

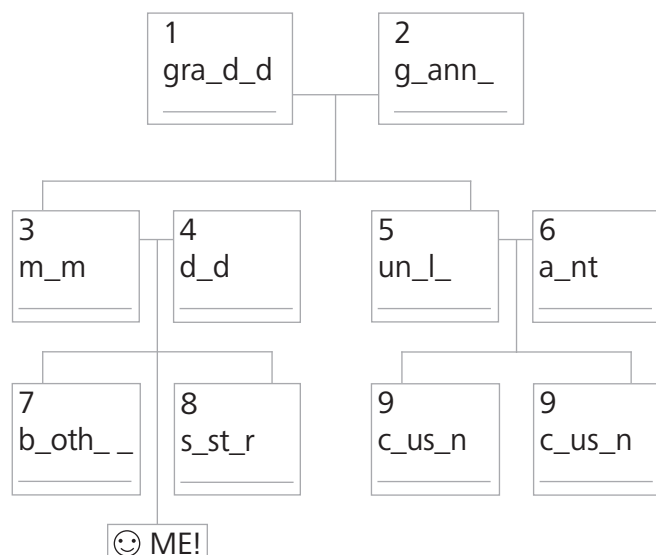


1.1

Vocabulary

Exercise 8

Look at the family tree. Complete the words. Then copy the tree. Make changes so it is true for your family.



1.2

Grammar

Exercise 13

Answer the questions.

- 1 What is your friend's name?
- 2 Are you friends and classmates or just friends?
- 3 What is the name of your friend's sister/brother?
- 4 How old is he/she?
- 5 Are you friends with him/her too?

1.3

Vocabulary

Exercise 8

Draw lines in different colours to match the flags with the countries and the nationalities.

- | | | | |
|-----------|---|---|----------|
| 1 France | a |  | British |
| 2 Poland | b |  | Turkish |
| 3 Spain | c |  | Chinese |
| 4 the USA | d |  | French |
| 5 the UK | e |  | Spanish |
| 6 Turkey | f |  | American |
| 7 China | g |  | Polish |

1.4

Speaking

Exercise 6

Introduce your new friend, Diana Jones, to your friend John. Diana is a teen TV actor. Complete the missing words. Then use the dialogue to help you do the exercise.

You: John, this ¹_____ my friend, Diana Jones. ²_____ 's a TV actor! Diana, ³_____ is John. He's my ⁴_____.

John: Hello, Diana. ⁵_____ to meet you.

Diana: Nice to ⁶_____ you too, John.



2.2

Grammar

Exercise 11

Look at the clothes on page 29. Choose the correct option.

Picture 1

- 1 The T-shirt is *boring* / *cool*.
- 2 The trousers are *short* / *long*.
- 3 The shoes are *new* / *old*.
- 4 The jacket is *small* / *big*.

Picture 2

- 5 The T-shirt is *cool* / *boring*.
- 6 The trousers are *short* / *long*.
- 7 The jacket is *big* / *small*.
- 8 The trainers are *new* / *old*.

2.3

Grammar

Exercise 9

2.8 Listen and match the question halves. Then do Exercise 9 on page 31.

- | | |
|--------------------------|--------------------------|
| 1 Is Superdug's old suit | ☐ |
| 2 Are the puppies | ☐ |
| 3 Are you | ☐ |
| 4 Is he | ☐ |
| 5 Are these | ☐ |
| 6 Are | ☐ |
-
- | | |
|---|-------------------|
| a | twelve years old? |
| b | we friends? |
| c | white? |
| d | in class? |
| e | your shoes? |
| f | small? |

2.4

Speaking

Exercise 5

Complete the dialogue with the words below.

from name old what's who's years

- A: What's your ¹_____?
- B: Andy.
- A: Where are you ²_____?
- B: I'm from the USA.
- A: How ³_____ are you?
- B: I'm eleven ⁴_____ old.
- A: ⁵_____ your favourite sport?
- B: Basketball.
- A: ⁶_____ your favourite sportsperson?
- B: Giannis Antetokounmpo.

2.6

Listening and Writing

Exercise 7

Put the sentences in the correct order.

- | | | | | | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | ☐ | 2 | ☐ | 3 | ☐ | 4 | ☐ | 5 | ☐ | 6 | ☐ | 7 | ☐ |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
-
- | | |
|---|---|
| a | What's number three? |
| b | It's fantastic! |
| c | My number one favourite thing is my mobile phone. |
| d | They're my old jeans. |
| e | They're really cool! |
| f | I love them! |
| g | My new trainers are number two. |



3.1

Vocabulary

Exercises 5 and 6

Write the words in the correct group. The same word can go in more than one bubble.

armchair bath bed chair desk fridge sofa table

Kitchen

Living room

Bathroom

Bedroom

3.2

Grammar

Exercise 11

Look at the pictures in Exercise 11, page 45. Which picture do the sentences describe? Write A or B.

- 1 The chair is next to the desk. _____
The chair is on the bed. _____
- 2 The bag is in the box. _____
The bag is next to the door. _____
- 3 The books are under the table. _____
The books are in the bag. _____
- 4 The T-shirts are on the bed. _____
The T-shirts are under the bed. _____

3.5

Reading and Vocabulary

Exercise 6

Think about your dream house. Answer the questions to write and talk about it.

- 1 How many rooms are there?
- 2 Is there a special room? What is it for?
- 3 Choose two or three of these things: *armchair, bath, bed, chair, desk, fridge, sofa, table, window*
Are they small or big? What colour are they?
e.g. *There are big windows. There's a grey armchair.*
- 4 Choose two of these things: *carpet, cushion, lamp, plant, poster*
Where are they?
on the wall, on the floor, on the table, on the sofa

3.6

Listening and Writing

Exercise 8

- 1 Re-write the sentences. Use the full form.
 - 1 There aren't any plants.
 - 2 They're my sister's things.
 - 3 It's my dad's old desk.
 - 4 That's Chad's new bedroom.
- 2 Re-write the sentences. Use the short form.
 - 1 There is a window. It is not very big.
 - 2 There are not any cushions on the beds.
 - 3 There are some books on the desk. They are my school books.
 - 4 That is my lamp. It is very nice.



4.1

Vocabulary

Exercise 9

Put the adjectives in the correct order.

- 1 _____, _____, _____ hair (dark / straight / long)
- 2 _____, _____, _____ hair (brown / short / curly)
- 3 _____, _____, _____ hair (brown / spiky / short)
- 4 _____, _____, _____ hair (curly / long / blond)
- 5 _____, _____, _____ hair (wavy / long / red)
- 6 _____, _____, _____ hair (straight / short / grey)

4.2

Grammar

Exercise 12

Look at Ike and Mike on page 59. Choose the correct option.

Ike and Mike ¹ *have / has* got long, spiky hair.
² *He / They* have got big mouths, but they haven't got ³ *small / big* noses. Mike is ⁴ *short / tall*.
 He ⁵ *has / hasn't* got green hair. He has ⁶ *got / not* very long arms and very big ⁷ *legs / feet*.

4.3

Grammar

Exercise 8

Choose the correct option.

- 1 They've got green suits. *His / Their* suits are nice.
- 2 We've got a supercar! *Our / Your* supercar is white.
- 3 He's got a new robot. *His / Her* robot is small.
- 4 She's got a superfriend. *His / Her* superfriend is tall.
- 5 The car has got a battery. *Their / Its* battery isn't good.

4.4

Speaking

Exercise 4

Put the dialogues in the correct order.

It's OK. I'm so sorry! Ouch!

- 1 A: _____
 B: _____
 A: _____

Sorry, my mistake! This isn't my bag! That's all right.

- 2 A: _____
 B: _____
 A: _____



5.3

Grammar

Exercise 5

Put the words in the correct order and make questions and short answers.

1 A: can / fly / Superdug / ?

B: can / he / yes, / .

2 A: Dug / can / fly / ?

B: he / no, / can't / .

3 A: you / can / the boat / see / ?

B: I / yes, / can / .

4 A: the little dog / swim / can / ?

B: yes, / can / it / .

5.4

Speaking

Exercise 5

Complete the sentences with one word in each gap.

1 A: We can make cupcakes!

B: _____ idea!

2 A: Let's do something fun!

B: _____ do that!

3 A: We can go to the park.

B: It's not a good _____.

4 A: Let's play volleyball.

B: I'm not _____.

5.5

Reading and Vocabulary

Exercise 4

Match questions 1–5 with answers a–e.

1 What is sign language? ☐

2 Where do teachers and students use sign language? ☐

3 What do you do in sign language? ☐

4 Who uses sign language? ☐

5 Where do people use sign language? ☐

a In special schools.

b At home and at school.

c A special language for people who can't hear.

d People who can't hear, people who can't speak, and people who can hear and speak.

e You use your hands to make letters and words.

5.6

Listening and Writing

Exercise 6

Join the sentences. Use *and* or *but*.

✓

✓

✓ + ✓ = and

I can sing. I can act.

I can sing *and* I can act.

✓

✗

✓ + ✗ = but

He can sing. He can't act.

He can sing, *but* he can't act.

1 I can jump. I can't fly.

2 It can jump. It can fly.

3 She can cook. She can draw.

4 He can cook. He can't draw.

5 I can't run. I can swim.

6 You can run. You can swim.



6.2

Grammar

Exercise 8

Write the correct form of the verbs below in the table.

dance do fly go have play swim take
tidy watch

-s	-es	-ies	irregular
He/She/It	He/She/It	He/She/It	He/She/It

6.4

Speaking

Exercise 3

Match 1–10 with a–j.

- | | |
|-----------------------------------|------------------------------|
| 1 ☐ 02.15 | a It's five to eight. |
| 2 ☐ 12.35 | b It's a quarter past nine. |
| 3 ☐ 08.45 | c It's twenty-five to one. |
| 4 ☐ 04.50 | d It's ten to five. |
| 5 ☐ 07:55 | e It's twelve o'clock. |
| 6 ☐ 11.30 | f It's a quarter to two. |
| 7 ☐ 01.45 | g It's a quarter past two. |
| 8 ☐ 09.15 | h It's half past eleven. |
| 9 ☐ 01.25 | i It's twenty-five past one. |
| 10 ☐ 12.00 | j It's a quarter to nine. |

6.5

Reading and Vocabulary

Exercise 3

Read the text on page 93. Complete the sentences with the words and phrases below.

best friend brother different places films reading
teachers TV writing

- Lalika is Réka's _____.
- Réka's _____ are her parents and the people they visit.
- Réka hasn't got a _____.
- Réka favourite activities are _____ and _____.
- Réka hasn't got a pet because she is always in _____.
- Réka watches _____ and _____.

6.6

Listening and Writing

Exercise 6

Which activity happens first and which activity happens second? Write 1 or 2.

- I have a shower ☐ before I have breakfast ☐.
- After she reads her book ☐, she has dinner ☐.
- We hang out with our friends ☐ after we finish school ☐.
- Before I go out ☐, I tidy my room ☐.
- You have lunch ☐ before you do your homework ☐.
- He plays with his brother ☐ after he has a guitar lesson ☐.



7.3

Grammar

Exercise 8

Choose the correct option.

- 1 A: *Do / Does* they play computer games?
B: *Yes, they play. / No, they don't.*
- 2 A: What do you do to relax?
B: *Yes, I do. / I read a book.*
- 3 A: Does your friend *play / plays* tennis?
B: *Yes / No*, he does.
- 4 A: Do you speak Chinese?
B: *No, I don't. / No, I don't speak.*
- 5 A: *What does / Does* your sister help you with your homework?
B: No, she *does / doesn't*.
- 6 A: Do you *have / have got* piano lessons?
B: Yes, *we / they* do.

7.4

Speaking

Exercise 5

Put the words in the correct order to make sentences.

A: I / help / you / can / ?

1

B: to the museum, / I / please / three tickets / have / can / ?

2

A: twenty, / that's / please / thirteen pounds / ?

3

B: you / here / are / .

4

A: your / tickets / are / here / .

5

B: Thanks.

7.5

Reading and Vocabulary

Exercise 3

Read the texts on page 109 and choose the correct answer.

- 1 They don't drink a lot of water.
a elephants b giraffes
- 2 They eat plants.
a elephants b whales
- 3 They can sing.
a elephants b whales
- 4 They can swim.
a elephants b giraffes
- 5 They like eating.
a giraffes b whales
- 6 They like having fun.
a elephants b whales

7.6

Listening and Writing

Exercise 3

7.17 Listen. Mark the sentences T (true) or F (false).

- 1 Children don't like goldfish or hamsters. T / F
- 2 Snakes aren't dangerous. T / F
- 3 Jo hasn't got a pet. T / F
- 4 It isn't easy to look after iguanas. T / F
- 5 Dogs like walks. T / F
- 6 Tortoises don't sleep a lot. T / F



8.2

Grammar

Exercise 10

Complete the sentences with the words below. Use the words in bold to help you.

her him it me them us you

- 1 He is nice. I like _____. **he**
- 2 She often hangs out with _____. **we**
- 3 Tell _____ your name, please. **I**
- 4 Give _____ some water. **they**
- 5 I know _____. She is Zoe's friend. **she**
- 6 They ask _____ a lot of questions. **you**
- 7 Where is the boat? I can't see _____. **it**

8.3

Grammar

Exercise 6

Choose the correct option.

- 1 *Who / When* is Uncle Roberto?
- 2 *Whose / What* is in the box?
- 3 *How many / Where* is Granny's house?
- 4 *Whose / Who* eyes are green?
- 5 *Where / How many* children are there in the boat?
- 6 *When / What* does Superdug play football?

8.5

Reading and Vocabulary

Exercise 3

Read the article on page 123. Mark the sentences T (true) or F (false).

- 1 It's good to get up at the same time every day. T / F
- 2 Healthy teens eat fruit and vegetables every day. T / F
- 3 Healthy teens drink a lot of cola. T / F
- 4 It's OK to brush your teeth only after breakfast. T / F
- 5 When you want to exercise, you can ride your bike or walk. T / F
- 6 It isn't good to hang out with friends after school. T / F

8.6

Listening and Writing

Exercise 8

Answer the questions about you. Write sentences.

- 1 What time do you get up?
- 2 What time do you go to bed?
- 3 Do you eat healthy food? What do you eat? How often do you eat it?
- 4 What is your favourite food? (healthy or not healthy 😊)
- 5 What do you do to exercise?
- 6 What other things do you like doing?
- 7 How often do you hang out with your friends? What do you do?

Need support? worksheets answer key

UNIT 1

1.1 Vocabulary

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

1.2 Grammar

Students' own answers

1.3 Vocabulary

1 France – b (French flag) – French
2 Poland – f (Polish flag) – Polish
3 Spain – a (Spanish flag) – Spanish
4 the USA – e (USA flag) – American
5 the UK – c (UK flag) – British
6 Turkey – g (Turkish flag) – Turkish
7 China – d (Chinese flag) – Chinese

1.4 Speaking

1 is 2 She 3 this 4 friend 5 Nice
6 meet

UNIT 2

2.2 Grammar

1 cool 2 short 3 old 4 small 5 boring
6 long 7 big 8 new

2.3 Grammar

1 f 2 c 3 d 4 a 5 e 6 b

2.4 Speaking

1 name 2 from 3 old 4 years 5 What's
6 Who's

2.6 Listening and Writing

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

UNIT 3

3.1 Vocabulary

Kitchen: chair, fridge, table

Living room: armchair, chair, desk, sofa, table

Bathroom: bath

Bedroom: armchair, bed, chair, desk

3.2 Grammar

1 A, B 2 B, A 3 B, A 4 A, B

3.5 Reading and Vocabulary

Students' own answers

3.6 Listening and Writing

1

1 There are not any plants.
2 They are my sister's things.
3 It is my dad's old desk.
4 That is Chad's new bed.

2

1 There's a window. It isn't very big.
2 There aren't any cushions on the beds.
3 There are some books on the desk.
They're my school books.
4 That's my lamp. It's very nice

UNIT 4

4.1 Vocabulary

1 long, straight, dark
2 short, curly, brown
3 short, spiky, brown
4 long, curly, blond
5 long, wavy, red
6 short, straight, grey

4.2 Grammar

1 have 2 They 3 big 4 tall 5 has
6 got 7 feet

4.3 Grammar

1 Their 2 Our 3 His 4 Her 5 Its

4.4 Speaking

1 A: Ouch!
B: I'm so sorry!
A: It's OK.
2 A: This isn't my bag!
B: Sorry, my mistake!
A: That's all right.

UNIT 5

5.3 Grammar

1 A: Can Superdug fly?
B: Yes, he can.
2 A: Can Dug fly?
B: No, he can't.
3 A: Can you see the boat?
B: Yes, I can.
4 A: Can the little dog swim?
B: Yes, it can.

5.4 Speaking

1 Good 2 Let's 3 idea 4 sure

5.5 Reading and Vocabulary

1 c 2 a 3 e 4 d 5 b

5.6 Listening and Writing

1 I can jump, but I can't fly.
2 It can jump and it can fly.
3 She can cook and she can draw.
4 He can cook, but he can't draw.
5 I can't run, but I can swim.
6 You can run and you can swim.

UNIT 6

6.2 Grammar

-s: dances, plays, swims, takes
-es: does, goes, watches
-ies: flies, tidies
irregular: has

6.4 Speaking

1 g 2 c 3 j 4 d 5 a 6 h 7 f 8 b
9 i 10 e

6.5 Reading and Vocabulary

1 brother 2 teachers 3 best friend
4 reading/writing; writing/reading
5 different places 6 films/TV; TV/films

6.6 Listening and Writing

1 I have a shower [1] before I have breakfast [2].
2 After she reads her book [1], she has dinner [2].
3 We hang out with our friends [2] after we finish school [1].
4 Before I go out, [2] I tidy my room [1].
5 You have lunch [1] before you do your homework [2].
6 He plays with his brother [2] after he has a guitar lesson [1].

UNIT 7

7.3 Grammar

1 Do; No, they don't. 2 I read a book.
3 play; Yes 4 No, I don't.
5 Does; doesn't 6 have; we

7.4 Speaking

1 Can I help you?
2 Can I have three tickets to the museum, please?
3 That's thirteen pounds twenty, please.
4 Here you are.
5 Here are your tickets.

7.5 Reading and Vocabulary

1 b 2 a 3 b 4 a 5 a 6 b

7.6 Listening and Writing

1 F 2 F 3 F 4 T 5 T 6 F

UNIT 8

8.2 Grammar

1 him 2 us 3 me 4 them 5 her
6 you 7 it

8.3 Grammar

1 Who 2 What 3 Where 4 Whose
5 How many 6 When

8.5 Reading and Vocabulary

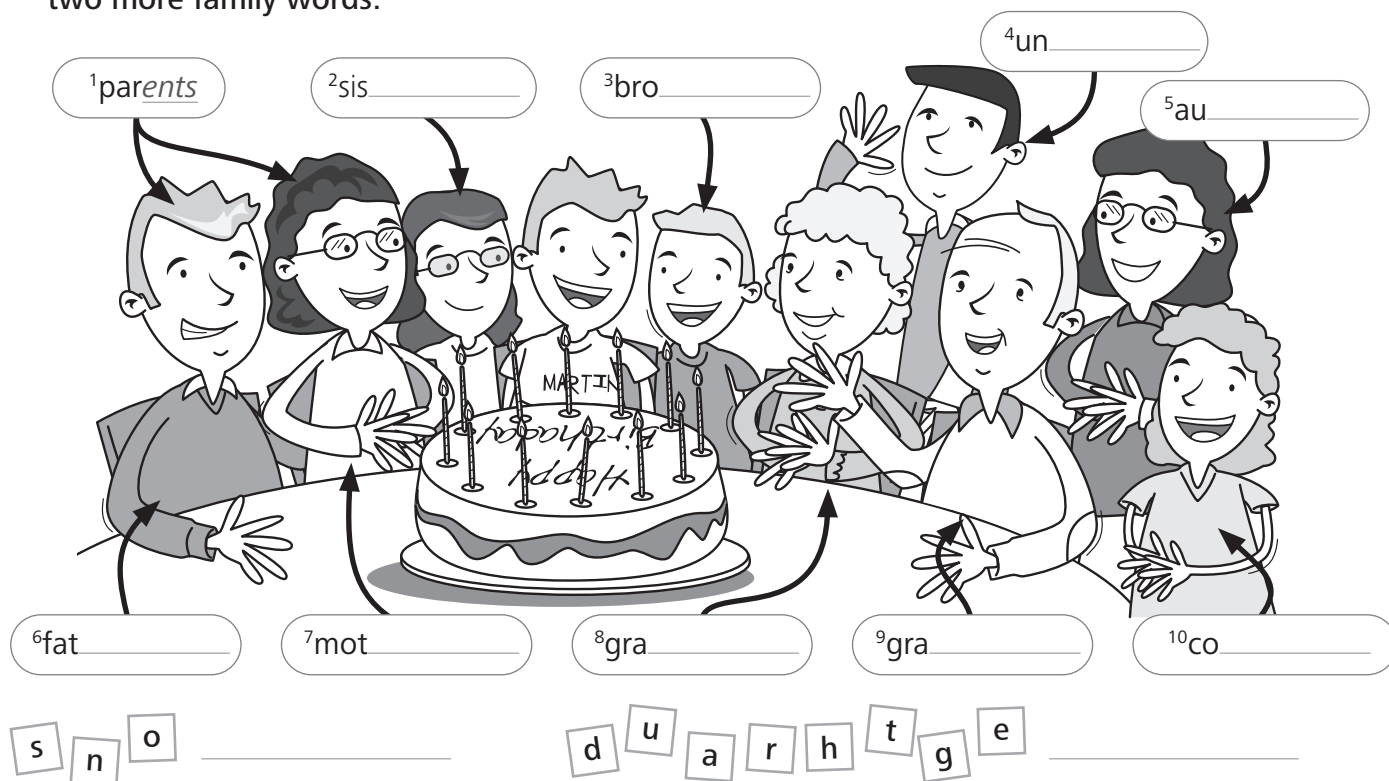
1 T 2 T 3 F 4 F 5 T 6 F

8.6 Listening and Writing

Students' own answers

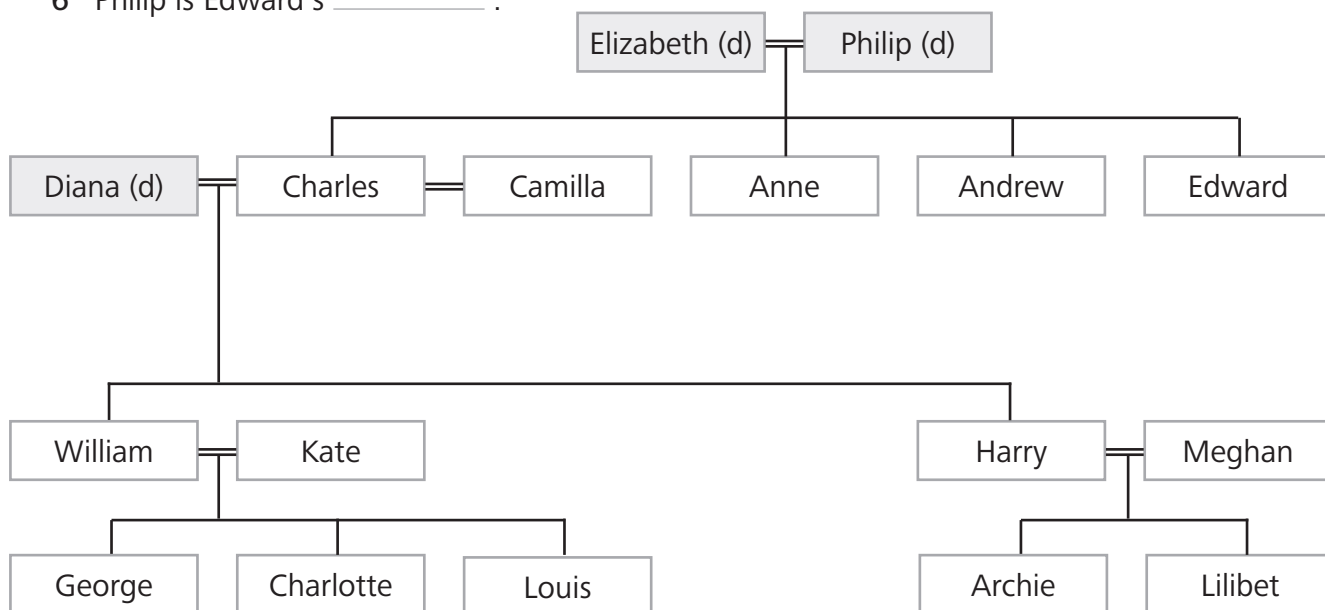
Two families

- 1 Look at the picture of Martin's family and complete the words. Then order the letters to find two more family words.



- 2 Look at the family tree and complete the sentences. Which family is it?

- 1 Harry is Louis' uncle .
- 2 Charlotte is Kate's _____ .
- 3 Archie is Lilibet's _____ .
- 4 Anne is Harry's _____ .
- 5 Elizabeth is William's _____ .
- 6 Philip is Edward's _____ .



Instructions and Answer key

1.1 Vocabulary – Two families

Materials: One worksheet for each student

Language: Family words

- Tell students that they are going to practise using family words.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercise 1 individually, then compare their answers in their pairs.
- Elicit the answers.
- Students do Exercise 2 – they could do it individually or in pairs.
- Elicit the answers to items 1–6, then ask students if they recognise the family. Do the names look familiar? You could explain at this point that a shaded box and a *d* after the name indicate that the person is deceased.

Answers:

Exercise 1

2 sister 3 brother 4 uncle 5 aunt 6 father/dad
7 mother/mum 8 grandmother/granny
9 grandfather/grandad 10 cousin son, daughter

Exercise 2

2 daughter 3 brother 4 aunt 5 grandmother/granny
6 father/dad
(It's the British Royal Family.)

I'm eleven!

1 Correct the underlined words. Write the correct sentences.

- 1 I are Jake. I am Jake.
- 2 We am at school. _____
- 3 Jason are Sofia's son. _____
- 4 Alex and Jen is happy. _____
- 5 Bobby are my dog. _____
- 6 You is my friend. _____

2 Match the sentence halves.

1 It's	a photo!
2 I'm	b eleven.
3 She's my	c presents!
4 You're in this	d Grandad's birthday today!
5 They're lovely	e sister.

3 Rewrite the sentences in Exercise 2. Use long forms.

- 1 It is Grandad's birthday today!
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 Complete and circle to make the sentences true for you. Make two sentences false. Then, in pairs, take turns to read the sentences for your partner to say *true* or *false*.

- 1 My mum's name is _____.
- 2 My dad's from _____.
- 3 My *brother / sister / cousin* is _____ years old.
- 4 My favourite teacher is *Ms / Mr* _____.
- 5 My best friend is a *boy / girl*. *He's / She's* at *school / home* now.
- 6 _____ is my favourite colour.



My mum's
name is Jane.

True?



Instructions and Answer key

1.2 Grammar – I'm eleven!

Materials: One worksheet for each student

Language: *to be* affirmative

- Tell students that they are going to practise using the verb *to be*.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercises 1–3 individually. At the end of each activity, get them to compare answers in pairs and then elicit the answers.
- Move on to Exercise 4. Ask students to complete the sentences individually, while you monitor and help them as necessary.
- When they are ready, students do the second part of the activity in their pairs: they read their sentences to their partner, who has to guess if they are true or false. Look at the example with students before they begin and if necessary, do another example with a stronger student.
- After students have practised in their pairs, you could invite different students to share one of their sentences with the class, for the class to guess if it is true or false.

Answers:

Exercise 1

- | | |
|----------------------------------|-----------------------------|
| 2 We <u>are</u> at school. | 5 Bobby <u>is</u> my dog. |
| 3 Jason <u>is</u> Sofia's son. | 6 You <u>are</u> my friend. |
| 4 Alex and Jen <u>are</u> happy. | |

Exercise 2

2 b 3 e 4 a 5 c

Exercise 3

- | | |
|---------------------|-----------------------------|
| 2 I am eleven. | 4 You are in this photo! |
| 3 She is my sister. | 5 They are lovely presents! |

Moody Mike

- 1 Moody Michael never says 'yes'! Complete the sentences with the negative form of *to be*. Use the short form.

Nice
Nicole

1

I'm good at football.

You aren't good at football.

2

They're George's friends.

They _____ George's friends.

3

She's my cousin.

She _____ your cousin.

4

It's my pet cat.

It _____ your pet cat.

5

We're ready.

We _____ ready.

Moody
Mike

- 2 Rewrite Moody Mike's sentences in Exercise 1. Use long forms.

1 You are not good at football.

4 _____

2 _____

5 _____

3 _____

- 3 Complete the text with the correct form of *to be*.

It ¹is (✓) my brother's birthday in this photo. His name² _____ (✓) Tommy. We ³ _____ (X) at home.We ⁴ _____ (✓) at my granny's house. Tommy⁵ _____ (X) happy. Look at his cake! Polly⁶ _____ (X) a good dog.

- 4 In pairs, take turns to describe a person for your partner to guess his name.

	Don	Carl	Mark	James
teenager	✓	X	✓	X
teacher	X	✓	X	✓
superhero	✓	X	X	✓
British	X	✓	✓	X
Polish	✓	X	X	✓
happy	✓	✓	✓	✓

He isn't a teenager
and he isn't British ...

He's James!



Instructions and Answer key

1.3 Grammar – Moody Mike

Materials: One worksheet for each student

Language: *to be* negative

- Tell students that they are going to practise using the verb *to be*.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercises 1–3 individually. At the end of each activity, get them to compare answers in pairs and then elicit the answers.
- Move on to Exercise 4. Explain the activity and before students begin, check they understand all the words in the table.
- Look at the example with students before they begin and if necessary, do another example with a stronger student.

Answers:

Exercise 1

2 aren't 3 isn't 4 isn't 5 aren't

Exercise 2

2 They are not George's friends.

3 She is not your cousin.

4 It is not your pet cat.

5 We are not ready.

Exercise 3

2 is 3 aren't 4 are 5 isn't 6 isn't

Nice to meet you!

1 Read the dialogues. Where's the best place for the extra sentence? Draw an arrow (→).



- 1**
- Dave:** Dad, this is Jonas. Jonas, this is my dad.
Dad: Hello, Jonas. Nice to meet you.
Jonas: Nice to meet you too, Mr Smith.

Extra sentence 1:
 He's my classmate.



- 2**
- Robbie:** Mark, this is Anne. She's my cousin.
Mark: I'm Robbie's classmate.
Anne: Nice to meet you too, Mark.

Extra sentence 2:
 Nice to meet you.

2 In groups of three, role play these conversations. Use Exercise 1 to help you. Change roles for each conversation.

Conversation 1

- Student A:** Introduce your neighbour to your mum/dad.
Student B: You are Student A's mum/dad.
Student C: You are Student A's neighbour.

Conversation 2

- Student A:** Introduce your new classmate to your brother/sister.
Student B: You are Student A's brother/sister.
Student C: You are Student A's new classmate.

Conversation 3

- Student A:** Introduce your cousin to your best friend.
Student B: You are Student A's best friend.
Student C: You are Student A's cousin.

Instructions and Answer key

1.4 Speaking – Nice to meet you!

Materials: One worksheet for each pair of students

Language: Introductions

- Tell students that they are going to read two dialogues and then role play similar dialogues in groups.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Students do Exercise 1 in pairs. Explain the activity and point out that for each dialogue, they need to draw an arrow to show where the extra sentence should go.
- Elicit the answers.
- Put students into groups of three for Exercise 2. Assign roles (A, B and C) to each student and explain the activity. Point out that students can use the dialogues in Exercise 1 to help them.
- Give students some time to read the instructions for Conversation 1, and explain anything they don't understand. Then ask them to begin their roleplays.
- Do the same for Conversations 2 and 3, re-assigning roles each time.
- At the end of the activity, you could invite different groups to act out their conversations to the class.

Answers:

Exercise 1

1 Dad, this is Jonas. **He's my classmate.** Jonas, this is my dad.

2 Nice to meet you. I'm Robbie's classmate.

Where are they?

1 Look at photos 1–4 and complete the words for places.

1



p _ _ k

2



h _ _ _ _ y

3



h _ _ e

4



s _ _ _ _ l

A



me

B



Mum and Dad

C



Granny

D



aunt, uncle and cousins

2 Look at all the photos in Exercise 1. Follow the lines and complete the sentences.

- a I'm _____ .
- b Mum and Dad are _____ .
- c Granny is _____ .
- d My aunt, uncle and cousins are _____ .

Instructions and Answer key

1.5 Reading and Vocabulary – Where are they?

Materials: One worksheet for each student

Language: Vocabulary for places

- Tell students that they are going to match different people to the places where they are.
- Hand out one worksheet to each student. Explain that the lines show where the different people are, but students should focus on just the photos of the places (1–4) for now.
- Students do Exercise 1. They complete the labels for the photos of the places (1–4) by adding in the missing letters (ignoring photos A–D and the lines). Point out that the first and last letter of each word is given.
- Give students time to complete Exercise 1 individually, then get them to compare answers in pairs.
- Elicit the answers.
- Students do Exercise 2. Explain that they need to follow the lines to find out where the people are and then complete the sentences.
- Give students time to complete the exercise individually, then get them to compare answers in pairs. You could elicit the first answer as an example and write it on the board before they begin.
- Elicit the answers.

Answers:

Exercise 1

2 park 3 holiday 4 home 5 school

Exercise 2

- a at school (photos A–4)
- b in the park (photos B–1)
- c on holiday (photos C–2)
- d at home (photos D–3)

This is me!

- 1 Put the letters in the correct order and write the countries, nationalities and names of people. Remember the capital letters!



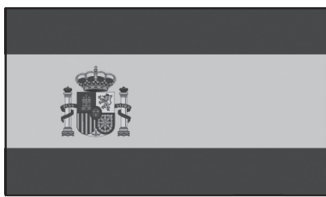
1 kturye Turkey



2 nimaco _____



3 cajn _____



4 pasni _____



5 tbirsih _____



6 rafcne _____



7 ciehsne _____



8 xeal _____

- 2 Rewrite the text. Use capital letters.



hello! my name is jakub and i'm thirteen years old. i'm from poland. my mother is british and my father is polish. my best friend is leo and he's polish too.

Instructions and Answer key

1.6 Listening and Writing – This is me!

Materials: One worksheet for each student

Language: Writing: capital letters

- Tell students that they are going to practise using capital letters correctly. Ask them in L1 when we use capital letters (for the names of people, countries and nationalities; for the pronoun I; at the beginning of every sentence).
- Hand out a copy of the worksheet to each student.
- Ask students to do Exercise 1 individually, then get them to compare answers in pairs. In weaker classes, to help students, you could tell them the first letter of each word.
- Elicit the answers and write (or invite students to write) them on the board, using capital letters.
- Students can do Exercise 2 individually or in pairs. When they have finished, elicit the answers. Again, put the answers on the board so students can check they've used capital letters correctly.

Answers:

Exercise 1

2 Monica 3 Jack 4 Spain 5 British 6 France
7 Chinese 8 Alex

Exercise 2

Hello! My name is Jakub and I'm thirteen years old. I'm from Poland. My mother is British and my father is Polish. My best friend is Leo and he's Polish too.

Families in art

- 1 Put the letters in the correct order to complete the texts. Then draw lines to match the texts to the pictures.

A



- 1 This is a _____ (pianigtn) by John Evert Millais, a British _____. It's his mother.

B



- 2 This is a _____ (pianigtn) by Paul Cézanne, a French _____. The man in the _____ (tpcueir) is his father.

- 3 This is a _____ (pianigtn) by John Singleton Copley, an American _____. It's his family: John Singleton Copley, his father and the Copleys' four _____ (cidlhrne).

C



D



- 4 This is a _____ (pianigtn) by Edgar Degas, an American _____. The _____ (ppolee) are his uncle and cousin.

- 2 Find out about two famous artists you like.

Name: _____
 Date of birth: _____
 Nationality: _____
 Famous paintings: _____

Name: _____
 Date of birth: _____
 Nationality: _____
 Famous paintings: _____

Instructions and Answer key

1.7 CLIL: Art – Families in art

Materials: One worksheet for each student

Language: Vocabulary related to art

- Tell students that they are going to look at the famous paintings from the Student's Book again and complete some texts about them.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Explain the activity and ask students to complete the exercise individually, then get them to compare answers in pairs.
- Elicit the answers.
- Exercise 2 can be done individually or in pairs. If students have access to the internet, they could do their research and complete the two fact files in class. Otherwise, they could do this as homework.

Answers:

Exercise 1

1 painting, artist (C) 2 painting, artist, picture (D)

3 painting, artist, children (A) 4 painting, artist, people (B)

The matching game

1

My uncle's son is my
_____.

2

There are three
children in my
family. I've got one
brother and one
_____.

3

We're from the UK,
but we're in Spain
now. We're on
_____!

4

Emile is from France.
He's _____.

5

I'm in my room. I'm
at _____.

6

Lin is Chinese.
She's from
_____.

7

I'm a girl. I'm
my mother's
_____.

8

My dad is from
Poland. He's
_____.



cousin

sister

holiday

French

home

China

daughter

Polish

Instructions and Answer key

1.8 Unit 1 Vocabulary – The matching game

Materials: One sentence grid and one set of cards for each pair of students

Language: Vocabulary from Unit 1

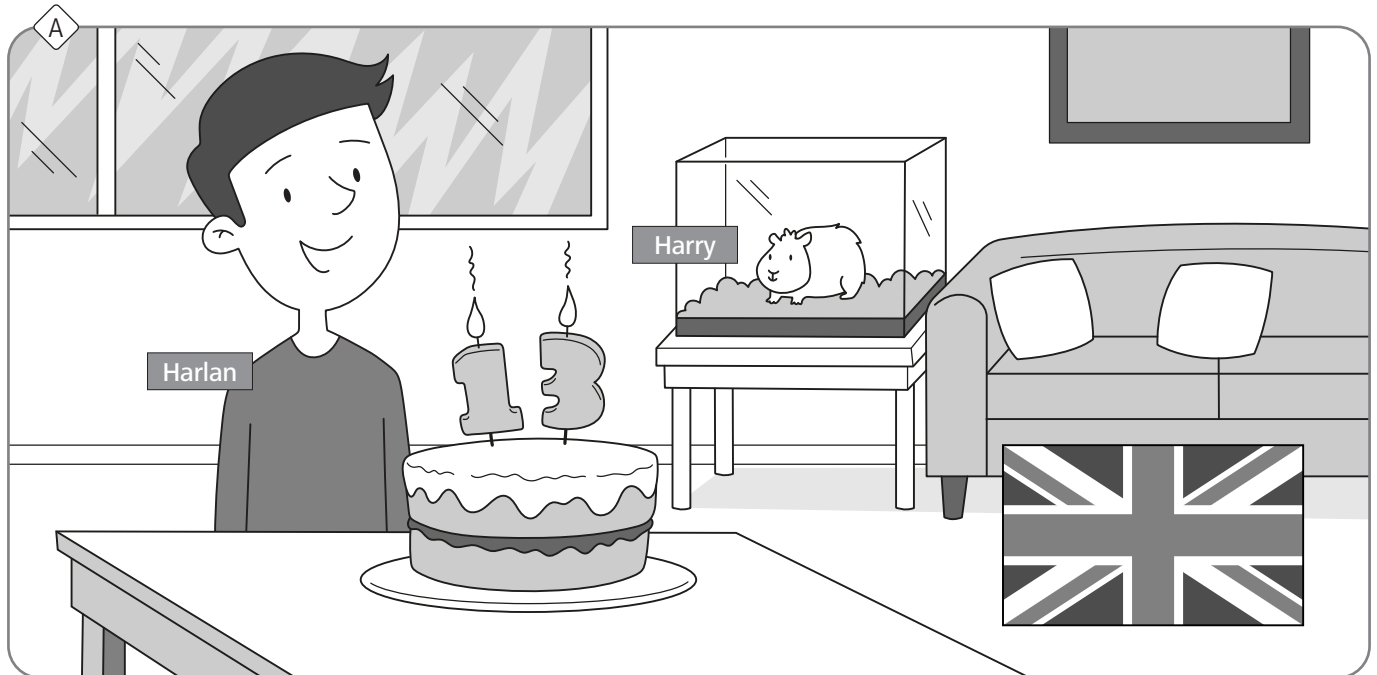
- Tell students that they are going to play a word game.
- Put students into pairs and hand out one sentence grid and one set of word cards to each pair. The cards should be spread out on the desk, face up.
- Student A starts by reading out the first sentence in the grid. Student B has to find the correct word to complete the sentence, and place it over that sentence on the grid. It is then Student B's turn to read out a sentence for Student A to complete.
- Students continue in the same way until all the sentences have been completed.
- Elicit the answers and the meanings of the words on the cards.

Answers:

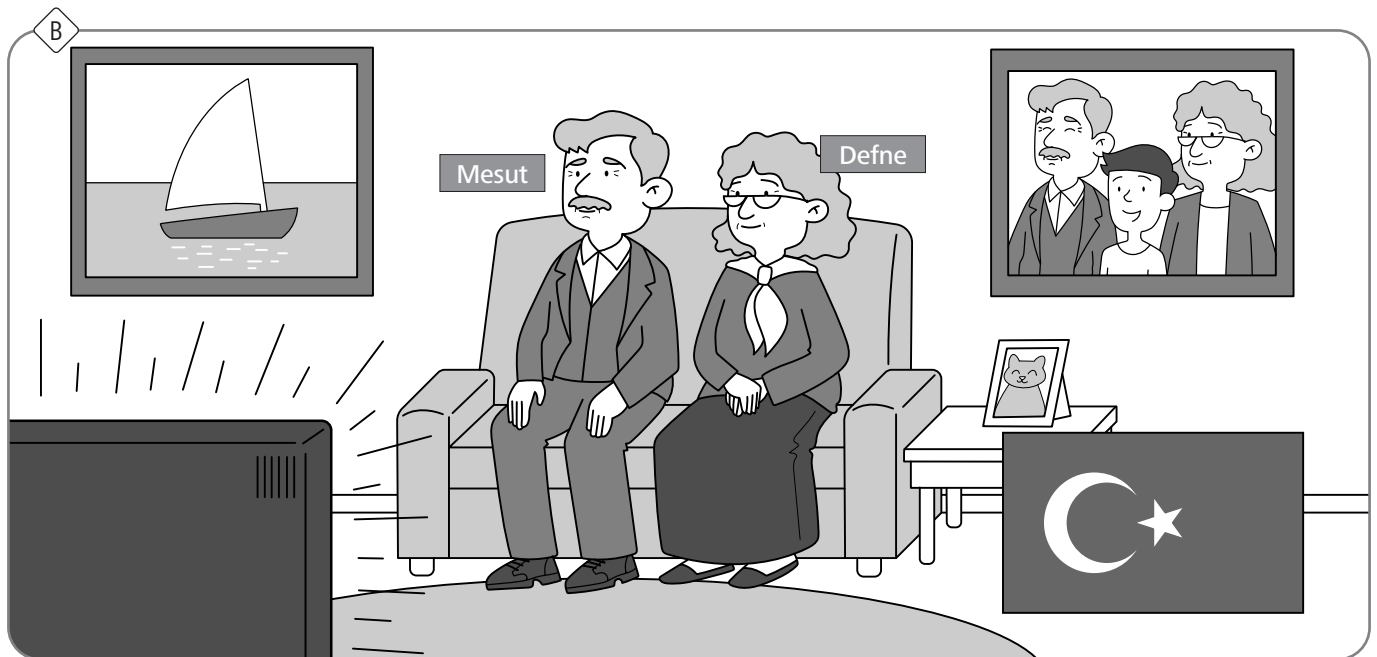
1 cousin 2 sister 3 holiday 4 French 5 home
6 China 7 daughter 8 Polish

Who are they?

Look at the pictures and complete the sentences with the correct form of *to be*. Use short forms.



- 1 Harlan 's a boy.
- 2 He _____ a girl.
- 3 He _____ British.
- 4 He _____ French.
- 5 Harry _____ a dog.
- 6 Harry _____ a hamster.



- 7 Mesut _____ Harlan's grandfather.
- 8 Defne _____ Harlan's grandmother.
- 9 They _____ Harlan's grandparents.
- 10 They _____ Harlan's parents.
- 11 They _____ Turkish.
- 12 They _____ British.

Instructions and Answer key

1.9 Unit 1 Grammar – Who are they?

Materials: One worksheet for each student

Language: Grammar from Unit 1

- Tell students that they are going to look at pictures of people and complete some sentences about them.
- Hand out a copy of the worksheet to each student.
- Explain the activity and look at the example with the class. Point out that they should use short forms. Then ask students to complete the rest of the sentences about the pictures. They should do this individually and then, if time allows, compare answers in pairs.
- Elicit the answers.

Answers:

2 isn't 3 's 4 isn't 5 isn't 6 's 7 's 8 's 9 're
10 aren't 11 're 12 aren't

Project worksheet: a digital presentation

Step 1

1 Work in groups. Choose one of the countries below for your presentation.

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



Let's write about ...
What do you think?

Yes, good idea. I'm not
sure. What about ... ?



2 Now complete these notes about the country.

Capital city: _____

Population of the country: _____

Language(s): _____

Step 2

3 In your group, decide who is going to find photos of these things about the country.

- 1 a map of the country
- 2 the flag of the country
- 3 important/interesting places

4 Find your photos. Use the phrases below to help you search online.

ONLINE SEARCH

- map of (country)
- important places in (country)
- flag of (country)
- interesting places in (country)

Step 3

5 In your groups, share your information about the country. Choose three photos of places in the country together.



Let's use this photo.

Yes, it's a nice photo.



What about this one?

Yes, we can write about ...



Project worksheet: a digital presentation

6 Write the slides for your presentation. Use these ideas to help you.

NEW ZEALAND

Top facts

- The capital is ...
- There are ... million people there.
- People speak ... there.

This is the flag.

... is an important place because ...

**Some interesting places are ...
... is interesting because ...**

Tips

- Put your slides in order.
- Write short, clear sentences.
- Use bullet points.

7 Use the checklist below to check your presentation.

- ☐ Are there answers to all the questions?
- ☐ Is all the important information on your slides?
- ☐ Is there some clear text on each slide?
- ☐ Are there photos?
- ☐ Are the grammar and spelling correct?

8 In your group, decide who is going to give each part of the presentation. Then practise your presentation.



Step 4

9 Share your presentation with the class. Answer other students' questions. Listen to the other presentations and ask questions.

- 1 What do you think about ... ?
- 2 Would you like to visit ... ?
- 3 Is it hot or cold there?
- 4 Do people speak any other languages?
- 5 What other things do you know about the interesting places in your presentation?
- 6 What other things do you know about the country?

Instructions and Answer key

1.10 **BBC** Culture – Project worksheet: a digital presentation

Before the lesson: A digital presentation can be made using a presentation programme like Microsoft PowerPoint®. It contains slides with titles, text and images. It can also contain other embedded elements like videos. Many students will probably be familiar with the technology as they are a popular way to complete school projects.

You will need: a computer/laptop; digital presentation software; access to the internet; a projector/screen to show the presentations. If students don't already have access to presentation software, there are free tools available to download, e.g. WPS Office and Google Slides. Make sure at least one student in each group has access to presentation software at home.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital presentation, students can use pieces of paper to create their 'slides'.

You will need: printed materials (information and photos); paper; coloured pens/pencils.

Step 1 Group work

Warm up:

- Ask students in L1 what countries they know of where English is spoken. Elicit a few answers around the class.
- Ask students about digital presentations: do they know what they are? Have they made any for other school subjects? What were they about? What did they find difficult?
- If possible, show students an example of a digital presentation.

Task:

- Put students into groups of three and hand out a copy of the worksheet to each student.
- Explain to students that they are going to create a digital presentation in their groups.
- Students do Exercises 1 and 2.

Suggested answers:

Exercise 2

Canada: capital: Ottawa; population: 38.7 million;

language(s): English, French

New Zealand: capital: Wellington; population: 5.1 million;

language(s): English, Maori

the Republic of Ireland: capital: Dublin; population:

7 million; language(s): English, Irish, Shelta

the Republic of South Africa: capital: Pretoria; population:

60.1 million; language(s): English, Zulu, Swazi, Afrikaans,

Sepedi, Sesotho, Setswana, Xitsonga, Xhosa, Tshivenda,

Ndebele

Step 2 Individual and group work

- Students do Exercise 3. Before they do their research, they assign a task to each member of the group.
- Students work individually, at home or in class, to do their research on the internet. They find out more information about their chosen country and collect photos for their presentations.

Step 3 Group work

- Students do Exercise 5. Bring them back into the same groups as Step 1 to share what they found out about their chosen country. Point out the examples and encourage students to use the phrases when choosing the photos for their presentations.
- Students create the slides for their presentations. Go through the useful language on the example 'slides' with them before they begin.
- Students use the checklist in Exercise 7 to check their presentations.
- They then practise giving their presentation as a group before sharing it with the class. Point out that they should assign a different part of the presentation to each member of their group.

Step 4 Class work

- Students give their presentations to the class.
- Allow some time for students to discuss their presentations and ask and answer additional questions. Point out that they can use the questions in Exercise 9.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- Ask different students which of the countries they would like to visit.

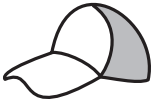
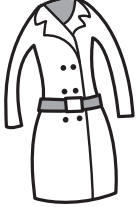
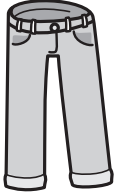
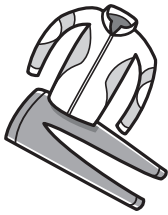
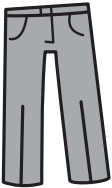
2.1

Vocabulary

Two T-shirts!

1 Complete the words. Then, in pairs, play the memory game.



 c _ _ _ p	 c _ _ _ t	 d _ _ _ s	 j _ _ _ t
 j _ _ _ s	 s _ _ _ t	 s _ _ _ s	 t _ _ _ p
 t _ _ _ t	 t _ _ _ s	 t _ _ _ s	 T- _ _ _ t



2 Find twelve words for clothes in the word search.

R	S	B	K	F	S	H	O	E	S
G	K	C	Q	F	Y	C	O	A	T
N	I	R	M	A	D	R	E	S	S
T	R	A	I	N	E	R	S	R	C
P	T	X	K	R	E	T	O	P	A
S	F	V	J	E	A	N	S	F	P
X	B	O	Z	T	S	H	I	R	T
M	K	T	R	O	U	S	E	R	S
T	R	A	C	K	S	U	I	T	W
A	A	J	A	C	K	E	T	I	F

Instructions and Answer key

2.1 Vocabulary – Two T-shirts!

Materials: One worksheet for each student; scissors

Language: Vocabulary for clothes

- Tell students that they are going to play a card game.
- Hand out a copy of the worksheet to each student.
- Students do Exercise 1 individually: they should look at the pictures and complete the words for clothes.
- Elicit the answers.
- Put students into pairs and ask them to cut out the cards; each pair should have two sets of cards. The cards should be shuffled and spread out on the desk, face down.
- Students now play the game in their pairs: Student A starts by turning over two cards and saying what they can see on each one. If the two cards match, the student wins them both as a matching pair. If they don't match, he/she turns them back face down on the desk, in the same position they were in before.
- The process is repeated, with students taking turns to turn over and match cards in the same way. By remembering where different cards are, as the game progresses, students should be able to find matching pairs more easily.
- The winner is the student with the most pairs of cards at the end of the activity.
- Students now do Exercise 2 – individually or in pairs. The first student/pair to find all twelve words is the winner.

Answers:

Exercise 1

cap, coat, dress, jacket, jeans, skirt, shoes, top, tracksuit, trainers, trousers, T-shirt

Exercise 2

R	S	B	K	F	S	H	O	E	S
G	K	C	Q	F	Y	C	O	A	T
N	I	R	M	A	D	R	E	S	S
T	R	A	I	N	E	R	S	R	C
P	T	X	K	R	E	T	O	P	A
S	F	V	J	E	A	N	S	F	P
X	B	O	Z	T	S	H	I	R	T
M	K	T	R	O	U	S	E	R	S
T	R	A	C	K	S	U	I	T	W
A	A	J	A	C	K	E	T	I	F

These are Mary's trousers

1 Put the words in the correct order to complete the sentences.

1 my sister's isn't This
This isn't my sister's cap.

2 brother's are my Those
_____ shoes.

3 my dad's isn't
That jacket _____.

4 trainers my
These are _____.

5 Those mum's aren't my
_____ tops.

6 skirt your
This is _____.

2 Complete the sentences with *this/these* (→) or *that/those* (→) and the correct form of *to be*.

1 → This is my jacket. (✓)

2 → _____ my trainers. (✓)

3 → _____ your coat. (X)

4 → _____ my mum's cap. (✓)

5 → _____ my dad's jeans. (✓)

6 → _____ my brother's tracksuit. (X)

3 Look at the pictures. Complete the sentences with *too* and *long*, *short*, *big*, *small*, *old*.

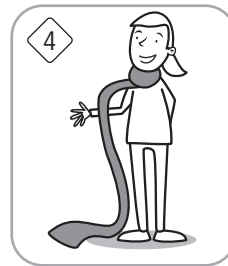
1 He's too big.

3 It's _____.

5 They're _____.

2 They're _____.

4 It's _____.

4 Complete the sentences for Mary. Use *this*, *that*, *these* or *those* and the correct form of *to be*.

1 These are my trousers.

2 _____ my trousers.
They're too long.

3 _____ my dress.

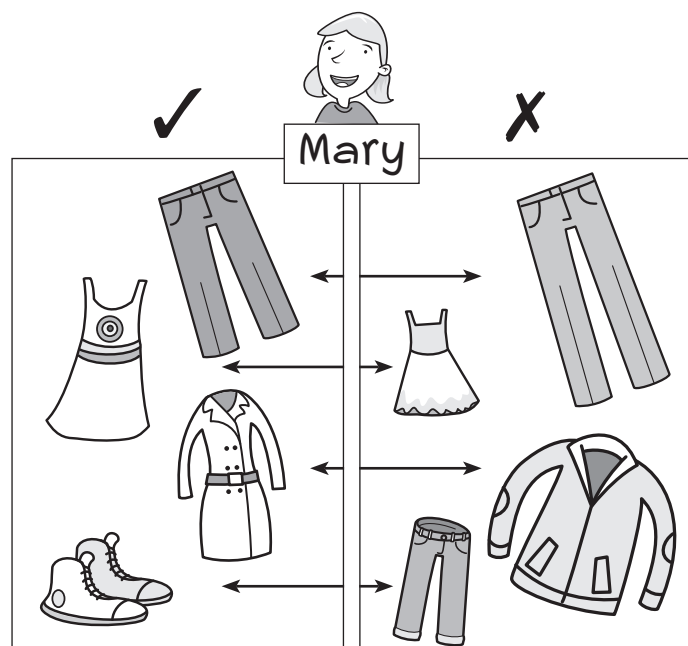
4 _____ my dress.
It's too small.

5 _____ my coat.

6 _____ my jacket.
It's too big.

7 _____ my shoes.

8 _____ my jeans.
They're too short.



Instructions and Answer key

2.2 Grammar – These are Mary's trousers

Materials: One worksheet for each student

Language: *this, that, these, those; too + adjective*

- Tell students that they are going to practise using *this, that, these* and *those*. Briefly revise the grammar by asking students when we use each word (*this* and *these* for things that are near; *that* and *those* for things that are far; *this* and *that* with singular nouns; *these* and *those* with plural nouns).
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for all four exercises: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.

Answers:

Exercise 1

- 2 Those are my brother's
3 isn't my dad's
4 my trainers
5 Those aren't my mum's
6 your skirt

Exercise 2

- 2 Those are 3 This isn't 4 That's 5 These are
6 This isn't

Exercise 3

- 2 too short 3 too small 4 too long 5 too old

Exercise 4

- 2 Those aren't 3 That is 4 This isn't 5 This is
6 That isn't 7 Those are 8 These aren't

Is that your schoolbag?

1 Match the questions with the short answers.

- | | |
|---------------------------|--------------------|
| 1 Is this present for me? | a Yes, he is. |
| 2 Are you from China? | b No, she isn't. |
| 3 Are we happy? | c Yes, it is. |
| 4 Are they cool? | d Yes, we are. |
| 5 Is she your cousin? | e No, I'm not. |
| 6 Is he your brother? | f No, they aren't. |

2 Complete the questions with *am*, *is* or *are*. Then complete the short answers.¹ Is this class 7B?Yes, ² it is.⁵ _____ the teacher cool?Yes, ⁶ _____.³ _____ those your books?No, ⁴ _____.⁷ _____ you good at English?Yes, ⁸ _____.

3 Rewrite the sentences as questions.

1 That is your schoolbag.

Is that your schoolbag?

2 You are cool.

3 Your shoes are brown.

4 Your favourite music is hip hop.

5 It's your birthday today.

6 Your best friend is in this class.

4 Work in groups of four. Ask and answer the questions in Exercise 3. Use short answers. Tick (✓) for *yes* and cross (X) for *no*.

Question	Partner 1	Partner 2	Partner 3
1			
2			
3			
4			
5			
6			



Is that your schoolbag?

No, it isn't.



Instructions and Answer key

2.3 Grammar – Is that your schoolbag?

Materials: One worksheet for each student

Language: *to be* questions and short answers

- Tell students that they are going to practise asking and answering questions with *to be*.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, put students into groups of four and explain the activity. Look at the example with students before they begin and if necessary, do another example with a stronger student.

Answers:

Exercise 1

2 e 3 d 4 f 5 b 6 a

Exercise 2

3 Are 4 they aren't 5 Is 6 he/she is 7 Are

8 I am/we are

Exercise 3

2 Are you cool?

3 Are your shoes brown?

4 Is your favourite music hip hop?

5 Is it your birthday today?

6 Is your best friend in this class?

Tell me about you!

Complete the questions. Answer for you. Then interview three partners and note their answers. Who is most like you? Tell the class.

Questionnaire

	You	Partner 1	Partner 2	Partner 3
1 _____ your name?				
2 _____ old _____ you?				
3 _____ are you from?				
4 _____ your favourite music?				
5 _____ your favourite singer?				
6 _____ your favourite sport?				
7 _____ your favourite sportsperson?				
8 _____ your favourite film?				
9 _____ your favourite actor?				

Instructions and Answer key

2.4 Speaking – Tell me about you!

Materials: One worksheet for each student

Language: Asking for personal information

- Tell students that they are going to ask and answer questions in groups to find out who in their group is most like them.
- Hand out a copy of the worksheet to each student.
- Ask students to complete the questions individually or in pairs.
- Elicit the answers.
- Give students time to answer the questions about them and complete the 'You' column of the questionnaire.
- Put students into groups of four. In their groups, they should interview each other and note down their partners' answers in the 'Partner 1/2/3' columns of the table.
- When they have finished, ask: *Who is most like you?* and invite different students to share their answers with the class.

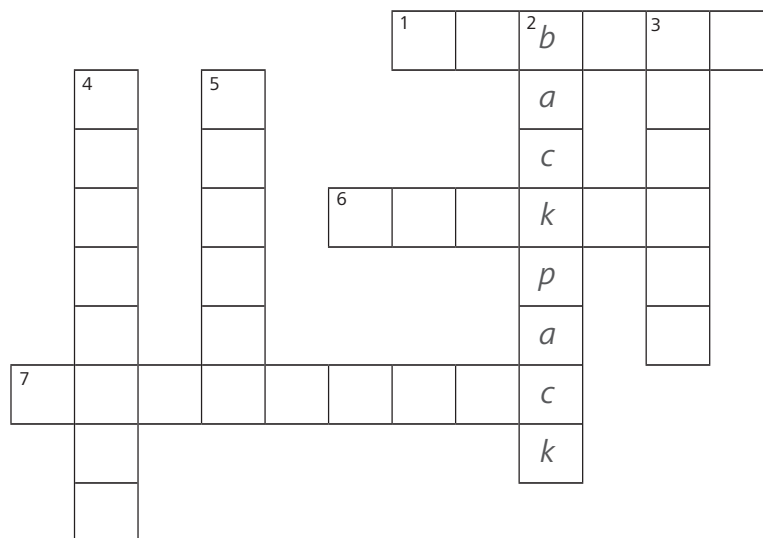
Answers:

Exercise 1

1 What's 2 How, are 3 Where 4 What's 5 Who's
6 What's 7 Who's 8 What's 9 Who's

My super backpack

1 Read the clues and complete the puzzle.



Across

- 1 This is my new m_____ phone.
Now I can talk to all my friends!
- 6 Don't wear a T-shirt. Wear a j_____. It's cold!
- 7 Wow! This computer is f_____ !
It's really cool!

Down

- 2 All my things for school are in my b_____. It's very big.
- 3 This is my new l_____ computer. I can put it in my bag.
- 4 Look at Mike's m_____ bike. It's cool!
- 5 This isn't a boring backpack. It's a super g_____ !

2 Invent a super backpack. Draw it and tell a partner about it.



This isn't a boring backpack. It's ...

Instructions and Answer key

2.5 Reading and Vocabulary – My super backpack

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Lesson 2.5

- Tell students that they are going to do a crossword puzzle and then invent their own super backpack, like Shen's backpack from the Student's Book text.
- Hand out a copy of the worksheet to each student (or to each pair of students if you'd prefer your students to work in pairs – both activities on the worksheet can be done as individual or pair work).
- Give students time to complete the crossword in Exercise 1, then elicit the answers.
- Do Exercise 2. Explain that students need to 'invent' and draw a super backpack – remind them of Shen's backpack from the Student's Book text. They are then going to tell another student (or, if they're working in pairs, another pair) about it. Give students time to draw their backpack while you monitor and offer help as necessary.
- Put students into pairs (or, if they're working in pairs, join pairs together into groups of four) and ask them to tell each other about their backpack.
- When they have finished, invite different students to show and tell the class about their backpack.

Answers:

Exercise 1

Across: 1 mobile 6 jacket 7 fantastic

Down: 3 laptop 4 mountain 5 gadget

My favourite things

- 1 Can you remember Alex's favourite things? Complete his text with the words below. Ignore the boxes for now.

comic easy favourite mobile mountain bike number really thing



My favourite things

My number one favourite ¹thing is not my
²_____ phone or my computer ☐ It's my
old ☐ blue ³_____. I love my bike ☐
My new ⁴_____ book is number two ☐
It's fantastic ☐ What's ⁵_____ three ☐
That's ⁶_____. My red and white trainers ☐
They're ⁷_____ cool ☐

What are your ⁸_____ things ☐

Write a post and tell me ☐

- 2 Look at Alex's text again and add the correct punctuation marks in the boxes. Add one comma (,), four full stops (.), three exclamation marks (!) and two question marks (?).

- 3 Draw and label your favourite things.

Instructions and Answer key

2.6 Listening and Writing – My favourite things

Materials: One worksheet for each student

Language: Writing: punctuation

- Tell students that they are going to read about Alex's favourite things and check what they remember from his text in the Student's Book.
- Hand out a copy of the worksheet to each student.
- Exercises 1 and 2 can be done individually or in pairs. Check the answers to each one when students have finished. If they work individually, you could get them to compare answers in pairs before class feedback.
- Ask students to do Exercise 3 individually. You could then ask them to tell the class (or a partner, or a group) about their favourite things.

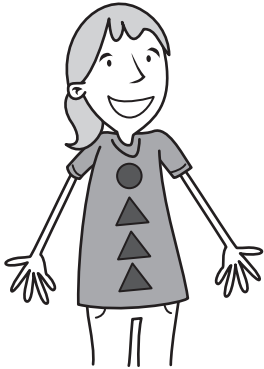
Answers:

Exercises 1 and 2

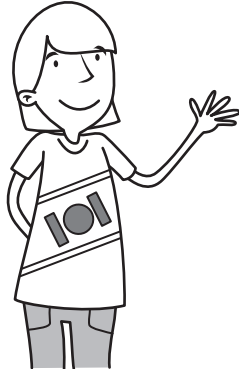
My number one favourite **thing** is not my **mobile** phone or my computer. It's my old, blue **mountain bike**. I love my bike! My new **comic** book is number two. It's fantastic! What's **number** three? That's **easy**. My red and white trainers. They're **really** cool!
What are your **favourite**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

Shapes

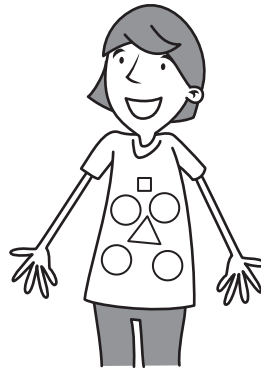
1 Look at the pictures, read the sentences and write the names.



a _____



b _____



c _____



d _____

- 1 Maria has a T-shirt with 4 circles, 1 triangle, 1 square, no rectangles.
- 2 Lucy has a T-shirt with 3 triangles, 1 circle, no squares.
- 3 Jess has a T-shirt with 3 squares, 2 triangles, no lines.
- 4 Bella has a T-shirt with 2 rectangles, 1 circle, 4 lines, no triangles.

2 Design and draw your own T-shirt with shapes. Then, in pairs, take turns to describe your T-shirt. Your partner draws it.

My T-shirt

My partner's T-shirt

Instructions and Answer key

2.7 CLIL: Geometry – Shapes

Materials: One worksheet for each student

Language: Shapes

- Tell students that they are going to look at some T-shirts with shapes and then design their own.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Explain the activity and ask students to complete the exercise individually, then get them to compare answers in pairs.
- Elicit the answers.
- Do Exercise 2. Give students time to draw their own T-shirt with shapes. Tell them not to show it to anyone.
- Students do the second part of the activity in pairs: they take turns to describe their T-shirt to their partner, who has to draw it. They then share their pictures and compare the partner's version with the 'original'.

Answers:

Exercise 1

a Lucy b Bella c Maria d Jess

Hidden words

1 Circle the letters you need to make the words. The first letter is correct.

- 1 In the summer I wear shorts and a T-k e b s o w h p i m c r w q t x a . T-shirt
- 2 All my school books are in my by o a b m c l w k s e p t u e a b c r o k z d . _____
- 3 I like your dress! Is it nw i n e n p w l b m ? _____
- 4 My favourite thing is my mi t y o g m e b u z i p q c l v r e o t phone! _____
- 5 My mum's sister is my ag h r w u l c p e k s o r u n i g h t . _____
- 6 I love riding my mi w p o r u l n w q t p x a r i n l v c bike. _____
- 7 My favourite shoes are my to w r p q a o m x i n w e p r o a d s . _____
- 8 I'm from the UK. I'm Bp t j o q r q n l a i t c m t m o p i k p b s o w n h o a b . _____
- 9 I'm not at school. I'm at hi a b c o v r i m n y m r q e s t p . _____
- 10 My mum and dad are my pt h i a w x g r u m b e i y p n g v o t d f y s q h . _____

2 Find five words in each word snake.

A Family

a n d a u g h t e r e s f a t h e r n t g r a n d m o t h e r i t b r o t h e r b s c o u s i n

B Countries and nationalities

b r i t i s h t u r k i s h e n s p a n i s h e r p o l a n d a r u a m e r i c a n e r s c h i n a s e

C Clothes

d r e t r a c k s u i t a h i j e a n s t o t r o u s e r s c a j a c k e t k s t r a i n e r s a n

D Shapes

c i r e c t a n g l e s q u e t r i a n g l e l i n c i r c l e t r i n s q u a r e b e f l i n e n e t

Instructions and Answer key

2.8 Units 1–2 Vocabulary – Hidden words

Materials: One worksheet for each student

Language: Vocabulary from Units 1–2

- Write on the board: *pardressmoi*. Explain to students that this is a word snake and that there is a word hidden within the letters (*dress*). Tell students that you are going to give them four word snakes with five words hidden within each one, and that they need to find and circle these words.
- Students do Exercises 1–2 individually. At the end of each activity, get them to compare answers in pairs and then elicit the answers. In weaker classes, you could let students work in pairs for Exercise 1.

Answers:

Exercise 1

2 backpack 3 new 4 mobile 5 aunt 6 mountain

7 trainers 8 British 9 home 10 parents

Exercise 2

A daughter, father, grandmother, brother, cousin

B Turkish, Spanish, Poland, American, China

C tracksuit, jeans, trousers, jacket, trainers

D rectangle, triangle, circle, square, line

Grammar Bingo



Section A

1 _____ 's in your schoolbag?	2 _____ are my jeans.	3 These trousers are _____ big.
4 The shoes _____ new. They aren't old.	5 My cap is new. It _____ old.	6 I'm Spanish. I _____ Chinese.

Section B

1 _____ I your best friend?	2 We're friends. We _____ cousins.	3 This cap _____ cool! I love it!
4 Your dress is _____ long.	5 _____ is my laptop.	6 'Is he your dad?' 'No, he _____.'

Answer cards



What	These	too
are	isn't	'm not
Am	aren't	is
too	That	isn't

Instructions and Answer key

2.9 Units 1–2 Grammar – Grammar Bingo

Materials: One Section A, one Section B and one set of answer cards for each pair of students

Language: Grammar from Units 1–2

- Tell students that they are going to play *Bingo* with the grammar they learned in Units 1 and 2.
- Put students into pairs and hand out one Section A, one Section B and one set of answer cards to each pair. The cards should be spread out on the desk, face down.
- Student A starts by turning over a card. If the card correctly completes sentence 1 in their table, they keep the card and write the missing word in the sentence. If the card doesn't complete the sentence, they turn it back face down on the desk, in the same position it was in before. It is then Student's B turn to look for the card that completes his/her sentence 1.
- Students continue in the same way, looking for the correct card for their sentences in order. They are only allowed to turn over one card per go. By remembering where different cards are, as the game progresses, students should be able to find their cards more easily.
- The student who completes all their sentences first is the winner.

Answers:

Section A

1 What 2 These 3 too 4 are 5 isn't 6 'm not

Section B

1 Am 2 aren't 3 is 4 too 5 That 6 isn't

How about a cool cap?

1 Read the messages. What ideas does each person want?

A

Class 2B students



Emir

Hi, class! It's our teacher's birthday next week. What present can we buy her?

B

My friends 1



Maddy

I don't know what to wear to my school party this afternoon. Any ideas?

2 Complete the replies to the messages in Exercise 1 with the words below.

favourite good idea sure well

A

← **Class 2B students**

Layla
How about a cool cap?

Emir
I'm not ¹_____.
She hates caps.

Aiden
A cap is ²_____,
but how about a cake?

Mila
That's a great ³_____.
We all like cakes. 😊

B

← **My friends 1**

Ania
How about a dress?

Maddy
Hmm ... it isn't my
⁴_____ type of clothes.

Ellie
⁵_____, OK then. How
about jeans and a cool top?

Maddy
Ellie, that's a great
idea! Thanks!

3 Match messages 1 and 2 to comments a and b.

1

No! That's an awful idea!

2

Pizza is good, but it isn't my favourite food.

- a ☐ This is a good answer. The person listens to other people in the group and is polite.
b ☐ This is a bad answer. It's OK to disagree, but we must be polite!

4 In groups, discuss your own ideas for the situations in Exercise 1. Agree on what to do. Use the messages in Exercise 2 to help you.



How about a book?

I'm not sure./That's a great idea!



Instructions and Answer key

2.10 Set for life – How about a cool cap?

Materials: One worksheet for each student

Language: Making and responding to suggestions politely



Collaboration: task management, conflict resolution

Collaboration, task management and conflict resolution refer to the ability to work as a team to achieve a group goal as well as to reconcile different opinions. The activities are aimed at helping students learn to make decisions as a team, listen to others' opinions, disagree politely and go along with a group decision even if they have a different opinion.

- Ask students if they can remember any of the Useful tips for making decisions as a group from the lesson. Elicit answers around the class.
- Hand out one copy of the worksheet to each student.
- Do Exercise 1. Students read the group messages and say what the people need help with. Elicit the answers.
- Refer students to the messages in Exercise 2 and explain that these are people's replies to the messages in Exercise 1. Students complete the replies with the words in the box. If time allows, get them to compare answers in pairs.
- Elicit the answers.
- Point out Exercise 3 and explain that one of the answers is good and one is bad. If necessary, remind students again of the Useful tips in the lesson, then ask them to match the answers and comments. Elicit the answers.
- Move on to Exercise 4. Remind students of the original messages in Exercise 1. Put them into groups to share their ideas and make a decision for each one.
- Monitor the groups and encourage them to use the Useful phrases from Student's Book p. 39 in their discussions.
- When groups are ready, nominate a student from each group to share what they decided with the class, and find out if others had similar ideas.

Answers:

Exercise 1

Emir wants ideas for a birthday present for the class's teacher.

Maddy wants ideas for what to wear to a school party.

Exercise 2

1 sure 2 good 3 idea 4 favourite 5 Well

Exercise 3

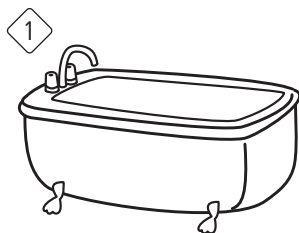
1 b 2 a

3.1

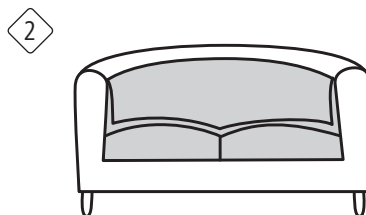
Vocabulary

The old ghost house

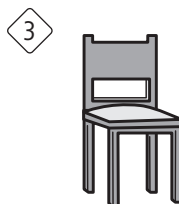
1 Look at the pictures and complete the words. Then put the objects in the correct rooms. Some objects can go in more than one room



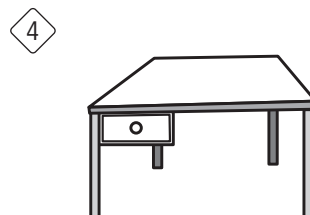
bath



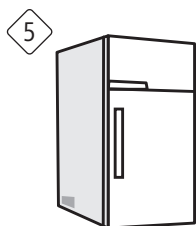
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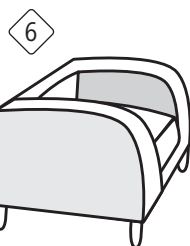
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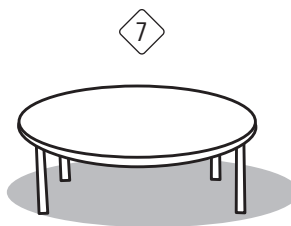
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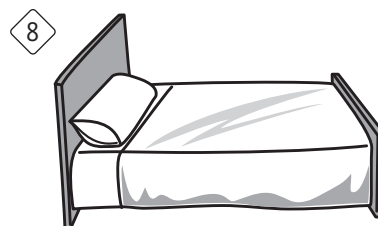
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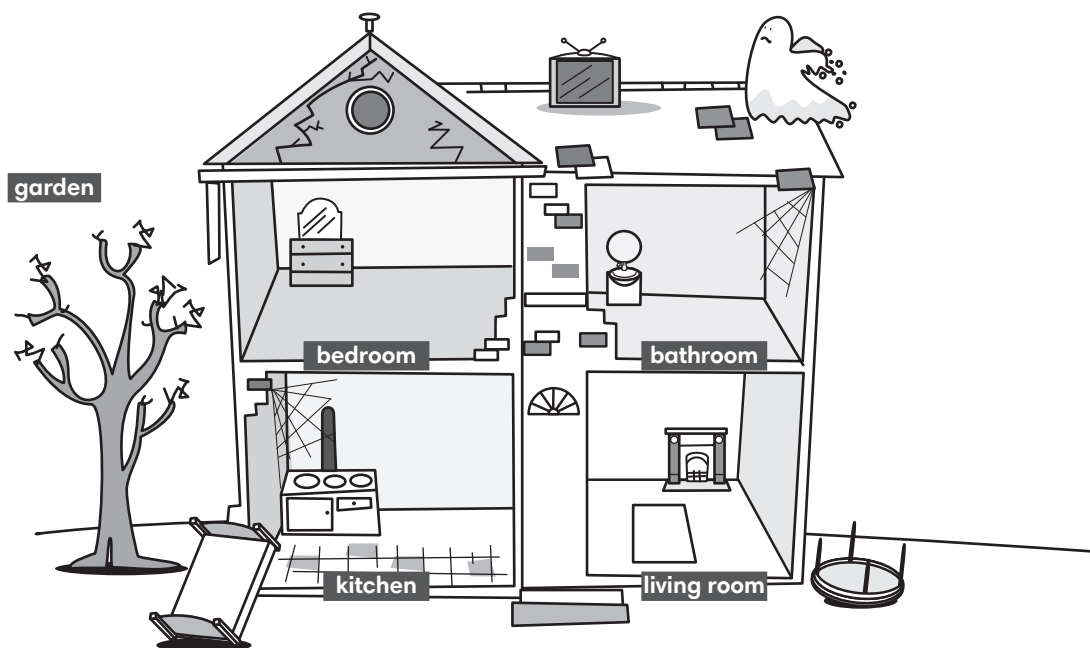
t _ b _ e



_ e _

l _ v _ n _ r _ o _	_ i _ c _ e _	_ e _ r _ o _	b _ t _ r _ o _

2 Choose six objects from Exercise 1 and draw them in the old ghost house. Then, in pairs, say where they are.



The desk is in the bathroom!

The desk is in the garden!



Instructions and Answer key

3.1 Vocabulary – The old ghost house

Materials: One worksheet for each student

Language: Vocabulary for rooms and things in the house

- Tell students that they are going to practise using words to talk about rooms and things in the house.
- Hand out a copy of the worksheet to each student.
- Ask students to do Exercise 1. Give them time to label the pictures and elicit the answers before they do the second part of the activity.
- Once the answers have been checked, ask students to write the words in the correct column in the table. Point out that some words can go in more than one room.
- Elicit the answers.
- Exercise 2 can be done individually or in pairs. Tell students that in the old ghost house, the objects are in unusual places. Give them time to draw the objects and when they are ready, put them into pairs (or groups of four if they drew the objects in pairs) and get them to tell each other where the different objects are in their ghost house.

Answers:

Exercise 1

2 sofa 3 chair 4 desk 5 fridge 6 armchair 7 table
8 bed

living room: sofa, chair, armchair, table

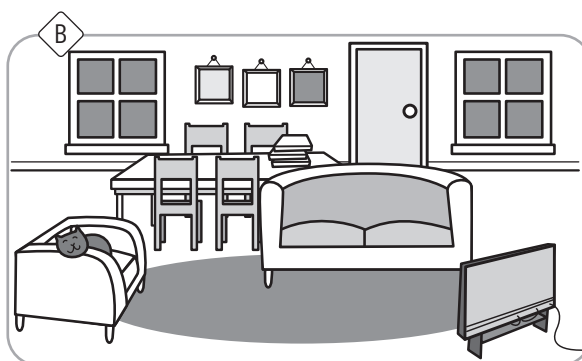
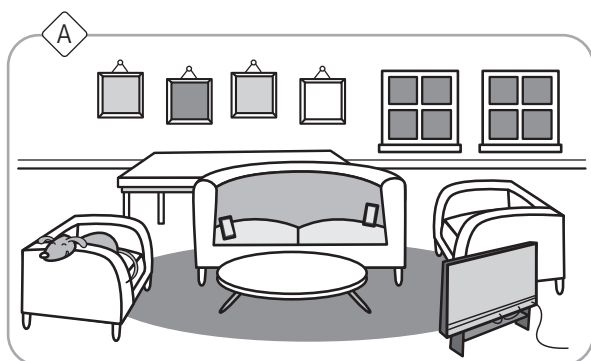
kitchen: chair, fridge, table

bedroom: chair, desk, armchair, bed

bathroom: bath

There's a cat on the armchair!

1 Look at the pictures and choose the correct option. Which picture is the text about?



There ¹is / are a big sofa in my living room and there ²is / are a big table. It's behind the sofa. There ³is / are four chairs next to the table. There ⁴is / are an armchair in front of the TV. It's my cat's favourite place! There ⁵is / are two big windows and there ⁶is / are three pictures.

2 Complete the sentences about picture A. Use *There's* or *There are*.

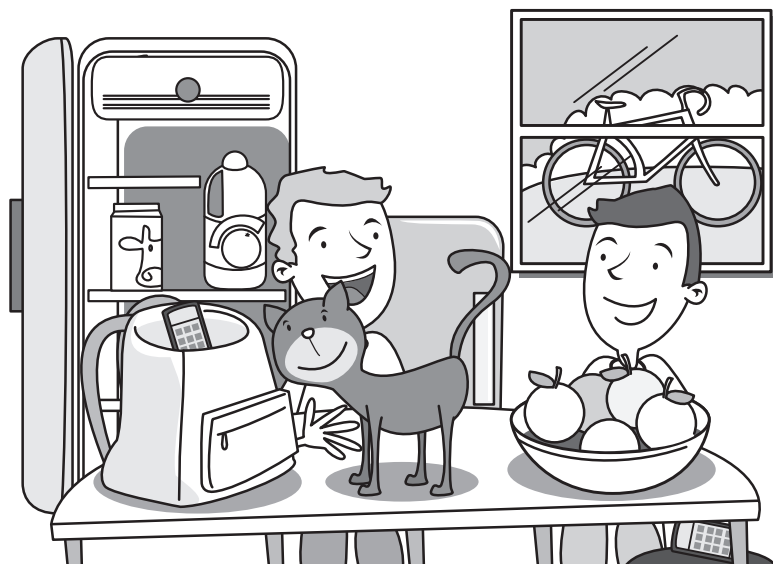
- | | |
|---------------------------------------|--------------------------------|
| 1 <i>There's</i> a big sofa. | 4 _____ a dog on one armchair. |
| 2 _____ a table in front of the sofa. | 5 _____ two small windows. |
| 3 _____ two armchairs. | 6 _____ four pictures. |

3 Write sentences about picture A and picture B.

- | | |
|---------------------------------------|---|
| 1 (A) big table / behind the sofa | <i>There's a big table behind the sofa.</i> |
| 2 (A) two mobile phones / on the sofa | _____ |
| 3 (B) a door / next to the window | _____ |
| 4 (B) three books / on the table | _____ |

4 In pairs, take turns to say true or false sentences about the picture. Your partner responds. Use the ideas below or your own.

1 schoolbag / table 2 cat / table 3 boys / kitchen 4 bike / garden 5 phone / schoolbag 6 phone / table



There's a schoolbag under the table.

False! It's on the table.

Instructions and Answer key

3.2 Grammar – There's a cat on the armchair!

Materials: One worksheet for each student

Language: *there is/there are* affirmative

- Tell students that they are going to look at pictures of different rooms and write or talk about the things in them.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, put students into pairs, explain the activity and look at the example with the class. Point out that they can use the ideas given or their own.
- When pairs have finished, invite students to say a sentence for the whole class to say if it is true or false.

Answers:

Exercise 1

2 is 3 are 4 is 5 are 6 are

Exercise 2

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

Exercise 3

2 There are two mobile phones on the sofa.

3 There's a door next to the window.

4 There are three books on the table.

Is there a fridge in the garden?

1 Complete the sentences with *isn't* or *aren't*.

- 1 There aren't any sweets in my schoolbag. 4 There _____ any photos on the wall.
 2 There _____ an armchair in the living room. 5 There _____ any people in the garden.
 3 There _____ a desk in my bedroom. 6 There _____ any books on the table.

2 Write questions with *Is there* or *Are there*.

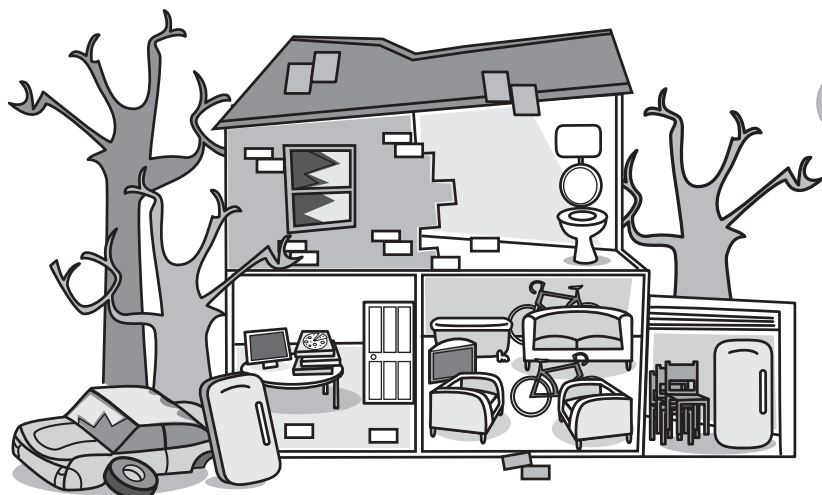
- 1 any photos on the wall? Are there any photos on the wall?
 2 a computer on the desk? _____
 3 any clothes on the floor? _____
 4 an armchair? _____
 5 two beds? _____

3 Match the answers with the questions in Exercise 2.

- a ☒ 3 Yes, there are! There's a jacket and jeans.
 b ☐ Yes, there is. The armchair is next to the bed.
 c ☐ No, there aren't. There's just one.
 d ☐ No, there isn't. The computer is on the bed!
 e ☐ No, there aren't. There's a photo on the desk.

4 Write questions with *Is there a* or *Are there any*. Look and tick (✓) or cross (X). Then in pairs, take turns to ask and answer. Use short answers.

- 1 fridge / garden? ☒ Is there a fridge in the garden?
 2 bikes / garden? ☐ _____
 3 chairs / kitchen? ☐ _____
 4 TV / living room? ☐ _____
 5 trees / garden? ☐ _____
 6 bath / bathroom? ☐ _____



Is there a fridge
in the garden?

Yes, there is!

Instructions and Answer key

3.3 Grammar – Is there a fridge in the garden?

Materials: One worksheet for each student

Language: *there is/there are* negative and questions

- Tell students that they are going to ask and answer questions about things in different rooms.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, ask students to write the questions individually, and elicit the answers before moving on to the second part of the activity. Put students into pairs, explain the activity, look at the example with them and give them time to ask and answer the questions.
- When pairs have finished, you could invite a student to ask each question about the picture and nominate another student to answer.

Answers:

Exercise 1

2 isn't 3 isn't 4 aren't 5 aren't 6 aren't

Exercise 2

2 Is there a computer on the desk?

3 Are there any clothes on the floor?

4 Is there an armchair?

5 Are there two beds?

Exercise 3

b 4 c 5 d 2 e 1

Exercise 4

2 Are there any bikes in the garden? (No, there aren't.)

3 Are there any chairs in the kitchen? (Yes, there are.)

4 Is there a TV in the living room? (Yes, there is.)

5 Are there any trees in the garden? (Yes, there are.)

6 Is there a bath in the bathroom? (No, there isn't.)

Please come in

Student A

- Cut out your half of each dialogue.
- Order the dialogues with Student B. Then act them out, changing roles.
- Act out the dialogues again, but change the underlined words. Make them funny!

Dialogue 1

You are at home.

A: Would you like a biscuit?

A: Hello. Please, come in.

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

- Cut your half of each dialogue.
- Order the dialogues with Student A. Then act them out, changing roles.
- Act out the dialogues again, but change the underlined words. Make them funny!

Dialogue 1

You are at a friend's house.

B: Yes, please! I love chocolate biscuits!

B: No, thanks.

B: Thank you.

Dialogue 2

You are at a friend's house.

A: Thanks! Where's the bathroom, please?A: Oh, no! Where's my phone?**Dialogue 2**

You are at home.

B: It's on the sofa.B: It's next to the bedroom.
Let me show you.

Instructions and Answer key

3.4 Speaking – Please come in

Materials: One worksheet for each pair of students;
scissors

Language: Having a guest

- Tell students that they are going to order and then role play dialogues with guests.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Explain the activity: in their pairs, students cut out their half of each dialogue, put the cards in the correct order and then act out both dialogues. Allow plenty of time for this, while you monitor and help as necessary. Make sure students swap roles for the second dialogue.
- When they have finished, pairs make up their own dialogues by replacing the underlined words. Encourage them to try and make their dialogues funny.
- Students act out their dialogues in their pairs.
- When they have finished, you could invite different pairs to act out their funny dialogues in front of the class.

Let's put the chair in the kitchen!

Object cards



chair	fridge	sofa	bath
lamp	cushion	desk	car
_____	_____	_____	_____

Room cards



LIVING ROOM	KITCHEN	BEDROOM
BATHROOM	GARAGE	

Question cards



1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____

Instructions and Answer key

3.5 Reading and Vocabulary – Let's put the chair in the kitchen!

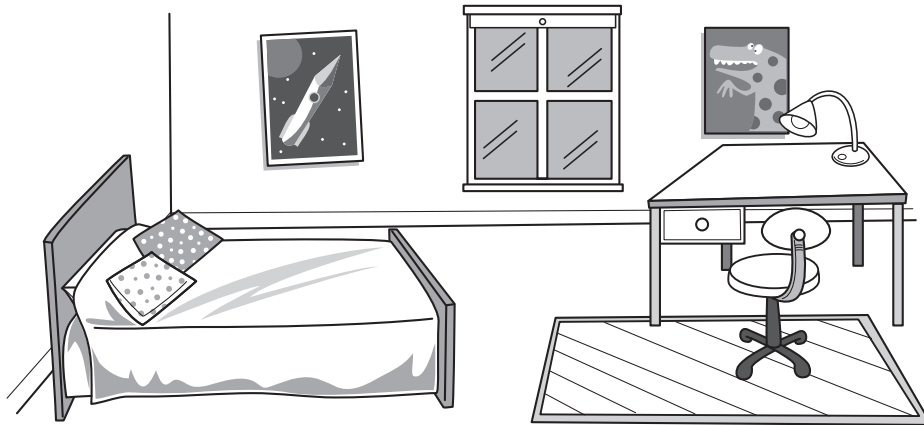
Materials: One set of object cards, one set of room cards and one set of question cards for each pair of students

Language: Vocabulary for household objects

- Tell students that they are going to play a card game.
- Put students into pairs and hand out one set of object cards to each pair.
- Point out that there are four blank cards, and ask students to think of four different household objects to write on these cards.
- When they are ready, hand out one set of room cards to each pair. Ask them to spread out the cards to create five columns. Explain that in their pairs, they need to discuss, decide which room to put each object in, and place each object card under the correct room card. Point out that some objects (e.g. chair) may go in more than one room.
- When they are ready, hand out one question card to each student. Individually, they should think of five questions with *Is there/Are there* to ask their partner about the rooms and objects, e.g. *Is there a bath in the kitchen? Are there cushions in the living room?*
- Once students have practised in their pairs, you could invite students around the class to ask questions for different pairs to answer.

Where are the apostrophes?

1 Read the sentences about Darek's room. Add apostrophes.



- 1 *There isn't a TV in Darek's room.*
- 2 *Theres a lamp, but there arent any books on his desk.*
- 3 *The chairs in front of the desk.*
- 4 *There are two posters, but there arent any photos on the wall.*
- 5 *There isnt a plant in the room.*
- 6 *Theres a rug in front of the desk.*

2 Draw a picture of your room. Write sentences about it. Use short forms, but leave out all the apostrophes.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Give your sentences to another student. He/She adds apostrophes.

Instructions and Answer key

3.6 Listening and Writing – Where are the apostrophes?

Materials: One worksheet for each student

Language: Writing: apostrophes

- Tell students that they are going to practise using apostrophes correctly. Ask them to give you examples of words with apostrophes (e.g. *isn't*, *aren't*, *there's*).
- Hand out a copy of the worksheet to each student.
- Ask students to do Exercise 1 individually, then get them to compare answers in pairs.
- Elicit the answers.
- Students do Exercise 2 individually. Point out that they should try to use short forms/words with apostrophes in their sentences, but they should leave the apostrophes out.
- Give students time to write their sentences while you monitor and offer help as necessary. Make sure students aren't using apostrophes.
- When they are ready, put students into pairs. They exchange worksheets and add apostrophes to their partner's sentences. They then check their sentences together, asking you for help if necessary.

Answers:

Exercise 1

- 2 There's a lamp, but there aren't any books on his desk.
- 3 The chair's in front of the desk.
- 4 There are two posters, but there aren't any photos on the wall.
- 5 There isn't a plant in the room.
- 6 There's a rug in front of the desk.

Materials

Look around the room and find things made of these materials. Write them in the table.

Material	
cardboard	
glass	
metal	
paper	
wood	

Instructions and Answer key

3.7 CLIL: Science – Materials

Materials: One worksheet for each student, pair of students or group of students

Language: Vocabulary for materials

- Tell students that they are going to think about things made of different materials.
- The activity can be done individually, in pairs or in groups. Each student/pair/group will need one copy of the worksheet.
- During the activity, monitor and help students with any vocabulary they may need.
- You can introduce an element of competition by saying that whoever gets the most (correct) objects in five minutes is the winner.
- When students are ready, invite them to share their lists with the class.

Find the words

Find these things in the word search.

- 1 four rooms: *kitchen* , _____ , _____ , _____
- 2 eight things in the house: _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____
- 3 five materials: _____ , _____ , _____ , _____ , _____

X	J	S	Q	D	K	N	X	K	I	T	C	H	E	N
M	K	P	L	A	N	T	O	J	F	G	S	H	J	Y
J	T	A	F	C	V	B	E	D	R	O	O	M	P	F
W	M	C	P	U	H	G	B	T	U	F	E	Q	A	G
H	Z	A	Q	S	O	F	A	L	Z	X	T	Y	P	W
N	X	R	Y	H	W	C	G	M	V	E	A	C	E	X
X	L	D	T	I	T	A	L	C	S	K	B	H	R	N
X	A	B	W	O	M	C	A	K	J	O	L	A	U	K
C	M	O	P	N	E	P	S	U	V	O	E	I	W	W
A	P	A	V	A	T	A	S	D	F	E	R	R	O	B
Z	D	R	I	Q	A	T	I	S	X	U	X	G	O	R
G	B	D	R	J	L	Q	C	P	D	E	S	K	D	N
E	L	I	V	I	N	G	R	O	O	M	N	V	F	W
J	C	A	R	P	E	T	H	X	S	U	D	M	N	K
V	P	Z	X	X	K	G	B	A	T	H	R	O	O	M

Instructions and Answer key

3.8 Unit 3 Vocabulary – Find the words

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Unit 3

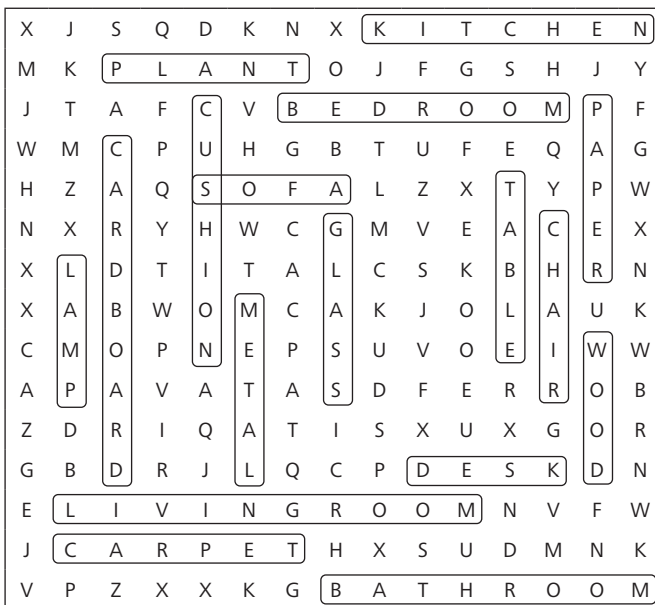
- Tell students that they are going to do a word search puzzle with words from the unit.
- Hand out a copy of the worksheet to each student or pair of students.
- Go through the instructions with the class and point out the different categories: rooms, things in the house, materials.
- When students have completed their word search, go through the answers and check pronunciation.

Answers:

Rooms: bedroom, living room, bathroom

Things in the house: plant, sofa, desk, carpet, lamp, cushion, table, chair

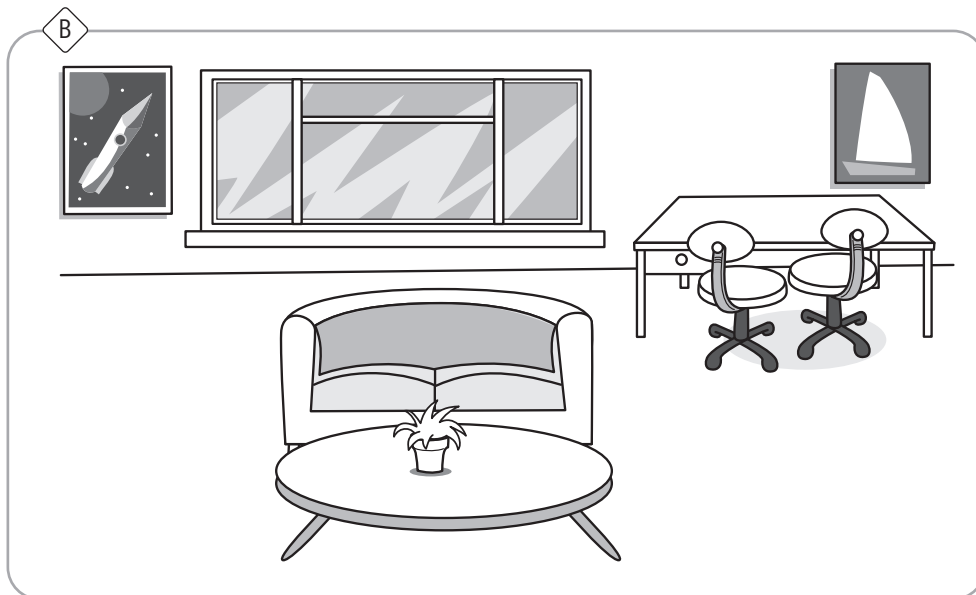
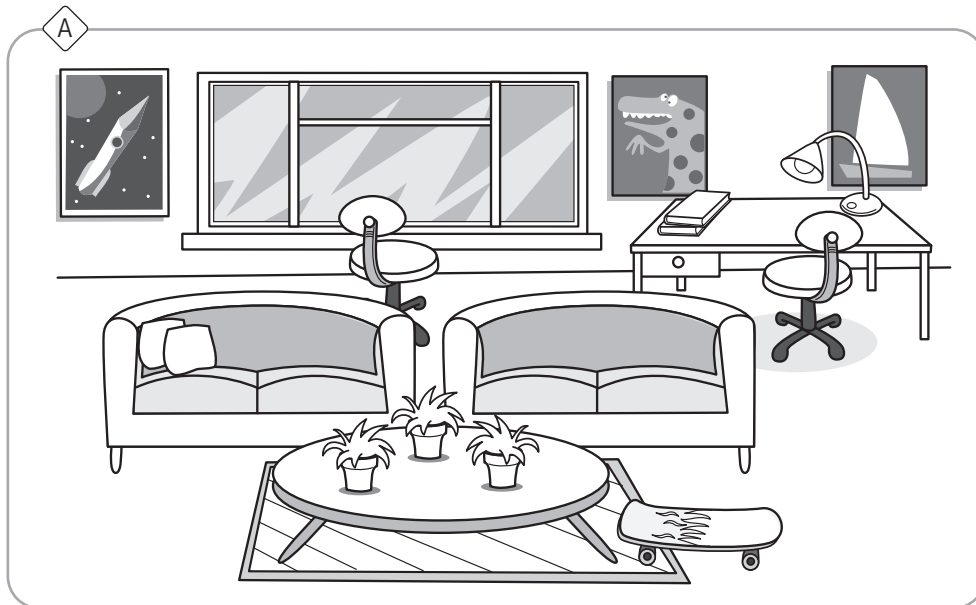
Materials: cardboard, metal, glass, paper, wood



Spot the differences

In pairs, find ten differences between picture A and picture B. Think about the things below.

book chair cushion desk floor lamp plant poster rug skateboard sofa table wall window



1 *In picture B, there isn't a rug on the floor.*

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Instructions and Answer key

3.9 Unit 3 Grammar – Spot the differences

Materials: One worksheet for each pair of students

Language: Grammar from Unit 3

- Tell students that they are going to look at two pictures of a room and try to find ten differences.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Look at the example with students and point out that they need to write their sentences using *there is/Isn't* and *there are/aren't*. You could encourage them to look at picture B in comparison to picture A, and begin their sentences *In picture B, ...*
- Set a time limit and ask pairs to begin.
- Elicit the answers.

Suggested answers:

In picture B,:

- there isn't a chair in front of the window.
- there are two chairs next to the desk.
- there isn't a lamp on the desk.
- there aren't any books on the desk.
- there is one sofa/there aren't two sofas.
- there aren't any cushions on the sofa.
- there are two posters/there aren't three posters on the wall.
- there is one plant/there aren't three plants on the table.
- there isn't a skateboard on the floor.

Project worksheet: a digital presentation

Step 1

1 Find a photo of an interesting or unusual house. Use the phrases below to help you search online.

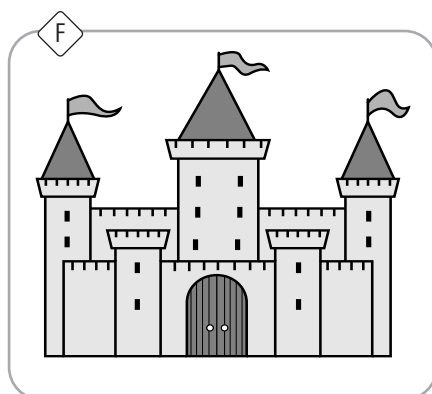
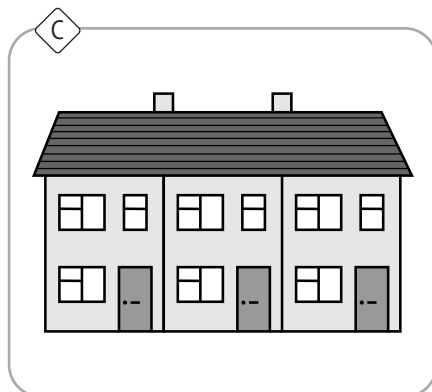
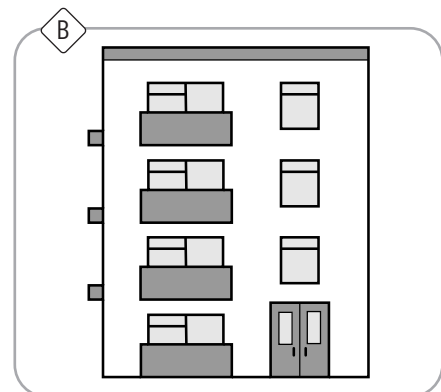
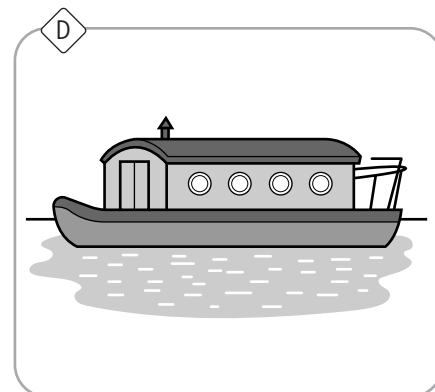
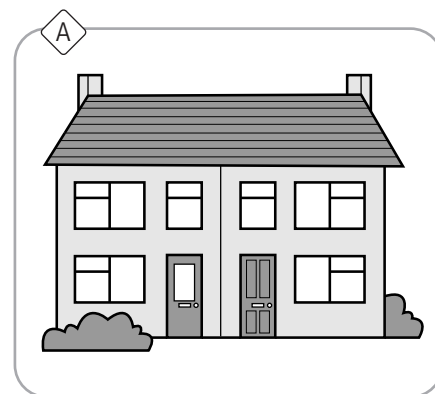
ONLINE SEARCH

- interesting houses (around the world)
- unusual houses (around the world)
- strange houses (around the world)

Step 2

2 Match the types of house (1–7) to the pictures (A–G).

- ☒ C terraced house
- ☐ houseboat
- ☐ detached house
- ☐ semi-detached house
- ☐ palace
- ☐ cottage
- ☐ block of flats



3 Find three pairs of opposite adjectives.

big black new old small white

Project worksheet: a digital presentation

4 Complete these notes about the house in your photo from Exercise 1.

Where? _____	Old or new? _____
What type? _____	Colour? _____
Big or small? _____	Garden, garage or trees? _____

5 Write a description of your house. Use your notes from Exercise 4 and these phrases to help you.

USEFUL PHRASES

- This is a (cottage).
- It's in (Wales).
- It's (very old).
- It's a (small) house and it's (green).
- There's a (big garden). There are lots of (trees) in it.

Step 3

6 Work in groups. Take turns to tell your group about your interesting/unusual house.



This is my house. It's in Italy. It's ...

7 In your group, put your photos and texts together to make a digital presentation.

8 Use the checklist below to check your presentation.

- ☐ Are there answers to all the questions?
- ☐ Is all the important information on your slides?
- ☐ Is there some clear text on each slide?
- ☐ Are there photos?
- ☐ Are the grammar and spelling correct?

9 Decide who is going to give each part of the presentation. Then practise your presentation.

Step 4

10 Share your presentation with the class. Answer other students' questions. Listen to the other presentations and ask questions.

- | | |
|-----------------------------------|--|
| 1 What do you think about ... ? | 2 Would you like to live there? |
| 3 Is it in a city or the country? | 4 What other things do you know about the houses in your presentation? |

Instructions and Answer key

3.10 **B B C** Culture – Project worksheet: a digital presentation

Before the lesson: A digital presentation can be made using a presentation programme like Microsoft PowerPoint®. It contains slides with titles, text and images. It can also contain other embedded elements like videos. Many students will probably be familiar with the technology as they are a popular way to complete school projects.

You will need: a computer/laptop; digital presentation software; access to the internet; a projector/screen to show the presentations. If students don't already have access to presentation software, there are free tools available to download, e.g. WPS Office and Google Slides. Make sure at least one student in each group has access to presentation software at home.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital presentation, students can use pieces of paper to create their 'slides'.

You will need: printed materials (information and photos); paper; coloured pens/pencils.

Step 1 **Class and individual work**

Warm up:

- Ask students in L1 if they know of any interesting or unusual buildings in their city/country. Elicit a few answers around the class.
- If possible, show students one or two examples of unusual houses from the internet.
- Remind students what digital presentations are and explain that they are going to make one about interesting or unusual houses.

Task:

- Hand out a copy of the worksheet to each student.
- Students do Exercise 1. Go through the search terms with the class and explain that they can use these to help them look for their photo.
- Students go online individually, at home or in class, and find their photos. Encourage them to look carefully and not just pick the first one they see.
- If students do this in class, monitor and check they choose different houses.

Step 2 **Individual work**

- Tell students that they are going to review some useful vocabulary to help them write a description of their chosen house.
- Ask students to do Exercises 2 and 3 individually, then elicit the answers.

Answers:

Exercise 2

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

Exercise 3

big – small; black – white; new – old

- Move on to Exercise 4: students complete the notes about the house they chose. Monitor and help them with any vocabulary they may need.
- Students do Exercise 5. Before they write their descriptions, go through the Useful phrases with them and point out that they should use their notes from Exercise 4 to help them. During the activity, monitor and offer help as necessary.

Step 3 **Group work**

- Do Exercise 6. Put students into small groups and ask them to share their descriptions and photos.
- Do Exercise 7. Students create the slides for their presentations.
- Students use the checklist in Exercise 8 to check their presentations.
- They then practise giving their presentation as a group before sharing it with the class. Point out that they should assign a different part of the presentation to each member of their group.

Step 4 **Class work**

- Students give their presentations to the class.
- Allow some time for students to discuss their presentations and ask and answer additional questions. Point out that they can use the questions in Exercise 10.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- Ask different students around the class which their favourite houses are and why.

Word mazes

1 In pairs, follow the mazes. Are the collocations correct? Tick (✓) or cross (X).

1 short red mouth ☐

2 small spiky hair ☐

3 straight curly ears ☐

4 long dark eyes ☐

5 small blue hair ☐

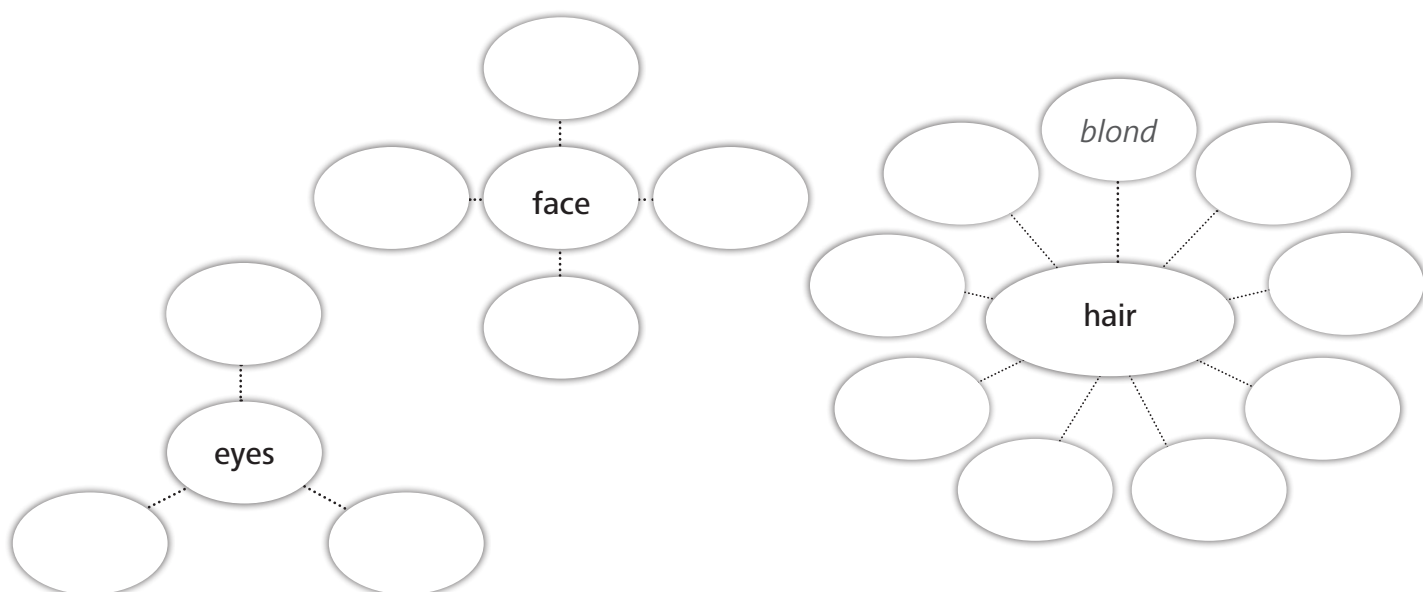
6 small grey ears ☐

7 big wavy face ☐

8 curly blond nose ☐

2 Complete the diagrams with the words below.

blond blue brown (x2) curly dark ears eyes green grey mouth nose red spiky straight wavy



Instructions and Answer key

4.1 Vocabulary – Word mazes

Materials: One worksheet for each student

Language: Vocabulary to describe the face, eyes and hair

- Tell students that they are going to practise the words they learned to talk about the face, eyes and hair.
- Put students into pairs and hand out a worksheet to each student.
- Students do Exercise 1 in pairs. They follow each maze, discuss and decide whether the collocations are correct.
- During feedback, ask students what's wrong with the incorrect collocations and whether they can correct them. Brainstorm ideas on the board.
- Exercise 2 can be done individually or in pairs. When students are ready, elicit the answers.

Answers:

Exercise 1

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

Exercise 2

eyes: blue, brown, green

face: ears, eyes, mouth, nose

hair: blond, brown, curly, dark, grey, red, spiky, straight, wavy

She's got four arms!

1 Choose the correct option.

- 1 My brother *is / have / (has)* got big feet!
- 2 I've got / *have got / haven't got* a dog, but I've got a cat.
- 3 They *got / 've got / has got* blond hair.
- 4 My granny *have got / 's got / got* curly hair.
- 5 We *haven't got / hasn't got / not got* a very big house.

2 Correct the underlined words in the sentences.

- 1 My aunt have got curly hair.
My aunt has got curly hair.

- 2 His teacher haven't got a car.

- 3 Her cousins has got three dogs.

- 4 Jorge is got blue eyes.

- 5 We re got a big classroom.

- 6 I hasn't got a cool phone.

3 Write positive (✓) or negative (x) sentences with *have got*.

- 1 Jane / a cat (x)

Jane hasn't got a cat.

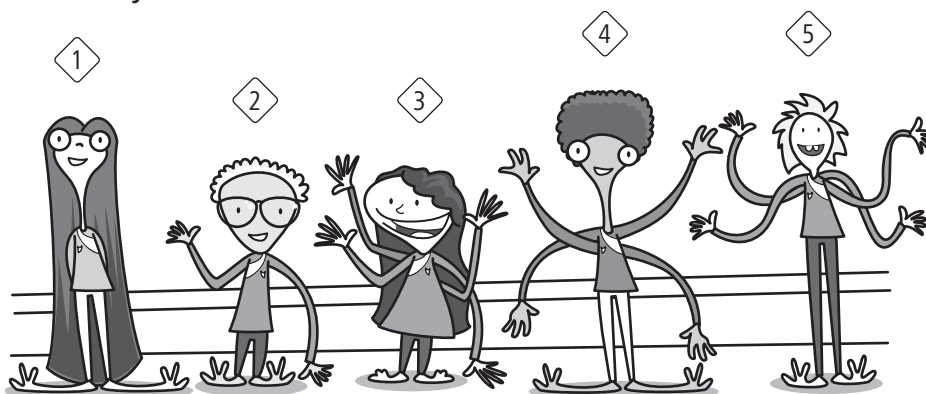
- 2 my best friend / a bike (x)

- 3 we / a new English teacher (✓)

- 4 my parents / a skateboard (x)

- 5 I / long hair (x)

4 Look at the aliens and complete the sentences. Then, in pairs, take turns to describe an alien for your partner to say the number.



- 1 She *'s got very long* hair.

- 2 He _____ legs.

- 3 She _____ teeth.

- 4 He's got a very long _____.

- 5 She _____ hair.



She's got a very long neck and ...

Number one.



Instructions and Answer key

4.2 Grammar – She's got four arms!

Materials: One worksheet for each student

Language: *have got* affirmative and negative

- Tell students that they are going to practise using the verb *have got*.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, ask students to complete the sentences individually, and elicit the answers before moving on to the second part of the activity. Put students into pairs, explain the activity and look at the example with them before they begin.
- Once students have practised in their pairs, you could invite different students to describe an alien for the rest of the class to guess the number.

Answers:

Exercise 1

2 haven't got 3 've got 4 's got 5 haven't got

Exercise 2

2 His teacher hasn't got a car.

3 Her cousins have got three dogs.

4 Jorge has got blue eyes.

5 We ve got a big classroom.

6 I haven't got a cool phone.

Exercise 3

2 My best friend hasn't got a bike.

3 We've got a new English teacher.

4 My parents haven't got a skateboard.

5 I haven't got long hair.

Exercise 4

2 's got (very) short 3 's got (very) big/white 4 neck

5 's got spiky/short/blond

Have you got a cat?

1 Complete the dialogues with the words below.

Has your brother got Has your granny got Have I got Have they got Have we got ~~Have you got~~

- | | |
|-----------------------------------|---------------------|
| 1 A: <u>Have you got</u> my book? | B: No, I haven't. |
| 2 A: _____ homework today? | B: Yes, we have. |
| 3 A: _____ your schoolbag? | B: Yes, he has. |
| 4 A: _____ cool hair? | B: Yes, they have. |
| 5 A: _____ long legs? | B: No, you haven't. |
| 6 A: _____ a dog? | B: No, she hasn't. |

2 Complete the questions with *have* or *has*. Then write short answers.

- | | |
|---|--|
| 1 A: <u>Have</u> we got an English lesson today?
B: <u>Yes, we have.</u> (✓) | 4 A: _____ your phone got a new battery?
B: _____ (X) |
| 2 A: _____ you got my laptop?
B: _____ (✓) | 5 A: _____ Mum got my top?
B: _____ (✓) |
| 3 A: _____ they got big eyes?
B: _____ (X) | 6 A: _____ he got my book?
B: _____ (X) |

3 Match 1–6 with a–f.

- | | |
|--|--------------------------------|
| 1 My school is small. | a Their cat isn't happy! |
| 2 These are my cats. | b Its name is Terry. |
| 3 We've got an English lesson today. | c Their names are Jan and Jay. |
| 4 My classroom is 5A. | d Your classroom is 5B. |
| 5 My neighbour's dog is black. | e Our teacher is cool. |
| 6 My grandparents have got three dogs. | f Your school is big. |

4 Write questions with *have got*. Then, in pairs, take turns to ask and answer. Circle your partner's answers.

- | | | |
|-----------------------------|----------------------------|----------|
| 1 you / a cat? | <u>Have you got a cat?</u> | Yes / No |
| 2 you / a parrot? | _____ | Yes / No |
| 3 you / long fingers? | _____ | Yes / No |
| 4 your parents / blue eyes? | _____ | Yes / No |
| 5 your granny / long hair? | _____ | Yes / No |
| 6 you / a robot? | _____ | Yes / No |



Have you got a cat?

Yes, I have. I've got three cats!



Instructions and Answer key

4.3 Grammar – Have you got a cat?

Materials: One worksheet for each student

Language: *have got* questions and short answers; possessive adjectives

- Tell students that they are going to ask and answer questions about things they and other people have got.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, ask students to write the questions individually, and elicit the answers before moving on to the second part of the activity. Put students into pairs, explain the activity, look at the example with them and give them time to ask and answer the questions.

Answers:

Exercise 1

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

Exercise 2

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

Exercise 3

2 c 3 e 4 d 5 b 6 a

Exercise 4

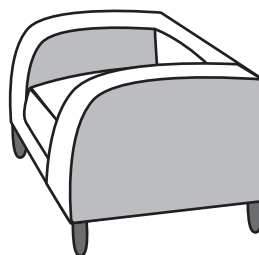
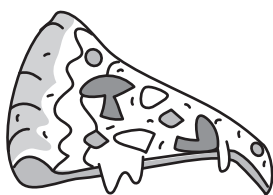
2 Have you got a parrot?
3 Have you got long fingers?
4 Have your parents got blue eyes?
5 Has your granny got long hair?
6 Have you got a robot?

I'm so sorry!

In pairs, put the sentences in the correct order to make dialogues and act them out. Then replace the underlined words with your own ideas or use the pictures to help you. Act out the dialogues again.

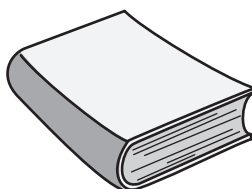
1

- ☐ A: Are you sure?
- ☐ B: No problem.
- ☐ B: Yes, it's OK.
- ☐ A: Oh, no! My orange juice is on your sofa! I'm so sorry ...



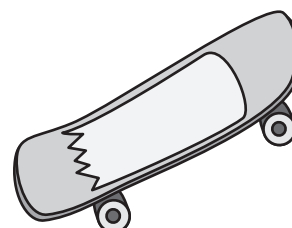
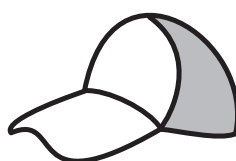
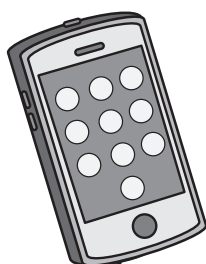
2

- ☐ B: Sorry, my mistake. Here you are.
- ☐ A: This isn't my phone.
- ☐ A: That's all right. Thanks.



3

- ☐ A: That's all right.
- ☐ B: I've got it!
- ☐ A: Where's my bag?



Instructions and Answer key

4.4 Speaking – I'm so sorry!

Materials: One worksheet for each pair of students

Language: Apologising

- Tell students that they are going to order and then role play some dialogues.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Explain the activity: in their pairs, students number the sentences in each dialogue in the correct order and then act out the dialogues. Allow plenty of time for this, while you monitor and help as necessary.
- When they have finished, pairs make up their own dialogues by replacing the underlined words. Point out that they can use the pictures or their own ideas.
- Students act out their dialogues in their pairs.
- When they have finished, you could invite different pairs to act out their dialogues in front of the class.

Answers:

Dialogue 1

A: Oh, no! My orange juice is on your sofa! I'm so sorry ...

B: No problem.

A: Are you sure?

B: Yes, it's OK.

Dialogue 2

A: This isn't my phone.

B: Sorry, my mistake. Here you are.

A: That's all right. Thanks.

Dialogue 3

A: Where's my bag?

B: I've got it!

A: That's all right.

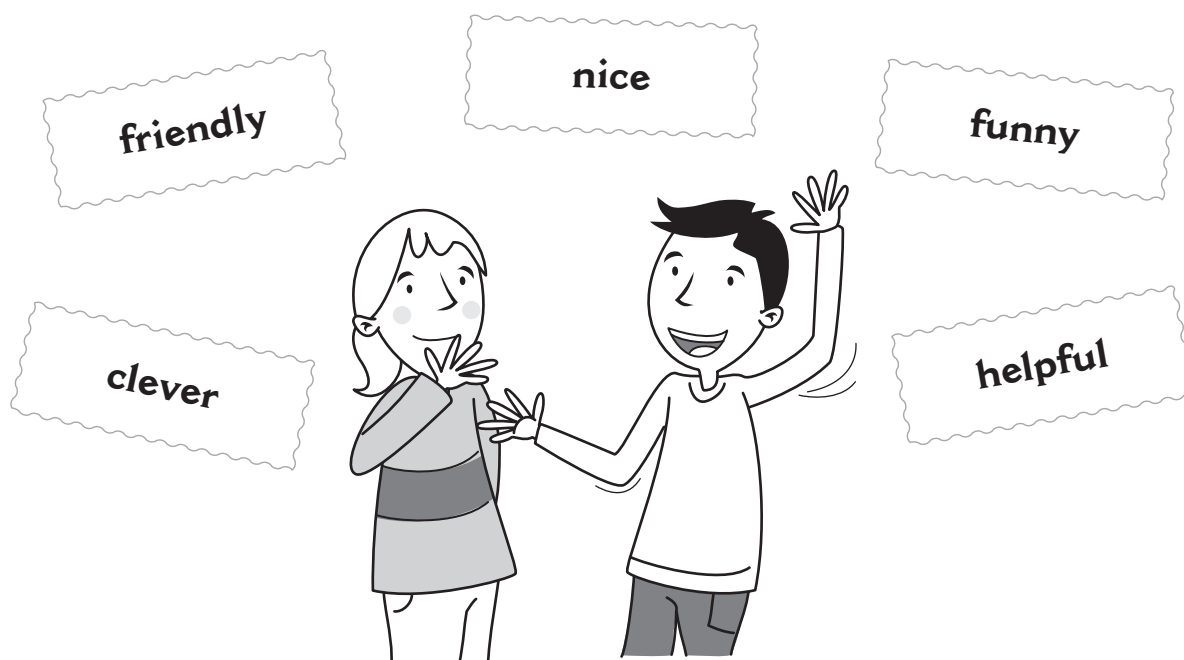
Match and mime

1 Match 1–8 with a–h.

- 1 My friend is top of the class.
- 2 My parrot can't speak.
- 3 My sister's jokes are bad!
- 4 I like to hang out with my cousins.
- 5 My dad does my granny's shopping.
- 6 I like our new neighbour.
- 7 My friend tells very good jokes.
- 8 My brother doesn't help with my homework.

- a She isn't funny.
- b He's helpful.
- c It isn't very clever.
- d They're nice.
- e He's very clever.
- f He isn't helpful.
- g He's very funny.
- h She's very friendly.

2 In pairs, take turns to mime one of the adjectives below for your partner to guess.



Instructions and Answer key

4.5 Reading and Vocabulary – Match and mime

Materials: One worksheet for each student or pair of students

Language: Personality adjectives

- Tell students that they are going to match pairs of sentences and then play a game to practise the adjectives they learned in the lesson.
- Hand out a copy of the worksheet to each student or pair of students.
- Get students to do Exercise 1 individually or in pairs.
- Elicit the answers.
- Put students into pairs for Exercise 2. Explain the activity and set a time limit.
- When the time is up, invite different students to mime an adjective for the rest of the class to guess.

Answers:

Exercise 1

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

My family

1 Read the sentences. Does each one describe the man's face and body (F) or his personality (P)?

1 I like my uncle Kevin.
He's very nice. ☐ P

4 He's got great jokes and he's
funny. ☐

2 My uncle's name is Kevin.
He's got big green eyes. ☐

5 He's got blue jeans and a green
T-shirt. ☐

3 He's got short straight hair. ☐

6 He's clever and he's very good
at video games! ☐

2 What do these adjectives describe? Write *hair*, *personality* or *eyes*.

1 long hair

6 helpful _____

2 blue _____

7 clever _____

3 friendly _____

8 wavy _____

4 spiky _____

9 green _____

5 grey _____

10 friendly _____

3 Write a description of a member of your family. Write two paragraphs: one describing his/her face and body, and one describing his/her personality. Add a photo.

Paragraph 1
face and body

Paragraph 2
personality

Photo

Instructions and Answer key

4.6 Listening and Writing – My family

Materials: One worksheet for each student

Language: Writing: paragraphs

- Tell students that they are going to write a description of someone in their family.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Focus students' attention on the sentences and tell them that they are from a student's description of a family member in two paragraphs: one describing the face and body, and one describing the personality.
- Look at the example with students, then ask them to complete the exercise individually or in pairs.
- Elicit the answers.
- Do Exercise 2. Explain the activity and look at the example with the class. Give students time to complete the exercise individually, then get them to compare answers in pairs.
- Elicit the answers.
- Move on to Exercise 3. Give students time to write their paragraphs while you monitor and offer help as necessary. Encourage them to add a photo to their description. They could do this in class, if they have one with them, or at home.
- When they have finished, ask a few students to read their descriptions to the class.

Answers:

Exercise 1

2 F 3 F 4 P 5 F 6 P

Exercise 2

2 eyes 3 personality 4 hair 5 hair 6 personality
7 personality 8 hair 9 eyes 10 personality

Genes

1 Explain how genes work to make hair and eye colour. Complete the sentences.**Hair colour**

Susie's got a brown ¹gene from her mother and a blond gene from her ²_____. Her hair is brown.

Tina's got blond hair. She's got a ³_____ gene from her ⁴_____ and a brown gene from her father.

Alex has got a blond ⁵_____ from his father and a ⁶_____ ⁷_____ from his mother. He's got brown hair.

Eye colour

Tom's got a blue ¹_____ from his father and a ²_____ gene from his mother. His eyes are brown.

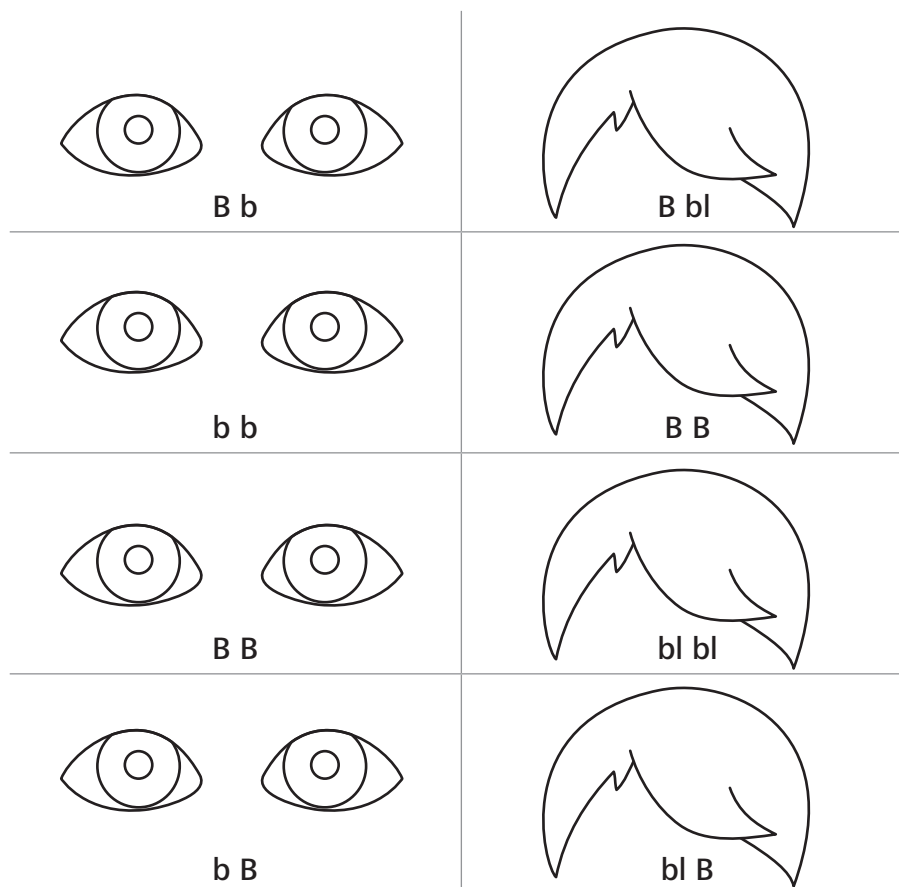
Max has got ³_____ eyes. He's got a blue gene from his mother and a blue gene from his ⁴_____.

Ella's got a brown ⁵_____ from her mother and a ⁶_____ ⁷_____ from her father. Her eyes are blue.

2 Colour the hair and eyes.

Eye colour: B = brown, b = blue

Hair colour: B = brown, bl = blonde



Instructions and Answer key

4.7 CLIL: Science – Genes

Materials: One worksheet for each student

Language: Vocabulary related to genetics

- Tell students that they are going to think about gene combinations that make different hair and eye colours. Ask them what they remember about genes/gene combinations from the Student's Book lesson.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Explain the activity and if necessary, do an example before students begin. In weaker classes, you could let students work in pairs. Point out that they need to pay attention to the words after some gaps in order to find the correct answers.
- Elicit the answers.
- Exercise 2 can be done individually or in pairs. If students work individually, let them compare answers in pairs before you elicit the answers.

Answers:

Exercise 1

Hair colour: 2 father 3 blond 4 mother 5 gene

6 brown 7 gene

Eye colour: 1 gene 2 brown 3 blue 4 father

5 gene 6 blue 7 gene

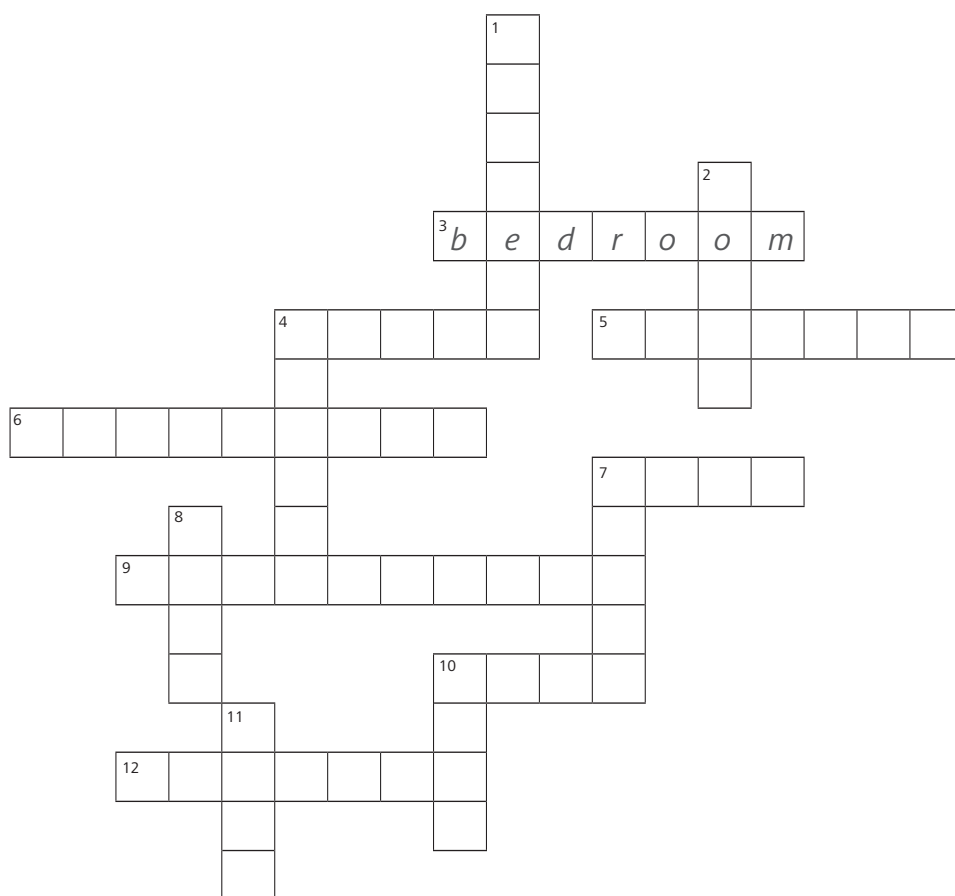
Exercise 2

Eyes: B b = brown; b b = blue; B B = brown; b B = brown

Hair: B bl = brown; B B = brown; bl bl = blond; bl B = brown

A crossword

Read the clues and complete the crossword.



Across

- 3 Your bed is in this room.
 4 The material in a window.
 5 The fridge is in this room.
 6 Our eyes aren't the same. They're
 7 One foot, two
 9 Another word for TV.
 10 My hair isn't curly and it isn't straight. It's
 12 My teacher helps me every day. She's very

Down

- 1 You've got five on your hand.
 2 It's under your nose.
 4 A special room for a car.
 7 Ha ha! Great joke! You're very!
 8 He's got a red cap on his It's for the sun.
 10 In my room, there's a big poster on the
 11 An eye colour.

Instructions and Answer key

4.8 Units 3–4 Vocabulary – A crossword

Materials: One worksheet for each pair of students

Language: Vocabulary from Units 3–4

- Tell students that they are going to do a crossword puzzle with words from Units 3–4.
- Put students into pairs and hand out a worksheet to each pair. Students can also work individually.
- Allow fast-finishers to join other pairs/students to help them complete their crosswords.
- When students have finished, elicit the answers and the meanings of the words.

Answers:

Across: 4 glass 5 kitchen 6 different 7 feet

9 television 10 wavy 12 helpful

Down: 1 fingers 2 mouth 4 garage 7 funny 8 head

10 wall 11 blue

Questions, questions!

1 Match the question halves.

Left column (question starters):

- 1 Are
- 2 Is
- 3 What have
- 4 What has
- 5 Is there
- 6 Are there
- 7 Have you got
- 8 Has your best friend

Right column (question endings):

- a brown hair?
- b your mum got in her bag?
- c there any posters in your room?
- d you got in your bag?
- e got blue eyes?
- f there a table in your kitchen?
- g a tree in your garden?
- h any plants in your room?

2 Work in pairs. Take turns to ask and answer the questions in Exercise 1. Use short answers. Circle your partner's answers in the table.



Are you Spanish?

No, I'm not. I'm Turkish.



Question	Your partner's answers	
1	✓	✗
2	✓	✗
3	✓	✗
4	✓	✗
5	✓	✗
6	✓	✗
7	✓	✗
8	✓	✗

3 Write sentences about your partner. Use his/her answers from Exercise 2.

1 There aren't any poster's in Azra's room.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Instructions and Answer key

4.9 Units 3–4 Grammar – Questions, questions!

Materials: One worksheet for each student

Language: Grammar from Units 3–4

- Tell students that they are going to ask and answer questions in pairs.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Do Exercise 1. Ask students to match the question halves individually, then get them to compare answers in pairs.
- Elicit the answers.
- Do Exercise 2. Explain the activity and look at the examples with the class. Point out that they should record their partner's answers by circling a tick or a cross for each question. Give pairs time to ask and answer the questions. Monitor and make sure students are using short answers to reply, and that they are recording their partner's answers as they will need them for Exercise 3.
- Do Exercise 3. Look at the example sentence with the class and give students time to write their sentences. Monitor and check they are using the grammar correctly.
- When they have finished, invite different students to share some of their sentences with the class.

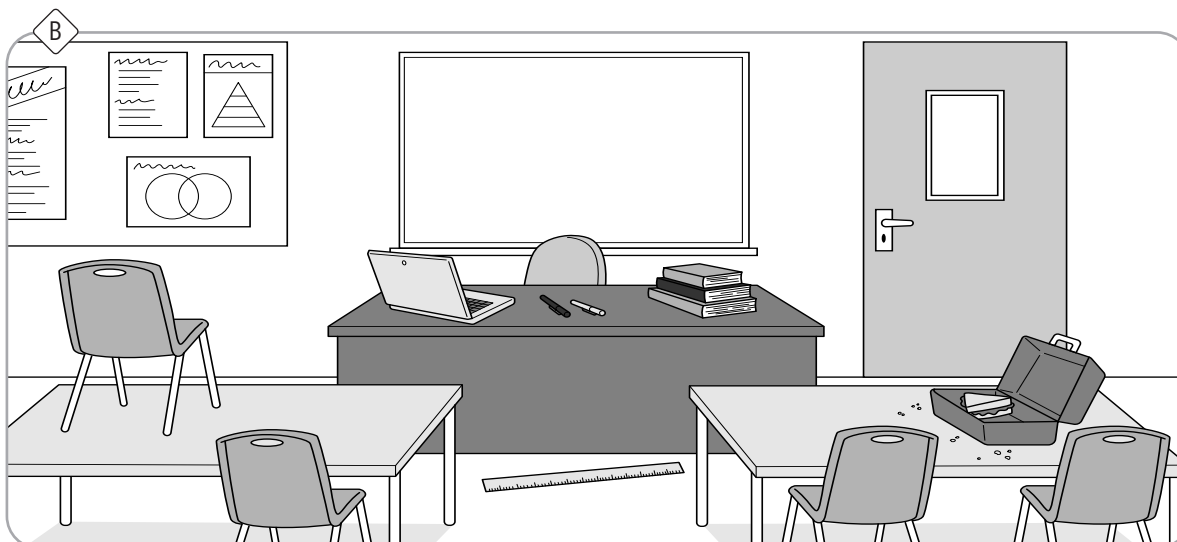
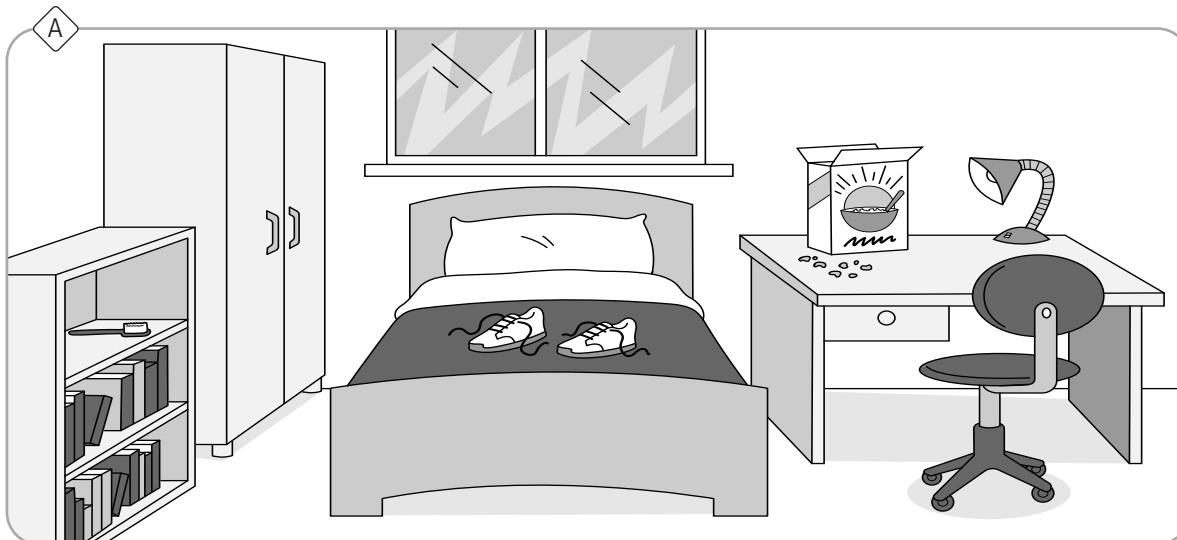
Answers:

Exercise 1

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

Being organised

- 1 Work in pairs. Look at the pictures. Find three things in each picture in the wrong place. What is the right place for each of these things?



- 2 Match conversations 1–4 with tips A–D.

- 1 ☐ A: I need lots of things for my school project.
B: OK, write them down on a piece of paper first.
- 2 ☐ A: Put all your clothes for school tomorrow here.
Then it's easy to find them in the morning.
B: OK, Mum. That's a good idea.
- 3 ☐ A: Dad, can I have the sticky tape dispenser?
I need it for my homework.
B: Sure, here it is.
- 4 ☐ A: Put your pens back in the pen holder when
you finish. Keep things tidy.
B: Yes, OK.

A

Ask for things you
haven't got.

B

Be tidy. Put things
back in the right place.

C

Make a list of all the
things you need.

D

Put together all
the things you need.

Instructions and Answer key

4.10 Set for life – Being organised

Materials: One worksheet for each student

Language: Being tidy and organised



Self-management, organisation

The activities are aimed at helping students understand how being organised and keeping their personal workspace tidy helps them be more efficient.

- Ask students if they can remember any of the Useful tips for being tidy from the lesson. Elicit answers around the class.
- Hand out one copy of the worksheet to each student.
- Put students into pairs for Exercise 1. Give them time to look at the pictures and discuss their answers, then check the answers with the class.
- Ask students to do Exercise 2 individually, then elicit the answers.
- Ask students what other things they do in order to be tidy.

Answers:

Exercise 1

- A The trainers should be in the wardrobe (not on the bed).
The cornflakes should be in the kitchen (not on the desk).
The toothbrush should be in the bathroom (not on the bookcase).
- B The sandwich should be in a bag (not on a desk). The ruler should be on a desk (not on the floor). The chair should be on the floor (not on the desk).

Exercise 2

1 C 2 D 3 A 4 B

5.1

Vocabulary

Verbs are fun!

1 In pairs, play the miming game.

run

cook

act

draw

dance

jump

sing

write

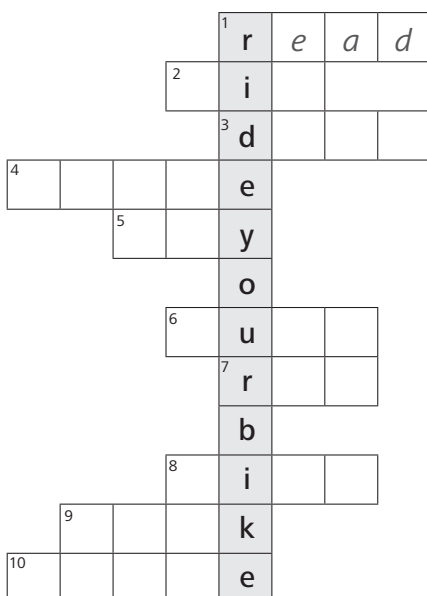
ride

swim

fix

fly

2 Read the clues and complete the puzzle.



- 1 Let's _____ a book.
- 2 Dad, _____ my bike, please.
- 3 Let's _____ a picture.
- 4 Great music! Let's _____ !
- 5 Let's _____ a kite!
- 6 I can _____ very high.
- 7 Jon can _____ very fast.
- 8 Let's _____ a song.
- 9 Can you _____ eggs?
- 10 _____ the answers in your notebook.

Instructions and Answer key

5.1 Vocabulary – Verbs are fun!

Materials: One worksheet for each pair of students

Language: Action verbs

- Tell students that they are going to practise action verbs by playing a game and then doing a word puzzle.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Do Exercise 1: students take it in turns to mime one of the action verbs for their partner to guess. If the partner guesses correctly, they 'claim' that card, and write their initial in the box on the card. The winner is the student with the most cards at the end.
- Do Exercise 2. In their pairs, students find the missing verbs to complete the sentences and write them in the puzzle. Explain that that they are all verbs from Exercise 1, and that they can use the letters given to help them. Point out that the given letters spell out *ride your bike*.
- Elicit the answers.

Answers:

Exercise 2

2 fix 3 draw 4 dance 5 fly 6 jump 7 run 8 sing
9 cook 10 write

I can't fly!

1 Look at the picture. Complete the sentences with *can* or *can't*.

- 1 He can fly.
- 2 We _____ act.
- 3 You _____ draw.
- 4 She _____ climb.
- 5 He _____ fix things.
- 6 They _____ sing.



2 Write sentences with *can* (✓) or *can't* (X).

- 1 they / cook ✓ They can cook.
- 2 she / dance X _____
- 3 I / speak English ✓ _____
- 4 we / ride a horse X _____
- 5 you / run fast ✓ _____
- 6 he / swim X _____

3 Memory test! In pairs, take turns to give a number for your partner to say what the person in the picture in Exercise 1 *can/can't* do.



Number two.

They can't sing.



4 Write true sentences about you. Use *can* and *can't*.

- 1 cook I can/can't cook.
- 2 dance _____
- 3 speak English _____
- 4 ride a horse _____
- 5 run fast _____
- 6 swim _____

5 In pairs, take turns to tell your partner about the things in Exercise 4.



I can't cook! And you?

Instructions and Answer key

5.2 Grammar – I can't fly!

Materials: One worksheet for each student

Language: *can* affirmative and negative

- Tell students that they are going to practise using *can*.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercises 1, 2 and 4 individually. At the end of each activity, get them to compare answers in pairs and then elicit the answers.
- Students do Exercises 3 and 5 in pairs. After Exercise 5, invite a few students to tell the class something they found out about their partner, e.g. *Maya can't cook*.

Answers:

Exercise 1

2 can 3 can 4 can't 5 can 6 can't

Exercise 2

2 She can't dance. 5 You can run fast.

3 I can speak English. 6 He can't swim.

4 We can't ride a horse.

Exercise 4

2 I can/can't dance. 5 I can/can't run fast.

3 I can/can't speak English. 6 I can/can't swim.

4 I can/can't ride a horse.

Can she ride a horse?

1 Match questions 1–6 to answers a–f.

- | | |
|--------------------------|-------------------|
| 1 Can you swim? | a Yes, we can. |
| 2 Can they dance? | b No, he can't. |
| 3 What can they do? | c Yes, I can. |
| 4 Can he play the piano? | d Yes, she can. |
| 5 Can we speak English? | e No, they can't. |
| 6 Can she ride a horse? | f They can jump. |

2 Read the questions. Are they correct? Tick (✓) or cross (X). Then correct the mistakes.

- 1 ☒ He can play the piano?
- 2 ☐ Can you cook well?
- 3 ☐ Can it fly?
- 4 ☐ What we can do?
- 5 ☐ Can they ride a horse?
- 6 ☐ She can speak English?

Can he play the piano?

3 Make questions and short answers with *can* or *can't*.

- 1 he / swim? X
- 2 we / dance? ✓
- 3 they / speak Chinese? ✓
- 4 I / act? X
- 5 your cat / jump? ✓
- 6 you / draw a cartoon? X

A: Can he swim?

B: No, he can't.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

4 In pairs, look at the pictures and write questions with *can*. Then, in pairs, take turns to ask and answer. Tick (✓) or cross (X).

- 1 ☒ Can he fly a helicopter?

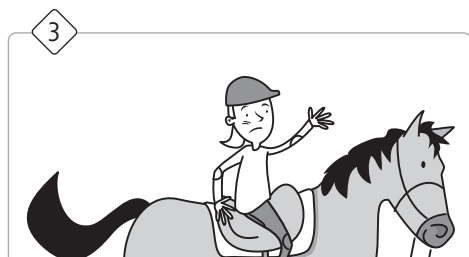
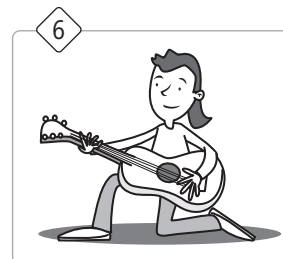
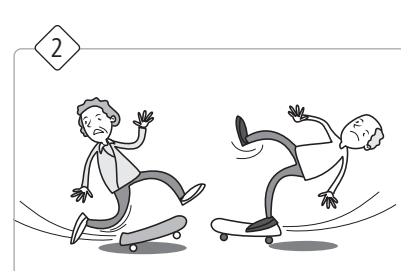
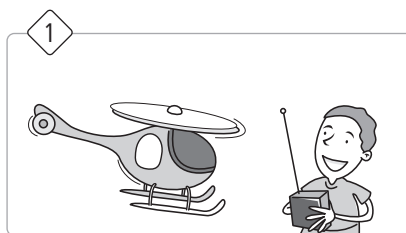
2 ☐ _____

3 ☐ _____

4 ☐ _____

5 ☐ _____

6 ☐ _____



Can she ride
a horse?

No, she can't!



Instructions and Answer key

5.3 Grammar – Can she ride a horse?

Materials: One worksheet for each student
Language: *can* questions and short answers

- Tell students that they are going to practise forming questions with *can*.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercises 1–3 individually. At the end of each activity, get them to compare answers in pairs and then elicit the answers.
- Move on to Exercise 4. Explain what students have to do and before they begin, check they understand which activity each picture represents.
- Elicit the answers.

Answers:

Exercise 1

2 e 3 f 4 b 5 a 6 d

Exercise 2

- | | |
|-----------------------|------------------------------|
| 2 (✓) | 5 (✓) |
| 3 (✓) | 6 (✗) Can she speak English? |
| 4 (✗) What can we do? | |

Exercise 3

- 2 Can we dance? Yes, we/you can.
3 Can they speak Chinese? Yes, they can.
4 Can I act? No, I/you can't.
5 Can your cat jump? Yes, it can.
6 Can you draw a cartoon? No, you/I/we can't.

Exercise 4

- 2 Can they skateboard? No, they can't.
3 Can she ride a horse? No, she can't.
4 Can he run (fast)? Yes, he can.
5 Can he fix things? No, he can't.
6 Can she play the guitar? Yes, she can.

Let's do that!

Complete the dialogue with the words below.

agree can do go idea let's

Sarah: Let's ¹do something fun!

Rob: I ²_____. 😊

Sarah: We ³_____ go to the park.

Rob: I'm not sure. 😐

Sarah: OK. Let's ⁴_____ ice-skating.

Rob: It's not a good ⁵_____. 😞 I can't skate.

Sarah: ⁶_____ go to the beach.

Rob: Yes, let's do that! 😊 We can fly a kite too.

Sarah: Great idea! 😊



go ice-skating 😊	fly a kite 😐	go to the park 😞	go to the cinema 😊
play computer games 😐	play football 😞	ride our bikes 😊	make cupcakes 😐
go to the swimming pool 😞	ride a horse 😊	draw 😐	climb 😞
swim 😊	listen to music 😐	play the guitar 😞	sing 😊

Instructions and Answer key

5.4 Speaking – Let's do that!

Materials: One worksheet for each student or pair of students; scissors

Language: Suggestions

- Tell students that they are going to role play dialogues in which they make and respond to suggestions.
- Put students into pairs and hand out a copy of the worksheet to each pair (or to each student, if you'd prefer students to do Exercise 1 individually).
- Students can do Exercise 1 individually or in pairs.
- After eliciting the answers, you could get students to practise the dialogue in their pairs.
- Ask students to cut out the cards (or cut them out before the lesson and hand out a set to each pair). The cards should be shuffled and placed face-down in a pile.
- Students take turns to turn over a card and make a suggestion. Their partner responds using the phrase represented by the emoji on the card. Remind students that they can refer to the dialogue in Exercise 1 to help them.

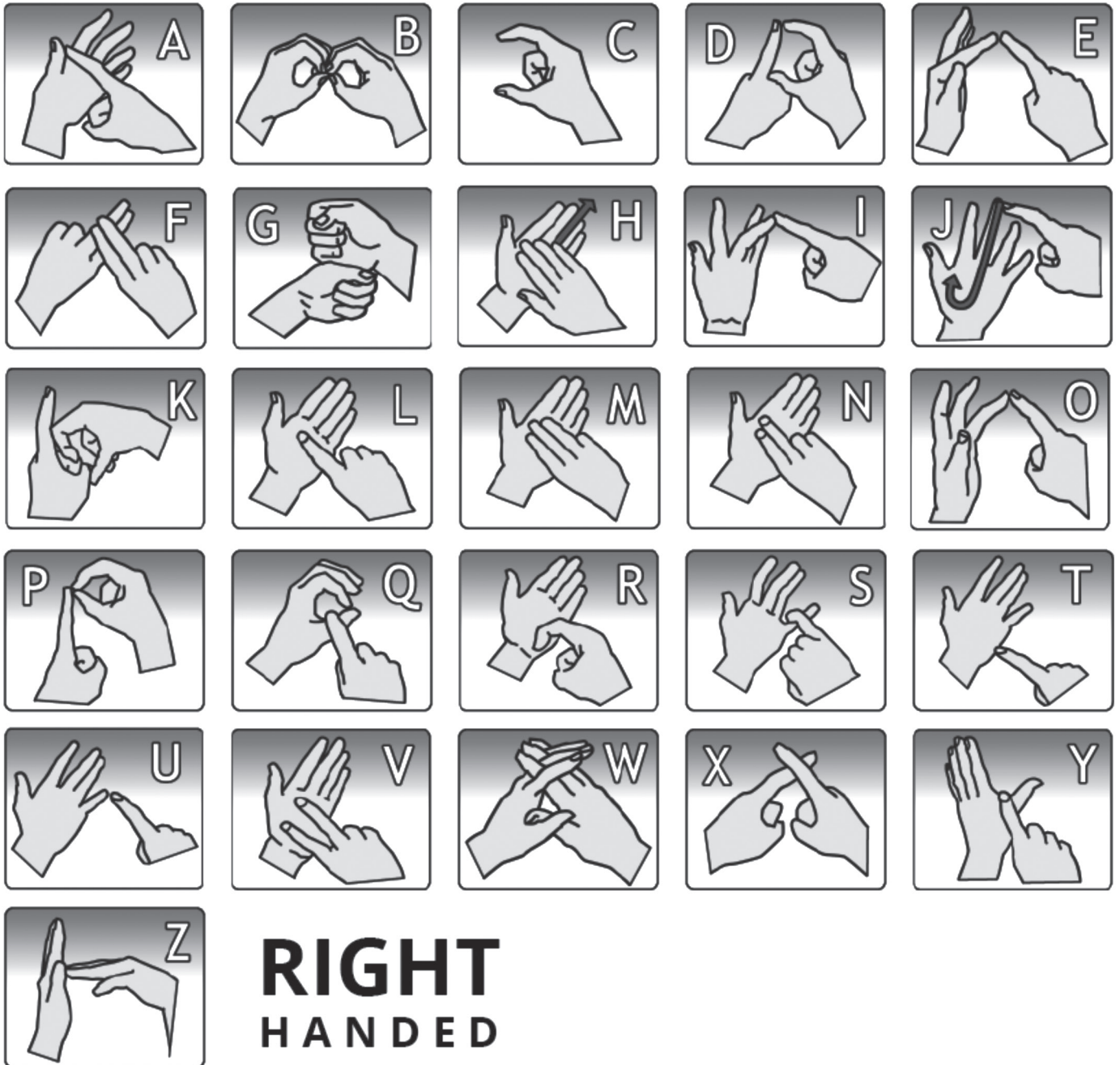
Answers:

Exercise 1

2 agree 3 can 4 go 5 idea 6 Let's

Get signing!

- 1 Look at the British sign language alphabet. In pairs, practise making the letters with your hands.



- 2 In pairs, take turns to sign the words below. What do the words mean?

hear learn see sign smell speak

- 3 In pairs, take turns to sign some simple words to your partner. Can he/she guess the words?

Instructions and Answer key

5.5 Reading and Vocabulary – Get signing!

Materials: One worksheet for each pair of students

Language: Vocabulary from Lesson 5.5, spelling

- Tell students that they are going to learn how to spell out words using sign language.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- For Exercise 1, give pairs plenty of time to practise, while you monitor and help as necessary.
- For Exercise 2, after students have practised in their pairs, check the answers: invite individual students to spell out each word, and elicit its meaning.
- For Exercise 3, you may need to help students with ideas before they begin. Elicit ideas around the class and write them on the board. Students can then choose words from the list on the board.

What can we do after school?

1 Complete the sentences. Write one word in each gap.

- 1 At art club you can draw, but you can't swim.
- 2 At swimming club you _____, but _____ draw.
- 3 At computer club you _____ computer games, but _____ dance.
- 4 At drama club _____ act, but _____ football or basketball.
- 5 At football _____ you _____ football, but _____ draw.
- 6 At art club _____ draw, but _____ dance.

2 Complete the sentences with *and* or *but*.

- 1 This is a great club! It's fun and it's free!
- 2 This club isn't for me, sorry. I love art, _____ I can't draw!
- 3 We can't run fast, _____ we can dance. Dance club is great for us!
- 4 At this club, you can make new things _____ you can fix old things.
- 5 Music club? Yes, great idea! I can't play the guitar, _____ I can play the piano.
- 6 At this club, you can learn to play the game _____ you can watch some games, too.



Instructions and Answer key

5.6 Listening and Writing – What can we do after school?

Materials: One worksheet for each student or pair of students

Language: Writing: *and, but*

- Tell students that they are going to complete sentences about different after-school clubs.
- Hand out a copy of the worksheet to each student (or pair of students).
- Exercises 1 and 2 can be done individually or in pairs. Check the answers to each one when students have finished. If they work individually, you could get them to compare answers in pairs before class feedback.

Answers:

Exercise 1

2 can swim, you can't 3 can play, you can't

4 you can, you can't play 5 club, can play, you can't

6 you can, you can't

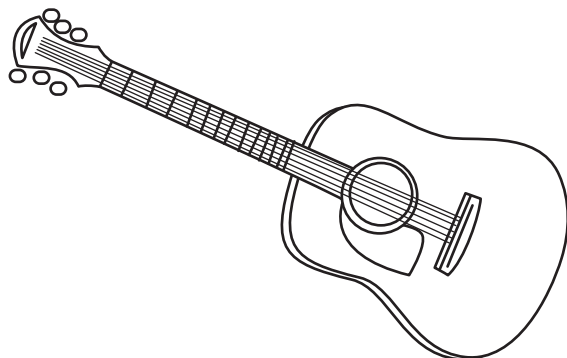
Exercise 2

2 but 3 but 4 and 5 but 6 and

Musical instruments

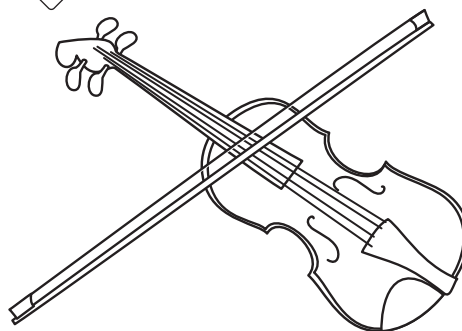
1 Look at the pictures and complete the words.

1



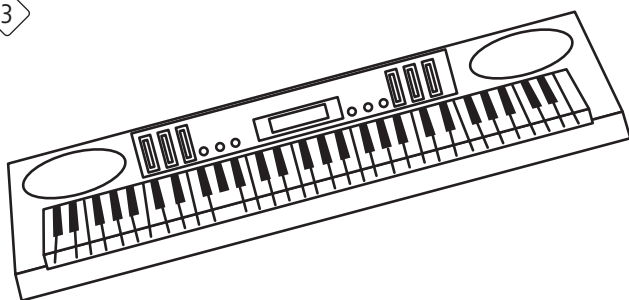
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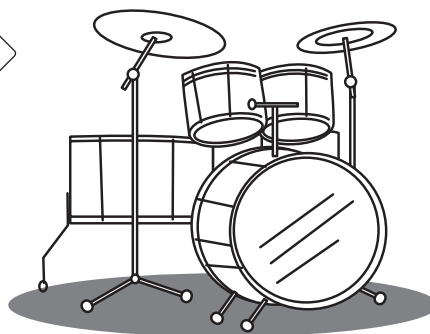
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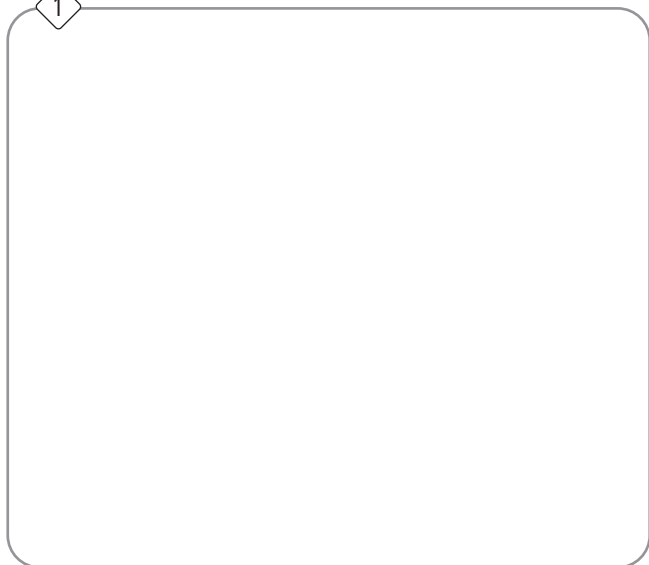
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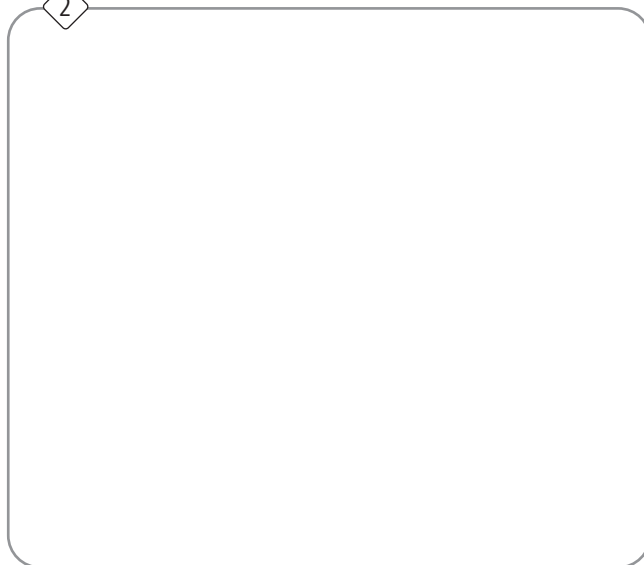
d _ _ _ _ s

2 Draw two more musical instruments and write their names.

1



2



Instructions and Answer key

5.7 CLIL: Music – Musical instruments

Materials: One worksheet for each student

Language: Musical instruments

- Tell students that they are going to look at pictures of musical instruments and then draw their own pictures.
- Hand out a copy of the worksheet to each student.
- Students should do both exercises individually. Elicit the answers to Exercise 1 before moving on to Exercise 2.
- After Exercise 2, invite students to share their pictures in pairs or groups.

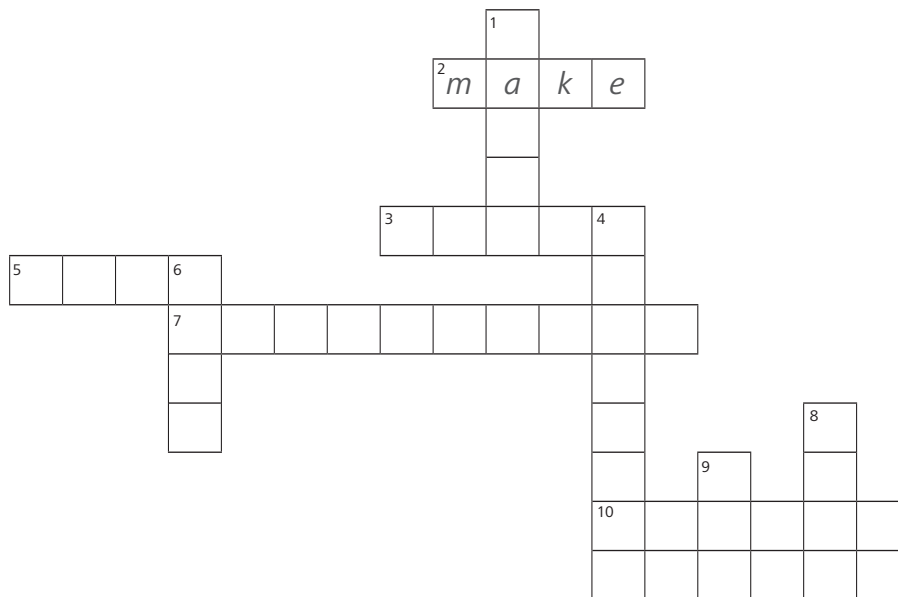
Answers:

Exercise 1

1 guitar 2 violin 3 keyboard 4 drums

A crossword

Read the clues and complete the crossword.

**Across**

- 2 Come on, let's _____ a cake for Mum's birthday.
- 3 You can _____ flowers with your nose.
- 5 You can _____ music with your ears.
- 7 The violin is my favourite musical _____ .
- 10 My brother can play music. He can play the electric _____ .

Down

- 1 Great music! Come on, let's _____ !
- 4 In sign _____ , you make letters with your hands.
- 6 Can you _____ a horse?
- 8 I can't _____ football.
- 9 It's OK. My brother can _____ your bike. Then we can go to the park.

Instructions and Answer key

5.8 Unit 5 Vocabulary – A crossword

Materials: One worksheet for each pair of students

Language: Vocabulary from Unit 5

- Tell students that they are going to do a crossword puzzle with words from Unit 5.
- Put students into pairs and hand out a worksheet to each pair. Students can also work individually.
- Allow fast-finishers to join other pairs/students to help them complete their crosswords.
- When students have finished, elicit the answers and the meanings of the words.

Answers:

Across

3 smell 5 hear 7 instrument 10 guitar

Down

1 dance 4 language 6 ride 8 play 9 fix

We can do lots of things!

- 1** In groups of four, take turns to tell your group what you can/can't do. Complete the table about you and the students in your group. Use the ideas below or your own ideas.

act cook dance draw well play football play the guitar ride a bike sing speak Spanish

Name	Can	Can't
Alex	<i>speak French, swim, ride a bike</i>	<i>sing, speak Italian, draw, make cakes</i>

- 2** Join another group. Take turns to ask and answer questions.



Can Alex sing?

No, he can't.



Instructions and Answer key

5.9 Unit 5 Grammar – We can do lots of things!

Materials: One worksheet for each group of four students

Language: Grammar from Unit 5

- Tell students that they are going to talk about things they can and can't do.
- Put students into groups of four and hand out a copy of the worksheet to each group.
- Do Exercise 1. Explain the activity and look at the example with the class before they begin. Point out that each group should assign one of their members to write down the answers in the table. Alternatively, each member can complete the table about themselves, once they've finished telling their group what they can and can't do.
- Move on to Exercise 2. Explain the activity and look at the example with the class before they begin. Point out that they should all take turns to ask (and answer) questions.

Project worksheet: a promotional email

Step 1

- 1 Work in pairs. Can you do the things below in your area? Where? What other fun things can you do there?

dance fly ice-skate read ride a bike run see a show sing skateboard swim

- 2 In your pairs, choose four places where visitors can do fun things in your area. Use your ideas from Exercise 1 to help you.

- 3 Decide who will take or find photos of each place. Choose two places each.



I can take a photo of the skate park.
Can you find a photo of the museum?



Sure, no problem.
What about ... ?

- 4 Take photos of the places in Exercise 2 or find them on the internet. Use the phrases below to help you search online.

ONLINE SEARCH

- (skate parks/ice-skating rinks/museums) in (my area)
- (XYZ Museum) in (my area)

Step 2

- 5 Now complete the table with information about your two places from Step 1.

Name/Kind of place		
Where it is		
Things people can do there		

Project worksheet: a promotional email

Step 3

6 In your pairs, share your photos and information for each place.



You can see a musical at the theatre.

Cool. At the park you can ride a bike and swim!



7 Put your photos and information together in a digital document. Use the phrases to help you write a description of each place and the things you can do there.

USEFUL PHRASES

- This is ... It's in (the centre/outside the city/on Main Road).
- There are lots of fun things to do in ...
- You can ... there.
You can also ...

8 Use the checklist below to check your document.

- ☐ Is all the important information in your descriptions?
- ☐ Is there some clear text for each photo?
- ☐ Are the grammar and spelling correct?

Step 4

9 Email your document to your classmates. Use the model below to help you.



Subject: Fun things to do in (our area)

Hi everyone!

This email is to tell you about fun things to do in (our area).

Please read the document and look at the photos.

Which is your favourite place?

Speak soon!

Marta and Ben

10 Read the emails from your classmates. Then tell the class about your favourite place.



My favourite place is (the park). It's a beautiful place, and you can do lots of fun things there!

Instructions and Answer key

5.10 **B B C** Culture – Project worksheet: a promotional email

Before the lesson: A digital document can be made using a program like Microsoft Word®. There are also free programmes available for making the document, such as Apache OpenOffice®. The document can contain text and images can be inserted into it. Many students will probably be familiar with the technology as they are a popular way to complete school projects and homework. A promotional email can then be made by attaching the digital document when composing an email, using a free web-based email account.

You will need: a computer/laptop; word processing software; access to the internet; the students' email addresses; access to an email client.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital document, students can use pieces of paper to create their pages of the document. You can then display these around the classroom walls and ask students to walk around the class and read them.

You will need: paper; coloured pens/pencils; printed photos of the places.

Step 1 **Class and pair work**

Warm up:

- Ask students what activities/fun things they can remember from the unit and write them on the board.
- Ask students about digital documents: do they know what they are? Have they made any for other school subjects? What were they about? What did they find difficult?
- If possible, show students an example of a digital document with photos and text.

Task:

- Put students into pairs and hand out a copy of the worksheet to each student.
- Do Exercise 1. Encourage pairs to add more ideas to the list, and help them with any vocabulary they may need. When they have finished, ask students from different pairs to share their ideas with the class. Find out if others agree.
- Move on to Exercises 2 and 3. In their pairs, students first choose four places for their project and then choose two places each to take or find photos of.
- Students either take photos of the places for homework or go online and search for photos of the places. Point out the useful phrases in Exercise 4 that can help them with their online search.

Step 2 **Individual work**

- Students work individually to complete the table in Exercise 5 with information about the two places they have chosen. They may know the information, but they can also go online to find it out, or find out more information. Monitor and help with any new vocabulary they may need.

Step 3 **Pair work**

- Do Exercise 6. Put students back in their pairs to share their information and photos. Look at the example with them before they begin and during the activity, help them with any vocabulary they may need.
- Do Exercise 7. Students create their digital documents. Point out the useful phrases before they begin and again, monitor and help as necessary.
- Students use the checklist in Exercise 8 to check their documents.

Step 4 **Pair and class work**

- Make sure students have a list of their classmates' email addresses for Exercise 9. They should create a new email, attach their digital document to it and write a short text to introduce it, using the model text to help them.
- In Exercise 10, students read the emails they have received and then tell the class which place they liked the most and why. Point out the example and if time allows, let them discuss in small groups first, before they share their ideas with the class.
- Give feedback to each pair, praising them for their efforts and highlighting any areas for improvement.

Guess the activity

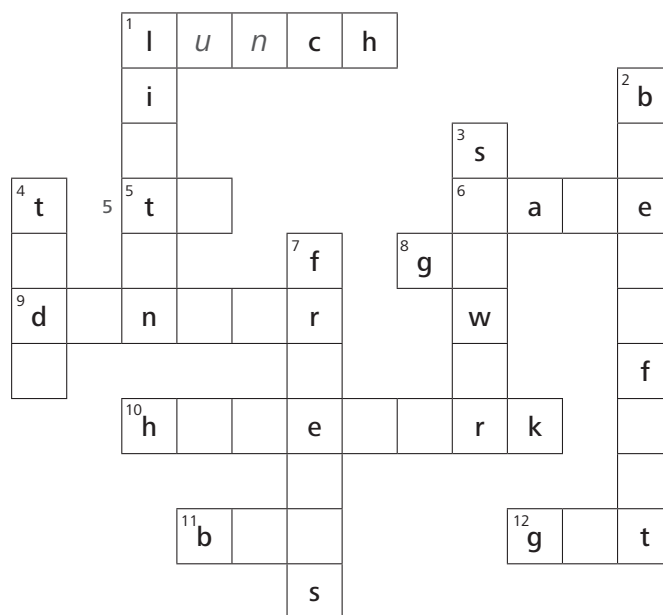
1 Read the clues and complete the crossword.

Across

- 1 have _____
 5 watch _____
 6 _____ lessons
 8 _____ to school
 9 have _____
 10 do my _____
 11 go to _____
 12 _____ up

Down

- 1 _____ to music
 2 have _____
 3 have a _____
 4 _____ my room
 7 hang out with my _____



2 Draw clues for four activities from the crossword in Exercise 1. Then work in pairs. Can your partner guess the activities?

1

2

3

4

Instructions and Answer key

6.1 Vocabulary – Guess the activity

Materials: One worksheet for each student

Language: Vocabulary for daily activities

- Tell students that they are going to do a crossword puzzle and then play a game to practise words and phrases for daily activities.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students can do the crossword individually or in pairs. If they work individually, get them to compare answers in pairs before you elicit the answers.
- For Exercise 2, students need to draw clues for four of the activities in the crossword, for their partner to guess. Tell students that the first pair to draw and guess all eight activities are the winners.
- When pairs have finished, you could invite different students to come to the board and draw one of their clues for the rest of the class to guess the activity.

Answers:

Exercise 1

Across

5 tv 6 have 8 go 9 dinner 10 homework 11 bed
12 get

Down

1 listen 2 breakfast 3 shower 4 tidy 7 friends

She gets up late!

1 Complete the text with the words below.

do ~~get up~~ go have tidy watch

I ¹ get up early. I ² _____ breakfast at home and then I ³ _____ to school. After school I ⁴ _____ my homework and I ⁵ _____ my room. I ⁶ _____ TV after dinner.

2 Write the third person form of the verbs in Exercise 1.

1 gets up

3 _____

5 _____

2 _____

4 _____

6 _____

3 Complete the sentences with the Present Simple form of the verbs in brackets.

- My sister makes (make) dinner on Saturdays and I _____ (make) dinner on Sundays!
- We _____ (have) breakfast at 7.30. Then we _____ (go) to school.
- I _____ (have) lunch at school. My best friend _____ (have) lunch at home.
- I _____ (listen) to music before dinner and my sister _____ (do) her homework.
- I _____ (tidy) my room and my sister _____ (play) computer games.

4 Complete the sentences. Then, in pairs, test your memory. Take turns to give a sentence for your partner to say *Katy* or *Jackie*.

	Jackie	Katy
get up	late	early
go to school	with her brother	with her mum
have lunch	at school	at a friend's house
do homework	on the bus	in her bedroom
watch TV	before bed	before bed
go to bed	late	early



Jackie



Katy

- Jackie gets up late, but Katy _____ early.
- Jackie _____ to school with her brother, but Katy _____ to school with _____.
- _____ does her homework in her bedroom, but _____ does her homework on the bus.
- They _____ before bed.



She goes to school with her brother.

Jackie.



Instructions and Answer key

6.2 Grammar – She gets up late!

Materials: One worksheet for each student

Language: Present Simple affirmative

- Tell students that they are going to practise talking about habits and routines.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, ask students to complete the sentences individually, and elicit the answers. Then put students into pairs to 'test their memory'. Explain what they have to do and look at the example with them before they begin.

Answers:

Exercise 1

2 have 3 go 4 do 5 tidy 6 watch

Exercise 2

2 has 3 goes 4 does 5 tidies 6 watches

Exercise 3

2 have, go 3 have, has 4 listen, does 5 tidy, plays

Exercise 4

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

I never go to bed early!

- 1 The adverbs of frequency are in the wrong place! Rewrite the sentences so they are correct.

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

My brother always gets up late.

- 2 Complete the sentences with the adverb of frequency and the correct form of the verb.

- 1 He never goes (go/never) to bed early.
- 2 Dad _____ (make/usually) dinner.
- 3 We _____ (hang out/sometimes) with friends after school.
- 4 I _____ (do/always) my homework at school.
- 5 They _____ (play/often) computer games in the evening.
- 6 Sara _____ (watch/never) TV before dinner.

- 3 Use the ideas in Exercise 2 to write sentences that are true for you.

I often go to bed early.

- 4 Look and complete the sentences. Then, in pairs, take turns to make sentences for your partner to say *true* or *false*.

	Richard 	Danny 
always/ Saturdays		
often/ after school		
usually/ Sundays		
sometimes/ Wednesdays		
never/ at the weekend		



Richard sometimes plays the guitar on Wednesdays.

False! It's Danny.



- 1 Richard always plays football on Saturdays.
- 2 Danny often _____ after school.
- 3 Richard _____ does his homework on _____.
- 4 Danny _____.

Instructions and Answer key

6.3 Grammar – I never go to bed early!

Materials: One worksheet for each student

Language: Adverbs of frequency

- Tell students that they are going to practise talking about habits and routines.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–2: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- Do Exercise 3. Put students into pairs and look at the example with them before they begin.
- For Exercise 4, ask students to complete the sentences individually. Point out that for question 5, they can choose the activity to write about. Make sure they know which activity each picture represents before they begin.
- Put students in the same or new pairs for the second part of the activity. Explain what they have to do and look at the example with them before they begin.

Answers:

Exercise 1

2 I often hang out with my friends at the weekend.

3 My parents never play computer games.

4 My sister is usually late.

5 We sometimes go to the cinema.

6 You always do your homework.

Exercise 2

2 usually makes 3 sometimes hang out 4 always do

5 often play 6 never watches

Exercise 4

2 hangs out with his friends 4 usually, Sundays

5 Students' own answer

What time is the ... ?

In pairs, practise reading the dialogue.

Alice: What time is the game?

Ben: It's at five to four.

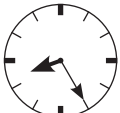
Alice: What time is it now?

Ben: It's ten to four.

Alice: Let's run!/Let's go then!



Student A

the English lesson:  now: 	the party:  now: 	the film on TV:  now: 	the football game:  now: 
lunch? _____ now? _____	dinner? _____ now? _____	art club? _____ now? _____	dance club? _____ now? _____

Student B

the English lesson? _____ now? _____	the party? _____ now? _____	the film on TV? _____ now? _____	the football game? _____ now? _____
lunch:  now: 	dinner:  now: 	art club:  now: 	dance club:  now: 

Instructions and Answer key

6.4 Speaking – What time is the ... ?

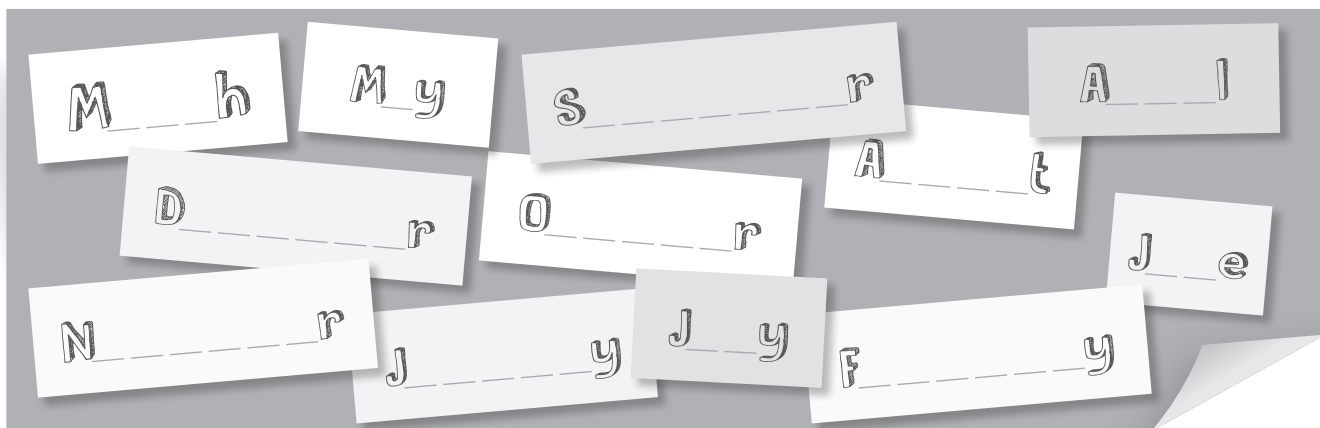
Materials: One dialogue card, one Student A and one Student B card for each pair of students

Language: Telling the time

- Tell students that they are going to role play dialogues in which they ask and answer about the time.
- Put students into pairs and hand out a copy of the dialogue to each pair. Give students time to practise it in their pairs. Ask them to swap roles so they both get to read both Alice's and Ben's lines.
- Tell students that they are now going to role play similar dialogues using prompts on a card. Hand out one Student A and one Student B card to each pair and tell students that they shouldn't show their card to their partner. Explain the activity: using the model dialogue, students take turns to ask and answer about the events on their cards, and write the times for each event.
- When they have finished, they look at each other's cards to check their answers.

Which month?

1 Complete the months.



2 Write the months in the correct order on the calendar cards.

1 _____ <i>January</i> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	2 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	3 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	4 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
5 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	6 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	7 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	8 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
9 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	10 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	11 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	12 _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

3 Complete the sentences about you. Write the months.

- 1 My birthday is in _____.
- 2 My mum's birthday is in _____.
- 3 My dad's birthday is in _____.
- 4 My best friend's birthday is in _____.
- 5 My favourite month is _____.

Instructions and Answer key

6.5 Reading and Vocabulary – Which month?

Materials: One worksheet for each student

Language: Months

- Tell students that they are going to practise the months of the year.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–2: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 3, students work individually to complete the sentences. If time allows, put them into pairs or groups to share their sentences.
- Finally, invite a few students to share one or two of their sentences with the class.

Answers:

Exercise 1

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

Exercise 2

2 February 3 March 4 April 5 May 6 June 7 July
8 August 9 September 10 October 11 November
12 December

My partner's weekend

1 In pairs, ask your partner about his/her typical weekend. Complete the table.

At the weekend, do you:	often	sometimes	never	before ...	after ...
go to the park?	✓				<i>after lunch</i>
listen to music?					
watch TV?					
do your homework?					
cook a meal?					
tidy your room?					
hang out with your friends?					
help your parents?					

2 Write five sentences about your partner's typical weekend.

At the weekend, Eva often goes to the park after lunch.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Instructions and Answer key

6.6 Listening and Writing – My partner's weekend

Materials: One worksheet for each student

Language: Writing: *before, after*

- Tell students that they are going to interview their partner about their typical weekend and then write sentences about it.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercise 1 in their pairs. Point out that for each activity, they need to tick one box for *often, sometimes* or *never*, and then complete one box for *before* or *after*. Look at the example with them before they begin.
- Students do Exercise 2 individually. Again, point out that they need to use *before* and *after* in their sentences.

The internet

Complete the dialogue with the words below.

blog chat email help video watch

A



Max, can you ¹chat online or have
a ²_____ call with your
cousins in the USA?



No, I can't. They're in a different time
zone. It's night time in the USA now!

B



But you can ³_____ them, right?



Of course. I do that every day!
My cousin Dave also writes
a ⁴_____, and I always
read it. It's great!

C



Cool! OK, now let's get some
⁵_____ with our maths
homework. Let's look online.



OK, but can we ⁶_____
some videos online first?

Instructions and Answer key

6.7 CLIL: Technology – The internet

Materials: One worksheet for each student

Language: Vocabulary related to the internet

- Tell students that they are going to complete a dialogue between two friends.
- Hand out a copy of the worksheet to each student.
- Ask students to complete the exercise individually, then get them to compare answers in pairs before class feedback.
- Get students to practise their dialogue in their pairs.

Answers:

2 video 3 email 4 blog 5 help 6 watch

Find the words

Find the words to complete the sentences in the word search.

- 1 My favourite musical instrument is the piano.
- 2 At the weekend, I usually tidy my _____.
- 3 _____ is the last month of the year.
- 4 I _____ my bike to school every day.
- 5 We often _____ online with our cousins in Spain.
- 6 This is my sister's favourite computer _____. She plays every day.
- 7 _____ is the day after Friday.
- 8 Can you _____ a kite?
- 9 _____ is the day before Tuesday.
- 10 Let's _____ a picture of a bird. Here's a pencil.
- 11 They _____ out with their friends after school.
- 12 I can play the acoustic guitar, but I can't play the _____ guitar.
- 13 We often _____ videos online.
- 14 I sometimes _____ help with my homework online.
- 15 _____ is the first month of the year.

A	Z	E	L	E	C	T	R	I	C	A	R	L	Y	X
D	R	O	N	D	H	A	N	K	I	P	I	A	N	O
E	S	C	O	G	A	M	E	N	O	R	D	T	E	N
C	T	H	S	U	N	D	B	E	N	V	E	G	S	J
E	B	A	G	I	G	S	R	O	U	M	S	E	Z	A
M	I	T	L	Y	P	D	W	S	I	O	Y	T	R	N
B	N	E	T	R	O	R	A	C	K	N	J	A	N	U
E	S	G	A	M	S	A	T	U	R	D	A	Y	Z	A
R	E	T	I	X	V	W	C	T	E	A	D	S	B	R
A	R	O	O	M	T	G	H	O	T	Y	S	F	L	Y

Instructions and Answer key

6.8 Units 5–6 Vocabulary – Find the words

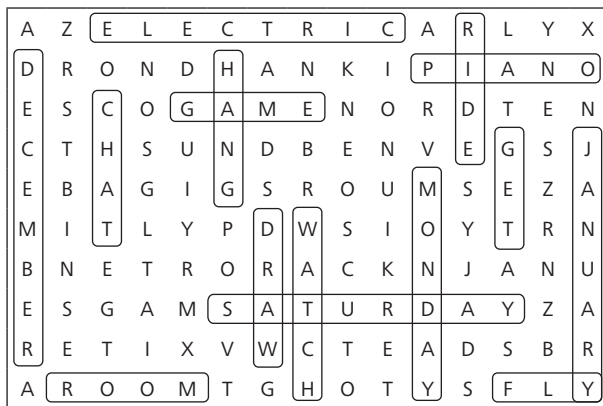
Materials: One worksheet for each student or pair of students

Language: Vocabulary from Units 5–6

- Tell students that they are going to do a word search puzzle with words from Units 5–6.
- Put students into pairs and hand out a worksheet to each pair. Students can also work individually.
- Ask students to look at the sentences and try to find as many of the words as they can before they look for them in the word search.
- When students have finished, elicit the answers and the meanings of the words.

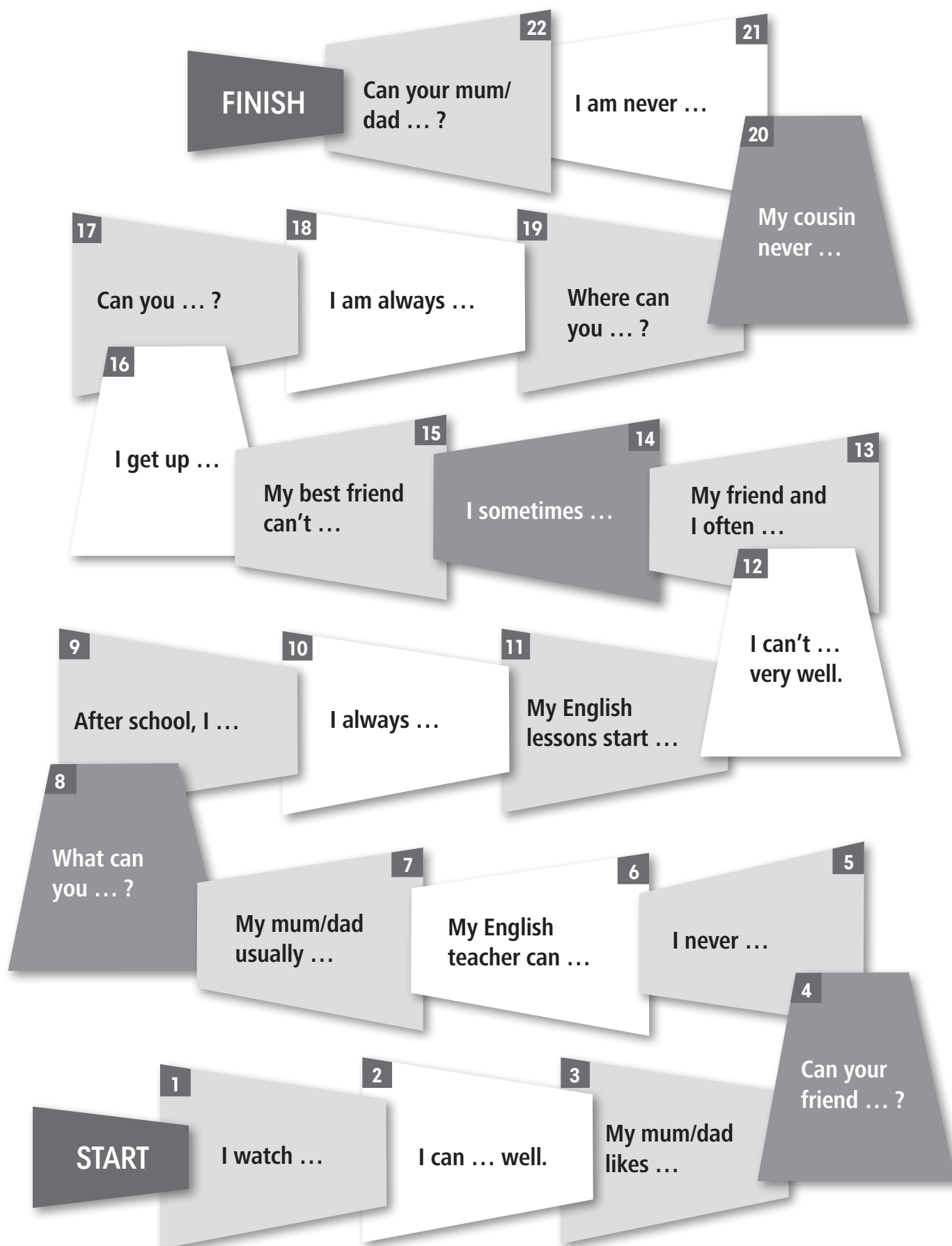
Answers:

1 piano 2 room 3 December 4 ride 5 chat
6 game 7 Saturday 8 fly 9 Monday 10 draw
11 hang 12 electric 13 watch 14 get 15 January



Complete it

Throw the dice and move around the board. Complete the sentences and questions. When you complete a question, ask it to the other members of your group.



Instructions and Answer key

6.9 Units 5–6 Grammar – Complete it

Materials: One worksheet, four counters and a dice for each group of four students

Language: Grammar from Units 5–6

- Tell students that they are going to work in groups to play a board game where they throw a dice, move that number of squares and complete the sentences or questions, asking the questions to other students in the group.
- Decide with the class about the finishing rules: do they need to throw the exact number to land on the final square or can they finish by throwing any number larger than the number of squares left to go?
- Put students into groups of four and hand out a worksheet, a dice and four counters to each group.
- When the groups have finished, invite students to tell the class one of the sentences they completed or one of the questions they answered during the game.

Make old things new!

1 How can we give things a new life? Match what the students say (1–4) to the tips (a–d).

1



Chun

I've got a big box of toys and I don't play with them now. I want to give them to other children who haven't got toys.

2



Isla

My chair is broken. I use part of it to put my laptop on when I'm on the sofa.

3



Harry

I cut out pictures from magazines and put them on my bedroom wall. It looks very nice.

4



Liberty

My mum shows me how to repair furniture.

- a ☐ Learn how to repair broken things.
- b ☐ Use things in a different way.
- c ☐ Take parts from an old thing and make something new.
- d ☐ Give the things you no longer want to other people.

2 Work in pairs. Which idea from Exercise 1 is your favourite? Why?

3 Work in pairs. Look at the things in the photos and choose one. Say how you can repair it or use it in a different way. Use the phrases below to help you.

A



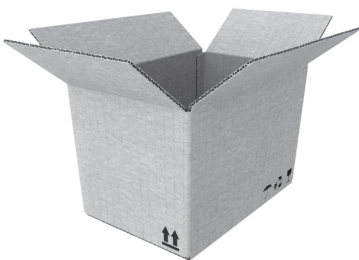
B



C



D



E



USEFUL PHRASES

- We can repair it.
- We can use it to ...
- We can make a ...
- Let's use this part to (make a/an) ...
- Let's make (a/an new) ...

Instructions and Answer key

6.10 Set for life – Make old things new!

Materials: One worksheet for each student

Language: Repairing, recycling and reusing things



Citizenship: environmental responsibility

Environmental responsibility refers to behaving ethically and with sensitivity towards the environment. The activities are aimed at helping students learn how to seek out opportunities to promote sustainability by repairing and re-purposing objects rather than allowing them to end up in a landfill.

- Ask students if they can remember any of the Useful tips for repairing and reusing things from the lesson. Elicit answers around the class.
- Hand out one copy of the worksheet to each student.
- Do Exercise 1. Explain the activity and ask students to complete it individually. If time allows, get them to compare answers in pairs before class feedback.
- Put students into pairs for Exercise 2. Give them time to discuss their questions in their pairs, then invite a few students to share their answers with the class. Find out if others agree.
- Move on to Exercise 3. Draw students' attention to the photos, elicit the names of the objects and write any new words on the board. In their pairs, students choose one of the objects and talk about how they can repair or re-purpose it. Fast-finishers can choose a second object to repair/re-purpose.
- When they have finished, ask pairs to present their ideas to the class.

Answers:

Exercise 1

1 d 2 b 3 c 4 a

Wild animals

1 Order the letters and write animals. Use the clues to help you.

- 1 n l i o
- 2 e u t y t r b f l
- 3 p i e d r s
- 4 l e n p t e h a
- 5 w a e h l
- 6 y l f
- 7 r g o f
- 8 i r f a f g e
- 9 n a g r a o k o
- 10 i d r b
- 11 o m y e n k
- 12 n s a e k
- 13 d c e o r o i c l
- 14 g r e t i
- 15 h s f i

lion

b _____

s _____

e _____

w _____

f _____

f _____

g _____

k _____

b _____

m _____

s _____

c _____

t _____

f _____

I'm yellow-brown.

I'm different colours.

I've got eight legs.

I'm very big.

I live in water.

I'm small.

I'm green.

I've got a long neck.

I can jump.

I can fly.

I'm funny.

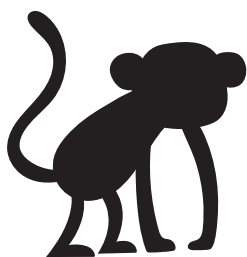
I'm long and thin.

My mouth is big.

I can run fast.

I can swim, but I can't run.

2 Look at the pictures and write the animals.



1 _____



2 _____



3 _____



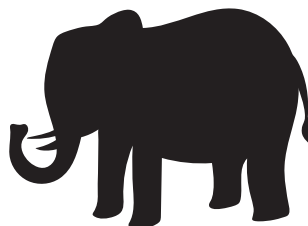
4 _____



5 _____



6 _____



7 _____



8 _____

Instructions and Answer key

7.1 Vocabulary – Wild animals

Materials: One worksheet for each student

Language: Vocabulary for wild animals

- Tell students that they are going to practise using the names of wild animals.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for both exercises: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.

Answers:

Exercise 1

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

Exercise 2

1 monkey 2 whale 3 snake 4 butterfly 5 spider
6 crocodile 7 elephant 8 bird

You don't like classical music!

1 Match the sentence halves.

- | | |
|-------------------------------|-------------------------|
| 1 I don't usually get up | a watch TV every day. |
| 2 My parents don't like | b doesn't eat a lot. |
| 3 He wants a pet, but his mum | c early at the weekend. |
| 4 My uncle and aunt don't | d doesn't like animals. |
| 5 Jasmin doesn't usually go | e our neighbours' dog. |
| 6 Our pet tortoise | f to the cinema. |

2 Choose the correct option.

- Jason doesn't want / *don't want* a parrot.
- The girls *doesn't walk* / *don't walk* to school.
- My granny *doesn't play* / *don't play* computer games.
- My pet cats *doesn't eat* / *don't eat* a lot.
- We *doesn't do* / *don't do* our homework on Saturdays.
- My phone *doesn't work* / *don't work*.

3 Complete the sentences with the Present Simple form of the verbs in brackets.

- Mum and dad don't want (want / ✗) a pet snake.
- Matt _____ (tidy / ✗) his room at the weekend.
- Rachel and Jack _____ (like / ✓) classical music.
- We _____ (listen / ✗) to music in class.
- Our English teacher _____ (speak / ✗) very fast.
- My little sister _____ (eat / ✓) a lot.

4 Guess and write sentences about your partner, his/her friends and family. Then, in pairs, read the sentences for your partner to say *true* or *false*. Tick (✓) or cross (✗).

- your dad / make cupcakes
- you / speak French
- your best friend / like snakes
- your grandparents / go to bed early
- you / cook dinner
- your parents / go to concerts
- your neighbours / speak English
- you / like classical music

☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____



Your dad doesn't
make cupcakes.

False. My dad makes
great cupcakes!



Instructions and Answer key

7.2 Grammar – You don't like classical music!

Materials: One worksheet for each student

Language: Present Simple negative

- Tell students that they are going to practise making negative sentences in the Present Simple.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, put students into pairs, but tell them that they are going to work individually for the first part of the activity. Explain that they should make guesses about their partner and write their sentences. They shouldn't let their partner see their sentences.
- When they are ready, do the second part of the activity. In their pairs, students now share their sentences with their partner to check their guesses. Look at the example with them before they begin.
- When pairs have finished, invite different students to tell the class one or two things they found out about their partner (e.g. *Ana's dad doesn't make cupcakes.*).

Answers:

Exercise 1

2 e 3 d 4 a 5 f 6 b

Exercise 2

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

Exercise 3

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

Exercise 4

- 2 Your dad makes/doesn't make cupcakes.
- 3 You speak/don't speak French.
- 4 Your best friend likes/doesn't like snakes.
- 5 Your grandparents go/don't go to bed early.
- 6 You cook/don't cook dinner.
- 7 Your parents go/don't go to concerts.
- 8 Your neighbours speak/don't speak English.
- 9 You like/don't like classical music.

What do you do to relax?

1 Put the words in the correct order to make questions.

- | | |
|---|----------------------------------|
| 1 you / do / your parents / help / ? | <u>Do you help your parents?</u> |
| 2 does / speak / your granny / English / ? | _____ |
| 3 have / we / do / music lessons / ? | _____ |
| 4 well / I / do / English / speak / ? | _____ |
| 5 room / his / does / brother / your / tidy / ? | _____ |
| 6 to the gym / parents / do / go / your / ? | _____ |

2 Match the short answers (a–f) to the questions in Exercise 1 (1–6).

- | | |
|--|--|
| a ☐ Yes, he does. | d ☒ Yes, I do. |
| b ☐ Yes, you do. | e ☐ Yes, we do. |
| c ☐ No, they don't. | f ☐ No, she doesn't. |

3 Imagine you are a reporter for a magazine. Write questions in the Present Simple.

- | | |
|---|---------------------------------|
| 1 what / you do / to / relax? | <u>What do you do to relax?</u> |
| 2 you / hang out with friends / every day? | _____ |
| 3 you / listen to music / before breakfast? | _____ |
| 4 your parents / do sport? | _____ |
| 5 your best friend / speak English? | _____ |
| 6 what / you do / on Sundays? | _____ |

4 Read the questions in Exercise 4 again. Note your answers. Then interview a partner and note his/her answers.

Question	Me	My partner
1		
2		
3		
4		
5		
6		



What do you
do to relax?

I play with my
hamster and ...



Instructions and Answer key

7.3 Grammar – What do you do to relax?

Materials: One worksheet for each student

Language: Present Simple questions and short answers

- Tell students that they are going to practise asking and answering questions in the Present Simple.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, put students into pairs, but tell them that they are going to work individually for the first part of the activity. Explain that they should look at the questions in Exercise 3 and note down their answers to them in the 'Me' column of the table.
- When they are ready, do the second part of the activity. In their pairs, students now interview each other and note down their partner's answers in the 'My partner' column. Look at the example with them before they begin.
- When pairs have finished, you could invite different students to tell the class one or two things they found out about their partner (e.g. *Teo plays with his hamster and listens to music to relax.*).

Answers:

Exercise 1

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

Exercise 2

b 4 c 6 e 3 f 2

Exercise 3

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

Can I have two tickets, please?

Read the dialogue. Two words are in the wrong place. Find and circle them.

Man: Hello. Can I help you?

Bill: Can I have two tickets to the concert, thanks?

Man: That's seventeen pounds fifty.

Bill: Here you are.

Man: Here are your tickets.

Bill: Please.



Student A

Conversation 1 At the theatre

- Buy three theatre tickets.
- Student B starts.

Conversation 2 At the football match

- You work at a football club.
- One ticket is £11.50.
- You start. Say: 'Hello. Can I help you?'

Conversation 3 At the cinema

- Buy one cinema ticket.
- Student B starts.

Conversation 4 At the swimming pool

- You work at a swimming pool.
- One ticket is £3.60.
- You start. Say: 'Hello. Can I help you?'

Student B

Conversation 1 At the theatre

- You work at a theatre.
- One ticket is £5.50.
- You start. Say: 'Hello. Can I help you?'

Conversation 2 At the football match

- Buy two tickets for the football match.
- Student A starts.

Conversation 3 At the cinema

- You work at a cinema.
- One ticket is £3.20.
- You start. Say: 'Hello. Can I help you?'

Conversation 4 At the swimming pool

- Buy one ticket for the swimming pool.
- Student A starts.

Instructions and Answer key

7.4 Speaking – Can I have two tickets, please?

Materials: One dialogue card, one Student A and one Student B card for each pair of students

Language: Buying a ticket

- Tell students that they are going to role play dialogues in which they buy tickets.
- Put students into pairs and hand out a copy of the dialogue to each pair. Explain the activity, give students time to find the two misplaced words and elicit the answers. Then get students to practise the dialogue in their pairs. Ask them to swap roles so they both get to read both the man's and Bill's lines.
- Divide the class into two groups, A and B. Hand out a Student A card to all the students in group A, and a Student B card to all the students in group B. Tell them that using the model dialogue to help them, they are going to role play similar dialogues using the prompts on their card.
- Ask students to stand up and role play each scenario with a different partner.
- When they have finished, invite different pairs to act out their conversations for the class.

Answers:

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

Bill: Please Thanks.

Guess the adjective



cute

dangerous

fast

slow

strong

ugly

cute

dangerous

fast

slow

strong

ugly

Instructions and Answer key

7.5 Reading and Vocabulary – Guess the adjective

Materials: One set of cards for each group of three or four students

Language: Adjectives

- Tell students that they are going to play a card game.
- Before you begin, review vocabulary for animals: elicit the names of animals (you could mime them) and write them on the board for students to refer to during the game.
- Put students into groups of three or four and hand out one set of cards to each group. The cards should be placed face-down in a pile in the middle of the group.
- Students in each group take turns to pick up a card, read the adjective and name an animal that it can describe. The other students listen and try to guess the adjective.
- If a student guesses the adjective correctly, they win that card. If nobody guesses correctly, the card is returned to the bottom of the pile.
- The student in each group with the most cards at the end is the winner.

Can you look after my cat?

1 Put the parts of the email in the correct order.

A

Is this OK? Let me know.

B

Can you look after my cat for the weekend? Her name's Mopsy.

C

Thanks,
Amy

D

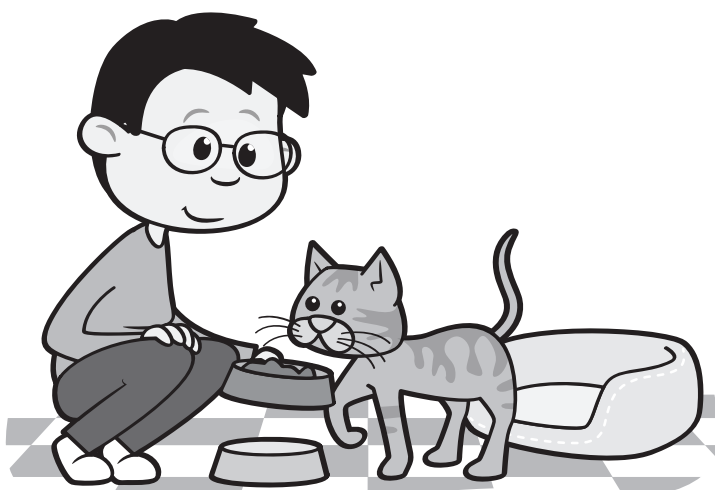
Hi Sean,

E

She eats cat food and drinks water. She loves milk too. I give her food in the morning and in the evening. She sleeps a lot. She's very cute and clever!

2 Match the parts of the email in Exercise 1 (A–E) to their functions (1–5).

- 1 to say hello
- 2 to say why you are writing
- 3 to give helpful information
- 4 to end your email
- 5 to say goodbye

☐
☐
☐
☐
☐


3 Write an email to a friend asking him/her to look after a pet for you. Include the things in Exercise 2, in the correct order.

✉

Instructions and Answer key

7.6 Listening and Writing – Can you look after my cat?

Materials: One worksheet for each student

Language: Writing: starting and ending an email

- Tell students that they are going to write an email to a friend.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–2: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- Do Exercise 3. Explain the task and point out that students should follow the order in Exercise 2 for the different parts of their email, and start and end their email correctly. While they are writing, monitor and help as necessary.
- When they have finished, students can share their emails in pairs or small groups, or you could invite different students to read their emails to the class.

Answers:

Exercise 1

1 D 2 B 3 E 4 A 5 C

Exercise 2

- to say hello: D
- to say why you are writing: B
- to give helpful information: E
- to end your email: A
- to say goodbye: C

The environment

Habitat cards



in a hole
in the
ground

in the
forest

in the
sea

in
a pond

Animal cards



rabbit

groundhog

elephant

tiger

whale

octopus

frog

goldfish

Instructions and Answer key

7.7 CLIL: Science – The environment

Materials: One set of habitat cards and one set of animal cards for each pair or group of four students

Language: Vocabulary for animal habitats

- Tell students that they are going to play a card game.
- Students can play the game in pairs or groups of four. Put them into pairs or groups and hand out one set of habitat cards and one set of animal cards to each pair/group. They should take two habitat cards each (or one each if four are playing). The animal cards should be spread out on the desk, face-down.
- Students take turns to turn over one animal card. If it matches one of their habitats, they keep it. If not, he/she turns it back face down on the desk, in the same position it was in before.
- The first student to get two animals for each habitat is the winner.

Answers:

in a hole in the ground: rabbit, groundhog

in the forest: elephant, tiger

in the sea: whale, octopus

in a pond: frog, goldfish

Word snakes

Find the words in the word snakes. Write the answers below.

- 1 Find nine animals.

tortoise k monkey q cat r snake z whale v dog n rabbit d tiger y spider

- 2 Find six places where animals live.

tree x r s t forest p q u r s e a w u k t l a n d k l m p o n d q u e g r o u n d

- 3 Find six descriptions of animals.

u g l y m e g c u t e q i e s l o w p r i s t r o n g g u e d a n g e r o u s a n e f a s t

Answers

1	
2	
3	

Instructions and Answer key

7.8 Unit 7 Vocabulary – Word snakes

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Unit 7

- Write on the board: *dalionik*. Explain to students that this is a word snake and that there is a word hidden within the letters (*lion*). Tell students that you are going to give them three word snakes, with words hidden within each one, and that they need to find and circle these words.
- Hand out a copy of the worksheet to each student.
- Students do the exercise individually. Point out the different categories in each word snake (animals, places where animals live, words (adjectives) to describe animals), and the grid at the bottom of the worksheet where students should write their answers. At the end of the activity, get students to compare answers in pairs and then elicit the answers. In weaker classes, you could let students complete the exercise in pairs.

Answers:

- 1 tortoise, monkey, cat, snake, whale, dog, rabbit, tiger, spider
- 2 tree, forest, sea, land, pond, ground
- 3 ugly, cute, slow, strong, dangerous, fast

Ten seconds!



I ×	your mum ?	my classmates ×
you ?	my best friend ×	your cousin ?
our teacher ×	your classmates ?	cats ×
your friend ?	my friend's dog ×	dogs ?
my neighbour ×	elephants ?	you ×

Instructions and Answer key

7.9 Unit 7 Unit 3 Grammar – Ten seconds!

Materials: One set of cards for each group of three students

Language: Grammar from Unit 7

- Tell students that they are going to play a card game.
- Put students into groups of three and hand out one set of cards to each group. The cards should be shuffled and placed face-down in a pile.
- Explain to students that there are two types of cards in the pile: cards with a question mark on them, and cards with a cross on them.
- Students take turns to turn over a card and have ten seconds to make a sentence using the words on it. If their card has a cross on it, they have to make a negative sentence in the Present Simple (e.g. *My best friend doesn't get up early on Saturdays.*). If it has a question mark, they have to make a question in the Present Simple (e.g. *Does your mum make cupcakes?*). If the student manages to make a correct sentence before the time is up, they keep the card. If not, the card is 'burnt' and placed in a separate pile.
- Students continue until there are no cards left. The student with the most cards at the end is the winner.

Project worksheet: a digital presentation

Step 1

1 Work in groups of three. Which of these animals can be good pets?

cat crocodile dog elephant fish hamster lion monkey mouse
parrot rabbit stick insect penguin spider tiger tortoise whale

2 In your groups, choose six ideal pets for your poster. Then choose two pets each.



Let's write about a goldfish.

Good idea. And what about ... ?



OK. I can write about ... and

3 In your groups, go online and find out information about your pets. Use the phrases below to help you search online.

ONLINE SEARCH

- What does a ... eat?
- Fun facts about ...
- What can a ... do?

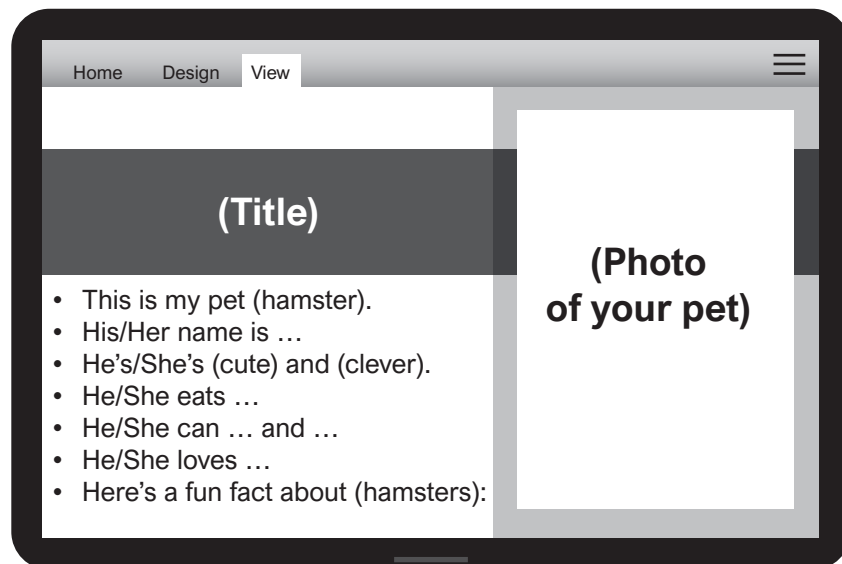
4 In your groups, complete the table with information about your pets.

Pet						
What it looks like						
What it eats						
What it can do						
Fun fact						

Project worksheet: a digital presentation

Step 2

- 5 Create your part of the presentation. Find photos of your two pets, then write a short text about each one. Use these ideas to help you.



Step 3

- 6 In your groups, create your presentation. Put your posters together and think of a title for your presentation.



Let's call the presentation
Our ideal pets.



Good idea./I'm not sure.
What about ... ?

- 7 Use the checklist below to check your presentation.

- | | |
|--|--|
| ☐ Are there answers to all the questions? | ☐ Are there titles for each text? |
| ☐ Is all the important information on your posters? | ☐ Are there photos? |
| ☐ Is there a title for the whole presentation? | ☐ Are the grammar and spelling correct? |

- 8 In your groups, decide who is going to give each part of the presentation. Then practise your presentation.

Step 4

- 9 Share your presentation with the class. Answer other students' questions. Listen to the other presentations and ask questions.

- 1 What do you think about (pet hamsters)?
- 2 Would you like to have a (hamster) as a pet?
- 3 Can (hamsters) ... ?
- 4 What other things do you know about the pets in your presentation?

Instructions and Answer key

7.10 **B B C** Culture – Project worksheet: a digital presentation

Before the lesson: A digital presentation can be made using a presentation programme like Microsoft PowerPoint®. It contains slides with titles, text and images. It can also contain other embedded elements like videos. Many students will probably be familiar with the technology as they are a popular way to complete school projects.

You will need: a computer/laptop; digital presentation software; access to the internet; a projector/screen to show the presentations. If students don't already have access to presentation software, there are free tools available to download, e.g. WPS Office and Google Slides. Make sure at least one student in each group has access to presentation software at home.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital presentation, students can piece of paper to create their 'slides'.

You will need: printed materials (information and photos); paper; coloured pens/pencils.

Step 1 **Class and group work**

Warm up:

- Ask students in L1 if they have, or would like to have, any pets and what they are. Elicit answers around the class.
- Remind students what digital presentations are and explain that they are going to make one about their ideal pets.

Task:

- Put students into groups of three and hand out a copy of the worksheet to each student.
- Students do Exercise 1. Go through the words in the box with them and check understanding. You could show photos of the animals to check if necessary. Once they have discussed in their groups, invite a few students to share their ideas with the class.
- Students do Exercise 2. In their groups, they choose six ideal pets for their presentation. Monitor and check they have chosen six pets, then ask them to allocate two pets to each member of their group.
- Students can do Exercises 3 and 4 individually or in their groups. Go through the search terms in Exercise 3 with the class and explain that they can use these to help them look for the information they need. If students do the exercises in class, monitor and help them with any vocabulary they may need.

Step 2 **Individual work**

- Students go online individually, at home or in class, and find their photos. Encourage them to look carefully and not just pick the first one they see. Once they've found their photos, they write their texts for their slides. Go through the model with them before they write their texts. While they are writing, monitor and offer help as necessary.

Step 3 **Group work**

- Do Exercise 6. In their groups, students share their photos and texts and decide on a title for their presentation.
- Students use the checklist in Exercise 7 to check their presentations.
- They then practise giving their presentation as a group before sharing it with the class. Point out that they should assign a different part of the presentation to each member of their group (most likely, the pets they researched).

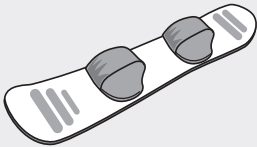
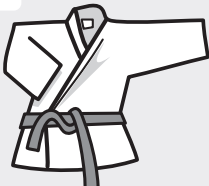
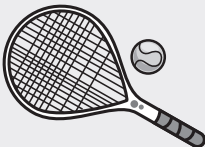
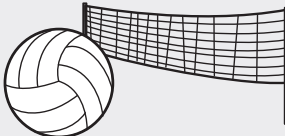
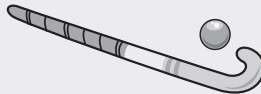
Step 4 **Class work**

- Students give their presentations to the class.
- Allow some time for students to discuss their presentations and ask and answer additional questions. Point out that they can use the questions in Exercise 9.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- Invite different students to tell the class which their favourite pets are and why.

Sports Bingo

Complete the sports words. Then, in groups of three, play *Bingo*!



play  <u>football</u>	play  t _____ t _____	play  b _____	go  w _____
play  b _____	go  s _____	go  c _____	go  s _____
go  i _____ - s _____	go  r _____ s _____	go  c _____	go  s _____
do  t _____	play  t _____	play  v _____	play  h _____

Instructions and Answer key

8.1 Vocabulary – Sports Bingo

Materials: One worksheet for each student; scissors

Language: Vocabulary for sports

- Tell students that they are going to play *Bingo* with the vocabulary from the lesson.
- Hand out a copy of the worksheet to each student.
- Students do the exercise individually: they look at the pictures and complete the words for sports.
- Elicit the answers.
- Put students into groups of three and ask them to cut out the cards; each student should have one set of cards.
- Two students (the players) place their cards face up in any order they like, but in a 5x3 grid. The third student shuffles their cards and reads out the phrases in any order they like. As the two players hear the phrases, they turn over the corresponding cards face down in their grid. The third student continues reading until one of the two players has turned over five cards in a vertical line.
- Students swap roles and play two more times.

Answers:

table tennis, badminton, windsurfing, basketball, snowboarding, cycling, swimming, ice-skating, roller skating, canoeing, skateboarding, taekwondo, tennis, volleyball, hockey

Do you like cooking?

1 Choose the correct option.

- 1 I love *cycle* / *cycling*.
- 2 My mum hates *cook* / *cooking*.
- 3 My classmates don't like *skateboard* / *skateboarding*.
- 4 David doesn't like *do* / *doing* taekwondo.
- 5 You love *eat* / *eating* my cupcakes!
- 6 We hate *get* / *getting* up early.

2 Make questions with *like*.

- 1 your cat your sister ?
- 2 your mum spiders ?
- 3 your parents Shawn Mendes ?
- 4 our teacher our class ?
- 5 you skateboarding ?
- 6 I ice creams ?

Does your cat like your sister?

3 Read the answers to the questions in Exercise 2. Complete them with *do*, *does*, *don't* or *doesn't*. Then write what the underlined words refer to.

- 1 Yes, it does. It loves her! sister
- 2 No, she _____. She hates them! _____
- 3 No, they _____. They don't like him. _____
- 4 Yes, he _____. He likes us. _____
- 5 Yes, I _____. I love it! _____
- 6 Yes, you _____. You love them! _____

4 Read the questions and complete the *Me* column. Use 😊 (love), 😊 (like), ☹️ (don't like) or ☹️ (hate). Then ask and answer in pairs and complete the rest of the table.

Do you/they like: Does he/she like:	Me	My partner	My partner's brother/ sister/parents
getting up early?			
swimming?			
reading?			
speaking English?			
cooking?			
eating fruit?			



Do you like cooking?

No, I don't. I hate it!



Instructions and Answer key

8.2 Grammar – Do you like cooking?

Materials: One worksheet for each student

Language: *like/love/don't like/hate* + *-ing*, object pronouns

- Tell students that they are going to complete sentences about things people like and then talk about their own likes and dislikes.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–3: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 4, put students into pairs, but tell them that they are going to work individually for the first part of the activity. Explain that they should look at the questions in the first column of the table and mark their answers using the different emojis to show *love*, *like*, *don't like* and *hate*.
- When they are ready, do the second part of the activity. In their pairs, students now interview each other and note down their partner's answers in the third and fourth columns of the table. Look at the example with them before they begin.
- When pairs have finished, you could invite different students to tell the class one or two things they found out about their partner and/or their family (e.g. *Elena's brother loves cooking*).

Answers:

Exercise 1

2 cooking 3 skateboarding 4 doing 5 eating 6 getting

Exercise 2

2 Does your mum like spiders?

3 Do your parents like Shawn Mendes?

4 Does our teacher like our class?

5 Do you like skateboarding?

6 Do I like ice creams?

Exercise 3

2 doesn't, spiders 3 don't, Shawn Mendes

4 does, our class 5 do, skateboarding 6 do, ice creams

Who? Where? When?

1 Choose the correct answer.

- 1 ____ do you live?
 a Who **(b) Where** c What
- 2 ____ is your birthday?
 a When b What c How
- 3 ____ is your favourite singer?
 a Whose b Who c How
- 4 ____ many posters have you got?
 a How b When c Whose
- 5 ____ is that pen?
 a Who b Whose c How many
- 6 ____ have you got in your bag?
 a Who b What c How many

2 Match the questions in Exercise 1 (1–6) to the answers (a–f).

- a ☒ 2 On 1 March. c ☐ In Liverpool. e ☐ Dua Lipa.
 b ☐ 80. d ☐ My books. f ☐ My brother's.

3 Correct the underlined words.

- | | | |
|---|-----------------|------------|
| 1 A: <u>Who</u> many photos have you got? | B: Ten. | <u>How</u> |
| 2 A: <u>When</u> do you do to relax? | B: I do sport. | _____ |
| 3 A: <u>Who</u> do you have guitar lessons? | B: On Mondays. | _____ |
| 4 A: <u>How many</u> is my phone? | B: On the sofa. | _____ |
| 5 A: <u>Whose</u> is your English teacher? | B: Mr Smith. | _____ |

4 Read the answers and complete the questions.

- A: ¹How many brothers and sisters have you got?
 B: I've got two brothers and one sister.
- A: ²_____ their names?
 B: Their names are Brian, Jamie and Alice.
- A: ³_____ are they?
 B: Brian is fifteen, Jamie is twelve and Alice is nine.
- A: ⁴_____ best friend?
 B: My best friend is Sarah.
- A: ⁵_____ hang out?
 B: We hang out after school and at the weekend.

5 In pairs, ask and answer the questions in Exercise 4.



How many brothers and sisters have you got?



I haven't got any brothers or sisters, but I've got six cousins.

Instructions and Answer key

8.3 Grammar – Who? Where? When?

Materials: One worksheet for each student

Language: Question words

- Tell students that they are going to practise using question words and then ask and answer questions with a partner.
- Hand out a copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–4: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 5, put students into pairs to ask and answer the questions in Exercise 4. Look at the example with them before they begin.

Answers:

Exercise 1

2 a 3 b 4 a 5 b 6 b

Exercise 2

b 4 c 1 d 6 e 3 f 5

Exercise 3

2 What 3 When 4 Where 5 Who

Exercise 4

2 What are 3 How old 4 Who's your 5 When do you

What's the weather like?

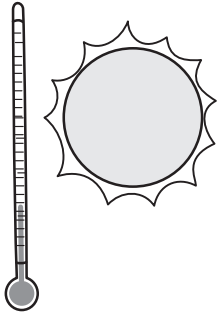
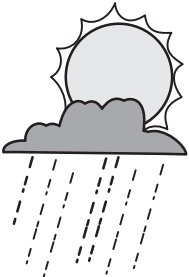
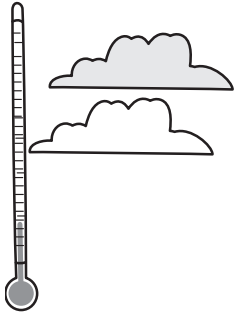
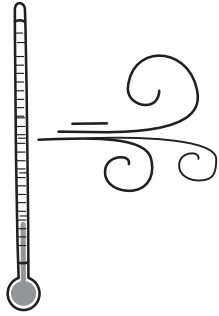
In pairs, practise reading the dialogue.

Sam: What's the weather like in winter in Spain?

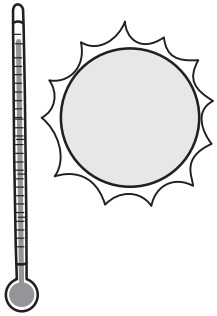
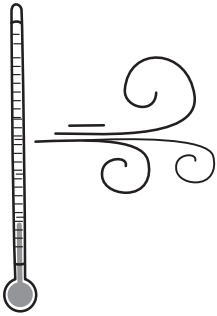
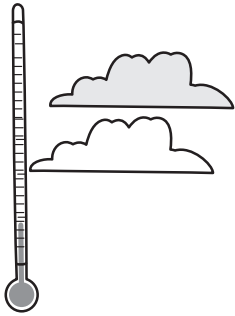
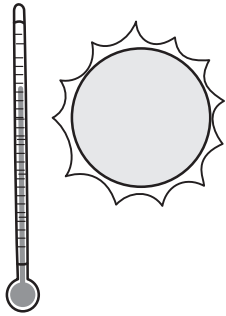
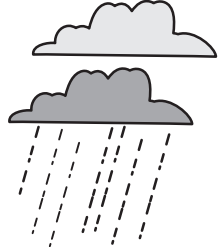
Jamie: It's sometimes cold and windy.



Student A

Spain / summer ? _____	the UK / spring? ? _____	Poland / winter? ? _____	Italy / autumn? ? _____	Australia / winter? ? _____
the USA / winter  sometimes	Scotland / summer  usually	France / spring  sometimes	China / spring  often	Spain / winter  sometimes

Student B

Spain / summer  usually	the UK / spring  often	Poland / winter  usually	Italy / autumn  sometimes	Australia / winter  sometimes
the USA / winter ? _____	Scotland / summer ? _____	France / spring ? _____	China / spring ? _____	Spain / winter ? _____

Instructions and Answer key

8.4 Speaking – What's the weather like?

Materials: One dialogue card, one Student A and one Student B card for each pair of students

Language: Talking about the weather

- Tell students that they are going to role play dialogues in which they talk about the weather.
- Put students into pairs and hand out a copy of the dialogue to each pair. Give students time to practise it in their pairs. Ask them to swap roles so they both get to read both Sam's and Jamie's lines.
- Tell students that they are now going to role play similar dialogues using prompts on a card. Hand out one Student A and one Student B card to each pair and tell students that they shouldn't show their card to their partner. Explain the activity: using the model dialogue, students take turns to ask and answer about the places on their cards, and write the weather for each one. Before they begin, check that they know what weather word(s) each picture represents.
- When they have finished, they look at each other's cards to check their answers.

Answers:

Student A

Spain: hot and sunny; the UK: cold and windy;

Poland: cold and cloudy; Italy: warm and sunny;

Australia: cloudy and rainy

Student B

the USA: cold and sunny; Scotland: sunny and rainy;

France: cloudy and rainy; China: cold and cloudy;

Spain: cold and windy

Stay healthy!

1 Find the words and use them to complete the sentences.

lepes ~~dbe~~ nkdir hrbus tblagevese tfuri
uto eeexcsri srifned

It's healthy to:

- 1 go to bed early and get nine hours of _____ .
- 2 eat _____ and _____ every day.
- 3 _____ lots of water, not cola!
- 4 _____ your teeth after every meal.
- 5 do some _____ or just go for a walk.
- 6 hang _____ with your _____ .

2 Write the things below in the correct group. Then add three more things to each group.

apples bananas chocolate cola going to bed late
hanging out with friends sugar walking

Healthy



Not healthy



Instructions and Answer key

8.5 Reading and Vocabulary – Stay healthy!

Materials: One worksheet for each student

Language: Vocabulary related to a healthy lifestyle

- Tell students that they are going to think about things that can help us stay healthy.
- Hand out a copy of the worksheet to each student.
- Students do Exercise 1 individually. Explain that the words they need to complete the sentences are given, but they need to put the letters in the correct order in order to find each one. When they have finished, get them to check answers in pairs before class feedback.
- Move on to Exercise 2. Ask students to do it individually, and help them with any vocabulary they may need for the three additional items for each group. When they have finished, get them to compare and discuss their answers in pairs.
- After checking answers for the words in the box, invite different students to share their six additional items with the class. You could add their ideas on the board and ask the class to add them to their worksheet.

Answers:

Exercise 1

1 sleep 2 fruit, vegetables 3 drink 4 brush 5 exercise
6 out, friends

Exercise 2

Healthy: apples, bananas, hanging out with friends, walking
(+ Students' own ideas)

Not healthy: chocolate, cola, going to bed late, sugar
(+ Students' own ideas)

My weekend

- 1 Find six more grammar mistakes in Olivia's blog post.

My weekend

BLOG

I ^{go} goes to bed at nine o'clock on school days, but at the weekend, I go to bed at ten o'clock. On Saturday and Sunday, I get up at ten o'clock!

On Saturday, I play badminton with my friend Marissa in the afternoon. I like play badminton with her because she are very good and she's also very nice and friendly.

On Sunday, I always go cycling with my family. My parents isn't very sporty, but we all like cycling. There are a big park in our city and we go there. I has got a really cool mountain bike!

On Saturday evenings, we have pizza for dinner. It's my favourite food! But I eat usually lots of fruit and vegetables on other days.

- 2 Write a blog post about your weekend. Write about what you do, where you go and what you eat. Use Olivia's blog post to help you.

My weekend

BLOG

- 3 Check your blog post for grammar mistakes. Then write the final version.

My weekend

BLOG

Instructions and Answer key

8.6 Listening and Writing – My weekend

Materials: One worksheet for each student

Language: Writing: checking grammar

- Tell students that they are going to read and correct a blog post about a girl's weekend, and then write their own blog post.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Explain to students that there are seven mistakes in total in the blog post, and that one of them is the example; they need to find six more. Point out that they should look for grammar mistakes. Give them time to complete the exercise individually, then get them to compare answers in pairs.
- Elicit the answers.
- Students should do Exercise 2 individually, using the blog post in Exercise 1 as a model. While they are writing, monitor and offer help as necessary.
- Exercise 3 can be done in class or as homework. If students do it in class, once they've written their final version, you could put them into pairs and ask them to check each other's blog posts.

Answers:

Exercise 1

I ~~goes~~ **go** to bed at nine o'clock on school days, but at the weekend, I go to bed at ten o'clock. On Saturday and Sunday, I get up at ten o'clock!

On Saturday, I play badminton with my friend Marissa in the afternoon. I like ~~play~~ **playing** badminton with her because she ~~are~~ is very good and she's also very nice and friendly. On Sunday, I always go cycling with my family. My parents ~~isn't~~ **aren't** very sporty, but we all like cycling. There ~~are~~ is a big park in our city and we go there. I ~~has~~ **have** got a really cool mountain bike!

On Saturday evenings, we have pizza for dinner. It's my favourite food! But I ~~eat usually~~ **usually eat** lots of fruit and vegetables on other days

Sports equipment

1 Look at the pictures and write the words.



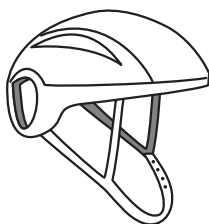
1 Equipment: swimming cap
Sport: swimming



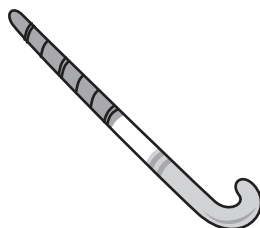
2 Equipment: _____
Sport: _____



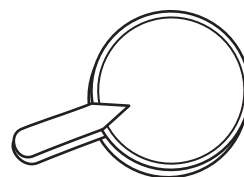
3 Equipment: _____
Sport: _____



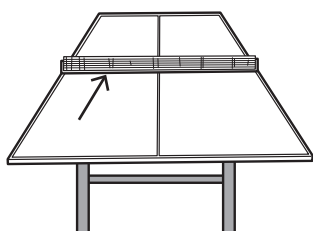
4 Equipment: _____
Sport: _____



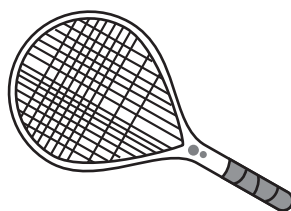
5 Equipment: _____
Sport: _____



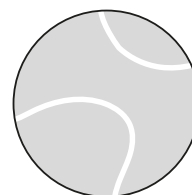
6 Equipment: _____
Sport: _____



7 Equipment: _____
Sport: _____



8 Equipment: _____
Sport: _____



9 Equipment: _____
Sport: _____

2 Can you think of another sport? Draw and label the equipment you need.

Equipment: _____

Sport: _____

Instructions and Answer key

8.7 CLIL: Sports – Sports equipment

Materials: One worksheet for each student

Language: Vocabulary for sports equipment

- Tell students that they are going to practise using the words for sports equipment they learnt in the lesson.
- Hand out a copy of the worksheet to each student.
- Ask students to complete Exercise 1 individually, then get them to compare answers in pairs.
- Elicit the answers.
- Students do Exercise 2 individually. Monitor and help them with ideas and/or any vocabulary they may need. When they have finished, they can then share their pictures in pairs or groups.

Answers:

Exercise 1

2 swimming goggles, swimming 3 bike/bicycle, cycling

4 helmet, cycling 5 stick, hockey 6 bat, table tennis

7 net, table tennis 8 racket, tennis 9 ball, tennis

Read, match, win!

Sentence cards



Rabbits live in a _____ in the ground.	_____ is a water sport.	Look! There's a frog in the _____!	The opposite of <i>beautiful</i> is _____.
I brush my _____ after every meal.	A _____ is a very tall land animal.	You need a _____ to play tennis.	Walking is good _____. It helps you stay healthy.
My pet can fly! It's a _____!	_____ is a team sport.	_____ is a winter sport.	You need a _____ to play table tennis.
A _____ is a very big sea animal.	The opposite of <i>fast</i> is _____.	I always wear a _____ when I go cycling.	You wear _____ on your face when you swim.

Word cards



hole	windsurfing	pond	ugly
teeth	giraffe	racket	exercise
parrot	volleyball	snowboarding	bat
whale	slow	helmet	goggles

Instructions and Answer key

8.8 Units 7–8 Vocabulary – Read, match, win!

Materials: One set of sentence cards and one set of word cards for each group of three or four students

Language: Vocabulary from Units 7–8

- Tell students that they are going to play a card game with words from Units 7 and 8.
- Put students into groups of three or four and hand out one set of sentence cards and one set of word cards to each group. The cards should be spread out and placed face down in two separate sets.
- Students take turns to turn over one card from each set. If the word completes the sentence, they can keep the pair of cards. If not, they must turn them back over, in the same position they were in before.
- The process is repeated, with students taking turns to select and match cards in the same way. By remembering where different cards are, as the game progresses, students should be able to find matching pairs more easily.
- The winner is the student with the most pairs of cards at the end of the activity.

Answers:

Rabbits live in a **hole** in the ground.

Windsurfing is a water sport.

Look! There's a frog in the **pond**!

The opposite of *beautiful* is **ugly**.

I brush my **teeth** after every meal.

A **giraffe** is a very tall land animal.

You need a **racket** to play tennis.

Walking is good **exercise**. It helps you stay healthy.

My pet can fly! It's a **parrot**!

Volleyball is a team sport.

Snowboarding is a winter sport.

You need a **bat** to play table tennis.

A whale is a very big sea animal.

The opposite of *fast* is **slow**.

I always wear a **helmet** when I go cycling.

You wear **goggles** on your face when you swim.

Make your own questionnaire!

1 Complete the questions with your own ideas.

Questionnaire

- | | |
|---------------------------------|-----------------------------------|
| 1 Who is your favourite _____ ? | 7 Does your friend _____ ? |
| 2 What have you got _____ ? | 8 Do you often _____ ? |
| 3 Where do you _____ ? | 9 Do you like _____ ? |
| 4 How many _____ have you got? | 10 What is your favourite _____ ? |
| 5 Does your mum _____ ? | 11 What _____ do you hate? |
| 6 When do you _____ ? | 12 Does your father _____ ? |

2 In pairs, take turns to ask and answer the questions in Exercise 1. Give as much information as possible and make notes of your partner's answers.



What sport do you hate?

I hate playing football! I can't play very well. But I love basketball and taekwondo.



A large rectangular area with horizontal lines for taking notes, resembling a notepad. The right side of the area has a wavy, torn-paper edge.

3 Tell the class about your partner. Use your notes from Exercise 2.



Anna hates playing football, but she loves taekwondo.

Instructions and Answer key

8.9 Units 7–8 Grammar – Make your own questionnaire!

Materials: One worksheet for each student
Language: Grammar from Units 7–8

- Tell students that they are going to make their own questionnaire and then interview a partner.
- Hand out a copy of the worksheet to each student.
- Do Exercise 1. Ask students to complete the questions with their own ideas in order to make a questionnaire for a partner. Monitor and help them with any vocabulary they may need.
- Move on to Exercise 2. Put students into pairs to ask and answer their questions from Exercise 1. Encourage them to give as much information as possible when they answer. Point out that they should note down their partner's answers as they'll need them for Exercise 3.
- Do Exercise 3. Invite students to tell the class what they found out about their partner, using their notes from Exercise 2.

These things happen

1 Complete the dialogues with the words below.

bad fault happen OK worry

- 1 A: I'm so sorry I'm late.
B: Don't feel _____ about it. These things happen.
- 2 A: I'm sorry, it's my _____.
B: Don't _____!
A: Let me buy you lunch.
B: Oh, thank you! That's nice!
- 3 A: I haven't got my money. It's at home!
B: That's _____. I can pay.
A: Thank you! I can pay next time.
- 4 A: Oh, no, your chair's broken! I'm sorry!
B: Don't worry, these things _____.
Maybe you can help me repair it.
A: Yes, of course.

2 Match phrases 1–4 with tips a–d.

1 Don't feel bad about it. These things happen.

2 Maybe you can help me repair it?

3 How can I make up for it?

4 I'm very sorry.

- a ☐ Say sorry when you make a mistake.
- b ☐ Do something nice to make up for your mistake.
- c ☐ Don't let people feel bad about their mistakes.
- d ☐ Help them to make things right again.

3 In pairs, follow the instructions to role play the conversations.

Student A

Conversation 1

Student B comes to your house to study together. He/She is late. Listen to him/her, then help him/her make things right again.

Conversation 2

You break student B's cup. Say you're sorry and do something nice to make up for your mistake.

Student B

Conversation 1

You go to Student A's house to study together. You're late. Say sorry and ask how you can make up for your mistake.

Conversation 2

Student A breaks your cup. Listen to him/her and don't let him/her feel bad about his/her mistake.

Instructions and Answer key

8.10 Set for life – These things happen

Materials: One worksheet for student

Language: Reacting to mistakes



Self-management

Leadership is managing or guiding the work of others in a transformational, inspirational, respectful and supportive way. One of the important sub-skills a leader should have is the ability to take ownership of their performance, including mistakes. The activities are aimed at helping students learn how to react when they have made a mistake as well as how to accept other people's apologies in a graceful and constructive way.

- Ask students if they can remember any of the Useful tips for reacting to mistakes from the lesson. Elicit answers around the class.
- Hand out one copy of the worksheet to each student.
- Follow the same procedure for Exercises 1–2: get students to complete each exercise individually and then, if time allows, to compare answers in pairs. Check the answers to each exercise with the whole class.
- For Exercise 3, put students into pairs and explain that they are going to role play two conversations. Give them time to read the instructions and ask you any questions they may have. Before they begin, point out that they should apologise for their mistakes and be kind to their partner when he/she apologises for his/her mistakes. Tell them that they can use the dialogues in Exercise 1 to help them.
- When they have finished, invite different pairs to act out one of their conversations for the class.

Answers:

Exercise 1

1 bad 2 fault, worry 3 OK 4 happen

Exercise 2

1 c 2 d 3 b 4 a