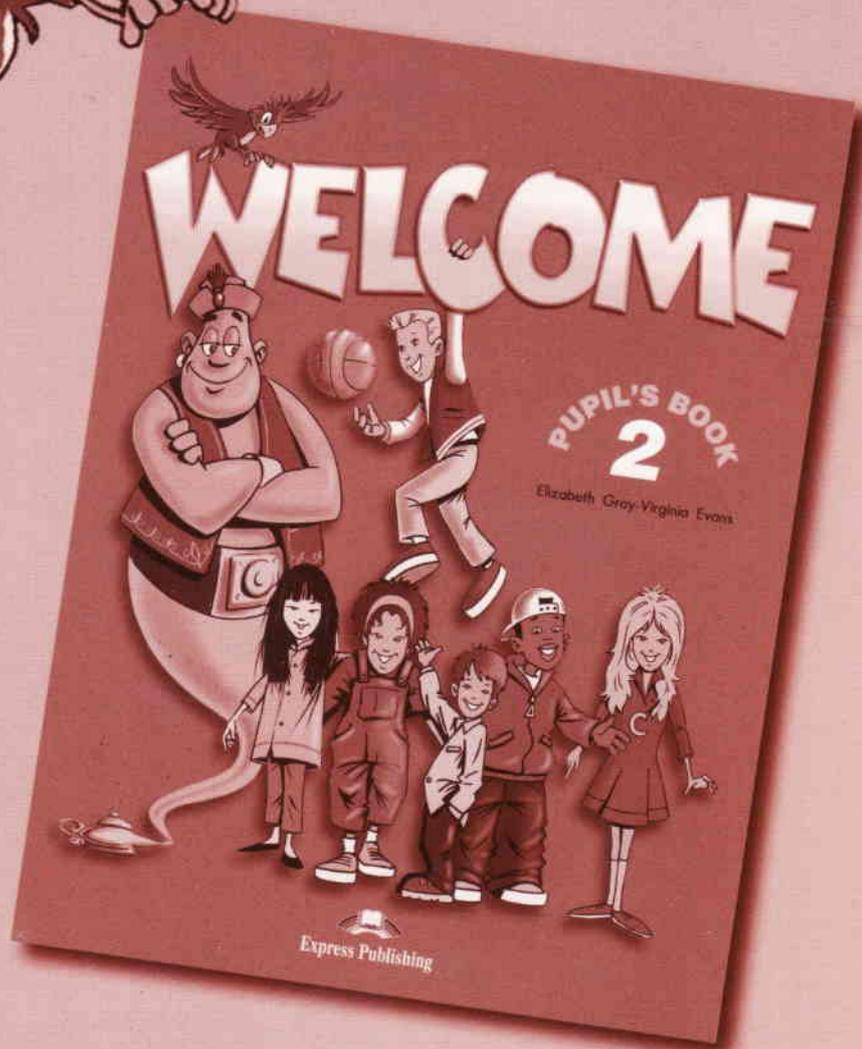


# TEACHER'S BOOK

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Express Publishing

# Introduction to the Teacher

## Description - Syllabus - Components

- **Welcome** is a two-level course at primary level for children learning English for the first time. Its syllabus is based on graded structures and vocabulary. *Welcome* enables pupils to use English effectively and ensures that they have fun while learning. *Welcome* develops all four skills (reading, writing, listening and speaking) through a variety of communicative tasks and everyday dialogues. It recycles vocabulary and grammar regularly.
- **Welcome 2** consists of fourteen units. Each unit contains material for three lessons of about 50 minutes each.

## Components at each level

- The **Pupil's Book** presents new words, grammar structures and functions in a clear way. The language is presented in context through lively dialogues or enjoyable texts. A variety of functional exercises, songs and games help pupils practise the new language in an enjoyable way. Dialogues, texts, songs, rhymes and other listening activities are on the CD or cassette.
- The **Workbook** consists of 14 units of four pages each. Each unit is divided into five sections: Vocabulary, Grammar, Communication, Listening and Reading & Writing. The Workbook aims to consolidate the language points and grammar structures that appear in the Pupil's Book with various exercises. It can be used either in class or for homework.
- The **Teacher's Book** gives step-by-step lesson plans and the answers to the exercises for both the Pupil's Book and the Workbook. It also contains extra ideas on how to present new words and grammar structures, as well as four photocopiable assessment tests in two versions and tapescripts of the listening activities.

- The **Picture Flashcards** include all the pictures necessary to present and revise new structures and vocabulary.
- The **Class CDs or Cassettes** include all the recordings for the listening activities in the Pupil's Book and the Workbook. They also include a recording of the play so that the pupils are given a model of the pronunciation and intonation of the language used.
- The **Pupil's CD or Cassette** includes all vocabulary, dialogues, texts, pronunciation twisters and the play, all of which are necessary for home study. Pupils have the chance to listen to these recordings as many times as they want to improve their pronunciation and intonation.
- The **Multimedia CD Rom** includes exercises for pupils to reinforce their language skills.

## Characters

Welcome 2 follows the exploits of the characters in Welcome 1, accompanied by their mischievous genie, Masid. Various other lively characters appear such as Hilda and Doris, the gossiping neighbours and Masid's colourful family.

## How to use the Pupil's Book

There are 14 units divided into three lessons of two pages each. Each unit provides work for a minimum of three 50-minute lessons.

## Lesson 1



### NEW VOCABULARY: EX. 1

Lesson 1 starts with the presentation of new words for the lesson. Each word is presented through a picture so that pupils understand the meaning.

#### Presentation with books closed.

- Pin up relevant flashcards one at a time.
- Point to each and model the word/phrase.
- Pupils listen, then repeat chorally and individually.
- Point to flashcards in random order and elicit new vocabulary from pupils.
- Pupils' books open. Play the cassette. Pupils listen and repeat.

Note: Avoid using pupils' mother tongue to translate new words. Use miming, classroom objects or picture flashcards instead, whenever this is possible.

#### Presentation with books open.

- Play the cassette.
- Pause between each word.
- Pupils repeat chorally and individually.
- Show pupils flashcards in random order. Pupils say the new word/phrase.



### DIALOGUE PRESENTATION: EXS. 2 & 3

— Each dialogue is preceded by a listening activity. Ex. 2 is usually a lead-in question or a listening task which pupils have to perform before reading the dialogue. In this way pupils familiarise themselves with the dialogue (Ex. 3), practising their listening comprehension at the same time.

- Read and explain the instructions.
- Read the question and elicit possible answers.
- Ask pupils to look at the pictures in Ex. 3 and guess what the dialogue is about.
- Play the cassette once or twice, while pupils complete the task.
- Check pupils' answers.

— All dialogues cover areas of interest within the knowledge of children and focus on developing pupils' listening and reading skills.

- Play the cassette with pauses between each exchange.
- Pupils listen and follow the lines and repeat chorally and individually.
- Check pupils' pronunciation and intonation.
- Pupils act out the dialogue in pairs.

Note: You can ask pupils concept questions about the dialogue after pupils have acted out the dialogue in pairs.



### CONTROLLED PRACTICE OF STRUCTURES: EX. 4

Each dialogue is followed by a structural exercise which recycles vocabulary and grammar structures presented in the dialogue.

#### Presentation with pupils' books closed.

- Pin up relevant flashcards one at a time.
- Present the structure orally.
- Write it on the board.
- Pupils repeat chorally and individually.
- Repeat with the rest of the flashcards.
- Wipe the example off the board.
- Point to the flashcards in random order.
- Elicit correct answers from pupils.
- Pupils' books open.
- Read the example.
- Pupils practise the structure of the example with all pictures.

#### Presentation with pupils' books open.

- Read the example.
- Pupils repeat chorally and individually.
- Individual pupils practise grammar structures with the rest of the pictures.
- Pupils' books closed.
- Show pupils relevant flashcards in random order.
- Pupils practise the grammar structures.



### GRAMMAR

Useful grammar tables present structures from the dialogue. Always present grammar structures on the board, as explained in each lesson plan in the Teacher's Book. Pupils practise grammar structures in the exercises that follow the table first orally, then in writing in class. In all writing exercises encourage accuracy in punctuation.



### COMMUNICATION

All useful communicative patterns presented in the dialogue are further exploited so that pupils may have more practice and be able to use them appropriately. These patterns are recorded so that pupils acquire the correct pronunciation and intonation. Pupils memorise these patterns.

- Play the cassette once or twice with pauses between each exchange.

- Pupils listen, follow the lines and repeat chorally and individually.
- Pupils read and act out the dialogue in pairs.

### ★ TRANSFER

Each lesson ends with a free-practice exercise. Pupils use the structures presented before to act out dialogues, or make sentences orally about themselves. Pupils do the exercise orally. Time permitting, the dialogues can be written in pupils' notebooks in class.

## Lesson 2

### ★ NEW VOCABULARY: EX. 1

The presentation of the new words follows the same pattern as Lesson 1, Exercise 1.

### ★ DIALOGUE PRESENTATION: EXS. 2 & 3

- Each dialogue is preceded by a listening activity, **which can be found in the Teacher's Book**. It is usually a lead-in question or a listening task which pupils have to complete before reading the dialogue. This way pupils familiarise themselves with the dialogue (Ex. 2), practising their listening comprehension at the same time.
  - Write the listening task on the board.
  - Explain the task.
  - Ask pupils to look at the pictures in Ex. 2 and guess what the dialogue is about.
  - Play the cassette once or twice, while pupils complete the task.
  - Check pupils' answers.
  - Play the cassette with pauses between each exchange.
  - Pupils listen and follow the lines and repeat chorally and individually.
  - Check pupils' pronunciation and intonation.
  - Pupils act out the dialogue in pairs.
- Each dialogue in Lesson 2 is followed by a reading comprehension exercise.
  - Read and explain the instructions.
  - Read the questions and elicit possible answers.
  - Ask pupils to read the dialogue in Ex. 2 again silently and do the task.
  - Check pupils' answers.

### ★ CONTROLLED PRACTICE OF STRUCTURES: EX. 4

Exercise 4 follows the same pattern as in Lesson 1, Exercise 4.

### ★ GRAMMAR, COMMUNICATION, TRANSFER

New structures and communicative patterns are presented and practised as in Lesson 1.

## Lesson 3

This lesson revises the vocabulary and the grammar structures that have been presented in the first two lessons of each unit. It is laid out differently to the previous lessons. The lesson starts with a text-based exercise followed by various tasks such as comprehension questions, listening or matching activities.

The project work in lesson 3 provides essential writing practice for the students. Here, they get the chance to use the structures and the vocabulary they have learned from the whole unit. The lesson ends on a fun note by playing games and singing lively songs adapted to the needs and the knowledge of the pupils.

#### - Text-based exercise

Pupils listen to and read a text adapted to match pupils' needs and ability. The text is also recorded so that pupils can practise listening as well as reading.

#### - Exercises

The Teacher's Book provides clear instructions on how each exercise in Lesson 3 should be taught.

#### - Project

The text itself serves as a model for pupils to produce a short piece of writing, as described in the Project exercise. Pupils do the exercise orally, then are assigned it as written homework. All projects work with the Photo File Section at the end of the Pupil's Book. Pupils write their text in the space provided in the Photo File Section, attach or draw pictures, then cut out the page and hand it in to be corrected. Pinning up pupils' project work in the class will make them feel proud of what they have achieved so far.

#### - Twister

This is a regular exercise on sounds in English. Play the cassette focusing pupils' attention on the sound presented each time, then pupils practise chorally and individually. In the Teacher's Book there is a list of words offering further practice on the sounds presented in the exercise.

– **Games**

In this section pupils practise structures presented in lessons 1 and 2 in lively and competitive activities. The games, for individuals or pairs, are shown clearly with examples so that pupils will have no difficulty in understanding how to play. Clear instructions for each game are given in the lesson plans in the Teacher's Book. Always explain the game to pupils before playing.

– **Songs**

Each unit ends with a song aiming to practise patterns and vocabulary taught within the unit.

- Play the cassette.
- Pupils listen and follow the words.
- Read the song and explain any unknown words.
- Pupils repeat chorally and individually.
- Play the cassette again.
- Pupils listen and sing along with the recording, following the words.

## Revision Units and Tests

There are four revision sections in the Pupil's Book set out in the following way:

Revision 1: Units 1, 2 and 3

Revision 2: Units 4, 5 and 6

Revision 3: Units 7, 8, 9 and 10

Revision 4: Units 11, 12, 13 and 14

The revision sections serve as preparation in class for the corresponding tests in the Teacher's Book. Pupils familiarise themselves with the layout and content of the tests which are divided into four sections: Vocabulary, Grammar, Communication, Reading & Writing.

There are four photocopiable assessment tests, in two versions each, at the back of the Teacher's Book followed by marking schemes.

## Happy New Year, Saint Valentine's Day

There are two extra units at the end of the book. These units are to be covered as a lead-up to the respective celebrations.

## Play

Also included at the end of the Pupil's Book is a short play. This provides pupils with the opportunity to bring to life the characters in *Welcome 2*, by taking on roles and acting out a short story which also recycles language and songs already taught. In the Teacher's Book there are stage directions for those teachers who wish to put on an end-of-year performance. The dialogue is also on CD or cassette, giving the pupils a model to emulate. Hand puppets at the back of the Workbook can be cut out and used while pupils practise the play in class.

## Workbook

After completing Lessons 1, 2 and 3 of each unit, pupils turn to the Workbook for Lesson 4. The Workbook contains extension activities relating to the units in the Pupil's Book. Each unit in the Workbook is divided into Vocabulary, Grammar, Communication, Listening, Reading & Writing. Some of the exercises can be covered in class and others may be assigned as written homework. The Workbook contains colourful illustrations, hand puppets and stickers, providing the pupils with additional tools to complete the extra activities.

## How to assign and check pupils' homework

At the end of each lesson plan there is a suggested homework assignment. Always write the assigned homework on the board so that pupils can copy it in their notebooks. Ask pupils to use the Pupil's CD or Cassette to practise further and improve their pronunciation and intonation.

Homework is always checked before the presentation of a new lesson.

– **How to check new words/structures:**

Pin up relevant flashcards. Point to each and elicit answers from pupils.

– **How to check copying:**

Collect pupils' notebooks and correct their copying, putting emphasis on the importance of clear handwriting.

– **How to check dictation:**

- Dictate various words/phrases. Pupils write them in their notebooks.
- Show pupils relevant flashcards. Pupils write down the relevant word.

Correct pupils' dictation. If pupils have made spelling mistakes, write down these words and ask pupils to write them again two or three times. Encourage pupils by praising their efforts and/or putting stickers on their dictation papers. Stickers are provided in the Workbook.

– **How to check role play:**

Pupils act out the relevant exchanges in pairs. It is advisable to use flashcards wherever possible. Check pupils' intonation and pronunciation.

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## Objectives/Targets

nationalities, describing appearances

## Structures

Where is he from? - He's from Spain. He's Spanish! - I've got something for you! - It's from France! - What's Manuel like? - He's tall and slim. He's got dark hair and brown eyes.

## Vocabulary

France, French, Mexico, Mexican, Spain, Spanish, Turkey, Turkish, Greece, Greek, Poland, Polish, USA, American, Britain, British, jumping beans, a bottle of perfume, e-mail message, handsome, tall, short, dark hair, fat, beautiful, fair hair, slim, New York, Rome, Paris, Madrid

## Communication

Talking about presents and their origin, describing appearances

## Project

Writing an e-mail message to a new friend

word(s) (France - French, Mexico - Mexican, ...). Pupils repeat, chorally and individually. Pin up flashcards Nos. 9 - 11. Point to each one and say the appropriate word/phrase. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and write.

Since this is the first lesson for Welcome 2, invite pupils to identify the characters in the dialogue by asking questions.

e.g. T: Look at picture 1. Who are they?

P1: Cindy, Lin, Eddy, Oscar and Wendy.

T: Who's standing at the door?

P2: Wendy. etc.

Read sentences 1 and 2 and explain the task to the pupils. Play the cassette. Pupils listen and write the correct country to complete the sentences.

1 France    2 Mexico

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## Lesson 1 (pp. 4 - 5)

- **Vocabulary:** France, French, Mexico, Mexican, Spain, Spanish, Turkey, Turkish, Greece, Greek, Poland, Polish, USA, American, Britain, British, jumping beans, a bottle of perfume, e-mail message, welcome back
- **Language focus:** Where is she from? - She's from Spain. She's Spanish!
- **Grammar:** the verb "to be" (affirmative, interrogative, negative) (long/short forms)

## PRESENTATION

### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 11

Pupils' books closed. Pin up flashcards Nos. 1 - 8. Tell pupils that the flashcards show different countries and nationalities. Point to each one and say the appropriate

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 12 - 17

Pupils' books closed. Show pupils flashcard No. 12. Point to the girl and ask: "Where is she from?" Pin up flashcard on the board. Write the question on the board and pupils repeat, chorally and individually. Then, say and write: "She's from Spain. She's Spanish!" Pupils repeat, chorally and individually. Pin up flashcard No. 13. Point to the boy and ask: "Where is he from?" Write the question on the board and pupils repeat, chorally and individually. Then, say and write: "He's from France. He's French!" Pupils repeat, chorally and individually. Pin up flashcards 14 - 17. Point to each flashcard. Pupils ask and answer about the people's nationalities. Write the question and answer on the board below each corresponding flashcard. Explain that **Spain, France,**

**Mexico, Poland, Turkey and Greece** are names of **countries**, while **Spanish, French, Mexican, Polish, Turkish and Greek** show **nationality**. Pupils, in pairs, ask and answer for flashcards 12 - 17. Wipe the sentences off the board. Point to the flashcards in random order. Pupils, in pairs, ask and answer about the people's nationalities. Pupils' books open. Read the example, then pupils do the exercise in pairs or as rolling questions.

- 2 A: Where is he from?  
B: He's from France. He's French!
- 3 A: Where are they from?  
B: They're from Mexico. They're Mexican!
- 4 A: Where is she from?  
B: She's from Poland. She's Polish!
- 5 A: Where is he from?  
B: He's from Turkey. He's Turkish!
- 6 A: Where are they from?  
B: They're from Greece. They're Greek!

## GRAMMAR

Revise the affirmative, negative and interrogative forms of the verb "to be". Point to yourself. Say: "I'm from ..." write **I am** on the board. Point to a pupil and say: "You're from ..." Write **you are** on the board. Do the same for all persons, singular and plural. Pupils look at the board and read out the affirmative form of the verb "to be". Show pupils how short forms are made. Follow the same instructions to present the negative and interrogative forms of the verb "to be". Pupils' books open. Individual pupils read out the grammar table.

Extension: Pupils make sentences about themselves, their classmates and classroom objects using various forms of the verb "to be".

- e.g. P1: I'm nine years old.  
P2: She's British.  
P3: Is it a pen? etc.

### 5. Read and write: am, is, are.

Pupils look at the picture. Elicit from the pupils the names of the characters in the picture and where they are from. Explain that they have to read the text and fill in the gaps with the verb "to be". Pupils do the exercise orally, then in writing in class.

2 am 3 are 4 is 5 is

### 6. Ask and answer, then write.

Read the example, then ask two pupils to read the example again. Consolidate the nationalities of the people in the pictures. Pupils do items 2 - 4 orally in pairs, then in writing in class.

- 2 B: No, **they aren't**. They're **British**.  
3 B: No, **he isn't**. He's **American**.  
4 B: **No, they aren't**. They're **Polish**.

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Pupils act out similar dialogues using the visual prompts and the model dialogue given.

(Pupils' own answers)



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 6 - 7)

- Vocabulary:** handsome, tall, short, dark hair, fat, beautiful, fair hair, slim, New York, Rome, Paris, Madrid, of course
- Language focus:** What's Manuel like? - He's tall and slim. He's got dark hair and brown eyes. - Whose is it? - It's Manuel's!
- Grammar:** the verb "have got" (affirmative, interrogative, negative - long/short forms), possessive case

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



FLASHCARDS 18 - 22

Pupils' books closed. Pin up flashcard No. 18. Point to the man and say the appropriate word(s). Pupils repeat, chorally and individually. Then, point to the boy and say the appropriate word(s). Pupils repeat, chorally and individually. Finally, point to the woman and say the appropriate word(s). Pupils repeat, chorally and

individually. Explain we use **handsome** for **men** and **beautiful** for **women** and focus on the opposites (short - tall, fat - slim, ...). Pin up flashcards Nos. 19 - 22 and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following question on the board: "Is Manuel short?" Explain the question to the pupils. Tell them they will have to listen and answer the question. Play the cassette. Pupils listen and follow the lines. Pupils answer the question: "No, he isn't. He's tall!" Play the cassette again with pauses for pupils to repeat, chorally and/or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and answer.

Read the questions. Explain to the pupils that they have to read the dialogue again silently and answer the questions. Check pupils' answers.

Extension: Pupils can answer the questions in writing in their notebooks in class or at home.

- 1 He's fourteen years old.
- 2 He's from Madrid, Spain.
- 3 Yes, he is.
- 4 Yes, he has.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 23 - 27

Pupils' books closed. Revise numbers **10 - 20** and write them on the board. Pupils repeat, chorally and individually. Pin up flashcard No. 23. Say, then write: "He's fourteen years old and he's from Madrid, Spain." Pupils repeat, chorally and individually. Pin up flashcard No. 24. Say, then write: "She's twelve years old and she's from London, England." Pupils repeat, chorally and individually. Do the same with flashcards Nos. 25 - 27. Write the example off the board and leave the prompts.

Point to flashcards in random order. Individual pupils talk about each person, practising the structure. Pupils' books open. Read out the example. Pupils repeat chorally, then do the exercise orally in class.

- 2 She's twelve years old and she's from London, England.
- 3 He's nineteen years old and he's from Paris, France.
- 4 She's fifteen years old and she's from Rome, Italy.
- 5 He's seventeen years old and he's from New York, USA.

## GRAMMAR

### ★ FLASHCARD 18

Pin up flashcard No. 18. Point to the man, say, then write: "He has got dark hair!" Pupils repeat, chorally and individually. Underline **He has got** and explain the meaning. Point to the girl, say, then write: "She's got fair hair!" Underline the short form and explain how this is formed. Pupils repeat, chorally and individually. Elicit the affirmative, negative and interrogative forms of the verb "have got" and write these on the board. Pupils repeat, chorally and individually. Pupils' books open. Read out the grammar table.

Extension: Ask pupils to make sentences about themselves and their classmates, practising the forms. e.g. *I have got dark hair. John has got blue eyes.*

### 5. Look, say and write.

#### ★ FLASHCARDS 28 - 31

Point to the pictures of Manuel, Bobo the clown, Greta, Bill and Bob. Read the description of their appearance. Choose a pupil to read the example. Explain to the pupils that they have to write two sentences. In the first sentence, they have to write about the people's height and build (if they are fat or slim). In the second sentence, they have to write about the people's hair and eyes. Then, pupils do the exercise orally, then in writing in class.

Extension: 1) Pupils' books closed. Pin up flashcards Nos. 28 - 31. Pupils look at the flashcards and make sentences about the people in the pictures.

2) Pupils in two teams. Each team gives a description of a classmate without revealing his/her name. The other team has to guess who that person is. The winner is the team with the most points.

- 2 Bobo is **short and fat**.  
He has got **fair hair and brown eyes**.
- 3 Greta is **tall and slim**.  
She **has got fair hair and green eyes**.
- 4 Bill and Bob are **short and slim**.  
**They have got dark hair and blue eyes**.
- (Pupils' own answer)

6. Read and circle.

Write on the board and say: "Manuel's e-mail". Underline 's and explain to the pupils that 's shows that something belongs to somebody. Write and say: "He's from Spain." Underline 's and explain that 's is the short form of is. Read the example. Explain to the pupils that they have to circle the correct word. Pupils do the exercise. Individual pupils read out the sentences.

- 2 Oscar's, has                      4 Cindy's, is
- 3 Masid's, has                      5 Wendy's, has

7. Listen and repeat, then talk with your friend.

 FLASHCARDS 28 - 31

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Pupils act out the dialogue in pairs. Then, pupils act out similar dialogues for Bobo, Greta, and Bill and Bob, looking at the pictures in Ex. 5 or at the respective flashcards with books closed.

- 2 A: What's Bobo like?  
B: He's short and fat. He's got fair hair and brown eyes.
- 3 A: What's Greta like?  
B: She's tall and slim. She's got fair hair and green eyes.
- 4 A: What are Bill and Bob like?  
B: They're short and slim. They've got dark hair and blue eyes.

\* Use flashcards 28 - 31 in the next lesson to practise Ex. 7.

**Lesson 3 (pp. 8 - 9)**

 Check pupils' HW.

**LISTENING & READING**

1. Listen, read and circle.

Explain that this is an e-mail message. Ask pupils to look at the text and say who the e-mail message is from. Play the cassette. Pupils listen, read and circle the correct word. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

- 2 twelve                      3 slim                      4 dark                      5 red

2. Read again and answer.

Read the questions. Pupils read the text again silently and answer the questions. Check pupils' answers.

- 1 She's from Paris.
- 2 She's twelve years old.
- 3 She's tall and slim. She's got dark hair and blue eyes.
- 4 Danielle's/Her favourite colour is red.

3. Listen and write a name or a number.

Play the cassette. Pupils listen and fill in a name or a number.

- 1 Carlos                      2 sixteen/16                      3 Spain

4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about each other. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)



**Suggested Homework**

- 1 Copy: 2 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## WRITING

### 3. Project.

Point out that pupils should use Ex.1 as a model. Refer pupils to the Photo File Section. After pupils have done Ex. 5 orally in class, assign it as written HW.

(Pupils' own answers)

### 4. TWISTER Listen and repeat.

Play the cassette. Pupils listen and repeat. Focus pupils' attention on how **f** and **v** are pronounced. Check pupils' intonation and pronunciation.

Teacher: Write the following list of words on the board:

face	foot	vase	favourite
family	friend	very	eleven
father	frog	visit	every
fish	fruit	five	wave
food		seven	

Read the words and pupils repeat chorally and individually. Point to various words in random order. Individual pupils say the words.

### 5. Let's play!

Pupils look at the pictures. Read the names of the people shown and consolidate words such as: fat, slim, tall, short, dark hair, fair hair and colours. Ask questions such as: "What's Bob like?" and elicit correct answer: "He's tall and he's got dark hair and green eyes." Read the model dialogue. Pupils follow the lines. Choose a pupil. Ask teacher to think of one of the children. Pupils ask questions, as in the example, until they find who it is that the pupil thought of. Choose another pupil and continue the game.

### 6. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: part of Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: numbers 10 - 20
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

# Unit 2 - Number six, Hill Street! (pp. 10 - 15)

## ✓ Objectives/Targets

giving directions, identifying position of objects and location of rooms

## ✓ Structures

There's a record shop on the right. - Where's Cindy's house? - It's on the right, next to the hotel. - prepositions of place (opposite, next to, between) - Where's the bedroom? - It's upstairs, opposite the bathroom.

## ✓ Vocabulary

go along, turn left, turn right, opposite, next to, between, map, record shop, bank, station, supermarket, restaurant, hotel, street, cooker, sink, drawer, wardrobe, upstairs, downstairs, hall, wall, dining room

## ✓ Communication

giving directions and talking about location

## ✓ Project

inviting a friend to a house-warming party

## Lesson 1 (pp. 10 - 11)

- Vocabulary:** go along, turn left, turn right, opposite, next to, between, map, record shop, bank, station, supermarket, restaurant, hotel, street, new, Oh, dear
- Language focus:** There's a record shop on the right. - Where's Cindy's house? - It's on the right, next to the hotel.
- Grammar:** There is/are, prepositions of place

## PRESENTATION

### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 5

Pupils' books closed. Pin up flashcards Nos. 1 - 4 and say the appropriate words. Pupils repeat, chorally and individually. Explain the prepositions of place by demonstrating them with objects and people in class.

Pin up flashcard No. 5 and explain that this is a map of a street with various buildings. Say the appropriate words and pupils repeat, chorally and individually. Pupils books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

Extension: Pupils can practise the prepositions of place by asking questions concerning the buildings on the map.

e.g. P1: *Where's the bank?*

P2: *It's between the record shop and the station.* etc.

## LISTENING & READING

### 2. Listen and put a tick (✓) or a cross (✗).

Read sentences 1 and 2. Explain the task to pupils. Play the cassette. Pupils listen and put a tick for a correct sentence and a cross for a wrong sentence.

1 ✗ 2 ✓

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogues in pairs.

## PRACTICE

### 4. You are on Hill Street! What is there on the left? What is there on the right? Look and say.

#### ★ FLASHCARD 6

Pupils' books closed. Pin up flashcard No. 6 on the board. Present the buildings mentioned on the map. Then, explain the left and the right side of the street. Ask pupils: *"What is there on the right?"* Then say and write: *"There's a record shop on the right."* Pupils repeat, chorally or individually. Now, point to the supermarket say, then write: *"There's a supermarket on the left."* Pupils repeat, chorally and individually. Write the prompts on the board. Pupils, in turn, look at the map and the prompts and say where the buildings are. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 There's a supermarket on the left.
- 3 There's a restaurant on the left.
- 4 There's a cinema on the right.

- 5 There's a station on the left.  
6 There's a bank on the left.

## GRAMMAR

### ★ FLASHCARD 6

Pin up flashcard No. 6. Say, then write on the board: "There is a hotel in Hill Street." Pupils repeat, chorally and individually. Explain the structure **there is** and the use of the preposition **in** when we talk about streets. Then, say and write the interrogative and negative forms: "Is there a house next to the station?" "There is not a hotel next to the station." Pupils repeat, chorally and individually. Show how the short forms are made. Then, say and write: "There are two houses in Hill Street." Pupils repeat, chorally and individually. Explain the structure **there are** and show the interrogative and negative forms of **there are**. Pupils repeat, chorally and individually. Pupils' books open. Individual pupils read out the grammar table.

Extension: 1) Use flashcard No. 6 to drill your pupils. Provide them with prompts.

eg (cinema)

P1: There's a cinema in Hill Street.

(2 houses)

P2: There are two houses in Hill Street. etc.

2 Ask pupils to draw a map of a street. Pupils talk about their maps.

eg P1: There's a restaurant next to the station.

P2: There's a bank opposite the cinema. etc.

### 5. Look again, read, and write yes or no.

Pupils look at the picture in Ex. 4 again. Then they read the sentences and write **yes** for a correct sentence and **no** for a wrong sentence.

- 2 no    3 no    4 yes

### 6. Now, ask and answer.

Ask pupils to look at the picture in Ex. 4 again. Individual pupils read out the example. Then, pupils go through the prompts and do the exercise orally in pairs.

#### (Suggested answers)

- A: Is there a bank opposite the cinema?  
B: No, there isn't. There's a supermarket opposite the cinema.
- A: Is there a house between the bank and the restaurant?  
B: Yes, there is.
- A: Is there a station next to the bank?  
B: No, there isn't. There's a station next to the supermarket.

### 7. Listen, look at the map and write.

Play the cassette. Pupils listen, look at the map and write the name of the building. Check pupils' answers.

- 2 cinema    3 hotel    4 bank

### 8. Listen and repeat, then talk with your friend.

#### ★ FLASHCARD 6

Pin up flashcard No. 6. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils then look at the flashcard and act out dialogues in pairs using the prompts and the dialogue they listened to as a model. Note: Use flashcard No. 6 in the next lesson to practise the patterns.

#### (Suggested answers)

- 2 A: Where's the restaurant?  
B: It's on the left, opposite Cindy's house.
- 3 A: Where's the bank?  
B: It's on the left, opposite the record shop.
- 4 A: Where's the hotel?  
B: It's on the right, between Cindy's house and the record shop.
- 5 A: Where's the station?  
B: It's on the left, next to the supermarket.
- 6 A: Where's the supermarket?  
B: It's on the left, opposite the cinema.



#### Suggested Homework

- 1 Copy: four exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 8

## Lesson 2 (pp. 12 - 13)

- Vocabulary:** cooker, sink, drawer, wardrobe, upstairs, downstairs, hall, wall, dining room, come on, What's the matter? - get out
- Language focus:** Put the books on the shelf! - Where's the bedroom? - It's upstairs, opposite the bathroom.
- Grammar:** personal (subject and object) pronouns, possessive adjectives, possessive pronouns, imperative

 Check pupils' HW.

### PRESENTATION

1. Listen and repeat.

#### ★ FLASHCARDS 7 - 14

Pupils' books closed. Pin up flashcards Nos. 7 - 14 one by one and say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.

### LISTENING & READING

2. Listen and read.

Write the following question on the board: "Where's Cindy?" Explain that they will have to listen and answer the question. Play the cassette. Pupils listen and follow the lines. Pupils answer the question: "She's in her bedroom." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

3. Now, read again and write yes or no.

Read the sentences. Explain to the pupils that they have to read the dialogue silently again and write **yes** next to a correct sentence and **no** next to an incorrect sentence. Give them time to go over the dialogue and do the task. Then, check pupils' answers.

1 yes    2 no    3 no    4 yes

Extension: Ask pupils questions concerning the pictures in Ex. 3.

e.g. (picture 1)

T: What have the men got?

P1: A cooker.

(picture 2)

T: Where are the children now?

P2: In Cindy's room.

T: What has Wendy got?

P3: Books.                      etc.

### PRACTICE

4. Look and say.

#### ★ FLASHCARD 15

Pupils' books closed. Pin up flashcard No. 15. Revise the prepositions of place (**on, under, opposite, between, next to**) by pointing to various items in the picture. Then say and write: "There's a cooker between the sink and the fridge." Pupils repeat, chorally and individually. Point to the two baskets. Say and write: "There are two baskets under the table." Pupils repeat, chorally and/or individually. Write the prompts on the board. Ask a pupil to use the pattern on the board to talk about the location of the next items. Wipe the example off the board. Individual pupils say where the items are. Pupils' books open. Pupils look at Ex. 4. Read out the example. Pupils do the exercise orally.

#### (Suggested answers)

- 2 There are two baskets under the table.
- 3 There's a table opposite the door.
- 4 There are two chairs next to the door.
- 5 There's a radio on the fridge.
- 6 There are two pictures on the wall.

### GRAMMAR

Point to yourself and say: "I". Point to a pupil and say: "You". Do the same for the rest of the **personal subject pronouns**. Write them on the board. Pupils repeat after you, chorally and/or individually. Present **personal object pronouns**. Say, then write on the board: "I am (Mrs Smith). Look at me!" Underline the personal subject pronoun, then the personal object pronoun. Explain that personal subject pronouns are used before verbs while personal object pronouns are used after verbs. Present the rest of the personal object pronouns in the same way.

eg **He** is (John). Look at **him!** etc. Write the personal subject pronouns next to the personal subject pronouns. Pupils read them out. Present the **possessive adjectives and pronouns**. Show your book, while saying: "This is **my** book. This book is **mine!**" Underline the possessive adjective, then the possessive pronoun. Explain that possessive adjectives are used before nouns whereas possessive pronouns do not precede anything. Present the rest of the possessive adjectives and pronouns. Write them on the board. Focus pupils' attention on the fact that there is **no** possessive pronoun for **it**. Pupils read them out. Drill your pupils.

eg Drill 1 T: I am Doris. Look at ...

P1: Look at **me!**

T: He is a clown. Look at ...

P2: Look at **him!**

Drill 2 T: This is my computer. This computer is ...

P1: This computer is **mine!**

T: These are our books. These books are ...

P2: These books are **ours!**

## 5. Read and circle.

Read the example. Explain to pupils that they have to circle the correct pronoun or adjective. Pupils do the exercise. Individual pupils read out the sentences.

- |        |       |          |
|--------|-------|----------|
| 2 them | 4 its | 6 us     |
| 3 his  | 5 him | 7 theirs |

## 6. Listen and fill in: don't open, tidy, wash, water.

Revise the use of the imperative. Say: "Stand up!", "Sit down!", "Don't talk!". Write the sentences on the board. Explain that we form the negative imperative using **don't**. Pupils' books open. Read the examples in the scroll. Then read the dialogue. Explain that they should listen and fill in the gaps using the words given.

- |        |              |
|--------|--------------|
| 1 wash | 3 water      |
| 2 Tidy | 4 Don't open |

## 7. Listen and repeat, then talk with your friend.

### ★ FLASHCARD 16

Put up flashcard No. 16. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Ask pupils which rooms are upstairs and which are downstairs. Pupils act out dialogues, in pairs using the prompts and

the dialogue they listened to as a model. Use flashcard No. 16 in the next lesson to practise the patterns.

### (Suggested answers)

A: Where's the kitchen?

B: It's downstairs, next to the dining room.

A: Where's the toilet?

B: It's upstairs, next to the bathroom.

A: Where's the dining room?

B: It's downstairs, opposite the living room.

A: Where's the bathroom?

B: It's upstairs, opposite the bedroom.

A: Where's the living room?

B: It's downstairs, opposite the dining room.



### Suggested Homework

- Copy: two - three exchanges from Ex. 2
- Reading aloud: Ex. 2
- Dictation: Ex. 1
- Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 14 - 15)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read, and choose: A, B or C.

Explain the task. Play the cassette. Pupils listen, look at the map and choose the correct route from Martha's house to Kelly's. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

correct: **B**

### 2. Read again and answer.

Read the questions. Pupils read the text again and answer the questions. Check pupils' answers.

- It's Kelly's new house.
- It's number twelve.
- The supermarket is next to her house.

### 3. Listen and draw a line.

Ask pupils to look at the picture. Play the cassette. Pupils listen and draw lines to show where each building is.

- Supermarket** — between record shop and park
- Hotel** — next to cinema
- Station** — next to park

Extension: Practise the following structures with pupils.

- T: Where's the restaurant?*
- P1: Opposite the bank.*
- T: Where's the record shop?*
- P2: Between the supermarket and the park.*

### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

**(Pupils' own answers)**

## WRITING

### 5. Project.

Ask pupils to use Ex.1 as a model, then ask some pupils to do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

**(Pupils' own answers)**

### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **b** and **p** are pronounced. Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

<b>b</b> aby	<b>b</b> ed	<b>p</b> ark	<b>p</b> icnic
<b>b</b> all	<b>b</b> ike	<b>p</b> arrot	<b>p</b> iece
<b>b</b> anana	<b>b</b> iscuit	<b>p</b> arty	<b>p</b> ink
<b>b</b> ank	<b>b</b> ook	<b>p</b> en	<b>p</b> lant
<b>b</b> asket	<b>b</b> ox	<b>p</b> encil	<b>p</b> late
<b>b</b> at	<b>b</b> read	<b>p</b> et	<b>p</b> ool
<b>b</b> ath	<b>b</b> us	<b>p</b> iano	<b>p</b> otato
<b>b</b> each		<b>p</b> icture	

Read the words and pupils repeat chorally and individually. Point to various words in random order. Individual pupils say the words.

### 7. Let's play!

Pupils look at the picture. Choose a pupil as a leader. Ask him/her to think of a place. Pupils ask questions as in the example until they find the place the pupil has chosen. Choose another pupil to be the leader and continue the game.

### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: words from Ex. 1 of Lessons 1 and 2
- 4 Act out: Ex. 4
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Objectives/Targets

Talking about what people are doing (present activities), ability, asking for, giving and refusing permission

## Structures

present continuous (formation and spelling), the verb "can", I can't see the trunk. It's too dark! - Can I open ...? - Yes, of course! - Sorry, no!

## Vocabulary

wind, hold, afraid, brush, game, film, wolf, noise, popcorn, attic, old trunk, dark, high, heavy, pumpkin, Halloween, costume

## Communication

Talking about present activities, talking about ability, asking for, giving and refusing permission

## Project

Plans for a room

## Lesson 1 (pp. 16 - 17)

- ☐ **Vocabulary:** wind, hold, afraid, brush, game, film, wolf, noise, popcorn, I see, just, someone, something, trick or treat
- ☐ **Language focus:** What's he doing? - He's climbing the tree!
- ☐ **Grammar:** present continuous

## PRESENTATION

1. Listen and repeat.

### ★ FLASHCARDS 1 - 8

Pupils' books closed. Pin up flashcards Nos. 1 - 8 and read the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, then repeat chorally and/or individually.

## LISTENING & READING

2. Listen and write.

Read questions 1 and 2. Play the cassette. Pupils listen and fill in the missing words.

1 film    2 garden

3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

4. Look and say.

### ★ FLASHCARDS 9 - 13

Pupils' books closed. Pin up flashcard No. 9 on the board. Say, then write: "What are you doing?" Pupils repeat, chorally and individually. Say, then write: "We're watching a film." Pupils repeat, chorally and individually. Pin up flashcard No. 10 on the board. Write the prompt below it. Ask a pupil: "What are you doing?" The pupil answers: "We're eating popcorn." Do the same for flashcards 11 - 13. Pupils' books open. Pupils ask and answer in turn.

- 2 What are you doing?  
We're eating popcorn.
- 3 What are you doing?  
We're brushing our hair.
- 4 What are you doing?  
We're playing a game.
- 5 What are you doing?  
We're listening to music.

## GRAMMAR

### ★ FLASHCARDS 9 - 13

Pupils' books closed. Say, then write on the board: "I am watching a film." Underline "I am watching" and explain that this tense is the present continuous, then revise how it is formed. Point out that this tense is used to describe actions happening now, at the moment of speaking. Write next to the first sentence: "I'm watching a film."

Explain that this is the short form of the tense. Revise all the other persons (long and short forms) of the affirmative, negative and interrogative in the same way. Show pupils flashcards Nos. 9 - 13. Ask questions about each flashcard eliciting complete or yes/no answers.

e.g. T: (showing flashcard No. 9) *What's Lin doing?*

P1: *She's watching a film.*

T: *Is Wendy watching a film, too?*

P2: *Yes, she is. etc.*

Present the spelling rules on the board. Write the verbs on the board and show pupils the changes in the formation of the verbs. Pupils' books open. Read out the grammar table. Drill your pupils.

e.g. T: *I am watching a film.*

T: *You*

P1: **You** are watching a film.

T: *They*

P2: **They** are watching a film.

T: *Mary*

P3: **Mary** is watching a film. etc.

### 5. Listen and draw a line.

Pupils look at the picture and read the names. Play the cassette. Pupils listen and draw lines to match the names to the characters.

**Jane** – wearing a big black hat and dancing

**Simon** – talking on the phone

**Donna** – wearing a red dress and writing

### 6. Ask and answer, then write.

Pupils ask and answer questions in pairs about the people in Ex. 5, as in the examples. Pupils then complete the task in writing in class.

3 A: Is Simon talking on the phone?

B: Yes, he is.

4 A: Is Donna drinking?

B: No, she isn't. She's writing.

5 A: Are Toby and Donna wearing black hats?

B: No, they aren't.

Extension: Ask pupils questions.

e.g. T: *Is Toby holding an apple?*

P1: *No, he isn't. He's holding a candle.*

T: *Is Simon writing?*

P2: *No, he isn't. He's talking on the phone. etc.*

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Pupils act out dialogues in pairs

using the pictures and the dialogue they listened to as a model.

2 A: What's he doing?

B: He's drinking (milk)!

3 A: What's he doing?

B: He's running!

4 A: What's he doing?

B: He's reading (a book)!



### Suggested Homework

1 Copy: four exchanges from Ex. 3

2 Reading aloud: Ex. 3

3 Dictation: Ex. 1

4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 18 - 19)

- Vocabulary:** attic, old trunk, dark, high, heavy, pumpkin, Halloween, costume, come in, get, without
- Language focus:** I can't see the trunk. It's too dark! - Can I open the window? - Yes, of course! - Sorry, no!
- Grammar:** the verb "can"

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 14 - 21

Pupils' books closed. Pin up flashcards Nos. 14 - 18 and say the appropriate words. Pupils repeat, chorally and individually. Pin up flashcards Nos. 19 - 21. Point to each one and say the appropriate words. Pupils repeat, chorally and individually. Explain that these flashcards illustrate a celebration called "Halloween", which takes place on 31st October. Give some background information concerning Halloween (children wear costumes and go around playing trick or treat. They make lanterns from pumpkins). Pupils' books open. Play the cassette. Pupils listen and repeat, chorally and/or individually.

## LISTENING & READING

### 2 Listen and read.

Write the following statement on the board: "The old trunk is in the garden." Ask pupils to decide if the statement is true (T) or false (F). Play the cassette. Pupils listen and follow the lines. Pupils answer the question: "False. The old trunk isn't in the garden. It's in the attic." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3 Now, read again and answer.

Read the questions. Explain to the pupils that they have to read the dialogue again silently and answer the questions in their notebooks. Give them some time to go over the dialogue and complete the task. Then check their answers.

- 1 They're playing trick or treat.
- 2 They're in the old trunk.

## PRACTICE

### 4 Look and say.

#### ★ FLASHCARDS 22 - 26

Pupils' books closed. Show pupils flashcard No. 22. Say, then write: "I can't see the trunk. It's too dark!" Pupils repeat chorally and individually. Pin up flashcard No. 23 on the board. Write the prompts below the flashcard. Say: "I can't hold the pumpkin. It's too heavy!" Pupils repeat chorally and individually. Pin up flashcard No. 24 on the board. Write the prompts below the flashcard. Ask a pupil to talk about it. Do the same for the rest of the flashcards. Point to various flashcards in random order. Get the pupils to talk about the people in the flashcards. Pupils' books open. Pupils do the exercise orally in class.

- 2 I can't hold the pumpkin. It's too heavy!
- 3 I can't climb the tree. It's too high!
- 4 I can't wear the dress. It's too big!
- 5 I can't eat the pizza. It's too hot!

## GRAMMAR

Pupils' books closed. Write on the board: "I **can** draw." "Tom **can** play the piano." Pupils repeat after you. Underline the verb **can** and explain that it is the same in all persons. Explain that we use this verb to express **ability**. Write on the board and revise the **affirmative**, **negative** and **interrogative** forms of the verb "**can**". Ask pupils to make sentences about what they can or can't do. Provide them with prompts if necessary.

e.g. T: (swim)

P1: I can/can't swim.

T: (play soccer)

P2: I can/can't play soccer. etc.

Go outside, knock on the door, open it slightly and peep through. Say, then write: "Can I come in?" Pupils repeat, chorally and individually. Write below the question: "Yes, you can!", "No, you can't!" Pupils repeat after you. Underline the verb "**can**". Explain that we can also use this verb to ask for, give and refuse permission. In pairs, pupils ask for permission. Provide them with prompts if necessary.

e.g. P1: Can I play with your computer?

P1: Yes, you can./No, you can't.

T: Can I come to your house?

P2: Yes, you can./No, you can't. etc.

Pupils' books open. Read out the table.

### 5. Look, say and write.

Ask pupils to look at the pictures. Read the example. Pupils complete the sentences first orally, then in writing in class.

- 2 Can I
- 3 Can I

### 6. Look, read and match.

Ask pupils to look at the pictures. Ask pupils questions eliciting the correct answer.

e.g. (picture 1)

T: What's Tom holding?

P1: A basketball.

T: What's the weather like?

P2: It's raining.

T: Can he play basketball today?

P3: No, he can't. etc.

Read the sentence for the first picture. Individual pupils read out sentences (2 - 5) and do the exercise by matching the sentences to the corresponding pictures.

Allow pupils one minute to look at the pictures and the sentences. Then, ask individual pupils to look only at the pictures and say the correct sentence.

- 2 D
- 3 A
- 4 B
- 5 C

**7. Listen and repeat, then talk with your friend.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils act out dialogues in pairs using the prompts and the dialogue they listened to as a model.

Note: Explain that when we give or refuse permission, it is more polite to use: "Yes, of course!" or "Sorry, no!" instead of: "Yes, you can." or "No, you can't."

(Pupils' own answers)



**Suggested Homework**

- 1 Copy: two - three exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

**Lesson 3 (pp. 20 - 21)**

Check pupils' HW.

**LISTENING & READING**

**1. Listen, read and write.**

Explain that this is a notice that can be found on the door of someone's room. Play the cassette. Pupils listen and write the missing words. Play the cassette again with pauses for pupils to repeat, chorally and individually. Then, individual pupils read out from the text.

- 1 listen    2 watch    3 drink    4 visit

**2. Read again and answer.**

Read the questions. Pupils read the text in Ex. 1 again and answer the questions orally. Check pupils' answers.

- |                     |                  |
|---------------------|------------------|
| 1 It's Jake's room. | 4 No, you can't. |
| 2 Yes, you can.     | 5 No, you can't. |
| 3 Yes, you can.     |                  |

**3. Read and choose.**

Read the example. Explain that they will have to choose the correct answer to the questions given. Pupils do the exercise. Check pupils' answers.

- 1 A                      2 B                      3 B

**4. About you: ask and answer.**

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

**WRITING**

**5. Project.**

Pupils use the text in Ex.1 as a model and do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

This is **Peter's** room!!!

Please read this:

In my room you can **play computer games** but you can't **ride a bike!** You can **watch TV**, but you can't **eat or drink** in here! You can **visit me** any time (but not late at night!)

WELCOME!

**6. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **a** is pronounced.

**a** can be pronounced: /æ/ as in apple  
/ɑ:/ as in star

Pupils listen and repeat, chorally and individually. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board.

apple	lamb	star	bath
cat	man	carpet	car
hat	hand	vase	card
jam	cap	father	guitar

~~Rec~~ the words and pupils repeat, chorally and ~~individually~~ after you. Point to various words in random ~~order~~. Individual pupils say the words.

### 7 Let's play!

~~Divide~~ the class into two teams. One team has to make ~~other~~ correct or wrong sentences about the animals in the ~~picture~~. The other team has to say if this animal can or ~~can't~~ do this action. The team with the most points is the ~~winner~~.

### 8 Let's sing!

~~Play~~ the cassette. Pupils listen and follow the lines. Read ~~out~~ the song. Pupils listen and repeat. Play the cassette ~~again~~. Pupils listen and try to sing along with the ~~recording~~.

#### Suggested Homework

- 1 Copy: part of Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: grammar table (present continuous - spelling) Lesson 1
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Revision 1 Units 1 - 3 (pp. 22 - 23)

(Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

- A**
- |                    |                       |
|--------------------|-----------------------|
| 1 It's a pumpkin.  | 5 It's a drawer.      |
| 2 It's an attic.   | 6 It's a dining room. |
| 3 It's a trunk.    | 7 It's a game.        |
| 4 It's a wardrobe. | 8 It's a costume.     |

- B**
- |            |             |
|------------|-------------|
| 9 French   | 13 Greek    |
| 10 Mexico  | 14 Poland   |
| 11 Spain   | 15 American |
| 12 Turkish |             |

- C**
- |         |         |          |
|---------|---------|----------|
| 16 are  | 19 us   | 22 Their |
| 17 have | 20 mine | 23 are   |
| 18 is   | 21 his  |          |

- D**
- |                       |                      |
|-----------------------|----------------------|
| 24 They are listening | 27 It is climbing    |
| 25 He is making       | 28 They are brushing |
| 26 He is holding      |                      |

- E**
- |      |      |      |      |
|------|------|------|------|
| 29 B | 30 B | 31 A | 32 A |
|------|------|------|------|

- F**
- |      |      |      |      |
|------|------|------|------|
| 33 c | 34 a | 35 b | 36 e |
|------|------|------|------|

- G**
- |                |           |
|----------------|-----------|
| 37 left        | 39 right  |
| 38 supermarket | 40 cinema |

- H**
- |             |         |           |
|-------------|---------|-----------|
| 41 from     | 43 slim | 45 eyes   |
| 42 nineteen | 44 dark | 46 yellow |

- I**
- |                                    |
|------------------------------------|
| 47 He's from Paris.                |
| 48 He's nineteen years old.        |
| 49 No, he isn't.                   |
| 50 His favourite colour is yellow. |

## Unit 4 - A very special day! (pp. 24 - 29)

### ✓ Objectives/Targets

talking about birthdays and dates, numbers 10-100, ordinals (first, second ...)

### ✓ Structures

this-that/these-those, What's the date today? - It's the fifteenth of November, question words (why - when - how - where - who - whose - what)

### ✓ Vocabulary

surprise party, uncle, aunt, cousin, market, numbers 10-100, young, old, date, ordinals, neighbour, hide, turn on, turn off

### ✓ Communication

talking about ages, birthdays and dates

### ✓ Project

invitation to a surprise birthday party

### Lesson 1 (pp. 24 - 25)

- Vocabulary:** surprise party, uncle, aunt, cousin, market, numbers 10 - 100, young, old, yet, find
- Language focus:** This is my ..., He's making ... That is my ..., I'm going to my grandmother's house. It's her birthday today! - How old is she? - She's eighty-four!
- Grammar:** this/that - these/those

### PRESENTATION

1. Listen and repeat.



#### FLASHCARDS 1 - 5

Pupils' books closed. Pin up flashcards Nos. 1 - 2 and say the appropriate words. Pupils repeat, chorally and individually. Pin up flashcard No. 3. Explain that this is a staircase with numbers on it. Present numbers 10-100. Point to each number and say the appropriate word. Pupils repeat after you each time, chorally and individually. Pupils then count out loud. Ask individual

Pupils to say the numbers as you point at each figure in random order. Pin up flashcards Nos. 4 - 5 and say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat and repeat, chorally and/or individually.

## LISTENING & READING

### 2 Listen and match.

Explain the task. Pupils listen and match the items to make a sentence. Check pupils' answers.

1 b      2 a

### 3 Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4 Look and say.

#### ★ FLASHCARDS 6 - 11

Pupils' books closed. Pin up flashcard No. 6. Say, then write on the board: "This is my uncle, Sinbad. He's washing the food." Pupils repeat, chorally and individually. Pin up flashcard No. 7. Say, then write on the board: "That is my cousin, Abdul. He's making the cake." Explain that we use **this** for sth or sb near us and **that** for sth or sb far away from us. Pin up flashcards Nos. 8 - 11. Write, one at a time, the prompts below them. Ask pupils to use the patterns on the board to talk about these flashcards. Write the examples off the board. Point to flashcards in random order. Individual pupils talk about each picture. Pupils' books open. Read the examples, then pupils do the exercise orally in class.

- 3 This is my aunt, Rubika. She's washing the dishes!
- 4 That is my brother, Jamal. He's cooking sausages!
- 5 This is my sister, Bibi. She's tidying the house!
- 6 That is my grandfather, Halim. He's watering the plants!

## GRAMMAR

Present **this-that/these-those**. Pupils' books closed. Put your book on your desk. Go near it. Point and say: "**This** is my book." Write the sentence on the board. Move further away, then point to a pupil's book and say: "**That** is (John's) book." Write the sentence on the board. Explain the use of **this** and **that**. Explain that the plural forms of **this** and **that** are **these** and **those**. Write examples on the board. Drill pupils by pointing to people and objects in class close up and far away.

e.g. T: (pointing to the door close up)

P1: This is a door.

T: (pointing to the books on the back desk far away)

P2: Those are books. etc.

Pupils' books open. Individual pupils read out the examples in the grammar table.

### 5. Look, say, and write: this, that, these, those.

Explain that the hand indicates if the item is near or far. Pupils read items 1 - 4 and do the exercise orally, then in writing in class.

2 Those      3 That      4 These

### 6. Choose and say.

Pupils read the numbers and choose the correct item. Check pupils' answers. Then, pupils say the numbers.

1 c      2 a      3 b      4 c      5 b

### 7. Look, ask and answer.

Pupils' books closed. Practise numbers 10-100 by writing numbers on the board for the pupils to say.

e.g. T: 44

P1: forty-four

T: 38

P2: thirty-eight etc.

Pupils' books open. Pupils look at the people in the picture and ask and answer questions about their ages.

A: How old's Grandma Alima?

B: She's ninety!

A: How old's Grandfather Halim?

B: He's one hundred!

A: How old's Cousin Abdul?

B: He's forty-two!

A: How old's Aunt Rubika?

B: She's sixty-five!

## 8. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Pupils act out dialogues in pairs, using the prompts and the dialogue they listened to as a model.

A: I'm going to my cousin's house.  
It's his/her birthday today!

B: Oh, really? How old is he/she?

A: He's/She's twenty-nine!

A: I'm going to my aunt's house.  
It's her birthday today!

B: Oh, really? How old is she?

A: She's forty-three!

A: I'm going to my uncle's house.  
It's his birthday today!

B: Oh, really? How old is he?

A: He's fifty-five!

A: I'm going to my grandfather's house.  
It's his birthday today!

B: Oh, really? How old is he?

A: He's seventy-one!



### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 2 (pp. 26 - 27)

- Vocabulary:** date, ordinals (1st - 30th), neighbour, hide, turn on, turn off, why, because, be careful
- Language focus:** What's the date today? - It's the fifteenth of November. - When's your birthday? - It's on the ninth of August. - When's yours?
- Grammar:** question words (why, when, how, where, who, whose, what)

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 12 - 16

Pupils' books closed. Pin up flashcard No. 12 and say the appropriate words. Pupils repeat, chorally and individually. Then, pupils read the ordinals out loud. Ask individual pupils to say the ordinals you point at in random order. Pin up flashcards Nos. 13 - 16 and say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following statement on the board: "It's the fifteenth of October today." Explain that they will have to listen and decide whether this statement is true or false. Play the cassette. Pupils listen and follow the lines. Pupils answer the question: "It's false! It's the fifteenth of November today." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and write.

Read the sentences. Explain that they have to read the dialogue again silently, and fill in the missing words. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

- 1 It's Grandma's **ninetieth** birthday.
- 2 Grandma's birthday is on the **fifteenth** of November.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 17 - 22

Pupils' books closed. Revise the months and write them on the board. Ask individual pupils to read them out. Show flashcard No. 17. Say, then write: "What's the date today?" "It's the fifteenth of November." Pupils repeat, chorally and individually. Pin up flashcard No. 18 on the board. Ask: "What's the date today?" Pupils say: "It's the twenty-second of March." Pupils repeat, chorally and individually. Do the same for the rest of the flashcards. Wipe the example off the board. Point to various flashcards in random order. Individual pupils talk about each flashcard. Pupils' books open. Read out the example. Pupils, in pairs, ask and answer about the dates orally in class.

- 2 A: What's the date today?  
B: It's the twenty-second of March.
- 3 A: What's the date today?  
B: It's the fourth of July.
- 4 A: What's the date today?  
B: It's the thirty-first of October.
- 5 A: What's the date today?  
B: It's the twelfth of February.
- 6 A: What's the date today?  
B: It's the eleventh of January.

## GRAMMAR

Write the examples on the board. Underline the question words and explain what each one means and when we use them. Focus pupils' attention on what the expected answers usually are. e.g. **Why ...? Because ...**,

**Where ...? In (place) ...**, **When ...? On (time) ...** etc.

Pupils' books open. Individual pupils read out the table.

Extension: Divide the class in two teams. One team asks questions and the other team answers them. Each correct question or answer gets one point. The team with the most points is the winner.

NOTE: Provide pupils with prompts if necessary.

eg Team 1: **How old** are you?

Team 2: *I'm ten years old.* etc.

### 5. Listen, read and circle.

Present the two characters and explain that they are neighbours. Read the dialogue and explain the task. Play the cassette. Check pupils' answers. Then, pupils read out the dialogue in pairs.

- 2 Why    3 Who    4 Where    5 How    2 fifteenth    3 seven

### 6. Match and say.

First check that pupils know what the celebrations are and elicit the dates when we celebrate them. Then, pupils match the sentences to the dates and say when each celebration takes place.

- 2 Saint Valentine's Day is on 14th February.  
3 April Fool's Day is on 1st April.  
4 Halloween is on 31st October.  
5 May Day is on 1st May.

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 8. Talk with your friend, then write.

Pupils, in pairs, act out dialogues about themselves using the dialogue in Ex. 7 as a model. Pupils do the exercise orally first, then in writing, in class.

#### (Suggested answer)

A: When's **your** birthday?

B: It's on **the twelfth of May**.  
When's **yours**?

A: On **the first of July**.



#### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 2  
2 Reading aloud: Ex. 2  
3 Dictation: Ex. 1  
4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 28 - 29)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read, and circle.

Explain that this is an invitation to a surprise birthday party. Play the cassette. Pupils listen and circle the correct word. Check pupils' answers. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

## 2. Read again and answer.

Read the questions. Pupils read the text silently again and answer the questions. Check pupils' answers.

- 1 Masid is inviting his cousin Azim to the party.
- 2 It's Grandma's birthday.
- 3 It is at seven o'clock.

## 3. Listen and write.

Explain the task. Play the cassette. Pupils listen and write the missing words. Check pupils' answers.

- |             |                 |
|-------------|-----------------|
| 1 Hill      | 3 (of) May      |
| 2 3 (three) | 4 14 (fourteen) |

## 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

## WRITING

## 5. Project.

Ask pupils to use Ex.1 as a model, then ask some pupils to do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Pupils' own answers)

## 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **f** and **th** are pronounced. Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

face	theatre
family	three
father	third
February	thin
food	thirty
five	thirtieth
fourteen(th)	
fifteen(th)	
four(th)	
first	

Read the words and pupils repeat, chorally and individually after you. Point to various words in random order. Individual pupils say the words.

## 7. Let's play!

Divide the class into two teams. Team A asks questions about people's ages and birthdays in random order. Team B has to match the person to the correct age and date and give the correct answer. For each correct question and answer each team gets one point. The team with the most points is the winner.

## 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: ordinals
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Objectives/Targets

introducing items of food, buying items of food, talking about prices, ordering food, containers

## Structures

There is a pineapple. - There are 2, 3, ... pineapples. - There is some jam. - There are 2, 3, ... jars of jam. - Can I have a bottle of ...? - Here you are! That's fifty-seven pence. - How much is ...? - What would you like? - I'd like a slice of coconut cake and a cup of tea, please. - plurals (regular - irregular)

## Vocabulary

a bottle of lemonade, a jar of jam, a can of cola, a carton of milk, a packet of peas, melon, watermelon, lemon, lime, coconut, mango, pineapple, pence, pound, bazaar, buy, knife, spoon, fork, person, people, bowl, soup, cup, tea, a slice of cake, pie

## Communication

buying items of food and talking about prices, ordering food

## Project

write about a school bazaar

## Lesson 1 (pp. 30 - 31)

- **Vocabulary:** a bottle of lemonade, a jar of jam, a can of cola, a carton of milk, a packet of peas, melon, watermelon, lemon, lime, coconut, mango, pineapple, pence, pound, bazaar, buy
- **Language focus:** Can you buy three packets of peas, please? - There is a coconut. - There is some cola. - There are three cans of cola. - How much is a bottle of ...? - It's fifty-nine pence.
- **Grammar:** countable - uncountable nouns, a/some, containers

## PRESENTATION

1. Listen and repeat.



### FLASHCARDS 1 - 4

Pupils' books closed. Pin up flashcards Nos. 1 - 4 and say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

## LISTENING & READING

2. Listen and tick (✓) the food you hear.

Pupils read the words. Play the cassette. Pupils listen and tick the food they hear. Check pupils' answers.

**items to be ticked:** peas, pineapples

3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

4. Look and say.



### FLASHCARDS 5 - 10

Pupils' books closed. Pin up flashcard No. 5. Say, then write on the board: "Can you buy three packets of peas, please?" Pupils repeat, chorally and individually. Pin up flashcard No. 6. Say, then write on the board: "Can you buy a can of cola, please?" Pupils repeat, chorally and individually. Pin up flashcards Nos. 7 - 10 on the board. Focus pupils' attention on the number of items shown on the pictures. Write the prompts below them. Pupils ask questions, as in the example. Wipe the example off the board. Point to various flashcards in random order. Pupils ask questions. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 2 Can you buy a can of cola, please?
- 3 Can you buy six cartons of milk, please?
- 4 Can you buy two bottles of lemonade, please?
- 5 Can you buy three jars of jam, please?
- 6 Can you buy five kilos of limes, please?

## GRAMMAR

Pupils' books closed. Write, then say: "There is a pineapple." "There is some cola." Pupils repeat, chorally and individually. Underline **is, a, some**. Explain that we use **a/an** with countable nouns (nouns which can be counted) and **some** with uncountable nouns (nouns which cannot be counted). Then, say and write: "There are two pineapples." "There are two cans of cola." Pupils repeat, chorally and individually. Underline **are, pineapples, cans** and **cola**. Explain that countable nouns can be used in plural form (pineapple - pineapples), while uncountable nouns cannot. Explain that we can use containers with uncountable nouns to show quantity. Say the names of the containers, then write them on the board. Pupils repeat, chorally and/or individually. Pupils' books open. Individual pupils read out the examples in the grammar table. Drill your pupils, providing them with prompts if necessary.

e.g. Drill 1 T: lime  
P1: a lime  
T: lemon  
P2: a lemon  
T: lemonade  
P3: some lemonade etc.

Drill 2 T: cola  
P1: a can of cola  
T: jam  
P2: a jar of jam etc.

## 5. Look, say, and write: bottle, kilo, can, packet, jar, carton.

Pupils look at the pictures and fill in the correct word first orally, then in writing in class.

2 packet	4 can	6 jar
3 carton	5 kilo	

## • Now, ask and answer.

Read the example, then pupils, in pairs, ask and answer about the items in Ex. 5.

## (Suggested answers)

- A: How much is a packet of biscuits?  
B: It's one pound, twenty pence.
- A: How much is a carton of milk?  
B: It's sixty pence.
- A: How much is a can of cola?  
B: It's fifty-five pence.
- A: How much is a kilo of meat?  
B: It's two pounds, seventy pence.
- A: How much is a jar of jam?  
B: It's ninety-two pence.

Extension: Divide the class into two teams. Both teams look at the items in Ex. 5 for a minute and close their books. Team A asks team B about the price of an item. Team B has to answer the question. Then, team B asks team A about another item. Each correct question and answer gets one point. The team with the most points is the winner.

e.g. Team A P1: How much is the bottle of lemonade?  
Team B P1: It's fifty-nine pence.  
Team B P2: How much is the packet of biscuits?  
Team A P2: It's one pound, twenty pence. etc.

## 6. Listen and colour.

## ★ FLASHCARD 11

Ask pupils to take the yellow, red, green, brown and blue crayons out of their pencil cases. Pupils look at the picture. Play the cassette. Pupils listen and colour in the items correctly.

orange juice: yellow	carton of milk: blue
jar of jam: red	packet of peas: green
can of cola: brown	

Extension: Use flashcard No. 11 to revise the colours.  
e.g. T: What colour is the bottle of orange juice?  
P1: It's yellow.

Then show pupils flashcard No. 11 again and ask them, in pairs, to act out dialogues.

P1: How much is the bottle of orange juice?  
P2: It's fifty-seven pence. etc.

## 7. Listen and repeat, then talk with your friend.

## ★ FLASHCARD 11

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pin up flashcard No. 11. Pupils act out dialogues in pairs, using the flashcard and the dialogue they listened to as a model.

## (Suggested answers)

A: Can I have a jar of jam, please?  
B: Here you are! That's eighty-nine pence.

A: Can I have a can of cola, please?  
B: Here you are! That's fifty-nine pence. etc.

### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 32 - 33)

- 1 **Vocabulary:** knife, spoon, fork, person, people, bowl, soup, cup, tea, a slice of cake, pie, come in, get ready, guess, certainly
- 2 **Language focus:** What would you like? - I'd like a slice of coconut cake and a cup of tea, please! - That's sixty pence, please.
- 3 **Grammar:** plurals (regular - irregular)

Check pupils' HW.

## PRESENTATION

- 1 Listen and repeat.

### FLASHCARDS 12 - 18

Pupils' books closed. Pin up flashcards Nos. 12 - 18 and write the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat, chorally and individually.

## LISTENING & READING

- 2 Listen and read.

Write the following sentence on the board: "I'd like a slice of        cake." Explain that they will have to listen and find the missing word. Play the cassette. Pupils listen and follow the lines. Check pupils' answer: "I'd like a slice of coconut cake." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

3. Now, read again and write: Oscar, Lin, Wendy.

Read the sentences. Explain that they have to read the dialogue silently again and write the name of the person who said these statements. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

- 2 Wendy                      3 Oscar

## PRACTICE

4. Look and say.

### ★ FLASHCARDS 19 - 23

Pupils' books closed. Pin up flashcard No. 19 on the board. Say, then write: "I'd like a cup of tea, please." Pupils repeat, chorally and individually. Pin up flashcard No. 20 on the board. Write the prompts below it. Ask a pupil to use the pattern and talk about it. Do the same for the rest of the flashcards. Wipe the example off the board. Point to flashcards in random order and pupils talk about them. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 I'd like a bowl of soup, please!
- 3 I'd like a glass of water, please!
- 4 I'd like a slice of cake, please!
- 5 I'd like a bottle of lemonade, please!

## GRAMMAR

Pupils's books closed. Say, then write: "one car - two cars". Underline the 's'. Pupils repeat after you. Explain that we usually form the plural number by adding an 's' to the noun. Now, write: "one glass - two glasses", "one watch - two watches", "one knife - two knives", "one baby - two babies". Explain the formation of plurals and the spelling difficulties. Pupils repeat, chorally and individually. Focus pupils' attention on the pronunciation of **-s**, **-es**, **-ves** and **-ies**. Present the irregular plurals. Pupils repeat, chorally and individually. Pupils' books open. Individual pupils read out the table. Drill pupils. Say nouns in the singular and pupils form the plural.

**Suggested words:** car, robot, watch, potato, knife, foot, child, person, camera, apple, tomato, wolf, film, sheep, etc.

## 5. Look, say and write.

Pupils look at the picture and do the exercise orally, then in writing in class.

- 2 There are two women.
- 3 There are five plates.
- 4 There are five glasses.
- 5 There are five knives.
- 6 There are five forks.
- 7 There are two bottles.

Extension: Pupils, in two teams, look at the picture for one minute. Then, they close their books and each team has to say a sentence concerning the picture. Each correct sentence gets one point. The team with the most points is the winner.

e.g. Team A P1: There are two bottles (of water).

Team B P1: There are three children. etc.

## 6. Read and correct.

Explain the task to pupils. Pupils read the text and correct the mistakes. Check pupils' answers.

- |           |            |
|-----------|------------|
| 2 mangoes | 5 cans     |
| 3 knives  | 6 children |
| 4 men     |            |

## 7. Listen and repeat, then talk with your friend.

 FLASHCARD 24

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Pupils, in pairs, act out similar dialogues using the menu and the dialogue in Ex. 7 as a model.

**(Suggested answers)**

- A: What would you like?  
 B: I'd like a slice of cheesecake and a cup of tea, please!  
 A: That's seventy-five pence, please.
- A: What would you like?  
 B: I'd like a slice of apple pie and a cup of coffee, please!  
 A: That's fifty-five pence, please.

**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

**Lesson 3 (pp. 34 - 35)**

 Check pupils' HW.

**LISTENING & READING**

## 1. Listen, read and circle.

Explain the task. Play the cassette. Pupils listen, read and circle the correct word. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

- 2 mangoes      3 peas      4 teddy bear

## 2. Read again and answer.

Read the questions. Pupils read the text in Ex. 1 silently, again and answer the questions first orally, then in writing in class.

- 1 Greenhill (school)      2 It's at 2 o'clock.

## 3. Look at the pictures and read the questions. Write one-word answers.

 FLASHCARDS 25 - 27

Pupils look at the pictures and read questions 1 - 6. Pupils answer the questions first orally, then in writing in class.

- |          |           |        |
|----------|-----------|--------|
| 2 basket | 4 melons  | 6 four |
| 3 market | 5 cooking |        |

Extension: Show pupils flashcards Nos. 25 - 27 one at a time and invite pupils to tell the story, asking them questions if necessary.

e.g. T: (showing flashcard No. 25) How many children are there?

P1: There are two children.

T: What is the girl holding?

P2: The girl's holding a basket. etc.

Note: You can assign the exercise as HW and in the next lesson use flashcards Nos. 25 - 27 to help pupils reproduce the story.

#### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

## WRITING

#### 5. Project.

Pupils use the text in Ex.1 as a model, and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Pupils' own answers)

#### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **sh** and **ch** are pronounced. Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

sheep	cheese
shell	cherry
ship	child
shop	match
wish	teacher
shelf	chair
shirt	watch
shoe	lunch
short	catch
shoulder	chips

Read the words and pupils repeat, chorally and individually after you. Point to various words in random order. Individual pupils say the words.

#### 7. Let's play!

Pupils look at the picture and identify the items of food/drink. Let pupils look at the picture for one minute, then ask them to close their books. Pupils, in teams, try to remember what the previous pupils said and say one more item from the ones in the picture. The team with the most points is the winner.

#### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: grammar table (Lesson 2 - regular and irregular plurals)
- 4 Act out: Ex. 3, Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Objectives/Targets

talking about subjects, times and daily routines

## Structures

introducing present simple, prepositions of time (on - at - in), It's quarter past nine. It's time for ...

## Vocabulary

subjects, Science, Art, History, Music, English, PE, quarter to, quarter past, half past, boring, interesting, student, notebook, schoolbag, desk, dish, heat, orange, purple, circle, round, square, triangle

## Communication

talking about subjects (likes and dislikes), talking about routines

## Project

writing about your favourite day

### Lesson 1 (pp. 36 - 37)

- Vocabulary:** subjects, Science, Art, History, Music, English, PE, quarter to, quarter past, half past, boring, interesting, see you later
- Language focus:** It's quarter past nine. It's time for our Science lesson!, Do you like History? Yes, I like History! It's interesting!, No, I don't like History. It's boring!
- Grammar:** present simple, prepositions of time (on - at - in)

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 1 - 5

Pupils' books closed. Pin up flashcards Nos. 1 - 3. Explain that all these are school subjects. Point to each one and say the appropriate words. Pupils repeat chorally and individually. Pin up flashcard No. 4. Ask:

"What time is it?" and answer: "It's quarter to one." Write the time on the board. Do the same for quarter past one and half past one. Pupils repeat chorally and individually. Pin up flashcard No. 5. Point and say the appropriate words. Pupils repeat chorally and/or individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

Extension: Draw clocks with various times and invite pupils to tell the time.

## LISTENING & READING

### 2. Listen and write yes or no.

Read sentences 1 and 2. Play the cassette. Pupils listen and write *yes* next to a correct sentence and *no* next to an incorrect one.

- 1 no      2 yes

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

Extension: Ask pupils further comprehension questions e.g. *What's Wendy's favourite subject? (History).*

*What time is their Science lesson? (At quarter past nine).*

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 6 - 11

Pupils' books closed. Pin up flashcard No. 6. Ask pupils: "What time is it?" Pupils answer: "It's quarter past nine." Say, then write on the board: "It's quarter past nine. It's time for our Science lesson!" Pupils repeat chorally and individually. Do the same for flashcards Nos. 7 - 11. Write the example off the board. Point to flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Ask pupils to look at the clock faces and the pictures. Read the example, then pupils do the exercise orally in class.

- 2 It's half past one. It's time for our PE lesson!
- 3 It's quarter to twelve. It's time for our English lesson!

- 4 It's half past ten. It's time for our Art lesson!
- 5 It's quarter past two. It's time for our Music lesson!
- 6 It's quarter to three. It's time for our History lesson!

## GRAMMAR

Pupils' books closed. Say, then write on the board: "I get up at half past eight every morning." Pupils repeat, chorally and individually. Underline "I get up". Revise the use of present simple. Explain that it is used to talk about things we do every day (routine). Write the first and the third person singular on the board. Underline **-s** in the third person. Explain that the third person singular is usually formed by adding **-s** to the verb. Point out that there are exceptions to the rule. Write these verbs on the board: **teach, wash, go, tidy**, and show pupils how the third person singular is formed. Present the interrogative and negative in the same way as the affirmative. Point out that we need **do** to form the first and second person singular and **does** to form the third person singular. In plural we use **do** to form all persons. Revise the short forms. Say, then write: "I do not like History." Write next to the sentence: "I don't like History." Pupils repeat chorally and individually. Explain that the short forms of **do not** and **does not** are **don't** and **doesn't**. Pupils' books open. Read the table. Drill your pupils. Say some verbs and ask pupils to form the third person singular. Check their spelling. (Suggested verbs: **play, write, watch, wash, do, fly, swim**, etc.)

Extension: Drill your pupils.

Ex. 1: I visit my friends on Sundays.

You

P1: You visit your friends on Sundays.

He

P2: He visits his friends on Sundays. etc.

She

she

P3: She doesn't like Science.

They

P4: They don't like Science. etc.

Do you play soccer in the afternoon?

He

P4: Does he play soccer in the afternoon? etc.

## 3. Look, say and write.

Pupils look at the pictures and read the sentences. Pupils complete the sentences orally, then in writing in class.

2 eats 3 goes 4 doesn't work 5 visits

Extension: Ask questions about Mr Welsh.

e.g. T: What time does Mr Welsh get up?

P1: He gets up at quarter past seven. etc.

## 6. Match and say.

Revise the use of prepositions of time (**on + days, at + hours/noon/night, in + parts of the day**). Pupils do the exercise orally, by drawing lines.

We eat breakfast in the morning.

We don't go to school on Sundays.

We eat lunch at noon.

## GAME (optional)

Divide the class into two teams. Say time phrases. Teams, in turn, add **at, in** or **on**. Each correct answer gets 1 point. The team with the most points is the winner.

e.g. Teacher: the afternoon

Team A P1: in the afternoon

Teacher: Friday

Team B P1: on Friday etc.

## 7. Listen and repeat, then talk with your friend.



### FLASHCARDS 1 - 3

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils, in pairs, act out similar dialogues using the pictures as prompts and the dialogue they listened to as a model.

Note: You can use flashcards Nos. 1 - 3.

(Pupils' own answers)



### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

**Lesson 2 (pp. 38 - 39)**

- Vocabulary:** student, notebook, schoolbag, desk, dish, heat, orange, purple, circle, round, square, triangle, get out, know, What's the matter?, happen, good
- Language focus:** We always write in this lesson!, What's the matter?, I can't find my bag! I usually put it under the desk.
- Grammar:** adverbs of frequency

 Check pupils' HW.

**PRESENTATION**

1. Listen and repeat.

 FLASHCARDS 12 - 15

Pupils' books closed. Pin up flashcards Nos. 12 - 15, one at a time. Point to each one and say the appropriate words. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

**LISTENING & READING**

2. Listen and read.

Write the following question on the board: "What colour is the bottle?" Encourage a picture discussion concerning the lesson, what happens, etc. Play the cassette. Pupils listen and follow the lines to answer the question. Check pupils' answer: "It's blue." Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

3. Now, read again and write yes or no.

Read the sentences. Explain that they have to read the dialogue again silently, and write *yes* next to a correct sentence and *no* next to an incorrect one. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

- 1 no      2 yes      3 no      4 yes

**PRACTICE**

4. Look and say.

 FLASHCARDS 16 - 20

Pupils' books closed. Pin up flashcard No. 16 on the board. Say, then write: "We always write in this lesson." Pupils repeat chorally and individually. Pin up flashcards Nos. 17 - 20 one at a time. Write the prompts below them. Pupils make sentences as in the example. Wipe the example off the board. Point to various pictures. Pupils make sentences practising the pattern presented. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 We always eat breakfast in the morning!
- 3 We always do our homework in the afternoon!
- 4 We always watch TV in the evening!
- 5 We always go to bed at night!

**GRAMMAR**

 FLASHCARDS 16 - 20

Pupils' books closed. Pin up flashcard No. 17. Say, then write on the board: "They always eat breakfast in the morning." Underline **always**. Pupils repeat chorally and individually. Present and explain the meaning of the adverbs of frequency. Explain that we use these adverbs to show how often we do things. Also, explain the position of adverbs of frequency (before the main verb). Pupils' books open. Read the table focusing on the symbols that explain the meaning of the adverbs of frequency.

Extension: Pin up flashcards Nos. 16 - 20. Draw next to them the symbols depicting how often the people in the flashcards do the actions. Invite pupils to talk about them.  
e.g. (flashcard No. 16 ✓✓✓)

P1: They always write in this lesson!

(flashcard No. 17 ✓✓)

P2: They usually eat breakfast in the morning! etc.

5. Read and choose.

Read out the example and explain the task. Pupils do the exercise orally, then in writing. Ask pupils to justify their answers.

- 2 b      3 b      4 a

### 6. Look and say.

Pupils make sentences about Eddy, choosing the correct adverb of frequency by using the symbols. Pupils do the exercise orally in class.

#### Suggested answers)

- Eddy sometimes brushes his hair in the evening!
- Eddy never goes to school in the evening!
- Eddy usually has a shower in the afternoon!
- Eddy always eats breakfast in the morning!
- Eddy never tidies his room in the morning!
- Eddy sometimes plays tennis in the afternoon!
- Eddy usually writes letters in the evening!

Extension: Invite pupils to make sentences about themselves, saying how often they do these actions.

- Q: I always watch TV in the evening!
- A: I usually brush my hair in the morning! etc.

### 7. Listen and colour.

Pupils take the pink, brown, purple, grey and orange crayons out of their pencil cases. Pupils look at the picture. Play the cassette. Pupils listen and colour in the items correctly.

Triangle on the door: pink

Round box: brown

Square box: purple

Round picture: grey

Square picture: orange

Extension: Ask pupils to look at the picture for one minute and then close their books. Ask pupils questions.

- Q: What colour is the triangle on the door?
- A: It's pink. etc.

### 8. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat chorally or individually. Pupils, in pairs, act out similar dialogues using the pictures as prompts and the dialogue memorised to as a model.

- A: What's the matter?
- B: I can't find my jacket!  
I usually put it the wardrobe!
- A: What's the matter?
- B: I can't find my book!  
I usually put it on the shelf!
- A: What's the matter?
- B: I can't find my camera!  
I usually put it in the drawer!

- A: What's the matter?
- B: I can't find my watch!  
I usually put it on the table!



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

### Lesson 3 (pp. 40 - 41)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read, and put a tick (✓) or a cross (X).

Explain the task. Play the cassette. Pupils listen, read, and tick (✓) or cross (X) accordingly next to the text. Play the cassette twice, if necessary. Check pupils' answers. Play the cassette again with pauses for pupils to repeat chorally or individually. Individual pupils read out from the text.

2 ✓      3 X      4 X      5 ✓

### 2. Read again and answer.

Read the questions. Pupils read the text again silently and answer the questions orally. Check pupils' answers.

- 1 Cindy's favourite day is Monday.
- 2 Cindy gets up at quarter to eight.
- 3 Yes, she does.
- 4 She does her homework in the afternoon.

### 3. Write the sentences.

Read the example and explain that pupils must put the words in the correct order to make a complete sentence. Individual pupils do the exercise orally, then in writing in class.

- 2 I always write in my notebook.
- 3 Students sometimes do Science projects.
- 4 Where do you usually put your bag?
- 5 A dog never eats fish.
- 6 He doesn't usually eat pineapples.

#### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

### WRITING

#### 5. Project.

Ask pupils to use Ex.1 as a model, then ask some pupils to do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

**Friday** is my favourite day! This is what I **usually** do on **Fridays**.

I get up **at half past seven**, I eat my breakfast and **at eight o'clock** I go to school.

I like **Fridays**, because **at half past eight** we have **PE!** **At half past twelve** it's lunchtime. I usually eat lunch at school. **At quarter past one** I have English. I like English! It's interesting! I go home **at three o'clock**.

In the afternoon I **always** do my homework. **Then, at half past seven**, I watch "Queen Street" on TV, but I **never** go to bed late. I always go to bed **at ten o'clock!**

#### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **h** is pronounced. Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

hat	house	hair
hand	helicopter	head
hello	homework	hour

Read the words and pupils repeat chorally and individually after you. Point to various words in random order. Individual pupils say the words.

#### 7. Let's play!

Choose a pupil. Ask him/her to choose one of the activities that Barry does on his favourite day and write it on a piece of paper. Pupils try to guess what Barry does on his favourite day. The pupil who guesses correctly chooses another activity and the game continues.

e.g. L: *What does Barry do on his favourite day?*

P1: *Does he eat pizza?*

L: *No, he doesn't.*

P2: *Does he play tennis?*

L: *No, he doesn't.*

P3: *Does he go to the cinema?*

L: *Yes, he does! etc.*

#### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Repeat out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: part of text in Ex. 1
- 4 Act out: Ex. 4, Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Revision 2 Units 4 - 6 (pp. 42 - 43)

Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the lesson. Pupils are then prepared for the test.)

- A 1 neighbour    4 knife    6 Science  
 2 pound    5 bowl    7 melon  
 3 pineapple

- B 8 sixty-six    12 eighty-eight  
 9 seventy-five    13 seventy  
 10 ninety-three    14 one/a hundred  
 11 fifty

- C 15 That    16 These    17 Those

- D 18 c    19 b    20 f    21 a    22 e

- E 23 She never plays soccer.  
 24 She always buys fruit.  
 25 They always have Science on Monday.

- F 26 B    27 A    28 A    29 B    30 B

- G 31 knives    33 buses    35 wolves  
 32 mangoes    34 children    36 glasses

- H 37 When's    39 yours  
 38 fifth of October    40 February

- I 41 gets up    43 goes    45 likes  
 42 eats    44 rides    46 listens

- J 47 yes    48 yes    49 no    50 no

## Unit 7 - I want to be a firefighter! (pp. 44 - 49)

### Objectives/Targets

talking about daily routines and present activities, talking about professions, likes and dislikes

### Structures

present simple versus present continuous, What do you want to be?, What do you like doing in your free time?

### Vocabulary

jobs, bus driver, pilot, baker, DJ, farmer, fire, firefighter, deliver, postman, cycle, skate, skip, walk, collect, stamp, coin, badminton, baseball, model aeroplane

### Communication

talking about professions, talking about likes and dislikes in free-time activities

### Project

writing about sb's daily routine

### Lesson 1 (pp. 44 - 45)

- Vocabulary:** jobs, bus driver, pilot, baker, DJ, farmer, fire, firefighter, deliver, postman, somewhere
- Language focus:** What do firefighters usually do? We usually ... , What do you want to be?, I want to be a firefighter!, Why?, Because I like helping people!
- Grammar:** present simple versus present continuous

### PRESENTATION

1. Listen and repeat.



#### FLASHCARDS 1 - 7

Pupils' books closed. Pin up flashcards Nos. 1-7 on the board one at a time. Point to each one and say the appropriate words. Pupils repeat chorally and individually. Explain that the flashcards show various jobs. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and put a tick (✓) or a cross (X).

Read sentences 1 and 2. Explain the task. Play the cassette. Pupils listen and put a tick next to a correct sentence and a cross next to an incorrect one.

1 ✓ 2 X

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 8 - 12

Pupils' books closed. Pin up flashcard No. 8. Ask, then write: "What do firefighters usually do?" Pupils repeat after you. Then, say and write: "We usually fight fires!" Pupils repeat chorally and individually. Pin up flashcard No. 9 on the board and write the prompts below it. Ask a pupil: "What do pilots usually do?" The pupil says: "We usually fly aeroplanes." Do the same for the rest of the flashcards. Wipe the example off the board. Point to flashcards in random order. Pupils ask and answer about the people in the flashcards, practising the pattern presented. Pupils' books open. Read the example, then pupils, in pairs, do the exercise orally in class.

- 2 A: What do pilots usually do?  
B: We usually fly aeroplanes!
- 3 A: What do bakers usually do?  
B: We usually make bread!
- 4 A: What do farmers usually do?  
B: We usually grow vegetables!
- 5 A: What do postmen usually do?  
B: We usually deliver letters!

## GRAMMAR

#### ★ FLASHCARD 13

Pupils' books closed. Pin up flashcard No. 13 on the board. Say, then write: "He usually plays music." Underline **usually** and **plays**. Pupils repeat chorally and individually. Then, write next to the previous sentence "Today he is playing soccer." Underline **is playing** and **today**. Pupils repeat chorally and individually. Explain the difference between present simple (for repeated actions) and present continuous (for a temporary action). Point out the use of key words (*usually, today*) to determine which tense is to be used. Ask pupils to make sentences about what they usually do and what they are doing today. Pupils' books open. Read out the grammar table.

### 5. Look, say, and write: play, ride, fly, drive, work.

#### ★ FLASHCARDS 13 - 17

Pupils look at the pictures and complete the sentences using the correct verb in the correct tense (present simple or present continuous). Pupils do the exercise orally first, then in writing in class.

- 2 She usually **works** in a school. Today she **is working** in the garden.
- 3 He usually **rides** a bike. Today he **is riding** a horse.
- 4 She usually **drives** a bus. Today she **is driving** a car.
- 5 He usually **flies** an aeroplane. Today he **is flying** a kite.

Extension: Pin up flashcards Nos. 13-17. Ask questions about the people in the picture.

e.g. T: What does the DJ usually do?

P1: He usually plays music.

T: Is he playing music today?

P2: No, he isn't. He's playing soccer today. etc.

### 6. Look, read and correct.

Pupils look at the pictures. They read the sentences and correct them orally first, then in writing in class.

- 2 Wrong! A clown doesn't wear small shoes. A clown wears big shoes!
- 3 Wrong! A firefighter doesn't make bread. A firefighter fights fires!

**Lesson:** Pin up flashcards Nos. 8 - 12 on the board. Write incorrect sentences about them. Pupils, in pairs, correct the mistakes.

**Ex. 7 -** A pilot fights fires.

**Pt:** Wrong! A pilot doesn't fight fires. A pilot flies aeroplanes! etc.

**7 Listen and repeat, then talk with your friend.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils in pairs, act out similar dialogues using the prompts and the dialogue they listened to as a model.

### Suggested answers)

- A What do you want to be?
- B I want to be a farmer!
- A Why?
- B Because I like growing vegetables!

- A What do you want to be?
- B I want to be a basketball player!
- A Why?
- B Because I like playing basketball!

- A What do you want to be?
- B I want to be a chef!
- A Why?
- B Because I like cooking!

- A What do you want to be?
- B I want to be a doctor!
- A Why?
- B Because I like helping people!

- A What do you want to be?
- B I want to be a DJ!
- A Why?
- B Because I like playing music!



### Suggested Homework

- 1 Copy: 2-3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 46 - 47)

- Vocabulary:** cycle, skate, skip, walk, collect, stamp, coin, badminton, baseball, model aeroplane
- Language focus:** we usually cycle but today we're walking home., What do you like doing in your free time?, I like cycling.
- Grammar:** like + ing

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



FLASHCARDS 18 - 25

Pupils' books closed. Pin up flashcards Nos. 18-25, one at a time. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following sentence on the board: "Mr Black likes **cycling/walking** in his free time!" Explain that they will have to listen and decide which the correct word is. Pupils listen and follow the lines. Check pupils' answers: "Mr Black likes **cycling** in his free time!" Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and/or intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and answer.

Read the questions. Explain that they have to read the dialogue silently again, and answer the questions. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

- 1 He likes cycling in his free time.
- 2 Yes, she does.
- 3 She likes collecting dolls.
- 4 He likes collecting coins.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 26 - 29

Pupils' books closed. Pin up flashcard No. 26. Say, then write: "We usually cycle but today we're walking home." Pupils repeat chorally and individually. Pin up flashcards Nos. 27-29 and write the prompts below them. Ask pupils to talk about the people in the flashcards, practising the pattern presented. Wipe the example off the board. Point to various flashcards in random order. Pupils talk about the pictures. Pupils' books open. Read the example. Pupils do the exercise orally in class.

- 2 We usually fish but today we're swimming.
- 3 We usually play baseball but today we're playing soccer.
- 4 We usually watch TV but today we're reading a book.

### 5. Read and write. Then, listen and check.

Ask pupils to look at the picture and identify the characters. Pupils read the dialogue and write the correct forms of the verbs in brackets. Play the cassette. Pupils listen and check their answers. Pupils read out the dialogue in pairs.

- |               |                 |
|---------------|-----------------|
| 2 am cooking  | 6 isn't working |
| 3 watch       | 7 is helping    |
| 4 is painting | 8 helps         |
| 5 paints      |                 |

### 6. Look, match and say.

Pupils look at the pictures and match them to the sentences.

- 2 d    3 a    4 f    5 e    6 c

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils, in pairs, act out similar dialogues using the pictures as prompts and the dialogue they listened to as a model.

(Pupils' own answers)



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 48 - 49)

Check pupils' HW.

## LISTENING & READING

### 1. Read and write the word.

Read the text. Pupils say, then write the missing words. Individual pupils read from the text.

- |           |           |            |
|-----------|-----------|------------|
| 2 six     | 4 coins   | 6 baseball |
| 3 letters | 5 cycling |            |

### 2. Listen, read again and answer.

Read the questions. Play the cassette. Pupils listen and follow the lines. Then, they answer the questions. Check pupils' answers.

- 1 He gets up at half past six.
- 2 He collects coins.
- 3 Yes, he does.
- 4 He plays baseball on Sundays.

### 3. Listen and write.

Read the table. Explain that they have to write a number or a word. Refer pupils to the example. Play the cassette twice if necessary. Pupils listen and write. Check pupils' answers.

- 1 36    2 tennis    3 skating    4 cat

## 4 About you: ask and answer.

Pupils in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

## WRITING

### 5 Project.

Ask pupils to use Ex. 1 as a model, then ask some pupils to do the exercise orally in class. Refer pupils to the Photo Section and assign the exercise as written HW.

(Suggested answer)

Miss Sweet is our baker. She **gets up at six o'clock every morning**. She **makes bread** for all the people in our street. Miss Sweet likes her job. In her free time, **Miss Sweet makes model aeroplanes! She likes gardening, too!** On Sundays, **Miss Sweet walks in the park!**

### 6 TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ph** and **re** are pronounced. Pupils listen and repeat. Check pupils' pronunciation and pronunciation.

Lesson: Write the following list of words on the board:

alphabet	frog
phone	friend
photo	fish
Philip	flower
dolphin	face

Read the words and pupils repeat chorally and individually after you. Point to various words in random order. Individual pupils say the words.

## 7 Let's play!

Pupils look at the pictures and identify what the people are doing. Let pupils look at the picture for one minute, then ask them to close their books. Write the names of the people on the board: Mark, Nancy, Julie, Laura, David, Steve, Tom. Pupils, in teams, ask and answer questions about what these people like doing. Each correct question and answer gets one point. The team with the most points is the winner.

## 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: some of the words in Ex. 1, lessons 1 & 2.
- 4 Act out: Ex. 4, Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## ✓ Objectives/Targets

talking about animals, comparing and contrasting

## ✓ Structures

Cows are fatter than goats! - It's the oldest panda in the park! (comparative - superlative forms)

## ✓ Vocabulary

grass, field, wool, sheep, cowboy, farm, bird, cow, snail, chicken, duck, goat, panda, forest, cheetah, grassland, python, jungle, whale, sea, turtle, world, country, bamboo, leaf, slow

## ✓ Communication

talking about animals: their use, habitat and lifespan

## ✓ Project

writing about the cheetah

## Lesson 1 (pp. 50 - 51)

- Vocabulary:** grass, field, wool, sheep, cowboy, farm, bird, cow, snail, chicken, duck, goat, only, everything, give
- Language focus:** Cows are fatter than goats! - Why do you keep cows? Because they give us meat and milk.
- Grammar:** comparisons (comparative form)

## PRESENTATION

### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 4

Pupils' books closed. Pin up flashcards Nos. 1 - 3 and say the appropriate words. Pupils repeat, chorally and individually. Pin up flashcard No. 4 on the board and say the appropriate words. Pupils repeat, chorally and individually. Explain that these animals are usually found

on a farm. Point, in random order, to various flashcards showing animals. Pupils say the name of the animal on the respective flashcard. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and write.

Explain the task. Read questions 1 and 2. Play the cassette. Pupils listen and fill in the missing words.

1 cowboy    2 milk

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

Extension: Ask pupils questions concerning the pictures in Ex. 3.

e.g. (picture 1)

T: where are the children?

P1: On Uncle Kenzo's farm.

(picture 2)

T: How many cows are there?

P2: Three.

T: What is the goat eating?

P3: A hat.                      etc.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 5 - 9

Pupils' books closed. Pin up flashcards No. 5. Say, then write: "Cows are fatter than goats!" Pupils repeat, chorally and individually. Underline **-er** in *fatter*. Pin up flashcard No. 6 on the board and write the prompt below it. Ask a pupil to compare the animals. Do the same for the rest of the flashcards. Wipe the example off the board. Point to flashcards in random order. Pupils compare the animals. Pupils' books open. Read the example, then pupils do the exercise orally in class.

2 Horses are taller than sheep!

3 Snails are smaller than ducks!

4 Chickens are bigger than mice!

5 Cats are cleverer than birds!

## GRAMMAR

Pupils' books closed. Ask a pupil to stand up, go next to him, say, then write: "I am taller than John." Underline **-er** in *taller*. Pupils repeat, chorally and/or individually. Explain the form and use of the comparative. Explain that we form comparatives by adding **-er** to the adjective and that we use the comparative to compare two people/animals/things. Point out that there are exceptions to the rule. Write these adjectives on the board: **thin, happy**. Show how the comparative is formed in these cases. Refer pupils to the sentence on the board and underline **than**. Point out that we use **than** before the second part of the comparison. Ask pupils to make sentences comparing themselves and their friends. Pupils' books open. Read the table. Drill your pupils. Say adjectives and ask pupils to form the comparative. Check their spelling. (Suggested adjectives: **small, thin, nice, big, funny, long, great, sad, ugly**, etc.)

### 5. Say and write.

Pupils read the adjectives and form the comparatives first orally, then in writing in class. Check pupils' answers.

2 smaller	5 heavier	8 happier
3 bigger	6 thinner	9 longer
4 cleverer	7 shorter	10 faster

### 6. Look, say and write.

Ask pupils to look at the picture. Invite pupils to have a picture discussion, by asking questions.

e.g. T: *Whose family is it?*

P1: *It's Keiko's family.*

T: *Who's taller? Kenzo or Keiko?*

P2: *Kenzo (is taller than Keiko).*

T: *Whose hair is longer? Mai's or Lee's?*

P3: *Mai's (hair is longer than Lee's). etc.*

Read the example. Pupils complete the sentences first orally, then in writing in class.

2 younger	4 taller	6 longer
3 thinner	5 shorter	

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues based on the pictures in Ex. 7 using the dialogue they listened to as a model.

(Pupils' own answers)



## Suggested Homework

- 1 Copy: 2-3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 52 - 53)

- Vocabulary:** panda, forest, cheetah, grassland, python, jungle, whale, sea, turtle, world, country, bamboo, leaf, slow, how long
- Language focus:** It's the oldest panda in the park! Where do pandas live? They live in the forest. - How long do pandas live? They usually live for fifteen years.
- Grammar:** comparisons (superlative form)

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 10 - 17

Pupils' books closed. Pin up flashcards Nos. 10 - 17, one at a time. Point to each one and say the appropriate word(s). Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following sentence on the board: "China is one of the **smallest/biggest** countries in the world!" Explain that pupils will have to listen and follow the lines to decide which the correct word is. Check pupils' answer: "China is one of the **biggest** countries in the world!" Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and match.

Read out the example. Explain that pupils have to read the dialogue again silently and match the items. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

2 a      3 d      4 b

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 18 - 23

Pupils' books closed. Pin up flashcards Nos. 18 - 23 on the board and elicit the names of the animals. Explain, in L1 if necessary, that these animals can be found in a big park such as a safari park. Point to flashcard No. 18, say, then write: "It's the oldest panda in the park!" Pupils repeat, chorally and individually. Underline **-est** in *oldest*. Write the prompts for the rest of the flashcards on the board. Point to flashcard No. 19 and ask a pupil to talk about the animal. The pupil says: "It's the tallest animal in the park!" Pupils repeat, chorally and individually. Do the same for the rest of the flashcards. Wipe the example off the board. Point to various flashcards in random order. Pupils talk about the animals. Pupils' books open. Read the example. Pupils do the exercise orally in class.

- 2 It's the tallest giraffe in the park!
- 3 It's the biggest elephant in the park!
- 4 It's the oldest turtle in the park!
- 5 It's the fastest cheetah in the park!
- 6 It's the longest python in the park!

## GRAMMAR

Pupils' books closed. Ask two pupils to stand up, go next to them, say, then write on the board: "I am the tallest of the three." Underline **-est** in *tallest*. Pupils repeat, chorally and individually. Explain the form and use of the superlative. Explain that we form superlatives by adding **-est** to the adjective and that we use superlative to compare one person/animal/thing with more than two others. Revise the spelling rules. Write these adjectives on the board: **thin, happy**. Show how the comparative and the superlative are formed in these cases. Refer pupils to the sentence on the board and underline **of**. Write on the board: "It's the biggest animal in the world!" Underline **in**. Explain that we use **in** to show place/

location (in the world, in class, etc) whereas we use **of** to say what is being compared. Ask pupils to make sentences in class about who is the tallest, youngest, etc. Pupils' books open. Read the table. Drill your pupils. Say adjectives and ask pupils to form both the comparative and the superlative form of each adjective. Check their spelling. (Suggested adjectives: **small, thin, nice, big, funny, long, ugly**, etc.)

### 5. Look and say.

Read the example. Then, pupils do Ex. 5 orally in class.

- 2 The whale is the biggest of the three.
- 3 The hippo is the fattest of the three.
- 4 The mouse is the smallest of the three.
- 5 The snail is the slowest of the three.

### 6. Circle the correct answer.

Pupils, in pairs, read the questions and choose the correct item. Check pupils' answers.

1 A      2 C      3 B      4 A      5 B

### Game (optional)

Divide the class into two teams. Ask each team a question and give the possible answers. If the team chooses the correct choice, it gets one point. The team with the most points is the winner.

e.g. Teacher: Team A, which is the biggest?  
A whale, an elephant or a hippo?

Team A P1: A whale.

Teacher: Good! One point. etc.

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues, using the prompts and the dialogue they listened to as a model.

#### (Suggested answers)

- A: Where do turtles live?  
B: They live in the sea.  
A: How long do turtles live?  
B: They usually live for ninety years.
- A: Where do pythons live?  
B: They live in the jungle.  
A: How long do pythons live?  
B: They usually live for twenty-five years.

A: Where do whales live?  
 B: They live in the sea.  
 A: How long do whales live?  
 B: They usually live for a hundred years.

A: Where do cheetahs live?  
 B: They live in grasslands.  
 A: How long do cheetahs live?  
 B: They usually live for twelve years.



### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 54 - 55)

Check pupils' HW.

### LISTENING & READING

**Pre-teach the words:** shellfish, stay, long (for time), need.

#### 1. Listen and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and/or individually. Individual pupils read out from the text.

#### 2. Read again and write.

Explain the task and read the example. Allow pupils some time to go over the text in Ex. 1 silently again and fill in the missing information. Check pupils' answers.

Colour: blue - **grey**  
 Body: long body, big **tail**  
 Can't: stay under **(the) water** for very long  
 Usually lives: for **a hundred** years

#### 3. Listen and draw a line.

Ask pupils to look at the pictures and elicit the names of the animals. Play the cassette. Pupils listen and draw lines from the animals to the correct cage.

e.g. **python:** between the elephant and the monkey

**cheetah:** next to the monkey  
**zebra:** opposite the elephant  
**panda:** next to the turtle  
**bird:** between the wolf and the panda

Extension: Ask pupils questions.

e.g. T: *Where's the python?*

P1: *It's between the elephant and the monkey. etc.*

#### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

### WRITING

#### 5. Project.

Ask pupils to use Ex.1 as a model and do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

Help the cheetah!

The cheetah is the fastest animal in the world. It lives **in grasslands**. Its colour **is yellow and black and it eats small animals**. The cheetah has got **a long body and a long tail**. It can **run very fast, but it can't run for very long!** The cheetah usually **lives for twelve years!** There aren't **many cheetahs in the world**. **They need our help!**

#### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ee** is pronounced. Pupils listen and repeat, chorally and individually. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

cheese	see
sheep	sleep
tree	coffee
meet	seed
green	

Read the words aloud. Pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

### 7. Let's play!

Pupils look at the picture. Read the example. Divide the class into two teams. Teacher says an adjective (e.g. tall) and teams, in turn, have to compare two animals from the picture, using the adjective. Each correct sentence gets one point. The team with the most points is the winner.

### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: grammar table in Lesson 2
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Unit 9 I've got a sore throat! (pp. 56 - 61)

### ✓ Objectives/Targets

talking about illnesses, rules and giving advice

### ✓ Structures

should/shouldn't - must/mustn't - What's the matter? I've got a sore throat. You should take an aspirin, then! - You must be quiet! - You sound terrible! Yes, my throat hurts! Oh! I hope you feel better soon!

### ✓ Vocabulary

sore throat, cough, headache, toothache, stomachache, cold, ill, scarf, socks, aspirin, put on, take off, pyjamas, slippers, hurt, temperature, medicine, chest, jumper, ticket, sweets

### ✓ Communication

giving advice and get-well wishes

### ✓ Project

writing a get-well letter to a sick friend

### Lesson 1 (pp. 56 - 57)

- Vocabulary:** sore throat, cough, headache, toothache, stomachache, cold, ill, scarf, socks, aspirin, put on, take off, pyjamas, slippers, early, feel, terrible, worry
- Language focus:** What's the matter? - I've got a sore throat! - You should take an aspirin, then!
- Grammar:** should - should not (shouldn't)

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 11

Pupils' books closed. Pin up flashcards Nos. 1 - 6 and say the appropriate words. Explain that all these are illnesses and elicit meaning through mime. Then, pin up flashcards Nos. 7 - 11. Say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and choose.

Explain the task to pupils. Read sentences 1 and 2 and the two possible choices for each sentence. Play the cassette. Pupils listen and choose the correct answer.

1 b      2 a

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogues in pairs.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 12 - 17

Pupils' books closed. Show pupils flashcard No. 12, mime, say, then write: "I feel terrible! I've got a sore throat!" Pupils repeat, chorally and individually. Pin up flashcards Nos. 13 - 17 one at a time and write the prompts on the board. Ask pupils to use the pattern on the board and the respective prompts to talk about these flashcards. Wipe the examples off the board. Point to flashcards in random order. Individual pupils talk about each picture. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 2 I feel terrible! I've got a headache!
- 3 I feel terrible! I've got a cough!
- 4 I feel terrible! I've got a stomachache!
- 5 I feel terrible! I've got a toothache!
- 6 I feel terrible! I've got a cold!

Extension: Invite a pupil to come to the front of the class. He/She mimes an illness and the rest of the class ask questions to find out what's wrong. The pupil who guesses correctly, takes the next turn.

e.g. P1: (mimes sore throat)

P2: Have you got a cough?

P1: No, I haven't.

P3: Have you got a sore throat?

P1: Yes, I have. etc.

## GRAMMAR

### ★ FLASHCARDS 1 - 6

Pupils' books closed. Pin up flashcard No. 1. Say, then write: "He's got a sore throat. He **should** stay in bed!" Underline **should**. Pupils repeat, chorally and individually. Pin up flashcard No. 2. Say, then write: "He's got a cough. He **should not** play outside!" Underline **should not**. Pupils repeat, chorally and individually. Show the short form of negation (**shouldn't**). Explain the form and use of **should**. Explain that we use **should** to give advice. Pin up the rest of the flashcards. Write prompts below them. Ask pupils to give advice.

e.g. T: (pointing to flashcard No. 3) take an aspirin

P1: He should take an aspirin!

T: (pointing to flashcard No. 4) not drink cola

P1: He shouldn't drink cola! etc.

Pupils' books open. Read the sentences.

### 5. Listen and put a tick (✓) or a cross (✗). Then, say and write.

Pupils look at the picture and identify the characters. Invite pupils to talk about the picture. Ask questions.

e.g. T: Look at Oscar's clothes! They're everywhere!  
Should he tidy his room?

P1: Yes. etc.

Read the table. Explain the task. Pupils listen and put a tick for what Oscar should do and a cross for what he shouldn't do. Check pupils' answers. Then, pupils make sentences, first orally, then in writing in class.

- 2 Oscar shouldn't watch TV.
- 3 Oscar should do his homework.
- 4 Oscar shouldn't eat too much chocolate.
- 5 Oscar should eat some fruit and vegetables.
- 6 Oscar should brush his teeth.

### 6. Look, read and match.

Read sentences 1 - 4. Pupils match each sentence to the correct picture. Individual pupils read out the sentences.

2 D    3 C    4 A

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. In pairs, pupils act out dialogues, using the visual prompts in Ex. 7 as well as the dialogue they listened to as a model.

**(Suggested answers)**

A: What's the matter?  
 B: I've got a stomachache!  
 A: You should stay in bed, then!

A: What's the matter?  
 B: I've got a headache!  
 A: You should stay at home, then!

A: What's the matter?  
 B: I've got a cold!  
 A: You should have some soup, then!

Extension: Invite pupils to choose one of the exchanges and copy it in their notebooks.

**Game (optional)**

Divide the class into two teams. Team A writes illnesses on slips of paper while Team B writes advice. Then, choose a slip of paper with an illness at random and a slip of paper with a piece of advice. Read them out. Ask pupils if the advice matches the illness. If not, ask them to correct the advice.

e.g. A: *I've got a toothache!*  
 B: *You should eat sweets!*  
 C: *You shouldn't eat sweets!*



**Suggested Homework**

- 1 Copy: 2-3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

**Lesson 2 (pp. 58 - 59)**

- Vocabulary:** hurt, temperature, medicine, chest, jumper, ticket, sweets, sound, hope, feel better, soon
- Language focus:** You must be quiet! - You sound terrible! - Yes, my throat hurts! - Oh! I hope you feel better soon!
- Grammar:** must - must not (mustn't)

Check pupils' HW.

**PRESENTATION**

1. Listen and repeat.



**FLASHCARDS 18 - 24**

Pupils' books closed. Pin up flashcards Nos. 18 - 24, one at a time. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils books open. Play the cassette. Pupils repeat, chorally and/or individually.

**LISTENING & READING**

2. Listen and read.

Write the following question on the board: "How's Oscar?" Explain that pupils will have to listen, follow the lines and answer the question. Play the cassette. Check pupils' answer: "Oscar's fine!" Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

3. Now, read again and write: Mum, Doctor, Eddy.

Read the sentences. Explain that pupils have to read the dialogue silently again, and write who says what. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

2 Eddy      3 Doctor      4 Mum

**PRACTICE**

4. Look and say.



**FLASHCARDS 25 - 29**

Pupils' books closed. Pin up flashcard No. 25. Say, then write: "You must be quiet!" Pupils repeat, chorally and individually. Write the sentence on the board. Underline **must**. Pin up flashcards Nos. 26 - 29 on the board and write the prompts below them. Point to the flashcards

one at a time and ask pupils to talk about them. Wipe the example off the board. Point to various flashcards in random order. Individual pupils talk about each flashcard, practising the respective pattern. Pupils' books open. Read the example. Pupils do the task orally in class.

- 2 You must turn on your light!
- 3 You must turn left!
- 4 You must buy a ticket!
- 5 You must turn off your radio!

## GRAMMAR

### ★ FLASHCARD 25

Pupils' books closed. Pin up flashcard No. 25. Say, then write on the board: "You **must** be quiet!" Underline **must**. Pupils repeat, chorally and individually. Say, then write on the board: "You **mustn't** stay here!" Underline **mustn't**. Pupils repeat after you. Show how the short form of the negation (**mustn't**) is formed. Explain the form and use of **must**. Explain that we use **must** to express obligation or necessity and **mustn't** to express prohibition, whereas **should/shouldn't** is used to give advice. Ask pupils to make sentences about what they **must/mustn't** do in class. Provide them with some cues if necessary.

eg T: (eat)

P1: You **mustn't** eat in class.

T: (listen to your teacher)

P1: You **must** listen to your teacher. etc.

**Suggested cues:** eat, listen to your teacher, play, write in your notebooks, etc.)

Pupils' books open. Read the sentences.

### 1. Look, say, and write: must, mustn't.

Read the example. Then, pupils do Ex. 5 first orally, then writing in class.

- |           |           |
|-----------|-----------|
| 1 must    | 3 mustn't |
| 2 mustn't | 4 must    |

### 2. Look, read and circle.

Read sentences 1 - 5. Pupils look at the picture in Ex. 6 and circle the correct verb form. Individual pupils read out the sentences.

- |           |           |
|-----------|-----------|
| 2 mustn't | 4 must    |
| 3 mustn't | 5 mustn't |

**Extension:** As homework, you can ask pupils to write some rules concerning their class, a game, etc. In the next lesson ask pupils to read out their rules.

## 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues using the prompts in Ex. 7 and the dialogue they listened to as a model.

### (Suggested answers)

A: You look terrible!

B: Yes, my head hurts!

A: Oh! I hope you feel better soon!

A: You look terrible!

B: Yes, my chest hurts!

A: Oh! I hope you feel better soon!

A: You look terrible!

B: Yes, my stomach hurts!

A: Oh! I hope you feel better soon!

A: You look terrible!

B: Yes, my tooth hurts!

A: Oh! I hope you feel better soon!



### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 60 - 61)

Check pupils' HW.

## LISTENING & READING

### 1. Read and write the word(s).

Explain that this is a get-well letter. Ask questions to encourage a discussion in class. e.g. *Who's the letter from? Who's the letter to?* Individual pupils read from the text and fill in the missing words.

- |                |          |        |
|----------------|----------|--------|
| 2 bed          | 4 fruit  | 6 cold |
| 3 orange juice | 5 school |        |

2. Listen, read again, and write: yes or no.

Read the sentences and explain the task. Play the cassette. Pupils listen and write **yes** for a correct sentence and **no** for a wrong one. Check pupils' answers. Play the cassette again with pauses for pupils to repeat, chorally and/or individually. Individual pupils read out from the text.

- 2 no    3 yes    4 no    5 no

3. Listen and tick (✓) the box.

Read the questions and explain the task. Play the cassette. Pupils listen and tick the correct picture.

- 1 picture to be ticked: 2nd  
2 picture to be ticked: 3rd

4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

**WRITING**

5. Project.

Pupils use Ex.1 as a model and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

Dear Mandy,  
I'm sorry **you feel ill!** You should **eat a lot of fruit and have some soup!** You should **take your medicine, too!** You shouldn't **eat sweets and you shouldn't go to school today!** **It's cold!**

I hope **you feel better soon!**

Love,  
**Alex**

6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ch** is pronounced.

**ch** can be pronounced: /tʃ/ as in **chair**  
/k/ as in **school**

Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

/tʃ/	/k/
cheese	toothache
cherry	stomachache
child	school
teacher	
chocolate	
chair	
kitchen	
watch	

Read the words and the pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

7. Let's play!

Read the examples and the tables aloud. Choose a pupil to mime and tell the class that he/she has one of the complaints listed in the table. The other pupils offer appropriate advice. The first pupil to offer suitable advice chooses another complaint and the game continues.

8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



**Suggested Homework**

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: revise illnesses
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Objectives/Targets

talking about what people were like as babies,  
use of adjectives, comparing and contrasting a  
town now and then

## Structures

What were you like when you were a baby? - I  
was a beautiful baby! - There was a butcher's in  
Highton sixty years ago! - Oh, there isn't one  
now! But there's a supermarket!

## Vocabulary

naughty, cute, noisy, quiet, dirty, show, circus,  
post office, library, town, hospital, greengrocer's,  
butcher's, museum, police station, baker's

## Communication

describing themselves when they were babies,  
talking about a town now and then

## Project

writing about Weston, now and then

pin up the rest of the flashcards, one at a time, and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and write yes or no.

Read sentences 1 and 2 and explain the task. Play the cassette. Pupils write **yes** next to the correct sentence and **no** next to the incorrect one.

1 yes                      2 no

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read the dialogue aloud in pairs.

## PRACTICE

### 4. Look and say.

## ★ FLASHCARDS 10 - 16

Pupils' books closed. Pin up flashcard No. 10. Say, then write: "Look at this photo! Wendy was very noisy!" Pupils repeat, chorally and individually. Pin up flashcard No. 11 on the board. Write the prompt below it. Ask a pupil to talk about Cindy in the same way. Do the same for the rest of the flashcards. Pupils make sentences, as in the example. Wipe the example off the board. Point to flashcards 10 - 16 in random order. Pupils talk about the flashcards. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 Look at this photo! Cindy was very cute!
- 3 Look at this photo! Oscar was very quiet!
- 4 Look at this photo! Wendy was very naughty!
- 5 Look at this photo! Eddy was very funny!
- 6 Look at this photo! Lin was very clever!
- 7 Look at this photo! Tom was very dirty!

## Lesson 1 (pp. 62 -63)

- 1 **Vocabulary:** naughty, cute, noisy, quiet, dirty, show, circus, post office, library, What ... like?
- 2 **Language focus:** What were you like when you were a baby? - I was a beautiful baby! What about you?
- 3 **Grammar:** Past simple of the verb "to be"

## PRESENTATION

### 1. Listen and repeat.

## ★ FLASHCARDS 1 - 9

Pupils' books closed. Pin up flashcards Nos. 1 - 5 and say the appropriate word. Pupils repeat, chorally and individually. Explain that all these are adjectives. Then,

GRAMMAR



FLASHCARDS 1 - 5

Pupils' books closed. Pin up flashcard No. 1 on the board. Say, then write on the board: "He **was** a naughty baby". Pupils repeat, chorally and individually. Underline **was**. Then, say and write: "They **were** naughty babies." Pupils repeat, chorally and individually. Explain that this tense is the past simple of the verb "to be". Point out that this tense is used to talk about actions that happened in the past. Do the same for all persons, singular and plural, of the affirmative, negative and interrogative forms. Now, present **short answers**. Point to the flashcard on the board and ask the class: "Was he a naughty baby?" Elicit answer: "Yes." Complete pupils' answer: "Yes, he was." Write the sentences on the board. Point to the baby again and ask the class: "Was he a good baby?" Elicit answer: "No." Complete pupils' answer: "No, he wasn't." Write the sentences on the board, too. Show pupils flashcards Nos. 2 - 5. Ask questions about each flashcard, eliciting yes/no answers.

e.g. T: (showing flashcard No. 2) Was she a cute baby?  
P1: Yes, she was.  
T: (showing flashcard No. 3) Was he a quiet baby?  
P1: No, he wasn't. etc.

Pupils' books open. Individual pupils read out the grammar table.

Extension: Ask pupils to make sentences about themselves when they were babies. Provide them with prompts if necessary.

e.g. P1: I was a naughty baby!  
P2: I was a cute baby!  
P3: I was a noisy baby! etc.

5. Look, ask and answer. Then, write.



FLASHCARDS 17 - 20

Pin up flashcards Nos. 17 - 20 one at a time and introduce the characters. Ask pupils to identify the places the characters were at. Point to flashcard No. 17. Say: "Was Jean at the library yesterday?" Elicit the answer: "No, she wasn't. She was at the post office." Do the same for the rest of the flashcards.

Extension: Point to each flashcard and ask where the characters were yesterday.

e.g. T: Where was Jean yesterday?  
P1: She was at the post office. etc.

Pupils' books open. Read the example. Pupils, in pairs, use the prompts and the information from the pictures and do the exercise first orally, and then in writing in class.

- 2 Was George at the post office yesterday?  
No, he **wasn't**. He **was at the restaurant**.
- 3 Were Rick and Faye at the restaurant yesterday?  
No, **they weren't**. They **were at the circus**.
- 4 Were Carl and Sharon at the circus yesterday?  
No, **they weren't**. They **were at the library**.

Game (optional)

Ask a pupil to write on a slip of paper where he/she was yesterday. The rest of the class asks questions to find out the place. The pupil who guesses correctly, takes the next turn.

e.g. (P1 writes circus)  
P2: Were you at the library yesterday?  
P1: No, I wasn't.  
P3: Were you at the circus yesterday?  
P1: Yes, I was.

6. Listen, read and circle.

Elicit the names of the characters in the exercise (*Who are they? What are the names of the women?*). Set the scene. Read out the dialogue. Pupils listen, twice if necessary, and circle the correct word. Check pupils' answers.

- |       |          |        |
|-------|----------|--------|
| 2 was | 4 wasn't | 6 was  |
| 3 Was | 5 was    | 7 were |

7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues, using the prompts in Ex. 7 and the dialogue they listened to as a model.

(Pupils' own answers)

**Suggested Homework**

- 1 Copy: 2-3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 64 - 65)

- ☐ **Vocabulary:** town, hospital, greengrocer's, butcher's, museum, police station, baker's
- ☐ **Language focus:** There was a greengrocer's. - There were a lot of small shops.
- ☐ **Grammar:** there was / there were

✍ Check pupils' HW.

## PRESENTATION

1. Listen and repeat.

### ★ FLASHCARD 21

Pupils' books closed. Pin up flashcard No. 21. Explain this is a scene from a street in a town. Point to each building and say the appropriate word. Pupils repeat, chorally and individually. Explain or elicit what we can buy or find in these places. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

2. Listen and read.

Write the following question on the board. "What was there next to the library fifty years ago?" Explain that pupils will have to listen and follow the lines to answer the question. Check pupils' answer: "There was a **school** next to the library fifty years ago." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

3. Now, read again and answer.

Read the questions. Explain that pupils have to read the dialogue again silently, and answer the questions. Give pupils time to go over the dialogue and do the task. Check pupils' answers. As a follow-up, you can allow them some time to transfer their answers to their notebooks.

- 1 Yes, there was (a library fifty years ago).
- 2 No, there weren't (many cars fifty years ago).
- 3 No, there wasn't (a supermarket fifty years ago).
- 4 Yes, there was (a greengrocer's fifty years ago).

## PRACTICE

4. Look and say.

### ★ FLASHCARDS 22 - 27

Pupils' books closed. Pin up flashcard No. 22 on the board. Say, then write: "There **was** a greengrocer's." Pupils repeat, chorally and individually. Pin up flashcard No. 23 on the board. Say, then write: "There **were** a lot of small shops." Pupils repeat, chorally and individually. Point out the difference between singular (**there was**) and plural (**there were**). Pin up the rest of the flashcards, one at a time, writing the prompts below them. Individual pupils talk about the flashcards. Wipe the examples off the board. Point to flashcards 22 - 27 in random order. Pupils talk about what there was in the town in the past using the pattern already practised. Pupils' book open. Read the examples aloud, then pupils do the exercise orally in class.

- 3 There was a museum.
- 4 There were a lot of small houses.
- 5 There was a post office.
- 6 There was a police station.

## GRAMMAR

### ★ FLASHCARD 21

Pupils' books closed. Point, say, then write on the board: "There was a **butcher's** sixty years ago." Underline **there was** and explain what it means. Use L1 if necessary. Say, then write: "There were a lot of small shops sixty years ago." Underline **there were** and explain that this is the plural of **there was**. Present the interrogative and negative form in the singular and plural. Point out the use of **a lot of** in the affirmative and **many** in the interrogative and negative in the plural form.

Extension: Ask pupils to make sentences about their street/town practising **there was/were**. Write on the board a list of buildings with ticks and crosses. Ask pupils questions about the buildings, eliciting yes/no answers.

e.g. T: (pointing to greengrocer's) Was there a greengrocer's?

P1: Yes, there was.

T: (pointing to supermarket) Was there a supermarket?

P1: No, there wasn't. etc.

**Note:** The extension can be done as rolling questions.

Pupils' books open. Read out the grammar table. Drill your pupils.

e.g. T: *post office*

P1: *There was a post office.*

T: *small shops*

P1: *There were a lot of/some small shops. etc.*

### 5. Listen and put a tick (✓) or a cross (✗).

Ask pupils to look at the pictures in Ex. 5 and identify the scenes in the thought bubbles. Set the scene and explain the task. Play the cassette. Pupils listen, twice if necessary, and tick the scenes that existed sixty years ago and cross the ones that did not exist. Check pupils' answers.

**pictures to be ticked:** 2, 4, 6

**pictures to be crossed:** 1, 3, 5

• **Now, ask and answer.**

Refer pupils to the scenes they have ticked or crossed. Explain that they will have to use these scenes as well as the prompts provided and talk about Highton in the past. Ask two pupils to read the short dialogue. Then, pupils, in pairs, ask and answer questions.

- 2 A: Was there a supermarket in Highton sixty years ago?  
B: No, there wasn't.
- 3 A: Were there many small shops in Highton sixty years ago?  
B: Yes, there were.
- 4 A: Was there a park in Highton sixty years ago?  
B: No, there wasn't.
- 5 A: Were there many fields in Highton sixty years ago?  
B: Yes, there were.

### 6. Listen and repeat, then talk with your friend.



#### FLASHCARDS 28 - 29

Pin up flashcards Nos. 28 - 29. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues using the flashcards and the dialogue they listened to.

**Note:** You can use the flashcards Nos. 28 - 29 in the next lesson to help pupils act out dialogues.

(Suggested answers)

A: There was a post office in Highton sixty years ago.

B: Oh, there isn't one now! But there's a museum.

A: There was a baker's in Highton sixty years ago.

B: Oh, there isn't one now! But there's a cinema.

A: There was a greengrocer's in Highton sixty years ago.

B: Oh, there isn't one now! But there's a hospital.

A: There was a library in Highton sixty years ago.

B: Oh, there isn't one now! But there's a bank.



#### Suggested Homework

- 1 Copy: 2-3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 6.

### Lesson 3 (pp. 66 - 67)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read and underline.

Set the scene and explain the task. Play the cassette. Pupils listen, read and underline the correct word. Check pupils' answers. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

**A** 2 is                      3 is                      4 are

**B** 1 wasn't                  2 was                      3 was                      4 weren't

### 2. Read again and put a tick (✓) or a cross (✗).

Read the sentences. Allow pupils some time to go over the text in Ex. 1 again and tick the correct sentences or cross the incorrect ones. Check pupils' answers.

2 ✗                      3 ✗                      4 ✓

## 3. Listen and tick (✓) the box.

Ask pupils to look at the pictures in Ex. 3 and do some picture discussion: e.g. *What can you see in picture A? Are there any cars in picture B? Is there a bank in picture B?* etc. Play the cassette, twice if necessary. Pupils listen and tick the picture which shows Sunnyville.

correct picture: A

## 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)



## WRITING

## 5. Project.

Pupils use Ex.1 as a model and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

This is Weston now! There are a lot of big shops. There is a big supermarket, a hospital and a theatre. There is a restaurant in Weston now. There are a lot of cars in the streets. It's a noisy town now!

This is Weston fifty years ago! There wasn't a supermarket, but there was a baker's, a butcher's and a greengrocer's. There was a circus then, but there weren't many cars! It was a quiet town then.

## 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **sh** and **s** are pronounced.

**sh** is pronounced // as in **sheep**  
**s** is pronounced /s/ as in **sausage**

Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

/ʃ/	/s/
sheep	sausage
shell	star
ship	sister
shop	sofa
shoes	swing
shelf	skirt
shorts	soccer
shoulder	salad

Read the words aloud. Pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

## 7. Let's play!

Read the examples. Pupils look at the pictures. Pupils play in two teams, as follows:

Team A S1: *There was a butcher's in Newton seventy years ago!*

Team B S1: *There isn't a butcher's now. There's a supermarket!*

Team B S2: *There was a greengrocer's in Newton seventy years ago!*

Team A S2: *There isn't a greengrocer's now. There's a circus!*

Teams get 1 point for each correct sentence. The winner is the team with the most points.

Variation: Ask pupils to look at the pictures for one minute, then close their books. Pupils, in teams, try to remember what there was in Newton seventy years ago and what there is now.

## 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: part of texts in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: simple past of the verb "to be"
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Revision 3 Units 7 - 10 (pp. 68 - 69)

(Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

A 1 D 2 F 3 B 4 C 5 E

B 6 quiet 7 happy 8 dirty

C 9 baker's 11 greengrocer's  
10 butcher's 12 hospital

D 13 B 14 C 15 A 16 A 17 B 18 A

E 19 B 20 A 21 A 22 B

F 23 the fattest 25 smaller  
24 taller 26 the biggest

G 27 shouldn't 28 should 29 should

H 30 must 31 must 32 mustn't

I 33 was 35 wasn't 37 weren't  
34 was 36 was

J 38 x 39 x 40 ✓

## Unit 11 - What happened to you? (pp. 70 - 75)

### ✓ Objectives/Targets

talking about the past, narrating past events

### ✓ Structures

I watched a comedy on Channel 4. - How was your weekend? It was great! I visited my cousins. How was your weekend? Oh, it was awful! I studied for my test! - Did you tidy your room yesterday? No, I didn't.

### ✓ Vocabulary

sports programme, boxing, comedy, cartoon, quiz show, the news, computer game, study, video, ring, seesaw, seal, bounce, kick, land, bucket, clap, laugh

### ✓ Communication

talking about past actions

### ✓ Project

writing about one's holidays last summer

### Lesson 1 (pp. 70 - 71)

- Vocabulary:** sports programme, boxing, comedy, cartoon, quiz show, the news, computer game, study, video, awful, weekend, Channel
- Language focus:** I watched a comedy on Channel 4. - How was your weekend? It was great! I visited my cousins. How was your weekend? Oh, it was awful! I studied for my test!
- Grammar:** past simple (regular)

### PRESENTATION

1. Listen and repeat.



#### FLASHCARDS 1 - 8

Pupils' books closed. Pin up flashcards Nos. 1 - 5 and say the appropriate words. Pupils repeat, chorally and individually. Explain that all these are TV programmes. Pin up the rest of the flashcards, one at a time, and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and choose.

Explain the task. Read sentences 1 and 2 and the possible choices. Play the cassette. Pupils listen and choose the correct answer.

1 b 2 a

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 9 - 13

Pupils' books closed. Pin up flashcard No. 9. Say, then write: "I watched a comedy on Channel 4." Pupils repeat, chorally and individually. Underline **ed** in *watched*. Pin up the rest of the flashcards on the board and write the prompts on the board. Pupils talk about the programmes shown on the flashcards. Wipe the example off the board. Point to flashcards in random order and pupils talk about them. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 2 I watched a cartoon on Channel 4.
- 3 I watched a sports programme on Channel 4.
- 4 I watched a quiz show on Channel 4.
- 5 I watched the news on Channel 4.

## GRAMMAR



#### FLASHCARD 9

Pupils' books closed. Pin up flashcard No. 9. Say, then write on the board: "I watched a comedy last night." Pupils repeat, chorally and individually. Underline **I watched** and **last night**. Explain that this tense is the past simple. Explain that it is used to talk about things we did in the past. Show how the affirmative is formed (by adding **-ed** to the verb). Present the negative and interrogative in the same way as the affirmative. Point out that we use **did** to form both the negative and the

interrogative. Focus pupils' attention on the fact that in the negative and interrogative we use the base form of the verb (e.g. Did you **like** it?). Drill your pupils. Say some verbs and ask pupils to form the past simple.

e.g. T: play  
P1: played  
T: watch  
P2: watched etc.

Present the spelling rules. Write these verbs on the board: **study, stop, like**. Show pupils how the affirmative of these verbs is formed. Pupils' books open. Read the table.

Extension: 1) Refer pupils back to the dialogue in Ex. 3. Ask pupils questions.

e.g. T: Did Lin watch TV at the weekend?  
P1: No. She studied at the weekend.

2) Pupils, in pairs, ask each other about what they did last weekend/night, etc.

e.g. P1: Did you play soccer last weekend?  
P2: No. I visited my cousin, James. etc.

### 5. Read and write.

Explain that this is an entry in Doris' diary. Pupils read the text. Pupils fill in the missing words first orally, then in writing in class.

- |           |            |           |
|-----------|------------|-----------|
| 2 visited | 5 stayed   | 8 painted |
| 3 talked  | 6 played   | 9 cooked  |
| 4 rained  | 7 listened | 10 walked |

#### • Now, ask and answer.

Ask two pupils to read the short dialogue. Pupils, in pairs, ask and answer questions about Doris.

- 1 A: What did Doris do on Wednesday?  
B: She watered the plants in the morning. Then, she visited Hilda. They talked about Mr Rossi.
- 2 A: What did Doris do on Thursday?  
B: She stayed at home.
- 3 A: What did Doris do on Friday?  
B: She played Bingo with Hilda. Then, they listened to Frank Sinatra CDs.
- 4 A: What did Doris do on Saturday?  
B: She cooked dinner for Mr Rossi!
- 5 A: What did Doris do on Sunday?  
B: She walked to the park with Mr Rossi.

Extension: Give pupils false statements concerning Doris. Ask pupils to correct them.

e.g. T: *Doris watered the plants on Thursday.*

P1: *Wrong! Doris didn't water the plants on Thursday. She watered the plants on Wednesday!*  
etc.

## 6. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. In pairs, pupils act out dialogues using the prompts in Ex. 6 and the dialogue they listened to as a model.

(Pupils' own answers)



### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 72 - 73)

- Vocabulary:** ring, seesaw, seal, bounce, kick, land, bucket, clap, laugh, end, air
- Language focus:** Charlie walked into the ring with Sally. - Did you tidy your room yesterday? No, I didn't. - Did you watch TV? Yes, I did.
- Grammar:** past simple (short answers), time words

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 14 - 19

Pupils' books closed. Pin up flashcards Nos. 14 - 19, one at a time. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following question on the board: "Where was Oscar last night?" Pupils listen and follow the lines to answer the question. Check pupils' answer: "Oscar was **at the circus last night.**" Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and match.

Read out the example. Explain that pupils have to read the dialogue silently again and match the items. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

2 a 3 b

Extension: Ask pupils questions.

e.g. T: *Where was Oscar yesterday?*

P1: *Oscar was at the circus yesterday.*

T: *Who did Oscar help at the circus?*

P2: *Oscar helped his brother Charlie at the circus.*  
etc.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 20 - 24

Pupils' books closed. Pin up flashcard No. 20 on the board. Say, then write: "Charlie walked into the ring with Sally." Pupils repeat, chorally and individually. Pin up the rest of the flashcards on the board and write the prompts below them. Individual pupils talk about the pictures. Wipe the example off the board. Point to flashcards 20 - 24 in random order. Pupils talk about what the people did in the past. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 Oscar played basketball with Eddy.
- 3 Wendy cycled in the park with Lin.
- 4 Jamal travelled to France with Masid.
- 5 Tom painted a picture with Bob.

## GRAMMAR

Pupils' books closed. Say, then write on the board: "I watched a video yesterday." Underline **watched** and **yesterday**. Explain that **yesterday** is a time word used for the past simple and elicit its meaning if necessary in L1. Then, write: "I watched a video last night." Underline **last** and elicit its meaning. Do the same for **ago**. Point out their place in a sentence (**yesterday** and **ago** at the end of a sentence, **last** before another word. e.g. *I played soccer yesterday/last night/two days ago.*). Ask pupils to make sentences about themselves using the above time words.

eg. P1: *I watched a cartoon yesterday.*

P2: *I studied for my test last night. etc.*

Write the following question and answers on the board:

Did you tidy your room yesterday?  $\left\{ \begin{array}{l} \text{Yes, I did.} \\ \text{No, I didn't.} \end{array} \right.$

Explain how the short answers are formed. Pupils, in pairs, ask questions about themselves practising short answers.

eg. P1: Did you listen to music yesterday?

P2: Yes, I did. Did you watch TV yesterday?

P1: No, I didn't. etc.

Extension: Show flashcards Nos. 20 - 24 to pupils. Ask questions about the people in the pictures, eliciting yes/no answers.

eg. T: (Flashcard No. 21) Did Charlie walk into the ring with Sally?

P1: Yes, he did.

T: (Flashcard No. 22) Did Oscar play baseball with Eddy?

P2: No, he didn't. etc.

Pupils' books open. Read the table.

## 5. Listen and number the pictures.

## ★ FLASHCARDS 25 - 30

Pupils look at the pictures. Do some picture discussion.

eg. T: Who's that in the picture?

P1: Masid.

T: Where is he?

P2: On planet Ziccom. etc.

Set the situation and explain the task. Play the cassette twice if necessary. Pupils listen and number the pictures. Check pupils' answers.

order of pictures: 2, 1, 4, 6, 3, 5

## • Now, ask and answer.

Ask two pupils to read the short dialogue. Pupils, in pairs, ask and answer questions about the story in Ex. 5 using the given prompts.

- 2 A: Did Masid watch his favourite basketball team?  
B: No, he didn't. (He watched his favourite soccer team.)
- 3 A: Did Ziggor kick the ball to Masid?  
B: No, he didn't. (He kicked the ball to Ziggy.)
- 4 A: Did the ball land in Masid's popcorn?  
B: Yes, it did.
- 5 A: Did Masid jump in the air?  
B: Yes, he did.
- 6 A: Did Masid land in a bucket?  
B: No, he didn't. (He landed in the goal.)

Extension: Pin up flashcards Nos. 25 - 30 on the board. Pupils use the flashcards to reproduce the story.

T: (Where did Masid travel last week?)

P1: Masid travelled to planet Ziccom last week.

T: (Which team did Masid want to watch?)

P2: Masid wanted to watch his favourite soccer team.

T: (Who kicked the ball to Ziggy?)

P3: Ziggor kicked the ball to Ziggy.

T: (Where did the ball land?)

P4: The ball landed in Masid's popcorn.

T: (Where did Masid jump?)

P5: Masid jumped in the air.

T: (Where did Masid land?)

P6: Masid landed in the goal.

## 6. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 7. Put a tick (✓) or a cross (✗), then talk with your friend.

Read the list of prompts. Explain that pupils, in pairs, put a tick or a cross against each item. Then, pupils use the prompts to act out dialogues for themselves and their friends similar to the one in Ex. 6.

**(Suggested answers)**

- P1: Did you cook lunch?  
 P2: No, I didn't. Did you play with your friends?  
 P1: Yes, I did. etc.

- 4 Bob did not travel to Italy last summer.  
 5 Did they tidy their house yesterday?



**Suggested Homework**

- 1 Copy: 2 - 3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Exs. 5 and 6

**4. About you: ask and answer.**

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

**(Pupils' own answers)**

**Lesson 3 (pp. 74 - 75)**

Check pupils' HW.

**WRITING**

**LISTENING & READING**

**5. Project.**

Pupils use Ex.1 as a model and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

**(Suggested answer)**

Last summer I **travelled** to Snowdonia. Every day I **played** in the park with my friend Bill. One day we **collected** cans. There was an old jar next to a **tree**. We **opened** the jar and there was a map in it! We **looked** at the map. There was a **black** cross on it! We **walked** there and guess what! There was a fantastic shop with delicious **cakes** and sweets! We **stayed** there all day! It was great!

**6. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **ed** is pronounced.

**ed** can be pronounced: /t/ as in **stopped**  
 /d/ as in **opened**

Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

/t/	/d/
stopped	opened
walked	travelled
liked	phoned
laughed	stayed
clapped	watered
washed	played
watched	sailed
jumped	

Pre-teach the word **shell**.

**1. Listen, read and match.**

Set the situation and do some picture discussion. Explain the task. Play the cassette. Pupils listen, read and match the paragraphs to the pictures. Play the cassette again with pauses for pupils to repeat, chorally and individually. Individual pupils read out from the text.

- 2 d    3 a    4 c

**2. Read again and answer.**

Read the questions. Allow pupils some time to go over the text in Ex. 1 again and answer the questions orally and in writing in their notebooks. Check pupils' answers.

- 1 She travelled to Spain last summer.
- 2 There was a map in the bottle.
- 3 They stayed at the pirate café for two hours.

**3. Write the sentences.**

Read the example and explain that pupils must use the prompts to make a complete sentence. Point out that pupils should also add the correct preposition (**on, to**) to the sentences, if necessary. Individual pupils do the exercise first orally, then in writing.

- 2 We watched the news on TV an hour ago.
- 3 I studied for the test last night.

Read the words aloud and the pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

### 7. Let's play!

Pupils look at the pictures. Read the examples. Explain the game. One pupil writes on a slip of paper what Hilda did yesterday and the rest of the class tries to guess correctly. The pupil who guesses correctly takes the next turn.

### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: various verbs in past simple
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Unit 12 - Cavemen and dinosaurs! (pp. 76 - 81)

### Objectives/Targets

talking about past events

### Structures

They made weapons from wood! - What did cavemen eat? They ate meat and plants! - Look at its sharp teeth and claws! - Did people drive cars three hundred years ago? No, they didn't! They rode horses!

### Vocabulary

cave, cavemen, strong, wood, stone, bone, dinosaur, hunt, weapon, animal skin, tool, Egypt, statue, beak, wing, sun, cloud, dust, comet, hit, sharp claws, neck, earth

### Communication

talking about past cultures and civilizations

### Project

writing about Brachiosaurus

### Lesson 1 (pp. 76 - 77)

- Vocabulary:** cave, cavemen, strong, wood, stone, bone, dinosaur, hunt, weapon, animal skin, tool, Egypt, statue, learn, Queen
- Language focus:** They made weapons from wood! - What did cavemen eat? - They ate meat and plants!
- Grammar:** past simple (irregular)

### PRESENTATION

1. Listen and repeat.



### FLASHCARDS 1 - 8

Pupils' books closed. Pin up flashcards Nos. 1 - 8 and say the appropriate words. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen, read and fill in.

Explain the task. Play the cassette. Pupils listen and fill in the missing words.

**caves, food, meat**

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 9 - 12

Pupils' books closed. Pin up flashcard No. 9. Say, then write: "*They made weapons from wood!*" Pupils repeat, chorally and individually. Pin up the rest of the flashcards on the board and write the prompts below them. Pupils make sentences as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils talk about the flashcards. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 2 They made clothes from animal skins!
- 3 They made tools from bones!
- 4 They made lamps from stones!

## GRAMMAR

Pupils' books closed. Say, then write on the board: "*Cavemen ate meat and plants.*" Pupils repeat, chorally and individually. Underline **ate**. Explain that this is the past simple of the verb **eat**. Then explain that there are some verbs that do not form their past simple form by adding **-ed** but, instead, use a different form of the word. Show pupils the affirmative, negative and interrogative forms of the irregular verbs. Write these verbs on the board: **eat, go, have, do, learn, make, drink, take, wear** and show their past simple forms. Pupils' books open. Read the table. Drill your pupils. Give them the present simple of the verbs and ask them to tell you the past simple.

## Game (optional)

Divide the class into two teams. Point to a pupil in Team A and say: e.g. *eat*. The pupil has to give its past simple form. Continue with a pupil from Team B. Each correct answer gets one point. The team with the most points is the winner.

e.g. T: *drink*

TAP1: *drank*

T: *Good! 1 point.*

T: *take*

TBP1: *took*

T: *Good! 1 point. etc*

Extention: Refer pupils to text in Ex. 2. Ask questions.

e.g. T: *Where did cavemen live?*

P1: *They lived in caves.*

T: *What did they make weapons from?*

P2: *They made weapons from wood. etc.*

### 5. Match and say.

Explain the task. Read the example. Pupils match the present and past forms of the verbs by drawing lines and reporting back to the class.

drink - drank

eat - ate

take - took

wear - wore

make - made

have - had

learn - learnt

do - did

### 6. Look, read and match.

Read sentences 1 - 5. Explain the task. Pupils match each sentence to the corresponding picture by drawing lines. Check pupils' answers. Individual pupils read out the sentences.

2 a    3 b    4 e    5 c

### 7. Correct your teacher.

Read the example. Explain that pupils have to correct the sentences about Cleopatra. Provide them with the following sentences:

*Cleopatra was the Queen of Italy.*

*Cleopatra had fair hair.*

*Cleopatra wore short dresses.*

*Cleopatra ate from stone plates.*

*Cleopatra drank from stone cups.*

*Cleopatra went to London.*

*The people of Egypt made a gold statue of Cleopatra.*

### 3. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Pupils, in pairs, act out similar dialogues, using the prompts in Ex. 8 and the dialogue they listened to as a model.

#### (Suggested answers)

A: Where did cavemen live?

B: They lived in caves!

A: What did cavemen wear?

B: They wore clothes from animal skins!

A: What did cavemen hunt?

B: They hunted animals!



#### Suggested Homework

- 1 Copy: 2-3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

### Lesson 2 (pp. 78 - 79)

- Vocabulary:** beak, wing, sun, cloud, dust, comet, hit, sharp, claws, neck, earth, die, poor
- Language focus:** Look at its sharp teeth and claws! Did people drive cars three hundred years ago? No, they didn't! They rode horses!
- Grammar:** past simple (irregular)

Check pupils' HW.

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 13 - 19

Pupils' books closed. Pin up flashcards Nos. 13 - 19, one at a time. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

### LISTENING & READING

#### 2. Listen and read.

Write the following sentence on the board: "Look at its sharp teeth and ...!" Explain that pupils will have to listen and follow the lines to complete the sentence. Play the cassette. Check pupils' answer: "Look at its sharp teeth and **claws!**" Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

#### 3. Now, read again and write yes or no.

Read the sentences. Explain that they have to read the dialogue again and write **yes** next to a correct sentence or **no** next to an incorrect one. Give them time to go over the dialogue and do the task. Then, check pupils' answers.

2 no 3 yes 4 no

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 20 - 24

Pupils' books closed. Pin up flashcard No. 20 on the board. Say, then write: "Look at its sharp teeth and claws!" Pupils repeat, chorally and individually. Pin up the rest of the flashcards on the board and write the prompts below them. Individual pupils talk about the pictures. Wipe the example off the board. Point to the flashcards 20 - 24 in random order. Pupils talk about the dinosaurs. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 Look at its long neck and tail!
- 3 Look at its short arms and legs!
- 4 Look at its big beak and wings!
- 5 Look at its big head and body!

#### GRAMMAR

Read the verbs on the scroll, one at a time. Pupils repeat, chorally and/or individually. Explain that these verbs also have an irregular form in the past simple.

### 5. Look, say and write.

Read the examples in Ex. 5 and explain the task. Pupils look at the pictures and do the exercise first orally, then in writing in class.

- 2 They ate meat and plants.
- 3 They drank water from lakes.
  
- 5 What **did they write** on?
- 6 Where **did they buy food** from?

Extension: Ask pupils to cover the questions and answers below the two pictures. Explain that you will ask some questions for them to answer.

e.g. T: *What did cavemen make?*

P1: *They made weapons.*

T: *What did they eat?*

P2: *They ate meat and plants.* etc.

### 6. Listen and put a tick (✓) or a cross (✗).

Ask pupils to look at the pictures. Explain that pupils should **tick** the things that people did three hundred years ago and **cross** the things that people didn't do three hundred years ago. Play the cassette twice if necessary. Check pupils' answers.

**pictures to be ticked:** 2, 4, 6, 8

**pictures to be crossed:** 1, 3, 5, 7

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Pupils, in pairs, act out similar dialogues using the prompts in Ex. 7 and the dialogue they listened to as a model.

**(Suggested answers)**

A: Did people have phones three hundred years ago?

B: No, they didn't! They wrote letters!

A: Did people watch TV three hundred years ago?

B: No, they didn't! They went to the theatre!

A: Did people eat pizza three hundred years ago?

B: No, they didn't! They ate meat and vegetables!

**Note:** You can ask pupils to write 1 or 2 exchanges in their notebooks.



### Suggested Homework

- 1 Copy: 2-3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 80 - 81)

Check pupils' HW.

## LISTENING & READING

### 1. Listen and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read the text.

### 2. Read again and write yes or no.

Pupils read the text in Ex. 1, then read sentences 1 - 4 and write **yes** next to a correct sentence and **no** next to an incorrect one. Check pupils' answers.

2 no                      3 no                      4 yes

### 3. Look at the pictures. Look at the letters. Write the words.

Pupils look at the pictures and the letters. They do the exercise first orally, then in writing in class. Check pupils' answers.

1 beak                      3 stone                      5 wing  
2 claw                      4 bone

### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

**(Pupils' own answers)**

## WRITING

### 5. Project.

Pupils use Ex.1 as a model and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

#### (Suggested answer)

The name Brachiosaurus means "arm lizard".

Brachiosaurus was one **of the tallest and largest dinosaurs!**

It walked **on four legs and it had sharp teeth and claws. It had a long neck, a short tail and a small head, too!**

It ate **leaves and plants!**

### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **au** and **aw** are pronounced: /ɔ:/. Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

August	draw
autumn	drawer
naughty	claw

Read the words and the pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

### 7. Let's play!

Pupils read the lists of names, verbs and phrases. Help them with any words they might be unfamiliar with. Explain the game. Pupils in two teams. Each team has to match the correct person to the correct action using the correct verb in the past simple. Each correct sentence gets one point. The team with the most points wins.

#### (Suggested answers)

- Neil Armstrong went/travelled to the moon.
- William Shakespeare wrote "Romeo and Juliet".
- Steven Spielberg made "Jurassic Park".
- Walt Disney made cartoon films.
- Leonardo da Vinci painted the "Mona Lisa".
- Charlie Chaplin wore funny clothes.
- Mozart wrote "The Magic Flute".
- Christopher Columbus sailed to America.
- The Wright Brothers flew the first plane.

### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: irregular verbs
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Objectives/Targets

talking about food and recipes

## Structures

How many tomatoes do you need? Not many!  
 - How much cheese do you need? Not much!  
 - I haven't got any grapes, but I've got some strawberries. - a lot of/much/many - some/any

## Vocabulary

olive oil, cherry on top, green pepper, bake, oven, rich, poor, minute, grapes, pear, strawberry, honey, yogurt, salt and pepper, fry, saucepan, frying pan

## Communication

talking about food and ingredients

## Project

the history of crisps

## Lesson 1 (pp. 82 - 83)

- Vocabulary:** olive oil, cherry on top, green pepper, bake, oven, rich, poor, minute, easy, idea
- Language focus:** How many tomatoes do you need? Not many! - How much cheese do you need? Not much!
- Grammar:** a lot of, much, many

## PRESENTATION

### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 6

Pupils' books closed. Pin up flashcards Nos. 1 - 6 one at a time. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and choose.

Read the questions and the possible answers. Play the cassette. Pupils listen and choose the correct answers.

1 b                      2 a

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 7 - 12

Pupils' books closed. Pin up flashcard No. 7. Ask pupils then write: "How many tomatoes do you need?" Say, then write on the board: "Not many." Pupils repeat, chorally and individually. Pin up flashcard No. 8. Ask pupils, then write: "How much cheese do you need?" Say, then write on the board: "Not much!" Pupils repeat after you. Pin up the rest of the flashcards and write the prompts below them. Pupils, in pairs, ask and answer, as in the example. Wipe the examples off the board. Point to flashcards in random order. Pupils ask and answer practising the patterns presented. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 3 A: How many onions do you need?  
B: Not many!
- 4 A: How much olive oil do you need?  
B: Not much!
- 5 A: How many green peppers do you need?  
B: Not many!
- 6 A: How much flour do you need?  
B: Not much!

## GRAMMAR

Pupils' books closed. Say, then write: "You need a lot of tomatoes." Pupils repeat, chorally and individually. Underline **a lot of**. Now, write: "You need a lot of cheese." Pupils repeat after you. Underline **a lot of**. Explain that we use **a lot of** in affirmative sentences with both **countable** and **uncountable** nouns. Present **much/many** in the same way. Point out that we use **much** in negative and interrogative sentences with **uncountable** nouns and **many** in negative and interrogative sentences with **countable** nouns. Present the questions. Say, then write: "How many tomatoes do you need?", "How much cheese do you need?" Pupils repeat after you. Explain that **how many** goes before **countable** nouns, whereas **how much** goes before **uncountable** nouns. Drill pupils. Name various foods. Pupils add **how much** or **how many**.

e.g. T: flour

P1: How much flour?

T: potatoes

P2: How many potatoes? etc.

Explain that the short answers to these questions are **not many/not much** or **a lot**. Pupils' books open. Read the table.

### 5. Read and write: a lot of, much or many.

Explain the task. Individual pupils read out from the dialogue and do the exercise orally, then in writing. Pupils read out the completed dialogue in pairs.

2 a lot of	4 much	6 many
3 much	5 many	7 a lot of

### 6. Listen and write.

Explain that pupils must listen and complete the missing words. Play the cassette twice if necessary. Pupils do the task. Check pupils' answers.

sugar, apples, egg

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils, in pairs, act out similar dialogues, using the prompts in Ex. 7 and the dialogue they listened to as a model.

#### (Suggested answers)

A: Let's make a sandwich! How much bread do we need?

B: Not much! Just two slices of bread!

A: Let's make an omelette! How many eggs do we need?

B: Not many! Just two eggs!

A: Let's make a banana cake! How many bananas do we need?

B: Not many! Just three bananas!

A: Let's make a pie! How much flour do we need?

B: Not much! Just one cup of flour!

**Note:** You can ask pupils to write 1 or 2 exchanges in their notebooks.



#### Suggested Homework

- Copy: 2-3 exchanges from Ex. 3
- Reading aloud: Ex. 3
- Dictation: Ex. 1
- Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 84 - 85)

- Vocabulary:** grapes, pear, strawberry, honey, yogurt, salt and pepper, fry, saucepan, frying pan
- Language focus:** I haven't got any grapes, but I've got some strawberries. - What's on your pizza? Some tomatoes, green peppers, onions and cheese! What's on yours?
- Grammar:** some, any

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 13 - 18

Pupils' books closed. Pin up flashcards Nos. 13 - 18 one at a time. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and read.

Write the following question on the board: "What's on Lin's pizza?" Explain the task. Pupils will have to listen and follow the lines to answer the questions. Play the cassette. Check pupils' answer: "There are some tomatoes, green peppers, onions and cheese." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3. Now, read again and write yes or no.

Read the sentences. Explain that pupils have to read the dialogue again and write **yes** next to a correct sentence or **no** next to an incorrect one. Give them time to go over the dialogue and do the task. Then, check pupils' answers.

- 2 yes      3 no      4 yes

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 19 - 23

Pupils' books closed. Pin up flashcard No. 19. Say, then write: "I haven't got any grapes, but I've got some strawberries." Pupils repeat, chorally and individually. Pin up the rest of the flashcards on the board. Individual pupils talk about them. Wipe the example off the board. Point to flashcards 19 - 23 in random order. Pupils talk about what they have got and what they have not got. Pupils' books open. Read the example, then pupils do the exercise orally.

- 2 I haven't got any coconuts, but I've got some pineapples.
- 3 I haven't got any yogurt, but I've got some honey.
- 4 I haven't got any pears, but I've got some cherries.
- 5 I haven't got any pepper, but I've got some salt.

## GRAMMAR

### ★ FLASHCARDS 1, 3, 13 - 17

Pupils' books closed. Say, then write: "I've got **some** yogurt. I haven't got **any** honey." Pupils repeat chorally and/or individually. Revise the use of **some** and **any** in the affirmative and negative respectively. Ask pupils "Have you got **any** cherries?" Write the sentence on the board. Explain that **any** is used in the interrogative, too. Pin up flashcards Nos. 1, 3, 13-17 on the board. Next to each flashcard place a tick or a cross. Pupils ask rolling questions.

e.g. P1: Have you got any olive oil?

P2: Yes, I've got some olive oil. / No, I haven't got any olive oil.

P2: Have you got any green peppers?

P3: Yes, I've got some green peppers. / No, I haven't got any green peppers. etc.

Pupils' books open. Read the table.

### 5. Look, ask and answer.

Ask pupils to look at the picture in Ex. 5 and name the items in Lin's shopping trolley. Go through the prompts next to the picture. Then, ask two pupils to read the examples. Pupils do the exercise orally in class.

A: Has Lin got any green peppers?

B: Yes, she's got some green peppers.

A: Has Lin got any strawberries?

B: Yes, she's got some strawberries.

A: Has Lin got any honey?

B: No, she hasn't got any honey.

A: Has Lin got any milk?

B: Yes, she's got some milk.

A: Has Lin got any olive oil?

B: No, she hasn't got any olive oil.

A: Has Lin got any yogurt?

B: Yes, she's got some yogurt.

A: Has Lin got any sugar?

B: Yes, she's got some sugar.

A: Has Lin got any limes?

B: No, she hasn't got any limes.

### Game (optional)

Ask pupils to look at the picture in Ex. 5 for one minute then tell them to close their books. Pupils in two teams. Ask each team a question about the contents of Lin's

shopping trolley. Each correct answer gets 1 point. The team with the most points win.

eg. T: Team A, Has Lin got any grapes?

Team A P1: Yes, she's got some grapes.

T: Team B, Has Lin got any cherries?

Team B P1: No, she hasn't got any cherries. etc.

## 5. Look and say.

### ★ FLASHCARDS 24 - 25

Ask pupils to look at the pictures in Ex. 6 and spot the differences. Read the examples. Individual pupils do the exercise orally in class.

#### (Suggested answers)

B: There is **some yogurt**.

A: In picture A, there are some pears.

B: In picture B, there aren't any pears  
There are some cherries.

A: In picture A, there are some grapes.

B: In picture B, there aren't any grapes.  
There are some strawberries.

A: In picture A, there are some French fries.

B: In picture B, there aren't any French fries.  
There is some cheese.

A: In picture A, there are some sandwiches.

B: In picture B, there aren't any sandwiches.  
There are some burgers. etc.

### Game (optional)

Distribute flashcards Nos. 24 - 25 to two Teams, A and B. Choose eight items randomly from both pictures and write them on the board, one at a time. Ask teams to report to you whether these items are in their picture. Each correct answer gets 1 point. The team with the most points wins.

eg. T: (spaghetti) Team A, is there any spaghetti, in your picture?

Team A P1: Yes, there's some spaghetti in our picture.

T: Good. One point. Team B is there any spaghetti in your picture?

Team B P1: No, there isn't any spaghetti in our picture.

**VARIATION:** Ask each team to write four items each on individual pieces of paper and hand them to you. Fold up the pieces and pick them out at random as in a game of Bingo.

## 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Pupils, in pairs, act out similar dialogues, using the visual prompts in Ex. 7 and the dialogue they listened to as a model.

(Pupils' own answers)



### Suggested Homework

- 1 Copy: 2 - 3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 3 (pp. 86 - 87)

Check pupils' HW.

## LISTENING & READING

Pre-teach the following word: **basil**.

### 1. Read and write.

Explain that this is a text about the history of pizza. Individual pupils read from the text and fill in the missing words.

- |         |            |          |
|---------|------------|----------|
| 1 bread | 3 tomatoes | 5 cheese |
| 2 honey | 4 pizza    |          |

### 2. Listen, read again, and put a tick (✓) or a cross (X).

Read the sentences. Play the cassette twice if necessary. Pupils listen and **tick** the correct sentences and **cross** the incorrect ones.

- 2 ✓    3 X    4 ✓

### 3. Look and colour.

Explain that pupils have to colour the items following the instructions above the picture.

**brown:** butter, bananas, bread, biscuits

**orange:** cola, carrots, coffee, cake

**purple:** pineapples, potatoes, pears, peppers, pie

### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

## WRITING

### 5. Project.

Pupils use Ex.1 as a model and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Suggested answer)

George Crum was a **chef** in **New York** a very long time ago! The people in his **restaurant** did not like his **French fries**. They wanted them thinner! So, he made some very thin French fries. People ate them with their **hands**. They didn't need **forks**! Everyone liked them, so George made them all the time! Now people all over the **world** eat these thin French fries. We call them "crisps"!

### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **z** and **zz** are pronounced.

**z** is pronounced /z/ as in zoo

**zz** is pronounced /ts/ as in Mozzarella

Pupils listen and repeat. Check pupils' intonation and pronunciation.

### 7. Let's play!

Prepare slips of paper with the individual food items written on them. Invite a pupil to the front. Hand him/her one of the slips. The rest of the class guess what the pupil is making by asking questions concerning the ingredients. The pupil who guesses correctly takes the next turn.

### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: revision of Ex. 1 Lessons 1 & 2
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Objectives/Targets

plans and intentions

## Structures

It's going to be hot! - Are you going to take your camera with you? Yes, of course! I'm going to take my swimsuit, too! - We're going to go camping. - What are you going to do on Sunday? I'm going to go to the cinema.

## Vocabulary

jeans, T-shirt, swimming trunks, swimsuit, sunglasses, trainers, suitcase, handbag, camp, camper, cabin, tent, motorbike, tired, supper, mat

## Communication

talking about plans and intentions

## Project

writing a letter to a friend from a holiday resort

## Lesson 1 (pp. 88 - 89)

- Vocabulary:** jeans, T-shirt, swimming trunks, swimsuit, sunglasses, trainers, suitcase, handbag, camp, camper, Florida, skis
- Language focus:** It's going to be hot! - Are you going to take ...? Yes, of course!
- Grammar:** be going to

## PRESENTATION

### 1. Listen and repeat.

### ★ FLASHCARDS 1 - 9

Pupils' books closed. Pin up flashcards Nos. 1 - 9. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2. Listen and write yes or no.

Read the sentences and explain the task. Pupils listen and write **yes** next to a correct sentence and **no** next to an incorrect one.

1 yes                      2 no

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

Extension: Ask pupils questions concerning the text in Ex. 3.

- e.g. T: *What's the weather going to be like in Florida?*  
 P1: *(It's going to be) hot (in Florida).*  
 T: *What is Cindy going to take with her?*  
 P2: *(She's going to take) her camera and swimsuit.*

## PRACTICE

### 4. Look and say.

### ★ FLASHCARDS 10 - 15

Pupils' books closed. Pin up flashcards Nos. 10 - 15 on the board and elicit what the weather is like. Then, write the prompts below each picture. Point to flashcard No. 10. Say, then write on the board: *"It's going to be hot!"* Pupils repeat, chorally and individually. Point to flashcards Nos. 11 - 15, one at a time. Pupils make sentences similar to the example. Wipe the example off the board. Point to the flashcards in random order. Pupils make sentences, using the pattern practised. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 It's going to be windy!
- 3 It's going to rain!
- 4 It's going to be cold!
- 5 It's going to snow!
- 6 It's going to be cloudy!

## GRAMMAR

Pupils' books closed. Say, then write on the board: "I am going to buy a new T-shirt." Pupils repeat, chorally and individually. Underline **going to buy**. Explain that we use **going to** to talk about future plans and intentions. Show pupils how the affirmative is formed (verb "to be" + going to + main verb). Write under the first sentence: "I'm going to buy a new T-shirt." Underline **I'm going** and explain that this is the short form. Present all the other persons of the affirmative, negative and interrogative in the same way. Ask pupils to make sentences about themselves practising "be going to" forms. Feed them with ideas if necessary.

e.g. T: (buy a T-shirt)

P1: I'm going to buy a T-shirt. etc.

Pupils' books open. Read out the grammar table. Drill your pupils.

e.g. T: I am going to watch TV tonight. You ...

P1: You are going to watch TV tonight.

T: He ...

P2: He is going to watch TV tonight. etc.

### 5. Look, say, and write: buy, play, plant, watch.

Ask pupils to look at the pictures in Ex. 5. One pupil reads the example, then pupils do the task first orally, then in writing in class.

2 ... are going to play ...

3 ... is going to buy ...

4 ... are going to watch ...

### 6. Listen and put a tick (✓) or a cross (x).

Set the scene and explain the task. Pupils read the prompts, then they listen and tick the items Doris is going to buy and cross the items Doris is not going to buy.

**items to be ticked:** swimsuit, hat, trainers, camera

**items to be crossed:** jeans, T-shirt, handbag

#### • Now, ask and answer.

Ask two pupils to read the short dialogue. Then, pupils, in pairs, ask and answer questions about Doris.

A: Is Doris going to buy a swimsuit?

B: Yes, she is.

A: Is Doris going to buy a hat?

B: Yes, she is.

A: Is Doris going to buy jeans?

B: No, she isn't.

A: Is Doris going to buy a T-shirt?

B: No, she isn't.

A: Is Doris going to buy trainers?

B: Yes, she is.

A: Is Doris going to buy a handbag?

B: No, she isn't.

A: Is Doris going to buy a camera?

B: Yes, she is.

**Note:** Pupils can ask and answer the questions in pairs or in rolling questions.

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils act out dialogues in pairs, using the visual prompts in Ex. 7 and the dialogue they listened to as a model.

(Pupils' own answers)



#### Suggested Homework

1 Copy: 2 - 3 exchanges from Ex. 3

2 Reading aloud: Ex. 3

3 Dictation: Ex. 1

4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 90 - 91)

**Vocabulary:** cabin, tent, motorbike, tired, supper, mat, back, next

**Language focus:** We're going to go camping. - What are you going to do on Sunday? I'm going to go to the cinema! What about you?

**Grammar:** be going to (short answers)

Check pupils' HW.

## PRESENTATION

### 1 Listen and repeat.



#### FLASHCARDS 16 - 21

Pupils' books closed. Pin up flashcards Nos. 16 - 21. Point to each one and say the appropriate word. Pupils repeat, chorally and individually. Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

## LISTENING & READING

### 2 Listen and read.

Write the following sentence on the board: "The children are going to camp in the jungle tonight." Pupils listen and follow the lines to decide whether this statement is true (T) or false (F). Check pupils' answer: "False. The children are going to camp in the **forest** tonight." Play the cassette again with pauses for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 3 Now, read again and match.

Pupils read the two columns and match the items to make a sentence. Give pupils time to go over the dialogue and do the task. Check pupils' answers.

1 b    2 c    3 a

## PRACTICE

### 4 Look and say.



#### FLASHCARDS 22 - 26

Pupils' books closed. Pin up flashcard No. 22. Say, then write on the board: "We're going to go camping." Pupils repeat, chorally and individually. Pin up flashcards Nos. 23 - 26 and write the prompts below the pictures. Pupils make sentences following the example on the board. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences practising the pattern presented. Pupils' books open. Read out the example, then pupils do the exercise orally in class.

- 2 We're going to go sailing.
- 3 We're going to go swimming.
- 4 We're going to go fishing.
- 5 We're going to go skating.

## GRAMMAR

Pupils' books closed. Present the **short answers** of "be going to". Point to a pupil and ask the class: "Is (Mary) going to make a cake?" Elicit answer: "No." Complete pupils' answer: "No, she isn't." Write the sentences on the board. Point to another pupil and ask the class: "Is (Kate) going to do her homework?" Elicit answer: "Yes, she is." Write these sentences on the board, too. Pupils' books open. Read out the grammar table.

Extension: Ask pupils questions about themselves eliciting short answers.

- e.g. T: Are you going to go fishing in the summer?  
P1: Yes, I am./No, I'm not.  
T: Are you going to go to the cinema tonight?  
P2: Yes, I am./No, I'm not. etc.

### 5. What is Ricky going to do next week? Listen and write the correct day. There is one example.

Ask pupils to look at the pictures and the example in Ex. 5. Explain that they have to write the correct day below each picture. Tell them to bear in mind there is one extra day. Play the cassette, twice if necessary. Check pupils' answers.

- |             |            |
|-------------|------------|
| 1 Wednesday | 5 Saturday |
| 3 Friday    | 6 Thursday |
| 4 Tuesday   |            |

#### • Now, ask and answer.

Ask two pupils to read the short dialogue in the example. Then, pupils in pairs ask and answer questions about Ricky.

- A: What is Ricky going to do on Tuesday?  
B: He's going to visit his friend, Paul.
- A: What is Ricky going to do on Wednesday?  
B: He's going to go to the cinema.
- A: What is Ricky going to do on Thursday?  
B: He's going to go skating.
- A: What is Ricky going to do on Friday?  
B: He's going to buy a new T-shirt.
- A: What is Ricky going to do on Saturday?  
B: He's going to watch TV.

**Game (Optional)**

Ask pupils to look at the pictures in Ex. 5 for one minute and then tell them to close their books. Divide the class into two teams. Ask each team questions about what Ricky is going to do. Each correct answer gets 1 point. The team with the most points wins.

- e.g. T: *Is Ricky going to play soccer on Monday?*  
 Team A P1: *Yes, he is.*  
 T: *Good. 1 point. Is Ricky going to watch TV on Tuesday?*  
 Team B P1: *No, he isn't. (He's going to visit his friend, Paul.)*  
 T: *Good. 1 point. etc.*

**6. Look, ask and answer.**

Pupils look at the pictures in Ex. 6 and read the short dialogue in the example. Pupils, in pairs, ask and answer, as in the example.

- 2 A: *Is Ron going to buy a tent?*  
 B: *Yes, he is.*  
 3 A: *Are Julie and John going to buy a suitcase?*  
 B: *No, they aren't.*  
 4 A: *Is Bob going to buy a mirror?*  
 B: *No, he isn't.*  
 5 A: *Is Nancy going to buy a motorbike?*  
 B: *Yes, she is.*

**7. Listen and repeat, then talk with your friend.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for the pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils, in pairs, act out similar dialogues, using the prompts given in Ex. 7 and the dialogue they listened to as a model.

(Pupils' own answers)



**Suggested Homework**

- 1 Copy: 2-3 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

**Lesson 3 (pp. 92 - 93)**

Check pupils' HW.

**LISTENING & READING**

Pre-teach the following words: **enjoy, I hope so.**

**1. Listen, read and fill in.**

Set the scene and explain the task. Play the cassette. Pupils listen and follow the lines. Play the cassette **again**. Pupils listen and fill in the missing words. Check pupils' answers, then individual pupils read out from the text.

- 2 see    3 go    4 cook    5 come

Extension: Ask pupils questions concerning the text in Ex. 5.

- e.g. T: *Where is Wendy?*  
 P1: *Wendy is at summer camp in Florida.*  
 T: *What is Wendy going to do tomorrow?*  
 P2: *She's going to visit Disney World. etc.*

**2. Read again and write one-word answers.**

Read the questions. Pupils read the text in Ex. 1 again and answer the questions first orally, then in writing in class.

- 2 dolphins    3 supper

**3. Read and colour.**

Pupils look at the picture in Ex. 3. Explain that they have to read the text below the picture and colour the items. Pupils do the task. Check pupils' answers.

- **hat on the table:** blue
- **hat under the table:** orange
- **hat between two tents:** purple
- **hat in bag:** pink

Extension: Pupils look at the picture. Ask questions about the colour of the hats.

- e.g. T: *What colour is the hat on the table?*  
 P1: *Blue. etc.*

#### 4. About you: ask and answer.

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

(Pupils' own answers)

## WRITING

#### 5. Project.

Pupils use Ex.1 as a model, and do Ex. 5 orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Pupils' own answers)

#### 6. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **g** and **c** are pronounced.

**g** can be pronounced /g/ as in **g**lass

**c** can be pronounced /k/ as in **c**at

Pupils listen and repeat. Check pupils' intonation and pronunciation.

Extension: Write the following list of words on the board:

glass	cat
grandfather	computer
grandmother	cupboard
girl	cake
garden	camera
guitar	clothes
gloves	coat
garden	carrot
game	

Read the words and the pupils repeat, chorally and individually. Point to various words in random order. Individual pupils say the words.

#### 7. Let's play!

Set the scene and explain that Aston Towers is a famous actor. Read the diary and the examples and check if pupils understand everything. Explain the game. Pupils in two teams. One team provides false information about Aston Towers and the other team will have to correct it. Each correct answer gets one point. The team with the most points wins.

#### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: Rev of Ex. 1 Lesson 1 and 2
- 4 Act out: Ex. 6
- 5 Project: Ex. 5
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Revision 4 Units 11 - 14 (pp. 94 - 95)

(Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

A 1 A                    3 A                    5 A                    7 A  
2 B                    4 B                    6 A

B 8 honey            11 oven            14 salt  
9 video            12 minute            15 stone  
10 camp            13 flour

C 16 make            19 drive            22 lived  
17 wore            20 take            23 Did  
18 do            21 rode

D 24 made            26 travelled            28 wrote  
25 tidied            27 saw

E 29 x                    30 x                    31 ✓

F 32 B            34 A            36 A            38 A  
33 B            35 B            37 A

G 39 pizza            40 What's            41 tomatoes

H 42 walked            44 ate  
43 had            45 hunted

I 46 two            48 teeth            50 meat  
47 two            49 long

## Happy New Year! (pp. 96 - 97)

This unit is optional. It is designed to be taught just before the Christmas holidays.

### PRESENTATION

#### 1. Listen and repeat.

Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

### LISTENING & READING

#### 2. Listen and answer.

Pupils read the question. Play the cassette. Pupils listen and answer the question.

It's nearly midnight!

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again for pupils to repeat, chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

#### 4. Listen and draw a line.

Pupils look at the picture in Ex. 4. Explain that they have to listen and draw a line from the name to the respective person in the picture. Play the cassette. Check pupils' answers.

**Lisa** – wearing pink dress, playing a game

**Bernie** – watching TV

**Tony** – standing at the window, looking at the snowman

**5. Read and circle.**

Pupils look at the picture in Ex. 5. Ask pupils to identify what the people in the picture are doing (e.g. A man and a woman are watching TV, etc). Pupils read the text and circle the correct word/phrase.

- |               |            |
|---------------|------------|
| 1 watching TV | 3 sleeping |
| 2 eating      | 4 taking   |

**6. About you: ask and answer.**

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

**(Pupils' own answers)****7. Project.**

Refer pupils to the Photo File Section. Pupils use the text in Ex. 5 as a model to write to a friend about the New

Year's Party. After pupils have done the exercise in class, assign it as written HW.

**(Pupils' own answers)****8. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 6, Ex. 8
- 5 Project: Ex. 7

## Saint Valentine's Day! (pp. 98 - 99)

This unit is optional. It is designed to be taught just before Saint Valentine's Day (14th of February).

### PRESENTATION

**1. Listen and repeat.**

Pupils' books open. Play the cassette. Pupils repeat, chorally and/or individually.

### LISTENING & READING

**2. Listen and match.**

Read the names and the possible choices. Play the cassette. Pupils listen and match. Check pupils' answers.

- 1 b    2 a

**3. Now, listen again and read.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again for pupils to repeat, chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

**4. Listen and colour.**

Ask pupils to take the pink, blue, yellow and red crayons out of their pencil cases. Pupils look at the picture in Ex. 4. Play the cassette. Pupils listen and colour the items. Check pupils' answer.

- rose on the table:** pink  
**rose under the sofa:** blue  
**rose between the two dogs:** yellow  
**rose next to the TV:** red

**5. Listen and write the names.**

Explain that all these are Valentine's cards. Ask pupils to read the texts and find who the cards are to. Play the cassette. Check pupils' answers. Then, individual pupils read from the texts.

- A Lin    B Wendy    C Cindy    D Masid

**6. About you: ask and answer.**

Pupils, in pairs, ask and answer the questions about themselves. Make sure the pupils understand the questions. Walk around the classroom while the pupils do the task, providing any necessary help. Pupils report back to the class.

**(Pupils' own answers)**

**7. Project.**

Refer pupils to the Photo File Section. Pupils use one of the cards in Ex. 5 to write a Saint Valentine's card. After

pupils have done the exercise in class, assign it as written HW.

**(Pupils' own answers)**

**8. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Repeat out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

	<b>Suggested Homework</b>
<ol style="list-style-type: none"> <li>1 Copy: 4 exchanges from Ex. 3</li> <li>2 Reading aloud: Ex. 3</li> <li>3 Dictation: Ex. 1</li> <li>4 Act out: Ex. 6, Ex. 8</li> <li>5 Project: Ex. 7</li> </ol>	

**Play — Pudding Lane**



**SUGGESTIONS ON HOW TO APPROACH  
A PRODUCTION OF THE PLAY.**

Give pupils some time to settle in before beginning any work on the play. [After Unit 2 would be a good time to begin.]

There are some cut-out characters in the workbook that can be used to practise the roles. Assign roles to pupils. It is a good idea to build up gradually, by rehearsing a few lines at a time. Pupils can listen to the accompanying cassette in order to practise pronunciation and intonation of the lines. This can be done by listening, pausing and repeating and should be first demonstrated by the teacher in class. [This could be assigned as HW, once the pupils are familiar with the procedure.] In the following lesson, pupils must use the cut-out characters and act out their lines.

Make sure you pre-teach any new vocabulary before rehearsing the lines of the play. e.g. pudding, sweet dreams, penny, etc.

If there are more pupils than parts, any 'extra' pupils can act as a choir for the songs. On cassette, at the end of the play, there is an instrumental version of the songs. This can be used as a musical accompaniment for the production.

**Suggested props:**

- fruit on stalls (apples, coconuts, bananas, etc)
- fire engine \*
- alarm clock
- buckets
- coconut cake

(\*This could be a painted flat on wheels)

**Suggested scenery** (see pictures in the Pupil's Book)

**Act I**

A bedroom: a bed

**Act II**

A street market: stalls with some fruit on them

**Act III**

A bedroom: a bed

**Suggested costumes**

There are pictures of the characters at the beginning of the play, which will give the teacher a good indication of the costumes that should be worn.

## Pudding Lane

### Act I

Curtains open – Eddy is in his room, lying in bed, holding his throat)

**Eddy:** Mum! Mum!

**Mum:** *(appears at the door, with glass of milk)*  
What's the matter, Eddy?

**Eddy:** Oh, Mum! I feel ill!

*(Sing)*

**Mum & Eddy:** What's the matter?

**Eddy:** What's the matter?

I feel ill, I feel ill!

You must see a doctor!

I feel ill! Get well!

I feel ill! Get well soon!

I hope you get well soon!

What's the matter?

What's the matter?

My throat hurts, my throat hurts!

You must see a doctor!

My throat hurts! Get well!

My throat hurts! Get well soon!

I hope you get well soon!

**Mum:** You should go to sleep now, Eddy. It's late.  
You must see the doctor in the morning.

**Eddy:** Can I have some cake, Mum?  
I didn't eat my pudding today!

**Mum:** Cake? No, Eddy. Drink your milk and go to sleep. Sweet dreams!

*(Eddy tossing and turning)*

**End of Act I (curtains close)**

### Act II

*(Pudding Lane in the year 1666. There is a street market – Eddy approaching a stall-holder.)*

**Eddy:** Excuse me, is this Pudding Lane?

**Woman:** Yes, dear.

*(Oscar, Lin, Wendy and Cindy appear on stage)*

**Oscar:** Hey, Eddy! What are you doing?

**Eddy:** I'm hungry! I'm going to get some cake!

**Oscar:** I'm hungry, too!

**Wendy:** Hey, look! Let's go to the market.

**Lin:** Oh yes! I want some mangoes.

*(Sing)*

**All:** Let's go to the market,  
And buy all we need!  
Let's go to the market,  
Oh, come with me, please!

Let's buy some nice coconuts,  
Mangoes and some peas,  
Potatoes and pineapples,  
Chocolate and cheese!

Let's go to the market,  
And buy all we need!  
Let's go to the market,  
Oh, come with me, please!

**Eddy:** I want some coconuts. I'm going to ask the baker to make me a coconut cake.

*(at the stall)*

**Man:** Hello, what would you like?

**Wendy:** Can I have a pineapple, please?

**Man:** Here you are. That's a penny!

**Wendy:** Thank you.

*(The others buy food from the market and walk over to Eddy.)*

**Eddy:** Look! I've got a lot of coconuts.  
**Cindy:** Where's the baker's?  
**Oscar:** It's over there. Look!  
**Lin:** Come on. Let's go.

*(outside the baker's)*

**Eddy:** Ok. Wait here.

*(Eddy goes inside)*

**Oscar:** What did you buy, Cindy?  
**Cindy:** I bought some apples. I love apples! Do you want one?  
**Oscar:** No, thanks. I bought some bananas! Delicious!  
**Wendy:** *(shouting through baker's door)* Hey, Eddy! Hurry up! What are you doing?  
**Eddy:** *(his face appears at the window)* I'm helping the baker. He's making my coconut cake! *(disappears again)*

*(We hear screams from inside — smoke is coming out of the baker's and the baker runs out shouting.)*

**Baker:** Help! The baker's is on fire!  
**Woman:** Help! Help! Fire!  
**Oscar:** Oh, no! What's happening?  
**Eddy:** *(running out)* My cake! The baker's is on fire!

*(The crowd at the market gather around and begin to panic.)*

**Woman:** Help! London's burning!

*(In a line, they pass buckets to one another and throw water on the fire.)*

*(Sing)*  
**All:** London's burning,  
 London's burning,  
 Fetch the engine!  
 Fetch the engine!  
 FIRE! FIRE!  
 FIRE! FIRE!  
 Pour on water,  
 Pour on water!

**Eddy:** What about my cake?  
**Lin:** Oh, Eddy! You can't have any cake now! It's too late!

*(Fire engine arrives, ringing the bell.)*

## End of Act II (curtains close)

### Act III

*(back in Eddy's bedroom — Eddy's alarm clock is ringing — Eddy wakes up, confused)*

**Eddy:** Uh? What? Oh, where's my cake? Oh! It was a dream!

*(door opening, Mum enters with Lin who is holding a coconut cake)*

**Mum:** Eddy! Lin's here. She's got something for you.

**Lin:** Hi, Eddy! How are you feeling?  
 Look! I've got your favourite, coconut cake!

**Eddy:** Coconut cake? Did you burn it?

**Lin:** Burn the cake? No, look! It's delicious.

**Eddy:** Phew! I feel much better now. Thank you, Lin.

## THE END (curtains close)

## Unit 1 - Welcome back! (pp. 4 - 7)

- 1 2 Spanish      3 British
- 2 2 Poland      3 Turkey      4 Mexico
- 3 one, two, three, **four**, five, six, **seven**, **eight**, nine, **ten**, **eleven**, twelve, **thirteen**, fourteen, fifteen, ~~sixteen~~, seventeen, **eighteen**, nineteen, **twenty**

### ACROSS

- 11 ELEVEN      13 THIRTEEN  
18 EIGHTEEN      20 TWENTY

### DOWN

- 4 FOUR      8 EIGHT  
7 SEVEN      10 TEN

- 2 a Clara hasn't got brown eyes.  
She's got blue eyes!  
b She isn't fat.  
She's slim!
- 3 a Vera and Mandy aren't tall.  
They're short!  
b They haven't got fair hair.  
They've got dark hair!
- 4 a Ben and Phil aren't tall!  
They're short!  
b They haven't got brown eyes.  
They've got green eyes!

- 5 2 c    4 a    6 c    8 b    10 c  
3 b    5 b    7 a    9 c

- 6 2 I'm from London, England!  
3 How old are you?  
4 I'm twelve!

- 7 **Danny** - a      **Karen** - b

- 8 2 from      4 slim      6 eyes  
3 ten/10      5 fair      7 blue

- 1 He's from New York.  
2 He's ten/10 years old.  
3 No, he isn't.  
4 His favourite colour is blue.

## Unit 2 - Number six, Hill Street! (pp. 8 - 11)

- 1 2 Between    3 Opposite    4 Between
- 2 3 ✓    4 ✓    5 x    6 x
- 3 3 No, there aren't. There are six chairs in the dining room.  
4 Yes, there are.  
5 No, there isn't. There is a wardrobe in the bedroom.  
6 No, there isn't. There is a bath in the bathroom.
- 4 2 Her    4 them    6 her  
3 Its    5 They    7 his
- 5 1 Eat your breakfast!  
2 Don't sit on that chair!  
3 Tidy your room!  
4 Don't wear that dress!
- 6 2 behind    4 next to    6 between  
3 between    5 behind
- 7 **shelf** - next to the window  
**glass** - in the sink  
**clock** - between the two chairs
- 8 2 restaurant      4 chair      6 under  
3 pizza      5 eating
- 9 **On the left** - red robot, blue radio, brown basketball, yellow cap  
**On the right** - brown robot, green watch, black basketball

### Unit 3 - Trick or treat! (pp. 12 - 15)

- 1** 2 afraid      4 heavy      6 high  
3 noise      5 wind      7 dark

a	f	r	a	i	d	w
t	a	n	o	h	a	h
t	c	o	g	k	r	i
i	w	i	n	d	k	g
c	e	s	e	b	p	h
a	h	e	a	v	y	o

- 2** 2 d    3 a    4 e    5 b
- 3** 2 making    5 wearing    8 coming  
3 drinking    6 having    9 eating  
4 running    7 playing    10 digging
- 4** 2 He's cooking.    5 He's swimming.  
3 They're running.    6 They're dancing.  
4 It's flying.
- 5** 2 ... play tennis and climb a tree.  
... dance or sing.  
3 ... can climb a tree and sing.  
He can't dance or play tennis.
- 6 (Suggested answers)**  
I can **dance** and **read**. I can **run** and **sing**, too.  
I can't **climb a tree** or **drive a car**.
- 7** 3 Can I open ...    5 Can I ride ...  
Yes, of course!    Sorry, no!  
4 Can I play ...    6 Can I wash ...  
Sorry, no!    Yes, of course!
- 8** 1 tick 3rd picture    2 tick 2nd picture
- 9** 1 house    3 eat    5 candles  
2 yellow    4 Halloween
- b) a pumpkin

### Unit 4 - A very special day! (pp. 16 - 19)

- 1** 2 mother    5 grandfather    8 aunt  
3 brother    6 grandmother    9 cousin  
4 sister    7 uncle
- 2** 2 Ben is forty years old.  
3 Laura is eighty-nine years old.  
4 Jack is seventy-three years old.  
5 Judy is twenty-eight years old.  
6 Mark is fifty-two years old.
- 3** 2 ninth    5 third    8 twenty-sixth  
3 second    6 fourteenth    9 twenty-fifth  
4 twelfth    7 twentieth    10 thirty-first
- 4** 2 That    3 Those    4 These    5 They
- 5** 2 Where    3 Where    4 How
- 6** 2 A: When's ...  
B: ... the fourteenth of February.  
3 A: When's ...  
B: It's on the first of April.  
4 A: When's ...  
B: It's on the thirty-first of October.
- 7** **Wendy** – fifteenth of November  
**Lin** – eleventh of January  
**Cindy** – twelfth of February
- 8** 2 eight/8    4 present    6 dancing  
3 six/6    5 clown
- Unit 5 - At the market! (pp. 20 - 23)**
- 1** 2 watermelon    4 lime    6 mango  
3 lemon    5 coconut    7 pineapple
- 2** 2 fork    3 bowl    4 pie
- 3** 2 packet    3 carton    4 slice
- 4** **A** 2 There are two knives.  
3 There are four forks.  
4 There are four glasses.  
5 There are four sandwiches.  
6 There are two children.  
7 There is one man.  
8 There is one woman.

- B** 2 There are four knives.  
 3 There is one fork.  
 4 There are three glasses.  
 5 There are two sheep.  
 6 There are three children.  
 7 There are two men.  
 8 There are two women.

- 5** 1 some            4 a            7 a  
 2 some            5 a            8 some  
 3 a                6 some

- 6** 2 B: ... like a kilo of meat.  
 ... is it?  
 A: .. two pounds and seventy pence.  
 3 A: What would you like?  
 B: I'd like a carton of milk.  
 How much is it?  
 A: It's sixty pence.  
 4 A: What would you like?  
 B: I'd like a jar of jam.  
 How much is it?  
 A: It's forty-two pence.

- 7** coconut in basket – green  
 coconut next to the apples – pink  
 coconut between the two boys – blue  
 draw a coconut under the dog – brown

- 8** 2 CDs            4 biscuits  
 3 chocolate    5 game  
 2 x            3 x            4 ✓

**Unit 6 - I don't like Science! It's boring! (pp. 24 - 27)**

- 1** 2 Music            4 History            6 English  
 3 Art                5 PE

- 2** 1 schoolbag            3 dish  
 2 desk                4 notebook

- 3** 2 A: ... does she go ...  
 B: She goes to school at quarter to nine.  
 3 A: ... do they do ...  
 B: They do their homework at six o'clock.  
 4 A: ... do they go ...  
 B: They go to bed at half past ten.

- 4** 2 sometimes reads            5 never ride  
 3 never tidies                6 usually goes  
 4 always washes

- 5** 3 A: ... History?                4 A: Do you like Art?  
 B: ... I like History!        B: No, I don't like Art!  
 ... interesting!                It's boring!

- 6** 1 **basketball match** – two o'clock  
 2 **hockey match** – ten o'clock  
 3 **soccer match** – five o'clock

- 7** 2 yes            3 no            4 no            5 yes

- 8** 2 d            3 b            4 f            5 e            6 c  
 2 goes            4 goes            6 watches  
 3 has            5 does

**Unit 7 - I want to be a firefighter! (pp. 28 - 31)**

- 1** A 2 pilot            3 firefighter            4 postman

- B** 2 ... does a pilot do?  
 ... flies ...  
 3 ... does a firefighter do?  
 ... fights ...  
 4 ... does a postman do?  
 ... delivers ...

- 2** 2 pilot, flies aeroplanes, cycling  
 3 DJ, plays music, skating

- 3** 2 What are they doing now?  
 3 We always swim in the summer.  
 4 She doesn't go to bed late.  
 5 We are having fun in Spain!  
 6 What do you usually do in the afternoon?  
 7 Mum isn't working today.  
 8 She sometimes cycles in the park.

- 4** 2 do            5 watches            8 wash  
 3 going            6 don't            9 Do  
 4 working            7 cooking            10 are walking

- 5** 2 A: ... farmer?  
 B: ... growing vegetables!  
 3 A: ... want to be a DJ?  
 B: ... like playing music!  
 4 A: Why do you want to be a firefighter?  
 B: Because I like helping people!

**6** 1 tick 2nd picture      2 tick 1st picture

**7** 2 five      4 white      6 milk  
3 tree      5 tree

**Unit 8 - Cows are fatter than goats!**  
(pp. 32 - 35)

**1** 2 cow      4 turtle      6 monkey  
3 whale      5 python

**2** 1 HIPPO      4 TURTLE      7 BIRD  
2 ZEBRA      5 CHEETAH      8 WHALE  
3 PANDA      6 GOAT      9 SNAIL

secret message: HELP THE ANIMALS

**3** 3 thin      5 heavy      7 fatter  
4 fastest      6 longest      8 slowest

**4** 2 The giraffe is taller than the panda.  
3 The whale is bigger than the turtle.  
4 The cheetah is faster than the snail.  
5 The elephant is heavier than the goat.  
6 The bird is smaller than the horse.

**5** 2 Who's the youngest?  
Emma's the youngest.  
3 Who's the thinnest?  
Susan's the thinnest.  
4 Who's the fattest?  
Bertha's the fattest.

**6** 2 A: Where do pandas live?  
B: They live in the forest.  
A: What do they eat?  
B: They eat leaves and bamboo.  
3 A: Where do whales live?  
B: They live in the sea.  
A: What do they eat?  
B: They eat small shellfish.  
4 A: Where do monkeys live?  
B: They live in the jungle.  
A: What do they eat?  
B: They eat bananas.

**7** duck: yellow      snail: orange  
python: green      turtle: purple

2 yes      3 no      4 no      5 yes

**8** 1 in the forest      4 aren't  
2 are      5 leaves  
3 animals      6 fifteen

1 Pandas live in the forest.  
2 They are black and white.  
3 They eat leaves and bamboo.  
4 They usually live for fifteen years.

**Unit 9 - I've got a sore throat!**  
(pp. 36 - 39)

**1** 2 headache      3 toothache      4 stomachache

**2** 2 pyjamas      4 jumper      6 medicine  
3 temperature      5 chest

**3** 2 You shouldn't eat sweets!  
3 You should have some soup!  
4 You should take an aspirin!

**4** 2 shouldn't      3 shouldn't      4 should

**5** 2 must      3 mustn't      4 mustn't

**6** 2 A: ... the matter?  
B: ... stomach hurts!  
A: ... you feel better soon!  
3 A: What's the matter?  
B: My tooth hurts!  
A: I hope you feel better soon!

**7** 1 ✓      2 x      3 ✓      4 x      5 ✓

**8** brown: basketball, boots, bed, bookcase  
purple: cap, coke, CD, coat  
pink: gloves, guitar  
orange: jumper  
green: pyjamas, parrot  
blue: shirt, scarf, socks, slippers

**9** ... your pyjamas and you **should** stay in bed!  
You should have a lot of **hot** soup and you **should**  
eat vegetables! You **should** sleep and you **shouldn't**  
play outside! It's very **cold**!

Love,  
Dan

2 x      3 ✓      4 x

## Unit 10 - I was a happy baby!

(pp. 40 - 43)

- 1 2 baker's 5 library  
3 greengrocer's 6 police station  
4 butcher's
- 2 2 quiet 3 library 4 greengrocer's
- 3 2 Was ... 4 Was ...  
... circus. Yes, she was.
- 3 Were ...  
... they weren't.  
... were at the library.
- 4 A 2 was 4 was 6 was  
3 wasn't 5 wasn't 7 weren't
- B 2 is 4 is 6 are  
3 isn't 5 is
- 5 2 A: What were you like when you were a baby,  
Lin?  
B: Oh, I was a clever baby!  
3 A: What were you like when you were a baby,  
Eddy?  
B: Oh, I was a funny baby!
- 6 Carol: at the baker's  
Anna: at the library  
Brenda: at the museum  
Gary: at the post office
- 7 2 elephants 3 clowns 4 purple 5 hats  
2 no 3 no 4 yes

## Unit 11 - What happened to you?

(pp. 44 - 47)

- 1 2 cartoon 3 quiz show 4 comedy
- 2 1 kick 3 land 5 study  
2 bucket 4 clap 6 seal
- 3 NOW YESTERDAY  
talk studied  
ran stopped  
cook tidied  
like travelled  
phoned

- 4 2 A: Did Martha play the piano?  
B: No, she didn't. She tidied the house.  
3 A: Did Barry water the plants?  
B: No, he didn't. He washed the car.  
4 A: Did Sam and Toby paint their room?  
B: No, they didn't. They listened to music.
- 5 3 Wrong! Kelly didn't paint the hall.  
She washed the dishes!  
4 Right!  
5 Wrong! Harry didn't visit his friend.  
He washed the car!  
6 Right!
- 6 1 weekend 2 visited 3 stayed
- 7 9:30 comedy 10:45 the news
- 8 1 B 2 C 3 A  
1 Apollo 2 funny 3 afraid 4 landed

## Unit 12 - Cavemen and dinosaurs!

(pp. 48 - 51)

- 1 1 caves 3 animal skins  
2 wood 4 meat
- 2 2 X 3 X 4 ✓ 5 ✓ 6 X
- 3 2 learnt 5 took 8 drank  
3 made 6 wore 9 ran  
4 saw 7 bought 10 hit
- 4 2 ... didn't eat pizza!  
... ate ...  
3 ... didn't live in big houses!  
... lived ...  
4 ... didn't make clothes from wool!  
... made ...  
5 ... didn't drink water from gold cups!  
... drank ...
- 5 2 A: ... did he make?  
B: ... made a cake.  
3 A: ... did they go?  
B: ... went to the beach.  
4 A: ... did she drink?  
B: ... drank some water.
- 6 1 Tuesday 3 Wednesday  
2 Sunday 4 Monday

- 7** 1 It was Andy's birthday.  
 2 The film was about dinosaurs.
- 1 ... walked ...  
 2 They ran to 'Burger-World'.
- 1 Nell, Andy's dog, was behind them.  
 2 Andy bought some burgers from 'Burger-World'.

**Unit 13 - Fun food!**  
 (pp. 52 - 55)

- 1** 2 honey            4 pear  
 3 grapes            5 strawberry
- 2** 2 salt and pepper    3 frying pan    4 yogurt
- 3** 3 She needs a lot of strawberries.  
 4 She doesn't need much olive oil.  
 5 She doesn't need much salt and pepper.  
 6 She needs a lot of flour.  
 7 She needs a lot of cherries.  
 8 She doesn't need much honey.
- 4** 2 ... some soup, but he hasn't got any honey!  
 3 ... some coconuts, but he hasn't got any limes!  
 4 ... some salad, but she hasn't got any sausages!  
 5 ... some watermelons, but she hasn't got any melons!
- 5** 3 A: ... much cheese is there?  
 B: ... much!  
 4 A: How many eggs are there?  
 B: Not many!  
 5 A: How much olive oil is there?  
 B: Not much!  
 6 A: How many green peppers are there?  
 B: A lot!
- 6** 2 A: ... in your soup?  
 B: ... rice and onions!  
 3 A: What's in your sandwich?  
 B: Some eggs and cheese!
- 7** 1 ✓    3 ✓    5 ✓    7 ✓  
 2 ✓    4 ✗    6 ✗
- 8** 1 C    2 A    3 B

**Unit 14 - We're going to go camping**  
 (pp. 56 - 59)

- 1** 2 jeans            4 handbag            6 swimsuit  
 3 suitcase        5 sunglasses
- 2** 2 It's going to be cold in Rome.  
 3 It's going to be windy in London.  
 4 It's going to rain in New York.  
 5 It's going to snow in Paris.
- 3** 2 e    3 a    4 c    5 f    6 d
- 4** 2 Is Maggie going to visit her cousin on Monday?  
 No, she isn't. She's going to play hockey on Monday.  
 3 Is Maggie going to visit Paul on Friday?  
 No, she isn't. She's going to buy some new jeans on Friday.  
 4 Is Maggie going to go to the cinema on Thursday?  
 No, she isn't. She's going to visit her cousin on Thursday.  
 5 Is Maggie going to buy some sunglasses on Wednesday?  
 No, she isn't. She's going to go to the cinema on Wednesday.
- 5** 1 B: ... skating.  
 2 A: ... horse riding  
 B: ... swimming.  
 3 A: Are you going to go fishing ...  
 B: No, I'm going to go skiing.
- 6** **Betty:** sailing  
**John:** water-skiing  
**Sally:** fishing
- 7** 1 motorbike    3 beach            5 fire  
 2 tent            4 fishing
- 8** 2 SWIMSUIT  
 3 MAT  
 4 MOTORBIKE  
 5 SUITCASE  
 6 TRAINERS

secret word: SUMMER

## Unit 1 Welcome back!

### Lesson 3 Ex. 3 (p. 8)

**Man:** Look at the pictures.

**Man:** Listen and write a name or a number.

**Man:** 1

**Man:** Hello, what's your name?

**Boy:** Carlos.

**Man:** How do you spell that?

**Boy:** C-A-R-L-O-S. Carlos.

**Man:** 2

**Man:** How old are you, Carlos?

**Boy:** I'm sixteen.

**Man:** Sixteen?

**Boy:** Yes.

**Man:** 3

**Man:** Where are you from?

**Boy:** I'm from Spain.

**Man:** Spain? Oh, it's nice in Spain!

## Unit 2 Number six, Hill Street!

### Lesson 1 Ex. 7 (p. 11)

1 Go along New Road. Turn left into Hill Street. It's opposite Cindy's house. What is it?

2 Go along New Road. Turn right into Hill Street. It's opposite the supermarket. What is it?

3 Go along New Road. Turn left into Hill Street. It's between Cindy's house and the record shop. What is it?

4 Go along New Road. Turn left into Hill Street. It's opposite the record shop. What is it?

### Lesson 3 Ex. 3 (p. 14)

**Man:** Look at exercise 3. Now look at the picture.

**Man:** Now, listen to the example. Listen and look.

**Woman:** Put the restaurant opposite the bank.

**Girl:** Opposite the bank?

**Woman:** Yes. The restaurant is opposite the bank.

**Man:** Can you see the line? Now, you listen and draw lines.

**Woman:** Put the supermarket between the record shop and the park.

**Girl:** Where's the supermarket?

**Woman:** Between the record shop and the park.

**Woman:** Put the hotel next to the cinema.

**Girl:** Next to the cinema?

**Woman:** Yes. The hotel is next to the cinema.

**Woman:** Put the station next to the park.

**Girl:** Sorry? Where's the station?

**Woman:** Next to the park. The station is next to the park.

## Unit 3 Trick or treat!

### Lesson 1 Ex. 5 (p. 17)

**Man:** Look at exercise 5. Now look at the picture.

**Man:** Now, listen and look. This is one example.

**Boy:** Can you see Toby?

**Girl:** No, where is he?

**Boy:** He's holding a candle.

**Girl:** Oh, yes! I can see him. Toby's holding a candle.

**Man:** Can you see the line? Now, listen and draw lines.

**Boy:** Can you see Jane? She's wearing a big black hat.

**Girl:** Jane? Is she eating an apple?

**Boy:** No, she's dancing.

**Girl:** Where is Simon?

**Boy:** He's talking on the phone. Can you see him?

**Girl:** Yes.

**Boy:** Look, Donna is writing. Can you see her?

**Girl:** Donna? Is she wearing a red dress?

**Boy:** Yes! She's wearing a red dress and she's writing.

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## Unit 4 A very special day!

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### Lesson 3 Ex. 3 (p. 28)

**Man:** Look at the example. Listen and look.

**Woman:** Hello, Frank. Can I ask you some questions?

**Boy:** OK.

**Woman:** What's your family name?

**Boy:** My family name is Green.

**Woman:** Frank Green. Can you spell that?

**Boy:** G-R-E-E-N.

**Woman:** Thank you!

**Man:** Can you see the answer? Frank's family name is Green. Now, you listen and write.

**Man:** 1

**Woman:** Where is your house, Frank?

**Boy:** It's number seven, Hill Street.

**Woman:** Can you spell that please?

**Boy:** Yes. H-I-L-L.

**Man:** 2

**Woman:** Which class are you in at school?

**Boy:** I'm in class 3.

**Woman:** Class 3.

**Man:** 3

**Woman:** And when is your birthday, Frank?

**Boy:** It's on the second of May.

**Woman:** The second of May?

**Boy:** Yes.

**Man:** 4

**Woman:** How old are you, Frank?

**Boy:** I'm fourteen.

**Woman:** Fourteen?

**Boy:** Yes.

---

## Unit 5 At the market!

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### Lesson 1 Ex. 6 (p. 31)

**Man:** Look at the picture.

**Man:** Listen and colour.

**Woman:** Can you see the bottle of orange juice?

**Girl:** Yes.

**Woman:** Colour the bottle yellow.

**Girl:** Yellow?

**Woman:** Yes, colour the bottle yellow.

**Woman:** Now, find the packet of peas and colour it green.

**Girl:** Colour what green?

**Woman:** The packet of peas.

**Girl:** OK, the packet of peas is green.

**Woman:** Colour the can of cola brown.

**Girl:** Sorry?

**Woman:** Colour the can of cola brown.

**Girl:** OK.

**Woman:** Now, look at the jar of jam. Colour the jar of jam red.

**Girl:** What colour is the jar?

**Woman:** Red. Colour the jar red.

**Girl:** OK!

**Woman:** Can you see the carton of milk?

**Girl:** Yes.

**Woman:** Colour it blue.

**Girl:** Blue?

**Woman:** Yes, colour the carton of milk blue.

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## Unit 6 I don't like Science! It's boring!

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### Lesson 2 Ex. 7 (p. 39)

**Man:** Look at the picture.

**Man:** Listen and colour.

**Man:** Can you see the triangle on the door?

**Girl:** Where?

**Man:** On the door.

**Girl:** Yes.

**Man:** Colour it pink! Colour the triangle on the door pink.

**Man:** Find the round box.

**Girl:** The round box?

**Man:** Yes.

**Girl:** OK.

**Man:** Colour it brown. Colour the round box brown.

**Man:** Can you see the square box?

**Girl:** The square box? Yes.

**Man:** Colour it purple. Colour the square box purple.

**Man:** Can you see the round picture?

**Girl:** The round picture on the table?

**Man:** Yes. Colour the round picture grey.

**Girl:** OK.

**Man:** Find the square picture on the table.

**Girl:** The square picture?

**Man:** Yes. Colour the square picture orange.

**Girl:** Orange? OK.

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## Unit 7 I want to be a firefighter!

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### Lesson 3 Ex. 3 (p. 48)

**Man:** Look at the example. Look and listen.

**Man:** Hello! Can I ask you some questions, please?

**Woman:** Yes, certainly.

**Man:** What's your name?

**Woman:** Ann Jones.

**Man:** Jones? Can you spell that, please?

**Woman:** J-O-N-E-S. Ann Jones.

**Man:** Yes.

**Man:** Can you see the answer? Now, listen and write.

**Man:** How old are you, Miss Jones?

**Woman:** Well, I'm thirty-six.

**Man:** Thirty-six? OK. And what's your favourite sport?

**Woman:** My favourite sport ... tennis. I like tennis.

**Man:** And what do you like doing in your free time?

**Woman:** What do I like doing? Umm, I like skating.

**Man:** Skating? That's nice!

**Man:** And have you got a pet, Miss Jones?

**Woman:** Yes, I've got a cat.

**Man:** A cat. OK. Thank you, Miss Jones.

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## Unit 8 Cows are fatter than goats!

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### Lesson 3 Ex. 3 (p. 54)

**Woman:** Look at the picture.

**Woman:** Now, listen to the example. Listen and look.

**Woman:** Put the python between the elephant and the monkey.

**Wendy:** Between the elephant and the monkey?

**Woman:** Yes. The python is between the elephant and the monkey.

**Woman:** Can you see the line? Now, listen and draw lines!

**Woman:** Put the cheetah next to the monkey.

**Wendy:** Where is the cheetah?

**Woman:** The cheetah is next to the monkey.

**Wendy:** OK.

**Woman:** Put the zebra opposite the elephant.

**Wendy:** Opposite the elephant?

**Woman:** Yes. The zebra is opposite the elephant.

**Woman:** Put the panda next to the turtle.

**Wendy:** Sorry? Where's the panda?

**Woman:** Next to the turtle. The panda is next to the turtle.

**Wendy:** OK.

**Woman:** Put the bird between the wolf and the panda.

**Wendy:** Where's the bird?

**Woman:** Between the wolf and the panda. The bird is between the wolf and the panda.

**Wendy:** OK.

---

## Unit 9 I've got a sore throat!

---

### Lesson 1 Ex. 5 (p. 57)

**Mum:** Oscar? Oh, here you are! Oh – look at all these clothes! You should tidy your room, Oscar.

**Oscar:** Sorry, Mum.

**Mum:** You shouldn't watch TV, now. You should do your homework.

**Oscar:** Oh, OK.

**Mum:** And what's this? Chocolate? You shouldn't eat too much chocolate, Oscar. You should eat some fruit and vegetables.

**Oscar:** I know, Mum.

**Mum:** Go to the bathroom, dear. You should brush your teeth, now.

**Oscar:** Yes, Mum.

### Lesson 3 Ex. 3 (p. 60)

**Woman:** Look at the pictures.

**Woman:** Now, listen and tick the box.

**Woman:** 1 What's the matter with Mike?

**Man:** What's the matter, Mike?

**Boy:** Oh, I feel terrible.

**Man:** Have you got a headache?

**Boy:** No.

**Man:** Does your throat hurt?

**Boy:** No, I've got a stomachache.

**Man:** Oh, dear! I hope you feel better soon.

**Woman:** 2 What should Mike do today?

**Boy:** I've got a terrible stomachache, Mum.

**Woman:** You shouldn't eat too many sweets, Mike.

**Boy:** I know, Mum.

**Woman:** And you shouldn't drink cold water today.

**Boy:** OK, Mum.

**Woman:** Go upstairs and put on your pyjamas. You should stay in bed.

---

## Unit 10 I was a happy baby!

---

### Lesson 2 Ex. 5 (p. 65)

**Jill:** Grandad, what was Highton like sixty years ago? Were there many people?

**Grandad:** No, Jill, there weren't many people then. Highton was a quiet town sixty years ago.

**Jill:** Was there a supermarket, Grandad?

**Grandad:** No, there wasn't a supermarket. But there were a lot of small shops.

**Jill:** Was there a park, too?

**Grandad:** No, there wasn't. But there were a lot of fields then. Highton was a nice town sixty years ago.

### Lesson 3 Ex. 3 (p. 66)

**Masid:** Sunnyville is a small town. There are a lot of small shops in Sunnyville. There's a butcher's, a baker's and a post office. In Sunnyville there's a hospital, too. There's a library next to the hospital. Sunnyville's a nice town.

---

## Unit 11 What happened to you?

---

### Lesson 2 Ex. 5 (p. 73)

**Man:** Last week Masid travelled to Planet Ziccom. Masid wanted, to watch his favourite soccer team. Masid loves soccer. The match started and Zigger kicked the ball to Ziggy. The ball landed in Masid's popcorn. It was very funny. Masid jumped in the air and everyone looked at him. Then, Masid landed in the goal. Everyone laughed and clapped. It was a great soccer match.

---

## Unit 12 Cavemen and dinosaurs!

---

### Lesson 2 Ex. 6 (p. 79)

**Girl:** Miss Bell, did people drive cars three hundred years ago?

**Miss Bell:** No, Sally, they didn't. They rode horses.

**Girl:** Did they have telephones, Miss?

**Miss Bell:** No, they didn't have telephones. They wrote letters in those days.

**Girl:** Did they watch TV?

**Miss Bell:** No, they didn't watch TV. There weren't any TVs then. They went to the theatre.

**Boy:** Did they eat pizza, Miss?

**Miss Bell:** No, Tim, they didn't eat pizza three hundred years ago. They ate meat and vegetables. Everything was different, then.

---

## Unit 13 Fun food!

---

### Lesson 1 Ex. 6 (p. 83)

**Doris:** Hello, Hilda dear. I need your help! I'm making an apple pie for Mr Rossi.

**Hilda:** Lovely, dear.

**Doris:** How much flour do I need?

**Hilda:** Well, 2 cups of flour.

**Doris:** And sugar?

**Hilda:** Oh, yes! You need 1 cup of sugar, dear.

**Doris:** Do I need butter?

**Hilda:** Yes, you need 1 cup of butter.

**Doris:** What about apples? How many?

**Hilda:** Oh, about 4 apples.

**Doris:** And eggs? How many eggs?

**Hilda:** Just one egg, dear, for the top of the pie.  
**Doris:** Thank you, Hilda dear. Mr Rossi loves apple pie.  
**Hilda:** Oh, that's nice.

---

## Unit 14 We're going to go camping!

---

### Lesson 1 Ex. 6 (p. 89)

**Hilda:** Hello, Doris. Where are you going?  
**Doris:** I'm going to the shops. I need some things for my holiday.  
**Hilda:** Oh? What are you going to buy?  
**Doris:** Well, I'm going to buy some sunglasses, of course! It's sunny in Spain, you know.  
**Hilda:** Ooh, Spain! How lovely!  
**Doris:** Yes, and I'm going to buy a new swimsuit – oh and a hat, too.  
**Hilda:** Are you going to buy some jeans and a T-shirt?  
**Doris:** No, dear. I don't wear jeans or T-shirts. But I'm going to buy some trainers.  
**Hilda:** What about a handbag, Doris?  
**Doris:** No, I'm not going to buy a handbag, dear. I've got a lot of handbags. But I'm going to buy a new camera.  
**Hilda:** A camera?  
**Doris:** Yes, dear. I'm going to take a lot of photos of me and Mr Rossi on holiday.  
**Hilda:** Oh, that's nice. Have a lovely holiday, dear.

### Lesson 2 Ex. 5 (p. 91)

**Woman:** Look at the pictures. Listen and look. This is one example. What is Ricky going to do next week?

**Woman:** What are you going to do on Monday, Ricky?  
**Ricky:** On Monday? Oh, I'm going to play soccer on Monday.

**Woman:** Can you see the word Monday? On Monday, Ricky is going to play soccer. Now, listen and write the days.

**Woman:** What about Tuesday? What are you going to do on Tuesday?  
**Ricky:** On Tuesday, I'm going to visit my friend, Paul.

**Woman:** What are you going to do on Wednesday?  
**Ricky:** On Wednesday? Oh, yes! I'm going to go to the cinema. There's a great film on.

**Woman:** On Thursday, what are you going to do?  
**Ricky:** On Thursday, I'm going to go skating.

**Woman:** Skating? That's nice!

**Woman:** What are you going to do on Friday?  
**Ricky:** I'm going to buy a new T-shirt. I want a blue T-shirt.

**Woman:** What are you going to do on Saturday?  
**Ricky:** Ah, Saturday. On Saturday I'm going to watch TV. There's a sports programme on TV on Saturday.

---

## Happy New Year!

---

### Ex. 4 (p. 97)

**Man:** Look at the picture.

**Man:** Now, listen and look. This is an example.

**Boy:** Can you see Kim?

**Girl:** No, where is she?

**Boy:** She's eating some cake.

**Girl:** Oh, yes. I can see her. Kim's eating some cake.

**Man:** Can you see the line? Now, listen and draw lines.

**Boy:** Can you see Lisa? She's playing a game.

**Girl:** Lisa? Is she wearing a blue dress?

**Boy:** No, she's wearing a pink dress.

**Girl:** Where is Bernie?

**Boy:** He's watching TV. Can you see him?

**Girl:** Yes.

**Boy:** Look, Tony is looking at the snowman. Can you see him?

**Girl:** Oh, yes. I can see him. He's standing at the window.

---

## Saint Valentine's Day!

---

### Ex. 4 (p. 99)

**Man:** Look at the picture.

**Man:** Listen and colour.

**Man:** Can you see the rose on the table?

**Girl:** Yes.

**Man:** Colour the rose pink.

**Girl:** A pink rose. OK.

**Man:** Look at the rose under the sofa.

**Girl:** Under the sofa? Oh, yes.

**Man:** Colour the rose blue.

**Girl:** Blue. Right.

**Man:** Can you see the rose between the two dogs?

**Girl:** Yes! There's a rose between the two dogs.

**Man:** Colour the rose yellow.

**Girl:** A yellow rose! That's nice.

**Man:** Now, look at the rose next to the TV. Colour it red.

**Girl:** The rose next to the TV? Red? OK.

**Ex. 5 (p. 99)**

**Eddy**

To: Lin.

This card is from me to you, to show that my love is true. Happy Valentine's Day!

From: Eddy.

**Boy**

To: Wendy.

I'm sending my heart and best wishes, too! What else can I do to say I love you? Be my Valentine!

From: Manuel.

**Oscar**

To: Cindy.

I jump up and down, when you're in the room. I hope you can be my Valentine soon! Have fun on Valentine's Day!

From: Oscar.

**Woman**

To: Masid.

What I'm saying isn't anything new, because everyone knows that I love you! Be my Valentine always!

From: A secret friend.

## Unit 1 Welcome back!

### Ex. 7 (p. 6)

**Woman:** This is Danny. He is tall and slim. He has got fair hair and blue eyes.

**Woman:** This is Karen. She is short and fat. She has got dark hair and brown eyes.

## Unit 2 Number six, Hill Street!

### Ex. 7 (p. 10)

**Man:** Look at exercise 7. Look at the picture.

**Man:** Now, listen to the example. Listen and look.

**Woman:** Put the vase on the table.

**Boy:** Where?

**Woman:** On the table. Put the vase on the table.

**Boy:** OK.

**Man:** This is an example. Can you see the line? Now, listen and draw lines.

**Woman:** Put the shelf next to the window.

**Boy:** Put the shelf where?

**Woman:** Put the shelf next to the window.

**Boy:** Yes, right.

**Woman:** Now, put the glass in the sink.

**Boy:** In the sink?

**Woman:** Yes, the glass is in the sink.

**Boy:** OK.

**Woman:** Put the clock between the two chairs.

**Boy:** Put the clock between the two chairs?

**Woman:** Yes. That's right. The clock is between the two chairs.

**Boy:** Right.

## Unit 3 Trick or treat!

### Ex. 8 (p. 15)

**Man:** Look at the pictures.

**Man:** Now, listen and tick the box.

**Man:** 1 What are Polly and Pam doing?

**Boy:** Where are Polly and Pam?

**Girl:** They are in the bedroom.

**Boy:** Are they playing a game?

**Girl:** No, they're listening to music.

**Man:** 2 Where's Phil?

**Boy:** Where's Phil?

**Girl:** He's in the garden.

**Boy:** Is he riding his bike?

**Girl:** No, he's climbing the tree.

## Unit 4 A very special day!

### Ex. 7 (p. 19)

**Man:** Look at exercise 7. Look at the pictures.

**Man:** Now, listen to the example. Listen and look.

**Woman:** Eddy, when's your birthday?

**Eddy:** In March! It's on the twenty-second of March.

**Man:** This is an example. Can you see the line? Now, listen and draw lines.

**Woman:** Wendy, what about you? When is your birthday?

**Wendy:** My birthday's on the fifteenth of November.

**Woman:** Fifteenth of November. OK.

**Woman:** What about you, Lin?

**Lin:** My birthday's on the eleventh of January.

**Woman:** OK.

**Woman:** Cindy, when's your birthday?

**Cindy:** In February. The twelfth of February.

**Woman:** That's today. Well, Happy Birthday, Cindy!

## Unit 5 At the market!

### Ex. 7 (p. 22)

**Man:** Look at the picture.

**Man:** Now, listen and colour and draw.

**Woman:** Can you see the coconut in the basket?

**Boy:** In the basket? Yes.

**Woman:** Well, colour it green.

**Boy:** OK.

**Woman:** There's a coconut next to the apples. Can you see it?

**Boy:** Yes, I can.

**Woman:** I want you to colour it pink.

**Boy:** A pink coconut?

**Woman:** Yes.

**Woman:** Look at the coconut between the two boys.

**Boy:** Between the two boys? Yes, I see it.

**Woman:** Colour this coconut blue.

**Boy:** Blue. OK.

**Woman:** Now, I want you to draw a coconut.

**Boy:** Draw a coconut?

**Woman:** Yes. Draw a coconut under the dog.

**Boy:** OK. What colour?

**Woman:** Colour the coconut brown.

**Boy:** A brown coconut under the dog! That's good.

---

### Unit 6 I don't like Science! It's boring!

---

#### Ex. 6 (p. 26)

**Man:** Look at the pictures.

**Man:** Now, listen and draw the times.

- Man:** Ben, what time is your basketball match on Monday?  
**Boy:** Basketball? It's at two o'clock.
- Man:** And what time is your hockey match on Tuesday?  
**Boy:** My hockey match? Oh, that's at ten o'clock.
- Man:** And what time is your soccer match on Friday?  
**Boy:** It's at five o'clock.  
**Man:** You play a lot of sport.  
**Boy:** Yes. I love sport.

---

### Unit 7 I want to be a firefighter!

---

#### Ex. 6 (p. 31)

**Man:** Look at the pictures.

**Man:** Now, listen and tick the box.

**Man:** 1 What's Jake doing?

**Girl:** Is Jake driving a car?

**Boy:** No, he isn't. He's driving a bus.

**Girl:** Is he driving a blue bus?

**Boy:** No, he's driving a red bus.

**Man:** 2 What does Jake like doing in his free time?

**Girl:** Does Jake like cycling in his free time?

**Boy:** No, he doesn't. He likes playing sport.

**Girl:** Does he like playing badminton?

**Boy:** No, he likes playing baseball.

---

### Unit 8 Cows are fatter than goats!

---

#### Ex. 7 (p. 35)

**Man:** Look at the picture.

**Man:** Now, listen and colour.

**Woman:** Look at the duck! Can you see it?

**Girl:** Yes, I can see the duck.

**Woman:** Well, colour the duck yellow.

**Girl:** Yellow? OK.

**Woman:** Now, find the python.

**Girl:** OK. What colour is the python?

**Woman:** Colour the python green.

**Girl:** Green?

**Woman:** Yes. The python is green.

**Girl:** Alright.

**Woman:** Look at the snail! Can you see it?

**Girl:** Yes, I can see the snail.

**Woman:** Well, colour it orange.

**Girl:** Orange? OK.

**Woman:** Now, find the turtle.

**Girl:** The turtle?

**Woman:** Yes. Colour the turtle purple.

**Girl:** A purple turtle? Oh, that's easy.

---

### Unit 9 I've got a sore throat!

---

#### Ex. 7 (p. 38)

**Man:** Look at the pictures.

**Man:** Now, listen and tick what Sam must do and what Sam mustn't do.

**Woman:** Well, Sam. You've got a temperature. You must stay in bed.

**Boy:** Alright, doctor.

**Woman:** You mustn't play outside, it's too cold. And you must drink a lot of orange juice. But you mustn't eat any ice cream, Sam.

**Boy:** No ice cream? OK.

**Woman:** And Sam? Take your medicine. You must take your medicine every day.

**Boy:** Yes. Thank you, doctor.

---

## Unit 10 I was a happy baby!

---

### Ex. 6 (p. 43)

**Man:** Look at the picture.

**Man:** Now, listen to the example. Listen and look.

**Woman:** Where was Tony yesterday morning?

**Boy:** Tony? Oh, he was at the hospital.

**Man:** This is an example. Can you see the line? Now, listen and draw lines.

**Woman:** What about Carol? Where was Carol?

**Boy:** Carol was at the baker's.

**Woman:** Was Brenda at the library?

**Boy:** No, Anna was at the library.

**Woman:** Where was Brenda, then?

**Boy:** Brenda was at the museum.

**Woman:** And where was Gary?

**Boy:** Gary? Oh, he was at the post office.

---

## Unit 11 What happened to you?

---

### Ex. 7 (p. 47)

**Boy:** What was on TV last night?

**Girl:** Well, at 9 o'clock there was a really good quiz show on.

**Boy:** A quiz show?

**Girl:** Yes. I love quiz shows. Then, at half past nine there was a comedy on.

**Boy:** Oh, I love comedies.

**Girl:** Yes, so do I.

**Boy:** What else was on?

**Girl:** At ten o'clock there was a sports programme on. I didn't watch it.

**Boy:** No – you don't like sports programmes. I do. Did you watch a film?

**Girl:** No. At quarter to eleven, it was the news. That's when I turned off the TV. I never watch the news.

---

## Unit 12 Cavemen and dinosaurs!

---

### Ex. 6 (p. 50)

**Man:** Look at the pictures.

**Man:** Listen and write the days. What did Wendy do last week?

**Eddy:** What did you do on Sunday, Wendy?

**Wendy:** I went to the cinema.

**Eddy:** The cinema? Was it a good film?

**Wendy:** Yes. It was a film about dinosaurs.

**Eddy:** What about Monday? What did you do on Monday?

**Wendy:** I helped my mother. We cooked dinner together.

**Eddy:** What did you cook?

**Wendy:** My favourite – spaghetti.

**Eddy:** What did you do on Tuesday?

**Wendy:** I went to the shops with Cindy.

**Eddy:** What did you buy?

**Wendy:** I bought a new dress.

**Eddy:** And on Wednesday?

**Wendy:** Oh, on Wednesday I took some photos.

**Eddy:** You took some photos?

**Wendy:** Yes. For my Art project.

---

## Unit 13 Fun food!

---

### Ex. 7 (p. 55)

**Boy:** Mum, what's in your cake?

**Mum:** Well, there's some flour.

**Boy:** Flour?

**Mum:** Yes, and some sugar.

**Boy:** Are there any eggs in it?

**Mum:** Yes, there are some eggs.

**Boy:** Is there any chocolate in it?

**Mum:** No, there isn't any chocolate but there is some honey in it.

**Boy:** Mm, is there any yogurt in it?

**Mum:** No, there isn't any yogurt, but there's some milk in it.

---

## Unit 14 We're going to go camping!

---

### Ex. 6 (p. 58) Listen and match.

**Man:** Alan. What are you going to do on holiday?

**Alan:** Oh, I'm going to go camping this year.

**Man:** And Betty, what about you?

**Betty:** I'm going to go to Italy.

**Man:** What are you going to do there?

**Betty:** Oh, I'm going to go sailing.

**Man:** That sounds lovely. And John? What are you going to do?

**John:** I'm going to go on holiday with my mum and dad. We're going to stay in a big hotel. I'm going to go water-skiing every day!

**Man:** Great! And Sally? What about you?

**Sally:** Well, I'm going to go to Florida.

**Man:** Florida? What are you going to do there?

**Sally:** I'm going to go fishing. I'm going to catch a lot of fish this summer.

# Tests

# TEST 1 A (Units 1, 2, 3)

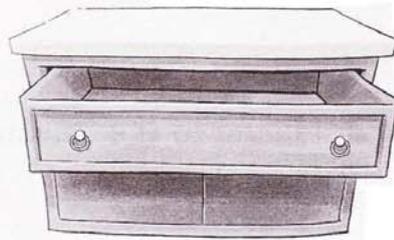
(Time: 50 minutes)

## Vocabulary

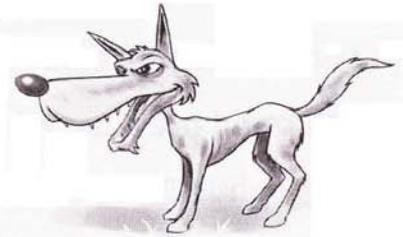
A. Look and write. What are they?



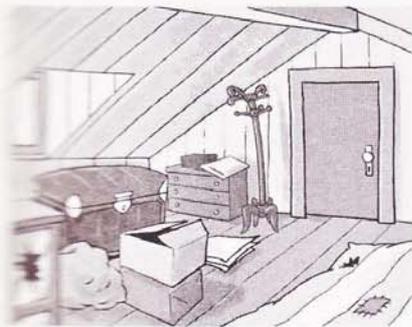
e.g. It's a cooker.



1 .....



2 .....



3 .....

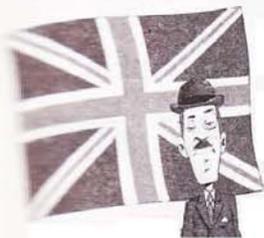


4 .....

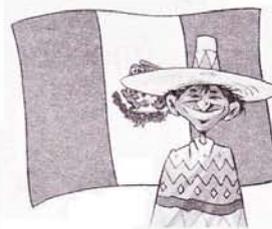


5 .....

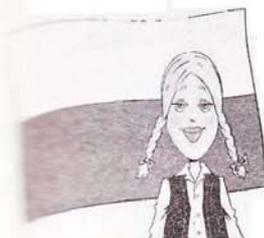
B. Look, read and fill in.



e.g. He's from Britain.  
He's British.



6 He's from Mexico.  
He's .....



7 She's from .....  
She's Polish.



8 He's from .....  
He's Greek.

### Grammar

#### C. Read and underline.

e.g. There is / are a cooker and a fridge in the kitchen.

9 We has / have got a big house.

10 Cindys' / Cindy's new house is in Hill Street.

11 Look at them / their! They are playing in the garden.

12 Fay and I are / am friends. We are going to the cinema.

13 This ball is Tom's. This ball is his / him.

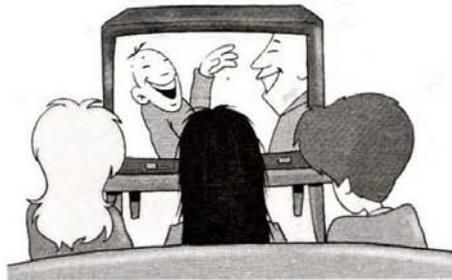
14 This is my radio. This radio is my / mine.

15 Look at us / we! We are at the beach!

16 There is / are two vases on the table.

17 Bill and Bob has / have got dark hair and brown eyes.

#### D. Look and write.



e.g. They are watching  
(watch) a film.



18 .....  
(make) a noise.



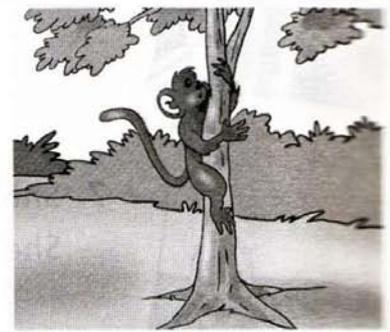
19 .....  
(hold) a pumpkin.



20 .....  
(eat) popcorn.



21 .....  
(listen) to music.

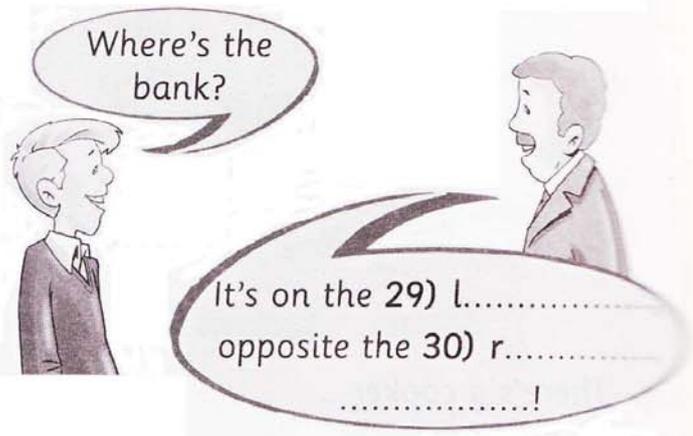
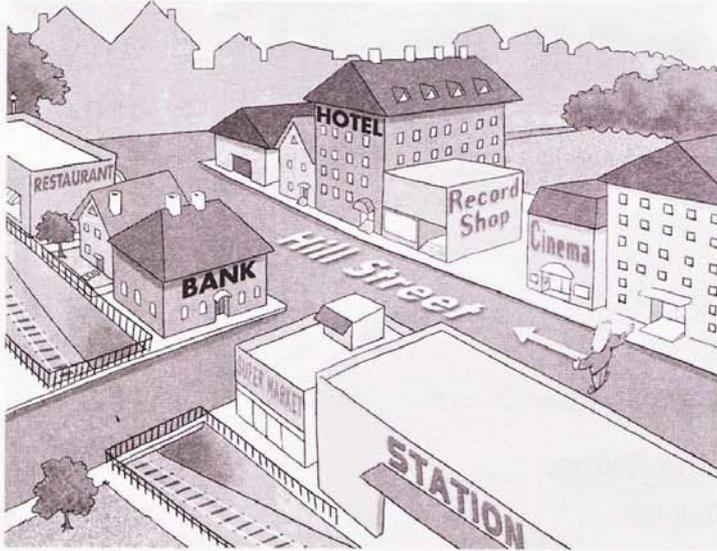


22 .....  
(climb) the tree.



### Communication

#### G. Look, read and fill in.



### Reading and Writing

#### H. Read, choose and fill in.



name's - dark - slim  
- pink - 19 - eyes -  
from

Hi!

My e.g. name's Carmen. I'm Spanish and I'm  
31) ..... Madrid. I'm 32) .....  
years old. I'm tall and 33) ..... I've got  
34) ..... hair and brown 35) .....  
My favourite colour is 36) .....!

What about you?

Your e-mail friend,  
Carmen

#### I. Read again and answer.

37 Where's Carmen from?

.....

38 How old is she?

.....

39 Is Carmen short?

.....

40 What's Carmen's favourite colour?

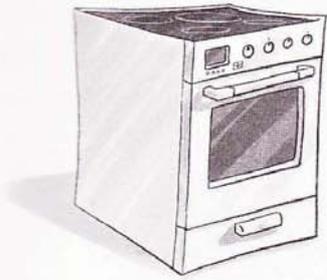
.....

# TEST 1 B (Units 1, 2, 3)

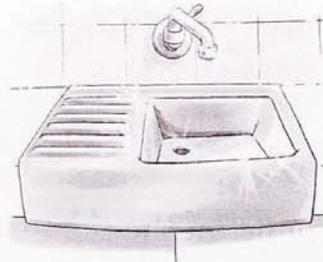
(Time: 50 minutes)

## Vocabulary

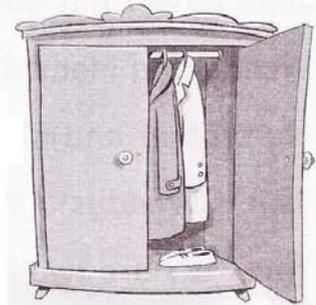
A. Look and write. What are they?



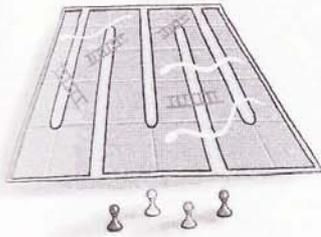
e.g. It's a cooker.



1 .....



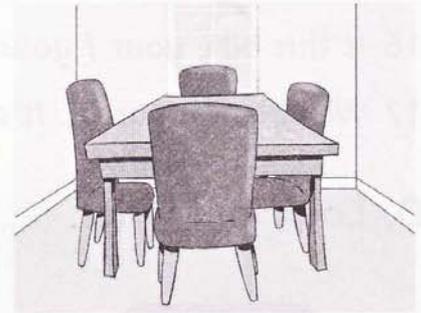
2 .....



3 .....

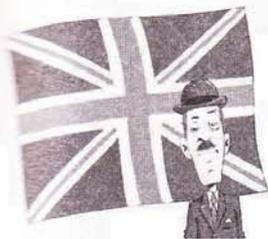


4 .....



5 .....

B. Look, read and fill in.



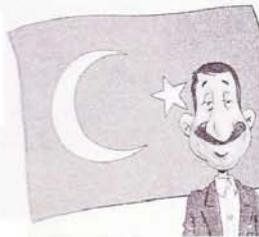
e.g. He's from Britain.  
He's British.



6 He's from France.  
He's .....



7 She's from .....  
She's Spanish.



8 He's from .....  
He's Turkish.

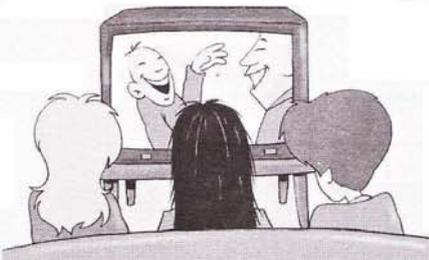
Grammar

C. Read and underline.

e.g. There is / are a cooker and a fridge in the kitchen.

- 9 John have / has got dark hair.
- 10 Wendy and Manuel is / are friends.
- 11 My brother and I has / have got a dog.
- 12 Tom is Wendys' / Wendy's brother!
- 13 There is / are two bottles of perfume on the table.
- 14 These are my / mine jumping beans!
- 15 Look at them / they! They are watching TV!
- 16 Is this bike your / yours?
- 17 We've got a parrot. It's / Its name is Eric.

D. Look and write.



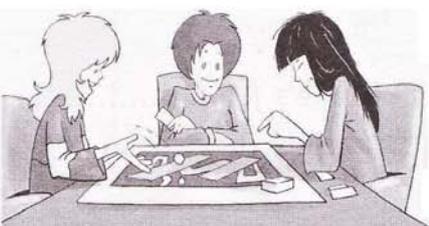
e.g. They are watching (watch) a film.



18 ..... (climb) the tree.



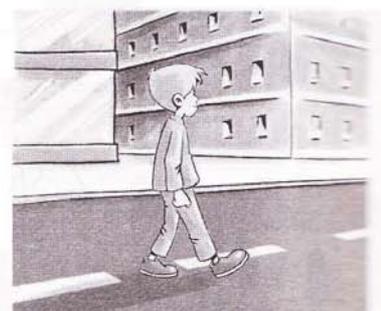
19 ..... (brush) their hair.



20 ..... (play) a game.



21 ..... (play) the drum.

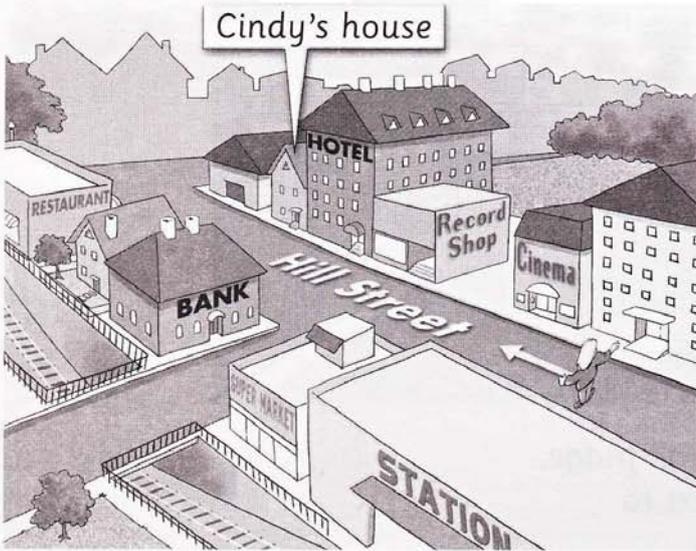


22 ..... (go) along the street.



Communication

G. Look, read and fill in.



Reading and Writing

H. Read, choose and fill in.



name's - red - 16 -  
from - dark - eyes -  
slim

Hi!

My e.g. name's Mike. I'm American and I'm  
31) ..... New York. I'm 32) .....  
years old. I'm tall and 33) ..... I've got  
34) ..... hair and brown 35) .....  
My favourite colour is 36) .....!

What about you?

Your e-mail friend,  
Mike

I. Read again and answer.

37 Where's Mike from?

.....

38 How old is he?

.....

39 Is Mike short?

.....

40 What's Mike's favourite colour?

.....

## TEST 1 A

- A 1 It's a drawer.      4 It's a pumpkin.      E 23 B      24 B      25 A  
 2 It's a wolf.      5 It's a costume.      F 26 c      27 b      28 a  
 3 It's an attic.
- B 6 Mexican    7 Poland    8 Greece      G 29 left      30 record shop
- C 9 have      12 are      15 us      H 31 from      33 slim    35 eyes  
 10 Cindy's    13 his      16 are      32 nineteen/19    34 dark    36 pink  
 11 them      14 mine    17 have
- D 18 He is making  
 19 He is holding  
 20 They are eating  
 21 They are listening  
 22 It is climbing
- I 37 She's from Madrid.  
 38 She's nineteen years old.  
 39 No, she isn't.  
 40 Her favourite colour is pink.

## TEST 1 B

- A 1 It's a sink.      E 23 A      24 B      25 A  
 2 It's a wardrobe.  
 3 It's a game.      F 26 c      27 a      28 b  
 4 It's a trunk./It's an old trunk.  
 5 It's a dining room.      G 29 right      30 record shop
- B 6 French      7 Spain      8 Turkey      H 31 from      33 slim    35 eyes  
 32 sixteen/16    34 dark    36 red
- C 9 has      12 Wendy's    15 them      I 37 He's from New York.  
 10 are      13 are      16 yours      38 He's sixteen years old.  
 11 have    14 my      17 its      39 No, he isn't.  
 40 His favourite colour is red.
- D 18 He is climbing  
 19 They are brushing  
 20 They are playing  
 21 He is playing  
 22 He is going

## Marking Scheme for Tests 1A/1B

A: 5 items x 5 points each	= 25	G: 2 items x 5 points each	= 10
B: 3 items x 5 points each	= 15	H: 6 items x 5 points each	= 30
C: 9 items x 5 points each	= 45	I: 4 items x 5 points each	= 20
D: 5 items x 5 points each	= 25		
E: 3 items x 5 points each	= 15		
F: 3 items x 5 points each	= 15		
			Total = 20,0

# TEST 2 A (Units 4, 5, 6)

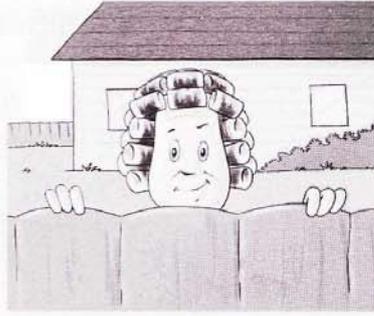
(Time: 50 minutes)

## Vocabulary

### A. Write the words.



e.g. market



1 \_ \_ i \_ h \_ \_ u \_ \_



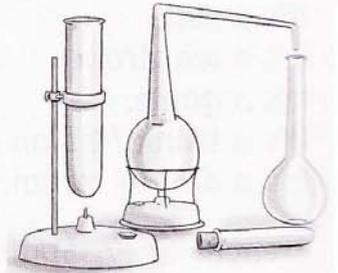
2 p \_ \_ e \_ \_ p \_ \_ e



3 s \_ \_ \_ n



4 \_ o \_ l



5 S \_ \_ \_ n \_ \_

### B. Write the numbers.

**28**

**70**

**93**

**66**

e.g. twenty-eight

6 .....

7 .....

8 .....

Grammar

C. Look, read and circle.



e.g. **This**/That is my uncle, Sinbad.



9 Those/These are Alima's rings.



10 This/That is my cousin, Abdul.



11 These/Those are Alima's hats.

D. Read and match.

e.g. What are they?

- 12 Where is she from?
- 13 Whose bed is it?
- 14 How old is she?
- 15 Who is Azim?
- 16 When's your birthday?

- a It's Alima's.
- b He's Masid's cousin.
- c On the first of April.
- d They're jumping beans.
- e She's from Poland.
- f She's twelve years old.

e.g. d      12 .....      13 .....      14 .....      15 .....      16 .....

E. Write the sentences.

e.g. sometimes / He / goes to / the cinema  
He sometimes goes to the cinema.

17 plays / She / never / soccer

.....

18 always / have / They / Science / on Monday

.....

19 in the afternoon / She / sometimes / sleeps

.....

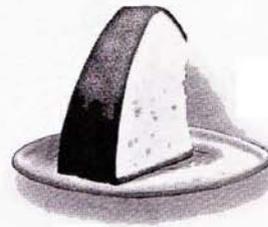
F. Look, read and choose.



e.g. (A) a bottle of lemonade  
B a glass of lemonade

20 A a carton of biscuits  
B a packet of biscuits

21 A a can of cola  
B a jar of cola



22 A a cup of soup  
B a bowl of soup

23 A a slice of cake  
B a kilo of cake

G. Read and correct.

e.g. She's putting twelve candle on the birthday cake.

24 Look! Some person are coming in.

25 There are a lot of wolf at the zoo.

26 There are a lot of bus in the street.

27 Kim is buying three can of cola.

candles

.....

.....

.....

.....

Communication

H. Read and write.

on the ninth      yours      your birthday      December

- 28) When's 28) .....
- 29) It's 29) ..... of July.
- 30) When's 30) .....
- 31) On the fourth of 31) .....

Reading and Writing

I. Read and write.



Thursday is Bill's favourite day. This is what he usually **does (do)** on Thursdays. He 32) ..... **(get up)** at quarter past eight, he 33) ..... **(eat)** his breakfast and at quarter to nine he 34) ..... **(go)** to school. He sometimes 35) ..... **(ride)** his bike to school. Bill likes Thursdays, because at nine o'clock he has PE. At half past twelve it's lunchtime. He always eats lunch at school. In the afternoon, he 36) ..... **(watch)** TV. Bill always goes to bed at ten o'clock!

J. Read again and write yes or no.

- e.g. Bill's favourite day is Thursday. yes
- 37 He gets up at quarter to eight. .....
- 38 He sometimes rides his bike to school. .....
- 39 He has PE at half past nine. .....
- 40 He watches TV in the afternoon. .....

# TEST 2 B (Units 4, 5, 6)

(Time: 50 minutes)

## Vocabulary

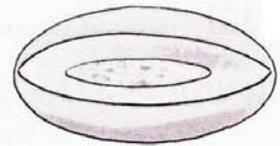
### A. Write the words.



e.g. market



1 \_ o \_ n \_



2 m \_ l \_ \_



3 \_ n \_ f \_



4 \_ i \_



5 p \_ \_ p \_ e

### B. Write the numbers.

**28**

e.g. twenty-eight

**50**

6 .....

**75**

7 .....

**88**

8 .....

Grammar

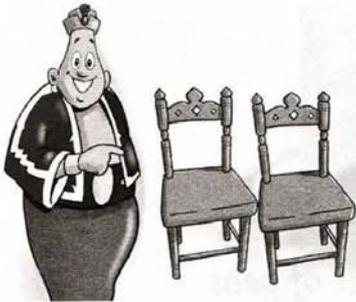
C. Look, read and circle.



e.g. This/That is my uncle, Sinbad.



9 This/That is my brother, Jamal.



10 These/Those are Alima's chairs.



11 These/Those are Alima's glasses.

D. Read and match.

- e.g. What are they?
- 12 Where is she from?
- 13 Whose bag is it?
- 14 How old is he?
- 15 Who is Tom?
- 16 When's your birthday?

- a He's Wendy's brother.
- b On the fifth of March.
- c It's Eddy's.
- d They're melons.
- e She's from France.
- f He's twenty years old.

e.g. d            12 .....            13 .....            14 .....            15 .....            16 .....

E. Write the sentences.

e.g. sometimes / He / goes to / the cinema  
He sometimes goes to the cinema.

17 never / to bed / late / go / They

.....

18 his room / tidies / He / never

.....

19 fruit / always / She / buys / at the market

.....

F. Look, read and choose.



e.g. (A) a bottle of lemonade  
B a glass of lemonade

20 A a carton of milk  
B a bottle of milk

21 A a can of jam  
B a jar of jam



22 A a bowl of tea  
B a cup of tea

23 A a packet of peas  
B a carton of peas

G. Read and correct.

e.g. She's putting twelve candle on the birthday cake.

candles

24 There are a lot of child in the park.

.....

25 Bob is holding some knife and forks.

.....

26 There are some glass on the table.

.....

27 Ann is buying some mango at the market.

.....

Communication

H. Read and write.

On the twenty-second      yours      When's      tenth of May

- A: 28) ..... your birthday?
- B: It's on the 29) .....
- When's 30) .....?
- A: 31) ..... of March.

Reading and Writing

I. Read and write.



Friday is Ann's favourite day. This is what she usually **does (do)** on Fridays. She 32) ..... **(get up)** at half past seven, she 33) ..... **(eat)** her breakfast and at half past eight she 34) ..... **(go)** to school. She 35) ..... **(like)** Fridays, because at ten o'clock she has music. At one o'clock it's lunchtime. Ann usually eats lunch at school. In the afternoon, she 36) ..... **(listen)** to music. She always goes to bed at ten o'clock.

J. Read again and write yes or no.

- e.g. Ann's favourite day is Friday. yes
- 37 She gets up at half past seven. .....
- 38 She goes to school at half past nine. .....
- 39 She has music at quarter to ten. .....
- 40 She listens to music in the afternoon. .....

TEST 2 A

- A 1 neighbour 3 spoon 5 Science  
2 pineapple 4 bowl
- B 6 seventy 7 ninety-three 8 sixty-six
- C 9 Those 10 That 11 These
- D 12 e 14 f 16 c  
13 a 15 b
- E 17 She never plays soccer.  
18 They always have Science on Monday.  
19 She sometimes sleeps in the afternoon.
- F 20 B 21 A 22 B 23 A
- G 24 people 26 buses  
25 wolves 27 cans
- H 28 your birthday 30 yours  
29 on the ninth 31 December
- I 32 gets up 34 goes 36 watches  
33 eats 35 rides
- J 37 no 38 yes 39 no 40 yes

TEST 2 B

- A 1 pound 3 knife 5 people  
2 melon 4 pie
- B 6 fifty 7 seventy-five 8 eighty-eight
- C 9 That 10 These 11 Those
- D 12 e 14 f 16 b  
13 c 15 a
- E 17 They never go to bed late.  
18 He never tidies his room.  
19 She always buys fruit at the market.
- F 20 A 21 B 22 B 23 A
- G 24 children 26 glasses  
25 knives 27 mangoes
- H 28 When's  
29 tenth of May  
30 yours  
31 On the twenty-second
- I 32 gets up 34 goes 36 listens  
33 eats 35 likes
- J 37 yes 38 no 39 no 40 yes

Marking Scheme for Tests 2A/2B

A: 5 items x 5 points each	= 25
B: 3 items x 5 points each	= 15
C: 3 items x 5 points each	= 15
D: 5 items x 5 points each	= 25
E: 3 items x 5 points each	= 15
F: 4 items x 5 points each	= 20
G: 4 items x 5 points each	= 20
H: 4 items x 5 points each	= 20
I: 5 items x 5 points each	= 25
J: 4 items x 5 points each	= 20
<u>Total = 20,0</u>	

# TEST 3 A (Units 7, 8, 9, 10)

(Time: 50 minutes)

## Vocabulary

A. Look, read and match.

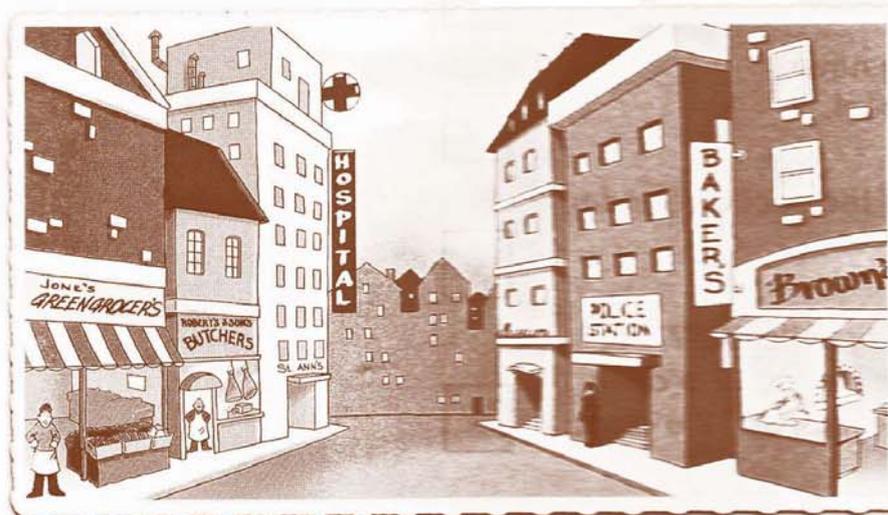


- e.g. She's a teacher.    A    2 They're farmers. ....    4 He's a DJ. ....  
 1 He's a firefighter. ....    3 He's a baker. ....    5 They're postmen. ....

B. Read and fill in: ugly, happy, dirty, quiet.

- e.g. a beautiful baby → an ugly baby    7 a clean baby → a ..... baby  
 6 a noisy baby → a ..... baby    8 a sad baby → a ..... baby

C. Look, read and circle



e.g. You can see old clothes in a museum / library.

- 9 You can buy meat in a baker's / butcher's.  
 10 You can buy vegetables in a hospital / greengrocer's.  
 11 You can buy bread in a baker's / library.  
 12 Policemen work in a police station / restaurant.

Grammar

D. Read and choose.

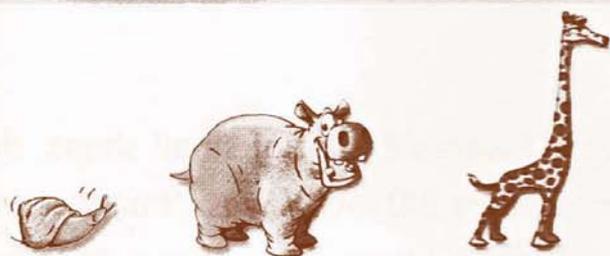
- e.g. Larry ..... baseball every Sunday. 16 Listen! Clara .....!  
 (A) plays B play C is playing A is singing B sings C are singing
- 13 We always ..... in winter! 17 He ..... dinner every afternoon.  
 A are skating B skates C skate A is cooking B cook C cooks
- 14 They ..... their homework now. 18 Look! The postman ..... some letters.  
 A do B are doing C is doing A is delivering B deliver C delivers
- 15 David ..... collecting coins. 19 ..... you go to school on Saturdays?  
 A likes B like C don't like A Are B Do C Does

E. Read and choose.



- e.g. Kelly: Mandy, where were you yesterday?  
 Mandy: A I am at the cinema.   
 (B) I was at the cinema.
- 20 Kelly: Was it a good film?  
 Mandy: A Yes, it is.   
 B Yes, it was.
- 21 Kelly: Where are you going now?  
 Mandy: A I'm going to the pool.   
 B I go to the pool.
- 22 Kelly: Do you always go to the pool on Sundays?  
 Mandy: A Yes, I do.   
 B Yes, I am.
- 23 Kelly: What time do you play volleyball?  
 Mandy: A I am playing volleyball at 12 o'clock.   
 B I usually play volleyball at 12 o'clock.
- Mandy: See you later, then!  
 Kelly: Bye!

F. Read and write.



e.g. The giraffe is faster (fast) than the snail.  
The snail is the slowest (slow) of the three.

24) The hippo is .....  
(fat) of the three.

25) The giraffe is .....  
(tall) than the hippo.

26) The snail is .....  
(small) than the giraffe.



27) The crocodile is .....  
(long) than the lizard.

28) The python is .....  
(long) of the three.

29) The crocodile is .....  
(big) than the lizard.

Communication

G. Look, read and underline.



I've got a stomachache!



You 30) should/shouldn't eat sweets!



I've got a cold!



You 31) should/shouldn't take an aspirin!



I've got a sore throat!

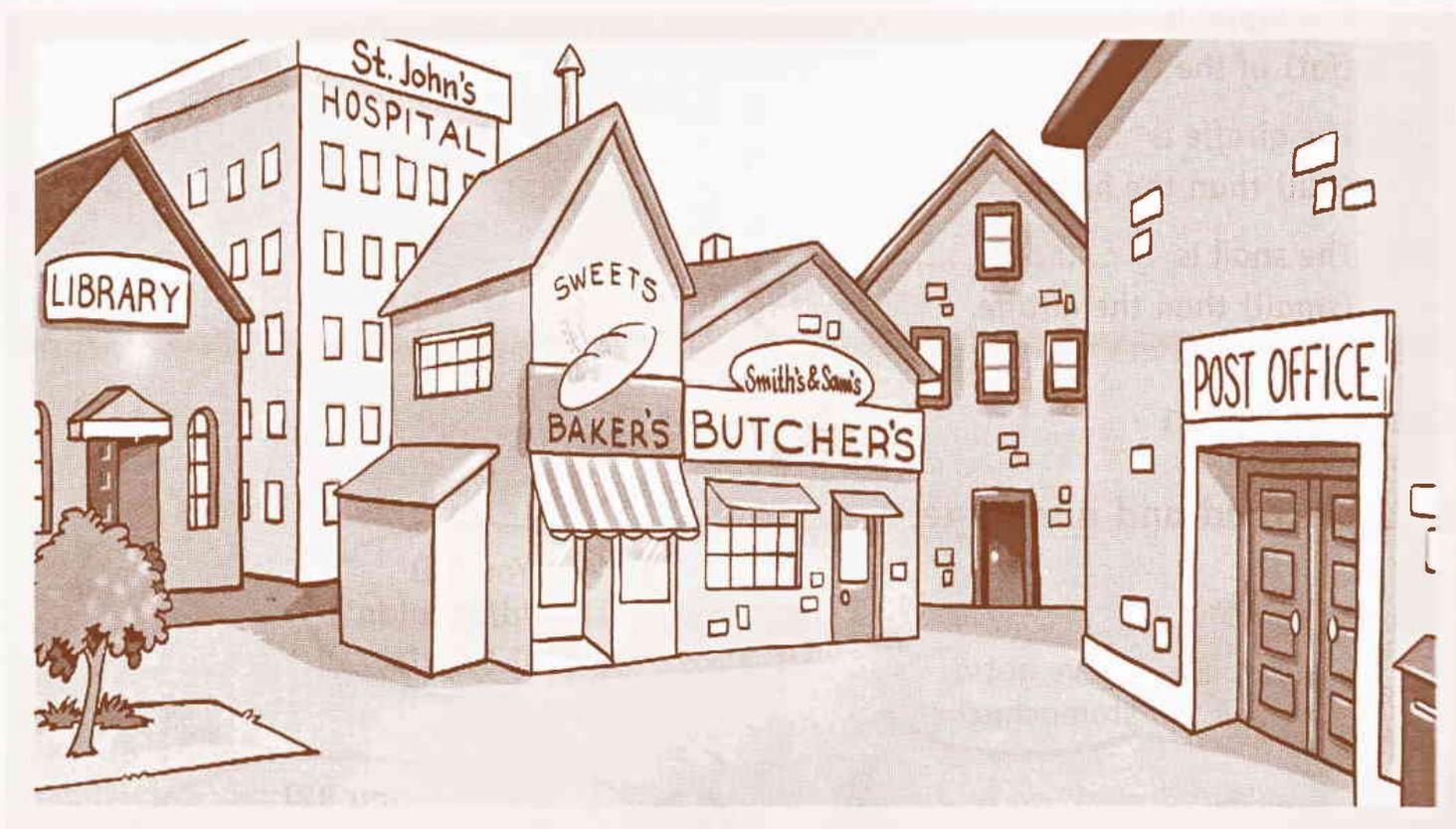
You 32) should/shouldn't have some soup!



## Reading and Writing

### H. Read and circle.

This was Smithton thirty years ago. There e.g. were / weren't a lot of small shops, then. There 33) was / wasn't a baker's next to a butcher's. There 34) was / wasn't a museum in Smithton thirty years ago, but there 35) was / wasn't a library. The library 36) was / wasn't next to the post office, then. It 37) was / wasn't next to the hospital! Smithton was a quiet town thirty years ago!



### I. Read again and put a tick (✓) or a cross (X).

- e.g. There were a lot of small shops in Smithton thirty years ago.
- 38 There was a baker's next to the post office.
- 39 There was a museum in Smithton thirty years ago.
- 40 Smithton was a quiet town then!

TEST 3 B (Units 7, 8, 9, 10)

(Time: 50 minutes)

Vocabulary

A. Look, read and match.

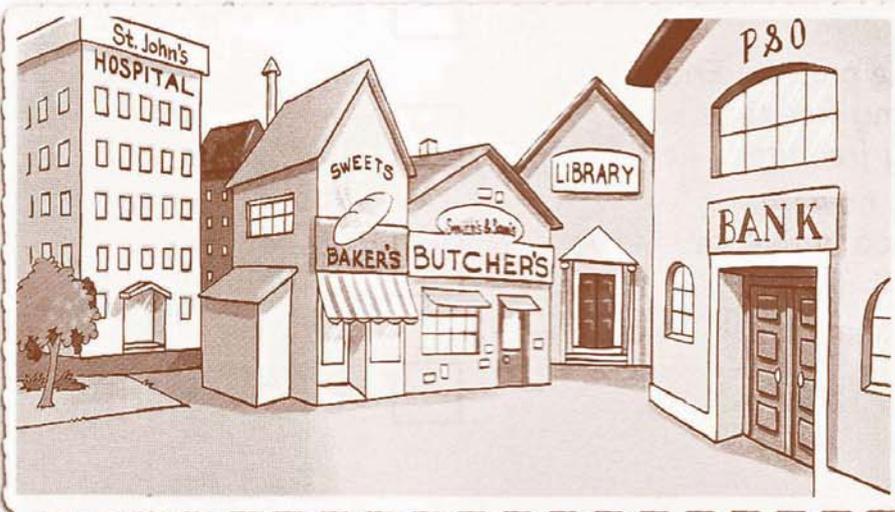


- e.g. She's a teacher.    A    2 He's a farmer. ....    4 He's a bus driver. ....  
 1 They're bakers. ....    3 He's a postman. ....    5 They're firefighters. ....

B. Read and fill in: ugly, clean, noisy, sad.

- e.g. a beautiful baby → an ugly baby    7 a dirty baby → a ..... baby  
 6 a happy baby → a ..... baby    8 a quiet baby → a ..... baby

C. Look, read and circle.



e.g. You can get money from a bank / post office.

9 You can read books in a library / museum.

10 You can buy bread in a greengrocer's / baker's.

11 You can buy meat in a police station / butcher's.

12 Doctors work in a hospital / restaurant.

Grammar

D. Read and choose.

- e.g. Larry ..... baseball every Sunday.  
 (A) plays    B play    C is playing
- 13 Look! He ..... home!  
 A walk    B walks    C is walking
- 14 Pilots ..... aeroplanes!  
 A flies    B fly    C are flying
- 15 We usually ..... to the cinema on Fridays.  
 A go    B goes    C are going
- 16 Today Jane ..... the dishes.  
 A washes    B is washing    C wash
- 17 George ..... every Wednesday.  
 A cycles    B cycle    C is cycling
- 18 Lucy ..... the plants now.  
 A is watering    B waters    C water
- 19 What are you ..... today?  
 A doing    B do    C does

E. Read and choose.



- e.g. Lin: Wendy, where were you yesterday?  
 Wendy: A I am at the park.     B  
           ( B ) I was at the park.
- 20 Lin: Do you always go to the park on Fridays?  
 Wendy: A Yes, I do.      
           B Yes, I am.
- 21 Lin: Why do you go to the park on Fridays?  
 Wendy: A I always cycle in my free time.      
           B I am cycling in my free time.
- 22 Lin: Where are you going now?  
 Wendy: A I'm going to the zoo with Tom.      
           B I go to the zoo with Tom.
- 23 Lin: Really? Does he like animals?  
 Wendy: A Yes, he is.      
           B Yes, he does.
- Lin: Have fun, then!  
 Wendy: Bye!

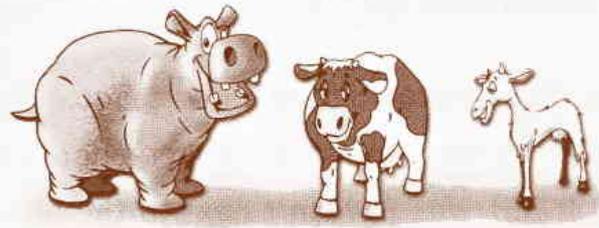
F. Read and write.



e.g. The rabbit is faster (fast) than the chicken.  
The cheetah is the fastest (fast) of the three.

24) The rabbit is .....  
(slow) than the cheetah.

25) The chicken is .....  
(slow) of the three.



26) The goat is .....  
(thin) than the cow.

27) The hippo is .....  
(fat) of the three.

28) The cow is .....  
(small) than the hippo.

29) The goat is .....  
(thin) of the three.

Communication

G. Look, read and underline.



Reading and Writing

H. Read and circle.

This was Newton seventy years ago. There e.g. were / weren't a lot of small shops, then. There 33) was / wasn't a baker's and a butcher's. There 34) was / wasn't a greengrocer's, too! It 35) was / wasn't next to the butcher's. There 36) was / wasn't a cinema but there was a theatre! There 37) were / weren't many cars, then. Newton was a quiet town seventy years ago!



I. Read again and put a tick (✓) or a cross (X).

- e.g. There were a lot of small shops in Newton seventy years ago.
- 38 There wasn't a baker's then.
- 39 The greengrocer's was opposite the butcher's.
- 40 There weren't many cars.



TEST 4 A (Units 11, 12, 13, 14)

(Time: 50 minutes)

Vocabulary

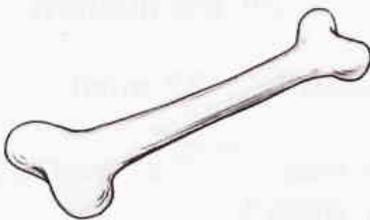
A. Look, read and **circle**.



e.g. A quiz show  
 the news

1 A comedy  
 B cartoon

2 A jeans  
 B T-shirt



3 A bone  
 B stone

4 A comet  
 B earth

5 A mat  
 B tent

B. **Circle** the odd one out.

e.g. claws — beak — **cloud** — wing

6 cherry — strawberry — grapes — yogurt

7 seal — video — ring — seesaw

8 jeans — trainers — tent — T-shirt

9 windy — camp — cloudy — rainy

10 cave — fishing — swimming — skating





## Communication

G. Read and write: honey, What's, yours.

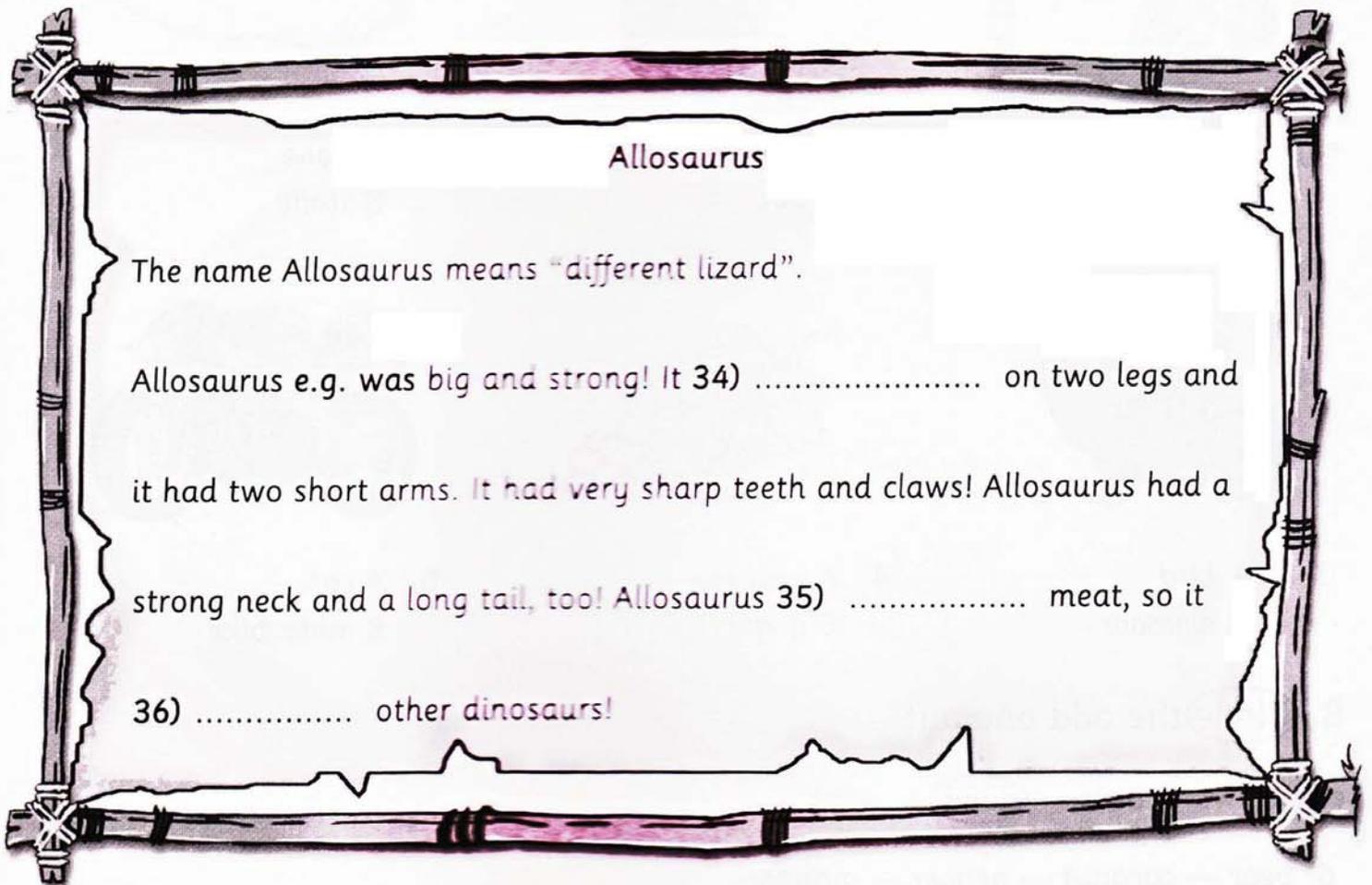
A: 31) ..... on your pizza?

B: Some tomatoes, green peppers and cheese. What's on 32) .....

A: Some strawberries, cherries and 33) .....

## Reading and Writing

H. Read and write: was, hunted, walked, ate.



I. Read again and fill in.

e.g. Allosaurus means "different lizard".

37 Allosaurus walked on ..... legs.

38 Allosaurus had sharp ..... and claws.

39 Allosaurus had a ..... tail.

40 Allosaurus ate .....

TEST 4 B (Units 11, 12, 13, 14)

(Time: 50 minutes)

Vocabulary

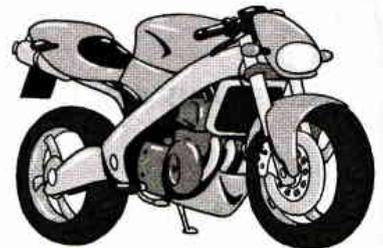
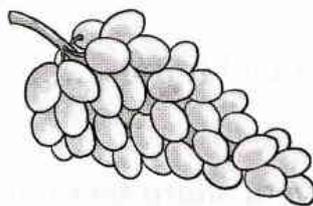
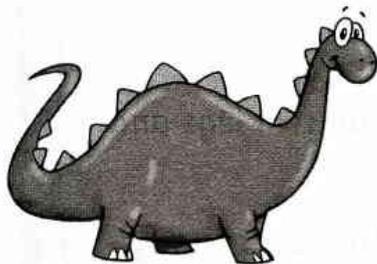
A. Look, read and **circle**.



e.g. A A quiz show  
**B** the news

1 A bucket  
 B bin

2 A bone  
 B stone



3 A bird  
 B dinosaur

4 A grapes  
 B yogurt

5 A car  
 B motorbike

B. **Circle** the odd one out.

e.g. claws — beak — **cloud** — wing

6 pear — coconut — pepper — mango

7 camper — sunglasses — tent — cabin

8 cartoon — quiz show — minute — the news

9 earth — oven — comet — sun

10 tool — schoolbag — suitcase — handbag

Grammar

C. Read and correct.

e.g. Did you went to school yesterday?

go

11 Did you took my pen?

.....

12 People ride horses three hundred years ago.

.....

13 What did you learnt at school yesterday?

.....

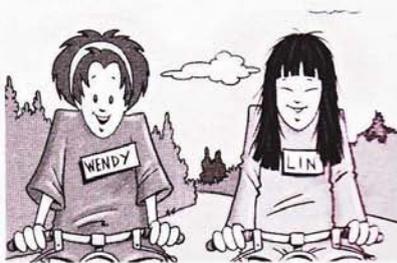
14 People didn't made aeroplanes three hundred years ago.

.....

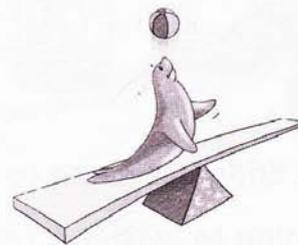
15 Do you go to Tom's party last week?

.....

D. Read and write.



e.g. They cycled (cycle) in the park last Sunday.



16 Sally ..... (bounce) the ball on her nose.



17 Hilda ..... (tidy) her house yesterday.



18 Ricky ..... (buy) a T-shirt last week.

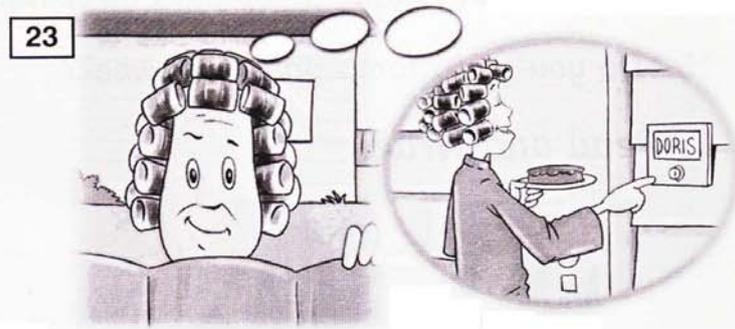


19 Oscar and Eddy ..... (go) camping last summer!



20 They ..... (see) dinosaurs at the museum yesterday!

E. Look, read, and put a tick (✓) or a cross (X).



e.g. Oscar and Eddy are going to play basketball.

21 Barry is going to wash his car.

22 Cindy is going to drink some tea.

23 Hilda is going to visit her friend Doris.

✓

.....

.....

.....

F. Read and choose.

e.g. They haven't got ..... strawberries.  
 (A) any                      B some

28 ..... olive oil have you got?  
 A How many              B How much

24 There's ..... yogurt in the fridge.  
 A much                      B a lot of

29 We haven't got ..... onions in the cupboard.  
 A many                      B much

25 We haven't got ..... green peppers!  
 A some                      B any

30 There are ..... oranges in the fridge.  
 A many                      B a lot of

26 ..... tomatoes do we need?  
 A How many              B How much

27 There are ..... children in the park.  
 A some                      B any

## Communication

## G. Read and write: tomatoes, pizza, What's.

A: What's on your 31) .....

B: Some cherries and chocolate! 32) ..... on yours?

A: Some cheese and 33) .....

## Reading and Writing

## H. Read and write: was, had, ate, walked.

## Seismosaurus!

Seismosaurus e.g. was one of the biggest dinosaurs. Seismosaurus was very big! It 34) ..... on four legs and it 35) ..... a small head.

It had a small mouth, too, but it didn't have sharp teeth! Seismosaurus had a very long neck and a very long tail, too! Seismosaurus 36) .....

plants and leaves!

## I. Read again and fill in.

e.g. Seismosaurus was one of the biggest dinosaurs.

37 Seismosaurus walked on ..... legs.

38 Seismosaurus had a ..... head.

39 Seismosaurus had a ..... tail.

40 Seismosaurus ate ..... and leaves.

TEST 4 A

- A 1 A 2 B 3 A 4 B 5 A E 21 X 22 ✓ 23 X
- B 6 yogurt 8 tent 10 cave F 24 A 26 B 28 A 30 B  
7 video 9 camp 25 A 27 B 29 A
- C 11 make 13 do 15 drink G 31 What's 32 yours 33 honey  
12 wore 14 drive
- D 16 painted 19 travelled  
17 wrote 20 made  
18 had
- H 34 walked 35 ate 36 hunted
- I 37 two 38 teeth 39 long 40 meat

TEST 4 B

- A 1 A 2 B 3 B 4 A 5 B E 21 ✓ 22 X 23 ✓
- B 6 pepper 8 minute 10 tool F 24 B 26 A 28 B 30 B  
7 sunglasses 9 oven 25 B 27 A 29 A
- C 11 take 13 learn 15 Did G 31 pizza 32 What's 33 tomatoes  
12 rode 14 make
- D 16 bounced 19 went  
17 tidied 20 saw  
18 bought
- H 34 walked 35 had 36 ate
- I 37 four 39 (very) long  
38 small 40 plants

Marking Scheme for Tests 4A/4B

A: 5 items x 5 points each	=	25
B: 5 items x 5 points each	=	25
C: 5 items x 5 points each	=	25
D: 5 items x 5 points each	=	25
E: 3 items x 5 points each	=	15
F: 7 items x 5 points each	=	35
G: 3 items x 5 points each	=	15
H: 3 items x 5 points each	=	15
I: 4 items x 5 points each	=	20
Total =		20,0

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