage the students to predict the answers to the questions in Exercise 1. Next, ask them to read the short texts and check their ideas.

Answers

1 Manchester, England 2 eleven 3 fourteen 4 one

2 Ask the students to read the texts again and find all the family words, e.g. *husband*, *children*, and in pairs, help each other with any words they don't understand. Next, ask them to look at the table, do the first two or three as a class and ask the students to continue in pairs.

Answers

	Ruby	Helena and David	Isabel and Ruby	Oscar	Ruby and Oscar
mum and dad		✓			
brother and sister					✓
parents		✓			
daughter	✓				
husband and wife		✓			
son				✓	
children			✓		✓
mother and father		✓			
child	✓			✓	
baby				✓	

FAST FINISHERS

Ask fast finishers to copy the table into their notebooks, but to replace the names at the top of the columns with the names of people in their own family. Encourage them to include some more family words if they know them. Then, they complete their table with ticks.

18 The Reading text is recorded for students to listen and read.

3 Play the recording. Ask the students to point to the correct people as they listen and repeat. Highlight that the stress falls on the first syllable of these family words, e.g. *parents*. Highlight the long vowel in the first syllable of *daughter* and that *g* and *h* are silent letters.

19 **Audioscript**

The words are recorded for the students to listen and repeat.

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

ə PRONUNCIATION *and*

4 Write *mum and dad* on the board and ask the students to read and say it. Point to *and* and ask the students to say the word again. Next, ask them to listen to the recording and to focus on *and*. Ask, 'Is the pronunciation of *and* different?' (*Yes, this is the weak form, and is shortened to* /ən/.). Ask the students to repeat the pairs of words.

20 **Audioscript**

The phrases are recorded for the students to listen and then repeat.

1 mum and dad
2 brother and sister
3 husband and wife
4 family and friends
5 mother and father
6 Spanish and German

GRAMMAR Determiners

1 Copy the table onto the board but leave the determiner column blank. Ask the students to find the determiners in the speech bubbles on SB page 18 for *I*, *you*, *he* and *she*. Then, ask them to find them for *we* and *they* and complete the table on the board. Books open. Encourage stronger students to complete the exercise without looking at the board. Allow weaker students to use the table on the board to help them. If necessary, remind students that determiners agree with the personal pronoun and not with the object, i.e. *my brother or brother**s*** and not *my**s** brother**s***.

Answers

pronoun	determiner
I	my
you	your
he	his
she	her
we	their
they	our

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Ask the students to describe the pictures first in pairs, saying what family members they can see before they complete the sentences. If necessary, do an open class example:

Teacher: *This is a mother.*

Student: *This is a sister and that's her brother.*

Answers

1 our 2 Their 3 Our, Their

Possessive 's

3 Ask the students: 'Who are Ruby and Oscar?' (*brother and sister*). Write on the board:

Oscar is Ruby's _____ (brother/sister). Elicit: *brother.*

Ruby is Oscar's _____ (brother/sister). Elicit: *sister.*

Ruby is David and Helena's _____ (daughter/parents). Elicit: *daughter.*

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

Answers

1 brother 2 sister 3 daughter

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

4 Point out that the students need to complete these sentences with one of the family words in Exercise 2 on SB page 18 and that they should use the table to help them.

Answers

1 father 2 daughter 3 wife 4 parents 5 children

5 If appropriate, ask pairs to compete with each other to make as many sentences as possible. Set a time limit for them to do this.

Answers

Students' own answers

MIXED ABILITY

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

TALKING POINTS

01 After the students have completed the video activities on the photocopiable worksheet, ask them to ask and answer the questions in pairs. If necessary, demonstrate a good answer by asking them to ask you the questions. With the *Tell me about …* question, point out that they should give their partner at least three pieces of information about their family. As in Exercise 5, encourage weaker students to write their answers down first before the pairwork activity.

If appropriate, introduce some of the information from Background information below.

BACKGROUND INFORMATION

The International Day of Families is 15th May (as declared by the United Nations). According to the Office of National Statistics in the UK, a family is defined as two people living together, married or otherwise, with or without children. It can also be a single parent with at least one child. In some countries, the number of children a family can have is restricted. From 1979–2015, there was a one-child policy in China, although in rural areas, families could have a second child if the first was a daughter. On the other hand, in Spain, for example, families with three or more children are given special benefits, for example tax deductions, travel discounts, free museum entry and help with the costs of education.

COOLER

Tell the class to stand up. Read one of the sentences below and say, 'Is it true for you?'. Point to all the students who say *yes* and tell them to sit down. Continue reading the sentences, asking 'Is it true for you?' and telling those who say *yes* to sit down.

My sister's name is Maria.

My brother is 15 years old.

My dad's name is John.

My mother's from [the capital city of the students' country].

My father's from [the capital city of the students' country].

I'm [average age of the students] years old.

If appropriate, organise the students into small groups and appoint a teacher in each group who gives the instruction.

Note: Before the students leave, ask them to bring in a photo of their family for the next lesson.

GRAMMAR Determiners

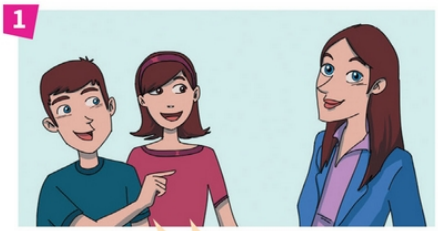
1 Find and underline *their* and *our* in the speech bubbles on page 18. Then match the pronouns to the determiners.

pronoun	determiner
I	her
you	our
he	my
she	their
we	your
they	his

GRAMMAR REFERENCE AND PRACTICE PAGE 138

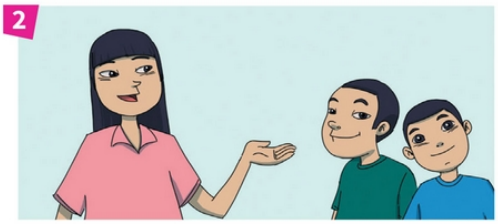
2 Complete the sentences with *their* or *our*.

1



This is _____ mother.

2



These are my brothers. _____ names are Tom and Harry.

3



_____ children are 12, 10 and 7.
_____ names are Lily, Riley and Ollie.

Possessive 's

3 Match the two parts of the sentences.

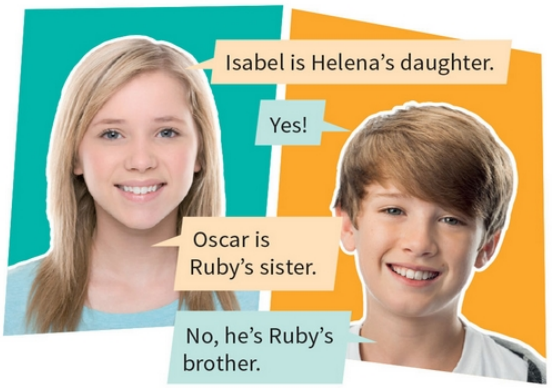
1	Oscar is Ruby's	daughter.
2	Ruby is Oscar's	brother.
3	Ruby is David and Helena's	sister.

GRAMMAR REFERENCE AND PRACTICE PAGE 138

4 Complete the sentences about the family.

0 Oscar is David's *son*.
1 David is Oscar's _____.
2 Ruby is Helena's _____.
3 Helena is David's _____.
4 David and Helena are Ruby's _____.
5 Isabel, Ruby and Oscar are David and Helena's _____.

5 Look at the picture of the family for two minutes. Then close the book and talk about the family with your partner.



TALKING POINTS

01 **Watch the video. Ask and answer the questions with a partner.**

What's your name?
Where are you from?
How old are you?
Tell me about your family.

VOCABULARY AND LISTENING

Adjectives: feelings

1 EP **Look at the photos. Complete the sentences with the words in the box.**

bored	clever	funny
~~happy~~	hot	hungry
nice	sad	tired

0 I'm *happy* .
1 I'm _____.
2 I'm _____.
3 I'm _____.
4 I'm _____.
5 She's _____.
6 You're _____.
7 They're _____.
8 She's _____.

















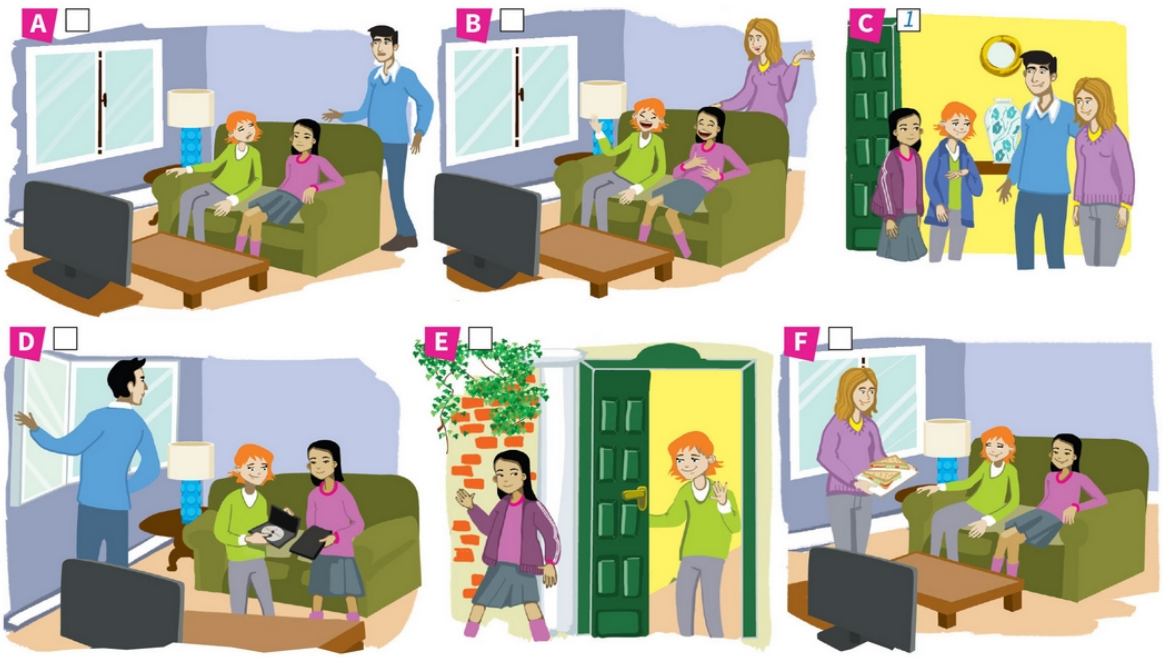


21 **Listen and check. Then repeat the sentences.**

2 **Play a game with your partner. Decide who is Student A and who is Student B.**

Student A, think of an adjective. Make a noise or do an action.
Student B, Guess the adjective.

22 **3** **Look at the picture story. Listen and number the pictures in the right order.**



22 **4** **Listen again. Write *yes* or *no*.**

Conversation 1 Bella is Spanish. *no*
Conversation 2 Bella is hungry.
Conversation 3 Sue is hot.
Conversation 4 The film is funny.
Conversation 5 Sue and Bella are bored.
Conversation 6 Bella is happy.

VOCABULARY AND LISTENING

Adjectives: feelings

WARMER

Ask the students to take out their photo of a family member and introduce him/her to the class. If students forget to bring in a photo, allow them to find a photo on their mobile or encourage them to draw a quick picture of their family.

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

1 If available, project the photos onto the board (or ask the students to look at the photos in their books but cover the words in the box). Encourage the students in pairs to try to say how each person is feeling and elicit some of the adjectives before the students complete the exercise. When the students repeat the words, make sure they pronounce *bored* and *tired* as one syllable.

21

Answers

The answers are recorded for students to check and then repeat.
Example I'm happy. 1 I'm sad. 2 I'm bored. 3 I'm hot. 4 I'm hungry. 5 She's clever. 6 You're funny. 7 They're tired. 8 She's nice.

FAST FINISHERS

Put fast finishers into pairs and take turns to be Student A and Student B. Student A points to a picture and Student B says the correct adjective. After they have changed roles, Student B now points to a picture and Student A has to say the adjective. If the others are still working, in preparation for Exercise 2, the fast finishers begin to think of suitable gestures for each of the feelings.

2 Demonstrate this activity first by making an appropriate facial expression or gesture for *happy* and then asking, 'How do I feel today?'. Encourage the students to answer *You're happy!*. Then, invite a volunteer to come to the front of the class and mime another of the feelings. For *funny*, *clever* and *nice* point out that the students will need to be inventive. Students then continue in pairs. At the end of the activity, ask for volunteers to showcase their gestures. Encourage the students to vote for the best ones.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 2

22 **3** Point to the different characters and ask, 'Who's this?' (*mum, dad, daughter and friend*). Tell the class that the girl in pink is Bella and the girl in green is Sue. Ask further questions to raise interest, e.g. 'Are the two girls sisters or friends?', 'Who are the other people?', 'Where's dad in picture A?', 'Who's in picture B?', 'What's on TV? Is it funny?', 'Where's dad in picture D?' and 'What can you see in picture F?'.

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

Answers

A5 B4 C1 D3 E6 F2

MIXED ABILITY

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

22 **4** Before playing the recording again, ask the students to predict answers based on what they remember. Get the stronger students to correct the information, too, e.g. Conversation 1 *Bella is Mexican.* With weaker groups, pause after each conversation.

Answers

Conversation 2 yes Conversation 3 no Conversation 4 yes
Conversation 5 no Conversation 6 yes

» AUDIOSCRIPT TB PAGE 266

GRAMMAR *be* ? and short answers

1 Ask a different question to three more confident students at random: 'Are you Spanish?', 'Are you hungry?' and 'Are you happy?'. Prompt them to say: *Yes I am. / No, I'm not.*

Write their responses on the board in affirmative form, e.g. *You are happy*. Elicit the question: *Are you happy?*. Establish that we invert the verb *be* and the subject.

Refer back to your students' responses and ask the class: 'Is (Pablo) happy?' and 'Is (Maria) Spanish?'. Again, prompt students to answer: *Yes, he/she is. / No, he/she isn't*. Elicit the *he/she* form of the question.

Students then work in pairs to complete the matching exercise.

Answers

Are you hungry? Yes, I am. / No, we aren't.
Is she hot? Yes, she is.
Is the film funny? No, it isn't.
Are you bored? Yes, I am. / No, we aren't.
Are they tired? No, they aren't.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Point out that the first word in every question has got a capital letter. If time allows, encourage the students to ask and answer the questions in pairs.

Answers

1 Are they very tired?
2 Is she happy?
3 What is your phone number?
4 Where are they from?
5 When is your birthday?
6 What is your name?

3 Point out that students need to complete the conversations with the correct form of *be*. Demonstrate this by writing the example on the board and eliciting *are* and *aren't*. Pair a strong student with a weak student.

Answers

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

4 Once the students have had one practice, ask them to switch roles and repeat. You could get them to role play the conversations in different voices to give them extra practice while maintaining interest, e.g. happy, sad, like a monster, like a robot. If time allows, once the students have practised the conversations a few times, ask them to cover up a part of the exercise and role play the conversations again, but this time they have to recall some of the text from memory. Students can keep covering up more and more of the text until they're able to remember the whole thing.

Answers

Students' own answers

5 Encourage the students to read the questions on page 124 first and write down short answers for them before they ask and answer the questions in pairs.

Answers

Students' own answers

6 Books closed. Raise interest in the task by asking the students to name some popular social networking sites. Give *Facebook* as an example. Take a few suggestions and ask them: 'Which is your favourite?' and 'Which do you use most?'. Tell them they're going to create a profile page in English. Books open. Go through the profile, making sure the students know what sort of information they need to write in each space. Use facial expressions to clarify the meaning of *angry*. Students can tick as many of the feeling boxes as they like.

Answers

Students' own answers

7 If necessary, brainstorm the questions for this activity as a class and write them on the board. Make sure the students create a web page for their partner as this is important for the next activity.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 2

WRITING

1 Clarify that students will need to choose *he* for a male and *she* for a female and ask the students to read the writing tip about full sentences, capital letters and full stops at the bottom of the page. With a weaker class, write a profile together on the board. Then, rub out the information words (i.e. the name, age, nationality and feeling) and ask the students to copy and complete the information for someone in their family. Encourage stronger students to write longer sentences with *and* and *but* (including some negative sentences, e.g. *Today he's bored but he isn't angry.*).

Answers

Students' own answers

COOLER

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

GRAMMAR *be* ❷ and short answers

1 Look at the picture story again. Match the *Yes* / *No* questions to the short answers.

yes / *no* questions	short answers	*wh-* questions	remember
Are you Spanish?	No, we aren't.	Where are you from?	You are Spanish.
Are you hungry?	No, it isn't.	What is your name?	
Is she hot?	Yes, she is.	How old are you?	Are you Spanish?
Is the film funny?	No, they aren't.		
Are you bored?	Yes, I am.		
Are they tired?	No, I'm not.		

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

2 Put the words in order and make questions.

0 is / How / old / friend / your / ?
How old is your friend?
1 they / Are / tired / very / ?
2 happy / she / Is / ?
3 is / What / phone / number / your / ?
4 Where / they / from / are / ?
5 your / When / is / birthday / ?
6 name / is / What / your / ?

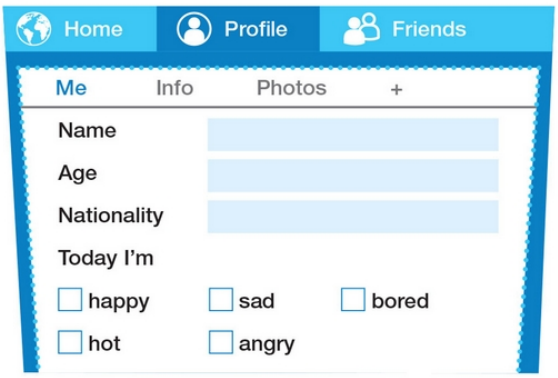
3 Complete the conversations.

0 *Are* your friends hot?
No, they *aren't*. They're fine!
1 _____ you tired?
No, we _____.
2 _____ your parents Russian?
Yes, they _____.
3 _____ Tom sad?
No, he _____. He's bored.
4 _____ you bored?
No, I _____. I'm tired.
5 _____ your teacher clever?
Yes, she _____.
6 _____ your brothers hungry?
No, they _____.

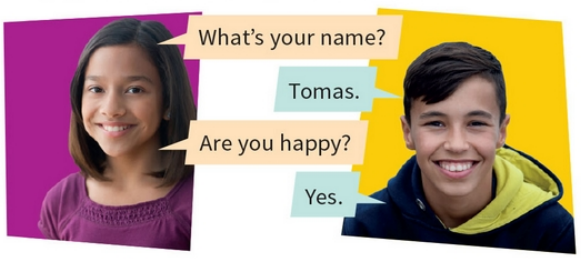
4 Work in pairs. Practise the conversations in Exercise 3.

5 » Work with a partner. Go to page 124.

6 Complete the web page about you.



7 Ask your partner questions and write a new web page for him or her in your notebook.



WRITING

1 Make a new web page for a person in your family in your notebook. Use the web page in Exercise 6 to help you.

Use full sentences. Begin your sentences with a capital letter and end them with a full stop.

CULTURE

THE UNITED KINGDOM

FACTFILE The United Kingdom

There are three countries in Great Britain. They are England, Scotland and Wales.

The United Kingdom is different. It is Great Britain (England, Scotland and Wales) and Northern Ireland.

The United Kingdom is a good place for young people to visit. There's lots to see and do.



1 **Discuss the questions with your partner.**

1 Where are you from?
2 Where are people in your family from?
3 Do you know any places in the United Kingdom? Which ones?

2 **Look at the map and the photos on the web page. Guess the answers.**

- Where is Ross from?
- Where is Emily from?
- Where is Owen from?
- Where is Poppy from?

3 **Read the web page quickly. Were your answers in Exercise 2 correct?**

23

Hello. I'm Owen and I'm Welsh.
Caernarfon Castle is in Wales. It's a very big castle. Look at the photo!
Rugby is an important sport in Wales.

Caernarfon Castle

Hi. I'm Ross and I'm Scottish.
Loch Ness is in Scotland. It's a famous lake.
'Loch' is a Scottish word that means 'lake'.
The thistle is a symbol of Scotland.

Loch Ness

Hello. I'm Poppy and I'm English.
The Shambles is in York, England.
It's a very old street.
The lion is a symbol of England.

The Shambles

Hi. I'm Emily and I'm Northern Irish.
The Giant's Causeway is in Northern Ireland.
Can you see the big rocks in the photo?
These rocks are very old. There is a story about a giant and the rocks.
The shamrock is a symbol of Ireland.

The Giant's Causeway

CULTURE

Learning Objectives

- The students learn about the United Kingdom and four young people from each of the four countries (England, Wales, Scotland and Northern Ireland).
- In the project stage, they make a poster about their own country or another country and present it to other students.

Vocabulary

Welsh English Scottish Northern Irish

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Wales

BACKGROUND INFORMATION

Caernarfon Castle, North Wales is a UNESCO World Heritage Site. It is visited by around 200,000 people every year.

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

A **thistle** is a plant which belongs to the daisy family. Typically, it has sharp prickles (to stop animals, birds and insects from eating it) and a purple flower. It's been the symbol of Scotland since the 13th century.

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

The **lion** is a national animal of England. Many English sporting teams, including the English football and cricket team, use the lion as their symbol.

The Giant's Causeway, a collection of around 40,000 basalt (dark volcanic rock) columns, is the result of an ancient volcanic eruption. The legend says that it was a bridge to Scotland built by a giant.

The name **shamrock** comes from the Irish word *seamróg* which means 'little or young plant'. It is a type of clover with three leaves. On St Patrick's Day (17th March) people wear a shamrock.

WARMER

Put the class into teams. Read the questions and have teams write the answers.

1 How many countries are there in Great Britain? (*3*)
2 What are their names? (*England, Scotland and Wales*)
3 How many countries are there in the UK? (*4*)
4 What are their names? (*England, Scotland, Wales and Northern Ireland*)
5 What are the capital cities of each of the countries? (*London, Edinburgh, Cardiff and Belfast*)

Books open. Have students look at the map and read the factfile and award themselves points for correct answers.

1 Encourage the students to take turns to ask and answer the questions. With question 1, if necessary, you may choose this point to highlight the difference between country and nationality, e.g. *I'm from Spain* (country) but *I'm Spanish* (nationality). With question 3, ask them to write down the places they know. If the students are slow to start, encourage them to think of any English, Scottish, Welsh or Northern Irish football teams they know. During class feedback, if available project a map of the United Kingdom onto the board and ask students to find the places they know on the map.

Answers

Students' own answers

2 Remind the students that there are four countries: England, Scotland, Wales and Northern Ireland and each person comes from a different one. Tell them not to read the texts for now but to try to guess where each one is from by their photo.

Answers

Students' own answers

3 Ask the students to read the web page and check their ideas.

Answers

Ross is from Scotland.
Emily is from Northern Ireland.
Owen is from Wales.
Poppy is from England.

ACTIVITY 4 IS FOUND ON PAGE 23 OF THE STUDENT'S BOOK.

4 Ask the students to try to complete the sentences with the correct country before they read again. Then, ask them to read and check their ideas.

FAST FINISHERS

Books closed. Fast finishers work in pairs to ask and answer questions about the sentences, e.g. *Where is Loch Ness?* They can then ask similar questions about their own country, e.g. *Where is Lake Como?*

Answers

1 Scotland 2 Wales 3 England 4 Northern Ireland 5 Ireland
6 England 7 Wales

23 The Reading text is recorded for students to listen and read.

5 Ask, 'Where are you from?' and elicit both *I'm from (country)* and *I'm (nationality)*. Next, ask students to match the countries and nationalities, then listen to check. Point out that both country and nationality are written with a capital letter. As the students listen and repeat, make sure they stress the first syllable of each word.

24

Answers

The answers are recorded for the students to check and repeat.
England – English
Scotland – Scottish
Wales – Welsh
Northern Ireland – Northern Irish
Britain – British

6 Ask the students to cover Exercise 5 (and the web page) and to try to complete this exercise with the correct nationality. Then, ask them to underline the answers in the web page.

Answers

1 Scottish 2 English 3 Welsh 4 Northern Irish

7 Ask the students to do this exercise first in pairs without looking at the map. Encourage them to ask *What's the capital of [country]?* and answer *I think it's [capital city].* When they repeat the words, check their pronunciation, in particular of *Edinburgh* /ˈedɪnbərə/.

25

Answers

The answers are recorded for the students to check and repeat.
1 Scotland – Edinburgh 2 England – London 3 Wales – Cardiff 4 Northern Ireland – Belfast

26 8 Tell the students that the two young people live in the capital city they talk about. Ask them to put a tick next to the correct cities in Exercise 7. If necessary, play the recording for a second time.

Answers

Edinburgh and London

TALKING POINTS

Ask students, in small groups, to take turns to ask and answer these questions. With the first question, encourage them to talk about both the country and nationality. Ask fast finishers to ask and answer the first question about other people they know and then test each other on capital cities.

Ask the students to read the interesting fact box. If available show the students some real pounds and pence or project some images. If they are interested, point out that all the coins have the head of the monarch but on the reverse side of the pound coin there is an image that represents one of the four countries.

26 9 Ask the students to look at the table in pairs and to try to choose the correct answers before they listen again. If necessary, pause the recording after each answer is given and ask the students to choose the right word. Encourage stronger students to make sentences about Shona and Max, e.g. *Shona is Scottish. Her dad is Scottish but her mum is Spanish.*

Answers

First column: Shona / Scottish / Scottish / Spanish / Edinburgh / castle
Second column: Max / English / Welsh / English / London / Big Ben

» AUDIOSCRIPT TB PAGE 267

PROJECT *A poster*

Tell the class to read the instructions and ask, 'What are you making?' (*a poster about our country or another country*). Read through the list of elements that their posters should have as a class and encourage the students to point to these elements in this lesson (i.e on pages 22–23). Organise them into pairs or small groups. Give the class enough time to collect the information about their country. Encourage them to look for pictures on the internet or to draw them (e.g. national flowers). Help them with vocabulary, if necessary.

When the posters are ready, display them on the walls and if appropriate, take a class vote on the best three. You could ask the students to choose the criteria, e.g. the best presentation, the best content and the most interesting. Next, ask the students to prepare a brief presentation using short sentences, e.g. *Here is our poster. We're from Spain. The capital city is Madrid. The most popular sports in Spain are football and tennis.*

MIXED ABILITY

Separate students into researchers and designers, giving the stronger students the responsibility of researching the material and presenting the poster and the weaker students the responsibility of designing the poster.

PROJECT EXTENSION

Ask the students to write at least four questions for a class quiz about the information on their poster, e.g. *What can you visit in …? What's the symbol of …?* Next, collect in the questions and type them up on a worksheet. Either make copies of the worksheet for pairs of students or project the questions on the board. Ask the students to walk around the class looking at the posters and answering the questions.

02 **CULTURE VIDEO: Wales**

When the students have completed the lesson, they can watch the video and complete the photocopiable worksheet.

COOLER

Tell the class that you are going to say the name of a country and that you would like them to say the nationality. In a raised voice, say 'England' and elicit *English*. Do the same with Wales, Scotland, Ireland and Britain, increasing the pace as the students become more confident.

4 **Read the web page again. Write the countries.**

1 Loch Ness is in _____.
2 Caernarfon Castle is in _____.
3 The Shambles is in _____.
4 The Giant's Causeway is in _____.
5 The shamrock is a symbol of _____.
6 The lion is a symbol of _____.
7 Rugby is an important sport in _____.

5 **Match the countries to the nationalities.**

Country	Nationality
England	Welsh
Scotland	Northern Irish
Wales	British
Northern Ireland	Scottish
Britain	English

24 **Listen, check and repeat.**

6 **Complete the sentences with the highlighted words from the text.**

1 Ross is from Scotland. He's _____.
2 Poppy is from England. She's _____.
3 Owen is from Wales. He's _____.
4 Emily is from Northern Ireland. She's _____.

Look at the web page again to check.

7 **Look at the map. Write the capital cities.**

1 Scotland → _____
2 England → _____
3 Wales → _____
4 Northern Ireland → _____

25 **Listen, check and repeat.**

26 **8** **Listen to the interview with two young people from the United Kingdom. Which capital cities from Exercise 7 do they talk about?**

TALKING POINTS

Where are your mum and dad from?
What is the capital city of your country?

INTERESTING FACT!

The name of the money in the UK is pounds (£) and pence (p).
For '£2.00' we say two pounds, and for '10p' we say ten pence or 'ten p'.

26 **9** **Listen again. Choose the correct words in the table.**




Name	Shona / Susan	Mark / Max
Nationality	Welsh / Scottish	Northern Irish / English
Dad's nationality	Northern Irish / Scottish	Welsh / Northern Irish
Mum's nationality	Scottish / Spanish	Welsh / English
City	Edinburgh / Belfast	Cardiff / London
Good place to visit	park / castle	Big Ben / Regent's Street



PROJECT *A poster*

In small groups or pairs, make a poster about your country or another country. On your poster, put:

- a map of the country
- the names of big cities
- names and pictures of places to visit
- pictures of the country's symbols
- pictures of popular sports
- information about the country's money

Finally, present your poster to the class.

3 MY HOME



ABOUT YOU

Where do you live?
Is your home big or small?

VOCABULARY AND LISTENING

Rooms

1 EP **Match the rooms A–G in the photos to the words in the box.**

bathroom bedroom dining room
~~hall~~ kitchen living room toilet

C *hall*

2 EP **Match the things h–m in the photos to the words in the box.**

bath door floor shower
wall window

27 **3 Listen and check. Then repeat the words.**

28 **4 Joelle and Rosa are at Paolo's house. Listen and number the rooms A–G in the right order.**

5 Look at the photos again. Student A, make a sentence. Student B, guess the room.

The walls are blue and white.

The bathroom?

Yes!

3 MY HOME

Unit Overview

TOPIC	Things and rooms in my house
VOCABULARY	Rooms
AND LISTENING	A conversation about the rooms in a house and a flat
GRAMMAR	*there is / there are*; *in / on*
VOCABULARY	Things in my room
AND READING	Your Rooms!
GRAMMAR	*have got* ⊕
PRONUNCIATION	Lists
SPEAKING	Giving a list of what you have in your bedroom

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 139; TB page 244
WORKBOOK: pages 16–19
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3
TEST GENERATOR: Unit test 3

BACKGROUND INFORMATION

In the EU (European Union), slightly more people live in houses (57%) than flats (42%). The highest proportion of people living in flats is in Spain (66%). In Ireland and the UK, many more people live in houses. In the UK, on average 32% live in a semi-detached house, 25% live in a detached house, 26% in a terraced house and only 14% in a flat. However, in a big city, like London, 43% live in a flat. In the EU, around 7 out of 10 people own their homes whereas the rest either rent or live rent-free.

WARMER

Organise the students into small groups. If available, give each group an A3 sheet of paper and board pens and ask them to draw a picture of a house or a flat with at least five different types of rooms. Next, ask them to draw at least three things you normally find in each room. Finally, challenge them to label as many rooms and things as they can. The groups will return to their pictures after Exercise 3.

ABOUT YOU

First, check the students understand *big* and *small* by using a gesture. Then, ask the students to ask and answer the questions in small groups. This lesson is about Paolo's house. You may also want to introduce the difference between a flat and a house here and invite a brief discussion in the students' L1 on whether people in their country usually live in houses or flats (see Background information above).

VOCABULARY AND LISTENING

Rooms

1 Tell the class to look at the photos and ask, 'Who lives here?' (*Paolo*). Then, ask them to find at least five different rooms in his house before they complete the activity. Note, the students check their answers with the recording in Exercise 3.

Answers
Students' own answers

2 Ask the students to try to match the words to the photos in pairs. Encourage them to do the easier words first. The students check their answers in Exercise 3.

Answers
Students' own answers

3 Play the recording and ask the students to check their answers and repeat the words. If you have done the Warmer, ask the groups to check their spelling on their pictures and add extra rooms or things from Exercises 1 and 2.

27

Answers
The answers are recorded for students to check and then repeat.
A toilet B bathroom C hall D kitchen E bedroom
F living room G dining room h door i floor j shower
k bath l wall m window

28 **4** Tell the students that they are going to listen to Joelle, Rosa and Paolo. Play the recording once and ask the students to number the photos. With a weaker class, play the recording twice. During the first listening, the students nod their heads when they hear the name of a room. Play the recording again and ask the students to number the rooms.

Answers
1 C 2 F 3 D 4 G 5 A 6 E 7 B

» AUDIOSCRIPT TB PAGE 267

5 Ask the students to read through the example and then invite a volunteer to make a new sentence for the class to guess. The students continue in pairs taking turns to make a sentence and guess the room.

Answers
Students' own answers

GRAMMAR *there is / there are; in /on*

1 Books closed. On the board, write:

a table *three bedrooms*

a toilet *two windows*

Ask the class, 'Why are the words in two columns?' (*'a table' and 'a toilet' are singular and 'three bedrooms' and 'two windows' are plural*). Next, ask 'Do we use *there is* with *a table* and *a toilet* or with *three bedrooms* and *two windows*?' (*a table and a toilet*) and 'Why?' (*they are singular*). Then, ask 'What do we use with *three bedrooms* and *two windows*?' (*there are*). Books open. Ask the class to check their ideas with the table at the top of page 25.

Now, take a pen or pencil and hold it up. Elicit the word *pen* or *pencil*. Do the same thing with a bag. Put the pen or the pencil in the bag, saying *in*. Put the pen on the bag, and say *on*. To check students understand the difference, put the pen or pencil on or in different things around the classroom and elicit *in* or *on*.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

Ask the class to look at the pictures and to try to describe what they can see before they read the sentences. Encourage the students to work alone on this activity before checking in pairs.

Answers

1 is, in 2 are, on

29 **2** Before you play the recording, give the students a minute to look at the photos on page 24 again. Play the example (0) and check that everyone understands what they have to do. Then, play the whole recording, pausing it after each sentence so that students can look at the photos and decide if the answer is Y (*yes*) or N (*no*). Play the sentences again to check the answers.

Answers

1 Y 2 N 3 Y 4 N 5 N

3 Play the sentences in Exercise 2 again and ask the students to repeat them. With a stronger class, pairs of students take turns to say a sentence about the pictures on page 24 and their partner says *yes* or *no*.

29 **Audioscript**

The sentences are recorded for the students to listen and repeat.

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

1 There are pictures on Paolo's wall.

2 There are two books on the table in the kitchen.

3 There's a man in the kitchen.

4 There are no windows in the living room.

5 There's a picture on the wall in the bathroom.

4 Encourage the students to complete the sentences without looking at the pictures first. If necessary, remind them to use *There's* with singular nouns and *There are* with plural nouns. Then, ask them to match each sentence to either Molly's house or Jay's flat. Check that students understand *house* and *flat* by asking, 'What is the difference between a house and a flat?' (*A house has two or more floors and stairs, but a flat is usually on one floor in a building with other flats.*).

Answers

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

MIXED ABILITY

Ask the weaker students to circle the objects in each sentence first and write *S* at the end of the sentence if it is singular and *P* if it is plural. Check their answers. Then, ask them to write *There's* next to all the sentences with *S* and then *There are* next to all the sentences with *P*. If all the other students have finished, don't ask them to match the sentences to the correct house.

FAST FINISHERS

Allow stronger fast finishers to work through this exercise at their own pace. Then in pairs, they take turns to describe either Molly's house or Jay's flat and their partner, with their book closed, draws a picture.

5 Demonstrate this activity first by telling the class five things about your home. If appropriate, ask them to listen and draw a picture of your home. With a weaker class, ask the students to write down their five things first before they tell their partner. If appropriate, encourage the pairs to take turns to describe and draw a picture. They can then use the picture to help them in Exercise 6.

Answers

Students' own answers

6 Ask the students to write at least five things about their partner's house. If they drew pictures in Exercise 5, they can use these to help them.

Answers

Students' own answers

COOLER

Collect in the students' written work from Exercise 6. Read out some of the descriptions without the name of the student and challenge the class to guess who it is.

GRAMMAR *there is / there are; in / on*

1 **Look at the examples in the table. Use these examples to talk about the photos on page 24.**

There's (There is)	*There are*	*in / on*
There's a table in the kitchen. There's a toilet here. There's a shower and a bath.	There are four doors. There are three bedrooms. There are two windows.	Mum's in the kitchen. The bags are on the table.

» GRAMMAR REFERENCE AND PRACTICE PAGE 139

Complete the sentences with *is* / *are* and *in* / *on*.



1 There _____ one phone _____ the box.



2 There _____ two phones _____ the box.

29 **2** **Look at the photos on page 24 again and listen to the sentences. Write Y (*yes*) or N (*no*).**

0 *Y* **2** _____ **4** _____
1 _____ **3** _____ **5** _____

29 **3** **Listen again and repeat.**

4 **Complete the sentences with *There's* or *There are*. Then match them to the pictures.**

0 *There's* a boy in the kitchen.
1 _____ four people in the kitchen.
2 _____ a shower in the bathroom.
3 _____ a table in the kitchen.
4 _____ two windows in the living room.
5 _____ six books on the floor in the blue bedroom.
6 _____ five pictures on the walls in the living room.
7 _____ a baby in the bath.
8 _____ two girls in the pink bedroom.

5 **Tell your partner five things about your home.**

I live in a flat. There are six rooms.

6 **Write about your partner's home.**

Luigi's home is a flat. There are two toilets and …



VOCABULARY AND READING

Things in my room

1 **Match the words to the photos A–L.**

EP

bed board game bookcase chair
clock computer clothes guitar
poster pet fish television (TV) toys

30 **Listen to check. Then repeat.**


A


B


C


D


E


F


G


H


I


J


K



L

2 **Read the magazine article. Match the people to the rooms 1–3.**

Your Rooms!

31

Luisa

This is my room. It's got blue walls and a light brown floor. There's a bed and a chair in here, and a TV. I've got lots of clothes. They're all on the bed and the floor. There are also lots of toys on the floor. They're my little brother's!

Jozef

This is my room. I've got a computer and lots of board games. My brothers have got a computer in their room too. I've also got a guitar in here. I've got lots of posters of my favourite bands on the walls.

Agata

This is my room and my sister's. There are two beds and a chair. There's a clock on the wall. We've got lots of books on the bookcase. My sister's got two pet fish, called Nemo and Dory. They've got a little house and lots of green plants in their aquarium!



VOCABULARY AND READING

Things in my room

WARMER

Write the names of rooms on the board: *living room*, *dining room*, *kitchen*, *bedroom* and *bathroom.* Ask the class to name two or three things that can be found in each room, e.g. *living room – window, chair, table.* Alternatively, if appropriate, write the name of each room at the top of five pieces of A3 paper (a different name on each sheet) and put these five (or use 10 pieces for a large class) on the classroom walls. Ask the students to walk around the classroom and write things they can find in each room on the pieces of paper.

1 If available, project photos A–L onto the board and encourage the students in pairs to name as many of them as they can. If necessary, give them the first letter of each one. Next, cover the images to see how many words the students remember. If this isn't possible, ask the students to cover the words and try to name the things in their books. Next, ask the students to match the words to the photos in pairs. Then, if you did the Warmer, ask the students to look at *bedroom* and ask them to find the similarities and differences.

FAST FINISHERS

In pairs, the fast finishers play *Mime, draw or spell.* They take turns to be Student A and Student B. Student A chooses one of the instructions, i.e. mime (do an action), draw (draw a picture) or spell (spell a word) and instructs Student B. Then, Student B chooses one of the words and follows the instruction for their partner to guess the word, e.g.

Student A: *Draw!*
Student B: *(chooses the pet fish and draws it)*
Student A: *Is it a pet fish?*
Student B: *Yes, it is. My turn! Spell!*
Student A: *C-L-O-C-K*
Student B: *Is it clock?*

If time allows, when the others are ready, each fast finisher joins one of the pairs. The fast finisher whispers instructions to one of the students, e.g. *Draw a pet fish* and the other students have to guess the word.

30

Answers

The answers are recorded for the students to check and then repeat.
A guitar B board game C pet fish D television (TV)
E bookcase F clock G toys H computer I bed J chair
K clothes L poster

» VOCABULARY WORKSHEET UNIT 3

2 Explain to the students that they are going to read about three teenagers' bedrooms. First, ask them to look at the pictures and find as many words from Exercise 1 as they can and then to describe each room in pairs. Encourage them to use *There is / There are*, e.g.

Student A: *In A, there are two beds and a chair.*
Student B: *There's a clock.*
Student A: *Yes and there are two bookcases.*

Next, give them a few minutes to read the texts and complete the matching activity. Check the answers as a class.

Answers

Luisa – 3 Jozef – 2 Agata – 1

MIXED ABILITY

Ask stronger students to read and match all three texts. Organise weaker students into groups of three, where each one reads one text and finds the room and then shares the answer with the other two. In Exercise 3, the weaker students will need to work in the same groups of three so that they can share information.

3 Encourage the students to say if the sentences are right or wrong before they read the article again to check. Encourage stronger students to correct the wrong sentences.

Answers

1 × (It's got blue walls.) 2 ✓ 3 ✓ 4 ✓
5 × (My sister's got two pet fish.)

31 The Reading text is recorded for students to listen and read.

TALKING POINTS

Check the class understand *favourite* by asking them the first question, 'What's your favourite colour?'. Check they all give an appropriate answer. Ask the students to take turns to ask the questions in small groups and to answer them in complete sentences.

GRAMMAR *have got* ⊕

1 Ask the students to use two different colours to underline the forms of *have got* in the article (one colour for *'ve (have) got* and another for *has got*). Check together how many times each form appears. Ask, 'When do we use *have got*?' and 'And when do we use *has got*?' and ask them to check their ideas with the grammar table.

Answers

Luisa
It's got blue walls
I've got lots of clothes
Josef
I've got a computer
My brothers have got a computer
I've also got a guitar
I've got lots of posters
Agata
We've got lots of books
My sister's got two pet fish
They've got a little house

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Ask the class to complete the sentences with *'ve got* or *'s got* and then check their answers by looking at the article.

Answers

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

3 Remind the students that *'s got* is only used in the third person singular. If necessary, explain that the contraction *'ve got* is mainly used with pronouns (e.g. *I, we, they*), whereas the full form can be used both with pronouns and nouns (e.g. *parents*).

Answers

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

4 After the students have underlined *also*, check they understand the meaning (if necessary ask for a translation) and ask, 'Where is *also* in the sentence?' (*between 'have/has' and 'got'*).

Answers

I've <u>also</u> got a desk.
I've <u>also</u> got a computer.

5 Allow students one to two minutes to draw their room. Point out they need to use *also* in one or two of their sentences. Encourage weaker students to use Sara's description as a model and to change words where necessary.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 3

SPEAKING

PRONUNCIATION Lists

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

32 **Audioscript**

The sentences are recorded for the students to listen and repeat.

1 I've got a chair, a table and a desk.
2 I've got a guitar, a pet fish and a TV.
3 My brother's got a camera, a phone and a computer.
4 In our flat, there's a kitchen, a living room and two bedrooms.
5 The teacher's got a book, a pen, a ruler and a dictionary.

2 Invite three students to demonstrate this game to the class. Remind them to use the right intonation. Elicit that the next student should repeat the sentence and add one more item at the end. When they can't think of another thing for the room, they can begin with a new room. Divide the class into small groups to play the game.

Answers

Students' own answers

COOLER

Play the fast finisher activity after Exercise 1 page 26 (TB page 47) again.

3 **Read the article again. Are the sentences right (✓) or wrong (✗)?**

1 The walls in Luisa's room are brown.
2 There are clothes on the bed in Luisa's room.
3 Jozef's got brothers.
4 There are posters on the walls in Jozef's room.
5 Agata has got three fish.

TALKING POINTS

What is your favourite colour?
What is your favourite computer game or board game?
Who is your favourite person?
What is your favourite thing?

GRAMMAR *have got* ⊕

1 **Read the magazine article on page 26 again. Underline all the examples of *'ve got, 's got* and *have got*.**

I / you / we / they	've got (have got)
he / she / it	's got (has got)

GRAMMAR REFERENCE AND PRACTICE PAGE 139

2 **Complete the sentences from the article.**

0 I *'ve got* a computer.
1 My sister _____ two pet fish.
2 It _____ blue walls.
3 We _____ lots of books.
4 They _____ a little house.
5 My brothers _____ a computer too.
6 I _____ lots of clothes.

3 **Complete the sentences with *'ve got, 's got* and *have got*.**

1 My dad _____ a nice phone.
2 My parents _____ a television in their bedroom.
3 I _____ two brothers and a sister.
4 Your brother _____ lots of friends.
5 Rosa and David _____ new cameras.
6 You _____ my dictionary!

4 **Read the sentences about Sara's room. Underline examples of *also*.**

I've got a bed and a chair in my room. I've also got a desk. On my desk, I've got a book and two pens. I've also got a computer.

5 **Think about your room and draw it. Write about it. Use *also* in one or two of your sentences.**

SPEAKING

PRONUNCIATION Lists

32 **1** **Listen and repeat.**

1 I've got a chair, a table and a desk.
2 I've got a guitar, a pet fish and a TV.
3 My brother's got a camera, a phone and a computer.
4 In our flat, there's a kitchen, a living room and two bedrooms.
5 The teacher's got a book, a pen, a ruler and a dictionary.

2 **Play this game in small groups. What have you got in your bedroom / kitchen / living room / flat?**



4 MY THINGS

ABOUT YOU

Talk about things in your bedroom.

I've got a clock. I've got …



VOCABULARY AND READING

Things in my school bag

1 Match the words in the box to the photos A–J.

EP

banana chocolate coat football gloves hat keys scarf wallet water bottle

33 Listen and check. Then repeat.

2 Read the blog and match the bags to the students.



WHAT HAVE YOU GOT IN YOUR SCHOOL BAG TODAY?

34

Tell us here:

I've got all my school books and my pencil case, of course! And I've got my water bottle, some chocolate and my hat. I haven't got my gloves. They're at home. Oh, and yes, I've got my wallet and my phone.

Sylvain

OK, I've got my school books and … I've got my keys, my phone and my water bottle. I've got a banana and an orange, too. I've got my gloves and I've got my coat – look! I haven't got my scarf or my hat.

Jana

Well, I've got my school books and all my school things. And I've got my watch, my wallet, my keys and a football. I haven't got my phone. It's at home. And I've got a banana and some chocolate. I'm always hungry!

Nicolas

In my bag today, I've got my school books, of course, and my new pencil case. And I've got my sister's water bottle because I haven't got one and she's got two! I haven't got my gloves, but I've got my scarf and hat. I've got my keys and an orange, too.

Pia

4 MY THINGS

Unit Overview

TOPIC	The things I've got
VOCABULARY AND READING	Things in my school bag What have you got in your school bag today?
PRONUNCIATION	Syllables
GRAMMAR	*have got* ⊖
VOCABULARY AND LISTENING	Adjectives: things Descriptions of things
GRAMMAR	*have got* ?
WRITING	A questionnaire asking *have you got* questions

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 140; TB page 244
WORKBOOK: pages 20–23
VIDEO AND VIDEO WORKSHEET: Things in your bag
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4
TEST GENERATOR: Unit test 4

WARMER

Hold up your own bag (or a student's bag) and elicit some suggestions of things that are in the bag, e.g. *a phone, some books.* Put the students into groups of four or five. Ask each group to assign one person to be the writer. Students list things that they usually have in their bags. Set a time limit of two minutes, and if the class enjoys competition, explain that the group with most things wins. Ask the winning team to read out their list, while the other teams tick off any things that also appear on their lists.

ABOUT YOU

First, invite a volunteer to describe what they've got in their bedroom using *I've got a …*, and then ask the students to continue in pairs. Encourage fast finishers to talk about the things they've got in the other rooms in their house.

VOCABULARY AND READING

Things in my school bag

1 Ask the students to cover the words in the exercise first. Ask, 'Have you got these things in your school bag?'. Then, ask pairs to name as many of the things as possible before they look at the words and match them. Check that the students pronounce the words correctly when they listen and repeat; in particular, note that the second *a* in *banana* /bəˈnɑːnə/ is a long *a*, *chocolate* is often reduced to two syllables /ˈtʃɒklət/, *coat* /kəʊt/ is one syllable with a diphthong and *keys* has a long vowel sound /kiːz/. Students will get more practice on syllables in the pronunciation section at the top of page 29.

33

Answers

The answers are recorded for students to check and then repeat.
A football B wallet C keys D chocolate E banana F gloves G scarf H water bottle I hat J coat

2 Organise the students into groups of four, where each student takes turns to describe one of the bags beginning with *In my bag, I've got a …*. Then, ask the students to read and match.

Answers

1 Nicolas 2 Sylvain 3 Pia 4 Jana

34 The Reading text is recorded for students to listen and read.

MIXED ABILITY

As the students read (or read and listen to the recording), ask the weaker students to underline the things from Exercise 1 in each text. Then, tell them to look for these underlined things in each picture.

FAST FINISHERS

Organise the fast finishers into pairs. Encourage them to work through Exercises 2 and 3 at their own pace. When they have exchanged several sentences in Exercise 3, ask them to take turns to choose one of the four bags and describe the things in it using *has got* but to include some mistakes. Their partner has to say *True!* or *False!*, e.g.

A: *Jana has got her coat.*
B: *True!*
A: *She's also got her scarf.*
B: *False!*

3 Ask the students to look at the pictures in Exercise 2 and cover Exercise 3. Read the example to the class and ask, 'Whose bag is it?'. Invite a volunteer to say a sentence about a different bag for the others to guess. Then, encourage the students to continue in pairs. Fast finishers can do the fast finisher activity in Exercise 2.

Answers

Students' own answers

PRONUNCIATION Syllables

35 4 Books closed. Copy the table onto the board and ask the students to listen to the recording and repeat the three words. Say them again but this time, clap your hands once for each syllable and encourage the students to join in. Elicit the number of syllables in each word.

Books open. Encourage the students, in pairs, to say the words, clap for each syllable and complete the table. Play the recording of the words in the box, pausing after each word for the students to check their ideas. Then, play the recording again for the students to repeat the words with the correct pronunciation.

36 **Answers**

The answers are recorded for the students to check and repeat.
One syllable: clothes, gloves, keys, scarf
Two syllables: bottle, chocolate, football, wallet
Three syllables: alphabet, banana, computer, Mexican

GRAMMAR *have got*

1 Books closed. Write the following on the board without the underlined words:

I/You/We/They <u>have got</u> the chocolate.

He/She/It <u>has got</u> the chocolate.

Elicit *have got* and *has got* (full forms).

Ask the students to find the negative form of *I have got* in the blog and write the form on the board by adding *n't* to the positive form.

Encourage the students in pairs to work out the negative form of *he/she/it*.

Books open. Ask them to complete the table.

Answers

1 his 2 hasn't got 3 our 4 haven't got

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Tell the students to look at the example (0) and ask, 'Are *I haven't got* and *I've got* correct in this sentence?' (*yes*). Play the example sentence and check that the students hear *I haven't got*. Do the first sentence as a class. If necessary, point out again that both answers are correct, but the students need to choose the words they hear. Play the rest of the recording.

37 **Answers**

The sentences are recorded for the students to choose the words they hear.
1 He hasn't got a coat.
2 You've got a sister.
3 They haven't got a TV in the kitchen.
4 She hasn't got a new bag.
5 I've got my banana.
6 We've got a clock in the classroom.

3 Encourage the students in pairs to cover the sentences, look at the pictures and describe what they can see using *He/She's got …* or *They've got …* . Next, point to the example picture and ask, 'Has he got a hat?'. Elicit: *No, he hasn't got a hat.* Ask, 'Has he got a coat?'. Elicit: *Yes, he's got a coat* and ask the students to read the example answer. Elicit from the class that they need to complete the sentences with the correct positive or negative form of *have got*.

Answers

1 's / has got, hasn't / has not got 2 've / have got, haven't / have not got 3 've / have got, haven't / have not got 4 hasn't / has not got, 's / has got 5 've / have got, haven't / have not got 6 haven't / have not got, 've / have got

4 Books closed. Say, 'In the blog, what have the students got in their bags?' and elicit two or three examples (e.g. *phone*, *keys*). Next, give them one minute to write down as many things as they can remember on their own. If available, set an alarm to stop the class after a minute. In pairs, ask them to compare what they've got on their lists using *I've got / I haven't got / You've got / You haven't got*, etc. Then, ask each pair to work with another pair and compare their lists using *We've got / We haven't got / You've got*, etc.

Answers

Students' own answers

COOLER

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

3 **Look at the photos in Exercise 2. Say and answer.**

This student's got a water bottle, a hat and a phone.

Sylvain.

PRONUNCIATION | Syllables

35 **4** **Listen and repeat.**

•	••	•••
friend	*guitar*	*Saturday*

Write the words in the table.

alphabet banana bottle
chocolate clothes computer
football gloves keys
Mexican scarf wallet

36 **Listen and check. Then repeat.**

GRAMMAR *have got* ⊖

1 **Read the blog in Exercise 2 again and complete the table.**

I	haven't got	my scarf.
You	haven't got	your water bottle.
Nicolas	hasn't got	**1** _____ phone.
Pia	**2** _____	her water bottle or her gloves.
We	haven't got	**3** _____ phones.
You	haven't got	your hats.
Sylvain and Pia	**4** _____	their gloves.

GRAMMAR REFERENCE AND PRACTICE PAGE 140

37 **2** **Listen to the sentences. Choose the words you hear.**

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

3 **Complete the sentences.**

0 My little brother *hasn't got* a hat.
He *'s got* a coat.



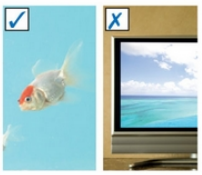
1 My sister _____ a football.
She _____ a guitar.



2 We _____ a bath in our house.
We _____ a shower.



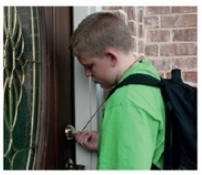
3 They _____ pet fish.
They _____ a television.



4 My sister _____ a banana.
She _____ some chocolate.



5 You _____ a key.
You _____ a phone.



6 I _____ a hat in my bag.
I _____ some books.



4 **What have the students in the blog on page 28 got in their bags? Write down all the things you can remember.**

You've got one minute!

Work with a partner. Compare and talk about your lists.

I've got 'phone' on my list. You haven't got it.
You've got 'drink'. I haven't.

Now work in small groups. Compare and talk about your lists.

You've got 'pencil case'. We haven't got it.
We've got 'keys'. You've got 'keys', too.

VOCABULARY AND LISTENING

Adjectives: things



1 Look at the picture and find these things.

EP

a long yellow ruler
a big red bag
a new green coat
a dark red coat
a black and white hat
a dirty red and yellow football

2 Look at the picture and find these things.

a short red ruler
a small brown bag
an old grey coat
a light grey coat
a clean black and white football

38 **3** Listen and number the sentences.

It's a dirty dark brown bag. ☐
It's a clean light blue bag. ☐
It's a long new ruler. ☐
It's a short red ruler. 1
It's a dark blue coat. ☐
It's an old grey coat. ☐

38 Listen again and check. Then repeat.

4 Work in pairs. Talk about the picture in Exercise 1.

There are four bags in the picture. This bag is light brown and it's small and dirty.

There's one black and white hat. Look, here it is.

5 Talk about your things. Use the picture in Exercise 1 to help you. Think about things in your bedroom and things in your classroom.

I've got a new school bag. It's dark green and yellow. It's big. I've also got a new coat. It's …

39 **6** What <u>hasn't</u> Emma got? Listen and tick (✓).

She hasn't got her …
coat. ☐
pencil. ☐
bag. ☐
ruler. ✓
football things. ☐
hat. ☐



39 Listen again and check.

7 Now look at the picture in Exercise 1 and find Emma's things.

VOCABULARY AND LISTENING

Adjectives: things

BACKGROUND INFORMATION

A lost property office is a place where people go to find their lost items. They are usually found in public places such as stations, museums, shopping centres and schools. The biggest lost property office in the world is in Tokyo, and the largest in Europe is on Baker Street in London.

WARMER

Put some of the things from SB pages 28 and 29 into a large bag. Invite a student to come to the front and blindfold him/her (or ask the student to close his/her eyes). The student should take something out of the bag and guess what it is by feeling it. Ask the class, 'Is he/she right?', 'What colour is it?' and 'Is it big, small or new?'. Continue the activity with more students.

1 Ask the students in pairs to look at the picture at the top of page 30 and name as many of the things as they can. Then, ask the students to find the things in the picture.

Answers

See answer key in Exercise 2. The items are circled in yellow.

2 Point out the difference between *light* (light blue) and *dark* (dark blue) by pointing to the colours in the classroom and then ask them to find these things.

Answers

The items are circled in black.



3 Point out that the students will hear the sentences in a different order and they will need to put them in order. After checking the answers, encourage the students to repeat the sentences several times in different voices to maintain interest, e.g. in a sad, happy, bored, tired voice. Encourage them to speed up as they repeat.

38

Answers

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

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

4 Ask the students to read the examples and find the objects the people are describing in the picture. Then, ask a volunteer to describe something else for the others to find. The students continue in pairs. Encourage them to use phrases from Exercises 1–3.

Answers

Students' own answers

FAST FINISHERS

Give fast finishers a minute to study and remember as many of the objects from the picture in Exercise 1 and the descriptions from Exercises 1 and 2 as they can. With books closed, in pairs or small groups, the first student says, for example: *There's a dirty dark brown bag*. The second student repeats what the first student said and adds another description from memory, for example: *There's a dirty dark brown bag and an old grey coat.* Students continue in pairs or small groups.

5 Write the example sentences on the board, omitting and eliciting *and* and *also* to encourage noticing. Ask the students to write three sentences. Encourage them to write complex sentences. Then, ask the students to talk about their things in pairs.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 4

39 6 Explain the situation: Emma comes home from school but she hasn't got some of her things. She calls her teacher, Mr Jones.

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

Answers

She hasn't got her: coat, bag, ruler, football things.

» AUDIOSCRIPT TB PAGE 267

7 Elicit the four things Emma hasn't got again and also a description of these things before the students look for these things in the picture. If necessary, play the recording in Exercise 6 again to help with the description.

Answers

The items are circled in white.



GRAMMAR *have got*

1 Ask the students to look at the picture of Emma and her questions and try to elicit the short answers. Weaker students can look at the short answers under the picture to help them.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

Ask the students to look at the example questions and short answers again and choose the right words. Point out that although we use *got* in the question, we do not use it in the short answer.

Answers

1 after 2 is not

2 Point out that the students need to complete the sentences with the correct form of *have*. Encourage them to look at Emma's questions and short answers at the beginning of this Grammar section to help them.

MIXED ABILITY

With weaker students, encourage them to find the pronoun or name in each question first and decide whether they need to use *have* or *has*. With very weak students, play the recording first, with pens down. Ask them to listen to and read each question and repeat the correct form of *have* when they hear it. Then, they write their answers to the exercise.

40

Answers

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

Example **A:** Has he got a pet fish? **B:** No, he hasn't.
1 **A:** Has Emma got her bag? **B:** No, she hasn't.
2 **A:** Have Sylvain and Pia got their hats? **B:** Yes, they have.
3 **A:** Have I got your phone? **B:** Yes, you have.
4 **A:** Have you got your water bottle? **B:** No, I haven't.
5 **A:** Has your bag got my football things in it? **B:** Yes, it has.

3 Demonstrate the activity by asking questions to one or two stronger students and eliciting appropriate short responses. During feedback, prompt stronger students to report back to the class using *he's/she's got, he/she hasn't got*. Then, ask the pairs to write down at least three more *have got* questions. Change the pairs and encourage the students to take turns to ask and answer their new questions.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 4

TALKING POINTS

03 After the students have completed the video activities on the photocopiable worksheet, encourage them to take turns to ask and answer questions about the things in their own school bag. They should ask both *What have you got in your bag?* and also *Have you got a …?*. Encourage stronger students to ask follow-up questions with adjectives, e.g. *Is your phone new? How old is it? Are your gloves dirty?* Switch pairs and repeat. The second time, students will find it easier and speak more fluently. This will give them a sense of their own progress, which in turn should increase motivation.

WRITING

1 Write the table below on the board. Ask the students to copy it down and add three more *Name:* columns. Don't write the information in *italics* in the first column on the board (this is an example).

Have you got …?	Name: *Julia*
1 Have you got brothers and sisters?	*Yes, I have.*
2 Have you got …	*No, I haven't.*
3	
4	
5	
6	

Elicit two or three more *Have you got …?* questions from the class and then ask them to write down their own questions in rows 2–6. Next, ask them to choose four students to interview and to write the students' names at the top of each column. Then, they interview their four students and write down their short answers. If necessary, do the first column on the board as an example.

Now, ask them to read the example paragraph and encourage them to write their own short paragraph about the four students they interviewed. Remind them to use the correct form of *have got*.

Answers

Students' own answers

COOLER

Play the lost property game. Collect one or two things from each student, such as pencil cases, rubbers and pencils, and put them on a table. Try to make sure you have more than one of each item. Next, stand behind the table and invite students to visit your 'lost property office' to find their things, e.g.

Teacher: *Good morning. Can I help you?*
Student: *Yes. Have you got my pencil?*
Teacher: *I don't know. What colour is it?*
Student: *It's red.*
Teacher: *Is it new or old?*
Student: *It's new.*
Teacher: *Is this your pencil?*
Student: *Yes, it is. Thank you.*

In a large class, students can do this activity in small groups, taking turns to be the lost property officer.

GRAMMAR *have got*

1 **Read the examples. Choose the correct words to complete the two sentences.**

1 In questions, the pronoun (*he, she, we*, etc.) is *before* / *after* the words **have** or **has**.
2 The word **got** *is* / *is not* in the short answers.





Short answers
Yes, I **have**. / No, I **haven't**.
Yes, you **have**. / No, you **haven't**.
Yes, he/she/it **has**. / No, he/she/it **hasn't**.
Yes, we **have**. / No, we **haven't**.

GRAMMAR REFERENCE AND PRACTICE PAGE 140

2 **Complete the sentences.**

0 **A:** *Has* he got a pet fish?
B: No, he *hasn't* .
1 **A:** _____ Emma got her bag?
B: No, she _____.
2 **A:** _____ Sylvain and Pia got their hats?
B: Yes, they _____.
3 **A:** _____ I got your phone?
B: Yes, you _____.
4 **A:** _____ you got your water bottle?
B: No, I _____.
5 **A:** _____ your bag got my football things in it?
B: Yes, it _____.

40 **Listen and check. Then repeat.**

3 **Ask and answer with your partner.**

A: *Have you got a clock on your kitchen wall?*
B: *Yes, I have.*

… a clock on your kitchen wall?
… a shower in your house?
… your keys in your bag?
… a chair in your bedroom?
… your English books on your desk?
… photos on your bedroom wall?

Now make some more *have got* questions to ask your partner.

TALKING POINTS

03 **Watch the video. Ask and answer the question with a partner.**
What have you got in your bag?

WRITING

1 **Do a questionnaire.**

Write six *have you got* questions using ideas from Grammar Exercise 3.



Ask four students your six questions. Write their short answers.

Now write about the students.

Georgia has got two brothers and one sister. She's got a new red school bag and she's got a pet fish. She hasn't got a chair in her bedroom.

LIFE SKILLS CREATIVITY & INNOVATION

BEING CREATIVE AND BEING YOU

1 **Read, think and answer. Discuss with a partner.**

1 What's your favourite room at home? Describe it.
2 What's your favourite colour?
3 What colour are the walls in your bedroom?
4 What things have you got in your bedroom?

2 **Read the title and look at the pictures in the interview below. Guess the answers.**

1 What room is the interview about?
2 What is Tristan Deever's hobby?

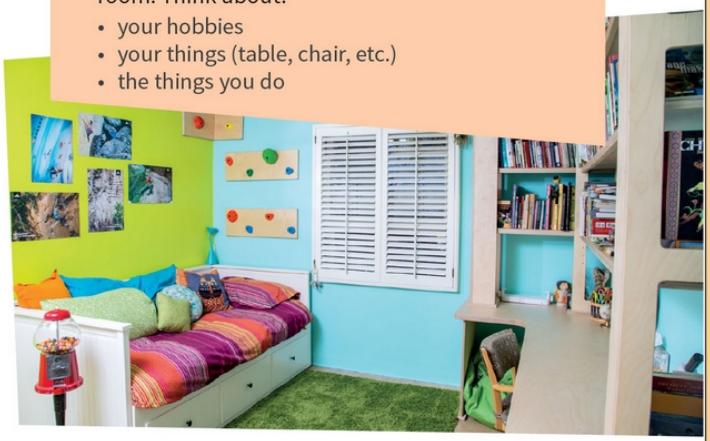
3 **Read the interview. Were your answers in Exercise 2 correct?**

LIFE SKILLS

Being creative and being you

We are all different. We can be creative *and* tell others about us. For example, we can plan a nice room. Think about:

- your hobbies
- your things (table, chair, etc.)
- the things you do



Interview with pop star

TRISTAN DEEVER

41

Look inside Tristan Deever's musical home!

Tristan: Welcome to my home!

Interviewer: Thank you. So, what's your favourite room?

Tristan: The living room is my favourite room. Look! There's a long sofa for me and for my friends. The sofa is colourful – it's lots of different colours. There's a TV and there are music posters on the walls.

Interviewer: And the sofa is on a rug.

Tristan: Yes. It's my favourite rug. The rug looks like a guitar. It's cool!

Interviewer: Music is everywhere in your living room.

Tristan: Yes. I love music. Music is my hobby. I've got three guitars. And I've got books about music, too. The books are on a blue shelf. I've got a pet fish. His name's Fran. He's in his fishbowl, on the table.

Interviewer: Hello Fran!

Tristan: There's a big light in my living room.

Interviewer: Your living room is a happy room with lots of colours in it.

Tristan: Yes, it's a happy room and I'm a happy person. And it's a musical room and I'm a musical person.



LIFE SKILLS

Learning Objectives

- The students learn about being creative while also being themselves.
- In the project stage, they plan a new bedroom, draw a picture and tell their partner about it.

Vocabulary

sofa rug shelf fishbowl light

BACKGROUND INFORMATION

Note: In the Reading text on page 32, Tristan Deever is a fictional character.

The recording in Exercises 7 and 8 is loosely based on an Interior Design reality TV show. Popular shows on British TV include *Amazing Spaces* where the presenter George Clarke travels to different places to meet people who have turned unusual things into small places to live. Examples of these places include a double decker bus which is now a mobile home, and a dog house which is now a garden studio. In another programme, *Grand Designs*, different people design and build their own dream home; there's now an official *Grand Designs* magazine online. *Trading Spaces* is an American TV programme where neighbours have a budget of $2,000 to redecorate a room in each other's house. The participants can't go into their own house while one of their rooms is being changed and they can't have a say in the decoration. They see their new room at the end of the final day. In *Trading Spaces: Boys vs Girls*, two friends (8–14 year olds) redecorate each other's bedrooms.

WARMER

Tell the class that they are going to think about their ideal bedroom. If available, play some calming instrumental music and if appropriate, ask the students to close their eyes. Now say in a soft gentle voice, 'Imagine you're in your perfect bedroom. Where are you? Are you in your own bedroom? What colour are the walls? Are there any posters on the walls? Have you got a bookcase? What books are there? Have you got a computer or a TV? What about a clock? What time is it? Have you got a pet fish or a dog or a cat?'. Ask the students to open their eyes and to compare their ideas in small groups. Invite volunteers to describe their rooms to the class; point out that everyone has a different idea of a perfect room but that's fine.

LIFE SKILLS

Being creative and being you

Tell the students to read the information in the box, including the three bullet points, and ask, 'Are we all the same?' (*no*). If appropriate, invite a brief discussion on the students' hobbies, things and activities and point out that nobody is exactly the same but that's OK.

1 Ask the students to read the questions, think about the answers on their own and make some notes. If necessary, remind them to think for themselves. Next, ask the students in pairs to take turns to ask and answer the questions and encourage them to find the difference between their opinions. Invite some feedback from the class on the differences by asking for example, 'What's your favourite colour?', 'Is it the same for everyone?' and 'Why not?'.

Answers

Students' own answers

2 Invite the students to look at the photo of the young person and ask, 'What's his name?' (*Tristan Deever*) and 'Who is he?' (*a pop star who plays the guitar*). Next, ask them to look at the photos of the rooms and to try to guess the answer to the questions. Remind them not to read the interview for now.

Answers

Students' own answers

3 Ask the students to read the interview and to check their ideas in Exercise 2.

Answers

1 the living room 2 music

4 Ask the students to read the sentences in pairs and to try to underline the wrong word in each one before they read the interview again. Then, ask them to read, check their ideas and underline the answers in the interview. Point out that they also have to write the right word.

Answers

1 Tristan Deever is a teacher. *pop star*
2 The kitchen is his favourite room. *living room*
3 His music posters are on the table. *walls*
4 He's got six guitars. *three*
5 The fish's name is Frank. *Fran*
6 Tristan Deever is a sad person. *happy*

41 The Reading text is recorded for students to listen and read.

5 Ask the students to look at the photos and try to name the objects before they look at the words in the box. Ask them to label the photos and then check their ideas in the interview.

Answers

1 sofa 2 light 3 rug 4 shelf 5 fishbowl

6 Ask the students to tick the things in Exercise 5 they've got in their living room, and put a cross for things they haven't got. Next, ask them to read the example and point out the positive and negative form. Ask two or three volunteers to make sentences about their own living room using two of the words. Then, ask the students to write their own sentences using all the words.

Answers

Students' own answers

42 7 Tell the students that Anna is designing a new room for her friend Daisy (see *Trading Spaces* in Background information above). Anna is going to describe the room first and then Daisy is going to give her opinion. Ask the students to read the questions before they listen. If necessary, play the recording twice.

Answers

1 a 2 a

42 8 Ask students, in pairs, to try to complete the sentences before they listen again. If necessary, pause the recording after each answer and give the students time to write down the correct word. Encourage the students to read the sentences about Daisy's new room again and think about whether they like it.

Answers

1 posters 2 books 3 computer 4 board games 5 clock 6 bed

» AUDIOSCRIPT TB PAGE 268

TALKING POINTS

Ask the students to read the questions on their own and to think about their own answers. Allow weaker students to write these down. Then, organise them into small groups and encourage them to take turns to ask and answer the questions. Remind them that they don't have to have the same answers and opinions.

9 Ask the students to look at the *Useful Language* box and to match the sentences to the pictures. Then, check pronunciation by asking them to listen to you before repeating. Ask, 'What's the same about the three expressions?' (*we use them to give our opinions*).

Answers

1 B 2 C 3 A

10 Encourage the students to write complete sentences to answer the questions using the words they underlined in Exercise 9.

FAST FINISHERS

Fast finishers write some true sentences about one of the rooms in their own house using the underlined words in Exercise 9. In pairs, they take turns to read their sentences and guess the room.

Answers

1 I love music.
2 The rug looks like a guitar.
3 The rug is cool.

PROJECT *A plan for a new bedroom*

Ask the class to read the instructions and ask, 'What are you going to draw?' (*a picture of a new bedroom*), 'Are you going to write?' (*yes, about the new bedroom*) and 'What do you need to answer?' (*the questions*). Point out that their new bedroom should be their perfect room. Before the students start drawing, first ask them to read the questions and write some notes. Then, allow them some time to draw their picture. Next, ask them to write a paragraph about their new room using their notes. When they are ready, pairs take turns to ask and answer the questions. Encourage them to say three things they like about each other's rooms using the expressions in the *Useful language* box.

MIXED ABILITY

After the students have drawn their pictures, encourage stronger students to write as much as they can about their room. With weaker students, write some example sentences on the board and encourage them to copy them but change the words in bold in the example below to make them true, e.g. *My favourite colour is **green** and the walls in my new bedroom are **green**.*

PROJECT EXTENSION

Tell the students they're going to design a new classroom. Ask them to read the questions in the *Project* box again and change them so they can ask questions about their new classroom. Next, ask them to take turns in pairs to ask and answer the questions, listen to each other and decide on the best things for their new classroom together. Then, ask them to draw a picture of their new classroom. Finally, ask them to take turns to tell others about their picture.

COOLER

Play Change seats if you … . Organise the class so students are sitting on chairs in a large circle (have two circles for a large class). Say, 'Stand up and change seats if your favourite colour is blue'. Students only stand up and change places if it's true for them. Continue with different sentences about rooms.

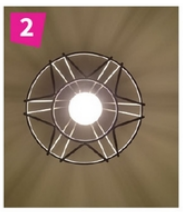
4 **Read the interview again. Underline the wrong word in each sentence. Write the correct words.**

1 Tristan Deever is a teacher. .....
2 The kitchen is his favourite room. .....
3 His music posters are on the table. .....
4 He's got six guitars. .....
5 The fish's name is Frank. .....
6 Tristan Deever is a sad person. .....

5 **Label the photos. Look at the highlighted words in the interview again and check.**

fishbowl light rug shelf sofa





.....

.....







.....

.....

.....

6 **Write true sentences about your living room. Use all the words from Exercise 5.**

In my living room, there's a sofa. There isn't a rug.

.....
.....
.....
.....
.....

42 **7** **Listen to Anna on TV. Answer the questions (choose a or b).**

1 What room is Anna talking about?
a a new bedroom **b** a new living room
2 Is Daisy happy with her new room?
a yes **b** no

42 **8** **Listen again. Complete the sentences with the words in the box.**

bed board games books
clock computer posters

1 There are football _____ on the wall.
2 There are _____ on the bookcase.
3 There's a _____ on the table.
4 There are _____ on the shelf.
5 There's a _____ on the shelf.
6 There's a _____ in the bedroom.

TALKING POINTS

What is your favourite hobby?
What do you think is good about Daisy's new bedroom?

9 **Match the sentences 1–3 to the pictures A–C.**

USEFUL LANGUAGE

1 I love football.
2 The clock looks like a football.
3 It's cool.







10 **Look at the interview on page 32 again. Use the underlined words in Exercise 9 and answer.**

1 What does Tristan Deever say about music?
2 What thing looks like a guitar?
3 What does Tristan Deever say is cool?

PROJECT

A plan for a new bedroom

Draw a picture of your new bedroom and write about it. Think about these questions:

- What's your favourite colour?
- What colour are the walls in your new bedroom?
- What's your favourite hobby?
- Are there things from your hobby in your room?
- Where is your bed and other things in your room?

Tell your partner about your new bedroom.

REVIEW 1 UNITS 1–4

VOCABULARY

1 **Match the words to the photos A–J.**

bag camera chair clock gloves
guitar hat keys phone watch

A 

B 

C 

D 

E 

F 

G 

H 

I 

J 

2 **Put the letters in the right order to make family words.**

0 tressi *sister*
1 bhsunda
2 uhtdraeg
3 fwei
4 nos
5 rtnepas
6 torbrhe
7 drnhicle
8 hrtemo
9 frheta
10 ybba

3 **Match the adjectives to the people. Close your book and ask and answer with a partner.**

bored ~~funny~~ happy hot
hungry sad tired

A: *Is Joe funny?*
B: *Yes, he is.*



GRAMMAR

1 **Complete the sentences with the words in the box.**

I'm It's He's She's
We're They're ~~My~~
is (x2) are His Her



Hi! [0] *My* name's Joelle. [1] _____ 12.
These [2] _____ my new friends. [3] _____
really nice!
This [4] _____ Paolo. [5] _____ 13. [6] _____
dad's Italian.
This [7] _____ Rosa. [8] _____ 13. [9] _____
camera's new! [10] _____ in a photo club.
[11] _____ fun!

REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Objects and people; Things in my room; Things in my school bag; Families; Adjectives: feelings
GRAMMAR	Determiners; *be* singular ⊕; *be* plural ⊕; Possessive *'s*
SPEAKING	Play a guessing game about things in your bag using *have got*
LISTENING	Two students talking about themselves
READING	A short text about Keira's home
WRITING	Write sentences with capital letters and full stops

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 1–4; Vocabulary worksheets Units 1–4; Review Game Units 1–4; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Play Pictionary. Draw one of the objects from the photos in Exercise 1 on the board and allow the class to ask three *Is it a …? / Are they …?* questions. Next, invite a volunteer to come to the board, and show him or her one of the photos to draw and for the others to guess. Continue the activity with more volunteers.

VOCABULARY

1 Encourage the students to cover the words in pairs and to ask *Is it a …? / Are they …?* about each object. With weaker students, it may be necessary to write the questions on the board with example words. Point out that we ask *Is it a + singular noun?* and *Are they + plural noun?*. Next, ask the students to match the words on their own and then check their answers in pairs before class feedback.

FAST FINISHERS

In pairs, fast finishers take turns to describe the objects in the photos using the adjectives for things in Unit 4 (Exercise 1 page 30) and guess the object.

Answers

A camera B gloves C phone D watch E bag F chair G guitar H clock I keys J hat

2 Ask the students to complete the exercise in pairs. Then, ask them to check their spelling with the words in Unit 2 Exercise 2. If time allows (and if they didn't do this in Unit 2), encourage the students to draw their own family trees and label the people in their own family with these words.

Answers

1 husband 2 daughter 3 wife 4 son 5 parents 6 brother 7 children 8 mother 9 father 10 baby

3 First, encourage the class to find six students and their teacher, Mr Gibbs. Then, ask them to match the adjectives to the people. Next, give them about two minutes to memorise the people and their feelings and then ask them to turn over their books. Ask the question in the example 'Is Joe funny?' and elicit the answer *Yes, he is*. Then, encourage the students to take turns to look at the picture and ask questions and to answer their partner's question with their book turned over.

Answers

Mr Gibbs – tired, Harry – hot, Lucy – happy, Tom – hungry, Jake – bored, Ella – sad

GRAMMAR

1 Ask the students to look at the photo and identify the characters (Paolo, Joelle and Rosa). Ask them to try to complete the text in pairs. Then, read the complete text with the answers to the class and ask them to correct their answers. If time allows, encourage them to rewrite some of the sentences in this text so that they are true for the students.

MIXED ABILITY

Ask stronger students to complete the exercise at their own pace and then to use the text to write sentences about themselves and classmates. When the others are ready, ask these students to read their sentences for the others to guess who they are describing.

With weaker students, first encourage them to identify the characters in the photos by saying their names. Then, with pens down, read the short texts with the missing words to the students in a different order (and without the character's name) and encourage them to guess who you are describing. Read the texts again in the same order as the book (and with the missing words) and encourage the students to follow the text as you read. Then, ask them to complete the text for themselves.

Answers

1 I'm 2 are 3 They're 4 is 5 He's 6 His 7 is 8 She's 9 Her 10 We're 11 It's

2 First, ask the students to identify the five people and the five objects in the picture. Next, read the example as a class and encourage the class to do number 1 orally together. Then, ask the students to complete the exercise.

Answers

1 The wallet is Oliver's.
2 The poster is Cara's.
3 The coat is Evie's.
4 The football is Dan's.
5 The scarf is Ravi's.

SPEAKING

1 Choose a student with a large school bag and invite them to come to the front of the class with their bag. Write *class* and the student's name in two columns on the board, e.g.

Class Marta

Next, ask the student some *Have you got …?* questions about their bag, e.g. 'Have you got a phone?', 'Have you got some keys?' and 'Have you got a book?' and encourage them to answer *Yes, I have* or *No, I haven't*. Award the student asking the question one point for every *Yes, I have* answer and the student replying one point for every *No, I haven't* answer. Encourage the class to continue asking questions. Then, organise the students into pairs and encourage them to play the game and to keep a record of the points. Allow the students a few minutes to play the game and then find the overall class winner.

Answers

Students' own answers

LISTENING

43 1 Ask the students to look at the boxes. Ask, 'What information is missing?' and elicit examples, e.g. *Age – 12 years old, Nationality – Spanish*. Then, tell them they are going to listen to an interview and ask them to predict the interviewer's questions, i.e. *What's your name?, How old are you?, What's your nationality? / Where are you from?* and *What's your phone number?*. Point out that the interviewer will also ask Tabitha and Darcy to spell their surname, so the students need to listen carefully and spell the names correctly. If necessary, play the recording twice. During the second listening, pause the recording after each answer is given.

Answers

Name: Tabitha Browne
Age: 12
Nationality: British
Phone number: 07700 900 415
Name: Darcy Clark
Age: 13
Nationality: Canadian
Phone number: 07700 900 127

» AUDIOSCRIPT TB PAGE 268

READING

1 Tell the class they are going to learn about Keira's home. Ask the class, 'How many rooms does Keira's house have?' and 'What are they?'. Encourage them to predict the answers. Ask them to listen to and read Keira's description and answer your questions. Next, in pairs, ask them to read the sentences and say if they are right or wrong. Then, ask them to read the text again and check their answers.

Answers

1 × (There isn't a dining room.) 2 ✓
3 × (There's a computer in the living room.)
4 × (There are three pictures on the walls in the living room.)
5 × (There isn't a bath in the bathroom, there's a shower.)

44 The Reading text is recorded for students to listen and read.

WRITING

1 Write the example on the board and encourage volunteers to come to the board and correct it. Then, ask the students to copy the sentences into their notebooks with capital letters and full stops. During class feedback, invite volunteers to come to the board, write the correct answers and ask the students to correct their work.

Answers

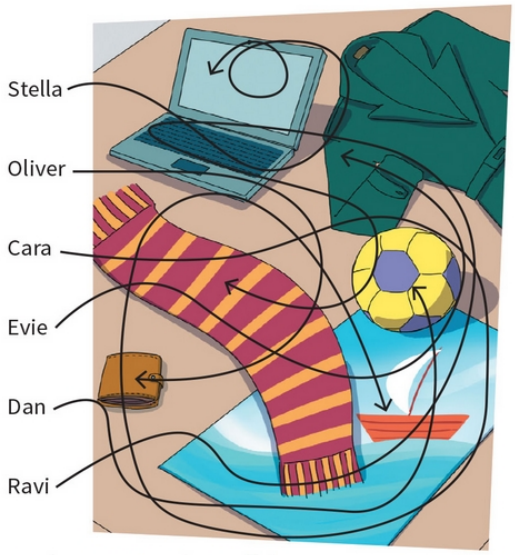
1 My mum's from Brazil and my dad's from Mexico.
2 My friend Ling is Chinese.
3 They aren't from Turkey.
4 He isn't Spanish, he's Argentinian.
5 My teacher's called Mr Brown.

COOLER

Read the sentences from the Writing section (and also the Reading section if time allows) and encourage the students in pairs to say them again so that they are true for them, e.g.:

Teacher: *My name's Gabby and I'm 14.*
Student A: *My name's Diego and I'm 12.*
Teacher: *My mum's from Brazil.*
Student B: *My mum's from Spain.*

2 **Look at the picture and complete the sentences.**



0 The *computer* is *Stella's*.
1 The _____ is _____.
2 The _____ is _____.
3 The _____ is _____.
4 The _____ is _____.
5 The _____ is _____.

SPEAKING

1 **Play this game. Write six things in your bag. Ask and answer with your partner.**



You get one point when your partner says *Yes, I have*. Count your points. Who is the winner?

LISTENING

43 **1** **Listen and complete the boxes about the two students.**

	Tabitha	Darcy
Name:		
Surname:	_____	_____
Age:	_____	_____
Nationality:	_____	_____
Phone number:	_____	_____

READING

1 **Read about Keira's home. Are the sentences right (✓) or wrong (✗)?**



44 My name's Keira and I live in a flat with my mum and dad. We've got five rooms – a kitchen, a living room, a bathroom, two bedrooms – and a small hall. We haven't got a dining room. In the kitchen, there's a table with six chairs. There's also a TV and a clock. In the living room, there's a desk and a computer. There are three pictures on the walls. In the bathroom, there's a shower. We haven't got a bath. My favourite room is my bedroom. I've got a desk, a chair and a small table in here.

0 There are five rooms in the flat. ☑
1 There's a dining room. ☐
2 There's a table in the kitchen. ☐
3 There's a computer in the kitchen. ☐
4 There are four pictures in the living room. ☐
5 There's a bath in the bathroom. ☐

WRITING

1 **Write these sentences with capital letters and full stops.**

0 my name's gabby and i'm 14
My name's Gabby and I'm 14.
1 my mum's from brazil and my dad's from mexico
2 my friend ling is chinese
3 they aren't from turkey
4 he isn't spanish, he's argentinian
5 my teacher's called mr brown

5 WHAT CAN YOU DO?



ABOUT YOU
What's in your bag today? Say five things. Compare with your partner.

VOCABULARY AND LISTENING

Activities and skills

1 **Look at the photos A–J. Use the verbs in the box to complete the phrases.**

EP

cook paint play remember ride
sail sing skate speak swim


A J
_____ a horse


B
_____ underwater


C
_____


D
_____ Italian


E
_____ a picture


F
_____ the guitar


G
_____ spaghetti


H
_____ a boat


I
_____ special dates


J
ice _____

45 **Listen and check. Then repeat.**

46 **2** **Look at the big photo at the top of the page and listen. Write *yes* or *no*.**

0 The friends are in the park. *yes*
1 This week's photo club project is called 'Every day'.
2 Rosa's camera is old.
3 The new boy is called José.
4 He's got a very nice camera.

5 WHAT CAN YOU DO?

Unit Overview

TOPIC	The things we can and can't do
VOCABULARY AND LISTENING	Activities and skills A meeting of the photo club
GRAMMAR	*can / can't*
PRONUNCIATION	*can / can't*
VOCABULARY AND READING	Parts of the body Rubberboy
GRAMMAR	Prepositions: *in, on, behind, under*
SPEAKING	Asking and answering *can you* questions

Resources

GRAMMAR REFERENCE AND PRACTICE: SB pages 141–142; TB pages 244–245
WORKBOOK: pages 24–27
VIDEO AND VIDEO WORKSHEET: What can you do?
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5
TEST GENERATOR: Unit test 5

WARMER

Revise the vocabulary from Unit 4. Write *Have you got … in your bag?* on the board and elicit as many words as possible to complete the question (e.g. *a phone, keys, a water bottle*). Write some of their answers on the board. Next, challenge the class to guess at least six things you've got in your bag today by asking the question 'Have you got … in your bag?'. In the *About you* box, the students talk about the things they've got in their bags.

ABOUT YOU

If you have done the Warmer, put the students into pairs and ask them to try to guess six things in their partner's bags by asking: *Have you got … in your bag?* and answering *Yes I have / No, I haven't*. Alternatively, ask the students to compare what they've got in their bag with a partner.

VOCABULARY AND LISTENING

Activities and skills

1 Books closed. Write the verbs from the box on page 36 on the board. Mime the activities to the class and ask the students to match the action to one of the verbs on the board. If *remember (special dates)* is too difficult to mime or explain, give a translation. If time allows, ask volunteers to mime the verbs for the class to guess.

Books open. Ask the students to complete the phrases in Exercise 1. When the students repeat the words, check their pronunciation. If time allows, put the students in pairs to mime the verbs for their partner to guess.

FAST FINISHERS

In pairs, fast finishers cover the words again, look at the pictures and try to remember as many of the verbs as they can. Then, ask them to think of another noun for *ride (a bike), speak (English), paint (the wall), play (the piano), cook (pizza)* and *remember (names)*. If time allows, invite the fast finishers to write their new nouns on the board for the others to guess the correct verb.

45

Answers

The answers are recorded for students to check and then repeat.
A ride a horse B swim underwater C sing D speak Italian
E paint a picture F play the guitar G cook spaghetti
H sail a boat I remember special dates J ice skate

46 **2** Tell the class to look at the photo at the top of page 36 and ask, 'Who are they?' (*Joelle, Paolo and Rosa*), 'Where are they?' (*in the park*) and 'What have they got?' (*cameras*). Next, explain that they are going to listen to a conversation between the characters. Before you play the recording, ask the students, in pairs, to read the sentences in Exercise 2 and to guess if the answer is *yes* or *no*. Play the recording twice before checking the answers. In Grammar Exercise 1 page 37, the students will listen to the recording again and write what each person can do.

MIXED ABILITY

Pair up a stronger student with a weaker one. Encourage them, in pairs, to underline the key words in the sentences before they listen (e.g. *0 in park, 1 this week's project 'Every day', 2 Rosa's camera old, 3 new boy José, 4 nice camera*). Check the answers as a class to make sure the pairs have underlined just the key words (and not every word). Next, play the recording and encourage them to listen for their key words to see if they write *yes* or *no*. Ask the pairs to compare their ideas with another pair. Then, play the recording for a second time. Encourage the students to shout *Stop* when they hear the answer, then pause the recording and check their ideas. At the end, elicit from the stronger students as much information about the friends as you can.

Answers

1 no 2 no 3 yes 4 yes

GRAMMAR *can / can't*

46 **1** Books closed. On the board write *Ed Sheeran is a musician. He _____ play the guitar.* Elicit the missing word (*can*). Next, write *He _____ speak English but he _____ speak Chinese.* Elicit the missing words (*can, can't*).

Books open. Ask the students to look at the photos in Exercise 1 on page 36 again and, in pairs, say which of these activities Joelle, Rosa and Paolo can do. If necessary, point out that they can do several things each. Then, play the recording and ask the students to write J, R or P on the correct photos. If necessary, point out that they don't need to write on all the photos.

Answers

AJ BR DP FR GR HJ IP JJ

» AUDIOSCRIPT TB PAGE 268

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 244–245

2 Ask the class to work in pairs to complete the sentences, pointing out if necessary that these sentences refer to the recording. Make sure that the students refer to the Grammar box before you check the answers as a class.

Answers

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

PRONUNCIATION *can / can't*

3 Play the recording once and ask the class to listen only. Play it again, pause after each line and ask the class to repeat. Focus the students' attention on the difference between *can* /kæn/ and *can't* /kɑːnt/.

47 **Audioscript**

The questions and answers are recorded for the students to listen and repeat.

Girl: What can you do? Can you ride a horse?
Boy: No, I can't.
Girl: Can you play the guitar?
Boy: No, I can't.
Girl: Well, can you take photos?
Boy: Yes, I can. And I can speak Italian.
Girl: Oh good!

4 First, ask the students to read through the sentences or questions and say each alternative quietly to themselves (e.g. *I can take good photos. / I can't take good photos.*). Play the recording twice before you go through the answers as a class. Then, ask the students to listen again and repeat. Make sure that the students pronounce *can* and *can't* correctly.

48 **Answers**

The sentences are recorded for the students to listen and choose the words they hear.
Example I can take good photos.
1 We can't see the TV.
2 I can't remember her name.
3 My sister can't play the guitar.
4 Can your little brother read?
5 My mother can speak Chinese.

5 After students have ordered the questions, ask them to write down their own short answer: *Yes, I can* or *No, I can't*, except in questions 4 (*Yes, he can / No, he can't*) and 6 (*Yes, he/she can / No, he/she can't*). Then, put them in pairs to ask and answer the questions.

Answers

1 Can you use a dictionary?
2 Can you take good photos?
3 Can you draw a horse?
4 Can your dad sing?
5 Can you swim 25 metres?
6 Can your teacher remember your name?

6 Copy or project the table in Exercise 7 onto the board. Demonstrate this first activity by saying, 'Can I play the guitar?', giving your true answer and putting a tick or a cross in the *me* column. Next, give the class one minute to complete the *me* column for themselves. Keep the table on the board to demonstrate Exercise 7.

Answers

Students' own answers

7 Drill the questions first as a class. Next, ask each question to a volunteer and encourage the student to say, *Yes, I can* or *No, I can't*. Complete the *my partner* column on the board with ticks and crosses. The students continue in pairs and complete the table for their partner.

Answers

Students' own answers

8 Use the ticks and crosses in the table to elicit when we use *and*, *but* and *or*: we use *and* with two ticks, *or* with two crosses and *but* with a tick and a cross (or vice versa). Before you ask the class to write their own sentences, ask them to read the examples in blue and then elicit a few more examples.

Answers

Students' own answers

COOLER

Give each student a piece of paper, ask them to write their name at the top and to write a true sentence with *can* and with *can't*, e.g. *I can swim 1 km but I can't cook spaghetti with tomato.* Ask the students to pass their piece of paper to a student on the left. This student now writes another true sentence with *can* and *can't*. Repeat a few times and then ask them to find the paper with their name on it. Ask the students to read the sentences and try to guess which student wrote each sentence. They can check their ideas by asking each other questions, like *Can you swim 3 kilometres? Can you cook spaghetti with tomato?.*

GRAMMAR *can / can't*

46 **1** **Read the Grammar box. Then listen again. What can Joelle, Rosa and Paolo do? Look at Exercise 1 on page 36 and write J (Joelle), R (Rosa) or P (Paolo) on some of the photos.**

⊕
I / You / He / She / It / We / They **can** swim.

⊖
I / You / He / She / It / We / They **can't (cannot)** swim.

?
What **can** you do?

Short answers
Can you swim? Yes, I **can**. No, I **can't**.

» GRAMMAR REFERENCE AND PRACTICE PAGE 141

2 **Complete the sentences with *can* or *can't*.**

0 Joelle ___*can*___ ride a horse.
1 Rosa _____ swim underwater.
2 Paolo _____ sing or ride a horse.
3 _____ Paolo paint a picture?
No, he _____.
4 _____ Paolo speak Italian?
Yes, he _____.

PRONUNCIATION *can / can't*

47 **3** **Listen and repeat.**

What can you do? Can you ride a horse?

No, I can't.

Can you play the guitar?

No, I can't.

Well, can you take photos?

Yes, I can. And I can speak Italian.

Oh, good!

48 **4** **Listen and choose the word you hear.**

0 I (*can*) / *can't* take good photos.
1 We *can* / *can't* see the TV.
2 I *can* / *can't* remember her name.
3 My sister *can* / *can't* play the guitar.
4 *Can* / *Can't* your little brother read?
5 My mother *can* / *can't* speak Chinese.

5 **Put the words in order and make questions. Then ask and answer with your partner.**

1 dictionary / you / Can / use / a / ?
2 good / you / photos / take / Can / ?
3 draw / Can / a / you / horse / ?
4 dad / Can / sing / your / ?
5 swim / you / 25 metres / Can / ?
6 Can / remember / name / your / teacher / your / ?

6 **What can you do? Put a ✓ (yes) or a ✗ (no) in the *me* column of the table in Exercise 7.**

7 **Ask and answer with your partner. Use *can* and *can't*. Complete the table for your partner.**

Can you …	me	my partner
play the guitar?		
ride a bike?		
cook spaghetti?		
ice skate?		
remember your friends' birthdays?		
speak Spanish?		



Can you play the guitar?

No, I can't.



8 **Read the sentences in the table. Then write three sentences about you and three sentences about your partner. Use *and, but* and *or* in your sentences.**

	sing	play the guitar
I can sing *and* play the guitar.	✓	✓
I can't sing *or* play the guitar.	✗	✗
I can sing, *but* I can't play the guitar.	✓	✗

I can take photos and paint a picture. Luigi can't speak Chinese or swim underwater.

VOCABULARY AND READING

Parts of the body

1 EP **Look at the photos. Match the parts of the body A–L to the words in the box.**

arm	ear	eye	face	foot/feet
hair	hand	head	leg	mouth
nose	tooth/teeth			

49 **Listen and check. Then repeat.**

50 **2** **Listen. Point to the parts of your body when you hear them.**

3 **Play the game in Exercise 2 with your partner.**

4 **Read the article and answer the questions.**

1 What is Rubberboy's real name?
2 Where is he from?
3 What is he famous for?
4 Where can you see Rubberboy?

RUBBERBOY

51



This is Rubberboy! Of course, that's not his real name. His real name is Daniel Browning Smith and he comes from the USA. He is famous for the things he can do with his body. For example, he can stand on his hands and put his feet behind his head. Can you do that? It's really difficult! He can also get into a very small box – only 34 cm × 40 cm × 50 cm. You can read about Daniel in a book called *Guinness World Records* and you can also see him on TV or on your laptop.





VOCABULARY AND READING

Parts of the body

WARMER

Organise the students into small groups and give each group an A3 piece of paper (or A4 if not available). Challenge each group to draw a person on their piece of paper in less than two minutes. Next, ask them to label as many parts of the body as they can in four minutes. If the class enjoys competition, the winning team is the group with the most correctly labelled (and spelled) body parts. Display the pictures on the walls.

1 Ask the students to cover the words in the box and, in pairs, to name as many of the parts of the body (A–L) in the photos at the bottom of page 38 as they can. Next, ask them to look at the words in the box and check their ideas. When they repeat the words, monitor and make sure they pronounce the words correctly. If you did the Warmer, encourage the students to add these parts of the body (if any are missing) to their picture.

49

Answers

The answers are recorded for students to check and then repeat.
A nose B tooth/teeth C mouth D face E leg F hand
G foot/feet H arm I eye J hair K head L ear

2 Pre-teach the verb *point* by pointing to the door and saying, 'Point to the door!'. Then, without pointing to your own nose, say 'Point to your nose!' and check that everyone understands. Play the recording and stop it after the first two words. Check that everyone understands what they have to do. Then, play the complete recording. With a weaker class, stop the recording after each word to give students a little more time to think about the words.

50

Answers

The words are recorded for the students to listen and point.
foot … hand
eye … face … foot
face … teeth … arm
arm … leg … ear … eye
head … nose … hair … feet
leg … tooth … ear … hand … arm
eye … nose … leg … head … foot … teeth … arm

3 First, demonstrate this activity to the class by saying two or three examples, e.g. 'Nose! Arm!' and encouraging the students to point to the correct part of their body. Then, invite a volunteer to come to the front to give the instructions. Next, divide the class into pairs or small groups. Monitor that the students pronounce the words correctly as they play the game. If appropriate, with stronger students, they could do this as a Simon says type activity where if the student doesn't say *Simon says*, the others don't point.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 5

BACKGROUND INFORMATION

Daniel Browning Smith (AKA Rubberboy)

Even as a small boy, Daniel used to jump off the top bunk bed and land on the floor doing the splits. He began performing in the street as a teenager and then at 18, he joined the circus. Daniel has seven world records – he got his first in 1999 for the 'Fastest Time Getting Into A Locked Straitjacket'. In 2007, he got the world record for being the world's most flexible man. Daniel has been in films (e.g. *Minority Report* and *Men in Black 2*) as both an actor and also as a stuntman. He also performed during the intervals at NBA matches and concerts. There are many videos of Rubberboy online and he's got his own website.

4 If necessary, pre-teach *famous* by naming some famous people and asking, 'What are they?' (*famous*). Next, ask them to look at the title *Rubberboy* and the photos. Point out that the title is two words (*rubber* + *boy*) and ask, 'Why is his name Rubberboy?'. Demonstrate with a rubber that it's very bendy.

Ask the students to read the questions in pairs and to try to guess the answers. Then, ask them to read (or read and listen to) the article and check their ideas. Encourage the students to read the article again to make sure their answers are correct. If appropriate, invite a short class discussion on whether the students in the class can do these things or whether they know anyone who can. If time allows, show the class a video of Rubberboy (there are many videos of him online).

Answers

1 Daniel Browning Smith 2 the USA 3 the things he can do with his body 4 on TV or on your laptop

51 The Reading text is recorded for students to listen and read.

GRAMMAR Prepositions: *in, on, behind, under*

Books closed. Say to the class, 'Take a pencil and put it in your bag'. Encourage the weaker students to copy what the stronger students are doing. Say, 'Put the pencil on your table'. Check everyone is following you and say, 'Put it behind your chair'. Check and then say, 'Put it under your chair'. Repeat these instructions in the same order and then in a different order to make sure everyone has understood the meaning of *in*, *on*, *behind* and *under*. Next, draw four boxes (similar to the illustrations at the top of page 39) on the board and invite volunteers to write the four prepositions in the correct place in relation to each box. Books open. Finally, ask them to compare the board pictures with the pictures at the top of page 39.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

1 Ask the students to read the sentences first and match them to the pictures (by looking for key words) before they complete them with the preposition.

Answers

1 behind – picture D 2 on – picture G 3 under – picture A
4 under – picture E 5 in – picture C 6 in – picture F

2 Point out that these sentences are not connected to the pictures in Exercise 1. The students need to read each one and think of a logical answer.

FAST FINISHERS

Encourage fast finishers to write some more sentences about things they can see in the classroom. In each sentence they should include a correct and an incorrect preposition. When the others are ready, reorganise the students into groups with one fast finisher. The students take turns to read the sentences with the correct preposition. The fast finisher listens and says if the sentence is correct.

Answers

1 on 2 on 3 under 4 behind 5 in

» GRAMMAR WORKSHEET UNIT 5

TALKING POINTS

04 After the students have done the video activities on the photocopiable worksheet, read through the questions as a class and make sure the students understand the vocabulary. Then, ask them to take turns to ask and answer the questions in pairs.

SPEAKING

1 Check that the students understand the phrases in the box by asking them to mime each one. Then, drill the questions as a class, making sure the students sound interested when they ask the questions and give their short answer. Next, tell them to stand up, and give them 5–10 minutes to ask the questions to as many of their classmates as they can. If you intend to do some class feedback, encourage them to make a note of the answers. If time allows, in groups ask them to produce a poster with their results. The poster could include a graph or pie chart to show how many students can do each action.

MIXED ABILITY

Allow weaker students some time to write down their questions first and think of their own answers. While they are doing this, encourage stronger students to think up some more 'Can you + an action with your body' type questions they can ask their classmates.

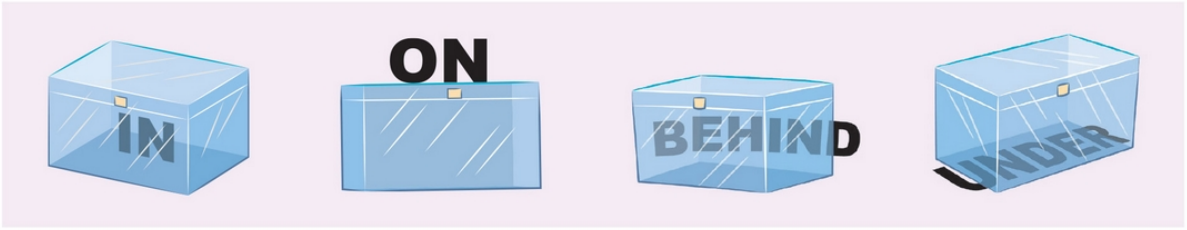
Answers

Students' own answers

COOLER

Divide the class into groups of three or four. Give each group 12 sticky notes and ask the students to write a different part of the body on each one. Tell each group to choose someone to stand in the middle of the group. Give the groups two minutes to label that student's body parts correctly with the sticky notes. When the groups have finished, go around the classroom and check that they have labelled the parts correctly. Ask each group to ask the student in the middle a question, e.g. *Can you touch your toes?* and *Can you close one eye?.* When everyone has had a turn asking questions, encourage the student in the middle to ask the rest of their group some questions. Note: If more appropriate for your class, the students can draw a body on an A3 piece of paper and label it with sticky notes instead of labelling a student.

GRAMMAR Prepositions: *in, on, behind, under*



GRAMMAR REFERENCE AND PRACTICE PAGE 142

1 **Match the sentences to the pictures A–G. Then complete the sentences with *in, on, behind* or *under*.**

0 His hands are *behind* his head. [B]
1 The guitar is _____ the door. [ ]
2 There are lots of books _____ the table. [ ]
3 She is _____ the table. [ ]
4 His head is _____ the desk. [ ]
5 The dog isn't _____ her bed! [ ]
6 The ruler is _____ the pencil case. [ ]















2 **Choose the correct words.**

1 There are some nice pictures *behind* / *on* the wall.
2 My bag is *in* / *on* the chair in my bedroom.
3 I can't open my eyes *under* / *behind* the water.
4 Look! The dog is *on* / *behind* the door.
5 Is that chocolate you've got *in* / *under* your mouth?

TALKING POINTS

04 **Watch the video. Ask and answer the questions with a partner.**

Can you …
- get into a small box?
- head a ball?
- do a cartwheel?
- stand on your head?

SPEAKING

1 **Walk around the class. Ask and answer questions. Use the phrases in the box.**

move your ears paint with your toes
put your toes in your mouth
walk on your hands write with your feet

Hi, Sonia. Can you paint with your toes?

Yes, I can. What about you?

No, I can't.

6 PARTY TIME!



ABOUT YOU

Write down all the food words you can in two minutes. How many words have you got?

VOCABULARY AND LISTENING

Food and drinks

1 Match the photos A–P to the words in the box.

EP

biscuits	bread	butter	cakes
cheese	chicken	chips	eggs
juice	lemonade	milk	pasta
potatoes	rice	soup	tomatoes

52 Listen and check. Then repeat.

2 Put the food in Exercise 1 in the right columns. Then work with your partner and put more food words in the columns.

fruit	vegetables	meat
		
drinks	**sweet snacks**	**other**
		

3 Talk to your partner about the food and drinks you like and don't like.

I like vegetables. I don't like eggs.

53 **4** Look at the table and listen to the teacher talking about the class party. Match the names of the students to the food.

Class Party

What food can you bring?

Name	Food
Jessica	cheese
Kim	bread and butter
Hugo	oranges
Lily	apples
Nina	bananas
Alfie	tomatoes
Tom	biscuits
	cakes
	lemonade
	juice

6 PARTY TIME!

Unit Overview

TOPIC	Organising a party (food and invitations)
VOCABULARY AND LISTENING	Food and drinks Talking about the class party
GRAMMAR	Countable and uncountable nouns; *some*, *any*, *lots of*
PRONUNCIATION	*some*
VOCABULARY AND READING	Telling the time (1) Party invitations
GRAMMAR	Prepositions: *on*, *at*, *from*, *until*
WRITING	An invitation to a party

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 143; TB page 245
WORKBOOK: pages 28–31
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6
TEST GENERATOR: Unit test 6

WARMER

Put students into teams and give each team a board pen. Ask the first person in each team to come to the board and draw a picture of food. The second student writes the name of that food underneath. The third draws a picture of a different item of food, which will be named by the fourth student, and so on, until all the students have had a turn. Teams race to finish as quickly as possible.

ABOUT YOU

Organise the students into small groups. Give each group a piece of paper and appoint a secretary in each group. Set an alarm and challenge each group to write down as many food words as they can. Point out that the spelling needs to be correct. The winners are the group with the most correctly spelled food words.

VOCABULARY AND LISTENING

Food and drinks

1 If you did the activity in the *About you* box, ask the groups to compare their list of food words with the photos. Encourage the students to try to name all the food in the photos before they match them to the food words in the box.

52

Answers

The answers are recorded for students to check and then repeat.
A rice B pasta C tomatoes D bread E chicken F cheese
G chips H biscuits I juice J soup K butter L milk
M lemonade N eggs O potatoes P cakes

2 Check the class can pronounce each heading correctly first and they understand the meaning. After they have put the words in the correct columns, ask them to add the words from their lists from the *About you* box to the right column.

Possible answers

fruit: apples, bananas, oranges
vegetables: potatoes, tomatoes
meat: chicken
drinks: juice, lemonade, milk
sweet snacks: biscuits, cakes, chocolate
other: bread, butter, cheese, chips, eggs, pasta, rice, soup

FAST FINISHERS

Encourage the fast finishers to play Pictionary in pairs with the food vocabulary on this page. They take turns to draw a picture of one of the food words for their partner to guess the word.

3 Ask the students to put a tick next to the food in Exercise 2 they like and a cross next to the food they don't like. Read the example as a class and invite more examples. Students continue in pairs. Allow weaker students to write their sentences down first.

Answers

Students' own answers

53 4 Books closed. Say to the class, 'Tomorrow there's a class party but we haven't got any food'. Then, ask different students around the class, 'What food can you bring?' and encourage them to answer *I can bring …* . Books open. Ask the students to read the instructions. Next, tell them to listen and draw a line between the names and the food. Point out the example: *Jessica – bread and butter*. Play the recording and encourage the students to compare their answers.

Answers

Kim biscuits Hugo cake Lily oranges Nina apples
Alfie cheese Tom tomatoes

» AUDIOSCRIPT TB PAGE 269

GRAMMAR Countable and uncountable nouns

1 Tell the students to read the sentences in the Grammar box and ask, 'What are things that we can count?' (*countable*) and 'And things that we can't count?' (*uncountable*). Then, ask them to look at all the food and drinks on page 40 and write *C* next to the countable nouns and *U* next to the uncountable nouns.

At an appropriate moment, highlight the spelling rules for forming the plural of words ending in *o* (add *-es*).

Answers

Countable: biscuits, cakes, chicken, chips, eggs, potatoes, tomatoes, oranges, apples, bananas,
Uncountable: bread, butter, cheese, chicken, juice, lemonade, milk, pasta, rice, soup
Note: chicken can be both countable and uncountable; if we refer to a chicken, we are referring to a whole chicken, as in the photo.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Point out that we use *a* or *an* with singular countable nouns and *an* before a noun which begins with a vowel sound. (Note it's ***an*** *umbrella* /ʌmˈbrelə/ but ***a*** *university* /ˌjuːnɪˈvɜːsəti/ and ***a*** *horse* /hɔːs/ but ***an*** *hour* /aʊər/.) Encourage students to try to count the noun if they aren't sure and to try not to think about the word in their own language as it might be different.

Answers

countable	uncountable
a banana	fruit
a chip	meat
an egg	milk
a potato	pasta
a vegetable	soup

some, any, lots of

3 Write the rules (1–3) on the board, with *some*, *any* and *lots of* in a different colour. Next, ask the students to read sentence a and ask, 'Is this rule 1, 2 or 3?' (*2*). Write *a* next to rule 2. Do the same with sentences b and c as a class and then encourage the students to complete the exercise in their books.

Answers

1 b c f 2 a e g 3 d h

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

4 Encourage the students to look at the rules they completed in Exercise 3 to help them.

MIXED ABILITY

Encourage stronger students to work through the exercise at their own pace. Then, they can write about the food they've got at home.

Support the weaker students by asking them to read each sentence first, circle the noun and decide if it is countable or uncountable. Next, they should read the sentences again and decide if they are positive, negative or questions and then complete the exercise.

Answers

1 some 2 any 3 lots of 4 some 5 an 6 any 7 lots of

PRONUNCIATION *some*

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

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

54 **Audioscript**

The sentences are recorded for the students to listen and repeat.

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

6 Ask the students to write as many true sentences as possible. Set a time limit of three minutes. Pairs swap and check each other's sentences.

Possible answers

There are some cakes.
There are lots of cookies.
There's some chocolate.
There's some chicken.
There isn't any rice.
There's some cheese.
There isn't any pasta.
There's some fruit.
There are some pears.

7 Students continue in pairs. Encourage them to use the vocabulary from this lesson. Monitor, provide vocabulary as necessary, and check that the pairs are spelling the words correctly.

Answers

Students' own answers

8 With weaker students, ask them to write their sentences first. If they have written their list in pairs, make sure they write *We've got …* here.

Put the students into groups of six to share lists. Students decide who's got the best list. This will give them a reason to listen. Monitor and note any common errors for class correction at the end of the exercise.

Answers

Students' own answers

COOLER

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

GRAMMAR Countable and uncountable nouns

1 **Read the sentences about countable and uncountable nouns.**

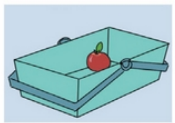
There are things you can count (countable):
an apple *ten apples*
There are things you can't count (uncountable):
rice
You can add *s* to countable nouns, but you can't add *s* to uncountable nouns:
apples *rices*
(Be careful: potato – potatoes tomato – tomatoes)

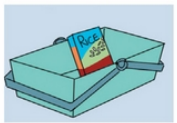
Which of the food and drinks words on page 40 are countable and which are uncountable?

GRAMMAR REFERENCE AND PRACTICE PAGE 143

2 **Write the words in the box under the correct shopping basket. For countable words, add *a* or *an*.**

~~apple~~	banana	chip	egg	fruit
meat	milk	pasta	potato	~~rice~~
soup	vegetable			





countable
an apple

uncountable
rice

some, any, lots of

3 **Read the sentences from Listening Exercise 4. Then match them to the rules in the box.**

a We haven't got any food for the class party tomorrow.
b I can bring some bread and butter.
c I can bring some biscuits. We've got lots of biscuits at home.
d Can you bring some tomatoes?
e I haven't got any fruit at home.
f We need some fruit.
g We haven't got any tomatoes at home.
h Have you got any tomatoes at home?

1 We use some and lots of in positive sentences.
b ____ ____

2 We use any in negative sentences.
____ ____ ____

3 We can use some or any in questions.
____ ____

GRAMMAR REFERENCE AND PRACTICE PAGE 143

4 **Choose the correct words to complete the sentences.**

0 Have you got *any* / *a* soup?
1 I've got *any* / *some* biscuits in my bag.
2 There isn't *a* / *any* milk in the kitchen.
3 There are *lots of* / *an* eggs here.
4 I've got *some* / *a* bananas and oranges for the party.
5 There's *lots of* / *an* orange under the table.
6 James can't bring *any* / *some* cheese.
7 There's *any* / *lots of* food for the party.

PRONUNCIATION *some*

54 **5** **Listen to five sentences with *some*. Then listen again and repeat.**

6 **Look at the picture of the party food and write sentences. Use *a* / *an*, *some*, *any* or *lots of*.**

They've got some oranges.
They haven't got any bread.
There's …



7 **Write a shopping list for *your* party.**

8 **Tell the people in your class about the food at your party.**

I've got lots of fruit. I haven't got any chocolate.
I've got some cakes.

VOCABULARY AND READING

Telling the time (1)

55

A



C



B



D



1 Read the invitations and find …

1 two different days. *Saturday* _____
2 four different months. _____
3 three different places. _____
4 four different times. _____
5 two email addresses. _____
6 two phone numbers. _____

56 **2** Listen to the conversations 1–4 and match them to the invitations A–D.

Conversation 1 ____
Conversation 2 ____
Conversation 3 ____
Conversation 4 ____

VOCABULARY AND READING

Telling the time (1)

WARMER

Draw a big circle on the board and write the following information in the circle in a random order: Saturday 1st April; 1st August; from 10 am until 2 pm; 01386 928704; from 3.30 until 5.30; 01632 960250; 33 Albert Street; 020 875 645

Next, organise the students into small teams and say, 'Find a time!'. The first team to put up their hand comes to the board and circles a time. Continue with 'Find a day/date/address/phone number'. Next, say 'Tell me a time!' and the first team to put up their hand says one of the times. Continue with 'Tell me a date!', 'Tell me a day!', etc.

1 Books closed. Elicit typical information written in an invitation, e.g. the time and the place, and write the students' ideas on the board. Books open. The students look at the invitations very quickly and check their ideas. Next, ask the students to read the instructions for Exercise 1. Remind the students of the meaning of *months* and *places*. To check, ask 'Which month is it now?' and 'What's this place?' (*a school*). Finish number 1 as a class. Once the students have completed the exercise, encourage them to compare answers, in pairs, before conducting feedback as a class. Highlight the fact that we use capital letters with months and days of the week in English.

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

FAST FINISHERS

First, in pairs, the fast finishers decide which party they would like to go to and why. Then, they take turns to test each other's memories by asking and answering questions about the information in the invitations, e.g. *When is Rebecca's party?, Where is Daniel's party?* and *What time is Andrew's party?*. If they enjoy competition, encourage them to award each other points for correct answers.

Answers

1 Wednesday
2 August, March, July, April
3 33 Albert Street, Rebecca's house, Victoria Park
4 8, 3.30–5.30, 2.15, 10 am–2 pm
5 hannah.timms@worldnet.com, andrew@fgcool.com
6 020 875 645, 03276 753 902, 01386 928704, 01632 960250

55 The Reading texts are recorded for students to listen and read.

56 **2** Point to invitation A and ask, 'What time is it?'. Elicit: *8 (o'clock).* Ask the students to underline the times in the other invitations. Give them a minute to do this. Encourage them to check with a partner that they've underlined the same things. Ask, 'Which party is at 10 o'clock?' (*D*), 'Which party is at three thirty?' (*B*) and 'Which party is at two fifteen?' (*C*).

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

MIXED ABILITY

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

Answers

1 C 2 A 3 D 4 B

» AUDIOSCRIPT TB PAGE 269

» VOCABULARY WORKSHEET UNIT 6

BACKGROUND INFORMATION

The Ancient Egyptians invented the 12-hour time convention; they used sundials during the day and water clocks at night. The first mechanical clocks used the 24-hour system. Although the 24-hour time convention is much more widely used around the world nowadays, the 12-hour time convention is still used in Britain, the USA, Canada and some British colonies. The day is divided into two halves: am (*ante meridiem* in Latin) is before midday (12 pm = midday) and pm (*post meridiem*) is after midday (12 am = midnight).

3 Complete number 1 as a class by pointing to the clocks and asking, 'Which clock is 9.00 am?' *(B)*. Clarify that *am* refers to the morning and *pm* to the afternoon/evening. The students do the exercise individually.

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

57

Answers

The answers are recorded for the students to check and repeat.
Example It's six twenty. F
1 It's 9 am. B
2 It's one ten. E
3 It's three thirty. D
4 It's two fifty. G
5 It's four o'clock. A
6 It's 7 pm. C

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

58

Answers

The times are recorded for the students to listen and complete the clocks.
1 It's five fifteen.
2 It's nine thirty.
3 It's eleven twenty.
4 It's eight twenty-five.
5 It's twelve ten.

TALKING POINTS

Ask the students to ask you the questions in the box and model a good answer. Next, invite a stronger student to the front, ask them the questions and make sure they give a full answer. Then, ask the students to take turns to ask and answer the questions in pairs.

GRAMMAR Prepositions: *on, at, from, until*

1 Clarify that *from* and *until* refer to start and finish times respectively. Write the start and finish times of the students' school day on the board and say, e.g: 'School is from 8.30 until 3.30'. Then, ask them to find examples of the prepositions in the invitations before completing the table.

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

Answers

Days: on
Times: from, until, at
Dates: on, on
Places: at, at

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Pens down. Read question 1 to the class, elicit the answer (*on*) and ask the students, 'Why?' (*it's a date*). If necessary, tell them to look at the grammar table in Exercise 1. Ask the students to continue the exercise in pairs and encourage them to look at the grammar table and say why.

Answers

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

3 Ask the students to turn to SB page 124 and in pairs practise the conversations a few times. You could get them to switch roles and/or speak with different voices, for example, happy, sad, etc.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 6

WRITING

1 The invitations on page 42 serve as a model for this task. Remind the students to include information about the day, time, date, etc. Ask the students to show their invitations to their classmates. If time allows, encourage the students to decorate their invitations and then, if appropriate, vote on the best one. Next, ask them to look at the conversations on page 124 again. They should stand up, walk around the classroom and try to persuade at least three other students to come to their party.

Answers

Students' own answers

COOLER

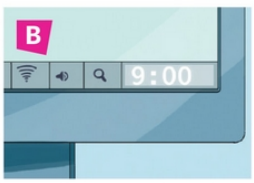
Write *on, at, from, until* in big letters and well-spaced across the board. Divide the class into two groups, and number the students within each group so that there are two number 1s, etc. Call out, for example, *Saturday* followed by a number. The two students with that number race to the board to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

3 Look at the pictures A–G. Match the times to the clocks.

EP

0 It's six twenty. F
1 It's 9 am. ☐
2 It's one ten. ☐
3 It's three thirty. ☐
4 It's two fifty. ☐
5 It's four o'clock. ☐
6 It's 7 pm. ☐









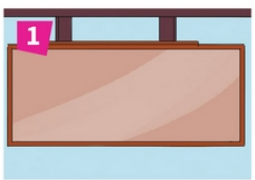




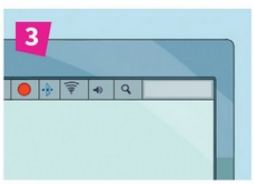


57 Listen and check. Then repeat.

58 **4** Listen and complete the clocks.











TALKING POINTS

Do you like parties?
How often do you go to parties?
What is your favourite party food?
What are your favourite party activities?

GRAMMAR Prepositions: *on, at, from, until*

1 Read the invitations again. Underline *on, at, from* and *until*. Then complete the table with *on*, *at*, *from* and *until*.

Days	*on*	Wednesday		
	_____	Saturday		
Times	_____	3.30	_____	5.30
	_____	2.15		
Dates	_____	1st August		
	_____	2nd March		
Places	_____	Rebecca's house		
	_____	the park		

» GRAMMAR REFERENCE AND PRACTICE PAGE 143

2 Complete the sentences with *on, at, from* and *until*.

0 Tom's party is *on* Tuesday *at* 4.30.
1 Is your party _____ 1st July?
2 The party is _____ my house, _____ 2 pm _____ 5 pm.
3 See you _____ the park _____ Sunday!
4 My party is _____ the swimming pool. It's _____ 3 pm.

3 Practise the conversations about parties from Vocabulary Exercise 2 with your partner. You can find them on page 124. Change the days, times and places.

WRITING

1 Look at the invitations on page 42 again. Now write an invitation to your party. Put

- the day
- the time
- your phone number and email address
- the date
- the place

Invite people to come to your party.

Would you like to …? | Where …? | What time …? | I'd love to … | It's on … | Oh, I'm sorry, I can't. | When …? | It's at …

CULTURE

HOLIDAYS IN THE USA

FACTFILE Holidays in the USA

On public holidays, schools and offices close. There are about ten public holidays in the United States of America (the USA).
People do different things to celebrate these holidays. People also eat different food on different holidays.
Some public holidays in the USA are:

- ★ Thanksgiving
- ★ Labor Day
- ★ Independence Day
- ★ Martin Luther King Day

59 **1** **Look at the photos 1–4. Listen and repeat the words.**


1 the American flag


2 a parade


3 fireworks


4 a barbecue

2 **In pairs, talk about the questions.**

1 What colours is the American flag?
2 Are there parades where you live? When?
3 Are there fireworks where you live? When?
4 Do you have barbecues? When?

3 **Read the web page and look at the calendar. For this calendar, what *date* is:**

Martin Luther King Day?
Thanksgiving?

What *day* is:
Independence Day?

JANUARY						
M	T	W	T	F	S	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

JULY						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

NOVEMBER						
M	T	W	T	F	S	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

60 **Hi, everyone.**

Can you help me with my school project on American holidays? What are your favourite holidays?




pumpkin pie

Hi, I'm Megan. My favourite holiday is Thanksgiving. It's on the fourth Thursday in November. On Thanksgiving, we say thank you for the things we've got. We have a big family meal. We eat lots of food together. We eat turkey, potatoes and vegetables. And we eat pumpkin pie for dessert.


turkey

4 **Read the web page again. What happens on these days? Tick (✓) columns 1–3 of the table.**

	1 Martin Luther King Day	2 Independence Day	3 Thanksgiving	4 Labor Day
a family meal				
a barbecue				
a parade				
fireworks				

CULTURE

Learning Objectives

- The students learn about national holidays in the United States.
- In the project stage, they write a web page about a holiday in their country and present it to other students.

Vocabulary

turkey pie burgers corn on the cob sweet potatoes

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Fourth of July in the USA

BACKGROUND INFORMATION

Thanksgiving started when a group of English pilgrims had a feast with Native Americans to celebrate the harvest. It is also celebrated in Canada but on the second Monday in October.

Independence Day is a national holiday celebrating independence from British rule. It's celebrated on 4th July in the USA.

Martin Luther King Day celebrates Martin Luther King's birthday which is on 15th January. Martin Luther King called for nonviolent action during the civil rights movement, which campaigned against racial discrimination, but he was assassinated in 1968.

Labor Day* in the USA is celebrated on the first Monday in September. In most countries, Labor Day (or Workers' Day) is celebrated on 1st May and it celebrates the contributions workers make to their country.

**Labor* is the US English spelling for the British English word *Labour*.

WARMER

Revise the days and the months: ask pairs of students to ask and answer questions, e.g. *What's your favourite/least favourite day?, Why?, What's your favourite/least favourite month?* and *Why?*. Next, revise how to say dates, e.g. *5 November = the fifth of November*. Then, write some important dates for this calendar year (e.g. your birthday, some public holidays), ask the students to say them correctly and guess why they are important, e.g.:

5 November

Student: *Is it your birthday?*
Teacher: *No, it isn't.*
Student: *Is it the day of our exam?*
Teacher: *Yes, it is.*

1 Tell the students to look at the title of this lesson and the photos in Exercise 1 and ask, 'What's this lesson about?' (*special days in the USA*). Ask them to describe what they can see in each photo in pairs. Next, ask them to listen, repeat each word and find it in the photos. Play the recording again and ask the students to repeat and point to the word.

59 **Audioscript**

The words are recorded for the students to repeat.

1 the American flag 2 a parade 3 fireworks 4 a barbecue

2 First, ask the students to read the questions and underline the words from Exercise 1. Next, ask them to take turns to ask and answer the questions. Encourage the stronger students to ask follow up questions, e.g. 2 *Do you watch the parades? Who with? Do you like them?*

Answers

1 It's red, white and blue.
2–4 Students' own answers

3 Ask the class, 'What is a public holiday?', 'How many public holidays are there in the USA?' and 'Can you name any of the public holidays?'. Encourage the class to guess the answers and then ask them to read the factfile at the top of page 44 to check. Next, ask the class to look at the calendars and if you haven't done the Warmer, make sure they can pronounce the months and dates correctly. Ask them to guess the answer to the two questions; you could encourage them just to guess the month. Then, ask them to read the web page and check their ideas before circling the dates on the calendars.

MIXED ABILITY

Encourage the stronger students to read all three texts and to find the dates and days of all the public holidays mentioned. Organise the weaker students into pairs (Student A and Student B). Ask Student A to read about Martin Luther King Day and Student B to read about Thanksgiving.

Ask the students to spend a few minutes reading about the holiday they have been assigned, and to answer the question *When is it?*.

Then, if possible, assign a stronger student to each pair to share their answers. For Exercise 4, ask the weaker students to read their text only again and answer the question *What do people do on this day?* while the stronger students read the whole web page again and complete the table. Then, assign a stronger student to each pair again and ask the stronger student to help them complete the table.

Answers

Martin Luther King Day is 21st January.
Thanksgiving is 28th November.
Independence Day is on Thursday.

CONTINUED ON PAGE 84.

4 Encourage the students, in pairs, to complete as much of the table as they can before they read the web page again. Tell them to ignore the *Labor Day* column for now (they'll complete this in Exercise 8). Then, ask them to read and check their ideas.

Answers

	1	2	3
a family meal	✓		✓
a barbecue		✓	
a parade		✓	
fireworks		✓	

60 The Reading text is recorded for students to listen and read.

TALKING POINTS

Read through the questions as a class. Make sure that the students understand that a *holiday for workers* is a public holiday (or holiday when schools and offices are closed). Brainstorm a list of holidays onto the board helping the students with the English translations, where appropriate. Organise the students into small groups and ask them to take turns to ask and answer the questions. Encourage them to say as much as they can about their favourite holiday. If time allows, encourage a class vote on the best holiday in the USA and another on the best holiday in the students' own country (or countries). In both cases, invite students to say why they vote for each holiday.

5 If the class enjoys competition, put them in pairs and challenge them to order the words in less than two minutes. Then, ask the students to find the food words in yellow on the web page and to check their spelling. If time allows, encourage the pairs to choose four more words from the web page, write the letters on a piece of paper in random order and then to give these to another pair who need to order the letters.

Answers

1 corn 2 pie 3 sweet 4 turkey 5 burgers

6 Invite a volunteer to come to the front, copy the example onto the board and then continue the sentence using some of the vocabulary in Exercise 5. Encourage the class to help with ideas and also spelling. Next, ask pairs of students to think of a sentence about Independence Day and a sentence about Thanksgiving. Remind them that we use *on* with holidays. Then, ask the students to write down their sentences.

Possible answers

On Martin Luther King Day, they eat chicken, sweet potatoes and pecan pie for dessert.
On Independence Day, they eat burgers and corn on the cob.
On Thanksgiving, they eat turkey, potatoes and vegetables and also pumpkin pie for dessert.

FAST FINISHERS

Encourage the fast finishers to make similar sentences about the food they eat on the holidays in their country (or countries). When the others are ready, the fast finishers read out their sentences without the name of the holiday. The others have to guess the holiday.

61 7 Check the students' pronunciation of *Labor Day* /ˈleɪbə deɪ/ by asking them to repeat. Ask the students to read the questions and encourage them to predict the answers. Then, ask them to listen and check their ideas. If necessary, play the recording again and pause it after each answer is given.

Answers

1 b 2 a 3 b

61 8 Ask the students to look at the table they completed in Exercise 4 again and to try to complete the fourth column. Then, play the recording again and ask them to check their answers.

Answers

	4
a family meal	
a barbecue	✓
a parade	✓
fireworks	

» AUDIOSCRIPT TB PAGE 270

PROJECT *A web page*

Tell the students to read the instructions and ask, 'What are you going to write?' (*a web page*), 'What about?' (*a holiday in our country*) and 'How many questions do you answer?' (*four*). If you haven't done so already, brainstorm a list of holidays onto the board, where appropriate with their English translation. Next, organise the students into groups of four and ask each group to choose one of the holidays on the board. If they are slow to start, assign each of the holidays to a different group. Ask them to read the questions, find the answers and make notes. Also encourage them to find some photos or draw pictures.

Now, ask the students to look at the web page again and look at how each person introduces their favourite holiday with *Hi, I'm … . My favourite holiday … .* Encourage the groups to think of a good way to start, e.g. *Hi, we're David, Martin and Luis and our favourite holiday is … .* Then, ask them to write their web page and to illustrate it either by hand or using the computer.

Display the web pages on the classroom walls and encourage each group to give a small introduction to their work by answering the questions in the project instructions.

PROJECT EXTENSION

If they haven't done so already, ask each group to produce an electronic version of their web page. Then, ask the class to choose the six best descriptions and together to make a class blog using this information. They then present their blog to another class.

05 **CULTURE VIDEO: Fourth of July in the USA**

When the students have completed the lesson, they can watch the video and complete the photocopiable worksheet.

COOLER

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



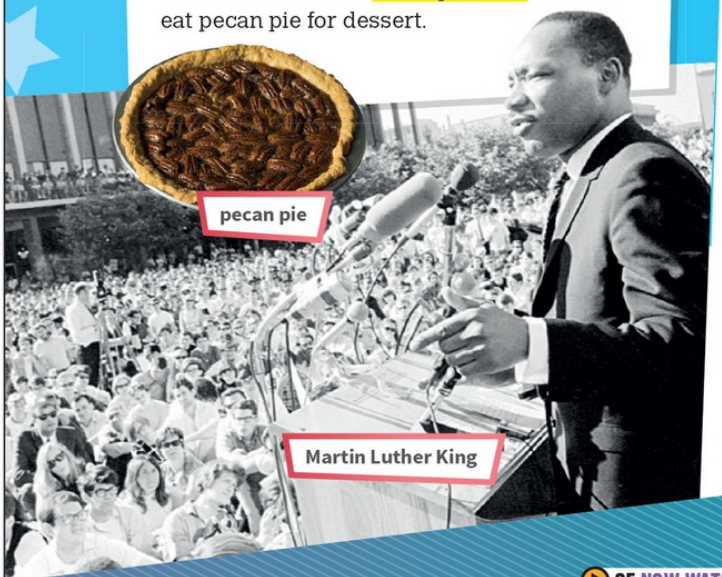
Hello, I'm Jake. My favourite holiday is Independence Day. It's on 4th July. On Independence Day, we celebrate the birthday of the USA – the declaration of independence on 4th July, 1776. Some people go and see parades and hold American flags. In my family, we have a barbecue with friends. We eat burgers and corn on the cob. At night, there are fireworks.





Hi, I'm Sandra. My favourite holiday is Martin Luther King Day (MLK Day). It's on the third Monday in January. On MLK Day, we celebrate Martin Luther King's birthday and we remember his ideas. We sometimes help other people on this day. For example, we visit and talk to old people. In my family, we have a family meal. We eat chicken and sweet potatoes. And we eat pecan pie for dessert.





TALKING POINTS

Do you have a holiday for workers in your country? When is it?
What are your favourite holidays in your country? When are they?

5 **Put the letters in the correct order and write the food words.**

1 o n c r _____ on the cob
2 i p e _____
3 t w s e e _____ potatoes
4 t k y e r u _____
5 g u r b r e s _____

Look at the highlighted words on the web page and check your answers.

6 **What food do Americans eat on holidays? Write three sentences.**

On Martin Luther King Day, they eat chicken and …

_____
_____
_____

61 **7** **Listen to Ava talking about her favourite holiday, Labor Day. Answer a or b.**

1 What month is Labor Day?
a August **b** September
2 Who does Labor Day celebrate?
a workers **b** children
3 What does Ava's family have?
a a family meal **b** a barbecue

61 **8** **Listen again. What happens on Labor Day? Tick (✓) column 4 of the table on page 44.**

PROJECT

A web page

In small groups, write a web page about a holiday in your country. Use the questions as headings. Answer the questions on the web page. Find photos or draw pictures for your web page.

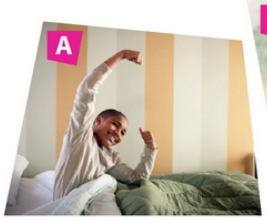
- When is the holiday?
- What is the holiday for?
- What special things do people do?
- What special food do people eat?

Present the web page to the class.

7 MY DAY

ABOUT YOU

What is your favourite food in the morning?
What can you eat for lunch at school?
What food can't you take to school?





















VOCABULARY AND LISTENING

Daily activities

1 EP **Look at the things you do every day. Match the photos A–J to the words in the box.**

catch the bus to school · get dressed · get up · go to bed · have a shower · have breakfast · have dinner · have lunch · walk to school · wash your face

62 **Listen and check. Then repeat.**

2 **Work with a partner. Talk about the photos. Take turns.**

Picture F — catch the bus to school

3 **Who can you see in the big photo? Where are they? Who has got a camera in their hand?**

63 **4** **Listen and answer these questions.**

1 Is Rosa happy?
2 Is José good at taking photos?
3 What day is the photo club?
4 What has José got at five o'clock?

63 **5** **Complete the sentences with the words in the box. Then listen again and check.**

can · can't · ~~clothes~~ · different · every day · shower

0 José's *clothes* are new.
1 The next photo club project is 'Things we do _____'.
2 You have a _____ in the morning.
3 José _____ go to the next photo club with his friends.
4 José _____ go for a drink.
5 José's day is _____ from Rosa's day.



7 MY DAY

Unit Overview

TOPIC	Everyday routines
VOCABULARY AND LISTENING	Daily activities A conversation about a photo club project
GRAMMAR	Present simple ⊕
PRONUNCIATION	Present simple endings
VOCABULARY AND READING	Telling the time (2) My Brazil blog
GRAMMAR	Present simple ⊖
SPEAKING	Telling a partner about your daily routine

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 144; TB page 245
WORKBOOK: pages 32–35
VIDEO AND VIDEO WORKSHEET: Daily routine
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7; Vocabulary worksheet Unit 7
TEST GENERATOR: Unit test 7; Term test 1

WARMER

Note: You may prefer to do the activity in the *About you* box first and use this Warmer as a lead-in to Exercise 1.

Mime the following ten daily activities in this order: *get up, have a shower, get dressed, have breakfast, walk, catch the bus, have lunch, have dinner, wash your face, go to bed*. Then, ask 'What is it?' (*your/a daily routine*). Repeat the activities but this time, encourage the class to copy you. Next, tell them there are ten activities and write the numbers 1–10 on the board. As the class names them, write them on the board. This will give you an idea of what the students know already; they will see these words again in Exercise 1.

ABOUT YOU

First, revise food vocabulary by writing *breakfast*, *lunch* and *dinner* on the board in three columns. Elicit from the class food they usually eat at these times. Next, ask them to take turns to ask and answer the questions in the box.

VOCABULARY AND LISTENING

Daily activities

1 First, tell the students to look at the big photo and ask, 'Is it Saturday?' (*no*), 'What day is it?' (*a school day*) and 'Why?' (*they have school clothes*). Next, ask them to look at the small photos and try to name the daily activities before they match them to the words in the box.

When the students repeat the words, make sure they pronounce *dressed* /ˈdrest/ (one syllable) and *breakfast* /ˈbrekfəst/ correctly.

62

Answers

The answers are recorded for students to check and then repeat.
A get up B wash your face C have a shower D get dressed
E have breakfast F catch the bus to school G walk to school
H have lunch I have dinner J go to bed

2 Demonstrate this exercise first by reading the example in the book with another student. If necessary, further demonstrate the activity by asking two students to ask and answer about another photo. Encourage stronger students to use *What's [picture F]? It's [catch a bus to school].*

FAST FINISHERS

In pairs, fast finishers take turns to mime the activity for their partner to guess the activity.

Answers

Students' own answers

3 Do the exercise as a class. If available, project the big photo on the board and encourage the class to name the characters, say where they are and who has got the camera. Encourage them to predict what they are talking about.

Answers

Rosa, Joelle, Paolo, José
They are outside a café.
José has got a camera in his hand.

63 **4** Before you play the recording, ask the students to read the questions and think about the kind of answer, i.e. 1 and 2 yes or no, 3 a day of the week, 4 an activity. Play the recording once and ask the students to compare their answers in pairs. If necessary, play the recording again.

Answers

1 no 2 no 3 Wednesday 4 school

63 **5** Ask the students to try to complete the sentences in pairs before they listen again. With a stronger class, ask them to read through the sentences first and predict the type of word that is missing in each one: 0 noun, 1 adverb, 2 noun, 3 verb, 4 verb, 5 adjective. Then, they look at the words in the box and try to match the type of word to each gap, e.g. *different* has to go in question 5 because it's the only adjective.

Answers

1 every day 2 shower 3 can 4 can't 5 different

» AUDIOSCRIPT TB PAGE 270

64 **6** Books closed. First, challenge the class to remember what activities Rosa and then José do on Mondays. Books open. Ask them to read what they say and check their ideas. Next, point out that two things are different from the recording. Ask them to listen, read and underline the differences.

Answers

Rosa: ~~catch the bus to school~~ / walk to school
José: ~~have a drink~~ / have lunch

» AUDIOSCRIPT TB PAGE 270

GRAMMAR Present simple ⊕

1 Ask the students to read the text and to complete the sentence at the bottom. Focus their attention on the verbs in purple. On the board write: *I get up and get dressed. Rosa gets up and gets dressed.* Underline all four verbs (*get* and *gets*) and elicit why *-s* is needed in the second sentence (*with 'he', 'she' and 'it'*). Ask them to underline other third person singular forms in the speech bubbles (*catches*, *has, goes*). Ask, 'Do we use *-s* with *we* and *they*?' (*no*) and encourage the students to find the answer in the third speech bubble.

Answers

every day

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 First, ask the students to read through the verb phrases and to say which ones need to go with *he* or *she* (*catches, gets, has*). Then, challenge pairs of students to write at least six sentences in three minutes using a pronoun and verb phrase.

Possible answers

I wash my face.
You get dressed in the morning.
He / She gets up at seven o'clock.
She / He has lunch at one o'clock.
He / She catches the bus to school.
We go to bed in the evening.
You walk to school.
They get dressed in the morning.

PRONUNCIATION Present simple endings

65 **3** Write *get* and *wash* on the board, ask the students to say the words and ask 'How many syllables?' (*one*). Next, write *gets* and *washes* underneath. Ask the students to listen to the recording and ask, 'How many syllables?' (*gets: one; washes: two*). Encourage the students, in pairs, to say the words in the box to each other, decide if the final *-s* or *-es* is an extra syllable, and write their ideas in the correct column. Play the recording, pause after each verb is given, and ask the students to check and then repeat.

66 **Answers**

The answers are recorded for the students to check and repeat.
gets: goes, leaves, paints, plays, rides, swims, walks
washes: watches

4 Ask the students to read the example in their books and explain that they are going to talk about their day. Organise the class into groups of four. Divide the students in each group into pairs and ask them to take turns to talk about what they do during the day. Encourage them to make notes about their partner's activities so that they can feed back to the class and also do Exercise 5. During the feedback stage, encourage each student to say at least two sentences about their partner.

Answers

Students' own answers

MIXED ABILITY

Allow weaker students to write down what they do every day first. With very weak students, write the example in the book on the board. Ask them to read it together and change any words which aren't true for them. Next, rub out some of the words and ask them to copy and complete the example for them into their notebooks.

5 Ask the students to use the information from Exercise 4 to write about their partner's day. If time allows, ask the students to take turns to compare their partners' routines. Encourage them to use *too* when they want to agree.

Answers

Students' own answers

COOLER

Explain to the class that you are going to talk about your morning routine, but you are going to give them three false pieces of information. Describe your routine slowly, giving the class some time to make notes. When you have finished, ask them to identify three wrong facts.

64 **6** **Listen to Rosa and José and read. Two things are different from the recording. What are they?**

Rosa: On Mondays, I get up, wash my face and have a shower. Then I have breakfast with my dad. Then I put my things in my school bag and catch the bus to school. I go to school at eight thirty.

José: On Mondays, I get up and wash my face. I have a drink in my room and then I have a shower. At two o'clock, I put my things in my bag and leave the hotel. I go to school at five o'clock.

GRAMMAR Present simple ⊕

1 **Read about the friends and then choose the correct answer to complete the sentence.**



I get up and get dressed. Rosa gets up and gets dressed. She catches the bus to school.



I have breakfast. Then I have a shower. José has lunch and has a shower.



We go to school at eight thirty. José goes to school at five o'clock.

We use the present simple to talk about things we do *one time / every day*.

GRAMMAR REFERENCE AND PRACTICE PAGE 144

2 **Make sentences. Use the words in the box.**

I walk to school.

I	catches the bus to school.
You	go to bed in the evening.
He	gets up at seven o'clock.
She	has lunch at one o'clock.
We	get dressed in the morning.
You	walk to school.
They	wash my face.

ə PRONUNCIATION Present simple endings

65 **3** **Listen to the *-s* and *-es* sounds. Sometimes we add another syllable when we say the *-s* or *-es*. Sometimes we don't.**

goes	leaves	paints	plays
rides	swims	walks	watches

Then put the verbs in the box in the correct column.

gets: -s is NOT an extra syllable	*washes: -es* IS an extra syllable

66 **Listen and check. Then repeat.**

4 **Talk to your partner about things you do in your day.**

I get up and have a shower. Then I get dressed. I catch the bus to school and at twelve o'clock I have lunch at school.

Now tell the class about your partner.

Carolina gets up and washes her face.

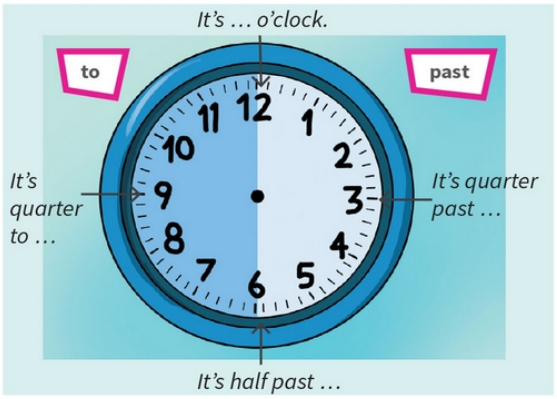
Miguel has a shower and then he goes to bed.

5 **Write about what your partner does every day.**

Laura gets up at eight o'clock. Then she washes her face and gets dressed. She has lunch at one o'clock.

VOCABULARY AND READING

Telling the time (2)





0 *It's half past nine.*

1 **Look at the clocks 1–7. What's the time?**

EP *It's half past nine.*

67 **Listen, check and repeat.**

68 **2** **Draw six clocks in your notebook. Listen and draw the time on the clocks.**

3 **Read Christine's blog and answer the questions.**

What does Christine do at …

1 ten past four in the afternoon?
2 half past five in the afternoon?
3 half past nine in the evening?
4 quarter past five in the morning?
5 quarter to six in the morning?

4 **Read the blog again and complete the sentences. Use the words in the box.**

at night	~~Brazil~~	goes	in the evening
looks for	names	~~Scotland~~	sleeps
tired	to bed		

0 Christine is from *Scotland*, but now she is in *Brazil* .
1 She studies _____ and _____, and she _____ in the day.
2 She _____ into the forest and _____ birds and night animals.
3 She writes the _____ of the birds and the night animals in her notebook.
4 After dinner she goes _____. She is very _____.



69

MY BRAZIL BLOG

Hi. My name's Christine and I'm from Scotland. But I'm not in Scotland now. I'm in Brazil and I study animals. My life here is very different from my life in Scotland!

Here in Brazil, I study in the evening and at night, and I sleep in the day! I get up at about 4 pm and at 4.10, I have a shower and then have a drink and have breakfast with the other students. At about 5.30 in the afternoon, we put our things into our bags. At 6 pm, we go into the forest and look for birds.

We write their names in our notebooks. We don't talk because we don't want the birds to hear us. At 9.30 in the evening, we stop and eat sandwiches, and drink water or juice. It's our lunch! We don't stop for a long time. At about 10.15, we look for night animals.

We finish at about 3 am. Before we eat our dinner, we write the names of all the birds and animals on the computer. We have dinner at 5.15. At 5.45 in the morning, I'm very tired. I'm ready for bed!

I don't see the sun because I sleep all day! But I'm very happy.

VOCABULARY AND READING

Telling the time (2)

WARMER

Show the pictures from Unit 6 Exercise 3 page 43 on the interactive whiteboard or draw some clocks (with the time) onto the board and revise telling the time. Ask, 'What's the time?' and encourage the students to answer *It's …* . Next, call out different times and ask the students to say what they usually do at that time, e.g.

Teacher: *It's eight twenty in the morning.*

Student A: *I walk to school.*

Teacher: *It's one ten in the afternoon.*

Student B: *I have lunch.*

If appropriate, encourage the students to continue the activity in pairs.

1 Books closed. Use a clock (real or online) or draw pictures on the board to teach the students to tell the time. Set the clock hands to 9.00 and say, 'It's nine o'clock'. Manipulate the clock and elicit similar sentences from the students. In a similar way teach the class other expressions: *It's half past …, It's quarter to …* and *It's quarter past …* . Check that they understand that *half past nine* means 9.30, not 8.30.

Books open. Ask the students to look at the clocks at the top of the page to revise the expressions you have just introduced. In a mixed ability class, pair a stronger and a weaker student to work together. Then, ask them to listen and check their ideas and then to listen and repeat.

67

Answers

The answers are recorded for the students to check and repeat.
Example It's half past nine.
1 It's quarter past ten.
2 It's one o'clock.
3 It's quarter to two.
4 It's twenty-five past five.
5 It's ten to six.
6 It's two o'clock.
7 It's quarter to eight.

2 Encourage the students to use a coin to draw the clocks but give them a time limit of two minutes to do this. Stop the recording after each time is given so that the students can draw the time. Encourage the students to check their answers in pairs by asking *What's the time in 1?* and answering *It's …* . Invite students to come to the board and draw a clock with the correct times on the board. If time allows, ask the students to do the same activity in pairs. Each student draws six more clocks and completes three of them. Then, they take turns to ask the time, listen to their partner and draw the time on one of their empty clocks.

68

Answers

The answers are recorded for the students to listen and draw the time.
1 It's quarter past six.
2 It's nine o'clock.
3 It's half past eleven.
4 It's quarter to nine.
5 It's twenty to one.
6 It's five past eight.

» **VOCABULARY WORKSHEET UNIT 7**

3 Tell the class that they are going to read about someone's unusual routine. Ask them to look at the photo of Christine and the animals and make predictions about her age, her nationality and what she does. Next, ask them to read the beginning of the text (in bold) and check their ideas. Then, ask them to look at the times in questions 1–5, and encourage them to predict what Christine does at these times every day, e.g. *Christine has lunch at ten past four in the afternoon.* Finally, ask them to read the rest of the text and find the answers to the questions.

MIXED ABILITY

In a mixed ability class, instead of asking the students to make predictions about Christine's routines, ask weaker students to find and underline all the times in the text. When the class have found the times, ask them to say the times to each other, in pairs. Ask stronger students to work through the exercise at their own pace and then to draw the times that are mentioned in the text.

Answers

1 She has a shower and a drink, and has breakfast.
2 She puts her things into her bag.
3 She eats sandwiches and drinks water or juice. / She has lunch.
4 She has dinner.
5 She goes to bed.

4 Ask the students to read the sentences again and try to complete them before they read the blog again. Explain any new words as you check the answers, e.g. *look for* and *sleep.* In a mixed ability class, check the meaning of the words in the box before asking the students to complete the sentences. Let the students work in pairs or small groups, if necessary.

Answers

1 in the evening, at night, sleeps 2 goes, looks for 3 names
4 to bed, tired

69 The Reading text is recorded for students to listen and read.

GRAMMAR Present simple ⊖

Books closed. On the board write the pronouns *I*, *You*, *She*, *He*, *It*, *We*, *You* and *They*. Elicit the correct affirmative form of the verb *get up* for each pronoun.

1 Ask the students to read about Christine in the Grammar box and find how we form the negative form and write this on the board (see above). Then, ask them to read about Christine again and complete the sentences.

Answers

1 don't 2 doesn't 3 don't add

2 Books open. Ask the students to look at the Grammar box. Play the recording and focus their attention on the forms in purple. Play the recording again and encourage the students to repeat in time with the recording.

70 **Audioscript**

The sentences are recorded for the students to listen and repeat.

In Brazil, Christine sleeps in the day.

She doesn't sleep at night.

The students don't see the sun.

Here in Brazil, I study in the evening.

I don't study in the evening in Scotland.

We don't stop for a long time to eat our lunch.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

3 Ask the students to read the example and then do question 1 as a class, encouraging the students to write a sentence with the verb in the affirmative about Brazil and the same sentence in the negative about Scotland. Encourage the students to continue the activity on their own and then check in pairs.

Answers

1 In Brazil, Christine gets up at four o'clock. She doesn't get up at four o'clock in Scotland.
2 In Brazil, she has lunch at half past nine. She doesn't have lunch at half past nine in Scotland.
3 In Brazil, she has dinner at quarter past five. She doesn't have dinner at quarter past five in Scotland.
4 In Brazil, she goes to bed at quarter to six. She doesn't go to bed at quarter to six in Scotland.

4 Read the example with the class and do one more together before students complete the rest of the sentences individually.

Answers

1 doesn't / does not wash 2 don't / do not make
3 don't / do not do 4 doesn't / does not get
5 don't / do not go 6 doesn't / does not work

FAST FINISHERS

Ask fast finishers to rewrite the sentences in Exercise 4 in the affirmative so that they are true for them or for members of their family or people they know.

» GRAMMAR WORKSHEET UNIT 7

SPEAKING

BACKGROUND INFORMATION

The most popular sports in South Africa are football, cricket and rugby. However, there are no domestic leagues in these sports for women. There are after-school sports academies for young people, in particular football academies for talented boys, but there are fewer opportunities for girls to take part in sport in schools or clubs. *Girls and Football SA* encourages girls in South Africa to play football. They argue, 'When a girl plays sport, she is more likely to perform better in school.'

1 Ask the students to look at the photo of Lesedi and read the speech bubble. Next, give the students two minutes to read the diary. Say, 'It's quarter past six in the morning. What does Lesedi do?' and encourage a volunteer to give a full answer: *She gets up but she doesn't have a shower.* Then in pairs, students take turns to be A and B where A says a time and B says what Lesedi does at that time using a full sentence.

Answers

1 She gets up. She doesn't have a shower.
2 She goes to bed.
3 She has a shower.
4 She has a drink and a sandwich.
5 She does her homework.

2 Allow weaker students to make notes before they begin talking.

Answers

Students' own answers

TALKING POINTS

06 After the students have completed the video activities on the photocopiable worksheet, read the questions to the class and ask them to listen and repeat them with the correct intonation. Then, in pairs, ask them take turns to ask the question and answer it in full sentences.

COOLER

Think about four activities you do every day (e.g. get up, have a shower, have lunch, have dinner) and draw or write the times you do these activities on the board. Encourage the class to guess what you do at each of these times, e.g.

07.30

Student A: *You get up at half past seven.*
Teacher: *No, I don't. I get up at seven o'clock.*
Student B: *You have breakfast at half past seven.*
Teacher: *Yes! That's right.*

If time allows, ask the students to do the same activity in small groups.

GRAMMAR Present simple ⊖

1 **Read about Christine and then complete the sentences.**

In Brazil, Christine sleeps in the day. She doesn't sleep at night. The students don't see the sun.



Here in Brazil, I study in the evening. I don't study in the evening in Scotland.

We don't stop for a long time to eat our lunch.

1 We use *don't / doesn't* to make the present simple negative for *I, you, we, they.*
2 We use *don't / doesn't* to make the present simple negative for *he, she, it.*
3 We *add / don't add* 's' or 'es' to the main verb to make the present simple negative for *he, she, it.*

70 **2** **Listen and repeat.**

» GRAMMAR REFERENCE AND PRACTICE PAGE 144

3 **Talk about things Christine does in Brazil and doesn't do in Scotland.**

0 have a shower
In Brazil, Christine has a shower at ten past four. She doesn't have a shower at ten past four in Scotland.
1 get up
2 have lunch
3 have dinner
4 go to bed

4 **Complete the sentences with the verbs in brackets ().**

0 You *don't live* (not live) in Scotland.
1 My sister _____ (not wash) her hair in the morning.
2 My mum and dad _____ (not make) sandwiches for lunch.
3 I _____ (not do) my homework in the morning before school.
4 James _____ (not get) the bus to school.
5 We _____ (not go) to school on Sundays.
6 My teacher _____ (not work) at night.

SPEAKING

1 **Read about Lesedi's day. Tell your partner what Lesedi does at:**

1 quarter past six in the morning.
2 quarter past ten in the evening.
3 quarter to ten in the morning.
4 quarter past four in the afternoon.
5 half past seven in the evening.



Hi. My name's Lesedi. I'm 16 and I'm from South Africa.

MORNING
6.15 get up. No shower!
7.00 walk to the Football Academy
7.30 play and learn about football
9.45 have a shower
10.15 play a football game

AFTERNOON
12.00 have lunch
12.45 go to school for lessons
4.15 have a drink and a sandwich
4.30 play football with friends in the park
6.30 eat with my family

EVENING
7.30 do homework
10.15 go to bed

2 **How is your day different to Lesedi's? Tell your partner what you do and don't do.**

I don't get up at quarter past six in the morning. I get up at seven o'clock. I have lunch at … I do homework at …

TALKING POINTS

06 **Watch the video. Ask and answer the questions with your partner.**
What time do you get up?
What do you do in the morning?
What do you have for breakfast?
How do you get to school?

8 AT SCHOOL



ABOUT YOU

What time do you start school in the morning?
What time do you finish school in the afternoon?
Which days of the week are you at school?

VOCABULARY AND LISTENING

School subjects

1 EP Match the school subjects to the objects in the picture A–J.

art English French geography history IT maths music PE science

71 Listen and check. Then repeat.

2 What subjects are in your school timetable? What time are they? Ask and answer.

When is maths?

At 10 o'clock.

72 **3** Listen to the teacher talking about changes in the school timetable. Write the subjects you hear.

72 **4** Listen again to the teacher talking about the timetable changes and complete the table.

	no change	new subject
Monday: double maths	✓	✗
Tuesday: art		
Tuesday: IT		
Wednesday: maths		
Wednesday: PE		
Thursday: geography		

5 What are your favourite school subjects? Tell your partner.

8 AT SCHOOL

Unit Overview

TOPIC	School
VOCABULARY	School subjects
AND LISTENING	Talking about changes in the school timetable
GRAMMAR	Present simple
VOCABULARY	Words with two meanings
AND READING	School of the Air
GRAMMAR	*Wh-* questions
PRONUNCIATION	*Wh-* questions
WRITING	Interview questions about school life

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 145; TB page 245
WORKBOOK: pages 36–39
VIDEO AND VIDEO WORKSHEET: School subjects
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8
TEST GENERATOR: Unit test 8

WARMER

Ask the students to draw six clock faces in their notebooks and to number them 1–6. Ask them the following questions and tell them to draw the times on the clocks:

1 What time do you get up? 2 What time do you have breakfast? 3 What time do you have lunch? 4 What time do you go home? 5 What time do you have dinner? 6 What time do you go to bed?

Ask the students to compare their clocks in pairs by making full sentences, e.g.

Student A: *I get up at 7 o'clock. What about you?*

Student B: *Really? I don't get up at 7 o'clock. I get up at half past seven.*

ABOUT YOU

If you didn't do the Warmer above, revise the time first. Ask the students to take turns in pairs to ask and answer the questions and to react to their partner's answers using *Really?, I don't!, Me too!*, etc.

VOCABULARY AND LISTENING

School subjects

1 Ask the students to look at the picture at the top of page 50 and ask, 'Where is it?' (*a classroom, at school*) and 'What can you see on the walls?' (*posters, students' work*). Point out that A–J represent different school subjects and elicit the names of as many of the subjects as possible. Then, ask the students in pairs to match the words in the box to A–J. Point out that *French* and *English* have a capital letter because they are languages. When the students repeat the words, check their pronunciation.

71

Answers

The answers are recorded for students to check and then repeat.
A music B science C French D geography E English F IT G art H history I PE J maths

2 If necessary, pre-teach *school timetable* by pointing to the students' own timetable. Ask the students to look at the words in Exercise 1 again and put a tick next to the subjects in their own timetable. Next, in pairs, ask them to take turns to ask and answer the two questions. In Exercise 5, they will talk about their favourite school subjects.

Answers

Students' own answers

72 **3** Books closed. Ask, 'Who's speaking?'. Stop the recording after the teacher says *write them down* and elicit the answer from the class (*a teacher*). Ask, 'What is she saying?' and elicit that there are some changes to the timetable. Next, ask the students to listen and write down all the subjects they hear (eight subjects).

Answers

maths art history IT English music PE geography

72 **4** Tell the students to look at the example in the table and ask, 'Have the students got double maths on Monday?' (*yes*), 'What do you write?' (*a tick*), 'Have they got a new subject?' (*no*), 'What do you write?' (*a cross*) and 'What subject do you need to listen for first?' (*art*). Play the recording and stop it after the information about art is given and check everyone knows what they have to do. Then, play the complete recording.

Answers

	no change	new subject
Monday: double maths	✓	×
Tuesday: art	×	history
Tuesday: IT	×	English
Wednesday: maths	×	music
Wednesday: PE	✓	×
Thursday: geography	×	art

» AUDIOSCRIPT TB PAGE 271

5 Encourage weaker students to write their ideas down first and encourage stronger students to say why. They can also talk about subjects they don't like.

Answers

Students' own answers

GRAMMAR Present simple

1 Books closed. Write the following on the board (write *do* and *does* in a different colour) and ask the students to try to complete the short answer in pairs. Don't tell the students the answer for now.

Do we have double maths in the morning?	Yes, you ….
Do we have PE in the afternoon?	No, you ….
Does he teach art on another day?	Yes, he ….
Does she teach music after school?	No, she ….

Books open. Ask the students to look at the table at the top of page 51 and check their ideas. Next, ask, 'Which word do we use to make questions and short answers with *I*, *you*, *we* and *they*?' (*do*) and 'Which word do we use to make questions and short answers with *he*, *she* and *it*?' (*does*). Complete the short answers on the board with *do* and *does* in a different colour and then ask the students to complete the sentences below the table. Don't rub the examples off the board until the students have completed Exercises 2 and 3.

Answers

1 does 2 do

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Ask the students to look at the timetable at the bottom of the page and ask, 'What is it?' (*a timetable*) and 'Whose is it?' (*Lara's*). Ask some questions around the class about the timetable, e.g. 'Does Lara have geography on Tuesdays?' and encourage the students to answer *Yes, she does* or *No, she doesn't.* Next, ask the students to use Lara's timetable to complete 1–3. Point out that they need to write their own short answer in 4 and 5. Refer the students to the examples on the board (and/or the table) to help them complete this exercise. After the students have checked and repeated their answers, encourage them, in pairs, to ask and answer the questions with a partner.

FAST FINISHERS

Fast finishers write more questions about Lara's timetable. Then, they ask the questions to their classmates, who answer with short answers (*Yes, she does / No, she doesn't*). If the class enjoys competition, make this a team game, where the fast finishers quiz the teams who have got their books closed.

73

Answers

The answers for 1–3 are recorded for students to check and then repeat.

Example Does Lara have geography on Tuesdays? Yes, she does.

1 Does Lara have science on Wednesdays? No, she doesn't.
2 Does Lara have art on Fridays? No, she doesn't.
3 Does Lara have history on Mondays? Yes, she does.
4 Students' own answers
5 Students' own answers

3 Books closed. Write the prompts for question 0 on the board. Elicit the question and both possible short answers.

Books open. Students work in pairs to write questions for 1–8, and then individually to write answers. They then ask and answer each other. If time allows, ask the students to change pairs and to take turns to ask and answer the questions again.

MIXED ABILITY

Monitor the weaker students closely to help them with question formation. First, ask them to look at the person in each question and decide if we use *do* or *does* for each one (*'do' for 1–3 and 8, 'does' for 4–7*). With very weak students, write the questions on the board for them to check before they begin speaking. Encourage peer checking of short answer forms. Encourage stronger students to write three more *yes/no* questions to ask their partner.

Answers

1 Do you do homework in the morning?
2 Do you understand your maths lesson?
3 Do you use IT in English lessons?
4 Does your dad help you with homework?
5 Does your school have a photo club?
6 Does your teacher walk to school?
7 Does your friend like PE?
8 Do your mum and dad speak English?

COOLER

Divide the class into three groups. Draw three ladders on the board, one for each group, with ten spaces in each. Tell the students they must race to complete the ladders by writing one subject in each space.

Establish that only one student from each group can be at the board at one time. Teammates can help each other with spelling. The students decide among themselves who gets up to write a subject and in what order. Give the students four minutes to race. Score one point for each subject, and two points for each subject spelled correctly.

GRAMMAR Present simple

1 **Look at the table and then choose the correct words to complete the sentences.**

Do we have double maths in the morning? Do we have PE in the afternoon?	Yes, you **do**. No, you **don't**.
Does he teach art on another day? Does she teach music after school?	Yes, he **does**. No, she **doesn't**.
Do you play an instrument? Do they have English on Tuesday?	Yes, I/we **do**. No, they **don't**.

1 We use ***do*** / ***does*** to make questions and short answers with *he* and *she*.
2 We use ***do*** / ***does*** to make questions and short answers with *I, you, we,* and *they.*

GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 **Look at Lara's school timetable. Complete questions and answers 1–3.**

0 **A:** *Does Lara have* geography on Tuesdays?
B: *Yes, she does* .
1 **A:** _____ science on Wednesdays?
B: _____ .
2 **A:** _____ art on Fridays?
B: _____ .
3 **A:** _____ history on Mondays?
B: _____ .

Now answer questions 4–5 with information about you.

4 **A:** Do you have English on Thursdays?
B: _____ .
5 **A:** Do you have maths on Wednesdays?
B: _____ .

73 **Listen and check. Then repeat.**

3 **Make questions. Then ask and answer with your partner.**

0 you / go to school / on Saturdays / ?
A: *Do you go to school on Saturdays?*
B: *Yes, I do.*
1 you / do homework / in the morning / ?
2 you / understand / your maths lesson / ?
3 you / use IT / in English lessons / ?
4 your dad / help you / with homework / ?
5 your school / have / a photo club / ?
6 your teacher / walk / to school / ?
7 your friend / like / PE / ?
8 your mum and dad / speak / English / ?

NAME: **LARA**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09.15	science	art	IT	geography	PE
10.05	art	music	English	maths	science
BREAK					
11.20	history	PE	history	science	maths
LUNCH					
13.30	English	geography	maths	music	IT
14.20	French	history	maths	PE	science

VOCABULARY AND READING

Words with two meanings

1 **Read the interview with Lowanna. Where is her school? Does she have lessons every day?**

74

Interviewer: What's your name?

Lowanna: My name's Lowanna.

Interviewer: Where do you come from?

Lowanna: I come from Australia.

Interviewer: Where do you go to school? Do you catch the bus?

Lowanna: I don't catch the bus to school. School comes to me.

Interviewer: Why does school come to you?

Lowanna: Because there isn't a town or a school near my house. I learn with School of the Air.

Interviewer: What's School of the Air?

Lowanna: It's learning on the internet.

Interviewer: When do you start your lessons in the morning?

Lowanna: Well, my first lesson starts at eight o'clock.

Interviewer: Tell me more about your lessons.

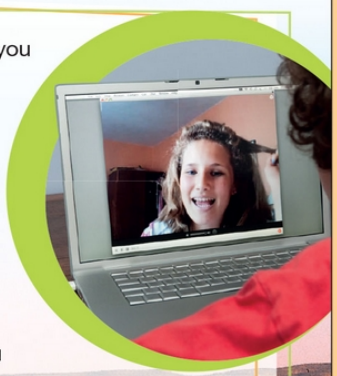
Lowanna: I can see my teacher on my computer screen. I can hear and see her, and she can hear and see me. There are other students, too. I can see and hear them.

2 **Read the interview again. Then read the sentences and write *yes* or *no*. Correct the *no* sentences.**

0 Lowanna is Australian. *yes*
1 Lowanna starts her lessons at six o'clock.
2 Lowanna's teacher talks to her on her phone.
3 Lowanna can see the other students.
4 Lowanna has homework to do after the lessons.
5 Lowanna's mum and dad help her with homework.
6 Lowanna meets the other students at weekends.

3 **Ask and answer the questions with a partner.**

What do you think of the School of the Air?
Do you want to learn at home like Lowanna or do you like learning at school with your friends?



Interviewer: How often do you have lessons?

Lowanna: I have them five days a week. I don't have them in the holidays.

Interviewer: Do you get homework? Who helps you with it?

Lowanna: Yes, I do! My mum and dad don't help me, but I can ask the other students from School of the Air for help.

Interviewer: Do you ever meet the other students?

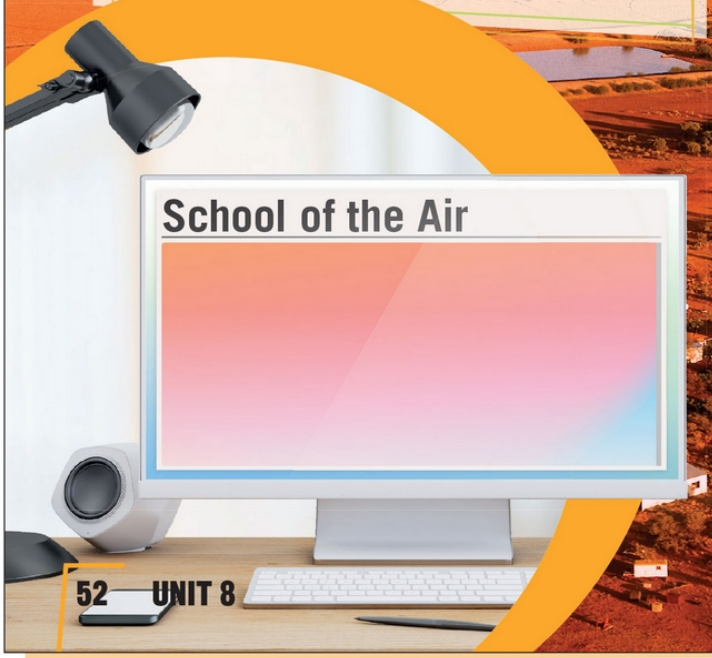
Lowanna: Yes, I do.

Interviewer: When do you meet them?

Lowanna: We meet in the summer. We go to camp for a week.

Interviewer: So, do you like your school?

Lowanna: Yes, I think it's great.



TALKING POINTS

07 **Watch the video. Ask and answer the questions with a partner.**

What's your favourite subject?
What subjects are you good at?
Do you go to school on a Saturday?

VOCABULARY AND READING

Words with two meanings

WARMER

Put the students into small teams and give each team a piece of paper to stick on the wall. Say a school subject from the last lesson, then say, 'Ready, steady, go!'. The first team member writes the subject on their team's piece of paper. Continue with the other nine subjects, encouraging the students to take turns to write. At the end, elicit all ten subjects and the correct spelling. The winners are the team(s) with the most correctly spelled words.

BACKGROUND INFORMATION

The School of the Air

In Australia, some children live over 1,000 kilometres from their nearest school. In 1944, one of the members of the Flying Doctor service suggested using two-way radio to give lessons to children who couldn't get to school. In 1950, the first radio lessons were given as an experiment and on 8th June 1951, the School of the Air was officially opened. In 1992, they began to use satellite television and computers and, by 1993, staff and students could send emails. Nowadays, there are around 16 Schools of the Air in Australia for students aged 3½ to 17 years old. Many of the students live on remote cattle stations or come from indigenous communities. Students spend five to six hours a day, five days a week on their lessons. Although a teacher prepares the classes, an adult supervises their study at home. Studies show that School of the Air students are as successful as traditional school students. For more information see the Alice Springs School of the Air website.

1 Tell the class they are going to read an interview with a girl called Lowanna. Ask them to look at the photos and ask some questions to get them interested: 'Where does Lowanna live?', 'Does she go to school?', 'Why not?' and 'How does she have lessons?'. Next, ask them to read the two questions in Exercise 1 and try to predict the answers. Then, ask them to read the interview and check their ideas.

MIXED ABILITY

Encourage the stronger students to work through Exercises 1 and 2 at their own pace. If they finish quickly, encourage them to do the fast finisher activity in the next column after Exercise 2. With weaker students, write these questions on the board: *Where is Lowanna from?* and *Where is her school?*. Ask the students to read the first part (first column) of the interview only and answer these questions. In Exercise 2, ask them to write *yes* or *no* for sentences 1–3 only. When they have finished, pair up a stronger student with a weaker one. Encourage the stronger students to tell their partner what they learned in the second part of the interview and to help them do sentences 4–6.

Answers

Her school is at home.
She has lessons five days a week. She doesn't have lessons in the holidays.

74 The Reading text is recorded for students to listen and read.

2 In pairs, ask the students to read the sentences first and try to say if the answer is *yes* or *no* before they read the text again to check their answers. Point out that they need to correct the *no* sentences. If appropriate, encourage the students to underline the answers in the interview as this will make it much easier for them to compare their answers during feedback.

FAST FINISHERS

Ask fast finishers to rewrite the sentences in Exercise 2 as *yes/no* questions, e.g. *Is Lowanna Australian?* Next, ask them to take turns to ask their questions and answer them without looking at the interview. When the others are ready, organise a team game where the fast finishers read their questions and the teams answer them.

Answers

1 No, she starts her lessons at eight o'clock.
2 No, she talks to her on the computer.
3 Yes.
4 Yes.
5 No, her school friends / other students help her.
6 No, they meet in the summer / at camps in summer.

3 Ask the students to read the questions, think about their own answers and make brief notes. Next, ask them to ask and answer the questions in pairs. If time allows, they could also compare their ideas with another pair's. Use the information in Background information opposite to open up a class discussion but you may need to do this in the students' L1.

TALKING POINTS

07 After the students have completed the video activities on the photocopiable worksheet, read the questions to the class and ask them to repeat. Check that they repeat them correctly. Next, invite a pair of stronger students to model a good conversation to the class. Encourage the student who is asking the questions to ask *Why?*. Then, put the students in pairs to ask and answer the questions.

4 Books closed. Write the example sentences on the board without *catch*. Ask the students to try to complete them. Next, point out that we can use the same word in both sentences and challenge them to find it. Books open. The students answer the questions in the book.

Answers

Students' own answers

5 First, read the sentences to the class and tell them to try to think of the words for each gap. If necessary, point out that the same word goes in a and b.

Answers

1 come 2 think 3 see 4 catch 5 meet 6 get

6 Ask the students to find and, if appropriate, underline the words in the interview with Lowanna first. Do the first as an open class example so everyone knows what to do.

Answers

1 a Lowanna *comes* from Australia.
2 a I don't *catch* the bus to school.
3 b I can *see* my teacher on my computer screen.
4 b Do you *get* homework?
5 a We *meet* in the summer.
6 a I *think* it's great.

» VOCABULARY WORKSHEET UNIT 8

GRAMMAR *Wh*- questions

1 Do the first question *Who?* together as a class. You may prefer to ask the students to do Exercise 2 first.

Answers

Who? – A person
What? – A thing
Where? – A place
When? – A time / a day, etc.
How often? – Every day / every week, etc.
Why? – A reason

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Encourage the students to underline all the examples of these question words.

Answers

Q What's your name? A My name's Lowanna.
Q Where do you come from? A I come from Australia.
Q Where do you go to school? Do you catch the bus? A I don't catch the bus to school. School comes to me.
Q Why does school come to you? A Because there isn't a town or a school near my house.
Q What's School of the Air? A It's learning on the internet.
Q When do you start your lessons in the morning? A Well, my first lesson starts at eight o'clock.
Q How often do you have lessons? A I have them five days a week. But I don't have them in the holidays.
Q Who helps you with it? A My mum and dad don't help me, but I can ask the other students from School of the Air for help.
Q When do you meet them? A We meet in the summer.

3 Ask the students to complete the questions in pairs. To check answers, ask individual students to read out their new questions.

Answers

1 Where 2 Who 3 When 4 How often 5 What 6 Why

4 Point out students need to use a different question word from the Grammar box in each question. If time allows, put the students in pairs to ask and answer these questions, either using the answers in the book or making up their answers.

Answers

1 Why do you like history?
2 How often do you have guitar lessons?
3 Where do you come from?
4 Who's that?
5 What's the time?
6 When does the bus leave?

» GRAMMAR WORKSHEET UNIT 8

PRONUNCIATION *Wh*- questions

5 Read the first question and ask the students to put up their hand when they hear the stressed words (*Where* and *live*). Then, ask them to predict the stressed words in the other questions. Play the recording for them to check and underline the words.

75

Answers

The questions are recorded for students to listen and underline the stressed words.
1 Where do you live?
2 Who's your best friend?
3 When do you have breakfast?
4 How often do you clean your bedroom?
5 What's your favourite subject?
6 Why do you like football?

75 6 Play each question again and make sure the students repeat them with the correct stress. Then, ask them to take turns to ask and answer the questions in pairs.

Answers

Students' own answers

WRITING

1 Ask the students to write at least six questions about school, using each question word. They can use the questions in Exercise 5 to help them. Put them into new pairs to ask and answer their questions. Remind them to give full answers and to write their friend's answer.

Answers

Students' own answers

2 Point out that the students need to write about their friend using their answers and *he* or *she*. As the students write, check they are using *he* or *she* and the correct third person form.

Answers

Students' own answers

COOLER

Collect in the writing. Choose some sentences from a selection of the paragraphs and read them to the class. Ask the students to guess who each sentence is about.

4 **Some words in English have more than one meaning. Look at the example *catch*.**

*I **catch** the bus to school at 7.30 every morning.*
*In PE, can you **catch** the ball?*

How do you say these sentences in your language? Do you use the same word for both sentences?

5 **Complete the sentences with the words in the box.**

EP

catch	come	get	meet	see	think

1 **a** Lowanna and her family _____ from Australia.
b My friends sometimes _____ to my house.
2 **a** What do you _____ of my new school bag?
b I _____ the bus leaves at 9.15.
3 **a** I _____ my friends at school every day.
b Excuse me. I can't _____ the board.
4 **a** My brother and I _____ the bus to school every day.
b Our dogs _____ the ball when we play football in the park.
5 **a** I often _____ my friends in town.
b Hello, Sam. Nice to _____ you.
6 **a** What time do you _____ home?
b I _____ lots of presents on my birthday.

6 **Now find the words from Exercise 5 in the interview. Do the words have meaning a or meaning b?**

GRAMMAR *Wh-* questions

1 **Match the question words to the answers.**

question words	answers
Who?	A thing
What?	A place
Where?	A person
When?	A reason
How often?	Every day / every week, etc.
Why?	A time / a day, etc.

GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 **Now find the question words from Exercise 1 in the interview. Underline the questions and answers.**

3 **Complete the questions. Use all the question words.**

1 _____ do you live?
2 _____ 's your best friend?
3 _____ do you have breakfast?
4 _____ do you clean your bedroom?
5 _____ 's your favourite subject?
6 _____ do you like football?

4 **Read the answers and then write the questions. Use a different question word for each question.**

1 _____
I like history because it's interesting.
2 _____
I have guitar lessons one day a week.
3 _____
I come from Madrid.
4 _____
Oh, that's my dad.
5 _____
It's one o'clock.
6 _____
The bus leaves at quarter to five.

PRONUNCIATION *Wh-* questions

75 **5** **Listen to the *Wh-* questions from Exercise 3. Which words are stressed? Underline them.**

1 Where do you live?
2 Who's your best friend?
3 When do you have breakfast?
4 How often do you clean your bedroom?
5 What's your favourite subject?
6 Why do you like football?

75 **6** **Listen again and repeat. Then ask and answer the questions with your partner.**

WRITING

1 **Write some questions to ask your friend about school. Use the questions in the interview with Lowanna to help you.**

Write one question for each of the question words.

Who …? What …? Where …?
When …? How often …? Why …?

What's your name? *My name's Klas.*
Where do you go to school? *I go to school in my town.*
When do you start lessons? *I start lessons at 8.30.*
Why …?
How often …?
Who …?

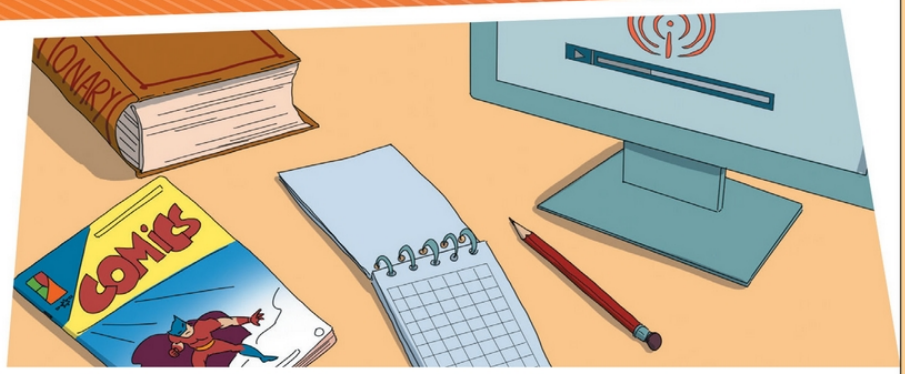
Ask your friend the questions and write the answers.

2 **Now use the answers and write about your friend.**

Viktor comes from Sweden. He doesn't go to school at home. He goes to school in his town. He gets the bus to school and starts his lessons at 8.30.

LIFE SKILLS STUDY SKILLS

LEARNING ENGLISH



LIFE SKILLS

Learning English

We can all be good learners of English. There are lots of different ways to learn English at school and at home.

1 **Read, think and answer. Discuss with a partner.**

1 What's your favourite school subject? Why?
2 What languages can you speak?
3 Who's your English teacher?
4 Where do you do your English homework?
5 What is your favourite part of an English lesson: reading, listening, writing or speaking?

2 **Tick (✓) the things you do.**

read in English ☐
listen to English ☐
write in English ☐
speak English ☐
learn and remember new vocabulary ☐

3 **Read the messages on the online forum. Which of the ideas from Exercise 2 can you see?**

FORUM FOR STUDENTS

Where students share ideas!

76

We learn English at school. This can help us speak to other people in English. How can we be GOOD learners of English? Here are five top tips!



I read in English. I read comics in English. Comics are good because they are short and they've got pictures. I think reading helps me learn new words and phrases.



I watch TV in English. When I watch TV in English, I can also put on English subtitles so I can read what they say, too. This helps me understand more.





I've got an English pen pal, a friend I write to. Every month I write letters to him in English and he writes letters to me. He's a friend of my family. He lives in England.

I listen to music in English. There is lots of pop music in English and I like pop music. I listen to music when I walk to school. I listen and learn the words. Sometimes, I read the words and listen, too. Sometimes I sing in English, but only in the shower!



At home, I do my English homework in my bedroom. My brothers and sisters speak and watch TV in the living room, so I can't work in the living room. When I do homework, I stop and take a break every 15 minutes.



LIFE SKILLS

Learning Objectives

- The students learn about ways to learn English.
- In the project stage, they make a plan for learning English and tell other students about their favourite idea.

Vocabulary

read comics watch TV write letters listen to music
do my English homework

BACKGROUND INFORMATION

Learning new information

The human brain has around one billion neurons, which means its capacity to remember is almost limitless. Experts suggest that the brain can store 2,500,000 gigabytes or 300 years' worth of TV. We appear to forget things because while our long-term memory is huge, the capacity of our short-term memory, which is our working memory, is a lot smaller. Recent research suggests that we can only remember four pieces of information there! That's why trying to memorise information the night before an exam doesn't work and why it's important to spend time learning vocabulary so that it moves from the short-to the long-term memory. Research also suggests that sensible testing, e.g. encouraging students to test themselves or each other, or using language games can actually help memory: it helps us identify what we don't know, it helps us organise our knowledge, and it encourages us to study. In actual fact, nearly forgetting something and then remembering it is a necessary part of the memory formation process. Finally, emotion plays an important role; if we are emotionally engaged in an activity, we are more likely to remember the information.

WARMER

Books closed. Ask the class, 'Are you good learners of English?' and invite a brief class discussion. Encourage them to be honest and to justify their answers; they may need to do this in L1. Next, ask 'What's this lesson about?' and invite some answers. Establish that it is about ways to learn English.

LIFE SKILLS

Learning English

Books open. Ask the students to read the information in the box. Brainstorm different ways of learning English at school or home and write a list on the board. Leave the list there for now.

1 Ask the students to read the questions, think about the answers on their own and make some notes. Weaker students may prefer to write complete sentences. If necessary, remind them to think for themselves and that it's OK to write something different to their classmates. Next, ask the students in pairs to take turns to ask and answer the questions and ask them to try to find two things they have in common and two things which are different. Invite some feedback from the class.

Answers

Students' own answers

2 First, read the list together and compare it with the list on the board. Then, ask students to tick the things they do and compare with a partner.

Answers

Students' own answers

3 Tell the students to look at the text title and ask, 'What is it?' (*an online forum*), 'Who is it for?' (*students*) and 'What can they do?' (*share ideas*). Then, ask them to read the introduction in blue. Ask, 'What ideas are the students sharing?' (*how to be a good learner of English*) and 'How many ideas are there?' (*five*) and if necessary 'What's another word for *idea*?' (*tip*). Now ask the students to look at the photos (but not read the text for now) and try to guess the five tips. Encourage them to look at the list in Exercise 2 to help them. Then, ask them to read and check their ideas.

MIXED ABILITY

Encourage stronger students to read the whole text and identify the five tips. Organise the weaker students into groups of five where each one reads a different tip. Then, ask a stronger student to join each group and encourage each member to say something about their tip by asking, 'Which tip talks about reading / watching / writing / listening / doing homework?'.

Answers

read in English, listen to English, write in English

4 Ask the students to read the sentences in pairs, and to try to decide if they are right or wrong before they read the messages again to check their ideas.

Answers

1 ✓ 2 × 3 ✓ 4 × 5 ✓ 6 ×

76 The Reading text is recorded for students to listen and read.

5 Encourage the students to match the words before they check their ideas. Point out that more than one answer may be possible, e.g. *read homework, letters or comics* but this exercise involves the phrases highlighted in the text. Ask them to write the full phrase in their notebook as this will help them with Exercise 6.

Answers

1 d 2 c 3 b 4 e 5 a

6 Ask stronger students to describe what the people are doing without looking at the phrases in Exercise 5. Then, ask them to check their ideas and label the picture.

FAST FINISHERS

Fast finishers find more verb + noun combinations in the forum which are good ways to learn English, e.g. *learn new words, put on English subtitles, like pop music, sing in English, take a break*. Then, ask them to mime these phrases to the class and encourage the others to find the word combinations in the forum.

Answers

1 watch TV 2 read comics 3 listen to music 4 write letters 5 do homework

77 7 Explain that Pablo is getting advice about learning English. Ask the students to read the question and options before they listen. Pablo's answer comes at the beginning of the recording.

Answers

b

77 8 Ask, 'How many suggestions can you see?' (*six*). Explain that not all of the suggestions are mentioned on the recording. Encourage the students to try to underline the correct suggestions before they listen again. If necessary, pause the recording after each suggestion is given.

Answers

making vocabulary cards, learning words in groups, making vocabulary notebooks, putting words on things in the house

TALKING POINTS

Allow weaker students to write their answers down. If necessary, for question 2, point out they should choose one of the suggestions they underlined in Exercise 8. Then, put them into groups to ask and answer the questions and say why. Take a vote on the class's favourite suggestion.

77 9 Ask the students to look at the suggestions in the *Useful Language* box and ask them to say which form of the verb is used in each one. Then, ask them to complete the sentences. Finally, ask them to listen to Pablo's conversation again and check their answers.

Answers

1 making vocabulary cards
2 put words on things
3 Learning words in groups is

» AUDIOSCRIPT TB PAGE 271

10 If necessary, point out the first word in each suggestion begins with a capital letter. With weaker students, ask them to first find words which are the same in the question as in the *Useful Language* box, e.g. *What about …?*. Tell them to write this first and then try to complete the suggestion.

Answers

1 What about having a vocabulary notebook?
2 Using a dictionary is a good idea
3 You can write the word in a sentence.

PROJECT ***A plan for learning English***

Ask the class to read the instructions. Check they know they are going to help a friend learn English and they need to write four tips. Encourage them to write a tip for each thing. If the class is slow to start, first brainstorm some ideas as a class and encourage them to choose their favourite idea for each thing. Next, model a conversation with a stronger student. Put the students into pairs to share their ideas. Then, invite class feedback on their favourite ideas.

PROJECT EXTENSION

Tell the class they are going to make vocabulary cards with the word on the front and a picture on the back. Put them into small groups and assign each group one of the vocabulary sets in a recent unit of the book. Give them some plain cards and ask them to make some vocabulary cards. Next, ask each group to design a game to play with their cards and then explain it to the class. In the Cooler below, the students will play their new game.

COOLER

If the class have done the Project extension activity above, ask them to choose one or two of the games presented above and play in small groups with the vocabulary cards they made. If not, revise vocabulary using one of the class's favourite games, e.g. Draw, Mime, Describe: students choose one of the vocabulary sets from Units 1–8 and then take turns to either draw, mime or describe the item for their partner to guess.

4 **Read the messages again. Read the sentences below and tick (✓) or cross (✗).**

To be a good English learner, you can …

1 … read in English. ☐
2 … listen to your own language. ☐
3 … write to an English friend. ☐
4 … dance to English pop music. ☐
5 … learn the words to English pop music. ☐
6 … watch TV when you do your homework. ☐

5 **Make phrases. Match the verbs 1–5 to the words a–e. Look at the messages again to check.**

1 read	a homework
2 watch	b letters
3 write	c TV
4 listen to	d comics
5 do	e music

6 **Label the picture. Use the phrases from Exercise 5.**



77 **7** **Listen to people talking about learning English. Answer a, b or c.**

What does Pablo want help with?
a reading in English
b learning vocabulary in English
c doing English homework



77 **8** **Listen again. Underline the suggestions you hear.**

making vocabulary cards → learning words in groups

reading books → making vocabulary notebooks

writing words in sentences → putting words on things in the house

TALKING POINTS

How do you remember new vocabulary in English?
What's your favourite idea from the listening?

77 **9** **Complete the sentences in the Useful Language box. Use the phrases below. Listen again and check.**

- *put words on things*
- learning words in groups is
- making vocabulary cards

USEFUL LANGUAGE

Suggestions

1 What about _____?
2 You can _____.
3 _____ a good idea.

10 **Put the words in order. Use the Useful Language box above.**

1 vocabulary / having / notebook / What / a / about / ?
2 dictionary / good / a / is / Using / idea / a
3 word / You / a / sentence / in / write / the / can

PROJECT

A plan for learning English

Help a friend learn more English. Make a plan. Write four top tips!

Give an idea for:

- reading in English
- listening in English
- writing in English
- learning vocabulary in English

Speak to your friend. Take turns and say your ideas.
Have you got a favourite idea? What is it? Tell the class.

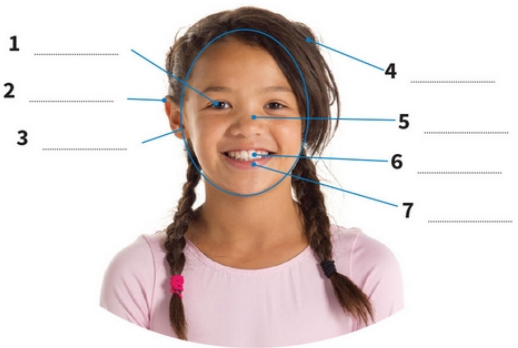
REVIEW 2 UNITS 5–8

VOCABULARY

1 **Circle the odd word out.**

0	cakes	pasta	juice	rice
1	apple	banana	potato	orange
2	ride	sail	swim	stand
3	biscuits	chocolate	chicken	cakes
4	geography	sing	history	science
5	tomatoes	milk	cheese	butter
6	foot	mouth	teeth	hair

2 **Label the pictures with the parts of the body.**





GRAMMAR

1 **Put the words in order and make questions. Then ask and answer.**

0 your / English / dad / speak / Does / ?
Does your dad speak English?
1 go / Do / an / you / club / Tuesdays / on / after-school / to ?
2 teacher / Does / your / school / to / walk ?
3 phone / you / a / have / in / bag / your / Do ?
4 Do / parents / your / the / guitar / play ?
5 Do / get / parents / you / up / your / before / seven / o'clock ?

2 **Look at the shopping and correct the sentences. Use *some*, *any* or *lots of*.**

0 They've got lots of potatoes.
They haven't got any potatoes.
1 They've got some chocolate biscuits.
2 They haven't got any fruit.
3 They haven't got any drinks.
4 They haven't got any bread.
5 They haven't got any meat.
6 They haven't got any tomatoes.
7 They've got lots of cheese.



REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Food and drinks; Activities and skills; School subjects; Parts of the body
GRAMMAR	Present simple ?; Countable and uncountable nouns; *some, any, lots of*; *can / can't*
SPEAKING	My daily routine
LISTENING	A radio interview with a young actress
READING	A message from a pen pal on a website
WRITING	An email about you

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Play *Teacher says* with the parts of the body from Unit 5. Give an instruction, e.g. 'Teacher (or your name, e.g. Ms Thompson) says *touch your face*'. The students all have to touch their face. If you don't begin with 'Teacher (or your name) says', the class shouldn't follow your instruction. After a few instructions, encourage the students to continue playing in small groups where one of the students is the teacher.

VOCABULARY

1 Write the example on the board without the circle and ask, 'Are these words from the same family?' (*no*) and 'Which one is different?' (*juice*). Then, ask 'Why?' and encourage them to give you a full sentence, e.g. *Cake, pasta and rice are food but juice is a drink.* In pairs, ask the students to continue doing the exercise together.

Answers

1 potato (the others are fruits) 2 stand (the others are activities) 3 chicken (the others are sweet foods)
4 sing (the others are school subjects)
5 tomatoes (the others are dairy products)
6 foot (the others are parts of the head)

2 Challenge the pairs to name at least 12 parts of the body by taking turns to point at a part of the body and asking *What's this?* and answering *It's a/an …* . Next, ask them to try to complete the exercise and then to check their answers (and the spelling) with Unit 5 Exercise 1 page 38.

Answers

1 eye 2 ear 3 face 4 hair 5 nose 6 teeth 7 mouth 8 head 9 arm 10 leg 11 hand 12 foot

GRAMMAR

1 Ask the students to read the instructions and look at the example. Ask, 'Are you making sentences or questions?' (*questions*). If necessary, point out that the first word in each question begins with a capital letter. Ask the students to work on their own to put the words in order and then ask them to help each other in pairs. Check the answers as a class and then ask the pairs to take turns to ask and answer the questions. Encourage them to answer in full sentences. If necessary, demonstrate a good answer by asking the class to ask you the questions first.

MIXED ABILITY

Ask stronger students to complete the exercise at their own pace and then in pairs to ask and answer the questions. If they finish quickly, ask them to write some more questions beginning *Do/Does …?*.

Use a disappearing drill with weaker students. Write the complete questions on the board and ask them to listen to you say the question and then repeat. Then, begin to rub off some of the words leaving a line to indicate the missing word. Ask them to listen and repeat again. Continue the activity until there are only one or two words left in each question. Don't repeat the question this time but encourage them to say the questions again with your support where necessary. Now, ask them to do Exercise 1.

Answers

1 Do you go to an after-school club on Tuesdays?
2 Does your teacher walk to school?
3 Do you have a phone in your bag?
4 Do your parents play the guitar?
5 Do your parents get you up before seven o'clock?

2 Ask the students to cover the sentences and look at the illustration. Encourage them to make as many sentences with *They've got some / lots of …* and *They haven't got any …* as they can. Next, ask them to look at the example and underline the incorrect information, e.g. *0 They've got <u>lots of</u> potatoes* and then look at the correction. Now ask them to read the sentences, look at the picture and correct the sentences. After class feedback, ask them in pairs to test their memory. Student A closes their book and Student B says some sentences about the illustration. Student A has to say if they are true or false. They then swap roles.

Answers

1 They haven't got any chocolate biscuits.
2 They've got lots of/some fruit.
3 They've got some drinks.
4 They've got some/lots of bread.
5 They've got some meat.
6 They've got lots of/some tomatoes.
7 They've got some cheese.

3 If necessary, remind students how to use *and*, *but* and *or*. Write some sentences on the board with ticks and crosses for the students to complete, e.g.:

✓ ✓

I can play tennis _____ I can swim.

✓ ×

I can play tennis _____ I can't swim.

× ×

I can't play tennis _____ I can't swim.

Elicit the missing connectors (*and*, *but*, *or*). Point out that we tend to say *I can't play tennis or swim* or *I can't play tennis and I can't swim.*

Ask the students to look at the table and check the example sentence is correct. Then, elicit the sentence for Maria. Finally, ask the students to write a sentence for all the people in the table.

FAST FINISHERS

In pairs, fast finishers write sentences about themselves and other students in the class. When the others are ready, ask the fast finishers to read out their sentences but without saying the names. The other students guess who it is.

Answers

Maria can run fast but she can't swim.
Sara can't swim or run fast.
Rose can speak French and Russian.
Callum can play tennis but he can't cook.
Hannah can't play tennis or play the guitar.

SPEAKING

1 First, revise the time with the class by asking them to draw some clock faces in their notebooks. Dictate the times to them and ask them to draw the time. Next, ask them to look at the pictures in the exercise and in pairs describe the activity (*wake up*, *get up*, *wash my face*, *get dressed*, *have breakfast, clean my teeth* and *go to school*). With a weaker class, ask them to write down these activities in the order they do them and then write the time next to each one. Finally, in pairs, ask them to compare their daily routine.

Answers

I wake up at …
I get up at …
I wash my face at …
I get dressed at …
I have breakfast at …
I clean my teeth at …
I go to school at …

LISTENING

78 1 Tell the students they are going to listen to a radio interview with a young actor called Imogen (note she's a fictional character). Ask them to listen and put up their hand every time they hear a question. Keep a running total on the board. Next, in pairs, ask them to read the sentences and underline the incorrect information. Play the recording again and ask the students to check their ideas. Now ask them to correct their sentences. Play the recording for a third time, pause it after each answer is given, and ask the students to check their answers.

Answers

Four
1 Imogen doesn't go to school. She studies at home with her sisters.
2 Imogen doesn't like history and geography. She likes English.
3 Imogen doesn't see her friends every day. She sees her friends on Saturday and Sunday.
4 Imogen doesn't watch sport on TV. She thinks it's boring.
5 Imogen doesn't go ice skating on Sundays. She goes ice skating on Saturdays.

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READING

1 Tell the class they are going to read about Rodrigo on an online pen pal site. Ask them to look at Rodrigo's photo first (without reading the text), read the questions and make some predictions. Next, ask them to listen to and read the website and check their ideas. Then, in pairs ask them to write full answers to the questions. If appropriate, discuss whether the students would like to have a pen pal from another country.

Answers

1 Rodrigo is 14 years old.
2 He goes to school in Madrid.
3 His favourite subjects are maths and science.
4 He plays football.
5 at weekends
6 He wants people to write to him.

79 The Reading text is recorded for students to listen and read.

WRITING

1 First, ask the students to underline Rodrigo's questions and ask, 'Does Rodrigo answer these questions in his message?' (*yes*) and 'In the same order?' (*yes*). Next, ask them to write an email to Rodrigo. If necessary, remind them how to begin and end the email in an appropriate way (e.g. *Hi Rodrigo,* and *Write back soon*). Weaker students can use Rodrigo's email as a model; they can copy it and change the information to make it true for them. Encourage stronger students to say a little more.

Answers

Students' own answers

COOLER

Collect in the students' emails from the Writing section. Choose some of the messages, read them to the class without the student's name and ask the class to guess who it is.

3 **Look at the table and make sentences. Use *can* or *can't* and *and*, *but* or *or*.**

Jamie can paint, but he can't play the guitar.

	play tennis	swim	run fast	cook	paint	speak Russian	speak French	play the guitar
Jamie					✓			✗
Maria		✗	✓					
Sara		✗	✗					
Rose						✓	✓	
Callum	✓			✗				
Hannah	✗							✗

SPEAKING

1 **Use the pictures to talk about your daily routine.**

I wake up at quarter to seven.



LISTENING

78 **1** **Listen to the interview. How many questions do you hear?**

78 **Listen again and correct the sentences.**

0 Imogen lives in London.
Imogen doesn't live in London. She lives in Los Angeles.

1 Imogen goes to school with her sisters.
2 Imogen likes history and geography.
3 Imogen sees her friends every day.
4 Imogen watches sport on TV.
5 Imogen goes ice skating on Sundays.

READING

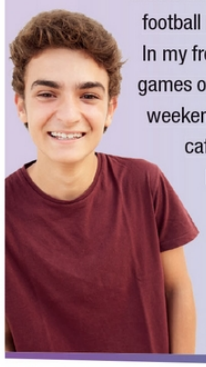
1 **Read the message from a pen pal website and answer the questions.**

penpalchatter.com 79

HOME FIND A PEN PAL JOIN PEN PALS
CHAT WHO'S ONLINE MY ACCOUNT

Hi everyone

My name's Rodrigo and I come from Spain. I'm 14 years old and I go to school in Madrid. My favourite subjects are maths and science. I love all sports and I play football for my school.



In my free time after school, I play computer games or go out with my friends. At weekends, we go to see a movie or go to a café for a drink. I don't watch much TV, but I listen to a lot of music. I also like to play the guitar and sing.

What about you? What's your name? How old are you? What things do you like? What kind of things do you do at weekends? Write to me soon!

1 How old is Rodrigo?
2 Where does he go to school?
3 What are his favourite school subjects?
4 What sport does he do?
5 When does Rodrigo visit a café?
6 What does Rodrigo want people to do?

WRITING

1 **Write an email to Rodrigo. Answer his questions and tell him all about you.**

9 FEELING GOOD





















ABOUT YOU

What activities do you like?
What activities do you do with your friends?

VOCABULARY AND LISTENING

Sports and activities

1 Match the words in the box to the photos A–J.

EP

badminton baseball basketball
dancing football hockey running
swimming table tennis tennis

80 Listen and check. Then repeat.

2 We use 'play' with some of the activities in Exercise 1. Which ones?

We play badminton.

81 Listen and check. Then repeat.

82 **3** Listen to Joelle, Paolo and Rosa talking about their sport project photos 1–3. Write the names.

1 _____'s photo
2 _____'s photo
3 _____'s photo

82 **4** Listen again and complete the sentences. Then match the sentences to the pictures.





1 **Joelle:** I'm not very good at _____.
2 **Rosa:** I'm good at _____.

PRONUNCIATION Word stress

5 Underline the stress in the words.

0 basketball
1 computer
2 address
3 television
4 potatoes
5 guitar
6 badminton
7 bedroom
8 vegetables
9 tennis
10 nationality

83 Listen and check. Then repeat.







9 FEELING GOOD

Unit Overview

TOPIC	Sport and health
VOCABULARY AND LISTENING	Sports and activities Talking about sports and activities
PRONUNCIATION	Word stress
GRAMMAR	*like* ⊕ ⊖
VOCABULARY AND READING	Health Ask the doctor
GRAMMAR	Pronouns
SPEAKING	Discussing five things you like doing at the weekend

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 146; TB page 245
WORKBOOK: pages 40–43
VIDEO AND VIDEO WORKSHEET: Feeling good
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9
TEST GENERATOR: Unit test 9

WARMER

Mime the sports activities from Unit 5 (e.g. *ride a horse*) for the students to guess. Write the *-ing* form on the board (e.g. *riding a horse*). Next, elicit other sports words students know in English and write these on the board. Draw a happy face and sad face on opposite sides of the board. Under the happy face, write *I like …*. Under the sad face, write *I don't like …*. Read one of the activities on the board and ask a stronger student to point to the sad or happy face, depending on whether they like it or not. Encourage them to say *I (don't) like (football).* Repeat with other students and activities. Leave the activities on the board.

ABOUT YOU

Ask the students to ask and answer the questions in pairs. If you have done the Warmer, encourage them to ask about the activities on the board. If you haven't done the Warmer, revise some of the activities from Unit 5 by miming each one and write these on the board for the students to use. Don't rub them off the board for now.

VOCABULARY AND LISTENING

Sports and activities

1 Ask the students to look at the photos at the top of the page and try to match some of them to the words on the board (see Warmer and About you above). Next, ask them to match the photos to the words in the box.

80

Answers

The answers are recorded for students to check and then repeat.
A badminton B hockey C baseball D table tennis
E swimming F football G tennis H running I basketball
J dancing

2 Give the students a minute to read the instructions and to try to answer the question. Next, ask them to listen to the recording and tick the sports in Exercise 1 which they hear. Play the recording again and ask the students to listen and repeat. Point out that we use *go* with *dancing*, *running* and *swimming*.

81

Answers

The answers are recorded for students to check and then repeat.
play badminton
play baseball
play basketball
play football
play hockey
play table tennis
play tennis

82 3 Before you play the recording, ask the students to name the sports in each photo at the bottom of the page (*1 – football, 2 – tennis, 3 – basketball*). Explain that they are going to listen to Joelle, Paolo and Rosa talking about their photos and they need to match their names to each one. Play the recording twice if necessary.

Answers

1 Paolo's photo 2 Joelle's photo 3 Rosa's photo

82 4 Play the recording and ask the students to write the sport or activity. Then, ask them to match the sentences to the pictures.

Answers

1 playing basketball – picture A 2 running – picture B

» AUDIOSCRIPT TB PAGE 272

PRONUNCIATION Word stress

5 Write *basketball* on the board. Tap your fingers and sound out the word to demonstrate the syllables: *bas-ket-ball*. Elicit that it has three syllables. Ask the students to decide how many syllables the other words in the exercise have and check answers (2: address, guitar, bedroom, tennis; 3: computer, potatoes, badminton, vegetables; 4: television; 5: nationality).

Now, ask the students to find the stressed syllables. Show them the example with *basketball*.

Play the recording once and encourage the students to check their answers. Next, play it again, ask the students to repeat, and check that they stress the correct syllable.

83

Answers

The answers are recorded for students to check and then repeat.
Example basketball 1 computer 2 address 3 television
4 potatoes 5 guitar 6 badminton 7 bedroom 8 vegetables
9 tennis 10 nationality

GRAMMAR *like* ⊕ ⊖

1 Books closed. Write the sentences on the board. Highlight the *-ing* form of the verb in a different colour. Ask the students to look at the sentences and say what happens to *swim*, *play* and other activities after *like/don't like* (*we use the '-ing' form*). Books open. The students complete the sentences. If necessary, remind students that with *he/she/it*, we use *likes* and *doesn't like*.

Answers

like, don't like

2 Before the students complete the table, elicit the spelling rules from them: we normally add *-ing* to the verb, but if it ends in *-e*, remove the *e*. If it ends in consonant-vowel-consonant, double the final consonant before adding *-ing*.

Answers

catch – catching	dance – dancing	run – running
cleaning	riding	swimming
playing	taking	
walking		
watching		

1 b 2 c 3 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

3 Read the example (0) as a class and then do 1 together. Ask the students to first say if Mary likes or doesn't like the activity in brackets. Then, ask them for the spelling of *dancing*, making sure they cut the *e*. Write the full sentence for Mary on the board and encourage the students to continue on their own.

MIXED ABILITY

Ask stronger students to work at their own pace. When they have finished, ask them to try to rewrite the sentences so that they are true for people they know.

With weaker students, first do the sentences together and write the answers on the board. Rub out some of the words in each sentence and encourage volunteers to come to the board and complete them. Next, ask the students to try to complete the exercise without looking at the board.

Answers

1 Mary doesn't like dancing.
2 I like playing badminton.
3 Alison and Gemma don't like eating potatoes or bread.
4 You like standing on your head.
5 Paul doesn't like swimming.
6 We like learning English.

TALKING POINTS

08 Once the students have completed the video activities on the photocopiable worksheet, ask them to ask and answer the questions in pairs. Remind them that *I like*, *I'm good at* and *I'm not so good at* are followed by the *-ing* form.

4 Check the class understand they need to put two ticks in each row, as they have to say if they like or don't like the activities and whether they are good or not good at them. Ask students to add their own activities in 9 and 10, making sure that they use the *-ing* form.

Answers

Students' own answers

5 Ask two stronger students to read out an example each and then to change it so that it is true for them. Point out the use of linkers (*and, but*) in the examples. Give the class two minutes to think about their own answers (allow weaker students to write their sentences first), before asking them to work with two other students. Tell them to make a note of the other students' answers as they will need to write about them in Exercise 6.

Answers

Students' own answers

FAST FINISHERS

Fast finishers write three or more true and false sentences about themselves for the rest of the class to guess which are true.

6 Ask the students to use the information from Exercise 5 to write about their partners' likes and dislikes. Encourage them to use the example to help; weaker students can copy it and change the key words. Allow about five minutes for this, and ask a few students to read their descriptions out to the class.

Answers

Students' own answers

COOLER

Display the students' writing around the room. Give them a few minutes to go around the room and read about one another. Then, say 'I like playing basketball'. Ask them to say the name of a student who likes this, using a full sentence, e.g. *Omar likes playing basketball.* Check with this student to see if it's true. Explain that they cannot nominate themselves.

GRAMMAR *like* ⊕ ⊖

1 **Read the sentences.**

I like **your photo**.
I don't like **your computer**.
I like **swimming**.
I don't like **playing** tennis.

Now choose the correct words to complete the sentence.

After _____ and _____ _____ we use a noun or the *-ing* form of the verb.

2 **Complete the table with the *-ing* form of the verbs in the box.**

clean	play	ride	swim
take	walk	watch	

catch – catching	**dance – dancing**	**run – running**

Now match the two parts of the sentences to make the rules.

1 When verbs end in two or more consonants,
2 When verbs end in an *e*,
3 When short verbs end in a vowel and a consonant,

a we double the consonant and add *ing*.
b we add *ing*.
c we cut the vowel and add *ing*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

3 **Complete the sentences with the *-ing* form of the verbs in brackets ().**

🙂 = like / 😒 = not like

0 Ben *likes running in the park* (🙂 run) in the park.
1 Mary _____ (😒 dance).
2 I _____ (🙂 play badminton).
3 Alison and Gemma _____ (😒 eat potatoes or bread).
4 You _____ (🙂 stand on your head).
5 Paul _____ (😒 swim).
6 We _____ (🙂 learn English).

TALKING POINTS

08 **Watch the video. Ask and answer the questions with a partner.**
What activities do you like doing?
What activities are you good at?
What activities are you not so good at?

4 **Do you like doing these sports and activities? Tick (✓) the table for you. Then add two more activities.**

		I like 🙂	I don't like 😒	I'm good at 👍	I'm not very good at 👎
0	playing tennis	✓			✓
1	playing hockey				
2	running				
3	playing basketball				
4	playing football				
5	dancing				
6	watching sport				
7	table tennis				
8	swimming				
9					
10					



5 **Talk to two friends about the table in Exercise 4. Remember to use the *-ing* form.**

I like playing tennis, but I'm not very good at it. I don't like running.
I like watching football, but I don't like playing it. I'm good at dancing.

6 **Now write about your friends.**

Franka likes playing tennis, but she doesn't like running. She isn't very good at computer games.
George doesn't like running and he isn't very good at it. He likes playing basketball.

GRAMMAR *like* ⊕ ⊖

1 **Read the sentences.**

I like **your photo**.
I don't like **your computer**.
I like **swimming**.
I don't like **playing** tennis.

Now choose the correct words to complete the sentence.

After _____ and _____ _____ we use a noun or the *-ing* form of the verb.

2 **Complete the table with the *-ing* form of the verbs in the box.**

clean	play	ride	swim
take	walk	watch	

catch – catching	**dance – dancing**	**run – running**

Now match the two parts of the sentences to make the rules.

1 When verbs end in two or more consonants,
2 When verbs end in an *e*,
3 When short verbs end in a vowel and a consonant,

a we double the consonant and add *ing*.
b we add *ing*.
c we cut the vowel and add *ing*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

3 **Complete the sentences with the *-ing* form of the verbs in brackets ().**

🙂 = like / 😒 = not like

0 Ben *likes running in the park* (🙂 run) in the park.
1 Mary _____ (😒 dance).
2 I _____ (🙂 play badminton).
3 Alison and Gemma _____ (😒 eat potatoes or bread).
4 You _____ (🙂 stand on your head).
5 Paul _____ (😒 swim).
6 We _____ (🙂 learn English).

TALKING POINTS

08 **Watch the video. Ask and answer the questions with a partner.**
What activities do you like doing?
What activities are you good at?
What activities are you not so good at?

4 **Do you like doing these sports and activities? Tick (✓) the table for you. Then add two more activities.**

		I like 🙂	I don't like 😒	I'm good at 👍	I'm not very good at 👎
0	playing tennis	✓			✓
1	playing hockey				
2	running				
3	playing basketball				
4	playing football				
5	dancing				
6	watching sport				
7	table tennis				
8	swimming				
9					
10					



5 **Talk to two friends about the table in Exercise 4. Remember to use the *-ing* form.**

I like playing tennis, but I'm not very good at it. I don't like running.
I like watching football, but I don't like playing it. I'm good at dancing.

6 **Now write about your friends.**

Franka likes playing tennis, but she doesn't like running. She isn't very good at computer games.
George doesn't like running and he isn't very good at it. He likes playing basketball.

VOCABULARY AND READING

Health

1 Read the letters to the doctor 1–2. Match them to the doctor's answers A–B.

ASK THE DOCTOR

1

Dear Doctor

I'm 15 years old. My friends like going to the park and playing football. I'm always tired. I like watching sport on TV and I like playing computer games, too. Is it **good for** me to stay at home?

Can you help me?
Tom

A 84

Lots of sweet things aren't good for us. They aren't good for our teeth! Eat more fruit and vegetables. You'll **feel fine**.

DR SMART

2

Dear Doctor

I'm 13 years old and I like eating chocolates and cakes. My mum isn't happy and gives me lots of fruit and vegetables, but I don't like them. Lots of my activities are good for me. I like playing football and I'm very good at it. Is it OK for me to eat lots of sweet things?
Sophie

B

It **isn't good for** you to stay at home all day. Go to the park with your friends and play football with them. It's good to be outside. You'll **feel better**.

DR SMART



DR SMART'S TIP OF THE WEEK

Eat a good breakfast.

- You'll do better in class.
- You'll do better at sport.
- You'll **feel well**.



VOCABULARY AND READING

Health

WARMER

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

BACKGROUND INFORMATION

Breakfast

The most popular breakfast in the UK is cereal, followed by toast and then porridge (oats cooked in water or milk). *Breakfast* literally means 'breaking the fast of the night', so experts suggest not eating breakfast is similar to trying to run a car without petrol. In the USA, for example, about 58% of Americans don't eat breakfast every day; in the UK, 25% of people don't eat breakfast one or more times a week (13% never eat breakfast). In the UK, breakfast clubs are before-school clubs which open about an hour before school. Children can go there to have a healthy breakfast in a calm and peaceful environment and then either do their homework or play with their friends. Although these clubs are generally open to everyone, children with irregular school attendance and/or those who appear not to get breakfast at home are encouraged to attend.

1 Books closed. Tell the students that your friend has a problem, and ask them to imagine that they are the doctors. Ask them to listen to and note down what your friend's problem is. Make sure that the 'problem' includes similar grammar and vocabulary to the texts on SB page 60. For example:

Dear Doctor

My friend is 16 years old and he is sad. He doesn't like going to school on Mondays and Wednesdays. He has PE on these days, but he doesn't like it. He doesn't think sport is good for him. He likes relaxing at home and watching TV. Can you help him?

Repeat this once or twice before writing the text on the board or displaying it on the screen for the students to check. Ask the students to discuss in groups what the doctor should say and ask for some suggestions. For example: *It isn't good to feel sad. It's good to do sport.* Books open. Ask the students to look at the top of page 60 and tell them that they are going to read two more letters to the doctor. Ask the students to read the two letters and answers and then to match them. Students will read Dr Smart's tip of the week in Exercise 3.

At an appropriate moment during this lesson, use the information in Background information above to encourage a brief class discussion on breakfast, asking for example, 'Do you have breakfast every day?', 'Where do you have breakfast?' and 'Would you like to have breakfast at school with your friends? Why (not)?'.

FAST FINISHERS

Ask fast finishers in pairs to imagine that Tom and Sophie are talking to Dr Smart. Ask them to role play their conversation and encourage them to include more information about their problem and more advice where appropriate. When the others are ready, invite the fast finishers to perform their conversation to the class.

MIXED ABILITY

Encourage stronger students to work through Exercises 1–3 at their own pace. If they finish quickly, check their answers and ask them to do the fast finisher activity above.

With weaker students, read letter 1 together and encourage them to underline the key words. Make sure they don't underline every word and help with vocabulary where needed. Next, ask them to read the first sentence only in answer A and B and to match the letter to the correct reply. In Exercise 2, ask these weaker students to read the sentences about Tom only (questions 3, 4 and 5) and write *yes* or *no*. If appropriate, ask them to read Sophie's letter and Dr Smart's answer for homework and write *yes* or *no* for sentences 1, 2 and 6.

Answers

1 B 2 A

2 Ask the class to read the sentences first in pairs and try to say if each one is *yes* or *no*. Next, ask them to read the texts again to check.

Answers

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

3 First, ask the students to name as many things as they can see in pictures 1–5 on SB page 60. Do not say which breakfasts are good, but let them check their answers on SB page 124. Finally, discuss which breakfasts they like and don't like.

Answers

Good breakfasts are: 1, 3 and 5.
2 and 4 aren't good breakfasts. It isn't good for you to eat chocolate, cake, chips or ice cream for breakfast.

84 The Reading text is recorded for students to listen and read.

4 First, ask the students to find, and if appropriate circle, the words in blue in the text. Next, ask pairs to complete the sentences with these words.

Answers

1 isn't good for 2 feel well / better / fine
3 feel better / well / fine 4 good for 5 feel fine / better / well

5 Encourage the students to complete the table with the food words and activities in the box. Then, ask them to add at least four of their own ideas. Copy the table onto the board and invite volunteers to write their ideas in the columns. Invite a brief class discussion on why some of these things are good or not good; if necessary, use the students' L1.

Possible answers

Good for you: bread, dancing, oranges, vegetables, walking to school, water
Not good for you: butter, cake, chocolate, playing computer games

6 Encourage the students to use some of the food words in Exercise 5. Allow weaker students to write down their answer first. Next, ask them to compare their breakfast with their partner's and decide who eats the healthier one.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 9

GRAMMAR Pronouns

1 Check that students understand that some of the words in the box are not in the texts.

Answers

at it for me for us for you with them

2 Allow two minutes for the students to complete the table before checking as a class. Check that the students understand that we generally use subject pronouns to begin a sentence or phrase and object pronouns generally come after the verb.

Answers

1 you 2 him 3 her 4 it 5 us 6 you 7 them

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

3 Point out that the students need to complete the sentences with the correct subject pronoun. Encourage weaker students to find the subject pronoun first and then look for its corresponding object pronoun in the table in Exercise 2.

Answers

1 them 2 me 3 her 4 us 5 him 6 it

4 Ask the students to plan their letters before they start writing. Explain that the problem may be something they like doing too much or don't like doing at all. Allow weaker students to copy one of the letters and change the key words.

Answers

Students' own answers

5 In a mixed ability class, organise the class into small groups and give each group the letters written by students from another group. Ask the groups to read the letters and write the replies together.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 9

SPEAKING

1 Ask the students to write down five things they like doing at the weekend. Next, demonstrate the activity by inviting a stronger student to come to the front. Ask him or her to read their first sentence and ask *Is it good for me?*. Encourage the class to say why or why not using *because*.

Answers

Students' own answers

COOLER

Play *Speed Doctors*. Divide the class into two groups. One group are doctors and sit down. The other group are patients who have problems and want to tell a doctor. Each patient sits opposite a doctor. The doctors greet the patient, who explains their problem. The doctor gives advice. After a minute or two, the patients move to a different doctor. Repeat a few times. At the end, the patients can vote on the doctors who give the best advice.

2 **Read the letters and answers again. Now look at the sentences. Write *yes* or *no*.**

0 Tom likes playing football. *no*
1 Sophie likes eating apples.
2 Sophie likes doing sport.
3 Tom likes going to the park.
4 Tom is very tired.
5 The doctor thinks it's good for Tom to stay at home.
6 The doctor thinks it's good for Sophie to eat sweet things.

3 **Read Dr Smart's 'Tip of the week'. Look at the five breakfasts. Tick (✓) three breakfasts which are good for you. Check your answers on page 124.**

4 **Complete the sentences with the words from the texts.**

EP

1 It _____ people to eat a lot of biscuits.
2 Eat fresh fruit and vegetables and you'll _____.
3 Spend time with your friends and you'll _____.
4 I like doing sport and it's _____ me.
5 Eat a good breakfast and you'll _____.

5 **Work in pairs. Complete the table with the words and phrases in the box. Add four of your ideas.**

~~biscuits~~ bread butter cake chocolate dancing oranges playing computer games vegetables walking to school water

GOOD FOR YOU	NOT GOOD FOR YOU
_____	*biscuits*
_____	_____
_____	_____
_____	_____
_____	_____

6 **What do you eat for breakfast? Tell your partner.**

GRAMMAR Pronouns

1 **Read the letters and answers on page 60 again. How many of the phrases in the box can you find?**

at it for her for him for me
for us for you with them

2 **Complete the table with the pronouns in Exercise 1.**




I	*me*	we	**5** _____
you	**1** _____	you	**6** _____
he	**2** _____	they	**7** _____
she	**3** _____		
it	**4** _____		

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

3 **Complete the sentences.**

0 Eat a good breakfast. It's better for *you*.
1 They like playing basketball. It's good for _____.
2 I like drinking milk. It's good for _____.
3 She doesn't like eating ice cream. It isn't good for _____.
4 We don't like eating a lot of chocolate. It isn't good for _____.
5 He likes walking to school. It's good for _____.
6 I don't like playing table tennis. I'm not very good at _____.

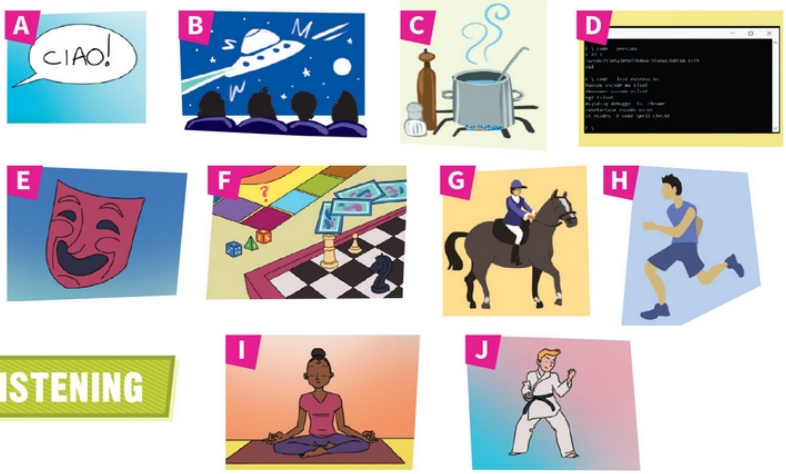
4 **Write a letter to Dr Smart. Use Tom's and Sophie's letters to help you.**

5 **Read your partner's letter and answer it. Use Dr Smart's answers to help you.**

SPEAKING

1 **Think of five things you like doing at the weekend. Discuss them with your partner.**
Are all these things good for you? Why? / Why not?

10 THINGS WE DO



ABOUT YOU

Do you have any after-school clubs at your school?
What are they? Which ones do you go to?

VOCABULARY AND LISTENING

After-school activities

EP **1** Match the pictures A–J to the after-school clubs on the form below.

85 Listen and check. Then repeat.

2 Look at the after-school clubs at Park Academy and choose (✓) three clubs for the week.

Then work in groups of three. Talk about your after-school clubs. Take turns.

I've got board games club on Wednesday.
What have you got?
I've got Italian.
I haven't got anything on Wednesday.
I've got drama on Tuesday.

PARK ACADEMY
AFTER-SCHOOL CLUBS:
February–June

Please choose the After-School Clubs you want to do and tick (✓) the boxes. You can choose one for each day.

Hand the form to your teacher. Don't forget to write your name and your class.

Name: Class:

Monday	Tuesday	Wednesday	Thursday	Friday
athletics club ☐	yoga club ☐	board games club ☐	coding club ☐	horse riding club ☐
cookery club ☐	drama club ☐	Italian club ☐	judo club ☐	film club ☐

86 **3** Listen to Freya telling Mike about her after-school clubs. What day is her favourite club?

86 **4** Listen again and match the photos 1–5 to the days.

Monday ☐
Tuesday ☐
Wednesday ☐
Thursday ☐
Friday ☐

5 When do you go to after-school clubs? Tell your partner.



10 THINGS WE DO

Unit Overview

TOPIC	The things I do after school
VOCABULARY	After-school activities
AND LISTENING	Talking about after-school clubs
GRAMMAR	Present continuous ⊕ ⊖
VOCABULARY	Jobs around the house
AND READING	What are you doing?
GRAMMAR	Present continuous ?
PRONUNCIATION	*Yes / No* questions
WRITING	Write a blog about yourself

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 245
WORKBOOK: pages 44–47
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10
TEST GENERATOR: Unit test 10

WARMER

Write on the board vertically: M T W T F S S. Elicit that these are the first letters of the days of the week and ask the students to write the days in full. Check spelling by writing the days on the board. Next, draw a happy or sad emoji next to each one according to how you feel about each day, e.g. two happy faces on Saturday because you like it a lot and three sad faces on Monday. Ask the students to draw emojis next to their days. Then, compare your list on the board with a stronger student to demonstrate the activity, e.g.

Teacher: *I don't like Monday because it's the first day of the week. What about you?*

Student A: *Me too! I like Tuesday because I play football after school.*

Encourage students to compare their lists in pairs.

ABOUT YOU

Pre-teach *after-school clubs* by eliciting some examples from the class, e.g. football, music. Next, ask the students to take turns to ask and answer the questions in pairs.

VOCABULARY AND LISTENING

After-school activities

1 Brainstorm some typical after-school activities as a class and then ask them to compare their ideas with the pictures A–J at the top of page 62. Next, point out that the students need to match the highlighted words in the form to the pictures. Encourage students to move on to the next one if they get stuck on a particular word. When the students repeat the words, monitor to make sure they stress the correct syllable.

85

Answers

The answers are recorded for students to check and then repeat.
A Italian club B film club C cookery club D coding club
E drama club F board games club G horse riding club
H athletics club I yoga club J judo club

2 Ask, 'What can you do on Monday?' (*athletics or cookery*) and 'Which is better?'. Encourage volunteers to give full answers saying why. Next, ask them to look at the pictures and timetable and tick three clubs they want to do. Ask them to read the example, model the activity with two stronger students, and then ask the students to continue in groups of three.

MIXED ABILITY

Write on the board: *I've got guitar lessons … Tuesday.* Elicit the preposition *on*. Next, elicit and write the negative (*I haven't got guitar lessons.)* and question forms (*What have you got?*) on the board.

Answers

Students' own answers

86

3 Ask the students to read the instructions and point out that the photos show Freya at her after-school clubs. Ask the students to ask and answer questions about each photo, e.g. **A:** *What's A?* **B:** *It's athletics.* Explain that Freya is showing her photos to Mike. Point out they need to listen for her favourite club (they hear *This is my favourite club* and the day it is on). Clarify that the order of the photos doesn't match the order in the conversation.

Answers

Monday

86

4 Ask the students to match Freya's favourite club (*Photo 5 – coding*) to the day (*Monday*). Next, ask them in pairs to try to match some of the other clubs to the correct day. Then, play the recording again for them to check.

Answers

Monday 5 Tuesday 4 Wednesday 1 Thursday 3 Friday 2

» AUDIOSCRIPT TB PAGE 272

5 First, allow the students two minutes to make a timetable of their own after-school and lunchtime activities. Then, ask them to compare it with a partner.

If time allows (or for fast finishers), invite the pairs of students to create an ideal after-school club timetable on an A3 piece of paper (they could do this for homework). Then, display the timetables on the wall and encourage the class to vote for the best three.

Answers

Students' own answers

GRAMMAR Present continuous ⊕ ⊖

1 Books open. Mime an action and encourage the students to say the sentence, e.g. mime making a cake and encourage students to say *I'm making a cake.* Next, ask the students to match examples a and b to sentences 1 and 2. Ask the students to look again at the examples and elicit the form, i.e. subject + *be (not)* + *-ing* form. If necessary, revise the present form of *be* with a weaker class. Then, ask the class to complete the sentences.

Answers

a 2 b 1
1 'ing' form 2 is happening now

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Check that the students understand the meaning of the verbs in the green circle (*painting a picture, writing a letter,* etc.) by nominating pairs of students to stand up and mime the different verbs. Next, pair strong and weak students and encourage them to use a mix of positive and negative forms, and also a mix of subjects. Monitor and ensure students are including the verb *be* in the appropriate form, and that they're using the *-ing* form of the verb. Write any common errors on the board for class correction.

Write these sentences on the board. Elicit corrections and spelling rules:

She's makeing a cake. (Delete *e* at the end of a verb before adding *-ing*.)

He's siting on a chair. (Double the final consonant when adding *-ing* to verbs such as *sit*, *run* and *swim*.)

Then, reorganise the pairs so that each student is working with somebody else and ask them to compare their sentences. If appropriate, one student reads out one of their sentences and their partner has to mime or draw it.

Answers

Students' own answers

87 **3** Ask the class to look at the picture and brainstorm the activities onto the board (write them up in the *-ing* form). Play the example, pause and ask, 'Yes or No?' (*yes*). Then, play the complete recording and ask the students to write *yes* or *no*. Play the recording again and pause it after each answer to allow weaker students to check their ideas. Challenge the strong students to write down the full sentence after they hear it. Check the answers as a class. Next, ask the pairs to describe the picture. To make the activity more communicative, encourage the students to say some false sentences too and their partner says *yes* or *no*.

Answers

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

» AUDIOSCRIPT TB PAGE 272

4 First, check the students understand the words in the box by asking them to mime each action. Ask the students to read the instructions and the example. Next, invite two students to come to the front to demonstrate the activity with you. Ask one of the students to mime *write*, say 'You're drawing' and encourage them to say *No*. Ask the other student to make a guess. When everyone has understood the activity, ask the students to continue in groups of three. Point out that they should take turns to mime and guess.

FAST FINISHERS

Ask the fast finishers in pairs or small groups to think of about eight more activities and to write each one on a slip of paper. Next, they mix the slips of paper and put them face down on the table in the middle. They take turns to take a slip of paper and mime the activity for the others to guess. As the rest of the class finish Exercise 4, they can join the fast finishers.

Answers

Students' own answers

COOLER

Organise the students into small groups. Give each group the name of one of the after-school clubs at the top of page 62 but tell them it is a secret. Invite each group to come to the front and draw a picture on the board (without speaking) to represent their after-school club for the others to guess, e.g.

Group 1 draws *yoga club.*

Student A: *Is it drama club?*
Group 1: *No.*
Student B: *Is it yoga club?*
Group 1: *Yes.*

Group 2 draws *judo club*.

GRAMMAR Present continuous ⊕ ⊖

1 **Look at the examples from the listening. Match examples a–b to sentences 1–2.**

a I'm looking at some photos.
b I'm making a cake for my mum.
c I'm not making a pizza.
d We're practising on the running track.
e We aren't running a race.

1 This describes something in a picture.
2 This is happening now.

Now look at examples a–e and choose the correct words to complete the sentences.

1 To make the present continuous, we use the verb *be* plus the *'ing' form / infinitive form* of the main verb
2 We use the present continuous when something *is happening now / happens every day.*

GRAMMAR REFERENCE AND PRACTICE PAGE 147

2 **Make sentences from the words in the circles. Compare your sentences with your partner.**

I'm you're
we're they're
he's she's it's

I'm not you aren't
we aren't they aren't
he isn't she isn't
it isn't

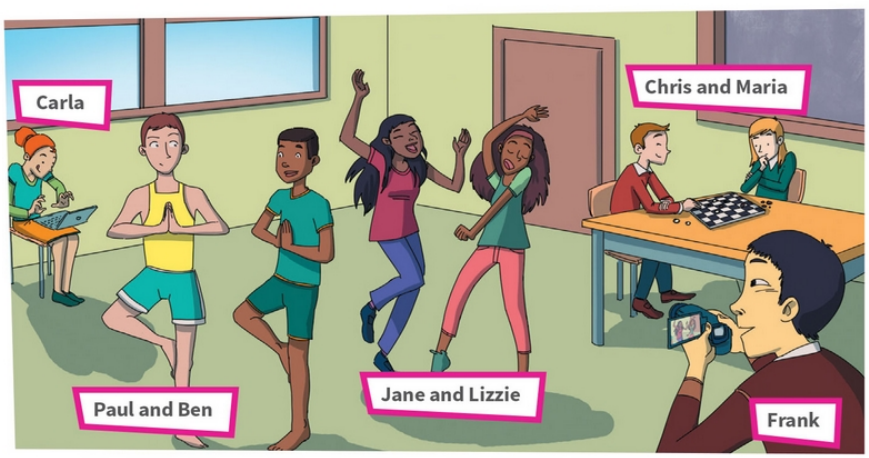
painting a picture
writing a letter swimming
kicking a ball cooking a pizza
riding a horse

87 **3** **Look at the picture and listen to the sentences.**

Say *yes* or *no* for each sentence.

0 *yes*
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

Now talk to your partner about what's happening in the picture.



4 **Work in groups of three. Look at the activities in the box. Student A mimes an activity. Students B and C ask questions to guess the activity.**

You're writing.
No
You're drawing.
Yes!

draw	open the window	sit	stand	stand on one leg	touch your toes	write

VOCABULARY AND READING

Jobs around the house

1 Match the words in the box to the photos A–H.

EP

carry the shopping　clean the bath　cook dinner
do the washing-up　feed the cat　make your bed
tidy your room　walk the dog


A


B


C


D


E


F


G


H

Listen and check. Then repeat. 88

2 Read the story. What kind of shopping has Maria got?

What are you doing? 89


1

Maria: Tomás? Can you help me carry the shopping?
Tomás: Sorry, Mum, I can't. I'm in my bedroom.
Maria: Are you tidying your room?
Tomás: Yes, I am.
Maria: Don't forget to make your bed.
Tomás: OK!


2

Maria: Lyra? Can you help me carry the shopping?
Lyra: Sorry, Mum, I can't.
Maria: Are you in your bedroom, too? Are you doing your homework?
Lyra: No, I'm not. I'm in the bathroom. I'm cleaning the bath.
Maria: OK. Well, don't forget to feed the cat. He's hungry.
Lyra: He's always hungry. He can wait a minute!


3

Maria: Jason? What about you? Can you help me carry the shopping?
Jason: Sorry, Maria, I can't. I'm in the kitchen.
Maria: What are you doing? Are you doing the washing-up?
Jason: No, I'm not. I'm cooking the dinner. I can help you in a minute.
Maria: OK. Thanks. I've got a lot of shopping. Oh, where's Esther? Is she doing her homework?
Jason: No, she isn't. She's walking the dog.


4

Esther: Hi, Mum. What are you doing?
Maria: I'm carrying the food shopping into the house. But I can't carry the big box. Can you carry it into the house for me?
Esther: Sure. What's in it?
Maria: A new television.
Esther: Wow!

VOCABULARY AND READING

Jobs around the house

WARMER

Write the following anagrams on the board. Challenge the students, in pairs, to be the first to unscramble the words and find the connection. (*They're all rooms in the house.*)

1 n c t h i e k

2 m r h b t o a o

3 i i g v l n o m o r

4 d b r o m o e

Put the students into pairs or groups of three and ask them to brainstorm typical activities that go with each room. Elicit one or two examples as a class, prompting students to use the *-ing* form, e.g. *kitchen – cooking*. Set a time limit of two minutes for the students to come up with as many as they can. If time allows, encourage them to mime an activity for their partner or group to guess what room they're in.

Possible answers

1 kitchen: cooking, eating, washing up
2 bathroom: washing, cleaning teeth
3 living room: watching TV, reading
4 bedroom: sleeping, doing homework

BACKGROUND INFORMATION

An allowance (US English) or pocket money (British English) is the money parents give to their children on a regular basis. A recent survey in the UK suggests that on average, under fives get £2 a week, five to 15 year olds get £5 a week and over 15s get over £9 a week. Some families expect their children to earn this money; they only receive this money if they do certain chores. Some families separate unpaid family chores (things that everyone is expected to do, e.g. tidy your room, lay the table, clean up after meals) from paid chores (extra things like mowing the lawn, cleaning the windows, looking after a younger brother or sister).

1 Encourage the students, in pairs, to cover the words and name some of the things in the photos before they match the words. After the students have repeated the words, ask them to describe the photos again in pairs using full sentences, e.g. *In photo A, he's feeding the cat.* Alternatively, the students take turns to describe a photo for the other to guess, e.g.

A: *He's cleaning the bath.*

B: *Is it photo F?*

A: *Yes, that's right.*

If the students are interested, invite a brief class discussion on pocket money and whether children should do jobs around the house to earn it (see Background information above).

88

Answers

The answers are recorded for the students to check and repeat.
A feed the cat B do the washing-up C cook dinner
D carry the shopping E walk the dog F clean the bath
G tidy your room H make your bed

2 Before students read the story, ask them to look at the pictures and cover the text. Elicit as much as possible from the pictures to raise interest and encourage prediction. Point to Maria and ask, 'Who is Maria?' (*mum*) and 'Where is she in all four photos?' (*standing at the front door*). Point to each of the four children and ask, 'Where is [Tomás/Lyra/Jason/Esther]?' and 'What's he/she doing?'. Accept all ideas to these questions but don't confirm the answers as students answer questions about them in Exercise 3. Next, ask 'What kind of shopping has Maria got?' and write their predictions on the board. Ask the students to read the story to check their ideas. Students will talk about the things they do at home to help after Exercise 4.

MIXED ABILITY

With very weak students, as they read the story, encourage them to follow the conversation in their books with their finger. This will help them not to lose concentration. In Exercise 3, ask them to re-read conversations 1 and 2 only and try to say if sentences 1–3 are true or false.

Answers

Maria's got some food shopping and a new television.

3 Encourage the students, in pairs, to read the sentences first and try to say if they are right or wrong before they read the story again. Ask stronger students to correct the wrong sentences.

FAST FINISHERS

Fast finishers practise the dialogues from the story in pairs, taking turns to be Maria. In Grammar Exercise 5, they role-play the complete conversation in groups.

Answers

1 × Tomás is tidying his room. 2 × Lyra is in the bathroom.
3 × She is cleaning the bath. 4 ✓ 5 × He's cooking dinner.
6 × She's walking the dog.

89 The Reading text is recorded for students to listen and read.

4 Explain that *do* and *make* have the same basic meaning but they go with different nouns. Encourage the students to try to write the words in the correct column and then check their answers as a class. Elicit connections between the words, e.g. we usually **make** food and meals (breakfast, lunch, etc.) but we **do** jobs and work (the cleaning, the washing, etc). Encourage the students to add new *make* and *do* nouns to their table when they encounter them.

Answers

make: breakfast, a cake, lunch
do: the cleaning, homework, the washing

» VOCABULARY WORKSHEET UNIT 10

TALKING POINTS

Encourage the students to talk about the activities in Exercises 1 and 4 to do this. Ask two stronger students to model a conversation first. Then, organise the students into small groups and ask them to find the person who does the most to help.

GRAMMAR Present continuous

1 Books closed. Write these gapped questions on the board:

Are _____ _____ your room?

Is _____ _____ her homework?

Ask the class to complete the questions and then look at the first two conversations in the story to check their ideas. Complete the questions on the board, elicit the form (*be* + subject + *-ing*) and write it on the board. Next, elicit the short answers and write these on the board. Don't rub them off the board. Books open. Ask the students to complete the exercise. After checking the answers, elicit the question forms for *we/they* (*Are we/they doing …?*). Also elicit *Yes/No* short answers. Write these on the board to help the students with the next exercise.

Answers

1 be + a pronoun
2 a pronoun

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 If necessary, refer students to the spelling rules in the box on the right. Do number 1 as a class. First, elicit the subject (*Lucy*) and subject pronoun (*she*), then the relevant part of the verb *be* (*is*).

Answers

1 Is Lucy cleaning her bedroom? Yes, she is.
2 Are you cooking pasta? No, I'm not.
3 Are they eating lunch? No, they aren't.
4 Is Ollie feeding the cat? Yes, he is.

PRONUNCIATION *Yes / No* questions

3 Ask the students to repeat the conversation line by line. Encourage them to copy the intonation the speaker uses to sound interested.

90 **Audioscript**

The conversation is recorded for students to listen and repeat.

A: Are you cleaning the bath?
B: No, we aren't.
B: Is she helping in the kitchen?
A: Yes, she is.

4 Put the students into pairs. Ask them to look at the story on page 64 for one minute (weaker students can look for longer). Then, ask both students to close their books and to take turns to ask and answer questions.

Answers

Students' own answers

5 Ask the students to read and practise the story in groups of five. Where necessary, stop the class and drill any problematic chunks. Encourage stronger students to role play the story from memory. Ask the students to use mime for the actions.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 10

WRITING

1 Ask the students to look at the title of the blog and the photo. Elicit the date and time (*14th October 18:43*) and ask, 'What's Matt doing now?'. Ask the students to read the blog and check their ideas.

Answers

He's sitting on his bed and he's writing a blog.

2 Ask the students to choose a date and a time for their blog first and to write it down. Next, ask them to read Matt's blog again and to underline words and phrases they can use in their own blog before they write their own.

Answers

Students' own answers

COOLER

Show the class a photo of you and your family or friends and ask them to ask you questions about it using the present continuous. Then, if appropriate, ask them to find a photo on their phones and in pairs to ask and answer questions about it.

3 **Read the story again. Are the sentences right (✓) or wrong (✗)? Correct the wrong sentences.**

1 Tomás is making his bed.
2 Lyra is in her bedroom.
3 She's feeding the cat.
4 Jason is in the kitchen.
5 He's doing the washing-up.
6 Esther is carrying the shopping.

4 **Complete the table with the words in the box.**

breakfast	a cake	the cleaning
homework	lunch	the washing

make	do
your bed	the washing-up

TALKING POINTS

Which things do you help with at home?
Which things don't you help with?

GRAMMAR Present continuous

1 **Look at examples from the story.**

		
Are you tidying your room?	Yes, I am.	No, I'm not.
Is she doing her homework?	Yes, she is.	No, she isn't.

Now choose the correct words to complete the sentences about the present continuous.

1 We use ***do*** *and* ***does*** *+ a pronoun /* ***be*** *+ a pronoun* for questions.
2 We use *a pronoun +* ***do*** *and* ***does*** */ a pronoun +* ***be*** for short answers.
(Remember that pronouns are words like *he*, *she*, *I* and *you*.)

GRAMMAR REFERENCE AND PRACTICE PAGE 147

2 **Complete the sentences with the verbs in brackets ().**

0 *Are* you *helping* (help) your sister?
No, *I'm not*.
1 _____ Lucy _____ (clean) her bedroom?
Yes, _____.
2 _____ you _____ (cook) pasta?
No, _____.
3 _____ they _____ (eat) lunch?
No, _____.
4 _____ Ollie _____ (feed) the cat?
Yes, _____.

PRONUNCIATION *Yes / No* questions

90 **3** **Listen and repeat the questions.**

A: *Are you cleaning the bath?*
B: *No, we aren't.*
B: *Is she helping in the kitchen?*
A: *Yes, she is.*

4 **Look at the story again for one minute. Then close your book. Ask and answer with your partner.**

A: *Is Tomás doing his homework?*
B: *Yes, he is.*
A: *No, he isn't. He's tidying his room.*
B: *Is Jason cooking the dinner?*
A: *Yes, he is.*
B: *Right!*

5 **Role play the story in small groups.**

WRITING

1 **Read Matt's blog for the week. What's he doing now?**



2 **Write a blog about you. Use Matt's blog to help you.**

Spelling

cook + **-ing** = cooking → He's cooking.
sit + **t** + **-ing** = sitting → He's sitting on his bed.
make + **-ing** = making → He's making a film.

CULTURE

YOUTH CLUBS IN THE UK

FACTFILE **Youth clubs in the UK**

Some young people go to youth clubs after school or at the weekend.

Youth clubs are places where all young people can go. They don't cost a lot of money and some youth clubs are free (you pay no money). At a youth club you can:

- ★ plan the things you want to do
- ★ meet other young people
- ★ learn new things
- ★ do fun activities

1 **Work in pairs. Talk about the questions.**

1 What do you do after school?
2 Where do you go after school?
3 What do you like doing with your friends?



CITY YOUTH CLUB

A place for *all* young people!

91

Are you 10–18 years old?
Open Monday to Friday, 5 pm–8 pm.
Only £5 a year.



WELCOME TO THE CYC BLOG. FIND OUT WHAT'S GOING ON!

I'm Tom. There's a living room area at the club. I like sitting on the sofas and talking to friends. I've got lots of friends at the club. I'm happy here.

I'm Sam. There's a skateboard park at the club and I love skateboarding. I haven't got a skateboard, but that's OK. The club's got skateboards for people to use.

I'm Lily. I like doing arts and crafts. We can paint pictures and make things, too. Mark is a helper in the arts and crafts room. He's really nice. People talk to him about their problems.

I'm Kate. There's a coffee shop and you can buy food and drink there. I help in the coffee shop on Fridays.

I'm Rose. I like rock climbing and there's a big climbing wall at the club. You can do rock climbing on Mondays and Wednesdays.

I'm Mark. I work at the club on Tuesdays and Thursdays. I'm a volunteer – I don't get money for my work. I like helping people.









CULTURE

Learning Objectives

- The students learn about youth clubs in the UK.
- In the project stage, they write a blog page about a youth club and present it to other students.

Vocabulary

talking to friends skateboarding doing arts and crafts
rock climbing helping people

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Boy and Girl Scouts

BACKGROUND INFORMATION

There are many organisations offering activities for young people in the UK. These include the Sea Cadets or Army, the Scouts, the Woodcraft Folk, the Girls Brigade (a Christian organisation), Hindu Youth UK, Camping Club, Pony Club and the Young Conservatives. Local community centres often offer a youth club for local young people in the evenings and during the school holidays and very often organise projects which aim to improve the local community. UK Youth is a large national charity which provides these kinds of services for young people in every community.

WARMER

Write *What do you do after school?* on the board. Brainstorm a list of activities onto the board in the *-ing* form, e.g. *cooking*. You could revise the after-school activities in Unit 10 page 62 by giving the class some definitions of these activities. Next, mime one of the activities and have the class guess the activity by asking present continuous questions, e.g. *Are you doing yoga?* Then, put students into pairs to take turns to mime one of the activities on the board and ask questions with *Are you -ing?*. Leave the activities on the board as the students will use them in Exercise 1.

1 Put the students into pairs and ask them to take turns to ask and answer the questions. If you did the Warmer, encourage them to talk about the activities on the board they do and the activities they don't do. If necessary, demonstrate a good answer first by asking a stronger student these questions as an open class example and encourage them to say as much as they can.

Answers

Students' own answers

ACTIVITIES 2 AND 3 ARE FOUND ON PAGE 67 OF THE STUDENT'S BOOK.

2 First, ask the students to look at the photos in pairs and to take turns to describe what the young people are doing. Next, encourage them to read the title and ask, 'Where are the people?' (*at the City Youth Club*). Check the students' pronunciation of *youth* /juːθ/ and also the vowel sound in *club* /klʌb/ by asking them to listen and repeat. Then, ask 'What's a youth club?'. Invite suggestions from the class and then ask them to read the factfile and check their ideas. Invite a brief class discussion on whether there are youth clubs in the students' own town/country and if so, what you can do there and whether any of the class are members.

Next, ask the students to look at the title *Welcome to …* and ask, 'What is this?' (*a blog*). Then, ask them to look at the organisation of the blog and ask, 'Who's writing the blog?' (*the members – Tom, Sam, Kate, etc.*). Encourage them to underline these names as this will help them in Exercise 3. Ask the students, in pairs, to read the sentences in Exercise 2 and try to predict whether they are right or wrong before they read the blog. Now, ask the students to read the blog, check their ideas and, if appropriate, also underline where they find the answers.

Answers

1 × 2 ✓ 3 ×

3 Ask the students in pairs to read the questions and to try to answer them with the correct names. Then, ask them to read the blog again, check their ideas and underline the answers.

FAST FINISHERS

In pairs or threes, the fast finishers choose one of the people from the blog each and read the information about them again. Then, they take turns to ask and answer the questions in Exercise 1 but this time they give the answer for their chosen person from the blog. Encourage them to make up information where necessary.

Answers

1 Mark 2 Tom 3 Rose 4 Sam 5 Lily 6 Kate

91 The Reading text is recorded for students to listen and read.

4 Encourage the students in pairs to read the definitions first and to try to think of a suitable activity before they look at the highlighted words in the blog.

MIXED ABILITY

Encourage stronger students to work at their own pace. If they finish very quickly, ask them to circle all the activities in the blog and then encourage them to choose two or three of the activities from the blog and write some sentences, e.g. *I like doing this when I watch TV* (*sitting on the sofa*).

With weaker students, ask them to circle the highlighted words first and check they understand them by asking them to try to match them to some of the photos in the blog. Next, read the sentences together and invite suggestions. If they don't know the answer, move on to the next one and encourage them to do this exercise through elimination.

Answers

1 doing arts and crafts 2 rock climbing 3 helping people 4 skateboarding 5 talking to friends

5 Write the five activities from Exercise 4 in a list on the left-hand side of the board. Put a tick next to the ones you like, a cross next to the ones you don't like and a question mark next to those you're not sure about. Next, write *I like …*, *I don't like …* and *I don't know if I like …* in a list on the right. Demonstrate an example with your list, e.g. *talking to friends* ✓ – say, 'I like talking to friends' and then elicit some more sentences about your list. Next, ask the students to put ticks, crosses and question marks next to the activities in Exercise 4 and then write true sentences about the five activities. If time allows, they can compare their answers in pairs by asking *Do you like + activity?* and answering *I like …*, *I don't like …* or *I don't know if I like … .*

Answers

Students' own answers

92 6 First, ask the students to read the activities and check they remember them by asking them to mime each one. Next, explain that Sophia goes to a different youth club and is talking about five of these activities. The students need to underline the five she mentions. With a weaker class, play the recording for a second time, ask them to shout *Stop!* when they hear an activity, and pause the recording while they underline the activity.

Answers

Sophia talks about football, basketball, music, board games and table tennis.

92 7 Ask the students in pairs to try to choose the correct words and phrases before they listen again. Then, play the recording and ask the students to circle the correct answer. If necessary, pause the recording after each answer is given and check they have heard the right one.

Answers

1 a 2 b 3 a 4 a 5 b 6 a

» AUDIOSCRIPT TB PAGE 272

TALKING POINTS

Write *City Youth Club*, *Fun Zone Youth Club* and *Our Youth Club* in three columns on the board. Elicit the different activities young people can do in the City and Fun Zone Youth Clubs. Leave the *Our Youth Club* column blank for now. Next, put the students into small groups to ask and answer the questions. Encourage them to say why using some of the activities on the board, e.g. *I prefer City Zone because I like skateboarding but I'm not sure if I like rock climbing.* During feedback, brainstorm a list of activities for the students' own youth club and write these in the third column. Do not erase the board for now.

PROJECT ***A blog page***

Ask the students to read the instructions in bold in the first paragraph and ask, 'What's near your school?' (*a youth club*), 'What are you writing?' (*a blog*) and 'What's the blog about?' (*the youth club*). Put the students into small groups and ask them to agree on a name for their club and write it on a piece of paper. Next, ask them to write about six activities young people can do there – they can use the activities in the *Our Youth Club* column on the board.

Now, ask the students to look at the instructions and the three headings: *Information*, *Things you can do* and *Places at the club*. Ask, 'Why are they written in colour?' (*to make the blog more attractive and interesting*). Ask the groups to copy the headings onto their piece of paper and use the questions under each heading to help them make notes about their club. Next, ask them to decide on images for the blog (for example, photos or pictures). Ask each group member to write one or two short paragraphs about what they like about their own youth club, e.g. *I'm Jon. There's a … at our club and I like … .*

When the groups have written their blog, give them time to prepare to present it. Point out that everyone in the group should speak. Have each group take turns to present their blog. Encourage other students to ask questions. If appropriate, take a class vote on the most interesting club(s).

PROJECT EXTENSION

Individually, the students write a short email to a friend persuading them to join their new youth club. Encourage them to mention its name, when it's open, who can go there, what different activities you can do there and the different rooms. They can finish the email with an invitation to try the club.

09 **CULTURE VIDEO: Boy and Girl Scouts**

When the students have completed the lesson, they can watch the video and complete the photocopiable worksheet.

COOLER

Books closed. Organise a class quiz using some of the questions in Exercises 3, 4 and 7 in this lesson. For example: *Who hasn't got a skateboard at City Youth Club? Which activity is for someone who likes being creative and making things?* Award points for correct answers.

2 **Read the City Youth Club blog. Are the sentences right (✓) or wrong (✗)?**

1 The City Youth Club is for young and old people. ☐
2 There are lots of different things you can do at the youth club. ☐
3 You have to pay money for every activity. ☐

3 **Read the blog again. Write the names.**

1 Who works at City Youth Club on Tuesdays and Thursdays? _____
2 Who feels happy at City Youth Club? _____
3 Who is at the club on Mondays and Wednesdays? _____
4 Who hasn't got a skateboard? _____
5 Who likes painting pictures? _____
6 Who helps in the coffee shop on Fridays? _____

4 **Match the highlighted activities in the blog to the sentences.**

EP

1 I like being creative and making things. _____
2 I do this on a special wall. _____
3 Teachers are good at this when students have got problems. _____
4 Some people can jump when they do this. _____
5 I like doing this on the phone, or when I meet people. _____

5 **Write true sentences about you. Use the activities in Exercise 4.**

Start with:
I like … *I don't like …* *I don't know if I like …*

92 **6** **Listen to Sophia talking about her youth club. Underline five activities she talks about.**

basketball board games coding football
music running table tennis

TALKING POINTS

Which youth club do you prefer, City Youth Club or Fun Zone Youth Club? Why?

What activities are good to do at a youth club? What do you like about them?

92 **7** **Listen again. Choose the correct words and phrases.**

1 What do some people like doing in the living room area?
a playing board games **b** painting pictures
2 What does Jack like playing at the club?
a tennis **b** table tennis
3 What sport can you do on Mondays and Wednesdays?
a basketball **b** badminton
4 What sport can you do on Tuesdays and Thursdays?
a football **b** baseball
5 What is Sophia's favourite room at the club?
a art room **b** music room
6 What can Sophia do?
a sing **b** play the guitar

PROJECT *A blog page*

Imagine there's a youth club near your school. Work in small groups and write a blog page about the youth club. You can use the colourful headings and questions below. Then find some photos or pictures for your blog.

Information

- What's the name of your youth club?
- When is it open?
- Who can go there?

Things you can do

- What different activities can people do there?

Places at the club

- What different rooms/areas are there?

Present your blog to the class. Take turns to talk. One person says the name of the club, when it's open and who can go. Another person talks about something you can do there and the room. Another person talks about another thing you can do.

11 MY DIGITAL LIFE



ABOUT YOU

What are you doing now?
What is your teacher doing?

VOCABULARY AND LISTENING

Entertainment

1 **Look at the photo and answer the questions.**

1 Who can you see in the photo?
2 What's happening?

93 **2** **Read the sentences about José. Then listen to José answering questions on TV. Write *yes* or *no*.**

1 José is watching TV.
2 José is famous in Brazil.
3 José is living in Britain now.
4 José plays tennis every day.
5 José often uses the internet.
6 José likes watching movies.
7 José watches a lot of TV.
8 José answers all the emails from his fans.

3 **Match the words to the meanings. You can use a dictionary to help you.**

EP

1 fans	a you can watch this every week
2 band	b some people read this every day
3 TV show	c lots of people know about (him or her)
4 newspaper	d these people make music together
5 famous (person)	e another word for *films*
6 songs	f you go to this and see people making music
7 movies	g these people like a person or a sport a lot
8 concert	h music and words

94 **Listen and repeat.**

93 **4** **Listen to the conversation with José again. Tick (✓) the words in Exercise 3 when you hear them. Which word don't you hear?**

11 MY DIGITAL LIFE

Unit Overview

TOPIC	Entertainment and technology
VOCABULARY AND LISTENING	Entertainment An interview with a famous person
GRAMMAR	Adverbs of frequency: *always, often, sometimes, never*
VOCABULARY AND READING	Technology Conversations about digital devices
GRAMMAR	*How much …? / How many …?*
PRONUNCIATION	/w/ and /v/
SPEAKING	Telling people about your friends

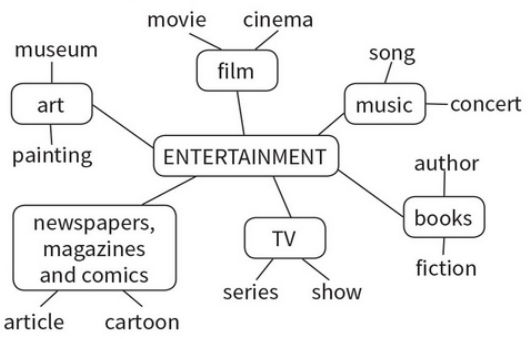
Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 148; TB pages 245–246
WORKBOOK: pages 48–51
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 11; Vocabulary worksheet Unit 11
TEST GENERATOR: Unit test 11

WARMER

Create a mind map for the word *entertainment* on the board. Start by writing *_ nt _ rt _ _ nm _ nt* in a circle in the middle of the board and eliciting the missing vowels. Check the students understand the meaning of the word: elicit some examples from the class or give the students some examples and elicit the translation in the students' L1 (see possible answers below). Next, write some different forms of entertainment in circles around the main word *entertainment*. Then, elicit at least two words for each of the forms and write them on the board. Don't rub the mind map off the board for now.

Possible answers



ABOUT YOU

Ask the students to read the questions first. If necessary, point out that they will need to use the present continuous. Ask them to take turns to ask and answer the questions in pairs and then encourage them to ask these questions about the people they know.

VOCABULARY AND LISTENING

Entertainment

1 Ask the class to look at the photo at the top of page 68 and answer the questions in pairs. Elicit their ideas as a class, making sure they realise that José is being interviewed on TV and the other three are watching him.

Answers

1 Rosa, Joelle, Paolo, José and a TV interviewer.
2 José is on TV. / He's talking to a woman.

93 **2** Ask the students to read the sentences about José first, in pairs, and to try to predict if the answer is *yes* or *no* before they listen. Play the recording for a second time and pause it after each answer is given; weaker students check their ideas and stronger students correct the *no* sentences. To make the listening exercise competitive, divide the class into teams and ask them to guess if the statements are true or false. Play the recording and check the answers. Give each team a point for each answer they have guessed correctly.

Answers

1 no 2 yes 3 yes 4 no 5 yes 6 yes 7 no 8 no

3 If possible, provide the class with dictionaries to check the meaning of the new words. You can also ask the students to check them in an online dictionary on their mobile devices. If you have done the Warmer, encourage the students to copy down the mind map and add these words to it in the correct place. After checking the answers, play the recording and encourage the students to repeat the new words.

FAST FINISHERS

Fast finishers could use their dictionaries to find a few extra words connected with the topic of music, e.g. *singer, musician.*

94 **Answers**

The words are recorded for students to repeat.
1 fans g 2 band d 3 TV show a 4 newspaper b
5 famous (person) c 6 song h 7 movies e 8 concert f

93 **4** Point out that the students will listen to the same conversation again and that one word in Exercise 3 is not used. Ask the class to predict which one it is before playing the recording. If the students took part in a competition in Exercise 2, award points for correct guesses.

Answers

Ticked words in order: famous, concert, song, fans, movie, band, TV show
Not ticked: newspaper

» AUDIOSCRIPT TB PAGE 273

5 Model the conversation at the top of page 69 with a strong student before the students ask and answer in pairs. Remind the students to use *Me too!* when they agree with their partner. Elicit which expression is used to disagree (*Really? I don't!*).

Answers

Students' own answers

GRAMMAR Adverbs of frequency: *always, often, sometimes, never*

1 Books closed. On the board write this sentence: *I always have a sandwich for lunch.* Then, ask 'Do I have a sandwich on Monday?' (*yes*), 'What about Tuesday?' (*yes*), 'And Thursday?' (*yes*), 'Do I have a sandwich for lunch every day?' (*yes*) and 'How do you know?' (*always*). Elicit that this is an adverb and it describes how often we do things. Ask, 'What's the opposite?' (*never*) and try to elicit some more adverbs of frequency from the class. Write them on the board.

Books open. Ask the students to read the sentences in the Grammar box and point out that they were all used in the listening in Exercise 2. Encourage the students to underline the words that the adverbs describe (*do, have, go, watch*). Ask them to label the symbols with the adverbs and check they understand each one.

Answers

a always b often c sometimes d never

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 On the board, write: *I go to the cinema.* Ask the class where they should put an adverb of frequency in this sentence. Elicit *I always/often/sometimes/never go to the cinema.*

Ask the students to look at the examples in Exercise 1 before they choose the correct word in Exercise 2. With a stronger class, focus their attention on *most verbs* and point out that adverbs of frequency go after the verb *be.*

Answers

before

3 Ask the students to look at the example sentence and the symbols next to it. Elicit that they need to use *always* with this sentence and then read the example together. Next, ask them to look at sentences 1–5 and elicit the adverbs they need to use with each sentence before they write them. When they repeat the sentences, make sure they stress the adverb appropriately.

MIXED ABILITY

Encourage stronger students to work at their own pace. When they finish, encourage them to rewrite the sentences so that they are true for them. With weaker students, elicit the adverb first for each sentence and encourage them to write it next to the pictures. Next, ask them to underline the verb in each sentence. Elicit that the adverb goes before most verbs and ask them to write the new sentence.

95

Answers

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

Example My brother always sleeps until half past eleven.

1 My dad often helps me with my science homework.
2 I always play board games after school.
3 My friend sometimes sends me very long text messages.
4 I never take my phone to school.
5 I always go to judo club at the weekend.

4 Explain to the class that they are now going to use the adverbs of frequency to talk about themselves. Allow the class about four minutes to complete the sentences with the adverbs. Go around the class and help them with vocabulary, if necessary.

When they have finished, encourage the students to use their sentences to talk to their partner about themselves. Tell them to try to use the expressions from Vocabulary and Listening Exercise 5: *Me too!* and *Really? I don't.*

Answers

Students' own answers

COOLER

Play a chain game. Say, 'I clean my teeth at night'. Choose a stronger student and encourage him or her to repeat the sentence with an adverb of frequency and add a new sentence. Then, choose another student to repeat this sentence with an adverb and then say a new sentence, e.g.

Teacher: *I clean my teeth at night.*

Student A: *I always clean my teeth at night. I go to bed at 10 o'clock.*

Student B: *I sometimes go to bed at 10 o'clock. I listen to music in bed.*

Student C: *I never listen to music in bed. I clean the bathroom at the weekend.*

Either continue as a class or ask the students to continue in small groups.

5 **Ask and answer with your partner.**



What's your favourite band / song?

I like …

Me too!

What's your favourite movie / TV show?

I love …

Really? I don't!



GRAMMAR Adverbs of frequency: *always, often, sometimes, never*

1 **Read the examples from the recording. Complete the table with the words.**

I like watching tennis and football, but I don't play them. I **never** do any sports.
I love taking photographs. I **always** have my camera with me.
I like using my computer. I **often** go on the internet.
I don't watch much TV. But I **sometimes** watch a music show.

✓✓✓	✓✓	✓	✗
a _____	**b** _____	**c** _____	**d** _____

» GRAMMAR REFERENCE AND PRACTICE PAGE 148

2 **Now choose the correct word to complete the sentence.**

We put *always*, *often*, *sometimes* and *never* *before* / *after* most verbs.

3 **Write the adverbs of frequency in the correct places. Use the symbols.**

0 My brother sleeps until half past eleven. ✓✓✓
My brother always sleeps until half past eleven.

1 My dad helps me with my science homework. ✓✓

2 I play board games after school. ✓✓✓

3 My friend sends me very long text messages. ✓

4 I take my phone to school. ✗

5 I go to judo club at the weekend. ✓✓✓

95 **Listen and check. Then repeat.**

4 **Complete the sentences with *always*, *often*, *sometimes* or *never*. Compare your answers with your partner.**

1 I _____ help my mum in the kitchen.
2 I _____ listen to music in the morning.
3 I _____ get up before 7 o'clock.
4 I _____ do the washing-up at the weekend.
5 I _____ remember my friends' birthdays.
6 I _____ do my homework in bed.
7 I _____ clean the bathroom.
8 I _____ forget to clean my teeth at night.



VOCABULARY AND READING

Technology

1 EP **Match the words in the box to the things in the photos A–F.**

digital camera	fitness tracker	laptop
smartphone	smart speaker	tablet

A 

B 

C 

D 

E 

F 

96 **Listen and check. Then repeat.**

2 **Match the activities to the things in the photos. Some things have more than one answer.**

1 play music
2 look at websites
3 read and send emails
4 watch films
5 read and send texts
6 take photos
7 play games
8 count your steps

3 **Read the speech bubbles. What things from Exercise 1 are the people talking about?**

Tia – tablet

1 

Tia: I love this! I take it to my friend's house and we watch films on it, and I put all my photos from my phone on it. Everyone in my family has one now. We all like them.

97

3 

Daniela: I take photos and send texts with this and I use it to talk to my friends, too. I like it because it's small and I can carry it in my bag. My parents don't like me using it a lot.

2 

Bruno: I've got one of these. I use it to help me with my homework. When we do projects, I go on different websites and find information. I also play games on it.

4 

Victor: We've got one of these in our kitchen. It's really fun. You ask it questions and it can tell you the answer. Well, sometimes it can. It doesn't always know the right answers. It also plays music and helps you remember things.

4 **Read the speech bubbles in Exercise 3 again and complete the table.**

	Tia	Bruno	Daniela	Victor
plays music				
looks at websites				
sends emails				
watches films	✓			
sends texts				
takes photos				
gets information				
plays games				

5 **Tell your partner about your things. What do you use them for?**

I've got a smartphone. I send texts to my friends. I sometimes phone my family.

VOCABULARY AND READING

Technology

WARMER

To lead into the topic, give the students a list of global technology brands such as Apple, Samsung, Lenovo, Fitbit, Canon, Nikon and Sony. Elicit one or two products made by these companies that the students have or would like to have, e.g. smartphones, tablets. Students work in pairs to list as many different technological products as they can. Set a time limit of three minutes and if the class enjoys competition, award points.

BACKGROUND INFORMATION

A fitness tracker monitors the activity, fitness and health of the wearer by measuring things like heart rate, steps taken or distance travelled, calories burned and even sleep quality. They are often worn as watches. Although a smartwatch can also track fitness, they have many more functions similar to smartphones, for example they can receive messages, store and play music and most of them have a touchscreen. A smart speaker (e.g. Alexa, Siri, Ok Google) are wireless speakers which are controlled by simple voice commands, e.g. *play music, change the volume, find information.*

1 Ask the students to look at the photos on page 70 and try to name as many of the things as possible before they look at the words. If you did the Warmer, ask the students to compare them with their lists. When the students repeat the words, make sure they listen carefully and stress the correct syllables.

96

Answers

The answers are recorded for the students to check and repeat.
A fitness tracker B laptop C digital camera D smartphone
E tablet F smart speaker

2 Ask the students to look at *1 play music* and ask, 'How do you play music?' Elicit answers from the class, e.g. *I play music on my laptop, I play it on my smartphone*. Then, ask students to continue to ask and answer *How do you …?* questions in pairs about all eight activities. Point out that there is more than one answer for most of the activities.

Answers

1 laptop, smartphone, smart speaker, tablet
2 laptop, smartphone, tablet
3 laptop, smartphone, smart speaker, tablet
4 laptop, smartphone, tablet
5 fitness tracker, smartphone, smart speaker, tablet
6 digital camera, smartphone, tablet
7 laptop, smartphone, tablet
8 fitness tracker, smartphone, tablet

FAST FINISHERS

Ask the fast finishers to sit together in a circle. Ask the first student to begin by saying, *On my smartphone, I send texts.* The next student continues by saying, *On my smartphone, I send texts and play games*. They continue around the circle. The students will need to be creative in their ideas when they run out of activities from Exercise 2.

3 Ask the students to look at (not read) the photos and the texts and ask, 'What is it?' (*four people speaking*). Then, ask the students to read the first speech bubble and ask, 'What thing from Exercise 1 is Tia talking about?'. Elicit the answer and point to the example (*tablet*). Then, ask the students to read the other three speech bubbles and answer the same question.

Answers

Bruno: laptop; Daniela: smartphone; Victor: smart speaker

4 Ask the students to read the speech bubbles again and tick the activities Tia, Bruno, Daniela and Victor use their things for.

Answers

Students should tick:
Tia: watches films
Bruno: looks at websites; gets information; plays games
Daniela: sends texts; takes photos
Victor: plays music; gets information

97 The Reading text is recorded for students to listen and read.

5 First, ask the students to read the example. Focus on the use of the adverb *sometimes*. Next, ask them to choose at least two things and to think about what they use them for, using the activities in the table, and also how often they use them.

MIXED ABILITY

In preparation for this task, ask the weaker students to make a table similar to the one in Exercise 2, listing things they have across the top and ticking relevant activities.

Encourage the stronger students to practise question and short answer forms by having them interview each other. Elicit and write on the board: *Have you got a …? Yes, I have. / No, I haven't. Do you (send texts)? Yes, I do. / No, I don't. And you?.*

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 11

GRAMMAR *How much …? / How many …?*

1 Books closed. Ask the class the following questions: 'How many texts do you send a day?' and 'How much TV do you watch a week?'. Elicit some answers. Write these questions on the board without *How many* or *How much*. Elicit the missing words, write them in the correct place in a different colour and ask the students what the difference is. Underline the nouns which follow to give them a hint. Books open. Ask the students to complete Exercise 1.

Answers

1 countable 2 uncountable
1 how many 2 how much

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 245–246

2 Ask the students to turn to SB page 125. Ask them to circle the correct quantifier first. Do number 1 as a class and then ask the students to continue circling the quantifiers in pairs. Next, ask the students to tick the right answer for them. If time allows, ask them to take turns to ask and answer the questions in pairs.

Answers

1 How much 2 How many 3 How much 4 How much
5 How many 6 How much
Students' own answers

» GRAMMAR WORKSHEET UNIT 11

TALKING POINTS

First, read the questions aloud, focusing the students' attention on the stressed words and intonation. Ask the students to listen and repeat. Next, encourage the students to ask and answer the questions in small groups. Ask a stronger class to think of at least two more *How much* or *How many* questions to ask each other.

PRONUNCIATION /w/ and /v/

3 Words beginning with /w/ and /v/ can pose difficulty for learners of English. One way to focus on /w/ is to demonstrate a whistle. Stand in front of the class and whistle with your mouth. Ask the students to face each other and do the same. To focus on /v/, first encourage students to put their hand on their voice box, say the /f/ sound several times and elicit that their voice does not vibrate when they make this sound. Now, ask them to say the same sound but to make their voice box vibrate. This should produce the /v/ sound.

After highlighting the two sounds and how to produce them, encourage the students to listen to the words and repeat. Next, ask pairs of students to write down at least two sentences with some of the /w/ and /v/ words with between 6–8 words in each one. Then, organise the pairs into groups of four where they take turns to read out each other's sentences with the correct pronunciation. Monitor carefully and drill sounds and words where necessary.

98 **Audioscript**

The words are recorded for the students to listen and repeat.

/w/ website, watch, week, well, weekend, wait, want

/v/ very, never, love, TV, visit, have, movie, favourite

Answers

Students' own answers

SPEAKING

1 First, ask the students to copy the table into their notebooks with room for six questions and the answers from four people, including themselves. Next, ask the students to match verbs to nouns in pairs before making questions. Establish that you can *write*, *send* and *get* both *emails* and *texts*, and that *get* in this context means *receive*. Refer them to the example question to help them.

Answers

Students' own answers

2 Elicit and write on the board possible answers to the example question *How many emails do you send in a week?* (e.g. *I send lots, I send some, I don't send any, I send 10.*). Then, ask the students to complete the *me* column in their tables. Next, put the students in groups of four and ask them to write the names of three friends in their tables. Put strong students together and weak students together.

Students take it in turns to ask and answer the questions. Make sure they record the answers.

Answers

Students' own answers

3 Ask the students to read the examples and highlight *and*, *but* and *also*. Make new groups of four and ask them to tell each other about their friends. Students then tell the class.

Answers

Students' own answers

COOLER

Divide the class into two groups. Ask one student from each group to come to the front. Give them a verb + noun collocation from Speaking Exercise 1 page 71. They can either mime or draw, while their teammates compete to guess the collocation first.

GRAMMAR *How much …? / How many …?*

1 **Read the questions. Are the words countable or uncountable? Then complete the sentences below with *how much* or *how many*.**

1 How many texts do you get in a day?
2 How much TV do you watch in a week?

1 We use _____ with **countable nouns**.
2 We use _____ with **uncountable nouns**.

GRAMMAR REFERENCE AND PRACTICE PAGE 148

2 Go to page 125.

TALKING POINTS

How much TV do you watch?
How many TVs are there in your house?

PRONUNCIATION /w/ and /v/

98 **3** **Listen and repeat.**

/w/ website watch week well weekend wait want
/v/ very never love TV visit have movie favourite

Now make sentences using the words. Practise saying them with your partner.

I watch my favourite movie every week.

SPEAKING

1 **Look at the table below. Make a table for you and three friends. Make six questions from the words in the boxes and write them in the table.**

computer emails games photos texts websites

do get have listen to play send take visit watch write

homework music television

in a day? at the weekend? in a week? in a month? on your phone?

	questions	me	Juan	George	Tatiana
0	*How many emails do you send in a week?*	*0*	*lots*	*4*	*some*
1					
2					
3					

2 **Complete the *me* column of the table in Exercise 1 for you. Then ask your three friends your questions. Put their names at the top of the table and write short answers.**

You: *Juan, how many emails do you send in a week?*
Juan: *I'm not sure. I send lots of emails.*
You: *OK. How many emails do you send, George?*
George: *I send about four emails in a week.*
You: *Right. How many emails do you send, Tatiana?*
Tatiana: *I don't know. I send some.*

3 **Tell the class about your friends.**

Juan sends lots of emails in a week, but he doesn't visit any websites.
George sends about four emails in a week and plays some computer games at the weekend.
Tatiana sends some emails and she also takes lots of photos.

12 WORKING LIFE





















ABOUT YOU

What jobs do people in your family do?
What jobs are you interested in?

VOCABULARY AND LISTENING

Jobs

1 Match the words in the box to the photos A–J.

EP

doctor farmer firefighter footballer
journalist lorry driver musician
nurse photographer waiter / waitress

99 Listen and check. Then repeat.

2 Make ten true sentences. Compare with your partner.

A lorry driver	sits	a lot.
A footballer	runs	food.
A firefighter	wears	news stories.
A journalist	writes	music.
A musician	makes	special clothes.
A photographer	takes	pictures.
A waiter / waitress	works	in a café or restaurant.
A doctor	helps	people feel better.
A farmer	grows	around the world.
A nurse	walks	
	travels	
	drives	

3 Which jobs look interesting to you? Which look boring?

100 **4** Look at the picture and listen to Megan talking about her family. Complete the 'picture' column in the table in Exercise 5, page 73.



12 WORKING LIFE

Unit Overview

TOPIC	Jobs and in a café
VOCABULARY AND LISTENING	Jobs A talk about what jobs people in someone's family do
GRAMMAR	Present simple and present continuous
VOCABULARY	In a café
AND READING	A story about working in a café
GRAMMAR	*can:* requests and permission
PRONUNCIATION	Intonation
WRITING	Preparing a menu and ordering in a café

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 149; TB page 246
WORKBOOK: pages 52–55
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 12; Vocabulary worksheet Unit 12
TEST GENERATOR: Unit test 12

WARMER

Write the unit title *Working life* on the board and discuss what the class think this unit is about (*work, jobs, what people do at work*). Ask them to look at the pictures and photos in the unit to help them. Next, put them into small groups and give them three minutes to write down as many jobs as they can. If they enjoy competition, award points for correct answers with the correct spelling. Write the jobs on the board. They will use these words when discussing the questions in the *About you* box.

ABOUT YOU

If you haven't done the Warmer, brainstorm a list of jobs onto the board. Ask the students to ask and answer the questions in pairs. For the first question, encourage them to talk about all the members of their family. If they don't know the name for the job, encourage them to describe what the person does. In the second question, encourage them to say why. Provide the students with the names of jobs where necessary. Add these new words to the list of jobs on the board. The students will use this list in Exercise 1.

VOCABULARY AND LISTENING

Jobs

1 If you have a list of jobs on the board from the Warmer and *About you* box, ask the students to try to find some of these jobs in the photos before they match the words. When they repeat the words, make sure they stress the correct syllable.

99

Answers

The answers are recorded for students to check and then repeat.
A lorry driver B footballer C firefighter D journalist
E musician F photographer G waiter H doctor I farmer
J nurse

2 First, ask the students to cover Exercise 2 and look at the words in the box in Exercise 1. Ask, 'What does a doctor do?' and brainstorm some answers. Do the same with all the words and then ask the students to look at Exercise 2. Do the first sentence as an open class example: *A lorry driver travels a lot*. Encourage the students to find a verb for each job before completing the sentence. Point out that there is more than one possible answer for each one. Ask the students to continue in pairs and then to check their ideas with another pair.

FAST FINISHERS

Fast finishers work in pairs. One student reads sentences at random, omitting the job, e.g. *A _____ travels a lot.* With their book closed, the other student says the complete sentence with an appropriate job.

Possible answers

A lorry driver travels a lot.
A footballer runs a lot.
A firefighter wears special clothes.
A journalist writes news stories.
A musician writes music.
A photographer takes pictures.
A waiter / waitress works in a café or restaurant.
A doctor helps people feel better.
A farmer grows food.
A nurse makes people feel better.

3 Demonstrate this activity by asking a volunteer to ask you the questions. Answer using the words in Exercise 2. Students take turns to ask and answer the questions in pairs. Weaker students can write their answers first.

Answers

Students' own answers

100 **4** First, ask the students to describe the picture in pairs, saying what each person is doing. Point out that each person is numbered 1–5. Next, ask the students to look at the table in Exercise 5 on page 73 and read the names of the people. Then, ask them to listen to Megan talking about each person and to write 1–5 next to the correct name.

Answers

	picture
Megan's dad	4
Megan's mum	1
Tony	2
Amanda	3
Jamie	5

100 **5** Ask the students in pairs to try to write each person's job in the *job* column. Then, play the recording again for students to check.

Answers

	job
Megan's dad	doctor
Megan's mum	musician
Tony	lorry driver
Amanda	waiter
Jamie	photographer

» AUDIOSCRIPT TB PAGE 273

MIXED ABILITY

With weak students, ask them to listen and tick the words in the box in Exercise 1 they hear. Then, they listen again and match these ticked words to the person. If you need to play the recording for a third time, keep stronger students interested by giving them a new task. In pairs, they listen. One student writes a sentence about what each person usually does, and the other writes a sentence about what they're doing now. Then, ask them to compare their sentences.

GRAMMAR Present simple and present continuous

1 Books closed. Write the following sentences on the board:

(A) He helps people at work <u>every day</u>.

(B) She's eating a big ice cream <u>now</u>.

Point out that these sentences are from the listening and ask, 'Who's *he* in A?' (*Megan's dad*) and 'Who's *she* in B?' (*Megan's mum*). Then, ask 'What's the difference between these two sentences?' and encourage as many different answers as possible (e.g. *A is 'he', but B is 'she'; A is every day, but B is now*). If the students don't say it, point out that A is the present simple and B is the present continuous.

Books open. Ask the students to read sentences 1–8 and identify who each one is about (*1 Dad, 2 Mum, 3–5 Uncle Tony, 6–8 Amanda, Tony's wife*). Next, ask them to underline the verbs in each sentence and decide if they are similar to A or to B.

Answers

1 B 2 B 3 A 4 A 5 B 6 A 7 B 8 B

2 Ask the students to look at the sentences in Exercise 1 again and underline the time expressions (e.g. *now, sometimes, today*). Next, ask them to look at sentence A and ask, 'Does he help people every day or is he helping now?' (*every day*). Then, ask them to look at B and ask, 'Does she eat a big ice cream every day or is she eating it now?' (*now*). If necessary remind students that A is the present simple, and B is the present continuous. Ask the students to complete the sentences.

Answers

1 present simple 2 present simple 3 present continuous

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

3 First, ask the students to look at the pictures (but not the conversations) and describe what they can see in pairs. Next, ask them to read the conversations and decide if each verb should be in the present simple (PS) or present continuous (PC). Encourage them to look at the time expression and think about whether it's something the person does every day (*PS*) or something they are doing now (*PC*). Finally, ask them to complete each gap with the correct form of the verb. Play the recording to check answers.

101 **Answers**

The conversations are recorded for students to listen and check.

1 drives 2 Does, drive 3 works 4 isn't working
5 is/'s cooking 6 are, doing 7 am/'m sitting
8 am/'m eating

» AUDIOSCRIPT TB PAGE 273

4 Students role play the conversations, then switch roles and repeat. If time allows, once the students have practised the conversations a few times, ask them to cover up a part of one of the conversations and role play it again, but this time recalling some of the text from memory. Students keep covering up more and more of the text until they are able to remember the whole thing.

Answers

Students' own answers

5 Elicit from the class that they need to answer the first question in the present simple and the second question in the present continuous. Allow weaker students to write their answers first.

Answers

Students' own answers

COOLER

Play Telephones. Put the students in groups of six or seven. Ask them to form lines from the back to the front of the class. Whisper a present simple or present continuous sentence to each student at the back (you can use the sentences from Grammar Exercise 1). When you say 'Go', this student whispers it to the next person and so on, up the line, until it reaches the student at the front, who writes it on the board.

The quickest group to get a near-correct sentence on the board wins the point.

Elicit corrections, if necessary, then ask the students at the front to move to the back and repeat.

100 **5** **Listen again and complete the table with the people's jobs.**

	picture	job
Megan's dad	*4*	
Megan's mum		
Tony		
Amanda		
Jamie		

GRAMMAR Present simple and present continuous

1 **Look at sentences A and B.**

A He helps people at work every day. (present simple)
B She's eating a big ice cream now. (present continuous)

Read the sentences from the listening. Match sentences 1–8 to sentences A and B.

1 He's teaching her how to swim.
2 She isn't playing her guitar now.
3 He drives all over Europe.
4 He sometimes goes to Africa.
5 Today he's trying to catch a fish!
6 She works in a restaurant every evening.
7 She isn't working now.
8 She's taking a photo of Tony.

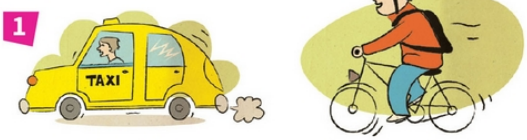
2 **Complete the sentences with present simple or present continuous.**

1 We use the _____ to talk about what we do every day.
2 We use the _____ to talk about what we always/sometimes/never do.
3 We use the _____ to talk about what we are doing now.

GRAMMAR REFERENCE AND PRACTICE PAGE 149

3 **Complete the conversations with the verbs (in brackets). Use the present simple or present continuous.**

1



Amy: Has your brother got a job?
Dan: Yes, he has. He [1] _____ (drive) a taxi.
Amy: Really? [2] _____ he _____ (drive) you to school every day?
Dan: No, of course not!

2



Tom: What does your dad do?
Lee: He [3] _____ (work) in a restaurant.
Tom: That's interesting.
Lee: But he [4] _____ (not work) now. He [5] _____ (cook) our dinner.
Tom: Oh, good!

3



Jess: Hi, Millie. It's Jess here. I'm in Jamaica. What [6] _____ you _____ (do)?
Millie: I'm in bed!
Jess: Oh, sorry! I [7] _____ (sit) on the beach and I [8] _____ (eat) a big ice cream.
Millie: Lovely!

101 **Listen and check.**

4 **Practise the conversations in Exercise 3 with your partner.**

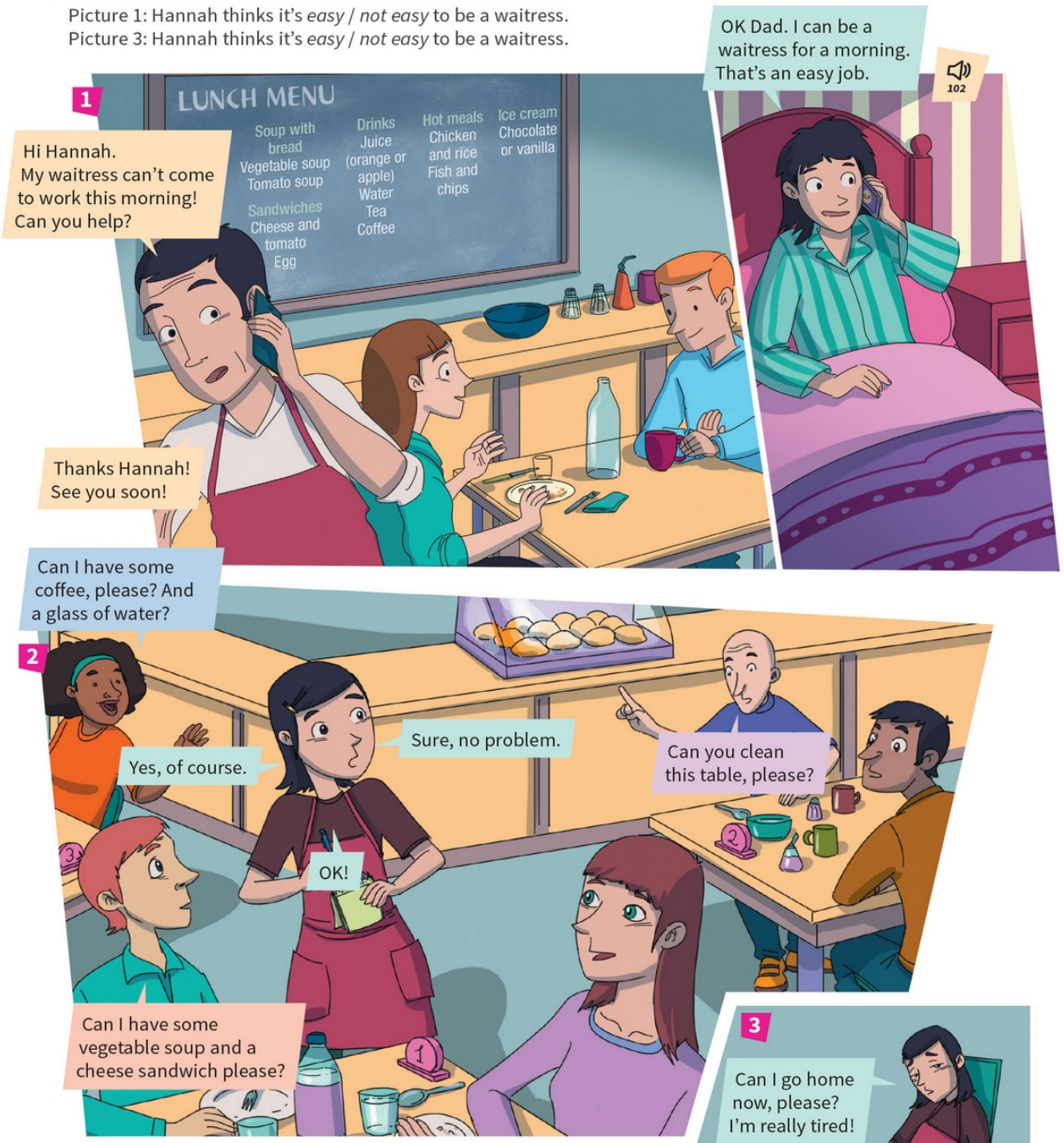
5 **What jobs do people in your family do? What do you think they are doing now?**

VOCABULARY AND READING

In a café

1 **Read the story. Choose the correct words.**

Picture 1: Hannah thinks it's *easy* / *not easy* to be a waitress.
Picture 3: Hannah thinks it's *easy* / *not easy* to be a waitress.



2 **Read the story again and match the questions to the answers.**

1 Who wants a drink?	**a** Table 1
2 Who wants some food?	**b** Table 2
3 Who has a dirty table?	**c** Table 3

VOCABULARY AND READING

In a café

WARMER

Divide the students into two groups. Ask one student from each group to come to the front. Give them the name of a job which they must mime for their teams. Use jobs that came up in the previous class. Include *waiter / waitress.* The first group to guess the job wins. Ask for two more students to come to the front and repeat.

Prompt the students to say: *Are you a …?.* Write each job on the board as it's guessed. Elicit the spelling and include the indefinite article.

Next, ask the students to work in pairs to categorise the jobs into 'easy' and 'difficult'. Ask one or two pairs: 'Is it easy or difficult to be [a farmer, a doctor, etc.]?'. Elicit reactions by asking other students, 'Do you agree?'.

BACKGROUND INFORMATION

In the UK (and most of Europe), children aged 13 or under are not allowed to work except in certain situations such as modelling or sports. In these cases, they need special permission and they need to show that this will not affect their schooling, health or welfare. In the US, children from the age of 12 can work in family businesses. Fourteen to sixteen year olds can only do 'light work' and this cannot be harmful to their health, well-being or education. They can't work during school hours or before 7 am or after 7 pm. They also cannot work in pubs, betting shops, petrol stations, scrap-metal sales or collect money for charities by going to people's houses. During term time, they can work a maximum of 12 hours a week. However, the law isn't very clear about informal jobs such as babysitting or doing chores for neighbours. There is no minimum wage for under 16s.

1 Tell the class to look at the lesson heading (*In a café*) and pictures but **not** to read the story for now. Ask, 'Where's dad?' (*in a café*), 'What's he doing?' (*phoning his daughter Hannah*) and 'Why?' (*he needs a waitress for the morning*). Then, ask 'Does Hannah think it's easy to be a waitress?'. Elicit one or two responses as a class, but don't confirm answers. Ask the students to read the story and check their ideas, then compare answers in pairs.

In class feedback, ask 'What does Hannah think in picture 1?'. Elicit *She thinks it's easy.* Tell the students to circle *easy* in their books. Ask, 'What does she think in picture 3?'. Elicit *She thinks it's not easy.* Ask the students to circle *not easy* in their books. If appropriate, encourage a class discussion on whether children of the same age are allowed to work in their country and if so, in what kinds of jobs (see Background information above).

Answers

Picture 1: easy Picture 3: not easy

2 Ask, 'How many tables are there in picture 2?' (*three*) and 'How many questions are there?' (*three*). Tell them to do the matching exercise. You could do the first one as a class. Encourage the students to work in pairs to do the rest. Encourage the pairs to race to get the answers. If time allows, encourage the students to role play the story in small groups.

Answers

1 c 2 a 3 b

102 The Reading text is recorded for students to listen and read.

MIXED ABILITY

Support weaker students by asking them to read the questions and to underline the key words, i.e. *1 drink, 2 food, 3 dirty table*. Next, ask them to look at the speech bubbles and find which one talks about drink (*Table 3*), which one talks about food (*Table 1*) and which one talks about the (dirty) table (*Table 2*).

Ask strong students to work at their own pace. Then, in pairs, ask them to use their imagination to draw a fourth picture for the story with a dialogue between the father and daughter.

3 Ask the students to match the words and pictures. When they repeat the words, check their pronunciation, in particular *bowl* /bəʊl/, *pepper* /ˈpepə/ (/e/ in the first syllable and not /eɪ/) and *sugar* /ˈʃʊgə/ (/ʃ/ and not /s/).

103

Answers

The answers are recorded for students to check and then repeat.
A salt B pepper C glass D cup E plate F bowl G sugar H fork I knife J spoon K bottle

4 Ask the students to look at three pictures in the story on page 74 again and find the things in Exercise 3. Next, allow them time to memorise which picture they are in. Books closed. Ask some questions, e.g. 'Is there a fork in picture 1?'. Next, ask the students to work in pairs with their books closed. They take turns to make a sentence, e.g. *There's a spoon in picture 1*; their partner says *Yes, that's right* or *No, I don't think so.* Books open. They check their ideas.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 12

TALKING POINTS

Model each question first and ask students to repeat. Next, demonstrate a good answer by asking a volunteer to ask you the questions. Finally, ask the students to continue in pairs.

GRAMMAR *can*: requests and permission

1 In pairs, students match the questions and functions. Concept check by asking: 'If I want to do or have something, do I say *Can I …?* or *Can you …?*' (*Can I …?*) and 'If I want you to do something, what do I say?' (*Can you …?*). Highlight *please* in each of these questions for politeness.

Answers

1 b 2 a 3 c

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 First, ask the students to work in pairs to complete the questions. Then, ask them to complete the answers with *Sure, no problem*, *OK* or *Yes, of course*. Point out that we can use *OK* for something we don't particularly want to do. The other two responses are more enthusiastic. Students can use any of these answers in these conversations.

Answers

A's answers: 1 Can I 2 Can I 3 Can you 4 Can you 5 Can I 6 Can you
B's answers can be any of *Sure, no problem. / OK. / Yes, of course.*

PRONUNCIATION Intonation

3 Play the answers and ask, 'Does the voice stay the same or go up and down?' (*go up and down*). Use your hands if necessary to show this. Next, ask the students to listen again and repeat. Then, ask them in pairs to practise the conversations in Exercise 2 using natural intonation.

FAST FINISHERS

Challenge fast finishers to think of some real *Can I / you …?* questions. Then, ask them to ask other students the questions and encourage those students to give a true answer.

104

Audioscript

The phrases are recorded for the students to listen and repeat.

Yes, of course.	Sure, no problem.
Yes, please.	OK.

4 Check the class understands when to use *Yes, please* and the other answers by asking questions to elicit the correct response, e.g. 'Can you open the door?' (*Yes, of course / OK.*), 'Can I borrow your rubber?' (*Yes, of course / OK.*) and 'Would you like to play a game?' (*Yes, please*). After class feedback, encourage the pairs to practicse the conversation using the correct intonation.

Answers

1 Yes, of course. 2 Yes, please. 3 Yes, please. 4 Yes, of course.

» GRAMMAR WORKSHEET UNIT 12

WRITING

1 Tell the class they're going to open their own café and produce a menu in English. Ask them to use the lunch menu in the story on page 74 as a model. Allow weaker students to write a short menu, copying most of the words from the menu in the story. Encourage stronger students to choose a different meal and produce a menu with different food.

Answers

Students' own answers

2 Ask the students, in pairs, to use the conversation in Grammar Exercise 4 on page 75 to write a new conversation using the food on their menu. Ask them to practise their conversation and to try to memorise it. If appropriate, set up a restaurant in the class with a table at the front and invite the pairs to use this to perform their conversation.

Answers

Students' own answers

COOLER

Play Stop! Ask the students to draw four columns in their books and label the columns *Food and drink, Jobs, School subjects,* and *Hobbies/Activities.* Tell the students you're going to say the alphabet silently and nominate one student to shout *Stop!* When they do, tell them the letter you are on. If they stop you on a difficult letter (e.g. *x*), choose an easier letter near it (e.g. *t*). Students work in pairs to try to write a word beginning with this letter for each category. Set a time limit of two minutes. The pair with the most completed categories wins.

3 **Match the words in the box to the photos A–K.**

EP

bottle	bowl	cup	fork
glass	knife	pepper	plate
salt	spoon	sugar	



103 **Listen and check. Then repeat.**

4 **Look at the pictures on page 74 again. Then close your books. Now work in pairs and talk about the pictures.**

There's a cup in picture 1.

Yes, that's right.

There's a spoon in picture 1.

No, I don't think so.

TALKING POINTS

What do you like on the menu in picture 1?
What's your favourite café called?
What do you have when you go to a café?

GRAMMAR *can*: requests and permission

1 **Match questions 1–3 to sentences a–c.**

1 Can I have some coffee, please?	**a** She wants to do something.
2 Can I go home now, please?	**b** He's asking for something.
3 Can you clean this table, please?	**c** He's asking a person to do something.

GRAMMAR REFERENCE AND PRACTICE PAGE 149

2 **Complete A's questions with *Can I* or *Can you*. Then write B's answers. Use *Sure, no problem. / OK. / Yes, of course*.**

0 **A:** *Can you* buy me a new football, please?
B: *OK*.
1 **A:** _____ watch TV, please, Dad?
B: _____
2 **A:** _____ use your digital camera? I want to take a photo of your baby brother.
B: _____
3 **A:** _____ put these books on the table, please?
B: _____
4 **A:** _____ help me with my homework?
B: _____
5 **A:** _____ have an egg for breakfast, Mum?
B: _____
6 **A:** _____ meet me in the park after school?
B: _____

PRONUNCIATION Intonation

104 **3** **Listen and repeat. Then practise with your partner.**

Yes, of course.	Sure, no problem.
Yes, please.	OK.

4 **Choose the correct answers to complete the conversation.**

Waiter: Good afternoon.
Woman: Oh, hello. Can I have a cup of coffee, please?
Waiter: [1] *Yes, of course. / Yes, please.* Would you like some sugar with that?
Woman: [2] *Yes, please. / OK.*
Waiter: And would you like anything to eat?
Woman: [3] *Yes, please. / Sure, no problem.* Can I have an egg sandwich?
Waiter: [4] *Yes, please. / Yes, of course.*

Now practise the conversation in pairs.

WRITING

1 **Work with a partner. Write a new menu for your own café.**

2 **Now write a conversation in the café with your partner. Use your menu and ask for food and drink. Learn your conversation and then say it for the class.**

LIFE SKILLS ICT LITERACY

BEING CAREFUL ON THE INTERNET

LIFE SKILLS

Being careful on the internet

We can use the internet and be safe. Look at these safety tips:

- Don't tell people your name, address or phone number.
- Remember there are age limits when you use social media sites.
- Ask adults for help.

1 **Read, think and answer. Discuss with your partner.**

1 How often do you use a computer each week?
2 Where do you use computers?
3 Do you use a phone every day?
4 Do you send messages? Who to?
5 How often do you look at websites each week?

2 **What do you think? Do this internet quiz. Answer a or b.**

105

1 **I often use the internet. Is it a good idea to write my real name?**

a Yes, it is. You can write your name and age.
b No, it isn't. Don't write your name, address or phone number.

2 **I've got a new 'friend' on the internet. Is it a good idea to meet this person?**

a Yes, it is. Meet this person in a café or at their home.
b Never. You don't really know this person. Be safe. Don't meet someone you don't know.

3 **I'm 12 years old. Can I join social media sites?**

a Yes, you can. You can join all social media sites when you are 10.
b No, you can't. You can join most social media sites when you are 13.

4 **I like surfing the internet. Are all websites good for me?**

a Yes, they are. All websites are good for young people.
b No, they aren't. Some websites are not good for young people. Ask your teacher or parents. They can help you find good websites.

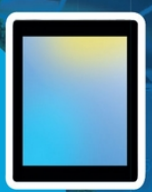
5 **I've got lots of photos of me and my friends. Is it a good idea to put these photos online?**

a Yes, it is. Everyone likes looking at photos.
b No, it isn't. Put photos online and lots of people can see them. So, always ask your parents first. Before you put photos of other people online, ask them.



BE SAFE!

Do you use a computer?
Are you safe on the internet?
Do this quiz and see.





ARE YOUR ANSWERS RIGHT?

106

You have five **a** answers: All your answers are wrong. You are not safe on the internet.
You have some **a** answers and some **b** answers: only your **b** answers are correct. You are sometimes safe on the internet, but be careful. You have five **b** answers: All your answers are correct. You are safe on the internet.

LIFE SKILLS

Learning Objectives

- The students learn about being careful on the internet.
- In the project stage, they make a poster about being safe on the internet and tell other students about it.

Vocabulary

use the internet be safe join social media surf the internet put photos online

BACKGROUND INFORMATION

Safer Internet Day (SID), which began as an EU initiative, is now celebrated in 140 countries around the world at the beginning of February. This day aims to raise awareness of online issues such as cyber bullying. One in three people who use the internet are children. Around 25% of 8–11 year olds and 75% of 12–15 year olds have a social media profile. According to the UK children's charity NSPCC (National Society for the Prevention of Cruelty to Children), it is very difficult to know how many under-18s are victims of online abuse because either they don't know who to tell or they don't tell anyone because they're ashamed, or they just don't realise that they're being abused. Twelve per cent of 12–15 year olds who completed a recent survey say that they have experienced some form of bullying on social media and almost 25% of young people say they have seen hate messages online. That said, the same survey reports that almost all internet users aged 8–15 have been told how to use the internet safely both by their parents and also their teachers.

WARMER

Write *The internet* on the board. Ask, 'What can you use the internet for?' and brainstorm one or two ideas onto the board, e.g. *find information for class, listen to music, watch TV*. Next, organise the students into small groups and give them three minutes to write as many more things as they can. Invite the volunteers to write their ideas onto the board. Don't erase the board for now.

LIFE SKILLS

Being careful on the internet

Ask the students to look at the title *Being careful on the internet* at the top of the page and ask, 'Why do you need to be careful?' and 'How can you be careful?'. Invite a brief class discussion and then ask the students to read the *Life skills* box and check their ideas.

1 Ask the students to read the questions, think about the answers on their own and make some notes. Weaker students may prefer to write complete sentences. Next, ask the students in pairs to take turns to ask and answer the questions. If you did the Warmer, encourage the students to ask and answer questions about these things too, e.g. *How often do you listen to music on the internet? Do you watch TV on the internet? Do you do your homework on the internet?*

Answers

Students' own answers

2 Ask the students to read the information in the blue circle in the middle of the quiz and encourage them to ask and answer the two questions in pairs. Then, ask them to read the quiz and circle the answer for each question. Encourage them to do this on their own. Finally, ask them to compare their answers in pairs and try to guess which the better answer is. Point out that the better answer is where they are safe on the internet.

Answers

Students' own answers

105 The Reading text is recorded for students to listen and read.

ACTIVITY 3 IS FOUND ON PAGE 77 OF THE STUDENT'S BOOK

3 Ask students to count their a and b answers and then listen and read the answer key at the bottom of page 76. Make sure they know that b is the correct answer for all questions. Then, in pairs, have them ask and answer the questions in Exercise 3. Invite volunteers to share feedback if they are happy to do so.

Answers

Students' own answers

106 **Audioscript**

Are your answers right?

You have five a answers: All your answers are wrong. You are not safe on the internet.

You have some a answers and some b answers: Only your b answers are correct. You are sometimes safe on the internet but be careful.

You have five b answers: All your answers are correct. You are safe on the internet.

4 Ask the students to read the sentences in pairs and to choose the correct words. Then, ask them to find the answers in the quiz and underline them.

FAST FINISHERS

Ask fast finishers to add information to each sentence using *and*, *but*, *or* or *because*, e.g. *It isn't a good idea to use your name, phone number or email address on the internet.*

Answers

1 isn't 2 Never 3 are 4 aren't 5 bad

5 Point out that more than one answer may be possible, but students should match phrases as used in the text. Ask them to write the full phrase in their notebook as this will help them with Exercise 6.

Answers

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

6 First, ask the students to read the sentences in pairs and to try to complete them before they look at the phrases they wrote in Exercise 5.

Answers

1 be safe 2 put photos online 3 Use the internet
4 join social media 5 Surf the internet

107 7 Ask the students to listen to the recording, read the cartoon and answer the question. Check that they understand by asking them if they know any examples of cyber bullying.

Answers

It's bad.

Audioscript

A: What is cyber bullying?

B: It's when someone isn't nice to you on the internet.

108 8 First, ask the students to read the sentence and, in pairs, to try to guess the correct answer. Then, play the recording and ask them to listen and check their ideas.

Answers

c

108 9 Ask the students to cover the answers on the right. Read the questions and brainstorm possible answers. Next, ask them to look at the answers and to try to match them to the questions. Then, play the recording again and ask them to check their ideas.

Answers

1 c 2 a 3 b

» AUDIOSCRIPT TB PAGE 274

TALKING POINTS

Ask the students to read the questions on their own and to think about their own answers. Allow weaker students to write these down. Then, organise them into small groups. Encourage them to take turns to ask and answer the questions and also to try to say why.

10 Ask the students to read the ideas in the *Useful language* box and ask, 'Which ones are good ideas?' (*Dos*) and 'Which ones are bad ideas?' (*Don'ts*). Next, ask them to write at least two more sentences in each column using the information on this page.

MIXED ABILITY

Write all eight Dos and Don'ts (the four examples and the four answers below) on separate pieces of card but without the *don't*. Display the cards in a random order on the board and encourage the students, in pairs, to decide if they are a good or a bad idea. Next, invite volunteers to come to the board and put the card on the left if it's a good idea and on the right if it's a bad one.

Now ask the stronger students to complete the exercise without looking at the board. Put the sentences in a random order again on the board, and ask the weaker students to copy each phrase into the correct column in their books.

Possible answers

DOs	DON'Ts
be safe on the internet	write your address
send nice messages	meet internet 'friends'

PROJECT *A poster*

Ask the class to read the instructions. Check they understand they are going to make an internet safety poster with Dos and Don'ts. Put students into pairs to choose two Dos and two Don'ts. Encourage them to think of one or two new ideas. Next, give them plenty of time to organise and illustrate the poster.

When they have finished, ask pairs to present their poster, reading through the Dos and Don'ts and highlighting the accompanying images.

PROJECT EXTENSION

Tell the students they're going to give a short presentation about being careful on the internet. Put the pairs into larger groups and ask them to choose one of the posters. Next, ask them to prepare a short presentation to explain what it is about and to give it to another group. If possible, arrange for each group to talk to another class.

COOLER

Read the questions in the quiz to the class again (without the answers) and ask them to think of a suitable answer in small groups. If necessary, point out that the answer to all the questions is *no* or *never*. Invite some brief feedback after each question.

106 **3** **Listen and read the answers at the bottom of the quiz and answer the questions.**

1 Are your answers in Exercise 2 correct? How many?
2 Are you safe on the internet?

4 **Now choose the correct words to complete the sentences.**

1 It *is* / *isn't* a good idea to use your name on the internet.
2 *Always* / *Never* meet people you 'know' on the internet.
3 There *are* / *aren't* age limits on social media sites.
4 All websites *are* / *aren't* good for young people.
5 It's a *good* / *bad* idea to put photos of you and your friends on the internet.

5 **Look at the quiz again. Find and match the verbs 1–5 to the words a–e.**

1 use	a safe
2 be	b the internet
3 join	c the internet
4 surf	d photos online
5 put	e social media sites

6 **Use the phrases in Exercise 5 to complete the sentences.**

1 Be careful and _____ on the internet!
2 When you _____, lots of people can see them.
3 _____ on your computer. It can help you do your homework.
4 You can _____ when you are 13 years old.
5 _____ to find information about your hobbies and learn new things.

107 **7** **Listen and read the cartoon. Is cyber bullying good or bad?**



108 **8** **Listen to a talk on cyber bullying. Then complete the sentence with a, b or c.**

When someone isn't nice to you on the internet, speak to _____.
a no one **b** a friend **c** an adult

108 **9** **Listen again. Match the questions to the answers.**

1 How can someone be bad to you on the internet?	a You can show the emails to an adult.
2 What can you do about it?	b When another person needs help, you can tell an adult.
3 What can we all do to stop cyber bullying?	c They can put bad emails or photos of you online.

TALKING POINTS

Do people feel good or bad when they get horrible emails or text messages?
What do you and your friends think about cyber bullying?

10 **Complete the table.**

USEFUL LANGUAGE

DO	DON'T
· show bad emails to your parents	· answer bad messages
· talk to an adult	· put photos online
_____	_____
_____	_____

PROJECT *A poster*

With a partner, make a *Be safe on the internet* poster. Write the headings *dos* and *don'ts*, and put your ideas under them.

Write ideas for:

- what you do
- what you don't do
- who you ask for help

Find pictures on the internet and illustrate your ideas.

Talk to the class about your poster. Then display your poster in your school's computer room or in your classroom.

REVIEW 3 UNITS 9–12

VOCABULARY

1 **Match the verbs to the nouns and make phrases for jobs around the house. Some verbs have more than one answer.**





verbs	nouns
carry	the bath
clean	the cat
cook	the dog
do	the lunch
feed	the shopping
tidy	the washing-up
walk	your bedroom

2 **Complete the sentences with the words in the box.**

athletics better bottle bowl fan knife newspaper smartphone

1 Can I have a _____ of vegetable soup, please?
2 I'm a big _____ of that singer. I try and go to every concert.
3 My parents buy a _____ every day. They like to read about what's happening in the world.
4 Please can I have a _____ to cut my apple?
5 Eat more vegetables. You'll feel _____.
6 We can join the _____ club. I love running.
7 Can I use your _____, please? I need to check something on the internet.
8 I always take a _____ of water with me when I go running.

3 **Put the letters in the right order and make job words.**

1 rroly rierdv
2 ujlosaritn
3 nesur
4 ocodtr
5 wiatre
6 egrteirihff
7 htaroogphrep
8 ismcunai

GRAMMAR

1 **Complete the sentences. Use the present simple or the present continuous.**

0 Say cheese! They *'re taking* _____ (take) our photo!
1 Hey! You _____ (sit) on my bag.
2 She _____ (do) her homework in the evenings. She _____ (not watch) TV.
3 _____ he _____ (help) his dad? No, he _____.
4 What _____ they _____ (eat) for breakfast at the weekend?
5 We _____ (not play) now. We _____ (make) a film.
6 Listen! My brother _____ (practise) the piano.
7 _____ you _____ (wear) your new T-shirt?
8 They _____ (not ride) their bikes at the moment. They _____ (walk).

2 **In pairs, play O and X. Make a correct question and put O (Player 1) or X (Player 2) in the box. Try to make a line of three Os or three Xs.**

How much …?	Who …?	What kind of …?
Where …?	How many …?	What time …?
When …?	What …?	How often …?

3 **Ask and answer with a partner. Ask with *How often* and answer with *always, often, sometimes* or *never*.**

0 play board games?
A: *How often do you play board games?*
B: *I never play board games.*
1 go to drama club?
2 clean the bathroom?
3 eat biscuits in bed?
4 help your friends with their homework?
5 make cakes in cookery club?
6 watch a movie with your parents?

REVIEW 3 UNITS 9–12

Overview

VOCABULARY	Jobs around the house; After-school activities; In a café; Health; Entertainment; Technology; Jobs
GRAMMAR	Present simple and present continuous; *How much …? / How many …?*; Adverbs of frequency: *always, often, sometimes, never*
LISTENING	Four phone calls
READING	A short text about Lucas
SPEAKING	Asking for things in a café
WRITING	Write a short conversation between a customer and a waitress

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 9–12; Vocabulary worksheets Units 9–12; Review Game Units 9–12; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write *Jobs around the house* on the board. Brainstorm a list of jobs (from Unit 10 Exercise 1 on page 64) and write them underneath. If necessary, allow students to look at the exercise in Unit 10 briefly before closing books and brainstorming the words onto the board. Next, ask them to copy down the words and put an emoticon (😃, 😐 or 😫) next to each one according to their own opinion. Then, write these two questions on the board: *How often do you …? Do you like it?* Put students into pairs to ask and answer questions about these jobs.

VOCABULARY

1 Ask the students to look at the photos in pairs and describe the jobs they can see (*feed the cat, do the washing-up, carry the shopping*). Next, ask them to look at the verbs and match them to the nouns. Point out that some of the verbs go with more than one noun.

Answers

carry the shopping
clean the bath
cook the lunch
do the washing-up/the shopping
feed the cat/the dog
tidy your bedroom
walk the dog

2 First, ask the students to cover the words in the box, read the sentences and try to think of a suitable word. Then, ask them to try to complete the sentences with the words in the box.

Answers

1 bowl 2 fan 3 newspaper 4 knife 5 better 6 athletics
7 smartphone 8 bottle

3 With a weaker class, brainstorm some jobs around the class first before they do the exercise.

Answers

1 lorry driver 2 journalist 3 nurse 4 doctor 5 waiter
6 firefighter 7 photographer 8 musician

GRAMMAR

1 Write the gapped example sentence (0) and question 2 on the board. Invite students to complete the sentences with the verbs in brackets and then ask, 'What's the difference?' (*0 present continuous, 2 present simple*). Then, ask the students to complete the exercise in their books.

Answers

1 're sitting 2 does, doesn't watch 3 Is, helping, isn't
4 do, eat 5 aren't playing, 're making 6 's practising
7 Are, wearing 8 aren't riding, 're walking

2 If necessary, check students know how to play noughts (0) and crosses (X). Draw a 3 x 3 grid on the board with numbers 1–9 in it and play the game with two stronger students to demonstrate. Then, read the instructions in the book and check students know they need to make a correct question using the prompt given in order to draw a 0 or X in the square. With a small class, monitor to make sure they make correct questions. With a large class, explain you will ask for the questions at the end.

FAST FINISHERS

Ask fast finishers, in pairs, to look back at Units 9–12 and to design at least two more noughts and crosses grids. If they finish quickly, allow them to play with their new grids. Collect in their grids so you can use them for the Cooler at the end of the class.

Answers

Students' own answers

3 Write *always*, *never*, *sometimes* and *often* on the board and ask the class to put them in order from least often to most often (*never – sometimes – often – always*). Next, elicit the question *How often do you …?*. Ask the students to look at the example in Exercise 3 and then take turns to ask and answer the rest of the questions.

Answers

1 How often do you go to drama club?
2 How often do you clean the bathroom?
3 How often do you eat biscuits in bed?
4 How often do you help your friends with their homework?
5 How often do you make cakes in cookery club?
6 How often do you watch a movie with your parents?
Students' own answers

LISTENING

109 **1** Ask the students to look at the photo at the top of the page and try to answer the questions Then, ask them to listen to the recording and check their ideas. Next, ask the students to look at the table. If necessary, point out that the questions refer to the four people Daniel phones. In pairs, encourage the students to try to complete the table before they listen again. Elicit from the students that in the first and third column they need to write *yes* or *no*, and in the second column they need to write an activity with *-ing*.

Answers

He's on his phone, in the park.

	Can he/she talk to Daniel?	What is he/she doing?	Is Daniel happy?
Jane	no	practising the guitar	no
Jim	no	running	no
Paul	no	dancing	no
Isabella	yes	cleaning her room	yes

» AUDIOSCRIPT TB PAGE 274

READING

1 Tell the students they are going to read a short text about Lucas and his family and the things they like and don't like. Ask them to read the text. Next, ask them to read the sentences and write *yes* or *no* and then to read the text again and check their answers.

MIXED ABILITY

Write the following grid on the board and ask the students to copy it into their notebooks (the answers are given in italics; don't copy these onto the board):

	'Me'	Brother	Sister
Name	*Lucas*	*Sam*	*Jess*
Age	*15*	*17*	*10*
😀	*playing tennis*	*using smartphones, cooking, playing the guitar*	*reading*
😣	*(isn't very good at cooking)*	*reading*	*using smartphones*

Next, ask the stronger students to read the text at their own pace, complete the table and then decide if the sentences (1–8) are true (*yes*) or false (*no*). Encourage them to correct the *no* sentences. If they finish quickly, ask them to write a short paragraph about the people in their family using Lucas's text as a model.

With weaker students, read the text line by line, filling in the table together on the board. Then, ask them to look at the sentences and the table and decide if the sentences are true (*yes*) or false (*no*).

Answers

0 no (Lucas is 15.) 1 yes 2 yes 3 yes 4 no (Jess is Sam and Lucas's sister.) 5 no (Jess doesn't like using smartphones.) 6 yes 7 yes 8 no (Lucas likes playing tennis.)

110 The Reading text is recorded for students to listen and read.

SPEAKING

1 First, ask the students to look at the words in the box and to listen and repeat. Check their pronunciation. Next, ask them to find the things in the pictures. Then, ask them to look at the five pictures in pairs and decide what is missing in each one. Now, ask them to take turns to be the customer and the waiter or waitress and to ask the waiter or waitress for the missing thing.

Answers

A knife B salt C sugar D glass E plate

WRITING

1 If necessary, ask the class to look at Unit 12 Grammar Exercise 4 on page 75 and to practise the conversation again. Then, ask them to choose two or three of the pictures in Speaking Exercise 1 (in this review) and to write a conversation in pairs. Allow them to use the conversation on page 75 as a model. When they are ready, ask them to practise their conversation and then to perform it to the class without looking at their notes.

Answers

Students' own answers

COOLER

If you collected in the O and Xs grids from the fast finishers in Grammar Exercise 2 on page 78, copy one of their grids onto the board. If you don't have grids from the students, either ask the class to write one grid per pair using vocabulary or grammar from Units 9–12 or write some yourself. Divide the class into two teams (0s and Xs) and play the game. Either continue as a whole class copying new words onto the grid or ask the students to copy the grids into their notebooks and to play in pairs.



LISTENING

109 **1** **Listen to Daniel's phone calls. Where's Daniel? What's he doing?**

109 **Listen again and complete the table.**

	Can he/she talk to Daniel?	What is he/she doing?	Is Daniel happy?
1 Jane			
2 Jim			
3 Paul			
4 Isabella			

READING

1 **Read about Lucas. Then read sentences 1–8 and write *yes* or *no*.**

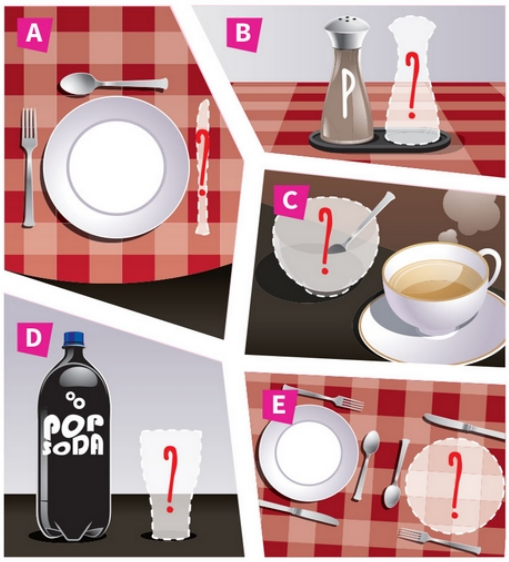
110 Lucas is fifteen. He's got one brother and one sister. Lucas's brother is seventeen and his name's Sam. His sister is ten and her name's Jess. Lucas's sister likes reading and doesn't like using smartphones. His brother doesn't like reading, but he likes using smartphones. He likes cooking and playing the guitar. Lucas isn't very good at cooking, but he likes playing tennis.

0 Lucas is ten. *no*
1 There are three children in Lucas's family.
2 Sam is seventeen.
3 Lucas's sister is called Jess.
4 Jess and Sam are brothers.
5 Jess likes using smartphones.
6 Sam doesn't like reading.
7 Sam likes cooking.
8 Lucas doesn't like playing sport.

SPEAKING

1 **Look at the pictures in a café and the words in the box. Something is missing from each picture. Ask the waiter for it. Take turns to be the waiter or waitress.**

bottle bowl cup fork glass
knife pepper plate salt
spoon sugar



WRITING

1 **Look at the Speaking exercise again. Write a short conversation between a customer and a waitress. The customer asks for things. They are not there.**

13 PLACES



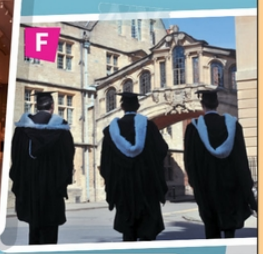


Our town

by Rosa

ABOUT YOU
Where do you go at the weekend in your town or city?

















VOCABULARY AND LISTENING

Places in a town

1 EP **Look at Rosa's photos for a project called 'Our town'. Match the places in the photos A–J to the words on the word map.**



111 **Listen and check. Then repeat.**

2 **Work in pairs. Take turns to ask and answer.**

Photo C.

It's a bank.

PRONUNCIATION /s/ and /k/

3 **Look at the words beginning with the letter *c*. How do you say them?**

café camera cinema
city coffee colour
computer cup

112 **Listen, check and repeat.**

4 **Complete the sentences with the places in a town or city.**

0 You stay in a *hotel* on holiday.
1 You go to _____ to study science.
2 You go to a _____ to play sports outside.
3 You visit a _____ to learn about the history of a town.
4 You go to a _____ to get some money.
5 You wait at the _____ for a train.
6 You go to a _____ to buy food and things.
7 You meet at the _____ and see a film.
8 You go to a _____ to have a meal.
9 You stay in _____ to get better.

13 PLACES

Unit Overview

TOPIC	Places in my town
VOCABULARY AND LISTENING	Places in a town Talking about places in a town or city
PRONUNCIATION	/s/ and /k/
GRAMMAR	*Is there a …? / Are there any…?*
VOCABULARY AND READING	Adjectives: places My favourite place
GRAMMAR	Prepositions: *inside*, *outside*, *above*, *below*, *near*
SPEAKING	Asking and answering questions about where you live

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 150; TB page 246
WORKBOOK: pages 56–59
VIDEO AND VIDEO WORKSHEET: Favourite places
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 13; Vocabulary worksheet Unit 13
TEST GENERATOR: Unit test 13

WARMER

Books closed. Put the students into small groups and give each group a piece of paper. Next, describe each photo at the top of page 80 without saying the name of the place, Ask the teams to draw an icon to represent it, e.g. a red cross for a hospital, an 'H' in a large house for a hotel, etc. Next, display the icons on the walls, ask the students to choose the best one for each building, and draw (or ask volunteers to draw) the ten icons on the board. Don't erase the board for now.

ABOUT YOU

Check that the students can pronounce the question correctly by asking them to listen to you and repeat. Demonstrate a good answer by asking a volunteer to ask you the question first. Encourage the class to ask you some follow-up questions, e.g. *Who do you go there with? What do you do? How often do you go there?* Encourage the students to ask and answer the question in pairs and to use the follow-up questions.

VOCABULARY AND LISTENING

Places in a town

1 Ask the students to cover the word map in the book. If you did the Warmer, ask the students to try to match Rosa's photos at the top of the page to the icons on the board. If not, ask them to try to name the places before they look at the words. As the students listen to the words for pronunciation, ask them to underline the stressed syllable in each word before they repeat it. If necessary, point out that we pronounce the /h/ in *hotel* and some speakers pronounce *restaurant* with two syllables: /ˈrestrɒnt/.

111

Answers

The answers are recorded for the students to check and repeat.
A hospital B hotel C bank D cinema E museum
F university G restaurant H station I park J supermarket

2 Ask the students to read the example in pairs first. Then, ask a stronger pair to demonstrate the activity but encourage them to ask a question, e.g. *What can you see in photo C?.*

Answers

Students' own answers

PRONUNCIATION /s/ and /k/

3 Divide the board into two columns and label them /s/ and /k/. Next, ask the students to say the words to themselves. When they are ready, invite a student to say the first word (*café*) to the class and write it in the /k/ column. Repeat with the second word *camera.* Then, ask another student to say the third word (*cinema*) and write it in the /s/ column. Ask, 'Why?' (*because of the sound of the first letter*). Ask the students to continue saying the words in pairs and deciding if they go in the /s/ or the /k/ column. Play the recording, ask the students to check their ideas, and invite volunteers to write the words in the correct column on the board. Then, ask them to listen and repeat. If time allows, encourage them to find more words beginning with *c* in their notebooks and decide if the first sound is /s/ or /k/.

112

Audioscript

The words are recorded for the students to listen, check and repeat.
café, camera, cinema, city, coffee, colour, computer, cup

4 Books closed. On the board, write: *Why do you go to the park? Why do you go to the supermarket?* Elicit *to play football* and *to buy food.* Elicit that we use *to* + infinitive to explain why we do something. Ask the students to complete the sentences with the places in a town from Exercise 1.

Answers

1 university 2 park 3 museum 4 bank 5 station
6 supermarket 7 cinema 8 restaurant 9 hospital

FAST FINISHERS

Ask the fast finishers to use the sentences in Exercise 4 as clues and to create a crossword for the others. If available, they could use an online crossword maker to do this.

5 Books closed. Give pairs four minutes to write down as many places in the town as they can. They can include both the ones in Exercise 1 and some new ones. Give each pair an A3 piece of paper and ask them to make a word map with places in their town.

Next, ask the students to read the example and ask, 'Is this true for your town?'. Ask the pairs to change the example so that it is true for their town, then make more positive and negative sentences about their town.

MIXED ABILITY

Allow weaker students to write their sentences first. Challenge stronger students to have a discussion together about their town by answering the questions *What are the good things about our town?* and *What are the bad things?*

Answers

Students' own answers

6 Ask the students to look at the photos and identify the characters first. Then, ask them to ask and answer the questions in pairs before you do open class feedback.

Answers

1 He's a famous pop star from Brazil. He's living in Britain now.
2 Paolo, Rosa, Joelle, José and some photographers.
3 They are in the park.
4 Students' own answers (They want to take photos of José.)

113 7 Ask the students in pairs to predict the answer to the question first before they listen and check their ideas.

Answers

They want to take photos of José and talk to him.

113 8 Ask the students to read the sentences in pairs and try to decide who says each one before playing the recording again. With a weaker class, play the recording for a third time and ask them to say *stop* when they hear each sentence. Then, ask 'Who says it?'

Answers

1 Rosa 2 Rosa 3 Rosa 4 José 5 Paolo 6 Joelle

» AUDIOSCRIPT TB PAGE 275

GRAMMAR *Is there a …? / Are there any …?*

1 Ask the students to look at the Grammar table. Elicit that we use *is* with singular nouns and *are* with plural nouns. Explain that *any* is only used with plural nouns. Ask the students to hold up the word maps they created in Exercise 5 and ask questions, e.g.

Is there a cinema/mountain in Ana's town?

Are there any restaurants/schools in David's town?

Then, ask them to complete the table.

Answers

1 a 2 there is 3 there isn't 4 any 5 there are 6 there aren't

2 Ask the class to look at the table again and ask 'What's the difference between the questions in the top and the bottom row?'. Elicit that we use *Is there …?* for singular nouns and *Are there …?* for plural nouns. Then, ask them to read the sentences in Exercise 2 and circle *singular* or *plural* in each one.

Answers

1 singular 2 plural

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

3 Ask weaker students to read the phrases, circle the first noun in each one and decide if it's singular or plural. Elicit that they should write *Is there a / an* if it's singular and *Are there any* if it's plural. Then, ask them to complete the questions. Next, ask them to look at the answer, decide if it's positive or negative and write the answer. Play the recording to check answers.

114 **Answers**

The answers are recorded for students to check and then repeat.
Example Is there a café in this street? No, there isn't.
1 Is there a cinema in the town? No, there isn't.
2 Are there any restaurants in this street? Yes, there are.
3 Is there a university here? No, there isn't.
4 Are there any banks in the town? Yes, there are.
5 Is there a museum here? Yes, there is.
6 Are there any parks in the town? No, there aren't.

4 Ask the students to look at the picture of the town on SB page 125 and explain that they need to decide what each building is. Encourage them to use the words from their word maps to write a list in their notebook. Allow them two to three minutes to do this. Next, in pairs, ask them to read the example first together and then to continue to take turns to ask and answer these questions about their new towns.

Answers

Students' own answers

COOLER

Play town bingo. Ask the students to draw a 3x2 grid and draw a different place in a town in each square (six places in total). Next, read the sentences from Vocabulary and Listening Exercise 4 page 80 in a different order. If the student has that place, they can cross it out. The winner is the first person to cross out all their places and shout *bingo*.

5 **What other places can you think of in a town or city? Make a list with your partner.**

Then make a word map of your town like the one in Exercise 1. Talk to your partner about your town.

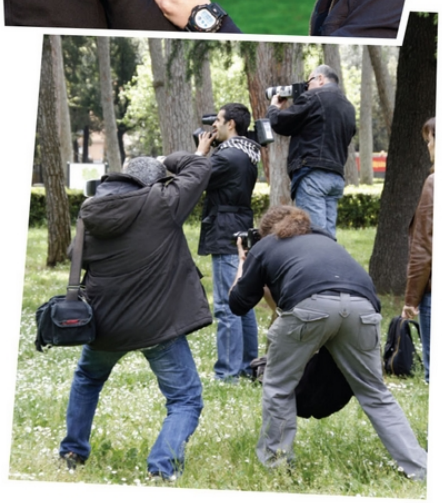
There's a swimming pool and a station in our town. There are also some cafés, but there aren't any cinemas!

6 **Look at the photos and answer the questions.**

1 Do you remember the TV interview with José? What do Rosa and her friends learn about José from the interview?
2 Who can you see in the photos?
3 Where are they?
4 Why do you think the photographers are there?







113 **7** **Listen. What do the photographers want to do?**

113 **8** **Listen again. Who says these sentences?**

1 We've got lots of questions for him.
2 We're waiting to take pictures of you.
3 Are there any photographers in the park?
4 I don't want to go back there now.
5 Come with us.
6 This way, José. RUN!

GRAMMAR *Is there a …? / Are there any …?*

1 **Look at the table and complete the sentences with words and phrases from the box.**

there is there are there isn't
there aren't a any

Is there [1] _____	photographer cinema university	here?	Yes, [2] _____. No, [3] _____.
Are there [4] _____	photographers banks museums	in the town? in this street?	Yes, [5] _____. No, [6] _____.

2 **Now choose the correct words to complete the sentences.**

1 We use *Is there a …?* to ask questions about *singular / plural* nouns.
2 We use *Are there any …?* to ask questions about *singular / plural* nouns.

» GRAMMAR REFERENCE AND PRACTICE PAGE 150

3 **Look at the Grammar box and complete the questions and short answers.**

0 *Is there a* café in this street?
No, *there isn't*.
1 _____ cinema in the town?
No, _____.
2 _____ restaurants in this street?
Yes, _____.
3 _____ university here?
No, _____.
4 _____ banks in the town?
Yes, _____.
5 _____ museum here?
Yes, _____.
6 _____ parks in the town?
No, _____.

114 **Listen and check. Then repeat.**

4 » **Work in pairs. Go to page 125.**

VOCABULARY AND READING

Adjectives: places

1 Look at the photos. What can you see?

2 Read the texts and match them to the photos.









115

MY favourite place

Tell us about your favourite place in 50 words.

Kate

I live in Sydney, Australia and my favourite place is the swimming pool. It's really near the sea. It's big and it's always very clean. I often meet my friends there and we have a great time! It's a very safe place to swim. It's beautiful and it's cheap, too!

Ruby

I live in Bath, England and my favourite place is Longleat Safari Park. It's great to go there, but it's expensive! You can see lots of different animals. There are tall animals and very small animals. I like the giraffes best. They're very funny. You can see them from outside!

Arturo

I'm from Rosario, Argentina and my favourite place is a little restaurant below our flat. It's a great place to eat and it's famous for its fish. The food is always good and it's not expensive. I go with my family every weekend. I love living above a restaurant!

Jan

I'm from Bruges in Belgium and my favourite place is the chocolate factory. Belgium is famous for its chocolate! You can go inside the factory and watch people making the chocolate. It's really interesting. The factory is very important for our town. I want to work there one day.

3 Read the texts again and answer the questions.

1 Where does Kate live?
2 Where is the chocolate factory?
3 Which animals does Ruby like?
4 When does Arturo go to the restaurant?
5 Who wants to work in a factory?
6 Who likes the water?

4 Find the adjectives in the texts.

EP

beautiful cheap expensive
great important interesting
little safe tall

116 Listen, check and repeat.

5 Read the example and answer the question.

The factory is very important for our town.
What is very important? _____

Now choose the correct word.

Adjectives tell us more about *nouns* / *verbs*.

6 Write the opposite of the adjectives.

big	*little*
cheap	_____
short	_____
boring	_____

Now look at Exercise 4 and find them.

VOCABULARY AND READING

Adjectives: places

WARMER

Write the following places in a town on the board, but jumble the letters: *bank*, *university*, *hotel*, *cinema*, *museum*, *restaurant*, *hospital*, *park*, *station*, *supermarket*. Ask the students to put the letters in order. Check answers and discuss which places are their favourite and least favourite.

BACKGROUND INFORMATION

Sydney (nearly 5 million people) is the largest city in Australia but it isn't the capital, Canberra is. Bondi Baths is an outdoor Olympic-sized swimming pool at the edge of the sea at the southern end of Bondi Beach.

Bath (around 90,000 people) is a small city in the south-west of England. It became a spa in 60AD when the Romans built their baths there and gave the city its name. Around 34km from Bath is **Longleat Safari and Adventure Park**. When it opened in 1966, it was the world's first drive-through safari park outside Africa. Today, it's home to over 500 animals.

Rosario is 300km northwest of Buenos Aires, Argentina (four hours by bus) and with over 1.2 million people, it is the third most populous city. The city has lots of green spaces, a few beaches along the river and good food.

Bruges (population 118,000) is sometimes called the Venice of the North because of its canals. In Bruges, Katelijnestraat, a main shopping street, is home to several chocolate shops.

1 Ask the students, in pairs, to describe the photos using *There is / There are*. If necessary, pre-teach *factory*: point to the photo of Bruges and ask, 'Where do they make chocolate?'.

Answers

Students' own answers

2 Write on the board: *Sydney (Australia), Bath (England), Rosario (Argentina), Bruges (Belgium)*. Ask the students to look at the photos again and discuss what they know already about these places. Feed in some of the information from Background information above. Then, ask the students to try to match the place names on the board to the correct photo. Ask the students to read the texts and check their ideas about the names of the places. Encourage them to underline the phrases in the texts which helped them complete the exercise.

MIXED ABILITY

Put students into groups of four. Assign each student in the group one of the texts. Ask the students to read only that text. Ask them to choose 10 important words from the text and write them on a separate piece of paper.

Put all the students who read the text by Ruby in one group. Group other students into three groups, according to the text they read. Ask each group to try to reconstruct the text they read previously, using the words.

Finally, tell the students to return to their original groups of four and, with books closed, talk about their texts.

Answers

Kate B Ruby C Arturo A Jan D

115 The Reading texts are recorded for students to listen and read.

3 Encourage the students to answer the questions before they read the texts again. If you did the Mixed ability activity, ask the students to read the four texts. Then, encourage them to focus on the texts that they haven't read, and underline any information that their group members did not tell them.

Answers

1 Sydney, Australia 2 Bruges, Belgium 3 giraffes
4 every weekend 5 Jan 6 Kate

4 You may want to tell students that two of the adjectives are in more than one text. When the students have found them all, play the audio to check answers and practise pronunciation.

116 **Answers**

The answers are recorded for students to check and then repeat.
Kate: great, safe, beautiful, cheap
Ruby: great, expensive, tall
Arturo: little, great, expensive
Jan: interesting, important

5 Read the example. Elicit that adjectives (*important*) describe nouns (*the factory*). If time allows, ask the students to think of nouns connected with the adjectives in Exercise 4, and encourage them to make word maps as on page 80. For example: *big – an elephant / a city / a museum.*

Answers

the factory
nouns

6 With a stronger class, encourage them to find the opposites of the other adjectives, e.g. *beautiful – ugly*, *great – terrible*. When you have checked the answers, put the students into pairs. Ask Student A to cover the adjectives on the left and Student B to cover the adjectives on the right. Student A says the opposite of the first adjective on the right (i.e. *big*). Student B confirms their answer, then says the opposite of the first word on the left (i.e. *little*).

Answers

cheap – expensive
short – tall
boring – interesting

» VOCABULARY WORKSHEET UNIT 13

7 Ask the students to think of a good reason why they like the place best before they talk to their partner, e.g. *I like Bruges best because there's a chocolate factory and I love chocolate*. Next, ask them to use one of the texts as a model to talk about their own town. Encourage weaker students to write down their description by copying one of the texts and changing it for their town.

Answers

Students' own answers

GRAMMAR Prepositions: *inside, outside, above, below, near*

Books closed. Write the prepositions (*above, below, inside, outside, near*) in a column on the left on the board. In the centre of the board, draw a box. Take a book and put it on the table. Ask the students to do the same. Place your hands above the book and say *above*. Tell the students to repeat. Present the other prepositions, putting the book *below* the table, *inside* and *outside* a schoolbag. Revise *far* before teaching *near.* Ask a student to come to the board and write the prepositions in the correct position in relation to the box.

1 Books open. First, ask the students to look at the pictures and describe what they can see using *There is / There are*. Then, ask them to complete the sentences.

Answers

A inside B outside C near D above E below

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Ask the students to look at the picture and find Jack first (he's waving from the balcony). Next, ask them to complete the sentences.

Answers

1 above 2 inside 3 below 4 outside 5 above

FAST FINISHERS

Fast finishers write some false sentences about the picture. When the others are ready, ask them to try to memorise where the places are in the picture and then to close their books. The fast finishers read out their false sentences for the others to try to correct. If the class enjoys competition, award points.

3 Write the example on the board: *What / is / that box? (inside)* and ask the class to make a complete question. If necessary, point out that the preposition goes before the noun (*inside + that box*). Then, ask the students to write the complete questions (1–4). Put them into pairs and ask them to take turns to ask and answer the questions. Point out that they need to give their own answers which are true for them.

Answers

1 What is outside the window?
2 What have you got on the wall above your bed?
3 Is there a cinema near your house?
4 Are there any exercises below this one?

» GRAMMAR WORKSHEET UNIT 13

TALKING POINTS

10 After the students have completed the video activities on the photocopiable worksheet, ask them to ask and answer the questions in pairs. Encourage them to use some of the new adjectives from this lesson.

SPEAKING

1 Before asking the students to complete the activity, read out the example. Demonstrate how to use a word map to write some notes about your favourite place in your town. First, write the name of the students' town in a circle in the middle of the board. Next, draw three circles around it with one of these words or emoticons in each one: *Activities*, 😃 and 😫. Then, brainstorm some ideas for each one, e.g. *Activities – go swimming, play football*, 😃 *– beautiful beach, great restaurants* and 😫 *– expensive shops*. Give the students a few minutes to make their own word maps. Remind the class to write short expressions and phrases, not full sentences. When they are ready, ask them to talk about their favourite places in pairs.

Answers

Students' own answers

COOLER

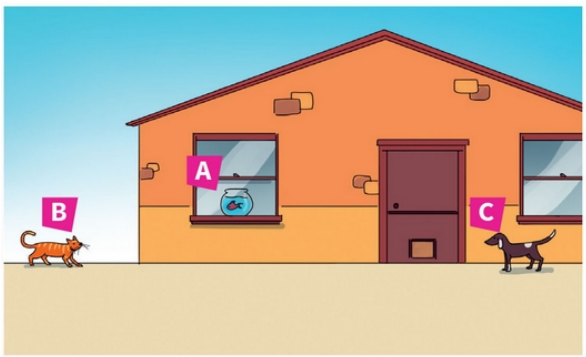
Play Simon says (or your name) with the prepositions. Call out instructions, e.g. 'Simon (or your name) says stand near your desk.' or 'Put your books inside your bag.' If time allows, encourage the students to continue the activity in small groups.

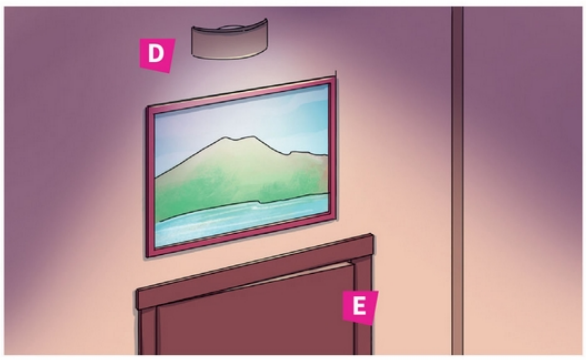
7 **Read the four texts on page 82 again. Which place do you like best? Why? Tell your partner.**

Now talk about your town. Use the adjectives in Exercises 4 and 6 to help you.

My town is called … It's big / small …

GRAMMAR Prepositions: *inside, outside, above, below, near*





1 **Look at the pictures. Complete the sentences with the prepositions *above*, *below*, *inside*, *near*, *outside*.**

A The pet fish is _____ the house.
B The cat is _____ the house.
C The dog is _____ the door.
D The light is _____ the picture.
E The door is _____ the picture.

» GRAMMAR REFERENCE AND PRACTICE PAGE 150

2 **Look at the picture. Complete the sentences with the prepositions in Exercise 1.**



0 The supermarket is *near* Jack's flat.
1 Jack's flat is _____ the restaurant.
2 Jack is _____ his flat.
3 The supermarket is _____ the café.
4 There's a car _____ the supermarket. It's not in the supermarket!
5 The café is _____ the supermarket.

3 **Write questions. Then ask and answer with your partner.**

0 What / is / that box / ? (inside)
A: *What is inside that box?*
B: *A sandwich is inside it.*

1 What / is / the window / ? (outside)
2 What / have / you / got / on / the wall / your bed / ? (above)
3 Is / there / a cinema / your house / ? (near)
4 Are / there / any exercises / this one / ? (below)

TALKING POINTS

10 **Watch the video. Ask and answer the questions with a partner.**

What's your favourite place?
Why do you like it there?
What's your favourite thing to do there?

SPEAKING

1 **Use a word map to make some notes about you.**

Where do you live?
What can you do there?
Do you like it? Why? / Why not?

Ask and answer the questions with your partner.

Remember to use adjectives from the Vocabulary and Reading exercises, and prepositions from Grammar Exercise 1.

I live in Málaga. I meet my friends near the sea. It's near the school. I go every day. I like it there. We can swim, walk or talk, and it isn't expensive.

14 OUT AND ABOUT





















ABOUT YOU

How do you get to school?
Do you walk with your friends?

VOCABULARY AND READING

Transport

1 **Match the words in the box to the photos A–J.**

EP

bike boat bus car coach plane
taxi train tram Underground

117 **Listen, check and repeat.**

2 **Match the transport words in Exercise 1 to the sentences.**

1 This can take a lot of people from one town to another. It travels on the ground but not on roads.
2 This travels on roads in cities. A lot of people travel on this at the same time.
3 This is in many big cities. It travels on and under the ground.
4 This carries people in the air.
5 This has two wheels and travels on and off roads.
6 This often takes about four people. The passengers pay the driver.
7 This carries people on water.
8 This takes people from one city to another. It travels on roads.
9 This carries people in big cities. It travels on the ground but not on roads.
10 This can carry one or more people on the roads. No one pays the driver.

3 **Read the text about transport in London. Complete the sentences with the words from Exercise 1. Use each word once.**

4 **Read the text again. Are the sentences right (✓) or wrong (✗)?**

1 You can use a contactless card to pay on river boats.
2 There are under 200 Tube stations.
3 Buses with two floors are called double-decker buses.
4 You can travel by noisy trams in London.
5 Taxi drivers only know the streets in the centre of London.
6 Cars can't use the cycle path by the River Thames.

5 **Ask and answer with your partner.**

Which kind of transport from Exercise 1 do you have in your town or city?
Which kind of transport do you usually use?
Which kind of transport do you never use?



GETTING AROUND LONDON

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- The first thing you need when you get there is a contactless card. You can use the card to pay for journeys on buses, boats and the Underground in London.
- Everyone knows the London [1] _____ or Tube. You never need to walk very far because there are 11 lines and over 200 Underground stations. Get a Tube map and plan your journey.
- Travel on a red, double-decker London [2] _____. They're great because they have two floors and you can see famous buildings from the top floor.
- You can travel by [3] _____, too. There are five short journeys on the River Thames.



14 OUT AND ABOUT

Unit Overview

TOPIC	Going out in your town
VOCABULARY	Transport
AND READING	Getting around London
GRAMMAR	*because*, *and*, *but*, *or*
PRONUNCIATION	Final /m/ and /n/ sounds
VOCABULARY	Phrases: going out
AND LISTENING	Conversations about meeting friends at the weekend
GRAMMAR	*Let's …*, *Shall we …?*
WRITING	Write an email to your friend and giving ideas for things to do

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 151; TB page 246
WORKBOOK: pages 60–63
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 14; Vocabulary worksheet Unit 14
TEST GENERATOR: Unit test 14; Term test 2

WARMER

Remind students that in Unit 13 they created a word map for places in a town. In small groups, ask them to copy a word map onto paper with *Transport* in the middle and *air*, *sea*, *land* extending out from it. Elicit an example of each type of transport and write it in the correct place. Then, give groups three minutes to write more words. Display the maps on the walls and encourage groups to copy new words onto their maps.

ABOUT YOU

Ask a stronger student the questions and encourage a full answer. Encourage the class to ask some follow-up questions, e.g. *Who do you walk with? Where do you meet?* Ask the students to ask and answer the questions in pairs.

VOCABULARY AND READING

Transport

1 Ask the students to look at the photos and to try to name the transport before they look at the words. If you did the Warmer, ask them to try to match the photos with the words on their maps.

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Answers

The words are recorded for the students to check and repeat.
A car B taxi C train D bike E tram F bus G plane
H Underground I boat J coach

2 Read the first sentence and ask, 'What is it?'. Repeat this activity for sentence 2 and then ask the students to continue in pairs, where they take turns to read the sentence and give the answer.

Answers

1 train 2 bus 3 Underground 4 plane 5 bike 6 taxi 7 boat
8 coach 9 tram 10 car

BACKGROUND INFORMATION

London has an extensive public transport system. Most people use their contactless credit card or an Oyster card (a rechargeable electronic ticket) to pay for journeys. The London Underground has been called the Tube since 1890 because of the shape of its tunnels. The first ever double-decker bus (a bus with two floors or decks) was made in 1847 in the UK and it was drawn by horses. The River Thames is 346km and it passes through the centre of London where there's a fast and frequent boat service. Tramlink (a modern tram service) was introduced in 2000 in South London, where the streets are wider.

3 Ask the students to look at the words in Exercise 1 and guess which of these types of transport they can find in London (all of them). Next, ask them to read the text and underline all the transport words (but not to complete the gaps for now) (Paragraph 1: journeys, buses, boats, the Underground; Paragraph 2: travel, Tube, walk, lines, stations, journey; Paragraph 3: travel, double-decker; Paragraph 4: travel, journeys).

Then, ask them to read it again more slowly and complete the sentences. Check the meaning of *contactless card* by asking, 'Do you need to put your card inside a machine?' (*no, you just touch it – like a credit card in a shop*). Check *Tube* by asking, 'What's another word for the *Tube*? (*The London Underground*). Finally, check *double-decker* by asking, 'What's special about a double-decker bus?' (*it has two floors / you can go upstairs*).

118

Answers

The Reading text is recorded for students to listen, read and check their answers.
1 underground 2 bus 3 boat 4 tram 5 car 6 taxi 7 bike
8, 9, 10: coach, train, plane

4 Ask the students to read the sentences first in pairs and try to say if they are right or wrong before they read the text again. Ask them to underline the answers in the text. Encourage stronger students to correct the wrong answers.

Answers

1 ✓ 2 × (There are over 200 Underground stations.) 3 ✓
4 × (The trams are modern, fast and very quiet.)
5 × (Drivers know every part of London.) 6 ✓

5 Encourage the students to talk about all the photos and to say what they use each one for, e.g. *I use the bus to go to school. I ride my bike when I meet my friends.*

Answers

Students' own answers

GRAMMAR *because, and, but, or*

1 Build the gapped below sentence on the board with the class. Write the first part of the sentence and elicit the missing word (in brackets), then write the next part and elicit the next word, etc.:

I like travelling by bus _____ train … (and)

_____ I don't like travelling … (but)

by plane _____ by boat … (or)

_____ I get sick. (because)

Elicit the difference between the four words, if necessary in the students' L1. Encourage the students to change the sentence so it's true for them and invite some volunteers to write their sentence on the board. Next, ask the class to read the text about London again and underline all the examples of *because*, *and*, *but* and *or*. Then, ask them to complete Exercise 1.

Answers

1 or 2 because 3 and 4 but

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 First, ask the class to cover the right-hand column and try to make some sentences together as a class. Next, ask them to write four sentences using the sentence beginnings on the left before they compare their ideas with a partner. If time allows, ask the students to personalise their sentences. Copy the left-hand column onto the board and underline words students can replace with words of their own.

I drink lots of milk

I always walk to school

I often help my teacher

I want to be a doctor

Ask the students to write four sentences, three of which are true for them and one of which is a lie. You'll need to monitor closely to provide vocabulary. Phrases in the right-hand column may also need to be changed. In pairs, students listen to each other's sentences and try to guess which is a lie.

FAST FINISHERS

After fast finishers have compared their four sentences, ask them to write beginnings for the phrases they didn't use, e.g. if they haven't used *I like her* → *I always walk to school with Tanya because* ***I like her***.

Possible answers

I drink lots of milk because I like it / it's good for me.
I always walk to school because we don't have a car / I like it / I live in the same street.
I often help my teacher because I like her / I like helping people / she asks me.
I want to be a doctor because I like helping people / I'm good at science.

3 Point out that the students need to use *and*, *but* or *or* in the exercise and not *because*. Ask the students to do this exercise on their own and then to compare their answers with their partner before open class feedback.

Answers

1 or 2 and 3 but 4 or 5 but 6 and 7 but 8 or

4 Read out the example and complete number 1 as a class. Elicit a few suggestions encouraging the students to use a verb phrase, praising the most creative ones. Write them on the board and elicit any necessary corrections. Next, ask the students to continue on their own. When they are ready, they compare with a partner and decide on the best ones.

Answers

Students' own answers

MIXED ABILITY

Pair up a stronger student with a weaker student. The stronger student helps their partner with the meaning of the beginnings, and then encourages them to be creative with the ending and helps them to express this in English.

PRONUNCIATION Final /m/ and /n/ sounds

5 A final /m/ sound doesn't exist in many languages, so students may tend to use /n/ instead of /m/ or they may omit this last consonant completely. Begin by emphasising the /m/ sound and asking the students to repeat and then do the same with the /m/ sound. When the students listen to the recording, check that they are saying /m/ or /n/ clearly at the end of each word.

119 **Audioscript**

The words are recorded for the students to check and repeat.

film, London, museum, musician, plan, station, train, tram

COOLER

Play Mime, Draw or Description with the transport words in Exercise 1 on page 84. First, ask the students, in small groups, to write the words on slips of paper and place them face down in the middle. Ask the students to take the first slip of paper, read the word (but not show the others), and if available, shake a dice. If they get a 1 or 2, they must mime the word for the others to guess, if they get 3 or 4 they draw a picture, and if they get 5 or 6, they give a description. The game continues until they have done all the words. If you don't have dice, the others can tell the student what they should do, i.e. *Mime the word!*, *Draw a picture!* or *Give us a description!*

GRAMMAR *because, and, but, or*

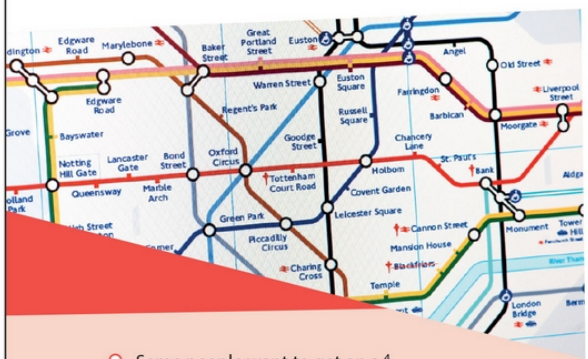
1 **Look at the sentences from the text. The words join two ideas to make a sentence.**

They're great because they have two floors.
Drivers know every part of London, but this transport can be expensive.
It's healthy and there are places to ride with no cars.
Information centres can tell you which station or airport is best for you.

Choose the correct words to complete the sentences.

1 We use *because* / *and* / *but* / *or* to give a different, possible idea.
2 We use *because* / *and* / *but* / *or* to give a reason.
3 We use *because* / *and* / *but* / *or* to give more ideas and information.
4 We use *because* / *and* / *but* / *or* to add a different and opposite idea.

GRAMMAR REFERENCE AND PRACTICE PAGE 151



- Some people want to get on a [4] _____. They can go to south London. They are modern, fast and very quiet and carry a lot of people around that part of London.
- It's possible to drive your [5] _____ in London, but it's very easy to use public transport.
- There are other ways to travel around London. You can get a [6] _____ on the street. Drivers know every part of London, but this transport can be expensive. People with more time can rent a [7] _____. It's healthy and there are places to ride with no cars. A great one is by the side of the River Thames and lots of people go there.
- Do you want to travel outside London? Then get a [8] _____ or a [9] _____ or a [10] _____. Information centres can tell you which station or airport is best for you.



2 **Use the table to make sentences with *because*. Compare your sentences with your partner.**

I always walk to school because it's good for me.

I drink lots of milk	because	I like her.
I always walk to school		I like helping people.
I often help my teacher		we don't have a car.
I want to be a doctor		I like it.
		it's good for me.
		I'm good at science.
		she asks me.
		I live in the same street.

3 **Complete the sentences with *and*, *but* or *or*.**

0 We can get a double-decker bus in the morning *and* travel on the Tube in the afternoon. We have time to do both!
1 Do you want to visit the Tower of London _____ go to Buckingham Palace? We only have time to see one famous place today.
2 I like visiting cities _____ I try and see all the famous places.
3 I love going out _____ I don't have a bike. I use my sister's.
4 We can go to the cinema _____ we can go shopping. Which would you like to do?
5 You can ask Sara to come to the park _____ please don't ask her brother. He isn't nice to me.
6 Can you get a Tube map, please? Oh, _____ don't forget to bring your contactless cards.
7 I've got your hat _____ I haven't got your gloves. Sorry!
8 I can come to your house now _____ we can meet in the park later. I don't mind.

4 **Complete the sentences with your own ideas using *because*, *and*, *but* or *or*. Remember to add another phrase and use a verb. Compare your sentences with your partner.**

0 I like watching films *and TV shows* .
1 Have you got a blue pen _____?
2 London is an interesting city _____.
3 I don't have a lot of time _____.
4 I want to ask all my friends to my party _____.
5 My mum helps me with my homework _____.
6 Would you like to get a sandwich _____?
7 There's a train at 5 o'clock _____.

PRONUNCIATION Final /m/ and /n/ sounds

5 **Say the words with your partner.**

film London museum musician
plane station train tram

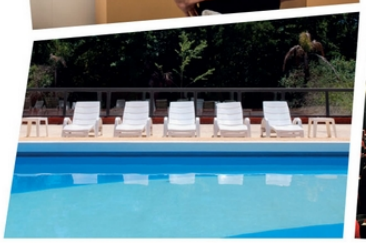
119 **Listen, check and repeat.**

VOCABULARY AND LISTENING

Phrases: going out









1 Anya wants to meet her friends at the weekend.

120 Listen to the four conversations and write the names in her diary. You don't need all the names.

Alex	Ali	Eva	Clara
Hugo	Poppy	Sara	

	morning	afternoon	evening
SATURDAY		Meet _____ at _____ inside the cinema.	Meet _____ at _____ at the juice bar.
SUNDAY	Meet _____ at _____ at the swimming pool.	Meet _____ at _____ outside the science museum.	



120 **2** Listen again and write the times in Anya's diary.

3 Talk to different people in your class. Use the conversations to help you.



4 Match the phrases 1–6 to the phrases a–k. There is more than one answer.

EP

1	go	**a**	a museum
2	go out with	**b**	at eight o'clock
3	go to	**c**	running
4	meet	**d**	a famous person
5	see	**e**	swimming
6	visit	**f**	shopping
		g	friends
		h	the park
		i	in the afternoon
		j	a restaurant
		k	a film

121 Listen, check and repeat.

TALKING POINTS

What do you like doing at weekends?
Where do you like going?

VOCABULARY AND LISTENING

Phrases: going out

WARMER

Ask the students, in small groups, to brainstorm the things they do with their families at weekends. Elicit one or two suggestions as a class and then give the students two minutes to list as many activities as they can. Monitor and provide vocabulary, e.g. *go shopping, go swimming, visit a museum, visit family,* and encourage students to explain any words they need, either in English or with gestures. During feedback, nominate students to call out activities.

120 **1** Ask the students to look at the photo of Anya and ask, 'What's she doing?' (*talking on the phone*) and 'Why do you think?' (*she's making plans with her friends*). Next, ask them to look at the photos at the top and describe the activities. If you did the Warmer, ask the students to match the photos to the activities. Next, ask them to look at the text and ask, 'What is it?' (*Anya's diary*) and 'What kind of information does Anya write in her diary?' (*her plans*). Next, ask them to read the instructions for Exercise 1 and ask, 'What are you going to write?' (*names*), 'Do you use all the names?' (*no, only four*) and 'Where do you write the four names?' (*in Anya's diary next to 'meet').* Point out that they will hear four conversations but that they won't hear Anya's plans in the same order as they appear in the diary. If necessary, pause after each conversation to give the students time to write their answers.

Answers

Saturday afternoon: Ali
Saturday evening: Clara
Sunday morning: Poppy
Sunday afternoon: Alex

MIXED ABILITY

Support the weaker students by telling them the order in which they'll hear Anya's plans (*Saturday afternoon, Sunday morning, Sunday afternoon, Saturday evening*).

120 **2** Encourage the students to try to complete the times before they listen again. If necessary, revise the times with the class before they listen again. With a weaker class, play the recording for a third time. Pause it after the time is given, ask the students to repeat and write down the time. Encourage stronger students to use this opportunity to write down any extra information, for example where exactly they're going to meet, how they are going to travel there, etc.

Answers

Saturday afternoon: 2.30/half past two
Saturday evening: 6.15/quarter past six
Sunday morning: 9.45/quarter to ten
Sunday afternoon: 3.00/three o'clock

» AUDIOSCRIPT TB PAGE 275

3 Ask, 'What do Anya and Ali say at the start of conversation 1?'. Elicit and write on the board: *Hi …! How are you? Fine, thanks.* Ask if they know any other responses to the question *How are you?* Write suggestions on the board. Play the recording again for the students to check which of their suggestions are mentioned and to note down any other questions and answers they hear (*Yeah, I'm great. How are you doing? I'm good, thanks. I'm great. I'm good, too).* Ask the students to stand up and to talk to as many different people as possible. Remind them to use the expressions in the conversations under Exercise 3.

Answers

Students' own answers

4 First, ask the students to cover the phrases 1–6, read a–k and try to think of a suitable verb for each one. Then, ask them to look at 1–6 and match them, pointing out that there may be more than one possible answer.

121 **Answers**

The answers are recorded for students to check and then repeat.
1 go running (c), go swimming (e), go shopping (f) 2 go out with friends (g) 3 go to a museum (a), go to the park (h), go to a restaurant (j), go to a film (k) 4 meet at eight o'clock (b), meet a famous person (d), meet friends (g), meet in the afternoon (i) 5 see a famous person (d), see friends (g), see a film (k) 6 visit a museum (a), visit friends (g)
Note: Although *go out with* or *visit a famous person* are correct, students are less likely to use these collocations when talking about their own experiences.

FAST FINISHERS

Ask fast finishers to do this activity in pairs before they listen and repeat. Student A closes his/her book. Student B says words/phrases from the right-hand column, in random order, and Student A gives all possible verb collocates. Then, they switch roles. Student A says a verb and Student B tries to remember all collocates from the right-hand column.

TALKING POINTS

Encourage the students to use the verb phrases in Exercise 4 to answer these questions. Also encourage them to say what they don't like doing. Tell the students they should try to find at least four things they have in common. This will give students a reason to listen to each other.

» VOCABULARY WORKSHEET UNIT 14

GRAMMAR *Let's …, Shall we …?*

1 Focus students on the table. Concept check by asking the following questions: 'Do we use *let's* … and *shall we …?* for making suggestions or for telling someone our plans?' (*making suggestions*) and 'Do we use a question mark with *let's* or with *shall*?' (*shall*). Focus on form and establish that both structures are followed by the bare infinitive.

Answers

1 Let's 2 Shall we 3 Shall we 4 similar

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Ask the students to read the conversation first without writing and ask if they can remember what goes in the spaces. Next, ask them to try to complete the conversation in pairs using the suggestions and replies in the table in Exercise 1. Play the recording so they can check their ideas and write down the correct answer (the relevant part of the conversation is in Conversation 2). Then, in preparation for Exercise 3, play the recording again and ask the students to repeat with the correct intonation.

120

Answers

The conversation is printed on TB page 275 as part of Track 120.

1 Let's 2 I can't 3 Shall we 4 Yes, that's a good idea

3 Ask the students in pairs to repeat the conversation as it appears in Exercise 2 a few times, before substituting times and places. Then, ask them to change pairs and do it again.

Answers

Students' own answers

4 First, ask the students to copy an empty diary grid into their notebooks with the row and column headings (i.e. Saturday, Sunday, morning, etc.). Next, ask the students to look at the adverts. Ask them to choose two of them and write them in their diary with the time.

Answers

Students' own answers

5 First, ask the students in pairs to practise the model conversation on SB page 125. Next, ask the students to stand up and make plans with at least three other students and then to write down their plans in their diary.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 14

WRITING

1 Ask the students to look at the text and ask, 'What is it?' (*an email*), 'Who is writing?' (*Jason*) and 'Who is reading?' (*Juan*). Next, ask them to read it and answer the question and then underline the connectors.

Answers

Next weekend
Hi Juan,
Thanks for your email. I am very happy about your visit. We can do lots of things when you come. In the morning, we can go to the park because it's near my house and we can meet my friends in the shopping centre in the afternoon. In the evening, we can see a film or some music. I hope you like my ideas, but please tell me what other things you like doing and we can do them, too.
See you next weekend.
Jason

2 Tell the students that their new friend from another country is coming to visit them next weekend. In pairs, encourage them to write down some activities they can do together using the phrases from Exercise 4 on page 86. Next, ask them to read the email from Jason again and underline expressions they can use in their own email. Then, ask them to write an email on their own.

Answers

Students' own answers

COOLER

Divide the class into three groups for a class competition. Instruct one group to say *Bing!* loudly when they know the answer, instruct the second group to say *Bong!*, and ask the third group to invent a sound. Say a word or phrase from the right-hand column of Exercise 4 on page 86, encourage the teams to make their sound if they know a verb that collocates with it, and then invite them to give the answer. Record the points on the board.

GRAMMAR *Let's …, Shall we …?*

1 **Complete the table with *Let's* or *Shall we*.**

1	meet on Saturday. go to the cinema.	Yes, that's a good idea. I'd love to. Sorry, I can't.
2	visit Bruno? go shopping?	

Now choose the correct words to complete the sentences.

3 We use a question mark after *Let's* / *Shall we*.
4 *Let's* and *Shall we* have *different* / *similar* meanings.

» GRAMMAR REFERENCE AND PRACTICE PAGE 151

2 **Complete this part of Anya's conversation with Poppy. Use the Grammar box to help you.**

Anya: [1] _____ go swimming on Saturday.
Poppy: Oh, sorry [2] _____ go on Saturday but Sunday morning's OK.
Anya: That's OK for me, too.
Poppy: [3] _____ meet at the swimming pool?
Anya: [4] _____. At quarter to ten?

120 **Listen and check.**

3 **Practise the conversation in Exercise 2 with your partner. Change the times and places.**

4 **Make a diary like Anya's. Then look at the adverts and choose two activities. Write the activities and times in your diary.**

5 **Talk to three friends. Make plans for Saturday and Sunday. See page 125 for an example conversation.**



WRITING

1 **Read the email from Jason to his new friend Juan. When is Juan's visit?**

Hi Juan,

Thanks for your email. I am very happy about your visit. We can do lots of things when you come. In the morning, we can go to the park because it's near my house and we can meet my friends in the shopping centre in the afternoon. In the evening, we can see a film or listen to some music. I hope you like my ideas, but please tell me what other things you like doing and we can do them, too.

See you next weekend.

Jason

Read the email again and underline *because*, *and*, *but* and *or*.

2 **Now write an email to your new friend and give ideas for things to do when he/she visits. Remember to use *because*, *and*, *but* or *or* in your email. Use the email from Jason and the phrases in the box to help you.**

go go out with go to meet
see visit







CULTURE

MUSEUMS AROUND THE WORLD

FACTFILE **Museums around the world**

We can find museums in countries all over the world. There are museums for all types of people: museums about animals, sport, art, culture, science, the past and lots more.

Here are four great museums, in four different English-speaking countries. Young people everywhere can enjoy them:

- ★ the Hockey Hall of Fame
- ★ Questacon
- ★ MOMA
- ★ the Natural History Museum

1 **Work in pairs. Discuss the questions.**

1 Which adjectives do you think of when you hear the word 'museum'? Tick (✓) them.

beautiful boring cheap exciting
expensive interesting new old

2 Is there a museum near where you live? What type of museum is it?
3 How often do you visit museums? Often, sometimes or never?
4 Do you like visiting museums? Why / Why not?

2 **Look at the photos on the web page and the names of the museums in the Factfile. Which museums do you *think* are in the text? Tick (✓) them.**

A science museum ☐
A history museum ☐
An art museum ☐
A sports museum ☐
A toy museum ☐

3 **Read the web page quickly. Were your answers in Exercise 2 correct?**

122







I'm Karen. I'm from Canada. My favourite museum in Canada is the Hockey Hall of Fame. It's a museum about ice hockey. Ice hockey is Canada's national winter sport! The museum is in Toronto. I really like this museum because I love sport. My favourite thing is Shoot Out. You play ice hockey with a famous hockey player. It isn't a real person. It's the size of an adult and it's on a computer. It's cool!

I'm James. I'm from Australia. My favourite museum in Australia is Questacon. It's a museum about science and technology. Questacon is in Canberra, the capital city of Australia. I like this museum because I love science. You can do experiments. But my favourite activity is robot hockey. You can play air hockey. You play against a robot. It's awesome!

I'm Matt and I'm from the USA. My favourite museum in the USA is MOMA (Museum of Modern Art). That's right, it's a museum of art and it's in New York, the biggest city in the USA. I like this museum because I love modern art. My favourite activity is the Art Passport. You draw pictures and answer questions when you visit the museum. It's great!

CULTURE

Learning Objectives

- The students learn about some museums around the world.
- In the project stage, they make a poster about a museum in their country and present it to other students.

Vocabulary

play ice hockey do experiments play air hockey draw pictures answer questions visit the museum

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Famous museums around the world

BACKGROUND INFORMATION

The Hockey Hall of Fame: the National Hockey League set up The Hockey Hall of Fame, a memorial to ice hockey in 1943, although it didn't open in Toronto, Canada until 1961. In its first year, there were over 750,000 visitors. In the museum, visitors can watch films in 3D, see the world's largest collection of hockey memorabilia and also play hockey against animated versions of some of the world's greatest hockey players. There are now around 300,000 visitors every year.

Opened in 1988, **Questacon** is the National Science and Technology Centre in Canberra, Australia, where visitors (around 500,000 a year) can experience over 200 hands-on exhibits in eight interactive galleries. There is also an outdoor science garden. The current building was a present from Japan to Australia for its 200th birthday.

MOMA (**the Museum of Modern Art**), in Manhattan, New York, houses a large collection of modern and contemporary art. The first museum opened in 1929 and moved to its present location in 1939. It began with eight prints and one drawing and it now has over 200,000 paintings, sculptures, drawings, prints and photographs. It also has a large library and archive.

The Natural History Museum in London is a large free museum, although visitors need to pay for some of the temporary exhibitions. When it first opened in 1881, it was a collection of animal and human skeletons and dried plants. Today, it has over 70 million botanical items, 55 million animal exhibits, 9 million relics from archaeological sites and 500,000 rocks and minerals.

WARMER

Write *E M M S S U U* on the board and challenge the students to make as many words of two letters or more as they can from these letters. Write their ideas on the board. Next, point out they can also make a word from all the letters (*museums*) and, if necessary, give them the first (and second) letter to help them. Then, brainstorm a list of museums in the students' town and/or capital city onto the board. In small groups, ask them to rank them in order of preference. Leave this list on the board for Exercises 1 and 2.

1 Books closed. Ask, 'What do you think of museums?', elicit some adjectives and ask the students to write down three adjectives for themselves. Books open. Ask them to compare their three adjectives with the words in the box. Check the students understand the meaning of these adjectives by asking them to find the opposites and then ask them, in pairs, to tick the words they agree with. Next, ask the pairs to take turns to ask and answer questions 2–4. Encourage them to answer the *Why / Why not?* question in 4 by using some of the adjectives.

Answers

Students' own answers

2 If you did the Warmer, point to the list of museums on the board and ask, 'What type of museum are they?' (e.g. *history, science, art*) or 'What different types of museums are there?'. Brainstorm a list onto the board. Ask the students to read the factfile and check their ideas. Next, ask, 'Do you know the museums in the factfile?' and 'What types of museum do you think they are?'. Then, ask them to look at the web page (but not to read it for now) and ask, 'How many museums are you reading about?' (*three*). Ask them to look at the photos and, in pairs, tick the museums they think are in the text. Encourage them to also guess the name of the museum using the names in the factfile.

Answers

Students' own answers

3 Ask the students to read the web page and check their answers to Exercise 2.

Answers

Text 1 – A sports museum Text 2 – A science museum
Text 3 – An art museum

4 Ask the students to look at the table and ask, 'What type of museum are the first three?' (*a sports museum, a science museum and an art museum*). Encourage them to try to complete the table first before they read it again. Point out that they should leave the fourth column blank for now.

FAST FINISHERS

Ask the fast finishers to choose a museum in their own country and complete the table for it. When the others are ready, they read out their information without the name of the museum for the others to guess the name.

Answers

Name of Museum	Hockey Hall of Fame	Questacon	MOMA
Country	Canada	Australia	the USA
City	Toronto	Canberra	New York
Type of museum	sports museum	science and technology	modern art
Fun activity	Shoot Out – ice hockey with a famous hockey player	robot hockey	Art Passport

122 The Reading text is recorded for students to listen and read.

5 Ask the students to try to match the verbs in the box to the phrases first. Encourage them to do it by elimination, e.g. they know that *play* goes with the two sports (*ice hockey* and *air hockey*). Next, ask them to compare their answers with a partner before checking answers on the web page.

MIXED ABILITY

Write the phrases on the board. Encourage stronger students to close their books and try to think of a suitable verb for each one. Then, ask them to first check their ideas with the words in the box in Exercise 5 and then with the highlighted words in the text. If they finish very quickly, ask them to find some more verb + phrase combinations in the text.

With weaker students, ask them to look at the highlighted words first in the text and to circle the verb and underline the phrase. Check they understand the meaning by asking them to mime the different activities. Next, ask them to try to memorise these combinations and then finally, ask them to try to complete Exercise 5 without looking.

Answers

1 play 2 do 3 play 4 draw 5 answer 6 visit

123 6 Ask the students to look at the photo and ask, 'What type of museum is it?' and 'What can you see there?'. Encourage the students to make sensible guesses. Then, ask them to guess the answers to the two questions before playing the recording.

Answers

1 Because she loves animals.
2 Because the museum is free; you don't pay any money.

123 7 Ask the students, in pairs, to try to complete the fourth column in the table before they listen again. If necessary, pause the recording after each answer is given and allow the students time to write down their answer.

Answers

Country	England
City	London
Type of museum	natural history

» AUDIOSCRIPT TB PAGE 276

TALKING POINTS

Ask the students to read the questions, look at the table and think about their own answer for a short time. Allow weaker students to write down their answers first. Encourage the students to ask and answer the questions in small groups.

PROJECT ***A poster about a museum***

Ask the students to read the instructions in bold in the first paragraph and ask, 'What are you going to make?' (*a poster*), 'What about?' (*a museum*) and 'Where?' (*in my country*).

First, put the students into pairs or small groups and ask them to agree on a museum. Ask them to copy the table in Exercise 4 and complete it for their chosen museum. Then, ask them to add another row *Why we like it* and to complete the information.

Next, give them time to organise and make their poster. They should decide whether to include photos or pictures. When the groups are ready, display the posters on the wall.

Ask the students to read the instructions for the presentation and allow them time to prepare. Remind them that everyone should take turns to speak. During the presentations, ask the others to think of questions to ask. Then, ask groups to take turns to ask and answer questions about each other's museums.

PROJECT EXTENSION

Tell the students that they are going to organise a class trip to the museum. They'll need to do some online research to find out the opening hours, the price, what the students can do there, whether they can eat there and any other important information. With stronger groups, ask them to produce a short worksheet that the students will need to complete when they visit the museum.

11 **CULTURE VIDEO: Famous museums around the world**

When the students have completed the lesson, they can watch the video and complete the photocopiable worksheet.

COOLER

Divide the class into two teams. Team A says an adjective and Team B has to say the opposite (or near opposite). If they get it right, they get a point. Team B then says an adjective and Team A says the opposite. If a team gets it wrong, the other team wins the point. The first team to 10 is the winner.

4 Read the web page again. Complete the table for the first three museums.

Name of museum	Hockey Hall of Fame	Questacon	MOMA	Natural History Museum
Country	.....	Australia	.....	.....
City	Toronto	.....	.....	.....
Type of museum	.....	.....	modern art	.....
Fun activity	.....	.....	.....	the Dinosaur Trail

5 Complete the phrases with the verbs.

answer do draw play play visit

1 _____ ice hockey
2 _____ experiments
3 _____ air hockey
4 _____ pictures
5 _____ questions
6 _____ the museum

Now check your answers. Look at highlighted words on the web page.

123 **6** Listen to Beth. She is giving a presentation about her favourite museum. Answer the questions.

1 Why does she like this museum?
2 Why can anyone visit this museum?



Natural History Museum, London

123 **7** Listen to Beth again. Complete the table in Exercise 4.

TALKING POINTS

Which museum in the table is your favourite?
Why do you like this museum?

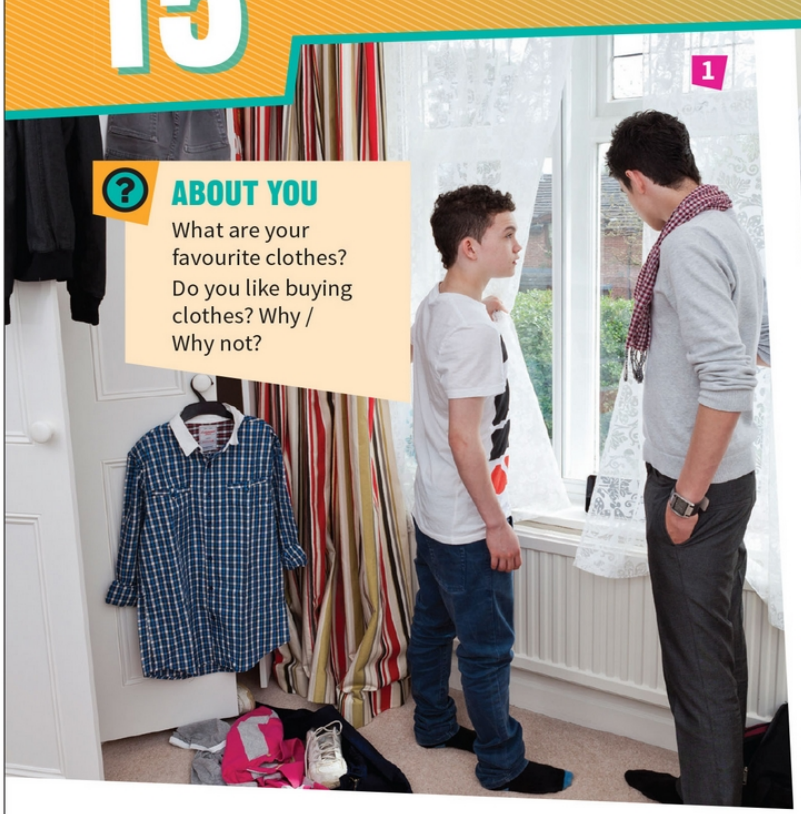
PROJECT *A poster about a museum*

In pairs or small groups, make a poster about a museum in your country. Use photos or draw pictures on your poster. Remember to write:

- the name of the museum
- where it is
- what it is
- why you like it
- what you can do there

Finally, present your museum poster to the class. Take turns to talk. One person says the name of the museum, where it is and what type of museum it is. Another person says why they like the museum. Another person says what you can do there.

15 WHAT SHALL I WEAR?







ABOUT YOU

What are your favourite clothes? Do you like buying clothes? Why / Why not?

VOCABULARY AND LISTENING

Clothes

1 Look at the photos 1–3. What do you think is happening?

124 Listen and check.

124 **2** Listen again and choose the correct words to complete the sentences.

1 There are some photographers *outside the house* / *at José's hotel*.
2 Paolo *knows* / *doesn't know* how to help José.
3 Joelle *can find some* / *can't find any* clean clothes in Paolo's bedroom.
4 Paolo *likes* / *doesn't like* wearing José's clothes.
5 José *likes* / *doesn't like* wearing Paolo's clothes.

125 **3** Look at the photos A–J. Listen and repeat.

EP **4** Look at the photos 1–3 again. What are Paolo, José, Rosa and Joelle wearing?

5 What are you wearing today? What's your friend wearing?



15 WHAT SHALL I WEAR?

Unit Overview

TOPIC	Describing people
VOCABULARY	Clothes
AND LISTENING	A conversation about wearing clothes
GRAMMAR	Plurals: spelling
PRONUNCIATION	Plurals
VOCABULARY	Phrases: people
AND READING	Describing people and their clothes
GRAMMAR	Describing people
SPEAKING	Describing your carnival clothes

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 152; TB page 246
WORKBOOK: pages 64–67
VIDEO AND VIDEO WORKSHEET: Clothes
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 15; Vocabulary worksheet Unit 15
TEST GENERATOR: Unit test 15

WARMER

Write the unit title *What shall I wear?* on the board and ask, 'What is this unit about?' (*clothes and describing people*). Draw a body on the board under the title. Invite a volunteer to come to the board, draw an item of clothing onto the body, and label it. Check the spelling and invite a few more students to do the same. Then, ask the students to copy the picture in pairs or threes and continue the activity. Monitor closely and check the spelling. Display the pictures and ask the class to vote on the best three.

ABOUT YOU

Invite two stronger students to come to the front and model some good answers. Encourage them to ask *Why / Why not?* Next, ask the students to take turns to ask and answer the questions in pairs.

VOCABULARY AND LISTENING

Clothes

124 **1** Ask the students to look at the photos and say who they can see. Ask them to look at number 1 and ask, 'What are José and Paolo doing?', 'Who or what can they see?', 'What are they doing in the next two photos?' and 'Why?'. Then, play the recording for the students to check their ideas.

Answers

Photographers are waiting for José outside the house, so he is going to wear Paolo's clothes so they don't recognise him.

124 **2** Ask the students to read the sentences in pairs and to try to choose the correct words before they listen again. With a weaker class, play the recording for a third time and pause it after each answer is given. Encourage stronger students to use this third listening to try to answer the question *Why?* about each sentence, e.g. *Why are there photographer's outside José's hotel?*

Answers

1 outside the house 2 knows 3 can find some 4 likes 5 doesn't like

» AUDIOSCRIPT TB PAGE 276

3 Play the recording a few times and encourage the students to repeat the words in time with it. In preparation for Exercise 4, give them one minute to look at the photos and try to remember as many words as they can. Then, ask them to close their books. Say simple definitions, e.g. 'You can wear it on your head' and elicit the correct clothes word (*hat*). Repeat a few times with different words.

125 **Audioscript**

The words are recorded for the students to listen and repeat.

A dress B jeans C shoes D skirt E jacket F trousers G digital watch H glasses I shirt J T-shirt

4 Ask the students to look at the three photos at the top of the page again and say which items from Exercise 3 each person is wearing or holding.

Answers

Paolo wears jeans, a T-shirt, a jacket and a digital watch; José wears trousers, a T-shirt and a digital watch; Joelle wears a skirt and shoes; Rosa wears a shirt and is holding glasses.

FAST FINISHERS

Ask fast finishers to name all the other clothes in the photo story, too. If available, ask them to use a dictionary (paper or online) to help them. When the others are ready, encourage the fast finishers to teach the others their new words.

5 If necessary, remind students to use *a/an* with singular words, e.g. *I'm wearing a dress* but not with plurals, e.g. *I'm wearing trousers*. Encourage them to describe the colour, size (small, big, long, short) and age (old, new) of each item. To make the activity more communicative, the students can take turns to describe what someone is wearing in the class without saying their name. Their partner guesses who it is.

Answers

Students' own answers

GRAMMAR Plurals: spelling

Books closed. On the board write these words in three columns: *coat, watch, party* and then write the plurals underneath each one. Ask, 'How do we write plural nouns?'. Elicit that we usually add *-s* or *-es* to the noun, but when a word ends with a consonant + *-y*, the *-y* changes to *-ies.* Next, ask 'When do we use *-es*?' (*when a noun ends in 'ch'*). Also point out we add *-es* to the noun when it ends in *-sh*, *-s*, *-x* or *-z*. Books open. Give the students a minute to look at the Grammar box. Point to the first column of the table. If necessary, explain that the word *jeans* is a plural noun and the form *jean* doesn't exist.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

1 Ask the students to use the table to help them do this. Then, invite volunteers to write the plural form in the correct column on the board. Check their spelling carefully.

Answers

1 bodies 2 dictionaries 3 skirts 4 waiters 5 addresses 6 houses 7 museums 8 doctors 9 drinks 10 cinemas 11 sentences 12 sandwiches 13 universities 14 shops 15 movies

PRONUNCIATION Plurals

2 Play the recording twice and ask the students to practise the pronunciation of the words in the table. If necessary, remind them that when we add an *-s* to a word, the word keeps the same number of syllables, e.g. *body* (two syllables) – *bodies* (two syllables). However, when we add *-es* to form a plural, the *-es* is pronounced as an extra syllable, e.g. *address* (two syllables) – *addresses* (three syllables).

126 **Audioscript**

The words are recorded for students to repeat.

/s/: coats, cakes

/z/: shoes, jeans

/ɪz/: watches, dresses

127 3 Play the recording, pausing after each word. Give the students some time, in pairs, to agree which sound they have heard, and to copy the word in the right column. Then, play Track 128 to check the answers. Play the recording for students to repeat the words.

128 **Answers**

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

/s/: drinks, shirts, shops, skirts

/z/: cinemas, doctors, museums, waiters

/ɪz/: addresses, houses, sandwiches, sentences

4 Encourage the students to look at the two pictures and ask, 'Are they the same?' (*no*). Next, ask a pair of students to read the dialogue for the class, and encourage them to describe one more difference between pictures A and B. Then, ask the students to continue in pairs. Go around the class checking that they are using *there is* and *there are*.

Answers

Students' own answers (but see possible answers in Exercise 5)

5 Give the students five minutes to write their sentences. If necessary, list all the nouns that the students should write about on the board: *guitar*, *T-shirt*, *picture*, *shoe*, *glasses* and *computer.*

Possible answers

In picture A, there's one guitar and in picture B, there are two guitars.
In picture A, there are two T-shirts and in picture B, there are four T-shirts.
In picture A, there are five pictures and in picture B, there are eight pictures.
In picture A, there are three shoes and in picture B, there's one shoe.
In picture A, there are no glasses and in picture B, there's a pair of glasses.
In picture A, there's a computer and in picture B, there are two computers.

TALKING POINTS

12 After the students have completed the video activities on the photocopiable worksheet, ask them to read the questions and ask, 'What's different about question 1?' (*It's in the present continuous and the others are in the present simple.*). Ask the students to ask you the questions and model a full answer. Encourage the students to ask you for more words for clothes where necessary.

MIXED ABILITY

Allow weaker students to write down their answers first making sure they write *I'm wearing* for the first question *and I wear* for the others. Encourage the stronger students to write some more *What do you wear when …?* questions. When the others have finished, reorganise the groups so that these students can ask the others their questions.

COOLER

Organise the class into groups of five or six students. Ask each student to put an item of clothing on the table in front of them. This could be a jacket, a jumper, a pair of glasses, etc. Ask them to try to remember which item belongs to whom. Choose one student from each group and ask them to leave the room for 10 seconds so that the rest of the class can put on one of the items on the table. Let the students who are outside enter the classroom. Ask them to look at the members of their group, and encourage them to spot the differences, for example *Laura is wearing Carla's jacket.*

GRAMMAR Plurals: spelling

always plural	add *-s*	add *-es*	change *-y* to *-ies*
clothes jeans trousers glasses	coat → coats shoe → shoes hotel → hotels cake → cakes	watch → watches dress → dresses box → boxes	party → parties factory → factories

GRAMMAR REFERENCE AND PRACTICE PAGE 152

1 **Look at the table in the Grammar box. Write the plural of the words.**

0 shirt *shirts*	**6** house	**12** sandwich
1 body	**7** museum	**13** university
2 dictionary	**8** doctor	**14** shop
3 skirt	**9** drink	**15** movie
4 waiter	**10** cinema	
5 address	**11** sentence	

PRONUNCIATION Plurals

126 **2** **Listen to the words in the table and repeat.**

/s/	/z/	/ɪz/
coats cakes	shoes jeans	watches dresses

127 **3** **Now listen and write the words in the table.**

addresses cinemas doctors
drinks houses museums
sandwiches sentences shirts
shops skirts waiters

128 **Listen and check. Then repeat.**

4 **Talk about the differences between pictures A and B with your partner.**

A: *In picture A, there's one laptop and in picture B, there are two laptops.*
B: *Oh yes! You're right!*

5 **Write six sentences about the differences in the pictures.**





TALKING POINTS

12 **Watch the video. Ask and answer the questions with a partner.**

What are you wearing?
What do you wear to school?
What do you wear when it rains?
What do you wear when it's hot?
What do you wear to a party?



VOCABULARY AND READING

Phrases: people

1 **Look at the picture. The people are going to a carnival. What are they wearing? Use the words in the boxes to make sentences.**

Adjectives	Colours	Nouns
little long	blue red yellow white	coat dress hat shirt skirt trousers

Person A is wearing a long blue skirt and a white shirt.

2 **Match the words and phrases to the people in the picture.**

EP

beautiful eyes big ears a brown beard
dark hair fat long hair old
a red nose short short hair slim
tall young

3 **Read the messages about the picture. Complete the sentences.**

Mike's mum is person ___.
Mike's dad is person ___.
Mike's uncle is person ___.
Mike's aunt is person ___.

4 **Complete the sentences with words from the conversation.**

1 Mike's mum is wearing a long blue _____ and a white _____.
2 She's got long dark _____.
3 She's _____.
4 Mike's dad's got a big red _____ and red _____.
5 Mike's uncle is wearing a red _____.
6 He's got a big _____.

129

Mike: Freddie, look at this photo of me and my family! We're at the bus stop on our way to the carnival.

Freddie: That's so funny! What great costumes you're all wearing. Are your parents there?

Mike: Yes, of course! Can't you see them?

Freddie: I'm not sure. No, wait! Don't tell me. I know your mum's tall and slim. Is she the one wearing the red dress?

Mike: No, that's my aunt.

Freddie: Ahh … is she wearing a long blue skirt and a white shirt? And has she got long dark hair?

Mike: That's right.

Freddie: Yeah, I can see her! And what about your dad?

Mike: Don't ask! He's got a big red nose and red hair. He always chooses a terrible costume.

Freddie: Oh dear! Yes, it's not good, is it? And who's the one wearing the red jacket? He looks great.

Mike: Has he got big ears or a big beard?

Freddie: A big beard.

Mike: That's my uncle. I don't know who the other one is!

VOCABULARY AND READING

Phrases: people

WARMER

On the board write: *What do you wear to go to school / to go to parties / on a hot day / on a cold day / to go out for dinner with your family / to go to a carnival*?*

*For more information about carnivals, see Background information below.

Organise the class into pairs (preferably different from the previous lesson). Ask each student to interview their partner. After they finish, elicit the items of clothing they mentioned.

BACKGROUND INFORMATION

Carnival (Carnaval or Carnivale) is a Western Christian and Greek Orthodox festival which finishes on Shrove Tuesday. The next day, Ash Wednesday marks the beginning of Lent: the period of 40 days leading up to Easter. Originally, Carnival was a festival of food, because it was the last time people could eat large quantities of food. People believe that the word *Carnaval* comes from the Latin expression *carne vale* which means 'farewell to the meat'. Carnival typically involves street parades, parties and entertainment, with participants wearing elaborate costumes and masks. The Venice Carnival is one of the oldest in Europe and the Rio Carnival in Brazil is the biggest carnival in the world. The Notting Hill Carnival has taken place every year in London in August since 1966. Organised by members of Britain's West Indian community, around one million people take part in it. In North American English, *carnival* is another word for a travelling funfair or circus.

1 Ask the students to look at the picture and ask, 'Where are the people going?' (*a carnival*). If appropriate, invite a brief class discussion on carnivals by asking: 'Have you got carnivals in your country?', 'When?', 'Where?', 'Do you go?' and 'What do you wear?'. Then, introduce some of the information from Background information above by asking questions, e.g. 'Where's the biggest carnival in the world?', 'When is it?', 'What do people wear?' and 'Is there a carnival in London?'.

Next, ask the students to work in pairs to describe the people at the carnival. Ask a volunteer to read out the example and encourage them to use *Person [A] is wearing* + *a/an/-* + the words in the box (noun phrases). Point out the order of the noun phrases: *adjective* + *colour* + *noun*. Then, check the answers as a class.

Possible answers

Person A is wearing a long blue skirt and a white shirt.
Person B is wearing a long red dress.
Person C is wearing blue trousers and a red and white shirt.
Person E is wearing blue trousers, a red jacket and a blue shirt.
Person F is wearing a yellow hat and a yellow skirt.
Person G is wearing a red coat, purple trousers and a black and yellow hat.
Person H is wearing purple trousers.
Person I is wearing a long coat and brown trousers.

2 Revise the names of the parts of the body, paying particular attention to *hair*, *eyes*, *ears*, *nose* and *beard*. Then, check the pronunciation of the words and phrases in the box by asking the students to listen to you and repeat. Then, ask them to match the words and phrases to the pictures.

Possible answers

beautiful eyes – Person F, big ears – Person E, a brown beard – Person G, dark hair – Person A, B, D and H, fat – Person D, long hair – Person A, old – Person G, a red nose – Person C, short – Person H, short hair – Person D and H, slim – Person A, B, C, E, F, G, H and I, tall – Person C, D, G and I, young – Person H

3 Ask the students to read the incomplete sentences about Mike's family and to try to guess which person in the picture they are. Next, ask them to read the messages and find each person in the picture.

Answers

Mike's mum is person A.
Mike's dad is person C.
Mike's uncle is person G.
Mike's aunt is person B.

129 The Reading texts are recorded for students to listen and read.

4 First, ask the students in pairs to read the sentences and ask, 'Who do the sentences describe?' (*sentences 1–3 describe Mike's mum and sentences 4–6 describe Mike's dad*). Next, ask them to try to complete the sentences. Then, ask them to read the messages again and check their ideas.

MIXED ABILITY

With weaker students, point out there is one word (a clothes word or a body word) missing in each space. Use the recording to help them. Play the recording and ask them to read and listen to the messages. Pause the recording after each answer is given and help them find the correct answer together. Allow stronger students to work at their own pace reading the messages to find the correct answer. Then, when they are ready, ask them to find a partner and to write a short message exchange between Mike and Freddie about a different person in the picture. Encourage them to make up any necessary information about this new person, e.g. *This person is Mike's football coach.* When the others are ready, they read their messages in pairs for the others to find the correct person.

Answers

1 skirt, shirt 2 hair 3 tall/slim 4 nose, hair 5 jacket 6 beard

» VOCABULARY WORKSHEET UNIT 15

GRAMMAR Describing people

1 Explain that we can use all three verb forms in the table to describe people, but we use each one for a different thing. Tell the students to look at the example words and ask, 'When do we use *have got*?' (*to talk about eyes, hair and facial features*), 'When do we use *am*, *are* or *is*?' (*with adjectives*) and 'When do we use *am*, *are* or *is wearing*?' (*to talk about clothes*). Point out that the contracted form *'s* may mean either *has* or *is*. Ask the class to complete the chart before checking as a class.

Answers

has got: dark hair, short hair, long hair, a brown beard, a red nose, beautiful eyes, big ears
is: tall, short, slim, fat, young, old
is wearing: a long skirt, a red T-shirt, a white coat, a red dress, a little hat, yellow trousers, blue trousers

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Remind the class that *'s* is the contracted form for both *has* and *is*. Ask the class to look at the example and ask 'How do we know the answer is *is*?' (*because we're describing things using adjectives*) Do question 1 as a class and ask, 'How do we know it's *is*?' (*because we're talking about clothes using 'be wearing'*). If necessary, do question 2 together and ask, 'How do we know it's *has*?' (*because we're talking about our possessions using 'have got'*). Ask the students to complete the exercise and then check their answers in pairs.

Answers

1 is 2 has 3 is, has 4 has 5 is

3 Allow the students some time to think about their descriptions first using the correct verb (*be* or *have*) and the words in this lesson. Allow them to write down their description if they want. Then, ask them to read the example first and then do the same with their partner.

FAST FINISHERS

In pairs, fast finishers take turns to tell their partner who to describe (with no preparation this time). They describe the person but include three factual mistakes for their partner to correct.

Answers

Students' own answers

4 To make sure that the students describe different people, first ask them write their name on a slip of paper. Collect in the paper and hand out a name to each student (make sure no students get their own name). Ask them to write three sentences about the person. Encourage them to use adjectives to describe both their body and their clothes. Next, ask volunteers to read out their sentences for the others to guess who it is.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 15

SPEAKING

1 Ask the students to read the instructions and ask, 'Where are you going?' (*a carnival*) and 'What are you wearing?' (*carnival clothes*). When the students draw their pictures, encourage them to illustrate them with clothes and adjectives from this unit (e.g. a red nose, a brown beard). Allow the students about two minutes to draw their pictures. With a weaker class, it may be necessary for you to draw a picture of yourself going to a carnival in carnival clothes to show them. Then, use this picture to demonstrate Exercise 2 and then Exercise 3.

Answers

Students' own answers

2 Organise the students into A/B pairs. Give two or three minutes for Student A to describe their picture and for Student B to draw it. Then, ask the students to swap roles and repeat the activity. If necessary, demonstrate this activity by describing your example picture in Exercise 1 to the class and asking them to draw it, before they do this activity in pairs.

Answers

Students' own answers

3 Ask the students to compare the pictures and say what is the same and what is different using *and*, *but*, *or*, *also* and *too*. When the pairs have finished, put their pictures on the classroom walls and encourage the class to describe them to each other.

Answers

Students' own answers

COOLER

Tell the students they're going to have a fashion show. Invite volunteers to come up to the front in pairs and to walk up and down like fashion models. The others, in pairs, take turns to describe the models, e.g. *Maria is wearing a beautiful blue shirt and some lovely black trousers.* Then, repeat the activity using another pair as models.

GRAMMAR Describing people

1 Copy the table into your notebook. Then complete it with the words and phrases from Vocabulary Exercises 1 and 2.

He/She's (has) got …	He/She's (is) …	He/She's (is) wearing …
long hair	*tall*	*big shoes*

» GRAMMAR REFERENCE AND PRACTICE PAGE 152

2 Look at the *'s* in these sentences. Write *is* or *has*.

0 She's tall and beautiful. *is*
1 He's wearing my new jeans! _____
2 She's got lots of shoes. _____
3 He's very old and he's got grey hair. _____
4 She's got blue eyes and a small nose. _____
5 He's wearing a beautiful new digital watch. _____

3 Work in pairs. Look at the photos A–D and describe a person. Your partner says the person.

A: *She's got long hair and she's wearing jeans.* **B:** *Is it person A?*









4 Write three sentences about a person in your class. Read your sentences to the class. The class says the person's name.

This person has got short brown hair. She's tall and slim. She's wearing jeans.

SPEAKING

1 You're going to a carnival. Draw a picture of you. You're wearing carnival clothes.

2 Work in pairs. Student A, describe your picture to your partner. Student B, listen to your partner and draw the picture.

Don't look at each other's pictures!

3 Compare your pictures. Are they the same or different?



16 BUY IT!

ABOUT YOU

Do you like going shopping? Why / Why not?

A 

B 

C 

D 

E 

F 

G 

H 

I 

J 

K 

L 

VOCABULARY AND LISTENING

Shopping

1 Match the words in the box to the photos A–L.

EP

birthday card diary paint paper
perfume plant scissors stamps
sweets rucksack toothbrush umbrella

130 Listen and check. Then repeat.

131 **2** Listen to the conversation. Why is Dad going shopping? Who is going with him: Ryan or Ava?

131 **3** Listen again. Tick (✓) the things in Exercise 1 that are on Dad's shopping list.



16 BUY IT!

Unit Overview

TOPIC	Going shopping
VOCABULARY AND LISTENING	Shopping A conversation about going shopping
GRAMMAR	*need, want*
VOCABULARY AND READING	Money and prices Conversations about buying things
PRONUNCIATION	/ʃ/ and /s/
GRAMMAR	*too*
WRITING	Write a shopping conversation

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 153; TB page 246
WORKBOOK: pages 68–71
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 16; Vocabulary worksheet Unit 16
TEST GENERATOR: Unit test 16

WARMER

Say to the class, 'I'm going to the shop and I'm buying some milk'. Next, ask a student to repeat the sentence and add something new, e.g. *I'm going to the shop and I'm buying some milk and some chocolate.* Then, ask a second student to repeat the whole sentence and add another noun, e.g. *I'm going to the shop and I'm buying some milk, some chocolate and a hat.* Continue around the class. With a very large class, have them do this in three or four groups.

ABOUT YOU

Ask the students to briefly discuss the question in the box in pairs. Encourage them to give full answers and to say as much as they can. You may want to elicit some follow-up questions for the students to ask and answer, e.g. *What's your (least) favourite shop? Why? Do you ever shop online?* However, the students will ask and answer several similar questions connected to shopping in the next lesson (*Talking Points* page 97).

VOCABULARY AND LISTENING

Shopping

1 Ask the students to cover the words in the box, look at the pictures and try to name as many as they can. Then, ask them to look at the words, check their ideas and match them. Ask them to listen to the recording, check their answers and underline the stressed syllable in the longer words. Then, ask them to listen again and repeat. Make sure they pronounce the vowel sounds correctly, particularly in *diary* /ˈdaɪəri/, *paint* /peɪnt/ and *plant* /plɑːnt/. The *c* is silent in *scissors* /ˈsɪzəz/. If time allows, elicit a gesture to convey the meaning of *birthday card*. Ask students to work in pairs to come up with gestures for the remaining items. Conduct class feedback, nominating students to show their gestures to the class for the others to guess what it means.

130

Answers

The answers are recorded for students to check and repeat.
A perfume B diary C scissors D rucksack E umbrella
F sweets G birthday card H paint I plant J paper
K toothbrush L stamps

FAST FINISHERS

Fast finishers test each other on these words in pairs by taking turns to ask and answer questions about the photos. Encourage them to ask follow-up questions about each thing, e.g.

Student A: *What's photo I?*
Student B: *It's a plant. Have you got a plant in your bedroom?*
Student A: *No, I haven't.*
Student B: *What's photo E?*
Student A: *It's an umbrella. Do you usually bring an umbrella to school?*
Student B: *No, I don't. I don't like them.*

131 2 Ask the students to look at the photo in pairs and describe the family. Encourage them to use the describing people language from Unit 15 Grammar page 93. Alternatively, with books closed, tell the students you are going to describe a family photo but you are going to include three mistakes. Students listen carefully to your description of the photo, then open their books and find the mistakes. Next, ask the students to read the questions and encourage them to make a guess at the answers. Play the recording and ask them to check their ideas.

Answers

Dad's going shopping because it's Mum's birthday. Ryan is going with him.

131 3 Discuss briefly whether the students or their family members write shopping lists. Explain that some of the words in Exercise 1 are on Dad's shopping list and encourage them to think about (but not tick) the words that are on his list. Play the recording again and ask them to tick the words.

Answers

birthday card, paint, toothbrush, plant, paper, scissors, diary

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MIXED ABILITY

With a mixed ability class, play the recording again and pause after each answer is given to support the weaker students. Set the stronger students the additional task of noting down who needs the things and why.

GRAMMAR *need, want*

1 Ask the students to read the sentences in pairs and talk together about the difference. Allow them to do this in L1. Then, use these concept check questions to check they've understood:

'You have toothache [use a mime for this]. Do you want to go to the dentist or do you need to go?' (*need*) and 'There's a film with your favourite actor [or use the name of the class's favourite actor or singer]. Do you want to see it or do you need to see it?' (*want*)

Answers

Students' own answers

2 Encourage the students to read both the complete sentences first and think about the meaning before they choose the correct word.

Answers

1 need 2 want

3 Pens down. Read the sentences to the class first and ask them to think about (but not write) the missing word. Then, ask them to complete the sentences alone before they compare with a partner. If necessary remind the students that they should use *needs* or *wants* with *he*, *she* or *it*.

Answers

1 want 2 want 3 need 4 need 5 need 6 wants
7 needs/wants

4 Ask the students to look at sentence 1 and ask, 'Where do I want to go?' (*to the cinema*), 'What do I need to buy to get into the cinema?' (*a ticket*) and 'Which letter is that?' (*d*). Write *1d* on the board. Students match sentences 2–4.

Answers

1 d 2 c 3 a 4 b

5 Put the students into pairs, Student A and Student B. Student A underlines all examples of *need* + verb/noun in Exercises 3 and 4. Student B underlines all examples of *want* + verb/noun in the same exercises. Pairs work together to complete the sentences in Exercise 5. The same rules apply to *need* and *want*, so they should agree on their answers.

Answers

1 always 2 can

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

6 Read the sentences to the class and ask the students, in pairs, to think about the missing word. Write their suggestions on the board for each sentence. Then, point out that there are three different words missing (*to*, *some* or *a*). The students complete the activity and then compare their answer with a partner before class feedback.

Answers

1 to 2 a 3 to 4 some 5 a 6 to

132 **7** Ask the students to look at the photo and ask, 'What kind of shop is it?' (*a bookshop*) and 'Why do you need to go to a bookshop?' (*to buy books*). Encourage the students to ask and answer questions about the other shops (a–d), e.g. *Why do you need to go to a toy shop?* Next, explain that they are going to listen to five conversations (1–5) and they need to match each one to the shop the person or people need to go to (a–e). Point out that they should listen for key words as this will help them find the right shop. Play Conversation 1, and ask the students to check answers in pairs, then as a class (*d clothes shop*). Continue, pausing after each conversation. Give the students 30 seconds to compare ideas in pairs, but don't confirm answers until the end.

Answers

1 d 2 e 3 a 4 c 5 b

» AUDIOSCRIPT TB PAGE 276

8 Invite a pair of students to read out the example. Encourage them to sound enthusiastic with their intonation. Then, ask another pair to change the conversation using *go to the park* and then a third pair using *go to a football match*. Next, ask the first pair to continue their conversation with *What do we need to do?*, e.g.

Student A: *What do you want to do?*
Student B: *Let's have a party! (go to the park or go to a football match)*
Student A: *What do we need to do?*
Student B: *We need to buy some food.*
Student A: *Yes, you're right. What do we need to buy?*

Then, ask the students to choose one of the activities and to continue the conversation. Allow weaker students to write their conversations first.

Answers

Students' own answers

COOLER

Divide the class into two teams. Nominate one student from each to come to the front and face their teammates. They mustn't look at the board. Write an item of vocabulary from Vocabulary and Listening Exercise 1 on page 94 on the board. Students sitting down gesture the item to their teammate. The first person to say the correct word wins a point for their team. Repeat with other students.

GRAMMAR *need, want*

1 **Look at the example sentences from the conversation. Think about the difference between *need* and *want*.**

I want to do a picture for Mum, but I need some blue paint.
I want to go to a party tonight and I need some new clothes.
She wants a plant for the living room.
I need to write a list.

2 **Choose the correct words to complete the sentences.**

1 I've got nothing to wear! I *need* / *want* some new clothes.
2 I like having lots of clothes. I *need* / *want* some new clothes.

3 **Complete the sentences with *need, needs, want* or *wants*.**

0 This football is old. I *need* a new ball.
1 My friends are outside. They _____ to play football with me.
2 We _____ to watch TV. Our favourite film is on tonight.
3 I haven't got any money. I _____ to go to the bank.
4 **A:** Can I go out with my friends?
B: No, you _____ to do your homework.
5 My tooth hurts! I _____ to go to the dentist.
6 It's hot today! My little brother _____ to go for a swim.
7 My friend _____ to finish her homework today.

4 **Match sentences 1–4 to sentences a–d.**

1 I want to go to the cinema.	a I need some new balls.
2 I want to do my homework.	b I need to go shopping.
3 I want to play tennis.	c I need my books.
4 I want some new jeans.	d I need to buy a ticket.

5 **Choose the correct words to complete the sentences.**

1 We always / never use *to* with a verb after *need* and *want*.
2 You can / can't use a noun after *need* and *want*.

GRAMMAR REFERENCE AND PRACTICE PAGE 153

6 **Complete the sentences with *to, some* or *a*.**

1 I want _____ get my sister a nice present.
2 I'm thirsty! I need _____ drink of water.
3 I need _____ finish my homework.
4 My sister wants _____ sweets.
5 Dad needs _____ new umbrella.
6 I want _____ go to my friend's house today.

132 **7** **Listen to the conversations. Which shops do the speakers need?**



Conversation 1	**a** toy shop
Conversation 2	**b** music shop
Conversation 3	**c** supermarket
Conversation 4	**d** clothes shop
Conversation 5	**e** bookshop

8 **In pairs, choose an activity.**

- have a party for your friends
- go to the park
- go to a football match

Talk about what you need.



VOCABULARY AND READING

Money and prices

1 **Read the conversations 1–4 and match them to the pictures A–D.**

133

1

Good morning. Can I help you?

Oh, hello. Yes, how much are these pens, please?

They're £5.25. They're very nice, aren't they.

Yes, they are. Can I have a blue one and a green one, please?

Of course. That's £10.50.

Can I pay with my credit card?

Yes, no problem.

2

Hi. Can I have a chocolate ice cream, please?

Sure. What size do you want? The large one?

Oh no! That's too big. Medium, please.

Sure. That's $2.30.

Thanks.

3

Excuse me. I really like this hat. How much is it, please?

It's €24. Would you like to buy it?

No thanks! It's too expensive!

OK. I'm sorry about that. Well, goodbye.

Bye.

4

So, how are the jeans? Do you like them?

Well, these ones are too long.

Oh, I'm sorry.

But these are perfect.

Er. They're your old ones.

Oh, good! I don't need to buy any jeans today.

Oh, right! OK, goodbye then.

See you.









2 **Write the numbers.**

1 This person doesn't buy anything.
Conversation ____ and Conversation ____
2 This person pays with a card.
Conversation ____
3 This person buys two things.
Conversation ____
4 This person buys something to eat.
Conversation ____

134 **3** **Listen and repeat the prices.**



VOCABULARY AND READING

Money and prices

BACKGROUND INFORMATION

Money facts

The **Pound Sterling** (GBP or £) is the official currency of the United Kingdom and some of its territories. It is divided into pounds and pence (100p = £1). The coins are 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 and there are £5, £10, £20 and £50 notes.

The **US Dollar** ($) is the official currency of the USA and its territories. It is divided into dollars and cents. The coins are 1c, 5c (also called a *nickel*), 10c (also called a *dime*) and 25c (also called a *quarter*). The notes are $1, $5, $10, $20, $50 and $100.

The **Euro** (€) is the official currency of the countries within the eurozone. It is divided into euros and cents. Euro notes (€5, €10, €20, €50, €100, €200 and €500) and coins (1c, 2c, 5c, 10c, 20c, 50c, €1 and 2€) were introduced on 1st January 2002.

WARMER

Write some currency symbols with prices on the left-hand side of the board (see below). Ask the class to guess where they are from. Next, write the currencies and countries in brackets on the right-hand side of the board in a different order. Ask the students to match the price to the currency and country.

€17.05	Euro (countries in the eurozone)
$19.73	US Dollar (USA)
¥2214.07	Japanese Yen (Japan)
£15	Pound Sterling (UK)
₱372.05	Mexican Peso (Mexico)
₺115.87	Turkish Lira (Turkey)
R286.43	South African Rand (South Africa)

If necessary, point out that in English, we use a full stop to separate the hundreds from the tens. Invite the students to guess which price is the highest (they are all roughly the same) and then say what they would buy with this money. Students will match currency to symbols again in Exercise 4 on page 97.

1 Ask the students, in pairs, to look at the four pictures (but not the conversation) and identify the shops first. Next, ask them to read each conversation and match them to the correct picture.

MIXED ABILITY

After looking at the pictures, ask stronger students to close their books, listen to the four conversations, and try to decide which shop each one goes with. Ask weaker students, books open, to follow the conversations with their fingers. Play the recording again and pause it after some of the key words in each conversation. Ask the stronger students (still with books closed) to repeat the last word(s) they heard and the weaker students (books open) to underline these words. Finally, ask all students to read the conversations quietly to themselves and to match them to the pictures.

Answers

1C 2D 3A 4B

133 *The conversations are recorded for students to listen and read.*

2 If necessary, pre-teach *(credit) card* by either showing a photo or a real one. Read the first sentence as a class and see if anyone can remember which two conversations this refers to (but without reading the text again for now). Next, ask the students to work in pairs, read the sentences together, and try to remember which conversation(s) each sentence goes with (again without reading). Then, ask the students to check their ideas by reading the text.

FAST FINISHERS

Ask fast finishers to try to think of two more exchanges between the shop assistant and the customer for each conversation. When the others are ready, the fast finishers read out their new conversations for the others to guess which picture they belong to.

In a mixed ability class, ask the fast finishers to help weaker students by pointing out some of the key words which may help them find the answer.

Answers

1 3 and 4 2 1 3 1 4 2

3 First, play the recording for students to listen to all six prices and then ask them to listen again and repeat. Draw the students' attention to the use of the plural form (*euros*, *pounds*, etc.) and to the fact that *cents* and *pence* are optional after *euros*, *dollars* and *pounds*, respectively. If you haven't done so already, highlight the use of the full stop in the written form, rather than a comma, as might be the case in L1.

134 **Audioscript**

The prices are recorded for the students to repeat.

1 five pounds twenty-five
2 eight euros fifteen cents
3 twenty pence
4 six dollars and ten cents
5 sixteen euros
6 two dollars thirty

4 Say the words and ask the students to listen and repeat. Then, ask the students to match the words to the symbols. If you didn't do the Warmer, discuss where these currencies are used.

Answers

cent c
dollar $
euro €
pence p
pound £

5 Ask the students to write a sensible price next to each object on their own. You may need to set a maximum price to avoid students writing prices in millions. Ask them to use the same currency to make the guessing game simpler. Point out that each student has three guesses and their partner should help by saying things like *It's (a little / a lot) higher. / It's lower. / Nearly. / Almost.*

Answers

Students' own answers

6 Encourage the students to underline *buy* and *pay* in the conversations and the words that come immediately after them (the collocations), i.e. *pay with credit card, buy it, buy any jeans*. Elicit the difference between the two words and highlight the prepositions (*pay €10*, *pay for something*, *pay with credit card* and *buy something*). Then, ask the students to complete the sentences.

Answers

1 Can I pay with my credit card?
3 Would you like to buy it?
4 I don't need to buy any jeans today.
1 pay 2 buy 3 pay 4 buy 5 buy 6 pay

» VOCABULARY WORKSHEET UNIT 16

TALKING POINTS

Read the questions to the students and ask them to listen and repeat with an interested sounding intonation. Then, ask them to take turns to ask and answer the questions in pairs.

PRONUNCIATION /ʃ/ and /s/

7 Say the sounds /ʃ/ and /s/ for the students. Next, ask them to listen to the words and underline the /ʃ/ or /s/ sound in each word. Point out that one of the words contains both sounds (*conversation* /ˌkɒnvəˈseɪʃən/). Then, ask them to complete the table. Finally, ask them to listen again, check their answers and repeat the words.

135

Answers

The words are recorded for the students to listen and complete the table.
/s/ cinema, place, stamp, conversation, sweets
/ʃ/ shopping, conversation, sugar, toothbrush

GRAMMAR *too*

1 Books closed. Ask, 'How much do you remember about the conversations?'. Ask the three questions (1–3) and elicit answers from the class. Books open. Give the students a minute to find the answer and underline it. Then, ask them to match the questions to the answers.

Answers

1 a 2 c 3 b

2 Ask the students to underline *too* in Exercise 1 and elicit which word is after *too* (*an adjective*). Ask, 'Does the woman want the hat?' (*no*), 'Why not?' (*it's too expensive*) and 'Is the price right?' (*no*). If necessary, repeat these concept check questions with the other two questions.

Answers

not correct

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

3 First, check that the students understand the words in the box by miming each one and eliciting the adjective. Next, elicit the problem in each of the five illustrations (the boy is too small, he's too cold, the beach is too hot, the test is too hard, the window is too dirty). Then, ask them to complete the sentences. If appropriate, point out the difference between *very hot* (a lot, a neutral modifier) and *too hot* (too much, often used as a negative modifier).

Answers

1 too cold 2 too hot 3 too hard 4 too dirty

4 If time allows, ask the students to look at the conversations on page 96 again. Play the recording of each conversation again, pause after each line and ask the students to listen and repeat. Then, ask them to practise with a partner.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 16

WRITING

1 Ask the students, in pairs, to choose a type of shop and an item to buy first. Then, remind them that *a/this/it's* are used before singular nouns and *some/these/they're* are used before plural nouns. Next, ask them to write their complete conversation. When the class is ready, ask the students to stand up to practise. Ask them to repeat the conversation, but tell them that Student A is angry and that Student B is very sad.

Answers

Students' own answers

COOLER

Dictate scrambled sentences from Writing 1 on page 97 for students to race to unscramble, e.g. 'help / can / you / I?' (*Can I help you?*) Students write down words in the order you say them and then try to unscramble them. You could put students into teams. One student from each team races to write the correct sentence on the board. The first team to get the correct sentence on the board wins.

4 **Match the words to the symbols.**

EP

cent	dollar	euro	pence	pound
€	£	p	$	c

5 **Work in pairs. Write prices for the things in the box. Ask your partner to guess them.**

dress	football	jeans	rucksack
smartphone	watch		

6 **Find and underline *buy* and *pay* in the conversations in Exercise 1. Then complete the sentences with *buy* or *pay*.**

1 These trousers are nice, but I don't want to _____ £50 for them.
2 Come shopping with me. I need to _____ a present for Sophie.
3 Wait here a moment. I need to _____ for my drink.
4 How much money have you got? Shall we _____ some flowers for Mum?
5 I need to _____ a new rucksack for school.
6 Let's _____ the waitress and go home. I'm tired.

TALKING POINTS

How often do you go shopping?
What do you usually buy?
Who do you go shopping with?
Where do you go shopping?
What's your favourite shop?

PRONUNCIATION /ʃ/ and /s/

135 **7** **Listen to the words and complete the table.**

cinema	place	shopping
stamp	conversation	sugar
sweets	toothbrush	

/s/	/ʃ/
see	shop

GRAMMAR *too*

1 **Look at the conversations on page 96. Match the questions to the answers.**

1 Why doesn't the woman want the hat?
2 Why doesn't the boy want the jeans?
3 Why doesn't the girl want the ice cream?

a It's too expensive.
b It's too big.
c They're too long.

2 **Look at the answers a–c in Exercise 1. Then choose the correct word(s).**

We use *too* + adjective when something is *correct / not correct*.

GRAMMAR REFERENCE AND PRACTICE PAGE 153

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

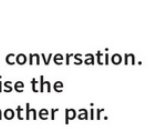
too cold	too dirty	too hard
too hot	~~too short~~	



0 He can't go on the ride. He's *too short*.
1 He can't talk. He's _____.
2 He can't walk on the beach. It's _____.
3 She can't do the test. It's _____.
4 He can't see out of the bus. The window is _____.







4 **Practise the conversations on page 96 with a partner.**

WRITING

1 **Work in pairs and write a shopping conversation. Use these ideas or your own. Practise the conversation and then read it to another pair.**

A: Can I help you?
B: I need some / a _____.
A: Yes, of course.
B: Sorry. This is / These are too _____.
A: OK. Do you like this / these?
B: How much _____?
A: It's / They're _____.
B: Here you are.
A: Thank you.
A: Would you like _____?
B: Yes, please.

LIFE SKILLS SOCIAL RESPONSIBILITY

LOOKING AFTER OUR WORLD



LIFE SKILLS

Looking after our world

Lots of people put old clothes in the rubbish. This makes our world dirty. You can help our world and other people. You can think about your clothes. It's good to be responsible and:

- give some clothes to other people
- make something new with old clothes
- not buy too many clothes

1 **Read, think and answer. Discuss with your partner.**

1 Do you wear all your clothes?
2 Do you need or want to keep all your clothes?
3 Are you some of your clothes too small?
4 What do you do with your old clothes?

2 **Write three things you can do with your old clothes.**

1 _____
2 _____
3 _____



3 **Read the article. Which of your ideas in Exercise 2 are in it?**

Are you responsible with your clothes?

136

Do you throw away your clothes?
Do you put old clothes in the rubbish?
These clothes go into landfills.
This is bad for our world.
Here is how YOU can help!



rubbish

STOP AND THINK!

- Don't buy lots of clothes. You don't need five jackets!
- Keep your clothes a long time. Don't wash them in very hot water.



repair clothes

REUSE YOUR CLOTHES!

- Give your short trousers or jeans to a young person. They can use your clothes again.
- Exchange clothes with friends. For example, you give a friend a hat and they give you a T-shirt.
- Make your clothes good again. Repair your favourite shirt or jeans!



TAKE YOUR CLOTHES TO BIG SHOPS

Some big shops help:

- give old clothes to other people who need them.
- make old clothes into other things.

DO YOU KNOW?

- We can make playground floors with old shoes.
- We can make paper with old T-shirts.

FUN IDEA!

- We can make new things from old clothes!
- Make something different and cool.
- How about a bag from old jeans?



a bag from old jeans

LIFE SKILLS

Learning Objectives

- The students learn about being responsible with old things, in particular with old clothes.
- In the project stage, they plan a presentation called 'Look after our world' and give it to the class.

Vocabulary

throw away reuse exchange repair take give

BACKGROUND INFORMATION

Reuse, recycle or upcycle clothes?

T-shirts are one of the most popular items of clothing – around two billion are sold every year. However, making one new T-shirt can use up to 2,700 litres of water because this is what's needed to grow cotton. As for jeans, on average, people in the USA have seven pairs but it takes 7,000 litres of water to produce just one pair; this is the amount of water we drink in 5–6 years. Seventy-five percent of consumers in the UK throw their clothes away rather than recycle or donate them, which means every year around 235 million items of unwanted clothes end up in landfills (places where waste is dumped and then buried). Some big clothes shops have put fashion bins in their stores to encourage their customers to recycle unwanted clothes. However, surveys suggest that some people just don't know what to do with old clothes, especially if they are dirty or worn out. Charities like Oxfam say they can reuse or recycle almost everything. Reusing means selling the clothes in their shops or sending them to less developed countries, although these clothes often end up in landfills there. Recycling clothes involves breaking down the material to make something new. Critics say that recycling involves overusing raw materials, water and chemicals. They say we shouldn't buy so much; rather, we should give our clothes a longer life by repairing them or upcycling them, which is transforming an existing item into something new. Upcycling is more environmentally friendly than recycling because there are fewer carbon emissions in the process.

WARMER

Revise the clothes vocabulary from Unit 15 on page 90 by describing what someone in the class is wearing and encouraging the students to guess who it is. Next, invite two or three volunteers to come to the front to describe someone in the class for the others to guess who it is. Then, ask the students to continue the activity in pairs. If time allows, invite two volunteers to come to the front of the class and to stand back to back so that they can't see each other. Ask one of the students to try to describe what the other one is wearing. Encourage the class to listen carefully and correct the mistakes. When they have made three mistakes, they have to sit down and another student takes their place. Continue the activity until everyone (who wants to) has had a turn.

1 Ask the students to cover the *Life skills* box for now, read the questions, think about the answers on their own, and make some notes. Allow weaker students to write complete sentences. Next, ask the students in pairs to take turns to ask and answer the questions. Invite some class feedback on question 4.

Answers

Students' own answers

LIFE SKILLS

Looking after our world

Read the information in the *Life skills* box and ask the students if they think they're responsible.

2 You may prefer to do this exercise with books closed so that the students don't copy their answers from the article. First, brainstorm some ideas as a class. Encourage the students to be creative and to try to think of as many different things as they can. Then, ask them, in pairs, to choose the three best ideas and to write them down.

Answers

Students' own answers

3 Ask the students to look at the photos and the text (but not read it for now) and try to guess what the different things are they can do with old clothes. Pre-teach *rubbish* and *landfill* by showing images if available. Alternatively, hold up the bin and ask, 'What's in the bin?' (*rubbish*), 'Where does it go?' (*to a hole in the ground called a 'landfill'*) and 'Is this good for the world?' (invite a brief class discussion here, if appropriate). Next, ask the students to read the article and to check their ideas in Exercise 2.

MIXED ABILITY

Books closed. Write the three headings on the board: *Stop and Think!*, *Reuse your clothes* and *Take your clothes to big shops*. Then, say that these are three things we can do with our clothes and ask what they mean. Invite a brief class discussion, if necessary in L1. Books open. Next, ask the stronger students to read the whole text but organise the weaker students into groups of three where each student finds the information for one of the headings. Books closed again. Reorganise the stronger students so at least one is working with each group of weaker students. Ask them together to share their ideas on what each heading on the board means. Invite some class feedback.

Answers

Students' own answers

4 Ask the students to read the sentences in pairs and to try to decide which of the sentences are good ways to help look after the world (right), and which are not good ways to help (wrong). Then, ask them to find the answers in the article and underline them.

FAST FINISHERS

Encourage fast finishers to correct the wrong sentences. Then, ask them to decide which is the best idea in the article and why.

Answers

1 × 2 ✓ 3 × 4 ✓ 5 ✓

136 The Reading text is recorded for students to listen and read.

5 First, ask the students to look at the photos and to try to label them with the correct verb before they look at the highlighted words. Encourage stronger students to write a complete phrase, i.e. 1 *throw away rubbish*, 2 *repair clothes*, 3 *give a present/gift*, 4 *take old paper*, 5 *exchange pens* and 6 *reuse a water bottle*.

Answers

1 throw away 2 repair 3 give 4 take 5 exchange 6 reuse

6 First, ask the students to read the sentences in pairs and to try to complete them before they look at the words they wrote in Exercise 5.

Answers

1 throw away 2 give 3 take 4 exchange 5 reuse 6 repair

137 **7** Ask the students to read the instructions and the three answers (a–c) and ask, 'Who is talking?' (*Megan and Jack*) and 'What about?' (*probably their old clothes*). Next, ask them to listen and choose the correct answer.

Answers

b

137 **8** Ask the students to read the sentences and try to choose the correct answer before they listen again. Then, play the recording and ask them to listen and check their ideas. If necessary, pause the recording after each answer is given.

Answers

1 a 2 b 3 a 4 a 5 b

TALKING POINTS

Check that the students understand Megan and Jack's plan first, then ask them to think about whether they would like to do this. Ask the students to read the questions on their own and to think about their own answers. Allow weaker students to write these down. Then, put them into small groups to take turns to ask and answer the questions and say why.

137 **9** Ask the students to match the two parts of the sentences and to write down the complete sentence. Play the recording again and ask them to check their ideas.

Answers

1 c 2 a 3 b

» AUDIOSCRIPT TB PAGE 277

10 Ask the students to find the first word in each sentence first (they should look for the capital letter) as this will help them to get started.

Answers

1 We can reuse water bottles. 2 Let's give clothes to people. 3 What a great idea!

PROJECT ***A presentation***

Make sure the class understands they're going to plan a presentation about looking after the world. Brainstorm a list of old things onto the board and encourage the students to think of some things they can do with them. Encourage them to use the words in Exercise 5. Now organise them into small groups. Ask them to think of some old things in their groups and what they can do with them.

Next, ask them to think about their presentation; they may want to make a poster or use a presentation program with illustrations.

For the presentation to the class, write some prompts on the board to help them if necessary, e.g.

There are many old things at home and at school, for example ..... .

With the old ....., *we can* ..... . *Let's* ..... .

PROJECT EXTENSION

Brainstorm a list of simple things students can do to be more responsible onto the board, e.g. *don't use so much paper, reuse plastic water bottles.* Next, ask them to take up one of the challenges on the board and to keep a diary for a week. At the end of the week, ask the students to report back to the class on their progress.

COOLER

Collect several objects from the classroom, e.g. a paper clip and a pencil sharpener. Put the students into small groups. Give each group one of the objects and challenge them to think of three new uses for their object in three minutes. Have groups take turns to present their ideas.

4 **Look at the article again. Read the sentences and write right (✓) or wrong (✗).**

Ways to help look after our world

1 You can buy lots of new clothes. ☐
2 Other people can wear your old clothes. ☐
3 You can put your old clothes in the rubbish. ☐
4 Shops can help make old clothes into other things. ☐
5 You can make something new from old clothes. ☐

5 **Look at the highlighted words in the article. Label the photos.**



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

6 **Complete the sentences. Use the words in Exercise 5.**

1 I help look after our world. I don't _____ old clothes.
2 I _____ my small clothes to my little sister.
3 I _____ old clothes to a big shop in my town.
4 Do you want to _____ your blue T-shirt for my red T-shirt?
5 I _____ my water bottle. I put new water in it every day.
6 I can _____ this shirt and wear it again.

137 **7** **Listen to Megan and Jack. What is their plan?**

a Take clothes to a shop
b Exchange clothes with friends
c Throw clothes away

137 **8** **Listen again. Choose a or b.**

1 What does Megan want to give Jack?
a a shirt **b** a T-shirt
2 What does Jack want to give Megan?
a a shirt **b** a T-shirt
3 Who do they decide to invite?
a friends **b** parents
4 When do they decide to invite them?
a on Tuesday **b** on Thursday
5 Where do they decide to invite them?
a to Jack's house **b** to Megan's house

TALKING POINTS

Do you like Megan and Jack's plan? Why / Why not?
Can you think of clothes to give to a friend?

137 **9** **Match the two parts of the sentences. Listen and check.**

USEFUL LANGUAGE

1 *We can* exchange	**a** tell our friends.
2 *Let's*	**b** idea!
3 *What a great*	**c** clothes with our friends.

10 **Look at the Useful Language box and then put the words in order.**

1 water / can / bottles / reuse / We / .
2 give / clothes / Let's / people / to / .
3 great / a / What / idea / !

PROJECT *A presentation*

In small groups, plan a presentation called 'Look after our world'.

Think about:

- old things at home and at school
- what we can do with these things. We don't want to throw them away!

Write your ideas and add pictures. Then give your presentation to the class.

REVIEW 4 UNITS 13–16

VOCABULARY

1 What can you see in the picture? Talk about it with your partner. How many sentences can you make?

A: *There is a bank and a cinema.*
B: *Yes, and there are some tall buildings.*

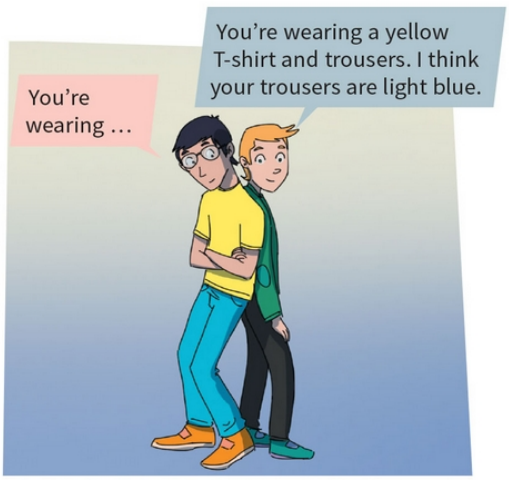


2 Label the things in the bedroom.



3 What are you wearing? Stand with your back to your partner. Say what he or she is wearing. Then describe your partner. Use 'is' and 'has got'.

glasses blue/green/brown eyes
dark/long/short hair tall/short



GRAMMAR

1 Write the plurals of the words. Then tick (✓) the correct spelling rules.

		plural	-s	-es	-ies
0	dollar	*dollars*	✓		
1	city				
2	watch				
3	shoe				
4	dress				
5	sandwich				
6	taxi				
7	nationality				

REVIEW 4 UNITS 13–16

Overview

VOCABULARY	Places in a town; Adjectives: places; Clothes
GRAMMAR	Plurals: spelling; *because, and, but, or*; *need, want*
LISTENING	Conversations about prices
SPEAKING	Making suggestions about things to buy
READING	Four short messages
WRITING	Write a note to mum or dad

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 13–16; Vocabulary worksheets Units 13–16; Review Game Units 13–16; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Books closed. Ask the students to open their notebooks on a clean page. Describe the picture of the town at the top of page 100 and ask the students to draw it. Try to use some of the new words in Unit 13: places in a town (page 80), adjectives for places (page 82) and prepositions: *inside, outside, above, below, near* (page 83). Next, ask the students to compare their pictures in pairs, e.g. *In my picture there's a … near the … but in your picture there's a … / there isn't a … .*

VOCABULARY

1 If you did the Warmer, ask the students to compare their pictures with the picture in the book. Next, ask the students to read the examples and elicit two or three more sentences from the class. Challenge the students to make as many sentences as they can in five minutes.

Possible answers

There's a restaurant.
There's a man in a yellow T-shirt. He's wearing a cap.
There are some trees.
There's a woman on a bike. She's wearing an orange top and blue trousers. She's got long hair.
The bank is between the restaurant and the cinema.
There are two people in the restaurant.

2 If appropriate, play a memory game with the students. Project the picture onto the board (or ask the students to look at the picture in their books) for two minutes and ask the students to try to memorise the objects (A–J). After two minutes, cover the picture and ask the students in pairs or threes to write a list of the ten objects. Now ask the students to label the things in the exercise. Check their spelling.

Answers

A shirt B dress C trousers D jacket E cap/hat
F glasses/sunglasses G jeans H skirt I shoes J T-shirt

3 Ask the students to read the instructions and the examples. Demonstrate the activity by asking two stronger students to come to the front. Ask them to look at each other for a few seconds and then to stand back to back. Ask the first student to describe what their partner is wearing using *You're wearing …* and *I think … .* Their partner says either *Yes, you're right!* or *No, I'm not! I'm wearing [a T-shirt but it isn't blue].* Then, ask them to describe their partner, e.g. *You've got blue eyes and your hair is short.* Their partner gives feedback. Now ask the students to work in pairs and do the same activity, first describing what their partner is wearing, then describing their partner.

MIXED ABILITY

First, check the students understand the words in the box by asking them to find people with glasses, blue eyes, short hair, etc. Next, ask the students to write a short description (or some sentences) about themselves using *I'm wearing …*, *I've got …* and *I'm … / My hair is … .* Now pair up a stronger student with a weaker one and ask them to stand up back to back. Ask the stronger student to describe their partner and encourage their partner to say *Yes, that's right!* or *No, that's wrong!* After a few minutes, ask the weaker students to say something about their partner and encourage their stronger partner to correct their information.

Answers

Students' own answers

GRAMMAR

1 Do *city* together as a class to make sure everyone knows what to do. Next, ask the students to complete the table on their own and then to compare their answers in pairs. Then, ask them to look at the spelling rules in Unit 15 Grammar Reference (SB page 152) and try to correct their own answers. Finally, write the answers on the board and ask them to check their spelling.

Answers

	Plural	-s	-es	-ies
1 city	cities			✓
2 watch	watches		✓	
3 shoe	shoes	✓		
4 dress	dresses		✓	
5 sandwich	sandwiches		✓	
6 taxi	taxis	✓		
7 nationality	nationalities			✓

2 Encourage the students to read the complete sentence first before they choose the correct word.

FAST FINISHERS

Fast finishers test each other in pairs. They take turns to read out the sentences but say *beep* for the word. Their partner says the missing the word, e.g.:

Student A: *I haven't got a coat. I beep to buy one.*
Student B: *Is it 'need'?*
Student A: *Yes, that's right.*

Answers

1 but 2 because 3 or 4 want 5 and 6 need

LISTENING

138 1 If necessary, revise prices with the class first by dictating the prices in Unit 16 Exercise 1 on page 96 and then by asking them to compare their answers with the prices in the exercise. Next, ask them to name the objects in this exercise. Play the recording twice. Encourage stronger students to also say where the people are in each conversation (*1 in a shop, 2 in a café/restaurant, 3 in a café/restaurant, 4 in a shop, 5 probably at home with mum*).

Answers

1 £13.99 2 £2.25 3 £4.50 4 £24.80 5 £1.50

» AUDIOSCRIPT TB PAGE 277

SPEAKING

1 First, ask the students to read the instructions and ask, 'Where are you going?' (*to the cinema*). Brainstorm a list of food and drink students can buy for a trip to the cinema onto the board. Next, read the first line of the example *Let's get some chocolate* and ask the students to repeat it. Say it again, point to one of the words on the board and encourage them to repeat the suggestion with the new word, e.g.:

Teacher: *Let's get some chocolate.*
(Teacher points to popcorn)
Students: *Let's get some popcorn.*
(Teacher points to ice cream)
Students: *Let's get some ice cream.*

Now encourage them to answer with *Good idea. Shall we buy …?*, e.g.:

Teacher: *Let's get some ice cream.*
(Teacher points to cola)
Students: *Good idea. Shall we buy some cola?*

Ask the students to continue this conversation in pairs.

Answers

Students' own answers

READING

1 Tell the students to look at the texts and ask, 'What are they?' (*messages*) and 'How do you know?' (*they begin with 'Hi' or 'Hello'*). Then, ask them to complete the messages with the words in the box.

Answers

Lizzie: Meet; Mum: visit; Dad: buy; Sasha: go

2 Before students do this exercise, it may help them to identify the people in each message first, i.e. Lizzie is writing to Mike, Mum is writing to Georgia. Ask the students to read the sentences in pairs, circle the names (e.g. *0 Louis, 2 Georgia*) and underline the key words (e.g. *0 at shops now, 1 fish need food*). Next, ask them to write *yes* if they think the sentence is true and *no* if it's false. Then, ask the students to read the messages again and check their ideas. Encourage stronger students to correct their *no* sentences.

Answers

1 yes 2 yes 3 no 4 no (I haven't got my mobile.) 5 yes 6 yes

139 The Reading texts are recorded for students to listen and read.

WRITING

1 Ask the class to read the messages again and to underline useful expressions they can use in their own notes (e.g. *Hi, Shall we …? Please …*). Next, brainstorm a list of situations when students write notes or messages to their mum or dad. Write them on the board. Ask them to choose one of the situations and to write a note. Remind them to begin *Hi mum / Hi dad* and to sign it with their name. With a stronger class, ask them to pass their note to a classmate who writes an appropriate reply.

Answers

Students' own answers

COOLER

Elicit the places in a town from Unit 13 Exercise 1 on page 80 and write them on the board. Now write the conversation from Speaking Exercise 1 in this review on the board. Choose one of the places and ask, 'Where am I?'. Begin to make appropriate suggestions until the students guess where you are, e.g.:

Teacher: *(thinks of museum) Let's go to the shop.*
Student: *Are you in the station?*
Teacher: *No, I'm not. Shall we go and look at the paintings?*
Student: *Are you in the museum?*
Teacher: *Yes, I am.*

Either continue as a class, inviting volunteers to come to the front and be the teacher or encourage the students to continue in small groups.

2 **Choose the correct words.**

0 I haven't got a coat. I *need* / *want* to buy one.
1 That film is interesting *and* / *but* I don't want to go and see it today.
2 I want to wash my hands *and* / *because* they are dirty.
3 We can go to the park *but* / *or* we can go swimming.
4 The new swimming pool is great. I *need* / *want* to go swimming.
5 José is a famous singer *and* / *but* I would like to meet him.
6 We've got a test tomorrow. I *need* / *want* to do my homework now.

LISTENING

138 **1** **Listen to the conversations. Write the prices next to the pictures.**

1  .....

2  .....

3  .....

4  .....

5  .....

SPEAKING

1 **You are going with your friends to the cinema. Talk to your partner about things you want to buy.**

Let's get some chocolate.

Good idea. Shall we buy some water, too?

READING

1 **Read the messages. Complete them with the words in the box.**

buy go meet visit

139

Hi Mike
_____ me at the new café at 5.30.
I haven't got my mobile!
Lizzie

Hello Georgia
Your sandwiches are on the table. I've got to _____ your dad in hospital.
Mum

Hi Daniela
There's no fish food! Please _____ some from the shop.
Dad

Hi Louis
Shall we _____ shopping later? Wait for me!
Sasha

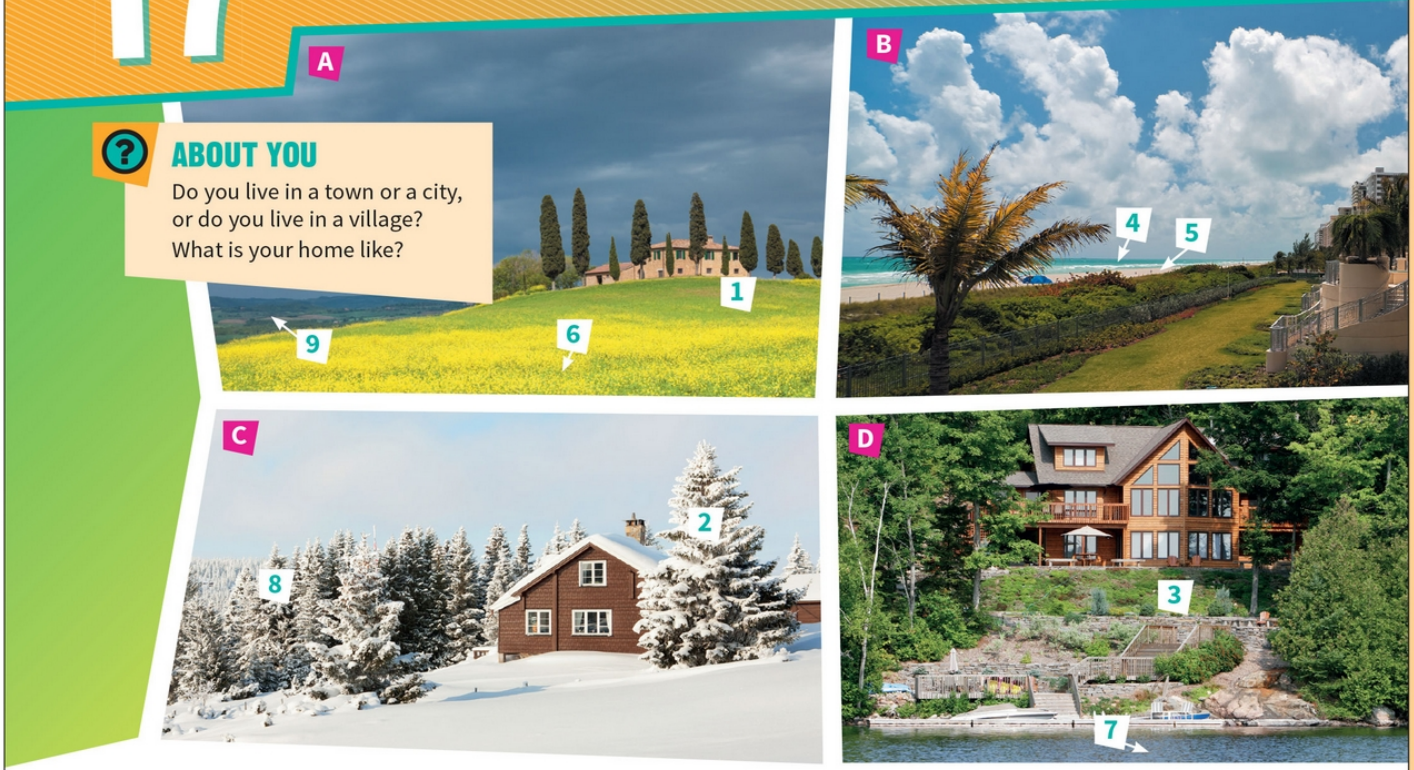
2 **Read the sentences. Write *yes* or *no*.**

0 Louis is at the shops now. *no*
1 The fish need some food.
2 There's some food for Georgia.
3 Louis wants Sasha to wait for him.
4 Mike can send Lizzie a text.
5 Georgia's dad is in hospital.
6 Daniela's dad wants her to buy something.

WRITING

1 **Write a note for your mum or dad. You can choose what to write about.**

17 DIFFERENT PLACES



ABOUT YOU

Do you live in a town or a city, or do you live in a village? What is your home like?

VOCABULARY AND LISTENING

The natural world

1 EP **Match the words in the box to the things 1–9 in the photos.**

beach	countryside	flowers	forest	
garden	grass	river	sea	tree

140 **Listen, check and repeat.**

2 **Write the words in Exercise 1 next to the meanings.**

1 You can swim in this. It's salty. .....
2 You can see lots of trees here. .....
3 You can walk here because there are no towns. .....
4 You can play football on this. .....
5 You can sit under this to keep out of the sun. .....
6 You can grow these. They are very pretty. .....
7 You can find this around a house. .....
8 You can sit on this. Sometimes it is sand, sometimes it is small stones. .....
9 You can swim in this. It is water and it moves. .....

141 **3** **Listen to Part 1 of the conversation and answer the questions.**

1 Where's José?
2 Where are the photographers? Why?
3 What does José invite Paolo to do?



142 **4** **Listen to Part 2. Write *yes* or *no*. Then change the *no* sentences and make them true.**

0 The friends are in José's house.
No. The friends are in José's hotel room.
1 Rosa wants to look at photos of José's family.
2 José's house is in the city.
3 José gives the friends some tickets for his concert.
4 The concert is tomorrow evening.
5 Paolo needs to wash some clothes.

5 **Look at photos A–D. Tick (✓) José's house.**

142 **Listen to Part 2 again and check.**

6 **Look at photos A–D again. Where would you like to live? Why? Tell your partner.**

17 DIFFERENT PLACES

Unit Overview

TOPIC	Great days out
VOCABULARY AND LISTENING	The natural world A conversation about a house
GRAMMAR	Comparatives: short adjectives
PRONUNCIATION	*than*
VOCABULARY AND READING	Adjectives: opinions Great days out
GRAMMAR	Comparatives: long adjectives
SPEAKING	Asking and answering questions about which places you want to visit

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 154; TB page 246–247
WORKBOOK: pages 72–75
VIDEO AND VIDEO WORKSHEET: Great places
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 17; Vocabulary worksheet Unit 17
TEST GENERATOR: Unit test 17

WARMER

Books closed. Describe Photo C at the top of Unit 17 on page 102 and ask the students to draw it. Try to use as many words from Exercise 1 on this page as possible. Books open. In pairs, the students compare their pictures with the photo in the book.

ABOUT YOU

If necessary, point out the difference between a city, a town and a village (it's generally size but in the UK, cities traditionally had cathedrals whereas towns didn't).

VOCABULARY AND LISTENING

The natural world

1 When the students repeat the words, make sure they say *beach* /biːtʃ/ with a long vowel sound.

140

Answers

The answers are recorded for the students to check and repeat.
1 grass 2 tree 3 garden 4 sea 5 beach 6 flowers 7 river 8 forest 9 countryside

2 If necessary, pre-teach *salty*, *grow*, *sand* and *stones.* Ask, 'Can you drink sea water? Why not?' (*it's salty*), 'Why do we give water to flowers?' (*to grow*), 'What do you find on a beach? It's yellow.' (*sand*) and 'Can you walk with stones in your shoes?' (*no*). When students complete the exercise, if they don't know a word, they can move on to the next.

Answers

1 sea 2 forest 3 countryside 4 grass 5 tree 6 flower 7 garden 8 beach 9 river

FAST FINISHERS

Ask the fast finishers to draw a picture of a house with most or all of the words in Exercise 1. They describe their pictures for the others to draw.

141 3 Look at the photos together and elicit they show José and Paolo. Give them a minute to read the questions and suggest possible answers before listening.

Answers

1 In his hotel.
2 Outside the hotel, because they think José is at the swimming pool.
3 To come to his hotel room.

» AUDIOSCRIPT TB PAGE 277

142 4 Before listening, ask the students to read the statements (1–5) and in pairs, to predict if the answer is *yes* or *no*. Play the recording twice before checking answers. Ask students to correct the *no* sentences.

MIXED ABILITY

Play the recording twice and ask the weaker students to write *yes* or *no*. Check these answers as a class. Then, ask the students to look at the *no* sentences and underline the information that is incorrect. Play the recording for a third time, pause after each answer is given, and if the answer is *no*, ask them to correct the underlined information.

Ask the stronger students to correct their *no* sentences on the second time they listen. When they listen for the third time, ask them to write extra information.

Answers

1 No. Rosa wants to look at photos of José's house in Brazil.
2 No. José's house is near the beach/sea.
3 Yes.
4 No. The concert is tonight.
5 Yes.

142 5 Ask the students, in pairs, to look at the houses and decide together which one is José's house. Play the listening again for them to check their ideas.

Answers

José's house is in photo B.

» AUDIOSCRIPT TB PAGES 277–278

6 If you haven't done so already, first encourage the students to describe all four photos using the words in Exercise 1. Then, encourage the students to say which ones they would and wouldn't like to live in. Remind them to say why.

Answers

Students' own answers

GRAMMAR Comparatives: short adjectives

1 Books closed. Ask, 'Is José's house old or new?' (*new*) and 'What about Rosa's house?' (*old*). Write the following gapped sentences on the board:

José's house is _____ than Rosa's house.

Rosa's house is _____ than José's house.

Ask the class to complete the sentences. If necessary, play this part of the recording from Exercise 4 on page 102 again and ask the students to check their ideas. Circle *José's house* and *Rosa's house* in both sentences and ask, 'What are *new* and *old*?' (*adjectives*) and 'How do we change them?' (*add -er and 'than'*). Books open. Students complete Exercise 1.

Answers

1 newer 2 older 3 adjectives 4 than

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 246–247

2 First, check that the students remember the meaning of the example adjectives by asking for opposites, e.g. 'What's the opposite of *new*?' and 'What's the opposite of *small*?'. Next, check the class understands the adjectives in the box, once again by asking for the opposites and then ask them in pairs to complete the table. For class feedback, project (or copy) the table and have students complete it.

Answers

+ *er*	+ *r*	double letter + *er*	*y* → *i* + *er*
cleaner longer taller younger	safer	fatter hotter sadder	happier hungrier

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 246–247

3 Check students understand *hard* (meaning 'difficult' in this exercise) by asking, 'What's the opposite of *easy*?'. Read the example as a class and then do the first sentence together, reminding the students that they need to use the comparative form of each adjective with *than*. Encourage weaker students to match the adjectives to the sentences first before they write the comparative form of each one.

Answers

1 nicer than 2 harder than 3 younger than 4 older than
5 hotter than

PRONUNCIATION *than*

4 Play the recording once or twice and ask the students to repeat the sentences along with it. Point out that *than* is unstressed (/ðən/ not /ðæn/). If the students pronounce it as /ðæn/, encourage them to pronounce it without vowels: *thn*. If they need further practice, ask them to listen and repeat the completed sentences in Exercise 3.

143 **Audioscript**

The sentences are recorded for the students to listen and repeat.

1 Rosa's house is older than José's house.
2 The sea in Brazil is bluer than the sea in England.

5 Give the students about four minutes to write down a few sentences comparing their home to the houses in the photos on page 102. When most students have written a few sentences, organise them into pairs and ask them to read their sentences to their partner. Encourage the stronger students to prepare a few questions about their partner's home, e.g. *Is your home bigger than the house in photo A?*

Answers

Students' own answers

6 If necessary, revise the meaning of the adjectives in the box by asking the students to find the opposites. Put students into pairs. If possible, ask each student to work with a partner that they haven't worked with for a while. Read the example in the book, and refer the students to the pictures. Encourage the students to make at least one sentence with each of the adjectives in the box. They may put a tick next to each word they have used.

Answers

Students' own answers

COOLER

Play a memory game. Elicit a short sentence with a comparative form from a student, e.g. *My house is bigger than your house.* Repeat the sentence and add one more piece of information, e.g. *My house is bigger than your house and my car is faster than your car*. Elicit another sentence from a different student, but remember to encourage them to repeat everything that has been said so far: *My house is bigger than your house, my car is faster than your car, and my cat is nicer than your cat.* The students continue this activity in small groups.

GRAMMAR Comparatives: short adjectives

1 **Complete Rosa's sentences with the words in the box.**

newer	older

José's house is 1 _____ than my house.



My house is 2 _____ than José's house.

Now complete the sentences.

3 We add *-er* to short *adjectives* / *nouns* to make the comparative form.
4 We write *than* / *that* after the comparative.

GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 **Look at the examples.**

adjective	comparative	spelling
big	bigger than	double letter + *er*
dirty	dirtier than	*y* → *i* + *er*
new	newer than	+ *er*
nice	nicer than	+ *r*
old	older than	+ *er*
small	smaller than	+ *er*

Now complete the table below. Use the comparative form of the adjectives in the box.

clean	~~fat~~	happy	hot	hungry
long	sad	safe	tall	young

+ *er*	+ *r*	double letter + *er*	*y* → *i* + *er*
		fatter	

GRAMMAR REFERENCE AND PRACTICE PAGE 154

3 **Complete the sentences. Use the comparative form of the adjectives in the box.**

hard	hot	~~long~~	nice	old	young

0 Lisa's hair is *longer than* Mia's hair.
1 I love apples. They're _____ oranges.
2 English is _____ French. I'm not very good at English.
3 I'm _____ my sister. She's 15 and I'm 12.
4 But I'm _____ my brother. He's only two.
5 India is _____ Canada.

PRONUNCIATION *than*

143 **4** **Listen and repeat.**

1 Rosa's house is older than José's house.
2 The sea in Brazil is bluer than the sea in England.

5 **Compare your home with the photos of houses on page 102. Make sentences and then tell your partner.**

6 **Look at the photos A–F. Talk about them with your partner. Use the comparative form of the adjectives in the box.**

big	clean	dirty	happy	hot
long	new	nice	old	sad
short	slow	small	tall	young

The beach in picture A is cleaner than the beach in picture B.
The cars in picture C are older than the cars in picture D.













VOCABULARY AND READING

Adjectives: opinions

1 EP **Complete the words 1–7 in the text using the adjectives in the box.**

amazing attractive exciting fantastic popular unusual wonderful

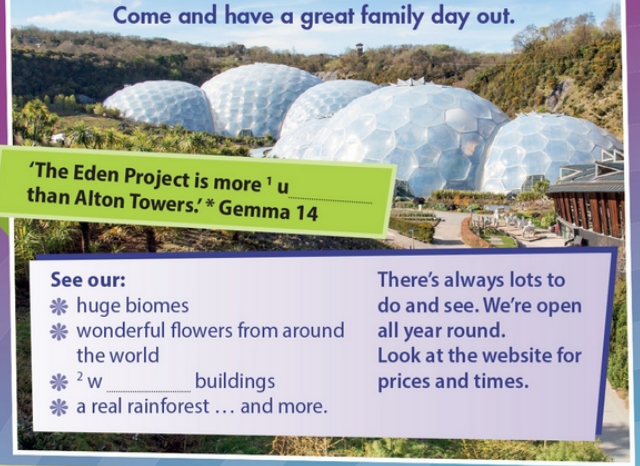
144 **Listen, check and repeat.**

GREAT DAYS OUT

145

The Eden Project

Come and have a great family day out.



'The Eden Project is more [1] u_____ than Alton Towers.' * Gemma 14

See our:
- huge biomes
- wonderful flowers from around the world
- [2] w_____ buildings
- a real rainforest … and more.

There's always lots to do and see. We're open all year round. Look at the website for prices and times.

ALTON TOWERS

We are the best place for an [3] am_____ family day out.

We've got:
- **a theme park**
- **a water park**
- **new rides**
- **lots of different things to do.**



There are always new activities to try. We're open from March to November. Look at the website for prices and times.

Woburn Safari Park

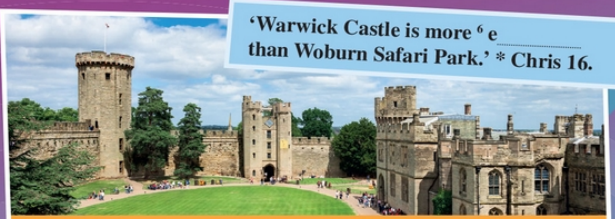
Come and have a [4] f_____ family day out with us.

You can:
- help at feeding time
- go on a road safari around the park
- learn about all the wild animals
- climb the trees … and more.

There are always new animals to see. We're open every day March to October and at weekends in the other months. Look at the website for prices and times. We're very [5] p_____, so phone before you come.



'Warwick Castle is more [6] e_____ than Woburn Safari Park.' * Chris 16.



Warwick Castle

Visit a very old English castle.

Come and:
- walk around the outside
- visit the [7] at _____ rooms inside the castle
- learn about the history of the castle
- listen to scary stories … and more.

There are always new things to do. You won't be bored at Warwick Castle!
We're open every day except on 25th December.
Look at the website for prices and times.

2 **Read about the four days out and answer the questions.**

Where can you …
1 go on a road safari?
2 listen to stories?
3 go on rides?
4 see a rainforest?

3 **Read about the days out again and answer the questions.**

1 Which places can you visit in December?
2 Where can you feed animals?
3 Where can you visit a water park?
4 Where can you find wonderful gardens?
5 Where can you learn some history?

4 **Do you like visiting different places? Do you visit places like these in your country? Tell your partner.**

TALKING POINTS

13 **Watch the video. Ask and answer the questions with a partner.**

Which of the four places would you like to visit? Why?
What places in your country do you want to visit? Why?
What places outside your country do you want to visit? Why?
Are there any places you don't want to visit? Why not?

VOCABULARY AND READING

Adjectives: opinions

WARMER

As a class, brainstorm places in the local area for family days out, e.g. zoos, museums, theme parks. Write their ideas on the board. Then, write *What can you see and do at …?, When is it open?* and *How much is it?.* In pairs, students ask and answer about one of the places. After two or three minutes, elicit some answers, allowing for differences of opinion about opening times and prices. If possible, elicit comparative phrases, e.g. *Camp Nou is bigger than the Bernabeu.*

BACKGROUND INFORMATION

In 1995, the **Eden Project** was a china clay pit when Tim Smit decided to convert it into a very large space for plants. It opened its doors on 17th March 2001 and it's now one of the world's largest indoor rainforests, housed in Biomes (greenhouses). There are also a lot of outdoor gardens. In 2017, more than one million people visited it.

Alton Towers opened as a theme park in 1980 in central England on the grounds of an old country estate. It has since been developed into a larger theme park with ten roller coasters amongst other rides, a water park, mini golf and a hotel resort.

Woburn Safari Park is a wildlife park in Bedford (about 100 km north of London) with more than 80 species of animals including lions, tigers, rhinos and bears. Visitors can drive around the park in their own car or they can go on a foot safari and listen to talks from the keepers. There is also a miniature railway at the park and a high ropes course.

The first **Warwick Castle** was built in wood in 1068 and then rebuilt in stone in the 12th century. In 1978, the castle was bought by an entertainment group who turned it into an attraction. Visitors can explore its towers, turrets, battlements, a maze and its dungeon, where live actors perform scary shows.

1 Explain to the students that they are going to learn about some family days out in England. Ask them to look at the name of each place and the photos and, in pairs, talk about what they think they can do in each one (see Background information above). Use the pictures to pre-teach *biome* (a greenhouse) in the Eden Project.

Next, ask them to read each text quickly to check their ideas. Then, ask them to look at the words in the box and to complete the texts. Point out that the first letter (or first two letters) is given. Finally, ask them to listen to the words and repeat them.

MIXED ABILITY

Divide the class into groups of four. Assign one text only to each student in each group. Monitor and help the students as necessary and let them use bilingual or online dictionaries if required. When most students have finished reading their texts, encourage them to tell each other about the places they have just read about. Ask the weaker students to focus on telling their partner the name of the place, what you can do there, and when it is open. In Exercises 2 and 3, students answer the questions for the text they have read and then share their answers with their partners.

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Answers

The answers are recorded for students to check and then repeat.
1 unusual 2 wonderful 3 amazing 4 fantastic 5 popular
6 exciting 7 attractive

» VOCABULARY WORKSHEET UNIT 17

2 First, ask the students to underline the key words in the questions, e.g. 1 *road safari*, 2 *listen stories*, 3 *rides* and 4 *see rainforest*. Where necessary, help the students with meaning either through translation or by drawing pictures or showing images. When they answer the questions, encourage them to underline the answers in the texts.

Answers

1 Woburn Safari Park 2 Warwick Castle 3 Alton Towers
4 The Eden Project

3 If necessary, pre-teach *feed* by asking, 'Have you got a dog or a cat?', 'Do you feed them fish and chips?' and 'What do you feed them?'. Ask the students to read the questions and underline the key words. Then, encourage them to look for these key words (or words with a similar meaning) in the texts. Point out that for question 1, there is more than one answer.

Answers

1 The Eden Project, Woburn Safari Park, Warwick Castle
2 Woburn Safari Park 3 Alton Towers 4 The Eden Project
5 Warwick Castle

145 The Reading text is recorded for students to listen and read.

4 Ask the students to read the questions and think about their own answers before they work with a partner.

Answers

Students' own answers

TALKING POINTS

13 After the students have completed the video activities on the photocopiable worksheet, encourage them to read the questions first. Then, ask them to take turns to ask and answer the questions and remind them to answer the questions *Why?* and *Why not?.*

GRAMMAR Comparatives: long adjectives

1 Books closed. Revise some adjectives from this and the previous lesson. Write the short ones on the left, e.g. *nice*, *big* and *heavy*, and the long ones on the right, such as *unusual*, *amazing* and *exciting*. Elicit a few comparative forms of short adjectives and write them on the board, using *than*.

Books open. Ask the students to look at the Grammar box in their books, and elicit that long adjectives require the addition of *more*. Point out that *than* is used in the same way as with short adjectives. Next, ask them to complete the three sentences by choosing the correct words. Then, ask the students to make the comparative forms of the long adjectives on the board.

Answers

1 more 2 before 3 after

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 246–247

2 Make sure that the students understand that they have to write comparative sentences. Go through the example and do one or two sentences as a class. When you feel that the students are ready, ask them to complete the activity.

FAST FINISHERS

Fast finishers compare their sentences in pairs and, if there are any differences, try to decide on one correct version. You can help them by saying, for example: 'I can see two mistakes in sentence 3'. This will encourage the students to pay attention to their work instead of relying on you to correct it.

Answers

1 The president of the USA is more famous than my mum!
2 Science is more interesting than maths.
3 The school garden is more popular than the park.
4 Tennis is more exciting than football.
5 This idea is more unusual than that one.
6 Some animals are more attractive than others.

3 Write two sentences, one true and one false, as an example for the class, e.g. *I think that the beach is more exciting than the park. I think that my sister is more famous than Shakira.*

Encourage the students to guess which sentence is true. Encourage weaker students to write at least four sentences, and the stronger students to write six or more sentences. Point out that they should write their sentences clearly because their partner will need to read them.

Answers

Students' own answers

4 Encourage the students to explain why they think their partner's sentences are true or not true when they compare them.

Answers

Students' own answers

5 Ask the students to read the descriptions of the four families on their own and underline the key words. Next, ask them to choose a place for each one – they can choose the same place for two or more families. Ask the students to read the example sentence and then have them compare their ideas with a partner using comparative adjectives.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 17

SPEAKING

1 As a class, brainstorm a list of places the students would like to visit in their own country and write these on the left-hand side of the board. Then, brainstorm a list of places they would like to visit outside their country on the right-hand side. Encourage the students on their own to choose two places from the left and two from the right and write some notes about why they would like to visit these places. Encourage the class to use comparative adjectives (both short and long) to explain their choices.

Answers

Students' own answers

2 Ask the pairs to make notes under the headings in this exercise; they could use a word map to do this. Encourage them to use comparative adjectives to give reasons for their choice. Next, explain that they are going to give a mini-presentation to the class on their place and they should practise this with their partner.

Answers

Students' own answers

COOLER

Divide the board into three columns and label them *Subject*, *Student A* and *Student B*. Next, in a list underneath the *Subject* heading, write *Animal*, *School subject*, *Sport*, *Food & Drink*, *Places*, *Activities* and *Famous people*. Elicit two examples for each category and write them under *Student A* and *Student B* (e.g. *Animal: Student A cat, Student B dog*). Students work in A/B pairs. Each student thinks their words are better. They take turns to make sentences about each category before moving onto the next category, e.g.

A: *I think cats are more attractive than dogs.*

B: *You're wrong. Dogs are more interesting than cats.*

GRAMMAR Comparatives: long adjectives

1 **Look at the examples from page 104 and then complete the sentences.**

The Eden Project is **more** unusual **than** Alton Towers.
Warwick Castle is **more** exciting **than** Woburn Safari Park.

1 We add *more* / *-er* to long adjectives when we compare things.
2 We write 'more' *before* / *after* a long comparative adjective.
3 We write 'than' *before* / *after* a comparative adjective.

GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 **Write sentences. Use the Grammar box in Exercise 1 to help you.**

0 Houses / expensive / cars.
Houses are more expensive than cars.
1 The president of the USA / famous / my mum!
2 Science / interesting / maths.
3 The school garden / popular / the park.
4 Tennis / exciting / football.
5 This idea / unusual / that one.
6 Some animals / attractive / others.

3 **Make sentences with nouns from Box A and adjectives from Box B, or use your own ideas. Make some sentences true and some false.**

Box A: nouns

computers Edinburgh English
geography history London maths
my dad my sister my teacher
New York school smartphones
Sydney the beach the park

Box B: adjectives

exciting expensive famous
fantastic important interesting
popular unusual

I think maths is more interesting than English.

4 **Work in pairs. Read your partner's sentences. Which sentences do you think are true? Tick (✓) them and then compare answers with your partner.**

5 **Read about four families and then read the texts on page 104 again. With your partner, compare the days out for the different families and give reasons. Use the adjectives on pages 104–105.**

I think the Eden Project is more interesting than Alton Towers for the Patel family because …

Manesh Patel is a doctor and his wife, Jameela, is a teacher. They haven't got any children. Manesh likes animals and history, but Jameela thinks flowers are more interesting than animals.

The Edwards family are from a small village in Wales. Caroline works in a hospital and the twins, Clara and Jack, are ten. They think history is boring, but Caroline loves it. She also likes gardens.

The Baluchi family live in Harrogate, a town in the north of England. Jamal works in a bank and Naima works in a shop. Their son Rafi is six. He loves animals and thinks safaris are very exciting.

The Nowak family are on holiday in the UK. Jacek is a bus driver and he's got three children: Dobry, age 8, Lech, age 12, and Ewa, age 15. Jacek likes visiting old castles. The children want to do something more exciting and to have a good time.

SPEAKING

1 **In pairs, ask and answer the questions.**

Which places in your country do you want to visit for a family day out? Why?
Which places outside your country do you want to visit to do family activities? Why?
Are there any places you don't want to visit? Why?

2 **Together, choose one place you both want to visit. Tell the class about it and say:**

- where it is
- what kind of place it is
- what you can do there
- what you can see there
- when the best time to visit is
- what is unusual/attractive/exciting about it.

18 THE WEATHER

What do you think about the weather?

ABOUT YOU
What's your favourite time of year? Why?

147

Some people love talking about the weather. What about you? Send us a message. Answer one of these questions.

1. How do you feel when it's raining?
2. What sports do you do in the winter?
3. Do you like summer more than winter?

Messages

Hannah, 11, Oxford
I play football every autumn and winter in the rain, wind and snow. The cold weather doesn't stop me!

Kellie, 13, Southampton
I feel bad when it rains in the holidays. I like doing things outside. I don't want to stay inside reading or watching TV. And you can't go to the cinema every day – it's too expensive.

Libby, 12, Newport
I love sports, but it's harder to do them outside in winter. I play tennis in the summer and spring, but not in winter. I often go swimming with my friends on Saturdays in winter.

Josh, 12, Aberdeen
Rain is just water – it's not a problem. I put on a coat and I go outside. It's fun!

David, 13, Suffolk
I have a horse and I ride it every day – in the winter and in the summer. Cold weather's not a problem, but we don't like the wind! It's not nice!

Ethan, 11, London
No, I don't like hot sun at all – my favourite kind of weather is snow. It's much better to play in.

Finn, 10, Hull
Sad! I want to go on a day out with my parents and my brother, but we can't go because it's raining.

Sarah, 14, Derby
Of course! I love the sun. It's my favourite kind of weather. I feel happier when it's warm. I love going to the pool with my friends. When I'm on holiday, I spend time at the beach and swim in the sea.



VOCABULARY AND READING

Weather

1 Match the pictures A–K to the words.

EP

autumn cold hot rain snow spring summer sun warm wind winter



146 Listen, check and repeat.

2 Look at the web page. Read the three questions and answer them with a partner.

3 Now read the messages. Match the messages to the questions.

18 THE WEATHER

Unit Overview

TOPIC	Holidays and the weather
VOCABULARY	Weather
AND READING	What do you think about the weather?
PRONUNCIATION	Vowel sounds
GRAMMAR	*it*
VOCABULARY	Holidays
AND LISTENING	Phone messages about people's holidays
GRAMMAR	Prepositions: *with, for, until*
WRITING	Write a postcard about your holiday

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 155; TB page 247
WORKBOOK: pages 76–79
VIDEO AND VIDEO WORKSHEET: The weather
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 18; Vocabulary worksheet Unit 18
TEST GENERATOR: Unit test 18

WARMER

Point to one corner of the classroom and say, 'This is *I love it*'. Point to another corner and say, 'This is *I like it*'. Choose a third corner and say, 'This is *I don't like it*'. Do an example. Say, 'ice cream'. Students go to the corner that matches their feelings about it.

Repeat with more things, e.g. *maths, holidays, theme parks.* Alternatively, students can give a thumbs up or thumbs down as you say each word.

ABOUT YOU

First, brainstorm a list of holiday activities onto the board, e.g. staying at home, going to the beach, visiting new places. Then, organise the students into pairs and ask them to take turns to ask and answer the questions.

BACKGROUND INFORMATION

The highest temperature ever recorded in the UK was 38.5 degrees Celsius on 10th August 2003 in south-east England.

Although December and January tend to be the wettest months of the year, August is usually the wettest month in the summer – it often rains up to 5 cm a day.

The coldest months are December, January and February, when the temperature is usually between 3 and 6 degrees Celsius. On average, it snows 23.7 days a year in the UK but it only settles for about 15.6 days a year.

Winter is the windiest season in the UK; the windiest places are in the north and the west. About 15% of the UK's electricity comes from the wind.

VOCABULARY AND READING

Weather

1 Ask the students to cover the words and look at the pictures. In pairs, ask them to try to guess what each picture means. Then, ask them to look at the words and check their ideas.

If appropriate, point out that we use a small letter for the seasons *spring*, *summer*, *autumn* and *winter*. Then, ask the students to listen, check and repeat the words.

FAST FINISHERS

Encourage fast finishers to play Pictionary with these words in pairs or small groups, where they take turns to draw a picture for the others to guess the word. If time allows, when the others are ready, invite the fast finishers to come to the front and draw some of their pictures on the board for the others to guess the weather words.

146

Answers

The answers are recorded for students to check and then repeat.
A snow B wind C rain D sun E spring F summer
G autumn H winter I cold J warm K hot

2 After the students have asked and answered questions 1–3 in pairs, invite one or two students to report back to the class on what their partner said. If time allows, use the Background information in the previous column to compare the weather in the UK with the weather in the students' own country.

Answers

Students' own answers

3 Ask the students to read the first message. Ask, 'Which question does it answer?' (*2*). Check everyone understands what they have to do. Ask the students to read and match each message to its question and write the number.

MIXED ABILITY

Encourage stronger students to read the messages at their own pace and match them to the questions. With the weaker students, write the three questions in three columns on the board. Photocopy the messages and cut them up into separate messages. Give each student one or two messages to read and then to decide which question they answer. Ask them to stick their message in the correct column.

Answers

1 Kellie, Josh, Finn 2 Hannah, Libby, David 3 Ethan, Sarah

4 Write sentence 1 on the board. Elicit the key words: *snow*, *more* and *sun* and ask the students to underline these words. Students race to find the message which contains these words or words which have a similar meaning. Next, ask the students to underline the key words in sentences 2–6. Make sure they don't underline every word. Before they race to find the answers, point out that they won't use two of the messages. Encourage the students to work individually, but allow them to check in pairs before class feedback.

Answers

1 Ethan 2 Libby 3 Josh 4 Finn 5 Kellie 6 Sarah

147 The Reading texts are recorded for students to listen and read.

PRONUNCIATION Vowel sounds

5 Elicit the pronunciation of *snow* and *coat*. Clarify that the vowel sounds are the same, although the spelling is different. Students work in pairs to match the words, then listen to check and repeat.

148 **Answers**

The answers are recorded for students to check and then repeat.
snow – coat, wind – live, rain – stay, warm – sport, fun – love, find – ride, watch – stop, wear – where

TALKING POINTS

14 After the students have completed the video activities on the photocopiable worksheet, encourage them to ask and answer the questions in pairs. Encourage them to give reasons and also react to what their partner says using expressions like *Really?*, *Me, too!* and *I don't*.

GRAMMAR *it*

1 Books closed. Write these sentences on the board:

It's my favourite kind of weather.

I feel happier when it's warm.

Ask the students what they think *it's* is talking about (*the weather*). Now write these sentences on the board:

I like tennis but I don't play it in the winter.

You can't go to the cinema every day – it's too expensive.

Ask, 'What's *it* in each sentence?' Students discuss in pairs.

Books open. Once students have found all the examples of *it*, ask them to decide which ones are talking about weather, and which are referring back to something previously mentioned. You could look at the two examples from Kellie's message. The first is talking about the weather (*I feel bad when it rains in the holidays.*), and the second is referring back to going to the cinema.

Answers

it rains
it's too expensive
it's harder to do them outside
it's not a problem
It's fun!
I ride it every day
It's not nice!
It's much better to play in.
it's raining.
It's my favourite kind of weather.
when it's warm.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

2 Ask the students to look at the example first. If necessary, do the first sentence together and then ask the students to continue on their own. Ask them to compare their answers with a partner before open class feedback. With a stronger class, ask the students to rewrite the sentences so that they are true for them.

Answers

1 It's fun to play 2 good when it's hot 3 but it's really hard
4 you can wear it 5 but I can't play it

3 Invite volunteers to read out the first four questions. Then, ask the students to look at questions 5–7 and elicit some example answers. Monitor carefully to make sure the students are writing correct questions. If the students work in pairs to complete the questions, switch pairs before they begin speaking. Encourage the students to note down their partners' answers as they'll need these for Exercise 4.

Answers

Students' own answers

4 Ask the students to read the example first. Then, give the students time to look at their partner's answers and, if necessary, write some sentences about them.

Answers

Students' own answers

5 Ask the students to try to write a message of at least two sentences or, with stronger groups, more. When they are ready, ask the students to work in their groups from Exercise 4 to read each other's messages and guess which question is being answered.

Answers

Students' own answers

COOLER

Divide the class into four teams. Nominate one student from each to come to the front and stand with their back to the board. Write a word from Exercise 1 on the board. Students sitting down should gesture to their respective teammate what the word is. The first person at the front to say the correct word wins a point for their team. Nominate four more students to come to the front and repeat.

4 **Read the messages again. Who says this?**

1 I like the snow more than the sun.
2 It's not easy to do sports in winter.
3 I don't stay inside when it's raining.
4 I can't go out today because of the weather.
5 I like being outside, but not in the rain.
6 Warm weather is better than cold weather.

PRONUNCIATION | Vowel sounds

5 **Match the words with the same vowel sound.**

A	B
snow	stay
wind	sport
rain	love
warm	where
fun	ride
find	coat
watch	stop
wear	live

148 **Listen, check and repeat.**

TALKING POINTS

14 **Watch the video. Ask and answer the questions with a partner.**

What do you eat when it's hot?
Do you like summer or winter?
What do you do when it's raining?

GRAMMAR *it*

1 **Look at the examples from page 106 and complete the sentences.**

I feel bad when **it** rains in the holidays.
I have a horse and I ride **it** every day.

I like tennis, but I don't play _____ in the winter.

You can't go to the cinema every day. _____ too expensive.

We also use *it* to talk about the weather:

_____ cold today.

Read the messages on page 106 again and find more sentences with *it*.

GRAMMAR REFERENCE AND PRACTICE PAGE 155

2 **Put the words in order and complete the sentences.**

0 really / It's / outside / hot
It's really hot outside – let's go to the beach.
1 play / It's / to / fun
_____ in the snow.
2 hot / when / good / it's
I don't feel _____.
3 it's / but / really / hard
I like maths _____.
4 wear / it / you / can
That's my hat but _____.
5 but / it / I / play / can't
I've got a guitar _____.

3 **Look at the questionnaire. Complete questions 5, 6 and 7 with your own ideas. Then ask and answer with your partner.**

1 What do you do when it's raining?
2 How do you feel when it's hot?
3 What kind of clothes do you wear in summer?
4 What kind of food do you eat when it's cold?
5 What do _____?
6 How do you feel _____?
7 What kind of _____?

4 **Tell the class about your partner.**

Eva stays at home when it rains. She loves it when it's hot. She likes eating soup and bread when it's cold.

5 **Choose a question from the web page and write a message about you.**

VOCABULARY AND LISTENING

Holidays

1 Look at the photos A–C. These people are all on holiday. Describe what they are doing.

149 **2** Listen to three phone messages. Match the messages to the photos.

149 **3** Listen to the messages again and answer the questions.

Message 1
1 What country is the girl in?
2 What does she say about the weather?

Message 2
3 Who is the boy camping with?
4 What day is he coming home?

Message 3
5 What kind of sports does the boy do every day?
6 What day is he coming home?

7 Who do you think is having the best holiday?







VOCABULARY AND LISTENING

Holidays

WARMER

Revise the weather words from Exercise 1 on page 106 by calling out the words in turn and asking the students to mime an appropriate action. For example, say 'It's cold'. Students mime shivering. Next, ask the students to write a sentence with the weather and another with a holiday activity on a slip of paper, e.g. *It's hot. You're eating an ice cream.* or *It's raining. You're watching a film in the cinema.* or *It's winter. You're skiing in the mountains.* Collect in the slips of paper. Invite a volunteer to come to the front, take a slip of paper and mime the sentence for the others to guess what it says. Continue as a class or in smaller groups.

1 Write this question on the board: *What are they doing?.* Ask the students to look at the pictures in pairs and to take turns to ask and answer the question on the board. Encourage them to say as much as they can.

Answers

Picture A: A boy is on a camping holiday.
Picture B: A group of young people are on an activity holiday. They are doing water sports.
Picture C: Two girls are under a beach umbrella. One girl is eating an apple.

149 **2** Ask the students to read the instructions and ask, 'What are you listening to?' (*three messages*) and 'Are the people talking to their friends at school?' (*no, on the phone*). Tell them to listen for the activity and the weather as this will help them match the message to the picture.

MIXED ABILITY

For very weak students, photocopy the audioscript (TB page 278) and allow them to listen and read at the same time for this exercise and Exercise 3. Play the first message, pause the recording and ask, 'What are they doing?' (*she's on holiday with her friend Sofia, staying in hotel, she goes to the beach every day, she visits interesting places*) and 'What's the weather like?' (*hot and sunny*). Encourage stronger students to say as much as they can. Then, ask the students to match the message to the correct photo. Repeat this activity with Message 2 and 3.

Answers

Message 1 C Message 2 A Message 3 B

149 **3** Encourage the students to read the questions first and try to answer them before they listen again. With a mixed ability class, pair up a stronger student with a weaker student and ask the stronger one to share their ideas before they listen. If necessary, play the recording for a third time and pause the recording after each answer is given.

Answers

1 Portugal 2 great, hot and sunny 3 his friend Ben 4 Friday 5 water sports 6 Saturday 7 Students' own answers but probably the girl in Message 1

» AUDIOSCRIPT TB PAGE 278

4 Pens down. Read the sentences together as a class and brainstorm some answers. Then, encourage the students to complete the sentences for them and then to compare their answers in pairs.

FAST FINISHERS

Fast finishers take turns to read out their answer in a different order for their partner to guess the whole sentence, e.g.:

Student A: *Summer.*

Student B: *The best time to go on holiday in my country is summer.*

Student A: *That's right! Your turn.*

Answers

Students' own answers

5 Books closed. Project (or copy) the words in the box onto the board. Say, 'Divide the words into two groups' and invite suggestions (i.e. places to stay and travel verbs). Books open. Ask the students to complete the exercise and then challenge them to add some more words to each column.

Answers

places to stay: tent
travel verbs: come, drive, fly, get, leave, stay, travel, visit

6 Ask the students to do this exercise on their own and then compare with a partner.

Answers

1 leaving 2 get 3 staying 4 travel 5 catch 6 Come

7 Books closed. Project (or copy) the four sentences onto the board and ask, 'Does *get* have the same meaning in the four sentences?' (*no*) and 'What does it mean?'. Invite some suggestions. Books open. Students check their ideas and complete the exercise.

Answers

1 c 2 b 3 d 4 a

» VOCABULARY WORKSHEET UNIT 18

GRAMMAR Prepositions: *with, for, until*

Books closed. Write the following sentences from the recording on the board (without the words in brackets):

We're staying in a hotel _____ a week. (the girl)

We're staying _____ Saturday. (the boy on the adventure holiday)

I'm camping in Scotland _____ my friend Ben. (the boy on the rainy camping holiday)

Ask the students to try to complete the sentences with one word.

Books open. Ask them to look at the box at the bottom of page 109 to check the answers. Concept check by asking, 'Which preposition do we use with people?' (*with*), 'Which do we use with time?' (*for*) and 'Which do we use to talk about a finishing time?' (*until*).

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

1 Pens down. Ask the students to read the whole postcard (but not write anything) and tell you what they learn about Chris and his holiday. It may help if you read the postcard to them but leave a gap instead of reading the prepositions. Then, ask them to choose the correct preposition. Encourage them to compare their answers in pairs.

Answers

1 with 2 until 3 for

2 Encourage the students to read the sentences, think about the words after each gap and then choose the right preposition. Encourage them to check their answers in pairs before class feedback.

Answers

1 with 2 for 3 until 4 for 5 with 6 until

» GRAMMAR WORKSHEET UNIT 18

WRITING

1 Give the students 30 seconds to choose the postcard they like most and then find a partner who has chosen the same postcard. Ask the students to brainstorm some vocabulary from this unit to go with their photo. Conduct brief feedback and write the vocabulary on the board.

Elicit ways to begin and end a postcard: *Hi, Dear, Love, From.* With a weaker class, provide a skeleton text for support, e.g.:

Dear .....,

I'm on holiday with ..... for ..... (a week / ten days).

The weather is ..... . It's ..... and ..... . We ..... every day. There is/are ..... here. I'm having ..... (fun / a really bad time).

How's your holiday? Write soon and tell me.

From .....

Answers

Students' own answers

COOLER

Write *for*, *with* and *until* on separate pieces of large card and put each piece on one of the classroom walls. Next, read one of the sentences in Grammar Exercise 1 or 2, but say *beep* instead of the preposition. The students walk to the wall with the correct preposition. Continue with some of the other sentences.

4 **Complete the sentences with information about you. Then compare your answers with your partner.**

1 The best place for a holiday in my country is _____.
2 The best time to go on holiday in my country is _____.
3 The best people to go on holiday with are _____.
4 Exciting things to do on holiday are _____.

5 **Complete the table with the words in the box.**

EP

~~catch~~ come drive fly
get ~~hotel~~ leave stay
tent travel visit

places to stay	travel verbs
hotel	*catch*

6 **Choose the correct words to complete the sentences.**

1 Hurry! The bus is *leaving* / *catching* in a minute.
2 Let's *come* / *get* the train to the city centre.
3 We're *staying* / *visiting* at a really nice hotel this week.
4 Dad doesn't like flying so we *travel* / *drive* by train when we go on holiday.
5 My brother and I *catch* / *go* the bus to school every morning.
6 *Come* / *Visit* to my house in the morning, and then we'll go out.

7 **Look at the different meanings of *get*. Match them to the sentences.**

a bring **b** buy **c** arrive **d** catch

1 What time do you get home every evening?
2 I need to get some new tennis shoes.
3 Let's get the bus. I don't want to walk.
4 I'm thirsty. Can you get me a drink?

GRAMMAR Prepositions: *with, for, until*

I'm **with** Sofia.



We're staying here **for** three days.



We're here **until** Friday.



GRAMMAR REFERENCE AND PRACTICE PAGE 155

1 **Complete the postcard. Choose the correct prepositions.**

Hi Lara
We're staying on a farm [1] *for* / *with* some friends of my parents. The weather's great. It's warm, but it's not too hot. We're here [2] *until* / *for* Sunday. Every day we walk in the countryside [3] *for* / *until* three or four hours. I'm always hungry!
See you soon
Chris



2 **Complete the sentences with *for*, *with* and *until*.**

1 Sam and I are going to Tom's party. Do you want to come _____ us?
2 I play football _____ about two hours every Saturday.
3 My music lesson doesn't finish _____ three o'clock.
4 I can come to the park _____ an hour this afternoon.
5 I want to go on holiday _____ my friend this year.
6 You can stay at my house _____ Saturday.

WRITING

1 **You are on holiday in one of the places in the photos. Write a postcard to your friend. Then read your postcard to the class.**

- Say where you are and who you're with.
- Say what the weather is like.
- Say what you do every day.
- Say how long you are staying.







CULTURE

BEACH CULTURE IN AUSTRALIA AND NEW ZEALAND

FACTFILE **Beach culture in Australia and New Zealand**

Beach culture is very important in Australia and New Zealand. When it's sunny and hot, people go to the beach at the weekend and for holidays.

There are lots of summer camps in Australia and New Zealand. Young people stay at the beach with their friends and do fun activities. They can:

- ★ do activities in the water
- ★ do activities on the beach
- ★ have barbecues and eat on the beach
- ★ learn about safety in the water and on the beach

1 **Work in pairs. Discuss the questions.**

1 How often do you go to the beach?
2 When do you go to the beach?
3 What do you like doing at the beach?

2 **Read the web page quickly. Are the sentences right (✓) or wrong (✗)?**

1 The Kiwi Summer camp is in Australia. ☐
2 The Kiwi Summer camp is on the beach. ☐

150 Welcome to **KIWI SUMMER CAMP!**

- Spend a week with other young people.
- Do exciting activities at the beach.
- Enjoy campfires every night.



Do you know? People from New Zealand are called 'New Zealanders'.

Some people call them 'Kiwis'. A kiwi is also a bird, and a fruit.



GO SANDBOARDING ON THE BEACH!

You need a special board. You can stand, sit or lie on the board. Climb to the top of the sand dune, and go down. It's fast and exciting!

Be safe. Put on a sun hat.



GO SNORKELLING IN THE SEA!

You need a snorkel mask. Some people also wear special swimming shoes called 'fins'.

You can go on a boat and jump into the sea or you can snorkel near the beach. Swim under water and see fantastic fish.



Be safe. Are you good at swimming? That's important for snorkelling.

GO KAYAKING IN THE SEA!

You need a boat called a 'kayak', and you need a paddle. When we go in the sea, we use a special kayak called a 'sit on top' kayak. It's amazing!

Be safe. Always wear a life jacket.

CULTURE

Learning Objectives

- The students learn about summer camps at the beach.
- In the project stage, they write a summer camp leaflet and present it to other students.

Vocabulary

sandboarding board snorkelling mask kayaking paddle

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: A Trip to New Zealand

BACKGROUND INFORMATION

New Zealanders are called Kiwis because the kiwi, a flightless bird about the size of a chicken, is the symbol of their country. People from Australia are Australian, Aussie /ˈɒzi/ or Ozzie /ˈɒzi/.

Both the Australian and New Zealand flags have the Union Jack (the national flag of the UK) in the top left-hand corner. The large white star on the Australian flag is the Commonwealth Star, which symbolises the federation of Australia (six points represent the six original states and the seventh point represents any future states). The five smaller stars represent the Southern Cross, a star constellation visible in the Southern Hemisphere. The flag of New Zealand has four red five-pointed stars representing a small part of the Southern Cross.

Summer in Australia and New Zealand is in December, January and February and these are the hottest months. The school summer holiday is typically six weeks and runs from mid-December to the end of January.

Bondi Beach in Sydney, Australia is one of its most famous beaches and also home to Australia's first Life Saving Club. Australian Surf Life Savers are volunteers who patrol coastal areas and beaches. They are easy to spot; they wear bright yellow tops and red and yellow swimming caps.

WARMER

Say, 'In the summer, I go to the beach'. Invite a volunteer to repeat the sentence and add another activity, e.g. *In the summer, I go to the beach and I eat ice cream.* Put the students into small groups to continue repeating the sentence and adding activities. Allow a few minutes for this, then brainstorm a list of summer activities onto the board. Do not erase the board for now as the students will use these activities in Exercises 1 and 2.

1 If you did the Warmer, ask the students to try to find some of these activities in the photos on pages 110–11. Next, ask the students to ask and answer the questions in Exercise 1. In question 3, encourage them to ask and answer *Do you like +ing?* questions using activities on the board and other activities.

Answers

Students' own answers

2 Ask, 'When is it summer in Australia and New Zealand?' (*December to February*). Ask, 'Where do people go?' and 'What do they do?'. Discuss students' ideas, then ask them to read the factfile to check. Next, ask them to read the title of the web page (but not to read it for now) and ask, 'What's a kiwi?', 'Where's the Kiwi Summer Camp?' and 'What can you do there?'. Discuss their ideas but don't confirm answers. Ask them to read the web page, check their ideas and then decide if the sentences in Exercise 2 are right or wrong.

Answers

1 × 2 ✓

ACTIVITIES 3 AND 4 ARE FOUND ON PAGE 111 OF THE STUDENT'S BOOK.

3 Ask the students to read the sentences in pairs and to try to complete them with the words before they read the web page again. Encourage them to underline the answers in the web page. Ask stronger students to cover the words in the box, try to complete the sentences and then check their ideas with the words in the box and the web page.

Answers

1 young 2 one 3 night 4 hats 5 swimming 6 jackets

150 The Reading text is recorded for students to listen and read.

4 Ask the students to find and circle the six highlighted words in the text and to try to work out the meaning of these words by looking at the accompanying photos. Then, ask them to match these words to the sentences.

FAST FINISHERS

Ask fast finishers in pairs to choose two or three more new nouns from the web page (e.g. *campfire, sand dune, fins*) and draw a large picture to illustrate them. When the others are ready, display these pictures and ask them to find the words on the web page. Alternatively, they can write a sentence to describe their new words. They can use the sentences in Exercise 4 to help them.

Answers

1 snorkelling 2 kayaking 3 sandboarding 4 board 5 mask 6 paddle

5 Ask the students to look at the three places in the table and ask, 'What's the difference?'. Next, ask them to look at the words they wrote in Exercise 4 and to circle the activities (the things we do) and to underline the things (the things we use). Then, ask them to complete the top row of the table with the circled activities and then the bottom row with the things they underlined.

Answers

Column 2: snorkelling / mask; Column 3: sandboarding / board; Column 4: kayaking / paddle

6 Ask the students to look at the two flags and find three differences. If they are interested, ask them to look at the stars, their colours and the number of points on each star (see Background information above). Then, ask them to read the sentences and complete the information.

Answers

1 New Zealand 2 Australia

151 7 Ask the students to look at the photo and ask, 'What's he doing?' (*standing on a surfboard, going surfing*). Next, ask them to read the instructions and encourage them, in pairs, to predict which activities Shane will talk about before they listen. Tell weaker students they need to listen for three activities.

Answers

surfing, swimming, snorkelling

151 8 Ask the students to read the questions in pairs and to try to choose the right words before they listen again.

MIXED ABILITY

Write the questions on the board without the answers. Pair up a stronger student with a weaker one and encourage them to try to answer these questions before they listen again. Allow very weak students to use their own L1 if necessary but ask the stronger students to help them translate their ideas into English.

The stronger students now listen to the recording with their books closed and try to answer the questions on the board. Give very weak students the correct answers and with their books open, ask them to listen, read and tick the answer when they hear it. It may be necessary to play the recording for a second time and pause it after each answer is given.

Answers

1 a 2 b 3 b 4 a 5 b 6 a

» AUDIOSCRIPT TB PAGE 278

TALKING POINTS

Ask the students to put their hand up if they prefer the Kiwi Camp, and then put it up if they prefer the surfing camp. Elicit reasons for their choice. Next, ask them to read the questions and think about their answer. Then, ask them to take turns to ask and answer the questions in small groups.

PROJECT ***A summer camp leaflet***

Ask the students to read the instructions in bold in the first paragraph and ask, 'What are you going to write?' (*a leaflet*), 'What about?' (*a summer camp*) and 'Where?' (*at the beach*).

Ask the students to look at the information about the Kiwi Summer Camp and ask, 'What information can you see?' (*information about the country and its flag, the camp and three activities*).

Put the students into small groups and ask them to agree on the name of their summer camp. Then, ask them to decide where it is and how long people can stay there, and think of some activities. Encourage each member of the group to write about one of these activities and to find a photo to go with it.

Next, ask them to organise their information into a leaflet. When the groups are ready, display the leaflets on the classroom walls. Allow the groups time to prepare their presentation. Encourage one member to introduce the camp and the others to talk about the different activities. During the presentations, ask the others to listen carefully and think about which activities they would do at the camp. If appropriate, take a class vote on the best camp.

PROJECT EXTENSION

Tell the students that they are interested in going on a camp this summer. In pairs they should walk around the classroom, look at each leaflet and write down some questions they would like to ask the organisers, e.g. *How much is the camp?* and *Where do we sleep?.* Then, ask one person from each group to stand next to their leaflet and answer questions about it. They can make up answers where necessary.

15 **CULTURE VIDEO: A Trip to New Zealand**

When the students have completed the lesson, they can watch the video and complete the photocopiable worksheet.

COOLER

Use the information from the Culture sections to write some quiz questions for a Culture quiz, for example:

What animal is one of the symbols of England? (a lion)

What and where is Loch Ness? (a famous lake in Scotland)

What public holiday is on 4th July? (Independence Day)

Where's the Hockey Hall of Fame? (Toronto, Canada)

What's the capital of Australia? (Canberra)

What do we call New Zealanders? (Kiwis)

What do you need to move a kayak? (a paddle)

How many stars are there on the Australian flag? (6)

3 **Read the web page again. Complete the sentences.**

hats jackets night one swimming young

1 The Kiwi Summer Camp is for _____ people.
2 People go to the camp for _____ week.
3 At the summer camp, there are campfires every _____.
4 For activities on the beach, people wear sun _____.
5 People who are good at _____ can go snorkelling in the sea.
6 For activities on boats, people wear life _____.

4 **Read the sentences and write the words. Use the highlighted words on the web page.**

1 You do this under the water. _____
2 You do this on the water. _____
3 You do this on the beach. _____
4 You stand or sit on this. _____
5 You wear this on your face. It helps you see fish. _____
6 You use this to move through the water. _____

5 **Complete the table. Use the words in Exercise 4.**

Things we do	_____	_____	_____
Places	under the water 	on the beach 	on the sea 
Things we use	_____	_____	_____

6 **Write the countries.**



I'm from _____.
I'm a New Zealander.



I'm from _____.
I'm an Australian.

7 151 **Listen to Shane talking about a surfing camp. Which activities does he talk about? Underline them.**

kayaking sandboarding snorkelling surfing swimming



8 151 **Listen again. Choose the correct words.**

1 Where is this summer camp?
a Australia **b** New Zealand
2 What activity do they do in the morning?
a snorkelling **b** surfing
3 What equipment do they need to do this activity?
a a paddle **b** a board
4 What other activities can they do in the afternoon?
a snorkelling and swimming
b snorkelling and kayaking
5 What do they wear to be safe in the sun?
a trousers and a shirt **b** a hat and a shirt
6 What do they have in the evening?
a a barbecue **b** a party

TALKING POINTS

Do you like the idea of staying at a summer camp on the beach?
Which is your favourite summer activity?

PROJECT *A summer camp leaflet*

In small groups, write a leaflet for a summer camp at the beach. Find photos or draw pictures to put on your leaflet. Make it look fun. Remember to write:

- the name of the summer camp
- where it is
- how long young people can stay there
- what activities you can do in the morning, afternoon and evening

Present your summer camp leaflet to the class.

19 A FANTASTIC CONCERT

ABOUT YOU

What do you like to do when you go out with your friends? Where do you like to go?

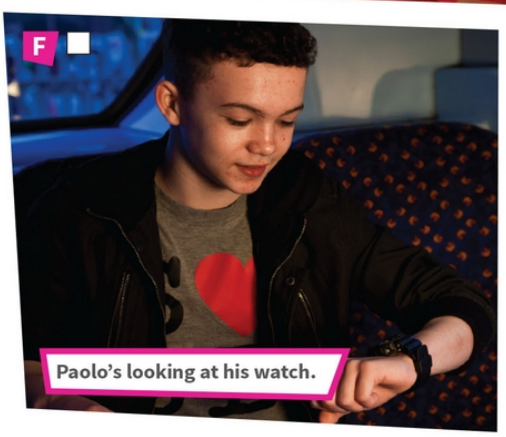












VOCABULARY AND LISTENING

Adjectives (1)

1 Look at the photos A–F. They tell a story. Try to put them in the right order with your partner.

152 **2** Listen and check your ideas.

3 Match some of the adjectives in the box to things in the photos. Make sentences with your partner.

EP

difficult	easy	excited	fast
friendly	late	loud	slow

The music's loud. *Picture C*
Paolo's a bit late. *Picture F*

152 Listen to the story again and check.

19 A FANTASTIC CONCERT

Unit Overview

TOPIC	At a music concert
VOCABULARY AND LISTENING	Adjectives (1) A story about going out with friends
GRAMMAR	Past simple: *be*
PRONUNCIATION	*was*
VOCABULARY AND READING	Adjectives (2) An article about a sound engineer
GRAMMAR	*Wh-* questions in the present and past
SPEAKING	Asking and answering questions about the past and present

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 156; TB page 247
WORKBOOK: pages 80–83
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 19; Vocabulary worksheet Unit 19
TEST GENERATOR: Unit test 19

WARMER

Write on the board *Things I do with my friends* and brainstorm a list of activities, e.g. *go dancing*, *go swimming*, *watch films*, etc. Next, write:

A *The best place*

B *The best time*

C *The best people*

Ask a few stronger students to talk briefly about the best place and time to go dancing, to go swimming, watch films, etc. and also who with (i.e. the best people). The students will ask and answer questions about these activities in the *About you* box.

ABOUT YOU

Encourage the students to ask and answer the questions in pairs. If you have done the Warmer, encourage them to ask and answer questions about the activities on the board, talking about the best place and time and also who they do the things with. After a few minutes, invite volunteers to report the most interesting answers to the class.

VOCABULARY AND LISTENING

Adjectives (1)

1 Books closed. Ask, 'Do you ever go to concerts?'. Ask the students to give the name of the artists they have seen, the places where the concerts were and their dates. As students have not studied the past simple tense, elicit the answers using short form questions, e.g. *Who with? Where? When?*

Books open. Ask the class to look at the photos, read the captions and ask, 'Who can you see in the photos?' (*Paolo, Joelle and Rosa*), 'Where are they?' (*at a concert*) and 'Who is playing? (*José da Silva*). Next, ask them to read the captions in pairs and try to guess the correct order of the photos.

Answers

Students' own answers

152 **2** Point out that Paolo, Joelle and Rosa are now at school and they are showing their photos to their teacher. Their teacher is asking them some questions about the photos and the concert. Play the recording and ask the students to check their ideas. If necessary, play the recording for a second time.

Answers

1 B 2 F 3 D 4 C 5 E 6 A

152 **3** Revise the words in the vocabulary box by asking students to find (or think of) the opposites, e.g. *difficult – easy*, *excited – bored*, *fast – slow*, *friendly – unfriendly*, *late – early* and *loud – quiet*. Then, read the examples as a class and ask the students in pairs to make sentences with the other words. If time allows, play the recording in Exercise 2 again, ask the students to shout *Stop!* when they hear one of the adjectives and to make a sentence (allow them to give this sentence in the present), e.g. *late – Paolo is always late*, *slow – the bus is really slow*. Then, ask the students to listen to the story again to check.

FAST FINISHERS

Fast finishers ask and answer questions about people and things using these adjectives, e.g.:

A: *Is maths difficult?*

B: *Difficult? No, I think it's easy. Do you like loud concerts?*

A: *Loud concerts? No, I prefer quiet ones.*

Possible answers

It's difficult to take a photo. (C)
It's easy to see the band. (C)
The friends are excited. (B, D, F)
The bus is usually fast. (B)
The band are friendly. (C, E)
The bus is slow. (F)

» AUDIOSCRIPT TB PAGE 278

GRAMMAR Past simple: *be*

1 Give the students two minutes to read the examples in the table and to look at and think about the questions. Elicit from the students that we use *was* for *I / he / she / it* and *were* for *you / we / they*.

Answers

last night, the past

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

2 Ask the students to try to complete the table on their own using the examples in Exercise 1 to help them. Then, ask them to compare their answers in pairs and help each other.

MIXED ABILITY

Encourage stronger students to work at their own pace. For weaker students project (or copy) the table onto the board, invite the students to the front and complete the table together. Remind the students that we use *was* for *I / he / she / it* and *were* for *you / we / they*. Next, rub out their answers and ask them to return to their chairs and complete the table in their books. Pair up a stronger student with a weaker one and ask them to compare their answers in pairs. Then, check the answers as a whole class.

Answers

1 was 2 was 3 wasn't 4 wasn't 5 Was 6 Was 7 was 8 was
9 wasn't 10 were 11 were 12 weren't 13 weren't 14 Were
15 Were 16 were 17 were 18 weren't

3 Ask the class to read the example sentence (0) and underline the mistake (*last week*). Then, ask them to read the example answer and point out there are two sentences: one in the negative and the other in the positive. First, ask the students to read each sentence and underline the mistake in pairs. Then, ask the students to write two sentences.

Answers

1 Rosa wasn't late for the bus. Paolo was late for the bus. / Rosa was early for the bus.
2 The bus wasn't very fast. The bus was really slow.
3 The concert wasn't at nine o'clock. The concert was at eight o'clock.
4 It wasn't easy to take a photo of the band. It was difficult to take a photo of the band.
5 They weren't tired before the concert. They were tired after the concert. / They were excited before the concert.

PRONUNCIATION *was*

4 Play the recording once and ask the students to listen for *was*. Ask, 'Do we always say *was* in the same way?' (*no*). Play the recording again and check they can hear the difference. Then, drill each line of the dialogue separately first. When the students are ready, ask a few pairs to act it out for the class.

153 **Audioscript**

The conversation is recorded for the students to listen and repeat.

A: Where were you on Saturday afternoon?
B: I was at a birthday party.
A: Was it fun?
B: Yes, it was.

5 Divide the class into pairs. Ask each pair to write at least five questions with *Where were you …?* using the time expressions or their own ideas on slips of paper. When they have finished, collect their slips of paper and distribute them randomly, giving each pair of students five slips of paper. Read the example as a class and point out that in the answer, they need to give a place and then describe it with an adjective.

Next, encourage the pairs to take turns to ask and answer the questions on their slips of paper and to answer them with the place and an adjective.

Answers

Students' own answers

COOLER

Ask, 'Where was I at 7 o'clock yesterday evening?' and encourage the students to ask you *yes/no* questions to find out as much information as they can, e.g.:

Student A: *Were you at home?*
Teacher: *No, I wasn't.*
Student B: *Were you at school?*

Then, ask them to continue in small groups.

GRAMMAR Past simple: *be*

1 **Look at the examples from the recording.**

⊕	⊖	?	Short answers
I was late. It was fantastic! We were really excited. They were really friendly.	Paolo wasn't there. We weren't late.	Were you tired? Was the music good? Where were you?	Yes, we were. Yes, it was.

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

Now answer the questions.

Are Paolo, Rosa and Joelle talking about *last night* or *every night*?
Do we use *was* and *were* to talk about *now* or *the past*?

2 **Look at the examples. Complete the table with *was*, *wasn't*, *were* and *weren't*.**

	I / he / she / it was / wasn't		you / we / they were / weren't	
⊕	1 I _____ happy. 2 She _____ tall.		10 You _____ late. 11 They _____ good.	
⊖	3 I _____ tired. 4 It _____ in my bag.		12 You _____ at school. 13 We _____ cold.	
?	5 _____ she nice? 6 _____ it interesting? 7 Where _____ it?	8 Yes, she _____. 9 No, it _____.	14 _____ they good? 15 _____ you bored? 16 Where _____ your friends?	17 Yes, they _____. 18 No, we _____.

3 **Correct the sentences. Use *was*, *wasn't*, *were* and *weren't*.**

0 Paolo, Joelle and Rosa were at the concert last week.
They weren't at the concert last week. They were at the concert last night.
1 Rosa was late for the bus.
2 The bus was very fast.
3 The concert was at nine o'clock.
4 It was easy to take a photo of the band.
5 Paolo, Joelle and Rosa were tired before the concert.

PRONUNCIATION *was*

153 **4** **Listen and repeat.**

A: *Where were you on Saturday afternoon?*
B: *I was at a birthday party.*
A: *Was it fun?*
B: *Yes, it was.*

4 **Write five questions. Begin *Where were you …?* Use the words below or your ideas. Then ask and answer with your partner.**

Where were you on Monday evening?
I was at my dance class. It was a lot of fun.

yesterday / last night / last week / last Sunday in the morning / on Monday / on Friday afternoon / on 1st June

picnic dance class tennis lesson a maths test at home

boring difficult easy exciting fantastic fun interesting loud

VOCABULARY AND READING

Adjectives (2)

1 **Read the first part of the article and look at the photo. Answer the question.**

What does Sandy Berry do?



SANDY BERRY has an exciting job. She's a sound engineer, and she travels around the world with bands on tour. Here, she tells us about her life, and why she loves her job so much.

A _____

It's difficult to choose. I work with my favourite thing in the world – music. I travel all over the world. I was in Europe last month, and in the USA the month before that. I'm always meeting new people and learning new things. And I see brilliant shows every night. It's great fun.

B _____

His name was Mr Royce and he was my music teacher when I was 11. His lessons were great. He was a sound engineer before he was a teacher. He was so pleased to help me make my dream come true.

C _____

By bus! After each show, we pack all the equipment up and then drive to the next place. When we arrive, we get the stage ready for the show that night. We need to be quick, because often there isn't much time.

D _____

Not much! There is only space for each of us to have a very small bag. I take good shoes, because I'm on my feet a lot. And one set of nice clothes for going out on our day off. I don't take a book because there's no time to read.

E _____

Well, the days are very long and I get tired sometimes. I work 16 hours some days. And you need to be strong because the equipment is heavy. It's not an easy life. But I have no plans to change it!

VOCABULARY AND READING

Adjectives (2)

WARMER

On the board, write *Where were you …?*

Use this question to revise the days of the week. Ask, 'Where were you on Monday?'. Elicit an answer, e.g. *I was at school.* Repeat for different days of the week.

Encourage the class to ask and answer similar questions in pairs or small groups.

BACKGROUND INFORMATION

A sound engineer (or audio engineer or recording engineer) works in a recording studio, a radio or TV station or at a live venue (theatre or concert hall). They help to produce music, speech or sound effects for music recordings, plays or musicals, advertisements, videos, websites, computer games, etc. by changing the levels of different sounds to get the right balance. If the sound is particularly good at a live concert for example, it is probably because of the sound engineer. In the UK, sound engineers study music technology (there are degree courses). Sound engineers can usually distinguish sound quality easily, have a good sense of pitch and rhythm and understand electronics and acoustics. The job involves long hours, late evenings, nights and weekends and very tight deadlines. Most sound engineers start on about £15,000 and very experienced engineers can earn around £40,000. Sound engineers go on to become music producers or studio managers, or open their own recording studios.

1 First, ask the class to look at the photo of Sandy Berry and to describe what they can see. Encourage them to say as much as possible and help with language as needed. Then, read the question. Ask the students to read the introduction, look at the photos again and say what she does. Confirm she's a sound engineer and discuss what the class think a sound engineer does and what their job is like. Ask, 'Where does a sound engineer work?', 'Is the job easy?', 'Is it exciting?' and 'Is it fun?'. If time allows, introduce and discuss some of the information from Background information above.

Answers

She's a sound engineer.

MIXED ABILITY

Allow stronger students to work through Exercises 1–3 at their own pace. With weaker students, organise them into groups of five where each student reads a different paragraph. Allow them to use their dictionaries or to ask you for any new vocabulary. Next, ask them to read the questions in Exercise 3 and to try to decide which of the questions goes with the paragraph they read. Then, invite one of the stronger students to join each group of five. The stronger student reads out each question, says which paragraph it goes with and asks the student who read that paragraph to try to answer the question without reading their text again. The stronger student can help them with their answer.

FAST FINISHERS

Encourage the fast finishers to write some more questions about things they'd like to know about Sandy Berry. Then, when they read the complete article in Exercise 2, encourage them to try to find the answers to their own questions.

2 Ask the students to read the whole text now (the paragraphs A–E are in the correct order) and to find the answers to the two questions.

Answers

1 She travels by bus.
2 She takes a few clothes and good shoes.

3 Ask the students to read the questions first and underline the key words. Ask them to read each paragraph again, try to find the key words they have underlined or words with a similar meaning, and answer the questions.

Answers

1B 2D 3C 4A 5E

154 The Reading text is recorded for students to listen and read.

4 First, ask the students to underline the words in the box in the article and, in pairs, try to guess the meaning from the context. Next, ask them to continue in pairs and to choose the correct word for each sentence.

Answers

brilliant shows (A); great fun (A); the equipment is heavy (E); new people, new things (A); so pleased (B); we need to be quick (C); we get the stage ready (C); you need to be strong (E)
1 heavy 2 brilliant 3 fun 4 strong 5 new 6 pleased 7 ready

» VOCABULARY WORKSHEET UNIT 19

TALKING POINTS

Organise the students into small groups and ask them to take turns to ask and answer the questions. If appropriate, use the information in Background information to open up the discussion on sound engineers by asking, 'What does a sound engineer do?'.

GRAMMAR *Wh-* questions in the present and past

1 Books closed. Read the questions (1–6) to the class and try to elicit some of the answers. Books open. Ask the students to match the questions to the correct answer.

Answers

1F 2D 3B 4E 5A 6C

2 Ask the students to read the questions in Exercise 1 again and underline the question words. If appropriate, turn this exercise into a race to see who can find the three missing question words first.

Answers

Where? Why? Who?

3 If some of the students think the answer is *can*, read out the questions in Exercise 1 again and challenge them to answer them with *yes* or *no*.

Answers

can't

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

4 Ask, 'What is the first word in each of the questions?' (*the question word*). Then, ask the students to complete this activity in pairs or groups if necessary. Make sure that students write the full question and don't just number the words.

Answers

1 What is your English teacher's name?
2 Who was the best student today?
3 How long was your last holiday?
4 Where were you on Saturday?
5 What do you do after school?
6 How difficult was this exercise?

» GRAMMAR WORKSHEET UNIT 19

SPEAKING

1 First, check the students can say the questions in Grammar Exercise 4 with the correct sentence stress and intonation by asking them to listen, underline the stressed words and repeat. Then, organise them into pairs and encourage them to take turns to ask and answer the questions.

Answers

Students' own answers

2 Give the students a few minutes to write the questions using the prompts, although encourage stronger students to also use their own ideas. Encourage them to write questions in both the present and the past, but warn them that you are only going to answer questions which are grammatically correct. Encourage them to ask follow-up questions where possible. Next, ask them to write two new questions for a classmate. They can do this in pairs and then change pairs so that they ask someone different their new questions. Allow weaker students to change the questions they asked you so that they are more appropriate for their classmates, e.g. *What colour was your first bicycle?*. Invite volunteers to report back to the class on their partner's answers.

Answers

Students' own answers

COOLER

Put your hand on the board and draw around your fingers and thumb. Write a piece of information about you on each of the fingers and the thumb (i.e. five pieces of information in total), e.g. *Sara*, *21st March*, *Paris*, *at home*, *tennis*. Then, invite the students to ask you questions in the present to find out what each piece of information means, e.g.:

Teacher: *Sara.*
Student A: *What's your mum's name?*
Teacher: *Her name's Ana, not Sara.*
Student B: *What's your daughter's name?*
Teacher: *It's Sara. Well done! Next one.*

If time allows, encourage the students to draw their own hands in their notebook and write some information on each finger or thumb. Then, they take turns in pairs or small groups to ask questions to find out what each piece of information means.

2 **Read the other parts of the article – paragraphs A–E. Answer the questions.**

1 How do you think Sandy travels when she is working?
2 What do you think Sandy puts in her bag when she travels?

3 **Match the questions 1–5 to the paragraphs A–E in the interview.**

1 Who was your favourite teacher?
2 What do you always take with you when you travel?
3 How do you travel?
4 What's the best thing about your job?
5 How difficult is your job?

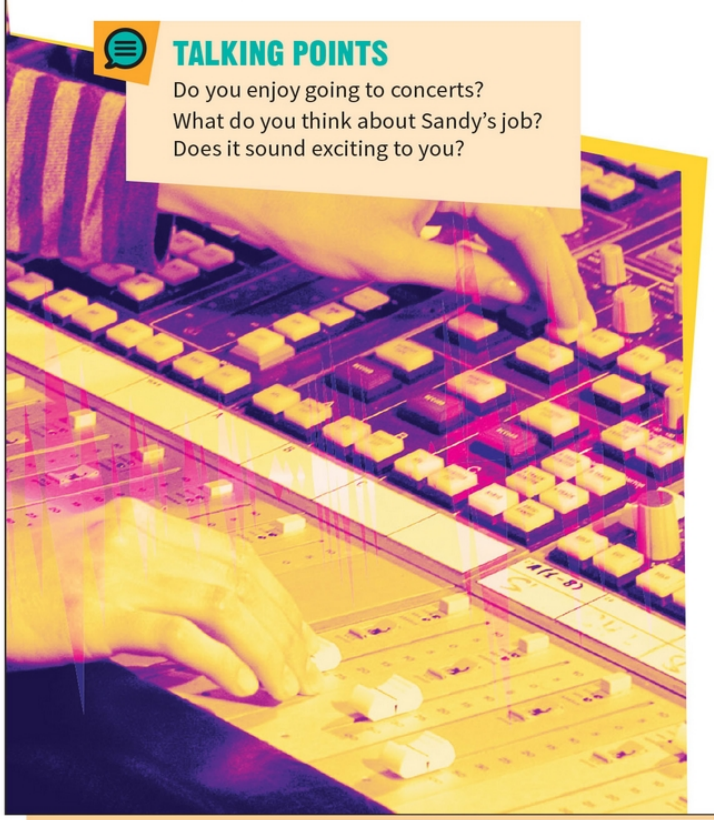
4 EP **Find these words in the article and underline them. Then complete the sentences with the correct words.**

brilliant fun heavy new pleased quick ready strong

1 These bags are really _____. I can't carry them! *new / heavy / strong*
2 The concert was _____. I was sad at the end! *pleased / new / brilliant*
3 Learning the guitar is _____. I'm really enjoying it. *quick / ready / fun*
4 My dad can move big pieces of furniture. He's really _____. *strong / ready / heavy*
5 We're moving into our _____ house soon. *new / quick / pleased*
6 I'm really _____ you can come to my party. *pleased / fun / brilliant*
7 I'm so tired. I'm _____ to go to sleep. *ready / new / quick*

TALKING POINTS

Do you enjoy going to concerts?
What do you think about Sandy's job? Does it sound exciting to you?



GRAMMAR *Wh-* questions in the present and past

1 **Match the questions to the answers.**

1 Where was Sandy last month?
2 Why does Sandy need good shoes?
3 How long are Sandy's work days?
4 How many bags does Sandy take with her on tour?
5 Who was Mr Royce?
6 What does Sandy like about her job?

A Sandy's music teacher.
B 16 hours.
C Working with music.
D She's on her feet a lot.
E One.
F She was in Europe.

2 **Read the questions in Exercise 1 again. Complete the list of question words.**

How? What? _____ _____ _____

3 **Now read the questions again. Complete the sentence with *can* or *can't*.**

You _____ answer *Wh-* questions with *Yes* or *No*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

4 **Put the words in order and make questions. Start the questions with question words.**

0 How / in / old / were / 2016 / you / ?
How old were you in 2016?
1 What / your / is / English / name / teacher's / ?
2 Who / was / student / best / the / today / ?
3 How / your / last / long / was / holiday / ?
4 Where / Saturday / were / you / on / ?
5 What / you / do / school / after / do / ?
6 How / this / was / difficult / exercise / ?

SPEAKING

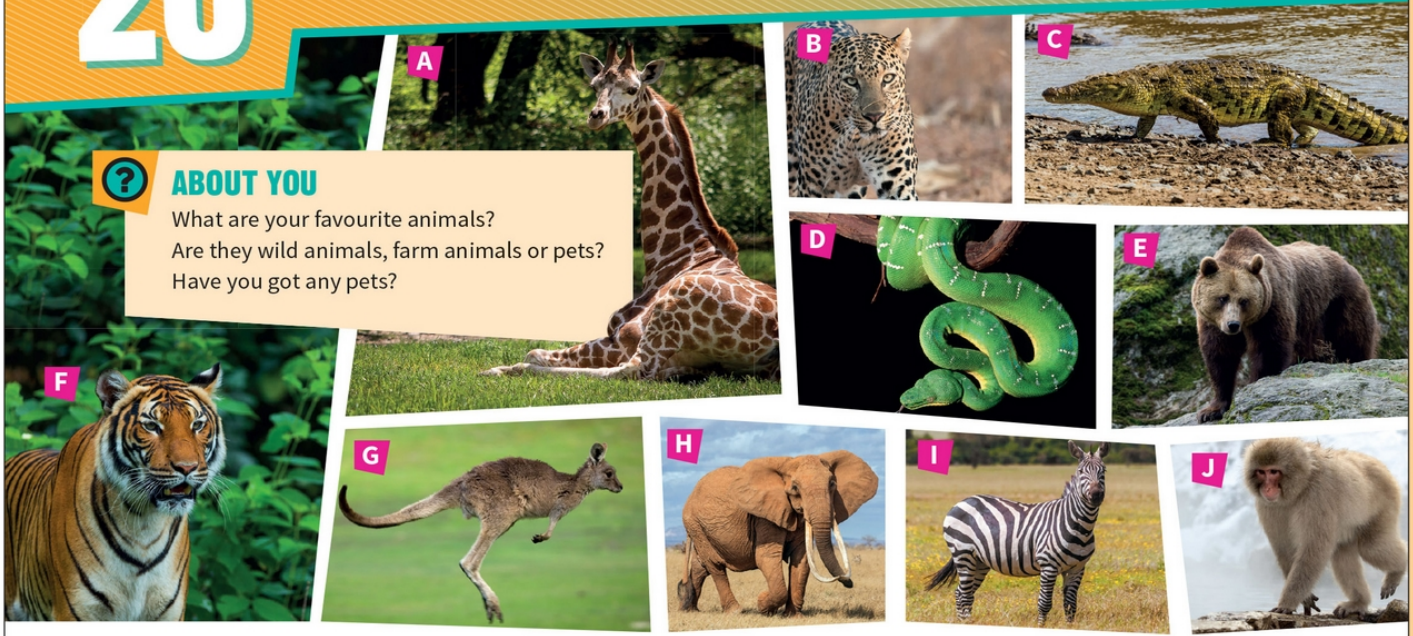
1 **Ask and answer the questions in Grammar Exercise 4 with your partner.**

2 **Work in pairs. Write five questions in the present or past. Use the prompts to help you. Then ask your teacher the questions.**

- What colour / first car?
- What / put in your bag when you travel?
- Where / you in 2016?
- What / favourite book when you / young?
- How / travel to school every day?

Now write two more questions to ask your partner.

20 ANIMALS



ABOUT YOU

What are your favourite animals?
Are they wild animals, farm animals or pets?
Have you got any pets?

VOCABULARY AND READING

Wild animals

1 EP **Match the animals to the photos A–J.**

bear crocodile elephant
giraffe kangaroo
leopard monkey snake
tiger zebra

155 **Listen and check. Then repeat.**

2 **Work with your partner. Describe an animal. Ask your partner to guess what it is.**

It's got a very long neck.

A giraffe.

3 **Read about Alessandro's summer holiday and choose the best title.**

a Weekend work
b Helping my aunt
c My fantastic summer!

Now you're back at school, write about your summer for the school website. Were you at the beach? Were you at home? 156



It was the beginning of the school holidays and I was bored! Then my mum's friend Jess phoned. She has a small safari park, and she needed some help for a day. At 7 am the next day, Jess walked with me around the safari park and showed me all the different animals. I liked the giraffes best with their amazing dark blue tongues. After that, I started work.



First, I carried food to the different animal houses. I waited outside and watched the workers feed the animals. The tigers and the bears were very hungry and finished all their food quickly. The monkeys played a noisy game with their food. They weren't hungry! Next, I cleaned some of the animal houses. I even cleaned the snake house!



After lunch, the safari park opened for visitors. I worked at the ticket office – I took money from the visitors and gave them information about the safari park. Most people wanted to know the crocodile feeding time because that's fun to watch. The safari park closed at 5 pm. I really enjoyed my day and Jess asked me to go back and help the next day. In the end, I helped in the safari park for two weeks and it was fantastic.



20 ANIMALS

Unit Overview

TOPIC	All kinds of animals
VOCABULARY AND READING	Wild animals Read about Alessandro's summer holiday
GRAMMAR	Past simple ⊕
PRONUNCIATION	Extra syllable
VOCABULARY AND LISTENING	Pets and farm animals A radio interview about animals
GRAMMAR	Past simple ⊖
WRITING	Write a review of your school year

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 157; TB page 247
WORKBOOK: pages 84–87
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 20; Vocabulary worksheet Unit 20
TEST GENERATOR: Unit test 20; Term test 3; End of Year test

WARMER

Write the unit title *Animals* on the board. Put students into small groups and give each group an A3 sheet of paper and a board marker. Challenge the groups to write an animal for as many letters of the alphabet as they can on their piece of paper in five minutes. Encourage them to write neatly and in large letters. Then, display the posters on the walls and ask the class to vote for the three best (neatness and the most animals). Next, in preparation for the *About you* box below, ask the students to find examples of wild animals, farm animals and pets on the posters.

ABOUT YOU

If you haven't done the Warmer, if necessary, pre-teach *wild animals*, *farm animals* and *pets* by eliciting some examples of each one. Ask the students to ask and answer the questions in pairs and encourage them to ask follow-up questions, e.g. *Why do you like …?, Do you like …?, What's your pet like?* and *Would you like a pet?*. Also ask them to react to their partner's replies using expressions like *Me too! I don't. Really!* You could write these expressions on the board to help them.

VOCABULARY AND READING

Wild animals

1 Books closed. If you did the Warmer, ask the students to look at the posters on the walls again and ask them for the names of all the wild animals on the posters. Books open. Ask the students to look at the photos at the top of page 116 and to try to name as many as they can in pairs. Then, ask them to match the photos to the words in the box. When they repeat the words, make sure that they say *bear* /beər/ and *monkey* /ˈmʌŋki/ with the correct vowel sound and that they place the stress correctly on the other words, in particular *crocodile* /ˈkrɒkədaɪl/, *elephant* /ˈelɪfənt/, *giraffe* /dʒɪˈrɑːf/ and *kangaroo* /ˌkæŋgərˈuː/.

FAST FINISHERS

Fast finishers ask and answer questions in pairs about the animals in the photos, e.g. *What's your favourite animal? Why do you like it? What's your least favourite animal? Why?*

155

Answers

The answers are recorded for the students to listen and repeat.
A giraffe B leopard C crocodile D snake E bear F tiger G kangaroo H elephant I zebra J monkey

2 If necessary, revise some parts of the body, e.g. *neck*, *leg*, *ear*, *eye*, *tongue* and *tail*, and adjectives, e.g. *soft*, *long*, *short*, *fast*, *slow* and *dangerous*. Read the example as a class. Then, demonstrate by describing one of the animals (see model below) and asking, 'What is it?'.

Teacher: *It's long and dangerous. It doesn't have any legs. What is it?*

Student: *It's a snake.*

Teacher: *Yes, that's right. Your turn!*

If necessary, invite two stronger students to demonstrate another example before asking the students to work in pairs.

Answers

Students' own answers

3 First, ask the students to read the instructions and ask, 'Who is Alessandro?' (*the writer and a school student*) and 'What's he writing about?' (*his summer holiday*). Note that the photos to the right of the text are of people on holiday and not of Alessandro. Next, ask them to read the possible titles and to predict which one is correct. Then, ask them to read the text and check their ideas. When they have finished, ask them to look at the titles again and to say why a and b are not correct. Encourage stronger students to rewrite these two titles to make them correct: a *Holiday work* b *Helping Jess / Helping my mum's friend.*

MIXED ABILITY

Tell the class that Alessandro worked with animals over the summer. To increase the challenge for stronger students, ask them to cover the titles, read the text and try to think of their own title for it, and then compare their idea with the three in the exercise. With weaker students, give them two titles (e.g. a and c) to choose from.

Answers

c

4 Ask the students, in pairs, to read through the sentences and try to decide if the sentences are right or wrong before they read the text again. Then, ask them to read the text and underline the answer when they find it. Point out they also need to correct the wrong sentences. Reorganise the students into new pairs and encourage them to compare their answers. Where their answers are different, ask them to look again at the sentences they have underlined in the text.

Answers

1 × Alessandro's mum's friend wanted help at the beginning of the holidays. 2 ✓ 3 ✓ 4 × The monkeys weren't hungry. 5 × There were snakes in the safari park. 6 × Alessandro was busy with the animals in the morning and was with visitors in the afternoon. 7 ✓ 8 ✓

156 The Reading text is recorded for students to listen and read.

5 Ask the students to read the instructions and ask, 'What questions do you need to answer?'. Ask the students to take turns to ask and answer them in pairs and then invite open class feedback on the last question *Can you think of any other jobs at a safari park?* (e.g. *sell ice cream*, *pick up litter and empty the bins*, *work in the gift shop*, *serve food in the café or restaurant*, *take children for rides on ponies*, etc.).

Answers

Students' own answers

GRAMMAR Past simple +

1 Books closed. Project (or write) the examples on the board and ask the students, 'When did Alessandro work in the safari park?' (*before / in the past*), 'What are the words in purple?' (*verbs*), 'Are they talking about the present or the past?' (*the past*), 'What do we add to most verbs to talk about the past?' (*-ed*) and 'Is this the same for *I, you, he, she, it*?' (*yes*). Books open. Students look at the examples again and choose the correct words in the sentences.

Answers

1 -ed 2 the same 3 past

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

2 If you prefer, play the recording for Alessandro's text, ask the students to listen and read, and underline all the verbs. You could ask them to shout out the verb as they hear it and then pause the recording so everyone has time to underline it.

Answers

asked, carried, cleaned, closed, enjoyed, finished, helped, liked, needed, opened, phoned, played, showed, started, waited, walked, wanted, watched, worked

3 Point out that there are spelling rules for these verbs. Ask the students to look at the table and elicit the rules from them. Next, ask the students to put the verbs they have underlined in Alessandro's text in the correct column.

Answers

+ed: asked, cleaned, enjoyed, finished, helped, needed, opened, played, showed, waited, walked, wanted, watched, worked
+d: closed, liked
~~y~~=ied: none

4 Pens down. Read the sentences to the class and ask them to listen and think about what the missing verb might be. Then, ask them to look at the verbs in Exercise 2 and to try to complete the sentences with them. Remind them to use the past simple form of each one. Check their spelling, in particular that they write *played* and *carried* correctly.

Answers

1 worked 2 played 3 walked 4 finished, watched 5 carried 6 opened 7 waited 8 needed

PRONUNCIATION Extra syllable

5 Read the verbs in the infinitive form as a class and ask the students to hold up their fingers to indicate the number of syllables. Next, ask them to listen to the recording, repeat the verb and hold up their fingers to indicate the number of syllables. Play the recording again, pause it after each verb and ask the students to complete the table. Ask the students to look at the second column and elicit that we pronounce an extra syllable /ɪd/ when the verbs end in *-d* or *-t*.

157

Answers

The verbs are recorded in alphabetical order for students to listen and repeat.

extra syllable	no extra syllable
need – needed	carry – carried
paint – painted	like – liked
start – started	show – showed
visit – visited	talk – talked
wait – waited	wash – washed
want – wanted	

They end in *-t* or *-d*.

6 Ask the students to read the instructions and look at the time phrases from Box B and ask, 'When was last weekend?' (*in the past*). Point out that students need to make sentences in the past with some of the verbs in Box A. Next, invite volunteers to make some sentences for the class.

Answers

Students' own answers

COOLER

Read out some sentences about what you did last week but include some true sentences and some false sentences. Encourage the students to identify the false sentences and try to correct them. If time allows, ask the students to do the same in small groups.

4 **Read Alessandro's text again. Are the sentences right (✓) or wrong (✗)? Correct the wrong sentences.**

1 Alessandro's dad's friend wanted help at the beginning of the holidays.
2 Parts of the giraffes' bodies were blue.
3 There were several animal houses at the safari park.
4 The monkeys were hungry.
5 There weren't any snakes in the safari park.
6 Alessandro was busy with the animals all day.
7 The crocodiles were very popular with the visitors.
8 Alessandro was very happy working at the safari park.

5 **What do you think was Alessandro's favourite part of the day? Discuss with your partner. Which jobs would you like to do? Can you think of any other jobs at a safari park?**

GRAMMAR Past simple +

1 **Look at the examples. Choose the correct words to complete sentences 1, 2 and 3.**

After that, I **started** work.
I **worked** at the ticket office.
After lunch, the safari park **opened** for visitors.
We **liked** the giraffes best.
You all **helped** a lot today.
The monkeys **played** a noisy game.

1 We add *-ing* / *-ed* to the verb to make the past simple.
2 The verb ending for the past simple is *the same* / *not the same* for *I, you, he, she, it, we* and *they.*
3 We use the past simple to talk about actions at a point of time in the *past* / *present.*

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

2 **Look at Alessandro's text on the web page. Find the past simple of the verbs.**

ask	~~carry~~	clean	close	enjoy
finish	help	like	need	open
~~phone~~	play	show	~~start~~	wait
walk	want	watch	work	

3 **Now put the verbs into the correct columns in the table.**

+ed	+d	y = ied
started	*phoned*	*carried*

4 **Complete the sentences with one of the verbs from Exercise 2.**

1 Last summer, I _____ with my dad in his shop.
2 She _____ with toy animals when she was a child.
3 I _____ to school with my friends yesterday morning.
4 They _____ their homework and then they _____ some TV.
5 My brother _____ one of my bags of shopping for me.
6 Our teacher _____ the window because it was hot in the room.
7 We _____ a long time for the bus. It was very late!
8 I _____ to go shopping because there wasn't any bread in the house.

PRONUNCIATION Extra syllable

157 **5** **Listen and repeat the verbs. Which ones have an extra syllable when we add *-ed*? Complete the table.**

~~carry~~	like	~~need~~	paint
start	show	talk	visit
wait	want	wash	

extra syllable	no extra syllable
need – needed	*carry – carried*

What do you notice about the verbs with an extra syllable when we add *-ed*?

6 **Work with a partner. Talk about last weekend using the verbs in box A and the time phrases in box B.**

Box A

carry	clean	cook	dance
enjoy	kick	like	listen
paint	play	practise	study
travel	visit	walk	wash

Box B

On Saturday morning, …
On Sunday evening, … Last weekend, …
Last Saturday morning, / Last Sunday afternoon, …

On Saturday, I watched a film with my friend. I liked it a lot.

VOCABULARY AND LISTENING

Pets and farm animals

1 Match the words in the box to the photos A–H.

EP

bird	cat	cow	dog	donkey	kitten
mouse	puppy	rabbit	sheep		

158 Listen and check. Then repeat.

2 Write the plural form of the animals in Exercise 1.

159 Listen and check.

3 Put the animals from Exercise 1 into the right columns. Some animals can go in both columns. You can add other animals.

pets	animals on a farm

















VOCABULARY AND LISTENING

Pets and farm animals

WARMER

If you did the Warmer at the beginning of the last lesson, display the posters on the walls and ask the students to look at the words for two minutes. Next, choose one of the animals (or one of the animals on pages 116 or 118) and say to the class, 'I'm thinking of an animal beginning with *c*. What is it?' (or a different letter of the alphabet). Challenge the class to guess the animals by asking *yes/no* questions. Tell them they can only ask one question with *Is it a + [name of animal]?* (e.g. *Is it a cat?*) When the students have guessed the name of the animal, invite a volunteer to the front to think of a different animal. Continue as a class or organise the students into small groups.

BACKGROUND INFORMATION

Farm animals are kept for economic purposes: they supply meat, dairy products, wool and leather. We also use (or used to use) them to help us on the farm: horses plough(ed) fields and sheep dogs help round up the sheep and also guard them. Pets are solely used for human companionship and are usually allowed indoors.

Devon is a county in the south-west of England; Exeter is the capital. It has numerous sandy beaches, national parks like Exmoor and Dartmoor and a lot of farmland.

1 Ask the students to cover the words in the box, look at the photos and try to name as many as they can in pairs. Then, ask them to look at the words and check their ideas. If the students are interested in animals, also point out that a baby bird is a *chick*, a baby sheep is a *lamb* and a baby cow is a *calf* (plural: *calves*).

158 **Answers**

The words are recorded for the students to check and repeat.
A a dog and a puppy B a mouse C a bird D a donkey
E a rabbit F a cat and a kitten G a sheep H a cow

2 Remind the students of the spelling rules for plurals, e.g. *puppy – puppies* and also point out that in English, there are some irregular plurals, e.g. *sheep – sheep* and *mouse – mice*. During class feedback, write the answers on the board and ask the students to check their spelling.

159 **Answers**

The words are recorded for the students to listen and check.
birds, cats, cows, dogs, donkeys, kittens, mice, puppies, rabbits, sheep

3 With a stronger class, encourage the students to copy the table into their notebooks with three columns: *pets*, *animals on a farm* and *wild animals*. Then, ask them to put the animals from pages 116 and 118 in the correct column and to try to add at least two more animals to each column.

FAST FINISHERS

Encourage the fast finishers to write some questions to ask the others about pets and farm animals, e.g. *What's your (least) favourite pet?, What's your (least) favourite farm animal?, What do you think of pets?, Would you like a pet?* and *Do you ever visit farms?*. If time allows, ask them to ask and answer these questions in pairs. In *Talking points* on page 119, students will ask and answer questions about pets and farm animals. Ask the fast finishers to save these questions and then to use them to ask the others when they do this section.

Possible answers

pets	animals on a farm
birds	cats and kittens
cats and kittens	cows
dogs and puppies	dogs and puppies
mice	donkeys
rabbits	mice
	rabbits
	sheep

Plus Students' own answers, e.g. (other A1 words)
Pets: fish, snake
Animals on a farm: pig

» VOCABULARY WORKSHEET UNIT 20

160 **4** Ask the class to read the instructions and look at the photos and ask, 'Where does Zara live?' (*probably on a farm*), 'Who is she talking to?' (*Jim Clark on a radio show*) and 'What's she talking about?' (*her animals*). Then, ask the students to read the questions in the instructions again and to try to predict the answers. Play the recording for them to check their ideas.

MIXED ABILITY

Tell the class that you are going to play the recording twice. The first time they listen, the stronger students write down all the animals they hear while the weaker students put a tick next to the animals she mentions in the box in Exercise 1 on page 118. Then, play the recording again, ask all the students to listen and write down the members of the family but ask the stronger students to also write the animals each one has got (*brother – two pet white mice, mum – a bird, dad – a sheep dog*).

Answers

five (*me personally, I've got a cat and four fish*)
brother, mum, dad

160 **5** Encourage the students, in pairs, to try to answer the questions before they listen again to check their ideas. With a weaker class, play the recording again and pause it after each answer is given.

Answers

1 her cat, if she got it as a kitten 2 her fish 3 her cat
4 the fish 5 her brother's mice 6 her mother's bird
7 donkeys, sheep, cows 8 the dog

» AUDIOSCRIPT TB PAGE 279

TALKING POINTS

Students can also ask these questions about people they know. If the fast finishers wrote more questions after Exercise 3 on page 118, have them ask the others their new questions.

GRAMMAR Past simple

1 Ask the students to look at the examples in purple. Ask, 'What is the same?' (*they are in the past and negative*), 'How do we form the negative?' (*did + not + verb*) and 'Is this the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*?' (*yes*). Then, ask the students to choose the right words.

Answers

1 didn't 2 don't add -ed

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 247

2 Write the eight verbs in the past simple on the board. Invite a volunteer to come to the board and write the past simple negative form of *practised*, making sure they only remove the *-d*, i.e. *didn't practise*.

161 **Answers**

The answers are recorded for the students to check and repeat.
1 didn't practise 2 didn't stop 3 didn't love 4 didn't study
5 didn't change 6 didn't use 7 didn't remember
8 didn't carry

3 Do number 1 as a class and then ask the students to complete the exercise in pairs.

Answers

1 didn't show 2 didn't invite 3 didn't visit 4 didn't travel
5 didn't wait 6 didn't cook 7 didn't stay 8 didn't finish

4 After students have underlined the verbs, point out they should not change the last sentence (it won't make sense in the past tense). Note: they may underline *go*, *live* and *help* in the second paragraph, but they shouldn't put these verbs in the past simple as they follow *want to*.

Answers

Liam lived with his parents in the city. He didn't enjoy living in the city. Once a month, Liam visited his parents' friends in the country. They didn't live in a village, they lived on a farm by a river. Liam always enjoyed his time there and never wanted to come home.
Liam talked to his parents. There was a good school near their friends' house. He wanted to go to that school and to live with his parents' friends and to help them on the farm. So Liam changed schools and helped his parents' friends on the farm every day. His parents decided to move to the country, too. Now Liam, his parents and their friends all live together on the farm.

» GRAMMAR WORKSHEET UNIT 20

WRITING

1 Organise the students into small groups and ask them to choose four of the topics from the list. Some of them might have their own ideas too, e.g. *my best event* (a sports match, concert or celebration). Encourage the students to brainstorm some ideas for each topic, including information about when, where, who with and why they enjoyed it. Next, encourage them to write a short paragraph about each topic in 20–30 words. Remind them to use verbs in the past.

Answers

Students' own answers

COOLER

Write some questions about some of the information in the coursebook for an end-of-course quiz, to be done in teams. Ask the questions and award points to teams who give the correct answer.

160 **4** **Listen to part of a radio interview. Zara is talking to Jim Clark, the host, about her and her family's animals. How many animals does Zara have? What members of her family does she talk about?**





160 **5** **Listen to the interview again and answer the questions.**

Which animal(s):

1 is / are three years old?
2 lives / live in her bedroom?
3 was / were a present?
4 is / are better than watching television?
5 is / are white?
6 looks / look sad.
7 lives / live in the fields?
8 likes / like the sheep now?

TALKING POINTS

Have you or your family got any pets? What are they? Do you live on a farm? What farm animals have you got?

GRAMMAR Past simple ⊖

1 **Look at the examples. Choose the correct words to complete sentences 1 and 2.**

No, I **didn't ask** you – sorry.
You **didn't ask** me.
The dog **didn't like** the sheep at first.
We **didn't talk** about farm animals.
My friend **didn't want** them.

1 We use *didn't / don't* and a verb to make the past simple negative for *I, you, he, she, it, we* and *they.*
2 We *add / don't add* -ed to the main verb to make the past simple negative.

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

2 **Write the past simple negative of the verbs.**

1 practised
2 stopped
3 loved
4 studied
5 changed
6 used
7 remembered
8 carried

161 **Listen and check. Then repeat.**

3 **Complete the sentences with the past simple negative of the verbs in brackets ().**

1 You _____ (not show) me your new kitten yesterday. Can I see it now?
2 I'm unhappy because Felix _____ (not invite) me to his party last week.
3 We _____ (not visit) the safari park yesterday because it was closed.
4 Last summer, the Jones family _____ (not travel) by train. They used their car.
5 The school bus _____ (not wait) for me yesterday so I was late for school.
6 My dad _____ (not cook) pizza last night. He cooked fish and chips.
7 We _____ (not stay) with our friends last weekend.
8 I was very tired last night and I _____ (not finish) all my homework.

4 **Read the story and underline all the verbs. Then write the story in the past tense.**

Liam lives with his parents in the city. He doesn't enjoy living in the city. Once a month, Liam visits his parents' friends in the country. They don't live in a village; they live on a farm by a river. Liam always enjoys his time there and never wants to come home.

Liam talks to his parents. There is a good school near their friends' house. He wants to go to that school and to live with his parents' friends and to help them on the farm.

So Liam changes schools and helps his parents' friends on the farm every day. His parents decide to move to the country, too. Now Liam, his parents and their friends all live together on the farm.

WRITING

1 **Write a review of your school year for the school website.**

Think about the school year and write about:

- school trips you enjoyed
- your favourite subjects and why you liked them
- the best after-school clubs and what you did there
- your favourite topics in *Prepare* Level 1
- your favourite units in *Prepare* Level 1
- what happened at the end of the photo story to Joelle, Rosa, Paolo and José.

LIFE SKILLS COLLABORATION

DECIDING THINGS TOGETHER

LIFE SKILLS

Deciding things together

It can be difficult to make decisions as a group. Friends want to do different things.

So, we need to:

- tell friends what we think
- listen to friends. What do they want to do?
- use their ideas and our ideas
- find answers together

1 **Read, think and answer. Discuss with a partner.**

1 Where do you like going with friends?
2 What food do you like eating with friends?
3 What is your favourite film? Why?
4 What is a film you don't like? Why don't you like it?
5 Do you find it difficult to choose a film with friends? Why / Why not?

2 **Read the film posters. Answer the questions.**

1 What film do you want to see? Why?
2 What other films do you know that look like these three films?

3 **Read the conversation. Answer the questions.**

1 What film do Clare, Tom and Beth decide to see together?
2 Why do they choose this film?

4 **Read the film posters again. Match the films 1–3 to the words a–c.**

1 *Looking for Gold*	**a** funny
2 *Wizard Academy 3*	**b** exciting
3 *Planet Aliens*	**c** magic

Films AT YOUR CINEMA THIS WEEK!

162



LOOKING FOR GOLD

An exciting film about explorers

★★★★★

Cinema Guide



WIZARD ACADEMY 3

Did you like *Wizard Academy 1* and *2*? Then here's film number 3, full of magic!

Film Times

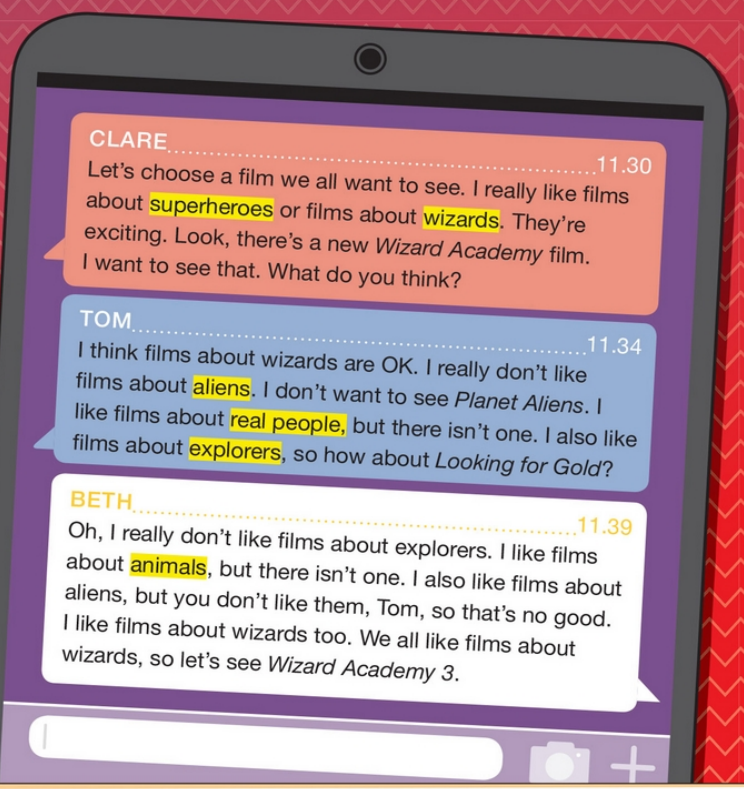


PLANET ALIENS

A very interesting film, and funny too!

★★★★

Movie News



LIFE SKILLS

Learning Objectives

- The students learn about how to decide things with friends.
- In the project stage, they plan a Saturday afternoon with friends and tell other students what they decide and why.

Vocabulary

superheroes wizards aliens real people explorers animals

BACKGROUND INFORMATION

21st Century Learning

In 2002, a non-profit organisation was set up, called P21, which stands for the Partnership for 21st Century Learning. The organisation identified core skills necessary for success in the 21st century, which included the 4Cs: collaboration, communication, critical thinking and creativity. Collaboration is where two or more people work together to complete a task or achieve a common goal. Successful collaboration means being able to work effectively, respectfully and may also involve a willingness to compromise. Although responsibility for the final goal is shared, individual contributions should also be valued.

WARMER

Revise the opinion adjectives from Unit 17 on page 104 by writing these anagrams on the board and asking the students to put the letters in order to make adjectives (answers in brackets):

aaigmnz (amazing), *aaceirtttv* (attractive), *cegiintx* (exciting), *aacfinstt* (fantastic), *aloppru* (popular), *alnsuuu* (unusual), *deflnoruw* (wonderful).

Elicit and write the answers on the board. Next, ask a few students about their favourite film, book, TV show, music, concert, comic, etc. using the model below. Encourage them to use the adjectives on the board:

Teacher: *What's your favourite film?*

Student: *It's Star Wars.*

Teacher: *Why do you like it?*

Student: *Because it's exciting.*

Then, ask the students to continue in small groups to take turns to ask and answer questions about favourite things. With a weaker class, write the model above on the board. Leave the adjectives on the board for Exercise 1.

LIFE SKILLS

Deciding things together

Ask the students to read the *Life skills* box. Elicit whether they do any of these things when they decide what to do with their friends.

1 Ask the students to read the questions, think about the answers on their own, and make some notes. Allow weaker students to write complete sentences. Ask the students, in pairs, to take turns to ask and answer the questions. If you did the Warmer, encourage them to answer using some of the adjectives on the board. Invite some class feedback on question 5, encouraging the students to explain why. If the students agree that it is difficult to choose a film together, ask 'What do you need to do if you can't decide together?'. Elicit some ideas from the class and remind them of the points in the *Life skills* box.

Answers

Students' own answers

2 Ask the students to look at the text and ask, 'What can you see?' (*three film posters and a conversation on a mobile*) and 'What do the stars mean?' (*a recommendation*). Now ask them to read the information on the posters and then answer the questions. Encourage them to compare ideas in pairs but remind them that it's OK to have different opinions.

Answers

Students' own answers

3 Ask the students to look at the mobile conversation and ask, 'How many friends are there?' (*three*). Now ask them to read Clare's first sentence and ask, 'What are they talking about?' (*choosing a film*). Next, ask them to read the two questions and try to guess the answer to question 1. Then, ask them to read the conversation and answer the questions.

Answers

1 Wizard Academy 3
2 Because they all like films about wizards.

4 Ask the students to try to match the film to the correct word before they look at the posters again.

Answers

1 b 2 c 3 a

5 In pairs, encourage the students to try to answer the questions before they read the conversation again. Then, ask them to underline the answer in the text.

Answers

1 Wizard Academy 3
2 She likes films about wizards.
3 Planet Aliens
4 Looking for Gold
5 No, she doesn't.
6 Wizard Academy 3

162 The Reading text is recorded for students to listen and read.

6 First, ask the students to find the highlighted words in the conversation. It may help them if they write them next to the exercise. Then, ask them to label the photos. Next, ask them to read the meanings (a–f) and to try to match them to the photos. If necessary, encourage them to do this through elimination by doing the ones they find easier first.

FAST FINISHERS

Ask fast finishers to work in small groups and to try to decide which of the three films they'd choose to see together. Encourage them to use the useful language in Life Skills 4 on page 99 (*Let's see … / We can see … / What a great idea!*).

Answers

1 explorers b 2 animals e 3 wizards a 4 aliens c
5 superheroes f 6 real people d

163 7 Ask the students to look at the pizza in the photo and to try to identify some of the ingredients. They will talk about their favourite pizza in *Talking points*. Then, ask them to listen to the three friends and identify the three things. If necessary, point out that the pizza in the photo is not the same as the friends' pizza.

MIXED ABILITY

Stronger students listen to the recording twice and follow the instructions in Exercises 7 and 8. However, for Exercise 7, ask weaker students to look at the table in Exercise 8 while they listen for the first time and to tick the food words as they hear them. When you play the recording again, ask the weaker students to answer the question in Exercise 7, i.e. *What three things do they have on their pizza?*.

Answers

cheese, tomato, vegetables

163 8 Ask the students to try to complete the table before they listen again. Then, play the recording and ask them to listen and check their ideas. If necessary, pause the recording after each answer is given.

Answers

	Clare	Tom	Beth
tomato	✓	✓	✓
cheese	✓	✓	✓
egg	✓	×	✓
tuna (fish)	✓	✓	×
vegetables	✓	✓	✓

» AUDIOSCRIPT TB PAGE 279

TALKING POINTS

Ask the students to read the questions on their own and to think about their own answers. Allow weaker students to write these down. Then, organise them into small groups to ask and answer the questions.

9 Read the sentences to the class with an exaggerated intonation and encourage the students to listen and repeat. Ask them to look at the emoticons and match each one to the correct phrase.

Answers

1 A 2 C 3 B

10 Ask the students to look at the pictures in pairs, and to try to make sentences. If they struggle to start, ask them to identify the emoticon first and then the food.

Answers

1 I think apples are OK. 2 I really like bananas.
3 I really don't like tomatoes.

PROJECT ***A plan for a Saturday afternoon with friends***

Check the students understand the instructions and that they'll need to decide on a film and a pizza. Organise the students into small groups and allow them 5–10 minutes to talk about films. If you did the Warmer, encourage them to use the opinion adjectives here. Then, stop the discussion and ask them to choose a film together.

Next, ask them to brainstorm some ingredients for pizzas; help them with vocabulary where necessary. Stop the discussion after about 5–10 minutes and encourage them to decide on their pizza.

Rearrange the groups so each student is working with someone different and ask them to both report back.

PROJECT EXTENSION

In new groups, encourage the students to organise an end of year event for the class. First, ask them to brainstorm some realistic ideas, e.g. a show, a party or a quiz.
Next, ask them to discuss their ideas and then reach an agreement. Encourage the groups to report back to the class. Have a brief class discussion and then take a vote on the best idea.

COOLER

Ask the students to look at Exercise 10 and, in pairs, draw three more sentences on a piece of paper. Encourage them to draw two true sentences and one false one. Then, ask them to pass their drawings to another pair who write the sentence and try to identify the false sentence.

5 **Read the messages again. Answer the questions.**

1 What film does Clare want to see?

.....

2 Why does Clare want to see that film?

.....

3 What film doesn't Tom want to see?

.....

4 What film does Tom want to see?

.....

5 Does Beth want to see the same film as Tom?

.....

6 What film does Beth want to see?

.....

6 **Label the pictures 1–6 with the highlighted words in the messages. Then, match the words to the meanings a–f.**



1 .....



4 .....



2 .....



5 .....



3 .....



6 .....

a They can do magic.
b They go on adventures and find things.
c They don't live on our planet.
d They are like you and me.
e Crocodiles and kangaroos are other examples.
f They can do special things and they stop bad people.

163 **7** **Listen to Clare, Tom and Beth. Answer the question.**

What three things do they have on their pizza?



163 **8** **Listen again and complete the table. Tick (✓) for *likes* and cross (✗) for *doesn't like*.**

	Clare	Tom	Beth
tomato			
cheese			
egg			
tuna (fish)			
vegetables			

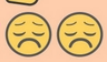
TALKING POINTS

What do you like on your pizza?
What don't you like on pizza?

9 **Match the phrases 1–3 to the pictures a–c.**

USEFUL LANGUAGE

1 I *really like* vegetables.
2 I *really don't like* fish.
3 I think egg is *OK*.

A 
B 
C 

10 **Look at the pictures and write three sentences. Use the phrases in Exercise 9.**

1 

.....

2 

.....

3 

.....

PROJECT

A plan for a Saturday afternoon with friends

Imagine you are going to the cinema and then for a pizza with your friends. In groups, decide what film to see and what to have on one big pizza. Talk about:

- the films you can see at the cinema at the moment
- the films you and your friends like / don't like

Choose a film together and then talk about:

- the things you can put on a pizza
- the things you and your friends like / don't like on pizza

Tell the class what you decide and why.

REVIEW 5 UNITS 17–20

VOCABULARY

1 **Complete the sentences with the words in the box.**



beach countryside flowers garden
river ~~sea~~ trees

0 I love swimming in the *sea* on holiday.
1 I love lying on the _____ when I go on holiday.
2 There are lots of fish in the _____ behind my house.
3 You have some beautiful flowers in your _____.
4 The forest has a lot of tall _____ in it.
5 My dog loves running in the _____.
6 I love it when there are lots of _____ in summer.

2 **Read the sentences and complete the words.**

0 This is a very young dog. p *u p p y*
1 These animals are often white and live on a farm. s _____
2 This animal often carries things for people. d _____
3 This animal lives in water and has a lot of teeth. c _____
4 You can get milk from this animal. c _____
5 This kind of animal can fly. b _____
6 This animal is a kind of cat and comes from Africa. l _____

GRAMMAR

1 **Make sentences with the adjectives in the box. There is more than one answer.**

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

0 apples / chocolate
Apples are nicer than chocolate.
1 your school bag / my school bag
2 José da Silva / our teacher
3 a visit to the safari park / a trip to a museum
4 writing English / speaking English
5 films / books
6 going on holiday / staying at home

2 **Complete the conversations with the words in the box.**

for in ~~on~~ on until
with with

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

3 **Read and complete the story. Use the past simple.**

Logan [0] *lived* (live) in a flat in New York. Every day he [1] _____ (travel) to school by bus. He [2] _____ (not walk) to school because the school [3] _____ (be) a long way from his house. One day, Logan [4] _____ (want) to get to school before his friends. He [5] _____ (start) to walk because it [6] _____ (be) too early for the bus. He [7] _____ (walk) and [8] _____ (walk) for an hour. Where [9] _____ (be) the school? He [10] _____ (ask) a man in a shop, 'Do you know where Main Street School is?' 'Yes,' the man [11] _____ (answer). 'It's only five minutes from here.' When Logan [12] _____ (arrive) at school he [13] _____ (be) very happy because he [14] _____ (not be) late for class.

REVIEW 5 UNITS 17–20

Overview

VOCABULARY	The natural world; Pets and farm animals; Wild animals
GRAMMAR	Comparatives: short adjectives; Comparatives: long adjectives; Prepositions: *with, for, until*; Past simple ⊕; Past simple ⊖; Past simple: *be*
LISTENING	Gavin talking about his trips
SPEAKING	Interview an explorer
READING	Weather haikus
WRITING	Write a haiku

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 17–20; Vocabulary worksheets Units 17–20; Review Game Units 17–20; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Play *Backs to the board*. Put students into two teams. One student from each team sits with their back to the board. Either project the images from Unit 20 Exercise 1 on page 118 onto the board and point to one of the animals or write the name of one of the animals on the board. Each team describes the animal without saying its name. The student who guesses first wins a point for their team. Have them changes places with another team member and continue with another animal.

VOCABULARY

1 Ask the students to look at the words in the box in pairs, and try to describe the photo with as many of these words as they can. Point out they can use negatives, e.g. *I can't see a garden*. Next, ask them to read the complete sentence before they write the word.

Answers

1 beach 2 river 3 garden 4 trees 5 countryside 6 flowers

2 Books closed. Read the example sentence to the class. Encourage the students to think of the animal and then compare ideas with their partner. Books open. Students complete the exercise. During class feedback, write the words on the board and ask the students to check their spelling.

Answers

1 sheep 2 donkey 3 crocodile 4 cow 5 bird 6 leopard

GRAMMAR

1 Check students understand the adjectives in the box by asking for the opposite of each one. Next, ask them to look at the pairs of words in each question and write an appropriate adjective next to each one. Point out that there may be more than one answer but that they should try to use a different adjective for each sentence. Now ask them to read the example and ask, 'Is this true?'. Do question 1 as an open class example and then ask them to write sentences for 2–6.

FAST FINISHERS

In pairs, ask fast finishers to have a discussion using their sentences, e.g.:

Student A: *I think apples are nicer than chocolate.*

Student B: *No, you're wrong! Chocolate is nicer than apples. What about your school bag?*

Student A: *My school bag is ….*

Possible answers

1 Your school bag is cleaner than my school bag.
2 José da Silva is more famous than our teacher.
3 A visit to the safari park is more exciting than a trip to a museum.
4 Writing English is easier than speaking English.
5 Films are more interesting than books.
6 Going on holiday is more expensive than staying at home.

2 Pens down. Ask the students to read the short conversations in pairs but to say *beep* instead of the preposition. Next, ask them to complete the conversations. Point out that they should use each word once. After class feedback, ask the students to practise the conversations in pairs and to try to memorise at least one.

Answers

1 with 2 until, on 3 in 4 with, for

3 First, ask the students to underline the verbs in Exercise 2 and ask, 'Are these in the past or the present?' (*past*), 'How do we make the past?' (*be – was / were, regular verbs + -ed*) and 'And the negative form?' (*was – wasn't, were – weren't, regular verbs – didn't + infinitive*). Note: there is one irregular verb (*went*) in conversation 1. Next, ask the students to read the complete story and then put the verbs in the past. Point out that they will have to use the negative in 2 and 14. During class feedback, make sure the students have spelled the past simple forms correctly, in particular *travelled*.

Answers

1 travelled 2 didn't walk 3 was 4 wanted 5 started 6 was 7 walked 8 walked 9 was 10 asked 11 answered 12 arrived 13 was 14 wasn't

LISTENING

164 **1** Revise the weather words with the class: project or draw the weather symbols from Unit 18 Exercise 1 on page 106 on the board and invite volunteers to come to the board and write the weather word underneath. Next, ask them to read the instructions and look at the photo and ask, 'How did Gavin travel?' (*by plane*) and 'When did he travel?' (*January to June*).

MIXED ABILITY

Play the recording two or three times. On the second and third listening, pause the recording and allow the students time to write their answers.

Encourage stronger students to draw a line to the weather the first time they listen. When they listen for a second time, ask them to write down the name of the country Gavin travelled to. If you need to play the recording for a third time, encourage these stronger students to write complete sentences about each month, e.g. *In January, Gavin travelled to Brazil and it rained every day.*

With weaker students, remove some of the options so that they only need to choose from two or three words for each month, e.g. *January: wind rain cold.*

Answers

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

» AUDIOSCRIPT TB PAGE 279

SPEAKING

1 Ask the students to look at the photo and ask, 'Where is she?', 'What's she wearing?' and 'What's her job?' (*an explorer*). Ask the students to read the instructions and the prompts. Point out that they are going to interview the explorer in the photo so they should use *you*. Encourage them to write questions both in the past and the present. With a weaker class, brainstorm some example questions as a class and then ask them to write them down. Next, change pairs and encourage them to take turns to ask their questions and to answer them. Point out that they can make up their answers if necessary. Then, invite pairs to say something about the 'explorer' they interviewed, e.g. *Roberta was in Brazil.*

Possible questions

Where do you go?
Where was your last trip?
What kind of clothes do you take?
What kind of food do you take?
How long were you there? How cold was it? Was it cold?
Why do you like your job?
Who do yout travel with?

READING

1 Ask the students to read the introduction and ask, 'What is a haiku?' (*a poem with three lines*). (Note: traditionally, this is a short Japanese poem with 17 syllables organised in three lines of five, seven and five syllables, often about the natural world.) Next, ask them to cover the poems for now, look at the pictures (A–E) and describe what they can see in pairs. Encourage them to describe the season, the weather and any other words they can see. Now ask them to read each haiku and match it to the correct picture. When everyone is ready, check the answer as a class and continue with the next one.

Answers

1 E 2 C 3 D 4 B 5 A

165 The Reading text is recorded for students to listen and read.

WRITING

1 Ask the students to choose one of the pictures in pairs. Next, ask them to write down the season, the weather and any objects they can see. Now ask them to organise their ideas and write a haiku. If necessary, do this together with the first picture A, e.g.:

It's a cold winter
And an old tree stands alone
In the bright white snow.

Correct their work and if time allows encourage them to make a poster with their haiku and an illustration. Display their work and if appropriate, take a class vote on the best three.

Answers

Students' own answers

COOLER

Ask the students to stand in a large circle (or three smaller circles in a large class). Give each circle a ball or crumpled piece of paper. Say a vocabulary category from the course, e.g. *weather*. The student holding the ball says a word from the category and throws the ball to another student, who says a different word and throws the ball. If someone drops the ball, repeats a word, can't think of a word or says an unconnected word, they stand in the middle and choose the next category. They play the game again, with the person in the middle switching places with the next person to make a mistake.

LISTENING

164 **1** Gavin travelled to a lot of places this year. What was the weather like? Listen and draw a line.

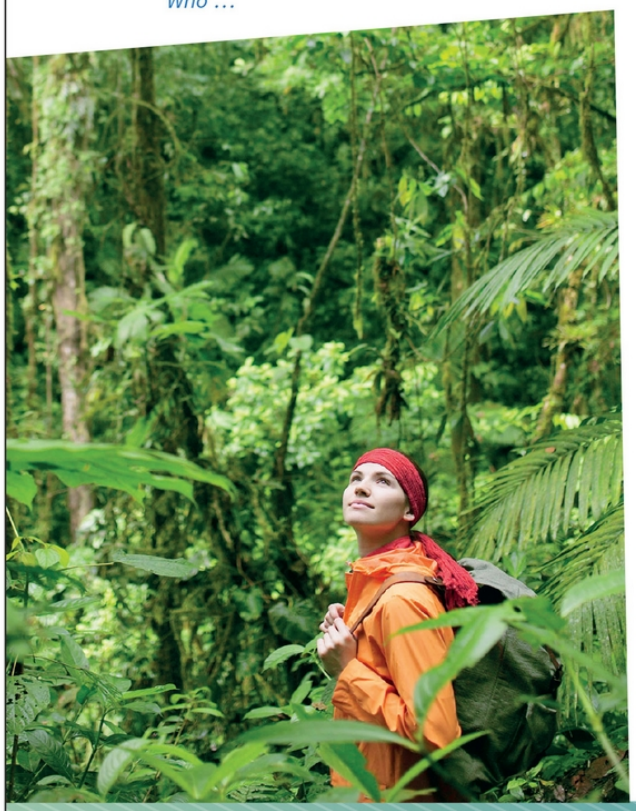
January	February	March	April	May	June
wind	cold	rain	hot	warm	wind
rain	warm	hot	wind	rain	cold
warm	hot	cold	warm	wind	rain
hot	wind	warm	rain	cold	hot
cold	rain	wind	cold	hot	warm
warm	hot	wind	cold	snow	rain



SPEAKING

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

Where …
What kind of clothes/food …
How long/cold …
Why …
Who …



READING

1 A haiku is a short poem with three lines. Haikus are often about the weather. Read the haikus 1–5 and match them to the pictures A–E.

165

1 *Snow*
on the cold glass,
but inside it's warm.

2 *Summer night –*
in bed but not sleeping,
listening to the rain.

3 *Long summer days,*
there's no school for
months.
Why am I sad?

4 *The beach in winter,*
cold wind in my face,
water in my shoes.

5 *First snow of winter,*
all the trees
have new clothes.


A


B


C


D


E

WRITING

1 Choose one of the haiku pictures and write your own haiku.

EXTRA ACTIVITIES

UNIT 2 GRAMMAR, PAGE 21

5 **Write short answers to these questions. Then ask and answer with your partner.**

- Are you bored today?
- Is your teacher nice?
- Is the classroom hot today?
- Are your parents funny?
- Are you Brazilian?
- Is your friend sad today?

UNIT 6 GRAMMAR, PAGE 43

3

Conversation 1
Daniel: Pedro, can you come to my swimming pool party?
Pedro: Yes! When is it?
Daniel: It's at 2.15, and it's at the big swimming pool.
Pedro: Great. Thanks!

Conversation 2
Hannah: Would you like to come to my party, Melissa?
Melissa: I'd love to! When is it?
Hannah: It's on August 1st*.
Melissa: What time?
Hannah: From eight until late.
Melissa: Cool!

Conversation 3
Andrew: Sam, would you like to come to my sports party?
Sam: I'd love to. Is it at the park?
Andrew: Yes, it is. It's on Saturday at 10 o'clock.
Sam: I can't wait!

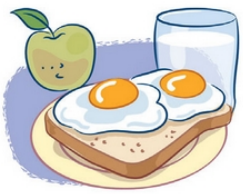
Conversation 4
Rebecca: Can you come to my birthday party, Ella? It's on Wednesday, at my house.
Ella: I'd love to, but what time is it?
Rebecca: It's from 3.30 until 5.30.
Ella: Oh, I'm sorry, I can't. I've got a guitar exam on Wednesday afternoon.

*August the first

UNIT 9 VOCABULARY AND READING, PAGES 60–61

3

Answers:
1, 3 and 5 are good breakfasts.
2 and 4 aren't good breakfasts. It isn't good for you to eat chocolate, cake, chips or ice cream for breakfast.











UNIT 11 GRAMMAR, PAGE 71

2 **Choose the correct words to complete the questions. Then tick (✓) the answers for you.**

1 ***How many / How much*** **fruit do you eat in a week?**
- **1** I eat lots.
- **2** I eat some.
- **3** I don't eat any.

2 ***How many / How much*** **books have you got in your bag?**
- **1** I've got lots.
- **2** I haven't got any.
- **3** I've got some.

3 ***How many / How much*** **bread do you eat in a day?**
- **1** I don't eat any.
- **2** I eat some.
- **3** I eat lots.

4 ***How many / How much*** **tennis do you play in a week?**
- **1** I play some.
- **2** I play lots.
- **3** I don't play any.

5 ***How many / How much*** **board games have you got?**
- **1** I've got lots.
- **2** I haven't got any.
- **3** I've got some.

6 ***How many / How much*** **cooking do you do at home?**
- **1** I do lots.
- **2** I do some.
- **3** I don't do any.

UNIT 13 GRAMMAR, PAGE 81

4 **Look at the picture of the town. Decide what the buildings are.**

Building 1 is a supermarket.

Now work in pairs. Ask and answer questions about your town. Take turns.

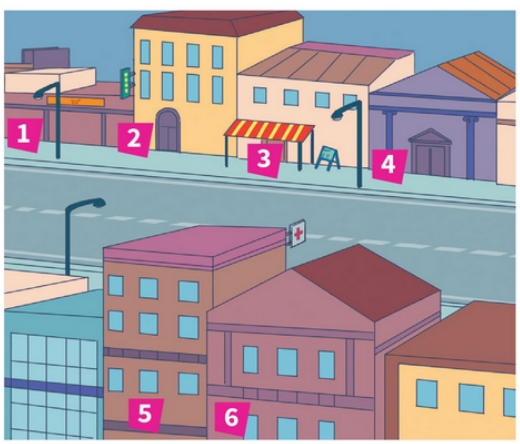
Is there a museum in your town?

Yes, there is.

Where is it?

It's number four. Is your number four a museum?

No, it isn't. It's a bank.



UNIT 14 GRAMMAR, PAGE 87

5

Danni: Hi, Suzie.
Suzie: Hi, Danni. How are you doing?
Danni: Fine, thanks. And you?
Suzie: I'm great!
Danni: Can you meet me this weekend?
Suzie: I'd love to.
Danni: Let's go shopping. There's a sale on at the shopping centre.
Suzie: Good idea! Shall we go on Saturday at 10 o'clock?
Danni: Yes, that's great. See you then.
Suzie: And do you want to go swimming with me on Sunday morning?
Danni: Sorry, I can't.

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

STARTER UNIT

A / AN

1 **A** a cake **B** a picture **C** an apple **D** an orange

THIS, THAT, THESE, THOSE

2 **1** This (That) **2** These (Those) **3** This (That) **4** Those (These)

UNIT 1

DETERMINERS

1 **1** your **2** her **3** your **4** my **5** her **6** my

2 **1** My **2** your **3** my **4** His **5** your **6** her **7** Her **8** His

BE

3 **1** You're (You are) **2** She's (She is) **3** We aren't (We are not) **4** He isn't (He is not) **5** I'm (I am) **6** It's (It is) **7** It isn't (It is not) **8** She's (She is) **9** You're (You are) **10** you aren't (you are not)

4 **1** My name's (I'm / I am) **2** my **3** is **4** He's (He is) **5** his **6** He's (He is) **7** I'm (I am) **8** my **9** 's (is)

UNIT 2

DETERMINERS

1 **1** their **2** our **3** his **4** your **5** her **6** its

POSSESSIVE 'S

2 **Possible answers**
(names in 1–4 can be in a different order)
1 Sally is Katie, Nat and Toby's mother.
2 Nat is Jason and Sally's son and Katie and Toby's brother.
3 Jason is Katie, Nat and Toby's father.
4 Katie is Nat and Toby's sister and Jason and Sally's daughter.
5 Sally is Jason's wife.
6 Jason is Sally's husband.

BE ? AND SHORT ANSWERS

3 **1** plural **2** possessive **3** plural **4** is **5** possessive **6** is **7** plural

4 **1** Are they from Italy? **2** Are you happy? **3** Are we late? **4** Is she hungry? **5** Are they Italian? **6** Is Maria from Mexico? **7** Are they sad?

5 **1** they aren't **2** you are **3** we aren't **4** she is **5** they aren't **6** she is **7** they aren't

UNIT 3

THERE IS / THERE ARE

1 **1** There's **2** There are **3** There's **4** There are **5** There's

IN / ON

2 **1** in **2** on **3** on **4** in **5** on **6** in

HAVE GOT +

3 **1** I've (have) got a guitar.
2 He's (has) got a dictionary.
3 He's (has) got a television.
4 He's (has) got a bookcase.
5 They've (have) got a camera.
6 They've (have) got a television.

UNIT 4

HAVE GOT −, HAVE GOT ?

1 **1** haven't got **2** hasn't got **3** hasn't got **4** hasn't got **5** haven't got **6** haven't got

2 **1** Tom and Ben have got gloves but they haven't (have not) got a phone.
2 Emma's got (has got) a hat but she hasn't (has not) got a pet fish.
3 Tom and Ben haven't (have not) got the keys but they've got (have got) a pet fish.
4 Emma's got (has got) the keys.

3 **Possible answers**
1 I've got (have got) a phone but I haven't (have not) got a pet fish.
2 I haven't (have not) got a hat but I've got (have got) the keys.
3 I haven't (have not) got gloves.

4 **1** g **2** b **3** e **4** c **5** d **6** f

5 **1** Has Holly got a dark blue phone?
2 Have Mary and Paolo got a new computer?
3 Have you got your glasses?
4 Have Will and Sophie got their hats and coats?
5 Has your brother got a red camera?
6 Has your sister got a ruler in her pencil case?

UNIT 5

CAN / CAN'T

1 **1** can **2** can't **3** can't **4** can **5** can't **6** can

2 **1** Can they paint pictures? Yes, they can.
2 Can you ride a horse? No, I can't.
3 Can your sister take good photos? Yes, she can.
4 Can Lizzy and Rita swim underwater? No, they can't.
5 Can you and Martha play the guitar? Yes, we can.
6 Can Matthew speak Spanish? No, he can't.

3 **1** Jack, Sally and Philippe can speak Italian.
2 Sally, Meg and Philippe can't swim underwater.
3 Meg can paint a picture and ride a horse.
4 Jack and Philippe can't sing but can speak Italian.
5 Meg can ride a horse but can't sing.

4 **Possible answers**

1 I can sing but I can't ride a horse.

2 I can speak Italian but I can't ride a horse.

3 I can't swim underwater but I can sing.

4 I can't paint but I can speak Italian.

PREPOSITIONS: *IN, ON, BEHIND, UNDER*

5 **1** in **2** behind **3** in **4** under (on) **5** in **6** on

UNIT 6 *SOME, ANY, LOTS OF*; COUNTABLE AND UNCOUNTABLE NOUNS

1 **1** any **2** some **3** any **4** some **5** any **6** any

2 **1** some **2** some **3** any **4** any **5** lots of **6** any **7** any **8** some

PREPOSITIONS: *ON, AT, FROM, UNTIL*

3 **1** on **2** at **3** from **4** until **5** on

UNIT 7 PRESENT SIMPLE

1 **1** gets up **2** clean **3** have **4** wash **5** has **6** catch **7** finishes

2 **1** Jack doesn't get up at 6.30 am.

2 We don't clean our teeth in the morning and the evening.

3 They don't have dinner at 7 o'clock.

4 I don't wash my face in the morning.

5 Freya doesn't have a big breakfast.

6 You don't catch the bus at 8 o'clock.

7 He doesn't finish school at 3.30 pm.

3 **Possible answers**

1 I have breakfast in my room. Then I get dressed.

2 They don't catch the bus. They walk to school.

3 Harry doesn't walk to school. He goes in his dad's car.

4 Luke has his breakfast in his bedroom. He doesn't have breakfast in the kitchen.

5 You go to school at 07.30. You don't go to school at 08.30.

UNIT 8 PRESENT SIMPLE: QUESTIONS AND SHORT ANSWERS

1 **1** Do your friends go to school by car?

2 Does Mr Harvey teach English?

3 Does Tony play music in the evening?

4 Do you have PE on Monday?

5 Does Maria's dad watch a lot of TV?

2 **1** No, I don't. **2** Yes, they do. **3** No, she doesn't. **4** No, they don't. **5** Yes, he does.

WH- QUESTIONS

3 **1** What? **2** Where? **3** When? **4** Who? **5** How often? **6** Why?

UNIT 9 *LIKE* ⊕ ⊖

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

2 **Possible answers**

1 doesn't like **2** likes **3** like **4** don't like **5** like **6** like

PRONOUNS

3 **1** me **2** them **3** us **4** him **5** them **6** her

UNIT 10 PRESENT CONTINUOUS

1 **1** swimming **2** writing **3** coming **4** washing **5** kicking **6** riding **7** looking **8** knowing **9** sitting **10** cleaning

2 **1** is playing **2** are dancing **3** 's (is) talking **4** are painting **5** 's (is) singing

3 **1** Chris isn't (is not) playing the guitar.

2 Emily and Maddy aren't (are not) dancing.

3 Sally isn't (is not) talking on her phone.

4 Ben and Paul aren't (are not) painting a picture.

5 Carla isn't (is not) singing.

4 **Possible answers**

1 No, he isn't. (He's taking photos.)

2 Are … painting … No, they aren't. (They're dancing.)

3 Is … No, she isn't. (She's singing.)

4 Is … talking on the phone … she is.

5 Are … painting … they are.

UNIT 11 ADVERBS OF FREQUENCY: *ALWAYS, OFTEN, SOMETIMES, NEVER*

1 **1** Katia is never sad at her dance class.

2 We always go to the movies on Monday evenings.

3 I sometimes play tennis with my friends at the weekends.

4 They are always at school from Monday to Friday.

5 Joe often likes making cakes.

6 I often take photos on holiday.

2 **1** I often go on the internet in the evening.

2 I never play tennis on Thursday.

3 I sometimes watch a TV show in the afternoon.

4 I often listen to music at the weekend.

5 I always ride my horse on Sunday.

HOW MUCH …? / HOW MANY …?

3 **1** How many … send

2 How much … watch

3 How much … stream

4 How many … send

5 How many … take

6 How many … look at

7 How many … take

4 Possible answers

1 I send 15 texts in a day.
2 I watch two hours of television in a day.
3 I stream lots of music in a week.
4 I send 30 emails in a week.
5 I take lots (thousands) of steps in a day.
6 I look at five websites in a day.
7 I take ten photos in a week.

UNIT 12 PRESENT SIMPLE AND PRESENT CONTINUOUS

1 **1** he's studying **2** gets up **3** is having **4** gives **5** play **6** likes **7** are doing **8** doesn't speak

2 Possible answers

1 What are you doing?
2 What does she do (every Wednesday)?
3 What do you do?
4 What are you doing?
5 What's (What is) Carla doing?
6 What do they do?
7 What's (What is) Ben doing?

CAN: REQUESTS AND PERMISSION

3 **1** Can I go home, please?
2 Can you clean the table?
3 Can you meet me in the park?
4 Can I watch a film, please?
5 Can I have some soup, please?
6 Can you teach me Spanish?
7 Can you help me with my homework?

Note: you can use *please* with all of these questions.

4 **1** permission **2** request **3** request **4** permission **5** permission **6** request **7** request

UNIT 13 *IS THERE A ...? / ARE THERE ANY ...?*

1 **1** There aren't **2** Are **3** Is **4** There isn't **5** There's **6** There are

2 **1** Are there any banks? Yes, there are.
2 Are there any schools? Yes, there are.
3 Are there any cafés? No, there aren't.
4 Is there a hospital? Yes, there is.
5 Is there a station? No, there isn't.
6 Are there any cinemas? Yes, there are.
7 Is there a university? No, there isn't.
8 Are there any hotels? Yes, there are.
9 Are there any supermarkets? Yes, there are.

PREPOSITIONS: *INSIDE, OUTSIDE, ABOVE, BELOW, NEAR*

3 **1** above **2** outside **3** inside **4** below **5** near

UNIT 14 *BECAUSE, AND, BUT, OR*

1 **1** f **2** b **3** g **4** d **5** a **6** c **7** e

2 **1** because **2** and **3** and **4** because **5** or **6** but

LET'S ..., SHALL WE ...?

3 **1** Let's play **2** Shall we go **3** Shall we visit **4** Let's meet **5** Let's watch **6** Let's do

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

UNIT 15 PLURALS: SPELLING

1 **1** waiters **2** shops **3** sentences **4** digital watches **5** stories **6** drinks **7** shoes **8** houses **9** addresses **10** parties

2

add *-s*	add *-es*	change *-y* to *-ies*
waiter	digital watch	story
shop	address	party
sentence		
drink		
shoe		
house		

DESCRIBING PEOPLE

3 **1** 's (is) **2** 's (has) got **3** 's (is) **4** 's (is) **5** has got **6** 's (is)

4 Possible answers

1 Rob's (is) wearing black shoes today.
2 Alex has got beautiful eyes.
3 Natasha's (is) wearing a nice hat today.
4 Luke's (is) wearing blue jeans.
5 James is tall and slim.
6 Suzanne's (is) wearing glasses.

UNIT 16 *NEED, WANT*

1 **1** need **2** want **3** wants **4** need **5** want **6** need (want)

2 **1** want to play **2** need to take **3** wants to come (go) **4** want to help **5** want to go (come)

TOO

3 **1** too hard **2** too dirty **3** too busy **4** too hot **5** too long **6** too small

4 **1** It's too small! **2** They're too expensive! **3** It's too hard! **4** It's too dirty! **5** It's too short!

UNIT 17 COMPARATIVES: SHORT AND LONG ADJECTIVES

1

+ -er	*double letter + -er*	*y → -i + -er*	*ending with -e + -r*
cleaner	fatter	angrier	later
colder	hotter	dirtier	whiter
longer	sadder	easier	
newer		heavier	
older			
smaller			

2 **1** × **2** × **3** × **4** × **5** × **6** ✓ **7** ×

3 **1** Grand Hotel is more comfortable than Hotel Murphy.
2 Hotel Murphy is more boring than Grand Hotel.
3 Grand Hotel is nearer the beach than Hotel Murphy.
4 Hotel Murphy is smaller than Grand Hotel.
5 Grand Hotel is more exciting than Hotel Murphy.
6 Grand Hotel is more attractive than Hotel Murphy.

UNIT 18 *IT*

1 **1** d **2** f **3** g **4** c **5** a **6** b **7** e

2 **1** It's **2** it's **3** It's **4** It **5** it **6** it **7** It's **8** it

PREPOSITIONS: *WITH, FOR, UNTIL*

3 **1** with **2** until **3** for **4** until **5** with **6** for **7** for **8** until

UNIT 19 PAST SIMPLE: *BE*

1 **1** were **2** wasn't **3** was **4** was **5** weren't (were) **6** were **7** was **8** weren't

2 **1** were **2** weren't **3** was **4** was **5** was **6** was **7** was **8** Were **9** were **10** were **11** was **12** was **13** were **14** Was **15** was **16** were

WH- QUESTIONS IN THE PRESENT AND PAST

3 **1** What (e) **2** Where (b) **3** Who (f) **4** Why (g) **5** When (d) **6** How (c) **7** What kind of (h)

UNIT 20 PAST SIMPLE

1 **1** lived **2** walked **3** worked **4** wanted **5** answered **6** invited

2 **1** Charlie and Nathan didn't like the film.
2 We didn't answer Joe's email last night.
3 She didn't ask her for her phone number.
4 The concert didn't start at 7.30.
5 The party didn't finish very late.
6 They didn't see crocodiles and tigers in the safari park.

3 **1** danced **2** asked **3** didn't like **4** started **5** finished **6** got **7** didn't want **8** stayed **9** watched

STARTER UNIT

VOCABULARY

1 **2** Bryan **3** Tracey **4** Stephen **5** Vicki **6** Stewart

01 **1**

Teacher: Hello. What's your name?
Julia: Julia.
Teacher: How do you spell it?
Julia: J–U–L–I–A.

2

Teacher: Hello. What's your name?
Bryan: Bryan.
Teacher: How do you spell it?
Bryan: B–R–Y–A–N.

3

Teacher: Hello. What's your name?
Tracey: Tracey.
Teacher: How do you spell it?
Tracey: T–R–A–C–E–Y.

4

Teacher: Hello. What's your name?
Stephen: Stephen.
Teacher: How do you spell it?
Stephen: S–T–E–P–H–E–N.

5

Teacher: Hello. What's your name?
Vicki: Vicki.
Teacher: How do you spell it?
Vicki: V–I–C–K–I.

6

Teacher: Hello. What's your name?
Stewart: Stewart.
Teacher: How do you spell it?
Stewart: S–T–E–W–A–R–T.

2 eight, three, six, twenty, eleven, fifteen, thirteen

3 three, six, eight, eleven, thirteen, fifteen, twenty

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

5 **1** a **2** d **3** b **4** c

6 Students' own answers

7 (in any order) **1** one apple **2** four boys **3** six desks **4** two girls **5** one orange **6** one pen **7** three pencils **8** one ruler **9** one teacher

8 blue, black, red, brown, yellow, grey, green, white

GRAMMAR

1 **1** an **2** a **3** a **4** an **5** a

2 **1** This ruler is orange. (Ruler nearer to us to be coloured in orange.)

That ruler is green. (Ruler further away from us to be coloured in green.)

2 These pens are blue. (Pens nearer to us to be coloured in blue.)

Those pens are yellow. (Pens further away from us to be coloured in yellow.)

3 Students' own answers.

VOCABULARY

1 **2** February **3** March **4** April **5** May **6** June **7** July **8** August **9** September **10** October **11** November

LISTENING

1 **2** November **3** January **4** July **5** August **6** December **7** October **8** February **9** March **10** September

02 **1**

Lucy: Hello. I'm Lucy. My birthday's in April.

2

Lee: Hi. My name's Lee and my birthday's in November.

3

Tom: Hello. What's your name? My name's Tom. My birthday's in January.

4

Jane: Hello. I'm Jane. My birthday's in July.

5

Melissa: Hi. My name's Melissa and my birthday's in August.

6

Oliver: Hello there. I'm Oliver. My birthday's in December.

7

Mia: Hi. I'm Mia. My birthday's in October.

8

Jack: Hello. I'm Jack. My birthday's in February.

9

Maria: Hello. My name's Maria and my birthday's in March.

10

William: Hi. I'm William. My birthday's in September. When's your birthday?

WRITING

1

f	o	u	r	p	e	n	g	r	e	e	n
t	e	a	c	h	e	r	a	p	r	i	l
m	o	n	d	a	y	y	e	l	l	o	w
s	e	v	e	n	j	u	n	e	r	e	d
t	h	u	r	s	d	a	y	b	o	o	k
j	a	n	u	a	r	y	e	i	g	h	t

numbers	colours	days	months	the classroom
four	green	Monday	April	pen
seven	yellow	Thursday	January	teacher
eight	red		June	book

UNIT 1 All about me

VOCABULARY AND LISTENING

1 **1** dad **2** friend **3** phone **4** photo **5** student **6** watch **7** chair **8** bag **9** table

2 **1** friend **2** student **3** camera **4** phone **5** dad

3 It's Eve's birthday.

4 **2** C **3** F **4** E **5** D **6** B

5 **1** ✓ **2** × **3** ✓ **4** × **5** ×

03

Eve: Hello. You're in my class. You're new.

Joe: Yes, I am. That's right.

Eve: What's your name?

Joe: I'm Joe. What's yours?

Eve: My name's Eve. And that's my friend Martha. How old are you, Joe?

Joe: I'm twelve. Thirteen in December. How old are you and Martha?

Eve: Martha's twelve and I'm thirteen. Today's my birthday!

Joe: Really? Happy birthday, Eve!

Eve: Look. This is my phone. It's grey and black. It's new.

Joe: Wow! It's great, Eve!

Eve: What's your phone number?

Joe: It's six–oh–seven–three–two–nine–eight–one. What's yours, Eve?

Martha: Eve! Eve!

Eve: OK, Martha! Goodbye, Joe.

Joe: Goodbye, Eve. See you Monday!

GRAMMAR

1 **2** d **3** a **4** c

2 **1** her **2** His **3** His **4** your **5** her **6** my **7** her **8** His

3 **1** I'm Michelle. **2** You're my friend. **3** He's my dad. **4** She's my teacher. **5** It's blue. **6** She's my mother. **7** He's a student. **8** She's my friend. **9** I'm Jack. **10** It's my phone.

4 **1** am **2** am **3** is **4** is **5** is **6** is **7** is

VOCABULARY AND READING

1

i	t	a	l	i	a	n	s	c
t	u	r	k	i	s	h	p	h
r	u	s	s	i	a	n	a	i
g	h	f	e	t	d	l	n	n
j	z	i	a	w	r	y	i	e
m	e	x	i	c	a	n	s	s
b	v	c	u	o	r	y	h	e

2 **1** Chinese **2** Turkish **3** Russian **4** Spanish **5** Mexican **6** Italian

3 **1** Argentinian **2** Spanish **3** Russia **4** Mexico **5** Italy **6** Turkey **7** Chinese **8** Brazilian

4 **1** B **2** A **3** E **4** C

5 **1** 12/twelve **2** 11/eleven **3** Mexico **4** dad **5** England **6** friend **7** 15/fifteen **8** Italy **9** 12/twelve

GRAMMAR

1 **1** You're from China. **2** They're from Italy. **3** We're from Brazil. **4** They're from Turkey. **5** You're from Spain. **6** We're from Russia. **7** We're from Argentina. **8** You're from Mexico.

2 **1** 'm not / am not **2** aren't / are not **3** isn't / is not **4** 'm not / am not **5** aren't / are not **6** isn't / is not **7** aren't / are not **8** isn't / is not

3 **1** He isn't / is not Spanish. **2** She isn't / is not from China. **3** You aren't / are not Mexican. **4** They aren't / are not from Brazil. **5** I'm / I am not from Italy. **6** She isn't / is not Argentinian.

WRITING

1 **1** Claudia **2** 13/thirteen **3** Italy **4** Italian **5** Argentina **6** Argentinian

2 Students' own answers

UNIT 2 My family

VOCABULARY AND READING

1

female	male	both
mother	brother	baby
mum	dad	children
sister	father	parents
wife	husband	

2 **1** daughter **2** husband **3** sister **4** father **5** mum

3 Students' own answers

4 Turkish

5 **1** b **2** c **3** d **4** a

6 **1** × **2** ✓ **3** ✓ **4** × **5** × **6** ✓

GRAMMAR

1 **1** Billy's **2** Billy's **3** Laura's **4** Laura's **5** Billy's

2 **1** my **2** your **3** his **4** her **5** our **6** their

3 **1** our **2** our **3** our **4** their **5** their **6** their

4 **1** Our **2** our **3** our **4** their **5** their **6** their

VOCABULARY AND LISTENING

1 **1** sad **2** nice **3** tired **4** bored **5** clever **6** happy **7** hungry **8** funny

2 **1** bored **2** happy **3** clever **4** nice **5** funny **6** hungry **7** hot **8** tired **9** sad

3 Russia

4 **1** B **2** B **3** B **4** A

04

Alex: Hi, Mum!
Mum: Oh, hi, Alex. Are you OK?
Alex: Yes, I'm fine, thanks, but it's a hot day today.
Mum: Yes, it is.
Alex: Oh, Mum, this is my friend, Anna.
Mum: Hi, Anna. Nice to meet you.
Anna: Hello. It's nice to meet you too.
Mum: Are you Brazilian, Anna?
Anna: No, I'm not. My family is from Russia.
Mum: My husband is from Russia too! Alex, are you and Anna hungry?
Alex: No, we aren't. We're fine, thanks. Come on, Anna – the film!
Mum: Good. Are you OK?
Alex: Yes, we're fine, thanks, Mum!
Mum: Is the film sad?
Anna: Yes, it is.
Alex: It's very sad, Mum.
Mum: OK, bye.
Alex and Anna: Bye!
Anna: Your mum is really nice, Alex.
Alex: Thanks, Anna.

GRAMMAR

1 **1** Are **2** Are **3** Is **4** Are **5** Is **6** Are **7** Is **8** Are

2 Students' own answers

3 **1** Is Sophie happy? Yes, she is.
2 Is James bored? No, he isn't.
3 Are your friends hungry? No, they aren't.
4 Is your classroom hot? No, it isn't.
5 Is your sister funny? Yes, she is.
6 Is your mum clever? Yes, she is.

4 **1** Where are you from? **2** When is your birthday?
3 What is your phone number?
4 Where are your friends?

WRITING

1 **1** Vladimir's from Russia. **2** He's Russian.
3 He's 14/fourteen years old. **4** Today he's tired!

2 **1** Amy **2** 12/twelve **3** Australian **4** happy

3 Students' own answers

UNIT 3 My home

VOCABULARY AND LISTENING

1

l	i	v	i	n	g	r	o	o	m
b	e	d	r	o	o	m	w	d	h
k	i	t	c	h	e	n	a	o	a
t	q	b	l	b	z	c	l	o	l
s	h	o	w	e	r	q	l	r	l
t	o	i	l	e	t	b	a	t	h
w	i	n	d	o	w	z	a	x	l
d	i	n	i	n	g	r	o	o	m
b	r	u	f	l	o	o	r	i	l
x	b	a	t	h	r	o	o	m	f

2 Rooms: living room, bedroom, kitchen, hall, dining room, bathroom, toilet
Things: shower, bath, window, wall, floor, door

3 **1** wall **2** bath **3** bookcase **4** window **5** shower **6** door

4 There are four bedrooms.

5 1, 3, 4, 5, 6, 7, 9, 10

6 **2** e **3** c **4** a **5** d

05

Lily: Hello, everyone! This is my house. This is the living room. This is a great room. I love the window. Oh, hi Beth! This is my big sister.
Beth: Hi, Lily.
Lily: And this is the kitchen. And here's Dad! Hi, Dad.
Dad: Hi, Lily. How are you?
Lily: I'm OK, thanks. This is another door here. This is the dining room. I love the clock. Oh, hi, Mum!
Mum: Hi, Lily!
Lily: Bye Mum.
Lily: There are two doors here. This one is the bathroom. There's a new shower! And the bedrooms are in here. There are four bedrooms. This is my bedroom. Look! There's a big window. There's another door here. This is my brother's room. Tom is my brother. Hi, Tom!
Tom: Hello, Lily.
Lily: There's another bedroom here. This is Mum and Dad's room. This is the hall. We put our coats in here. Hi, Ellie. This is my little sister.
Ellie: Hello, Lily. Where is my red bag?
Lily: It's in the kitchen.
Ellie: Really? Thanks, Lily.
Lily: OK, everyone. That's it. My home and my family!

GRAMMAR

1 **1** There is a picture on the wall.
2 There is a bag on the bookcase.
3 There are two windows in the room.
4 There is a bed in the room.
5 There are two boys in the kitchen.
6 There is a girl in the living room.
7 There are six rooms in the house.

2 **1** There's a bath in the bathroom. There are six books on the floor.
2 There's a boy in the bedroom. There are five pictures on the wall.
3 There's a baby in the bath. There are three photos on the bookcase.
4 There's a camera on the floor. There are two windows in the kitchen.
5 There's a pet fish on the bookcase. There are four girls in the living room.

3 **1** There's / There is, in **2** There are, in **3** There's / There is, on **4** There are, in **5** There are, in **6** There's / There is, on **7** There are, in **8** There's / There is, on **9** There's / There is, on **10** There are, in

4 **Possible answers**

1 There are three windows. **2** There's / There is a/one door. **3** There are four pictures on the wall. **4** There's / There is a/one bed. **5** There are three boys. **6** There are four pictures on the wall. **7** There's / There is a/one window. **8** There's / There is a/one door. **9** There's / There is a/one TV. **10** There's / There is a/one boy in the room. **11** There are two girls in the room.

VOCABULARY AND READING

1 **1** toys **2** television **3** clock **4** poster **5** clothes **6** guitar **7** bookcase **8** pet fish **9** computer **10** board game

2 **1** Yes **2** No **3** Yes **4** No **5** No **6** Yes **7** Yes **8** No

3 Luke

4 **1** 13/thirteen **2** red **3** eleven **4** yellow and blue **5** on his desk **6** twelve **7** Ireland **8** his (new) guitar

GRAMMAR

1 **1** I've got five books.
2 My sister's got a pet fish.
3 Dad's got a camera.
4 My brother's got a new TV.
5 Our house has got four bedrooms.
6 We've got a great board game.
7 Mum's got a blue phone.
8 I've got a nice bookcase.

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

3 **1** 's got / has got **2** 've got / have got **3** 've got / have got **4** 's got / has got **5** 've got / have got **6** 've got / have got **7** 've got / have got **8** 's got / has got

WRITING

1 **1** happy **2** are **3** We've **4** my

2 Students' own answers

UNIT 4 My things

VOCABULARY AND READING

1 **1** wallet **2** keys **3** gloves **4** scarf **5** hat **6** coat **7** bottle **8** football **9** chocolate **10** banana

2 a classroom

3

	big/small	door	walls	windows
Petra's room	big	red	light blue	four
Dao's room	small	dark green	light green	five
Chiara's room	big	blue	white	one
Callum's room	small	yellow	yellow	three

4 **1** big **2** (small) brown **3** books **4** big **5** water bottle **6** pens

GRAMMAR

1 **1** Irene hasn't got/has not got her football.
2 Dad hasn't got/has not got his water bottle.
3 I haven't got/haven't got my blue bag.
4 Emilio hasn't got/has not got his red hat.
5 Mum hasn't got/has not got her long scarf.
6 Sara hasn't got/has not got her black gloves.
7 Charlotte hasn't got/has not got her white guitar.
8 Marco hasn't got/has not got his watch.
9 I haven't got/ have not got my red coat.
10 Jess hasn't got/has not got her new phone.

2 **1** A **2** B **3** B **4** A **5** A

3 **1** haven't got / have not got **2** hasn't got / has not got **3** haven't got / have not got **4** 's got / has got **5** 've got / have got **6** haven't got / have not got

4 Students' own answers

VOCABULARY AND LISTENING

1 **1** dirty **2** long **3** small **4** light

2 **1** short **2** small **3** light **4** dirty **5** new **6** big

3 **1** new **2** long **3** big **4** clean **5** dark grey

4 in the kitchen

5 **1** ✓ **2** × **3** ✓ **4** ✓ **5** ×

6 3, 4, 5, 7, 8

06 **Emily:** Hi, Dad.
Dad: Good morning, Emily. How are you?
Emily: I'm really tired today. I want to go back to bed!
Dad: Come on, Emily – school.
Emily: But I haven't got all my things. Where's my ruler?
Dad: It's on the table.
Emily: Oh, yes! Thanks, Dad. Where are my pens and my pencils?
Dad: Look – they're on the table too.
Emily: Oh, yes! OK. I've got all my things now. Ahhhh – my maths book! Where's my maths book?
Dad: There are some books on that bookcase.
Emily: Yes, there it is!
Dad: Great! You're ready to go. Take your coat today. It's very cold.
Emily: Where is my coat?
Dad: Is this it?
Emily: No, that's Olivia's.
Dad: This one?
Emily: Dad! That's your coat!
Dad: Oh, yes. We've got lots of coats in our kitchen. What colour is it?
Emily: Red and black.
Dad: There it is.
Emily: Where?
Dad: On the chair.
Emily: Oh, yes! Thanks.
Dad: OK. Are you ready?

Emily: Yes. I've got my ruler, my pens, my pencils, my maths book, my coat. I've got everything!

Dad: OK. Have a nice day at school.

Emily: Thanks, Dad. Bye!

Dad: Emily!

Emily: Yes?

Dad: You've got my bag!

Emily: Have I?

GRAMMAR

1 **1** No, he hasn't. **2** No, I/you haven't. **3** Yes, I/we have. **4** Yes, they have. **5** No, he hasn't. **6** Yes, I have.

2 **1** Has your friend got a green coat?; has
2 Have you got a small classroom at school?; haven't
3 Have Tomás and Santiago got a new baby brother?; they have
4 Has your mum got a dark blue bag?; she hasn't
5 Has your brother got a football?; he has
6 Have you got a blue pencil?; I/you have
7 Have your parents got a big bedroom?; they haven't
8 Has your sister got an old computer?; she has
9 Has Holly got a red scarf?; hasn't
10 Has your friend got a black guitar?; has
11 Has Sam got English books?; has
12 Has your brother got a blue coat?; he hasn't

WRITING

1 **1** Have **2** Has **3** Has **4** Have **5** Have

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

3 **Possible answer**

Jake's got two sisters. He hasn't got a brother. His family's got a small flat. His mum and dad have got a new computer. He hasn't got a guitar. He has got the Harry Potter books.

4 Students' own answers

UNIT 5 What can you do?

VOCABULARY AND LISTENING

1 **2** j **3** i **4** a **5** e **6** g **7** h **8** d **9** f **10** b

2 **1** swim underwater **2** play the guitar **3** ride a horse **4** paint a picture **5** speak English **6** sing songs **7** sail a boat **8** cook spaghetti **9** remember phone numbers **10** ice skate

3 *What can you do?* / a quiz on Max's phone

4 **1** A **2** A **3** A **4** A

5 **1** Luca **2** Ella **3** Ella **4** Luca

07

Max: Look at this!

Luca: What is it, Max?

Max: It's a quiz. It's called What Can You Do? Ready, Luca? Ready, Ella?

Ella and Luca: OK!

Max: Number 1. Can you ride a horse?

Ella: Yes, I can!

Max: Really?

Ella: Yes! I've got a horse called Uno.

Luca: I can't ride a horse, Max.

Max: Right. This is Number 2. Can you speak French?

Luca: No, I can't speak French, but I can speak Italian and German!

Max: Wow! Really?

Luca: Yes, My mum's from Italy and my dad's from Germany.

Max: Can you speak French, Ella?

Ella: Yes, I can! *Bonjour*!

Max: OK. Number 3. Can you sing?

Ella: Lalalalah!

Luca: No, you can't!

Ella: Luca!

Max: And you, Luca. Can you sing?

Luca: Um …

Ella: Luca can't sing, Max!

Max: Right, number 4. Can you cook spaghetti?

Luca: Yes, I can!

Ella: Luca's spaghetti is very nice. I can cook spaghetti too, Max.

Max: Number 5. Can you ice skate?

Ella: No, I can't.

Luca: I can!

Max: Right, number 6. Can you swim underwater?

Ella and Luca: Yes, I can!

Max: OK. Number 7. Can you remember phone numbers?

Ella: Yes, I can.

Max: Luca?

Luca: Yes, I can. I can remember your phone number, Max. It's 831, 21 … No. 832 11. No. OK, I can't remember phone numbers. What about you, Max? What can you do?

GRAMMAR

1 **1** can **2** can **3** can't **4** can **5** can't **6** can

2 **1** Can Beatriz and Jon play the guitar?; they can't
2 Can Isabelle ride a horse?; she can
3 Can Mustafa swim underwater?; he can't
4 Can your baby sister paint a picture?; she can't
5 Can your friends sing?; they can
6 Can your brother take photos?; he can
7 Can your mother ice skate?; she can't
8 Can your dad sail a boat?; he can't

3 **Possible answers**

1 Merve can remember names and ride a horse.
2 Juan can't play the guitar, but he can speak Chinese.
3 Juan can't remember names or ride a horse.
4 Amelia can play the guitar, but she can't speak Chinese.
5 Amelia can play the guitar and ride a horse.

VOCABULARY AND READING

1

e	x	e	a	l	m	p	b	h
y	a	e	a	r	h	e	g	e
e	m	g	c	b	a	z	t	a
n	o	a	r	m	n	t	f	d
o	u	y	h	k	d	v	o	h
s	t	f	a	c	e	o	o	o
e	h	t	o	o	t	h	t	t
m	t	q	a	s	v	c	e	z
e	h	a	i	r	l	e	g	t

2 **head:** ear, face, hair, mouth, nose, tooth
body: foot, hand, leg

3 **1** Lola **2** Lisbeth **3** Melanie **4** Julia

4 **1** friend **2** cat **3** sister **4** guitar **5** camera

5 **1** ✓ **2** ✓ **3** ✓ **4** ✓ **5** × **6** ×

GRAMMAR

1 **1** in **2** behind **3** on **4** under

2 **1** behind **2** under **3** on **4** under **5** under **6** on **7** on **8** in

3 Students' own answers

WRITING

1 **1** Yes, he can. **2** Yes, he can. **3** No, he can't. **4** Yes, he can.

2 Students' own answers

3 Students' own answers

UNIT 6 Party time!

VOCABULARY AND LISTENING

1 **1** rice **2** milk **3** juice **4** pasta **5** cakes **6** chips **7** soup **8** bread **9** butter **10** cheese **11** chicken **12** biscuits **13** potatoes **14** tomatoes **15** lemonade **16** eggs

2 **1** eggs **2** soup **3** milk **4** rice **5** chips **6** cake **7** juice **8** tomatoes **9** bread

3 It's Jenny's mum's birthday. / for Mum's party

4 **1** butter **2** cheese **3** biscuits **4** (two) cakes **5** lemonade **6** orange juice

5 **1** D **2** J **3** J **4** D **5** J **6** D

08 **Dad:** Jenny! Where are you?
Jenny: I'm in the living room.
Dad: Come here, please.
Jenny: Hi, Dad.
Dad: It's supermarket time. Are you ready to go to the supermarket?
Jenny: Now?
Dad: Yes, now! Have you got the shopping list?
Jenny: No! Have you?
Dad: Oh, Jenny.
Jenny: It's OK, Dad. We can write a new shopping list. Ready?
Dad: OK. Come on, then.
Jenny: Right. Things for Mum's party. *Hmm.* Bread, butter and cheese.
Dad: Yes, lots of bread and cheese.
Jenny: Biscuits?
Dad: Yes, lots of biscuits, too.
Jenny: All right. Have we got any fruit?
Dad: Yes, we've got some fruit.
Jenny: Great. *Hmmmm.* Cake?! Have we got a cake?
Dad: No, we haven't. We need a cake. No – two cakes!
Jenny: OK. Biscuits, bread, butter, cheese, two cakes and … lemonade and orange juice!
Dad: Oh yes, we need lemonade and orange juice too.
Jenny: That's it, Dad.
Dad: Really?
Jenny: Yes, that's everything.
Dad: OK, let's go to the supermarket. Where are my keys? Have you got my keys, Jenny?
Jenny: No, I haven't.
Dad: Where are they?
Jenny: Look, they're on the chair.
Dad: Great! Thanks, Jenny. Let's go!

GRAMMAR

1 countable: potatoes, biscuits, cakes, tomatoes
uncountable: chicken, rice, pasta, apple juice

2 **1** Yes **2** No (He hasn't got any eggs.) **3** Yes **4** No (He hasn't got any oranges.) **5** Yes

3 **1** some **2** some **3** any **4** any **5** some **6** any **7** any

4 **1** some **2** any **3** an **4** any **5** some **6** a

5 **1** C **2** B **3** D **4** A

6 **1** some **2** some **3** any **4** some **5** some **6** any **7** some **8** some **9** some **10** any **11** any **12** some **13** some

VOCABULARY AND READING

1 **1** three **2** six **3** four **4** seven **5** two **6** eight **7** nine

2 **1** It's one am. / It's one o'clock. **2** It's twelve thirty. **3** It's two pm. / It's two o'clock. **4** It's one fifteen. **5** It's four am. / It's four o'clock.

3 **1** B **2** B **3** A **4** A **5** B **6** B **7** B

GRAMMAR

1 **1** at **2** on **3** on **4** at **5** from, until

2 on: 16th July, Friday, 10th May, Wednesday
at: seven o'clock, 18.15, the swimming pool
from … until …: 17.30–20.00, two o'clock – four o'clock, 4–5 pm

3 Students' own answers

4 **1** at **2** from **3** until **4** at **5** from **6** until **7** on

WRITING

1 **1** Andrea **2** Jake **3** Saturday **4** from 4.00 until 6.00

2 Students' own answers

UNIT 7 My day

VOCABULARY AND LISTENING

1 **1** up **2** shower **3** face **4** get **5** school **6** catch **7** have **8** dinner **9** go to

2 **1** B **2** B **3** A **4** B **5** A

3 Argentina

4 **1** No **2** Yes **3** Yes **4** Yes **5** Yes

5 **1** A **2** B **3** B **4** A

09 **Connor:** Hi, Abbie.
Abbie: Hello, Connor. How are you?
Connor: Fine, thanks. Look at this.
Abbie: What is it?
Connor: It's called *My Day*. Young people from around the world post descriptions of their daily routine. This one's by a girl called Rosa.
Abbie: How old is she?
Connor: Um, it says here … eleven.
Abbie: Look! She gets up at six thirty!
Connor: At six thirty?
Abbie: That's very early! I get up at seven thirty.
Connor: Wow!
Abbie: What?
Connor: Look at this. Rosa cleans her bedroom every day!
Abbie: Every day?
Connor: Yes! Every day! I clean my room on Saturdays!
Abbie: Where's Rosa from, Connor?
Connor: Um, I can't see …
Abbie: Look, it says there: Argentina.
Connor: *Mmmm*! Eggs.
Abbie: Eggs?
Connor: Rosa says she has eggs for breakfast.
Abbie: I love eggs too. How does she get to school?
Connor: Um … let's see. She walks to school with her sister.
Abbie: I walk to school too.
Connor: I catch the bus with my friends. Hey, I know!
Abbie: What?
Connor: We can write our own descriptions and put them on *My Day.* Ready? OK. My name is Connor and I …

GRAMMAR

1 **1** goes **2** gets up **3** has **4** cleans **5** gets dressed **6** leaves **7** catches

2 **1** gets up **2** washes **3** gets dressed **4** get up **5** have **6** cleans **7** clean **8** leave **9** walk **10** leaves **11** catches **12** like

3 **1** get **2** wash **3** have **4** leave **5** walks **6** catch

4 **1** Wrong. She gets up at 6.30. **2** Right **3** Right **4** Wrong. He catches the bus to school. **5** Wrong. She walks to school. **6** Right **7** Wrong. They do their homework after dinner. **8** Wrong. He goes to bed at 10.00

VOCABULARY AND READING

1 **1** A **2** C **3** F **4** D **5** E **6** G **7** H **8** I

2 **1** My cat sleeps at quarter to twelve at night.
2 I catch the bus at eight o'clock in the morning.
3 My little brother goes to bed at seven o'clock in the evening.
4 Juan plays tennis at half past three in the afternoon.
5 We have breakfast at quarter to eight in the morning.
6 My mum goes to English lessons at ten to seven in the evening.

3 Oscar's mum

4 **1** He goes to bed.
2 Oscar's mum
3 She reads books.
4 Hannah gets up at 6.30.
5 She catches the bus to school.
6 He leaves the house.
7 He helps his dad make dinner and plays board games.

GRAMMAR

1 **1** doesn't do **2** doesn't work **3** don't play **4** don't clean **5** doesn't sleep

2 **1** doesn't make **2** doesn't make **3** doesn't catch **4** doesn't wash **5** doesn't go

WRITING

1 **1** Yes **2** Yes **3** No. He has breakfast at half past six. **4** Yes **5** No. He walks to school. **6** No. He does it in the evening.

2 Students' own answers

UNIT 8 At school

VOCABULARY AND LISTENING

1 **1** PE **2** English **3** music **4** art **5** science **6** history **7** IT **8** maths **9** French **10** geography

2 **1** PE **2** IT **3** music **4** geography **5** maths **6** English **7** art **8** history **9** science **10** French

3 music and art

4 **1** English **2** maths **3** English **4** maths **5** art **6** music

5 **1** ✓ **2** ✓ **3** × **4** × **5** ×

10 **Ellen:** Hello.
Ryan: Hi, Ellen. It's Ryan.
Ellen: Oh, hi, Ryan. Are you OK?
Ryan: Fine, thanks. Have you got your new timetable for this term?
Ellen: Yes, I have, but I'm not very happy with it.
Ryan: Why's that?
Ellen: I've got double maths on a Monday morning!
Ryan: Don't you like maths?
Ellen: No, I don't!
Ryan: Maths is my favourite subject!
Ellen: Come to my class then. I've got it on Wednesday and Friday mornings too.
Ryan: Have you got maths three times a week?!
Ellen: Yes! Well, it's a very important subject. But it isn't my favourite.
Ryan: What *are* your favourite subjects, Ellen? English?
Ellen: English is OK. I've got that on Tuesday and Thursday mornings. But my favourites are music and …
Ryan: PE?
Ellen: Ha! No, not PE! Music and art.
Ryan: When have you got them?
Ellen: I've got art on Monday afternoon and music on Friday afternoon. That's good.
Ryan: What time do your lessons start this term?
Ellen: At 9. And we finish at 3.
Ryan: I think your timetable is OK, Ellen.
Ellen: Do you?

Ryan: Yes, I do. You finish on a Monday and Friday with your favourite subjects.

Ellen: *Hmmmm.* That's true. What about you, Ryan? Have you got your timetable?

Ryan: Yes, I have. And I've got maths on Monday morning too!

GRAMMAR

1 **1** Do **2** Does **3** Does **4** Do **5** Do **6** Does **7** Does **8** Do

2 **b** 5 **c** 8 **d** 6 **e** 3 **f** 2 **g** 7 **h** 1 **i** 4

3 **1** Does Eve have art on Mondays?
2 Does Eve have IT on Mondays?
3 Does Jack have history on Tuesdays?
4 Does Jack have maths on Tuesdays?
5 Does Jack have PE in the afternoon?
6 Do Eve and Jack have science in the morning?
7 Do Eve and Jack have music on Mondays?
8 Do Eve and Jack have English in the morning?

4 **1** No, she doesn't. She has it on Tuesdays.
2 Yes, she does.
3 Yes, he does.
4 No, he doesn't. He has it on Mondays.
5 No, he doesn't. He has it in the morning.
6 Yes, they do.
7 Yes, they do.
8 No, they don't. They have it in the afternoon.

VOCABULARY AND READING

1 **1** c, d **2** g, h **3** k, l **4** i, j **5** a, b **6** e, f

2 **1** meet **2** come **3** come **4** think **5** think **6** see **7** get **8** catch

3 science

4 **1** Ava **2** Ava **3** Ava **4** Ava **5** Ava **6** Luiz

GRAMMAR

1 **1** What **2** Where **3** When **4** How often **5** Why

2 **a** 2 **b** 4 **c** 5 **d** 3 **e** 1 **f** 0

3 **1** How often do you watch TV? **2** Where do you play football? **3** When do you get up? **4** What do you do at the weekend? **5** Who is your English teacher? **6** Why do you like swimming?

4 Students' own answers

WRITING

1 **1** Where **2** What time **3** What **4** Why **5** How **6** When

2 Model answer

Thomas comes from Paris in France. He goes to school at 8 am. His favourite subject is art because he likes painting. Thomas has art classes three days a week. He does his homework in the evening.

UNIT 9 Feeling good

VOCABULARY AND LISTENING

1 **1** hockey **2** dancing **3** running **4** football **5** swimming **6** tennis

2 **1** baseball **2** badminton **3** basketball **4** table tennis

3 **1** tennis **2** swimming **3** running **4** Baseball

4 activities they like/don't like/are good at

5 **1** B **2** A **3** A **4** B

6 **1** A **2** A **3** B **4** B **5** A

11 **1**

Charlie: Hello. I'm Charlie. I like table tennis and baseball. Oh, I like playing football with my friends too – I'm very good at it! I don't like hockey or dancing – I'm not very good at them!

2

Anna: Hi. My name's Anna. I like lots of sports – badminton and hockey are my favourites. I'm very good at hockey. I don't like running or swimming. I'm not very good at them.

3

Ed: Hello. I'm Ed. I like swimming and running. I go swimming and running five days a week. I'm very good at swimming. But please don't ask me to play baseball. I don't like playing it because I'm not very good at it! My friends like baseball, but I never play it with them.

4

Dana: Hi. I'm Dana. I like basketball. I play it at school with my friends. I think it's my favourite sport and I'm very good at it. I like football too, but I don't play it very often. I don't like table tennis and I don't like hockey. I sometimes play hockey at school, but I'm not very good at it.

GRAMMAR

1 **1** don't like **2** like **3** likes **4** doesn't like **5** like **6** don't like **7** like

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

3 **1** likes, doesn't like **2** doesn't like, doesn't like **3** doesn't like, likes **4** likes, likes **5** doesn't like, doesn't like **6** doesn't like, likes

4 **1** Robin doesn't / does not like swimming. **2** Tom doesn't / does not like basketball. **3** Sima likes dancing. **4** Mum and Dad don't / do not like running. **5** My friends like baseball. **6** My sister likes reading. **7** My brother likes drawing. **8** Clara doesn't / does not like sending text messages. **9** Marco and Gianni don't / do not like watching TV. **10** Isabella likes riding horses.

5 Students' own answers

VOCABULARY AND READING

1 **1** for **2** better **3** you **4** feel **5** feel

2 **1** is not / isn't good for you **2** feel fine/well/better **3** feel fine/well/better **4** feel fine/well/better

3 Students' own answers

4 seven o'clock in the morning / 7.00 am

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

GRAMMAR

1 **1** me **2** us **3** it **4** her **5** him **6** them **7** you

2 **1** him **2** us **3** her **4** them **5** you **6** her **7** it **8** him **9** it **10** them

WRITING

1 The text is about what Luca likes / doesn't like doing in his free time.

2 **1** Yes, he does. **2** Yes, he does. **3** Yes, he does. **4** No, he doesn't. **5** No, he doesn't. **6** Yes, he does.

3 Students' own answers

4 Students' own answers

UNIT 10 Things we do

VOCABULARY AND LISTENING

1 **1** yoga **2** judo **3** drama **4** coding **5** cookery **6** gardening **7** athletics **8** board games **9** horse-riding

2 **1** film **2** board games **3** Italian **4** athletics **5** gardening

3 film club

4 **1** yoga **2** athletics **3/4** gardening/cookery **5** coding club **6** horse-riding **7/8** board games and drama **9** film

5 **1** Yes **2** Yes **3** No. It has/ There is/There's a coding club. **4** Yes **5** No. There are three clubs.

12 **Teacher:** OK, class, quiet please. Thank you. I want to tell you about the after-school clubs for this year. Please write this information down in your notebooks. OK, Monday is sporty. There's judo club, yoga club and athletics club.

Callum: What time is judo club, Miss Doyle?

Teacher: It's at 4.00, Callum. Yoga's at 4.00 too, but athletics starts at quarter past four. Right, on to Tuesday. That day you can go to gardening club or cookery club. Those clubs start at half past four. Does anyone want to go to coding club?

Class: Me! Me! Me! Me! Me! Me!

Teacher: Yes, it's very popular. It's on Wednesday and it starts at 4.00, but remember – it's not for playing computer games. All right, Thursday. That day you can go to one club – horse-riding. It starts at half past four. Right, that's it.

Grace: Aren't there any clubs on Friday, Miss Doyle?

Teacher: Oh, yes! Thanks, Grace. I forgot about Friday. There are three clubs. At 4.00 you can go to board games club or drama club. And at half past four you can go to film club. But remember – everyone likes film club, so put your name down for that one today if you want to go to it.

GRAMMAR

1 **1** riding **2** kicking **3** writing, doing **4** making, sitting

2 **1** 's / is writing **2** 's / is playing **3** 's / is talking **4** 're / are painting **5** 're / are doing **6** are cooking **7** 's / is watching **8** 's / is kicking

3 **1** My sister isn't / is not writing a text message.
2 My brother isn't / is not playing a board game with his friend.
3 Dad isn't / is not talking to his friend on his phone.
4 Mum and her friend aren't / are not painting a picture.
5 My friends / Max and Bill aren't / are not doing their homework.
6 My aunt and uncle aren't / are not cooking pasta.
7 My friend Jack isn't / is not watching TV.
8 My friend Julia isn't kicking a ball in the garden.

4 **1** She isn't / is not dancing, She's/is playing **2** He isn't / is not playing, He's / is running **3** They aren't singing / are not, They're / are swimming **4** You're / are doing, You aren't / are not making

VOCABULARY AND READING

1 **1** washing-up **2** dinner **3** shopping **4** dog **5** clean **6** Tidy

2 **1** make **2** do **3** make **4** do **5** make **6** make

3 **1** They're / are doing their homework. **2** He's / is making a sandwich. **3** She's / is cooking / making dinner / making lunch. **4** They're / are making a film. **5** She's / is doing the cleaning.

4 Gabriela, Ingrid, David

5 **1** She's / is in the park with her friends. **2** She's / is thirteen today. **3** It's / is a smartphone. **4** Alex and Andres are good at dancing. **5** Carlos can't dance well. **6** No, he isn't. **7** She's / is sitting under a tree. **8** He's / is sitting on the grass next to Luisa. **9** David's / is talking to Luisa.

GRAMMAR

1 **1** Are you **2** Is he **3** Is she **4** Are they **5** Is he **6** Are they **7** Are you

2 **1** Are you making your bed? No, I'm not. **2** Is your brother cleaning the kitchen? Yes, he is. **3** Are your friends making lunch? Yes, they are. **4** Are you drawing a picture? No, I'm not. **5** Is your sister eating breakfast? Yes, she is.

WRITING

1 **1** What are they ~~doin~~ **doing** at this moment?
2 Well, Dad is ~~cleanng~~ **cleaning** the kitchen
3 Mum is ~~writting~~ **writing** an email.
4 My sister Sofia ~~are eating~~ **is eating** a sandwich – she's always hungry!
5 What ~~is~~ **are** you and your family doing?

2 **1** Yes, he is. **2** No, she isn't. She's/is writing an email. **3** Yes, she is. **4** No, he isn't. He's/is in his bedroom. **5** Yes, he is. **6** No, she isn't. She's/is writing a blog post.

3 Students' own answers

UNIT 11 My digital life

VOCABULARY AND LISTENING

1 **1** We've got lots of fans. **2** Look. Here's our picture in the newspaper. **3** We give lots of concerts. **4** Hi. My name's Brad. I'm a famous person! **5** We sometimes sing on a TV show. **6** They are making a movie about us. **7** I write the songs. **8** I'm a singer in a band.

2 **1** newspapers **2** fans **3** famous **4** movie **5** band **6** song **7** concert

3 start a band

4 **1** a **2** a **3** a **4** b **5** b

5 **1** R **2** A **3** R **4** I **5** A **6** R **7** I

13 **Robin:** Do you play an instrument, Izzy?

Izzy: No, I don't. But I can sing.

Robin: And what about you, Anya? Can you play anything?

Anya: Yes. I can play the piano and the violin. What about you, Robin?

Robin: I play the guitar, but I can't play it very well.

Izzy: That's not true, Robin.

Anya: I've got a good idea – let's start a band!

Robin: Really?

Anya: Why not?

Robin: Well, what about songs? What songs can we play?

Izzy: Anya's songs.

Robin: Anya's songs?

Izzy: Yes! Anya writes her own songs.

Robin: Do you?

Anya: I write songs all the time, Robin. My favourite one is called 'When The Day Ends'.

Robin: Can you play it for us?

Anya: Of course! You and Izzy can come round to my house after school. I can play it for you then.

Izzy: What do you think, Robin? Do you want to start a band with us?

Robin: Um … OK. Yes!

Anya: Great! We can give lots of concerts!

Izzy: And sing on TV!

Anya: And have our pictures on the internet!

Robin: OK, but what about a name? What's the name of our band?

Izzy: Good question. How about … the Blue Cats?

Robin: The Blue Cats?

Izzy: My favourite colour is blue and Anya loves cats.

Robin: I don't know. Perhaps just The Cats.

Anya: I like that! That's good.

Izzy: OK! That's our name then!

GRAMMAR

1 **1** My friend sometimes rides horses. **2** I always do my homework. **3** My sister often goes swimming. **4** My brother always sings in the shower. **5** I sometimes play board games. **6** I always watch my favourite TV show. **7** My dad often reads a newspaper. **8** My friend never goes to concerts. **9** My mum never watches TV.

2 **1** I never play football. **2** Laura sometimes plays in her friend's band. **3** We often work on laptops in school. **4** You sometimes do your homework. **5** I always listen to music in my room. **6** My sister sometimes goes swimming. **7** My friends never go to the cinema. **8** We often have pizza at the weekend.

3 **1** never **2** always **3** sometimes **4** often **5** always **6** never **7** often

4 Students' own answers

VOCABULARY AND READING

1 **1** digital camera **2** tablet **3** smartphone **4** laptop **5** fitness tracker **6** smart speaker

2 **1** take photos **2** read and send texts **3** count your steps **4** stream music **5** watch films **6** read and send emails **7** play games **8** look at websites

3 Yang, Inés and Olga have got one, but Ryan hasn't.

4 **1** Yes **2** Yes **3** No. Olga's sister's got a fitness tracker. **4** No. She's got her smartphone with her all the time. **5** Yes **6** No. He doesn't like smartphones. **7** Yes

GRAMMAR

1 **1** many **2** much **3** many **4** many **5** much **6** many **7** many **8** much **9** much

2 **a** 8 **b** 1 **c** 3 **d** 2 **e** 6 **f** 5 **g** 7 **h** 4 **i** 9

3 **1** much, lots, any **2** many, lots **3** much, lots, any **4** many, lots **5** much, lots **6** many, Lots **7** many, any/many

WRITING

1 chocolate

2 **1** Wang ~~love~~ **loves** music.
2 She ~~don't~~ **doesn't** watch any videos online.
3 She doesn't send any text messages because she ~~haven't got~~ **hasn't got** a phone.
4 She ~~play~~ **plays** football twice a week.

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

4 Students' own answers

5 Students' own answers

UNIT 12 Working life

VOCABULARY AND LISTENING

1 **1** f **2** h **3** i **4** d **5** a **6** b **7** j **8** c **9** g **10** e

2 **1** farmer **2** lorry driver **3** photographer **4** musician **5** doctor **6** firefighter **7** journalist **8** footballer **9** nurse **10** waiter

3 Charlie wants to be a journalist. Amelia wants to be a footballer.

4 **1** Charlie **2** Amelia **3** Amelia **4** Amelia **5** Amelia **6** Charlie

5 **A** 4 **B** 2 **C** 7 **D** 3 **E** 1 **F** 5 **G** 8 **H** 6

14 **Amelia:** What do you want to do when you leave school, Charlie?

Charlie: I don't know. My mum is a journalist. I think that's an interesting job.

Amelia: Your mum's a journalist?

Charlie: Yeah, she writes for *The Times.*

Amelia: The newspaper?

Charlie: That's right.

Amelia: Do you want to write for that newspaper?

Charlie: I want to write for a website, I think. But I don't know for sure. There are lots of jobs. What would you like to do, Amelia?

Amelia: I'd like to be a footballer.

Charlie: Do you play football for the school team?

Amelia: Yes! I play for the team on Saturday mornings. We're the best team at the moment.

Charlie: That's great! Does anyone in your family play football?

Amelia: No, they don't. Mum's a doctor. She works in the big hospital in town. And Dad's a lorry driver. What does your dad do, Charlie?

Charlie: He's a photographer.

Amelia: That sounds interesting!

Charlie: Yes, it is. He takes great photos. He always takes photos in black and white. His photos are on every wall of the house!

GRAMMAR

1 **1** Do you walk **2** are you doing **3** play **4** isn't working **5** goes **6** are having **7** are making **8** do you go **9** is working

2 **1** I can't come to the park, Jon, I'm ~~do~~ **doing** my homework.
2 Dad isn't at work now, he ~~cleans~~ **'s** cleaning the kitchen.
3 Layla! What's that noise? What ~~do you do~~ **are you doing**?
4 What time ~~are you getting~~ **do you get** up every day?
5 Every morning, I ~~'m eating~~ **eat** bread for breakfast.
6 My sister ~~doesn't play~~ **isn't playing** the guitar now. She's watching TV.
7 ~~Are you sending~~ **Do you send** text messages every day?
8 Every Saturday I ~~'m playing~~ **play** tennis with my friends.
9 I ~~eat~~ **'m eating** a big ice cream now. It's very nice!
10 I ~~'m using~~ **use** my smartphone every day.

3 **1** dances, is dancing **2** eat, are eating **3** isn't writing, don't write **4** am making, doesn't make **5** do, are doing **6** play, are playing

VOCABULARY AND READING

1 **1** sugar **2** spoon **3** cup **4** salt **5** pepper **6** bowl **7** fork **8** plate **9** knife **10** glass

2 for food: spoon, bowl, fork, plate, knife
for drink: cup, glass
things to put on food: salt, pepper, sugar

3 Beth, her mum, dad and brother

4 **1** She eats it every day.
2 She goes swimming in the afternoons.
3 She's sitting in a café.
4 She's talking to the waiter.
5 He's listening to music (on his headphones).
6 He's reading a book about the history of Italy.

GRAMMAR

1 **1** c **2** i **3** f **4** a **5** j **6** d **7** b **8** h **9** g **10** e

2 **1** permission **2** request **3** request **4** request **5** permission

3 **1** f **2** c **3** b **4** e **5** a

WRITING

1 **1** eat **2** have **3** problem **4** like **5** please **6** of **7** I **8** drink **9** water

2 Students' own answers

UNIT 13 Places

VOCABULARY AND LISTENING

1 **1** hospital **2** park **3** museum **4** restaurant **5** bank **6** university **7** cinema **8** station **9** supermarket **10** hotel

2 **1** cinema **2** restaurant **3** supermarket **4** hotel **5** station **6** university **7** hospital **8** park **9** museum **10** bank

3 **1** museum **2** hotel **3** bank **4** hospital **5** station **6** restaurant **7** university **8** cinema **9** supermarket **10** park

4 bank park restaurant museum hotel

5 **1** There is **2** There isn't **3** There isn't **4** There is **5** There isn't **6** There is **7** There is

15 **Conversation 1**

Waiter: A cheese sandwich … and some chicken soup. That's ten pounds, please.
Woman: Oh, no! I haven't got any money! Is there a bank on Tower Street?
Waiter: Yes, there is. And there are two banks on Mill Street.
Woman: OK! Thanks!
Waiter: And your food …?

Conversation 2

Jan: Hello, erm … is there a park in this town?
Freya: Yes, there's one park. It's very big. You can play football and tennis there.
Jan: Is it on this street?
Freya: No, it isn't on Cambridge Road. It's on Oxford Road.
Jan: Thanks! Hey, Eve! There's a big park near here. It's on Oxford Road.

Conversation 3

Bobby: Mum, I'm hungry! Can we have lunch now?
Mum: OK, Bobby. … Excuse me. Excuse me! Is there a restaurant on Market Street?
Man: Erm, no, there isn't. But there's a café on Station Road.
Mum: Is it nice?
Man: Oh, yes! It's very nice!
Mum: Thank you. Let's go, Bobby!

Conversation 4

Teacher: Excuse me, is there a museum on this street?
Police officer: A museum? A museum on Long Street?
Teacher: Yes, a museum.
Police officer: No, there isn't a museum on Long Street. It's on Castle Street.
Teacher: Oh, thank you. OK, children!

Conversation 5

Tourist: Excuse me.
Tourist guide: Yes, can I help you?
Tourist: Is there a hotel in this town?
Tourist guide: Yes, there is. There's one hotel – the London Hotel. It's on Green Road. It's very cheap!
Tourist: OK! Thanks!

GRAMMAR

1 **1** Are there any **2** Is there a **3** Are there any **4** Is there a **5** Are there any **6** Is there a **7** Is there a **8** Is there a **9** Are there any **10** Is there a

2 **1** No, there aren't. **2** Yes, there is. **3** Yes, there are. **4** No, there isn't. **5** No, there aren't. **6** Yes, there is. **7** No, there isn't. **8** Yes, there is. **9** No, there aren't. **10** No, there isn't.

3 **1** Is there **2** Is there **3** Are there **4** Is there **5** Is there **6** Are there **7** Is there **8** Is there **9** Are there

VOCABULARY AND READING

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

2

b	e	a	u	t	i	f	u	l
i	m	p	o	r	t	a	n	t
r	g	r	e	a	t	q	y	p
h	k	c	r	s	a	f	e	o

3 **1** interesting **2** tall **3** cheap **4** boring **5** new

4 It's a hill in Edinburgh.

5 great, expensive, beautiful, old, tall, interesting, cheap, beautiful, old, good, great

6 **1** No. She's from Mexico. **2** Yes.
3 No. She goes on Sundays. **4** No. She buys clothes.
5 Yes. **6** Yes. **7** No. He lives in a city.
8 No. His mother works in a café. **9** Yes.

GRAMMAR

1 **1** museum, above **2** pictures, inside **3** cars, outside **4** cat, near **5** men, below

2 **1** above **2** below **3** outside **4** near **5** inside

3 **1** outside **2** near **3** below **4** above

WRITING

1 **Possible answers**

1 interesting **2** beautiful **3** big **4** great **5** funny

2 **1** Northern Ireland **2** Madrid **3** She's a student.
4 Spanish **5** El Retiro
6 She likes having picnics and talking to her friends.

3 Students' own answers

UNIT 14 Out and about

VOCABULARY AND READING

1 **1** plane **2** boat **3** underground **4** boat

2 **1** tram **2** underground **3** bike **4** plane **5** coach **6** boat **7** bus **8** taxi **9** car

3 underground, taxi, bike, on foot

4 **1** the city that never sleeps **2** the Subway **3** 27 **4** 472 **5** yellow **6** cabs **7** on foot

GRAMMAR

1 **1** Laura plays football with her friends because she likes it.
2 Sophie leaves home at 8.30 because the bus leaves at 8.40.
3 Martin takes great photos because he's/has got a new camera.
4 Janina does her homework every day because she's a good student.
5 Gina is making a sandwich because she's/is hungry.
6 Maddie's/is at the concert because she likes the singer.
7 I walk to school because I don't like catching the bus.
8 My sister goes swimming every day because she enjoys it.

2 **1** or **2** but **3** and **4** but **5** or **6** and **7** and **8** but **9** or

3 **1** and **2** because **3** and **4** but **5** or **6** but **7** and

VOCABULARY AND LISTENING

1 **1** swimming **2** dad **3** six o'clock **4** running **5** museum **6** shopping **7** restaurant **8** famous person **9** friends **10** film

2

go	running, shopping, swimming
go out with	my dad, my friends
go to	the park, a museum, a restaurant
meet	a famous person, my friends, my dad
visit	a museum, my friends, my dad
see	a famous person, my dad, my friends, a film

3 Emily's sister Marta is in hospital. George doesn't like tennis.

4 Saturday pm: visit Marta
Sunday am: go swimming
Sunday pm: go to the cinema

5 **1** ten **2** shop **3** two **4** café **5** swimming pool **6** eleven **7** cinema **8** half past three

16 **Conversation 1**

James: Hello?
Will: Hello, James. It's Will. Are you free on Saturday morning?
James: Yes, I am.
Will: Would you like to go to the science museum?
James: That sounds fun, but I think I'd like to go the park. I've got a new football!
Will: Really? Great! We can play with it. Shall we meet outside the park at ten o'clock?
James: OK. See you then!

Conversation 2

Emily: Hello?
Will: Hello, Emily. It's Will. Do you want to go shopping on Saturday afternoon?
Emily: I'd love to, but my sister Marta's in hospital.
Will: Oh, no! Let's visit her in the afternoon.
Emily: OK. Let's meet at two o'clock outside the shop in the hospital.
Will: We can buy her favourite magazine.
Emily: Good idea!

Conversation 3

Will: Hi, Freddie. It's Will.
Freddie: Hello, Will.
Will: Shall we play tennis with George and Harry on Sunday morning?
Freddie: George doesn't like tennis. Let's go swimming instead.
Will: Sure! Let's meet in the café near the swimming pool at eleven o'clock.
Freddie: Great. Bye!

Conversation 4

Will: Hi, Beth!
Beth: Hi, Will.
Will: Shall we go to the cinema on Saturday evening?
Beth: It's Alex's concert on Saturday.
Will: Oh, yes. Shall we go on Sunday instead?

Beth: That's a great idea.
Will: OK. The film starts at four o'clock.
Beth: Let's meet outside the cinema at half past three.
Will: OK. See you on Sunday!

GRAMMAR

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

2 **1** Let's **2** Shall we **3** Shall we **4** Let's **5** Shall we **6** Let's

3 **1** Let's **2** can't **3** Shall we **4** good idea **5** Let's meet

WRITING

1 **1** She goes to museums with her friends on Saturday afternoons. **2** She likes going to concerts or the cinema with her friends **3** They eat pancakes. **4** No, they don't. They sometimes eat at a different restaurant. **5** They watch films.

2 Students' own answers

UNIT 15 What shall I wear?

VOCABULARY AND LISTENING

1 **1** shoe **2** T-shirt **3** glasses **4** dress **5** shirt **6** jeans **7** jacket **8** skirt **9** trousers

2 **1** (digital) watch **2** glasses **3** shoes **4** jeans **5** jacket **6** T-shirt **7** dress

3 Students' own answers

4 Tom

5 **1** Tom **2** Maria **3** Lisa **4** Jack

6 **1** Yes **2** Yes **3** No. He doesn't like the (grey) colour. **4** No. She and her friends never wear a skirt or dress to school. **5** Yes **6** Yes **7** No. He loves wearing shorts.

17 **1**

Maria: My name's Maria. I'm 14 years old. The boys at my school wear black trousers and a white shirt but the girls wear a grey skirt! I like school, but I don't like wearing skirts!

2

Jack: Hi. My name's Jack. I'm 11 and I'm wearing my school uniform today. I'm holding my new schoolbag. I like wearing these clothes to school because all my friends wear them too. But I don't like the colour! Grey! I'm wearing a black jumper and dark grey trousers.

3

Lisa: Hello! I'm Lisa. We don't have to wear a uniform at my school – we can wear our own clothes! My friends and I never wear a skirt or a dress! I usually wear jeans, a T-shirt and a jacket. I wear glasses, too! Today I've got my shorts with me because I've got a football match after school.

4

Tom: Hello, I'm Tom. I wear glasses, but I'm not wearing them now because I'm playing basketball. I'm wearing my favourite T-shirt and some new shorts. I love wearing T-shirts and shorts, and I often wear them at the weekend, too!

GRAMMAR

1 **1** hotels **2** dresses **3** parties **4** jeans **5** cakes

2

always plural	add *-s*	add *-es*	change *-y* to *-ies*
jeans	shoes	boxes	parties
trousers	doctors	glasses	dictionaries
	girls	watches	factories
	hotels	sandwiches	universities
	cakes	dresses	
	waiters		
	cinemas		
	pencils		
	teachers		

3 **1** T-shirts **2** books **3** babies **4** clothes **5** houses **6** addresses **7** films **8** skirts **9** shops **10** watches **11** computers

VOCABULARY AND READING

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

2 **1** beautiful eyes **2** dark hair **3** long hair **4** a red nose **5** a grey beard **6** big ears

3 his grandparents

4

Stanley's dad	gloves, coat
Stanley's mum	her favourite winter coat
Stanley's grandfather	gloves, jacket
Stanley's grandmother	gloves, beautiful coat
Stanley's brother	jeans, jacket
Stanley's sister	Jacket

5 **1** because he goes to camera club **2** in the park **3** because his grandparents are visiting **4** Stanley's sister **5** Stanley's dad **6** because it's a very cold day

GRAMMAR

1 Arthur is short. Arthur has got a black beard. Arthur is wearing glasses.

Florence is tall. Florence has got dark hair. Florence is wearing a long skirt.

2 **1** Lee has got short hair. **2** Julia is wearing purple shoes. **3** Robbie has got blue eyes. **4** Laura is beautiful. **5** Mathew is wearing a grey jacket.

3 **Possible answers**

Roberto's young. He's wearing glasses. He's got short hair. He's got dark eyes.

Alessandra's got long hair. She's slim.

WRITING

1 **1** D **2** C **3** B **4** A

2 **1** Today he's wearing ~~short~~ **shorts** and a T-shirt.
2 She's got long ~~hairs~~ **hair**
3 she's wearing a ~~skirts~~ **skirt** and a jacket.
4 He's wearing ~~jean~~ **jeans** and a T-shirt.
5 He's wearing ~~glass~~ **glasses** too.
6 She never wears a ~~watches~~ **watch**.

3 Students' own answers

UNIT 16 Buy it!

VOCABULARY AND LISTENING

1 **1** k **2** j **3** f **4** l **5** h **6** c **7** d **8** b **9** g **10** a **11** i **12** e

2 **1** game **2** scissors **3** toothbrush **4** umbrella **5** sweets **6** plant **7** paints

3 on holiday (to Wales)

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

5 **1** Z **2** D **3** D **4** Z **5** Z **6** D **7** Z

18 **Zoe:** Have we got everything?
Dad: Almost. We need to buy a few more things before we go.
Zoe: Yes, OK. What do we need? I'm making a list on my phone.
Dad: Um … let me see. Your brother needs a new toothbrush.
Zoe: Another one?
Dad: Yes. He can't find his old one.
Zoe: OK. What else do we need to buy?
Dad: I'd like to get an umbrella.
Zoe: Really?
Dad: It always rains in Wales.
Zoe: That's true. Anything else?
Dad: Your sister needs some new paints.
Zoe: OK.
Dad: And your mum wants a bigger rucksack.
Zoe: OK. Rucksack for Mum.
Dad: Oh, your mum would like some sweets for the car journey.
Zoe: OK. Do you need anything else, Dad?
Dad: Yes, I want to get a couple of books, a new wallet and …
Zoe: Wait, wait! Say it again, please.
Dad: Some books.
Zoe: Yes.
Dad: A new wallet.
Zoe: Yes.
Dad: And a coat.
Zoe: That's a lot of things!
Dad: It is. I need lots of things for our holiday, Zoe. What about you? Do you need anything?
Zoe: Um … I don't think so. I think I've got everything.

GRAMMAR

1 **1** I need to go to sleep. **2** My friends want to go to New York. **3** I need to do my homework. **4** Dad needs to buy food for dinner. **5** I want a big birthday party. **6** We need to buy some clothes for the holiday. **7** I want to play basketball.

2 **1** E **2** B **3** D **4** A **5** F **6** C

3 **1** want **2** needs **3** want **4** need **5** wants **6** wants

4 **1** My dad ~~wanting~~ **wants** to buy some shoes. **2** I want **to** watch a film on Saturday. **3** I ~~needs~~ **need** to go to sleep. **4** My brother ~~want~~ **wants** to play football for Barcelona. **5** I'm hungry. I need to ~~eating~~ **eat** something. **6** My sister needs **to** study for her English test. **7** Mum wants to ~~goes~~ **go** to the beach.

5 **1** wants **2** need **3** needs **4** wants **5** want **6** need **7** want

VOCABULARY AND READING

1 **1** euro **2** pound **3** pence **4** dollar **5** cent

2 **1** eight pounds fifty (pence) **2** seventy cents **3** thirty euros **4** nine pounds twenty (pence) **5** six dollars **6** eight euros twenty-five (cents) **7** fifteen pence **8** twelve dollars forty (cents) **9** ten cents **10** one pound sixty (pence)

3 **1** two pounds fifty (pence) **2** seven euros **3** two dollars fifteen (cents) **4** five dollars **5** nine euros

4 **1** C **2** D **3** B **4** A

5 **1** × **2** ✓ **3** × **4** ✓ **5** × **6** ✓ **7** ✓

GRAMMAR

1 **1** tall **2** tired **3** difficult **4** expensive **5** hot **6** young **7** small **8** short **9** dirty

2 **1** too tired **2** too cold **3** too young **4** too short **5** too dirty **6** too old

WRITING

1 **1** B **2** A **3** K **4** E **5** F **6** J **7** C **8** G **9** D **10** H

2 Students' own answers

UNIT 17 Different places

VOCABULARY AND LISTENING

1 **1** B **2** D **3** A **4** C

2 **1** sea **2** grass **3** beach **4** garden **5** trees **6** countryside **7** forest **8** river **9** flowers

3 He's in Canada for his grandmother's birthday party.

4 **1** Jack is in Canada. **2** Jack is with his family. **3** Jack's grandmother is 60 tomorrow. **4** Jack's grandmother lives in Canada. **5** Jack's hotel is in a forest. **6** Jack's father enjoys walking by the river. **7** Ava can't meet Jack on Sunday.

19 **Jack:** Hi, Ava. Can you hear me?
Ava: Yes! Yes, I can! Hello, Jack.
Jack: Great! Do you like the photo?
Ava: Yes, I do! Thanks for sending it. Are you on that mountain?
Jack: One of them! I'm in the Rocky Mountains – in Canada!
Ava: Wow! Are you there with your family?
Jack: Yes.
Ava: Is it a holiday?
Jack: Hm, not really.
Ava: Why are you there then?
Jack: My grandmother.
Ava: Is she OK?
Jack: Yes, she's fine! It's her birthday, you see. She's 60 tomorrow. We're having a big party for her.
Ava: Does your grandmother live there?
Jack: Yes, she does. She loves it here.
Ava: What's it like?
Jack: Well, it's much bigger than the UK! Everything's bigger. The mountains are huge!
Ava: Ah, it looks wonderful in the photo. There are lots of forests in Canada, aren't there?

Jack: That's right! We're staying in a hotel in the middle of a forest next to a river. Mum and Dad love it. Dad goes walking by the river every morning after breakfast. I don't think he wants to come home.

Ava: When are you coming back to the UK?

Jack: On Saturday. Would you like to meet up on Sunday?

Ava: I can't meet on Sunday, Jack. It's *my* grandmother's birthday!

GRAMMAR

1

+ *er*	+ *r*	double letter + *er*	*y* → *i* + *er*
cleaner	nicer	fatter	dirtier
longer		hotter	easier
newer			
taller			

2 **1** bigger **2** colder **3** happier **4** older **5** hungrier **6** faster **7** warmer **8** younger **9** shorter

3 **1** English is easier than Chinese. **2** Mexico is hotter than Russia. **3** A bus is longer than a taxi. **4** A car is faster than a school bus. **5** Orange juice is nicer than tea. **6** London is bigger than Madrid. **7** Winter is colder than summer. **8** My sister is younger than my brother.

4 **1** No **2** No **3** Yes **4** Yes

5 Students' own answers

VOCABULARY AND READING

1 **1** popular **2** amazing **3** fantastic **4** attractive **5** unusual **6** wonderful

2 **a** 5 **b** 2, 3, 6 **c** 4 **d** 1

3 **1** B **2** C **3** A

4 **1** family **2** aunt, uncle **3** bus **4** dad **5** sister **6** wonderful

5 **1** He says it's a fantastic place. **2** because it's faster and more fun **3** Yes, there are lots. **4** Divo Ostrov Park **5** He goes swimming in the mornings. **6** because it's more expensive than the cafés in the city

GRAMMAR

1 **1** The beach is more fun than a museum.
2 Films are more exciting than books.
3 Science is more difficult than geography.
4 Messi is more famous than my dad.
5 A pizza is more expensive than a sandwich.
6 Homework is more important than computer games.
7 Jackets are more expensive than hats.

2 Students' own answers

WRITING

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

2 **Where is it?**

My favourite place is called Tenby. It's a small town by the sea. It's in a ~~wunderful~~ **wonderful** part of Wales called Pembrokeshire. Tenby is near the town of Carmarthen, where I live with my parents and my sister.

Why I like it

My grandparents live in Tenby in Wales and we often visit them at weekends. In the summer we go almost every weekend! I like Tenby ~~becuse~~ **because** it's got amazing beaches and an old castle looking out to the sea.

What I like doing there

My favourite thing is going down to the ~~beech~~ **beach** and playing football. I like ~~swiming~~ **swimming** in the sea too, but the sea can be quite cold! The other thing I like to do is go out on a boat on the sea around the town. We go to Caldey Island near Tenby. We sometimes see seals there!

When I like to visit

I visit Tenby every year. The best time to go is the summer. Tenby is ~~poplar~~ **popular** in the summer. There are always lots of people in the town and they are ~~hapy~~ **happy** and enjoy themselves.

3 Students' own answers

4 Students' own answers

UNIT 18 The weather

VOCABULARY AND READING

1

a	x	j	w	i	k	o	s
u	f	r	i	q	p	a	u
t	w	a	n	y	d	f	m
u	a	i	t	h	o	t	m
m	r	n	e	g	r	t	e
n	m	u	r	a	c	z	r
s	n	o	w	c	o	l	d
s	p	r	i	n	g	v	b
w	i	n	d	l	s	u	n

2 **1** cold **2** winter **3** wind **4** hot / warm **5** snow **6** spring / summer **7** rain **8** sun

3 Moscow and Venice

4 **1** Ana **2** Adem **3** Venice **4** Moscow **5** Tomas **6** David

GRAMMAR

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

2 **1** Henry thinks it's boring. **2** His sister doesn't like it. **3** They aren't very good at it. **4** It's a big city in Britain. **5** Yes, she's good at it. **6** Would you like to look at it? **7** I can't play it very well. **8** It's in South America. **9** It's a very big country. **10** She likes it.

3 **1** It's **2** It's **3** it **4** It's **5** it **6** It's

4 **1** But I don't eat it every day. **2** It's on the table in the kitchen. **3** But I'm not very good at it. **4** It's a beautiful day today. **5** It's great.

VOCABULARY AND LISTENING

1 **1** fly **2** get **3** come **4** stay **5** catch **6** drive **7** visit **8** leave **9** travel

2 **1** fly **2** drive **3** travel **4** leave **5** hotel **6** tent

3 **1** C **2** A **3** B

4 **1** Katie **2** Tom **3** Tom **4** Mel **5** Ed **6** Katie

20 **Katie:** Hi, Ed!

Ed: Oh, hi Katie! Are you enjoying the holiday?

Katie: Yes, I am. But I want to be in a different country, like Tom.

Ed: Where is he, Katie?

Katie: Tom's in Cancún, in Mexico.

Ed: Wow!

Jack: That's right! We're staying in a hotel in the middle of a forest next to a river. Mum and Dad love it. Dad goes walking by the river every morning after breakfast. I don't think he wants to come home.

Ava: When are you coming back to the UK?

Jack: On Saturday. Would you like to meet up on Sunday?

Ava: I can't meet on Sunday, Jack. It's *my* grandmother's birthday!

GRAMMAR

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+ *er*	+ *r*	double letter + *er*	*y* → *i* + *er*
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4 **1** No **2** No **3** Yes **4** Yes

5 Students' own answers

VOCABULARY AND READING

1 **1** popular **2** amazing **3** fantastic **4** attractive **5** unusual **6** wonderful

2 **a** 5 **b** 2, 3, 6 **c** 4 **d** 1

3 **1** B **2** C **3** A

4 **1** family **2** aunt, uncle **3** bus **4** dad **5** sister **6** wonderful

5 **1** He says it's a fantastic place. **2** because it's faster and more fun **3** Yes, there are lots. **4** Divo Ostrov Park **5** He goes swimming in the mornings. **6** because it's more expensive than the cafés in the city

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3 Science is more difficult than geography.
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5 A pizza is more expensive than a sandwich.
6 Homework is more important than computer games.
7 Jackets are more expensive than hats.

2 Students' own answers

WRITING

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

2 **Where is it?**

My favourite place is called Tenby. It's a small town by the sea. It's in a ~~wunderful~~ **wonderful** part of Wales called Pembrokeshire. Tenby is near the town of Carmarthen, where I live with my parents and my sister.

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My favourite thing is going down to the ~~beech~~ **beach** and playing football. I like ~~swiming~~ **swimming** in the sea too, but the sea can be quite cold! The other thing I like to do is go out on a boat on the sea around the town. We go to Caldey Island near Tenby. We sometimes see seals there!

When I like to visit

I visit Tenby every year. The best time to go is the summer. Tenby is ~~poplar~~ **popular** in the summer. There are always lots of people in the town and they are ~~hapy~~ **happy** and enjoy themselves.

3 Students' own answers

4 Students' own answers

UNIT 18 The weather

VOCABULARY AND READING

1

a	x	j	w	i	k	o	s
u	f	r	i	q	p	a	u
t	w	a	n	y	d	f	m
u	a	i	t	h	o	t	m
m	r	n	e	g	r	t	e
n	m	u	r	a	c	z	r
s	n	o	w	c	o	l	d
s	p	r	i	n	g	v	b
w	i	n	d	l	s	u	n

2 **1** cold **2** winter **3** wind **4** hot / warm **5** snow **6** spring / summer **7** rain **8** sun

3 Moscow and Venice

4 **1** Ana **2** Adem **3** Venice **4** Moscow **5** Tomas **6** David

GRAMMAR

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

2 **1** Henry thinks it's boring. **2** His sister doesn't like it. **3** They aren't very good at it. **4** It's a big city in Britain. **5** Yes, she's good at it. **6** Would you like to look at it? **7** I can't play it very well. **8** It's in South America. **9** It's a very big country. **10** She likes it.

3 **1** It's **2** It's **3** it **4** It's **5** it **6** It's

4 **1** But I don't eat it every day. **2** It's on the table in the kitchen. **3** But I'm not very good at it. **4** It's a beautiful day today. **5** It's great.

VOCABULARY AND LISTENING

1 **1** fly **2** get **3** come **4** stay **5** catch **6** drive **7** visit **8** leave **9** travel

2 **1** fly **2** drive **3** travel **4** leave **5** hotel **6** tent

3 **1** C **2** A **3** B

4 **1** Katie **2** Tom **3** Tom **4** Mel **5** Ed **6** Katie

20 **Katie:** Hi, Ed!

Ed: Oh, hi Katie! Are you enjoying the holiday?

Katie: Yes, I am. But I want to be in a different country, like Tom.

Ed: Where is he, Katie?

Katie: Tom's in Cancún, in Mexico.

Ed: Wow!

Katie: Have a look at his Instagram. Tom's there for two weeks. He says the weather is great – much hotter than here in London.

Ed: Sounds nice.

Katie: I know. He swims in the sea for two hours in the afternoon because it's too hot to sit on the beach! He goes dancing every night and he doesn't go to bed until very late. He's having a great time!

Ed: Do you know Mel from the music club?

Katie: Yes, I do. Is she somewhere hot too?

Ed: No, she isn't! She's in Wales. I got an email from her. Hang on, let me find it. OK, Mel says: 'It's raining here, but I'm having lots of fun with my friends. We're sleeping in tents near a farm. I think it's more interesting than a hotel because there are a lot of cows and sheep.'

Katie: I think Cancún sounds better!

Ed: Me too!

Katie: Are you going away with your family, Ed?

Ed: No, not this year, but I'm happy at home. What about you, Katie?

Katie: We're going to stay with my grandparents next week. They live by the sea in a small fishing town in Devon. Not as hot as Cancún, but it'll be nice.

GRAMMAR

1 **1** for **2** until **3** for **4** until **5** with **6** for **7** until **8** with **9** with

2 **1** for **2** with **3** until **4** with **5** for **6** until

3 **1** in Cornwall **2** her/ten friends from her school **3** in St. Ives in a tent **4** Tintagel Castle **5** in a tent with Veronica and Holly **6** Because she and her friends talk for hours every night. / She doesn't go to sleep until 11 o'clock.

WRITING

1 **1** Florence, Italy **2** her parents **3** sunny, but it isn't very hot **4** visiting a famous museum / the Uffizi Gallery

2 Students' own answers

3 Students' own answers

UNIT 19 A fantastic concert

VOCABULARY AND LISTENING

1 **1** loud **2** slow **3** late **4** easy **5** fast **6** friendly **7** excited **8** difficult

2 **1** late **2** excited **3** loud **4** difficult **5** friendly **6** slow **7** easy **8** fast

3 Erin

4 **1** Conrad is tired. **2** Erin wasn't dancing. **3** Erin's brother's got a band. **4** Conrad was at home. **5** The dog was loud.

5 **1** Erin **2** Conrad **3** Erin **4** Conrad **5** Conrad **6** Erin

21 **Erin:** Hi, Conrad.

Conrad: Hello, Erin. Are you OK?

Erin: I'm fine, thanks. Well, I'm a bit tired actually.

Conrad: Me too. Were you out last night?

Erin: Yes, I was. It was my sister's sixteenth birthday party. People were dancing until very late!

Conrad: I love dancing.

Erin: Really? I never dance. But I like watching other people dance.

Conrad: What was the music like? Was it good?

Erin: It was brilliant. There was a band playing. My sister was very happy.

Conrad: What was the band?

Erin: Oh, it was my brother's band. They're called The Downloads. My brother is the singer.

Conrad: Really? My brother likes music too. He wants to be a famous musician. He plays the guitar, but he hasn't got a band.

Erin: How about you, Conrad? Were you out last night as well?

Conrad: No, I wasn't. I was at home. I was in my room – doing homework! I've got a big maths test at the end of the week.

Erin: Oh, bad luck. Why are you feeling tired then?

Conrad: Well, it's because of the dog that lives next door to us. Last night, it was barking and barking. It was very loud. I was in bed, feeling sleepy, and then … Woof, woof, woof! For hours! I was still awake at 1 o'clock!

Erin: Oh, no! I was back from the party then – and sleeping!

GRAMMAR

1 **1** was **2** were **3** was **4** were **5** were **6** was **7** Were **8** was **9** was

2 **1** Was **2** was **3** were **4** Was **5** was **6** was **7** Were **8** were **9** were

3 **1** My brothers weren't / were not there. **2** We weren't / were not tired. **3** I wasn't / was not bored. **4** It wasn't / was not cold. **5** It wasn't / was not dark. **6** My sisters weren't / were not at a birthday party. **7** My friends weren't / were not at a concert. **8** My parents weren't / were not in the kitchen. **9** I wasn't / were not at home.

4 **1** Were, weren't, was **2** Was, was, were **3** Were, weren't, were **4** Was, was, was **5** Was, wasn't, was **6** Were, wasn't, was

VOCABULARY AND READING

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

2 **1** brilliant/fun **2** quick **3** new **4** strong **5** heavy **6** ready **7** fun/brilliant **8** pleased

3 **1** C **2** D **3** B **4** A

4 **1** He says it's interesting. **2** He takes photographs of animals. **3** in summer **4** No, they go to a different country every year. **5** by train **6** three weeks **7** It wasn't great. **8** his tablet

GRAMMAR

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

2 **1** Where **2** What kind of **3** What **4** Why **5** When **6** Who

3 Students' own answers

WRITING

1 **1** do **2** do **3** do **4** was **5** was

2 **2** She sometimes flies, sometimes goes by train and sometimes drives.
3 clothes, phone, books and a sun hat (in the summer)
4 Athens
5 It was very, very hot.

3 **1** No **2** No **3** Yes **4** Yes **5** Yes

4 Students' own answers

UNIT 20 Animals

VOCABULARY AND READING

1 **1** crocodile **2** tiger **3** monkey **4** elephant **5** bear

2 **1** snake **2** giraffe **3** zebra **4** leopard **5** kangaroo

3 **1** Kim's brother **2** London Zoo **3** at a university **4** two **5** in Kenya, in Africa **6** giraffes

GRAMMAR

1 **1** a **2** b **3** a **4** a **5** b **6** a **7** b **8** a **9** c **10** b

2 **1** invited **2** lived **3** loved **4** walked **5** asked **6** wanted **7** worked **8** opened **9** carried

3 **1** walked **2** loved **3** worked **4** opened **5** wanted **6** invited **7** lived **8** asked **9** carried

4 **1** The children played football. **2** He cleaned his bedroom. **3** She talked on the phone. **4** The children walked to school.

5 **1** cleaned **2** washed **3** was **4** studied **5** played **6** was **7** carried **8** watched

VOCABULARY AND LISTENING

1 **1** bird **2** mouse **3** donkey **4** sheep **5** dog **6** rabbit **7** kitten **8** cow

2 **1** dogs **2** puppies **3** birds **4** cats **5** kittens **6** cows **7** donkeys **8** sheep **9** rabbits **10** mice

3 **1** P **2** B **3** B **4** B **5** B **6** B **7** F **8** F **9** F **10** B

4 snakes and mice

5 **1** D **2** G **3** B **4** C **5** A **6** F **7** E

22 **Ava Lomax:** Hello and welcome to *Animal World.* I'm Ava Lomax. Today, we're talking about unusual pets. With me on the programme is Logan Black. Hi, Logan. Tell us about your pets.

Logan: Hi, Ava. Thanks for having me on the programme. Well, when I was five or six, our house was full of dogs and cats. I loved them and I wanted to have other animals at home – different animals. My parents liked the idea. My first unusual pet was a snake.

Ava Lomax: A snake?

Logan: Yes, that's right! It lived in the garden. It was very long. I've got six snakes now. We've got a kind of zoo for snakes.

Ava Lomax: Can people come to see them?

Logan: Yes! I'm very happy for people to come to see them.

Ava Lomax: Have you got any other unusual pets?

Logan: Yes, I've got some mice. But they don't live in the same part of the garden as the snakes! The mice sometimes come into the house.

Ava Lomax: Would you like to have other animals as pets?

Logan: Yes! I'd love to have monkeys, crocodiles and elephants. My parents and I are thinking of opening our own zoo. We'd like to have a zoo to help animals that are sick and need help.

GRAMMAR

1 **1** didn't answer **2** didn't live **3** didn't love **4** didn't start **5** didn't want **6** didn't work **7** didn't study **8** didn't walk **9** didn't change **10** didn't clean **11** didn't enjoy

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

3 **1** My brother didn't finish primary school in July.

2 I didn't love watching TV when I was a baby.

3 My friend didn't start English lessons when she was three.

4 We didn't enjoy the birthday party at the weekend.

5 My sister didn't walk to school yesterday.

6 I didn't visit my grandparents on Sunday.

7 We didn't start Spanish class in September.

8 My sister didn't want to see the film.

9 I didn't ask lots of questions at school last week.

WRITING

1 **1** were **2** didn't like **3** were **4** was **5** enjoyed **6** was **7** was **8** didn't want **9** wanted **10** were **11** was **12** listened **13** was **14** Was **15** walked

2 **1** aunt **2** house **3** door **4** garden **5** snake

3 Students' own answers

STUDENT'S BOOK AUDIOSCRIPTS

02 Starter Unit, Student's Book, page 10

A

Girl: What's your name?
Paolo: Paolo.
Girl: How do you spell it?
Paolo: P-A-O-L-O.

B

Boy: What's your name?
Rosa: Rosa.
Boy: How do you spell it?
Rosa: R-O-S-A.

C

Girl: What's your name?
José: José.
Girl: How do you spell it?
José: J-O-S-E.

D

Boy: What's your name?
Joelle: Joelle.
Boy: How do you spell it?
Joelle: J-O-E-double L-E.

E

Girl: What's your name?
Ethan: Ethan.
Girl: How do you spell it?
Ethan: E-T-H-A-N.

F

Boy: What's your name?
Sophia: Sophia.
Boy: How do you spell it?
Sophia: S-O-P-H-I-A.

05 Starter Unit, Student's Book, page 11

1

Boy: How old are you, Ryan?
Ryan: 14.

2

Boy: How old are you, Penny?
Penny: 17.

3

Woman: How old are you, Jack?
Jack: 9.

4

Woman: How old are you, David?
David: 11.

5

Boy: How old are you, Anna?
Anna: 8.

6

Woman: How old are you, Lara?
Lara: 12.

Unit 1, Student's Book, page 14

12

Joelle: Hi. I'm Joelle.

Rosa: Hi, Joelle. My name's Rosa. And this is Paolo.

Paolo: Hello, Joelle.

Joelle: Em … eh… hey nice camera.

Rosa: Thanks! Yes, it's new. It's for my birthday. This bag and watch are new too. It's my birthday today. I'm thirteen.

Joelle: Cool! Happy Birthday. This is my camera. It's my phone.

Paolo: Look Rosa! Her phone's red …

Joelle: … and his phone's red.

Paolo and Joelle: Snap!

Rosa: You are funny.

Voices: See you later. Bye.

Woman: Joelle!

Joelle: OK. She's my teacher.

Paolo: And look … there … he's my dad. What's your phone number, Joelle?

Joelle: My number's oh-five-six … three-one-two … three-nine-two.

Paolo: Oh-five-six … three-one-two… three-nine-two. OK.

Rosa: Oh-five-six … three-one-two… three-nine-two. I'll text you, Joelle.

Paolo: Hey, next week's photo project is 'Houses'. Come to my house on Saturday.

Joelle: Cool. See you later.

Rosa: Yes, see you Saturday.

Paolo: Goodbye, Joelle. Bye, Rosa.

Unit 1, Student's Book, page 17

17

Group of voices: Hi! Hello! Where are you from? What's your nationality?

Boy: I'm Mexican.

Group of voices: He's Mexican!

Group of voices: He isn't Italian.

Group of voices: He's Mexican!

Group of voices: Hi! Hello! Where are you from? What's your nationality?

Girl: I'm Turkish.

Group of voices: She's Turkish!

Group of voices: She isn't Russian.

Group of voices: She's Turkish!

Group of voices: Hi! Hello! Where are you from? What's your nationality?

Girls: We're Brazilian.

Group of voices: They're Brazilian.

Group of voices: They aren't Spanish.

Group of voices: They're Brazilian!

Group of voices: Hi! Hello! Where are you from? What's your nationality?

Boys: We're Argentinian.

Group of voices: You're Argentinian.

Group of voices: You aren't Chinese.

Group of voices: You're Argentinian!

Unit 2, Student's Book, page 20

22

1

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

Mum: Nice to meet you Bella.

Bella: Hello. Nice to meet you too.

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

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

2

Mum: Are you hungry, Bella?

Bella: Yes, I am. Sandwiches? Thanks very much.

3

Dad: Is it hot, Sue?

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

4

Mum: Is the film funny?

Bella: Yes, it is.

Sue: It's very funny!

5

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

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

6

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

Sue: Thanks Bella!

26 Culture: The United Kingdom, Student's Book, page 23

Interviewer: Hello. What's your name?

Shona: Hi, I'm Shona. That's S-H-O-N-A.

Interviewer: And how old are you Shona?

Shona: I'm 13 years old.

Interviewer: Where are you from?

Shona: I'm from Scotland. I'm Scottish.

Interviewer: Are your parents Scottish?

Shona: Well, my dad's Scottish. His name is Callum. But my mum isn't Scottish. My mum comes from Spain. She's Spanish. Her name is Marta.

Interviewer: Ah, I see. So your dad's Scottish and your mum is Spanish. And where do you live?

Shona: We live in Edinburgh, the capital city of Scotland. It's a very nice city. Edinburgh Castle is a good place to visit. It's a big, old castle in the centre of the city.

Interviewer: Oh, it sounds great. And, what's your name?

Max: Hi, I'm Max. That's M-A-X.

Interviewer: And how old are you Max?

Max: I'm 11 years old.

Interviewer: Max is a Scottish name. Are you from Scotland?

Max: No, I'm not. I'm from England. I'm English.

Interviewer: Oh, I see. And where are your parents from?

Max: Well, my dad is from Wales. He's Welsh. His name is Tom. And my mum's English. Her name is Rose.

Interviewer: And where do you live, Max?

Max: We live in London, the capital city of England. It's a big city with lots of things to see, like Big Ben. Big Ben is a big clock. It's a good place to visit.

28 Unit 3, Student's Book, page 24

Joelle and Rosa: Hi Paolo!

Paolo: Hi Joelle, hi Rosa. Have you got your cameras for the photo club project?

Joelle: Yes, of course!

Paolo: Great! Well, come in. I'll show you my house. This is the hall – of course! There are four doors here. This one is for the living room. Oh, hi Mum! Mum's in the living room. And this is the kitchen. Hello Dad, these are my friends Joelle and Rosa.

Dad: Hello, nice to meet you. Here, give me your bags or put them on the table.

Rosa and Joelle: Thanks!

Paolo: Come on, you two! Look – here's the dining room.

Joelle: Very nice Paolo!

Paolo: Thanks! OK – this way. There's a toilet here. Now, come with me. Up here! There are three bedrooms. This is my bedroom.

Rosa: Wow. The walls are red! And there are two windows! It's a really great room, Paolo.

Paolo: Thanks! This is the bathroom. There's a shower and a bath.

Joelle: It's nice and big, isn't it?

Paolo: Yes. Right. Come on! Let's take some pictures!

Rosa: That's a good idea.

39 Unit 4, Student's Book, page 30

Emma: Hello. This is Emma from 6B.

Mr Jones: Hello, Emma. You again!!

Emma: Sorry, Mr Jones. I'm at home and I haven't got my things.

Mr Jones: Well, I've got lots of things here Emma. Eh, so …

Emma: Thank you, Mr Jones. Have you got my ruler? I need it for maths homework.

Mr Jones: Well Emma, I've got one, two, three, four, five, six rulers.

Emma: It's blue, light blue.

Mr Jones: Let me see. I've got two light blue rulers. Has it got your name on?

Emma: No, it hasn't. It's a long ruler.

Mr Jones: Ah yes. I've got it.

Emma: Thank you Mr Jones. And my coat. Have you got my coat?

Mr Jones: I've got four coats.

Emma: It's new and really nice.

Mr Jones: Yes Emma. The colour?

Emma: It's grey.

Mr Jones: Here. Aah. I've got two grey coats. This coat's light grey.

Emma: No, my coat's dark grey.

Mr Jones: Right. OK. Dark grey. I've got your coat.

Emma: Thank you Mr Jones. And my bag. Have you got my bag?

Mr Jones: Emma!

Emma: Sorry, Mr Jones.

Mr Jones: I've got four bags today.

Emma: My bag's very dirty. It's got my football things in it.

Mr Jones: All the bags are very dirty!

Emma: Emm, it's dark brown with orange writing on it and it's big. It's a big bag.

Mr Jones: Emm, OK. Yes, I've got it. Aaargh!

Emma: Has it got my football things in it?

Mr Jones: Yes, it has!

Emma: Thank you Mr Jones. I'll come to school now.

42 Life skills: Creativity and Innovation, Student's Book, page 33

Man: Welcome to *A New Bedroom For Your Friend*. Hello Anna.

Anna: Hello.

Man: Who is your friend?

Anna: My friend's name is Daisy.

Man: Tell us about Daisy's *new* bedroom.

Anna: Well, Daisy's hobby is football.

And look, there are football posters on the walls.

Man: And there are books about football on the bookcase.

Anna: Yes. And, there's a table and chair. Her computer is on the table. And there's a big light in her room. The light looks like a football.

Man: It's cool! And what's on the shelf?

Anna: Board games. There are board games on the shelf, for Daisy and her family. And there's a clock on the shelf too. It looks like a football!

Man: Great! And there's a bed.

Anna: Of course there's a bed in a bedroom!

Man: Now, it's time for Daisy. Hello Daisy.

Daisy: Er, hello.

Man: Daisy, tell us about *you*.

Daisy: I love football! It's my favourite hobby.

Man: Well, look at your *new* bedroom.

Daisy: Wow! The walls are my favourite colour: green. There are football posters. And the clock looks like a football. It's cool!

Man: Daisy is happy with her new bedroom. So now …

43 Review 1, Student's Book, page 35

Presenter: What's your name?

Tabitha: My name's Tabitha Browne.

Presenter: How do you spell that?

Tabitha: My first name's T-A-B-I-T-H-A, and my surname's B-R-O-W-N-E.

Presenter: And how old are you?

Tabitha: I'm 12.

Presenter: And what's your nationality?

Tabitha: I'm British.

Presenter: And what's your phone number?

Tabitha: 07700 900 415.

Presenter: Thanks!

Presenter: What's your name?

Darcy: My name's Darcy Clark.

Presenter: How do you spell that?

Darcy: My first name's D-A-R-C-Y, and my surname's C-L-A-R-K.

Presenter: And how old are you?

Darcy: I'm 13.

Presenter: And what's your nationality?

Darcy: I'm Canadian.

Presenter: And what's your phone number?

Darcy: 07700 900 127.

Presenter: Thanks!

46 Unit 5, Student's Book, page 36

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

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

Joelle: No, that's next week's project. This week's project is called 'What can you do?'

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

Joelle: I can ride a horse … I can sail a boat … and I can ice skate. I've got lots of pictures to show you. Look!

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

Rosa: Ummm – I can cook spaghetti … I can swim underwater … I can play the guitar. And I can take photos under the water with my new camera.

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

Paolo: No, I can't.

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

Paolo: No, I can't. But I can speak Italian. And I can remember lots of special dates.

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

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

José: Er, excuse me?

Paolo: Oh, hello.

José: Hi, um, my name's José.

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

Rosa: Hello.

Paolo: … and Joelle.

Joelle: Hi.

José: Er, can you take my photo?

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

José: Cheese! Thanks. Well, bye.

Paolo, Rosa and Joelle: Bye!

53 Unit 6, Student's Book, page 40

Teacher: OK everyone. Listen please, this is important! We haven't got any food for the class party tomorrow. But I've got a list here. Can you all see it?

All students: Yes.

Teacher: OK, good. So … Jessica, what can you bring?

Jessica: Umm, I haven't got any fruit at home. But I can bring some bread and butter.

Teacher: Great thanks. And Kim. What about you?

Kim: I can bring some biscuits. We've got lots of biscuits at home.

Teacher: Great. Now, Hugo. We need cakes. Can you bring two cakes?

Hugo: Yes, I can!

Teacher: Thanks Hugo. Lily, what about you? We need some fruit.

Lily: I can bring ten oranges.

Teacher: Thank you Lily. And Nina, can you bring some fruit too? Can you bring ten apples?

Nina: Yes, I can.

Teacher: Thanks Nina. And Alfie. Let's see. You can bring tomatoes or cheese. Have you got any tomatoes at home?

Alfie: Ummm … we haven't got any tomatoes, but there's lots of cheese.

Teacher: OK, cheese is fine. And Tom. Can you bring some tomatoes?

Tom: Yes, OK.

56 Unit 6, Student's Book, page 42

Conversation 1

Daniel: Pedro, can you come to my swimming pool party?

Pedro: Yes! When is it?

Daniel: It's at two fifteen, and it's at the big swimming pool.

Pedro: Great. Thanks!

Conversation 2

Hannah: Would you like to come to my party, Melissa?

Melissa: I'd love to! When is it?

Hannah: It's on August the first.

Melissa: What time?

Hannah: From eight until late.

Melissa: Cool!

Conversation 3

Andrew: Sam, would you like to come to my sports party?

Sam: I'd love to. Is it at the park?

Andrew: Yes, it is. It's on Saturday at 10 o'clock.

Sam: I can't wait!

Conversation 4

Rebecca: Can you come to my birthday party, Ella? It's on Wednesday, at my house.

Ella: I'd love to, but what time is it?

Rebecca: It's from three thirty until five thirty.

Ella: Oh, I'm sorry, I can't. I've got a guitar exam on Wednesday afternoon.

Culture: Holidays in the USA, Student's Book, page 45

61

Interviewer: Hi. What's your name?

Ava: I'm Ava.

Interviewer: And where are you from?

Ava: I'm from California, in the USA.

Interviewer: Oh, right. And what's your favourite holiday, Ava?

Ava: My favourite holiday is Labor Day.

Interviewer: When is Labor Day?

Ava: Labor Day is the first Monday in September.

Interviewer: It's after August then, the first Monday in September.

Ava: Yes. It's at the end of the summer.

Interviewer: And do you know what Labor Day is for?

Ava: Yes, I do. On Labor Day, we celebrate all people who work in the USA.

It's a day to celebrate American workers.

Interviewer: Oh, I see. And what do you do on Labor Day?

Ava: Well, in my family, we go and see a parade in the morning.

Interviewer: Oh, that's fun. What time is the parade?

Ava: The parade starts at about eleven o'clock.

Interviewer: I love parades.

Ava: Me too. And after the parade, we go back home and we have a barbecue.

Interviewer: What time is that?

Ava: Well, friends and family come to the barbecue at about four o'clock.

Interviewer: And what food do you eat at the barbecue?

Ava: We eat lots of different food. But my favourite is burgers. When we have a barbecue, we all help cook the food. It's a fun day!

Unit 7, Student's Book, page 46

63

Paolo: Look, that's José over there … from the park … José, over here.

José: Hi. It's good to see you all again.

Joelle: I like your clothes, José. They're cool!

José: Thanks! They're new.

Paolo: Are you OK, Rosa?

Rosa: No, I'm not. It's the photo club project. I haven't got any ideas.

Joelle: It's 'Things we do every day.'

Rosa: Yes, that's right – but I can't think of anything.

Paolo: Well, I get up, I have a shower, I have breakfast, I go to school, I have lunch …

José: You take photos.

Rosa: Is that the project? Well, I can do that. No problem, thanks.

Joelle: You like taking photos, too … right?

José: Yes, but I'm not very good at it.

Joelle: Well, there's a photo club on Wednesday evenings. It's fun. Come with us.

José: That sounds great … I'd love to …

Paolo: Have you got time for a drink now?

José: Er … Sorry, I haven't. I've got school at five o'clock.

Rosa: School? At five o'clock? We go to school at eight thirty in the morning!

José: I know. My day is different from yours!

Unit 7, Student's Book, page 47

64

Rosa: On Mondays, I get up, wash my face and have a shower. Then I have breakfast with my dad. Then I put my things in my school bag and walk to school. I go to school at eight thirty.

José: On Mondays, I get up and wash my face. I have lunch in my room and then I have a shower. At two o'clock I put my things in my bag and leave the hotel. I go to school at five o'clock.

72 Unit 8, Student's Book, page 50

Teacher: Good morning everyone. Welcome back to school after the holidays. Now there are some changes to the timetable. I want you to write them down. OK – are you ready?

Class: Yes.

Teacher: Right, on Mondays there aren't any changes to the timetable.

Boy: Do we have double maths in the morning?

Teacher: Yes, you do. No changes on Monday. On Tuesday, your second lesson isn't art, it's history. Mr Brown, your art teacher, doesn't teach on Tuesdays this term.

Class: Oh.

Girl: Does he teach art on another day?

Teacher: Yes, he does. But I want to finish Tuesday first. OK, the last lesson on Tuesday isn't IT, it's English, with me!
Right – so no changes on Monday and two changes on Tuesday. OK everyone?

Class: Yes.

Teacher: Now. Wednesday. We've got a new music teacher this term. So, the first lesson this term is music. It isn't maths.

Girl: Does she teach music after school too?

Teacher: No, she doesn't. Do you play an instrument?

Girl: Yes, I do. I play the guitar.

Boy: Do we have PE in the afternoon?

Teacher: Yes, you do. The last lesson is still PE.

Teacher: One more change. Are you ready?

Class: Yeah.

Teacher: On Thursday after lunch you have art not geography.

Boy: Do we have double art?

Teacher: No, you don't. You have one lesson of art. So, that's all the changes. Does anyone have any questions? Good. Let's start the lesson.

77 Life skills: Study skills, Student's Book, page 55

Presenter: Today we're speaking about learning English. Our first student is Pablo. Hello Pablo. How can we help you?

Pablo: Hello. It's difficult to remember new vocabulary in English. What can I do?

Presenter: What suggestions can we give Pablo?

Woman 1: What about making vocabulary cards? Write the new word on a card. Turn the card over and draw a picture. Look at the picture. Can you remember the word? Turn the card over. Are you right? You can get a friend or someone in your family to ask you too.

Presenter: Making vocabulary cards. I like it! Any other ideas?

Man: You can put words on things in the house. For example, write the word 'bed' on a piece of paper and put it on your bed. Then you can see it when you go to bed!

Presenter: Putting words on things in the house. Great!

Woman 2: Learning words in groups is a good idea. Write the name of the group on a piece of paper. For example, School Subjects. Then write the words for school subjects in English around it.

Presenter: Learning words in groups. Yep! There's time for one more …

Man: What about having a book to write new words in – a vocabulary notebook? Write new words in a notebook. When you have time, check you understand the new words. You can use a dictionary to help. Writing the word in a sentence is a good idea. Or you can think of a word in your language.

Presenter: A vocabulary notebook. Great! So, Pablo, lots of good suggestions …

Pablo: Yes, thank you.

78 Review 2, Student's Book, page 57

Interviewer: Hi! Welcome to Radio YLO. Today we're talking to Imogen Anderson. She's an actress and you can see her in lots of things on TV. She lives in Los Angeles with her parents and her two sisters. Imogen – thanks for talking to us today. Now, tell us about your school. Where do you go to school?

Imogen: Well, I don't go to school. I study at home with my sisters. My mum teaches us.

Interviewer: That's interesting! And what's your favourite subject?

Imogen: My favourite subject is English. I love it! I don't like history or geography very much.

Interviewer: Oh! And what do you do when you're not studying?

Imogen: I listen to music. I get lots of music from the internet. And I see my friends on Saturday and Sunday.

Interviewer: And what sport do you like?

Imogen: I don't watch sport on TV – I think it's really boring! But I like ice skating. I go to a club with my sister every Saturday.

Interviewer: Thanks for talking to us, Imogen.

Imogen: You're welcome. Bye!

Unit 9, Student's Book, page 58

82

Paolo: Let's look at our sport project photos. Rosa, you first.

Rosa: Here's my sport photo. It's a basketball game in the new sports centre.

Joelle: Good photo, Rosa! I'm not very good at playing basketball, but I like watching basketball games.

Paolo: Here's my sport photo. It's a football game in the park.

Rosa: Hmm, I like your photo. You're good at taking photos of people.

Paolo: Thanks! I like taking photos of ball games, but I'm not very good at playing them.

Joelle: Here's my sport photo. It's a game of tennis.

Rosa: Nice photo! I don't like playing tennis. I'm not very good at it, but I'm good at running.

Paolo: Hey, look Joelle. Here, in your picture. It's José with his camera. His photo for the sports photo project is a game of tennis, too!

Joelle: Oh yes. We can look at his photo on Wednesday evening at the photo club.

Rosa: Yeah!

Paolo: Hmm. I guess he likes watching sport and taking photos!

Unit 10, Student's Book, page 62

86

Freya: Hi, Mike.

Mike: Hi, Freya. What are you doing?

Freya: I'm looking at some photos of me in my after-school clubs. They're funny!

Mike: Can I see them?

Freya: Sure. Here's Thursday's club.

Mike: Are you making a pizza?

Freya: No, I'm not making a pizza. I'm making a cake for my mum!

Mike: Hmm, cake! I like cake!

Freya: And here's a photo at Tuesday's club. It's new and I love it. It's the board games club and we're learning new games. It's really good!

Mike: Cool!

Freya: Here's another photo. We're practising in the park. We aren't running a race. You can see I'm not running very fast. That's the Wednesday athletics club.

Mike: I like athletics too, and I'm good at it!

Freya: Well, I'm learning! Right, here's another picture. This is Friday's yoga club. I'm good at that and it's very relaxing. It's a nice end to the week. And here's one more picture. This is my favourite club. It's on Monday. I don't like playing games on the computer very much, but I love writing them. The coding club is really good.

Mike: I've got some photos here on my phone. Here, have a look.

Freya: Sorry Mike. Got to go.

Mike: Oh … OK, see you.

Freya: Bye.

Unit 10, Student's Book, page 63

87

Example

Man: Carla's sitting on a chair.

Girl: Yes.

1

Man: Paul and Ben are dancing.

2

Man: Jane and Lizzie aren't singing.

3

Man: Frank's making a film.

4

Man: Lizzie isn't talking on her phone.

5

Man: Carla's drawing a picture.

6

Man: Chris is playing the guitar.

7

Man: Chris and Maria are singing.

Culture: Youth clubs in the UK, Student's Book, page 67

92

Sophia: Hi. I'm Sophia. This is the Fun Zone Youth Club. It's open Monday to Friday, from five o'clock until nine o'clock at night. You don't pay lots of money to come in. Lots of different people are here. Let's go in. Here's the living room area. It's big. Some people like talking to friends and some people like playing board games. There are lots of board games in the blue cupboard. Oh. Here's my friend, Jack. Hi Jack.

Jack: Hi Sophia.

Sophia: What do you like doing, Jack?

Jack: I like playing table tennis with my friend Paul.

Sophia: There are two tables for playing table tennis in this room. There are lots of sports you can do. There's basketball on Mondays and Wednesdays, and there's football on Tuesdays and Thursdays. There are also art classes. But now, let me show you my favourite room. My favourite room is the music room. Oh, here's Lucy.

Lucy: Hi Sophia.

Sophia: Hi Lucy. Lucy's good at playing the guitar.

Lucy: And Sophia's good at singing.

Sophia: Thanks, Lucy. We practise here on Wednesdays. A music teacher comes and helps people with music on Wednesdays and Fridays.

So that's the Fun Zone Youth Club. It's a great place!

93 Unit 11, Student's Book, page 68

Paolo: Hey guys! Come and see this! It's José – he's on TV!

Rosa: Wow – it *is* José! How cool!

Joelle: Sh! Sh! I can't hear!

Presenter: José, welcome to the show.

José: Thanks very much.

Presenter: Now, José, you're fifteen and you're from Brazil. People tell me you're very famous there. What are you famous for?

José: I sing and play the guitar. That's why I'm living in Britain now. I'm getting ready for a big concert. I'm learning some new songs and practising my dancing, you know.

Presenter: That's great. Well, lots of people know you here too! Look how many emails we've got from your fans. Can I ask you some of their questions?

José: Sure.

Presenter: OK. Now, Adam asks, 'What kind of sports do you like?'

José: Well, I like watching tennis and football, but I don't play them. I never do any sports.

Presenter: But you dance a lot! Now, this one's from Amber. She says, 'What do you like doing in your free time?'

José: Lots of things! Um … I love taking photographs. I always have my camera with me. Look – here it is. Can I take your photo?

Presenter: OK!

José: Also, I like using my computer. I often go on the internet to talk to my friends or play games. And I love watching movies.

Presenter: OK. And Tia says, 'What's your favourite band?'

José: Oh that's difficult! I like lots of bands – Coldplay, Bastille, Muse and lots more!

Presenter: It's hard to choose, isn't it? Now Megan asks, 'What's your favourite TV show?'

José: Well, I don't watch much TV, I haven't got time! But I sometimes watch *Doctor Who.*

Presenter: Yes, it's good, isn't it? Um … I've got a question here from Natalie. She says, 'Do you like getting letters from your fans?'

José: Yes I love it! I always read the letters and emails from my fans. I can't answer all of them, but I try!

Rosa: Wow – José's famous!

Joelle: Yes, we've got lots of questions for José too!

100 Unit 12, Student's Book, page 72

Megan: Hi, Megan here. I'm on holiday with my family at the moment. We're having a great time! Right, let's see what everyone's doing today.

OK, so that's my dad. He's a doctor. He helps people at work every day. But he's not at work today. Today he's in the swimming pool with my sister. He's teaching her how to swim.

And there's my mum. She's a musician. But she isn't playing her guitar now. She's eating a big ice cream.

Then there's my Uncle Tony. Tony's got an interesting job. He's a lorry driver. He drives all over Europe. He sometimes goes to Africa too! Today he's trying to catch a fish!

This is Amanda. She's Tony's wife. She's a waitress. She works in a restaurant every evening. She isn't working now. She's taking a photo of Tony.

And this is my brother Jamie. He's a photographer. He's very good at taking photos, but he's not doing that today. He's sleeping in the sun.

101 Unit 12, Student's Book, page 73

Conversation 1

Amy: Has your brother got a job?

Dan: Yes, he has. He drives a taxi.

Amy: Really? Does he drive you to school every day?

Dan: No, of course not!

Conversation 2

Tom: What does your dad do?

Lee: He works in a restaurant.

Tom: That's interesting.

Lee: But he isn't working now. He's cooking our dinner.

Tom: Oh, good!

Conversation 3

Jess: Hi, Millie. It's Jess here. I'm in Jamaica. What are you doing?

Millie: I'm in bed!

Jess: Oh, sorry! I'm sitting on the beach and I'm eating a big ice cream.

Millie: Lovely!

108 Life skills: ICT literacy, Student's Book, page 77

Man: Hi. I'm here to speak about cyber bullying.

What is cyber bullying?

Dan: It's when someone isn't nice to you on the internet.

Man: That's right. It's when someone isn't nice … when they are horrible to you on the internet – again and again.

So, how can someone be horrible to you on the internet?

Ellie: They can write and send bad emails.

Man: Yes. They can send bad emails or messages.

Anything else?

Harry: Yes, they can put horrible photos of you online.

Man: OK. They can put photos of you online. Photos you don't like.

So, what can you do when someone isn't nice to you on the internet?

Sarah: Well, when someone's horrible to you, you can be horrible to them.

Man: No. That isn't a good idea. If you are horrible too, then the problem can get very big, very fast.

Don't answer bad emails or texts. Don't reply.

Show the emails or messages to an adult.

Talk to your mum or dad. It's a good idea to tell an adult.

You can tell a teacher or a parent.

Dan: What can we all do to stop cyber bullying?

Man: Good question! There are lots of things we can do. First, don't do it. Don't send horrible emails or texts. Don't put photos of other people online. And what else can you do to help someone?

Ellie: Tell an adult?

Man: Yes. It's a good idea to tell an adult when someone needs help.

Thank you everyone …

109 Review 3, Student's Book, page 79

1

Jane: Hi Daniel.

Daniel: Hi Jane. Where are you? Can you talk?

Jane: No! I can't. I'm practising the guitar with my friends. Call you later! Bye.

Daniel: Bye Jane.

2

Jim: Hi Daniel …

Daniel: Hi Jim.

Jim: Wait a minute.

Daniel: Where are you? Can you talk?

Jim: No, sorry. I'm running. I've got to practise for Saturday … I can't talk now. Call you later. Bye.

Daniel: Bye Jim.

3

Paul: Hello?

Daniel: Hi Paul.

Paul: Who's that?

Daniel: It's Daniel. Can you talk?

Paul: No, sorry.

Teacher: Paul, no phones!

Paul: Whoops, I can't talk now. I'm dancing. I've got a test tomorrow. Call you later. Bye.

Daniel: Bye Paul.

4

Isabella: Hi Daniel.

Daniel: Hi Isabella. Can you talk?

Isabella: Yes. I'm cleaning my room … Wait a minute. OK.

Daniel: I'm in the park. I want to play football. Can you come?

Isabella: Yeah. Sure. That's great. See you in a minute.

Daniel: See you Isabella. Bye.

113 Unit 13, Student's Book, page 81

Paolo: Look, there's José.

Rosa: Yes, we've got lots of questions for him. José!

José: Hi, everyone. What are you doing here in the park?

Paolo: We're taking pictures of places in our town for the next photo club project. Rosa has got lots of good pictures. They're all on the club board already. I really like her photos of the museum and the station.

José: Is there a photo of the cinema too?

Joelle: Yes, there is.

José: And the swimming pool?

Joelle: No, there isn't. You can take one of the swimming pool for your project.

Rosa: And now we're waiting to take pictures of you!

José: Me? Why?

Joelle: You're famous, you're from Brazil, you're getting ready for a big concert here.

José: How do you know? Ah yes! The TV interview. That's why there are so many photographers in the town. They're waiting to take pictures of me too!

Rosa: Are there any photographers in the park?

Paolo: I don't know … Yes, there are. Look! There are some over there.

José: Oh no! I don't want to talk to them.

Paolo: Where's your hotel?

José: It's near the university.

Paolo: Are there any photographers there?

José: Yes, there are. I don't want to go back there now.

Paolo: Well, you can't stay here. Come with us. Let's go to my house.

José: Are there any photographers near your house, Paolo?

Paolo: No, there aren't. They don't know us and my house isn't near the centre of town.

José: Thanks Paolo. You're a good friend.

Paparazzi: There he is … José, over here … José!

Joelle: This way, José. Run!

120 Unit 14, Student's Book, page 86

Conversation 1

Ali: Hello.

Anya: Hi, Ali, it's Anya.

Ali: Hi, Anya. How are you?

Anya: Fine, thanks. And you?

Ali: Yeah, I'm great.

Anya: Shall we meet on Saturday afternoon? I'd like to go to the cinema.

Ali: Oh, yes. There's a new film on. I'd like to see it.

Anya: Great! The film starts at quarter to three. Shall we meet inside the cinema at quarter past two?

Ali: My bus arrives at two twenty. Is half past two OK?

Anya: Fine. See you then. Bye, Ali.

Ali: Bye.

Conversation 2

Poppy: Hello.

Anya: Hi, Poppy, it's Anya.

Poppy: Oh, hi, Anya. How are you?

Anya: I'm fine, thanks. Are you better?

Poppy: Yes, thanks.

Anya: Let's go swimming on Saturday.

Poppy: Oh, sorry, I can't go on Saturday, but Sunday morning's OK.

Anya: That's OK for me, too.

Poppy: Shall we meet at the swimming pool?

Anya: Yes, that's a good idea. At quarter to ten?

Poppy: That's fine. See you then. Bye, Anya.

Anya: Bye, Poppy.

Conversation 3

Alex: Hello.

Anya: Hi, Alex. It's Anya.

Alex: Anya! How are you doing?

Anya: I'm good, thanks. How are you?

Alex: Great!

Anya: Can you come into town this weekend to meet me?

Alex: I can come on Sunday afternoon. Is that OK?

Anya: Great. Shall we meet at the shopping centre?

Alex: It's closed on Sunday, and I haven't got any money! I know. Let's visit the science museum. It's free.

Anya: Great idea. Let's meet at the museum at three o'clock. Inside or outside?

Alex: Outside. See you then. Bye, Anya.

Anya: Bye.

Conversation 4

Clara: Hello.

Anya: Hi, Clara.

Clara: Hi, Anya. How are you?

Anya: I'm good, thanks. How are you?

Clara: I'm good, too!

Anya: Shall we do something this weekend?

Clara: I'd love to. Have you got any ideas?

Anya: Well, there's a concert in the town centre on Saturday evening.

Clara: Wow, great. Are there any good bands?

Anya: Yes, I think so. Shall we meet at the new juice bar at six?

Clara: Quarter past six is better for me.

Anya: OK. See you then. Bye, Clara.

Clara: Bye.

123 Culture: Museums around the world, Student's Book, page 89

Beth: Hello. My name's Beth and I live in a city called Cambridge. But my favourite museum isn't in Cambridge. It's in London, the capital city of England. The Natural History Museum is a museum all about the natural world. It explains things about plants and animals. It's a beautiful museum. The outside of the museum is also about the natural world. You can see animals and plants on the walls.

I really like this museum because I love animals and I like learning about animals. Some of the animals in the Natural History Museum are 'extinct'. 'Extinct' means there are no more of these animals alive in the world; for example, there are no dinosaurs anywhere in the world now. My favourite activity at the Natural History Museum is the Dinosaur Trail. You walk around and you get to see life-size dinosaurs. They're only models, of course. But they move and they roar.

And do you know what? You don't have to pay money to go to the Natural History Museum. That's right. It's free. Anyone can visit. Isn't that great? Now, has anyone got any questions?

124 Unit 15, Student's Book, page 90

José: Thanks for helping me, guys! But look, the photographers are waiting for me. You can see them there. I can't get back to my hotel!

Paolo: It's OK, José – I've got an idea. You can wear some of my clothes and then leave the house from the back door.

José: Great idea … and … I know! *You* can wear *my* clothes and go out of the front door!

Paolo: Of course!

Joelle: Hmm, Paolo – are there any clean clothes here for José to wear?

Paolo: Joelle!

Joelle: Sorry! I can see them now. There are lots of clean clothes here. OK, José, put on these jeans, and this red T-shirt. Then give *your* clothes to Paolo.

Paolo: Wow! These clothes are great! I love the jacket! What do you think?

Rosa: Yes, cool, Paolo! Now put on these glasses and José's hat. There! You look great!

Joelle: José, are you ready?

José: Yes, I think so.

Paolo: Don't worry, José! You can have your clothes back tomorrow. OK, I think we're both ready. Let's go!

131 Unit 16, Student's Book, page 94

Dad: Ava, Ryan, I'm leaving now.

Ava: Where are you going, Dad?

Dad: I'm going shopping, remember? I need to get a present for Mum's birthday. I want to get a birthday card and a big box of chocolates.

Ava: Of course! Don't forget to get some sweets for us as well.

Dad: No, you don't need sweets, Ava!

Ava: Awww! Well, I want to do a picture for Mum, but I need some blue paint. Can you get some of that?

Dad: Sure. Ryan, what about you? Do you need anything from the shops?

Ryan: Actually Dad, can I come with you? I want to go to a party tonight and I need some new clothes.

Dad: OK. You also need a new toothbrush, Ryan. Yours is really old! And what are you getting your mum for her birthday?

Ryan: She says she wants a plant for the living room.

Dad: Great idea.

Ryan: And I need a few things for school. Some paper and a pair of scissors.

Ava: Oh, and I need a new diary.

Dad: Gosh, I can't remember all this! I need to write a list!

132 Unit 16, Student's Book, page 95

Conversation 1

Boy: It's my sister's birthday tomorrow. I want to buy her a nice T-shirt or a pair of jeans.

Girl: And I need to get a new skirt. Let's go shopping together.

Conversation 2

Girl: My French homework is really hard! I don't understand these long words! I need to get a dictionary.

Mum: OK. Let's go and choose one.

Conversation 3

Boy: I want to buy a little car for my brother to play with.

Boy: I know a good place to get one. Come on!

Conversation 4

Girl: We need to get some food and some juice for our picnic.

Dad: You're right. There isn't any food in the house.

Conversation 5

Boy: My guitar is really old. My teacher says I need to buy a new one.

Mum: OK, we'll go and look at some tomorrow.

137 Life skills: Social responsibility, Student's Book, page 99

Megan: Hi, Jack. What are you doing?

Jack: Oh, hi, Megan. I'm reading a web page.

Megan: What's it about?

Jack: It's about how we can look after our world. And it's about clothes.

Megan: Clothes? I don't understand.

Jack: Well, every year people throw away lots of clothes. They end up in landfills. This makes our world dirty.

Megan: OK.

Jack: But there are lots of things we can do with our clothes. Look, I like this idea. We can exchange clothes with our friends.

Megan: What do you mean?

Jack: Well, think of an item of clothing that you don't need.

Megan: Um. I've got a shirt I don't need because I've got lots of shirts.

Jack: Right. And I do the same. For example, I've got a T-shirt that's too small for me but good for you.

Megan: The red one? I love that T-shirt.

Jack: Yes. Then we exchange the clothes. You give me your shirt and I give you my T-shirt.

Megan: That's a great idea! We can do it with our friends.

Jack: OK. Everyone can choose two items of clothing to exchange.

Megan: Yes. And let's do it next week, on Tuesday, after school, at my house.

Jack: Great. Let's tell our friends.

Megan: We can help the world and have fun!

Jack: Exactly. But remember, everyone needs to ask their parents …

138 Review 4, Student's Book, page 101

Conversation 1

Girl: Hello, how much is the umbrella, please?

Shop assistant: This one? It's thirteen pounds ninety-nine.

Girl: Oh great, thanks.

Conversation 2

Boy: I'd like a drink with my meal, please.

Waitress: Of course. We've got milk, juice, coffee, tea and hot chocolate.

Boy: How much are they?

Waitress: The hot drinks are three pounds and the milk and juice are two pounds twenty-five.

Conversation 3

Girl: I'd like a cheese sandwich and an apple, please.

Waiter: OK, here they are.

Girl: Thank you. How much is that?

Waiter: Four pounds fifty for the sandwich and sixty pence for the apple. That's five pounds ten altogether please.

Conversation 4

Shop assistant: Can I help you?

Boy: Yes, please. I want to buy my dad a watch for his birthday.

Shop assistant: Well, all our customers like this one. It's only twenty-four pounds eighty.

Boy: Hmm, that's too expensive for me. Sorry.

Conversation 5

Mum: Hello Danny.

Danny: Hi Mum.

Mum: Can you buy me a toothbrush from the supermarket, please.

Danny: But Mum, I've only got two pounds.

Mum: That's OK, Danny. It only costs one pound fifty.

141 Unit 17, Student's Book, page 102

Part 1

José: Hi.

Paolo: Hi, José. Where are you?

José: I'm in my hotel. Thanks to all of you! Are you OK?

Paolo: Yes, I'm fine. The photographers think you're at the swimming pool. They're waiting outside!

José: Great! Come to my hotel. I want to show you some photos. Tell Joelle and Rosa. I'm in room fifteen.

Paolo: Great. See you soon!

142 Unit 17, Student's Book, page 102

Part 2

José: Hi, come in.

Joelle: What a room! It's bigger than my room at home!

Rosa: Have you got some photos of your house in Brazil?

José: I think so. Hmm, yes, here's one.

Paolo, Rosa, Joelle: Wow!

Rosa: It's newer than my house. My house is really old!

Joelle: Rosa! Your house isn't old and it's got a great garden with grass and flowers.

Rosa: I know. But it's in the town and I'd love to live in a forest, you know, with lots of trees and animals around.

Joelle: Rosa, you're funny! Tell us more about your house, José.

José: I love it there. It isn't in the city or in a forest – or in the countryside.

Paolo: Is that a river in the photo?

José: No, it's the sea. My house is near the beach.

Rosa: Ooh, the sea looks wonderful! It's bluer than the sea here!

Paolo: … and warmer than the sea in England too!

José: Maybe one day you can all come and visit me there.

Joelle, Rosa, Paolo: Cool!

José: Guys, you really helped me today. I've got you some free tickets for my concert. I hope you can all come.

Joelle: Yes, please. When is it?

José: Tonight.

Paolo: Tonight! But what can I wear? Everything's dirty!

José: Oh and bring your cameras! You can show your photos at the photo club.

Joelle, Rosa, Paolo: Yeah.

149 Unit 18, Student's Book, page 108

Message 1

Girl: I'm on holiday in Portugal with my friend Sofia and her family. They come here every year. We're staying in a hotel for a week. The weather's great – it's really hot and sunny. Her parents have a car and we drive to the beach every day. There are also lots of really interesting places to visit. It's fantastic!

Message 2

Boy: I'm camping in Scotland for two days with my friend Ben. The weather's really bad. It's raining and it's cold. We're all sitting inside the tent. It's not much fun! I can't wait to come home. We're leaving on Friday to catch an early train, so see you soon.

Message 3

Boy: I'm on an adventure holiday in France with some friends. It's great. We get the bus every day to the beach and do water sports there. The weather's OK. It's cold in the mornings but warm in the afternoons. We're staying until Saturday and then we're flying home. See you then!

151 Culture: Beach culture in Australia and New Zealand, Student's Book, page 111

Presenter: Today we're in Australia. Australia is famous for surfing. Surfing is an important activity for lots of Australians. We're here at Surfing Australia, a surfing summer camp. Young people stay here and learn to surf! Here's Shane. He's going to tell us about it.

Shane: G'day. So, every morning, we get up and go to the beach. Teachers teach us how to surf. For surfing, you need a special board called a 'surfboard'. A big surfboard is easier than a small one. Here's my surfboard. It's blue and yellow. First, you learn to paddle into the sea with your hands. Then you learn to stand up on your surfboard. And finally, you ride the waves. You go surfing! It's cool!

Presenter: And what else do you do?

Shane: In the afternoon, there's time to practise surfing. Or you can enjoy other beach activities, like snorkelling or swimming.

Presenter: It's very hot and sunny at the beach.

Shane: Yes, it is. Australians know people need to be safe in the sun. We have an expression: slip on a shirt, slop on the sun-cream and slap on a hat.

Presenter: 'Slip, slop, slap.' I like it.

Shane: That's right. And then, in the evenings, there are barbecues back at the camp, with other young people. We Australians call a barbecue a 'barbie'. And we enjoy sitting around the campfire, before we go to bed.

Presenter: It sounds fun.

Shane: It is fun.

Presenter: Well, that's it from Australia.

152 Unit 19, Student's Book, page 112

Teacher: OK, everyone! Paolo, Joelle and Rosa want to show us their photos. Now Joelle, tell us. Where were you last night?

Joelle: We were at a José da Silva concert. This is my first photo. It's Rosa waiting for the bus. Paolo wasn't there.

Teacher: Paolo, where were you? This was an important night!

Paolo: I was late. I know, I know! I'm sorry! I'm always late!

Rosa: It's OK, Paolo. You were only five minutes late. This is my photo. We were all on the bus. You can see Paolo looking at his watch.

Paolo: That's because the bus was really slow! It's usually fast but that night it wasn't. But it was fine – we weren't late. The concert was at eight o'clock and we were there at quarter to eight. You can see Rosa and Joelle in my picture, with their tickets. We were all really excited!

Joelle: Yes, we were! The next picture shows the band. It was easy to see them but it was difficult to take a photo – there were too many people!

Teacher: Was the music good?

Joelle: Yes, of course it was! It was really loud, and it was fantastic!

Rosa: This picture shows us after the concert. We were with José and his band. We were so excited to meet them. They were really friendly!

Paolo: And this is the last picture. It's us, going home in my dad's car.

Teacher: Were you tired?

Paolo: Yes, we were. But we were very happy too!

Rosa, Joelle: Yeah.

160 Unit 20, Student's Book, page 119

Jim: Our next caller is Zara. She lives in a village in Devon, England. Hi Zara.

Zara: Hi Jim.

Jim: So, Zara, how many pets have you got?

Zara: Well, me personally, I've got a cat and four fish. I asked for a cat for my twelfth birthday. That was three years ago.

Jim: Ah what about the fish? Were they a present too?

Zara: Hmm, not really. My friend didn't want them and I really liked them. They are such beautiful colours. They're in my bedroom. I like watching them. They're better than TV!

Jim: You answered 'me personally' when I asked you before. Have other people in your family got pets, too?

Zara: Yes! My brother's got two pet white mice and my mum's got a bird. The bird's a bit sad because it's in a cage.

Jim: Right. Thank you, Zara.

Zara: Wait a minute, Jim. We didn't talk about farm animals. I only talked about our pets! You didn't ask me.

Jim: No, I didn't ask you – sorry. Tell me about the other animals you've got.

Zara: We're on a farm so we've got donkeys, sheep and cows in the fields. Oh, and a sheepdog. It was funny, he didn't like the sheep at first and he didn't want to go into the sheep fields with my dad. He always tried to run into the house! But now he's a really good sheepdog.

Jim: Er, do you have any more animals?

Zara: No. I want to get a rabbit, though.

Jim: Perhaps for your next birthday? Bye for now.

Zara: Bye.

163 Life skills: Collaboration, Student's Book, page 121

Tom: *Wizard Academy 3* was really good.

Beth: Yeah, it was great. I loved it.

Clare: It was OK.

Beth: The magic scenes were really cool! My favourite part was when the bad wizard changed into a monkey.

Clare: Yeah, that part was good. But now it's time for pizza!

Tom: Yes, I'm hungry. Let's order one big pizza for the three of us. We need to choose a pizza we *all* like.

Clare: Good idea. Here's the menu. So, what do we want on our pizza?

Beth: Well, they've all got cheese and tomato on them. Is that OK?

Tom: Yes.

Clare: Of course.

Beth: Good. So we all like cheese and tomato. And how about egg? I really like egg on my pizza.

Clare: That's fine. I think egg's OK.

Tom: Oh sorry. I really don't like egg on pizza. I like fish. Do you like fish, Clare?

Clare: Yes, I like fish and look, they've got tuna pizza on the menu.

Beth: No, sorry. I really don't like tuna.

Clare: OK, don't worry Beth. No tuna!

Beth: But, I like vegetables. How about vegetables on our pizza?

Tom: Yes, OK.

Clare: Oh yes, I really like vegetables.

Beth: So, we all like vegetables. Great. And I really like cheese.

Tom: Me too. I love cheese.

Clare: Yep, me too. So let's get extra cheese.

Tom: So that's a big cheese and tomato pizza, with lots of vegetables on it.

Beth: And extra cheese!

Clare: Yum! I'm so hungry!

164 Review 5, Student's Book, page 123

Gavin: In January I was in Brazil. It rained every day.

In February, I was in Canada. It snowed a lot and it was very cold.

In March, I was in Colombia. It was really warm.

In April, I was in England. There was a lot of wind – sometimes it was difficult to walk!

In May, I was in India. It was very hot!

Now it's June and I'm at home in Australia. It's nice and warm here. I love it!

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