CAMBRIDGE

Web Zone available online

Garan Holcombe with Martyn Hobbs and Julia Starr Keddle

Your Space

Teacher's Book with Tests CD 1

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Teacher's Book 1

by Garan Holcombe
with Martyn Hobbs and
Julia Starr Keddle

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Welcome from the authors

Dear colleagues

As the authors of *Your Space* we would like to thank you for choosing our book and we wish you all the best with your lessons. Our core philosophy is that a course book should provide you with all the materials you need to make learning fun for your students, while giving you all the support you need to enjoy your teaching!

For us the title *Your Space* communicates the spirit of the course. 'Your' suggests an intimate relationship between the student and the material, and that it is rooted in their own experiences. 'Space' suggests that students have their own place to express themselves – something that is important to the digital generation. *Your Space* links the students' own world to the language classroom.

Your Space brings lively language into the classroom and places it within stimulating and exciting contexts that tap into students' own experiences and the ways in which they interact with the world (the internet, mobile phones, TV, music, magazines, etc.). It creates an interface between the familiar world they know and the equally engaging but more challenging experiences of the wider world. We hope that you and your students learn new information that will spark your ongoing interest. You may even be surprised afterwards to remember that you first came across it in an English lesson!

We aim to provide a course which reflects students' development and the world in all its rich variety. *Your Space* spans entertainment and more serious issues. It contains engaging factual articles, a wide range of real-life stories, reportage and creative writing to equip students with the (not only linguistic) competences needed in a global environment; to provide them with the knowledge and skills to succeed on their educational 'journey'; and to prepare them for assessment in a school or public exams context. At the same time we aim to generate a genuine interest in life-long language learning.

There are many challenges in teaching this age group. Your students are neither children nor fully-fledged teenagers and although they are living in a world that pushes them to become teenagers younger and younger, a young teenage class is a very mixed group, diverse in both physical and mental maturity. Some are still comfortable in the world of childhood, while others like to think they have put it behind them and are dedicated to cool! Sometimes you may have trouble capturing their attention. Consequently, we have provided material to match the interests of them all.

In the third level your students are moving into adolescence. They begin to have more fear of exposure, are more introspective and moody, and are becoming intolerant of 'childish' things – in short, all the things that we associate with the teenager! In fact, some recent studies based on measuring brain activity in adolescence suggest that young teenagers go through massive neurological changes. This is all part of growing up, but it means that they have difficulties with planning and decision-making, which contributes towards certain common teenage behaviour patterns including impulsive actions, risk taking and experimentation, a loss of interest in the structure of school, but also a growing interest in understanding other people's motivations and a desire to explore the wider world.

We seek to provide motivating, unpatronising, teenage-relevant content. This age group has a strong desire for role models, reflected in their obsession with celebrities, but there is no reason why this can't extend to wider contexts. Young teenagers also want to talk about the interactions they are experiencing, such as conflicts with their parents and friendship issues. But the loudest request we get from students is to find out about how other teenagers in the English-speaking world live, so this is an ongoing focus in *Your Space*.

However, we don't believe that a course for the early teen years should be full of only teenage interests at the cost of widening their horizons or neglecting issues that concern everyone. Whether it be information about school and family or the wider world, we feel that this can be included by creating a 'way in', to invite and stimulate the students to take an interest in the subject.

We had great fun researching and writing *Your Space* and we hope that you and your students will have fun using it! We believe that only when there is enjoyment in the classroom can your students fully realise their potential, and that our role is to provide you with a platform that allows constructive fun to happen. And so, we'd like to leave you with some intriguing questions:

Why is chewing gum bad for birds? What connects the Theatre of Dreams and football? What did the first-ever text message say? Who was Boudicca? Where is the coldest place in Cambridge? Where does the word *robot* come from? Where can you learn to navigate by the stars? What is Buy Nothing Day? In which city can you hear 180 languages? Which famous people were bullied at school? Where can you live in a cave? What is Red Nose Day? What does a creature-maker do? What are the most common words in English? How long can a snail sleep for? Who is 5,400 years old?

The answers are all in *Your Space*, of course. Happy teaching!

Introduction

Your Space is a new course for secondary schools. It promotes a positive and practical approach to language learning by linking communicative and grammatical goals, and by placing the emphasis on achievement right from the beginning. Just as importantly, it creates a 'space' for students to explore language and embark on their own learner journey. It takes the students step by step through the key objectives of the Common European Framework (A1 and A2). *Author chats* at the beginning of the notes for each unit in the Teacher's Book tell you how the stage is set and how each unit turns into your students' own space.

The course is easy to use, with clear navigation, well-organised material and clearly sign-posted resources. It contains age-appropriate content which mirrors the students' development from 'tweenies' to young teens (age 11–14). It has an appealing graphic style, with highly visual texts and real-world photo stories.

Your Space pays particular attention to grammar and lexis, and it has a strong communication strand. It carefully recycles language and offers frequent revision, both within units and across levels, especially at the beginning of each year.

The syllabus

Your Space follows a carefully staged grammar syllabus linked to functional-communicative objectives. This syllabus is a result of years of research and conversation with teachers. Much care has been given to how and when to introduce new grammar and what can be done with it communicatively.

Approach to grammar

Understanding the grammar system is an important step to acquiring a sound base in the language. The presentation stage in *Your Space* allows students to first look at grammar in its communicative context, through an active discovery process. It is followed by sections called *Language space*, which present and practise the key features of the language, using tables, rules, examples and a range of exercises.

Cambridge Corpus

Cambridge corpora are databases comprising millions of language samples that can be analysed for patterns, and this informs all the courses developed by Cambridge. The Cambridge International Corpus (CIC) yields information about high-frequency language items and usage, ensuring that *Your Space* is authentic and genuinely communicative. The Cambridge Learner Corpus (CLC) is a unique database of language written by Cambridge ESOL candidates which contains a sizeable collection of the typical errors made by learners. It is the guiding principle behind the *Get it Right!* boxes on the *Language space* pages, which guarantees that students receive pinpointed help with accuracy.

Recycling

Your Space provides much-needed recycling, both within and across levels. Many courses assume that important language areas, for example the past simple, have been 'learnt' simply because they were 'done' once during the three years. But students cannot make permanent progress without regularly practising all the language together in freer communicative situations, reviewing key tenses and language areas. So at the beginning of each new level, the first lessons are devoted to reviewing basic tenses and language before moving on to new material.

Presentation

The *Presentation* sets a meaningful context for the introduction of the unit theme and the main grammar input. It uses a variety of formats – the photo story, a website, an article, a questionnaire, etc. The photo story is designed to involve students through typical young teen situations and characters that they can relate to. Content-based exercises always precede grammar-centred activities to ensure that the focus is directed first on the topic and 'meaning', then on form.

Your Space

Finding your space, somewhere to talk about your life, your hopes and ambitions is very important for your teen students – they are constantly doing this on social networking sites and in their free time. And where better than in a language lesson to let your students talk about themselves! The *Your Space* section, inspired by popular websites where people talk about themselves and create their own pages, allows students to talk about themselves, their lives, their families and friends.

Multiple intelligences and learning preferences

Your Space aims to respond to all students' personal styles. A class is a group of individuals – one loves technology and science, another draws and paints, another wants to help the environment or adores fashion and film. Therefore, the course aims to attract and motivate all the different personalities and interests that can be found in one class. There are activities to draw on different intelligences – auditory, visual, mathematical, musical, spatial, etc. However, we believe that students need to try out all the possible intelligences and learning techniques in order to discover which work best for them and develop all the possible styles evenly. To achieve this we have found stories, articles and information that have as wide an appeal as possible, in both the texts and their presentation.

Vocabulary

The teaching, extension and enrichment of lexis are essential elements of *Your Space*. The course reflects the generally accepted belief that vocabulary and lexical chunking play as important a role as grammar

in communication and performance in a language. Therefore it deals with vocabulary and lexical chunking in a systematic way across all components and levels. Throughout the Student's Book and the Workbook, it follows a rigorously thorough approach to the previewing, learning, practising and acquisition of lexis. The *Your words* section focuses on the usage of high-frequency vocabulary such as *be*, *make or do*, *go*, etc. *Your Space* also focuses the students on developing strategies for learning and remembering vocabulary.

Graphic story

An exclusive graded story is included in the Student's Book. This is a reflection of the authors' strong belief in the power of creative writing to provoke a personal and unique reader response. This is due to the particular choices made by the author of the 'best words in the best possible order', and students instinctively perceive their power and ability to communicate deeper messages. The language in the stories is teen-appropriate and incorporates the grammar of the course in a natural way. They also contain formats such as websites, emails and text messages.

Chat zone

A great deal of emphasis has been placed on using natural but simple language – the sort of expressions that are used in real-life situations, especially those used in teenage talk. *Chat zone* boxes teach a range of key interactional expressions with related listening practice in corresponding Workbook exercises.

Skills work

Everything that students are asked to do in *Your Space* springs out of the topics and themes in the course. By extension, coverage of all four skills happens through a series of integrated tasks that link activities in an organic and coherent way and systematically take students from skill to skill to a final productive activity in speaking or writing.

- **Reading**

  Interesting, entertaining and information-rich material provides a genuine reason for reading. Likewise, students are motivated by the accessibility and style of reading passages. The texts in *Your Space* are designed to look like informational websites, magazines and illustrated reference books written for young teenagers. There is a wide range of text types – notices, signs, text messages, magazine-style articles, student projects, web pages, notes, emails, interviews, conversations – all of which also provide students with embedded cultural information in context. In addition, *Your Space* features humour, game-like activities, odd facts, quizzes and questionnaires to lower the affective barriers and make the lessons more productive.

- **Writing**

  Your Space develops the skill of writing via a variety of text types such as emails, notes, messages, compositions, report and summary writing. Tasks provide appropriate guidance and lead to freer practice opportunities. Students are encouraged to focus in turn on planning, sentence and paragraph structuring, word choice, linking, checking their work, etc. Good writers understand purpose and audience, and so the course leads students to consider their communicative intentions and to practise producing the various text types required in exam situations.

- **Speaking**

  Students can experience frustration when speaking and need a lot of help and support to make it a natural experience. The *Your Space* Student's Books provide a wide range of speaking tasks with ample and regular practice both in the *Your Space* and in the Skills sections. These tasks are simple to set up, with clear examples which help the students produce the target language and get a real sense of achievement.

- **Listening**

  The skill of listening is developed using a wide range of listening texts, including the photo story conversations, interviews, conversations, radio (reports, phone-ins, interviews), monologues, vox pops, announcements, etc. The task types range from single answer, true/false, text and table completion, etc., to more extensive and freer note-taking activities which give students opportunities to compare their answers or to report their findings. Throughout there is a conscious emphasis on natural spoken language, with features of oral interaction such as hesitation, short answers, etc. However, attention is also paid to comprehensibility so that students always get a sense of achievement.

Pronunciation

Pronunciation exercises are like a gym for the mouth and tongue, getting them into shape for communicating in English. And pronunciation practice can be fun. *Soundbites* are short entertaining activities linked to key grammar and lexical chunks, covering aspects of the phonological and phonetic system and including work on intonation, spelling versus sound, and stress.

Communication

On the *Communication* pages students learn and practise functional language, such as buying tickets, asking for information, agreeing and disagreeing, problem solving, etc. The contexts for *Communication* are always fresh and relevant to the students' own world. This section provides students with space to practise interactions and recycle language they have studied in different contexts. *Phrasebook* boxes provide easy-to-use lists of core expressions that students can refer back to.

Study skills

Your Space pays attention to learner autonomy and developing study skills. Concise *Study skills* boxes in the Student's Book deal with a wide range of skills and

strategies such as making *Vocabulary notebooks*, listening effectively, taking notes, checking your work, etc. Varied classroom dynamics such as pairwork, groupwork, etc. also help develop the students' interpersonal skills.

Mixed ability and learning difficulties

Every class is a mixed-ability class, and many classes also have dyslexic or dyspraxic students. To help with learning difficulties, particular attention has been paid to page navigation, text organisation and table layout in the graphic design of *Your Space* and in the choice of exercises. Comprehension activities and practice move from controlled to freer tasks, and provide the teacher with flexibility to choose which activities to do.

Key to icons

Icons are used throughout the Student's Book so that students and teachers can easily identify the different types of activity:

listening

writing

reading

pairwork

The Workbook

Teachers often say how important it is to always have corresponding homework and extra activities for each part of the unit. Consequently each page of the Student's Book is matched by an equivalent page in the Workbook to make it easy to give out homework and ensure sufficient practice of each teaching area. This makes the Workbook an easy-to-use tool for home and the classroom, designed so your students can review, practise, consolidate and recycle the language they are studying. Special emphasis is put on work with vocabulary, the presentations and useful expressions. Each grammar point has graded practice exercises and there are integrated *Skills* pages.

Your Progress

At the end of each unit in the Workbook, students are encouraged to assess their progress against simple 'can do' statements relating to the contents of the unit in the course. You can use this, together with your own assessment of students' progress, and performance in tests, for identifying the strengths and weaknesses of learners and the class as a whole. This can feed into classroom remedial work, or additional support materials set as individual homework, if your syllabus and institution allow for this approach.

Projects

After the *Your Progress* section in the Workbook, and closing the unit, there is a more extended – and optional – Project. Where your curriculum allows for it, these can be a motivating way to extend what has been covered in class. Each Project is an extended homework task which allows for greater creativity than the usual practice exercises. There is usually an element of follow-up in class: for example, learners may deliver a presentation to the group, or display a poster they have created. Here are some tips for getting the most out of Projects:

- Consider the time constraints of your curriculum before setting Projects for homework and especially those which may need the whole of the following lesson to follow up on! For example, spoken presentations will be more time-consuming in class than poster displays.
- The Projects are based on the *topics* of the course first and foremost, rather than being vehicles for the practice display of particular 'target language' from the unit, although they do also allow for this opportunity.
- Projects are not designed to be rigorously *assessed* pieces of work, but to have a 'pay-off' in their own right, in terms of students' engagement and ability to express themselves in the foreign language.
- Many of the Projects require an element of research using the internet. If you are setting this for homework, remind learners of the basic tenets of online safety appropriate for this age group. Depending on your school policy you may research some safe sites beforehand on which the learners will carry out their research, or this may be done under supervision in class.
- We recommend that feedback on Project work should be 'correction-light'. The feeling of achievement that a learner may get from creating a poster in a foreign language is a valuable thing, and confidence is vital in language learning. As a teacher, you should take care to comment sensitively and positively on this kind of open-ended activity, and look at what the students have expressed and got right over what they have got wrong. There is limited value in correcting every error in Project work, although you might justifiably do so for a more closed grammar exercise.
- If you do assess, mark or comment on Projects, do so on a separate piece of paper: never cover a learner's beautifully designed poster in red ink!

Your Space and the CEFR

The Common European Framework of Reference (CEFR) has become a widely recognised benchmark for language learning all around the world. It is accepted as an international standard for language teaching and learning and for external exams such as Cambridge English exams. As a tool for course development it provides a systematic, reliable, calibrated checklist ensuring that all core language objectives are met, not only in the four skills but also in communicative and interactional areas such as asking for clarification or using repair strategies.

The authors of *Your Space* have considerable experience in meeting CEFR objectives in their curriculum content, having worked with it since its introduction in a variety of school systems and contexts. Therefore *Your Space* has been developed and written to respect all the main descriptors of the CEFR and the three levels take the student from A1, through A2 and into B1. But they never lose sight of the most important thing: that students only learn when they are motivated and engaged by what they are doing.

One of the great strengths of the CEFR is that it encourages learners to record and reflect on their own learning. Right from the beginning, *Your Space* has a gentle, user-friendly and interactive approach. The *Your Space* boxes contain varied and personalised tasks encouraging student fluency in communicative areas; the Skills pages practise core

competences in skills-based tasks. Last but not least, *Your Progress* in the Workbook provides age-appropriate CEFR 'I can' statements which invite students to think about their progress. In this way even young teen learners are trained to recognise their achievements and reflect on their learning outcomes.

Links to the Council of Europe portal:

http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main_pages/introduction.html

http://www.coe.int/t/DG4/linguistic/Manuel1_EN.asp#TopOfPage

DVD

The DVD is a lively up-to-the-minute resource, containing 15 films specifically created for *Your Space*. Each level consists of five films: a video diary, interviews with school students in Britain, a functional situational drama, a culture documentary and a CLIL documentary. The DVD is designed to provide flexibility and variety, and can be used to match the needs and preferences of every class. The first four films are graded for language and can be confidently used after every two Student's Book units. The final CLIL documentary is independent from the Student's Book progression and themes and can be used at any time.

Classware DVD-ROM

The *Your Space* Classware enables you to bring your lessons to life, using an interactive whiteboard or computer and projector. This presentational software gives you immediate access to all the Student's Book material, images, audio and other resources. Teachers can add or save notes and media files in preparation for lessons, making for a truly integrated classroom experience.

Your Space Web Zone

The students' section of the *Your Space* Web Zone, found at http://yourspace.cambridge.org, is full of practice activities and games mapped closely to the course, offering adaptive feedback and an engaging and immersive user experience. CLIL and Culture sections help to extend students' knowledge of the world around them and offer an insight into interesting aspects of UK culture. The site also includes a Comic Builder: this is an interactive graphic story building application to complement the graphic story sections in the Student's Book. It allows students to create their own comics based on the characters and the settings.

The teachers' section of the Web Zone includes downloadable wordlists, tests, project extensions, schemes of work and extra in-class game ideas.

Assessment and Tests CD

Your Space provides a wide range of materials for both informal and formal assessment. This ensures that student progress can be monitored at regular intervals both individually and as a class.

The **Tests CD**, packaged with this Teacher's Book, contains a full suite of test materials. If you put the CD in a computer, you will find the tests available as PDFs.

These tests allow teachers to check the progress of their students at regular intervals. The tests are flexible, easy to evaluate and give students the opportunity to demonstrate their ability by providing, where possible, a range of answers.

The tests on the Tests CD are divided into:

- *Entry test*
- *Unit test* – one per unit divided into:
  - *Vocabulary*
  - *Grammar*
  - *Communication*
- *Skills test* – one per unit divided into:
  - *Reading*
  - *Listening*
  - *Writing*
- *Exit test*
- Answer key to all the tests plus all audioscripts

Audio for the Listening tests is also on the Tests CD and will play if you put the CD in a CD player.

Structure of the tests

The *Entry test* can be used as a diagnostic test to decide on each student's level of knowledge of English before starting the course, or as a *Unit test* for the *Welcome* unit.

The *Entry test* also includes a *Writing* section which will help teachers to evaluate their students' writing ability before starting the course. Alternatively it can be used as extra practice by the students at the end of the *Welcome* unit if necessary.

There are ten *Unit tests* in the book. They are all of the same length and all practise elements of Grammar, Vocabulary and Communication introduced in the corresponding or preceding unit.

Like the *Unit tests*, the *Skills tests* check whether students have learnt the elements taught in the corresponding sections of the Student's Book. As well as checking the level of reading comprehension in the *Over to you …* section, they offer students the possibility to personalise their answers and allow stronger students to demonstrate their writing abilities. The listening sections of the *Skills tests* allow students to hear realistic conversations.

The *Exit test* checks the principal grammar and vocabulary elements taught throughout the course. It allows students to revise all the course material as well as to work out the more problematic areas. It can be used at the end of the course as a final test or as a means of revision.

Evaluation of the tests

To calculate the results of the tests simply add up the various subtotals and then divide the total by the maximum marks obtainable in each test. To arrive at a percentage, multiply the result by 100.

For example:

Maximum marks:	20	Maximum marks:	20
Marks for student:	15	Marks for student:	12
$\frac{15}{20} = 0.75$		$\frac{12}{20} = 0.6$	
$0.75 \times 100 = 75\%$		$0.6 \times 100 = 60\%$	

Welcome

Introduction

The *Welcome* section is designed to consolidate language that students have already learnt. It is an optional unit of material which reviews basic language points students should be familiar with. You can use it as the basis for an introductory series of pre-course lessons or as a test at the start of term. Alternatively, it could be set for homework in the first week or two of the new course.

At this early stage of the course it may also be useful to establish a code of conduct in the classroom. Ask students to brainstorm a list of things that are acceptable and unacceptable in class (put your hands up before speaking, listen when another student is speaking in class). Discuss the list with the class. Introduce anything that you think is missing. Display the final version of the class contract in the classroom. Before starting whole-class activities or games, remind students of the relevant point on the code of conduct. Aim to treat students as young adults and at all times maintain a calm, friendly manner.

A Welcome

What's your name? Page 8

1 1.02 Play the recording. Students listen and read the conversation then match the names with the photos.

Audioscript
See Student's Book page 8.

Answers
1 b 2 a 3 c

2 1.03 Play the recording. Students listen and repeat the phrases in *Phrasebook*.

Students work in groups of three to act out new conversations, using their own names and ages.

Alphabet

3 1.04 Play the recording. Students listen and repeat the alphabet.

Audioscript
See Student's Book page 8.

4 Students add the letters of the alphabet to the table. They can work in pairs to do this.

Answers
Vowels: i o u
Consonants: f g h j k l m n p q r s t v w x y z

5 1.05 Play the recording. Students listen and write the names. Check answers.

Audioscript

1 Boy: What's your family name?
Girl: Kimura.
Boy: How do you spell your name?
Girl: K-I-M-U-R-A.

2 Girl: What's your family name?
Boy: Murphy.
Girl: How do you spell your name?
Boy: M-U-R-P-H-Y.

3 Boy: What's your family name?
Girl: Singh.
Boy: How do you spell your name?
Girl: S-I-N-G-H.

4 Girl: What's your family name?
Boy: Thompson.
Girl: How do you spell your name?
Boy: T-H-O-M-P-S-O-N.

5 Boy: What's your family name?
Girl: Jones.
Boy: How do you spell your name?
Girl: J-O-N-E-S.

6 Girl: What's your family name?
Boy: Kozlowski.
Girl: How do you spell your name?
Boy: K-O-Z-L-O-W-S-K-I.

Answers
2 Murphy 3 Singh 4 Thompson 5 Jones 6 Kozlowski

6 Read out the example. Students work in pairs to practise asking and answering, using different names.

Everyday words Page 9

7 1.06 Students work in pairs to match the words with the pictures. Play the recording to check answers.

Audioscript/Answers
1 an apple 2 a banana 3 the moon 4 a pizza
5 a bag 6 a phone 7 a watch 8 an umbrella
9 the sun 10 an ice cream

8 Point out the three groups. Explain the rules for using *a*, *an* and *the*. Read out the examples and ask students to repeat each one after you.

Students work in pairs to put the rest of the words from Exercise 7 into the correct groups. Check answers.

Answers
a + consonant: a phone, a watch, a banana, a pizza
an + vowel: an apple, an ice cream
the + all letters: the moon

9 Ask two students to read out the example. Students work in pairs to ask and answer questions about the words from Exercise 7.

Numbers

10 1.07 Ask students if they can count to ten in English. Ask if anyone can count to 20 or 30. Then play the recording. Students listen and repeat the numbers.

11 1.08 Play the recording. Students listen and write the numbers they hear. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript

a Girl: How old are you?
Boy: I'm fifteen.

b Announcer: The Air France plane for Paris is leaving from Gate number 23.

c Teacher: Please open your books on page 13.

d Policeman: What's your address?
Criminal: 14, Denmark Street, Oxford.

e Mother: Dan?
Dan: Yeah. Hi, mum.
Mother: Get me six bananas from the supermarket, please.
Dan: OK.

f Teacher: Please do 12 exercises for homework.
Class: Oh, miss!

Answers

a 15 b 23 c 13 d 14 e 6 f 12

12 1.09 Write a telephone number on the board and ask students if they can read it. Play the recording. Students complete the telephone numbers. Check answers.

Audioscript

a zero, one, four, double eight, four, **three**, six, nine, three, **seven**

b zero, double five, **seven**, **three**, one, zero, **nine**, six

c zero, one, four, nine, **eight**, five, three, **two**, five, **six**, zero

Answers

a 3, 7 b 7, 3, 9 c 8, 2, 6

13 Ask individual students to read out the questions. Students work in pairs to ask and answer the questions.

Workbook exercises
You can now set page 3 of the Workbook for homework.

B Welcome

Telling the time — Page 10

Tell students to look at the clocks in the box. Read out the times, and the question and answer, in the photo of Poppy and Marek. Draw three clock faces on the board. Draw three different times on the clock faces. Ask: *What's the time?* Write the times under the clocks.

1 1.10 Students complete the times with the words in the box. They can compare answers in pairs before you check answers.

Play the recording. Students listen and repeat the times.

Audioscript

1 It's six o'clock.
2 It's five past six.
3 It's ten past six.
4 It's quarter past six.
5 It's twenty past six.
6 It's twenty-five past six.
7 It's half past six.
8 It's twenty-five to seven.
9 It's twenty to seven.
10 It's quarter to seven.
11 It's ten to seven.
12 It's five to seven.

Answers

3 ten 4 six 5 twenty 7 half 9 seven 10 quarter 12 five

2 1.11 Ask students to look at the example clock. Explain that they have to listen to the recording and draw the times on the other clocks. Play the recording. Students listen and draw the times. Check answers.

Audioscript

1 What's the time? It's ten past eleven.
2 What's the time? It's half past six.
3 What's the time? It's twenty to nine.
4 What's the time? It's ten past one.
5 What's the time? It's five to three.
6 What's the time? It's twenty-five to five.

Answers

2 half past six 3 twenty to nine 4 ten past one 5 five to three 6 twenty-five to five

3 Ask two students to read out the example. Students work in pairs to ask and answer questions about the times on the clocks in Exercise 2.

4 Warm up — Page 11

Ask students to look at the photos in *Poppy's world*. Ask individual students to read the names in the box. Students work in pairs and complete the exercise. Check answers.

Answers

Photo 1: Mr Young, Mrs Young, Marek, Poppy
Photo 2: Marek, Poppy

5 1.12 Play the recording. Students listen and read the photo story. Then ask students to write the correct names next to the sentences from the story. Check answers.

Audioscript
See Student's Book page 11.

Answers
2 Marek 3 Poppy/Mrs Young 4 Mr Young
5 Marek 6 Marek 7 Marek 8 Mrs Young

6 1.13 Play the recording. Students listen and repeat the phrases in *Phrasebook*.

7 Students work in pairs. They act out the conversations in *Poppy's world*, using their own names.

Workbook exercises
You can now set page 4 of the Workbook for homework.

C Welcome

Classroom English

1 Warm up Page 12

Students work in pairs and match the words with the numbers of the things in the picture. Check answers.

Answers
a chair 6 a door 4 a window 9 a computer 8
a board 3 a poster 10 a bookcase 2 a bin 11
a map 5 a student 1 a teacher 7

1.14 Play the recording. Students listen and repeat the words.

Audioscript
See Student's Book page 12.

2 Ask a student to read out the examples. Point out that *s* is added to a word to make it plural. Students work in pairs to count the things in the classroom and make a list. Check answers.

3 1.15 Mime some of the classroom instructions in the pictures and elicit the expressions. Write them on the board. Play the recording. Students listen and match the instructions with the pictures. Play the recording again to check answers.

Audioscript
See Student's Book page 12.

Answers
2 F 3 E 4 B 5 H 6 D 7 G 8 A

4 1.16 Play the recording. Students listen and follow the instructions.

Audioscript
Stand up. Sit down. Open your books at page 31.
Close your books. Listen. Read Exercise 5.
Put up your hand. Write your name.

Students can work in pairs and take turns to mime and guess the instructions.

School bags Page 13

5 1.17 Ask students what they can see in the photo. Play the recording. Students listen and complete the conversations with the words in the box. Check answers.

Audioscript
A Teacher: Anna, open the window.
Student: I'm sorry, I don't **understand**.
B Teacher: Open your books at page 15.
Student: Can you **repeat** that, please?
Teacher: Open your books at page 15.
C Teacher: Look at the picture. Is there a desk?
Student: Can you **speak** slowly, please?
Teacher: Look at the picture. Is there a desk?

Answers
A understand B repeat C speak

6 1.18 Show the class a few classroom objects and ask: *What colour is this?* Students then match the words and colours. Play the recording to check answers.

Audioscript/Answers
1 red 2 blue 3 yellow 4 green 5 orange
6 brown 7 black 8 white 9 purple 10 pink

7 Ask: *What can you see in the pictures?* Elicit the names of any items students know. Explain any new words. Students work in pairs to match the lists with the school bags. Check answers.

Answers
A Adam B George C Molly

8 1.19 Play the recording. Students listen and repeat the words.

Audioscript
1 an exercise book 2 a pencil case 3 a pen
4 a pencil 5 a calculator 6 a coloured pencil
7 an eraser 8 a ruler 9 a diary

9 Tell students what you have in your bag. Students then write a list of the things they have in their school bags.

10 Read out the example. Students work in pairs and take turns to describe what they have in their school bags. Ask one or two students to tell the class what they found out about their partner's school bag.

Workbook exercises
You can now set page 5 of the Workbook for homework.

D Welcome

Days of the week and months of the year Page 14

1 1.20 Ask students to look at the rap and describe what they can see in the pictures. They can use their own language. Then play the recording. Students listen and complete the rap with the words in the box. Check answers.

Answers

1 hello 2 books 3 school 4 time 5 goodbye 6 park 7 friends

2 1.20 Ask students to match the days of the week with the pictures. Check answers. Then play the recording again. Students listen and join in saying the rap.

Answers

(clockwise from top left) 2 5 4 3 6 7

3 Write *It's Monday, it's Monday, it's ____ day* on the board. Elicit different ways to complete the rhyme. Read out the example line. Students then work in pairs to write their own days of the week rap. Ask students to read out their new rap.

4 1.21 Books closed. Write *January* on the board. Elicit months. Write *Feb__*, *Mar__* and *Apr__* on the board. Ask students if they can complete any of the months. Write the full words on the board.

Students open their books at page 14. Play the recording. Students listen and repeat the months.

5 Read out the example. If necessary, do another example and write this on the board. Students then work in pairs to spell the days and months.

6 Read out the example. Students work in pairs to ask and answer about their favourite month.

Ordinal numbers Page 15

7 1.22 Write *1*, *2*, *3* on the board. Explain that these are cardinal numbers and that they tell us about quantity, e.g. *I have three books and four computer games*. Then write *first*, *second*, *third* on the board. Explain that these are ordinal numbers and that they tell the order of things, e.g. *Jack was first in the race, Sarah was second and I was third*. Use the students' own language if necessary.

Students work in pairs to write the words next to the ordinal numbers. Check answers. Then play the recording for students to listen and repeat.

Audioscript/Answers

1st first 2nd second 3rd third 4th fourth
5th fifth 6th sixth 7th seventh 8th eighth
9th ninth 10th tenth

8 1.23 Books closed. Ask students what English names they know. Write these on the board.

Students open their books at page 15. Ask them to look at the lists of the most popular English boys' and girls' names. Play the recording. Students listen and put the names in the correct positions. Check answers.

Audioscript

Names come and go. So, what are the top names in secondary school this year?

Top 10 boys' names – 1st Jack, 2nd Thomas, 3rd James, 4th Joshua, 5th Daniel, 6th Harry, 7th Sam, 8th Joseph, 9th Matthew, 10th Callum

Top 10 girls' names – 1st Chloe, 2nd Emily, 3rd Megan, 4th Charlotte, 5th Jessica, 6th Lauren, 7th Sophie, 8th Olivia, 9th Hannah, 10th Lucy

Answers

boys' names: 2nd Thomas, 5th Daniel, 6th Harry, 7th Sam, 10th Callum
girls' names: 2nd Emily, 5th Jessica, 7th Sophie, 8th Olivia, 10th Lucy

9 1.24 Students complete the ordinal numbers. Play the recording to check answers. Students can practise saying the words by listening to the pronunciation on the recording and copying it.

Audioscript/Answers

eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, **seven**teenth, **eight**eenth, **nine**teenth

twentieth, twenty-first, twenty-second, twenty-**third**

thirtieth, thirty-**first**

10 Read out the example questions and answers. Students work in groups to ask and answer the questions. Ask some students to tell the class when their best friend / mum / dad's birthday is.

Workbook exercises
You can now set page 6 of the Workbook for homework.

E Welcome

Interests Page 16

1 Ask: *Do you like music / sport / books?* Elicit answers around the class.

Students then work in pairs to match the words with the pictures. Check answers.

Answers

animals 5 music 8 computers 4 films 7 fashion 3 books 1 art 6

2 1.25 Tell students they are going to listen to Martin, Megan and Matthew talking about their interests. Play the recording. Students listen and circle the correct interests. Check answers.

Audioscript

Interviewer: Hi, Martin. What are your interests?
Martin: Erm ... Art ... and computers. Yes!
Interviewer: What are your interests, Megan?
Megan: That's easy. Music and books.
Interviewer: What are your interests, Matthew?
Matthew: Sport and films.

Answers

Martin: art, computers
Megan: music, books
Matthew: sport, films

3 Ask two students to read out the example. Students work in pairs to ask and answer the question. Ask one or two students to tell the class what they found out about their partner.

Page 17

4 **1.26** Ask students to look at Marek's interview with Poppy. Elicit what kind of words can go in the six gaps. Then play the recording for students to listen and complete the conversation. Play the recording again to check answers.

Audioscript

Marek: What's your name?
Poppy: My name's **Poppy**.
Marek: How old are you?
Poppy: I'm **11**.
Marek: When's your birthday?
Poppy: It's on the 21st of June.
Marek: What's your phone number?
Poppy: It's **01584 336901**.
Marek: Where are you from?
Poppy: I'm from **the UK**.
Marek: What are your interests?
Poppy: My interests are **films, fashion and music**.
Marek: What's your favourite colour?
Poppy: It's **pink**.

Answers

1 Poppy 2 11 3 01584 336901 4 the UK
5 films, fashion and music 6 pink

5 Students work in pairs and act out the interview. Ask one pair to act out the interview in front of the class.

6 Ask students to complete the Factfile for Poppy, using the information in the interview. Check answers.

Answers

11 21st June 01584 336901 films, fashion, music pink

7 **1.27** Ask students to complete Marek's Factfile, using the words in the box. Play the recording to check answers.

Audioscript

Poppy: What's your name?
Marek: It's Marek Adamski.
Poppy: How old are you?
Marek: I'm 12.
Poppy: When's your birthday?
Marek: It's on the 14th of May.
Poppy: What's your phone number?
Marek: It's 01584 334287.
Poppy: Where are you from?
Marek: I'm from Poland.
Poppy: What are your interests?
Marek: My interests are computers and sport.
Poppy: What's your favourite colour?
Marek: It's red! I like Manchester United!

Answers

12 14th May 01584 334287 Poland
computers and sport red

8 Ask students to work in pairs to write Poppy's interview with Marek. Tell them to use the interview in Exercise 4 as a model.

9 Ask students to write their own Factfile.

10 Ask students to look again at the interview in Exercise 4. Then students work in pairs to interview each other. Ask one or two students to tell the class what they found out about their partner.

Workbook exercises
You can now set page 7 of the Workbook for homework.

1 Hello!

Unit overview

Reading	Penpals webpage
Listening	Swapping personal information
Speaking	Talking about a friend's interests
Writing	Personal description
Grammar	Subject pronouns
	be – positive form
	Possessive adjectives – singular
	Regular plurals
	be – negative form, questions and short answers
	Articles
Functions/ Communication	Talking about facts
	Saying where you are from
	Asking for and giving personal information
	Greetings, introductions and saying goodbye
Vocabulary	Countries and nationalities
	Personal objects
	Interests
Pronunciation	/aɪ/ /ɪ/

Author chat

The first unit opens with Luke's blog where he tells students about his life. Then they meet Poppy who is getting ready for her first day in a new school. Can she find her keys? And where's her mobile? Maybe some of your students are like Poppy in the morning! In *Poppy's world*, they meet the friends who are going to accompany their learning – Poppy, Amy, Jack and David. They will learn a lot about them during the year. In *Skills*, we read about students around the world and your students write a profile for a webpage. By the end of the unit, they can say a little about themselves, their life and their favourite things.

1A My best friend is Tom

Presentation Page 18

1 Warm up

Write *www* on the board. Ask what it stands for (World Wide Web). Elicit the names of some websites and write them on the board. Ask students what their favourite websites are and how often they use the internet.

Ask students to look at the webpage on page 19 and to describe what they can see. Students then tick the things that they can see on the webpage. Check answers.

Answers

a computer a football scarf

2 1.28 Ask students to look at sentences 1–6. Explain that they are about the webpage on page 19 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found.

Play the recording. Students read and listen to the webpage. They complete the true/false exercise and check answers in pairs. Play the recording again. Check answers.

Audioscript

See Student's Book page 19.

Answers

2 F 3 F 4 F 5 T 6 F

Language focus

The idea of *Language focus* is for students to take a first look at language. Here they will notice how the verb forms are contracted. Students will see this language in context on the webpage on page 19. It will be covered in more detail in the *Language space* pages. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice the difference between *My sister is five* and *My sister's naughty*. (The first sentence uses the full form of *be* while the second sentence uses the short form.)

3 Students complete the exercise using the short forms of *am*, *is* and *are*. Check answers.

Answers

's 're

4 Students read through sentences 1–6 and then complete the exercise. They can compare answers in pairs before you check answers.

Answers

2 's 3 's 4 're 5 're 6 'm

Extra

Fast finishers Students who finish quickly can write six more sentences using the short forms in Exercise 4.
A helping hand Tell students who need extra help to do Exercise 4 by writing the long forms first and then choosing the correct short forms.

Vocabulary • Countries

5 1.29 Write this on the board: _ _ _ _ _ _ _ _ _. Ask students to say a letter to guess the word (*countries*). Elicit different countries and write them on the board. Choose two countries and ask students what they know about these places.

Students work in pairs to match the countries with the nationalities. Play the recording for students to check answers.

Audioscript

1 Spain – Spanish	5 Ireland – Irish
2 India – Indian	6 Brazil – Brazilian
3 Germany – German	7 China – Chinese
4 France – French	8 The USA – American

Answers

2 h 3 f 4 a 5 c 6 b 7 d 8 e

6 Ask students what they know about the eight places. They can respond in their own language if necessary. Then read out the examples. Students work in pairs to guess which place their partner is thinking of. Check that students pronounce the countries correctly.

Extra

Fast finishers Students who finish quickly can write up their conversations from Exercise 6 in their exercise books.
A helping hand With students who need extra help, you can do one or two more example mini-conversations to act as models.

Your space • Talking about you **Page 19**

7 Tell students they are going to write about themselves. Read out the sentences and ask students how they can complete them. Tell students to write *Talking about you* in their exercise books. They can then complete the sentences with information about themselves.

8 Students work in pairs and take turns to say the sentences they wrote in Exercise 7.

Workbook exercises
You can now set page 8 of the Workbook for homework.

1A Language space

***be* – positive** **Page 20**

1 Ask students to look at the cartoon of Max, Lara, Zak and Robopet. You might like to ask students to keep a Factfile on the characters, which they can add to throughout the course. Point to the flag that Zak is waving and the T-shirts that Max and Lara are wearing. Ask: *Where is London? / Where is Dublin? / Where is New York?* Elicit the countries and write them on the board.

Ask students to look at the table. Complete the first gap in the text as an example. Students work in pairs to complete the text, using the table to help them. Check answers.

Answers

1 I 2 She 3 He 4 we

Language notebook

Tell students to pay particular attention to personal pronouns. Point out that personal pronouns are always used in English because verb endings don't identify who is speaking. Make sure that students understand that *you* is both the singular and the plural form.

2 Ask students to look at sentences 1–8. Read out the example sentence. Point out that *is* is the correct word because the sentence is in the third person singular. Students work individually to complete the rest of the exercise. Students can compare answers in pairs. Check answers, asking different students to read out the completed sentences.

Answers

2 are 3 are 4 am 5 is 6 is 7 is 8 are

Extra

Fast finishers Students who finish quickly can write four more sentences about their friends and family, using the positive form of *be*, e.g. *My brother is 14* / *My mother is from France*. Collect the sentences and check students' work.
A helping hand Tell students who need extra help to use the table in Exercise 1 to help them complete the exercise.

3 Ask students to look at the form. Read out the example sentences. Students work individually to complete the form for a friend and then write sentences. Students can read out their sentences to the class.

4 **1.30** Ask students to look at the photo. Elicit *brother* and *sister*. Ask students to read the conversation. Complete the first gap as an example. Students work individually to complete the rest of the conversation. Play the recording to check answers. Students can practise reading the completed conversation in pairs.

Audioscript

Arun: Hi. My name'**s** Arun.

Gita: And I'**m** Gita. We'**re** from London.

Arun: She'**s** twelve.

Gita: And he'**s** twelve, too!

Arun: Our mum and dad **are** Indian but we'**re** British.

Answers

1 s 2 m 3 re 4 s 5 s 6 are 7 re

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Elicit a few more example sentences. Remind students to use short forms when they speak.

Page 21

5 **1.31** Ask students to look at the photos of Alex and Lauren. Write *age*, *city*, *nationality* and *favourite thing* on the board. Play the recording. Students listen and draw lines to match the correct information with Alex and Lauren. Check answers by asking different students to come to the board and write the correct words under the relevant categories, first for Alex, then for Lauren.

Audioscript

Alex: Hi. My name's Alex. I'm 13 years old. I'm from Brighton in the UK and I'm British. Oh, and my favourite thing is my bicycle. It's blue and it's so cool!

Lauren: Hello. My name's Lauren, and I'm twelve! I'm from Berlin, in Germany, but I'm American. And my mom and dad are American, too. My favourite thing is my mobile phone. It's fantastic!

Answers

Alex: 13, Brighton, British, bicycle.
Lauren: 12, Berlin, American, mobile phone

6 Ask students to invent a new identity, e.g. *Hi, my name's Sue. I'm seventeen. I'm from Edinburgh. My favourite thing is my computer*. Give students a minute to think of their new identities. Students then work in pairs and tell their partner who they are. Ask three or four students to tell the class about their partner's new identity.

Regular plurals

7 Books closed. Point to classroom objects (chair, desk, book, etc.) and elicit the plurals. Write *chair – chairs*, *glass – glasses*, *hobby – hobbies* on the board. Underline *s*, *es* and *ies* at the end of each plural noun. Point out how the plural is formed in each case.

Students open their books at page 21. Ask them to look at the words and match the singulars and the plurals. Check answers. Then read out the plural words and ask students to repeat them after you.

Answers

potato – potatoes, box – boxes, glass – glasses, room – rooms, toy – toys, hobby – hobbies, dish – dishes, watch – watches

8 Read out the example. Students work in pairs to write the plurals of the rest of the words in the list. Ask students to come to the board to write the plural forms.

Answers

classes pages houses addresses boys phones tomatoes matches stories

Language notebook

Students need to take care when spelling plural nouns. While *s* is added to most nouns, *es* is added to nouns ending in *-s*, *-ss*, *-sh*, *-ch* and *-x*. When nouns end in *-y*, the *y* is changed to *i* and then *es* is added, so *hobby* becomes *hobbies*.

Possessive adjectives – singular

9 Pick up objects around the class to introduce the idea of possession. Pick up a pen and say: *This is my pen*. Pick up a book and say: *This is her book*.

Ask students to look at the pictures. Read out the possessive adjectives in the table. Ask students to cover up the possessive adjectives. Say a pronoun and ask students to say the correct possessive adjective.

Students work individually to label the pictures, using the table to help them. Students can compare answers in pairs before you check answers.

Answers

1 his 2 my 3 her

10 Books closed. Elicit the possessive adjectives introduced in Exercise 9. Write the following on the board: *I'm British, but ___ father is Irish*. Ask students to complete the gap with the correct possessive adjective (*my*).

Students open their books at page 21. Ask them to look at sentences 1–7. Read out the example. Students work individually to complete the sentences. Check answers.

Answers

2 His 3 my 4 Her 5 my 6 Its 7 His

Extra

Fast finishers Students who finish quickly can write four more sentences about their friends and family, like the ones in Exercise 10. Collect these sentences and check students' work.

A helping hand Tell students who need extra help to check their answers with the table in Exercise 9. Students can also work in pairs on this exercise.

Workbook exercises

You can now set pages 9 and 10 of the Workbook for homework.

1B Are they in my class?

Presentation Page 22

1 Warm up

Take some objects out of your bag and show them to the class. Elicit the words. Then ask students what they bring with them to school every day. Write *classroom objects* on the board and elicit vocabulary, e.g. *books, pens, pencils, pencil cases, mobiles, keys.*

Students match the words with the pictures. They can compare answers in pairs before you check answers.

Answers

pencil case 3 eraser 5 keys 6 jacket 1 money 2

2 **1.32** Pretend to have lost something. Look for it in your pockets, your bag and around the classroom. Say: *Where are my keys?* Write this on the board. Say: *I've lost my keys.* Write this on the board. Tell students to look at *Poppy's world* on page 23. Explain that Poppy is late for school because she can't find something. Ask students what they can see in the photos.

Before you play the recording, go through the expressions in *Chat zone* on page 23. Note that *cool* is a very popular adjective which means *great* or *fantastic*. It's also used to describe someone who is relaxed and in control.

Play the recording. Students read and listen to *Poppy's world* and tick the things they can see from Exercise 1. Play the recording again. Check answers.

Audioscript
See Student's Book page 23.

Answers
bag pencil case

3 1.32 Ask students to look at sentences 1–5. Explain that they are about *Poppy's world* and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of *Poppy's world* where this information can be found.

Play the recording. Students read and listen again. Ask them to complete the true/false exercise and compare answers in pairs. Check answers.

Answers
2 F 3 F 4 F 5 F

Language focus

Here students will take a first look at short answers and negative forms of *be*. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them where the verb goes in a *yes/no* question in English (at the beginning of the sentence).

4 Students work individually to complete the conversations. Check answers. Students can then practise the conversations in pairs.

Answers
2 am 3 Is, isn't 4 Is, is

Extra

Fast finishers Students who finish quickly can write four more gapped sentences like the ones in Exercise 4. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand Tell students who need extra help to check their answer to the first question with you before continuing. Students can also work in pairs on this exercise.

5 Students work in pairs to ask and answer the questions. Do an example with the whole class before students begin the exercise.

Your space • Talking about your friend Page 23

6 Elicit or teach *best friend* and write this on the board. Then tell students about one of your best friends. Say the person's name, age, favourite colour and nationality.

Tell students to write *Talking about your friend* in their exercise books. Students then complete the sentences about their best friend. Students can read their description to their partner.

Workbook exercises
You can now set page 11 of the Workbook for homework.

1B Language space

be – negative Page 24

1 Ask students to look at the cartoon of Zak and his painting. Say: *Is Zak a good artist?* Students circle the correct word in the sentence. Ask students to repeat the completed sentence after you.

Ask students to look at the cartoon of Zak and Max playing tennis. Say: *Are Zak and Max good tennis players?* Students circle the correct word in the sentence. Ask students to repeat the completed sentence after you.

Answers
1 isn't 2 aren't

2 Ask students to look at the table. Read out the negative forms of *be* and ask students to repeat after you. Then ask students to look at sentences 1–7. Read out the example sentence. Students work in pairs to change the sentences to the negative form. Check answers, asking different students to read out their negative sentences.

Answers
2 We aren't in a café.
3 They aren't from Paris.
4 Sue isn't in a hurry.
5 He isn't wrong.
6 You aren't in my class.
7 It isn't an easy exercise.

Extra

Fast finishers Students who finish quickly can write four more negative sentences about their friends and family, e.g. *My sister isn't five / My brothers aren't sad*. Collect the sentences and check students' work.
A helping hand Tell students who need extra help to use the table to help them complete the exercise.

3 Ask students to look at the sentences in the speech bubbles. Say: *You're in a café*. Ask a student to read out the example sentences in reply. Students work in pairs. Student A says a sentence, which Student B then contradicts. Students then swap roles.

Soundbite /aɪ/ /ɪ/

1.33 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the rhyme.

Elicit any words that rhyme with the /aɪ/ sound in *Hi*, *I* and *my* (e.g. *buy, by, fly, high, bye, guy*). Make sure students do not pronounce the short /ɪ/ sound in words like *Nick* and *Millie* by using the long /aɪ/ sound.

Play the recording again and encourage students to mimic the pronunciation. Remind them that if the sounds they produce sound unnatural they're probably pronouncing the words correctly!

be – questions and short answers

4 Ask students to look at the tables of questions and short answers. Point to each section in the first table and make a set of example questions, e.g. *Am I Australian? / Are you from Africa? / Is she an actress?* etc. Students answer the questions by using one of the short answers in the second table.

Read out the first two lines of the conversation. Students work in pairs to complete the conversation.

5 **1.34** Play the recording to check answers.

Students act out the conversation twice with a partner. They should take a different role each time. Ask a pair of students to act out the conversation in front of the class.

Audioscript

Tom: Hello.

Lily: Hi. **Are** you a new student?

Tom: Yes, I **am**.

Lily: **Are** you from America?

Tom: No, I'**m not**. I'**m** from Australia.

Lily: Cool! How old **are** you?

Tom: I'**m** twelve. **Are** you in my class?

Lily: Yes, I **am**.

Tom: **Are** they in our class?

Lily: No, they **aren't**. But Izzy**'s** my best friend. And her mum**'s** Australian, too!

Answers

2 am 3 Are 4 'm not 5 'm 6 are 7 'm 8 Are
9 am 10 Are 11 aren't 12 's 13 's

Page 25

6 Books closed. Write *from / you / Scotland / are?* on the board. Ask students if they can reorder the words to make a question.

Students open their books at page 25. Read out the example. Students work individually to complete the exercise. They can compare answers in pairs. Ask students to come to the board to write their completed questions.

Answers

2 Are your parents at home?
3 Is your computer old?
4 Is Zac Efron your favourite actor?
5 Is your school very big?
6 Are you a good singer?

Extra

Fast finishers Students who finish quickly can write four jumbled-up sentences like the ones in Exercise 6. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand With students who need extra help, carefully revise the word order of an English sentence. They can also check their answer to the first question with you before continuing.

7 Tell students to ask you the questions in Exercise 6. Answer using short answers. Students then write their own answers to the questions in Exercise 6.

8 Ask students to look at the form and to complete it for you. Don't tell them the correct answers. Students then ask you questions to check their answers.

Students work individually to complete the form for their partner. Make sure they don't discuss the answers with their partner!

9 Students ask their partner *yes/no* questions to check their ideas in Exercise 8.

Students tell the class how many things they got right.

Articles

10 Books closed. Write *a guitar / an apple* on the board. Circle the indefinite articles.

Students open their books at page 25. Ask them to look at the information in the circles and make sure they understand when to use *a*, *an* and *the*. Write each noun from the exercise on the board in turn. Ask different students to come to the board to write *a*, *an* or *the* in front of the noun.

Answers

2 a 3 a 4 an 5 the 6 a 7 an 8 a 9 an 10 a

Language check

When students have completed both *Language space* sections in Unit 1, ask them to complete the Unit 1 *Language check* on page 138. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 c 3 a 4 c 5 a 6 a 7 b 8 c 9 c 10 b
2 2 It is in my room.
3 They are from Ireland.
4 She is five.
5 We are Real Madrid fans.
6 He is sixteen.
3 2 m 3 is 4 is 5 isn't 6 re
7 are 8 are 9 aren't 10 re

Your words 1B

be

Books closed. Write the following categories on the board: *Age*, *Nationality and place*, *Descriptions*, *Favourites* and *Jobs*. Explain that it is important to build vocabulary around themes and subjects. Students write these categories in their exercise books and work in pairs for two minutes to brainstorm associated words, phrases and questions. Write the students' ideas on the board.

Students open their books at page 25. Read out the different sections in *Your words*.

11 Ask students to look at the gapped sentences. Complete one of the sentences so that it is true for you and write it on the board. Students then work individually to complete the sentences about themselves.

12 Students work in pairs and read the sentences they wrote in Exercise 11 to each other. Students who finish quickly can ask each other extra questions about the information they have heard.

Workbook exercises
You can now set pages 12 and 13 of the Workbook for homework.

1C Skills

Reading Page 26

1 Warm up

Write *chat room* and *social networking site* on the board and ask students what they are (websites where people can talk to each other and share personal information about friends, family and interests). Ask students if they use chat rooms and social networking sites and what they like and dislike about them. Students can respond in their own language. Tell students about any websites like this that you use. Students then read the webpage quickly and answer the two questions. Check answers.

Answers
They are twelve and thirteen. They are boys and girls.

2 Ask students to look at sentences 1–8. Tell them they are about the webpage. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found. Then students read the webpage again and write the names of the people. Check answers.

Answers
2 Batgirl 3 Snowgirl 4 Snowgirl and Pet King 5 Dylan Dog 6 Pet King 7 Batgirl 8 Dylan Dog and Pet King

Extra
Fast finishers Students who finish quickly can make a word search or crossword puzzle using the new vocabulary from the webpage.
A helping hand Students can work in pairs and use their dictionaries to give them extra support when reading the webpage.

Vocabulary • Interests Page 27

3 1.36 Write *interests* in the middle of the board. Elicit as many different interests as you can (*sport*, *music*, *films*, *computer games*, *books*, etc.) and write them around the word *interests*. Ask students what their interests are.

Students work individually to match the words with the pictures. Play the recording to check answers. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript/Answers
1 the internet 2 fashion 3 science 4 sport 5 films 6 animals 7 computer games 8 music 9 art 10 books

Listening and speaking

4 1.37 Tell students to look at the table of information about Lucy and Kasun. Then play the recording. Students listen and circle the correct answers. Check answers.

Audioscript
Nick: Hello, Lucy.
Lucy: Hi, Nick.
Nick: Can I ask you some questions?
Lucy: OK!
Nick: How old are you?
Lucy: I'm thirteen.
Nick: When's your birthday?
Lucy: It's in March.
Nick: Where are you from?
Lucy: I'm from England.
Nick: What are your interests?
Lucy: Er ... my interests are science and animals.
Nick: Who's your favourite singer?
Lucy: That's easy. Beyoncé!
Nick: And my last question. What's your favourite thing?
Lucy: My mobile phone!
Nick: Thanks, Lucy.
Lucy: That's OK.

Nick: Kasun, can I ask you some questions?
Kasun: OK.
Nick: How old are you?
Kasun: I'm twelve.
Nick: When's your birthday?
Kasun: It's in July.
Nick: Where are you from?
Kasun: I'm from France.
Nick: What are your interests?
Kasun: My interests are computers and sport.
Nick: Who's your favourite singer?
Kasun: Justin Bieber.
Nick: What's your favourite thing?
Kasun: It's my football shirt!
Nick: Thanks.
Kasun: That's OK. See you.

Answers
Lucy: March, England, science and animals, Beyoncé, mobile phone
Kasun: 12, July, France, computers and sport, Justin Bieber, football shirt

Background information

Beyoncé is an American R&B singer and actress. She was a member of Destiny's Child in the 1990s. She is now a solo artist.
Alicia Keys is an American singer, musician and actress. She has won many awards during her career (including Best New Artist in 2002), and has sold over 30 million albums worldwide.
Justin Bieber is a Canadian singer-songwriter and actor. He was discovered in 2008, at the age of 14, when a manager saw his music videos on YouTube.
Will.i.am is an American rapper, musician, singer, actor and producer. He became well-known in the 1990s as a member of the hip hop group The Black Eyed Peas.

5 Elicit questions using the words in the table, e.g. *What's your name? How old are you? When's your birthday? Where are you from?* etc. Write these questions on the board. Students work in pairs to ask and answer the questions. Encourage students to ask as many follow-up questions as they can. Students who finish quickly can write their conversations in their exercise books.

6 Ask students to tell the class what they found out about their partner. Keep a note of the things they say, such as favourite football teams and interests. At the end of the activity, ask the class questions such as: *Who likes music? Who likes Lazio?*

Writing

Study skills

Ask students to look at the *Study skills* box. Read out the information about using capital letters for countries and nationalities.

7 Mimic someone typing, writing a letter or sending a text message. Elicit *writing* and write this on the board. Elicit the different things we can write and write these on the board: *a text message*, *an email*, *a newspaper article*, *a book*, etc.

Explain to students that we can write in stages. The first stage is thinking of ideas or brainstorming. Tell students they are going to write a profile for the *Penpal Space* webpage. Brainstorm the kind of things students will need to write about (*age*, *home*, *friends*, *hobbies*, *interests*, etc.) and write these on the board.

Read out the sentences students will use in their writing. Students then work individually to write their own profile. Remind them to brainstorm ideas first. Students can illustrate their profile. Display their work in the classroom.

Example answer

Hello. I'm a girl and I'm thirteen. I'm from Spain.
My interests are films, art and science. My favourite film is 'Mamma Mia'.
Please be my penpal.
Sarah

Workbook exercises
You can now set pages 14 and 15 of the Workbook for homework.

Communication Page 118

Greetings, introductions and saying goodbye

1 Warm up

Books closed. Take some pictures to class of special occasions such as weddings, birthday parties, christenings, etc. Give the pictures out and ask students to describe what they can see. Ask students how we celebrate on these occasions and elicit verbs like *eating*, *drinking*, *dancing* and *playing music*.

Students open their books at page 118. Ask them to look at the pictures and describe what they can see. Students answer the questions. Check answers.

Answer
Yes, it is a special day. It's a birthday party.

2 1.38 Play the recording. Students read and listen to the conversations and then circle the correct answers. Students can compare answers in pairs. Play the recording again. Check answers.

Answers
1 a 2 a 3 b

3 1.39 Ask students to look at the conversation in *Phrasebook*. Play the recording. Students listen and complete the conversation. Check answers.

Alternatively, students can work in pairs to try to complete the conversation before you play the recording to check answers.

Audioscript
Emily: Hi, Sam. How **are** you?
Sam: I'm fine, thanks.
Emily: This is **my** friend, Lucy.
Sam: Hi, Lucy. **I'm** Sam.
Lucy: **Hello**, Sam. Nice to meet **you**.

Answers
1 are 2 my 3 I'm 4 Hello 5 you

4 Students work in groups of three to practise the conversation in *Phrasebook*. They take turns to be Emily, Sam and Lucy.

Workbook exercises
You can now set page 13 of the Workbook for homework.

2 Homes

Student's Book

Unit overview

Reading	Home sweet home
Listening	Describing houses
Speaking	Describing your dream home
Writing	Describing your dream home
Grammar	*be* – question words
	there is, there are
	lots of
	Irregular plurals
	this, that, these, those
	Prepositions of place
	Possessive adjectives
Functions/ Communication	Talking about homes
	Describing rooms
	Asking for and giving personal information
Vocabulary	The house
	Bedroom
Pronunciation	/s/ /z/ /ɪz/

Author chat

In *Poppy's world*, Poppy and her brother, Josh, are getting up in the morning. But is it school today or have their parents made a mistake? Your students continue talking about their lives and in particular their homes. Teenage bedrooms are spaces where they can express their personalities and be private. Posters, possessions, music and furniture all say something about teenagers' tastes and preferences. After learning about Liam's room, students go on to describe their own rooms. In *Skills*, the topic is widened out with a look at some unusual homes around the world on water, in caves and in the forest. Students round up by designing their own dream houses.

2A It isn't late. It's early!

Vocabulary • The house Page 28

1 1.40 Books closed. Draw a picture of a house on the board and elicit *house*. Write this on the board. Then elicit rooms in the house and write these on the board. Ask students what we do in the different rooms and elicit simple phrases like *watch TV*, *eat dinner*, *sleep*, etc. Ask: *What's your favourite room in the house?* Tell students which is your favourite room.

Students open their books at page 28. Ask them to look at the pictures of the different rooms in the house and describe what they can see. They can respond in their own language if necessary. Students then match the words with the rooms in the house. Play the recording to check answers.

Audioscript/Answers

bathroom 10 kitchen 4 study 8 living room 2 hall 1
bedroom 5 garden 9 dining room 3 toilet 7 garage 6

Presentation

2 Warm up

Mime activities like sleeping, eating and drinking, and elicit the room in the house that we do these things in.

Ask students to look at the photos of the rooms in *Poppy's world* on page 29 and to answer the questions. Do this with the whole class.

Answers

The rooms are: bedroom, bathroom, kitchen, living room.
A/B Poppy is in the bedroom and the bathroom.
C Poppy and Josh are in the kitchen.
D Poppy, Josh and their mum are in the living room.

3 1.41 Ask students to look at sentences 1–6. Tell them they are about the photo story on page 29 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the photo story where this information can be found.

Before you play the recording, go through the expressions in *Chat zone* on page 29. Note that *What's so funny?* is a question you ask someone when they laugh at you and you don't understand what they think is so entertaining. You can also use it when you hear other people laughing but you didn't hear what made them laugh.

Play the recording. Students listen and read the photo story and complete the true/false exercise. Play the recording again. Check answers.

Audioscript

See Student's Book page 29.

Answers

2 T 3 T 4 F 5 T 6 F

Language focus

Here students will take a first look at long and short forms with *there is / there are* and *where are* and *what's*. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students what the difference is between *there is* and *there are*. (The first is used with singular nouns while the second is used with plurals.)

4 1.42 Write the following on the board: *In my house ___ three bedrooms*. Ask students to complete the sentence using *there is* or *there are*. Then tell students to look at the example in Exercise 4. Point out that *there are* is the correct phrase because it refers to the plural word *bedrooms*. Students work individually to complete the descriptions. Play the recording to check answers.

Audioscript

Amy: In my house, **there are** only two bedrooms. There isn't a dining room, but **there's** a big kitchen. **There's** a big garden, too. It's a fantastic house.

Jack: **There are** three bedrooms in my house. **There's** one for me, one for Emma, and one for our parents. **There's** a small kitchen, but **there's** a big living room. It's my favourite room.

Answers

2 there's 3 There's 4 There are 5 There's 6 There's 7 there's

Extra

Fast finishers Students who finish quickly can write five gapped sentences like the ones in Exercise 4.
A helping hand Tell students who need extra help to check their answer for the second gap with you before continuing. Students can also work in pairs on this exercise.

5 Say true and false things about your house using the words given, e.g. *There's a living room*. *There are three bedrooms*. *There isn't a garage*. Ask students to guess which things are true. Then students work in pairs to say true and false things about their house and guess if their partner is telling the truth.

6 Describe your house using *there is / there are*. Students then work in pairs and take turns to describe their house. Encourage students to say as much as they can. Help with extra vocabulary.

Your space • Talking about your life Page 29

7 Tell students they are going to talk about themselves. Read out the questions and elicit example answers. Write the following phrases on the board to help: *I'm ____ / I'm from ____ / My favourite singers are ____ / My favourite film is ____ / My birthday is on ____*. Students work in pairs to ask and answer the questions.

8 Tell students to write *Talking about your life* in their exercise books. Students work individually to write sentences about their partner based on the information they gave in Exercise 7. Ask students to tell the class what they found out about their partner.

Workbook exercises
You can now set page 16 of the Workbook for homework.

2A Language space

Question words and *be* Page 30

1 Ask students to look at the cartoon of Max and Lara. See if students can remember anything about the characters from Unit 1. To help them ask: *Where is Max from?* (London) *Where is Lara from?* (Dublin) *Is Zak a good tennis player?* (No).

Read out the questions in the table and ask students to repeat them after you. Students use question words from the table to complete the questions in the cartoon. Check answers. Read out the completed questions and the answers. Students repeat them after you.

Answers

1 How old 2 Where

Language notebook

The standard intonation pattern in a *Wh*-question is for the pitch of the voice to fall at the end of the sentence. (You might want to compare this with the *yes/no* questions students have looked at, where there is a rise in pitch of the voice at the end of the sentence.) Tell students it is important to learn the intonation patterns in English because using the wrong one at the wrong time can create a lot of confusion! Students can write a question like *What's your name?* and draw an arrow above the sentence pointing downwards from *What's* to *name*.

2 Ask students to look at the questions in the table. Read out the questions, encouraging students to mimic your pronunciation. Elicit example answers to the questions and write them on the board.

Students work in pairs to ask and answer the questions. Ask students to tell the class what they found out about their partner.

3 Read out the example question. Point out that *Where* is the correct question word because it refers to place. Students work in pairs to complete the questions with question words. Ask students to come to the board to write their answers.

Answers

2 Who 3 What 4 Where 5 How old 6 When 7 are / old are

Extra

Fast finishers Students who finish quickly can write four more gapped questions like the ones in Exercise 3. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand Tell students who need extra help to look carefully at the words after the gaps in the questions. Do they refer to people, places, age, things, etc.?

4 Ask students to look at the answers. Read out the first question in Exercise 3. Elicit the correct answer. Students complete the exercise. Check answers. Students can practise asking and answering the questions with a partner.

Answers

2 She's my friend.
3 It's ice cream.
4 They're in your bag!
5 She's seventeen.
6 It's this morning.
7 I'm twelve.

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind them to use the correct form of the verb *be* with *I / you / he / she / it / you / we / they.*

5 1.43 Ask students to look at the photos of the boy and girl. Elicit their names. Then elicit possible answers to complete the table.

Play the recording. Students listen and complete the table. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript

Luis: Hello! My name's Luis and I'm from Mexico. I'm twelve and my birthday's on the 7th of April. My favourite colour is green and my favourite food is hamburgers.

Jade: Hi! My name's Jade and I'm from America. I'm eleven and my birthday's on the 17th of August. My favourite colour is orange and my favourite food is apples.

Answers

Luis: 7th April, green, hamburgers
Jade: 11, 17th August, America, apples

6 Read out the example question and answer. Elicit the questions to go with the other answers in the table. Then tell students to cover the table. Students work in pairs to ask and answer questions about Luis and Jade.

7 Ask students to work individually to invent a new character and complete the table with information about their character. Encourage them to be as imaginative as possible.

8 Read out the example. Students work in pairs to ask and answer questions about their new character. Ask students to tell the class about their partner's character.

there is / there are Page 31

9 Books closed. Pick up and point to classroom objects and use them to elicit sentences with *there is*, e.g. *There is a dictionary*. Elicit or teach the plural, negative and question forms and write these on the board, e.g. *There are dictionaries / There aren't dictionaries / Are there dictionaries?*

Students open their books at page 31. Ask them to look at sentences 1–8. Read out the example sentence. Students work in pairs and use the information in the table to help them complete the exercise. Remind them to use *a* with the singular nouns. Check answers.

Answers

2 There is a
3 There isn't a
4 There are
5 There aren't
6 There isn't a
7 There aren't
8 There is a

Language notebook

Point out to students that when talking about the existence of something (e.g. *There is a book on the table / There are people in the room*), we use *there is* and *there are* rather than *it is* or *they are*.

Extra

Fast finishers Students who finish quickly can try to write extra sentences describing a room in their house. Collect these and check students' work.
A helping hand Tell students who need extra help to look at the word after the gap in the sentences. If it is singular (*girl*, *guitar*) they need to use *there is / there isn't a/an*. If it is plural (*doors*, *beds*), they need to use *there are / there aren't*.

10 Ask students to close their books. Students work in pairs to ask and answer questions about the picture.

lots of

11 Books closed. Pick up a pen. Elicit *There is a pen* and write this on the board. Then pick up lots of different pens and write *There are lots of pens* on the board. Do further examples with books, bags, etc.

Students open their books at page 31 and look at sentences 1–8. Read out the example sentence. Point out that *lots of* is correct in the example because it refers back in the sentence to the plural phrase *There are*, and forward to the plural word *windows*.

Before students do the exercise, remind them of the rules about the indefinite articles *a/an* (*a* + consonant, *an* + vowel). Students work in pairs to complete the sentences. Check answers.

Answers

2 a 3 an 4 a 5 lots of 6 lots of 7 a 8 lots of

Language notebook

Remind students that when they use *lots of*, they must use *there are* rather than *there is*.

Extra

Fast finishers Students who finish quickly can write some true/false quiz questions with *lots of*, e.g. *There are lots of cinemas in our city / There are lots of monkeys in our city.* You can read them out at the end of the class. Students decide if the sentences are true or false.
A helping hand Tell students who need extra help to look at the word after the gap in the sentences. If it is singular (*tree*, *orange*), they need to use *a/an*. If it is plural (*teachers*), they need to use *lots of*.

12 Read out the example. Students work individually to write a description of their classroom. Ask some students to read out their description to the class.

Irregular plurals

13 Tell students that some words have an irregular plural form. Read out the first singular word. Elicit the correct plural form. Students complete the exercise. Check answers.

Answers

foot – feet, man – men, child – children, person – people, woman – women

14 Ask students to look at the words. Write the word *desk* on the board and elicit the plural form *desks*. Students work individually to write the plurals.

Language notebook

Remind students to take care to learn the irregular plurals and to avoid making logical mistakes like ~~*feets*~~, ~~*persons*~~ and ~~*childs*~~.

15 **1.44** Play the recording to check answers. Read out the singular form of each noun. Ask students to say the plural.

Audioscript/Answers

1 desks 2 children 3 buses 4 boys 5 classes
6 men 7 doors 8 stories 9 days 10 watches
11 feet 12 hobbies

Workbook exercises

You can now set pages 17 and 18 of the Workbook for homework.

2B This is my favourite thing

Vocabulary • Bedroom — Page 32

1 **1.45** Warm up

Books closed. Draw a desk, an armchair, a bed and a lamp on the board. Elicit or teach *furniture*. Elicit the names of the things you have drawn on the board. Ask students what things they have in their bedroom.

Students open their books at page 32. Ask them to look at the picture of Liam's room on page 33 and to number the words. Play the recording. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript/Answers

TV 5 desk 6 bed 1 armchair 7 bookcase 9
wardrobe 2 lamp 10 rug 3 posters 4 cushions 8

2 Students work in pairs and talk about what is in Liam's room. Ask different students to say one thing about Liam's room to the whole class.

Presentation

3 **1.46** Ask students to look at questions 1–6. Explain that they are all about Liam's room. Read the first question out as an example and ask students to point to the part of the picture on page 33 that gives the answer.

Before you play the recording, go through the expressions in *Chat zone* on page 33. Note that *It's a mess!* is a common expression to describe a very untidy place. It can also be used to describe a situation or something you're working on that isn't going very well.

Play the recording. Students read and listen to Liam's webpage and answer the questions. Check answers.

Audioscript

See Student's Book page 33.

Answers

2 There's a new computer and an old lamp on his desk.
3 His cushions are from his holiday in Morocco. His rug is from the market.
4 There are posters on his walls.
5 His school books are under his bed.
6 His favourite thing is his new guitar.

Language focus

Here students will take a first look at demonstrative pronouns. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them if they notice any differences between the words (*this/that* are used with singular nouns; *these/those* are used with plural nouns).

4 Students circle *this*, *that*, *these* and *those* on the webpage on page 33. Check that students have identified all the words.

5 Put students in pairs and ask each student to choose room A or room B. Tell them to start by writing a description of their room from the point of view of the person in the room, using *this*, *that*, *these* and *those* as appropriate. Then ask students to describe their room to their partner.

Your space • Describing my room — Page 33

6 Tell students they are going to design their own bedroom. Read out the example sentences. Tell students to write *Describing my room* in their exercise books. Students then design their own bedroom and write sentences about it, using *this*, *that*, *these* and *those*, and *there is / there are*.

7 Students work in pairs and tell their partner about their bedroom, using the sentences they wrote in Exercise 6.

Workbook exercises

You can now set page 19 of the Workbook for homework.

2B Language space

this, that, these, those — Page 34

1 Books closed. Hold up a book. Keep the book in one hand and write *This/That is my book* on the board. Ask students which word is correct. Circle *This*. Point to an object on the other side of the classroom and say: *That is my bag/map/poster*, etc. Elicit the difference between *this* and *that*. Then elicit or teach the plural forms and write two example sentences on the board, e.g. *These are my pencils. Those are my books/maps/posters*, etc.

Language notebook

Make sure students understand the distinction between these words. We use *this/these* when referring to things that

are nearer to us. We use *that/those* when referring to things that are further away from us.

Students open their books at page 34 and look at the cartoons of Lara, Zak, Max and Robopet. Ask students what they know about the characters, e.g. Max is from London, Lara's cat is twenty years old, Zak's a terrible artist.

Complete the first sentence with the class as an example. Students work in pairs and complete the exercise. Check answers.

Answers

1 These 2 That 3 That 4 These 5 Those 6 This 7 This 8 Those

Extra

Fast finishers Students who finish quickly can write four more phrases with *this/these/that/those*. Collect these in and check students' work.
A helping hand Tell students who need extra help to first decide if the noun is singular or plural before thinking about whether the object is near to or far away from the speaker.

Prepositions of place

2 Books closed. Draw a simple desk on the board. Draw a ball in different places (on the desk, under the desk, next to the desk, etc.). Elicit or present sentences to describe the position of the ball.

Students open their books at page 34. Ask them to look at the pictures. Read out the example. Students work individually to match the prepositions with the pictures. Check answers.

Answers

behind 3 in 8 in front of 5 next to 4 opposite 7 on 2 under 6

Language notebook

Remind students that prepositions can be very difficult to learn as they do not always translate between languages. Students can write example sentences with these prepositions of place and translate them into their own language.

3 Ask students what they can see in the room in the picture. Encourage them to use *there is / there are* sentences. Read out the example. Students then work individually to write true or false sentences about the things in the room. Check answers.

Answers

2 The computer is on the desk.
3 The mobile phone is next to the apple.
4 The books are under the bed.
5 The ruler is in the bag.
6 The trainers are in the wardrobe.
7 The cat is behind the curtains.

Soundbite /s/ /z/ /ɪz/

1.47 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the words. Encourage students to exaggerate the sounds /s/, /z/ and /ɪz/ so they can learn to distinguish between them.

Possessive adjectives Page 35

4 **1.48** Books closed. Hold up an object that belongs to you and write *This is my pen/book/bag*, etc. on the board. Elicit other possessive adjectives and write these on the board (students first studied them in Unit 1 so should be able to remember some of them).

Students open their books at page 35. Ask them to look at sentences 1–6. Read out the example sentence and take students through the process of working out the correct word to put in the space. Read *Chloe and ___ brother go to my school*. Ask: *Whose brother is it?* (Chloe's brother) *Are we talking about Chloe or is Chloe talking to us?* (We are talking about Chloe) *Do we use 'my' or 'her'?* (her). So the full sentence is *Chloe and her brother go to my school*.

Students work in pairs to complete the exercise, using the table to help them. Play the recording to check answers. When going through the answers with the class, use the concept check process above.

Audioscript

1 Chloe and **her** brother go to my school.
2 Hi, I'm Sophie. **My** favourite singer is Rihanna.
3 My dog is black and white. **Its** name is Spot.
4 We love football. **Our** favourite team is Leeds United.
5 My friends are on holiday with **their** parents.
6 My Art teacher is Mr Smith. **His** lessons are really interesting.

Answers

2 My 3 Its 4 Our 5 their 6 His

Extra

Fast finishers Students who finish quickly can write five sentences using a combination of personal pronouns and possessive adjectives like the sentences in Exercise 4. Collect these and check students' work.

5 **1.49** Students work in pairs to complete the penpal site with possessive adjectives.

Play the recording to check answers.

Audioscript

Hi. **My** name's Ellie. I'm twelve. My brother is Dan. He's eighteen and **his** favourite sport is football. My sister is nine. **Her** name is Ros. We are from London and **our** house is near the Arsenal football stadium. My mum and dad are doctors and **their** lives are very busy. Write to me soon. Tell me about you and **your** life!

Ellie

Answers

1 My 2 his 3 Her 4 our 5 their 6 your

6 Ask students to write a reply to Ellie. They can use Ellie's information as a model. Ask some students to read out their information to the class.

Language check

When students have completed both *Language space* sections in Unit 2, ask them to complete the Unit 2 *Language check* on page 138. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 He's 3 is 4 are 5 She's
2 2 There's 3 There isn't 4 There are 5 There isn't 6 There are
3 2 Our 3 Our 4 Their 5 in 6 Our 7 in front 8 My 9 on 10 under 11 in front 12 next to

Your words 2B

adjectives

7 Books closed. Mime turning the pages of a book and laughing. Elicit *funny*. Write *It's a funny book* on the board. Ask students what kind of word *funny* is. Elicit or teach the word *adjective* and write this on the board. Ask students if they know the opposite of *funny*. Write *serious* on the board. Explain that it is a good idea to learn pairs of opposite adjectives to build vocabulary. Ask students if they can think of any other pairs of opposite adjectives. Write these on the board.

Students open their books at page 35. Ask them to describe what they can see in the pictures. Prompt by asking questions such as *What is it? What colour is it?* Students work individually to match the pairs of opposite adjectives and to copy them into a table in their exercise books. Check answers.

Answers

small – big new – old early – late horrible – nice long – short

8 Read out the gapped sentences and elicit what kind of words can be used to complete them (adjectives). Complete a sentence so that it is true for you and write it on the board as an example for students to follow. Students then work individually to complete the sentences about themselves. They can compare their answers with a partner. Ask students to read out some of their sentences to the class.

Example answers

1 My mobile phone is small.
2 My house is big.
3 I've got a new guitar.
4 I've got an old bag.
5 My sister is funny.
6 My bedroom is horrible.

Workbook exercises

You can now set pages 20 and 21 of the Workbook for homework.

2C Skills

Reading — Page 36

1 Warm up

Books closed. Elicit the word *home* and write this on the board. Ask students what and where their dream home would be. Then ask them to think of unusual places to live.

Students open their books at page 36. Ask them to look at the pictures and to describe what they can see. Students can use their own language for this. Then ask students to match the headings with the pictures. Check answers.

Answers

A home in a cave 3
A home in a forest 2
A home in a boat 1

Page 37

2 Ask students to look at questions 1–6. Read out the example. Ask students to point to the part of the text where this information can be found. Students read about the houses and answer the rest of the questions. Check answers.

Answers

2 boat 3 forest 4 boat 5 cave 6 forest

Extra

Fast finishers Students who finish quickly can read the text again and decide which home they would like to live in and why.
A helping hand Tell students who need extra help to look carefully in the text for the specific information in the questions. For example, question number 2 asks: *Which home is on a river?* Students search for the word *river* in the text, which will help them find the correct answer.

Listening and speaking

3 1.51 Ask students to look at the table. Explain that they have to complete it with information about Natasha and Sanjit. Play the recording. Students listen and complete the table. Students can compare answers in pairs. Play the recording again. Check answers with the whole class.

Audioscript

Natasha: In my house, there are only two bedrooms. There isn't a dining room, but there's a big kitchen. There's a big garden too. It's a fantastic house.

Sanjit: There are three bedrooms in my house. There's one for me, one for Emma and one for our parents. There's a small kitchen, but there's a big living room. It's my favourite room.

Answers

Natasha: house, 2 bedrooms
Sanjit: house, 3 bedrooms, kitchen, living room

Study skills

Ask students to look at the *Study skills* box. Read out the information about making a *Vocabulary notebook*. Throughout the course, encourage students to write new words from each unit in their *Vocabulary notebooks*.

4 1.51 Play the recording again for students to decide which is Sanjit's favourite room and why. Check answers.

Answers

Sanjit's favourite room is the living room because it's big.

5 Tell students about your home. Say how many rooms there are and which room is your favourite. Ask a student to read out the example description. Students then work in pairs to describe their houses to each other.

Speaking and writing

6 Write *dream house* on the board. Elicit different types of dream house. Write students' ideas on the board.

Invite students to ask you the questions so you can describe your dream house to them. Students then use the questions to imagine their own dream house.

7 Read out the example sentences. Students work in pairs to describe their dream house to each other.

8 Ask students what the first stage of writing is. Elicit *brainstorming* or *thinking of ideas*. Explain that the next stage is *planning*. Tell students they are going to write a description of their dream house. First they must plan what they are going to write. Give students a couple of minutes to plan. They can make brief notes on what they will write about it, e.g. what their dream house is, where it is, what it looks like, how many rooms it has, etc.

Students write about their dream house. They can illustrate their description with photos or drawings. Display students' work in the classroom.

Workbook exercises
You can now set pages 22 and 23 of the Workbook for homework.

Communication Page 119

Asking for and giving personal information

1 Warm up

Students open their books at page 119. Tell them to look at the picture and describe what they can see. Ask the questions to the whole class. Point out that they can only guess the answers to the second and third questions.

2 1.52 Play the recording. Students read and listen to the conversation, and check their answers to Exercise 1.

Answers

Robert is at a Sports Club. He's from Oxford. He's twelve.

3 1.52 Ask students to look at the form and to predict the answers to complete it for Robert. Play the recording again. Students complete the form. Students can compare answers in pairs before you check answers.

Answers

First name: Robert
Family name: Stevenson
Address: 12 New Street, Oxford, OX6 8TB
Phone number: 01967 554282
Nationality: British
Age: twelve

4 Students work in pairs to practise the conversation. They practise the conversation twice, taking a different role each time. Ask a pair to act out their conversation in front of the class.

5 1.53 Students look at *Phrasebook*. Ask them if they can complete the sentences.

Play the recording. Students listen and complete the sentences. Check answers.

Audioscript

Can you **spell** that, please?

Sorry, can you **repeat** that, please?

Yes, that's **right**.

Answers

1 spell 2 repeat 3 right

6 Ask students to describe the kind of facilities sports clubs have, e.g. *swimming pool*, *tennis court*, *squash court*, *café*. Tell students that they are at a sports club. They are going to work in pairs and take turns to be a new member wanting to join the club. Students act out new conversations, like the one in Exercise 2. They copy and complete the form in Exercise 3 for their partner, based on the information they give.

Workbook exercises
You can now set page 21 of the Workbook for homework.

3 Family

Unit overview

Reading	A film poster
Listening	Family descriptions
Speaking	Describing a family
Writing	Describing people
Grammar	*have got* – positive form
	Possessive *'s*
	have got – negative form, questions and short answers
	Whose …? and possessive pronouns
Functions/ Communication	Talking about family
	Talking about possessions
	Exchanging email addresses
Vocabulary	Family
	People

Author chat

We read an interview with Dylan, from Australia, about his large family and we look at his family tree. There is a great sense of satisfaction for students in talking about their families, and Dylan's description gives them a motivating model. Next, in *Poppy's world*, David forgets his homework, Jack and Emma behave like typical brothers and sisters and Amy helps Poppy out. Does she ever take care of her possessions? In *Skills*, your students learn how to describe people, read a fun film poster about a family of superheroes, and then invent their own! By the end of the unit, they can talk about their family and their belongings, and describe the people they know.

3A I've got four cousins!

Vocabulary • Family Page 38

1 2.02 Books closed. Bring some photos of families (mothers and fathers with their children, brothers and sisters, large extended families at a social occasion) to class and give them out. Alternatively, draw a simple picture of a mother, a father and a child on the board. Elicit *family* and any family vocabulary students know. Write this on the board. Then tell students something about your family, e.g. how many brothers and sisters you have, how old they are, their names and jobs.

Students open their books at page 38. Ask them to complete the table with the family words. Then play the recording for students to check answers.

To give further practice of the vocabulary, divide the class into two teams. Each team takes turns to say a family word (e.g. *wife*). A member of the other team has to say the family word associated with it (e.g. *husband*). If a team says the wrong word, the other team wins a point. The team with the most points at the end wins.

Audioscript/Answers

mother	**father**	
stepmother	stepfather	parents
wife	husband	X
sister	**brother**	X
aunt	uncle	X
grandmother	**grandfather**	grandparents
daughter	son	children
cousin	**cousin**	cousins

2 Draw a tree on the board. Write *wife*, *husband*, *cousin*, *sister*, etc. on different branches of the tree. Teach or elicit *family tree*. Draw your own family tree on the board and explain the connection between the family members. Then ask students to look at Dylan's family tree on page 39. Students work in pairs to complete the family tree with the missing family words. Check answers.

Answers

Jenny Adams – grandmother Kevin Marsh – grandfather
Ben – brother Nick – cousin Jessica – cousin

Presentation

3 Warm up

Ask: *Do you have a big or a small family?* Then tell students to look at the photo of Dylan and answer the questions. They can compare answers in pairs before you check answers.

Answers

He's twelve. He's from Sydney, Australia.

4 2.03 Ask students to read sentences 1–6. Go through the first sentence as an example. Play the recording. Students read and listen to the interview and complete the exercise. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript

See Student's Book page 39.

Answers

2 F 3 F 4 T 5 F 6 T

Language focus

Here students will take a first look at *have got* and possessive *'s* for talking about possession. Ask students to look at the sentences in *Language focus* and to repeat each one after you.

5 Ask students to look at sentences 1–6. Read out the example. Explain that students have to search for the

information in Dylan's family tree to complete the exercise. Students work in pairs to complete the sentences. Check answers.

Answers
2 cousin 3 grandfather 4 Rob, Sarah's 5 Sarah, Tim's 6 Oliver's

6 Ask two students to read out the example sentences. Students then work in pairs to make similar true/false sentences about Dylan and his family.

Your space • Talking about families Page 39

7 Tell students they are going to talk about their families. Read out the example sentences. If you think students need further help before they begin this exercise, you can write a short description of your family on the board and highlight the use of the possessive *'s* and *have got*. Alternatively, you can use the example sentences, remove the specific information and write the gapped sentences on the board as a model for students to follow: *I've got a ___family / My mum's name is ____ / My dad's name is____* , etc. Students then work in pairs to describe their families.

Workbook exercises
You can now set page 24 of the Workbook for homework.

3A Language space

have got – positive Page 40

1 Books closed. Pick up a pencil case and say: *I've got a pencil case*. Do the same with other objects like bag, exercise books, course books, etc.

Students open their books at page 40. Ask students to describe what they can see in the cartoon. Ask them to think about what Zak is saying and to complete the cartoon, using the table to help them. Check answers.

Answers
1 've got 2 's got 3 've got

Language notebook

Point out to students that *have got* is not to be confused with *have*. *Have got* is only used for possession or the relationship between people, while *have* can be used for possession, family relationships and routines. So *I've got a shower* has a different meaning from *I have a shower.*

2 Ask students to look at the email. Read out the example. Tell students to complete the email, using the short forms of *have got* where possible (gap 9 is not possible). Students work in pairs to complete the email. Check answers, asking different students to read out the completed sentences.

Answers
2 've got 3 's got 4 's got 5 've got 6 's got 7 've got 8 's got 9 has got 10 've got

Extra

Fast finishers Students who finish quickly can write a description of a family member using *have got*, e.g. *I've got a sister called Megan. She's got a guitar. She's got lots of friends*. Collect these and check students' work.
A helping hand Tell students who need extra help to identify the personal pronouns that come before the gaps in the email. Ask them to match these words with a form of *have got.* Remind them that they can find the forms in the table in Exercise 1.

3 2.04 Tell students to look at the table. Explain that they are going to hear Katie, Tom, Ella and Ahmed talking about the things they've got. Play the recording. Students listen and tick the boxes in the table. Check answers.

Audioscript

Katie: Hi! I'm Katie. I've got a computer and an mp3 player.

Tom: Hello. My name's Tom and I've got a camera and a guitar.

Ella: Hi! I'm Ella. I've got a computer, an mp3 player and a bicycle.

Ahmed: Hello. My name's Ahmed and I've got a camera and a guitar.

Answers

	Katie	Tom	Ella	Ahmed
computer	✓		✓	
mp3 player	✓		✓	
camera		✓		✓
guitar		✓		✓
bicycle			✓	

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Point out that the possessive in English is formed differently from many other languages. Remind them to use the possessive *'s* and not to produce sentences like ~~*the sister of Jack*~~.

Page 41

4 Ask students to look at sentences 1–6. Read out the example. Students work in pairs to complete the sentences, using the information from the table in Exercise 3.

Ask students to come to the board and write their answers.

Answers
2 've got 3 's got, mp3 player, bicycle 4 've got 5 's got 6 've got

5 Students complete the table for themselves by ticking what they have got.

6 Students work in pairs and tell each other about their information from the table in Exercise 5. Students tick what their partner has got in the second column in the table.

7 Students work individually to write sentences about themselves and their partner. Ask students to tell the class

what they found out about their partner, e.g. *Sandra's got a camera / Pierre's got a computer*, etc.

Possessive *'s*

8 Books closed. Pick up an object belonging to one of the students and ask whose it is. On the board write: *Sam has got a book. It's Sam's book*. Underline *'s* in the second sentence and explain that this indicates possession.

Students open their books at page 41. Ask what they can see in the pictures. Students work in pairs to read the sentences, work out what the possessive *'s* refers to and match the sentences with the pictures. Check answers.

Answers

b 3 c 1 d 2

9 Ask students to look at sentences 1–6. Read out the example. Do the following check to make sure students understand what they have to do. Ask the class: *Whose schoolbag is new?* (Steve's). Then write *Steve's schoolbag is new* on the board.

Ask students to look at sentence 3. Point out that the possessive *'s* is used on the second name but not the first.

Students work individually to complete the exercise. Students can compare answers in pairs. Check answers with the whole class, making questions with *Whose ...?* each time to elicit the answer, e.g. *Whose teacher is Mr Day?*

Answers

2 Radimir's English teacher is Mr Day.
3 Stef and Cara's computer is new.
4 Pam's bike is in the playground.
5 Jo and Tom's house is in this road.
6 Mrs Morgan's car is in the car park.

Extra

Fast finishers Students who finish quickly can write four sentences about their family using the possessive *'s*, e.g. *My brother's piano is old*. Collect these and check students' work.

A helping hand Students might produce a sentence like ~~*His English teacher's Radimir*~~ instead of *Radimir's English teacher*. Tell them to think of what the correct sentence would be in their language and then to compare that with the way the possessive is formed in English.

10 **2.05** Ask students what they can see in the pictures. Play the recording. Students listen and match the people with the things. Check answers.

Audioscript

Alisha: Hi there. My name's Alisha ... and this is my poster. I love this band!

Will: Hi! I'm Will. And I've got a football!

Uncle Cam: Hello. My name's Cam. I'm Alex and Kate's uncle. And this is my piano.

Reem: My name's Reem. And this is my favourite T-shirt.

Mrs Brooke: Hello. I'm Mrs Brooke. I'm Owen's teacher. And this is my car.

Alex: Hi there. I'm Alex.

Kate: And I'm Kate.

Alex: And this is our house!

Kate: It's nice!

Owen: Erm ... I'm Owen. I'm Will's brother. And this is my mobile phone.

Kylie: Hi! My name's Kylie! And I'm very happy today. It's my birthday!

Answers

1 e 2 h 3 g 4 c 5 a 6 f 7 d 8 b

11 Read out the example question and answer. Students work in pairs to talk about the people and things in Exercise 10. Monitor the correct use of possessive *'s*. Pay particular attention to sentence 6 (which talks about something belonging to two people).

Answers

2 Whose birthday card is this? It's Kylie's.
3 Whose mobile phone is this? It's Owen's.
4 Whose piano is this? It's Uncle Cam's.
5 Whose poster is this? It's Alisha's.
6 Whose house is this? It's Alex and Kate's.
7 Whose T-shirt is this? It's Reem's.
8 Whose football is this? It's Will's.

Workbook exercises

You can now set pages 25 and 26 of the Workbook for homework.

3B I haven't got my mobile!

Vocabulary • People **Page 42**

1 **2.06** Books closed. Draw a face with a big smile on the board. Under the picture write *He's* ____. Elicit *happy* and write this in the gap. Tell students that *happy* is an adjective, and write *adjective* on the board. Elicit any other adjectives to describe people that students know, and write these on the board.

Students open their books at page 42. Ask them what they can see in the pictures. They can respond in their own language. Then students match the words with the pictures. Check answers.

Audioscript/Answers

friendly 6 shy 5 funny 2 kind 4
serious 1 clever 3

2 Read out the example sentences. Ask students to think of the names of five people they know and write sentences to describe these people, using the adjectives in Exercise 1. Then students work in pairs and read their descriptions to their partner.

Presentation

3 Warm up

Ask students to look at *Poppy's world* on page 43 and say who the people are and where they are. Check answers.

Answers

A David and Mr Gordon are in class.
B Jack and Emma are at home.
C Amy and Poppy are in the street.

4 2.07 Ask students to look at sentences 1–6. Before you play the recording, go through the expressions in *Chat zone* on page 43. Note that *You're joking!* is a popular phrase used to indicate surprise or disbelief. *Don't worry* is used to tell someone there is no problem for them to worry about. *You're a star!* is used when you want to express your gratitude to someone who has helped you.

Play the recording. Students listen and read the photo story and complete the sentences. Play the recording again. Check answers.

Audioscript

See Student's Book page 43.

Answers

2 Amy 3 Emma 4 David 5 Amy 6 Jack

5 Students read the photo story again and work individually to find the people the things belong to. Remind students to look for key words in the story (*science magazine*, *hat*, *mobile phone*) to help them find the answers. Students compare answers in pairs before you check answers.

Answers

1 Emma's 2 Jack's 3 Amy's

Language focus

Here students will take a first look at the question, short answer and negative form of *have got*. Ask students to look at the sentences in *Language focus* and to repeat each one after you.

6 Ask students to find the sentences from *Language focus* in the photo story. They can then work in pairs to find two more sentences with *have got*.

Answers

They haven't got the same interests.
Have you got a best friend?

Your space • Talking about possessions Page 43

7 Ask students to look at the list of words. Read out the example question and answers. Then tell students to use the words to ask you questions using *have got*, e.g. *Have you got a dog?* etc. Students work in pairs to ask and answer similar questions.

8 Read out the example sentence. Then students tell the class what they found out about their partner.

Workbook exercises
You can now set page 27 of the Workbook for homework.

3B Language space

have got – negative Page 44

1 Tell students to look at the cartoons. Ask: *Are Zak, Lara and Max happy?* (No).

Students match the sentences with the cartoons, using the table to help. Check answers by pointing to each cartoon in turn and asking students to read out the sentence that describes it.

Answers

b c a d

2 2.08 Books closed. Brainstorm the animals students know. Ask students what pets they have. Pre-teach or elicit *lizard*, *spider*, *snake*, *parrot*, *tortoise* and *frog*.

Students open their books at page 44. Ask them to look at the table. Play the recording. Students listen and tick or cross the animals for each person. Play the recording again. Check answers.

Audioscript

Interviewer: OK. On this week's programme we're looking at pets! ... And what's your name?

Finlay: My name's Finlay.

Interviewer: Hello, Finlay.

Finlay: Hi.

Interviewer: Tell me about your pets.

Finlay: OK. I've got a lizard. His name's Iggy. But I haven't got a spider.

Interviewer: That's great! And what's your name?

Emma: My name's Emma.

Interviewer: So what about you, Emma? Tell me about your pets.

Emma: Erm ... I've got a frog. But I haven't got a lizard. Lizards are horrible!

Interviewer: Hi there. And your names are ...

Suzy: I'm Suzy.

Nick: And I'm Nick.

Interviewer: Hello, Nick and Suzy!

Suzy: In our house we've got two pets.

Nick: We've got a tortoise. He's very old.

Suzy: And we've got a parrot.

Nick: But we haven't got a snake!

Suzy: No way!

Answers

	Finlay	Emma	Nick and Suzy
lizard	✓	×	×
spider	×	×	×
snake	×	×	×
parrot	×	×	✓
tortoise	×	×	✓
frog	×	✓	×

3 Write the following on the board: *Finlay / lizard (✓) / spider (×)*. Ask students to use the prompt to make a full sentence, and write this on the board: *Finlay has got a lizard, but he hasn't got a spider.*

Students work individually to write sentences about the friends in Exercise 2. Students can compare answers in pairs before you check answers.

Answers

Emma has got a frog but she hasn't got a lizard.
Nick and Suzy have got a tortoise and a parrot but they haven't got a snake.

Extra

Fast finishers Students who finish quickly can try writing similar sentences about a friend, e.g. *Susan has got a cat, but she hasn't got a dog*. Collect these and check students' work.
A helping hand Remind students who need extra help of the basic subject + verb + object structure of an English sentence. Tell them to use the example on the board to help them write full sentences. They can also check their first sentence with you before continuing.

4 Read out the example. Students work in pairs and talk about the pets that they and their family have got.

have got – questions and short answers

5 2.09 Ask students to look at the table. Students work in pairs to complete the conversations, using the table to help them. Play the recording to check answers.

Audioscript

1 Adam: **Have** you **got** a pencil?
Tyler: Yes, I **have**.
Adam: And an eraser and a ruler?
Tyler: Adam, **have** you **got** your bag?
Adam: No, I **haven't**.
2 Jack: **Has** Lucy **got** her dictionary?
Esme: Yes, she **has**.
3 Maria: **Have** your parents **got** a new computer?
Paige: Yes, they **have**.
4 Teacher: Zoe, Faith. **Have** you **got** your homework?
Zoe and Faith: No, we **haven't**. Sorry.

Answers

1 have; have, got; haven't
2 Has, got; has
3 Have, got; have
4 Have, got; haven't

6 Write the following jumbled-up question on the board: *got / a / frog / they / have?* Ask students to reorder the words, and write the correct question on the board.

Ask students to look at sentences 1–6. Read out the example. Explain that after reordering the sentences, students write a short answer based on whether there is a tick or a cross next to the sentence. Students work individually to complete the exercise. Students can compare answers in pairs by asking and answering the questions. Check answers with the whole class.

Answers

2 Have Ella and Mia got a pet dog? Yes, they have.
3 Has your mum got a new job? Yes, she has.
4 Have they got lots of cousins? No, they haven't.
5 Has she got lots of homework? Yes, she has.
6 Have you got a digital camera? No, I haven't.

Language notebook

Point out to students how *have* and *you* change places in the *yes/no* question with *have got*. Remind students that they also saw this feature of English in Unit 1 in *yes/no* questions with *be*. Tell students that their answer should be *Yes, I have* or *No, I haven't*. Point out that a common mistake is to say: *Yes, I ~~have got~~* or *No, I ~~haven't got~~*.

7 Write the names of three people you know on the board. Tell students who the people are. Students then ask you questions about the people using *have got*, e.g. *Has your sister got any children?* Reply to the questions using short answers.

Ask students to make a list of three people – family members or friends. Students then work in pairs to ask and answer questions about these people using *have got*. Ask two or three students to tell the class what they found out about their partner.

Possessive pronouns and *Whose …?*

8 Books closed. Hold up a folder and write *This is my folder* on the board. Then hold up the folder again, point to yourself and write *It's* ____ on the board. Ask students if they can complete the sentence. Write the word *mine* in the gap. Explain that *mine* is a possessive pronoun. Pick up an object belonging to a student and write the following on the board: *This is your pencil sharpener. It's* ___. Ask students if they can complete the sentence. Write *yours* in the gap. Explain that *yours* is a possessive pronoun. Elicit any other possessive pronouns that students know and write them on the board. Practise basic sentences with the class by picking up objects, asking *Whose phone/bag/ruler is this?* Write the answers on the board and underline the possessive pronouns.

Students open their books at page 45. Read out the example and ask students to look at the table as this will help them complete the exercise. Students work in pairs to complete the sentences. Check answers.

Answers

2 mine 3 his 4 hers 5 Whose 6 theirs 7 yours 8 his
9 Whose 10 ours

Language check

When students have completed both *Language space* sections in Unit 3, ask them to complete the Unit 3 *Language check* on page 139. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 Nathan and Lucy's parents are from Paris.
3 My dog's name is Billy.
4 Ellie's mother is forty-five.
5 My grandparents' home is in London.
6 The students' lessons are in this classroom.
7 Where are Daniele's books?
8 That is my uncle and aunt's car.
2 2 c 3 a 4 b 5 a 6 b 7 c 8 a 9 a 10 b
3 2 got 3 brothers' 4 sister's 5 They've 6 is 7 She's 8 I've 9 She's 10 He's

Your words 3B

's

9 Books closed. Write the following sentences on the board: *Tom's 11. He's got a cat. Tom's cat is friendly.* Underline the three uses of *'s*. Ask students which is the possessive, which is a short form of *have got* and which is a short form of *be*. Students write the sentences in their exercise books and highlight the three different uses of *'s*.

Students open their books at page 45. Ask them what they can see in the pictures. Students work in pairs to match the pictures with the sentences. Check answers.

Answers

be*: It's difficult. 3; She's a doctor. 1*
have got*: She's got lots of books. 5; He's got a new computer. 4; It's got a free CD. 6*
's*: Jake and Dan's house is very small. 9; Is this your mum's car? 8; This is Ruby's mobile phone. 7*

10 Read out the example sentence. Explain that students have to decide whether the sentences use *be*, *have got* or possessive *'s*. Students work in pairs to complete the exercise. Check answers.

Answers

2 's 3 be 4 have got 5 's 6 be

Workbook exercises
You can now set pages 28 and 29 of the Workbook for homework.

3C Skills

Vocabulary • Describing people Page 46

1 2.11 Books closed. Draw pictures of tall, short, plump and thin people on the board. Elicit adjectives to describe these people and write them on the board. Ask students if they know any words to describe hair, eyes or build. Write their ideas on the board.

Students open their books at page 46 and label the pictures with the words. Play the recording to check answers.

Audioscript/Answers

Build: 1 tall 2 slim 3 plump 4 short
Eye colour: 5 brown 6 grey 7 green 8 blue
Hair type: 9 long 10 short 11 curly 12 straight
Hair colour: 13 dark 14 fair

Reading and writing

2 Write *cartoons* on the board. Ask students about their favourite cartoon films. Find out what cartoon superheroes they know and which ones they like.

Ask students to look at the film poster. Read out the questions. Students work individually to answer the questions. Check answers.

Answers

1 The Fantastic Five
2 a family of Superheroes
3 55 Orbit Road, Brighton
4 1st July

Page 47

3 Ask students to look at the descriptions of the Fantastic Five. They then work in pairs to match each description with a person in the film poster. Check answers.

Answers

2 George 4 Elliot 1 Holly 3 Roger

4 Students draw their own superhero. They think of a name for the superhero and write a description, using the descriptions in Exercise 3 to help them. Students can then present their superhero to the class.

Listening and speaking

5 2.12 Ask students to describe the people in the picture. Encourage them to use the adjectives introduced in Exercise 1 on page 46. Then play the recording. Students write the names and the family words for each person. Check answers.

Audioscript

1 My mum's name is Katie. She's slim and she's got short fair hair.
2 My sister, Ellie, is twelve. She's short with short dark hair and glasses.
3 Ben is my brother. He's sixteen. He's got short dark hair. He wears glasses.
4 That's me! My name's Lauren. I'm fourteen. I'm slim and I've got long fair hair.
5 My dad's name is David. He's tall and he's got short dark hair.
6 My Auntie Sue is plump. She's got long fair hair.

Answers

2 Ellie – She's Lauren's sister.
3 Ben – He's Lauren's brother.
4 Lauren
5 David – He's Lauren's dad.
6 Sue – She's Lauren's auntie.

6 2.12 Ask students to draw lines from the names to the pictures. They can compare answers in pairs. Play the recording again to check answers.

Answers

(from the left) Lauren, Ellie, Katie, David, Ben, Sue

7 Read out the example description. Then tell students to work in pairs and describe a member of their family. Students can tell the class something they found out about their partner's family, e.g. *Adrianna's brother is tall*.

Workbook exercises
You can now set pages 30 and 31 of the Workbook for homework.

Communication Page 120

Exchanging email addresses

1 2.13 Books closed. Ask students: *Do you like email? Do you use email every day?* Brainstorm vocabulary connected to email and write this on the board, e.g. *inbox*, *compose*, *send*, *delete*, *spam*, etc. Write *richardbrown@gmail.com* on the board. Ask students if they know how to say the email address (richardbrown at gmail dot com).

Students open their books at page 120. Play the recording. Students listen and repeat.

2 2.14 Students work in pairs and take turns to read out the email addresses. Play the recording for students to listen and check.

Audioscript/Answers

1 jenny dot pearce at yellow dot net
2 littleduck at nbdkpp dot com
3 fox hyphen david at appletree dot co dot uk
4 zoe three at hello world dot net

3 Warm up

Students look at the picture and quickly describe the children. Ask students what they think the girl has got (a photo).

4 2.15 Ask students to look at the conversation. Play the recording. Students listen and write Tim's email address. Ask a student to come to the board to write the email address.

Answer

tim.jones@computerbook.com

5 2.15 Play the recording again. Students listen and repeat the conversation.

6 2.16 Ask students to look at the sentences in *Phrasebook*. Play the recording. Students listen and repeat.

Audioscript

Can you **email** it to me?
What's **your** email address?
Is that **one** word?

Answers

1 email 2 your 3 one

7 Ask two students to read out the example conversation. Give students a minute to invent an email address and write it in their exercise books. Students work in pairs to practise their own conversation, asking for their partner's invented email address and giving their own. Encourage students to use phrases in *Phrasebook*.

Workbook exercises
You can now set page 29 of the Workbook for homework.

Student's Book

4 Life

Student's Book

Unit overview

Reading	Three different jobs
Listening	People at work
Speaking	Guessing your partner's job
Writing	Describing a job
Grammar	Present simple – positive form
	Prepositions of time
	Present simple – negative form, questions and short answers
Functions/ Communication	Saying when you do things
	Talking about free time and hobbies
	Buying a ticket
Vocabulary	Daily routine
	Free time activities
	Jobs
Pronunciation	Sentence stress

Author chat

Your students can communicate effectively using the verbs *be* and *have got*. Now we gently ease them into the present simple, opening up a world of opportunities for communication! First they learn about Liam's life and talk about their own daily routine. Then in *Poppy's world*, Poppy is making a video about her friends. She discovers that Jack has a secret hobby! Your students engage with the topic through a questionnaire about their digital lives. In *Skills*, we meet people with interesting jobs – a circus performer, a games tester and a zoo keeper. By the end of the unit, they can talk about daily routine and free time activities, and describe job routines in a simple way.

4A I get up at seven o'clock

Presentation Page 48

1 Warm up

Mime getting up, getting washed, getting dressed and having breakfast. Elicit or teach *daily routine* and write this on the board. Elicit actions that students do every day and write these on the board. Tell students about some of the actions you do every day.

Ask students to look at the pictures on Liam's webpage on page 49 and find the things listed in the box. Check answers.

2 Tell students to look at Liam's webpage again. Ask them to describe what they can see in the pictures. Make sure you elicit key words like *TV*, *computer*, *toast*, etc. Students then read the webpage and work in pairs to order the pictures. Check answers.

Answers

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

3 2.17 Ask students to look at sentences 1–8. Explain that they are about Liam and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of Liam's webpage where this information can be found. Students then complete the exercise. They can compare answers in pairs. Play the recording to check answers.

Audioscript

See Student's Book page 49.

Answers

2 F 3 F 4 F 5 F 6 F 7 T 8 F

Vocabulary • Daily routine

4 2.18 Ask students to look at the pictures and describe what they can see. Students then match the words with the pictures. Play the recording. Students compare answers in pairs. Play the recording again. Check answers with the whole class.

Audioscript/Answers

1 get up 2 get washed 3 get dressed
4 have breakfast 5 go to school 6 have lunch
7 do homework 8 have dinner 9 watch TV
10 go to bed

Language focus

Here students will take a first look at present simple verbs. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice a difference between the verbs in *I read …* and *School starts …* (the use of the third person *s*).

5 2.19 Ask students to look at *Molly's day*. Read out the example. Then play the recording. Students complete the text with the times. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript

Molly's day

Molly gets up at **quarter past seven**. She has breakfast at **half past seven**. She goes to school at **twenty past eight**. School starts at **nine o'clock** and finishes at **half past three**. Molly gets home at **half past four**. The family has dinner at **quarter to seven**. Then they watch TV. Molly goes to bed at **quarter to ten**.

Answers

2 half past seven 3 twenty past eight 4 nine o'clock
5 half past three 6 half past four 7 quarter to seven
8 quarter to ten

Your space • Talking about your routine Page 49

6 Tell students they are going to talk about themselves. Read out the example sentences. Students then work in pairs to compare the times they do the different actions introduced in Exercise 4.

Workbook exercises
You can now set page 32 of the Workbook for homework.

4A Language space

Present simple – positive Page 50

1 Books closed. Elicit or teach *routine* and write this on the board. Brainstorm activities students do every day, e.g. *get up*, *go to school*, *have lunch*, *meet friends*, *play computer games*, *watch TV*, etc.

Students open their books at page 50 and look at the cartoon. Explain that Zak is telling Lara about his daily routine. Ask students how Zak feels about his daily routine.

Read out the present simple verb forms in the table. Students work in pairs to circle the correct verb forms in the conversation. Check answers.

Answers
1 wake up 2 take 3 make 4 go 5 watch 6 plays

2 Ask students to look at the table of verbs. Go through the spelling rules (the third person form of the verbs is highlighted in bold in the table). Elicit other verbs and ask students where they would go in the table (i.e. do the verbs end in *-s*, *-es* or *-ies*?).

Ask students to look at sentences 1–8. Read out the example. Students work in pairs to complete the exercise. Check answers.

Answers
2 plays 3 does 4 studies 5 watches 6 finishes 7 buys 8 cries

Language notebook

Tell students that when the verb ends in *-s*, *-ss*, *-sh*, *-ch* and *-x*, we add *-es* to the end of the verb in the third person form and pronounce this /ɪz/. Point out that when a verb ends in a consonant and *-y* (e.g. *fly*), *-y* changes to *-ies*. However, when a verb ends in a vowel and *-y* (e.g. *say*), we add *-s*.

Extra

Fast finishers Students who finish quickly can write four more gapped sentences like the ones in Exercise 2. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand Tell students who need extra help to check their answers with the table of spelling rules.

3 Ask students to look at the photo and the email. Explain that students have to complete the email using the present simple form of the verbs in brackets. Students work in pairs to complete the email. Check answers.

Answers
2 work 3 go 4 do 5 speak 6 love 7 have 8 drink 9 eat 10 has

4 Students work individually to write an email to Susanna, using Susanna's email as a model. Monitor the correct use of the present simple forms. Ask one or two students to read their email to the class.

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind students to add *-s*, *-es* or *-ies* to the third person form of verbs in the present simple.

Prepositions of time Page 51

5 Books closed. Write the following times on the board: *8:00 am*, *2:30 pm*, *6:45 pm*, *10:00 pm*. Elicit each time and write the following sentences on the board: *It's 8 o'clock in the morning. It's 2:30 in the afternoon. It's 6:45 in the evening. It's 10 o'clock at night*.

Students open their books at page 51. Ask them to describe what they can see in the pictures. Match the time expressions with the pictures with the whole class.

Answers
1 in the morning 2 in the afternoon 3 at night 4 in the evening

Soundbite Sentence stress

2.20 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat. Play the recording several times and encourage students to mimic what they hear. Explain that in an English sentence only certain words are stressed. Key words (nouns, verbs, adjectives) are generally stressed as they carry the meaning of the sentence and the other words (pronouns, articles, prepositions, etc.) are shortened, changing their pronunciation. You can illustrate how this works in English by reading the sentence *He gets up at night* and stressing each word. Then read it with the correct sentence stress pattern. Students will hear that the sentence sounds unnatural in English when every word is stressed.

6 Ask students what famous people they like. Read out the example sentence. Students work individually to write six sentences about the life of a famous person.

Make sure students do not tell their partner which famous person they have chosen to write about.

Example answer
He gets up at eight o'clock in the morning. He plays tennis for five hours. He has lunch at one o'clock. He likes playing tennis in Paris at the Roland Garros stadium. (Rafa Nadal)

7 Ask two students to read out the example conversation. Students work in pairs. Student A reads out their six sentences. Student B guesses the famous person. Students then swap roles. Students tell the class if they guessed correctly.

8 Ask a student to read out the list of activities. Read out the example. Students work in pairs and take turns to tell their partner when they do the activities.

9 Write two sentences on the board about you (one true, one false), using the verbs in the list. Ask students which sentence is true and which is false. Tell students to write two true sentences and one false sentence about themselves using the verbs.

Extra

Fast finishers Students who finish quickly can write four more sentences describing a friend or family member's routine. Collect these and check students' work.
A helping hand Remind students that the form of the verb in the first person of the present simple is the same as the infinitive.

10 Students work in pairs and tell their partner their sentences. Their partner then decides which two sentences are true and which one is false. Students tell the class if they guessed correctly.

Workbook exercises
You can now set pages 33 and 34 of the Workbook for homework.

4B Do you surf the web?

(Note: *surf the web* and *surf the net* are both acceptable forms, but *surf the web* tends to be used more in American English, while *surf the net* is more British.)

Vocabulary • Free time activities Page 52

1 2.21 Books closed. Mime doing different activities (going shopping, playing the guitar, surfing the web, etc.). Elicit or teach *free time activities* and write this on the board. Ask students to think of as many free time activities as they can, and write these on the board.

Students open their books at page 52. Play the recording. Students listen and tick three activities in the list they like. Compare answers as a whole class.

Presentation

2 Warm up

Ask students to look at *Poppy's world* on page 53 and say who the people are and what they have got. Check answers.

Answers

Poppy, David, Emma are in photo A. Poppy's got a mobile phone.
Jack, Poppy, David and Emma are in photo B. Jack's got an electric guitar.

3 2.22 Ask students to look at sentences 1–6. Explain that they are about the photo story on page 53 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the photo story where this information can be found.

Before you play the recording, go through the expressions in *Chat zone* on page 53. Note that *Me too!* is an informal equivalent of *So do I*. *Like you!* means *similar or similarly to you* and is not to be confused with the phrase *I like you. What about …?* is used to ask about what someone does, thinks or feels. *How about…?* can also be used.

Play the recording. Students listen and read the photo story and complete the true/false exercise. Play the recording again. Check answers.

Audioscript

See Student's Book page 53.

Answers

2 T 3 T 4 T 5 T 6 F

Language focus

Here students will take a first look at present simple questions. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them if they notice how the present simple question, short answer and negative are formed (with the auxiliary verb *do*).

4 Read out the example question and answer. Students work in pairs to ask and answer the questions in the questionnaire. Remind them to answer with *Yes, I do* or *No, I don't*. Ask students to tell the class some information they learnt about their partner.

5 Students work individually to complete the questionnaire using ticks or crosses, and then calculate their score.

Your space • Talking about your interests Page 53

6 Tell students they are going to write about themselves. Read out the sentences. Tell students to write *Talking about your interests* in their exercise books. Students complete the sentences about their interests.

7 Read out the example conversation. Students work with a partner and compare their sentences.

Workbook exercises
You can now set page 35 of the Workbook for homework.

4B Language space

Present simple – negative Page 54

1 Books closed. Write *I play computer games on Sundays* on the board. Elicit the negative sentence. Write *I don't play computer games on Sundays* on the board.

Students open their books at page 54. Ask them to look at sentences 1–6. Students work individually to circle the correct verb forms, using the table to help them. Check answers, asking students to give reasons for their answers.

Answers

2 doesn't 3 don't 4 doesn't 5 doesn't 6 don't

Language notebook

Remind students to be careful not to use *s* in third person verbs in the negative form of the present simple, e.g. *He doesn't like football* not *He doesn't ~~likes~~ football*.

2 2.23 Ask students to look at the list of activities. Play the recording. Students cross the activities Archie doesn't do on Saturdays. Play the recording again. Students can compare answers in pairs before you check answers.

Audioscript

Archie: I like Saturdays. In the morning I go to the park and see my friends. I haven't got a pet so I don't play with my pets. I don't eat fast food – I have lunch at home. And I don't read a newspaper! I read magazines. In the afternoon I go to a football match. I love football! I take photos at the football match and put them on my website. Erm ... What else? I don't play a musical instrument. And I don't see my grandparents – they live in a different city. But I help my mum ... a bit. And homework? I don't do my homework on Saturday. I do it on Sunday! What about you?

Answers

play with my pets ✕
read a newspaper ✕
eat fast food ✕
do my homework ✕
see my grandparents ✕
play a musical instrument ✕

3 Read out the example sentence. Students work individually to write sentences about the things Archie doesn't do on Saturdays. Ask students to come to the front of the class to write their sentences on the board.

Answers

He doesn't read a newspaper.
He doesn't eat fast food.
He doesn't do his homework.
He doesn't see his grandparents.
He doesn't play a musical instrument.

4 Read out the example. Students work in pairs and talk about the activities they don't do on Saturdays. Ask students to tell the class what they found out about their partner.

Present simple – questions and short answers

5 Ask students what they can see in the cartoon: Max, Zak and a toy snake. Ask students to complete the conversation between Max and Zak, using the table to help them. Check answers.

Answers

Does; doesn't

Language notebook

Remind students that *Are you* is used with a noun or an adjective (e.g. *Are you happy? / Are you French?*) while *Do you* is used with a verb (e.g. *Do you go to the cinema?*). You might also want to add that it is possible to answer a *yes/no* question in English with just *yes* or *no*, especially if *yes* is replaced with the informal *yeah*. However, the short answer should be used in more formal situations.

6 Ask students to look at the conversation. Elicit the correct word to complete the first gap. Students work individually to complete the exercise. Check answers.

Answers

1 Do 2 don't 3 Does 4 does 5 Does 6 doesn't
7 Do 8 do 9 Do 10 do

Page 55

7 Ask students when we use *do* and when we use *does* in questions. Elicit example questions and write them on the board.

Ask students to look at sentences 1–7. Read out the example question and answer. Students work individually to write questions and true answers. Check students have written the questions correctly.

Answers

2 Does your mother cook your dinner?
3 Does your school start at half past eight?
4 Do you and your friends walk to school together?
5 Do you and your family have coffee for breakfast?
6 Do you go to the park on Saturdays?
7 Do your grandparents surf the web?

Extra

Fast finishers Students who finish quickly can try to write extra questions starting with *Do you …* . Collect these and check students' work. These can then be used as a speaking exercise for further practice.
A helping hand Tell students who need extra help to revise the basic word order of the question (*do/does* + person + verb). Tell them to first think of who the question is about and then to decide on *do* or *does*. Remind students that they don't need to change the form of the verb.

8 Students work in pairs to ask and answer the questions from Exercise 7. Students tell the class if they gave the same answers to the questions as their partner.

9 Read out the activities. Students fill in the clocks with the times they do the activities.

10 Write *What time do you …?* on the board. Students work individually to write questions about the activities in Exercise 9, using this phrase. Read out the example question and answer. Students work in pairs to ask and answer their questions, using the times they wrote on the clocks in Exercise 9.

Language check

When students have completed both *Language space* sections in Unit 4, ask them to complete the Unit 4 *Language check* on page 139. Use the *Language check to* evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 1 walks 2 have 3 have 4 starts 5 watch 6 go 7 plays 8 has
2 2 b 3 a 4 c 5 a 6 b 7 a 8 c
3 2 get 3 have breakfast 4 have 5 starts 6 finishes 7 have lunch 8 walk 9 do 10 play 11 have 12 go to

Your words 4B

have / *before* and *after*

Books closed. Mime having breakfast. Elicit *have breakfast* and write this on the board. Elicit any other expressions with *have* that students know and write them on the board.

Students open their books at page 55. Ask them what they can see in the pictures. Read out the expressions with *have*. Write on the board: *I play football at 3 pm. I go home at 4 pm*. Ask students which activity you do first. Then write on the board: *I play football before I go home. I go home after I play football*. Point out that we use the words *before* and *after* to order sequences of events.

11 Read out the three sentences, completing them for you. Students then work in pairs and tell their partner when they have each meal.

12 Students work in pairs to compare their days. Encourage them to use *before* and *after* in their sentences.

Extra

Fast finishers Students who finish quickly can write three sentences with *before* and *after* describing their daily routine. Collect these and check students' work.

Workbook exercises

You can now set pages 36 and 37 of the Workbook for homework.

4C Skills

Reading — Page 56

1 Warm up

Books closed. Elicit *jobs* and write this on the board. Ask students what jobs they know and write these on the board. Ask students what jobs they would like to do in the future. Ask them to think of really unusual jobs.

Students open their books at page 56. Ask them to look at the pictures and answer the questions about the people. Check answers.

Answers

Rosa works in a circus. She walks on a high wire.
Tomasz works in an office. He tests computer games.
Alexia works in a zoo. She looks after animals.

2 2.25 Ask students to read sentences 1–6. Go through the first sentence as an example. Play the recording. Students read and listen to the texts, and then complete the sentences. Students can compare answers in pairs. Play the recording again. Check answers with the whole class.

Answers

2 Rosa 3 Tomasz 4 Rosa 5 Tomasz 6 Alexia

Extra

Fast finishers Students who finish quickly can read the texts again and think about which job they would like to do and why.
A helping hand Tell students who need extra help to look carefully in the texts for the specific information in the questions. For example, question 2 asks who works at the weekend. Students search for the word *weekend* in the texts, which will then help them find the correct answer.

3 Read out the questions. Students work in pairs to discuss the questions. Ask students to tell the class about their partner's answers to the questions.

Vocabulary • Jobs — Page 57

4 2.26 Ask students to describe what they can see in the pictures. Students then work in pairs to match the words with the pictures. Play the recording to check answers.

Audioscript/Answers

doctor 10 bus driver 1 shop assistant 4 teacher 3
police officer 9 mechanic 7 hairdresser 2
office worker 8 farmer 5 actor 6

5 Tell students to copy the table into their exercise books. Ask them to put the jobs in Exercise 4 into the correct category in the table. Students can compare answers in pairs before you check answers.

Answers

wears a uniform: shop assistant, mechanic, doctor, police officer
works outside: farmer, police officer
works at night: actor, police officer, doctor
uses a computer: teacher, office worker, police officer, doctor

Listening and speaking

6 2.27 Tell students they are going to hear recordings of people at work and they have to decide which job in Exercise 4 is being done. Play the recording. Students listen and write the jobs. Play the recording again. Check answers.

Answers

2 police officer 3 actor 4 mechanic 5 doctor 6 farmer

7 Mime one of the jobs from Exercise 4. Students have to guess the job by asking *Are you a/an ...?* You respond by saying: *Yes, I am* or *No, I'm not*. Students then work in small groups, mime jobs and ask questions to guess the job being mimed.

Study skills

Ask students to look at the *Study skills* box. Read out the information about noticing words. Encourage students to write pairs of words from the unit in their *Vocabulary notebooks*.

Writing

8 Tell students to choose one of the jobs from Exercise 4. Then read out the questions. Students work in pairs to ask and answer the questions to guess what job their partner has chosen.

9 Ask students what the first two stages of writing are: *brainstorming* and *planning*. Explain that once they have written a first draft, the next stage is *revising* – rewriting the first draft and making it better. Choose one of the jobs from Exercise 4. With the class, write a description of this job based on the questions in Exercise 8, e.g. *I'm a police officer. I start work at seven in the morning. I drive every day*, etc. Ask students how they could revise your example description. They could add more detail, e.g. *I'm a very busy police officer. I start work early, at seven in the morning.* Students then work individually to write their own description of the job they chose in Exercise 8. Tell them to write a second draft of the description, trying to make the first draft better. They can also illustrate their work. The second draft can be done for homework. Display students' work in the classroom.

Workbook exercises
You can now set pages 38 and 39 of the Workbook for homework.

Communication

Buying a ticket — Page 121

1 Warm up

Books closed. Draw a trapeze artist on a high wire or a clown's face. Elicit *circus* and write this on the board. Ask students what we can see at a circus and what circuses they know.

Students open their books at page 121. Ask: *What is the name of the circus?* Students then answer the two questions. Check answers.

Answers
It's on 15th to 18th March.
You go to the tent at Midsummer Common or call 0521 431894.

2 2.28 Ask students to look at the words in bold in the conversation. Play the recording. Students read and listen to the conversation, and circle the correct words. Play the recording again. Check answers.

Audioscript
Woman: Hello, can I help you?
George: Yes, please. What time does the show start?
Woman: It starts at **6 o'clock**.
George: How much are the tickets?
Woman: Well, for children up to 16 years it's **£5** and for adults it's **£9**.
George: Oh, that's good. I'm **12** and my brother's **15**. I'd like four tickets, please – two adults and two children.
Woman: That's **£28**, please.
George: Here you are.
Woman: Here are your tickets and your change.

Answers
1 6 o'clock 2 £5 3 £9 4 12 5 15 6 £28

3 2.28 Play the recording again for students to listen and repeat the conversation. Students can practise reading the conversation with a partner.

4 2.29 Ask students to look at *Phrasebook*. Play the recording. Students listen and complete the sentences. Check answers.

Alternatively, students could work in pairs to try to complete the sentences before listening to the recording.

Audioscript
Can I **help** you?
What time does the show **start**?
How much are the **tickets**?
I'd like four tickets, **please**.
That's £28, please.
Here you **are**.
Here are your tickets and your change.

Answers
1 help 2 start 3 tickets 4 please 5 That's 6 are 7 Here

5 Ask two students to read out the example conversation. Students work in pairs to write new conversations and act them out. Encourage students to invent new shows, new times and ticket prices in their conversations and to use phrases in *Phrasebook*.

Workbook exercises
You can now set page 37 of the Workbook for homework.

5 Keep fit!

Student's Book

Unit overview

Reading	A Sports camp webpage
Listening	Weird animal facts
Speaking	Talking about sports
Writing	Describing free time activities
Grammar	*can* – positive and negative forms, questions and short answers
	Adverbs of manner
	like, love, hate + *-ing*
	Imperatives
Functions/ Communication	Talking about ability and how well you do things
	Talking about likes and dislikes
	Making suggestions
Vocabulary	Sport
	Activities
Pronunciation	*can/can't*, /ɪŋ/

Author chat

In *Poppy's world*, there's going to be a sports competition. But Poppy isn't very good at sport, only juggling. Your students learn how to talk about what they can and can't do. Then they discover how fit they are by doing an entertaining questionnaire, extending their ability to talk about themselves and their lives. In *Skills*, they learn about a summer sports camp, and do a fun quiz about weird animal facts. Did you know that elephants can't jump? So now your students can talk about sport and how good they are at doing things, and they can describe their likes and dislikes. Hopefully, they will also know a bit more about how to keep fit and healthy.

5A Can you swim?

Vocabulary • Sport Page 58

1 2.30 Books closed. Mime kicking a ball, hitting a ball with a tennis racket and playing basketball. Elicit *sport* and write this on the board. Ask students what sports they know. Elicit as many as you can and write them on the board. Alternatively, take some pictures of sport stars to class and give them out. Students can describe the stars and say what they know about them. Ask students: *What is your favourite sport?* Tell them about the sports you like and dislike.

Students open their books at page 58. Play the recording. Students match the words with the pictures. Check answers.

Audioscript/Answers

basketball 6 cycling 7 football 3 tennis 2
volleyball 8 gymnastics 10 karate 9 rugby 5
running 4 swimming 1

Presentation

2 Warm up

Ask students to look at *Poppy's world* on page 59 and answer the questions. Check answers.

Answers

Amy and Poppy are in the playground.
Poppy has got three apples.

3 2.31 Ask students to look at sentences 1–6. Explain that they are about the photo story on page 59 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the photo story where this information can be found.

Before you play the recording, go through the expressions in *Chat zone* on page 59. Note that *You're amazing!* is used to indicate surprise at someone's ability in the photo story. But in modern English *amazing* has become very popular as another way of saying *great* or *excellent* and is used to describe anything from films to holidays.

Play the recording. Students listen and read the photo story and complete the exercise. Play the recording again. Check answers.

Audioscript

See Student's Book page 59.

Answers

2 T 3 T 4 F 5 T 6 F

4 2.32 Ask students to look at the list of sports. Play the recording. Students tick the sports they hear Alex say he can do. Students compare answers in pairs. Play the recording again. Check answers.

Audioscript

1 Lisa: Can you do karate, Alex?
Alex: I don't know.
Alex: Ouch!
2 Lisa: Can you play football, Alex?
Alex: Yeah.
Lisa: Wow!
3 Lisa: Nice bike, Alex.
Alex: Thanks. It's new.
4 Lisa: Look at Alex swim!
5 Lisa: Can you juggle, Alex?
Alex: I don't know. ... Oops.
6 Alex: Hey, Lisa. This is my new skateboard.
Lisa: Can you skateboard, Alex?
Alex: I don't know.
Lisa: Good luck, Alex ... Wow, Alex! You're brilliant!

Answers

do karate ✗ play football ✓ cycle ✗ swim ✓
juggle ✗ skateboard ✓

Language focus

Here students will take a first look at *can* in the positive, negative, question and short answer form. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask what word we use in English to talk about ability.

5 Ask students to write sentences about the sports that Alex can and can't do. Tell them to use the information from Exercise 4. They can use *Language focus* to help them with this exercise. Check answers.

Answers

3 He can't cycle.
4 He can swim.
5 He can't juggle.
6 He can skateboard.

Your space • Talking about sport Page 59

6 Tell students they are going to talk about themselves. Ask two students to read out the example questions and answers. Students can practise asking you some questions first. They then work in pairs to ask and answer questions about sport.

7 Read out the example sentence. Ask students to make similar sentences to tell the class what they found out about their partner in Exercise 6.

Workbook exercises
You can now set page 40 of the Workbook for homework.

5A Language space

can – positive and negative Page 60

1 Books closed. Mime singing like an opera singer and playing the trumpet badly. Write the following sentences on the board: *I can sing. I can't play the trumpet.*

Students open their books at page 60. Pre-teach *cook*, *skateboard* and *juggle*. Ask students the following questions: *Can Zak cook? Can Robopet skateboard? Can Max and Lara juggle?*

Students read the sentences and circle the correct verbs, using the table to help them. Check answers.

Answers

1 can't 2 can 3 can

Language notebook

Remind students that *can* is the same in all persons and that there is no *s* in the third person. So we say *He can cook* not *He ~~cans~~ cook.*

2 Ask students to look at sentences 1–8. Read out the example. Students work individually to complete the exercise. Check answers.

Answers

2 My teacher can play the guitar.
3 I can swim.
4 Our dog can't sing.
5 My friend and I can play volleyball.
6 They can't speak French.
7 Harry and Mark can do karate.
8 My Dad can't ride a bike.

3 Tell the class four things you can do and four things you can't do. Students work in pairs and do the same thing. Students tell the class what they found out about their partner.

Example answer

I can play the guitar. I can't play the piano.

can – questions and short answers

4 Write the following on the board: *Can you do karate? Yes, I ___. Can you ride a bike? No, I ___.* Ask students to complete the short answers. Point out that the question is formed by putting *can* at the beginning of the sentence. Students work in pairs to complete the conversation, using the information in the table. Check answers. Students can then practise reading the conversation in pairs.

Answers

2 can 3 can 4 can 5 can 6 can't 7 can't 8 can't
9 Can 10 can't 11 can 12 can

Extra

Fast finishers Students who finish quickly can write three questions and short answer responses using *can*. Collect these and check students' work.
A helping hand With students who need extra help, carefully revise the word order of the question (*Can* + person + verb). They can also check their answer to the first question with you before continuing and use the table to help them.

Soundbite *can/can't*

2.33 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat. Play the recording again and encourage students to mimic the pronunciation. Pay particular attention to the difference in pronunciation between *can* in the question and positive sentence (/ə/) and *can* in the short answer (/æ/). Then make sure that students are pronouncing the long /ɑː/ in *can't*. This is a very important difference! It can be unclear whether students are using the positive form of *can* or the negative if they don't pronounce the words correctly.

Page 61

5 Ask students to describe what they can see in the pictures. On the board write example sentences about the things you can do, using the activities in the pictures.

Students work individually and tick the things that they can do. Read out the example conversation. Students work in pairs to ask and answer about the activities. Tell them to tick the things their partner can do.

6 Read out the example. Ask students to tell the class what they found out about their partner.

Adverbs of manner

7 Ask students what things they can do. Write sentences on the board, e.g. *Karl can swim / Alba can draw*, etc. Ask students to look at the table of adverbs. Then ask them how well they can do the things on the board. Write sentences, e.g. *Karl can swim well / Alba can draw quite well*, etc.

Read out the example sentences. Point out the list of activities. Ask students to tick two things they can do and cross two things they can't do. Students then write sentences about how well (or badly) they can do these things.

Extra

Fast finishers Students who finish quickly can write more sentences with *can* and *can't* describing a friend or family member, e.g. *My father can't play tennis very well / My friend Antonia can paint very well*. Collect these and check students' work.
A helping hand Tell students who need extra help to divide their sentences into two columns headed *I can* and *I can't*. This will help them to distinguish between the positive and negative forms.

Language notebook

Remind students that the adverbs of manner go at the end of the sentence. We can't say ~~*Very well I play the guitar*~~. We must say *I play the guitar very well.*

8 Students work in pairs. They read out the sentences they wrote in Exercise 7 and compare them. Ask students to tell the class what they found out about their partner.

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind them that *Can* goes before the subject in questions.

Workbook exercises
You can now set pages 41 and 42 of the Workbook for homework.

5B I love running

Vocabulary • Activities Page 62

1 **2.34** Books closed. Take pictures to class of people doing different activities, e.g. playing football, swimming, reading, etc. Elicit as many different activities as you can and write them on the board. Ask: *Have you got a favourite activity?* Tell students about your favourite activities.

Students open their books at page 62. Tell them to look at the pictures in the questionnaire on page 63 and to match them with the words. Play the recording to check answers.

Audioscript/Answers

walking G staying in bed H reading books and magazines B doing puzzles E
playing computer games A playing chess C
singing D playing ball games F

Presentation

2 Mime keeping fit. You can run on the spot and then stop and puff your cheeks out as if you are out of breath. Elicit or teach the adjectives *fit* and *active* and write them on the board. Ask students if they do any exercise. Encourage students to respond in full sentences by saying things like *I like swimming* or *I play tennis*, etc.

Tell students to look at the questionnaire on page 63. Students complete the questionnaire and find out their fitness score.

3 Ask three students to read out the example. Students then work in small groups to talk about their answers to the questionnaire.

4 Ask a student from each group to tell the class about their group's answers.

Language focus

Here students will take a first look at the gerund (*-ing* form). Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them to notice the form of the verb after *love*, *hate* and *like* (verb + *-ing*).

5 Ask students: *What activities do you like doing?* Elicit some sentences and write them on the board, e.g. *I like reading*. Then ask: *What activities do you hate doing?* Elicit sentences and write them on the board, e.g. *I hate doing puzzles*. Then tell students to look at the exercise. Explain that they have to complete the sentences by writing what they like and don't like doing. Students work individually to complete the sentences. Ask students to read their sentences to the class.

6 Ask two students to read out the example conversation. Tell students to use the conversation to help them practise their own. They can begin by asking *What do you like doing in your free time?* and continue by asking *Do you like ...?* questions, etc. Students practise their conversations in pairs.

Your space • My favourite activities Page 63

7 Tell students they are going to write about themselves. Read out the example sentences. Tell students to write *My favourite activities* in their exercise books. Students then work individually to write sentences about the things they like and don't like doing in their free time. Encourage them to write full sentences and to include as much detail as they can.

Workbook exercises
You can now set page 43 of the Workbook for homework.

5B Language space

like, love, hate + -ing Page 64

1 Books closed. Write *I like ___ to music* on the board. Ask students if they can complete the sentence. Write the completed sentence on the board: *I like listening to music.* Elicit further example sentences using *like* + *-ing*.

Students open their books at page 64. Pre-teach *bear*, *wake up* and *den* then ask students to describe the cartoon. Ask students: *What does the bear like doing? What does the bear hate doing?*

Students complete the sentence with the verbs. Check answers.

Answers

sleeping, waking up

Language notebook

Tell students that when talking about a general situation, they can use *like / love / hate / don't like* + verb + *-ing*. When describing a particular situation, they can use *like / love / hate / don't like* + infinitive. So we might say *I like swimming* but *I like to swim in the mornings*.

2 Read out the example sentence. Students work individually to complete the sentences so they are true for them.

Example answers

I don't like watching reality TV shows.
I love reading.

Extra

Fast finishers Students who finish quickly can write two more sentences using *-ing* forms, describing things their friends love or hate. Collect these and check students' work.
A helping hand Tell students who need extra help to check their sentences against the example. Students can also work in pairs on this exercise.

3 Students read out their sentences to their partner. Ask some students to share their sentences with the class.

4 2.35 Ask students to look at the table. Make sure they understand the tick and cross system. Play the recording. Students listen and complete the table. Play the recording again if necessary. Draw the table on the board. Ask students to come up and fill in the answers.

Audioscript

Reporter: Hi there, Amy.

Amy: Hi.

Reporter: Can you tell me about your likes and dislikes?

Amy: Sure. Well, I love listening to rock music. I like doing sports. I don't like taking photos.

Reporter: Do you like playing chess?

Amy: No, I hate it!

Reporter: Hi, Martin.

Martin: Hello. Erm ... I like listening to rock music. I hate doing sports! But I love taking photos! I take them on my mobile phone all the time! But I don't like playing chess.

Reporter: Hi, Jessica. Do you like listening to rock music?

Jessica: No, I don't. I don't like rock music.

Reporter: Do you like doing sports?

Jessica: No, I hate doing sports. Sorry!

Reporter: What about taking photos?

Jessica: Oh, I love taking photos! And I like playing chess.

Reporter: Great.

Reporter: OK, now it's Lee and Joe.

Lee and Joe: Hi there. / Hi.

Reporter: Do you like listening to rock music?

Lee: No, we hate listening to rock music. We like R and B! But we like doing sports.

Reporter: Do you like taking photos?

Joe: No, we don't. We don't like taking photos. But we love playing chess!

Reporter: Thank you!

Lee and Joe: No problem.

Answers

	listen to rock music	*do sports*	*take photos*	*play chess*
Amy	✓✓	✓	×	××
Martin	✓	××	✓✓	×
Jessica	×	××	✓✓	✓
Lee and Joe	××	✓	×	✓✓

Soundbite /ŋ/

2.36 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the words. Make sure they are not using a long /iː/ sound for the short /ɪ/ in *-ing*. Encourage students to mimic the pronunciation they hear on the recording.

5 Read out the example sentences about Amy. Students work individually to write sentences about the people in Exercise 4. Students read their sentences out to the class.

Answers

Martin likes listening to rock music. He hates doing sports. He loves taking photos. He doesn't like playing chess.
Jessica doesn't like listening to rock music. She hates doing sports. She loves taking photos. She likes playing chess.
Lee and Joe hate listening to rock music. They like doing sports. They don't like taking photos. They love playing chess.

6 Ask students to look at the list of free time activities. Read out the example question and answer. Elicit similar questions, using the activities in the list, and write them on the board. Students work in pairs to ask and answer questions about people in their family.

Imperatives Page 65

7 Books closed. Put something of yours on the table in front of the students, e.g. keys, a wallet, a phone, a watch. Then say in an authoritative voice: *Don't touch*. Write this on the board. Tell students you are going to give them some commands. Say: *Stand up*, *Sit down*, etc. Use gestures to help students understand.

Say: *Open your books at page 65*. Ask students to describe what they can see in the pictures. Students work in pairs to complete the signs.

Answers

2 Don't eat 3 Speak 4 don't talk 5 Don't use 6 Put 7 Wash 8 don't feed

Language notebook

Remind students that imperatives are very simple in English. There is only one form to learn. We say *Be quiet* whether we are talking to one person or a big group.

Language check

When students have completed both *Language space* sections in Unit 5, ask them to complete the Unit 5 *Language check* on page 140. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 Answer 3 eating 4 Look 5 Write 6 going 7 like 8 Don't be 9 playing 10 listening
2 2 c 3 c 4 c 5 b 6 b 7 c 8 a 9 a 10 c
3 2 well 3 do 4 swim 5 play 6 sport 7 can't play 8 at all 9 running 10 send

Your words 5B

do and *make*

Books closed. Write *do* and *make* on the board. Elicit any phrases using these verbs that students know.

Students open their books at page 65. Ask them what they can see in the pictures. Students can also read the example sentences.

8 Students use the examples to help them complete the sentences with *do* or *make*. Check answers.

Answers

2 do 3 make 4 does 5 makes 6 Do 7 makes 8 do

Workbook exercises

You can now set pages 44 and 45 of the Workbook for homework.

5C Skills

Reading and speaking Page 66

1 Warm up

Books closed. Elicit *summer camps* and write this on the board. Ask: *Do you go to summer camps? What do you do there?*

Students open their books at page 66 and look at the picture on the webpage. Ask them to describe what they can see. Students can use their own language. Then ask students to read the webpage quickly and answer the questions. Check answers.

Answers

Sports4you is a summer camp for sports fans. It's especially for 11–14 year-olds.

Background information

Summer camps are uncommon in the UK but are a significant part of American cultural life. Millions of American children attend them each summer. Summer camps were first created in the late nineteenth century to give children a break from the difficulties of urban life. Now children at summer camps do everything from sports to music. At some camps they even study!

2 Ask students to look at sentences 1–8. Explain that they are about the webpage and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found. Students then work individually to complete the exercise. Make sure they correct the false sentences. Check answers.

Answers

2 T
3 F You eat and chat with your new friends at the summer camp.
4 F In the afternoon you do one different sport.
5 F After dinner there's lots of fun activities at the summer camp.
6 F On Tuesday there is a talent show.
7 T
8 F You can't stay in bed – the day starts at 9 am.

Extra

Fast finishers Students who finish quickly can make a word search or crossword puzzle, using the new vocabulary from the webpage.

A helping hand Tell students who need extra help to look carefully in the webpage for the specific information in the questions. For example, question 2 says: *You do sport in the morning for three hours*. Students search for the words *morning*, *sport* and *three hours* in the webpage, which will help them find the correct answer.

3 Tell students to read the webpage again. They can then decide which two sports they would like to do at the summer camp.

Read out the example sentences. Students work in pairs and talk about their two sports, saying why they like them and how well they can do them. Ask students to tell the class about their partner.

Listening Page 67

4 2.38 Books closed. Write *animals* on the board. Ask students what animals they know. Elicit as many animals as you can and write the words on the board. Ask students: *What is your favourite animal?* Ask them if they know any interesting or unusual facts about animals.

Students open their books at page 67. They work in pairs and try to match the animals with the facts. Play the recording to check answers.

Audioscript

The world of nature is very weird. Listen to these amazing facts! Gorillas can't swim. Ostriches can run at 70 km an hour. Snakes can't close their eyes. Poor snakes! But snails can sleep for three years. Whales can sing for 20 minutes. Elephants are big ... but they can't jump. Hippos can stay under water for 30 minutes. And finally ... grey parrots can learn a thousand words. How weird is that!

Answers
1 h 2 e 3 a 4 d 5 f 6 c 7 b 8 g

Study skills

Before you do Exercise 5, ask students to look at the *Study skills* box. Read out the information about making notes.

Writing

5 Ask students to look at the list of activities. Explain that they have to ask questions about the activities using *Can you …*? Students work in pairs to ask and answer questions. Remind them to make a note of their partner's answers.

6 Ask students what different stages of writing they have already practised in previous units: *brainstorming*, *planning* and *revising*. Explain that students also have to edit their writing. This means they read it very carefully and look for little mistakes.

Read out the example description. Point out the way that *but* is used to introduce a contrast. Also point out the way that *too* is used to give additional information in a sentence.

Students use the notes they made in Exercise 5 to write a description of the things their partner can and can't do. Remind them to edit their work. Collect their work at the end of the class.

Workbook exercises
You can now set pages 46 and 47 of the Workbook for homework.

Communication

Making suggestions Page 122

1 2.39 Books closed. Draw a picture on the board of two friends talking. Tell students that these friends are thinking about what to do at the weekend. Explain that they are making suggestions. Write some example sentences (next to the picture on the board) of things the friends might be saying: *Let's go swimming / Let's watch a film / Let's play football*, etc. Put these sentences in speech bubbles to make it clearer for the students. Explain that *let's* + verb + *-ing* or *let's* + verb + noun are common ways of making suggestions in English.

Students open their books at page 122. Play the recording. Students listen and complete the conversations. Check answers.

Audioscript

Peter: Let's **go** swimming.

Dan: I can't swim. Let's **go** to the park and ride our **bikes**.

Peter: That's a **good** idea.

Maddie: Let's **play** computer games at my house.

Isabel: I'm sorry, I can't **come** this evening. I've got a piano lesson.

Maddie: No problem. **Let's** meet tomorrow.

Isabel: Yes, that's a good idea.

Answers
1 go 2 go 3 bikes 4 good 5 play 6 come 7 Let's

2 2.40 Ask students to look at *Phrasebook*. Play the recording. Students listen and complete the conversations. Check answers.

Audioscript

1 Let's **watch** TV.
I'm sorry, I **can't**. I'm tired.
No problem.
2 Let's **go** swimming.
That's a good idea.
Let's **meet** later.

Answers
1 watch 2 can't 3 go 4 meet

3 Tell students they are going to act out their own 'making suggestions' conversations. Brainstorm any activities, sports or places they could use in their conversations. Before they begin, they can look at the conversations in Exercise 1 and underline all the important expressions. Students should also use *Phrasebook* to help them.

Students work in pairs to act out their conversations. Ask one or two pairs to act out their conversations in front of the class.

4 Ask students to look at the emails. Read out the first email and ask a student to read out the second. Students work in pairs to answer the questions. Check answers.

Answers
1 Ryan suggests playing football with Archie and Connor.
2 Josh answers that it's a good idea.
3 Josh suggests they have an ice cream, too.

5 Give students five minutes to write a short email to their partner, including a suggestion about doing an activity. Tell students to use the emails in Exercise 4 to help them. Encourage them to use phrases in *Phrasebook*.

Students exchange emails with their partner and write a short response to the suggestion.

Workbook exercises
You can now set page 45 of the Workbook for homework.

Student's Book

6 School

Student's Book

Unit overview

Reading	School and Clubs
Listening	School routines
Speaking	Talking about school routine
Writing	Describing your school
Grammar	Adverbs of frequency
	Present simple – question words
	Prepositions of time
	must – positive and negative forms
	Object pronouns
Functions/ Communication	Talking about daily routine and habits
	Talking about obligation
	Talking about possession
	Invitations
Vocabulary	School subjects
	School rules
	Clothes

Author chat

School is an important part of your students' life. In this unit, Lauren is telling us all about her school day and how often she does things. Your students complete her timetable, read about her school day, and talk about their favourite school subjects. Next, in *Poppy's world*, Poppy is in trouble for using her mobile phone at school. But she isn't alone! Then we look at some typical school rules and your students compare them with their own school. In *Skills* section, the focus is on after-school clubs, school uniform and school life in Japan and Australia. To conclude, your students give a description of their own school. At the end of the unit, they are communicating effectively using the present simple.

6A I always walk to school

Vocabulary • School subjects Page 68

1 2.41 Books closed. Mime reading a book and studying. Elicit *school* and write this on the board. Then ask students what school subjects they know and write these on the board. Ask: *What are your favourite subjects? What subjects don't you like?* Students open their books at page 68 and match the words with the pictures. Play the recording to check answers.

Audioscript/Answers

Maths 2 Religious Education (RE) 8 Geography 4
Music 6 Art 10 Physical Education (PE) 12
Drama 11 English 1 History 5 Science 3
Information and Communication Technology (ICT) 9
Languages 7

Presentation

2 2.42 Ask students to look at Lauren's timetable on page 69. Explain that they are going to complete it. Play the recording twice. Students complete the timetable. They can compare answers in pairs before you check answers.

Audioscript

On Monday, my first lesson is Maths. Lesson 2 is English and then I have Geography. After lunch, I have Science and lesson 5 is Drama. That's cool.

On Tuesday, lesson 1 is History. Lessons 2 and 3 are Maths again. In the afternoon, I have German and the last lesson is English.

On Wednesday, we start with Geography. Then I have RE and History. In the afternoon, lesson 4 is Music – I like that – and lesson 5 is Maths.

Thursday is the best day of the week. The first lesson is ICT. Then lessons 2 and 3 are Science. And after lunch, we have PE in lessons 4 and 5. That's great!

On Friday, lesson 1 is English. Then I have two lessons of Art. In the afternoon, lesson 4 is ICT and the last lesson of the week is German. And then it's the weekend!

Answers

Monday: Lesson 2 English, Lesson 5 Drama
Tuesday: Lesson 1 History, Lesson 4 German
Wednesday: Lesson 1 Geography, Lesson 2 RE, Lesson 4 Music
Thursday: Lesson 2 Science, Lesson 3 Science, Lesson 4 PE, Lesson 5 PE
Friday: Lesson 2 Art, Lesson 3 Art, Lesson 4 ICT

3 Ask two students to read out the example. Students then work in pairs to ask and answer questions about their school timetable. Ask students to tell the class what they found out about their partner.

4 2.43 Ask students to look at sentences 1–8. Explain that they are about Lauren's project on page 69 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of Lauren's project where this information can be found. Play the recording. Students read and listen, and complete the exercise. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript

See Student's Book page 69.

Answers

2 F Year 7 is the first year of secondary school.
3 T
4 F She always has lunch at school.
5 F She never eats fish for her main meal at school.
6 T
7 F She sometimes goes to Homework Club after school.
8 T

Language focus

Here students will take a first look at adverbs of frequency. Read out the adverbs in *Language focus* and ask students to repeat each one after you.

5 Ask students to look at Lauren's project. Students work in pairs to find and underline all the adverbs of frequency. Check students have identified the words correctly.

Answers

I often go to the computer room …
I always have lunch …
I usually have a hot lunch …
I never eat fish.
I always walk to school …
I don't always come home at 3:15 …
I sometimes go to Homework Club …

Your space • Talking about your daily routine Page 69

6 Tell students they are going to talk about themselves. Read out the example sentences. Explain that students have to write five similar sentences (four true and one false). Before students begin this exercise, write two sentences about your daily routine on the board. Students guess which one is true and which is false. Students then work individually to write true and false sentences about their daily routines in their exercise books.

7 Students work in pairs to read their sentences from Exercise 6. They guess which is the false sentence. Students can then tell the class if they guessed correctly.

Workbook exercises
You can now set page 48 of the Workbook for homework.

6A Language space

Adverbs of frequency Page 70

1 Books closed. Write *I never play computer games* on the board. Underline *never*. Elicit other adverbs of frequency and write them on the board.

Students open their books at page 70. Ask them what they can see in the cartoon (Zak and Robopet are playing a computer game).

Students look at the table of adverbs of frequency and circle the correct adverb in the sentence. Check the answer.

Answer

always

2 Ask students to look at sentences 1–6. Read out the example. Students work individually to order the words to make sentences. Ask students to come to the front of the class to write their answers on the board.

Answers

2 They often have lunch at school.
3 My parents never drive to the shops.
4 Joe sometimes writes letters.
5 Isabel doesn't often eat apples.
6 My parents don't usually watch TV.

Extra

Fast finishers Students who finish quickly can write five jumbled-up sentences like the ones in Exercise 2. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand With students who need extra help, carefully revise the word order of adverbs of frequency in the sentence. They can check their answer to the first question with you before continuing. Students can also work in pairs on this exercise.

3 Ask students to look at the Factfile. Read out the example sentences. Students work individually to complete the sentences in the Factfile, using an adverb of frequency and a positive or negative verb.

4 Students work in pairs and compare their sentences from Exercise 3. Ask some students to tell the class one thing that they found out about their partner.

Get it right!

Tell students that English is very particular about word order. Students can make a note of the position of adverbs of frequency (before main verbs, after the verb *be*) in their exercise books.

Prepositions of time

Language notebook

Remind students that prepositions in another language can be very difficult to learn as they are often so different from one's own language. Tell students to make a note of the prepositions of time in English in their exercise books and to write the translations next to them.

5 Books closed. Write *I go to school ___ the morning* on the board. Ask students if they can complete the sentence. Complete the gap with *in*. Tell students that *in* is a preposition and that it is used with time expressions. Elicit any other prepositions of time that students know and write them on the board.

Students open their books at page 70 and look at the table of prepositions. Ask a student to read out the example sentence. Students work individually to complete the sentences with the correct prepositions. Check answers.

Answers

2 in 3 on 4 at 5 on 6 on

Extra

Fast finishers Students who finish quickly can try to write four sentences describing their routine, using prepositions of time. Collect these and check students' work.
A helping hand Tell students who need extra help to think of the kind of time phrase that is used in the questions. Is it an hour, a time of the day, a month? Once students have identified the type of time phrase, they can look in the table to see what preposition to use with it.

6 Read out the two groups of words and the example sentence. Students work in pairs to ask and answer questions.

Question words and present simple Page 71

7 2.44 Books closed. Write *Do you go to the cinema?* on the board. Ask students how to answer this question. Elicit the short answers *Yes, I do / No, I don't* and write these on the board. Ask students if they can put a question word at the beginning of *Do you go to the cinema?* to make a *Wh*-question. Write *Why / When / Where do you go to the cinema?* on the board. Highlight the structure of the question.

Students open their books at page 71. Point out the question formation above Exercise 7 before starting the exercise. Students work in pairs to match the questions and answers. Encourage them to look for key words that connect the question and answer, e.g. in question 1 the words *lunch* and *canteen* are connected. Play the recording to check answers.

Audioscript

1 Where do you have lunch?	e In the school canteen.
2 How do you go to school?	d By bus.
3 What do you do on Friday evening?	a I play football.
4 What time do your classes finish?	f Half past three.
5 Which do you prefer, pasta or pizza?	c Pizza!
6 Why do you always wear pink?	b Because I like it.

Answers

2 d 3 a 4 f 5 c 6 b

Language notebook

Students can make a note of the structure of the question (question word + *do/does* + person + verb) in their exercise books and write example questions to help them remember.

8 Students work in pairs to ask and answer the questions from Exercise 7. Students can think of follow-up questions to ask their partner, e.g. *What do you do on Saturday evening? / Which do you prefer, chocolate or cake?*

9 Ask students to look at the jumble of words and the example. Make a couple more example questions using the words and write them on the board, e.g. *Where does your best friend go on holiday? / When do you surf the web? / Why do you watch cartoons?*

Give students three or four minutes to make as many questions as they can, using the words. Students work in pairs to ask and answer their questions. Ask students to tell the class something they found out about their partner.

10 2.45 Ask students where they think the teenagers in the picture are. Students work in pairs to complete the conversation. Play the recording to check answers.

Audioscript

Sam: Hi, my name's Sam.

Anita: Hello, Sam. I'm Anita.

Sam: **Do** you **go** to Westgate School?

Anita: No, I **don't**. I **don't live** in London.

Sam: Where **do** you **live**?

Anita: I **live** in York. But my friend Melissa **goes** to Westgate School. **Do** you **know** her?

Sam: Yes, I **do**. She's my sister's best friend!

Anita: Really? That's amazing!

Sam: **Do** you **come** from York?

Anita: Yes. My parents **work** there.

Sam: **Do** you **like** York?

Anita: Yeah. It's a great place. I **love** the shops and the museums.

Answers

2 don't 3 don't live 4 do, live 5 live 6 goes 7 Do, know 8 do 9 Do, come 10 work 11 Do, like 12 love

Workbook exercises

You can now set pages 49 and 50 of the Workbook for homework.

6B I mustn't use my mobile phone

Presentation Page 72

1 Warm up

Books closed. Sit down next to the students. Pretend to send text messages secretly. You can look up as if you are trying to hide your phone from a teacher. Then ask students what you are doing. Ask them if teachers like students using mobile phones in class.

Students open their books at page 72. Read out the questions. Students look at the photos in *Poppy's world* on page 73 and answer the questions. Check answers.

Answers

Poppy is in school.
You can see the teacher, Poppy, Amy, David and one of their classmates.
Poppy has got a mobile phone in photo A.

2 2.46 Ask students to look at the four questions. Before you play the recording, go through the expressions in *Chat zone* on page 73. Note that *I don't believe it!* is a common expression of exasperation or surprise. It can be used in positive or negative situations. You can say it if you have passed all your exams or if you have failed all of them.

Play the recording. Students listen and read the photo story and answer the questions. Play the recording again. Check answers.

Audioscript

See Student's Book page 73.

Answers

1 a mobile phone 2 at home 3 in her bag 4 Miss Naylor's

Language focus

Here students will take a first look at the use of *must* for orders. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask what the difference is between *must* and *mustn't*: *must* is used to tell someone to do something (e.g. *You must bring it to the lesson*), *mustn't* is used to tell someone not to do something (e.g. *You mustn't use your mobile phone at school*).

3 Students work in pairs to find and underline the sentences from *Language focus* in the photo story on page 73. They can then find more sentences with *must*/*mustn't* in the photo story: *I must remember my homework, I mustn't use my mobile at school. You mustn't talk to your partner.*

Vocabulary • School rules

4 2.47 Books closed. Pretend to be a badly-behaved student. Mime dropping litter on the floor. Then pretend to be a very stern teacher. Shake your head and look very serious. Write on the board: *You mustn't drop litter on the floor. You must put it in the bin.*

Students open their books at page 72. Ask them to look at the expressions and match them with the pictures. Play the recording to check answers. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript/Answers

use your mobile phone 4 run in the corridor 3 be polite 10 drop litter 9 be quiet 8 wear school uniform 6 do your homework 2 eat or drink in the classroom 5 chew gum 7 listen to music 1

5 2.48 Ask students to look at the pictures in Exercise 4. Point out the cross next to the mp3 player. Explain that students put a tick or cross next to the things you must and mustn't do at Greenwood School. Play the recording. Students complete the exercise. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript

These are the Greenwood school rules.

1 You mustn't listen to music.
2 You must do your homework.
3 You mustn't run in the corridor.
4 You mustn't use your mobile.
5 You mustn't eat or drink in the classroom.
6 You must wear school uniform.
7 You mustn't chew gum.
8 You must be quiet.
9 You mustn't drop litter.
10 You must be polite.

Now, have you got any questions?

Answers

2 ✓ 3 ✗ 4 ✗ 5 ✗ 6 ✓ 7 ✗ 8 ✓ 9 ✗ 10 ✓

6 Students use the information from Exercise 5 to help them with this exercise. They work individually to complete the rules for Greenwood School. Students can then compare answers in pairs before you check answers.

Answers

You must: wear school uniform, be quiet, be polite
You mustn't: run in the corridor, use your mobile, eat or drink in the classroom, chew gum, drop litter

7 Tell students to look at the pictures in Exercise 4. Explain that Student A says a number from 1 to 10. Student B finds the picture and says the school rule. Read out the example. Students then work in pairs to complete the exercise.

Your space • Talking about rules Page 73

8 Tell students they are going to write about their school rules. Students write *Talking about rules* in their exercise books. They work individually to write a list of the rules at their school.

9 Read out the example from Exercise 8. Students work in pairs and compare their lists. Remind them to use *must* and *mustn't* in their sentences.

Workbook exercises
You can now set page 51 of the Workbook for homework.

6B Language space

must – positive and negative Page 74

1 Students open their books at page 74. Elicit what Zak, Lara and Robopet are doing in the cartoons. With the whole class, match the pictures with the sentences. Students circle the correct verbs in the sentences, using the table to help them.

Answers

1b 2a
a must b mustn't

Language notebook

Tell students that *must* is a modal verb like *can*. Make sure they understand that modal verbs are used to change the meaning of the main verb (*you must go* is different in meaning from *you go*) and that the form is the same in all persons.

2 Ask students to look at the signs. Read out the example sentence. Students work in pairs to complete the sentences. Remind them to take note of whether they need to use a positive or negative verb. Check answers.

Answers

2 mustn't cycle 3 must turn 4 must be 5 mustn't walk
6 must put

3 2.49 Books closed. Write *House rules* on the board. Ask students what the rules in their house are. Write their ideas on the board.

Students open their books at page 74. Ask them to describe what is happening in the picture.

Read through the list of rules. Play the recording. Students listen and tick the things that the boy, Dan, must do and cross the things he mustn't do. Check answers.

Audioscript

Mum: There are some new house rules.

Dan: Oh no. What are they?

Mum: You **must** help me in the kitchen. You **mustn't** play games on your computer after eight o'clock. You **mustn't** listen to music after ten o'clock. You **must** do your homework. You **mustn't** use your mobile phone at the table. You **mustn't** drop your clothes on your bedroom floor. You **mustn't** watch TV in the morning. And you **must** learn these new house rules!

Dan: Oh, Mum. That's terrible!

Answers

✓ *help in the kitchen*
✗ *play computer games after eight*
✗ *listen to music after ten*
✓ *do your homework*
✗ *use your mobile phone at the table*
✗ *drop your clothes on the floor*
✗ *watch TV in the morning*
✓ *learn these rules*

4 Students work in pairs and talk about the rules in their house, e.g. *I must clean my room / I mustn't watch TV all day.*

Page 75

5 Ask students what the ideal school would be. Elicit the kind of school rules the ideal school would have and write these on the board. Read out the example sentences. Students work in pairs to write six rules for their ideal school. Give students five minutes to do this. Students then present their ideas to the class and the class decides which list of rules it prefers.

Object pronouns

6 Books closed. Write *Give the mobile phone to me* on the board. Ask students if they can replace the underlined words with an object pronoun. Write *Give it to me* on the board. Write *I like my sister* and repeat the exercise, seeing if students can produce the phrase *I like her*. Elicit any other object pronouns students know and write these on the board.

Students open their books at page 75. Read out the pronouns in the table. Then ask students to look at sentences 1–7. Do the first one together as an example. Point out that *us* is the correct object pronoun because the sentence refers to what *we* are doing. Students work in pairs to complete the sentences. Check answers.

Answers

1 us 2 it 3 her 4 them 5 me 6 you 7 him

Extra

Fast finishers Students who finish quickly can write two more gapped sentences like the ones in Exercise 6. Collect these and check students' work. You can then use them as further practice with the class.
A helping hand Tell students who need extra help to look at the subject of the sentence. Once they have identified this it will be easier for them to think of the correct object pronoun.

Language check

When students have completed both *Language space* sections in Unit 6, ask them to complete the Unit 6 *Language check* on page 140. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 He usually goes home at half past three.
3 Where does she have lunch?
4 They always do their homework on Sunday night.
5 What time do you get up?
6 I don't often play computer games.
7 Where does he live?
8 I sometimes go to the park after school.
2 2 a 3 c 4 b 5 c 6 b 7 a 8 b 9 a 10 a
3 2 to 3 1,000 4 study 5 like 6 like 7 usually 8 loves 9 surf 10 at

Your words 6B

go

Books closed. Write *go* on the board and elicit all the phrases that students know with this verb. Write these on the board.

Students open their books at page 75. Ask them what they can see in the pictures. Read out the information and the example phrases.

7 Students work in pairs to complete the exercise. Check answers.

Answers

2 goes shopping 3 go to bed 4 goes to work 5 go to the cinema 6 go home

Workbook exercises

You can now set pages 52 and 53 of the Workbook for homework.

6C Skills

Vocabulary • Clothes **Page 76**

1 **2.51** Books closed. Take pictures of different items of clothing to class. Give the pictures out. Elicit all the clothes vocabulary students know and write this on the board. Ask students what clothes they like and don't like wearing.

Students open their books at page 76. Ask them to match the words with the pictures. Play the recording to check answers

Audioscript/Answers

trainers 10 shirt 1 trousers 2 tie 9 jacket 7 sweatshirt 6 shoes 5 skirt 8 dress 11 T-shirt 3 sweater 4 coat 12

2 **2.52** Elicit the word *uniform* and write this on the board. You can draw a picture of a girl wearing a smart skirt, a jacket and a tie. Ask students which people wear uniforms, e.g. *police officers*, *nurses*, *soldiers*, *fire fighters*, etc. Ask students why they think students in some schools wear uniforms. Students can respond in their own language. Elicit the clothes that are part of a school uniform, e.g. *tie*, *jacket*, *shirt*, *shoes*, etc. Then ask students if they wear a uniform to school.

Play the recording. Students listen and answer the questions. Play the recording again. Check answers.

Background information

British students usually wear a uniform to school. It is often grey trousers, white shirt, tie and jumper for boys; grey skirt, blouse, jumper and tie for girls.

Audioscript

Kirsty: At my school all the kids wear a school uniform. I wear a dark green jacket, a white shirt and a grey skirt. And black shoes. And a green and blue tie. I don't like it! After school and at the weekend I always wear a T-shirt, jeans and my favourite trainers. I love my trainers!

Answers

Kirsty wears a dark green jacket, a white shirt, a grey skirt, black shoes and a green and blue tie at school.
She wears a T-shirt, jeans and trainers at the weekend.

Reading

3 Warm up

Write *club* on the board. Elicit different types of clubs, e.g. *Sport*, *Music*, *Drama*, etc. Write these on the board. Ask students what clubs they go to and what they do there.

Students read the notice on page 77 and match the photos with the clubs. Check answers.

Answers

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

4 **2.53** Ask students to look at sentences 1–5. Before students answer the questions, remind them to look for key words. For example, in question 1, the key words are *theatre group*, *time* and *finish*. Play the recording. Students listen and read the notice again and work in pairs to answer the questions. Check answers.

Answers

1 5 pm 2 Jazz dance 3 Art studio 4 Theatre group 5 Orchestra

Listening and speaking

5 **2.54** Ask students to look at the table. Read out the first column. Play the recording. Students listen to Liam interviewing Mizuki and Nathan and complete the table. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript

Liam: Hi. I'm Liam and this is my school project. … What's your name?

Mizuki: My name's Mizuki.

Liam: Where are you from?

Mizuki: I'm from Tokyo in Japan.

Liam: What days do you go to school?

Mizuki: I go to school from Monday to Friday.

Liam: What time does school start?

Mizuki: I start school at half past eight in the morning.

Liam: And what time does school finish?

Mizuki: I sometimes finish at three o'clock. But I often finish at five o'clock because I go to school clubs.

Liam: What are your favourite subjects?

Mizuki: I enjoy Maths and Science. Oh, and I like English, too!

Liam: What school clubs do you go to?

Mizuki: Well, I go to the Science Club and the Music Club. I play the violin. And I also go to the Judo Club. Judo is very popular here in Japan.

Liam: Do you wear a school uniform?

Mizuki: Yes, I do. I wear a jacket, a shirt and a skirt.

Liam: Thanks, Mizuki.

Mizuki: Thank you.

Liam: What's your name?

Nathan: It's Nathan.

Liam: Where are you from, Nathan?

Nathan: I'm from Sydney in Australia.

Liam: What days do you go to school?

Nathan: From Monday to Friday.

Liam: What time does school start?

Nathan: School starts at nine o'clock. But I leave home at half past eight and walk to school.

Liam: What time does it finish?

Nathan: It finishes at half past three. I always feel really tired!

Liam: What are your favourite subjects?

Nathan: My favourite subjects are PE and Geography. I ... erm ... like learning about other countries.

Liam: What school clubs do you go to?

Nathan: Erm ... I go to the Sports club. I play a lot of basketball and I go running.

Liam: Do you wear a school uniform?

Nathan: Yeah, I do. I don't like it! At my school the boys wear a blue sweatshirt and grey trousers.

Liam: OK, thanks Nathan.

Nathan: No worries!

Answers

Name	*Mizuki*	*Nathan*
From	*Tokyo, Japan*	*Sydney, Australia*
School days	*Monday to Friday*	*Monday to Friday*
School starts / finishes	*8:30 / 3:00 or 5:00*	*9:00 / 3:30*
Favourite subjects	*Maths, Science, English*	*PE, Geography*
School clubs	*Science, Music, Judo*	*Sports*
School uniform	*jacket, a shirt and a skirt*	*blue sweatshirt, grey trousers*

6 Elicit the full questions to find out the information in the table. Write these on the board: *What's your name? Where are you from? What days do you go to school? What time does school start? What time does it finish? What are your favourite subjects? What school clubs do you go to? Do you wear a school uniform?* Students then work in pairs. One of them pretends to be Mizuki; the other pretends to be Nathan. Students interview each other using the information from the table in Exercise 5.

Writing Page 77

7 Ask students which stages of writing you have looked at: *brainstorming*, *planning*, *revising* and *editing*. Explain that it is also a good idea to leave a piece of writing and come back to it later to write the final draft. This gives you the chance to have fresh ideas.

Ask students to look at the email. Elicit different ways of completing the sentences. Then tell students to write an email for homework, using the prompts in brackets to help them. Remind students to put their writing to one side before they give it to you. They can then look at it again and add any new ideas to their final draft.

Workbook exercises
You can now set pages 54 and 55 of the Workbook for homework.

Communication

Invitations Page 123

1 Warm up

Ask students to open their books at page 123. Write *birthdays* on the board. Elicit all the birthday vocabulary that students know and write this on the board, e.g. *parties*, *balloons*, *candles*, *presents*, etc. Then ask the questions to the whole class.

2 2.55 Ask students to look at the conversation. Play the recording. Students listen and complete the conversation. They can compare answers in pairs. Play the recording again. Check answers.

Students practise the conversation with their partner. Ask one pair to act out the conversation in front of the class.

Audioscript

Alex: Hi, Jessica.

Jessica: Hi, Alex.

Alex: Would you like to come to a **party**?

Jessica: A party?

Alex: Yes, it's my **birthday** party. Would you like to come?

Jessica: Yes, I would. When is it?

Alex: It's on Saturday at **six** o'clock. At Mario's pizza restaurant.

Jessica: Brilliant. See you on **Saturday**.

Alex: Great.

Answers

1 party
2 birthday
3 six
4 Saturday

3 2.56 Ask students to look at the invitations. Play the recording. Students listen and put the invitations in order. Play the recording again. Students write down which invitation Jessica accepts. Check answers.

Audioscript

1 Alice: Hi, Jessica.

Jessica: Hello, Alice.

Alice: How are you?

Jessica: I'm OK.

Alice: Jessica, would you like to play a new computer game at my house?

Jessica: When?

Alice: Now!

Jessica: I'm sorry, I can't. I've got homework.

Alice: That's OK. Bye!

Jessica: Bye.

2 Liam: Hi, Jess.

Jessica: Oh, hi Liam.

Liam: Would you like to see a film on Friday? There's the new Batman film at the ABC.

Jessica: What time does it start?

Liam: At six o'clock.

Jessica: I'm sorry, I can't. I've got a piano lesson at half past five.

Liam: That's OK. We can go another time.

Jessica: Yeah, maybe next week.

3 Kathy: Hi, there!
Jessica: Hi, Kathy.
Kathy: Would you like to play tennis?
Jessica: When?
Kathy: In half an hour?
Jessica: Sure.
Kathy: Let's meet in the park.
Jessica: Great.

Answers

play tennis with Kathy 3
see a film with Liam 2
play a computer game with Alice 1
Jessica accepts the invitation to play tennis with Kathy.

4 **2.57** Ask students to look at *Phrasebook*. Play the recording. Students listen and repeat the phrases. Encourage students to imitate the pronunciation on the recording.

5 Students work in pairs and practise their own conversations, using the ideas in Exercise 3. Ask one or two pairs to act out their conversations in front of the class.

6 Ask students to read the invitation. Students work individually to answer the questions. Check answers.

Answers

1 It's Owen Jones' birthday.
2 It's at Cambridge Leisure Park.
3 It's on Saturday 18th June at 12 o'clock.

7 Tell students they are going to write an invitation to a party. They can use Owen's invitation in Exercise 6 to help. Students write their invitation and give it to their partner. Set a five-minute time limit for this.

Ask students to look at *Phrasebook* again. Read out the phrases for accepting and refusing invitations, making sure students understand how to use them. Students write their email reply to their partner's invitation and give it to their partner to read.

Workbook exercises
You can now set page 53 of the Workbook for homework.

7 Food

Student's Book

Unit overview

Reading	An article describing school lunches
Listening	School meals
Speaking	Talking about your favourite food
Writing	Keeping a food diary
Grammar	Countable and uncountable nouns *a/an*, *some/any* *How much? How many?* *lots of, not much, not many*
Functions/ Communication	Talking about quantity Ordering food
Vocabulary	Food and drink
Pronunciation	/ɪ/ /iː/

Author chat

Food, glorious food! That's the theme of this unit. In *Poppy's world*, the friends plan a picnic. Unfortunately, British weather isn't very co-operative, but thanks to Mum they still have a good time! The theme continues with a questionnaire to find out about healthy diets. How much chocolate do they eat? How many cakes? How much salad? How many vegetables? And what is their favourite meal? Then in *Skills*, we meet UK teenagers describing their school dinners in the UK, and your students compare this to their own reality. The unit concludes with a food diary. So now your students have continued practising the present simple and have learnt how to talk about quantity in real-life contexts.

Unit 7A There isn't any ice cream

Vocabulary • Food Page 78

1 2.58 Books closed. Write *food* on the board. Elicit all the food vocabulary that students know and write this on the board. Ask: *What food do you like? What food don't you like?* Tell students the food you like and dislike.

Students open their books at page 78. Ask them to match the words with the pictures. Play the recording to check answers.

Audioscript/Answers

eggs 6 apples 13 grapes 2 ice cream 11
biscuits 14 melons 8 oranges 7 chicken 3
cheese 4 chocolate 9 bananas 12 ham 1
tomatoes 5 crisps 10

2 Read out the examples. Students work in pairs to talk about the food in the pictures that they like and don't like. Ask one or two students to tell the class what they found out about their partner.

Presentation

3 2.59 Ask a student to read out the questions. Before you play the recording, go through the expressions in *Chat zone* on page 79. Play the recording. Students read and listen to *Poppy's world* and complete the exercise by circling the correct answers. Play the recording again. Check answers.

Audioscript

See Student's Book page 79.

Answers

1 a 2 b

4 2.59 Ask students to look at the list of food for the picnic. Then play the recording again. Students tick the food and drink in the picnic. Check answers.

Answers

bananas, crisps, water, fruit juice, chocolate, chicken, tomatoes, melon

Language focus

Here students will take a first look at the use of *some/any* to describe quantity. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice the basic difference between the use of *some* and *any* (*some* is used in positive sentences; *any* is used in negatives and questions).

5 2.60 Ask students to look at the conversation. Students work in pairs to complete the conversation with *some* or *any*. Play the recording to check answers.

Students can practise reading the conversation in pairs.

Audioscript

Mum: There's **some** food left!

Poppy: Yes, there are **some** sandwiches left.

Mum: But I see there aren't **any** crisps left! Is there **any** fruit left?

Poppy: There aren't **any** bananas.

Mum: And is there **any** chocolate left?

David: No, there isn't **any** chocolate, Mrs Young.

Mum: Well, I've got a treat! There's **some** ice cream in the freezer.

All: Hurray!

Answers

2 some 3 any 4 any 5 any 6 any 7 any 8 some

Your space • Planning a picnic Page 79

6 Tell students to look again at the list of picnic things in Exercise 4 on page 78. Students work in small groups and choose six things for their picnic.

Read out the example sentences. Tell students to write *Planning a picnic* in their exercise books. Students write sentences to describe what is/isn't on their list.

Workbook exercises
You can now set page 56 of the Workbook for homework.

7A Language space

some or *any*, *a* or *an* Page 80

1 Books closed. Write *I have four apples* on the board. Then write *I have some apples*.

Introduce the question and negative and write these forms on the board: *Do you have any apples? / I haven't got any apples.* Pre-teach *food stall* and *bowl of oranges*.

Students open their books at page 80. Ask them to describe the cartoon. Ask: *Where is Zak? What is he doing? How is he feeling?* Students work in pairs to complete the cartoon, using the table to help them. Check answers.

Students can act out the conversation with their partner.

Answers
any some any

Language notebook

Make sure students learn the basic rules. We use *some* for positive sentences and *any* for questions and negatives.

Extra

Fast finishers Students who finish quickly can write four sentences using *some* and *any* in positives, negatives and questions. Collect these and check students' work.
A helping hand Tell students who need extra help to think about the type of sentence when completing the gaps. Is it positive, negative or a question?

2 Books closed. Write *water* and *biscuit* on the board. Then add an *s* to the end of each word. Ask students which word is incorrect (~~*waters*~~). Explain the grammatical difference between these words. *Water* is an uncountable noun; *biscuit* is a countable noun. This means we can say *biscuits*, *bananas* and *books*, but not ~~*milks*~~, ~~*waters*~~ and ~~*rices*~~.

Students open their books at page 80 and put the food words in the correct group. They can compare answers in pairs before you check answers.

Answers
countable: melons, crisps, apples, eggs, biscuits, tomatoes, bananas, grapes
uncountable: water, chicken, meat, cheese, chocolate, fruit juice, cola

Get it right!

Ask students to look at the *Get it right!* box. Read the information. Explain that the words are all uncountable nouns so do not take an *s*.

3 Ask a student to read out the example. Point out that *TVs* is the correct form of the word because *TV* is a countable noun. Students work in pairs to complete the exercise. Check answers.

Answers
2 music 3 information 4 paper 5 ideas
6 songs 7 homework 8 hair

4 Read out the example sentence. Point out that *a* is the correct word in the example because it is describing *cheese sandwich*, which is a singular, countable noun. Students work individually to complete the exercise. Students can compare answers in pairs before you check answers.

Answers
2 some 3 any 4 any 5 any 6 some 7 some 8 a

Extra

Fast finishers Students who finish quickly can write four questions with *Have you got any …?* to ask their partner.
A helping hand Tell students who need extra help to look at the word after the gap in the sentences. If it is a singular, countable noun it needs *a/an*. If it's an uncountable or a plural, countable noun it needs *some*. If it's a question or negative it needs *any*. Encourage students to use the table to help them complete the exercise.

Soundbite /ɪ/ /iː/

3.02 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the chant. Play the recording again and encourage students to mimic the pronunciation. Make sure that students are distinguishing between the short /ɪ/ and the long /iː/ sound. Confusing these sounds is a very common error! Tell students to say the /ɪ/ sound very quickly and to say the /iː/ sound more slowly, to practise the difference between the sounds.

Ask students if they can think of any other English words that have these sounds. Write these words on the board and ask students to repeat them.

Page 81

5 Ask students to look at the picture. Elicit what they can see in the fridge. Read out the example conversation. Students work in pairs to ask and answer questions about what is in the fridge, using the words in the list.

6 Draw a fridge on the board with various items of food and drink. Students work individually to draw their own fridge with food and drink in it. Ask students to write five or six sentences describing what is in their fridge.

7 Briefly tell the class about one or two items that are in your fridge, e.g. *There is some milk / There are some grapes*. Students then work in pairs. Student A describes what is in their fridge. Student B draws a picture of the fridge. Students swap roles.

8 3.03 Ask students to look at the sentences. Explain that they have to listen and circle *yes* or *no*. Play the recording. Students circle the correct words. Play the recording again. Check answers.

Audioscript

1 Are there any photos on Dan's mobile?
Yes, there are.
2 Is there any money on the table?
Yes, there is.
3 Are there any films on TV tonight?
No, there aren't.
4 Is there any homework tonight?
Yes, there is.
Oh no.
5 Is there any sugar in my coffee?
No. No, there isn't.
6 Are there any people in the room?
No, there aren't.

Answers

1 yes 2 yes 3 no 4 yes 5 no 6 no

9 Read out the example question and short answer. Students work individually to complete the exercise. Students can compare answers in pairs before you check answers.

Answers

See the Audioscript for Exercise 8.

Extra

Fast finishers Students who finish quickly can write four similar questions and short answers. Collect these and check students' work.
A helping hand Tell students who need extra help to look at the first noun in the sentence. Is it countable or uncountable? If it is a plural countable noun, they use *Are there …* (*photos*, *sweets*, *games*). If it is an uncountable noun, they use *Is there …* (*ice cream*, *sugar*, etc.).

10 Books closed. Elicit the kind of things students have in their bedrooms, e.g. *desks*, *computers*, *books*, *video games*. Write the words on the board. Ask students what they have in their room and elicit sentences such as *There are games in my room / There is a computer in my room / There are some books in my room*.

Students open their books at page 81. They work in pairs to write questions and answers about the picture, using the words in the box. Check answers.

Answers

Are there any pens? Yes, there are.
Are there any dictionaries? No, there aren't.
Are there any books? Yes, there are.
Is there any fruit? Yes, there is.
Are there any photos? No, there aren't.
Are there any postcards? Yes, there are.
Is there any water? No, there isn't.
Are there any comics? No, there aren't.
Are there any pencils? Yes, there are.
Is there any chocolate? Yes, there is.

11 Tell students about the things on your ideal desk or table, e.g. *There are some dictionaries / There is some fruit*. Students work individually to write a description of their own ideal desk or table. Ask some students to read out their description to the class.

Workbook exercises
You can now set pages 57 and 58 of the Workbook for homework.

7B How much fruit do you eat?

Vocabulary • Food **Page 82**

1 Books closed. Write *food* on the board. Ask students how many different categories of food they can think of (*fruit*, *vegetables*, *meat*, *fish*, etc.) and write these on the board. Students open their books at page 82. Ask them to look at the spidergrams. Read out the information in the *Study skills* box. Explain that it is useful to learn vocabulary by grouping words together into themes and categories, like the examples. Encourage students to start using spidergrams to record new groups of words.

Students work in small groups to add the words to the spidergrams. Check answers.

Ask students to add any other words they can think of to the spidergrams. They can use dictionaries for this activity and check their ideas with you.

Answers

Vegetables – potatoes, peas, carrots (beans, onions, etc.)
Fruit – strawberries, pears, oranges (lemons, plums, etc.)
Meat and fish – beef, turkey, lamb (pork, veal, etc.)
Drinks – lemonade, milk, tea (coffee, orange juice, etc.)

Presentation

2 Warm up

Ask students to look at the photos of food in the questionnaire on page 83 and to describe what they can see. Check answers.

Answers

(anti-clockwise from top left) orange juice, orange, lettuce, tomatoes, broccoli, salmon, cake, crisps, biscuits, ice cream, cola

3 3.04 Tell students they are going to listen to Poppy and David talking about the food questionnaire. Play the recording. Students listen and work out David's score on the questionnaire. Check answers and ask students if David is a healthy eater.

Audioscript

Poppy: Hey, David.

David: What?

Poppy: There's a questionnaire in this magazine.

David: What's it about?

Poppy: Food!

David: Really?

Poppy: Yeah.

David: OK, let's do it!

Poppy: OK then. In a week, how much fish do you eat?

David: Er ... a lot, I think.

Poppy: How much fruit do you eat?

David: Not much. I don't really like fruit. But I like bananas.

Poppy: And salad?

David: Er ... not much.

Poppy: How much water do you drink?

David: Quite a lot.

Poppy: How much fruit juice do you drink?

David: None. I don't like it.

Poppy: And how much milk do you drink?

David: Milk? Erm ... well, I have milk with my breakfast ... and I often drink it before I go to bed ... so, erm ... quite a lot!

Poppy: How many nuts do you eat?

David: Nuts? Yeah ... quite a lot.

Poppy: And how many vegetables do you eat?

David: Not many. I don't eat many vegetables.

Poppy: I know the answer to the next question. How much chocolate do you eat?

David: A lot!

Poppy: How much ice cream do you eat?

David: Quite a lot.

Poppy: How much cola do you drink?

David: Erm ... not much, actually.

Poppy: How many biscuits do you eat?

David: Biscuits? Oh, erm ... quite a lot.

Poppy: How many packets of crisps do you eat?

David: A lot!

Poppy: How many cakes do you eat?

David: Erm ... not many, really.

Poppy: How many sweets do you eat?

David: Oh, I love sweets. A lot.

Poppy: And the last question. How many hamburgers do you eat?

David: Hamburgers? None. We don't eat them at home. OK, so what's my score?

Poppy: Hang on ... erm ... Oh, you're good at maths, David. You do it!

Answer

21

Language focus

Here students will take a first look at the questions *How much ...?* and *How many ...?* for asking about quantity. Ask students to look at the questions in *Language focus* and to repeat each one after you. Ask if they notice the difference in the way the questions are used (*how much* is used with uncountable nouns; *how many* is used with countable nouns).

4 Students work individually to underline all the other examples of *How much / How many ... ?* in the questionnaire.

Answers

How much ... fish do you eat? etc.
How many ... nuts do you eat? etc.
How much ... chocolate do you eat? etc.
How many ... biscuits do you eat? etc.

5 Students work in pairs. They ask and answer the questions from the questionnaire. Students then work out their scores and report them to the class.

Your space • My favourite meal Page 83

6 Tell students they are going to write about themselves. Ask them to write *My favourite meal* in their exercise books. Read out the examples. Students then write sentences about their favourite food. Encourage them to use as much detail as they can. They can use dictionaries or check with you for new food vocabulary. Students can read out their sentences to the class.

Workbook exercises
You can now set page 59 of the Workbook for homework.

7B Language space

much / many / lots Page 84

1 Books closed. Write the following nouns on the board: *water*, *banana*, *milk*, *biscuit*, *sugar*, *apple*. Elicit the plural forms and write these on the board.

Students open their books at page 84. Elicit what they can see in the cartoons of Max, Lara and Zak. Ask them to look at the sentences in the table.

Ask students to complete the questions with *much* or *many*. Check answers. With the whole class, match the questions with the pictures.

Answers

*a How **much** food has Zak got?*
*b How **many** pets has Max got?*
*c How **much** homework have Max and Lara got?*
*d How **many** birthday cards has Zak got?*
1d 2b 3a 4c

Language notebook

Remind students that uncountable nouns do not have a plural form. Instead of saying *How many ~~waters~~ do you want?* we say *How many glasses / bottles of water do you want?*

2 Ask students to look at sentences 1–4. Explain that these are the answers to the questions in Exercise 1. Students work in pairs to match the answers with the questions. Check answers.

Answers

1 b 2 a 3 d 4 c

3 Ask students what they can see in the pictures. Read out the example sentence.

Students work individually to complete the sentences. Check answers.

Answers

2 There isn't much water.
3 There aren't many sweets.
4 There's lots of money.
5 There's lots of luggage.
6 There aren't many keys.
7 There isn't much orange juice.
8 There are lots of people.

Extra

Fast finishers Students who finish quickly can write four sentences using *much* / *many* / *lots of* / *not much* / *not many*. Collect these and check students' work.
A helping hand Tell students who need extra help to think of whether the noun is countable or uncountable when choosing between *not much* and *not many*.

4 Read out the example question and answer. Students work in pairs to ask and answer about the things in Exercise 3.

Answers

2 How much water is there? There isn't much.
3 How many sweets are there? There aren't many.
4 How much money is there? There's lots.
5 How much luggage is there? There's lots.
6 How many keys are there? There aren't many.
7 How much orange juice is there? There isn't much.
8 How many people are there? There are lots.

Page 85

5 **3.05** Draw a picture of a shopping trolley on the board. Teach the phrase and write it next to the picture. Ask students what shopping trolleys are used for.

Play the recording. Students listen and number the shopping trolleys in the order they hear them. Play the recording again. Check answers.

Audioscript

Interviewer: Excuse me, what's in your trolley?
Woman 1: In my trolley there are lots of books, but there aren't many comics. There isn't much orange juice.

Interviewer: What's in your trolley?
Man 1: In my trolley there are lots of books and there are lots of comics. There aren't many DVDs. But there's lots of ice cream!
Interviewer: Great. Thanks.

Interviewer: Hello. Erm ... what's in your trolley?
Woman 2: There aren't many DVDs. But there are lots of books. Erm ... there's some ice cream. But there isn't much ice cream.

Interviewer: Excuse me, what's in your trolley?
Man 2: In my trolley? Let me see ... there isn't much ice cream. But there are lots of comics. And there's lots of orange juice, too!
Interviewer: Thank you!

Answers

3, 2, 1, 4

6 Ask students to look at the questionnaire. Read out the example question. Students work individually to complete the questionnaire. Check answers.

Answers

2 How much 3 How many 4 How many 5 How much
6 How many 7 How much 8 How much

7 Students work in pairs to ask and answer questions from the questionnaire in Exercise 6. Fast finishers can think of extra questions to ask, using *How much ...? / How many ...?*

Language check

When students have completed both *Language space* sections in Unit 7, ask them to complete the Unit 7 *Language check* on page 141. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 isn't 3 Are 4 some 5 are 6 Is 7 some 8 a 9 are 10 any
2 2 a 3 c 4 a 5 a 6 c
3 2 some 3 lots 4 meat 5 snack 6 some

Your words 7B

and, but, too

Books closed. On the board write the following:

I like comics ___ books.

I love computers, ___ I don't like TV.

I like chocolate. I like fruit, ____.

Ask students if they can complete the sentences. Write *and*, *but* and *too* in the gaps.

Point out that *and* is used to link two things, *but* is used to contrast two things, and *too* is used to add information. If necessary, write further example sentences on the board to clarify the use of the three words.

Students open their books at page 85. Ask different students to read out the information about *and*, *but* and *too* in *Your words.*

8 Students work in pairs to complete the sentences. Check answers.

Answers

2 too 3 and 4 but 5 and 6 too

Workbook exercises

You can now set pages 60 and 61 of the Workbook for homework.

7C Skills

Reading Page 86

1 3.07 Warm up

Books closed. Elicit *breakfast*, *lunch* and *dinner* and write these on the board. Ask: *What do you have for breakfast / lunch / dinner?* Tell students what you usually have.

Students open their books at page 86. Ask them to match the words with the photos from the magazine article on page 87. Play the recording to check answers.

Audioscript/Answers

tomato pasta 8 burger and chips 3 jacket potato 7
cakes 4 apple pie 2 sandwiches and a banana 5
fish and chips 6 chicken curry 1

2 Ask: *What food do British people eat?* Elicit students' ideas and write these on the board.

Ask students to read the article on page 87 and match the food with the people. Students can compare answers in pairs before you check answers.

Point out that Shannon says *Yummy!* This is a word used to express your feelings about food you like. The word can also be shortened to *Yum*. Encourage students to add this word to their *Vocabulary notebooks*.

Answers

2 apple pie – Stefan
3 burger and chips – Harry
4 cakes – Alexandra
5 sandwiches and a banana – George
6 fish and chips – Anthony
7 jacket potato – Eve
8 tomato pasta – Shannon

3 Ask students to look at the questions. Do the first one together as an example. Students then read the article again and work in pairs to write the letters. Check answers.

Answers

1 b, e 2 c 3 g 4 a, h 5 d, f 6 b, c

Listening and speaking

4 3.08 Ask students to look at the trays of food and describe the different lunches.

Play the recording. Students number the trays in the order they hear them. They can compare answers in pairs. Play the recording again. Check answers.

Audioscript

1 Interviewer: What have you got for lunch?

Boy 1: Erm ... I've got a pizza, a salad and ... erm ... and an apple. Oh, I've got a bottle of water, too.

Interviewer: Enjoy your lunch!

Boy 1: Thanks.

2 Interviewer: What's for lunch today?

Girl 1: I've got some pasta with cheese, a glass of milk and then a slice of cake. It's nice.

3 Interviewer: What have you got for lunch?

Boy 2: The usual! I've got a pizza, some chips, a can of cola and an ice cream. It's good.

Interviewer: Enjoy your lunch.

Boy 2: Thank you.

4 Interviewer: What's for lunch today?

Girl 2: I've got a sandwich ... that's a cheese and tomato sandwich ... an apple, a packet of crisps and a biscuit.

Answers

3 2 4 1

5 Read out the questions. Invite students to ask you the questions. Make sure you respond by saying: *I usually have … for lunch / My favourite fruit is … / My favourite sandwich is … / My favourite school meal is … .* You can write these sentences on the board. Students work in pairs to ask and answer the questions. Encourage students to ask any extra questions they can think of. Students can then tell the class what they found out about their partner.

Student's Book

Writing

6 Look at the food and drink diary with the class. Set the diary writing exercise for homework. Point out that students only need to make notes in their diaries, not write long sentences. They should keep their diaries for two days and include a note about the snacks they have. Students can bring their finished diaries to class and read them out.

Workbook exercises
You can now set pages 62 and 63 of the Workbook for homework.

Communication Page 124

Ordering food

1 3.09 Books closed. Ask: *What do you eat for lunch at school?* Write students' ideas on the board. Tell students what you usually eat for lunch.

Students open their books at page 124. Play the recording. Students write what Ethan and Jade order on the menu. Play the recording again. Students listen and complete the conversation. Check answers.

Audioscript

Mrs Jones: Hello. What would you like?
Ethan: Can I have **lasagne**, please?
Mrs Jones: Anything else?
Ethan: I'd like some **apple pie**, please.
Mrs Jones: Here you are.
Ethan: Thanks.

Mrs Jones: Hello. What would you like?
Jade: Have you got any **fish**?
Mrs Jones: Yes, we've got **fish and chips**.
Jade: Mmm. Can I have **fish and chips**, please?
Mrs Jones: Yes, of course. Would you like a dessert?
Jade: Yes, can I have **a yoghurt**?
Mrs Jones: Here you are.
Jade: Thank you.

Answers

Ethan – vegetable lasagne, apple pie
Jade – fish and chips, yoghurt
1 lasagne 2 apple pie 3 fish 4 fish and chips 5 fish and chips 6 a yoghurt

2 3.09 Play the recording again for students to listen and repeat the conversation. Students can practise reading the conversation in pairs.

3 3.10 Ask students to look at *Phrasebook*. Read out the sentences and ask students to repeat each one after you.

Play the recording. Students number the sentences. Play the recording again. Check answers.

Audioscript

1 What would you like?
2 Can I have a jacket potato with cheese, please?
3 Would you like a dessert?
4 I'd like an apple, please.
5 Here you are.
6 Anything else?
7 Yes, please. / No, thanks. / Thank you.

Answers

Would you like a dessert? 3
Here you are. 5
Anything else? 6
Can I have a jacket potato with cheese, please? 2
I'd like an apple, please. 4
Yes, please. / No, thanks. / Thank you. 7

4 Students work in small groups to practise new conversations ordering food. Tell students to change the food they order and encourage them to use the phrases in *Phrasebook*. Students swap roles so they each get a turn as the dinner lady.

Workbook exercises
You can now set page 61 of the Workbook for homework.

8 Places

Unit overview

Reading	A webpage about Liverpool
Listening	Places in Liverpool
Speaking	Describing your town/city
Writing	Writing about your town/city
Grammar	Present continuous – positive and negative forms
	Prepositions of place
	Present continuous – questions and short answers
	Present continuous or present simple?
	Pronouns and possessive adjectives review
Functions/ Communication	Talking about actions in progress
	Talking about the weather
	Asking the way and giving directions
Vocabulary	Animals
	Weather
	Places

Author chat

It's summer time – the perfect time for the holidays and a trip to a theme park, a visit to the zoo, London or even a castle. When young people are out and about, there's nothing more normal than to text their friends, naturally using the present continuous. This is the perfect opportunity for the class to use verbs they know in new contexts and learn new ones. In *Poppy's world*, the girls are camping. Although it's fun, it's raining and windy and something happens to their tent! In *Skills*, we visit Liverpool – there's a lot to see and do there. Students conclude by using all the language they have learnt so far to describe towns and cities.

8A I'm sitting in a café

Presentation Page 88

1 Warm up

Books closed. Write *A day out* on the board. Ask students what places they know in their area where they can go for a great day out. Tell them to think of theme parks, zoos, parks, museums, etc. Write students' ideas on the board.

Students open their books at page 88. Ask them to look at the photos on page 89 and match them with the words. Check answers.

Answers

a knight on a horse 4
a big wheel 3
a giraffe 2
an exciting ride 1

Background information

Alton Towers is the most famous theme park in the UK. It's in the village of Alton in Staffordshire in England. More than two million people a year visit the park to go on the scary rides, making Alton Towers one of the most popular attractions in the UK.
London Zoo was created in 1828 as a place for scientists to study animals. It opened to the public in 1847. It's situated in Regent's Park in central London and houses more than 700 animal species.
The London Eye is the biggest Ferris wheel in Europe. It opened in March, 2000 and is one of the most popular tourist attractions in London.
Warwick Castle is in Warwick, a town south of Birmingham. The history of the castle goes back to AD914 when the daughter of Alfred the Great ordered a rampart to be built out of earth to protect against the Danish invaders.

2 Ask students to look at sentences 1–8. Explain that they are about the text messages on page 89 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the text messages where this information can be found. Students work in pairs to complete the exercise. Remind them to look for key words. Check answers.

Answers

2 T 3 F 4 F 5 F 6 T 7 T 8 F

Vocabulary • Animals

3 ○ **3.11** Ask students to look at the list of animals. Students work in pairs to match the photos of the animals with the words. Play the recording to check answers. Ask students which animals in the list they have seen.

Audioscript/Answers

an elephant 3 a koala 2 a tortoise 1 horses 8
a tiger 5 bears 7 a bat 4 kangaroos 6

Language focus

Here students will take a first look at the present continuous tense. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice how the tense is formed (*be* + verb + *-ing*).

4 Read out the list of verbs. Students work in pairs and use the verbs to talk about what the animals are doing in the photos. Check answers.

Answers

The koala is sleeping.
The elephant is washing.
The bat is flying.
The tiger is swimming.
The kangaroos are fighting.
The horses are running.

5 Read out the example conversation. Students work in pairs. They take turns to say what one of the animals isn't doing and to guess the animal.

Your space • Talking about actions in progress Page 89

6 Tell students to imagine they are somewhere else in their town/city. They could be in a zoo, park or café, etc. Students imagine what they are doing there. Give them a minute to think about this.

Tell students to write *Talking about actions in progress* in their exercise books. Read out the example sentences. Ask students to underline the present continuous verb forms. Students then use the example sentences to help them write a text describing what they are doing.

Workbook exercises
You can now set page 64 of the Workbook for homework.

8A Language space

Present continuous – positive Page 90

1 Books closed. Mime an action (e.g. listening to music) for students to guess. Ask students to mime other routine activities for the rest of the class to guess.

Students open their books at page 90. Ask students what Lara and Max are doing in the cartoon.

Students complete the sentence, using the table to help them. Check answers.

Answers
am, is

Language notebook

Point out to students that unlike many languages English does not use the present simple (*I read*) to refer to an action happening now. The present continuous (*I am reading*) must be used.

2 Ask students to look at the spelling rules in the table. Then read out the example *-ing* form above the list of verbs. Students work in pairs to complete the exercise. Check answers.

Answers
saying, riding, walking, eating, driving, staying, winning, making, sitting, taking, having, running

To give further practice in forming the *-ing* form, divide the class into two teams. Say a verb in its *-ing* form, e.g. *playing*, *going*, *writing*. Each team takes turns to spell the *-ing* form of different verbs. The teams win a point for each verb they spell correctly. The team with the most points at the end wins.

Extra

Fast finishers Students who finish quickly can think of more verbs to add to the list in the table. Check that students put the verbs in the correct place in the table.
A helping hand Tell students who need extra help to think about the differences between the verbs in the table. There are spelling rules when *-ing* is added to a verb:
1 If a verb ends vowel + consonant, we double the final consonant and then add *-ing*, e.g. *I don't like getting up early.*
2 If a verb ends in *-e*, we lose the *-e* and then add *-ing*, e.g. *I'm writing an email*.
3 If a verb ends in *-w*, *-x*, *-y*, we just add *-ing* to the verb, e.g. *I love playing tennis*.

3 3.12 Ask students to look at the list of the activities. Play the recording. Students listen and number the activities in the order they hear them. Play the recording again. Check answers.

Audioscript/Answers

1 watch TV	5 eat pizza
2 do homework	6 play football
3 play computer games	7 listen to music
4 ride a bike	8 talk on the phone

4 Students write sentences about the activities in Exercise 3, using the positive form of the present continuous. Tell them to remember to use the correct form of the verb *be* in the present continuous. Students read out their sentences to the class.

Answers

She's playing computer games.	*She's watching TV.*
She's listening to music.	*She's eating pizza.*
She's talking on the phone.	*She's riding a bike.*
She's doing homework.	

5 Elicit what students can see in the picture. Ask a student to read out the example sentence in the text message. Students work individually to complete the sentences.

Students can compare answers in pairs before you check answers.

Answers
2 are dancing 3 's taking 4 are swimming 5 's running 6 's playing 7 's singing 8 'm talking

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind students to form the present continuous with *be* + verb + *-ing*.

Present continuous – negative Page 91

6 Books closed. Write *I'm listening to music* on the board. Ask students to change the underlined verb to make a negative sentence. Elicit *I'm not listening to music* and write this on the board.

Students open their books at page 91. Complete the first sentence as an example and write it on the board. Students work in pairs to complete the exercise, using the table to help them. Check answers.

Answers

1 'm not listening 2 isn't wearing 3 isn't eating 4 isn't working 5 aren't swimming 6 aren't playing

Extra

Fast finishers Students who finish quickly can write four more sentences using the negative form of the present continuous. Collect these and check students' work.
A helping hand Tell students who need extra help to check their sentences against the examples in the table.

7 Ask students to describe what they can see in the picture. Ask a student to read out the example sentences. Students work individually to write sentences about Simon. Students can compare answers in pairs. Check answers, asking students to come to the front of the class and write their sentences on the board.

Answers

3 He's playing a computer game.
4 He isn't talking on the phone.
5 He isn't reading his books.
6 He's listening to music.
7 He isn't playing his guitar.

8 Tell students to close their books. You are going to see what they can remember about the picture in Exercise 7. Ask different students around the class to say what Simon is or isn't doing.

9 Students work in pairs and take turns to say what the children are wearing, using the present continuous.

10 Say what you are wearing and write the sentences on the board. Read out the example sentences. Students work in pairs to say what they and their partner are wearing. Ask students to tell the class what their partner is wearing, using the present continuous.

Workbook exercises
You can now set pages 65 and 66 of the Workbook for homework.

8B What's Emma doing?

Vocabulary • Weather Page 92

1 3.13 Books closed. Draw the sun, the rain, clouds and snow on the board. Elicit *weather* and write this on the board. Elicit weather vocabulary (*hot*, *cold*, *sunny*, *rainy*, etc.) and write this on the board. Ask students what weather they like and don't like.

Students open their books at page 92. Ask them to match the sentences with the pictures. Play the recording to check answers.

Audioscript/Answers

It's sunny. 5 It's snowing. 6 It's cloudy. 4 It's windy. 1 It's foggy. 2 It's raining. 3 It's hot. 7 It's cool. 8

Language notebook

It is not possible to say ~~*is windy*~~ or ~~*is sunny*~~ in English. We must use the subject pronoun *it*. Students can make a note of this in their exercise books, using examples to help them remember.

2 Read out the example. Students work in pairs to ask and answer questions about the weather.

Presentation

3 Warm up

Ask students to look at *Poppy's world* on page 93. Students work in pairs and answer the questions. Check answers.

Answers

In the first photo, Poppy and her friends are in a field. They are camping.
In the second photo, they are inside the tent. It's night time.

4 3.14 Ask students to look at questions 1–6. Before you play the recording, go through the expressions in *Chat zone* on page 93. Play the recording. Students listen and read the photo story on page 93. They work in pairs to answer the questions. Check answers.

Audioscript
See Student's Book page 93.

Answers

1 She usually goes shopping.
2 It's warm and sunny.
3 He's putting up the boys' tent.
4 She's cooking lunch.
5 Because it's cold.
6 It's cold and windy.

Language focus

Here students will take a first look at present continuous questions and short answers. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them how to form a question in the present continuous (*be* + subject + verb + *-ing*).

5 Read out the list of people. Students think of four people they know and write what they are doing now.

6 Students work in pairs to ask and answer questions about what the people they know are doing. Ask students to tell the class what they found out about their partner, e.g. *Sophia's uncle is working now.*

Your space • Keeping a weather diary Page 93

7 Tell students they are going to keep weather diaries. Read out the example sentences. Explain that students have to write sentences in their diaries, like in the examples. They keep their diaries for a week. Students can then bring their finished diaries to class and read them out.

Workbook exercises
You can now set page 67 of the Workbook for homework.

8B Language space

Present continuous – questions and short answers

Page 94

1 Books closed. Write *I'm listening to music* on the board. Ask students to change the underlined words to make a question. Elicit *Are you listening to music?* and write this on the board.

Students open their books at page 94. Ask them to describe what they can see in the cartoon. Ask: *What is Max's mum saying? What is Max doing?*

Students complete the conversation, using the table to help them. Check answers.

Answers

Are; am

Language notebook

Remind students that questions are formed in English by inverting the subject and verb. So *You are playing* becomes *Are you playing … ?* Point out that in the short answer we use *yes/no* and a form of the verb *be*, but we don't use the *-ing* verb.

2 **3.15** Ask students to look at sentences 1–8 and answers a–h. Read out the example.

Students work in pairs to complete the exercise. Play the recording to check answers.

Audioscript

1 Are you listening to me?	d Yes, I am.
2 What are you wearing?	f My new jacket.
3 Where are you calling from?	h Outside the cinema.
4 Is Josh watching football on TV?	g Yes, he is.
5 What are you doing?	b We're making a sandwich.
6 Is Lizzie eating chocolate?	a No, she isn't.
7 Why are you running?	e I'm late for school!
8 What are Oscar and Lucy doing?	c They're tidying their rooms.

Answers

2 f 3 h 4 g 5 b 6 a 7 e 8 c

Extra

Fast finishers Students who finish quickly can write four present continuous questions and short answers. Collect these and check students' work.
A helping hand Tell students who need extra help to look for connections between the questions and the answers. For example, in question 4 we are thinking of Josh. Josh is a boy so in the answer we are looking for the pronoun *he*.

3 Mime an activity. Ask students to guess the activity. Read out the example conversation with a student. Make sure students notice the use of the present continuous in the conversation. Divide the class into groups. Students mime an activity from the list for their classmates to guess. Remind students to use the present continuous when guessing, e.g. *Are you making a sandwich?*

Present continuous or present simple?

4 Write on the board: *I watch films every weekend / Today I'm watching a film*. Elicit the difference in meaning.

Ask students to look at the table. Read out the example sentences. Students work in pairs to write two sentences for each person. Check answers, by asking: *What does Henry usually do? What is he doing today?*

Answers

Alice usually works in a library. Today she is skiing.
Alex usually rides a bike. Today he is riding a horse.
Julia usually has a sandwich for lunch. Today she is eating in a restaurant.
Jade usually wears a T-shirt and jeans. Today she is wearing a dress.

5 Read out the example question and answer. Students work in pairs to ask and answer questions about the people in the table.

Page 95

6 Ask students to describe what they can see in the picture. Students work in pairs to write questions and answers, using the present simple or the present continuous. Check answers.

Students can work in pairs to practise reading the questions and answers.

Answers

3 She's sitting on the sofa.
4 What is George wearing?
5 Leonardo DiCaprio is Lexi's favourite actor.
6 Is George eating?
7 Do George and Lexi have a dog?
8 What is Spot doing?
9 She's reading a tennis magazine.
10 No, they aren't doing their homework.

Extra

Fast finishers Students who finish quickly can write extra questions and answers about their family and friends, using the present simple and present continuous, e.g. *Is your mother working at the moment?* Collect these and check students' work. Students can then ask and answer these questions in pairs.
A helping hand Tell students who need extra help to look for grammatical clues in the questions and answers. For example, in number three the question is in the present continuous, so the answer also needs to be in that tense.

Language check

When students have completed both *Language space* sections in Unit 8, ask them to complete the Unit 8 *Language check* on page 141. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 are, doing; 'm writing 3 isn't raining 4 Is, doing; 's reading
2 2 a 3 b 4 a 5 a 6 b
3 2 visiting 3 I'm 4 have 5 sitting 6 I'm 7 reading 8 is 9 aren't 10 They're

Your words 8B

feelings

Books closed. On the board, draw a picture of a sad face and a happy face. Elicit the adjectives and write them on the board next to the faces. Elicit any other adjectives that students know to describe feelings and write these on the board.

Students open their books at page 95. Ask them to look at the pictures. Read out the words. Students listen and repeat.

7 Read out the situations. Students work individually to choose a feeling for the situations. Students can compare answers in pairs. Remind them that more than one answer is possible. Check answers with the whole class.

Possible answers

2 excited 3 hungry 4 thirsty 5 tired 6 bored 7 sad

Workbook exercises
You can now set pages 68 and 69 of the Workbook for homework.

8C Skills

Vocabulary • Places Page 96

1 3.17 Books closed. Draw pictures of the following on the board: a mountain, a river, a forest. Elicit the vocabulary and write this on the board.

Students open their books at page 96. Ask them to match the words with the pictures. Play the recording to check answers. Then ask students which of the places they can find in their area.

Audioscript/Answers

the countryside 4 a mountain 2 a forest 8 a hill 3
a port 5 a river 1 the sea 6 a lake 7

To give further practice of the vocabulary, write this on the board: _ _ _ _ _. Ask students to say a letter to guess the word (*river*). The student who guesses the word then comes to the board and does the next word, using vocabulary from Exercise 1.

Reading and listening

Study skills

Ask students to look at the *Study skills* box. Read out the information. Explain to students that it is important to learn how to read texts by looking for key information. Remind them that nouns, verbs and adjectives provide key information.

2 Ask students to look at the headings. They read Jamie's webpage and work individually to match the headings with the paragraphs. Remind students to look for key words. For example, *Sport* is the first heading. Students look for words like *football*, *player*, *team*, *win* in the webpage. Students can compare answers in pairs before you check answers.

Answers

Sport 4 Museums 5 Boat trips 6 Shopping 7
Music 3 The people 2

Extra

Fast finishers Students who finish quickly can read the webpage again and decide which part of Liverpool they would most like to visit and why.
A helping hand Tell students who need extra help to work paragraph by paragraph. They can read through paragraph 1 and make a note of the heading they think would fit best. When they have worked through all the paragraphs in this way, they can read the webpage again and check their answers.

3 Ask students to look at sentences 1–6. Explain that they are about the webpage and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found. Students then read the webpage again and complete the true/false exercise. They can compare answers in pairs before you check answers.

Answers

2 F 3 F 4 T 5 F 6 T

Background information

Liverpool is one of the biggest cities in the UK. Many Irish, Caribbean, Chinese and Indian people have come to the city to live, which makes the city one of the most cosmopolitan in the UK. The 1980s were a very difficult time for Liverpool. There was a lot of unemployment. However, in recent years, there have been many changes. In 2008, Liverpool became the European Capital of Culture.
Liverpool Football Club is the most successful team in England, with five victories in the European Cup and 18 League titles. Liverpool's city rivals, Everton, had great success in the 1980s. But Liverpool's biggest rivals are Manchester United.
Every April, thousands go to Liverpool to watch the **Grand National** at Aintree racecourse. The Grand National is a national hunt race or steeplechase. This means the horses have to jump over very high fences. It's a British tradition to bet money on this race. Millions watch it on TV.
People from Liverpool are called Scousers or Liverpudlians. They are famous for their sense of humour and storytelling ability. The city has produced lots of excellent writers, playwrights and poets, like Willy Russell, Roger McGough, Jimmy McGovern and Frank Cottrell Boyce.

4 3.18 Tell students they are going to listen to three people in different places in Liverpool. Play the recording. Students decide where the people are. Check answers.

Audioscript

1 Hello ... Oliver? It's Ed. I'm just leaving this message. I'm sitting on a boat. And it's a bus, too! And I can see all the ships here in the port. They're really incredible. Wish you were here!

2 Hi, Mum. It's Beth. I'm having a great time. We're learning all about The Beatles. Did you know they come from Liverpool? And they started their careers here. Mum ... have you got any Beatles music? Or can I buy a CD? Call me.

3 Hi, Jack. It's Scott. I'm having a fantastic time. I'm looking at a model of a fantastic ship ... the *Titanic*. It's awesome! This is a great museum. There are lots of maps and ships and photos ... Wow! There's another big ship over there. See you later!

Answers

1 Beth 2 Scott 3 Ed

Writing

5 Read out the example sentences. Students work individually to write sentences about their own town/city. Then they work in pairs and compare their sentences.

Speaking Page 97

6 Read out the example. Ask students to underline *It's ... / There are ... / There's ... / The people speak ... / It's famous for ...* . Elicit famous cities and write them on the board. Ask: *What do you know about these cities?* Students use the underlined phrases to describe the cities.

Students work in groups of three. Students A and B think of a town/city. They describe it. Student C has to guess which town/city it is. Students then swap roles.

Workbook exercises
You can now set pages 70 and 71 of the Workbook for homework.

Communication

Asking the way and giving directions Page 125

1 Warm up

Books closed. Draw a basic map of a town centre on the board. Add a library, a cinema, a supermarket, etc. Tell students that you are on one side of the town. You want to get to the other side, but you don't know how. Ask students what you need. Elicit *directions* and write this on the board. Elicit any expressions for directions that students know and write these on the board.

Students open their books at page 125. Ask them to work in pairs to find the buildings on the map. Check answers.

Answers

1 school 2 sports centre 3 cinema 4 cinema

2 3.19 Ask students where you go in a city to find out about accommodation, things to see, transport, etc. Elicit *Tourist Information Centre* and write this on the board.

Play the recording. Students listen to the people asking for information at the Tourist Information Centre and match the questions with the answers. Students can compare answers in pairs. Play the recording again. Check answers.

Audioscript

1 Man: Excuse me, where's the bus station?

Woman: The bus station? It's very easy. Go right. Go straight on. Take the second left.

Man: The second right?

Woman: No, the second left. It's on the right in Howard Street.

Man: Thank you very much.

Woman: You're welcome.

2 Boy 1: Erm ... hello.

Woman: Hello.

Boy 1: Erm ... excuse me, where's the library?

Woman: Go right. Take the first left.

Boy 1: The first left ... OK ...

Woman: Go straight on. It's on the right.

Boy 1: Thank you very much.

Woman: You're welcome.

3 Boy 2: Excuse me, where's the sports centre?

Woman: Go left. Then turn right. It's on the left in Slade Road.

Boy 2: In Slade Road?

Woman: That's right. It's next to the cinema.

Boy 2: Thanks.

Woman: That's OK.

Answers

1 c 2 b 3 a

3 3.20 Ask students to look at *Phrasebook*. Play the recording. Students listen and repeat the phrases. Encourage them to imitate the pronunciation.

4 Students work in pairs. They use the map to practise conversations asking for and giving directions. Encourage them to use the phrases in *Phrasebook*.

Workbook exercises
You can now set page 69 of the Workbook for homework.

9 The past

Unit overview

Reading	Great travellers
Listening	Great travellers
Speaking	Talking about inventions
Writing	Writing about the past
Grammar	Past simple *be* – all forms
	Past simple regular verbs – positive form
Functions/ Communication	Talking about past events Buying train and bus tickets
Vocabulary	Adjectives Transport
Pronunciation	/t/ /d/ /ɪd/

Author chat

The theme of this unit is journeys. In *Poppy's world*, Poppy's weekend wasn't great, but her friends had fun! They send her messages about their exciting trips to London and Manchester. Students have their first contact with the past by learning how to use *was/were*. In part B, the theme is transport and they read about an incredible 14-year-old who sailed the Atlantic on his own in a small yacht. Students encounter regular verbs in the past positive. Then in *Skills*, we learn about some great travellers of the past, from the adventures of Marco Polo and Ibn Battuta to 20-th century astronauts. By the end of the unit, students have had a gentle and effective introduction to the past simple.

9A We were in Manchester!

Presentation Page 98

1 Warm up

Books closed. Ask students if they have a blog, website or social networking page. Ask them how often they post messages on their sites.

Students open their books at page 98. Ask them to look at the photo of Poppy on page 99. Students answer the three questions. Make sure they don't look in the photo story for the answers.

Answers

Poppy is in bed. She doesn't feel very well. She is using the internet.

2 3.21 Point out the photos and text messages on page 99. Play the recording. Students read and listen to *Poppy's world* and match the photos with the text messages. Students can compare answers in pairs before you check answers.

Audioscript

See Student's Book page 99.

Answers

1 b 2 a 3 c

3 3.21 Ask students to look at the table. Explain that it shows what Poppy and her friends did at the weekend.

Before you play the recording again, go through the expressions in *Chat zone* on page 99.

Play the recording. Students listen again and complete the table. Students can compare answers in pairs before you check answers.

Answers

	Saturday	*Sunday*
Poppy	*at home in bed*	*at home in bed*
David	*in London at the Science Museum*	*at a car race*
Amy	*at home with aunt's baby*	*at home with aunt's baby*
Emma and her mum	*at the shops*	*in the car*
Jack, Charlie and their dad	*at an exhibition*	*in the car*

Language focus

Here students will take a first look at the past simple forms of *be*. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them if they can notice how the past simple of *be* is formed (*was/were*).

4 Read out the example. Students work in pairs to complete the sentences. Check answers by asking students to come to the board and write the verbs.

Answers

2 were 3 Were 4 wasn't 5 Was 6 weren't

Vocabulary • Adjectives

5 Ask students to look at sentences 1–8. Read out the example. Before students do the exercise, check their understanding of all the adjectives in the list. Students work in pairs to complete the exercise. Check answers.

Answers

2 beautiful – ugly 3 noisy – quiet 4 easy – difficult 5 terrible – wonderful 6 interesting – boring 7 dangerous – safe 8 rich – poor

Extra

Fast finishers Students who finish quickly can make a word search or crossword puzzle using the new vocabulary. Check that their word search, etc. works. Students can then give it to their partner to do.

A helping hand Students who need extra help can check with you that they have underlined the correct adjectives in the sentences before they try to match them to their opposite adjectives.

Student's Book

6 Books closed. Write *GR8* on the board. Explain that it is text language. Elicit or teach what it means (*great*). Elicit other examples of text language.

Students open their books at page 98. Ask them to read *Poppy's world* again and find four more abbreviations. Tell them to work in pairs to decide what the abbreviations mean. Check answers.

Answers

C U – see you
Luv – love
R U – are you
C U 2MORO – see you tomorrow

Your space • Talking about where you were — Page 99

7 Ask students to look at the time expressions in the box. Read out the example conversation. Students work in pairs to ask and answer questions about where they were.

8 Students tell the class what they found out about their partner in Exercise 7.

Keep a note of what students say throughout. Then play a memory game. Ask students questions, e.g. *Where was Tomas on Saturday morning?*

Workbook exercises
You can now set page 72 of the Workbook for homework.

9A Language space

Past simple verb *be* – positive and negative — Page 100

1 Books closed. Write *London* on the board. Brainstorm places students know in London, e.g. Oxford Street, Tower of London, Houses of Parliament, Buckingham Palace, Hyde Park, London Eye, British Museum. Write *I am in London today* on the board. Ask students to put the sentence into the past simple. Write *I was in London yesterday* on the board.

Students open their books at page 100. Ask them to look at the pictures. Ask: *Where were Zak, Lara, Max and Robopet on Saturday? Were they happy / sad / tired / scared?*

Students match the sentences with the pictures, using the table to help them. Check answers.

Answers

3 1 2

2 Books closed. Brainstorm all the past time expressions students know.

Students open their books at page 100. Ask them to look at the time expressions. Students work in pairs to order the time expressions. Check answers. Note that the answers will depend on the day/week on which the exercise is done!

Possible answers

3 three days ago
4 on Saturday
5 two weeks ago
6 last month
7 in 2004

3 Ask students to look at sentences 1–10. Read out the example. Students work in pairs to change the sentences from present simple to past simple. Check answers by reading out the sentence in the present simple and asking students to read out the sentence in the past simple.

Answers

2 I wasn't at my desk.
3 It was my birthday yesterday.
4 We weren't at school yesterday.
5 It was hot and sunny yesterday.
6 They weren't rich.
7 They were at the sports centre yesterday.
8 They were in Paris yesterday.
9 She wasn't in the sports hall.
10 You were happy yesterday.

4 Ask students to look at the email. Elicit what they can see in the photo. Read out the example answer. Students work individually to complete the email. They can compare answers in pairs.

5 **3.22** Play the recording to check answers.

Audioscript

Hi Jasmine

How R U? Last weekend **was great**. We **were** in New York with my uncle. His apartment is near Central Park. On Saturday we **were** at the Natural History Museum. It **was** near my uncle's apartment. It **was** very interesting and the dinosaur skeletons **were** fun! On Sunday there **was** a surprise – the Statue of Liberty! There **were** 354 steps to the top. We **were** at the top of the statue's head! The view **was** fantastic!

C U after the holidays

Ali

Answers

2 were 3 were 4 was 5 was 6 were 7 was 8 were 9 were 10 was

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind students to use *was* for singular forms and *were* for plural forms.

Past simple verb *be* – questions and short answers — Page 101

6 Books closed. Write on the board: *Are you at home now? No, I'm not*. Ask students to put the question and short answer into the past simple. Write on the board: *Were you at home last night? Yes, I was.*

Students open their books at page 101. Ask them to describe what they can see in the picture. Complete the first gap in the conversation as an example. Students work in pairs to complete the conversation, using the table to help them. Check answers.

Answers

1 Were 2 wasn't 3 Were 4 was 5 were 6 was

Extra

Fast finishers Students who finish quickly can try to write extra questions and answers to add to the conversation. Collect these and check students' work.
A helping hand Tell students who need extra help to revise the basic word order of the question in the past simple with the verb *be*. Encourage students to look at the context of the sentence to help them choose the correct word to complete it.

7 3.23 Ask students to look at the table. Explain that they will need to listen to discover where the speakers were and weren't. Play the recording. Students listen and circle *Yes* or *No*, depending on what they hear, e.g. *Was Sam at the swimming pool? Was he at the cinema?* Play the recording again. Check answers, by asking: *Was Olivia at home? Were Gabriel and Maria at the youth club?* etc.

Audioscript

Sam: I wasn't at the swimming pool yesterday. I was at the cinema.

Olivia: I wasn't at the shops. I was at home. It was boring.

Joe/Billy: We weren't at the zoo. We were at the circus. It was cool!

Maria: We weren't at the pizza restaurant yesterday. We were at the youth club.

Answers

Sam: No, Yes
Olivia: Yes, No
Joe and Billy: Yes, No
Gabriel and Maria: No, Yes

8 Read out the example sentence. Students work individually to write sentences about the friends, based on the information in the table in Exercise 7. Check answers.

Answers

Olivia wasn't at the shops. She was at home.
Joe and Billy weren't at the zoo. They were at the circus.
Gabriel and Maria weren't at the pizza restaurant. They were at the youth club.

9 Ask a student to read out the adjectives in the box. Check that students understand the meaning of the words by miming the different feelings.

Read out the example sentences. Students work in pairs to ask and answer questions about yesterday. Ask students to tell the class about their partner. Ask: *Was Tamara tired yesterday? / Was Pietro angry yesterday?* etc.

10 Read out the example questions and answers. Students work in pairs to make questions from the box to ask and answer. Ask students to tell the class about their partner. Ask: *Where was Angela's best friend on Sunday?*

Workbook exercises

You can now set pages 73 and 74 of the Workbook for homework.

9B Michael sailed the Atlantic

Vocabulary • Transport **Page 102**

1 3.24 Books closed. Write *transport* on the board. Brainstorm the transport vocabulary students know and write this on the board. Ask students about their favourite ways to travel.

Students open their books at page 102. Ask them to work in pairs to match the words with the pictures. Play the recording to check answers.

Audioscript/Answers

car 4 ship 5 yacht 9 plane 6 motorbike 1
bicycle 8 bus 2 train 7 helicopter 3 space ship 10

2 Draw the three spidergrams on the board. Students come to the board to write the words from Exercise 1 in the correct spidergram. Check answers.

Answers

on the ground: motorbike, bicycle, bus, train
in the air: plane, helicopter, space ship
on the water: ship, yacht

Presentation

3 Warm up

Ask students to look at the photos and the map on page 103. Students work in pairs to answer the two questions. Elicit ideas from around the class.

4 3.25 Ask students to look at sentences 1–5. Play the recording. Students read and listen to the article and then complete the sentences. Play the recording again. Students can compare answers in pairs before you check answers.

Audioscript

See Student's Book page 103.

Answers

1 14 years 2 5,600 3 8 4 47 5 3

5 Students quickly read the article again to identify the activities that Michael did on his trip. Students can compare answers in pairs before you check answers.

Answers

sail, cook, study, play the guitar, juggle, film

Language focus

Here students will take a first look at the past simple form of regular verbs. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice how regular verbs are formed in the past simple (by adding *-ed* to the infinitive, and in the case of *travel*, by doubling the last letter and then adding *-ed*).

6 Students work in pairs to find the past simple form of the verbs in the article on page 103. Check answers, asking students to first say the verb and then the sentence it appears in, e.g. *sail – Michael sailed the Atlantic.*

Your space • Writing about the past **Page 103**

7 Tell students what you did last night. Ask students to look at the list of activities. Read out the example sentences. Tell students to write *Writing about the past* in their exercise books. They can then write sentences about what they and their families did last night. Students can read out some of their sentences to the class.

Workbook exercises
You can now set page 75 of the Workbook for homework.

9B Language space

Past simple positive – regular verbs **Page 104**

1 Books closed. Write the following on the board: *Yesterday, I __ (visit) my grandparents. I __ (stay) for three hours*. Ask students if they can put the verbs in brackets into the past simple. Highlight the *-ed* ending and explain that this is how regular verbs are formed in the past simple.

Students open their books at page 104 and look at the email. Ask them to describe what they can see in the picture. Read out the information about past simple spelling rules. Elicit more regular verbs and ask students to spell them using the rules to help.

Students work in pairs to complete the email. Check answers.

Answers
2 travelled 3 walked 4 climbed 5 sailed 6 stayed 7 arrived

2 Ask students to look at the list of verbs. Put the first two verbs into the past simple as examples for students to follow. Students work in pairs to complete the exercise. Check answers.

Answers
liked, talked, called, lived, washed, painted, carried, used, touched, closed, stopped, opened, loved, looked, danced

Soundbite /t/ /d/ /ɪd/

3.26 Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the verbs.

3.27 Play the next recording. Students listen and decide if the verbs are 1, 2 or 3. Check answers.

Answers
1: watched, worked, cooked
2: travelled, stayed, followed, lived
3: studied

3 Books closed. Write *John ___ (watch) a great film at the cinema* on the board. Ask students to complete the sentence by putting the verb in brackets into the past simple.

Students open their books at page 104. Read out the example. Students work individually to complete the sentences. Check answers.

Answers
2 listened 3 watched 4 cooked 5 visited 6 arrived 7 phoned

Extra

Fast finishers Students who finish quickly can write four gapped sentences like the ones in Exercise 3. Collect these and check students' work. You can then use the sentences as extra practice with the class.
A helping hand Encourage students who need extra help to use the past simple spelling rules to help them write the verbs.

4 Books closed. Write verbs in the infinitive on the board (*live*, *walk*, *start*, *play*, etc.) and ask students to put them into the past simple.

Students open their books at page 104. Students work individually to complete Alice's report, using the past simple of the verbs in brackets. Students can check answers in small groups before you check answers.

Answers
1 camped 2 was 3 was 4 stayed 5 was 6 cooked 7 organised 8 worked 9 was 10 walked 11 climbed 12 arrived

Page 105

5 **3.28** Ask students to look at the sentences. Play the recording. Students listen and tick or cross the boxes as appropriate. Play the recording again to check answers.

Audioscript

Presenter: Hi there! Last weekend I played tennis ... and I cooked a big dinner for friends! But what about you? We asked lots of students about last weekend.

I **listened** to music.

I **played** computer games.

Erm ... I **didn't watch** TV.

I **surfed** the web.

Oh, er ... I **didn't play** football!
I **didn't play** a musical instrument.
I **didn't help** my parents in the home. Sorry, Mum!
I **visited** my grandparents.
I **studied** for a test. It was horrible.

Answers
✓ 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✗ 7 ✓ 8 ✓ 9

6 Read out the list of verbs and the example sentence. Students work in pairs and tell their partner what they did last weekend, using the verbs.

7 Ask students to look at the email. Read out the example sentence. Make sure students understand all the verbs. Students work in pairs to complete the email with the verbs in the past simple. Check answers.

Answers
2 played 3 walked 4 watched 5 talked 6 worked
7 started 8 stayed

8 Students work individually to write an email describing what they did last weekend. Tell them to use the verbs in Exercise 6. Collect and check students' work.

Language check

When students have completed both *Language space* sections in Unit 9, ask them to complete the Unit 9 *Language check* on page 142. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers
1 3 Were 4 weren't 5 was 6 were
7 Was 8 weren't 9 Was
2 2 a 3 a 4 b 5 c
3 1 Jake stayed in the museum for two hours.
2 Max listened to music in his room.
3 My train arrived twenty minutes late.
4 We visited my aunt in Oxford last week.
5 They played in the school band last night.
4 1 I'm 2 visited 3 lived 4 were 5 live
6 enjoyed 7 ate 8 went 9 saw 10 watched
11 showed 12 played

Your words 9B

compound nouns

Books closed. Write *football shirt*, *pencil case* and *fruit juice* on the board. Explain that these are called compound nouns, i.e. nouns made up of two words. Elicit any compound nouns that students know and write them on the board.

Students open their books at page 105. Ask them to look at the pictures. Read out the examples of common compound nouns.

9 Students work in pairs to match the words to make compound nouns. Check answers.

Answers
2 h 3 e 4 c 5 a 6 d 7 b 8 f

10 Encourage students to keep a special section of their *Vocabulary notebook* for compound nouns. Students write down all the compound nouns from *Your words* in their *Vocabulary notebooks*.

Workbook exercises
You can now set pages 76 and 77 of the Workbook for homework.

9C Skills

Reading and listening — Page 106

1 Warm up

Books closed. Write *travellers* on the board. Elicit any great travellers and adventurers that students know and write their names on the board.

Students open their books at page 106. Ask them to look at the pictures and the titles in the article. Students work in pairs to answer the questions.

Answers
The people are Marco Polo and Ibn Battuta.
They are travelling. Marco Polo is on a camel; Ibn Battuta is on a ship.
The map shows places in Europe, Africa, the Middle East, Asia and China.

Page 107

2 3.30 Ask students to look at sentences 1–6. Explain that they are about the article and that some are true and some are false. Read out the first sentence as an example.

Play the recording. Students read and listen to the article and complete the true/false exercise. Students can compare answers in pairs. Play the recording again. Check answers.

Answers
2 T
3 F He travelled with his father and uncle.
4 T
5 F Only Ibn Battuta lived in India. Marco Polo lived in China.
6 T

3 Read the first sentence of the article. Ask students to identify the adjective (*brilliant*). Students work in pairs to identify and underline all the adjectives in the article. Then students say what these adjectives describe. Students can compare answers in pairs before you check answers with the whole class.

Answers

brilliant – traveller, long – journey, difficult – journey, beautiful – things, rich – Kublai Khan, famous – travel book, new – inventions, great – explorer (Ibn Battuta), dangerous – journey, terrible – storms, wonderful – travel book

4 Books closed. Write *space* on the board. Brainstorm all the space vocabulary that students know. Write this on the board.

Students open their books at page 107. Read out the list of nouns and verbs. Define the words and put each word into an example sentence, e.g. *Astronauts travel in space / The Americans landed on the moon in 1969.*

5 3.31 Write *Valentina Tereshkova* and *Neil Armstrong* on the board and elicit what students know about these astronauts. Point out the list of facts. Play the recording. Students listen and match each fact to Valentina or Neil. Students can compare answers in pairs before you check answers.

Audioscript

Hello and welcome to *History is Fun!* Today we are talking about two great explorers. Space explorers. Astronauts! These people travelled on dangerous missions to learn about space.

We often think that only men are astronauts but, you know, there are women astronauts, too. And a very important woman astronaut was the Russian Valentina Tereshkova. She was the first woman to fly in space in 1963. That's about 50 years ago!

She was born in 1937 in Russia. She loved flying and learned to parachute. The Russians wanted to send her into space. They wanted to be the first country to send a woman into space. Just think – how exciting for Valentina. So on June 16th 1963 Valentina travelled in a space ship called Vostok 6. It was very exciting.

She orbited the Earth – that means that she travelled round the Earth. She stayed three days in the space ship and then landed back on Earth with a parachute on June 19th. Later on she married another astronaut. She never travelled in space again.

And here's another fantastic moment in space history! The American astronaut Neil Armstrong was the first person to walk on the Moon. He was born in 1930 in the USA. For many years he worked as a pilot. But his dream was to travel in space. He travelled to the Moon in 1969 in the Apollo 11 space ship.

Neil Armstrong and another astronaut called Buzz Aldrin landed on the Moon on 20th July 1969. 450 million people around the world listened and watched when he walked on the Moon. His first words were, 'That's one small step for a man, one giant leap for mankind.' The astronauts returned to Earth on the 24th July. He, too, never travelled in space again.

Answers

returned to Earth on 19 June	*V*
born in the USA	*N*
first man to walk on the Moon	*N*
travelled in the Apollo 11 space ship	*N*
born in Russia	*V*
travelled in space in 1969	*N*
travelled in the Vostok 6 space ship	*V*
returned to Earth on 24 July	*N*
travelled in space in 1963	*V*

Speaking

6 Write *inventions* and *inventors* on the board. Brainstorm famous inventions and inventors. Tell students to look at the Factfile of inventions. Read out the inventions. Ask two students to read out the example conversation. Students work in pairs to match the inventions with the places.

7 3.32 Play the recording to check answers. Ask students to decide which of the inventions was the most important.

Audioscript/Answers

The Middle East invented the clock, coffee, chess and the camera.

China invented the umbrella, the toothbrush, the carpet, paper, pasta and tea.

Workbook exercises
You can now set pages 78 and 79 of the Workbook for homework.

Communication

Buying train and bus tickets — Page 126

1 3.33 Books closed. Write *bus* and *train* on the board. Elicit any vocabulary students know associated with these types of transport.

Students open their books at page 126. Ask them to work in pairs to complete the conversation with the phrases in the box. Play the recording to check answers.

Audioscript

Becky: Can I have two tickets to London, please?

Man: **Single or return?**

Becky: Return, please.

Man: **Are you under 16?**

James: Yes, we're 12.

Man: **That's £5.60 each.**

James: What platform does the next train leave from?

Man: **Platform 4. The next train is at 10:45.**

James: Thank you.

Answers

1 Single or return? 2 Are you under 16? 3 That's £5.60 each. 4 Platform 4. The next train is at 10:45.

2 3.34 Read out the phrases in the box. Students work individually to complete the conversation with the phrases. Play the recording to check answers.

Audioscript

James: Two **tickets** to the city centre, please.

Bus driver: Child fare?

James: Yes, please.

Bus driver: **£2.50**, please.

Becky: **Here** you are.

Bus driver: Thanks. Take your **change**!

James: Oh, **thank you**.

Answers

1 returns 2 2.50 3 Here 4 tickets 5 thanks

3 Students work in groups of three and act out the conversations in Exercises 1 and 2. Ask for volunteers to act out their conversations in front of the class.

4 3.35 Ask students to look at *Phrasebook*. Play the recording. Students listen and complete the phrases. Play the recording again. Check answers.

Audioscript

Can I have two **tickets** to London, please?

Single or return?

Single, please.

Return, please.

On a train

What **platform** does the next train leave from?

Answers

1 tickets 2 Return 3 platform

Students can use the conversations in Exercises 1 and 2 as examples to help them act out their own conversations. Encourage students to use the phrases in *Phrasebook*.

Workbook exercises

You can now set page 77 of the Workbook for homework.

10 The future

Student's Book

Unit overview

Reading	Great mysteries
Listening	Explaining mysteries
Speaking	Talking about different topics
Writing	Writing about different topics
Grammar	Present continuous as future
	Prepositions of time
	Tense review – present, past
Functions/ Communication	Talking about the future
	Agreeing and disagreeing
	Making and suggesting plans
Vocabulary	Weekend activities

Author chat

This unit is aimed at consolidating and reviewing language learnt so far. In *Poppy's world*, Poppy and her friends decide to write a quiz together. Students go on to practise making arrangements using the present continuous – a structure they already know. Then students do Poppy's quiz themselves, which 'mixes' key structures such as present simple, *have got*, *can*, *must*, etc. The challenge is in the questions, not the language! In *Skills*, there is an article about great mysteries, from Atlantis to the Loch Ness Monster. *Skills* ends with a speaking activity which rounds up the main 'can do's: talking about family and home and friends, food, free time activities and sports, school and rules, daily routine, helping the environment, days out and future arrangements.

10A What are you doing tomorrow?

Presentation Page 108

1 Warm up

Books closed. Ask students what they usually do at the weekend. Ask students what they are doing this weekend.

Students open their books at page 108. Tell them to look at the photos of Poppy and Jack. Ask students the three questions. Make sure they don't look in the photo story for the answers. Check answers.

Answers

Poppy and Jack are in the street. They are discussing something. Poppy feels happy in the second picture.

2 3.36 Ask students to read through questions 1–6. Before you play the recording, go through the expressions in *Chat zone* on page 109. Note that *Go on!* is used for encouraging someone to do something.

Play the recording. Students listen and read the photo story. They work in pairs to answer the questions. Check answers.

Audioscript

See Student's Book page 109.

Answers

1 Yes, she has.
2 She's writing a quiz.
3 She's going to Amy's house.
4 At Poppy's house.
5 No, he hasn't got any plans.
6 He wants to meet her at eleven.

Language focus

Here students will take a first look at the present continuous as future. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them if they notice how the present continuous tense is being used to talk about the future.

3 Students can work in pairs to find more examples of the present continuous as future in the photo story.

Vocabulary • Weekend activities

4 3.37 Ask students to look at the activities in the box and the verbs. Students work in pairs to match the activities with the verbs. Play the recording to check answers. Make sure that students understand the difference between *go home* and *stay at home*. *Go home* means you return to your flat, house, etc. after you've been out somewhere. *Stay at home* means you don't leave your flat, house, etc. and go somewhere else.

Audioscript/Answers

go to a party go to a museum go shopping
go swimming have a picnic watch a DVD
watch TV play tennis play computer games
stay at home stay in bed tidy my room go home

5 Students work in pairs to brainstorm more activities to add to the spidergrams.

Students report their ideas to the class. Tell students to add their phrases to their *Vocabulary notebooks* under the different verbs (*go to*, *go*, etc.) listed in Exercise 4.

6 Ask students if they keep a diary to help them remember the things they have planned to do. Students complete the diary with activities for Saturday and Sunday.

7 Read out the example conversation. Students work in pairs to ask and answer questions about their diaries. Students tell the class about their partner's plans, e.g. *On Saturday morning Paula is playing tennis.*

Your space • Describing plans Page 109

8 Tell students they are going to write about themselves. Read out the description.

Tell students to write *Describing plans* in their exercise books. Students work individually to write their plans for the weekend, based on their diaries in Exercise 6. Set a ten-minute time limit for this activity. Collect and check students' work.

Workbook exercises
You can now set page 80 of the Workbook for homework.

10A Language space

Present continuous for future arrangements — Page 110

1 Books closed. Write the following on the board: *What are you doing tomorrow? I'm playing tennis with my brother.* Highlight the tense and show how it is being used to talk about future arrangements.

Students open their books at page 110. Ask them to describe the picture of the robots Zak and Zoe. Ask: *How is Zak feeling? Does Zak want to go out with Zoe?*

Students work in pairs to complete the conversation. Check answers. Students can practise reading the conversation in pairs.

Answers

'm; is; are

Language note

Highlight that the present continuous has two distinct uses: for actions in progress in the present and for future arrangements.

2 3.38 Ask students to look at the schedule for the school visit. Play the recording. Students circle the correct information. Play the recording again. Students can compare answers in pairs before you check answers.

Audioscript

Teacher: OK, now pay attention ... quiet, please. This is the schedule for our school visit to London tomorrow ...

We're leaving the hotel at half past eight, then at half past nine we're going on the London Eye.

Then at eleven o'clock, we're going to the British Museum.

After the British Museum, we're going to a park and we're having a picnic.

In the afternoon, at three o'clock, we're going sightseeing on a London Tour Bus.

Then at seven o'clock, we're having dinner at the hotel.

And then we're going to the theatre at eight thirty. After the theatre ...

Boy student: Are we having a party, miss?

Teacher: No, you aren't. You're going to bed.

Answers

8:30 am	*leave the hotel*
9:30 am	*go on the London Eye*
11 am	*visit the British Museum*
1 pm	*have a picnic in a park*
3 pm	*go sightseeing*
7 pm	*have dinner*
8:30 pm	*go to the theatre*
11 pm	*go to bed*

Background information

The British Museum was established in 1753 and opened to the public in 1759. It became the world's first national public museum. It has a collection of seven million objects from cultures around the world.

3 Read out the example. Students work individually to write answers to the questions based on the schedule in Exercise 2. Check answers.

Answers

2 I'm going on the London Eye at 9:30.
3 I'm visiting a museum at 11 am.
4 I'm having lunch in a park.
5 I'm going sightseeing in the afternoon.
6 I'm having dinner at seven o'clock.
7 I'm going to the theatre after dinner.
8 I'm going to bed at 11 pm.

4 Read out the example sentences. Students work in pairs to ask and answer questions about their plans for tomorrow. Students tell the class about some of their partner's plans.

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Remind students to use the present continuous form when talking about future arrangements: *be* + verb + *-ing*.

Prepositions of time — Page 111

5 Read out the list of words. Students work in pairs to complete the tables using the words. Check answers.

Answers

on: 17th September
in: the evening, March
at: 8:15, dinnertime

6 Ask students to look at the conversations. Read out the example. Students work individually to complete the conversations, using the present continuous form of the verbs in brackets. Students can compare answers in pairs before you check answers.

Answers

2 are, doing; m going
3 Is, doing; is
4 isn't working; s taking
5 Are, surfing; m not
6 are, eating

7 Read out the example conversation. Students work in pairs to ask and answer about their plans for this week. Ask some students to tell the class about their partner's plans.

8 3.39 Elicit *actress* and *agent* and write these words on the board. Tell students that the actress Beth is checking her diary with her agent. Students work in pairs to complete the conversation. Play the recording to check answers.

Audioscript

Beth: Hi, Larry. Can we check my diary?

Larry: Sure, Beth.

Beth: What **am I doing** on Friday?

Larry: At nine o'clock **you're leaving** for the airport, then **you're flying** to LA in the afternoon.

Beth: OK. What **am I doing** in the evening?

Larry: **You're seeing** Corbin Bleu.

Beth: That's cool. What time **am I starting** work on Saturday?

Larry: Erm ... at eight o'clock.

Beth: That's terrible!

Larry: I'm sorry, but **you're doing** an interview on AM TV. Then **you're meeting** Steven Spielberg. **You're talking** about a new film.

Beth: What**'s happening** in the evening?

Larry: **You're going** to the Oscars.

Beth: **Are you coming** with me?

Larry: No, **I'm staying** in the office.

Answers

2 you're leaving 3 you're flying 4 am I doing 5 You're seeing 6 am I starting 7 you're doing 8 you're meeting 9 You're talking 10 's happening 11 You're going 12 Are you coming 13 I'm staying

9 Students work in pairs to act out the conversation in Exercise 8. Encourage them to be expressive in their performance.

Students can role play an additional conversation between the actress and the agent, asking and answering further questions about parties, films, meetings, etc.

Workbook exercises
You can now set pages 81 and 82 of the Workbook for homework.

10B Where is this building?

Presentation Page 112

1 Warm up

Books closed. Write *quiz* on the board. Elicit any TV quizzes students know and like. Ask students if they enjoy doing quizzes online or in magazines.

Students open their books at page 112 and answer the questions in pairs. Students tell the class what they found out about their partner.

2 Tell students they're going to do a quiz. Read out the example conversation and encourage students to use these expressions when discussing their answers to the quiz.

Students work in pairs to do Poppy's quiz.

3 **3.40** Play the recording. Students listen and check their answers to the quiz.

Students tell the class how many answers they got right.

Audioscript

1 Monkeys live in the rainforest.
2 Van Gogh painted the picture.
3 Dinosaurs lived on Earth for about 150 million years.
4 www means world wide web.
5 It is the flag of Japan.
6 This person is writing 'My name is' in Russian.
7 This sign means you must not use your mobile phone.
8 The number is six.
9 You can see these boats in Egypt.
10 He's juggling.
11 The building is in the USA. It is the Empire State Building.
12 Elephants drink about 90 litres of water a day.
13 Tutankhamun was an ancient Egyptian.
14 A goldfish can remember things for three months.
15 The pop group The Beatles was from Liverpool.
16 A football team has got 11 players.
17 Most people in Brazil speak Portuguese.
18 J.K. Rowling is the author of the Harry Potter novels.

Answers

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

4 Students work in pairs to discuss the questions. Students report their ideas to the class.

5 Ask students to identify the different subjects covered in Poppy's quiz, e.g. Geography, Art, Music, Sport, Literature. Write one or two example quiz questions with the class to give students further help before they work on their own questions.

Ask students to look at *Language focus*. Read out the sentences, which revise the tenses introduced in the course.

Students work in small groups of three or four to write a quiz with six questions. Encourage them to use as many different tenses as possible. Set a ten-minute time limit for this activity. Students swap their quizzes with another group and answer the questions.

Workbook exercises
You can now set page 83 of the Workbook for homework.

10B Language space

Talking about possessions Page 114

1 Books closed. Tell the class about some of your possessions, e.g. *I've got a piano / I've got a laptop / I've got a dog*. Elicit the question and short answer forms of *have got* and write these on the board.

Students open their books at page 114. Read out the example. Students work individually to complete the

questions and to answer for them. Note that they will not fill out both negative and positive short answers for each question. Check answers.

Answers

2 Have, got 3 Has, got 4 Have, got 5 Have, got
6 Has, got 7 Has, got 8 Has, got

2 Students work in pairs to ask and answer the questions from Exercise 1. Remind students to keep a note of their partner's answers as they will need this information to do the next exercise.

3 Students work individually to write sentences about their partner, using the information they gathered in Exercise 2. Collect and check students' work.

Talking about the present

4 Books closed. Ask students which tenses we use when talking about the present (present simple and present continuous). Elicit example sentences using these tenses and write them on the board.

Students open their books at page 114. Ask them to work in pairs to complete the email. Check answers.

Answers

2 'm listening 3 live 4 go 5 live 6 likes 7 likes
8 are watching 9 is doing 10 s calling

5 Books closed. Ask students if they can make some example questions in the present simple and present continuous. Write their questions on the board.

Students open their books at page 114. Read out the example. Students work individually to write questions and answers about themselves. Check they have formed the questions correctly.

Answers

2 are, doing 3 do, like 4 do, get 5 do, get up 6 is, doing

6 Students work in pairs to ask and answer the questions in Exercise 5. Encourage students to think of follow-up questions to ask their partner, using the present simple and the present continuous e.g. *Do you like living there? / Why do you like that team? / How long does it take you to get to school? / What time do you go to bed at night? / Is your best friend studying English at the moment?* Students tell the class what they found out about their partner.

Talking about skills and abilities Page 115

7 **3.41** Write *can* and *can't* on the board. Ask students what these words are used to talk about (ability). Tell the class about some of the things you can and can't do. Ask students to look at the table. Tell them they are going to hear the teenagers talking about their skills and abilities. Play the recording. Students listen and complete the table. Play the recording again. Check answers by asking *Can Molly play computer games?* etc.

Audioscript

Molly: OK, my name's Molly, and erm ... I can play computer games, of course, but I can't play the guitar. Erm ... I like football, but I can't play it very well. Oh dear, and I can't play tennis. But I can make films! I make them on a little movie camera. But I can't swim. I can't swim at all. In fact, I don't like swimming pools. OK, it's your turn Lucas.

Lucas: Right. Let's see. I can play computer games ... and I can play the guitar. I can play football and tennis. I love sport. I can make films – I use my mobile phone. And erm ... this is amazing ... I can swim, too! Wow!

Tilly: So, I'm Tilly. And I can play computer games, but I can't play the guitar. I can play the piano! I can play football, too. Erm ... what's next? I can't play tennis. I'm terrible. And I can't make films. But I can swim! I just love swimming!

Answers

Molly: yes, no, no, no, yes, no
Lucas: yes, yes, yes, yes, yes, yes
Tilly: yes, no, yes, no, no, yes

8 Read out the example sentence. Students work individually to complete the sentences based on the information in the table in Exercise 7. Students can compare answers in pairs before you check answers.

Answers

2 can't 3 can 4 can 5 can't 6 can't play, can
7 can't make, can play 8 can

9 Students work in pairs to tell each other whether they can or can't do the activities in Exercise 7. Students tell the class what they found out about their partner.

Language check

When students have completed both *Language space* sections in Unit 10, ask them to complete the Unit 10 *Language check* on page 142. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

Answers

1 2 c 3 c 4 a 5 b 6 c 7 b 8 a 9 b 10 b
2 1 got 2 don't 3 writing 4 listening 5 don't 6 isn't
7 go 8 have 9 go 10 visit 11 helped 12 cooked
13 meeting 14 aren't 15 having

Your words 10B

because and *then*

Books closed. Mime a yawn. Put your hand over your mouth, stretch your arms and say: *I'm very tired.* Then say: *I'm tired*. Say: *I'm tired because I played football and then I walked home*.

Students open their books at page 115. Read out the information and example sentences for *because* and *then*. Ask students how the two words are used. Elicit further example sentences using these two words, and write them on the board.

10 Students work in pairs to complete the sentences. Check answers.

Answers
1 then 2 because 3 because 4 then 5 because

Workbook exercises
You can now set pages 84 and 85 of the Workbook for homework.

10C Skills

Reading — Page 116

1 Warm up

Books closed. Write *the Loch Ness Monster*, *UFOs*, *Big Foot* and *Atlantis* on the board. Ask students if they know anything about these famous mysteries.

Students open their books at page 116, look at the photos and match them with the phrases. Check answers.

Answers
a sea monster 2 an ancient city 1 a space ship 4

Page 117

2 Before students read the article, pre-teach or check *lake*, *neck*, *footprints*. Students read the article quickly and work in pairs to match the paragraphs with the photos. Remind students that they don't have to understand every word of the article at this point. Check answers.

Answers
A 2 B 3 C 4 D 1

3 Read out the example. Students read the article again and write the mysteries. Check answers.

Answers
2 UFOs 3 The Loch Ness Monster 4 Big Foot

Listening

4 Ask students to look at the four pictures. Students describe what is happening in each of the pictures. Encourage them to be as detailed as possible in their descriptions.

Answers
Big Foot is walking in a forest.
A boat is sailing over a lost city.
A monster is swimming in a lake.
Aliens are coming out of a space ship.

5 3.43 Play the recording. Students write the correct number next to each picture.

Play the recording again. Check answers.

Audioscript

1 I'm here camping in the forest. And I can see a very tall man. No, it isn't a man! It's an animal. But it's walking on two legs. It's coming towards us. Now I'm up a tree! Help!

2 Hi! We're in this boat in Greece. And it's incredible! We can see strange buildings under the water! There are lots of them. It's a city! A city under the sea! Wow!

3 There's a light in the sky. It isn't a plane. It's landing. A green man is coming out. He's walking towards us. I'm scared. What shall we do?

4 It's incredible. I can see its head and neck. It's making a noise. It's very big! I'm taking a photo.

Answers
1 2 4 3

6 Give students an example of which mystery you believe or don't believe in. Students work in pairs and tell each other what they think of the mysteries. Ask students to tell the class about their partner. Students can then tell the class about any other great mysteries they have heard about, and if they believe them or not.

Speaking

7 Ask students to look at the topics. Go through each topic in turn and brainstorm vocabulary students can use. Students work in pairs to talk about some of the topics.

Writing

8 Students choose one of the topics from Exercise 7 and write one paragraph about it. Set a ten-minute time limit for this activity. Collect and check students' work.

Workbook exercises
You can now set pages 86 and 87 of the Workbook for homework.

Communication

Making and suggesting plans — Page 127

1 3.44 Books closed. Ask students how to make and suggest plans in English. Elicit all the expressions they know and write them on the board.

Students open their books at page 127. Give them a minute to look through the conversations. Students number the conversations in the correct order. They can compare answers in pairs. Play the recording to check answers.

Audioscript

1 Jack: Are you doing anything on Monday morning?
Daniel: No, I'm not.

Jack: Why don't we listen to music?

Daniel: That sounds great.

2 Emily: Let's go to a museum on Tuesday afternoon.

Yasmin: I'm sorry. I'm playing tennis with Jo.

Emily: That's a pity. Are you free on Wednesday morning?

Yasmin: Yes, I am.

Emily: Fantastic!

Answers

1 That sounds great. 4
Why don't we listen to music? 3
No, I'm not. 2
Are you doing anything on Monday morning? 1
2 That's a pity. Are you free on Wednesday morning? 3
Fantastic! 5
Let's go to a museum on Tuesday afternoon. 1
I'm sorry. I'm playing tennis with Jo. 2
Yes, I am. 4

2 **3.45** Ask students to look at *Phrasebook*. Play the recording. Students complete the phrases. Play the recording again. Students listen and repeat.

Audioscript

Why **don't** we play tennis on Tuesday afternoon?

Let's go to the cinema on Thursday afternoon.

That sounds **great**.

Good **idea**!

I'm **sorry**. I'm visiting my grandparents.

That's a pity.

Answers

1 don't 2 Let's 3 great 4 idea 5 sorry

3 Students copy the blank diary into their exercise books. Give them a couple of minutes to write two appointments in their diary. Make sure they include the time of the appointments.

4 Students think of two activities they would like to do with their classmates, e.g. go to a party, play tennis, watch a DVD, play computer games, play football, go shopping. Students write these activities in their diaries.

5 Students work in groups and invite their classmates to do the activities they wrote in their diaries in Exercise 4. Encourage students to use the phrases in *Phrasebook*. Students write the names of the students who agree to do activities with them. They do not write down the names of those students who can't agree to do activities because of their other appointments. Students tell the class about their plans, e.g. *On Tuesday afternoon I'm playing basketball with Clara at 3 pm.*

Workbook exercises
You can now set page 85 of the Workbook for homework.

Graphic story

Introduction

The teacher's notes for the Graphic story offer a general guide to using comicbook stories in the classroom. The activities are designed to stimulate teachers' own thinking about ways to tackle such material, rather than provide a prescriptive approach to using this particular story in the classroom. When using stories it is important to keep in mind that reading is a pleasure. We read to find information out, to lose ourselves in a story, to learn something about life. However, above all, we read because we seek enjoyment, whether it be emotional, intellectual or artistic. Students should be encouraged to follow their own interests, to search for the sorts of stories they feel have something to say to them. Promote a comfortable learning environment in which students feel able to respond as they wish, free of concern for finding the right answer. Stories are not about answers. At their very best they ask questions.

Generating interest

Take some comicbooks to class and let the students look through them. Students can research comicbooks on the internet. They can read about and explore Marvel and/or DC comics, Japanese Manga, Alan Moore's *Watchmen* or Neil Gaiman's *The Sandman*. Encourage students to think about what makes comicbooks exciting: the restriction on text means that the narrative can be punchier, the artwork offers immediate access to another world, comicbooks respect the conventions of storytelling.

The following activities can all be done once students have read the entire story.

Retelling the story

Students work in small groups or in pairs. They close their books and retell the story, trying to remember as much as they can about what happened in each part.

Speech bubbles

Write quotes from the story on the board in speech bubbles. Students have to remember who said them. You can also write a series of quotes in speech bubbles out of sequence on the board, which students put in order.

Role play

Students work in pairs and do role plays based on significant events in the story. Students take turns with the parts and act out different situations.

Describing the characters

Ask the students to describe the characters. Is there a particular defining quality that the characters have? How do the characters interact with each other? What motivations do the characters have for the things they do?

Writing new stories

Students work in small groups to discuss new scenarios for the characters. Students plan their own story, which they can tell using short sentences of narration and dialogue. They can also illustrate their stories. Students then read out or perform their stories for the class.

Workbook

Welcome

Alphabet — Page 3

1

2 **Audioscript/Answers**

a b c d **e** f **g** **h** i **j** k **l** m n
o p **q** r **s** t **u** v **w** x **y** z

2

3 **Audioscript/Answers**

1 C-**H**-A-**R**-L-I-E, Charlie
2 O-L-**I**-V-E-**R**, Oliver
3 P-**O**-P-P-**Y**, Poppy
4 D-**A**-N-I-**E**-**L**, Daniel
5 E-M-**I**-L-**Y**, Emily
6 **J**-O-S-**H**, Josh

Everyday words

3

Answers

2 TV 3 burger 4 T-shirt 5 mouse 6 email

Numbers

4

Answers

2 eleven / 11
3 eight / 8
4 fifteen / 15
5 seven / 7
6 thirty / 30
7 twelve / 12
8 three / 3
9 thirteen / 13
10 fourteen / 14

5

4 **Audioscript**

1 zero, one, three, six, seven; eight, six, zero, double two, four
2 zero, two; five, double eight, four, two, one, three
3 zero, five, seven, four; double six, two, zero, one, four
4 zero, three, nine; six, double zero, three, five, seven, one

Answers

1 01367 860224
2 02 5884213
3 0574 662014
4 039 6003571

6

5 **Audioscript**

Jake: What's your **name**?
Hilary: Hilary.
Jake: How do you **spell** it?
Hilary: H-I-L-A-R-Y.
Jake: How **old** are you?
Hilary: I'm twelve.
Jake: What's your **telephone number**?
Hilary: **It's** 392 665.

Answers

2 spell 3 old 4 telephone number 5 It's

Telling the time — Page 4

1

Answers

2 d 3 a 4 b 5 c 6 h 7 j 8 g 9 i 10 f

2

6 **Audioscript/Answers**

1 It's six o'clock.
2 It's half past five.
3 It's quarter past three.
4 It's quarter to four.
5 It's ten past twelve.
6 It's twenty-five to one.

3

7 **Audioscript**

1 Girl: What's the time?
Boy: It's five to five.
2 Boy: What's your phone number?
Girl: It's 0135 69348.
3 Girl: How are you?
Boy: I'm fine, thanks.
4 Boy: What's your name?
Girl: My name's Olivia.
5 Girl: Is it lunchtime?
Boy: Yes, it's one o'clock.
6 Boy: How old is Daniel?
Girl: He's thirteen.

Answers

2 d 3 a 4 f 5 c 6 b

Classroom

Page 5

1

Answers

2 computer 3 desk 4 student 5 bookcase 6 map
7 posters 8 door 9 bin 10 board 11 teacher

4

8 **Audioscript/Answers**

1 I don't understand English.
2 Can you speak slowly, please?
3 Can you repeat that?

Days and months

Page 6

1

Answers

2 FRIDAY 3 TUESDAY 4 MONDAY 5 WEDNESDAY
6 SATURDAY 7 SUNDAY

2

Answers

2 AUGUST 3 APRIL 4 JUNE 5 OCTOBER
6 NOVEMBER 7 MARCH 8 JULY 9 MAY
10 FEBRUARY 11 DECEMBER 12 SEPTEMBER

3

9 **Audioscript/Answers**

Daniel: Hello, Chloe.
Chloe: **Hi**, Daniel.
Daniel: **What's** your favourite day of the **week**?
Chloe: **It's** Sunday – family and **friends** day. And you?
Daniel: It's Saturday – **fun** in the park day.
Chloe: And what's your favourite **month**?
Daniel: It's June.

Answers

2 What's 3 week 4 It's 5 friends 6 fun 7 month

Ordinal numbers

4

Answers

2 second, Tuesday
3 third, Wednesday
4 fourth, Thursday
5 fifth, Friday
6 sixth, Saturday
7 seventh, Sunday

Interests

Page 7

1

Answers

2 fashion and films.
3 animals and music.
4 art and books.
5 sport and computers.

2

10 **Audioscript/Answers**

Ben: Hello.
Alice: Hi.
Ben: What's your name?
Alice: It's Alice.
Ben: How old are you?
Alice: I'm thirteen.
Ben: When's your birthday?
Alice: It's on the 17th of May.
Ben: Where are you from?
Alice: I'm from the UK.
Ben: What are your interests?
Alice: My interests are films and music.
Ben: What's your favourite colour?
Alice: It's red.
Ben: What's your phone number?
Alice: It's 0873 935411.

Dates

3

Answers

2 The tenth of February
3 The twelfth of March
4 The fifteenth of June
5 The thirteenth of August
6 The eleventh of December

1A My best friend is Tom

1

Page 8

Answers

2 umbrella 3 flower 4 football 5 mobile phone 6 pen
7 ten 8 car 9 bicycle 10 cat 11 egg 12 guitar

2

Answers

2 He's French.
3 He's Brazilian.
4 She's Greek.

3

11 Audioscript

1 Hello! **My name's** Tiffany. I'm American. I'm from **New York**. My hobbies are **sport** and the internet.

2 Hello, my name's Deepa. I'm Indian. **I'm from** Mumbai. My hobby is **music**.

Answers

1 My name's, New York, sport
2 I'm from, music

4

Answers

2 the UK 3 12 4 is, 14 5 Brazil 6 favourite, Santos
7 favourite, my dog

1A Language space

be – positive

Page 9

1

Answers

2 They 3 He 4 It 5 She 6 It

2

Answers

2 She's British.
3 I'm in Year 7.
4 You're my best friend.
5 He's eleven.
6 They're in my room.
7 We're in Class 7C.
8 It's my favourite football team.

3

Answers

2 is 3 are 4 are 5 is 6 is

4

Answers

2 re 3 re 4 m 5 s 6 s

5

Answers

Hi,
My name's Tanya. I'm American. I'm from New York. My mum and dad are from Russia. My brother, Boris, is eight. His favourite football team is CSKA Moscow. My sister is 20. She's a student.
My best friends are Lauren and Ellie. They're in my class.
Tanya

Regular plurals

Page 10

6

Answers

four pencils, three erasers, three exercise books, two calculators, two apples, two rulers, a/one diary, two mobile phones

Possessive adjectives – singular

7

Answers

1 My 2 His, her 3 my 4 Your 5 My 6 Its

1B Are they in my class?

1

Page 11

Answers

S	R	U	L	E	R	M	B	O	K	O	F
S	B	K	E	S	Z	O	O	K	K	R	O
C	M	G	B	O	P	B	O	B	E	A	O
A	A	Y	A	M	N	I	P	A	Y	G	T
L	P	E	N	C	I	L	C	A	S	E	B
C	A	L	A	A	C	E	P	A	P	E	A
U	R	A	N	G	E	P	E	N	S	O	L
L	D	I	A	R	Y	H	X	U	A	M	L
A	M	O	B	C	I	O	P	H	O	O	S
T	A	P	O	R	A	N	G	E	R	N	E
O	R	A	N	R	Z	E	R	A	S	E	R
R	S	S	A	N	D	W	I	C	H	Y	H

2

12 Audioscript

Amy: Hi, **I'm** Amy.
Poppy: Hi, **I'm** Poppy. **Are** you in my class?
Amy: Yes, I **am**. This is David. **He's** in your class, too.
Poppy: Hi, David.
David: Hello.
Amy: That's Jack and Emma. **They're** brother and sister.
Poppy: **Are** they in our class?
David: Jack isn't in our class, but Emma is.
Poppy: How old **is** Jack?
David: He's twelve.

Answers

2 I'm 3 Are 4 am 5 He's 6 They're 7 Are 8 is

Chat zone

13 Audioscript

1 Tony: It's seven o'clock, Joe!
Joe: Oh no! **I'm late!**
2 Leon: Where are you from?
Aisha: India.
Leon: **Cool**.
3 Mike: Where's my pencil case?
Josh: Look! It's on your desk.
Mike: **Silly me!**
4 Jordan: Bye!
Amy: Bye! **See you!**

Answers

1 I'm late! 2 Cool. 3 Silly me! 4 See you!

1B Language space

be – negative

Page 12

1

Answers

2 My brother isn't a student.
3 She isn't from Australia.
4 My trainers aren't in the living room.
5 You aren't in my class.
6 I'm not in bed.
7 It isn't eight o'clock.
8 We aren't in Class 7B.

be – questions and short answers

2

Answers

1 Is 2 Am 3 Are 4 Are 5 Is 6 Is

3

Answers

2 Are your parents British?
3 Am I in your class?
4 Is your favourite team Boca Juniors?
5 Are we good students?
6 Is it a good film?

5

Answers

2 Yes, she is.
3 Yes, I am. / No, I'm not. I'm from …
4 Yes, it is. / No, it isn't. It's …
5 No, she isn't. She's from London.
6 Yes, it is.
7 Yes, he is.
8 No, it isn't. It's red.

7 Page 13

Answers

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

8

Answers

2 Is he twelve? No, he isn't. He's eleven.
3 Are they in the football team? Yes, they are.
4 Is it November? No, it isn't. It's December.
5 Are they in the café? No, they aren't. They're in the living room.

Articles

9

Answers

a computer, door, map, friend, T-shirt, radio, pen
an egg, ice cream, eraser, exercise book, airport, umbrella, animal

Communication

14 Audioscript

Saturday
A
Mrs Baines: Hi, Ben. Come in.
Ben: **Hello**, Mrs Baines.
Jacob: Hi, Ben. How **are you**?
Ben: Fine, thanks. And you?
Jacob: **I'm** OK, **thanks**.
B
Jacob: Ben, **this** is Simona.
Ben: Hi, Simona.
Simona: Hello, Ben. **Nice** to meet **you**.
Ben: Where are you from, Simona?
Simona: I'm from Venice in Italy.
Ben: Wow!
C
Ben: Goodbye. **Thanks** for a nice lunch, Mrs Baines.
Mrs Baines: You're welcome, Ben. **Goodbye**.

Answers

1 Hello 2 are you 3 I'm 4 thanks 5 this 6 Nice
7 you 8 Thanks 9 Goodbye

1C Skills

Reading and listening Page 14

1

Answers

12, April, Ireland, books, music, Liverpool, books, mobile phone, Emma

2

15 Audioscript

Girl: How old are you, Kevin?

Kevin: I'm eleven.

Girl: When's your birthday?

Kevin: It's the 26th of November.

Girl: Where are you from?

Kevin: I'm from Paris in France.

Girl: What are your interests?

Kevin: My interests are computer games, sport and music.

Girl: What's your favourite football team?

Kevin: I'm a fan of PSG, of course! It's our Paris football club.

Girl: What are your favourite things?

Kevin: My favourite things are my PSG football shirt and my guitar.

Girl: Who is your best friend?

Kevin: My best friend is Marc.

Answers

11, 26, France, sport, music, guitar, Marc

Writing Page 15

4

Possible answer

Hi. My name's Daniel. I'm 12 and I'm from Cardiff in Wales.
My birthday is on the 3rd of December.
My best friend is Mark. He's 12 and he's in my class.
My interests are books, music, films and sport.
My favourite things are my books and my films.

2A It isn't late. It's early!

1 Page 16

Answers

2 bedroom 3 study 4 garage 5 living room

2

Answers

2 Dan is in the kitchen.
3 Mel is in the garden.
4 Leo is in the dining room.

3

16 Audioscript

1 Mum: Hurry up. It's late.
Liam: **It isn't** late. It's early.
2 Ella: We're late for school.
Laura: No, **we aren't**. It's Sunday.
3 Callum: **Are you** in the kitchen, Dad?
Dad: No, I'm not.
4 Mum: Are you in the bathroom, Jake?
Jake: Yes, **I am**.

Answers

1 It isn't 2 we aren't 3 Are you 4 I am

Chat zone

17 Audioscript

1 Amy: Mum, are you in your bedroom?
Mum: Yes. **Come in**, Amy.
2 Dad: **Hurry up!** You're late.
3 Oliver: Ha ha ha!
George: **What's so funny?**
4 Lucy: Where's Zoe?
Tom: **I don't know.**

Answers

1 Come in
2 Hurry up!
3 What's so funny?
4 I don't know.

2A Language space

Question words and *be* Page 17

1

Answers

2 When 3 Who 4 How 5 Where 6 What 7 Who 8 What

2

18 Audioscript/Answers

1 A: **What's** her name?
B: Her name's Lauren.
A: **Where's** she from?
B: She's from the USA.
2 A: **How old are** you?
B: I'm twelve.
A: **When's** your birthday?
B: Tomorrow!
3 A: **Who's** your favourite pop star?
B: Leona Lewis.
A: **What's** your favourite food?
B: Chocolate!
4 A: **Where are** they from?
B: They're from India.
A: **How old are** they?
B: She's eleven and he's fourteen.

Answers

1 Where's 2 How old are, When's 3 Who's, What's
4 Where are, How old are
2 b 3 d 4 a

3

Answers

2 c 3 d 4 f 5 b 6 a

4

Answers

2 There aren't 3 There is 4 There are 5 There isn't
6 There isn't

5 **Page 18**

Answers

3 Are there three computers? No, there aren't. There are two computers.
4 Are there ten chairs? No, there aren't. There are nine chairs.
5 Are there two teachers? Yes, there are.
6 Is there a map? Yes, there is.
7 Are there five students? Yes, there are.
8 Is there a TV? No, there isn't.

lots of

6

Answers

2 a 3 lots of 4 a 5 lots of 6 lots of 7 an 8 lots of

Plurals

7

Answers

-s: students, pencils, books, guitars
-es: glasses, beaches
-ies: diaries, strawberries
Irregular: women, people, men, children

2B This is my favourite thing

1 **Page 19**

Answers

2 poster 3 TV 4 bed 5 bookcase 6 wardrobe
7 window 8 cushion 9 rug 10 desk
11 armchair

2

Answers

2 B 3 B 4 A 5 A 6 B 7 A 8 B

Chat zone

19 Audioscript

1 Joe: There's lots of **stuff** in my room. Books, CDs, T-shirts, posters.
2 Tina: **Oh dear!** We're late for school.
3 Rob: Don't look at my room! **It's a mess**!

Answers

1 stuff 2 Oh dear! 3 It's a mess!

2B Language space

Prepositions of place **Page 20**

1

Answers

2 behind 3 on 4 under 5 in front of 6 in front of
7 next to 8 in 9 on 10 next to 11 in front of 12 next to
13 on 14 under 15 in

this, that, these, those

2

Answers

2 That is 3 These are 4 Those are 5 That is 6 These are

3 **Page 21**

Answers

2 that, It's 3 this, It's 4 these, They're

Possessive adjectives

4

Answers

2 his 3 her 4 Their 5 your 6 your 7 your 8 Our

Communication

20 Audioscript

At a Youth Club

Sophie: Hi! Can I join the Youth Club, please?

Oscar: Of course. Can I ask you some questions?

Sophie: Yes, sure.

Oscar: How **old** are you?

Sophie: I'm twelve.

Oscar: Good. What's your **first** name?

Sophie: Sophie.

Oscar: What's your **family** name?

Sophie: Brown.

Oscar: What's your **address**?

Sophie: It's 56 Young Street, Cambridge, CB1 2LZ.

Oscar: **What's** your phone number?

Sophie: It's 01223 76512.

Oscar: Sorry, **can** you repeat that, please?

Sophie: 01223 76512.

Oscar: Thanks. What's your **nationality**?

Sophie: I'm British.

Oscar: Great.

Answers

1 old 2 first 3 family 4 address 5 What's 6 can 7 nationality

2C Skills

Reading

Page 22

1

Answers

door 6 window 1 swimming pool 3 lake 2 helicopter 5 party 4

2

Answers

2 B 3 C 4 A 5 D

3

Answers

bedrooms: 240
bathrooms: 78
doors: 1,514
windows: 760

4

Answers

1 London 2 big 3 swimming pool 4 balcony 5 dogs 6 11.30

Listening

Page 23

5

21 Audioscript

1 There is one bedroom, a kitchen, a living room, a study, a hall and a bathroom.

2 There are two bedrooms, a kitchen, a living room, a hall and a bathroom.

3 There are three bedrooms, a kitchen, a living room, a hall and a bathroom.

Answers

A 2 B 3 C 1

Writing

6

Possible answer

Beyoncé
There are 15 rooms in my home.
There is a bedroom, four bathrooms, a kitchen, a living room, a music room and a cinema.
Outside there are two swimming pools.
In my bedroom there is a big wardrobe with lots of clothes.

3A I've got four cousins

1

Page 24

Answers

grandfather, grandmother, aunt, father, uncle, brother, cousin

2

Answers

brother – sister, husband – wife, cousin – cousin, uncle – aunt, grandfather – grandmother

4

Answers

2 d 3 a 4 e 5 b

3A Language space

have got – positive

Page 25

1

Answers

2 We've got seven cousins!
3 She's got one brother.
4 You've got a very big family!
5 He's got two sisters and one brother.
6 They've got a very nice uncle.
7 It's got four legs.
8 You've got new bikes.
9 I've got an mp3 player.
10 They've got a big house.

2

Answers

2 has got
3 has got, mobile phone
4 has got, umbrella
5 have got, mobile phones
6 has got, dog
7 has got, football
8 have got, computers

Possessive *'s*

Page 26

3

Answers

2 mother's 3 uncle's 4 sister's 5 grandmother's 6 cousin's

4

Answers

3 They're Jill and Jenny's burgers.
4 It's Lucia's mobile phone.
5 They're Jill and Jenny's books.
6 It's David's guitar.
7 It's David's T-shirt.
8 They're Jake and Leo's mp3 players.

3B I haven't got my mobile!

1 Page 27

Answers

2 kind 3 friendly 4 shy 5 funny 6 serious

2

22 Audioscript

1 Kate: Whose are these **trainers**?
Simon: They're **mine**.
Kate: You're joking! They're horrible.
2 Harry: Is this **T-shirt** yours?
Jane: Yes, it **is**.
Harry: Well, I think it's silly!
3 Sophie: Oh, no! I **haven't** got my pen!
Holly: Don't worry. Here's mine.
Sophie: Oh **thanks**, Holly.

Answers

2 mine 3 T-shirt 4 is 5 haven't 6 thanks

Chat zone

23 Audioscript

1 Dave: I've got an exam this afternoon.
Mark: **Don't worry**.
2 Lucy: What's your mobile phone number?
Ana: I haven't got a mobile phone.
Lucy: **You're joking!**
3 John: I'm hungry.
William: Here's a banana.
John: **You're a star!**

Answers

1 Don't worry. 2 You're joking! 3 You're a star!

3B Language space

have got – negative

Page 28

1

Answers

2 haven't 3 haven't 4 haven't 5 hasn't 6 hasn't

2

Answers

2 He hasn't got a new skateboard.
3 They haven't got a swimming pool.
4 I haven't got a blue bicycle.
5 We haven't got a DVD player.
6 Daniele hasn't got an old computer.
7 You haven't got a black and white cat.

Workbook

3

Answers

2 Have you got lots of books? Yes, I have.
3 Has Ruby got a computer? No, she hasn't.
4 Have you got a sister? No, I haven't.
5 Have your parents got a car? Yes, they have.
6 Have we got a new teacher? No, we haven't.

Possessive pronouns and *Whose …?* Page 29

4

Answers

1 mine 2 theirs 3 his 4 ours

Communication

1

24 Audioscript

1 harry dot jones at blue dot net

2 tina dot t at abc dot com

3 lucy at my house dot net

4 clark hyphen tom at green park dot co dot uk

2

Answers

Matt: Fantastic! Can you email it to me?
Lily: Sure. What's your email address?
Matt: It's whitespot@theworld.it.
Lily: White spot? Is that one word?
Matt: Yes, it is.

3

25 Audioscript

Alfie: I've got a great photo of you. It's on my computer at home.

Jess: **Can** you email it to me?

Alfie: Sure. What's your **email** address?

Jess: **It's** jesswood@freetime.co.uk.

Alfie: Sorry, can you **say** that again, please?

Jess: Sure. It's jesswood@freetime.co.uk.

Alfie: Is that one **word**?

Jess: Yes, it is.

Answers

1 Can 2 email 3 It's 4 say 5 word

3C Skills

Reading and listening Page 30

1

26 Audioscript

Hi Matteo

How are you? Here is a description of me and my family.

I haven't got a big family. I've got a brother and a sister. I've got a pet hamster. His name's Buffy.

First – a description of me! I'm short and I've got **long** dark hair and brown eyes. And I'm shy.

My brother's name is Arun and he's fourteen. He's very **funny**! He's got brown eyes and short **dark** hair. He's slim. Arun's a football fan, and he's in the football team at school.

My sister's name is Nishi and she's **sixteen**. She's **tall** and she's got long dark hair. Her interests are music and **fashion**. She's got lots of posters of pop stars in her bedroom. She's friendly.

My grandparents are from India, but my parents are from England. My mother's name is Disha. She's very **clever**. Her interests are computers and books. She's **short**, and she's got long dark hair and brown eyes.

My dad, Vijay, is tall and **slim**. He's got short hair and brown eyes. He's very serious, but he's **kind**. His interests are sport and computers. He's a football fan, too.

Write and tell me about your family.

Jaya

Answers

2 funny 3 dark 4 sixteen 5 tall 6 fashion 7 clever
8 short 9 slim 10 kind

2

Answers

2 Nishi 3 Jaya 4 Disha 5 Arun

3 Page 31

Answers

2 F She has got long dark hair and brown eyes.
3 F Arun is fourteen and he's slim.
4 T
5 F Disha's interests are computers and books.
6 T

Writing

5

Possible answer

Hi Jake
How are you? Here is a description of my family.
I've got a small family. I've got a mother and a brother. My mother's name is Beth and she's 35. She's slim. She's got grey eyes and short red hair. Her interests are music and books.
My brother's name is Callum and he's two. He's plump. He's got green eyes and short dark hair. His interests are toys and food.
Write and tell me about your family.
Alice

4A I get up at seven o'clock

1 **Page 32**

Answers

2 washed 3 dressed 4 breakfast 5 to school 6 lunch
7 homework 8 dinner 9 TV 10 to bed

3

27 Audioscript

A day in the life of Abigail

My name is Abigail and I'm 13. I live in Brighton. And this is my routine.

1 I get up at quarter past seven in the morning.
2 Then I get washed and get dressed.
3 I have breakfast at half past seven. I have cereal (cornflakes), an apple and a glass of milk.
4 I go to school with my best friend Zara.
5 I have lunch at school at half past twelve. My favourite lunch is fish and chips.
6 School finishes at quarter past three and I go home with Zara.
7 After school I do my homework in my bedroom (and listen to music).
8 We have dinner at quarter to seven.
9 In the evening I play computer games or watch TV with my family.
10 I go to bed at ten o'clock and go to sleep at five past ten.

Answers

3, 7, 5, 1, 4, 6, 10, 2, 9

4A Language space

Present simple – positive **Page 33**

1

Answers

-s: buys, reads, starts, listens
-es: watches, goes, finishes, does, washes
-ies: tidies, cries, carries

2

Answers

2 watches 3 go 4 do 5 buys 6 washes
2 f 3 b 4 c 5 a 6 d

3

Answers

2 Dan watches films on Tuesday.
3 Dan has pizza on Wednesday.
4 Dan listens to music on Thursday.
5 Dan tidies his room on Friday.
6 Dan plays football on Saturday.
7 Dan reads magazines on Sunday.

Prepositions of time **Page 34**

5

Answers

1 in the morning
2 in the afternoon
3 in the evening
4 at night

6

Answers

2 quarter past eleven
3 ten past three
4 quarter to six
5 half past two
6 twenty to ten
7 twenty-five past four
8 ten to ten

7

Answers

2 It's twenty past ten in the evening.
3 It's half past one at night.
4 It's five to five in the afternoon.
5 It's five past nine in the morning.
6 It's twenty past eleven in the morning.

Workbook

4B Do you surf the web?

1 **Page 35**

28 Audioscript/Answers

1 I play football.
2 We play computer games.
3 I listen to music.
4 We go shopping.
5 I write poems and stories.
6 We send text messages.

2

Answers

send text messages, emails
write letters, a blog, books, text messages, emails
read a blog, books, text messages, emails
play board games, computer games

3

29 Audioscript

1 Boy: Do you watch TV in the evening?
Girl: No, I don't. I listen to music and I write a blog.
2 Boy: Does your sister write poems?
Girl: No, she doesn't. But she reads poems.
3 Boy: What does your mum do in her free time?
Girl: She plays the piano and reads magazines.
4 Boy: Does your brother play computer games?
Girl: No, he doesn't. And he doesn't surf the web.
5 Boy: Do your parents go shopping on Saturday?
Girl: Yes, they do.
6 Boy: Do you send text messages?
Girl: Yes, I do. I send them to all my friends.

Answers

2 c 3 d 4 a 5 f 6 b

Chat zone

30 Audioscript

1 Ben: Do you surf the web?
Dan: Yes, and I play computer games ... **Like you**.
2 Andy: I love pizzas.
Jason: **Me too!**
3 Adam: I love all the Spider-Man films.
Grace: **What about** the Batman films?
Adam: I love them, too!
4 Ellie: Excuse me. Where's the music room?
Teacher: **Follow me**.

Answers

1 Like you. 2 Me too! 3 What about 4 Follow me.

4B Language space

Present simple – negative

Page 36

1

Answers

a 4 b 2 c 6 d 5 e 1 f 3

2

Answers

2 My sister doesn't live in Madrid.
3 You don't get up early at the weekend.
4 Omar doesn't have his lunch at school.
5 I don't take photos with my mobile phone.
6 They don't visit their grandparents on Sunday.
7 We don't send text messages at school.

Present simple – questions and short answers

3

Answers

2 Do 3 Do 4 Does 5 Do 6 Do

4

Answers

2 Does Ronaldo play for Brazil?
3 Does your mum speak English?
4 Do you live in an apartment?
5 Do we walk to school on Monday?
6 Do they send text messages?

5

Answers

2 Charlie plays the guitar.
3 Hannah doesn't play the guitar.
4 Charlie and Hannah surf the web.
5 Charlie doesn't walk to school.
6 Hannah walks to school.

Communication

Page 37

1

Answers

1 live pop music, food, games and fun
2 New Park
3 July 12th–13th
4 for tickets

2

31 Audioscript

Woman: Hello, **can** I **help** you?

Zoe: Yes, please. What **time** does Summer Fun **start**?

Woman: It starts at 11 o'clock in the morning.

Zoe: How **much** are the tickets?

Woman: Well, for children up to sixteen years it's £4 and for adults it's £9.

Zoe: Oh, that's good. I'm eleven. I'd **like** three tickets, please – two adults and one child.

Woman: **That's** £22, please.

Zoe: **Here** you are.

Woman: Here are your **tickets** and your change.

Answers

1 can 2 help 3 time 4 start 5 much 6 like 7 That's 8 Here 9 tickets

4C Skills

Reading Page 38

1

Answers

hat 7 rodeo 2 cow 5 horse 6 fire 1 tent 3

2

Answers

2 No, he doesn't. He sleeps in a tent.
3 Yes, he does.
4 Yes, he does.
5 Yes, he does.
6 Yes, he does.
7 No, he doesn't. He eats lots of meat and potatoes.
8 Yes, he does.
9 No, he doesn't. He wears jeans and a cowboy shirt, and he's got a big cowboy hat.

Listening Page 39

3

32 Audioscript

1 I work on a farm. I work outside. I've got lots of animals.
2 I work in an office. I don't wear a uniform. I use a computer.
3 I work on a bus. I wear a uniform. I drive people.
4 I work in a shop. I wear a uniform. I work with people and money.
5 I work in a hospital. I don't work outside. I help people.
6 I work in a school. I don't work at night. I teach children.

Answers

bus driver 3 shop assistant 4 farmer 1 office worker 2 teacher 6

5A Can you swim?

1 **Page 40**

Answers

swimming, basketball, volleyball, cycling, running, rugby, gymnastics, football, karate
1 basketball 2 volleyball 3 gymnastics 4 football 5 rugby 6 tennis 7 swimming 8 cycling 9 running 10 karate

2

Answers

2 gymnastics 3 basketball 4 football 5 tennis 6 volleyball 7 swimming 8 running

3

33 Audioscript

1 Henry: Can you **play** tennis?
David: **No**, I can't.
2 Lily: Can Lucas **do** karate?
Emily: **Yes**, he can. He's amazing!
3 James: Can you do any **sports**?
Amelia: I can play **volleyball** quite well. I can swim **very** well. And I **can** do gymnastics quite well.

Answers

1 No 2 do, Yes 3 sports, volleyball, very, can

Chat zone

34 Audioscript

1 Joe: I can swim five kilometres.
Ryan: **You're amazing!**
2 Teacher: Where's your homework?
Millie: It's at home. **Sorry.**
3 Ella: Why are you in bed? It's eight o'clock!
Leon: There's no school today. It's Sunday.
Ella: **That's true.**

Answers

1 You're amazing! 2 Sorry. 3 That's true.

Workbook

5A Language space

can – positive and negative

Page 41

1

Answers

2 can't 3 can 4 can 5 can't 6 can 7 can't 8 can

2

Answers

2 can 3 can speak, can't do 4 can't play 5 can speak, can't ride 6 can speak

3

Answers

2 f 3 a 4 d 5 b 6 c

4 Page 42

Answers

3 Can Ahmed and Jamie play rugby? Yes, they can.
4 Can Molly dance? Yes, she can.
5 Can you do judo? No, I can't.
6 Can your mother play computer games? Yes, she can.
7 Can you speak Greek? No, I can't.
8 Can your grandad send text messages? Yes, he can.

Adverbs of manner

6

Answers

2 Lauren can take photos very well.
3 They can do karate quite well.
4 My dad can't dance at all.
5 My gran can use the computer quite well.
6 We can sing very well.

5B I love running

1 Page 43

Answers

2 reading 3 doing 4 walking 5 singing 6 playing

3

35 Audioscript

In the morning I hate **staying in bed**. After school I like playing **ball games**. I play them for about **half an hour** a day. I like **cycling**. I do **judo** for about four hours a week.

Answers

2 ball games 3 half an hour 4 cycling 5 judo

5B Language space

like / love / hate + -ing

Page 44

1

Answers

3 George 4 Millie, Sam 5 Sam 6 George 7 Millie, Sam 8 George 9 Sam

2

Answers

2 studying 3 writing 4 taking 5 going 6 swimming 7 listening 8 giving 9 shopping 10 having 11 buying 12 sitting 13 eating 14 dancing

3

Answers

2 going 3 having 4 studying 5 playing 6 drinking 7 watching 8 shopping

Imperatives

5 Page 45

Answers

2 Don't walk 3 Don't use 4 Wash 5 Tidy 6 Don't watch

Communication

36 Audioscript

A

Chloe: Let's **play** volleyball.

Max: I can't play volleyball. **Let's** go to my house and **listen** to music.

Chloe: That's a **good** idea.

B

Max: Let's **play** football in the park.

Connor: I'm sorry, I **can't** this evening. I've got a guitar lesson.

Max: No problem. **Let's** meet on Saturday afternoon.

Connor: Yes, that's a good idea.

Answers

1 play 2 Let's 3 listen 4 good 5 play 6 can't 7 Let's

5C Skills

Reading

Page 46

1

Answers

running, judo, gymnastics, swimming, basketball

2

Answers

2 Sport? Not in my family!
3 It's for boys.
4 I get very hot!
5 I'm not slim.
6 I don't like teams.

3

Answers

listen to music, play computer games
Olympic Games
David Beckham, Maria Sharapova
brother, sister, mum, dad
dance, judo, swimming, running, walking

Listening Page 47

4

Answers

a 1 b 3 c 6 d 4 e 5 f 2

5

Answers

2 The second sport is swimming.
3 The third sport is cycling.
4 The fourth sport is basketball.
5 The fifth sport is football.
6 The sixth sport is gymnastics.

6A I always walk to school

1 Page 48

Answers

2 Drama 3 ICT 4 Geography 5 Maths 6 Art
7 Science 8 PE 9 Music 10 Languages

3

Answers

Spanish 1 Russian 2 German 5 Turkish 4 Chinese 3

4

38 Audioscript

1 Boy: Where is your school?
Girl: It's in Edinburgh, Scotland.
2 Boy: How do you go to school?
Girl: I go to school by bus.
3 Boy: What lessons do you do on Monday?
Girl: I do Maths, Science, English and Art.
4 Boy: What do you have for lunch?
Girl: I have sandwiches and an orange juice.
5 Boy: How many lessons are there?
Girl: There are five lessons a day.

Answers

2 d 3 a 4 c 5 e

6A Language space

Adverbs of frequency Page 49

1

Answers

2 often 3 never 4 sometimes 5 often 6 always
7 usually 8 sometimes

2

Answers

2 We usually go to the cinema at the weekend.
3 My brother never helps my parents.
4 I am often in trouble at school.
5 My sister always plays with the dog.
6 Vlad doesn't often buy new computer games.
7 She is never at home in the evening.
8 Laura usually listens to music in her bedroom.

3

Answers

2 Luka is often online.
3 Luka always plays computer games.
4 Luka never gets up before seven o'clock.
5 Luka usually meets friends on Saturday.
6 Luka often sends emails to his penpal.
7 Luka sometimes does his homework on Saturday.

Prepositions of time

4

Answers

1 on 2 in 3 at 4 On 5 on 6 in 7 at 8 in

5 Page 50

Answers

2 f 3 a 4 b 5 g 6 c 7 d

6

Answers

2 What 3 When 4 What time 5 Whose 6 How

7

Answers

2 don't 3 do … come 4 live 5 do … live 6 go 7 don't swim 8 do … do 9 play 10 do 11 Do … like 12 do
13 love 14 watch 15 don't like 16 plays

Workbook

6B I mustn't use my mobile phone

1 **Page 51**

Answers
2 exercise book 3 pencil case 4 eraser 5 ruler 6 board

2

Answers
3 Be 4 Don't drop 5 Don't use 6 Wear 7 Do 8 Don't eat 9 Don't chew 10 Don't listen

3

Answers
B 8 C 3 D 10 E 1 F 6 G 9 H 2 I 7 J 4

Chat zone

39 Audioscript

1 Owen: What time is it?
Zoe: It's eight o'clock.
Owen: **I don't believe it!** We're late for the film!
2 Ella: What's the capital of China?
Dan: It's Beijing.
Ella: **That's right.**
3 Anthony: Is that girl's name Imogen?
Peter: **I'm not sure**. Let's ask her.

Answers
1 I don't believe it! 2 That's right. 3 I'm not sure.

6B Language space

must – positive and negative

1 **Page 52**

Answers
1 must 2 mustn't 3 mustn't 4 must 5 must 6 mustn't 7 must 8 mustn't

2

Answers
2 must wear 3 mustn't write 4 mustn't use 5 must arrive 6 mustn't listen 7 mustn't cycle 8 must be

3 **Page 53**

Answers
2 them 3 her 4 We 5 him 6 She 7 us 8 They 9 it 10 them 11 you

4

Answers
2 it 3 them 4 it 5 her 6 him 7 them 8 it 9 us 10 me

Communication

1

40 Audioscript

Olivia: Hi, Jamie.
Jamie: Hi, Olivia.
Olivia: Would you like to come to the cinema?
Jamie: I'm sorry, I can't. I'm busy.
Olivia: Oh, OK. Another time.

Answers
Jamie: I'm sorry, I can't. I'm busy. 4
Olivia: Oh, OK. Another time. 5
Jamie: Hi, Olivia. 2
Olivia: Would you like to come to the cinema? 3

2

41 Audioscript

Tom: Hi, Lauren.
Lauren: Hi, Tom.
Tom: **Would** you like to come to a party?
Lauren: A party?
Tom: Yes, it's my birthday party. Would you **like** to come?
Lauren: Yes, I **would**. When is it?
Tom: It's on Saturday at six o'clock. At Burger House.
Lauren: Brilliant! **See** you on Saturday.
Tom: Great.

Answers
1 Would 2 like 3 would 4 See

6C Skills

Reading **Page 54**

1

Answers
2 a 3 c 4 b 5 a 6 a 7 c 8 c

Listening Page 55

2

42 Audioscript

Hi! I'm from **Poland**. I live with my family in Warsaw. My name's Tomasz and I'm **eleven**. My favourite school subjects are **Maths** and ICT. I love computer games and **films**. I love sport, too, and I do **judo** and play **tennis**. My dream job is an **actor**. My favourite **colour** is green. I speak Polish and **English**. I want a penpal from the **United States**. Please write to me.

Answers

2 eleven 3 Maths 4 films 5 judo 6 tennis 7 actor 8 colour 9 English 10 United States

7A There isn't any ice cream

1 Page 56

Answers

2 grapes 3 cheese 4 eggs 5 crisps 6 chicken 7 sandwiches 8 melons 9 oranges 10 bananas 11 apples 12 tomatoes 13 ham 14 biscuits 15 chocolate

Chat zone

43 Audioscript

1 Maya: We've got an English exam tomorrow!
Amy: Oh no! That's terrible!
Maya: **Only joking.**

2 Sam: Have you got your mobile phone? And your money?
Dan: Yes, I have.
Sam: OK. **Let's go!** We're late.

3 Mum: Come on, Alex. It's time to go to school!
Alex: **Wait a minute!** I can't find my pencil case.

Answers

1 Only joking. 2 Let's go! 3 Wait a minute!

7A Language space

Countable and uncountable nouns Page 57

1

Answers

1 apple 2 paper 3 cola 4 phone 5 computer 6 child 7 water 8 shoe 9 pencil 10 money 11 book 12 music 13 woman 14 hair 15 homework 16 information

2

Answers

Countable nouns: 2 phone/phones 3 computer/computers 4 child/children 5 shoe/shoes 6 pencil/pencils 7 book/books 8 woman/women
Uncountable nouns: 2 cola 3 water 4 money 5 music 6 hair 7 homework 8 information

3

Answers

2 any 3 a 4 any 5 some 6 any 7 some 8 some 9 an 10 any

4

Answers

2 There isn't any chocolate in my bag.
3 There are some grapes.
4 Are there any tomatoes in the fridge?
5 There aren't any bananas.
6 There are some books on the desk.
7 There isn't any cola.
8 Is there an English lesson today?

5 Page 58

Answers

3 Are there any bananas? Yes, there are.
4 Is there any chicken? Yes, there is.
5 Are there any tomatoes? No, there aren't.
6 Is there any fish? Yes, there is.
7 Is there any cheese? No, there isn't.
8 Are there any oranges? No, there aren't.
9 Is there any cola? Yes, there is.
10 Are there any apples? Yes, there are.

6

Answers

1 an 2 any, a 3 any, any 4 any, some 5 any, some 6 any, some

7B How much fruit do you eat?

1 Page 59

Answers

tea, potatoes, lamb, strawberries, milk, beef, peas, pears, nuts, oranges, turkey

3

44 Audioscript

1 Boy: How many crisps do you eat a week?
Girl: A lot. I eat a packet every day!
2 Boy: How much meat do you eat?
Girl: None. I don't eat it. I'm a vegetarian.
3 Boy: How much milk do you drink a week?
Girl: Not a lot. I only have it in coffee and with my breakfast cereal.
4 Girl: How much fish do you eat?
Boy: Quite a lot. I always eat it on Friday with chips!
5 Girl: How many oranges do you eat?
Boy: Not many. I usually eat apples.
6 Girl: How much cola do you drink?
Boy: None. I don't like cola!

Answers

2 d 3 c 4 f 5 b 6 a

7B Language space

much / many / lots **Page 60**

1

Answers

2 How much 3 How many 4 How many 5 How many
6 How much 7 How many 8 How much

2

Answers

3 How many books are there?
4 How much money is there?
5 How much pasta is there?
6 How many dogs are there?

3

Answers

3 How much milk do you drink?
4 How many students are there in your class?
5 How much music do you listen to?
6 How many text messages do you send a day?
7 How many sweets do you buy?
8 How many films do you watch?

4

Answers

2 lots of 3 lots of 4 many 5 much 6 many

5 **Page 61**

Answers

3 There are lots of
4 There isn't much
5 There are lots of
6 There aren't many
7 There is lots of
8 There aren't many

Communication

45 Audioscript

A
School cook: Hello. What **would** you like?
Ethan: Can I **have** a jacket potato with cheese, please?
School cook: **Anything** else?
Ethan: I'd **like** some ice cream, please.
School cook: **Here** you are.
Ethan: Thanks.

B
School cook: Hello. **What** would you like?
Jade: Have you got any chicken?
School cook: Yes, we've got chicken curry.
Jade: Mmm. **Can** I have chicken curry, please?
School cook: Yes, of course. Would you **like** a dessert?
Jade: **No**, thanks.
School cook: OK. Here's your curry.
Jade: **Thank** you.

Answers

1 would 2 have 3 Anything 4 like 5 Here 6 What
7 Can 8 like 9 No 10 Thank

7C Skills

Reading

1 **Page 62**

Answers

types of food: 2 fruit 3 steak 4 chicken 5 rice
things you get from food: 2 vitamins 3 minerals
school subjects: 2 Maths 3 Science 4 Geography

2

Answers

1 850 million 2 10,000 3 90 million 4 20 5 40,000

3

Answers

you put food on this – plate
not well – sick
not rich – poor
small pieces of rice – grains

Listening Page 63

4

46 Audioscript

Thomas: I have **fruit juice** and cereal for breakfast. At lunchtime I have **sandwiches**, an apple and some cake. I usually have meat and **vegetables** for dinner. But I don't like beef. I sometimes have ice cream, too.

Olivia: I have **coffee**, bread and cheese for breakfast. I have lunch at school. I often eat crisps. My favourite meal at school is tomato **pasta**. In the evenings we often have **lamb** curry or chicken and rice.

Chloe: I have milk and fruit for breakfast. I have a big lunch. I eat **meat** and vegetables. My favourite meal is **burgers** and chips. But I don't have it very often.

Answers

1 fruit juice 2 sandwiches 3 vegetables 4 coffee
5 pasta 6 lamb 7 meat 8 burgers

8A I'm sitting in a café

1 Page 64

Answers

2 kangaroo 3 horse 4 giraffe 5 crocodile
6 koala bear 7 bear 8 tiger

2

Answers

2 snake 3 gorilla 4 snail 5 parrot 6 whale

3

Answers

1 koala bear, snake, gorilla, parrot
2 elephant, horse
3 elephant, bear, kangaroo, horse, giraffe, koala bear, ostrich, gorilla, snail, parrot
4 tiger, crocodile, snake, (some whales)
5 parrot
6 elephant, tiger, bear, kangaroo, crocodile, horse, giraffe, koala bear, ostrich, snake, (some snails), whale
7 parrot

4

47 Audioscript

Alicia: I'm having a day out in London with my **parents** and it's fantastic. We're standing in the London Eye. It's **opposite** the Houses of Parliament. We're high up. And we're looking at Big Ben and the River Thames. I can see all of the **city**! *Alicia*

Hamed: Hi! I'm sending this **message** from Warwick Castle. The castle is **brilliant**. I'm watching knights on **horses**. They're so cool! I'm sitting next to my dad. But my mum and **sister** aren't watching the knights. They're visiting the **garden**. Boring! *Hamed*

Answers

2 opposite 3 city 4 message 5 brilliant 6 horses
7 sister 8 garden

8A Language space

Present continuous – positive

1 Page 65

Answers

1 looking at 2 drawing 3 buying 4 having 5 eating

2

Answers

3 're eating 4 're walking 5 are sitting 6 's making
7 's swimming 8 is taking

3

Answers

2 are running 3 's playing 4 're singing 5 is driving
6 're talking 7 is playing 8 'm riding

4 Page 66

Answers

2 They aren't playing tennis.
3 She isn't having breakfast.
4 I'm not studying for a test.
5 My brother isn't taking a photo.
6 The gorillas aren't climbing the tree.

5

Answers

2 You aren't reading. You're painting.
3 We aren't listening to music. We're watching TV.
4 Paul isn't walking. He's running.
5 They aren't sending text messages. They're talking.
6 She isn't driving a car. She's cycling.

Workbook

Prepositions of place

6

Answers

1 in front of 2 next to 3 opposite 4 in front of
5 next to 6 in front of 7 next to 8 next to

8B What's Emma doing?

1 **Page 67**

Answers

2 It's snowing. 3 It's cloudy. 4 It's windy. 5 It's foggy.
6 It's raining.

2

Answers

1 trainers, skirt, dress, T-shirt, shorts
2 trousers, sweater, shoes, coat
3 trousers, shoes, coat

Chat zone

48 **Audioscript**

1 Leo: I've got lots of homework!
Erin: **Poor you!**
2 Dan: There's a snake in my room! **Help!**
3 Lisa: Do you like your new computer game?
Tom: **It's the best thing ever!**

Answers

1 Poor you! 2 Help! 3 It's the best thing ever!

8B Language space

Present continuous – questions and short answers

1 **Page 68**

Answers

3 Is she writing a letter? No, she isn't.
4 Are you drawing an elephant? Yes, I am.
5 Are they wearing T-shirts? Yes, they are.
5 Is he eating a pizza? No, he isn't.

2

Answers

2 'm sitting, 'm not, 'm watching
3 are … doing, 'm playing, 'm not playing, 'm tidying
4 Are … making, aren't, 're listening

Present continuous or present simple?

3

Answers

2 walk 3 are having 4 is standing 5 are you going
6 read 7 go 8 is talking

4 **Page 69**

Answers

2 has, 's having 3 swims, 's swimming 4 play, 're playing
5 reads, 's reading 6 goes, 's going

Communication

49 **Audioscript**

A

Tourist: **Excuse** me, where's the secondary school?

Woman: Go right. Go straight on. Take the second **left**. It's on the **right** in Preston Road.

Tourist: **Thank** you very much.

Woman: You're welcome.

B

Tourist: Excuse me, where's the shopping centre?

Woman: Go **right**. Then turn **left**. Take the **second** right. It's on Leyton Road.

Tourist: Thank you very much.

Woman: **You're** welcome.

Answers

1 Excuse 2 left 3 right 4 Thank 5 right 6 left
7 second 8 You're

8C Skills

Reading

Page 70

1

Answers

a 5 b 4 c 6 d 1 e 3 f 2

2

Answers

2 Beijing is about 3,000 years old.
3 Lots of tourists go to Tiananmen Square and take photos.
4 There are 980 buildings in the Forbidden City.
5 The 'Bird's Nest' is a very modern stadium.
6 80,000 people can sit in the National Stadium.
7 Beijing is the bicycle capital of the world.
8 Li's apartment is on the tenth floor of an apartment building.

Listening

Page 71

3

50 Audioscript

1 Alfie: Hi there! I'm on holiday and I'm having a fantastic time. I love this city! People speak English – that's great – but I don't always understand them. They've got an American accent! The taxis are great. The taxis back home are black, but these taxis are yellow! Oh yeah, and I love the Statue of Liberty.

2 Lauren: Hi there. I'm Lauren. And I'm in a big, BIG city. It's the capital city. The population is about 15 million! People speak Spanish here, but lots of people speak English, too. There are lots of new buildings, but there are also ancient pyramids in the city centre! It's brilliant!

3 Sam: Hi! I'm Sam, and I'm staying in a great city. There are lots of new buildings, but there are lots of old ones, too! From my hotel I can see the River Thames and some of the bridges. I like looking at the red buses and the black taxis. Big Ben is really cool. It's my favourite thing!

4 Zoe: Hello. My name's Zoe. I'm in the capital city of Italy! There are lots of museums and galleries here. And there are fantastic old buildings. There's a famous ancient stadium, too. It's called the Colosseum. History is OK, but I love the ice cream!

Answers

L Mexico City Z Rome S London A New York

4

Answers

1 yellow 2 loves 3 15 4 Spanish 5 a hotel 6 Big Ben 7 stadium 8 ice cream

Writing

Possible answer

I'm in Seville. It's a beautiful city in Spain. I like it because it's sunny here every day.
I'm in Banff. It's a town in Canada. I like it because it is in the mountains so I can go skiing.
I'm in Rio de Janeiro. It's a big city in Brazil. I like it because it is next to the beach so I can swim in the sea.

9A We were in Manchester!

1 Page 72

Answers

1 great 2 love 3 later 4 tomorrow 5 how are you 6 to 7 see you 8 today

2

Answers

1 HOW R U, 2 GR8, 3 R U, 4 U, 6 C U L8R, 7 C U 2MORO

Chat zone

51 Audioscript

1 Imogen: Hi, Mark. How are you?
Mark: I feel horrible. I was in bed all day yesterday.
Imogen: Poor you. **Get well soon.**
Mark: Thanks.

2 Laura: **Hi guys.**
Anna: Hi, Laura.
Kate: Where were you this morning?
Anna: I was at home with my mum.

3 Sophie: What are you watching on TV?
Adam: Rugby.
Sophie: **Boring!**

Answers

1 Get well soon. 2 Hi guys. 3 Boring!

9A Language space

Past simple verb *be* – positive

Page 73

1

Answers

2 were 3 was 4 were 5 was 6 was 7 were 8 were
2 d 3 a 4 h 5 e 6 c 7 b 8 f

2

Answers

2 Tuesday, was 3 were, Manchester 4 Thursday, was
5 was, Friday 6 Saturday, were 7 was, Megan's house

Past simple verb *be* – negative

Page 74

3

Answers

2 Last night he wasn't tired.
3 They weren't in Paris a week ago.
4 In 2008 you weren't at primary school.
5 We weren't at the swimming pool this morning.
6 On Thursday she wasn't at home.
7 It wasn't cold yesterday.
8 Nick and Joe weren't on holiday last month.

Past simple *be* – questions and short answers

4

Answers

2 Was, April, it was
3 Was, No, He was
4 Was, it wasn't, in Stratford-upon-Avon
5 Were, Yes, were
6 Was, he wasn't, was a writer
7 Was,Yes, was

5

Answers

2 Were The Beatles from Germany? No, they weren't. They were from England.
3 Was Ayrton Senna a racing driver? Yes, he was.
4 Were Picasso and Dali Mexican? No, they weren't. They were Spanish.
5 Was Einstein a dentist? No, he wasn't. He was a scientist.
6 Was Mary Shelley a writer? Yes, she was.
7 Were Beethoven and Mozart composers? Yes, they were.
8 Was Marie Curie from France? No, she wasn't. She was from Poland.

9B Michael sailed the Atlantic

1 **Page 75**

Answers

motorbike, train, space ship, car, yacht, bicycle, ship, helicopter, bus, plane

2

Answers

1 car 2 bus 3 motorbike 4 train 5 bicycle 6 yacht
7 ship 8 helicopter 9 plane 10 space ship

9B Language space

Past simple positive – regular verbs **Page 76**

1

Answers

2 cooked 3 played 4 juggled 5 sailed 6 studied
7 arrived 8 filmed 9 started

Common regular verbs

2

Answers

2 liked 3 talked 4 painted 5 phoned 6 danced
7 carried 8 washed

3 **Page 77**

Answers

2 helped, parents in the home
3 cooked a meal, watched TV
4 listened to music
5 called
6 surfed the web, talked to Ruby
7 played computer games
8 worked, did homework

Communication

1

Answers

1 to Cambridge city centre 2 £1.30 3 £1.40 4 on the bus

2

52 Audioscript

Ali: Does this bus go to the city **centre**?

Bus driver: Yes, it does.

Ali: **Return**, please.

Bus driver: **Half** fare?

Ali: Yes, please.

Bus driver: That's £**1.40**, please.

Ali: Here you **are**.

Bus driver: Thanks.

Ali: Thank you. Oh, can you tell me where to **get off**, please?

Bus driver: OK!

Answers

1 centre 2 Return 3 Half 4 1.40 5 are 6 get off

9C Skills

Reading **Page 78**

1

Answers

1 Sophie 2 Emily 3 Rocky

2

Answers

2 T 3 F 4 T 5 F 6 F

3

Answers

3 Rocky's weekend was boring.
5 On Sunday Sophie helped her parents in the house.
6 Rocky's mum cooked nice meals for Rocky.

Listening **Page 79**

4

53 Audioscript

Sahara: I'm Sahara. Yesterday I visited Manchester. I went to my grandparents' house. They cooked me a meal. We talked and talked! And we watched TV. Yesterday was a good day.

Ben: My name's Ben. Yesterday I wanted to go to Manchester but I didn't feel very well. I stayed at home with my brother and parents. I talked to my friend on the phone. I watched a film on TV with my family. It wasn't a very good day.

Tomasz: I'm Tomasz. Yesterday I visited Manchester. I watched a football match with my family. Our football team played very well! I talked to my dad about it on the train home. At home we all watched TV. Yesterday was a very good day!

Answers

	Sahara	Ben	Tomasz
stayed at home	✗	✓	✗
talked to grandparents	✓	✗	✗
talked on the phone	✗	✓	✗
watched TV	✓	✓	✓
enjoyed yesterday	✓	✗	✓

10A What are you doing tomorrow?

1 **Page 80**

Answers

1 in bed 2 swimming 3 shopping 4 computer games 5 TV 6 a picnic 7 tennis 8 my room 9 homework

2

Answers

2 b 3 d 4 f 5 g 6 a 7 e

Chat zone

54 Audioscript

1 Elliot: Do you want to play football this afternoon?
David: What time?
Elliot: At about three o'clock?
David: I feel a bit tired.
Elliot: **Go on!**
David: OK then. See you in the park at three!

2 Esme: What are you doing on Saturday?
Keira: We're going to the Science Museum in the morning. Then in the afternoon we're going to the cinema.
Esme: **It sounds fun.**
Keira: What are you doing?
Esme: **I'm not sure.** I haven't got any plans.

Answers

1 Go on! 2 It sounds fun., I'm not sure.

10A Language space

Present continuous for future arrangements

Page 81

1

Answers

2 're staying 3 's tidying 4 aren't playing 5 're going to 6 's going

2

Answers

Are ... tidying, staying, 'm going, 're playing, 're going, 're having, 're watching, are ... doing, 're staying

3 **Page 82**

Answers

'm visiting the museum
'm having a picnic in the park
I'm doing homework in the museum
I'm going back to school

Prepositions of time

4

Answers

on: Wednesday, 7th January, Sunday, my birthday
in: the morning, March, 2002
at: midnight, the weekend, lunchtime

10B Where is this building?

1 **Page 83**

55 Audioscript

Hi there. These are the answers to our quiz. Good luck!

Number 1. Elephants can't jump.

Number 2. An American football team has got 11 players.

Number 3. This person is skiing. It's fun!

Number 4. This bridge isn't in London. Or Tokyo. It's in San Francisco.

Number 5 is easy. The Olympic Games happen every four years.

Number 6. Sms means Short Message Service.

Number 7. Julius Caesar was an ancient Roman.

Number 8. Tim Berners-Lee invented the World Wide Web in 1994. He's a very clever guy!

Number 9. Penguins live in Antarctica.

Number 10. Marco Polo was from the city of … Venice.

Number 11. In very hot weather, you must drink lots of water.

And finally, Number 12. The Aztecs lived in Mexico!

How many correct answers have you got?

Answers

1 c 2 a 3 a 4 b 5 b 6 b
7 c 8 b 9 c 10 a 11 c 12 a

10B Language space

Talking about possessions Page 84

1

Answers

2 Has she got brown eyes? Yes, she has.
3 Has Keiko got any brothers? No, she hasn't.
4 Has she got a sister? Yes, she has.
5 Has the family got any pets? Yes, it has.
6 Has she got a mobile phone? Yes, she has.
7 Has she got a TV in her bedroom? No, she hasn't.
8 Has her house got a garden? Yes, it has.

Talking about the present

2

Answers

2 get up 3 are … doing 4 does … like 5 live 6 does … work 7 're playing 8 do … go to bed

Talking about rules Page 85

4

Answers

You must be quiet. 1
You mustn't use your mobile phone. 2
You must use your library card. 7
You mustn't bring food or drink to the library. 5
You must only have 6 books. 8
You mustn't run. 3
You mustn't drop litter. 6

Communication

1

Answers

2 F 3 T 4 F 5 F

2

56 **Audioscript**

Pippa: Hello?

Jodie: Hi Pippa, it's Jodie. Let's go to the cinema on Thursday.

Pippa: I'm **sorry**. I'm playing tennis on Thursday.

Jodie: That's **a pity**. What time are you playing tennis?

Pippa: Um, at four o'clock.

Jodie: **Shall we go** to the cinema at **six** o'clock?

Pippa: That **sounds great**!

Jodie: Cool. See you on Thursday!

Answer

Thursday 25: go to the cinema

3

Answers

1 sorry 2 a pity 3 Shall we go 4 six 5 sounds great

10C Skills

Reading Page 86

1

Answers

2 F 3 T 4 T 5 F 6 F 7 T 8 T

2

Answers

1 ✓ 2 ✓ 4 ✓ 6 ✓ 7 ✓

Listening Page 87

3

57 **Audioscript**

1 Charlie: Hi Molly! It's Charlie. What are you **doing** on Saturday? I'm **going** to the cinema with Jo and Max. Do you want to come? We're **going** at 3 pm. Speak to you soon!

2 Molly: Hi Charlie, Molly here! Thanks for your message. I'm **visiting** my grandparents on Saturday. What are you **doing** on Sunday? I'm **cooking** pasta for my family at 1 pm. Do you want to come? Bye!

3 Charlie: Hi Molly, Charlie again! I love pasta but on Sunday I'm **playing** football. In the evening I'm **watching** a DVD at home. Do you want to come to my house?

4 Molly: Hi Charlie! Sorry, I'm **doing** my homework on Sunday evening. Oh well. See you at school on Monday!

Answers

2 going 3 going 4 visiting 5 doing 6 cooking 7 playing 8 watching 9 doing