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go getter 2

Teacher's Book

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GoGetter for students

GoGetter is a new four-level English course for upper primary and lower secondary children, taking them from an A1 to B1 level of English. Students in this age range are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. They live in a fast moving, very dynamic world governed by new technologies. Each level of the *GoGetter* series has been carefully tailored to the modern student's cognitive needs and has been designed to create an enjoyable and engaging environment for effective learning. Multimedia teaching and learning tools offer teachers and students a wide range of options for the classroom and home. They include videos, animations and exciting digital content on MyEnglishLab, Extra Online Practice and ActiveTeach activities.

GoGetter for teachers

GoGetter has been created on the basis of tried and tested methodology for effective teaching. It builds on existing EFL methods adapted to the reality of today. A variety of language presentation context and very rich multimedia content will help keep students engaged and motivated. Seamlessly integrated exam preparation, an online gradebook in MyEnglishLab and a unique assessment package will help your students get great results and prepare for future exams.

GoGetter has also been created with busy teachers in mind. Teaching with *GoGetter* will require minimal preparation time due to the open-and-teach formula in the Students' Book and at-a-glance organisation of materials within the Teacher's Book.

Features of the course

Grammar

Grammar is clearly presented in a scaffolded, step-by-step approach with two contextualised grammar presentations per unit: a photo story with teenage characters, which is also available as a video, in Lesson 2, and a cartoon in Lesson 3. Grammar boxes contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise. *Get Grammar!* animations support every grammar lesson. The likeable, captivating characters make learning grammar fun! Further consolidation practice is available in the Workbook.

Vocabulary

Each unit starts with and eye-catching visual presentation of vocabulary, which gets students' attention right from the start. It is followed by step-by-step engaging practice. As well as appealing to students, vocabulary sets reflect typical exam topic areas. The *I know that!* feature at the start of the unit allows for quick revision of lexical items students are very likely to know from previous school years, which is a great confidence-booster. *I remember that!* activities engage students, as they are personalised and effectively help students remember new words. Each Students' Book page has a corresponding Workbook page allowing for lots of additional practice. Finally, there is a *Word blog* in the Workbook at the end of every unit that consolidates the vocabulary of the unit.

Skills

There are separate skills lessons that also take step-by-step approach:

Communication lessons: using videos or audio material, dialogues are modelled and brought to life, which encourages students to use natural English in their own dialogues.

Reading lessons: engaging and age-appropriate texts in different genres motivate and inspire students.

Listening and Writing lessons: students need to use their critical thinking skills in order to complete the listening comprehension activities. *GoGetter* provides clear writing models to help students write their own text on the same topic.

A lot of support, such as prompts, dialogue frames to fill in etc., is provided in free speaking and writing tasks.

There are also four *Skills Revision* sections in each level that consolidate skills work from each two units.

Motivating content

GoGetter offers a great variety of context and teaching modes. Language is presented through real life dialogues, videos, cartoons, animations and exciting reading texts and audio material. The topics are all up-to-date and were carefully chosen to appeal to the age-groups concerned.

Each level of *GoGetter* contains four fascinating *Get Culture!* lessons with authentic BBC video content that takes students on an world wide journey, opening their eyes to different parts of the English-speaking world and motivating them to find out more.

Multimedia content

GoGetter is a fully blended course with exciting digital and video content that will engage your students. They will really look forward to their lessons! Every student who uses the print Workbook has access to additional language practice through Extra Online Practice (for more information, see page 7).
If you do not have easy access to a classroom computer or a projector, you can still run successful lessons as the material has been designed in such a way that you can use print and audio material only.

Content and Language Integrated Learning (CLIL)

There are four CLIL sections in *GoGetter* 2. They are titled: *Get more on Science!*, *Get more on Geometry!*, *Get more on Art!* and *Get more on History!* These lessons are included in the Workbook and ActiveTeach and they are designed be used in class or can be assigned for homework. They teach students practical language connected to a wide range of subjects that they will be learning about in their native language at the same time. There are four CLIL sections per level.

Support for mixed ability classes

GoGetter supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed ability classes, as well as extra worksheets for grammar, vocabulary and communication lessons. In the Workbook challenging activities are labelled with an asterisk, which makes it easier for the teacher to assign homework to students at different language level.

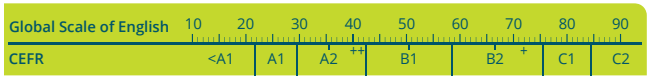
The Global Scale of English in *GoGetter*

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into the learning progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.



Exam preparation

The table below shows the correlation between the language level of each part of *GoGetter* series and the requirements for Pearson Test of English and Cambridge exams.

Course level	CEFR	GSE	PTE	CAMBRIDGE
GoGetter 1	<A1/A1	17–29	YL Springboard	YLE Starters
GoGetter 2	A1/A2	27–36	YL Quickmarch	YLE Movers
GoGetter 3	A2/A2+	33–41	YL Breakthrough	YLE Flyers
GoGetter 4	A2+/B1	38–46	General Level 1	Key for Schools

The *GoGetter* course provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English: Young Learners tests. In every unit of the Students' Book there are exercises flagged *Exam Spot* which help students to prepare for the exams. *Skills Revision* sections in the Students' Book and Workbook enable students to regularly check their progress through exam-style exercises. Additionally, the *Skills Revision* section in the Students' Book includes an *Exam Language Bank*, collating key language from the unit. There is an *Exam Practice* section in the Workbook, which provides additional exam practice. The assessment package includes two exam-style tests for those students who are preparing for PTEYL or CYLET.

21st century skills

Today's learners require materials that will help them develop skills they need to survive and succeed in the rapidly changing world. They need to be challenged and inspired by their learning. They also need to learn how to work with peers, using modern technologies they are familiar with and enjoy. *GoGetter* helps develop not just English language skills, grammar and vocabulary, but also all those skills modern learners need to build to become fully rounded citizens of the global community.

The key skills focused on in *GoGetter* are: *Communication*, *Collaboration*, *Creativity*, *Cultural Awareness*, *Critical Thinking*, *Digital Literacy*, *Assessment for Learning* and *Autonomy*.

***Communication*, *Collaboration and Creativity*:** There are a lot of pairwork and groupwork activities integrated in the core lessons in each unit. Project work at the end of *Get Culture!* lessons involves team work so students can learn how to collaborate with peers in order to successfully complete a task.

***Cultural Awareness*:** In an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English. *Get Culture!* lessons and exciting videos provide students with a wider perspective of cultural aspects. They also provide an opportunity to compare a foreign culture to their own.

***Critical Thinking*:** Problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities. These activities are flagged in the teaching notes in every lesson. Interactive cliff-hanger endings in the video story create a great opportunity to analyse and predict.

***Autonomy and Personal Initiative*:** *Get Culture!* sections end with project work which requires some simple data collating or research in order to complete the task. Students are also encouraged to present their own view on the topic from the lesson.

Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Students' Book and Workbook.

Assessment for Learning: see page 8 for more information.

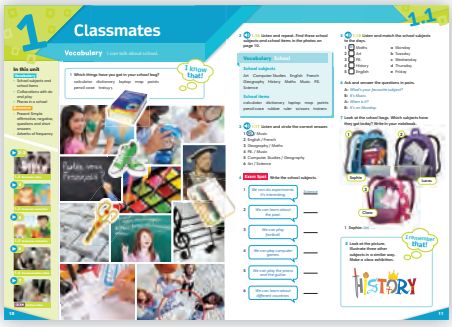
***Digital Literacy*:** In *Get Culture!* lessons students are encouraged to create their own projects such as presentations, photo albums, leaflets or even mini videos. Photocopiable project worksheets (in the Teacher's Book) provide step-by-step guidelines on how to complete the tasks.

Extra Online Practice or the online Workbook on MyEnglishLab enable students to practise what they have learnt in a digital environment.

Overview of the components

Students' Book

- Nine units with 70–120 hours of teaching material, including a *Get Started!* unit
- Clear lesson objectives ('*I can* …')
- Thorough vocabulary learning programme with motivating presentations and helpful wordlists
- Videos with every unit providing meaningful context in grammar and communication lessons
- Four *Get Culture!* lessons with BBC culture videos and projects
- Exam spot tasks preparing for *Pearson Test of English for Young Learners* (PTEYL) and *Cambridge English: Young Learners of English Tests* (CYLET) throughout the book
- *Language Revision* after every unit and *Skills Revision* with exam-style tasks after every two units
- Songs and chants
- Students' Book is also available with access code to MyEnglishLab and Extra Online Practice. For details on MyEnglishLab and Extra Online Practice, see relevant sections further down and on the next page.



Class Audio CDs

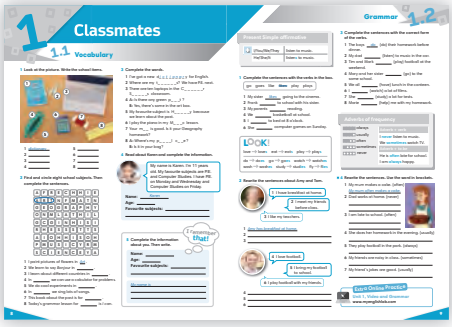
- Students' Book audio material for use in class

Students' eBook

- The full Students' Book in digital format
- All audio tracks and videos embedded into the exercises
- Students' eBook is also available with access code to MyEnglishLab and Extra Online Practice. For details on MyEnglishLab and Extra Online Practice, see relevant sections down below and on the next page.

Workbook

- Additional grammar, vocabulary and skills practice to reinforce the material in the Students' Book
- Practice activities for all Students' Book sections
- *Check yourself!* in each unit to help students prepare for Language Tests
- Four *Skills Revisions* and two *Exam Practice* sections to enable students to check their progress with PTEYL and CYLET exam-style tasks
- *Word blogs* with games and fun activities to consolidate the vocabulary from each unit
- Four *Get more on …!* lessons which cover CLIL topics
- Each print Workbook provides access to Extra Online Practice powered by MyEnglishLab. For details on Extra Online Practice see the relevant section on the next page.



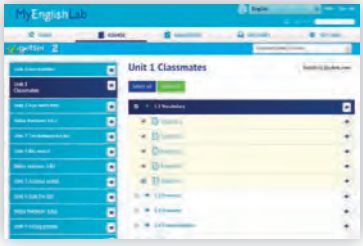
MyEnglishLab

Student's area

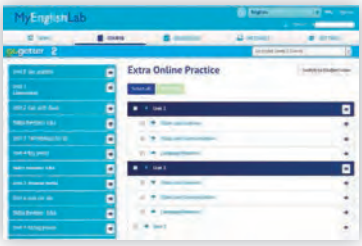
- Interactive online Workbook with instant feedback and audio tracks embedded in the listening exercises
- Remediation activities and tips for grammar exercises
- Extra Online Practice activities
- All Students' Book videos
- Downloadable Workbook audio material

Teacher's area

- Access to Assignments module, from which the teacher can assign Workbook activities to students
- Access to the Gradebook, which gives the teacher possibility to monitor students' work
- Access to the complete Students' eBook
- Teachers resources: all photocopiable activities from the Teacher's Book, as well as all Tests in PDF and Word format
- Test audio material
- Skills Test, Mid- and End-of-Year Tests in a digital format



Extra Online Practice (powered by MyEnglishLab)



- Extra activities, based on Students' Book Grammar and Communication lessons videos, with embedded videos, as well as additional revision activities helping students to prepare for Language Tests
- All Students' Book videos
- Downloadable Workbook audio material
- Students access the activities through a code printed on the inside front cover of the Workbook. Please see section Extra Online Practice on page 7 for more details.

Teacher's Book with DVD-ROM

Teacher's Book

- Embedded Students' Book pages with overwritten answers
- Unit-by-unit teaching notes with extra activities and tasks for fast finishers for all Students' Book lessons and *Get more on …!* (CLIL) lessons in the Workbook
- Practical tips on how to implement Assessment for Learning in the classroom
- Students' Book and Workbook audio and video scripts
- Workbook answer key
- Photocopiable resources with teaching notes and answer key including: grammar, vocabulary, communication and project worksheets, a play and grammar video roleplays
- Teacher's Book provides access code to MyEnglishLab and Extra Online Practice.

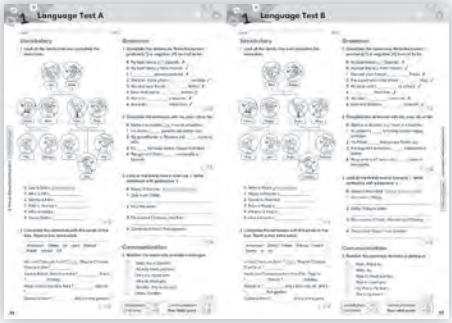
Teacher's DVD-ROM

- Students' Book videos with video scripts
- Class and Workbook audio material in MP3 format with audio scripts
- All photocopiable resources from the Teacher's Book, including teaching notes and answer key
- Flashcards

ActiveTeach

- Students' Book pages with embedded audio material and videos and 'Show Answers' functionality
- Workbook pages with embedded audio tracks and 'Show Answers' functionality
- Class and Workbook audio material with audio scripts and time coding (audioscript section is highlighted while played)
- All Students' Book videos, with subtitles which can be switched on and off
- Additional interactive exercises for every unit
- Vocabulary games
- Teacher's tool box for creating personalised vocabulary games, notes and adding internet links
- Teacher's Resources: phonetic chart, photocopiable activities, flashcards, score board and stop watch
- Interactive Whiteboard toolbar including a virtual keyboard, a felt pen and highlighter, a curtain and a spotlight

Tests



- Types of tests included in a printed booklet: Placement Test, eight Vocabulary and Grammar Checks, nine Language Tests, four Skills Tests, Mid-Year and End-of-Year Tests, two Exam Tests, four sets of Speaking Tasks and eight Writing Tasks
- All tests in PDF and editable formats, as well as tests audio material available at www.MyEnglishLab.com
- There are A and B versions available for most of the tests.

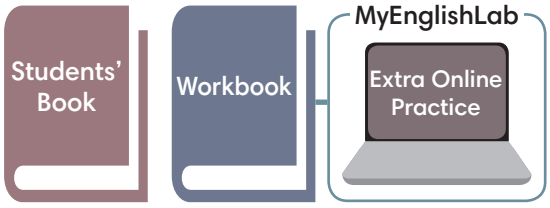
Website

- Additional information and support available at http://pearsonELT.com/gogetter

GoGetter for your classroom

There are many different ways to teach English. Your choice will be influenced by your specific teaching context and preferred teaching style; the number of students in your class; their level and background (the school or Ministry requirements) and access to broadband internet in class, amongst other reasons. *GoGetter* content was designed so you can easily adapt it to your own unique situation. Here are a few possible ways to access the comprehensive set of *GoGetter* materials:

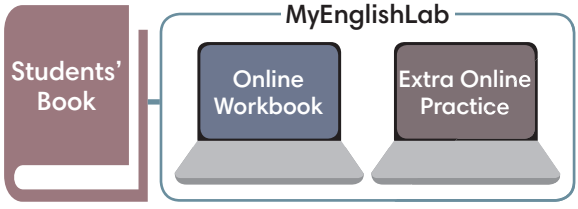
CLASSIC



The classic option is recommended for teachers who prefer to use the printed version of the Students' Book in class and would like their students to do their Workbook homework on paper in the Workbook itself. If students have access to the internet at home or on their own mobile devices, they can access Extra Online Practice (powered by MyEnglishLab) and do additional language exercises in digital format. To access the Extra Online Practice activities, they will need to use the code printed on the inside cover of their Workbook.

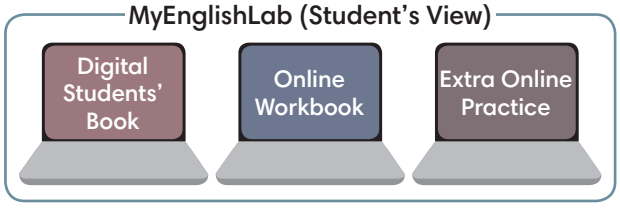
If teachers have access to a computer with a projector or an interactive white board in the classroom, they can also use ActiveTeach for front of class presentation of the Students' Book and Workbook materials. They will also find all the coursebook audio material and videos on ActiveTeach. For classrooms with DVD and CD players, teachers can use the Teacher's DVD ROM and Class Audio CDs.

BLENDED



This solution is recommended for teachers who would prefer their students to do their Workbook homework in the online digital Workbook accessed from MyEnglishLab. Their work will be automatically corrected and reported to the teacher. Additional content and the complete coursebook video material can be accessed in Extra Online Practice. In this option the teacher can assign the class all the content available online from their account on MyEnglishLab. Teachers can also use the ActiveTeach either with an interactive whiteboard or from their laptop with a projector. For classrooms with DVD and CD players, teachers can use the Teacher's DVD ROM and Class Audio CDs.

DIGITAL



In fully digital classrooms, where students have their own tablets or computers, *GoGetter* can be used in a fully digital configuration. Students can use the digital Students' Book in the classroom and do all their homework online on MyEnglishLab, where they will find all the Workbook activities and also Extra Online Practice. Workbook and Extra Online Practice content can be assigned by the teacher from their account on MyEnglishLab.

Teachers can use the ActiveTeach either with an interactive whiteboard or from their laptop with a projector. There they will find all the Students' Book and Workbook pages with interactive exercises, as well as all the course audio material and videos.

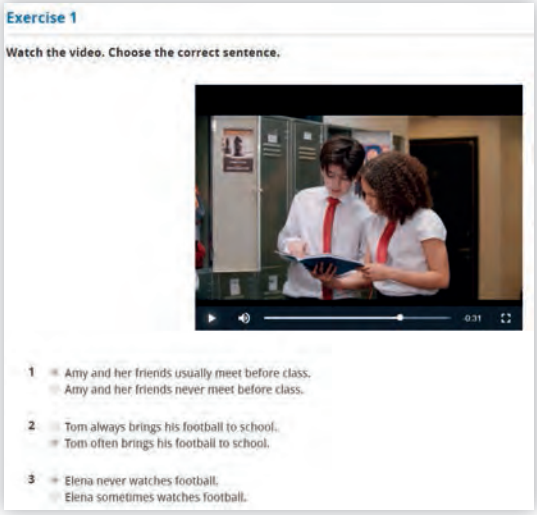
Extra Online Practice and how to use it

What is Extra Online Practice?

Extra Online Practice is a collection of carefully structured digital activities that give students further practice of the core content in the Students' Book and the Workbook. These motivating interactive activities encourage students to make the most of *GoGetter's* multimedia resources by watching the course videos on their own.

Extra Online Practice includes:

- Video-based interactive activities related to the Grammar and Communication videos in the Students' Book.



- A collection of revision activities for each unit, which provide further practice of the target language.
- All videos in *GoGetter* 2: Grammar and Communication videos, *Get Grammar!* animations and *Get Culture!* BBC videos.
- The downloadable Workbook audio materials.
- Students can find reference to Extra Online Practice in selected lessons of the Workbook.

Extra Online Practice
Unit 1, Video and Communication
www.myenglishlab.com

Unit 1.2 Video and Grammar	2 exercises
Unit 1.4 Video and Communication	2 exercises
Unit 1 Language Revision	3 exercises
Unit 2.2 Video and Grammar	2 exercises
Unit 2.4 Video and Communication	2 exercises
Unit 2 Language Revision	3 exercises
Unit 3.2 Video and Grammar	2 exercises
Unit 3.4 Video and Communication	2 exercises
Unit 3 Language Revision	3 exercises
Unit 4.2 Video and Grammar	2 exercises
Unit 4.4 Video and Communication	2 exercises
Unti 4 Language Revision	3 exercises
Unit 5.2 Video and Grammar	2 exercises
Unit 5.4 Video and Communication	2 exercises
Unit 5 Language Revision	3 exercises
Unit 6.2 Video and Grammar	2 exercises
Unit 6.4 Video and Communication	2 exercises
Unit 6 Language Revision	3 exercises
Unit 7.2 Video and Grammar	2 exercises
Unit 7.4 Video and Communication	2 exercises
Unit 7 Language Revision	3 exercises
Unit 8.2 Video and Grammar	2 exercises
Unit 8.4 Video and Communication	2 exercises
Unit 8 Language Revision	3 exercises
TOTAL	**56 exercises**

How to access Extra Online Practice

Extra Online Practice can be accessed through the MyEnglishLab platform by both the student and the teacher. The access codes are provided in the course materials. The table below shows where to find relevant codes and what content they activate.

	Where to find the access code	Platform	Content available
Teacher	Access code in the inside cover of the Teacher's Book	MyEnglishLab	Online Workbook English Online Practice
Student	Access code in the inside cover of the printed Students' Book or in the eBook	MyEnglishLab	Online Workbook English Online Practice
	Access Code in the inside cover of the printed Workbook		English Online Practice

How to work with Extra Online Practice in different classroom settings

- If your students are using online Workbooks with Extra Online Practice (both powered by MyEnglishLab), you will be able to assign all the online activities and monitor the performance of your students in an online gradebook.
- If your students are using printed Workbooks and therefore only have access to Extra Online Practice on MyEnglishLab, you will have to tell them which exercises from Extra Online Practice you want them to do. You cannot monitor students' performance in an online gradebook in this configuration.

How to register your Extra Online Practice access code

To register go to www.myenglishlab.com and click *Register*. Follow the instructions on the screen.

Assessment for Learning (AFL)

Traditionally, assessment aims to find out what students already know in order to diagnose what their linguistic proficiency is. Thanks to assessment procedures, teachers can monitor the progress students make and prepare them for tests which in many countries await students at the end of their respective educational stage. What is more, the results of assessment procedures provide information for students and their parents about their progress in learning; information to teachers about the effectiveness of their teaching and school management about the efficacy of their teachers. There are two main types of assessment: formative and summative.

Formative assessment refers to the strategies and procedures used by teachers during the students' learning process in order to provide the teachers with feedback. Teachers can use this information to modify teaching and learning activities where necessary, keeping up student motivation levels and maximising attainment. Summative assessment, on the other hand, is usually administered at the end of a teaching period to find out whether the progress students made is very good, good, satisfactory or unsatisfactory. Formative assessment is often described as Assessment for Learning rather than assessment of learning. The lists below present the main differences between formative and summative assessment.

Assessment for Learning (formative)
- while teaching
- continuous
- aim: to observe student's progress and his/her strengths and weaknesses, to provide constructive feedback
- students' intrinsic motivation: to achieve success/self-fulfilment
- feedback: information about how to improve performance (usually expressed in a descriptive way, orally or in writing)

Assessment of learning (summative)
- after teaching (usually in the form of tests)
- periodical
- aim: to evaluate student's progress, to give grades
- students' instrumental motivation: to be rewarded or to avoid being punished
- feedback: information about student's results (usually expressed in grades)

Main strategies of formative assessment

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

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

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

Strategies of formative assessment	Recommended techniques used for formative assessment
SETTING AIMS and CRITERIA FOR SUCCESS At the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what they are going to learn, why they are going to learn it, and then makes it clear what the required standards of good work are.	• **Key question:** an intriguing/interesting problem posed to get students involved in the lesson, inspire them and make the lesson memorable, e.g. *Why is English an international language?, Why are there so many English words in our native language?* • **Lesson objectives presentation:** The teacher explains lesson aims in a way appropriate to students' linguistic and cognitive development. Brief lesson objectives are written on board. • **'What Am I Looking For?' (WILF):** The teacher draws students' attention to the most important elements in the lesson and provides examples of model work.
MONITORING STUDENTS' LEARNING The teacher observes how students participate in classes during pairwork or groupwork, assesses their written work, evaluates project work or oral tasks. The data, which is collected regularly, enables the teacher to give feedback to each student. **GIVING CONSTRUCTIVE FEEDBACK** is a kind of a dialogue between the student and the teacher which aims at helping the student to find his/her best way of learning. The teacher first accentuates the positive aspects of a student's work and then tells him/her what he/she should improve on and eventually what he/she should focus on in order to get better.	As students are discouraged to volunteer, in order to encourage them all to answer the teacher's questions, there are the following techniques that can be used instead: • **Lollipop stick technique:** students write their names on lollipop sticks and put them in a cup. Teacher asks one student to pick a stick and a student whose name is on the stick responds to a question. • **ABC, True/False, Yes/No, Stop/Go, ☺/😐/☹** response cards to monitor whether all students can understand the different exercises and questions and keep up with the lesson. Each student has his/her own set of cards to choose from. • **Traffic Lights Cards:** students show 'Green' if they know how to do an exercise or understand the topic, 'Yellow' when they need some help, and 'Red' when they need re-teaching the language point. • **Thumbs up/down technique:** teacher asks students to make a thumbs up/down gesture to get feedback on what's correct/true/false etc. • **Basketball technique:** a student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken. • **Observation form:** teacher collects data about students' work by filling observation forms or reading written assignments to adjust teaching procedures where necessary. • **Stand up and change places:** students stand up and change places if they agree with the statement teacher reads out about the lesson. Students can explain why they agree or disagree.

PEER LEARNING Working together in pairs or groups, completing cooperative teaching-learning tasks and peer assessment gives students opportunity to share knowledge and learn how to be more attentive and objective.	• **Think-pair-share:** students first individually think of the answer to a question, then discuss their ideas in pairs and eventually pairs present their ideas to a group or a class. Students can express their ideas and consider those of others. • **Pairwork/Groupwork:** students 'study' each other's work and do tasks specified by the teacher. • **Two stars and a wish:** students identify two positive aspects of the work of a peer and express a wish about what the peer might do next time to improve their work. • **Expert Envoy:** individual students are 'experts' who share their knowledge and understanding with pairs or groups. Choose strong students to help others.
INDEPENDENT LEARNING This strategy is based on a number of reflective questions which promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and efforts. Gradually, students take more responsibility for the progress they make and for the pace of their learning.	• **Summative questions:** at the end of a unit, module or lesson students are encouraged to think about the lesson, revise what was being taught and reflect on their successes and difficulties. They can be given a number of sentences to finish, e.g. *Today I have learned …, I can …, I am good at …, I haven't managed …, I don't understand …, I have difficulty in …* • **Thought-provoking questions:** students gradually develop autonomy in learning by answering such questions as *How successful is my learning? How am I learning it? How can I improve? What are we going to do next? What would I like to learn next?* • **Three facts and a fib:** students write three facts and one fib about the topic of the lesson and share them in pairs, groups or with the class. Then they try to indentify the 'fib'. • **Learning diary:** the teacher can ask students to write down their questions and make notes about their learning in special notebooks. • **Portfolio:** a collection of student work and related material which presents a student's activities, achievements, self-evaluation and reflection.

Assessment for Learning in *GoGetter*

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

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

GoGetter videos

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

Grammar and Communication videos

A specially shot, entertaining soap-opera-type drama about a group of pre-teens, their families and friends. The video presents the key language of the lesson for one of the Grammar lessons in each unit and each Communication lesson. Real-life dialogues provide natural and memorable language models.

The purpose of this video is to present the target language of the lesson that is truly engaging and meaningful. When new language is backed-up by visual clues and context (the location, the action, the body language and facial expression), it transforms the learning experience so that language is 'acquired' (in the long-term memory) rather than merely 'learnt' (in the short-term memory). This will improve students' receptive accuracy. Interactive cliff-hanger endings in the grammar videos engage students in prediction activities and encourage critical thinking.

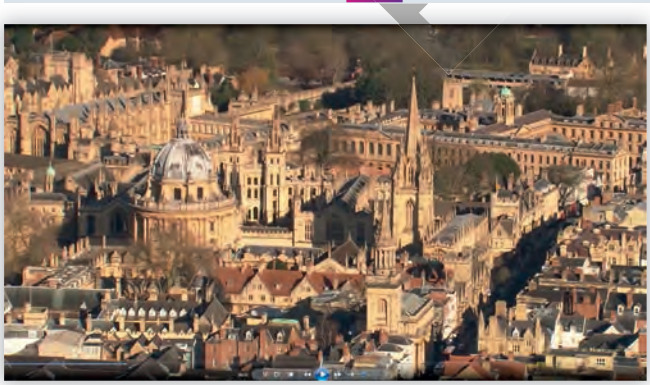
All the video episodes are also available in audio-only format on the Class Audio CDs for those classrooms where video is not readily available. Students can access the videos on Extra Online Practice where they can also do extra comprehension and practice exercises.

Get Grammar! animations

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

The animations provide a great opportunity for the teacher to explain new grammar structures in an entertaining and meaningful way that will motivate students and get their attention for longer. The videos can be used multiple times both as an effective presentation tool and a quick revision of grammar structures.

Get Culture! BBC videos



A series of inspiring culture videos which recycle the topics and language of the preceding units. These videos appear in *Get Culture!* lessons following Units 1, 3, 5 and 7. Extracts of high-quality BBC footage are introduced by the popular British presenter Greg Foot at an appropriate level for the learner.

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

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A clear summary of content and video material is available for the unit.

Clear lesson objectives are included at the beginning of each lesson.

I know that! revision activities boost motivation.

Vocabulary sets are placed in clearly organised boxes. All lexical items are recorded for students to listen and repeat.

4 Big world

4.1

Vocabulary I can talk about geographical features.

In this unit

Vocabulary
- Geographical features
- Adjectives
- *It's ... high/long/tall.*

Grammar
- Comparative and superlative adjectives

19–20 4.2 Grammar video

21 4.2 Grammar animation

22 4.3 Grammar animation

23 4.4 Communication video

1 Which of these places are there in your country?
beach city forest river sea town

I know that!

Hi! I'm Max. I'm from New Zealand. It's a beautiful country. Here are some photos.

2 2.21 Listen and repeat. Which places can you see in the photos on page 46?

Vocabulary Geographical features
beach city desert forest island lake mountain river sea town volcano waterfall

In picture 1 there is a volcano.

3 Match the word halves to find the names of geographical features.

be 1 · 2 · moun 3 · 4 · to 5 · volc 6 · ano · ach · ver · tain · ty · wn

4 Find the people in the photos on page 46 and complete the sentences.
1 A man is fishing next to a lake.
2 A man is surfing in the _____.
3 A woman is walking in the _____.
4 A man is kayaking to an _____.
5 A boy is admiring a _____.

5 2.22 Read the Geography Quiz and circle the correct answer. Then listen and check.

Geography QUIZ
1 The Nile is *a desert / a river* in Africa.
2 Mount Everest is *a mountain / an island* between China and Nepal.
3 Niagara Falls is *a waterfall / a forest* between Canada and the USA.
4 The Sahara is *a lake / a desert* in Africa.
5 Mount Vesuvius is *a volcano / a beach* in Italy.
6 Madagascar is *an island / a mountain* in Africa.

6 Exam Spot 2.23 Listen to Max and Sophie. Tick (✓) the correct answer a, b or c.
1 Where does Max usually go on holiday?
a ☐ b ☐ c ☐
2 What does Max do in the winter?
a ☐ b ☐ c ☐
3 Where does Sophie want to go swimming?
a ☐ b ☐ c ☐

7 In your notebook, write five sentences about your country. Say where you go in winter and in the summer.

Italy is a very beautiful country. There are beaches, mountains and lakes. In winter, I go skiing in the mountains. In the summer, I go to the beach. I love swimming in the sea.

8 Write your own quiz questions about places you know. Test your friends!
Is the Amazon a river or a mountain?
Is Kilimanjaro in Asia or Africa?

I remember that!

46

47

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

Practice tasks in exam-like format help students prepare for exams.

Vocabulary consolidation at the end of the lesson is based on personalised memorisation activities.

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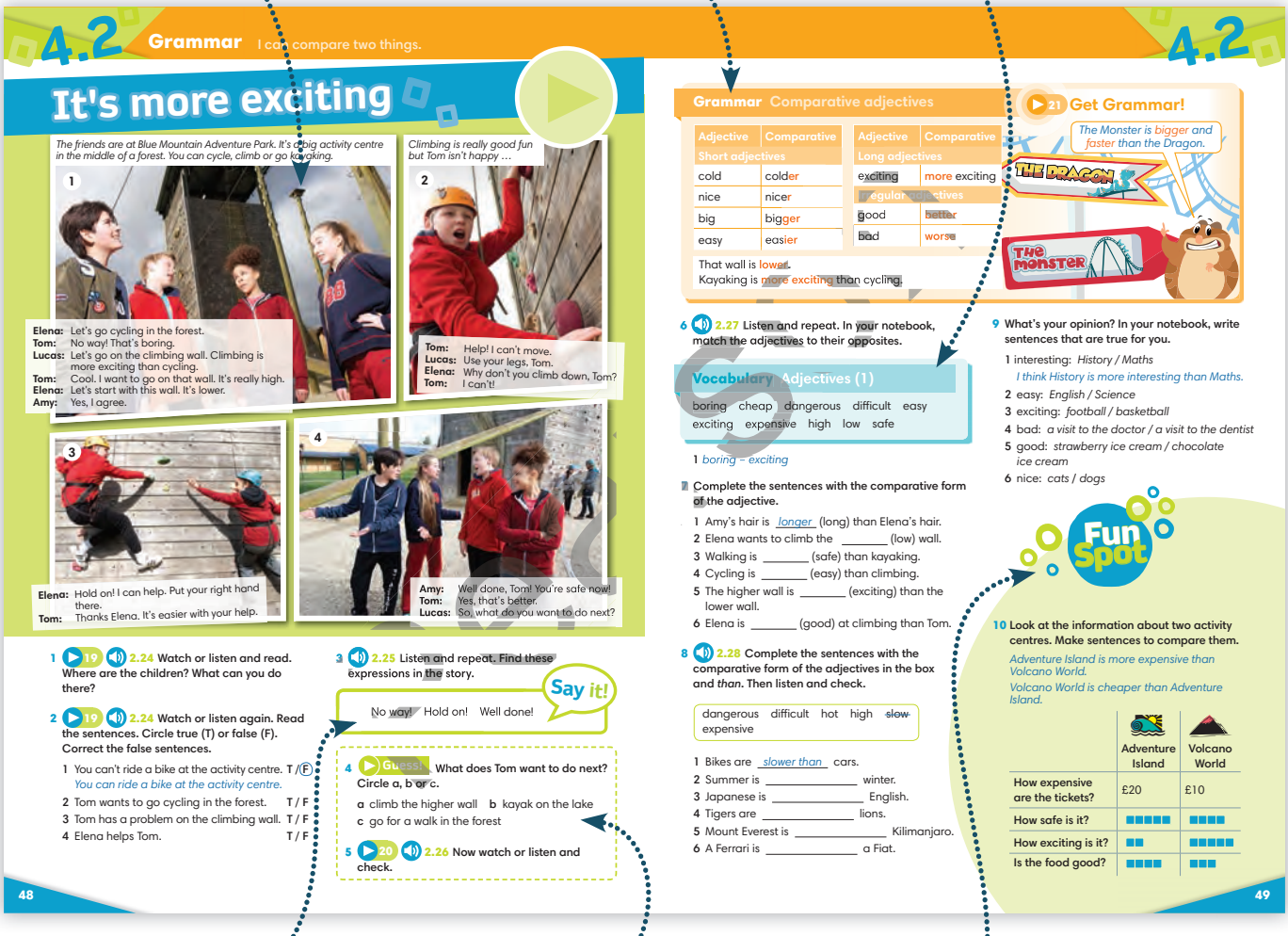
Grammar is presented through video. Real-life dialogues provide a natural context and help students memorise the language. The lesson can also be run using the audio track of the presentation dialogue only.

Grammar tables highlight target structures.

Key lexis is placed in vocabulary boxes for easy reference and to help memorisation. All items are recorded for students to listen and repeat.



4.2 Grammar I can compare two things.

It's more exciting

The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

1
Elena: Let's go cycling in the forest.
Tom: No way! That's boring.
Lucas: Let's go on the climbing wall. Climbing is more exciting than cycling.
Tom: Cool. I want to go on that wall. It's really high.
Elena: Let's start with this wall. It's lower.
Amy: Yes, I agree.

Climbing is really good fun but Tom isn't happy …

2
Tom: Help! I can't move.
Lucas: Use your legs, Tom.
Elena: Why don't you climb down, Tom?
Tom: I can't!

3
Elena: Hold on! I can help. Put your right hand there.
Tom: Thanks Elena. It's easier with your help.

4
Amy: Well done, Tom! You're safe now!
Tom: Yes, that's better.
Lucas: So, what do you want to do next?

1 19 2.24 Watch or listen and read. Where are the children? What can you do there?

2 19 2.24 Watch or listen again. Read the sentences. Circle true (T) or false (F). Correct the false sentences.

1 You can't ride a bike at the activity centre. T / F
You can ride a bike at the activity centre.
2 Tom wants to go cycling in the forest. T / F
3 Tom has a problem on the climbing wall. T / F
4 Elena helps Tom. T / F

3 2.25 Listen and repeat. Find these expressions in the story.

Say it!
No way! Hold on! Well done!

4 Guess! What does Tom want to do next? Circle a, b or c.
a climb the higher wall b kayak on the lake
c go for a walk in the forest

5 20 2.26 Now watch or listen and check.

48

Grammar Comparative adjectives

Adjective	Comparative
Short adjectives	
cold	colder
nice	nicer
big	bigger
easy	easier
Long adjectives	
exciting	more exciting
Irregular adjectives	
good	better
bad	worse

That wall is lower.
Kayaking is more exciting than cycling.

21 Get Grammar!
The Monster is bigger and faster than the Dragon.

6 2.27 Listen and repeat. In your notebook, match the adjectives to their opposites.

Vocabulary Adjectives (1)
boring cheap dangerous difficult easy exciting expensive high low safe

1 *boring – exciting*

7 Complete the sentences with the comparative form of the adjective.

1 Amy's hair is *longer* (long) than Elena's hair.
2 Elena wants to climb the _____ (low) wall.
3 Walking is _____ (safe) than kayaking.
4 Cycling is _____ (easy) than climbing.
5 The higher wall is _____ (exciting) than the lower wall.
6 Elena is _____ (good) at climbing than Tom.

8 2.28 Complete the sentences with the comparative form of the adjectives in the box and *than*. Then listen and check.

dangerous difficult hot high ~~slow~~ expensive

1 Bikes are *slower than* cars.
2 Summer is _____ winter.
3 Japanese is _____ English.
4 Tigers are _____ lions.
5 Mount Everest is _____ Kilimanjaro.
6 A Ferrari is _____ a Fiat.

9 What's your opinion? In your notebook, write sentences that are true for you.

1 interesting: *History / Maths*
I think History is more interesting than Maths.
2 easy: *English / Science*
3 exciting: *football / basketball*
4 bad: *a visit to the doctor / a visit to the dentist*
5 good: *strawberry ice cream / chocolate ice cream*
6 nice: *cats / dogs*

Fun Spot

10 Look at the information about two activity centres. Make sentences to compare them.

Adventure Island is more expensive than Volcano World.
Volcano World is cheaper than Adventure Island.

	Adventure Island	Volcano World
How expensive are the tickets?	£20	£10
How safe is it?	■■■■■	■■■■
How exciting is it?	■■	■■■■■
Is the food good?	■■■■	■■■

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Everyday phrases and expressions from the video presentation are included in *Say it!* boxes.

Guess! activities based on the cliff-hanger endings in the video story encourage curiosity and stimulate critical thinking.

Regular *Fun Spot* activities provide an engaging context for consolidation of the new language.

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

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

4.3 Grammar I can compare two or more things.

City Creatures The zoo

Rocco: Hurry up! I want to see the monkeys.
Carla: Wait a minute, Rocco. Where are the tigers?
Big Al: And where's the café?

Carla: Look at the monkeys. They're funny!
Rocco: He's the funniest!
Big Al: Hmm, those bananas look good.

Carla: Tigers are beautiful, but they're the most dangerous animals …
Big Al: … in the world! They're having lunch too! This is the worst day of my life.
Rocco: Lunch? That's a good idea.

Rocco: I love elephants.
Carla: They're African elephants. They're the strongest animals in the world.
Rocco: They're the hungriest too! They're hungrier than you, Al.
Big Al: Look! Ice cream …

Big Al: This is the best hamburger in the world!
Rocco: And the biggest!

1 Look at the pictures. Which geographical features from the box can you see?

beach island waterfall volcano forest mountain

2 2.29 Listen and read. Complete the sentences.

1 Picture 1 Carla wants to see the _____.
2 Picture 2 The monkeys are eating _____.
Picture 3 Big Al is interested in the _____.
4 Picture 4 Tigers are beautiful and _____.
5 Picture 5 Big Al is happy because he's got a _____.

50

4.3

Grammar Superlative adjectives

Adjective	Comparative	Superlative
Short adjectives		
tall	taller	the tallest
strong	stronger	the strongest
big	bigger	the biggest
funny	funnier	the funniest
Long adjectives		
dangerous	more dangerous	the most dangerous
Irregular adjectives		
good	better	the best
bad	worse	the worst

He's the funniest.
They're the most dangerous animals in the world.

3 2.30 Listen and repeat. Then label the pictures.

Vocabulary Adjectives (2)

beautiful fast friendly funny intelligent kind strong

1 beautiful 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____

4 Make sentences about the animals in Exercise 3. Use the superlative form of the adjectives.

1 *The tiger is the fastest.*

22 Get Grammar!

Max is the strongest, Anna is the fastest but I'm the most intelligent!

5 Complete the sentences about the City Creatures.

1 Rocco is *funnier* than Carla. (funny)
Big Al is *the funniest* of all.
2 Carla is _____ than Big Al. (small)
Rocco is _____ of all.
3 Rocco is _____ than Big Al. (intelligent)
Carla is _____ of all.
4 Carla is _____ than Big Al. (fast)
Rocco is _____ of all.
5 Big Al is _____ than Carla. (friendly)
Rocco is _____ of all.

6 Exam Spot Read and circle the correct answer a, b or c.

London Zoo

Hi, I'm Kate and I'm a zookeeper at London Zoo. London Zoo is very famous. It's [1]___ oldest zoo in the UK! Other zoos are [2]___ than London Zoo, but London Zoo is the [3]___ interesting! I look after penguins. The penguins are [4]___ animals at the zoo. In the wild they live in Antarctica but also in some [5]___ places like islands or deserts. [6]___ most famous animal at the zoo is a python. It is in a Harry Potter film!

1	a a	(b) the	c an
2	a big	b biggest	c bigger
3	a most	b more	c much
4	a cuter	b cutest	c the cutest
5	a warmest	b warmer	c the warmest
6	a The	b A	c An

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Step-by-step practice and a variety of exercises improve accuracy.

Practice tasks in exam-like format help students prepare for exams.

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Functional dialogues are presented through video. Real-life dialogues provide natural and memorable language models. The lesson can also be run by just using the audio track of the presentation dialogue.

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

4.4 Communication I can ask for and give opinions.

What's your favourite film?

Lucas: What would you like to watch?
Amy: I don't know. What's your favourite film, Lucas?
Lucas: The new *Action Team* film. What about you, Tom?
Tom: I think *Electro Max* is more exciting.
Amy: Well, I don't like action films. I love *Happy Hedgehogs*.
Tom: But it's a cartoon.
Amy: So what? It's great!
Tom: What do you think of cartoons, Lucas?
Lucas: In my opinion, they are a bit silly.
Tom: You're right … they are silly.
Amy: So, we all want to watch different films. But I've got the remote …
Lucas: Be careful you two. The popcorn!

1 23 2.31 Watch or listen and read. Which films do Tom and Amy want to watch?

2 2.32 Listen and repeat.

Communication Opinions

Asking for opinions
What's your favourite film?
What about you?
What do you think of *cartoons*?

Giving opinions
My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they are *a bit silly*.
You're right. They are *silly*.

3 2.33 Complete the dialogue. Then listen, check and repeat.

opinion ~~favourite~~ about right think

Girl: What are your [1]*favourite* videos on YouTube?
Boy: Animal videos. I [2]_____ the best video is of a skateboarding dog! What [3]_____ you?
Girl: I like music videos, especially Adele.
Boy: Music videos are OK, but in my [4]_____ animal videos are funnier.
Girl: You're [5]_____, they are funnier, but I still prefer Adele!

4 Work in pairs. Use the topics below and the dialogue in Exercise 3 to help you.

1 Films: action films vs cartoons
A: *What are your favourite films?*
B: *Action films. I think the best film is the new Action Team film. What about you?*
A: *I like cartoons …*
2 Games: Playstation games vs Wii games
3 Music: pop vs rock
4 Pets: cats vs dogs

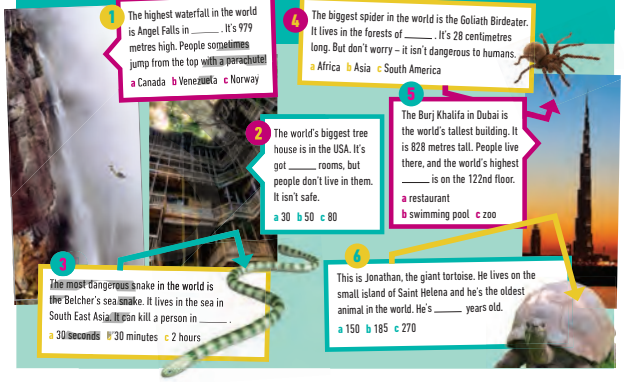
5 **Exam Spot** Read the questions and circle the best answer.

1 What do you think of football?
a I think it's great! b That's true!
c I think so.
2 I like action films. What about you?
a You're right! It's amazing.
b It's more exciting than a cartoon.
c In my opinion, they're boring.
3 Do you like cats or dogs?
a My favourite is my pet rabbit.
b I like it a lot!
c Dogs. I think they're friendlier than cats.
4 I hate chocolate, but I like popcorn.
a Me too. I love popcorn!
b Yes, they're great!
c I'm not sure. Chocolate is horrible.

4.5 Reading I can understand a quiz about world records.

WORLD RECORDS

From the biggest spider to the tallest building. How much do you know about our world? Try this quiz to find out.



1 What is a world record? What world records do you know?

2 2.34 Do the World Records quiz. Then listen and check your answers.

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

1 The spider is more dangerous than the sea snake. T / (F)
The spider isn't dangerous to humans. / The sea snake is more dangerous than the spider.
2 The Burj Khalifa is higher than Angel Falls. T / F
3 The tortoise and the spider live on small islands. T / F
4 More people live in the Burj Khalifa than in the tree house. T / F
5 The spider and the snake live in the forest. T / F

LOOK!
It's 979 metres **high**.
It's 28 centimetres **long**.
It's 828 metres **tall**.
He's / She's 185 years **old**.

4 2.35 Complete the sentences with the words in the box. Then listen and check.

272 cm tall 4,500 years old 6,853 km long ~~8,848 m high~~

1 Mount Everest is *8,848 m high*.
2 The River Nile is _____.
3 The tallest man in history was _____.
4 The Pyramids in Egypt are _____.

Fun Spot

5 As a class, find out the answers.

1 Who's the oldest/youngest?
2 Who's got the longest hair?
3 Who's got the biggest pet?
4 Who's got the oldest brother or sister?

Key functional language from the presentation is included in boxes which are easy to find on the page.

Practice tasks in exam-like format help students prepare for exams.

Look! boxes provide useful language tips.

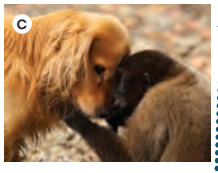
Example texts provide a model for students to follow in the free writing task at the end of the lesson.

Fun pronunciation activities focus on different sounds and help students improve their pronunciation.

4.6 Listening and Writing

I can understand and write a short text about friendship.

1 Name the animals in the photos. Are they friends?



2 2.36 Listen to a radio programme about animal friendships. Which friendship does it describe – A, B or C?

3 2.36 Listen again and circle the correct answer.

1 Milo is *bigger* / (*smaller*) than Bonedigger.
2 Bonedigger is *faster* / *slower* than Milo.
3 The two friends sleep in *the same place* / *different places*.
4 They like *meat* / *vegetables*.
5 Milo *cleans* / *is scared of* his friend's teeth.

4 Read Ben's description of his best friend. What does Ben's friend like?

My best friend by Ben

Paragraph 1: My best friend is called Murray. He's a lot of fun and we often spend time together. In some ways we are similar, but in other ways we are different.

Paragraph 2: We both love the beach. We go sailing in the sea and we go swimming too. We both like swimming but Murray is better than I am! We also like the mountains.

Paragraph 3: But we are also different. I am tall, but Murray is small. I like bananas, but Murray likes biscuits. Murray has four legs, but I have only two. Who is Murray? He's my dog!

Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

5 Read the text in Exercise 4 again. What information can you find in each paragraph?

6 Writing Time Write about your best friend.

Find ideas

Think about your best friend. It can be a person or a pet! Make notes about how you are the same and how you are different (e.g. appearance, interests, food, etc.).

Draft

Write about your best friend.
Paragraph 1 – write who it is.
My best friend is called …
Paragraph 2 – write how you are the same.
We both love/like …
Paragraph 3 – write how you are different.
But we are also different. I … but my friend …

Check and write

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

Language Revision 4.7

Vocabulary

1 Put the letters in the correct order to make the names of six geographical features.

1 You can go skiing on a *mountain*. OMUTNINA
2 You can go sailing on a _____. EKAL
3 You can climb a _____. NOYOCAL
4 There isn't any water in a _____. STREDE
5 New Zealand is an _____. DANSIL
6 Angel Falls is the world's highest _____. FLATWALER

2 Circle the correct answer.

1 I don't want to watch this film. It's (*boring*) / *easy* and it isn't *safe* / *funny*.
2 I love skiing – it's *fast* / *strong* and low / *exciting*.
3 My granny is *high* / *kind* and *friendly* / *safe*. She always helps people.
4 Elephants are *intelligent* / *cheap* animals but they can be *dangerous* / *safe*.
5 In my opinion, Maths is *easy* / *friendly* but History is *strong* / *difficult*.

Pronunciation

3 2.37 Listen and repeat: /ə/. Practise saying the words in blue.

Grammar

4 Compare these animals.

1 Lions *are more dangerous than* (dangerous) cats.
2 Elephants _____ (big) tigers.
3 Tigers _____ (fast) tortoises.
4 Giraffes _____ (tall) elephants.
5 Dogs _____ (intelligent) cats.
6 Monkeys _____ (funny) tigers.

5 Write sentences with the superlative form of the adjectives.

1 *The longest wall* (long / wall) in the world is The Great Wall of China.
2 _____ (big / pizza) in the world is from Italy.
3 _____ (old / pair of jeans) in the world is 136 years old!
4 _____ (expensive / film ever) is *The Pirates of the Caribbean: At World's End*.
5 _____ (bad / footballer) in the world is my dad!

Communication

6 2.38 Put the dialogue in the correct order. Then listen and check.

1 Rocco: What do you think of pizzas?
2 Big Al: But hamburgers are bigger than pizzas.
3 Rocco: Pizza Napolitana. It's really good!
4 Big Al: I really like them! My favourite is pizza Margherita. What's your favourite?
5 Rocco: I'm not sure. In my opinion pizzas are the best!
6 Big Al: That's true, it is good. But hamburgers are better than pizzas.
7 Rocco: *Your* hamburger is bigger than a pizza!

Check yourself!

- I can talk about geographical features.
- I can compare two things.
- I can compare two or more things.
- I can ask for and give opinions.

Comprehensive writing tips with examples help students develop writing skills.

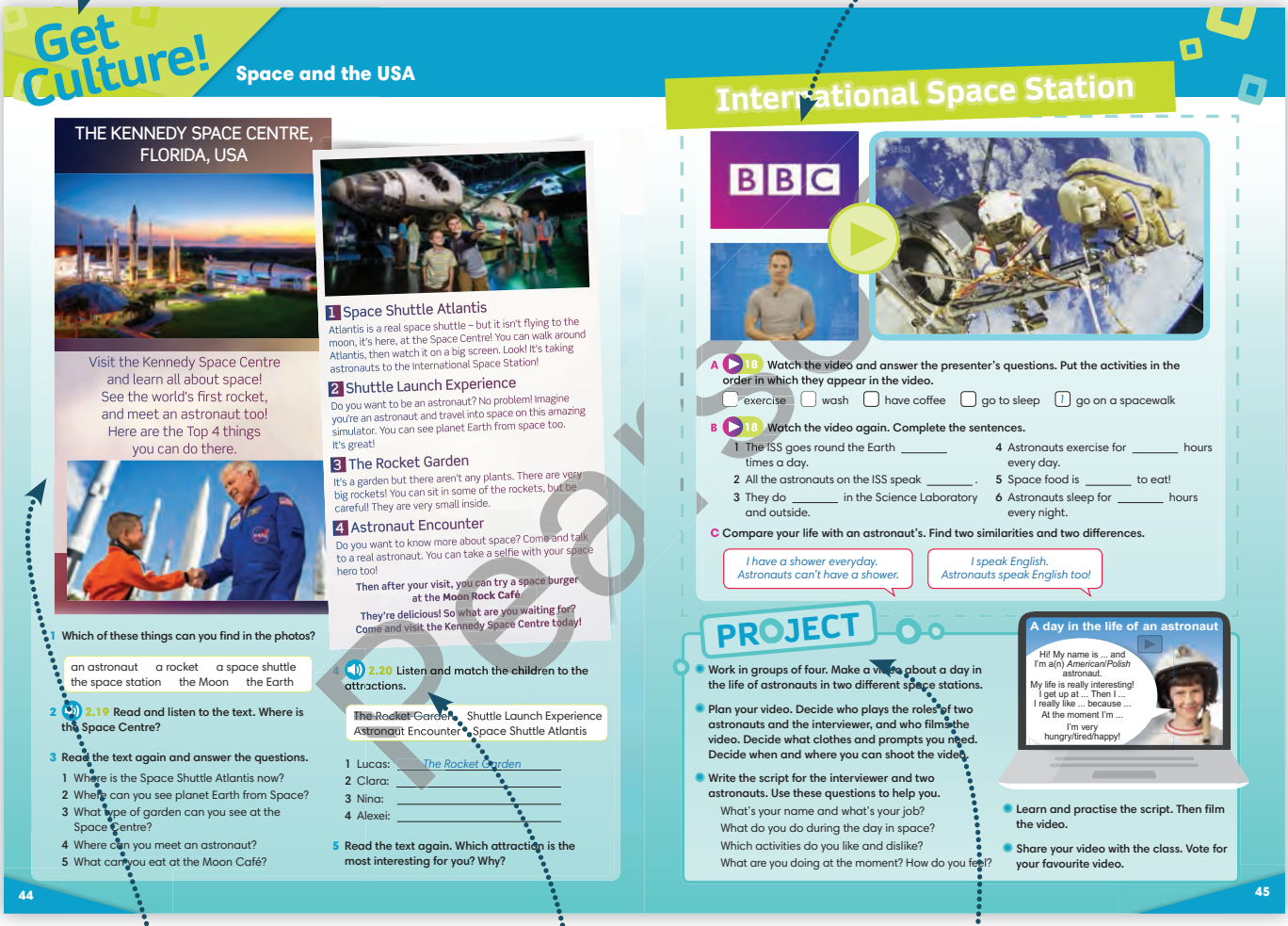
Writing Time activities with prompts and examples provide step-by-step guidelines to help students write their own texts.

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

The *Check yourself!* section allows for quick and effective self-assessment.

In the Students' Book, there are four *Get Culture!* lessons. They appear after Unit 1, 3, 5 and 7 and they include fascinating material which will help your students broaden their knowledge of the English-speaking countries.

Inspiring BBC culture videos with authentic footage and BBC presenters encourage curiosity in the English-speaking world.



Get Culture! Space and the USA

THE KENNEDY SPACE CENTRE, FLORIDA, USA

Visit the Kennedy Space Centre and learn all about space! See the world's first rocket, and meet an astronaut too! Here are the Top 4 things you can do there.

1 Space Shuttle Atlantis
Atlantis is a real space shuttle – but it isn't flying to the moon, it's here, at the Space Centre! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

2 Shuttle Launch Experience
Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

3 The Rocket Garden
It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

4 Astronaut Encounter
Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

Then after your visit, you can try a space burger at the Moon Rock Café.
They're delicious! So what are you waiting for? Come and visit the Kennedy Space Centre today!

1 Which of these things can you find in the photos?
an astronaut a rocket a space shuttle the space station the Moon the Earth

2 2.19 Read and listen to the text. Where is the Space Centre?

3 Read the text again and answer the questions.
1 Where is the Space Shuttle Atlantis now?
2 Where can you see planet Earth from Space?
3 What type of garden can you see at the Space Centre?
4 Where can you meet an astronaut?
5 What can you eat at the Moon Café?

4 2.20 Listen and match the children to the attractions.
~~The Rocket Garden~~ Shuttle Launch Experience Astronaut Encounter Space Shuttle Atlantis
1 Lucas: *The Rocket Garden*
2 Clara: _____
3 Nina: _____
4 Alexei: _____

5 Read the text again. Which attraction is the most interesting for you? Why?

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International Space Station

BBC

A 18 Watch the video and answer the presenter's questions. Put the activities in the order in which they appear in the video.
☐ exercise ☐ wash ☐ have coffee ☐ go to sleep ☐ 1 go on a spacewalk

B 18 Watch the video again. Complete the sentences.
1 The ISS goes round the Earth _____ times a day.
2 All the astronauts on the ISS speak _____.
3 They do _____ in the Science Laboratory and outside.
4 Astronauts exercise for _____ hours every day.
5 Space food is _____ to eat!
6 Astronauts sleep for _____ hours every night.

C Compare your life with an astronaut's. Find two similarities and two differences.
I have a shower everyday. Astronauts can't have a shower.
I speak English. Astronauts speak English too!

PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.
- Write the script for the interviewer and two astronauts. Use these questions to help you.
  What's your name and what's your job?
  What do you do during the day in space?
  Which activities do you like and dislike?
  What are you doing at the moment? How do you feel?

A day in the life of an astronaut
Hi! My name is ... and I'm a(n) *American/Polish* astronaut.
My life is really interesting!
I get up at ... Then I ...
I really like ... because ...
At the moment I'm ...
I'm very hungry/tired/happy!

- Learn and practise the script. Then film the video.
- Share your video with the class. Vote for your favourite video.

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Reading texts include a lot of fascinating information about English-speaking countries.

In every *Get Culture!* lesson students listen to peers living in English-speaking countries.

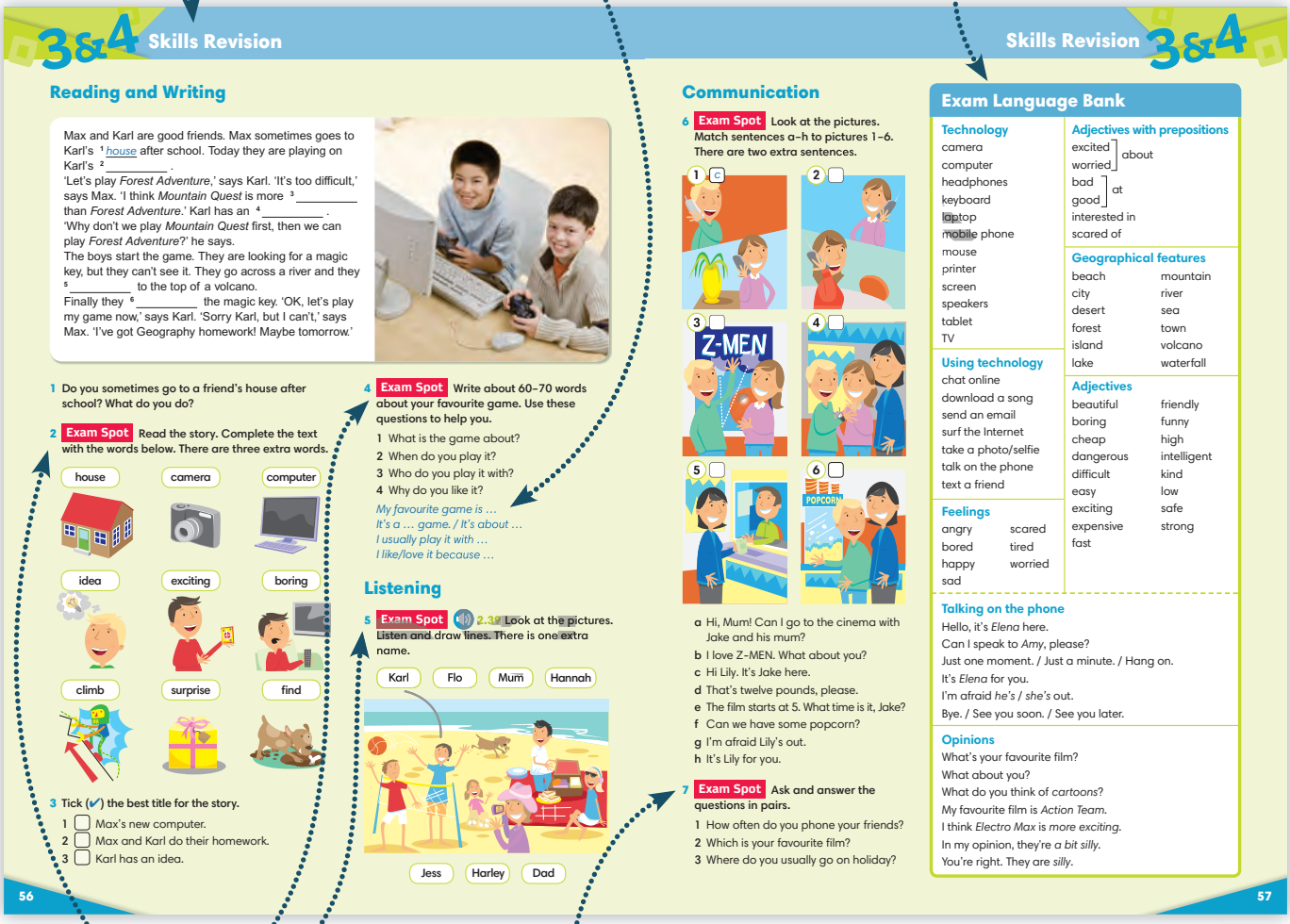
Culture projects teach students about different aspects of British culture. They also develop students' creativity, artistic and ICT skills and give them the opportunity to practise planning and working in a team.

www.frenglish.ru

Skills Revision activities after every second unit consolidate skills taught in the preceding two units.

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

A list of key vocabulary and expressions taught in the two preceding units helps students organize their learning and prepare for tests.



3&4 Skills Revision

Reading and Writing

Max and Karl are good friends. Max sometimes goes to Karl's [1] *house* after school. Today they are playing on Karl's [2] _____.
'Let's play *Forest Adventure*,' says Karl. 'It's too difficult,' says Max. 'I think *Mountain Quest* is more [3] _____ than *Forest Adventure*.' Karl has an [4] _____.
'Why don't we play *Mountain Quest* first, then we can play *Forest Adventure*?' he says.
The boys start the game. They are looking for a magic key, but they can't see it. They go across a river and they [5] _____ to the top of a volcano.
Finally they [6] _____ the magic key. 'OK, let's play my game now,' says Karl. 'Sorry Karl, but I can't,' says Max. 'I've got Geography homework! Maybe tomorrow.'

1 Do you sometimes go to a friend's house after school? What do you do?

2 **Exam Spot** Read the story. Complete the text with the words below. There are three extra words.

house | camera | computer | idea | exciting | boring | climb | surprise | find

3 Tick (✔) the best title for the story.
1 ☐ Max's new computer.
2 ☐ Max and Karl do their homework.
3 ☐ Karl has an idea.

4 **Exam Spot** Write about 60–70 words about your favourite game. Use these questions to help you.
1 What is the game about?
2 When do you play it?
3 Who do you play it with?
4 Why do you like it?

My favourite game is …
It's a … game. / It's about …
I usually play it with …
I like/love it because …

Listening

5 **Exam Spot** 2.39 Look at the pictures. Listen and draw lines. There is one extra name.

Karl | Flo | Mum | Hannah

Jess | Harley | Dad

Communication

6 **Exam Spot** Look at the pictures. Match sentences a–h to pictures 1–6. There are two extra sentences.

a Hi, Mum! Can I go to the cinema with Jake and his mum?
b I love Z-MEN. What about you?
c Hi Lily. It's Jake here.
d That's twelve pounds, please.
e The film starts at 5. What time is it, Jake?
f Can we have some popcorn?
g I'm afraid Lily's out.
h It's Lily for you.

7 **Exam Spot** Ask and answer the questions in pairs.
1 How often do you phone your friends?
2 Which is your favourite film?
3 Where do you usually go on holiday?

Skills Revision 3&4

Exam Language Bank

Technology
camera
computer
headphones
keyboard
laptop
mobile phone
mouse
printer
screen
speakers
tablet
TV

Using technology
chat online
download a song
send an email
surf the Internet
take a photo/selfie
talk on the phone
text a friend

Feelings
angry, bored, happy, sad, scared, tired, worried

Adjectives with prepositions
excited / worried about
bad / good at
interested in
scared of

Geographical features
beach, city, desert, forest, island, lake, mountain, river, sea, town, volcano, waterfall

Adjectives
beautiful, boring, cheap, dangerous, difficult, easy, exciting, expensive, fast, friendly, funny, high, intelligent, kind, low, safe, strong

Talking on the phone
Hello, it's *Elena* here.
Can I speak to *Amy*, please?
Just one moment. / Just a minute. / Hang on.
It's *Elena* for you.
I'm afraid *he's / she's* out.
Bye. / See you soon. / See you later.

Opinions
What's your favourite film?
What about you?
What do you think of *cartoons*?
My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they're *a bit silly*.
You're right. They are *silly*.

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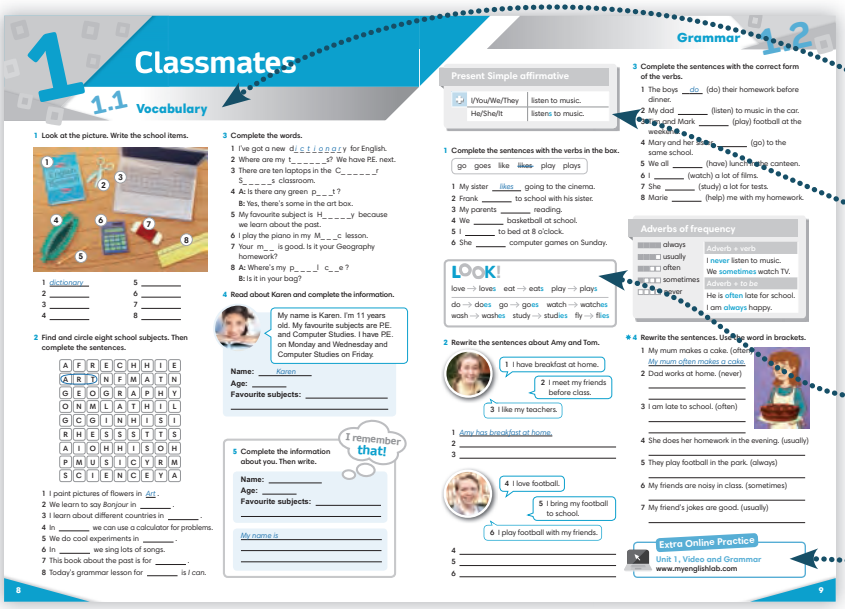
Practice tasks in exam-style format help students prepare for exams.

Personalised questions motivate students to talk.

Workbook overview



Clear labelling of each section helps the teacher find and assign homework for each Students' Book lesson easily.

Grammar tables help students do the exercises without referring to the Students' Book.

The Workbook provides further practice of the language points from *Look!* boxes in the Students' Book.

Reference to additional online practice exercises based on grammar and communication videos can be found in selected lessons.

Check yourself! provides further practice on grammar, vocabulary and functional language from the unit.

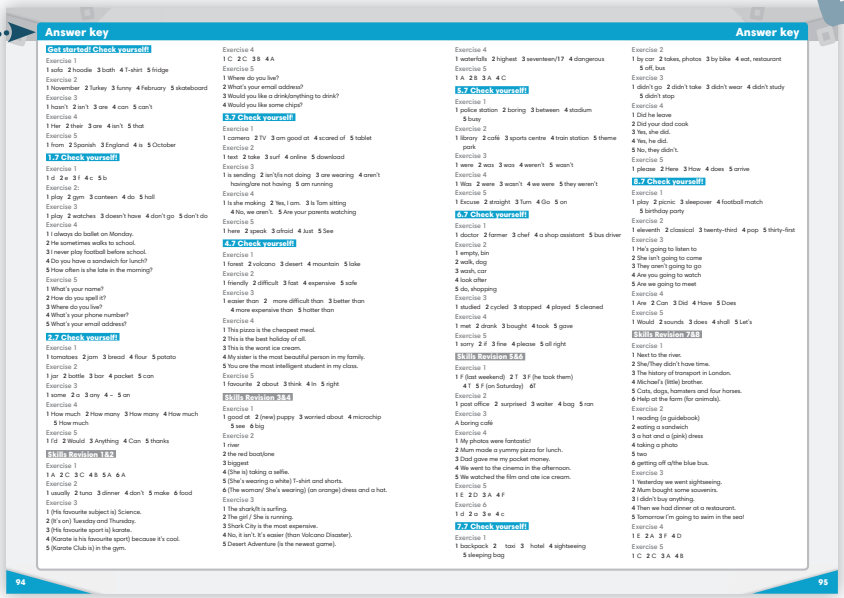
Word blogs with games and fun activities consolidate and extend the vocabulary from the unit.

Additional revision exercises for each *Check yourself!* lesson help students get ready for the Language Test.

Fun Spot activities provide engaging context for revision activities.

Four *Skills Revision* sections provide further practice of the skills material from two preceding units and help students prepare for *Skills Tests*.

Students can check answers to the *Check yourself!* and *Skills Revision* lessons.



Answer key

Get started! Check yourself!

Exercise 1
1 sofa 2 hoodie 3 bath 4 T-shirt 5 fridge

Exercise 2
1 November 2 Turkey 3 funny 4 February 5 skateboard

Exercise 3
1 hasn't 2 isn't 3 are 4 can 5 can't

Exercise 4
1 Her 2 their 3 are 4 isn't 5 that

Exercise 5
1 from 2 Spanish 3 England 4 is 5 October

1.7 Check yourself!

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

Exercise 2:
1 play 2 gym 3 canteen 4 do 5 hall

Exercise 3
1 play 2 watches 3 doesn't have 4 don't go 5 don't do

Exercise 4
1 I always do ballet on Monday.
2 He sometimes walks to school.
3 I never play football before school.
4 Do you have a sandwich for lunch?
5 How often is she late in the morning?

Exercise 5
1 What's your name?
2 How do you spell it?
3 Where do you live?
4 What's your phone number?
5 What's your email address?

2.7 Check yourself!

Exercise 1
1 tomatoes 2 jam 3 bread 4 flour 5 potato

Exercise 2
1 jar 2 bottle 3 bar 4 packet 5 can

Exercise 3
1 some 2 a 3 any 4 – 5 an

Exercise 4
1 How much 2 How many 3 How many 4 How much 5 How much

Exercise 5
1 I'd 2 Would 3 Anything 4 Can 5 thanks

Skills Revision 1&2

Exercise 1
1 A 2 C 3 C 4 B 5 A 6 A

Exercise 2
1 usually 2 tuna 3 dinner 4 don't 5 make 6 food

Exercise 3
1 (His favourite subject is) Science.
2 (It's on) Tuesday and Thursday.
3 (His favourite sport is) karate.
4 (Karate is his favourite sport) because it's cool.
5 (Karate Club is) in the gym.

Exercise 4
1 C 2 C 3 B 4 A

Exercise 5
1 Where do you live?
2 What's your email address?
3 Would you like a drink/anything to drink?
4 Would you like some chips?

3.7 Check yourself!

Exercise 1
1 camera 2 TV 3 am good at 4 scared of 5 tablet

Exercise 2
1 text 2 take 3 surf 4 online 5 download

Exercise 3
1 is sending 2 isn't/is not doing 3 are wearing 4 aren't having/are not having 5 am running

Exercise 4
1 Is she making 2 Yes, I am. 3 Is Tom sitting
4 No, we aren't. 5 Are your parents watching

Exercise 5
1 here 2 speak 3 afraid 4 Just 5 See

4.7 Check yourself!

Exercise 1
1 forest 2 volcano 3 desert 4 mountain 5 lake

Exercise 2
1 friendly 2 difficult 3 fast 4 expensive 5 safe

Exercise 3
1 easier than 2 more difficult than 3 better than 4 more expensive than 5 hotter than

Exercise 4
1 This pizza is the cheapest meal.
2 This is the best holiday of all.
3 This is the worst ice cream.
4 My sister is the most beautiful person in my family.
5 You are the most intelligent student in my class.

Exercise 5
1 favourite 2 about 3 think 4 In 5 right

Skills Revision 3&4

Exercise 1
1 good at 2 (new) puppy 3 worried about 4 microchip 5 see 6 big

Exercise 2
1 river
2 the red boat/one
3 biggest
4 (She is) taking a selfie.
5 (She's wearing a white) T-shirt and shorts.
6 (The woman/ She's wearing) (an orange) dress and a hat.

Exercise 3
1 The shark/It is surfing.
2 The girl / She is running.
3 Shark City is the most expensive.
4 No, it isn't. It's easier (than Volcano Disaster).
5 Desert Adventure (is the newest game).

Exercise 4
1 waterfalls 2 highest 3 seventeen/17 4 dangerous

Exercise 5
1 A 2 B 3 A 4 C

5.7 Check yourself!

Exercise 1
1 police station 2 boring 3 between 4 stadium 5 busy

Exercise 2
1 library 2 café 3 sports centre 4 train station 5 theme park

Exercise 3
1 were 2 was 3 was/s 4 weren't 5 wasn't

Exercise 4
1 Was 2 were 3 wasn't 4 we were 5 they weren't

Exercise 5
1 Excuse 2 straight 3 Turn 4 Go 5 on

6.7 Check yourself!

Exercise 1
1 doctor 2 farmer 3 chef 4 a shop assistant 5 bus driver

Exercise 2
1 empty, bin
2 walk, dog
3 wash, car
4 look after
5 do, shopping

Exercise 3
1 studied 2 cycled 3 stopped 4 played 5 cleaned

Exercise 4
1 met 2 drank 3 bought 4 took 5 gave

Exercise 5
1 sorry 2 F 3 fine 4 please 5 all right

Skills Revision 5&6

Exercise 1
1 F (last weekend) 2 T 3 F (he took them) 4 T 5 F (on Saturday) 6?

Exercise 2
1 post office 2 surprised 3 waiter 4 bag 5 ran

Exercise 3
A boring café

Exercise 4
1 My photos were fantastic!
2 Mum made a yummy pizza for lunch.
3 Dad gave me my pocket money.
4 We went to the cinema in the afternoon.
5 We watched the film and ate ice cream.

Exercise 5
1 E 2 D 3 A 4 F

Exercise 6
1 d 2 a 3 e 4 c

7.7 Check yourself!

Exercise 1
1 backpack 2 taxi 3 hotel 4 sightseeing 5 sleeping bag

Exercise 2
1 by car 2 takes, photos 3 by bike 4 eat, restaurant 5 soft, bus

Exercise 3
1 didn't go 2 didn't take 3 didn't wear 4 didn't study 5 didn't stop

Exercise 4
1 Did he leave
2 Did your dad cook
3 Yes, she did.
4 Yes, he did.
5 No, they didn't.

Exercise 5
1 please 2 Here 3 How 4 does 5 arrive

8.7 Check yourself!

Exercise 1
1 play 2 picnic 3 sleepover 4 football match 5 birthday party

Exercise 2
1 eleventh 2 classical 3 twenty-third 4 pop 5 thirty-first

Exercise 3
1 He's going to listen to
2 She isn't going to come
3 They aren't going to go
4 Are you going to watch
5 Are we going to meet

Exercise 4
1 Are 2 Can 3 Did 4 Have 5 Does

Exercise 5
1 Would 2 sounds 3 does 4 shall 5 Let's

Skills Revision 7&8

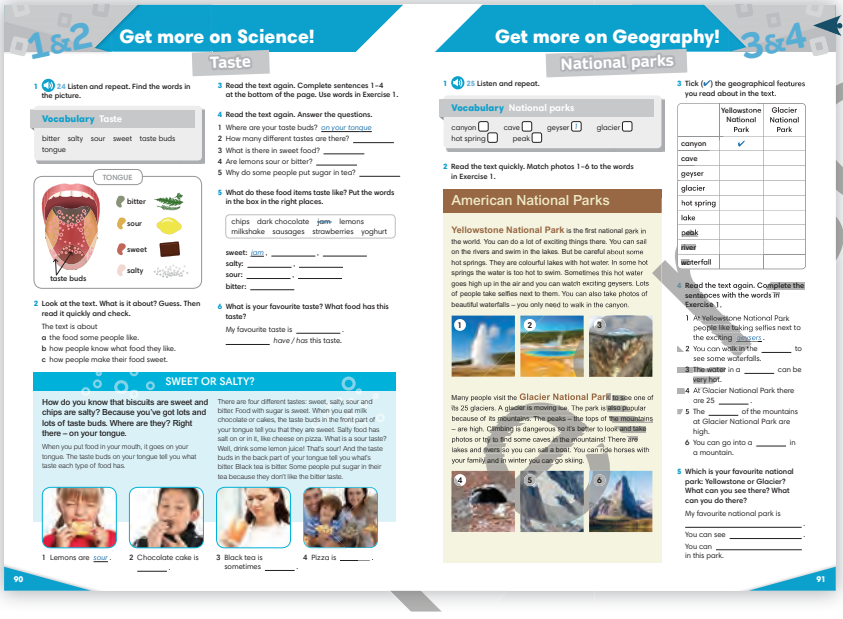
Exercise 1
1 Next to the river.
2 She/They didn't have time.
3 The history of transport in London.
4 Michael's (little) brother.
5 Cats, dogs, hamsters and four horses.
6 Help at the farm (for animals).

Exercise 2
1 reading (a guidebook)
2 eating a sandwich
3 a hat and a (pink) dress
4 taking a photo
5 two
6 getting off at/the blue bus.

Exercise 3
1 Yesterday we went sightseeing.
2 Mum bought some souvenirs.
3 I didn't buy anything.
4 Then we had dinner at a restaurant.
5 Tomorrow I'm going to swim in the sea!

Exercise 4
1 E 2 A 3 F 4 D

Exercise 5
1 C 2 C 3 A 4 B



1&2 Get more on Science!

Taste

1 2.6 Listen and repeat. Find the words in the picture.

Vocabulary Taste

bitter salty sour sweet taste buds tongue

2 Look at the text. What is it about? Guess. Then read it quickly and check.

The text is about
a the food some people like.
b how people know what food they like.
c how people make their food sweet.

3 Read the text again. Complete sentences 1–4 at the bottom of the page. Use words in Exercise 1.

4 Read the text again. Answer the questions.

1 Where are your taste buds? on your tongue
2 How many different tastes are there? _____
3 What is there in sweet food? _____
4 Are lemons sour or bitter? _____
5 Why do some people put sugar in tea? _____

5 What do these food items taste like? Put the words in the box in the right places.

chips dark chocolate ~~jam~~ lemons milkshake sausages strawberries yoghurt

sweet: jam, _____, _____
salty: _____, _____
sour: _____, _____
bitter: _____

6 What is your favourite taste? What food has this taste?

My favourite taste is _____.
_____ have / has this taste.

SWEET OR SALTY?

How do you know that biscuits are sweet and chips are salty? Because you've got lots and lots of taste buds. Where are they? Right there – on your tongue.

When you put food in your mouth, it goes on your tongue. The taste buds on your tongue tell you what taste each type of food has.

There are four different tastes: sweet, salty, sour and bitter. Food with sugar is sweet. When you eat milk chocolate or cakes, the taste buds in the front part of your tongue tell you that they are sweet. Salty food has salt on or in it, like cheese on pizza. What is a sour taste? Well, drink some lemon juice! That's sour! And the taste buds in the back part of your tongue tell you what's bitter. Black tea is bitter. Some people put sugar in their tea because they don't like the bitter taste.

1 Lemons are sour. 2 Chocolate cake is _____. 3 Black tea is sometimes _____. 4 Pizza is _____.

3&4 Get more on Geography!

National parks

1 2.5 Listen and repeat.

Vocabulary National parks

canyon ☐ cave ☐ geyser ☐ glacier ☐
hot spring ☐ peak ☐

2 Read the text quickly. Match photos 1–6 to the words in Exercise 1.

American National Parks

Yellowstone National Park is the first national park in the world. You can do a lot of exciting things there. You can sail on the rivers and swim in the lakes. But be careful about some hot springs. They are colourful lakes with hot water. In some hot springs the water is too hot to swim. Sometimes this hot water goes high up in the air and you can watch exciting geysers. Lots of people take selfies next to them. You can also take photos of beautiful waterfalls – you only need to walk in the canyon.

Many people visit the **Glacier National Park** to see one of its 25 glaciers. A glacier is moving ice. The park is also popular because of its mountains. The peaks – the tops of the mountains – are high. Climbing is dangerous so it's better to look and take photos or try to find some caves in the mountains! There are lakes and rivers so you can sail a boat. You can ride horses with your family and in winter you can go skiing.

3 Tick (✔) the geographical features you read about in the text.

	Yellowstone National Park	Glacier National Park
canyon	✔	
cave		
geyser		
glacier		
hot spring		
lake		
peak		
river		
waterfall		

4 Read the text again. Complete the sentences with the words in Exercise 1.

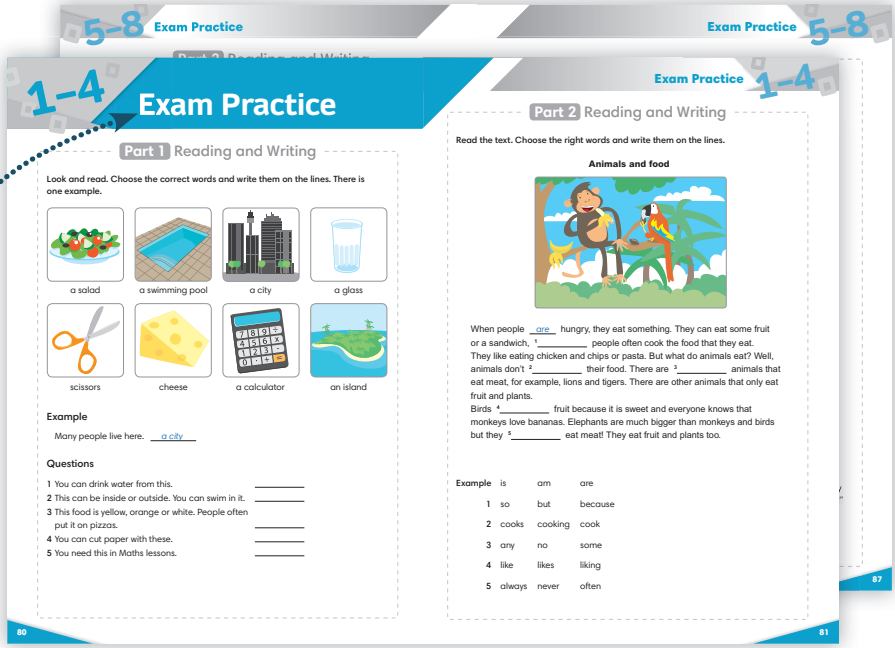
1 At Yellowstone National Park people like taking selfies next to the exciting canyons.
2 You can walk in the _____ to see some waterfalls.
3 The water in a _____ can be very hot.
4 At Glacier National Park there are 25 _____.
5 The _____ of the mountains at Glacier National Park are high.
6 You can go into a _____ in a mountain.

5 Which is your favourite national park: Yellowstone or Glacier? What can you see there? What can you do there?

My favourite national park is _____.
You can see _____.
You can _____ in this park.

Four *Get more on … !* lessons are tailored to the Students' Book material for Content and Language Integrated Learning (CLIL). They are also available on ActiveTeach to be used in class.

Two *Exam Practice* sections provide additional revision material in exam-style format.



1–4 Exam Practice

Part 1 Reading and Writing

Look and read. Choose the correct words and write them on the lines. There is one example.

a salad | a swimming pool | a city | a glass
scissors | cheese | a calculator | an island

Example

Many people live here. a city

Questions

1 You can drink water from this. _____
2 This can be inside or outside. You can swim in it. _____
3 This food is yellow, orange or white. People often put it on pizzas. _____
4 You can cut paper with these. _____
5 You need this in Maths lessons. _____

5–8 Exam Practice

Part 2 Reading and Writing

Read the text. Choose the right words and write them on the lines.

Animals and food

When people _are_ hungry, they eat something. They can eat some fruit or a sandwich, [1] _____ people often cook the food that they eat. They like eating chicken and chips or pasta. But what do animals eat? Well, animals don't [2] _____ their food. There are [3] _____ animals that eat meat, for example, lions and tigers. There are other animals that only eat fruit and plants.

Birds [4] _____ fruit because it is sweet and everyone knows that monkeys love bananas. Elephants are much bigger than monkeys and birds but they [5] _____ eat meat! They eat fruit and plants too.

Example	is	am	are
1	so	but	because
2	cooks	cooking	cook
3	any	no	some
4	like	likes	liking
5	always	never	often

Contents

Grammar/Communication video · Grammar animation · Culture video

Unit	Vocabulary	Grammar	Skills	Revision
0 Get started! p. 4	• Countries and nationalities • Months of the year • Action verbs • Inside the house • Prepositions of place • Clothes • Adjectives	• *to be* • *have got* • *can* • *there is / there are* • *this, that, these, those* • Possessive adjectives • Possessive *'s*	**Reading:** Elena's room **Communication:** Asking personal questions	
1 Classmates p. 10	• School subjects and school items Exam • Collocations with *do* and *play* • Places in a school	• Present Simple affirmative • Present Simple negative, questions and short answers • Adverbs of frequency	**Communication:** Asking for personal information Exam **Reading:** Boarding School – What's it really like? Exam **Listening:** My favourite day Exam **Writing:** My favourite weekday; Time expressions *at, in, on*	Language Revision Pronunciation: /s/, /z/ and /ɪz/
p. 20	BBC Get Culture!	Schools in the UK · Secondary schools in the UK **Project:** Design your ideal school uniform (a digital presentation)		
2 Fun with food p. 22	• Food and drink Exam • Containers	• Countable and uncountable nouns, *some/any* • *How much …?, How many …?, a lot of*	**Communication:** Ordering food **Reading:** The pancake **Listening:** Breakfasts in different countries Exam **Writing:** My breakfast; *so, because*	Language Revision Pronunciation: /dʒ/ and /g/
p. 32	Skills Revision 1&2 Exam			
3 Technology for all p. 34	• Technology • Using technology • Feelings • Adjectives with prepositions	• Present Continuous affirmative and negative Exam • Present Continuous questions and short answers	**Communication:** Talking on the phone **Reading:** Space adventure USA **Listening:** My top technology items **Writing:** Technology items that I use; *too, also*	Language Revision Pronunciation: /ŋ/
p. 44	BBC Get Culture!	Space and the USA · International Space Station **Project:** A day in the life of an astronaut (a video presentation)		
4 Big world p. 46	• Geographical features Exam • Adjectives • *It's … high/long/tall*	• Comparative adjectives • Superlative adjectives Exam	**Communication:** Opinions Exam **Reading:** World records **Listening:** Animal friendships **Writing:** My best friend; Paragraphs	Language Revision Pronunciation: /ə/
p. 56	Skills Revision 3&4 Exam			

PDF

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Unit	Vocabulary	Grammar	Skills	Revision
5 Around town p. 58	• Places in town Exam • Prepositions of place • Adjectives	• Past Simple *to be* affirmative and negative • Past Simple *to be* questions and short answers	**Communication:** Directions **Reading:** Hollywood – Then and Now **Listening:** A town in the past **Writing:** My town; Using adjectives	Language Revision Pronunciation: /eə/ and /ɪə/
p. 68	BBC Get Culture!	A journey around the UK Oxford **Project:** A journey around … (a digital presentation)		
6 Just the job p. 70	• Jobs Exam • Jobs at home	• Past Simple affirmative: regular verbs Exam • Past Simple affirmative: irregular verbs	**Communication:** Asking for and giving permission Exam **Reading:** Pocket money **Listening:** A Great Day Out **Writing:** A great day that I had; *First, Then, After that*	Language Revision Pronunciation: /d/, /t/ and /ɪd/
p. 80	Skills Revision 5&6 Exam			
7 Going places p. 82	• Transport nouns • Transport verbs Exam • Travel equipment • Things to do on holiday	• Past Simple negative • Past Simple questions and short answers	**Communication:** Buying a ticket **Reading:** Antarctic Adventure Exam **Listening:** Things you always take with you on holiday **Writing:** A postcard to a friend; Writing a postcard	Language Revision Pronunciation: /ɑː/, /æ/ and /ʌ/
p. 92	BBC Get Culture!	Transport Transport in London **Project:** How we get to school (a video interview)		
8 Having fun p. 94	• Events • Ordinal numbers • Types of music	• *be going to* Exam • Revision of questions	**Communication:** Making arrangements Exam **Reading:** Sleepovers with a difference Exam **Listening:** Celebrating birthdays Exam **Writing:** An invitation to a birthday party; Writing an invitation	Language Revision Pronunciation: /ð/ and /θ/
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0.1

In this lesson

Lesson aims:

- Vocabulary: countries and nationalities, months of the year
- Grammar: be, have got

Homework:

- Workbook Unit 0, p. 4

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 5
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask different Ss these introductory questions: *What's your name? How old are you? What's your favourite colour?*
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 4-5 and offer ideas in turns. State the objective of the lesson: *Today we will introduce ourselves and say what we've got.* Write the lesson objective on the board.

Lead-in

- Ss look at the photos and describe the friends' appearance. Prompt with questions if necessary e.g *Has Tom got brown hair?*

Exercise 1 1 1.2

- Tell Ss to read the sentences first so they have a purpose for watching or listening. They underline the text where they find the answers.
- Ask different Ss to read out the questions and answers.

Answer → student page

Exercise 2

- Read out the example first. Ss stand up to introduce themselves to the class.
- Ask Ss questions about their friends, e.g. *Is Amelia 12?* Ss answer using their response cards.

0 Get started!

What's your name? I can introduce myself and say what I've got.

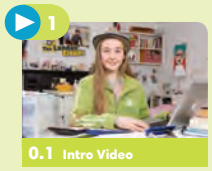
In this unit

Vocabulary

- Countries and nationalities
- Months of the year
- Action verbs
- Inside the house
- Prepositions of place
- Clothes
- Adjectives

Grammar

- *to be*
- *have got*
- *can*
- *there is / there are*
- *this, that, these, those*
- Possessive adjectives
- Possessive *'s*

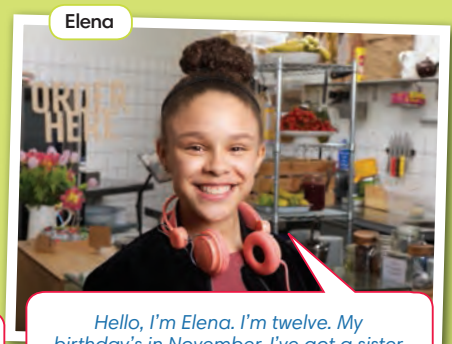


Hello!

Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and … my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.

Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.

Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!



Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the café!! Here's my drink – bye!

1 1 1.2 **Watch or listen and read. Who's from Wales? Who's from Spain? Who's got a cat? Who's got a lot of friends?**

Tom is from Wales, Lucas is from Spain, Elena's got a cat, Amy's got a lot of friends

2 Introduce yourself to your class.

Hi! I'm Amelia. I'm eleven years old. I'm from Poland.

Exercise 3

- Read the Grammar box to the class. Have Ss repeat in chorus.
- Practise the full forms of *be* affirmative before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the full forms: *I __ Amelia. You __ twelve. He ___ my friend.*
- Ss work individually. Ask different Ss to write the answers on the board.

Answer → student page

Exercise 4 1.3

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Check answers using the Lollipop stick technique.

Extra activity

- Ask *Where are these countries?* Use a world map or atlas and ask Ss to find the countries or show them if necessary.

Grammar *to be*

+	−
I'm from Wales.	I'm not from Wales.
You're Spanish.	You aren't Spanish.
He/She/It's ten.	He/She/It isn't thirteen.
We/You/They're friends.	We/You/They aren't friends.
?	**Short answers**
Are you from Wales?	Yes, I am. / No, I'm not.
Is he twelve?	Yes, he is. / No, he isn't.
Are they brothers?	Yes, they are. / No, they aren't.

3 **Complete the sentences with the correct form of *to be*. Then ask and answer about the friends in pairs.**

Are Elena and Amy friends? Is Amy from England? Is Tom thirteen years old? Is Lucas from England?

1 Tom ___is___ from Wales.
Is Tom from Wales? Yes, he is.
2 Amy and Elena ___are___ friends.
3 Amy: 'I ___'m___ from England.'
4 Tom ___isn't___ thirteen years old. He's twelve.
5 Lucas: 'I ___'m not___ from England. I'm from Spain.'

4 1.3 **Listen and repeat.**

Vocabulary
Countries and nationalities

Argentina – Argentinian	Poland – Polish
China – Chinese	Spain – Spanish
France – French	Turkey – Turkish
Germany – German	the UK – British
Italy – Italian	the USA – American

5 1.4 **Ask and answer about the flags. Then listen and check.**

A: *What's number 1?*
B: *I think it's France. / I think it's the French flag.*

1 2 3
4 5 6

6 1.5 **Listen and repeat. Say the months without looking at the Vocabulary box. Then say them in reverse order.**

Vocabulary Months of the year

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

7 **Ask and answer in pairs.**

A: *When's your birthday?* **B:** *It's in August.*

Grammar *have got*

+	−
I/You've got a sister.	I/You haven't got a sister.
He/She/It's got a cat.	He/She/It hasn't got a cat.
We/You/They've got a dog.	We/You/They haven't got a dog.
?	**Short answers**
Have you got a dog?	Yes, I have. / No, I haven't.
Has he/she/it got a book?	Yes, he/she/it has. / No, he/she/it hasn't.
Have they got a cat?	Yes, they have. / No, they haven't.

8 **Write the correct form of *have got*. Use the text on page 4 to help you.**

1 Amy ___hasn't got___ a pet.
2 Lucas ___has got___ a brother and a sister.
3 Elena ___hasn't got___ a brother.
4 Tom: "I ___'ve got___ a football."
5 Lucas and Elena ___have got___ pets.
6 Amy and Tom ___haven't got___ brothers or sisters.

(we assume Tom hasn't got any brothers or sisters because he doesn't mention them)

9 **Ask and answer the questions in pairs. Use the words in the box and your own ideas.**

Family: brother, sister, cousin, etc. …
Pets: cat, dog, hamster, etc. …
Objects: phone, bike, skateboard, etc. …

A: *Have you got a brother?*
B: *Yes, I have. / No, I haven't.*

Answer → student page

Exercise 9
- Make sure Ss understand the words. Explain that they can use their own ideas too. Ask two Ss to read out the example.
- Make Ss work in pairs and both ask and answer the question. Ask different pairs to report back to the class about their friend. Make sure they use the correct form of *have got*, e.g *My friend has got a cat.*

Finishing the lesson
- (*Books closed*) Ask Ss questions about Amy, Tom, Elena and Lucas to see what they remember, e.g. *How old is (Tom)? Where is (Lucas) from? Has (Elena) got a sister/pet/bike?*
- Have a class discussion about the lesson. *Who has got a computer? What about you? What have you got? Are you twelve? How old are you then?* Ask Ss for feedback about the lesson objective: *Can you introduce yourself? Can you tell your friends what you have got?*

Fast finishers
- Ss underline *be* and circle *have got* in the texts.

Exercise 5 1.4
- Ss work in pairs. Ask different pairs to report back to the class. Ss listen and check.
- Involve Ss. Ask *Is your answer for number 1 correct?* Check answers using the Thumbs up/down technique. They correct their answers if necessary.

Answer
2 China 3 Italy 4 Argentina 5 Turkey 6 Spain

Exercise 6 1.5
- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- (*Books closed*) Ss say the months in order and reverse order in pairs. Then have the class say the months in order and reverse order in chorus.

Exercise 7
- (*Books open*) Ask two Ss to read out the example. Ss work in pairs and both ask and answer the question. Then one student in each pair moves on one seat so Ss work in new pairs. Continue with all class until Ss return to their original seats.

Exercise 8
- Read the Grammar box to the class. Have Ss repeat in chorus.
- Practise the full forms of *have got* affirmative before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the full forms:
  I __ a cat. You __ a football.
  He ___ a sister. They _____ new bikes.
- Ss work individually. Ask different Ss to write the answers on the board.

0.2 In this lesson

Lesson aims:
- Vocabulary: action verbs
- Grammar: *can*

Homework:
- Workbook Unit 0, p. 5

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and Extra Activity
- Peer learning: Exercise 4 and 6
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Ask different Ss about L0.1, e.g.: *What are the friends' names?*
- Introduce the aims of this lesson: *Can you play the guitar?* Ask Ss to answer. Say: *Today we will talk about what we can do.* Write the objective on the board.

Lead-in
- (*Books open*) Ss say who they can see in the photo.

Exercise 1
- Ss work individually and then compare answers in pairs.
- Ask different Ss to read out the sentences.

Answer → student page

Exercise 2
- Read the Grammar box to the class.
- Practise all the forms before Ss do the exercise. Write *He can swim* on the board and ask Ss to say the negative and the question form.
- Ss work in pairs. Ask different Ss to read out their sentences.

Answer → student page

Extra activity
- Ask for feedback using the Basketball technique. Make questions with the sentences, e.g *Anna, can your mum sing?* etc. Ss respond with short answers.

Exercise 3 1.6
- After the class repeat together, individual Ss or pairs repeat. Monitor pronunciation.

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Can you sing?

Amy: What's this song, Elena?
Elena: It's Adele. She's really good. Can you sing, Amy?
Amy: No, I can't. What about you?
Elena: Yes, I can, and I can play the guitar. I love music!

1 Read the dialogue. Then complete the sentences with *Amy* or *Elena*.

1 Elena can sing.
2 Amy can't sing.
3 Elena can play the guitar.

Grammar *can*

+	−
I/You **can** sing.	I **can't** sing.
He/She/It **can** sing.	He/She/It **can't** sing.
We/You/They **can** sing.	We/You/They **can't** sing.
?	**Short answers**
Can you sing?	Yes, I **can**. / No, I **can't**.
Can he sing?	Yes, he **can**. / No, he **can't**.
Can they sing?	Yes, they **can**. / No, they **can't**.

2 Complete the sentences with *can* or *can't* so they are true for you.

1 My best friend _____ swim.
2 My friends _____ speak Italian.
3 My mum _____ sing.
4 My dad _____ play football.

3 1.6 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures? What can you do?

Vocabulary Action verbs

cook draw play football play the guitar ride a bike run sing skateboard speak Spanish swim

4 1.7 Listen and write the action verb in your notebook.

1 *play the guitar*

5 1.8 Game! Look at the table and read the conversation. Who is it? Listen and check. Then play the game in pairs.

It's Lucas.

Amy	✔	✘	✔	✘
Tom	✔	✔	✘	✘
Elena	✘	✘	✔	✔
Lucas	✘	✔	✘	✔

A: *Is it a boy or a girl?* B: *It's a boy.*
A: *Can he swim?* B: *Yes, he can.*
A: *Can he skateboard?* B: *No, he can't.*
A: *I know! It's …*

6 Write a questionnaire for your class. Write five questions with *Can you …*? Then ask your classmates!

A: *Can you cook?*
B: *Yes, I can. / No, I can't.*

- Ss work in pairs. Ask different pairs for answers and check understanding.
- Ss ask each other *What can you do?* Ask for feedback: *Can your friend speak Spanish?,* etc. SS answer using response cards.

Exercise 4 1.7
- Tell Ss they will hear a sound connected with an action from the Vocabulary box. Ask different Ss for the answers.
- Pairwork: Ss swap books and check each other's work, offering feedback.

Answer
2 skateboard 3 speak Spanish 4 swim 5 cook 6 run

Exercise 5 1.8
- Ask different Ss what the pictures in the table show. Play the audio example and ask for the answer (Lucas) before pairwork.

Exercise 6
- Ss work individually. Check questionnaires as they work.
- Ss move around the room to ask their classmates. Alternatively, divide Ss into groups.

Finishing the lesson
- (*Books closed*) Ask Ss questions about their classmates to see how much they remember.
- Ask *Can you talk about things you can and can't do?* Ss respond with the Thumbs up/down technique.

Fast finishers
- Ss write 5 things they can do and 5 things they can't do in their notebooks.

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Elena's room

Hi, I'm Elena and this is my bedroom! It's big but it isn't very tidy. There's a bed, some shelves, a desk and a chair, and they're all … white! My favourite things are my guitar and my clothes. There's a big wardrobe next to the door … my guitar is in the wardrobe, but there aren't any clothes there. My clothes are on the floor, under my bed and on my chair! On my desk, there are fashion magazines and three schoolbooks. There isn't a computer in my room, but there's a TV and I've got a digital radio next to my bed. I love music 🙂.

1 Look at the photo. Is Elena's room tidy or messy?
Elena's room is messy.

2 Read about Elena's room. Then read the sentences. Circle T (true) or F (false).

1 Elena's bedroom is big. (T) / F
2 She's got a guitar in her bedroom. (T) / F
3 Her clothes are under the bed. (T) / F
4 She hasn't got any schoolbooks. T / (F)
5 There's a computer in her bedroom. T / (F)
6 Her favourite thing is her TV. T / (F)

3 1.9 Listen and repeat. Which objects can you see in Elena's room?

Vocabulary Inside the house

armchair bath (bed) (chair) (desk) fridge (shelves) shower sofa table (wardrobe)

4 Match the objects in the Vocabulary box to the rooms. You can use them more than once.

1 Bedroom: bed, *desk, wardrobe, chair, table, armchair, shelves*
2 Kitchen: *fridge, table, chair, shelves*
3 Living room: *fridge, table, chair, shelves*
4 Bathroom: *shower, bath, shelves*

Grammar *there is / there are*

+	−
There's a wardrobe.	There isn't a TV.
There are three schoolbooks.	There aren't any clothes in the wardrobe.
?	**Short answers**
Is there a TV in your room?	Yes, there is. / No, there isn't.

5 Complete the description of Tom's room with *is* or *are*.

"My room isn't very big, but I love it! There [1] *is* a bed next to the door and a small wardrobe. Under the bed there [2] *are* some football boots and my favourite ball. There [3] *are* two Gareth Bale posters on the wall and there [4] *is* a small table next to my bed. On the table there [5] *are* some books and a sandwich. There [6] *is* an alarm clock too.

6 Circle the correct answer. Then tick (✔) the sentences which are true about Tom's bedroom.

1 ✔ (There isn't) / *There aren't* a computer. *T*
2 ☐ *There isn't* / (There aren't) any posters. *F*
3 ✔ (There isn't) / *There aren't* a big wardrobe. *F*
4 ☐ *There isn't* / (There aren't) any books. *T*
5 ☐ *There isn't / There aren't* any sandwiches.

7 1.10 Listen and repeat. Then look at Elena's room and choose an object. Ask and answer about the objects in pairs.

Vocabulary Prepositions of place

in on under next to

A: *Is there a basketball in Elena's room?*
B: *Yes, there is. / No, there isn't.*

8 Imagine your ideal bedroom. Tell your partner about it.
My ideal bedroom is very big and blue. There's a big wardrobe with lots of clothes and there's a fridge with food!

Fun Spot

Resso

0.3

In this lesson

Lesson aims:

- Vocabulary: inside the house, prepositions of place
- Grammar: *there is / there are / there isn't / there aren't*

Homework:

- Workbook Unit 0, p. 5

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Revise *can*, asking e.g. *Can you swim?*
- (*Books open*) Introduce the aims of this lesson: *What is this lesson about?* Ss quickly look at page 7 and offer ideas: *Today we will talk about what things there are in bedrooms.*

Lead-in

- Ss describe the look at the photo of Elena's bedroom.

Exercise 1

- Read out the questions. Explain *vocabulary* if necessary. Follow-up: *Why do you think the room is tidy/messy?*

Answer → student page

Exercise 2

- Tell Ss to read the sentences first so they have a purpose for reading.
- Ss correct the false sentences (*5 There isn't a computer in her room. 6 Her favourite things are her guitar and her clothes.*)

Answer → student page

Exercise 3

- After the class repeat together, individual Ss or pairs repeat.
- Make sure Ss understand the vocabulary. Ss say one object they can see in the room.

Answer → student page

Exercise 4

- Make sure Ss understand the rooms. Explain if necessary.
- Critical thinking Ss work in pairs. Encourage class discussion. *Do you agree? Where are there chairs too?*

Answer → student page

Extra activity

- Ss work in pairs and add items to the list, e.g. *lamp, carpet, books.* Check with all class.

Exercise 5

- Read the Grammar box to the class. Ss repeat in chorus.
- Have Ss complete sentences, e.g.: *There ____ a bed in my bedroom but there _____ a bath.*
- Ss work individually, then swap books. They check each other's work using the Two stars and a wish technique.

Answer → student page

Exercise 6

- Ss work in pairs. Ask different Ss to read out their answers.

Answer → student page

Exercise 7

- After the class repeat together, check understanding.
- Ss ask and answer in pairs.

Exercise 8

- Different pairs report back to the class. Have a class vote for the nicest bedroom.

Finishing the lesson

- Ss complete the sentence: *I can talk about where things are in my house by using … .*

Fast finishers

- Ss underline *there is/are* etc. in Exercise 2.

0.4

In this lesson

Lesson aims:

- Vocabulary: clothes
- Grammar: *this, these, that, those*

Homework:

- Workbook Unit 0, p. 6

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Ask different Ss about clothes: *Is this a T-shirt/ dress?* Ss answer using their response cards.
- (*Books open*) Ss look at the pictures and say what they can see. Explain: *Today we will meet the City Creatures*. Introduce the aims of this lesson: *We will talk about clothes.*

Lead-in

- Ss look at the cartoon story and find the names of the City Creatures.

Exercise 1 1.11

- Tell Ss to read the sentences first so they have a purpose for watching or listening.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 2 1.12

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Make sure Ss understand the vocabulary before they look for the clothes in the cartoon.

Exercise 3

- Revise colours with objects in the classroom. Ask e.g. *What colour is this?* or *Is this red?* and elicit answers. Ask two Ss to read out the examples.
- Ss work in pairs. Then different Ss say a sentence about the cartoon story or a sentence about their own clothes.

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Meet the City Creatures

Meet Carla and Rocco. Carla is a cat and Rocco is a racoon, but they are good friends. Their home is in the city – they are City Creatures! Today their home is very messy. Let's find out why …

Carla: Are these your trainers, Rocco?
Rocco: No, they aren't. My trainers are small!
Carla: Is this your coat, Rocco?
Rocco: No, it isn't. I haven't got a coat. Hmm, what are those?
Carla: They're sausages!

Big Al: Sausages? Where?
Carla: Help! What's that?
Rocco: It's OK Carla, it's a dog. Er, who are you?
Big Al: I'm Big Al! Who are you?
Carla: I'm Carla! And this is Rocco.
Rocco: Hi Big Al! Welcome to the city!

1 1.11 **Listen and read. Circle the correct answer.**

1 Carla and Rocco (are) / *aren't* friends.
2 Their home is (messy) / *tidy*.
3 Rocco has got *big* / (small) feet.
4 Big Al (has got) / *hasn't got* some sausages.

2 1.12 **Listen and repeat. Which clothes can you find in the cartoon?**

Vocabulary Clothes

coat, dress, hat, hoodie, jacket, jeans, jumper, shoes, skirt, T-shirt, trainers, trousers

3 **What colour are the City Creature's clothes? Point and say. What about your clothes?**

A: *It's a pink dress.*
B: *They're red trainers.*

Suggested answers:
It's a green coat.
It's a blue and white T-shirt.

LOOK!
It's a red hat.
They're red hats.

It's a green/red hat. (green – Al, red – Rocco)
It's a pink dress.
They're white/red trainers.

Grammar *this, these, that, those*

Singular	What's this? →	It's a coat.
Plural	What are these? →	They're trainers.
Singular	What's that? →	It's a hat.
Plural	What are those? →	They're sausages.

4 1.13 **Complete with *this*, *that*, *these* or *those*. Then listen and check.**

1 What's → *this* ? It's a skirt.
2 What are → *those* ? They're jeans.
3 What's → *that* ? It's a hat.
4 What are → *these* ? They're shoes.

5 **Circle the correct answer.**

1 (This) / *These* coat is very big!
2 *That* / (Those) sausages are Al's.
3 *This* / (These) trainers are Rocco's.
4 (That) / *Those* isn't my skateboard.
5 (This) / *These* dress is Carla's.

Look!

- Read out the sentences and have Ss repeat.

Exercise 4 1.13

- Read the Grammar box to the class. Have Ss repeat in chorus.
- Practise *What's this? / What are these?* by touching objects. Ss repeat in chorus. Repeat for *What's that? / What are those?*
- After checking answers with individual Ss, ask for feedback with the Thumbs up/down technique. *Then play the recording.*

Answer → student page

Exercise 5

- Ss work individually and then compare answers in pairs. Different Ss read out their sentences.

Answer → student page

Extra activity

- Divide Ss into groups of three and assign roles. Ss do a roleplay of the cartoon story. Time-permitting they perform the roleplay to the class. Challenge stronger Ss to do the roleplay without their books.

Finishing the lesson

- (*Books closed*) Ask Ss to call out the clothes words they remember.
- Have a class discussion about the lesson, e.g. ask Ss to complete the sentence *I can now talk about …. .*

Fast finishers

- Ss underline *this/that/these/those* in the cartoon story.

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He's friendly and funny

The city is Carla and Rocco's home. Now it's Big Al's home too. Big Al is very happy with his new friends. Carla is clever. She likes reading and she's got a lot of books. She's very pretty too! Rocco is small and sporty. He loves skateboarding and he's got a new skateboard. It's very cool! Big Al is friendly and funny – his jokes are really good. He's often hungry and he really loves … sausages!

1 1.14 **Listen and read. Write the names of the City Creatures next to the objects below.**

1 a skateboard – *Rocco* 2 books – *Carla*
3 sausages – *Big Al*

2 1.15 **Listen and repeat. Which adjectives describe you?**

Vocabulary Adjectives

big clever friendly funny helpful new old pretty small sporty

I'm friendly, pretty and sporty.

3 Circle the correct answer.

1 Rocco is good at football. He's very (sporty) / *pretty*.
2 Big Al has got a lot of friends. He's very *small* / (friendly).
3 Carla is very *sporty* / (helpful). When there's a problem, ask Carla!
4 Big Al's sofa is (old) / *new*. But it's his favourite thing!
5 Carla is (clever) / *funny*. She's very good at Maths!

LOOK!

• put the adjectives **before** the noun	a **new** hat
• adjectives are always singular	one **new** hat two **new** hats.
• put ***very*** **before** the adjective	The hat is ***very*** cool.

4 Work with a partner. Describe a City Creature. Who is it?

A: *He's friendly and funny. He's got white trainers.*
B: *It's Big Al!*
A: *That's right!*

Grammar
Possessive adjectives

I → my	he → his	we → our
you → your	she → her	you → your
	it → its	they → their

Possessive 's

It's Big Al's home. = It's his home.

5 Complete the sentences with a possessive adjective.

1 'I'm hungry!' → '*My* name is Al!'
2 'We're best friends.' → '*Our* names are Rocco and Al.'
3 She's called Carla. → *Her* friends are Big Al and Rocco.
4 He's got a new skateboard. → *His* skateboard is red.
5 You've got a hamburger. → Is *your* hamburger good?
6 They're the City Creatures. → This is *their* home.

Fun Spot

6 Game! Choose a person from your class. Ask and answer about this person in pairs. You can only answer *yes* or *no*! Use adjectives, colours and clothes.

A: *Is it a boy?*
B: *Yes, it is.*
A: *Is he sporty?*
B: *Yes, he is!*
A: *Are his trainers red?*
B: *No, they aren't.*
A: *I know! It's …*

0.5 In this lesson

Lesson aims:
- Vocabulary: adjectives
- Grammar: possessive adjectives, possessive 's

Extra resources:
- Language Test Starter Unit

Homework:
- Workbook Unit 0, p. 6

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask different Ss: *What are City Creature's names? Where is their home?*
- (*Books open*) Write *This is Carla. This is Carla's hat. This is her hat* on the board. Underline *her* and tell Ss this word shows whose hat it is without saying a name. Introduce the aims of this lesson: *Today we will talk about people and use possessive adjectives.*

Lead-in

- Ss look at the picture and say what they can see. Prompt with questions, e.g. *Are there any books?*

Exercise 1 1.14

- Read out the instructions first so Ss have a purpose for watching or listening. They underline the text where they find the answers.
- Different Ss read out the questions and answers.

Answer → student page

Exercise 2 1.15

- After the class repeat together, individual Ss or pairs repeat. Monitor pronunciation.
- Ss work in pairs to describe themselves.

Extra activity

- Ss write a sentence about a classmate using three adjectives and *He/She* on a piece of paper. They swap with a partner and guess who the person is.

Exercise 3

- Ss read the text again. They work individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique.

Answer → student page

Look!

- Read out the sentences and have Ss repeat in chorus.

Exercise 4

- Ss work in pairs to describe a City Creature.

Exercise 5

- Read the Grammar box to the class.
- Before Ss do the exercise, write these sentences on the board: *I'm Rocco. __ friend is Big Al. Big Al___ friend is Carla. __favourite things are books.* Different Ss fill in the gaps.
- Ss work individually. Ask different Ss to write the answers on the board.

Answer → student page

Exercise 6

- Different Ss repeat their dialogues for the class to see if they can guess the person.

Finishing the lesson

- Encourage Ss to give feedback on the unit and assess their own learning. Ask *Can you remember all the words/all the grammar?*

Fast finishers
- Ss copy the Grammar box into their notebooks.

1.1 In this lesson

Lesson aims:

- Vocabulary: school subjects and items.

Resources:

- Vocabulary worksheet 1.1, p. 148
- Tests: Vocabulary check 1.1

Homework:

- Workbook Unit 1, p. 8

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Exercise 1, 3, 5 and 7
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ss work in pairs and look in their bags and say the words for any items they already know in English.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 10–11; ask random Ss for their ideas.

Lead-in

- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw Ss attention to the screen, read out the new words one at a time and point to the correct photos or objects. Ss do the same.

Exercise 1

- Say *Have you got a (calculator) in your bag? Hands up for 'Yes'.* Check answers with all class using their response cards.

Exercise 2 1.16

- Make sure Ss understand all the vocabulary in the box.
- Ss can work in small groups or pairs to find the subjects and items in the photos, e.g. *Look. I can see a Maths lesson / a pencil case.* Monitor pairs for understanding and pronunciation.

Answer → student page

1 Classmates

Vocabulary I can talk about school.

In this unit

Vocabulary
- School subjects and school items
- Collocations with *do* and *play*
- Places in a school

Grammar
- Present Simple affirmative, negative, questions and short answers
- Adverbs of frequency

1 Which things have you got in your school bag?
calculator dictionary laptop map paints pencil case trainers

I know that!

2–3 1.2 Grammar video

4 1.2 Grammar animation

5 1.3 Grammar animation

6 1.4 Communication video

7 BBC Culture video

10

- **Critical thinking** Ss think about which items you need for which subjects. Ss raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

Extra activity

- Ss work in pairs and ask each other questions about the school items, e.g. *Have you got a ruler in your bag?* Monitor pairs for correct question forms and pronunciation.

Exercise 3 1.17

- Ss listen for key words and school items connected to each subject.
- Monitor understanding using the Lollipop stick technique and having Ss write the answers on the board.
- Confirm answers. Play the recording again, stop after each part and Ss say the key words and items. (*1: trainers, play; 2 Bonjour Madame, dictionaries; 3 calculator, problem; 4 sing; 5 map; 6 paint*)

Answer → student page

Exercise 4

- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Ss look at the photos on page 10, then look for key words connected to each subject. Involve Ss using the WILF technique by encouraging them to underline the key words.

Answer → student page

2 1.16 **Listen and repeat. Find these school subjects and school items in the photos on page 10.**

Vocabulary School

School subjects

Art Computer Studies English French Geography History Maths Music P.E. Science

School items

calculator dictionary laptop map paints pencil case rubber ruler scissors trainers

3 1.17 **Listen and circle the correct answer.**

1 P.E. / Music
2 English / French
3 Geography / Maths
4 P.E. / Music
5 Computer Studies / Geography
6 Art / Science

4 **Exam Spot** **Write the school subjects.**

1 *We can do experiments. It's interesting.* — *Science*
2 *We can learn about the past.* — *History*
3 *We can play football.* — *P.E.*
4 *We can play computer games.* — *Computer Studies*
5 *We can play the piano and the guitar.* — *Music*
6 *We can learn about different countries.* — *Geography*

5 1.18 **Listen and match the school subjects to the days.**

1	b Maths	a	Monday
2	e Art	b	Tuesday
3	d P.E.	c	Wednesday
4	c History	d	Thursday
5	a English	e	Friday

6 **Ask and answer the questions in pairs.**

A: *What's your favourite subject?*
B: *It's Music.*
A: *When is it?*
B: *It's on Monday.*

7 **Look at the school bags. Which subjects have they got today? Write in your notebook.**

1 **Sophie:** *Art, …*

8 **Look at the picture. Illustrate three other subjects in a similar way. Make a class exhibition.**

I remember that!

Exercise 5 1.18

- Revise the days of the week. First chant the days as a class. Then write the initials of each day on the board, and ask random Ss to complete the words.
- Play the audio track once.
- Play again for Ss to confirm answers.
- Check answers using the Basketball technique. Ask *When is Maths?* Ss *It's on Tuesday.*

Answer → student page

Exercise 6

- Ask two students to read out the dialogue.
- Monitor pairs for correct question forms and pronunciation of the subjects. Listen to pairs and correct individual Ss as necessary.
- Ask some pairs to report back to class. Ask *What is your friend's favourite subject and when is it?*

Exercise 7

- Ss open their notebooks and work individually.
- Check answers. Ss use their response cards. Ask *Has Sophie got Art/Maths today?,* etc.
- Choose three students to write the answers on the board. Ss can mark each other's work.

Answer
Sophie: Art, Music, French
Lucas: Computer Studies, Maths
Clara: P.E., Geography

Exercise 8

- Different Ss say what they can see in the picture.
- Ask other Ss for ideas on other subjects. Write or draw ideas on the board.
- Allow enough time for Ss to create their pictures. Ss look at the pictures on display and choose a favourite one.

Finishing the lesson

- (*Books closed*) Ss take turns to say one new word from the lesson. Ask random Ss to write them on the board.
- Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers

- Ss look at the Vocabulary box in Exercise 2 for 1 minute, then close their books and try to write down all the subjects. Ask Ss how many words they remembered and if they could spell them.

1.2

In this lesson

Lesson aims:

- Grammar: Present Simple affirmative, adverbs of frequency (*always, usually, often, sometimes, never*).

Resources:

- Grammar worksheet 1.2, p. 152
- Tests: Grammar check 1.2

Homework:

- Workbook Unit 1, p. 9
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 7 and Get Grammar!
- Peer learning: Exercise 8 and 9
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Give Ss one minute to write down new words from L1.1. Check answers using the Lollipop stick technique.
- Revise the subjects. Write the first letter of each subject on the board, and ask different Ss to complete the words. Then revise the school items. Ask e.g. *Have you got a calculator in your bag?* and elicit answers.
- Give Ss learning feedback by asking them how many words they remembered. Suggest they keep a word list.
- Set the goal of the lesson. Write two sentences on the board and read them out (*I always get up at 7 a.m. I usually have breakfast before work.*) Ask Ss if they know what they will learn today. Say *Today we will learn about the Present Simple so that you can talk about your daily routine.*

Lead-in

- (*Books open*) Ss look at the photo story and make suggestions what it is about.

Exercise 1 ▶ 2 1.19

- Read out the question first, so Ss have a purpose for watching or listening.

Answer → student page

They meet before class

On weekdays Amy, Elena, Tom and Lucas usually meet before class.

Amy: Hi everyone!
Tom, Elena, Lucas: Hi Amy!
Amy: Hey Tom, what have you got there?
Tom: Breakfast. Here, have one.
Amy: No thanks! I always have breakfast at home.

Tom loves food and he loves sport. He often brings his football to school.

Tom: Hey Elena! The Chelsea – Liverpool match is on TV tonight.
Elena: Thanks Tom, but I never watch football. It's really boring.

Elena often does her homework at school. She usually listens to music at the same time …

Elena: What's the answer to Question 2?
Lucas: Question 2 – that's easy!

Lucas is very clever and he's really good at Maths. But he sometimes loses things.

Lucas: Where's my calculator? It's usually here!
Tom: Hurrry up, Lucas. We're late for Maths!
Amy: Wow, what a mess!

1 ▶ 2 1.19 **Watch or listen and read. What is Lucas's problem?**

Lucas can't find his calculator.

2 Match the names to the sentences.

1 Lucas	a 'I like football.'
2 Elena	b 'I like music.'
3 Tom	c 'I'm good at Maths.'
4 Amy	d 'I have breakfast at home.'

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

Say it!

Hurry up! We're late! What a mess!

4 Guess! **What do you think happens next? Have a class vote.**

a The children are late for class. (b) There is a test.

5 ▶ 3 1.21 **Now watch or listen and check.**

Exercise 2

- Ss complete the exercise, then watch or listen again to confirm answers.

Answer → student page

Exercise 3 1.20

- Read out the sentences. Ss respond with a phrase from the Say it! box:
  Science class is in room 3A. It starts in five minutes!
  Oh no! There are books, pens and paper on the classroom floor!
  It's ten past one. P.E. is always at 1 o'clock!

Answer → student page

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Do a class vote using their response cards.

Exercise 5 ▶ 3 1.21

- Ss watch or listen to check their choice.

Video/Audio script

Tom: Phew! We aren't late!
Teacher: Hello everyone. Today, I've got a short test for you. Have you all got your calculators?
Class: Yes, Miss.
Lucas: Er … sorry Miss. I haven't got my calculator. It's at home.
Teacher: Never mind Lucas. I'm sure you can do the test without it.
Lucas: Oh no!
Teacher: Only joking. Here's my calculator. You can use it.

Answer → student page

Grammar Present Simple affirmative

▶ 4 **Get Grammar!**

I	listen to music.
You	listen to music.
He/She/It	listens to music.
We	listen to music.
You	listen to music.
They	listen to music.

6 **Circle the correct answer.**

1 I *bring* / *brings* my phone to school.
2 She *listen* / *listens* to music on the bus.
3 We *eat* / *eats* lunch at school.
4 They *walk* / *walks* to school in summer.
5 He *lose* / *loses* things all the time.
6 You *have* / *has* Maths on Monday morning.

LOOK!

love → loves eat → eats play → plays

do → does go → goes watch → watches
wash → washes study → studies fly → flies

7 1.22 **Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Then listen and check.**

1 Tom *watches* (watch) football in the *afternoon* / *evening*.
2 Amy *does* (do) her homework *before* / *after* school.
3 Elena *loves* (love) *Beyoncé* / *Adele* songs.
4 Tom *goes* (go) to *computer club* / *football club* on Friday.
5 Lucas *plays* (play) *sports* / *chess* at break time.

Grammar Adverbs of frequency

■■■■ always
■■■□ usually
■■□□ often
■□□□ sometimes
□□□□ never

Adverb + verb
I never listen to music.
We sometimes watch TV.
Adverb + to be
He is often late for school.
I am always happy.

8 **Complete the sentences with adverbs of frequency so they are true for you. Compare your sentences in pairs.**

My daily routines

On school days I _____ get up at 7.
At the weekend I _____ get up at 10.
I _____ have an egg for breakfast.
I _____ have chicken for lunch.
I _____ study English on Saturday.
I _____ ride a bike on Sunday.

9 **In your notebook, put the words in the correct order to make sentences.**

1 always We on Friday have Art .
We always have Art on Friday.
2 are Elena and Amy noisy in Science class sometimes .
3 I never in class send text messages .
4 often We in the park play football .
5 watches TV Tom usually after dinner .
6 always late for English You are !

Fun Spot

10 **Write three true sentences and one false about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.**

A: *I do my homework in the kitchen.*
B: *True!*
A: *My dad sings in the shower.*
B: *False! …*

- Monitor comprehension. Ask different Ss: *Are they late? What lesson is it? Has Lucas got his calculator? Has the teacher got a calculator?*
- Involve Ss. Ask *Is your guess correct?* Check answers using their response cards.

Get Grammar! ▶ 4

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write *I _____ to music* and *He _____ to music* on the board. Ss look at the Grammar box. Ask different Ss to complete the sentences with the correct form of *listen*. Draw attention to the letter **s** for *He/She/It.*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6

- Choose different Ss to read out the answers. Monitor answers and pronunciation.

Answer → student page

Look!

- Read out the Look! box. Draw Ss attention to the spelling rules. Teach pronunciation, focusing on the verb form endings. Read out the verbs and Ss repeat.
- Give Ss one minute to memorise the spelling rules in the Look! box. Then tell them to cover the box. Ask *What's the spelling for loves eats, etc.* Ss to spell out the words and/or write them on the board.

Exercise 7 1.22

- Ss choose answers and compare in pairs.
- Ask for feedback: *How many guesses are correct?* Have a class vote using the Thumbs up/down technique.

Answer → student page

Extra activity

- Give Ss one minute to study the spelling rules in the Look! Box. Ss close their books. Write the basic form of the verbs on the board. Ss write *He/She/It* form in their notebooks. They then open their books and check.

Exercise 8

- Read out the Grammar box and explain the meanings of the adverbs. Read out the sentences and Ss repeat.
- Make sure Ss understand all the sentences.
- Ss work using the Think-pair-share technique. Say *Raise your hand for the same adverb.*

Exercise 9

- Read the Grammar box again. Draw Ss attention to the position of the adverbs with verbs and with *to be*.
- Ss write their sentences in their notebooks and then compare answers in pairs, offering feedback.

Answer

2 Elena and Amy are sometimes noisy in Science class. 3 I never send text messages in class. 4 We often play football in the park. 5 Tom usually watches TV after dinner. 6 You are always late for English!

Exercise 10

- Give Ss two minutes to write their sentences.
- Monitor pairs for correct grammar forms and pronunciation.

Finishing the lesson

- (*Books closed*) Clarify the grammar goals of lesson 1.2. Ask different Ss to think of a sentence using an adverb of frequency.

Fast finishers

- Ss look at the photo story. They underline the basic form of verbs in the Present Simple affirmative and circle the *He/She/It* forms.

1.3

In this lesson

Lesson aims:

- Grammar: Present Simple negative, questions, short answers
- Vocabulary: word friends with *play* and *do*

Resources:

- Grammar worksheet 1.3, p. 153
- Tests: Grammar check 1.3

Homework:

- Workbook Unit 1, p. 10

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Get Grammar! and Exercise 7
- Peer learning: Exercise 4, 6 (follow-up) and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise the Present Simple affirmative on the board. Write *I listen to music. He _____ to music.* Different Ss say the missing form.
- Revise the spelling of the Present Simple *He/She/It* form. Ask different Ss for the spelling rules from L1.2 Look! box. Write both forms of the verbs on the board (*love-loves, eat-eats, play-plays, do-does, go-goes, watch-watches, wash-washes, study-studies, fly-flies*).
- Set the goal of the lesson. Write two sentences on the board and read them out (*Do you play the guitar? I don't play the guitar.*) Ask Ss if they know what they will learn today. Say *Today we will learn how to ask and answer questions about hobbies.* Write the lesson objectives on the board.

Lead-in

- (*Books open*) Introduce the cartoon characters. Ss look at the images before proceeding to the exercise.

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City Creatures — The new hobby

1 Look at the cartoon. Circle the hobbies you can see.

a (football) b (karate) c (painting) d tennis

2 1.23 Listen and read. Circle T (true) or F (false).

1 Big Al has a lot of hobbies. (T) / F
2 Carla paints pictures and plays the guitar. (T) / F
3 Rocco does ballet. T / (F)
4 Freddie and Fifi like Big Al's picture. (T) / F
5 Big Al likes his new hobby. (T) / F

Exercise 1

- Ss answer the question. Ask follow-up questions: *Can you see animals/people? How many?*

Answer → student page

Exercise 2 1.23

- Make sure Ss understand the sentences before you play the recording.
- Ask different Ss to read the sentences and their answers. For false answers ask Ss to say the true sentence.

Answer → student page

Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Ss repeat in chorus.
- Write *I paint* on the board. Tell Ss to look at the Grammar box. Ask *What extra word is in the negative sentence?* Elicit *don't*. Ask *What extra word is in the question?* Elicit *Do*.
- Write *He paints* on the board. Ask *What extra word is in the negative sentence?* Elicit *doesn't*. Ask *What extra word is in the question?* Elicit *Does*. Ask *Is the letter* ***s*** *on paints?* Elicit *No*.
- You may check comprehension & exercise difficulty with the Traffic Lights technique.

Grammar Present Simple negative, questions and short answers

5 Get Grammar!

–	?	Short answers
I don't paint.	Do I paint?	Yes, I do. / No, I don't.
You don't paint.	Do you paint?	Yes, you do. / No, you don't.
He/She/It doesn't paint.	Does he/she/it paint?	Yes, he/she/it does. / No, he/she/it doesn't.
We don't paint.	Do we paint?	Yes, we do. / No, we don't.
You don't paint.	Do you paint?	Yes, you do. / No, you don't.
They don't paint.	Do they paint?	Yes, they do. / No, they don't.

don't = do not doesn't = does not

Where do you paint? **When** do they paint? **How often** does she paint?

3 Correct the sentences.

1 Carla paints houses.
Carla doesn't paint houses. She paints pictures.
2 Carla plays the piano.
3 Rocco does judo.
4 Freddie and Fifi want Carla's picture.

4 Complete the questions with *do* or *does*.

1 Does Big Al play the guitar?
2 Do Carla and Rocco have hobbies?
3 Does Rocco paint pictures?
4 Do Carla and Rocco like Big Al's picture?
5 What does Big Al think of his new hobby?

5 1.24 Complete the dialogue with *do, does, don't* or *doesn't*. Then listen and check.

Big Al: [1] Do you play an instrument, Rocco?
Rocco: No, I [2] don't but my sister plays the drums.
Big Al: [3] Does she play in a band?
Rocco: Yes, she [4] does. They're called "The Rocking Raccoons".
Big Al: How often [5] do they meet?
Rocco: They meet every Wednesday, and on Thursday she does ballet.
Bi Al: Wow, your sister is busy!

6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

Vocabulary *do, play*

do ballet, judo, karate, pottery
play basketball, chess, football, tennis; the drums, the guitar, the piano

7 Complete the questions with *do* or *play*. Then ask and answer in pairs.

1 Do you play basketball?
2 Does your dad do karate?
3 Does your grandma do ballet?
4 Does your mum play chess?
5 Do you do pottery after school?

8 1.26 1.27 Go to page 107. Listen and sing *My Busy Week* song.

Fun Spot

Extra activity

- Divide the Ss into groups of five. Assign a role from the cartoon story to each student. Ss read out their parts and prepare a role play in groups. Monitor question intonation and general pronunciation. The groups perform their role plays to the class. They could read from their books at this stage.

Exercise 6

- Read out the Vocabulary box and Ss repeat.
- Ss label the pictures they know. Ask different Ss for feedback. Make sure all Ss understand the vocabulary.
- Follow-up: Ss work in pairs and think of more activities that collocate with *play* and *do*, e.g. *play football, the piano; do puzzles, homework*, then share with the class.

Answer → student page

Exercise 7

- Ask two Ss to read out the questions and make sure all Ss have the correct question forms. Ss answer as a class with their response cards.
- Ss work in pairs and take turns to ask and answer the questions. Monitor pairs.
- Extend the exercise to challenge stronger Ss. Ask individual students questions with *Where*, *When* and *How often*, e.g. *When / Where / How often do you play basketball?*

Answer → student page

Exercise 8 1.26 1.27

- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along. Different groups could perform the song. Have a class vote for the best performance.

Finishing the lesson

- (*Books closed*) Ask Ss to finish the sentences: *Today I have learned…* and *I can…* Check with all class using the response cards.

Fast finishers

- Ss write three sentences in their notebooks:1 using the Present Simple affirmative and an adverb of frequency, 2 using the Present Simple negative, 3 using the Present Simple question form.

Exercise 3

- Ss complete the exercise individually.

Answer
2 Carla doesn't play the piano. She plays the guitar. 3 Rocco doesn't do judo. He does karate. 4 Freddie and Fifi don't want Carla's painting. They want Big Al's painting.

Exercise 4

- Ss complete the questions individually.
- Follow-up: Involve Ss in how to do reading comprehension questions using the WILF technique. Tell them to underline the parts of the cartoon story where they find answers to the questions.
- Ss then work using the Think-pair-share technique. Ask pairs to read out their questions and answers.

Answer
student page; 1 No, he doesn't. 2 Yes, they do. 4 No, he doesn't. 5 No, they don't. 6 He loves it/his new hobby.

Exercise 5

- After checking answers with different Ss, divide the class into two groups and assign the roles: Big Al and Rocco. Read out the dialogue and Ss in each group repeat.
- Ask several pairs to read out the dialogue.

Answer → student page

1.4

In this lesson

Lesson aims:

- Communication skills: asking for and giving personal information

Resources:

- Communication worksheet 1.4, p. 168
- Tests: Communication check 1.4

Homework:

- Workbook Unit 1, p. 11
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask Ss some questions about themselves: *What's your name? How old are you? Do you like …?*
- Set the goals of the lesson. Say *In this lesson we will learn how to ask for and give information about us. Can you give me an example?*

Lead-in

- (*Books open*) Ss cover the dialogue, look at the photo and say/guess who they can see.

Exercise 1 6 1.28

- Read out the questions. Ss watch the video or uncover the dialogue and listen.

Answer → student page

Exercise 2 6 1.28

- Make sure Ss understand the information they need for the table. Check answers using the Lollipop stick technique.

Answer → student page

Exercise 3 1.29

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.

Look!

- Read out the Look! box and Ss repeat. Make sure they understand all the information.

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Where do you live?

Receptionist: Good morning.
Tom: Good morning.

R: Hello. Can I help you?
Tom: Yes, I'd like to join the basketball club, please.
R: Of course. What's your name?
Tom: Tom Flynn.
R: How do you spell Flynn?
Tom: F-L-Y-N-N.
R: Where do you live, Tom?
Tom: 25 Star Street, Kingston.
R: What's your email address?
Tom: It's tom.flynn@mymail.com.
R: And what's your phone number?
Tom: It's 08976 335214.
When does the club meet?
R: On Mondays, from 5.30 to 7.00.
Tom: That's now, isn't it?
R: Yes, hurry up!

1 6 1.28 **Watch or listen and read. Answer the questions.**

1 Where is Tom? *Tom is in a sports centre.*
2 Why is he there? *He wants to join the basketball club.*

2 6 1.28 **Watch or listen and read again. Complete the table.**

Name	1 *Tom Flynn*
Address	2 *Star Street, Kingston*
Email address	3 *tomflynn@mymail.com*
Phone number	4 *08976 335214*

3 1.29 **Listen and repeat.**

Communication
Asking for personal information

What's your name?
How do you spell that?
Where do you live?
What's your email address?
What's your phone number?

LOOK!
Email addresses
@ = "at" .com = "dot com"
Telephone numbers
0 = "oh" or "zero"
33 = "double three"

4 **In your notebook, write questions to these answers.**

1 Diego Alvarez
What's your name?
2 D-I-E-G-O A-L-V-A-R-E-Z *How do you spell that?*
3 17 North Road, Oxford *Where do you live?*
4 It's diego@xnet.com *What's your email address?*
5 It's 06657 241682 *What's your phone number?*

5 1.30 **Listen and check.**

6 **Exam Spot** 1.31 **Listen and complete Kate's information.**

Name of student: Kate 1 *Grey*
Name of Club: *Art Club*
Day: 2 *Monday*
Time: 3 *3.30*
Where: Room 4 *Room 308*

AFTER SCHOOL CLUB

Exercise 4

- Ss work individually referring to the Communication and Look! box.

Answer → student page

Exercise 5 1.30

- Make sure Ss have the correct questions. Choose pairs to read out questions and answers.

Extra activity

- Ss make up a phone number and an email address and write it down. Ss then work in pairs and dictate the info to each other. Then, have them swap the written information, check and correct if necessary.

Exercise 6

- This is preparation for the CYLET Movers Listening test Part 2.
- Ss read the member's card first, so they know what to listen for.

Answer → student page

Finishing the lesson

- (*Books closed*) Encourage Ss to give feedback on the lesson and assess their own learning. Ask *What was easy/hard about this lesson? Can you remember how to say emails / phone numbers?*

Fast finishers

- Ss underline all the questions in Exercise 1 and say how many they find (8).

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1 1.32 **Look at the photos and read the title. What do you think the text is about? Read or listen to the text and check.**
The text is about British boarding schools.

2 Read the text again and answer the questions.

1 What type of school does Laura go to? *boarding school*
2 What time does she wake up? *6.30 a.m.*
3 What is her favourite lesson? *Science*
4 When does she play badminton? *in the evening*
5 Does Laura miss her parents? *Yes, she does.*

3 1.33 **Listen and repeat. Which of the places are there in your school?**

Vocabulary Places in a school

canteen classroom computer room gym hall library playground staff room

4 Complete the sentences with words in the Vocabulary box so they are true for you.

1 We have assembly in the _____ .
2 We have lessons in our _____ .
3 We have lunch in the _____ .
4 After lunch, we play in the _____ .
5 We do P.E. in the _____ .
6 I sometimes do my homework in the _____ .

5 Exam Spot Read the questions to Laura. Circle the best answer a, b or c.

1 A: What do you do at the weekend, Laura?
B: a Yes, I do. (b) I usually go sailing. c No, I don't have lessons at the weekend.
2 A: Where do you have breakfast?
B: a Every morning. b I have toast and cereal. (c) In the canteen.
3 A: Who is your best friend?
B: a She's very well, thank you. (b) Her name is Ruby. c She's fourteen.

6 Imagine a day in a Crazy School. Who can think of the funniest sentences?
We wake up at 2.00 in the afternoon.
We play basketball in the library.

Boarding School – What's it really like?

In films, boarding schools are exciting places, often with magic or monsters. But what is a real British boarding school like? Thirteen-year-old Laura Henderson describes a typical day at her school.

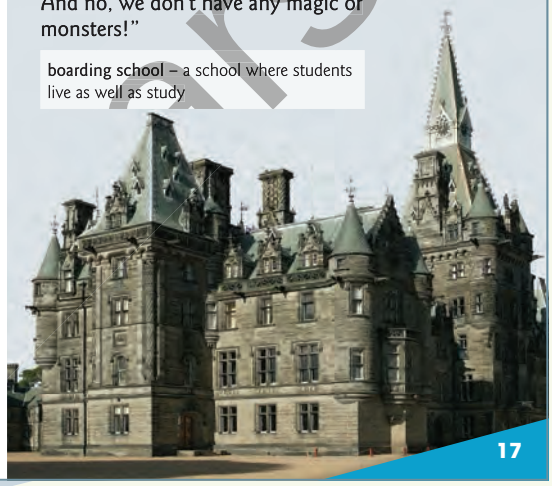
"We wake up at 6.30 in the morning and have breakfast in the school canteen. At 8.00, the bell rings for assembly in the hall. The great thing about boarding school is that we're never late for school!

Lessons start at 9.00 and finish at 3.30. My favourite lesson is Science because we often do experiments. In the afternoon, we sometimes go to the library to read, or we do P.E. in the gym. In the evening, I often play badminton or go to a cookery class.

I go to a boarding school because my parents live in France. Do I miss them? Yes, but I've got some good friends here.

And no, we don't have any magic or monsters!"

boarding school – a school where students live as well as study



Lead-in

- *(Books open)* Ss take turns to describe the photos.

Exercise 1 1.32

- Give Ss one minute to read the text, or play the text once.

Answer → student page

Exercise 2

- Involve Ss in reading comprehension using the WILF technique. Say *What are the key words in the questions?* Different Ss answer.

Answer → student page

Exercise 3 1.33

- Make sure Ss understand all the vocabulary in the box.

Exercise 4

- Make sure Ss understand the sentences.
- Ss do the exercise using the Think-pair-share technique.

Extra activity

- Groupwork: Play Snowman with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. snowballs). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

Exercise 5

- This is preparation for the CYLET Movers Reading and Writing test Part 2.
- Check answers with all class using their response cards.

Answer → student page

Exercise 6

- Different Ss give ideas for funny sentences.
- Ss work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

Finishing the lesson

- Critical thinking *(Books closed)* Ss share their opinions. Ask *Are boarding schools a good idea?*
- *(Books closed)* Refer back to lesson goals: *Was the text easy/difficult to read?*

Fast finishers
- Ss study the new vocabulary for one minute, cover the words and try to spell them.

1.5 In this lesson

Lesson aims:
- Reading and understanding a text about a school day.
- Vocabulary: places in a school

Homework:
- Workbook Unit 1, p. 12

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 2
- Giving feedback: Exercise 5
- Peer learning: Exercise 4 and 6
- Independent learning: Finishing the lesson

Culture notes
1. Boarding schools are schools where students live and study. 2. In the Harry Potter books by JK Rowling, Hogwarts is the name of the boarding school.

Warm-up

- *(Books closed)* Set the goals of the lesson. Ask *What time do you start/finish lessons? Do you live at school?* Say *In this lesson we will read about a school day.*

1.6

In this lesson

Lesson aims:

- Listening for specific information.
- Writing a blog entry. Time expressions in writing: *in, on, at*

Resources:

- Tests: Writing Test 1

Homework:

- Workbook Unit 1, p. 13

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 7
- Peer learning: Exercise 4 and 7
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ss say the days of the week as a class.
- Set the goals of the lesson. Ask Ss to quickly look at the text in Exercise 5 and close their books again. Ask *What type of text is it?* Ask Ss if they know what they will learn today. Say *Today we will learn how to write a blog entry.*

Lead-in

Exercise 1

- Ask different Ss to write the days on the board so all Ss can check spelling.

Answer → student page

Exercise 2 1.34

- Before Ss listen, say *You're going to listen to four students talk about their favourite day.*

Answer → student page

Exercise 3 1.34

- This is preparation for the CYLET Listening test Part 3.
- Have different Ss answer and check with rest of the class using the Thumbs up/ down technique.

Answer → student page

Exercise 4

- Ss do the exercise using the Think-pair-share technique. Encourage all Ss to share by choosing different Ss to speak.

Exercise 5

- Give Ss one minute to read the text and answer the questions.

Answer → student page

Exercise 6

- Ss work individually and underline the expressions. They can then add them to the Writing box.

Answer → student page

Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback at this stage.
- Ss write their final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

Extra activity

- Ss copy their entries onto a piece of paper to display. Ss vote for their favourite text.

Finishing the lesson

- Ss say what was easy/hard in the lesson.

Fast finishers

- Ss underline the verbs in Daisy's blog and circle the adverbs of frequency.

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1 Complete the days of the week. Which are weekdays? Which two days are at the weekend?

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

weekdays: Monday–Friday, weekend: Saturday–Sunday

2 1.34 Listen to four children. Which are their favourite weekdays?

1 Peter Wednesday
2 Theo Theo – Friday
3 Freya Freya – Monday
4 Hannah Hannah – Thursday

3 Exam Spot 1.34 Listen again. Match the children to the activities they do on their favourite days. There are two extra pictures.

1 d — Peter
2 b — Theo
3 a — Freya
4 f — Hannah

a
b
c
d
e
f

4 What's your favourite weekday? Why? Tell the class.

5 Read the blog entry from a school website. Which is Daisy's favourite day? Why?

My favourite day

On my favourite day I get up at 7 a.m. and listen to music. I meet my friends at 8.15 and we walk to school. We often talk about our plans for the weekend.

Lessons start at 9 a.m. with Music, then Art – my favourite subjects! At lunchtime, I sometimes play table tennis.

In the afternoon, I usually go skateboarding in the park with my friends. In the evening, we often watch music videos!

Guess what my favourite day is. Yes, it's Friday!

Friday; at school she has her favourite subjects – Music, Art; in the afternoon she usually goes skateboarding in the park with her friends. In the evening, they often watch music videos!

Writing Time expressions at, in, on

AT at 9 o'clock, at the weekend, at lunchtime
IN in the morning
ON on Monday, on Friday morning, on a weekday

6 Find time expressions in the text in Exercise 5.

7 Writing Time Write about your favourite weekday.

Find ideas

Make notes about your favourite weekday.
Write what you do in the morning/afternoon/ evening, how many lessons you have on that day, what school subjects you do, etc.

Draft

Write about your favourite weekday.
My favourite weekday is …
In the morning, I …
On … I have … lessons. I do …
In the afternoon/evening, I …

Check and write

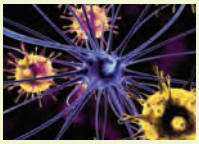
Check the time expressions and write the final version of your text.

Vocabulary

1 Look at the photos and complete the names of school subjects.

1 Maths

2 Geography



3 Science

4 Computer Studies

5 History

2 Find and circle five places in a school.

classroom – library – gym – playground

3 Match the words in the box to the correct verb. Which activities do you do?

ballet	~~basketball~~	chess	the drums	
judo	karate	the piano	pottery	tennis

play: basketball, chess, the drums, the piano, tennis;
do: ballet, judo, karate, pottery

Grammar

4 Complete the text with the correct form of the verbs in the box.

walk	have	send	start	~~get up~~	talk

On weekdays Elena [1] gets up at 7.30 a.m. She [2] has breakfast with her family. Then she [3] walks to school with her sister. On the way to school, the girls [4] talk about their day, listen to music and [5] send text messages. School [6] starts at 9 a.m.

5 In your notebook, write five sentences about your weekend. Use adverbs of frequency and the words in the box.

get up	meet friends	do homework
go to the cinema	have a pizza	

I usually get up at 10 a.m.

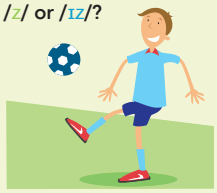
6 Complete the interview with Big Al with *do, don't, does* and *doesn't*.

Interviewer: [1] Do you paint every day?
Big Al: Yes, I [2] do. But I [3] don't paint in the morning. I sleep in the morning.
Interviewer: [4] Does your friend Rocco paint?
Big Al: No, he [5] doesn't. He does karate.
Interviewer: [6] Does he like your paintings?
Big Al: Yes, he [7] does. He loves them … I think.

Pronunciation

7 1.35 Listen and repeat: /s/, /z/ or /ɪz/?

He never gets up late.
He goes to school at eight.
He finishes school at five.
He plays football outside!



Communication

8 Complete the receptionist's questions. Then act out the dialogue in pairs.

Receptionist: [1] What's your name?
Paula: Paula Krantz.
Receptionist: How do you [2] spell that?
Paula: K-R-A-N-T-Z.
Receptionist: What's your phone [3] number?
Paula: 03862 451957.
Receptionist: What's your [4] email address?
Paula: paula@net.com
Receptionist: Where do you [5] live?
Paula: 17 Park Road, Oxford.

Check yourself!

- I can talk about school.
- I can use the Present Simple to talk about my daily routine.
- I can ask and answer questions about hobbies.
- I can ask for and give personal information.

1.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 1
- Pronunciation: /s/, /z/ and /ɪz/

Resources:

- Tests: Language Test 1

Homework:

- Workbook Unit 1, p. 14
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Exercise 2 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 1. Ask *What new words are in this unit?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 1.*

Exercise 1

- (*Books open*) Choose Ss write the answers on the board.

Answer → student page

Exercise 2

- Ss work using the Think-pair-share technique.

Answer → student page

Exercise 3

- Ask different Ss to answer.

Answer → student page

Exercise 4

- Ss work individually. Check answers using the Lollipop stick technique.

Answer → student page

Extra activity

- Ss use Exercise 4 to tell the class about their friend. Extend the exercise so Ss practise short answers. Ask *Does your friend play basketball / do ballet?,* etc.

Exercise 5

- Prompt Ss with questions, e.g. *How often do you play basketball?*
- Ss write in their notebooks. Choose some Ss to read out a sentence each.

Exercise 6

- Ss work alone. Then choose two Ss to read out the dialogue.

Answer → student page

Exercise 7 1.35

- Ss repeat as a class. Play the audio track again and choose pairs or individuals to repeat.
- Follow-up task: Dictate these verbs: (*does /z/, wakes /s/, watches /ɪz/, listens /z/*). Ss say which sound they hear.

Exercise 8

- Ss work individually. Choose two Ss to read out the dialogue. Ask the class to give feedback.
- Ss practise the dialogue in pairs.

Answer → student page

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think what they do well and where they need more practise.
- (*Books closed*) Encourage Ss to give feedback on the unit. Ask *Is the vocabulary easy to remember/spell/say? Do you understand the adverbs of frequency? When can you practise the communication skills?*

Fast finishers

- Ss write questions in the Present Simple for Exercise 4.

Get Culture!

In this lesson

Lesson aims:

- Culture focus: *Schools in the UK*
- BBC video: *Secondary schools in the UK* (optional)
- Project: An electronic presentation of an ideal school uniform

Resources:

- Project worksheet p. 179

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, A, C and Extra Activity
- Peer learning: the Project
- Independent learning: Finishing the lesson

Culture notes

School uniform: Most students wear a school uniform at secondary school. Boys usually wear trousers, shirts, jumpers and ties. Girls usually wear skirts, shirts and jumpers.

Secondary schools: Students start secondary school when they are 11. Most schools start lessons at 9 a.m. and finish at 3 p.m. Students do mainstream subjects, and also e.g. cooking. They stay at school for lunch, which is 1 hour. After-school clubs are popular. The summer holidays are 6 weeks long.

School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

Josh

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.

Sara

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.

1 1.36 **Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold.**

2 Who says these things? Read the sentences and write J (*Josh*), S (*Sara*), or J and S (*Josh and Sara*).

1 My uniform isn't comfortable. J
2 I sometimes wear a jacket. S
3 Boys and girls wear trousers. J
4 I wear a shirt. J and S
5 I like wearing a uniform. S
6 I don't like wearing a uniform. J

3 1.37 **Listen to two more children. What clothes do they wear to school? Are they for or against school uniforms?**

Name	Clothes	School uniform - for or against
Martha, Australia	a white shirt, blue skirt, white socks, black shoes	for
Ivan, America	jeans, T-shirt, trainers	against

4 Discuss the questions in pairs.

1 What do you wear to school?
2 What do you wear at the weekend?
3 Do you think school uniforms are good or not?

Warm-up

- (*Books closed*) Write *Clothes* on the board. Ss write down 5 items of clothing they know in English. Choose different Ss to write one of their words on the board. Encourage Ss to say what they are wearing today.
- (*Books open*) Have Ss look at the photos for a few seconds. Ask *What do you see? What do think the lesson is about?* Introduce the aims of this lesson. Say: *In this lesson you will learn about schools in the UK.*

Lead-in

- Pre-teach this vocabulary (*light, dark, cream, comfortable, expensive*) with clothes or classroom objects, e.g. (choose a light/dark blue object) *Look! This (pencil/shirt) is blue. It's light/dark blue;* (mime walking painfully) *My shoes are aren't comfortable. Cars are expensive. They cost a lot of money.*

Exercise 1 1.36

- Ask Ss to look at the photo and think about what they can see. Ask: *Are the children's clothes jeans and T-shirts? What are the clothes? These clothes are school uniforms.*
- Ss work individually and then compare answers in pairs.

Answer → student page

Exercise 2

- Ss work individually. They underline the parts of the texts where they find the answers.

Answer → student page

Extra activity

- Check understanding using the Basketball technique and questions, e.g.: *Which uniform do you like more? How often do you wear a tie/skirt/jacket?*

Exercise 3 1.37

- Draw a happy ☺ and sad face ☹ on the board. Point to the faces and say: *I am for something that I think is good. I am against something that I think is not good.*
- Play the recording once. Ss complete the table individually, then compare in pairs. Play the recording again to confirm answers.

Answer → student page

Secondary schools in the UK

The school holidays in the UK last 6 weeks (Jul–Sept).

A 7 **Watch the video and answer the presenter's questions. Which topics does the video talk about?**

school uniform | after-school clubs | school rules | school subjects

B 7 **Watch the video again. Circle T (true) or F (false). Correct the false sentences.**

1 Lessons usually start at eight o'clock. T / (F)
2 Students go home for lunch. T / (F)
3 Lessons finish at five o'clock. T / (F)
4 After school, students can go to clubs. (T) / F
5 The school holidays are from June to October. T / (F)

C Which things are the same in your country? Which things are different? Discuss your answers as a class.

PROJECT

- **Work in groups. Make a digital presentation about an ideal school uniform.**
- **Write a description of the ideal uniform. Use these questions to help you.**
  - What do the girls and boys wear?
  - What are the colours?
  - What shoes do they wear?
  - Are the uniforms cool and comfortable?
- **Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.**

- **Put the text and the drawings/photos/videos together.**
- **Share your presentation with the class. Which is your favourite uniform? Why?**

Exercise 4

- Ask different pairs to report back to the class using the Lollipop stick technique.

BBC Video

Video script → see Teacher's Book p. 140

Presenter's questions

1 (0:40) Do you learn to cook at school?
2 (1:08) What about you?
3 (1:10) Do you eat your lunch at school?
4 (1:12) How long is your lunch break?
5 (1:31) What do you wear to school?
6 (2:04) Which club would you like to try?
7 (2:11) How long are the school summer holidays in the UK?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Greg, who describes a typical secondary school in the UK. Before they listen ask Ss to look at the photo and say which lesson it shows (Science).
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 7

- Make sure Ss understand the phrases before they watch the video. Stop the video when the presenter asks questions and encourage different Ss to offer answers.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise B 7

- Play the video again without stopping it. Ss work individually and then compare answers in pairs.

Answer → student page

Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class.

Project

Setting the project up

- Divide Ss into groups of four.
  Student A: write about the boys' uniform
  Student B: write about the girls' uniform
  Student C: create pictures of the boys' uniform
  Student D: create pictures of the girls' uniform
- Give Ss the Project worksheets to help them prepare.
- Ss discuss their ideas and make notes. They write up their ideas and create pictures.

Sharing the project

- When Ss have completed their tasks, they work together to create an electronic presentation to give to the class. After a class vote for the favourite uniform, discuss what makes a good presentation, e.g. *Don't use too many slides: 5 or 6 slides is enough. Keep text short: just a few words per slide Add pictures and videos (and music). Add a title to the presentation and each slide. Use animations to make words appear, but not too many.*
- If Ss don't have access to computers, ask them to create a poster presentation instead with drawings and/or photos. They display their poster on the wall or board and read out the descriptions to the class.

Finishing the lesson

- (*Books closed*) Ask *Was the lesson interesting? Do you know something new?*

Fast finishers

- Ss underline the clothes and colour words in the texts.

2.1

In this lesson

Lesson aims:

- Vocabulary: food and drink

Extra Resources:

- Vocabulary worksheets p. 148
- Tests: Vocabulary check 2.1

Homework:

- Workbook Unit 2, p. 16

Assessment for Learning in this lesson

- Setting aims and criteria
- Giving feedback: Exercise 7 and 9
- Peer learning: Exercise 2 and 8
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask *What's your favourite food?* Ss raise their hands take turns to answer.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 22–23 and offer ideas.

Lead-in

- Teach the vocabulary with drawings on the board, pre-prepared drawings, real objects or ActiveTeach. Read out the words one at a time and draw a picture/point to the object. Ss repeat. Then point to the pictures and Ss say the word.

Exercise 1

- As follow-up, have different Ss tell the class which is their favourite food in the box. Monitor pronunciation.

Exercise 2 1.38

- Make sure Ss understand all the vocabulary in the box. Draw pictures on the board if necessary (or use drawings/objects or ActiveTeach).
- Ss work in small groups or pairs using the Think-pair-share technique to find the food and drink, e.g. *Look. I can see a banana.* Monitor Ss for understanding and pronunciation.

Answer → student page

2 Fun with food

Vocabulary I can talk about food and drink.

In this unit

Vocabulary
- Food and drink
- Containers

Grammar
- Countable and uncountable nouns
- *some/any*
- *How much …?*
  How many …?
  a lot of

8–9

2.2 Grammar video

10

2.2 Grammar animation

11

2.3 Grammar animation

12

2.4 Communication video

1 Do you know these words? Which is your favourite food?

apples cheese chicken fish potatoes salad sandwiches tomatoes

I know that!

Exercise 3

- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Ss look at page 22, then look for key words connected to each item. Involve Ss by reminding them to underline key words in the questions (the WILF technique).

Answer → student page

Exercise 4 1.39

- Before listening ask Ss to say what they can see on each plate.
- Check comprehension with these extra questions: *Does Naomi eat a big breakfast? Why not? Where does she eat lunch? How often does her mum bake a cake? How many sausages does Brad eat? What fruit does he usually have? When does he sometimes have pasta? Does he like chips?*

Answer → student page

- **Critical thinking** Write *breakfast*, *lunch* and *dinner* on the board. Ask *What food and drink is good for (breakfast)*? Ss make suggestions. Have three Ss write the ideas on the board under each meal. Encourage class discussion, engaging all Ss.

Exercise 5

- Ss work alone and then compare answers in pairs.
- You may play the recording from Exercise 4 again for Ss to check answers.

Answer → student page

2 1.38 Listen and repeat. Which items of food in the Vocabulary box can you see on each plate on page 22?

Vocabulary Food and drink (1)

apples biscuits bread cereal cheese chicken chips fish fruit ham meat orange juice pancakes pasta potatoes rice salad sandwiches sausages tomatoes tuna vegetables water yoghurt

3 **Exam Spot** Read the definitions and name the items of food. Use the words in the Vocabulary box to help you.

1 We make this drink from oranges. *orange juice*
2 I have it for breakfast with milk. *cereal*
3 This food is very popular in Italy. *pasta*
4 We use these to make hot dogs. *sausages*
5 It's a type of fish. *tuna*
6 You can eat them with jam, cheese or fruit. *pancakes*

4 1.39 Listen to the interview with Naomi and Brad. Which meals a–f on page 22 do they eat for breakfast, lunch and dinner? Complete the table.

	Naomi	Brad
breakfast	c	b
lunch	e	d
dinner	a	f

5 Complete the text about Naomi. Look at the pictures of her meals on page 22. Use the words in the Vocabulary box to help you.

Naomi has a yoghurt, [1] *cereal* and orange [2] *juice* for breakfast.
For lunch, she has a [3] *tuna* sandwich with [4] *salad* and some biscuits.
She has [5] *vegetables* with [6] *rice* and a cake for dinner.

6 Look at the pictures of Brad's meals. Complete his food diary.

Brad's food diary
Breakfast *sausages with bread and pancakes*
Lunch *sandwiches, pasta, fruit*
Dinner *meat, chips*

7 Complete your food diary. Do you eat similar things to Brad or Naomi?

My food diary
Breakfast
Lunch
Dinner

8 In pairs, ask and answer questions about the food you eat. Use the words in My food diary.

A: *What do you have for breakfast?*
B: *Cereal and orange juice.*
A: *What about lunch?*
B: *I have chicken and chips. I love chips!*

I remember that!

9 Complete the table with the words in the Vocabulary box. Compare your answers in pairs.

I never eat …	I sometimes eat …	I often eat …

Extra activity
- Divide Ss into small groups. They play Snowman (see L1.5) with the food and drink words. Alternatively, play as a class.

Exercise 6
- Ss work alone and then compare answers in pairs.
- As before, you may play the recording from Exercise 4 again for Ss to check answers.

Answer → student page

Exercise 7
- The class take turns to give ideas for food for each meal.
- Ss work alone. Then ask *What do you have for (breakfast)? Do you eat similar things to (Brad)*? Check answers using the Basketball technique and response cards with as many Ss as possible so you can monitor their progress.

Exercise 8
- Choose two Ss to read out the example dialogue.
- Ss ask and answer in pairs. Monitor question forms and pronunciation.
- Involve Ss by asking them to talk about their friends. Different Ss report back to the class about their friend's food diary, e.g. *My friend has cereal for breakfast.* Check the whole class is listening. Ask *What does [name] have for breakfast?*

Exercise 9
- Check answers using the Lollipop stick technique and have Ss report back to the class, e.g. *I never eat apples, but I sometimes eat bananas.*
- Follow-up: Time permitting involve different Ss with these questions: *What time do you usually eat breakfast? What about at the weekend? Do you have anything special for birthdays? Which food in this lesson do you think is good / bad for you?*

Finishing the lesson
- (*Books closed*) Ask: Ss take turns to say one new word from the lesson. Ask Ss to write them on the board.
- Ask Ss which words from the lesson are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers
- Ss look at the food and drink words in Exercise 1 for 1 minute, then close their books and try to remember them in the order they appear in the box. They can write them down in their notebooks. Ask Ss how many words they remembered and if they could spell them.

2.2

In this lesson

Lesson aims:

- Grammar: countable and uncountable nouns, *some / any*. *Vocabulary: food and drink*

Extra Resources:

- Grammar worksheets p. 154
- Tests: Grammar check 2.2

Homework:

- Workbook Unit 2, p. 17
- Extra Online Practice Unit 2

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, 5 and 9
- Peer learning: Exercise 7 and 10
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Give Ss one minute to write down as many new words from L2.1 that they can remember.
- Give Ss learning feedback by telling them to think about how many words they remembered. Remind them to keep a word list in order to improve.
- Set the goal of the lesson. Ask *Can we count apples? (Yes: 1, 2, 3…) Can we count milk? (No).* Say *Today we will learn to talk about quantity with countable and uncountable nouns.*

Lead-in

- Introduce the new words. Write *butter, chocolate, egg, flour, lemon, milk, sugar, strawberry* on the board and draw pictures under them (or use pre-prepared drawings, objects or ActiveTeach as in L2.1). Point to the pictures, say the words and have students repeat.

Exercise 1 ▶ 8 1.40

- (*Books open*) Ss look at the photo story and find food and drink items they know. They also suggest what the story is about.
- Read out the question first so Ss have a purpose for watching or listening.

Answer → student page

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Are there any strawberries?

1
Lucas: It's Elena's birthday today. Let's make a chocolate cake for her!
Tom: Good idea!
Amy: Here's a recipe. Is there any flour in the cupboard, Lucas?
Lucas: Yes, there is.
Amy: We need some butter and some sugar too.
Lucas: No problem.
Amy: Are there any eggs?
Lucas: Yes, there are and there's some milk in the fridge … but there isn't any chocolate.

2
Amy: Oh, no chocolate. Are there any strawberries?
Lucas: No, there aren't any strawberries, but I've got some sausages!
Tom: A sausage cake, cool!
Lucas: And two lemons. What about a lemon cake?
Amy: Hmm, a lemon cake. First turn on the oven …

30 minutes later …

3
Tom: That's not a cake, it's a pancake!
Amy: But we can decorate it. Let's use these biscuits!
Lucas: Wait, Amy!
Tom: That's Elena!
Lucas: What a disaster!

1 ▶ 8 1.40 **Watch or listen and read. What cake do the children make in the end?**
A lemon cake.

2 **Complete the sentences with *Tom*, *Lucas* or *Amy*.**

1 *Amy* finds a recipe.
2 *Tom* likes sausages.
3 *Lucas* thinks of a lemon cake.
4 *Amy* puts biscuits on the cake.

3 1.41 **Listen and repeat. Find these expressions in the story.**

Say it!

Good idea! Cool! What a disaster!

4 Guess! **Why does Lucas say 'What a disaster!'?**

a Because the cake looks horrible.
b Because there's a problem with the biscuits.

5 ▶ 9 1.42 **Now watch or listen and check.**

Exercise 2

- Ss complete the exercise, then watch or listen again to confirm answers.

Answer → student page

Exercise 3 1.41

- Read out the sentences. Make sure Ss understand them. Ask students to respond with a phrase from the Say it! box: *Let's have a break! Let's do a test now! There's no homework today! There's no break today!*

Answer → student page

Exercise 4

- Critical thinking Students discuss the options in pairs. Ask *Who chooses option a b/c?* and Ss raise their hands or use response cards to answer.

Exercise 5 ▶ 9 1.42

- Ss watch or listen to check their choice.

Video/Audio script

Amy, Tom: Happy Birthday Elena!
Elena: Thanks! Is this for me?
Amy: Yes, it's for you.
Lucas: Er, no it isn't.
Amy: What?!
Lucas: The biscuits on the cake, Amy … They're not real biscuits. They're dog biscuits.
Tom: No way!

- Monitor comprehension. Ask: *Is the cake for Elena? What's wrong with the biscuits on the cake? Is Elena angry? Who can eat the cake?*

Answer → student page

Grammar
Countable and uncountable nouns, *some/any*

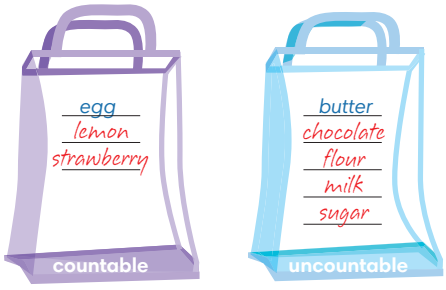
Get Grammar! 10

Countable nouns	Uncountable nouns
an egg, a strawberry two lemons some sausages	sugar, milk — some sugar, milk
+ There are some sausages.	There is some milk.
− There aren't any sausages.	There isn't any milk.
? Are there any sausages?	Is there any milk?
Yes, there are. / No, there aren't.	Yes, there is. / No, there isn't.

6 1.43 **Listen and repeat. Which items in the Vocabulary box do the children use to make a cake?**

Vocabulary Food and drink (2)
butter chocolate egg flour lemon milk strawberry sugar

7 **Complete the shopping bags with the words in the Vocabulary box.**



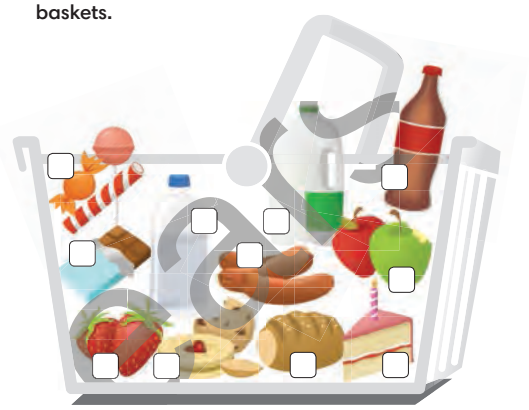
8 **Complete the sentences with *a/an* or (–).**

1 Lucas often has *an* egg for breakfast.
2 Tom always has *–* milk on his cereal.
3 Amy eats *an* apple a day.
4 Tom likes bread with *–* butter.
5 Lucas usually has *a* banana with his lunch.

9 **Circle *some* or *any*. Then look at the photos on page 24 and circle T (true) or F (false).**

1 There are (some) / *any* school books on the table. (T) / F
2 There isn't *some* / (any) flour on the table. T / (F)
3 There are (some) / *any* plants in the kitchen. (T) / F
4 There aren't *some* / (any) eggs in the fridge. T / (F)
5 There isn't *some* / (any) milk on the table. (T) / F
6 There are (some) / *any* pictures on the wall. (T) / F

10 **You organise a birthday party and you want to buy some food. Tick (✔) what you put in your basket. In pairs, ask and answer about the items in your baskets.**



A: *Is there any bread?*
B: *Yes, there is.*
A: *Are there any sweets?*
B: *No, there aren't.*

Exercise 8
- Read out the correct sentences and Ss check their answers.
- Read out the sentences again and Ss repeat to practise intonation. In these sentences *a/an* are unstressed and the nouns and adverbs are stressed, e.g. *Lucas often has an egg for breakfast.*

Answer → student page

Get Grammar! 10
- Play the video as before or read the remaining section of the Grammar box to the class.
- Practise *some* and *any* with countable and uncountable nouns. Write *There are some lemons: There is some milk.* on the board. Ask *Why do we say There **is** some milk? Can we count milk?* Ss: *No.*
- Write *There are two milks* on the board. Ss say what is wrong with the underlined words. Replace *are* with *is* and cross out the *s* on milk.
- You may check comprehension & exercise difficulty with the Traffic Lights technique.

Exercise 9
- Ss work in pairs. Check answers with all class using the response cards.

Answer → student page

Exercise 10
- Ss use the Think-pair-share technique. Give them one minute to first choose food and drink for their party.

Finishing the lesson
- (*Books closed*) Clarify the goals of L2.2. Call out food and drink words and use the Basketball technique to get *countable* or *uncountable* answers. (*lemon, pancake,* etc.) Have SS finish the sentence: *Today I have learned...*

Fast finishers
- Ss write a list of countable and uncountable words in their notebooks, using words from the vocabulary boxes in lessons 2.1 and 2.2.

- Involve Ss. Ask *Is your guess correct?* Check answers using the Thumbs up/down technique.

Get Grammar! 10
- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Countable/Uncountable nouns section of the Grammar box to the class.
- Explain the grammar point like this. Write *butter, chocolate, flour, milk, sugar* on the left of the board and *egg, lemon, strawberry* on the right. Say: *1 lemon, 2 lemons, 3 lemons. Can we count lemons?* Ss: *Yes. Some milk. Can we say milk with plural –s?* Ss: *No. So, we can't count the words on the left. But we can we count the words on the right. We say "There's a lemon" or "There's one lemon". But we say "There's milk".*

Exercise 6 1.43
- Now play the recording. Ss repeat in chorus.

Answer → student page

Extra activity
- Ask Ss to classify the food and drink words in the photo story. Write *Countable* and *Uncountable* on the board. Ss work in pairs and write in their notebooks, then ask for feedback and Ss write the words under the correct headings in turns.

Exercise 7
- Clean the board. Ss use the Think-pair-share technique to do the exercise. Draw the bags on the board and have different Ss write the words to check answers.

Answer → student page

2.3

In this lesson

Lesson aims:

- Grammar: *How much…? How many…? a lot of.*
- Vocabulary: *containers*

Resources:

- Grammar worksheets p. 155
- Tests: Grammar check 2.3

Homework:

- Workbook Unit 2, p. 18

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Warm-up, Exercise 2, 6, 7, and Get Grammar!
- Peer learning: Extra activity and Exercise 5
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise countable and uncountable nouns. Write the headings *Countable* and *Uncountable* on the board. Use the Basketball technique and have Ss say one food or drink word from lessons 2.1 and 2.2. Ss write their word on the board under the correct heading.
- Revise *some* and *any*. Write these sentences on the board and ask different Ss to complete the gaps with one word.
  There are _____ sausages.
  There isn't _____ milk.
  _____ there_____ sausages?
  _____ there _____ milk?
- Set the goal of the lesson. Draw a big and small bottle of milk on the board, or a group of three apples next to only one. Ask *What do you see? What will we learn today?* Say *Today we will learn to ask and answer questions about quantity.* Explain the meaning of *quantity* if necessary. Write the lesson objective on the board.

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Ask *Can you remember the names of the characters? What other animal can you see?*

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City Creatures — The picnic

Carla: It's a beautiful sunny day.
Rocco: Let's go to the beach.
Big Al: Great idea. Let's have a picnic.

At the beach …

Big Al: I'm hungry. How much food is there?
Carla: There's a lot of food! We've got chicken legs, sandwiches, biscuits, chocolate, and there's a lot of fruit.

Big Al: How many biscuits are there?
Rocco: Don't worry, Al! There are four packets!
Big Al: And how much chocolate is there?
Rocco: There are six bars of chocolate.

The city creatures go for a swim …

Big Al: I can't wait for our picnic.
Carla: That's funny. There are a lot of seagulls today.
Rocco: Look! That's our food! Quick.

Carla: Oh no! There aren't any sandwiches or chicken legs.
Rocco: And there isn't any chocolate.
Carla: But there's … one biscuit!
Big Al: This is a terrible picnic.

1 Look at pictures 2 and 3. Which items of food in the box have the City Creatures got?

biscuits, cake, chicken, chocolate, fruit, orange juice, pizza, sandwiches, sausages, water

2 1.44 Read and listen. Circle T (true) or F (false).

1 Carl, Rocco and Big Al go to the park. T / F
2 They take a big picnic. T / F
3 After lunch, they go for a swim. T / F
4 The seagulls eat all of the sandwiches. T / F
5 They don't eat all of the biscuits. T / F

Exercise 1

- Ss circle the food products in the box.

Answer → student page

Exercise 2 1.44

- Make sure Ss understand the sentences. Check answers using the response cards.
- Ask these questions to clarify the False sentences. *1 Where do they go? 3 When do they go for a swim?*

Answer → student page

Get Grammar! 11

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Ss repeat in chorus.
- Involve Ss by helping them produce examples as a class. Write the nouns *biscuits, milk, juice, bananas, cereal, sausages* on the board. Ask different Ss to ask questions using *How much … is there?* or *How many … are there?*
- Write *a lot of* on the board. Ask some Ss to repeat the questions, and choose other Ss to answer using *a lot of*. Make sure Ss use *There is* or *There are* correctly.
- You may check comprehension & exercise difficulty with the Traffic Lights technique now or after Exercise 3.

Grammar *How much …? How many …? a lot of*

▶11 **Get Grammar!**

Countable nouns	Uncountable nouns
How many apples are there?	How much water is there?
There are a lot of apples.	There is a lot of water.
There are six apples.	There are four bottles of water.

3 Complete the questions with *How much* or *How many*.

1 *How many* chicken legs are there?
2 *How much* chocolate is there?
3 *How many* apples are there?
4 *How many* bananas are there?
5 *How much* water is there?
6 *How many* biscuits are there?

4 Look at pictures 2 and 3 again. Answer the questions in Exercise 3.

There are ten / a lot of chicken legs.

5 Carla and Big Al go to the supermarket. What do they buy?
Student A: Go to page 106.
Student B: Go to page 108.

6 1.45 Listen and repeat. Label pictures 1–6 with the phrases in the Vocabulary box.

Vocabulary Containers

a bar of chocolate a bottle of water
a can of cola a carton of juice
a jar of jam a packet of biscuits

1 *a can of cola*

2 *a bar of chocolate*

3 *a bottle of water*

4 *a jar of jam*

5 *a carton of juice*

6 *a packet of biscuits*

7 Complete the questions. Look at the phrases in the Vocabulary box to help you.

1 How many *bottles* of water are there?
2 How many *cartons* of juice are there?
3 How many *packets* of biscuits are there?
4 How many *bars* of chocolate are there?
5 How many *jars* of jam are there?
6 How many *cans* of cola are there?

8 Look at the picture and count. In pairs, ask and answer the questions in Exercise 7.

A: *How many bottles of water are there?*
B: *There are four bottles of water.*

1 jar of jam, 1 packet of biscuits, 5 cartons of orange juice, 3 bars of chocolate, 4 bottles of water, 2 cans of cola

Exercise 3
- Ss work individually. They may compare answers in pairs before class check.

Answer → student page

Exercise 4
- Ss write their answers in their notebooks.

Answer
2 There is a lot of chocolate. 3 There are five apples. 4 There are six bananas. 5 There is a lot of water. 6 There are a lot of biscuits.

- Follow-up: point out that we can't use a number with uncountable nouns. Say *When we answer the question "How much chicken is there?" we can use "A lot of chicken" or "Ten legs of chicken".*

Extra activity
- Ss do a role play. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story. Monitor pronunciation. Ss can then perform their role plays to the class. They can use their books at this stage.

Exercise 5
- Assign Student A and Student B to pairs.
- Invite pairs to share their questions and answers in front of the class.

Answer →
Big Al: a lot of sausages, 6 bananas, 7 apples, a lot of ice cream and a lot of orange juice.
Carla: a lot of eggs, 5 burgers, 6 tomatoes, 5 packets of biscuits, a lot of tuna.

Exercise 6 1.45
- Make sure Ss understand the names of containers.
- Encourage Ss to involve themselves in the learning process by being responsible for their own wordlists. Give Ss a few minutes to add the new words to their wordlists in their notebooks. They can add drawings to help them.

Answer → student page

Exercise 7
- Ss work individually. Check answers using the Lollipop stick technique. Write the answers on the board for use in Exercise 8.
- Ask *Why do we use How many? in these questions? Can we count the containers?* Ss *Yes.*

Answer → student page

Exercise 8
- Make sure Ss have the correct answers for Exercise 7. Ask two Ss to read out the questions.
- Ss work in pairs and take turns to ask and answer the questions. Monitor pairs for grammar and pronunciation.
- Follow-up: brainstorm a class picnic basket. Get suggestions for what is in the basket using the Basketball technique e.g. *chocolate*. Ask *How much chocolate?* Or *How many bars of chocolate?,* etc. Ss draw what they describe on the board.

Answer → student page

Finishing the lesson
- (*Books open*) Ss have one minute to look at pictures 2 and 3 of the cartoon story.
- (*Books closed*) Have Ss ask the questions in Exercise 3 again to see what they can remember and if they have mastered the lesson objectives. Ss take turns to answer. Ask them to finish the sentence: *Today I have learned…* and write It on the board.

Fast finishers
- Ss underline *How many* questions and circle *How much* questions in the cartoon stories. They copy them into their notebooks.

2.4

In this lesson

Lesson aims:

- Communication skills: ordering food

Extra Resources:

- Communication Worksheets p. 169

Homework:

- Workbook Unit 2, p. 19
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 4
- Independent learning: Finishing the lesson.

Warm-up

- (*Books closed*) Revise vocabulary. Ask different Ss questions about food and drink: *What's your favourite food/meal? What do you usually have for breakfast/ lunch/dinner? Do you like going to cafés/restaurants?*
- Set the goals of the lesson. Ask: *Do you know how to order food? What do you say in a restaurant?* Say *In this lesson we will learn how to order food at a cafés and restaurants.*

Lead-in

- (*Books open*) Ss cover the text, then look at the photos and menu and say who and what they can see.

Exercise 1 12 1.46

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 1.47

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Involve Ss by personalising the topic. Read the menu to Ss and ask them to repeat. Have a class discussion, asking different students about the types of pizza and what Ss think the toppings are.
- Have a class vote for the most popular type of pizza using the Thumbs up/down technique.

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Anything else?

Waitress: What would you like?
Amy: Can I have a Margherita pizza, please?
Tom: And I'd like a Pepperoni pizza.
Waitress: Anything else?
Tom: Yes, can I have some chips, please?
Amy: Tom! The pizzas here are big.
Tom: No problem. I'm really hungry!
Waitress: Would you like anything to drink?
Amy: Can I have a lemonade, please?
Tom: And I'd like a strawberry milkshake, please.
Waitress: Great, thanks.

Dino's Pizzeria
Menu

Margherita	£7.50
Hawaiian	£8.00
Pepperoni	£9.50
Vegetarian	£8.00
Chips	£3.00
Cola / Lemonade / Ice Tea	£1.50
Milkshake (strawberry)	£2.50

Waitress: Here are your pizzas …
Tom: Wow, you're right Amy. They're really big!
Waitress: … and your chips. And here's a lemonade for you and … a strawberry milkshake for you.
Amy: Told you!

1 12 1.46 **Watch or listen and read. Answer the questions.**

1 Where are Amy and Tom? *At a pizzeria.*
2 What can you eat there? *Pizzas and chips.*

2 1.47 **Listen and repeat.**

Communication Ordering food

Waiter/Waitress
What would you like?
Would you like anything to drink?
Anything else?

Customer
Can I have *a vegetarian pizza*, please?
I'd like *a lemonade*, please.

3 1.48 **Put the dialogue in the correct order. Then listen and check.**

4 Can I have orange juice please?
1 What would you like?
2 I'd like a burger and chips, please.
5 Great, thanks.
3 And what would you like to drink?

4 Work in groups of three. Act out a dialogue.
Student A: Go to page 106.
Students B and C: Go to page 108.

Exercise 3 1.48

- Ss work in pairs. They should look at the photo story and Communication box for help.
- Ask Ss for answers. Do not confirm the answers yet. Play the recording for Ss to check.

Answer → student page

Extra activity

- Do some extra pronunciation and questions intonation practice. Play the audio track for Exercise 3 again, stopping after each sentence. Ss repeat and copy what they hear. Ss can then practise the dialogue in pairs. Monitor their pronunciation and intonation.

Exercise 4

- Assign Student A, Student B and Student C to groups. Make sure Ss understand the information on their pages.
- Monitor Ss production and use of vocabulary and grammar.
- Invite pairs to perform their role plays to the class.

Finishing the lesson

- (*Books closed*) Involve Ss by checking their memory with these questions: *What's the name of the pizzeria? Which pizza does Amy/Tom order? What else does Tom order? What do they order to drink?* Encourage Ss to reflect on the lesson by having them finish the sentences: *I now can…*

Fast finishers

- Ss work out the bill for the food Tom and Amy order (£24.00)

The pancake

1 D
Pancakes are popular all over the world, and different countries use different ingredients. They are often sweet and usually round. In France, pancakes come with chocolate. In Asia, they have fish on top. But in the UK, we have pancakes with lemons and sugar.

2
Every year there is a day when people in the UK eat a lot of pancakes. It's called Pancake Day and it's always on a Tuesday, in February or March. We use 52 million eggs on this day – that's a lot!

3
People do lots of things with pancakes. In the UK, there are pancake competitions. People run with pancakes and throw them into the air. In the USA, pancake art is very popular. People make pictures of their favourite celebrity, like Jennifer Lawrence!

4
It's easy to make pancakes: you need milk, water, flour and eggs. Cook the ingredients in a pan, then throw the pancakes in the air!

Good luck!

1 Do you like pancakes? What do you eat them with? Tick (✔) your favourite fillings. Add your own ideas.

☐ sausages	☐ cream	☐ fish
☐ vegetables	☐ jam	☐ ham
☐ chocolate	☐ fruit	_____
☐ cottage cheese	☐ meat	_____

2 1.49 Read the text. Match headings A–D to paragraphs 1–4. Then listen and check.

4 A The perfect pancake
2 C A special day
3 B Let's have fun!
1 D A popular food

3 Find the meaning of these words in a dictionary.

1 ingredients	3 competitions	5 easy
2 popular	4 throw	6 cook

4 Read the text again. Answer the questions.

1 Which country has pancakes with chocolate?
2 Where can you eat pancakes with fish?
3 When is Pancake Day?
4 How many eggs do people in the UK use on Pancake Day?
5 Which pancake activity is popular in the USA?
6 What ingredients do you need to make pancake?

Fun Spot

5 Game! Throw a dice twice. What is on your pancake? Write a sentence about your pancake. Read it to the class.

1 jam	1 sausages
2 cream	2 tomatoes
3 chocolate	3 vegetables
4 fish	4 biscuits
5 chicken	5 chips
6 yoghurt	6 strawberries

My pancake has got some chocolate and a lot of tomatoes on top!

2.5

In this lesson

Lesson aims:
- Reading and understanding a text about a food festival
- Vocabulary: places in a school

Homework:
- Workbook Unit 2, p. 20

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Exercise 1
- Peer learning: Exercise 2 and 6
- Independent learning: Finishing the lesson

Culture notes
Pancake Day is celebrated in the UK on the Tuesday before Lent. People make pancakes and serve them with lemon and sugar. Children run in pancake races.

Warm-up
- (*Books closed*) Set the goals of the lesson. Ask *What is a food festival? Do you know any?* Say *In this lesson we will read about a food festival.*

Lead-in
- (*Books open*) Ss look at the photos and take turns to say what they can see.

Exercise 1
- Ss work using the Think-pair-share technique.

Exercise 2 1.49
- Tell Ss to read the first paragraph individually and match the heading.
- Give Ss one minute to read the whole text, or play it once.
- Check comprehension. Ask e.g. Do we need flour to make pancakes? Ss answer with their response cards.

Answer → student page

Exercise 3
- Ss find and underline the words in the text.

Extra activity
- Follow-up: Ss use the new words in sentences. Write them with gaps for new words on the board: *(Cook) the chicken for 40 minutes. This test is (easy). Video games are (popular). I'm in a tennis (competition). (Throw) the ball to me. (Chocolate) is an ingredient.*

Exercise 4
- Involve Ss by reminding them to underline key words in the questions (the WILF technique).
- Ss answer in their notebooks.

Answer
1 France 2 In Asia 3 On a Tuesday in February or March 4 52 million 5 Pancake art 6 Milk, water, flour and eggs

Exercise 5
- Divide the class into four groups. Hand out dice to each group. Give Ss a few minutes to write sentences.
- Ss read and correct each other's work in pairs.

Finishing the lesson
- (*Books closed*) Involve Ss in feedback. Ask *What do you remember from the lesson?*

Fast finishers
- Ss circle the food words in the text.

2.6 In this lesson

Lesson aims:

- Listening for specific information
- Writing a blog entry, email or text for a school magazine. Using *so* and *because* in writing

Homework:

- Workbook Unit 2, p. 21

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 5 and 6
- Peer learning: Exercise 3 and 6
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask Ss *What time do you have breakfast during the week/at the weekend?* using the Basketball technique.
- Set the goals of the lesson. Ask if they remember Daisy's blog from Unit 1. Have them look at Exercise 4 on p. 30 for 5 seconds, then close the books again. Ask *What will we learn today?* Say *We will learn how to write a short text about food.*

Lead-in

- (*Books open*) Ss say what food they can see in the photos.

Exercise 1 1.50

- Before Ss listen, say *You're going to listen to three children talk about what breakfast.*

Answer → student page

Exercise 2 1.50

- This is preparation for the CYLET Movers Listening test Part 2.
- Ss read the table before listening and can guess what kind of food they might hear.

Answer → student page

Exercise 3

- Ss work using the Think-pair-share technique. Have a vote for the most popular breakfast.

Exercise 4

- Give Ss one minute to read the text and answer the question.

I can understand and write short texts about food.

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1 1.50 Match the breakfasts (1–3) to the countries. Then listen and check.

Italy 3 Japan 1 Turkey 2

2 Exam Spot 1.50 Listen again and complete the table.

	Breakfast on a school day	Breakfast at the weekend
Hiroko	fish with 1 *rice* and vegetables	2 *cereal*
Zeynep	toast and 3 *jam*	bread with 4 *cheese*, eggs and tomatoes
Emilio	5 *biscuits* with hot chocolate	cake with 6 *milk*

3 Answer the questions.

1 Which of the three breakfasts do you like most? Why?

2 What's a typical breakfast in your country?

4 Read Adam's blog. When and why does he have a big breakfast?

He has a big breakfast on Saturday because he plays a lot of sport on that day.

Adam's blog

Hi, I'm Adam and I live in Edinburgh, in Scotland. On a school day, I have a quick breakfast because I leave the house quite early. I usually just have cereal with milk, and a glass of orange juice. On Saturday, my brother and I play a lot of sport so we always have a big breakfast. We usually have sausages with eggs and tomatoes and we have toast and jam too.

Writing *so, because*

I play a lot of sport *so* I'm always hungry.
I'm always hungry *because* I play a lot of sport.

5 Complete the sentences with *so* or *because*.

1 I always have fruit for breakfast *because* I like it.
2 Cola's got a lot of sugar in it *so* I drink water.
3 Classes finish at one o'clock *so* I have lunch at home.
4 My dad often cooks eggs *because* he loves them.
5 My brother loves pizza *so* he often goes to the pizzeria.
6 We don't eat chips *because* they are unhealthy.

6 Writing Time Write about your breakfast.

Find ideas

Think what you usually have for breakfast. How is it different on a school day and at the weekend? Make notes.

Draft

Write about your breakfast.
On a school day I always/usually … because …
At the weekend I … so I have …

Check and write

Check the use of *so* and *because* and write the final version of your text.

- Follow-up questions: *Where does Adam live? What does he usually have for breakfast?*

Answer → student page

Exercise 5

- Make sure Ss understand *so* and *because* with these examples. Explain that we use *because* for a reason and *so* for a result.
  result ← reason
  reason → result
  I often eat apples ***because*** *I like them.*
  I like apples ***so*** *I often eat them.*
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 6

- Read out the notes. Ss take turns to give ideas. Write them on the board.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. You may use the Two stars and a wish technique.
- Ss write their text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Correct mistakes using descriptive evaluation (see L1.6), and also praise good use of grammar and vocabulary.

Extra activity

- Ss copy their work from Exercise 6 to a piece of paper and display for the class.

Finishing the lesson

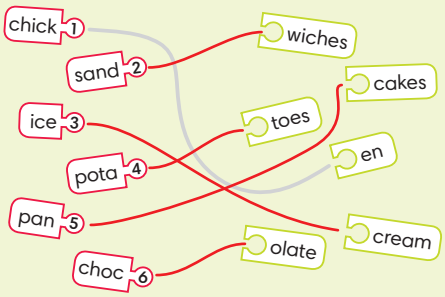
- Ask *What was easy about the lesson? What is still difficult?*

Fast finishers

- Ss underline the verbs in the in Adam's blog and circle the adverbs of frequency.

Vocabulary

1 Match the word halves to find six food words.



2 Find and circle six food and drink words in the wordsnake. Write the letters you don't need in the gap. What type of cake is it?

It's a *lemon* cake!

3 Circle the correct answer.

Shopping list

2 bars / (bottles) of water
5 (cans) / bars of cola
a (jar) / carton of strawberry jam
a packet / (carton) of orange juice
a (bar) / jar of chocolate

Pronunciation

4 1.51 Listen and repeat: /dʒ/ or /g/?

Sausages and sugar
Juice and jam
Oranges and yoghurt
Eggs and ham!

Grammar

5 Which words in Exercises 1 and 2 are countable? Which are uncountable?

chicken – countable

6 Complete with *some, a/an* or *any*.

1 'I've got *some* sweets. Do you want one?'
2 Tom usually has *a* ham sandwich for lunch.
3 **A:** 'Here's *some* milk for your cereal.'
B: 'Thanks!'
4 'Is there *any* ice cream in the fridge?'
5 Jess has *an* egg for breakfast.
6 We haven't got *any* cream for the cake!

7 Complete the questions with *How much* or *How many*. Then ask and answer in pairs.

Your food quiz

How much cola do you drink every week?
How much water do you drink every day?
How many burgers do you eat every week?
How many jars of jam does your family eat in a month?
How much chocolate do you eat in a week?
How many apples do you eat every day?

A: *How much cola do you drink every week?*
B: *I drink a lot of cola. I drink five cans of cola.*

Communication

8 Complete the dialogue with the words in the box. Act out the dialogue in pairs.

can great I'd like ~~would~~

Waiter: What [1] *would* you like?
Elena: [2] *Can* I have a chicken sandwich, please?
Waiter: Would you [3] *like* anything to drink?
Elena: [4] *I'd* like a chocolate milkshake, please.
Waiter: [5] *Great*. Thanks.

Check yourself!

- I can talk about food and drink.
- I can talk about quantity.
- I can ask and answer questions about quantity.
- I can order food in a café or restaurant.

2.7 In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 2
- Pronunciation: /dʒ/and /g/

Extra resources:

- Tests: Language Test 2; Skills Test 1

Homework:

- Workbook Unit 2, p. 22
- Extra Online Practice Unit 2

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 2. Ask *What new words are in this unit? Can you remember them all? Can you spell them?*
- Set the goals of the lesson. Say *In this lesson we will revise the language in Unit 2.*

Lead-in

Exercise 1

- (*Books open*) Use the Lollipop stick technique to choose Ss write the words on the board.

Answer → student page

Exercise 2

- Ss work using the Think-pair-share technique.

Answer → student page

Exercise 3

- Choose Ss to read out the correct words.

Answer → student page

Exercise 4 1.51

- Ss repeat as a class. Play the recording again and choose pairs or individuals to repeat.
- Follow-up: Dictate *burger, hot dog /g/, vegetable, sandwich /dʒ/*. Ss say which sound they hear.

Exercise 5

- Write the headings on the board and ask different Ss to write the words.

Answer
Countable: sandwiches, pancakes, potatoes, eggs; Uncountable: chicken, ice cream, chocolate, butter, flour, cream , sugar, milk

Exercise 6

- Ss work individually. Choose Ss to read out the answers.

Answer → student page

Exercise 7

- Ss complete the questions individually. Check answers.
- Ss ask and answer in pairs.

Answer → student page

Extra activity

- Ss add two questions to the quiz in Exercise 7, using *How much* and *How many*.

Exercise 8

- Choose Ss to read out the dialogue before pair practice.

Answer → student page

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think about what they do well and where they need more practice.
- (*Books closed*) Encourage Ss to give feedback on their own learning. Ask e.g. *Can you order food in English?*

Fast finishers

- Ss make their own wordsnake with food words.

1&2

In this lesson

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

Resources:

- Tests: Skills Test Units 1&2, Speaking Tasks Units 1&2

Homework:

- Workbook Skills Revision 1&2, pp. 24–25

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4, Lead in and Extra Activity
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 1–2. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 1 and 2 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down a many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *What's "dictionary" in (Polish)?* Student B: … Student B: *How do you spell "vegetables"?* Student A: *V-E-G-E-T-A-B-L-E-S.*

Warm-up

- (Books closed) Name one item of food. Ask a student to name another. Go around the class and ask each student to name an item of food.

Reading and Writing

A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What [1] ___ basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and [2] ___ fruit. After breakfast, Michael practises basketball. He runs and he [3] ___ for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How [4] ___ water does he drink? A lot! But he [5] ___ drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. [6] ___ he like his day? "Yes, I do!" he says.

1 Look at the picture. What is the man's job? What do you think he does in a typical day?

2 Exam Spot Read the text and circle the correct answer a, b or c.

1	a does	(b) do	c are
2	(a) some	b any	c a
3	a jump	b to jump	(c) jumps
4	a many	(b) much	c a lot of
5	a don't	(b) doesn't	c not
6	(a) Does	b Do	c Is

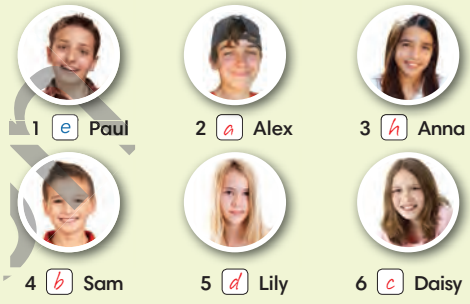
3 Exam Spot Write about 60–70 words about your typical day. Use these questions to help you.

1 What time do you get up and what do you have for breakfast?
2 What time do you start school?
3 What are your favourite subjects?
4 What time is your lunch break and what do you have for lunch?
5 What time do you come home after school? What do you do in the evening?

I get up at … and I have … for breakfast. I start school at … My favourite subjects are … Lunch break is at 12.30 and I usually have … for lunch. I come home at 4 p.m. I … in the evening.

Listening

4 Exam Spot 1.52 Listen and match people 1–6 to hobbies a–h. There are two extra hobbies.



1 e Paul 2 a Alex 3 h Anna
4 b Sam 5 d Lily 6 c Daisy

- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

Lead-in

- Ask Ss *What's your favourite subject? What do you use for this subject?* Have different Ss answer using the Basketball technique.

Exercise 1

- Pointing to the picture, ask *What can you see?* Elicit *a tall man, a basketball player, a basket ball.* Say *This is Michael.*

Answer

He's a basketball player. Suggested answers: He plays basketball, he wakes up, he eats meals, he watches TV, etc.

Exercise 2

- This is preparation for CYLET Movers Reading and Writing Part 4.
- Tell Ss to read all the text first so they know what it is about. Then they should read all the options before they choose an answer.
- Check answers using the Lollipop stick technique.

Answer → student page

Extra activity

- (Books closed) Divide Ss into two teams. Ask each team in turn True/False questions about the text in Exercise 1 and have Ss answer with their response cards. E.g. *Michael wakes up at 8 a.m. (F – 7 a.m.) He practises basketball after breakfast (T) He has lunch at 1 o'clock. (F – 12.30.) At*

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Communication

5 Exam Spot Read the questions and circle the correct answer a, b or c.

1 **Sarah:** Hi Laura, how are you?
Laura: a I'm in the library.
b I'm David's sister.
(c) I'm very well, thanks.

2 **Sarah:** What's our next lesson?
Laura: a Yes, it is.
(b) It's Maths.
c It's in the computer room.

3 **Sarah:** What's the name of our new teacher?
Laura: (a) It's Mrs Benini.
b Yes, she's new.
c She's in Room 46.

4 **Sarah:** How do you spell that?
Laura: a No, I don't.
(b) It's B-E-N-I-N-I.
c Yes, I can.

5 **Sarah:** Is there a test today?
Laura: (a) Yes, there is.
b Yes, we have.
c Yes, it is.

6 **Sarah:** Are we late?
Laura: a No, we don't.
b No, we can't.
(c) No, we aren't.

7 **Laura:** Would you like an apple, Sarah?
Sarah: a Yes, I do, but bananas are my favourite fruit.
(b) Yes, please.
c Yes, I like it.

6 Exam Spot Ask and answer the questions in pairs.

1 What's your favourite food?
2 Do you sometimes go to a café?
3 What do you usually order?

Exam Language Bank

School subjects
Art
Computer Studies
English
French
Geography
History
Maths
Music
P.E.
Science

School items
calculator
dictionary
laptop
map
paints
pencil case
rubber
ruler
scissors
trainers

Places in a school
canteen
classroom
computer room
gym
hall
library
playground
staff room

Food and drink
bread
butter
cereal
cheese
chicken
chips
chocolate
egg
fish
flour
fruit
ham
lemon
meat
milk
orange juice
pancakes
pasta
potatoes
rice
salad
sandwiches
sausages
strawberry
sugar
tomatoes
tuna
vegetables
water
yoghurt

do, play
do ballet, judo, karate, pottery
play basketball, chess, football, tennis; the drums, the guitar, the piano

Containers
a bar of chocolate
a bottle of water
a can of cola
a carton of juice
a jar of jam
a packet of biscuits

Asking for personal information
What's your name?
How do you spell that?
Where do you live?
What's your email address?
What's your phone number?

Ordering food
What would you like?
Would you like anything to drink?
Anything else?
Can I have *a vegetarian pizza*, please?
I'd like *a lemonade*, please.

Ref

4 p.m. he has a sandwich and some milk. (F – water.) The basketball games are often in the afternoon. (F– at night). They finish at half past ten. (T).

Exercise 3
- This is preparation for PTEYL Quickmarch, Task 6.
- Read out the questions and explain any meanings if necessary. Ask Ss what preposition they use for time and elicit *at*.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Extra activity
Ss read their texts to the class now or at the end of the lesson. If the friend is in the class, the student doesn't say his/her name. The class guesses.

Exercise 4 1.52
- This is preparation for CYLET Movers Listening Part 3.
- Before Ss listen, tell them to look at the pictures and think about what hobbies they represent. They should listen for key words.
- Play the recording once. Ss do the matching task. Play the recording again for Ss to check their answers.
- Check answers using the Lollipop stick technique. Ask Ss to say which key words they heard that helped them match.
- Play the recording again if necessary for less confident Ss to confirm answers.

Answer → student page

Exercise 5
- This is preparation for CYLET Movers Reading and Writing Part 2.
- Tell Ss to read all the options before choosing their answers. Ss work individually and then compare answers in pairs.
- Ask different pairs to read out the exchanges.

Answer → student page

Exercise 6
- This is preparation for CYLET/ PTEYL Speaking.
- Ss work in pairs. Monitor pairs and check correct use of language.
- Ask pairs to report back to the class and tell Ss to listen carefully to what they hear. (They may take notes to use in the Extra activity.)

Extra activity
Divide Ss into two groups. Ss remember what they heard and take turns to say T/F sentences about their partners for the other group to guess.

Finishing the lesson
- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (☺, 😐, ☹) to show their progress. Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers
Ss write sentences like those in Exercise 3 about a different friend.
Ss study the Exam Language Bank.

3.1 In this lesson

Lesson aims:
- Vocabulary: technology, using technology

Resources:
- Vocabulary worksheet 3.1, p. 149
- Tests: Vocabulary check 3.1

Homework:
- Workbook Unit 3, p. 26

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 8
- Peer learning: Exercise 6, 8 and Extra Activity
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Write *Technology* on the board and explain the meaning. Ss take turns to say any technology words they know in English.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 34-35 and offer ideas in turns: *Today we will talk about technology.* Write the lesson objective on the board.

Lead-in
- Read out the words one at a time and Ss repeat. Explain the meanings of words Ss do not know.

Exercise 1
- Ss describe what they can see in the photos, e.g. *I can see a cat and a TV in photo 2.* Teach *guinea pig* and *lizard* if necessary.
- Follow-up: Ss take turns to tell the class which items in the box they use every day. Check Ss listen to each other. Ask *What item does [name] use every day?*

Exercise 2 2.1
- Make sure Ss understand all the vocabulary in the box.
- Ss work in small groups or pairs to find the technology in the photos, e.g. *Look. I can see a screen.* Monitor Ss for understanding and pronunciation.

3 Technology for all

Vocabulary I can talk about technology.

In this unit

Vocabulary
- Technology
- Using technology
- Feelings
- Adjectives with prepositions

Grammar
- Present Continuous affirmative, negative, questions and short answers

13-14 3.2 Grammar video

15 3.2 Grammar animation

16 3.3 Grammar animation

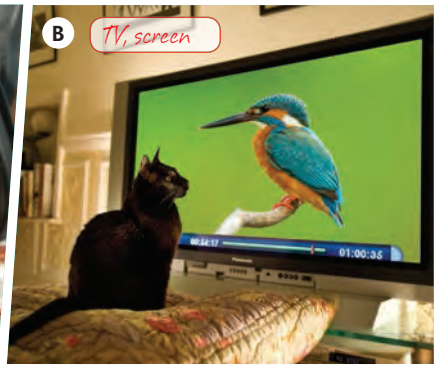
17 3.4 Communication video

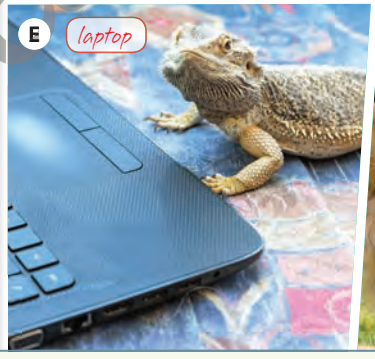
18 BBC Culture video

1 Do you know these technology words? Which things do you use every day?

mobile phone computer laptop camera tablet TV

I know that!





34

- Check answers with all class using the response cards.

Answer → student page

Exercise 3 2.2
- Before they listen, tell Ss to listen for the pet words and technology words.
- Follow-up: Ss work in pairs and write a description of the two remaining photos. Ask different pairs to read them to the class.

Answer → student page

Extra activity
- Ss work in pairs. They each draw a picture of a pet and some technology items similar to the photos on page 34. Then they swap pictures and label them with technology words. They then describe the photos to each other in the same way as the listening activity in Exercise 3. Invite several pairs to share with the class.

Exercise 4 2.3
- Read out the phrases in the box and Ss repeat. Explain any new words.
- Ss work in pairs to label the pictures.
- Play the recording to confirm answers.

Answer → student page

- **Critical thinking** Ss work in pairs and think about which technology we use for the phrases in the Vocabulary box. Ask for feedback with questions, e.g. *Can you use a laptop to download songs? What can you use to surf the Internet? What can you use a mobile phone for? Do you need speakers to chat online?*

2 2.1 Listen and repeat. Which things can you see in the photos on page 34?

Vocabulary Technology

camera computer headphones
keyboard laptop mobile phone mouse
printer screen speakers tablet TV

3 2.2 Listen to four people. Match their animals to the photos on page 34.

1 C Manny 3 B Kitty
2 E Len 4 A Charlie

4 2.3 Listen and repeat. Match the activities in the picture to the words in the Vocabulary box.

Vocabulary Using technology

chat online download a song
send an email surf the Internet
take a selfie/photo talk on the phone
text a friend

1 chat online
2 text a friend
3 take a selfie/photo
4 download a song
5 send an email
6 surf the Internet
7 talk on the phone

5 Play word tennis!

chat download send surf
take talk text

A: *Text …*
B: *… a friend. Chat …*
A: *… online.*

6 Read the quiz. Complete the missing words.

Too much tech!

Love it or hate it, we all use technology. But how often do you use it?

1 How many times do you t*ext* your friends in a day?
- **a** 20 or more.
- **b** Between 10 and 20. I sometimes s*end* emails too.
- **c** Between 0 and 10. We usually t*alk* on the phone.

2 Is it a good idea for kids to use phones at school?
- **a** Yes. You can t*ake* selfies with your friends!
- **b** Sometimes. You can s*urf* the Internet.
- **c** No. You don't listen to your teacher.

3 How much time do you spend on your phone every day?
- **a** 5–10 hours. **b** 2–5 hours. **c** 1–2 hours.

4 What do you do before you go to bed?
- **a** I c*hat* online or play computer games.
- **b** I d*ownload* songs and listen to music.
- **c** I read a magazine or a book.

7 Read the quiz again and circle your answers. Check your answers on page 106.

8 What items of technology do these people use? Make notes and tell your partner.

I remember that!

a your best friend
b your parents
c your grandparents
d you

My grandparents have a tablet. They surf the Internet and send emails.

Finishing the lesson

- (*Books closed*) Refer Ss back to the lesson objective: *Can you talk about technology?* Have them take turns to say one new word from the lesson. Ask different Ss to write them on the board.
- Ask Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers

- Ss look at the technology and/or the using technology vocabulary for 1 minute, then close their books and try to remember them in the order they appear in the box. They can write them down in their notebooks. Ask Ss how many words they remembered and if they could spell them.

Exercise 5

- Ss play in pairs.
- Follow-up: Play word tennis with the class, Ss taking turns to answer. T: *Text …* Ss: *.. a friend*, etc. Read out the words slowly at first, but get gradually faster.

Exercise 6

- Ss work using the Think-pair-share technique.
- Ask different Ss to read the questions to check answers and comprehension.

Answer → student page

Exercise 7

- Ss do the quiz in pairs. They take turn to read questions and answers to each other. Remind Ss how to say 0 (*zero*) if necessary.
- Ss check their answers. Involve Ss by asking for feedback with follow-up questions: *Do you watch TV before bedtime? What other things do you do? Do you agree with the quiz results? Why/Why not?*

Exercise 8

- Ask *What technology do your grandparents use?* Ask a student to read out the example answer. Ask *Is this true for your grandparents?* Check answers using the Basketball technique.
- Ss ask and answer in pairs. Monitor question forms and pronunciation.
- Ss share what they found out with to the class.

3.2

In this lesson

Lesson aims:

- Grammar: Present Continuous affirmative and negative

Resources:

- Grammar worksheet 3.2, p. 156
- Tests: Grammar check 3.2

Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 7 and Get Grammar!
- Peer learning: Exercise 8
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write the verbs from the Using technology Vocabulary box in L3.1 on the board. Ss take turns to say the phrases.
- Give Ss learning feedback by asking who has started wordlists in their notebooks.
- Set the goal of the lesson. Say *We learn English every Monday. Now we are learning English. What is the difference between the sentences?* Write them on the board and have Ss reply. Say: *Today we will learn the Present Continuous so we can to talk about what is happening now.*

Lead-in

- (*Books open*) Ss look at the photo story and describe who and what they can see. They suggest what the story is about.

Exercise 1 13 2.4

- Tell Ss to read the task first so they have a purpose for watching or listening.

Answer → student page

Exercise 2

- Ss complete the exercise, then can watch or listen again to confirm answers.

Answer → student page

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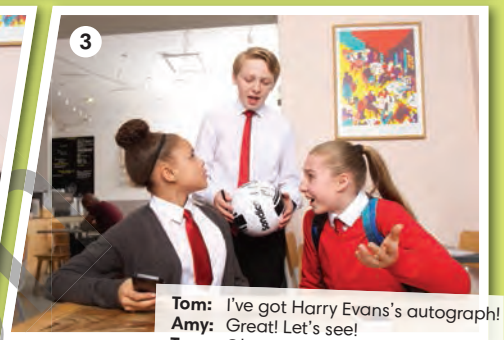
I'm taking a photo

Elena, Amy: Hi Tom.
Tom: Hi Amy, Hi Elena … Er, can you sit down? I'm taking a photo …
Elena: A photo of who?
Tom: Harry Evans, the famous football player. He's sitting over there. Look – the waitress is asking for his autograph!
Elena: She isn't asking for his autograph! She's taking his order!
Amy: Wow! Let's text Lucas. WE'RE HAVING LUNCH WITH HARRY EVANS! Why don't you ask for his autograph?
Tom: But I haven't got any paper!
Elena: Go on Tom! You've got your football.

Amy: Hey Elena – look at Tom!
Elena: Wait a minute. I'm looking it up. … Harry Evans …



Tom: I've got Harry Evans's autograph!
Amy: Great! Let's see!
Tom: Oh no! That's a surprise!

1 13 2.4 **Watch or listen and read. Match activities 1–3 to the children (a–c).**

1 surf the Internet — a Tom
2 text a friend — b Elena
3 take a photo — c Amy

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

1 The children are at school. T / F
The children are at a café.
2 Amy is interested in Harry Evans. T / F
Tom is interested in Harry Evans
3 Elena doesn't know about Harry Evans. T / F
4 Tom has got some paper. T / F
Tom has got his football
5 Tom has got an autograph. T / F

3 2.5 **Listen and repeat. Find these expressions in the story.**

Say it!
That's a surprise! Wait a minute. Go on!

4 Guess! **Why does Tom say 'That's a surprise!'? Have a class vote.**

a Because Harry Evans spells Tom's name wrong.
b Because it isn't Harry Evans.

5 14 2.6 **Now watch or listen and check.**

Exercise 3 2.5

- Read out the sentences. Make sure Ss understand them. Ask students to respond with a phrase from the Say it! box: *I want to ask for his autograph. Look! It's Lionel Messi! Can you help me? Oh no! It isn't Messi!*

Answer → student page

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Ask *Who chooses option a/b?* and Ss reply using their response cards.

Exercise 5 14 2.6

- Ss watch or listen to check their choice.

Answer → student page

Video/Audio script

Amy: It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?
Tom: I don't know, but it isn't Harry Evans!
Elena: Wait... Google says Mark Taylor is an actor!
Amy: So he isn't Harry Evans, but he is someone famous!

- Monitor comprehension. Ask: *Who's got a mobile phone? Who takes a photo? What does the man write on? How does Tom feel? Does Amy send a text? Does Amy surf the Internet?*
- Involve Ss. Ask *Is your guess correct?* Check answers with the response cards.
- Follow-up: Divide the class into groups of three and assign a role from the photo story to Ss. They roleplay the story in their groups.

Grammar
Present Continuous affirmative and negative

Get Grammar! 15

+	−
I'm talking.	I'm not talking.
You're talking.	You aren't talking.
He/She/It's talking.	He/She/It isn't talking.
We're talking.	We aren't talking.
You're talking.	You aren't talking.
They're talking.	They aren't talking.

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

LOOK!
look + ing = looking
take + ing = taking
sit + t + ing = sitting

6 Complete the sentences with the verb in the Present Continuous affirmative.

1 Tom *is taking* (take) a photo.
2 The children *are wearing* (wear) school uniforms.
3 Elena *is sitting* (sit) at a table.
4 Tom and Amy *are looking* (look) at the autograph.
5 You *are listening* (listen) to your teacher.
6 I *am learning* (learn) English now!
7 We *are doing* (do) exercises.

7 Say negative sentences in pairs.
Student A: say the words.
Student B: say the sentence.
Look at the photos on page 36 to check your answers. Then swap roles.

1 **A:** Tom / eat a hamburger
B: *Tom isn't eating a hamburger.*
2 Elena / take a photo
3 The man / wear a blue T-shirt
4 The waitress / ask the man for his autograph
5 Amy / surf the Internet
6 Elena and Amy / talk to the man

8 Complete the text with the correct forms of the Present Continuous.

Lucas is at home today. At the moment, he [1] *is sitting* (sit) in his bedroom. He [2] *isn't listening* (not listen) to music. He [3] *isn't playing* (not play) computer games! He [4] *is surfing* (surf) the Internet for his Science project. He's bored. Lucas's parents [5] *are watching* (watch) a film on TV downstairs. His friends [6] *aren't doing* (not do) homework. They [7] *are chatting* (chat) and laughing at the café! Poor Lucas!

9 Exam Spot Look at the pictures. Spot four more differences! Then tell your partner.

1 *In Picture A the boy is talking on his phone. In Picture B he isn't talking on his phone. He's eating a hamburger.*
2 *In Picture A the dog is sleeping on the floor next to the table/boy. In Picture B the dog is sitting next to the table/boy.*

3 *In Picture A the boy is wearing a cap. In Picture B he isn't wearing a cap.*
4 *In Picture A the girl isn't reading a book. In Picture B she is reading a book.*
5 *In Picture A the girl is drinking lemonade. In Picture B she's drinking tea or coffee.*

Answer
2 Elena isn't taking a photo. 3 The man isn't wearing a blue T-shirt. 4 The waitress isn't asking the man for his autograph. 5 Amy isn't surfing the Internet. 6 Elena and Amy aren't talking to the man.

Extra activity
- Ss work in pairs and describe what is happening in the photo story using the Present Continuous. They can then do the same with the photo stories in Units 1 and 2.

Exercise 8
- Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

Answer → student page

Exercise 9
- This is preparation for the CYLET Movers Speaking test.
- Read out the example. Involve Ss by asking *What tense do we use to describe what is happening in a picture?* Ss: *The Present Continuous.*
- Ss talk about the differences in pairs. Make sure they use the Present Continuous, then have them share ideas with the class.

Answer → student page

Finishing the lesson
- (*Books closed*) Mime some actions. Ss say what you are doing, e.g. *You're taking a photo, you're eating an apple,* etc. Then ask different Ss to mime actions for things the class knows in English.
- Refer back to the lesson goal: *So, can you talk about what is happening now? What tense do we use?* Have Ss finish the sentence in their notebooks: *I can…*

Fast finishers
- Ss underline the Present Continuous affirmative and circle the negative in the photo story. They write them in their notebooks and then write the opposite.

Get Grammar! 15
- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Have Ss repeat in chorus.

Look!
- Read the Look! box to the class. Draw Ss attention to the spelling rules. Read out the verbs and Ss repeat.
- Practise the affirmative Present Continuous before Ss do Exercise 6. Write these gapped phrases on the board and ask Ss to fill in the gaps with the full and then the short forms: *I__ talking. You're talk___ He__ _____ . We___ sit___ They___ mak___ a cake.* Tell Ss we use short forms for speaking or writing to friends. Ss should also think about spelling.
- You may check comprehension & exercise difficulty with the Traffic Lights technique before Ss fill in the gaps.

Exercise 6
- Ss work individually. Point out that they can use full or short forms.
- Choose different Ss to read out the answers. Write the full forms on the board. Then ask different Ss to write the short forms underneath.

Answer → student page

Exercise 7
- Ss work individually and then compare answers in pairs. Check answers using the Lollipop stick technique to write the answers on the board.

3.3

In this lesson

Lesson aims:

- Grammar: Present Continuous questions and short answers
- Vocabulary: feelings

Resources:

- Grammar worksheet 1.3, pp. 157
- Tests: Grammar check 3.3

Homework:

- Workbook Unit 3, p. 28

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar! and Exercise 3
- Peer learning: Extra activity and Exercise 7
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise the Present Continuous affirmative and negative. Write the headings *Weather, Me* and *Teacher* on the board. Ask Ss to write down a sentence in the Present Continuous that is true for each heading. Ss then swap sentences in pairs and change their friend's sentences to the Present Continuous negative. Ask different pairs to read out some examples.
- Set the goal of the lesson. Refer Ss back to the sentences on the board. Ask *Are these questions?* Ss: *No. They are sentences.* Say *Today we will learn to use the Present Continuous to ask and answer questions about what is happening now.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1,* etc.

Exercise 1

- Make sure Ss remember the items of technology.
- Ss work individually to find the items. Ask *Can you see a camera? Where?* etc, and elicit class response.

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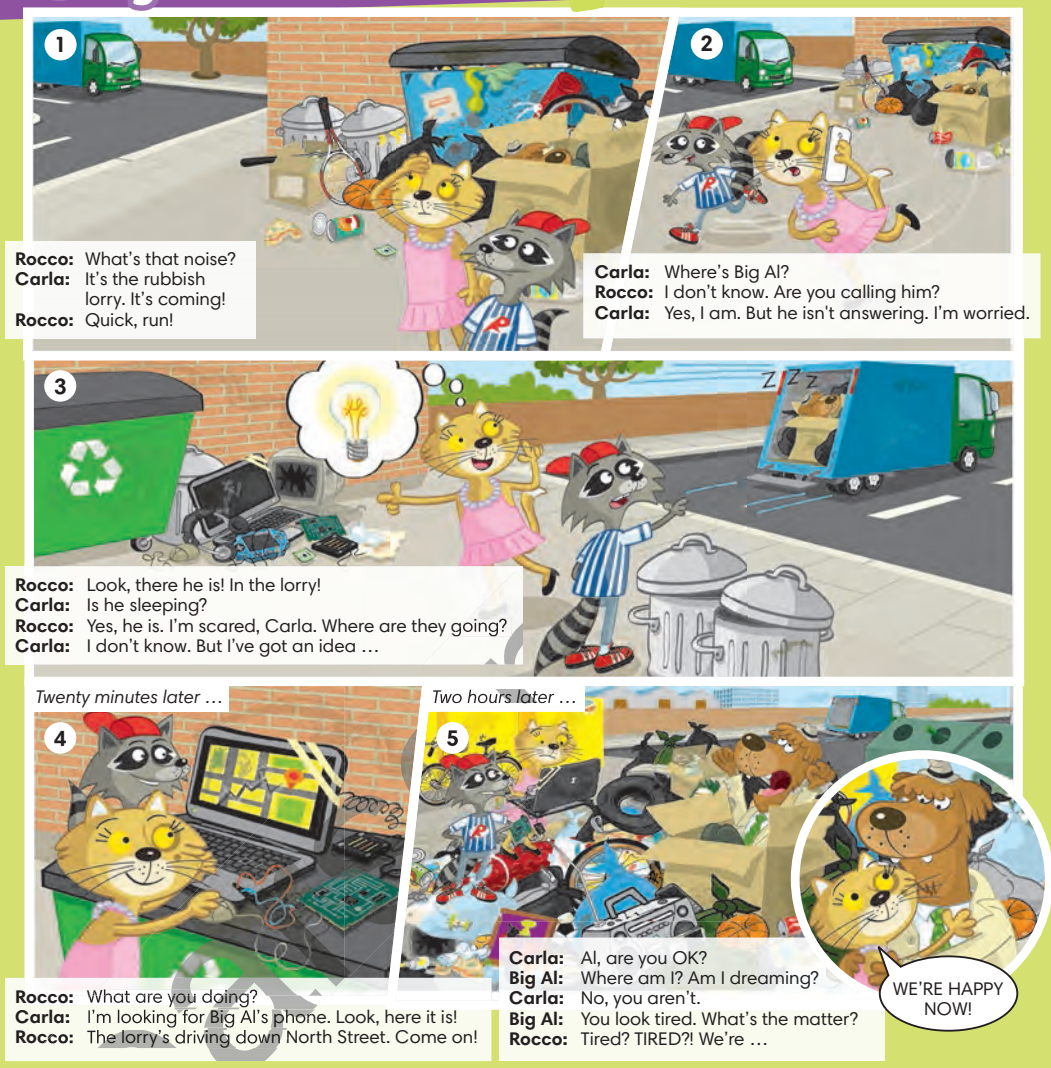
City Creatures The lorry



1 Look at the pictures. Tick (✔) the items of technology that you can see.

1	☐ camera	5	✔ mobile phone
2	✔ headphones	6	✔ mouse
3	☐ keyboard	7	☐ printer
4	✔ laptop	8	☐ tablet

2 2.7 Listen and read. Correct the wrong information.

The ~~ice cream~~ rubbish lorry is taking Big Al. Carla's phoning him, but he's ~~watching~~ sleeping TV. The lorry's driving down ~~South Street~~ North Street. At the end of the story, Big Al's OK and Carla's very ~~sad~~ happy!

Answer → student page

Exercise 2 2.7

- Make sure Ss understand the paragraph before doing the exercise.

Answer → student page

Get Grammar! 16

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the question form before Ss do Exercise 3. Write these gapped questions on the board and ask different Ss to fill in the gaps. They should also think about spelling.
  __ you read___? .__ he run___?
  ___ they mak__ a cake? ___ I study___?
- You may check comprehension & exercise difficulty with the Traffic Lights technique.
- Ask different Ss to answer the questions on the board with short answers. Replace *he* and *they* with Ss names.

Exercise 3

- Ss fill the gaps individually. Check answers using the Lollipop stick technique to make sure all Ss participate in the lesson.

Answer → student page

Exercise 4

- Ss write their answers in their notebooks.

Answer

2 Yes, they are. 3 No, they aren't. 4 No, he isn't. 5 She's looking for Big al's phone. 6 It's driving down North Street.

Grammar
Present Continuous questions and short answers

16 Get Grammar!

?	Short answers
Am I coming?	Yes, I am. / No, I'm not.
Are you coming?	Yes, you are. / No, you aren't.
Is he/she/it coming?	Yes, he/she/ it is. / No, he/she/it isn't.
Are we coming?	Yes, we are. / No, we aren't.
Are you coming?	Yes, you are. / No, you aren't.
Are they coming?	Yes, they are. / No, they aren't.

What are you doing? Where's it going? Why are they running?

3 Complete the questions about the cartoon.

Picture 1
1 *Is* the lorry *coming* (come)?

Picture 2
2 *Are* Carla and Rocco *running* (run)?
3 *Is* Carla *texting* (text) Big Al?
4 *Is* Big Al *answering* (answer)?

Picture 4
5 What *'s* Carla *doing* (do) with the laptop?
6 Where *'s* the lorry *driving* (drive)?

4 In your notebook, write answers to the questions in Exercise 3.

1 Is the lorry coming? *Yes, it is.*

5 2.8 Listen and repeat. Label the pictures with the words in the Vocabulary box.

Vocabulary Feelings

angry bored happy sad scared tired worried

1 *worried* 2 *angry* 3 *bored* 4 *tired*

5 *scared* 6 *happy* 7 *sad*

6 2.9 Listen. Say how each person feels.

1 Ben – *happy* 3 Bob – *tired* 5 Daniel – *bored*
2 Sarah – *scared* 4 Anna – *sad*

7 Game! Choose a verb from the box below and an adjective in the Vocabulary box. Mime actions and feelings for your partner to guess!

dance eat a pizza
play computer games
play football
read a book sleep
swim take a photo
talk on the phone
text a friend
your ideas!

A: *Are you playing football?*
B: *Yes, I am.*
A: *And are you angry?*
B: *No, I'm not.*
A: *Are you happy?*
B: *Yes, I am!*

Fun Spot

8 2.10 2.11 Go to page 107. Listen and sing *I'm Waiting for a Text* song.

Exercise 6 2.9
- Tell Ss to listen to how the speakers sound to work out how they feel.
- Play the audio track, pause after each sound effect and check answers before playing the full version.

Answer → student page

Exercise 7
- Ask two Ss to read out the example.
- Ss play in pairs. Monitor grammar and vocabulary.
- Ask pairs to demonstrate the game to the class with their own ideas.

Exercise 8 2.10 2.11
- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along.
- Different groups perform the song. Have a class vote for the best performance.

Finishing the lesson
- (*Books open*) Ss have one minute to look at pictures 1, 2 and 5 of the cartoon story.
- Ask Ss the questions in Exercise 3 again to see what they can remember. Ss take turns to answer. Ask them to finish the sentence: *Today I have learned…* and write it on the board.

Fast finishers
- Ss underline the Present Continuous questions and circle the answers in the cartoon story. They find two verbs with spelling changes (*come, drive*).

- Follow-up: Choose different pairs to stand up. Student A asks any question from Exercise 3. Student B answers.

Exercise 5
- Mime the feelings the first time Ss listen to the recording to teach the meanings. Play it again for Ss to repeat.
- Ss work in pairs to label the emojis.
- (*Books closed*) Involve and assess Ss understanding by playing a miming game. Call out the feelings one at a time and Ss do a mime for each one. Do this as a class and/or individually.

Answer → student page

- Ask some follow-up comprehension questions for the cartoon story. Say *Who is worried about Big Al? Why? Is Big Al tired? How do we know? Why is Rocco scared? Why are they happy at the end of the story?*

Extra activity
- Ss do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss then perform their roleplays to the class. Challenge stronger Ss by asking them to perform the roleplay without their books. Assign a less confident student to help them by prompting from the books if they get stuck.

3.4

In this lesson

Lesson aims:

- Communication skills: talking on the phone

Resources:

- Communication worksheet 3.4, p. 170
- Tests: Communication check 3.4

Homework:

- Workbook Unit 3, p. 29
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 4, 5 and Extra Activity
- Independent learning: Finishing the lesson.

Warm-up

- (*Books closed*) Revise the feelings from L3.3. Say *Can you mime the feelings? Try angry,* etc. Ss mime as a class.
- Set the goals of the lesson. Mime talking on the phone. Ask *What am I doing?* Say *In this lesson we will learn how to talk on the phone in English.*

Lead-in

- (*Books open*) *Ss look at the photo and say who and what they can see. Ask How do you think Elena feels right now? What is Elena's dad doing? What is Amy doing?*

Exercise 1 17 2.12

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 2.13

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Involve Ss by personalising the topic. Ask them in turns, using the Basketball technique: *How often do you phone your best friend? Do you use the phone or your mobile phone? Do you talk or text? Why?*

Exercise 3 2.14

- Ss work in pairs. They should look at the photo story and Communication box for help.
- Ask different Ss for answers. Do not confirm the answers yet. Play the recording for Ss to check.

Answer → student page

Extra activity

- Play the video or recording again. Then Ss roleplay the dialogue. Assign the roles of Amy, Elena and Mr Riley to three Ss. Encourage them to do the roleplay without their books.

Exercise 4

- Divide the class into groups of three. Assign Student A, B and C to groups. Make sure Ss understand what they have to do.
- Monitor Ss vocabulary and grammar and correct if necessary.
- Groups perform to perform their roleplays to the class.

Exercise 5

- Ask two Ss to read out the example.
- Ss practise in pairs, then ask different pairs to perform to the class. Have a class vote for the funniest names.

Finishing the lesson

- Encourage Ss to reflect on the lesson by asking: *What was easy about the lesson? What was difficult? What do you need to practise more?* Ask Ss to write their answers in their notebooks.

Fast finishers

- Ss find the examples of the Present Continuous in the dialogue and say the form.

Can I speak to Amy?

Mr Riley: Hello.
Elena: Hello Mr Riley, it's Elena here.
Mr Riley: Oh, hello Elena. How are you?
Elena: I'm fine, thanks. Can I speak to Amy, please? She isn't answering her mobile.
Mr Riley: Yes, just one moment. Amy! It's Elena for you!
Amy: Hi Elena.
Elena: Hi Amy. What are you doing at the moment?
Amy: Nothing. What about you?
Elena: I'm reading a magazine. I'm bored.
Amy: Do you want to watch a movie at my house?
Elena: Great idea! See you in fifteen minutes.
Amy: OK, see you soon.

1 17 2.12 **Watch or listen and read. Answer the questions.**

1 Why does Elena call Amy? *She calls Amy because she's bored.*
2 What do the girls want to do? *The girls want to watch a movie.*

2 2.13 **Listen and repeat.**

Communication Talking on the phone

Hello, it's *Elena* here.
Can I speak to *Amy*, please?
Just one moment. / Just a minute. / Hang on.
It's *Elena* for you.
I'm afraid *he's* / *she's* out.
Bye. / See you soon. / See you later.

3 2.14 **Complete the dialogue. Then listen and check.**

Toby: Hello [1] *Mrs Lee*, it's [2] *Toby* here. Can I [3] *speak* to Harry, please?
Mrs Lee: [4] *Just* a minute. Harry! It's Toby [5] *for you*!
Harry: Hello Toby. What are you doing?
Toby: I'm reading a comic. What [6] *about* you?
Harry: I'm sitting in my bedroom. I'm bored.
Toby: Do you want to go to the park?
Harry: Great [7] *idea*! See you in twenty minutes.
Toby: OK, [8] *see* you soon.

4 **Look at the dialogue in Exercise 3. Make a new dialogue. Invent new names and use the ideas in the box to help you. Act out your new dialogue in pairs.**

go to the sports centre | have dinner/lunch | listen to music | play computer games | play football in the garden | surf the Internet | watch TV | *your ideas!*

Fun Spot

5 **In pairs, practise calling and answering with different names. Who can invent the funniest dialogue?**

A: *Hello.*
B: *Hello, it's Cinderella here. Can I speak to the prince, please?*
A: *Yes, just one moment. Prince! It's Cinderella for you! / No, I'm afraid the prince is out.*

Space Adventure USA

Are you interested in Space travel? Then read Zoom Magazine's interview with Space Cadet, Zak Cohen. 14-year-old Zak is at The Space Adventure Summer Camp in Orlando.

Hi, Zak. So, do you like it here?
Yes, the camp is great. We learn a lot about space and we do lots of activities! Look, here are some photos of what we can do at the camp.

What are you doing in this photo?
I'm sitting in a special chair and I'm flying into space. Well, not really. I'm in a simulator – it's like a big computer game!

Are you enjoying it?
Yes, I am. It's a bit difficult – because I'm not good at computer games! But I'm having fun!

Cool! What about space walking? Is there a simulator for that?
Yes, there is, but I'm scared of it. I don't want to be sick!

What other things can you do at the camp?
We can make small rockets – they're great! And we can meet real astronauts too. I'm excited about that.

And what about aliens?
Aliens? You're joking! There aren't any aliens in Space Adventure!

1 2.15 **Read and listen to the interview. Which activities can Zak do at the camp? Would you like to go to a Space Camp?**
flying into space (on a simulator), going space walking, making rockets, meeting astronauts

2 Read the interview again and answer the questions.
1 Is Zak enjoying Space Camp?
Yes, he is.
2 What is he doing in the photo on the right?
He's flying into space in a simulator.
3 Is he good at it?
No, he isn't.
4 Why is he scared of the space walk?
He doesn't want to be sick.
5 What things can he make at the camp?
He can make small rockets.
6 Who can he meet at the camp?
He can meet real astronauts.

3 2.16 **Listen and repeat.**

Vocabulary
Adjectives with prepositions

excited about	bad at	interested in
worried about	good at	scared of

4 Find four adjectives with prepositions in the interview. Use the Vocabulary box to help you.
1 *interested in*
2 *good at*
3 *scared of*
4 *excited about*

5 Complete the questions with the correct prepositions. Then ask and answer in pairs.
1 Are you interested *in* space?
2 Are you good *at* taking selfies?
3 Are you excited *about* the holidays?
4 Are you scared *of* spiders?
5 Are you worried *about* your exams?
6 Are you bad *at* computer games?

6 In your notebook, write four sentences about your partner.
Sofie is good at taking selfies …

3.5 In this lesson

Lesson aims:
- Reading and understanding an interview
- Vocabulary: adjectives with prepositions

Homework:
- Workbook Unit 3, p. 30

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up, Exercise 2
- Giving feedback: Exercise 6
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Mime an activity from Exercise 4 in L3.4. Ask *What am I doing?* and elicit answers in the Present Continuous.
- Set the goals of the lesson. Have Ss quickly look at L1.5 and 2.5 and ask *What texts are these?* Ss then look at the text in 3.5 for a few seconds. Ask *Is this an email? Is this a blog?* Ss: *No.* Say *In this lesson we will read an interview.* Explain the meaning of *interview* if necessary.

Lead-in
- (*Books open*) Ss look at the photos and take turns to say what they think is happening.

Exercise 1 2.15
- Give Ss one minute to read the text or play the text once.

Answer → student page

Exercise 2
- Involve Ss by reminding them of the WILF technique to underline key words.
- Follow-up: after they work individually, ask different Ss to read out sentences in the text.

Answer → student page

Exercise 3 2.16
- Point out that it is important to use the correct prepositions with the adjectives.
- Follow-up: Say sentences and Ss can mime the feelings, e.g. *I'm worried/excited about the test.*

Exercise 4
- Ss underline the adjectives.

Answer → student page

Extra activity
- Ss play a game using their response cards. They write one true and false sentence each, using adjectives with prepositions. The class has to decide which sentence is true and which one is false.

Exercise 5
- Ss work individually, then ask and answer in pairs.

Answer → student page

Exercise 6
- Read out the example. Ss write in their notebooks.
- Check individual Ss work using descriptive evaluation (see also L1.6). Time-permitting, different Ss share their sentences with the class.

Finishing the lesson
- (*Books closed*) Involve Ss in feedback. Ask *What do you remember from the lesson? Are you interested in The Space Adventure Summer Camp?*

Fast finishers
- Ss underline the Present Continuous and circle the Present Simple in the text.

3.6 In this lesson

Lesson aims:
- Listening for specific information
- Writing an essay
- *also* and *too* in writing

Resources:
- Tests: Writing Test 3

Homework:
- Workbook Unit 3, p. 31

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and 6
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Ss work in pairs and write down as many of the technology words they can remember from the unit so far.
- Set the goals of the lesson. Ss open their books on page 42 and look at Exercise 4, then close their books. Ask *What will we learn today?* Say *We will learn how to write a short text about technology.*

Lead-in
- (*Books closed*) Ask *What is your favourite item of technology?*

Exercise 1
- (*Books open*) Give Ss a minute to read the box and choose three items.
- Call out each item and check answers using the Thumbs up/down technique.

Exercise 2 2.17
- Ss decide individually what the items are.
- After Ss listen and check, ask them for feedback. Ask Ss if they guessed correctly.

Answer → student page

Exercise 3
- Ss read the sentences before listening again. Check answers using their response cards.

Answer → student page

I can understand and write short texts about technology.

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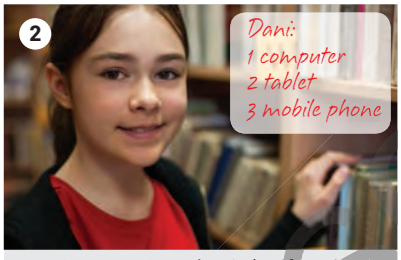
1 What items of technology do you use most often? Circle your Top 3.

camera computer games console headphones laptop mobile phone tablet TV *your own ideas*

2 2.17 Look at the photos and read the captions. What are the teenagers' Top 3 items of technology? Listen and check.

Josh Hawkins is thirteen. He often DJs at friends' parties.



Dani Morgan is twelve. In her free time, she writes a blog about books.

3 2.17 Listen again. Circle T (true) or F (false). Correct the false sentences.

1 Josh downloads music to his laptop. (T) / F
2 He loves rock music. T / (F)
He loves dance music.
3 Right now, he's watching some new videos. T / (F)
Right now, he's listening to some new music.
4 Dani only reads e-books. T / (F)
She reads paper books and e-books.
5 She surfs the Internet for photos. (T) / F
6 She's reading a book called *Boy With a Black Cat*. T / (F)
Right now, she's reading a book called Girl With a White Dog.

4 Read Jake's essay. Which items of technology does he use?
the family computer, a games console, a mobile phone

HOW DO I USE TECHNOLOGY?

Jake Williams

Some of my friends have got their own computers, but I haven't. I sometimes use the family computer to do my homework, for example to look for information on the Internet. I also use it to talk to my grandparents in Australia. I've got a games console in my bedroom. I sometimes play games with my friends at weekends. I've also got a mobile phone. I don't talk on the phone, I just text people. I listen to music and I watch videos on my phone too.

Writing *too* and *also*

1 ***Too*** usually comes at the end of a sentence.
2 ***Also*** usually comes before the verb.

I listen to music on my CDs. I listen to music on my phone too.
I use the computer to do my homework. I also use it to talk to my grandparents.

5 Rewrite the sentences in your notebook. Use *too* and *also*.

1 I like Beyoncé. I like Meghan Trainor. (too)
I like Beyoncé. I like Meghan Trainor too.
2 My sister sends emails. She chats online. (also)
My sister sends emails. She also chats online.
3 I like watching funny videos online. I share my own funny videos. (also) *I like watching funny videos online. I also share my own funny videos.*
4 Amy's got a new phone. She's got a new tablet. (too)
Amy's got a new phone. She's got a new tablet too.
5 I take photos of my friends. I take selfies. (also)
I take photos of my friends. I also take selfies.

6 Writing Time Write about the items of technology that you use.

Find ideas
List the items of technology that you use. Think how you use them. Make notes.

Draft
Write about the items of technology that you use.
I've got a … I use it to …
I've got a … too. I sometimes/often … I also …

Check and write
Check the use of *too* and *also* and write the final version of your text.

Exercise 4
- Give Ss one minute to read the text and answer the question.
- Follow-up: *Has Jake got a computer? What does he use the family computer for?*

Answer → student page

Exercise 5
- Make sure Ss understand *also* and *too* with this example: *I like apples. I also like bananas. I like oranges too.*
- Choose different Ss to read out the answers.

Answer → student page

Exercise 6
- Ss think of ideas in pairs, then write their own draft. Encourage them to share and help each other while writing.
- Check Ss final texts in class, or Ss hand in their notebooks.
- Give positive feedback through descriptive evaluation on Ss work, e.g *Think about when you can use too and also* (see also L1.6).

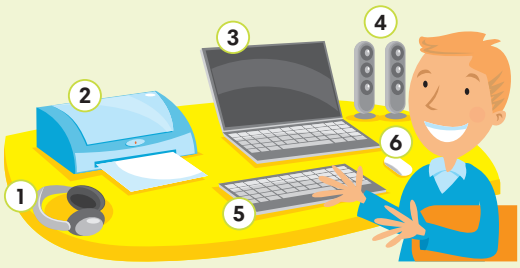
Extra activity
- Ss copy their work from Exercise 6 onto a piece of paper to display for the class.

Finishing the lesson
- (*Books closed*) Ss talk in pairs about Josh and Dani.
- Have them reflect on the lesson by finishing the sentence: *I can now …*

Fast finishers
- Ss read Jake's essay, underline the verbs and decide which tense is used.

Vocabulary

1 What items of technology can you see in the picture?



I can see headphones …
printer, laptop, speakers, keyboard, mouse

2 Match the sentence halves. Which sentences are true for you?

1	a	I never text my	a friends at school.
2	f	I often surf	b on the phone. It's expensive.
3	c	It's good to chat	c online with my friends.
4	e	I often download	d emails, but I don't!
5	b	I don't usually talk	e songs onto my smartphone.
6	d	My parents send	f the Internet for school projects.

3 Cicle the correct answer.

1 My mum is (angry) / happy because I'm late.
2 I'm (scared) / tired of that dog – it's so big!
3 I can't find my money. I'm (worried) / bored.
4 Alice can't come to my party. I'm (sad) / tired.
5 We do the same thing every day. I'm (bored) / scared.

4 Complete the sentences. Then, in your notebook, write sentences that are true for you.

1 Tom is interested *in* football.
2 Elena is scared *of* spiders.
3 Lucas is excited *about* Science.
4 Amy is good *at* Art.
5 Elena is bad *at* Maths.

I'm interested in …

Pronunciation

5 2.18 Listen and repeat: /ŋ/.

He's surfing the Internet
He's chatting online
He's taking a selfie
All at the same time!

Grammar

6 In your notebook, write true sentences in the Present Continuous.

1 we / play / a computer game
We aren't playing a computer game.
2 I / have / lunch
3 my best friend / take / a selfie
4 my parents / work
5 I / sit / next to my friend
6 my teacher / chat / online
7 we / surf / the Internet

7 In your notebook, write questions and short answers. (✔ = yes ✘ = no)

1 Maria / read / a text message? ✘
Is Maria reading a text message?
No, she isn't.
2 he / listen / to music? ✘
3 they / play / a computer game? ✔
4 you / text / your friend? ✘
5 she / watch / a video? ✔
6 Elena and Lucas / chat / online? ✘
7 you / use / the computer? ✔

Communication

8 Complete the dialogue. Then act out the dialogue in pairs.

Mrs Evans: Hello.
Matt: Hello, Mrs Evans, 1 *it's* Matt here. Can I 2 *speak* to Adam, please? He isn't 3 *answering* his mobile.
Mrs Evans: Yes, just a 4 *moment / minute*. Adam! It's Matt 5 *for* you!

Check yourself! ✔

- I can talk about technology. ☐
- I can say what is happening now. ☐
- I can ask and answer questions about what is happening now. ☐
- I can phone a friend. ☐

3.7

In this lesson

Lesson aims:
- Revising Vocabulary, Grammar and Communication from Unit 3
- Pronunciation: /ŋ/

Resources:
- Tests: Language Test 3

Homework:
- Workbook Unit 3, p. 32
- Extra Online Practice Unit 3

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 4
- Peer learning: Exercise 2 and 8
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Help Ss clarify the vocabulary goals of Unit 3. Ask *What new words are in this unit? Can you remember them all? Can you spell them?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 3.*

Lead-in

Exercise 1
- (*Books open*) Different Ss write the words on the board.

Answer → student page

Exercise 2
- Ss compare in pairs before sharing with the class.

Answer → student page

Exercise 3
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 4
- Check answers using the Basketball technique.

Answer → student page

Exercise 5 2.18
- Ss repeat. Play the recording again for individuals to repeat.
- Follow-up: Dictate: *I'm texting. I'm happy.* Ss say where there's no /ŋ/ sound.

Exercise 6
- Different Ss read out the answers.

Answer
2 I'm/I'm not having lunch. 3 My best friend is/isn't taking a selfie. 4 My parents are/aren't working. 5 I'm / I'm not sitting next to my friend. 6 My teacher is/isn't chatting online. 7 We are/aren't surfing the Internet.

Exercise 7
- Different pairs read out the questions and answers.

Answer
2 Is he listening to music? No, he isn't. 3 Are they playing a computer game? Yes, they are. 4 Are you sending a text? No, I'm not. 5 Is she watching a video? Yes, she is. 6 Are Elena and Lucas chatting online? No, they aren't. 7 Are you using the computer? Yes, I am.

Exercise 8
- Ss do the exercise using the Think-pair-share technique.

Answer → student page

Extra activity
- Ss improvise phone calls on different sides of the room.

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment.
- (*Books closed*) Ask *e.g. Can you answer the phone in English?* and Ss offer feedback.

Fast finishers
- Ss write more sentences for Exercise 4.

Get Culture!

In this lesson

Lesson aims:

- Culture focus: *Space and the USA*
- BBC video: *International Space Station* (optional)
- Project: A video about a day in the life of an astronaut

Resources:

- Project worksheet p. 179

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3, A and the Project
- Peer learning: Extra Activity and the Project
- Independent learning: Finishing the lesson

Culture notes

The Kennedy Space Centre is NASA's primary launch centre. At the visitor centre you can learn about space exploration. The Space Shuttle was a winged spacecraft that could go into space and return to planet Earth. The program ended in 2011. The International Space Station orbits the Earth. Astronauts do many experiments there, for example in biology. They now get there by rocket.

Warm-up

- (*Books closed*) Write *the Earth* and *the Moon* on the board. Ask Ss if they know what they mean. Explain if necessary. Ask a student to draw planet Earth and the Moon on the board. Say: *When you go to the Moon you fly into space.* Write *space* on the board between the Earth and the Moon.
- (*Books open*) Have Ss look at the photos on page 44 for a few seconds, then close their books again. *Ask: What did you see in the photos? What is this lesson about?* Write the lesson aim on the board: *Today we will learn about space.*

Lead-in

- Pre-teach this vocabulary (*launch, encounter, simulator*).

Get Culture!

Space and the USA

THE KENNEDY SPACE CENTRE, FLORIDA, USA

Visit the Kennedy Space Centre and learn all about space! See the world's first rocket, and meet an astronaut too! Here are the Top 4 things you can do there.

1 Space Shuttle Atlantis

Atlantis is a real space shuttle – but it isn't flying to the moon, it's here, at the Space Centre! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

2 Shuttle Launch Experience

Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

3 The Rocket Garden

It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

4 Astronaut Encounter

Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

Then after your visit, you can try a space burger at the Moon Rock Café.

They're delicious! So what are you waiting for? Come and visit the Kennedy Space Centre today!

1 Which of these things can you find in the photos?

an astronaut, a rocket, a space shuttle, the space station, the Moon, the Earth

2 2.19 Read and listen to the text. Where is the Space Centre?

The Kennedy Space Centre is in Florida, the USA.

3 Read the text again and answer the questions.

1 Where is the Space Shuttle Atlantis now?
2 Where can you see planet Earth from Space?
3 What type of garden can you see at the Space Centre?
4 Where can you meet an astronaut?
5 What can you eat at the Moon Café?

4 2.20 Listen and match the children to the attractions.

~~The Rocket Garden~~, Shuttle Launch Experience, Astronaut Encounter, Space Shuttle Atlantis

1 Lucas: *The Rocket Garden*
2 Clara: *Astronaut Encounter*
3 Nina: *Shuttle Launch Experience*
4 Alexei: *Space Shuttle Atlantis*

5 Read the text again. Which attraction is the most interesting for you? Why?

If you have an English learner's dictionary, ask different Ss to read out the definitions. Ask Ss to find them in the titles.

Exercise 1

- Ask Ss to look at the photo. Ask e.g.: *Can you see a type of plane?*
- Read out the words and explain the meanings. Ask different Ss to draw an *astronaut* and a *rocket* on the board.
- Ss work in pairs. Check answers using the Lollipop stick technique.

Answer → student page

Exercise 2 2.19

- Ss read and listen. Ask different Ss to offer answers.

Answer → student page

Exercise 3

- Read out the questions first so Ss know what information to look for. Ss work individually and then compare answers in pairs. They write their answers in the notebooks.
- Check answers using the Lollipop stick technique.

Answer

1 At Space Central 2 On the simulator
3 A rocket garden 4 At the Space Centre
5 A space burger

Extra activity

- In pairs, Ss write one question on the text on a piece of paper. They then swap questions with another pair and answer each other's questions beforing sharing with the class.

International Space Station

A 18 **Watch the video and answer the presenter's questions. Put the activities in the order in which they appear in the video.**

2 exercise 5 wash 3 have coffee 4 go to sleep 1 go on a spacewalk

B 18 **Watch the video again. Complete the sentences.**

1 The ISS goes round the Earth 16 times a day.
2 All the astronauts on the ISS speak English.
3 They do experiments in the Science Laboratory and outside.
4 Astronauts exercise for 2 hours every day.
5 Space food is difficult to eat!
6 Astronauts sleep for 8 hours every night.

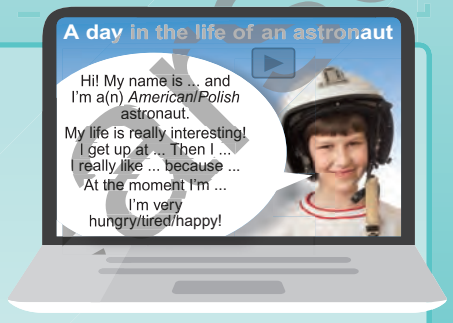
C Compare your life with an astronaut's. Find two similarities and two differences.

I have a shower everyday. Astronauts can't have a shower.

I speak English. Astronauts speak English too!

PROJECT

- **Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.**
- **Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.**
- **Write the script for the interviewer and two astronauts. Use these questions to help you.**
  - What's your name and what's your job?
  - What do you do during the day in space?
  - Which activities do you like and dislike?
  - What are you doing at the moment? How do you feel?



- **Learn and practise the script. Then film the video.**
- **Share your video with the class. Vote for your favourite video.**

Exercise 4 2.20

- Tell Ss to listen for key words. They can note these down while they listen.

Answer → student page

Exercise 5

- Read out the questions and make sure Ss understand them. Ss discuss in pairs. Then ask pairs to report back to the class.

BBC Video

Video script → see Teacher's Book p. 140

Presenter's questions

1 (0:22) Are you ready?
2 (1:12) Do you know what the astronauts do at the International Space Station?
3 (2:49) How do you think astronauts in space wash?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Greg again, who tells us about the International Space Station. Before they listen ask Ss to look at the photo and say what they can see (astronauts and the Earth).
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 18

- Make sure Ss understand the phrases before they watch the video. Explain if necessary. Stop the video after the first two questions and encourage feedback using Ss response cards. Ask for suggestions for the third question.
- Play the video again for Ss to order the activities.

Answer → student page

Exercise B 18

- Ss read the sentences before watching again. Play the video without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

Answer → student page

Exercise C

- Divide Ss into groups to answer the questions. They report back to the class to discuss.

Project

Setting the project up

- Divide Ss into groups of four. Each group writes down a list of ideas.
- Give Ss the Project worksheets to help them prepare.
- Ss plan their scenes. Write these questions to help: *Where is each scene? Who is in the scene? How do they feel?*

Sharing the project

- Ss work together to write their script. Read out the example and tell Ss to use the same style.
- Ss learn their script. The video should be 2-3 minutes.
- Ss choose someone to film each scene. They can film a scene again if they want to change something.
- Ask Ss for feedback using the Basketball technique. *Are some scenes too long or too short? Are you happy with your performance?*
- After class vote, praise all videos.
- If Ss don't have access to video equipment, ask them to roleplay the scenes at the front of the class instead.

Finishing the lesson

- (*Books closed*) Ask Ss to finish the sentence in their notebooks: *Today I learnt...*

Fast finishers

- Ss underline space-related words in the texts.

4.1

In this lesson

Lesson aims:

- Vocabulary: geographical features

Resources:

- Vocabulary worksheet 4.1, p. 149
- Tests: Vocabulary check 4.1

Homework:

- Workbook Unit 4, p. 34

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4 and 5
- Peer learning: Exercise 3, 7 and 8
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write *In the park* on the board and say: *Imagine you are the park, What can you see?* Ss take turns to offer ideas.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 46-47 and offer ideas: *Today we will talk about geographical features.* Write the lesson objective on the board.

Lead-in

- Teach the vocabulary with pre-prepared drawings. Read out the words one at a time and Ss repeat. Then point to the pictures and Ss say the word.

Exercise 1

- Read out what Max says. Ask Ss *Do you know where New Zealand is*? Show them on a map of the world if possible.

Exercise 2 2.21

- Make sure Ss understand all the vocabulary in the box. Use pre-prepared drawings.
- Ss work in small groups or pairs to find the places in the photos. Tell them to use *There is.* Monitor Ss for understanding and pronunciation. Ask different Ss to say their sentences using *There is*.

Answer → student page

4 Big world

Vocabulary I can talk about geographical features.

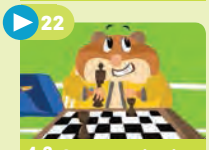
In this unit

Vocabulary
- Geographical features
- Adjectives
- *It's … high/long/tall.*

Grammar
- Comparative and superlative adjectives

19–20
4.2 Grammar video

21
4.2 Grammar animation

22 
4.3 Grammar animation

23
4.4 Communication video

1 Which of these places are there in your country?

beach city forest river sea town

I know that!

46

Exercise 3

- Ss work using the Think-pair-share technique, reading out the complete sentences to the class. Make sure Ss understand all the vocabulary.

Answer → student page

Exercise 4 2.22

- Before playing the recording, ask *Are you good at Geography?* Have all Ss answer using their response cards.
- Ss complete the quiz individually. Say *So, are you good at Geography? Let's see.* Play the audio track.
- Ask *What's your score?* and elicit feedback.

Answer → student page

- **Critical thinking** Write these words on the board: *sea river lake* and *mountain volcano*. Encourage class discussion about what is similar and what is different about these features. Suggested questions: *Can you swim in the sea / a river / a lake? Are they big/long/small? Is a volcano/mountain? Is there a hole in the top of a volcano?*

Extra activity

- Play 20 questions with names of geographical places they know, i.e. *Mount Everest*. They can use places from this lesson, or other places they know. A student thinks of a place, but does not say the name. Ss can ask 20 questions which have *Yes* or *No* as an answer, without saying the place name, e.g. *Is it a mountain? Is there water there?,* etc. They try to guess the place in under 20 questions.

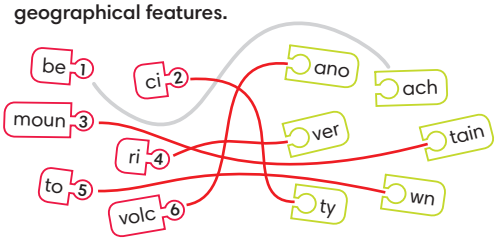
2 2.21 **Listen and repeat. Which places can you see in the photos on page 46?**

Vocabulary Geographical features

beach city desert forest island lake
mountain river sea town volcano waterfall

In picture 1 there is a volcano.

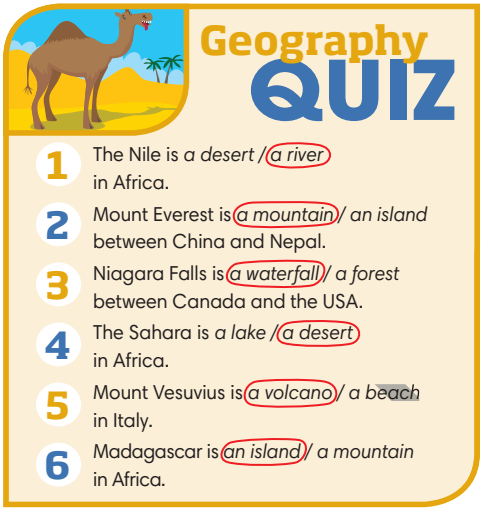
3 Match the word halves to find the names of geographical features.



4 Find the people in the photos on page 46 and complete the sentences.

1 A man is fishing next to a *lake* .
2 A man is surfing in the *sea* .
3 A woman is walking in the *forest* .
4 A man is kayaking to an *island* .
5 A boy is admiring a *waterfall* .

5 2.22 **Read the Geography Quiz and circle the correct answer. Then listen and check.**



6 Exam Spot 2.23 **Listen to Max and Sophie. Tick (✔) the correct answer a, b or c.**

1 Where does Max usually go on holiday?

a ☐ b ☐ c ☑

2 What does Max do in the winter?

a ☑ b ☐ c ☐

3 Where does Sophie want to go swimming?

a ☐ b ☑ c ☐

7 In your notebook, write five sentences about your country. Say where you go in winter and in the summer.

Italy is a very beautiful country. There are beaches, mountains and lakes. In winter, I go skiing in the mountains. In the summer, I go to the beach. I love swimming in the sea.

8 Write your own quiz questions about places you know. Test your friends!

Is the Amazon a river or a mountain?
Is Kilimanjaro in Asia or Africa?

I remember that!

Exercise 5

- Ss work individually and then compare answers in pairs. Check answers using the Lollipop stick technique to write the answers on the board.

Answer → student page

Exercise 6 2.23

- This is preparation for CYLET Movers Listening test Part 4 and PTEYL Quickmarch, Task 1.
- Before Ss listen, ask them to say what they can see in each picture.

Answer → student page

Exercise 7

- Read the example to the class.
- Ss work using the Think-pair-share technique. Give them a few minutes to write their sentences in their notebooks in the first stage of the exercise. After they share with the class, have some Ss report back what their friends said. Prompt with questions: *Where does [name] go in winter/summer?*

Exercise 8

- Involve all Ss by asking them to brainstorm geographical features as a class. Encourage different Ss to speak. Write their ideas on the board.
- Divide Ss into groups of four. Each student writes a different question on a piece of paper. They then test their friends in their groups and offer feedback. If possible Ss can look at maps and atlases for help.
- Ss write their questions on one piece of paper like the quiz in Exercise 4. They then swap quiz questions with other groups.

Finishing the lesson

- (*Books closed*) Ask: *Can you now talk about geographical features? Let's see what you remember.* Write the new words on the board with the vowels missing. Ask different Ss to complete the words.
- Ask Ss which words they think are the most difficult to remember. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks. Suggest they draw pictures next to each word to help them remember the meanings.

Fast finishers

- Ss add the words to their lists in their notebooks. They can also draw pictures next to each word if they have time.

4.2

In this lesson

Lesson aims:

- Grammar: comparative adjectives
- Vocabulary: adjectives (1)

Resources:

- Grammar worksheet 4.2, p. 158
- Tests: Grammar check 4.2

Homework:

- Workbook Unit 4, p. 35
- Extra Online Practice Unit 4

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, 5, 9 and Get Grammar!
- Peer learning: Exercise 5 and 10
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Involve Ss in feedback. Ask them to take turns to say new words from L4.1 that they can remember. Ask different Ss to write them on the board. Ask other Ss to draw pictures next to the words.
- Set the goal of the lesson. Quickly draw a large and small tree on the board. Ask *What do you see?* Say *Today we will learn to compare two things.*

Lead-in

- (*Books open*) Ss look at the photo story and suggest what the story is about. Ask *What geographical features can you see? What are the friends doing? How do you think they feel?* Ss take turns to answer.

Exercise 1 19 2.24

- Read out the questions first so Ss have a purpose for watching or listening.

Answer → student page

Exercise 2 19 2.24

- Ss read the sentences first, then listen again before completing the exercise.

Answer → student page

www.frenglish.ru

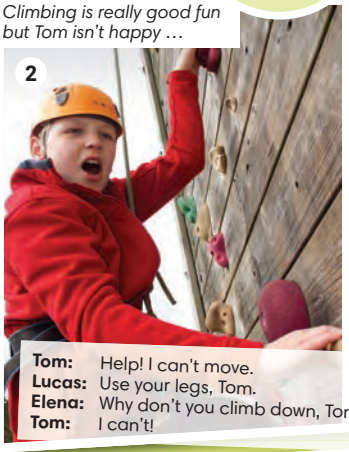
It's more exciting

The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

1

Elena: Let's go cycling in the forest.
Tom: No way! That's boring.
Lucas: Let's go on the climbing wall. Climbing is more exciting than cycling.
Tom: Cool. I want to go on that wall. It's really high.
Elena: Let's start with this wall. It's lower.
Amy: Yes, I agree.

Climbing is really good fun but Tom isn't happy …



2

Tom: Help! I can't move.
Lucas: Use your legs, Tom.
Elena: Why don't you climb down, Tom?
Tom: I can't!

3

Elena: Hold on! I can help. Put your right hand there.
Tom: Thanks Elena. It's easier with your help.

4

Amy: Well done, Tom! You're safe now!
Tom: Yes, that's better.
Lucas: So, what do you want to do next?

1 19 2.24 **Watch or listen and read. Where are the children? What can you do there?** *They're at an activity centre / at Blue Mountain Adventure Park. You can cycle, climb or go kayaking.*

2 19 2.24 **Watch or listen again. Read the sentences. Circle true (T) or false (F). Correct the false sentences.**

1 You can't ride a bike at the activity centre. T / (F)
You can ride a bike at the activity centre.
2 Tom wants to go cycling in the forest. T / (F)
3 Tom has a problem on the climbing wall. (T) / F
4 Elena helps Tom. (T) / F
He wants to go on the climbing wall. / Elena wants to go cycling.

3 2.25 **Listen and repeat. Find these expressions in the story.**

Say it!

No way! Hold on! Well done!

4 Guess! **What does Tom want to do next? Circle a, b or c.**

a climb the higher wall b kayak on the lake
(c) go for a walk in the forest

5 20 2.26 **Now watch or listen and check.** *c*

Exercise 3 2.25

- Ss underline the expressions in the dialogue. Make sure Ss understand them.
- Read out the sentences. Make sure Ss understand them. Ask them to respond with a phrase from the Say it! box: *I've got an A in the test! Let's do some extra homework. I can't open the door!*

Answer → student page

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Check answers using response cards.

Exercise 5 20 2.26

- Ss watch or listen to check their choice.

Answer → student page

Video/Audio script

Amy: What about kayaking on the lake? I'm ready for some more adventure.
Tom: Err, maybe not. What about a walk in the forest?
Amy, Elena, Lucas: Oh Tom!

- Monitor comprehension. Ask: *Does Tom want to go cycling? Why not? Who helps Tom?*
- Involve Ss. Ask *Is your guess correct?* Check answers using the Thumbs up/down technique.
- Challenge stronger Ss and involve less confident Ss with a roleplay follow-up. Divide the class into groups of four. Assign the longer roles of Elena and Tom to stronger Ss and the shorter roles of Amy and Lucas to less confident Ss. Ss practise in their groups and then can perform to the class.

Grammar Comparative adjectives

21 Get Grammar!

Adjective	Comparative
Short adjectives	
cold	colder
nice	nicer
big	bigger
easy	easier

Adjective	Comparative
Long adjectives	
exciting	more exciting
Irregular adjectives	
good	better
bad	worse

That wall is lower.
Kayaking is more exciting than cycling.

6 2.27 **Listen and repeat. In your notebook, match the adjectives to their opposites.**

Vocabulary Adjectives (1)

boring cheap dangerous difficult easy exciting expensive high low safe

1 *boring – exciting* *dangerous – safe,* *high – low* *cheap – expensive,* *difficult – easy,*

7 Complete the sentences with the comparative form of the adjective.

1 Amy's hair is *longer* (long) than Elena's hair.
2 Elena wants to climb the *lower* (low) wall.
3 Walking is *safer* (safe) than kayaking.
4 Cycling is *easier* (easy) than climbing.
5 The higher wall is *more exciting* (exciting) than the lower wall.
6 Elena is *better* (good) at climbing than Tom.

8 2.28 **Complete the sentences with the comparative form of the adjectives in the box and *than*. Then listen and check.**

dangerous difficult hot high ~~slow~~ expensive

1 Bikes are *slower than* cars.
2 Summer is *hotter than* winter.
3 Japanese is *more difficult than* English.
4 Tigers are *more dangerous than* lions.
5 Mount Everest is *higher than* Kilimanjaro.
6 A Ferrari is *more expensive than* a Fiat.

9 What's your opinion? In your notebook, write sentences that are true for you.

1 interesting: *History / Maths*
I think History is more interesting than Maths.
2 easy: *English / Science*
3 exciting: *football / basketball*
4 bad: *a visit to the doctor / a visit to the dentist*
5 good: *strawberry ice cream / chocolate ice cream*
6 nice: *cats / dogs*

Fun Spot

10 Look at the information about two activity centres. Make sentences to compare them.

Adventure Island is more expensive than Volcano World.
Volcano World is cheaper than Adventure Island.

	Adventure Island	Volcano World
How expensive are the tickets?	£20	£10
How safe is it?	■■■■■	■■■■
How exciting is it?	■■	■■■■■
Is the food good?	■■■■	■■■

Extra activity

- Critical thinking Follow-up to Exercise 8. Encourage further class discussion about each sentence. Suggested questions: *What about Geography and Art? Is tennis more exciting then volleyball? What's worse, a test or homework?*

Exercise 9

- Ss work individually and write in their notebooks, then compare in pairs.
- Ask different Ss to read out their sentences. Use the Thumbs/up down technique for feedback, or ask: *Do you agree? Raise your hand for 'Yes'. No? What do you think then?*

Answer
2 easier than 3 more exciting than 4 worse than 5 better than 6 nicer than

Exercise 10

- Ss work in pairs to discuss the differences, then write in their notebooks. They check each other's work in pairs before reporting back to the class.

Answer
Adventure Island is more dangerous than Volcano World. Volcano World is safer than Adventure Island. Adventure Island is more boring than Volcano World. Volcano World is more exciting than Adventure Island. The food at Adventure Island is better than the food at Volcano world. The food at Volcano World is worse than the food at Adventure Island.

Finishing the lesson

- (*Books closed*) Call out an adjective from Exercise 9 and Ss call out the opposite. Continue with all the adjectives. Assign the role of teacher to a strong student and repeat.
- Refer Ss back to the lesson objective: *Can you now compare two things?* Have Ss finish the sentence in their notebooks: *To compare two things, we…*

Fast finishers
- Ss circle the short comparative adjectives and underline the long comparative adjectives in the dialogue.

Get Grammar! 21

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box and to work out the rules for themselves. Ask: *What two letters do we add to short adjectives? What spelling differences can you see? Do we add –er to long adjectives? What word do we add before long adjectives? Which two adjectives are irregular?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6 2.27

- Make sure Ss understand the adjectives.
- Ss work alone and listen to check answers.

Answer → student page

Exercise 7

- Ss work in pairs and then take turns to answer. Write the comparative adjectives on the board.

Answer → student page

Exercise 8 2.28

- Ss work individually, then compare answers in pairs before listening to the recording.

Answer → student page

4.3

In this lesson

Lesson aims:

- Grammar: superlative adjectives
- Vocabulary: adjectives (2)

Resources:

- Grammar worksheet 4.3, p. 159
- Tests: Grammar check 4.3

Homework:

- Workbook Unit 4, p. 36

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 6
- Giving feedback: Exercise 1, Exercise 4 (follow up) and Get Grammar!
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise short, long and irregular comparative adjectives. Write the headings *Adjective* and *Comparative* on the board. Write these adjectives under the first heading and ask different Ss to write the comparative forms: *cold, nice, big, easy, exciting, good, bad*.
- Set the goal of the lesson. As before, draw trees on the board, only this time in three sizes (large, medium and small). Ask Ss *What do you see? Do you remember these trees? What is different?* Say *Today we will remember how to compare two things and we will learn how to compare two or more things.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Ask *What are the friends doing in each picture?*
- Make sure Ss remember the geographical features. Use pre-prepared drawings form L4.1 if necessary.

City Creatures The zoo

1 Look at the pictures. Which geographical features from the box can you see?

beach island waterfall volcano forest mountain

Picture 2 forest
Picture 3 waterfall
Picture 5 island

2 2.29 Listen and read. Complete the sentences.

1 Picture 1 Carla wants to see the tigers.
2 Picture 2 The monkeys are eating bananas.
3 Picture 3 Big Al is interested in the ice cream.
4 Picture 4 Tigers are beautiful and dangerous.
5 Picture 5 Big Al is happy because he's got a hamburger.

Exercise 1

- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 2 2.29

- Ss read the sentences before listening to the story.

Answer → student page

- Ask these further comprehension questions: *Which animals does Rocco want to see? Are the monkeys funny? Where are the elephants from? What meal do they have?*

Get Grammar! 22

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box and to work out the rules for the superlative form for themselves. Ask: *What letters do we add to short adjectives? What word do we add before the adjective? What spelling differences can you see? Do we add –est to long adjectives? What words do we add before long adjectives? Which two adjectives are irregular?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

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Grammar Superlative adjectives

Adjective	Comparative	Superlative
Short adjectives		
tall	taller	the tallest
strong	stronger	the strongest
big	bigger	the biggest
funny	funnier	the funniest
Long adjectives		
dangerous	more dangerous	the most dangerous
Irregular adjectives		
good	better	the best
bad	worse	the worst

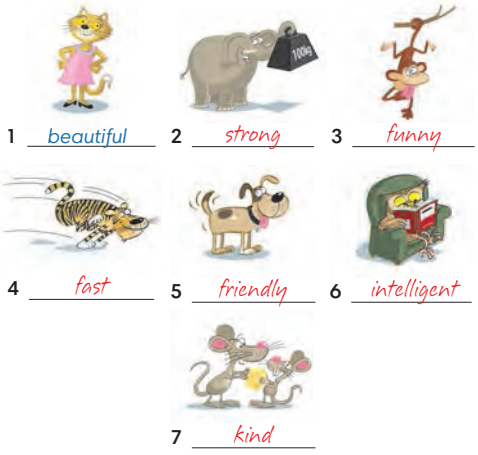
He's the funniest.
They're the most dangerous animals in the world.

22 Get Grammar!

3 2.30 **Listen and repeat. Then label the pictures.**

Vocabulary Adjectives (2)

beautiful fast friendly funny intelligent kind strong



1 beautiful 2 strong 3 funny
4 fast 5 friendly 6 intelligent
7 kind

4 **Make sentences about the animals in Exercise 3. Use the superlative form of the adjectives.**

1 *The tiger is the fastest.*

5 **Complete the sentences about the City Creatures.**

1 Rocco is *funnier* than Carla. (funny)
Big Al is *the funniest* of all.
2 Carla is *smaller* than Big Al. (small)
Rocco is *smallest* of all.
3 Rocco is *more intelligent* than Big Al. (intelligent)
Carla is *most intelligent* of all.
4 Carla is *faster* than Big Al. (fast)
Rocco is *the fastest* of all.
5 Big Al is *friendlier* than Carla. (friendly)
Rocco is *the friendliest* of all.

6 **Exam Spot** **Read and circle the correct answer a, b or c.**

London Zoo

Hi, I'm Kate and I'm a zookeeper at London Zoo. London Zoo is very famous. It's [1] ___ oldest zoo in the UK! Other zoos are [2] ___ than London Zoo, but London Zoo is the [3] ___ interesting! I look after penguins. The penguins are [4] ___ animals at the zoo. In the wild they live in Antarctica but also in some [5] ___ places like islands or deserts. [6] ___ most famous animal at the zoo is a python. It is in a Harry Potter film!

1	a a	(b) the	c an
2	a big	b biggest	(c) bigger
3	(a) most	b more	c much
4	a cuter	b cutest	(c) the cutest
5	a warmest	(b) warmer	c the warmest
6	(a) The	b A	c An

Exercise 3 2.30

- Make sure Ss understand the adjectives in the box. Then have them listen and repeat.
- Ss work individually to label the pictures, then compare answers in pairs.

Answer → student page

Exercise 4

- Before doing the exercise, Ss take turns to say the superlative form of each adjective in the box in Exercise 3.
- Ss write their answers in their notebooks. They then compare answers in pairs.

Answer

Sample answers: 1 The cat/Carla is the most beautiful. 2 The elephant is the strongest. 3 The monkey is the funniest. 4 The tiger is the fastest. 5 The dog is the friendliest. 6 The bird is the most intelligent. 7 The mouse is the kindest.

- Follow-up to confirm spelling: using the Lollipop stick technique, have some Ss write the superlative forms of the adjectives in Exercise 3 on the board. Involve all Ss in feedback by asking them to check their own spelling in their answers. Check using the response cards.

Exercise 5

- Ss work individually and then compare answers in pairs.
- Read out the correct sentences for Ss to correct their own work. Ask all Ss to repeat the sentences after you. Practise and monitor sentence stress. Ss then take turns to read out a sentence individually, e.g. *Rocco is funnier than Carla. Big Al is the funniest of all. Rocco is more intelligent than Big Al. Carla is the most intelligent of all.*

Answer → student page

Extra activity

- Ss do a roleplay. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss perform their roleplays to the class with or without their books.

Exercise 6

- This is preparation for the CYLET Movers Reading and Writing test Part 4.
- Involve Ss in the learning process by giving additional instructions for the exercise. Tell Ss to first read through the paragraph quickly so they can see what it is about. Then tell them to carefully read all the options before making a choice.

Answer → student page

Finishing the lesson

- (*Books open*) Ss take turns to say sentences in the comparative and superlative using adjectives from the Vocabulary box in Exercise 3.
- Have Ss reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask Ss to write their answers to these questions in their notebooks.

Fast finishers

- Ss underline the superlative adjectives in the cartoon story. They write the adjective, the comparative and the superlative forms in their notebooks.

4.4

In this lesson

Lesson aims:

- Communication skills: asking for opinions, giving opinions

Resources:

- Communication worksheet 4.4, p. 171
- Tests: Communication check 4.4

Homework:

- Workbook Unit 4, p. 37
- Extra Online Practice Unit 4

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Revise comparatives and superlatives by checking what Ss remember from the cartoon story in L4.3.
- (*Books open*) Set the goals of the lesson. Have Ss look at L4.3 again. Ask *What do you think of Rocco? What about Carla? Who is your favourite?* Write the answers on the board. Say *These are your opinions. In this lesson we will learn how to ask for and give opinions.* Explain if necessary.

Lead-in

- (*Books closed*) Ask Ss some questions about films: *How often do you go to the cinema? What's your favourite film?* Make sure different Ss answer. Expand the discussion about films: *Why do you like [X-men]?*
- (*Books open*) Ss look at the photo. Ask *Are the friends at home or at the cinema? What are they eating?*

Exercise 1 23 2.31

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 2.32

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.

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What's your favourite film?

Lucas: What would you like to watch?
Amy: I don't know. What's your favourite film, Lucas?
Lucas: The new *Action Team* film. What about you, Tom?
Tom: I think *Electro Max* is more exciting.
Amy: Well, I don't like action films. I love *Happy Hedgehogs*.
Tom: But it's a cartoon.
Amy: So what? It's great!
Tom: What do you think of cartoons, Lucas?
Lucas: In my opinion, they are a bit silly.
Tom: You're right … they are silly.
Amy: So, we all want to watch different films. But I've got the remote …
Lucas: Be careful you two. The popcorn!

1 23 2.31 **Watch or listen and read. Which films do Tom and Amy want to watch?**
Tom wants to watch Electro Max. Amy wants to watch Happy Hedgehogs.

2 2.32 **Listen and repeat.**

Communication Opinions

Asking for opinions
What's your favourite film?
What about you?
What do you think of *cartoons*?

Giving opinions
My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they are *a bit silly*.
You're right. They are *silly*.

3 2.33 **Complete the dialogue. Then listen, check and repeat.**

opinion ~~favourite~~ about right think

Girl: What are your [1] *favourite* videos on YouTube?
Boy: Animal videos. I [2] *think* the best video is of a skateboarding dog! What [3] *about* you?
Girl: I like music videos, especially Adele.
Boy: Music videos are OK, but in my [4] *opinion* animal videos are funnier.
Girl: You're [5] *right*, they are funnier, but I still prefer Adele!

4 Work in pairs. Use the topics below and the dialogue in Exercise 3 to help you.

1 Films: action films vs cartoons
A: *What are your favourite films?*
B: *Action films. I think the best film is the new Action Team film. What about you?*
A: *I like cartoons …*
2 Games: Playstation games vs Wii games
3 Music: pop vs rock
4 Pets: cats vs dogs

5 Exam Spot Read the questions and circle the best answer.

1 What do you think of football?
(a) I think it's great! b That's true!
c I think so.
2 I like action films. What about you?
a You're right! It's amazing.
b It's more exciting than a cartoon.
(c) In my opinion, they're boring.
3 Do you like cats or dogs?
a My favourite is my pet rabbit.
b I like it a lot!
(c) Dogs. I think they're friendlier than cats.
4 I hate chocolate, but I like popcorn.
(a) Me too. I love popcorn!
b Yes, they're great!
c I'm not sure. Chocolate is horrible.

Exercise 3 2.33

- Ss work individually. They should look at the photo story and Communication box for help.
- Check answers using the Lollipop stick technique. Play the recording for Ss to check.

Answer → student page

Extra activity

- Involve Ss by personalising the topic. Ask the questions in the Communication box using the Basketball technique.

Exercise 4

- Assign Student A and B to pairs. Make sure Ss understand the information. Then Ss should swap roles. Monitor Ss correct production and pronunciation.

Exercise 5

- This is preparation for the CYLET Movers Reading and Writing test Part 2.
- Involve Ss in the learning process. Tell them to first read through all the options before choosing one. They should also refer to the SB page for help.
- Ask pairs to read out the dialogues.

Answer → student page

Finishing the lesson

- (*Books closed*) Check Ss memory with these questions: *What is Lucas's favourite film? What film does Amy like?*
- Refer Ss back to lesson objective. Have them finish the sentence *Today I have learned…* and check with their response cards if all the Ss agree.

Fast finishers
- Ss write a list of their favourite films/books/video games.

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1 **What is a world record? What world records do you know?**

2 **2.34 Do the World Records quiz. Then listen and check your answers.**

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

1 The spider is more dangerous than the sea snake. T / F
The spider isn't dangerous to humans. / The sea snake is more dangerous than the spider.
2 The Burj Khalifa is higher than Angel Falls. T / F
3 The tortoise and the spider live on small islands. T / F
4 More people live in the Burj Khalifa than in the tree house. T / F
5 The spider and the snake live in the forest. T / F

2 Angel Falls is higher than the Burj Khalifa.
3 The spider lives in the forests (of South America).
5 The snake lives in the sea.

LOOK!
It's 979 metres **high**.
It's 28 centimetres **long**.
It's 828 metres **tall**.
He's / She's 185 years **old**.

4 **2.35 Complete the sentences with the words in the box. Then listen and check.**

272 cm tall 4,500 years old 6,853 km long ~~8,848 m high~~

1 Mount Everest is *8,848 m high*.
2 The River Nile is *6,853 km long*.
3 The tallest man in history was *272 cm tall*.
4 The Pyramids in Egypt are *4,500 years old*.

Fun Spot

5 **As a class, find out the answers.**

1 Who's the oldest/youngest?
2 Who's got the longest hair?
3 Who's got the biggest pet?
4 Who's got the oldest brother or sister?

4.5

In this lesson

Lesson aims:
- Reading and understanding a quiz
- Vocabulary: adjectives with prepositions

Homework:
- Workbook Unit 4, p. 38

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 3
- Giving feedback: Exercise 3 and Exercise 5
- Peer learning: Extra Activity
- Independent learning: Finishing the lesson.

Warm-up
- Ss look at the photos on page 53 for up to 10 seconds, then close their books. Ask *What do you remember?* Elicit as many words as possible, then ask Ss to come up with comparative and superlative adjectives for each one (*bigger spider, the most dangerous snake*, etc).
- (*Books closed*) Set the goals of the lesson. Ask *Are you interested in quizzes?* Different Ss offer answers. Say *In this lesson we will read and do a quiz.*

Exercise 1
- (*Books open*) Ask Ss the first question and make sure they understand *world record* by saying: *The tallest mountain in the world is a world record*.

Exercise 2 2.34
- Ss read the quiz individually. Explain that if they don't know an answer, they can guess. Ss check with the recording.

Answer → student page

Exercise 3
- Involve Ss in the learning process. Tell them to underline the words and sentences in the quiz where they find the information they need.
- Check answers using the response cards.

Answer → student page

Look!
- Ask different Ss to suggest measurements for the Look! box sentences. Read out the sentences with their suggestions and Ss repeat. Monitor word stress: *metres, kilometres, centimetres.*

Exercise 4 2.35
- Ss work individually and then listen to the recording to check.
- Follow-up: Play the recording again, pause after each sentence and Ss practise saying numbers and measurements.

Answer → student page

Exercise 5
- Encourage class participation from all Ss using the Basketball technique, asking e.g. *Is [name] the tallest? How about you, [name]? Is your brother older than [name]'s brother?*, etc.

Extra activity
- Divide the class into small groups. Each group thinks of more questions to add to Exercise 5 using the superlative. Groups share their questions with the class.

Finishing the lesson
- (*Books closed*) Involve Ss in feedback. Ask: *Do you know something new now?* Have them write down the most interesting thing they learnt.

Fast finishers
- Ss circle the superlative adjectives in the text.

4.6

In this lesson

Lesson aims:

- Listening for gist and for specific information
- Writing an essay
- Paragraphs in writing

Resources:

- Tests: Writing Test 4

Homework:

- Workbook Unit 4, p. 39

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4 and 6
- Peer learning: Exercise 6 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- Set the goals of the lesson. Have Ss look at Exercise 4 on page 54 for a few seconds, then close their books again. Ask *What type of text is it? (An essay)*. Books open: *So, what will we learn today?* Say *Today we will learn how to write a short text about friendship.*

Lead-in

- (*Books closed*) Ask Ss some questions about animals, e.g. *Do you think animals are friends with people?*

Exercise 1

- (*Books open*) If necessary, write the animals on the board.

Answer → student page

Exercise 2 2.36

- Pause the recording after *Can you guess what type of animals they are?* and Ss guess.

Answer → student page

Exercise 3 2.36

- Give Ss a minute to read the before they listen again.

Answer → student page

Exercise 4

- Explain the meanings of *similar* and *different*. *Who likes blue/red?* Elicit answers using the Thumbs up/down technique. Explain: *[name] and [name] both like blue. They're similar. But [name] likes blue and [name] likes red. They're different.*

Answer → student page

Exercise 5

- Make sure Ss understand *topic*.
- Ss work individually and write in their notebooks. Write Ss ideas on the board.

Answer

Paragraph 1: introducing a friend
Paragraph 2: how Ben and Murray are the same
Paragraph 3: how they are different

Exercise 6

- Read out the notes. Ask different Ss for ideas and write them on the board.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback.
- Ss write their final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Give descriptive evaluation, e.g. *Remember to put similar things and different things in different paragraphs* (see also L1.6).

Extra activity

- Ss swap notebooks to correct with the Two stars and a wish technique.

Finishing the lesson

- (*Books closed*) Ss work in pairs to remember information about Murray and Ben.
- Have them reflect on the lesson by completing: *Writing essays about friendship is…*

Fast finishers

- Ss circle all the adjectives on the page.

I can understand and write a short text about friendship.

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1 Name the animals in the photos. Are they friends? *Yes, they are.*

2 2.36 Listen to a radio programme about animal friendships. Which friendship does it describe – A, B or C? *B*

3 2.36 Listen again and circle the correct answer.

1 Milo is *bigger* / (*smaller*) than Bonedigger.
2 Bonedigger is (*faster*) / *slower* than Milo.
3 The two friends sleep in (*the same place*) / *different places*.
4 They like (*meat*) / *vegetables*.
5 Milo (*cleans*) / *is scared of* his friend's teeth.

4 Read Ben's description of his best friend. What does Ben's friend like?

Murray likes swimming and the mountains. He also likes biscuits.

My best friend by Ben

Paragraph 1 — My best friend is called Murray. He's a lot of fun and we often spend time together. In some ways we are similar, but in other ways we are different.

Paragraph 2 — We both love the beach. We go sailing in the sea and we go swimming too. We both like swimming but Murray is better than I am! We also like the mountains.

Paragraph 3 — But we are also different. I am tall, but Murray is small. I like bananas, but Murray likes biscuits. Murray has four legs, but I have only two. Who is Murray? He's my dog!

Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

5 Read the text in Exercise 4 again. What information can you find in each paragraph?

6 Writing Time Write about your best friend.

Find ideas

Think about your best friend. It can be a person or a pet! Make notes about how you are the same and how you are different (e.g. appearance, interests, food , etc.).

Draft

Write about your best friend.
Paragraph 1 – write who it is.
My best friend is called …
Paragraph 2 – write how you are the same.
We both love/like …
Paragraph 3 – write how you are different.
But we are also different. I … but my friend …

Check and write

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

Vocabulary

1 Put the letters in the correct order to make the names of six geographical features.

1 You can go skiing on a *mountain*. OMUTNINA
2 You can go sailing on a *lake*. EKAL
3 You can climb a *volcano*. NOVOCAL
4 There isn't any water in a *desert*. STREDE
5 New Zealand is an *island*. DANSIL
6 Angel Falls is the world's highest *waterfall*. FLATWALER

2 Circle the correct answer.

1 I don't want to watch this film. It's (*boring*) / *easy* and it isn't *safe* / (*funny*).
2 I love skiing – it's (*fast*) / *strong* and *low* / (*exciting*).
3 My granny is *high* / (*kind*) and (*friendly*) / *safe*. She always helps people.
4 Elephants are (*intelligent*) / *cheap* animals but they can be (*dangerous*) / *safe*.
5 In my opinion, Maths is (*easy*) / *friendly* but History is *strong* / (*difficult*).

Pronunciation

3 2.37 Listen and repeat: /ə/. Practise saying the words in blue.

Grammar

4 Compare these animals.

1 Lions *are more dangerous than* (dangerous) cats.
2 Elephants *are bigger than* (big) tigers.
3 Tigers *are faster than* (fast) tortoises.
4 Giraffes *are taller than* (tall) elephants.
5 Dogs *are more intelligent than* (intelligent) cats.
6 Monkeys *are funnier than* (funny) tigers.

5 Write sentences with the superlative form of the adjectives.

1 *The longest wall* (long / wall) in the world is The Great Wall of China.
2 *The biggest pizza* (big / pizza) in the world is from Italy.
3 *The oldest pair of jeans* (old / pair of jeans) in the world is 136 years old!
4 *The most expensive film ever* (expensive / film ever) is *The Pirates of the Caribbean: At World's End.*
5 *The worst footballer* (bad / footballer) in the world is my dad!

Communication

6 2.38 Put the dialogue in the correct order. Then listen and check.

[1] **Rocco:** What do you think of pizzas?
[6] **Big Al:** But hamburgers are bigger than pizzas.
[3] **Rocco:** Pizza Napolitana. It's really good!
[2] **Big Al:** I really like them! My favourite is pizza Margherita. What's your favourite?
[5] **Rocco:** I'm not sure. In my opinion pizzas are the best!
[4] **Big Al:** That's true, it is good. But hamburgers are better than pizzas.
[7] **Rocco:** Your hamburger is bigger than a pizza!

Check yourself!

- I can talk about geographical features.
- I can compare two things.
- I can compare two or more things.
- I can ask for and give opinions.

4.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 4
- Pronunciation: /ə/

Resources:

- Tests: Language Test 4, Mid-year-test

Homework:

- Workbook Unit 4, p. 40
- Extra Online Practice Unit 4

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Exercise 2
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 4. Ask *What new words are in this unit? Can you remember them all? Can you spell them?*
- Set the goals of the lesson. Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 4.*

Exercise 1

- (*Books open*) Ss work individually. Then different Ss write the words on the board.

Answer → student page

Exercise 2

- Ss work using the Think-pair-share technique.

Answer → student page

Exercise 3 2.37

- Ss repeat as a class. Play the audio track again and choose pairs or individuals to repeat.
- Follow-up task: Write these words on the board: *footballer, hamburger, happier, pizza, water, banana, similar*. Read them out and Ss repeat. Ask Ss to underline the letters that make the /ə/ sound.

Exercise 4

- Ss work individually. Check answers using the Lollipop stick technique. Ss write their answers on the board.

Answer → student page

Exercise 5

- Ss work individually. Ask different Ss to write their answers on the board.

Answer → student page

Exercise 6 2.38

- Ss work in pairs, then listen. Check the order before Ss practise in pairs.

Answer → student page

Extra activity

- Ss work in pairs and roleplay a dialogue with their own food ideas, similar to the dialogue in Exercise 6.

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Ask *How many geographical features do you remember in English? What letters do you add to short adjectives to compare two things? How about comparing more than two things?*

Fast finishers

- Ss make a wordsnake with geographical features.

3&4

In this lesson

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

Resources:

- Tests: Skills Test Units 3&4, Speaking Tasks Units 3&4

Homework:

- Workbook Skills Revision 3&4, pp. 42–43

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and 5
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 3–4. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 3 and 4 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down a many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a geographical feature / technology word.* Student B: … Student B: *Finish my phrase: Download a…* Student A: *…song*.

Reading and Writing

Max and Karl are good friends. Max sometimes goes to Karl's [1] *house* after school. Today they are playing on Karl's [2] *computer*.
'Let's play *Forest Adventure*,' says Karl. 'It's too difficult,' says Max. 'I think *Mountain Quest* is more [3] *exciting* than *Forest Adventure*.' Karl has an [4] *idea*.
'Why don't we play *Mountain Quest* first, then we can play *Forest Adventure*?' he says.
The boys start the game. They are looking for a magic key, but they can't see it. They go across a river and they [5] *climb* to the top of a volcano.
Finally they [6] *find* the magic key. 'OK, let's play my game now,' says Karl. 'Sorry Karl, but I can't,' says Max. 'I've got Geography homework! Maybe tomorrow.'

1 Do you sometimes go to a friend's house after school? What do you do?

2 **Exam Spot** Read the story. Complete the text with the words below. There are three extra words.

3 Tick (✔) the best title for the story.

1 ☐ Max's new computer.
2 ☐ Max and Karl do their homework.
3 ☑ Karl has an idea.

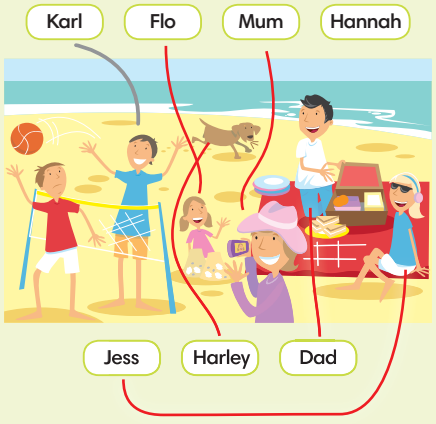
4 **Exam Spot** Write about 60–70 words about your favourite game. Use these questions to help you.

1 What is the game about?
2 When do you play it?
3 Who do you play it with?
4 Why do you like it?

My favourite game is …
It's a … game. / It's about …
I usually play it with …
I like/love it because …

Listening

5 **Exam Spot** 2.39 Look at the pictures. Listen and draw lines. There is one extra name.



Warm-up

- (Books closed) Say an adjective and ask Ss to say the opposite. Then ask Ss to say as many adjectives, including feelings, which they can remember from Units 3 and 4.
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and/or PTEYL too. (See the Introduction.)

Lead-in

- Name one item of technology. Ask a student to name another. Go around the class and ask each student to name an item of technology.

Exercise 1

- Read the questions. Ss talk in pairs.

Exercise 2

- This is preparation for CYLET Movers Reading and Writing Part 3.
- Tell Ss to read all the story first so they know what it is about. Then they should look at all the options before they complete the text. Remind them that there are three extra words.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 3

- Ss work individually and can then compare answers in pairs.
- Ask a student to offer an answer and ask Ss who agree to raise their hands.

Answer → student page

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Communication

6 **Exam Spot** **Look at the pictures. Match sentences a–h to pictures 1–6. There are two extra sentences.**

a Hi, Mum! Can I go to the cinema with Jake and his mum?
b I love Z-MEN. What about you?
c Hi Lily. It's Jake here.
d That's twelve pounds, please.
e The film starts at 5. What time is it, Jake?
f Can we have some popcorn?
g I'm afraid Lily's out.
h It's Lily for you.

7 **Exam Spot** **Ask and answer the questions in pairs.**

1 How often do you phone your friends?
2 Which is your favourite film?
3 Where do you usually go on holiday?

Exam Language Bank

Technology
camera
computer
headphones
keyboard
laptop
mobile phone
mouse
printer
screen
speakers
tablet
TV

Using technology
chat online
download a song
send an email
surf the Internet
take a photo/selfie
talk on the phone
text a friend

Feelings
angry, bored, happy, sad, scared, tired, worried

Adjectives with prepositions
excited / worried about
bad / good at
interested in
scared of

Geographical features
beach, city, desert, forest, island, lake, mountain, river, sea, town, volcano, waterfall

Adjectives
beautiful, boring, cheap, dangerous, difficult, easy, exciting, expensive, fast, friendly, funny, high, intelligent, kind, low, safe, strong

Talking on the phone
Hello, it's *Elena* here.
Can I speak to *Amy*, please?
Just one moment. / Just a minute. / Hang on.
It's *Elena* for you.
I'm afraid *he's* / *she's* out.
Bye. / See you soon. / See you later.

Opinions
What's your favourite film?
What about you?
What do you think of *cartoons*?
My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they're *a bit silly*.
You're right. They are *silly*.

Rear

Exercise 6
- This is preparation for PTEYL Quickmarch, Task 4.
- Tell students to look carefully at the pictures and think about what they can see.
- Ss work individually and then compare answers in pairs. Have different Ss to offer answers.

Answer → student page

Extra activity
Ss work in pairs. Student A reads out a sentence from Exercise 6 and Student B points to the correct picture or says *No picture*. Students then swap roles.

Exercise 7
- This is preparation for CYLET/ PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

Finishing the lesson
- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (☺, 😐, ☹). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers
Ss write sentences like those in Exercise 4 about a favourite film.
Ss study the Exam Language Bank.

Extra activity
- Ask Ss these further comprehension questions on the text: *What are the boys' names? (Max and Karl); Which game do they play? (Mountain Quest); What are they looking for? (A key); Why can't Max play the other game? (He has Geography homework).*

Exercise 4
- This is preparation for PTEYL Quickmarch, Task 6.
- Read out the questions and make sure Ss know what to do. If they don't have a favourite game, they can make something up.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Exercise 5 2.39
- This is preparation for CYLET Movers Listening Part 1.
- Tell Ss to look at the picture and think about what they can see before they listen. For less confident classes, ask different students to offer ideas before you play the recording.
- Play the recording once. Ss draw lines. Play the recording again for Ss to check their answers.
- Check answers using the Lollipop stick technique. Ask Ss to say which key words they heard that helped them choose the people.
- Play the recording again if necessary for less confident Ss to confirm answers.

Answer → student page

5.1

In this lesson

Lesson aims:

- Vocabulary: places in town, preposition of place

Resources:

- Vocabulary worksheet 5.1, p. 150
- Tests: Vocabulary check 5.1

Homework:

- Workbook Unit 5, p. 44

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 7 and 9
- Peer learning: Exercise 2, 4 and Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write *Our town* on the board. Ss take turns to say any places in their town they know in English.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 58-59 and offer ideas. *Today we will talk about places in town.* Write the lesson objective on the board.

Lead-in

- Teach the vocabulary with example sentences: *You buy food and toys at a shop. You eat pizza at a restaurant. There are trees and grass in the park. You get money from a bank. You stay at a hotel when you are on holiday. You can order tea or coffee at a café.*

Exercise 1

- Ss take turns to tell the class which places are near their school.

Exercise 2 2.40

- Ss work using the Think-pair-share technique. Make sure Ss understand all the vocabulary.

You see a film at the cinema. You go to hospital when you are very ill. There are lots of books at a library. There are interesting old things at a museum. You can see a football match at the stadium. You buy food from the supermarket. A supermarket is a shop. You see a play at the theatre.

Explain further if necessary.

Answer → student page;
The only missing building is the bank.

Exercise 3 2.41

- Before they listen, tell Ss to listen for words that they connect to the places.
- Follow-up. Play the audio track again and stop after each mini-dialogue. Ss say the words that are connected to the places.

Answer

2 At the library 3 At the stadium
4 At the hospital 5 At the café 6 At the park
7 At the supermarket / in the shop

Exercise 4

- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Tell Ss to look at the pictures on page 58, then underline key words connected to each place in each sentence.

Answer → student page

- **Critical thinking** Ss name places that are and aren't in their town.
- Ask them to Ss work using the Think-pair-share technique. Create a list of places on the board.

Exercise 5

- Ss write sentences in their notebooks. They then compare in pairs. Ask different Ss to read out sentences to the class.

5 Around town

Vocabulary I can talk about places in town.

In this unit

Vocabulary
- Places in town
- Prepositions of place
- Adjectives

Grammar
- Past Simple *to be* affirmative, negative, questions and short answers

24–25 5.2 Grammar video

26 5.2 Grammar animation

27 5.3 Grammar animation

28 5.4 Communication video

29 BBC Culture video

1 Which of these places are near your school?
shop restaurant park bank hotel café

I know that!

2 2.40 **Listen and repeat. Which places can you see in the picture on page 58?**

Vocabulary Places in town (1)

bank café cinema hospital hotel library museum park restaurant shop stadium supermarket theatre

3 2.41 **Where are the people? Listen and write in your notebook.**

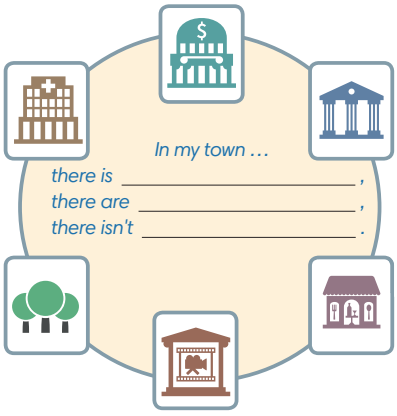
1 *At the cinema.*

4 **Exam Spot** **Match the descriptions to the places in the box. There are three extra places.**

bank cinema ~~hospital~~ hotel library museum park restaurant stadium

1 You go there to see a doctor. *hospital*
2 You can get money there. *bank*
3 You can see an Egyptian mummy there. *museum*
4 You can see a film there. *cinema*
5 You can have a picnic there. *park*
6 You can have lunch or dinner there. *restaurant*

5 **Complete the sentences so they are true for you.**



6 2.42 **Listen and repeat. Then look at the picture on page 58 and complete the sentences.**

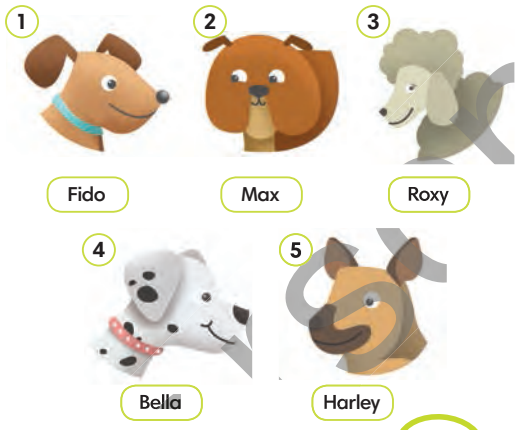
Vocabulary Prepositions of place

behind between in front of next to opposite

1 The museum is *between* the cinema and the theatre.
2 The ambulance is *in front of* the hospital.
3 The stadium is *behind* the supermarket.
4 The cinema is *next to* the museum.
5 The hospital is *opposite* the café.

7 **Find the dogs in the picture on page 58. Then ask and answer in pairs.**

A: *Where is Fido?*
B: *Fido is in front of the cinema.*



8 **Complete the sentences about you. Use the names of the places in town.**

I remember that!

I often go to the cinema and the library.

I often go to _____ and _____.
I sometimes go to _____ and _____.
I never go to _____ or _____.

Answer
2 Max is between the theatre and the museum. 3 Roxy is opposite the hospital. 4 Bella is behind a tree. 5 Harley is in front of the library, next to the policeman.

Exercise 8

- Ss work individually. They then read their paragraphs to their partner and compare answers.
- Involve Ss further by extending the activity. Use the Lollipop stick technique to have Ss compare two things they said in pairs, e.g. *Anna often goes to the cinema, but I sometimes go to the cinema.*

Finishing the lesson

- (*Books closed*) Ss take turns to say one new word from the lesson. Ask different Ss to write them on the board and make sentences with them. Ask Ss what they remember from the town picture in Exercise 1.
- Ask Ss which words from the lesson are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers
- Ss write the places in town words in their wordlists. They write one or two words in English they connect to each place that can help them remember the meaning. Ask Ss which words they used.

Exercise 6 2.42

- Teach the prepositions of place with three Ss. Ask them to stand at the front. Position them according to the prepositions and say example sentences e.g. *Mary is between John and Anna.*
- Ss work individually. Ask different Ss to read out the completed sentences. Ss then check each other's answers and offer feedback.
- Use the Basketball technique to involve Ss with follow-up questions about their town, e.g. *Is the cinema opposite the shops in your town? Where is the supermarket in your town?*

Answer → student page

Extra activity

- Ss work in groups. They draw a street map of an imaginary town and label the places on it. They should draw the map so that the places illustrate all the prepositions of place. They then swap maps with another group and write sentences about where the places are on the other group's map. They then return the maps and mark feedback on the sentences.

Exercise 7

- Ss ask and answer in pairs. Monitor question forms and pronunciation.
- Ask different pairs to report back to the class.

5.2

In this lesson

Lesson aims:

- Grammar: Past Simple: *be* affirmative and negative

Resources:

- Grammar worksheet 5.2, p. 160
- Tests: Grammar check 5.2

Homework:

- Workbook Unit 5, p. 45
- Extra Online Practice Unit 5

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 8, Get Grammar! and Finishing the lesson
- Peer learning: Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write the places in town words on the board with the vowels missing. Ss take turns to say and complete the words.
- Give Ss learning feedback by asking who has updated their wordlists in their notebooks.
- Set the goal of the lesson. Ask *What day is it today?* Ss: *(Tuesday).* Say: *Yes, this is today, and we use the verb be in the present. But yesterday it was Monday. Is that the present, or is it the past? Today we will learn the Past Simple of the verb be so we can talk about the past.*

Lead-in

- (*Books open*) Ss look at the photo story and describe who and what they can see. They suggest what the story is about.

Exercise 1

- Ask different Ss to suggest answers.

Answer → student page

Exercise 2 24 2.43

- Tell Ss to read the sentences first so they have a purpose for watching or listening.

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We were worried about you!

It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.

Elena: Where's Lucas? The film starts in five minutes.
Amy: Perhaps he's ill. He wasn't very well at school yesterday.
Tom: He was OK this morning.
Elena: He isn't answering his phone.
Tom: Come on, let's go in.

After the film …

Amy: That was awesome!
Tom: The actors were amazing!
Elena: It's a shame about Lucas.
Amy: Wait a minute. There he is …

Elena: Happy birthday, Lucas! We were worried about you!
Lucas: Sorry I'm late. There weren't any buses and my phone was out of battery.
Tom: So, is this your new bike?
Lucas: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.
Amy: Never mind, Lucas. Let's go for a pizza now.

Amy: Look, here's the pizzeria.
Lucas: Oh no …

1 Look at the photos. Where are the children? What can you do there?
They're at the cinema.
You can watch films there.

2 24 2.43 Watch or listen and read. Circle T (true) or F (false).

1 Elena phones Lucas. (T) / F
2 Lucas is ill. T / (F)
3 Tom doesn't want to see the film. T / (F)
4 The film isn't very good. T / (F)
5 There's a problem with Lucas's phone. (T) / F
6 Lucas has got a new bike. T / (F)

3 2.44 Listen and repeat. Find these expressions in the story.

Say it!

That was awesome! It's a shame.
Sorry I'm late. Never mind.

4 Guess! Why does Lucas say "Oh no" about the pizzeria? Circle the answer that you think is true. Have a class vote.

a His sister is in the pizzeria. b The pizzeria is closed.
(c) Some of his teachers are in the pizzeria.

5 25 2.45 Now watch or listen and check.

- Ask different Ss to read out the sentences and answers. For false answers ask Ss to say the true sentence.

Answer → student page

Exercise 3 2.44

- Read out the sentences. Ask students to respond with a phrase or part of a phrase from the Say it! box:
  Sorry but I can't help you cook.
  Well done! That…
  There you are!.
  Oh no! I haven't got the cake! It's…

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Check answers using the response cards.

Exercise 5 25 2.45

- Ss watch or listen to check their choice.

Video/Audio script

Amy: What is it, Lucas?
Lucas: That's Miss Green, our history teacher, isn't it?
Amy: Oh yes, it was her birthday yesterday.
Lucas: Well, look, she's having a party. There's Mr Burton …
Tom: … and there's Mrs Busby.
Lucas: We can't go here. What a disaster!
Elena: Don't worry. We can all come to my house.

Answer → student page

Grammar
Past Simple *to be* affirmative and negative

▶ 26 Get Grammar!

+	−
I **was** at the cinema.	I **wasn't** at the park.
You **were** at the cinema.	You **weren't** at the park.
He/She/It **was** at the cinema.	He/She/It **wasn't** at the park.
We **were** at the cinema.	We **weren't** at the park.
You **were** at the cinema.	You **weren't** at the park.
They **were** at the cinema.	They **weren't** at the park.
there was / there were	*there wasn't / there weren't*
There **was** a problem. There **were** some buses.	There **wasn't** a problem. There **weren't** any buses.

wasn't = was not weren't = were not

6 **Complete the sentences with *was* or *were*.**

1 It *was* Lucas's birthday on Saturday.
2 Amy, Elena and Tom *were* at the cinema.
3 The film *was* awesome!
4 Lucas *was* late.
5 There *was* a problem with the buses.
6 Their teachers *were* in the pizzeria.

7 **Where were they last Sunday? Look at the pictures and write true sentences in your notebook.**

1 Jake was at the park. *Jake wasn't at the park. He was at the hospital.*

2 Julia was at the restaurant. *Julia wasn't at the restaurant. She was at the library.*

3 Alice and Adam were at the café. *Alice and Adam were not at the café. They were at the theatre.*

4 Luke and Bess were at the museum. *Luke and Bess weren't at the museum. They were at the stadium*

LOOK!

yesterday **last** night/week/month/year
last Monday/May **in** 2014

8 **Complete the sentences so they are true for you. Use the correct time expressions.**

1 There was a good film on TV _____.
2 It was my birthday _____.
3 I was late for school _____.
4 My friends and I were at the cinema _____.
5 It was sunny _____.
6 My family and I were on holiday _____.

Fun Spot

9 **Game! Play as a class *Yesterday, I was at the …***

Nadia: *Yesterday, I was at the library.*
Jan: *Yesterday, Nadia was at the library and I was at the museum.*
Adam: *Yesterday, Nadia was at the library, Jan was at the museum and I was at …*

- Monitor comprehension. Ask: *Does Lucas see the film? Why not? What's the name of the History teacher? When was her birthday? Where do the friends go?*
- Involve Ss. Ask *Is your guess correct?* Check answers using the Thumbs up/down technique.
- Divide the class into groups of four and assign a role from the photo story to Ss. They roleplay the story in their groups.

Extra activity
- Ss work in groups of four and change these details in the photo story: names, places, transport, reason for being late. They then perform their new version and the class listens for the changes.

Get Grammar! ▶ 26
- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the affirmative form before Ss do the exercise. Write these gapped phrases on the board and ask different Ss to fill in the gaps so they are true for them.
  Yesterday I__ at school.
  On Sunday we ___ at school.
  My friend __ at home yesterday morning.
  My friends ___ at my house last Saturday.
  There ___ a quiz on TV yesterday.
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6
- Ss work individually. Choose different Ss to read out the answers.

Answer → student page

Exercise 7
- Ss work individually and then compare answers in pairs. Ask different Ss to write the answers on the board.
- Follow-up: Involve Ss by asking them to say two sentences about themselves including a place in town. One sentence should be affirmative and the other sentence negative.

Answer → student page

Look!
- Read out the box and make sure Ss understand the expressions.

Exercise 8
- Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.
- Involve Ss further using the Basketball technique and having them compare two answers they said in pairs, e.g. *It was my birthday last May, but it was my friend's birthday last January.*

Exercise 9
- This is a class game. First make sure Ss remember the place names. For larger classes the game can be played again in groups of ten.

Finishing the lesson
- (*Books closed*) Ss take turns to say a sentence about where they or a family member was yesterday. The class use their response cards to respond.
- Refer Ss back to lesson objective: *Can you now talk about the past using be? What two forms do you know?* Have Ss finish the sentence in their notebooks: *To talk about the past using be, we …*

Fast finishers
- Ss underline the Past Simple of the verb *be* affirmative and circle the Past Simple of the verb *be* negative in the photo story. They write them in their notebooks and then write the opposite.

5.3

In this lesson

Lesson aims:

- Grammar: Past Simple: be questions and short answers

Resources:

- Grammar worksheet 5.3, p. 161
- Tests: Grammar check 5.3

Homework:

- Workbook Unit 5, p. 46

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 5 and Get Grammar!
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise the Past Simple of *be* affirmative and negative. Write the headings *Yesterday* on the board. Ask Ss to write down two sentences, one affirmative and one negative, that are true for them.
- Ss then compare sentences in pairs. Ask different pairs to read out some examples. Write a few on the board.
- Set the goal of the lesson. Refer Ss to the sentences on the board. Ask *Are these questions?* Ss: *No.* Say *Today we will learn the Past Simple of the verb be so we can ask and answer questions about the past.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1,* etc.

Exercise 1

- Ss work individually.
- Check answers using the Lollipop stick technique.

Answer → student page

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City Creatures The muffins

1 Look at the cartoon. Match the characters to the feelings.

1	b	Carla	a surprised
2	a	Rocco	b angry
3	c	Al	c scared

2 2.46 Listen and read. Circle T (true) or F (false).

1 Big Al is having a bad dream. (T) / F
2 Carla is looking for pizzas. T / (F)
3 Rocco doesn't like muffins. (T) / F
4 Al was at the park. T / (F)
5 Carla's muffins are under the sofa. T / (F)

Exercise 2 2.46

- Tell Ss to read the sentences first so they have a purpose for watching or listening.
- Ask different Ss to read out the sentences and answers. For false answers ask Ss to say the true sentence.

Answer → student page

- Involve Ss with these follow-up comprehension questions: *Was it a bad dream? Whose muffins were they? Was Carla happy? Do you think Carla is right to be angry? Was Big Al bad? Do you like muffins?*

Get Grammar! 27

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the question form before Ss do the exercise. Write these gapped questions on the board and ask different Ss to fill in the gaps. They should also think about spelling.
  __ you at the cinema yesterday?
  __ he late for school last Monday?
  ___ they at home last night?
  ___ there a quiz on TV yesterday?
- Ask different Ss to answer the questions on the board with short answers. Replace *he* and *they* with Ss names.
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

Grammar
Past Simple *to be* questions and short answers

▶27 Get Grammar!

?	Short answers
Was I at the park?	Yes, I was. / No, I wasn't.
Were you at the park?	Yes, you were. / No, you weren't.
Was he/she/it at the park?	Yes, he/she/it was. No, he/she/it wasn't.
Were we at the park?	Yes, we were. / No, we weren't.
Were you at the park?	Yes, you were. / No, you weren't.
Were they at the park?	Yes, they were. / No, they weren't.

Where were you last night? **When** was Rocco at the park?

there was / there were	
Was there a pizza in the fridge?	Yes, there was. / No, there wasn't.
Were there (any) muffins in the fridge?	Yes, there were. / No, there weren't.

3 In your notebook, write questions about the story.

1 muffins Were any there in the fridge ?
Were there any muffins in the fridge?
2 Was at the supermarket Rocco ?
3 Rocco Where was ?
4 at the cinema Were Carla and Al ?
5 Were there in the fridge any pizzas ?
6 a plate on the sofa Was there ?

4 In pairs, ask and answer the questions in Exercise 3.

A: *Were there any muffins in the fridge?*
B: *No, there weren't.*

5 2.47 Complete the dialogue. Then listen and check.

The next day Carla has more questions for Al …

Carla: Where [1] *were* you last night, Al?
Big Al: I [2] *was* with Rocco.
Carla: [3] *Were* you at the park?
Big Al: No, we [4] *weren't*. We [5] *were* at the supermarket.
Carla: [6] *Were* there any sausages?
Big Al: No, there [7] *weren't*. But there were muffins. Look!
Carla: Oh! Thanks Al!

6 Act out the dialogue in Exercise 5 in pairs. Replace the words in blue. Use the places below.

7 In pairs, ask and answer about your weekend.

A: *Were you at home last Saturday?*
B: *No, I wasn't. I was at the park.*

Fun Spot

8 2.48 2.49 Go to page 107. Listen and sing *Where Were You?* song.

Exercise 3
- Ss work individually. Ask different Ss to write the questions on the board.

Answer
2 Was Rocco at the supermarket? 3 Where was Rocco? 4 Were Carla and Al at the cinema? 5 Were there any pizzas in the fridge? 6 Was there a plate on the sofa?

Exercise 4
- Monitor pairs for correct questions forms and short answers.

Answer
2 No, he wasn't. 3 Rocco was at the park.
4 No, they weren't. 5 Yes, there were.
6 No, there wasn't.

- Follow-up: Choose different pairs to stand up. Student A asks any question from Exercise 3. Student B answers.

Exercise 5 2.47
- Ss work individually. Ask different Ss to suggest answers but do not confirm yet. Play the recording for Ss to check their own work.
- Encourage Ss to give feedback about their own progress. Ask *Was Exercise 5 easy or difficult? Can you use the Past Simple of be? Do you want some more practice?* Deal with any problems at this stage.

Answer → student page

Exercise 6
- Monitor pairs for question forms and answers. Ask different pairs to stand up and perform their dialogues to the class. Ask the class follow-up comprehension questions, e.g. *Where was Anna? Who was she with? What was there?*

Extra activity
- Ss do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss can then perform their roleplays to the class. Challenge stronger Ss by asking them to perform the roleplay without their books. Assign a less confident student to help them by prompting from the books if they get stuck.

Exercise 7
- Ask two Ss to read out the example.
- Ss ask and answer in pairs. Monitor grammar and vocabulary.
- Ask different pairs to demonstrate their dialogues.

Exercise 8 2.48 2.49
- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along.
- Different groups perform the song. Have a class vote for the best performance.

Finishing the lesson
- (*Books open*) Ss have one minute to look at pictures in the cartoon story.
- (*Books closed*) Ask Ss the questions in Exercise 3 again to see what they can remember. Ss take turns to answer.
- Have Ss reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask Ss to write their answers to these questions in their notebooks.

Fast finishers
- Ss underline the Past Simple of the verb *be* questions and circle the answers in the cartoon story. They say which answers are short answers.

5.4

In this lesson

Lesson aims:

- Communication skills: asking for directions, giving directions

Resources:

- Communication worksheet 5.4, p. 172

Homework:

- Workbook Unit 5, p. 47
- Extra Online Practice Unit 5

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Revise the places in town from L5.1. Give Ss one minute to write down in pairs as many places as they can remember.
- Set the goals of the lesson. Ask Ss to look at Exercise 5 for a few seconds. Ask *What is it?* Say *In this lesson we will learn how to ask for and give directions.*

Lead-in

- (*Books open*) Ss look at the photo and say who and what they can see.

Exercise 1 28 2.50

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 2.51

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Involve Ss by personalising the topic. Ask *Do you often give directions in your own language? When was the last time?*

Extra activity

- Play the video or recording again. Then Ss roleplay the dialogue. Assign the roles to three Ss. Challenge more confident Ss to do this without the book. Ss work in groups, then perform for the class.

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Is it far?

Tourist: Er … Excuse me … I'm looking for the Science Museum.
Amy: The Science Museum? Yes, it's …
Tom: Hey, I know where it is, it's in Green Street.
Tourist: Where's Green Street? Is it far?
Tom: No, it isn't. Go straight on, then turn right …
Amy: You mean turn left, Tom.
Tom: Oh yes, turn left. Go past the cinema and the museum is on the left. It's opposite the park.
Amy: But it's on the right, Tom.
Tom: What's on the right?
Amy: The museum, Tom. You don't know your left from your right!

1 28 2.50 Watch or listen and read. Where does the tourist want to go?
The tourist wants to go to the Science Museum.

2 2.51 Listen and repeat.

Communication Directions

Asking for directions
Excuse me. Where's *North Street*?
I'm looking for *a library*.
How can I get to *the Science Museum*?
Is it far?

Giving directions
It's in/on *Green Street*.
Go straight on.
Go past *the cinema*.
Turn left. / Turn right.
It's on the left. / It's on the right.

3 Look at the pictures and give directions. Use the Communication box to help you.

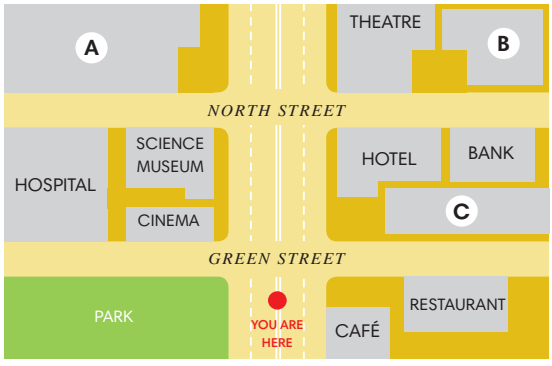
1 *Turn right.*
2 *Turn left.*
3 *Go past.*
4 *It's on the left.*
5 *It's on the right.*
6 *Go straight on.*

4 2.52 Circle the correct answer. Then listen and check. Show the library on the map in Exercise 5. Is it A, B or C?
The library is B.

Boy: Excuse me. I'm looking [1]*for* / to the library.
Girl: There's a library [2]*in* / at North Street.
Boy: Where's North Street? Is it far?
Girl: No, it isn't. Go straight [3]*on* / in, past the hotel. Then [4]*go* / *turn* right. The library is [5]*in* / *on* the left, opposite the bank.
Boy: Thanks!

5 2.53 Listen, follow the directions and write A, B or C next to the places.

A the stadium C the supermarket



6 In pairs, ask for and give directions.
Student A: Go to page 106. Student B: Go to page 108.

Exercise 3

- Ss work individually. They should look at the photo story and Communication box for help.
- Ask different Ss for answers using the response cards.

Answer → student page

Exercise 4 2.52

- Ss work individually. Ask different Ss for answers, but do not confirm yet. Play the audio track for Ss to check their own work.

Answer → student page

Exercise 5 2.53

- Before Ss listen, give them a moment to study the map.

Answer → student page

Exercise 6

- Assign Student A and B to pairs. Make sure Ss understand the ir roles.
- Monitor use of communication skills.

Finishing the lesson

- Write gapped sentences asking for directions on the board and ask different Ss to say the complete question. Repeat with answers.
- Refer Ss back to lesson objective. Have them finish *Today I have learned…* and check with their response cards if all the Ss agree.

Fast finishers

- Ss underline the questions and circle the answers in the dialogue.

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1 2.54 Listen and repeat. Label the pictures with the words in the Vocabulary box. Which places are there in your town?

Vocabulary Places in town (2)

police station | post office | shopping centre
sports centre | swimming pool | train station

1 *post office*

2 *train station*

3 *swimming pool*

4 *sports centre*

5 *police station*

6 *shopping centre*

2 2.55 Read and listen to the text about Hollywood. Which of the places in the Vocabulary box are in the text?

3 2.55 Read and listen to the text again. Copy the time line in your notebook. Put the places in Hollywood on the time line.

1900 — 1911 — 1912 — Today

a post office, … a hotel, two shops | *a police station, a film studio* | *fifteen film studios, restaurants, cinemas* | *shopping centres, modern hotels and theatres, a theme park*

4 Complete the questions with the words in the box.

~~How many~~ | How many | Was | Were | What

1 *How many* people were there in Hollywood in 1900?
There were 5,000 people.
2 *Was* there a post office in 1900?
No, there wasn't.
3 *Were* films popular in 1911?
Yes, they were. Films were very popular.
4 *How many* film studios were there in 1912?
There were 50 film studios.
5 *What* is Universal Studios?
It's a big cinema in Hollywood.

5 Read the text again. Which answers in Exercise 4 are true and which are false? Correct the false answers.

1 *False. There were 500 people.*

LOOK!
1900 = nineteen hundred
1911 = nineteen eleven
2005 = two thousand and five
2017 = twenty seventeen

6 2.56 Listen and write the years in your notebook.

1 *1965* 2 *2012* 3 *2007* 4 *1998* 5 *2018*

Hollywood is famous for its film studios and for big, exciting films such as *Star Wars, Titanic* and *The Avengers*. A lot of people live there too. But it was very different in the past.

In 1900, Hollywood was a small village near Los Angeles. There was a post office, a hotel, two shops – and 500 people. In 1911 there was also a police station and a little film studio. The film industry was new, and films were very popular. A year later, in 1912, there were fifteen studios in the town! Hollywood wasn't a quiet little town any more. It was full of actors, and there were restaurants and cinemas.

Today, Hollywood is part of Los Angeles. There are busy shopping centres, modern hotels and theatres. Millions of tourists visit Hollywood every year, and many go to Universal Studios. It's a large theme park and a real film studio. Hollywood is very different from the small village of the past!

Record

5.5

In this lesson

Lesson aims:
- Reading and understanding a text about the past
- Vocabulary: places in town

Homework:
- Workbook Unit 5, p. 48

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Warm-up, Exercise 6
- Independent learning: Finishing the lesson.

Warm-up
- Revise places in town and Past Simple using the Basketball technique.
- (*Books closed*) Set the goals of the lesson. Draw Ss attention to the title of the text in Exercise 3. Ask *What do you think is the lesson about?* Say *In this lesson we will read a text about a place in the past.*

Lead-in
- (*Books open*) Ask: *What is the place? What do you know about this place?* Ss take turns to offer answers.
- Say *There are some new places in town to learn.*

Exercise 1 2.54
- Ss work in pairs to match the places they know to the pictures. Tell Ss the answers to teach the new vocabulary.
- Play the recording for Ss to repeat.

Answer → student page

Extra activity
- Ss play Snowman (see 1.5) with the places in town words.

Exercise 2 2.55
- Give Ss one minute to find the places in pairs.

Answer → student page

Exercise 3 2.55
- Ss work individually and then compare answers in pairs. Give Ss time to read the text again, or play the audio track once.

Answer → student page

Exercise 4
- Involve Ss by reminding them of the WILF technique to first look at the grammar in the answers.

Answer → student page

Exercise 5
- Ss work individually and write in their notebooks.

Answer
2 – False: There was a post office in 1900. 4 False: There were 15 film studios. 5 False: It's a large theme park and a real film studio.

Look!
- Read out the box and Ss repeat. Ask different Ss to say the year they were born.

Exercise 6 2.56
- Check answers using the Lollipop stick technique. Ss write the years on the board.

Answer → student page

Finishing the lesson
- (*Books closed*) Draw the timeline from Exercise 3 on the board and ask Ss to remember the places.
- (*Books closed*) Involve Ss in feedback. Ask: *Do you know something new now?* Ss write down the most interesting thing they learnt.

Fast finishers
- Ss underline the Past Simple of the verb *be* in the text.

5.6 In this lesson

Lesson aims:

- Listening for specific information
- Writing a description of a town
- Making writing interesting with adjectives
- Vocabulary: adjectives

Resources:

- Tests: Writing test 5

Homework:

- Workbook Unit 5, p. 49

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4 and 7
- Peer learning: Exercise 7 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise L5.5 by asking what Ss remember from the text on Hollywood.
- Set the goals of the lesson. Ss open look at Exercise 5 on page 66 for a few seconds. Ask *What type of text is it? (An essay)* Say *Today we will learn how to write a short text about a town.*

Lead-in

- Ask *What is your favourite place in your town?*

Exercise 1

- (*Books open*) Remind Ss of the meaning of *similar*. Give Ss a minute to do the task individually.

Answer → student page

Exercise 2 2.57

- Ss read the sentences first to have a purpose for listening.
- Ask different Ss for the answers. For false answers ask Ss to say the true sentence.

Answer → student page

Exercise 3 2.58

- Monitor pronunciation when Ss repeat.
- Teach the adjectives with example sentences, e.g.: *Elephants are big, hamsters are small.*

I can understand and write a description of a town.

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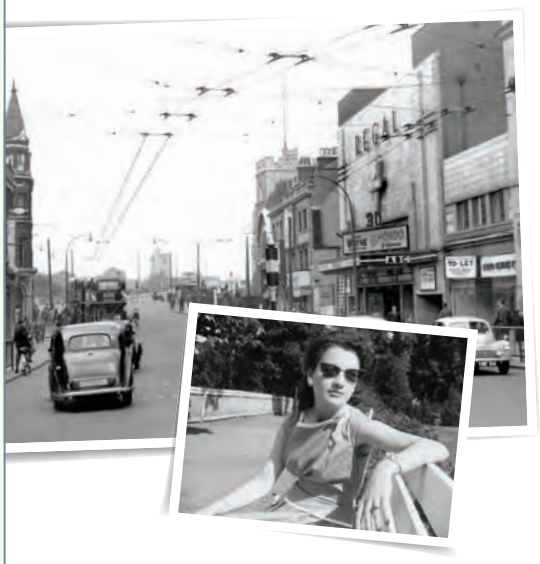


1 Look at the photo of a town in the past. Which of the things in the box are similar today? Which of them are different?

shops transport parks cinemas sports centres

2 2.57 Listen to Amy talk to her granny. Circle T (true) or F (false).

1 The shops were smaller. (T) / F
2 There wasn't a cinema. T / (F)
3 The water in the swimming pool wasn't warm. (T) / F
4 There wasn't a sports centre. (T) / F
5 There were lots of cars. T / (F)
6 The town was nice in the past. (T) / F

3 2.58 Listen and repeat.

Vocabulary Adjectives

big boring busy clean dirty interesting modern old quiet small

4 Find the opposites in the Vocabulary box. Write them in your notebook.

big – small boring – interesting, clean – dirty, busy – quiet, modern – old

5 Read Kerry's description of her town. Which is her favourite place in town?

the cinema

Hi, my name's Kerry and I live in Portree. It's a village on the Isle of Skye in Scotland.
In the past Portree was a small fishing village and there weren't many shops. There was a post office and bank, but there wasn't a supermarket or a sports centre. It was a very quiet town.
Today Portree is different. There's a big, modern supermarket and a new swimming pool. There's a cinema too (my favourite place 😊)! In the summer it's very busy. Tourists visit the island, so Portree has restaurants and hotels. People also swim in the sea! Portree is a lovely place to live.

6 Look at Kerry's description again. Which adjectives describe Portree in the past and present?

Past: small, quiet,
Present: big, modern, new, busy, interesting, lovely

Writing Using adjectives

Use different adjectives to make your writing interesting.

7 Writing Time Write about your town or village.

Find ideas

Think about the places in your town or village. Make notes.
Ask your family about your town or village in the past. Make notes.

Draft

Write about your town or village.
I'm … and I live in …
In the past my town/village was …
There were …, but there wasn't …
Today my town/village is different.
There is … and there are …

Check and write

Make sure you use different adjectives to describe the places in your town or village.
Write the final version of your text.

Answer → student page

Exercise 4

- Ss work individually. Check answers using the Lollipop stick technique.

Exercise 5

- Give Ss one minute to read the text and answer the question.

Answer → student page

Exercise 6

- Ss work individually. Choose different Ss to read out the answers.

Answer → student page

Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Check final texts in class, or Ss hand in their notebooks.
- Give descriptive evaluation, e.g. *Your description is very interesting because there are many adjectives in it.* (see also L1.6).

Extra activity

- Ss swap notebooks to read and correct each other's work. You may encourage them to use the Two stars and a wish technique.

Finishing the lesson

- Have Ss reflect on the lesson by completing: *Writing about your town is…*

Fast finishers

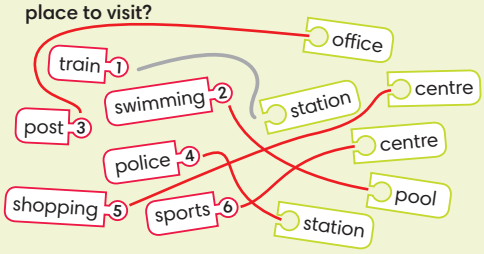
- Ss read Kerry's description, underline the verbs and write the tenses.

Vocabulary

1 Look at the picture. Complete the sentences with the correct prepositions of place.

1 The café is *between* the cinema and the restaurant.
2 The hospital is *opposite* the café.
3 The theatre is *next to* the hospital.
4 The park is *behind* the restaurant.
5 There is a car *in front of* the restaurant.

2 Join the words and find six town words. Compare with a partner. Which is your favourite place to visit?



3 Circle the correct adjective so that the sentences are true for you.

In my town/village ...
- there are lots of [1]old / modern buildings.
- the streets are [2]clean / dirty.
- in the summer it's [3]busy / quiet.
- there's a [4]big / small park.
- there are lots of [5]interesting / boring shops!

Grammar

4 Complete the sentences so they are true for you. Use *was, wasn't, were* and *weren't*.

1 It _____ Tuesday yesterday.
2 My friends and I _____ at the park last Saturday.
3 There _____ a good film on TV last night.
4 My teachers _____ at school yesterday.
5 I _____ ill last week.

5 Complete the questions with *was* or *were*. Then match them to the answers.

1 [e] Were Elena and Lucas at Amy's house?
2 [c] Was Tom in town last Saturday?
3 [f] Was it school on Saturday?
4 [a] Was Elena at her grandparents' house?
5 [b] Were Lucas and his family at a restaurant?
6 [d] Where were the children last Saturday?

a No, she wasn't.
b Yes, they were.
c Yes, he was.
d They were at the cinema.
e No, they weren't.
f No, it wasn't.

Pronunciation

6 2.59 Listen and repeat: /eə/ or /ɪə/? Then practise saying the tongue twister.

Where were we last night, dear?
Were we over there?
I don't know where we were, dear.
But now, I think we're here.

Communication

7 Complete the dialogue with the words in the box. Then act out the dialogue in pairs.

straight looking ~~me~~ on turn far

Boy: Excuse [1]me, I'm [2]looking for the cinema. Is it [3]far?
Girl: No, it isn't. Go [4]straight on, past the bank. Then [5]turn right. The cinema is [6]on the left, opposite the café.

Check yourself!
- I can talk about places in town.
- I can talk about the past.
- I can ask and answer about the past.
- I can ask for and give directions.

5.7 In this lesson

Lesson aims:
- Revising Vocabulary, Grammar and Communication from Unit 5
- Pronunciation: /eə/ and /ɪə/

Resources:
- Tests: Language Test 5

Homework:
- Workbook Unit 5, p. 50
- Extra Online Practice Unit 5

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 5. Ask *What new words are in this unit? Can you connect other words to them?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 5.*

Exercise 1
- (*Books open*) Choose different Ss to read out the correct answers.

Answer → student page

Exercise 2
- Ss work in pairs before the class check. Check answers using the Lollipop stick technique and have Ss write their answers on the board.

Answer → student page

Exercise 3
- Ss work using the Think-pair-share technique.

Answer → student page

Exercise 4
- Ss work individually. Different Ss read answer.

Answer → student page

Exercise 5
- Ss work individually. Ask different pairs to read out the questions and answers.

Answer → student page

Exercise 6 2.59
- Explain *tongue twister* if necessary. Ss repeat as a class. Play the recording again and choose Ss to repeat.
- Follow-up: Write the underlined words on the board in a different order. Read out these sentences and ask different Ss to point to the word in each sentence: *Here you are. Where are you? Dear Kathy. We're ready. The cinema is there.*

Exercise 7
- Ss work individually.
- Ss act the dialogue in pairs and then perform for the class.

Answer → student page

Extra activity
- Ss give directions to a tourist in pairs. Choose pairs on different sides of the room.

Finishing the lesson
- Explain to Ss that the Check yourself box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Ask *Is the Past Simple of be easy? Can you give directions? Can you spell all the new town words?*

Fast finishers
- Ss add three sentences to Exercise 4.

Get Culture!

In this lesson

Lesson aims:

- Culture focus: *A journey around the UK*
- BBC video: *Oxford* (optional)
- Project: An electronic presentation of five places of interest

Resources:

- Project worksheet p. 180

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and B
- Peer learning: the Project
- Independent learning: Finishing the lesson

Culture notes

The UK is also called Great Britain. There are four areas in the UK: England, Northern Ireland, Scotland and Wales. Belfast is the largest city in Northern Ireland, as well as its capital.

Oxford is a very old city in the UK. It is famous for its university and old buildings. Many tourists visit Oxford every year.

Warm-up

- (*Books closed*) Ask Ss questions about towns. *Can you name five towns in your country? Can you name a town in the UK?* Write the answers for the second question on the board.
- (*Books open*) Introduce the aims of this lesson. Have Ss look at the map on page 68 and the cities on the board. Ask: *So, what will we learn about today?*

Lead-in

- Pre-teach this vocabulary (*mystery, stone, bagpipes, shipbuilding*). Write the words on the board and explain the meanings. If you have an English learner's dictionary, ask different Ss to look up the words and read out the definitions.

Get Culture!

A journey around the UK

1 What do you know about the UK? In pairs, think of two or three facts. Compare your ideas as a class.

2 2.60 Read and listen to the text about the UK. Answer the questions.

1 What is Stonehenge and how old is it?
2 What sport do people play in Wales?
3 Where can you learn about a famous ship?
4 What lives in a lake in Scotland?
5 What are "bagpipes"?
6 Where were the Beatles from?
7 Who was William Shakespeare?
8 Where do England's kings and queens live?

3 2.61 Listen to Anna, Mark and Jessica. Which place in the UK do they want to visit and why?

4 Work in groups of three. Ask and answer the question below. Make notes and share the results with the class.

Which place in the UK would you like to visit and why?
Two people in our group would like to visit … because …

Pearson

- Ask Ss to look at the map and think about what they can see. Ask: *How many places will we read about? Do you know any of these places?*

Exercise 1

- Ss work for one minute in pairs and then share their ideas with the class.

Exercise 2 2.60

- Ask different Ss to read out the questions first so they know what information to listen and read for.
- Ss work individually. They write their answers in their notebooks and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answer

1 Circle of stones, 5,000 years old 2 Rugby
3 Titanic Museum in Belfast 4 A monster
5 Scottish musical instrument 6 Liverpool
7 Britain's greatest writer 8 London

Extra activity

- Follow-up questions: *What's the capital of your country? What do you like more – football or rugby? Do you think there is a monster in Loch Ness? Do you know the name of any Shakespeare play?*

Exercise 3 2.61

- Tell Ss to write the three names in their notebook and take notes while they listen.
- Ss compare answers with a partner. Play the recording again for Ss to confirm answers. Ask different Ss to offer answers and write the correct answers on the board.

Oxford

A 29 **Watch the video and answer the presenter's questions. Which topics does the video talk about?**

houses museums restaurants tourists the university

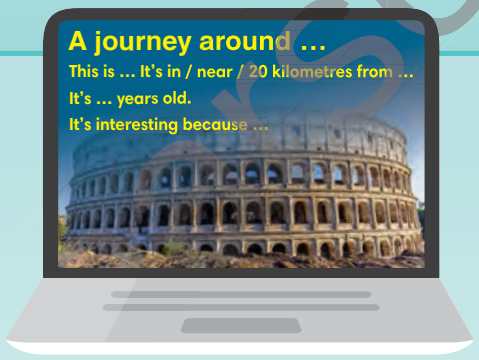
B 29 **Watch the video again. Answer the questions.**

1 Name two things you can buy in the Covered Market. *You can buy clothes, food and souvenirs.*
2 Parts of the University were in a famous film. Which film was it? *They were in Harry Potter.*
3 What can you see at the Natural History Museum? *You can see dinosaurs and other animals.*
4 Name two other things you can do in Oxford. *You can go for a picnic in the park or take a small boat for a day out on the river.*

C Would you like to visit Oxford? Why/Why not? Discuss your answers as a class.

PROJECT

- **Work in groups. Make a digital presentation of a place of interest in your town, city or neighbourhood.**
- **Choose a place and discuss your ideas. Use these questions to help you.**
  - Where is it?
  - What do we know about it?
  - What can you do there?
  - Why is it interesting?
- **Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.**



- **Write the text of the presentation.**
- **Put your texts and photos together.**
- **Share your presentation with the class. Which is your favourite presentation? Why?**

Answer

Anna wants to go to London because there are a lot of museums, interesting buildings and shops. Mark wants to go to Stratford-upon-Avon because they're studying Shakespeare in his school now and he wants to go to the theatre there. Jessica wants to go to Belfast because she wants to visit theTitanic museum.

Exercise 4

- Divide the class into groups. Read out the instructions. Monitor groups and help as necessary.
- Check answers using the Basketball technique. Have a class vote for the most popular place.

BBC Video

Video script → see Teacher's Book p. 140

Presenter's questions

1 (0:07) Can you name any cities in the UK?
2 (1:17) Do you recognize it?
3 (2:08) Now, do you remember?
4 (2:11) How many tourists visit Oxford every year?

Note: if you can't show the video, spend more class time on preparing the Project.

- Before playing the video, erase the list of citites from the board.
- Tell Ss that this video is presented by Greg again, who tells us about Oxford. Before they listen, ask Ss to look at the photo and ask: Is this city old or new?
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 29

- Make sure Ss understand the phrases before they watch the video. Explain if necessary. Stop the video when the presenter asks questions and encourage different Ss to offer answers.
- Play the video again for Ss to confirm which activities the video talks about.

Answer → student page

Exercise B 29

- Ss read the questions before watching again. Play the video again without stopping. Ss work individually and then compare answers in pairs. They can take notes while they watch.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class to discuss.

Project

Setting the project up

- Divide Ss into groups of four.
- Give Ss the Project worksheets to help them prepare.
- Each group writes down a list of ideas using the questions for help.
  Note: Explain to Ss that photos they use from the Internet should be copied with permission and that they should mention their sources.

Sharing the project

- When Ss have completed their tasks, they work together to create an electronic presentation to give to the class. Discuss what makes a good presentation (see Get Culture! 1).
- Ss watch each other's presentations and vote for their favourite. Praise all presentations.
- If Ss don't have access to computers, ask them to create a poster presentation instead with drawings and/or photos.

Finishing the lesson

- (*Books closed*) Ask *What do you now know about the UK?*

Fast finishers

- Ss underline place words in the texts.

6.1

In this lesson

Lesson aims:
- Vocabulary: jobs

Resources:
- Vocabulary worksheet 6.1, p. 150
- Tests: Vocabulary check 6.1

Homework:
- Workbook Unit 6, p. 52

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 7
- Peer learning: Exercise 2 and 3
- Independent learning: Finishing the lesson

6 Just the job

Vocabulary I can talk about people's jobs.

In this unit

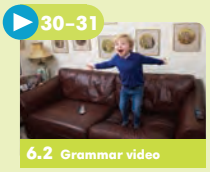
Vocabulary
- Jobs
- Jobs at home

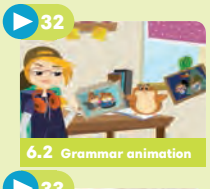
Grammar
- Past Simple affirmative: regular and irregular verbs

1 Do you know these jobs? Which do you think is the most interesting?

doctor footballer pilot singer teacher

I know that!





Warm-up

- (*Books closed*) Write *singer* and *footballer* on the board and ask: *What does a footballer/singer do? Can you name a singer/footballer?* Ss take turns to offer ideas.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 70-71 and offer ideas. *Today we will talk about jobs.* Write the lesson objective on the board.

Lead-in

- Read out the jobs and Ss repeat in chorus. Then teach the *doctor*, *pilot* and *teacher* with these definitions. Ss say which job the person does, e.g. *This person: flies a plane. (pilot) / helps people in hospital. (doctor) / works in a school. (teacher)*

Exercise 1

- Ask different Ss to say which job is the most interesting and why.

Exercise 2 3.1

- After Ss listen and repeat, explain the new jobs with these definitions: *This person: paints pictures (artist) / builds houses (builder) / drives a bus (bus driver) / cooks in a restaurant (chef) / works on a farm (farmer) / also helps people in hospital (nurse) / usually works with computers. (office worker) / catches bad people (police officer) / works in a shop (shop assistant) / is a doctor for animals (vet).*
- Ss use the Think-pair-share technique to match the hands to the jobs. Encourage them to discuss with *I think / What do you think?* Monitor Ss for understanding and pronunciation.

Answer → student page

Exercise 3

- Ss work using the Think-pair-share technique.

Answer → student page

Exercise 4

- Ss work individually. Ask volunteers to read out the complete sentences.

Answer

2 A police officer works in a police station. 3 A chef works in a restaurant. 4 A shop assistant works in a shop. 5 An office worker works in an office. 6 A nurse and a doctor work in a hospital. 7 A farmer works on a farm.

- **Critical thinking** Ask Ss to think about what people with these jobs do. Prompt with questions and ask different Ss to offer suggestions: *Who does a (bus driver/shop assistant/nurse/office worker/vet/teacher) talk to? What does a (chef/artist/pilot/bus driver/footballer) use?*

2 3.1 **Listen and repeat. Look at Ed's photos on page 70 and match the hands to the correct jobs in the Vocabulary box.**

Vocabulary Jobs

artist builder bus driver chef doctor
farmer footballer nurse office worker
pilot police officer shop assistant singer
teacher vet

3 Complete the sentences from Ed's project with the correct jobs. Use the Vocabulary box to help you.

1 My aunt Emma is a *nurse*. She works in a hospital and looks after ill people.

2 My cousin is a *shop assistant*. She works in a shoe shop.

3 My uncle is a *builder*. He's building a new hotel in Manchester.

4 My aunt Lucy is a *vet*. She looks after cats and dogs – and sometimes snakes!

5 My dad is a *bus driver*. He loves driving and his bus is always full in the morning!

6 My grandad is a *farmer*. He's got cows and chickens.

7 My mum is an *office worker*. She works in an office in London.

4 Who works in these places? Write sentences in your notebook.

1 in a stadium
A footballer works in a stadium.
2 in a police station
3 in a restaurant
4 in a shop
5 in an office
6 in a hospital
7 on a farm
8 in a school

5 Say what people in your family do and where they work.

My mum is a teacher. She works in a school.

6 Exam Spot 3.2 **Listen to Ed talking to his neighbour and complete the notes.**

Job: 1 *police officer*
Place of work: 2 *police station*
Starts work: 3 *7 o'clock*
Finishes work: 4 *3 o'clock*
Uniform: black trousers, a white shirt and 5 *a black hat*

7 Ask five people in class what they want to be when they grow up.

A: *What do you want to be when you grow up?*
B: *I want to be a … because …*

8 Imagine your five best friends twenty years from now. What are their jobs?

I remember that!

Irena is a vet in Hollywood.
Alex is a pilot.

Finishing the lesson

- Books closed) Ss work in pairs and remember as many jobs as they can from the lesson. Ask different pairs to say a job and write them on the board.
- Ask Ss which words they think are the most difficult to remember. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks. Suggest they write definitions to help them remember the meanings.

Extra activity

- Play a miming game with the jobs. Ask a Ss to mime any job from the list in Exercise 2. The other Ss guess what the job is. e.g. *Are you a bus driver?* This game could also be played in groups.

Fast finishers

- Ss add the words to their lists in their notebooks. They also add definitions.

Exercise 5

- Ss work in pairs.
- Ask different pairs to report back to the class.

Extra activity

- Play a miming game with the jobs. Ask a Ss to mime any job from the list in Exercise 2. The other Ss guess what the job is. e.g. *Are you a bus driver?* This game could also be played in groups.

Exercise 6 3.2

- This is preparation for the CYLET Movers Listening test Part 2.
- Give Ss a minute to read Ed's notes and think about what kind of information they need to listen for, e.g. place, time, clothes.

Answer → student page

Exercise 7

- Write *grow up* on the board and explain the meaning. Read the example to Ss.
- Ss work in groups of six, or move around the classroom. They should keep notes.
- Monitor Ss to make sure they give reasons for their job choice.
- Use the Basketball technique. Ask: *Who wants to be a (pilot) when they grow up? Why?* Then as *What does (Anna) want to be when she grows up?*

Exercise 8

- Ss work individually and then compare answers in pairs.
- Involve Ss by encouraging class discussion. Ask different Ss to read a sentence each. Ask *Who agrees with (Tom)? What is (Irene's) job? Why?*

6.2

In this lesson

Lesson aims:

- Grammar: Past Simple affirmative: regular verbs

Resources:

- Grammar worksheet 6.2, p. 162
- Tests: Grammar check 6.2

Homework:

- Workbook Unit 6, p. 53
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5 and Get Grammar!
- Peer learning: Exercise 9
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Involve Ss in feedback. Ask them to take turns to say a job from L6.1 that they can remember. Ask different Ss to write them on the board. Involve the whole class in spelling. Say *Is the spelling OK? How do you spell (teacher) then?* Ss use their response cards to respond.
- Set the goal of the lesson. Remind them of Past Simple. Write *Yesterday…* and have Ss complete with their own ideas and the past form of the verb *be*. Say *Today we will learn to talk more about the past. We will learn regular verbs.*

Lead-in

- (*Books open*) Ss look at the photo story and suggest what the story is about. Ask *Who can you see? What is Amy doing? How do you think she feels?* Ss take turns to answer.

Exercise 1 30 3.3

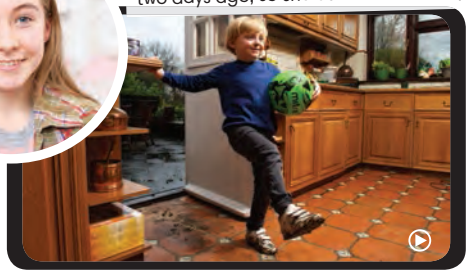
- Read out the questions first so Ss have a purpose for watching or listening.

Answer → student page

www.frenglish.ru

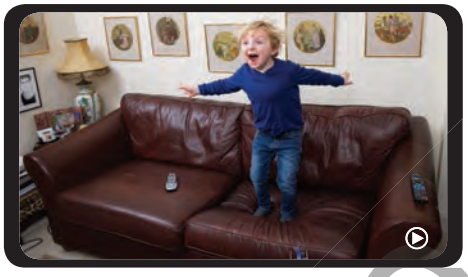
She asked me to babysit

Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but …



First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!

I cooked spaghetti for Harry's dinner. I think he liked it … but most of it was on his clothes … and the floor!



Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film … well, I watched a film. Harry jumped on the sofa.

At 9.00, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but … guess what?

1 30 3.3 **Watch or listen and read. What is Amy's aunt's job? What job is Amy doing?** *Amy's aunt is a nurse. Amy is working as a babysitter.*

2 Who's talking and who are they talking to? Choose from the names in the box.

Aunt Jackie Amy Harry

1 "It's time for bed now, Harry." *Amy is talking to Harry.*
2 "Please can you babysit, Amy?"
3 "Yes, I can babysit."
4 "Here's your spaghetti, Harry."
5 "But I'm not tired."
6 "Hi Amy, I'm back."

3 3.4 **Listen and repeat. Find these expressions in the story.**

Say it!

That was fun! What's new?
Guess what?

4 Guess! **What happened next? Have a class vote.**

a Aunt Jackie asked Amy to babysit again next week.
b Harry walked downstairs and started to cry.

5 31 3.5 **Now watch or listen and check.**

Exercise 2

- Ss work individually and then compare answers in pairs.

Answer

2 Aunt Jackie is talking to Amy. 3 Amy is talking to Aunt Jackie. 4 Amy is talking to Harry. 5 Harry is talking to Amy. 6 Aunt Jackie is talking to Amy.

Exercise 3 3.4

- Ss underline the expressions in the dialogue.
- Read out the expressions in the Say it! box. Ask different Ss to suggest situations when they would use the expressions, e.g. *That was fun*: after a party, *What's new?* when you meet/phone someone, *Guess what?* when you have news.

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Check answers using the response cards.

Exercise 5 31 3.5

- Ss watch or listen to check their choice.

Video/Audio script

Aunt Jackie: Was everything OK, Jess?
Amy: Yes, everything was fine.
Aunt Jackie: Was Harry a good boy?
Amy: Yes, of course. … And then she asked me to babysit again next weekend. Aaagh, I don't know what to do!!

Answer → student page

6.2

Grammar
Past Simple affirmative: regular verbs

32 Get Grammar!

+	
I	played football.
You	played football.
He/She/It	played football.
We	played football.
You	played football.
They	played football.

LOOK! cook – cooked tidy – tidied
arrive – arrived stop – stopped

LOOK! Her babysitter was ill two days ago.

6 3.6 **Complete Harry's story with the Past Simple form of the verbs. Then listen and check.**

Harry's story

1 Last Saturday, my cousin Amy *looked after* (look after) me.
2 First, I *played* (play) football in the garden.
3 Amy *tried* (try) to play football too, but she wasn't very good.
4 She *cooked* (cook) spaghetti. It was horrible!
5 Then, Amy *watched* (watch) a film.
6 The film was boring, so I *jumped* (jump) on the sofa. That was fun!
7 I think Amy *liked* (like) being my babysitter.

7 **Exam Spot** **Amy agreed to babysit again at the weekend. What happened? Complete the page from Amy's diary.**

cook listen ~~look after~~ paint play want

I [1]*looked after* Harry again yesterday. First Harry and I [2]*played* tennis in the garden and then we [3]*listened* to some songs. A six o'clock Harry was hungry, so I [4]*cooked* a pizza for him. Then he [5]*wanted* to do some painting. He [6]*painted* a nice picture and this time there was no mess!

8 **Complete the sentences with the words in the box so they are true for you.**

an hour a week a month a year
two/three … minutes two/three … days

1 I stayed at a friend's house *a week* ago.
2 I texted a friend _____ ago.
3 I played a computer game _____ ago.
4 This lesson started _____ ago.
5 I visited my grandparents _____ ago.

Fun Spot

9 **Imagine you have a lot of famous friends. In your notebook, write sentences about your week. Use the ideas in the box or your own ideas.**

dance with phone play tennis with
text visit watch TV with *your ideas!*

On Monday, I played tennis with Novak Djokovic. On Tuesday, I texted the Queen.

- Involve Ss in feedback. Ask them to answer with their response cards. *Is your guess correct? Do you ever babysit? Do you think babysitting is fun? Do you think Amy babysits again?*

Get Grammar! 32
- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.

Look!
- Involve Ss in the learning process. Tell them to look at the Grammar box and the Look! box and to work out the spelling rule for the Past Simple affirmative themselves. Ask: *What two letters do we add to the verb? For verbs that end in –y what do we do? For verbs that end in –e what do we do What do we do for the verb 'stop'?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6 3.6
- Read the example to the class. Ss work alone and then compare answers in pairs. Write the answers on the board.

Answer → student page

Exercise 7
- This is preparation for PTEYL, Task 5.
- Make sure Ss remember the meaning of the verbs in the box. Tell them to read the whole paragraph before completing Amy's diary page. Ss should look for words connected to the meaning of the verbs for help e.g. *listen = song*.

Answer → student page

Look!
- Read the box to Ss and explain the meaning of *ago*. Write *2.15 pm* on the board. Say *Five minutes ago it was 2.10 pm*. Write *2.10 pm* on the board.
- Make sure Ss understand all the words in the box.

Exercise 8
- Ss work individually and then read out their sentences in pairs to compare.

Exercise 9
- Make sure Ss remember the meanings of the verbs.
- Divide Ss into small groups. Ss work individually. They then compare their imaginary weeks in their groups. They choose their best ideas and read them out to the class. Have a class vote for the best ones.

Extra activity
- Draw three columns on the board with the headers: *d / t / id*. Read out the Past Simple affirmative of these verbs randomly. Different Ss write them in the correct columns to match their sound.
d: played, tried, arrived, listened
t: watched, stopped, cooked, liked
id: tidied, texted, visited, started

Finishing the lesson
- (*Books closed*) Write these verbs on the board: *play, try, stop, cook, watch, jump, like, paint, arrive, tidy* and ask different Ss to write the Past Simple affirmative next to each verb. Refer them back to the lesson objective and ask: *Can you now talk about the past using regular verbs?* Check answers using the Thumbs up/down technique. For Thumbs down, ask: *Why? What can you do?*

Fast finishers
- Ss underline the Past Simple affirmative regular verbs in the story.

6.3

In this lesson

Lesson aims:

- Grammar: Past Simple affirmative: irregular verbs

Resources:

- Grammar worksheet 6.3, p. 163
- Tests: Grammar check 6.3

Homework:

- Workbook Unit 6, p. 54

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 2 and Get Grammar!
- Peer learning: Exercise 6, 8 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Involve Ss in feedback on the grammar from L6.2. Revise Past Simple affirmative regular verbs. Ss work in pairs and have two minutes to remember ten regular verbs from L6.2. They note them down in their notebooks in the Past Simple affirmative form. Ask different pairs to say a verb and write it on the board.
- Set the goal of the lesson. Say *So, we learned about regular verbs.* Write IRREGULAR VERBS on the board. *How are irregular verbs different? Any ideas?* State the goal: *Today we will learn to talk about the past. We will learn irregular verbs. Irregular verbs do not end in –ed.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Ask *Who is Big Al talking to? Is he talking about now or the past?*
- Make sure Ss remember the jobs. Use definitions to revise them if necessary. Also revise places.

Exercise 1

- Check answers using the Lollipop stick technique.

Answer → student page

6.3 Grammar I can talk about the past.

City Creatures Pizza delivery dog

1 Look at the cartoon. How many jobs can you find? Tick (✔) the jobs below.

Picture 4	✔ police officer	✔ vet	Picture 5
Picture 3	✔ shop assistant	✔ chef	Picture 2
	☐ bus driver	☐ waiter	

2 3.7 Listen and read. Circle the correct answer.

1 Al's first day at work was *good* / (*bad.*)
2 There was a problem with Zizi's (*pizza*) / *coke.*
3 The police officers wanted (*two*) / *three* cokes.
4 It was (*lunchtime*) / *dinnertime* at the vets.
5 Pete was *happy* / (*angry*) with Al.

Exercise 2 3.7

- Ss read the sentences before listening to the story.
- Check answers using the Lollipop stick technique.

Answer → student page

- Ask these further comprehension questions: *What's the name of the pizza restaurant? Was Big Al hungry? How many cokes were there? Is Big Al a good pizza delivery dog?*

Get Grammar! 33

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write *Every day* and *Yesterday* on the board. Say these sentences and have Ss say if they are about *Every day* or *Yesterday*: *I drink milk. I drank milk. Mum drinks water. Dad drank water.*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

Exercise 3 3.8

- Make sure Ss understand the verbs in the box. Ss work individually and then listen to check. Write the verbs on the board and have Ss check each other's lists.

Answer

drink – drank, eat – ate, feel – felt, go – went, have – had, make – made, meet – met, take – took

6.3

Grammar
Past Simple affirmative: irregular verbs

33 Get Grammar!

+	
I	drank a coke.
You	drank a coke.
He/She/It	drank a coke.
We	drank a coke.
You	drank a coke.
They	drank a coke.

3 3.8 **Read the story again. Find the Past Simple forms of the verbs in the box. Write them in your notebook. Then listen, check and repeat.**

come drink eat feel go have make meet take

come – came

4 Game! Play word tennis. Use the verbs in Exercise 3.

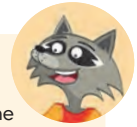
A: *Have.*
B: *… Had! Drink.*
A: *Drank. …*

5 Complete the sentences with the verbs in the box.

had ~~met~~ went drank made ate

1 After work, Big Al *met* Carla and Rocco. They talked about his day.
2 Al was hungry so he *ate* a sandwich.
3 Then he *drank* some milk.
4 They *had* some sausages in the fridge, so Carla *made* hot dogs too.
5 They *went* to bed really early.

6 Complete the text about Rocco's job with the correct form of the verbs.



Last summer Rocco [1] *had* (have) a job at The Skate Café. Every day he [2] *went* (go) to work early and he [3] *took* (take) his skateboard with him. In the café he [4] *made* (make) delicious hot dogs. Lots of people [5] *came* (come) to the café and [6] *ate* (eat) Rocco's hot dogs. They were great! After work he [7] *met* (meet) his friends at the skatepark!

7 Complete the verbs. Change the time expressions in blue to make the sentences true for you.

1 I w*ent* shopping in town last Sunday.
2 I m*et* my friends after school yesterday.
3 I f*ell* ill two days ago.
4 I a*te* an ice cream last month.
5 I h*ad* a pizza for dinner on Saturday.

Fun Spot

8 What did you do yesterday?
Write two true sentences and one false.
Student A: Read your sentences to your partner.
Student B: Guess which sentence is false!
Then swap roles.

A: *1 I ate … 2 I had … 3 I met …*
B: *Number 1 is false.*
A: *You're right!*

- Pairwork: involve Ss in learning fun memory techniques for irregular verbs. Give them ten seconds to look at the irregular forms, cover them and then recite them as fast as they can.

Exercise 4
- Before doing the exercise, Ss take turns to say the Past Simple affirmative form of the verbs in the box in Exercise 3.
- Read out the example with a student to demonstrate the game. Explain further if necessary. Divide the class into groups of four. Ss play word tennis in their groups. The game can also be played around the whole class.

Extra activity
- Ss do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story in their groups. Challenge more confident Ss to do this without the book. Monitor pronunciation. Ss perform their roleplays to the class. You may also have a vote for the best performance.

Exercise 5
- Ss work individually and then compare answers in pairs.
- Read out the correct sentences and Ss repeat to practise pronunciation of Past Simple affirmative irregular verbs.

Answer → student page

Exercise 6
- Ss work individually.
- Ss work using the Two stars and a wish technique. Ask them to swap books with a friend. Read out the paragraph with the correct answers. Write the answers on the board. Ss correct each other's work.

Answer → student page

Exercise 7
- Ss first work individually and write the verbs. Ask different Ss to read out their answers.
- Ss change the time expressions individually, and then read out their sentences in pairs to compare answers.

Answer → student page

Exercise 8
- Ss first work individually and write their sentences.
- Ss work in pairs using their response cards to respond.
- As follow-up, have Ss swap their sentences and correct the false ones, then have their friends offer feedback: *You didn't drink coke for breakfast – you drank tea. Correct?* Monitor language and pronunciation.

Finishing the lesson
- (*Books closed*) Call out an irregular verb in the Past Simple affirmative form. The class says the base form.
- Have Ss reflect on what they learned by having them finish the sentence: *Today I learned…* and encourage them to make a list of irregular verbs in their notebooks at home.

Fast finishers
- Ss underline the irregular verbs and circle the regular verbs in the cartoon story. They add the irregular verbs to their list from L6.2.

6.4

In this lesson

Lesson aims:

- Communication skills: asking for permission, giving permission or refusing permission politely

Resources:

- Communication worksheet 6.4, p. 173

Homework:

- Workbook Unit 6, p. 55
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

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

Warm-up

- Give Ss learning feedback by asking who has made their irregular verb list.
- (*Books closed*) Ask Ss some questions, e.g. *Imagine you want to go to the cinema. Do you ask them if you can go?*
- Set the goals of the lesson. Ask: *So, what do you think is the lesson about?* Say *In this lesson we will learn how to ask for permission. We will also learn how to say yes or how to say no politely.* Explain the meaning of *permission*.

Lead-in

- (*Books open*) Ss look at the photo. Ask *Who can you see? Who is asking for permission?*

Exercise 1 ▶34 3.9

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 3.10

- After the class repeat, choose individual Ss to repeat. Monitor pronunciation.

Look!

- Read the box to Ss and have them repeat. Ask Ss to write an example sentence using *please* and read it to the class.

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Can I borrow your trainers?

Lucas sometimes forgets things. Today was a typical day!

Lucas: Oh, no. I haven't got my pencil case. Can I borrow a pen, Tom?
Tom: Sure, Lucas, no problem.
Lucas: Thanks!

Lucas: Oh no, I left my phone at home. Is it OK if I use your mobile?
Tom: Oh Lucas! Not again. No, sorry …
Lucas: Please Tom …
Tom: Oh, all right … just be quick!

Lucas: Where are my trainers? They aren't in my bag. Er … Can I borrow your trainers?
Tom: No, sorry, you can't. I only have one pair … and anyway, they're too big for you!

1 ▶34 3.9 **Watch or listen and read. Answer the questions.**

1 Where are Tom and Lucas? *They are at school.*
2 What three things does Lucas need? *Lucas needs a pen / a phone / trainers.*

2 3.10 **Listen and repeat.**

Communication
Asking for and giving permission

Can I borrow *a pen*, please?
Yes, you can. / No, sorry, you can't. / Sure, no problem.

Is it OK if I *use your mobile*?
No, sorry, it isn't OK. / Oh, all right. / Yes, that's fine.

LOOK! Please can I go to the party?
Can I go to the party, please?

3 **Complete the dialogue. Then act out the dialogue in pairs.**

Amy: Er, Lucas. Is it [1] *OK* if I borrow your calculator?
Lucas: Not again, Amy! No, sorry it [2] *isn't* OK.
Amy: But Lucas. Can I use it, [3] *please* ?
Lucas: I'm joking Amy! Sure, no [4] *problem* .

4 **In pairs, ask for and give permission.**

1 You want to go to a party. Ask your mum.
A: *Is it OK if I go to a party on Sunday evening?*
B: *No, sorry. You've got school on Monday.*
2 You want to use your sister's tablet. Ask her.
3 You want to leave the classroom and get some water. Ask your teacher.
4 You want to wear your friend's jacket to a party. Ask him/her.

5 **Exam Spot** 3.11 **What do the people want? Match speakers 1–4 to pictures A–F. There are two extra pictures.**

1 Isabel B
2 Jude A
3 Dan F
4 Jenny E

Exercise 3

- Ss work individually. They should look at the Communication box for help. Check answers.

Answer → student page

Exercise 4

- Make sure Ss understand the information on their pages. Have two Ss read out the example.
- Assign Student A and B to pairs. Then Ss should swap roles so all Ss ask and answer. Tell Ss if they refuse permission, they should give a reason why.

Exercise 5 3.11

- This is preparation for the CYLET Movers Listening test Part 3.
- Involve Ss by reminding them of the WILF technique to look at the pictures and think about the words they will hear.

Answer → student page

Extra activity

- Involve Ss. Ss ask for and give/refuse permission across the room using their own ideas. Encourage Ss to answer using the expressions from the Communication box.

Finishing the lesson

- (*Books closed*) Ask Ss about the lesson: *Do you ever borrow your friend's things?*
- Refer Ss back to lesson objective. Have them finish the sentence *I now can…* and check with their response cards if all the Ss agree. If anybody answers *No*, ask them how they think they could learn more.

Fast finishers

- Ss write down the questions and answers in Exercise 4 in their notebooks.

1 Look at the photo and the title. What do you think the text is about?

2 3.12 Read and listen to the article. Which people get pocket money regularly? *Hannah, Dylan*

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

1 Hannah always works for her pocket money. T / (F)
2 She had a special job last week. (T) / F
3 Jodie's brothers don't help around the house. T / (F)
4 She got money from her parents last weekend. (T) / F
5 Dylan never works for his pocket money. T / (F)
6 He doesn't have a lot of free time. (T) / F

4 Find the Past Simple forms of these verbs in the text. Write them in your notebook.

~~buy~~ do get give go make put

buy – bought *do – did* *get – got* *give – gave* *go – went* *make – made* *put – put*

Pocket money

Do you get pocket money every week? Do you work for it? What do you do with your money? We asked some teenagers, and here are their answers …

Hannah, 12

I usually get pocket money every week. I don't work for it, but I sometimes get extra money for special jobs. I looked after my little cousin a week ago and got £10 from my aunt! I put the money in my money box. I'm saving for a new phone.

Jodie, 13

My brothers and I all help in the house. We walk the dog, wash the dishes and empty the bin. But we don't get pocket money for these jobs. We get pocket money when we need it. Last Saturday my mum gave me some money for new clothes. I went into town and bought a pair of trainers. They're cool!

Dylan, 11

I get pocket money every month, and yes, I sometimes work for it. Last Saturday I washed my dad's car and did the shopping. I made pizza too! That was unusual. Usually, I make my bed and tidy my room, but I don't help much around the house. I don't have time!

5 3.13 Listen and repeat. Label the pictures. Use the Vocabulary box to help you.

Vocabulary Jobs at home

do the shopping empty the bin
look after your brother/sister
make your bed tidy your room
walk the dog wash the car
wash the dishes

1 *wash the dishes*

2 *wash the car*

3 *look after your brother/sister*

4 *walk the dog*

5 *tidy your room*

6 *make your bed*

7 *do the shopping*

8 *empty the bin*

6 Work in pairs. Tell your partner when you last did each job in Exercise 5. Then swap roles.

I washed the dishes three days ago.

7 Write three sentences about your partner.

Lily washed the dishes three days ago.

8 Ask and answer the questions in pairs.

1 Do you get pocket money?
2 How often do you get it?
3 Do you work for it?
4 What do you buy with your money?

6.5 In this lesson

Lesson aims:

- Reading and understanding an article about pocket money and housework
- Vocabulary: jobs at home

Homework:

- Workbook Unit 6 pXX

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 8
- Peer learning: Exercise 7
- Independent learning: Finishing the lesson

Warm-up

Culture notes

Cultural note: In the UK, it is quite common for children to do jobs at home for some extra pocket money.

- Revise Past Simple regular and irregular by having Ss list what they did yesterday. You may do it as a race.
- (*Books closed*) Set the goals of the lesson. Ask *What is housework?* and get Ss ideas. Say *In this lesson we will talk about housework.*

Lead-in

- Write *Pocket money* on the board and ask Ss what this is.

Exercise 1

- (*Books open*) Ss take turns to offer ideas.

Exercise 2 3.12

- Ss skim the article quickly. They then listen and check.

Answer → student page

Exercise 3

- Ss work individually and then compare answers in pairs.
- Ss answer using their response cards. Ask Ss to correct the false sentences: *1 Hannah never works for her pocket money. 3 Jodie's brothers help around the house. 5 Dylan sometimes works for his pocket money.*

Answer → student page

Exercise 4

- Ss work individually and then compare answers in pairs.

Answer → student page

Exercise 5 3.13

- Ss repeat together in chorus.
- Tell Ss to find the job they know for sure first. Then they can compare answers in pairs.

Answer → student page

Exercise 6

- Tell Ss to listen carefully to their friend's answers, because they need them for Exercise 7.

Exercise 7

- Ss write in their notebooks. They read and correct each other's work in pairs.

Exercise 8

- Ss take turns to ask and answer the questions in pairs.
- Check answers using the Lollipop stick technique.

Extra activity

- Divide the class into small groups. One student mimes a job they do at home. The other Ss guess what the job is.

Finishing the lesson

- (*Books closed*) Involve Ss in feedback. Ask: *What was interesting in the article?* Have them write down the most interesting thing they found in the text.

Fast finishers

- Ss underline the time expressions in the article.

6.6

In this lesson

Lesson aims:

- Listening for gist and for specific information
- Writing a description
- Using *First*, *Then* and *After that* in writing

Resources:

- Tests: Writing Test 6

Homework:

- Workbook Unit 6, p. 56

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 6
- Peer learning: Exercise 5, 6 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- Use the Basketball technique to check which verbs are in Ss Past Simple affirmative list and which ones they should add.
- Set the goals of the lesson. Ss look at Exercise 4 on page 78. Ask *What type of text is it? (A description). So, what will we learn today?* Say *Today we will learn how to write a short text about a day out.*

Lead-in

- (*Books closed*) Ask *Where do you like going for a special day out?*

Exercise 1

- (*Books open*) Ss take turns to describe the photos.

Answer
A: She's eating ice-cream.
B: She's doing the shopping.
C: She's watching a film on the computer.
D: She's having lunch.

Exercise 2 3.14

- Ss compare answers in pairs before reporting back to the class.

Answer → student page

Exercise 3 3.14

- Give Ss a minute to read through the sentences before they listen again.

I can understand and write a description of a day out.

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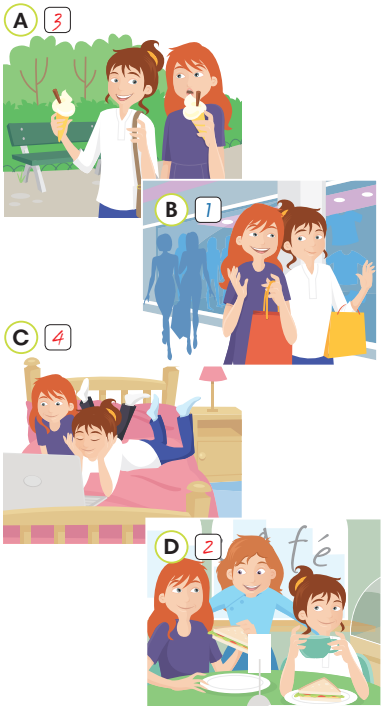
1 Look at the pictures of Megan in Exercise 2. What is happening in each picture?

2 3.14 Listen and put the pictures in the correct order.



3 3.14 Listen again and circle the correct answer a or b.

1 Megan bought …
(a) some trainers.
b some jeans and a T-shirt.
2 Megan's sister works …
a in a café.
(b) in a bookshop.
3 Megan and Layla …
(a) walked to the park.
b took a bus to the park.
4 In the evening, Megan and Layla watched …
a TV. (b) a film.
5 She went to bed at …
(a) eleven o'clock. b eight o'clock.

4 Read Matt's description of a day out. What three places did he go to? *The three places were: Madame Tussaud's, the London Aquarium and a Mexican restaurant.*

A Great Day Out

by Matt

Last Saturday, I went to London with my family. First, we visited Madame Tussaud's. That was really cool. All my favourite actors and singers were there. I took a selfie with Usain Bolt!

Then, we went to the London Aquarium. We walked under the water and we watched the sharks. My brother was scared, but I wasn't.

After that, we went to a Mexican restaurant. We ate tacos and drank milkshakes.

We arrived home at midnight. We were tired, but happy!

5 Find *First*, *Then* and *After that* in the text.

Writing *First, Then, After that*

First, we visited Madame Tussaud's.
Then, we went to the London Aquarium.
After that, we went to a Mexican restaurant.

6 Writing Time Write a description of a great day that you had.

Find ideas
Think what you did, with whom, what happened *first*, *then* and *after that*. Make notes.

Draft
Write a description of a great day that you had.
Last week, I … / A week ago, I …
First, … *Then, …* *After that, …*
It was a really fun/exciting/great day!

Check and write
Check the use of *first*, *then* and *after that* and write the final version of your text.

- Check answeres using the Lollipop stick technique.

Answer → student page

Exercise 4

- Give Ss a minute to read the description. Ask different Ss to offer answers.
- Involve Ss by personalising the topic with extra questions, e.g. *Do you like museums/ aquariums/Mexican restaurants?*

Answer → student page

Exercise 5

- Make sure Ss understand the words in the box. Ss underline the phrases in the text.
- Follow-up: Ss work using the Think-pair-share technique to write their own examples.

Answer → student page

Exercise 6

- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Check final texts in class, or Ss hand in their notebooks.
- Give descriptive evaluation, e.g. *Remember to use linking phrases* (see also L1.6).

Extra activity

- Ss swap notebooks to read and correct each other's work. You may encourage them to use the Two stars and a wish technique.

Finishing the lesson

- Have Ss reflect on the lesson by completing: *Writing a description about a day out was…* with an adjective.

Fast finishers
- Ss add three more sentences to Exercise 4.

Vocabulary

1 Complete the sentences with the jobs in the box.

builder chef nurse office worker shop assistant ~~vet~~

1 He looks after animals. He's a *vet*.
2 She cooks food in a restaurant. She's a *chef*.
3 She works in a bank. She's an *office worker*.
4 He works in a sports shop. He's a *shop assistant*.
5 She works in a hospital. She's a *nurse*.
6 He builds houses. He's a *builder*.

2 Match 1–8 to a–h Which jobs do you do everyday?

1 *wash the dishes*
I wash the dishes every day!

1 wash	a the car
2 make	b your room
3 walk	c the dishes
4 tidy	d the bin
5 empty	e my sister/brother/cousin
6 look after	f your bed
7 wash	g the shopping
8 do	h the dog

Pronunciation

3 3.15 Listen and repeat: /d/, /t/ or /ɪd/?

Big Al was very good today.
He cleaned and tidied the house.
He wanted to play, but he emptied the bins.
And then he walked Carla's pet mouse.

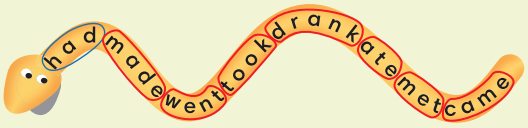
Grammar

4 Complete the sentences with the Past Simple form of the verbs in the box. Tick (✔) the sentences that are true for you.

cook cycle play tidy ~~visit~~

1 ☐ I *visited* my grandparents last weekend.
2 ☐ My dad *cooked* pizza two days ago.
3 ☐ I *tidied* my room yesterday.
4 ☐ My mum *played* the guitar when she was a girl.
5 ☐ I *cycled* to school last week.

5 Find and circle Past Simple irregular verb forms in the wordsnake. What are their basic forms?



6 3.16 Complete the sentences with verbs in the wordsnake. Then listen and check. There are two extra verbs.

Last Saturday Tom [1] *had* a football match. After the match he [2] *met* his friends, and they [3] *went* to a café. They all [4] *ate* hamburgers and [5] *drank* milkshakes. Tom [6] *took* a lot of photos of his friends. It was a fun day!

Communication

7 Complete the dialogues. Then act them out in pairs.

sorry ~~problem~~ that's OK Can all right

1 A: Can I have a new pair of trainers?
B: Sure, no [1] *problem*.
2 A: Is it [2] *OK / All right* if I do my homework tomorrow?
B: Yes, [3] *that's* fine.
3 A: [4] *Can* I play a computer game?
B: No, [5] *sorry*, you can't.
4 A: Is it OK if I go to a party on Saturday?
B: Oh, [6] *OK / all right*.

Check yourself! ✔

- I can talk about people's jobs. ☐
- I can talk about the past. ☐
- I can ask for and give permission. ☐

6.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 6
- Pronunciation: /t/, /d/ and /ɪd/

Resources:

- Language Test 6

Homework:

- Workbook Unit 6, p. 57
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Exercise 2
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 6. Ask *What jobs are in this unit?*
- Set the goals of the lesson. Say *In this lesson we will revise language from Unit 6.*

Exercise 1

- (*Books open*) Ss work individually.

Answer → student page

Exercise 2

- Ss work using the Think-pair-share technique, first matching, then discussing the jobs they do everyday.

Answer → student page

Exercise 3 3.15

- Ss repeat as a class.
- Follow-up: Ss find regular verbs in L6.2 and say which sound they are.

Exercise 4

- Ss work individually and then compare answers in pairs.
- Ss answer as a class using their response cards.
- Ask different Ss to write their answers on the board.

Answer → student page

Exercise 5

- Ss work individually. Ask different Ss to write the basic forms on the board.

Answer
have, make, go, take, drink, eat, meet, come

Exercise 6 3.16

- Ss work individually and then compare answers in pairs. Play the recording for Ss to check.

Answer → student page

Exercise 7

- Ss work individually. Check answers before Ss practise in pairs.

Answer → student page

Extra activity

- Ss work in pairs and roleplay a dialogue with their own ideas similar to the dialogue in Exercise 7.

Finishing the lesson

- Remind Ss that this box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Ask *Have you got a list of Past Simple affirmative verbs in your notebooks? What letters do you add to regular verbs in the Past Simple affirmative? Can you remember the irregular verbs? What words do you connect with the different jobs?*

Fast finishers

- Ss make a wordsnake with jobs.

5&6

In this lesson

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

Resources:

- Tests: Skills Test Units 5&6, Speaking Tasks Units 3&4

Homework:

- Workbook Skills Revision 5&6, pp. 60–61

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and Extra Activity
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 5–6. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 5 and 6 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down a many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me two jobs/places in town.* Student B: … Student B: *Finish my jobs at home: tidy your …* Student A: *…room*.

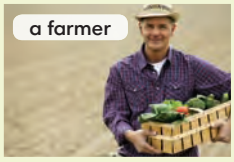
Warm-up

- (Books closed) Say sentences with adjectives and ask Ss to call out the opposite together. T: *It isn't clean, its …* Ss: *dirty!*

Reading and Writing

1 Look at the photos and answer the questions.

1 Which jobs in the photos would you like to do?
2 How often do you go to the places in the photos?



2 Exam Spot Look at the photos and read the sentences. Write the correct word next to each sentence.

1 This person looks after you when you are ill. *a doctor*
2 There are always lots of books here. *a library*
3 You can see this person in a theatre or film. *an actor*
4 You can have a picnic or walk a dog here. *a park*
5 This person grows fruit and vegetables. *a farmer*
6 You can watch a football match there. *a stadium*

3 Exam Spot Write 60–70 words about your favourite place. Use these questions to help you.

1 What is your favourite place and where is it?
2 What can you do there?
3 Why do you like it?
4 When were you there last? Was it fun?

My favourite place is …
It is near my house / next to the park …
You can … there. I like it because …
I was there … It was fun/great …

Listening

4 Exam Spot 3.17 Listen and tick (✔) the correct answer a, b or c.

1 What sport do Hannah and Freya do?

a ✔ b ☐ c ☐

2 What day is Freya's party?

a ☐ b ✔ c ☐

3 How old is Freya?

a ☐ b ✔ c ☐

4 What time does the party end?

a ☐ b ☐ c ✔

5 Where is the party?

a ☐ b ✔ c ☐

6 Why wasn't Hannah at Freya's birthday party last year?

a ✔ b ☐ c ☐

- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

Lead-in

- Revise the prepositions of place. Give Ss instructions as to where to put a pencil, e,g. *Put your pencil next to your book.*

Exercise 1

- Read the questions. Ss talk in pairs.
- Ask different pairs to say what they told each other.

Exercise 2

- This is preparation for CYLET Movers Reading and Writing Part 1.
- Tell Ss that the words they need are connected with the photos in Exercise 1. Students work individually and then compare answers in pairs. For less confident classes, read out the definitions and help with meanings if necessary.
- Check answers using the Lollipop stick technique.

Answer → student page

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Communication

5 **Exam Spot** Read the answers in the interview and write the questions.

Milo: 1 *How old were you when you started playing football?*

Jack: I was five years old when I started playing football.

Milo: 2 *What was (the name of) your first team?*

Jack: The name of my first team was Woodlands Primary School FC.

Milo: 3 *Who was your favourite football player?*

Jack: My favourite football player was David Beckham.

Milo: 4 *How often do you train with your team?*

Jack: I train with my team everyday. It's hard work!

Milo: 5 *What's your lucky number?*

Jack: My lucky number is ten – it's the number on my football shirt!

Milo: 6 *Was there a match last weekend?*

Jack: Yes, there was a match last weekend. I played against Manchester United Junior team. It was great!

Milo: 7 *Why was it great?*

Jack: It was great because we won!

Milo: 8 *Can you sign my football?*

Jack: Yes, of course I can sign your football!

Milo: Thanks a lot, Jack!

6 **Exam Spot** Ask and answer the questions in pairs.

1 Have you got a favourite footballer, actor or singer? Why do you like him/her?
2 Which jobs do you do at home?
3 How do I get from school to your house? Give directions.

Exam Language Bank

Places in town
bank
café
cinema
hospital
hotel
library
museum
park
police station
post office
restaurant
shop
shopping centre
sports centre
stadium
supermarket
swimming pool
theatre
train station

Prepositions of place
behind
between
in front of
next to
opposite

Directions
Excuse me. Where's *North Street*?
I'm looking for *a library*.
How can I get to *the Science Museum*?
Is it far?
It's in/on *Green Street*.
Go straight on.
Go past *the cinema*.
Turn left. / Turn right.
It's on the left. / It's on the right.

Adjectives

big	interesting
boring	modern
busy	old
clean	quiet
dirty	small

Jobs

artist	office worker
builder	pilot
bus driver	police officer
chef	shop assistant
doctor	singer
farmer	teacher
footballer	vet
nurse	

Jobs at home
do the shopping
empty the bin
look after your brother/sister
make your bed
tidy your room
walk the dog
wash the car
wash the dishes

Asking for permission
Can I borrow *a pen*, please?
Yes, you can.
No, sorry, you can't.
Sure, no problem.

Is it OK if I *use your mobile*?
No, sorry, it isn't OK.
Oh, all right.
Yes, that's fine.

Exercise 3
- This is preparation for PTEYL Quickmarch, Task 6.
- Read out the questions and make sure Ss know what to do.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Extra activity
- Ask Ss to read out their work from Exercise 3. Tell the class to listen carefully because you will ask questions afterwards and they will have to answer *Yes* or *No*. Take notes while Ss read so you can remember what to ask. Ask questions and Ss answer using the Thumbs up/down technique, e.g *Is (Anita's) favourite place the library? Was she there last Sunday?*

Exercise 4 3.17
- This is preparation for CYLET Movers Listening Part 4 and PTEYL Quickmarch, Task 1.
- Tell Ss to look carefully at the pictures first, but not to worry about the questions because they will hear there on the recording.
- Play the recording. Ss make their choices. The play the recording again for Ss to check their choices.
- Check answers using the Lollipop stick technique. Ask Ss to say which key words they heard that helped them choose the correct pictures.
- Play the recording again if necessary for less confident Ss to confirm answers.

Exercise 5
- This is preparation for PTEYL Quickmarch, Task 3.
- Read the example to Ss. Ask *Is there a questions word?* Ss *Yes. How.* T: *What comes first in a question – the verb or the person?* Ss: *The verb*.
- Ss work individually and then compare answers in pairs.
- Ask different Ss to offer answers. Write the questions on the board.
- For less confident classes, do each question one by one.

Answer → student page

Extra activity
Ss work in pairs and role play the dialogue in Exercise 5.

Exercise 6
- This is preparation for CYLET/ PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

Finishing the lesson
- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (☺, 😐, ☹). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers
Ss write definitions for one job and one place like the ones in Exercise 2.
Ss study the Exam Language Bank.

7.1

In this lesson

Lesson aims:
- Vocabulary: transport nouns, transport verbs

Extra resources:
- Vocabulary worksheets p. 151
- Tests: Vocabulary check 7.1

Homework:
- Workbook Unit 7, p. 62

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 4, 6 and 7
- Peer learning: Exercise 3, 4 and 9
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Write *car* and *bike* on the board and mime driving a car and then riding a bike. Ask *What's this? A car or a bike?* Ss answer together.
- (*Books open*) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 82-83 and offer ideas: *Today we will talk about transport.* Write the lesson objective on the board.

Lead-in
- Teach the vocabulary with pre-prepared drawings. Read out the words one at a time and Ss repeat. Then point to the pictures and Ss say the word.

Exercise 1
- Read out the question. Ask Ss *Do you use a (car) every day?* Ss answer with their response cards.

Exercise 2 3.18
- Make sure Ss understand all the vocabulary in the box. Use pre-prepared drawings and/or ActiveTeach.
- Ss work in small groups or pairs to find the transport in the photos. Monitor Ss for understanding and pronunciation. Ask different Ss to say their sentences. Prompt if necessary *What transport is in picture 1?*, etc.

7 Going places

Vocabulary I can talk about transport.

In this unit

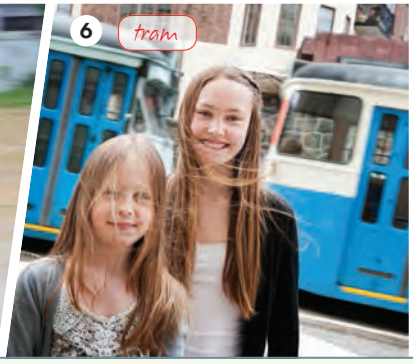
Vocabulary
- Transport nouns
- Transport verbs
- Travel equipment
- Things to do on holiday

Grammar
- Past Simple negative, questions and short answers

1 Look at these types of transport. Which do you use every day?

car bike boat bus train taxi

I know that!



Answer → student page

Look!
- Read out the sentences and have Ss repeat in chorus. Draw Ss attention to the prepositions in blue.

Exercise 3
- Ss work using the Think-pair-share technique, reading out the complete sentences to the class. Make sure Ss understand all the vocabulary. Remind Ss to use the article *a*, e.g. *A boat travels on water*.

Answer → student page

Exercise 4 3.19
- Ss match before listening.
- Tell Ss the answers one at a time. Ask *Is your answer correct?* Ss give feedback using the Thumbs up/down technique.

Answer → student page

- **Critical thinking** Write these verbs on the board: *drive, fly, ride, sail.* Ask Ss to match the verbs to the transport nouns in Exercise 2. There can be more than one answer.
- Work using the Think-pair-share technique.

Exercise 5 3.20
- Make sure Ss understand all the vocabulary in the box. Use mimes to aid understanding if necessary. Ss listen and repeat in chorus.

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2 3.18 **Listen and repeat. What type of transport in the Vocabulary box can you see in the photos on page 82?**

Vocabulary Transport nouns

bike boat bus car motorbike
plane taxi train tram underground

LOOK!

I go to school **by** car / **by** train / **by** boat.
I go to school **on** foot. = I walk to school.

3 **Game! Write the type of transport next to descriptions. You have three minutes! You can use the words more than once.**

plane train boat bike
tram motorbike taxi
bus car

Which transport:

1 travels on water? *boat*
2 travels in the air? *plane*
3 can carry ten people or more? *plane, tram, train, boat, bus*
4 has four wheels or more? *plane, tram, train, bus, (some cars)*

4 3.19 **Match the words to the pictures. Then listen and check.**

a [6] by motorbike c [4] by car e [5] by bike
b [2] by tram d [3] on foot f [1] by train

5 3.20 **Listen and repeat.**

Vocabulary Transport verbs

arrive get off get on leave take

6 3.21 **Listen to five children. Match them to photos on page 82. There is one extra photo.**

a [3] Mark c [4] Evan e [2] Karl
b [5] Asha d [6] Elsa

Mark: underground
Asha: motorbike
Evan: bus
Elsa: tram
Karl: plane

7 3.21 **Circle the correct answer. Then listen again to check.**

1 Mark's train (*leaves*) / *gets off* every ten minutes.
2 Asha and her sister *take* / (*get on*) their dad's motorbike.
3 Evan and his friends always (*arrive*) / *leave* at school on time.
4 Elsa and her friend (*get off*) / *arrive* the tram near their school.
5 When the weather is bad, Karl *arrives* / (*takes*) a plane to school.

8 **Exam Spot** **Read about another school commute. Circle the correct answer a, b or c.**

14-year-old Enzo Paci lives in Queens in New York City and he travels two hours to a school in the Bronx. It's a very good school.

Enzo [1]___ a bus and two trains, and the last ten minutes of his journey is [2]___ foot. At 6.30 a.m. he goes to the train station [3]___ bus. The train [4]___ at 7 a.m. and arrives in Manhattan at 8 a.m. Then, at 8.30 a.m. Enzo [5]___ another train to his school! It's one of the longest school journeys in the world!

1	(a) takes	b goes	c arrives
2	a by	(b) on	c with
3	a on	b with	(c) by
4	a gets off	(b) leaves	c takes
5	(a) gets on	b gets off	c goes

9 **Discuss the questions in pairs. Which way of travelling is:**

a the fastest? c the most boring?
b the slowest? d the most exciting?

I think travelling by motorbike is the most exciting.

I remember that!

Exercise 6 3.21

- Tell Ss to look at the photos and think about who and what they can see before listening.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 7 3.21

- Ss work individually.
- Check answers using the Lollipop stick technique to write the answers on the board.

Answer → student page

Extra activity

- Ss work using the Two stars and a wish technique. They write a sentence for each transport verb and use a transport noun in the sentence too. Then they check each other's work.

Exercise 8

- This is preparation for the CYLET Movers Reading and Writing test Part 4.
- Tell Ss to read through the paragraph and all the choices first, before selecting their options.

Answer → student page

Exercise 9

- Ss work using the Think-pair-share technique. After they share with the class, have some Ss report back what their friends said. Prompt: *Do you agree with your friend?*

Finishing the lesson

- (*Books closed*) Ask: *Can you now talk about transport? Let's see what you remember.* Write the new words on the board with the vowels missing. Ask different Ss to complete the words.
- Ask Ss which words they think are the easiest to remember. Remind them to keep a note of new words.

Fast finishers

- Ss add the words to their lists in their notebooks. They can also draw pictures next to each word if they have time.

7.2

In this lesson

Lesson aims:

- Grammar: Past Simple negative
- Vocabulary: travel equipment

Extra resources:

- Grammar worksheets p. 164
- Tests: Grammar check 7.2

Homework:

- Workbook Unit 7, p. 63
- Extra Online Practice Unit 7

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, 5, 6, 11 and Get Grammar!
- Peer learning: Exercise 5, 7 and 9
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Involve Ss in feedback. Ask them to take turns to say new transport nouns from L7.1. Ask different Ss to write them on the board. Ask other Ss to draw pictures next to the words.
- Set the goal of the lesson. Write on the board: *You went to school last Tuesday. You didn't go to school last Sunday*. Underline the verb forms and ask Ss what is the difference. Say *Today we will learn to talk about the past and things we did not do.*

Lead-in

- (*Books open*) Ss look at the photo story. Ask *Who can you see?*

Exercise 1

- Ss work in pairs and then report back to the class. Ask different pairs for answers.

Answer → student page

Exercise 2 35 3.22

- Read out the questions first, so Ss have a purpose for watching or listening.
- Ask Ss to correct the false sentences.

Answer → student page

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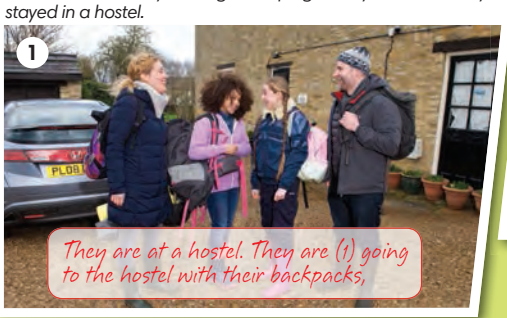
Elena didn't sleep well

Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel.



The first night Elena didn't sleep well.

Elena: Eek! Is that a spider?
Amy: Where?
Elena: There, on my backpack … Oh no! It's inside my sleeping bag!
Amy: Don't panic, Elena. It didn't go inside. It's here, on your torch!

They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.

Amy: It's getting cold, Dad.
Mrs Riley: Where's your coat Elena?
Elena: Er … I didn't bring one.
Mr Riley: Don't worry, Elena! Here, have my coat.

That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.

Mr Riley: Do you want one sausage or two, Elena?
Amy: Er, Elena doesn't eat meat. … Sorry, Elena, I didn't tell Dad.
Mrs Riley: Well, what about a nice cheese sandwich?
Mr Riley: Atishoo!
Mrs Riley: Oh dear!

1 Look at the pictures. Where are Elena and Amy? What are they doing?

2 35 3.22 Watch or listen and read. Circle T (true) or F (false).

1 The family stayed in a hotel. T / F
2 Amy isn't scared of spiders. T / F
3 They went on a bike ride. T / F
4 Elena hasn't got her coat. T / F
5 Elena eats sausages. T / F

3 3.23 Listen and repeat. Find these expressions in the story.

Say it!

Don't worry! Don't panic! Oh dear!

4 Guess! Why does Mrs Riley say "Oh dear!"? Have a class vote.

a Mr Riley has got a cold. b They haven't got any cheese.

5 36 3.24 Now watch or listen and check.

Exercise 3 3.23

- Ss underline the expressions in the dialogue. Make sure Ss understand them.
- Read out the sentences: *Help! A snake! I'm sorry I forgot your birthday. I feel ill.* Make sure Ss understand them. Ask them to respond with a phrase from the Say it! box.

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Check answers using the response cards.

Exercise 5 36 3.24

- Ss watch or listen to check their choice.

Answer → student page

Video/Audio script

Mr Riley: What's the matter?
Mrs Riley: We haven't got any cheese.
Amy: But there's a fish and chip shop in town.
Elena: Hmm, I love chips!
Mr Riley: OK everyone. Let's get in the car. Atishoo!

- Ask *Is your guess correct?* Check answers using the Thumbs up/down technique.
- Challenge stronger Ss and involve less confident Ss with a roleplay follow-up. Divide the class into groups of four. Assign the longer roles of Elena and Amy to stronger Ss and the shorter roles of Mr Riley and Mrs Riley to less confident Ss. Ss practise in their groups and then can perform to the class.

Grammar Past Simple negative

37 Get Grammar!

Regular verbs	Irregular verbs
I didn't stay at home.	I didn't sleep well.
You didn't stay at home.	You didn't sleep well.
He/She/It didn't stay at home.	He/She/It didn't sleep well.
We didn't stay at home.	We didn't sleep well.
You didn't stay at home.	You didn't sleep well.
They didn't stay at home.	They didn't sleep well.

didn't = did not

6 **Complete the sentences with the negative form of the verbs.**

1 Amy and Elena *didn't go* (go) to the beach.
2 Elena *didn't sleep* (sleep) well.
3 Mr Riley *didn't wear* (wear) his coat.
4 The family *didn't eat* (eat) sausages.
5 The family *didn't go* (go) to town on their bikes.

7 **Last summer Elena went on holiday with her parents. In your notebook, write sentences about Elena's holiday.**

1 go to England ✘ go to Spain ✔
Elena's family didn't go to England. They went to Spain.
2 take a train there ✘ take a plane ✔
3 go to the mountains ✘ go to the beach ✔
4 cook ✘ eat at a restaurant ✔
5 take jumpers ✘ take T-shirts ✔

8 3.25 **Listen and repeat. Then match the pictures to the words in the Vocabulary box.**

Vocabulary Travel equipment

backpack camera guidebook sleeping bag
suitcase sunglasses tent torch

1 *camera*

9 **Answer the questions.**

1 Which objects in the Vocabulary box can you see in the photos on page 84?
2 Which objects would you take to:
a a campsite in the mountains?
b a hotel on the beach?

10 **Look at the things Max took on holiday. Say what he took and what he didn't take. Use the words in the Vocabulary box.**

He took a backpack.
He didn't take a tent.

Fun Spot

11 **What did you do last weekend? Write two true sentences and one false. Can your partner guess which sentence is false?**

A: *Last weekend, I watched TV, I did my homework, and I went camping.*
B: *You didn't go camping!*
A: *Wrong! I didn't do my homework!*

Get Grammar! 37

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box. Ask: *What word do we use for the negative in the past? What form do we use for the main verb: the past simple affirmative or the basic form?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6

- Ss work individually and then compare answers in pairs. Check answers using the Lollipop stick technique.

Answer → student page

Exercise 7

- Read out the example and draw Ss attention to the verb forms.
- Ss work individually. Tell Ss to use *They* in all their answers.
- Ask different Ss to read out their sentences. Write the correct verb forms on the board. Ss swap books and check their answers using the Two stars and a wish technique.

Answer
2 They didn't take a train there. They took a plane. 3 They didn't go to the mountains. They went to the beach. 4 They didn't cook. They ate at a restaurant. 5 They didn't take jumpers. They took T-shirts.

Exercise 8 3.25

- Ss listen and repeat in chorus.
- Ss work in pairs to match the words to the pictures. Give answers and confirm understanding.

Answer → student page

Exercise 9

- Ss work using the Think-pair-share technique.

Answer
1 backpack, sleeping bag, torch 2a (suggested answers) backpack, camera, sleeping bag, tent, torch 2b (suggested answers) camera, guidebook, suitcase, sunglasses

Extra activity

- Critical thinking Follow-up to Exercise 9. Encourage further class discussion. Suggested questions: *Would you take a sleeping bag to a hotel? Do you take photos? With a camera or a phone? Do you wear sunglasses?*

Exercise 10

- Ss work in pairs. Monitor grammar and vocabulary.

Answer
He took his camera. He didn't take a guidebook. He took his sunglasses. He didn't take a torch. He took a sleeping bag. He didn't take a suitcase.

Exercise 11

- Ask two Ss to read out the examples.
- Ss write sentences in their notebooks and continue in pairs. Ask different Ss to read out a sentence and the class can guess if it is true or false using their response cards. They try to correct the false sentences.

Finishing the lesson

- (*Books closed*) Call out a verb from Exercise 6 in the Past Simple affirmative. Ss respond with the negative.
- Have Ss finish the sentence in their notebooks: *To talk about things we did not do in the past, we use …*

Fast finishers
- Ss circle the Past Simple affirmative and underline the Past Simple negative in the photo story.

7.3

In this lesson

Lesson aims:

- Grammar: Past Simple questions and short answers
- Vocabulary: things to do on holiday

Resources:

- Grammar worksheets p. 165
- Tests: Grammar check 7.3

Homework:

- Workbook Unit 7, p. 64

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 4, 8 and Get Grammar!
- Peer learning: Exercise 6, 9 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise the Past Simple negative. Write these two sentences on the board: *He stayed at a hotel. He went to the cinema*. Give Ss one minute to change the sentences to the negative form. Ask different Ss to write their sentences on the board. Ask *Are your sentences correct?* Ss answer using their response cards.
- Set the goal of the lesson. Erase the affirmative sentences on the board. Ask Ss *Did he stay at a hotel? Did he go to the cinema?* Ss answer using their response cards. Say *Today we will learn to ask and answer questions about the past.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Ask *What is Al doing in each picture?*
- Make sure Ss remember the transport nouns. Ask different Ss to say one word each.

Exercise 1

- Check answers using the response cards. Ask *Is there a bike?*

Answer → student page

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City Creatures Roman holiday

Last week Big Al was on holiday in Rome.

Look at the cartoon. What types of transport can you see? *Picture 1 a bike Picture 2 a taxi*

2 3.26 **Listen and read. Circle the correct answer.**

1 Al (*had*) / *didn't have* a good time in Rome.
2 He (*met*) / *didn't meet* his cousin there.
3 He (*visited*) / *didn't visit* places with Sofia.
4 They *saw* / (*didn't see*) the Colosseum.
5 He (*bought*) / *didn't buy* a T-shirt.

Exercise 2 3.26

- Ss read the sentences before listening to the story.

Answer → student page

- Ask these further comprehension questions: *Did Big Al stay in a hotel or with his cousin? What's his cousin's name? Did he go to a restaurant or a café? What's the name of the restaurant?*

Get Grammar! 38

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box and to work out the rules for the question form for themselves. Ask: *What word do we use to ask a question in the past? What form do we use for the main verb; the Past Simple affirmative or the basic form? What words do we use in the short answers? Do we use did or didn't to answer questions with Where or What?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

Exercise 3

- Make sure Ss understand the verbs in the box.
- Ss work individually and then compare answers in pairs. Check answers and write the correct verb forms on the board.

Answer → student page

Grammar Past Simple questions and short answers

38 Get Grammar!

?	Short answers
Did I have a good time?	Yes, I did. / No, I didn't.
Did you have a good time?	Yes, you did. / No, you didn't.
Did he/she/it have a good time?	Yes, he/she/it did. / No, he/she/it didn't.
Did we have a good time?	Yes, we did. / No, we didn't.
Did you have a good time?	Yes, you did. / No, you didn't.
Did they have a good time?	Yes, they did. / No, they didn't.

Where did you go? I went to Rome.
What did you do? I ate spaghetti.

3 Complete the questions in the Past Simple with the verbs in the box.

go buy stay eat like

1 Did Al go to Italy last week?
2 Did he stay in a hotel?
3 Did Al and Sofia eat at a restaurant?
4 Did Al buy a T-shirt?
5 Did Al like Sofia?

4 In pairs, ask and answer the questions in Exercise 3.

A: *Did Big Al go to Italy last week?*
B: *Yes, he did.*

2 No, he didn't.
3 Yes, they did.
4 Yes, he did.
5 Yes, he did.

5 3.27 Complete the dialogue about Carla's holidays. Use question words in the box. There is one extra word. Then listen and check. Act out the dialogue in pairs.

what why ~~when~~ who how where

Big Al: [1]When did you go to Paris?
Carla: Two weeks ago.
Big Al: [2]How did you get there?
Carla: By plane.
Big Al: [3]Who did you meet there?
Carla: My friend Roxi.
Big Al: [4]Where did you go?
Carla: To the Picasso Museum.
Big Al: [5]What did you see?
Carla: We saw lots of paintings!

6 3.28 Listen and repeat. Which activities in the Vocabulary box can you see in the cartoon?

Vocabulary Things to do on holiday

buy a souvenir eat at a restaurant
go sightseeing make friends stay in a hotel
take photos visit a museum

7 Look at the pictures from Rocco's holidays. Write questions in your notebook. Use the expresions in the Vocabulary box. Then ask and answer in pairs.

Did Rocco buy a souvenir?

8 In pairs, ask and answer about your last holiday. Use the words in the Vocabulary box.

A: *Did you stay in a hotel?*
B: *Yes, I did. / No, I didn't.*

9 In your notebook, write three sentences about your friend's holiday.

Lily didn't stay in a hotel …

Fun Spot

10 3.29 3.30 Go to page 107. Listen and sing *Al's Sofia* song.

Exercise 4
- Monitor pairs for grammar and pronunciation.

Answer → student page

- Follow-up to confirm answers: using the Lollipop stick technique, have some Ss write the answers in Exercise 3 on the board.

Exercise 5 3.27
- Make sure Ss understand the question words. Ss work individually and then listen to check. Make sure Ss have the correct answers before they do the roleplay.
- Monitor pairs for pronunciation.

Answer → student page

Exercise 6
- Ss listen and repeat in chorus. Make sure Ss understand the *souvenir* and *sightseeing* with examples: *A souvenir is something you buy to remember your holiday. You go sightseeing to see interesting places.*
- Ss work using the Think-pair-share technique to find the activities in the picture.

Answer
Picture 2: make friends, take photos
Picture 3: eat at a restaurant
Picture 4: buy a souvenir

Exercise 7
- Ss work individually to write the questions in their notebooks. Check answers before the pairwork.
- For the second part of the exercise, monitor pairs for correct questions and short answer forms.

Answer
Sample answers: Did Rocco visit a museum? Did he make friends? Did he take photos? Did he stay in a hotel? Did he eat at a restaurant?

Exercise 8
- Monitor pairs. Ask different pairs to tell the class one of their questions and answers.
- Ask the class to remember what their classmates said: *Ask Did (Anna) stay at a hotel?* Use the Lollipop stick technique for answers.

Exercise 9
- Ss work using the Two stars and a wish technique. They write sentences in their notebooks and then swap notebooks to check each other's work.

Exercise 10 3.29 3.30
- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along.
- Different groups perform the song. Have a class vote for the best performance.

Extra activity
- Ss do a roleplay. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss perform their roleplays to the class with or without their books.

Finishing the lesson
- (*Books open*) Use the Basketball technique for Ss to ask and answer questions of their own about their last holiday.
- Have Ss reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask Ss to write their answers to these questions in their notebooks.

Fast finishers
- Ss underline the questions and circle the answers in the cartoon story.

7.4

In this lesson

Lesson aims:

- Communication skills: buying a ticket

Extra resources:

- Communication Worksheets p. 174

Homework:

- Workbook Unit 7, p. 65
- Extra Online Practice Unit 7

Assessment for Learning in this lesson

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

Culture notes

In the UK, the currency is pounds and pence. There are 100 pence in one pound.

Warm-up

- (*Books closed*) Revise *Things to do on holiday* with Past Simple questions and short answers. Use the Basketball technique for answers.
- (*Books open*) Ask *what do you buy when you get a train?* Elicit answers and teach *ticket* in English. *In this lesson we will learn how to buy a ticket.*

Lead-in

- (*Books closed*) Ask Ss some questions about trains: *How often do you travel by train? How much is the ticket?*
- (*Books open*) Ss look at the photo. Ask *Are Amy and her Dad at the railway station? What are they doing?*

Exercise 1 39 3.31

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 3.32

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.

Exercise 3 3.33

- Ss work individually. They should look at the photo story and Communication box for help.

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What time does it arrive?

Mr Riley: I'd like two tickets to London, please.
Man: Here you are.
Mr Riley Thanks. How much is it?
Man: It's ten pounds twenty, please.
Mr Riley: Thanks. What time does the next train leave?
Man: At seven thirty. In three minutes.
Mr Riley: And what time does it arrive in London?
Amy: Come on, Dad. We're late!
Mr Riley: Did you say it arrives at eight, Amy?
Amy: No, I didn't. I said we're late! The train leaves in … two minutes!
Mr Riley: Oops! Let's go!

1 39 3.31 **Watch or listen and read. Where do Mr Riley and Amy want to go? What time does the train leave?**
1 *They want to go to London.*
2 *The train leaves at seven thirty.*

2 3.32 **Listen and repeat.**

Communication Buying a ticket

A: I'd like a ticket to *London*, please.
B: Here you are.
A: How much is it?
B: It's *ten pounds twenty*, please.
A: What time does the train leave?
B: At *seven thirty*.
A: What time does it arrive?
B: At *eight*.
A: Thanks.

3 3.33 **Complete the dialogue with the words in the Communication box. Then listen and check.**

Elliot: I'd like a [1] *ticket* to *Brighton*, please.
Woman: Here you are.
Elliot: Thank you. How [2] *much* is it?
Woman: It's *seven pounds*, [3] *please*.
Elliot: What [4] *time* does the train leave?
Woman: At *2.30 p.m.*
Elliot: And what time does it [5] *arrive* in *Brighton*?
Woman: At *4.45 p.m.*
Elliot: [6] *Thanks*.

LOOK! Prices
£ 10.50 = ten pounds fifty
£ 7.25 = seven pounds twenty-five
£ 0.50 = fifty pence

4 3.34 **Look at the things you can buy in a railway station. In pairs, ask and answer about prices. Then listen and check.**

A: *How much is a train ticket?*
B: *It's ten pounds fifty.*

5 **Work in pairs. Take turns to buy train tickets.**
Student A: Go to page 106.
Student B: Go to page 108.

- Check answers using the Lollipop stick technique. Do not confirm the answers yet. Play the audio track for Ss to check.

Answer → student page

Extra activity

- Divide Ss into pairs. Ask two Ss at a time to roleplay Exercise 3, while the rest of the class listen, then vote for the best roleplay.

Look!

- Read out the amounts and have Ss repeat in chorus.

Exercise 4 3.34

- Ask different Ss to read out the amounts for each item. Ss ask and answer in pairs. Then they listen and check.

Answer → student page

Exercise 5

- Make sure Ss understand the information on their pages.
- Assign Student A and B to pairs. Then Ss should swap roles so all Ss ask and answer. Monitor Ss correct production and pronunciation of the communication skill.

Finishing the lesson

- (*Books closed*) Check Ss memory with these questions: *How many tickets does Mr Riley want? How much are the tickets?*
- Refer Ss back to lesson objective. Have them finish the sentence *Today I have learned…* and check with their response cards if all the Ss agree.

Fast finishers

- Ss write a list of the forms of transport they use.

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Antarctic Adventure

On 1 December 2014,16-year-old Lewis Clarke got on a plane. Nineteen hours later he arrived in Antarctica. Lewis didn't go there with his parents. He went there with an explorer, Carl Alvey. Lewis was on a Polar expedition – he wanted to be the youngest person to go to the South Pole!

The journey was difficult and dangerous. Lewis travelled 700 miles and skied for eight hours every day. His backpack was heavy – inside there was a tent, clothes, food, a torch and a camera. He also had his schoolwork!

After 48 days, Lewis arrived at the South Pole. He was happy, and he phoned his parents. Then he had his favourite meal – spaghetti bolognese!

Lewis was the youngest person to go to the South Pole, but it wasn't his first world record. When he was twelve, he swam the English Channel with five other schoolchildren. Is Lewis cool – or just crazy?

Possible answers: South Pole / Antarctica. The people are skiing / pulling a sledge. / They are on an expedition / an adventure.

1 Look at the photo and the title. Where are the people? What are they doing?

2 3.35 Read and listen to the text. Find six things that Lewis took in his backpack. *Lewis took a tent, clothes, food, a torch, a camera and schoolwork.*

3 **Exam Spot** Read the text again and complete the sentences.

1 Lewis was the youngest person to go to *South Pole*.
2 He went to Antarctica with *an explorer, Carl Alvey.*.
3 He skied for *eight hours* every day.
4 The journey took *48* days.
5 At the South Pole, Lewis phoned his parents and ate *spaghetti bolognese*
6 He swam the English Channel when he was *twelve years* old.

4 Find these words in the text. Which of them are adjectives? Which of them are nouns?

dangerous expedition explorer heavy record

Noun	Adjective
expedition, explorer, record	*dangerous, heavy*

5 Read the sentences and the clues. Complete the sentences with a word in Exercise 4.

1 The *expedition* to Antarctica was six months long. (noun)
2 Polar bears are *dangerous* animals when they are hungry! (adjective)
3 Christopher Columbus was a famous *explorer*. (noun)
4 'Wow! Five metres in long jump! Mark, this is a school *record*.' (noun)
5 My schoolbag is *heavy* today because I've got my P.E. kit. (adjective)

6 Answer the questions in your notebook. Then tell your partner about your journey.

Imagine you did a journey last summer. Was it:
a long or short?
b easy or difficult?
c interesting or boring?

Last summer we went to … by … .
The journey was … and very …
It took … hours!

7.5 In this lesson

Lesson aims:
- Reading and understanding a text about an explorer

Homework:
- Workbook Unit 7, p. 66

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 5 and 6
- Peer learning: Exercise 3 and Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- Have Ss look at the photo on page 89 for up to 10 seconds, then ask them to close their books. Ask *What do you remember? Did you see a dog/bike?*
- (*Books closed*) Set the goals of the lesson. Ask *Do you know where Antarctica is?* Different Ss answer. Say *In this lesson we will read a text about an explorer. An explorer goes to new places in the world to see what they are like.*

Exercise 1

- (*Books open*) Different Ss answer the questions.

Exercise 2 3.35

- Ss read the text quietly and individually. Ss listen and say stop when you reach the paragraph about the backpack.

Answer → student page

Exercise 3

- This is preparation for the CYLET Movers Reading Writing test Part 5.
- Tell Ss to read the whole text again once. Then they should read each sentence and look for the answers in the text.
- Ss swap books and mark each other's work. Ask different Ss to read out their answers.

Answer → student page

Exercise 4

- Ss work individually and then compare answers in pairs.

Answer → student page

Exercise 5

- Ss work individually and then compare answers in pairs. Check answers using the Lollipop stick technique.

Answer → student page

Extra activity

- Divide the class into small groups. Each group finds of two words from the text for each section in the table in Exercise 4. Groups share their words with the class. Then divide Ss into new groups. Each group creates sentences with the new words. With stronger Ss, pace the groups and see which one is the fastest.

Exercise 6

- Ss work individually and then read their sentences to their partner.
- Ss report back. Encourage class participation with the Basketball technique, asking e.g. *Whose journey was long? How did you get there?*

Finishing the lesson

- (*Books closed*) Involve Ss in feedback. Ask: *Is this text interesting or boring?* Have them write down the most interesting thing they learnt in the lesson.

Fast finishers
- Ss circle the Past Simple affirmative in the text and underline the Past Simple affirmative and negative of *be*.

7.6 In this lesson

Lesson aims:
- Listening for specific information
- Writing a postcard
- Words and phrases for postcards

Extra resources:
- Writing Test 7

Homework:
- Workbook Unit 7, p. 67

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 7
- Peer learning: Exercise 7 and Extra activity
- Independent learning: Finishing the lesson

Warm-up
- Set the goals of the lesson. Have Ss open their books on page 90 and look at Exercise 5. Ask *What type of text is it? (A postcard) When do you send a postcard? (When you are on holiday) So, what will we learn today?* Say *Today we will learn how to write a short text about a holiday on a postcard.*

Lead-in
- (*Books closed*) Revise the travel equipment from L7.2. Give Ss one minute to work in pairs and write down as many words as they can remember.

Exercise 1
- Ss work in pairs and then report back to the class.

Answer → student page

Exercise 2 3.36
- Check Ss understanding of the recording using the Thumbs up/down technique.

Answer → student page

Exercise 3
- Ss talk in pairs. Monitor grammar and pronunciation.

Answer
1 notebook, pencil case, mobile phone, guidebook
2 torch, hat, trainers, football
3 tablet, camera, sunglasses

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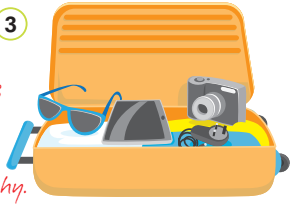
1 Look at suitcases 1–3. Which suitcase belongs to the person who likes:
a photography?
b sport?
c visiting other countries?

Suitcase 1 belongs to the person who likes … visiting other countries.

1

2

Suitcase 2 belongs to aperson who likes sport.

3


Suitcase 3 belongs to a person who likes photography.

2 3.36 Listen to a radio phone-in. Match the children to suitcases 1–3 in Exercise 1.

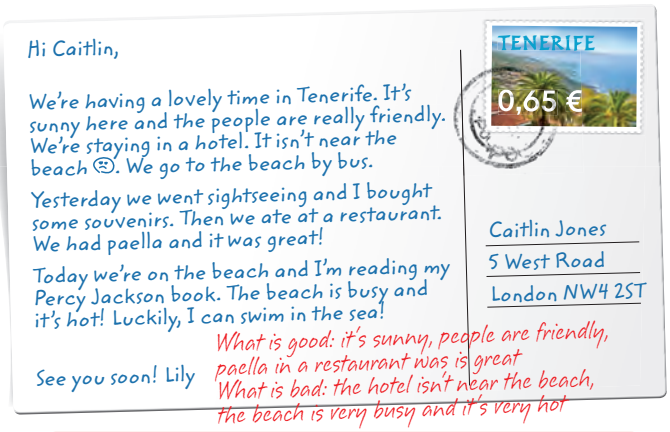
3 Lily *tablet* 1 Susie *notebook* 2 Sean *football*

3 Look at the suitcases again. What did the children take on holiday?

4 3.36 Listen again. Circle T (true) or F (false).

1 Lily plays computer games on her tablet. (T) / F
2 She didn't go to the beach. T / (F)
3 Susie is from Brighton. T / (F)
4 She wrote about her holiday. (T) / F
5 Sean stayed in a hotel. T / (F)
6 He played football with his brother. (T) / F

5 Read the postcard that Lily sent to a friend. What is good about the holiday? What is bad?



Writing A postcard

We're having a lovely time in … *Lots of love,*
There are lots of … *Yesterday we went to …* *Dear … ,*
See you soon! *Hi … !* *We're staying in …*

6 Look at the words and phrases in the Writing box. Which words and phrases would you use:
a to begin your postcard? *Hi … !, Dear …,*
b in the main part of your postcard? *We're having a lovely time in …, We're staying in … There are lots of …, Yesterday we went to …*
c at the end of your postcard? *See you soon! Lots of love.*

7 Writing Time Write a postcard about your holiday to a friend.

Find ideas
Think about your last holiday: where you went, what you did there, etc. Make notes.

Draft
Write a postcard about your holiday to a friend.
Begin your postcard: *Hi … !, Dear … ,*
Write where you are, where you are staying, what you did yesterday, what you are doing today, what the weather is like etc.
End your postcard: *See you soon, …*

Check and write
Make sure you begin and end your postcard correctly.
Write the final version of your postcard.

Exercise 4 3.36
- Give Ss a minute to read through the sentences before they listen again.
- Ask different Ss to correct the False answers. (*2 She went to the beach. 3 Susie is from London. 5 Sean stayed at a campsite.*)

Answer → student page

Exercise 5
- Read out the questions. Ss work individually and then compare answers in pairs.

Answer → student page

Exercise 6
- Read out the Writing box. Tell Ss to find the phrases in the postcard and underline them.

Answer → student page

Exercise 7
- Read out the notes. Ask different Ss for ideas.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback at this stage.
- Ss write the final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Give descriptive evaluation, e.g. *Remember to use the present for today and the past for yesterday* (see also L1.6).

Extra activity
- Ss swap notebooks to read and correct each other's work. You may encourage them to use the Two stars and a wish technique.

Finishing the lesson
- Have Ss reflect on the lesson: *Writing a postcard about holidays was…*

Fast finishers
- Ss circle all the verbs in the postcard.

Vocabulary

1 **Circle the odd one out.**

1 tent boat torch sleeping bag
2 tram bus skateboard train
3 guidebook boots beach backpack
4 hostel tent suitcase hotel
5 plane bike car train

2 **Circle the correct answer.**

1 Lucas is at the airport with his family. Their plane *gets off* / *leaves* in two hours.
2 On holiday we don't *stay* / *visit* in hotels. We prefer hostels.
3 I often *take* / *make* photos and share them with friends!
4 My parents like to *go* / *do* sightseeing and learn something new.
5 Amy was late for the school trip. The bus didn't *arrive* / *get on* on time.
6 Mr Riley *takes* / *arrives* the train at 8 a.m., and gets off in London.

Pronunciation

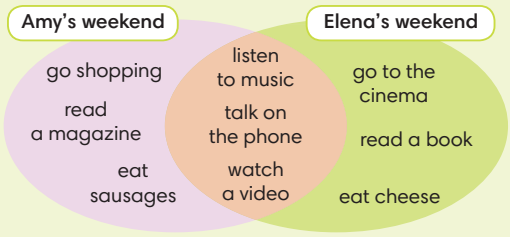
3 3.37 **Listen and repeat: /aː/, /æ/ or /ʌ/? Then practise saying the tongue twister.**

There's a cat on the tram,
A racoon in the car,
There's a duck on the bus,
And two dogs in the park!

Grammar

4 **Say what Amy and Elena did and didn't do last weekend. What did both girls do?**

Amy went shopping. She didn't go to the cinema. Elena went to the cinema. She didn't go shopping. They both listened to music.



5 **In your notebook, write questions and short answers. (✔= yes, ✘ = no)**

1 you / go / to school yesterday? ✘
Did you go to school yesterday?
No, I didn't.
2 Elena / listen / to music yesterday? ✘
3 Tom / play / football last weekend? ✔
4 you / talk / on the phone last night? ✘
5 Tom and Lucas / play a computer game yesterday? ✔
6 Elena and Amy / go to the cinema last Saturday? ✘

Communication

6 **Complete the dialogue with sentences a–d. Then act out the dialogue in pairs.**

4 a Thanks.
b I'd like a ticket to Manchester, please.
3 c What time does the train leave?
2 d Thank you. How much is it?

Tom: 1 *I'd like a ticket to Manchester, please.*
Man: Here you are.
Tom: 2 _____
Man: It's fifteen pounds, please.
Tom: 3 _____
Man: At 12.30 p.m.
Tom: 4 _____

Check yourself! ✔

- I can talk about transport. ☐
- I can talk about the past. ☐
- I can ask and answer about the past. ☐
- I can buy a ticket at a station. ☐

7.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 7
- Pronunciation: /æ/, /aː/ and /ʌ/

Extra resources:

- Language Test 7

Homework:

- Workbook Unit 7, p. 68
- Extra Online Practice Unit 7

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1
- Peer learning: Exercise 4
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 7. Ask *What new words and expressions are in this unit? Can you remember them all? Can you spell them?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 7.*

Exercise 1

- (*Books open*) Ss work individually. Check work using the Lollipop stick technique. Ask Ss the reasons for their choices.

Answer → student page

Exercise 2

- Ss work individually and then compare answers in pairs.

Answer → student page

Exercise 3 3.37

- Ss repeat as a class. Play the audio track again and choose pairs or individuals to repeat.

Exercise 4

- Ss work using the Think–pair–share technique.

Answer
Amy read a magazine. She didn't read a book. Elena read a book. She didn't read a magazine. Amy ate sausages. She didn't eat cheese. Elena ate cheese. She didn't eat sausages. They BOTH talked on the phone and watched a video.

Exercise 5

- Ss work individually. Ask different Ss to write their answers on the board.

Answer
2 Did Elena listen to music yesterday? No, she didn't. 3 Did Tom play football last weekend? Yes, he did. 4 Did you talk on the phone last night? Yes I/we did. 5 Did Tom and Lucas play a computer game yesterday? Yes, they did. 6 Did Elena and Amy go to the cinema last Saturday? No, they didn't.

Exercise 6

- Ss work in pairs. Check the order is correct before Ss practise in pairs.

Answer → student page

Extra activity

- Ss work in pairs and roleplay a dialogue with their own ideas, similar to the dialogue in Exercise 6.

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Ask *How many transport words do you remember? What word do you use for the Past Simple negative?*

Fast finishers

- Ss make a word search (grid) with Unit 7 words.

Get Culture!

In this lesson

Lesson aims:

- Culture focus: *Transport*
- BBC video: *Transport in London* (optional)
- Project: A video interview about a journey to school

Resources:

- Project worksheet p. 180

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and C
- Peer learning: Extra Activity and the Project
- Independent learning: Finishing the lesson

Culture notes

The London Underground is also called The Tube because the tunnels are shaped like tubes. Many buses have two floors. They are called double-decker buses. The black taxis are also called cabs. You can also travel on river boats or hire a bicycle. They are called *Boris bikes* (after Boris Johnson, the mayor of London at the time).

Warm-up

- (*Books closed*) Revise the transport words from Unit 7. Ss work in pairs and have one minute to write down as many transport words as they can remember.
- (*Books open*) Introduce the aims of this lesson. Have Ss look at the photos on pages 92-93 and ask: *What do you think we'll learn about today?*

Lead-in

- Pre-teach the vocabulary (*network, film set, false teeth*). Write the words on the board and explain the meanings. If you have an English learner's dictionary, ask different Ss to read out the definitions.

Exercise 1 3.38

- Ask Ss to look at the photo and think about what they can see.
- Read out the numbers and have Ss repeat. Tell Ss to find the answers in the text.

Fast Facts: The London Tube

London has an underground train network called the Tube. It's one of the busiest in the world, and it's the oldest. The first tube train left Paddington Station in 1863, more than 150 years ago. The Tube was a lot cheaper then: a single journey cost six pence. Today it costs about £5. Let's find out more …

Fact 1

The Tube has 40 'ghost stations', or stations that people don't use. Some ghost stations are film sets – you can see them on TV. Other ghost stations are in pop videos!

Fact 2

People often leave things on tube trains. They usually forget their phones, but also strange things, like gorilla costumes and false teeth!

Fact 3

In World War II, Tube stations were safe places. They were underground, so lots of children slept there. On Christmas Day in 1940, workers gave 11,000 toys to children on the Tube!

Fact 4

Tube train drivers work very hard. They travel 43 million miles every year. That's half-way to the sun!

1 3.38 **Read and listen to the Fast Facts about the London Tube. What do these numbers refer to?**

43 million | six | 150 | 11,000 | 40

2 Read the Fast Facts again and answer the questions.

1 When did the first Tube station open?
2 What do we call stations that people don't use?
3 What do people usually leave on Tube trains?
4 Why did people sleep in Tube stations during World War II?

3 In pairs, discuss the questions. Which fact is the most surprising? Why?

4 3.39 **Listen to Marta and Max do a quiz about London buses. Circle T (true) or F (false).**

1 London buses are different colours. T / (F)
2 There is a ghost bus in London. (T) / F
3 People first used buses in 1829. (T) / F
4 There are 18,000 buses in London. T / (F)
5 Max takes the bus to school. (T) / F

5 What colour are buses in your town? Are they cheap or expensive? Do you take a bus to school?

Answer

43 million – miles travelled by train drivers every year; six – pence, the price of the first Tube tickets; 150 – years ago, when the first tube train left Paddington Station; 11,000 – number of toys workers gave to children on the underground on Christmas Day in 1940; 40 – ghost stations on the Tube

Exercise 2

- Ask different Ss to read out the questions first so they know what information to read for.
- Ss answer in their notebooks and then compare with a partner.
- Check answers using the Lollipop stick technique.

Answer

1 1863 2 Ghost stations 3 Phones 4 Because they were safe places

Extra activity

- Ask Ss to work in pairs and write one question on the text on a piece of paper. They then swap questions with another pair and see if they can answer each other's questions. Ask different pairs to then share their questions with the class.

Exercise 3

- Give pairs one minute to discuss. Then ask different pairs to report back to the class. Have a class vote for the most surprising fact.

Exercise 4 3.39

- Tell Ss to read the sentences before they listen so they know what information to listen for.

Transport in London

Another name for the London Underground is the Tube.

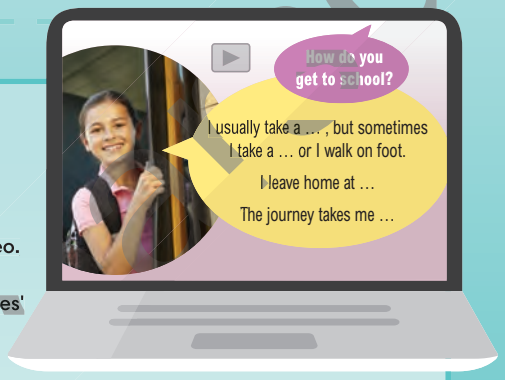
A 40 **Watch the video and answer the presenter's questions. How many different types of transport can you use in London?** *Seven: 1 Tube, 2 bus, 3 taxi, 4 boat/river bus, 5 bike, 6 rickshaw, 7 cable car*

B 40 **Watch the video again and circle the correct answer.**

1 London is a very big city. *5 million* / *9 million* people live there.
2 When the London Underground first opened, it had *7* / *70* stations.
3 You *can* / *can't* sit at the top of a double-decker bus.
4 It *sometimes* / *often* rains in London!
5 You can take *a river bus* / *a river taxi* to work.
6 The cheapest way to travel round London is by *bike* / *bus*.
7 You can take a cable car across *the river* / *the city*!

C What's your favourite type of transport and why? Compare your ideas as a class.

PROJECT



- **Work in groups. Make video interviews about your journey to school.**
- **Plan your video. Decide who plays the roles of the interviewer and interviewees, and who films the video. Decide when and where you can shoot the video.**
- **Decide what you want to know about your classmates' journey to school and write the script. Use these questions to help you.**
  - What time do you leave home?
  - What transport do you use?
  - How long does it take?
  - Do you like your journey to school? Why/Why not?
- **Learn and practise the script. Then film the video.**
- **Share your video with the class. Who has the longest journey to school?**

- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 5

- Have different Ss read out the questions. Discuss as a class.

BBC Video

Video script → see Teacher's Book p. 141

Presenter's questions

1 (0:07) Can you guess our topic today?
2 (0:24) How do you think all of those people travel around the city?
3 (2:18) Now, can you answer this question?
4 (2:21) Do you remember? What is another name for the London Underground? Is it: a) The Tube, b) The Cab c) The Metro?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Greg again, who tells us about transport in London. Before they listen ask Ss to look at the photo and say what they can see (a bus and a taxi).
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 40

- Make sure Ss understand the questions before they watch the video. Explain if necessary. Stop the video when the presenter asks the questions and encourage different Ss to offer answers.
- Play the video again for Ss to count the different types of transport.

Answer → student page

Exercise B 40

- Ss read the sentences before listening again. Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to re1ad out a sentence each.

Answer → student page

Exercise C

- Divide Ss into groups to answer the questions. Check answers with all groups using the Basketball technique.

Project

Setting the project up

- Divide Ss into groups of four. Each group writes down a list of ideas using the prompts for help.
- Give Ss the Project worksheets to help them prepare.
- Ss plan their video. They prepare an introduction, their questions and the answers. They write them down on paper.

Sharing the project

- Ss work together to write their script. Read out the example and tell Ss to use the same style.
- Ss learn their script and practise each scene. The video should be 2-3 minutes long.
- Ss choose someone to film each scene. They can use props and costumes. They can film a scene again if they want to change something.
- Ask Ss for feedback. *Are some scenes too long or too short? Are you happy with your performance?*
- Ss watch each other's video and vote for their favourite. Praise all videos.
- If Ss don't have access to video equipment, ask them roleplay the scenes at the front of the class instead.

Finishing the lesson

- (*Books closed*) Ask *What do you like about this lesson? What do you remember?*

Fast finishers

- Ss underline transport words in the texts.

8.1

In this lesson

Lesson aims:

- Vocabulary: events, ordinal numbers

Extra resources:

- Vocabulary worksheets p. 151
- Tests: Vocabulary check 8.1

Homework:

- Workbook Unit 8, p. 70

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 6, 10 and Finishing the lesson
- Peer learning: Exercise 4 and Extra activity
- Independent learning: Finishing the lesson

Culture notes

In the UK students often take part in school plays and it is also common for friends to stay at each other's house overnight for a sleepover. In Australia barbecues are popular and are often lit in the front garden.

Warm-up

- (*Books closed*) Write *Events* on the board and explain the meaning. Ask: *Who likes birthday parties? Who likes football matches?* Ss answer using their response cards.
- (*Books open*) Introduce the aims of this lesson. Say: *Look at your books. How many events are there? Who's having a birthday party? What day is it?* Ss quickly look at page 94 and answer: *Today we will talk about different events and dates.* Write the lesson objective on the board.

Lead-in

- Ss look at the pictures and discuss in pairs what they think they are, then make suggestions. Tell Ss it is Megan's pinboard. Explain pinboard if necessary.

Exercise 1

- Read out the words one at a time and Ss repeat. Ask these questions to help Ss work out the meanings: *At which event is there a (birthday cake)? At which event can you (cook food in your garden)?*

8 Having fun

Vocabulary I can talk about events and dates.

In this unit

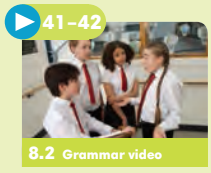
Vocabulary
- Events
- Ordinal numbers
- Types of music

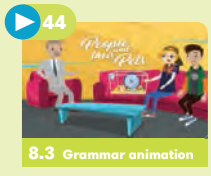
Grammar
- *be going to*
- Revision of questions

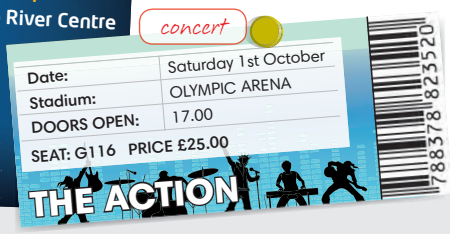
1 Look at these words. Which is your favourite activity?

barbecue birthday party concert
football match picnic

I know that!







Exercise 2 3.40

- Make sure Ss understand all the vocabulary in the box.
- Read out the events cards on page 94, so Ss hear the correct pronunciation of dates, i.e. *the eleventh of June.*
- Ss work in small groups or pairs to match the events to the cards. Monitor Ss for understanding and pronunciation. If necessary explain that a dance show is a performance, but a talent competition is a game with a winner.

Answer → student page

- **Critical thinking** Write these words on the board: *sleepover, fancy dress party, talent competition.* Encourage class discussion about these events. Suggested questions: *Is there food? Where are these events? Is there dancing?*

Exercise 3

- Ss work individually and then compare answers in pairs. Ask different Ss to read out their sentences.

Answer → student page

Exercise 4

- Make sure Ss understand all the vocabulary in the box. They work using the Think-pair-share technique.

2 3.40 **Listen and repeat. Find six of the events on Megan's pinboard on page 94.**

Vocabulary Events

barbecue birthday party concert
dance show football match
fancy dress party picnic play
sleepover talent competition

3 Complete the sentences with the events on page 94.

1 The sleepover is at Hannah's house.
2 The ~~talent competition~~ starts at 2 o'clock.
3 The fancy dress and concert are on a Saturday. ~~party~~
4 The tickets for the play are £5.00.
5 The dance show finishes at 7 o'clock.

4 Describe the pictures. Use the expressions in the box. What's the event?

cook food get presents
sing "Happy Birthday" sleep on the floor
take part in a competition
wear a costume

1 *Some children are singing "Happy Birthday". It's a birthday party.*

5 3.41 **Listen to the description of three events and answer the questions.**

1 What was the event?
2 What did the person do at the event?
3 Did the person like the event or not?

6 Tell the class about an event you went to.

I went to a concert last week. It was amazing!

7 3.42 **Listen and repeat.**

Vocabulary Ordinal numbers

the first the second the third the fourth the fifth
the sixth the seventh the eighth the ninth the tenth
the eleventh the twelfth the thirteenth …
the twentieth the twenty-first … the thirtieth …

LOOK! Dates
1st May = the first of May
23rd June = the twenty-third of June

8 Write the dates in your notebook.

3rd October 14th May 9th June 25th April
12th March 30th August

the third of October, the fourteenth of May, the ninth of June, the twenty-fifth of April, the twelfth of March, the thirteenth of August

9 3.43 **Look at the dates of the events on Megan's pinboard. Listen and name the event.**

1 *the sleepover*

I remember that!

10 You are very busy next month. Write your diary. Then tell the class.

JULY
Thu 1
Fri 2 Rihanna Concert
Sat 3
Sun 4 Fancy Dress Party at Lena's house
Mon 5

On the second of July, I've got a Rihanna concert. On the fourth of July, …

Answer
2 A girl is taking part in a competition. It's a talent competition. 3 A man is cooking food. It's a barbecue. 4 A girl is getting presents. It's a birthday party. 5 A boy is wearing a costume. It's a fancy dress party. 6 Two boys are sleeping on the floor. It's a sleepover.

Exercise 5 3.41
- Before playing the recording, different Ss read out the questions. Tell Ss to take notes while they listen in their notebooks under Event 1, Event 2 and Event 3.
- Ss complete their notes and then compare in pairs. Play the audio track again if necessary.
- Ask different Ss for answers and write them on the board.

Answer
Event 1: 1 A sleepover 2 Cooked pancakes, watched a film, slept on the floor, 3 Yes.
Event 2: 1 Football match 2 Had pizza, watched the match 3 No (but he liked the pizza). Event 3: 1 Dance show 2 Did ballet and street dance 3 Yes.

Exercise 6
- Read out the example. Give Ss a few minutes to think of their ideas/take notes. Complete the task using the Basketball technique. Extend the discussion and ask Ss for more details. Have a class vote for the most interesting event.

Exercise 7 3.42
- Before Ss listen, explain the meaning of ordinal numbers. Say *An ordinal number tells you where something is in a list. For example Monday is the first day of the week.*

Answer → student page

Look!
- Read the sentences and have Ss repeat in chorus.

Exercise 8
- Ss work individually then compare sentences in pairs. Ask different Ss to read out the dates and to write them on the board.

Answer → student page

Extra activity
- Ss write down their dates of birth in numbers. They swap papers with their partner and write the dates in words. They read out the dates, e.g. *My friend's birthday is on… .* Ask different Ss to write the dates on the board, and the partners to confirm.

Exercise 9 3.43
- Refer Ss back to page 94 to look at the events again before listening.
- Ask different Ss to read out the dates for each event. Have the class repeat.
- Ss can take notes while they listen. Tell them to use the events words from Exercise 2.

Answer
2 the fancy dress party
3 the dance show 4 the play
5 the concert 6 the talent competition

Exercise 10
- Ss work individually. Check answers using the Lollipop stick technique.
- For larger classes have Ss work in groups.

Finishing the lesson
- (*Books closed*) Give Ss two minutes to work in pairs and write down the events. Read out the events and ask *Did you remember them all?* Ss answer using the Thumbs up/down technique.
- Ask Ss which words they think are the most difficult to remember. Also ask: *Can you remember how to say dates?* Write 1st May on the board and ask Ss to read it out in chorus. Tell Ss to make a note about dates in their notebooks.

Fast finishers
- Ss add the words to their lists in their notebooks.

8.2

In this lesson

Lesson aims:

- Grammar: *be going to* affirmative, negative, questions, short answers

Extra resources:

- Grammar worksheets p. 166
- Tests: Grammar check 8.2

Homework:

- Workbook Unit 8, p. 71
- Extra Online Practice Unit 8

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Involve Ss in feedback. Ask them to say new words from L 7.1. Different Ss write them on the board.
- Set the goal of the lesson. Revise the days of the week by having Ss chant them in chorus. Write *On Saturday I'm going to go to the cinema* on the board and read it out. Ask *Is it Saturday today? (No.) Is it in the past? No, it's in the future.* Underline the verb form and say *Today we will learn to talk about future plans.*

Lead-in

- (*Books open*) Ss look at the photos and suggest what the story is about. Ask e.g. *What are the friends doing?* Ss take turns to answer.

Exercise 1 41 3.44

- Read out the question first, so Ss have a purpose for watching or listening.

Answer → student page

Exercise 2

- Ss match the sentence halves first, then check with the text or recording.

Answer → student page

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We're going to have a barbecue

It's Monday at school … 1

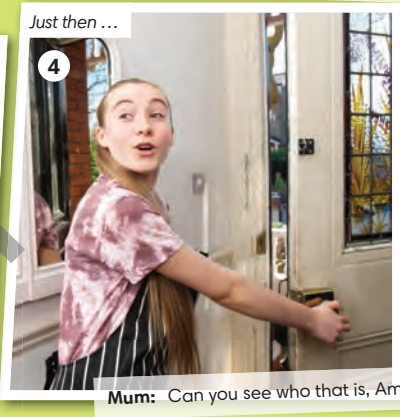
Amy: Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.
Elena: I'm really sorry, Amy, but I'm in a dance show.
Tom: And Lucas and I have got tickets for a concert.
Amy: Oh, that's a pity.

That evening … 2

Mum: Are your friends going to come on Sunday, Amy?
Amy: No, they aren't, Mum. They're all busy.
Mum: Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

Saturday afternoon … 3

Mum: This cake looks delicious.
Amy: I can't wait! What time is everyone going to arrive tomorrow?
Mum: About five o'clock.



Just then … 4

Mum: Can you see who that is, Amy?

1 41 3.44 Watch or listen and read. Why is Amy sad in Photo 2? *She's sad because her friends can't come to her birthday party.*

2 Match sentence halves 1–5 to a–e.

1 b Amy wants to have
2 a Elena can't come because she's in
3 e Tom and Lucas have got tickets for
4 c Amy's grandparents can come to
5 d Amy and her mum make

a a dance show.
b a birthday party.
c Amy's party.
d a cake.
e a concert.

3 3.45 Listen and repeat. Find these expressions in the story.

Say it!

That's a pity. Don't be sad. I can't wait!

4 Guess! Who is it at the door? Have a class vote.

a It's Amy's family. They think the party is today.
b It's Amy's friends. There's going to be a surprise party.

5 42 3.46 Now watch or listen and check.

Exercise 3 3.45

- Ss underline the expressions in the dialogue. Make sure Ss understand them.
- Read out the sentences. Ask them to respond with a phrase from the Say it! box: *My friends can't come to my party! I can't come to your party. It's my birthday tomorrow – are you coming?*

Exercise 4

- Critical thinking Students discuss the options in pairs.
- Check answers using their response cards.

Exercise 5 42 3.46

- Ss watch or listen to check their choice.

Answer → student page

Video/Audio script

Tom, Lucas, Elena: Surprise!!
Tom: Amy, it's us!
Amy: Tom, Elena, Lucas? What are you doing here?
Elena: We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!
Lucas: We've got food, music, and a film. It's going to be great!
Amy: Wow! What a surprise! This is the best birthday party ever!

- Monitor comprehension. Ask e.g.: *When are Amy's friends busy? Who invited them to the party?*
- Ask *Is your guess correct?* Check answers using the Thumbs up/down technique.

Grammar *be going to*

+	−
I'm going to play.	I'm not going to play.
You're going to play.	You aren't going to play.
He/She/It's going to play.	He/She/It isn't going to play.
We're going to play.	We aren't going to play.
You're going to play.	You aren't going to play.
They're going to play.	They aren't going to play.
?	**Short answers**
Am I going to play?	Yes, I am. / No, I'm not.
Are you going to play?	Yes, you are. / No, you aren't.
Is he/she/it going to play?	Yes, he/she/it is. / No, he/she/it isn't.
Are we going to play?	Yes, you are. / No, you aren't.
Are you going to play?	Yes, we are. / No, we aren't.
Are they going to play?	Yes, they are. / No, they aren't.

43 Get Grammar!

6 **Elena, Tom and Lucas are planning a surprise party for Amy. Look at the list and write sentences in your notebook.**

SURPRISE PARTY – JOBS TO DO!
1 Download some music – Lucas
2 Cook pizzas – Amy's mum
3 Buy some lemonade – Tom and Lucas
4 Make a cake – Elena
5 Buy a present – Tom
6 Blow up the balloons – Tom and Lucas

1 *Lucas is going to download some music.*

7 **In pairs, ask and answer the questions.**

1 Lucas / download a film?
A: *Is Lucas going to download a film?*
B: *No, he isn't. He's going to download some music.*
2 Amy's mum / cook sausages?
3 Tom and Lucas / buy some orange juice?
4 Elena / make some biscuits?
5 Tom / buy a birthday card?
6 Tom and Lucas / make decorations?

8 **In pairs, ask and answer about your plans. Use the words in the box.**

tonight tomorrow
at the weekend in the summer

A: *What are you going to do tonight?*
B: *I'm going to play volleyball.*

9 **Exam Spot** 3.47 **Polly and her friends are planning a day out. Listen and match the names to the people in the picture.**

Anna Daisy Fred George
Harry ~~Polly~~

10 **Imagine your perfect weekend. In pairs, talk about your plans.**

I'm going to go skiing. I'm not going to do any homework! What about you?

Fun Spot

Exercise 7
- Tell Ss to think about the subject pronouns they need before they start. Tell them to use abbreviated forms with subject pronouns.
- After pairwork, check answers with different pairs.

Answer
2 Is Amy's mum going to cook sausages? No, she isn't. She's going to cook pizzas. 3 Are Tom and Lucas going to buy some orange juice? No, they aren't. They're going to buy some lemonade. 4 Is Elena going to make some biscuits? No, she isn't. She's going to make a cake. 5 Is Tom going to buy a birthday card? No, he isn't. He's going to buy a present. 6 Are Tom and Lucas going to make decorations? No, they aren't. They're going to blow up the balloons.

Extra activity
- Follow-up to Exercise 7. Ss write down the questions, answers and sentences in their notebooks. Point out this pronunciation point. Say: *When people speak they often say 'gonna' for going to. Singers sometimes use it in their songs.*

Exercise 8
- Make sure Ss understand the words in the box. Two Ss read out the example. Monitor grammar and pronunciation.

Exercise 9 3.47
- This is preparation for the CYLET Movers Listening test Part 1.
- Before Ss listen, tell them to look at the picture and think about what they can see.

Answer → student page

Exercise 10
- Ss use the Think-pair-share technique. Monitor pairs before they report to the class.

Finishing the lesson
- (*Books closed*) Use the Basketball technique to ask questions, e.g. *Are you going to watch play football on Sunday?*
- Refer Ss back to lesson objective. Have them finish the sentence in their notebooks: *To talk about future plans, we…*

Fast finishers
- Ss underline the complete forms of *going to* in the photo story.

- Challenge stronger Ss and involve less confident Ss with a roleplay follow-up. Divide the class into groups of five. Assign the longer roles of Amy and Mum to stronger Ss and the remaining shorter roles to less confident Ss. Ss practise in groups and then perform to the class.

Get Grammar! 43
- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box and to work out the rules for themselves. Ask: *What verb do we use before going to? Are the full or the abbreviated forms of be here? Does going to change in any of the forms? Does the verb be change? Does the verb after going to change? Do we use be, going to or the verb for short answers?*
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6
- Ss work in pairs and write their sentences in their notebooks. Tell them to use the full forms for names ending in -s or more than one name (Tom and Lucas).

Answer
2 Amy's mum is going to cook pizzas. 3 Tom and Lucas are going to buy some lemonade. 4 Elena's going to make a cake. 5 Tom's going to buy a present. 6 Tom and Lucas are going to blow up the balloons.

8.3

In this lesson

Lesson aims:

- Grammar: revision of questions
- Vocabulary: types of music

Resources:

- Grammar worksheets p. 167
- Tests: Grammar check 8.3

Homework:

- Workbook Unit 8, p. 72

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 6
- Giving feedback: Warm-up, Exercise 2, 7 and Get Grammar!
- Peer learning: Exercise 9 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise *going to*. Say these sentences and have Ss respond using their response cards. *I'm going to see my friends this weekend. I'm going to have pizza tomorrow. I'm going to ride my bike home after school. I'm not going to drink milk for dinner.*
- Set the goal of the lesson. Ask Ss these questions and they answer using their response cards. *Are you happy? Was your mum at work yesterday? Are you listening to me? Do you want a lot of homework? Did you go swimming last summer? What are these? (Ss: Questions)* Say *Today we will remember how to ask questions.*

Lead-in

- (*Books open*) Ss look at the cartoon story and suggest what it is about. Ask *What are the friends doing in each picture?*

Exercise 1

- Ss work in pairs to find the answer.

Answer → student page

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City Creatures The fancy dress party

1 Look at the pictures. What type of party is Big Al going to?

He's going to a fancy dress party.

2 3.48 Read and listen. Circle T (true) or F (false).

1 Al is making a costume for a party. (T) / F
2 The party is in the Palace Theatre. T / (F)
3 The fans think that Al is Lay-Z Dogg. (T) / F
4 The reporters are asking a lot of questions. (T) / F
5 Lay-Z Dogg is angry with Al. T / (F)

Exercise 2 3.48

- Ss read the sentences before listening to the story.
- Check answers using the Lollipop stick technique. Ask different Ss to correct the false sentences.

Answer → student page

- Ask these further comprehension questions: *How many questions do the reporters ask? What does Lay-Z Dogg give Big Al?*

Get Grammar! 44

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve Ss in the learning process. Tell them to look at the Grammar box and remember how to form questions. Ask *How do you form questions for be and have got?* What words do you *add to questions for the Present/Past Simple?* Ask different Ss to say each question again using *he* instead of *you*.
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

Exercise 3

- Ss work individually and then compare answers in pairs.

Answer

2 Is he going to play a concert? 3 Were the fans excited? 4 Can Lay-Z Dogg rap? 5 Does Lay-Z Dogg like Al's costume? 6 Did he invite Al to his concert?

Grammar Revision of questions

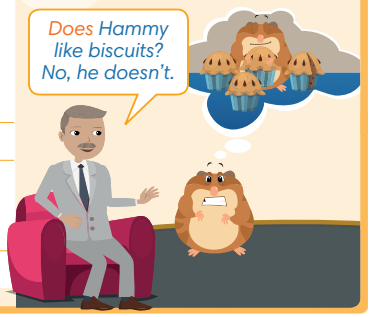
▶ 44 **Get Grammar!**

You **are** excited → **Are** you excited?
You **are wearing** my clothes. → **Are** you **wearing** my clothes?
You **were** a good student. → **Were** you a good student?
You**'ve got** a girlfriend. → **Have** you **got** a girlfriend?

You **can** rap. → **Can** you rap?

You want tickets. → **Do** you want tickets?
She sings. → **Does** she sing?
You went to Paris. → **Did** you go to Paris?

Where do you buy your clothes? **What** did you have for breakfast?



3 **Read the sentences. Then write questions in your notebook.**

1 Lay-Z Dogg is in town.
Is Lay-Z Dogg in town?
2 He's going to play a concert.
3 The fans were excited.
4 Lay-Z Dogg can rap.
5 Lay-Z Dogg likes Al's costume.
6 He invited Al to his concert.

4 **The reporters interviewed the real Lay-Z Dogg. Put the words in the correct order to make questions. Write the questions in your notebook.**

1 [f] hotel in Are a you nice ?
Are you in a nice hotel?
2 [c] live Do house in you a big ?
3 [d] guitar you the play Can ?
4 [b] week you were Where last ?
5 [e] your mum rap music like Does ?
6 [a] you have What did breakfast for ?

5 **Match the questions in Exercise 4 to Lay-Z's answers.**

a I had sausages and eggs.
b I was in New York. I played two concerts there.
c Yes, I do. It's got seven bedrooms.
d No, I can't. But I can sing and rap.
e No, she doesn't. She hates it!
f Yes, I am. It's very nice.

6 **Work in pairs. Student A: You are a reporter. Student B: You are a famous person. Ask and answer questions. Use Exercises 4 and 5 to help you. Then swap roles.**

7 3.49 **Listen and repeat. What types of music do you like?**

Vocabulary Types of music

classical jazz pop rap reggae rock

8 3.50 **Listen and say the type of music.**

1 *It's rock.*

9 3.51 **Complete the Music Quiz with the question words in the box. Then do the quiz. Listen and check.**

How many What When Where Who

Music Quiz

1 *Where* does the pop singer Beyoncé come from?
a The UK b Australia c The USA

2 *What* type of music did Bob Marley play?
a Reggae b Jazz c Rock

3 *How many* classical musicians are there in a quartet?
a Three b Four c Five

4 *When* did rap music start?
a In the 1930s b In the 1970s
c In the 2000s

5 *Who* sings the song *Thinking Out Loud*?
a David Bowie b John Lennon
c Ed Sheeran

Extra activity

- Ss do a roleplay. Divide the class into groups of eleven and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss perform their roleplays to the class with or without their books. You may also have a class vote for the best rolepay. For smaller classes, Ss can take more than one role.

Exercise 4

- Ss write their answers in their notebooks. They then compare answers in pairs.

Answer
2 Do you live in a big house? 3 Can you play the guitar? 4 Where were you last week? 5 Does your mum like rap music? 6 What did you have for breakfast?

Exercise 5

- Ss work in pairs to match the questions and answers.
- Check answers using the Lollipop stick technique.
- In preparation for Exercise 6, Ss work in pairs and take the roles of Lay-Z Dogg and a reporter to ask and answer the questions. Monitor grammar and pronunciation.

Answer → student page

Exercise 6

- Monitor grammar and pronunciation. Ask different pairs to tell the class some of their questions and answers.

Exercise 7 3.49

- Ss listen and repeat first. Then ask Ss if they know any of the types of music. Explain the types they do not know.
- Ss answer the questions using the Basketball technique.

Exercise 8 3.50

- Ss listen and take notes in their notebooks.

Answer
2 classical music 3 rap 4 jazz 5 reggae 6 pop

Exercise 9 3.51

- Ss work using the Think-pair-share technique.

Answer → student page

Finishing the lesson

- (*Books open*) Ss take turns to ask a question in the order in the Grammar box.
- Have Ss reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask Ss to write their answers to these questions in their notebooks.

Fast finishers
- Ss underline the questions in the cartoon story.

8.4

In this lesson

Lesson aims:

- Communication skills: making arrangements

Extra resources:

- Communication Worksheets p. 175

Homework:

- Workbook Unit 8, p. 73
- Extra Online Practice Unit 8

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1 and 4
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Revise types of music by playing recording 001 for Exercise 8 in L7.3 again.
- Set the goals of the lesson. Ask *What time does this lesson finish?* and write the time on the board. Say *We can use the Present Simple to talk about time arrangements.* Write *This lesson finishes at (10 am).* Say: *In this lesson we will learn how to make arrangements.* Explain the meaning of *arrangements* if necessary.

Lead-in

- (*Books open*) Ss look at the photo. Ask *Is Lucas talking to Amy?*

Exercise 1 45 3.52

- Read out the questions. Ss watch the video or listen. Ss answer the second question using the Basketball technique.

Answer → student page

Exercise 2 3.52

- This is preparation for the CYLET Movers Listening test Part 2.
- Before Ss listen, tell them to look at the notes before they listen and think about what kind of information they need.

Answer → student page

Exercise 3 3.53

- After the class repeat together, choose individual Ss or pairs to repeat.

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Are you busy next Thursday?

Tom: Hi Lucas. Are you busy next Thursday?
Lucas: No. Why?
Tom: I've got tickets for a basketball match. It's the Coventry Cats against the Kempton Kings. Would you like to come?
Lucas: That sounds great. I'd love to come. What time does it start?
Tom: At half past six.
Lucas: Great. Where shall we meet?
Tom: Let's meet outside the Arena at six o'clock.
Lucas: Cool. See you then. Come on the Kings!
Tom: The Kings? But don't you support the Cats?
Lucas: No, I support the Kings.
Tom: Oh, no!

1 45 3.52 **Watch or listen and read. Answer the questions.**

1 What has Tom got? *Tom has got tickets for a basketball match.*
2 Why does Tom say "Oh, no!" at the end? *He says "Oh, no!" because Lucas supports the Kempton Kings / a different team.*

2 **Exam Spot** 3.52 **Watch or listen again. Complete the information on the ticket.**

3 3.53 **Listen and repeat.**

Communication
Making arrangements

A: Are you busy next *Thursday*?
I've got tickets for *a basketball match*.
Would you like to come?
B: That sounds great. I'd love to come.
What time does it start?
Where shall we meet?
A: Let's meet outside the *Arena* / at *six o'clock*.

4 3.54 **Complete the dialogue. Then listen and check.**

Holly: Hi Alice. Are you 1 *busy* next Monday?
Alice: No. Why?
Holly: I've got 2 *tickets* for a play. It's *Aladdin*. Would you like to come?
Alice: That 3 *sounds* great. I'd love to come. What time does it 4 *start*?
Holly: At seven o'clock. It's at the New Theatre.
Alice: Great, where shall we 5 *meet*?
Holly: 6 *Let's* meet in the café next to the theatre at half past six.
Alice: Cool. See you then.

5 **Work in pairs. Take turns to choose a ticket and invite your partner.**

Exercise 4 3.54

- Ss work individually. They should look at the photo story and Communication box for help.
- Check answers using the Lollipop stick technique. Do not confirm the answers yet. Play the recording for Ss to check.

Answer → student page

Extra activity

- Ss prepare for Exercise 5 in pairs by reading out the dialogue in Exercise 3 as a roleplay.

Exercise 5

- Make sure Ss understand the information.
- Assign Student A and B to pairs. Then Ss should swap roles so all Ss ask and answer. Monitor Ss correct production and pronunciation of the communication skills.

Finishing the lesson

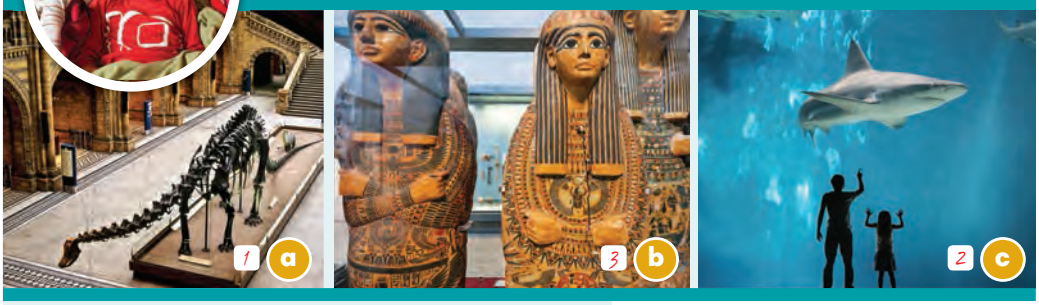
- (*Books closed*) Check Ss memory with these questions: *What is Lucas's favourite film? What does Amy think about Star Wars?*
- Refer Ss back to lesson objective. Have them finish the sentence *Today I have learned…* and check with their response cards if all the Ss agree. If anybody answers *No*, ask them how they could learn more.

Fast finishers

- Ss write a list of events they would like to invite a friend to. They can design tickets in their notebook.

Sleepovers with a Difference

Do you like going to sleepovers at friends' houses?
Then why not try one of our "Sleepovers with a Difference"?



1 Sleep with dinosaurs!
- **Where is it?** The Natural History Museum, London
- **Who can go?** Children aged 7–11
- **What can you do?** You can learn about dinosaurs, explore the museum at night, and sleep next to a diplodocus! In the morning, you can visit the museum shop.

2 Sleep with sharks!
- **Where is it?** The National Marine Aquarium, Plymouth
- **Who can go?** Children aged 5–15
- **What can you do?** You can have a tour of the aquarium and see amazing underwater creatures. Later, you can watch a movie and sleep next to the sharks!

3 Sleep with an Egyptian mummy!
- **Where is it?** The British Museum, London
- **Who can go?** Children aged 8–15
- **What can you do?** You can make an Egyptian boat, learn about the pyramids, and sleep on the floor of one of the oldest museums in the world. In the morning, you can have breakfast in the museum café.

So what are you waiting for? Pack your sleeping bag, toothbrush and torch, and get ready for a night of adventure!

1 3.55 **Read and listen to the text. Match paragraphs 1–3 to photos a–c.**

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

1 The Natural History Museum is in America. T / (F)
False. The Natural History Museum is in London, UK.
2 You can walk around the museum at night. (T) / F
3 At the Aquarium, you can see a film. (T) / F
4 You can't go if you're fifteen. T / (F)
You can go if you're fifteen.
5 The British Museum is a new museum. T / (F)
It's an old museum/ one of the oldest museums in the world.
6 You sleep in a bed. T / (F)
You sleep on the floor.

3 Would you like to go on one of these sleepovers? Which one? Why?

4 Exam Spot 3.56 **Write Emma's questions to her friend Sylvia. Then listen and check.**

Emma: *What did you do last weekend?*
Sylvia: Last weekend? I went to a sleepover at the Science Museum.
Emma: 1 *Was it good* ?
Sylvia: Yes, it was really good. We did some experiments and watched a film.
Emma: 2 *What time did you go to bed* ?
Sylvia: We went to bed at midnight.
Emma: 3 *What are you going to do next weekend?*
Sylvia: Next weekend? I'm going to visit my cousins.
Emma: 4 *Where do they live* ?
Sylvia: They live in Edinburgh.

Fun Spot

5 How many words can you make from the letters in the words below?

DINOSAUR MUSEUM

Send, mum, …

8.5

In this lesson

Lesson aims:
- Reading and understanding a text about a special event

Homework:
- Workbook Unit 8, p. 74

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 3
- Peer learning: Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- Ss look at the photos on page 101 for up to 10 seconds, then close their books. Ask *What do you remember?* Elicit as many words (*museum, sleeping bag, sleepover, children*) as possible.
- (*Books closed*) Set the goals of the lesson. Ask *Do you like museums? Would you like to have a sleepover at a museum?* Different Ss offer answers. Say *In this lesson we will read a text about a special event.*

Exercise 1 3.55

- (*Books open*) Tell Ss to look carefully at the photos before they listen.

Answer → student page

Exercise 2

- Tell them to read all the text, the sentences and then the text again individually.
- Check answers using the Lollipop stick technique. Check answers before Ss correct the false sentences.

Answer → student page

Extra activity

- Divide the class into small groups. Each group thinks of two/three sentences to add to Exercise 2 that are true or false. Groups share their questions with the class and the class decides if they are true or false.

Exercise 3

- Ss first talk in small groups.
- Ss discuss their answers using the Basketball technique. Ask some additional questions an involve the whole class: *Who would like to go on sleepover? OK, John - which one? How about you Mary?*

Exercise 4 3.56

- This is preparation for PTEYL, Task 3.
- Tell Ss to look at the tense in the answer and use the same one in the question. Remind them to think about how to form questions in each tense. Tell them to refer back to the Grammar box on page 99.

Answer → student page

Exercise 5

- Ss work in small groups. Give the groups one minute and see which group comes up with the most words. Then they report back to the class. Write their ideas on the board.

Finishing the lesson

- (*Books closed*) Involve Ss in feedback. Ask: *Are these events interesting or boring? Where would you like to have a sleepover in our country? What was the most interesting thing you learnt today?*

Fast finishers
- Ss circle the verbs (not *be*) in the text.

8.6 In this lesson

Lesson aims:
- Listening for gist and for specific information
- Writing an invitation
- Remembering information you need in writing

Extra resources:
- Writing Test 8

Homework:
- Workbook Unit 8, p. 75

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1 and 6
- Peer learning: Exercise 6 and Extra activity
- Independent learning: Finishing the lesson

Warm-up
- Set the goals of the lesson. Have Ss open their books on p. 102 and look at Exercise 4 for a few seconds, then close their books. Ask *What type of text is it? (An invitation) What information do you put in an invitation?* Books open: *So, what will we learn today?* Say *Today we will learn how to write an invitation.*

Lead-in
- (*Books closed*) Ask Ss some questions about parties. e.g. *Who is going to have a party this/next month?*

Exercise 1
- (*Books open*) Ss discuss the questions using the Basketball technique.

Exercise 2 3.57
- Write *Amber*, *Vicky*, *Lee* and *Harriet* on the board and explain that Lee is the boy and the others are girls. Different Ss offer answers and write them on the board.

Answer
Amber: go ice-skating with her friends, Vicky: have a party, Lee: go to the cinema with his cousin, Harriet: go to a restaurant

Exercise 3 3.57
- This is preparation for the CYLET Movers Listening test Part 4 and PTEYL, Task 1.

8.6 Listening and Writing
I can understand and write an invitation.

1 How do you and your friends celebrate birthdays? Tell a partner. Use the expressions in the box or your own ideas.

have a party at your house
go bowling/ice skating
go to the cinema / to a restaurant

2 3.57 Listen to four children. How are they going to celebrate their birthdays?

3 Exam Spot 3.57 Listen again and tick (✔) the correct answer a, b or c.

1 When is Amber going to go ice skating?

a ☐ b ✔ c ☐

2 What food is Vicky going to make for her party?

a ✔ b ☐ c ☐

3 How old is Leo going to be on Saturday?

a ☐ b ✔ c ☐

4 What does Harriet want for her birthday?

a ☐ b ☐ c ✔

4 Read the invitation and answer the questions.

Please come to ...

AMBER'S 13TH BIRTHDAY PARTY

On: Saturday, 2nd June, at 5 p.m.
At: Ice Planet

We're going to go ice skating, then walk to a restaurant for a pizza.

Please bring warm clothes and gloves for the ice skating. Your parents can collect you from Toni's Pizzeria at 10 o'clock.

Please reply to amber@mail.com or call 8657 52340

1 Whose party is it? *It's Amber's party.*
2 How old is she going to be? *She's going to be 13.*
3 How is she going to celebrate? *She's going to go ice skating and then go to a restaurant.*

5 Look at the Writing box. Does Amber include all of these things in her invitation? *Yes, she does.*

Writing An invitation

Inviting people:	Please come to … / I'd like to invite you to …
Date and time:	On Sunday, 14th July, at 7 p.m.
The place:	At Ice Planet / At 14 Milton Road
Asking for a reply:	Please reply to …
Other information:	Please bring …, Your parents can collect you from …

6 Writing Time Write an invitation to a birthday party.

Find ideas
Think when and where the party is and how you are going to celebrate. Make notes.

Draft
Write your invitation. Use the Writing box to help you.

Check and write
Check you have all the information and write the final version of your text.

- Ss look at the pictures and questions before they listen and think about what they can see.

Answer → student page

Exercise 4
- Read out the questions. Ss work individually and compare answers in pairs.
- Follow-up questions: *When is the party? What time does it finish?*

Answer → student page

Exercise 5
- Read the notes. Ss underline this information in Amber's invitation.

Answer → student page

Exercise 6
- Read out the notes. Ask different Ss for ideas.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback at this stage.
- Ss write the final text in their notebooks. Check in class, or Ss hand in their notebooks.
- Give descriptive evaluation, e.g. *Remember to put all the information you need on your invitation.* (see also L1.6).

Extra activity
- Ss swap notebooks to correct each other's work. They may use the Two stars and a wish technique.

Finishing the lesson
- Have them reflect on the lesson: *Writing invitations is…*

Fast finishers
- Ss circle all the events on the page.

Vocabulary

1 Where were they? Write the events in your notebook.

1 I took a sleeping bag and my pyjamas. *At a sleepover.*
2 Gina's dad cooked burgers and chicken.
3 It was an exciting game but our team lost.
4 We took some food and sat in the park.
5 My friend wore an elephant costume.
6 The actors were amazing.

2 Write the dates in your notebook.

1 *The thirty-first of March.*

3 Complete the names of six types of music.

Pronunciation

4 3.58 **Listen and repeat: /ð/ or /θ/?**

My mother's thirty-five years old
My father is thirty-six
My little brother is almost three
And me, I'm nearly thirteen.

Grammar

5 Complete the dialogue with the correct form of *be going to*.

Tom: What [1]*are you going to do* (you / do) in the summer, Elena?
Elena: [2]*I'm going to go* (I / go) to the beach with my family. [3]*We're going to swim* (We / swim) in the sea. [4]*I'm not going to do* (I / not / do) any school work!
Tom: What about Amy? [5]*Is she going to come* (she / come) with you?
Elena: No, she isn't. [6]*Amy is going to visit* (Amy / visit) America with her family.

6 Put the words in the correct order to make questions. Write the questions in your notebook. Then ask and answer in pairs.

1 your music listening Is teacher to ?
Is your teacher listening to music?
2 school late you for Were today ?
3 you Have trainers new got ?
4 you piano play Can the ?
5 you Do always homework your do ?
6 night last watch TV you Did ?

Communication

7 Complete the dialogue with the words in the box. Act out the dialogue in pairs.

~~busy~~ let's like love see shall start would

Lucas: Hi Amy. Are you [1]*busy* next Friday? I've got tickets for the new James Bond film. [2]*Would* you [3]*like* to come?
Amy: Cool! I'd [4]*love* to come. What time does it [5]*start*?
Lucas: At half past seven. It's at the ABC Cinema.
Amy: Great, where [6]*shall* we meet?
Lucas: [7]*Let's* meet in the cinema at seven o'clock.
Amy: [8]*See* you then.

Check yourself!

- I can talk about events and dates.
- I can talk about future plans.
- I can ask questions about the present and the past.
- I can make arrangements.

8.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 8
- Pronunciation: /ð/ and /θ/

Extra resources:

- Tests: Language Test 8 End-of-year test

Homework:

- Workbook Unit 8, p. 76
- Extra Online Practice Unit 8

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 8. Ask *What words are in this unit?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 8.*

Exercise 1

- (*Books open*) Ss work individually. Then different Ss write the words on the board.

Answer
2 At a barbecue. 3 At a match. 4 At a picnic.
5 At a fancy dress party. 6 At a play.

Exercise 2

- Ss work individually, then use the Two stars and a wish technique to work with a partner.

Answer
2 The fourth of June.
3 The eleventh of May.
4 The twenty-second of August.
5 The twenty-fifth of February.

Exercise 3

- Ss work in pairs. Ask Ss to read out the event poster in chorus in the style of a radio advert.

Answer → student page

Exercise 4 3.58

- Ss repeat as a class, then pairs or individuals repeat.
- Follow-up: Write e.g. *Amy's birthday is on the seventh of May* on the board. Ss say what sounds they hear.

Exercise 5

- Ss work individually. Check answers using the Lollipop stick technique.

Answer → student page

Exercise 6

- Ss work individually. Check answer before pairwork.
- Ask different pairs to say one answer and question.

Answer
2 Were you late for school today?
3 Have you got new trainers?
4 Can you play the piano? 5 Do you always do your homework?
6 Did you watch TV last night?

Exercise 7

- Ss work in pairs. Check the order is correct before pairwork.

Answer → student page

Extra activity

- Ss roleplay their own dialogue, similar to the one in Exercise 7.

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think what they can do well and where they need more practice.
- (*Books closed*) Encourage Ss to give feedback on the unit and assess their own learning. Ask e.g. *What did you like about this unit?*

Fast finishers

- Ss make a wordsnake with events.

7&8

In this lesson

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

Resources:

- Tests: Skills Test Units 7&8, Speaking Tasks Units 3&4

Homework:

- Workbook Skills Revision 7&8, pp. 78–79

Assessment for learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and Extra Activity
- Peer learning: Exercise 2
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 7–8. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 7 and 8 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a transport noun and a transport verb.* Student B: … Student B: *Finish my sentence. On holiday I take …* Student A: *…photos*.

Reading and Writing

1 Exam Spot Look at the pictures and read the story. Complete the sentences about the story with one or two words.

The dinosaur

My name's Sam. It was my friend Jack's birthday last Saturday. He invited me to go to London with him for the day. We took the train. We went sightseeing and had lunch. Then we visited a museum to see the dinosaurs. We bought souvenirs in the museum shop, and after that we got the train home.

1 Jack's birthday was on *Saturday*.
2 Jack wanted to *go to* London for the day.
3 They went to London by *train*.
4 After lunch, they went to a *museum*.

That night I had a sleepover at Jack's house. We slept in a tent in the garden! First we had some pizza, then we talked about the day in London. We went to sleep quickly because we were very tired.

5 Sam and Jack *slept* in a tent.
6 They ate *pizza / some pizza*
7 They talked about the trip *to London*.
8 The boys were *(very) tired* so they went to sleep.

I didn't sleep very well. I dreamed about a dinosaur. Then I woke up – and there was a dinosaur in the tent! "Help!" I shouted. "Don't worry," said Jack. Look – it's my souvenir and my torch." Then Jack's dad came. "Is everything OK?" he asked. "Yes," we said, "but we can't sleep. We're going to sleep in the house!"

9 Sam had a dream about a *dinosaur*.
10 It wasn't a real dinosaur. It was Jack's souvenir and his *torch*.
11 Jack's *dad* asked if the boys were OK.
12 The boys were OK, but they didn't want to sleep in the *tent*.

2 Exam Spot Write 60–70 words about your last birthday. Use these questions to help you.

1 Where did you spend your last birthday?
2 Who did you spend it with?
3 What did you do?
4 What presents did you get?

On my last birthday I went to … I spent my birthday with … We went for a pizza / to the cinema … Then I opened presents / we played music / danced … I got …

Listening

3 Exam Spot 3.59 Joe is talking to Celia. Listen and write answers to questions 1–9.

1 Why wasn't Celia at Art Club last week? *She was on holiday.*
2 Where did Celia go? *She went to the beach.*
3 Who did she go with? *She went with her father and brother.*
4 Where did Celia stay? *She stayed with her cousins.*
5 How many days was she there for? *She was there for 5 days.*
6 What museum did she go to? *She went to a boat museum.*
7 What souvenir did she buy? *She bought a hat.*
8 How much was it? *It was 4 pounds.*
9 Where is she going to go in the summer? *She's going to go to Italy.*

Warm-up

- (Books closed) Say: *My favourite event is a dance show. What's your favourite?* Have different Ss reply.
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

Lead-in

- Write these verbs on the board: *invite, take, go, have, visit, buy, get*. Ask *What's the Past Simple of these verbs?* Have different Ss offer answers. Write the forms on the board (*invited, took, had, visited, bought, got*).

Exercise 1

- This is preparation for CYLET Movers Reading and Writing Part 5.
- Tell Ss to look at the pictures and read the whole story first. Then they read and answer the questions.
- Ss work individually. Give all Ss plenty of time to do this. For less confident classes, ask Ss to do one paragraph at a time. Check answers as they finish each section.
- Check answers using the Lollipop stick technique. Ask Ss to read out the sentences in the story which gave them the answers.

Answer → student page

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Communication

4 **Exam Spot** **Look at the pictures. Match sentences a–h to pictures 1–6. There are two extra sentences.**

a Are you busy next week?
b On no, I didn't bring my coat.
c Come on, we're late.
d Would you like to come to a concert with me?
e What time does this train arrive in Manchester?
f I'm going to buy some food.
g I'd like two tickets to Manchester, please.
h Did you have a good time in Manchester?

5 **Exam Spot** **Ask and answer the questions in pairs or small groups.**

1 Where did you go on holiday last summer? How did you get there?
2 What things do you usually take on holiday?
3 What types of music do you like?

Exam Language Bank

Transport nouns
bike
boat
bus
car
motorbike
plane
taxi
train
tram
underground

Transport verbs
arrive
get off
get on
leave
take

Travel equipment
backpack
camera
guidebook
sleeping bag
suitcase
sunglasses
tent
torch

Things to do on holiday
buy a souvenir
eat at a restaurant
go sightseeing
make friends
stay in a hotel
take photos
visit a museum

Events
barbecue
birthday party
concert
dance show
football match
fancy dress party
picnic
play
sleepover
talent competition

Ordinal numbers
the first
the second
the third
the fourth
the fifth
the sixth
the seventh
the eighth
the ninth
the tenth
the eleventh
the twelfth
the thirteenth
the twentieth
the twenty-first
the thirtieth

Types of music
classical
jazz
pop
rap
reggae
rock

Buying a ticket
I'd like a ticket to *London*, please.
Here you are.
How much is it?
It's *ten pounds twenty*, please.
What time does the train leave?
At *seven thirty*.
What time does it arrive?
At *eight*.
Thanks.

Making arrangements
Are you busy next *Thursday*?
I've got tickets for *a basketball match*.
Would you like to come?
That sounds great.
I'd love to come.
What time does it start?
Where shall we meet?
Let's meet outside the *Arena* / at *6 o'clock*.

KS

Extra activity
Ss work in pairs. They rewrite the first paragraph of the story in Exercise 1. They change the names, the day, the place, the transport and the things to do. They swap paragraphs with other pairs and read each other's work.

Exercise 2
- This is preparation for PTEYL Quickmarch, Task 6.
- Read out the questions and make sure Ss know what to do.
- Ss write individually. Then they exchange notebooks and review each other's work in pairs using the Two stars and a wish technique.

Extra activity
- Ask Ss to read out their work from Exercise 2. Tell the class to listen carefully because you will ask questions afterwards and they will have to answer with short answers. Take notes while Ss read so you can remember what to ask. Ask questions that need short answers in the Past Simple, e.g. *Did (Anita) go to the cinema? Did (Marcin) spend his birthday with his grandma?*

Exercise 3 3.59
- This is preparation for PTEYL Quickmarch, Task 2.
- Tell Ss to read the questions before they listen and think about what kind of answer they need (i.e. a place, a person, a number).
- Play the recording. Ss write their answers. Then play the recording again for Ss to check their answers.
- Check answers using the Lollipop stick technique. Write the answers on the board.

Answer → student page

Exercise 4
- This is preparation for PTEYL Quickmarch, Task 4.
- Tell students to look carefully at the pictures and think about what they can see.
- Ss work individually and then compare answers in pairs. Check different Ss to offer answers.

Answer → student page

Extra activity
Ss work in pairs. Student A reads out a sentence from Exercise 4 and Student B points to the correct picture or says *No picture*. Students then swap roles.

Exercise 5
- This is preparation for CYLET/ PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

Finishing the lesson
- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (☺, 😐, ☹). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers
Ss read the story in Exercise 1 again. They circle the irregular verbs and underline the regular verbs in the Past Simple form.
Ss study the Exam Language Bank.

Student A activities

Unit 2 Lesson 2.3, Page 27, Exercise 5

Carla and Big Al go to the supermarket. What do they buy?

1 What is there in Big Al's basket? Ask about the food below and make notes.

How many biscuits are there?
How much ice cream is there?

apples	
bananas	
biscuits	
burgers	
eggs	
ice cream	
orange juice	
sausages	
tomatoes	
tuna	

2 Look at Carla's basket and answer Student B's questions.

There aren't any apples.
There is a lot of tuna.

Carla's basket

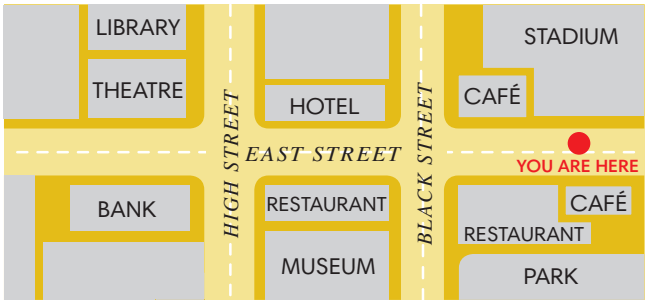
Unit 2 Lesson 2.4, Page 28, Exercise 4

You're a waiter/waitress at Dino's Pizzeria. Take an order from Students B and C, who are the customers. Use the expressions in the Communication box on page 28 to help you.

Unit 5 Lesson 5.4, Page 64, Exercise 6

1 Ask Student B for directions to the following places:
a hospital **b** cinema

2 Look at the map and listen to Student B. Give directions.



Unit 7 Lesson 7.4, Page 88, Exercise 5

1 You want to go to Cambridge. Ask Student B:
- for a ticket to Cambridge.
- about the price of the ticket.
- what time the train leaves.
- what time it arrives.

Use the dialogue in the Communication box on page 88 to help you. Change the words in italics.

2 Now swap roles. Student B wants to go to Oxford. Answer his/her questions.

London Kings Cross (KGX) to Oxford (OXF)

Departure	From	To	Arrival	Duration	Price
08:00	KGX	OXF	09:34	1h34m	£28.60
08:02	KGX	OXF	09:39	1h27m	£28.60
08:32	KGX	OXF	10:09	1h37m	£28.60
08:36	KGX	OXF	10:10	1h34m	£28.60
10:32	KGX	OXF	12:09	1h37m	£25.00
10:36	KGX	OXF	12:10	1h34m	£25.00

Answers

Unit 3 Lesson 3.1, Page 35, Exercise 7

Too Much Tech! Quiz – Answer Key

Mostly as: Be careful! Too much tech is not good for you, especially before bedtime.
Mostly bs: You use technology, but you do other things too. Well done!
Mostly cs: You don't use technology a lot. That's great, but it's OK to use it sometimes. Technology is useful!

Songs and raps

Unit 1 Lesson 1.3, Page 15, Exercise 8

1.26 1.27 *My Busy Week*

I have Geography on Monday, History on Tuesday
French and Maths on Wednesday, English and P.E.
I have Music on Thursday, Science on Friday
That's why at the weekend, I stay in bed and sleep.

I do karate on Monday, pottery on Tuesday
I play football on Wednesday, basketball and chess
I go sailing on Thursday, cycling on Friday
That's why at the weekend, I stay in bed and rest.

Unit 3 Lesson 3.3, Page 39, Exercise 8

2.10 2.11 *I'm Waiting for a Text*

I'm sitting here, I'm sad and bored.
My fingers ready, on the keybo-o-o-oard
I need a friend, why can't you see?
I'm texting you, but you aren't texting me.

Chorus:
Everyone needs a friend to talk to.
Everyone needs a friend or two.
I'm sitting here in my bedroom.
I'm waiting for a text from you.

I'm sitting here, checking my screen.
Sometimes I hate technology-y-y
But then a "buzz" – can it be true?
Yes, it's a text, and it's from you-ou-ou!

Chorus:
Everyone needs a friend to talk to.
Everyone needs a friend or two.
I'm sitting here in my bedroom.
I'm waiting for a text from you.

Unit 5 Lesson 5.3, Page 63, Exercise 8

2.48 2.49 *Where Were You?*

Girl: Where were you on Monday?
Were you at home?
Were you at the park?
I was worried and alone!

Boy: I wasn't at the park, or at home, that's true.
I was at the restaurant. Here's a pizza for you!

Girl: Where were you on Tuesday?
I was worried and sad.
Were you at the shops?
Or were you with your dad?

Boy: I wasn't at the shops, or with my dad, that's true.
I was at the library. Here's a book for you!

Girl: Where were you on Wednesday?
Were you at home?
Were you at the café?
I was worried and alone!

Boy: I wasn't at the café, or at home, that's true.
I was at the supermarket. Here's a cake for you!

Unit 7 Lesson 7.3, Page 87, Exercise 10

3.29 3.30 *Al's Sofia*

Last week Al was in Rome
But he wasn't alone
… with Sofia!

Did he have a good time
And was everything fine?
… with Sofia!

Did he visit museums?
Or the Colosseum?
… with Sofia!

Did he call her 'my dear'?
Did he buy souvenirs?
… with Sofia!

Yes, he did all these things
Now he's happy and sings …
… with Sofia!

Student B activities

Unit 2 Lesson 2.3, Page 27, Exercise 5

Carla and Big Al go to the supermarket. What do they buy?

1 Look at Big Al's basket and answer Student A's questions.

There aren't any biscuits.
There is a lot of ice cream.

Big Al's basket

2 What is there in Carla's basket? Ask about the food below and make notes.

How many apples are there?
How much tuna is there?

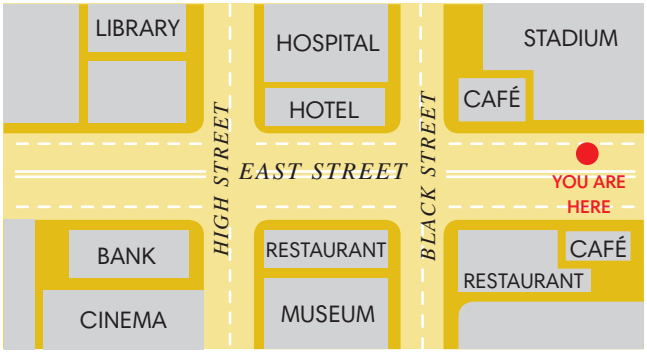
apples	
bananas	
biscuits	
burgers	
eggs	
ice cream	
orange juice	
sausages	
tomatoes	
tuna	

Unit 2 Lesson 2.4, Page 28, Exercise 4

You're customers at Dino's Pizzeria. Student A is a waiter/waitress. Look at the Dino's Pizzeria Menu on page 28 and decide what to order. Use the expressions in the Communication box on page 28 to help you.

Unit 5 Lesson 5.4, Page 64, Exercise 6

1 Look at the map and listen to Student A. Give directions.



2 Ask Student A for directions to the following places:

a park b theatre

Unit 7 Lesson 7.4, Page 88, Exercise 5

1 Student A wants to go to Cambridge. Answer his/her questions.

London Kings Cross (KGX) to Cambridge (CBG)

Departure	From	To	Arrival	Duration	Price
08:04	KGX	CBG	09:29	1h25m	£16.80
08:14	KGX	CBG	09:03	49m	£16.80
08:44	KGX	CBG	09:30	46m	£16.80
08:52	KGX	CBG	09:55	1h03m	£16.80
10:04	KGX	CBG	11:29	1h25m	£13.00
10:14	KGX	CBG	11:02	48m	£13.00

2 Now swap roles. You want to go to Oxford. Ask Student A:

- for a ticket to Oxford.
- about the price of the ticket.
- what time the train leaves.
- what time it arrives.

Use the dialogue in the Communication box on page 88 to help you. Change the words in italics.

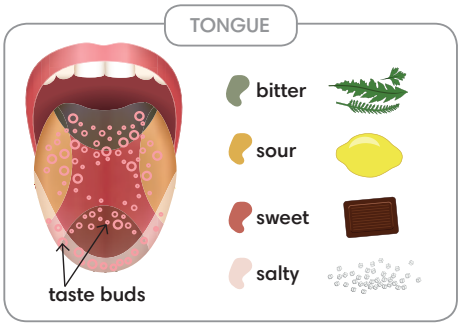
Get more on Science!

Taste

1 24 **Listen and repeat. Find the words in the picture.**

Vocabulary Taste

bitter salty sour sweet taste buds tongue



2 **Look at the text. What is it about? Guess. Then read it quickly and check.**

The text is about
a the food some people like.
b how people know what food they like.
c how people make their food sweet.

3 **Read the text again. Complete sentences 1–4 at the bottom of the page. Use words in Exercise 1.**

4 **Read the text again. Answer the questions.**

1 Where are your taste buds? *on your tongue*
2 How many different tastes are there? *four*
3 What is there in sweet food? *sugar*
4 Are lemons sour or bitter? *sour*
5 Why do some people put sugar in tea? *Because they don't like the bitter taste.*

5 **What do these food items taste like? Put the words in the box in the right places.**

chips dark chocolate ~~jam~~ lemons milkshake sausages strawberries yoghurt

sweet: *jam*, *milkshake*, *strawberries*
salty: *chips*, *sausages*
sour: *lemons*, *yoghurt*
bitter: *dark chocolate*

6 **What is your favourite taste? What food has this taste?**

My favourite taste is _____.
_____ *have / has* this taste.

SWEET OR SALTY?

How do you know that biscuits are sweet and chips are salty? Because you've got lots and lots of taste buds. Where are they? Right there – on your tongue.

When you put food in your mouth, it goes on your tongue. The taste buds on your tongue tell you what taste each type of food has.

There are four different tastes: sweet, salty, sour and bitter. Food with sugar is sweet. When you eat milk chocolate or cakes, the taste buds in the front part of your tongue tell you that they are sweet. Salty food has salt on or in it, like cheese on pizza. What is a sour taste? Well, drink some lemon juice! That's sour! And the taste buds in the back part of your tongue tell you what's bitter. Black tea is bitter. Some people put sugar in their tea because they don't like the bitter taste.

1 Lemons are *sour*.

2 Chocolate cake is *sweet*.

3 Black tea is sometimes *bitter*.

4 Pizza is *salty*.

Exercise 2
- Give Ss on minute to look at the text and photos quickly and guess what it is about. Ask different Ss for suggestions.
- Ss read the text and do the exercise individually and then compare answers with a partner. Use the Lollipop stick technique to choose different Ss to say and justify their answer.

Answer → student page

Exercise 3
- Ss do the exercise individually. Use the Basketball technique to check answers.

Answer → student page

Exercise 4
- Ss do the exercise individually. Use the Lollipop stick technique to choose different Ss to say and justify their answers by saying where they found them in the text. Ask Ss if they agree. Have Ss underline the relevant parts of the text.

Answer → student page

Exercise 5
- After pairs help each other complete the table, collect Ss' answers on the board.

Answer → student page

Exercise 6
- Give Ss time to think and write. Then ask pairs to look at each other's work. They compare favourite foods. Then they report back to the class. Collect Ss' ideas on the board. Ask Ss to work out the favourite food in the class.

Extra activity
- Ss work in groups of four. They make a list of food and drink they often eat and then they categorise them according to taste. Ask the groups to report back to the class.

Finishing the lesson
- Call out a food or drink word from the lesson and Ss respond together with the taste it corresponds to. e.g. T: *Sugar*. Ss: *Sweet*.
- Ask Ss what they learned about taste. Remind Ss to add new words to lists in their notebooks.

Fast finishers
- Ss underline the food and drink words in the text.

1&2

In this lesson

Lesson aims:
- Vocabulary: taste buds

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 4
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up
- (*Books closed*) Ask different Ss about favourite food and drink. e.g. *What is your favourite food/drink?*
- (*Books open*) Ss look at page 90 in the Workbook. Explain that the objective of this lesson is to learn about the taste of food. Then write on the board: *I taste food in my tongue. My tongue is in my mouth/ears.* Ask Ss to choose the correct underlined word (*mouth*) and show where their tongue is.

Lead-in
- Teach *taste buds*. Say *Taste buds are on your tongue. They tell you what food tastes like.* Ask Ss to look at the picture of the tongue and the taste buds. Read out the words to Ss and give an example of food, e.g. *Milk chocolate is sweet. Salad leaves like rocket leaves are bitter. Chips are salty. Lemons are sour.*

Exercise 2 24
- Play the recording, pausing for Ss to repeat each word and find the word in the picture.

In this lesson

Lesson aims:

- Vocabulary: national parks

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and Extra Activity
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write these words on the board: *river, lake, climbing, waterfall*. Ask Ss which word is not a geographical feature.
- (*Books open*) Ss look at page 91 in the Workbook. Ask the class to tell you what they expect to do in this lesson. Ask *What can you see? What is this lesson about?* Explain that they are going to learn about national parks in the USA and the geographical features you can find there.

Lead-in

- Ask Ss to name any geographical features they see in the photos.

Exercise 1 25

- Explain to Ss that these words are all geographical features and that they will read about them in the text. Play the recording, pausing for Ss to repeat each word.

Exercise 2

- Ss read the text individually. They find the words from Exercise 1 and try to work out the meanings.
- Ss match the photos to the words individually and then compare answers with a partner. Use the Lollipop stick technique to choose different Ss to say and justify their answers.

Answer → student page

Exercise 3

- Ss read the text again. They then complete the table in pairs. During feedback collect Ss' answers on the board.

Answer → student page

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Get more on Geography!

National parks

1 25 Listen and repeat.

Vocabulary National parks

canyon 3 cave 4 geyser 1 glacier 5
hot spring 2 peak 6

2 Read the text quickly. Match photos 1–6 to the words in Exercise 1.

American National Parks

Yellowstone National Park is the first national park in the world. You can do a lot of exciting things there. You can sail on the rivers and swim in the lakes. But be careful about some hot springs. They are colourful lakes with hot water. In some hot springs the water is too hot to swim. Sometimes this hot water goes high up in the air and you can watch exciting geysers. Lots of people take selfies next to them. You can also take photos of beautiful waterfalls – you only need to walk in the canyon.

Many people visit the **Glacier National Park** to see one of its 25 glaciers. A glacier is moving ice. The park is also popular because of its mountains. The peaks – the tops of the mountains – are high. Climbing is dangerous so it's better to look and take photos or try to find some caves in the mountains! There are lakes and rivers so you can sail a boat. You can ride horses with your family and in winter you can go skiing.

3 Tick (✔) the geographical features you read about in the text.

	Yellowstone National Park	Glacier National Park
canyon	✔	
cave		
geyser	✔	
glacier		
hot spring	✔	
lake	✔	
peak		
river	✔	
waterfall	✔	

4 Read the text again. Complete the sentences with the words in Exercise 1.

1 At Yellowstone National Park people like taking selfies next to the exciting *geysers*.
2 You can walk in the *canyon* to see some waterfalls.
3 The water in a *hot spring* can be very hot.
4 At Glacier National Park there are 25 *glaciers*.
5 The *peaks* of the mountains at Glacier National Park are high.
6 You can go into a *cave* in a mountain.

5 Which is your favourite national park: Yellowstone or Glacier? What can you see there? What can you do there?

My favourite national park is _____.
You can see _____.
You can _____ in this park.

Exercise 4

- Ss do the exercise individually. Use the Lollipop stick technique to choose different Ss to say and justify their answers.

Answer → student page

Exercise 5

- Give Ss time to think and write. Then ask pairs to look at each other's work. They compare favourite parks. Then they report back to the class. Have a class vote for the most popular park.

Extra activity

- Ask the class about national parks and geographical features in their country. e.g. *Are there any national parks in your country? What are they called? What geographical features are there in your country? Which features do you like? Do you visit them?* Encourage all Ss to take part using the Basketball technique. Ask volunteers to collect class ideas on the board.

Finishing the lesson

- Ask *What did you learn today?* (Geographical features). *Can you name and describe the geographical features in this lesson?* Students show self-assessment response cards.

Fast finishers

- Ss underline the geographical features in the text.

5&6 Get more on Art!

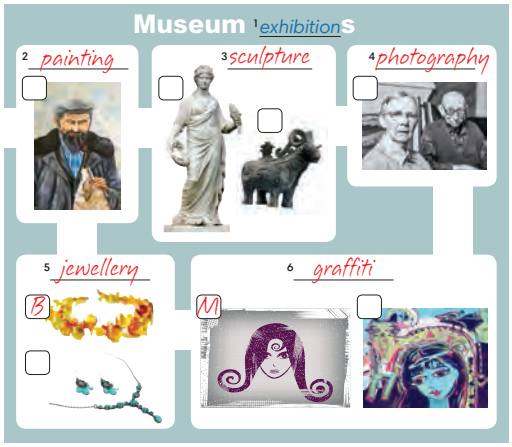
Different forms of art

1 26 Listen and repeat.

Vocabulary Different forms of art

exhibition graffiti jewellery painting photography sculpture

2 Complete the plan of an art museum with the words in Exercise 1.



3 Read the text. Which works of art did Beth and Mark like best? Tick (✓) the photos in Exercise 2. yellow jewellery (Beth) and graffiti of the girl with purple hair (Mark)

Art blog

The Metropolitan Museum of Art is in New York. It is the biggest museum in the USA. Beth and Mark visited the museum last Saturday.

Beth I liked the sculptures best because I think art from the past is very interesting. There was a beautiful sculpture of a woman that I really liked. There was also an exhibition of glass jewellery. I don't like wearing anything on my fingers or in my ears but that jewellery was amazing. The jewellery from yellow glass was my favourite.

Mark I want to be an artist so I loved the paintings. There were some paintings of people with animals that I liked a lot. I also liked the photography exhibition and I thought the black and white photos were the most interesting. But my favourite exhibition was about graffiti. Some people say graffiti is bad writing on walls, but I don't agree. The best one was of a girl with long purple hair. That was awesome!

4 Read the text again. Complete the sentences with one word in each gap.

1 The Metropolitan Museum of Art is the biggest museum in the USA.
2 Beth really liked a beautiful sculpture of a man.
3 Beth also liked the glass jewellery.
4 Mark wants to be an artist.
5 Mark's favourite exhibition was about graffiti.

5 Which words do you connect with these forms of art? Complete the table. Use the words in the box and add your own.

animals beautiful cheap difficult easy expensive glass metal new old paint people wall

painting	
photography	
graffiti	
jewellery	
sculpture	

6 What is your favourite form of art? Where can you see it?

My favourite _____.
I can see it _____.

5&6 In this lesson

Lesson aims:

- Vocabulary: different forms of art

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 5
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write these words on the board: *painting, drawing, colours, pencil, photos*. Ask Ss which school subject these words are related to (Art).
- (*Books open*) Ss look at page 92 in the Workbook. Ask the class to tell you what they expect to do in this lesson. Ask *What can you see? What is this lesson about?* Then write on the board: *1 Museum of Art, 2 Art from the past, 3 Black and white photos, 4 Amazing animals*. Say each phrase and ask Ss to say which phrase isn't related to the lesson.

Lead-in

- Ss name any art form they already know in Exercise 1.
- Explain the meanings of the new words. e.g. *You see an exhibition at a museum. Graffiti is often on buildings. You wear jewellery. A sculpture is often white and it's a person.* Tell Ss to listen again and remember what you said for Exercise 2.

Exercise 1 26

- Play the recording, pausing for Ss to repeat each word.

Exercise 2

- Ss do the exercise individually and then compare answers with a partner. Ask different Ss to say a number and a word. Check and help with pronunciation if necessary.

Answer → student page

Exercise 3

- Ss read the text individually. They underline the sentences that justify which photos to choose.
- Use the Lollipop stick technique to choose different Ss to say and justify their answers with the underlined sentences.

Answer → student page

Exercise 4

- Ss do the exercise individually and then compare answers with a partner. Ask different Ss to read out their answers.

Answer → student page

Exercise 5

- Ss complete the table individually. Then put Ss into groups of four. They compare and discuss their answers.
- Ask the groups to report back to the class. Accept all suggestions.

Extra activity

- Ss work in the same groups and do a word race. They add any more words they can to each category in one minute. They then report back to the class. Collect their ideas on the board.

Exercise 6

- Give Ss time to think and write. Then ask pairs to look at each other's work and compare ideas. Then they report back to the class. Have a class vote for the most popular art form.

Finishing the lesson

- Ask *What different forms of art can you remember? What do you like best about this lesson?* Encourage involvement from all Ss using the Basketball technique.

Fast finishers

- Ss write down the art forms in their notebooks and draw a picture next to them so they remember the meanings.

In this lesson

Lesson aims:

- Vocabulary: flying machines

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 5
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Write *Flying* on the board and ask different Ss to say words they connect with this word, e.g. *pilot, plane, fun, fly, scared, holiday*, etc.
- (*Books open*) Ss look at page 93 in the Workbook. Ask the class to tell you what they expect to do in this lesson. Explain that they are going to learn about flying machines and when people made them.

Lead-in

- (*Books closed*) Write these words on the board: *kite, balloon, car, bird, plane*. Ask Ss which word is the odd one out and why (car, because all the other things 'fly' in the air).

Exercise 1 27

- Play the recording, pausing for Ss to repeat each word.

Exercise 2

- Ss do the exercise individually. Ask some comprehension questions to make sure Ss read the text: *What was the first flying machine? (A kite) Where were the engines in the big planes? (In or under the wings)*

Answer → student page

Exercise 3

- Ss read the text individually again. They work out what each flying machine is and label the photos with four words from Exercise 1.
- Use the Lollipop stick technique to choose different Ss to say and justify their answers.
- Ask a student to draw a modern plane on the board. Ask other Ss to label the wings and draw/label the engines under the wings.

Answer → student page

Get more on History!

Flying machines

1 27 Listen and repeat.

Vocabulary Flying machines

biplane engine glider hot-air balloon kite wing

2 Read the text. Find and underline the words in Exercise 1.

A short history of flying

The first flying machines were kites. The Chinese made them about 1500 years ago. They were usually triangle-shaped.

Then, there was the hot-air balloon. A fire under the balloon made the air hot. In November 1783 two men flew a hot-air balloon in France for about 8 km.

But people wanted to fly like a bird so they made gliders – flying machines with very big wings. In the 1890s they flew about 100 or 150 metres.

People wanted to fly a longer way so in 1902 in America the Wright brothers made a biplane. It had two long wings. One wing was at the top and one was under it. And a year later, they made a biplane with an engine – the Wright Flyer. Biplanes with engines flew a long way but people needed bigger planes.

This happened in the 1950s. The British, Russians and Americans made planes for many people. They had big engines in or under the wings and they flew a very long way.

3 What flying machines are they? Label the photos with words in Exercise 1.

1 *glider*

2 *kite*

3 *hot-air balloon*

4 *biplane*

4 Read the text. Match the dates to the flying machines.

1	*f*	1500 years ago	a biplane with an engine
2	*d*	1783	b glider
3	*b*	1890s	c big plane with big engines
4	*e*	1902	d hot-air balloon
5	*a*	1903	e biplane with no engine
6	*c*	1950s	f kite

5 Read the text again. Circle T (true) or F (false).

1 They made the first kites in China. (T) / F
2 In 1783 there were three people in the hot-air balloon. T / (F)
3 We made the first flying machine with wings before the first hot-air balloon. T / (F)
4 The Wright brothers made a flying machine with an engine. (T) / F
5 Biplanes had long wings. (T) / F
6 In the 1950s only the Americans made big planes for many people. T / (F)

6 Answer the questions.

1 Do you like flying kites? _____
2 Do you think flying in planes is fun? _____
3 Do you want to fly in a hot-air balloon? _____
4 What is your favourite flying machine in the text? _____

Exercise 4

- Ss do the exercise individually and then compare answers with a partner. Ask different Ss to read out the matching numbers and letters. Write these in the board.
- Read out the numbers and dates and have Ss repeat.

Answer → student page

Exercise 5

- Ss do the exercise In pairs.
- Use the Lollipop stick technique to choose different Ss to say and justify their answers.

Extra activity

- Ss correct the false sentences in Exercise 5 and write them in their notebooks.
  2 In 1783 there were two people in a hot-air balloon.
  3 We made the first flying machine with wings after the hot-air balloon.
  6 In the 1950s the British, Russians and Americans made planes for many people.

Exercise 6

- Give Ss time to think and write. Then ask pairs to look at each other's work and compare ideas. Then they report back to the class.

Finishing the lesson

- Ask *What flying machines can you remember? What was the most interesting thing in this lesson?* Encourage involvement from all Ss using the Basketball technique.

Fast finishers

- Ss draw the flying machines in their notebooks.

Unit 0
Get started!

0.1
Vocabulary Countries and nationalities
Argentina /ˌɑːdʒənˈtiːnə/ – Argentinian /ˌɑːdʒənˈtɪniən/
China /ˈʧaɪnə/ – Chinese /ˌʧaɪˈniːz/
France /frɑːns/ – French /frentʃ/
Germany /ˈdʒɜːməni/ – German /ˈdʒɜːmən/
Italy /ˈɪtəli/ – Italian /ɪˈtæliən/
Poland /ˈpəʊlənd/ – Polish /ˈpəʊlɪʃ/
Spain /speɪn/ – Spanish /ˈspænɪʃ/
Turkey /ˈtɜːki/ – Turkish /ˈtɜːkɪʃ/
the UK /ðə ˌjuː ˈkeɪ/ – British /ˈbrɪtɪʃ/
the USA /ðə ˌjuː es ˈeɪ/ – American /əˈmerəkən/
Months of the year
January /ˈdʒænjuəri/
February /ˈfebruəri/
March /mɑːʧ/
April /ˈeɪprəl/
May /meɪ/
June /dʒuːn/
July /dʒʊˈlaɪ/
August /ˈɔːgəst/
September /sepˈtembə/
October /ɒkˈtəʊbə/
November /nəʊˈvembə/
December /dɪˈsembə/
Other
at school /ət ˈskuːl/
at the café /ət ðə ˈkæfeɪ/
bike /baɪk/
football player /ˈfʊtbɔːl ˌpleɪə/
football team /ˈfʊtbɔːl tiːm/
hamster /ˈhæmstə/
hat /hæt/
Who's from Wales? /huːz frəm weɪlz/
Who's got a cat? /huːz gɒt ə kæt/

0.2
Vocabulary Action verbs
cook /kʊk/
draw /drɔː/
play football /ˌpleɪ ˈfʊtbɔːl/
play the guitar /ˌpleɪ ðə gɪˈtɑː/
ride a bike /ˌraɪd ə ˈbaɪk/
run /rʌn/
sing /sɪŋ/
skateboard /ˈskeɪtbɔːd/
speak Spanish /ˌspiːk ˈspænɪʃ/
swim /swɪm/
Other
can't /kɑːnt/
I know! /ˌaɪ ˈnəʊ/

0.3
Vocabulary Inside the house
armchair /ˈɑːmtʃeə/
bath /bɑːθ/
bed /bed/
chair /ʧeə/
desk /desk/
fridge /frɪdʒ/
shelves /ʃelvz/
shower /ˈʃaʊə/
sofa /ˈsəʊfə/
table /ˈteɪbəl/
wardrobe /ˈwɔːdrəʊb/
Prepositions of place
in /ɪn/
next to /ˈnekst tə/
on /ɒn/
under /ˈʌndə/
Other
alarm clock /əˈlɑːm klɒk/
clothes /kləʊðz/
fashion magazine /ˈfæʃən mægəˌziːn/
football boots /ˈfʊtbɔːl buːts/
on the floor /ɒn ðə flɔː(r)/
sandwich /ˈsænwɪʤ/
schoolbook /ˈskuːlbʊk/
tidy /ˈtaɪdi/

0.4
Vocabulary Clothes
coat /kəʊt/
dress /dres/
hat /hæt/
hoodie /ˈhʊdi/
jacket /ˈdʒækət/
jeans /dʒiːnz/
jumper /ˈdʒʌmpə/
shoes /ʃuːz/
skirt /skɜːt/
T-shirt /ˈtiː ʃɜːt/
trainers /ˈtreɪnəz/
trousers /ˈtraʊzəz/
Other
city /ˈsɪti/
creature /ˈkriːʧə/
feet /fiːt/
Help! /help/
home /həʊm/
messy /ˈmesi/
mouse /maʊs/
racoon /rəˈkuːn/
sausages /ˈsɒsɪdʒɪz/
scared /skeəd/
surprised /səˈpraɪzd/
Welcome to the city! /ˌwelkəm tə ðə ˈsɪti/
What's that? /ˌwɒts ˈðæt/
Who are you? /ˌhuː ɑː ˈjuː/

0.5
Vocabulary Adjectives
big /bɪg/
clever /ˈklevə/
friendly /ˈfrendli/
funny /ˈfʌni/
helpful /ˈhelpfəl/
new /njuː/
old /əʊld/
pretty /ˈprɪti/
small /smɔːl/
sporty /ˈspɔːti/

Unit 1
Classmates

1.1
Vocabulary School subjects
Art /ɑːt/
Computer Studies /kəmˈpjuːtə ˌstʌdiz/
English /ˈɪŋglɪʃ/
French /frentʃ/
Geography /dʒiˈɒgrəfi/ History /ˈhɪstəri/
Maths /mæθs/
Music /ˈmjuːzɪk/
P.E. /ˌpiː ˈiː/
Science /ˈsaɪəns/
School items
calculator /ˈkælkjəleɪtə/
dictionary /ˈdɪkʃənəri/
laptop /ˈlæptɒp/
map /mæp/
paints /peɪnts/
pencil case /ˈpensəl keɪs/
rubber /ˈrʌbə/
ruler /ˈruːlə/
scissors /ˈsɪzəz/
trainers /ˈtreɪnəz/
Other
do experiments /ˌduː ɪkˈsperɪmənts/
on Monday /ɒn ˈmʌndi/
play the piano /ˌpleɪ ðə piˈænəʊ/
the past /ðə ˈpɑːst/

1.2
Say it!
Hurry up! /ˌhʌri ˈʌp/
We're late! /ˌwɪə ˈleɪt/
What a mess! /ˌwɒt ə ˈmes/
Other
after /ˈɑːftə/
at home /ət ˈhəʊm/
at school /ət skuːl/
at the same time /ət ðə ˌseɪm ˈtaɪm/
boring /ˈbɔːrɪŋ/
bring /brɪŋ/
chicken /ˈʧɪkɪn/
club /klʌb/
daily routine /ˌdeɪli ruːˈtiːn/
dinner /ˈdɪnə/
do your homework /ˌduː jə ˈhəʊmwɜːk/
everyone /ˈevriwʌn/
get up /ˌget ˈʌp/
have breakfast /ˌhæv ˈbrekfəst/
in class /ˌɪn ˈklɑːs/
late for class /ˌleɪt fə ˈklɑːs/
listen to music /ˌlɪsən tə ˈmjuːzɪk/
noisy /ˈnɔɪzi/
on TV /ɒn ˌtiː ˈviː/
on weekdays /ɒn ˈwiːkdeɪz/
phone /fəʊn/
play sports /ˌpleɪ ˈspɔːts/
send text messages /ˌsend ˈtekst ˌmesɪdʒɪz/
study /ˈstʌdi/
tonight /təˈnaɪt/
walk to school /ˌwɔːk tə ˈskuːl/
watch TV /ˌwɒtʃ ˌtiː ˈviː/

1.3
Vocabulary *do, play*
do ballet /ˌduː ˈbæleɪ/
do judo /ˌduː ˈdʒuːdəʊ/
do karate /ˌduː kəˈrɑːti/
do pottery /ˌduː ˈpɒtəri/
play basketball /ˌpleɪ ˈbɑːskətbɔːl/
play chess /ˌpleɪ ˈʧes/
play football /ˌpleɪ ˈfʊtˌbɔːl/
play tennis /ˌpleɪ ˈtenɪs/
play the drums /ˌpleɪ ðə ˈdrʌmz
play the guitar /ˌpleɪ ðə gɪˈtɑː(r)/
play the piano /ˌpleɪ ðə /piˈænəʊ/
Other
art collector /ˈɑːt kəˌlektə/
band /bænd/
bored /bɔːd/
buy /baɪ/
Do you like …? /ˌduː jə ˈlaɪk/
Hi, guys. /ˈhaɪ gaɪz/
painting /ˈpeɪntɪŋ/
paint pictures /ˌpeɪnt ˈpɪktʃəz/
play an instrument /ˌpleɪ ən ˈɪnstrəmənt/
play in a band /ˌpleɪ ɪn ə /bænd/
rest /rest/
sleep /sliːp/
stay in bed /ˌsteɪ ɪn ˈbed/
That's why. /ˈðæts waɪ/
understand /ˌʌndəˈstænd/

1.4
Communication Asking for personal information
How do you spell that?
What's your email address?
What's your name?
What's your phone number?
Where do you live?
Other
Can I help you? /ˌkæn aɪ ˈhelp jə/
Hurry up. /ˈhʌri ʌp/
join a club /ˌdʒɔɪn ə ˈklʌb/

1.5
Vocabulary
Places in a school
canteen /kænˈtiːn/
classroom /ˈklɑːsrʊm/
computer room /kəmˈpjuːtə ruːm/
gym /dʒɪm/
hall /hɔːl/
library /ˈlaɪbrəri/
playground /ˈpleɪgraʊnd/
staff room /ˈstɑːf ruːm/
Other
assembly /əˈsembli/
bell /bel/
cereal /ˈsɪəriəl/
cookery class /ˈkʊkəri klɑːs/
crazy /ˈkreɪzi/
describe /dɪˈskraɪb/
exciting /ɪkˈsaɪtɪŋ/
finish /ˈfɪnɪʃ/
magic /ˈmædʒɪk/
miss your parents /ˌmɪs jə ˈpeərənts/
monster /ˈmɒnstə/
ring /rɪŋ/
toast /təʊst/
typical /ˈtɪpɪkəl/
wake up /ˌweɪk ˈʌp/
What is the school like? /ˌwɒt ɪz ðə ˌskuːl ˈlaɪk/

1.6
Writing Time expressions
at /æt/
in /ɪn/
on /ɒn/
Other
at lunchtime /ət ˈlʌntʃˌtaɪm/
go skateboarding /gəʊ ˈskeɪtˌbɔː(r)d/

1.7
Other
outside /ˌaʊtˈsaɪd/

Get Culture
Schools in the UK
after-school club /ˌɑːftə ˈskuːl klʌb/
comfortable /ˈkʌmftəbəl/
cream /kriːm/
dark blue /ˌdɑːk ˈbluː/
expensive /ɪkˈspensɪv/
purple /ˈpɜːpəl/
school rules /ˌskuːl ˈruːlz/
school uniform /ˌskuːl ˈjuːnəfɔːm/
secondary school /ˈsekəndəri skuːl/
shirt /ʃɜːt/
tie /taɪ/
tights /taɪts/
wear /weə/

Unit 2
Fun with food

2.1
Vocabulary
Food and drink (1)
apple /ˈæpəl/
biscuits /ˈbɪskɪts/
bread /bred/
cereal /ˈsɪəriəl/
cheese /ʧiːz/
chicken /ˈʧɪkən/
chips /ʧɪps/
fish /fɪʃ/

Word list

fruit /fruːt/
ham /hæm/
meat /miːt/
orange juice /'ɒrəndʒ dʒuːs/
pancakes /'pænkeɪks/
pasta /'pæstə/
potatoes /pə'teɪtəʊz/
rice /raɪs/
salad /'sæləd/
sandwiches /'sænwɪdʒɪz/
sausages /'sɒsɪdʒɪz/
tomatoes /tə'mɑːtəʊz/
tuna /'tjuːnə/
vegetables /'vedʒtəbəlz/
water /'wɔːtə/
yoghurt /'jɒgət/
Other
diary /'daɪəri/
jam /dʒæm/
make /meɪk/

2.2

Vocabulary
Food and drink (2)
butter /'bʌtə/
chocolate /'tʃɒklət/
egg /eg/
flour /flaʊə/
lemon /'lemən/
milk /mɪlk/
strawberry /'strɔːbəri/
sugar /'ʃʊgə/
Say it!
Cool! /kuːl/
Good idea! /ˌgʊd aɪ'dɪə/
What a disaster! /ˌwɒt ə dɪ'zɑːstə/
Other
birthday /'bɜːθdeɪ/
chocolate cake /'tʃɒklət keɪk/
decorate /'dekəreɪt/
horrible /'hɒrəbəl/
look /ˌlʊk/
money /'mʌni/
put /pʊt/
recipe /'resəpi/

2.3

Vocabulary Containers
a bar of chocolate /ə ˌbɑːr əv 'tʃɒklət/
a bottle of water /ə ˌbɒtl əv 'wɔːtə/
a can of cola /ə ˌkæn əv 'kəʊlə/
a carton of juice /ə ˌkɑːtn əv 'dʒuːs/
a jar of jam /ə ˌdʒɑːr əv 'dʒæm/
a packet of biscuits /ə ˌpækət əv 'bɪskɪts/
Other
all of … /ɔːl əv/
beach /biːtʃ/
beautiful /'bjuːtəfəl/
can't wait /kɑːnt 'weɪt/
chicken legs /'tʃɪkən legz/
go for a swim /ˌgəʊ fər ə 'swɪm/
go to the beach /ˌgəʊ tə ðə 'biːtʃ/
go to the park /ˌgəʊ tə ðə 'pɑːk/
have a picnic /ˌhæv ə 'pɪknɪk/
How many …? /ˌhaʊ 'meni/
How much …? /ˌhaʊ 'mʌtʃ/
quick /kwɪk/
seagull /'siːgʌl/
terrible /'terəbəl/

2.4

Communication
Ordering food
Anything else?
What would you like?
Would you like anything to drink?
***
Can I have a vegetarian pizza, please?
I'd like a lemonade, please.
Other
lemonade /ˌleməˈneɪd/
milk shake /'mɪlk ʃeɪk/

2.5

Other
all over the world /ˌɔːl ˌəʊvə ðə 'wɜːld/
art /ɑː(r)t/
celebrity /sə'lebrəti/
cook /kʊk/
cottage cheese /'kɒtɪdʒ tʃiːz/
cream /kriːm/
Good luck! /ˌgʊd 'lʌk/
have fun /ˌhæv 'fʌn/
ice cream /ˌaɪs 'kriːm/
in the air /ˌɪn ði 'eə/
ingredient /ɪn'griːdiənt/
on top /ɒn 'tɒp/
pan /pæn/
popular /'pɒpjələ/
round /raʊnd/
special /'speʃəl/
sweet /swiːt/
throw /θrəʊ/
use /juːz/

2.6

Other
have a quick breakfast /hæv ə kwɪk 'brekfəst/

Unit 3

Technology for all

3.1

Vocabulary Technology
camera /'kæmərə/
computer /kəm'pjuːtə/
headphones /'hedfəʊnz/
keyboard /'kiːbɔːd/
laptop /'læptɒp/
mobile phone /ˌməʊbaɪl 'fəʊn/
mouse /maʊs/
printer /'prɪntə/
screen /skriːn/
speakers /'spiːkəz/
tablet /'tæblət/
TV /ˌtiː 'viː/
Using technology
chat online /ˌtʃæt ɒn'laɪn/
download a song /daʊnˌləʊd ə 'sɒŋ/
send an email /ˌsend ən 'iːmeɪl
surf the Internet /ˌsɜːf ði 'ɪntənet/
take a photo /ˌteɪk ə 'fəʊtəʊ/
take a selfie /ˌteɪk ə 'selfi/
talk on the phone /ˌtɔːk ɒn ðə 'fəʊn/
text a friend /ˌtekst ə 'frend/
Other
between /bɪ'twiːn/
go to bed /ˌgəʊ tə 'bed/
How many times …? /ˌhaʊ ˌmeni 'taɪmz/
How often …? /ˌhaʊ 'ɒfən/
more /mɔː/
spend time /ˌspend 'taɪm/

3.2

Say it!
Go on! /ˌgəʊ 'ɒn/
That's a surprise! /'ðæts ə səˌpraɪz/
Wait a minute. /'weɪt ə ˌmɪnət/
Other
ask for /'ɑːsk fə/
at the moment /ət ðə 'məʊmənt/
chat /tʃæt/
downstairs /ˌdaʊn'steəz/
interested in /'ɪntrəstəd ɪn/
laugh /lɑːf/
Let's see! /ˌlets 'siː/
over there /ˌəʊvə 'ðeə/
paper /'peɪpə/
poor /pɔː/
sit /sɪt/
sit down /ˌsɪt 'daʊn/
take an order /ˌteɪk ən 'ɔːdə/
wrong /rɒŋ/

3.3

Vocabulary Feelings
angry /'æŋgri/
bored /bɔːd/
happy /'hæpi/
sad /sæd/
scared /skeəd/
tired /taɪəd/
worried /'wʌrid/
Other
Come on! /ˌkʌm 'ɒn/
dance /dɑːns/
down (North Street) /ˌdaʊn nɔː(r)θ 'striːt/
drive /ˌdraɪv /
finger /'fɪŋgə/
look (tired) /ˌlʊk ('taɪəd)/
look for /'lʊk fə/
rubbish lorry /'rʌbɪʃ ˌlɒri/
talk on the phone /'tɔːk ɒn fəʊn/
There he is! /'ðeə hi ɪz/
What's that noise? /ˌwɒts ðə nɔɪz/
What's the matter? /ˌwɒts ðə 'mætə/

3.4

Communication
Talking on the phone
Bye.
Can I speak to Amy, please?
Hello, it's Elena here.
I'm afraid he's out. / I'm afraid she's out.
It's Elena for you.
Just a moment. / Just a minute. / Hang on.
See you soon. / See you later.
Other
magazine /ˌmægə'ziːn/
mobile /'məʊbaɪl/
movie /'muːvi/
nothing /'nʌθɪŋ/

3.5

Vocabulary
Adjectives with prepositions
excited about /ɪk'saɪtəd əˌbaʊt/
worried about /'wʌrid əˌbaʊt/
bad at /'bæd ət/
good at /'gʊd ət/
interested in /'ɪntrəstəd ɪn/
scared of /'skeəd əv/
Other
a bit /ə 'bɪt/
activities /æk'tɪvətiz/
adventure /əd'ventʃə/
alien /'eɪliən/
be sick /ˌbi 'sɪk/
Do you like it here? /ˌduː jə 'laɪk ɪt ˌhɪə/
enjoy /ɪn'dʒɔɪ/
fly /flaɪ/
not really /ˌnɒt 'rɪəli/
other /'ʌðə/
real /rɪəl/
rocket /'rɒkət/
simulator /'sɪmjəleɪtə/
space travel /'speɪs ˌtrævəl/
space walking /'speɪs ˌwɔːkɪŋ/
spider /'spaɪdə/

3.6

Other
also /'ɔːlsəʊ/
own /əʊn/

Get Culture

Space and the USA

amazing /ə'meɪzɪŋ/
Be careful! /ˌbi 'keəfəl/
delicious /dɪ'lɪʃəs/
Earth /ɜːθ/
exercise /'eksəsaɪz/
go on a spacewalk /ˌgəʊ ɒn ə 'speɪswɔːk/
go round /ˌgəʊ 'raʊnd/
go to sleep /ˌgəʊ tə 'sliːp/
have a shower /ˌhæv ə 'ʃaʊə/
have coffee /ˌhæv 'kɒfi/
imagine /ɪ'mædʒən/
International Space Station /ˌɪntəˌnæʃənəl 'speɪs ˌsteɪʃən/
laboratory /lə'bɒrətri/
launch /lɔːntʃ/
planet /'plænət/
space /speɪs/
(sixteen) times a day /sɪkˌstiːn ˌtaɪmz ə 'deɪ/
space centre /'speɪs ˌsentə/
space shuttle /'speɪs ʃʌtl/
the moon /ðə 'muːn/
travel into space /ˌtrævəl ˌɪntə 'speɪs/
try /traɪ/
wash /wɒʃ/

Unit 4

Big world

4.1

Vocabulary
Geographical features
beach /biːtʃ/
city /'sɪti/
desert /'dezət/
forest /'fɒrəst/
island /'aɪlənd/
lake /leɪk/
mountain /'maʊntən/
river /'rɪvə/
sea /siː/
town /taʊn/
volcano /vɒl'keɪnəʊ/
waterfall /'wɔːtəfɔːl/
Other
between /bɪ'twiːn/
go on holiday /ˌgəʊ ɒn 'hɒlɪdeɪ/
go skiing /ˌgəʊ 'skiːɪŋ/
go swimming /ˌgəʊ 'swɪmɪŋ/
kayak /'kaɪæk/
surf /sɜːf/

4.2

Vocabulary Adjectives (1)
boring /'bɔːrɪŋ/
cheap /tʃiːp/
dangerous /'deɪndʒərəs/
difficult /'dɪfɪkəlt/
easy /'iːzi/
exciting /ɪk'saɪtɪŋ/
expensive /ɪk'spensɪv/
high /haɪ/
low /ləʊ/
safe /seɪf/
Say it!
Hold on! /ˌhəʊld 'ɒn/
No way! /ˌnəʊ 'weɪ/
Well done! /ˌwel 'dʌn/
Other
activity centre /æk'tɪvəti ˌsentə/
agree /ə'griː/
arm /ɑːm/
bad /'bæd/

better /'betə/
climb /klaɪm/
climb down /klaɪm daʊn/
climbing wall /'klaɪmɪŋ wɔ:l/
cycle /'saɪkəl/
down /daʊn/
go cycling /ˌgəʊ 'saɪklɪŋ/
go kayaking /ˌgəʊ 'kaɪækɪŋ/
good fun /ˌgʊd 'fʌn/
hair /heə/
hand /hænd/
help /help/
hot /hɒt/
Japanese /ˌdʒæpə'ni:z/
left /left/
leg /leg/
long /lɒŋ/
next /nekst/
slow /sləʊ/
ticket /'tɪkət/
worse /wɜ:s/

4.3

Vocabulary Adjectives (2)
beautiful /'bju:təfəl/
fast /fɑ:st/
friendly /'frendli/
funny /'fʌni/
intelligent /ɪn'teləʤənt/
kind /kaɪnd/
strong /strɒŋ/
Other
African /'æfrɪkən/
best /best/
cute /kju:t/
in the wild /ɪn ðə 'waɪld/
of all /əv 'ɔ:l/
penguin /'peŋgwən/
python /'paɪθən/
than /ðæn/
warm /wɔ:m/
worst /wɜ:st/
zoo-keeper /'zu:ˌki:pə/

4.4

Communication Opinions
Asking for opinions
What about you?
What do you think of cartoons?
What's your favourite film?
Giving opinions
I think *Electro Max* is more exciting.
In my opinion, they are a bit silly.
My favourite film is *Action Team*.
You're right. They're silly.
Other
action film /'ækʃən fɪlm/
cartoon /kɑ:'tu:n/
especially /ɪ'speʃəli/
hedgehog /'heʤˌhɒg/
I like it a lot! /aɪ ˌlaɪk ɪt ə 'lɒt/
I think so. /aɪ 'θɪŋk səʊ/
pet rabbit /pet 'ræbɪt/
prefer /prɪ'fɜ:/
remote /rɪ'məʊt/
So what? /ˌsəʊ 'wɒt/
That's true. /ˌðæts 'tru:/

4.5

Other
building /'bɪldɪŋ/
centimetre /'sentəˌmi:tə/
giant /ˌdʒaɪənt/
humans /'hju:mənz/
kill /kɪl/
metre /'mi:tə/
minute /'mɪnət/
old /əʊld/
parachute /'pærəʃu:t/
pyramid /'pɪrəmɪd/
restaurant /'restərɒnt/
safe /seɪf/
second /'sekənd/
snake /sneɪk/
South East /ˌsaʊθ 'i:st/
swimming pool /'swɪmɪŋ pu:l/
the top /ðə 'tɒp/
tortoise /'tɔ:təs/
tree house /'tri: haʊs/
world record /ˌwɜ:ld 'rekɔ:d/
young /jʌŋ/

4.6

Other
both /bəʊθ/
similar /'sɪmɪlə(r)/
snow /snəʊ/

Unit 5

Around town

5.1

Vocabulary
Places in town (1)
bank /bæŋk/
café /'kæfeɪ/
cinema /'sɪnəmə/
hospital /'hɒspɪtl/
hotel /həʊ'tel/
library /'laɪbrəri/
museum /mju:'ziəm/
park /pɑ:k/
restaurant /'restərɒnt/
shop /ʃɒp/
stadium /'steɪdiəm/
supermarket /'su:pəˌmɑ:kət/
theatre /'θɪətə/
Prepositions of place
behind /bɪ'haɪnd/
between /bɪ'twi:n/
in front of /ɪn 'frʌnt əv/
next to /'nekst tə/
opposite /'ɒpəzət/
Other
Egyptian mummy /ɪˌdʒɪpʃən 'mʌmi/
get /get/
policeman /pə'li:smən/
see a doctor /ˌsi: ə 'dɒktə/
see a film /ˌsi: ə 'fɪlm/

5.2

Say it!
It's a shame. /ˌɪts ə 'ʃeɪm/
Never mind. /ˌnevə 'maɪnd/
Sorry I'm late. /ˌsɒri aɪm 'leɪt/
That was awesome! /ˌðæt wəz 'ɔ:səm/
Look! Time expressions
yesterday /'jestədeɪ/
last night /ˌlɑ:st 'naɪt/
last week /ˌlɑ:st 'wi:k/ / last month /ˌlɑ:st 'mʌnθ/ / last year /ˌlɑ:st 'jɪə/
last Monday /ˌlɑ:st 'mʌndi/ / last May /ˌlɑ:st 'meɪ/
in 2014
Other
actor /'æktə/
after /'ɑ:ftə(r)/
bus /bʌs/
closed /kləʊzd/
flat tyre /ˌflæt 'taɪə/
ill /ɪl/
little /'lɪtl/
out of battery /aʊt əv 'bæt(ə)ri/
pizzeria /ˌpi:tsə'ri:ə/
plan /plæn/
sports centre /spɔ:(r)ts 'sentə(r)/
sunny /'sʌni/
take /teɪk/

5.3

alone /ə'ləʊn/
Are you OK? /ˌɑ: ju ˌəʊ 'keɪ/
bad dream /ˌbæd 'dri:m/
be asleep /ˌbi ə'sli:p/
It wasn't me. /ɪt ˌwɒzənt 'mi/
muffin /'mʌfən/
next /ˌnekst/
plate /pleɪt/
surprised /sə(r)'praɪzd/
tell the truth /ˌtel ðə 'tru:θ/
wake up /weɪk ʌp/
What's happening? /ˌwɒts 'hæpənɪŋ/

5.4

Communication Directions
Asking for directions
Excuse me. Where's North Street? How can I get to the Science Museum?
I'm looking for a library.
Is it far?
Giving directions
Go past the cinema.
Go straight on.
It's in/on Green Street.
It's on the left. / It's on the right.
Turn left. / Turn right.
Other
opposite /'ɒpəzɪt/
past /pɑ:st/

5.5

Vocabulary
Places in town (2)
police station /pə'li:s ˌsteɪʃən/
post office /'pəʊst ˌɒfəs/
shopping centre /'ʃɒpɪŋ ˌsentə/
sports centre /'spɔ:ts ˌsentə/
swimming pool /'swɪmɪŋ pu:l/
train station /'treɪn ˌsteɪʃən/
Other
any more /ˌeni 'mɔ:/
busy /'bɪzi/
famous for /'feɪməs fə/
film industry /'fɪlm ˌɪndəstri/
film studio /fɪlm 'stju:diəʊ/
full of /'fʊl əv/
large /lɑ:ʤ/
later /'leɪtə/
modern /'mɒdn/
part /pɑ:t/
theme park /θi:m pɑ:(r)k/
tourist /'tʊərəst/
village /'vɪlɪʤ/

5.6

Other
clean /kli:n/
fishing village /'fɪʃɪŋ 'vɪlɪʤ/

Get Culture

A journey around the UK

bagpipes /'bægpaɪps/
capital /'kæpətl/
circle of stones /ˌsɜ:kəl əv 'stəʊnz/
decide /dɪ'saɪd/
hear /hɪə/
important /ɪm'pɔ:(r)t(ə)nt/
journey /'dʒɜ:ni/
king /kɪŋ/
market /'mɑ:kət/
musical instrument /ˌmju:zɪkəl 'ɪnstrəmənt/
mystery /'mɪstəri/
national sport /ˌnæʃənəl 'spɔ:t/
play /pleɪ/
queen /kwi:n/
rugby /'rʌgbi/
ship /ʃɪp/
shipbuilding /'ʃɪpˌbɪldɪŋ/
university /ˌju:nə'vɜ:səti/
writer /'raɪtə/

Unit 6

Just the job

6.1

Vocabulary Jobs
artist /'ɑ:təst/
builder /'bɪldə/
bus driver /'bʌs ˌdraɪvə/
chef /ʃef/
doctor /'dɒktə/
farmer /'fɑ:mə/
footballer /'fʊtbɔ:lə/
nurse /nɜ:s/
office worker /'ɒfəs ˌwɜ:kə/
pilot /'paɪlət/
police officer /pə'li:s ˌɒfəsə/
shop assistant /'ʃɒp əˌsɪstənt/
singer /'sɪŋə/
teacher /'ti:tʃə/
vet /vet/
Other
build /bɪld/
cow /kaʊ/
farm /fɑ:m/
full /fʊl/
grow up /ˌgrəʊ 'ʌp/
office /'ɒfəs/
photo album /'fəʊtəʊ ˌælbəm/
place of work /ˌpleɪs əv 'wɜ:k/
shoe shop /'ʃu: ʃɒp/
uniform /'ju:nəfɔ:m/

6.2

Say it!
Guess what? /ˌges 'wɒt/
That was fun! /ˌðæt wəz 'fʌn/
What's new? /ˌwɒts nju:/
Other
again /ə'gen/
arrive /ə'raɪv/
ask /ɑ:sk/
babysit /'beɪbɪsɪt/
be back /ˌbi 'bæk/
bedtime /'bedtaɪm/
clean /kli:n/
cry /kraɪ/
dirty /'dɜ:ti/
finally /'faɪnəli/
jump /dʒʌmp/
stay at a friend's house /ˌsteɪ ət ə 'frendz haʊs/
then /ðen/
through /θru:/
time for bed /ˌtaɪm fə 'bed/
walk downstairs /ˌwɔ:k ˌdaʊn'steəz/

6.3

Other
at work /ət 'wɜ:k/
delivery /dɪ'lɪvəri/
dinnertime /'dɪnətaɪm/
feel bad /ˌfi:l 'bæd/
feel ill /ˌfi:l 'ɪl/
for free /fə 'fri:/
go to work /ˌgəʊ tə 'wɜ:k/
in the world /ɪn ðə wɜ:(r)ld/
in town /ɪn 'taʊn/
piece /pi:s/
thirsty /'θɜ:sti/
this morning /ðɪs 'mɔ:(r)nɪŋ/
wash the dishes /ˌwɒʃ ðə 'dɪʃɪz/

6.4

Communication
Asking for permission
Can I borrow a pen, please?
Is it OK if I use your mobile?
No, sorry, it isn't OK.
No, sorry, you can't.
Oh, all right.

Word list

Sure, no problem.
Yes, that's fine
Yes, you can.
Other
borrow /'bɒrəʊ/
forget /fə'get/
go to a party /ˌgəʊ tə ə 'pɑːti/
leave /liːv/
Not again! /ˌnɒt ə'gen/
pair /peə/
polite /pə'laɪt/

6.5

Vocabulary Jobs at home
do the shopping /ˌduː ðə 'ʃɒpɪŋ/
empty the bin /ˌempti ðə 'bɪn/
look after your brother/sister /ˌlʊk ˌɑːftə jə 'brʌðə/'sɪstə/
make your bed /ˌmeɪk jə 'bed/
tidy your room /ˌtaɪdi jə 'ruːm/
walk the dog /ˌwɔːk ðə 'dɒg/
wash the car /ˌwɒʃ ðə 'kɑː/
wash the dishes /ˌwɒʃ ðə 'dɪʃɪz/
Other
ask /ɑːsk/
extra money /ˌekstrə 'mʌni/
free time /ˌfriː 'taɪm/
give /gɪv/
help around the house /ˌhelp əˌraʊnd ðə 'haʊs/
little /'lɪt(ə)l/
money box /'mʌni bɒks/
pocket money /'pɒkət ˌmʌni/
save for /'seɪv fə/

6.6

Other
Mexican /'meksɪkən/
midnight /'mɪdˌnaɪt/
shark /ʃɑː(r)k/
tacos /'tækəʊz/

Unit 7

Going places

7.1

Vocabulary Transport nouns
bike /baɪk/
boat /bəʊt/
bus /bʌs/
car /kɑː/
motorbike /'məʊtəbaɪk/
plane /pleɪn/
taxi /'tæksi/
train /treɪn/
tram /træm/
underground /'ʌndəgraʊnd/
Transport verbs
arrive /ə'raɪv/
get off /ˌget 'ɒf/
get on /ˌget 'ɒn/
leave /liːv/
take /teɪk/
Other
carry /'kæri/
every ten minutes /ˌevri ˌten 'mɪnəts/
go by bike /ˌgəʊ baɪ baɪk/ / go by boat /ˌgəʊ baɪ 'bəʊt/ / go by car /ˌgəʊ baɪ kɑː(r)/ / go by motorbike /ˌgəʊ baɪ 'məʊtə(r)ˌbaɪk/ / go by train /ˌgəʊ baɪ 'treɪn/ / go by tram /ˌgəʊ baɪ træm/
go on foot /ˌgəʊ ɒn 'fʊt/
in the air /ɪn ðə eə(r)/
on time /ɒn 'taɪm/
on water /ɒn 'wɔːtə(r)/
school journey /skuːl 'dʒɜː(r)ni/
weather /'weðə(r)/
wheel /wiːl/

7.2

Vocabulary
Travel equipment
backpack /'bækpæk/
camera /'kæmərə/
guidebook /'gaɪdbʊk/
sleeping bag /'sliːpɪŋ bæg/
suitcase /'suːtkeɪs/
sunglasses /'sʌnˌglɑːsəz/
tent /tent/
torch /tɔːtʃ/
Say it!
Don't worry! /ˌdəʊnt 'wʌri/
Don't panic! /ˌdəʊnt 'pænɪk/
Oh dear! /ˌəʊ 'dɪə/
Other
Atishoo! /ə'tɪʃuː/
go away for the weekend /ˌgəʊ əˌweɪ fə ðə 'wiːkend/
go camping /ˌgəʊ 'kæmpɪŋ/
go for a walk /ˌgəʊ fə ə wɔːk/
go to the beach /ˌgəʊ tə ðə biːtʃ/
go to the mountains /ˌgəʊ tə ðə 'maʊntɪnz/
have a cold /ˌhæv ə 'kəʊld/
It's getting cold. /ɪts ˌgetɪŋ 'kəʊld/
rain /reɪn/
sleep well /ˌsliːp 'wel/
stay in a hostel /ˌsteɪ ɪn ə'hɒstl/
tell /tel/

7.3

Vocabulary
Things to do on holiday
buy a souvenir /ˌbaɪ ə ˌsuːvə'nɪə/
eat at a restaurant /ˌiːt ət ə 'restərɒnt/
go sightseeing /ˌgəʊ 'saɪtˌsiːɪŋ/
make friends /ˌmeɪk 'frendz/
stay in a hotel /ˌsteɪ ɪn ə həʊ'tel/
take photos /ˌteɪk 'fəʊtəʊz/
visit a museum /ˌvɪzət ə mjuː'ziəm/
Other
be back /biˌbæk/
girlfriend /'gɜː(r)lˌfrend/
have a good time /ˌhæv ə ˌgʊd 'taɪm/
Roman holiday /ˌrəʊmən 'hɒlɪdeɪ/
Rome /rəʊm/
stay with a friend /ˌsteɪ wɪð ə 'frend/
the Colosseum /ðə ˌkɒlə'siːəm/

7.4

Communication
Buying a ticket
A: I'd like a ticket to London, please.
B: Here you are.
A: How much is it?
B: It's ten pounds twenty, please.
A: What time does the train leave?
B: At seven thirty.
A: What time does it arrive?
B: At eight.
A: Thanks.

7.5

Other
expedition /ˌekspə'dɪʃən/
explorer /ɪk'splɔːrə/
for eight hours /fər ˌeɪt 'aʊəz/
heavy /'hevi/
just /dʒʌst/
P.E. kit /ˌpiː 'iː kɪt/
polar bear /ˌpəʊlə 'beə/
schoolchildren /'skuːltʃɪldrən/
schoolwork /'skuːlwɜːk/
short /ʃɔːt/
ski /skiː/
take 48 days /ˌteɪk ˌfɔːti ˌeɪt 'deɪz/
the English Channel /ðə ˌɪŋglɪʃ 'tʃænl/
the South Pole /ðə ˌsaʊθ 'pəʊl/

7.6

Other
luckily /'lʌkɪli/
postcard /'pəʊs(t)ˌkɑː(r)d/

Get Culture

Transport

across /ə'krɒs/
cable car /'keɪbəl kɑː/
Christmas Day /ˌkrɪsməs 'deɪ/
costume /'kɒstjuːm/
double-decker bus /ˌdʌbəl ˌdekə 'bʌs/
false teeth /ˌfɔːls 'tiːθ/
film set /'fɪlm set/
first /fɜː(r)st/
ghost station /'gəʊst ˌsteɪʃən/
ghost bus /'gəʊst bʌs/
half-way /'hɑːf weɪ/
mile /maɪl/
open /'əʊpən/
the sun /ðə 'sʌn/
the tube /ðə 'tjuːb/
the underground /ðiˌ 'ʌndəgraʊnd/
toy /tɔɪ/
train driver /'treɪnˌdraɪvə/
travel round London /ˌtrævəl raʊnd 'lʌndən/
tube station /'tjuːbˌsteɪʃən/
underground train network /'ʌndəgraʊnd 'treɪn ˌnetwɜːk/
work hard /ˌwɜːk 'hɑːd/
worker /'wɜːkə/
World War II /ˌwɜːld wɔː 'tuː/

Unit 8

Having fun

8.1

Vocabulary Events
barbecue /'bɑːbɪkjuː/
birthday party /'bɜːθdeɪ ˌpɑːti/
concert /'kɒnsət/
dance show /'dɑːns ʃəʊ/
fancy dress party /ˌfænsi 'dres ˌpɑːti/
football match /'fʊtbɔːl mætʃ/
picnic /'pɪknɪk/
play /pleɪ/
sleepover /'sliːpəʊvə/
talent competition /'tælənt kɒmpəˌtɪʃən/
Vocabulary
Ordinal numbers
the first /ðə 'fɜːst/
the second /ðə 'sekənd/
the third /ðə 'θɜːd/
the fourth /ðə 'fɔːθ/
the fifth /ðə 'fɪfθ/
the sixth /ðə 'sɪksθ/
the seventh /ðə 'sevənθ/
the eighth /ðiˌ eɪtθ/
the ninth /ðə 'naɪnθ/
the tenth /ðə 'tenθ/
the eleventh /ðiˌ ɪ'levənθ/
the twelfth /ðə 'twelfθ/
the thirteenth /ðə ˌθɜː'tiːntθ/
the twentieth /ðə 'twentiəθ/
the twenty-first /ðə ˌtwenti 'fɜːst/
the thirtieth /ðə 'θɜːtiəθ/
Other
cook food /kʊk fuːd/
get presents /ˌget 'prezənts/
prize /praɪz/
pyjamas /pə'dʒɑːməz/
sing 'Happy Birthday' /ˌsɪŋ ˌhæpi 'bɜːθdeɪ/
star /stɑː/
take part in a competition /ˌteɪk ˌpɑːt ɪn ə ˌkɒmpə'tɪʃən/
tell a story /ˌtel ə 'stɔːri/
wear a costume /ˌweər ə 'kɒstjʊm/

8.2

Say it!
Don't be sad. /ˌdəʊnt bi 'sæd/
I can't wait! /aɪ ˌkɑːnt 'weɪt/
That's a pity. /ˌðæts ə 'pɪti/
Other
about /ə'baʊt/
birthday card /'bɜːθdeɪ kɑːd/
blow up the balloons /ˌbləʊ ʌp bə'luːnz/
download /ˌdaʊn'ləʊd/
I'm really sorry. /ˌaɪm ˌrɪəli 'sɒri/
jobs to do /'dʒɒbz tə duː/
surprise party /sə'praɪz ˌpɑːti/
tomorrow /tə'mɒrəʊ/
What time …? /wɒt taɪm/

8.3

Vocabulary Types of music
classical /'klæsɪkəl/
jazz /dʒæz/
pop /pɒp/
rap /ræp/
reggae /'regeɪ/
rock /rɒk/
Other
in the 1970s /ɪn ðə ˌnaɪntiːn 'sevəntiz/
invite /ɪn'vaɪt/
lots of /lɒts əv/
musician /mjuː'zɪʃən/
play a concert /ˌpleɪ ə 'kɒnsət/
pop singer /'pɒp 'sɪŋə(r)/
quartet /kwɔː'tet/
rapper /'ræpə/
rock band /'rɒk bænd/
suddenly /'sʌdnli/

8.4

Communication
Making arrangements
Are you busy next Thursday?
I've got tickets for a basketball match.
Would you like to come? ***
That sounds great. I'd love to come.
What time does it start?
Where shall we meet? ***
Let's meet outside the Arena / at six o'clock. …
Other
against /ə'genst/
football cup final /'fʊtbɔːl kʌp ˌfaɪnəl
half past six /ˌhɑːf pɑːst 'sɪks/
See you then. /siː jə ðen/
support /sə'pɔːt/

8.5

Other
aged 7–11 /ˌeɪdʒd ˌsevən tə ɪ'levən/
at midnight /ət 'mɪdnaɪt/
explore /ɪk'splɔː/
get ready for /ˌget 'redi fə/
have a tour of the aquarium /ˌhæv ə ˌtʊər əv ðiˌ ə'kweəriəm/
later /'leɪtə/
toothbrush /'tuːθbrʌʃ/
underwater creature /ˌʌndəˌwɔːtə 'kriːtʃə/
walk around /ˌwɔːk ə'raʊnd/

Audio and video scripts

Student's Book audio scripts

1.4 Get Started, 0.1, Exercise 5

1 France
2 China
3 Italy
4 Argentina
5 Turkey
6 Spain

1.8 Get Started, 0.2, Exercise 5

B = Boy G = Girl
B: Is it a boy or a girl?
G: It's a boy.
B: Can he swim?
G: Yes, he can.
B: Can he skateboard?
G: No, he can't.
B: I know! It's Lucas.

1.13 Get Started, 0.4, Exercise 4

1 What's this? It's a skirt.
2 What are those? They're jeans.
3 What's that? It's a hat.
4 What are these? They're shoes.

1.17 Unit 1, 1.1, Exercise 3

B = Boy G = Girl FT = Female Teacher
MT = Male Teacher C = Class

1
B: Nice trainers.
G: Thanks.
B: Are they new?
G: Yes, they are.
B: Come on. Let's play.

2
FT: Bonjour.
C: Bonjour Madame.
FT: Have you all got your dictionaries, today?

3
MT: You can use your calculator for this problem.
G: Hmm, I haven't got a calculator.
B: Don't worry, I've got one in my pencil case. Here you are.

4
FT: Hello, everybody
C: Good morning, Miss.
FT: Let's sing today.

5
MT: Turn to page 12 in your books.
B: Which page?
G: Page 12, look. It's the map of England.

6
B: Hey, be careful! There's paint on your jumper!
G: Oops!

1.18 Unit 1, 1.1, Exercise 5

B = Boy G = Girl M = Mother

1
B: Have we got Geography this morning?
G: No, it's Maths … Today is Tuesday remember!

2
B: My favourite day is Friday because we have Art in the afternoon.

3
M: What have you got in your bag? It's heavy.
B: Oh, my trainers. We have P.E. on Thursday, Mum.

4
B: Have you got your History homework?
G: No, that's for Wednesday.

5
G: I have English on Monday. It's my favourite subject.

1.22 Unit 1, 1.2, Exercise 7

1 Tom watches football in the evening.
2 Amy does her homework after school.
3 Elena loves Adele songs.
4 Tom goes to football club on Friday.
5 Lucas plays chess at break time.

1.24 Unit 1, 1.3, Exercise 5

B = Big Al R = Rocco
B: Do you play an instrument, Rocco?
R: No, I don't but my sister plays the drums.
B: Does she play in a band?
R: Yes, she does. They're called the "Rocking Raccoons".
B: How often do they meet?
R: They meet every Wednesday, and on Thursday she does ballet.
B: Wow, your sister is busy!

1.30 Unit 1, 1.4, Exercise 5

R = Receptionist D = Diego
R: What's your name?
D: Diego Alvarez.
R: How do you spell that?
D: D-I-E-G-O A-L-V-A-R-E-Z
R: Where do you live?
D: 17 North Road, Oxford.
R: What's your email address?
D: It's diego@xnet.com.
R: What's your phone number?
D: It's 06657 241682.

1.31 Unit 1, 1.4, Exercise 6

K = Kate T = Teacher
K: Hello. I'd like to join the Art Club, please.
T: Hello. Oh yes, that's a really popular club. What's your name?
K: Kate Grey.
T: Do you spell that G-R-A-Y?
K: No, it's with an E. We spell it G-R-E-Y. What day does the club meet?
T: It meets on Monday. Are you free that day?
K: Yes, I am. Monday is a good day for me.
T: Great.
K: What time does the club start?
T: Well, let me see. I think it starts at half past three.
K: At half past three?
T: Yes, that's right.
K: And where does it meet? In the art room?
T: No, the art room is too small. It meets in Room 308.
K: OK, in Room 308.
T: Yes, and the teacher is Mrs Smith.
K: Good. I know her.
T: Very good. Bye then, Kate.
K: Thanks. Bye.

1.34 Unit 1, 1.6, Exercise 2 and 3

I = Interviewer P = Peter T = Theo F = Freya
H = Hannah

1
I: Hi Peter, what's your favourite day of the week?
P: Hmm, Wednesday because we don't have Maths! And we have Art.
I: And what do you do in Art?
P: We paint and we sometimes do pottery. I love pottery!

2
I: Which weekday is your favourite, Theo?
T: Hmm, Friday I think.
I: Why do you like Friday?
T: Well, I always do sports after school.
I: What sports do you do?
T: I usually play football or basketball.

3
I: Freya, which day do you like best?
F: Monday is great.
I: Why Monday?
F: Because I have Science class, and we usually do experiments.

4
I: Hi Hannah, what's your favourite day?
H: I really like Thursday.
I: Why Thursday?
H: Because we always have French lessons … and I love languages! We also listen to French songs and I love music!
I: Très bien!

1.37 Get Culture! Schools in the UK, Exercise 3

M = Martha I = Ivan
M: Hi, I'm Martha and I'm from Australia. The uniform at my school is a white shirt with a blue skirt. I also wear white socks and black shoes. I like having a uniform – it's easy. In the morning, I always know what clothes to wear!
I: Hi, I'm Ivan and I'm from the USA. At my school, we don't wear a uniform. I usually wear jeans and a T-shirt to school, and I always wear trainers. I think uniforms are horrible! I like wearing my clothes!

1.39 Unit 2, 2.1, Exercise 4

I = Interviewer N = Naomi B = Brad
I: What do you eat for breakfast, Naomi?
N: I don't eat a big breakfast - I don't have time! I usually have a yoghurt, cereal and orange juice.
I: What about lunch?
N: I meet my friends in the school canteen. I often have a tuna sandwich with a salad. I usually have some biscuits too.
I: And dinner?
N: Dinner is at home with my family. My favourite meal is vegetables with rice. My Mum likes baking, so we sometimes have cake too… but not often!
I: What do you eat for breakfast, Brad?
B: I eat a lot. I usually have two sausages with bread and I have pancakes – they're delicious!
I: What about lunch?
B: Two or three sandwiches, some fruit, usually a banana. I often have pasta too.
I: And dinner?
B: I usually have meat and chips, lots of chips – I love chips!

1.48 Unit 2, 2.4, Exercise 3

W = Waiter G = Girl
W: What would you like?
G: I'd like a burger and chips, please.
W: And what would you like to drink?
G: Can I have orange juice, please?
W: Great, thanks.

1.50 Unit 2, 2.6, Exercise 1 and 2

H = Hiroko Z = Zeynep E = Emilio
H: Hi, I'm Hiroko from Japan. For breakfast on a school day, I usually have fish with rice and vegetables. A lot of people have fish, rice and vegetables for breakfast in Japan. I like cereal too, so at the weekend, my Mum sometimes gives us cereal for breakfast.
Z: Hello, I'm Zeynep from Turkey. On a school day, I usually have toast and jam for breakfast. But on Saturday, I have a traditional Turkish breakfast. That's bread with cheese, eggs, tomatoes, and a lot of other things.
E: Hi, I'm Emilio from Italy. During the week, I usually have biscuits with hot chocolate for breakfast. My parents eat biscuits too, but they drink coffee. At the weekend, my granny sometimes makes a cake, and we have it with milk. It's delicious!

1.52 Skills Revision 1&2, Exercise 4

U = Uncle D = Daisy
Daisy is telling her uncle about her friends and their hobbies. What is each person's hobby?
U: What are those photos, Daisy? Are they of your friends?
D: Yes, they are.
U: Who's this boy?
D: The boy with the football? Oh, that's Paul. He loves football. He plays every day after school.
U: And who's this boy?
D: That's Alex.
U: Does Alex play football too?

D: No, he doesn't. Alex plays tennis. He's really good. He plays in a club at the weekend and he often practises in the park.
U: And is that Anna? I know her parents.
D: Yes, that right.
U: What's her hobby?
D: Anna plays the guitar.
U: The guitar?
D: Yes, she loves music. She plays in a band with her brother Sam.
U: Really? What does Sam play? The drums?
D: No, he plays the piano. He has lessons after school on Monday with Mrs Thompson.
U: Is their band good?
D: Yes, it's really good. They sometimes play in the school hall – we all like their songs – the teachers too!
U: And who's this?
D: That's my friend Lily.
U: What does she do in her free time?
D: She goes sailing with her Dad. He's got a small sailing boat.
U: Really? I love sailing too. It's a fun hobby. And what about you, Daisy? What's your favourite hobby? You've got a new bike, so is it cycling?
D: Mmm, I sometimes go cycling, but it isn't my hobby. No, my hobby is karate.
U: Karate? That's interesting.
D: Yes, I go to a club on Monday and Wednesday after school. I love it!

2.2 Unit 3, 3.1, Exercise 3

B = Boy G=Girl
1 My guinea pig Manny often sits on my computer keyboard or plays with the mouse. He loves it, but I can't do my homework!
2 I've got a lizard called Len. He loves to sleep on my laptop because it's nice and warm. It's really funny!
3 My cat Kitty loves watching TV with me. Her favourite programmes are about animals!
4 My dog Charlie likes my headphones. We like listening to the same music!

2.9 Unit 3, 3.3, Exercise 6

B1 = Ben G = Girl S = Sarah B2 = Boy W = Woman B3 = Bob A = Anna M = Man D = Daniel
1
G: Hi Ben.
B1: Hi Lucy. Hey, it's my birthday today. Look, I've got a new bike! I'm really happy.
2
B2: What's the matter, Sarah? Are you OK?
S: No, I'm not. I'm watching a horror film. I'm scared.
3
W: Are you going to bed, Bob?
B3: Yes, I am, Mum. I'm very tired.
4
M: What's the matter, Daniel. Are you tired?
D: No, I'm not. But this film isn't very interesting. I'm bored.

2.14 Unit 3, 3.4, Exercise 3

T = Toby M = Mrs Lee H = Harry
T: Hello Mrs Lee, it's Toby here. Can I speak to Harry, please?
M: Just a minute. Harry! It's Toby for you!
H: Hello Toby. What are you doing?
T: I'm reading a comic. What about you?
H: I'm sitting in my bedroom. I'm bored.
T: Do you want to go to the park?
H: Great idea! See you in twenty minutes.
T: OK, see you soon.

2.17 Unit 3, 3.6, Exercise 2 and 3

J = Josh D = Dani
Josh Hawkins is 13. He loves to DJ at friends' parties.
J: What are my top 3 items of technology? Mmm, number 1, my laptop, number 2, my speakers, and number 3, my headphones. I download music to my laptop – I love dance music. When I DJ at a party, all I need are my laptop, my speakers, and my headphones. Right now, I'm listening to some new music for my next party.
Dani Morgan is 12. In her free time, she writes a blog about books.
D: My top 3 items of technology are: number 1, my computer, number 2, my tablet, and number 3, my mobile phone. I usually buy paper books, but sometimes I download e-books to my tablet or my phone too. Then I write about them on my blog. I also surf the Internet and find photos of my favourite authors. Right now, I'm reading a book called *Girl With a White Dog*.

2.20 Get Culture! Space and the USA, Exercise 4

1 I'm excited about the garden because I want to sit inside a rocket!
2 I've got lots of questions to ask! Is space walking fun? What do you eat in space? Do you watch TV?
3 I'm really interested in space travel. I want to have the same experience as a real astronaut!
4 I'd like to see the space shuttle – it looks amazing and really big!

2.22 Unit 4, 4.1, Exercise 5

1 The Nile is a river in Africa.
2 Mount Everest is a mountain between China and Nepal.
3 Niagara Falls is a waterfall between Canada and the USA.
4 The Sahara is a desert in Africa.
5 Mount Vesuvius is a volcano in Italy.
6 Madagascar is an island in Africa.

2.23 Unit 4, 4.1, Exercise 6

M = Max S = Sophie
1 Where does Max usually go on holiday?
S: New Zealand is so beautiful, Max! I love it here. There are mountains and beaches and lakes. Where do you usually go on holiday? Do you go to the mountains?
M: We sometimes go to the mountains, but we usually go to the beach. I love the sea. What about you?
S: We usually go to a lake. There are a lot of lakes in Scotland.
M: That's nice.
2 What does Max do in the winter?
S: And what do you do in the winter? Do you go skiing in the mountains?
M: No, I don't. I can't ski. I like riding my bike in the forest.
S: Oh really? Do you like walking too?
M: Mmm, not really. My favourite activity is cycling.
3 Where does Sophie want to go swimming?
M: So, what do you want to do today, Sophie?
S: Let's go swimming. It's a beautiful day.
M: Good idea. We can take a picnic to the river.
S: What about going to the lake? We can swim to the island.
M: Yes, or we can cycle to the waterfall if you want.
S: Mmm, let's go to the lake. I love swimming there.

2.28 Unit 4, 4.2, Exercise 8

1 Bikes are slower than cars.
2 Summer is hotter than winter.
3 Japanese is more difficult than English.
4 Tigers are more dangerous than lions.
5 Mount Everest is higher than Kilimanjaro.
6 A Ferrari is more expensive than a Fiat.

2.33 Unit 4, 4.4, Exercise 3

G = Girl B = Boy
G: What are your favourite videos on YouTube?
B: Animal videos. I think the best video is of a skateboarding dog! What about you?
G: I like music videos, especially Adele.
B: Music videos are OK, but in my opinion animal videos are funnier.
G: You're right, they are funnier, but I still prefer Adele!

2.34 Unit 4, 4.5, Exercise 2

1 The highest waterfall in the world is Angel Falls in Venezuela. It's 979 metres high. People sometimes jump from the top with a parachute!
2 The world's biggest tree house is in the USA. It's got 80 rooms, but people don't live in them. It isn't safe.
3 The most dangerous snake in the world is the Belcher's sea snake. It lives in the sea in South East Asia. It can kill a person in 30 minutes.
4 The biggest spider in the world is the Goliath Birdeater. It lives in the forests of South America. It's 28 cm long. But don't worry – it isn't dangerous to humans!
5 The Burj Khalifa in Dubai is the world's tallest building. It is 828 metres tall. People live there, and the world's highest restaurant is on the 122nd floor.
6 This is Jonathan, the giant tortoise. He lives on the small island of Saint Helena and he's the oldest animal in the world. He's 185 years old.

2.35 Unit 4, 4.5, Exercise 4

1 Mount Everest is 8,848 metres high.
2 The River Nile is 6,853 kilometres long.
3 The tallest man in history was 272 centimetres tall.
4 The Pyramids in Egypt are 4,500 years old.

2.36 Unit 4, 4.6, Exercise 2 and 3

At a zoo in Oklahoma, there are two friends called Bonedigger and Milo. Bonedigger and Milo are very different: Bonedigger is bigger than Milo. He's also stronger than Milo. But Milo is noisier than Bonedigger!
The friends love playing together. Milo runs after Bonedigger but Bonedigger is faster than Milo!
The two friends sleep in the same place. And they eat the same food too – a lot of meat!
It's a very special friendship. Milo looks after Bonedigger. After dinner he cleans Bonedigger's teeth!
Can you guess what type of animals they are? Milo is a dog and Bonedigger is … a lion!

2.38 Unit 4, 4.7, Exercise 6

R = Rocco B = Big Al
R: What do you think of pizzas?
B I really like them! My favourite is pizza Margherita. What's your favourite?
R: Pizza Napolitana. It's really good.
B: That's true, it is good. But hamburgers are better than pizzas.
R: I'm not sure. In my opinion pizzas are the best!
B: But hamburgers are bigger than pizzas.
R: Your hamburger is bigger than a pizza!

2.39 Skills Revision 3&4, Exercise 5

H = Hannah L = Luke
1
L: Hi Hannah. Thanks for inviting me to your party and happy birthday!
H: Thanks Luke. Do you know everyone here?
L: No, I don't … I don't know everyone. Is that your brother Karl over there?
H: Yes, it is. He's playing volleyball with my cousin Mark. Karl is the tall one. He's taller than Mark.
L: Yes, he is very tall! And he's very good at volleyball!

2
H: And that's my Mum over there. She's wearing a hat, and she's taking a photo with her new camera. She's really good at photography.
3
L: That little girl looks happy.
H: Yes, that's Flo. She's happy because she's playing in the sand. She loves the beach! And she loves swimming. But the sea is a bit cold today.
4
L: Is that your Dad with the picnic?
H: Yes, that's him. He's wearing a white T-shirt and he's making sandwiches for everyone … he's got a cake and biscuits too.
5
L: Great! I'm really hungry! And who's the girl next to your Dad … the girl with the sunglasses?
H: Oh, that's my cousin Jess. She's listening to music on her new headphones. She loves Adele.
6
L: And who's that?
H: Ah, that's Harley, my dog. He's very excited! He loves sausage sandwiches.
L: He's really funny! What a nice dog!
H: Come on Harley, let's go and get some sausages!

2.41 Unit 5, 5.1, Exercise 3

B = Boy A = Assistant E = Emily N = Nat W = Woman M = Man LB = Little boy
1
B: Hello, could I have two tickets for Star Wars, please?
A: That's ten pounds, please.
B: What time does the film start?
A: At 7 o'clock.
2
N: Hi Emily.
E: Hi Nat. How are …
W: Shh, be quiet. Other people are studying.
3
M: And it's Sterling to Rashford, G-O-O-A-A-L!
4
M: OK, let's get you to a doctor.
5
W: Here's your coffee. That's two pounds, please.
6
LB: Do you want some food?
7
W: We need eggs, milk and bread. And some fish for tonight.
B: And can we get some biscuits?
W: Yes, OK.

2.47 Unit 5, 5.3, Exercise 5

C = Carla B = Big Al
C: Where were you last night, Al?
B: I was with Rocco.
C: Were you at the park?
B: No, we weren't. We were at the supermarket.
C: Were there any sausages?
B: No, there weren't. But there were muffins. Look!
C: Oh! Thanks Al!

2.52 Unit 5, 5.4, Exercise 4

B = Boy G = Girl
B: Excuse me. I'm looking for the library.
G: There's a library in North Street.
B: Where's North Street? Is it far?
G: No, it isn't. Go straight on, past the hotel. Then turn right. The library is on the left, opposite the bank.
B: Thanks!

2.53 Unit 5, 5.4, Exercise 5

B = Boy G1 = Girl 1 G2 = Girl 2
1
G2: Excuse me. Where's the stadium?
G1: The stadium is in North Street. Go straight on. Go past the cinema.
G2: OK.
G1: Then turn left. The stadium is on the right, opposite the hospital.
G2: Thank you!
2
B: Excuse me. I'm looking for the supermarket.
G1: The supermarket … it's not far. It's in Green Street.
B: Where's Green Street?
G1: Turn right at the café – that's Green Street. Then go straight on. The supermarket is on the left. It's opposite the restaurant.
B: Thanks!

2.56 Unit 5, 5.5, Exercise 6

1 1965
2 2012
3 2007
4 1998
5 2018

2.57 Unit 5, 5.6, Exercise 2

A = Anna G = Grannie
A: Is this a photo of you, Grannie?
G: Yes, it is, Anna.
A: You were very different then.
G: Yes, lots of things were different, especially the town. Look at these photos.
A: Were some things the same?
G: Well, there were shops, but shops were smaller then. There weren't many supermarkets.
A: What about things to do? Was there a cinema?
G: Yes, there was. Every Saturday there were a lot of people on the streets. Films were more popular then, because there weren't any TVs at home.
A: What about a swimming pool? I know you like swimming.
G: Yes, I do. There was a swimming pool – the water was clean but cold! But there wasn't a sports centre.
A: So our town wasn't an interesting place in the past. It was boring!
G: No, it wasn't. There were a lot of parks with beautiful trees and there weren't a lot of cars on the roads. It wasn't busy. It was a lovely, quiet town. There was a street party every August too. I think it was better then.

2.61 Get Culture! A journey around the UK, Exercise 3

A = Anna M = Mark J - Jessica
A: Hi, My name's Anna. I'd like to visit London. Why? Because I'm really interested in history and there are a lot of good museums and interesting buildings in London. And the shops are great too!
M: Hi, I'm Mark. I'd like to visit Stratford-upon-Avon because we're studying Shakespeare at school this year. I'd like to go to the theatre there to see Romeo and Juliet.
J: Hello, my name's Jessica. I'm interested in the Titanic. I've got a lot of books about it at home, and I love the film. That's why I want to go to Belfast, to visit the Titanic museum.

3.2 Unit 6, 6.1, Exercise 6

E = Ed M = Mrs Clark
E: Excuse me, Mrs Clark. I'm doing a project about jobs. Can I ask you some questions?
M: Sure.
E: What's your job?
M: I'm a police officer.
E: Oh really, a police officer? That's an interesting job.
M: Yes, it is. I really like it.
E: And where do you work?
M: I work at the police station.
E: The police station in Jackson Street?
M: Yes, that's right.
E: What time do you start work?
M: I usually start work at 7 o'clock in the morning.
E: 7.00 in the morning. Wow, that's early.
M: Yes, and I finish work at 3 o'clock.
E: At 3.00. OK. Last question, do you wear a uniform?
M: Yes, I wear black trousers, a white shirt and a black hat.
E: OK, thanks Mrs Clark.
M: You're welcome, Ed. And … by the way … what do you want to be when you grow up?
E: Ehm … I want to be a doctor because I like helping people.

3.6 Unit 6, 6.2, Exercise 6

1 Last Saturday, my cousin Amy looked after me.
2 First, I played football in the garden.
3 Amy tried to play football too, but she wasn't very good.
4 She cooked spaghetti. It was horrible!
5 Then Amy watched a film.
6 The film was boring, so I jumped on the sofa. That was fun!
7 I think Amy liked being my babysitter.

3.8 Unit 6, 6.3, Exercise 3

come – came
drink – drank
eat – ate
feel – felt
go – went
have – had
make – made
meet – met
take – took

3.11 Unit 6, 6.4, Exercise 5

I = Isabel S = Sister J = Jude M = Mum D = Dan G = Girl J = Jenny T = Teacher
1
I: There's a party at school on Friday. Can I borrow your new T-shirt?
S: No Isabel, you can't!
2
J: Can I have my pocket money today, Mum?
M: Sure, no problem, Jude. What do you need it for?
J: I want to go to the cinema tonight.
3
D: I'm hungry. Is it OK if I have another sandwich, please?
G: No, sorry Dan, it isn't OK. There's only one for each person.
4
J: Can we use our calculators in the exam, Miss?
T: Yes, Jenny, you can. But you can't eat anything in the exam.

3.14 Unit 6, 6.6, Exercise 2 and 3

Last Saturday was a great day! My cousin Layla came to visit.
First, we went shopping. I bought some new trainers, and Layla bought some jeans and a T-shirt. There were a lot of people in town and the shops were very busy.
Then we met my sister for lunch. My sister's got a Saturday job as a shop assistant in a bookshop. She really likes it! We met in a café and we had a sandwich and a drink.
After that, Layla and I walked to the park. It was a lovely, sunny day and we had an ice cream. Then we took a bus home.
We had dinner at 8 o'clock, then we watched a film and chatted. I went to bed at 11 o'clock. It was a really good day!

3.16 Unit 6, 6.7, Exercise 6

Last Saturday Tom had a football match. After the match he met his friends, and they went to a café. They all ate hamburgers and drank milkshakes. Tom took a lot of photos of his friends. It was a fun day!

3.17 Skills Revision 5&6, Exercise 4

H = Hannah M = Mum

1
H: Hi Mum, it's Freya's birthday this weekend and she's having a party.
M: Who's Freya?
H: She's in my class at school. And we're in the same sports team.
M: Really? What sport do you do with Freya?
H: Netball at the sports centre.
M: Oh, that's nice. Does Freya live near here?
H: No, she doesn't. She lives near the park.

2
M: What day is Freya's party? Is it after school on Friday?
H: No, it isn't, Mum. It's on Saturday.
M: But grandma comes on Saturday!
H: Grandma comes every week, but Freya's birthday is only once a year. And I can visit grandma on Sunday, OK?

3
M: How old is Freya, dear? Is she 13, the same age as you?
H: No, she isn't. She's 14 but my friends all think she's 16. She's really tall. She's the tallest girl in my class!

4
H: So can I go Mum?
M: Well, what time does it start?
H: It starts at 7 p.m.
M: And what time does the party end?
H: I think it ends at 11 p.m.
M: 11 p.m. is very late. Hmm, but I can come for you at 10 p.m.

5
M: Where is the party? Is it at Freya's house?
H: No, it isn't. Freya's house is too small – she invited the whole class!
M: Is it at the sports centre then?
H: No, Mum, it isn't at the sports centre. The party is at the pizzeria – the pizzeria in town. I can stay at Freya's house afterwards. Freya's Mum said it's OK.

6
M: Let me think about it.
H: But Mum … I missed Freya's birthday party last year!
M: Oh, where were you? Were you at grandma's house?
H: No, I wasn't.
M: Were you ill?
H: No, I wasn't, Mum. We were on holiday!

3.19 Unit 7, 7.1, Exercise 4

1 f – by train
2 b – by tram
3 d – on foot
4 c – by car
5 e – by bike
6 a – by motorbike

3.21 Unit 7, 7.1, Exercise 6 and 7

A
Hi I'm Mark and I live in London. I go to school on the underground with my friend, Pete. Our school is in Camden, and the train leaves every ten minutes.

B
My name's Asha and I'm from India. I go to school with my Dad and my sister. We all get on my Dad's motorbike. It's fun!

C
Hello, I'm Evan and I'm from Oxford. This is me with my friends on a school day. And that's our school bus. It stops outside our school, so we always arrive on time.

D
Hi I'm Elsa and I live in Sweden. Here I am with my friend, Julia. We take the tram to school every day. We get off near our school.

E
My name's Karl and I live on an island in Scotland. My school is on another island. When the weather is bad, we take a plane there!

3.27 Unit 7, 7.3, Exercise 5

B = Big Al C = Carla
B: When did you go to Paris?
C: Two weeks ago.
B: How did you get there?
C: By plane.
B: Who did you meet there?
C: My friend Roxy.
B: Where did you go?
C: To the Picasso Museum.
B: What did you see?
C: We saw lots of paintings.

3.33 Unit 7, 7.4, Exercise 3

E = Eliot W = Woman
E: I'd like a ticket to Brighton, please.
W: Here you are.
E: Thank you. How much is it?
W: It's seven pounds, please.
E: What time does the train leave?
W: At 2.30 p.m.
E: And what time does it arrive in Brighton?
W: At 4.45 p.m.
E: Thanks.

3.34 Unit 7, 7.4, Exercise 4

M = Man W = Woman

1
M: How much is a train ticket?
W: It's ten pounds fifty.

2
W: How much is a coke?
M: It's two pounds fifty.

3
M: How much is a magazine?
W: It's four pounds twenty-five.

4
W: How much is a sandwich?
M: It's three pounds seventy-five.

5
M: How much is a bar of chocolate?
W: It's one pound twenty.

3.36 Unit 7, 7.6, Exercise 2 and 4

P = Presenter L = Lily S1 = Susie S2 = Sean
P: Hello, I'm Simon Evans and on today's programme we're talking about summer holidays! Is there one thing you always take with you on holiday? Our first caller today is Lily from Brighton … Hi Lily.
L: Hi! I always take my tablet.
P: … to play computer games?
L: Sometimes, but last summer I read a book on my tablet.
P: Which book?
L: *Percy Jackson*.
P: Wow! That's long. Did you have time to go to the beach?
L: Yes, I did!
P: Thanks for your call Lily … And now let's hear from Susie in London.
S1: Hi Simon! It's my notebook. Last year I took my notebook and wrote about my holiday. It was great!
P: That's interesting. Thanks Susie… and our final call today is from Sean in Dublin. So what do you always take?
S2: I take my football.
P: Your football?
S2: Yes, last summer we went camping by the beach. I played football with my brother every day.
P: Well, you really like football Sean… me too! Thanks and that's all we have time for today …

3.39 Get Culture! Transport, Exercise 4

M1 = Marta M2 = Max
M1: Hey look at this quiz. It's all about London buses. Do you want to try it?
M2: Sure, why not…
M1: OK, first question: why are London buses red?
M2: Er… because they're easy to see?
M1: That's right! In the past they were different colours but today all London buses are red. Question 2: Is there a ghost bus in London?
M2: No way!
M1: Actually there is. It's the number 7 bus and it has no lights and no driver. It appears at night!
M2: That's spooky!
M1: Question 3: When did people first travel on buses in London? In 1829 or 1929?
M2: I don't know … maybe 1829?
M1: Yes, that's right! They were very different then. They used horses!
M2: That's funny!
M1: Listen carefully now, this is the final question and it's tricky! How many red buses are there in London? 800, 8,000 or 18,000?
M2: I think there are … er … 8,000?
M1: Well done! You got 3 right out of 4 … You know a lot about buses, Max …
M2: Well I take one to school every day.

3.41 Unit 8, 8.1, Exercise 5

G = Girl B = Boy
G: On Saturday, I had a sleepover party at my house with three friends. We cooked pancakes, then we watched a film. We all slept on the floor. It was fun!
B: Last month, I went to a football match with my Dad. It was England against Spain. We had a pizza in the stadium and then we watched the match. England lost! It was terrible! But the pizza was good!
G: Two weeks ago, I took part in a dance show at my school. We did ballet and street dance. It was really good. Some of the dancers were amazing.

3.43 Unit 8, 8.1, Exercise 9

1 It's on the twenty-eighth of May.
2 It's on the eleventh of June.
3 It's on the thirtieth of September.
4 It's on the seventeenth of June.
5 It's on the first of October.
6 It's on the second of June.

3.47 Unit 8, 8.2, Exercise 9

M = Mrs James C = Children P = Polly
F = Fred D = Daisy G = George H = Harry
A = Anna
M: Hi everyone.
C: Hello, Mrs James.
M: What are your plans for today?
P: We're going to take a picnic to the beach, Mum.
M: That's a nice idea, Polly. Have you got food?
P: Yes, I've got sandwiches and apples for everyone, and lots of water.
M: What are you going to do at the beach, Fred?
F: I'm going to go swimming.
P: Fred's a really good swimmer, Mum.
M: What about you, Daisy?
D: I'm going to take pictures.
M: That's nice. Have you got your camera?
D: Yes, I have.
M: What are you going to do, George?
G: I'm going to play football. It was my birthday last week and I've got a new ball.
M: Well, don't lose it, George! Are you going to play football too, Harry?
H: No, I'm not going to play football. I'm going to read.
P: Harry loves reading, Mum!
M: And what about you, Anna? What are you going to do?

A: I'm going to take my dog for a walk. He loves the beach.
M: That sounds nice, Anna. Well, have a lovely day everybody. See you later.
C: See you Mrs James.

3.51 Unit 8, 8.3, Exercise 10

M: Music Quiz.
Question 1: Where does the pop singer Beyoncé come from?
W: Answer: (c) Beyoncé comes from the USA.
M: Question 2: What type of music did Bob Marley play?
W: Answer: (a) Bob Marley played reggae music.
M: Question 3: How many classical musicians are there in a quartet?
W: Answer: (b) There are four classical musicians in a quartet.
M: Question 4: When did rap music start?
W: Answer: (b) Rap music started in the 1970s.
M: Question 5: Who sings the song *Thinking Out Loud*?
W: Answer: (c) Ed Sheeran sings this song.

3.54 Unit 8, 8.4, Exercise 4

H = Holly A = Alice
H: Hi Alice. Are you busy next Monday?
A: No. Why?
H: I've got tickets for a play. It's Aladdin. Would you like to come?
A: That sounds great. I'd love to come. What time does it start?
H: At 7 o'clock. It's at the New Theatre.
A: Great, where shall we meet?
H: Let's meet in the café next to the theatre at half past six.
A: Cool. See you then.

3.56 Unit 8, 8.5, Exercise 4

E = Emma S = Sylvia
E: What did you do last weekend?
S: Last weekend? I went to a sleepover at the Science Museum.
E: Was it good?
S: Yes, it was really good. We did some experiments and watched a film.
E: What time did you go to bed?
S: We went to bed at midnight.
E: What are you going to do next weekend?
S: Next weekend? I'm going to visit my cousins.
E: Where do they live?
S: They live in Edinburgh.

3.57 Unit 8, 8.6, Exercise 2 and 3

D = Dad A = Amber M = Mum V = Vicky
W = Woman L = Leo H = Harriet
1
D: What are you going to do for your birthday this year, Amber?
A: Can I go ice skating with some friends?
D: That's a good idea. Your birthday's next Thursday, isn't it?
A: Yes, but it's better to celebrate it at the weekend.
D: Grandma's going to visit us on Sunday, so Saturday's better.
A: OK, I'm going to tell my friends!
2
M: Hello Vicky, I'm at the supermarket. Do you want me to buy some food for your party on Saturday?
V: Yes, please Mum. I'm going to make pizzas, no … wait, I'm going to make burgers.
M: What about a salad?
V: No thanks, Mum. It's too cold for salad.
3
W: How old are you, Leo?
L: I'm twelve, but it's my birthday on Saturday.
W: So you're going to be thirteen – a teenager!
L: That's right. I'm going to go to the cinema with my cousin, Max. It's his birthday on Sunday. He's going to be fourteen!
4
M: What do you want for your birthday, Harriet? Have you got any ideas?
H: Yes, I'd like a new skateboard.
M: OK, anything else? What about a new bag for school?
H: Mmm, no thanks. But I'd like some books.
M: OK, no problem. And don't forget, we're going to go to a restaurant in the evening!
H: I can't wait! I'm really excited.

3.59 Skills Revision 7&8, Exercise 3

J = Joe C = Celia
1 Why wasn't Celia at Art Club last week?
J: Hello Celia. You weren't at Art Club last week.
C: No, I was on holiday.
2 Where did Celia go?
J: Oh really? Where did you go? Did you go to your house in the mountains?
C: No, we didn't. It's too far. We went to the beach.
J: Oh, nice.
3 Who did she go with?
J: And was all your family there?
C: No, it was just my Dad, my brother and me. My Mum was at work.
4 Where did Celia stay?
J: Where did you stay? Were you in a hotel? Or did you go camping?
C: No, we didn't go camping or stay in a hotel. We stayed with my cousins. They live in a big house near the beach. Fantastic.
5 How many days was she there for?
J: How many days were you there for?
C: Mmm, let me think. We were there for 6 days, no, wait 5 days. It was only a short holiday.
6 What museum did she go to?
J: Did you go to the beach every day?
C: Not every day. It rained one day, so we went to a, museum. It was a boat museum.
J: A boat museum?
C: Yes. My Dad loves boats, so he enjoyed it. But it was really boring!
7 What souvenir did she buy?
J: Did you buy any souvenirs?
C: Yes, I did. There were lots of things that I wanted to buy – a T-shirt, a bag – but they were expensive. In the end, I bought a hat. Look, this is it!
J: Oh, that's a really nice hat. I like it.
8 How much was it?
J: How much was it?
C: It was very cheap. Three pounds. I think, or maybe it was four pounds. Yes, it was four pounds.
J: Wow, that is cheap. I've got a hat like that, and it cost eight pounds.
9 Where is she going to go in the summer?
J: So, have you got any plans for the summer?
C: Yes. We usually go to France in the summer, but this summer we're going to go to Italy. I'm really excited.
J: That sounds great. You're really lucky.
C: Yes, I can't wait.

Get Grammar! video scripts

A = Anna M = Max H = Hammy P = TV Presenter

4 Unit 1, 1.2

A: After school I go to Max's house. We do our homework. Hammy helps. Hammy, no! We have some drinks. We eat sandwiches. Hammy eats them, too! Hammy! We tidy up. Hammy tidies up, too.
M: Oh, no!

5 Unit 1, 1.3

H: Do you play football in your free time, Max?
M: No, I don't. I don't play football. It's boring.
H: He doesn't play football.
H: Does Anna play football in her free time?
M: No, she doesn't. She doesn't like football at all.
H: They don't play football.
M: What about you Hammy? Do you play football in your free time?
H: Yes, I do. I love football! Watch! Hmm. I don't like football. Max, do you play basketball?

10 Unit 2, 2.2

H: Are there any eggs?
M: Yes, there are. There are two eggs.
H: Is there any cream?
A: There isn't any cream. But there's some milk.
H: Thank you. Are there any bananas?
M: No, there aren't. But there are some strawberries.
H: Yummy! Is there any flour?
A: Yes, there is. Here you are.

11 Unit 2, 2.3

A: Let's stop for some lunch.
M: Yes, I'm really hungry. How many sausages are there? I love sausages!
A: Don't worry. There are a lot of sausages.
M: No, there aren't. There are only two.
A: That's strange. Oh, well, let's have some cheese then …
M: How much cheese is there?
A: There's a lot of cheese.
M: No, there isn't. Look!
A: Hammy?
M: OK Hammy, no cake or biscuits for you!

15 Unit 3, 3.2

H: Hi Max. It's dinnertime.
M: Not now, Hammy. I'm doing my maths homework.
H: Max isn't doing his maths homework. He's playing a computer game. Hi Anna. I'm hungry!
A: Not now, Hammy. I'm painting a picture. It's for my art classes.
H: Anna isn't painting. She's texting a friend.
A, M: Hammy?!
H: Not now, kids. I'm doing my homework.
A: You aren't doing your homework.
H: It's a science experiment!

16 Unit 3, 3.3

H: I'm bored. Can I watch TV?
A, M: No, be quiet. We're doing homework.
M: What's that noise? Are you eating, Hammy?
H: Yes, I am.
A: What's he doing now? Is he running?
M: Yes, he is.
A: Stop it, Hammy!
H: Max? Anna?
A, M: What?
H: Are you doing your homework?
A, M: No, we aren't.
H: Good. Now I can watch TV!

21 Unit 4, 4.2

A: I want to go on the Dragon!
M: Yes, I love the Dragon!
H: No, let's go on the Monster. It's better. It's bigger and faster than the Dragon. And it's more exciting. H-E-E-E-L-P!
A: That was great!
M: Yes, what's next?
H: Er, let's go to the café. It's nicer and quieter.
A, M: Oh, Hammy!

22 Unit 4, 4.3

A: You're late, Hammy.
H: I'm sorry! What are those?
M: They're gold medals. I'm the strongest!
A: And I'm the fastest!
H: But I'm the most intelligent! Would you like to play?
A, M: No thanks, we're tired! But Spot loves playing chess.
H: Spot?
A: It's my granny's dog! He's a chess champion!

26 Unit 5, 5.2

A: Hey, what are you doing?
M: We are looking at the photos from my school trip. Do you want to see?
A: Yes, sure.
M: We were at the lake.
A: Wow, sounds great!
M: It was really hot. The sailing boats were fun. Look!
H: The sailing boats weren't fun. And it wasn't hot – it was cold! I was completely wet!
A: Poor Hammy!
H: Ah…ah…ah… Ah…ah…ah…achoooooo!

27 Unit 5, 5.3

A: What's up, Max?
M: I can't find Hammy! He wasn't in his cage last night.
A: Was he in your bedroom?
M: No, he wasn't. And he still isn't here. Hammy?! Where were you last night? I was worried! Were you in the garden?
H: Er, no, I wasn't. I was with my friends.
A: Hmm, were you at the park?
H: Er … no, we weren't.
A: Were you … in the kitchen?
H: Er … yes, we were.
A, M: Oh, Hammy!

32 Unit 6, 6.2

H: This is my Mum and Dad. They played in a band – "The Hamsters". My Mum played the drums. My Dad played the guitar and danced. They wanted to be pop stars! They tried hard, but they weren't very popular!
A: What about you Hammy? Do you play a musical instrument?
H: Yes, I play the trumpet. I'm really good.
A: Thank you Hammy. That was… er… interesting.

33 Unit 6, 6.3

M: Yesterday I went to school. Hammy came too! At 9 o'clock we had science. Hammy was thirsty. He drank something!
H: Hmm, apple juice …
M: Be careful Hammy, no! Then we had Maths. Hammy was hungry. He ate my Maths book!
H: Maths is yummy …
M: Later we had a cookery class. We made chocolate cakes, but Hammy wasn't hungry.
H: I don't feel well!
M: Oh, Hammy …

37 Unit 7, 7.2

A: How was the cinema last night?
M: It's a long story. First we waited for the bus. But the bus didn't come. Then it started to rain. But we didn't have umbrellas. We wanted to take a taxi. But I didn't have any money. Finally, we didn't go to the cinema. We came home and had a hot bath.
H: Ugh, I didn't like it!

38 Unit 7, 7.3

M: Did you have a good holiday?
H: Yes, I did. I went to the jungle.
M: Did you stay in a hotel?
H: No, I didn't. I stayed in a treehouse.
M: Did you take any photos?
H: No, I didn't. The monkeys took my camera.
M: Did the monkeys take any photos?
H: Yes, they did. They took a lot of photos!

43 Unit 8, 8.2

A: It's the last day of school on Friday. I'm really excited!
M: Me too! What are you going to do in the holidays?
A: I'm going to go to the beach. I'm going to swim in the sea. I'm not going to do any homework!
M: My Dad's going to drive to France. We're going to visit museums. We aren't going to cook – we're going to eat in restaurants!
A: What about you Hammy?
H: I'm really excited too. I'm going to eat lots of food and I'm going to sleep all day.
A: Er … But that's not a holiday. You do that every day.
H: Oh yes, that's true! I'm always on holiday!

44 Unit 8, 8.3

P: Hello and welcome to People and their Pets. In the studio we have Max and Anna and … their hamster, Hammy.
A, P: Hello!
P: Aah. Is he asleep?
M: Yes, he is.
H: No, I'm not. But I don't want to be on TV!
P: So, what can hamsters do? Can Hammy swim, for example?
M: Yes, he can.
H: No, I can't. I hate water!
P: What does Hammy like to eat? Does he like biscuits?
M: No, he doesn't. He only eats fruit and vegetables.
H: But I love biscuits! And cupcakes, and ice cream!
P: What does Hammy do all day?
M: Well, he sleeps a lot.
A: He exercises sometimes.
P: Did he exercise this morning?
M: No, he didn't. He's quite lazy.
H: I'm not lazy! This is a terrible TV show.
P: Last question, do you love your pet?
A, M: Yes, we do.
H: That's the right answer! And I love you too, Max and Anna!

Get Culture! video scripts

7 Secondary schools in the UK

Hello, and welcome to *Get Culture!* I'm Greg. Let's find out about schools in the UK!
At secondary school lessons usually start at 9 o'clock. Students study lots of different subjects: Science, Maths, Music and P.E. They also learn to cook. Do you learn to cook at school?
Students have their lunch at school. They eat in the school canteen. You can have a school meal or you can bring your lunch from home. Lunchtime is usually one hour. There's always time to play games or talk with friends in the playground. What about you? Do you eat your lunch at school? How long is your lunch break?
Secondary schools often have a school uniform. Trousers for boys and trousers or a skirt for girls. Then a shirt, a tie, and a jacket or a jumper. What do you wear to school?
Afternoon lessons usually finish at 3 o'clock. Secondary schools usually have after school clubs. There are sports clubs like basketball and gymnastics. And other clubs like dance club. You can play an instrument in the school orchestra too. That school orchestra looks fun! Which club would you like to try?
And now for a quick question… How long are the school summer holidays in the UK? What do you think? Are they: a) 6 weeks, b) 9 weeks or c) 12 weeks? Do you know the answer? In the UK the school summer holidays are… 6 weeks! They start in July and end in September. That's all from me. Bye!

18 International Space Station

Hello! Welcome back to *Get Culture!*. Today we're finding out about the International Space Station.
This is the International Space Station. Astronauts from all around the world work there. Are you ready? Great!
Look, these are pictures of the Earth. They are pictures of our planet from the International Space Station. The International Space Station is 400 kilometres from the Earth. It goes around the Earth an amazing 16 times a day. You can see it in the night sky.
This is a rocket. It's taking astronauts to the International Space Station. The astronauts that work here come from different countries but they all speak English. Do you know what the astronauts do at the International Space Station? Let's find out!
The astronaut's days are very busy. They start work early in the morning. They do experiments in the Science laboratory and outside. This astronaut is going on a spacewalk. He is wearing a special suit. He's going outside to fix the space station.
Astronauts also do experiments on their spacewalks, to learn more about space. This astronaut is running. It is important for astronauts to stay fit and healthy. The astronauts exercise for two hours every day.
Eating and drinking in space isn't easy. Astronauts have to drink their coffee like this to stop it from floating away! Space food can be difficult to eat!
Astronauts work hard on the International Space Station, but they also have lots of fun. After a busy day of work the astronauts go to bed. They usually sleep for eight hours. This astronaut is sleeping in a special bag that can't float away.
Now, a question. How do you think astronauts in space wash? They don't have a shower like we do on Earth. They use soap but they don't use water.
See you next time. Bye!

29 Oxford

Hi! This is *Get Culture!* Can you name any cities in the UK? Today we're finding out about a very famous city in England, called Oxford.
Oxford is here. It's quite near London. It's a very old and beautiful city. Seven million tourists come here every year. There's a lot to see and do in Oxford. This is the Covered Market. People come here to shop for clothes, food and souvenirs. You can buy exciting things from all around the world.
Oxford is famous for its university. The University of Oxford is one of the oldest and one of the best universities in the world. This is a Dining Room at Oxford University. Do you recognize it? It was the Great Hall at Hogwarts in the *Harry Potter* films. And this is the university Library which was also in the *Harry Potter* films! Wow! That's so cool!
Let's find out about some other things you can do in Oxford. Oxford also has a lot of interesting museums. This is the Natural History Museum. You can see dinosaurs and learn all about them and other interesting animals at the museum. There are a lot of other things to do in Oxford too. You can go for a picnic in the park, or take a small boat for a day out on the River Thames. Now, do you remember? How many tourists visit Oxford every year? The answer is 7 million. Oxford is one of the most popular places to visit in the UK. Bye! See you next time!

40 Transport in London

Hello and welcome back to *Get Culture!* Look! Can you guess our topic today? That's right … our topic is transport in London.
Nearly 9 million people live in London and another 31 million people visit every year. How do you think all of those people travel around the city?
Well, there are lots of ways to travel around London but the quickest way to travel is by Tube. The Tube, or the London Underground, is a network of underground trains. The trains travel through tunnels to different underground stations. When the London Underground first opened there were only 7 stations. Today there are 270 stations!
London is famous for its red double-decker buses. You can sit at the top or at the bottom of the bus. You can also ride an open top bus. It's great for seeing the city. Don't forget your umbrella! It often rains in London.
Let's find out about some other ways to travel around London. You can take a taxi or a black cab or go on a river tour by river bus. Some people take a river bus to work. This bike is called a 'Boris bike'. You can find 'Boris bikes' at special bike stations all over London. They're a cheap and easy way to see the city. There are lots of other exciting ways to travel around London. You can go for a ride on a bicycle rickshaw or ride a cable car across the river. Wow! That looks fun!
Now, can you answer this question? Do you remember? What is another name for the London Underground? Is it: a) The Tube, b) The Cab, c) The Metro? And the answer is 'a', The Tube! Bye for now!

Workbook audio scripts

3 Unit 1, 1.6, Exercise 1 and 2

I = Interviewer M = Mark

I: Hi Mark, what's your favourite school subject?
M: Hmm, French, I think. We have French on Tuesday.
I: Only on Tuesday?
M: Yes. But I also like Science. We have Science on Monday and Thursday.
I: Do you have History on Monday and Thursday too?
M: No. History is on Wednesday and Friday. I don't like Wednesday and Friday because I don't like History that much.
I: Do you play sports at the weekend?
M: Yes, I do. I usually play football with my friends on Sunday in the park.
I: Do you play football on Saturday and Sunday?
M: Only on Sunday. On Saturday, I'm usually busy. I often have chess club on Saturday morning.

5 Unit 2, 2.6, Exercise 2 and 3

D = Dad P = Penny

D: Good morning, Penny. What would you like for breakfast?
P: Hi, Dad. Nothing, I'm not hungry.
D: Come on sleepy. You've got P.E. first lesson. You have to eat something. How about some cereal?
P: Yuk. No, thanks. I don't want any cereal. There's a lot of sugar in that one.
D: How about a sandwich? We've got some bread and some ham.
P: Oh … yes, please.
D: OK. Here you are. Would you like anything to drink?
P: Is there any orange juice in the fridge?
D: Sorry, no. But there's some milk.
P: OK. Milk is fine. Can I have an egg too, please Dad?
D: Now you're hungry! Yes. I can make one for you.

6 Skills Revision 1&2, Exercise 4

G = Girl B = Boy W = Woman M = Man

Example

G: What are your favourite subjects?
B: Art and Geography. What about you, Monica?
G: I like Art but I can't draw. Geography's OK but Computer Studies is my favourite.
B: Computer Studies is difficult.

1

W: Hello, Tom. Where's George? I need to speak to him.
B: Hello, Mrs Fisher. Is he in the canteen? It's lunchtime.
W: No, he isn't. And he isn't in the library.
B: I know! He plays chess on Mondays. He's in our classroom!

2

G: Excuse me, Mr Flynn. Are there any sausages?
M: No, I'm sorry, there aren't, Lucy. Would you like fish and chips?
G: I don't like fish, thanks. Can I have some pasta?
M: Yes. Here you are. It's lovely chicken pasta today.

3

W: Can you go to the shop, Mark? We haven't got any biscuits. And we need some juice too.
B: Sure, Mum. How many packets of biscuits? Two or three?
W: One! But please buy two cartons of juice.
B: OK, Mum!

4

G: What do you usually do after school, Will?
B: It's Football Club on Mondays and Thursdays. I always go to that.
G: What about Tuesdays?
B: I do pottery then.
G: I'd like to do pottery but I've got piano lessons on Tuesdays.

8 Unit 3, 3.6 Exercise 1, 2 and 3

H = Harry L = Lily

H: Do you like technology, Lily?
L: Yes. What's your favourite item?
H: I've got a TV. I've also got a tablet. I watch films on TV and I watch films on my tablet too.
L: OK, but which one is your favourite?
H: My tablet. I like downloading videos. I download videos to my tablet.
L: OK. Well, I've got a mobile phone and I've got a laptop too.
H: Which one is your favourite?
L: I chat online a lot with my friends. I also like surfing the Internet. So my phone is my favourite.
H: Why?
L: Because I can take it everywhere in my jeans. I can also put it in my jacket.

10 Unit 4, 4.6, Exercise 1 and 2

L = Lenny B = Bella F = Fed D = Diana

L: Hi. My name is Lenny, I'm 12 years old. My best friend is older than me. He's 15 years old. His name's Zach and he's funny.
B: I'm Bella and my best friend's name is Fiona. She's smaller than me. She is the most beautiful animal of all! She's my little cat.
F: Hi there. I'm Fred and this is my best friend Dave. He's the fastest runner in the family. Well, that's because he's got four legs! He's the best friend in the world!
D: I'm Diana. My best friend is Mary. She's the most intelligent girl in class. She helps me with my Maths homework. I think she's a good teacher.

11 Skills Revision 3&4, Exercise 4

D = Dad S = Sophie

Example

D: Are you doing your Maths homework, Sophie?
S: No, I'm not. I'm doing my Geography homework.
D: Geography?
S: Yes, that's right. It's my best subject.

1

D: What are you studying today?
S: Mountains, lakes and waterfalls.
D: Mountains, lakes and waterfalls! That's interesting.
S: I agree.

2

S: Dad, what's the highest mountain in the UK?
D: The highest mountain in the UK is Ben Nevis in Scotland.
S: How high is it?
D: It's 1,345 metres high.
S: Wow, Dad. You're clever!

3

S: What about lakes, Dad? What's the biggest lake in England?
D: I'm not sure Sophie, but Windermere is the longest.
S: Windermere! That's a nice name. How long is it?
D: It's about 17 kilometres long.
S: 17 kilometres! That's very long.

4

S: Look, Dad. This website is about volcanoes. I think they're exciting.
D: They're sometimes very dangerous too, but don't worry.
S: Why not?
D: There aren't any volcanoes in the UK. It's a safe country.

13 Unit 5, 5.6, Exercise 1 and 2

M = Mum J = Jimmy

M: What are you looking at, Jimmy?
J: Old photos of our town. What's that?
M: That's the old library.
J: Oh. It isn't there now, is it? Where was it?
M: It was in Green Street. It was next to the bank in those days.
J: Next to the bank? Hmm, but there's a supermarket there now.
M: Yes, the supermarket is new.
J: And what about this photo? Who is that?
M: That's me! I'm in front of the train station. I was on a trip to London.
J: Oh yes! And that's granny with you! You look funny!
M: That was my favourite hat!
J: It's the worst hat ever!

15 Unit 6, 6.6, Exercise 1 and 2

Last Saturday was fun. My uncle visited and I made a new friend.
First, we went to the park. My uncle phoned his friend, Gary. Gary arrived with his son Ted and we all played football. I scored three goals!
Then we went to a restaurant for lunch. I ate two cheeseburgers! Ted ate one cheeseburger and one chicken burger. We both drank lemonade.
After that, my uncle took us to the cinema. We watched the new *Star Trek* film. It was really exciting. The film finished at 7 o'clock and Gary and Ted went home. I gave Ted my phone number so we can meet again some time.

16 Skills Revision 5&6, Exercise 5

M = Mum R = Rob

M: Was the school trip good, Rob?
R: Yes, Mum, it was fun. My class photos are on the school web page. Look at this one. My friend John is at the train station. He's running in the photo because he is late for the train!
M: Poor John! I hope you weren't late, Rob.
R: No, Mum. I arrived at the station half an hour early.
M: What was your favourite place in the city?
R: The City Museum. It was really awesome. My friend, Mandy, loved it too. Look. Here she is in front of the museum.
M: Is Mandy the girl taking a photo?
R: Yes, that's right.
M: Look at the table in this photo. What a mess!
R: It's the museum café. It was Gemma's favourite place. She drank two cans of cola and she ate three cakes. I think she was hungry!
M: Very hungry!
R: There was a garden opposite the museum. Jerry is in the garden in this photo. He's sitting on the wall eating his sandwich.
M: Yes, I like the photo of Jerry, but what about you? Are you in any?
R: Yes, look at this one. I'm in the museum shop. They had some nice things. I bought you a present!
M: Oh, thank you, Rob!

18 Unit 7, 7.6, Exercise 2 and 3

D = Dave P = Penny

D: Hi, Penny. Did you have a nice holiday?
P: Yes, I did. It was amazing.
D: So what did you do? Did you stay in a nice hotel?
P: Yes, we did. It was next to the beach so I went swimming every day.
D: Did you take any photos with your camera?
P: Yes and no! I took lots of photos. But I didn't have my camera, so I took them with my mobile phone.
D: Oh! Can I see them?
P: Sure! I downloaded them to my tablet yesterday. Look.
D: Nice. Was it very sunny and hot?
P: Yes, it was. Luckily, I had my sunglasses!

20 Unit 8, 8.6, Exercise 1 and 2

W = Woman T = Tina H = Harry K = Kelly D = David

W: I asked five young teens to tell me about their birthday plans.
T: Hi, I'm Tina. On my birthday, I'm going to see a dance show in London. I've got a ticket for my sister too.
H: I'm Harry. I'm going to go to the cinema with my brother. We're going to see an adventure film.
R: My name's Robert. I'm having a birthday party with all my friends and family at home. Mum's going to make a cake.
K: My name's Kelly. I'm not going to have a party this year. I'm going to go bowling with my uncle James.
D: Hello. I'm David. I'm going to eat lots and lots on my birthday. Dad's going to take me to an Italian restaurant.

21 Skills Revision 7&8, Exercise 5

B = Boy R = Rosie

B: Are you OK, Rosie? You look sad.
R: I want to have a party next Saturday but everyone is busy. My best friend Zara is going to go to a concert with her granny. It's on Saturday so she can't come.
B: Is it a rock concert?
R: No, it's a classical music concert. Zara's granny loves classical music.
B: What about cousin Don? Can he come?
R: No, he can't. He's going to go camping with his parents.
B: But they went camping last weekend!
R: Don wants to go again because they bought a new tent. He's got a new sleeping bag too.
B: Is our new neighbour Jasmine busy?
R: Yes, she is. She really wants to come to my party but she's going to take part in a talent competition on Saturday.
B: Amazing! Is she going to play rock music with her band?
R: No, she's going to play her electric guitar. Jasmine's very good at it.
R: Guess what!
B: What?
R: My classmate Brian is going to visit his uncle in Scotland with his Mum. They're going to go by plane!
B: Are they going to go camping?
R: No, they're going to stay in a hotel.
R: And Julie from Karate Club has got a family barbecue on Saturday.
B: Julie told me her Dad is going to cook hamburgers.
R: Yum! I'd like to have a barbecue party.
B: Don't be sad. You can have your party next month.
R: I can't wait!

22 Exam Practice 1, Part 4

M = Man G = Girl
Look at the picture. Listen and look. There is one example.

M: Hello. What are you all doing out there?
G: We're playing.
M: Are these your brothers and sisters?
G: No. Some are friends. Jim's my brother.
M: Is he the boy who's riding a bike?
G: Yes, he loves his bike.

Can you see the line? This is an example. Now you listen and draw lines.

1
M: Who's the girl in the red dress?
G: The one under the tree?
M: Yes.
G: That's my friend Vicky. I think her dress is nice.

2
G: Look at my sister!
M: Is she the girl with long brown hair?
G: Yes, that's right. She's playing with a ball.
M: What's her name?
G: Daisy.

3
G: That's my baby sister.
M: Is she sleeping?
G: Yes. Grandpa is sitting next to her.
M: What's her name?
G: Sally.

4
M: Who's the boy that's sitting down?
G: Which one?
M: The one who's reading a book.
G: Oh, that's my friend, Nick. He likes books about Geography.

5
M: Is that your brother who's painting a picture?
G: No. He's my friend's brother.
M: What's his name?
G: It's Ben. Do you like his picture?
M: Yes, it's very good.

23 Exam Practice 2, Part 3

S = Sally M = Man
Listen and look. There is one example.

M: Hello, Sally. How was your school trip last week?
S: Hi. It was great.
M: Where did you go?
S: To a farm.
M: A farm in the town?
S: No, it was in the country.

Can you see the answers? Now you listen and write.

1
M: Did you go with your class?
S: Yes, I did.
M: Did you teacher go too?
S: Yes, she took us.
M: What's your teacher's name?
S: It's Miss Black.
M: How do you spell that?
S: B-L-A-C-K.

2
M: Did you see many different types of animals?
S: Yes, we did. Let's see. We saw cows, sheep, chickens, ducks, horses, …
M: So, you saw five different kinds types of animals. Is that right?
S: No. We saw a lot more. Twelve different types, I think.
M: So, twelve. That's a lot.

3
M: Which animals did you like best?
S: My favourite animals were the horses and the rabbits.
M: Really? Why?
S: The rabbits were funny and the horses were strong and beautiful.
M: Yes, I like them too.

4
M: Did you have lunch there?
S: Yes, we did.
M: What did you have?
S: I had a sandwich and some fruit.
M: What was in the sandwich?
S: Chicken.

5
S: After lunch, we went to a shop in the town.
M: Oh? Did you buy anything?
S: Yes, I did. I bought a book.
M: A book? What is it about?
S: It's about farm animals.

Unit 0

0.1

Exercise 1
1 Spain **2** Elena, cat **3** Tom, red **4** Amy, friends

Exercise 2
1 's **2** Are, am **3** aren't, 're **4** Are, aren't

Exercise 3
Countries: France, Germany, Turkey
Nationalities: Chinese, Italian
Months: August, July, September

Exercise 4
1 haven't **2** has/'s got **3** haven't got **4** Has, got, hasn't

0.2

Exercise 1
2 play the guitar **3** run **4** skateboard **5** sing **6** cook

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

Exercise 3
1 Yes, I can. / No, I can't. **2** Yes, I can. / No, I can't. **3** Yes, he/she can. / No, he/she can't. **4** Yes, they can. / No, they can't.

0.3

Exercise 1
chair, desk, shelves, shower, wardrobe

Exercise 2
2 there **3** isn't **4** aren't **5** Are **6** Is

Exercise 3
2 under **3** in **4** next to

0.4

Exercise 1
1 Rocco **2** Carla **3** Big Al

Exercise 2
coat, jumper, trousers, shoes, skirt

Exercise 3
1 It's **2** those, They're **3** that, It's **4** these, They're

0.5

Exercise 1
1 pretty **2** small, sporty **3** friendly, funny

Exercise 2
2 You're a helpful friend. **3** It's a big hat. **4** The book is very old. **5** My sister is a very pretty girl.

Exercise 3
2 His **3** their **4** our **5** Dave's **6** dad's

0.6

Exercise 1
1 sofa **2** hoodie **3** bath **4** T-shirt **5** fridge

Exercise 2
1 November **2** Turkey **3** funny **4** February **5** skateboard

Exercise 3
1 hasn't **2** isn't **3** are **4** can **5** can't

Exercise 4
1 Her **2** their **3** are **4** isn't **5** that

Exercise 5
1 from **2** Spanish **3** England **4** is **5** October

Unit 1

1.1

Exercise 1
2 scissors **3** laptop **4** pencil case **5** pencil **6** calculator **7** rubber **8** ruler

Exercise 2

	F		E					
A	R	T	N		M			
G	E	O	G	R	A	P	H	Y
	N		L		T		I	
	C		I		H		S	
	H		S		S		T	
			H				O	
	M	U	S	I	C		R	
S	C	I	E	N	C	E	Y	

2 French **3** Geography **4** Maths **5** Science **6** Music **7** History **8** English

Exercise 3
2 trainers **3** Computer Studies **4** paint **5** History **6** Music **7** map **8** pencil case

Exercise 4
Age: 11; Favourite subjects: P.E., Computer Studies

Exercise 5
Students' own answers.

1.2

Exercise 1
2 goes **3** like **4** play **5** go **6** plays

Exercise 2
2 Amy/She meets her friends before class. **3** Amy/She likes her teachers. **4** Tom/He loves football. **5** Tom/He brings his football to school. **6** Tom/He plays football with his friends.

Exercise 3
2 listens **3** play **4** go **5** have **6** watch **7** studies **8** helps

Exercise 4
2 Dad never works at home. **3** I am often late to school. **4** She usually does her homework in the evening. **5** They always play football in the park. **6** My friends are sometimes noisy in class. **7** My friend's jokes are usually good.

1.3

Exercise 1
2 don't like **3** doesn't do **4** don't play **5** doesn't study **6** doesn't play

Exercise 2
2 Does; Yes, he/she does. / No, he/she doesn't. **3** Does; Yes, he does. / No, he doesn't. **4** Do; Yes, I/we do. / No, I/we don't. **5** Do; Yes, they do. / No, they don't. **6** Do; Yes, I/we do. / No, I/we don't.

Exercise 3
2 Does; No, he doesn't. **3** Do; Yes, they do. **4** Do; No, they don't. **5** Does; Yes, he does. **6** Does; No, she doesn't.

Exercise 4
1 pottery **2** play the drums **3** do ballet

Exercise 5
2 do **3** Do you like **4** do **5** Does your sister paint **6** doesn't **7** doesn't like **8** does she do

1.4

Exercise 1
2 surname **3** spell **4** address **5** day **6** start

Exercise 2
2 Monday **3** 4/four **4** 107 **5** Karen **6** kbrowne@mymail.com

Exercise 3
2 How **3** Where **4** What **5** What

Exercise 4
b 1 **c** 5 **d** 4 **e** 2

Exercise 5
Students' own answers.

1.5

Exercise 1
A

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

Exercise 3
2 Because he likes maps. **3** No, he doesn't. **4** football, karate, basketball **5** play basketball **6** No, he doesn't.

Exercise 4
2 h **3** a **4** e **5** f **6** d **7** g **8** b

1.6

Exercise 1
2 Monday/Thursday **3** Thursday/Monday **4** Wednesday/Friday **5** Friday/Wednesday **6** Sunday **7** Saturday

Exercise 2
2 T **3** F **4** F **5** F

Exercise 3
2 at **3** On **4** In **5** at **6** In

Exercise 4
Students' own answers.

1.7

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

Exercise 2
1 play **2** gym **3** canteen **4** do **5** hall

Exercise 3
1 play **2** watches **3** doesn't have **4** don't go **5** don't do

Exercise 4
1 I always do ballet on Monday. **2** He sometimes walks to school. **3** I never play football before school. **4** Do you have a sandwich for lunch? **5** How often is she late in the morning?

Exercise 5
1 What's your name? **2** How do you spell it? **3** Where do you live? **4** What's your phone number? **5** What's your email address?

Word blog

Exercise 1
1 Art **2** Geography **3** History **4** Science **5** Music **6** Maths **7** French **8** P.E. **9** English

Exercise 2
1 dictionary **2** calculator **3** paints **4** trainers **5** laptops **6** pencil cases **7** pencils **8** scissors

Exercise 3
1 bell **2** instrument **3** experiment **4** program

Fun Spot

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

Unit 2

2.1

Exercise 1
2 C2 **3** C1 **4** A3 **5** B1 **6** B3 **7** B2 **8** C3 **9** A2

Exercise 2
2 sandwich **3** tuna **4** biscuit **5** fruit **6** pasta

Exercise 3
2 sandwich **3** cheese **4** sausages **5** chicken **6** juice **7** water **8** pancakes

Exercise 4
2 fruit **3** dinner **4** meat **5** sandwiches **6** a yoghurt

Exercise 5
Students' own answers.

2.2

Exercise 1
butter, egg, jam, lemon, milk, sausage

Exercise 2
Countable: egg, lemon, sausage, strawberry
Uncountable: butter, chocolate, flour, jam, milk, sugar

Exercise 3
2 an **3** – **4** – **5** a **6** –

Exercise 4
2 some **3** any, some **4** some, any

Exercise 5
2 Are there any apples? Yes, there are. **3** Is there any butter? No, there isn't. **4** Are there any bananas? No, there aren't. **5** Is there any tuna? Yes, there is.

Exercise 6
2 some **3** are **4** there **5** an **6** aren't **7** is

2.3

Exercise 1
2 How much chicken is there? There is a lot of chicken. **3** How many sausages are there? There are six sausages. **4** How much rice is there? There is a lot of rice. **5** How many sandwiches are there? There are two sandwiches.

Exercise 2
2 lot **3** many **4** a **5** much **6** are

Exercise 3
2 bottle **3** can **4** carton **5** jar **6** pocket

Exercise 4
2 jar **3** carton **4** bottle **5** packet **6** can

Exercise 5
2 are **3** bars **4** much **5** There **6** cartons **7** many **8** lot

Exercise 6
Suggested answers:
There is some chicken.
There are two sandwiches.
There are three tomatoes.
There are two cans of cola.
There is some water.
There is a bottle of water.
There is some chocolate.
There are four bars of chocolate.
There is an apple.

2.4

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

Exercise 2
2 d **3** a **4** c

Exercise 3
2 please **3** drink **4** like **5** Can **6** else **7** salad **8** drink

Exercise 4
Students' own answers.

2.5

Exercise 1
a

Exercise 2
2 no **3** yes **4** no **5** no **6** yes

Exercise 3
2 fish and chips **3** fish and chips **4** English breakfast **5** fish and chips **6** chicken and rice

Exercise 4
Students' own answers.

2.6

Exercise 1
2 bread, ham **3** orange juice **4** milk **5** sugar **6** cereal

Exercise 2
1, 2, 4

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

Exercise 4
2 so **3** because **4** because **5** so

Exercise 5
Students' own answers.

2.7

Exercise 1
1 tomatoes **2** jam **3** bread **4** flour **5** potato

Exercise 2
1 jar **2** bottle **3** bar **4** packet **5** can

Exercise 3
1 some **2** a **3** any **4** – **5** an

Exercise 4
1 How much **2** How many **3** How many **4** How much **5** How much

Exercise 5
1 I'd **2** Would **3** Anything **4** Can **5** thanks

Word blog

Exercise 1
1 lemon **2** bread **3** jam **4** sausages **5** biscuits **6** milk

Exercise 2
1 pasta **2** tomato **3** sandwich **4** milkshake

Exercise 3
1 bread **2** toaster **3** egg **4** butter

Fun Spot

1 eggs **2** breakfast **3** cereal **4** easy **5** packet

Skills Revision 1&2

Exercise 1
1 A **2** C **3** C **4** B **5** A **6** A

Exercise 2
1 usually **2** tuna **3** dinner **4** don't **5** make **6** food

Exercise 3
1 (His favourite subject is) Science. **2** (It's on) Tuesday and Thursday. **3** (His favourite sport is) karate. **4** (Karate is his favourite sport) because it's cool. **5** (Karate Club is) in the gym.

Exercise 4
1 C **2** C **3** B **4** A
Exercise 5
1 Where do you live? **2** What's your email address? **3** Would you like a drink/anything to drink? **4** Would you like some chips?

Unit 3
3.1
Exercise 1
camera, headphones, keyboard, printer
Exercise 2
2 keyboard **3** headphones **4** printer **5** tablet **6** mouse
Exercise 3
2 laptop **3** screen **4** mouse **5** mobile phone
Exercise 4
2 text a friend **3** chat online **4** talk on the phone **5** take a selfie **6** download a song **7** send an email
Exercise 5
2 mobile **3** text **4** surf **5** download **6** chat
Exercise 6
Students' own answers.
3.2
Exercise 1
2 are **3** is **4** are **5** am **6** are
Exercise 2
2 I'm not downloading a song. **3** They aren't doing their homework. **4** She's texting her friend. **5** You aren't sitting in my seat. **6** We are taking a selfie.
Exercise 3
look – looking: surfing, waiting
take – taking: dancing, having, writing
sit – sitting: chatting, running, stopping
Exercise 4
2 isn't using **3** are smiling **4** aren't eating **5** is holding
Exercise 5
Suggested answers:
2 He's doing his homework. He isn't watching TV. **3** They are playing chess. They aren't listening to music. **4** She's texting a friend. She isn't eating lunch.
3.3
Exercise 1
2 Are **3** is **4** Is **5** are **6** Are
Exercise 2
2 is **3** isn't **4** are **5** aren't **6** aren't
Exercise 3
2 Are you sending an email now? Yes, I am. / No, I'm not. **3** Is your friend texting you now? Yes, he/she is. / No, he/she isn't. **4** Are your friends doing their homework now? Yes, they are. / No, they aren't. **5** What are you wearing now? I'm wearing … (students' own answers).
Exercise 4
2 angry **3** scared **4** bored **5** happy **6** sad
3.4
Exercise 1
2 b **3** b **4** a **5** b
Exercise 2
a 4 **b** 2 **d** 5 **e** 3 **f** 7 **g** 6
Exercise 3
2 here **3** speak **4** Hi/Hello **5** Hang **6** for **7** What **8** moment **9** about **10** I'm **11** idea **12** soon/later
Exercise 4
Students' own answers.
3.5
Exercise 1
a (young technology) blogger (and a student)
Exercise 2
2 no **3** yes **4** yes **5** no **6** yes
Exercise 3
1 Dave Fernandez **2** parents from his school **3** computers and tablets **4** give their old computers and tablets to the school
Exercise 4
2 in **3** at **4** of **5** about **6** at
3.6
Exercise 1
Harry: tablet
Lily: (mobile) phone
Exercise 2
2 downloading **3** online **4** surfing **5** phone
Exercise 3
Harry: 3; Lily: 2, 4, 5
Exercise 4
2 too **3** too **4** also **5** too
Exercise 5
Students' own answers.
Exercise 6
Students' own answers.
3.7
Exercise 1
1 camera **2** TV **3** am good at **4** scared of **5** tablet
Exercise 2
1 text **2** take **3** surf **4** online **5** download
Exercise 3
1 is sending **2** isn't/is not doing **3** are wearing **4** aren't having / are not having **5** am running
Exercise 4
1 Is she making **2** Yes, I am. **3** Is Tom sitting **4** No, we aren't. **5** Are your parents watching
Exercise 5
1 here **2** speak **3** afraid **4** Just **5** See
Word blog
Exercise 1
laptop, mobile phone, camera screen, keyboard, speakers, mouse
Exercise 2
2 TV **3** photo **4** mobile **5** e-book **6** phone
Exercise 3
1 Internet, download **2** take, text **3** chat, send **4** phone
Fun Spot
Down: technology, console, blog, screen, tablet, song
Across: text, mouse, surf, download, laptop, email, video

Unit 4
4.1
Exercise 1
2 mountain **3** beach **4** forest **5** lake **6** waterfall
Exercise 2
2 forest **3** volcano **4** beach **5** mountain **6** desert
Exercise 3
2 a **3** d **4** f **5** c **6** e
Exercise 4
2 islands **3** town **4** city **5** mountains **6** sea
Exercise 5
Students' own answers.
4.2
Exercise 1
2 f **3** a **4** e **5** d **6** b
Exercise 2
2 high **3** dangerous **4** difficult **5** exciting
Exercise 3
2 more exciting **3** faster **4** longer **5** shorter **6** better **7** worse
Exercise 4
2 Science is more interesting than Maths. **3** Your cat is bigger than my dog. **4** The French test is more difficult than the English test. **5** Running is safer than skateboarding.
Exercise 5
2 more **3** than **4** worse **5** difficult **6** than
4.3
Exercise 1
2 kind **3** fast **4** intelligent **5** funny **6** friendly
Exercise 2
2 The hippo is the smallest. **3** The elephant is the funniest. **4** The lion is the most dangerous. **5** The dog is the friendliest. **6** The monkey is the most intelligent.
Exercise 3
2 better than, the worst **3** the funniest, more interesting
Exercise 4
2 more **3** than **4** the **5** of **6** all
Exercise 5
Students' own answers.
4.4
Exercise 1
2 In my opinion, it's a bit silly. **3** What about you, Kim? **4** I think that cartoons are more exciting. **5** What do you think of adventure stories?
Exercise 2
2 my **3** of **4** think **5** What **6** opinion **7** right
Exercise 3
2 a **3** b **4** b **5** a
Exercise 4

	Cartoons or action films?	Favourite film	Why?
Tina	*cartoons*	*Minions*	funnier than an action film
Gary	action films	*Transformers*	more exciting than a cartoon

Exercise 5
Suggested answers:
Tina: What's your favourite film?
Gary: My favourite film is *Transformers*. What about you?
Tina: My favourite film is *Minions*.
Gary: What do you think of cartoons?
Tina: I think cartoons are funnier than actions films. What do you think?
Gary: In my opinion, action films are more exciting than cartoons.
4.5
Exercise 1
A, B and D
Exercise 2
2 Gordon Butler **3** Katie Lancer **4** Daniella **5** Mrs Price **6** Mr Nunn
Exercise 3
2 Friday 24th May **3** He thinks they are fun and interesting. **4** Everyone **5** On the after school clubs website. **6** (There are) a lot (of them).
Exercise 4
2 c **3** a **4** e **5** d
4.6
Exercise 1
2 Bella, Fiona, the cat **3** Fred, Dave, the dog **4** Diana, Mary, the girl
Exercise 2
2 funny **3** smaller **4** beautiful **5** fastest **6** best **7** intelligent **8** good
Exercise 3
B, A, C
Exercise 4

Similar	We both like *cycling*, football, basketball.	
Different	**Lenny:** Age: 12 Food: hamburgers Good at: Maths	**Zach:** Age: 15 Food: pizza Good at: Art

Exercise 5
Suggested answer:
My best friend *by Zach*
My best friend is called Lenny. He's a lot of fun. We spend a lot of time together. In some ways we are similar, but in other ways we are different.
We both like cycling. We go cycling in the mountains. We both like playing football but Lenny is slower than I am! We also like playing basketball.
But we are also different. I am 15, but Lenny is 12. Lenny likes hamburgers, but I like pizza. Lenny is better than me at Maths, but he's worse than me at Art. He's a great friend.
4.7
Exercise 1
1 forest **2** volcano **3** desert **4** mountain **5** lake
Exercise 2
1 friendly **2** difficult **3** fast **4** expensive **5** safe
Exercise 3
1 easier than **2** more difficult than **3** better than **4** more expensive than **5** hotter than
Exercise 4
1 This pizza is the cheapest meal. **2** This is the best holiday of all. **3** This is the worst ice cream. **4** My sister is the most beautiful person in my family. **5** You are the most intelligent student in my class.
Exercise 5
1 favourite **2** about **3** think **4** In **5** right
Word blog
Exercise 1
1 cities **2** river **3** forest **4** lake
Exercise 2
1 boring **2** exciting **3** expensive **4** cheap **5** beautiful **6** dangerous **7** fast **8** easy **9** friendly **10** kind
Exercise 3
1 sailing **2** fishing **3** climbing **4** kayaking **5** jumping with a parachute
Fun Spot
1 high wall **2** strong elephant **3** river **4** lion, dangerous **5** volcano **6** island, small **7** big bird

Skills Revision 3&4
Exercise 1
1 good at **2** (new) puppy **3** worried about **4** microchip **5** see **6** big
Exercise 2
1 river **2** the red boat/one **3** biggest **4** (She is) taking a selfie. **5** She's wearing a white T-shirt and shorts. **6** (The woman/ She's wearing) (an orange) dress and hat.
Exercise 3
1 The shark/It is surfing. **2** The girl/She is running. **3** Shark City is the most expensive. **4** No, it isn't. It's easier (than Volcano Disaster). **5** Desert Adventure (is the newest game).
Exercise 4
1 waterfalls **2** highest **3** seventeen/17 **4** dangerous
Exercise 5
1 A **2** B **3** A **4** C

Unit 5
5.1
Exercise 1
2 cinema **3** supermarket **4** hotel **5** café **6** hospital
Exercise 2
2 bank **3** shop **4** museum **5** stadium **6** park
Exercise 3
2 next to **3** opposite **4** in front of **5** behind

Exercise 4
2 between **3** in front of **4** behind **5** opposite

Exercise 5
Suggested words for students' own answers.
2 c *film* **3** h *books* **4** g *money* **5** f *football* **6** d *coffee* **7** e *picnic* **8** b *pasta*

5.2

Exercise 1
2 were **3** were **4** wasn't **5** weren't **6** was **7** were **8** weren't

Exercise 2
2 wasn't **3** were **4** was **5** weren't **6** was

Exercise 3
2 last night **3** last month **4** last year **5** last Saturday

Exercise 4
2 The History test was easy. **3** Last Saturday Lucas wasn't at the cinema. **4** At 8 p.m. the friends were at Amy's house. **5** There were some nice hot dogs.

Exercise 5
Students' own answers.

5.3

Exercise 1
2 wasn't **3** wasn't **4** they were **5** she was **6** weren't

Exercise 2
2 Was, No, he wasn't. **3** Were, Yes, we were. **4** Were, No, they weren't. **5** Was, Yes, you were. **6** Was, Yes, she was.

Exercise 3
2 Were the muffins in the fridge yesterday? Yes, they were. **3** Were the muffins good yesterday? Yes, they were. **4** Were the eggs next to the eggs yesterday? No, they weren't. **5** Were the muffins next to the pizza yesterday? Yes, they were.

Exercise 4
2 Was there a funny film at the cinema? Yes, there was. **3** Was there a dog in a shop? No, there wasn't.

Exercise 5
1 Were you at school yesterday? Yes, I was. / No, I wasn't. **2** Was your friend at the shops last Sunday? Yes, (s)he was. / No, (s)he wasn't. **3** Were you and your family on holiday last week? Yes, we were. / No, we weren't. **4** Were your parents at home last night? Yes, they were. / No, they weren't. **5** Was it sunny yesterday? Yes, it was. / No, it wasn't.

5.4

Exercise 1
2 turn **3** past **4** right **5** straight **6** on **7** opposite

Exercise 2
2 looking**3** far **4** on **5** past **6** turn **7** straight **8** on

Exercise 3
2 supermarket **3** right **4** café **5** right **6** restaurant **7** straight **8** supermarket **9** bank **10** on **11** straight on **12** turn left

Exercise 4
Suggested answers:
1 It's in *East* Street. Go past the supermarket. Turn left at the shoe shop. Then go straight on. The library is on the left opposite the theatre.
2 It's not far. Go straight on. Go past the shoe shop and the theatre. They are on the left. The museum is next to the theatre, on the left.

5.5

Exercise 1
A No, it wasn't.

Exercise 2
2 small **3** new **4** were **5** shopping centres **6** ride

Exercise 3
2 Yes, it was. **3** Yes, they were. **4** No, there weren't. **5** Yes, there are.

Exercise 4
2 studio **3** park **4** shopping **5** station **6** office **7** train **8** swimming

Exercise 5
2 1915 **3** 1950 **4** 1965 **5** 2000 **6** 2015

5.6

Exercise 1
3, 4, 5

Exercise 2
2 Yes **3** No **4** Yes **5** Yes **6** No **7** No

Exercise 3
1 quiet **2** small, big **3** interesting, boring **4** old, modern **5** clean, dirty

Exercise 4
small boring old busy modern new big new interesting

Exercise 5
Suggested answers:
1 There was a café / a toy shop. **2** There were three / old houses. **3** There wasn't a shoe shop / a bookshop / a cinema. **4** There weren't many people. **5** There is a (modern) café / a shoe shop / a bookshop / a cinema. **6** There are many people/shops.

Exercise 6
Students' own answers.

5.7

Exercise 1
1 police station **2** boring **3** between **4** stadium **5** busy

Exercise 2
1 library **2** café **3** sports centre **4** train station **5** theme park

Exercise 3
1 were **2** was **3** was **4** weren't **5** wasn't

Exercise 4
1 Was **2** were **3** wasn't **4** we were **5** they weren't

Exercise 5
1 Excuse **2** straight **3** Turn **4** Go **5** on

Word blog
Exercise 1
1 busy **2** old **3** modern **4** interesting **5** boring **6** quiet **7** big

Exercise 2
Suggested words for students' own answers.
1 museum, *hotel* **2** cinema, *theatre* **3** shop, *post office* **4** bank, *restaurant*

Exercise 3
1 Park **2** swimming pool **3** shopping centre **4** station

Fun Spot
Suggested answers:
In Picture B, there is a shoe shop next to the bank in Green Street.
In Picture A, the restaurant is next to the café. In Picture B, the restaurant is between the café and the supermarket.
In Picture A, the theatre is opposite the hospital, in Black Street. In Picture B, the theatre is next to the park, in Red Street.
In Picture A, there is no post office. In Picture B, there is a post office opposite the hospital.
The police station in Picture B is next to the hospital.

Unit 6

6.1

Exercise 1
2 farmer **3** chef **4** police officer **5** shop assistant **6** bus driver

Exercise 2
2 office worker **3** builder **4** bus driver **5** pilot **6** footballer

Exercise 3
2 nurse **3** teacher **4** artist **5** shop assistant **6** vet

Exercise 4
2 grow **3** school **4** restaurant **5** police station **6** people **7** hospital

Exercise 5
Students' own answers.

6.2

Exercise 1

-ed	-ied	-d	double letter + -ed
cooked	cried	phoned	hopped
jumped	studied	cycled	planned
stayed	tried	liked	stopped

Exercise 2
2 invited **3** stopped **4** danced **5** helped **6** liked

Exercise 3
2 ten minutes ago **3** two months ago **4** three days ago

Exercise 4
2 You texted me 5 minutes ago. **3** We visited London a year ago. **4** She tidied her room an hour ago.

Exercise 5
Students' own answers.

Exercise 6
Students' own answers.

6.3

Exercise 1
2 had **3** went **4** took **5** drank **6** ate **7** came **8** met

Exercise 2
2 made **3** went **4** took **5** drank **6** ate **7** met **8** came

Exercise 3
2 went **3** took **4** had **5** met **6** came

Exercise 4
2 ate crisps **3** made a lemon cake **4** drank tea **5** took photos of the sea **6** came to your house

Exercise 5
Students' own answers.

6.4

Exercise 1
1 Oh **2** Can, ruler, problem **3** OK, scissors, fine **4** borrow, calculator, Yes **5** rubber, please, sorry

Exercise 2
2 a Please can I use your laptop? b Can I use your laptop, please?
3 a Please can I borrow your mobile? b Can I borrow your mobile, please?

Exercise 3
2 No, it isn't. **3** Can I borrow your mobile, please? **4** Yes, you can. **5** Please can I go to the cinema? **6** Sure, no problem. / Yes, you can.

Exercise 4
Paul: Hi Leo. Do you want to go to the swimming pool?
Leo: Sure, but I have to ask my dad first. Dad, please can I go to the swimming pool?
Dad: No, sorry, you can't. You need to do your homework.
Leo: Oh, all right.

Exercise 5
Anna: Hi Milly. Do you want to go shopping?
Milly: Sure, but I have to ask my grandma first. Grandma, please can I go shopping?
Grandma: Yes, you can. / Sure, no problem.
Milly: Thanks.

Lesson 6.5

Exercise 1
c

Exercise 2
2 G **3** B **4** G **5** D **6** G

Exercise 3
2 F **3** T **4** T **5** F **6** F

Exercise 4
2 a **3** h **4** c **5** f **6** d **7** e **8** g

Exercise 5
1 He washed the dishes. **2** She emptied the bin. **3** They walked the dog.

Lesson 6.6

Exercise 1
2 football **3** a restaurant **4** cinema

Exercise 2
2 park **3** three / 3 **4** two / 2 **5** lemonade **6** film **7** 7

Exercise 3
2 was **3** got **4** had **5** ate **6** drank **7** played **8** were

Exercise 4
2 First, we went to the beach and we went swimming. But the sea was cold, so we got out quickly!
4 After that, we had a picnic on the sand. We ate sandwiches and drank coke. Mum came and took us home in her car. We arrived home at 4 o'clock. It was a great day out!
3 Then we played beach volleyball. Amy and I were Team A and the boys were Team B. It was a lot of fun. Amy and I were the winners!

Exercise 5
Students' own answers.

Exercise 6
Students' own answers.

6.7

Exercise 1
1 doctor **2** farmer **3** chef **4** shop assistant **5** bus driver

Exercise 2
1 empty, bin **2** walk, dog **3** wash, car **4** look after **5** do, shopping

Exercise 3
1 studied **2** cycled **3** stopped **4** played **5** cleaned

Exercise 4
1 met **2** drank **3** bought **4** took **5** gave

Exercise 5
1 sorry **2** if **3** fine **4** please **5** all right

Word blog
Exercise 1
1 police officers **2** vet **3** shop assistant **4** builder

Exercise 2
1 artist, nurse, doctor **2** bus driver, pilot, office worker **3** farmer, teacher, footballer **4** chef, singer

Exercise 3
1 eat **2** drink **3** wash **4** have **5** buy

Fun Spot
1 A nurse washed/did the dishes. **2** A police officer walked a/the dog. **3** A pilot washed a/the car. **4** A builder did the shopping. **5** A chef tidied a/the bedroom.

Skills Revision 5&6

Exercise 1
1 F (last weekend) **2** T **3** F (he took them) **4** T **5** F (on Saturday) **6** T

Exercise 2
1 post office **2** surprised **3** waiter **4** bag **5** ran

Exercise 3
A boring café

Exercise 4
1 My photos were fantastic! **2** Mum made a yummy pizza for lunch. **3** Dad gave me my pocket money. **4** We went to the cinema in the afternoon. **5** We watched the film and ate ice cream.

Exercise 5
1 E **2** D **3** A **4** F

Exercise 6
1 d **2** a **3** e **4** c

Unit 7

7.1

Exercise 1
2 car **3** plane **4** motorbike **5** taxi **6** bus

Exercise 2
2 boat **4** plane **5** car **6** bikes

Exercise 3
2 by **3** on **4** bike **5** car

Exercise 4
2 took **3** got on **4** got off **5** left

Exercise 5
2 on **3** leaves **4** by **5** on **6** bikes

Exercise 6
Students' own answers.

7.2

Exercise 1
2 didn't sleep **3** took **4** had **5** didn't eat **6** didn't drink **7** brought **8** met

Exercise 2
2 The first night Elena didn't sleep well. **3** The spider didn't go inside Elena's sleeping bag. **4** Elena didn't bring her coat. **5** That evening they didn't eat in a restaurant.

Exercise 3
2 didn't drink, drank **3** wore, didn't wear **4** didn't go, went

Exercise 4
camera, torch, suitcase, guidebook, sunglasses

Exercise 5
Students' own answers.

7.3

Exercise 1
2 did **3** play **4** didn't **5** What did **6** Did

Exercise 2
2 Did the boy sleep in a tent? No, he didn't. **3** Did your grandparents go shopping yesterday? Yes, they did. **4** Did your granny buy a new camera? No, she didn't.

Exercise 3
2 Where **3** When **4** How **5** Why **6** Who

Exercise 4
2 e **3** d **4** f **5** g **6** b **7** a

Exercise 6
1 Yes, he did. **2** Did he eat at a restaurant? No, he didn't. **3** Did he make friends? No, he didn't. **4** Did he visit a museum? Yes, he did.

7.4

Exercise 1
2 b **3** a **4** e

Exercise 2
1 c **2** a **3** e **4** d

Exercise 3
To: Oxford
Price: £12.50
Leave: 1:15
Arrive: 3:30

Exercise 4
Students' own answers.

Exercise 5
Students' own answers.

7.5

Exercise 1
2 people

Exercise 2
2 F **3** NI **4** T **5** T **6** NI **7** F **8** T

Exercise 3
2 Mount Everest **3** Two / 2 **4** 14 kg **5** Edmund Hillary **6** Because he didn't want Tenzing to take his photo.

Exercise 4

Nouns	Adjectives	Verbs
explorer	dangerous	tried
expedition	cold	arrived
team	heavy	got
tent	tall	take

7.6

Exercise 1 and 2
1 camera ✓ **2** mobile phone ✓ **3** torch **4** guidebooks **5** sunglasses ✓ **6** tablet ✓

Exercise 3
2 b **3** a **4** a **5** b **6** b **7** b **8** a

Exercise 4
2 We're having a lovely time in **3** There are lots of **4** Yesterday we went to **5** Lots of love, / See you soon!

Exercise 5
2 A **3** A **4** A **5** C **6** B

Exercise 6
Students' own answers.

7.7

Exercise 1
1 backpack **2** taxi **3** hotel **4** sightseeing **5** sleeping bag

Exercise 2
1 by car **2** takes, photos **3** by bike **4** eat, restaurant **5** off, bus

Exercise 3
1 didn't go **2** didn't take **3** didn't wear **4** didn't study **5** didn't stop

Exercise 4
1 Did he leave **2** Did your dad cook **3** Yes, she did. **4** Yes, he did. **5** No, they didn't.

Exercise 5
1 please **2** Here **3** How **4** does **5** arrive

Word blog

Exercise 1
1 sightseeing **2** boat **3** visited, Museum **4** stayed, hotel

Exercise 2
1 plane **2** train **3** taxi **4** bus **5** tram **6** underground **7** souvenirs **8** suitcase **9** photos **10** camera **11** ate **12** restaurants

Exercise 3
go on holiday, go on a journey, go camping, go to London, go sightseeing, went home

Fun Spot
2, 3, 4, 6, 8

Unit 8

8.1

Exercise 1
2 sleepover **3** birthday party **4** dance show

Exercise 2
2 play **3** dress **4** concert **5** talent **6** picnic

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

Exercise 4
2 on the twenty-sixth of April **3** on the twenty-fourth of April **4** on the twenty-eighth April **5** on the twenty-third of April

Exercise 5
2 sleepover **3** fancy dress party **4** picnic **5** barbecue
Students' own answers.

8.2

Exercise 1
2 We're going to have a party on Saturday. **3** He isn't going to travel by plane. **4** They aren't going to play football next weekend.

Exercise 2
2 is going to download **3** am going to make **4** am not going to buy **5** are going to go **6** are going to make **7** isn't going to do **8** aren't going to say

Exercise 3
2 Are you going to do your homework? Yes, I am. **3** Is Dad going to play basketball? - No, he isn't. **4** Are Grandma and Grandad going to see a film? No, they aren't. **5** Is Tony going to watch a football match? No, he isn't.

Exercise 4
Students' own answers.

8.3

Exercise 1
2 Is he sporty? **3** Were they late? **4** Has she got a new bike? **5** Is he listening to music?

Exercise 2
2 Did **3** Do **4** Does **5** Did **6** Do

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

Exercise 4
2 Did, Yes, he did. **3** Are, No they aren't. **4** Does, Yes, it does. **5** Have, No, they haven't.

Exercise 5
rock pop classical rap reggae

Exercise 6
2 E **3** D **4** A **5** F **6** C

8.4

Exercise 1
2 f **3** a **4** c **5** g **6** b **7** h **8** e

Exercise 2
2 Would you **3** That sounds **4** I'd love **5** Where shall **6** Let's meet

Exercise 3
3, 1, 4, 2

Exercise 4
The green tickets.

Exercise 5
2 Would you like to come? **3** Great. **4** At half past two. **5** Where shall we meet?

8.5

Exercise 1
1 Fun races! **2** Winter run! **3** Costume Run!

Exercise 2
2 yes **3** no **4** no **5** yes **6** yes

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

Exercise 4
Students' own answers.

8.6

Exercise 1
2 C **3** A **4** B **5** D

Exercise 2
2 brother **3** mum **4** uncle **5** dad

Exercise 3
2 August **3** p.m. **4** At **5** Please **6** collect **7** reply

Exercise 4
2 Fun Times Sport Centre **3** go swimming **4** towels **5** pancakes **6** 9 p.m.

Exercise 5
Students' own answers.

8.7

Exercise 1
1 play **2** picnic **3** sleepover **4** football match **5** birthday party

Exercise 2
1 eleventh **2** classical **3** twenty-third **4** pop **5** thirty-first

Exercise 3
1 He's going to listen to **2** She isn't going to come **3** They aren't going to go **4** Are you going to watch **5** Are we going to meet

Exercise 4
1 Are **2** Can **3** Did **4** Have **5** Does

Exercise 5
1 Would **2** sounds **3** does **4** shall **5** Let's

Word blog

Exercise 1
1 fancy dress party **2** rock **3** barbecue **4** rap

Exercise 2
1 prizes **2** invitation **3** musician **4** come

Exercise 3
first, third, fourth, fifteenth, second, thirteenth, twenty-eighth

Fun Spot
Suggested answers:
Photo 1: In A, a boy is cooking sausages, but in B a girl is cooking chicken.
Photo 2: In A, a girl is singing and wearing a blue T-shirt, but in B she is dancing and wearing a green T-shirt.
Photo 3: In A, Mum and Dad are having a picnic on a sunny day, but in B a grandma and grandad are having a picnic on a grey day.
Photo 4: In A, two girls are going to see a play, but in B two boys are going to see a film.

Skills Revision 7&8

Exercise 1
1 Next to the river. **2** She/They didn't have time. **3** The history of transport in London. **4** Michael's (little) brother. **5** Cats, dogs, hamsters and four horses. **6** Help at the farm (for animals).

Exercise 2
1 reading (a guidebook) **2** eating a sandwich **3** a hat and a (pink) dress **4** taking a photo **5** two **6** getting off a / the blue bus.

Exercise 3
1 Yesterday we went sightseeing. **2** Mum bought some souvenirs. **3** I didn't buy anything. **4** Then we had dinner at a restaurant. **5** Tomorrow I'm going to swim in the sea!

Exercise 4
1 E **2** A **3** F **4** D

Exercise 5
1 C **2** C **3** A **4** B

Exam Practice 1–4

Part 1
1 a glass **2** a swimming pool **3** cheese **4** scissors **5** a calculator

Part 2
1 but **2** cook **3** some **4** like **5** never

Part 3
1 skirt **2** selfie **3** (making) (a) pancake(s)/ cooking **4** on the table
5 Suggested answers:
There are four people in the picture.
The boy is watching football on TV.
The boy is wearing a red T-shirt and blue jeans.
The girl on the right is eating biscuits.
She's sitting in a big armchair.
There's a notebook on the table.
There's a picture of a volcano on the wall.

Part 4
1 Vicky – girl under the tree, wearing a red dress **2** Daisy – girl with long brown hair, playing with a ball **3** Sally – baby girl, sleeping next to her granddad **4** Nick – boy sitting down, reading a book **5** Ben – boy painting a picture

Part 5
1 C **2** A **3** C **4** B **5** A **6** A

Exam Practice 5–8

Part 1
1 walked **2** dog **3** rode **4** eat **5** burger **6** homework **7** Fred's weekend

Part 2
1 a village **2** boring **3** third **4** played **5** smaller than **6** chat online **7** (new) friend

Part 3
1 Black **2** twelve/12 **3** rabbits **4** (a chicken) sandwich **5** (a) book (about farm animals)

Part 4
Suggested answers:
1 it (a) good (party)? **2** many people were there? **3** you got any photos? **4** is your birthday? **5** are you going to do?

Get more on Science!
See Teacher's Book p. 127

Get more on Geometry!
See Teacher's Book p. 128

Get more on Art!
See Teacher's Book p. 129

Get more on History!
See Teacher's Book p. 130

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1.1 Vocabulary

- Ss work individually and then compare answers in pairs.
- Ss play a game. They take it in turns to read the clues and guess the subject or item.

Answers
1 trainers **2** French **3** ruler **4** scissors **5** laptop **6** Art **7** Geography **8** dictionary **9** paints **10** calculator **11** Science **12** English **13** pencil case **14** Music **15** rubber

2.1 Vocabulary

- Ss complete the words individually.
- Then 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 it in 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.

Answers
(from left to right) apple biscuits bread cheese chips fish ham meat pancakes potatoes salad sandwiches sausages tomatoes water yoghurt

3.1 Vocabulary

- Ss look at the picture and complete the technology words individually. They compare answers in pairs. Ask them which words from Lesson 3.1 are not in the picture.
- Ss talk in pairs and say what they can do with each tech item using the phrases under the picture.

Answers
(alphabetical order) camera computer headphones keyboard laptop mobile phone mouse printer screen speakers tablet TV

4.1 Vocabulary

- Ss cut out the picture cards and the words cards. They match the words to the pictures.
- Then Ss play *Snap!* in pairs. Student A holds a set of picture cards. Student B holds a set of word cards. They take turns to place a card face up on the table. If the words matches the picture they shout *Snap!* The first student to shout *Snap!* keeps the pair. The student with the most pairs when the cards run out is the winner.

5.1 Vocabulary

Answers
1 d **2** h **3** a **4** m **5** g **6** k **7** b **8** l **9** f **10** j **11** c **12** e **13** i

- After Ss match the words, ask them to play a speed game in pairs. One S says the first half of a word, and the other student completes it with the other half as quickly as possible. Then they swap.

6.1 Vocabulary

- After Ss complete the crossword, ask them to play a game. One S chooses a word from the crossword and mimes the job. The class guesses the job.
- Ask Ss which job from Lesson 6.1 is not in the crossword (police officer).

Answers
Across: 1 doctor **4** farmer **6** shop **7** singer **9** teacher **10** vet **11** pilot **12** artist
Down: 2 chef **3** bus **4** footballer **5** worker **8** nurse
Mystery job: builder

7.1 Vocabulary

- Ss work individually and then compare answers in pairs.
- Ss play a game. They mime being on a type of transport and the class guesses.

Answers
1 boat **2** train **3** car **4** underground **5** bus **6** plane **7** motorbike **8** tram **9** taxi; Ned goes to school by bike.

8.1 Vocabulary

- Students work individually and then compare answers in pairs.
- Students work in pairs. They cut out their cards and divide them into two events and one date of their choice. They make sentences: e.g. *I've got a barbecue and a play on the 22nd.*

Answers
football match play barbecue birthday party concert dance show picnic sleepover talent competition fancy dress party

1.2 Grammar

Answers
Exercise 1
2 He gets up at 7 o'clock.
3 Anna has Maths on Tuesday morning.
4 They walk home from school.
5 She does her homework in the evening.
6 We watch TV at the weekend.
Exercise 2 **2** a **3** b **4** b **5** a **6** a
Exercise 3 **2** e **3** d **4** a **5** c
Exercise 4 Students' own answers.

1.3 Grammar

Answers
Exercise 1
2 doesn't **3** He **4** They **5** play
Exercise 2
2 Do they do pottery?
3 Do your brothers play tennis?
4 Does she like her new hobby?
5 Does John play an instrument?
6 Does your mum have hobbies?
Exercise 3
2 No, she doesn't.
3 Yes, she does.
4 Yes, I do.
5 No, he doesn't.
6 No, we don't.
Exercise 4 Students' own answers.

2.2 Grammar

Answers
Exercise 1 **2** lemon C **3** milk U **4** flour U **5** egg C **6** strawberry C
Exercise 2 **2** an **3** - **4** a **5** a
Exercise 3
2 There isn't any milk in this cake.
3 There aren't any lemons in the kitchen.
4 There are some tomatoes in this salad.
5 Are there any chips on your plate?
6 Is there any sugar in my tea?
Exercise 4 any, there

2.3 Grammar

Answers
Exercise 1 **2** a **3** b **4** a **5** a **6** b
Exercise 2
2 How much food is there?
3 How many chicken legs are there?
4 How many apples are there?
5 How much fruit is there?
6 How much cola is there?
Exercise 3
2 There is a lot of food.
3 There are three chicken legs.
4 There are two apples.
5 There is a lot of fruit.
6 There is a lot of cola. / There are nine cans of cola.
Exercise 4 Students' own answers.

3.2 Grammar

Answers
Exercise 1 **2** is **3** are **4** are **5** am **6** is
Exercise 2
2 We're talking in class.
3 They're watching TV.
4 I'm eating pizza.
5 She's taking a selfie.
6 You're chatting online.
Exercise 3
2 I'm surfing the Internet.
3 John isn't downloading a song.
4 You're sending an email.
5 Mum's talking on the phone.
6 They're dancing.
Exercise 4 Students' own answers.

3.3 Grammar

Answers

Exercise 1
2 Is Mum answering her phone?
3 Am I dreaming?
4 Is he looking for his tablet?
5 Are you drinking cola?
6 Are they playing computer games?

Exercise 2
2 No, she isn't.
3 Yes, you are.
4 No, he isn't.
5 Yes, we are.
6 No, they aren't.

Exercise 3
2 aren't watching
3 is coming
4 is listening
5 is wearing
6 isn't sleeping

Exercise 4 Students' own answers.

4.2 Grammar

Answers

Exercise 1
2 safer
3 hotter
4 easier
5 more dangerous
6 better
8 worse

Exercise 2
2 Italian is easier than English.
3 My bike is bigger than your bike.
4 This car is more expensive than that car.
5 Saturday is better than Monday.
6 Jim is a worse dancer than Fred.

Exercise 3
2 Lions are more dangerous than cats.
3 A town is smaller than a city.
4 A mountain is higher than the sea.
5 A mouse is smaller than an elephant.

Exercise 4 Students' own answers.

4.3 Grammar

Answers

Exercise 1
2 the safest
3 the hottest
4 the easiest
5 the most dangerous
6 the best
8 the worst

Exercise 2
2 This is the most exciting computer game.
3 Grandma is the oldest person in my family.
4 Maths is the best subject of all.
5 Monday is the worst day of the week.
6 January is the coldest month of the year.

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

Exercise 4 Students' own answers.

5.2 Grammar

Answers

Exercise 1
2 We were worried about you.
3 It was an awesome film.
4 There were lots of people at the museum.
5 Mum, Dad and Grandpa were at my party.
6 There was a problem with my bike.

Exercise 2 **2** wasn't **3** weren't **4** weren't **5** weren't **6** wasn't

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

Exercise 4 Students' own answers.

5.3 Grammar

Answers

Exercise 1
2 Was the milk in the fridge?
3 Were you and Dad at the stadium?
4 Were there any muffins on the plate?
5 Was Mum at the supermarket?
6 Was there a bottle of water in her bag?

Exercise 2
2 Yes, it was.
3 No, we weren't.
4 No, there weren't.
5 Yes, she was.
6 Yes, there was.

Exercise 3
2 Were, was
3 Were, they
4 Was, it
5 there, were,
6 Was, there

Exercise 4
Differences:
1 six/four eggs
2 five/six muffins
3 boy/girl at the table
4 apple and banana / only a banana on the table
5 dog/dog and cat
6 milk/juice in the fridge

6.2 Grammar

Answers

Exercise 1
2 cooked
3 tidied
4 played
5 arrived
6 stopped

Exercise 2
2 cooked
3 watched
4 texted
5 looked after
6 jumped

Exercise 3
2 We played this computer game a week ago.
3 I visited my cousins a month ago.
4 They stopped at a café two hours ago.
5 I travelled to Spain a year ago.

Exercise 4 Students' own answers.

6.3 Grammar

Answers

Exercise 1
took came drank ate went

Exercise 2
2 met meet
3 takes took
4 go went
5 ate eats
6 feel felt

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

Exercise 4 Students' own answers.

7.2 Grammar

Answers

Exercise 1 **2** d **3** a **4** e **5** c

Exercise 2
2 I didn't eat sausages.
3 I didn't go for a walk on the beach.
4 I didn't sleep well.
5 I didn't take lots of photos. / I didn't take any photos.
6 I didn't listen to music.

Exercise 3
2 I didn't watch TV.
3 We didn't have any lunch.
4 She didn't drink any milk.
5 Dad didn't dance.
6 He didn't see a bear.

Exercise 4 Students' own answers.

7.3 Grammar

Answers

Exercise 1
2 Did he read a good book?
3 Did Mary like the beach?
4 Did you and George eat hot dogs?
5 Did you make any friends?
6 Did they go to a city?

Exercise 2
2 Yes, he did.
3 Yes, she did.
4 No, we didn't.
5 Yes, I did.
6 No, they didn't.

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

Exercise 4 Students' own answers.

8.2 Grammar

Answers

Exercise 1 **2** c **3** a **4** a **5** b **6** a

Exercise 2 **2** going **3** to **4** Are **5** Is

Exercise 3
1 Yes, I am. / No, I'm not.
2 Yes, (s)he is. / No (s)he isn't.
3 Yes, I am. / No, I'm not.
4 Yes, they are. / No, they aren't.
5 Yes, (s)he is. / No, (s)he isn't.

Exercise 4 Students' own answers.

8.3 Grammar

Answers

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

Exercise 2

2 Is she eating her breakfast?
3 Was Grandpa a great footballer?
4 Have they got a new fridge?
5 Does she like pop music?
6 Did Jim go to the supermarket?

Exercise 3

2 What sports do you like?
3 How many best friends have you got?
4 When did you start school?
5 Where does your favourite food come from?

Exercise 4 Students' own answers.

1.4 Communication

Answers

Exercise 1

1 What's your name?
2 How do you spell that?
3 Where do you live?
4 What's your email address?
5 What's your phone number?

2.4 Communication

Answers

A: What would you like?
B: I'd like a ham and cheese pizza, please.
A: Anything else?
B: Can I have a sausage salad, please?
A: Would you like anything to drink?
B: I'd like a bottle of water, please.
A: Here is your ham and cheese pizza, your sausage salad and your bottle of water.
B: Thank you!

3.4 Communication

Answers

here speak moment for doing about great in

- Ss cut out the cards and put them face up on the desk in three sets. One student chooses three cards and then the Ss read the dialogue with the new information. They then swap and repeat with new cards.

4.4 Communication

Answers

1 What's your name?
2 What's your favourite film?
3 What do you think of cartoons?
4 Do you like cats or dogs?
5 What are your favourite games?
6 What do you think about football?
7 What is your favourite sport?
8 What do you think about pop music?
9 Do you like P.E. or Art?

5.4 Communication

- 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.

Answers

Dialogue 1: 2 1 3
Dialogue 2: 2 3 1 4
Dialogue 3: 1 3 2

6.4 Communication

- Ss complete the questions and answers.
- Ss use the example dialogue to ask permission to use or borrow things. If they give permission, they hand over the cards. If not, they keep the cards.

Answers

use can can't no sorry right Yes

7.4 Communication

- Ss work in pairs and correct the dialogue.

Answers

'What time does the train leave?' and 'How much is it?' are in the wrong place. They should be swapped over.

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

8.4 Communication

Answers

Thursday tickets time meet stadium

- Ask Ss to look at their weekly calendars and to arrange what they can see or do together. They use the dialogue in Lesson 8.4 as an example.

Play – *There's something funny about Mr Robert*

About the play

There's something funny about Mr Robert is a play all your Ss can get involved in. It's about the mysterious new teacher in the school!

- How many characters are there?

There are eighteen characters. If you have more Ss, add more robots!

- When is the best time for the play?

There's something funny about Mr Robert 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?

We've provided a basic stage plan to help you (please see below). Your Ss will have fun making the scenery and choosing their props and costumes.

- Language to pre-teach

strange (give definition: a person or thing that is very different), *scientist* (give definition: a person who works for Science), *interesting* (the same as interested, but for things)

Where is the play?

The play is in the school playground, school computer room and pizzeria.

- School playground

It's big! There is one bench (Ss can put two chairs together). Ask Ss to draw or make a tree. Ss draw the door to the school and windows. You could also put a basketball net or draw it.

- Computer room

Ss put a few desks and chairs and a teacher's desk. You can draw some posters on the wall about computers.

- Pizzeria

Ss put two tables to make a restaurant table. They put a table cloth on it, salt and pepper, a vase with a flower, some menus and some paper plates.

Props

- Scene 1

a basketball, a mobile phone, four school bags

- Scene 2

a book, a laptop computer, a mobile phone, a piece of paper with a phone number on it

- Scene 3

school bags

- Scene 4

menus, pizzas (can be made of paper), lemonade and cola bottles (can be empty)

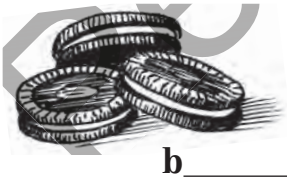
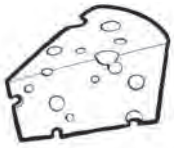
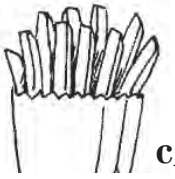
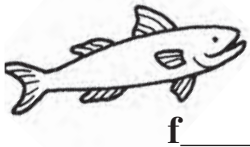
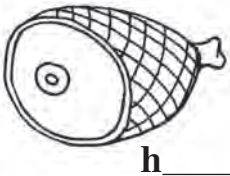
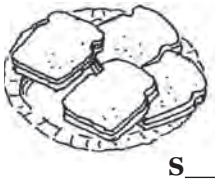
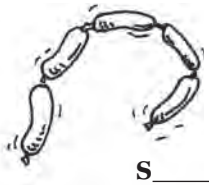
1.1 Vocabulary

Order the letters and write school subjects or items. Use the clues to help.

1	inertars	_____	You wear us for P.E.
2	cherFn	_____	Say '*Bonjour*!'
3	lurer	_____	Draw lines with me.
4	siscross	_____	You use me to cut paper.
5	potapl	_____	I'm good for Computer Studies.
6	rAt	_____	Let's draw pictures.
7	oGargehyp	_____	Let's look at maps.
8	ticonadiyr	_____	I've got lots of words.
9	tinaps	_____	We are in different colours.
10	lacucotral	_____	I can help you in Maths.
11	ciSecen	_____	I love experiments.
12	glisEnh	_____	I'm this subject!
13	sacelenipc	_____	I've got lots of pens and pencils.
14	siMcu	_____	Let's sing!
15	burreb	_____	I'm good for pencil mistakes.

2.1 Vocabulary

Complete the words. Then play the memory game in pairs.

a_____e	 b_____s	b_____d	 c_____e
 c_____s	 f_____h	 h_____m	m_____t
p_____s	p_____s	s_____d	 s_____s
 s_____s	t_____s	w_____r	y_____t

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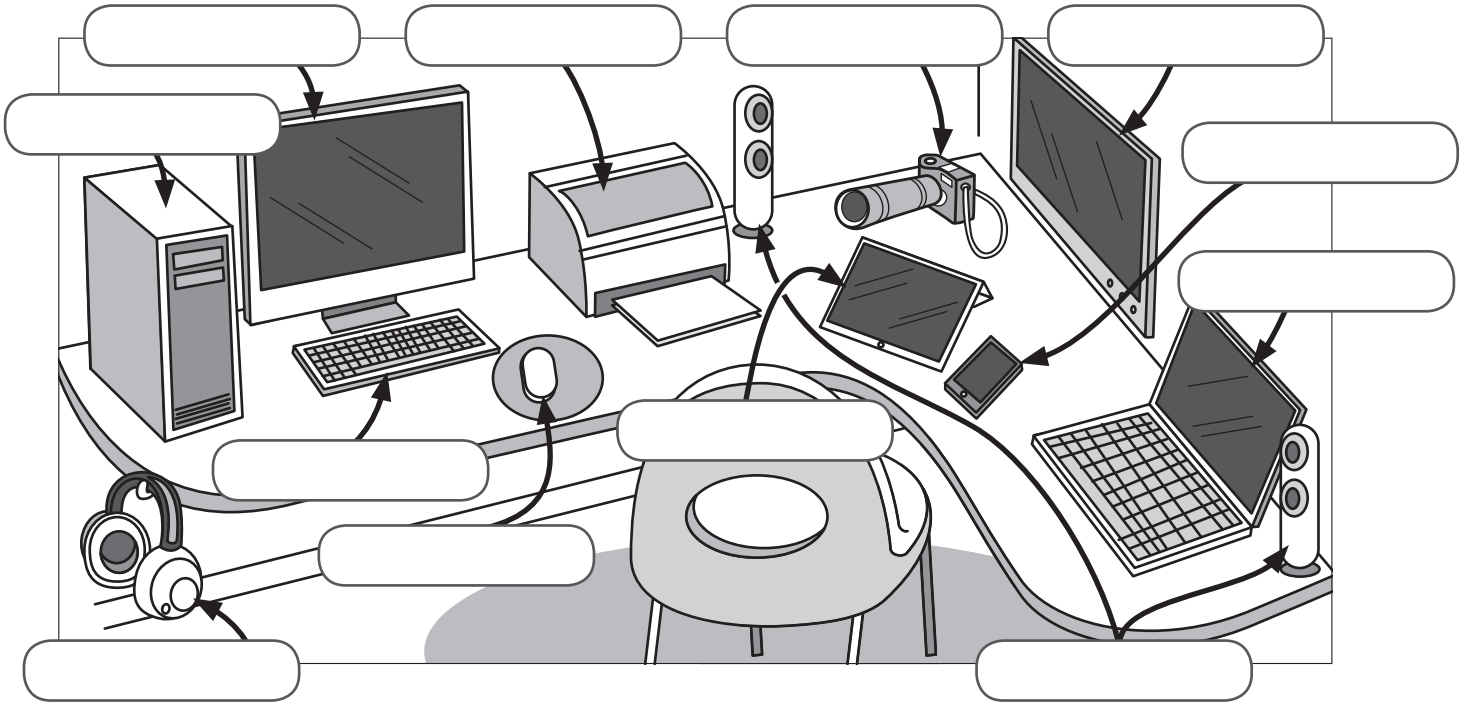
3.1 Vocabulary

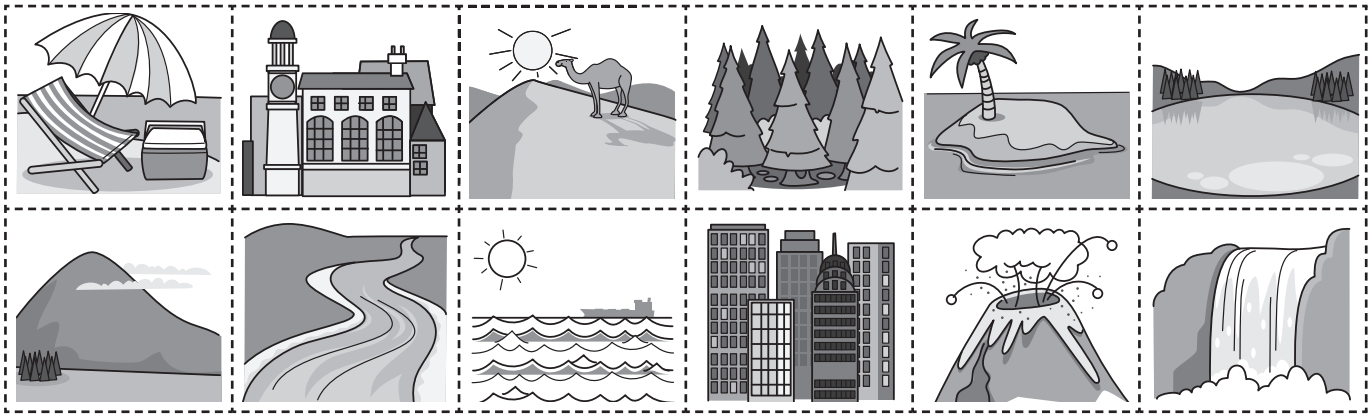
Look at the picture and complete the words. What can you do with each item?

chat online	download a song	send an email	surf the Internet
take a selfie/photo	talk on the phone	text a friend	



4.1 Vocabulary

Match the pictures to the words. Then play *Snap!*



volcano	city	town	sea	beach	river
lake	desert	forest	waterfall	island	mountain

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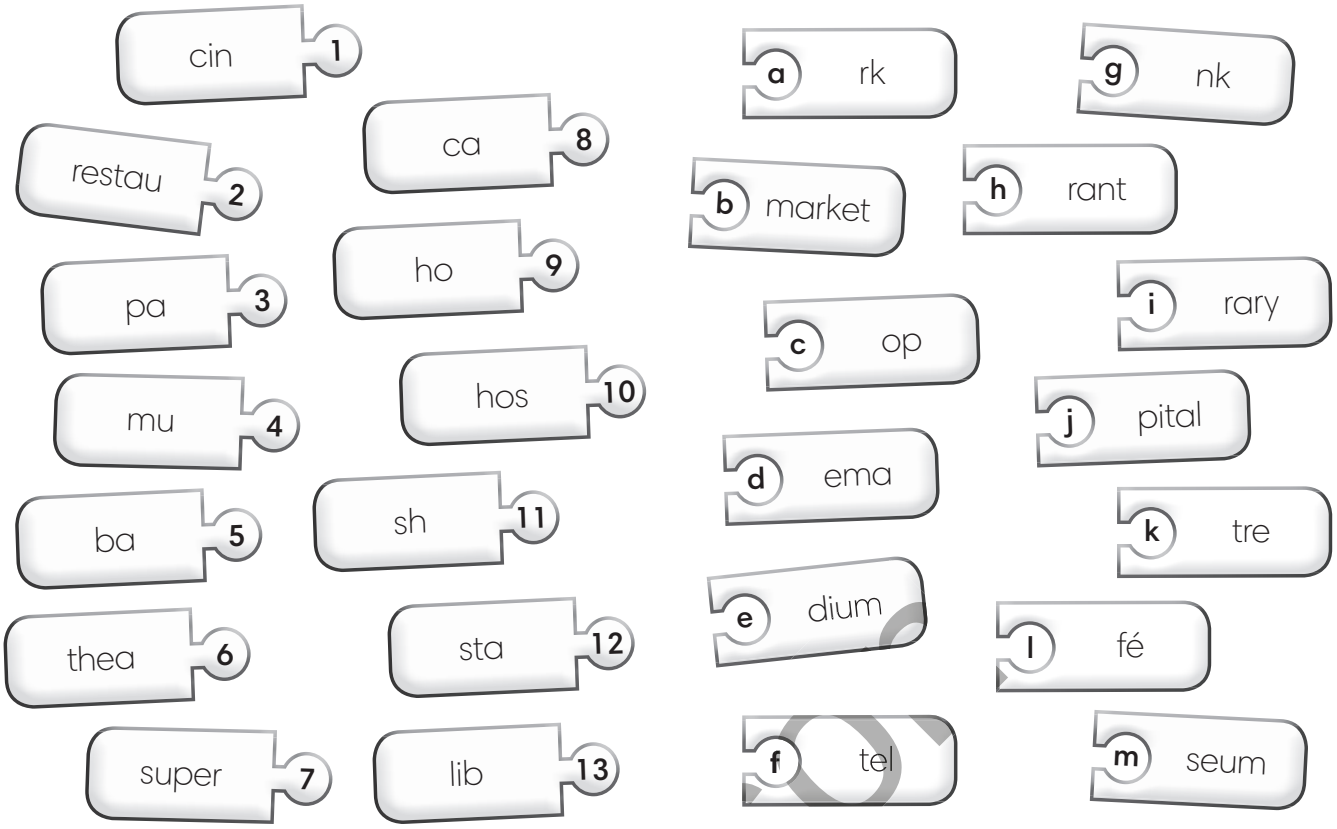
5.1 Vocabulary

Match the word halves to make the names of places in town.



6.1 Vocabulary

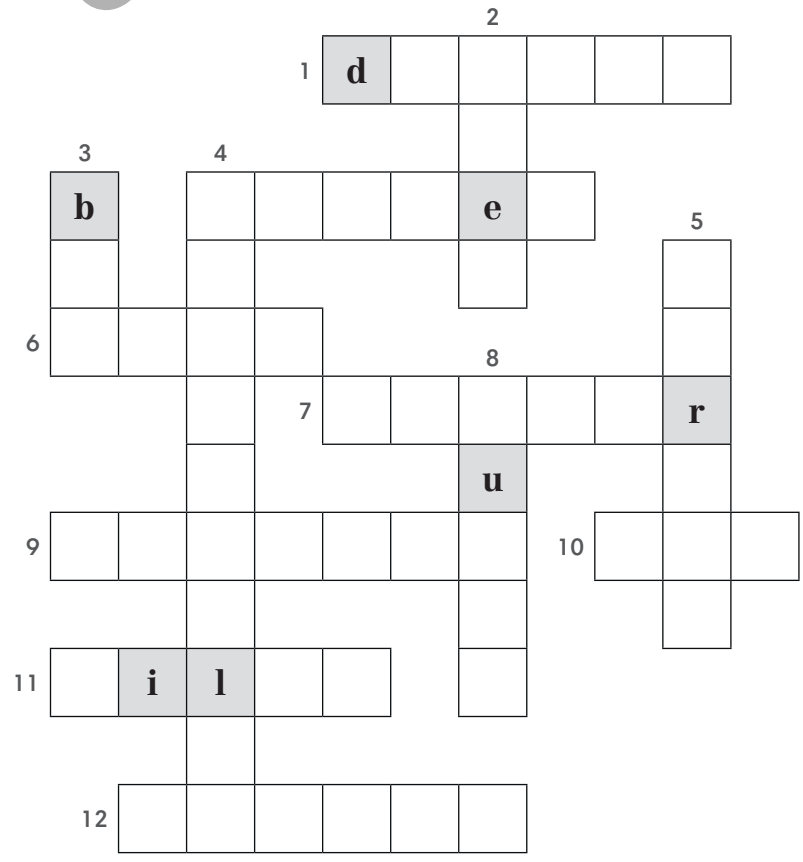
Read the clues and complete the crossword. Then put the grey letters in the correct order. What's the mystery job?

Across

1 I look after ill people.
4 I've got a farm.
6 I'm a _____ assistant.
7 I sing songs.
9 I teach Maths.
10 I look after ill animals.
11 I fly planes.
12 I paint.

Down

2 I cook.
3 I'm a _____ driver.
4 I play football.
5 I'm an office _____ .
8 I work in a hospital.



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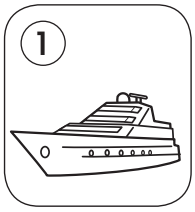
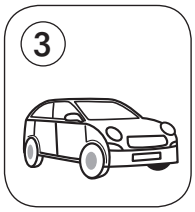
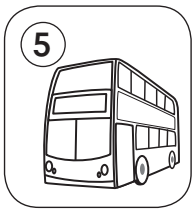
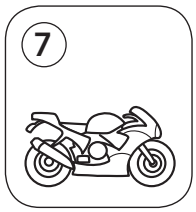
7.1 Vocabulary

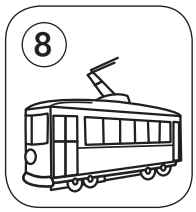
Look at the pictures and complete the puzzle. Then put the letters in the grey boxes in the correct order. How does Ned get to school?











1 t
2 r
3 a
4 n
5 s
6 p
7 o
8 r
9 t

8.1 Vocabulary

Complete the events. Then choose a date for two events on one day and tell your partner.

On the first of June, I've got a _____ and a _____ .

foot_ _ _ _ mat_ _	p_ _ y	bar_ _ _ ue	birth_ _ _ par _ _	con_ _ _ t
da_ _ e sh _ _	pi _ _ _ _ c	sl_ _ p _ _ er	tal_ _ _ comp_ t _ _ _ on	fan_ _ d_ _ ss par _ _
1st June	22nd March	3rd September	15th November	27th January

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1 Correct the underlined words. Then write the correct sentences.

1 I loses things all the time. *I lose things all the time.*
2 He get up at 7 o'clock. _____
3 Anna have Maths on Tuesday morning. _____
4 They walks home from school. _____
5 She do her homework in the evening. _____
6 We watches TV at the weekend. _____

2 Circle the correct answer.

1 Mark ____ karate on Fridays.
a do **b** does
2 Bill and Katy ____ tennis together.
a play **b** plays
3 My mum ____ in the shower.
a sing **b** sings
4 The cat ____ fish for lunch.
a eat **b** eats
5 Our friends ____ Adele songs.
a love **b** loves
6 The children ____ to school by car.
a go **b** goes

3 Match 1-5 to a-e. Draw a line.

1 He often
2 I'm
3 We usually
4 She
5 You never

a sometimes makes cakes.
b rides his bike.
c eat your peas!
d do our homework.
e always happy.

4 Tick (✓) the things that you do and write sentences. Then tell your partner.

	always	usually	often	sometimes	never
watch TV					
play chess					
do ballet					
play football					
do my homework					

1 _____
2 _____
3 _____
4 _____
5 _____

I often watch TV.

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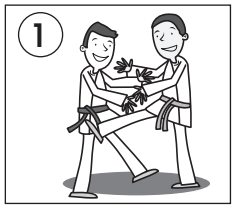
1 Circle the correct answer.

1 I *don't* / *doesn't* have a hobby.
2 She *don't* / *doesn't* play chess.
3 *We* / *He* doesn't like basketball.
4 *They* / *She* don't do ballet.
5 Dad doesn't *play* / *plays* the guitar.

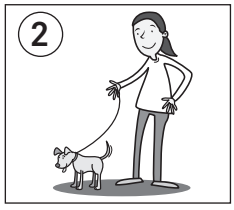
2 Read the sentences and make questions.

1 You paint pictures.
Do you paint pictures?
2 They do pottery.
_____
3 Your brothers play tennis.
_____
4 She likes her new hobby.
_____
5 John plays an instrument.
_____
6 Your mum has hobbies.
_____

3 Look at the pictures and read the questions. Write short answers.



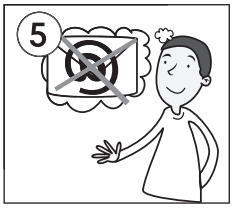
Do they do judo?
Yes, they do.



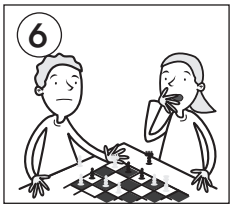
Does Betty have a big dog?
_____

Does she play the guitar?
_____

Do you like Computer Studies?
_____



Does Mark have an email address?
_____



Do you two like chess?
_____

4 In pairs, ask and answer about the table.

hobby	Jane	Tim	Susan	Boris
piano	✓	✗	✗	✓
karate	✗	✓	✗	✓
drums	✗	✓	✓	✗
football	✓	✗	✗	✓

Does Jane play the piano?

Yes, she does.

What do Tim and Boris do?

They do karate.

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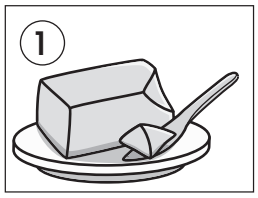
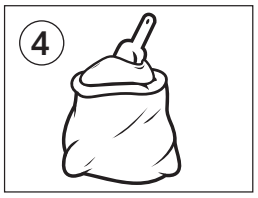
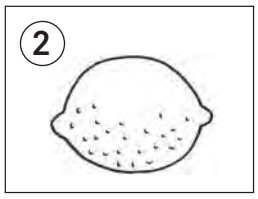
1 Label the pictures and write C (countable) or U (uncountable).



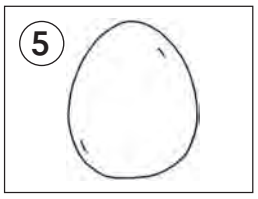
b*utte*r *U*_____



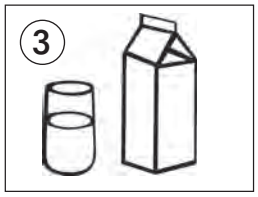
f_____r _____



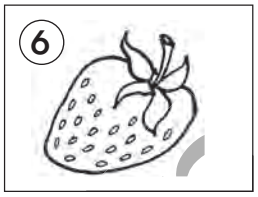
l_____n _____



e_____g _____



m_____k _____



s_____y _____

2 Circle the correct answer.

1 I usually have (-) / *a* cereal for breakfast.
2 Can I have *a* / *an* egg, please?
3 I like chicken with *a* / - rice.
4 Let's make *a* / *an* chocolate cake.
5 He often has - / *a* sandwich for lunch.

3 Put the words in the correct order to make sentences or questions.

1 are There some fridge the in eggs .
There are some eggs in the fridge.
2 milk cake in any isn't There this .
_____
3 any aren't lemons There the in kitchen .
_____
4 There tomatoes are this in salad some .
_____
5 there any Are chips your on plate ?
_____
6 any Is there sugar my in tea ?
_____

4 Complete the shopping list with your own ideas. Then complete the dialogue. Ask and answer questions about your lists in pairs.

Shopping list

3 eggs chocolate

_ tomatoes sugar

_ _____ _____

Are there _____ eggs?

Yes, _____ are. There are 3 eggs.

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1 Circle the correct answer.

1 _____ juice is there?
a How many **b** How much

2 _____ cartons of juice are there?
a How many **b** How much

3 _____ chocolate is there?
a How many **b** How much

4 _____ bars of chocolate are there?
a How many **b** How much

5 _____ bottles of water are there?
a How many **b** How much

6 _____ water is there?
a How many **b** How much

2 Make questions.

1 sandwiches
How many sandwiches are there?

2 food
_____

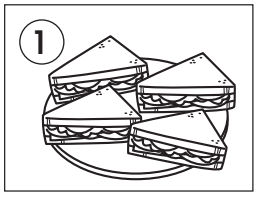
3 chicken legs
_____

4 apples
_____

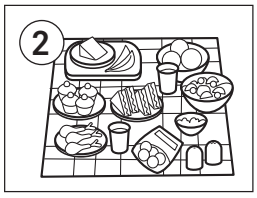
5 fruit
_____

6 cola
_____

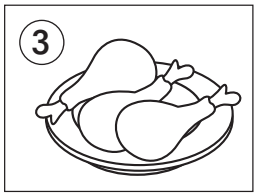
3 Look at the pictures. Answer the questions in Exercise 2.

1 

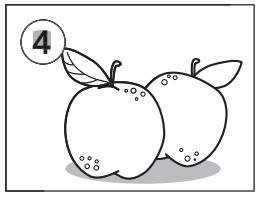
There are four sandwiches.

2 

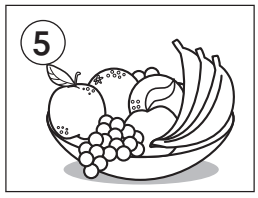
_____
_____

3 

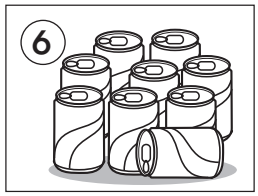
_____
_____

4 

_____
_____

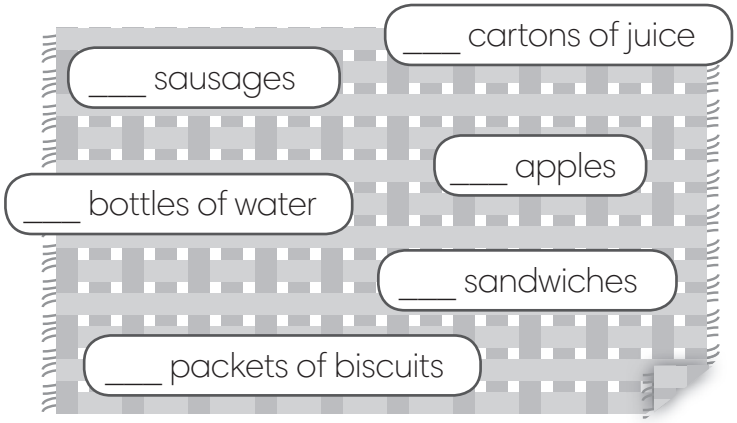
5 

_____
_____

6 

_____
_____

4 Plan a picnic. Write numbers. Then ask and answer in pairs.



How many sausages are there?

There are *six* sausages.

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1 Circle the correct answer.

1 They *am* / (*are*) doing their homework.
2 He *are* / *is* listening to music.
3 You *are* / *is* texting a friend.
4 We *am* / *are* eating chocolate.
5 I *are* / *am* reading a book.
6 She *is* / *are* drinking lemonade.

2 Write affirmative sentences. Use short forms of the verbs.

1 He isn't wearing trainers.
He's wearing trainers.
2 We aren't talking in class.
_____
3 They aren't watching TV.
_____
4 I am not eating pizza.
_____
5 She isn't taking a selfie.
_____
6 You aren't chatting online.
_____

3 Correct the underlined mistakes. Write sentences.

1 Jane are eating pasta. *Jane is eating pasta.*
2 I'm surf the Internet. _____
3 John aren't downloading a song. _____
4 You's sending an email. _____
5 Mum's talk on the phone. _____
6 They're danceing. _____

4 Mime actions for your partner to guess! Then swap.

ask for an autograph
chat online
read a book
text a friend
do your homework
surf the internet
download a song
take a selfie
listen to music
take a photo

You're taking a selfie.
No. I'm not taking a selfie.
You're sending a text.
Yes!

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1 **Read the sentences and make questions.**

1 She's taking a photo.
Is she taking a photo?

2 Mum's answering her phone.
_____

3 I'm dreaming.
_____

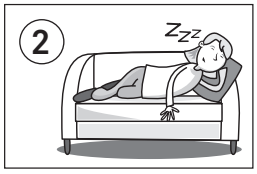
4 He's looking for his tablet.
_____

5 You're drinking cola.
_____

6 They're playing computer games.
_____

2 **Look at the pictures. Answer the questions in Exercise 1.**

Yes, she is.



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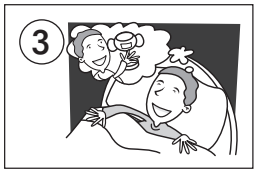

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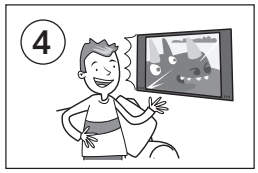

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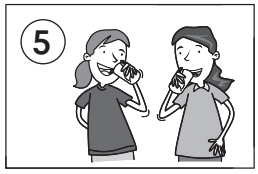
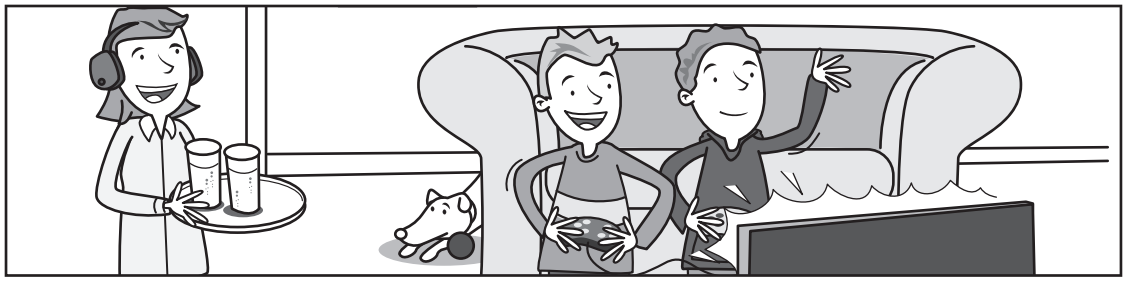


_____

_____

3 **Complete the text with the Present Continuous (affirmative and negative) forms of the verbs in the box.**

come	listen	play	sleep	watch	wear



This is Dan, my brother, and that's me. In this photo we [1] *are playing* computer games. We [2] _____ TV. Mum [3] _____ into the room. She's got lemonade. She [4] _____ to music in this photo. She [5] _____ her new headphones. My dog is bored. He usually sleeps on my floor, but he [6] _____ in this photo.

4 **Work in pairs. Make your friend answer *Yes, I am.* You can't use the same question twice. How many questions can you ask? Play again and make your friend answer *No, I'm not.***

Are you sitting down?

Yes, I am.

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1 **Complete the table.**

Adjective	Comparative adjective
high	*higher*
safe	
hot	
easy	
dangerous	
good	
bad	

2 **Correct the <u>underlined</u> mistakes. Write sentences.**

1 Pizza is <u>nice</u> than pancakes. *<u>Pizza is nicer than pancakes.</u>*
2 Italian is <u>easy</u> than English. _____
3 My bike is <u>big</u> than your bike. _____
4 This car is <u>than</u> expensive than that car. _____
5 Saturday is <u>good</u> than Monday. _____
6 Jim is a worse dancer <u>to</u> Fred. _____

3 **What do you think? Put the words in the correct order to make sentences.**

1 hotter a desert than a garden
A desert is hotter than a garden.
2 dangerous lions than cats are more
_____
3 smaller a town a city than is
_____
4 higher is a mountain the sea than
_____
5 an elephant than smaller a mouse is
_____

4 **Complete with comparative adjectives to write sentences that are true for you. Make two sentences false! Then in pairs, ask your partner to guess.**

1 I think English is _____ than Maths.
2 My best friend is _____ than me.
3 P.E. is _____ than Art.
4 I think islands are _____ than cities.
5 I think Lucas is _____ than Tom.
6 Computer games are _____ TV shows.

You think English is easier than Maths.

Yes!

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1 **Complete the table.**

Adjective	Superlative adjective
high	*the highest*
safe	
hot	
easy	
dangerous	
good	
bad	

2 **Put the words in the correct order to make sentences.**

1 the tallest I'm boy in class my
I'm the tallest boy in my class.

2 the most game exciting computer this is
_____

3 grandma in my family is person the oldest
_____

4 Maths subject is the best all of
_____

5 is the worst day Monday the week of
_____

6 the coldest January of the year is month
_____

3 **What do you think? Match 1-5 to a-e. Draw a line.**

1	The sea is the	**a**	worst subject at school for me!
2	French is the	**b**	most dangerous place to swim!
3	The park is the	**c**	best place for holidays!
4	A big waterfall is the	**d**	smallest pet I have!
5	My mouse is the	**e**	nicest place to have a picnic!

4 **Make sentences with these superlatives. Than compare with a partner. Are your sentences the same?**

the funniest City Creature

the nicest geographical feature

the most dangerous animal

the best book

the worst film

Big Al is the funniest City Creature! What do you think?

I think Rocco is funnier.

Pea

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1 Correct the underlined mistakes. Write sentences.

1 I were at the library yesterday. *I was at the library yesterday.*
2 We was worried about you. _____
3 It were an awesome film. _____
4 There was lots of people at the museum. _____
5 Mum, Dad and Grandpa was at my party. _____
6 There were a problem with my bike. _____

2 Complete the sentences with *wasn't* or *weren't*.

1 Dad *wasn't* at work yesterday.
2 I _____ at the park.
3 There _____ any people on the bus.
4 My brothers _____ at the cinema.
5 You _____ late!
6 There _____ a table for us at the café.

3 Circle the correct answer.

1 His friends _____ there before him.
a was **b** were **c** wasn't
2 I _____ worried about you!
a was **b** weren't **c** were
3 It _____ my birthday yesterday!
a were **b** weren't **c** wasn't
4 You two _____ late home!
a were **b** wasn't **c** was
5 That sandwich _____ good. Yuck!
a were **b** wasn't **c** weren't
6 There _____ lots of cola at the party.
a were **b** weren't **c** was

4 Look at the information about a family. Play a guessing game.

Yesterday …

	home	library	supermarket	park	bank	cinema
Mum	✓	✗	✓	✗	✓	✗
Dad	✗	✓	✗	✓	✗	✓
Bob	✓	✓	✗	✗	✗	✓
Anna	✗	✗	✗	✓	✗	✓
Granny	✓	✗	✓	✓	✗	✗
Grandpa	✗	✓	✓	✗	✗	✗

He wasn't at home. He was at the library and then he was at the supermarket.

It's Grandpa!

Pearson

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1 Read the sentences and make questions.

1 They were at the restaurant.
Were they at the restaurant?

2 The milk was in the fridge.
_____

3 You and dad were at the stadium.
_____

4 There were some muffins on the plate.
_____

5 Mum was at the supermarket.
_____

6 There was a bottle of water in her bag.
_____

2 Write short answers to the questions in Exercise 1.

1 ✗ *No, they weren't.*
2 ✓ _____
3 ✗ _____
4 ✗ _____
5 ✓ _____
6 ✓ _____

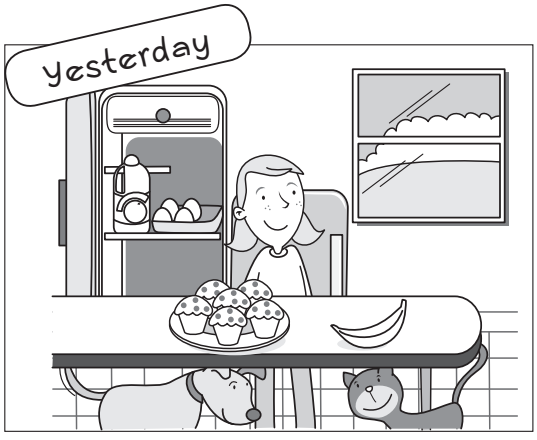
3 Big Al asks a lot of questions! Carla always answers! Complete the questions and answers.

Big Al

1 *Were* you at home yesterday? — No, I *wasn't.*
2 _____ you at the park? — Yes, I _____ .
3 _____ your friends there too? — Yes, _____ were.
4 _____ it sunny? — Yes, _____ was.
5 Were _____ any dogs at the park? — Yes, there _____ .
6 _____ there a ball for the dogs? — No, _____ wasn't.

Carla

4 Spot the difference! Student A looks at Picture 1. Student B looks at Picture 2. Work in pairs and compare your pictures. There are 6 differences.



Was there a dog under the table last week?

Yes, there was. Were there any eggs in the fridge yesterday?

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1 Complete the sentences.

1 I often look after my brother. But yesterday I *looked after* my cousin.

2 Mum usually cooks chicken. But yesterday she _____ fish.

3 On Saturday we tidy the living room. But yesterday we _____ the kitchen.

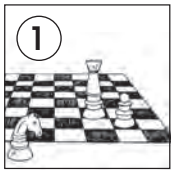
4 He often plays football. But yesterday he _____ basketball.

5 I usually arrive at 8 o'clock. But yesterday I _____ at 9 o'clock.

6 They sometimes stop at the library. But yesterday they _____ at the café.

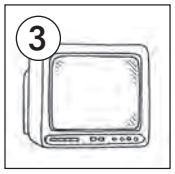
2 Look at the pictures. Complete the sentences with the Past Simple form of the verbs in the box.

cook	jump	look after	~~play~~	text	watch



Yesterday we *played* chess.

On Sunday I _____ pizza.



On Monday he _____ TV.

Yesterday she _____ her friend.

On Saturday we _____ the baby.

Yesterday they _____ on the sofa!

3 Put the words in the correct order to make sentences.

1 five | the lesson | started | minutes | ago
The lesson started five minutes ago.

2 a week | played | this | game | computer | we | ago
_____

3 visited | my | cousins | I | a month | ago
_____

4 stopped | they | at | two | ago | hours | a café
_____

5 travelled | Spain | to | a year | ago | I
_____

4 Write three true and two false sentences. Then in pairs, ask your partner to guess which sentences are true.

1 I played _____ .
2 My friend texted me _____ .
3 I travelled to _____ .
4 I looked after _____ .
5 I watched _____ .

I played tennis yesterday.

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1 Complete the table.

Verb	Past Simple
meet	*met*
take	
come	
drink	
eat	
go	

2 Complete the sentences with the correct words.

have had

1 I usually *have* a sandwich for a snack but yesterday I *had* an apple.

meet met

2 I _____ John an hour ago at the library. We always _____ at the library.

takes took

3 Dad _____ great photos and he _____ some very good ones on holiday a year ago.

go went

4 They sometimes _____ to the cinema but on Saturday they _____ to the theatre.

eats ate

5 On Monday she _____ fish. She usually _____ chicken.

feel felt

6 I usually _____ happy, but a week ago I _____ sad because I was ill.

3 Circle the correct answer.

1 He _____ a party a week ago.
(a) had **b** have **c** has

2 She _____ a cake for Jack's birthday last week.
a makes **b** make **c** made

3 We _____ hungry a few minutes ago.
a feel **b** felt **c** feeling

4 Dad _____ mum at the station on Monday.
a met **b** meet **c** meeting

5 Alice _____ lemonade yesterday at the café.
a drinks **b** drank **c** drink

4 Complete the table. Then compare your sentences in pairs. What's the same and what's different?

Yesterday …

I ate …	I drank …	I met …	I went …	I felt …

I ate pizza yesterday.

Pe-so-

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1 Match 1-5 to a-e. Draw a line.

1 She didn't	a didn't wear his hat.
2 We didn't go	b sleep well.
3 Dad	c a walk.
4 You did	d to the park.
5 They didn't go for	e not eat any pizza.

2 Write Sam's sentences.

Happy Hannah

1 I stayed in a nice room at the hotel.

I didn't stay in a nice room at the hotel.

Sad Sam

2 I ate sausages. _____

3 I went for a walk on the beach. _____

4 I slept well. _____

5 I took lots of photos. _____

6 I listened to music. _____

3 Correct the <u>underlined</u> mistakes. Write sentences.

1 He didn't <u>went</u> camping. *<u>He didn't go camping.</u>*
2 I didn't <u>watched</u> TV. _____
3 We didn't <u>had</u> any lunch. _____
4 She didn't <u>drank</u> any milk. _____
5 Dad didn't <u>danced</u>. _____
6 He didn't <u>saw</u> a bear. _____

4 Work in pairs. Write a list of things you didn't do yesterday. You have one minute! How many things are on your list?

Yesterday we didn't …

Yesterday we didn't eat pizza.

_____

_____

_____

_____

_____

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1 Read the sentences and make questions.

1 They stayed at a campsite.
Did they stay at a campsite?

2 He read a good book.
_____

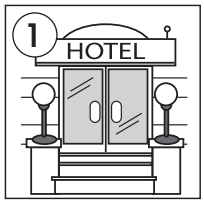
3 Mary liked the beach.
_____

4 You and George ate hot dogs.
_____

5 You made some friends.
_____

6 They went to a city.
_____

2 Look at the pictures. Answer the questions in Exercise 1.



No, they didn't.

_____

_____

_____

_____

_____

3 Match 1-6 to a-f. Draw a line.

1	What was the name of the hotel?	a	It was next to the beach.
2	Where was it?	b	Bella Vista Hotel.
3	When did you arrive?	c	Two weeks.
4	Why were you there?	d	My friends.
5	How long did you stay?	e	For a summer holiday.
6	Who did you travel with?	f	In July.

4 Complete the table to make a story. Then in pairs, ask and answer about your story.

An amazing holiday!

I went to	I stayed	I ate	I bought

Where did you go?

I went to Hawaii.

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1 Circle the correct answer.

1 I _____ make some biscuits.
a going to **b** am going **c** am going to

2 She _____ to download this song.
a is going to **b** are going **c** isn't going

3 They're _____ have lunch at a restaurant.
a going to **b** are going to **c** aren't going

4 The children _____ visit their grandparents.
a are going to **b** are going **c** going to

5 We _____ him a present.
a are going to **b** are going to buy **c** going to buy

6 Penny _____ going to go to the concert.
a isn't **b** aren't **c** is going

2 Complete the questions with one word in each gap.

1 *Are* you going to do your homework today?
2 Is your friend _____ to text you after school?
3 Are you going _____ have a birthday party this year?
4 _____ your friends going to come to your house on Sunday?
5 _____ your English teacher going to give you a test next lesson?

3 Think about you. Answer the questions in Exercise 2 with true short answers (affirmative and negative).

Are you going to do your homework today?

No, I'm not.

1 _____
2 _____
3 _____
4 _____
5 _____

4 Play a class game. You are going to have a party. Say what you are going to do for the party. But remember – you must repeat all the plans!

We're going to blow up balloons.

We're going to blow up balloons and make a pizza.

We're going to blow up balloons, make a pizza and buy some cola.

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1 **Match 1-5 to a-e. Draw a line.**

1 Can you cook?	a Yes, I did.
2 Are you going to get the bus?	b Yes, I do.
3 Do you like Maths?	c Yes, I was.
4 Were you at home yesterday?	d Yes, I can.
5 Did you watch TV on Monday?	e Yes, I am.

2 **Read the sentences and make questions.**

1 He is happy.
Is he happy?
2 She's eating her breakfast.
_____
3 Grandpa was a great footballer.
_____
4 They've got a new fridge.
_____
5 She likes pop music.
_____
6 Jim went to the supermarket.
_____

3 **Put the words in the correct order to make questions.**

1 is who favourite singer your ?
Who is your favourite singer?
2 do like you sports what ?
_____
3 many friends how got have best you ?
_____
4 did when start you school ?
_____
5 your come favourite from food where does ?
_____

4 **In pairs, ask and answer the questions in Exercise 3. Complete the table.**

Name	Q1	Q2	Q3	Q4	Q5
Me: _____					
My friend: _____					

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Put the words in the correct order to make questions. Complete your personal information on Card 1. Then interview three partners and complete their cards. Is it easy to give and to understand information?

1 your What's name ? _____

2 you do spell How that ? _____

3 you Where do live ? _____

4 address What's email your ? _____

5 your What's number phone ? _____

Card 1

Name: _____

Address: _____

email address: _____

phone number: _____

Card 2

Name: _____

Address: _____

email address: _____

phone number: _____

Card 3

Name: _____

Address: _____

email address: _____

phone number: _____

Card 4

Name: _____

Address: _____

email address: _____

phone number: _____

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Student A

- Cut out your half of the dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogues again but change the highlighted words. Make them funny!

Dialogue: You are a waiter/waitress at a restaurant.

Anything else?

Here is your ham and cheese pizza, your sausage salad and your bottle of water.

What would you like?

Would you like anything to drink?

Student B

- Cut your half of each dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogue again but change the highlighted words. Make them funny!

Dialogue: You are ordering food at a pizzeria.

Thank you!

I'd like a ham and cheese pizza, please.

I'd like a bottle of water, please.

Can I have a sausage salad, please?

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1 **Use the words in the box to complete the dialogue.**

about	doing	for	great	~~here~~	in	moment	speak

Mrs Smith: Hello.
Jack: Hello, it's Jack *here*. Can I _____ to Debbie, please?
Mrs Smith: Yes, just one _____. Debbie! It's Jack _____ you!
Debbie: Hi Jack.
Jack: Hi Debbie. What are you _____ at the moment?
Debbie: Nothing. What _____ you?
Jack: I'm bored. Do you want to go to the cinema?
Debbie: _____ idea!
Jack: OK, Let's meet at your house. See you _____ ten minutes.

2 **Divide the words into three categories: things to do, places and when.**

walk the dog	play video games	make pancakes	go shopping
watch a film	play chess	visit a friend	have a burger
at my house	at the park	at the bus stop	in town
fifteen	soon	later	twenty

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Put the words in the correct order to make questions. Write true answers. Then ask three partners and note their answers. Who is most like you? Tell the class!

What's your name?

My name is Anna.

Questionnaire!

	You	Partner 1	Partner 2	Partner 3
1 name your What's ?				
2 favourite What's film your ?				
3 you think What do cartoons of ?				
4 or cats Do like dogs you ?				
5 favourite What games are your ?				
6 think you What do football about ?				
7 favourite is your What sport ?				
8 music pop What you do think about ?				
9 P.E. Do or Art like you ?				

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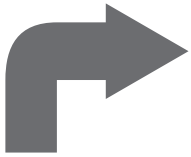
Put the sentences in the correct order to make dialogues and act them out in pairs. Then replace the underlined words with your own ideas or use the pictures. Act out the dialogues again.

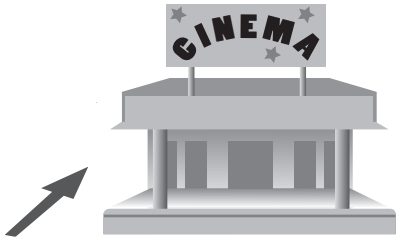
Dialogue 1

- ☐ **B:** It's in Banana Street.
- ☐ **A:** Excuse me. Where's the library?
- ☐ **A:** Thanks!

Dialogue 2

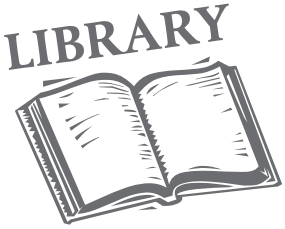
- ☐ **B:** There's a supermarket in North Street.
- ☐ **A:** Where's North Street? Is it far?
- ☐ **A:** Excuse me. I'm looking for a supermarket.
- ☐ **B:** No, it isn't. Turn left and then go straight on.

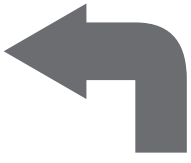




Dialogue 3

- ☐ **A:** How can I get to the park?
- ☐ **A:** Thanks!
- ☐ **B:** Go past the hotel. It's on the right.





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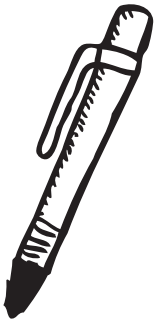
Complete the questions and answers. Then cut out the items. Work in pairs and ask for permission to use your friend's things. Does your friend say *yes* or *no*?

Can I __*borrow* _____ a pen, please?

Is it OK if I _____ your calculator?

Yes, you _____. / No, sorry, you _____ . / Sure, _____ problem.

No, _____, it isn't OK. / Oh, all _____ . / _____, that's fine.



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1 **Read the dialogue. Two questions are in the wrong place. Find and circle them. Then roleplay the scenarios in pairs.**

Ben: I'd like a ticket to Liverpool, please.
Man: Here you are.
Ben: What time does the train leave?
Man: It's fifteen pounds sixty, please.
Ben: How much is it?
Man: At five o'clock.
Ben: What time does it arrive?
Man: At nine thirty.
Ben: Thanks.

Student A

Roleplay 1 At the bus station

- You're going to the town centre
- You want three tickets

Student A starts.

Student B

Roleplay 1 At the bus station

- You work at a the town station
- One ticket is £2.00
- The bus leaves at 3.30
- The bus arrives at 4.00

Student A

Roleplay 2 On the underground

- You work at a the bus station
- One ticket is £3.50
- The train leaves at 9.15
- The train arrives at 10.00

Student B

Roleplay 2 On the underground

- You're going to Oxford Street.
- You want two tickets

- Student B starts.

Student A

Roleplay 3 At the tram stop

- You're going to the beach
- You want six tickets

- Student A starts.

Student B

Roleplay 3 At the tram stop

- You work at a the tram stop
- One ticket is £1.00
- The tram leaves at 10.30
- The tram leaves at 10.30

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

meet	stadium	~~Thursday~~	tickets	time

A: Are you busy next *Thursday*? I've got _____ for a football match. Would you like to come?
B: That sounds great. I'd love to come. What _____ does it start?
A: At 3 o'clock.
B: Where shall we _____?
A: Let's meet outside the _____ .

2 **Look at your plans for the week. Choose an event and invite a friend.**

I've got two tickets for the concert on Tuesday. Would you like to come?

Student A

My week

Monday	
Tuesday	two tickets concert 7pm school
Wednesday	
Thursday	
Friday	two tickets film 5.30pm cinema
Saturday	
Sunday	

Student B

My week

Monday	two tickets baseball game 4.30pm stadium
Tuesday	
Wednesday	
Thursday	two tickets karate match 6.30pm arena
Friday	
Saturday	
Sunday	two tickets film 4 pm museum

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There's something funny about Mr Robert

The characters

The Baker family

Greg: 13; intelligent; T-shirt, jeans

Lynda: 12; Greg's sister; loves dancing; dance clothes

Mrs Baker: a doctor

Mr Baker: a police officer

The Smith family

Polly: 13; likes computers; T-shirt, jeans

Fred: 12; Polly's brother; likes karate, judo, basketball; sport clothes

Mr Smith: a scientist

Mrs Smith: a vet

Other characters

Mr Robert: a new teacher; a top hat, grey clothes, sunglasses

Robots: 6 (or more); antennas on their heads, grey clothes

A waiter

Narrators: two boys and two girls with nice clothes and tablets

Scene 1

[The Baker family and the Smith family are in the school playground. Greg, Lynda, Polly and Fred have got school bags. Greg has got a calculator. Fred has got a basketball between his feet. Mr Smith is talking on his mobile phone.]

Narrator 1: Hello, everyone. Welcome to our play.

Narrator 2: Meet the Baker family. This is Greg. He's 13. He's good at Maths.

Greg: Hello! *[Greg waves to the audience.]*

Narrator 3: This is Lynda. She's Greg's sister. She's good at dancing.

Lynda: Hi everyone! *[Lynda dances.]*

Narrator 4: Let's meet their Mum and Dad. Mrs Baker is a doctor and Mr Baker is a police officer.

Mr and Mrs Baker: Hello! *[Mr and Mrs Baker wave to the audience.]*

Narrator 1: Now let's meet the Smith family.

Narrator 2: This is Polly. She's Fred's friend. She's interested in computers.

Polly: Hi there! *[Polly waves to the audience.]*

Narrator 3: This is Fred. He's Polly's brother. He's good at karate.

Fred: Hello! *[Fred does some karate.]*

Narrator 4: Let's meet their Mum and Dad. Mr Smith is a scientist and Mrs Smith is a vet.

Mr and Mrs Smith: Hi! *[Mr and Mrs Smith wave to the audience.]*

Narrator 1: It's the first day of school and the families are in the playground.

[Mrs Baker waves to the Smiths and says hello to the Smith family.]

Mrs Baker: Hello everyone. Did you have a good holiday?

Mrs Smith: Yes, we did thanks.

Greg: We visited London. We went to the Science Museum and to the Natural History Museum.

Lynda: It was boring. But we went to a musical show. That was really exciting!

Fred: We went to Spain. We were near the sea and I played tennis on the beach with Dad.

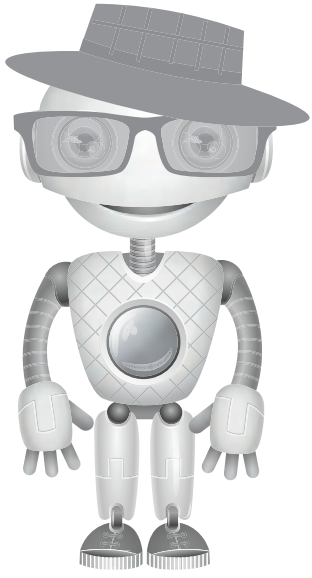
Lynda: Cool!

Polly: I stayed at the hotel. There was a Wi-Fi connection and I played computer games.

Narrator 2: A new teacher arrives in the playground. He stands behind Mr Smith.

[Fred picks up the ball and bounces it a few times. Then he throws the ball to Mr Smith. Mr Smith doesn't catch it because he is talking on his mobile phone. Mr Robert catches the ball.]

Mr Robert: *[Mr Robert gives the ball to Fred. He speaks slowly.]* Is this your ball?



Fred: Yes, it is. Thanks.

Mr Robert: I'm Mr Robert. I'm the new Computer Studies teacher.

Mr Smith: *[Mr Smith stops talking on the phone.]* Hello Mr Robert. I'm Mr Smith. It's nice to meet you.

Mr Robert: Hello Mr Smith. You are kind. Thank you. I'd like to have lunch with you.

Mr Smith: *[surprised]* Well, we are busy at lunchtime… *[Mr Robert looks sad.]* Oh, OK. So, are you new in town? *[Mr Robert nods his head slowly.]* OK. We can meet at the pizzeria later for dinner. *[Mr Robert smiles.]*

Mr Robert: Thank you. You are friendly. Goodbye.

[Mr Robert walks slowly to the school.]

Greg: Mr Robert is friendly!

Polly: There's something funny about Mr Robert.

[We hear the bell for the first lesson. The Mums and Dads wave goodbye to their children and they leave. The children run into the school.]

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Scene 2

[Mr Robert is in the computer room. He is sitting at his desk reading a book. Greg, Lynda, Polly and Fred come in the room.]

Narrator 3: Greg, Polly, Fred and Lynda often go to the computer room at lunch time.

Narrator 4: They usually help Polly with the school blog.

Greg: Excuse me. Can we come in, please?

Mr Robert: Yes, you can.

Polly: Can I use a laptop, please?

Mr Robert: Yes, you can.

[Polly sits down and uses the laptop. Mr Robert stands up and walks to the students. He is slow.]

Mr Robert: Hello. What are your names?

Fred: My name's Fred Smith and this is my sister Polly.

Mr Robert: Fred. How do you spell that?

Fred: *[surprised]* F-R-E-D!

Mr Robert: Is Mr Smith your father?

Fred and Polly: Yes, he is.

Lynda: I'm Lynda Baker and this is my brother Greg.

Mr Robert: Hello Lynda Baker. What is your favourite hobby?

Lynda: *[surprised]* My favourite hobby is dancing.

Greg: I like playing chess.

Fred: I love karate.

Polly: I'm into computers.

Mr Robert: Oh. You are very different. Are you friends?

Kids: Yes, we are!

Lynda: What's your hobby, Mr Robert?

Mr Robert: I like reading books. Wait a minute please.

[Mr Robert walks slowly to his desk. He looks for something. The children whisper to each other.]

Greg: I think Mr Robert is nice.

Lynda: I'm not sure. He's strange.

[Mr Robert stands up again. He walks to the students. He is slow.]

Mr Robert: This is my mobile phone number. *[Mr Robert holds his nose. He pulls a long piece of paper out of his pocket.]* Can you give it to Mr Smith, please? Can he call me? I don't know where the pizzeria is.

[Fred takes the piece of paper.]

Fred: Sure, no problem.

Mr Robert: Thank you Fred. You are friendly. Goodbye.

[Mr Robert leaves the computer room slowly.]

Polly: There's something funny about Mr Robert!

Fred: Wait, I have to call Dad. *[Fred uses his mobile phone.]* Hi Dad! Can you please call Mr Robert? He doesn't know where the pizzeria is. This is his phone number: 12349876.

[We hear the school bell again.]

Lynda: Afternoon lesson guys. Let's meet in the playground later.

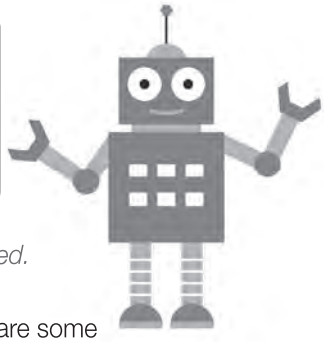
Scene 3

[Polly, Greg, Fred and Lynda are in the playground. The robots come. They walk fast.]

Narrator 1: Look at the robots! They are from Tech City. They speak fast. Listen.

Robot chant 1

Where's Rob?
Where's Rob?
We don't know.
Look high and low.



[Polly, Greg, Fred and Lynda are scared. They are behind the trees.]

Robot 1: *[to robots]* Look! There are some students behind the tree.

Robot 2: *[to students]* Hello. Don't be scared. We aren't dangerous.

[The children come out from behind the tree. They stand next to the robots.]

Polly: Who are you?

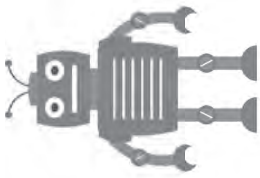
Robot 3: We're robots.

Greg: Where do you live?

Robot 4: We live in Tech City.

Lynda: Why are you here?

Robot 5: We are looking for our friend.

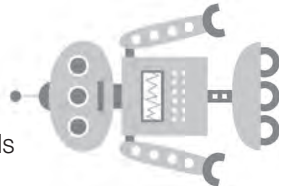


Fred: Is your friend a robot too?

Robot 6: Yes, he is. His name is Rob.

Polly: What are your names?

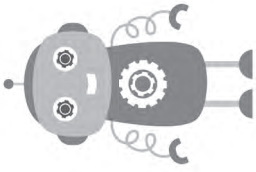
Robot 1: I'm Bot. These are my friends Dot, Lot, Not, Wot and Zot.



Robots 2-6: *[smiling and waving fast]* Hello. Hello. Hello.

Robot chant 2

Robots are cool.
Robots are friendly.
We're usually good.
But not last Wednesday.



Fred: Did you do something bad last Wednesday?

Robot 1: *[sad]* Yes, we did.

Robot 2: Rob wanted to meet us.

Robot 3: We were all busy.

Robot 4: We didn't have time for him.

Robot 5: Rob was sad.

Robot 6: Rob left Tech City. We can't find him. We are worried about him.

Lynda: We can help you find Rob. My Dad is a police officer. He's at the pizzeria now! Let's go!

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Scene 4

[The Mums and Dads are sitting at a table at the restaurant. There is one extra chair. Mr Robert walks in slowly.]

Narrator 2: The families are at the restaurant. Mr Smith phoned Mr Robert and he gave him directions.

Mr Robert: Hello friends.

Mr Smith: Hello Mr Robert. Please sit down.

[Mr Robert sits down. A waiter walks to the table.]

Waiter: *[to everyone at the table]* What would you like?

Mrs Baker: Two Vegetarian pizzas and lemonade, please.

Mrs Smith: I'd like a Pepperoni pizza and cola.

Mr Smith: Can I have a Margherita pizza, please?

Waiter: OK, and you? *[to Mr Robert]*

Mr Robert: I'd like a jar of jam, please.

Waiter: *[surprised]* This is a pizzeria.

Mr Robert: Oh. I'd like a Jam pizza, please. I don't eat meat.

Waiter: OK. But we don't have any Jam pizzas...

[The waiter walks away.]

Mr Robert: You're very friendly. What are your jobs?

Mr Baker: I'm a police officer.

Mr Smith: I'm a scientist. I work with crocodiles.

Mr Robert: Oh, that's interesting. Crocodiles. The biggest crocodiles can be over 7 metres long and more than 1000 kilograms.

Mr Smith: *[surprised]* Oh, you know a lot about crocodiles.

[The waiter comes back with pizzas and drinks.]

Mr Robert: Thank you. *[Mr Robert eats some pizza.]* Oh no! I can't eat vegetables. I don't feel OK.

Narrator 3: Mr Robert isn't moving!

Mrs Smith: Oh, I can help!

Mr Smith: No, you can't! You're a vet not a doctor. Mrs Baker can help.

Mrs Baker: Yes. I'm a doctor. *[Mrs Baker listens to Mr Robert's chest.]* That's funny. I can't hear anything.

Narrator 4: Mr Robert wakes up.

Mrs Smith: Are you OK now Mr Robert?

Mr Robert: Yes, I am. Thank you Mrs Smith. You are friendly.

[The door opens and the kids and robots come in the pizzeria.]

Lynda: Hi Dad!

Mr Baker: Hi Lynda. What are you doing here?

Lynda: Can you help our friends, please? They can't find their best friend. *[to the robots]* This is my Dad. He's a police officer.

[The parents are scared when they see the robots. Mr Robert hides his face behind a menu.]

Mr Smith: Are these your friends?

Mrs Smith: They're robots!

Mrs Baker: Help!

Mr Baker: I'm a police officer. Don't do anything bad!

Robot 1: Don't be scared. We aren't dangerous. We are good robots. We're looking for our friend.

Robot 3: He left home.

Robot 4: We can't find him.

Robot 5: We are worried about him.

Mr Baker: Oh, yes. OK. When did you last see him?

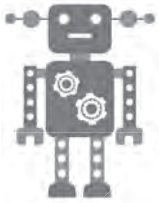
Robot 1: We saw him last week in Tech City. We were bad to him and he left.

Mr Baker: What does he look like?

Robot 2: He looks like us. He's got grey clothes.

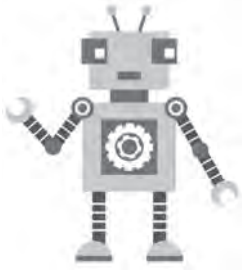
Robot 3: But he is slow.

Robot 4: He likes jam.



Robot chant 3

Rob is friendly.
Rob is slow.
His favourite food
is jam in jars.



Mr Baker: Jam in jars. There was something about jam.

Mrs Smith: Mr Robert likes jam.

Polly: I knew it! There is something funny about Mr Robert!

[Mr Robert puts down the menu.]

Lynda: Mr Robert! Is it true? Are you Rob?

Fred: Are you a robot?

Mr Robert: Yes, I am.

[Mr Robert takes off his hat and sunglasses. Mr Robert is a robot.]

Robot 6: Rob! We found you.

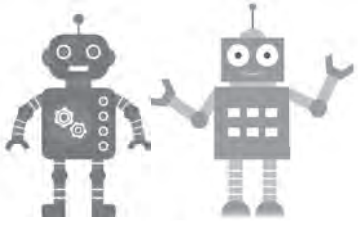
Robot 1: Why did you leave?

Mr Robert: We are different. You are fast robots. I am a slow robot. We've got different hobbies. You like sports and games and I like animals and reading books. I thought you didn't like me.

Robot 1: That's silly. You're my best friend.

Robots 2–6: Yes. You're our best friend.

Robot 4: We're all different but it doesn't matter!



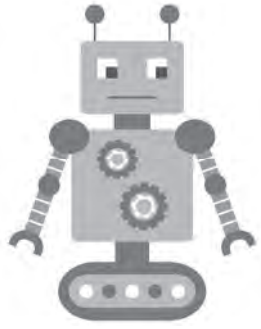
Robot chant 4

We are sorry Robert.
You are our best friend.
We are sorry Robert.
Can we be friends again?

Mr Robert: *[happy]* Yes, we can!

Robot chant 5

We're all different.
It's a normal thing.
This makes life interesting!



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Get Culture!
Our ideal school uniform

Step 1

Work in groups of four. Look at the questions and think about your ideal school uniform.

1 What do the girls and the boys wear?
2 What are the colours?
3 What shoes do they wear?
4 Are the uniforms cool and comfortable?

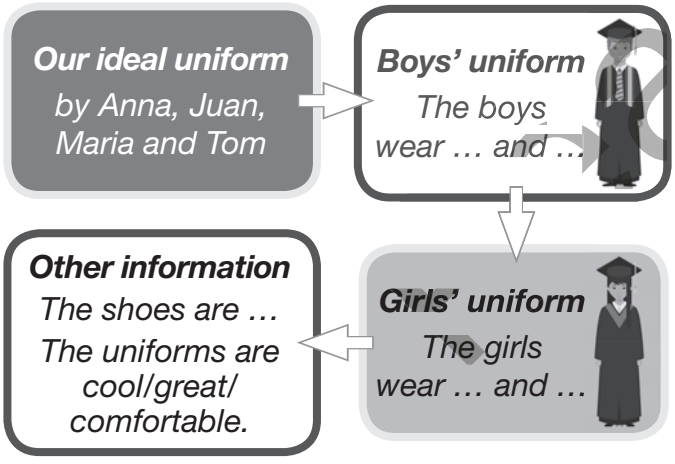
Step 2

Make slides for the presentation.

Student A: write about the boys' uniform.
Student B: write about the girls' uniform.
Student C: create pictures of the boys' uniform.
Student D: create pictures of the girls' uniform.

Step 3

Put the text and pictures together to make a presentation. Use the ideas below to help.



TIPS:
- Make 4–5 slides.
- Keep the text short.
- Add pictures and videos/music.
- Add a title to the presentation and each slide.
- Use animations to make text and photos appear and disappear.

Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

This is a project about …

Get Culture!
A day in the life of an astronaut

Step 1

Work in groups of four. Discuss these questions.

1 What do astronauts do at the ISS?
2 Where do they do these activities?
3 How do they feel?

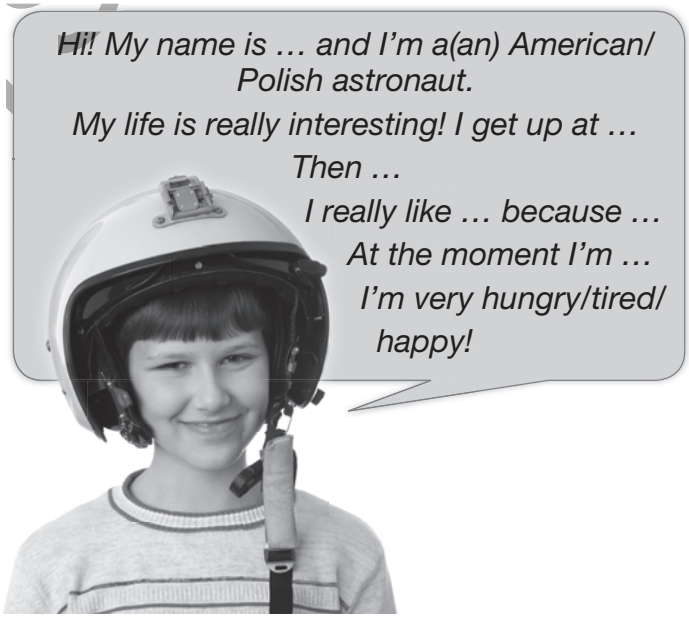
Step 2

Plan your video. Decide:

- where each scene is;
- who is in the scene;
- what they are doing;
- how they feel.

Step 3

Write your script and learn it. Then film the astronauts. Use these ideas to help.



TIPS:
- Choose someone to film each scene.
- Use props and costumes.
- You can film a scene again if you make a mistake.
- Your video should be 2–3 minutes long.

Step 4

Share your videos with the class. Vote for your favourite video.

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Get Culture!
A journey around …

Step 1

Work in groups of four. Think of interesting places in your town, city or neighbourhood. Use these ideas to help.

museums / shops / parks / restaurants / historical buildings / free time places

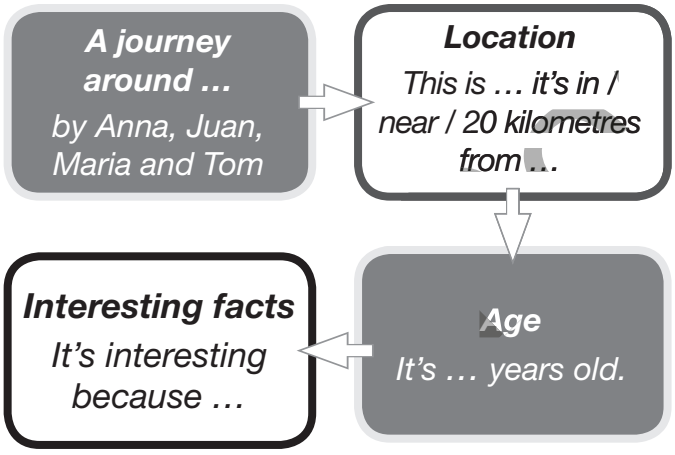
Step 2

Choose a place for your presentation. Write down your ideas or find interesting information about this place on the Internet. Use these questions to help.

1 Where is it?
2 What do you know about it?
3 What can you do there?
4 Why is it interesting?

Step 3

Make slides for the presentation. Add photos and/or videos. Use these ideas to help.



TIPS:
- You can find the photos or videos on the Internet. Remember to give information where they come from.
- Add a title to the presentation and the slides.
- Use animations to make text and photos appear and disappear.

Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

This is a project about …

Get Culture!
How do you get to school?

Step 1

Work in groups of four. What do you know about your classmates' school journey? Think about:

- what time they leave home;
- what transport they use;
- how long it takes;
- who they go with;
- if they enjoy it.

Step 2

Plan your video. Decide:

- who is in each scene;
- where each scene is.

Step 3

Write your script and learn it. Then film the interviews. Use these ideas to help.

Hi, we're … From Monday to Friday we all come to the same school but we use different transport to get there. So how do we get to school? Let's talk to … first. How do you get to school?

I usually take a … but sometimes I take a … or walk.

What time do you leave home?

I leave home at …

How long does the journey take?

The journey takes me …

Do you go with your friends?

Yes, I do. / No, I don't. I usually travel alone / with …

Do you like your journey to school? Why/Why not?

Yes, I do. / No, I don't. It's fun/long/tiring.

Step 4

Share your videos with the class. Vote for your favourite video.

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Unit 1 They meet before class

The characters: Narrator, Amy, Elena, Lucas, Tom, Class

Part 1

Scene 1

Narrator: On weekdays Amy, Elena, Tom and Lucas usually meet before class.
Amy: Hi everyone!
Tom, Elena, Lucas: Hi Amy!
Amy: Hey Tom, what have you got there?
Tom: Breakfast. Here, have one.
Amy: No thanks! I always have breakfast at home.

Scene 2

Narrator: Tom loves food and he loves sport. He often brings his football to school.
Tom: Hey Elena! The Chelsea – Liverpool match is on TV tonight.
Elena: Thanks Tom, but I never watch football. It's really boring.

Scene 3

Narrator: Elena often does her homework at school. She usually listens to music at the same time …
Elena: What's the answer to Question 2?
Lucas: Question 2 – that's easy!

Scene 4

Narrator: Lucas is very clever and he's really good at Maths. But he sometimes loses things.
Lucas: Where's my calculator? It's usually here!
Tom: Hurry up, Lucas. We're late for Maths!
Amy: Wow, what a mess!

Part 2

Tom: Phew! We aren't late!
Teacher: Hello everyone. Today, I've got a short test for you. Have you all got your calculators?
Class: Yes, Miss.
Lucas: Er … sorry Miss. I haven't got my calculator. It's at home.
Teacher: Never mind Lucas. I'm sure you can do the test without it.
Lucas: Oh no!
Teacher: Only joking. Here's my calculator. You can use it.

Unit 3 I'm taking a photo

The characters: Amy, Elena, Tom

Part 1

Scene 1

Elena, Amy: Hi Tom.
Tom: Hi Amy, Hi Elena … Er, can you sit down? I'm taking a photo …
Elena: A photo of who?
Tom: Harry Evans, the famous football player. He's sitting over there. Look – the waitress is asking for his autograph!
Elena: She isn't asking for his autograph! She's taking his order!
Amy: Wow! Let's text Lucas. WE'RE HAVING LUNCH WITH HARRY EVANS! Why don't you ask for his autograph?
Tom: But I haven't got any paper!
Elena: Go on Tom! You've got your football.

Scene 2

Amy: Hey Elena – look at Tom!
Elena: Wait a minute. I'm looking it up. … Harry Evans …

Scene 3

Tom: I've got Harry Evans's autograph!
Amy: Great! Let's see!
Tom: Oh no! That's a surprise!

Part 2

Amy: It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?
Tom: I don't know, but it isn't Harry Evans!
Elena: Wait... Google says Mark Taylor is an actor!
Amy: So he isn't Harry Evans, but he is someone famous!

Unit 2 Are there any strawberries?

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1

Lucas: It's Elena's birthday today. Let's make a chocolate cake for her!
Tom: Good idea!
Amy: Here's a recipe. Is there any flour in the cupboard, Lucas?
Lucas: Yes, there is.
Amy: We need some butter and some sugar too.
Lucas: No problem.
Amy: Are there any eggs?
Lucas: Yes, there are and there's some milk in the fridge … but there isn't any chocolate.

Scene 2

Amy: Oh, no chocolate. Are there any strawberries?
Lucas: No, there aren't any strawberries, but I've got some sausages!
Tom: A sausage cake, cool!
Lucas: And two lemons. What about a lemon cake?
Amy: Hmm, a lemon cake. First turn on the oven …

Scene 3

Narrator: 30 minutes later …
Tom: That's not a cake, it's a pancake!
Amy: But we can decorate it. Let's use these biscuits!
Lucas: Wait, Amy!
Tom: That's Elena!
Lucas: What a disaster!

Part 2

Amy, Tom: Happy Birthday Elena!
Elena: Thanks! Is this for me?
Amy: Yes, it's for you.
Lucas: Er, no it isn't.
Amy: What?!
Lucas: The biscuits on the cake, Amy … They're not real biscuits. They're dog biscuits.
Tom: No way!

Unit 4 It's more exciting

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1

Narrator: The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.
Elena: Let's go cycling in the forest.
Tom: No way! That's boring.
Lucas: Let's go on the climbing wall. Climbing is more exciting than cycling.
Tom: Cool. I want to go on that wall. It's really high.
Elena: Let's start with this wall. It's lower.
Amy: Yes, I agree.

Scene 2

Narrator: Climbing is really good fun but Tom isn't happy …
Tom: Help! I can't move.
Lucas: Use your legs, Tom.
Elena: Why don't you climb down, Tom?
Tom: I can't!

Scene 3

Elena: Hold on! I can help. Put your right hand there.
Tom: Thanks Elena. It's easier with your help.

Scene 4

Amy: Well done, Tom! You're safe now!
Tom: Yes, that's better.
Lucas: So, what do you want to do next?

Part 2

Amy: What about kayaking on the lake? I'm ready for some more adventure.
Tom: Er, maybe not. What about a walk in the forest?
Amy, Elena, Lucas: Oh, Tom!

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Unit 5 We were worried about you

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1
Narrator: It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.
Elena: Where's Lucas? The film starts in five minutes.
Amy: Perhaps he's ill. He wasn't very well at school yesterday.
Tom: He was OK this morning.
Elena: He isn't answering his phone.
Tom: Come on, let's go in.

Scene 2
Narrator: After the film …
Amy: That was awesome!
Tom: The actors were amazing!
Elena: It's a shame about Lucas.
Amy: Wait a minute. There he is …

Scene 3
Elena: Happy birthday, Lucas! We were worried about you!
Lucas: Sorry I'm late. There weren't any buses and my phone was out of battery.
Tom: So, is this your new bike?
Lucas: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.
Amy: Never mind, Lucas. Let's go for a pizza now.

Scene 4
Amy: Look, here's the pizzeria.
Lucas: Oh no …

Part 2

Amy: What is it, Lucas?
Lucas: That's Miss Green, our history teacher, isn't it?
Amy: Oh yes, it was her birthday yesterday.
Lucas: Well, look, she's having a party. There's Mr Burton …
Tom: … and there's Mrs Busby.
Lucas: We can't go here. What a disaster!
Elena: Don't worry. We can all come to my house.

Unit 6 She asked me to babysit

The characters: Anna, Aunt Jackie

Part 1

Scene 1
Amy: Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but …

Scene 2
Amy: First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!

Scene 3
Amy: I cooked spaghetti for Harry's dinner. I think he liked it … but most of it was on his clothes … and the floor!

Scene 4
Amy: Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film … well, I watched a film. Harry jumped on the sofa.

Scene 5
Amy: At 9 o'clock, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but … guess what?

Part 2

Aunt Jackie: Was everything OK, Amy?
Amy: Yes, everything was fine.
Aunt Jackie: Was Harry a good boy?
Amy: Yes, of course. … And then she asked me to babysit again next weekend. Aaagh, I don't know what to do!!

Unit 7 Elena didn't sleep well

The characters: Narrator, Amy, Elena, Mr Riley, Mrs Riley

Part 1

Scene 1
Narrator: Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel.

Scene 2
Narrator: The first night Elena didn't sleep well.
Elena: Eek! Is that a spider?
Amy: Where?
Elena: There, on my backpack … Oh no! It's inside my sleeping bag!
Amy: Don't panic, Elena. It didn't go inside. It's here, on your torch!

Scene 3
Narrator: They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.
Amy: It's getting cold, Dad.
Mrs Riley: Where's your coat Elena?
Elena: Er … I didn't bring one.
Mr Riley: Don't worry, Elena! Here, have my coat.

Scene 4
Narrator: That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.
Mr Riley: Do you want one sausage or two, Elena?
Amy: Er, Elena doesn't eat meat. … Sorry, Elena, I didn't tell Dad.
Mrs Riley: Well, what about a nice cheese sandwich?
Mr Riley: Atishoo!
Mrs Riley: Oh dear!

Part 2

Mr Riley: What's the matter?
Mrs Riley: We haven't got any cheese.
Amy: But there's a fish and chip shop in town.
Elena: Hmm, I love chips!
Mr Riley: OK everyone. Let's get in the car. Atishoo!

Unit 8 We're going to have a barbecue

The characters: Narrator, Amy, Elena, Lucas, Tom, Mrs Riley

Part 1

Scene 1
Narrator: It's Monday at school …
Amy: Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.
Elena: I'm really sorry, Amy, but I'm in a dance show.
Tom: And Lucas and I have got tickets for a concert.
Amy: Oh, that's a pity.

Scene 2
Narrator: That evening …
Mrs Riley: Are your friends going to come on Sunday, Amy?
Amy: No, they aren't, Mum. They're all busy.
Mrs Riley: Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

Scene 3
Narrator: Saturday afternoon …
Mrs Riley: This cake looks delicious.
Amy: I can't wait! What time is everyone going to arrive tomorrow?
Mrs Riley: About five o'clock.

Scene 4
Narrator: Just then …
Mrs Riley: Can you see who that is, Amy?

Part 2

Tom, Lucas, Elena: Surprise!!
Tom: Amy, it's us!
Amy: Tom, Elena, Lucas? What are you doing here?
Elena: We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!
Lucas: We've got food, music, and a film. It's going to be great!
Amy: Wow! What a surprise! This is the best birthday party ever!

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