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Wider World



TEACHER'S BOOK



Experience English Experience the Wider World

Wider World is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.

AUTHENTIC

Real-life dialogues with *The Newmans* family drama, fascinating cultural insights with BBC Culture videos and entertaining grammar animations provide inspiring content and motivate students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

Find more information at
pearsonELT.com/widerworld

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World 0	<A1/A1	10-25	Level A1	
Wider World 1	A1/A2	22-34		
Wider World 2	A2/A2+	32-42	Level 1	Key for Schools
Wider World 3	A2+/B1	40-50	Level 2	Preliminary for Schools
Wider World 4	B1/B1+	45-55		

STUDENTS' PACKS

OPTION 1: CLASSIC



Students'
Book



Workbook with
Extra Online Homework

OPTION 2: BLENDED



Students' Book with MyEnglishLab
and Extra Online Homework

EXAM PRACTICE BOOKS

Pearson Test of English General A1
Pearson Test of English General Level 1
Pearson Test of English General Level 2
Cambridge Key for Schools
Cambridge Preliminary for Schools

COMPONENTS

Students' Book
Students' Book with MyEnglishLab
and Extra Online Homework
Students' eText
Workbook with Extra Online Homework
Teacher's Book with DVD-ROM
Teachers' Resources and Tests Pack
ActiveTeach
Class Audio CDs
Exam Practice Books



The Access Code below gives you access to **MyEnglishLab** and Extra Online Homework, Teacher's version

TO REGISTER

- 1** Uncover the Teacher Access Code below.
- 2** Go to www.MyEnglishLab.com.
- 3** Click on Educator Registration.
- 4** Follow the on-screen instructions to create an account.

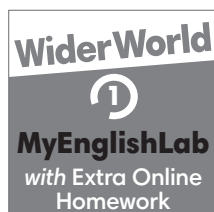
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- 4** Visit www.pearsonELT.com/widerworld for user guides and more information.

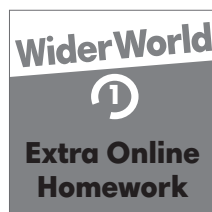
TEACHER ACCESS CODE

This access code can only be used once. Do not buy this book if the protective cover has been removed or destroyed.

If you have subscribed to MyEnglishLab, choose MyEnglishLab.



To access Extra Online Homework, choose Extra Online Homework.



NEED HELP?

Go to <https://support.pearsonelt.com> for the following:

- Getting Started Guides
- How-to videos (Registering access code, creating a course, etc.)
- Answers to frequently asked questions
- Teacher training webinars
- Technical support

See the **Wider** picture



Hot air balloons and cave houses, Cappadocia, central Turkey

These strange rocks are millions of years old. The weather has made them this way. They look incredible from the air which is why Cappadocia is a popular place for hot air balloons.

Can you see a cave in the mountain? Today, people still live in these caves which were built thousands of years ago.

Would you like to live in a cave?

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WHAT IS *WIDER WORLD*?

Wider World is the portal to a wider world of English language knowledge and resources specially designed for teenage learners. It provides teenage students with the ability to communicate well in English and to pass exams at a good level. Just as importantly, it gives them the confidence to participate as educated citizens in the global community of the twenty-first century.

Wider World is the fruit of a collaboration between two leading companies in the fields of media and education: the BBC and Pearson. The BBC brand is synonymous worldwide with the concepts of trust and quality in their news and entertainment programmes, while Pearson is the world's leading education company for all ages and stages of learners.

Wider World is the direct result of extensive research and analysis of learners' needs and wants, translated into a comprehensive set of *authentic*, *interactive* and *reliable* materials in print and digital formats. This wide-ranging research revealed three key learning objectives that were common to all learners, their teachers and parents:

- 1 Success at school – students can move to the next level of their careers by passing exams.
- 2 Motivation – students can continue their English learning beyond school.
- 3 Confidence – students can acquire the skills which will help them make sense of the ever more pressurised digital world of the twenty-first century.

WHAT IS THE *WIDER WORLD* METHODOLOGY?

We all know that teenagers can present a special challenge for teachers and parents. They are transitioning from children to adults, at the same time as they are dealing with the competitive pressures of exams. They are coping with parental expectations as well as the distractions of social media and the digital age. This is a time when they need security and support, as well as encouragement and inspiration. Bearing all this in mind, we designed the course to be:

Authentic: to increase communicative competence, teenagers need good models which clearly illustrate the practical benefits to both their education and their lives. In *Wider World*, language is presented through relevant and intriguing real-life content, from the entertaining dialogues in *The Newmans* family drama videos to the fascinating cultural insights presented in the clips taken from actual BBC programmes. Content has been carefully chosen to inspire and challenge teenagers, and the style in which it is presented reflects the way that today's teens access information and entertainment: from the internet, using personal devices such as tablets, laptops and mobiles.

Interactive: moving to a much more personalised and adaptive approach, *Wider World* does not just provide static content but also multiple opportunities to investigate and interact with that content through productive activities and projects. By interacting with the content rather than merely practising the target language, students acquire the language at a deeper cognitive level. English becomes the tool through which they access a wider world of knowledge, skills and experience rather than just another subject on the curriculum.

Reliable: 'It's all very well to be inspired and have fun, but our students need to pass their exams!' we can hear teachers say, and passing the exam with a good score is the key learning outcome of *Wider World*. The rigorous syllabus built around the Global Scale of English (see page 10) provides the right language, at the right level, with the right amount of practice and the right sort of assessment along the way, to bring students up to the level required to pass their end-of-school exams. Additional support is provided by the *Wider World* Exam Practice books, which provide practice papers for the appropriate Cambridge and Pearson Test of English high-stakes exams.

Organised on the principle of **Assessment for Learning** (see page 11), the in-course testing and assessment package provides an extensive range of test activities per level, covering both language and skills.

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK

- Eight units with 70–120 hours of teaching material plus a Starter Unit
- Video (drama and grammar animations) with every unit
- One lesson per page or opening, one skill focus per lesson
- Clear lesson objectives ('I can ...') taken from the Global Scale of English (GSE)
- Thorough vocabulary learning programme with motivating presentations and helpful wordlist
- Three types of grammar modelling (video drama, grammar animation and comic strip) acknowledges needs of younger students
- Grammar Time: grammar reference and practice activities for every Grammar lesson
- Four *BBC Culture* lessons with BBC videos and projects
- CLIL lesson in every unit
- Language Revision after every unit and Skills Revision after every two units
- Students' Book is also available with access code to MyEnglishLab and Extra Online Practice, see relevant sections below



CLASS AUDIO CDS

Audio material for use in class



STUDENTS' eTEXT

- The full Students' Book in digital format
- Students' eText is also available with access code to MyEnglishLab and Extra Online Practice (see relevant sections below)
- All audio and video embedded into the exercises
- Full dialogue on video, simplified dialogue on the page for study purposes



WORKBOOK WITH EXTRA ONLINE HOMEWORK

Workbook

- Additional grammar, vocabulary and skills practice to reinforce Students' Book content
- One lesson per 2 units dedicated to BBC Culture, plus related project

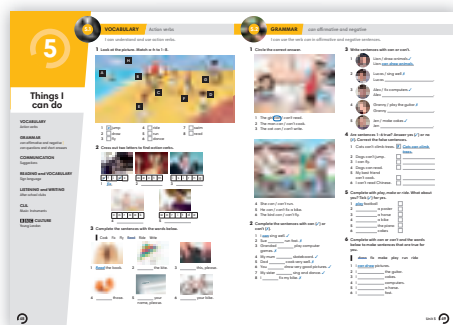
Extra Online Homework

For students

- Extra homework activities, with embedded videos
- All Students' Book videos
- Downloadable Workbook audio

For teachers

- Class and Workbook audio in MP3 format with audioscripts



MyEnglishLab

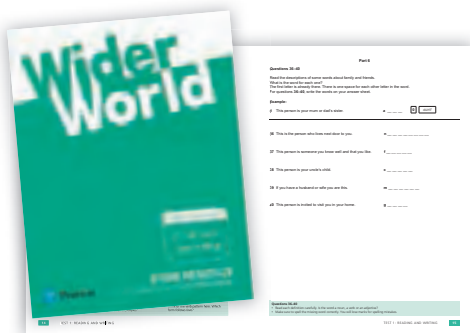
For students

- Interactive Workbook with instant feedback; tips and remediation activities with grammar exercises
- Extra homework activities
- All Students' Book videos
- Downloadable Workbook audio and Self-assessment pages

For teachers

- Downloadable resources for teachers: Tests package, Exam Practice audio and answer key, Teacher's Resources





EXAM PRACTICE BOOKS

A series of books which provide additional, intensive practice and support for important international exams. For Starter level Students' Book use:

- Pearson Test of English General A1

Audio and answer key available on the Teacher's DVD ROM and MyEnglishLab

TEACHER'S BOOK WITH TEACHER'S DVD-ROM

Teacher's Book

- Interleaved, unit-by-unit teaching notes with warm-ups, extra activities, background notes, audio scripts and answer keys
- Student book and Workbook audio scripts
- Workbook answer key

Teacher's DVD-ROM

- All videos with subtitles. Full dialogue on video, simplified in book for study
- Class and Workbook audio in MP3 format with audioscripts
- Downloadables: Tests and Teacher's resources with instructions and answer key



TEACHER'S RESOURCE BOOK

- 80 pages of photocopiable resources
- One page for every lesson
- Available as a printed book or downloadable from the ActiveTeach, MEL and Teacher's DVD-ROM with instructions and answer keys

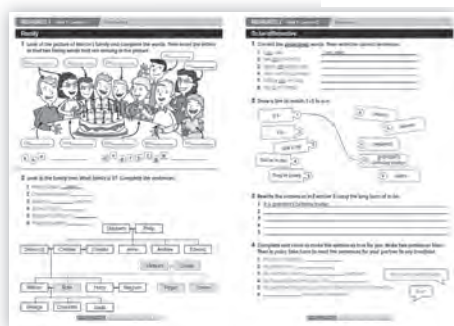
ACTIVETEACH

- Students' Book and Workbook pages with embedded audio and video; interactive activities and 'Show answers' functionality
- Teacher's Resource Book, including instructions and answer key
- Audio resources: Class and Workbook audio with audio scripts
- Video resources: all Students' Book videos with subtitles
- Toolbox: Stopwatch and Scoreboard

TESTS

- Placement Test, eight Vocabulary and Grammar Checks, nine Language Tests, four Skills Tests, Mid-Year and End-of-Year Tests, four Speaking Tests and eight Writing Tasks
- PDF and editable formats
- A and B versions for most tests

Additional information and support available at: www.pearsonELT.com/widerworld



A UNIT OF THE STUDENTS' BOOK

Clear summary of language and video content for the unit.

Clear objectives at the beginning of each lesson.

Vocabulary sets recorded for students to listen and repeat.

Varied practice activities, including listening, help students remember new vocabulary.

5

5.1 VOCABULARY Action verbs
I can understand and use action verbs.

1 Find these actions in the photos.
dance draw fix jump ride run swim

Things I can do

VOCABULARY
Action verbs | Collocations with make, play and ride | Language | Musical instruments

GRAMMAR
Can affirmative, negative, questions, short answers

Grammar: I can fix it!

Grammar animation:
Can affirmative, negative
Can questions, short answers

Communication:
Let's do something fun!

Culture: Free time activities

2 **2.39** Listen and repeat. Which action verbs are not in the photos on page 66?

Vocabulary Action verbs
act cook dance draw fix fly jump read ride run sing swim write

3 Label the illustrations with words from the Vocabulary box.

1 cook **2**
3
4
5
6

4 **2.40** Listen and circle the word you hear.

1 write / read
2 swim / cook
3 draw / ride
4 write / fly
5 run / fix
6 act / sing

5 Which actions are in the picture? Tick (✓) for yes or put a cross (X) for no.

1 ☒ swim **5** ☐ draw
2 ☐ dance **6** ☐ fix
3 ☐ read **7** ☐ ride
4 ☐ jump **8** ☐ fly

6 Work in pairs. Look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, complete the groups of words.

1 Things we do at school: read, write, draw
2 Things actors do: _____
3 Things we do at home: _____
4 Things we do for sport: _____
5 Things birds do: _____

Group and pairwork encourages exchange of real information and opinions.

Vocabulary consolidation based on personalised memory activities.

5.2 GRAMMAR can affirmative and negative
I can use the verb can in affirmative and negative sentences.

I can fix it!

1 **2** **3** **4**

Jen: Guys, this video is for my granny, in Shanghai. Granny Lin, this is my friend, Lucas.
Lucas: Hello!
Jen: Lucas can play the guitar and he can sing!
Lucas: I can't sing very well but ...

Lian: Oh no, not again!
Alex: What's wrong?
Lian: It's the camera. I can't see a thing!
Alex: Let me see ... Hmm, I can fix it.
Lian: Thank! Alex is a genius! He can fix things! He can do very clever things with computers, too!

Jen: Yes, very clever - he can play computer games all day! Cupcake?
Lian: Jen is a fantastic cook! These cupcakes are yummy!

Alex: But what about, Lian?
Lucas: Yes, what can she do?

OUT of class

1 **2.41** Watch or listen, then read. Finish the sentence.
There's something wrong with Lian's _____.

2 Complete the sentences.
1 The video is for Lian's granny.
2 Lian's granny is in _____.
3 _____ is a genius.
4 _____ is a good cook.

3 **2.39** Listen and repeat. Find these expressions in the story.

4 What can Lian do? Clue no 1: Look at photo 3. Clue no 2: Look at the picture of the elephant in photo 4.
Lian can s _____ d and d _____ w!

5 **2.42** Listen and repeat. Now watch or listen and check.

Grammar tables highlight target structures.

Humorous video animations bring the grammar to life.

Watch out boxes provide useful language tips.

Grammar can affirmative and negative

+	-
I can jump.	I can't jump.
You can jump.	You can't jump.
He/She/It can jump.	He/She/It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

2.46 Get Grammar!

I can't dance but I can jump!

play volleyball play the piano **Watch OUT!**

6 Write who can do these things. Then look at the photos on page 60 and check.

Lian (x2) Jen (x2) Alex (x1) Lucas (x2)

1 Lian can skateboard.
2 _____ sing.
3 _____ play computer games.
4 _____ make cupcakes.
5 _____ draw.
6 _____ cook.
7 _____ play the guitar.

7 Follow the lines and find out what they can't do. Read the sentences.

1 Lian can't fix things. draw
2 Jen can't _____ cook
3 Alex _____ play the guitar
4 Lucas _____ fix things
5 Lian _____ skateboard
6 Alex _____

8 **2.41** Listen and circle can or can't.

1 He can (can't) swim.
2 She can / can't draw.
3 They can / can't act.
4 He can / can't sing.
5 She can / can't run.
6 His brother can / can't read.

9 **2.42** Listen and repeat.

Vocabulary make, play, ride
make a poster / cupcakes
play computer games / football / the piano
ride a bike / a horse

10 Complete Lucas's email with can and make, play or ride.

Here's what my family can do: My dad can play football very well. My mum can a horse and she can the piano. My aunt, Melina, can cupcakes. They're yummy! As for me, I can the guitar and I can a bike.

11 Work in pairs. Student A: Write three true and three false sentences. Student B: Guess which sentences are true. Then swap roles.
A: My granny can skateboard.
B: No, she can't!

Vocabulary consolidation based on personalised memory activities.

Key vocabulary is organised in boxes for easy reference and memorisation and recorded for students to listen and repeat.

Everyday expressions and phrases from the video are included in Out of class boxes.

Grammar is presented through an exciting comic strip with amusing characters.

Step-by-step comprehension activities and varied practice exercises improve accuracy.

Humorous grammar animations motivate students to focus on new structures and give them real enthusiasm for learning.

5.3 GRAMMAR can questions and short answers
I can ask and answer questions with the verb can.

The Terrific Two – Thank you, Superdug!

1 Look at the cartoon and answer the questions.
1 What's the title of Dug's book?
2 Who can swim in the cartoon?

2 **2.43** Listen and read. Finish the sentence.
The woman is Tom and Susan's _____.

3 Read the cartoon again and complete the sentences with one word.
1 Dug can see the boat.
2 Susan and Tom are in the _____.
3 Susan and Tom can't _____.
4 Kit and Superdug _____ help.
5 Superdug can't swim but he can _____.

4 Complete the questions. In your notebook, write short answers.
1 Q: Can Superdug fly? (fly)
A: Yes, he can.
2 Q: _____ Dug _____? (fly)
A: No, _____.
3 Q: _____ you _____ the boat?
(see)
A: Yes, _____.
4 Q: _____ the little dog _____?
(swim)
A: Yes, _____.
5 **5** Look at the cartoon. Ask and answer the questions in pairs.
1 Picture 2 Dug / see the children?
A: Can Dug see the children?
B: Yes, he can.
2 Picture 3: Tom and Susan / swim?
3 Picture 3: What / Kit and Dug / do?
4 Picture 4: Superdug / run fast?
5 Picture 4: Superdug / swim?

6 In pairs, ask and answer about Kit and Dug.

swim?	✓	✓
draw?	✓	✓
cook?	✓	✓

A: Can Kit swim? B: Yes, she can.

7 Copy the table. Add your idea for number 5. Ask five of your classmates. How many of them can or can't do these things?

Can you ...	1	2	3	4
1 swim?	✓	✓	✓	✓
2 fix a computer?				
3 ride a horse?				
4 draw?				
5 ... ?				

8 Write about your classmates' answers in Exercise 7.
Two people can swim and three people can't swim.

9 **2.44** **2.45** Go to page 131. Listen and chant the Activities Rap.

Personalisation activities allow students to use the new grammar to talk about themselves.

Regular songs and chants are a fun way of consolidating new language.

5.4 COMMUNICATION Suggestions
I can make suggestions about what to do.

Let's do something fun!

1 **2.38** **2.46** Watch or listen and read. What do they agree to do? Tick (✓) the correct picture.

2 **2.47** Listen and repeat.

Communication Suggestions
A: Let's do something fun! / Let's go ice skating! / We can go to the park!
B: I agree! / Let's do that! / Great idea! / I'm not sure. / It's not a good idea.

3 Complete the sentences with one word.
1 We can go to the cinema!
2 _____ go to the swimming pool!
3 Let's _____ something fun!
4 _____ can play football!
5 We _____ ride our bikes!

4 Circle the best answer.
1 A: Let's do something fun.
B: a Let me see ...
b I agree. Any ideas?
c What's wrong?
2 A: Let's go to the swimming pool!
B: a We can go to the park.
b Let's do something fun.
c I'm not sure ... I can't swim very well.
3 A: No problem. I can teach you.
B: a Yes, we can.
b OK. Let's do that!
c I can't do that.

5 Read and answer. Use expressions in the Communication box.
1 A: We can make cupcakes! B: Great idea!
2 A: Let's do something fun! B: Great idea!
3 A: We can go to the park. B: Great idea!
4 A: Let's play volleyball. B: Great idea!

6 In pairs, make dialogues like those in Exercise 5. Use the ideas in the box and add your own.
go to the cinema go to the swimming pool
make a video play computer games
play volleyball ride our bikes
A: Let's ride our bikes!
B: I agree!

5.5 READING and VOCABULARY Language
I can understand a text about sign language.

1 **2.48** Listen and repeat. Label the pictures with words from the vocabulary box.

Vocabulary Language
hear learn language sign language speak special

2 Look at the photos in Exercise 1 and the title of the text in Exercise 3.

3 **2.49** Read and listen to the text. Match headings a-d to paragraphs 1-4.
a Learn sign language! b A special language c Where is sign language important? d What is sign language?

4 Read the sentences. Circle T (true) or F (false).
1 People who can't hear have got a special language. T / F
2 There are special schools for students who use sign language. T / F
3 In sign language you draw pictures. T / F
4 People who can't speak use sign language. T / F
5 People use sign language only at schools. T / F

5 The pictures show a word in the Sign Language alphabet. Go to page 132 and check the word. Can you show it with your hands?

6 Can you spell your name in British Sign Language?

Key vocabulary from the reading text is collected in boxes and recorded for students to listen and repeat.

Manageable texts on up-to-date, engaging topics relevant to their age, motivate students to read.

Key functional language from the presentation is included in easy to find boxes.

Functional dialogues are presented through video. The real-life dialogues provide natural and memorable models. The lesson can also be taught by using the audio track only.

A UNIT OF THE STUDENTS' BOOK

Comprehensive writing tips with examples help students develop writing skills.

Example texts provide models for students to follow in the free writing task at the end of each lesson.

CLIL (Content and Language Integrated Learning) lessons are integrated into the syllabus and tailored to the content of each unit.

Writing Time activities with prompts and examples provide step-by-step guidelines to help students write their own texts.

Class vote activities encourage curiosity and stimulate critical thinking.

Opportunities are always provided for learners to be creative in the medium of English.

5.6 LISTENING and WRITING

Links: and, but

I can understand and write short texts about after-school clubs.

- Match the pictures 1-4 to after-school clubs a-d. In pairs, say what you can do in these clubs.
- Read the ad for an after-school club. Who is the club for? Circle the correct answer. It's for students who like sports / computers.

Come to Computer Club!

You can write emails but you can't write computer programs? We can teach you! You can make robots and you can play computer games too. How cool is that?

Where: St Alban's Secondary School
When: Monday, 4 o'clock
See you there!

www.U-and_Bot.net

Writing and, but

You can make robots and you can play computer games.
You can write emails but you can't write computer programs.

- Complete the sentences with and or but.

- I can run and I can jump.
- She can sing she can't act.
- They can play computer games make a robot they can't write computer programs.

Writing Time

- Write an ad for an after-school club.

- Find ideas

Make notes about what you can do at the club, and where and when the club is.

- Draw

- Write the title. *Come to ... Club!*
- Write a paragraph about what you can do at the club.
You can ... and ...
You can't ... but you can't ...
- Write where and when the club is.
Where: ... When: ... o'clock
- Write the end. *See you there!*

- Check and write

Check all the links (and, but) and write

5.7 CLIL: Music Musical Instruments

I can talk and write about musical instruments

- 2.51 Listen and repeat. Label photos 1-6.

Vocabulary Musical instruments

acoustic guitar drums electric guitar keyboard violin

- Read the quiz. Circle T (true) or F (false). Check your answers on page xx. What's your score?

- Look at the false sentences in the quiz. Correct them using the words below.

body China feet Spain wooden

- The acoustic guitar is from Spain.
- When you play the guitar, its is on your legs.
- You play the drums with your hands and
- The violin is a instrument.
- The drums are from

- What can Jane play? Look at the quiz again. Read and complete the text.

Hi, I'm Jane. I love music! Can you guess the instrument I can play? It's wooden and it's big. I play this instrument with my fingers. It's brown and black.

- Imagine you can play one of the instruments from the quiz and complete. Use Exercise 4 to help.

I can play the . It's and . I play this instrument with my .

QUIZ TIME!

- The acoustic guitar is from France. T / F
- The guitar has got a head, a neck and a body. T / F
- When you play the guitar, its head is on your legs. T / F
- Two-year-old kids can learn to play the violin. T / F
- You can only play the drums with your hands. T / F
- The violin is a glass instrument. T / F
- The keyboard is an electric instrument. T / F
- The body of the electric guitar is usually wooden. T / F
- The violin and the acoustic guitar are in the same family of instruments. T / F
- The drums are from the USA. T / F

My score is

WORDLIST

Action verbs | make, play, ride | Language | Musical instruments

acoustic guitar /ə'kustɪk/ /gɪ'tɜː/	ride /raɪd/	game /ɡeɪm/
act /ækt/	ride a bike /raɪd ə baɪk/	guy /ɡaɪ/
cook /kʊk/	ride a horse /raɪd ə haʊs/	I can't see a thing. /aɪ kæn't siː ə 'θɪŋ/
dance /dɑːns/	run /rʌn/	important /ɪm'pɔːtnt/
drow /draʊ/	sign language /saɪn'leɪŋɡwɪdʒ/	Let me see ... /let miː 'siː/
drums /drʌmz/	sing /sɪŋ/	letter /'letə/
electric guitar /ɪ'lektrɪk/ /gɪ'tɜː/	speak /spiːk/	lovely day /'lʌvli 'deɪ/
fix /fiks/	special /'speʃl/	hot again! /hɒt ə'ɡeɪn/
fly /flaɪ/	swim /swɪm/	One minute, please. /wʌn 'mɪnɪt/
here /hɪə/	violin /vaɪə'lɪn/	glitz /glɪtʃ/
jump /dʒʌmp/	write /raɪt/	star /stɑː/
keyboard /'kiːbɔːd/		teach /tiːtʃ/
language /'leɪŋɡwɪdʒ/		teacher /'tiːtʃə/
learn /lɜːn/		video /'vɪdɪoʊ/
make a poster /meɪk ə 'pəʊstə/		volleyball /'vɒlənbɔːl/
make cupcakes /meɪk 'kʌpkɪkɪz/		wear /weə/
computer games /kəm'pyuːtə 'ɡeɪms/		well /wel/
lets games /'lets 'ɡeɪms/		What's wrong? /wɒts 'rɒŋ/
stball /'stɒl/		who /huː/
st piano /'st piːnoʊ/		word /wɜːd/
st /'st/		

EXTRA

after school /ɑːftə 'skʊl/

all day /ɔːl 'deɪ/

boot /buːt/

camera /kæmərə/

club /klʌb/

come /kʌm/

foot /fuːt/

football /'fʊtbɔːl/

VOCABULARY

Look at the picture and complete the action verbs 1-8. Then write five more action verbs in your notebook.

- Complete with make, play or ride.

- make cupcakes
- a bike
- the guitar
- football
- a horse
- a poster

- Complete with words from the list below.

1 Sign language is a special language for people who can't .

2 We can Spanish or French at our school.

3 I can read French but I can't it very well.

4 I can play the and my friend can play the guitar.

GRAMMAR

In your notebook, write sentences with can (✓) or can't (✗) and or but.

- Superdug / fly ✓ / swim ✗
Superdug can fly but he can't swim.
- Leo / play the piano ✗ / play football ✓
Leo can't play the piano but he can play football.
- I / make a cake ✗ / make a pizza ✓
I can't make a cake but I can make a pizza.
- You / play the guitar ✗ / skateboards ✓ / run fast ✓
You can't play the guitar but you can skateboards and run fast.

- Complete the questions and answers.

- Can you swim (you / swim)?
No, I can't.
- Is he very (David / sing)?
Yes, he is.
- Do the boys (act)?
No, they don't.
- Is Lisa (play) this game?
No, she's really bad!
- Can you (see) Mario?
Yes, he is over there.

COMMUNICATION

Put the dialogue in the correct order. Then act it out in pairs.

- I'm not sure ... I can't play very well.
- Ok, cool. Let's do that.
- I agree. Any ideas?
- Let's do something fun.
- No problem. I can teach you.
- We can play football.

Language Revision at the end of each unit provides engaging and effective revision of the vocabulary, grammar and communication language from the unit.

A complete alphabetical word list, with practice and pronunciation activities, comes at the end of each unit.

Pronunciation rhymes aid memorisation.

Students are guided to the Workbook for a quick, effective self-assessment.

The BBC Culture lesson and the Skills Revision lesson appear in alternating units.

BBC culture videos provide fascinating real world information and inspire students to explore the topic further.

Students explore a culture topic linked to the unit theme.

Authentic content about real places and events.

Clear prompts and examples enable students to write their own texts.

Skills Revision consolidates the skills taught in the preceding two units.

The project allows learners to follow their own interests using the models of language provided in the unit. They also develop team working and ICT skills.

Young London

Hyde Park
 Natural History Museum
 The London Eye and the Thames

EXPLORE

1 Do you know these places in London? What are they? What can you do there?

2 **2.53** Listen and read. Match photos A-D to paragraphs 1-4.

Things to do at the weekend

London is a fun city. There are a lot of things young people can do. Here are some of them.

1 **Go to a museum**
How about the Natural History Museum? There are fun activities for teens: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!

2 **Workshops**
Some museums have workshops. You can draw or make things with your friends. At the Cartoon Museum, you can make your own comic!

3 **See a show**
London is famous for its musicals. There are many shows. You can sing and dance to the songs, too!

4 **See the city**
You can see London from the top of the London Eye or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.

EXERCISE 2.54 Listen and write where the places are. Choose from the places listed below.

A puppet show
The London Eye
A musical

1	The London Eye
2	
3	
4	

5 Work in pairs. What can teenagers do where you live? Make a list and compare with other students' lists. Whose list is the longest?

EXPLORE MORE

Free time activities

6 **29** Watch the video and answer the presenter's questions. Which of these activities is not in the video? Circle the correct answer a, b, c or d.

a boxing b skateboarding c swimming d ice-skating

7 **29** Watch the video again and circle T (true) or F (false). Use the information from the video, not what you know.

1 You can ride a BMX bike in Rom Park.	T / F
2 You can't skateboard in Rom Park.	T / F
3 There are special hats for climbing.	T / F
4 Boxing isn't a sport.	T / F
5 Sports can help you make new friends.	T / F

8 Discuss in pairs. Which of the sports or activities in the video can you do? Which would you like to do?

YOU EXPLORE

9 **CULTURE PROJECT** In pairs, make a leaflet about the fun things visitors can do in your area.

- Take photos of the places or find them on the internet.
- Write about places with fun activities for teenagers. Use these questions to help you.

What kind of places are they?
Where are they?
What can people do there?

- Put the photos and text together on the leaflet.
- Share your leaflet with the class.

Fun things to do in ...

This is ...
It's in ...
You can do fun activities / skateboard / see a film there.

*Add the name of the place where you live.

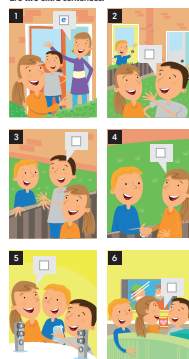
GLOSSARY
activity (n) something you do because you enjoy it
workshop (n) a place where people meet to learn or improve a skill
comic (n) a magazine that tells a story with pictures

78 Unit 5

ION

COMMUNICATION

7 Look at the pictures. Match a-h to 1-6. There are two extra sentences.



- a Nice to meet you.
b Who's your favourite actor?
c This is my mum.
d Catz, this is Jack.
e Hello Catz!
f He's my neighbour.
g What's your favourite music?
h Nice to meet you too, Mrs Smith.

8 Work in pairs. Ask and answer the questions.

- 1 What are your favourite weekend clothes?
2 What colour is your T-shirt/top today?
3 What's in your schoolbag today? (Don't look!)
4 What is your favourite place?

LANGUAGE BANK

Family mother father dad parents grandfather grandad grandmother granny son daughter brother sister aunt uncle cousin	Places at home at school in the park on holiday
Clothes cap coat dress jacket jeans shoes skirt T-shirt top track suit trainers trousers	Adjectives big boring old cool short long small
Countries and nationalities The UK / British Spain / Spanish Poland / Polish The USA / American France / French China / Chinese Turkey / Turkish	My things backpack laptop computer mobile phone mountain bike skateboard
Introductions Mum, this is Lucas. He's my friend/classmate. Lucas, this is my mum. Nice to meet you. Nice to meet you too.	Asking questions What's your name? How old are you? Where are you from? What's your favourite music/sport/film? Who's your favourite actor/singer/sports person?

A list of key vocabulary and expressions helps students organise their learning and prepare for tests.

Personalised questions motivate students to talk.

Full grammar explanations and further practice for every lesson at the back of the Student's Book.

Hi, I'm Cheryl! I'm twelve and my favourite colour is pink. My pink mobile phone is my favourite thing. My clothes are pink, too. Rafs, my dog, isn't pink! He's grey and white.

My family is very big. My sisters' names are Sarah and Daniela. My brothers' names are Rob and Mick. My dad is an actor. Sometimes he's on TV. My mum's a singer. She's cool. My granny and grandad are from Spain. Are we a happy family? Yes, we are!

1 Work in pairs. Say what you can see in the photo.

2 Read the text. Circle the correct title.
a My new dog. b Me and my family.

3 Read the sentences. Answer the questions.
1 How old is Cheryl?
Cheryl is twelve.
2 What's Cheryl's favourite thing?
3 Is Cheryl's family small?
4 Who are Rob and Mick?
5 Is Cheryl's mum boring?
6 Where is Cheryl's grandmother from?

4 Look and read. Tick (✓) for yes or put a cross (X) for no.

1 This is a dog.	2 This is a skirt.
3 These are shoes.	4 These are mountain bikes.
5 This is a park.	6 These are jeans.

5 Write 40-50 words about you and your family. Use these questions to help you.

- What's your name?
- How old are you?
- What's your favourite colour?
- What are your favourite things?
- Where is your family from?

Hi! My name's ...

LISTENING

6 **1.53** Read the questions. Listen and write a name or a number.

- What's the man's surname?
Smith
- What's the boy's name?
Jack
- Who is the boy's best friend?
Mick
- How old is the boy?
12
- What's the number of the boy's house?
15

GRAMMAR TIME

5.2 can affirmative and negative

I can cook.	I can't cook.
You can cook.	You can't cook.
He/she/it can cook.	He/she/it can't cook.
We can cook.	We can't cook.
They can cook.	They can't cook.

1 Unscramble the words and find what these people can do.
1 Carol can sing. 2 sign
2 We can't swim. 3 swim
3 Henry can't dance. 4 dance
4 The girls can't sing. 5 sing

2 Who can't do these things? Choose and write negative sentences.
1 Elephants / People - jump
2 Elephants can't jump.
3 A dog / I - fly
4 A dog / I can't fly.
5 My cat / My teacher - read
6 My cat / My teacher can't read

Complete the sentences with can or can't and the words in brackets.
1 I can (swim) but I can't (run) fast.
2 My mum can't (ride a horse) but she can (ride a bike).
3 You can't (sing) but you can (dance).
4 We can't (play computer games) but we can (play the guitar).
5 My uncle can't (fix things) but he can (fix a computer).

4 Make six true sentences about you, your parents and your best friend with the words in the table.

can	can't	cook
my mum	can't	sing well
my dad	can	fix things
my best friend	can't	run
		play football
		swim

5.3 Can questions and short answers

1 Can I see your book?
Yes, I can. / No, I can't.

2 Can you run fast?
Yes, you can. / No, you can't.

3 Can he/she/it run fast?
Yes, he/she/it can. / No, he/she/it can't.

4 Can we run fast?
Yes, we can. / No, we can't.

5 Can they run fast?
Yes, they can. / No, they can't.

What can you do? I can run fast.
To ask a question switch places between can and can't. He/she/it can't. We/they can't.

1 Match questions 1-6 to answers a-f.

1 Can I dance well?	a Yes, I can.
2 Can I dance well?	b No, I can't.
3 Can a dog fly?	c Yes, he can.
4 Can you cook?	d Yes, they can.
5 Can Dan and Liz make posters?	e Yes, you can.
6 Can Sue run fast?	f No, she can't.

2 Write questions. Then answer them.

- You / read English books? (✓)
- Can you read English books? (✓)
- Can your mum and dad read Chinese? (✓)
- Can your best friend run fast? (✓)

WIDER WORLD VIDEOS

There are three types of video in *Wider World Starter*. All of the videos are available on the DVD-Rom attached to the Teacher's Book, on ActiveTeach and MyEnglishLab. There are 45 video clips per level.

1 GRAMMAR AND COMMUNICATION VIDEOS 'THE NEWMANS' DRAMA SERIES

A specially shot, entertaining soap opera-type drama about a group of teens, their families and friends.

The video presents the key language for one of the Grammar lessons and the Communication lesson in each unit.

The Interactive cliff-hanger endings engage students in prediction activities and encourage critical thinking. The real-life dialogues provide natural and memorable language models which, when backed up by visual and non-verbal clues such as locations, actions and facial expressions, transform the learning experience. Language is 'acquired' (in the long-term memory) rather than merely 'learnt' (in the short-term memory).

All the video episodes are also available in audio-only format on the Class Audio CDs for those classrooms where video is not readily available. The printed extracts in the Student's Book are slightly simplified for study purposes.

2 GET GRAMMAR! ANIMATIONS

These are funny, animated clips about the adventures of Hammy, a cute hamster, and his friends Max and Anna. The video presents the key grammar structures taught in each Grammar lesson. There are two parts – a short scene from Hammy's life and a *Look and Learn!* Section presenting the key grammar structures.

The animations provide a great opportunity for the teacher to explain new grammar structures in a fun, meaningful way that will capture and keep the student's attention. The videos can be used multiple times, both as an effective presentation tool and a quick revision of grammar structures.

3 BBC CULTURE VIDEOS

A series of inspiring culture videos which recycle the topics and language of the preceding two units. Extracts of high-quality BBC footage are introduced by the popular British presenter Maddie Moate at an appropriate level and pace for the learner.

The purpose of these motivating, authentic videos is to present the diversity of the English-speaking world, spark students' imaginations and curiosity, and inspire them to continue learning English independently.

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to their ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

Visit www.english.com/blog/download-gse-young-learners to download the GSE syllabus and descriptors.

MAIN STRATEGIES OF FORMATIVE ASSESSMENT

The main strategies of formative assessment enable students to focus better and make it easier for them to understand what learning is about. Each student is more involved in the process of learning and invited to answer three questions which are important for their education:

- 1 *Where am I going?*, i.e. *What am I going to learn?*
- 2 *Where am I now?*, i.e. *Can I do what is expected of me?*
Am I on the right track?
- 3 *How can I get better?*

The strategies of formative assessment refer to all three stages listed above. The table below presents the most useful techniques that teachers might consider using during English lessons.

Strategies of formative assessment	Recommended techniques used for formative assessment
 SETTING AIMS and CRITERIA FOR SUCCESS At the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what they are going to learn, why they are going to learn it, and then makes it clear what the required standards of good work are.	• Key question: an intriguing/interesting problem posed to get students involved in the lesson, inspire them and make the lesson memorable, e.g. <i>Why is English an international language?, Why are there so many English words in our native language?</i> • Lesson objectives presentation: The teacher explains lesson aims in a way appropriate to students' linguistic and cognitive development. Brief lesson objectives are written on board. • 'What Am I Looking For?' (WILF): The teacher draws students' attention to the most important elements in the lesson and provides examples of model work.
 MONITORING STUDENTS' LEARNING The teacher observes how students participate in classes during pairwork or groupwork, assesses their written work, evaluates project work or oral tasks. The data, which is collected regularly, enables the teacher to give feedback to each student. GIVING CONSTRUCTIVE FEEDBACK is a kind of a dialogue between the student and the teacher which aims at helping the student to find his/her best way of learning. The teacher first accentuates the positive aspects of a student's work and then tells him/her what he/she should improve on and eventually what he/she should focus on in order to get better.	As students are often reluctant to volunteer, the following techniques can be used to encourage them all to answer the teacher's questions: • Lollipop stick technique: students write their names on lollipop sticks and put them in a cup. Teacher asks one student to pick a stick and the student whose name is on the stick responds to a question. • ABC, True/False, Yes/No, Stop/Go, 😊/😐/😞 response cards to monitor whether all students can understand the different exercises and questions and keep up with the lesson. Each student has his/her own set of cards to choose from. • Traffic Lights Cards: students show 'Green' if they know how to do an exercise or understand the topic, 'Yellow' when they need some help, and 'Red' when they need re-teaching the language point. • Thumbs up/down technique: teacher asks students to make a thumbs up/down gesture to get feedback on what's correct/true/false etc. • Basketball technique: a student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken. • Observation form: teacher collects data about students' work by filling observation forms or reading written assignments to adjust teaching procedures where necessary. • Stand up and change places: students stand up and change places if they agree with the statement teacher reads out about the lesson. Students can explain why they agree or disagree.
 PEER LEARNING Working together in pairs or groups, completing cooperative teaching-learning tasks and peer assessment gives students opportunity to share knowledge and learn how to be more attentive and objective.	• Think-pair-share: students first individually think of the answer to a question, then discuss their ideas in pairs and eventually pairs present their ideas to a group or a class. Students can express their ideas and consider those of others. • Pairwork/Groupwork: students 'study' each other's work and do tasks specified by the teacher. • Two stars and a wish: students identify two positive aspects of the work of a peer and express a wish about what the peer might do next time to improve their work. • Expert Envoy: individual students are 'experts' who share their knowledge and understanding with pairs or groups. Choose strong students to help others.
 INDEPENDENT LEARNING This strategy is based on a number of reflective questions which promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and efforts. Gradually, students take more responsibility for the progress they make and for the pace of their learning.	• Summative questions: at the end of a unit, module or lesson students are encouraged to think about the lesson, revise what was being taught and reflect on their successes and difficulties. They can be given a number of sentences to finish, e.g. <i>Today I have learned ..., I can ..., I am good at ..., I haven't managed ..., I don't understand ..., I have difficulty in ...</i> • Thought-provoking questions: students gradually develop autonomy in learning by answering such questions as <i>How successful is my learning? How am I learning it? How can I improve? What are we going to do next? What would I like to learn next?</i> • Three facts and a fib: students write three facts and one fib about the topic of the lesson and share them in pairs, groups or with the class. Then they try to identify the 'fib'. • Learning diary: the teacher can ask students to write down their questions and make notes about their learning in special notebooks. • Portfolio: a collection of student work and related material which presents a student's activities, achievements, self-evaluation and reflection.

ASSESSMENT FOR LEARNING

With the GSE as the solid framework for syllabus design and assessment, *Wider World* offers a uniquely sound and comprehensive Assessment for Learning package.

Any test can be used either as an assessment of learning (summative assessment) or an assessment for learning (formative assessment). Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use tests as assessment for learning, by providing specific feedback on students' strengths and weaknesses and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress.

Assessment for Learning is embedded throughout the *Wider World* materials.

Assessment for Learning in *Wider World Starter*

Assessment for Learning techniques are clearly presented in all components of *Wider World Starter*. The table below shows how each component of the course helps to put these strategies into practice.

	 Setting aims/criteria for success	 Monitoring/Giving feedback	 Peer learning	 Independent learning
Students' Book	• Unit and lesson objectives are specified in a simple and straightforward way. • Model texts, plans, prompts and examples show students what is expected of them in each exercise.	• Variety of contexts and exercises (e.g. videos, animations, games, role-plays etc.) gives teacher opportunity to monitor students' progress in a lot of different ways.	• Communicative games and And you! personalisation activities at the end of the lessons encourage peer feedback and correction. • Projects are a great way to introduce peer assessment and teamwork.	• Self Check activities help students check what they know and what they are expected to learn. • Projects enable students to pursue their own interests • Language Banks show students the most important language required at tests.
Workbook with Extra Online Homework	• Examples, grammar tables and model answers provide useful information on what students should produce in each exercise.			• Self Assessment, Check yourself! and Skills Revision sections give students opportunity to check their progress and assess themselves regularly. • Extra Online Homework allows students to check their progress after every unit.
MyEnglishLab		• The teacher can monitor students' progress and find out if certain language points need re-teaching or more practice.		• Instant feedback and possibility for students to monitor their own progress develop students independence and responsibility for their work. • Remediation activities help students improve when they have problems with grammar.
Active Teach	• It is a great tool to get students' focus at the start of the lesson to set aims and inform about the expected outcomes.	• Possibility to display the answers, audio and video scripts opens more ways for teacher to provide feedback.	• Displaying the answers on IWB makes peer correction easier.	
Teacher's Book with DVD-ROM	• Introduction to AFL presents strategies and techniques with practical ideas about how they can be used in class. • Teaching notes for every lesson provide plenty of quick and easy-to-use AFL tips for various lesson stages (flagged with symbols:    ).			

21ST CENTURY SKILLS

Today's learners require materials that will expose them to ideas and 'wider perspectives' – materials that create cultural awareness, materials that will inspire. *Wider World* not only provides students with English language skills, grammar and vocabulary, but it also generates the confidence they will need to be fully rounded citizens of the world.

The key 21st century skills focused on in *Wider World* are *Communication, Collaboration, Creativity, Cultural awareness, Digital literacy, Assessment for learning and Autonomy*. They are listed in the unit contents boxes in the teaching notes, with examples of where they occur in the lessons.

As with any good language teaching methodology, the skills of **communication, collaboration** and **creativity** are central guiding principles and are embedded throughout *Wider World*.

Cultural awareness: in an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English. Through the BBC Culture pages, students gain a wider perspective of cultural aspects linked to the unit topics.

Critical thinking: problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

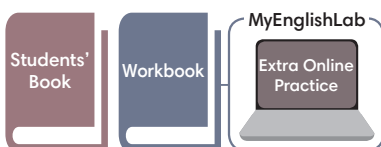
Autonomy and personal initiative: students are encouraged to *Explore* and then *Explore More* via the intriguing content of the BBC Culture pages. In the *You Explore* sections they are given opportunities to choose and create their own projects so that they connect personally with the topic, often using the internet with their own mobile devices. Students are prompted to reflect on, and take responsibility for, their own progress via the regular Self-assessment sections in the Students' Book and Workbook.

Digital literacy: the content, as well as the means of delivery of the *Wider World* course, are rooted in today's digital environment and reflect the way teenagers already manage their lives. The topics cover up-to-date technology and media, while the projects suggested on the BBC Culture pages encourage students to use digital tools to create their own projects whether presentations, reports or reviews, or even mini-videos of their own. They can access the digital version of the Workbook, MyEnglishLab or Extra Online Homework and download and watch the videos from the internet.

HOW TO GET THE BEST OUT OF WIDER WORLD

OPTIONS FOR USING WIDER WORLD

1 CLASSIC



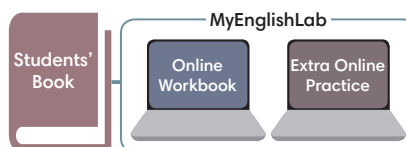
Students:

- Print Student's Book for use in class
- Print Workbook for homework
- Extra Online Homework for online homework (student access code on inside cover of Workbook)

Teachers:

- Print Teacher's Book
- ActiveTeach via computer plus projector or Interactive Whiteboard or
- Teacher's DVD-ROM and Class Audio CDs

2 BLENDED



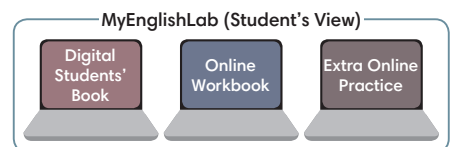
Students:

- Print Student's Book for use in class
- Online Workbook (MyEnglishLab) for homework plus Extra Online Homework (student access code on inside cover of Student Book with MyEnglishLab)

Teachers:

- Print Teacher's Book
- ActiveTeach via computer plus projector or Interactive Whiteboard or
- Teacher's DVD-ROM and Class Audio CDs

3 DIGITAL



Students:

- Digital Student's Book for use in class on tablets
- Digital online Workbook plus Extra Online Homework

Teachers:

- ActiveTeach via computer plus projector or Interactive Whiteboard

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UNIT 2 My things	Talk about clothes pp. 24–25	Use <i>this, these, that, those</i> and adjectives to talk about possessions VIDEO The Newmans pp. 26–27 GRAMMAR	Use <i>am/is/are</i> to ask and answer questions pp. 28–29 GRAMMAR	Ask for and give personal information VIDEO The Newmans p. 30
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UNIT 4 About me	Talk about someone's face and hair pp. 52–53	Use <i>have got</i> and <i>haven't got</i> to talk about parts of the body VIDEO The Newmans pp. 54–55 GRAMMAR	Use <i>have got</i> and <i>his, her, its, our, your, their</i> to ask and answer questions about superheroes pp. 56–57 GRAMMAR	Apologise and respond to apologies VIDEO The Newmans p. 58
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Read a short article about gadgets and talk about personal things p. 31	Listen to a spoken description and write about favourite things; use punctuation p. 32	GEOMETRY: Shapes p. 33	WORDLIST p. 34 REVISION p. 35 GRAMMAR TIME 2 p. 123	SKILLS REVISION 1 & 2 pp. 36-37
Read a short article about a dream house and talk about household objects p. 45	Listen to spoken descriptions and write about things in a room; use apostrophes p. 46	SCIENCE: Materials p. 47	WORDLIST p. 48 REVISION p. 49 GRAMMAR TIME 3 p. 124	BBC CULTURE What do houses look like in the UK? VIDEO Hampton Court Palace pp. 50-51
Read and do a personality quiz and talk about personality p. 59	Listen to a dialogue from a cartoon and write about characters; use paragraphs p. 60	SCIENCE: Genes p. 61	WORDLIST p. 62 REVISION p. 63 GRAMMAR TIME 4 p. 125	SKILLS REVISION 3 & 4 pp. 64-65
Read a short article about sign language and try it yourself p. 73	Listen to descriptions and write about after-school clubs; use <i>and</i> and <i>but</i> p. 74	MUSIC: Musical instruments p. 75	WORDLIST p. 76 REVISION p. 77 GRAMMAR TIME 5 p. 126	BBC CULTURE Young London VIDEO Free time activities pp. 78-79
Read a short article about a teenage traveller, and use the months of the year p. 87	Listen to someone describing routines and write about a typical weekend; use <i>before</i> and <i>after</i> p. 88	TECHNOLOGY: The Internet p. 89	WORDLIST p. 90 REVISION p. 91 GRAMMAR TIME 6 p. 127	SKILLS REVISION 5 & 6 pp. 92-93
Read a short article about amazing animals and talk about animals p. 101	Listen to a radio interview and write about pets; format an email p. 102	SCIENCE: The Environment p. 103	WORDLIST p. 104 REVISION p. 105 GRAMMAR TIME 7 p. 128	BBC CULTURE Pets in the UK VIDEO The London Zoo pp. 106-107
Read a short article about a healthy lifestyle and talk about healthy habits p. 115	Listen to two interviews and write about healthy lifestyles; check grammar p. 116	SPORTS: Sports equipment p. 117	WORDLIST p. 118 REVISION p. 119 GRAMMAR TIME 8 p. 129	SKILLS REVISION 7 & 8 pp. 120-121

0.1 How do you spell that?

Extra activity

After Exercise 2, put students into groups of four. Each student in the group pretends to be one of the four children in the photos. They introduce themselves by reading out the speech bubble for each child.

Further practice

- Workbook page 4



0.1

HOW DO YOU SPELL THAT?

I can say and spell my name.

Hello!

Get started!

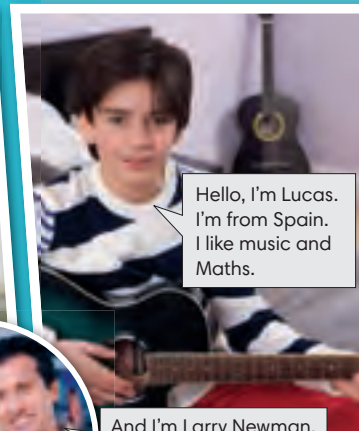
VOCABULARY

The alphabet | Spelling words / names |
Numbers | Colours | Classroom
objects | Classroom language

GRAMMAR

I'm... | I like | He / She likes | This is

Intro video



I'm Miranda Newman.

And I'm Larry Newman. We're Jen and Alex's mum and dad!

Exercise 1

Alex and Lian

1 1 1.2 Watch or listen, then read. Who is twelve?

2 Look at the photos and read. Complete the sentences.

Jen likes cupcakes.

Alex likes computers and _____.

Lian likes all _____.

Lucas likes _____ and Maths.



Exercise 2

- 2 computer games
- 3 sports
- 4 music

0.1 How do you spell that?

Extra activity

After Exercise 6, put students into pairs. Ask each student to choose any six letters of the alphabet and write them down. They say them to a partner, who writes down what they hear. Then they check and swap roles.

3 Game! Stand in a line. Ask and answer.

A: Hi, I'm Mario. What's your name?

B: Hi, I'm Ella. What's your name?

C: My name's David. Hi, ...

4 1.3 1.4 Listen and do the Alphabet Rap.



E, F, G,

Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny as you can see.

R, S, T, U and V

four more letters and we're free.

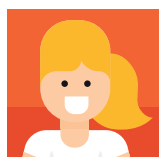
W, X, Y and - shh ...



is sleepy, so are we!

5 Complete the words with the letters below. Say the letters.

t f g x l s



1 girl



2 bo _



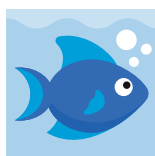
3 _ andwich



4 _ able



5 _ ion



6 _ ish

6 1.5 Listen and tick (✓) the letters you hear.

1 A ☒	E ☒	I ☐
2 G ☐	J ☐	C ☐
3 W ☐	U ☐	Y ☐
4 B ☐	D ☐	P ☐
5 M ☐	N ☐	F ☐
6 L ☐	J ☐	Y ☐

7 Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.

A, B, C, D, ...

Stop!

E!

LL = double L

Watch OUT!

8 1.6 Listen to the names. Complete the missing letters. Check with your partner.

- HAILEY
- B _ T _ Y
- _ E _ A L
- _ I _ L _ A _

9 Work in pairs. Ask for your partner's name. Write it down.

A: *What's your name?*

B: *Vicky.*

A: *How do you spell that?*

B: *V-I-C-K-Y. Vicky.*

10 Have a class spelling competition.

And YOU?

Music. M-U-S-I-C.
Music.



Unit 0 **5**

Exercise 6

- A, E
- G, C
- W, U
- B, P
- M, N
- I, Y

See page 241
for audio script

Exercise 8

- BETTY
- FERGAL
- WILLIAM

See page 241
for audio script

Exercise 5

- box
- sandwich
- table
- lion
- fish

0.2 Numbers and Colours

Extra activities

- 1 After Exercise 1, put students into pairs. Ask two pairs to work together. Students take turns to introduce their partner to the other pair, saying *This is (Maria)*. The other students can respond by saying *Hello, (Maria)*.
- 2 After Exercise 4, write a number in digits on the board and point to a student. The student says the number. Begin slowly and then speed up the activity.

Further practice

- Workbook page 5

0.2

NUMBERS and COLOURS

I can say numbers 0–20 and name basic colours.

Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's friend.

Exercise 1

Dug

- 1 1.7 Listen and then read. Look at the picture. Circle the correct answer.

Dug / Kit is a superhero.

- 2 1.8 Work in pairs. Listen and point. Say who they are.

Roberto Kit Granny Coco Superdug
Wonder Will

Exercise 2

In the order they are mentioned:
This is Kit.
This is Granny.
This is Wonder Will.
This is Roberto.
This is Coco.



- 3 1.9 Listen and repeat.

Vocabulary	Numbers 1–12	
1 one	5 five	9 nine
2 two	6 six	10 ten
3 three	7 seven	11 eleven
4 four	8 eight	12 twelve

- 4 Complete the numbers.

1 one	6 _ i _
2 _ w _	7 _ e _ e _
3 t _ r _	8 e i _ _ t
4 _ o _ r	9 _ i n _
5 f _ _ e	10 t _ _

- 5 Write the answer in words.

1 six + six = <u>twelve</u>	5 two – one = _
2 ten – one = _	6 two + six = _
3 two + three = _	7 five + two = _
4 twelve – nine = _	8 twelve – one = _

Exercise 4

- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten

Exercise 5

- 2 nine
- 3 five
- 4 three
- 5 one
- 6 eight
- 7 seven
- 8 eleven

0.2 Numbers and Colours

Extra activities

- 1 Make a 'ball' from a piece of paper. Say *one*, throw the ball to a student and encourage him/her to say *two*. He/She then throws the ball to another student, who says *three*, and so on.
- 2 After Exercise 4, put students into groups of three. Ask them to stand or sit in a row and say the even numbers: the first student in each group says the first even number, the second student says the second even number, the third student says the third even number. Then it is the first student's turn again, and so on. Students can do the same for the odd numbers.

Exercise 7

- 1 04
- 2 15
- 3 13
- 4 08
- 5 20
- 6 07

Exercise 8

- a 7
- b 13
- c 4
- d 12
- e 15
- f 8
- g 19
- h 19

6 1.10 Listen, read and repeat.

Vocabulary Numbers 13-20

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

7 Circle the correct number.

- 1 four 04 / 14
- 2 fifteen 05 / 15
- 3 thirteen 03 / 13
- 4 eight 08 / 18
- 5 twenty 02 / 20
- 6 seven 07 / 17

8 1.11 Listen and write the number you hear.

- | | |
|---------|---------|
| a 20 | e _____ |
| b _____ | f _____ |
| c _____ | g _____ |
| d _____ | h _____ |

9 1.12 Listen and repeat.

Vocabulary Colours

black blue green red white yellow

10 Look at Exercise 4. Write the numbers which are this colour.

red 1, 8 yellow _____
blue _____ black _____
green _____

11 Game! Student A: Listen to Student B and guess! Then swap roles.

A: *What's your favourite colour?*

B: *Not white, not yellow, not green, not blue, not black.*

A: *It's red!*

12 Look at the picture below. Match 1-5 to colours a-e.

- | | |
|-------------------|--------------------|
| 1 The flowers are | a blue. |
| 2 The zebras are | b yellow. |
| 3 The sky is | c red. |
| 4 The lemons are | d green |
| 5 The trees are | e black and white. |

13 Game! Finish the sentences.

A: *The trees are ...*

B: *... red.*

C: *No! They're green. The pond is ...*

D: *... blue!*

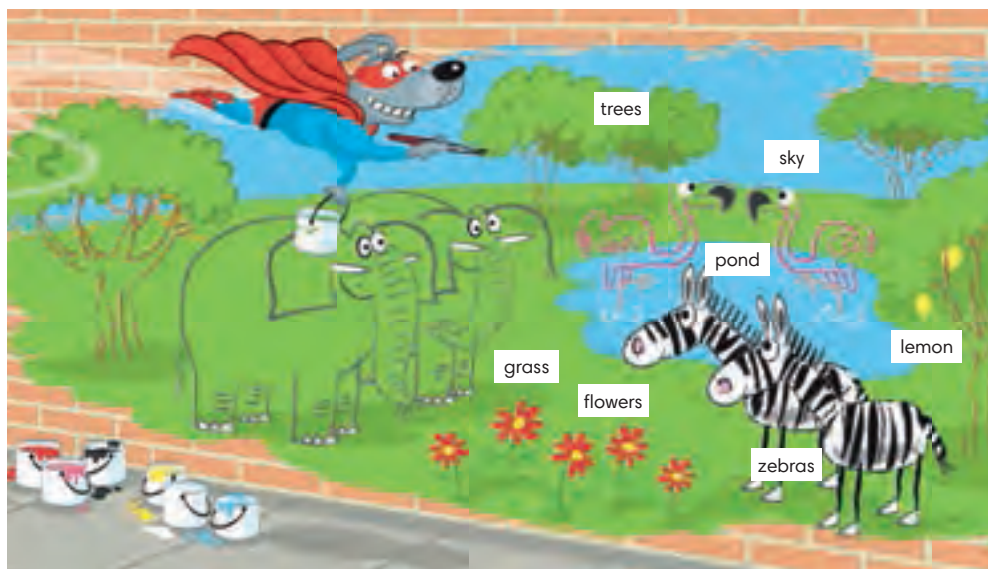
E: *Yes! The zebras are...*

Exercise 10

blue: 6, 10
green: 4, 9
yellow: 3
black: 5, 7

Exercise 12

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



0.3 In the classroom

Extra activity

Play *I Spy* with the class. Choose an object in the classroom. Then say: *I spy with my little eye something beginning with [the first letter of the object]*. Students guess the object and put up their hands. The first student who guesses correctly chooses the next object.

Further practice

- Workbook page 6

0.3

IN THE CLASSROOM

I can talk about classroom objects and understand classroom instructions.



Exercise 1

- 1 sandwich
- 2 book
- 3 pen
- 4 pencil
- 5 notebook
- 6 ruler

- 1 1.13 Listen and repeat. Name the objects in Alex's bag.

Vocabulary In my bag

book notebook pen pencil ruler sandwich

a pencil six pencils
a sandwich two sandwiches

Watch OUT!

- 2 Look at the pictures. How many of these things can you see?



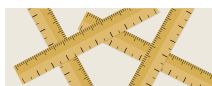
1 *Six notebooks.*



3 _____



5 _____



2 _____

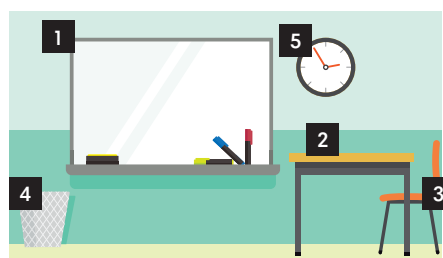


4 _____

- 3 1.14 Listen and repeat. Then label the objects 1-5 in the picture.

Vocabulary Classroom objects

bin board chair clock desk



1 *board*

2 _____

3 _____

4 _____

5 _____

- 4 Find the objects from the vocabulary box in your classroom and point at them.

*It's a board.
They're desks.*

Watch OUT!

Exercise 3

- 2 desk
- 3 chair
- 4 bin
- 5 clock

8 Unit 0

Exercise 2

- 2 four rulers
- 3 seven sandwiches
- 4 sixteen pencils
- 5 five books

0.3 In the classroom

Extra activity

After Exercise 7, put students into two teams. Mime an expression from Classroom language. The first team to guess the expression and say it correctly gets a point. The team with the most points is the winner.

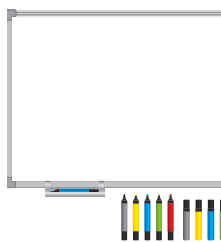
Exercise 5

- 1 It's a clock.
- 2 It's a board.
- 3 It's a bin.
- 4 It's a desk.
- 5 They're chairs.
- 6 They're notebooks.

5 Work in pairs. Guess what these objects are. Then go to page 130 and check.



1 It's a _____.



2 _____



3 _____



4 _____



5 _____



6 _____

6 1.15 Listen and repeat.

Communication Classroom language

Open your books.
Close your books.
Listen (to the story).
Look (at the photo).
Read (the text).
Write your name.
Sit down.
Stand up.
Work in pairs.
Can you help me, please?
Can you repeat (that), please?
What's ... in English?

Exercise 7

Teacher:

Open your books.
Close your books.
Listen (to the story).
Look (at the photo).
Read (the text).
Write your name.
Sit down.
Stand up.
Work in pairs.

Student:

Can you help me, please?
Can you repeat (that), please?
What's ... in English?

7 Read the expressions in the Communication box again. Who usually says them: Teacher or Student?

Can you help me, *please*?
Stand up, *please*!

Watch OUT!

8 1.16 Match 1-4 to a-d. Listen and check. Act out the dialogues in pairs.



- 1 ☒ d Can you repeat that, please?
 - 2 ☐ Can you help me, please, miss?
 - 3 ☐ How do we say this word in English?
 - 4 ☐ What does amazing mean?
- a We say elephant.
b It means really good.
c Yes, Maria. How can I help?
d Yes, Thomas. Giraffe. Giraffe. OK?

Exercise 8

- 2 c
 - 3 a
 - 4 b
- See page 241 for audio script

9 Game! Be a teacher. Tell other students what to do. Use the expressions in the Communication box.

And YOU



Unit 0



I can talk about the people in a family.

1 Read these words. What do they mean?

brother dad daughter grandad granny mum sister son

Family and friends

VOCABULARY

Family | Countries and nationalities | Places | Art

GRAMMAR

to be affirmative | to be negative | my, your | possessive's

Grammar: It's Granny's birthday!



Grammar animations:

to be affirmative
to be negative



Communication:

Nice to meet you!



BBC Culture:

This is the UK



John



Agatha



Peter



Julia



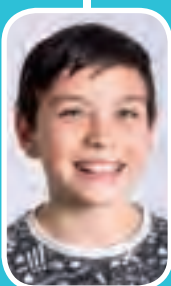
Paul



Rose



Tom



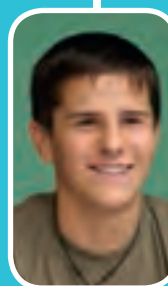
Anna



Mark



David



Lucy



Unit contents

Vocabulary

- Family
- Countries and nationalities
- Places
- Art

Grammar

- possessive 's
- to be affirmative
- to be negative
- my, your

Communication skills

- Introductions

Examples of 21st century skills/competencies

- Critical thinking: page 11 (Exercise 4), page 12 (Exercise 4), page 14 (Exercise 1)
- Collaboration: page 11 (Exercise 6), page 13 (Exercise 9), page 14 (Exercise 7), page 17 (Exercise 3), page 19 (Exercise 5)
- Digital literacy: page 23 (Project)
- Assessment for learning: page 21
- Autonomy and personal initiative: page 11 (Exercise 8), page 13 (Exercise 12), page 16 (Exercise 6), page 17 (Exercise 6), page 18 (Exercise 7)

1.1 VOCABULARY Family

Lesson learning objective

Students can talk about the people in a family.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 3 and 8



Peer learning: Exercise 6



Independent learning: Exercise 2, Finishing the lesson

Exercise 1

- (*Books open*) Choose a word, e.g., *dad*, translate it and say *I know that!* with a 'thumbs up' gesture. Ask volunteers if they know the other words. If they do not, explain.

Warm-up

- (*Books closed*) Play *Snowman* with words from Unit 0. On the board, write a dash for each letter of a word from one of the vocabulary boxes in Unit 0. Put students into two teams. Teams take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess (a small snowball for the head, a large snowball for the body, two sticks for arms, a hat, eyes, a nose, a mouth, two or three buttons). The team who guess the word before the snowman is complete win a point. If a team does not guess correctly before the last part of the snowman is drawn, they lose a point.
- Brainstorm family words with the class. Ask students who know some words to say them and translate them for students who do not know the words.
- (*L1/L2*) Explain the lesson objective. Then ask students to predict what they will be able to say in English by the end of the lesson.

1.1 VOCABULARY Family

Lesson learning objective

Students can talk about the people in a family.

Exercise 2 1.17

- Students look at the family picture on page 10. Introduce Mark by saying: *This is Mark*. Then say: *This is Mark's family*.
- Play the audio, pausing for students to repeat each word in chorus and point to the corresponding person. Check by holding up your own book and pointing to the person so that students can confirm their decision. Explain the meaning of the word, if necessary.

Exercise 3

- Make sure students understand that the words on the left refer to men and boys, while those on the right refer to women and girls.
- Students complete the table in pairs.
-  Using the Lollipop Stick technique, choose students to write the answers on the board.

Answers:

grandfather	grandmother
son	daughter
brother	sister
uncle	aunt
cousin	cousin

Exercise 4

- Students do the matching exercise individually. Then they compare answers in pairs.
- (L1/L2) Ask if the words 1–4 are formal or informal (formal). Then ask if the words a–d are formal or informal (informal).
- Critical thinking** (L1/L2) Have a discussion with the class. Compare the English family words with formal and informal family words in your language.

Answers: 2 c 3 d 4 a

Watch out!

Using the picture on page 10, point at Mark and then at his dad. Say: *Mark. Dad. Mark's dad*. Explain that in this example 's is used to express the relationship between people.

Exercise 5

- Students do the exercise in pairs. Then put students into two groups. Ask one student from each group to stand up. Hold up your book and say *Mark's (uncle)*. The first student who points at the right person in the picture wins a point for his/her group. Continue with other people in the picture.

Answers:

- 2 Lucy
3 Julia
4 Tom, Anna
5 Agatha

Exercise 6

-  Students do the exercise in pairs. You could help weak students by pairing them with strong ones to do the exercise.
-  Students check each other's answers and give feedback.

Answers:

- 2 Paul's 3 Rose's / Paul's 4 Peter's / Julia's
5 Julia's / Paul's 6 Tom's / Anna's

Extra activity

- (Books open) Ask students to look at Mark's family for one minute.
- (Books closed) Put students into two teams, A and B.
OR
(Books open) Put students into pairs. One student names a person in Mark's family. (Books closed) The other student says the person's relationship to Mark, e.g., *Mark's uncle*. Students swap roles and continue.

Exercise 7 1.18

- Play the audio and pause after the example to make sure students understand what they have to do.
- Students do the exercise individually. With a weak class, pause after each question to give students time to answer the questions.
- Students compare answers in pairs.
- With a strong class, ask students to correct the false answers.

Answers: 2 T 3 F 4 F 5 T 6 T

See page 241 for audio script.

Exercise 8

- Students draw the family tree in their notebooks. Alternatively, if there is time, they could make a poster.
-  Pairs or small groups tell each other about their family. As you monitor, give positive feedback and encourage strong students to use complete sentences, e.g., *My dad is Marek. My sisters are ...*

Finishing the lesson

-  Students look at the Vocabulary box and circle the new words they have learnt. Remember to praise and encourage them. (L1) Encourage weak students and say they will be able to practise the words again in future units and activities.
-  Read the lesson objective and ask: *Can you talk about people in a family?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 8
- Resource Pack
Resource 1: Unit 1 Lesson 1 Vocabulary

2 1.17 Listen and repeat.

Vocabulary Family

mother mum father dad parents
grandfather grandad grandmother
granny son daughter brother sister
aunt uncle cousin

3 Complete the family words. Use the Vocabulary box to help you.

He	She
father	<u>mother</u>
_____	grandmother
son	_____
_____	sister
uncle	_____
_____	cousin

4 Match 1-4 to a-d.

- | | | |
|---------------|-----------------------------|-----------|
| 1 father | <u> </u> | a grandad |
| 2 grandmother | <u> </u> | b dad |
| 3 mother | <u> </u> | c granny |
| 4 grandfather | <u> </u> | d mum |

Paul = Mark's father
Lucy = Rose's daughter

Watch OUT!

5 Look at the family tree on page 10 and write the names.

- Mark's grandfather John
- Mark's sister _____
- Mark's aunt _____
- Mark's cousins _____
- Mark's grandmother _____

6 Look at the family tree again. Complete the sentences. Use the names below.

Mark's Julia's Rose's
Tom's Paul's Peter's

- Peter is Mark's uncle.
- Julia is _____ sister.
- David is _____ son.
- Anna is _____ daughter.
- John and Agatha are _____ parents.
- Lucy is _____ cousin.

7 1.18 Listen and circle T (true) or F (false). Then listen again and check your answers.



John

1 T / F



Anna

2 T / F



Julia

3 T / F



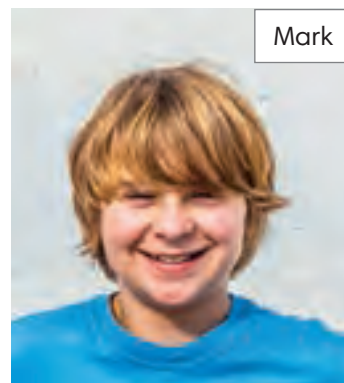
Agatha

4 T / F



Paul

5 T / F

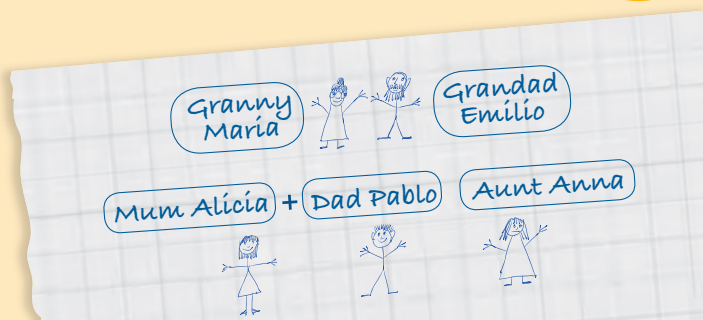


Mark

6 T / F

8 Draw your family tree. Write the names of the people from your family.

And YOU

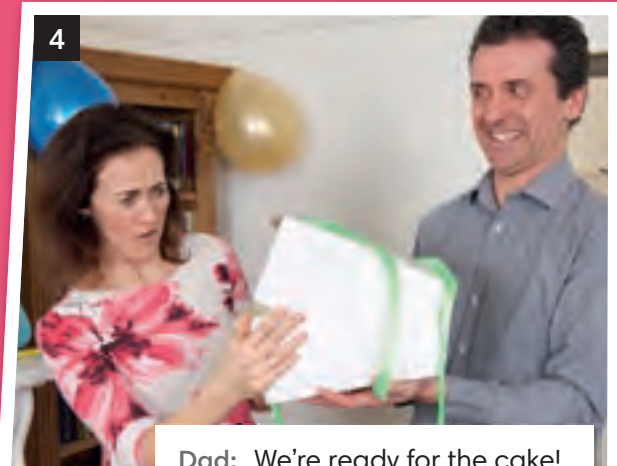
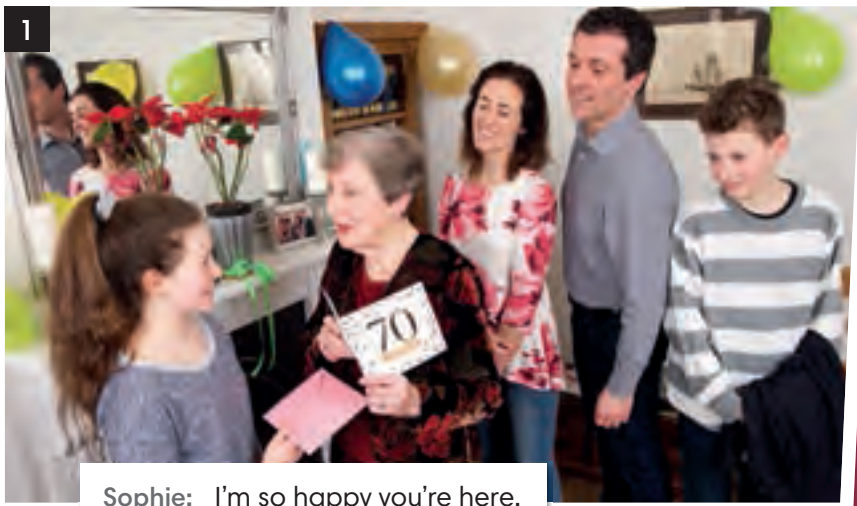




I can use the affirmative form of the verb *to be* and *my*, *your*.

🎬 It's Granny's birthday!

Sophie is Jen and Alex's grandmother. Today is Sophie's birthday. She is seventy years old.



- 1 2 1.19 Watch or listen, then read the extract from the video. Answer the question.

How old is Jen and Alex's granny today?

- 2 Read the sentences. Circle T (true) or F (false). Correct the wrong sentences.

- | | |
|--|--------------|
| 1 Granny isn't very happy. | T / <u>F</u> |
| 2 Granny's name is Sophie. | T / F |
| 3 There's a present for Alex in the box. | T / F |
| 4 Dad is Megan's brother. | T / F |

- 3 1.20 Listen and repeat. Find these expressions in the story.

Hold this, please!
Be careful! I've got it!

OUT of
class

- 4 **CLASS VOTE** Jen and Alex's mum says 'Oh, no!' Why? Have a class vote. Choose: a, b or c.

- a The cake is a mess.
- b It's not Granny's cake.
- c A mouse is in the box.

- 5 3 1.21 Now watch or listen and check.

1.2 GRAMMAR *to be affirmative; my, your*

Lesson learning objective

Students can use the affirmative form of the verb *to be* and *my, your*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 11 and 12



Peer learning: Exercise 9



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Point to your lips and say *Look!* Mouth a family word but do not say it aloud. Students guess the word by reading your lips. Put students into pairs. They take turns to mouth other family words for their partner to guess.
- (*Books open*) Write a few sentences with *to be* on the board, e.g., *I am your teacher. You are students.* Ask students to identify the verbs. Explain the lesson objectives.
- (*Books open*) Point to the photos in the photo story and ask *Who is he/she?* (Alex/Jen) Students guess who the new characters are.
- Use the photos to pre-teach (*birthday*) cake and *present*.

Lead-in

- (*Books open*) Point to the photos in the photo story and ask: *Who is he/she?* (Alex/Jen) Students guess who the new characters are.
- Use the photos to pre-teach (*birthday*) cake and *present*.

Exercise 1 2 1.19

- Read the question. Students predict the answer. Have a class vote.
- Play the video. If you do not have access to a computer and projector, play the audio.
- Check the answer by writing *seven, seventy, seventeen* on the board. Ask students to vote for the correct answer.

Answer:

She is seventy years old today.

Exercise 2

- Pairs do the exercise individually.
- Check answers using T/F response cards. Play the video again or refer students to the photo story to confirm the answers or to help them correct the false sentences.

Answers: 2 T 3 F 4 T

Correct sentences:

1 Granny is very happy.

3 The present in the box is for granny.

Exercise 3 1.20

- Play the audio, pausing for students to repeat each expression.
- Play the audio again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Check if students understand the phrases and explain further if necessary.

Extra activity

- Students write more true/false sentences about the photo story. They can ask the class at the end of the activity/lesson.

Exercise 4

- Pre-teach *mess*: create a small mess of school objects (e.g., with pens, pencil, notebooks) and point to it. You can pre-teach *mouse* by drawing one on the board.
- Say: *Hands up for a/b/c!* (L1/L2) Ask individual students to explain their choice. Do not confirm whether they are correct yet.

Answer: b

Exercise 5 3 1.21

- Play the video or audio for students to check their answers.
- See page 241 for audio/video script.

Extra video activity 2

- (*Books closed*) Play a short scene, e.g., scene 2, with no sound. Pause after each character speaks. Elicit what they say, using gestures. Pairs/groups act out the scene. Weak students can read from their books.

1.2 GRAMMAR *to be affirmative; my, your*

Lesson learning objective

Students can use the affirmative form of the verb *to be* and *my, your*.

Get Grammar 4

- Introduce Hammy and the other Get Grammar! characters.
- Play the Get Grammar! video, unless you do not have access to a computer and projector.
- Students repeat the examples after you in chorus.
- Explain contractions. Say: *I am ten*. Then hold up a finger on one hand and say *I*. Hold up a finger on the other hand and say *am*. Repeat: *I am*. Then bring the fingers together and say *I'm*.

Exercise 6

- Students work individually. They then compare answers in pairs.

Answers: 2 'm 3 're 4 's 5 're

Exercise 7

- With a weak class, ask students to underline the subject of each sentence before they circle the verb.

Answers: 2 am 3 are 4 is 5 are

Exercise 8

- Students write the sentences in their notebooks.
- Choose different students to read out their answers.

Answers: 2 I'm here. 3 We're happy. 4 It's a present for you.

Watch out!

Ask students if they know the difference between *I* and *my*, and *your* and *you're*. Make sure they understand which are the possessive adjectives.

Exercise 9

-  Students complete the sentences individually. Then they work in pairs. They look at each other's answers, discuss them, and decide if any are wrong, and why.

Answers: 1 my 2 Your 3 my

Exercise 10 1.22

- Pairs do the exercise.
- Play the audio for students to check their answers.

Answers: 2 are thirteen 3 is sixteen 4 are eleven

See page 241 for audio/video script.

Exercise 11

- Pre-teach/ elicit *classmates* by pointing to different groups of students and saying: *You are classmates*.
-  Use the Traffic Lights technique to check who needs more support.

Answers: 2 am 3 are 4 is 5 are

Exercise 12

- Students write the sentences in their notebooks.
-  When monitoring, explain why a student's work is good or why it needs improvement.

Extra activity

- Pairs write three sentences about a classmate, similar to those in Exercise 11. They read the sentences to another pair/the class but they do not say who the classmate is. The other students guess who the sentences are about.

Exercise 13

- Read the poem aloud with students, clapping a rhythm as you read. Pairs continue, changing the words in blue.

Finishing the lesson

-  Ask individuals to say sentences with *to be*. Then ask: *Can you use the verb 'to be'?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 9
- Grammar Time page 230
- Resource Pack
Resource 2: Unit 1 Lesson 2 Grammar – *to be* affirmative

Grammar to be affirmative

Long form

I **am** eleven.
You **are** eleven.
He/She/It **is** eleven.
We **are** eleven.
You **are** eleven.
They **are** eleven.

Short form

I **'m** eleven.
You **'re** eleven.
He/She/It **'s** eleven.
We **'re** eleven.
You **'re** eleven.
They **'re** eleven.

4 Get Grammar!



6 Find the sentences in the story. Write the missing word.

- 1 They **are** at her house.
- 2 'I _____ so happy!'
- 3 'You _____ here!'
- 4 'It _____ granny's birthday cake.'
- 5 'We _____ ready for the cake!'

7 Circle the correct answer.

- 1 You **are** / **is** ready.
- 2 I **is** / **am** here.
- 3 We **am** / **are** happy!
- 4 It **are** / **is** a present for you.
- 5 Jen and Alex **is** / **are** at Granny's house.

8 Re-write the sentences in Exercise 7 using short forms of the verbs.

- 1 **You're ready.**

I → my It's **my** birthday.
you → your It's **your** birthday.
You're eleven!

Watch OUT!

9 Complete with **my** or **your**.

- 1 Alex: 'Granny, here's **your** birthday card!'
- 2 Sophie: 'I'm very happy! _____ family is here!'
- 3 Alex: '_____ birthday cake is in this box, granny.'
- 4 Jen: 'Sophie is _____ granny, too!'

10 **1.22** How old are they? follow the lines and complete the sentences. Then listen and check.

- 1 Lucas: 'I **'m twelve**
- 2 Lian: 'Alex and I _____.
- 3 Lucas: 'My brother _____.
- 4 Lian to Jen: 'You _____, right?'

11 Read and complete with **am**, **are** or **is**.



My name **is** Lian and I ² _____ thirteen years old. Alex and I ³ _____ best friends and classmates. Jen ⁴ _____ eleven years old. We ⁵ _____ friends, too.

12 Look at Exercise 11. Write about you and your friends.

My name's _____ and I _____

13 Read the poem. Make changes to talk about a friend or classmate.

I **'m twelve** today,
Hip, hip, hooray!
Let's have a break
And eat some cake!

Kelly's thirteen
today ...

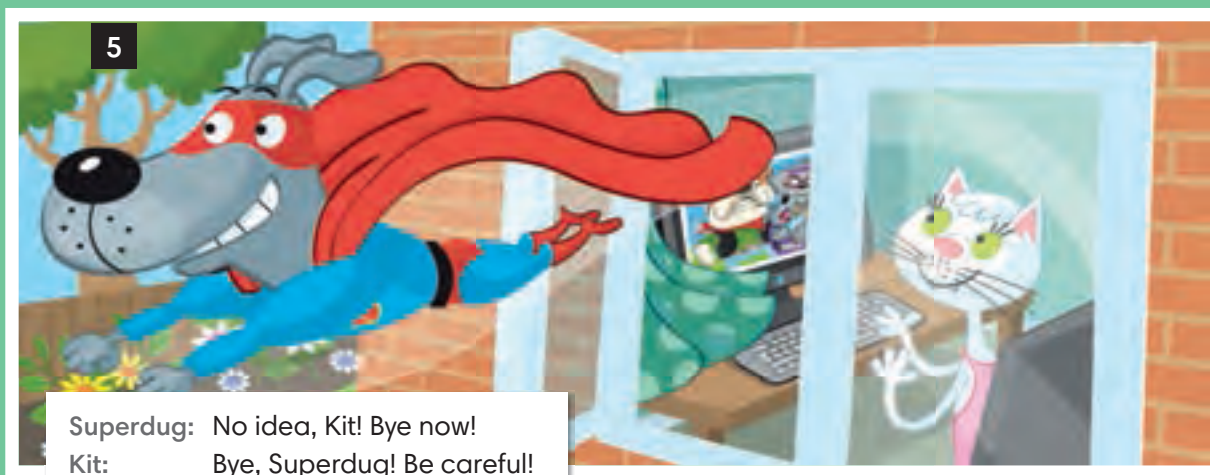


And YOU



I can talk about countries and nationalities and use the negative form of the verb *to be*.

The Terrific Two – Dug's family album



1 Look at the cartoon. How many types of dogs can you see?

2 1.23 Listen and read. What nationality is Uncle Roberto?

3 Read the sentences. Circle T (true) or F (false).

- | | |
|----------------------------------|--|
| 1 Uncle Roberto is a superhero. | ☒ T / F |
| 2 Aunt Gigi is French. | T / F |
| 3 Dug's parents are superheroes. | T / F |
| 4 Dug is happy in the photo. | T / F |
| 5 Dug's mum is British. | T / F |

1.3 GRAMMAR *to be negative*

Lesson learning objective

Students can talk about countries and nationalities and use the negative form of the verb *to be*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 3, 4 and 5



Peer learning: Exercise 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write on the board: 1 The bag ___ blue. 2 Alex ___ twelve. 3 I ___ in my classroom. 4 You ___ the teacher. 5 We ___ cool. 6 Dug and Kit ___ best friends. Ask different students come to the board and complete the sentences with *am*, *are* or *is*. Ask students to reflect on how much they remember from Lesson 1.2.
- (Books open) Pointing to picture 1 in the cartoon, ask: *Who's he?* (Superdug) *Who's she?* (Kit). Students tell you what they know about them (e.g., Superdug is a super hero. Kit is Dug's best friend.)
- Students tell you what they can see in the other pictures. Use picture 1 to pre-teach *family album*. Pre-teach/ elicit *happy*. Point to picture 3, shake your head and say *Dug isn't ... (happy)*! Pre-teach/ elicit *hungry*: rub your stomach, say *I'm ... (hungry)*!
- 🎯 Pairs look at pages 14–15. (L1) Ask: *What will you learn in this lesson?* Ask volunteers to give their ideas. Explain the lesson objective. Then students look at the board again. Ask who can make the sentences negative.

Exercise 1

- Tell pairs to look at each picture carefully. Make this a race.

Answer: eight

Exercise 2 1.23

- For a weak class, write British, French, Polish and Spanish on the board and elicit the meaning.
- Play the audio while students listen and read.
- Have a class discussion and ask students to justify their answer.

Answer: Spanish

Exercise 3

- Pairs do the exercise.
- 🗨️ Check answers using the Basketball technique.

Answers: 2 T 3 F 4 F 5 F

1.3 GRAMMAR *to be negative*

Lesson learning objective

Students can talk about countries and nationalities and use the negative form of the verb to be.

Get Grammar

- Play the Get Grammar! video. If you do not have a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Use your fingers to draw students' attention to the contractions. (See Lesson 1.2, Get Grammar! notes.)
- It is advisable not to teach the alternative negative forms (e.g., *you're not*, *he's not*) as this could be confusing.
- Ask students to look at the picture of Hammy. Mime *fat* and say: *In this picture Hammy is fat!*

Exercise 4

- Pairs write negative sentences in their notebooks.
-  Choose students to write the answers on the board. Involve the class by asking: *Is this correct?* The class help if necessary.

Answers:

- 2 Kit is not a dog.
- 3 Dug's parents are not superheroes.
- 4 'I am not happy'.
- 5 'You are not in the photo, Dug.'
- 6 Dug isn't fat.

Exercise 5

- Students write the sentences in their notebooks.
-  When monitoring, remember to praise as well as correct. Explain why students' work is good or needs improvement. Make positive comments first.

Answers:

- 2 Kit isn't a dog.
- 3 Dug's parents aren't superheroes.
- 4 'I'm not happy'.
- 5 'You aren't in the photo, Dug.'
- 6 Dug isn't fat.

Exercise 6

- Pre-teach the countries and nationalities if necessary.
- Play the audio, pausing for students to repeat each word in chorus.

Exercise 7

- Make sure students understand that the flags show the characters' nationalities.
-  Put students into groups of five, making sure that there is a strong student in each group. Students complete the sentences.

Answers: 2 isn't 3 is 4 isn't 5 is

Correct sentences:

- 2 He is Italian.
- 3 She is Chinese.

Exercise 8

- Pairs write sentences in their notebooks.
- Ask different pairs to write the answers on the board.

Answers:

- 2 We aren't from Spain. We are from the UK.
- 3 Granny Ola isn't from France. She's from Poland.
- 4 My cousins aren't from the USA. They are from China.

Extra activities

- 1 Students write negative and affirmative sentences about their friends and family, similar to those in Exercise 8. Strong students could write about world celebrities instead. They can find words they do not know in a dictionary.
- 2 Students find the English names of three more countries or nationalities in a dictionary.

Exercise 9

- Choose a confident pair to demonstrate the activity.
- Pairs continue, taking turns to guess.

Finishing the lesson

- Say affirmative sentences about this lesson that are false. Ask individual students to correct you, e.g., *Dug's mum is British.* (No, she isn't. She's Polish.) *Cousin Chen is French.* (No, she isn't. She's Chinese.) *Granny Flossie is Spanish.* (No, she isn't. She's American.)
-  Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

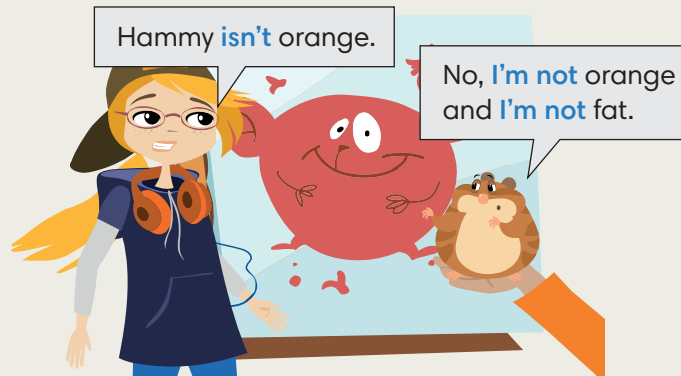
Further practice

- Workbook page 10
- Grammar Time page 230
- Resource Pack
Resource 3: Unit 1 Lesson 3 Grammar – *to be negative*

Grammar to be negative

Long form	Short form
I am not British.	I'm not British.
You are not British.	You aren't British.
He/She/It is not British.	He/She/It isn't British.
We are not British.	We aren't British.
You are not British.	You aren't British.
They are not British.	They aren't British.

5 Get Grammar!



4 In your notebook, write negative sentences. Use the long form of the verb to be.

- 1 Dug is French. Dug is not French.
- 2 Kit is a dog.
- 3 Dug's parents are superheroes.
- 4 Dug: 'I am happy.'
- 5 Kit: 'You are in the photo, Dug'.
- 6 Dug is fat.

5 Rewrite the sentences in Exercise 4 in your notebook. Use the short form of the verb to be.

- 1 Dug isn't French.

6 1.24 Look, listen and repeat.

Vocabulary Countries and nationalities

	the UK / British		Turkey / Turkish
	Spain / Spanish		France / French
	Poland / Polish		China / Chinese
	The USA / American		

7 Look at the flags. Complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.

- 1 Aunt Teresa isn't Spanish. She is Polish.
- 2 Grandad Umberto _____ Chinese.
- 3 Cousin Lulu _____ French.
- 4 Cousin Chen _____ British.
- 5 Granny Flossie _____ American.

8 In your notebook, write sentences about Kit's friends and family.



I'm not from Turkey.
I'm from the UK.

- 1 Turkey **X** the UK **✓**

We ...



- 2 Spain **X** the UK **✓**



Granny Ola ...

- 3 France **X** Poland **✓**

My cousins ...



- 4 the USA **X** China **✓**

9 Choose your nationality and play *Three Guesses*.

- A: You're Spanish!
B: No, I'm not Spanish.
A: You're British!
B: No, I'm not British.
A: You're Turkish!
B: Yes, I'm Turkish.

And
YOU



I can make introductions.

Nice to meet you!

Jen: Hi, Mum!
Mum: Hi, kids!
Jen: Mum, this is Lucas.
He's our new neighbour.
Lucas, this is my mum.
Mum: Hello, Lucas. Nice to meet you.
Emilio: Nice to meet you too, Mrs Newman.
Mum: Jen, your bag!
Jen: Sorry, Mum. Let's go, Lucas.



1  6  1.25 Watch or listen and read.
What's Jen's family name?

2  1.26 Listen and repeat.

Communication Introductions

A: Mum, this is Lucas.
He is my friend / neighbour / classmate.
Lucas, this is my mum.
B: Hello, Lucas. Nice to meet you.
C: Nice to meet you, too.

3  1.27 Put the dialogue in the correct order. Then listen and check.

1 b 2 3 4

- a Desi: Nice to meet you, too, Lisa.
b Adam: Lisa, this is Desi. He's my best friend.
c Lisa: Hello, Desi. Nice to meet you.
d Adam: Desi, this is my cousin, Lisa.

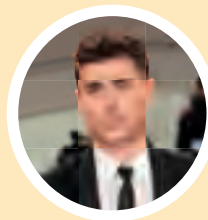
4 In groups of three, act out the dialogue in Exercise 3.

5 Circle the best answer.

- 1 A: Hello, I'm George.
B: a Very well, thanks.
b I've got it!
c Nice to meet you, George.
2 A: Mum, this is Sam.
B: a He's my classmate.
b Hello, Sam.
c Hold this, please.
3 A: Kate, this is my sister, Lisa.
B: a Be careful!
b Hi, Lisa. Nice to meet you.
c She's my friend.

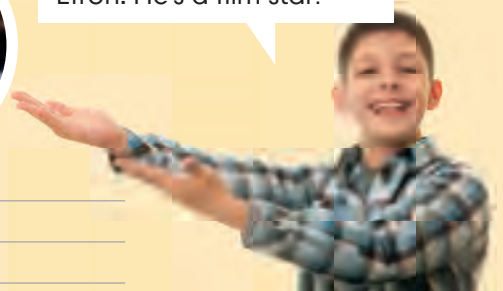
6 Write the names of three famous people. Then introduce them to your friends!

And
YOU



Tom, this is my friend, Zac Efron. He's a film star!

pop star
film star
sports star



1.4 COMMUNICATION introductions

Lesson learning objective

Students can make introductions.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 3, 4 and 5
-  Independent learning: Finishing the lesson

Background notes

Pre-teens in the UK may call a married woman they do not know well or a teacher *Mrs* + surname, e.g., *Mrs Hall*.

Warm-up

- (*Books closed*) Pairs write three negative sentences about a character from the book. One sentence should be false. They read the sentences to another pair, who say *true* or *false*.
-  (*Books open*) Speak to two students. Say: *X, this is Y. He's/She's my student. Y, this is X. He's/She's my friend*. Then ask the class to guess what they will learn in this lesson and explain the lesson objective.
- (*Books open*) Point to the photo and ask: *Who are the children?* (Jen and Lucas) *Who is the woman?* (Jen's mum) *Where are they?* (at Jen's home) Pre-teach/elicite *neighbour*: Draw two houses with one person next to each. Say: *They're ... (neighbours)*.

Lead-in

- (*Books open*) Point to the photo and ask: *Who are the children?* (Jen and Lucas); *Who is the woman?* (Jen's mum); *Where are they?* (at Jen's home). Pre-teach/elicite *neighbour*: Draw two houses with one person next to each. Say: *They're ... (neighbours)*.

Exercise 1 1.25

- Play the video. If you do not have access to a computer and projector, play the audio.

Answer: Newman

Exercise 2 1.26

- Make sure students understand all the phrases in the box before you play the audio for students to listen and repeat in chorus.

Extra activity

- Put students into two groups. Ask them to invent new names for themselves. Each student says hello to the student on his/her left and then introduces himself/herself and all the students that have spoken so far, e.g., Student 1: *Hello. I'm X*. Student 2: *Hello. I'm Y. This is X*. Student 3: *Hello. I'm Z. This is X and this is Y*. The first group to say a person's 'new' name incorrectly loses.

Exercise 3 1.27

-  Pairs put the dialogue in the correct order. Ask individual students to justify their answers. They then listen and check.

Answers: 2 d 3 c 4 a

Exercise 4

-  Monitor while students act out the dialogue. Do not correct any mistakes immediately. Try to give positive feedback first.

Exercise 5

-  Use the Traffic Lights technique to check how confident students feel about this activity.

Answers: 1 c 2 b 3 b

Exercise 6

-  Students work in groups of three. The celebrity should speak too.

Extra activity

Students write a dialogue in which they introduce two friends to each other.

Finishing the lesson

-  Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Extra activity

- Workbook page 11
- Resource Pack
Resource 4: Unit 1 Lesson 4 Communication – Introductions

1.5 READING AND VOCABULARY Family photo album

Lesson learning objective

Students can understand a text about family photos and places.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercise 2, Finishing the lesson
-  Peer learning: Exercises 3 and 6
-  Independent learning: Finishing the lesson

Warm-up

- (Books closed) Put students into groups of three and ask them to act out introducing a celebrity for the class. (See Lesson 1.4, Exercise 6.)
- (L1/L2) Ask: *Do you read blogs? What about?* Have a class discussion.
-  (Books open) Ask students to look at page 17. Ask them what they expect to learn in this lesson. Explain the lesson objectives.

Lead-in

- (Books open) Pairs look at each photo and say what they can see, e.g. (photo A) *two girls, green top, make a cake, granny.*
- Students guess how old the people in each photo are.

Exercise 1 1.28

- Ask students to find Alice's age in each paragraph (A – four; B – nine; C – eleven). Then ask pairs to find Alice in the photos.
- Write *fun* on the board and ask students to find the word in the text. Pairs use the context to guess the meaning and then tell you their ideas.

Answers:

Photo A: the girl in the middle

Photo B: the girl in the pink T-shirt

Photo C: the girl in the pink T-shirt

Exercise 2

- Pairs complete the sentences.
-  Use the Lollipop Stick technique to check answers. Ask: *Are you sure?* Challenge students to justify their answers.

Answers: 2 cousin 3 mum 4 house

Exercise 3

-  Students do the exercise individually. Then they compare each answer with a different student.

Answers: 2 F 3 F 4 F 5 T

Exercise 4 1.29

- Students read the phrases before listening. Challenge strong students to translate any phrases they know.
- Play the audio, pausing after each phrase for students to listen and repeat in chorus.

Extra activity

- Students write sentences about the pictures in Alice's blog.

Exercise 5

- With a weak class, ask different students to say the answers before they write them.

Answers:

b at school

c on holiday

d at home

Exercise 6

-  Pairs describe their photos to each other. Encourage them to help each other.

Finishing the lesson

-  (L1/L2) Use the Traffic Lights technique to find out how difficult or easy students found the text.
-  Read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 12
- Resource Pack
Resource 5: Unit 1 Lesson 5 Reading and Vocabulary – Family and places



I can understand a text about family photos and places.



My family album

I'm Alice! I'm thirteen. I'm from London in the UK. This is my family album.



This is my favourite photo. I'm four and my sister, Isabel, is six! In this photo, we are at my granny's house in London. Granny is Dad's mum. She's fun!



My cousin Tommy, Isabel and I are in this photo. I'm nine, Tommy's ten and Isabel's eleven.



And this is my family: Mum, Dad, Isabel and me. I'm eleven and Isabel's thirteen. We're on holiday in France.

- 1 **1.28** Read and listen to Alice's blog. Find Alice in photos A, B and C.

- 2 Complete the sentences about the text with one word.

- 1 Isabel is Alice's sister.
- 2 Tommy is Isabel's _____.
- 3 Granny is Alice's dad's _____.
- 4 Granny's _____ is in London.

- 3 Read the sentences. Circle T (true) or F (false).

- 1 Alice is eleven in Photo C. (T) / F
- 2 They're on holiday in France in Photo A. T / F
- 3 They're in the park in Photo B. T / F
- 4 Tommy is eleven in Photo B. T / F
- 5 Photo A is Alice's favourite. T / F

- 4 **1.29** Listen and repeat.

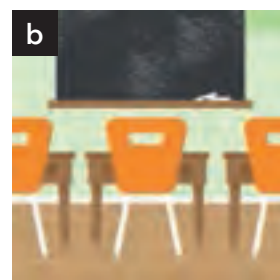
Vocabulary Places

at home at school
in the park on holiday

- 5 Look at the pictures and write the places.



in the park



- 6 **1.30** Work in pairs. Go to page 130. Take turns describing the photos.



1.6

LISTENING and WRITING Best friends

I can understand short spoken texts and write short texts about best friends.

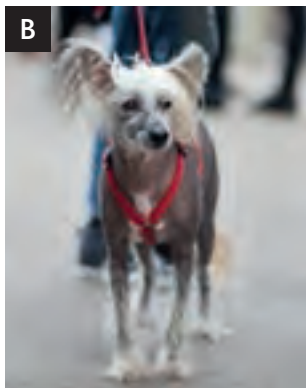
International Friendship Day!

We think about our friends on International Friendship Day.

Call Radio 8's International Friendship Day kids' special on 005468976.

Tell us about your best friends!

- 1 Look at the website. What's the radio show about?
- 2 **1.31** Listen to the radio show. Match callers 1–3 to photos of their best friends A–C.
1 Tom _____ 2 Maria _____ 3 Juan _____



- 3 **1.31** Read the questions. Listen again. Write a number or country.
1 How old is Monica? 11
2 Where is Monica now? _____
3 How old is Jack? _____
4 Where are Ayla and Yusuf from? _____
- 4 Who's your best friend? Tell the class.

- 5 Read about Alex and complete the table.

My best friend

My name's Alex. I'm thirteen and I'm from the UK. I'm British. My best friend is Lian. She's thirteen, too. Lian is from the UK. Lian's dad is British. Lian's mum and granny are Chinese.

	Name	Age	Nationality	Country
Me	Alex			the UK
My best friend			British	

Writing Capital letters

Use a capital letter for names of people, countries and nationalities. Use a capital letter for the pronoun and at the beginning of every sentence, too

My best friend is Jack.

I'm from France.

Ayla and Yusuf are Turkish

- 6 Find and circle capital letters in exercise 5.

Writing Time

- 7 Write about you and your best friend.

- 1 **Find ideas**
Find a photo of you and your best friend. Make notes.
- 2 **Draft**
Write about your name, age, country and nationality.
My name's ... I'm (ten / eleven / twelve ...) I'm from ...
Write the same about your best friend.
- 3 **Check and write**
Check all the capital letters and write the final version of your text.

1.6 LISTENING AND WRITING Best friends

Lesson learning objective

Students can understand short spoken text and write short texts about best friends.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercise 4
-  Peer learning: Lead-in, Exercises 5 and 6
-  Independent learning: Finishing the lesson

Background notes

International Friendship Day is celebrated on different dates around the world.

Warm-up

- (Books closed) Play *Chinese Whispers* with words from Lesson 1.5. Students form two lines. Whisper a word to the last student in each line. Each student whispers it to the person directly in front of him/her once. The student at the front says the word aloud. Is it the same word you whispered?
-  (Books open) (L1/L2) Explain the lesson objectives.
-  (Books closed) (L1/L2) Write on the board: *Why are friends important?* Pairs discuss. Then groups of four compile a list of reasons why they are important. Have a class discussion.

Exercise 1

- Pairs look at the website and decide what it is about.
- Ask a volunteer to explain International Friendship Day.

Answer: The radio show is about friends/best friends.

Exercise 2 1.31

- Play the audio twice if necessary. Pause after each speaker and ask students to note the key words.

Answers: 1 C 2 B 3 A
See page 241 for audio script.

Exercise 3 1.31

- Before you play the audio again, ask students if they know any answers. Check answers as a class.

Answers: 2 (in) the UK 3 2/two (years old) 4 Italy

Exercise 4

- Write these prompts on the board:
1 Name 2 Age 3 Classmate/Neighbour/Family?
-  Ask students to use these prompts to tell the class about their best friend. Ask a student to write notes on the board.

Exercise 5

-  Students read about Alex and complete the table individually. Then pairs compare answers.

Answers:

	Name	Age	Nationality	Country
Me	Alex	13	British	the UK
My best friend	Lian	13	British	the UK

Writing: Capital letters

- Pre-teach/check *capital letter* by writing some on the board. Then write some lower-case letters and say: *These aren't capital letters.*

Exercise 6

-  Pairs do the exercise. Challenge students to compare the rules in the Writing box with the writing rules in their language.

Extra activity

- Students find the capital letters in the text on page 17.

Exercise 7

- With a weak class, give students plenty of time so they can do their best.
- Try to point out positive aspects of students' work and list things to improve.

Finishing the lesson

-  Read the lesson objectives. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 13
- Resource Pack
Resource 6: Unit 1 Lesson 6 Listening and Writing – Best friends

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 4



Peer learning: Lead-in, Exercises 5 and 6



Independent learning: Finishing the lesson

Background notes

John Singleton Copley (1738–1815) was born in Boston, Massachusetts. He was a popular and successful portrait artist. In 1774 he left America for Europe, and in 1775 he was joined by his wife and family in England, where they lived until he died. Copley painted about 350 paintings in his lifetime.

Warm-up

- (Books closed) Play *Snowman* with words for family members. On the board, write a dash for each letter of a word. Students work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess.
- Focus students' attention on the Vocabulary box and elicit or pre-teach the meaning of the words, e.g., mime artist by pretending to draw or paint a picture on an easel.
- Teach *child* by pointing at a picture showing one child and saying: *This is a child*. Then point at a picture with several children and say: These are *children*. Point at a picture of a man, a woman and a child in order and say: *These are people*.
- Draw a picture of a mouse or cat on the board and say: *This is a picture*. Teach by saying: *This picture is by (your name)*. Then point to the painting in the book and say: *This picture isn't by (your name)*.

Exercise 1

- Ask students if they have a favourite family photo. Then ask a volunteer to go to the board and write who is in their favourite photo.

Exercise 2

- Ask students to look at the painting. Say: *What is in the picture?* and elicit the answer (a family).
- Point at the younger man in the top left of the painting and ask: *Who is he, the grandfather or the father?* (He is the father.) Ask students who they think is the mother.
- Read out the text for students to listen to while they read. Pronounce the names clearly.
- Put students into pairs and ask them to read the text again. Then ask: *What's the father's name?* (John Singleton Copley) Students work together to label the line drawing.
- Check answers by pointing at the people in the painting one at a time and asking: *What's his/her name?*

Answers:

1 John Singleton Copley 2 Richard Clarke 3 Mrs Copley
4 Susannah 5 John Junior 6 Betsy

Exercise 3

- Ask students to do the exercise individually and then compare their answers with a partner.
- Check answers as a class.

Answers: 2 grandfather 3 mother 4 sister 5 brother

Exercise 4

- Briefly revise countries and nationalities. On the board write the words for countries in a list but gap some letters, e.g., *Chi _ _* (China), *F _ _ _ ce* (France), *I _ a _ y* (Italy), *P _ l _ nd* (Poland), *_ _ ain* (Spain), *the U _* (the UK), *the U _ _* (the USA).
- Ask volunteers to come to the board and complete the words.
- Then ask volunteers to come to the board to write the nationalities.
- Students look at the paintings and the flags. Ask: *What nationality is the artist of painting A?*
- Students match paintings A–C to descriptions 1–3.

Answers: A French B British C French
1 C 2 A 3 B

Exercise 5

- Remember: students may have difficulty pronouncing the artists' names, but do not over-correct them.
- Go through the two examples with the class. Ask a volunteer to act out the first question and answer with you. Then act out the second example with another student.
- Students work in pairs to ask and answer questions. When they have finished, they can swap roles and repeat.

Answer:

- 2 A: Is Edgar Degas British?
B: No, he isn't. He's French.
3 A: Is Paul Cezanne French?
B: Yes, he is.
4 A: Is Mrs Evamy Millais' mother?
B: No, she isn't. She's his aunt.
5 A: Is Lucie Degas' cousin?
B: Yes, she is.
6 A: Is Henri Degas' father?
B: No, he isn't. He's Cezanne's father.

Exercise 6

- Ask students to look at all the paintings. Then point at each painting, one at a time, and ask students if it is their favourite. Keep a tally of votes on the board.

Further practice

- Workbook page 14
- Resource Pack
Resource 7: Unit 1 Lesson 7 CLIL: Families in art.



1.7

CLIL: Art Families in art

I can understand a short text about families in art.



Vocabulary Art

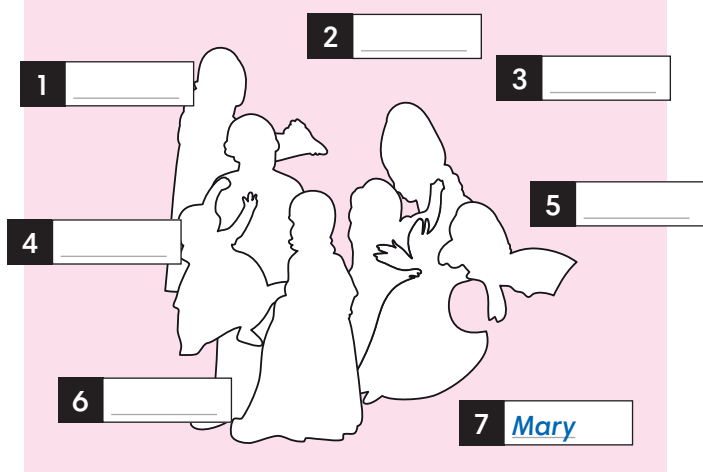
artist by children painting people picture

- 1 Have you got a family photo? Who is in it?
- 2 Look at the painting and read the text. Write the names of the people in the line drawing.

The Copley family

By John Singleton Copley (1738 – 1815).

This is a painting of the artist's family. The people in the picture are John Singleton Copley; Mrs Copley; Mrs Copley's father, Richard Clarke; the Copleys' three daughters, Betsy (6yrs), Mary (3yrs) Susanna (baby), and son, John Junior (4yrs).



- 3 Read the text again. Complete the sentences with one word.

- 1 John Singleton Copley is the children's father.
- 2 Richard Clarke is the children's _____.
- 3 Mrs Copley is the children's _____.
- 4 Betsy is Mary and Susanna's _____.
- 5 John Junior is the girls' _____.

- 4 Look at the three paintings. Answer the questions.

What is the nationality of the artists?



 by John Everett Millais



 by Paul Cezanne

Match the paintings A–C with their titles 1–3.

- 1 _____ The artist's father.
- 2 _____ Portrait of the artist's uncle Henri and his cousin, Lucie.
- 3 _____ Portrait of Mrs William Evamy (the artist's aunt).

- 5 In pairs, test your memory. Look at the paintings and information in exercise 5.

Cover the page. Ask and answer.

- 1 John Everett Millais / American?
- 2 Edgar Degas / British?
- 3 Paul Cezanne / French?
- 4 Mrs Evamy / Millais' mother?
- 5 Lucie / Degas' cousin?
- 6 Henri / Degas' father?

A: Is John Everett Millais American?

B: No, he isn't. He's British.

B: Is Mrs Evamy Millais' mother?

A: No, she isn't. She's Millais' aunt.

- 6 **CLASS VOTE** Have a class vote about the paintings in this lesson. Which one do you like best?

Wordlist and Vocabulary in Action

Extra activity

Focus students' attention on the word *American* in the wordlist and the stress symbol in front of the second syllable: /ə'merəkən/. Explain that this symbol is used in words of two or more syllables and illustrate how it can help them pronounce words correctly. Students might ask about the two stress signs for *Chinese* (/tʃaɪ'ni:z/). Explain briefly that two stress signs are used when two syllables are stressed, but that the syllable with the greatest stress has the sign high up. Put students into two groups. Ask one group to find words that have the stress on the first syllable and ask the other group to find words that are stressed on the second syllable.

Further practice

- Resource 8: Families/ Countries and Nationalities/ Places

WORDLIST Family | Countries and nationalities | Places

American /ə'merəkən/
artist /'ɑ:tɪst/
aunt /aʊnt/
best friend /'best 'frend/
British /'brɪtɪʃ/
brother /'brʌðə/
children /'tʃɪldrən/
China /tʃaɪnə/
Chinese /tʃaɪ'ni:z/
cousin /'kʌzən/
dad /dæd/
daughter /'dɔ:tə/
father /'fa:ðə/
France /fra:ns/
French /frentʃ/
grandfather/grandad /'grænd,fa:ðə/'grændæd/
grandmother/granny /'græn,mʌðə/'græni/
holiday /'hɒlədeɪ/
home /həʊm/
mother /'mʌðə/
mum /mʌm/

painting /'peɪn.tɪŋ/
parents /'peərənts/
park /pɑ:k/
picture /'pɪk.tʃə/
Poland /'pəʊlənd/
Polish /'pəʊlɪʃ/
school /'sku:l/
sister /'sɪstə/
son /sʌn/
Spain /speɪn/
Spanish /'spæɪnɪʃ/
the UK /ðə ju: 'keɪ/
the USA /ðə ju: es 'eɪ/
Turkey /'tʃu:ki/
Turkish /'tʃu:kiʃ/
uncle /'ʌŋkəl/

cake /keɪk/
card /kɑ:d/
classmate /'klɑ:s.meɪt/
country / ies /'kʌn.tri/
family /'fæm.əl.i/
fat /fæt/
flag /flæg/
hamster /'hæm.stə/
happy /'hæp.i/
Hold this, please! /'həʊld ðɪs 'pi:z/
I've got it! /'aɪv gɒt ɪt/
Let's have a break! /lets hæv ə breɪk/
mouse /maʊs/
neighbour /'nei.bə/
Nice to meet you! /'naɪs tu: mi:t ju:/
orange /'ɒr.ɪndʒ/
parents /'peə.rənts/
people /'pi:pl/
present /'prez.ənt/
pet /pet/
thin /θɪn/
today /tə'deɪ/

EXTRA

art /ɑ:t/
Be careful! /'bi:keəfəl/
birthday /'bɜ:θ.deɪ/
box /bɒks/

VOCABULARY IN ACTION

- 1 Complete the puzzle with all the family names in this unit.



- 3 Find words in the vocabulary list.

- words that go with birthday
cake, **card**, _____
- places
in the park, _____, _____, _____
- groups of people
neighbours, _____, family

- 4 **1.32 PRONUNCIATION** Listen and repeat: /v/, /b/.

Viv's **best** friends,
 Vincent and Brad,
 are a **bad** **brown** dog
 and a **very** **big** cat!

Exercise 3

- present
- at home,
at school,
on holiday
- friends

Exercise 2

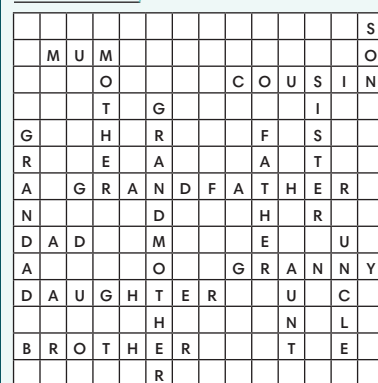
- Spanish, Spain
- Turkish, Turkey
- British, the UK
- American, the USA
- Chinese, China
- Polish, Poland

- 2 What nationality are they? What's the name of their country?

- William is **British**. He's from **the UK**.
- Chang is _____. He's from _____.
- Flores is _____. She's from _____.
- Pavel is _____. He's from _____.
- Janet is _____. She's from _____.
- Erdem is _____. He's from _____.



Exercise 1



Extra activity

After Exercise 2, pairs write two more 'odd one out' questions for another pair.

Further practice

- Workbook page 16
- Resource 9: Grammar

Exercise 1

- 1 grandad
- 2 granny
- 3 uncle
- 4 aunt
- 5 mum
- 6 dad
- 7 cousin
- 8 sister
- 9 brother

Revision

VOCABULARY

1 Complete the family words.

- | | | |
|---------------|-----------|-----------------|
| 1 g _ and _ d | 4 a _ _ t | 7 c o _ _ i n |
| 2 g r _ n _ y | 5 m _ m | 8 s _ s t _ r |
| 3 u n _ _ e | 6 d _ d | 9 b _ _ t _ e r |

2 Circle the odd one out.

- | | | |
|-------------|-----------|------------|
| 1 a Chinese | b Spain | c the UK |
| 2 a the USA | b Turkish | c the UK |
| 3 a France | b Poland | c American |
| 4 a Spanish | b British | c China |
| 5 a French | b the USA | c Polish |

3 Look at the pictures. Circle the correct words.



in the park / at school



on holiday / in the park



at school / on holiday



at school / at home

GRAMMAR

4 Write sentences with possessive 's.

- | | |
|---------------------|---------------------------|
| 1 Luke / cake | It's Luke's cake . |
| 2 Granny / birthday | It's _____. |
| 3 Dad / sister | Megan is _____. |
| 4 Jen / brother | Alex is _____. |

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 15

Exercise 5

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

5 Read and complete Maria's profile with **am**, **are** or **is**.

My name's Maria. I ¹ **am** thirteen. I ² _____ from the USA. My best friend ³ _____ Isabel. Isabel's family ⁴ _____ English. We ⁵ _____ classmates. Isabel's two brothers ⁶ _____ my friends too.



6 Match 1-5 to a-e.

- 1 ☐ Jane's best
 - 2 ☐ Your brother is
 - 3 ☐ It's my
 - 4 ☐ That isn't
 - 5 ☐ My cousin
- a your schoolbag.
b George is eleven.
c friend is Spanish.
d in my class.
e birthday today!

Exercise 6

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

7 Write negative sentences. Which sentences are true for you? Tell your partner.

- 1 I'm fifteen. / **I am not fifteen.**
- 2 My best friend is my cat. / _____
- 3 My brother's name is Ben. / _____
- 4 We are at home. / _____
- 5 It is my birthday. / _____
- 6 My neighbours are Chinese. / _____

COMMUNICATION

8 Complete the dialogue with the words below. Then act out the dialogue in groups of three.

Nice this meet this

Jamie: Mum, ¹ **this** is my friend, David.
David, ² _____ is my mum.
David: Hello Mrs Smith. ³ _____ to meet you.
Mum: Nice to ⁴ _____ you, too David.

Exercise 7

- 2 My best friend is not/isn't my cat.
- 3 My brother's name is not/isn't Ben.
- 4 We are not/aren't at home.
- 5 It is not/isn't my birthday.
- 6 My neighbours are not/aren't Chinese.

Exercise 4

- 2 granny's birthday
- 3 Dad's sister
- 4 Jen's brother

Exercise 8

- 2 this
- 3 Nice
- 4 meet

English around the world



EXPLORE

- 1 Look at the map. Label the countries 2, 4 and 5 with the words below.

the UK the USA Australia

- 2 1.33 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check.

Who speaks English?

The UK (United Kingdom): England, Wales, Scotland and Northern Ireland

Capital City: London Population: 65 million
Language: English

The USA
(United States of America)

Capital City: Washington, DC
Population: 324 million
Language: English and Spanish

Australia

Capital City: Canberra
Population: 24 million
Language: English

- 3 Look at the map and read the text again. Read tasks 1–6 and follow the instructions.

- Circle the Australian flag.
a b c
- Complete the sentence. Scotland is in _____.
- Number the countries from 1 to 3 (very big, big, small number of people).
☐ The UK ☐ The USA ☐ Australia
- Circle the correct answer.
Canberra is in *Australia* / *the USA*.
- Draw lines and match the sentences
Ireland is in the UK.
Northern Ireland is a country.

- 4 1.34 Listen and match 1–3 to a–c.

- | | |
|---------|----------------------|
| 1 Erin | a is from the USA. |
| 2 Peter | b is from Australia. |
| 3 Ollie | c is from the UK. |

GLOSSARY

capital city (n) an important city where the government of a country, state, etc. is

flag (n) a piece of cloth with a design on it that represents a country

population (n) the number of people living in a country

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 7 and 8



Peer learning: Extra activity, Exercise 3, Project

Background notes

The photos above Exercise 1 are of (from left to right) the Statue of Liberty in New York, the USA; Big Ben in London, the UK; Sydney Opera House in Sydney, Australia.

The red buses in the BBC video photo on page 23 are London's famous double-decker buses.

Warm-up

- (*Books closed*) Play *Snowman* with the names of countries on page 15. On the board, write a dash for each letter of a word. Students work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess.
- Find out if students know the names of any other countries.
- (*Books open*) Ask pairs to look at pages 22–23 and discuss what they will do in this lesson.
- (*Books open*) Use the picture above Exercise 1 to teach map and to check *flag*. Use the Thumbs Up/Down technique to find out which flags students recognise.

Exercise 1

- Pairs help each other label the countries.
- Ask different students to say each answer. Then challenge the class to say what they can see in the photos on the map. (See Culture notes.)

Answers: 2 the USA 4 the UK 5 Australia

Exercise 2 1.33

- Pre-teach *speak*, e.g., say: In (*Poland*) we speak (*Polish*). Then students do the exercise individually.

Answer: English

Extra activity

- Write these words on the board: *Capital city?* *Population?* *Language?* Pairs discuss what they mean. Then they find and underline them in the text.
- Ask students to say what the capital city, population and language of their country are.

Exercise 3

- Pairs discuss and write their answers.
- Pairs swap notebooks and review each other's answers.

Answer:

- 1 c
- 2 the UK
- 3 the UK – 2; the USA – 1; Australia – 3
- 4 Australia
- 5 Ireland is a country. Northern Ireland is in the UK.

Exercise 4 1.34

- Before you play the audio, ask students to predict the answers.

Answers: 1 c 2 a 3 b

See page 241 for audio script.

Exercise 5
BBC video

Video script: See Teacher's Book p. 243

Presenter's questions

- 1 (01:23) Wow! 64 million! That's a lot of people. What about your country?
- 2 (01:45) What's the name of the capital of your country?
- 3 (02:19) What is the name of the UK flag? Is it a) the Union John or b) the Union Jack?

Note: If you cannot show the video, spend more class time preparing the Project.

- Brainstorm what students know about the UK.
- Ask students to read the question before you play the video.
- Pause after each of the presenter's questions and ask students for their ideas.
- Check the answer as a class.

Answers:

Video quiz, question 3: The name of the British flag is the Union Jack.

Harry is Prince William's brother / Prince Charles' son
See page 246 for video script.

Exercise 6

- Pairs read the questions and answer any questions they can. If they cannot remember the answer, they should guess. Then they watch the video again.
-  Use the Stand up and Change Places technique to check answers.

Answers: 1 c 2 a 3 c 4 b

Exercise 7

-  After pairs discuss the questions, use the Lollipop Stick technique to choose students to explain their answers. Then have a class discussion.

 Project
Exercise 8

Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Put students into four groups and ask them to read the instructions.
- Allocate one country per group or write the names of countries on separate slips of paper and give one at random to each group.
- Ask groups to decide what each student is going to be responsible for (map, flag, photos, text, design, research about interesting places).
- Give students the Project worksheets to help them prepare.
- Decide how the presentation will be shared: via the class projector, a file sharing service, email or on the school website.
- If your class cannot make digital presentations, ask students to prepare posters. Follow the same steps for setting up the project, but ask students to draw their map, flag and pictures, or print some photos and write by hand.
- Set a date for giving presentations.

Sharing the project

- Before students give their presentations, give them time to practise. Make sure everybody is involved. You could comment on design, interest, accuracy and pronunciation. Remember to praise students first.
- Have a class vote for the most popular country.

Extra activity

-  Students think of an animal or object that could represent each of the countries in this lesson, e.g., the UK: a cup of tea; the USA: a cowboy hat; Australia: a kangaroo. They can draw the objects or animals and use a dictionary to label them. Then they choose an object or animal to represent their country.

Finishing the lesson

- Ask students to tell you what they enjoyed most and why.
-  Check what students have learnt in this lesson using the Three Facts and a Fib technique.

Further practice

- Workbook page 17
- Resource Pack
Resource 10: Unit 1 BBC Culture – Countries Project

EXPLORE MORE

This is the UK



5 **7** Watch the video and answer the presenter's questions. Who is Harry?

6 **7** Watch the video again. Circle the correct answer a, b or c.

- | | |
|--|---|
| 1 The UK is: The United Kingdom of Great Britain and ...
a Scotland. b Wales. c Northern Ireland. | 3 There are ... million people in London.
a 4 b 9 c 64 |
| 2 People from the UK are ...
a British. b English. c American. | 4 Queen Elizabeth is Prince William's
a mother. b grandmother. c aunt. |

7 Discuss in class. What new things did you learn from the video? Would you like to visit the UK? Why / Why not?



YOU EXPLORE

8 **CULTURE PROJECT** In groups, prepare a digital presentation about one of these countries.

The Republic of Ireland New Zealand
The Republic of South Africa Canada

- Write information about the country. Use these questions to help you.
What is the capital city? What is the population? What is the language?
- Add a map of the country, its flag and photos of important and/or interesting places.
- Write your presentation.
- Share it with the class.

2

2.1

VOCABULARY Clothes

I can talk about clothes.

1 Find these clothes the picture. Which are you wearing today?

coat jeans shoes skirt T-shirt trousers

My things

VOCABULARY

Clothes | Adjectives | My things | Shapes

GRAMMAR

this / that / these / those | too big / small | to be questions and short answers

Grammar: That's my T-shirt!



Grammar animations

this, that, these, those
to be questions and short answers



Communication:
What's your name?



Unit contents

Vocabulary

- Clothes
- Adjectives
- My things
- Shapes

Grammar

- *this, that, these, those*
- *too big / small*
- *to be* questions and short answers

Communication skills

Asking for personal information

Examples of 21st century skills/competencies

- Critical thinking: page 24 (Exercise 1), page 25 (Extra activity), page 26 (Exercise 4), page 28 (Exercise 1)
- Collaboration: page 25 (Exercises 6 and 9), page 26 (Exercise 2), page 27 (Exercise 11), page 29 (Exercises 4 and 6), page 30 (Exercise 5), page 31 (Exercises 2 and 5), page 32 (Exercises 1, 4 and 7), page 33 (Exercises 2, 3 and 5), page 36 (Exercise 5)
- Assessment for learning: page 35
- Autonomy and personal initiative: page 24 (Warm-up), page 25 (Watch out! and Exercise 10), page 30 (Exercise 4)

2.1 VOCABULARY Clothes

Lesson learning objective

Students can talk about clothes.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 4, 5 and 10



Peer learning: Warm-up, Exercises 1 and 6



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play *Touch and Guess* with the class to revise known vocabulary. Put 6–8 objects in a bag (include one or two objects to introduce the unit topic), e.g., a book, a phone, a T-shirt. Blindfold a student and give him/her an object from the bag to feel. He/She guesses what it is, e.g., *A phone?* Continue with different objects and students.
- Point to the objects and say: *These are my things*. Then write *My things* on the board. Students predict what they will learn.
- 🎯 (L1/L2) Explain the lesson objective. Ask student why they need to learn clothing words in English (e.g., to go shopping in a foreign country, to talk to foreign friends).
- 🏠 (Books closed) Brainstorm clothing words with the class. Challenge students who know words to translate for weaker students.

Exercise 1

- 🔄 Pairs help each other to find the clothes in the picture.
- Say the words for clothes and ask students who are wearing them to stand up.

2.1 VOCABULARY Clothes

Lesson learning objective

Students can talk about clothes.

Exercise 2 1.35

- Play the audio, pausing for students to repeat each word and give clues or use gestures to help students guess the word, e.g., Teacher: *Green!* Students: *Cap!*

Answers: 1 T-shirt 2 cap 3 coat 4 jeans
5 dress 6 trainers 7 skirt 8 jacket 9 tracksuit
10 trousers 11 top 12 shoes

Exercise 3 1.36

- Students read the words before they listen to the audio.
- Play the audio again, pausing to ask individuals for the answers.
- With a weak class, play the audio again.

Answers: 2 jacket 3 trainers 4 dress 5 coat 6 top

Watch out!

 Read the examples. After each one, ask: Why 'is/are'? Elicit the answer. Encourage learner autonomy by referring students to the Grammar box in Lesson 1.2.

Exercise 4

- Ask pairs to complete the table.
-  Draw the table on the board. Use the Lollipop Stick technique to choose individuals to write the words. Tell them the order is not important. The class then says if each word is correct. If it is not, ask them to explain why.

Answers:

Singular: is: (in any order) cap, coat, dress, jacket, skirt, top, tracksuit

Plural: are: (in any order) shoes, trainers, trousers

Exercise 5

- Students do the exercise in pairs.
-  Ask individuals to read the completed sentences and put a tick for true sentences or a cross for incorrect ones. Ask students to correct the incorrect sentences. You could make more true/false sentences about the picture and continue the activity, e.g., *The coat is blue.* (✓) *The ... is white.* (✗)

Answers:

2 x are 3 ✓ is 4 x are

Exercise 6

-  Ask a confident student to demonstrate the activity. Encourage pairs to correct each other if necessary.

Exercise 7

- Students do the exercise in pairs. Alternatively, put students into two teams. A student from one team names a classmate's clothes. A student from the other team guesses who he/she is.

Exercise 8

- With a weak class, ask students to name the clothes in the picture first.
- Pairs do the exercise. Encourage students to say complete sentences, e.g., *Adam's trainers are OK.*

Answers:

3 trousers x 4 trainers ✓ 5 cap ✓ 6 skirt x 7 shoes x

Exercise 9

- Students write lists individually. Then they compare with a partner. Alternatively, put students into groups of four and ask them to race to do the exercise. Brainstorm lists on the board. A change of focus like this can help you manage a restless class.

Extra activity

- Critical thinking** Have a class discussion. Ask: *Is it OK to wear jeans and trainers at a party?*
- (L1/L2) Students name different clothes for different types of parties.

Exercise 10

- Pre-teach *school uniform* if your students wear one. Check *weekend*. Say: *Saturday and Sunday are the ... (weekend).*
-  Students write their lists. Monitor and correct spelling. Praise neat, tidy work as well as good spelling. This helps boost weak students' confidence.

Extra activity

- Students draw themselves wearing their favourite clothes. Then they label the picture. You could make a class poster.

Finishing the lesson

-  Students circle the new words they have learnt in the Vocabulary box. Remember to praise and encourage them.
-  Ask: *Can you talk about clothes?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 18
- Resource Pack
Resource 11: Unit 2 Lesson 1 Vocabulary – Clothes



I can use *this, these, that, those* and adjectives.

🎬 That's my T-shirt!

1



Mum: Jen, put these clothes away, please.

Jen: OK, Mum.

Oh, hi! What's up?

What? No!

2

Ten minutes later ...



Jen: Bye, Holly! ... Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans! Yep ... and this is Mum's top!

3



Mum: Jen, these are your jeans. They're too small for me!

Jen: Oops! Sorry, Mum!

Mum: And that's my top over there.

Jen: Yes, it is. Here you are!

4



Alex: Jen? ... Jen, where's my new T-shirt?

Jen: It's over there with your old T-shirts!

Alex: No, those are Dad's T-shirts!

Jen: Oh, then your T-shirt is ...

1 8 1.37 Watch or listen and read. Are the clothes in the right place?

2 Look at the photos and read the story again. Whose clothes are they? Circle the correct answer.

- 1 Photo 2 The jeans are Jen's / Mum's
- 2 Photo 3 The jeans are Jen's / Mum's.
- 3 Photo 3 The top is Jen's / Mum's.
- 4 Photo 4 The T-shirts are Dad's / Alex's.

3 1.38 Listen and repeat. Find these expressions in the story.

What's up? Hang on!
Here you are. Over there.

OUT of class

4 **CLASS VOTE** Guess who's got Alex's new T-shirt?

- a Mum
- b Dad
- c Jen

5 9 1.39 Watch or listen and check.

2.2 GRAMMAR *this, that, these, those*

Lesson learning objective

Students can use *this, that, these, those* and adjectives.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 1, 7 and 12
-  Peer learning: Exercise 11
-  Independent learning: Finishing the lesson

Warm-up

- (Books closed) Put students into two teams. One student from team A stands facing the board. One student from team B names the clothes a classmate is wearing, e.g., *black jeans, a red T-shirt, white trainers*. Student A guesses who it is. Continue with different pairs.
-  (Books open) Pairs look at pages 26–27 and discuss what they think they will learn. Brainstorm ideas from the class. (L1/L2) Explain the lesson objectives.
- (Books open) Point to the photos in the photo story and ask: *Where is Jen?* (at home) *Who is the woman?* (Alex and Jen's mum) *Is she happy?* (no)
- Use the photos to pre-teach *long, old* and *new*.

Exercise 1 8 1.37

- Read out the question. Students look at the photos and guess the answer.
- Play the video. If you do not have access to a computer, play the audio.
-  Use the Lollipop Stick technique to choose students to give the answer and justify it.
- (L1) Elicit that Jen was distracted by her phone conversation and delivered the wrong clothes to the wrong rooms.

Answer:

No, they aren't.

Exercise 2

-  Students do the exercise with a partner. They look, read, discuss and agree about the answer.

Answers: 2 Jen's 3 Mum's 4 Dad's

Exercise 3 1.38 8

- Play the audio, pausing for students to repeat each expression in chorus.
- Play the video again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.

Exercise 4

- Critical thinking** Say: *Hands up for a/b/c!* (L1/L2) Ask individual students to explain their choice. Do not confirm their answers yet.

Answer: b

Exercise 5 9 1.39

- Play the video or audio for students to check their answer in Exercise 4.
See page 241 for audio/video script.

Extra activity

- (Books open) Groups act out one or two scenes from the photo story.

2.2 GRAMMAR *this, that, these, those*

Lesson learning objective

Students can use *this, that, these, those* and adjectives.

Get Grammar 10

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you, in chorus.
- Use gesture to reinforce meaning, e.g., point to the other end of the room and say: *Those (books)*. Focus students' attention on the pronunciation of *this /i/* and *these /i:/*.

Exercise 6

- Students circle the correct answers. Then pairs compare answers.

Answers: 2 This 3 These 4 Those 5 That 6 Those

Exercise 7

- Pairs complete the sentences. Use the Traffic Lights technique to monitor the exercise.
-  Ask pairs to write three sentences about objects in the classroom, e.g., *This is my pen. Those are (Mark's) books.*

Answers: 2 Those 3 These 4 That 5 This

Extra activity

- Pairs take turns to say sentences using *this, that, these* and *those* about objects in the classroom, e.g., *Those are Kate's books. This pencil is blue.*

Exercise 8 1.40

- Play the audio, pausing for students to repeat each word in chorus.
- Ask individual students to use these words in sentences about the objects in the classroom, e.g., *My bag is new.*

Exercise 9

- Students write the opposites in their notebooks. Pairs can help each other.
-  Check answers as a class. Make sure that students understand what the adjectives mean. You can mime (e.g., *big, small, long, short*) or translate.

Answers:

big – small; boring – cool; long – short; new – old

Exercise 10

- Students talk about the clothes in pairs. They can refer to the Grammar box for help.

Sample answers:

These trousers are short. Those trousers are long.
This coat is small. That coat is big.
These trainers are new. Those trainers are old.

Watch out!

Use your clothes, e.g., a jacket, to demonstrate the meaning of *too big*. Students repeat the examples after you in chorus.

Exercise 11

- Describe a person and the clothes he/she is wearing for students to draw, e.g., *Draw a boy. His jeans are too short. They're black. His red T-shirt is cool.*
-  Students hold up their drawings. Choose one and ask another student to describe the picture. Repeat with different drawings.

Finishing the lesson

-  Ask individuals for examples of sentences with demonstrative pronouns. Ask: *Can you use 'this', 'that', 'these' and 'those'?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.
-  Ask individual students to say sentences with *too* + adjective to describe clothes in the photo story.
-  Students show the appropriate self-assessment cards (😊, 😐, ☹️).

Further practice

- Workbook page 19
- Grammar Time page 231
- Resource Pack
Resource 12: Unit 2 Lesson 2 Grammar – *This, that, these, those*

Grammar

this, that, these, those

This is Jen's top.
This top is Jen's.



That is Alex's T-shirt.
That T-shirt is Alex's.



These are Jen's trainers.
These trainers are Jen's.



Those are Alex's trainers.
Those trainers are Alex's.



10 Get Grammar!



6 Circle the correct answer.

- 1 This / These are your trainers.
- 2 This / These isn't Alex's shirt.
- 3 This / These shoes aren't Jen's.
- 4 That / Those T-shirts are Dad's.
- 5 That / Those is my coat.
- 6 That / Those jeans are Mum's.

7 Complete with *this*, *that*, *these* or *those*.

- 1 **That** is Alex's cap.
- 2 _____ are Jen's trousers.
- 3 _____ are Dad's jeans.
- 4 _____ is Mum's top.
- 5 _____ is Alex's jacket.

8 1.40 Listen and repeat.

Vocabulary

Adjectives

big boring cool long new old short small

9 Look at the words in the Vocabulary box. Match them with their opposites.

big — old
boring — short
new — small
long — cool

10 In pairs, talk about the clothes. Use adjectives in the Vocabulary box and *this*, *that*, *these* or *those*.



A: How about the T-shirts?

B: This T-shirt is cool. That T-shirt is boring.

*These shoes are **too** big!*
*This shirt is **too** small!*

**Watch
OUT!**

11 Play a drawing dictation game. Use adjectives with *too*.

Draw a boy. The boy's T-shirt is too small. ...

**And
YOU**

I can ask and answer questions with the verb *to be*.

The Terrific Two – Dug's new suit



1 Look at the cartoon. Where does Dug buy his superhero suits from?

2 1.41 Listen and read. What size is Dug's new suit?

2.3 GRAMMAR *to be* questions and short answers

Lesson learning objective

Students can ask and answer questions with the verb *to be*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 3, 8



Peer learning: Exercise 4



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Put students into three teams. Give each team a set of adjectives from Lesson 2.2 on separate cards, so that each student has one or two cards. When you say a sentence with *this/these*, e.g., *This (shirt) is small*, students with a *small* card come to the front of the class. When you say a sentence with *that/those*, e.g., *Those (shoes) are big*, students with a *big* card go to the back of the room. Students who go to the right place win a point.
-  (*Books open*) Pairs look at pages 28–29. (L1/L2) Students predict what they learn in this lesson. Ask volunteers to share their idea with the class. Ask a student: *Are you OK?* When he/she answers (probably using only *yes* or *no*), explain the lesson objective.
- (*Books closed*) Write *Dug's new suit* on the board. (L1) Ask students to guess what *suit* means.
- (*Books open*) Students look at the pictures in the cartoon story and check/work out the meaning of *suit*. Translate if necessary.
- Ask students to tell you what they can see in the pictures.
- Pre-teach *box* using picture 4. Point to Dug's suit in picture 5 and ask: *What size is it? M, L or XL?* Students guess. Elicit/translate *clever*. Point to Kit in picture 6. Nod, make a 'thumbs up' sign and say: *Kit is ... (clever)*.

Exercise 1

- **Critical thinking** Students race to write the answer on a piece of paper and hold it up.

Answer: (from) www.supersuits.get/from Supersuits

Exercise 2 1.41

- Ask: *What size is Dug's new suit?* Do not confirm students' answers yet.
-  After students do the exercise, ask a volunteer to point to the text and justify the answer.

Answer: XL / It's too big

2.3 GRAMMAR *to be* questions and short answers

Lesson learning objective

Students can ask and answer questions with the verb *to be*.

Exercise 3

- Students do the exercise individually.
-  To check answers, read out the sentences. Students stand up for *T* and sit down for *F*. Ask students refer to the text and justify their answers.

Answers: 2 F 3 T 4 F

Extra activity

- Put students into groups of four and tell them to act out the cartoon story.

Get Grammar

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out that we invert the subject and verb to form a question.
- Tell students that people use short answers in everyday English, not just yes or no, which can be rude.
- Tell students that we do not use contractions for affirmative short answers. Write on the board: Yes, we're. (x) Yes, we are. (✓)

Exercise 4

-  Pair weak and strong students. Student pairs find and underline the questions in the dialogue, write the missing word and decide who asks the questions.
- Ask different students to write the answers on the board. Involve the class. Ask: *Is it correct?* (Yes, it is. / No, it isn't.) *Are you sure?* (Yes, I am. / No, I'm not).

Answers: 2 he 3 Are 4 Is 5 it 6 I

Exercise 5

- Students answer the questions in Exercise 4 individually. They can check by finding and underlining the answers in the cartoon story.

Answers:

- 2 Kit: Yes, he is.
3 Dug: Yes, I am.
4 Kit: Yes, it is.
5 Dug: It's my new suit.
6 Kit: No, you aren't.

Exercise 6

-  Pair weak and strong students to complete the questions and short answers.

Answers:

- 2 Are, are 3 Is, isn't 4 Am, are 5 Is, isn't 6 Are, are

Extra activity

Pairs act out the dialogues in Exercise 6.

Exercise 7 1.42

- Tell students to underline the pronouns in the answers.
- When you check answers, play the audio again. Pause after each question and ask students what the pronouns they underlined refer to.

Answers:

- 2 No, they aren't. 3 Yes, I am. 4 No, he isn't.
5 Yes, they are. 6 Yes, we are.
See page 242 for audio script.

Exercise 8

-  Students write questions in their notebooks individually. Use the Traffic Lights technique to check when they need help. Try to give positive feedback. Check answers before students ask and answer so that they practise the correct language.

Answers:

- 2 Are you happy? Yes, I am. / No, I'm not.
3 Are we friends? Yes, we are. / No, we aren't.
4 Are Superdug and Kit cool? Yes, they are. / No, they aren't.
5 Are you clever? Yes, I am. / No, I'm not.
6 Am I a superhero? Yes, I am. / No, I'm not.

Extra activity

- Students use these prompts to write questions for Dug with *to be*: 1 *you / famous?* 2 *your suit / new?* 3 *your friends / superheroes?* 4 *Kit / short?*

Exercise 9 1.43 1.44

- Play Kit's rap. Students clap the beat and chant.
- Once students are familiar with the rap, play the karaoke version and ask them to chant.

Finishing the lesson

-  (L1) Ask students to write one sentence summing up what they have learnt in this lesson. Then read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 20
- Grammar Time page 231
- Resource Pack
Resource 13: Unit 2 Lesson 3 Grammar – *To be* questions

Grammar

to be questions

?	Short answers
Am I OK?	Yes, I am . / No, I'm not .
Are you OK?	Yes, you are . / No, you aren't .
Is he/she/it OK?	Yes, he/she/it is . / No, he/she/it isn't .
Are we OK?	Yes, we are . / No, we aren't .
Are you OK?	Yes, you are . / No, you aren't .
Are they OK?	Yes, they are . / No, they aren't .
What is it ?	It's my new suit.

11 Get Grammar!



3 Read the sentences. Circle T (true) or F (false).

- The dogs are OK. **T** / F
- The girl is a superhero. T / F
- Dug's new suit is in the box. T / F
- Dug's new suit is cool. T / F

4 Find the questions in the cartoon. Write the missing word.

- Are** they OK?
- Is _____ a superhero?
- _____ you sure?
- _____ this box for me?
- What is _____?
- Am _____ cool?

5 Look at the cartoon. Answer the questions in Exercise 4.

- Yes, they are.**

6 Complete the questions and the short answers.

- Boy: **Are** you a superhero?
Kit: No, I'm **not**.
- Kit: _____ we best friends?
Dug: Yes, we _____.
- Dug: _____ my new suit cool?
Kit: No, it _____.
- Kit: _____ I clever?
Dug: Yes, you _____.
- Girl: _____ Superdug your brother?
Kit: No, he _____.
- Kit: _____ they your dogs?
Girl: Yes, they _____.

7 1.42 Listen to the questions and circle the correct answer.

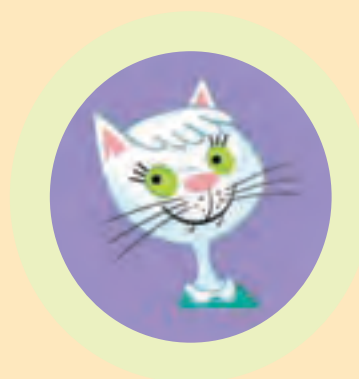
- Yes, it is** / No, they aren't.
- Yes, you are. / No, they aren't.
- Yes, I am. / No, you aren't.
- Yes, they are. / No, he isn't.
- Yes, they are. / No, you aren't.
- Yes, we are. / No, they aren't.

8 Write questions in your notebook. Then ask the questions and give true answers in pairs.

- you / twelve years old?
Are you twelve years old?
- you / happy?
- we / friends?
- Superdug and Kit / cool?
- you / clever?
- I / a superhero?

A: **Are you twelve years old?**B: **Yes, I am. / No, I'm not.**

9 1.43 1.44 Go to page 130. Listen and chant Kit's Rap.

And
Y?U



2.4

COMMUNICATION Asking for personal information

I can ask for and give personal information.

What's your name?



Mr Wood: What's your name?
 Lucas: Lucas Ortiz. That's O-R-T-I-Z.
 Mr Wood: Good. And how old are you, Lucas?
 Lucas: I'm eleven years old.
 Mr Wood: Welcome to the school band.



Lian: Where are you from, Lucas?
 Lucas: I'm from Madrid, Spain.
 Lian: What's your favourite music?
 Lucas: Good question. Rock, I think.
 Lian: Who's your favourite singer?
 Lucas: Erm ... Ed Sheeran.
 Lian: High five! He's my favourite, too!

1 12 1.45 Watch or listen. Then read the extract from the video. Where is Lucas from?

2 1.46 Listen and repeat.

Communication Asking for personal information

What's your name?
 How old are you?
 Where are you from?
 What's your favourite *music/sport/film*?
 Who's your favourite *actor/singer/sports person*?

3 1.47 Listen to the short dialogues. Circle the correct answer.

- 1 *Star Wars* / *Superman*
- 2 Nick Carr. That's C-A-double R. / Carl Neal. That's N-E-A-L.
- 3 Portsmouth, UK / Paris, France
- 4 I'm twelve / I'm thirteen
- 5 Alicia Keys / Taylor Swift

4 Complete the dialogues with questions in the Communication box.

- 1 A: *What's your favourite music?*
 B: Pop, I think.
- 2 A: _____ ?
 B: I'm twelve years old.
- 3 A: _____ ?
 B: My name's Fred Allen. That's A- double L-E-N.
- 4 A: _____ ?
 B: Football.
- 5 A: _____ ?
 B: I'm from Glasgow, Scotland.

5 In pairs, ask and answer questions in the Communication box. Give crazy answers!

- A: What's your name?
 B: My name's Queen Coco!
 A: Where are you from?
 B: I'm from Chocolateland.



2.4 COMMUNICATION Asking for personal information

Lesson learning objective

Students can ask for and give personal information.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercise 3
-  Peer learning: Exercise 5
-  Independent learning: Exercise 4, Finishing the lesson

Background notes

Pre-teens in the UK may call an adult man they do not know well, or a teacher, Mr + surname, e.g., Mr Wood.

Warm-up

- (Books closed) Students work in pairs. Student A chooses an object or item of clothing in the room but does not say what it is. Student B: *Is it big/cool/blue/Maria's ...?* Student A: *Yes, it is. / No, it isn't.*
- (Books closed) Write *What's your name?* on the board. Elicit more personal information questions.
-  (Books open) Students look at page 30 and predict what the lesson is about. (L1/L2) Explain the lesson objective.

Lead-in

- (Books open) Ask students questions about the photos, e.g., *Where are they?* (Students guess.) *Who is he/she?* (Lucas / Lian)

Exercise 1 12 1.45

- Play the video. If you do not have access to a computer and projector, play the audio.
- Students say where Lucas is from.

Answer: He's from Madrid, Spain.

Exercise 2 1.46

- Make sure that students understand all the phrases before you play the audio. Students listen and repeat in chorus.

Extra activity

- Put students into groups of three and ask them to act out the dialogue in Exercise 1.

Exercise 3 1.47

- Before students listen, elicit the questions they think will be asked in the audio.
-  (L1/L2) Use the Traffic Lights technique to check how difficult students found the exercise.

Answers:

2 Carl Neal. That's N-E-A-L. **3** Paris, France.

4 I'm twelve. **5** Taylor Swift.

See page 242 for audio script.

Exercise 4

-  When monitoring, give students an opportunity to self-correct. Ask: *Is this correct?*

Answers:

2 How old are you?

3 What's your name?

4 What's your favourite sport?

5 Where are you from?

Extra activity

Pairs act out the dialogues in Exercise 4.

Exercise 5

-  Ask students to note two things they liked about their partner's answers. Then they discuss.

Extra activity

- Students write a dialogue with an imaginary new classmate.

Finishing the lesson

-  Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 21
- Resource Pack
Resource 14: Unit 2 Lesson 4 Communication – Asking for personal information

2.5 READING AND VOCABULARY *My things*

Lesson learning objective

Students can understand a short descriptive text.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 1 and 3
-  Peer learning: Exercises 2 and 5
-  Independent learning: Finishing the lesson

Warm-up

- (Books closed) Brainstorm personal information questions with the class. Write prompts on the board, e.g., *Name? Age? Where from?* Pairs interview each other.
-  (Books open) Pairs look at page 29, discuss what they will learn in this lesson and note their ideas. Do not explain the objectives at this point. Review students' predictions at the end of the lesson.

Lead-in

- (Book closed) Write *My things* on the board. Brainstorm any words students know.

Exercise 1 1.48

- Ask students to look at the Vocabulary box. Read out the words one by one and ask students to put up their hand if they know what the word means.
- Play the audio for students to listen and repeat in chorus, pausing for them to discuss which photo 1–4 corresponds to the word.
- Students label the photos individually.
-  Use the Lollipop Stick technique to check the answers.

Answers: 1 backpack 2 mobile phone 3 laptop computer 4 mountain bike

Extra activity

- Students work in pairs. One student mimes using a thing from the Vocabulary box and his/her partner guesses what it is.

Exercise 2 1.49

- Use the picture of the backpack at the bottom of the page to pre-teach pocket.
-  Before students listen and read, they work individually and guess two reasons why the backpack is 'super'. Then they snowball their ideas in pairs and come up with four reasons. Finally, two pairs join up and think of eight ideas.
- Play the audio for students to listen and read and check their guesses.

Answer: The backpack is a mountain bike and a jacket.

Exercise 3

-  Check answers using T/F response cards. Ask different students to justify each answer by referring to the text.

Answers: 2 T 3 F 4 T

Exercise 4

- Students work individually to answer the questions. Then they check answers in pairs.

Answers: 2 It's grey. 3 It's blue. 4 It's small.

Exercise 5

- Bring enough sheets of A3 or A4 paper for each group of four students.
- Students brainstorm ideas for a supergadget.
- One student draws while the others plan what they will say.
-  The class give their comments on each group's poster. Ask them to use the Two Stars and a Wish technique.

Finishing the lesson

-  Pairs refer to the lesson objectives they predicted in the Warm-up. Was it correct?
-  Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 22
- Resource Pack
Resource 15: Unit 2 Lesson 5 Reading and Vocabulary – My Things



2.5

READING and VOCABULARY My things

I can understand a short text about a gadget.

- 1 1.48 Listen and repeat. Then label pictures 1–4 with the words in the Vocabulary box.

Vocabulary My things

backpack laptop computer mobile phone
mountain bike

1 backpack

2 _____



3 _____



4 _____

- 2 1.49 Read and listen to the article. Why is the backpack a super backpack?

- 3 Read the sentences. Circle T (true) or F (false).

- 1 Jamie is from London in the UK. T / F
2 Super backpack is a jacket too. T / F
3 Super backpack is too small for a laptop computer. T / F
4 Fiona is a cat. T / F

- 4 Look at the picture in the text and answer the questions.

- 1 What colour is the super backpack? It's red.
2 What colour is the mountain bike? _____
3 Is the jacket red or blue? _____
4 Is the cat big or small? _____

- 5 Work in groups. Invent a supergadget! Draw it and present it to the class.

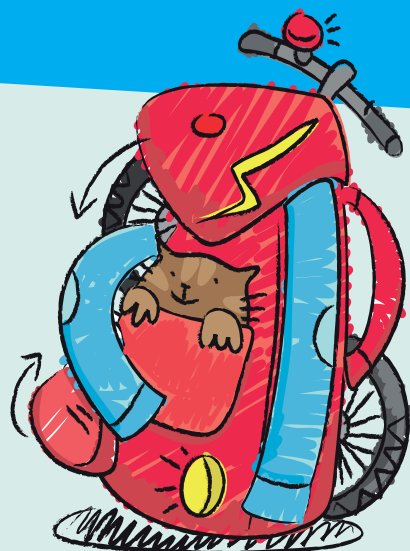
It's a schoolbag. It isn't boring. It's a laptop, too.

Jamie Cooper's 13.
He's from Liverpool in the UK.
Jamie's super backpack is our gadget of the week.
Why? Read on.

CONGRATULATIONS JAMIE!

Super backpack!

This is my super backpack! It's very, very cool. My super backpack is also a mountain bike. It's small, but it isn't too small. It's fantastic! And that's not all. If I'm cold and my jacket is at home, no problem. This super backpack is a big jacket, too. My super backpack is just right for my laptop computer, my mobile phone and even my cat, Fiona. How cool is that?





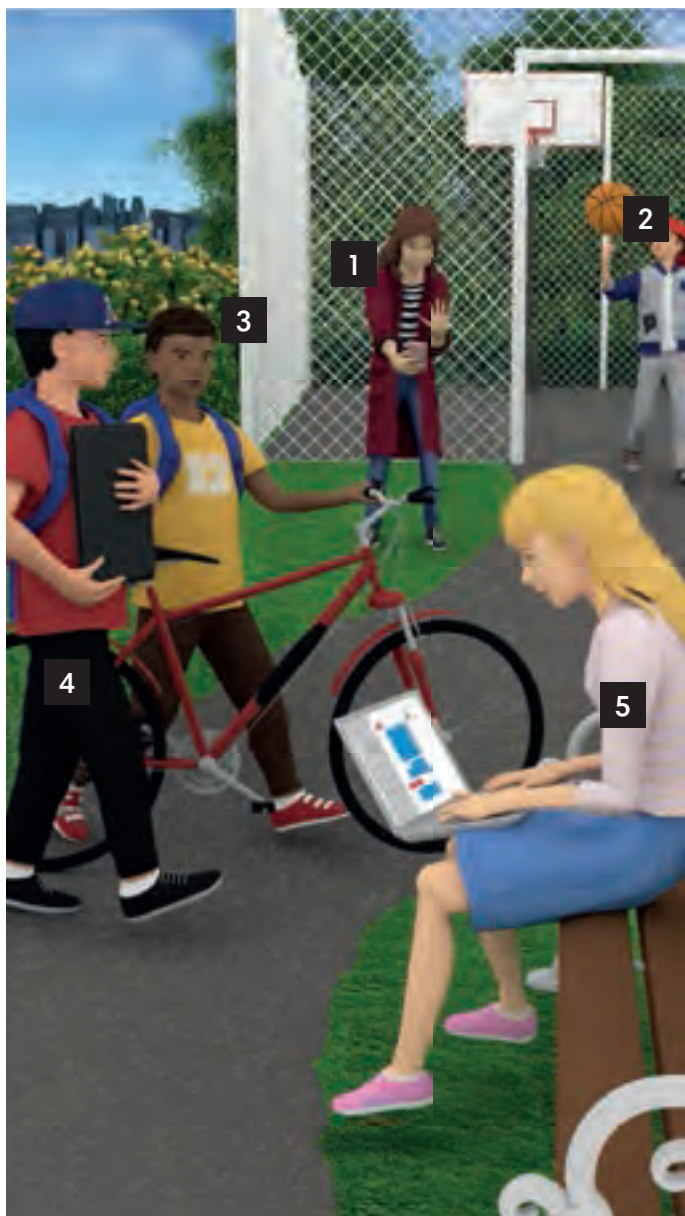
2.6

LISTENING and WRITING Punctuation

I can understand and write short texts about favourite things.

- 1 Work in pairs. Name the clothes of the people in the picture in exercise 2. What objects have they got?
- 2  **1.50** Look at the picture again. Listen and write numbers next to the four names. There's one extra child in the picture.

Sam ____ Monica ____ Janet ____ Ben ____



- 3  **1.50** Listen again. Circle T (true) or F (false).

- | | |
|--|--|
| 1 Sam's cap is too small. | ☒ T / F |
| 2 Janet is Monica's sister. | T / F |
| 3 Janet's favourite thing is a skateboard. | T / F |
| 4 Ben's trainers are red. | T / F |
| 5 Monica's skirt is too short. | T / F |

- 4 What are your favourite things? Tell a friend.

- 5 Read Alex's blog post. Underline his favourite things.



What are my favourite things?

My number one favourite thing is my old, blue mountain bike. I love my bike! My new comic book is number two. It isn't boring. It's fantastic! What's number three? That's easy. My red and white trainers. They're really cool! Write a post and tell me about your favourite things.

Writing

Punctuation

Remember to use punctuation marks!

What are your favourite things?

They're my backpack, my phone and my computer.
They are cool!

- 6 Find and circle the punctuation marks in Alex's blog.

Writing Time

- 7 Write about your favourite things.

- 1  **Find ideas**

Make a list of your favourite things.
Think of adjectives to describe them.

- 2  **Draft**

Write about your favourite things.
Give your text a title.

What are my favourite things?

My number one/two/three favourite thing is my ... It's ...

- 3  **Check and write**

Check your punctuation and write the final version of your text.

2.6 LISTENING AND WRITING Punctuation

Lesson learning objective

Students can understand and write short texts about favourite things.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 3 and 6
-  Peer learning: Exercises 1 and 7
-  Independent learning: Finishing the lesson

Warm-up

- (Books closed) Review Lesson 2.5. Ask: *What is the gadget of the week?* (a super backpack) *Why is it super?* (It is a backpack, a jacket and a mountain bike.) *Who's Fiona?* (Jamie's pet cat)
-  (Books open) Pairs look at page 32 and discuss what they will learn in this lesson. Explain the lesson objectives.
- (Books closed) Play *Snowman*. Write P _ A _ _ _ O _ _ D on the board. Students suggest letters to complete the word (playground). Explain what this is.

Exercise 1

-  Pairs help each other name the objects and clothes. Then they compare answers with another pair. Finally, collect students' answers on the board.

Answers:

- top, jeans, trainers / shoes, jacket, mobile phone
- Baseball cap, top, trousers, jacket, trainers / shoes, basketball
- T-shirt / top, trousers / jeans, trainers / shoes, bicycle, backpack
- T-shirt / top, trousers / jeans, trainers / shoes, baseball cap, backpack, laptop
- top, skirt, trainers / shoes, laptop

Exercise 2 1.50

- Ask students how many boys they can see in the picture (three). How many girls? (two)
- Then read out each name in turn and make sure students know if it is a boy's or a girl's name.
- Play the audio for students to listen and write the numbers next to the names. Check answers as a class.

Answers:

Sam – 2 Monica – 1; Janet – 5; Ben – 3
See page 242 for audio script.

Exercise 3 1.50

- Ask students to read the sentences before they listen. Play the audio again for them to do the exercise.
-  Use students' T/F response cards to check answers.

Answers: 2 F 3 T 4 T 5 F

Exercise 4

-  Pairs tell each other what their favourite things are. Then ask students to stand up and talk to three other students.

Exercise 5

- Before students read the blog, ask them to predict Alex's favourite things.
- Students read the blog post and underline. Ask them how many things they found (three).

Writing: Punctuation

- Pre-teach *punctuation*. Say: *Look. The punctuation marks are red.*
- Ask students to read the Writing box. Then elicit from them when we use a question mark, a full stop and an exclamation mark. (L1/L2) Ask: *Why is punctuation important?* (It helps us understand a text.)

Exercise 6

-  Ask students how difficult they found the exercise. Explain further if necessary.

Extra activity

- Write the following sentences on the board and ask students to copy them into their notebooks, adding the correct punctuation:
That's boring
Where are you from
My sister's name is Maria

Exercise 7

-  Students review each other's work and check punctuation marks.

Finishing the lesson

-  Students read the lesson objectives, make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Extra activity

- Workbook page 23
- Resource Pack
Resource 16: Unit 2 Lesson 6 Listening and Writing – Favourite things

2.7 CLIL: GEOMETRY Shapes

Lesson learning objective

Students can talk and write about different shapes.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercise 3



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask different students about a favourite item of clothing, e.g., *What are your favourite clothes? What colour is your T-shirt?*
- Give students time to look at page 33. (L1/L2) Explain that the objective of this lesson is to learn the names of basic geometric shapes. Then write on the board: *1 My T-shirt is yellow with blue circles. 2 My jacket is red. No lines or squares! 3 My dog is black and white.* Ask students to read out the sentence which does not fit in with the lesson objective.
- (Books closed) Draw a line, a circle, a square, a rectangle and a triangle on the board. Point to each one in turn and say: *This is a shape.* Then say: *These are shapes.*

Exercise 1 1.51

- Play the audio, pausing for students to repeat each word in chorus. Ask a student to say the number of the corresponding shape. If students do not know the number, say the number yourself.

Answers: line – 1 rectangle – 5 square – 3 triangle – 4

Extra activity

- (Books closed) Say a shape and ask students to draw it in their notebooks. Ask them to compare their drawing with a partner's. Then ask a student to draw the correct shape on the board. Continue with different shapes. Challenge a strong class by asking them to draw more than one shape at a time, e.g., three small triangles and one big triangle.

Exercise 2

- Ask students to take turns describing each item of clothing as best they can. They should say what colour the item is, what shapes they can see on it and how many shapes there are, e.g., *It's (red). Triangles and circles. Six triangles and one circle.*
- Students then do the matching exercise individually.
- Use the Lollipop Stick technique to choose students to say and justify each answer.

Answers: 1 B 2 C 3 A

Exercise 3

- Pairs work together to complete the table. Check answers by collecting students' answers on the board.

Answers:

B blue, orange, yellow; square, triangle, line, circle

C yellow, red, green; square, line, triangle

Exercise 4

- Pairs race to do the exercise. The first pair to finish stand up.
- To check answers, use the Stand up and Change Places technique.

Answers: 2 T 3 F 4 F 5 T 6 F

Exercise 5

- Give students time to draw and write. Then put them in groups of four and ask them to look at each other's work. They choose their favourite design and tell the class about it. Encourage them to explain why it is their favourite.

Extra activity

- Students draw and write about a favourite T-shirt or top. Suggest they ask you if they need names for more colours – or look them up in a bilingual dictionary.

Finishing the lesson

- Ask different students to draw the shapes from this lesson on the board.
- Ask: *Can you describe shapes?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 24
- Resource Pack
Resource 17: Unit 2 Lesson 7 CLIL: Geometry – Shapes



I can talk and write about different shapes.

- 1  1.51 Listen and repeat. Look at the pictures and number the words in the Vocabulary box.

Vocabulary	Shapes
circle 2	line
square	rectangle
	triangle



- 2 Read and match texts 1–3 to pictures A–D. There is one extra picture.

A



B



C



D



- 1 ☐ Look! This is my new top. It's cool. It's blue with squares, triangles, and orange and yellow lines. Oh, and a small circle, too.
- 2 ☐ My favourite top is old but it isn't boring. It's yellow with red squares, green lines and triangles. No rectangles and no circles!
- 3 ☐ My T-shirts are one colour. My favourite T-shirt is blue with one big square, small triangles and a circle. No squares or lines!

- 3 Read the texts in Exercise 2 again. Complete the table.

Top	Colours	Shapes
A	blue	rectangle, triangle, circle
B		
C		

- 4 Read the sentences and circle T (true) or F (false).

- 1 The square on T-shirt A is small. T / ☒ F
- 2 T-shirt A is one colour. T / F
- 3 Top C is yellow with one square and one triangle. T / F
- 4 The squares on top C are green. T / F
- 5 The circle on top B is blue. T / F
- 6 The lines on top B are black and blue. T / F

- 5 Design a T-shirt or a top with shapes. Then complete the sentences.

This is my _____
 It's (colour) _____ with (colours and/or shapes) _____.

Extra activity

Focus students' attention on the word *backpack* in the wordlist, and the phonemic symbol for *a* in the word: (/æ/). Point out that before the letters *ck*, the letter *a* is almost always pronounced in this way. Then ask students to find two more words with *ack* (*jacket*, *tracksuit*). Finally, ask them to find two more words with the /æ/ sound (*cap*, *laptop*). Can they think of other words with the /æ/ sound? (e.g., *am*, *at*, *black*, *cat*, *dad*, *grandfather*, *grandad*, *granny*, *hamster*, *happy*)

WORDLIST Clothes | Adjectives | My things | Shapes

backpack /'bækpæk/
big /bɪg/
boring /'bɔːrɪŋ/
cap /kæp/
cardboard /'kɑːd.bɔːd/
circle /'sɜːkl/
coat /kəʊt/
cool /kuːl/
dress /dres/
glass /glɑːs/
jacket /'dʒækət/
jeans /dʒiːnz/
laptop computer /'læptɒp kəm'pjʊtə/
line /laɪn/
long /lɒŋ/
metal /'met(ə)l/
mobile phone /məʊbaɪl 'fəʊn/
mountain bike /'maʊntən baɪk/
new /njuː/
old /əʊld/
paper /'peɪpə/
rectangle /'rek.tæŋɡl/
shoes /ʃuːz/

short /ʃɔːt/
skateboard /'sketbɔːd/
skirt /skɜːt/
small /smɔːl/
square /skweə/
T-shirt /'tiː ʃɜːt/
top /tɒp/
trainers /'treɪnəz/
triangle /'traɪæŋɡl/
trousers /'traʊzəz/
wooden /wʊdn/

EXTRA

Are you sure? /ɑː juː ʃʊə/
at the weekend /æt ðə 'wiːk'end/
box /bɒks/
boy /bɔɪ/
clever cat /'kleɪvə kæt/
Congratulations! /kən.grə'tʃjuːleɪʃənz/
Don't worry! /daʊnt 'wʌri/
fantastic /fæn'tæstɪk/
favourites /'feɪvərɪts/
gadget /'gædʒɪt/

Good question. /ɡʊd 'kwɛstʃən/
girl /ɡɜːl/
Hang on! /hæŋ 'ɒn/
Here you are. /'hiə juː ɑː/
High five! /haɪ faɪv/
How cool is that! /haʊ kuːl ɪz ðæt/
No problem. /nəʊ 'prɒbləm/
Over there. /əʊvə 'ðeə/
pet /pet/
pocket /'pɒkɪt/
put away /put ə'weɪ/
right size /raɪt saɪz/
rock /rɒk/
school band /skuːl bænd/
size /saɪz/
suit /sjuːt/
That's easy. /ðætɪz 'iːzi/
That's not all. /ðætɪz nɒt ɔːl/
That's right. /ðætɪz raɪt/
too (small) /tuː (smɔːl)/
What's up? /'wɒts 'ʌp/
You're cold. /juː ɑː kəʊld/

VOCABULARY IN ACTION

Exercise 1

- trainers, shoes
- dress, skirt, top
- tracksuit
- T-shirt, jeans, trousers
- jacket, coat
- cap

- 1 Use the wordlist to find words for clothes. Use each word only once.

Find:

- two things for your 
- three things for  only.
- one thing for 
- three things for  and 
- two things for when it's 
- one thing for your 

- 2 Re-write the sentences. Use the opposite word from the one in bold.

cool small old short

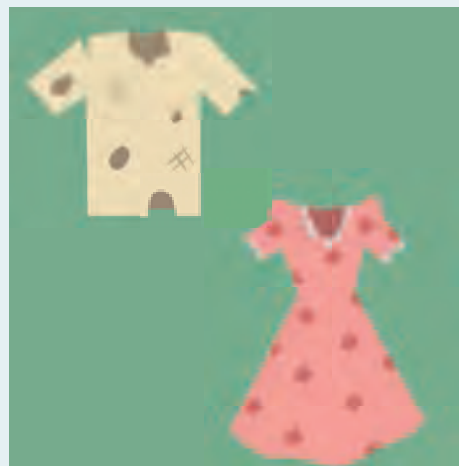
- Your T-shirt is **big**.
Your T-shirt isn't **small**.
- These trousers aren't **long**.
- My tracksuit is **new**.
- Those trainers are **boring**.

- 3 Complete the words.

My favourite things!

- My m _ _ _ i _ _ e p h _ _ _ e
- My m _ _ u _ _ ai _ _ b _ _ k _ _
- My l _ _ p _ _ op _ _ c _ _ mp _ _ er
- My new _ _ _ ck _ _ ack

- 4  1.52 **PRONUNCIATION** Listen and repeat: /ð/ or /d/?



This old T-shirt is my brother Dan's.
That new **dress** is my mother Anne's.

Exercise 3

- mobile phone
- mountain bike
- laptop computer
- backpack

Exercise 2

- Your T-shirt isn't small.
- These trousers are short.
- My tracksuit isn't old.
- Those trainers aren't cool.

Extra activity

Pairs write two sentences beginning with *this / that / these / those* and say them to another pair, but without the last word, e.g., *This is my favourite (cap)*. The other pair guess the item of clothing.

Further practice

- Workbook page 25

Revision

VOCABULARY

Exercise 1

- coat
- top
- cap
- trainers
- jeans
- T-shirt
- jacket

- 1 Look at the pictures and complete the words. In pairs, say four more clothes words.

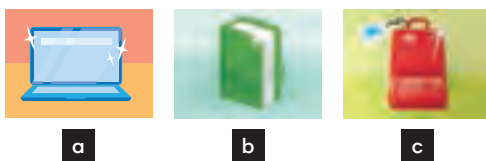


- | | |
|------------------|---------------------------------|
| 1 shoe <u>s</u> | 5 tr <u>i</u> <u>e</u> <u>s</u> |
| 2 co <u>at</u> | 6 je <u>ans</u> |
| 3 t <u>shirt</u> | 7 T- sh <u>irt</u> |
| 4 ca <u>p</u> | 8 ja <u>cket</u> |

Exercise 2

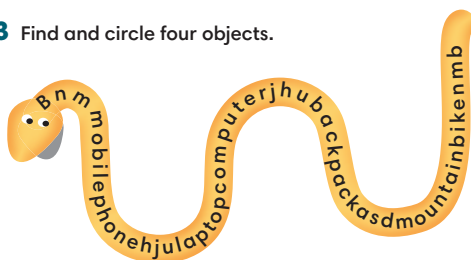
- b
- c

- 2 Which picture a-c matches sentences 1-2? Describe the extra picture with a friend.



- ☐ It's old but it isn't boring. It's green.
- ☐ It's new. It isn't small and it isn't big. It's red. It's cool!

- 3 Find and circle four objects.



Exercise 3

mobile phone
laptop computer
backpack
mountain bike

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 25

- 4 In pairs, play a game.

A: Say an adjective and a clothes word.

A cool T-shirt!

B: Say an adjective and a different clothes word.

New trousers!

Continue!

You can't repeat the clothes words. You can repeat the adjectives.

GRAMMAR

- 5 Look at the pictures in Exercise 1 again. In pairs, say sentences with *too*.
Maggie's coat is too big.

- 6 Match sentence halves 1-5 to a-e.

- | | |
|--------------------------|-------------------------------|
| 1 These are my favourite | a old and boring. |
| 2 Those trousers | b Nick and Timmy's backpacks. |
| 3 Those aren't | c brown bike. |
| 4 That phone is | d trainers. |
| 5 This is my old | e are too long. |

- 7 Write questions in your notebook. Answer yes (✓) or no (✗). Use short answers.

- your / backpack / blue? ✓
Is your backpack blue? Yes, it is.
- those / your / books? ✗
- he / at school? ✓
- she / Italian? ✗
- you / my best friend? ✓

COMMUNICATION

- 8 Complete the questions. Then work in pairs. Student A: You are your favourite star. Student B: Ask Student A questions 1-5. Then swap roles.

- What's* your name?
- How old _____ you?
- Where are _____ from?
- What _____ your favourite music?
- _____ 's your favourite actor?

Exercise 5

Maggie's shoes are too small.
Alan's T-shirt is too short.
Alan's trousers are too long.

Exercise 6

- e
- b
- a
- c

Exercise 7

- Are those your books? No, they aren't.
- Is he at school? Yes, he is.
- Is she Italian? No, she isn't.
- Are you my best friend? Yes, I am.

Exercise 8

- are
- you
- 's
- Who

READING and WRITING



Hi, I'm Cheryl! I'm twelve and my favourite colour is pink. My pink mobile phone is my favourite thing. My clothes are pink, too. Rafs, my dog, isn't pink! He's grey and white.

My family is very big. My sisters' names are Sarah and Daniela. My brothers' names are Rob and Mick. My dad is an actor. Sometimes he's on TV! My mum's a singer. She's cool. My granny and grandad are from Spain. Are we a happy family? Yes, we are!

- 1 Work in pairs. Say what you can see in the photo.
- 2 Read the text. Circle the correct title.
 - a My new dog.
 - b Me and my family.
- 3 Read the sentences. Answer the questions.
 - 1 How old is Cheryl?
Cheryl is twelve.
 - 2 What's Cheryl's favourite thing?
 - 3 Is Cheryl's family small?
 - 4 Who are Rob and Mick?
 - 5 Is Cheryl's mum boring?
 - 6 Where is Cheryl's grandmother from?

- 4 Look and read. Tick (✓) for yes or put a cross (X) for no.

1 ☒


This is a dog.

2 ☐


This is a skirt.

3 ☐


These are shoes.

4 ☐


These are mountain bikes.

5 ☐


This is a park.

6 ☐


These are jeans.

- 5 Write 40–50 words about you and your family. Use these questions to help you.

- 1 What's your name?
- 2 How old are you?
- 3 What's your favourite colour?
- 4 What are your favourite things?
- 5 Where is your family from?

Hi! My name's ...

LISTENING

- 6 1.53 Read the questions. Listen and write a name or a number.



- 1 What's the man's surname?
Smith
- 2 What's the boy's name?
- 3 Who is the boy's best friend?
- 4 How old is the boy?
- 5 What's the number of the boy's house?

1 & 2 Skills Revision

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3 and 7



Peer learning: Exercise 5



Independent learning: Finishing the lesson

Language Bank

This lists the key language from Units 1 and 2. Here are some ideas to help you make the most of it.

- Encourage students to be independent learners. They tick the words they know and check the meaning of words they can't remember in a dictionary.
- Students try to memorise a section, close the book and write down all the words they can remember.
- You could use the Language Bank for a quick two-minute test. (*Books closed*) Say different words or expressions in English from the same section. Students write or say the translation or say a sentence with the word/expression.
- Fast finishers test each other. Student A: *What's 'uncle' in (Polish)?* Student B: ... Student B: *How do you spell 'Chinese'?* Student A: C-H-I-N-E-S-E.

Warm-up

- (*Books closed*) Name one of your favourite things and one 'false' one. Students guess which is not your favourite. Students take turns to do the same with a partner. Help with vocabulary as necessary.
- Write *Skills Revision* on the board. Students guess what it means.
- (*Books open*) Students look at pages 36–37 and check. Explain if necessary.

Exercise 1

- Point at the dog in the photo and ask: *What's this?* Elicit *a dog, a girl, a T-shirt*. Say: *This is Cheryl*.

Answer:

A girl with a pink top/T-shirt and a dog.

Exercise 2

- Remind students that when they read the text, they do not need to understand all the details to answer the question, just the key ideas.

Answer: b

Exercise 3

- Students read the text again and answer the questions in their notebooks individually. Encourage students to answer using sentences rather than words or phrases.
- Use the Traffic Lights technique to monitor students work.

Answers:

- 2 It's a pink mobile phone. 3 No, it isn't. It's big.
4 They're Cheryl's brothers. 5 No, she isn't. She's cool.
6 She's from Spain.

Extra activity

- (*Books closed*) Put students into two teams. Ask each team in turn *true/false* questions about the text in Exercise 1, e.g., *Raf is Cheryl's brother*. (F: Raf is her dog.) *Cheryl's favourite colour is pink*. (T) *Sarah and Daniela are her cousins*. (F: They're her sisters.) *Her mum is a guitarist*. (F: Her dad is a guitarist.)

Exercise 4

- Students do the exercise individually.
- Ask different students to say the answers. Ask them to say a negative sentence if the answer is 'x' and to name the object.

Answers: 2 × 3 × 4 ✓ 5 ✓ 6 ×

Extra activity

- Play *I Spy* with objects in your classroom. (See Lesson 0.3, Extra activity.)

Exercise 5

- (*Books closed*) Pairs tell each other what they can remember about using capital letters and punctuation. They look at pages 18 and 32 to check.
- Students write individually. Then they exchange notebooks and review each other's work using the Two Stars and a Wish technique.

Extra activity

- 1 Students write sentences like those in Exercise 5 about a friend.
- 2 Students read their texts to the class now or at the end of the lesson. If the friend is in the class, the student does not say his/her name. The other students guess who the friend is.

Exercise 6 1.53

- Students guess where the man and boy are in the picture.
- Students read the questions. Tell them they have to write only one name or a number.
- Play the audio for students listen and write, pausing if necessary. With a weak class, pause for pairs to discuss and write the answers.
- Play the audio again for students to check their answers.

Answers:

2 Shaun 3 David 4 12/twelve 5 13/thirteen
See page 242 for audio script.

1 & 2 Skills Revision

Exercise 7

- L1/L2) Ask students to tell you what they can see in the pictures before they match. Remind them that there are two extra sentences.
-  Use the Lollipop Stick technique to check the answers.

Answers: 2 f 3 d 4 a 5 g 6 b

Exercise 8

- Pairs take turns to ask and answer the questions. Tell them to write notes about their partner's answers.

Extra activity

- Put students into two groups. Students use their notes from Exercise 8 and take turns to say *true/false* sentences about their partners.

Finishing the lesson

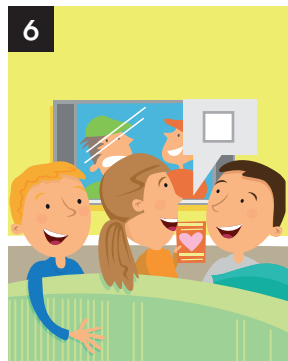
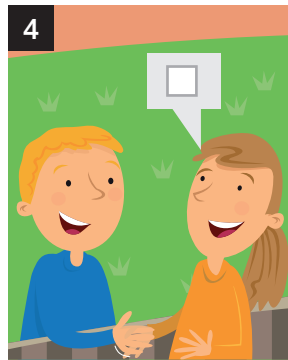
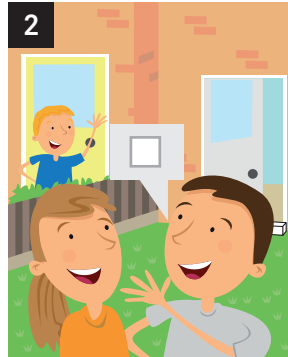
- Write the headings *Reading and Writing, Listening, Communication* on the board. Read them out. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.
- Ask students to write one sentence about what they did well in each section and one about what they could improve.
-  Students copy the objective into their notebooks and draw the emoticon that reflects their progress.

Further practice

- Workbook page 26
- Resource Pack
Resource 20: Skills Revision – Revision Bingo

COMMUNICATION

- 7 Look at the pictures. Match a-h to 1-6. There are two extra sentences.



- a Nice to meet you.
- b Who's your favourite actor?
- c This is my mum.
- d Caz, this is Jack.
- e Hello Caz!
- f He's my neighbour.
- g What's your favourite music?
- h Nice to meet you too, Mrs Smith.

- 8 Work in pairs. Ask and answer the questions.

- 1 What are your favourite weekend clothes?
- 2 What colour is your T-shirt/top today?
- 3 What's in your schoolbag today? (Don't look!)
- 4 What is your favourite place?

LANGUAGE BANK

Family

mother
mum
father
dad
parents
grandfather
grandad
grandmother
granny
son
daughter
brother
sister
aunt
uncle
cousin

Places

at home
at school
in the park
on holiday

Clothes

cap
coat
dress
jacket
jeans
shoes
skirt
T-shirt
top
tracksuit
trainers
trousers

Countries and nationalities

The UK / British
Spain / Spanish
Poland / Polish
The USA / American
France / French
China / Chinese
Turkey / Turkish

Adjectives

big	new
boring	old
cool	short
long	small

My things

backpack
laptop computer
mobile phone
mountain bike
skateboard

Introductions

Mum, this is Lucas.
He's my friend/classmate.
Lucas, this is my mum.
Nice to meet you.
Nice to meet you too.

Asking questions

What's your name?
How old are you?
Where are you from?
What's your favourite music/sport/film?
Who's your favourite actor/singer/sports person?

3



3.1

VOCABULARY In the house

I can talk about my house.

1 Label the objects in the photos (1–8) with these words.

bath bed chair desk door sofa table window

In the house

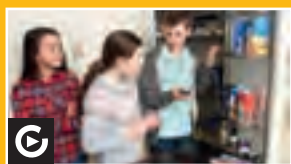
VOCABULARY

In the house | Prepositions of place | Household objects | Materials

GRAMMAR

there is / there are affirmative, negative and questions | a, an, any

Grammar: There's a phone on the sofa!



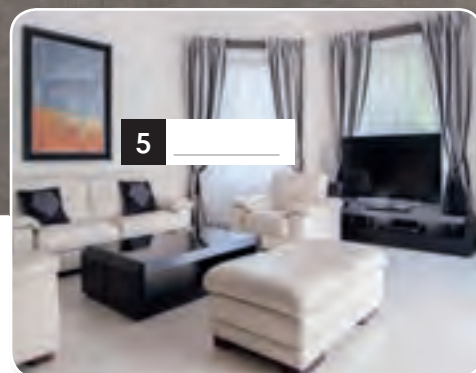
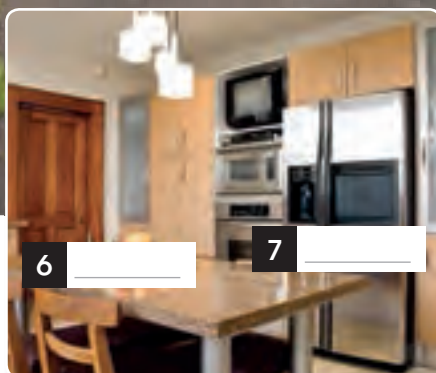
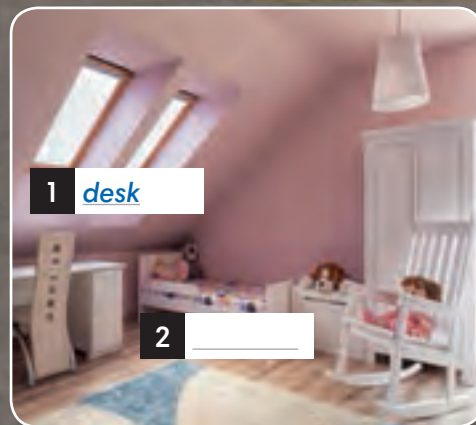
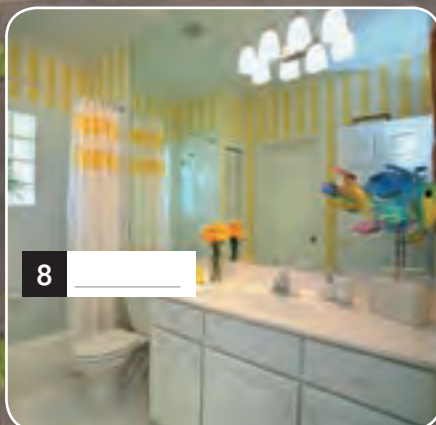
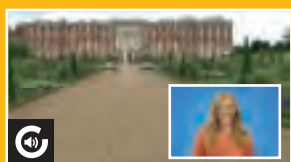
Grammar animations:
there is / there are affirmative
there is / there are negative
and questions



Communication:
Where's the bathroom?



BBC Culture: Hampton Court Palace



Unit contents

Vocabulary

- In the house
- Prepositions of place
- Household objects
- Materials

Grammar

- *there is / there are* affirmative
- *there is / there are* negative and questions
- *a / an, any*

Communication skills

- Having a guest

Examples of 21st century skills/competencies

- Critical thinking: page 40 (Exercise 4), page 43 (Exercise 5), page 47 (Extra activity), page 50 (Warm-up and Extra activity)
- Collaboration: page 39 (Exercises 4, 5 and 7), page 41 (Exercises 6, 7 and 11, Extra activity), page 43 (Exercise 4, 6 and 7), page 44 (Exercise 6), page 45 (Exercises 5 and 6), page 46 (Exercise 5), page 47 (Exercise 6), page 50 (Exercises 3 and 5 and Project)
- Digital literacy: page 51 (Project)
- Assessment for learning: page 49
- Autonomy and personal initiative: page 38 (Warm-up), page 39 (Exercise 6), page 46 (Exercise 7)

3.1 VOCABULARY In the house

Lesson learning objective

Students can talk about their house.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 3



Peer learning: Exercises 4 and 5



Independent learning: Warm-up, Exercise 7 and Finishing the lesson

Exercise 1

- Choose a word, translate it and say *I know that!* with a 'thumbs up' gesture. Encourage students to continue.
- Pairs look at the photos and label as many of the things as they can.
- (L1/L2) Check answers by asking different students.

Answers: 2 bed 3 window 4 door 5 sofa
6 chair 7 table 8 bath

Culture notes

A lot of people live in houses in the UK. The houses often have a garden.

Warm-up

- (*Books closed*) Play a spelling game. Put students into three or four teams. Say a word from Unit 2. One student from each team writes it on the board. Check the spelling. Each correctly spelt word wins a point. Continue with a different word and different students from each team.
- (*Books closed*) (L1/L2) Say: *Unit 3 is 'In the house'.* Ask volunteers to predict what they will learn in this lesson. List their predictions on the board.
- Ask students to look at pages 38–39 and explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- (*Books closed*) Ask students what house words they know. Volunteers say a word and write it on the board with your help. Translate the words if necessary.

3.1 VOCABULARY In the house

Lesson learning objective

Students can talk about their house.

Exercise 2 2.1

- Give students time to read the words.
- Play the audio, pausing after each word for students to repeat in chorus. They then find the item in the photos. With a weak class, ask students to hold up their books and point at the objects.

Exercise 3

- Students do the exercise individually. Then pairs compare answers.
-  Ask different students for the answers. Ask them to justify their answers by holding up their book and pointing and naming things in the room.

Answers: 2 bathroom 3 garage 4 living room
5 garden 6 wall

Extra activity

Students write how many objects from the Vocabulary box on page 39 are in their house, e.g., *twelve chairs*.

Exercise 4 2.2

- Play the audio and pause after number 1. Ask a student to read out the example.
-  Play the audio until the end, pausing for pairs to discuss and note their answers.
- Alternatively, do this as a whole class activity. Students tell you their ideas. Check answers by having a class vote.

Answers: 2 In the kitchen. 3 In the garage.
4 In the bedroom. 5 In the garden. 6 In the bathroom.

Exercise 5

- Look at the example with students. Students then do the exercise individually. Point out that the words they need are in the Vocabulary box.
-  Students compare each answer with a different student, discussing and correcting each other's answers.

Answers: 2 fridge 3 armchair 4 table 5 desk 6 bath
7 chair 8 sofa

Exercise 6

- Students find the armchair in the photos.
- Ask two confident students to read the example dialogue.
- Pairs do the exercise. When they have finished, they swap roles.
-  Challenge strong students to do the activity without referring to the example.

Extra activity

- Play a game. Write the name of an object on the board, e.g., *chair*. Pairs have thirty seconds to write where we usually find chairs.
- Check answers. The pair with the most places wins.
- Continue with a word for another object.

Exercise 7

- Ask: *What's in your crazy house?* Ask volunteers to give you two or three examples.
- Students imagine their house, draw it and write a list of the things in it.
-  They compare their houses in pairs. You could ask them to tell the class about their house. Have a vote about whose house is the craziest.

Finishing the lesson

-  Students circle the new words they have learnt in the Vocabulary box. Remember to praise and encourage them. (L1) Tell weak students they will be able to practise the words again in other units and activities.
-  Ask: *Can you talk about your house?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 28
- Resource Pack
Resource 21: Unit 3 Lesson 1 Vocabulary – In the house

- 2  2.1 Listen and repeat. Find the items in the Vocabulary box in the photos on page 38.

Vocabulary In the house

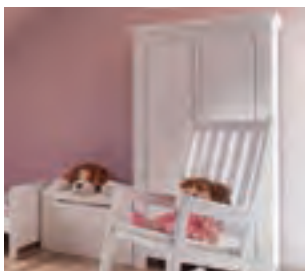
Parts of the house

bathroom bedroom door floor garage
garden kitchen living room wall window

Inside the house

armchair bath bed chair desk fridge
sofa table

- 3 Which part of the house are the photos from?
Circle the correct word.



1 living room /
bedroom



2 bathroom /
kitchen



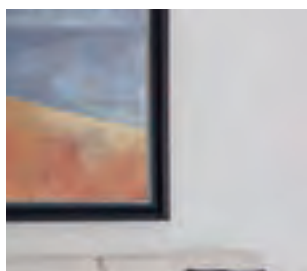
3 garage /
bathroom



4 bedroom / living
room



5 living room /
garden



6 floor / wall

- 4  2.2 Listen to the sounds. Where are you?
Write in your notebook.

1 In the living room.

- 5 Complete the word. Read the sentence to help you.

- 1 bed
It's in the bedroom.
- 2 f__id__e
It's in the kitchen.
- 3 a__ch__ir
It's in the living room.
- 4 t__b__e
It's in the kitchen.
- 5 d__k__
It's in the bedroom
- 6 b__t__
It's in the bathroom.
- 7 ch__r__
It's in the kitchen
- 8 s__f__
It's in the living room.

- 6 Look at the photos on page 38.
Student A: Say a sentence about an object inside the house. It can be a correct sentence or a false sentence.
Student B: Is student A's sentence true? Correct the false sentences.
Then swap roles.

A: *The armchair is in the bathroom.*

B: *No, it isn't. It's in the living room!*

- 7 Draw the things in your Crazy House. Then make lists and compare in pairs.

The kitchen: a sofa, ...



**And
YOU**



3.2

GRAMMAR *there is / there are* affirmative

I can use *there is / there are* and prepositions of place.

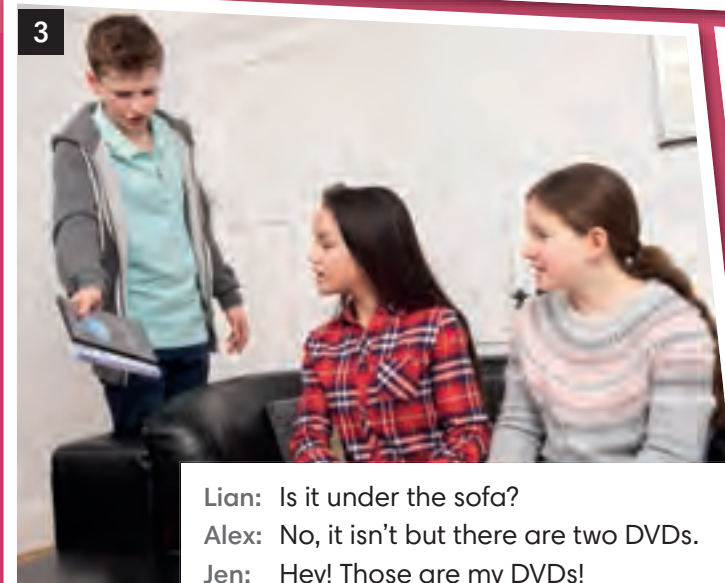
🔊 There's a phone on the sofa!



Alex: Jen, where's the orange juice?
Jen: It's in the fridge.
Alex: Where?
Jen: Right there! It's next to the milk.
Alex: Oh, there it is!



Alex: Where's my phone?
Lian: There's a phone on the sofa.
Jen: No, that's my phone.
Lian: Is it under the table?
Jen: No, it isn't.



Lian: Is it under the sofa?
Alex: No, it isn't but there are two DVDs.
Jen: Hey! Those are my DVDs!



Alex: Wait! There are some sweets under the sofa!
Jen: Yuck! They're too old!
Alex: But where's my phone?
Lian: Hang on!

- 1 🔊 13 🔊 2.3 Watch or listen, then read the extract from the video. What is Alex looking for? Circle the right word.

a a book b his phone c a DVD

- 2 Answer the questions.

- Photo 1: Where are the three friends?
They're in the kitchen.
- Photo 2: Where are they now?
- Photo 2: Is it Jen's phone?
- Photo 3: Are they Alex's DVDs?
- Photo 4: What's wrong with the sweets?

- 3 🔊 2.4 Listen and repeat. Find these expressions in the story.

Right there! There it is!
Wait! Yuck!

OUT of
class

- 4 Guess where Alex's phone is. Use *in*, *on* or *under*.

- 5 🔊 14 🔊 2.5 Now watch or listen and check.

3.2 GRAMMAR *there is / there are* affirmative

Lesson learning objective

Students can use *there is / there are* and prepositions of place.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercises 6 and 11



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play a game. Put students into groups of four. Give them two minutes to list house words from Lesson 3.1. The team with the longest correct list wins.
- Say a true sentence about your class with *there is / there are*, e.g., *There's a desk next to the door*, and translate. Ask students to look at pages 40–41. Then explain the lesson objectives.
- (Books open) Ask questions about the photo story, e.g., *Who is he?* (Alex) *Is Jen Lian's sister?* (No, she isn't.) *Are they at Alex and Jen's house?* (Yes, they are.)
- Use the photos to pre-teach *orange juice*, *milk* and *sweets*.

Exercise 1 13 2.3

- Read the question and make sure students understand it. Students guess what Alex is looking for. Have a class vote.
- Play the video. If you do not have access to a computer and projector, play the audio. Students check their predictions.

Answer: b

Exercise 2

- Pairs write the answers they know.
- Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm answers.
- Check answers using the Basketball technique.

Answers: 2 They're in the living room. 3 Yes, it is.
4 No, they aren't. 5 They're old.

Exercise 3 2.4

- Play the audio, pausing for students to repeat.
- Play audio track 2.4 again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Ask students how they might use these expressions in different situations.

Exercise 4

- Write *in*, *on* and *under* on the board. Point to objects in the photos that illustrate each preposition and give examples, e.g., *The orange juice is in the fridge*.
- Critical thinking** Students guess where Alex's phone is. Do not confirm the correct answer yet.

Exercise 5 14 2.5

- Play the video or audio for students to check their guess in Exercise 4.

Answer:

It's in the fridge.
See page 242 for audio/video script.

Extra video activity 14

- Write on the board: 1 *It's in the fridge*. 2 *It's next to the milk*. 3 *There's a phone on the sofa*. 4 *No, it isn't, but there are two DVDs*. 5 *Yuck! They're too old!* 6 *Hang on!*
- (Books closed) Play the video. Students watch and note who says what.

Answers: 1 Jen 2 Jen 3 Lian 4 Alex 5 Jen 6 Lian

3.2 GRAMMAR *there is / there are* affirmative

Lesson learning objective

Students can use *there is / there are* and prepositions of place.

Get Grammar 15

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Elicit/tell students that we use *there's / there is* with singular nouns and *there are* with plurals. Use your fingers to demonstrate the contraction *there's*.
- Tell students we can say *some* instead of a number, e.g., *some sweets*.

Language Bank

We use *there's* in everyday English.

Exercise 6

- Students do the exercise individually. Then they compare answers with a partner.
-  Ask different pairs to write answers on the board. One student writes while the other helps. This is a good way of boosting the confidence of weaker students.

Answers: 2 There are, x 3 There's, x 4 There are, x
5 There are, x 6 There is, ✓

Exercise 7

-  Pairs take turns to say sentences. Then they can take turns to say the sentences to another pair, who check what they say.

Exercise 8 2.6

- (*Books open*) Play the audio, pausing for students to repeat in chorus.

Exercise 9

- Students read the sentences, look at the photos and circle the correct preposition.
-  To check answers, ask different students to say the answers. Involve the class and ask: *Is that correct?*

Answers: 2 in 3 next to 4 under

Exercise 10

- Pairs do the exercise.
- Ask different students to write the answers on the board.

Answers:

2 There's, A – next to, B – in
3 A – in, B – under
4 There are, A – on, B – under

Extra activity

-  Students work in pairs. One student says a sentence about picture A or B in Exercise 11. (*Book closed*) The other student says if the sentence is about picture A or B. Students swap roles and continue.

Exercise 11

-  Students work in pairs. One student chooses a picture on page 131 and describes it for the other student to draw in his/her notebook. Students swap roles and continue.
- Ask two students who described their picture well to do it again for the class.

Finishing the lesson

-  Elicit language learnt in this lesson, e.g., *Describe photo 1 in the photo story. Where's Alex's phone?* Then ask: *Can you use 'there is' / 'there are'?* *Can you use prepositions of place?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 29
- Grammar Time page 232
- Resource Pack
Resource 22: Unit 3 Lesson 2 Grammar – *There is / There are* affirmative

Grammar *there is / there are affirmative*

- + **There is (There's)** a phone on the sofa.
There are two DVDs under the sofa.
There are some sweets under the sofa.

15 Get Grammar!



6 Complete with *There is* or *There are*. Then look at the photos on page 40 and tick (✓) the true sentences.

- 1 ☒ **There is** a fridge.
- 2 ☐ _____ four chairs.
- 3 ☐ _____ a bed.
- 4 ☐ _____ three phones.
- 5 ☐ _____ two windows.
- 6 ☐ _____ a sofa.

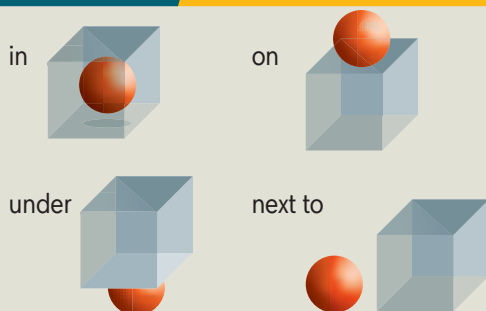
7 Look around you. Say how many of these things there are in your classroom.

door window board desk boys and girls
 teacher wall

There's one door. There are two windows.

8 **2.6** Look, listen and repeat.

Vocabulary **Prepositions of place**



9 Look at the photos on page 40. Circle the correct preposition.

- 1 Photo 1 There are two phones *under* / on the kitchen table.
- 2 Photo 1 There is orange juice *in* / *on* the fridge.
- 3 Photo 1 Lian is *on* / *next to* Jen.
- 4 Photo 2 There are some books *under* / *next to* the small table.

10 Look at pictures A and B. Complete the sentences.



- 1 There's a chair ...
 A next to the desk. B *on* the bed.
- 2 _____ a bag ...
 A _____ the door. B _____ the box.
- 3 There are some books ...
 A _____ the bag. B _____ the table.
- 4 _____ some T-shirts ...
 A _____ the bed. B _____ the bed.

11 Go to page 131 and play a drawing dictation game.



I can use the negative and question forms of *there is / there are*.

The terrific two – Dug and Coco

1



KIT! HELP! THERE ARE TWO BAD PEOPLE HERE!

Kit: Dug! It's my granny! Go to 10 Paxton street!

Dug: OK.

2



Dug: Kit, there isn't a number on the house.

Kit: Is there a blue car in the garage?

Dug: Yes, there is.

Kit: Are there two big trees next to the house?

Dug: Yes, there are.

Kit: That's Granny's house.

3



Dug: Where are the bad people?

Granny: There aren't any bad people, here, Dug.

Parrot: Help! Kit! Help!

4



Dug: Kit, it's the parrot, not your granny!

Kit: Coco? Oh, he's naughty!

Granny: I'm very sorry, Dug. Coco is a silly boy!

Parrot: Silly boy Coco! Sorry Dug!

Granny: Good boy, Coco!

GOOD BOY, COCO! SILLY BOY, DUG!



- 1** Look at the cartoon. How do Kit and Superdug talk when he is in the air? Circle the correct picture.



- 2**  **2.7** Listen and read. Who says 'Kit! Help!' on the phone? Circle the correct answer.

a Kit's granny. b Coco, the parrot.

- 3** Complete the sentences with words from the cartoon.

- 1 Kit's granny's house is at 10, Paxton street.
- 2 Granny's _____ is blue.
- 3 There are two big _____ in Granny's garden.
- 4 There aren't any bad _____ in Granny's house.
- 5 There's only Granny and _____ in the house.

3.3 GRAMMAR *there is / there are* negative and questions

Lesson learning objective

Students can use the negative and question forms of *there is / there are*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3 and 4



Peer learning: Exercises 4, 6 and 7



Independent learning: Finishing the lesson

Extra activity

- Groups of four act out the cartoon story. (L1/L2) Then groups discuss what they each did well and what they could improve. (L1) Write prompts on the board, e.g., *Pronunciation? Hesitation? Expressive?*

Warm-up

- (Books closed) Play a memory game. Students make sentences about the classroom with *there is / there are*, e.g., Student A: *There are some books*. Student B: *There are some books and there's a computer*. Student C: *There are some books, there's a computer and ...*. Continue until a student cannot remember or makes a mistake. Then start again.
-  (Books open) Write on the board: *There isn't a book. Are there twenty students?* Ask students to guess what the sentences mean. Ask students to look at pages 42–43 and explain the lesson objective.
- (Books open) Ask: *Who are the Terrific Two?* (Kit and Superdug) *What can you remember about Kit and Superdug?* (e.g., Superdug is a dog/superhero. Kit is a cat. They're friends.) Ask: *Who's Coco?* Students look at the pictures in the cartoon story and guess.
- Ask questions about each picture, e.g., picture 2: *What's this?* (a house); picture 3 – pointing to Kit's granny: *Who's she?* (students guess). Use the photos to pre-teach *car, trees and parrot* as necessary.

Exercise 1

Students circle the correct picture. You could use the pictures to teach *walkie-talkie* and *headphones*.

Answer: b

Exercise 2 2.7

- Pairs predict the answer before they listen to the audio.
- Play the audio for students to listen. Students read and check the correct answer.

Answer: Coco, the parrot.

Exercise 3

- Students read the sentences. Then they read the dialogue again and complete the sentences individually. With a weak class, elicit or tell students which key words to underline in the questions: 2 – *blue*; 3 – *two big, garden*; 4 – *bad*; 5 – *granny, house*.
-  Use the Lollipop Stick technique to choose students to write the answers on the board.

Answers: 2 car 3 trees 4 people 5 Coco/the parrot

3.3 GRAMMAR *there is / there are* negative and questions

Lesson learning objective

Students can use the negative and question forms of *there is / there are*.

Get Grammar 16

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Elicit/point out the word order in questions: *is / are* before *there*.
- Point out the affirmative and negative short answers.

Language Bank

Short answers are usual in everyday English.

Exercise 4

- Elicit/point out that the answer in the example is *There aren't*, because the noun (*people*) is plural.
-  Pairs help each other do the exercise.
-  Check answers using the Thumbs Up/Down technique.
- Pairs read the sentences again, look at the pictures and tick the true sentences.

Answers: 2 There aren't 3 There isn't, ✓ 4 There aren't, ✓
5 There isn't 6 There isn't, ✓

Watch out!

- Students read the examples. Elicit/explain that we use *a* with singular nouns (in affirmative and negative sentences and questions) and *any* with plural nouns (in negative sentences and questions).
- Encourage students to work out the rules by asking prompt questions, e.g., ask: *Is 'tree' singular or plural?* (singular) *Is 'trees' singular or plural?* (plural)

Exercise 5

- With a weak class, ask students what is missing from each picture first. Make sure they notice that in picture 1 there is no window behind one of the sets of blue curtains. Then pairs do the exercise.
- **Critical thinking** Ask different students to justify their answers by explaining or pointing.

Answers:

2 There aren't any doors!
3 There isn't a TV!
4 There isn't a table!
5 There aren't any photos!

Exercise 6

- Pairs use the prompts to write questions and answers.
-  Each pair swaps their notebooks with another pair. They review each other's work.
-  Write the answers on the board and clarify any problems.
- Then pairs ask and answer the questions.

Answers:

2 Kit: Are there any cars next to the houses?
Dug: No, there aren't.
3 Kit: Is there a dog under the tree?
Dug: No, there isn't.
4 Kit: Are there any people in the street?
Dug: Yes, there are.
5 Kit: Is there a table in the garden?
Dug: No, there isn't.
6 Kit: Are there any armchairs in the garden?
Dug: Yes, there are.

Exercise 7

-  Pairs look at the pictures on page 131. Student A chooses one picture but does not say which. Student B asks questions to find out which picture it is, e.g., *Is there / Are there a / any ...?* When he/she has guessed, they swap roles.

Finishing the lesson

-  Revise language learnt in this lesson. Pairs ask each other questions about the cartoon, e.g., *Are there any trees in granny's garden?* (Yes, there are.) Then ask: *Can you ask questions with 'there is / there are'?* *Can you say negative sentences?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 30
- Grammar Time page 232
- Resource Pack
Resource 23: Unit 3 Lesson 3 Grammar – *There is / There are* negative

Grammar

there is / there are negative and questions

-	There isn't a red car	There aren't any people
?	Is there a red car? Yes, there is . / No, there isn't .	Are there any people? Yes, there are . / No, there aren't .

16 Get Grammar!



4 Circle the correct answers. Then look at the cartoon on page 42 and tick (✓) the true sentences.

- ☒ There isn't / There aren't any people in granny's garden.
- ☐ There isn't / There aren't any cats in the story.
- ☐ There isn't / There aren't a bike in granny's garage.
- ☐ There isn't / There aren't any dogs in granny's garden.
- ☐ There isn't / There aren't a phone in granny's house.
- ☐ There isn't / There aren't a desk in the living room.

There **isn't** a tree.
There **aren't** **any** trees.
Is there **a** tree?
Are there **any** trees?

Watch OUT!

5 Look at the cartoon pictures on page 42. What is missing? Choose from the words below.

TV photos table window doors

- Pic 1: Look at the wall.
There isn't a window!
- Pic 2: Look at granny's house.
- Pic 3: Look at the table.
- Pic 4: Look at the books.
- Pic 5: Look at the wall.

6 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.



- a small house next to the big houses?
Kit: Is there a small house next to the big houses?
Dug: Yes, there is.
- cars next to the houses?
- dog under the tree?
- people in the street?
- a table in the garden?
- armchairs in the garden?

7 Go to page 131 and play a memory game.



And YOU?

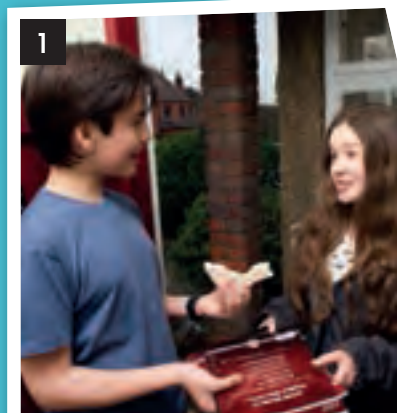


3.4

COMMUNICATION Having a guest

I can ask for something and ask where something is.

Where's the bathroom?



Jen: Hi! Here are your books.
Lucas: Thanks, Jen. Please, come in.
Would you like a sandwich?
Jen: Yes, please. I'm really hungry.



Jen: This is yummy!
Lucas: Erm ... Jen? There's ketchup on your T-shirt.
Jen: Oh, no! Where's the bathroom, please?
Lucas: Let me show you.



Lucas: Is your T-shirt OK?
Jen: Not really. But I'd like another sandwich, please!

1 **17** **2.8** Watch or listen, then read the video extract. Whose house is it? Circle the correct answer.

- a Jen's b Lian's c Lucas'

2 **2.9** Listen and repeat.

Communication Having a guest

A: Hello. Please, come in.

B: Thank you.

A: Would you like a *sandwich*?

B: Yes, please./No, thank you.

A: Where's the *bathroom*, please?

B: It's next to the living room.

Let me show you.

3 Match 1–3 to a–c. Then act out the dialogues in pairs.

- 1 ☐ A: Would you like a biscuit?
2 ☐ A: Where's the kitchen, please?
3 ☐ A: Where's my jacket, please?

- a B: Let me show you.
b B: It's on the chair, next to the sofa.
c B: Yes, please.

4 Circle the best answer.

- 1 A: Hello, Maria. Please come in.
B: a Yes, please.
b Thank you.
c Let me show you.
2 A: Would you like an ice cream?
B: a Come in.
b It's in the fridge.
c Yes, please.
3 A: Where's the bathroom?
B: a Please come in.
b Let me show you.
c It's next to the bed.

5 Write dialogues. Then act them out in pairs.

- 1 A: Hi/come in B: thank
Hi. Please, come in. *Thank you.*
2 A: like/a cupcake? B: no/thank
3 A: like/an apple? B: yes
4 A: where/the bathroom? B: It's/let me show

6 You have a guest from another planet. In pairs, write dialogues. Make them funny or crazy! Then act them out in class.

- A: *Hello, Zizzy! Please, come in.*
Would you like a chair?
B: *Yes, please. I'm really hungry!*



3.4 COMMUNICATION Having a guest

Lesson learning objective

Students can offer and ask for something and ask where something is.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 5



Peer learning: Exercise 6



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play a game to revise language from this unit. Pairs say *true/false* sentences about their house. Their partner guesses whether the sentences are true or false.
- (Books open) Pairs imagine a guest has arrived at their house. (L1) They discuss what they would say in their language. Explain the lesson objective.

Lead-in

- Ask students questions about the photos and pre-teach *ketchup*.

Exercise 1 1.7 2.8

- Students look at the photo story and guess whose house it is. Have a class vote.
- Play the video. If you do not have access to a computer and projector, play the audio. Then check the answer as a class.

Answer: c

Extra activity

- Use the Thumbs Up/Down technique to check comprehension. Say: *The books are Lucas's. Is that correct?* (Yes, it is.) (picture 2) *Where are Jen and Lucas?* (They're in the kitchen.) *Is the bathroom next to the kitchen?* (No, it isn't.) *Jen likes the sandwich. Is that correct?* (Yes, it is.)

Extra video activity

- Write on the board: 1 (Lucas) *Thanks Jen. Please come ...* 2 (Jen) *... the bathroom, please?* 3 (Lucas) *Is your ... OK?*
- (Books closed) Play the video. Ask students to complete the sentences.

Answers: 1 in 2 Where's 3 T-shirt

Exercise 2 2.9

- Make sure students understand all the expressions in the box before they listen and repeat them in chorus.

Exercise 3

- Pairs match and make dialogues. When pairs finish, they act out the dialogues.

Answers: 1 c 2 a 3 b

Exercise 4

- Ask students to cover the responses and guess what the response will be. Then they circle the best answers. Pairs check each other's answers.

Answers: 1 b 2 c 3 b

Exercise 5

- Students write dialogues individually.
- Check understanding using the Traffic Lights technique.

Answers:

2 A: Would you like a cupcake?

B: No, thank you.

3 A: Would you like an apple?

B: Yes, please.

4 A: Where is the bathroom, please?

B: It's next to the bedroom. Let me show you.

Exercise 6

- Write the names of two or three planets in English on the board. Pairs decide which planet their guest is from. Then they write the dialogues. Monitor and help if necessary.
- Ask a few pairs to act out their dialogues in class.

Finishing the lesson

- Ask: *Can you ask for something? Can you offer something? Can you ask where something is?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Fast finishers

- Students write sentences to describe the photos in Exercise 1.

Further practice

- Workbook page 31
- Resource Pack
Resource 24: Unit 3 Lesson 4 Communication – Having a guest

3.5 READING AND VOCABULARY Household objects

Lesson learning objective

Students can understand a text about a dream house.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 4



Peer learning: Exercises 5 and 6



Independent learning: Finishing the lesson

Warm-up

- (Books open) Students look at page 45. Ask what they expect to learn in this lesson. Then explain the lesson objectives.
- (Books open) Ask students to look at the photos on page 45. Ask: *What rooms can you see?* (a living room and a kitchen) *What can you see in the rooms?* (e.g., chairs, a table, a skateboard, a floor)

Exercise 1 2.10

- (Books closed) Ask students to name as many household objects as they can (e.g., bed, bath, chair, armchair, desk).
- (Books open) Ask students to look at the words in the Vocabulary box. Do they know any of them? Translate if necessary.
- Play the audio, pausing for students to repeat each word in chorus and find the object in photos 1–6.
- After students label the pictures, ask individuals to write the answers on the board.

Answers: 2 cushion 3 plant 4 poster 5 lamp 6 carpet

Exercise 2

- Look around the classroom and say: There's a (poster) (on the wall).
- Ask pairs to make sentences using the words in the Vocabulary box. They could talk about their bedrooms if they prefer.

Exercise 3 2.11

- Ask students to describe the photos. Then say: *Have you got a skateboard? Can you skateboard in your house?*
- Ask students to read the text. Tell them they do not have to understand all the details; they just need to answer the question.
- Check the answer by asking students to vote for a, b or c.

Answer: c

Exercise 4

- Make sure that students understand that no info means that there is no information in the text.
- Check answers using response cards. Each time, point to one student and ask him/her to justify the answer.

Answers: 2 no 3 no info 4 yes 5 no 6 no info

Exercise 5

- Put students into groups of three. Each student in a group answers one question. Groups race to complete the task. Collect answers on the board.

Answers:

- 1 living room, kitchen, bedroom, bathroom, skateboard practice room
- 2 sofa, table, chairs
- 3 carpets, plants, posters

Extra activities

- 1 Students list the household objects in their living room.
- 2 Students write *true/false* sentences about the photos of the house in Exercise 3. Then they swap sentences with a partner and answer each other's questions.

Exercise 6

- Write some prompts on the board, e.g., *How many rooms are there? What is in the living room/bedroom/kitchen/bathroom/garden?*
- Students write about their dream house in their notebooks. They then tell their partner about it.

Finishing the lesson

- Point to the photos and ask: *Is this a good dream house for you?* Encourage them to explain in English why it is or why it is not.
- Read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 32
- Resource Pack
Resource 25: Unit 3 Lesson 5 Reading and Vocabulary – Household objects



I can understand a text about a dream house.

- 1 2.10 Listen and repeat. Then label pictures 1–6 with the words in the Vocabulary box.

Vocabulary Household objects

carpet cushion lamp plant poster
television (TV)



1 television



2 _____



3 _____



4 _____



5 _____



6 _____

- 2 Which objects in Exercise 1 are in your classroom? Where are they? Tell a partner.

- 3 2.11 Look, read and listen. What is the text about? Circle the correct answer.

a a sport b a person c a house

- 4 Read the text again and circle yes, no or no info.

- 1 People skateboard inside the house.
yes / no / no info
- 2 There are posters on the walls.
yes / no / no info
- 3 There's a TV in the living room.
yes / no / no info
- 4 There's a sofa inside the house.
yes / no / no info
- 5 There's a carpet in the bedroom.
yes / no / no info
- 6 There's a garage next to the house.
yes / no / no info

- 5 Answer the questions about the text.

- 1 What rooms are there in the house?
- 2 What objects are there in the house?
- 3 What objects in Exercise 1 are NOT in the house?

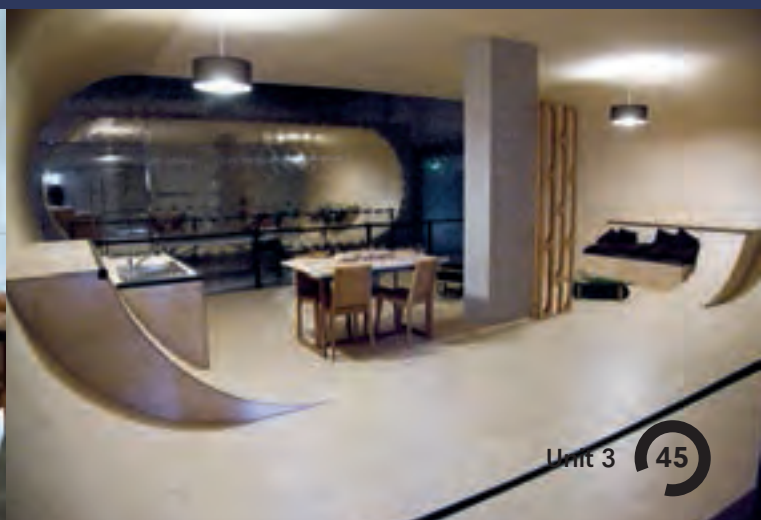
- 6 Imagine your dream house. Write five sentences about it in your notebook. Tell your partner.

There are ... rooms. There's a ... and there are In my ... there's a small/big

A skateboarder's dream house

Normally people skateboard in the park or in the street. In this house, people skateboard inside! It is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls. People skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the sofa, the table, the chairs and on the walls, too!

There's a big skateboard practice room too. People skateboard with friends and they have competitions there. It's really cool!





3.6

LISTENING and WRITING Apostrophes

I can understand and write short texts describing a room.

- 1 Look at photos A–C. Find these objects in the photos. Which is your favourite bedroom? Why?

chair cushion desk plant



- 2 2.12 Listen and match the speakers to their bedrooms. Write A, B or C. There is one extra photo.

☐ Speaker 1 ☐ Speaker 2

- 3 2.12 Complete the sentences with a preposition of place. Then listen again and check.

Speaker 1

- 1 My bed is **next to** the window.
2 There are orange cushions _____ the bed.

Speaker 2

- 3 There are two beds _____ my bedroom.
4 There's a chair _____ the desk.

- 4 In pairs, describe one of the photos in Exercise 1 for a partner to guess.

- 5 The bedroom in photo A is Lucas's. Read his blog post and finish the sentence: *In Lucas's bedroom there isn't a ...*

'My bed is next to a green wall. There are two cushions and a toy on my bed. There's a big white desk under the window. There's a black chair next to it. There's a computer and a lamp on the desk. My room is great!'



Writing Apostrophes

Remember to use apostrophes with contractions.

there is = there's	is not = isn't
are not = aren't	it is = it's
they are = they're	that is = that's

- 6 Add apostrophes to these sentences.

- There isn't a desk in my bedroom.
- Theres a plant.
- Its under the bed.
- There arent any books.

Writing Time

- 7 Write about your bedroom.

- 1 **Find ideas**

Make a list of objects in your bedroom. Write where they are.

- 2 **Draft**

Write about your bedroom. Give your text a title.

My bed's ...

There's ?There isn't a ...

There are/There aren't any ...

- 3 **Check and write**

Check the apostrophes and write the final version of your text.

3.6 LISTENING AND WRITING Apostrophes

Lesson learning objective

Students can understand and write short texts describing a room.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 4 and 6



Peer learning: Exercise 5



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Play a game with vocabulary from Lesson 3.5. Ask different students to draw household objects on the board for the class to name.
- (*Books open*) Give pairs a minute to look at the photos on page 46. Ask: *What is this lesson about?* (bedrooms) Explain the lesson objectives.
- Ask students to describe the bedrooms. You can ask questions as prompts, e.g., (bedroom A) *What colour are the walls? Is there a window? Is there a carpet? Is it a boy's room or a girl's room? What do you think?*

Exercise 1

- Students do the exercise in pairs.
- Have a class vote for students' favourite bedroom. Ask different students to explain their choice.

Exercise 2 2.12

- Before you play the audio, ask students what key words they could listen for, e.g., green walls, big window, blue chair, blue, red and yellow carpet.
- Play the audio for students to listen and match the speakers to their bedrooms.
- Play the audio again if necessary.

Answers:

Speaker 1 – C Speaker 2 – B
See page 242 for audio script.

Exercise 3 2.12

- Pairs read the sentences and complete as many as they can, using the photos to help. Explain that orange is the name of a colour – the colour of the fruit we call an orange.
- Then play the audio again for students to complete or check their answers.

Answers:

Speaker 1: 2 on
Speaker 2: 3 in 4 next to

Exercise 4

- Pairs take turns to describe a photo to each other.
- Monitor while they are talking. Then note on the board two things most students do well and two common mistakes. Discuss them with students when they have finished.

Exercise 5

- Students read Lucas's blog post and answer the question individually. Then they compare answers with a partner.
- Different pairs tell the class their ideas.

Possible answers

There isn't a TV. There isn't a carpet. There aren't any posters.

Writing: Apostrophes

- Go through the Writing box with students. Then write some more contractions on the board, e.g., *I'm, they're, What's that?*
- Check that students understand contractions by asking them what letter the apostrophe replaces, and writing the full forms.
- You could also write on the board: *This is Jack's bag.* Elicit/explain that the apostrophe in this sentence does not replace a letter; it is the possessive apostrophe.

Exercise 6

- Students do the exercise individually.
- Find out if students think each apostrophe is correct by using the Thumbs Up/Down strategy.

Answers:

- 2 There's a plant.
- 3 It's under the bed.
- 4 There aren't any books.

Extra activity

Students write the names of household objects that are not in photos A–C and say where they might put them, e.g., (photo A) *A carpet, on the floor. Some books, on the desk.*

Exercise 7

- With a weak class, give students plenty of time so they can do their best.
- Praise the good aspects of students' work and list things they can improve.

Finishing the lesson

- Ask students which exercise was the easiest and which one was the most difficult.
- Read the lesson objectives. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 33
- Resource Pack
Resource 26: Unit 3 Lesson 6 Listening and Writing – Apostrophes

Lesson learning objective

Students can talk and write about different materials.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 5



Peer learning: Exercise 6



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) (L1) Brainstorm materials you can see in your classroom. Ask students if they know any in English. Use the examples to teach materials.
- Give students time to look at page 47. (L1/L2) Explain that the lesson objective is to learn the names of basic materials. Then write on the board: 1 *It's a glass window.* 2 *This is a blue pen.* 3 *That's a cardboard box.* Say each sentence and point to a corresponding object in the classroom. Ask a student to read out the sentence that does not fit in with the lesson objective (2).
- (*Books open*) Ask students to name the household objects they can see in the photos at the bottom right of page 47 and write a list in their notebooks. Check that the lists are correct by asking different students to write the words on the board. (Keep the list on the board for Exercise 4.) (L1) Students discuss if they would like to have any of these objects in their own house.

Exercise 1 2.13

- Play the audio, pausing for students to repeat each word in chorus. Then they find the materials in photos 1–6. Check answers as a class and make sure all students understand what the materials are.
- *Explain that all the words are both nouns and adjectives except for *wood*, for which the adjective is *wooden*.

Answers: 1 wood, metal 2 paper 3 glass 4 *wooden
5 cardboard 6 metal

Extra activity

- (*Books closed*) Choose different objects made of or from the materials in the Vocabulary box, e.g., a pencil, a glass marble, a small cardboard box, a metal spoon, a book. Hold up each object and ask different students to say what material the object is made of.

Exercise 2

- Students look at the photos. Use them to teach *newspaper* and (*coffee*) *cup*. Then ask a student to read the definition of *recycled*.

Extra activity

- (L1/L2) Pairs list any objects that are sometimes recycled, e.g., magazine, newspapers, tins, glass bottles.
- **Critical thinking** (L1) Discuss with students why recycling is important.

Exercise 3

- Ask students to guess which objects in photos 1–6 are recycled. Do not confirm answers yet. Then pairs work together do the exercise.

Answers: b 5 c 6 d 4 e 3 f 1

Exercise 4

- Ask students to read the text and make a list of the names of all the household objects. Then they compare this list with the list they made in the lead-in activity. This will help them find the household object that is missing from the text.

Answer: the armchair

Exercise 5

- Students read the text again and answer the questions individually. Use the Basketball technique to check answers.

Answers: 2 Yes 3 No 4 Yes 5 Yes 6 No

Exercise 6

- Put students into groups of three. They complete the table. Make sure they understand that there are no right or wrong answers.
- Groups then share their ideas with the class.

Answers:

Bed: wooden*, metal, glass, cardboard
Lamp: glass, paper, metal, cardboard, wooden*
Door: metal, glass, wooden*
Desk: wooden*, metal, glass, cardboard

Exercise 7

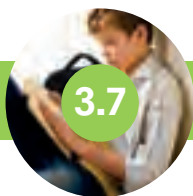
- Students write the sentences about their house.
- When they have finished, ask different students to read out their sentences for the class.

Finishing the lesson

- Ask: *What words for materials can you use?* Different students say a word and point to or describe an example in the classroom.
- Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 34
- Resource Pack
Resource 27: Unit 3 Lesson 7 CLIL: Science – Materials



3.7

CLIL: Science Materials

I can talk and write about different materials.

- 1  2.13 Listen and repeat. Find the materials in photos 1-6.

Vocabulary Materials

cardboard glass metal paper wooden

- 2 Look at the picture. What is 'recycled'?



Recycled = a new thing from an old thing.

- 3 Look at the photos below again. Which household objects are recycled? Match 1-6 with a-f.

- a 2 paper lamp b cardboard armchair
c metal bath d wooden table
e glass window f metal sofa

- 4 Read the text and look at the photos. Which household object is missing from the text?

- 5 Read the text again. Circle Yes or No.

- 1 Is the house nice? Yes / No
2 Is the table recycled? Yes / No
3 Is the lamp metal? Yes / No
4 Is the bath old? Yes / No
5 Is the window recycled? Yes / No
6 Is the sofa in the kitchen? Yes / No

- 6 Think of three materials for each object.

Bed	Lamp	Door	Desk

- 7 What is there in your house? Complete the sentences.

There's a / an *cardboard / glass / metal / paper / wooden* _____ in _____.

There are *some / two cardboard / glass / metal / paper / wooden* _____ in _____.

They're *great / nice / OK / not nice*.



Is your house eco-friendly?

My house is very nice. There are many recycled household objects in it. This wooden coffee table is in the living room and it's recycled. This paper lamp is in my bedroom. In the bathroom there's this metal bath. It's very old. This beautiful glass window is in the kitchen. The glass is recycled but it is very old, too. My favourite object is the metal sofa in the living room. It's really cool!



Wordlist and Vocabulary in action

Extra activity

Ask students to choose a room or part of the house (e.g., bedroom, garage, garden) from the Wordlist and write it in their notebooks. Then they think what household objects from the Wordlist they would put in this room/part of the house and make a list. They can tell a partner or the class.

Further practice

- Resources
Resource 28 Unit 3 Lesson 8:
Wordlist Household objects and materials

WORDLIST In the house | Prepositions of place | Household objects | Science: Materials

armchair /'ɑ:mtʃeə/
bath /bɑ:θ/
bedroom /'ba:θrum/
bed /bed/
bedroom /'bedrum/
cardboard /'kɑ:dbɔ:d/
carpet /'kɑ:pət/
chair /tʃeə/
cushion /'kuʃən/
desk /desk/
door /dɔ:/
floor /flɔ:/
fridge /frɪdʒ/
garage /'gærɪdʒ/
garden /'gɑ:dn/
glass /glɑ:s/
in /ɪn/
kitchen /'kɪtʃən/
lamp /læmp/
living room /'lɪvɪŋ ru:m/
metal /metl/
next to /'nekst tə/
on /ɒn/

paper /'peɪpə/
plant /plɑ:nt/
poster /'pəʊstə/
sofa /'səʊfə/
table /'teɪbəl/
television (TV) /'teləvɪʒən (,ti: 'vi:)/
under /'ʌndə/
wall /wɔ:l/
window /'wɪndəʊ/
wooden /'wʊdn/

naughty /'nɔ:ti/
Not really. /,nɒt 'ri:əli/
number /'nʌmbə/
orange juice /'ɒrəndʒ dʒu:s/
parrot /'pærət/
perfect /'pɜ:fɪkt/
picture /'pɪktʃə/
Right there! /raɪt 'ðeə/
silly /'sɪli/
skateboarder /'skeɪtbɔ:ðə/
some /səm/
sweets /swi:ts/
There it is! /ðeər ɪt ɪz/
tree /tri:/
Wait! /weɪt/
Yuck! /jʌk/

EXTRA

another /ə'nʌðə(r)/
bad people /bæd 'pi:pəl/
car /kɑ:/
competition /,kɒmpə'tɪʃən/
dream /dri:m/
DVD /di: vi: 'di:/
go /gəʊ/
I'd like ... /aɪd 'laɪk/
inside /ɪn'saɪd/
milk /mɪlk/

VOCABULARY IN ACTION

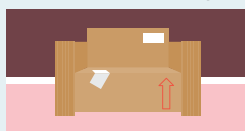
Exercise 1

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

- Think about your house. Match the objects with the places. Some objects may be in more than one place.

- | | |
|----------|---------------|
| 1 fridge | a bedroom |
| 2 bed | b garage |
| 3 bath | c living room |
| 4 sofa | d bathroom |
| 5 plant | e kitchen |
| 6 car | f garden |

- Label the household objects. Add the material they are made of: cardboard, glass, metal, paper, wood



1 A cardboard armchair



2 _____



3 _____



4 _____

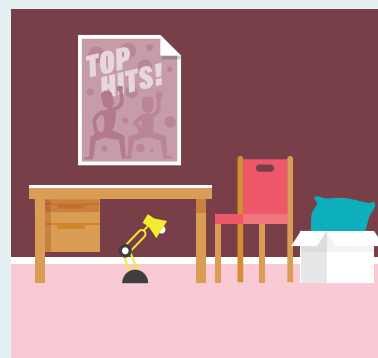


5 _____



6 _____

- Where are they? Use the right preposition of place.



- cushion/box
The cushion is in the box.
- chair/desk
- lamp/desk
- poster/wall

- 2.14 PRONUNCIATION Listen and repeat: /ɪ/ or /i:/.
There are sixteen TVs in the living room
And three big fridges in the kitchen!

Exercise 3

- The chair is next to the desk.
- The lamp is under the desk.
- The poster is on the wall.

Exercise 2

- a paper carpet
- a glass table
- a metal door
- a glass window
- a wooden floor

Extra activity

- After Exercise 2, pairs write a similar riddle. They read it for the class to guess.
- After Exercise 7, pairs write two more questions about the picture. They ask another pair.
- Pairs act out the dialogue in Exercise 8.

Further practice

- Workbook page 36
- Resources
Resource 29 Unit 3 Revision:
Grammar Spot the difference

Revision

VOCABULARY

- 1 Work in pairs. Student A: Choose a square. Student B: Say where where you can find the object. Then swap roles.

A: 3B

B: Lamp ... There's a lamp on my desk.

	1	2	3	4
A	bath	bed	desk	door
B	fridge	sofa	lamp	chair
C	lamp	window	table	cushion

Exercise 2

- 2 carpet
- 3 TV
- 4 plants
- 5 armchair

- 2 Read the riddles. Write the objects.

- 1 There are three on my bedroom wall. posters
- 2 It's on the floor in the living room. c
- 3 It's in the living room. There's a film on it now! T
- 4 They're green. They are in my garden. p
- 5 There's one in the living room. I sit in it. a

Exercise 3

- 2 on
- 3 next to
- 4 in
- 5 next to
- 6 under

- 3 Look at the picture. Read and complete the sentences with a preposition of place.

- 1 There's a sofa the in the living room.
- 2 There are cushions the beds.
- 3 There's a plant the sofa.
- 4 There's a dog the kitchen.
- 5 The cat is the door.
- 6 The trainers are the bed.



- 4 The words for places in the house are mixed up. Write them correctly.

- 1 kitroom kitchen
- 2 bedhroom
- 3 garoom
- 4 batrage
- 5 livinden
- 6 gachen

GRAMMAR

- 5 Look at the picture. Complete the text with there is, there isn't, there are or there aren't.

- ¹There are five rooms in the house. ² a living room and there's a kitchen. ³ a bathroom and ⁴ two bedrooms. ⁵ a garden but there's a garage. ⁶ any windows in the garage.

- 6 Write questions about the house in Exercise 3. Use Is there or Are there.

- 1 Is there a table in the living room?
- 2 a TV in the kitchen?
- 3 any plants in the living room?
- 4 a dog the kitchen?
- 5 a lamp in the blue bedroom?
- 6 any cushions in the bathroom?

- 7 Look at the picture again and answer the questions in Exercise 6.

- 1 Yes, there is.

COMMUNICATION

- 8 Complete the dialogue with the words below.

- please Where's show Hi come in Would
- 1 Marianna: ¹Hi, Louise. Please, ² !
Louise: Thanks.
Marianna: ³ you like a drink?
Louise: Yes ⁴ .
2 Louise: ⁵ your room Marianna?
Marianna: Let me ⁶ you.

Exercise 4

- 2 bedroom
- 3 garage
- 4 bathroom
- 5 living room
- 6 garden

Exercise 5

- 2 There is
- 3 There is
- 4 there are
- 5 There isn't
- 6 There aren't

Exercise 6

- 2 Is there
- 3 Are there
- 4 Is there
- 5 Is there
- 6 Are there

Exercise 7

- 2 No, there isn't.
- 3 Yes, there are.
- 4 Yes, there is.
- 5 No, there isn't.
- 6 No, there aren't.

Exercise 8

- 2 come in
- 3 Would
- 4 please
- 5 Where's
- 6 show

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 35

What do houses look like in the UK?

a detached house



terraced houses



semi-detached houses



a cottage



a houseboat



a flat

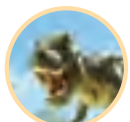
a block of flats

EXPLORE

1 There are different types of houses in the UK. In pairs, talk about where you can find these types of houses.

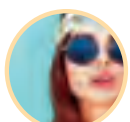
- a in the city
- b in the country
- c in the city and in the country

2 **2.15** Read the texts and circle the type of house Ian, Lisa and Claire live in. Then listen and check.



Ian, 11

I live in a *houseboat* / *semi-detached house*. I am friends with the boys next door. There's a big tree in their garden with a tree-house. We play there all the time!



Lisa, 13

I live in a *block of flats* / *detached house* with twelve floors. The flat isn't big. There are two small bedrooms but the living room is nice. The view is fantastic!

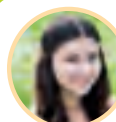


Claire, 12

I live in the city, in a street with *terraced houses* / *cottages*. They are all tall and grey but the doors are different colours. The door of my house is yellow!

3 **2.16** Listen and complete the text with the words below.

next to cottage ~~country~~ boring
houseboat small



Martha, 12

I live in the ¹ country. My house is a ² _____ in Devon, South West England. There are lots of trees ³ _____ it.



Matt, 13

I live in a ⁴ _____ on the River Thames. It is very ⁵ _____ but I like it. The view from my window is never ⁶ _____!

GLOSSARY

fantastic (adj) very attractive

floor (n) one of the levels in a building

view (n) what you can see from somewhere

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 2 and 5
-  Peer learning: Exercises 3 and 4 and the Project
-  Independent learning: Finishing the lesson

Culture notes

King Henry VIII of England and Wales (1491–1547) became king in 1509. Hampton Court was his favourite palace. Henry married six times and this is perhaps the best-known fact about him. His wives were Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr.

Warm-up

- (Books closed) Read out this riddle: *They're big and they're small. There are walls, windows and floors. What are they?* Students guess the answer (houses).
-  (Books open) Ask students to look at pages 50–51 and discuss what they will do in this lesson. (L1/L2) Explain/Clarify what the lesson is about.
- **Critical thinking** (Books open) Point at the top of page 50 and pre-teach the types of houses. Then ask students if these houses are like the houses in their country. Challenge students to explain their ideas.

Exercise 1

- Elicit/teach *country*. Point to the photo of the cottage and say: *This house is in the ... (country)*. Check *city*. Say: *(London) is a ... (city)*.
- After pairs talk, discuss as a class.

Answers:

- a a block of flats, terraced houses
- b a cottage
- c a detached house, a semi detached-house, a houseboat

Extra activity

- **Critical thinking** Ask students to choose their favourite house and to explain their choice.

Exercise 2 2.15

- **Critical thinking** Ask students to read the texts quickly and use the context and the photos in Exercise 1 to understand any words they find difficult, e.g., *next door*, *tree house*, *floor*, *fantastic*, *view*.
- Students read the texts again and discuss their answers with a partner before they circle the words.
-  Play the audio for students to listen and check their answers. Use the Lollipop Stick technique to choose different students to explain each answer.

Answers:

Ian: semi-detached house Lisa: block of flats
Claire: terraced houses

Extra activity

Students look at the photos in Exercise 1. They choose their favourite house and write sentences to describe it.

Exercise 3 2.16

- Students read the texts, look for key words and predict answers with a partner before they listen. With a weak class, you can do this with students, e.g., (first text) *lots of trees*.
-  Play the audio for students to listen and complete the texts. When they have finished, pairs compare their answers with two other pairs.

Answers: 2 cottage 3 next to 4 houseboat
5 small 6 boring

Extra activity

- Students write a short text about where they live. They can use the texts in Exercises 2 and 3 to help them. Write the following on the board to get them started: *I live in (a block of flats). There are (six) rooms in the house. Our living room is (big).*
- When they have finished, they can exchange notebooks with a partner and review each other's texts using the Two Stars and a Wish technique.

Exercise 4 18

BBC video

Video script: see Teacher's Book p. 243

Presenter's questions

- 1 (00:30) How old do you think it is?
- 2 (01:09) There are lots of rooms. Can you guess how many?
- 3 (01:28) This is the kitchen. Is it like your kitchen at home?
- 4 (01:49) How many rooms are there in your house?
- 5 (02:24) How many people can have dinner at Hampton Court Palace at the same time?

Note: If you cannot show the video, spend more class time preparing the Project.

- Students look at the photo and the title. Elicit or explain the meaning of palace, king and queen. Make sure students understand that VIII are the Roman numerals representing the number 8. This means that the eighth king or queen with a particular name will be *King/Queen (name) VIII*.
- Students read the question. Then play the video. Pause after each of the presenter's questions and ask students for their ideas.
- Check the answer to Exercise 5. Ask students what they know about King Henry VIII. (See Culture notes.)

Answers:

c

Question 1: It's over 500 years old.

Question 2: over 1,000

Question 5: 600

See page 246 for video script.

Exercise 5 18

- Pairs answer any questions they can before they watch the video again.
-  Students watch the video and check or complete their answers. Then they compare their answers with a partner.

Answers: 1 London 2 no 3 rooms 4 eating 5 garden

Exercise 6

-  After pairs discuss, use the Lollipop Stick technique to choose different students to explain their answer.

Project

Exercise 7

Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Put students into groups of three or four and ask them to read the instructions.
- Groups choose a house they all know and decide what each student is going to be responsible for (photos, text, design).
- Give students the project worksheets to help them prepare.
- Decide how the presentation will be shared: via the class projector, a file sharing service, email or on the school website.
- If your class cannot make digital presentations, ask students to prepare posters. Follow the same steps for setting up the project but ask students to draw their houses or print some photos and write by hand.
- Set a date for giving presentations.

Sharing the presentations

- Before students give their presentations, give them some time to practise. Make sure everybody is involved. Take notes. You could comment on design, interest, accuracy and pronunciation. Remember to praise first.
- Have a class vote for the most popular house.

Finishing the lesson

- Ask students to tell you what they enjoyed most and why.
-  Check what students have learnt in this lesson using the Three Facts and a Fib technique.

Further practice

- Workbook page 37
- Resource Pack
Resource 30: Unit 3 BBC Culture – Houses in the UK

EXPLORE MORE

Hampton Court Palace



- 4** **18** Watch the video and answer the presenter's questions. Then circle the correct answer.

Hampton Court was the home of _____ VIII.

- a King Charles b Queen Elizabeth c King Henry

- 5** **18** Watch the video again. Complete the sentences with one word from the video.

- 1 Hampton Court Palace is in _____.
- 2 There are _____ kings or queens in Hampton Court today.
- 3 There are over 1,000 _____ in Hampton Court.
- 4 There is a maze in the _____ of Hampton Court.

- 6** Discuss in pairs. Which part of Hampton Court Palace is your favourite? Why?

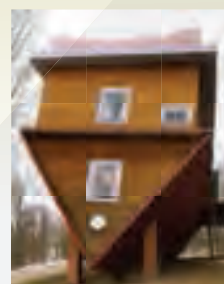
YOU EXPLORE

- 7** In groups, make a digital presentation of an unusual or interesting house in your area.

- 1 Take photos of the house or find them on the Internet.
- 2 Write a description of the house. Use these questions to help you.
Where is the house?
What type of house is it?
Is it big/small?
What colour is it?
Is there a garden/garage?
- 3 Put the photos and text together.
- 4 Share your presentation with the class.
Which is your favourite house? Why?

Houses in my area

- This house is in ...
- It's a *detached* house ...
- It's *big / small / nice / grey* ...
- There is a *tree* ...



4

4.1

VOCABULARY Face, eyes and hair

I can describe someone's face, eyes and hair.

1 Say the words and point at the features of your face.

ears eyes hair mouth nose

About me

VOCABULARY

Face, eyes and hair | Parts of the body | Personality adjectives | Genes

GRAMMAR

Have got affirmative and negative | Regular and irregular plural | Have got questions and short answers | Possessive adjectives

Grammar: I haven't got big feet!



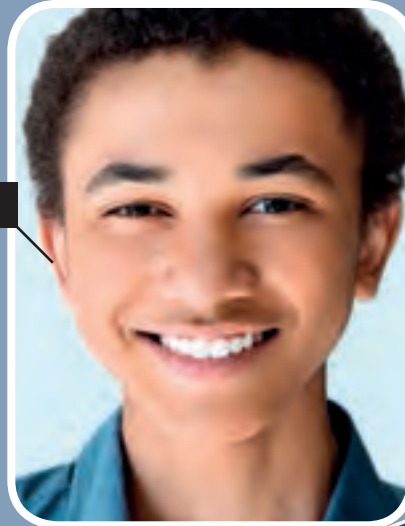
Grammar animations:

Have got affirmative and negative | Have got questions and short answers



Communication:

Sorry about that!

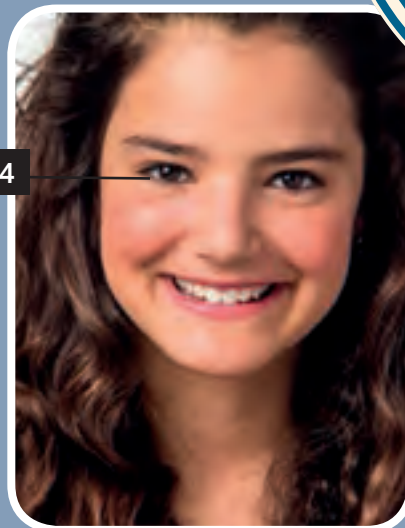


SAM

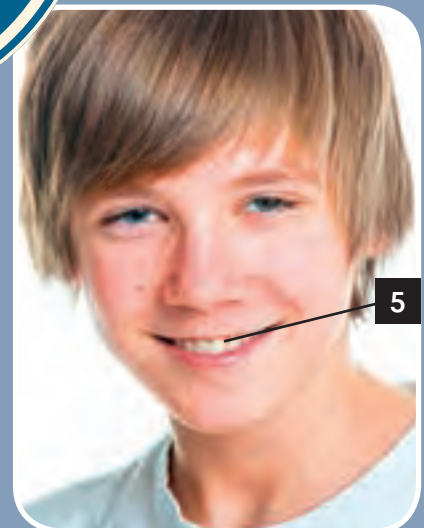


REGAN

PARK HILL
SECONDARY
SCHOOL



MARIA



ANDY

Unit contents

Vocabulary

- Face, eyes and hair
- Parts of the body
- Personality adjectives
- Genes

Grammar

- *Have got* affirmative and negative
- Regular and irregular plural
- *Have got* questions and short answers
- Possessive adjectives

Communication skills

- Apologising

Examples of 21st century skills/competencies

- Critical thinking: page 54 (Exercise 4), page 56 (Exercise 1), page 59 (Warm-up)
- Collaboration: page 52 (Exercise 5), page 53 (Exercises 7, 8 and 9), page 55 (Exercises 10, 11 and 12), page 56 (Exercises 5 and 7), page 58 (Extra activity), page 59 (Exercise 3), page 60 (Exercises 5 and 6), page 61 (Exercises 4 and 5), page 64 (Exercises 1 and 4), page 65 (Exercise 8)
- Assessment for learning: page 63
- Autonomy and personal initiative: page 61 (Exercise 6)

4.1 VOCABULARY Face, eyes and hair

Lesson learning objective

Students can talk about someone's face, eyes and hair.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 4



Peer learning: Exercises 5, 7, 8 and 9



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) (L1/L2) Ask students to think of people they know and call out the colour of their hair. Students should remember black, red and white, but this will probably be a good opportunity to teach *blond*, *dark*, *grey* and *brown*. Then ask them to call out the colour of people's eyes, e.g., *black*, *brown*, *blue*, *green*, *grey*.
- Write *About me* on the board. Students predict what they will learn in this lesson.
-  (L1/L2) Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- (*Books closed*) Write two column headings, *Face* and *Hair*, on the board. Ask students: *What face* (point to your face) and *hair* (point to your hair) *words do you know?* Volunteers say a word and write it on the board in the correct column, with your help.

Exercise 1

- (*Books open*) Choose one word from the box, point at the corresponding feature of your face and say *I know that!* with a 'thumbs up' gesture. Encourage students to continue in pairs.
- Then ask different students to name the features of their face for the class.

4.1 VOCABULARY Face, eyes and hair

Lesson learning objective

Students can talk about someone's face, eyes and hair.

Exercise 2 2.17

- Give students time to read the words and ask them if they know any of them.
- Play the audio, pausing after each word for students to repeat it in chorus, and find an example in the photos. With a weak class, ask different students to hold up their books and point.

Exercise 3

- With a weak class, ask different students to look and say the word for each feature before they write. Then pairs compare their answers.
- Ask students to write the answers on the board.

Answers:

- 2 It's Regan's nose.
- 3 It's Regan's hair.
- 4 They're Maria's eyes.
- 5 It's Andy's mouth.

Extra activity

Students draw a friend or family member's face and hair and label them.

Exercise 4

- Pairs race to complete. The first pair to stand up wins.
-  Draw the table on the board. Use the Lollipop Stick technique and choose individuals to write the words. Tell them the order is not important. The class say if each word is in the correct category. If it is not, ask another student to say which category/categories it should be in.
- Explain that we usually use *grey* to describe an old person's hair. We usually use *white* if it is very white.

Answers:

- 1 eyes: big, blue, brown, dark, green, grey, small
- 2 ears/nose/mouth: big, small (red)
- 3 hair: blond, brown, curly, dark, grey, long, red, short, spiky, straight, wavy

Watch out!

- Students read the example. Ask: *Why 'is brown', not 'are brown'?* Then explain that hair is singular because we mean all the hair on a person's head, not one hair.

Exercise 5

-  Pairs look at the photos and circle the correct words. Then they compare answers with two other pairs.

Answers: 2 curly 3 long 4 straight 5 dark 6 red 7 blue

Extra activity

- Pairs write four *true/false* sentences about the photos on page 52. (*Book closed*) Then they test another pair.

Exercise 6

- With a weak class, first elicit adjectives that describe the people's hair. Then ask them to complete the words individually. Pairs compare answers.
- To check answers, ask different students to spell the answers.

Answers: b wavy c curly d spiky e long f short

Exercise 7 2.18

-  Play the audio, pausing after each item for pairs to discuss and number the pictures.
- Play the audio again, pausing for different pairs to say and explain each answer by saying the key words.

Answers: a 5 b 3 c 4 d 6 e 1 f 2.

Watch out!

- **Critical thinking** Write on the board *blond straight long hair*. Ask: *What's wrong?* Challenge students to correct the phrase. Then ask students to read the information in the Watch out! box and ask a volunteer to explain the correct order of adjectives.

Exercise 8

-  Give students time to write. Then they share their description with a partner, who makes one positive comment, and a suggestion if they have one.

Exercise 9

-  Pairs take turns to describe different classmates and to guess who their partner is describing. Alternatively, with a weak class, ask pairs to write one description. Different students read their description for the class to guess.

Exercise 10

- Give students time to think and to write the name of people with characteristics a–d. They can name people they know or famous people. Then they tell a partner.

Finishing the lesson

-  Students look at the predictions they made in the Warm-up and circle the new words in the Vocabulary box they have learnt.
-  Ask: *Can you describe someone's face and hair?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 38
- Resource Pack
Resource 31: Unit 4 Lesson 1 Vocabulary – Face and hair

- 2  2.17 Listen and repeat. Find the features in the photos on page 52.

Vocabulary Face, eyes and hair

Face

ears eyes mouth nose

Eyes

blue brown green

Hair

curly spiky straight wavy
blond brown dark grey red

- 3 Find the numbers (1–5) in the photos on page 52. Write whose features they are.

- 1 They're Sam's ears.
- 2 It's _____.
- 3 It's _____.
- 4 They're _____.
- 5 It's _____.

- 4 In pairs, put the words in the box in the correct list. You can use them more than once.

big blond blue brown curly
dark green grey long red
short small spiky straight wavy

1 eyes	
2 ears / nose / mouth	
3 hair	

Maria's hair is brown.

Watch OUT!

- 5 Look at the photos on page 52. Circle the correct word.

- 1 Regan's eyes are brown / green.
- 2 Sam's hair is straight / curly.
- 3 Maria's hair is long / short.
- 4 Andy's hair is straight / wavy.
- 5 Sam's hair is blond / dark.
- 6 Regan's hair is blond / red.
- 7 Andy's eyes are blue / brown.

- 6 Look at the children's hair. Complete the words.



a ☐ straight



b ☐ w _ _ _ y



c ☐ _ u _ l _



d ☐ _ _ _ ik _



e ☒ l _ _ _ g



f ☐ _ h _ r _

- 7  2.18 Listen and number the pictures in Exercise 6.

- 1 Long straight red hair, green eyes.
- 2 Short curly brown hair, blue eyes.
- 3 Long wavy blond hair, brown eyes.
- 4 Short curly red hair, blue eyes.
- 5 Short straight brown hair, green eyes.
- 6 Short spiky brown hair, brown eyes.

long/short curly/straight
blond/brown/dark/red hair
big/small blue/brown eyes

Watch OUT!

- 8 Which words in Exercise 4 describe your hair and eyes? Write them down. Use the Watch Out! box for help. Tell a partner.

_____ hair
_____ eyes

- 9 In pairs, describe someone in your class. Guess who it is.

A: Long, straight brown hair, brown eyes.

B: It's Alice!

- 10 Do you know a person with ...

- a green eyes? My mum.
- b spiky hair?
- c grey hair?
- d a small nose?

And YOU?



I can use the affirmative and negative forms of the verb *have got*.

🎬 I haven't got big feet!

1 At the bookshop.



Alex: Ouch, my foot!
Jen: It isn't my fault!
You've got long legs! And you've got big feet!
Alex: I haven't got big feet! I'm tall!

2



Jen: You've got long arms, too!
Alex: Yeah but I haven't got a big head, like you!

3



Jen: My head is fine! Mum?
Mum: Stop it, you two! Jen, your brother hasn't got big feet. Alex, your sister hasn't got a big head! Now, hurry up! We haven't got a lot of time.

4



Jen: Oh, they've got "Yummy Cupcakes". Great!
Oh, no! It's too high!
Alex? Help me, please!

1 🎬 19 🎧 2.19 Watch or listen, then read. Jen needs Alex's help. Why? Finish the sentence.

Because the book is too _____.

2 Circle the correct answer.

- 1 Alex / Jen is tall.
- 2 Alex's arms are *long* / *short*.
- 3 Jen's head *is* / *isn't* big.
- 4 Jen's book is about *cupcakes* / *big feet*.

3 🎧 2.20 Listen and read. Find these expressions in the story.

It isn't my fault! Stop it!
Help me, please!

OUT of
class

4 **CLASS VOTE** Will Alex help Jen?

5 🎬 20 🎧 2.21 Now watch or listen and check.

4.2 GRAMMAR *have got* affirmative and negative

Lesson learning objective

Students can use the affirmative and negative forms of *have got*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 9



Peer learning: Exercises 10, 11 and 12



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Make a 'ball' with a piece of paper. Throw it to a student, who says a face/hair word, points at this feature and then throws the ball at random to another student, who continues in the same way.
- (*Books open*) Pairs look at pages 54–55. (L1/L2) They discuss what they think they will learn in this lesson. Brainstorm ideas from the class and then explain the lesson objective.
- Students look at the photos. Ask: *Who are they?* (Mum, Jen, Alex) *Are they at home?* (No, they aren't.)
- Use the photos to pre-teach words students might find difficult, e.g., *legs, arms, head, tall, high*.

Exercise 1 19 2.19

- Play the video. If you do not have access to a computer and projector, play the audio.
- Ask different students to answer. Do they agree?

Answer: high

Exercise 2

- Pairs read the questions and note answers they know.
- Refer students to the photo story to confirm the answers.
- Check answers using the Basketball technique.

Answers: 2 long 3 isn't 4 cupcakes

Exercise 3 2.20

- Play the audio, pausing for students to repeat each expression in chorus.
- Play the audio again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Encourage students to think of situations in which they can use these expressions.

Exercise 4

- **Critical thinking** Students vote on whether Alex will help Jen or not. Ask them explain their choice. Do not confirm their guess yet.

Exercise 5 20 2.21

- Play the video/audio to find out who was right.

Answers:

Alex helps Jen.

See page 242 for audio/video script.

Extra video activity 19

- Students memorise the expressions in the Say it! box.
- (*Books closed*) Play the video. Students stand up when they hear each expression.

Extra activity

- (*Books open*) Groups of three act out the photo story. The class votes for the best actor or performance.

4.2 GRAMMAR *have got* affirmative and negative

Lesson learning objective

Students can use the affirmative and negative forms of *have got*.

Get Grammar 2.1

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out the contractions *'ve got* and *'s got*. Remind students that we can use them with names too, e.g., *Jen's got ...*
- Tell students *it's* can mean *it has (got)* or *it is*, depending on the context.

Exercise 6

- Students do the exercise individually, referring to the Grammar box for help.

Answers: 2 's got 3 's got 4 've got 5 've got

Exercise 7 2.22

- Play the audio, pausing for students to repeat each word in chorus and to touch the corresponding part of their body.

Exercise 8

- Pairs race to label the picture.

Answers: 2 head 3 am 4 fingers 5 body 6 foot 7 leg

Exercise 9

-  Students do the exercise individually. Use the Traffic Lights technique to monitor.

Answers:

- 2 Alex hasn't got small feet. He's got big feet.
- 3 Jen and Alex haven't got short legs. They've got long legs.
- 4 Jen and Alex's mum hasn't got blue eyes. She's got brown eyes.
- 5 Jen and Alex haven't got big heads. They've got small heads.

Watch out!

- Ask students to explain how these plurals differ. (*Feet* is an irregular plural. *Fingers* is a regular plural.)

Exercise 10

- Ask students to look at the pictures. Say: *Look at Ike. Tall or short?* (tall) *Hair: blue or green?* (blue) *Arms: long or short?* (short) *Hands: big or small?* (big) *Legs: long or short?* (long) *Feet: big or small?* (small). Then ask similar questions about Mike.
- Now ask students to read the text and think about what kind of word is missing in each gap.
-  Students complete the text and then compare answers with a partner.

Answers: 2 They 3 big 4 tall 5 has 6 got 7 feet

Exercise 11

- Students write about Ike individually.
-  Pairs swap notebooks and review each other's work.

Model answer:

Ike isn't tall. He's got long, spiky blue hair. He's got short arms, big hands, short legs, small feet and a small body.

Exercise 12

-  Pairs discuss, draw and write about their character. Stick their work up around the classroom. Students read the descriptions and choose their favourite character. Have a class vote for the best new friend.

Finishing the lesson

-  Ask different students for examples of sentences with *have/has got*.
- Ask: *Can you talk about body parts using 'have got'?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 59
- Grammar Time page 233
- Resource Pack
Resource 32: Unit 4 Lesson 2 Grammar – *Have got* affirmative and negative

Grammar have got affirmative and negative

+ Short and long form

I've (have) got long legs.
 You've (have) got long legs.
 He / She / It's (has) got long legs.
 We've (have) got long legs.
 You've (have) got long legs.
 They've (have) got long legs.

- Short and long form

I haven't (have not) got long legs.
 You haven't (have not) got long legs.
 He / She / It hasn't (has not) got long legs.
 We haven't (have not) got long legs.
 You haven't (have not) got long legs.
 They haven't (have not) got long legs.

21 Get Grammar!

I haven't got a hat.



6 Complete the sentences with 've got or 's got.

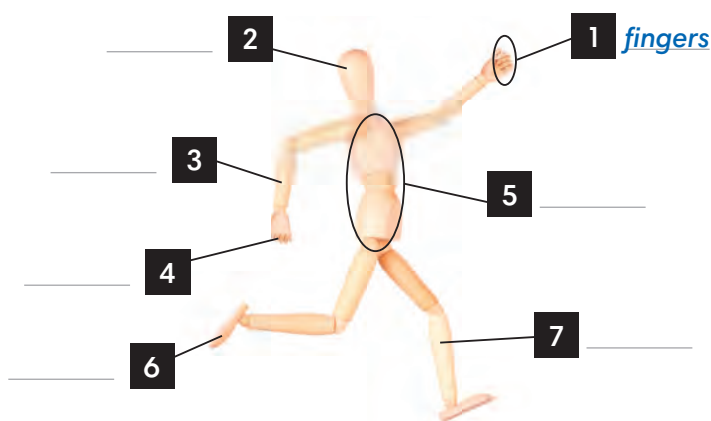
- Jen: 'Alex, you've got big feet!'
- Jen: 'Alex _____ long arms.'
- Alex: 'Jen _____ a big head.'
- Mum: 'We _____ very little time.'
- Jen: 'They _____ 'Yummy Cupcakes'!'

7 2.22 Listen and repeat.

Vocabulary Parts of the body

arm body fingers foot hand head leg

8 Label the parts of the body. Use the words from the Vocabulary box.



9 Write the correct the sentences in your notebook.

- Jen's got blond hair. (brown)
Jen hasn't got blond hair. She's got brown hair.
- Alex's got small feet. (big)
- Jen and Alex have got short legs. (long)
- Jen and Alex's mum's got blue eyes. (brown)
- Jen and Alex have got big heads. (small)

finger - fingers
 foot - feet

Watch
 OUT!

10 Look at Ike and Mike. Complete the text with one word in each gap.

big got they has tall feet have



Ike and Mike¹ have got long spiky hair.
² _____ 've got big mouths but they haven't got³ _____ noses. Mike is⁴ _____. He⁵ _____ got green hair. He's⁶ _____ very long arms and very big⁷ _____.

11 Write about Ike. Use exercise 10 for help. Ike isn't tall. He's got ...

12 Create a friend for Ike and Mike. Give her a name and describe her.

*Ike and Mike have got a friend.
 She's got ... and ...
 She's got ... but she hasn't got ...*

And
 YOU

I can ask questions with the verb *have got* and use *his, her, its, our, your, their*.

The Terrific Two – My favourite superhero!

1



Ricky: Wonder Will is my favourite superhero. He has got a super car. What have you got, Superdug? Have you got a super car?

Superdug: No, I haven't.

Ricky: Have you got a friend?

Superdug: Yes, I have. Her name's Kit.

2



Ricky: Wonder Will's got two friends. Their names are X1 and X2. They've got super ears. Has Kit got super ears?

Superdug: No, she hasn't.

3



Ricky: They've got super eyes, too. Have you and Kit got super eyes?

Superdug: No, we haven't. Our eyes are like your eyes.

4



Ricky: X1 and X2 have got other super powers, too!

Superdug: Yes, but have they got battery power?

Ricky: No, they haven't!

1 Look at the cartoon carefully. Someone looks like Superdug. Point at him/her.

2  **2.23** Listen and read. Who is Wonder Will?

3 Read the sentences. Circle T (true) or F (false).

- | | |
|--|--|
| 1 Superdug is at home. | T / ☒ F |
| 2 Superdug hasn't got a super car. | T / F |
| 3 X1 and X2 have got super ears. | T / F |
| 4 Kit's got super eyes. | T / F |
| 5 X1 and X2 haven't got any battery power now. | T / F |

4.3 GRAMMAR *have got* questions and short answers

Lesson learning objective

Students can ask questions with the verb *have got* and use *his, her, its, our, your, their*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 4 and 6



Peer learning: Exercises 5 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play *Simon says* with words for parts of the body. Students stand up and follow your instructions, e.g., *Simon says, 'Touch your hair.'* Remind students that when your instruction is not preceded by the phrase 'Simon says', they stand still. If they do not stand still, they must sit down and stop playing. Continue until there is only one person standing.
- Ask questions with *have got* and *his, her, its, our, your* and *their*, e.g., *Have you got a pet? What's its name?*
- (Books open) (L1/L2) Explain the lesson objectives.
- Write *Superhero of the year* on the board. Pairs guess what it means. (Books open) Students look at the pictures in the cartoon story and review their guesses.
- Use the pictures to pre-teach words students might find difficult, e.g., *battery power*.

Exercise 1

- **Critical thinking** Individual students race to answer. Challenge a strong student to explain using a complete sentence.

Answer:

The boy in the green suit and black cape in picture 4.

Exercise 2 2.23

- After students do the exercise, ask a volunteer to justify the answer. Ask students what they remember about Wonder Will.

Answer: He's a superhero (like Superdug).

Exercise 3

- To check answers, read out the sentences. Students stand up for *T* and sit down for *F*.
- Ask students to justify the answers by referring to the text.

Answers: 2 T 3 T 4 F 5 T

Extra activity

- 1 Students pretend to be different characters from the photo story. They describe themselves for the class to guess who they are, e.g., *I've got a green T-shirt*.
- 2 Students write two *true/false* sentences about Superdug and/or Kit using *have/has got*. They swap sentences with a partner and answer each other's questions.

4.3 GRAMMAR *have got* questions and short answers

Lesson learning objective

Students can ask questions with the verb *have got* and use *his, her, its, our, your, their*.

Get Grammar 22

- Play the Get Grammar! video. If you do not have a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out that we invert the subject and *have/has* to form a question.
- We use short answers in everyday English. We do not use contractions for affirmative short answers.

Exercise 4

- Students do the exercise individually, referring to the Grammar box for help.
-  Volunteers write the answers on the board. Involve the class. Ask: *Is it correct?* (Yes, it is. / No, it isn't.) *Are you sure?* (Yes, I am. / No, I'm not.)

Answers:

- 2 Has (Ricky) got
- 3 Have (X1 and X2) got
- 4 Has (Kit) got
- 5 Have (X1 and X2) got
- 6 Has (Superdug) got

Exercise 5

-  Pairs find the answers in the cartoon and help each other write the answers.

Answers:

- 2 No, he hasn't.
- 3 Yes, they have.
- 4 No, she hasn't.
- 5 No, they haven't.
- 6 Yes, he has.

Exercise 6

- Remind students to refer to the example for help.
-  With a weak class, students can do this exercise in open pairs. Praise students who do well. Encourage them to explain what was good, with help from other students (e.g., *(L1) I remembered the word. The grammar was correct. My pronunciation was good.*)

Answers:

Has Wondercat got super ears? Yes, she has.
Has Wondercat got super arms? No, she hasn't.
Have the Iron Girls got super eyes? Yes, they have.
Have the Iron Girls got super ears? No, they haven't.
Have the Iron Girls got super arms? Yes, they have.

Watch out!

- Students study the information. They repeat the pronouns and possessive adjectives after you in chorus. Point out that *its* has no apostrophe and is not a contraction of *it is*. Tell students that *you* and *your* are the same for the singular and plural.
- Students underline three possessive adjectives in the cartoon (*her, their, our*).

Exercise 7

-  Pairs find and underline the subject pronoun, decide what the corresponding possessive adjective is and complete the sentences.
- Ask different individuals for the answers.

Answers: 2 our 3 his 4 her 5 its

Exercise 8

- Demonstrate the activity in open pairs first. Tell students they should take notes so that they can tell the class about their partner.

Exercise 9 2.24 2.25

- Play the song and teach students appropriate gestures, e.g., *Have you got super ears?* Students point to their ears.
- When students are familiar with the song, play the karaoke version. Students make the gestures and sing.

Finishing the lesson

-  Ask different students the same question you asked in the Warm-up.
-  Read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 40
- Grammar Time page 233
- Resource Pack
Resource 33: Unit 4 Lesson 3 Grammar – *Have got* affirmative and negative

Grammar

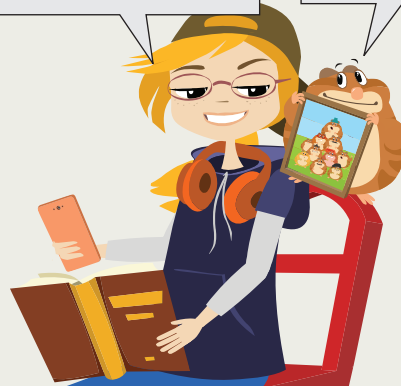
have got questions and short answers

?	Short answers
Have I got a friend?	Yes, I have . / No, I haven't .
Have you got a friend?	Yes, you have . / No, you haven't .
Has he/she/it got a friend?	Yes, he/she/it has . / No, he/she/it hasn't .
Have we got a friend?	Yes, we have . / No, we haven't .
Have you got a friend?	Yes, you have . / No, you haven't .
Have they got a friend?	Yes, they have . / No, they haven't .
What have you got ?	I've got super powers!

22 Get Grammar!

Have you **got** a brother or a sister?

Yes, I **have**!



4 Complete the questions. Use have ... got or has ... got.

- Q: **Has** Wonder Will **got** a red suit?
- Q: _____ Ricky _____ brown hair?
- Q: _____ X1 and X2 _____ big heads?
- Q: _____ Kit _____ brown eyes?
- Q: _____ X1 and X2 _____ long legs?
- Q: _____ Superdug _____ long ears?

5 Look at the cartoon. Answer the questions in Exercise 4.

- No, he hasn't.**

6 In pairs, ask and answer about the superheroes.

	super eyes	super ears	super arms
 Wondercat	✓	✓	✗
 Iron Girls	✓	✗	✓

- A: **Has Wondercat got super eyes?**
B: **Yes, she has.**

he → **his** **His** superhero costume is green.
 she → **her** **Her** eyes are green.
 it → **its** **Its** eyes are blue.
 we → **our** 'Wonder Will is **our** friend!'
 you → **your** '**Your** hair is blond and spiky!'
 they → **their** **Their** noses are red.

Watch OUT!

7 Complete the sentences. Use his, her, its, our, your or their.

- They've got green suits.
These are **their** suits.
- We've got a super car!
This is _____ super car!
- He's got a new robot.
This is _____ new robot.
- Has she got a super friend?
Is this _____ super friend?
- Has it got a battery?
Is this _____ battery?

8 Work in pairs. Ask your partner what he/she has got. Answer your partner's questions. Use the words in the box. Tell the class about your partner.

a brother or a sister? a pet? a TV in your room?
 a friend? a bike? a robot? a cousin?

9 2.24 2.25 Go to page 131. Listen and sing the Robots' Song.

And YOU

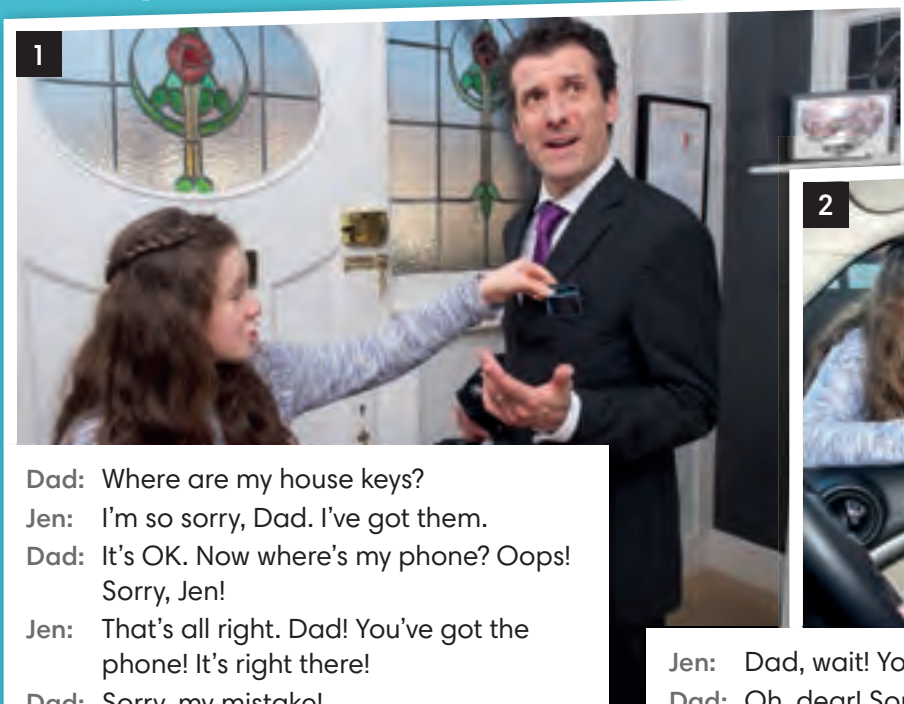


4.4

COMMUNICATION Apologising

I can say sorry and respond to an apology.

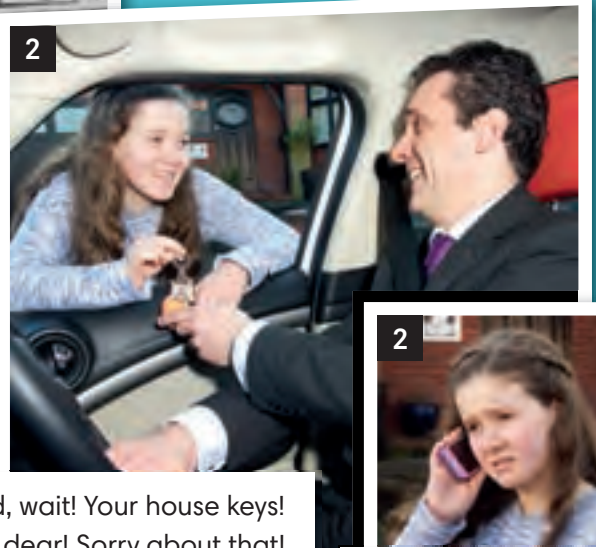
Sorry about that!



1

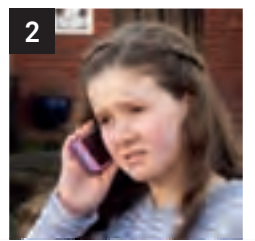
Dad: Where are my house keys?
 Jen: I'm so sorry, Dad. I've got them.
 Dad: It's OK. Now where's my phone? Oops! Sorry, Jen!
 Jen: That's all right. Dad! You've got the phone! It's right there!
 Dad: Sorry, my mistake!
 Jen: No problem.
 Dad: Oh, it's late! Bye, Jen!

2



Jen: Dad, wait! Your house keys!
 Dad: Oh, dear! Sorry about that! Thanks, sweetie! Bye!
 Jen: Bye dad!

2



Jen: Come on! Really?
 Erm ... dad?

1 23 2.26 Watch or listen. Then read. Who has got Dad's phone? Circle the right answer.

a Jen b Dad

2 2.27 Listen and repeat.

Communication Apologising

A: I'm so sorry.	B: It's OK.
Sorry about that!	That's all right.
Sorry, my mistake.	No problem.

3 2.28 Complete the dialogues. Then listen and check. Act out the dialogues in pairs.

1 A: Oops! Sorry about that, Pete!
 B: No **problem**.
 2 A: Where's my phone?
 B: _____, I've got it!
 A: That's _____.
 3 A: This isn't my jacket.
 B: Sorry, my _____. Here you are.
 A: _____ OK. Thanks.

4 Write dialogues for the pictures. Then act out the dialogues in pairs.

1 A: Ouch!
 B: _____
 A: _____



2 A: This isn't my bag.
 B: _____
 A: _____



5 Make real dialogues in pairs. Use expressions from the Communications box. Then act them out in class.

A: **Where's my pen?**
 B: **I'm so sorry. I've got it.**
 A: **No problem.**

And
YOU

4.4 COMMUNICATION Apologising

Lesson learning objective

Students can say sorry and respond to an apology.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 3



Peer learning: Extra activity



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pairs write two true sentences about the characters in Lesson 4.3, e.g., *He's got blond hair.* (Wonder Will) Another pair guess who the characters are.
- Take something from a student as if by accident, e.g., a bag, and say sorry. Students predict what the lesson is about.
- (Books open) Students look at page 58 to check their prediction. (L1/L2) Explain the lesson objective.
- Ask: *Where are they?* (at home) Use the pictures to pre-teach *keys*. Ask: *Is there a problem?* Pairs look at the photo story and discuss.

Exercise 1 2.23 2.26

- Play the video. If you do not have access to a computer and projector, play the audio.
- Students watch or listen and find out who has got Dad's phone.

Answer: b

Exercise 2 2.27

- Make sure students understand all the phrases in the box before you play the audio. Students listen and repeat in chorus.

Extra video activity 2.23

- (Books closed) Play the video again but with no sound. Pause after each character speaks and ask different students to say the lines.

Extra activity

- Put students into groups of three. Two students practise the dialogue in the photo story. The third student listens and takes notes using the Two Stars and a Wish technique.

Exercise 3 2.28

- Ask students to read the dialogues and guess the missing words before they listen. Then play the audio for students to listen and check. Use the Traffic Lights technique to check how difficult students found the exercise. Play the audio again if necessary.

Answers: 2 Sorry, all right 3 mistake, It's

Extra activity

Students underline the phrases from the Communication box in the dialogue in Exercise 1.

Exercise 4

Before students read, ask them to look at the pictures and predict what the people in the pictures might be saying.

Answers:

- 1 B: I'm so sorry! / Sorry about that.
A: It's OK. / That's all right. (also: No problem.)
- 2 B: Sorry, my mistake!
A: No problem. / It's OK. / That's all right.

Exercise 5

- Say: 1, 2, 3 GO! to start the activity.

Finishing the lesson

- Ask students: *Can you say sorry and respond to an apology?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 41
- Resource Pack
Resource 34: Unit 4 Lesson 4 Communication – Apologising

4.5 READING AND VOCABULARY Personality adjectives

Lesson learning objective

Students can understand and do a personality quiz.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2



Peer learning: Exercise 3



Independent learning: Finishing the lesson

Warm-up

- **Critical thinking** (*Books closed*) Brainstorm expressions for apologising from Lesson 4.4. (L1/L2) Have a class discussion about situations in which it is important to say sorry in your country.
- (*Books open*) (L1/L2) Pairs look at page 59, discuss and predict what they will learn in this lesson. Do not explain the objective yet. Review students' predictions at the end of the lesson.
- (*Books closed*) (L1/L2) Students think of one word to describe their personality and tell a partner. Brainstorm any personality adjectives students know in English.

Exercise 1 2.29

- Ask students to tick any adjectives in the Vocabulary box that they know. Challenge students to explain the others with your help. They may be able to guess the meaning of *friendly* (from *friend*) and *helpful* (from *help*).
- Play the audio for students to listen and repeat in chorus.

Answers: 2 helpful 3 nice 4 funny 5 clever

Exercise 2

- (*Books closed*) Ask students for examples of questions typical of a personality quiz. Challenge strong students to suggest questions in English.
- (*Books open*) Students do the quiz individually. Use the Traffic Lights technique to monitor.

Exercise 3

- Students count a, b and c answers and read the key. Be prepared to elicit or explain any words students find difficult, e.g., *parties*, *dancing*, *sometimes*, *usually*. Ask them to underline anything they disagree with about their personality type and to circle the words that best describe them.
- Pairs tell each other what they agree or disagree with and why.

Exercise 4 2.30

- Tell students that Sam and Sue are doing the first three questions of the quiz.
- Pairs predict their answers.
- Play the audio for students to listen and check.

Answers:

Sam: friendly ✓ funny × clever ✓

Sue: friendly × funny ✓ clever ✓

See page 242 for audio script.

Extra activity

Students write sentences about a family member using the adjectives in Exercise 1.

Exercise 5

- Students write sentences individually. Then they read their descriptions for the class to guess.

Finishing the lesson

- Pairs refer to the lesson objectives they predicted in the Warm-up. Were they correct?
- Students read the lesson objectives. Then they make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 42
- Resource Pack
Resource 35: Unit 4 Lesson 5 Reading and Vocabulary – Personality adjectives



4.5

READING and VOCABULARY Personality adjectives

I can understand and do a personality quiz.

- 1 2.29 Listen and repeat. Complete the sentences with the words in the Vocabulary box.

Vocabulary	Personality adjectives
clever	friendly
funny	helpful
nice	

- I speak to everyone.
I'm friendly.
- My teacher helps me every day.
She's _____.
- You've got flowers for your mum.
You're very _____.
- My friend's jokes are great!
He's _____.
- I've got good marks at school.
I'm _____.

- 2 Do the personality quiz! Circle a, b or c.

- 3 Count how many a, b and c answers you have got and read the key. Do you agree? Tell a friend or the class!

- 4 2.30 Listen to two friends. Are they friendly, funny and clever? Tick (✓) for yes and put a cross (X) for no.

	friendly	funny	clever
Sam	✓		
Sue			

- 5 Write about a student from your class. Read the text out. Can the class guess who it is?

A: *She is very friendly and she's funny. She's very helpful, too.*

B: *Is it Maria?*

A: *Yes! You're right!*

What kind of a person are you? Are you friendly? Are you funny?



QUIZ TIME

Do our personality quiz to find out!

- How many good friends have you got?
a 3-6 b 7-10 c 1 or 2
- Are your jokes funny?
a Sometimes. b Yes! c No. My jokes are bad!
- What's your favourite place?
a School. b A party! c My room.
- Are you good at school?
a I'm ok. b Yes, I am! c I'm good at my favourite subjects.
- Your best friend has got a problem. You ...
a help your friend. b just say 'I'm sorry'.
c say 'Speak to your mum.'
- Your neighbour has got a big bag. You say:
a 'Let me help you!' b 'That's big!'
c 'I'm sorry, I've got homework'

KEY:

A lot of your answers are a.

GOOD FRIEND!

You are a good friend. You are very nice! You are helpful and you are a good student.

A lot of your answers are b.

PARTY ANIMAL!

You are very funny and friendly but you aren't always very helpful. Jokes, parties and dancing are your favourite things but you are also a good student.

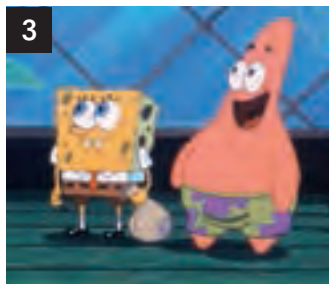
A lot of your answers are c.

HOME LOVER!

You are friendly ... sometimes! You don't like groups and you aren't very helpful. You are usually a good student.



I can understand and write short texts about cartoon characters.



- 1 Look at the photos. Can you name the cartoons?
- 2 2.31 Find the characters in the photos. Write the correct number. There is one extra photo. Then listen and check.

Skipper ☐

Kevin ☐

SpongeBob SquarePants ☐

- 3 2.32 Listen to the dialogue and tick (✓) the children's opinion.

	SpongeBob SquarePants	Kevin	Skipper
funny	✓	✓	
helpful			
friendly			
clever			

- 4 2.32 Complete the sentences with the words below.

Skipper clever Kevin cool friendly

- SpongeBob SquarePants isn't very clever.
 - All Minions are _____.
 - _____ loves bananas and apples.
 - _____ has got good ideas.
 - Sometimes Skipper isn't nice or _____.
- 5 Who is your favourite cartoon character? Describe him/her to a friend.

- 6 Read Lian's text about her favourite cartoon character. Do you know him/her?

Paragraph 1

Kung Fu Panda's name is Po. He's got a big body and head. He's got big blue eyes and small black ears. They're cool. His legs are short and his arms are long. He's got yellow and red shorts.

Paragraph 2

I think Po is nice. He's funny and he's friendly. He's got lots of friends. He's clever and he's very good at Kung fu!

Writing

Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

- 7 Read Lian's text in Exercise 6 again. Write the paragraph numbers. Add examples from Lian's text to each paragraph.

- ☐ Face and body *big body, big head, ...*
☐ Personality *nice, ...*

Writing Time

- 8 Write about your favourite character from a book or cartoon.

- Find ideas**
Find a photo of your character. Make a list of words describing his/her face, body and personality.
- Draft**
Write a paragraph describing his/her face and body.
(Your character's name) has got a really friendly face ...
Write a paragraph about his/her personality.
He/She isn't very clever but ...
- Check and write**
Check the paragraphs and write the final version of your text.

4.6 LISTENING AND WRITING Paragraphs

Lesson learning objective

Students can understand and write short texts about cartoon characters.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 8



Peer learning: Exercises 5 and 6



Independent learning: Finishing the lesson

Background notes

The cartoon characters (left to right) are *Penguins of Madagascar*: Skipper, Kowalski, Private, Rico; *Kung Fu Panda 3*: Po; *The SpongeBob Movie: SpongeBob SquarePants*, Patrick Star; *Minions*: Bob, Kevin, Stuart.

Warm-up

- (Books closed) Students describe a celebrity using personality adjectives.
- (Books open) (L1/L2) Pairs look at page 60 and discuss what they will learn in this lesson. Explain the lesson objectives.
- (Books closed) Pairs race to write the names of the cartoon characters they know.

Exercise 1

- Students look at the cartoon characters and name the ones they know. Ask different students to say the names.

Answers:

The photos are from:

- The Penguins of Madagascar (2014)
- Kung Fu Panda 3 (2016)
- The SpongeBob Movie: Sponge out of Water (2015)
- Minions (2015)

Exercise 2 2.31

- Pairs guess the numbers before they listen. Then play the audio for students to listen and check.

Answers: Skipper – 1 Kevin – 4 SpongeBob SquarePants – 3
See page 243 for audio script.

Exercise 3 2.32

- Pairs discuss the characters before they listen. You can ask questions to help, e.g., *Is SpongeBob funny? Is he clever?*
- Pairs compare answers before you check as a class. Play the audio again if necessary.

Answers:

	SpongeBob SquarePants	Kevin	Skipper
funny	✓	✓	
helpful	✓		✓
friendly	✓	✓	
clever		✓	✓

See page 243 for audio script.

Exercise 4 2.32

- Ask students to read the sentences and predict the missing words.
- Play the audio for them to listen and check.

Answers: 2 cool 3 Kevin 4 Skipper 5 friendly

Exercise 5

- Pairs take turns to describe their favourite cartoon character. Then students describe their character to three other students.

Exercise 6

- You could ask students to read the text aloud to a partner and correct each other's pronunciation.

Writing: Paragraphs

- Before students read the information, challenge them to explain why paragraphs are important.

Exercise 7

- Pairs underline examples of face and body in one colour and examples of personality in a different colour. They then note them down.

Answers:

- Face and body: big body, big head, big blue eyes, small black ears, short legs, long arms
- Personality: funny, friendly, clever
(Optional) He has got lots of friends. He is good at kung-fu.

Extra activity

- Pairs write three sentences about a cartoon character's personality and/or appearance. Then they read them to another pair, who guess who the character is.

Exercise 8

- After students write their final draft, pairs review each other's work, checking that the text is divided into two paragraphs.
- Praise the good aspects of students' work and list things to improve.

Finishing the lesson

- Students read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 43
- Resource Pack
Resource 36: Unit 4 Lesson 6 Listening and Writing – cartoon characters

4.7 CLIL: Science Genes

Lesson learning objective

Students can talk and write about genes.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 4



Peer learning: Exercises 4 and 5



Independent learning: Exercise 6, Finishing the lesson

Warm-up

- (Books closed) (L1) Ask students: *What colour hair have you got? What colour eyes have you got? What colour hair has your mum/dad got? What colour eyes has your mum/dad got?*
- (Books closed) L1/L2 Ask students if they look like their mum or dad. If they do not, ask them if they look like a grandparent. Elicit/explain why people have different hair and eye colour (they have different genes) and where genes come from (we get half our genes from our mother and half from our father). Then explain the lesson objectives.

Exercise 1

- Students look at the pictures and circle the correct one. Point out that *jeans* and *genes* have different spellings but are pronounced the same.

Exercise 2 2.33

- Play the audio for students to listen and repeat each word in chorus. Then they read, find the words and discuss what they mean. If necessary, explain, e.g., hold up two identical coloured pencils and say: *They're the same*. Then hold up two pencils of different colours and say: *They aren't the same. They're different*. Explain the meaning of *strong* and *weak* by miming.
- Students may need help with other words in the text, e.g., *because*, *combination*. Make sure that students understand that when we talk about genes, *dominant* means strong and *recessive* means weak.

Exercise 3

- Students may need help with this exercise. Make sure they understand how to work out the answer:
- Sophie has blue eyes, so she must have two 'b' eye genes.
- Paul has brown eyes, so he must have at least one 'B' gene. This must be from his dad; his mum has only 'b' eye genes.

Answers:

B, b = Paul; b, b = Sophie

Exercise 4

-  Students do the exercise in pairs. Then they compare their answers with other pairs.
-  To check answers, ask different students to justify the answer by referring to the text.

Answers: 1 F 2 T 3 T 4 F

Exercise 5

-  Put students into groups of four to do the exercise. Monitor and offer help where necessary.

Answers:

Leon's hair is brown.

Fergie's eyes are green.

Exercise 6

-  First ask students to write their name and the members of their family in a list. Then they write the colour of the person's hair and the colour of his/her eyes, e.g., *Mum: brown hair, blue eyes*.
- Then they guess the gene combinations. Students can use the following:
Hair: B = brown/black, r = red, b = blond
Eyes: B = brown/black, bl = blue, g = green.

The possible combinations are:

Brown/Black hair = B, B; or B, r; or B, b

Red hair = r, r

Blond hair = b, b

Brown/Black eyes = B, B; or B, bl; or B, g

Blue eyes = bl, bl

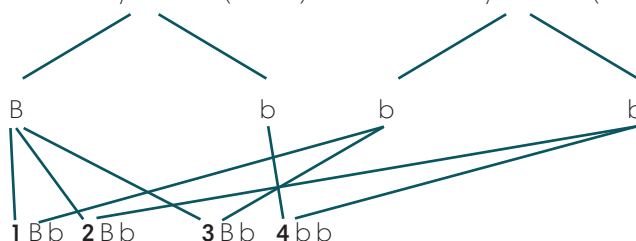
Green eyes = g, g

Extra activity

Draw the following on the board:

Father's eyes = B b (brown)

Mother's eyes = b b (blue)

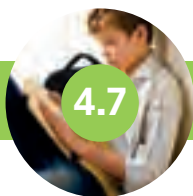


Ask: *What colour eyes have their children got?*

Answers: 1 brown 2 brown 3 brown 4 blue

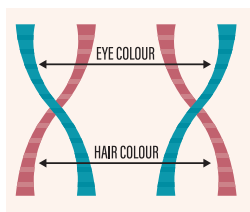
Further practice

- Workbook page 44
- Resource Pack
Resource 37: Unit 4 Lesson 7 CLIL Science: Genes



I can talk and write about genes.

Which of these pictures shows genes?



Watch OUT!

1 **2.33** Listen and repeat.

Vocabulary **Adjectives**

different same strong weak

2 Read the text and find the words. In pairs, discuss what they mean. Check with your teacher.

PAUL
Hair: *bl* (from mum)
Eyes: *b* (from dad)

SOPHIE
Hair: *B* (from dad)
Eyes: *b* (from mum)

DAD
Hair: *B, bl*
Eyes: *B, b*

MUM
Hair: *bl, bl*
Eyes: *b, b*

It's in the genes!

Sophie and Paul are brother and sister. They haven't got the same hair and eye colour. Sophie has brown hair and blue eyes. Paul has blond hair and brown eyes. That's because they've got a different combination of genes from their parents.

We get two genes for our hair colour and two genes for our eye colour. One gene is from our mother and one gene is from our father.

We get different colours from different gene combinations. For example, here, brown eye genes (*B*) are strong (dominant) and blue eye genes (*b*) are weak (recessive). People with one *B* gene and one *b* gene have got brown eyes because *B* is strong. People with two *b* genes have got blue eyes because they are the same type of genes.

3 Read the text again and look at the picture. Write Sophie or Paul next to the right eye colour combination.

B, b _____

b, b _____

4 Read the statements. In pairs, circle T (true) or F (false).

- We get our genes from our brothers and sisters. T / F
- The colour of our eyes is from a combination of two genes. T / F
- We've got different genes for hair colour and eye colour. T / F
- Brothers and sisters always have the same combination of genes. T / F

5 Colour in Leon's hair and Fergie's eyes.

r r

B g

MUM

B r

g g

DAD

B r

B g

LEON

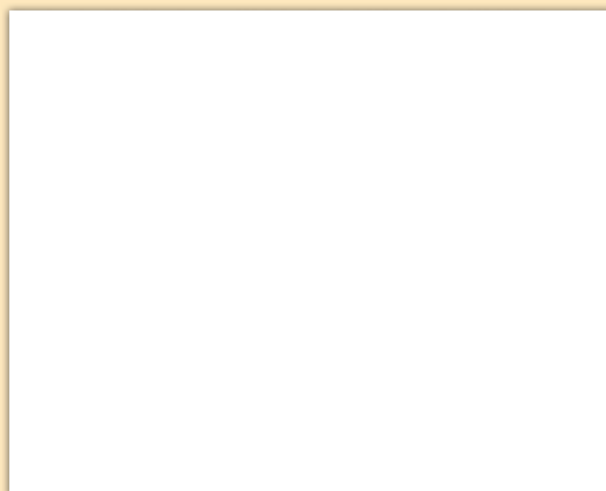
r r

g g

FERGIE

B = brown – strong *g* = green – weak *r* = red – weak

6 Draw you and your family. What colour eyes and hair have you got? Guess the gene combinations.



Wordlist and Vocabulary in action

Extra activity

Ask students to look at the Wordlist and make two lists: words for parts of the body and words for personality adjectives.

Further practice

- Resources
Resource 38 Unit 4 Wordlist:
Vocabulary Wordsearch

WORDLIST Face, eyes and hair | Parts of the body | Personality adjectives | Biology (adjectives)

arm /ɑ:m/
blond /blɒnd/
blue /blu:/
body /'bɒdi/
brown /braʊn/
clever /'kleɪvə/
curly /'kɜ:li/
dark /dɑ:k/
different /'dɪfərənt/
ears /ɪəz/
eyes /aɪz/
fine /faɪn/
fingers /'fɪŋgəz/
foot /fʊt/
friendly /'frendli/
funny /'fʌni/
green /gri:n/
grey /greɪ/
hand /hænd/
head /hed/
helpful /'helpfəl/
leg /leg/
mouth /maʊθ/
nice /naɪs/
nose /nəʊz/
red /red/

same /seɪm/
spiky /'spɪki/
straight /streɪt/
strong /strɒŋ/
wavy /'weɪvi/
weak /wi:k/

EXTRA

a lot of /ə 'lɒt əv/
always /'ɔ:lweɪz/
answer /'ɑ:nsə/
battery power /'bætəri ,paʊə/
dancing /'dɑ:nsɪŋ/
do a quiz /du: ə 'kwɪz/
good at /'ɡʊd ət/
good student /'ɡʊd'stju:dənt/
group /gru:p/
Help me, please! /'help mi pli:z/
high /haɪ/
home lover /'həʊm ,ləvə/
homework /'həʊmwɜ:k/
house keys /'haus ki:z/
How many? /'haʊ 'meni/
Hurry up! /'hʌri 'ʌp/
It isn't my fault! /ɪt ,ɪzənt maɪ 'fɔ:lt/
joke /dʒəʊk/

kind /kaɪnd/
long /lɒŋ/
like /laɪk/
Oh, dear /əʊ dɪə/
Ouch! /aʊtʃ/
party animal /'pɑ:ti 'ænəməl/
person /'pɜ:sən/
personality /'pɜ:sə'næləti/
place /pleɪs/
reading /'ri:dɪŋ/
room /ru:m/
say /seɪ/
short /ʃɔ:t/
sometimes /'sʌmtaɪmz/
speak to /'spi:k tə/
Stop it! /'stɒp ɪt/
subject /'sʌbdʒɪkt/
suit /su:t/
super power /'su:pə ,paʊə/
sweetie /'swi:ti/
tall /tɔ:l/
time /taɪm/
usually /'ju:ʒuəli/

VOCABULARY IN ACTION

Exercise 1

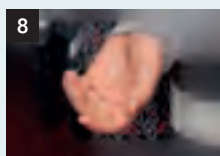
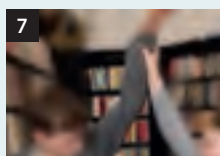
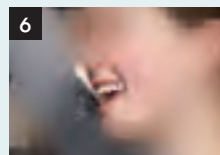
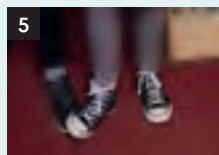
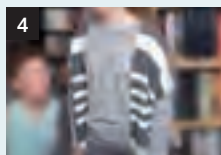
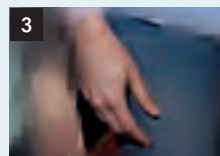
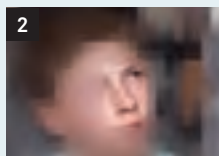
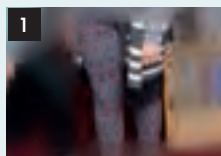
Hair: blond, dark, grey, red, curly, spiky, straight, wavy (long, short)
Eyes: blue, brown, green

- Find words from the wordlist to describe:

Hair: **blond, ...**

Eyes: **blue, ...**

- Whose face and body parts are they? The clues are on p. 54.



- They're Jen's legs.**

- Describe the people with one personality adjective from the wordlist.

- Maria: 'Let me help you!'
Maria's helpful.
- Theo: 'This cake is for you.'
- You: 'Ha! Ha! Great joke, Charlie!'
- Alex: 'Hi! Great to see you! How are you?'
- Isabella: 'I'm good at Chinese, Spanish and French'

4 2.34 PRONUNCIATION

Listen and repeat: /h/.

Her name's **Helpful Helen**.
Her horse's name is **Claire**.
Her home is in **Hastings**.
She's got dark **hair**!

Exercise 3

- Theo is nice.
- Charlie is funny.
- Alex is friendly.
- Isabella is clever.

Exercise 2

- It's Alex's nose.
- They're mum's fingers.
- It's Jen's body.
- They're mum's feet.
- It's Jen's mouth.
- It's Alex's arm.
- It's Jen's hand.

Extra activity

(After Exercise 5) Pairs ask and answer the questions in Exercise 5.

Further practice

- Workbook page 44
- Resources
Resource 39 Unit 4 Revision: Grammar

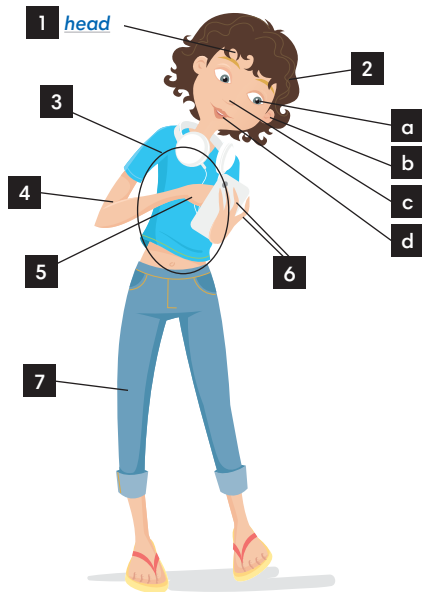
Revision

VOCABULARY

Exercise 1

- hair
- body
- arm
- hand
- fingers
- legs
- eyes
- ears
- nose
- mouth

- 1 Look at Maddy. Write words 1-7 describing her body. Then complete words a-d describing her face.



a e y e s b e s
c n e d m u

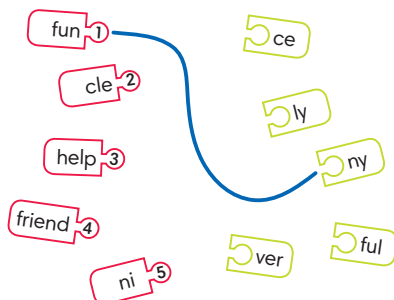
Exercise 2

The true sentence is 3.

- 2 Read sentences 1-3 about Maddy's hair. Tick (✓) the sentence that is true.

- ☐ She's got long, dark, straight hair.
- ☐ She's got short, blond, wavy hair.
- ☐ She's got short, brown, curly hair.

- 3 Match the word fragments to make five adjectives.



Exercise 3

- clever
- helpful
- friendly
- nice

GRAMMAR

- 4 Make questions with *have/has got*.

- you / brown eyes?
Have you got brown eyes?
- your dad / curly hair?
- you and your friends / dark hair?
- your mum / long arms?
- your parents / blue eyes?
- your grandparents / pet?

- 5 Answer the questions in Exercise 4.

- Yes, I have. / No, I haven't.*

- 6 Complete the sentences with *his, her, its, our, your* or *their*.

- A: What are *your* names, please?
B: names are Jo and Frankie.
- A: Is that Lisa and friend?
B: That's right. name's Andrew.
- Oh, look at that cat! One of eyes is green and the other is blue!
- This is a photo of my aunt and uncle and this is new house.

- 7 Label the pictures with the words below.

different same strong weak



- 1
- 2
- 3
- 4

COMMUNICATION

- 8 Complete the dialogues with the words below.

problem That's mistake so Sorry It's OK

- A: This isn't my phone.
B: Sorry, my *'mistake'*. Here you are.
A: *2* all right.
- A: Where's my cap?
B: Oops! I've got it. *3* about that.
A: No *4* .
- A: I haven't got your book today. I'm *5* sorry.
B: *6* .

Exercise 4

- Has your dad got curly hair?
- Have you and your friends got dark hair?
- Has your mum got long arms?
- Have your parents got blue eyes?
- Have your grandparents got a pet?

Exercise 5

- Yes, he has. / No, he hasn't.
- Yes, we have. / No, we haven't.
- Yes, she has. / No, she hasn't.
- Yes, they have. / No, they haven't.
- Yes, they have. / No, they haven't.
- Yes, they have. / No, they haven't.

Exercise 6

- Our
- her, His
- its
- their

Exercise 7

- weak
- same
- different
- strong

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 45

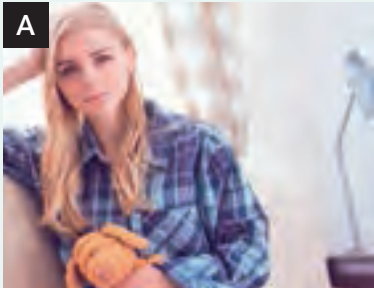
Exercise 8

- That's
- Sorry
- problem
- so
- It's OK.

READING and WRITING

What's your favourite place? Write about it!

A



Bev, 14

- 1 My favourite place is my Granny's cottage. I love the living room. It's got Granny's books, her lamps and some of my old toys!

B



Jane, 13

- 2 My favourite place is our classroom! It's very big and it's got long, brown desks. We've all got boxes for our books and schoolbags.

C



Julietta, 14

- 3 My favourite place is our holiday home in the country. I go there with my mum, dad and sister. It's got two small bedrooms, a living room, a kitchen and a bathroom. My sister and I love the garden!

1 Work in pairs. Say what you can see in the photos.

2 Read and match texts 1–3 to photos A–C.

3 Read the sentences. Circle yes or no.

- 1 Bev's Granny's house is a cottage. ☒ yes / no
- 2 Bev's old books are in the living room. ☐ yes / no
- 3 Jane's classroom is small. ☐ yes / no
- 4 In Jane's classroom, there are boxes for the students' things. ☐ yes / no
- 5 Julietta's holiday home has got five rooms. ☐ yes / no
- 6 Julietta hasn't got a sister. ☐ yes / no

4 Write about 40–50 words about your favourite place. Use these questions to help you.

- 1 What is your favourite place?
- 2 Where is this place?
- 3 What is there in it?
- 4 Who is there?
- 5 What nice things are there in it?

My favourite place is ...

It's in ...

There are ... in my favourite place.

There is a nice ... / There are nice ...

5 Look and read. Write yes or no.



- 1 The boy has got short, spiky hair. ☒ yes
- 2 There is a brown carpet on the floor. ☐
- 3 The man on the chair has got long arms. ☐
- 4 There aren't any dresses. ☐
- 5 There's a cat under the desk. ☐
- 6 The girl has got blond hair. ☐

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 3, 5 and 7



Peer learning: Exercises 1, 4 and 8



Independent learning: Language Bank, Finishing the lesson

Language Bank

This lists the key language from Units 3 and 4. Here are some ideas to help you make the most of it.

- Encourage students to be independent learners. They tick the words they know and check the meaning of words they can't remember in a dictionary.
- Students try to memorise a section, close the book and write down all the words they can remember.
- You could use the Language Bank for a quick two-minute test. (*Books closed*) Say different words or expressions in English from the same section. Students write or say the translation or say a sentence with the word/expression.
- Fast finishers test each other by asking questions, e.g., *What's in the kitchen? How do you spell 'spiky'?*

Warm-up

- (*Books open*) Pairs choose any character from Units 3–4. They pretend to be a reporter and write five questions to ask the character. Then they role-play the interview. When they have finished, they swap roles and repeat the activity.
- (*Books closed*) Write *Skills Revision* on the board. Ask a student to remind the class what this means. (*Books open*) Students look and check.
- Write *places* on the board. Challenge a student to explain. Tell students about a place you like and ask students to name places they like. Do not ask for details yet.

Exercise 1

- Pairs brainstorm what they can see. Tell them they do not need to write anything.

Exercise 2

- Students read the texts. Remind them that they do not need to understand all the details yet, just the key ideas. Give them a time limit, e.g., one or two minutes, to help focus their attention on the overall meaning. Weak classes might need longer.
- Use the Lollipop Stick technique to choose different students to justify the answers.

Answers: A 3 (Julietta) B 1 (Bev) C 2 (Jane)

Exercise 3

- Students do the exercise individually. Use the Traffic Lights technique to monitor. Then use the Basketball technique to check answers.

Answers: 2 no 3 no 4 yes 5 yes 6 no

Exercise 4

- Students think of a place, read the questions and make notes. Then they write.
- Pairs work together to review one another's texts using the Two Stars and a Wish technique.

Extra activity

- Ask different students to read their texts to the class now, or at the end of the lesson. You could ask them to say *buzz* instead of the name of the place. Ask the class to guess where or what it is.

Exercise 5

- Ask different students to describe the picture first.
- Use the Thumbs Up/Down technique to check answers. Choose individuals to justify each answer.

Answers: 2 no 3 yes 4 yes 5 no 6 yes

Extra activity

- Students draw three objects and/or people in their notebooks. They imagine where they are in the picture in Exercise 5. Then they describe these objects/people and their location for their partner to point at.

3 & 4 Revision

Exercise 6 2.35

- Ask students to name the objects around the main picture and to say what there is in the living room.
- Ask students to predict which the extra object is.
- Play the audio for students to listen and draw lines. Play the audio again if necessary.
- To check answers, ask different students to describe where each object is.

Answers:

Books – in the school bag

Cushion – on the sofa

Armchair – next to the sofa and next to the window

Lamp – on the chair

Computer games – under the chair

See page 243 for audio script.

Exercise 7

- (*Books closed*) Read out the first sentence in each dialogue and ask students to respond.
- (*Books open*) Students do the exercise individually. Then pairs compare answers.
-  Ask different individuals to explain the answers.

Answers: 2 c 3 a 4 b 5 a

Exercise 8

-  Pairs take turns to ask and answer the questions. They take notes while their partner is describing the person and place. If there is time, ask different students to tell the class what their partner said.

Extra activity

- Students write three true/false sentences about their partner's favourite room and person in Exercise 8. Then they ask the class or another pair to guess if it is true or false.

Finishing the lesson

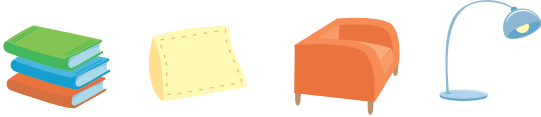
-  Write the headings *Reading and Writing*, *Listening*, *Communication* on the board. Read out each heading. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.
-  (*L1/L2*) Students write one sentence about what they did well in each section and one about what they could improve.

Further practice

- Workbook page 47
- Resource Pack
Resource 40: Unit 4 Skills Revision – Bingo

LISTENING

- 6  2.35 Listen and draw lines. There is one extra picture.



COMMUNICATION

- 7 Read the dialogue and circle the best answer.

- 1 Jane: Hi, come in!
Peter: a No problem. b Are you OK?
c ☒ Thanks.
- 2 Jane: Would you like a cupcake?
Peter: a It's in the kitchen b It's too small.
c No, thanks.
- 3 Peter: Where's your brother?
Jane: a He's in the kitchen. b He's got a new computer. c They're at school.
- 4 Peter: Oops! My juice! Oh, no! It's on the sofa!
Jane: a I'm fine, thanks. b That's all right.
c It's nice.
- 5 Peter: Where's the bathroom, please?
Jane: a Let me show you. b This is the living room. c It's all right.

- 8 Work in pairs. Ask and answer the questions.

- 1 Describe your favourite room in your house.
- 2 Describe your favourite person in your family (their face, body and personality).

LANGUAGE BANK

Parts of the house

bathroom
bedroom
door
floor
garage
garden
kitchen
living room
wall
window

Hair

curly
spiky
straight
wavy
blond
brown
grey
dark
red

Inside the house

armchair
bath
bed
chair
desk
fridge
sofa
table

Parts of the body

arm
body
fingers
foot
hand
head
leg

Prepositions of place

in
next to
on
under

Personality adjectives

clever
friendly
funny
helpful
nice

Household objects

carpet
cushion
lamp
plant
poster
television (TV)

Having a guest

Hello. Please, come in.
Thank you.
Would you like a sandwich?
Yes, please. / No, thanks.
Where's the bathroom, please?
It's next to the living room.
Let me show you.

Face

ears
eyes
mouth
nose

Apologising

I'm so sorry.
Sorry about that!
Sorry, my mistake.
It's OK.
That's all right.
No problem.

5

5.1

VOCABULARY Action verbs

I can understand and use action verbs.

1 Find these actions in the photos.

dance draw fix jump ride run swim

Things I can do

VOCABULARY

Action verbs | Collocations with *make*, *play* and *ride* | Language | Musical instruments

GRAMMAR

Can affirmative, negative, questions, short answers

Grammar: *I can fix it!*



Grammar animation:

Can affirmative, negative
Can questions, short answers

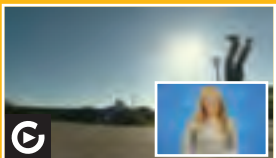


Communication:

Let's do something fun!



BBC Culture: Free time activities



Unit contents

Vocabulary

- Action verbs
- Collocations with *make*, *play* and *ride*
- Language
- Musical instruments

Grammar

- *Can* affirmative and negative
- *Can* questions and short answers

Communication skills

- Suggestions

Examples of 21st century skills/competencies

- Critical thinking: page 67 (Exercise 6), page 68 (Exercise 4), page 69 (Exercise 9), page 70 (Exercise 1), page 74 (Exercise 5)
- Collaboration: page 67 (Exercise 4), page 67 (Exercise 7), page 63 (Exercise 3), page 69 (Exercise 6), page 70 (Exercise 1), page 71 (Exercises 4–7), page 72 (Exercises 2, extra and 6), page 75 (Exercises 3 and 4), page 77 (Exercise 5), page 78 (Exercise 7)
- Digital literacy: page 79 (Project)
- Assessment for learning: page 77
- Autonomy and personal initiative: page 79 (Project)

5.1 VOCABULARY Action verbs

Lesson learning objective

Students can understand and use action verbs.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3 and 5



Peer learning: Lead-in, Exercises 4 and 7



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Play Noughts and Crosses with *have got*. Draw a 3 x 3 grid on the board and write a different student's name and an object in each square, e.g., *Tom / computer*. Students copy the grid into their notebooks and work in pairs. They ask a question using both words to win their 'O' or 'X', e.g., *Has Tom got a computer?* Challenge a strong class to answer the question, too.
- Write *Things I can do* on the board. Then ask pairs to predict what they will learn in this lesson.
-  (L1/L2) Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- (*Books closed*) Challenge students to tell you what they can do in English. If they do not have enough vocabulary, they can mime.

Exercise 1

- (*Books open*) Pairs look at the photos and try to find the actions.
- Choose one of the verbs, mime it and say *I know that!* with a 'thumbs up' gesture. Encourage students to continue.

Answers:

(top row, from left to right) jump, run, draw
(middle row, from left to right) dance, swim
(bottom row, from left to right) fix, ride

5.1 VOCABULARY Action verbs

Lesson learning objective

Students can understand and use action verbs.

Exercise 2 2.36

Play the audio, pausing after each word for students to repeat in chorus and look for the photo that illustrates it. Ask a student to point to the right photo or, if the verb is not in a photo, to mime the action.

Answers:

Actions not in the photos: cook, fly, read, sing, write, act

Exercise 3

- Pairs race to label the pictures.
-  Use the Lollipop Stick technique to choose different students to say and spell each answer.

Answers: 2 fly 3 sing 4 write 5 dance 6 read

Extra activity

- Students work in pairs. They take turns to point to a picture in Exercise 3 and say the verb.

Exercise 4 2.37

- Play the audio and pause after item 1. Ask a student to read out item 1.
-  Play the audio from the beginning, pausing after each item for pairs to discuss and note their answers. Alternatively, do this as a whole class activity. Pause after each item for students to tell you which word they hear.

Answers: 2 swim 3 draw 4 fly 5 run 6 dance

Exercise 5

- Before pairs do the exercise, ask them to cover verbs 1–8. Ask different students to say what actions they can see in the picture.
-  To check answers, use the Thumbs Up/Down technique. If the answer is 'yes', ask a student to hold up his/her book and point to the action.

Answers: 2 × 3 ✓ 4 ✓ 5 ✓ 6 × 7 ✓ 8 ×

Exercise 6

- Pairs take turns to mime. Alternatively, secretly whisper an action verb to different students, who mime it for the class to guess.

Extra activity

- **Critical thinking** Teach/check *safe* and *dangerous*. Then pairs list the action verbs in the Vocabulary box in order from 'very safe' (1) to 'dangerous' (13).
- They compare their order with another pair and agree on an order. A spokesperson from each group tells the class their order and justifies it with the help of the group.

Exercise 7

- With a weak class, you could allocate one or two categories to each pair. Give weaker pairs the categories with fewer words. With a strong class, challenge students to cover the Vocabulary box. Tell them they can use some words more than once.
-  Ask each pair to compare their answers with another pair. Ask different students to write words in each category on the board.

Answers:

2 act, dance, sing, read (their role) (also: run, jump, fly, swim as part of a role)

3 cook, dance, draw, fix, read, sing, write

4 fly, jump, ride, run, swim

5 fly, jump, run, sing, swim

Exercise 8

- Students write their sentences. You could ask them to write their sentences and name on a piece of paper and give it to you.
- Read out the sentences for the class to guess whose they are.

Finishing the lesson

-  Students look at the prediction they made in the Warm-up and circle the new words in the Vocabulary box they have learnt.
-  Ask: *Can you understand action verbs?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

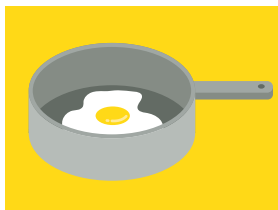
- Workbook page 48
- Resource Pack
Resource 41: Unit 5 Lesson 1 Vocabulary – Action verbs

- 2  **2.36** Listen and repeat. Which action verbs are not in the photos on page 66?

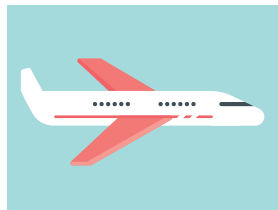
Vocabulary **Action verbs**

act cook dance draw fix fly jump
read ride run sing swim write

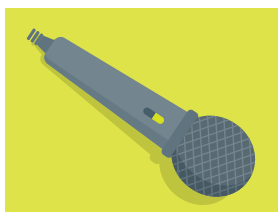
- 3 Label the illustrations with words from the Vocabulary box.



1 cook



2 _____



3 _____



4 _____



5 _____



6 _____

- 4  **2.37** Listen and circle the word you hear.

- 1 write / read
- 2 swim / cook
- 3 draw / ride
- 4 write / fly
- 5 run / fix
- 6 act / sing

- 5 Which actions are in the picture? Tick (✓) for yes or put a cross (x) for no.



- | | |
|--|---------------------------------|
| 1 ☒ swim | 5 ☐ draw |
| 2 ☐ dance | 6 ☐ fix |
| 3 ☐ read | 7 ☐ ride |
| 4 ☐ jump | 8 ☐ fly |

- 6 Work in pairs. Look at the picture in Exercise 5. Mime actions for your partner to guess!

- 7 In pairs, complete the groups of words.

- 1 Things we do at school: read, write, draw
- 2 Things actors do: _____
- 3 Things we do at home: _____
- 4 Things we do for sport: _____
- 5 Things birds do: _____

- 8 Make two lists that are true for you. Use the Vocabulary box to help you.

I think it's easy to: cook, _____

I think it's difficult to: _____



I can use the verb *can* in affirmative and negative sentences.

🎮 I can fix it!

1



Lian: Guys, this video is for my granny, in Shanghai.
Granny Lin, this is my friend, Lucas.

Lucas: Hello!

Lian: Lucas can play the guitar and he can sing!

Lucas: I can't sing very well but ...

2



Lian: Oh no, not again!

Alex: What's wrong?

Lian: It's the camera. I can't see a thing!

Alex: Let me see ... Hmm, I can fix it.

Lian: Thanks! Alex is a genius! He can fix things! He can do very clever things with computers, too!

3



Jen: Yes, very clever – he can play computer games all day! Cupcake?

Lian: Jen is a fantastic cook! These cupcakes are yummy!

4



Alex: But what about, Lian?

Lucas: Yes, what can she do?

- 1 🎮 24 🎧 2.38 Watch or listen, then read.
Finish the sentence.

There's something wrong with Lian's _____.

- 2 Complete the sentences.

- 1 The video is for *Lian's granny*.
- 2 Lian's granny is in _____.
- 3 _____ is a genius.
- 4 _____ is a good cook.

- 3 🎧 2.39 Listen and repeat. Find these expressions in the story.

Not again! What's wrong?
Let me see...

OUT of
class

- 4 What can Lian do? Clue no 1: Look at photo 3. Clue no 2: Look at the picture of the elephant in photo 4.

Lian can s _____ d and
d _____ w!

- 5 🎮 25 🎧 2.40 Now watch or listen and check.

5.2 GRAMMAR

Lesson learning objective

Students can use the verb **can** in affirmative and negative sentences.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 10



Peer learning: Exercises 3 and 6



Independent learning: Finishing the lesson

Culture notes

Shanghai, China, is the biggest city in the world. More than 24 million people live there.

Warm-up

- (Books closed) Play *Snowman* to revise action verbs from Lesson 5.1. On the board, draw a dash for each letter of a word. Students work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess.
- Using gestures to support meaning, say one true and one false sentence with **can**, e.g., *I can run fast. I can skateboard*. Students guess which sentence is true and which is false.
- Pairs discuss what they think they will learn in this lesson. (L1/L2) Explain the lesson objectives.
- Write *I can fix it!* on the board. Pairs predict what the photo story is about.
- (Books open) Pairs look at the photos and review their predictions. Then use the photos to check (video) *camera*. Elicit *genius*, e.g., say: *A very clever person is a ...* (genius). Elicit *yummy*, e.g., mime eating something delicious.

Exercise 1 24 2.38

- Students read the incomplete sentence. Then play the video. If you do not have access to a computer and projector, play the audio. Ask a student to complete the sentence.
- Check students' predictions about the story.

Answer: camera

Exercise 2

- Pairs read the sentences and note answers they know.
- Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm the answers.
- Check answers using the Basketball technique.

Answers: 2 Shanghai (China) 3 Alex 4 Jen

Exercise 3 2.39

- Play the audio, pausing for students to repeat each expression in chorus.
- Play the audio again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Students use the Think – Pair – Share technique to think of situations in which they can use these expressions.

Exercise 4

- Critical thinking** Students justify their choice. Do not confirm their answers yet.

Example answers:

Lian can skateboard and draw.

Exercise 5 25 2.40

- Play the video/audio for students to check the answers in Exercise 4.
See page 243 for audio/video script.

Extra video activity 24 25

- Play each video. Pause every time a character says *can/can't*. Ask students to stand up and mime the actions that the characters can or can't do.

5.2 GRAMMAR

Lesson learning objective

Students can use the verb **can** in affirmative and negative sentences.

Get Grammar 2.6

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Use your fingers to illustrate the contraction *can't*. Explain that *can't* is used in everyday English. If you like, you could tell students that the full negative form of *can* is *cannot*.

Exercise 6

-  Ask pairs to cover the photo story and try to complete the sentences. Then they swap books with another pair, who look at the photo story and correct their answers.

Answers: 2 Lucas can 3 Alex can 4 Jen can
5 Lian can 6 Jen can 7 Lucas can

Exercise 7

- Students race to do the exercise.
- Ask different students to read out each sentence. With a weak class, ask students to repeat each answer after you in chorus.

Answers:

- 2 Jen can't skateboard.
3 Alex can't sing.
4 Lucas can't cook.
5 Lian can't play the guitar.
6 Alex can't draw.

Extra activity

- (*Books open*) Put students into groups of four. Students replace the names, *granny* and *Shanghai* in the photo story with their own names and places. Then they act out their new dialogue.

Exercise 8 2.41

- Play the audio. You could pause after each item and get pairs to discuss and note the answer. Focus attention on the pronunciation of *can* (/kən/) and *can't* (/kɑ:nt/). Then play the audio again and get students to repeat in chorus.

Answers: 2 can 3 can 4 can't 5 can 6 can't

Exercise 9 2.42

- Play the audio for students to listen and repeat in chorus. Then ask them to vote for the most popular activity.
- Ask pairs to brainstorm any other collocations they know with *make*, *play* and *ride* and to write them on the board, e.g., *play basketball*, *ride a motorbike*.

Watch out!

- **Critical thinking** Challenge students to work out the rule. Explain that we use *the* before a musical instrument but not before a sport.

Exercise 10

-  Ask students to read the text before they complete it individually. Then they compare their answers with three other students. Ask individuals to justify each answer.

Answers: 2 can ride 3 can play 4 can make
5 can play 6 can ride

Exercise 11

- Give students time to write their sentences. Then pairs take turns to say their sentences and to guess if their partner's sentences are true or false.

Finishing the lesson

-  Point at the Vocabulary box and ask: *Can you use 'can' with these words in negative sentences and questions?* Ask different students to give examples of each. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 49
- Grammar Time page 234
- Resource Pack
Resource 42: Unit 5 Lesson 2 Grammar – *Can* affirmative and negative

Grammar

can affirmative and negative

+	-
I can jump.	I can't jump.
You can jump.	You can't jump.
He/She/It can jump.	He/She/It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

26 Get Grammar!

I **can't** dance but
I **can** jump!



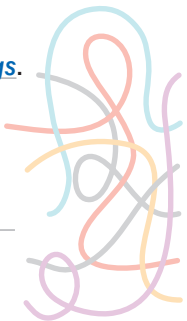
6 Write who can do these things. Then look at the photos on page 60 and check.

Lian (x2) Jen (x2) Alex (x1) Lucas (x2)

- Lian can** skateboard.
- _____ sing.
- _____ play computer games.
- _____ make cupcakes.
- _____ draw.
- _____ cook.
- _____ play the guitar.

7 Follow the lines and find out what they can't do. Read the sentences.

- Lian **can't fix things**. draw
- Jen **can't** _____ cook
- Alex _____ play the guitar
- Lucas _____ fix things
- Lian _____ skateboard
- Alex _____ sing



8 2.41 Listen and circle can or can't.

- He **can** / **can't** swim.
- She **can** / **can't** draw.
- They **can** / **can't** act.
- He **can** / **can't** sing.
- She **can** / **can't** run.
- His brother **can** / **can't** read.

9 2.42 Listen and repeat.

Vocabulary

make, play, ride

make a poster / cupcakes
play computer games / football / the piano
ride a bike / a horse

Watch OUT!

play volleyball play the piano

10 Complete Lucas's email with can and make, play or ride.

Here's what my family can do: My dad ¹**can** **play** football very well. My mum ²_____ a horse and she ³_____ the piano. My aunt, Melina, ⁴_____ cupcakes. They're yummy! As for me, I ⁵_____ the guitar and I ⁶_____ a bike.

11 Work in pairs. Student A: Write three true and three false sentences. Student B: Guess which sentences are true. Then swap roles.

A: **My granny can skateboard.**

B: **No, she can't!**

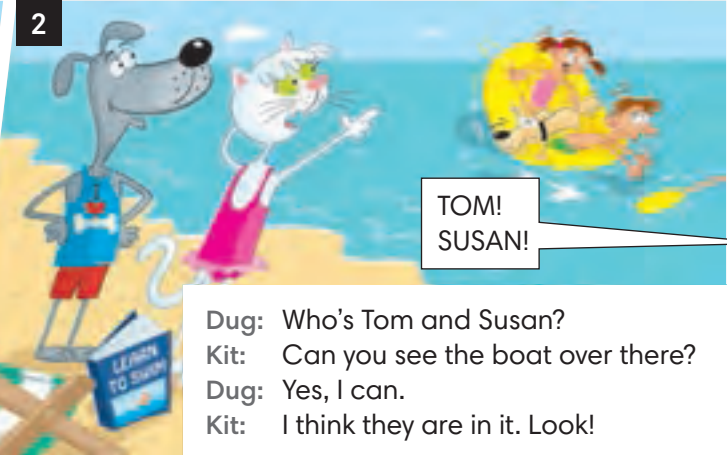
And YOU



I can ask and answer questions with the verb *can*.

The Terrific Two – Thank you, Superdug!

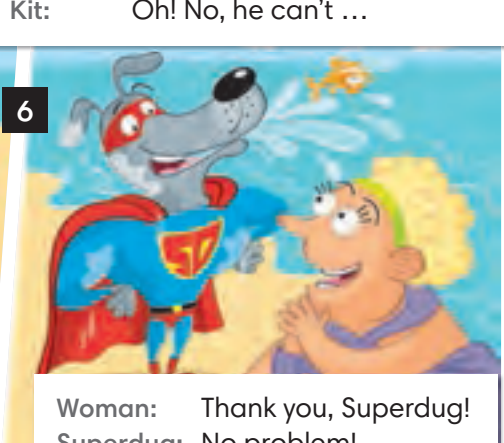
1  Dug: Ah, what a lovely day!

2  TOM!
SUSAN!
Dug: Who's Tom and Susan?
Kit: Can you see the boat over there?
Dug: Yes, I can.
Kit: I think they are in it. Look!

3  Woman: Oh no! My son and daughter can't swim! Can you help?
Kit: What can we do? Dug?!
Dug: What? Oh, yes. We can help! One minute, please

4  Kit: That's Superdug!
Woman: He can run fast!
Kit: Yes, he can. He's a superhero!
Woman: Can he swim?
Kit: Oh! No, he can't ...

5  Kit: He can't swim but he can fly!

6  Woman: Thank you, Superdug!
Superdug: No problem!

1 Look at the cartoon and answer the questions.

- 1 What's the title of Dug's book?
- 2 Who can swim in the cartoon?

2 **2.43** Listen and read. Finish the sentence.

The woman is Tom and Susan's _____.

3 Read the cartoon again and complete the sentences with one word.

- 1 Dug can see the boat.
- 2 Susan and Tom are in the _____.
- 3 Susan and Tom can't _____.
- 4 Kit and Superdug _____ help.
- 5 Superdug can't swim but he can _____.

5.3 GRAMMAR

Lesson learning objective

Students can ask and answer questions with the verb *can*.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 3 and 4



Peer learning: Exercises 4, 5, 6 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play Memory Chain. Student A says a sentence with *can*. Student B repeats the sentence and adds another. Student C repeats both sentences and adds a third, e.g., *He can swim. She can act. I can run.* Continue. students who make a mistake or repeat a verb are 'out'.
- (Books open) Students look at pages 70–71. (L1/L2) Then write *Thank you, Superdug!* on the board. In pairs, students look at the pictures of the cartoon story and predict what the story is about. (L1/L2) Explain the lesson objective.
- Use the pictures to pre-teach *lovely* and *boat*.

Exercise 1

- **Critical thinking** Individual students race to answer. Challenge a strong student to explain the answers using complete sentences. Accept incomplete sentences or pointing from a weaker student.

Answers: 1 'Learn to swim' 2 The little dog.

Exercise 2 2.43

- After students listen and read, pairs agree on the answer. Then ask an individual to justify it by referring to the cartoon story.

Answer: mother

Exercise 3

- Ask students to read the sentences and complete them. Then they compare their answers with a partner.
- Check answers as a class and encourage students to say which text or picture contains the answer.

Answers: 2 boat 3 swim 4 can 5 fly

5.3 GRAMMAR

Lesson learning objective

Students can ask and answer questions with the verb *can*.

Get Grammar 27

- Play the Get Grammar! video. If you do not have a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out that we invert the subject and can to form a question.
- Remind students that we use short answers in everyday English.

Exercise 4

- Go through the example together, making sure students understand how the question is formed.
- Pairs complete the questions. Check that students have completed the questions correctly before they answer them.
-  Pairs answer the questions in their notebooks. Then they swap notebooks with another pair and review each other's work.
-  Check answers by writing them on the board, and make sure that students have used pronouns, not names or nouns, in the short answers.

Answers:

- 2 Q: Can Dug fly?
A: No, he can't.
- 3 Q: Can you see the boat?
A: Yes, I can.
- 4 Q: Can the little dog swim?
A: Yes, it can.

Exercise 5

-  With a weak class, ask students to do the exercise in open pairs. Again, make sure that students use pronouns, not names or nouns, in short answers. Praise students who do well. Encourage them to explain what was good, with help from other students, e.g., *(L1) I remembered the word without looking. The grammar was correct. My pronunciation was good.*

Answers:

- 2 A: Can Tom and Susan swim?
B: No, they can't.
- 3 A: What can Kit and Dug do?
B: They can help.
- 4 A: Can Superdug run fast?
B: Yes, he can.
- 5 A: Can Superdug swim?
B: No, he can't.

Exercise 6

-  Students write questions and answers individually. Appoint two or three students as experts and use the Expert Envoy technique to help weaker students. Then pairs act out the dialogues, taking turns to ask and answer.

Answers:

- A Can Dug swim? B: No, he can't.
- A Can Kit draw? B: No, she can't.
- A Can Dug draw? B: Yes, he can.
- A Can Kit cook? B: Yes, she can.
- A Can Dug cook? B: No, he can't.

Exercise 7

-  Students think of an idea for number 5. Give each student a letter, A or B, so that As are sitting next to Bs. Students A and B interview each other. Then the Bs all move round the class in one direction and sit down in the next empty seat, next to an A. Students interview each other again. Continue until all students have spoken to five classmates. Alternatively, if you intend to do the Extra activity below, ask groups of five students to ask and answer.
- Count and collate the information from Exercise 7 on the board.

Extra activity

- Help each group to draw a bar chart to represent the information from Exercise 7.

Exercise 8

- Students do this individually or help each other in the same groups as above.

Exercise 9 2.44 2.45

- Play the rap, and teach students appropriate gestures.
- When students are familiar with the rap, play the karaoke version. Students chant and make the gestures.

Finishing the lesson

-  Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 50
- Grammar Time page 234
- Resource Pack
Resource 43: Unit 5 Lesson 3 Grammar – Can questions and short answers

Grammar

can questions and short answers

?	Short answers
Can I swim?	Yes, I can . / No, I can't .
Can you swim?	Yes, you can . / No, you can't .
Can he/she/it swim?	Yes, he/she/it can . / No, he/she/it can't .
Can we swim?	Yes, we can . / No, we can't .
Can you swim?	Yes, you can . / No, you can't .
Can they swim?	Yes, they can . / No, they can't .
What can we do ? We can help .	

27 Get Grammar!



4 Complete the questions. In your notebook, write short answers.

- Q: Can Superdug fly? (fly)
A: Yes, he can.
- Q: _____ Dug _____? (fly)
A: No, _____.
- Q: _____ you _____ the boat?
(see)
A: Yes, _____.
- Q: _____ the little dog _____?
(swim)
A: Yes, _____.

5 Look at the cartoon. Ask and answer the questions in pairs.

- Picture 2 Dug / see the children?
A: **Can Dug see the children?**
B: **Yes, he can.**
- Picture 3: Tom and Susan / swim?
- Picture 3: What / Kit and Dug / do?
- Picture 4: Superdug / run fast?
- Picture 4: Superdug / swim?

6 In pairs, ask and answer about Kit and Dug.

		
swim?	✓	✗
draw?	✗	✓
cook?	✓	✗

A: Can Kit swim?

B: Yes, she can.

7 Copy the table. Add your idea for number 5. Ask five of your classmates. How many of them can or can't do these things?



Can you ...	1	2	3	4	5
1 swim?	✓	✗	✓	✗	✗
2 fix a computer?					
3 ride a horse?					
4 draw?					
5 ... ?					

8 Write about your classmates' answers in Exercise 7.

Two people can swim and three people can't swim.

9 2.44 2.45 Go to page 131. Listen and chant the Activities Rap.



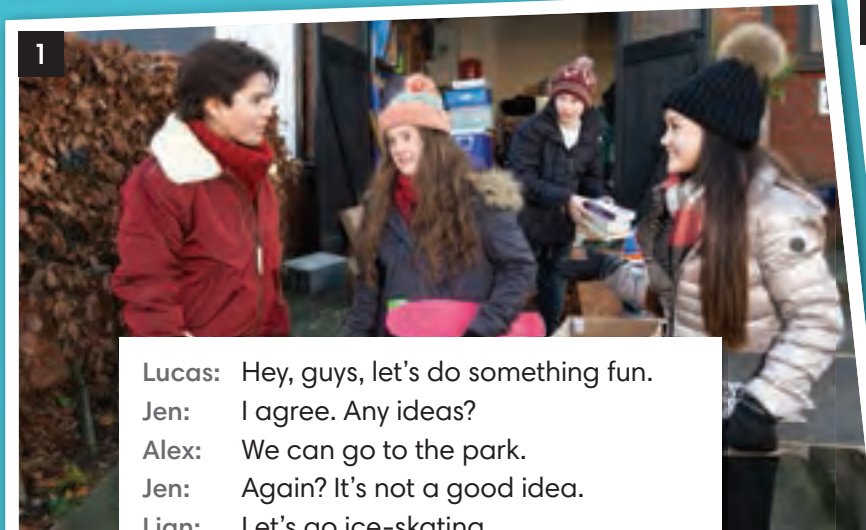


5.4

COMMUNICATION Suggestions

I can make suggestions about what to do.

C Let's do something fun!



Lucas: Hey, guys, let's do something fun.
 Jen: I agree. Any ideas?
 Alex: We can go to the park.
 Jen: Again? It's not a good idea.
 Lian: Let's go ice-skating.
 Jen: Great idea!
 Lucas: I'm not sure ... I can't skate very well.
 Lian: No problem. I can teach you.
 Lucas: OK, cool! Let's do that!



Alex: Hey, Lucas? You can wear these!
 Lucas: Ha, ha! You're so funny!

- 1 28 2.46 Watch or listen and read. What do they agree to do? Tick (✓) the correct picture.

1 ☐2 ☐3 ☐

- 2 2.47 Listen and repeat.

Communication Suggestions

A: Let's *do something fun!* / Let's *go ice skating!* / We can *go to the park!*

B: 😊 I agree! / Let's do that! / Great idea!

😐 I'm not sure.

😞 It's not a good idea.

- 3 Complete the sentences with one word.

- We can go to the cinema!
- _____ go to the swimming pool!
- Let's _____ something fun!
- _____ can play football!
- We _____ ride our bikes!

- 4 Circle the best answer.

- A: Let's do something fun.
 B: a Let me see ...
 b I agree. Any ideas?
 c What's wrong?
- A: Let's go to the swimming pool!
 B: a We can go to the park.
 b Let's do something fun.
 c I'm not sure ... I can't swim very well.
- A: No problem. I can teach you.
 B: a Yes, we can.
 b OK. Let's do that!
 c I can't do that.

- 5 Read and answer. Use expressions in the Communication box.

- A: We can make cupcakes! B: 😊 Great idea!
- A: Let's do something fun! B: 😐
- A: We can go to the park. B: 😞
- A: Let's play volleyball. B: 😐

- 6 In pairs, make dialogues like those in Exercise 5. Use the ideas in the box and add your own.

go to the cinema go to the swimming pool
 make a video play computer games
 play volleyball ride our bikes

A: *Let's ride our bikes!*

B: *I agree!*

5.4 COMMUNICATION Suggestions

Lesson learning objective

Students can make suggestions about what to do.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 3



Peer learning: Extra activity, Exercise 6



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pairs write *true/false* sentences about what different characters in Unit 5 can or can't do. They read them to another pair, who answer *true* or *false*.
- (Books closed) Write *Let's do something fun!* on the board. Students predict what the lesson is about. (Books open) (L1/L2) They look at page 72 to check. (L1/L2) Explain the lesson objective.
- Pairs brainstorm everything they can remember about the characters.
- Pairs look at the photos and predict what the characters are talking about.

Exercise 1 2.46

- Elicit/teach *ice-skate*. Say: *Look at picture 2 in Exercise 1. She can ... (ice-skate)*. Then elicit what action verbs the other photos illustrate (photo 1: walk; photo 3: skateboard).
- Have a class vote about what the children agree to do.
- Play the video. If you do not have access to a computer and projector, play the audio.
- Ask a student to justify their answer.

Answer: 2

Exercise 2 2.47

- Make sure that students understand all the phrases in the box before you play the audio. Students listen and repeat in chorus.

Extra activity

- Groups of four practise the dialogue in the photo story. Then students discuss what they did well and what could be improved.

Extra video activity 2.48

- Play the video. Students stand up when a character makes a suggestion, jump when a character reacts in a positive way and sit down when a character is not sure or does not agree.

Exercise 3

- Students complete the sentences. Point out that the missing words are in the Communication box in Exercise 2.
- Use the Traffic Lights technique to check how difficult students found this exercise.

Answers: 2 Let's 3 do 4 We 5 can

Exercise 4

- Ask students to cover the answers and think how they would respond in each situation.
- Students do the exercise individually. Then check answers as a class.

Answers: 1 b 2 c 3 b

Extra activity

- Put students into pairs and ask them to act out the dialogues. Encourage them to read with expression. When they have finished, they swap roles.

Exercise 5

- Before students do the exercise, explain that they can choose any appropriate expression from the Communication box.

Possible answers:

- 2 I agree! / Let's do that! / Great idea!
- 3 It's not a good idea.
- 4 I'm not sure.

Exercise 6

- With a weak class, write the following prompts on the board: *Let's ...* and *We can ...*
- Put students into pairs. They take turns making suggestions and responding to them.
- When they have finished, ask different pairs to act out each dialogue for the class.

Finishing the lesson

- Ask students: *Can you make suggestions about what to do?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 51
- Resource Pack
Resource 44: Unit 5 Lesson 4 Communication – Suggestions

5.5 READING AND VOCABULARY Language

Lesson learning objective

Students can understand a text about sign language.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 1, 3 and 4



Independent learning: Finishing the lesson

Background notes

Sign language is a language for deaf people. It is based on specific hand movements supported by facial expressions. British Sign Language uses two-hand movements. American Sign Language uses a one-handed alphabet. It is estimated that there may be 300 different sign languages around the world, and people who use one sign language do not necessarily understand another sign language; they have to learn it first.

Warm-up

- (Books closed) Groups of four suggest, respond and agree on one activity for them to do next weekend. They tell the class.
- Say: *English is a language. French is a language.* Then ask: *What is your language?*
- Students read the lesson objectives. (L1/L2) Clarify if necessary.

Exercise 1 2.48

- (Books closed) Teach *hear*. Cup one ear with your hand and say: *I can hear music.*
- Critical thinking** Pairs brainstorm things they do every day that would be difficult if they could not hear.
- (Books open) (L1) Pairs look at the photos and discuss what they show. Elicit/explain sign language. Tell students: *In this lesson, you can learn sign language.*
- Play the audio for students to listen and repeat in chorus.
- Pairs label the pictures. Check answers by asking different students to say the word. Check and drill pronunciation as necessary.

Answers: 2 language 3 sign language 4 speak
5 special 6 hear

Exercise 2

- (L1) Ask students if they know anyone who uses sign language, and if they do, ask why the person uses it. If a student in your class uses it, ask him/her for a demonstration, if appropriate.

Exercise 3 2.49

- Point out that the text has four paragraphs and that there are four headings. Read out heading 'b' and say: *English, Spanish, and Italian are languages. Now name a special language.* Elicit *sign language*. Then read out heading 'c' and ask students to suggest an answer. Finally, read out heading 'd' and ask students to suggest an answer. They can use L1 or mime.
- Pairs match the headings to paragraphs. Check answers and ask pairs to justify their answers by reading out the words in each paragraph that helped them.

Answers: 2 d 3 c 4 a

Exercise 4

- Ask pairs to answer any questions they can before reading the text again. Then they read, underline key words and check. Use the Basketball technique to check answers.

Answers: 2 T 3 F 4 T 5 F

Exercise 5

- Tell students that they all know this word. Pairs write their guesses on a response card. Then they go to page 132 and check.
- Pairs try to use their hands to show the word. You can ask a few volunteers to demonstrate it for the class.

Exercise 6

- Students write their names in their notebooks in capital letters. Then they find each letter and form it with their hands.
- You can ask a few volunteers to demonstrate for the class.

Extra activity

- Pairs write a question about something they would like to know about sign language. They find the answer on the Internet and tell the class. They can do this either at home or in class if you have computer/Internet access.

Finishing the lesson

- Read the lesson objectives. Students show self-assessment response cards (😊, 😐, ☹️). Then they copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Further practice

- Workbook page 52
- Resource Pack
Resource 45: Unit 5 Lesson 5 Reading and Vocabulary – Language



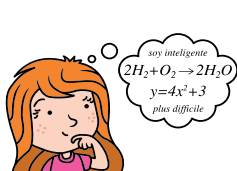
5.5

READING and VOCABULARY Language

I can understand a text about sign language.

- 1 **2.48** Listen and repeat. Label the pictures with words from the vocabulary box.

Vocabulary	Language
hear	learn
language	sign language
speak	special



1 learn



2 _____



3 _____



4 _____



5 _____



6 _____

- 2 Look at the photos in Exercise 1 and the title of the text in Exercise 3.

- 3 **2.49** Read and listen to the text. Match headings a-d to paragraphs 1-4.

- a Learn sign language! c Where is sign language important?
b A special language d What is sign language?

Sign language

- 1 ☒ **b** At school you can learn different languages, like English, French or Spanish. But there are special schools where teachers and students use sign language.
- 2 ☐ In sign language you make letters and words with your hands. It's for people who can't hear.
- 3 ☐ Sign language is important in schools and at home. All the family can learn sign language. They can speak to children who can't hear.
- 4 ☐ Are there children at your school who use sign language? Here's an idea: you can learn sign language and speak to them.

- 4 Read the sentences. Circle T (true) or F (false).



- 1 People who can't hear have got a special language. ☒ T / ☐ F
- 2 There are special schools for students who use sign language. ☐ T / ☐ F
- 3 In sign language you draw pictures. ☐ T / ☐ F
- 4 People who can't speak use sign language. ☐ T / ☐ F
- 5 People use sign language only at schools. ☐ T / ☐ F

- 5 The pictures show a word in the British Sign Language alphabet. Go to page 132 and check the word. Can you show it with your hands?



- 6 Can you spell your name in British Sign Language?

I can understand and write short texts about after-school clubs.

- 1 Match the pictures 1–4 to after-school clubs a–d. In pairs, say what you can do in these clubs.



1



2



3



4

- a ☒ 4 swimming club c ☐ drama club
b ☐ art club d ☐ football club

- 2 2.50 Listen to four children. Match speakers 1–4 to clubs a–d in Exercise 1.

- Speaker 1 ☒ b
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐

- 3 2.50 Listen again. Complete with a number or an action verb.

- At Art Club you can learn to draw.
- The number of students in the Art Club is _____.
- In Drama Club you learn to _____.
- Football Club is for boys and girls from twelve to _____.
- The number of kids in the swimming club is _____.

- 4 **CLASS VOTE** Which of the clubs in Exercise 2 do you prefer?

- 5 Read the ad for an after-school club. Who is the club for? Circle the correct answer.

It's for students who like *sports* / *computers*.

Come to Computer Club!

You can write emails but you can't write computer programs? We can teach you! You can make robots and you can play computer games too. How cool is that?

Where: St Alban's Secondary School

When: Monday, 4 o'clock

See you there!

www.U-and_Bot.get

Writing

and, but

You **can** make robots **and** you **can** play computer games.
You **can** write emails **but** you **can't** write computer programs.

- 6 Complete the sentences with *and* or *but*.

- I can run and I can jump.
- She can sing _____ she can't act.
- They can play computer games _____ make a robot _____ they can't write computer programs.

Writing Time

- 7 Write an ad for an after-school club.

- Find ideas**
Make notes about what you can do at the club, and where and when the club is.
- Draft**
 - Write the title. **Come to ... Club!**
 - Write a paragraph about what you can do at the club.
You can ... and
You can ... but you can't ...
 - Write where and when the club is.
Where: ... When: ... o'clock
 - Write the end. **See you there!**
- Check and write**
Check all the linkers (*and, but*) and write the final version of your text.

5.6 LISTENING AND WRITING Linkers: and, but

Lesson learning objective

Students can understand and write short texts about after-school clubs.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 5 and 6



Peer learning: Exercises 1, 3 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pairs practise the signs in Lesson 5.5, Exercise 5, on page 73.
- (Books open) (L1/L2) Pairs look at page 74 and discuss what they will learn in this lesson. Explain the lesson objectives.
- Ask students: *What after-school clubs has your school got?* Help with vocabulary.

Exercise 1

- Ask students to look at the photos and ask: *In picture 1/2/3/4, what can the people do?* (1 They can play football. 2 They can draw/paint. 3 They can act. 4 They can swim.)
- Pairs match and discuss. Check answers as a class.

Answers: b 2 c 3 d 1

Exercise 2 2.50

- Play the audio, pausing after each speaker. Pairs discuss before they answer.

Answers:

Speaker 2 – c Speaker 3 – d Speaker 4 – a

See page 243 for audio script.

Exercise 3 2.50

- Pairs predict the answers before listening to the audio again. Then they check their answers with another pair.

Answers: 2 twelve 3 act 4 fifteen 5 eight

Exercise 4

- Students vote for their favourite club. Encourage them to explain their choice.

Exercise 5

- Ask students to read the sentence before they read the ad. Tell them that they do not need to understand all the details, just the main idea.
- Check answers as a class. Ask students which words helped them to find the answer (computer programs, robots, computer games).
- Elicit/explain email, teach, secondary school and Monday.

Answer: computers

Writing: and, but

- **Critical thinking** Challenge students to explain how we use *and* and *but*. (*And* introduces similar information; *but* introduces contrasting information.)

Exercise 6

- Students read each sentence first and decide if the information is similar or contrasting.
- Use the Traffic Lights technique to monitor.

Answers: 2 but 3 and, but

Exercise 7

- Pairs follow the steps and write their ad individually. Then they review each other's work using the Two Stars and a Wish technique.

Extra activity

- Display the ads and ask students to vote for the most popular club.

Finishing the lesson

- Read the lesson objectives. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 53
- Resource Pack
Resource 0: Unit 5 Lesson 6 Listening and Writing

5.7 CLIL: MUSIC Musical instruments

Lesson learning objective

Students can talk and write about musical instruments.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Peer learning: Exercises 3 and 4



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write _____ on the board. Ask students to guess the letters and words (musical instrument).
- Give students time to look at page 75. (L1/L2) Ask them to tell you what they expect to learn in this lesson. Explain that the lesson objective is to learn the names of musical instruments and to practise describing them.
- (Books closed) Ask students to name any musical instruments they can (e.g., guitar, piano).

Exercise 1 2.51

- Play the audio, pausing for students to repeat each word in chorus. Then they say the number of the corresponding photo. Correct them if necessary.
- Students label the photos individually. Then pairs compare answers.

Answers: 2 acoustic guitar 3 violin 4 drums 5 keyboard

Extra activity

- (Books closed) Play a short track from any piece of music in which you can hear two or more of the musical instruments in the Vocabulary box. Students tell you which instruments they think they can hear.
- Alternatively, ask different students to mime playing a musical instrument for the class to guess.

Exercise 2

- Ask students to do the quiz individually. You could set a time limit for this. Encourage them to help each other if they do not understand all the words.
- Find out who did well, e.g., ask: *Who has got ten correct answers? Who has got nine?* Remember to praise students.

Answers: 1 F 2 T 3 F 4 T 5 F 6 F 7 T 8 T 9 T 10 F

Exercise 3

- Pairs complete the sentences. Then they compare their answers with another pair.

Answers: 2 body 3 feet 4 wooden 5 China

Exercise 4

- Pairs predict the answer before they read the text. Point out that they need to read the whole text in order to find the answer.
- Pairs tell each other which musical instrument(s) from the Vocabulary box they can play and which they would like to play.

Answer: acoustic guitar

Exercise 5

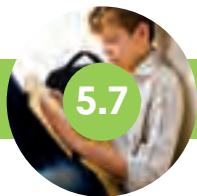
- Students complete the sentences individually.
- You could then ask students to work in groups of four. Each student reads his/her text but does not name the instrument. The group guess what it is.

Finishing the lesson

- Ask: *Can you name and describe some musical instruments?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 54
- Resource Pack
Resource 47: Unit 5 Lesson 7 CLIL: Music – Musical instruments



5.7

CLIL: Music Musical instruments

I can talk and write about musical instruments.

- 1 2.51 Listen and repeat. Label photos 1–6.

Vocabulary Musical instruments

acoustic guitar drums electric guitar
keyboard violin



1 electric guitar 2 _____ 3 _____



4 _____ 5 _____

- 2 Read the quiz. Circle T (true) or F (false). Check your answers on page xx. What's your score?

- 3 Look at the false sentences in the quiz. Correct them using the words below.

body China feet Spain wooden

- The acoustic guitar is from Spain.
- When you play the guitar, its _____ is on your legs.
- You play the drums with your hands and _____.
- The violin is a _____ instrument.
- The drums are from _____.

- 4 What can Jane play? Look at the quiz again. Read and complete the text.

Hi, I'm Jane. I love music!
Can you guess the instrument
I can play?
It's wooden and it's big.
I play this instrument with my
fingers. It's brown and black.



- 5 Imagine you can play one of the instruments from the quiz and complete. Use Exercise 4 to help.

I can play the _____. It's _____ and
_____. I play this instrument with my
_____.

QUIZ TIME!

- The acoustic guitar is from France. T / F
- The guitar has got a head, a neck and a body. T / F
- When you play the guitar, its head is on your legs. T / F
- Two-year-old kids can learn to play the violin. T / F
- You can only play the drums with your hands. T / F
- The violin is a glass instrument. T / F
- The keyboard is an electric instrument. T / F
- The body of the electric guitar is usually wooden. T / F
- The violin and the acoustic guitar are in the same family of instruments. T / F
- The drums are from the USA. T / F

My score is ____ / 10

Wordlist and Vocabulary in action

Extra activity

Write the following on the board: 1 I can _____ the acoustic guitar. 2 I can _____ a bike. 3 I can _____ English. 4 I can _____ a poster. 5 I can _____ music. 6 I can _____ a picture.

Ask students to complete the sentences with verbs from the Wordlist. There may be more than one answer for some sentences. (Answers: 1 play, hear, see; 2 ride, fix, see; 3 speak; 4 make, see; 5 hear 6 draw, see)

Further practice

- Resources
- Resource 48 Unit 5 Wordlist: Wordsearch

WORDLIST Action verbs | make, play, ride | Language | Musical instruments

acoustic guitar /ə'ku:stɪk/ /gɪ'ta:/
act /ækt/
cook /kʊk/
dance /da:ns/
draw /drɔ:/
drums /drʌmz/
electric guitar /ɪ'lektɹɪk/ /gɪ'ta:/
fix /fiks/
fly /flaɪ/
hear /hɪə/
jump /dʒʌmp/
keyboard /'ki:bɔ:d/
language /'læŋgwɪdʒ/
learn /lɜ:n/
make a poster /meɪk ə'pəʊstə/
make cupcakes /meɪk'kʌpkɛɪks/
play computer games /pleɪ kəm'pjʊ:tə geɪmz/
play football /pleɪ 'fʊtbɔ:l/
play the piano /pleɪ ðə pi'ænəʊ/
read /ri:d/

ride /raɪd/
ride a bike /raɪd ə 'baɪk/
ride a horse /raɪd ə 'hɔ:s/
run /rʌn/
sign language /saɪn,læŋgwɪdʒ/
sing /sɪŋ/
speak /spi:k/
special /speʃəl/
swim /swɪm/
violin /vaɪə'lin/
write /raɪt/

EXTRA

after school /ɑ:ftə 'sku:l/
all day /ɔ:l 'deɪ/
boat /bəʊt/
camera /'kæməɾə/
club /klʌb/
come /kʌm/
fast /fɑ:st/
football /'fʊtbɔ:l/

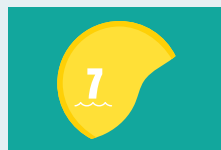
game /geɪm/
guys /gaɪz/
I can't see a thing. /aɪ kɑ:nt ,si: ə 'θɪŋ/
important /ɪm'pɔ:tənt/
Let me see ... /let mi 'si:/
letter /'letə/
lovely day /'lʌvli 'deɪ/
Not again! /nɒt ə'geɪn/
One minute, please. /wʌn 'mɪnət ,plɪz/
star /stɑ:/
teach /ti:tʃ/
teacher /'ti:tʃə/
video /'vɪdiəʊ/
volleyball /'vɒlibɔ:l/
wear /weə/
well /wel/
What's wrong? /wɒts 'rɒŋ/
who /hu:/
word /wɜ:d/

VOCABULARY IN ACTION

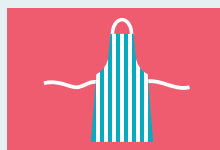
Exercise 1

- 2 cook
- 3 draw / write
- 4 jump
- 5 fly
- 6 fix
- 7 act
- 8 run

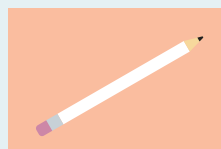
1 Guess the words.



1 swim



2



3



4



5



6

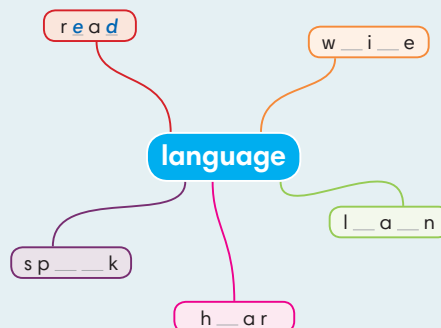


7



8

2 Complete with words from the wordlist.



Exercise 2

write, speak,
learn, hear

3 Find all the words and one expression in the wordlist that have something to do with music.

Nouns: acoustic guitar, _____,
_____, _____, _____,

Verbs: dance, _____

Expression: _____ the _____

4 2.52 PRONUNCIATION /æ/, /ɑ:/. Listen and repeat.

Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a star!

Exercise 3

Nouns: drums,
electric guitar,
keyboard, violin
Verbs: sing
Expression:
play (the) piano

Extra activity

(After Exercise 4) Ask students to write two true sentences with *and* and two true sentences with *but* about a classmate, a friend or a member of their family.

Further practice

- Workbook page 56
- Resource 49 Unit 5 Revision: Grammar

Revision

VOCABULARY

- 1 Look at the picture and complete the action verbs 1–8. Then write five more action verbs in your notebook.



- 1 a c t 2 f _ x 3 f _ y 4 j _ _ p
5 r _ _ d 6 r _ n 7 s _ _ g 8 s _ _ m

Exercise 1

- act
- fix
- fly
- jump
- read
- run
- sing
- swim

Exercise 2

- ride
- play
- play
- ride
- make

- 2 Complete with *make*, *play* or *ride*.

- make* cupcakes
- _____ a bike
- _____ the guitar
- _____ football
- _____ a horse
- _____ a poster

- 3 Complete with words from the list below.

□ speak drums hear electric special learn

- Sign language is a *special* language for people who can't _____.
- We can _____ Spanish or French at our school.
- I can read French but I can't _____ it very well.
- I can play the _____ and my friend can play the _____ guitar.

Exercise 3

- hear
- learn
- speak
- drums, electric

GRAMMAR

- 4 In your notebook, write sentences with *can* (✓) or *can't* (X) and *and* or *but*.

- Superdug / fly ✓ / swim X
Superdug can fly but he can't swim.
- Leo / play the piano X / play football ✓
- I / make a cake X / make a pizza ✓
- You / play the guitar X / sing X
- They / skateboard ✓ / run very fast ✓

- 5 Complete the questions and short answers.

- Can you swim* (you / swim)?
No, *I can't*.
- _____ (David / sing) this song?
Yes, _____. He's very good.
- _____ (the boys / act) ?
No, _____.!
- _____ (Lisa / play) this game?
No, _____. She's really bad!
- _____ (you / see) Mario?
Yes, _____. He's over there.

COMMUNICATION

- 6 Put the dialogue in the correct order. Then act it out in pairs.

- ☐ I'm not sure ... I can't play very well.
- ☐ Ok, cool. Let's do that.
- ☐ I agree. Any ideas?
- ☒ Let's do something fun.
- ☐ No problem. I can teach you.
- ☐ We can play football.

Exercise 4

- Leo can't play the piano but he can play football.
- I can't make a cake but I can make a pizza.
- You can't play the guitar and you can't sing.
- They can skateboard and they can run very fast.

Exercise 5

- Can David sing this song?
Yes, he can.
- Can the boys act?
No, they can't.
- Can Lisa play this game?
No, she can't.
- Can you see Mario?
Yes, I can.

Exercise 6

- 2
- 3
- 4
- 5
- 6

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK

p. 55

Young London



Hyde Park



Natural History Museum



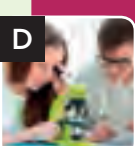
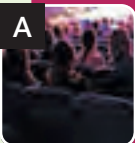
The London Eye and the Thames

EXPLORE

- 1 Do you know these places in London? What are they? What can you do there?
- 2 2.53 Listen and read. Match photos A-D to paragraphs 1-4.

Things to do at the weekend

London is a fun city. There are a lot of things young people can do. Here are some of them.



- 1 ☒ **D Go to a museum**
How about the Natural History Museum? There are fun activities for teens: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!
- 2 ☐ **Workshops**
Some museums have workshops. You can draw or make things with your friends. At the Cartoon Museum, you can make your own comic!
- 3 ☐ **See a show**
London is famous for its musicals. There are many shows. You can sing and dance to the songs, too!
- 4 ☐ **See the city**
You can see London from the top of the London Eye or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.

- 3 Read the text in Exercise 2 again. Circle the correct answer.

Where can you ...

- 1 skateboard?
on the London Eye / in Hyde Park
- 2 make a comic?
at a workshop / on the Thames
- 3 sing?
in the Natural History Museum /
in a musical
- 4 go on a boat?
from the top of the London Eye /
on the Thames
- 5 make a T-shirt?
at the Natural History Museum /
at the Cartoon Museum

- 4 2.54 Listen and write where the people are. Choose from the places listed below.

A puppet show A drawing workshop
The London Eye A musical

1	<u>The London Eye</u>
2	
3	
4	

- 5 Work in pairs. What can teenagers do where you live? Make a list and compare with other students' lists. Whose list is the longest?

GLOSSARY

activity (n) something you do because you enjoy it
workshop (n) a place where people meet to learn or improve a skill
comic (n) a magazine that tells a story with pictures

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 3 and 8
-  Peer learning: Exercises 5 and 7 and Project
-  Independent learning: Finishing the lesson, Project

Background notes

Hyde Park is one of the biggest parks in London. The lake in the photo is the Serpentine. There are over 4,000 trees in the park. You can walk, have a picnic and do sports there.

The river Thames flows through London.

The London Eye is a Ferris wheel. It is 135m high. You can take great photos from the top.

You can see the skeletons of a blue whale and a dinosaur in the Natural History Museum.

Warm-up

- (Books closed) Write five activities from Lesson 5.1, Exercise 5 on the board. Add: have a picnic, see a musical and see a puppet show. Challenge the class to explain the new words or do so yourself, e.g., *A picnic is when you eat outside. A musical is a show with music.* (Give an example that students will know.) *A puppet show* – use gestures or draw a simple puppet with strings on the board.
- Pairs order the activities 1–8, where 1 = a lot of fun, and 8 = not much fun. Ask different students to explain their choices.
-  (Books open) Ask pairs to look at pages 78–79 and to discuss what they will do in this lesson. (L1/L2) Explain/clarify that they will learn what young people can do in London in their free time.
- Ask: *What can people do in London?* Find out what students know, if anyone has been there and the places they visited.

Exercise 1

- Encourage pairs to guess what you can do in the different places. Collect ideas on the board. (See the Culture notes.)
- Point at the photo on the right and check whether students understand *museum*. Elicit *dinosaur*.

Exercise 2 2.53

- Students say what they can see in the photos. Use photo D to teach *scientist*.
- After students read and listen, students do the matching exercise in pairs.

Answers: 2 A 3 B 4 C

Exercise 3

-  Use the Basketball technique to check answers.

Answers: 2 at a workshop 3 in a musical
4 on the Thames 5 at the Natural History Museum

Exercise 4 2.54

- Before you play the audio, explain to students that they are going to hear people talking in each of the four places. Elicit what key words the speakers might use about each place. With a weak class, you could write the words under headings on the board.
- Play the audio, pausing after each speaker for pairs to discuss and note the answer.

Answers: 2 A drawing workshop 3 A musical
4 A puppet show
See page 243 for audio script.

Extra activity

- Pairs use the Internet at home or in class to find out about another place to visit in London. They make notes and tell the class.

Exercise 5

-  Set a time limit, e.g., two minutes. Ask pairs to compare their lists with another pair and to agree on one list. Ask different students to share their ideas with the class.

Exercise 6 **29**
BBC video

Video script: see Teacher's Book p. 246

Presenter's questions

- 1 (00:06) What's your favourite weekend activity? Is it skateboarding? Are you a good cook? Or is it playing computer games?
- 2 (00:42) Can you skateboard?
- 3 (01:30) Can you name this sport?
- 4 (01:51) How many sports can you remember from the video? (six: skateboarding; riding a (BMX) bike; riding a scooter; climbing; boxing; ice skating. Other activities: cooking, playing computer games.)

Note: If you cannot show the video, spend more class time preparing the Project.

- Point at the photo and ask: Can you do that?
- Students read the question before you play the video.
- Pause after each of the presenter's questions and ask students for their ideas.
- Check answers as a class.

Answer: d

Exercise 7 **29**

- Pairs read and answer any questions they can.
-  Play the video again for students to check their answers with a partner.

Answers: 1 T 2 F 3 T 4 F 5 T

Exercise 8

-  After pairs discuss the questions, use the Lollipop Stick technique to choose different students to explain their answers.

 Project
Exercise 9
Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Put students into pairs and ask them to read the instructions.
- Pairs use the list they made in Exercise 5 to help them choose some fun things that visitors can do and note where they can do them.
- Ask pairs to decide how they are going to find photos and how they are going to design the leaflet. Encourage them to work together rather than divide tasks.
- Give students the project worksheets to help them prepare.
- Decide how the presentation will be shared: via the class projector, a file sharing service, email or on the school website.

Sharing the leaflets

- You can display the leaflets around the class. You could comment on design, interest and accuracy. Remember to praise first.
- Have a class vote for the most interesting leaflet.

Finishing the lesson

- Ask students which place in London would be the most enjoyable for younger people and which would be the most enjoyable for their parents. Encourage them to give reasons. If they could visit only one place, which one would it be?

Further practice

- Workbook page 57
- Resource Pack
Resource 50: Unit 5 BBC Culture – Fun Places project

EXPLORE MORE

Free time activities



6 **29** Watch the video and answer the presenter's questions. Which of these activities is not in the video? Circle the correct answer a, b, c or d.

- a boxing b skateboarding c swimming d ice-skating

7 **29** Watch the video again and circle T (true) or F (false). Use the information from the video, not what you know.

- | | |
|---|-------|
| 1 You can ride a BMX bike in Rom Park. | T / F |
| 2 You can't skateboard in Rom Park. | T / F |
| 3 There are special hats for climbing. | T / F |
| 4 Boxing isn't a sport. | T / F |
| 5 Sports can help you make new friends. | T / F |

8 Discuss in pairs. Which of the sports or activities in the video can you do? Which would you like to do?



Fun things to do in ...*

This is ...

It's in ...

You can *do fun activities / skateboard / see a film* there.

*Add the name of the place where you live.

YOU EXPLORE

9 **CULTURE PROJECT** In pairs, make a leaflet about the fun things visitors can do in your area.

- Take photos of the places or find them on the internet.
- Write about places with fun activities for teenagers. Use these questions to help you.
What kind of places are they?
Where are they?
What can people do there?
- Put the photos and text together on the leaflet.
- Share your leaflet with the class.

6

6.1

VOCABULARY Daily activities

I can talk about daily activities.

1 Which of these activities do you do every day?

go to school have lunch do (my) homework watch TV go to bed

My day

VOCABULARY

Daily activities | Days of the week |
Months | On the internet

GRAMMAR

Present Simple affirmative | Adverbs
of frequency

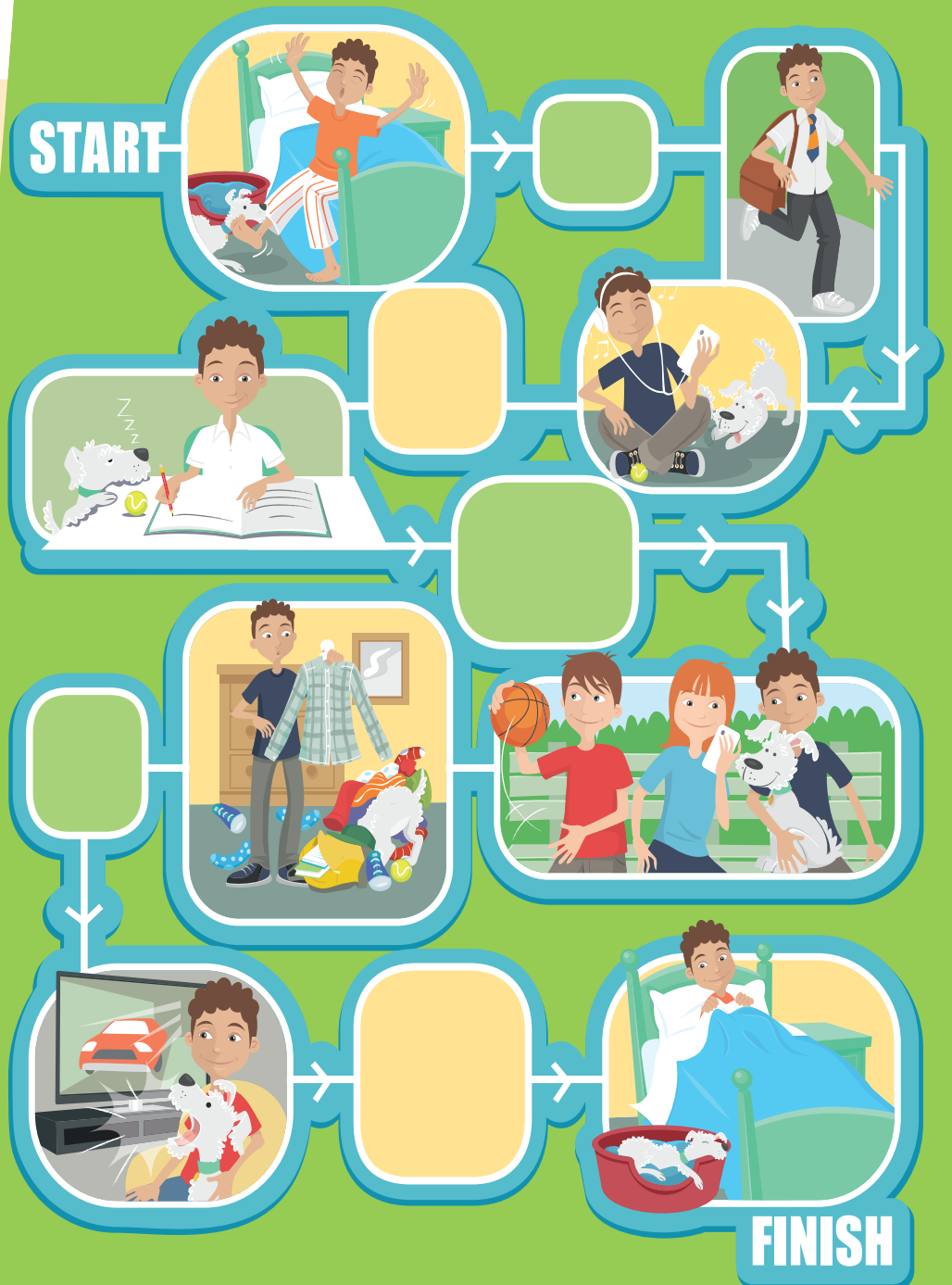
Grammar: *I listen to classical music*



Grammar animations:
Present Simple affirmative



Communication:
The film starts at four o'clock!



Unit contents

Vocabulary

- Daily activities
- Days of the week
- Months
- On the Internet

Grammar

- Present Simple affirmative
- Adverbs of frequency

Communication skills

Telling the time

Examples of 21st century skills/competencies

- Critical thinking: page 81 (Exercises 6 and 9), page 82 (Exercise 4), page 84 (Exercise 3), page 85 (Extra activity), page 87 (Extra activity)
- Collaboration: page 80 (Warm-up), page 81 (Exercise 9 and Extra activity), page 83 (Exercises 8 and 9), page 84 (Warm-up and Exercise 3), page 85 (Exercises 6 and 10), page 86 (Extra activity and Exercise 5), page 87 (Exercises 2, 3, 4, 5 and 6), page 88 (Exercises 1 and 4), page 89 (Exercises 3, 4 and Extra activity), page 92 (Exercises 1, 4, 5, Extra activities and Warm-up), page 93 (Exercise 8)
- Digital literacy: page 89 (Exercise 5)
- Assessment for learning: page 91
- Autonomy and personal initiative: page 83 (Exercise 9), page 85 (Exercise 9), page 87 (Exercise 6), page 88 (Exercise 7), page 89 (Exercise 5), page 92 (Exercise 5), page 93 (Language Bank)

6.1 VOCABULARY Daily activities

Lesson learning objective

Students can talk about daily activities.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 1 and 3



Peer learning: Warm-up, Exercises 4 and 5



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play Bingo! Draw a 3 x 3 grid on the board. Students copy the grid, choose nine action verbs from the Vocabulary box in Lesson 5.1 and write them in each square. Read out the words at random. Students listen and mark the words they have got in their grids. The student who has marked all the squares in a row – vertically, horizontally or diagonally – shouts *Bingo!* and wins the game. You can ask students to make new grids and repeat the game.
- Write *My day* on the board. Then ask pairs to predict what they will learn in this lesson.
- (L1/L2) Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- (Books closed) Ask students to use the Think – Pair – Share technique to tell you some things they do every day. Collect their ideas on the board. If students do not know the words, they can mime. Encourage strong students to help express the ideas in English.

Exercise 1

- Draw a clock showing one o'clock on the board. Mime *have lunch* and say *I know that!* with a 'thumbs up' gesture. Elicit/teach *go to school* (e.g., draw a clock showing eight o'clock on the board and mime a student walking to school with a school bag), *do my homework* (e.g., mime a student doing his/her homework), *watch TV* (e.g., draw a TV screen on the board and mime someone watching it) and *go to bed* (e.g., yawn and then mime going to bed).
- Use the Thumbs Up/Down technique after each word to check which activities students do every day.

6.1 VOCABULARY Daily activities

Lesson learning objective

Students can talk about daily activities.

Exercise 2 3.1

- Play the audio, pausing after each word for students to repeat in chorus and look for the corresponding picture. Each time, ask a student to hold up his/her book and point to the picture. If there is no picture, ask the student to mime the activity. Translate any activities students find difficult, e.g., *hang out with my friends*.

Answers: do my homework, get up, go to bed, go to school, hang out with my friends, listen to music, tidy my room, watch TV

Exercise 3

- Pairs race to do the exercise.
-  Use the Lollipop Stick technique to choose different students to say each answer.

Answers: 2 get 3 tidy 4 have 5 listen 6 watch
7 do 8 hang

Exercise 4

-  Point out that many daily activities use the verb have. Students do the exercise individually and then compare answers with a partner. Check answers by asking different students to spell each answer.

Answers: 2 a shower 3 breakfast 4 lessons 5 dinner

Watch out!

- Ask: *What verb can we use with the words in Exercise 4? (have)*
- Point out the letters in red: the indefinite article *a* before *shower* and the *s* in the plural noun *lessons*.
- Explain that we would use *a* if we were talking about one lesson: *have a lesson*. We do not use *a* before meals.

Exercise 5 3.2

-  Play the audio for students to write the activities. Alternatively, pairs discuss each answer and all students write them on response cards.
- Ask different students to justify the answers.

Answers: 2 go to school 3 have dinner 4 go to bed
5 have a shower 6 get up

Exercise 6

- **Critical thinking** Students number the activities individually. Then they read their lists to each other and discuss any differences. Encourage pairs to explain differences to the class.

Possible answers: 2 have breakfast 3 go to school
4 have lessons 5 have lunch 6 do my homework
7 have dinner 8 go to bed

Exercise 7

- Challenge strong students to do the exercise without looking at the Vocabulary box.
- Ask different students to write the answers on the board.

Answers: 2 go to school 3 have a shower
4 listen to music 5 get up 6 tidy my room

Exercise 8

- Tell students that if they land on an empty square, they can earn an extra point by naming an activity that can follow the activity in the preceding picture, e.g., *have breakfast* in the first empty square.
- With a strong class, teach students *It's my/your turn*.

Exercise 9

- **Critical thinking** Students write in their notebooks. They explain their ideas to a partner. Tell them to justify their ideas.

Extra activity

- Students tell a new partner which activities they like and which they do not like. Two of their sentences should be false. Their partner guesses which are the false sentences.

Finishing the lesson

-  Students look at the predictions they made in the Warm-up and circle the new words they have learnt in the Vocabulary box.
-  Ask: *Can you say what you do every day?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 58
- Resource Pack
Resource 51: Unit 6 Lesson 1 Vocabulary – Daily activities

- 2 3.1 Listen and repeat. Which expressions can you find in the pictures on page 80?

Vocabulary **Daily activities**

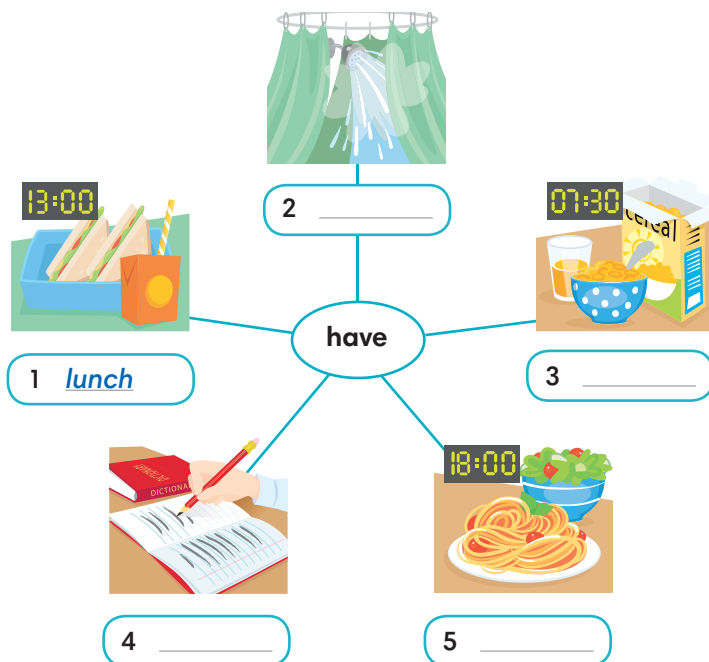
do my homework get up go to bed
go to school hang out with my friends
have a shower have breakfast have dinner
have lessons have lunch listen to music
tidy my room watch TV

- 3 Circle the correct answer.

- 1 get / go to bed
- 2 have / get up
- 3 tidy / listen to my room
- 4 have / go lessons
- 5 watch / listen to music
- 6 take / watch TV
- 7 do / have my homework
- 8 take / hang out with my friends

- 4 Complete the expressions with a word from the list below.

lessons dinner a shower breakfast lunch



have breakfast / lunch / dinner
have **a** shower
have lessons**s**

**Watch
OUT!**

- 5 3.2 Listen and write the activities in your notebook. Use the Vocabulary box to help you.

1 watch TV

- 6 Number the activities in the order you do them on a typical day. Read your lists in pairs. Are they the same?

- | | |
|---|--|
| ☐ have dinner | ☒ get up |
| ☐ have lessons | ☐ have breakfast |
| ☐ go to school | ☐ go to bed |
| ☐ do my homework | ☐ have lunch |

- 7 Look at the pictures. Write the activity.



1 hang out with my friends



2 _____



3 _____



4 _____



5 _____



6 _____

- 8 In pairs, play the board game on page 80.

- 1 Throw the dice.
- 2 Go forward.
- 3 If there's a picture on the square, name the activity.
Correct answer: stay there.
Wrong answer: go back two squares.
- 4 Go to the FINISH first to win!

- 9 Put the daily activities in the Vocabulary box into groups.

- ☺ Activities I like: ...
☹ Activities I don't like: ...

**And
YOU**



6.2

GRAMMAR Present simple affirmative

I can use the Present Simple in affirmative sentences.

G I listen to classical music.

- 1 Lucas asks Alex and Jen about their daily routine for a school survey.



2



- Jen I get up early. I get ready for school and I have breakfast.
 Alex Me, too. Breakfast is very important. Jen makes pancakes!
 Jen Then we walk to school.
 Alex We're never late for school.

3



- Jen After school we do our homework. In the evening, ...
 Alex I listen to classical music and Jen plays the piano.

4



- Lucas Come on guys! Alex listens to classical music! Jen plays the piano! Seriously?
 Jen Oh, Alex! Lucas, this is what Alex really does ...

- 1 30 3.3 Watch or listen, then read.
 Who makes breakfast? Circle the correct answer.

a Lucas b Alex c Jen

- 2 Write A (Alex), J (Jen) or A and J (Alex and Jen).

- | | |
|-----------------------------|----------|
| 1 get up early | <u>J</u> |
| 2 make pancakes | _____ |
| 3 walk to school | _____ |
| 4 do homework | _____ |
| 5 listen to classical music | _____ |
| 6 play the piano | _____ |

- 3 3.4 Listen and repeat. Find these expressions in the story.

Me, too. Come on, guys!
 Seriously?

OUT of class

- 4 Guess what Alex really does. Circle your choice.

- 1 gets up early / late
 2 has breakfast at home / at school
 3 plays computer games / football

- 5 31 3.5 Now watch or listen and check.

6.2 GRAMMAR Present Simple affirmative

Lesson learning objective

Students can use the Present Simple in affirmative sentences.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 6 and 9



Peer learning: Exercises 8 and 9



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Play a game to revise daily activities. Put students into two teams. Say a verb or noun from the Vocabulary box in Lesson 6.1 to each team in turn. One team member completes a collocation, e.g., Teacher: *Hang*. Student: (*Hang*) *out with my friends*. Teacher: *Lunch*. Student: (*Have*) *(lunch)*. If students cannot answer or get the collocation wrong, the other team has an extra turn.
- (*Books open*) Pairs look at pages 82–83 and discuss what they will learn in this lesson. Brainstorm ideas from the class. Explain the lesson objective.
- Ask students to name objects, clothes and actions in the photo story. Use the photos to teach vocabulary as necessary, e.g., *get ready, pancakes*.
- Using gesture and appropriate intonation to support meaning, ask students if there is anything strange about the photos. Students tell you their ideas.

Exercise 1 30 3.3

- Play the video. If you do not have access to a computer and projector, play the audio.
- Ask a student to answer the question.
- Check students' predictions about the story. Students should now understand that some of the things the characters say are not true.

Answers: c

Exercise 2

- Pairs read the phrases and note answers they know.
- Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm answers.
- Check answers using the Basketball technique.

Answers: 2 Jen 3 Alex and Jen 4 Alex and Jen
5 Alex 6 Jen

Exercise 3 3.4

- Make sure students understand each expression before you play the audio.
- Play the audio, pausing for students to repeat each expression in chorus.
- Play the audio again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- **Critical thinking** Encourage students to think of situations in which they can use these expressions. Explain further if necessary.

Exercise 4

- Students guess and circle the answers, justifying their choices. Do not confirm or contradict their answers yet.

Exercise 5 31 3.5

- Play the video or audio for students to check if their guesses are correct.
See page 243 for audio/video script.

Extra video activity 30

- Play scene 2. Pause after each character speaks. Hum the intonation he/she uses but do not say the words. Students imitate you before they practise the scene in pairs.

6.2 GRAMMAR Present Simple affirmative

Lesson learning objective

Students can use the Present Simple in affirmative sentences.

Get Grammar 32

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Stress that we add s to verbs in the third person. Mention that spelling is sometimes irregular. (See the Watch out! box.)

Exercise 6

-  Students do the exercise individually. Use the Traffic Lights technique to find out how easy/difficult they found the exercise. Then ask different students to say each answer.

Answers: 1 get 2 gets 3 has 4 have 5 walk
6 do 7 play

Watch out!

- Point out the different third person spellings. Then ask students to find and underline all the third person verbs in Exercise 6.
- Explain the rules for making the third person singular ending.
- Most verbs, including those that end in -e, take s.
- Verbs that end in -ss, -ch, -sh, -x and -o take -es.
- Verbs that end in a consonant + y drop the y and add -ies.

Extra activity

- In pairs, students predict Lucas' daily routine.

Exercise 7

- Before students do the exercise, they read the blog and check their predictions. Explain that reading a text before completing it will help them understand the context.
- Ask different students to write each answer on the board.

Answers: 2 get 3 have 4 goes 5 has 6 play
7 hangs 8 watch

Exercise 8

-  Students tick the things they do. Then they listen to their partner and tick the things he/she does. You could use the Thumbs Up/Down technique to find out how many students do each thing.

Exercise 9

-  While monitoring, remember to praise students before correcting their mistakes. You can also praise the presentation of written work. This is a useful way of boosting weak students' confidence.
-  Ask students to swap notebooks with a partner and review each other's work: are the third person verb endings correct?

Exercise 10

- Play the game with the class. Challenge the student who guesses by asking the other student to whisper.

Finishing the lesson

-  Ask different students to give examples of Jen's, Alex's and/or Lucas's daily routine. Then ask: *Can you use the Present Simple in affirmative sentences?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 59
- Grammar Time page 235
- Resource Pack
Resource 52: Unit 6 Lesson 2 Grammar – Present Simple affirmative

Grammar

present simple affirmative

	+
I	listen to music.
You	listen to music.
He/She/It	listens to music.
We	listen to music.
You	listen to music.
They	listen to music.

32 Get Grammar!



6 Circle the correct answer.



I ¹get / gets up early. Alex ²get / gets up late. Alex ³have / has breakfast at school. I ⁴have / has breakfast at home.

Jen and I ⁵walk / walks to school. After school, we ⁶do / does our homework. In the evening, I ⁷play / plays computer games.



get → gets make → makes
watch → watches go → goes
tidy → tidies have → has

Watch OUT!

7 Read Lucas' blog. Complete the sentences with a verb from the list below in the correct form.

go hang watch play have have get get

Lucas' blog

My brother and I are very different. Victor ¹gets up early. I ²_____ up late. I ³_____ breakfast at home but Victor ⁴_____ to the swimming pool so he ⁵_____ breakfast at school. Before dinner, I ⁶_____ computer games and Victor ⁷_____ out with his friends. But we ⁸_____ the football on TV together!

8 Tick (✓) the things that you do. Tell your partner. Then listen to your partner and tick (✓) the things he/she does.

Me Partner:

- | | | |
|--|--------------------------|--------------------------|
| 1 I get up early. | ☐ | ☐ |
| 2 I get up late | ☐ | ☐ |
| 3 I have breakfast at home. | ☐ | ☐ |
| 4 I have breakfast at school. | ☐ | ☐ |
| 5 I do my homework after school. | ☐ | ☐ |
| 6 I hang out with my friends after school. | ☐ | ☐ |
| 7 I watch TV after dinner. | ☐ | ☐ |
| 8 I play computer games after dinner. | ☐ | ☐ |

9 Look at Exercise 8. In your notebook, write what you and your partner do.

*I get up early. Nicola gets up early, too.
After school, I ...*

10 Play Who is it?

And YOU



I play basketball after school.

It's Oliver! He plays basketball after school.



I can use adverbs of frequency.

The Terrific Two – Dug's busy week

1



Kit: Dug, your garage is a mess!
Can you tidy it, please?

Dug: Sorry, Kit. Today's Monday.
On Mondays I always go to
the superhero gym.

Kit: How about Tuesday?

Dug: Tuesday isn't a good day. I
have swimming lessons on
Tuesday.

Kit: OK. Wednesday.

Dug: I usually have dinner
with uncle Roberto on
Wednesday.

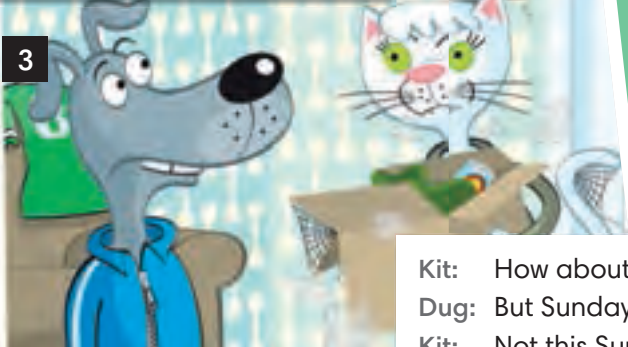
Kit: Thursday? Friday?
Saturday?

Dug: I'm often busy on these
days. On Thursday I visit my
parents. On Friday I play
football for the superhero
team. And on Saturday we
always hang out with our
friends.

2



3



Kit: How about Sunday?

Dug: But Sunday is my only free day!

Kit: Not this Sunday!



1 Look at the cartoon. Can you see Dug's football shirt? What colour is it?

2 3.6 Listen and read. Which is Dug's free day?

3 You can't see three activities from Dug's busy week in the cartoon. Which activities are they?

4 Correct the sentences.

- 1 Dug's ~~kitchen~~ is a mess. garage
- 2 Dug has singing lessons. _____
- 3 Dug has lunch with his uncle Roberto. _____
- 4 Dug visits his granny and grandad. _____
- 5 Dug plays basketball for the superhero team. _____

6.3 GRAMMAR Adverbs of frequency

Lesson learning objective

Students can use adverbs of frequency.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 4 and 5



Peer learning: Exercises 3 and 6



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Pairs say sentences about Alex and Jen's real daily routines. Then they look at Lesson 6.2 to check their ideas.
- (*Books open*) Give pairs time to look at pages 84–85 and discuss what the lesson will be about. (L1/L2) Then explain the lesson objective.
- (*Books closed*) Pairs imagine three things Superdug does during the week. Each pair tells another pair. Then different pairs tell the class their ideas. (*Books open*) Ask students to look at the pictures in the cartoon story to see if any of their ideas are correct.

Exercise 1

- Ask the first student to find the answer to stand up.

Answer: green (It is behind Dug in pictures 1 and 3.)

Exercise 2 3.6

- Before you play the audio, find out which days of the week students know. Explain as necessary, and point out that they are in Superdug's diary in picture 1. If you wish, use the pictures to teach *a mess*, *free day* and *busy*, or encourage students to use the pictures and context to understand.
- Ask a student to justify the answer by referring to the text.

Answer: Sunday

Exercise 3

- Ask students to find all the activities Superdug does in the dialogue. Then pairs look at the pictures and decide which activities are not there.

Answers:

have dinner with Uncle Roberto, play football (for the superhero team), hang out with our friends

Exercise 4

- Students correct the sentences by comparing them with the information in the cartoon story. They write their answers on response cards. Ask individuals to justify their answers by referring to the story.

Answers: 2 ~~singing~~ swimming 3 ~~lunch~~ dinner 4 ~~granny and grandad~~ parents 5 ~~basketball~~ football

6.3 GRAMMAR Adverbs of frequency

Lesson learning objective

Students can use adverbs of frequency.

Get Grammar

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Focus students' attention on the position of adverbs of frequency: after *to be* but before most other verbs.

Exercise 5

-  Students do the exercise individually. Refer them to the Grammar box for help. Use the Traffic Lights technique to monitor. Then ask different students to write each sentence with the adverb of frequency on the board.

Answers:

- 2 He sometimes plays computer games.
- 3 He is never at home on Tuesday.
- 4 He often listens to music.
- 5 He is always late for breakfast.

Exercise 6

-  Pairs use the prompts to write sentences. Remind them to be careful with word order and with third person singular spelling.
- Pairs swap their notebooks with another pair and review each other's work.
- Write the answers on the board and clarify.

Answers:

- 2 Lulu and Flo sometimes hang out with Kit and Dug.
- 3 Lulu usually goes to bed early.
- 4 Flo never plays computer games.
- 5 They are sometimes late for school.
- 6 They always do their homework before dinner.

Exercise 7

- Tell a strong class that this exercise is important because it will help them with pronunciation. Remind a weak class that repeating the words will help them to remember them better.
- Play the audio for students to listen and repeat in chorus.

Exercise 8

- Make sure students understand that the days on the right are not in the correct order. After students write, pairs take turns to say sentences about Kit.

Answers:

- 2 Kit gets up late on Saturday.
 - 3 Kit cooks dinner on Wednesday.
 - 4 Kit tidies her house on Sunday.
 - 5 Kit has a tennis lesson on Monday.
 - 6 Kit goes to the gym on Tuesday.
- The missing day is Thursday.

Extra activity

- Ask: *Who is very busy in your family?* Students tell a partner about one person and some things he/she does on different days. With a weak class, you could ask students to write sentences about the person first and then read them to their partner.
- **Critical thinking** Ask: *Why is free time important?* Have a class discussion.

Exercise 9

- After students write, they read their sentences to a partner and tell him/her when their free day is. If you have time, ask some students to tell the class.

Exercise 10

- Alternatively, invite different students to say true/false sentences to the class. The student who guesses correctly goes next.

Finishing the lesson

-  Read the lesson objectives. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 60
- Grammar Time page 235
- Resource Pack
Resource 53: Unit 6 Lesson 3 Grammar – Adverbs of frequency

Grammar

Adverbs of frequency

- We **always** hang out with our friends.
 ●●●●○ He **usually** goes to the gym.
 ●●●○○ I **often** visit my granny.
 ●●○○○ She **sometimes** has dinner with us.
 ●○○○○ They **never** get up late.

Adverb + verb

I **always** have breakfast.
 They **never** get up late.

Adverb + to be

I am **always** happy.
 They are **never** late.

33 Get Grammar!

We **often** watch DVDs.

And we **always** eat popcorn.



5 Draw arrows and put the adverb in the correct place in the sentence.

- Dug has dinner with Kit. **usually**
- He plays computer games. **sometimes**
- He is at home on Tuesday. **never**
- He listens to music. **often**
- He is late for breakfast. **Always**

6 In your notebook, write about Kit's sisters, Lulu and Flo. Find the correct adverb in the grammar table.



- Lulu and Flo / go to the cinema on Friday **●●●○○**
Lulu and Flo often go to the cinema on Friday.
- Lulu and Flo / hang out with Kit and Dug. **●●○○○**
- Lulu / go to bed early. **●●●●○**
- Flo / play computer games **○○○○○**
- They / be late for school. **●●○○○**
- They / do their homework before dinner. **●●●●●**

7 3.7 Listen and repeat.

Vocabulary

Days of the week

Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday

8 Complete the words. Tell your partner when Kit does these activities. Which day is missing?

- watch a film F **r** i day
- get up late S _ _ _ _ day
- cook dinner W _ _ _ _ day
- tidy her house S _ _ _ day
- have a tennis lesson M _ _ _ day
- go to the gym T _ _ _ _ day

Kit watches films on Friday.

9 In your notebook, write sentences that are true for you. When is your free day?

- always / Monday
I always watch TV on Monday.
- sometimes / Tuesday
- often / Thursday
- usually / Friday
- never / Saturday
- always / Sunday

10 Work in pairs. Say one true and one false activity. Can your partner spot the false sentence?

- A: *I never get up late. I often cook.*
 B: *True, false!*
 A: *Correct!*

And
 YOU



6.4

COMMUNICATION Telling the time

I can tell the time.

C The film starts at four o'clock.

1 Alex and Lian want to go to the cinema.



Lian: What time is it?

Alex: It's a **quarter to four**. (1)

Lian: What time is the film?

Alex: It's at **four o'clock**. (2)

Lian: It's too late now.

Alex: Wait, the film is on again at **half past four**. (3)

Lian: That's better. Let's go.

2 At the cinema.



Lian: There isn't a film at half past four.

Alex: But it says here there's a show at half past four on Fridays. Oh!

Lian: Exactly! Today's Saturday.

1 Find the times (1-3) in the dialogue. Match them with the clocks (a-c).

a ☐b ☐c ☐

2 3.4 3.8 Watch or listen and read. Why isn't there a show at half past four?

3 3.9 Listen and repeat.

Communication Telling the time

A: What time is it?

B: It's four o'clock.

A: What time is the film / match?

B: It's at ten (minutes) past four.

(a) quarter past four.

half past four.

(a) quarter to five.

ten (minutes) to five.

4 Complete the times. Then ask and answer in pairs.

1 It's twenty to six.

2 It's _____ past two.

3 It's a quarter _____ ten.

4 It's three _____.

5 It's ten past _____.

6 It's a quarter _____ eight.

A: *What time is it?*B: *It's twenty to six.*

5 In pairs, make dialogues like those in Exercise 4. Then act them out in class.

1 A: time / the football match? B: 12:15

What time is the football match?

A: time / now?

B: 11:55

2 A: time?

B: 5:40

A: the party?

B: 6:00

6 Play What time is it? as a class. Ask and answer.

A: *What time is it?*B: *It's one o'clock. What time is it?*C: *It's five past one. What time is it?*D: *It's ...*

6.4 COMMUNICATION Telling the time

Lesson learning objective

Students can tell the time.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 5



Peer learning: Exercise 4



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Students say a true sentence about a classmate using the Present Simple and an adverb of frequency. The class guess who the person is.
- (*Books open*) Pairs look at page 86 and predict what they will learn in this lesson. (*L1/L2*) Explain the lesson objective.
- Students look at the photos and predict what the characters are talking about (the time a film starts).

Exercise 1

- Point out that students just need to find the times, not read the whole text. Then they match the times with the clocks. Explain and clarify *half past* and (*a*) *quarter to*, if necessary. Check answers.

Answers: a 1 b 3 c 2

Exercise 2 3.4 3.8

- Play the video. If you do not have access to a computer and projector, play the audio.
- Use the Lollipop Stick technique to choose a student to explain the answer.

Answers: It's Saturday and the 4.30 show is on Fridays.

Extra video activity 3.4

- Pairs try to memorise the dialogue. Then play the video, pause before each character speaks and elicit what he/she says.

Exercise 3 3.9

- Focus students' attention on the use of *at*. Make sure students understand when we use *to* and when we use *past*.
- Play the audio for students to listen and repeat.

Exercise 4

- Students complete the times individually. Then pairs check their answers by taking turns to ask and answer.

Answers: 2 half 3 past 4 o'clock 5 five 6 to

Extra activity

- Students draw six clock faces with different times. Then in pairs, they take turns to ask *What time is it?* and draw the times their partner has said.

Exercise 5

- Use the Traffic Lights technique to monitor. Check that students use *at* when necessary.

Answers:

- 1 B: It's at (a) quarter past twelve.
A: What time is it now?
B: It's five (minutes) to twelve.
- 2 A: What time is it?
B: It's twenty to six.
A: What time is the party?
B: It's at six o'clock.

Exercise 6

- You can ask students to draw big clock faces and hold them up when they speak.

Finishing the lesson

- Ask students: *Can you tell the time?* Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 61
- Resource Pack
Resource 54: Unit 6 Lesson 4 Communication – Telling the time

Lesson learning objective

Students can understand a text about a teenage traveller.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercises 2, 3, 5 and 6



Independent learning: Finishing the lesson

Background notes

- Peru is in South America. Machu Picchu was built by the Incas in the fifteenth century, in the mountains 2,430 metres above sea level. It is one of the most famous Inca sites.
- The Nazca Desert in Peru is most famous for the Nazca Lines. These are pictures in the ground. You can see them clearly from the air; some lines are simple geometric shapes while others are designs of animals, people, trees and flowers.
- Cappadocia in Turkey is a popular tourist attraction and is famous for its wonderful rock formations as well as its interesting history and culture.

Warm-up

- (Books closed) Pairs ask and answer about clubs/ subjects at school that they know in English, e.g., Student A: *What time is English on Wednesday?* Student B: *It's at half past ten.*
- (Books open) (L1/L2) Explain the lesson objective.
- (Books closed) Write *A day with ... Dreamtime Traveler!* on the board. Pairs discuss the title and predict what the text is about. Note: *traveler* is American English spelling. The British English spelling is *traveller*.

Exercise 1

- Pairs read the first part of the text and discuss the question. Ask a student to explain the answer. If necessary, teach any words students find difficult, e.g., *different* and *life*.

Answer:

They are special because they live in different countries.

Exercise 2 3.10

- Give students time to read the sentences before they listen.
- After students listen and read, pairs discuss the answers.
- Use the Lollipop Stick technique to choose different students to justify each answer by referring to the text.

Answers: 1 different countries 2 brother 3 hasn't got
4 online 5 blog 6 isn't

Exercise 3

- Students read the text again and answer the questions. Then they swap notebooks with a partner and review each other's work.

Answers:

- 2 Her parents and the people they visit.
3 No, she hasn't.
4 Reading and writing.
5 They are always in different places.
6 TV and films.

Exercise 4

- Give students time to think and note down one or two ideas before they speak.

Extra activity

- Critical thinking** (L1/L2) Ask: *Would you like to live like Réka?* Encourage students to explain why or why not.

Exercise 5 3.11

- Play the audio, pausing after each word for students to listen and repeat.
- After students find the months in the text, they tell a partner their favourite month and why it is their favourite.

Exercise 6

- Students copy the table into their notebooks and plan their journey. Help with vocabulary as necessary.
- Groups of four tell each other about their plan. Then they decide whose is the most exciting and tell the class.

Finishing the lesson

- Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 62
- Resource Pack
Resource 55: Unit 6 Lesson 5 Reading and Vocabulary – Months



6.5

READING and VOCABULARY Months

I can understand a text about a teenage traveller.

1 Look at the photos and read the first part of the text. Why is this family special?

2  3.10 Read and listen to the rest of the text. Circle the correct answer.

- 1 Réka lives in *Australia* / *different countries*.
- 2 Réka has got a *brother* / *sister*.
- 3 Réka *has got* / *hasn't got* a school.
- 4 Réka hangs out with her friends *in different places* / *online*.
- 5 'Dreamtime Traveler' is Réka's *book* / *blog*.
- 6 Réka's life *is* / *isn't* boring.

3 Read the text again and answer the questions.

- 1 Who is Lalika?
He's Réka's brother.
- 2 Who are Réka's teachers?
- 3 Has Réka got a best friend?
- 4 What are her two favourite activities?
- 5 Réka hasn't got a pet. Why?
- 6 What does Réka watch?

4 What do you like most about Réka's life? Tell a partner.

5  3.11 Listen and repeat. Find the months in the photos.

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

6 Imagine you travel to different countries like Réka. Plan your journey for a year. Tell the other students about your plan.

Month	Country
<i>January and February</i>	<i>Australia</i>

In January and in February I'm in Australia. In March, I'm in ...

1



Australia – January 2016

A day with ... Dreamtime Traveler!

Réka Kaponay is from Australia, but she lives in different countries! She travels with her parents and brother, Lalika. Today she tells us about her life.

Where's your school?

I haven't got a school! My teachers are my parents and the people we visit.

Who are your friends?

I've got friends in a lot of countries. We hang out online. I haven't got a best friend.

Have you got a pet?

No! I love animals but I can't have a pet. We are always in different places.

What are your favourite hobbies?

Reading and writing! I read a lot and I write my own books. I've got a blog too – Dreamtime Traveler. But I also watch TV and films like all teenagers and I love walking and swimming.

Do you like your life?

Yes, I love every day! It's never boring!

2



Machu Picchu, Peru – March 2013

3



Nazca, Peru – March 2013

4



Cappadocia, Turkey – October 2014

5



Paris, France – August 2015



6.6

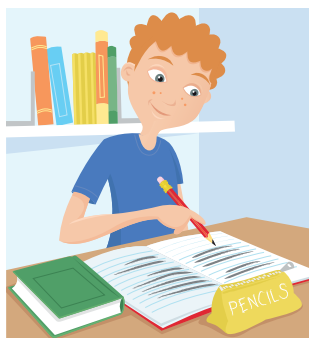
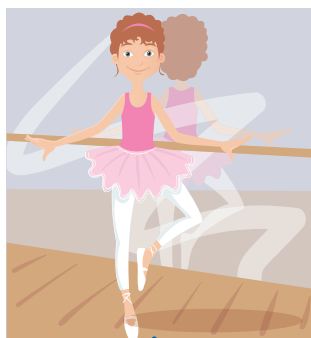
LISTENING and WRITING A typical weekend

I can understand and write short texts about a typical weekend.

- 1 Tick [✓] the activities you do at the weekend. Compare with your partner.

- | | |
|--|--|
| 1 ☐ tidy my room | 6 ☐ sing |
| 2 ☐ play football | 7 ☐ play computer games |
| 3 ☐ ride my bike | 8 ☐ do my homework |
| 4 ☐ listen to music | 9 ☐ have lunch with my family |
| 5 ☐ watch TV | |

- 2 3.12 What is their typical Saturday? Listen and match the names to the pictures. There is one extra picture.



Brian

Ben

Anna



- 3 3.13 Listen to Ben talking about his weekend. Complete the sentences with a word you hear.

- Ben usually gets up at 7 o'clock on Saturdays.
- Ben tidies his room after _____.
- Ben goes to bed at _____ o'clock on Saturdays.
- Ben _____ does his homework after breakfast on Sundays.
- Ben and his best friend play the _____ on Sundays.

- 4 Work in groups. Talk about what you usually do at the weekend. Then tell your class about a student in your group. Can they guess who it is?

- 5 Read Lian's blog. Which is her favourite day? Circle the correct answer.

- a Saturday b Sunday

My weekend

I usually get up at 8 o'clock on Saturdays. After breakfast I skateboard with my friends. I love my skateboard and I love Saturdays! Before dinner I watch TV or play computer games. I get up at 9 o'clock on Sundays. Before lunch I tidy my room and I do my homework. I always have lunch with my family! After lunch I often draw or listen to music.

Writing

before, after

- tidy my room lunch play computer games
- Before** lunch I tidy my room.
I tidy my room **before** lunch.
- After** lunch I play computer games.
I play computer games **after** lunch.

- 6 Underline *before* and *after* in Lian's blog.

Writing Time

- 7 Write about your typical weekend. Use *before* and *after*.

- Find ideas**
Make a list of what you do.
Saturday: get up late, help Mum, ...
Sunday: do my homework, ...
- Draft**
Write a paragraph about Saturday.
I usually get up at ... o'clock on Saturday.
I have a shower and I have breakfast.
After breakfast I ...
Write a paragraph about Sunday.
I always on Sunday. Before lunch I ...
- Check and write**
Check all *before* and *after* and write the final version of your text.

6.6 LISTENING AND WRITING A typical weekend

Lesson learning objective

Students can understand and write short texts about a typical weekend.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercises 3, 4 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Brainstorm questions that a journalist would ask Réka Kaponay. With a weak class, let students look at Lesson 6.5. Pairs role-play a TV interview between a journalist and Réka.
- (Books open) Pairs look at page 88 and discuss what they will learn. (L1/L2) Explain the lesson objectives.
- (Books closed) Write w _ _ k _ n _ on the board. Students suggest letters to complete the word (weekend).
- Ask different students: *What's your favourite weekend activity?*

Exercise 1

- Pairs tick the activities they do at the weekend. Then they compare with a partner. Ask different students to tell the class how their weekends differ.

Exercise 2 3.12

- Before students listen, elicit the activities in each picture, e.g., ask: *What does she do on Saturday?* (She dances.)
- Play the audio for students to match the names to the pictures.
- Ask different students to justify their answers.

Answers:

(top left) Anna (top right) Brian (bottom left) Ben
See page 244 for audio script.

Exercise 3 3.13

- Pairs read the sentences, discuss them and guess the missing words. Then play the audio for them to listen and check or complete the sentences.

Answers: 2 breakfast 3 ten 4 always 5 guitar

See page 244 for audio script.

Exercise 4

- Before students speak to the class, ask them to comment on each other's contributions to the group activity.

Exercise 5

- Students guess the answer. Then they read the blog and check.

Answers: a

Writing: before, after

- Students read the information. Challenge them to explain *before* and *after*.

Exercise 6

- Students underline *before* and *after* in the blog individually.

Exercise 7

- Students write individually. Then they review each other's work using the Two Stars and a Wish technique.

Extra activity

- 1 Display students' work. Students walk around the classroom and read the texts. Then they vote for the most interesting weekend.
- 2 Students write sentences about what they do on their favourite weekday.

Finishing the lesson

- Read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 63
- Resource Pack
Resource 56: Unit 6 Lesson 6 Listening and Writing – A typical weekend

Lesson learning objective

Students can talk and write about the things they can do on the Internet.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 3



Peer learning: Extra activity



Independent learning: Finishing the lesson

Warm-up

- Pairs take turns to tell each other what they do on a typical weekend.
- Ask: *Have you got a computer? Do you play computer games?* (Be sensitive to the fact that some students may not have a computer, or they may have an old computer.)
- (L1/L2) Ask students why a computer is useful or necessary in their lives. Students discuss in pairs. Then ask them to share their ideas with the class. Then explain the lesson objective.

Exercise 1 3.14

- Ask students to look at the expressions in the Vocabulary box and say which words they know. Explain any words they do not know or find difficult, e.g., *chat*. Make sure they understand all the expressions.
- Play the audio for students to listen and repeat in chorus. Then play the audio again, pausing to allow pairs to discuss and label the photos.

Answers: 2 get help with homework 3 chat online
4 have a video call 5 watch videos online 6 email someone

Exercise 2

- Students read the online posts before they complete them. Pairs compare answers. Check answers by asking different students to read part of the text.

Answers: 2 call 3 homework 4 videos 5 blog 6 email

Exercise 3

- Pairs discuss the questions. Then they write the answers in their notebooks. To check answers, ask different students to read out their answers and justify them.

Answers:

- 1 It's 6 o'clock.
- 2 Monday to Friday.
- 3 No, they aren't. (They're at their homes.)
- 4 Classmates.

Exercise 4

- Put students in small groups to discuss. Then gather their ideas on the board.

Answers:

One more thing you can do online: play games online

Possible answers: listen to music, read a book/magazine, read the news, buy (things), pay bills

Extra activity

- Students decide which are their two favourite activities on the Internet. Pairs take turns to ask and answer: *What are your favourite activities on the Internet?* If there is time, students can tell the class about their partner.

Further practice

- Workbook page 64
- Resource Pack
Resource 57: Unit 6 Lesson 7 CLIL: Technology



6.7

CLIL: Technology The Internet

I can talk and write about things I can do on the Internet.

- 1 3.14 Listen and repeat. Label photos 1–6.

Vocabulary

On the Internet

chat online email someone get help with homework
have a video call watch videos online read/write a blog



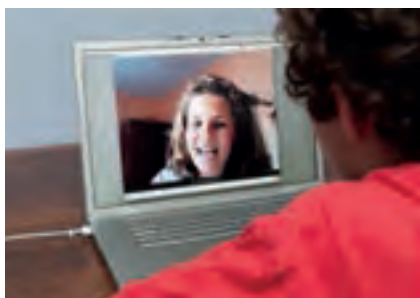
1 read/write a blog



2 _____



3 _____



4 _____



5 _____



6 _____

- 2 Read the online posts. Complete the sentences with one word from the Vocabulary box.

The Internet and me!

chocolatecookie My best friend lives in the USA now. We are in different time zones: London time is Los Angeles time + 8 hours. When it's 5 o'clock in the morning in LA, it's 1 o'clock in the afternoon in London, so we only ¹ *chat* online on weekdays. But we always have a video ² _____ on Saturday or Sunday.

FierceTed I love the Internet! I get help with my ³ _____. I play games online with my friends. We can play from our homes! I also watch ⁴ _____ online.

Cherry I write *Classmates*. It's a ⁵ _____ with stories and cartoons about school life. A lot of kids read it and they ⁶ _____ me their own cartoons. They're usually funny!

- 3 Read the posts again. Answer the questions.

- When it's 2 o'clock in London, what time is it in Los Angeles?
- Which days of the week are 'weekdays'? Guess.
- When *FierceTed* plays games with his friends, are they all in the same room?
- What is the name of *Cherry's* blog?

- 4 Find one more thing you can do on the Internet in one of the posts. Then add your own ideas. Ask your teacher or find the words you need online!

More things I can do on the Internet:

- _____
- _____
- _____

- 5 Write a post for *The Internet and me* about you. Create an online name first!

I usually ...



Wordlist and Vocabulary in action

Extra activity

Students mingle and ask each other: *What month is your birthday?*
Then they line up in order of birth month.

Further practice

- Resources
Resource 58 Unit 6 Wordlist:
Wordsearch

WORDLIST Daily activities | Days of the week | Months | On the Internet

April /'eɪprəl/
August /'ɔːɡəst/
chat online /tʃæt 'ɒnlaɪn/
December /dɪ'sembə/
do my homework /,duː maɪ'həʊmwɜːk/
email /'iː meɪl/
February /'februəri/
Friday /'fraɪdi/
get help with homework /get help wɪθ
'həʊmwɜːk/
get up /,get 'ʌp/
go to bed /,ɡəʊ tə 'bed/
go to school /,ɡəʊ tə 'skuːl/
hang out with my friends /hæŋ ,aʊt
wɪθ maɪ'frendz/
have a shower /hæv ə 'ʃaʊə/
have a video call /hæv ɪ 'vɪdiəʊ kɔːl/
have breakfast /hæv 'brekfəst/
have dinner /hæv 'dɪnə/
have lessons /hæv 'lesənz/
have lunch /hæv 'lʌntʃ/
January /'dʒænjuəri/
July /dʒuː'laɪ/
June /dʒuːn/
listen to music /,lɪsən tə'mjuːzɪk/
March /mɑːtʃ/
May /meɪ/
Monday /'mʌndi/
November /nəʊ'vembə/
October /ɒk'təʊbə/
read/write a blog /riːd/ /raɪt ɪn b'lɒɡ/

Saturday /'sætədi/
September /sep'tembə/
Sunday /'sʌndi/
Thursday /'θɜːzdi/
tidy my room /,taɪdi maɪ'ruːm/
Tuesday /'tjuːzdi/
watch TV /wɒtʃ 'tiːviː/
watch videos online /wɒtʃ 'vɪdiəʊz
'ɒnlaɪn/
Wednesday /'wenzdi/

EXTRA

animal /'ænɪm(ə)l/
busy /'bɪzi/
busy week /'bɪzi 'wiːk/
cartoons /kɑː'tuːnz/
classical music /'klæsɪkəl'mjuːzɪk/
Come on, guys! /,kʌm 'ɒn gaɪz/
daily routine /'deɪli ruː'tiːn/
early /'ɜːli/
every /'evri/
free day /,friː 'deɪ/
get ready for school /get ,redi fə
'skuːl/
grandparents /'grænd,peərənts/
gym /dʒɪm/
hours /aʊəz/
How about Tuesday? /,haʊ ə,baut
'tjuːzdi/
in the evening /ɪn ði 'iːvniŋ/
late for school /,leɪt fə 'skuːl/

life /laɪf/
live /lɪv/
love /lʌv/
Me too. /mi 'tuː/
meet my friend /,miːt maɪ'frend/
mess /mes/
my own /maɪ əʊn/
never /'nevə/
often /'ɒfən/
online /'ɒnlaɪn/
pancakes /'pæŋkeɪks/
really /'riːli/
school survey /skuːl 'sɜːveɪ/
Seriously? /'sɪəriəsli/
swimming lesson /'swɪmɪŋ,lesən/
team /tiːm/
teenagers /'tiːn,eɪdʒə(r)z/
That's better. /ðætɪz 'betə/
The film is on again at ...
/ðə film s ɒn ə'ɡeɪn ət/
travel /'træv(ə)l/
too late /tuː 'leɪt/
visit /'vɪzɪt/
walk /wɔːk/
walking /'wɔːkɪŋ/
weekdays /'wiːkdeɪz/
writing /'raɪtɪŋ

VOCABULARY IN ACTION

Exercise 1

- hang
- listens
- get
- does
- watch
- has
- have
- goes
- have

- Complete the daily activities with a verb. Use the correct form.
1 Jack usually **tidies** the kitchen after breakfast.
2 We always _____ out with our friends on Saturday.
3 She _____ to music in her room.
4 I never _____ up late on weekdays.
5 My brother _____ his homework on Friday.
6 They often _____ TV in the evening.
7 Dad sometimes _____ a shower after dinner.
8 We _____ lessons on Monday and Thursday.
9 Paul _____ to bed at 9 o'clock.
10 You usually _____ lunch at school.

- Match 1–6 with a–f. Choose three expressions and write your own sentences.

- | | |
|---------|----------------------|
| 1 email | a online |
| 2 chat | b a blog |
| 3 get | c videos online |
| 4 write | d a video call |
| 5 have | e a friend |
| 6 watch | f help with homework |

- 3.15 PRONUNCIATION** /s/, /z/ or /ɪz/?
Listen and repeat.

Kate gets up late and has breakfast fast.
She watches a film and runs for the bus!



Exercise 3

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

Exercise 2

- Wednesday,
25 March
- Sunday,
10 February
- Friday,
8 August
- Saturday,
29 January
- Tuesday,
12 May
- Thursday,
17 November
- Monday,
22 October

- Write the dates in full.

- | | |
|----------------|-----------------------|
| 1 Mon. 6/7 | <u>Monday, 6 July</u> |
| 2 Wed. 25/3 | _____ |
| 3 Sun. 10/2 | _____ |
| 4 Fri. 8/8 | _____ |
| 5 Sat. 29/1 | _____ |
| 6 Tues. 12/5 | _____ |
| 7 Thurs. 17/11 | _____ |
| 8 Mon. 22/10 | _____ |

Extra activity

Play *Chinese Whispers* with daily activities. Students form two lines in front of the board. Whisper a phrase to the students at the end of each line. Those students then whisper the phrase to the person in front of him/her, and so on. The students at the front write the word on the board.

Further practice

- Workbook page 66
- Resources
Resource 59 Unit 6 Lesson 9: Grammar

Exercise 1

- up
- watch
- school
- go to
- listen to
- my room
- my friends

The extra word is 'have'.

Exercise 2

- have a shower
- have breakfast
- have lessons

Other possible collocations:
have lunch,
have dinner

Exercise 3

In the word snake; Thursday, Tuesday, Saturday, Monday, Friday, Wednesday

The correct order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
The missing day is Sunday.

Exercise 4

- Students' own answers
- December
- March
- April

Exercise 5

- email a friend
- watch videos online
- write a blog
- have a video call

Revision

VOCABULARY

- Complete the expressions with words in the box. There's one extra word.

go to watch homework listen to up
have my room friends school

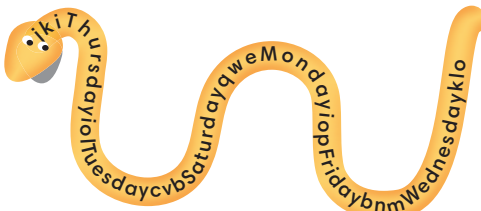
- do my homework
- get up
- watch TV
- go to school
- listen to music
- have friends
- tidy my room
- hang out with my friends

The extra word is up.

- Write three expressions with the extra word in Exercise 1. Do you know any more?

- up a shower
- up b breakfast
- up lessons.

- Find and circle the days of the week. Say them in the correct order with your partner. Which day is missing?



- Answer the questions. Then tell a friend.

- Which month is your birthday?
- Which month is before January?
- Which month is after February?
- Which month is before May?

- Circle the correct answer.



- email a friend / listen to music



- get help with homework / watch videos online



- play computer games / write a blog



- have a video call / chat online

GRAMMAR

- Complete Carla's blog about her typical morning. Use the verbs below in the correct form.

go get (x3) hang have (x3) listen
I ¹ get up at half past seven but my parents ² go up at seven o'clock. My sister, Kate, ³ goes up late every day! We ⁴ have breakfast together. After breakfast I ⁵ go to school with Kate. We go on the bus. Kate ⁶ listens to music and I ⁷ hang out with my friends. We ⁸ have lessons and we ⁹ go lunch at one o'clock.

- In your notebook, write sentences that are true for you.

- My brother / sister (always)
My brother / sister always gets up late.
- My parents (usually)
- My best friend (often)
- My granny and grandad (sometimes)
- My teacher (never)
- I (always)

COMMUNICATION

- Circle the correct answer.

- 06:35 It's twenty-five to six / seven.
- 12:30 It's a quarter / half past twelve.
- 06:10 It's ten past six / six past ten.
- 04:00 It's four past / o'clock.
- 09:45 It's a quarter to ten / past nine.
- 01:50 It's fifty past one / ten to two.

- Match 1-3 to a-c and make two dialogues.

Dialogue 1

- b What time is it? a OK!
- ☐ What time is the show? b It's five to two.
- ☐ Let's watch it. c At two o'clock.

Dialogue 2

- ☐ When is the match? a It's a quarter to eleven.
- ☐ What time is it now? b Yes, let's go!
- ☐ Let's walk fast then! c It's at eleven o'clock.

Exercise 6

- get
- gets
- have
- go
- listens
- hang
- have
- have

Exercise 7

Students' own answers

Exercise 8

- seven
- half
- ten past six
- o'clock
- to ten
- ten to two

Exercise 9

Dialogue 1:
2 c 3 a
Dialogue 2:
1 c 2 a 3 b

ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 65

READING and WRITING

- 1 Work in pairs. Tell a partner about what you and your family can and can't do.

A: *I can play the guitar.*

B: *My granny can't use a mobile phone!*

- 2 Read the ad. What is it about? Circle the correct answer.

a A talent contest. b A London show.

- 3 Read the ad again. Answer the questions.

- 1 Who is Meryl? *She's a new star.*
- 2 What can she do? _____
- 3 How many prizes are there? _____
- 4 When is the contest? _____
- 5 Where is it? _____
- 6 Can dogs come? _____

- 4 Complete Dan's blog with words in the box. There are two extra words.

can After hang the get listen garden
room usually breakfast have house

I'm at my cousin Julie's ¹house this week. It's in Richmond. It isn't very big but it's got a fantastic ²_____! My uncle and aunt ³_____ up at half past six. I get up at seven and have ⁴_____ with them and Julie. ⁵_____ breakfast, I go to bed again – it's the holidays! Then I tidy my ⁶_____. Julie and I ⁷_____ do sports after lunch. Julie ⁸_____ skateboard really well. She's my new teacher! We often ⁹_____ out with Julie's friends before dinner. Before bed we ¹⁰_____ to music or watch TV.

- 5 You are at a friend's house for the holidays. Write 40–50 words about what you do. Use these questions to help you.

- 1 Where is your friend's house?
- 2 What time do you get up?
- 3 What do you do before and after lunch?
- 4 What do you do in the evening?

I'm at my friend's house this week. It's in ... I get up at ... I have breakfast with ... Before lunch I/we ... After lunch I/we ... In the evening I/we ...

New Stars!

You can be a star too!

This is Meryl. She's a new star! She sings and plays the guitar in a rock band. She can dance too.

What can you do? Show us! We've got special prizes.

Prize 1 You can be on TV!

Prize 2 Meet a famous band!

Prize 3 Go to a London show!

When: Saturday at 10 o'clock

Where: Town Theatre

Your family and friends can come too! We're sorry but no cats or dogs.



LISTENING

- 6 3.16 Listen and tick [✓] the correct answer.

1 What can Grace do?



2 What club is on Thursdays?



3 What time is the film?



4 Where is Jill?



5 What can Uncle Jack do?



Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 3



Peer learning: Exercises 4 and 5



Independent learning: Language Bank, Finishing the lesson

Language Bank

- This lists the key language from Units 5 and 6. Here are some ideas to help you make the most of it.
- Encourage students to be independent learners. They tick the words they know and check the meaning of words they can't remember in a dictionary.
- Students try to memorise a section, close the book and write down all the words they can remember.
- You could use the Language Bank for a quick two-minute test. (*Books closed*) Say different words or expressions in English from the same section. Students write or say the translation or say a sentence with the word/expression.
- Fast finishers test each other. Student A: *Spell 'Wednesday'*. Student B: *W-E-D-N-E-S-D-A-Y*. Student B: *Say two things we make*. Student A: *a poster, cupcakes*

Warm-up

- (*Books open*) Students imagine they are a celebrity. They tell a partner some things they do every day. Their partner guesses who they are. Alternatively, do this as a whole-class activity.
- (*Books closed*) Write *Skills Revision* on the board. Ask a student to remind the class what this means. (*Books open*) Students look at pages 92–93 and tell a partner which activity they are looking forward to most.
- Brainstorm action verbs with the class. Then students mime verbs for a partner to guess.

Exercise 1

- When pairs finish Exercise 1, ask the class if they found out anything surprising about their partner and his/her family.

Exercise 2

- Explain *talent contest* if necessary. Then give students time to read the ad and choose the correct answer.
- Use the Lollipop Stick technique to choose a student to justify the answer.

Answers: a

Exercise 3

- Students do the exercise individually. Use the Traffic Lights technique to monitor. Then use the Basketball technique to check answers.

Answers:

- 2 She can sing and play the guitar.
- 3 There are three prizes.
- 4 It's on Saturday at 10 o'clock.
- 5 It's in (the) Town Theatre.
- 6 No, they can't.

Extra activity

- Pairs design and write a similar ad for a class talent contest. Display the ads. Then have a class vote for the best one.

Exercise 4

- (*Books closed*) Read out the first sentence of the blog. Ask students to guess what it is about. (*Books open*) Students read the blog quickly and check their ideas. Remind them that it is important to read the whole text before completing it so they understand the context.
- Students do the exercise individually. Then they compare their answers with three other students.
- Check answers as a class.

Answers: 2 garden 3 get 4 breakfast 5 After
6 room 7 usually 8 can 9 hang 10 listen

Extra activity

- Tell pairs to imagine they are now at a crazy friend's house. They think of three things their crazy friend does. Ask different students to tell the class about their friend.

Exercise 5

- Students read the questions and make notes. Then they write 40–50 words.
- Pairs review each other's text using the Two Stars and a Wish technique.

Exercise 6 3.16

- Ask students to look at the pictures and say what the possible answers are, e.g., *Grace can swim. She can climb. She can skateboard.*
- Play the audio for students to listen and tick the correct answer. Play the audio again if necessary.
- Encourage students to justify their answers by referring to any key words or ideas they remember.

Answers: 2 b 3 c 4 a 5 b
See page 244 for audio script.

5 & 6 Skills Revision

Exercise 7

- Before students do the exercise, ask them to work in pairs and describe each picture in detail.
- Students do the exercise individually. Then pairs compare answers.
- Choose different individuals to explain the answers.

Answers: 1 h 2 b 3 f 4 c 5 d 6 g

Exercise 8

- Pairs take turns to ask and answer the questions. They take notes about their partner's answers.
- Then each pair gets together with another pair. Each student tells the other pair about his/her partner.

Finishing the lesson

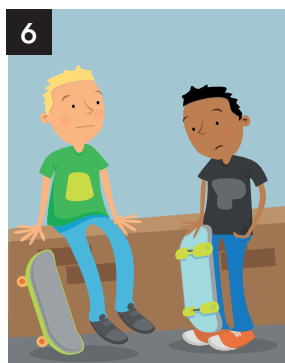
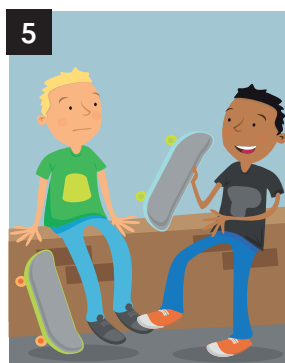
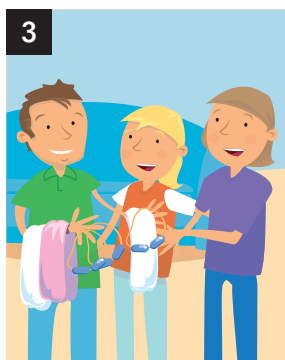
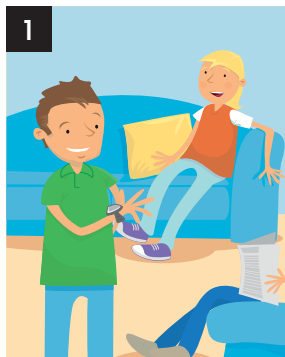
-  Students write one sentence about what they did well in each section and one about what they could improve.
-  Write the headings *Reading and Writing, Listening, Communication* on the board. Read each one out. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 67
- Resource Pack
Resource 60: 5 & 6 Skills Revision – Revision Bingo

COMMUNICATION

7 Look at the pictures. Match a-h to 1-6. There are two extra sentences.



- a No, it's not a good idea.
- b The film's at a quarter to five.
- c Let's do something fun!
- d Let's go skateboarding!
- e Swimming? I'm not sure.
- f Swimming? Great idea!
- g We can ride our bikes!
- h What time is it?

8 Work in pairs. Ask and answer the questions.

- 1 What's your favourite month?
- 2 Who can sing in your family?
- 3 What cool things can you do?
- 4 Have you got a book in English?

LANGUAGE BANK

Action verbs

act read
climb ride
cook run
dive sing
draw skateboard
fix swim
fly write
jump

make, play, ride

make a poster
cupcakes
play computer games
football
the piano
ride a bike
a horse

Daily activities

do my homework
get up
go to bed
go to school
have lessons
hang out with my friends
have a shower
have breakfast
have dinner
have lunch
listen to music
tidy my room
watch TV

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months

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

Suggestions

Let's do something fun!
Let's go ice-skating!
We can go to the park.
I agree!
Let's do that!
Great idea!
I'm not sure.
It's not a good idea.

Telling the time

What time is it?
It's four o'clock.
What time is the film / match?
It's at ten (minutes) past four.
It's at a quarter past four.
It's at half past four.
It's at a quarter to five.
It's at ten (minutes) to five.

7

7.1

VOCABULARY Wild animals

I can talk about animals.

1 Find the animals in the photos. There is one extra photo

elephant monkey tiger giraffe lion crocodile kangaroo

Animals

VOCABULARY

Wild animals | Pets | Money | Adjectives |
Where animals live

GRAMMAR

Present Simple negative | Present Simple
questions and short answers

Grammar: *I don't like cats!*



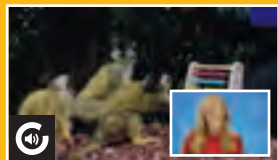
Grammar animations:
Present Simple negative
Present Simple questions
and short answers



Communication:
One ticket, please.



BBC Culture:
The London Zoo



1



2



4



3



5



6



8



7



Unit contents

Vocabulary

- Wild animals
- Pets
- Money
- Adjectives
- Where animals live

Grammar

- Present Simple negative
- Present Simple questions and short answers

Communication skills

- Buying a ticket

Examples of 21st century skills/competencies

- Critical thinking: page 95 (Exercise 2 and Extra activity), page 96 (Exercise 4 and Extra video activity), page 101 (Exercise 5), page 102 (Exercise 1), page 103 (Exercise 5), page 106 (Warm-up)
- Collaboration: page 94 (Warm-up), page 95 (Exercises 4, 7 and Extra activity), page 96 (Warm-up and Extra video activity), page 97 (Exercises 6, 7, 8 and 10), page 99 (Exercises 4, 5, 6, 7 and 9), page 100 (Exercises 3, 5 and 6), page 101 (Exercises 1, 3, 7 and Extra activity), page 102 (Exercises 1, 4, 5 and 8), page 106 (Exercises 3 and 5), page 107 (Exercises 7 and 8)
- Digital literacy: page 106 (Extra activity), page 107 (Project)
- Assessment for learning: page 105
- Autonomy and personal initiative: page 97 (Extra activity), page 99 (Extra activity), page 102 (Exercise 8)

7.1 VOCABULARY Wild animals

Lesson learning objective

Students can talk about animals.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3 and 5



Peer learning: Exercises 4 and 7



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask a student to think of a day of the week. He/she tells the class some things he/she does on it, e.g., *I usually have two lessons in the afternoon. I often go to the swimming club. I never hang out with my friends on this day.* Students guess the day. Pairs continue.
- Write *Animals* on the board. Then ask pairs to predict what they will learn in this lesson. (*L1/L2*) Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- (*Books closed*) Brainstorm the names of animals with the class. Write words students suggest on the board. If a student suggests a word that the others do not understand, they can draw the animal on the board.

Exercise 1

- (*Books open*) Pairs can write the number of each photo next to the word. Choose one word, point to the corresponding photo, say the number and then say *I know that!* with a 'thumbs up' gesture. Encourage students to continue.

Answers: 1 lion 2 extra photo 3 elephant 4 giraffe
5 monkey 6 kangaroo 7 crocodile 8 tiger

7.1 VOCABULARY Wild animals

Lesson learning objective

Students can talk about animals.

Exercise 2 3.17

- Play the audio, pausing for students to repeat each word in chorus. Then ask a student to point out the animal in the extra photo on page 94 and to say its name.
- With a weak class, you could ask different students to point out all the animals on page 94 and in Exercise 3 as they repeat their names.
- **Critical thinking** Ask students to say what they think *wild* means and to explain why the animals in the Vocabulary set are 'wild'. (They live in nature and are not pets.)

Answers: whale

Exercise 3

- Pairs race to do the exercise.
-  Use the Lollipop Stick technique to choose different students to say and spell each answer.

Answers: 2 bird 3 fly 4 snake 5 spider 6 frog 7 fish

Exercise 4 3.18

-  With a weak class, pause after each sound for students to discuss and note the answer. Then ask different students to say each answer.
- Say different names of animals and ask students to produce the corresponding sound.

Answers: a 5 (a bird) b 2 (an elephant) c 4 (a frog)
e 3 (a monkey) f 6 (a snake)

Exercise 5

- Students do the exercise individually. With a weak class, help students revise action verbs by referring them to the Vocabulary box in Lesson 5.1.
-  Ask different students to justify their answers by pointing to photos in this lesson.

Answers: 1 bird 2 whale 3 giraffe 4 elephant
5 crocodile 6 snake

Exercise 6

- Challenge strong students to do the exercise without looking at the Vocabulary box.
- Ask different students to write the answers on the board.

Answers: 1 tiger 2 kangaroo 3 butterfly 4 crocodile
5 lion 6 monkey

Extra activity

- Play *Pictionary* with the words in the Vocabulary box in Exercise 2. Either play with the whole class or students can play in groups of four. If you play with the whole class, put students into two teams. Students from each team take turns coming to the board and drawing the animal you tell them. They cannot write any words or say anything. The team who guess the animal first win a point. If students play in groups of four, a different student draws for the others to guess.

Exercise 7

- The aim of this activity is to stimulate students' imagination and to engage them in their learning. It is advisable to set a time limit for this activity, e.g., 4–5 minutes, to focus their attention.
-  Ask pairs to comment on each other's pictures.
- When students finish, ask each pair to choose one of their invented creatures and draw it on the board for the class to guess its name.

Extra activity

- **Critical thinking** (*Books open*) Pairs list wild animals they see every day and where they see them. e.g., *bird – my garden*. They can use a dictionary if necessary.
- Students could also use the Internet at school or at home to find out which countries other wild animals live in.

Finishing the lesson

-  Students look at the prediction they made in the Warm-up and circle the new words in the Vocabulary box they have learnt.
-  Ask: *Can you talk about animals?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 68
- Resource Pack
Resource 61: Unit 7 Lesson 1 Vocabulary – Animals

- 2  **3.17** Listen and repeat. What is the name of the animal in the extra photo on page 94?

Vocabulary Wild animals

bird butterfly crocodile elephant fish
fly frog giraffe kangaroo lion monkey
snake spider tiger whale

- 3 Look at the pictures and complete the words. Use the Vocabulary box for help.



1 butterfly



2 br__



3 __ly



4 sak__



5 __pid__



6 f__g



7 __is__

- 4  **3.18** Listen to the animal sounds. Number the words. Then check your answers in pairs.

- a ☐ bird
b ☐ elephant
c ☐ frog
d ☒ 1 lion
e ☐ monkey
f ☐ snake

- 5 Read the sentences and circle the correct answer.

1 I can fly!

spider / bird

2 I can swim!

whale / butterfly

3 I'm very tall!

frog / giraffe

4 I can't jump!

kangaroo / elephant

5 I've got big teeth!

crocodile / fly

6 I haven't got arms and legs.

snake / monkey

- 6 The names of the animals got mixed up. Write the correct names.

1 ti on

4 croco roo

2 kanga fly

5 li key

3 butter dile

6 mon ger

1 tiger

4 _____

2 _____

5 _____

3 _____

6 _____

- 7 Work in pairs. Draw three fantasy animals. Show them to your partner and give them a name.

A: *It's a giraffe and a bird.*

B: *It's a 'giraffird'!*

A: *Or a biraffe!*

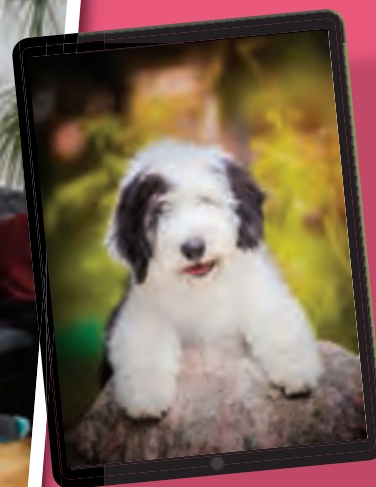


**And
YOU**

I can use the negative form of the Present Simple and talk about pets.

🔊 I don't like cats!

1



Alex: Mum? I want a dog like this! Please?
Mum: Aww ... I like dogs but they are hard work, Alex.
Alex: I don't mind!

2



Mum: Can you get up early and take it for a walk? Every day?
Jen: Poor dog! Alex doesn't get up before twelve o'clock at the weekend.
Dad: Big dogs eat a lot.
Alex: But it's small! It doesn't eat a lot.
Dad: Because it's a puppy! These dogs are usually very big!
Alex: Oh, all right.

3



Jen: How about a cat? People don't take cats for a walk.
Alex: I don't like cats! And I'm allergic!
Dad: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.

1 🎧 35 🎧 3.19 Watch or listen. Then read. Find a word that means 'baby dog'.

2 Read the sentences. Circle T (true) or F (false).

- | | |
|--|--|
| 1 Alex wants a pet cat. | T / ☒ F |
| 2 Dad thinks small dogs eat a lot. | T / F |
| 3 Alex gets up late at the weekend. | T / F |
| 4 The puppy in Alex's photo is very big. | T / F |
| 5 A cat is not a good pet for Alex. | T / F |

3 🎧 3.20 Listen and repeat. Find these expressions in the story. How do you say them in your language?

*I don't mind! Poor (dog)!
Oh, all right!*

OUT of class

4 **CLASS VOTE** Guess what kind of pet is good for Alex in Dad's opinion?

a hamster b goldfish c frog

5 🎧 36 🎧 3.21 Now watch or listen and check.

7.2 GRAMMAR Present Simple negative

Lesson learning objective

Students can use the negative form of the Present Simple and talk about pets.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 7



Peer learning: Exercises 6, 7 and 10



Independent learning: Finishing the lesson

Warm-up

- (Books open) Pairs choose an animal from Lesson 7.1. They write two or three sentences about it, using ideas from Exercise 5. Then they read their sentences to another pair, who guess what the animal is.
- Write *I don't like cats* on the board. Pairs predict what they will learn in this lesson. Brainstorm ideas from the class. Then students look at pages 96–97 and check their ideas. (L1/L2) Clarify/explain the lesson objectives.
- Ask pairs to look at the photo story and to guess what it is about. Different pairs share their ideas with the class. Do not check *puppy* yet. (See Exercise 1.)

Exercise 1 35 3.19

- Tell students they should use the photos and context to understand the photo story.
- Play the video. If you do not have access to a computer and projector, play the audio.
- Ask a student to explain the answer. Then check students' guesses about the story.

Answer: puppy

Exercise 2

- Pairs read the sentences and note answers they know.
- Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm their answers.
- To check answers, use the Stand Up and Change Places technique.

Answers: 2 F 3 T 4 F 5 T

Exercise 3 3.20

- Play the audio, pausing for students to repeat each expression in chorus.
- Play the video again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Encourage students to think of situations in which they can use these expressions. Explain further if necessary.

Exercise 4

- **Critical thinking** Ask individual students to guess the pet that is suitable for Alex and justify their choice.

Exercise 5 36 3.21

- Play the video/audio for students to check their guesses.

Answer: b
See page 244 for audio/video script.

Extra video activity

- Put students into groups of four and allocate roles: mum, dad, Alex and Jen. Play the video again. Tell students to watch their character's actions and body language carefully. Challenge them to explain the reason for these; non-verbal communication is very important. Then groups act out the story. The group members then discuss each other's non-verbal communication.

7.2 GRAMMAR Present Simple negative

Lesson learning objective

Students can use the negative form of the Present Simple and talk about pets.

Get Grammar

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Remind students that we use contractions in everyday English.
- Focus students' attention on the third person singular auxiliary: *does*. Emphasise that in the negative form of the Present Simple, we do not add *s* to the main verb.

Exercise 6

-  Pairs cover the photo story, discuss and circle the correct answers. Then they compare with another pair, who use the photo story to confirm or correct their answers.
- Ask different students to say each answer.

Answers: 2 don't eat 3 likes 4 doesn't get up
5 don't take 6 doesn't want

Exercise 7

-  Remind students to read the texts before they complete them. Students do the exercise individually, referring to the Grammar box for help. Use the Traffic Lights technique to monitor.
-  Students compare and discuss their answers with three other students. Ask different students to write the answers on the board.

Answers: 2 doesn't 3 doesn't 4 don't 5 doesn't
6 don't

Exercise 8

- Give students time to think of ideas before they do the speaking activity.

Exercise 9 3.22

- (*Books closed*) Brainstorm the names of pets with the class. If a student suggests a pet that other students do not know, draw it on the board. (*Books open*) Before you play the audio, ask students to tick the words in the Vocabulary box that they already know.
- Ask different students to say the answers to the matching exercise. Then find out what pets students have got.

Answers: 2 parrot 3 tortoise 4 goldfish 5 hamster
6 iguana 7 rabbit 8 dog

Exercise 10

-  Make sure students understand that the student who chooses the best pet only does so after listening to his/her partner.

Extra activity

- Students choose a (new) pet for themselves. They write what it is and why it is a good pet for them. Then they tell a partner/the class.

Finishing the lesson

-  Ask different students to remind you of things Jen and Alex do not do on school days/at the weekend. Then ask: *Can you use the negative form of the Present Simple?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 69
- Grammar Time page 236
- Resource Pack
Resource 62: Unit 7 Lesson 2 Grammar – Present simple negative

Grammar

Present Simple negative

I **don't (do not)** get up early.
 You **don't (do not)** get up early.
 He/She/It **doesn't (does not)** get up early.
 We **don't (do not)** get up early.
 You **don't (do not)** get up early.
 They **don't (do not)** get up early.

37 Get Grammar!

I **don't go**
to school.

6 Circle the correct answer. Then check with the story on page 96.

- 1 Alex wants / doesn't want a cat.
- 2 Small dogs eat / don't eat a lot.
- 3 Alex's mum likes / doesn't like the puppy in the photo.
- 4 Alex gets up / doesn't get up before 12 o'clock at the weekend.
- 5 People take / don't take cats for a morning walk.
- 6 Alex wants / doesn't want a goldfish.

7 Complete what Alex says with **don't** or **doesn't**.

- 1 On weekdays, Jen and I go to school but we don't go to school at the weekend.
- 2 At the weekend Lucas plays computer games but he _____ play computer games on weekdays.
- 3 On weekdays Jen gets up early but she _____ get up early at the weekend.
- 4 I hang out with my friends at the weekend but I _____ hang out with them on weekdays.
- 5 On weekdays Lian does homework but she _____ do homework at the weekend.
- 6 At the weekend we watch films on TV but we _____ watch TV on weekdays.



8 In pairs, talk about what you do and don't do at the weekend.

I don't go to school at the weekend.

9 3.22 Listen and repeat. Then label the pictures with the words in the Vocabulary box.

Vocabulary

Pets

cat dog goldfish hamster
iguana parrot rabbit tortoise



1 cat

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

10 Which pet is good for these people? Student B: Go to page 132 to help Student A. Student A: Listen to Student B and decide which pet is good for them.

- 1 Alex: goldfish / dog?
- 2 Lucas: parrot / hamster?
- 3 Lian: iguana / rabbit?

B: *Alex wants to play with his pet.*

A: *A dog is a good pet for Alex, then.*

Student A: Go to page 132 to help Student B.

Student B: Listen to Student A and decide which pet is good for them.

- 4 Granny: dog / hamster?
- 5 Aunt Megan: tortoise / parrot?
- 6 Jen's friend, Emma: goldfish / big dog?

I can ask and answer questions in the Present Simple.

The Terrific Two – Superdug's interview

1 A reporter from Superhero magazine is at Dug's house.



Reporter: Superdug, what do you do to relax?
 Superdug: I play computer games with Kit.
 Reporter: Does Superdug always win, Kit?
 Kit: No, he doesn't.
 Superdug: Kit is a very good player. I'm not.

2



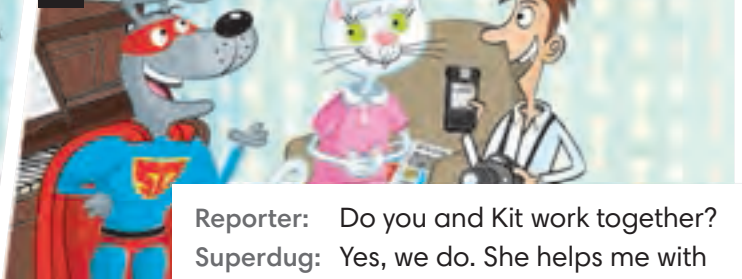
Reporter: That's interesting! Do you speak any foreign languages, Superdug?
 Superdug: No, I don't but Kit speaks five languages. She can speak Chinese!
 Kit: But Superdug plays the piano!

3



Reporter: Does he have piano lessons?
 Kit: Yes, he does.
 Superdug: Kit is my piano teacher.
 Reporter: Do you sing, Superdug?
 Superdug: Oh, no, I don't! I can't sing at all! Kit is a very good singer!

4



Reporter: Do you and Kit work together?
 Superdug: Yes, we do. She helps me with my work.
 Reporter: OK. Thank you.

5



Superdug: Eh? Superdug? No. Here's Superkit!
 Kit: Oh...

1 Look at the cartoon. In what language is Kit's magazine?

2  3.23 Listen and read. Who is Superdug's piano teacher?

3 Read the sentences. Circle the correct answer.

- 1 Superdug watches TV / plays computer games to relax.
- 2 Superdug sometimes / always wins a computer game.
- 3 Kit speaks / doesn't speak foreign languages.
- 4 Superdug is / isn't a good piano player.
- 5 Kit sings / doesn't sing well.

7.3 GRAMMAR Present Simple questions and short answers

Lesson learning objective

Students can ask and answer questions in the Present Simple.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3 and 4



Peer learning: Exercises 4, 5 and 7



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Students write three sentences about what a family member does not do on a weekday or at the weekend. Then groups of four tell each other.
- (*Books open*) Give pairs time to look at pages 98–99 and to discuss the lesson objective. (*L1/L2*) Clarify or explain.
- Ask students questions about the cartoon story to revise language and generate interest, e.g., *Where are they?* (at Dug's house) *What has Kit got in picture 2?* (a newspaper/magazine) *What musical instrument can Dug play?* (the piano) *Is Dug happy in picture 5?* (No, he isn't.)
- Elicit/teach *interview, reporter and magazine*. Point at the reporter and ask: *Who is the man? He's a ...* (reporter). *Reporters ask people questions. This reporter is at Superdrug's house for an interview. Check foreign (language) by giving examples.*

Exercise 1

- (*Books closed*) Say: *Kit speaks foreign languages*. Pairs predict what languages she knows.
- (*Books open*) Ask the first student to find the answer to the question to stand up or raise their hand.

Answer: (It's in) Chinese.

Exercise 2 3.23

- Before you play the audio, ask pairs to guess the answer.
- Remind students to use the pictures and context to understand.

Answer: Kit (is Dug' piano teacher.)

Exercise 3

- Students find each answer in the text before they circle. Then pairs compare answers.
- Ask individuals to justify their answers by referring to the text. With a weak class, point to relevant pictures to help students.

Answers: 2 sometimes 3 speaks 4 isn't 5 stings

7.3 GRAMMAR Present Simple questions and short answers

Lesson learning objective

Students can ask and answer questions in the Present Simple.

Get Grammar 3.38

- Play the Get Grammar! video. If you do not have a computer and projector, continue.
- Students repeat the examples in the speech bubbles after you in chorus.
- Focus students' attention on third person singular questions. Point out that the main verb has no s ending.
- Point out that *What* goes before *do/does*. Make sure students understand that in the question *What do you do to relax?* The first *do* is the auxiliary verb and the second *do* is the main verb. It just so happens that *do/does* can be used both as an auxiliary and a main verb.

Exercise 4

-  Pairs help each other complete the questions, referring to the Grammar box for help.
-  Use the Traffic Lights technique to monitor. Then ask different students to say each answer.

Answers: 2 Do 3 Does 4 Do 5 Do 6 Does

Exercise 5

-  Students write the answers in their notebooks. Then they compare them with a partner.

Answers: 2 Yes, I do 3 Yes, she does 4 Yes, I do
5 No, we don't. 6 No, she doesn't.

Exercise 6

- You could suggest students use a prop, e.g., a notebook and pen for the reporter and a jacket over their shoulders for Superdug's cape.

Exercise 7

- Pairs use the prompts to write questions in their notebooks.
-  Each pair swap their notebooks with another pair and review each other's work.
- Write the answers on the board and clarify.

Answers:

- 2 Do you listen to pop music?
3 Does Superdug eat superhero food?
4 Does Superdug watch TV?
5 Do you and Superdug hang out every day?
6 Does Superdug have swimming lessons?

Exercise 8 3.24

- Before you play the audio, ask students to predict the answers and write them in their notebooks.
- Play the audio for students to listen, check their predictions and correct them as necessary.

Answers: 2 Yes, I do 3 No, he doesn't 4 Yes, he does
5 No, we don't 6 No, he doesn't.
See page 244 for audio script.

Exercise 9

- Check that students have completed the questions correctly before they ask them, and mime the answers.

Answers:

- 2 What do you have for breakfast?
3 Where do you do your homework?
4 What do you do after school?
5 What do you do on Friday after dinner?
6 Where do you hang out with your friends?

Extra activity

- Students use the information from Exercise 9 to write a paragraph about their partner on a piece of paper. They write their partner's name on the paper and give you their text. Read out as many texts as you have time for. The class guess who each text is about.

Exercise 10 3.25 3.26

- Play the song. Teach students some appropriate gestures as they sing.
- When students are familiar with the song, play the karaoke version. Students make the gestures and say the words.

Finishing the lesson

-  Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 70
- Grammar Time page 236
- Resource Pack
Resource 63: Unit 7 Lesson 3 Grammar – Present simple questions and short answers

Grammar

Present Simple questions and short answers

?	Short answers
Do I sing?	Yes, I do . / No, I don't .
Do you sing?	Yes, you do . / No, you don't .
Does he/she/it sing?	Yes, he/she/it does . / No, he/she/it doesn't .
Do we sing?	Yes, we do . / No, we don't .
Do you sing?	Yes, you do . / No, you don't .
Do they sing?	Yes, they do . / No, they don't .

What **do** you **do** to relax? I play computer games.

38 Get Grammar!



4 Complete the reporter's other questions to Superdug with Do or Does.

- 1 **Do** you know Superman? **X**
- 2 _____ you hang out with friends? **✓**
- 3 _____ Kit help you? **✓**
- 4 _____ you go to the gym? **✓**
- 5 _____ you and Kit go ice skating? **X**
- 6 _____ Kit visit you at the weekend? **X**

5 In your notebook, write Superdug's answers to the questions in Exercise 4.

- 1 **X No, I don't.**

6 In pairs, role play the questions and answers in Exercises 4 and 5.

A: **Do you know Superman?**

B: **No, I don't.**

7 In your notebook, write the questions to Kit.

- 1 you / play the guitar?
Do you play the guitar?
- 2 you / listen to pop music?
- 3 Superdug / eat superhero food?
- 4 Superdug / watch TV?
- 5 you / and Superdug hang out every day?
- 6 Superdug / have swimming lessons?

8 3.24 Listen to Kit's answers to the questions in Exercise 7. Write them in your notebook.

- 1 **No, I don't.**

9 Game! Complete the questions. In pairs, ask the questions and mime the answers. You get one point for each correct guess.

- 1 What **do you do** (do) to relax?
- 2 What _____ (have) for breakfast?
- 3 Where _____ (do) your homework?
- 4 What _____ (do) after school?
- 5 What _____ (do) on Friday after dinner?
- 6 Where _____ (hang out) with your friends?

A: **What do you do to relax?**

B: (mimes the answer)

A: **I know! You play the guitar!**



10 3.25 3.26 Go to page 132. Listen and sing the Questions song.

And
Y?U



7.4

COMMUNICATION Buying a ticket

I can buy a ticket.

One ticket, please.



Dad: Get a ticket, Lucas. Jen and I have got passes.
 Attendant: Can I help you?
 Lucas: Can I have one ticket to the zoo, please?
 Attendant: That's eighteen pounds fifty, please.
 Lucas: Here you are.
 Attendant: Thank you. Here's your ticket. Would you like a guide?
 Lucas: No, thanks. I've got all the information on my phone.
 Lucas: Where do we start?
 Jen: At the café. I'm so hungry I could eat a horse!
 Lucas: Shh! We are at the zoo.

1 39 3.27 Watch or listen, then read. Why don't they need a guide?

2 3.28 Listen and repeat.

Communication Buying a ticket

A: Can I help you?
 B: Can I have *one ticket* / *two tickets* to the zoo, please?
 A: That's *eighteen pounds fifty*.
 B: Here you are.
 A: Here's your ticket. / Here are your tickets.
 B: Thanks.

3 3.29 Put the sentences in the dialogue in the correct order. Then listen and check.

- a ☐ Thanks.
- b ☐ Here are your tickets.
- c ☐ Can I have three tickets to the aquarium, please?
- d ☐ Here you are.
- e ☐ That's twelve pounds sixty, please.
- f ☒ 1 Can I help you?

£ = pound
 £4.20 = four (pounds) twenty

Watch OUT!

4 Write how much it is.



1 eighteen pounds fifty



2 _____

3 _____



4 _____



5 In pairs, role play buying tickets to the museum. Use the prompts.

A: help / you? B: three tickets
 Can I help you?
 A: £13.20 B: here
 A: your tickets B: thanks

6 In pairs, act out three more dialogues. Use the tickets in Exercise 4 and the expressions in the Communications box.

7.4 COMMUNICATION Buying a ticket

Lesson learning objective

Students can buy a ticket.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 1 and 6



Peer learning: Exercises 3 and 5



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask a student to imagine that they do something unusual after school. The class ask yes/no questions to find out what they do, e.g., *Do you go to the zoo?* (Yes, I do. / No, I don't.)
- (*Books open*) Pairs look at page 100 and discuss the lesson objective. (L1/L2) Explain/clarify if necessary.
- Pairs look at the photo and guess where the characters are. Do not confirm or contradict their guesses yet.
- Teach *ticket*. Draw one on the board.

Exercise 1 3.39 3.27

- Write the word *guide* on the board. Tell students to use the context and photo to help them understand the word.
- Play the video. If you do not have access to a computer and projector, play the audio. Ask students where the characters are (at the zoo). Then use the Lollipop Stick technique to check the answer.

Answer:

Lucas has got all the information they need on his phone.

Exercise 2 3.28

- Make sure students understand all the expressions before you play the audio.
- Play the audio for students to listen and repeat in chorus.

Extra video activity

- Play the video. Ask students to say beep when they hear please and buzz when they hear thank you.

Exercise 3 3.29

- Pairs put the sentences in order. Then they act out the dialogue for another pair to compare answers.

Answers: a 6 b 5 c 2 d 4 e 3 f 1

Watch out!

- If necessary, explain that the currency of the UK is the pound (£). There are one hundred pence (p) in one pound. We do not usually say *pence* when we say how much something is, e.g., £3.20 = *three pounds twenty*.

Extra activity

- Play *Noughts and Crosses*. Draw a 3 x 3 grid on the board and write different amounts in pounds and pence in each square.
- Put students into two teams. Each team need to say the amount correctly in order to win a 'nought' or 'cross'.

Exercise 4

- Different students write the answers on the board.

Answers:

2 eight pounds twenty pence

3 nine pounds ten (pence)

4 nineteen pounds fifteen (pence)

Exercise 5 3.06



Students use the Communication box to help them role-play the dialogue.

Answers:

(A: Can I help you?)

B: Can I have three tickets, please?

A: That's thirteen pounds twenty.

B: Here you are.

A: (Thank you). (And) Here are your tickets.

B: Thanks.

Exercise 6

- Use the Traffic Lights technique to monitor the activity.
- Ask different pairs to act out a conversation if you have time.

Finishing the lesson

- Ask students: *Can you buy a ticket?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 71
- Resource Pack
Resource 64: Unit 7 Lesson 4 Communication – Buying a ticket

7.5 READING AND VOCABULARY Adjectives

Lesson learning objective

Students can understand a text about amazing animals.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2 and 6



Peer learning: Exercises 3 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Make a ball from a piece of paper and throw it to a student. He/she names a wild animal and throws the ball to another student, who names another animal. Continue like this. Students cannot repeat the name of an animal or hesitate.
- (Books open) (L1/L2) Students predict what the texts are about. Explain the lesson objectives if necessary.
- (Books closed) Pairs list the wild animals they saw last time they went to a zoo or watched a documentary about animals.

Exercise 1

- (Books open) Pairs brainstorm animals for each category. Different students tell the class.

Possible answers:

- a a fish, a whale, a crocodile
- b a lion, a tiger, an elephant, a rabbit
- c a bird

Exercise 2 3.30

- This task practises reading for gist, which is a very important skill for students to master.
- After students listen and read the texts, they can match the texts to the photos in pairs.
- Use the Lollipop Stick technique to choose different students to justify each answer by referring to the text.

Answers: 1 B 2 A 3 C

Exercise 3

- Pairs read the texts again and complete the table. Then they compare their answers with two other pairs.

Answers:

	giraffes	elephants	humpback whales
What do they eat/drink?	leaves, water	plants, water	(very small) fish
What can they do?	run fast, eat leaves from tall trees	run, swim	jump out of the water, sing, 'write' songs
What do they like/love?	eating	their families	having fun

Exercise 4 3.31

- Ask students to look at the adjectives and ask them if they know any of the words.
- Play the audio for students, pausing for students to repeat in chorus and point to the animal the adjective describes.
- Give students time to label the pictures. Play the audio again if necessary.

Answers: 2 slow 3 ugly 4 cute 5 fast 6 strong

Exercise 5

- Students do the exercise individually.
- Critical thinking** You could ask students which of the three animals is their favourite. Encourage them to explain their choice.

Answers:

Giraffes: fast, cute

Elephants: big, fast, clever, friendly, dangerous

Humpback whales: strong, ugly, cute

Exercise 6 3.32

- Play the audio for students to listen and guess which animals the speakers are talking about.
- Ask different individuals to justify their answers.

Answers:

Speaker 1: kangaroos

Speaker 2: butterflies

See page 244 for audio script.

Extra activity

- Pairs write two or three sentences about an animal similar to those in Exercise 6. They do not name the animal. They read them to another pair, who can ask only one question about it before they guess what it is.

Exercise 7

- Say an adjective and give teams a minute to write their lists.
- Ask the team with the longest list to read it out to the class.

Finishing the lesson

- Students read the lesson objectives. Students make self-assessment cards (😊, 😐, 😞) and show the appropriate card.

Further practice

- Workbook page 72
- Resource Pack
Resource 65: Unit 7 Lesson 5 Reading and Vocabulary – Amazing animals

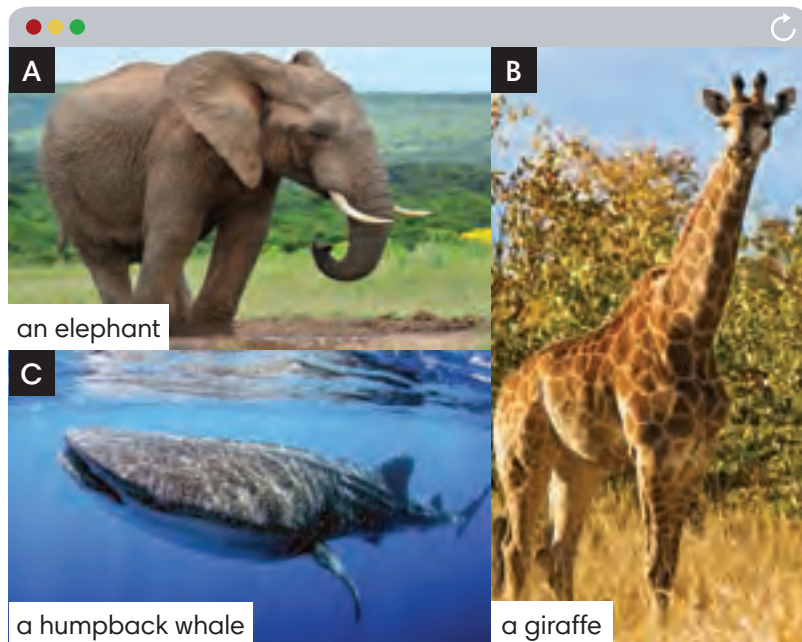


7.5

READING and VOCABULARY Adjectives

I can understand a text about amazing animals.

- 1 In your notebook, write names of animals which ...
 a swim very well. b eat a lot. c can sing.
- 2 3.30 Read and listen to the texts from a web page about amazing animals. Match texts 1–3 to photos A–C.



- 1 ☐ These animals are very fast. They can run at 55 kilometres an hour! They only sleep one or two hours every night. They've got cute faces. They can eat leaves from tall trees. They don't drink much water but they like eating. They eat 45 kilos of food every day!
- 2 ☐ These animals are big but they can run very fast. They love water and they can swim, too. They love their families. They are very clever and friendly but sometimes they can be dangerous! They eat plants. They eat up to 270 kilos of food and they drink about 75 litres of water every day!
- 3 ☐ These animals eat a lot of small fish and are very strong. They can jump out of the water. They like having fun! We can't hear them but they sing and they 'write' songs! Some people think they are ugly but other people think they are cute.

- 3 Read the text again and complete the table.

	giraffes	elephants	humpback whales
What do they eat/drink?	leaves, ...		
What can they do?			jump, ...
What do they like/love?			

- 4 3.31 Listen and repeat. Label pictures 1–6 with the adjectives in the Vocabulary box.

Vocabulary	Adjectives
cute dangerous fast slow strong ugly	



1 dangerous.



2 _____



3 _____



4 _____



5 _____



6 _____

- 5 Read the text again. Find and underline adjectives used to describe each animal.

- 6 3.32 Listen to the two children. Write the animals they speak about.

Speaker 1: _____

Speaker 2: _____

- 7 Game! Work in teams of four. Your teacher says an adjective. Write as many animals with that quality as you can in one minute. Compare your animals with other teams.

Teacher: fast

Group: giraffe, elephant, ...

And
YOU

I can understand and write short texts about pets.

- 1 In pairs, make a list of animals that you can find in pet shops. Then underline animals that are easy to look after in your opinion.

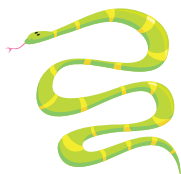
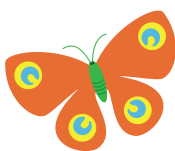
Cats – easy. You don't take cats for a walk!

- 2  3.33 Listen to a radio interview with Jo. She's got a pet shop. Tick (✓) the names of the animals on your list that you hear.

- 3  3.33 Listen again. Look and tick (✓) a, b or c.

- 1 Which animal is dangerous?

a ☐ b ☐ c ☐



- 2 What do dogs like?

a ☐ b ☐ c ☐



- 3 Which pet is easy to look after?

a ☐ b ☐ c ☐



- 4  3.34 Listen to George talking about his new pet. Circle the correct answers.

- George's rabbit is clever / boring.
- His favourite place is his rabbit house / the garden.
- He eats green / red and green vegetables.
- He drinks water / milk.
- George has got one / two rabbits.



- 6 Read Martin's email to Jen. Is it about ...
a his weekend? b his puppy?

Hi Jen,

Can you look after my puppy for the weekend?
His name's Rex.

He eats dog food and he drinks water. He likes milk too. I take him for a walk after his breakfast and dinner. He sleeps a lot. He's very friendly and very cute!

Is this OK? Let me know.

Martin

Writing

Starting and ending an email

Begin with *Hi/Hello*.

Write a comma after the name, e.g. *Hi Jen, ...*

Write your name at the end, e.g. *Martin*

- 7 Put the sentences in order to make an e-mail.

- ☐ She eats cat food and chicken.
She drinks water.
- ☐ Helena
- ☐ Is this OK? Let me know.
- ☒ Hi Ben,
- ☐ Can you look after my cat for the weekend?

Writing Time

- 8 Write an email to a friend asking him/her to look after your pet.

1 Find ideas

Make notes about your pet.

Decide which friend you're writing to.

2 Draft

Write *Hi/Hello* and your friend's name.

Explain why you are writing.

Can you look after my ... for the weekend?

Give helpful information.

He/She eats/drinks/likes/sleeps ...

End your note.

Is this OK? Let me know.

Write your name.

3 Check and write

Check the beginning and ending of your email. Write the final version of your text.

7.6 LISTENING AND WRITING Starting and ending an email

Lesson learning objective

Students can understand and write short texts about pets.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 3



Peer learning: Exercises 4 and 8



Independent learning: Finishing the lesson

Warm-up

- Ask different students to mime the adjectives in the Vocabulary box in Lesson 7.5, page 101. The class guess the adjective.
- Say the name of an animal and ask pairs to write as many adjectives as they can to describe it.
- (Books open) Pairs look at page 102 and discuss what they will learn in this lesson. (L1/L2) Explain the lesson objectives.
- Play *Snowman* with the pet vocabulary in the Vocabulary box in Lesson 7.2, page 97. Write dashes instead of letters for words on the board. Students guess the letters and the words. Draw a part of the snowman each time students say the wrong letter.

Exercise 1

- Explain look after, e.g., say: *Your parents look after you. I look after my pet dog.*
- Critical thinking** Pairs write a list of animals in pet shops and underline the ones that are easy to look after. Then they give a reason why they are easy to look after. Help with vocabulary if necessary.

Exercise 2 3.33

- Play the audio for students to listen and tick the animals on their list.
- Collect students' answers on the board and check if any pair had all the animals on their list.

Answer:

The animals Jo mentions are: dog, hamster, goldfish, iguana, rabbit, snake, tortoise.
See page 244 for audio script.

Exercise 3 3.33

- Students read the questions and guess the answers. This will encourage them to focus while they listen. Then play the audio again for students to check their guesses.
- Ask different students to justify their answers by referring to key words/ideas they heard.

Answers: 1 c 2 b 3 a

Exercise 4 3.34

- Pairs read the sentences and predict the answers before they listen. Explain that we often use *he/she* to refer to pets, not *it*.

Answers:

2 the garden 3 red and green vegetables 4 water 5 one
See page 245 for audio script.

Exercise 5

- Students think about their ideal pet and note down their ideas before they speak to a partner.

Extra activity

- Students make a poster about the pet they chose in Exercise 5 and present it to the class.

Exercise 6

- Students read the question and then the email. Ask a student to justify the answer by referring to the text.

Answer: b

Writing: Starting and ending an email

- Students read the information. Ask them to look at the email and circle the things mentioned in the box.

Exercise 7

- Students put the sentences in the correct order. They can refer to the Writing box to help them.

Answers: 2 e 3 a 4 c 5 b

Exercise 8

- Students follow the steps and write their email individually. Pairs then review each other's work using the Two Stars and a Wish technique.

Finishing the lesson

- Students read the lesson objectives again. Then they make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 73
- Resource Pack
Resource 66: Unit 7 Lesson 6 Listening and Writing – Questionnaire – which pet?

Lesson learning objective

Students can talk and write about where animals live.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Peer learning: Exercise 5



Independent learning: Finishing the lesson

Warm-up

- (Books closed) (L1/L2) Ask pairs to write a list of as many wild animals as they can remember. Then collect the names of animals on the board.
- Point at different words for wild animals and ask questions about them, e.g., *Is a crocodile dangerous? Name the big animals. What colour is a lion?*
- Ask students to look at page 103 and guess what they will learn in this lesson.
- (L1/L2) Explain the lesson objective.
- (L1/L2) Ask students to look at the photos in Exercise 1 and suggest what animals live in each of these places, e.g., photo 1: rabbits, snakes; photo 2: fish, frogs; photo 3: fish, whales; photo 4: birds, butterflies, flies, spiders, snakes; photo 5: monkeys, birds, butterflies, snakes; photo 6: lions, elephants, snakes.

Exercise 1 3.35

- Focus students' attention on the Vocabulary box and ask students if they know any of the words. (They probably remember *trees* and they possibly recognise *sea*.) Elicit or explain the phrases, e.g., *Rabbits live in a hole in the ground. Fish don't live on land. They live in the water, in the sea or in a pond. People don't live in the sea and they don't live in a pond. They live on land. There are lots of trees in a forest.*
- Play the audio for students to listen and repeat in chorus. Pause so that pairs can discuss and label the photos. Play the audio again if necessary.

Answers: in hole in the ground – 1; on land – 4;
in a pond – 2; in the sea – 3; in tree – 5

Exercise 2

- Make sure students understand what *water* and *land* mean. Remind them that they do not need to understand all the details in order to label the paragraphs.
- Students read and compare their answers in pairs.

Answers: 1 b 2 a

Exercise 3

- On the board, write words from the text that students find difficult (e.g., *types, because, life*) and elicit or explain the meaning.
- Students read the text again and do the exercise in pairs. Check answers as a class.

Answers: 2 F 3 T 4 T 5 T 6 F

Exercise 4

- Pairs race to complete the table.
- Ask different students to say which animals live in the places.

Answers:

- 1 elephant, giraffe, tiger
- 2 bird, monkey, snake, spider
- 3 rabbit
- 4 fish, frog
- 5 fish, whale

Exercise 5

- Point to the animals in the photo and read out their names. Students repeat after you in chorus.
- Pairs take turns to ask and answer about the animals. Monitor and help as necessary. Students then go to page 132 and check. Were their guesses correct?

Answers:

dragonfly – in a pond
fox – in the forest
groundhog – in a hole in the ground
octopus – in the sea
koala – in trees

Exercise 6

- Students suggest one more animal for each place.

Further practice

- Workbook page 74
- Resource Pack
Resource 67: Unit 7 Lesson 7 CLIL: Science – The Environment



7.7

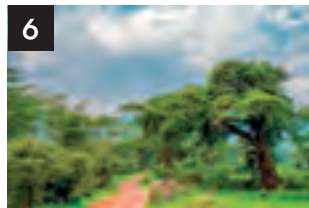
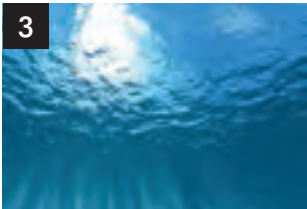
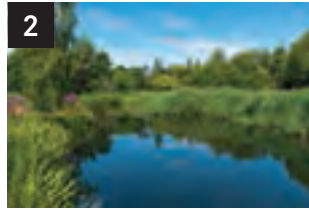
CLIL: Science The Environment

I can talk and write about where animals live.

- 1  **3.35** Listen and repeat. Look at the pictures and number the words in the Vocabulary box.

Vocabulary Where animals live

in the forest ☒ 6 in a hole in the ground ☐
 on land ☐ in a pond ☐ in the sea ☐
 in trees ☐



- 2 Read the text. Label the paragraphs.

a Water animals b Land animals

1 _____

A lot of animals, like tigers, elephants, giraffes and butterflies, live in forests. There are many different types of forests all over the world. Some animals live in trees. They can do that because they can climb or fly. Some of these animals are monkeys, snakes, birds and spiders.

Rabbits make holes in the ground and they make a lot of them! They live there with their friends and families.

2 _____

There's a lot of life in ponds! Fish and frogs have their home there. Frogs are different from fish because they don't live only in the water. They can also live on land.

You can find a lot of different fish in the sea. They are big, small, cute, funny or ugly and they are many different colours. Whales live in the sea, too.

- 3 Read the text again. Circle T (true) of F (false).

- | | |
|---|--|
| 1 All forests are the same. | T / ☒ F |
| 2 Only birds live in trees. | T / F |
| 3 Rabbits live together with other rabbits. | T / F |
| 4 Fish don't live on land. | T / F |
| 5 Fish can be many different colours. | T / F |
| 6 Whales live in ponds. | T / F |

- 4 Complete the table about where animals live. Use the information in the text.

1 In the forest	butterfly,
2 In trees	
3 In a hole in the ground	
4 In a pond	
5 In the sea	

- 5 Look at the animals in the photo. In pairs, guess where they live. Go to page 132 and check.

A: *Where do dragonflies live?*

B: *I think they live ...*



- 6 Add one more animal to each place in the table in exercise 4.

Wordlist and Vocabulary in action

Extra activity

Write the following on the board: 1 These animals can fly. 2 These animals can swim. 3 These animals can speak. 4 These animals can run fast. 5 These animals can jump.

- Ask students to find the names of animals that can do each of these things.

Further practice

- Resources
Resource 68 Unit 7 Wordlist:
Vocabulary Animals

WORDLIST Animals

bird /bɜ:d/
butterfly /'bʌtəflaɪ/
cat /kæt/
crocodile /'krɒkədəɪl/
cute /kjʊt/
dangerous /'deɪndʒərəs/
dog /dɒg/
elephant /'eləfənt/
fast /fɑ:st/
fish /fɪʃ/
fly /flaɪ/
frog /frɒg/
giraffe /dʒə'raɪf/
goldfish /'gəʊldfɪʃ/
hamster /'hæmstə/
iguana /'iɡwɑ:nə/
in a hole in the ground /ɪn ə həʊl ɪn ðə graʊnd/
in a pond /ɪn ə pɒnd/
in the forest /ɪn ðə 'fɒrɪst/
in the sea /ɪn ðə si:/
in trees /ɪn tri:z/
kangaroo /'kæŋɡə'ru:/
lion /'laɪən/
monkey /'mʌŋki/
on land /ɒn lænd/
parrot /'pærət/
rabbit /'ræbət/
slow /sləʊ/

snake /sneɪk/
spider /'spaɪdə/
strong /strɒŋ/
tiger /'taɪgə/
tortoise /'tɔ:təs/
ugly /'ʌɡli/
whale /weɪl/

EXTRA

amazing /ə'meɪzɪŋ/
at 55 kilometres an hour /ət fɪfti ,fɑ:v
'kiləmi:təz ən 'aʊə/
at all /ət 'ɔ:l/
at night /ət 'naɪt/
at the weekend /ət ðə ,wi:k'end/
because /br'kɒz/
before /br'fɔ:/
children /'tʃɪldrən/
dog food /dɒg fu:d/
drink /drɪŋk/
easy /'i:zi/
every day /'evri 'dei/
food /fu:d/
foreign language /,fɒrən 'læŋɡwɪdʒ/
guide /'ɡaɪd/
hard work /'hɑ:d 'wɜ:k/
having fun /'hævɪŋ 'fʌn/
hour /aʊə/
I could eat a horse. /aɪ kəd i:t er hɔ:s/

I don't mind! /aɪ ,dəʊnt 'maɪnd/
I'm allergic (to) /aɪm ə ,lɜ:dʒɪk (tə)/
in the day /ɪn ðə 'dei/
interview /'ɪntəvjʊ:/
it's cold /ɪts 'kəʊld/
jump out /dʒʌmp 'aʊt/
kilo /'ki:ləʊ/
leaves /li:vz/
litre /'li:tə/
look after a pet /lʊk ,ɑ:ftə ə 'pet/
magazine /,mæɡə'zi:n/ player /'pleɪə/
night /naɪt/
Oh, all right! /əʊ ,ɔ:l 'raɪt/
pass /pɑ:s/
pet shop /'pet ʃɒp/
plants /plɑnts/
Poor (dog)! /,pɔ: ('dɒɡ)/
puppy /'pʌpi/
relax /rɪ'læks/
reporter /rɪ'pɔ:tə/
sleep /sli:p/
take the dog for a walk /teɪk ðə ,dɒɡ
fər ə 'wɜ:k/
think /θɪŋk/
together /tə'ɡeðə/
water /'wɔ:tə/
win /wɪn/
work /wɜ:k/

VOCABULARY IN ACTION

Exercise 1

- crocodile
- kangaroo
- monkey
- parrot / bird
- butterfly
- iguana
- hamster

1 Write the names of the animals.



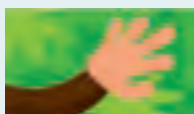
1 elephant



2 _____



3 _____



4 _____



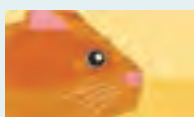
5 _____



6 _____



7 _____



8 _____

2 Answer the questions. Choose the right animal.

- Which animals is fast? **b**
Which animal is slow? **a**
a tortoise **b** tiger
- Which animal is strong? _____
Which animal is dangerous? _____
a snake **b** lion
- Which animal is cute? _____
Which animal is ugly? _____
a cat **b** fly
- Which animal lives in a pond? _____
Which animal lives in a tree? _____
a bird **b** frog
- Which animal lives in people's houses? _____
Which animal lives in the forest? _____
a giraffe **b** spider
- Which animal lives in the sea? _____
Which animal lives in a hole in the ground? _____
a rabbit **b** whale

3 **3.36 PRONUNCIATION** /s/. Listen and repeat.

Sue's snake Simon just eats, eats and eats.
He sits on the sofa and steals all the sweets!

Exercise 2

- strong: b;
dangerous: a
- cute: a; ugly: b
- lives in a pond:
b; lives in a tree:
a
- lives in people's
houses: b; lives
in the forest: a
- lives in the sea:
b; lives in a hole
in the ground: a



Extra activity

(After Exercise 2) (Books closed) Say true/false sentences about the picture in Exercise 2 for students to guess.

Further practice

- Workbook page 76
- Resources
Resource 69 Unit 7 Revision:
Crossword

Revision

VOCABULARY

Exercise 1

- 1 d (Kangaroos can't fly.)
- 2 b (Snakes haven't got legs.)
- 3 a (The other three live in or near water.)
- 4 c (Spiders have got eight legs, the others have four.)

1 Circle the odd one out. Why is it different?

- | | |
|---------------|-------------|
| 1 a bird | b butterfly |
| c fly | d kangaroo |
| 2 a crocodile | b snake |
| c tiger | d elephant |
| 3 a monkey | b fish |
| c frog | d whale |
| 4 a giraffe | b lion |
| c spider | d tiger |

2 Write how many of these pets you can see.



- | | |
|-------------------|------------------|
| 1 cats <u>one</u> | 2 rabbits _____ |
| 3 parrots _____ | 4 goldfish _____ |
| 5 tortoises _____ | 6 iguanas _____ |
| 7 dogs _____ | 8 hamsters _____ |

3 Complete the adjectives.

- | | |
|------------|----------------|
| 1 strong | 2 danger _____ |
| 3 fa _____ | 4 sl _____ |
| 5 ug _____ | 6 cu _____ |

4 Where do they live? Complete the sentences.

- forest hole pond land ground sea trees
- 1 Whales live in the _____ and lions live on _____.
 - 2 Frogs live in a _____.
 - 3 Elephants and giraffes live in the _____.
 - 4 Monkeys and birds live in _____.
 - 5 Rabbits live in a _____ in the _____.

GRAMMAR

5 Read the text and write negative sentences in your notebook.

Jason and his family are very different!

Jason wants an iguana. His sister, Jackie, wants a rabbit and their parents want a parrot! They all watch TV. Jackie, mum and dad like films and Jason likes cartoons! At the weekends Jason goes to the park with his friends. Jackie hangs out with her best friend and their parents visit the neighbours.

- 1 Jackie and Jason / want / a parrot
Jackie and Jason don't want a parrot!
- 2 Their parents / want / an iguana

- 3 Jackie / like / cartoons _____
- 4 Jason / go to the park with / parents

- 5 Their parents / go to / the park

6 In your notebook, write questions and short answers.

- 1 Jason / want / a rabbit
A: Does Jason want a rabbit?
B: No, he doesn't.
- 2 Their parents / want / an iguana?
- 3 They all / watch TV?
- 4 What / Jackie / do / at the weekend?
- 5 Where / Jason / go / at the weekend?

COMMUNICATION

7 Read the mini-dialogues and circle a or b.

- 1 Can I help you?
a Can I have a ticket please?
b Would you like a ticket?
- 2 That's ten pounds ninety.
a The money's here.
b Here you are.
- 3 Here are your tickets.
a Thanks.
b No they aren't.

Exercise 5

- 2 Their parents don't want an iguana.
- 3 Jackie doesn't like cartoons.
- 4 Jason doesn't go to the park with his parents.
- 5 Their parents don't go to the park.

Exercise 6

- 2 Do their parents want an iguana? No, they don't.
- 3 Do they all watch TV? Yes, they do.
- 4 What does Jackie do at the weekend? She hangs out with her best friend.
- 5 Where does Jason go at the weekend? He goes to the park with his friends.

Exercise 7

- 1 a
- 2 b
- 3 a

Exercise 2

- 2 rabbits: four
- 3 parrots: two
- 4 goldfish: six
- 5 tortoises: three
- 6 iguanas: one
- 7 dogs: two
- 8 hamsters: five

Exercise 3

- 2 dangerous
- 3 fast
- 4 slow
- 5 ugly
- 6 cute

Exercise 4

- 1 sea, land
- 2 pond
- 3 forest
- 4 trees
- 5 hole, ground

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK

p. 75

Pets in the UK



EXPLORE

1 Discuss these questions in class.

- Which pets are popular in your country?
- Do you know any unusual pets? What are they?
- Would you like to have an exotic animal as a pet?

2 3.37 Listen and read. Match photos A-D to texts 1-3. There is one extra photo.

Pets in the UK

Some people in the UK want an unusual pet. This is why they choose exotic animals. Here are three unusual pets that you can have in the UK.

- ☐ Tarantulas
Spiders are scary but some people think tarantulas are pretty. They are quiet animals and they don't need a lot of space or food so they aren't hard work.
- ☐ Pygmy hedgehogs
People like pygmy hedgehogs because they are small and cute. They eat cat food and they eat a lot! They need a lot of space to run and play.
- ☐ Axolotls
They've got a funny name and they look funny, too. They live in the water. They can be brown, black, yellow, white or other colours. And here's an amazing fact: if they lose a part of their body, they can make a new one!

3 Read the texts again and answer the questions.

- Which pet eats a lot?
The pygmy hedgehog.
- Which pet can make new body parts?
- Which pet needs a lot of space?
- Which pet doesn't need a lot of food?
- Which pet can be different colours?
- Which pet can be scary?

4 3.38 Listen and circle the correct answer.

- Which is the number one pet in the UK?
a Cat b Dog
- Which animal is number 3 in the list?
a Rabbit b Fish
- Which are two top names for pets in the UK?
a Alfie and Bella b Cookie and Dolly
- What's their dog's name?
a George b Mrs C

5 Work in pairs. Imagine you can have one of the animals in photos A-D.

- Which of the animals do you choose? Why?
- Think of a name for your animal.

GLOSSARY

exotic (adj) interesting and unusual because it's from a foreign place

popular (adj) something a lot of people like or do

unusual (adj) different from what we usually do or know

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercise 1
-  Peer learning: Exercises 3 and 7, Project
-  Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play Hot Seat with words for pets from Lesson 7.2. Ask a student to sit on a chair at the front of the classroom with his/her back to the board. Write a pet on the board. Different students say individual words associated with the pet to help the student guess it. Allow a maximum of 10 words. Students cannot mime, say sentences or make noises. If the student guesses the word, he/she has another turn. If he/she cannot, another student comes to the front.
-  (Books open) Ask pairs to look at pages 106–107 and discuss what they will learn in this lesson. (L1/L2) Explain/Clarify.
- **Critical thinking** Ask: *Why do people have pets? Have a class discussion.* (e.g., A pet is a friend. Pets help us relax.)
- Pointing at each of the photos A–D, ask: *Is this a good pet for you?* Encourage students to explain why/why not.
- Use the photos to explain *unusual* and *exotic*.

Exercise 1

-  After pairs discuss the questions, use the Lollipop Stick technique to choose different students to share their ideas with the class. Encourage them to elaborate on their answers.

Exercise 2 3.37

- Tell students they should use the context and photos to help them understand the text.
- After students listen and read, check whether they can deduce the meaning of any new words, e.g., *lose*, *need*, *scary*, *space*.
- Then pairs do the matching exercise.
- Explain that the pet in photo C is a (very big) snail.

Answers: 1 B 2 D 3 A

Exercise 3

-  Students answer the questions individually. Then they compare their answers with three other students.

Answers: 2 the axolotl 3 the pygmy hedgehog
4 the tarantula 5 the axolotl 6 the tarantula

Exercise 4 3.38

- Ask students to read the questions and guess the answers before they listen.
- Play the audio, pausing after each speaker. Pairs discuss and note the answers.

Answers: 1 b 2 b 3 a 4 a

See page 245 for audio script.

Extra activity

- Pairs use the Internet at home or in class to find out about another unusual pet.

Exercise 5

- Each pair must choose only one animal. Different pairs explain their choice of pet to the class.

Exercise 6 40

BBC video

Video script: see Teacher's Book p. 246

Presenter's questions

- 1 (00:06) Do you like animals?
- 2 (01:16) It's great to find out about all these different animals. Which is your favourite?
- 3 (02:05) How many legs does the millipede have? Does it have a) 200 legs or b) 300 legs? (300)

Note: if you cannot show the video, spend more class time on preparing the Project.

- Point at the photo and ask: *What are these animals?* (monkeys) *Do you like them?* Encourage different students to explain why/why not.
- Students read the question before you play the video. Ask different students to predict the answer.
- Play the video, pausing it after each of the presenter's questions and ask students for their ideas.
- Check answers as a class.

Answer: They play.

Exercise 7 40

- Before you play the video again, check stick insect. Then pairs read the sentences and write any answers they can remember.
-  Students watch the video again and check their answers.

Answers: 1 tigers 2 tortoises 3 stick insects
4 penguins 5 tigers 6 monkeys

Extra video activity 40

- Play the video again. Students stand up when they see an animal and try to mimic its posture and/or movements. Pause the video if necessary.

Exercise 8

- Groups of four list their top four animals. Then they explain their choices to the class.

 Project

Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Put students into pairs and ask them to read the instructions.
- Explain that each student should make a digital poster about a pet. It could be a pet they own or a pet they would like to have.
- Give students the Project Worksheets to help them prepare.
- Ask three or four volunteers to be coordinators. Their job is to collect the digital posters, create the photo album and share it with the class, e.g., upload it onto the school website, share it via a file sharing service or create a DVD.
- Agree with the class how they will hand in their work, e.g., on a memory stick or by email.
- If students cannot make digital posters, ask them to make paper ones. Follow the same steps for setting up the project but ask them to draw their pets and to write by hand. Volunteers collate the pages to make a photo album. Alternatively, you could display the posters in the classroom.
- Set a date for creating the posters and the photo album.

Sharing the project

- Project the album (if digital) or give students time to look at the display (if paper). You could ask students to note two questions as they watch/look to ask the pet owners afterwards. Have a class vote for the most informative poster.

Finishing the lesson

- Students tell you what they enjoyed most and why.
-  Check what students have learnt in this lesson using the Three Facts and a Fib technique.

Further practice

- Workbook page 77
- Resource Pack
Resource 70: Unit 7 BBC Culture – Pet Project

EXPLORE MORE

The London Zoo



6 40 Watch the video and answer the presenter's questions. What do the animals do after breakfast?

7 40 Watch the video again. Write the animals below next to the correct sentence. Use the information from the video, not what you know.

☐ penguins ☐ stick insects ☐ tigers ☐ monkeys ☐ tortoises ☐ lions

1 They're fast. _____

4 They eat fish. _____

2 They're slow. _____

5 They eat meat. _____

3 They're green. _____

6 They love toys. _____

8 Discuss in groups. Which animals in London Zoo would you like to see? Why?

YOU EXPLORE

9 **CULTURE PROJECT** Make a class digital photo album of the class pets and/or your ideal pets.

1 Create a digital poster about your pet and/or your ideal pet. Write short descriptions.

Use these questions for help.

What are they?

What are their names?

What do they look like?

What do they eat?

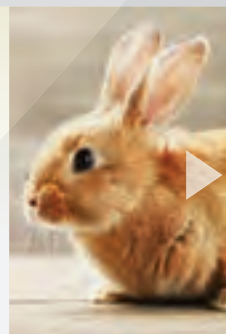
What can they do?

What is a fun fact about them?

2 Add photos to your descriptions.

3 Collect all the posters to make a digital class album.

- This is my pet *rabbit*.
- His/Her name's ...
- He/She's *cute/clever*.
- He/She eats ...
- He/She can ...
- Here's a fun fact about rabbits: ...



8

8.1

VOCABULARY Sports

I can talk about sports.

1 Read these words. What do they mean?

tennis football volleyball basketball swimming skateboarding

I like that!

VOCABULARY

Sports | Seasons and weather |
Healthy lifestyle | Sports equipment

GRAMMAR

Love / like / don't like / hate + -ing |
Object pronouns | Question words

Grammar: Let's go to summer camp!



Grammar animations:

love / like / don't like /
hate + -ing
Question words



Communication:

What's the weather like?



Unit contents

Vocabulary

- Sports
- Seasons and weather
- Healthy lifestyle
- Sports equipment

Grammar

- *love / like / don't like / hate + -ing*
- Object pronouns
- Question words

Communication skills

The weather

Examples of 21st century skills/competencies

- Critical thinking: page 109 (Watch out!), page 110 (Exercise 4), page 111 (Grammar: Object pronouns), page 114 (Extra activity), page 115 (Extra activity), page 116 (Warm-up, Extra activity), page 120 (Warm-up)
- Collaboration: page 108 (Warm-up), page 109 (Exercises 3, 4, 5, 7 and Extra activity), page 110 (Exercise 1), page 111 (Exercise 6, 9, 10, Extra video activity and Extra activity), page 112 (Warm-up and Extra activity), page 113 (Exercises 4, 5, 7, 8 and 9), page 114 (Exercises 5 and 6), page 115 (Exercises 1, 3, 4 and 5), page 116 (Exercises 3, 4 and 7), page 117 (Exercises 3 and 4), page 120 (Exercises 2, 3 and Extra activity, 5), page 121 (Exercises 6, 7 and 8)
- Assessment for learning: page 119
- Autonomy and personal initiative: page 111 (Exercise 10), page 116 (Exercise 7), page 117 (Exercise 5), page 120 (Exercise 5), page 121 (Language Bank)

8.1 VOCABULARY Sports

Lesson learning objective

Students can talk about sports.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 1, 3 and 4



Peer learning: Exercise 3 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask students to imagine they are one of the cartoon characters in Lesson 7.3. Students work in pairs. They ask each other questions to find out their partner's identity, e.g., Student A: *Do you have piano lessons?* Student B: *No, I don't.* Student A: *Are you Kit?*
- Write *I like that!* on the board and ask students to look at you. Mime a few sports and ask pairs to predict what they will learn in this lesson.
- 📍 (L1/L2) Explain the lesson objective. Then write on the board: 1 *I play football.* 2 *Basketball is exciting.* 3 *He's got long legs.* Ask students to read out the sentence that does not fit in with the lesson objective.
- Brainstorm sports with the class. Write words that students suggest on the board. If a student suggests a word that others do not understand, they can draw it on the board.

Exercise 1

- 🗨️ (Books open) Choose one of the words, point to the corresponding photo and say *I know that!* with a 'thumbs up' gesture. Encourage students to continue. Observe whether there are any students who find this activity difficult.

8.1 VOCABULARY Sports

Lesson learning objective

Students can talk about sports.

Exercise 2 3.39

- Play the audio, pausing for students to repeat each word in chorus and for a volunteer to say the letter of the corresponding photo on page 108. Then ask a student to name the sport that appears twice.

Answers: a cycling b swimming c windsurfing
d taekwondo (martial arts) e canoeing f roller skating
g skateboarding h ice-skating i roller skating
j volleyball k tennis l snowboarding m hockey
n football o basketball p badminton q table tennis
Roller skating appears twice.

Exercise 3

- Pairs race to do the exercise.
-  Use the Lollipop Stick technique to choose different students to say and spell each answer.
-  (*Books closed*) Spell five sports and ask students to write them on a piece of paper. Students compare the words in pairs and correct each other if necessary.

Answers: 2 canoeing 3 roller skating 4 skateboarding
5 snowboarding 6 hockey 7 basketball 8 badminton

Extra activity

- Put students into groups of four to play a game. (*Books open*) One student chooses a photo on page 108 and mimics the posture of the person. (*Books closed*) The other students in the group guess the sport to win a point. The person who guesses first mimics another posture. The game continues until all the photos have been chosen.

Exercise 4

- Before pairs do the exercise, make sure they understand what *indoor sports*, *outdoor sports* and *team sports* are.
-  After pairs do the exercise, collect students' answers on the board. Encourage different students to justify why they put a sport in more than one group.

Possible answers:

Indoor sports: badminton, basketball, ice-skating, swimming, table tennis, taekwondo, volleyball

Outdoor sports: badminton, basketball, canoeing, cycling, football, hockey, ice-skating, roller skating, skateboarding, snowboarding, swimming, tennis, volleyball, windsurfing

Team sports: basketball, football, hockey, volleyball

Winter sports: ice-skating, snowboarding

Ball sports: basketball, football, tennis, volleyball

Water sports: canoeing, swimming, windsurfing

Watch out!

- Critical thinking** Ask pairs if they can suggest a rule for using go, do and play with sports.
- Explain that we usually use play with team sports involving a ball and a competitive element, go with activities ending -ing, when we actually go somewhere to do the sport, and do with individual sports such as martial arts.

Exercise 5 3.40

- Students do the exercise individually before they compare answers.
- Play the audio for students to listen and check their answers. Explain further if necessary.
- (*Books closed*) Read out sports from Exercise 5 at random and ask students to say the corresponding verb in chorus.

Answers: 2 play 3 play 4 go 5 go 6 go 7 go
8 play 9 play 10 go 11 play 12 go
See page 245 for the audioscript.

Exercise 6

- Focus students' attention on the pictures and make sure they understand that each person is wearing clothes that represent two sports.
- Remind students that they need to use the Present Simple in the third person singular.
- Ask different students to write the answers on the board and to justify them.

Answers: 2 goes roller skating 3 plays table tennis
4 goes canoeing 5 plays hockey 6 does taekwondo
7 goes snowboarding 8 goes swimming

Exercise 7

 Students complete the sentences individually. Then they swap books with a partner and review each other's work. Next, pairs get together. Groups of four tell each other their ideas. Encourage strong students to agree, disagree or express surprise. You could write relevant 'Say it!' expressions on the board to help, e.g., (Unit 6) *Me too.* / *Seriously?*

Finishing the lesson

-  Students look at the prediction they made in the Warm-up and circle the new words in the Vocabulary box they have learned.
-  Ask: *Can you talk about sports?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 78
- Resource Pack

Resource 71: Unit 8 Lesson 1 Vocabulary – Sports

- 2 3.39 Listen and repeat. Find the sports in the photos on page 108. One sport appears twice. Which one?

Vocabulary Sports

badminton basketball canoeing cycling
football hockey ice-skating roller skating
skateboarding snowboarding swimming
table tennis taekwondo tennis volleyball
windsurfing

- 3 Unscramble the words. Use the Vocabulary box to help.

- 1 tekaodnwo taekwondo
- 2 anngcioe c _ _ _ _ g
- 3 rloerl kasitng r _ _ _ r s _ _ _ _ g
- 4 sktbraoadenig s _ _ _ _ _ _ _ _ g
- 5 swobonrdiang s _ _ _ _ _ _ _ _ g
- 6 hoecky h _ _ _ _ y
- 7 bsktbaelal b _ _ _ _ _ _ _ l
- 8 bdatinmon b _ _ _ _ _ _ _ n

- 4 Work in pairs. Put the sports in the Vocabulary box in groups. A sport can be in more than one group.



Indoor sports:
basketball, _____



Outdoor sports:
football, _____



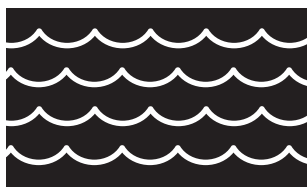
Team sports: _____



Winter sports: _____



Ball sports: _____



Water sports: _____

*I do taekwondo.
I go swimming.
I play tennis.*

**Watch
OUT!**

- 5 3.40 Write *go* or *play*. Compare in pairs. Then listen and check.

- | | |
|------------------------|----------------------|
| 1 <u>go</u> cycling | 7 _____ windsurfing |
| 2 _____ basketball | 8 _____ badminton |
| 3 _____ hockey | 9 _____ table tennis |
| 4 _____ snowboarding | 10 _____ canoeing |
| 5 _____ skateboarding | 11 _____ football |
| 6 _____ roller skating | 12 _____ ice skating |

- 6 What sports do they do? Complete the sentences.



Mario



Sue



Peter



Fran

Mario ¹plays badminton at school.

He ²_____ at the weekend.

Sue ³_____ at school.

She also ⁴_____ with her dad.

Peter ⁵_____.

He ⁶_____ every week.

Fran ⁷_____ in winter.

She always ⁸_____ in the morning.

- 7 Complete the sentences with verbs and sports from exercise 5.

I never _____.

I watch _____ on TV.

I think _____ is boring.

I think _____ is great!

I _____ with friends.

I _____ every day.

I often _____ at school.

**And
YOU**

I can use verbs *love / like / don't like / hate + -ing* and object pronouns.

Let's go to summer camp!



- Lian: Hey guys, do you want to go to summer camp with me?
- Alex: Maybe. What do you do there?
- Lian: Horse-riding, rock climbing ... I like rock climbing.
- Jen: I don't like it!
- Lian: How about water sports? There's sailing, windsurfing ...
- Alex: No, thanks. I don't like getting wet.
- Jen: That's true. Lian, you like sports. We like them, but we want to do other things, too. Cooking, for example?
- Lian: There's a cooking camp in ...
- Alex: No thanks. I love eating but I hate cooking!
- Lian: Let's find a camp we all like.



1 41 3.41 Watch or listen, then read. Find two sports in the dialogue that are not in the Vocabulary box on p. 109.

2 Read the dialogue again. Complete the sentences with one word.

- Lian wants to go to **summer** camp.
- _____ doesn't like rock climbing.
- Sailing and windsurfing are _____ sports.
- Windsurfing is not a good sport for _____.
- Jen wants to go to a _____ camp but Alex doesn't.

3 3.42 Listen and repeat. Find these expressions in the dialogue.

Maybe. That's true.

OUT of class

4 **CLASS VOTE** Look at the summer camp brochures. Which camp is good for all three of them? Circle a, b or c.

a tech camp b fun camp c sports camp

5 42 3.43 Now watch or listen and check.

8.2 GRAMMAR *love / like / don't like / hate + -ing*

Lesson learning objective

Students can use verbs *love / like / don't like / hate + -ing* and object pronouns.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 2, 7, 8 and 9



Peer learning: Exercises 1, 6 and 10, Extra video activity, Extra activity



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Students write two sentences about another student, similar to those in Lesson 8.1 (Exercise 7) on a slip of paper. Then they give you their paper. Read the sentences out for the class to guess who they are about.
- Pairs look at pages 110–111 and discuss what they will learn in this lesson. (*L1/L2*) Clarify/explain the objectives.
- (*Books open*) Ask pairs to look at the photo story and guess what it is about. Different pairs share their ideas with the class. Do not confirm or contradict their guesses yet.

Exercise 1 41 3.41

- Play the video. If you do not have access to a computer and projector, play the audio.
- Check students' guesses about the story. (The children are choosing a summer camp.)
- Ask students to work in pairs and underline the names of sports. Tell them they do not need to know what the sports are, but they should be able to tell that they are sports from the context. Then they can compare these sports with the sports in the Vocabulary box on page 109.
- Check answers and elicit or explain *horse-riding* and *rock climbing*. Then ask students to find, underline and guess the meaning of *I don't like getting wet*.

Answer: horse-riding and rock-climbing

Exercise 2

- Pairs read the sentences and note answers they know on response cards.
- Then they read the photo story again to check their answers.
- When you check answers, ask students to raise their response cards and choose individual students to justify the answers.

Answers: 2 Jen 3 water 4 Alex 5 cooking

Exercise 3 42 3.42

- Play the audio, pausing for students to repeat each expression in chorus.
- Play the audio again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Encourage students to think of situations in which they can use these expressions.

Exercise 4

- **Critical thinking** Students choose the best summer camp for the characters. Then they vote, justifying their choice.

Exercise 5 42 3.43

- Play the video or audio for students to check their answer in Exercise 4.

Answers: b

See page 245 for audio/video script.

8.2 GRAMMAR *love / like / don't like / hate + -ing*

Lesson learning objective

Students can use verbs *love / like / don't like / hate + -ing* and object pronouns.

Get Grammar 43

- Play the Get Grammar! video. If you do not have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Ask students to read the Grammar box and elicit what verb form is used after verbs expressing likes/dislikes, e.g., *love, like, don't like* and *hate* (verb + *-ing*).

Exercise 6

-  Pairs cover the photo story, discuss each sentence and write it. Then they swap books with another pair, who read the photo story and correct their answers if necessary.

Answers: 2 likes 3 doesn't like 4 loves, hates

Exercise 7

- With a strong class, ask students to do the exercise individually, referring to the Grammar box for help. With a weak class, begin by asking students to match the activities to the photos.
-  Use the Traffic Lights technique to monitor.

Answers:

- 2 I love / like / don't like / hate cooking.
- 3 I love / like / don't like / hate doing homework.
- 4 I love / like / don't like / hate getting up.
- 5 I love / like / don't like / hate swimming.
- 6 I love / like / don't like / hate drawing.

Extra video activity 42

-  Play the ending of the photo story again. Pairs watch carefully. Then they write an alternative ending, which they act out for the class. Vote for the most creative ending.

Extra activity

-  Groups of four invent a summer camp and list the activities it offers. You could get students to make a leaflet and present it to the class. Vote for the most popular leaflet.

Exercise 8 3.44

- Play the audio once and ask students to do the activity individually.
-  Play the audio again, pausing it after each dialogue. Use the Stand Up and Change Places technique to check answers.

Answers: 2 F 3 T 4 T 5 F

See page 245 for audioscript.

Grammar: Object pronouns

- Ask students to look carefully at the Grammar box in pairs.
- Point out that you and it are the same form as the corresponding object pronoun.
- **Critical thinking** Ask students why we use object pronouns instead of nouns or names (to avoid repetition of a noun or name). Point out we must use them after certain verbs. Write on the board: A *You like sports.* B *We like them too.*

Exercise 9

- Pairs help each other do the exercise.
-  Use the Traffic Lights technique to find out how easy/difficult students found the exercise. Re-teach/explain as necessary. You could write Lian's email on the board with the correct answers. Then ask different students to draw a line between each object pronoun and the noun or name it replaces, e.g., *link computers* in the first sentence to *them* in the second.

Answers: 2 them 3 him 4 We 5 her 6 They
7 she 8 us

Exercise 10

-  Students write individually. Then they swap notebooks with a partner and review each other's work using the Two Stars and a Wish technique.

Finishing the lesson

-  Ask students about each objective: *Can you use love / like / don't like / hate + -ing? Can you use object pronouns?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 79
- Grammar Time page 237
- Resource Pack
Resource 72: Unit 8 Lesson 2 Grammar – *love / like / don't like / hate + -ing*

Grammar love / like / don't like / hate + -ing

I **love** eating.

I **don't like** getting wet.

I **hate** cooking.

Do you **like** cycling? Yes, I do. / No, I don't.

What **do** you **like** doing? I **like** cooking.

42 Get Grammar!

Hammy **hates**
getting wet!

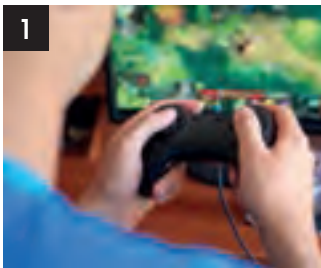


6 Read the dialogue on p. 110 again. Complete the sentences with *likes*, *doesn't like*, *loves* or *hates*.

- 1 Jen **doesn't like** rock climbing.
- 2 Lian _____ rock climbing.
- 3 Alex _____ getting wet.
- 4 Alex _____ eating but he _____ cooking.

7 Look at the photos. Write true sentences in your notebook. Use *love*, *like*, *don't like* or *hate* + -ing.

get up draw play swim cook do homework



- 1 *I like playing computer games.*

8 **3.44** What do these people like or don't like doing? Write T (true) or F (false).

- 1 She doesn't like playing volleyball. T / **F**
- 2 Brian likes swimming. T / F
- 3 She hates getting up early. T / F
- 4 They love skateboarding. T / F
- 5 Jake doesn't like playing football. T / F

Grammar

Object pronouns

I → **me**

he → **him**

we → **us**

you → **you**

she → **he**

you → **you**

it → **it**

they → **them**

She is a good friend. I like **her**.

You don't like **sports**. We love **them**.

9 Read Lian's email and circle the correct answer.

My friend, Alex, loves fixing computers. ¹**He** / Him knows a lot of things about ²**they** / them. I don't, so I usually ask ³**he** / him for help. ⁴**We** / Us often hang out with his sister, Jen. I like ⁵**she** / her a lot. Jen loves making cupcakes. ⁶**They** / Them are amazing! Alex and I love chocolate so ⁷**she** / her often makes chocolate cupcakes for ⁸**we** / us.



10 Write about your friends or family. What do they *love/like/don't like/hate* doing? Use Lian's email in exercise 10 for help.

My friend, ..., likes ... He/She knows a lot of things about ...

And YOU

I can ask detailed questions.

The Terrific Two – Dug's sports hero



1

Dug: Excuse me, are you Irina Peters, the tennis player?
 Irina: Yes, I am.
 Dug: Can I have your autograph, please? I'm a great fan!
 Irina: Sure. Hold my phone, please. What is your name?
 Dug: Dug erm ... no ... Superdug.
 Irina: Are you THE Superdug?



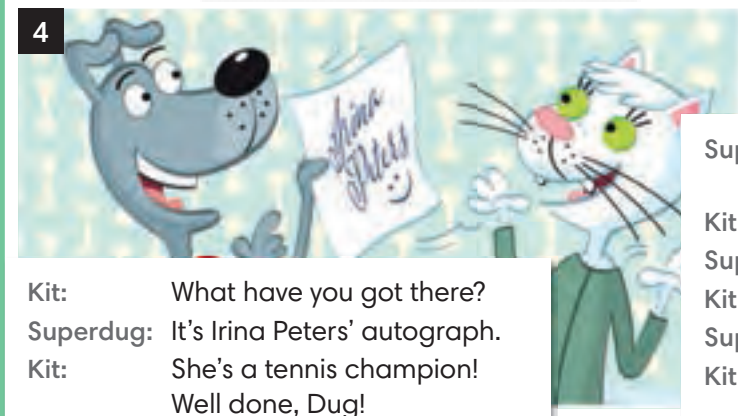
2

Superdug: Yes. Look! Selfie?
 Irina: Wow, yes! I'm your fan, too!



3

Superdug: Here's your phone.



4

Kit: What have you got there?
 Superdug: It's Irina Peters' autograph.
 Kit: She's a tennis champion!
 Well done, Dug!



5

Superdug: And here's a photo of us. Oh, no! This isn't my phone.
 Kit: Whose phone is it?
 Superdug: It's Irina's phone. We've got the same phone!
 Kit: Where can you find her? Where does she live?
 Superdug: I don't know.
 Kit: I'm sure you're not her favourite superhero right now!

1 Look at the cartoon. How many mobile phones can you see? What do you notice about them?

2  **3.45** Listen and read. Who is Irina Peters?

3 Read the sentences. Circle T (true) or F (false).

- | | |
|---|--|
| 1 Irina wants Dug's autograph. | T / ☒ F |
| 2 Irina is Superdug's fan. | T / F |
| 3 Kit doesn't know who Irina Peters is. | T / F |
| 4 Dug's got the wrong phone. | T / F |
| 5 Dug doesn't know where his phone is. | T / F |

8.3 GRAMMAR Question words

Lesson learning objective

Students can ask detailed questions.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercises 3, 4 and 5



Peer learning: Exercises 4 and 7



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Students write true/false sentences about themselves with *love / like / don't like / hate* and *-ing*. They tell a partner, who has to guess which sentences are true and which are false.
- (*Books open*) Give pairs time to look at pages 112–113 and discuss the lesson objective. (*L1/L2*) Clarify/Explain.
- Ask students questions about the pictures to recycle vocabulary and generate interest, e.g., *Describe the woman and her clothes.* (She's got sports clothes.) *What sport does she like?* (Tennis) *Are Superdug and the woman happy in picture 2?* (Yes, they are.) *Is Superdug happy in picture 5?* (No, he isn't.) Ask pairs to predict why Dug does not look happy.
- You could use picture 1 to teach (*ask for an*) *autograph* or encourage students to guess.

Exercise 1

- Ask the first student to find the number to raise their hand.

Answers: Two. They are the same.

Exercise 2 3.45

- Before you play the audio, ask pairs to guess the answer.
- Ask a student to refer to the text to justify the answer.

Answer: She's a tennis champion / a champion tennis player / a tennis player.

Exercise 3

- Students do the exercise individually, referring to the text.
- Use the Basketball Technique to check the answers.

Answers: 2 T 3 F 4 T 5 T

(Some students may answer F for question 5 – Dug knows that his phone is with Irina – but as he doesn't know where Irina is, he doesn't know where his phone is.)

Extra activity

- Pairs imagine what happens next in the cartoon story. They write a dialogue together, e.g., between Irina Peters, Dug and Kit. Pairs act it out for a different pair or the class.

8.3 GRAMMAR Question words

Lesson learning objective

Students can ask detailed questions.

Get Grammar 44

- Play the Get Grammar! video. If you do not have a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Write these words on the board in this order: *numbers / time / place / possession / people / objects or information*. Then challenge students to match the words to the question words in the Grammar box (numbers – *how many*; time – *when*; place – *where*; possession – *whose*; people – *who*; objects or information – *what*).

Exercise 4

-  Pairs work together to match the questions to the answers.
-  After you check the answers, ask students to cover the second column. Read out the questions and check how many answers students remember.

Answers: 2 c 3 a 4 f 5 b 6 e

Exercise 5

-  Students complete the questions individually. Use the Traffic Lights technique to monitor.
-  Use the Lollipop Stick technique to choose different students to write the questions on the board. Then pairs take turns to ask and answer them. Alternatively, you could put students into two teams. Teams take turns choosing a question to ask the other team, who answer to win a point.

Answers:

- 2 What; Superdug's new superhero suit.
3 Where; It's at 10 Paxton Street.
4 Whose; Kit's eyes are green.
5 How many; There are two children in the boat.
6 When; On Fridays.

Exercise 6 3.46

- Give students time to read the answer options before you play the audio.
- Play the audio, pausing after each question so that students can find the correct answer.
- Check answers as a class. Then play the audio again.

Answers: 1 On Wednesdays. 2 Two cars. 3 You are.
4 It's my sister's. 5 I think there are four. 6 It's in your room.
See page 245 for audioscript.

Exercise 7

- Before students write the questions, elicit what kind of information is underlined, e.g., say: *Andy Murray – this is a question about a ... (person)*.
- Pairs write the questions.
-  Pair swaps their books with another pair and review each other's work. Then ask different pairs to write the answers on the board.

Answers:

- 2 Who is your favourite sportsperson?
3 Where do you live?
4 When is your birthday?
5 How many brothers and sisters have you got?

Exercise 8

- Pairs take turns to ask and answer the questions, giving true answers.
- If there is time, you could ask some students to tell the class about their partner.

Exercise 9

- Put students into pairs or groups of four to play the game.

Possible answers:

Where is Jack/he?
Where does Jack/he swim?
Where can Jack/he swim?
When does Jack/he swim?
When can Jack/he swim?
Who is Jack/he?
Who does Jack/he like?
What does Jack/he like?
Whose friend is Jack/he?
Whose friend can swim?
Whose friend is Jack/he?
Does Jack/he swim?
Can Jack/he swim?

Finishing the lesson

-  Read the lesson objective. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

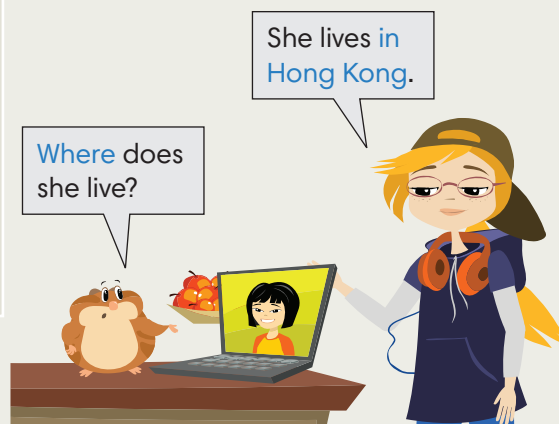
- Workbook page 80
- Grammar Time page 237
- Resource Pack
Resource 73: Unit 8 Lesson 3 Grammar – Question words

Grammar

Question words

Who is Dug's sports hero?	It's Irina Peters .
What have you got there?	I've got Irina's autograph .
When is the game?	It's on Tuesday .
Where does she live?	She lives in London .
Whose phone is it?	It's Irina's phone.
How many photos have you got?	I've got 80 photos.

44 Get Grammar!



4 Match the questions to the answers.

- | | | |
|---|---------------------------------|-------------------|
| 1 ☒ d | Where do Superdug and Kit live? | a Two. |
| 2 ☐ | Who is a tennis champion? | b Fish and chips. |
| 3 ☐ | How many sisters has Kit got? | c Irina. |
| 4 ☐ | When is Dug's birthday? | d In the UK. |
| 5 ☐ | What is Kit's favourite dinner? | e Superdug's. |
| 6 ☐ | Whose bike is red and white? | f On 5th July. |

5 How well do you know the Terrific Two? Complete the questions with a question word. Then answer the questions in pairs.

whose who when how many where what

- Q: Who is uncle Roberto? (look at page 14)
A: He's Superdug's uncle.
- Q: _____ is in the box? (look at page 28)
- Q: _____ is granny's house? (look at page 42)
- Q: _____ eyes are green? (look at page 56)
- Q: _____ children are there in the boat? (look at page 70)
- Q: _____ does Superdug play football? (look at page 84)

6 3.46 Listen to Superdug's questions. Then circle Kit's answers.

- On Wednesdays. / At her house.
- Two cars. / I've got them.
- In Spain. / You are.
- It's my sister's. / Two sisters.
- They're Wonder Will's. / I think there are four.
- It's in your room. / It's nice.



7 Write questions about the underlined words.

- A: What is your favourite sport?
B: My favourite sport is rock climbing.
- A: _____?
B: My favourite sportsperson is Andy Murray.
- A: _____?
B: I live at 6 Rose Street.
- A: _____?
B: My birthday is on August 26.
- A: _____?
B: I've got one brother and one sister.

8 In pairs, ask questions from Exercise 7 and give true answers.

- A: What is your favourite sport?
B: It's ...

9 Game! Make questions with the words in the box! You have three minutes!

where	Jack	swim	is
does	can	when	what
whose	who	he	like

Where is Jack?

Where can Jack swim?

And
YOU



I can talk about the weather.

What's the weather like?

- Jen: Hi Lucas! Why aren't you at the beach? Isn't it hot and sunny?
- Lucas: It's three o'clock. It's too hot and too sunny. What's the weather like in the UK?
- Jen: It's cold and rainy. We can't go swimming.
- Lucas: That's a pity.
- Jen: Yes, but it's OK. It often rains in summer.
- Lucas: Well, I hope it's sunny tomorrow.
- Jen: Me, too but I still can't go swimming.
- Lucas: Why?
- Jen: I have a dentist's appointment!
- Lucas: Eurgh! I hate dentists!
- Jen: Me, too!
- Lucas: See you soon! Bye!

Lucas is on holiday in Spain but it's rainy in London.



- 1 45 3.47 Watch or listen. Then read. Complete the sentence.

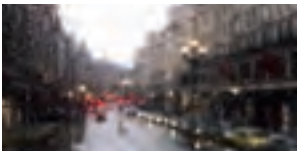
Jen can't go swimming today because _____.

- 2 3.48 Listen and repeat.

Communication Talking about the weather

A: What's the weather like?
B: It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy*.
It's *cold/hot/rainy/sunny* in *winter/summer/autumn/spring*.

- 3 What's the weather like? Complete the sentences.



1 It's *rainy*.



2 It's _____.



3 It's _____.



4 It's _____.

- 4 Which months are in each season?

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

- a Summer: _____
b Spring: _____
c Winter: _____
d Autumn: _____

- 5 Circle the best answer.

- 1 Q: What's the weather like in autumn in Spain?
A: a It is warm and sunny.
b I like sunny weather.
- 2 Q: I want to go windsurfing tomorrow.
A: a Yes, it's cold.
b I hope it's warm and windy.

- 6 Game! Sports and weather.
Student A: Say what the weather is like. Student B: Suggest a sport you can do. Then swap roles.

A: *It's windy.*

B: *Let's go windsurfing!*



8.4 COMMUNICATION The weather

Lesson learning objective

Students can talk about the weather.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Peer learning: Exercises 5 and 6



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Put students into two teams and play Noughts and Crosses.
- Draw a 3 x 3 grid with question words from Lesson 8.1 and *do*, *does* and *can*. Each team needs to ask correct questions with these words to win their 'noughts' or 'crosses' (e.g., *Whose phone is it?*) With a weak class, you could write more detailed prompts in each square (e.g., *Whose / phone?*)
- (*Books closed*) Pairs look at page 114 and discuss the lesson objective. (L1/L2) Explain/Clarify.
- (*Books open*) Pairs look at the photos and guess where each character is, giving reasons. Do not confirm or contradict their guesses.
- Pre-teach *rainy*, *cold*, *hot* and *sunny*. Point to Jen's umbrella and say: *It's ... rainy and* (shiver) *... cold!* Then draw a sun on the board and say: *It's ... sunny and* (wipe your brow) *... hot.*

Exercise 1 45 3.47

- Ask students to use the context and photos to help them understand new words.
- Play the video. If you do not have access to a computer and projector, play the audio.
- Check students' guesses from the Warm-up. (Jen is in London. Lucas is on holiday in Spain.)
- Ask a student to explain the answer by referring to the text/photo or by miming.
- Ask students to underline *dentist's appointment* and guess what it means. Ask: *Is it nice? Does Jen want to go?*

Answer:

It's cold. / It's cold and rainy. / The weather is bad.

Exercise 2 3.48

- Play the audio for students to listen and repeat in chorus. As you pause, get students to point to a corresponding picture in Exercise 3, use mime or draw a picture on the board.

Extra video activity 45

- (*Books open*) Play the video, pausing to elicit the weather words.

Exercise 3

- Students complete the sentences individually using the Communication box to help.

Answers: 2 windy 3 cloudy 4 sunny

Exercise 4

- Discuss any differences of opinion with the class.

Answers:

Answers will depend on geographical location.

Northern hemisphere:

- a Summer: June, July, August
 - b Spring: March, April, May
 - c Winter: December, January, February
 - d Autumn: September, October, November
- Southern hemisphere:
- a Summer: December, January, February
 - b Spring: September, October, November
 - c Winter: June, July, August
 - d Autumn: March, April, May

Exercise 5

- Pairs do the exercise. Then check answers as a class.

Answers: 1 a 2 b

Extra activity

- **Critical thinking** Students tell a partner what their favourite season is and why.

Exercise 6

- When pairs finish, ask them to discuss how well their partner used weather words.

Finishing the lesson

- Ask students: *Can you talk about the weather?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 81
- Resource Pack
Resource 74: Unit 8 Lesson 4 Communication – Talking about the weather

8.5 READING AND VOCABULARY Healthy lifestyle

Lesson learning objective

Students can understand short texts about healthy habits.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercises 3 and 4



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pairs discuss and note two things they like and two they do not like about each season. They tell another pair, e.g., Student A: *In summer it's often sunny and you can play outside.* Student B: *That's true, but we have exams in the summer.*
- (Books open) (L1/L2) Explain the lesson objectives.
- (Books closed) Ask: *Who has got a healthy snack in their bag today? What is it?* Any students who have a healthy snack tell the class. Help with vocabulary as necessary. Ask further questions about each snack as appropriate, e.g., *How many apples do you eat every day?*

Exercise 1 3.49

- (Books open) Give students time to read the expressions before you play the audio.
- Play the audio, pausing for students repeat in chorus and match the phrases to the photos. If necessary, mime the phrases.
- Students do the matching exercise. Then they compare answers with a partner.

Answers:

Photo b: go to bed early

Photo c: eat fruit and vegetables

Photo d: brush your teeth

Photo e: do exercise

Photo f: have friends

Exercise 2 3.50

- Give students time to read the headings before they read and listen. Students do the matching exercise individually. Use the Basketball Technique to check answers.

Answers: 2 E 3 F 4 A 5 B 6 D

Exercise 3

- Students complete the sentences individually. Then they compare their answers with a partner. Ask different students to justify each answer.

Answers: 2 vegetables 3 water 4 teeth 5 walk 6 hang

Exercise 4

- Students do the exercise individually. Then groups of four compare their answers.

Answers: 2 × 3 × 4 ✓ 5 ✓

Extra activity

- Critical thinking** Students use Exercise 4 to help them write four true sentences about themselves, e.g., *I sleep eight hours a night, from eleven o'clock to seven o'clock.* Then they read each sentence to the same group, who decide if it is a healthy habit or not.

Finishing the lesson

- Students read the lesson objectives. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 82
- Resource Pack
Resource 75: Unit 8 Lesson 5 Reading and Vocabulary – Healthy Lifestyle



8.5

READING and VOCABULARY Healthy Lifestyle

I can understand short texts about healthy habits.

- 1 3.49 Listen and repeat. Then match the phrases in the Vocabulary box to photos a–f in the magazine article below.

Vocabulary	Healthy lifestyle
brush your teeth	do exercise
drink a lot of water	eat fruit and vegetables
go to bed early	have friends

- 1 Photo a: drink a lot of water
 2 Photo b: _____
 3 Photo c: _____
 4 Photo d: _____
 5 Photo e: _____
 6 Photo f: _____

- 2 3.50 Read and listen to the text. Match headings A–F to tips 1–6.

- | | |
|-----------------|-------------------|
| A Healthy teeth | D People you like |
| B Be sporty | E Healthy food |
| C Sleep well | F Water is great! |

- 3 Read the text again. Complete the sentences with one word.

- 1 It's good to get up at the same time every day.
 2 Healthy teens eat fruit and _____ every day.
 3 Healthy teenagers drink a lot of _____.
 4 It's good to brush your _____ after every meal.
 5 When you want to exercise you can play a sport, ride your bike or _____.
 6 It's fun to _____ out with friends.

- 4 Read the sentences. Decide if these things are healthy (✓) or not healthy (✗).

- | | |
|--|-------------------------------------|
| 1 I sleep 5 hours every night. | ☒ |
| 2 I never eat vegetables. | ☐ |
| 3 I often brush my teeth after dinner but never after breakfast. | ☐ |
| 4 I go swimming at the weekend. | ☐ |
| 5 I meet my friends three times every week. | ☐ |

Teen health

Read our top tips!



- 1 ☒ A healthy teenager needs nine hours of sleep. Go to bed early and get up at the same time every day!
 2 ☐ Don't say 'I hate vegetables!' Find the fruit and vegetables you like! Eat five servings every day.
 3 ☐ Healthy teenagers drink a lot of water. Have water in your schoolbag, not cola!
 4 ☐ How often do you brush your teeth? Only after breakfast? Brush them after every meal, every day!
 5 ☐ Do you like football, swimming or volleyball? Great! You don't? No problem! You can ride your bike or walk. It's good exercise!
 6 ☐ Do you play computer games or watch TV after school on your own? Hang out with your friends sometimes. Friends are fun and they help us with our problems.

- 5 Tell a partner two healthy things that you do.





I can understand and write short texts about healthy lifestyles.

1 Complete the sentences about sports champions with *train*, *good* and *healthy*.

- Champions are _____ at their sport.
- They _____ a lot.
- They have a _____ lifestyle.

2 **3.51** Listen to the interviews with Denise and Gary. What are their sports?

3 **3.51** Listen again. Read the questions and complete the interviewer's notes about Denise and Gary.



Denise

- Where does she play volleyball?
At City Club.
- When does she train?
At _____ o'clock in the morning.
- How often does she eat fruit and vegetables?
Every _____.
- Has she got time for homework?
_____ she _____.



Gary

- How many friends has Gary got in his club?
He's got _____ friends.
- When does Gary train?
From five to _____ every day.
- When are Gary's competitions?
Usually on _____ mornings.
- What does Gary always eat on Saturdays?
_____.

4 Have the champions got a healthy lifestyle? Tell a partner what you think.

5 Has Lucas got a healthy lifestyle? Read his blog and find out.



My lifestyle!

- I go to bed at half past nine on school days and I get up at eight o'clock. I love sleeping!
- My favourite food is pizza. Mum and Dad don't like pizza. Yes, really! They like fruit and vegetables. I drink a lot of water.
- I'm not very sporty but I like watching football on TV. I love music and I play the guitar every day after school from 5 to 6. I often hang out with Jen, Alex and Lian, too!

Writing

Checking for grammar mistakes

Read through the first draft of your text to check for grammar mistakes. Check your final draft, too.
I like ~~watch~~ watching football on TV.

6 Correct the underlined mistakes.

- I like eat chocolate. eating
- I hate swimming but my friends like him. _____
- He eat a healthy breakfast. _____
- We like do sports. _____

Writing Time

7 Write about your lifestyle.

1 **Find ideas**

Make notes under these headings.

Sleep *I go to bed at ... / I get up at ...*

Food My favourite food is ...

Sports and friends

I am / I'm not very sporty.

I love/like/don't like/hate ...

I often/sometimes hang out with ...

2 **Draft**

Write about your lifestyle.

3 **Check and write**

Check your grammar and write the final version of your text.

8.6 LISTENING AND WRITING Checking grammar

Lesson learning objective

Students can understand and write short texts about healthy lifestyle.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 6



Peer learning: Exercises 3 and 7



Independent learning: Finishing the lesson

Warm-up

- (Books closed) Put students into pairs. Student A imagines and describes Student B's lifestyle. Student B takes notes. Then he/she says what Student A guessed correctly. They swap roles and repeat the activity.
- (Books open) Pairs look at page 116 and discuss what they will learn in this lesson. (L1/L2) Explain the lesson objectives.
- Students name their favourite sports champions.
- **Critical thinking** Ask: *Is it easy to be a champion? Why/Why not?*

Exercise 1

- Students complete the sentences individually. Elicit/explain the meaning of train. Ask students if the sentences are true for the champions they named in the Warm-up.

Answers: 1 good 2 train 3 healthy

Exercise 2 3.51

- Students look at the photos of Denise and Gary in Exercise 3 and predict the answers.
- Play the audio for students to listen and check their answers.

Answers: Denise: volleyball; Gary: taekwondo
See page 245 for audio script.

Exercise 3 3.51

- Before you play the audio, students answer any questions they can.
- Play the audio for students to listen and complete the notes. Then they compare answers in pairs. Check answers as a class.

Answers: 2 7/seven 3 day 4 Yes, (she) does. 5 3/three
6 7/seven 7 Saturday 8 pizza

Exercise 4

Pairs discuss the question. Monitor and help if necessary.

Answers:

They both do exercise.
Denise drinks a lot of water and eats fruit and vegetables every day.
Gary likes healthy food and has fun with his friends.

Extra activity

- **Critical thinking** Discuss with the class why some people have unhealthy lifestyles.

Exercise 5

- Students read the blog post, circle Lucas's healthy habits and underline his less healthy ones. Check by asking different students.

Answers:

Lucas has a healthy lifestyle in some ways. Yes: Lucas loves sleeping. He drinks water. He plays the guitar every day and he meets his friends. No: Lucas doesn't like healthy food and he isn't sporty.

Writing: Checking for grammar mistakes

- Go through the information with students. Focus attention on the example. Remind them that we use *-ing* forms after *love*, *like*, *don't like* and *hate*. You could also remind them to be careful with third person singular forms.

Exercise 6

- Students correct the mistakes individually. Use the Lollipop Stick technique to choose different students to write the correct words on the board.

Answers: 2 it 3 eats 4 doing

Exercise 7

- Students follow the steps and write individually. Remind them to check both their first and second draft. Pairs then review each other's work using the Two Stars and a Wish technique

Finishing the lesson

- Students read the lesson objectives again. They then make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 83
- Resource Pack
Resource 76: Unit 8 Lesson 6 Listening and Writing – Healthy Lifestyle

8.7 CLIL: SPORTS Sports equipment

Lesson learning objective

Students can read and talk about sports and sports equipment.

Assessment for learning in this lesson



Setting aims and criteria for success: Warm-up



Giving feedback: Exercise 2



Peer learning: Exercises 3 and 4



Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Pairs list the most popular sports in their country. Ask different students to write each list on the board. Encourage them to justify their ideas.
- Give students time to look at page 117. (*L1/L2*) Ask students what they expect to learn in this lesson. Explain that the lesson objective is to learn words for sports equipment and to use them to write about a sport they like.
- (*Books closed*) If possible, bring some sports equipment to class, e.g., a ping pong ball, a football, a cycling/motorbike helmet. Ask students if they know the name of the object(s).
- Students name any other sports equipment they know.

Exercise 1 3.52

- Play the audio, pausing for students to repeat each word in chorus. Then give them time to discuss and find the corresponding photo. Play the audio again for students to listen and repeat.

Answers:

bat – b goggles – d helmet – a net – c racket – e stick – f

Exercise 2

- Ask students to name the sports in photos a–d. Then ask them to read the texts and underline the key words, e.g., text 1: *ride our bikes, helmet*; text 2: *small ball, bat, table, net, two or four players*; text 3: *goggles, water, swimming cap*; text 4: *play with my sister, racket*; text 5: *ice, long stick, helmet*.
- Use the Lollipop Stick technique to choose different students to say the answers.
- You could ask students to number the sports in order of preference and to explain their decisions to a partner.

Answers: 2 table tennis 3 swimming 4 tennis 5 hockey

Exercise 3

- Students do the exercise individually. Then they compare their answers with a partner.

Answers:

bike, (small) ball, swimming cap, racket

Exercise 4

- Pairs help each other complete the table. Then collect the answers on the board.

Answers:

Hockey: stick, helmet

Volleyball: ball, net

Football: ball, net

Swimming: goggles, swimming cap

Table tennis: ball, bat, net, table

Cycling: bike, helmet

Extra activity

- Put students into four teams. Each team chooses someone to do the writing for the team. Give each team a piece of blank paper. Say a sports equipment word. Teams race to write as many sports as they can in which you need this equipment. Any team can say *STOP!* at any time. Everyone must stop writing. Teams count their words. The team with the longest list reads it out. If it is correct, they win a point. If it is incorrect, ask the team with the second longest list to read theirs for a point. Continue with a new word.

Exercise 5

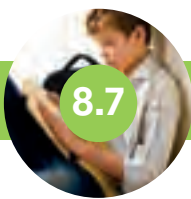
- Give students time to write. Remind them to refer to the Vocabulary box to help them.
- Ask different students to read their texts to the class.

Finishing the lesson

- Ask: *Can you use sports equipment words to talk about sports?* Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

Further practice

- Workbook page 84
- Resource Pack
Resource 77: Unit 8 Lesson 7 CLIL: – Sports Equipment



8.7

CLIL: Sports Sports equipment

I can read and talk about sports and sports equipment.

- 1  **3.52** Listen and repeat. Find these objects in the photos in Exercise 2.

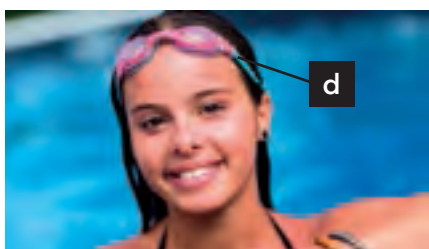
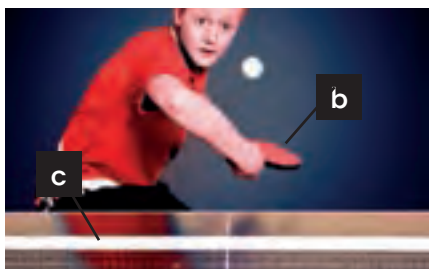
Vocabulary

Sports equipment

bat ☒ goggles ☐ helmet ☐ net ☐
racket ☐ stick ☐

- 2 What sports do these teens like? Complete the texts with the words below. There are four extra sports.

badminton cycling canoeing hockey
snowboarding swimming table tennis tennis
volleyball



- 3 Look at the texts again and underline four more pieces of equipment.

- 4 Complete the table with equipment words from the texts.

Tennis	racket, ball, net
Hockey	
Volleyball	
Football	
Swimming	
Table tennis	
Cycling	

1 I love cycling because I can hang out with my friends outdoors. We ride our bikes at the weekend. I always wear a helmet.

2 I play _____ with my brother on Saturdays. You need a small ball and a bat for this sport. You play on a table with a net. There are usually two or four players.

3 I like _____. I'm in a club. I train every day and I think I'm good at it. I wear goggles because I hate getting water in my eyes. I wear a swimming cap too because I've got long hair.

4 I love playing _____. I often play with my sister. We play on Wednesdays and Fridays. I have a new racket. It's a birthday present.

5 I love playing ice _____. You need a long stick to play. And it's also good to wear a helmet.

- 5 Do you like sport? Complete the sentences for you.

I like _____. I *play/go/do* with _____. To do this sport I need _____.



Wordlist and Vocabulary in action

Extra activity

Students find words that describe weather in the Wordlist.

Further practice

- Resources
Resource 78 Sports/Healthy lifestyle/
Sports equipment

WORDLIST Sports | Healthy lifestyle | Sports equipment

badminton /'bædmɪntən/
basketball /'bɑːskətbɔːl/
bat /bæt/
brush your teeth /,brʌʃ jə 'tiːθ/
canoeing /kə'nuːɪŋ/
cycling /saɪklɪŋ/
do exercise /,duː 'eksəsaɪz/
drink a lot of water /,drɪŋk ə lɒt əv 'wɔːtə/
eat fruit and vegetables /iːt fruːt ənd 'vedʒtəbəlz/
football /'fʊtbɔːl/
go to bed early /,ɡəʊ təbed 'ɜːli/
goggles /'ɡɒɡəlz/
have friends /,hæv 'frendz/
helmet /'helmt/
hockey /'hɒki/
ice-skating /'aɪs ,sketɪŋ/
net /net/
rocket /'rækt/
roller skating /'rəʊlə ,sketɪŋ/
skateboarding /'skeɪtbɔːdɪŋ/
snowboarding /'snəʊbɔːdɪŋ/
stick /stɪk/
swimming /'swɪmɪŋ/
table tennis /'teɪbəl ,tenəs/
taekwondo /taɪ'kwɒndəʊ/

tennis /'tenəs/
volleyball /'vɒlibɔːl/
windsurfing /'wɪnd sɜːfɪŋ/

EXTRA

appointment /ə'pɔɪntmənt/
at the beach /ət ðə 'biːtʃ/
autograph /'ɔːtəgrɑːf/
autumn /'ɔːtəm/
champion /'tʃæmpɪən/
chocolate /'tʃɒklət/
cloudy /'klaʊdi/
cold /kəʊld/
competitions /,kɒmp ə 'tɪʃ ənz/
fan /fæn/
find /faɪnd/
for example /fɔːr ɪɡ'zɑːmpəl/
from ... to ... /frɒm ... tuː .../
get wet /,get 'wet/
hate /heɪt/
health /helθ/
healthy /'helθi/
horse-riding /'hɔːs ,raɪdɪŋ/
hot /hɒt/
I hope ... /aɪ 'həʊp/
in the morning /ɪn ðə 'mɔːnɪŋ/
Maybe. /'meɪbi/

meal /miːl/
pizza /'piːtsə/
rainy /'reɪni/
right now /raɪt 'naʊ/
rock climbing /'rɒk ,klaɪmɪŋ/
snowy /'snəʊi/
sporty /'spɔːti/
spring /sprɪŋ/
summer /'sʌmə/
summer camp /,sʌmə 'kæmp/
sunny /'sʌni/
That's true. /ðætɪz 'truː/
That's a pity. /ðætɪz ə 'pɪti/
tip /tɪp/
want /wɒnt/
warm /wɔːm/
water sports /'wɔːtə spɔːts/
Well done! /wel 'dʌn/
What's the weather like? /wɒts ðə /
'weðə/ ,laɪk/
whose /huːz/
windy /'wɪndi/
winter /'wɪntə/

VOCABULARY IN ACTION

Exercise 1

- cycling, roller skating, skateboarding
- basketball, football, table tennis, tennis, volleyball
- badminton, table tennis, tennis
- hockey
- swimming, snowboarding
- snowboarding, ice skating
- windsurfing
- ice-skating
- taekwondo, swimming

1 Find the sports in the wordlist.

For which sport(s) do you need ...

-  ? _____, _____
-  ? _____, _____
-  ? _____, _____
-  ? _____
-  ? _____, _____
-  ? _____, _____
-  ? _____
-  ? _____
-  ? _____, _____

2 Find six words for sports equipment in the list. Find them in the pictures in Exercise 1. Draw the two missing words inside the box.



3 The last words in each sentence are in the wrong expression. Put them in the correct one.

For a healthy life style:

- brush your water
- do teeth
- drink a lot of early
- eat fruit and friends
- go to bed exercise
- have vegetables

4 3.53 PRONUNCIATION /r/. Listen and repeat.

Rosemary and Jane
Love running in the rain!

Exercise 2

See Exercise 1 page 108:
helmet, net,
racket, stick,
bat, goggles
racket – picture
3; stick – picture
4; goggles –
picture 5
Students draw
a helmet and
a net.

Exercise 3

- brush your teeth
- do exercise
- drink a lot of water
- eat fruit and vegetables
- go to bed early
- have friends

Extra activity

Put students into two teams. Ask teams in turn to spell sports from this unit.

Further practice

- Workbook page 86
- Resource 79 Unit 8 Revision: Grammar

Revision

VOCABULARY

1 Read sentences 1–5. Then complete the words to find the names of sports.

- You play these sports with a ball.
 - basketball
 - t _____ t _____
 - t _____
- You don't usually play these sports in a team.
 - r _____ s _____ g
 - sk _____ g
 - t _____
 - sn _____ g
- You do these sports indoors and outdoors.
 - h _____
 - v _____
 - c _____
 - b _____
 - s _____
- You do these sports in the winter.
 - sn _____ g
 - i _____ - s _____
- You need windy weather for this sport.
 - w _____

Exercise 1

- b table tennis;
c tennis
- a roller skating;
b skateboarding;
c taekwondo;
d snowboarding
- a hockey;
b volleyball;
c cycling;
d badminton;
e: swimming
- a snowboarding;
b ice-skating
- a windsurfing

2 Jamie's lifestyle isn't healthy. Help him! Complete the sentences with the words below.



teeth friends water vegetables Do early

- Do exercise every day.
- Eat fruit and _____.
- Drink a lot of _____.
- Brush your _____ after you eat.
- Hang out with your _____.
- Go to bed _____.

Exercise 2

- vegetables
- water
- teeth
- friends
- early

3 Read the statements. Circle T (true) or F (false).

- You need a net to play volleyball. T / F
- You don't need a bat to play table tennis. T / F
- You play badminton with a stick. T / F
- You need a helmet to swim. T / F
- It's good to wear goggles under water. T / F
- You play tennis with a racket. T / F

Exercise 3

- T
- F
- F
- F
- T
- T

GRAMMAR

4 Read again about Jamie. Put the verbs in the correct form.

Jamie isn't very sporty. He doesn't like ¹ doing (do) sports at school and he doesn't like ² _____ (play) football with his friends. He ³ _____ (hate) cycling too. He sometimes ⁴ _____ (go) roller skating with his sister. They like ⁵ _____ (go) to the park but not when it's cold and rainy. Jamie loves ⁶ _____ (watch) sports on TV at home!

5 Write questions. Then ask and answer in pairs.

- What / be / your favourite sport?
What's your favourite sport?
- Who / be / your sports hero?
- Whose / autograph / you / have got?
- Where / you / exercise? Indoors or outdoors?
- When / you / go to bed?
- How many / friends / you / have got?

6 Read the sentences. Replace the underlined object pronouns with the words below.

those rollerskates you and me chocolate
your mum Mr Smith

- I like her. your mum
- I don't like them. _____
- I love it! _____
- They like him. _____
- I can help us. _____

Exercise 4

- playing
- hates
- goes
- going
- watching

Exercise 5

- Who is your sports hero?
- Whose autograph have you got?
- Where do you exercise?
- When do you go to bed?
- How many friends have you got?

Exercise 6

- those rollerskates
- chocolate
- Mr Smith
- you and me

COMMUNICATION

7 Match the sentence halves 1–4 to a–d.

- What's the weather _____ a in summer in the UK.
- It's sunny but it's _____ b the UK in the winter.
- It's often rainy _____ c windy.
- It's sometimes cold in _____ d like in the UK today?

Exercise 7

- c
- a
- b

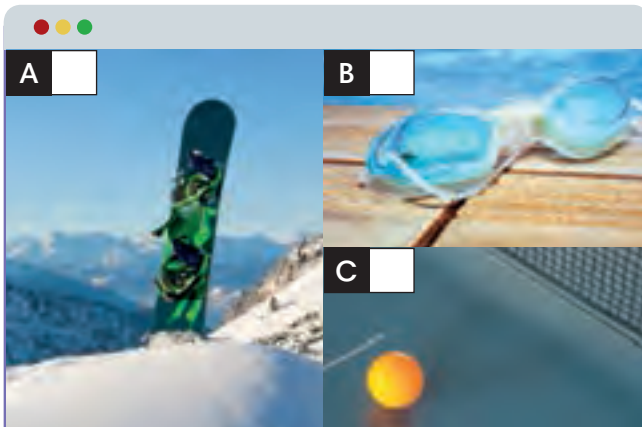
SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

WORKBOOK

p. 85

READING and WRITING



SPORTS WEEK

What sports do you like? What's your favourite sport? Write and tell us!

1 I'm not usually very sporty. I hate team sports and I don't like water sports. But there is one sport I love. It's table tennis! I think I'm really good at it.

I play every day at school with my school friends in summer and in winter. I play in school competitions too. I usually win!

Jill, 12

2 I'm in a football club and I play hockey but my favourite sport isn't a ball sport. It's snowboarding.

There are some great places to snowboard in my country, Argentina. I always go snowboarding in August with my family. Yes, August! It's winter here in August.

Rod, 13

3 My best friend and I go canoeing in the summer. It's fun but my number one sport is swimming.

I go to the swimming pool on Mondays and Fridays after school with my swimming club. I don't often swim in the sea. The water is very cold in Scotland!

Alistair, 14

1 Work in pairs. Look at photos A-C. What sports do you use the objects in?

2 Read texts 1-3 and match them to photos A-C.

3 Read the questions and complete the table.

	What's his/her favourite sport?	Where does he/she do it?	Who does he/she do it with?
Jill	table tennis		
Rod			
Alistair			

4 Read this. Choose a word from below. Write the correct word next to numbers 1-5. There are two extra words.

My ¹body, and head are orange and black. I see with my two yellow ²_____. My four ³_____ are very strong. I've got big teeth and I am dangerous. I can run very fast! I don't eat fruit and ⁴_____. I eat meat. I like the ⁵_____ but I don't like very hot weather. Do I like ⁶_____? Yes, I like water! What am I? I am a tiger.



body



sun



man



swimming



eyes



vegetables



teeth



legs

5 Write 40-50 words about your favourite sport.

My favourite sport is (add name of sport).

I do/go/play (add sport) at/on (add when) with (add name of person).

I think I'm really good/good/OK/not very good at it. I always/usually/sometimes/never win.

Assessment for learning in this lesson

-  Setting aims and criteria for success: Warm-up
-  Giving feedback: Exercises 3 and 6
-  Peer learning: Exercises 2–8
-  Independent learning: Finishing the lesson

Language Bank

- This lists the key language from Units 7 and 8. Here are some ideas to help you make the most of it.
- Encourage students to be independent learners. They tick the words they know and check the meaning of words they can't remember in a dictionary.
- Students try to memorise a section, close the book and write down all the words they can remember.
- You could use the Language Bank for a quick two-minute test. (*Books closed*) Say different words or expressions in English from the same section. Students write or say the translation or say a sentence with the word/expression.
- Fast finishers test each other. Student A: *Spell 'windsurf'*. Student B: *W-I-N-D-S-U-R-F*. Student B: *Say four indoor sports*. Student A: *volleyball, basketball, ...*

Warm-up

- (*Books open*) Read out these riddles for students to guess the sport:
1 There are usually six people in a team. People often play it indoors or on the beach. Can you jump high? It's a good sport for you! (volleyball)
2 This isn't a team sport. Two people usually play it indoors. They need a net, a ball and a racket. (table tennis)
-  (*Books closed*) Write *Skills Revision* on the board and remind the class what this means. (*Books open*) Students look at pages 120–121 and tell a partner which activity they are looking forward to most.
- Critical thinking** Ask students: *Is it OK not to like sport?* Encourage students to explain their ideas and be sensitive to the fact that some students may not like it and/or are bad at it. You could suggest that doing sports is healthy, but people can do exercise without doing sports so it is not a problem if they do not like sports.

Exercise 1

- (*Books open*) Pairs look at the photos and name the sports in the photos.

Answers: A – skiing; B – swimming; C – table tennis

Exercise 2

-  Students read the texts and match them to the photos. Then they compare answers with a partner.
- Check answers as a class and ask students to justify their answers by saying which key words helped them.

Answers: 1 C 2 A 3 B

Exercise 3

-  Focus students' attention on the table and ask them to read the questions. Students find and underline the answers in the text and complete the table. Then they compare answers with a partner.
-  Check by drawing the table on the board. Use the Lollipop Stick technique to choose different students to complete it.

Answers:

Jill: table tennis, at school, with friends

Rod: snowboarding, in Argentina, with family

Alistair: swimming, swimming pool, with swimming club

Extra activity

- Ask different students to come to the front of the class and mime doing a sport for the class to guess. The student who guesses first mimes next. Alternatively, students do this in groups.

Exercise 4

- (*Books open*) Tell students to look carefully at the pictures and words. Remind them that it is a good idea to read the text before they complete it.
- Students do the exercise individually. Then they compare answers with a partner.
-  Use the Traffic Lights technique to find out how easy/difficult students found the exercise.

Answers: 2 eyes 3 legs 4 vegetables 5 sun 6 swimming

Extra activity

- Pairs write two or three sentences about another animal using Exercise 4 to help, e.g., *I'm not dangerous. I'm very slow. I'm a pet.* (a tortoise) They read out their sentences for the class to guess the animal.

Exercise 5

-  Students write about their favourite sports individually.
- Pairs work together to review each other's texts using the Two Stars and a Wish technique.

Exercise 6 3.54

-  Pairs take turns to describe the pictures to each other before they listen.
- Play the audio for students to listen and match. Play the audio again if necessary.
-  Encourage students to justify their answers by referring to key words or ideas they heard.

Answers: 2 b 3 f 4 d

See page 245 for audio script.

Exercise 7

- With a weak class, ask students to underline key words in the answers to help them write the questions (e.g., 2 *Three tickets*; 3 *in the park*; 4 *buy*; 5 *8 o'clock*).
-  Pairs help each other write the questions.
- Choose different individuals to write each question on the board.

Answers:

2 Can I have three tickets?

3 Where is the concert?

4 Can I buy CDs at the concert?

5 What time does it start?

Exercise 8

- Pairs ask and answer the questions, taking notes of their partner's answers.
-  Then each pair gets together with another pair. Each student tells the other pair about his/her partner.

Finishing the lesson

- Write the headings *Reading and Writing*, *Listening*, *Communication* on the board. Read out each heading. Students make self-assessment cards (😊, 😐, ☹️) and show the appropriate card.

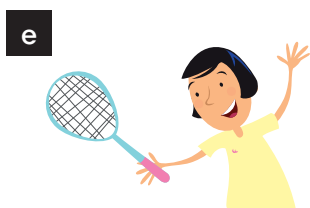
Further practice

-  Workbook page 87
- Resource Pack
Resource 80: Unit 8 Review – Revision Bingo

LISTENING

6  3.54 Listen and match names 1–4 to pictures a–f. There are two extra pictures.

- 1 ☒ e Beatrice 2 ☐ Charlie
3 ☐ Mel 4 ☐ Jeff



COMMUNICATION

7 Read the answers and complete the questions.

- 1 A: Have you got any tickets for the concert?
B: Yes, we have. There are a lot of tickets.
2 A: Can _____?
B: Yes, sure. Three tickets are twenty-seven pounds, please.
3 A: Where _____?
B: It's June so the concert is in the park.
4 A: Can _____?
B: Yes, you can buy CDs at the concert.
5 A: What time _____?
B: At 8 o'clock.

8 Work in pairs. Ask and answer the questions.

- 1 What do you do to relax?
2 Where do you go for your holidays?
3 What's the weather like in winter in your country?
4 Have you got an apple in your schoolbag?

LANGUAGE BANK

Wild animals

bird
butterfly
crocodile
elephant
fish
fly
frog
giraffe
kangaroo
lion
monkey
snake
spider
tiger
whale

Pets

cat
dog
goldfish
hamster
iguana
parrot
rabbit
tortoise

Adjectives

cute
fast
strong
dangerous
slow
ugly

Sports

badminton
basketball
canoeing
cycling
football
hockey
ice-skating
roller skating
skateboarding
snowboarding
swimming
table tennis
taekwondo
table tennis
tennis
volleyball
windsurfing

Healthy Lifestyle

brush your teeth
do exercise
drink a lot of water
eat fruit and vegetables
go to bed early
have friends

Buying a ticket

Can I help you?
Can I have *a ticket/two tickets* to the zoo, please?
That's *eighteen pounds fifty*.
Here you are.
Here is your ticket. / Here are your tickets.
Thanks.

Talking about the weather

What's the weather like?
It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy*.
It's *cold/hot/rainy/sunny* in *winter/summer/autumn/spring*.

Exercise 1

- 2 They're cousins.
- 3 It's a birthday cake.
- 4 We're at my house now.
- 5 I'm very happy!

Exercise 1

- 2 I am not British.
- 3 They are not from France.
- 4 It is not my dog.
- 5 You are not at home.

GRAMMAR TIME

1.2 to be affirmative

Long form	Short form
I am happy.	I'm happy.
You are happy.	You're happy.
He/She/It is happy.	He/She/It's happy.
We are happy.	We're happy.
You are happy.	You're happy.
They are happy.	They're happy.

We often use the short form when we speak or write something informal.

1.3 to be negative

Long form	Short form
I am not fourteen.	I'm not fourteen.
You are not fourteen.	You aren't fourteen.
He/She/It is not fourteen.	He/She/It isn't fourteen.
We are not fourteen.	We aren't fourteen.
You are not fourteen.	You aren't fourteen.
They are not fourteen.	They aren't fourteen.

Add *not* after the verb *to be* to make it negative. For the short form, join the verb *to be* and *not*: aren't, isn't. For the first person, join *I* and *am*: I'm not.

Exercise 2

- 1 She
- 3 I
- 4 They
- 5 It
- 6 You

1 Re-write the sentences using the short form of the verb *to be*.

- 1 Melissa is thirteen years old.
Melissa's thirteen years old.
- 2 They are cousins.
- 3 It is a birthday cake.
- 4 We are at my house now.
- 5 I am very happy!

2 Circle the correct answer.

- 1 She / You is ready.
- 2 We / It are in Spain!
- 3 My name / I am Ben.
- 4 They / He are at Greg's house.
- 5 It / You is a present for you!
- 6 You / I are fourteen.

3 Write the complete dialogue in your notebook. Use the correct form of the verb *to be*.

Jackie: Hi, my ¹name / be / Jackie.
My name's Jackie.
Liam: Oh, hi, Jackie. ²You / be / Nicki's friend, right?
Jackie: Yes, ³I / be.
Liam: ⁴I / be / Liam. ⁵Nicki and I / be / cousins.
Jackie: Great! Here's some cake. ⁶Today / be / my birthday.
Liam: Happy birthday, Jackie!

4 It's your birthday! Complete the paragraph about yourself.

Hi, my name's _____. Today I _____ years old. My friends and I _____ ready for my birthday cake! Here it _____. It _____ a lovely cake! Look at all the presents! They _____ for me!

Exercise 3

- 2 You're / You are Nicki's friend.
- 3 Yes, I am.
- 4 I'm / I am Liam.
- 5 Nicki and I are cousins.
- 6 Today is my birthday.

1 Add *not* in the correct place to make the verb *to be* negative.

- 1 John is **not** Tom's uncle.
- 2 I **am** British.
- 3 They **are** from France.
- 4 It is **my** dog.
- 5 You **are** at home.

2 Write negative sentences. Use the short form of the verb *to be*.

- 1 we **x** hungry
We aren't hungry.
- 2 she **x** happy
- 3 I **x** a superhero
- 4 he **x** here
- 5 you **x** in the photo
- 6 it **x** my name

3 Look at the table. Write true sentences. Use the affirmative or negative of the verb *to be*.

Jeanette	Ollie	Marcos	Mei Lin	Mel	
x	x	✓	x	✓	Spanish
x	x	x	✓	x	Chinese
✓	x	x	x	x	French
x	✓	x	x	x	American

- 1 Jeanette / Spanish
Jeanette isn't Spanish.
- 2 Ollie / American.
- 3 Marcos and Mei Lin / American.
- 4 Mei Lin / French.
- 5 Marcos and Me I / Spanish.
- 6 Jeannette / Chinese.

Exercise 2

- 2 She isn't happy.
- 3 I'm not a superhero.
- 4 He isn't here.
- 5 You aren't in the photo.
- 6 It isn't my name.

Exercise 4

Hi, My name's _____. Today I **am** _____ years old. My friends and I **are** ready for my birthday cake! Here it **is**! It's a lovely cake! Look at all the presents! They **are** for me!

Exercise 3

- 2 Ollie is American.
- 3 Marcos and Mei Lin aren't American.
- 4 Mei Lin isn't French.
- 5 Marcos and Mel are Spanish.
- 6 Jeanette isn't Chinese.

Exercise 1

- 2 That dress is lovely.
- 3 This top is cool.
- 4 Those trouser's are Mark's.
- 5 These clothes are Sam's.

GRAMMAR TIME

2.2 this, that, these, those

With *there is / there are*, before plural and uncountable nouns, we use:

- *some* in affirmative sentences.
- *any* in negative sentences and questions.

This is a blue T-shirt.	That is my dad's coat.
This T-shirt is blue.	That coat is my dad's.
These are Jenny's jeans.	Those are new shoes.
These jeans are Jenny's.	Those shoes are new.

Use *this/these* to talk about someone or something that is near.

Use *that/those* to talk about someone or something that is further away.

This/That = singular. *These/Those* = plural.

When we say that something is *here*, it is *near* us.

When we say that something is *there* or *over there*, it is *away* from us.

1 Re-write the sentences.

- 1 These are Mum's trainers.
These trainers are Mum's.
- 2 That is a lovely dress!
That _____
- 3 This is a cool top.
This _____
- 4 Those are Mark's trousers.
Those _____
- 5 These are Sam's clothes.
These _____

2 Write sentences. Use *This/That* and *These/Those* and the words in the order they appear.

Here	There
long / skirt	short / skirt
jeans / blue	jeans / black
new / shoes	old / shoes
jacket / big	jacket / small
tracksuits / boring	tracksuits / cool

- 1 **This is a long skirt. That is a short shirt.**
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Exercise 2

- 2 These jeans are blue. Those jeans are black.
- 3 These shoes are new. Those shoes are old.
- 4 This jacket is big. That jacket is small.
- 5 This tracksuit is boring. That tracksuit is cool.

Exercise 2

- 2 Are we OK now?
- 3 Is he sorry?
- 4 Is it a new T-shirt?
- 5 Are the cupcakes for me?

2.3 to be questions and short answers

?	Short answers
Am I a superhero?	Yes, I am . No I'm not .
Are you a superhero?	Yes, you are . No you aren't .
Is he/she/it a superhero?	Yes, he/she/it is . No he/she/it isn't .
Are we superheroes?	Yes, we are . No we aren't .
Are you superheroes?	Yes, you are . No you aren't .
Are they superheroes?	Yes, they are . No they aren't .
Wh- questions	Full answers
What is it ?	It's a superhero suit.
Who are they ?	They're my friends.

To ask a question with the verb *to be*, switch places between I/you/he/she/it/we/they and am/are/is: **He is** thirteen – **Is he** thirteen?

Give a short answer to *yes/no* questions only:

Q: **Are you** OK? A: Yes, **I am**.

Give a full answer to questions that begin with *what/who* etc. Q: **Who is Harry**? A: **He's** my best friend.

1 Write questions with the verb *to be*.

- 1 you / at home?
Are you at home?
- 2 we / OK now?
- 3 he / sorry?
- 4 it / a new T-shirt?
- 5 the cupcakes / for me?

2 Write a short answer for the questions in Exercise 1.

- 1 **X** **No, I'm not.**
- 2 **✓** _____
- 3 **✓** _____
- 4 **X** _____
- 5 **✓** _____

3 Ask a question. Begin with *Who* or *What*.

- 1 **Who is Peter?** Peter is Mary's friend.
- 2 _____ it? It's my new jacket.
- 3 _____ these clothes? They're tracksuits.
- 4 _____ these boys? They're my classmates.

Exercise 2

- 2 Yes, we are.
- 3 Yes, he is.
- 4 No, it isn't.
- 5 Yes, they are.

Exercise 3

- 2 What is it?
- 3 What are these clothes?
- 4 Who are these boys?

Exercise 1

- 2 There's a dog on a bike in the video!
- 3 There are oranges in the fridge.
- 4 There is a poster on the wall.
- 5 There are two windows in the kitchen.

GRAMMAR TIME

3.2 There is/there are affirmative

+	There is orange juice in the fridge. There are two phones on the table. There are some DVDs next to the TV.
---	--

Use *there is* / *there are* to say that someone or something exists or is present.
Use *there is* with singular nouns. Use *there are* with plural nouns.
The short form of *there is* is *there's*. There's no short form for *there are*.

1 Circle the correct answer.

- 1 There is *some books* / *a book* on my desk.
- 2 There's *a dog* / *two dogs* on a bike in the video!
- 3 There *are orange juice* / *oranges* in the fridge.
- 4 There is a poster / posters on the wall.
- 5 There *are a window* / *two windows* in the kitchen.

2 Make the sentences singular or plural.

- 1 There's a bike in the garage.
There are bikes in the garage.
- 2 _____
There are chairs in the kitchen.
- 3 There's a window in the living room.

- 4 _____
There are sweets in my bag.

3 Match 1-6 with a-f and say where these things are. Write sentences with *There is* / *There are*.

- | | |
|-----------------|--------------------|
| 1 a bath | a in the house. |
| 2 four bedrooms | b in the fridge. |
| 3 trees | c in the garage. |
| 4 a car | d in the wall. |
| 5 milk | e in the bathroom. |
| 6 a window | f in the garden. |

1 *There's a bath in the bathroom.*

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Make the sentences singular or plural.

- 1 a desk _____
- 2 chairs _____
- 3 a TV _____
- 4 DVDs _____

3.3 there is/there are negative and questions

-	There isn't a tree in the garden.	There aren't any cars in the street.
?	Is there a tree in the garden? Yes, there is ./ No, there isn't .	Are there any cars in the street? Yes, there are ./ No, there aren't .

- To ask a question switch places between *there* and *is/are*: There **is** a cat on the bed. - **Is** there a cat on the bed?

- Use **any** with plural nouns in questions and negative sentences: Are there **any** cars in the street? There aren't **any** cars in the street.

1 Write negative sentences.

- 1 a white house in this street.
There isn't a white house in this street.
- 2 any books on the desk
- 3 a TV in my bedroom
- 4 a chair in the garden
- 5 any people in the house

2 Add a or any.

- 1 Are there **any** pictures in the living room?
- 2 There isn't _____ a bath in this bathroom.
- 3 Is there _____ a garage next to the house?
- 4 There aren't _____ bags on the floor.
- 5 There's _____ small table next to the sofa.
- 6 Are there _____ oranges in the kitchen?

3 Write questions about an unusual house in your notebook. Look at the table and write short answers.

	bedroom	kitchen	bathroom	garage
bath	1	X	X	X
sofas	X	2	X	X
posters	X	X	10	X
fridge	X	X	X	1

- 1 bath / in the bathroom?
Q: *Is there a bath in the bathroom?*
A: *No, there isn't.*
- 2 sofas / in the kitchen?
- 3 posters / in the bedroom?
- 4 fridge / in the garage?
- 5 bath / in the bedroom?
- 6 posters / in the bathroom?
- 7 sofas / bedroom?

Exercise 1

- 2 There aren't any books on the desk.
- 3 There isn't a TV in my bedroom.
- 4 There isn't a chair in the garden.
- 5 There aren't any people in the house.

Exercise 2

- 2 a
- 3 a
- 4 any
- 5 a
- 6 any

Exercise 3

- 2 There are four bedrooms in the house.
- 3 There are trees in the garden.
- 4 There's a car in the garage.
- 5 There's milk in the fridge.
- 6 There's a window in the wall.

Exercise 4

Students' own answers.

Exercise 3

- 2 Q: Are there any sofas in the kitchen? A: Yes, there are.
- 3 Q: Are there any posters in the bedroom? A: No, there aren't.
- 4 Q: Is there a fridge in the garage? A: Yes, there is.
- 5 Q: Is there a bath in the bedroom? A: Yes, there is.
- 6 Q: Are there any posters in the bathroom? A: Yes, there are.
- 7 Q: Are there any sofas in the bedroom? A: No, there aren't.

Exercise 1

- 2 Mr Lewis
- 3 The boys
- 4 Sandra
- 5 My dog

Exercise 1

- 2 Has she got
- 3 Have they got
- 4 Has it got
- 5 Have you got

GRAMMAR TIME

4.2 have got affirmative and negative

+	I've got (have got) brown eyes.
	You've got (have got) brown eyes.
	He/She/It's got (has got) brown eyes.
	We've got (have got) brown eyes.
	You've got (have got) brown eyes.
	They've got (have got) brown eyes.
-	I haven't (have not got) brown eyes.
	You haven't (have not got) brown eyes.
	He/She/It hasn't got (has not got) brown eyes.
	We haven't (have not got) brown eyes.
	You haven't (have not got) brown eyes.
	They haven't (have not got) brown eyes.

Use *have got* with I/you/we/they. Use *has got* with he/she/it. Add *not* between *have* and *got* to make the negative form.

1 Choose the right answer.

- 1 Those cats / That cat have got blue eyes.
- 2 Mr Lewis / My grandparents has got white hair.
- 3 Ian / The boys have got curly hair.
- 4 Chris and Eve / Sandra has got small feet.
- 5 Those dogs / My dog has got long ears.

2 Write negative sentences about the answers you didn't use in exercise 1.

- 1 That cat hasn't got blue eyes.
- 2 _____ white hair.
- 3 _____ long arms.
- 4 _____ curly hair.
- 5 _____ small feet.
- 6 _____ long ears.

3 Go to page 54. Write affirmative or negative sentences.

Look at picture 1.

- 1 Mrs Newman / brown hair
Mrs Newman's got brown hair.
- 2 Jen / a big bag

- 3 Jen and Alex / books in their hands

- 4 Jen and Alex / trainers

Look at picture 3.

- 5 Jen / long hair

- 6 Alex / long hair

Exercise 2

- 2 My grand-
parents
haven't got
white hair.
- 3 My sister
hasn't got
long arms.
- 4 Ian hasn't
got curly
hair.
- 5 Chris and
Eve haven't
got small
feet.
- 6 Those dogs
haven't got
long ears.

4.3 have got questions and short answers

?	Short answers
Have I got a pet?	Yes, I <u>have</u> . / No, I <u>haven't</u> .
Have you got a pet?	Yes, you <u>have</u> . / No, you <u>haven't</u> .
Has he/she/it got a pet?	Yes, he/she/it <u>has</u> . / No, he/she/it <u>hasn't</u> .
Have we got a pet?	Yes, we <u>have</u> . / No, we <u>haven't</u> .
Have you got a pet?	Yes, you <u>have</u> . / No, you <u>haven't</u> .
Have they got a pet?	Yes, they <u>have</u> . / No, they <u>haven't</u> .

What have you got? I've got a pet hamster!

To ask a question switch places between *have* and I/you/he/she/it/we/they:

They have got super powers. – Have they got superpowers?
Do not use *got* in short answers: Q: Have you got a pencil? A: Yes, I have.

1 Ask questions.

- 1 A: He's got a red superhero suit.
B: Has he got a blue superhero suit, too?
- 2 A: She's got a cat.
B: _____ a dog, too?
- 3 A: They've got long legs.
B: _____ long arms, too?
- 4 A: It's a funny robot! It's got big ears.
B: _____ a big nose, too?
- 5 A: I've got a brother.
B: _____ a sister, too?

2 Write short answers for the questions in exercise 1.

- 1 ✓ A: Yes, he has. 2 X 3 ✓ 4 X 5 ✓

3 Work in pairs. Write two questions for your partner. Swap books and give true answers.

- 1 Q: _____ you got _____?
A: _____
- 2 Q: _____ your best friend got _____?
A: _____

Exercise 2

- 2 No, she hasn't.
- 3 Yes, they have.
- 4 No, it hasn't.
- 5 Yes, I have.

Exercise 3

Students' own answers.

Exercise 3

- 2 Jen hasn't got a big bag.
- 3 Jen and Alex haven't got books in their hands.
- 4 Jen and Alex have got trainers.
- 5 Jen's got long hair.
- 6 Alex hasn't got long hair.

Exercise 1

- 2 We can swim.
- 3 Henry can dance.
- 4 The girls can act.

Exercise 1

- 2 f
- 3 b
- 4 a
- 5 e
- 6 c

Exercise 2

- 2 A: Can your granny play computer games?
B: Yes, she can.
- 3 A: Can Samantha ride a horse?
B: No, she can't.
- 4 A: Can dogs swim?
B: Yes, they can.
- 5 A: Can we fly?
B: No, we can't.

GRAMMAR TIME

5.2 can affirmative and negative

+	-
I can cook.	I can't cook.
You can cook.	You can't cook.
He/She/It can cook.	He/She/It can't cook.
We can cook.	We can't cook.
You can cook.	You can't cook.
They can cook.	They can't cook.

5.3 can questions and short answers

?	Short answers
Can I run fast?	Yes, I can . / No, I can't .
Can you run fast?	Yes, you can . / No, you can't .
Can he/she/it run fast?	Yes, he/she/it can . / No, he/she/it can't .
Can we run fast?	Yes, we can . / No, we can't .
Can you run fast?	Yes, you can . / No, you can't .
Can they run fast?	Yes, they can . / No, they can't .

What **can** you **do**? I **can run** fast.

To ask a question switch places between **can** and I/you/he/she/it/we/they:

They **can** play football. – **can** they play football?

Exercise 2

- 2 I can't fly.
- 3 A dog can't sing.
- 4 My cat can't read.

1 Unscramble the words and find what these people can do.

- 1 Carol **can sing**. isgn
- 2 We **can't sing**. mwis
- 3 Henry **can't read**. ecnad
- 4 The girls **can dance**. cta

2 Who can't do these things? Choose and write negative sentences.

- 1 Elephants / People – jump
Elephants can't jump.
- 2 Parrots / I – fly
- 3 A dog / A pop star – sing
- 4 My cat / My teacher – read

3 Complete the sentences with **can** or **can't** and the words in brackets.

- 1 I **can** (✓swim) but I **can't** (Xrun) fast.
- 2 My mum **can't** (Xride a horse) but she **can** (✓ride a bike).
- 3 You **can't** (Xsing) but you **can** (✓dance).
- 4 We **can** (✓play computer games) but we **can't** (Xplay the guitar).
- 5 My uncle **can** (✓fix things) but he **can't** (Xfix computers).

4 Make six true sentences about you, your parents and your best friend with the words in the table.

I	can	cook
my mum	can't	sing well
my dad		fix things
my best friend		run
		play football
		swim

1 Match questions 1–6 to answers a–f.

- 1 Can Mike play the guitar? **d**
- 2 Can I dance well? ☐
- 3 Can a dog fly? ☐
- 4 Can you cook? ☐
- 5 Can Dan and Liz make posters? ☐
- 6 Can Sue run fast? ☐
- a No, I can't.
- b No, I can't.
- c No, she can't.
- d Yes, he can.
- e Yes, they can.
- f Yes, you can.

2 Write questions. Then answer them.

- 1 you / read English books? (✓)
A: **Can you read English books?**
B: **Yes, I can.**
- 2 your granny / play computer games? (✓)
- 3 Samantha / ride a horse? (X)
- 4 dogs / swim? (✓)
- 5 we / fly? (X)

3 Answer the questions about you.

- 1 Can you cook?
- 2 Can your grandparents dance?
- 3 Can your mum and dad read Chinese?
- 4 Can your best friend run fast?

Exercise 3

Students' own answers.

Exercise 3

- 2 My Mum can't ride a horse, but she can ride a bike.
- 3 You can't sing, but you can dance.
- 4 We can play computer games, but we can't play the guitar.
- 5 My uncle can fix things, but he can't fix computers.

Exercise 4

Students' own answers.

Exercise 1

- 2 do
- 3 listen
- 4 has
- 5 tidy

Exercise 1

- 2 She is often late for breakfast.
- 3 They sometimes play computer games.
- 4 I usually walk to school.
- 5 You are never at home on Sunday.

GRAMMAR TIME

6.2 Present Simple (affirmative)

- + I get up at 7.
You get up at 7.
He/She/It gets up at 7.
We get up at 7.
You get up at 7.
They get up at 7.
- Add **-s**: (verb: play) He plays music.
(verb: hang out) She hangs out with her friends.
- Add **-es** if the verb ends in -ss, -ch, -sh, -x, -o:
(verb: watch) He watches TV.
(verb: go) She goes to school.
- Add **-ies** to fly, tidy and other verbs that end in consonant+y: She flies to Rome.
He tidies his room.
- The verb have becomes has.

Use the present simple to talk about a habit or something you do regularly.

6.3 Adverbs of frequency

- | | |
|-------|---------------------------------------|
| ●●●●● | They always do their homework. |
| ●●●●○ | I am usually late. |
| ●●●○○ | She often plays the piano. |
| ●●○○○ | You sometimes get up late. |
| ○○○○○ | He never goes to the gym. |

Simple present verbs: The adverb goes between I/you/he/she/it/we/they and the verb:

They **usually** have lunch at home.

Verb to be: The adverb goes after I/you/he/she/it/we/they and the verb to be:

She is **never** at home.

Use a frequency adverb to talk about how often you do something.

Exercise 2

- 2 has
- 3 goes
- 4 has
- 5 does
- 6 plays
- 7 tidies
- 8 hangs out

1 Circle the correct answer.

- 1 Adam go / goes to school.
- 2 We do / does our homework in the afternoon.
- 3 Lisa listen / listens to music in the evening.
- 4 My sister have / has lunch at school.
- 5 They tidy / tidies the house at the weekend.

2 Complete the text with the correct form of the verbs in brackets.

Julia ¹**gets up** (get up) at 7 in the morning. She ²_____ (have) breakfast and she ³_____ (go) to school. She ⁴_____ (have) lessons all morning. She ⁵_____ (do) her homework in the afternoon. In the evening she ⁶_____ (play) computer games TV. On Saturday morning she ⁷_____ (tidy) her room. On Saturday afternoon she ⁸_____ (hang out) with her friends.

3 Write true sentences about you and your family.

- 1 I / get up _____
- 2 my parents / go to bed _____
- 3 my family and I / have dinner _____
- 4 my (sister/brother/cousin) / tidy _____

Exercise 3

Students' own answers.

1 Put the words in the correct order.

- 1 We / have / in the morning / lessons / always
We always have lessons in the morning.
- 2 late for breakfast / She / often / is

- 3 sometimes / computer games / play / They

- 4 walk / usually / I / to school

- 5 are / never / You / at home on Sunday

2 Write sentences. Add the adverbs in bold.

- 1 I / listen to classical music **never**
I never listen to classical music.
- 2 Timothy / have dinner at 8. **usually**
- 3 My friends and I / go to the park **often**
- 4 My cousin, Dom, / get up early **always**
- 5 Leslie and Nicola / play tennis. **often**

3 How often do you do these things? Write true sentences.

- 1 ride my bike to school
- 2 go to bed after 12.
- 3 watch TV in the morning
- 4 have orange juice with my breakfast

Exercise 2

- 2 Timothy usually has dinner at 8.
- 3 My friends and I often go to the park.
- 4 My cousin, Dom, always gets up early.
- 5 Leslie and Nicola often play tennis.

Exercise 3

Students' own answers.

Exercise 1

- 2 don't
- 3 don't
- 4 doesn't
- 5 don't
- 6 don't

Exercise 1

- 2 b
- 3 a
- 4 c
- 5 e
- 6 f

GRAMMAR TIME

7.2 Present Simple (negative)

Long form	Short form
I do not like snakes.	I don't like snakes.
You do not like snakes.	You don't like snakes.
He/She/It does not like snakes.	He/She/It doesn't like snakes.
We do not like snakes.	We don't like snakes.
You do not like snakes.	You don't like snakes.
They do not like snakes.	They don't like snakes.

- For the negative, use **does not / doesn't** with *He/She/It* but **don't** add -s to the main verb.

7.3 Present Simple (questions and short answers)

?	Short answers
Do I play the guitar?	Yes, I do . / No, I don't .
Do you play the guitar?	Yes, you do . / No, you don't .
Does he/she/it play the guitar?	Yes, he/she/it does . / No, he/she/it doesn't .
Do we play the guitar?	Yes, we do . / No, we don't .
Do you play the guitar?	Yes, you do . / No, you don't .
Do they play the guitar?	Yes, they do . / No, they don't .

- Start a question with **Do** + I/you/we/they or **Does** + he/she/it and then add the main verb.

Don't add -s to the main verb with he/she/it.

Exercise 2

- 2 We don't have breakfast at six o'clock.
- 3 I don't hang out with my friend after school.
- 4 Rob doesn't go to school at seven o'clock.
- 5 Mum and dad don't watch TV in the morning.

1 Complete the sentences with **don't** or **doesn't**.

- 1 My sister **doesn't** like parrots.
- 2 We _____ go to bed early on Saturday.
- 3 You _____ like spiders.
- 4 My dog _____ eat a lot.
- 5 The boys _____ play football in the street.
- 6 I _____ visit my cousins every week.

2 Write negative sentences.

- 1 Granny plays computer games.
Granny doesn't play computer games.
- 2 We have breakfast at six o'clock.

- 3 I hang out with my friend after school.

- 4 Rob goes to school at seven o'clock.

- 5 Mum and dad watch TV in the morning.

3 Write affirmative (✓) or negative (X) sentences.

- 1 my dad / like / rabbits ✓ but my mum / want / a pet in the house. X
My dad likes rabbits but my mum doesn't want a pet in the house.
- 2 small animals / eat / a lot X but my hamster / eat / all the time! ✓
- 3 my sister / play / with our iguana ✓ but my brother / like / it X
- 4 tortoises / walk fast X and they play games X.

1 Match questions 1-6 to answers a-f.

- | | |
|-----------------------------|---------------------------------------|
| 1 Do you want a pet? | ☒ d |
| 2 Does Fred play football? | ☐ |
| 3 Does your cat like milk? | ☐ |
| 4 Do parrots sing? | ☐ |
| 5 Do I play the piano well? | ☐ |
| 6 Does Katie speak Spanish? | ☐ |
- a No, it doesn't. d Yes, I do.
b Yes, he does. e No, you don't.
c No, they don't. f Yes, she does.

2 Write questions.

- 1 Q: you / speak / any foreign languages?
Do you speak any foreign languages?
A: I speak English and Spanish.
- 2 Q: Clare / have / piano lessons?
A: No, she has guitar lessons.
- 3 Q: You and your brother / visit / your cousins?
A: Yes, when we visit our grandparents.

3 Complete the dialogues with a short answer.

- 1 Q: Do you ride your bike to school?
A: No, **I don't**.
- 2 Q: Does your brother eat a lot?
A: Yes, _____
- 3 Q: Do your grandparents like pop music?
A: No, _____
- 4 Q: Do you and your friends hang out on Saturday?
A: Yes, _____

Exercise 2

- 2 Does Clare have piano lessons?
- 3 Do you and your brother visit your cousins?

Exercise 3

- 2 Yes, he does.
- 3 No, they don't.
- 4 Yes, they do.

Exercise 3

- 2 Small animals don't eat a lot but my hamster eats all the time!
- 3 My sister plays with our iguana but my brother doesn't like it.
- 4 Tortoises don't walk fast and they don't play games.

Exercise 1

- 2 I don't like doing homework.
- 3 They love flying.
- 4 We hate studying on Friday.

Exercise 1

- 2 a
- 3 a
- 4 a

GRAMMAR TIME

8.2 love / like / don't like / hate + verb-ing

I **love** playing hockey.

I **don't like** roller skating.

I **hate** getting up early.

Do you **like** swimming? Yes, I do. / No, I don't.

What **does** she **like** doing? She **likes** watching

Add **-ing** to the verb you use after love/like/hate.

Use **like** (😊) / **don't like** (😞) to say how you feel about an activity.

Use **love** (😄😄) / **hate** (😞😞) when you have strong feelings about something.

1 Write sentences.

- 1 Elsie 😊 play tennis
Elsie likes playing tennis.
- 2 I 😞 do homework
- 3 They 😄😄 fly
- 4 We 😞😞 study on Friday

8.2 Object pronouns

me Your cat likes **me**.

you I go to school with **you**.

him We know **him**.

her I can help **her**.

it We love watching **it**.

us Play with **us**.

you These boxes are for **you**.

them You love **them**.

We often use pronouns to avoid repeating the same words: I see John at school. Do you know him?

2 Choose the right word and complete the text.

them me him her it

I don't like skateboarding very much but my friends love ¹**it**! I usually go with ²_____ to the skate park but I just watch. My best friend, Alistair, is really good. I love watching ³_____ skateboard. His sister, Lisa, doesn't skate so comes and hangs out with ⁴_____. She's fun! I like ⁵_____!

Exercise 2

- 2 them
- 3 him
- 4 me
- 5 her

8.3 Question words

Who is Matt?	He's my cousin.
What do you eat for breakfast?	I usually eat pancakes .
When is the football game?	It's this Saturday .
Where are the girls?	They're at school.
Whose bag is this?	It's Mel's bag.
How many cats has she got?	She's got two cats.

1 Choose the correct question.

- 1 Q: a Where do you play tennis?
b **When** do you go to the gym?
A: On Wednesday and Friday.
- 2 Q: a How many oranges are there?
b What have you got in this bag?
A: Two, I think.
- 3 Q: a Whose birthday is it?
b Who is it?
A: Mary's.
- 4 Q: a What does she do after school?
b Where does she go after school?
A: She watches TV.

2 Write the correct question word. Choose one from the grammar table.

- 1 Q: **Where** does she live?
A: In the UK.
- 2 Q: _____ students are there in your class?
A: Twenty-six.
- 3 Q: _____ jacket is this?
A: My Dad's.
- 4 Q: _____ do you usually go on holiday?
A: In July.
- 5 Q: _____ is that girl?
A: She's George's sister.

3 Write questions for these answers.

- 1 Q: **How many pets have you got?**
A: Three. I've got a dog, a cat and a hamster.
- 2 Q: _____?
A: They live in Newcastle.
- 3 Q: _____?
A: It's Nico's bike.
- 4 Q: _____?
A: Mrs Cole is our teacher.

Exercise 2

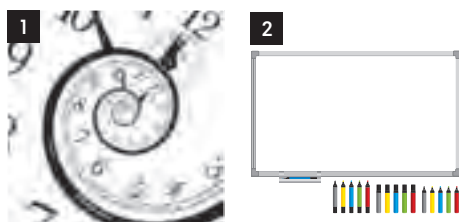
- 2 How many
- 3 Whose
- 4 When
- 5 Who

Exercise 3

- 2 Where do they live?
- 3 Whose bike is this/it?
- 4 Who is Mrs Cole?

STUDENT ACTIVITIES

Unit 0 Lesson 0.3, Exercise 5



Unit 1 Lesson 1.5, Exercise 6

Take turns. Describe the photos. Use the example to help you.

A: *'It's a mum, dad, and three sons. They are on holiday.'*

B: *It's photo A.*



Unit 2 Lesson 2.3, Exercise 9



1.43



1.44

Kit's Rap

Is *she* clever?

Yes, *she* is.

Is *she* fun?

She's all that!

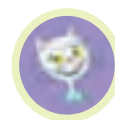
Is *she* the best?

Her name's *Kit*

Is *she* the one?

and *she's* a cool cat!

Now you rap. You can rap about a friend!

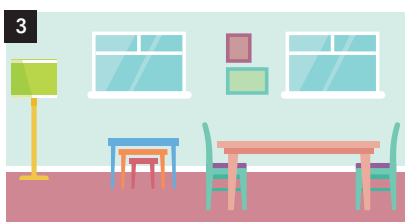
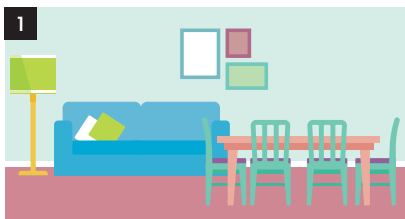


Student Activities

STUDENT ACTIVITIES

Unit 3 Lesson 3.2, Exercise 11

Play a drawing dictation game. Describe one of the pictures for your partner to draw.



Unit 3 Lesson 3.3, Exercise 7

Play a memory game.
 Student A: Choose one of the pictures above.
 Close your book.
 Student B: Ask Student A questions.
 Then swap roles.

A: *Picture 1.*

B: *Chairs?*

A: *There are four chairs.*

Unit 4 Lesson 4.3, Exercise 9

2.24 2.25 Robots' Song.



Have you got super ears,
 Have you got super eyes?
 Yes, we've got superpowers,
 We are super guys!
 Have you got super arms,
 Or maybe a super nose?
 We have got super feet,
 And twenty super toes!
 Have you got a super boat,
 Have you got a bike?
 No, we've got a super car,
 And its name is Mike!

Unit 5 Lesson 5.3, Exercise 9

2.44 2.45 Activities Rap.

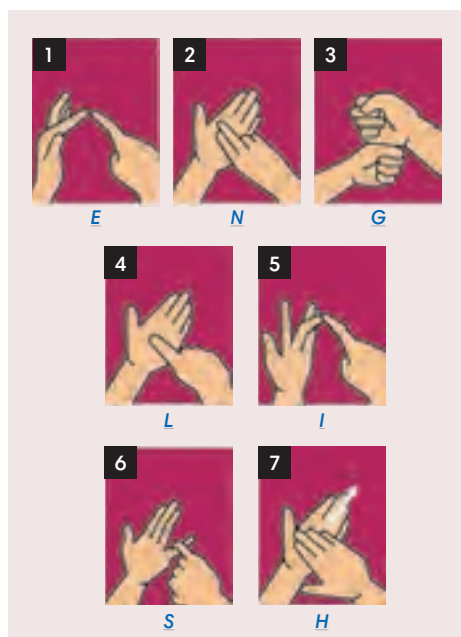
I can *act*, I can *sing*, I can *draw* a cat.
 I can *run*, I can *swim* – Can you do all that?

I can *act*, I can *sing*, I can *draw* a cat.
 I can *run*, I can *swim* – I can do all that!

Now you rap. Use different activities you know.

STUDENT ACTIVITIES

Unit 5 Lesson 5.5, Exercise 5



Unit 7 Lesson 7.2, Exercise 10

Student B

- 1 Alex wants to play with his pet.
- 2 Lucas doesn't like birds.
- 3 Lian's mum is allergic to cats and rabbits.

Student A

- 4 Granny wants to go for walks with her pet.
- 5 Aunt Megan loves birds.
- 6 Emma doesn't want a big pet.

Unit 7 Lesson 7.3, Exercise 10

3.25 3.26 Questions Song.

Do you play computer games?
Do you watch TV?
Do you hang out with your friends?
Then you're just like me!
Yes, you're just like me!

Does your mum say 'Get up now!'
Does she count to three?
Do you say 'Oh, it's not fair!'
Then you're just like me!
Yes, you're just like me!

Do you have your breakfast?
Do you go to school?
Do you like your English class?
Then you're really cool!
Yes, you're really cool!

1.5 Unit 0, 0.1, Exercise 6

- 1 A, E
2 G, C
3 W, U
4 B, P
5 M, N
6 I, Y

1.6 Unit 0, 0.1, Exercise 8

B = Boy G = Girl W = Woman

- 1
B: Oh, look! That's Hailey.
G: Sorry? Who?
B: Hailey. H-A-I-L-E-Y
2
G: Hi, I'm Betty.
B: Hi! How do you spell Betty?
G: B-E-double T-Y
B: ...double T-Y ...OK, thanks.
3
G: Is this Fergal?
B: Fergal? How do you spell that?
G: F-E-R-G-A-L.
4
B: My name is William.
G: And how do you spell that?
W: W-I-double L-I-A-M

1.11 Unit 0, 0.2, Exercise 8

- a Twenty
b Seven
c Thirteen
d Four
e Twelve
f Fifteen
g Eight
h Nineteen

1.16 Unit 0, 0.3, Exercise 8

B = Boy G = Girl T = Teacher

- 1
B: Can you repeat that, please?
T: Yes, Thomas. Giraffe. Giraffe. OK?
2
G: Can you help me, Miss?
T: Yes, Maria. How can I help you?
3
B: How do we say *this word* in English?
T: We say *elephant*.
4
B: What does *amazing* mean?
T: It means *really good*.

1.18 Unit 1, 1.1, Exercise 7

W = Woman M = Man

- 1
W: John is Julia's son.
M: No, he isn't. He's Julia's *father*.
2
M: Anna is Peter's daughter.
W: Yes, that's right. Anna's Peter's daughter.

- 3
W: Julia is Agatha's mother.
M: No, that's not right. Agatha is Julia's mother. *Julia is Agatha's daughter*.

- 4
M: Agatha is Tom's sister.
W: Erm ... no. She's his *grandmother*.

- 5
W: Paul is John's son.
M: Yes. Well done!

- 6
M: Tom is Anna's brother.
W: Tom? Yes. Correct.

1.21 Unit 1, 1.2, Exercise 5

M = Mum D = Dad AM = Aunt Megan
J = Jen S = Sophie A = Alex

- M: Oh, no!
D: What?
M: Look at the cake.
AM: Oh, no! It's the wrong cake.
J: It's a baby's cake! Look!
S: 'Happy birthday baby Luke'
A: Luke is one today!
D: And the cake is yummy!
J&A: Dad!

1.22 Unit 1, 1.2, Exercise 10

- 1 Lucas is Jen's new friend. He's twelve years old.
2 Alex is in Lian's class. They are classmates. They're thirteen.
3 Lucas's brother is in Spain now. He's sixteen years old.
4 Jen is eleven years old. She's Alex's sister!

1.27 Unit 1, 1.4, Exercise 13

B = Boy G = Girl

- B1: Lisa, this is Desi. He's my best friend.
Desi, this is my cousin, Lisa.
G: Hello, Desi. Nice to meet you.
B2: Nice to meet you too, Lisa.

1.30 Unit 1, 1.5, Exercise 6

I = Isabel B = Boy

- 1
I: Look! I'm in the photo!
B: Oh yes! You're at school.
2
I: This is mum, dad, me and you in this photo. Look! You're the baby!
B: Oh, yes! We're in the park, right?
I: Yes, we are.
3
I: And ... oh, it's uncle George and aunt Ginny. They're at home with Vincent.
B: Vincent?
I: The dog, silly!

1.31 Unit 1, 1.6, Exercise 2

P = Presenter T = Tom M = Maria
J = Juan

- P: It's International Friendship Day!
Phone 005468976 and tell me about your best friends.

- 1
P: Hello caller one!
T: Hi! I'm Tom. My best friend is my cousin Monica. She's eleven. Monica's from France. Now she's in the UK with her family.
P: Thank you Tom!

- 2
P: Our next caller is Maria from Argentina.
M: Hello. My best friend's name is Jack.
P: How do you spell Jack?
M: J-A-C-K. He isn't from Argentina. He's Chinese. Oh, and he's two years old!
P: That's interesting! Thank you Maria!

- 3
P: Caller three is Juan. Hello Juan!
J: Hi! My two best friends aren't my classmates. They're my neighbours, Ayla and Yusuf. They're from Turkey. Hello Ayla and Yusuf!
P: Thanks Juan! Happy Friendship Day everyone!

1.34 Unit 1, BBC Culture, Exercise 4

G = Girl B = Boy

- 1
G1: Hiya! I'm Erin. I live in Leeds. It is a big city in the north of England, in the UK.
2
B1: Hi! I'm Peter. My family and I are from the USA. At my school we speak English and Spanish.
3
B2: Hello! My name's Ollie and I'm Australian. My country's very, very big and beautiful.

1.36 Unit 2, 2.1, Exercise 2

B = Boy G = Girl

- 1
B: Now, where's my T-shirt? Ah, here it is!
2
G: Hm ... This isn't my jacket. It's Lisa's.
3
B: ... my tracksuit ... and my football trainers ... and done!
4
G: Nice dress, Mum! I love the colour.
5
B: Oh! It's chilly today. I need a coat!
6
G: The green top or the blue top with this skirt?

1.39 Unit 2, 2.2, Exercise 5

J = Jen A = Alex

J: Oh, then your T-shirt is ...
A: Dad! That's my T-shirt!
D: Yes, it's cool, isn't it? My T-shirts are boring!
A: But Dad ...
D: Bye now!
J/A: It's too small for you!

1.42 Unit 2, 2.3, Exercise 7

W = Woman N = Narrator

1
W: Is Superdug's old suit small?
N: Listen again.
W: Is Superdug's old suit small?
2
W: Are the puppies white?
N: Listen again.
W: Are the puppies white?
3
W: Are you in class?
N: Listen again.
W: Are you in class?
4
W: Is he twelve years old?
N: Listen again.
W: Is he twelve years old?
5
W: Are these your shoes?
N: Listen again.
W: Are these your shoes?
6
W: Are we friends?
N: Listen again.
W: Are we friends?

1.47 Unit 2, 2.4, Exercise 3

B = Boy G = Girl

1
B: What's your favourite film?
G: It's Superman.
2
G: What's your name?
B: It's Carl Neal. That's N-E-A-L.
3
B: Where are you from?
G: I'm from Paris, France.
4
G: How old are you?
B: I'm twelve.
5
B: Who's your favourite singer?
G: It's Taylor Swift

1.50 Unit 2, 2.6, Exercise 2 & 3

B = Boy G = Girl

1
B: Are these your friends?
G: Yes, they are. That's Sam.
B: Cool cap!
G: It's cool but it's too big!
2
B: Who's that girl?
G: Janet? She's Sam's sister. She's my best friend, too.

Look at the laptop. It's Janet's favourite thing.

3
G: That's Ben, with the blue backpack.
B: Erm ... the other boy's backpack is blue, too.
G: Sorry! Ben's the boy with the red trainers.
B: That's a cool mountain bike!
4
B: Look. That's Monica.
G: Who?
B: Monica. That's a new mobile phone.
G: That jacket's too long!
B: Yes, it is!

1.53 Skills Revision 1 & 2

S = Shaun B = Brian

1
S: Is this the sports club?
B: Yes, it is. I'm the sports teacher. I'm Brian Smith.
S: Pardon?
B: My name's Brian Smith. S-M-I-T-H.
S: Nice to meet you!
2
B: Nice to meet you too! What's your name?
S: I'm Shaun.
B: Can you spell that?
S: S-H-A-U-N.
3
S: Cool! Can my best friend come too?
B: Great! What's your best friend's name?
S: David. D-A-V-I-D.
4
B: How old are you Shaun?
S: I'm twelve.
B: Is David twelve too?
S: No, he isn't. He's thirteen.
5
B: What's your address, Shaun?
S: 13 Bristol Road.
B: 30 Bristol Road?
S: No, number 13.

2.5 Unit 3, 3.2, Exercise 5

L = Lian J = Jen A = Alex

L: Hang on! Shhh!
J: It's in the kitchen.
A: Yes, but where?
L: It's in the fridge!
J: Yes, it is!
A: What?
L: Oh, Alex!

2.12 Unit 3, 3.6, Exercise 2 & 3

G = Girl B = Boy

1
G: My bed is next to the window. It's white and it's very cool. There are two plants in the window. My school things are on my desk. The chair next to my desk is orange and the cushions on my bed are orange too.

2

B: There's a blue chair next to a small white desk. There are two beds in my bedroom – one for me and one for my brother. My bedroom isn't very big. There aren't any posters on the walls and there isn't a computer.

2.16 BBC Culture, Exercise 3

G = Girl B = Boy

G: I live in the country. My house is a cottage in Devon, South England. There are lots of trees next to it.
B: I live in a houseboat on the River Thames. It is very small but I like it. The view from my window is never boring!

2.21 Unit 4, 4.2, Exercise 5

J = Jen A = Alex

J: Alex? Help me, please!
That book over there? Please?
A: So my long arms are OK now?
J: Come on! Be a good brother!
A: Oh, all right.
J: Thank you!
A: But I want these cupcakes! Ooh, and these! And these too!
J: Fine!

2.28 Unit 4, 4.4, Exercise 3

G = Girl B = Boy

1
G: Oops! Sorry about that, Pete!
B: No problem.
2
B: Where's my phone?
G: Sorry, I've got it.
B: That's all right.
3
G: This isn't my jacket.
B: Sorry, my mistake. Here you are.
G: It's OK. Thanks.

2.30 Unit 4, 4.5, Exercise 4

Sam: What's that?
Sue: It's a quiz. Let's do it. Question 1 is 'How many good friends have you got?'
Sam: I've got 6 good friends, maybe 7.
Sue: Yes, you're very friendly. My answer is 2 good friends. I'm not very friendly, I guess.
Sam: Yes, but I'm happy you're my friend. What's question 2?
Sue: The question is 'Are your jokes funny?' Sorry Sam. Your jokes are bad!
Sam: OK, OK, you're right. But I think your jokes are funny.
Sue: Thanks Sam. You're very nice.
Sam: Question 4 is 'Are you good at school?' That's easy! Yes, I am! You?
Sue: Hmm ...
Sam: Oh, come on! You're very clever! You're very good at Maths!
Sue: Yes, I am. That's question 4. What about question 3?
Sam: Oops! Sorry about that! Now, question 3 is ...

2.31 Unit 4, 4.6, Exercise 2

Kevin is tall. He's got two brown eyes and black hair. He's with his friends Stuart and Bob. His body is yellow.

Spongebob has got a big yellow face and body and short, thin legs. He's with his best friend Patrick Star.

Skipper's got very blue eyes and some 'Cheezy Dibbles'! He's with his friends Rico, Kowalski and Private.

2.32 Unit 4, 4.6, Exercise 3

G1 = Girl 1 B = Boy G2 = Girl 2

- G1: Spongebob Squarepants is very funny and very nice. He's friendly and helpful but he isn't very clever.
 B: All Minions are cool but my favourite is Kevin. He's got a friendly face. He's very sporty and he's very funny! He's clever. Oh, and he loves bananas and apples!
 G2: I like Skipper from *Penguins of Madagascar*. He's helpful and he's got good ideas. He's clever. He isn't usually nice or friendly, but that's OK.

2.35 Skills Revision 3 & 4, Exercise 6

W = Woman B = Boy

- 1
 W: Put the plant next to the window.
 B: Sorry? Where do I put the plant?
 W: Next to the window.
 B: OK.
 2
 W: Now, put the books in the schoolbag.
 B: In the school bag?
 W: That's right.
 3
 W: Now, please put the cushion on the sofa.
 B: The cushion?
 W: Yes.
 B: OK. It's on the sofa.
 4
 W: And now, put the armchair next to the sofa?
 B: OK. Next to the sofa and the TV or next to the sofa and the window?
 W: Next to the sofa and next to the window.
 B: Right. I can do that.
 5
 W: Put the lamp on the chair.
 B: On the chair? Is that right?
 W: Yes. Put it on the chair.
 B: OK.
 6
 W: Now, please put the computer games under the chair.
 B: The computer games?
 W: Yes.
 B: OK. They're under the chair.

2.40 Unit 5, 5.2, Exercise 5

A = Alex Lu = Lucas Li = Lian

- A: But what about Lian?
 Lu: Yes, what can she do?
 Li: I can skateboard and I can draw.
 Lu: But where are the cupcakes?
 Li: And I can eat cupcakes very fast!
 Sorry, Lucas!

2.41 Unit 5, 5.2, Exercise 8

B = Boy G = Girl

- 1
 B: Something I can't do ... erm ... I can't swim.
 2
 G: I can draw cartoons.
 3
 B1: We can act.
 B2: Yes, we can!
 4
 G: No, he can't sing *at all*!
 5
 G: I can run fast!
 6
 B: My baby brother can't read.

2.50 Unit 5, 5.2, Exercise 8

N = Narrator 1 B1 = Boy 1 G1 = Girl 1
 B2 = Boy 2 G2 = Girl 2

- 1
 B1: There are twelve students in my club. Look at my picture! It's nice, isn't it? You can learn to draw and paint, too!
 2
 G1: We learn to act in my club. I can't act very well but I can sing and dance. The teacher says we can all be stars. The class is today. Come on, let's go!
 3
 B2: It's my favourite club. It's for boys and girls from twelve to fifteen. I can't run with the ball very fast but that's OK. It's fun and there are games with other schools.
 4
 G2: My club is on Fridays after school. The teacher is very good. There are eight kids. We can all swim now!

2.54 Unit 5, BBC Culture, Exercise 4

- 1
 Boy: Hey! I can see our house!
 Girl: Where?
 Boy: There! Behind the park. Can you see it?
 Girl: Yes, I can! It looks so small!
 2
 Girl: This is really bad. That's it! I can't draw!
 Boy: No, Bex. It's a very nice ... erm ... dog?
 Girl: It isn't a dog. It's a horse.
 Boy: You're right. It is bad ...
 Girl: Oh well.
 3
 Girl: Can we sit here, Mike?

Boy: Let me see ... We've got numbers 15 and 16. There they are.

Girl: I'm so happy! This is my favourite musical!

Boy: Yeah, I like it, too!

4

Man: This is Mork. Mork is a big dinosaur. He can't fly.

Man: This is Peta.
 Peta is a small dinosaur. He can fly.

3.2 Unit 6, 6.1, Exercise 2

Boy: Can we watch the cartoons?
 Please?

Man: Yeah, OK.

2

Boy: Oops!

3

Man: Dinner's ready

Girl: Mmm! Yummy!

4

Boy: Night, Mum!

Woman: Goodnight, sweetie!

5

Woman: Nicki?

Girl: Can't hear you! I'm in the shower!

6

Boy: All right!

3.5 Unit 6, 6.2, Exercise 5

Lu = Lucas J = Jen A = Alex

- Lu: Come on, guys! Alex listens to classical music! Jen plays the piano! Seriously?
 J: Oh, Alex. Lucas, let me tell you what Alex really does!
 J: Alex gets up late! He hasn't got time for breakfast. We run to school because he's late. In the evening he watches TV and plays computer games! He never listens to classical music!
 A: But I'm still your favourite brother!
 J: That's because I've only got one brother.

3.12 Unit 6, 6.6, Exercise 2

- Ben: Hi Jules.
 Jules: Hello Ben. Where's Anna?
 Ben: She's at school.
 Jules: But it's Saturday! She hasn't got lessons today.
 Ben: Anna always goes to Dance Club on Saturday.
 Dance Club is at school.
 Jules: Oh. And where's your brother Brian? Is he at Football Club?
 Ben: No, he isn't. Brian's at home. He usually does his homework on Saturday.
 Jules: So, what's your typical Saturday, Ben?
 Ben: I often hang out with my friends. We ride our bikes and skateboard in the park.

3.13 Unit 6, 6.6, Exercise 3

Ben: I usually get up at 7 o'clock on Saturday. After breakfast I tidy my room. Then I take the bus to school and I play football. I'm in the school football team. I often hang out with my friends after lunch on Saturday. We ride our bikes or skateboard in the park. I usually play computer games before dinner. I go to bed at 10 o'clock on Saturday.

I get up at half past nine on Sunday. I always do my homework after breakfast. I have lunch at home on Sunday with my mum, dad, sister and grandparents. I sometimes meet my best friend after lunch on Sunday. We're in a band! We play our guitars and we sing.

3.16 Unit 5 & 6 Skills Revision, Exercise 6

N = Narrator B = Boy G = Girl
W = Woman M = Man

1
What can Grace do?
B: Can you skateboard Grace?
G: No, I can't. And I can't swim.
B: What can you do?
G: I can climb. Look!

2
What club is on Thursday?
B: Is Football Club on Tuesday?
G: No, it isn't. Running Club is on Tuesday. Football Club is on Friday.
B: And when's Computer Club?
G: It's on Thursday.

3
What time is the film?
G: What time is it?
W: It's twenty-five past seven.
G: We're late! The film is at quarter to eight!
W: Oh no. Let's run!

4
Where is Jill?
G: Mrs Parker, is Jill at home?
M: No, she isn't. She always has piano lessons on Thursday.
G: But it's Wednesday today!
M: Oh, yes. I'm sorry! Jill has a singing lesson today.

5
What can Uncle Jack do?
G: Look at this photo. It's Uncle Jack and his horse.
B: Wow! Can Uncle Jack ride a horse?
G: Yes, he can, but he can't ride a bike!
B: I can't ride a horse but I can ride a scooter.

3.21 Unit 7, 7.2, Exercise 5

D = Dad A = Alex J = Jen

D: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.
A: A ... goldfish? Dad! I can't play with a goldfish!
J: Well, it is cute ...
A: This is not funny ...

3.24 Unit 7, 7.3, Exercise 8

R = Reporter K = Kit

1
R: Do you play the guitar?
K: No, I don't. I just play the piano.

2
R: Do you listen to pop music?
K: Yes, I do. I like pop music!

3
R: Does Superdug eat superhero food?
K: No, he doesn't, but he eats a lot.

4
R: Does Superdug watch TV?
K: Yes, he does. He likes the cartoons and funny films.

5
R: Do you and Superdug hang out every day?
K: No, we don't. But we do a lot of things together.

6
R: Does Superdug have swimming lessons?
K: No, he doesn't. He can swim very well now.

3.32 Unit 7, 7.5, Exercise 6

B = Boy G = Girl

1
B: What is it?
G: You can guess ... They've got two big strong legs and two short legs. They run fast and they can jump 9 metres!
B: Are they tall?
G: Yes, but their babies are very small and cute.
B: ... They're kangaroos!

2
B: Now you guess my animal. They can fly. They can't hear and they can't eat.
G: Poor things!
B: ... but they can drink! They drink from flowers. They are different colours ...
G: They're butterflies! ...

3.33 Unit 7, 7.6, Exercise 2

I = Interviewer J = Jo

I: Welcome to 'Pet Special'. Today I'm in Jo's pet shop. Good morning, Jo!
J: Hi Michael.
I: Jo, in your shop, what is the favourite pet for children?
J: Hmm. Children love hamsters and rabbits, but the number one pet in my shop is goldfish.
I: What animal is in that box Jo? Is it an iguana?
J: No. It's a snake! Careful. It's dangerous!
I: I don't like snakes ... Have you got a pet?
J: Yes, a dog. He's here with me. Look.
I: It's cute! What does it eat?
J: It eats dog food and it drinks water. It likes walks too. Dogs like a walk every day. I also have a tortoise.
I: Are tortoises easy to look after?

J: No, they aren't. They sleep when it's cold and they like a garden! Hamsters are easy to look after. They sleep in the day and play at night.
I: Thank you Jo! Next week we ...

3.34 Unit 7, 7.6 Exercise 4

George: I've got a new pet. It's a baby rabbit! He's white and his ears are black. He's clever and he's very friendly. He likes his rabbit house but his favourite place is the garden. He can run fast and he can jump! He eats grass and red and green vegetables, and he drinks water. I want another rabbit so he has a friend.

3.38 BBC Culture, Exercise 4

D = Dad Dau = Daughter

1
D: What's the most popular pet in the UK? Can you guess?
Dau: Cat?
D: No, guess again.
Dau: Rabbit?
D: Come on, Liz!
Dau: Dog.
D: That's right!

2
D: Cat is number two.
Dau: And after that?
D: Erm ... Fish? Really?

3
D: There's a list with the top names for pets.
Dau: What are they?
D: Alfie, Bella ...

4
D: I don't see our cat's name in the list.
Dau: Because 'Mrs C' is an unusual name.
D: The dog's name is in the list: 'George' - number 10.
Dau: Aww!

3.40 Unit 8, 8.1, Exercise 5

1 I go cycling at the weekend.
2 Do you play basketball?
3 My brother plays hockey!
4 Let's go skiing!
5 Where do you go skateboarding?
6 I go roller skating with my friends.
7 He often goes windsurfing.
8 Can you play badminton?
9 They play table tennis to relax.
10 We can't go sailing today!
11 She plays football!
12 Let's go ice skating!

3.43 Unit 8, 8.2, Exercise 5

Li = Lian A = Alex J = Jen

Li: Let's find a camp we all like.
A: How about Tech camp? It sounds good.
J: No ...
Li: Look here!
J: Not another sports camp!

Li: No, not the sports camp. The fun camp. There are lots of different activities.
J: That's good!
A: Hang on! What time do you get up at summer camp?
Li: Early?
A: No, thanks! But you can go. Have fun!
J: Oh, Alex!

3.44 Unit 8, 8.2, Exercise 8

G = Girl M = Man B = Boy

1
G: I like sports, but I don't like playing basketball.
M: How about volleyball?
G: Volleyball is OK. I like it.
2
G: I love swimming. What about you, Brian?
B: No, I don't like water sports. I like roller skating.
3
M: Let's go cycling tomorrow. Around 7?
G: What, in the morning?
M: Yes.
G: No way, Dad. I like cycling, but I hate getting up early.
4
B: I can play hockey, but I don't like it.
G: I like it. What's your favourite sport?
B: Skateboarding. I love it!
G: Me too!
5
G: Jake, why do you like playing football so much?
B: I don't know. I just ... do. It's a great sport.
G: I don't like it. It's so boring!

3.46 Unit 8, 8.3, Exercise 6

1 When do you visit your granny?
2 What can you see in the picture?
3 Who is your favourite superhero?
4 Whose phone is this?
5 How many sandwiches are there?
6 Where's my new suit?

3.51 Unit 8, 8.6, Exercise 2 & 3

1 Denise
Interviewer: Denise is in Year 7. She's a volleyball champion! Denise, is it easy to be a champion?
Denise: No, it isn't! But I really love it.
Interviewer: Where do you play volleyball?
Denise: I play at City Club.
Interviewer: When do you train?
Denise: At 7 o'clock in the morning.
Interviewer: That's early! What time do you get up?
Denise: At six o'clock, in winter too.
Interviewer: Wow! Do you eat special food?
Denise: I eat fruit and vegetables every day. And I drink a lot of water.

Interviewer: Have you got time for your homework?
Denise: Yes, I always do my homework!
Interviewer: Thanks Denise!

2 Gary

Interviewer: Gary is a taekwondo champion. Gary, why taekwondo?
Gary: It's fun! And three of my friends are in my taekwondo club.
Interviewer: When do you train?
Gary: After school from five to seven o'clock every day.
Interviewer: And when are your competitions?
Gary: They're usually on Saturday mornings.
Interviewer: What's your favourite food?
Gary: I like eating healthy food but I love pizza! We always eat pizza at home on Saturdays.
Interviewer: Thank you, Gary!

3.54 Unit 7 & 8 Skills Revision, Exercise 6

Z = Zak B = Belinda

Z: Hi Belinda. I've got my photos from summer camp.
B: Great! Can I see?
Z: Yes. These are my new friends! Here's the first photo - Beatrice from France. She's got short black hair.
B: Oh, I see. Does Beatrice like tennis?
Z: Yes, she does. She loves it! She plays every day.
B: And who is that boy?
Z: That's Charlie. Look. He's with Bobby.
B: Who's Bobby?
Z: Bobby isn't a boy. He's a dog! He lives at the camp. Hey, Belinda, look at this photo! It's Mel's birthday party.
B: Has Mel got long curly brown hair?
Z: Yes, that's right. And in this photo we're at the zoo. Look at Jeff!
B: Ugh! Jeff's got a snake! It's ugly.
Z: It isn't ugly. It's cute!
B: Your summer photos are lovely Zak. How often do you speak to your new friends?

G 7 Unit 1, BBC Culture, Exercises 5 & 6**THIS IS THE UK**

Hi there! I'm Maddie. Let's find out about ... The United Kingdom! This is the United Kingdom of Great Britain and Northern Ireland. Or, the UK, for short.

There are four countries in the UK: England, Wales, Northern Ireland and Scotland. This is the UK flag. Its name is the Union Jack.

The UK is a very green country. There are also towns and big cities. There are sixty-four million people in the UK. People from the UK are British. But there are also people from countries like China, France, Poland, Spain and the USA. Wow! sixty-four million! That's a lot of people! What about your country?

This is London. London is the capital of the UK. It's a big and busy city. Nine million people live here. What's the name of the capital of your country?

London is the home of the Royal family. Look! There they are! That's Queen Elizabeth. Those are her grandsons, William and Harry. Prince William has two children, a son and a daughter. That's their mum, Princess Kate. Are you ready for a question? OK, let's go.

What is the name of the UK flag? Is it ...

a. The Union John?

b. The Union Jack?

That's right, it's 'b' the Union Jack! Well done! See you next time. Bye!

G 18 Unit 3, BBC Culture, Exercises 4 & 5**HAMPTON COURT PALACE**

Hi Everyone! Are you ready to find out more about the UK? Let's find out about a famous palace. It's called Hampton Court Palace.

Hampton Court Palace is here, in London. It's a very old palace. How old do you think it is? It's over five hundred years old! It's very big.

This is King Henry VIII. He was a very famous king in British history. Hampton Court Palace was his home. There are no kings or queens in Hampton Court Palace today.

Let's have a look inside! There are lots of rooms. Can you guess how many? There are over one thousand! Look at all the paintings on the walls.

This is the kitchen. Is it like your kitchen at home? This is the Great Hall. It's a big room for eating and for parties. That's a lot of rooms! How many rooms are there in your house?

Now, let's have a look outside. These are the gardens. They're very big and beautiful. Look at this maze. It's over three hundred years old. It's easy to get into the maze but it's very difficult to get out! Hampton Court Palace is a great place to visit. Now, for a question ...

How many people can have dinner at Hampton Court Palace at the same time?

The answer is ... six hundred people!

That's a lot of washing up!

Bye for now and see you next time!

G 29 Unit 5, BBC Culture, Exercises 6 & 7**FREE TIME ACTIVITIES**

Hello! What's your favourite weekend activity? Is it skateboarding? Are you a good cook? Or is it playing computer games? Let's find out what kids in the UK like to do at the weekend.

This is Rom Park in London. Look at those children on their BMX bikes. They can do clever things on their bikes. They can jump too! Look! He's on a skateboard. Can you skateboard? Wow! Look at that! He can skate on his hands! You can ride a scooter at Rom Park too.

Rom Park looks like great fun. Let's check out another outdoor sport. They've got special hats for climbing. Look how high they can climb. They can climb down the wall too.

Skating and climbing are fun! Other sports are fun too. Let's have a look at them. This sport is called boxing. These children are very good. Can you name this sport? Yes, it's ice-skating! These girls can go very fast!

It's a good idea to do sports. They help you to stay fit and you can make new friends too!

Now, time for a question. How many sports can you remember from the video?

See you next time! Bye for now.

G 40 Unit 7, BBC Culture, Exercises 6 & 7**LONDON ZOO**

Hi there! Do you like animals? Yes? Great! Then let's find out about a fun and busy place in London, with lots of different animals.

This is London Zoo. It's a very big zoo with nearly twenty thousand animals. There are beautiful, tall giraffes. And cute, funny penguins. There are fast animals, like this tiger. And slow animals, like this very old tortoise.

There are strange and interesting animals, like this monkey ... or this long, black millipede. It has three hundred legs. That's a lot of legs! Or this big, green stick insect! Look, it's twenty-two centimetres long.

It's great to find out about all these different animals. Which is your favourite? Let's find out some more about the animals at London Zoo.

The animals wake up very early and have their breakfast. The zookeeper gives the penguins fish. This tiger likes to eat meat. The llamas like to have fruit for breakfast. After breakfast the animals like to play. This tiger likes playing with a ball. These monkeys love toys. The penguins like swimming.

Wow, what a busy place London Zoo is! Are you ready for a question? How many legs does the millipede have? Can you remember?

Does it have ...

a. two hundred legs?

b. three hundred legs?

The answer is b., three hundred legs.

I hope you enjoyed finding out about London Zoo. Bye!

02 Unit 1, lesson 4, page 11

Jen: Mum, this is *Lucas*. He is my friend. He is my classmate. *Lucas*, this is my mum.
Mum: Hello, *Lucas*. Nice to meet you.
Lucas: Nice to meet you, too.

03 Unit 1, Lesson 6, Exercise 2, page 13

1
Boy: Hi. I'm Rob and I'm twelve. I'm from the UK.
 My best friend is Victor. He's twelve, too. He isn't British, he's from France. In this photo, we're at Victor's house. My mum and Victor's mum are best friends too.

2
Boy: In this photo, I'm on holiday in the USA. I'm with my cousin Mel. She's thirteen. Mel is American. We're good friends.

04 Unit 2, Lesson 4, page 21

What's your name?
 How old are you?
 Where are you from?
 What's your favourite music?
 What's your favourite sport?
 What's your favourite film?
 Who's your favourite actor?
 Who's your favourite singer?
 Who's your favourite sports person?

05 Unit 2, Lesson 6, p 23

Rosa: Hey, Luke. Is that your mountain bike?
Luke: Hi, Rosa. No, it isn't. It's my brothers'. My mountain bike is new. Look!
Rosa: Oh, it's great! And red's my favourite colour. Is it your favourite colour too?
Luke: No, it isn't. My favourite colour is blue, like my new trainers – look! They're my favourite things.
Rosa: Oh, yes, they're cool.
Luke: So, what's your favourite thing? Is it your laptop computer?
Rosa: Hmmmm ... No! It's my mobile phone. Look!

06 Skills Revision 1 & 2, page 27, exercise 5

Example
Girl: Is Uncle Tom at home?
Man: No, he isn't.
Girl: Is he in the park with his friends?
Man: No, he isn't. He's at a party with Aunt Kate.

1
Boy: What's your favourite birthday present, Lily?
Girl: This blue jacket is cool, but my new mobile phone is my favourite.
Boy: Wow! Are those books presents too?
Girl: No, they aren't.

2
Boy: What's in that bag dad?
Man: My new trainers.
Boy: Your new trousers?
Man: No. My new trainers.

3
Girl: Who's your best friend?
Boy: Jo.
Girl: Oh! It's Joe's birthday today. He's eleven!
Boy: No, he isn't. He's *thirteen*.

4
Boy: Mrs Smith, is that your dog?
Woman: No, it isn't. My dog is small.
Boy: Is it brown?
Woman: No. It's black and brown.

07 Unit 3, Lesson 4, page 31, exercise 1

A: Hello. Please, come in.
B: Thank you.
A: Would you like a *sandwich*?
B: Yes, please. / No, thank you.
A: Where's the *bathroom*, please?
B: Let me show you.

08 Unit 3, Lesson 6, p 33, Exercise 1-3

Teen Boy: How many rooms are there in your new house, Nancy?
Teen Girl: Umm, let me think ... four, five, no ..., six. Yes, there are six and a garage.
Teen Boy: Oh, is it a big house?
Teen Girl: Well, there are six rooms, but they are small. There's a living room, a kitchen and a bathroom. And there are three bedrooms: my mum and dad's room, my sister's room and my room. My bedroom is very cool.
Teen Boy: Is there a television in it?
Teen Girl: No, there isn't. The TV is in the living room.

09 Unit 4 Lesson 4, page 41

Man: I'm so sorry.
 Sorry about that!
 Sorry, my mistake.
Woman: It's OK.
 That's all right.
 No problem.

10 Unit 4, Lesson 6, Exercise 1, page 43

1
F Teacher: Dolphins have got small eyes, long noses and very big mouths. They're very friendly.
Boy: Yes, and they're funny too. Are they clever?
F Teacher: Yes, they are. They're very clever.

2
F Teacher: Pandas have got big black eyes and their bodies are black and white.

Boy: Are they clever?
F Teacher: Yes, they are. But they aren't very friendly.
Boy: Oh. But I like them! They're funny.

3
F Teacher: Ostriches have got long necks and long legs. They're very funny. And they're clever, too. But be careful – they aren't friendly.

11 Skills Revision 3 & 4, page 47

Charlie: Hi, Anne. Come in!
Anne: Thanks.
Charlie: Have you got your new skateboard?
Anne: Sorry. It's at home.
Charlie: What about your bike?
Anne: It's at home, too. But I've got a good computer game we can play. Look!
Charlie: That's cool.
Anne: Where's your computer?
Charlie: It's on the table in the living room. Come on. Oh no! It isn't here.
Anne: Is it in your bedroom?
Charlie: No. I know! It's in the kitchen.
Anne: Are your parents at home?
Charlie: Mum's in the garden and Dad's in the garage. Come on. Here's my computer.
Anne: That's a cool photo. Who are they?
Charlie: They're my brother and my cousin. My brother is the boy with short curly blond hair. My cousin Bob's got short dark spiky hair.
Anne: Charlie, what's that under the table next to the brown box?
Charlie: Look! It's black and white.
Anne: Where?
Charlie: It's under the table next to that brown box!
Anne: Oh, that's Mimi, my cat! Come on, Anne. Have you got the computer game?

12 Unit 5, Lesson 4, page 51, exercise 1

Let's do something fun!
 Let's go ice skating!
 We can go to the park!
 I agree!
 Let's do that!
 Great idea!
 I'm not sure.
 It's not a good idea.

13 Unit 5, Lesson 6, page 53, exercises 2-4

Woman: Hi, welcome to the Fix It Club! I'm Sarah. What's your name?
Boy: I'm Tommy and this is my little sister Erin.

Woman: Can I help you?
Boy: Can you fix this? It's Erin's special teddy bear. Look.
Woman: Let me see ... Oh dear! It hasn't got any eyes!
Little girl: My teddy can't see! And he's only got one ear.
Woman: Don't worry, I can help your teddy bear. I can make two new eyes. What colour? Black or blue?
Boy: Blue, please. Can you make an ear too?
Woman: Yes, I can. One big ear.
Little girl: Thank you.

14 Unit 6 Lesson 4, page 61

A: What time is it?
B: It's 4 o'clock.
A: What time is the film?
 What time is the match?
B: It's at ten past 4.
 It's at ten minutes past 4.
 It's at a quarter past 4.
 It's at half past 4.
 It's at a quarter to 5.
 It's at ten to 5.
 It's at ten minutes to 5.

15 Unit 6, Lesson 6, Exercise 1, page 63

Boy: I love our holidays in Spain. We always go in August. My aunt lives there. She's British but she lives in Spain. She's a teacher in an Spanish school.
 After breakfast, we usually go to the beach. It's my favourite place. We play games. My favourite game is 'catch'. That's C-A-T-C-H. We stand in the sea and throw and catch a beach ball. It's fun.
 We often have a picnic lunch. After lunch we often go to bed! It's always very hot! After that I have a shower and then we go for a walk. We often walk on the beach. We usually go to bed late, but I always get up early.

16 Skills Revision 5 & 6, page 67

Girl: This is a nice photo Mrs Williams. Is this boy your son? He's very tall!
Woman: Yes, that's Rob. He's at his basketball club in this photo. Can you play basketball?
Girl: No, I can't! I'm too short. But I can swim. I'm in the school team.
Woman: My daughter, Ann, can swim too. Here's a photo of her at the swimming pool. She always goes swimming on Saturday mornings.
Girl: What time is her swimming lesson? I swim on Saturdays too.
Woman: At eight o'clock.
Girl: I go at ten o'clock.
Woman: Ann's cousin Barney goes swimming at ten o'clock.
Girl: Barney! Has he got long curly black hair?

Woman: Yes, he has! He's twelve.
Girl: Barney is in my class at school.
Woman: He's in this photo. He isn't at the swimming pool. He's on a climbing wall!
Girl: [pause] I like that photo. Who's the girl with the cupcakes?
Woman: That's Karen. She's Ann's best friend. She can cook great cupcakes.
Girl: Karen isn't in my class but I think she goes to my school.
Woman: This is Barney and his friend May. Is May in your class?
Girl: Yes, she is! She's really nice! I like their bikes. They're cool!
Woman: They often ride their bikes in the park on Sundays.

17 Unit 7, Lesson 4, page 71

A: Can I help you?
B: Can I have *one ticket* to the zoo, please? / Can I have *two tickets* to the zoo, please?
A: That's *eighteen pounds fifty*.
B: Here you are.
A: Here's your ticket. / Here are your tickets.
B: Thanks.

18 Unit 7, Lesson 6, exercise 1, page 73

Girl: Hi, Ted. Come and see my new pets.
Boy: Oh, right. Where are they, Emma? In the garden?
Girl: No, they're upstairs, in my bedroom. Look!
Boy: Ooh ... Emma, are they hamsters?
Girl: Yes, they are. Do you like them?
Boy: Yes I do. They're cute. I like that brown one – with the white nose! And the other one is brown, too. Are they brothers?
Girl: No, they're sisters! There's another one. She's brown and white. Look, here she comes now.
Boy: Oh yes. Hello!!!! ... Oh, she's my favourite! Are they easy to look after?
Girl: Well, no not really. It's important to keep them clean and warm. And they need new food every day.
Boy: What do they eat?
Girl: They love fruit, but they don't like oranges. And I give them special hamster food from the pet shop.
Boy: You're so lucky. I like my rabbits, but I want some hamsters, too!

19 Unit 8, Lesson 4, page 81

What's the weather like?
 It's cloudy.
 It's cold.
 It's hot.
 It's rainy.
 It's snowy.
 It's sunny.
 It's warm.
 It's windy.

It's cold in winter.
 It's hot in summer.
 It's rainy in autumn.
 It's sunny in spring.

20 Unit 8, Lesson 6, page 83, exercises 2 & 3

Woman: So Tom, what's your favourite food?
Tom: Oh! I love chips. I don't usually eat them because I know they aren't good for me. I eat a lot of fruit and vegetables. And I drink a lot of water every day.
Woman: What about exercise? Do you like sport?
Tom: Well, hmmm, I'm not very sporty, but I like cycling. I always walk to school. I sometimes go swimming too.
Woman: What time do you go to sleep?
Tom: I usually go to bed at about half past nine, but I don't go to sleep then. I read a book till 10 o'clock.

21 Skills Revision 7 & 8, page 87, exercise 3

Narrator: Example
Woman: What's your homework today?
Boy: To write about sports in our town.
Woman: You can write about Hillside Sports Centre.
Boy: Good idea! Um, how do you spell Hillside?
Woman: H-I-double-L-S-I-D-E.
Narrator: One
Boy: Where is Hillside Sports Centre?
Woman: It's next to the cinema.
Boy: Next to the cinema? Is it new?
Woman: Yes, it is.
Narrator: Two
Boy: How many sports can you do there?
Woman: That's difficult.
Boy: Nine? Ten?
Woman: Fifteen, I think.
Boy: Fifteen! That's a lot!
Narrator: Three
Boy: What team sports are there?
Woman: Football, volleyball and basketball.
Boy: Great. I love basketball. Can you play hockey there?
Woman: No, you can't.
Narrator: Four
Boy: Is there a café where people can speak to their friends?
Woman: Yes, there is.
Boy: What type of food has it got?
Woman: Healthy food. The healthy snacks and fruit juices are great!

Starter Unit

0.1

Exercise 1

2 Jen 3 Lucas 4 Lian

Exercise 2

2 music 3 Maths 4 computer

Exercise 3

3 I'm 4 cupcakes 5 Hi 6 like
7 Hello 8 music

Exercise 4

2 E 3 H 4 L 5 N 6 Q 7 S 8 V
9 Y

Exercise 5

2 fish 3 sandwich 4 table 5 girl
6 boy

Exercise 6

2 a 3 d 4 e 5 c

0.2

Exercise 1

2 He is a superhero. 3 Kit is Dug's
friend. 4 She is very clever.

Exercise 2

five – 5; twelve – 12; one – 1;
ten – 10; eight – 8; four – 4;
eleven – 11; six – 6; three – 3;
seven – 7; nine – 9; six – 6

Exercise 3

2 twelve 3 five 4 nine

Exercise 4

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

Exercise 5

2 black 3 yellow 4 white 5 green
6 red

Exercise 6

2 blue 3 green 4 white 5 blue
6 black 7 green 8 red 9 yellow
10 black

0.3

Exercise 1

2 pencil 3 ruler 4 sandwich
5 pen 6 notebook

Exercise 2

1 pencils 2 books 3 sandwiches
4 pencils 5 notebooks 6 pens
7 boxes 8 rulers 9 tables
10 cupcakes

Exercise 3

2 They're 3 It's 4 It's 5 They're
6 They're

Exercise 4

2 board 3 bin 4 clock 5 chair

Exercise 5

2 S 3 T 4 T 5 S 6 T

Exercise 6

a 5 b 3 c 4 d 1 e 2 f 6

0.4

Exercise 1

1 12 2 17 3 blue 4 yellow 5 black

Exercise 2

1 ruler 2 notebook 3 chair
4 clock 5 sandwich

Exercise 3

1 They're 2 It's a 3 They're
4 They're 5 It's a

Exercise 4

1 books 2 boxes 3 bins
4 sandwiches 5 trees

Exercise 5

1 please 2 down 3 books 4 pairs
5 up

Unit 1

1.1

Exercise 1

2 d 3 b, d 4 c 5 e 6 a, f 7 g

Exercise 2

2 cousin 3 uncle 4 grandad
5 aunt 6 granny 7 son

Exercise 3

2 grandfather / grandad 3 aunt
4 cousins 5 daughter 6 sister 7 son

Exercise 4

2 son 3 cousins 4 grandmother /
granny 5 uncle

1.2

Exercise 1

2 is 3 am 4 is 5 is 6 are 7 are

Exercise 2

2's 3'm 4's 5's 6're 7're

Exercise 3

2 am 3 are 4 is 5 are 6 are

Exercise 4

1 my 2 your

Exercise 5

2 my 3 are 4 They 5 is

1.3

Exercise 1

2 You aren't right.
3 I'm not a superhero.
4 Ben isn't my friend.
5 She isn't my aunt.
6 They aren't my cousins.

Exercise 2

1 She isn't in the classroom.
2 They aren't happy. They aren't in the
house.
3 He isn't a teacher. He isn't ready for
school.

Exercise 3

2 France, French 3 the UK, British
4 Turkey, Turkish 5 China, Chinese
6 the USA, American 7 Spain, Spanish

Exercise 4

2 is / isn't 3 are / aren't
4 are / aren't 5 am / 'm not
6 am / 'm not

Exercise 5

2 are 3 'm not 4 're 5 is 6 isn't
7 's 8 isn't 9 is

1.4

Exercise 1

2 a 3 b 4 b

Exercise 2

2 He's 3 Hi 4 to meet you 5 Nice

Exercise 3

2 a 3 c 4 d

Exercise 4

Suggested answer:
You: Hello, Mr/Mrs (name).
Teacher: Oh, hello, (name)!
You: And this is (name). He's/She's my
English friend.
Your friend: Hello, Mr/Mrs (name). Nice to
meet you.
Teacher: Hello, (name). Nice to meet you
too.

1.5

Exercise 1

1 B 2 C 3 A

Exercise 2

2 d 3 f 4 a 5 b 6 e

Exercise 3

2 British 3 Spanish 4 Spanish
5 Turkish 6 British

Exercise 4

1 home 2 school 3 holiday 4 park

1.6

Exercise 1

1 T 2 F 3 T 4 T 5 F 6 T

Exercise 2

Rob Age: 12; Nationality: British
Victor Age: 12; Nationality: French
Mel Age: 13; Nationality: American

Exercise 3

Clara and Andrea are best friends. Clara
is twelve and Andrea is thirteen. Clara is
from the UK. She's British. Andrea is from
Turkey. She's Turkish.

Exercise 4

Clara Age: 12; Country: the UK;
Nationality: British
Andrea Age: 13; Country: Turkey;
Nationality: Turkish

Exercise 5

Pierre and Pedro are best friends. Pierre is twelve and Pedro is eleven. Pierre is from France. He's French. Pedro is from Spain. He's Spanish.

1.7

Exercise 1

2 Maria - f 3 Stefano - d
4 Anna - c 5 Luca - e 6 Rosanna - b

Exercise 2

Across: 3 parents 6 daughter
7 brother
Down: 1 son 2 mother 4 sister
5 father

Exercise 3

2 French 3 British 4 Chinese
5 Spanish 6 American

1.9

Exercise 1

1 aunt 2 father 3 brother
4 daughter 5 granny

Exercise 2

1 park 2 American 3 school
4 France 5 home

Exercise 3

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

Exercise 4

1 my 2 We 3 Ben's 4 your
5 Nadia's

Exercise 5

1 is 2 Hi/Hello 3 Nice 4 meet
5 too

BBC Culture: This is the UK

Exercise 1

1 the USA 2 Canada 3 Ireland
4 New Zealand 5 South Africa
6 Australia

Exercise 2

2 c 3 c 4 a 5 a 6 b 7 c

Exercise 3

2 Anthony 3 George VI 4 Charles and
Edward 5 Queen Elizabeth 6 Sarah
7 Anne 8 David 9 Charles, Anne,
Andrew and Edward 10 Philip

Unit 2

2.1

Exercise 1

2 jeans 3 skirt 4 dress

Exercise 2

T	T	R	A	C	K	S	U	I	T
E	H	B	W	Q	L	W	T	F	D
L	T	V	I	H	S	H	O	E	S
R	R	B	U	E	S	Y	P	U	S
Y	O	I	Y	R	C	L	T	B	K
D	U	T	F	F	A	E	U	X	I
R	S	M	V	C	P	C	G	Q	R
E	E	I	J	A	C	K	E	T	T
S	R	M	Q	W	S	N	Q	D	P
S	S	C	O	A	T	F	I	S	Y

2 shoes 3 jacket 4 coat 5 dress
6 trousers 7 cap 8 top 9 skirt

Exercise 3

2 coat 3 shoes 4 cap 5 top
6 trousers 7 trainers

Exercise 4

2 top 3 tracksuit 4 jeans

2.2

Exercise 1

2 This 3 These 4 Those 5 This
6 That

Exercise 2

1 (boring and) cool 2 new and old
3 short and long 4 small and big

Exercise 3

2 (John's jeans) are too short.
3 (John's T-shirt) is too long.
4 (John's trainers) are too old.

Exercise 4

2 These are small shoes.
3 That is an old trainer.
4 Those are new trousers.

2.3

Exercise 1

2. 3? 4? 5. 6?

Exercise 2

2 Is 3 Are 4 Are 5 Is 6 Is

Exercise 3

a5 b3 c1 d6 e4 f2

Exercise 4

1 Yes, they are. / No, they aren't.
2 Yes, he is. / No, he isn't.
3 Yes, she is. / No, she isn't.
4 Yes, it is. / No, it isn't.
5 Yes, I am. / No, I'm not.

Exercise 5

2 I am 3 Is Ben 4 he isn't
5 Are you 6 we are 7 Is he 8 he is

Exercise 6

2 Are you at school?
3 Are you twelve?
4 Is your best friend thirteen?
5 What is your best friend's name?

2.4

Exercise 1

2 b 3 d 4 a 5 c

Exercise 2

2 Where 3 How 4 Who 5 What

Exercise 3

a2 b1 c4 d5 e3

Exercise 4

2 Where are you from?
3 What is your favourite sport?
4 What is your favourite book?
5 Who is your favourite singer?

2.5

Exercise 1

1 B 2 C 3 A

Exercise 2

1 Becky 2 Anna 3 Luke

Exercise 3

1 F 2 T 3 T 4 F

2.6

Exercise 1

2 backpack 3 mountain bike
4 laptop computer 5 mobile phone
6 games console

Exercise 2

Students tick: 1, 3, 5, 6

Exercise 3

1 b 2 a 3 a 4 b

Exercise 4

2. 3, 4. 5? 6!/. 7./!

2.7

Exercise 1

					5				
	1	C	I	R	C	L	E		
			2	T	R	I	A	N	G
3	R	E	C	T	A	N	G	L	E
4	S	Q	U	A	R	E			

Exercise 2

1 b 2 d 3 a 4 e 5 c

Exercise 3

2 blue, yellow 3 white, red 4 red
5 yellow, blue

Exercise 4

24 37 47 51 68 70
81 95 108

2.9

Exercise 1

1 boring 2 backpack 3 cap
4 top 5 skirt

Exercise 2

1 cap 2 mobile phone 3 jeans
4 trainers 5 skateboard

Exercise 3

1 a 2 b 3 b 4 a 5 b

Exercise 4

1 Yes, it is. 2 No, they aren't. 3 Yes, we are. 4 No, he isn't. 5 Yes, she is.

Exercise 5

a 3 b 5 c 0 d 1 e 2 f 4

1 & 2 Skills Revision**Exercise 1**

1 thirteen 2 friends 3 isn't 4 are
5 new 6 dress

Exercise 2

1 She is from the UK.
2 Emily's brother is eleven.
3 Emily's best friend's name is Katia.
4 Emily's favourite colours are blue and white.
5 Emily's favourite thing is a jacket.

Exercise 3

1 C 2 B 3 C 4 A

Exercise 4

1 f 2 e 3 a 4 b

Unit 3**3.1****Exercise 1**

2 armchair 3 sofa 4 chair
5 table 6 fridge 7 window

Exercise 2

2 floor 3 wall

Exercise 3

2 bathroom 3 living room
4 bedroom 5 garage 6 garden

3.2**Exercise 1**

2 There are, A 3 There is, A 4 There is, A
5 There are, B 6 There are, B

Exercise 2

2 next to 3 on 4 under 5 in 6 on

Exercise 3

2 are, on 3 is, next to 4 are, under
5 is, on 6 is, in

Exercise 4

2 in 3 are 4 on 5 a 6 next
7 are 8 There

3.3**Exercise 1**

2 Are 3 Is 4 isn't 5 Is 6 aren't

Exercise 2

2 F 3 T 4 T 5 F 6 T

Exercise 3

2 There aren't 3 There isn't 4 There aren't
5 There isn't 6 There aren't

Exercise 4

2 Are there any 3 Is there a 4 Are there any
5 Is there a 6 Are there any

Exercise 5

a 2 b 4 c 5 d 6 e 1 f 3

Exercise 6

2 A: Is there a garage next to your house?

B: No, there isn't.

3 A: Are there any armchairs in your living room?

B: Yes, there are. Two armchairs and a sofa.

4 A: Are there any pencils on your desk?

B: No, they aren't. They're in my bag!

5 A: Is there a desk in your bedroom?

B: Yes, there is. It's next to the window.

Exercise 7

2 an 3 are 4 any 5 aren't 6 a

3.4**Exercise 1**

1 c 2 f 3 b 4 e 5 d 6 a

Exercise 2

2 a, c 3 a, b 4 b, c 5 b, c

Exercise 3

2 Thank 3 like 4 Yes 5 Where's
6 show

3.5**Exercise 1**

Students tick: 1, 3, 4, 6

Exercise 2

1 four 2 two 3 four

Exercise 3

2 carpet 3 lamp 4 poster
5 cushion 6 plant

3.6**Exercise 1**

a

Exercise 2

1 In Nancy's house there are six rooms.
2 There are three bedrooms.
3 There isn't a TV in Nancy's bedroom.

Exercise 3

C

Exercise 4

In my dream bedroom there's a big bed. It's blue. Next to the bed there's a table with a lamp. On the floor there's a big carpet. It's red, yellow and orange. There's a computer and there are lots of posters and photos of my friends. There aren't any plants in the room and there isn't a TV.

3.7**Exercise 1**

1 metal 2 glass 3 cardboard
4 paper 5 wooden

Exercise 2

2 glass walls 3 cardboard house
4 wooden chair 5 paper lamp

Exercise 3

2 metal 3 glass 4 cardboard
5 wooden

3.9**Exercise 1**

1 armchair 2 window 3 cushion
4 sofa 5 garage

Exercise 2

1 bedroom 2 under 3 kitchen
4 next to 5 fridge

Exercise 3

1 are 2 a pen 3 aren't 4 is 5 aren't

Exercise 4

1 isn't 2 Are 3 any 4 aren't 5 a

Exercise 5

a 4 b 3 c 5 e 1 f 2

BBC Culture: Where do people live in the UK?**Exercise 1**

2 semi-detached 3 cottage
4 houseboat 5 terraced 6 flats

Exercise 2

1 c 2 a 3 d 4 b

Unit 4**4.1****Exercise 1**

2 hair 3 eye 4 nose 5 mouth

Exercise 2

2 spiky, red 3 curly, black 4 long, dark

Exercise 3

1 (short and) spiky 2 long (and) straight
3 curly (and) black
4 wavy (and) brown

Exercise 4

2 straight, green 3 short, grey, small, brown
4 long, blond, big

4.2**Exercise 1**

2 has 3 have 4 have 5 has
6 have 7 has 8 have

Exercise 2

2 He hasn't got a new skateboard.
3 Jen hasn't got a new coat.
4 She's got a new skirt.
5 Alex and Jen haven't got a cat.
6 They've got a games console.

Exercise 3

2 arm 3 feet 4 fingers and hand

2 feet 3 eyes 4 legs 5 feet
6 eyes 7 ears
1 B 2 A

2 haven't got 3 've got 4 hasn't got
5 've got 6 's got

2 Have 3 Has 4 Have 5 Has
6 Have

a4 b2 c3 d1 e6 f5

- 2 Have (your classmates) got
- 3 Has (your brother) got
- 4 Have (you) got
- 5 Has (your granny) got
- 6 Have, (your parents) got

EXERCISE 4

2 Yes, they have. / No, they haven't.
3 Yes, he has. / No, he hasn't.
4 Yes, I have. / No, I haven't.
5 Yes, she has. / No, she hasn't.
6 Yes, they have. / No, they haven't.

2 Its 3 His 4 Your 5 Our 6 Her

2 got 3 His 4 its 5 Have 6 any
7 've 8 Their 9 haven't

1: a3 b2 d4
2: a2 b3 c1
3: a2 b4 c1 d3

2 a 3 b 4 b 5 b

2 That's 3 sorry 4 sure 5 problem
6 mistake 7 OK

Jason: I'm so sorry! / Sorry about that! / Sorry, my mistake.
Matt: It's OK. / That's all right. / No problem.

Students tick: 3, 4, 5

2 F 3 T 4 T 5 F

2 clever 3 friendly 4 funny

a panda – 2 a dolphin – 1
an ostrich – 3

	dolphins	pandas	ostriches
friendly	✓	✗	✗
funny	✓	✓	✓
clever	✓	✓	✓

Elephants are very big! They've got big bodies and very long trunks.

Elephants aren't very friendly. Sometimes they're helpful. They're clever too.

Paragraph 2

Suggested answer:
Tigers are big. They've got yellow eyes.
Their bodies are yellow, black and white.
They're clever. They aren't friendly.

Exercise 1

					G					
				1	W	E	A	K		
	2	S	T	R	O	N	G			
3	D	I	F	F	E	R	E	N	T	
				4	S	A	M	E		

Fizzy: red hair, yellow eyes
Filly: blue hair, green eyes
Fleeb: red hair, green eyes

1 wavy 2 big 3 nose 4 legs
5 helpful

1 long 2 straight/blond 3 curly
4 friendly 5 clever

1 Has 2 got 3 Have 4 haven't
5 hasn't

1 Their 2 his 3 Her 4 Our 5 its

1 problem 2 mistake 3 all right
4 It's 5 sure

1F 2T 3F 4T 5F

1 are 2 sister 3 our 4 kitchen
5 small 6 got 7 next to

1 the kitchen 2 garage 3 curly 4 cat

1 b 2 c 3 a 4 e

2B 3H 4G 5D 6F 7A 8C

2 act 3 sing 4 cook 5 write

2 Fly 3 Fix 4 Cook 5 Write 6 Ride

2 can't 3 can't 4 can't 5 can
6 can

2 can't 3 can't 4 can 5 can't
6 can 7 can 8 can't

2 Lucas can't sing well.
3 Alex can fix computers.
4 Granny can't play the guitar.
5 Jen can make cakes.

2 Dogs can jump.
3 I can't fly.
4 Dogs can't read.
5 My best friend can / can't cook.
6 I can / can't read Chinese.

2 make 3 ride 4 ride 5 play
6 make

2 I can / can't play the guitar.
3 I can / can't make cakes.
4 I can / can't fix computers.
5 I can / can't ride a horse.
6 I can / can't run fast.

- 2 Can I draw?
- 3 Can Tom run fast?
- 4 Can May sing well?
- 5 Can we help?
- 6 Can the horse jump?

2 No, they can't. 3 No, she can't.
4 No, he can't. 5 No, it can't.
6 Yes, he can.

- 2 Can you play football?
- 3 Can your mum cook well?
- 4 Can your classmates sing?
- 5 Can you ride a horse?
- 6 Can your best friend play the piano?

1 Yes, I can. / No, I can't.
2 Yes, I can. / No, I can't.
3 Yes, she can. / No, she can't.
4 Yes, they can. / No, they can't.
5 Yes, I can. / No, I can't.
6 Yes, he/she can. / No, he/she can't

Exercise 5

2 see 3 can 4 Can 5 help
6 Can 7 dance 8 can 9 Can
10 play 11 can't.

5.4**Exercise 1**

1 e 2 f 3 b 4 d 5 a 6 c

Exercise 2

2 good 3 idea 4 sure 5 agree

2 😞 3 😊 4 😞 5 😊

Exercise 3

2 can 3 idea 4 play 5 sure
6 haven't

Exercise 4

2 a 3 b 4 b 5 a

Exercise 5

1 B: I agree! / Let's do that! / Great idea!
2 A: Let's make sandwiches. / We can make sandwiches!
B: I'm not sure.
3 A: Let's go there! / We can go there!
B: It's not a good idea.

5.5**Exercise 1**

A

Exercise 2

1 twelve 2 isn't 3 Henry
4 lots of friends 5 can't

Exercise 3

1 b 2 d 3 a 4 e 5 c 6 f

Exercise 4

1 eyes 2 ears 3 nose

Exercise 5

1 hear 2 speak 3 special 4 learn
5 sign language

Exercise 6

Suggested answer:

You can learn to play and you can watch great games. You can make friends and have fun. We are in the school hall every Sunday but not in the school holidays.

5.6**Exercise 1**

teddy bear

Exercise 2

fix an old teddy bear

Exercise 3

C

Exercise 4

1 Erin 2 his sister's 3 Yes, she can.
4 They're blue.

Exercise 5

2 and 3 but 4 and 5 but

Exercise 6

Suggested answer:

You can learn to play and you can watch great games. You can make friends and have fun. We are in the school hall every Sunday but not in the school holidays.

5.7**Exercise 1**

Across: 1 keyboard 3 piano
4 drums 5 violin 6 electric guitar
Down: 2 acoustic guitar

Exercise 2

2 electric guitar, keyboard
3 acoustic guitar
4 keyboard
5 violin, acoustic guitar, electric guitar
6 violin
7 acoustic guitar
8 drums

Exercise 3

2 violin 3 electric guitar
4 keyboard 5 acoustic guitar

5.9**Exercise 1**

1 jump 2 write 3 swim 4 cook 5 run

Exercise 2

1 play 2 make 3 read 4 ride 5 play

Exercise 3

1 can 2 and 3 but 4 can't 5 can

Exercise 4

1 Yes, she can.
2 Can the dogs sing?
3 No, they can't.
4 Can the boy ride his bike?
5 Yes, he can.

Exercise 5

1 can 2 sure 3 can't 4 problem
5 Great

BBC Culture: Young London**Exercise 1**

1 Thames 2 Park 3 Museum 4 Eye

Exercise 2

1 dinosaur 2 scientist 3 picnic
4 puppet 5 boat 6 skateboard

Exercise 3

1 b 2 d 3 e 4 e 5 c 6 d 7 b
8 a

Unit 6**6.1****Exercise 1**

1 have a shower ✗ listen to music ✓
do my homework ✓ hang out with my friends ✓
2 have lessons ✗ have lunch ✓
watch TV ✓ get up ✗
have breakfast ✓

Exercise 2

Across: homework, TV, school;
Down: friend, dinner, music, room, shower
2 room 3 dinner 4 shower 5 music
6 school 7 TV 8 friends

F	D	R	R	E	W	O	R	Y	T	C	S
R	I	H	O	M	E	W	O	R	K	A	H
I	N	O	L	U	Y	F	O	P	P	O	O
E	N	T	V	S	G	E	M	X	I	W	W
N	E	E	Q	I	E	C	K	D	S	S	E
D	R	R	S	C	H	O	O	L	O	M	R

Exercise 3

2 get up 3 do 4 go 5 go 6 have

Exercise 4

1 I get up. 2 I have breakfast.
3 I go to school. 5 I do my homework.
6 I go to bed.

6.2**Exercise 1**

2 does 3 play 4 get 5 listens
6 goes

Exercise 2

2 do 3 draws 4 drink 5 look
6 washes 7 carries 8 make

Exercise 3

2 He goes to school with his sister.
3 He does his homework before dinner.
4 He watches TV after dinner.
5 He plays football with his friends.
6 He tidies his bedroom every weekend.
7 He visits his grandparents.

Exercise 4

1 drinks 2 watch, play
3 tidies, helps 4 has, eats
5 hang out, have 6 does, watches

Exercise 5

1 I have lunch at / in ...
2 Laura does her homework in the kitchen. I do my homework in / at ...
3 Laura plays the piano. I play (the) ...
4 Laura likes horses. I like ...

6.3**Exercise 1**

2 always 3 usually 4 sometimes
5 never 6 often

Exercise 2

2 Kit often helps me at home.
3 Uncle Roberto sometimes visits me.
4 I never cook dinner.
5 Kit is always happy.
6 Kit and I usually have fun.

Exercise 3

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

Exercise 4

2 He usually gets up late on Sunday.
3 He is usually happy.
4 He often plays football on Saturday.
5 He sometimes plays computer games.

6.4

Exercise 1

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

Exercise 22 twenty past twelve 3 half past twelve
4 twenty-five to three 5 (a) quarter to three
6 five to three**Exercise 3**2 It's at (a) quarter past seven.
3 What time is *Happy Days*?
4 What time is *Super Girl*?
5 It's at ten to eight.
6 What time is it (now)?**Exercise 4**

b 4 c 6 d 2 e 3 f 5

6.5

Exercise 1

1 E, F 2 A, C, D

Exercise 2

2 T 3 F 4 T 5 F 6 F

Exercise 31 very big 2 his friends
3 has lessons 4 busy**Exercise 4**2 February 3 June 4 October
5 April 6 August**Exercise 5**1 February 2 April 3 June
4 August 5 October

6.6

Exercise 12 British 3 teacher 4 beach
5 volleyball**Exercise 2**

2 usually 3 often 4 often 5 always

Exercise 3

We never go to school in August. It's a holiday! I get up late. I often play computer games before breakfast. I never have breakfast in bed. I have it in the kitchen. After breakfast I often hang out with friends. Before dinner I sometimes help my parents. I usually watch TV after dinner. I often go to bed late.

Exercise 42 play computer games 3 have breakfast
4 hang out with friends
5 help my parents 6 have dinner
7 watch TV 8 go to bed

6.7

Exercise 1

1 e 2 d 3 a 4 f 5 b 6 c

Exercise 22 emails 3 online 4 chats 5 gets
6 blog**Exercise 3**

2 F 3 E 4 A 5 C 6 B

6.9

Exercise 11 have 2 hang 3 play 4 watch
5 go**Exercise 2**1 August 2 Saturday 3 November
4 April 5 Wednesday**Exercise 3**

1 go 2 likes 3 tidies 4 live 5 have

Exercise 41 I am usually busy in the afternoon.
2 We never play tennis.
3 Mum sometimes watches TV.
4 He is always late for school.
5 My cat often sleeps on my bed.**Exercise 5**

1 past 2 is 3 minutes 4 at 5 clock

5 & 6 Skills Revision**Exercise 1**

1 A

Exercise 2

1 T 2 T 3 F 4 F 5 T 6 F

Exercise 31 She has breakfast at eight o'clock.
2 She goes to school at half past eight.
3 She has lessons all day!
4 She does her homework at five o'clock.
5 She has dinner at granny's house at (a) quarter to seven.**Exercise 4**

1 c 2 e 3 a 4 d

Exercise 5

1 idea 2 Let's 3 at 4 can

Unit 7

7.1

Exercise 1

2 e 3 c 4 g 5 h 6 f 7 b 8 a

Exercise 22 snake, d 3 fish, a 4 bird, b
5 tiger, e**Exercise 3**2 Whales 3 Snakes 4 Birds
5 Frogs 6 Spiders 7 Monkeys**Exercise 4**Suggested answers:
swim: fish, frog, whale
run: giraffe, lion, monkey, tiger
fly: butterfly, fly

7.2

Exercise 12 don't 3 doesn't 4 don't
5 doesn't 6 don't 7 don't 8 don't**Exercise 2**2 don't tidy 3 don't watch 4 doesn't go
5 don't like 6 doesn't speak**Exercise 3**3 My friend plays in the garden.
4 My sister doesn't tidy her bedroom.
5 Joe and Amy hang out after school.
6 We don't go to school on Sunday.**Exercise 4**2 Dad doesn't get up early.
3 Jen and Alex play computer games.
4 Mum and dad don't play computer games.
5 Mum listens to classical music.
6 Jen doesn't listen to classical music.**Exercise 5**

2 c 3 e 4 d 5 f 6 b 7 g

7.3

Exercise 1

2 Does 3 Do 4 Does 5 Do 6 Do

Exercise 2

a 4 b 5 c 1 d 6 e 3 f 2

Exercise 3

2 don't 3 Does 4 does 5 Do 6 do

Exercise 42 Does Mike play football at school?
3 Does Lucy have piano lessons on Monday?
4 Does Dave watch DVDs to relax?
5 Does Rosie tidy her bedroom on Saturday?**Exercise 5**2 Do you like chocolate?
3 Does your teacher ride a bike to school?
4 Do your friends play football on Saturday?
5 Do you hang out with your friends at the weekend?
6 Does your dad go to the gym?**Exercise 6**2 Yes, I do. / No, I don't.
3 Yes, he/she does. / No, he/she doesn't.
4 Yes, they do. / No, they don't.
5 Yes, I do. / No, I don't.
6 Yes, he does. / No, he doesn't.**Exercise 7**1 you do after school?
2 does (Sandra) have
3 do (they) play
4 does (your pet) drink
5 do (you) go
6 Does (your best friend) speak

7.4

Exercise 12 Would 3 thanks 4 you are
5 Here are**Exercise 2**2 Can I have 3 Would you like
4 That's 5 Here you are 6 And here's**Exercise 3**2 £2.50 3 eight pounds ninety
4 £4.30 5 one pound twenty**Exercise 4**2 have 3 please 4 like 5 Yes
6 That's 7 Here 8 are 9 here

7.5

Exercise 1

2 F 3 T 4 F 5 T 6 F

Exercise 2fast ✓ strong ✓ lots of teeth ✓
long body ✓ cute face ✗ big ears ✗**Exercise 3**2 are 3 other sharks 4 have got
5 can**Exercise 4**1 They usually eat fish and other sea animals.
2 No, they don't.
3 Yes, they can.
4 They can hear fish from hundreds of kilometres away.

7.6

Exercise 1

B hamsters

Exercise 22 They're sisters.
3 She's brown and white.
4 They need new food every day.
5 It comes from the pet shop.**Exercise 3**

1 two 2 aren't 3 like 4 rabbits

Exercise 42 There are six.
3 No, they haven't.
4 No, they don't.
5 We don't know.**Exercise 5**

Model answer:

Hi (name),
(I know you like dogs.) Our dog has got some puppies. Would you like one? They are black and brown and they are very cute! They're funny and friendly too.

Puppies eat special puppy food. They drink water but milk isn't good for them.

Puppies are easy to look after. They sleep and play a lot.

Can you ask your mum and dad? Let me know.
(name)

7.7

Exercise 1Horizontal: sea, tree, pond
Vertical: hole, ground, forest, land
2 land 3 pond 4 forest
5 hole, ground 6 trees**Exercise 2**

2 S 3 L 4 S 5 L 6 L 7 L 8 L

Exercise 3

2 pond 3 ground 4 forest 5 trees

7.9

Exercise 11 hamster 2 iguana 3 parrot
4 goldfish 5 rabbit**Exercise 2**1 a fast bird 2 a dangerous lion
3 a slow tortoise 4 an ugly frog
5 a strong elephant**Exercise 3**1 doesn't sing 2 don't live 3 doesn't like
4 don't speak 5 don't want**Exercise 4**1 Does Tom wear jeans to school?
2 No, he doesn't.
3 Do your friends like football?
4 Yes, they do.
5 Does your granny visit you every week?
6 No, she doesn't.**Exercise 5**1 you 2 have 3 please 4 that's
5 are**BBC Culture: Pets in the UK****Exercise 1**

Across: 3 hedgehog 6 tarantula 7 fish

Down: 1 dog 2 axolotl 4 cat
5 rabbit**Exercise 2**1 small 2 scary / quiet, quiet / scary
3 ears, run 4 funny, live 5 cute, legs**Unit8**

8.1

Exercise 12 hockey 3 windsurfing 4 volley-
ball 5 table tennis 6 ice-skating**Exercise 2**2 basketball 3 taekwondo
4 canoeing 5 roller skating 6 tennis**Exercise 3**2 go 3 do 4 play 5 play 6 go
7 go 8 play 9 go 10 play**Exercise 4**

1 d 2 f 3 c 4 a 5 b 6 e

8.2

Exercise 12 making, Jen
3 getting, cooking, Alex
4 skateboarding, climbing, Lian**Exercise 2**2 like 3 doesn't like 4 loves
5 don't like 6 love 7 likes**Exercise 3**2 likes eating 3 loves climbing
4 doesn't like sleeping**Exercise 4**

2 it 3 you 4 them 5 him 6 us

Exercise 52 She 3 plays 4 her 5 hate
6 playing 7 me

8.3

Exercise 12 It's on the table.
3 It's my mum's bike.
4 Five.
5 There's a notebook.
6 It's Mr Evans.**Exercise 2**

2 Who 3 What 4 What 5 How many

Exercise 3

2 b 3 a 4 c 5 f 6 e

Exercise 42 Where 3 How many 4 Who
5 Whose 6 When**Exercise 5**2 When do you go to bed on Mondays?
3 Where do your friends hang out?
4 What is your favourite sport?
5 Who is your favourite singer?**Exercise 6**2 I go to bed at ... o'clock (on Mondays).
3 My friends hang out at/in ...
4 My favourite sport is ...
5 My favourite singer is ...

8.4

Exercise 1

a 3 b 5 c 6 d 1 e 2 f 4

Exercise 21 sunny 2 cloudy 3 windy 4 rainy
5 snowy 6 cold 7 cool 8 hot**Exercise 3**1 hot 2 cold 3 windy 4 rainy
5 snowy 6 warm**Exercise 4**1 spring 2 summer 3 autumn
4 winter**Exercise 5**1 summer 2 often 3 winter
4 cloudy 5 summer

8.5

Exercise 1

1 often 2 never 3 no 4 yes

Exercise 22 She never does exercise.
3 She likes reading and cooking.
4 He likes eating cakes, chocolate, pizza
and chips.
5 Yes, she does. (She loves them.)
6 He usually drinks cola.**Exercise 3**

2 f 3 b 4 a 5 c 6 e

Exercise 42 teeth 3 fruit / vegetables
4 vegetables / fruit 5 do
6 exercise 7 go 8 bed

8.6

Exercise 1

food – C sleep – A exercise – B

Exercise 2

1 food 2 exercise 3 sleep

Exercise 3

2 fruit 3 water 4 cycling 5 walks
6 swimming 7 half past nine 8 ten

Exercise 4

2 doesn't 3 always has 4 reading
5 like 6 is 7 at 8 sleeping

Exercise 5

Suggested answer:

May doesn't like fruit but she loves vegetables. She drinks a lot of water. She likes doing taekwondo and she plays badminton at the weekend. She always walks to school. She usually goes to bed at ten (o'clock). She gets up at half past seven.

8.7

Exercise 1

2 goggles 3 helmet 4 stick
5 bats 6 balls 7 net 8 racket

Exercise 2

2 cycling 3 hockey 4 swimming
5 tennis 6 volleyball

8.9

Exercise 1

1 taekwondo 2 ice-skating
3 January 4 autumn 5 early

Exercise 2

1 brush 2 play 3 go 4 drink 5 fruit

Exercise 3

1 My sister doesn't like roller skating.
2 Do you like swimming?
3 I love singing.
4 We don't like getting up early.
5 Do your friends like eating pizza?

Exercise 4

1 Where 2 How 3 them 4 her 5 it

Exercise 5

1 like 2 It's 3 it 4 is 5 Me

7 & 8 Skills Revision

Exercise 1

1 T 2 T 3 F 4 T 5 F 6 F 7 T

Exercise 2

1 It's yellow and blue.
2 It eats parrot food and bananas.
3 It can speak!
4 It's clever and funny.
5 It likes playing with a ball.

Exercise 3

1 next to 2 fifteen / 15 3 volleyball
4 healthy

Exercise 4

1 help 2 have 3 That's 4 Here