

## 1.1 Vocabulary

- Ss look at the picture and complete the family words individually. They compare answers in pairs.
- Ss analyse the picture in pairs and try to guess who's missing. Then they order the letters and check their guesses.

### Answers

parents, sister, brother, uncle, aunt, father, mother, grandmother, grandfather, cousin; son, daughter

- Ask Ss what diminutives of the family words they can remember. Get them to work in pairs and race to make a list. (*Mum, dad, granny, granddad.*)

## 2.1 Vocabulary

- Ss complete the words individually.

### Answers

(from left to right) boots, cap, coat, dress, hoodie, jacket, jeans, jumper, shirt, skirt, shoes, top, tracksuit, trainers, trousers, T-shirt

- Ask Ss to work in pairs. They cut out two sets of cards, shuffle and put them face down on the desk. Then they take turns to uncover two cards at a time and say what they can see, e.g. *coat*. If the cards match a student can keep them. If the cards don't match, a student puts them back face down. The student with the most cards at the end of the game is the winner.

## 3.1 Vocabulary

- Revise *bed, table, wall* and *floor* by pointing to the picture. Explain that in the old ghost's house objects are in unusual places.
- Each student draws objects 1–10 in the house and numbers them accordingly. Then in pairs, Ss take turns to say where their objects are.

## 4.1 Vocabulary

- Ask Ss to work in pairs. They follow the maze, discuss and decide whether the collocations are correct.
- Ask Ss what's wrong with the incorrect collocations and whether they can correct them. Brainstorm ideas on the board.

### Answers

- 1 short spiky blond hair (✓)
- 2 small red face (✓)
- 3 straight grey mouth (X; straight hair; grey eyes/hair)
- 4 long curly brown hair (✓)
- 5 white teeth (✓)
- 6 small blue eyes (✓)
- 7 big wavy ears (X; big ears/eyes/face/mouth/nose/teeth; wavy hair)
- 8 curly dark nose (X; curly hair; dark hair/eyes)

## 5.1 Vocabulary

- Ss work in pairs. They cut out and mix up one set of cards and put them face down on the desk. Ss take turns to take a card and mime the activity for their partner to guess.
- Alternatively, Ss cut out two sets of cards, mix them up and put them face down on the desk. Each student picks two cards at a time. He/She can keep the cards if they match or if the activities on the cards can be done at the same time, e.g. *cook* and *sing*.

## 6.1 Vocabulary

### Answers

**Across:** 1 lunch 5 TV 6 have 8 go  
9 dinner 10 homework 11 bed 12 get  
**Down:** 1 listen 2 breakfast 3 shower  
4 tidy 7 friends

- After Ss complete the crossword, ask them to play a game. One student chooses a word from the crossword and his/her partner makes a collocation with this word. Student A: *Lunch*. Student B: *Have lunch*.

## 7.1 Vocabulary

- Ss work individually and then compare answers in pairs.

### Answers

1 lion 2 butterfly 3 spider 4 elephant  
5 whale 6 fly 7 frog 8 giraffe  
9 kangaroo 10 bird 11 monkey  
12 snake 13 crocodile 14 tiger 15 fish

- Ss play a game in pairs. They take turns to read the clues for their partner to guess the animals.

## 8.1 Vocabulary

- Ss complete the words individually and compare answers in pairs.

### Answers

(from left to right) football, table tennis, badminton, windsurfing, basketball, skiing, cycling, swimming, ice-skating, roller skating, sailing, skateboarding, taekwondo, tennis, volleyball, hockey

- Divide Ss into groups of three. Each student cuts out one set of cards. Two students place their cards face up in any order they want but in a 4 x 4 grid. The third student reads the phrases in any order until one of the two students puts four cards face down horizontally, vertically or diagonally. Ss change roles and play two more times.

## 1.2 Grammar

### Answers

**Exercise 1** 2 We are at school. 3 Jason is Sofia's son. 4 Alex and Jen are happy. 5 Bobby is my dog. 6 You are my friend.  
**Exercise 2** 2 d 3 b 4 f 5 a 6 c  
**Exercise 3** 2 He is at a party. 3 I am eleven. 4 She is my sister. 5 You are in this photo! 6 They are lovely presents!  
**Exercise 4** Students' own answers.

## 1.3 Grammar

### Answers

**Exercise 1** 2 aren't 3 isn't 4 isn't  
5 aren't 6 'm not  
**Exercise 2** 2 They are not George's friends. 3 She is not your cousin. 4 It is not your pet cat. 5 We are not ready. 6 I am not good at English.  
**Exercise 3** 2 is 3 aren't 4 are 5 isn't  
6 isn't

## 2.2 Grammar

### Answers

**Exercise 1** 2 Those are my brother's  
3 isn't his 4 my trainers 5 Those aren't my mum's 6 your hoodie  
**Exercise 2** 2 Those are 3 This isn't  
4 That is 5 These are 6 This isn't  
**Exercise 3** 2 too short 3 too small  
4 too long 5 too old  
**Exercise 4** 2 Those aren't 3 That is  
4 This isn't 5 This is 6 That isn't 7 Those are 8 These aren't

## 2.3 Grammar

### Answers

**Exercise 1** 2 e 3 d 4 f 5 b 6 a  
**Exercise 2** 3 Is 4 it isn't 5 Are 6 we are 7 Are 8 they aren't 9 Is 10 he/she is  
11 Are 12 I am  
**Exercise 3** 2 Are you cool? 3 Are your shoes brown? 4 Is your favourite music hip hop? 5 Is it your birthday today? 6 Is your best friend in this class?  
**Exercise 4** Students' own answers.

## 3.2 Grammar

### Answers

**Exercise 1** 2 is 3 are 4 is 5 are 6 are  
The text is about picture B.  
**Exercise 2** 2 There's 3 There are  
4 There's 5 There are 6 There are  
**Exercise 3** 2 There are two mobile phones on the sofa. 3 There's a door next to the window. 4 There are three books on the table.  
**Exercise 4** 2 T 3 T 4 F (the apples are on the table)

### 3.3 Grammar

#### Answers

**Exercise 1** 2 aren't 3 isn't 4 isn't  
5 aren't 6 aren't

**Exercise 2** 2 Is there a computer on the desk? 3 Are there any clothes on the floor? 4 Is there an armchair? 5 Are there two beds? 6 Is there a big wardrobe?

**Exercise 3** b 4 c 6 d 5 e 2 f 1

**Exercise 4** 2 Are there any bikes in the garden? (X) 3 Are there any chairs in the kitchen? (X) 4 Is there a TV in the living room? (✓) 5 Are there any trees in the garden? (✓) 6 Is there a fridge in the garage? (✓)

### 4.2 Grammar

#### Answers

**Exercise 1** 2 c 3 b 4 b 5 a

**Exercise 2** 2 His teacher hasn't got a car. 3 Her cousins have got three dogs. 4 Jorge has got blue eyes. 5 We've got a big classroom. 6 I haven't got a cool phone.

**Exercise 3** 2 My best friend hasn't got a bike. 3 We've got a new English teacher. 4 My parents haven't got a skateboard. 5 I haven't got long hair.

**Exercise 4** 2 's got short 3 's got big (white) 4 head 5 's got short blond spiky

### 4.3 Grammar

#### Answers

**Exercise 1** 2 Have we got 3 Has your brother got 4 Have they got 5 Have I got 6 Has your granny got

**Exercise 2** 2 Have, Yes, I have. 3 Have, No, they haven't. 4 Has, No, it hasn't. 5 Has, Yes, she has. 6 Has, No, he hasn't.

**Exercise 3** 2 c 3 e 4 d 5 b 6 a

**Exercise 4** 2 Have you got a parrot? 3 Have you got long fingers? 4 Have your parents got blue eyes? 5 Has your granny got long hair? 6 Have you got a robot? Students' own answers.

### 5.2 Grammar

#### Answers

**Exercise 1** 2 can't 3 can 4 can 5 can 6 can't

**Exercise 2** 2 She can't dive. 3 I can speak English. 4 We can't ride a horse. 5 You can run fast. 6 He can't swim.

**Exercise 3** Students' own answers.

2 I can/can't dive 3 I can/can't speak English. 4 I can/can't ride a horse.

5 I can/can't run fast. 6 I can/can't swim.

**Exercise 5** Students' own answers.

### 5.3 Grammar

#### Answers

**Exercise 1** 2 e 3 f 4 b 5 a 6 d

**Exercise 2** 2 ✓ 3 ✓ 4 X What can we do? 5 ✓ 6 X Can she speak English?

**Exercise 3** 2A: Can we dive? 2B: Yes, we can. 3A: Can they speak Chinese?

3B: Yes, they can. 4A: Can I act? 4B: No, you/I can't. 5A: Can your cat jump?

5B: Yes, it /he/she can. 6A: Can you draw a cartoon? 6B: No, I can't.

**Exercise 4** 2 Can he run fast? (✓)

3 Can they skateboard? (X) 4 Can he fix things? (X) 5 Can she play the guitar? (✓)

6 Can it fly? (✓)

### 6.2 Grammar

#### Answers

**Exercise 1** 2 have 3 go 4 do 5 tidy 6 watch

**Exercise 2** 2 has 3 goes 4 does

5 tidies 6 watches

**Exercise 3** 1 make 2 have, go 3 have, has 4 listen, does 5 tidy, plays 6 hang out, watches

**Exercise 4** 1 gets up 2 goes, goes, her mum 3 Katy, Jackie 4 watch TV

### 6.3 Grammar

#### Answers

**Exercise 1** 2 I often hang out with my friends at the weekend. 3 My parents never play computer games. 4 My sister is usually late. 5 We sometimes go to the cinema. 6 You always do your homework.

**Exercise 2** 2 usually makes 3 sometimes hang out 4 always do 5 often play 6 never watches

**Exercise 3** Students' own answers.

**Exercise 4** 2 hangs out with his friends 3 usually, Sundays 4 Students' own answers.

### 7.2 Grammar

#### Answers

**Exercise 1** 2 e 3 d 4 a 5 f 6 b

**Exercise 2** 2 don't walk 3 doesn't play 4 don't eat 5 don't do 6 doesn't work

**Exercise 3** 2 doesn't tidy 3 like 4 don't listen 5 doesn't speak 6 eats

**Exercise 4** Students' own answers.

### 7.3 Grammar

#### Answers

**Exercise 1** 2 Does your granny speak English? 3 Do we have music lessons? 4 Do I speak English well? 5 Does your brother tidy his room? 6 Do our parents go to the gym?

**Exercise 2** b 4 c 6 d 1 e 3 f 2

**Exercise 3** 2 Yes, I do. 3 Yes, they do.

4 Does your sister want 5 Does she like

**Exercise 4** 2 Do you hang out with friends every day? 3 Do you listen to music before breakfast? 4 Do your parents do sport? 5 Does your best friend speak English? 6 What do you do on Sundays?

**Exercise 5** Students' own answers.

### 8.2 Grammar

#### Answers

**Exercise 1** 2 cooking 3 skateboarding 4 doing 5 eating 6 getting

**Exercise 2** 2 Does your mum like spiders? 3 Do your parents like Justin Bieber? 4 Does our teacher like our class?

5 Do you like skateboarding? 6 Do I like ice-creams?

**Exercise 3** 2 doesn't, spiders 3 don't, Justin Bieber 4 does, our class 5 do, skateboarding 6 do, ice-creams

**Exercise 4** Students' own answers.

### 8.3 Grammar

#### Answers

**Exercise 1** 2 a, D 3 b, B 4 a, E 5 b, A

**Exercise 2** 2 What 3 When 4 Where 5 Who

**Exercise 3** 2 What are 3 How old

4 Who is your 6 When do you

**Exercise 4** Students' own answers.

## 1.4 Communication

- Ss work in pairs to find the best place for the extra sentences.

### Answers

**Exercise 1 Dialogue 1:** after 'Dad, this is Jonas.' **Dialogue 2:** before or after 'I'm Robbie's classmate.'

- After Ss roleplay all scenarios in Exercise 2, ask them to change groups and act out the dialogues once again.

## 2.4 Communication

### Answers

**1** What's your name? **2** How old are you?  
**3** Where are you from? **4** What's your favourite music? **5** Who's your favourite singer? **6** What's your favourite sport?  
**7** Who's your favourite sports person?  
**8** What's your favourite film? **9** Who's your favourite actor?

## 3.4 Communication

### Answers

#### Dialogue 1

**A:** Hello. Please, come in.

**B:** Thank you.

**A:** Would you like a sandwich?

**B:** No, thanks.

**A:** Would you like a biscuit?

**B:** Yes, please! I love chocolate biscuits!

#### Dialogue 2

**A:** Oh, no! Where's my phone?

**B:** It's on the sofa.

**A:** Thanks! Where's the bathroom, please?

**B:** It's upstairs. Let me show you.

## 4.4 Communication

### Answers

**Dialogue 1** The order is: 3, 2, 4, 1

**Dialogue 2** The order is: 2, 1, 3

**Dialogue 3** The order is: 3, 2, 1

- After Ss order the dialogues and practise them in pairs, ask them to stand up and act out each dialogue once again with a different partner, but replace the underlined words with their own ideas. They can also use the prompts in the pictures.

## 5.4 Communication

- Ss complete the dialogue in pairs. Draw their attention to the smileys. Tell them that each smiley represents a reaction.

### Answers

**2** agree **3** can **4** go **5** beach

- Ss cut out one set of cards and put them face down on the desk. One student turns over a card and makes a suggestion. His/Her partner reacts using the sentence represented by the smiley on the card. They swap and continue.

## 6.4 Communication

- Ss use the example dialogue to ask and answer questions about the events on their cards. Ask them not to look at each other's cards.
- After Ss complete the times of the events and the current times, they check their answers in pairs.

## 7.4 Communication

- Ss work in pairs and correct the dialogue.

### Answers

**Bill:** Can I have three tickets to the concert, ~~thanks~~ please?

**Bill:** Please Thanks.

- Divide the class into group A and group B. Ask Ss to stand up and roleplay each scenario with a different partner.

## 8.4 Communication

- Ask Ss to look at the pictures and make sure they know what weather words they represent.
- When Ss complete their cards, ask them to check answers in pairs.

### Answers

#### Student A

**Spain:** hot and sunny

**The UK:** cold and windy

**Poland:** cold and cloudy

**Italy:** warm and sunny

**Australia:** cloudy and rainy

#### Student B

**The USA:** cold and sunny

**Scotland:** sunny and rainy

**France:** cloudy and rainy

**China:** cold and cloudy

**Spain:** cold and windy

## Play – *Where's the chocolate?*

### About the play

*Where's the chocolate?* is a play all your students can get involved in. It's about the mysterious theft of anything made of chocolate from the Jones family's kitchen!

- How many characters are there? There are nineteen characters. If you have more students, add more aliens!
- When is the best time for the play? *Where's the chocolate?* is a fun, motivating way of finishing the school year. It's ideal for showing parents what their children have learnt in their English lessons and is a great way to help students revise.
- Do I need a proper stage? No! Use your classroom, the school gym, hall or playground!
- What about preparation? There is only one setting. We've provided a basic stage plan to help you (please see below). Your students will have fun making the scenery and choosing their props and costumes.
- Language to pre-teach *fence* (draw one on the board), *shout* (demonstrate), *hide* (demonstrate)

### Where is the play?

The play is in the Jones family's garden and Mr Grim's garden. There's a fence between the two gardens.

- The Jones' garden It's big! There's a table and two or three chairs. Ask students to draw or make a tree and some flowers. Students draw the door to their house and a window. Put a football in the garden.
- The fence Ask students to make a fence. They can use cardboard and draw a fence on it.
- Mr Grim's garden It's small. There's a small table and one chair. Students draw or make one tree. Students make a house of cardboard or paper and draw the door to Mr Grim's house and a window.

### Props

- Scene 1 a book, a mobile phone, a laptop, a box with a small chocolate cake, some chocolates and chocolate cupcakes
- Scene 2 the box from Scene 1, a football, the aliens' spaceship\*
- Scene 3 the spaceship
- Scene 4 a football, a chocolate cake, the spaceship

\*Students cut cardboard or card into the shape of a spaceship. The aliens carry it when they arrive and leave.