WIDER WORLD

SECOND EDITION

Set for learning, set for life in the real world

Wider World Second Edition prepares teenagers for their life ahead: it equips them with the future skills they will need to enjoy their social lives, pursue their studies and succeed in their careers as citizens of the world.

New BBC videos

cover the huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence, and fire curiosity in the world outside the classroom.

Comprehensive teacher support

and resources make teaching intuitive, with minimal preparation. They enable teachers to adapt to the needs of individual students, so every student can achieve their highest potential and flourish in their lives ahead.

Teacher's Book with Teacher's Portal Access Code

- Presentation Tool with a digital version of the Student's Book and Workbook, lesson notes, audio, video and interactive exercises.
- Online Practice of the Workbook and Extra Practice Activities with instant feedback, where teachers can assign activities.
- Gradebook with student results from the activities in the Student's eBook and Online Practice.
- Test Generator with assignable test activities.
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system.

Wider World Second Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

Also available

- Student's Book with eBook
- Student's Book with Online Practice and eBook
- Student's eBook Access Code
- Student's eBook with Online Practice Access Code
- Workbook
- Workbook with Online Practice
- Online Practice Access Code
- Teacher's Portal Access Code

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Learning English with Pearson?
Access English language materials to support your learning journey.

Ready to prove your English skills?
Get exclusive preparation materials for Pearson English exams. **pearsonenglish.com/exams-offer**

	GSE	CEFR	Pearson English International Certificate	Benchmark	Cambridge
Starter	10-25	<A1/A1		Benchmark YL Learners Level 1	
Level 1	24-34	A1/A2	Levels A1/1	Benchmark YL Learners Level 2	A2 Key for Schools
Level 2	32-42	A2/A2+	Level 1	Benchmark YL Learners Levels 3/4 Benchmark Test A	A2 Key for Schools
Level 3	40-50	A2+/B1	Levels 1/2	Benchmark YL Learners Levels 4/5 Benchmark Tests A/B1	A2 Key for Schools B1 Preliminary for Schools
Level 4	45-55	B1/B1+	Level 2	Benchmark YL Learners Levels 5/6 Benchmark Test B1	B1 Preliminary for Schools

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WIDER WORLD SECOND EDITION STARTER Teacher's Book with Teacher's Portal Access Code Sandy Zervas

Sandy Zervas

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

STARTER

Pearson

GSE Global Scale of English

10-25 <A1/A1

Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

1 Go to **pearsonenglish.com/login**

2 Sign in or create your Portal account

3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

WIDER WORLD

SECOND EDITION

S

Teacher's Book

CONTENTS

Welcome to *Wider World Second Edition*	2
Course Components	3–6
Key Concepts	7–11
A unit of the Student's Book	12–15
Student's Book Contents	16–17
Student's Book with answer key	18–154
Teaching notes	155–221
Need support? worksheets	222–229
Need support? worksheets answer key	230
Student's Book audioscripts & videoscripts	231–240
Workbook audioscripts	241–242
Workbook answer key	243–252

Welcome to
Wider World
Second Edition

Wider World is a portal to a wider world of English language knowledge and resources specially designed for teenage learners. It enables teenage students to develop the ability to communicate well in English and boosts their confidence so that they can participate as educated citizens in the global community of the 21st century with all its unique challenges and opportunities.

Wider World Second Edition is the direct result of extensive research among teachers using the first edition. It builds on the highly successful and trusted methodology of the series but has been brought up to date with fresh content and a new modern look and feel. There are also a lot of new features and brand new digital tools and resources in response to teachers' feedback and new expectations in a post-pandemic world.

The new edition prepares teenagers for their future lives and careers both as language learners and citizens of the world through the focused Life Skills programme, *Set for Life*. Printable *Set for Life* 'bookmarks' provide tips on how to successfully apply the skills in real life, and serve as a quick reference to key language areas introduced in the lessons.

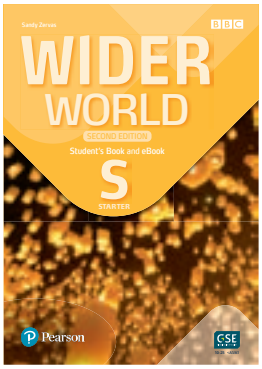
BBC Culture videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts for engaging teamwork and collaboration.

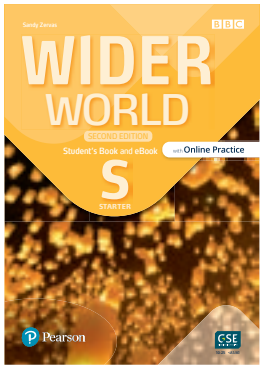
Comprehensive teacher support materials with numerous resources and new digital tools make *Wider World Second Edition* intuitive to teach in class and online, with minimal preparation. It enables you to adapt your teaching to the needs of individual students, whatever their ability, so that every student can achieve their highest potential.



Course Components

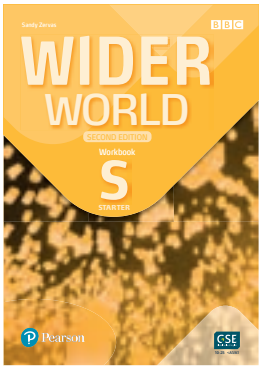
For Students

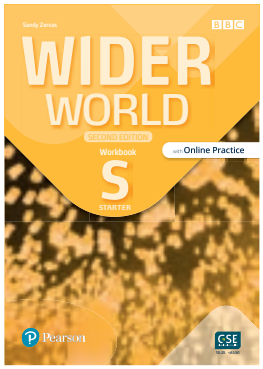




STUDENT'S BOOK

- Access code for Student's eBook, Online Practice and Tests (depending on the version)
- Course map showing how to use the Student components
- Ten units per level in levels 1–4: nine core and one revision unit. The Starter level has eight core units and one introductory unit. Each unit includes a wordlist with exercises to activate key vocabulary and a *Revision* section.
- Speaking videos
- Cumulative *Progress Checks* for units 1–3, 1–6 and 1–9 in levels 1–4. In the Starter level, the there are cumulative Progress Checks for units 1–2, 1–4, 1–6 and 1–8.
- *BBC Culture* lessons based on BBC video documentaries and project work
- *Set for Life* lessons focusing on developing future skills
- *Grammar Time:* grammar reference and practice activities for every Grammar lesson
- Eight CLIL lessons in the Starter level
- Audio and video available online





WORKBOOK

- Access code for audio, Online Practice and Tests (depending on the version)
- Additional grammar, vocabulary and skills practice to supplement the material in the Student's Book
- *My Language Files* for storing key vocabulary from each unit
- *Self-Check* section at the end of each unit
- *Reading Time* sections to encourage reading for pleasure
- Audio available online



STUDENT'S eBOOK

- Full Student's Book in digital format with embedded audio, video and interactive activities
- Tools for managing and assigning self-study and practice activities for students, with automatic marking to save time
- Personal gradebook for students to review their performance



ONLINE PRACTICE

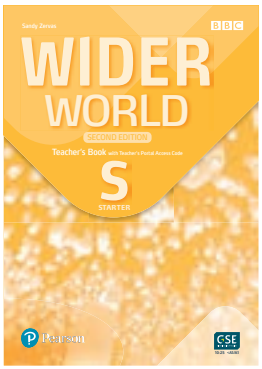
- Digital version of the Workbook activities and Extra Practice Activities with automatic marking to be used for self-study or teacher-assigned work
- Fully accessible on computer, tablet or mobile



- Extra Practice Activities to provide additional vocabulary practice as well as remediation activities for grammar. Students can view and monitor their results in the gradebook. (For more details please see Online Practice in For Teachers on page 4.)

Course Components

For Teachers



TEACHER'S BOOK

- Student's Book pages with overwritten answers and a list of teacher and student resources available for each lesson
- Detailed teaching notes with useful tips on areas such as mixed-ability classes and Assessment for Learning
- Background notes, extra activities, additional tasks for fast finishers and students who need support
- Photocopiable *Need support?* worksheets for each unit with simplified versions of more difficult tasks
- Student's Book and Workbook audioscripts and videoscripts, Workbook answer key
- Access code to Teacher's Portal with a wealth of tools and resources to make teaching more effective in class and online. (For more details please see page 5.)



PRESENTATION TOOL

- Digital versions of Student's Book and Workbook
- Interactive activities for display in class and online
- Teaching notes for each lesson and individual exercises
- Embedded audio and video
- Built-in virtual classroom and whiteboard functionalities: integrated video conferencing with breakout rooms, interactive whiteboard, chat, question posting, discussions, live task assignment and real-time view of student performance



ONLINE PRACTICE

- Fully interactive digital version of the Workbook and Extra Practice Activities with instant feedback and automatic gradebook
- Activities can be assigned at the touch of a button for homework or in class.



EXTRA PRACTICE ACTIVITIES

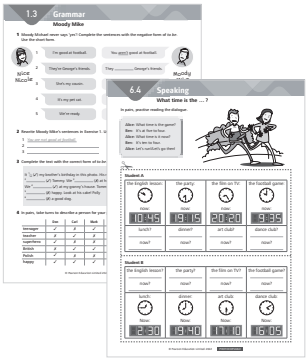
- Extra activities based on videos from Grammar lessons
- Additional grammar and vocabulary activities
- Additional writing and speaking activities for the Starter level
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Vocabulary Memory Games

TEST GENERATOR

- Adaptable tests from the Assessment package to tailor to students' needs
- Tests to assign online with automatic marking

GRADEBOOK

- Overview of individual student and class results for assigned activities from the Student's eBook, Online Practice and Test Generator



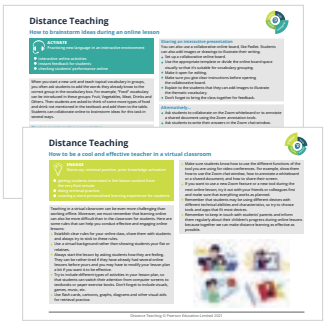
PHOTOCOPIABLE RESOURCES

- For the Starter level eighty photocopiable worksheets with full teaching notes and answer key including:
  - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
  - *Set for Life* worksheets to supplement the lessons in the Student's Book
  - Project worksheets with step-by-step support for digital projects in *BBC Culture* lessons
- Assessment for Learning response cards designed to support feedback
- *Need support?* worksheets for each unit with simplified versions of selected tasks from the Student's Book
- *Set for Life* 'bookmarks' with tips and key language from *Set for Life* lessons



GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



ONLINE CLASSROOM

- Online video tutorials and materials on the *ESAP* (*Engage*, *Study*, *Activate*, *Practise*) framework – an online teaching methodology to help teach effective and engaging online lessons
- A set of guides on distance teaching with ideas and tips for each stage of the lesson to help implement the *ESAP* approach successfully in everyday teaching

ASSESSMENT PACKAGE

- A range of language and skills tests for use throughout the course
- All core tests in A/B versions to prevent copying: ready-to-print PDFs and editable Word documents, which can be administered online via the Test Generator
- Tests versioned for dyslexic students

Pearson English International Certificate

EXAMS

- Exam correlation tables in levels 1–4 showing detailed alignment between Pearson English International Certificate, Cambridge English exams and each level of *Wider World Second Edition*
- Cambridge Exam Practice for A2 Key and B1 Preliminary for Schools

TEACHING WITH *WIDER WORLD SECOND EDITION* VIDEOS

- Series of short instructional videos to familiarise teachers with key aspects of the course

Global Scale of English
Fast-track your progress

GSE MAPPING BOOKLETS

- Alignment of each level of *Wider World Second Edition* with the Global Scale of English (GSE) and the Common European Framework of Reference (CEFR)

OTHER USEFUL RESOURCES

- Teacher's Book in PDF format
- Class, Workbook and Test audio with scripts
- All in-course video with scripts
- Student's Book and Workbook
- Wordlists with audio
- Syllabus of future skills taught across levels

Wider World Second Edition Videos

There are three types of video in *Wider World Second Edition 1–4*. Additionally, *Get Grammar!* animations are available with the Starter level. All videos can be accessed from the Resources area on the Teacher's Portal. They are also embedded in the Student's eBook.

SPEAKING VIDEOS



An entertaining drama about a group of teenagers, their families and friends
The videos present the key language for all the Speaking lessons in an engaging and relatable way. Real-life dialogues provide natural and memorable models. New language is backed by visual clues and presented in context to help students acquire new language.
All the video episodes are also available in audio-only format.

BBC VOX POPS



In levels 1–4 short clips of people filmed by the BBC on the streets of London answering questions about their lives and opinions
Students are exposed to authentic, spontaneous speech uttered by speakers of English from around the world. The purpose of the videos is to provide short manageable chunks of language in real contexts to help students develop compensation strategies for understanding, and to improve their listening skills.

BBC CULTURE VIDEOS



A series of inspiring culture videos produced in co-operation with the BBC
The videos recycle the topic and language from the preceding units. They are designed to spark students' imagination and curiosity about the wider world so that they are motivated to continue their English learning independently.

GET GRAMMAR! ANIMATIONS



Funny animated clips about the adventures of Hammy, a cute hamster and his friends
The videos present the key grammar structures taught in each Grammar lesson of the Starter level. The animations enable teachers to explain new grammar structures in an entertaining and meaningful way. The videos can be used multiple times as an effective presentation tool or for quick revision of grammar structures.

Key Concepts

The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

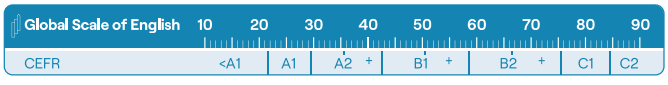
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them make progress.

Wider World Second Edition has been created using the GSE Learning Objectives for Young Learners and Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

GSE TEACHER'S RESOURCES

You can find a full list of all the GSE Learning Objectives covered in this coursebook in the Global Scale of English Teacher Booklet, available on the Teacher's Portal. For more information about how the GSE can support your planning and teaching, your assessment of your learners, and the selection or creation of additional materials to supplement your core programme, please go to www.pearsonenglish.com/gse.

For easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text), use the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo.



Exams

Wider World Second Edition provides many opportunities for students to get acquainted with the format of international exams with special focus on the Pearson English International Certificate and Cambridge Exams.

The Pearson English International Certificate (formerly known as PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, the International Certificate is recognised by universities in many countries around the world.

Exam preparation is seamlessly integrated in the Student's Book and Workbook and clearly signposted for the teacher in the Teacher's Book. Detailed information about exam tasks covered in each level can be found in the Exam Alignment Tables available on the Teacher's Portal.

The table below shows the correlation between the language level of each part of *Wider World Second Edition* and the requirements for Pearson English International Certificate and Cambridge Exams.

	GSE	CEFR	Pearson English International Certificate	Cambridge
Starter	10–35	> A1/A1		
Level 1	24–34	A1/A2	Levels A1/1	A2 Key for Schools
Level 2	32–42	A2/A2+	Level 1	A2 Key for Schools
Level 3	40–50	A2+/B1	Level 1/2	A2 Key for Schools B1 Preliminary for Schools
Level 4	45–55	B1+	Level 2	B1 Preliminary for Schools

STUDENT'S BOOK

Exam-style reading and listening comprehension tasks are integrated in skills lessons in every unit and there is a strong focus in the Speaking lessons on teaching the necessary skills for the international exams. Cumulative *Progress Check* sections include Use of English tasks as well as speaking, listening and reading tasks in an exam-like format.

WORKBOOK

Exam Time sections in the Workbook provide exam practice in a format which mirrors the real tests. Exam Tips familiarise students with typical exam task types and help them overcome common exam difficulties.

TEACHER'S BOOK

All exam tasks in the Student's Book are clearly signposted in the Teacher's Book. The notes explain which exam (and which exam paper) a given task comes from. Teaching notes also include additional tips and exam strategies.

EXAM

Exercise 2
International Certificate Level 1, Reading, Section 6, (open-ended questions)

Measuring Progress

Students' progress can be measured through a variety of methods: student self-assessment, peer assessment, observation, class participation, written work, homework tasks, and both in-course and summative assessment. *Wider World Second Edition* provides you with a full range of tools to help measure the progress of your students.

STUDENT'S BOOK

Each lesson in *Wider World Second Edition* has a learning objective which is available for you to explore with your students at the start and end of each lesson. It is important to check how confident students feel before moving on to the next unit. The *Revision* sections help check how well students have mastered the language from the unit. The *Progress Check* sections allow students to consolidate their knowledge from the previous units in a summative way. They systematically cover all language learned through listening, reading, writing and speaking activities.

WORKBOOK

In the Workbook there is a *Self-Check* section at the end of each unit which covers key grammar and vocabulary from the unit. After completing the tasks, students can assess their score to check how comfortable they feel.

GRADEBOOK

You can assign activities from the interactive Student's Book and Workbook and students' results will report to the gradebook so that you can monitor their progress.

TEACHER'S BOOK

For each lesson, we highlight in the teaching notes which learning objectives the students will cover. Each lesson starts with an activity to identify the lesson goals and helps students understand what they will have learned by the end of the lesson. Students can review the lesson aims and assess their achievement at the end.

The **Assessment package** for each level includes five categories of tests:

1. **Placement Test** to assess students' language level at the beginning of the course and choose the right course level
2. **Vocabulary and Grammar Checks** to test key points from individual Grammar and Vocabulary lessons
3. **Unit Tests** focusing on vocabulary, grammar and language functions. In levels 1–4 there are additional listening and reading sections, as well as separate Unit Writing Tests
4. **Progress Tests** with separate **Progress Writing** and **Speaking Tests** every three units in levels 1–4, and every two units in the Starter level to assess students' progress
5. **Exam Practice Test** with **Exam Speaking** and **Exam Writing** tests for levels 1–4, which can be administered at the end of the school year to see how well students are prepared to take external exams: Pearson English International Certificate and Cambridge English qualifications.

Benchmark

Benchmark tests are a perfect companion to any English teaching programme. They are independently-verified proficiency tests designed to measure progress in detail and offer targeted direction for both students and teachers. Depending on their age and performance, students can take either English Benchmark Young Learners or Benchmark Test.

English Benchmark Young Learners is a motivating English test for 6–14-year-old learners delivered on a tablet. Testing speaking, listening, reading and writing, it measures English proficiency through a fun, game-like test. English Benchmark gives you recommendations for what to teach next, based on students' scores.

The **Benchmark Test** has been designed for older teenagers. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Test alongside *Wider World Second Edition* to smooth and accelerate the journey to fluency. Benchmark tests are clearly signposted in the Teacher's Book.



We recommend taking two tests per year to check or monitor students' progress and inform teaching plans. The table below shows how *Wider World Second Edition* is aligned to Benchmark levels:

Starter	Benchmark YL Level 1
Level 1	Benchmark YL Level 2
Level 2	Benchmark YL Levels 3/4 Benchmark Test A
Level 3	Benchmark YL Levels 4/5 Benchmark Test A/B1
Level 4	Benchmark YL Levels 5/6 Benchmark Test B1

For more information about Benchmark tests and delivery, please go to Pearson English Assessment Portal at www.pearson.com/english/assessment.html.



Assessment for Learning (AfL)

Most teachers are familiar with assessment of learning, i.e. assessments/tests that take place at the end of a unit of study, which are used to report achievement. Assessment for Learning (AfL) complements and supports this type of assessment, but differs in two key ways:

- AfL takes place at *all* stages of the learning process. Teachers continuously monitor and assess students' needs and progress during lessons, give feedback and support where necessary, and modify future teaching and activities based on their observations.
- AfL means students take responsibility for learning and take an active role. They become more independent, and more able and confident to continue learning beyond the classroom. Because AfL focuses on the process of learning, and emphasises progress and achievement rather than failure, it increases student motivation and maximises attainment. It is now established as one of the most powerful ways of improving learning and raising standards.

ASSESSMENT FOR LEARNING IN THE CLASSROOM

AfL can take different forms, but fundamentally it consists of anything you do to help students focus on and answer these three questions:
1 *What am I going to learn?*
2 *Can I do what is expected of me?*
3 *How can I improve?*
These three questions underlie the AfL strategies incorporated in *Wider World Second Edition.* The table below lists the most common strategies in the teaching notes for each lesson, with examples of recommended classroom techniques.

AfL strategies	Examples of recommended classroom techniques
Set and review lesson goals At the start, share lesson aims and write them on the board so you and your students can refer to them at different stages of the lesson. (1 *What am I going to learn?*) At the end, ask students to re-read the aims and reflect on the extent to which they have achieved them. (2 *Can I do what is expected of me?*)	**Setting lesson goals:** Write the aim on the board and read it out. Ask questions to check understanding. **Reflection:** At the end of the lesson students re-read the lesson aim and write a number from 1–5 to say how confident they feel (1 – it's easy to 5 – it's difficult), together with a reason why. Read and if necessary, review or offer individual support. **Self-assessment:** Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
Monitor students' learning and give constructive feedback Throughout the lesson, observe how students participate, monitor progress and assess their work. Give all students the opportunity to respond to questions. Give regular constructive feedback to individual students: praise and show them what they can improve and how. (3 *How can I get better?*)	**Yes/No, Traffic Light, and Emoji response cards:** Students choose and hold up a card to show how well they understand, e.g. a language item. Look at the responses and if necessary, re-teach, review or offer individual support. **Popsicle Stick technique:** Students write their names on popsicle sticks and put them in a cup. A student picks a stick. The student whose name is on the stick answers the question. **Basketball technique:** A student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.
Peer Learning Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	**Peer teaching:** Students raise their hands if they have a question. Other students answer. Only provide support when needed. **Think-Pair-Share:** Students think of the answer to a question alone. Then they discuss in pairs. Finally, they discuss their ideas in groups or as a class.
Independent Learning Promote independent learning by giving students responsibility and choices.	**Spider diagram:** Students create a spider diagram with the words in Vocabulary box A. Then they add any other words they know. **Visual dictionary:** Students create a visual dictionary with the new vocabulary. They can draw pictures or find images. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Wider World Second Edition offers you the support you need to incorporate Assessment for Learning in your everyday teaching:

- Teaching notes offer quick and easy-to-use AfL techniques for all key lesson stages (clearly signposted with symbols).
- Photocopiable Assessment for Learning response cards are available on the Portal.
- *Self-Check* pages in the Workbook help students monitor where they are in their learning and become more independent learners.

Inclusive Classroom

Wider World Second Edition recognises the need for all students to reach their potential and encourages teachers to adopt inclusive practices in the classroom by offering strategies and tailored materials.

An inclusive classroom is a learning environment that is flexible enough to respond to the needs of students with learning differences as well as those who are exceptionally gifted. In an inclusive classroom, all students are engaged in learning and making progress and students' individual differences are recognised. Inclusivity also means respecting people from *all* backgrounds and cultures.

There are numerous benefits of creating an inclusive learning environment. Above all, it promotes a growth mindset in the classroom and gives students a chance to learn values such as respect and tolerance as well as realise that learning is about focusing on their own progress, rather than comparing themselves with others.

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities. *Wider World Second Edition* recognises that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. Some students may be more confident because they have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Other students may be less confident, or they may have difficulties with some areas, e.g. grammatical accuracy or reading.

Wider World Second Edition incorporates two key strategies to help all students achieve the learning objectives according to their readiness level and preferred ways of learning:

- **Differentiation** means students can work on and learn what they are ready for. This may involve adapting the process of teaching (e.g. staging the presentation of new material more and breaking down complex tasks into smaller steps); differentiating learning outcomes for students (e.g. asking students to provide yes/no answers instead of open answers or produce a shorter written answer), or adapting tasks for different learners in class.
- **Peer collaboration** (pairwork, group work) is a useful way of involving all students in a mixed-ability group. It draws on students' different strengths and knowledge and encourages them to share and learn from each other. Depending on the activity, students can work in the same ability pairs or you can decide to pair less and more confident students.

SPECIAL EDUCATIONAL NEEDS AND NEURODIVERSITY

Special Educational Needs (SEN) is a term used to refer to students who face learning challenges due to physical, behavioural, cognitive or literacy differences.

Examples of SEN include:

- Autism spectrum disorder
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- Dyslexia
- Anxiety disorder.

The term neurodiversity can be a more positive way of describing SEN as it focuses on the strengths of these students, while acknowledging and embracing their differences.

Wider World Second Edition recognises that many students will have special needs of some kind at some time during their school life, and teachers need support in order to understand these challenges and make changes in the way they teach in order to help remove barriers to learning. While SEN students will have difficulties which affect learning, they also have some key strengths which you can capitalise on to avoid stigmatising, and promote self-esteem. For example, dyslexic learners have strong visual memories; students with ADHD tend to have boundless energy, which can be effectively channelled during project work, role plays and action games. Learners on the autistic spectrum often have an excellent memory for rules and facts, which can make grammar appealing. They can also develop a keen interest in a particular topic, which can be exploited during vocabulary building or project work.

Wider World Second Edition offers strategies and materials to cater for mixed ability and neurodiversity in the classroom. These include:

Teacher's Book

- There are teaching notes and detailed suggestions as well as ideas for differentiated tasks for less and more confident students under *Need support?* and *Finished early?* These also include tips for exploiting pair and group work in mixed-ability classes.
- There are *Need support?* worksheets with four activities for each unit with simplified versions of more difficult tasks in the Student's Book.

Workbook

- The exercises progress from less to more difficult to allow teachers to allocate suitably graded material to less and more confident students.
- *My Language File* page is a useful tool to help students build their own bilingual dictionary as well as memorise and revise new words.

On the Portal

- There are additional remediation tasks for each Grammar lesson to provide extra practice.
- There are tests versioned for dyslexic students.
- There are additional supplementary resources for students with special needs.

Future Skills

Soft skills (also referred to as '21st century skills' or 'transferable skills') are becoming increasingly important in a rapidly changing world and an uncertain future. Modern learners need to develop not just English language skills, but also skills which will help them become fully rounded citizens of the global community.

Wider World Second Edition is aligned to the *Pearson Personal & Social Capabilities (PSC)* framework. Based on extensive research with employers, educators and learners, *PSC* identifies six categories of skills which are critical for lifelong learning and success at work:

- Critical Thinking and Creativity
- Communication
- Collaboration
- Self-management
- Leadership
- Social responsibility.



Wider World Second Edition has been designed to place a special emphasis on helping students develop future skills:

- **A dedicated life skills syllabus for each level**
  The *Set for Life* programme has been integrated into all five levels of the course and the syllabus has been adjusted to students' cognitive abilities.
- ***Set for Life* lessons**
  In every level there are four *Set for Life* sections which introduce future skills in real-life contexts. Students learn about how to apply a given skill through a sequence of practical tasks. They are provided with useful tips and key language pulled together in the 'bookmark' section for quick reference. The lessons can be supplemented with photocopiable worksheets which explore the topic of the lesson in more detail.
- For more information about personal and social capabilities and employability, please go to www.pearson.com

Visible Thinking

The ability to think critically, i.e. question, explore, challenge and solve, is arguably one of the most important skills students will need in their future lives. However, a key question is how teachers can gain insight into students' thinking processes and help them to become better thinkers. This question underpins the research on the Visible Thinking Routine (VTR) undertaken at Harvard University by Project Zero, an educational research group.

Thinking routines are simple exercises designed to help students understand how they think and learn by making their ideas and thinking 'visible'.

They usually comprise a few steps which scaffold and guide students' thinking, and are designed to be frequently repeated so that students develop thinking habits typical of critical thinkers.

VTR examples in *Wider World Second Edition*:

- *See*, *Think*, *Wonder* (What do you see? What do you think about that? What does it make you wonder?) This VTR aims to develop learning through careful observation and interpretation of images, topics and objects.
- *Why do you say that?* (What do you know/see that makes you say that?) This VTR promotes evidence-based reasoning and critical thinking, to help students support opinions with evidence.

Thinking routines provide you with an effective tool for promoting the development of a thinking culture in the classroom, where students are encouraged to go beyond passively learning and remembering facts to actively questioning and having multiple perspectives. Here are some key factors to consider in order to use VTRs effectively:

- Students need sufficient time to think in depth before verbalising and discussing their ideas.
- Teachers should serve as role models and participate in the thinking process too.
- The focus should be on the process, or interactions, rather than the outcome.

In *Wider World Second Edition*, a range of visible thinking routines are incorporated into all the *BBC Culture* lessons across all levels. These VTR-based activities are designed to awaken curiosity about cultural and social issues and help students develop a deeper understanding of the topics. Each level features visual thinking routines appropriate to students' cognitive development and language level. For example, Level 1 features simple, guided routines such as *Think See Wonder, Why do you say that?* and *Think Pair Share.* In Levels 3 and 4 students move on to more complex, open routines such as *Connect, Exchange, Challenge; Your viewpoint, The writer's viewpoint, What do you think now?*

A unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

All lexical items recorded for students to listen and repeat

Vocabulary presented in real-life contexts with engaging visuals

Integrated skills practice to help students consolidate new vocabulary

Personalised speaking practice to help students achieve the learning objectives

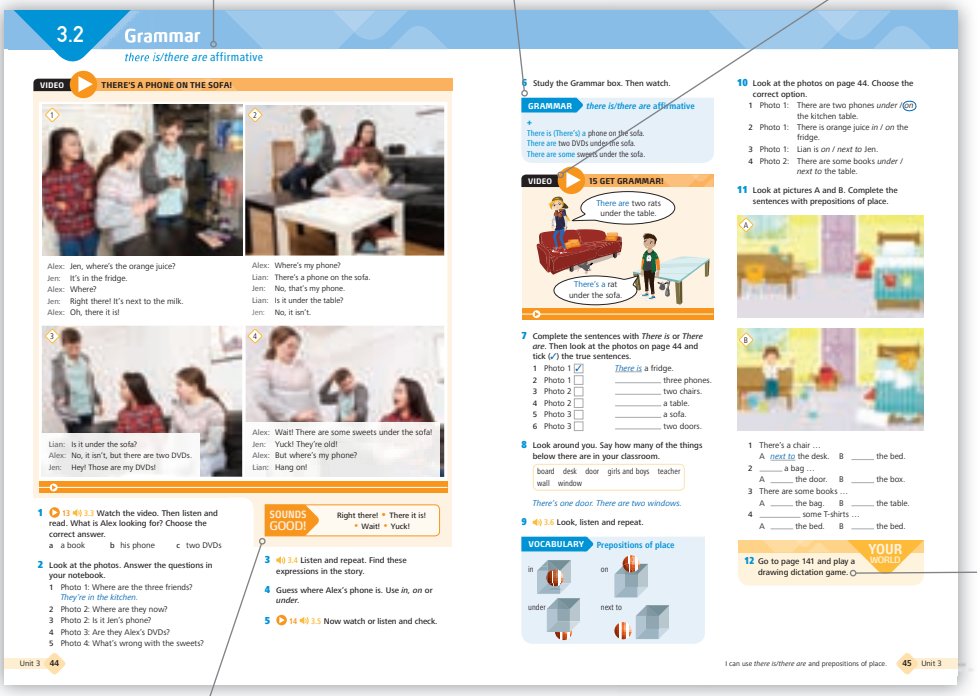


Learning objective (can-do statement) for every lesson based on the Global Scale of English

Video-based grammar presentation

Grammar tables to highlight target structures

Get Grammar! animations to expose students to real-life examples of language from the lessons



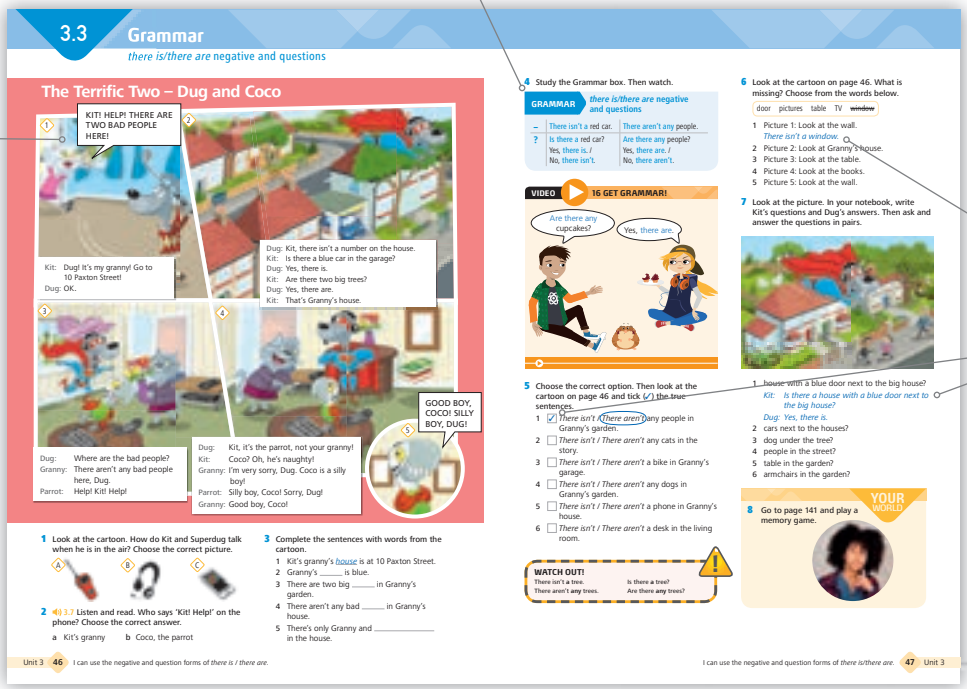
Final productive task to encourage students to use the grammar in a personalised context

Everyday expressions pulled out of the presentations

Full grammar tables and more exercises at the back of the book to give students extra practice

Grammar presented through a recorded cartoon story

Step-by-step grammar practice to build students' confidence and improve accuracy



3.3 Grammar

there is/there are negative and questions

The Terrific Two – Dug and Coco

KIT! HELP! THERE ARE TWO BAD PEOPLE HERE!

Kit: Dug! It's my granny! Go to 10 Paxton Street!
Dug: OK.

Dug: Kit, there isn't a number on the house.
Kit: Is there a blue car in the garage?
Dug: Yes, there is.
Kit: Are there two big trees?
Dug: Yes, there are.
Kit: That's Granny's house.

Dug: Where are the bad people?
Granny: There aren't any bad people here, Dug.
Parrot: Help! Kit! Help!

Dug: Kit, it's the parrot, not your granny!
Kit: Coco? Oh, he's naughty!
Granny: I'm very sorry, Dug. Coco is a silly boy!
Parrot: Silly boy, Coco! Sorry, Dug!
Granny: Good boy, Coco!

GOOD BOY, COCO! SILLY BOY, DUG!

1 Look at the cartoon. How do Kit and Superdug talk when he is in the air? Choose the correct picture.

2 3.7 Listen and read. Who says 'Kit! Help!' on the phone? Choose the correct answer.
a Kit's granny b Coco, the parrot

3 Complete the sentences with words from the cartoon.
1 Kit's granny's *house* is at 10 Paxton Street.
2 Granny's _____ is blue.
3 There are two big _____ in Granny's garden.
4 There aren't any bad _____ in Granny's house.
5 There's only Granny and _____ in the house.

4 Study the Grammar box. Then watch.

GRAMMAR *there is/there are* negative and questions

–	There isn't a red car.	There aren't any people.
?	Is there a red car? Yes, there is. / No, there isn't.	Are there any people? Yes, there are. / No, there aren't.

VIDEO 16 GET GRAMMAR!

Are there any cupcakes?
Yes, there are.

5 Choose the correct option. Then look at the cartoon on page 46 and tick (✓) the true sentences.
1 ✓ *There isn't / There aren't* any people in Granny's garden.
2 ☐ *There isn't / There aren't* any cats in the story.
3 ☐ *There isn't / There aren't* a bike in Granny's garage.
4 ☐ *There isn't / There aren't* any dogs in Granny's garden.
5 ☐ *There isn't / There aren't* a phone in Granny's house.
6 ☐ *There isn't / There aren't* a desk in the living room.

WATCH OUT!
There isn't a tree. / There aren't any trees.
Is there a tree? / Are there any trees?

6 Look at the cartoon on page 46. What is missing? Choose from the words below.
door pictures table TV ~~window~~
1 Picture 1: Look at the wall. *There isn't a window.*
2 Picture 2: Look at Granny's house.
3 Picture 3: Look at the table.
4 Picture 4: Look at the books.
5 Picture 5: Look at the wall.

7 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.
1 house with a blue door next to the big house?
Kit: *Is there a house with a blue door next to the big house?*
Dug: *Yes, there is.*
2 cars next to the houses?
3 dog under the tree?
4 people in the street?
5 table in the garden?
6 armchairs in the garden?

YOUR WORLD
8 Go to page 141 and play a memory game.

Unit 3 46 I can use the negative and question forms of *there is / there are*.

I can use the negative and question forms of *there is/there are*. 47 Unit 3

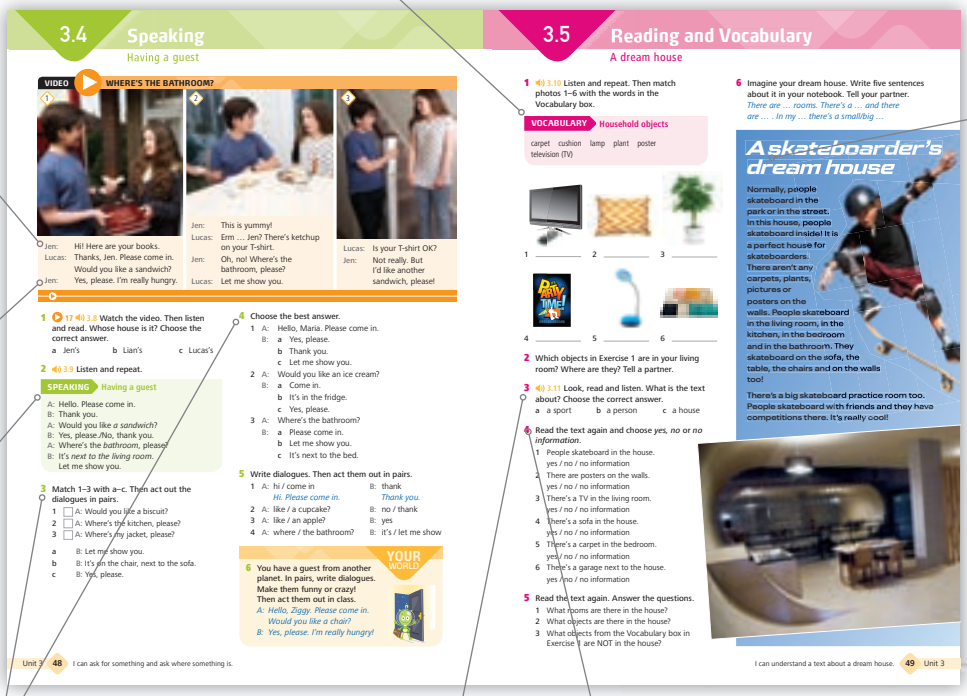
Additional Vocabulary sets contextualised in the reading text and recorded

Real-life dialogues to provide natural and memorable language models

Functional language presented through videos

Key functional language from the dialogues organised in speaking boxes

Manageable texts about contemporary issues to engage students' interest



3.4 Speaking

Having a guest

VIDEO WHERE'S THE BATHROOM?

Jen: Hi! Here are your books.
Lucas: Thanks, Jen. Please come in. Would you like a sandwich?
Jen: Yes, please. I'm really hungry.

Jen: This is yummy!
Lucas: Erm … Jen? There's ketchup on your T-shirt.
Jen: Oh, no! Where's the bathroom, please?
Lucas: Let me show you.

Lucas: Is your T-shirt OK?
Jen: Not really. But I'd like another sandwich, please!

1 3.8 Watch the video. Then listen and read. Whose house is it? Choose the correct answer.
a Jen's b Lian's c Lucas's

2 3.9 Listen and repeat.

SPEAKING Having a guest
A: Hello. Please come in.
B: Thank you.
A: Would you like *a sandwich*?
B: Yes, please./No, thank you.
A: Where's the *bathroom*, please?
B: It's *next to the living room*. Let me show you.

3 Match 1–3 with a–c. Then act out the dialogues in pairs.
1 ☐ A: Would you like a biscuit?
2 ☐ A: Where's the kitchen, please?
3 ☐ A: Where's my jacket, please?
a B: Let me show you.
b B: It's on the chair, next to the sofa.
c B: Yes, please.

4 Choose the best answer.
1 A: Hello, Maria. Please come in.
B: a Yes, please.
b Thank you.
c Let me show you.
2 A: Would you like an ice cream?
B: a Come in.
b It's in the fridge.
c Yes, please.
3 A: Where's the bathroom?
B: a Please come in.
b Let me show you.
c It's next to the bed.

5 Write dialogues. Then act them out in pairs.
1 A: hi / come in — B: thank *Hi. Please come in.* *Thank you.*
2 A: like / a cupcake? — B: no / thank
3 A: like / an apple? — B: yes
4 A: where / the bathroom? — B: it's / let me show

YOUR WORLD
6 You have a guest from another planet. In pairs, write dialogues. Make them funny or crazy! Then act them out in class.
A: Hello, Ziggy. Please come in. Would you like a chair?
B: Yes, please. I'm really hungry!

3.5 Reading and Vocabulary

A dream house

1 3.10 Listen and repeat. Then match photos 1–6 with the words in the Vocabulary box.

VOCABULARY Household objects
carpet cushion lamp plant poster television (TV)

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

2 Which objects in Exercise 1 are in your living room? Where are they? Tell a partner.

3 3.11 Look, read and listen. What is the text about? Choose the correct answer.
a a sport b a person c a house

4 Read the text again and choose *yes*, *no* or *no information*.
1 People skateboard in the house.
yes / no / no information
2 There are posters on the walls.
yes / no / no information
3 There's a TV in the living room.
yes / no / no information
4 There's a sofa in the house.
yes / no / no information
5 There's a carpet in the bedroom.
yes / no / no information
6 There's a garage next to the house.
yes / no / no information

5 Read the text again. Answer the questions.
1 What rooms are there in the house?
2 What objects are there in the house?
3 What objects from the Vocabulary box in Exercise 1 are NOT in the house?

6 Imagine your dream house. Write five sentences about it in your notebook. Tell your partner.
There are … rooms. There's a … and there are … . In my … there's a small/big …

A skateboarder's dream house

Normally, people skateboard in the park or in the street. In this house, people skateboard inside! It is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls. People skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the sofa, the table, the chairs and on the walls too!

There's a big skateboard practice room too. People skateboard with friends and they have competitions there. It's really cool!

Unit 3 48 I can ask for something and ask where something is.

I can understand a text about a dream house. 49 Unit 3

Staged practice of expressions to prepare students for the final speaking tasks

Recorded versions of all reading texts

Step-by-step reading practice to develop students' reading skills

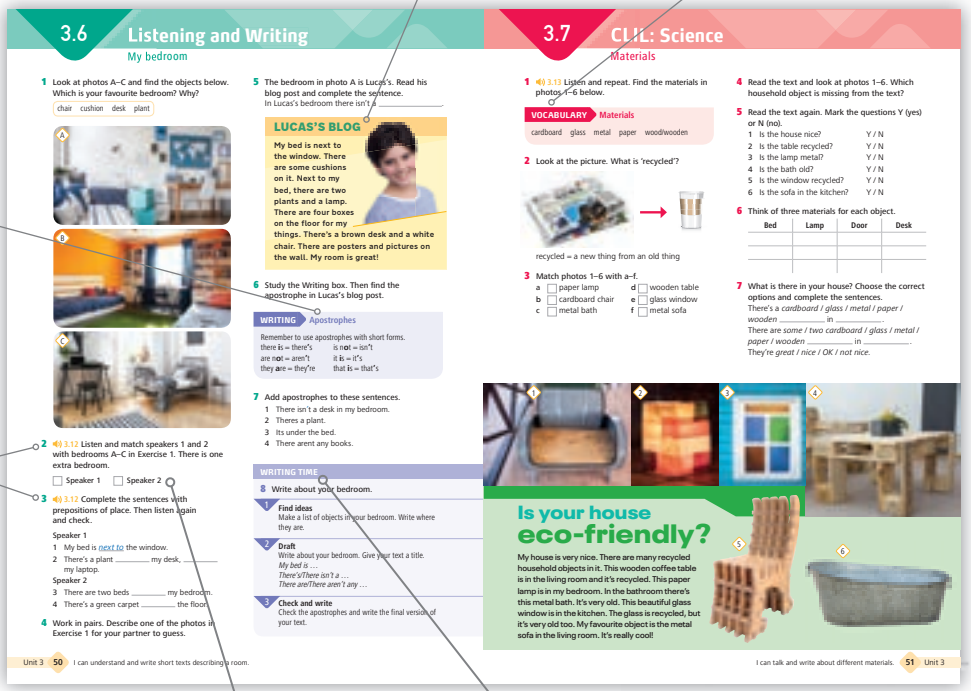
A unit of the Student's Book

Example texts to provide students with a model for free writing tasks

Lexical items for talking about the CLIL focus related to the unit topic

Writing boxes with useful language point

Step-by-step listening practice to build students' confidence

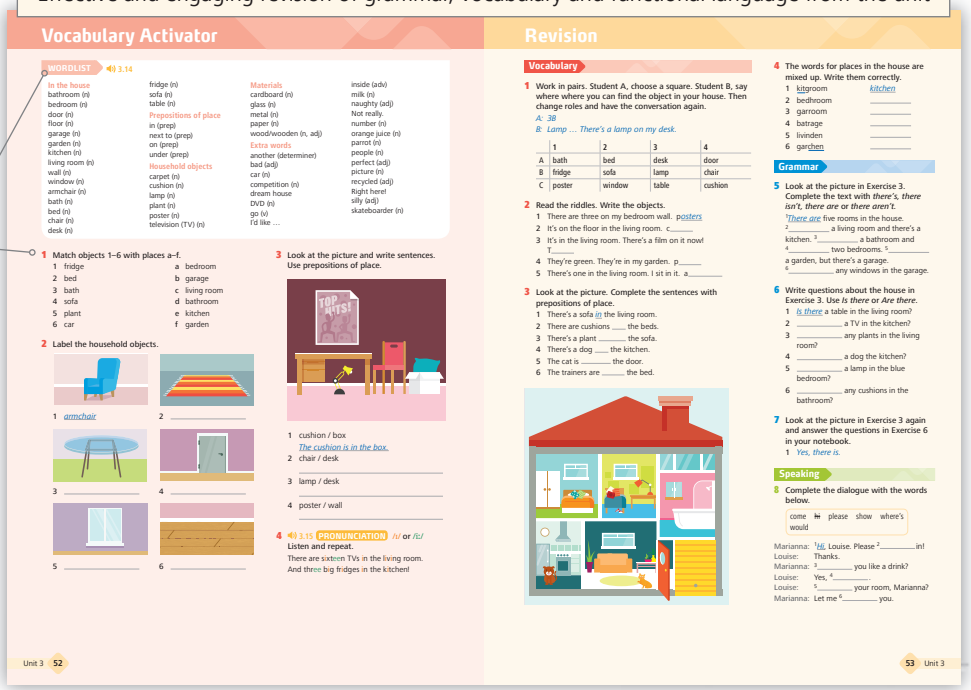


Variety of authentic listening texts to develop and improve listening skills

Step-by-step Writing Time guidelines to help students write their own texts with key functional language for writing

Effective and engaging revision of grammar, vocabulary and functional language from the unit

Banks of all vocabulary sets followed by engaging practice activities to consolidate vocabulary from the unit



BBC lessons (every two units) providing opportunities to work with authentic videos and real-life content



BBC documentaries providing fascinating real-world information

Culture topics linked to unit themes introduced in reading texts

Step-by-step digital projects to allow students to follow their own interests while developing teamwork and ICT skills

Glossary of the most difficult words in the texts

Set for Life lessons (every two units) to equip students with future skills they need to enjoy their social lives and succeed in their studies and careers

Thought-provoking and authentic contexts which reflect situations and problems from students' lives



Practical tasks to help students develop specific skills

Useful tips to help students remember key takeaways

Activities which encourage working collaboratively (pairwork and group work)

Guided final tasks to reinforce skills taught in the lessons

At the back of the book: Grammar Time with reference and practice

Contents

Get started! 0	**0.1 How do you spell that?** The alphabet | Spelling words/names | *I'm …* | *I like* / *He/She likes …* | *This is …* pp. 6–7		**0.2 Numbers and colours** Numbers | Colours pp. 8–9	
	Vocabulary	**Grammar**	**Grammar**	**Speaking**
Family and friends 1	• Family • Possessive *'s* pp. 12–13	VIDEO *It's Granny's birthday!* • *to be* affirmative • *my, your* pp. 14–15	*The Terrific Two – Dug's family album* • *to be* negative • Countries and nationalities pp. 16–17	VIDEO *Nice to meet you!* Introductions p. 18
	BBC CULTURE *English around the world*		VIDEO *This is the UK*	
My things 2	• Clothes pp. 26–27	VIDEO *That's my T-shirt!* • *this, that, these, those* • Adjectives p. 28–29	*The Terrific Two – Dug's new suit* • *to be* questions and short answers pp. 30–31	VIDEO *What's your name?* Asking for personal information p. 32
	SET FOR LIFE Collaboration	Make decisions as a group	*Great idea!* pp. 38–39	
In the house 3	• In the house pp. 42–43	VIDEO *There's a phone on the sofa!* • *there is/there are* affirmative • Prepositions of place pp. 44–45	*The Terrific Two – Dug and Coco* • *there is/there are* negative and questions pp. 46–47	VIDEO *Where's the bathroom?* Having a guest p. 48
	BBC CULTURE *What do houses look like in the UK?*		VIDEO *Hampton Court Palace*	
About me 4	• Face, eyes, hair pp. 56–57	VIDEO *I haven't got big feet!* • *have got* affirmative and negative • Parts of the body pp. 58–59	*The Terrific Two – My favourite superhero!* • *have got* questions and short answers pp. 60–61	VIDEO *Sorry about that!* Apologising p. 62
	SET FOR LIFE Self-management	Being organised	*Keeping things tidy* pp. 68–69	
Things I can do 5	• Action verbs pp. 72–73	VIDEO *I can fix it!* • *can* affirmative and negative • *make, play, ride* pp. 74–75	*The Terrific Two – Thank you, Superdug!* • *can* questions and short answers pp. 76–77	VIDEO *Let's do something fun!* Suggestions p. 78
	BBC CULTURE *Young London*		VIDEO *Free-time activities*	
My day 6	• Daily activities pp. 86–87	VIDEO *I listen to classical music.* • Present Simple affirmative pp. 88–89	*The Terrific Two – Dug's busy week* • Adverbs of frequency • Days of the week pp. 90–91	VIDEO *The film starts at four o'clock.* Telling the time p. 92
	SET FOR LIFE Environmental responsibility	Repairing things or recycling them	*Give things a new life!* pp. 98–99	
Animals 7	• Wild animals pp. 102–103	VIDEO *I don't like cats!* • Present Simple negative • Pets pp. 104–105	*The Terrific Two – Superdug's interview* • Present Simple questions and short answers pp. 106–107	VIDEO *One ticket, please.* Buying a ticket p. 108
	BBC CULTURE *Pets in the UK*		VIDEO *London Zoo*	
I like that! 8	• Sports pp. 116–117	VIDEO *Let's go to summer camp!* • *love* / *like* / *don't like* / *hate* + *-ing* • Object pronouns pp. 118–119	*The Terrific Two – Dug's sports hero* • Question words pp. 120–121	VIDEO *What's the weather like?* Talking about the weather p. 122
	SET FOR LIFE Leadership	Reacting to mistakes	*I'm sorry, it's my fault!* pp. 128–129	

GRAMMAR TIME pp. 132–139

STUDENT ACTIVITIES pp. 140–142

0.3 In the classroom
Classroom objects | Classroom language
pp. 10–11

Reading and Vocabulary	Listening and Writing	CLIL	Revision	Progress Check
Family photo album A blog post about a family • Places p. 19	*Best friends* **Listening:** A podcast about best friends **Writing:** A blog post about your best friend • Capital letters p. 20	Art: *Families in Art.* • Art p. 21	Vocabulary Activator p. 22 Revision p. 23	1-2 pp. 40–41 • **Vocabulary and Grammar:** open cloze • **Speaking:** answering questions • **Listening:** answering questions • **Reading:** answering questions • **Writing:** a short text about you and your family
Project: A digital presentation of a country pp. 24–25				
My things An article about a gadget • My things p. 33	*My favourite things* **Listening:** A dialogue about people and their things **Writing:** A blog post about your favourite things • Punctuation p. 34	Geometry: *Shapes* • Shapes p. 35	Vocabulary Activator p. 36 Revision p. 37	
				1-4 pp. 70–71
A dream house A text about a skateboarder's dream house • Household objects p. 49	*My bedroom* **Listening:** Descriptions of bedrooms **Writing:** A blog post about your bedroom • Apostrophes p. 50	Science: *Materials* • Materials p. 51	Vocabulary Activator p. 52 Revision p. 53	• **Vocabulary and Grammar:** multiple choice, open cloze • **Speaking:** multiple choice, describing your favourite room in your house and your favourite person in your family • **Listening:** matching • **Reading:** multiple matching, True/False • **Writing:** a description of your favourite place
Project: A digital presentation of interesting or unusual houses all over the world pp. 54–55				
Personality quiz A quiz about personalities • Personality adjectives p. 63	*Your favourite cartoon character* **Listening:** A description of favourite cartoon characters **Writing:** A description of your favourite cartoon character • Paragraphs p. 64	Science: *Genes* • Adjectives p. 65	Vocabulary Activator p. 66 Revision p. 67	
				1-6 pp. 100–101
Sign language A text about sign language • Language p. 79	*After-school clubs* **Listening:** People talking about after-school clubs **Writing:** An ad for an after-school club • Linkers: *and, but* p. 80	Music: *Musical instruments* • Musical instruments p. 81	Vocabulary Activator p. 82 Revision p. 83	• **Vocabulary and Grammar:** multiple choice, open cloze • **Speaking:** multiple matching, answering questions • **Reading:** multiple choice, answering questions • **Listening:** multiple choice • **Writing:** a text about what you do on holiday
Project: A promotional email about the fun things visitors can do in your area pp. 84–85				
Interview with a traveller A text about a teenager's unusual life • Months p. 93	*A typical weekend* **Listening:** A dialogue about friends and what they are doing **Writing:** A blog post about your typical weekend • *before, after* p. 94	Technology: *The internet* • On the internet p. 95	Vocabulary Activator p. 96 Revision p. 97	
				1-8 pp. 130–131
Amazing animals A text about three animals • Adjectives p. 109	*Looking after a pet* **Listening:** A radio interview with a pet expert **Writing:** An email asking someone to look after your pet • Starting and ending an email p. 110	Science: *The environment* • Where animal live p. 111	Vocabulary Activator p. 112 Revision p. 113	• **Vocabulary and Grammar:** matching, open cloze • **Listening:** matching • **Speaking:** mini dialogues • **Reading and Writing:** matching texts with photos, completing a table, cloze • **Writing:** a text about your favourite sport
Project: A digital presentation with photos and information about your ideal pets pp. 114–115				
Healthy lifestyle Top tips for a healthy lifestyle • Healthy lifestyle p. 123	*Your lifestyle* **Listening:** Two interviews with young athletes **Writing:** A blog post about your lifestyle • Checking grammar p. 124	Sports: *Sports equipment* • Sports equipment p. 125	Vocabulary Activator p. 126 Revision p. 127	

Get started!

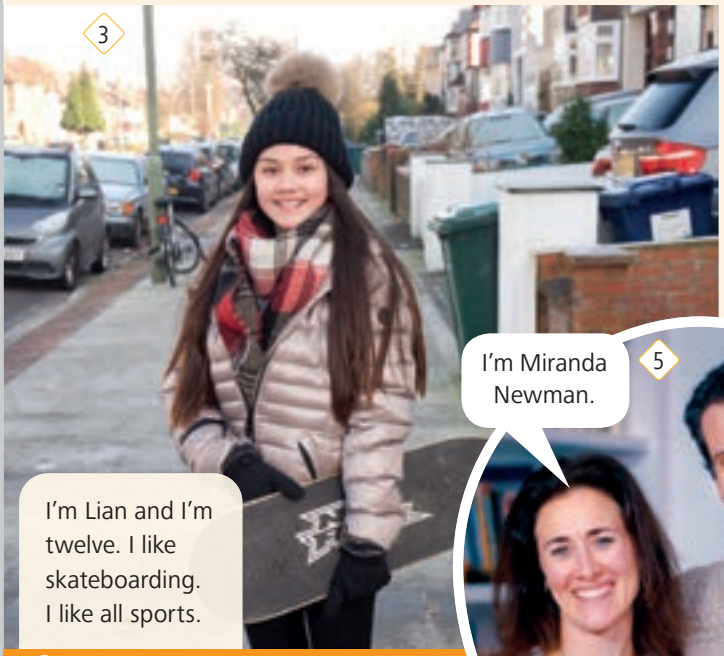
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VOCABULARY
The alphabet | Spelling words/names | Numbers | Colours | Classroom objects | Classroom language

GRAMMAR
I'm … | *I like / He/She likes …* | *This is …*









0.1 How do you spell that?

1 1 0.2 Watch the video. Then listen and read. Who is twelve? Alex and Lian

2 Look at the photos and read. Complete the sentences.

1 Jen likes *cupcakes*.
2 Alex likes computers and computer games.
3 Lian likes all sports.
4 Lucas likes music and Maths.

For the teacher
- Teaching notes, page 156
- Videoscript, page 231
- Audioscripts, page 231

For the student
- Workbook, page 2

On the Portal
- **Workbook**: Lesson 0.1

3 Play a game! Stand in a line. Ask and answer.

A: I'm Mario. What's your name?
B: I'm Ella. What's your name?
C: My name's David. …

4 0.3 0.4 Listen and do the Alphabet Rap.

, , , D,
E, F, G,

Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny, as you can see.

R, S, T, U and V,

Four more letters and we're free.

W, X, Y and – shh …



is sleepy, so are we!

5 Complete the words with the letters below. Say the letters.

t f ~~g~~ x l s



1 *g* irl



2 bo x



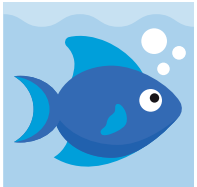
3 s andwich



4 t able



5 l ion



6 f ish

6 0.5 Listen and tick (✓) the letters you hear.

1	A ✓	E ✓	I ☐
2	G ✓	J ☐	C ✓
3	W ✓	U ✓	Y ☐
4	B ✓	D ☐	P ✓
5	M ✓	N ✓	F ☐
6	I ✓	J ☐	Y ✓

7 Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.

A, B, C, D, … | Stop! | E!

WATCH OUT!
LL = double L

8 0.6 Listen and complete the names. In pairs, compare your answers.

1 H *A* I *L* E *Y*
2 B *E* T *T* Y
3 *F* E *R* *G* A L
4 *W* I *L* L *I* A *M*

9 Work in pairs. Ask for your partner's name. Write it down.

A: What's your name?
B: Vicky.
A: How do you spell that?
B: V-I-C-K-Y. Vicky.

YOUR WORLD

10 Have a class spelling competition.

Music. M-U-S-I-C. Music.



I can say and spell my name.

0.2 Numbers and colours

The Terrific Two – Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's best friend.

1 0.7 Listen and read. Look at the picture. Choose the correct option.

Dug / *Kit* is a superhero.

2 0.8 In pairs, listen and point. Say who they are.

Coco Granny Kit Roberto Superdug Wonder Will



Exercise 2
In the order they are mentioned:
This is Kit.
This is Granny.
This is Wonder Will.
This is Roberto.
This is Coco.

3 0.9 Listen and repeat.

VOCABULARY Numbers 1–12

1	one	5	five	9	nine
2	two	6	six	10	ten
3	three	7	seven	11	eleven
4	four	8	eight	12	twelve

4 Complete the numbers.

1	o n e	**6**	s i x
2	t w o	**7**	s e v e n
3	t h r e e	**8**	e i g h t
4	f o u r	**9**	n i n e
5	f i v e	**10**	t e n

5 Write the answer in words.

1	six + six = *twelve*	5	two – one = one
2	ten – one = nine	6	two + six = eight
3	two + three = five	7	five + two = seven
4	twelve – nine = three	8	twelve – one = eleven

For the teacher
- Teaching notes, page 156
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 3

On the Portal
- **Workbook**: Lesson 0.2

6 0.10 Listen and repeat.

VOCABULARY Numbers 13–20

13	thirteen	17	seventeen
14	fourteen	18	eighteen
15	fifteen	19	nineteen
16	sixteen	20	twenty

7 Choose the correct number.

1	four	(4) / 14
2	fifteen	5 / (15)
3	thirteen	3 / (13)
4	eight	(8) / 18
5	twenty	2 / (20)
6	seven	(7) / 17

8 0.11 Listen and write the number.

a	*20*	e	12
b	7	f	15
c	13	g	8
d	4	h	19

9 0.12 Listen and repeat.

VOCABULARY Colours

black blue green red white yellow

10 Look at Exercise 4. Write the numbers which are this colour.

red	*1, 8*	yellow	3
blue	6, 10	black	5, 7
green	4, 9		

11 Play a game! Student A, listen to Student B and guess. Then change roles.

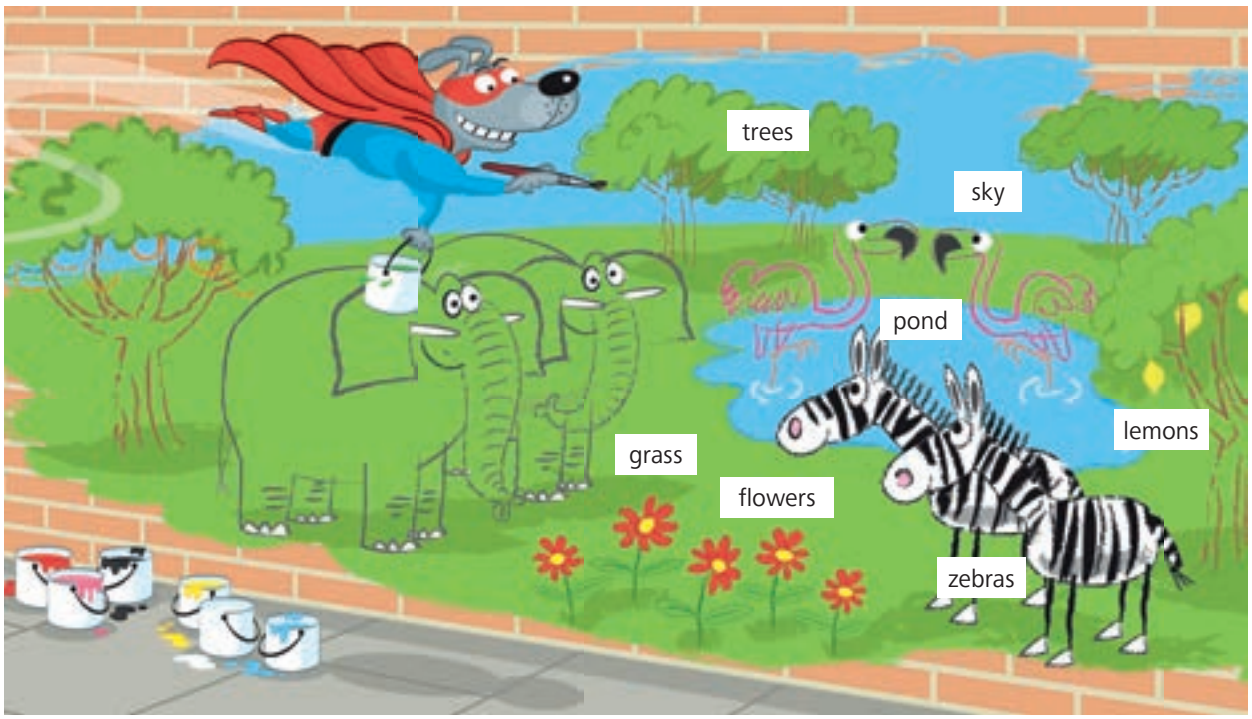
A: What's your favourite colour?
B: Not white, not yellow, not green, not blue, not black.
A: It's red!

12 Look at the picture below. Match 1–5 with a–e.

1	The flowers are	a	blue. 3
2	The zebras are	b	yellow. 4
3	The sky is	c	red. 1
4	The lemons are	d	green. 5
5	The trees are	e	black and white. 2

13 Play a game! Finish the sentences.

A: The trees are …
B: … red.
C: No! They're green. The pond is …
D: … blue!
E: Yes! The zebras are …



I can say numbers 1–20 and name basic colours.

0.3 In the classroom



Exercise 1
A sandwich
B book
C pen
D pencil
E notebook
F ruler

1 0.13 Listen and repeat. Match the words in the Vocabulary box with objects A–F in Alex's bag.

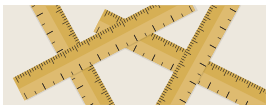
VOCABULARY In my bag

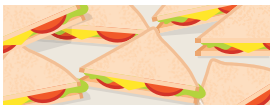
book notebook pen pencil ruler sandwich

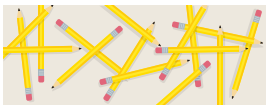
WATCH OUT!
a pencil six pencils
a sandwich two sandwiches

2 Look at the pictures. How many things can you see?


1 *six notebooks*


2 four rulers


3 seven sandwiches

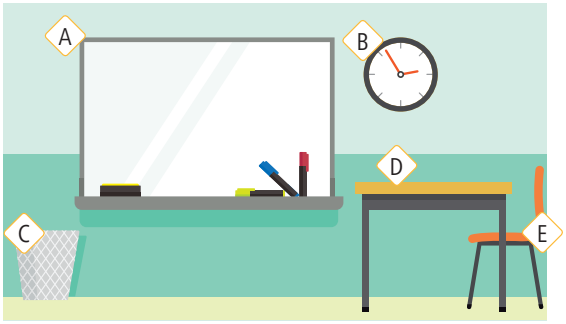

4 fifteen pencils


5 five books

3 0.14 Listen and repeat. Match the words in the Vocabulary box with objects A–E in the picture.

VOCABULARY Classroom objects

bin board chair clock desk



A board
B clock
C bin
D desk
E chair

4 Find objects from the Vocabulary box in Exercise 3 in your classroom and point at them.

WATCH OUT!
It's a board.
They're desks.

For the teacher
- Teaching notes, page 157
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game

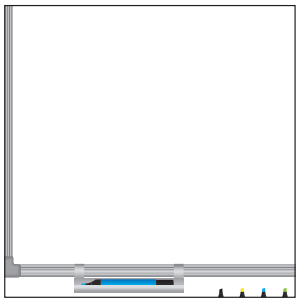
For the student
- Workbook, page 4

On the Portal
- **Workbook**: Lesson 0.3

5 In pairs, guess what these objects are. Then go to page 140 and check.



1 It's a clock.



2 It's a board.



3 It's a bin.



4 It's a desk.



5 They're chairs.



6 They're notebooks.

6 0.15 Listen and repeat.

SPEAKING Classroom language

Open your books.
Close your books.
Listen (to the story).
Look (at the photo).
Read (the text).
Write (your name).
Sit down.
Stand up.
Work in pairs.
Can you help me, please?
Can you repeat that, please?
What's … in English?

7 Read the expressions in the Speaking box again. Who usually says them: a teacher or a student?

WATCH OUT!
Can you help me, **please**?
Stand up, **please**!

8 0.16 Match 1–4 with a–d. Listen and check. In pairs, act out the dialogues.



1 d Can you repeat that, please?
2 c Can you help me, Miss?
3 a How do we say this word in English?
4 b What does 'amazing' mean?

a We say 'elephant'.
b It means 'really good'.
c Yes, Maria. How can I help you?
d Yes, Thomas. Giraffe. Giraffe. OK?

YOUR WORLD

9 Play a game! Be a teacher. Tell other students what to do. Use the expressions in the Speaking box.





Exercise 7
Student: Can you help me, please?
Can you repeat that, please?
What's … in English?
Teacher: Open your books.
Close your books.
Listen (to the story).
Look (at the photo).
Read (the text).
Write (your name).
Sit down.
Stand up.
Work in pairs.

Family and friends

1

VOCABULARY
Family | Countries and nationalities | Places | Art

GRAMMAR
to be affirmative | *to be* negative | *my, your* | possessive *'s*



1.1 Vocabulary

Family

1 Read the words below. What do they mean? Students' answers in L1

brother dad daughter grandad granny mum sister son

For the teacher
- Teaching notes, page 158
- *Need support?* worksheet, page 222
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Two families*
- **Test:** Vocabulary Check 1

For the student
- Workbook, page 6

On the Portal
- **Workbook:** Lesson 1.1
- **Extra Practice Activities:** Vocabulary

2 1.1 Listen and repeat.

VOCABULARY Family

mother mum father dad parents
grandfather grandad grandmother
granny son daughter brother sister
aunt uncle cousin

3 Complete the table with family words from the Vocabulary box.

He	She
father	*mother*
grandfather	grandmother
son	daughter
brother	sister
uncle	aunt
cousin	cousin

4 Match 1–4 with a–d.

1 father b
2 grandmother c
3 mother d
4 grandfather a

a grandad
b dad
c granny
d mum

WATCH OUT!
Paul = Mark's father
Evita = Rosa's daughter

5 Look at the family tree on page 12 and write the names.

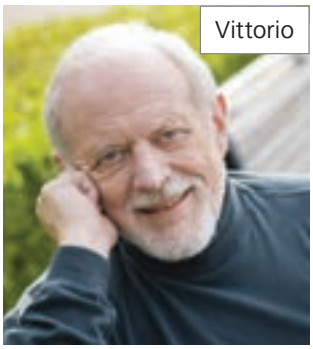
1 Mark's grandfather *Vittorio*
2 Mark's sister Evita
3 Mark's aunt Julia
4 Mark's cousins Tom and Anna
5 Mark's grandmother Agatha

6 Look at the family tree on page 12 again. Complete each sentence with one of the names below.

Colin's Julia's ~~Mark's~~
Paul's Rosa's Tom's

1 Colin is *Mark's* uncle.
2 Julia is Paul's sister.
3 David is Rosa's son.
4 Anna is Colin's daughter.
5 Vittorio and Agatha are Julia's parents.
6 Evita is Tom's cousin.

7 1.2 Listen and choose T (true) or F (false). Then listen again and check your answers.



1 T / (F)



2 (T) / F



3 T / (F)



4 T / (F)



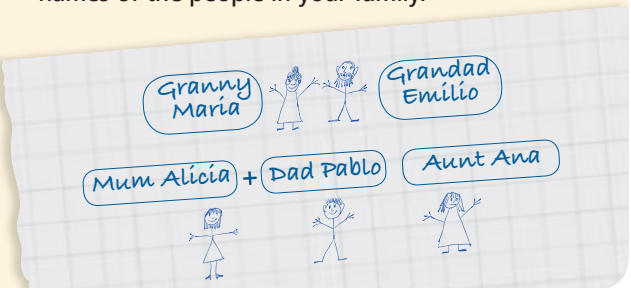
5 (T) / F



6 (T) / F

YOUR WORLD

8 Draw your family tree. Write the names of the people in your family.



I can talk about the people in a family.

1.2 Grammar

to be affirmative

VIDEO **IT'S GRANNY'S BIRTHDAY!**

Sophie is Jen and Alex's grandmother. Today is Sophie's birthday. She is seventy years old.



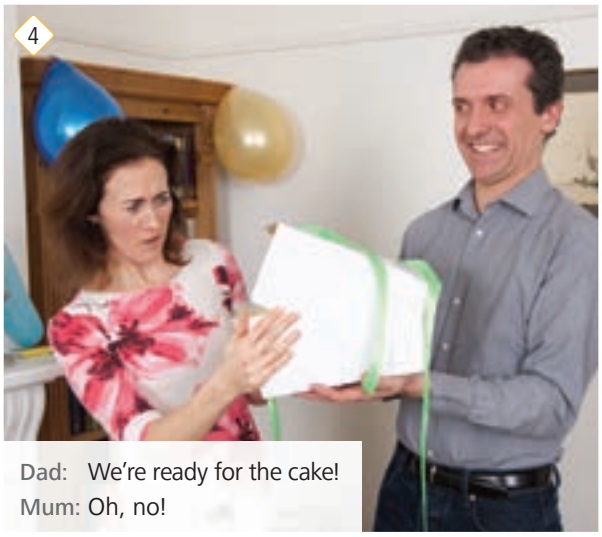
Sophie: I'm so happy you're here.



Alex: It's Aunt Megan!
Megan: Hello, Alex! Hold this, please. Be careful! It's Granny's birthday cake.
Alex: It's OK. I've got it!



Megan: Happy birthday, Mum! Here's your present.
Sophie: Thank you, my darling.
Dad: Hello, sister!



Dad: We're ready for the cake!
Mum: Oh, no!

1 ▶ 2 🔊 1.3 Watch the video. Then listen and read. Answer the question.

How old is Jen and Alex's granny today?

2 Read the sentences. Mark them T (true) or F (false). Correct the false sentences.

1 Granny isn't very happy. T / (F)
2 Granny's name is Sophie. (T) / F
3 There's a present for Alex in the box. T / (F)
4 Dad is Megan's brother. (T) / F

3 🔊 1.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD!

Hold this, please. • Be careful! • I've got it!

4 Jen and Alex's mum says 'Oh, no!' Why? Have a class vote. Choose the correct answer.

a The cake is a mess.
b It isn't Granny's cake.
c A mouse is in the box.

5 ▶ 3 🔊 1.5 Now watch or listen and check. b

Exercise 1
She's seventy (years old).

Exercise 2
1 F Granny is very happy.
2 T
3 F There's a present for Granny in the box.
4 T

For the teacher
- Teaching notes, page 159
- *Need support?* worksheet, page 222
- Videoscripts, page 231
- Audioscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I'm eleven!*
- **Test:** Grammar Check 1

For the student
- Workbook, page 7
- Grammar Time, page 132

On the Portal
- **Workbook:** Lesson 1.2
- **Extra Practice Activities:** Grammar, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *to be* affirmative

Long form	Short form
I am eleven.	I'm eleven.
You are eleven.	You're eleven.
He/She/It is eleven.	He/She/It's eleven.
We are eleven.	We're eleven.
You are eleven.	You're eleven.
They are eleven.	They're eleven.

VIDEO **4 GET GRAMMAR!**



7 Find the sentences in the story on page 14. Complete the sentences with the missing word.

1 She *is* seventy years old.
2 'I 'm/am so happy!'
3 'You 're/are here!'
4 'It 's/is Granny's birthday cake.'
5 'We 're/are ready for the cake!'

8 Choose the correct option.

1 You *are* / *is* ready.
2 I *is* / *am* here.
3 We *am* / *are* happy!
4 It *are* / *is* a present for you.
5 They *is* / *are* at Granny's house.

9 Rewrite the sentences in Exercise 8 in your notebook, using the short form of the verb *to be*.

1 *You're ready.*

WATCH OUT!

I → my — It's **my** birthday. **I'm** ten!

you → your — It's **your** birthday. **You're** eleven!

10 Complete the sentences with *my* or *your*.

1 Alex: Granny, here's *your* birthday card!
2 Sophie: I'm very happy! My family is here!
3 Alex: Your birthday cake is in this box, Granny.
4 Jen: Sophie is my granny too!

11 1.6 How old are they? Complete the sentences. Then listen and check.

1 Lucas: I'*m eleven*. — 10
2 Lian: Alex and I are twelve. — 16
3 Lucas: My brother is sixteen. — 11
4 Lian to Jen: You 're ten, right? — 12

12 Complete the text with *am*, *are* or *is*.



My name [1]*is* Lian and I [2] am twelve years old. Alex and I [3] are best friends and classmates. Jen [4] is ten years old. We [5] are friends too.

13 Read the text in Exercise 12 again. Then write about you and your friends.

My name _____ and I _____

YOUR WORLD

14 Read the poem. Make changes to talk about a friend or classmate.



I'm twelve today,
Hip, hip, hooray!
Let's have a break
And eat some cake!
Kelly's thirteen today …

Exercise 9
2 I'm here.
3 We're happy.
4 It's a present for you.
5 They're at Granny's house.

I can use the affirmative form of the verb *to be* and *my, your*.

1.3 Grammar

to be negative

The Terrific Two – Dug's family album



1 Look at the cartoon. How many types of dogs can you see? five types

2 1.7 Listen and read. What nationality is Uncle Roberto? He's Spanish.

3 Read the sentences. Mark them T (true) or F (false).

1 Uncle Roberto is a superhero. (T) / F
2 Aunt Gigi is French. (T) / F
3 Dug's parents are superheroes. T / (F)
4 Dug is happy in the photo. T / (F)
5 Dug's mum is British. T / (F)

For the teacher
- Teaching notes, page 160
- *Need support?* worksheet, page 222
- Videoscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Moody Mike*
  Test: Grammar Check 1

For the student
- Workbook, page 8
- Grammar Time, page 132

On the Portal
- **Workbook:** Lesson 1.3
- **Extra Practice Activities:** Grammar, Vocabulary

4 Study the Grammar box. Then watch.

GRAMMAR *to be* negative

Long form	Short form
I am not British.	I'm not British.
You are not British.	You aren't British.
He/She/It is not British.	He/She/It isn't British.
We are not British.	We aren't British.
You are not British.	You aren't British.
They are not British.	They aren't British.

VIDEO **5 GET GRAMMAR!**



5 In your notebook, write negative sentences. Use the long form of the verb *to be*.

1 Dug is French.
Dug is not French.
2 Kit is a dog.
3 Dug's parents are superheroes.
4 Dug: 'I am happy.'
5 Kit: 'You are in the photo, Dug.'
6 Dug is orange.

6 Rewrite the sentences in Exercise 5 in your notebook. Use the short form of the verb *to be*.

1 *Dug isn't French.*

7 1.8 Look, listen and repeat.

VOCABULARY Countries and nationalities

the UK / British
Spain / Spanish
Poland / Polish
the USA / American
Turkey / Turkish
France / French
China / Chinese

8 Look at the flags. Complete the sentences about Dug's family with *is* or *isn't*.

1 Aunt Teresa *isn't* Spanish. She *is Polish.*
2 Grandad Mateo isn't Chinese. He is Spanish .
3 Cousin Lulu is French.
4 Cousin Chen isn't British. He is Chinese .
5 Granny Flossie is American.

9 In your notebook, write sentences about Kit's friends and family.



1 Turkey ✗ the UK ✓



2 Spain ✗ the UK ✓



3 France ✗ Poland ✓



4 the USA ✗ China ✓

YOUR WORLD

10 Choose your nationality and play *Three Guesses*.

A: You're Spanish!
B: No, I'm not Spanish.
A: You're British!
B: No, I'm not British.
A: You're Turkish!
B: Yes, I'm Turkish.

Exercise 5
2 Kit is not a dog.
3 Dug's parents are not superheroes.
4 Dug: 'I am not happy.'
5 Kit: 'You are not in the photo, Dug.'
6 Dug is not orange.

Exercise 6
2 Kit isn't a dog.
3 Dug's parents aren't superheroes.
4 Dug: 'I'm not happy.'
5 Kit: 'You aren't in the photo, Dug.'
6 Dug isn't orange.

Exercise 9
2 We aren't from Spain. We're from the UK.
3 Granny Ola isn't from France. She's from Poland.
5 My cousins aren't from the USA. They're from China.

I can talk about countries and nationalities and use the negative form of the verb *to be*.

1.4 Speaking

Introductions

VIDEO **NICE TO MEET YOU!**



Jen: Hi, Mum!
Mum: Hi, kids!
Jen: Mum, this is Lucas.
He's our new neighbour.
Lucas, this is my mum.
Mum: Hello, Lucas. Nice to meet you.
Lucas: Nice to meet you too, Mrs Newman.
Mum: Jen, your bag!
Jen: Sorry, Mum. Let's go, Lucas.

1 6 1.9 Watch the video. Then listen and read. What is Jen's family name? It's Newman.

2 1.10 Listen and repeat.

SPEAKING Introductions

A: *Mum*, this is *Lucas*.
He is my *friend/classmate*
Lucas, this is *my mum*.
B: Hello, *Lucas*. Nice to meet you.
C: Nice to meet you too.

3 1.11 Put the dialogue in the correct order. Then listen and check.

1 *b* 2 d 3 c 4 a

a Desi: Nice to meet you too, Lisa.
b Adam: Lisa, this is Desi. He's my best friend.
c Lisa: Hello, Desi. Nice to meet you.
d Adam: Desi, this is my cousin, Lisa.

4 In groups of three, act out the dialogue in Exercise 3.

5 Choose the best answer.

1 A: Hello, I'm George.
B: a Very well, thanks.
b I've got it!
(c) Nice to meet you, George.

2 A: Mum, this is Sam.
B: a He's my classmate.
(b) Hello, Sam.
c Hold this, please.

3 A: Kate, this is my sister, Lisa.
B: a Be careful!
(b) Hi, Lisa. Nice to meet you.
c She's my friend.

YOUR WORLD

6 Write the names of three famous people. Then introduce them to your friends!



pop star _____
film star _____
sports star _____

Unit 1 **18** I can make introductions.

For the teacher
- Teaching notes, page 161
- *Need support?* worksheet, page 222
- Audioscript, page 232

On the Portal
- **Photocopiable activity:** *Nice to meet you!*

For the student
- Workbook, page 9

On the Portal
- **Workbook:** Lesson 1.4
- **Extra Practice Activities:** Speaking

1.5 Reading and Vocabulary

Family photo album



My family album

I'm Alice! I'm thirteen. I'm from London in the UK. This is my family album.



This is my favourite photo. I'm four and my sister Isabel is six. In this photo we are at my granny's house in London. Granny is Dad's mum. She's fun!



My cousin Tommy, Isabel and I are in this photo. I'm nine, Tommy's ten and Isabel's eleven.



And this is my family: Mum, Dad, Isabel and me. I'm eleven and Isabel's thirteen. We're on holiday in France.

Exercise 1
A Alice is the small girl.
B Alice is the girl on the left.
C Alice is the girl in pink.

1 1.12 Read and listen to Alice's blog. Find Alice in photos A, B and C.

2 Read the blog again. Complete the sentences with one word in each gap.

1 Isabel is Alice's *sister*.
2 Tommy is Isabel's cousin.
3 Granny is Alice's dad's mother/mum.
4 Granny's house is in London.

3 Read the sentences. Mark them T (true) or F (false).

1 Alice is eleven in photo C. (T) / F
2 They're on holiday in France in photo A. T / (F)
3 They're in the park in photo B. T / (F)
4 Tommy is eleven in photo B. T / (F)
5 Photo A is Alice's favourite. (T) / F

4 1.13 Listen and repeat.

VOCABULARY Places

at home at school
in the park on holiday

5 Look at the pictures and write the places.



1 *in the park*



2 at school



3 on holiday



4 at home

6 Work in pairs. Go to page 140. Take turns describing the photos.

I can understand a text about family photos and places.

For the teacher
- Teaching notes, page 162

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Where are they?*

For the student
- Workbook, page 10

On the Portal
- **Workbook**: Lesson 1.5
- **Extra Practice Activities**: Vocabulary

1.6 Listening and Writing

Best friends

INTERNATIONAL FRIENDSHIP DAY!

Podcasts · Kids · International Friendship



We think about our friends on International Friendship Day.

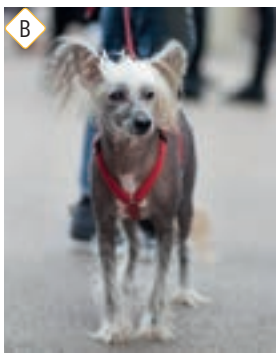
Listen to our podcast with your friends!

1 Look at the website. What is the podcast about?
It's about International Friendship Day.

2 1.14 Listen to the podcast. Match speakers 1–3 with photos of their best friends A–C.

1 Tom C 2 Maria B 3 Juan A







3 1.14 Read the questions. Listen again. Write a number or a country.

1 How old is Monica? 11
2 Where is Monica now? _____
3 How old is Shu? _____
4 Where are Ayla and Yusuf from? _____

4 Who is your best friend? Tell the class.

5 Read about Alex and complete the table.

My best friend



My name's Alex. I'm twelve and I'm from the UK. I'm British. My best friend is Lian. She's twelve too. Lian is from the UK. Lian's dad is British. Lian's mum and granny are Chinese.

	Name	Age	Nationality	Country
Me	*Alex*	twelve	British	*the UK*
My best friend	Lian	twelve	*British*	the UK

6 Study the Writing box. Then find the capital letters in the text in Exercise 5.

WRITING Capital letters

Use a capital letter for names of people, countries and nationalities. Use a capital letter for the pronoun *I* and at the beginning of every sentence too.
My best friend is **J**ack.
I'm from **F**rance.
Maria and **J**uan are **S**panish.

WRITING TIME

7 Write about you and your best friend.

1 **Find ideas**
Find a photo of you and your best friend.

2 **Draft**
Write about your name, age, country and nationality.
My name's …
I'm (ten/eleven/twelve …).
I'm from …
Write about your best friend's name, age, country and nationality.

3 **Check and write**
Check all the capital letters and write the final version of your text.

Exercise 3
2 in the UK
3 two/2 (years old)
4 Turkey

Exercise 6
My name's Alex. I'm twelve and I'm from the UK. I'm British. My best friend is Lian. She's twelve too. Lian is from the UK. Lian's dad is British. Lian's mum and granny are Chinese.

For the teacher
- Teaching notes, page 163
- Audioscript, page 232

On the Portal
- Photocopiable activity: *This is me!*

For the student
- Workbook, page 11

On the Portal
- Workbook: Lesson 1.6
- Extra Practice Activities: Writing

1.7 CLIL: Art

Families in Art



1 1.15 Listen and repeat.

VOCABULARY Art

artist by children painting people picture

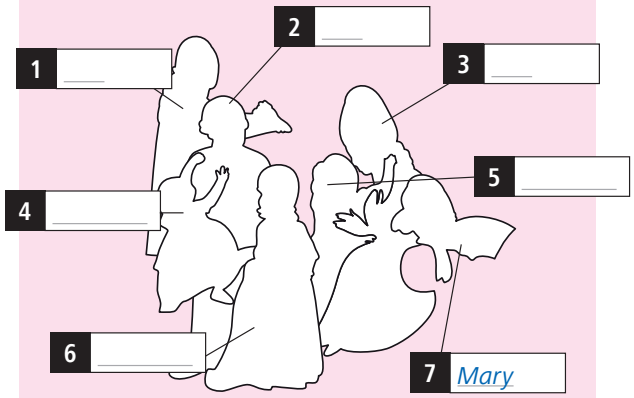
2 In pairs, talk about a family photo. Who is in it?

3 Look at the painting above and read the text. Write the names of the people in the line drawing.

The Copley family

By John Singleton Copley (1738–1815)

This is a painting of the artist's family. The people in the picture are John Singleton Copley; Mrs Copley; Mrs Copley's father, Richard Clarke; the Copleys' three daughters, Betsy (six), Mary (three) Susanna (baby), and son, John Junior (four).



4 Read the text again. Complete the sentences with one word in each gap.

1 John Singleton Copley is the children's *father*.
2 Richard Clarke is the children's _____.
3 Mrs Copley is the children's _____.
4 Betsy is Mary and Susanna's _____.
5 John Junior is the girls' _____.

5 Look at paintings A–C. What is the nationality of the artists?



by Edgar Degas



by John Everett Millais



by Paul Cézanne

6 Match the paintings A–C in Exercise 5 with their titles 1–3.

1 C The artist's father
2 A Portrait of the artist's uncle Henri and his cousin, Lucie
3 B Portrait of Mrs William Evamy (the artist's aunt)

7 Work in pairs. Test your memory. Cover Exercises 5 and 6. Then take turns to make sentences and say if they are correct or incorrect.

1 John Everett Millais / American
2 Paul Cézanne / French
3 Edgar Degas / British
4 Mrs Evamy / Millais' mother
5 Lucie / Degas' cousin
6 Henri / Degas' father

A: John Everett MIllais is American.
B: No. He's British.

B: Paul Cézanne is French.
A: Yes. That's right.

8 Have a class vote about the paintings in this lesson. Which one do you like best?

I can talk about families in art.

Exercise 3
1 John Singleton Copley
2 Richard Clarke
3 Mrs Copley
4 Susanna
5 John Junior
6 Betsy
7 *Mary*

Exercise 4
2 grandfather
3 mother
4 sister
5 brother

Exercise 5
A French
B British
C French

Exercise 7
3 **A:** Edgar Degas is British.
B: No. He's French.
4 **A:** Mrs Evamy is Millais' mother.
B: No. She's Millais' aunt.
5 **A:** Lucie is Degas' cousin.
B: Yes. That's right.
6 **A:** Henri is Degas' father.
B: No. He's Degas' uncle.

For the teacher
• Teaching notes, page 163

On the Portal
• Photocopiable activity: *Families in art*

For the student
• Workbook, page 12

On the Portal
• Workbook: Lesson 1.7

Vocabulary Activator

WORDLIST 1.16

Family
aunt (n)
brother (n)
cousin (n)
dad (n)
daughter (n)
father (n)
grandad (n)
grandfather (n)
grandmother (n)
granny (n)
mother (n)
mum (n)
parents (n)
sister (n)
son (n)
uncle (n)

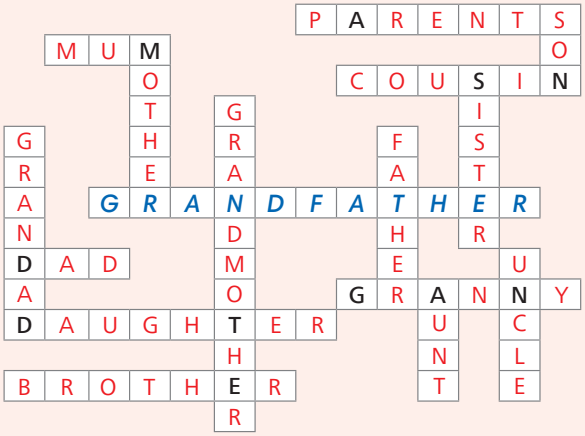
Countries and nationalities
American (adj)
British (adj)
China (n)
Chinese (adj)
France (n)
French (adj)
Poland (n)
Polish (adj)
Spain (n)
Spanish (adj)
Turkey (n)
Turkish (adj)
the UK (n)
the USA (n)

Places
at home
at school
in the park
on holiday

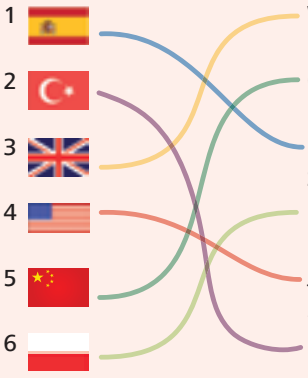
Art
artist (n)
by (prep)
children (singular: child) (n)
painting (n)
people (singular: person) (n)
picture (n)

Extra words
Be careful!
best friend
birthday (n)
box (n)
cake (n)
card (n)
classmate (n)
fat (adj)
flag (n)
hamster (n)
happy (adj)
Hold this, please.
holiday (n)
home (n)
I've got it!
Let's have a break.
mouse (n)
neighbour (n)
Nice to meet you.
orange (adj)
portrait (n)
present (n)

1 Complete the puzzle with the family words in the wordlist.



2 What nationality are they? Where are they from?



1 William is British. He's from the UK.
2 Chang is Chinese. He's from China.
3 Flora is *Spanish*. She's from *Spain*.
4 Bartek is Polish. He's from Poland.
5 Janet is American. She's from the USA.
6 Erdem is Turkish. He's from Turkey.

3 Find words from the wordlist.
1 words that go with *birthday* cake, *card*, present
2 words that go with *country* nationality, flag
3 groups of people neighbours, classmates, family

4 1.17 **PRONUNCIATION** /v/ or /b/
Listen and repeat.
Viv's best friends,
Vincent and Brad,
Are a bad brown dog
And a very big cat!



On the Portal
- **Photocopiable activities:** *The matching game; Who are they?*
- **Test:** Unit 1 Test

For the student
- Workbook, pages 13–14

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the family words.

1 g r and a d
2 gr a n n y
3 un c l e
4 a u n t
5 m u m
6 d a d
7 co u s in
8 s i st e r
9 b r o t h er

2 Choose the odd one out.

1	(a) Chinese	b Spain	c the UK
2	a the USA	(b) Turkish	c the UK
3	a France	b Poland	(c) American
4	a Spanish	b British	(c) China
5	a French	(b) the USA	c Polish

3 Look at the photos. Choose the correct option.



1 in the park / at school
at school



2 on holiday / in the park
in the park



3 at school / on holiday
on holiday



4 at school / at home
at home

Grammar

4 Complete the sentences. Use possessive *'s*.

1 Luke / cake — It's *Luke's cake*.
2 Granny / birthday — It's Granny's birthday.
3 Dad / sister — Megan is Dad's sister.
4 Jen / brother — Alex is Jen's brother.

5 Read and complete Maria's profile with *am*, *are* or *is*.

My name is Maria. I [1] *am* thirteen. I [2] am from the USA. My best friend [3] is Isabel. Isabel [4] is British. We [5] are classmates. Isabel's two brothers [6] are my friends too.



6 Match 1–5 with a–e.

1 c Jane's best
2 d Your brother is
3 e It's my
4 a That isn't
5 b My cousin

a your schoolbag.
b George is eleven.
c friend is Spanish.
d in my class.
e birthday today!

7 Write negative sentences. Which sentences are true for you? Tell your partner.

1 I'm fifteen.
I'm not fifteen.
2 My best friend is Spanish.
My best friend isn't Spanish.
3 My brother's name is Ben.
My brother's name isn't Ben.
4 We're at home.
We aren't at home.
5 It's my birthday.
It isn't my birthday.
6 My neighbours are Chinese.
My neighbours aren't Chinese.

Speaking

8 Complete the dialogue with the words below. Then act out the dialogue in groups of three.

meet nice ~~this~~ this

Jamie: Mum, [1] *this* is my friend, David. David, [2] this is my mum.
David: Hello, Mrs Smith. [3] Nice to meet you.
Mum: Nice to [4] meet you too, David.

BBC CULTURE

English around the world



Exercise 1
1 the USA
4 the UK
6 Australia

WHO SPEAKS ENGLISH?

The UK (United Kingdom): England, Wales, Scotland and Northern Ireland
Capital city: London
Population: 65 million people
Language: English

The USA (United States of America)
Capital city: Washington
Population: 324 million people
Language: English and Spanish

Australia
Capital city: Canberra
Population: 24 million people
Language: English

capital city (n) an important city where the government of a country, state, etc. is
flag (n) a piece of cloth with a design on it that represents a country
population (n) the number of people living in a country

1 Look at the map. Match countries 1, 4 and 6 with the words below.

Australia the UK the USA

2 1.18 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check. English

3 Look at the map and read the text again. Read 1–5 and follow the instructions.

1 Choose the Australian flag.
a  b  c 

2 Complete the sentence:
Scotland is in the UK.

3 Number the countries from 1 to 3 (very big, big, small number of people).
2 the UK 1 the USA 3 Australia

4 Choose the correct option.
Canberra is in *Australia* / *the USA*.

5 Draw lines and make sentences.
Ireland → is a country.
Northern Ireland → is in the UK.

4 1.19 Listen and match 1–3 with a–c.

1 Erin	a	is from the USA. 2
2 Peter	b	is from Australia. 3
3 Ollie	c	is from the UK. 1

For the teacher
- Teaching notes, page 164
- Videoscript, page 232
- Audioscript, page 232

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 15

BBC This is the UK



5 7 Watch the video and answer the presenter's questions.

6 7 Watch the video again. Choose the correct answer.

1 The UK is the United Kingdom of Great Britain and
   a Scotland. b Wales. (c) Northern Ireland.
2 There are four … in the UK.
   a cities. (b) countries. c towns.
3 People from the UK are …
   (a) British. b English. c American.
4 London is a … city.
   a small and busy b big and green
   (c) big and busy

7 Discuss in class. What new things did you learn from the video? Would you like to visit the UK? Why?/Why not?

Exercise 5
The name of the UK flag is the Union Jack.

PROJECT TIME

8 In groups, make a digital presentation about one of the countries below. Follow these steps.

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

1 **In your group, collect information about the country. Answer these questions.**
- What is the capital city?
- What is the population?
- What is the language? / What are the languages?

2 **Find these things.**
- a map of the country
- the flag of the country
- photos of important and/or interesting places

3 **Create your presentation.**
- Write your presentation.
- Choose the photos to add to your presentation.
- Read and check your presentation.

4 **Share your presentation with the class.**
- Answer other students' questions.
- Ask questions and comment on the other presentations.

My things

2

VOCABULARY
Clothes | Adjectives | My things | Shapes

GRAMMAR
this, that, these, those | *too big/small* | *to be* questions and short answers



2.1 Vocabulary

Clothes

1 Find the clothes below in the picture. Which clothes are you wearing today?

coat jeans shoes skirt T-shirt trousers

For the teacher
- Teaching notes, page 166
- Audioscript, page 232

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Two T-shirts!*
- **Test:** Vocabulary Check 2

For the student
- Workbook, page 16

On the Portal
- **Workbook:** Lesson 2.1
- **Extra Practice Activities:** Vocabulary

2 2.1 Listen and repeat. Find the clothes in the Vocabulary box in the picture on page 26.

VOCABULARY Clothes

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

3 2.2 Listen and choose the word you hear.

1 T-shirt / skirt
2 jacket / jeans
3 trainers / trousers
4 shoes / dress
5 cap / coat
6 top / tracksuit

WATCH OUT!
The T-shirt **is** blue.
The shoes **are** black.
The jeans **are** blue.

4 Complete the table with the words in the Vocabulary box.

Singular: is	Plural: are
T-shirt, cap, coat, dress, jacket, skirt, top, tracksuit	*jeans*, shoes, trainers, trousers

5 Complete the sentences with *is* or *are*. Then look at the picture on page 26. Tick (✓) for *yes* or put a cross (✗) for *no*.

1 ✓ The tracksuit *is* brown.
2 ✗ The trainers *are* red.
3 ✓ The dress *is* yellow.
4 ✗ The trousers *are* black.

6 Look at your clothes and tell a partner.

My jeans are blue, my T-shirt is green and white, and my trainers are red.

7 Choose a student from your class and name his/her clothes. Ask your partner to guess the student.

A: White T-shirt, blue skirt.
B: It's Natasha!

8 Adam and Adele are in the gym. Are their clothes OK for the gym? Write their clothes. Then tick (✓) for *yes* or put a cross (✗) for *no*.



Adam:
☐ *tracksuit trousers*
☐ *jacket*
✗ *shirt*
✓ *trainers*

Adele:
✗ *cap*
✗ *skirt*
✓ *T-shirt*
✗ *shoes*

9 Dress Adam and Adele for a party. Write two lists of clothes. In pairs, compare your lists.

Adam: white T-shirt, …
Adele: blue shoes, …

YOUR WORLD

10 Make lists of clothes you wear at school and at the weekend.

at school	at the weekend

I can talk about clothes.

2.2 Grammar

this, that, these, those

VIDEO **THAT'S MY T-SHIRT!**



Mum: Jen, put these clothes away, please.
Jen: OK, Mum.
Oh, hi! What's up? … What? No!



Jen: Bye, Holly! … Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans. Yep … and this is Mum's top.



Mum: Jen, these are your jeans. They're too small for me!
Jen: Oops! Sorry, Mum!
Mum: And that's my top over there.
Jen: Yes, it is. Here you are!



Alex: Jen … Jen, where's my new T-shirt?
Jen: It's over there with your old T-shirts?
Alex: No, those are Dad's T-shirts.
Jen: Oh, then your T-shirt is …

1 8 2.3 Watch the video. Then listen and read. Are the clothes in the right place? No, they aren't.

2 Look at the photos and read the story again. Whose clothes are they? Choose the correct option.

1 Photo 2: The jeans are *Jen's* / *Mum's*.
2 Photo 3: The jeans are *Jen's* / *Mum's*.
3 Photo 3: The top is *Jen's* / *Mum's*.
4 Photo 4: The T-shirts are *Dad's* / *Alex's*.

3 2.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD! What's up? • Hang on. • Here you are. • Over there.

4 Who has got Alex's new T-shirt? Have a class vote. Choose the correct answer.

a Mum b Dad c Jen

5 9 2.5 Now watch or listen and check. b

For the teacher
- Teaching notes, page 167
- *Need support?* worksheet, page 223
- Videoscripts, page 232
- Audioscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *These are Mary's trousers*
- **Test:** Grammar Check 2

For the student
- Workbook, page 17
- Grammar Time, page 133

On the Portal
- **Workbook:** Lesson 2.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *this, that, these, those*

This is Jen's top.
This top is Jen's.



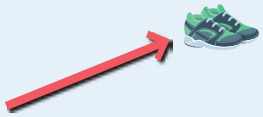
That is Alex's T-shirt.
That T-shirt is Alex's.



These are Jen's trainers.
These trainers are Jen's.



Those are Alex's trainers.
Those trainers are Alex's.



VIDEO **10 GET GRAMMAR!**



7 Choose the correct option.

1 *This* / *These* are your trainers.
2 *This* / *These* isn't Alex's T-shirt.
3 *This* / *These* shoes aren't Jen's.
4 *That* / *Those* T-shirts are Dad's.
5 *That* / *Those* is my coat.
6 *That* / *Those* jeans are Mum's.

8 Complete the sentences with *this, that, these* or *those*.

1 *That* is Alex's cap.
2 Those are Jen's trousers.
3 These are Dad's jeans.
4 That is Mum's top.
5 This is Alex's jacket.

9 2.6 Listen and repeat.

VOCABULARY Adjectives

big boring cool long new old short small

10 Look at the words from the Vocabulary box. Match them with their opposites.

1 big	a old 3
2 boring	b short 4
3 new	c small 1
4 long	d cool 2

11 In pairs, talk about the clothes. Use adjectives from the Vocabulary box and *this, that, these* or *those*.





A: How about the T-shirts?
B: This T-shirt is cool. That T-shirt is boring.

Exercise 11
(Suggested answers)
These trousers are short. Those trousers are long. This jacket is small. That jacket is big. These shoes are old. Those trainers are new.

WATCH OUT!
These shoes are **too** big!
This T-shirt is **too** small!

YOUR WORLD

12 Play a drawing dictation game! Use adjectives with *too*.
Draw a boy. The boy's T-shirt is too small. …

I can use *this, that, these, those* and adjectives.

2.3 Grammar

to be questions and short answers

The Terrific Two – Dug's new suit



Girl: Are they OK?
Superdug: Yes, they are.
Girl: Thank you!
Boy: Is he a superhero?
Kit: Yes, he is. He's Superdug!



Kit: Dug! Your suit is too small!



Dug: This suit is cool! Size M? No. Size XL!
Kit: Are you sure, Dug?
Dug: Yes, I am.
Kit: XL is too big for you.
Dug: No, I'm a superhero! I'm big!



Kit: Thank you.
Dug: Is this box for me?
Kit: Yes, it is. What is it?
Dug: It's my new suit!



Dug: Ready! Am I cool in this suit?
Kit: No, you aren't. The suit is too big! Hmm … Hang on!



Dug: Fantastic! You're a clever cat, Kit!

1 Look at the cartoon. Where does Dug buy his superhero suits from? www.supersuits.get

2 2.7 Listen and read. What size is Dug's new suit? It's XL.

For the teacher
- Teaching notes, page 168
- *Need support?* worksheet, page 223
- Videoscript, page 232
- Audioscript, page 233

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Is that your schoolbag?*
- **Test:** Grammar Check 2

For the student
- Workbook, page 18
- Grammar Time, page 133

On the Portal
- **Workbook:** Lesson 2.3
- **Extra Practice Activities:** Grammar

3 Study the Grammar box. Then watch.

GRAMMAR *to be* questions and short answers

?	Short answers
Am I OK?	Yes, I am. / No, I'm not.
Are you OK?	Yes, you are. / No, you aren't.
Is he/she/it OK?	Yes, he/she/it is. / No, he/she/it isn't.
Are we OK?	Yes, we are. / No, we aren't.
Are you OK?	Yes, you are. / No, you aren't.
Are they OK?	Yes, they are. / No, they aren't.
What is it?	It's my new suit.

VIDEO **11 GET GRAMMAR!**



4 Read the sentences. Mark them T (true) or F (false).

1 The puppies are OK. (T) / F
2 The girl is a superhero. T / (F)
3 Dug's new suit is in the box. (T) / F
4 Dug's new suit is small. T / (F)

5 Find the questions in the cartoon on page 30. Complete the questions.

1 *Are* they OK?
2 Is ___he___ a superhero?
3 ___Are___ you sure?
4 ___Is___ this box for me?
5 What is ___it___?
6 Am ___I___ cool?

6 Look at the cartoon on page 30. In your notebook, answer the questions in Exercise 5.

1 *Yes, they are.*

7 Complete the questions and short answers.

1 Boy: *Are* you a superhero?
Kit: No, I*'m not*.
2 Kit: ___Are___ we best friends?
Dug: Yes, we ___are___.
3 Dug: ___Is___ my new suit cool?
Kit: No, it ___isn't___.
4 Kit: ___Am___ I clever?
Dug: Yes, you ___are___.
5 Girl: ___Is___ Superdug your brother?
Kit: No, he ___isn't___.
6 Kit: ___Are___ they your puppies?
Girl: Yes, they ___are___.

8 2.8 Listen to the questions and choose the correct answer.

1 (Yes, it is.) / No, they aren't.
2 Yes, you are. / [No, they aren't.]
3 [Yes, I am.] / No, you aren't.
4 Yes, they are. / [No, he isn't.]
5 [Yes, they are.] / No, you aren't.
6 [Yes, we are.] / No, they aren't.

9 Write questions in your notebook. In pairs, ask the questions and give true answers.

1 you / twelve years old?
Are you twelve years old?
2 you / happy?
3 we / friends?
4 Superdug and Kit / cool?
5 you / clever?
6 I / a superhero?

A: Are you twelve years old?
B: Yes, I am. / No, I'm not.

YOUR WORLD

10 2.9 2.10 Go to page 140. Listen and chant Kit's Rap.



Exercise 9
2 A: Are you happy?
B: Yes, I am./ No, I'm not.
3 A: Are we friends?
B: Yes, we are./ No, we aren't.
4 A: Are Superdug and Kit cool?
B: Yes, they are./No, they aren't.
5 A: Are you clever?
B: Yes, I am./ No, I'm not.
6 A: Am I a superhero?
B: Yes, you are./No, you aren't.

Exercise 6
2 Yes, he is.
3 Yes, I am.
4 Yes, it is.
5 It's my new suit.
6 No, you aren't.

I can ask and answer questions with the verb *to be*.

2.4 Speaking

Asking for personal information

VIDEO **WHAT'S YOUR NAME?**





Mr Wood: What's your name?
Lucas: Lucas Ortiz. That's O-R-T-I-Z.
Mr Wood: Good. And how old are you, Lucas?
Lucas: I'm eleven years old.
Mr Wood: Welcome to the school band.

Lian: Where are you from, Lucas?
Lucas: I'm from Madrid, Spain.
Lian: What's your favourite music?
Lucas: Good question. Rock, I think.
Lian: Who's your favourite singer?
Lucas: Erm … Ed Sheeran.
Lian: High five! He's my favourite too!

Exercise 1
He's from Madrid, Spain.

1 12 2.11 Watch the video. Then listen and read. Where is Lucas from?

2 2.12 Listen and repeat.

SPEAKING **Asking for personal information**

What's your name?
How old are you?
Where are you from?
What's your favourite *music/sport/film*?
Who's your favourite *actor/singer/sportsperson*?

3 2.13 Listen to the short dialogues. Choose the correct option.

1 *Star Wars.* / *Superman.*
2 Nick Carr. That's C-A-double R. / Carl Neal. That's N-E-A-L.
3 Portsmouth, UK. / Paris, France.
4 I'm twelve. / I'm thirteen.
5 Ariana Grande. / Taylor Swift.

4 Complete the dialogues with questions from the Speaking box.

1 A: *What's your favourite music*?
B: Pop, I think.
2 A: How old are you? ?
B: I'm twelve years old.
3 A: What's your name? ?
B: My name's Fred Allen. That's A- double L-E-N.
4 A: What's your favourite sport? ?
B: Football.
5 A: Where are you from? ?
B: I'm from Glasgow, Scotland.

YOUR WORLD

5 In pairs, ask and answer the questions from the Speaking box. Give crazy answers!

A: What's your name?
B: My name's Queen Coco!
A: Where are you from?
B: I'm from Chocolateland.

Unit 2 **32** I can ask for and give personal information.

For the teacher
- Teaching notes, page 170
- *Need support?* worksheet, page 223
- Audioscript, page 233

On the Portal
- **Photocopiable activity:** *Tell me about you!*

For the student
- Workbook, page 19

On the Portal
- **Workbook:** Lesson 2.4
- **Extra Practice Activities:** Speaking

2.5 Reading and Vocabulary

My things

1 2.14 Listen and repeat. Then match photos 1–4 with the words in the Vocabulary box.

VOCABULARY My things

backpack laptop computer mobile phone mountain bike



1 backpack



2 mobile phone



3 laptop computer



4 mountain bike

2 2.15 Read and listen to the article. Why is the backpack a super backpack?

3 Read the sentences. Mark them T (true) or F (false).

1 Shen is from London in the UK. T / (F)
2 The super backpack is a jacket too. (T) / F
3 The super backpack is too small for a laptop computer. T / (F)
4 Tilly is a cat. (T) / F

4 Look at the picture in the article and answer the questions.

1 What colour is the super backpack? It's red.
2 Is the jacket red or blue? It's blue.
3 Is the cat big or small? She's big.

5 Work in groups. Invent a supergadget! Draw it and show it to the class.

This isn't a boring schoolbag. It's a laptop too!

Exercise 2
It's also a mountain bike and a jacket and it's just right for Shen's laptop computer, mobile phone and cat, Tilly.



Shen Taylor is 12.
He's from Liverpool in the UK.
Shen's super backpack is our gadget of the week. Why? Read on.

SHEN'S SUPER BACKPACK!

This is my super backpack! It's very, very cool. My super backpack is also a mountain bike. It's small, but it isn't too small. It's fantastic! And that's not all. If I'm cold and my jacket is at home, no problem. This super backpack is a big jacket too.

My super backpack is just right for my laptop computer, my mobile phone and even my cat, Tilly – and she's big! How cool is that!



I can understand a short text about a gadget.

For the teacher
- Teaching notes, page 170

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *My super backpack*

For the student
- Workbook, page 20

On the Portal
- **Workbook:** Lesson 2.5
- **Extra Practice Activities:** Vocabulary

2.6 Listening and Writing

My favourite things

Exercise 1
(Suggested answers)
1 a T-shirt/top, a coat/jacket, jeans, trainers; a mobile phone
2 a T-shirt/top, a tracksuit, a cap, trainers; a (basket)ball
3 a T-shirt, trousers/ tracksuit trousers, trainers; a backpack and a mountain bike
4 a T-shirt, trousers/ tracksuit trousers, trainers, a cap; a backpack and a laptop computer
5 a top, a skirt, trainers; a laptop computer

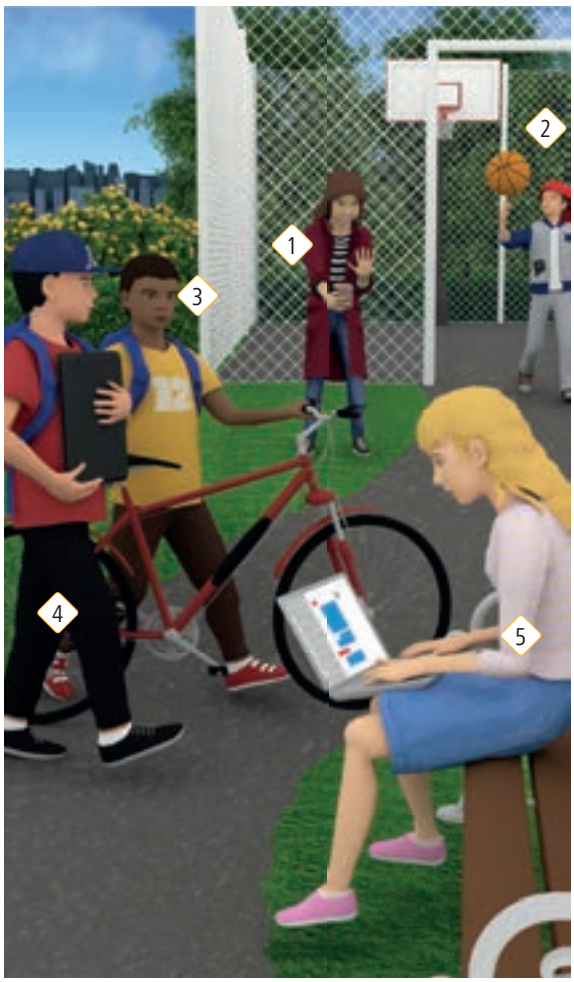
Exercise 5
His favourite things are his old, blue mountain bike, his new comic book and his red and white trainers.

Exercise 6
My number one favourite thing is 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.

1 In pairs, name the clothes of the people in the picture in Exercise 2. What objects have they got?

2 2.16 Look at the picture again. Listen and write numbers next to the four names. There is one extra child in the picture.

Sam [2] Monica [1] Janet [5] Ben [3]



3 2.16 Listen again. Mark the sentences T (true) or F (false).

1 Sam's cap is too small. (T) / F
2 Janet is Monica's sister. T / (F)
3 Janet's favourite thing is a skateboard. T / (F)
4 Ben's trainers are red. (T) / F
5 Monica's skirt is too short. T / (F)

4 What are your favourite things? Tell a friend.

5 Read Alex's blog post. What are his favourite things?

What are my favourite things?



My number one favourite thing is 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.

6 Study the Writing box. Then find the punctuation marks in Alex's blog post.

WRITING Punctuation

Remember to use punctuation marks!
What are your favourite things**?**
They're my backpack**,** my phone and my computer**.**
They're cool**!**

WRITING TIME

7 Write about your favourite things.

1 **Find ideas**
Make a list of your favourite things. Think of adjectives to describe them.

2 **Draft**
Write about your favourite things.
Give your text a title: *What are my favourite things?*
My number one/two/three favourite thing is my … It's …

3 **Check and write**
Check your punctuation and write the final version of your text.

For the teacher
- Teaching notes, page 171
- *Need support?* worksheet, page 223
- Audioscript, page 233

On the Portal
- Photocopiable activity: *My favourite things*

For the student
- Workbook, page 21

On the Portal
- Workbook: Lesson 2.6
- Extra Practice Activities: Writing

2.7 CLIL: Geometry

Shapes

1 2.17 Listen and repeat. Match pictures 1–5 with the words in the Vocabulary box.

VOCABULARY Shapes

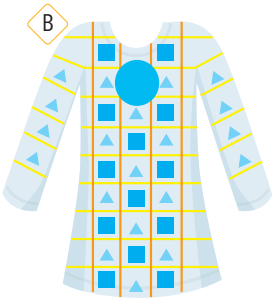
circle 2 line 1 rectangle 5 square 3 triangle 4

1  2  3  4 

5 

2 Read and match texts 1–3 with pictures A–D. There is one extra picture.

A 

B 

C 

D 

1 B Look! This is my new top. It's cool. It's white with blue squares and triangles and orange and yellow lines. Oh, and a blue circle too.

2 C My favourite top is old, but it isn't boring. It's yellow with red squares, green lines and triangles. No rectangles and no circles!

3 A My favourite top is blue with one big rectangle, small triangles and a circle. No squares or lines!

3 Read the texts and look at the pictures in Exercise 2 again. Complete the table.

Top	Colours	Shapes
A	*blue, black*	*rectangle, triangles, circle*
B	white, blue, orange, yellow	squares, triangles, lines, circle
C	yellow, red, green	squares, lines, triangles

4 Read the sentences. Mark them T (true) or F (false).

1 The rectangle on top A is small. T / (F)

2 The shapes on top A are all big. T / (F)

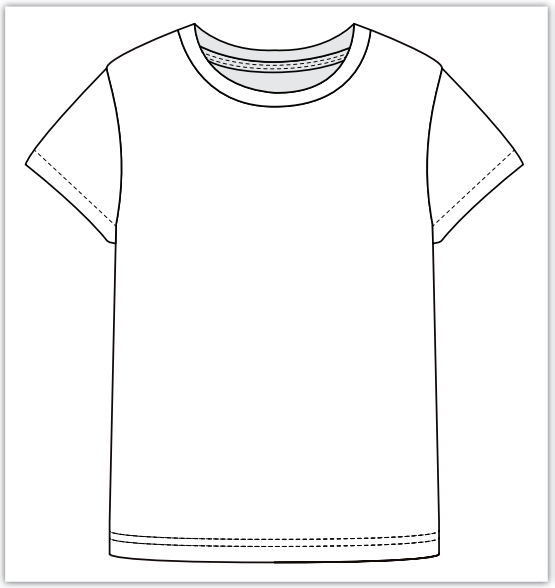
3 Top C is yellow with eight squares and eight triangles. (T) / F

4 The squares on top C are green. T / (F)

5 The circle on top B is blue. (T) / F

6 The lines on top B are black and blue. T / (F)

5 Design a T-shirt or a top with shapes. Then complete the sentences.



This is my _____ .

It's (colour) _____ with (colours and/or shapes) _____

_____ .

I can describe different shapes.

For the teacher
- Teaching notes, page 172

On the Portal
- Photocopiable activity: *Shapes*

For the student
- Workbook, page 22

On the Portal
- Workbook: Lesson 2.7

Vocabulary Activator

WORDLIST 2.18

Clothes
cap (n)
coat (n)
dress (n)
jacket (n)
jeans (n)
shoes (n)
skirt (n)
T-shirt (n)
top (n)
tracksuit (n)
tracksuit jacket (n)
tracksuit trousers (n)
trainers (n)
trousers (n)

Adjectives
big (adj)
boring (adj)
cool (adj)
long (adj)
new (adj)
old (adj)
short (adj)
small (adj)

My things
backpack (n)
laptop computer (n)
mobile phone (n)
mountain bike (n)

Shapes
circle (n)
line (n)
rectangle (n)
square (n)
triangle (n)

Extra words
Are you sure?
at the weekend
box (n)
boy (n)
clever cat
cold (adj)
fantastic (adj)
favourite (adj)
gadget (n)
girl (n)
Good question.
Hang on.
Here you are.
High five!
How cool is that!
just right
No problem.
Over there.
put away (v)
rock (music) (n)
school band (n)
size (n)
skateboard (n)
suit (n)
That's easy.
That's not all.
too (small) (adv)
What's up?

Exercise 1
1 trainers
2 dress, skirt, top
3 tracksuit
4 coat, jacket
5 cap
6 jeans, T-shirt, trousers (also possible: tracksuit jacket/tracksuit trousers)

1 Find words for clothes in the wordlist. Use each word only once.

1 two things for your *shoes, …* 

2 three things for  only.

3 one thing for 

4 two things for when it's 

5 one thing for your 

6 three things for  and 

2 Rewrite the sentences. Use a word that means the opposite of the word in bold.

cool old short small

1 Your T-shirt is **big**.
Your T-shirt isn't small.

2 These trousers aren't **long**.
These trousers are short.

3 My tracksuit is **new**.
My tracksuit isn't old.

4 Those trainers are **boring**.
Those trainers aren't cool.

3 Complete the words.
My favourite things!
1 My m o b i l e ph o n e
2 My m o u n t ai n b i k e
3 My l a p t op c o mp u t er
4 My new b a ck p ack

4 2.19 **PRONUNCIATION** /ð/ or /d/
Listen and repeat.
This old T-shirt is my brother Dan's.
That new dress is my mother Anne's.



On the Portal
- **Photocopiable activities:** *Hidden words; Grammar bingo*
- **Test:** Unit 2 Test

For the student
- Workbook, pages 23–24

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Look at the pictures and complete the words. In pairs, say four more clothes words.



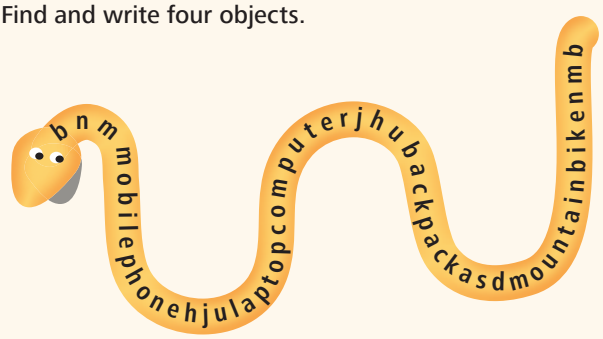
1 shoe*s*
2 co a t
3 t o p
4 ca p
5 tr a i n e r s
6 je a n s
7 T- sh i r t
8 ja c k e t

2 Match pictures A–C with sentences 1–2. In pairs, describe the extra picture.



1 [B] It's old, but it isn't boring. It's green.
2 [C] It's new. It isn't small and it isn't big. It's red. It's cool!

3 Find and write four objects.



mobile phone, laptop computer, backpack, mountain bike

4 In pairs, play a game.
Student A, say an adjective and a clothes word.
A cool T-shirt!
Student B, say an adjective and a different clothes word.
New trousers!
Continue! You can't repeat the clothes words. You can repeat the adjectives.

Grammar

5 Look at the pictures in Exercise 1 again. In pairs, say sentences with *too*.
Maggie's coat is too big.

Exercise 5
Maggie's cap is too small.
Diego's T-shirt is too small/short.
Diego's jeans are too long.

6 Match 1–5 with a–e.

1 These are my favourite
2 Those trousers
3 Those aren't
4 That phone is
5 This is my old

a old and boring. 4
b Nick and Timmy's backpacks. 3
c brown bike. 5
d trainers. 1
e are too long. 2

7 Write questions in your notebook. Answer *yes* (✓) or *no* (✗). Use short answers.

1 your backpack / blue? ✓
Is your backpack blue? Yes, it is.
2 those / your books? ✗
3 he / at school? ✓
4 she / Italian? ✗
5 you / my best friend? ✓

Exercise 7
2 Are those your books? No, they aren't.
3 Is he at school? Yes, he is.
4 Is she Italian? No, she isn't.
5 Are you my best friend? Yes, I am.

Speaking

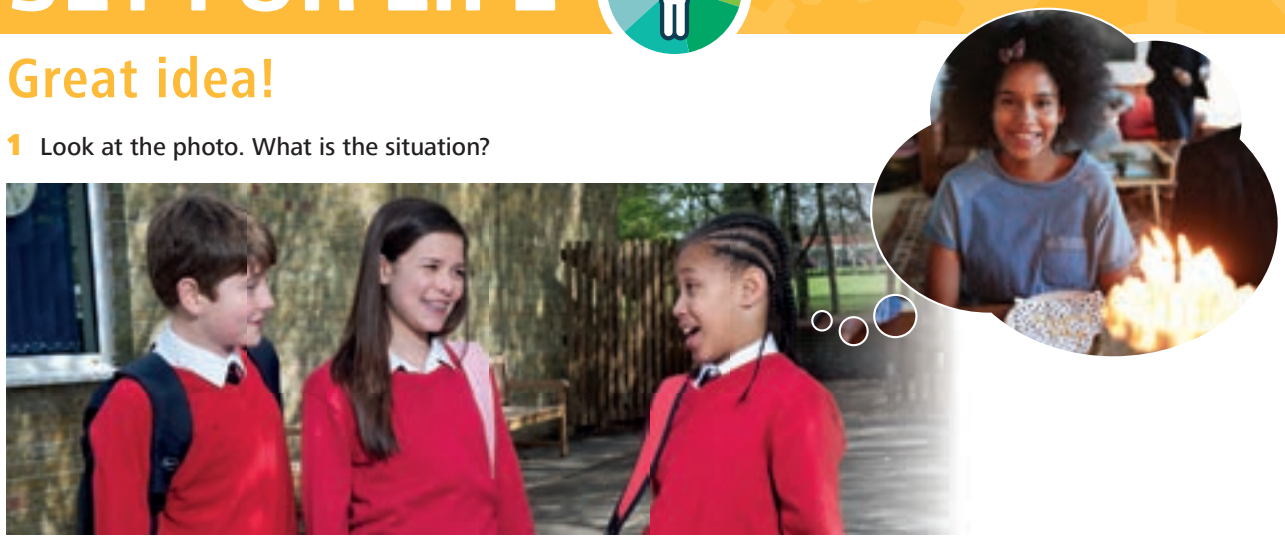
8 Complete the questions. Then work in pairs. Student A, you are your favourite star. Student B, ask Student A questions 1–5. Then change roles and have the conversation again.

1 *What's* your name?
2 How old are you?
3 Where are you from?
4 What 's/is your favourite music?
5 Who 's your favourite actor?

SET FOR LIFE

Great idea!

1 Look at the photo. What is the situation?



2 Match expressions 1–4 with photos A–B.

A



B



1 B That's an awful idea!
2 A That's a great idea!
3 A I like it!
4 B I hate it!

3 It is your friend's birthday. You and another friend want to buy him/her a present together. In pairs, make suggestions. Add one suggestion of your own.

How about a green T-shirt?

That's a great idea! I like it!

1 a red tracksuit?
2 orange and brown trousers?
3 a superhero suit?
4 a toy car?
5 a painting of a cat?

4 2.20 Abbie, Brian and Chris are talking about their friend Lucy's birthday. Listen and choose the correct option.

1 When is Lucy's birthday? *Friday* / *today*
2 What kind of restaurant is it? a *pizza* / *Chinese* restaurant

5 2.21 Listen. Which is a good answer, a or b? Why?

a Ugh! That's an awful idea!
b I'm not sure. How about Chinese?

6 2.22 Listen and choose the correct option.

Lucy likes *pizza* / *Chinese food*.

7 2.23 Listen and vote for the best way to finish the dialogue.

a No, I hate pizza! I want Chinese!
b Well, OK. It's Lucy's day, and you all like pizza.

Exercise 3
Students' own answers
Questions and answers should be based on the model below.
A: How about …?
B: That's a great idea! I like it!/ That's an awful idea! I hate it!

Exercise 5
b
a is rude.
b is a more polite way to show you are not so much in favour of the idea.

For the teacher
- Teaching notes, page 172
- Audioscripts, page 233

On the Portal
- Photocopiable activity: *How about a cool cap?*

8 2.24 Read the Useful Tips. Then listen to the friends again. Is Chris doing what the tips say?

9 Complete the dialogues. Dialogue 1 is about a film and dialogue 2 is about a concert. Use expressions from the Useful Phrases box. Then act out the dialogues in groups of three.

1 A: How about *My Fantastic Friend*?
B: _____
C: But we all like the actors.
A: And it's a new film.
B: _____

2 A: _____
B: I'm not sure. She isn't my favourite singer. How about the Ed Sheeran concert?
A: _____
C: And it's our favourite type of music.
B: Well, OK, then.

SET FOR LIFE

10 Read the Useful Tips and the expressions in the Useful Phrases box again. In groups, plan a special day out for your friend's birthday.

1. Think about the things your friend likes to do.
2. Write your suggestions on a piece of paper. Find the words you need.
3. In your group, discuss your suggestions. Make a decision.
4. Present your plan to the class.









Make decisions as a group

USEFUL TIPS

When you make decisions as a group, listen to the other people in your group. What do they want to do? Accept the group's decision.

People like different things. When you disagree with a suggestion, be polite.

USEFUL PHRASES

- … is good, but ….
- He/She likes/hates …
- How about a(n)/the …?
- I like/hate …
- I'm not sure.
- It's/It isn't my favourite (type of music/film/book).
- That's a great idea!
- We all like/hate …
- Well, OK, then.



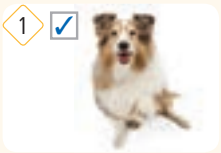
Exercise 8
B
He is doing the right thing because he accepts what the majority has decided, even though it is something he hasn't chosen. He accepts that since it is Lucy's birthday, they should be doing what she likes, to please her.

Exercise 9
(Suggested answers)
1 I'm not sure. How about *(name of film)*? Well, OK then.
2 How about the *(name of female singer)* concert? But we all like *(name of female singer)*.

Progress Check Units 1–2

Vocabulary and Grammar

1 Look and read. Tick (✓) for *yes* or put a cross (✗) for *no*.

1 ✓ 

This is a dog.

2 ✗ 

This is a skirt.

3 ✗ 

This is the Spanish flag.

4 ✓ 

These are mountain bikes.

5 ✓ 

This is a park.

6 ✗ 

These are jeans.

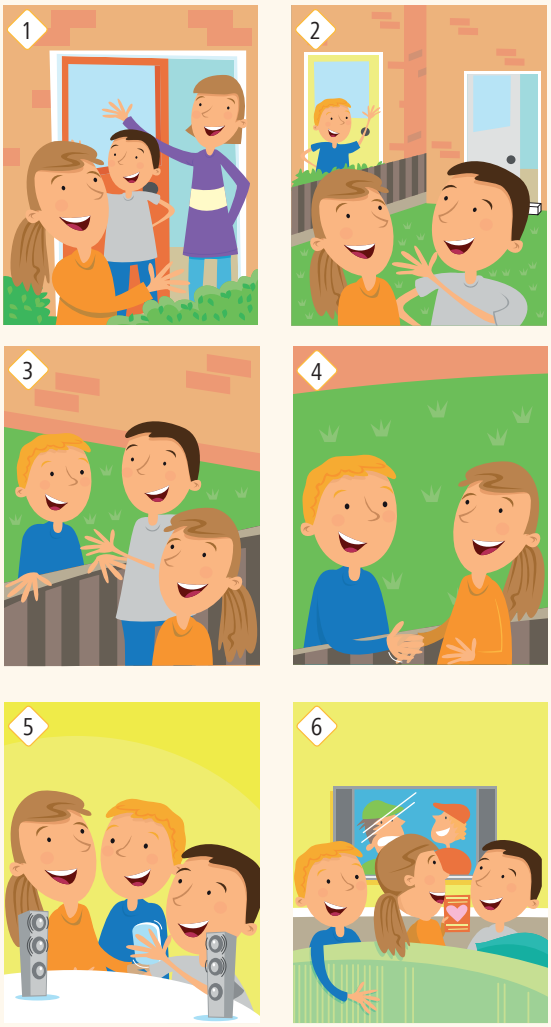
2 Look at the picture. Then read and complete the text.



Hi, I'm Peter. I'm in [1] *the UK* now, but my family and I are from [2] the USA . My school clothes are this blue [3] jacket , this white [4] shirt and [5] these grey trousers. My favourite clothes are over there. [6] They 're my blue jeans, my T-shirt and my grey [7] trainers . My T-shirt is black with a white [8] rectangle and red [9] lines .

Speaking

3 Look at the pictures. Match a–h with 1–6. There are two extra sentences.



a Nice to meet you. 4
b Who's your favourite actor? 6
c This is my mum. –
d Caz, this is Jack. 3
e Hello, Caz! –
f He's my neighbour. 2
g What's your favourite music? 5
h Nice to meet you too, Mrs Smith. 1

4 In pairs, ask and answer the questions.

1 What are your favourite weekend clothes?
2 What colour is your T-shirt/top today?
3 What's in your schoolbag today? (Don't look!)
4 What's your favourite place?

For the teacher
• Audioscript, page 233

On the Portal
• **Test:** Units 1–2 Progress Test, Units 1–2 Progress Writing Test, Units 1–2 Progress Speaking Test

For the student
• Workbook, page 25

On the Portal
• Workbook

Listening

5 2.25 Read the questions. Listen and write a name or a number.



1 What's the man's surname? *Smith*
2 What's the boy's name? *Shaun*
3 Who's the boy's best friend? *David*
4 How old is the boy? *twelve/12*
5 What's the number of the boy's house? *13*

Reading

6 In pairs, say what you can see in the photo.



7 Read the text. Choose the correct title.

a My new cat
(b) Me and my family

Hi, I'm Cheryl. I'm twelve and my favourite colour is pink. My pink mobile phone is my favourite thing. My clothes are pink too. Milo, my cat, isn't pink! He's brown and white.

My family is very big. My sisters' names are Sarah and Daniela. My brothers' names are Rob and Mick. My dad is an actor. Sometimes he's on TV! My mum is a singer. She's cool. My granny and grandad are from Spain. Are we a happy family? Yes, we are!

8 Read the text in Exercise 7 again. Answer the questions in your notebook.

1 How old is Cheryl?
Cheryl is twelve.
2 What's Cheryl's favourite thing?
3 Is Cheryl's family small?
4 Who are Rob and Mick?
5 Is Cheryl's mum boring?
6 Where is Cheryl's grandmother from?

Writing

9 Write 40–50 words about you and your family. Use these questions to help you.

1 What's your name?
2 How old are you?
3 What's your favourite colour?
4 What are your favourite things?
5 Where is your family from?
Hi! My name's …

Exercise 8
2 Cheryl's mobile phone is her favourite thing./ Cheryl's favourite thing is her mobile phone.
3 No, it isn't. It's big.
4 They're Cheryl's brothers.
5 No, she isn't. She's cool.
6 She's from Spain.

Exercise 6
A girl with a cat

In the house 3

VOCABULARY
In the house | Prepositions of place | Household objects | Materials

GRAMMAR
there is/there are affirmative | *there is/there are* negative and questions



3.1 Vocabulary

In the house

1 Match the household objects 1–8 in the photos with the words below.

bath bed chair desk door sofa table window

Exercise 1
1 window
2 door
3 bath
4 desk
5 bed
6 chair
7 table
8 sofa

For the teacher
- Teaching notes, page 174
- *Need support*? worksheet, page 224

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *The old ghost house*
- **Test:** Vocabulary Check 3

For the student
- Workbook, page 28

On the Portal
- **Workbook:** Lesson 3.1
- **Extra Practice Activities:** Vocabulary

2 3.1 Listen and repeat. Find the things in the Vocabulary box in the photos on page 42.

VOCABULARY In the house

Parts of the house
bathroom bedroom door floor garage
garden kitchen living room wall window

Inside the house
armchair bath bed chair desk fridge
sofa table

3 Which part of the house are the photos? Choose the correct option.



1 living room / bedroom



2 bathroom / kitchen



3 garage / bathroom



4 bedroom / living room



5 living room / garden



6 floor / wall

4 3.2 Listen to the sounds. Where are you? Write in your notebook.

1 *In the living room.*
2 In the kitchen.
3 In the garage.
4 In the bedroom.
5 In the garden.
6 In the bathroom.

5 Read the sentences and complete the words.

1 It's in the bedroom.
b e d
2 It's in the kitchen.
f r id g e
3 It's in the living room.
a r m ch a ir
4 It's in the kitchen.
t a b l e
5 It's in the bedroom.
d e s k
6 It's in the bathroom.
b a t h
7 It's in the kitchen.
ch a i r
8 It's in the living room.
s o f a

6 In pairs, look at the photos on page 42. Student A, say a sentence about an object inside the house. It can be a true sentence or a false sentence. Student B, is Student A's sentence true or false? Correct the false sentences. Then change roles and have the conversation again.

A: The armchair is in the bathroom.
B: No, it isn't. It's in the living room!

YOUR WORLD

7 Draw household objects in your Crazy House. Then make lists and compare in pairs.

The kitchen: a sofa, …



I can talk about my house.

3.2 Grammar

there is/there are affirmative

VIDEO **THERE'S A PHONE ON THE SOFA!**



Alex: Jen, where's the orange juice?
Jen: It's in the fridge.
Alex: Where?
Jen: Right there! It's next to the milk.
Alex: Oh, there it is!



Alex: Where's my phone?
Lian: There's a phone on the sofa.
Jen: No, that's my phone.
Lian: Is it under the table?
Jen: No, it isn't.



Lian: Is it under the sofa?
Alex: No, it isn't, but there are two DVDs.
Jen: Hey! Those are my DVDs!



Alex: Wait! There are some sweets under the sofa!
Jen: Yuck! They're old!
Alex: But where's my phone?
Lian: Hang on!

1 13 3.3 Watch the video. Then listen and read. What is Alex looking for? Choose the correct answer.

a a book (b) his phone c two DVDs

2 Look at the photos. Answer the questions in your notebook.

1 Photo 1: Where are the three friends?
They're in the kitchen.
2 Photo 2: Where are they now?
3 Photo 2: Is it Jen's phone?
4 Photo 3: Are they Alex's DVDs?
5 Photo 4: What's wrong with the sweets?

SOUNDS GOOD! Right there! • There it is! • Wait! • Yuck!

3 3.4 Listen and repeat. Find these expressions in the story.

4 Guess where Alex's phone is. Use *in, on* or *under*.

5 14 3.5 Now watch or listen and check.
It's in the fridge.

Exercise 2
2 They're in the living room.
3 Yes, it is.
4 No, they aren't.
5 They're old.

For the teacher
- Teaching notes, page 175
- *Need support*? worksheet, page 224
- Videoscripts, pages 233–234
- Audioscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *There is a cat on the armchair!*
- **Test:** Grammar Check 3

For the student
- Workbook, page 29
- Grammar Time, page 134

On the Portal
- **Workbook:** Lesson 3.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *there is/there are* affirmative

+
There is (There's) a phone on the sofa.
There are two DVDs under the sofa.
There are some sweets under the sofa.

VIDEO **15 GET GRAMMAR!**



7 Complete the sentences with *There is* or *There are*. Then look at the photos on page 44 and tick (✓) the true sentences.

1 Photo 1 ✓ *There is* a fridge.
2 Photo 1 ✓ There are three phones.
3 Photo 2 ✗ There are two chairs.
4 Photo 2 ✓ There is a table.
5 Photo 3 ✓ There is a sofa.
6 Photo 3 ✗ There are two doors.

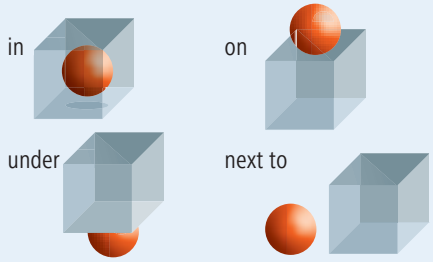
8 Look around you. Say how many of the things below there are in your classroom.

board desk door girls and boys teacher wall window

There's one door. There are two windows.

9 3.6 Look, listen and repeat.

VOCABULARY Prepositions of place



10 Look at the photos on page 44. Choose the correct option.

1 Photo 1: There are two phones *under* / (*on*) the kitchen table.
2 Photo 1: There is orange juice (*in*) / *on* the fridge.
3 Photo 1: Lian is *on* / (*next to*) Jen.
4 Photo 2: There are some books (*under*) / *next to* the table.

11 Look at pictures A and B. Complete the sentences with prepositions of place.





1 There's a chair …
A *next to* the desk. B on the bed.
2 There's a bag …
A next to the door. B in the box.
3 There are some books …
A in the bag. B under the table.
4 There are some T-shirts …
A on the bed. B under the bed.

YOUR WORLD

12 Go to page 141 and play a drawing dictation game.

I can use *there is/there are* and prepositions of place.

3.3 Grammar

there is/there are negative and questions

The Terrific Two – Dug and Coco



1 Look at the cartoon. How do Kit and Superdug talk when he is in the air? Choose the correct picture.

A 
B 
C 

2 3.7 Listen and read. Who says 'Kit! Help!' on the phone? Choose the correct answer.

a Kit's granny ⓑ Coco, the parrot

3 Complete the sentences with words from the cartoon.

1 Kit's granny's *house* is at 10 Paxton Street.
2 Granny's car is blue.
3 There are two big trees in Granny's garden.
4 There aren't any bad people in Granny's house.
5 There's only Granny and Coco, the parrot in the house.

Unit 3 **46** I can use the negative and question forms of *there is / there are*.

For the teacher
- Teaching notes, page 176
- Videoscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Is there a fridge in the garden?*

Test: Grammar Check 3

For the student
- Workbook, page 30
- Grammar Time, page 134

On the Portal
- **Workbook:** Lesson 3.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR *there is/there are* negative and questions

–	There isn't a red car.	There aren't any people.
?	Is there a red car? Yes, there is. / No, there isn't.	Are there any people? Yes, there are. / No, there aren't.

VIDEO **16 GET GRAMMAR!**



5 Choose the correct option. Then look at the cartoon on page 46 and tick (✓) the true sentences.

1 ☑ *There isn't* / *There aren't* any people in Granny's garden.
2 ☐ *There isn't* / *There aren't* any cats in the story.
3 ☑ *There isn't* / *There aren't* a bike in Granny's garage.
4 ☑ *There isn't* / *There aren't* any dogs in Granny's garden.
5 ☐ *There isn't* / *There aren't* a phone in Granny's house.
6 ☑ *There isn't* / *There aren't* a desk in the living room.

WATCH OUT!

There isn't **a** tree.	Is there **a** tree?
There aren't **any** trees.	Are there **any** trees?

6 Look at the cartoon on page 46. What is missing? Choose from the words below.

door pictures table TV ~~window~~

1 Picture 1: Look at the wall.
There isn't a window.
2 Picture 2: Look at Granny's house.
3 Picture 3: Look at the table.
4 Picture 4: Look at the books.
5 Picture 5: Look at the wall.

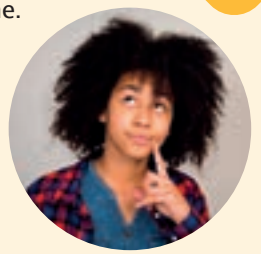
7 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.



1 house with a blue door next to the big house?
Kit: Is there a house with a blue door next to the big house?
Dug: Yes, there is.
2 cars next to the houses?
3 dog under the tree?
4 people in the street?
5 table in the garden?
6 armchairs in the garden?

YOUR WORLD

8 Go to page 141 and play a memory game.



Exercise 6
2 There isn't a door.
3 There isn't a TV.
4 There isn't a table.
5 There aren't any pictures.

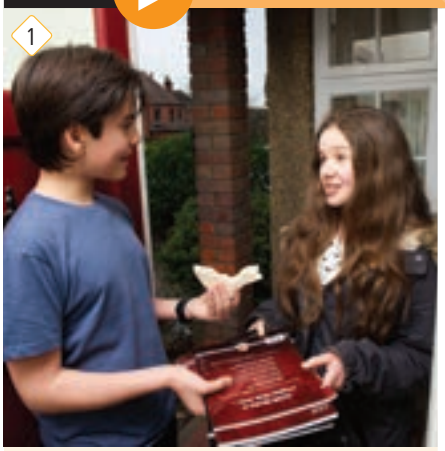
Exercise 7
2 Kit: Are there any cars next to the houses?
Dug: No, there aren't.
3 Kit: Is there a dog under the tree?
Dug: No, there isn't.
4 Kit: Are there any people in the street?
Dug: Yes, there are.
5 Kit: Is there a table in the garden?
Dug: No, there isn't.
6 Kit: Are there any armchairs in the garden?
Dug: Yes, there are.

I can use the negative and question forms of *there is/there are*.

3.4 Speaking

Having a guest

VIDEO **WHERE'S THE BATHROOM?**



Jen: Hi! Here are your books.
Lucas: Thanks, Jen. Please come in. Would you like a sandwich?
Jen: Yes, please. I'm really hungry.



Jen: This is yummy!
Lucas: Erm … Jen? There's ketchup on your T-shirt.
Jen: Oh, no! Where's the bathroom, please?
Lucas: Let me show you.



Lucas: Is your T-shirt OK?
Jen: Not really. But I'd like another sandwich, please!

1 17 3.8 Watch the video. Then listen and read. Whose house is it? Choose the correct answer.

a Jen's b Lian's (c) Lucas's

2 3.9 Listen and repeat.

SPEAKING Having a guest

A: Hello. Please come in.
B: Thank you.
A: Would you like *a sandwich*?
B: Yes, please./No, thank you.
A: Where's the *bathroom*, please?
B: It's *next to the living room*.
Let me show you.

3 Match 1–3 with a–c. Then act out the dialogues in pairs.

1 [c] A: Would you like a biscuit?
2 [a] A: Where's the kitchen, please?
3 [b] A: Where's my jacket, please?

a B: Let me show you.
b B: It's on the chair, next to the sofa.
c B: Yes, please.

4 Choose the best answer.

1 A: Hello, Maria. Please come in.
B: a Yes, please.
(b) Thank you.
c Let me show you.
2 A: Would you like an ice cream?
B: a Come in.
b It's in the fridge.
(c) Yes, please.
3 A: Where's the bathroom?
B: a Please come in.
(b) Let me show you.
c It's next to the bed.

5 Write dialogues. Then act them out in pairs.

1 A: hi / come in — *Hi. Please come in.* B: thank — *Thank you.*
2 A: like / a cupcake? B: no / thank
3 A: like / an apple? B: yes
4 A: where / the bathroom? B: it's / let me show

YOUR WORLD

6 You have a guest from another planet. In pairs, write dialogues. Make them funny or crazy! Then act them out in class.

A: Hello, Ziggy. Please come in. Would you like a chair?
B: Yes, please. I'm really hungry!



Exercise 5
2 **A:** Would you like a cupcake?
B: No, thank you.
3 **A:** Would you like an apple?
B: Yes, please.
4 **A:** Where's the bathroom?
B: It's next to the living room. Let me show you.

For the teacher
• Teaching notes, page 177

On the Portal
• **Photocopiable activity:** *Please come in*

For the student
• Workbook, page 31

On the Portal
• **Workbook:** Lesson 3.4
• **Extra Practice Activities:** Speaking

3.5 Reading and Vocabulary

A dream house

1 3.10 Listen and repeat. Then match photos 1–6 with the words in the Vocabulary box.

VOCABULARY Household objects

carpet cushion lamp plant poster television (TV)



1 television (TV)



2 cushion



3 plant



4 poster



5 lamp



6 carpet

2 Which objects in Exercise 1 are in your living room? Where are they? Tell a partner.

3 3.11 Look, read and listen. What is the text about? Choose the correct answer.

a a sport b a person (c) a house

4 Read the text again and choose *yes, no* or *no information*.

1 People skateboard in the house.
(yes) / no / no information
2 There are posters on the walls.
yes / (no) / no information
3 There's a TV in the living room.
yes / no / (no information)
4 There's a sofa in the house.
(yes) / no / no information
5 There's a carpet in the bedroom.
yes / no / (no information)
6 There's a garage next to the house.
yes / no / (no information)

5 Read the text again. Answer the questions.

1 What rooms are there in the house?
2 What objects are there in the house?
3 What objects from the Vocabulary box in Exercise 1 are NOT in the house?

6 Imagine your dream house. Write five sentences about it in your notebook. Tell your partner.

There are … rooms. There's a … and there are … . In my … there's a small/big …

A skateboarder's dream house



Normally, people skateboard in the park or in the street. In this house, people skateboard inside! It is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls. People skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the sofa, the table, the chairs and on the walls too!

There's a big skateboard practice room too. People skateboard with friends and they have competitions there. It's really cool!



Exercise 5
1 living room, kitchen, bedroom, bathroom, skateboard practice room
2 sofa, table, chairs
3 carpet, plant, poster

I can understand a text about a dream house.

For the teacher
- Teaching notes, page 178
- *Need support?* worksheet, page 224

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Let's put the chair in the kitchen!*

For the student
- Workbook, page 32

On the Portal
- **Workbook:** Lesson 3.5
- **Extra Practice Activities:** Vocabulary

3.6 Listening and Writing

My bedroom

1 Look at photos A–C and find the objects below. Which is your favourite bedroom? Why?

chair cushion desk plant







2 3.12 Listen and match speakers 1 and 2 with bedrooms A–C in Exercise 1. There is one extra bedroom.

C Speaker 1 B Speaker 2

3 3.12 Complete the sentences with prepositions of place. Then listen again and check.

Speaker 1

1 My bed is *next to* the window.
2 There's a plant ___on___ my desk, ___next to___ my laptop.

Speaker 2

3 There are two beds ___in___ my bedroom.
4 There's a green carpet ___on___ the floor.

4 Work in pairs. Describe one of the photos in Exercise 1 for your partner to guess.

5 The bedroom in photo A is Lucas's. Read his blog post and complete the sentence.
In Lucas's bedroom there isn't a ___carpet___.

LUCAS'S BLOG



My bed is next to the window. There are some cushions on it. Next to my bed, there are two plants and a lamp. There are four boxes on the floor for my things. There's a brown desk and a white chair. There are posters and pictures on the wall. My room is great!

6 Study the Writing box. Then find the apostrophe in Lucas's blog post.

WRITING Apostrophes

Remember to use apostrophes with short forms.

there **i**s = there'**s**	is n**o**t = isn'**t**
are n**o**t = aren'**t**	it **i**s = it'**s**
they **a**re = they'**re**	that **i**s = that'**s**

7 Add apostrophes to these sentences.

1 There isn't a desk in my bedroom.
2 Theres a plant. There's a plant.
3 Its under the bed. It's under the bed.
4 There arent any books. There aren't any books.

WRITING TIME

8 Write about your bedroom.

1 **Find ideas**
Make a list of objects in your bedroom. Write where they are.

2 **Draft**
Write about your bedroom. Give your text a title.
My bed is …
There's/There isn't a …
There are/There aren't any …

3 **Check and write**
Check the apostrophes and write the final version of your text.

Exercise 6
There's a brown desk and a white chair.

For the teacher
- Teaching notes, page 179
- *Need support*? worksheet, page 224
- Audioscript, page 234

On the Portal
- **Photocopiable activity:** *Where are the apostrophes?*

For the student
- Workbook, page 33

On the Portal
- **Workbook:** Lesson 3.6
- **Extra Practice Activities:** Writing

3.7 CLIL: Science

Materials

1 3.13 Listen and repeat. Find the materials in photos 1–6 below.

VOCABULARY Materials

cardboard glass metal paper wood/wooden

2 Look at the picture. What is 'recycled'?



recycled = a new thing from an old thing

3 Match photos 1–6 with a–f.

a [2] paper lamp
b [5] cardboard chair
c [6] metal bath
d [4] wooden table
e [3] glass window
f [1] metal sofa

4 Read the text and look at photos 1–6. Which household object is missing from the text?

5 Read the text again. Mark the questions Y (yes) or N (no).

1 Is the house nice? (Y)/ N
2 Is the table recycled? (Y)/ N
3 Is the lamp metal? Y /(N)
4 Is the bath old? (Y)/ N
5 Is the window recycled? (Y)/ N
6 Is the sofa in the kitchen? Y /(N)

6 Think of three materials for each object.

Bed	Lamp	Door	Desk

7 What is there in your house? Choose the correct options and complete the sentences.

There's a *cardboard / glass / metal / paper / wooden* _____ in _____.
There are *some / two cardboard / glass / metal / paper / wooden* _____ in _____.
They're *great / nice / OK / not nice*.

Exercise 1
1 metal, wood
2 paper
3 glass, wood/ metal
4 wood
5 cardboard
6 metal

Exercise 2
It means that something is used to make something else; it is not thrown away./'Recycled' is when we make a new thing from an old thing. For example, we make a new paper coffee cup from old newspapers.'

Exercise 4
The cardboard chair isn't in the text.



Is your house eco-friendly?

My house is very nice. There are many recycled household objects in it. This wooden coffee table is in the living room and it's recycled. This paper lamp is in my bedroom. In the bathroom there's this metal bath. It's very old. This beautiful glass window is in the kitchen. The glass is recycled, but it's very old too. My favourite object is the metal sofa in the living room. It's really cool!



I can talk and write about different materials.

For the teacher
• Teaching notes, page 180

On the Portal
• Photocopiable activity: *Materials*

For the student
• Workbook, page 34

On the Portal
• **Workbook:** Lesson 3.7

Vocabulary Activator

WORDLIST 3.14

In the house
bathroom (n)
bedroom (n)
door (n)
floor (n)
garage (n)
garden (n)
kitchen (n)
living room (n)
wall (n)
window (n)
armchair (n)
bath (n)
bed (n)
chair (n)
desk (n)
fridge (n)
sofa (n)
table (n)

Prepositions of place
in (prep)
next to (prep)
on (prep)
under (prep)

Household objects
carpet (n)
cushion (n)
lamp (n)
plant (n)
poster (n)
television (TV) (n)

Materials
cardboard (n)
glass (n)
metal (n)
paper (n)
wood/wooden (n, adj)

Extra words
another (determiner)
bad (adj)
car (n)
competition (n)
dream house
DVD (n)
go (v)
I'd like …
inside (adv)
milk (n)
naughty (adj)
Not really.
number (n)
orange juice (n)
parrot (n)
people (n)
perfect (adj)
picture (n)
recycled (adj)
Right here!
silly (adj)
skateboarder (n)

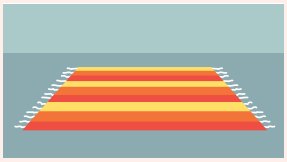
1 Match objects 1–6 with places a–f.

1 fridge	a bedroom 2
2 bed	b garage 6
3 bath	c living room 4
4 sofa	d bathroom 3
5 plant	e kitchen 1
6 car	f garden 5

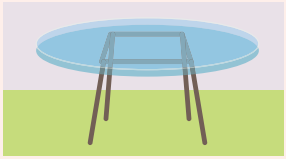
2 Label the household objects.



1 *armchair*



2 carpet



3 table



4 door

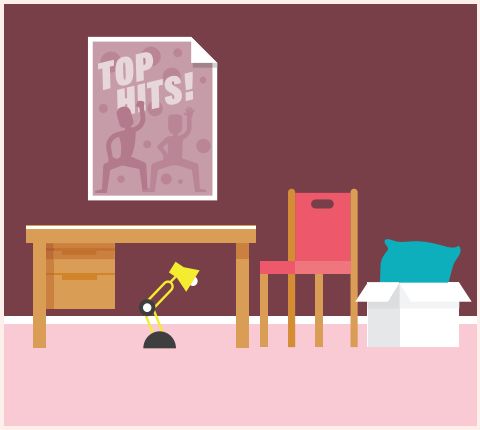


5 window



6 floor

3 Look at the picture and write sentences. Use prepositions of place.



1 cushion / box
The cushion is in the box.
2 chair / desk
The chair is next to the desk.
3 lamp / desk
The lamp is under the desk.
4 poster / wall
The poster is on the wall.

4 3.15 **PRONUNCIATION** /ɪ/ or /iː/
Listen and repeat.
There are sixteen TVs in the living room.
And three big fridges in the kitchen!

On the Portal
- **Photocopiable activities:** *Find the words; Spot the differences*
- **Test:** Unit 3 Test

For the student
- Workbook, pages 35–36

On the Portal
- **Workbook:** Self-check
- My Language File: Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Work in pairs. Student A, choose a square. Student B, say where where you can find the object in your house. Then change roles and have the conversation again.

A: 3B

B: Lamp … There's a lamp on my desk.

	1	2	3	4
A	bath	bed	desk	door
B	fridge	sofa	lamp	chair
C	poster	window	table	cushion

2 Read the riddles. Write the objects.

1 There are three on my bedroom wall. p*osters*
2 It's on the floor in the living room. c*arpet*
3 It's in the living room. There's a film on it now! T*V*
4 They're green. They're in my garden. p*lants*
5 There's one in the living room. I sit in it. a*rmchair*

3 Look at the picture. Complete the sentences with prepositions of place.

1 There's a sofa *in* the living room.
2 There are cushions on the beds.
3 There's a plant next to the sofa.
4 There's a dog in the kitchen.
5 The cat is next to the door.
6 The trainers are under the bed.



4 The words for places in the house are mixed up. Write them correctly.

1 kitgroom *kitchen*
2 bedhroom *bedroom*
3 garroom *garage*
4 batrage *bathroom*
5 livinden *living room*
6 garchen *garden*

Grammar

5 Look at the picture in Exercise 3. Complete the text with *there's, there isn't, there are* or *there aren't.*

[1]*There are* five rooms in the house. [2]There's a living room and there's a kitchen. [3]There's a bathroom and [4]There are two bedrooms. [5]There isn't a garden, but there's a garage. [6]There aren't any windows in the garage.

6 Write questions about the house in Exercise 3. Use *Is there* or *Are there*.

1 *Is there* a table in the living room?
2 Is there a TV in the kitchen?
3 Are there any plants in the living room?
4 Is there a dog the kitchen?
5 Is there a lamp in the blue bedroom?
6 Are there any cushions in the bathroom?

7 Look at the picture in Exercise 3 again and answer the questions in Exercise 6 in your notebook.

1 *Yes, there is.*

Exercise 7
2 No, there isn't.
3 Yes, there are.
4 Yes, there is.
5 No, there isn't.
6 No, there aren't.

Speaking

8 Complete the dialogue with the words below.

come ~~hi~~ please show where's would

Marianna: [1]*Hi*, Louise. Please [2]come in!
Louise: Thanks.
Marianna: [3]Would you like a drink?
Louise: Yes, [4]please.
Louise: [5]Where's your room, Marianna?
Marianna: Let me [6]show you.

BBC CULTURE

What do houses look like in the UK?

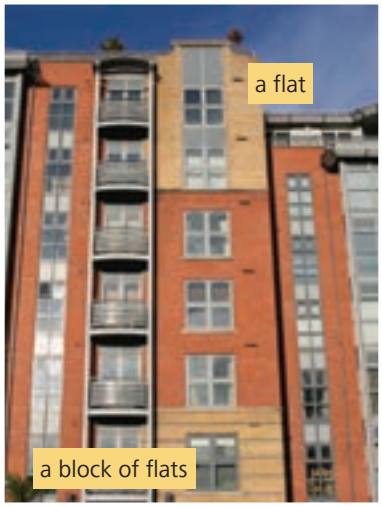

a detached house


terraced houses


semi-detached houses


a cottage


a houseboat


a flat

a block of flats

Exercise 1
a in the city: detached houses, terraced houses, semi-detached houses, houseboats, blocks of flats
b in the country: detached houses, cottages, houseboats
c in the city and in the country: detached houses, houseboats

1 There are different types of houses in the UK. In pairs, talk about where you can find the houses in the photos.
a in the city
b in the country
c in the city and in the country

2 3.16 Read the texts and choose the correct option. Then listen and check.


Ian, 11

I live in a *houseboat / semi-detached house*. I am friends with the boys next door. There's a big tree in their garden with a treehouse. We play there all the time!
Ian: semi-detached house


Lisa, 13

I live in a *block of flats / detached house* with twelve floors. The flat isn't big. There are two small bedrooms, but the living room is nice. The view is fantastic!
Lisa: block of flats


Claire, 12

I live in the city, in a street with *terraced houses / cottages*. They are all tall and grey, but the doors are different colours. The door of my house is yellow!
Claire: terraced houses

3 3.17 Listen and complete the texts with the words below.

boring cottage ~~country~~ houseboat next to small


Tamsyn, 12

I live in the [1] *country*. My house is a [2] cottage in Devon, south England. There are lots of trees [3] next to it.


Matt, 13

I live in a [4] houseboat on the River Thames. It is very [5] small, but I like it. The view from my window is never [6] boring!

fantastic (adj) very attractive
floor (n) one of the levels in a building
view (n) what you can see from somewhere

For the teacher
- Teaching notes, page 180
- Audioscripts, page 234
- Videoscript, page 234

On the Portal
- **Photocopiable activity:** *Project worksheet: a digital presentation*

For the student
- Workbook, page 37

BBC Hampton Court Palace



4 18 Watch the video and answer the presenter's questions. Then choose the correct answer.

There's a painting of _____ at Hampton Court.

a King Charles
b Queen Elizabeth
c King Henry

5 18 Watch the video again. Complete the sentences with one word in each gap.

1 Hampton Court Palace is in London .
2 There are no kings or queens in Hampton Court today.
3 There are over 1,000 rooms in Hampton Court.
4 There is a maze in the garden/gardens of Hampton Court.

6 Discuss in pairs. Which part of Hampton Court Palace is your favourite? Why?

Exercise 4
Question 1: It's over 500 years old.
Question 2: over 1,000
Question 3: 600
c

PROJECT TIME

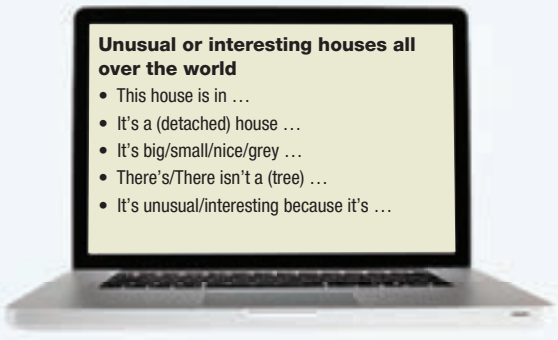
7 In groups, make a digital presentation of interesting or unusual houses all over the world.

1 **Individually, find one photo of an interesting or unusual house.**
- Look for photos on the internet.

2 **Write a description of the house. Find new words you need in a dictionary. Use these questions to help you.**
- Where is the house?
- What type of house is it?
- Is it big/small?
- What colour is it?
- Is there a garden/garage? Are there any trees?

3 **In your group, put the photos and texts together.**

4 **Share your presentation with the class.**
- Which is your favourite house? Why?

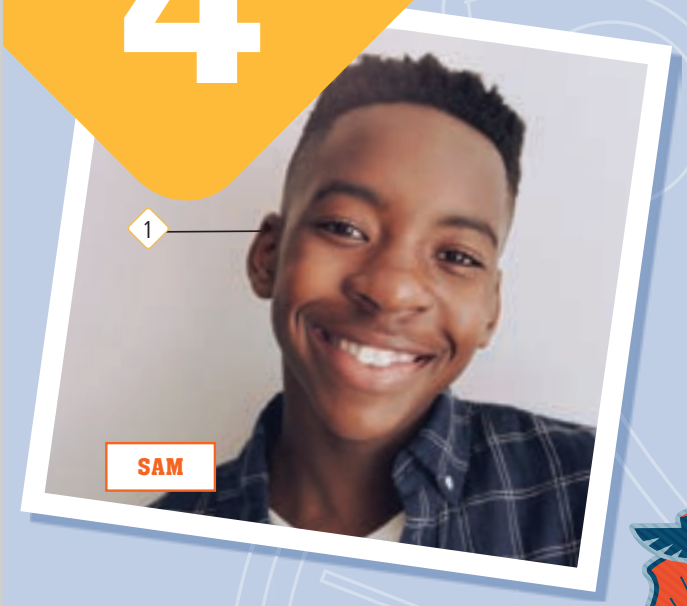


About me

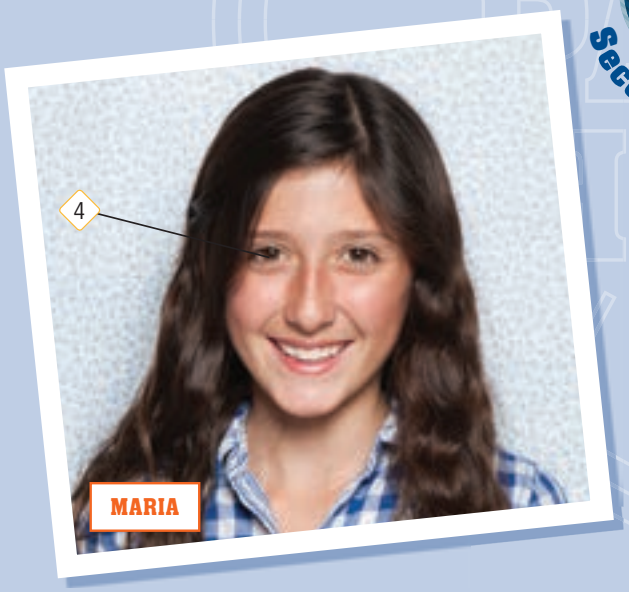
4

VOCABULARY
Face, eyes, hair | Parts of the body | Personality adjectives | Adjectives

GRAMMAR
have got affirmative and negative | Regular and irregular plurals | *have got* questions and short answers | Possessive adjectives









PARK HILL Secondary School

4.1 Vocabulary

Face, eyes, hair

1 Say the words and point at the features of your face.

ears eyes hair mouth nose

For the teacher
- Teaching notes, page 182
- *Need support?* worksheet, page 225
- Audioscript, page 234

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Word mazes*
- **Test:** Vocabulary Check 4

For the student
- Workbook, page 38

On the Portal
- **Workbook:** Lesson 4.1
- **Extra Practice Activities:** Vocabulary

2 4.1 Listen and repeat. Which features can you find in the photos on page 56?

VOCABULARY Face, eyes, hair

Face
ears eyes mouth nose
Eyes
blue brown green
Hair
curly spiky straight wavy
blond brown dark grey red

3 Find numbers 1–5 in the photos on page 56. Whose features are they? Complete the sentences.

1 They're *Sam's ears*.
2 It's Regan's nose.
3 It's Regan's hair.
4 They're Maria's eyes.
5 It's Andy's mouth.

4 In pairs, put the words below in the correct list. You can use some words more than once.

big blond blue brown curly
dark green grey long red
short small spiky straight wavy

1 eyes	
2 ears / nose / mouth	
3 hair	

WATCH OUT!
Maria's hair **is** brown.

5 Look at the photos on page 56. Choose the correct option.

1 Regan's eyes are *brown* / *green*.
2 Sam's hair is *long* / *short*.
3 Maria's hair is *curly* / *wavy*.
4 Andy's hair is *straight* / *wavy*.
5 Sam's hair is *blond* / *dark*.
6 Regan's hair is *blond* / *red*.
7 Andy's eyes are *blue* / *brown*.

6 Look at the children's hair. Complete the words.


a 5 str a i ght


b 3 w a v y


c 4 c u r l y


d 6 s p ik y


e 1 l o n g


f 2 s h o r t

7 4.2 Listen and number the pictures in Exercise 6.

1 Long, straight, red hair, green eyes. e
2 Short, curly, brown hair, blue eyes. f
3 Long, wavy, blond hair, brown eyes. b
4 Short, curly, red hair, blue eyes. c
5 Short, straight, brown hair, green eyes. a
6 Short, spiky, brown hair, brown eyes. d

WATCH OUT!
long/short curly/straight
blond/brown/dark/red hair
big/small blue/brown eyes

8 Which words in Exercise 4 describe your hair and eyes? Write them down. Tell a partner. Use the Watch out! box for help.

_____ _____ _____ hair
_____ _____ eyes

9 Work in pairs. Describe someone in your class. Guess who it is.

A: Long, straight, brown hair, brown eyes.
B: It's Alice!

YOUR WORLD

10 Do you know a person with …

a green eyes? *My mum.*
b grey hair?
c spiky hair?
d a small nose?

Exercise 4
1 eyes: big, blue, brown, dark, green, grey, small
2 ears/nose/mouth: big, small (red)
3 hair: blond, brown, curly, dark, grey, long, red, short, spiky, straight, wavy

I can describe someone's face, eyes and hair.

4.2 Grammar

have got affirmative and negative

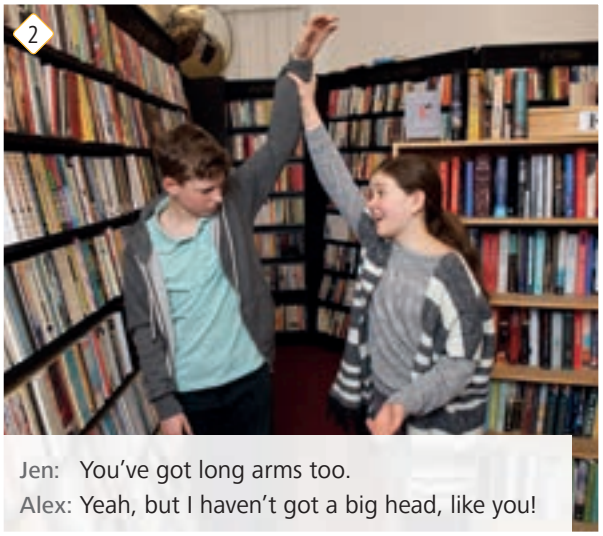
VIDEO **I HAVEN'T GOT BIG FEET!**

1 At the bookshop.



Alex: Ouch, my foot!
Jen: It isn't my fault! You've got long legs. And you've got big feet.
Alex: I haven't got big feet! I'm tall!

2



Jen: You've got long arms too.
Alex: Yeah, but I haven't got a big head, like you!

3



Jen: My head is fine! Mum?
Mum: Stop it, you two! Jen, your brother hasn't got big feet. Alex, your sister hasn't got a big head. Now, hurry up! We haven't got a lot of time.

4



Jen: Oh, they've got *Yummy Cupcakes*. Great! Oh, no! It's too high! Alex? Help me, please!

1 19 4.3 Watch the video. Then listen and read. Jen needs Alex's help. Why? Complete the sentence.

The book is too high.

2 Choose the correct option.

1 (Alex) / *Jen* is tall.
2 Alex's arms are (long) / *short*.
3 Jen's head *is* / (isn't) big.
4 Jen's book is about (cupcakes) / *tall people*.

SOUNDS GOOD!

It isn't my fault! • Stop it! • Help me, please!

3 4.4 Listen and repeat. Find these expressions in the story.

4 Will Alex help Jen? Have a class vote.

5 20 4.5 Now watch or listen and check. Yes

For the teacher
- Teaching notes, page 183
- *Need support?* worksheet, page 225
- Videoscripts, pages 234–235
- Audioscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *She's got four arms!*
- **Test:** Grammar Check 4

For the student
- Workbook, page 39
- Grammar Time, page 135

On the Portal
- **Workbook:** Lesson 4.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *have got* affirmative and negative

+ Short and long form	– Short and long form
I've (have) got long legs.	I haven't (have not) got long legs.
You've (have) got long legs.	You haven't (have not) got long legs.
He/She/It's (has) got long legs.	He/She/It hasn't (has not) got long legs.
We've (have) got long legs.	We haven't (have not) got long legs.
You've (have) got long legs.	You haven't (have not) got long legs.
They've (have) got long legs.	They haven't (have not) got long legs.

7 Complete the sentences with *'ve got* or *'s got*.

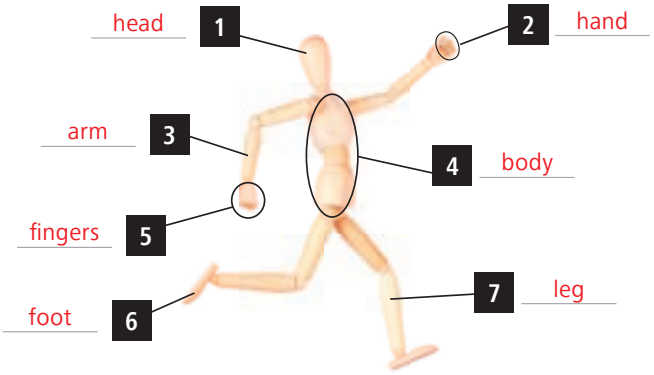
1 Jen: Alex, you*'ve got* big feet!
2 Jen: My brother's got long arms.
3 Alex: Jen's got a big head.
4 Jen: They've got *Yummy Cupcakes*!
5 Mum: We've got this book.

8 4.6 Listen and repeat.

VOCABULARY Parts of the body

arm body fingers foot hand head leg

9 Match the parts of the body 1–7 with the words in the Vocabulary box.



10 Write correct sentences in your notebook.

1 Jen's got blond hair. (brown)
Jen hasn't got blond hair. She's got brown hair.
2 Alex has got small feet. (big)
3 Jen and Alex have got short legs. (long)
4 Jen and Alex's mum has got blue eyes. (brown)
5 Jen and Alex have got big heads. (small)

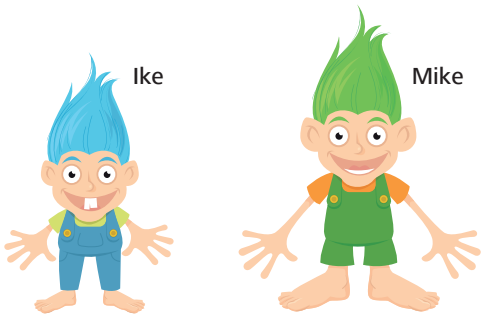
VIDEO 21 GET GRAMMAR!



WATCH OUT!
finger – fingers foot – feet

11 Look at the picture. Complete the text with the words below.

big feet got has ~~have~~ tall they



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

12 Write about Ike. Use Exercise 11 for help.
Ike isn't tall. He's got …

YOUR WORLD

13 Draw a friend for Ike and Mike. Give her a name and describe her.
Ike and Mike have got a friend.
She's got … and …
She's got … , but she hasn't got …

Exercise 10
2 Alex hasn't got small feet. He's got big feet.
3 Jen and Alex haven't got short legs. They've got long legs.
4 Jen and Alex's mum hasn't got blue eyes. She's got brown eyes.
5 Jen and Alex haven't got big heads. They've got small heads.

Exercise 12
(Suggested answer)
Ike isn't tall. He has got long, spiky, blue hair. He has got very short arms and very big hands, short legs, small feet and a small body.

I can use the affirmative and negative forms of the verb *have got*.

4.3 Grammar

have got questions and short answers

The Terrific Two – My favourite superhero!

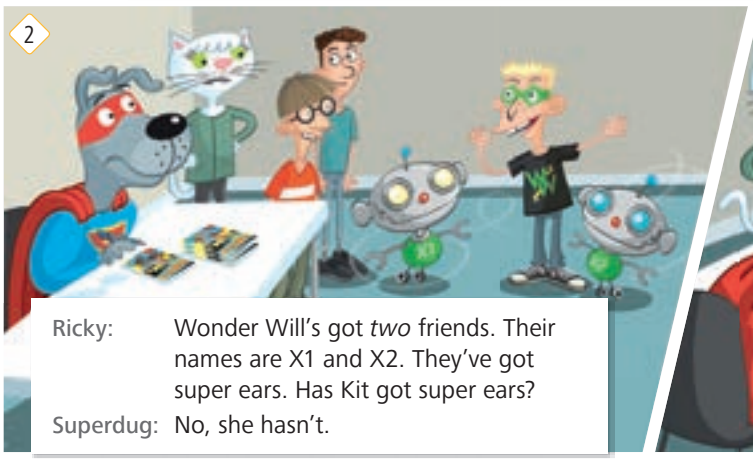


Ricky: Wonder Will is my favourite hero. He has got a super car. What have you got, Superdug? Have you got a super car?

Superdug: No, I haven't.

Ricky: Have you got a friend?

Superdug: Yes, I have. Her name's Kit.



Ricky: Wonder Will's got *two* friends. Their names are X1 and X2. They've got super ears. Has Kit got super ears?

Superdug: No, she hasn't.



Ricky: They've got super eyes too. Have you and Kit got super eyes?

Superdug: No, we haven't. Our eyes are like your eyes.



Ricky: X1 and X2 have got other super powers too!

Superdug: Yes, but have they got battery power?

Ricky: No, they haven't!

Exercise 1
The boy with the red mask and superhero costume.

Exercise 2
He's a superhero./He's the boy in the green and black suit in pictures 1 and 4.

1 Look at the cartoon carefully. Someone looks like Superdug. Point at him/her.

2 4.7 Listen and read. Who is Wonder Will?

3 Read the sentences. Mark them T (true) or F (false).

1 Superdug is at home. T / (F)
2 Superdug hasn't got a super car. (T) / F
3 X1 and X2 have got super ears. (T) / F
4 Kit has got super eyes. T / (F)
5 X1 and X2 haven't got any battery power now. (T) / F

For the teacher
- Teaching notes, page 184
- *Need support?* worksheet, page 225
- Videoscript, page 235

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Have you got a cat?*
- **Test:** Grammar Check 4

For the student
- Workbook, page 40
- Grammar Time, page 135

On the Portal
- **Workbook:** Lesson 4.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR *have got* questions and short answers

?	Short answers
Have I got a friend?	Yes, I have. / No, I haven't.
Have you got a friend?	Yes, you have. / No, you haven't.
Has he/she/it got a friend?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we got a friend?	Yes, we have. / No, we haven't.
Have you got a friend?	Yes, you have. / No, you haven't.
Have they got a friend?	Yes, they have. / No, they haven't.

What have you got? I've got super powers!

VIDEO 22 GET GRAMMAR!



5 Complete the questions. Use *have … got* or *has … got*.

1 *Has* Wonder Will *got* a red suit?
2 ___Has___ Ricky ___got___ brown hair?
3 ___Have___ X1 and X2 ___got___ big heads?
4 ___Has___ Kit ___got___ brown eyes?
5 ___Have___ X1 and X2 ___got___ long legs?
6 ___Has___ Superdug ___got___ long ears?

6 Look at the cartoon on page 60. Answer the questions in Exercise 5 in your notebook.

1 *No, he hasn't.*

7 In pairs, ask and answer about the superheroes.

	super eyes	super ears	super arms
 Wondercat	✓	✓	✗
 Iron Girls	✓	✗	✓

A: Has Wondercat got super eyes?
B: Yes, she has.

WATCH OUT!

he → his	**His** superhero costume is green.
she → her	**Her** eyes are green.
it → its	**Its** eyes are blue.
we → our	Wonder Will is **our** friend!
you → your	**Your** hair is blond and spiky!
they → their	**Their** noses are red.

8 Complete the sentences. Use *his*, *her*, *its*, *our* or *their*.

1 They've got green suits.
These are *their* suits.
2 We've got a super car!
This is ___our___ super car!
3 He's got a new robot.
This is ___his___ new robot.
4 Has she got a super friend?
Is this ___her___ super friend?
5 Has it got a battery?
Is this ___its___ battery?

9 Work in pairs. Student A, ask Student B what he/she has got. Student B, answer the questions. Use the words below. Then change roles. Tell the class about your partner.

a brother or a sister? a pet? a TV in your room? a friend? a bike? a robot? a cousin?

YOUR WORLD

10 4.8 4.9 Go to page 141. Listen and sing the Robots' Song.

Exercise 7
A: Has Wondercat got super ears?
B: Yes, she has.
A: Has Wondercat got super arms?
B: No, she hasn't.
A: Have Iron Girls got super eyes?
B: Yes, they have.
A: Have Iron Girls got super ears?
B: No, they haven't.
A: Have Iron Girls got super arms?
B: Yes, they have.

Exercise 6
2 No, he hasn't.
3 Yes, they have.
4 No, she hasn't.
5 No, they haven't.
6 Yes, he has.

I can ask questions with the verb *have got* and use *his, her, its, our, your, their.*

4.4 Speaking

Apologising

VIDEO **SORRY ABOUT THAT!**



Dad: Where are my house keys?
Jen: I'm so sorry, Dad. I've got them.
Dad: It's OK. Now where's my phone? Oops! Sorry, Jen!
Jen: That's all right. Dad. You've got the phone. It's right there.
Dad: Sorry, my mistake!
Jen: No problem.
Dad: Oh, it's late! Bye, Jen!



Jen: Dad, wait! Your house keys!
Dad: Oh, dear! Sorry about that! Thanks, sweetie! Bye!
Jen: Bye, Dad!



Jen: Come on! Really? Erm … Dad?

1 23 4.10 Watch the video. Then listen and read. Who has got Dad's phone? Choose the correct answer.

a Jen (b) Dad

2 4.11 Listen and repeat.

SPEAKING Apologising

A: I'm so sorry.	B: It's OK.
Sorry about that!	That's all right.
Sorry, my mistake.	No problem.

3 4.12 Complete the dialogues. Then listen and check. Act out the dialogues in pairs.

1 A: Oops! Sorry about that, Pete!
B: No *problem*.
2 A: Where's my phone?
B: Sorry ! I've got it!
A: That's all right .
3 A: This isn't my jacket.
B: Sorry, my mistake . Here you are.
A: It's OK. Thanks.

4 Write dialogues for the pictures. Then act out the dialogues in pairs.





1 A: Ouch!
B: It's OK./No problem./That's all right.
A: I'm so sorry./Sorry about that!
2 A: This isn't my bag.
B: It's OK./No problem./That's all right.
A: I'm so sorry./Sorry about that!/Sorry, my mistake.

YOUR WORLD

5 Make dialogues in pairs. Use expressions from the Speaking box. Then act out the dialogues in class.

A: Where's my pen?
B: I'm so sorry. I've got it.
A: No problem.

For the teacher
- Teaching notes, page 185
- *Need support?* worksheet, page 225
- Audioscript, page 235

On the Portal
- **Photocopiable activity:** *I'm so sorry!*

For the student
- Workbook, page 41

On the Portal
- **Workbook:** Lesson 4.4
- **Extra Practice Activities:** Speaking

4.5 Reading and Vocabulary

Personality quiz

1 4.13 Listen and repeat. Then complete the sentences with the words in the Vocabulary box.

VOCABULARY Personality adjectives

clever friendly funny helpful nice

1 I speak to everyone.
I'm *friendly*.
2 My teacher helps me every day.
She's helpful.
3 You've got flowers for your mum.
You're very nice.
4 My friend's jokes are great!
He's funny.
5 My school grades are good.
I'm clever.

2 Do the personality quiz! Choose a, b or c.

3 Count how many a, b and c answers you have got and read the key. Do you agree? Tell a friend or the class!

4 4.14 Listen to two friends, Sue and Sam. Are they friendly, funny and clever? Tick (✓) for *yes* and put a cross (✗) for *no*.

	friendly	funny	clever
Sam	✓	✗	✓
Sue	✗	✓	✓

5 Write about someone you like. Read out your text.

My neighbour Nico is very friendly and nice. He's funny too! His jokes are great!

What kind of person are you?

Are you funny?
Are you friendly?



Quiz time

Do our personality quiz to find out!

1 How many good friends have you got?
a 3–6 **b** 7–10 **c** 1 or 2

2 Are your jokes funny?
a Sometimes. **b** Yes! **c** No. My jokes are bad!

3 What's your favourite place?
a School. **b** A party! **c** My room.

4 Are you good at school?
a I'm OK. **b** Yes, I am!
c I'm good at my favourite subjects.

5 Your best friend has got a problem. You
a help your friend. **b** just say 'I'm sorry'.
c say 'Speak to your mum.'

6 Your neighbour has got a big bag. You say:
a 'Let me help you!' **b** 'That's big!'
c 'I'm sorry, I've got homework.'

KEY:

A lot of your answers are **a**.

GOOD FRIEND!
You are a good friend. You are very nice! You are helpful and you are a good student.

A lot of your answers are **b**.

PARTY ANIMAL!
You are very funny and friendly, but you aren't always very helpful. Jokes, parties and dancing are your favourite things, but you are also a good student.

A lot of your answers are **c**.

HOME LOVER!
You are friendly . . . sometimes! You don't like groups and you aren't very helpful.
You are usually a good student.

I can understand a text about personalities.

For the teacher
- Teaching notes, page 186
- Audioscript, page 235

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Match and mime*

For the student
- Workbook, page 42

On the Portal
- **Workbook**: Lesson 4.5
- **Extra Practice Activities**: Vocabulary

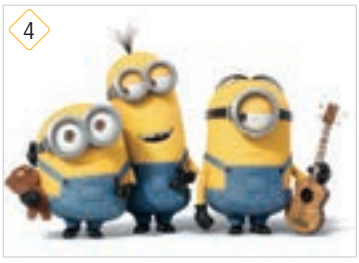
4.6 Listening and Writing

Your favourite cartoon character









1 Look at photos 1–4. Can you name the cartoons?

2 4.15 Find the characters in the photos. Write the correct number. There is one extra photo. Then listen and check.

a [4] Kevin
b [3] SpongeBob SquarePants
c [1] Skipper

3 4.16 Listen to the dialogue and tick (✓) the children's opinion.

	SpongeBob SquarePants	Kevin	Skipper
funny	✓	✓	
helpful	✓		✓
friendly	✓	✓	
clever		✓	✓

4 4.16 Listen again and complete the sentences with the words below.

~~clever~~ cool friendly Kevin Skipper

1 SpongeBob SquarePants isn't very *clever*.
2 All Minions are cool.
3 Kevin loves bananas and apples.
4 Skipper has got good ideas.
5 Sometimes Skipper isn't nice or friendly.

5 Who is your favourite cartoon character? Describe him/her to a friend.

6 Read Lian's text about her favourite cartoon character. Do you know him?

Paragraph 1
Kung Fu Panda's name is Po. He's got a big body and head. He's got big blue eyes and small black ears. His legs are short and his arms are long. He's got yellow and red shorts.

Paragraph 2
I think Po is nice. He's funny and he's friendly. He's got lots of friends. He's clever and he's very good at kung fu!

7 Study the Writing box. Then read Lian's text in Exercise 6 again. Write the paragraph numbers. Add examples from Lian's text to each paragraph.

☐ Face and body *big body, big head, …*
☐ Personality *nice, …*

WRITING Paragraphs

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

WRITING TIME

8 Write about your favourite character from a book or cartoon.

1 **Find ideas**
Find a photo of your character. Make a list of words describing his/her face, body and personality.

2 **Draft**
Write a paragraph describing his/her face and body.
(Your character's name) has got long, straight, blond hair …
Write a paragraph about his/her personality.
He/She isn't very clever, but …

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

Exercise 1
The photos are from:
1 *The Penguins of Madagascar* (2014)
2 *Kung Fu Panda 3* (2016)
3 *The SpongeBob Movie: Sponge out of Water* (2015)
4 *Minions* (2015)

Exercise 7
1 Face and body: big body, big head, big, blue eyes, small, black ears, short legs, long arms
2 Personality: nice, funny, friendly, clever

For the teacher
- Teaching notes, page 187
- Audioscripts, page 235

On the Portal
- Photocopiable activity: *My family*

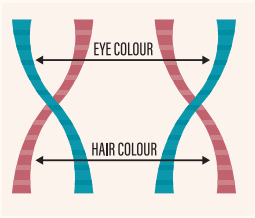
For the student
- Workbook, page 43

On the Portal
- Workbook: Lesson 4.6
- Extra Practice Activities: Writing

4.7 CLIL: Science

Genes

WATCH OUT!
Which picture shows genes?



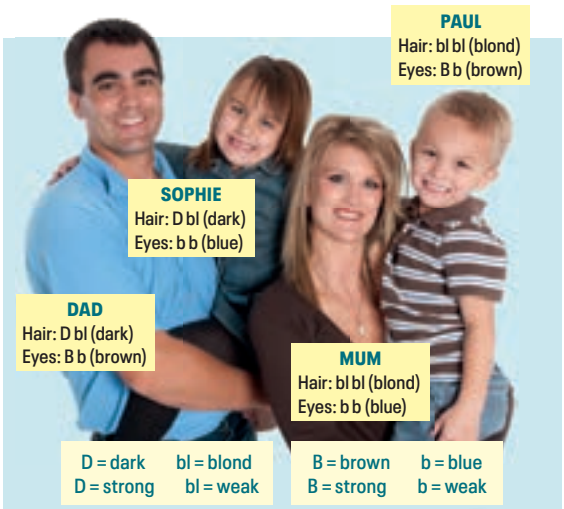


1 4.17 Listen and repeat.

VOCABULARY Adjectives

different same strong weak

2 Read the text and find the words in the Vocabulary box. In pairs, discuss what they mean. Check with your teacher.



IT'S IN THE GENES!

Sophie and Paul are brother and sister. They haven't got the same hair and eye colour. Sophie has got dark hair and blue eyes. Paul has got blond hair and brown eyes. That's because they've got a different combination of genes from their parents.

We have got two genes for our hair colour and two genes for our eye colour. One gene is from our mother and one gene is from our father.

We get different colours from different gene combinations. For example, here, brown eye genes (B) are strong (dominant) and blue eye genes (b) are weak (recessive). People with two B genes have got brown eyes. People with one B gene and one b gene have also got brown eyes because B is strong. People with two b genes have got blue eyes.

3 Read the text again and write the hair or eye colour for the gene combinations.

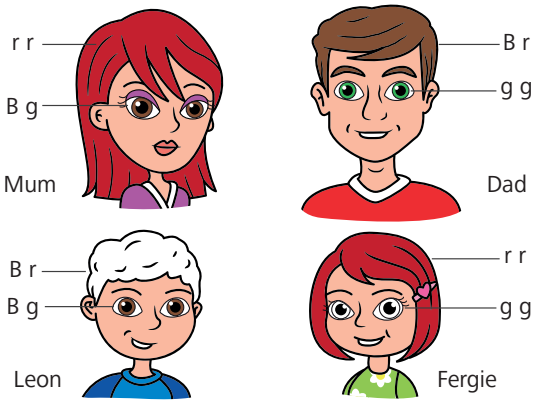
1 D D *dark*
2 D bl dark
3 bl bl blond
4 B B brown
5 B b brown
6 b b blue

4 In pairs, read the sentences. Mark them T (true) or F (false).

1 We get our genes from our brothers and sisters. T / (F)
2 The colour of our eyes is from a combination of two genes. (T) / F
3 The genes for hair colour are not the same as the genes for eye colour. (T) / F
4 Brothers and sisters always have the same combination of genes. T / (F)

5 Colour Leon's hair and Fergie's eyes.

B = brown, strong g = green, weak r = red, weak



Exercise 5
Leon's hair: brown
Fergie's eyes: green

YOUR WORLD

6 Draw you and your family. What colour eyes and hair have you got? Guess the gene combinations.

I can understand gene combinations.

For the teacher
- Teaching notes, page 187

On the Portal
- Photocopiable activity: *Genes*

For the student
- Workbook, page 44

On the Portal
- Workbook: Lesson 4.7

Vocabulary Activator

WORDLIST 4.18

Face, eyes, hair
blond (adj)
blue (adj)
brown (adj)
curly (adj)
dark (adj)
ears (n)
eyes (n)
face (n)
green (adj)
grey (adj)
mouth (n)
nose (n)
red (adj)
spiky (adj)
straight (adj)
wavy (adj)

Parts of the body
arm (n)
body (n)
fingers (n)
foot (plural: feet) (n)
hand (n)
head (n)
leg (n)

Personality adjectives
clever (adj)
friendly (adj)
funny (adj)
helpful (adj)
nice (adj)

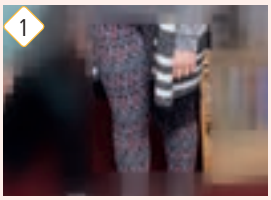
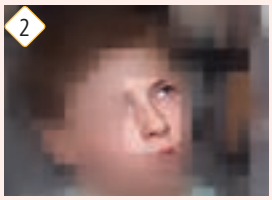
Adjectives
different (adj)
same (adj)
strong (adj)
weak (adj)

Extra words
a lot of (quantifier)
always (adv)
answer (n)
battery power
combination (n)
dancing (n)
do a quiz
fine (adj)
gene (n)
good at
good student
group (n)
Help me, please!
high (adj)
home lover
homework (n)
house key
How many?
Hurry up!
It isn't my fault!
joke (n)
long (adj)
like (prep)
Oh, dear!
Ouch!
party animal (n)
person (n)
personality (n)
place (n)
room (n)
say (v)
short (adj)
sometimes (adv)
speak (v)
Stop it!
subject (n)
super power (n)
sweetie (n)
tall (adj)
time (n)
usually (adv)
What kind of …?

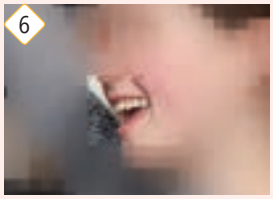
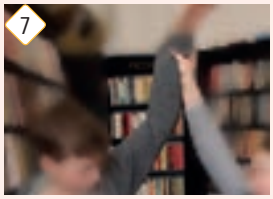
1 Tick (✓) the correct phrases and put a cross (✗) for the incorrect phrases.

1	wavy ears	✓	5	funny boy	✓
2	straight head	✗	6	spiky arm	✗
3	long nose	✓	7	nice girl	✓
4	curly mouth	✗	8	blond eyes	✗

2 Whose face and body parts are they? The clues are on page 58.




1 *They're Jen's legs.*

3 Describe the people. Use personality adjectives from the wordlist.

1 Maria: Let me help you!
Maria is *helpful.*
2 Theo: This cake is for you.
Theo is nice.
3 You: Ha! Ha! Great joke, Charlie!
Charlie is funny.
4 Alex: Hi! Great to see you! How are you?
Alex is friendly.
5 Isabella: I'm good at Chinese, Spanish and French.
Isabella is clever.

4 4.19 **PRONUNCIATION** /h/
Listen and repeat.
Her name's Helpful Helen.
Her horse's name is Claire.
Her home is in Hastings.
She's got dark hair!

Exercise 2
2 It's Alex's face/nose.
3 It's Mrs Newman's hand./They're Mrs Newman's fingers.
4 It's Jen's body.
5 They're Jen's feet/Alex and Jen's feet.
6 It's Jen's mouth.
7 It's Alex's arm./They're Alex and Jen's arms.
8 It's Jen's hand./They're Jen's fingers.

On the Portal
- **Photocopiable activities:** *A crossword; Questions, questions!*
- **Test:** Unit 4 Test

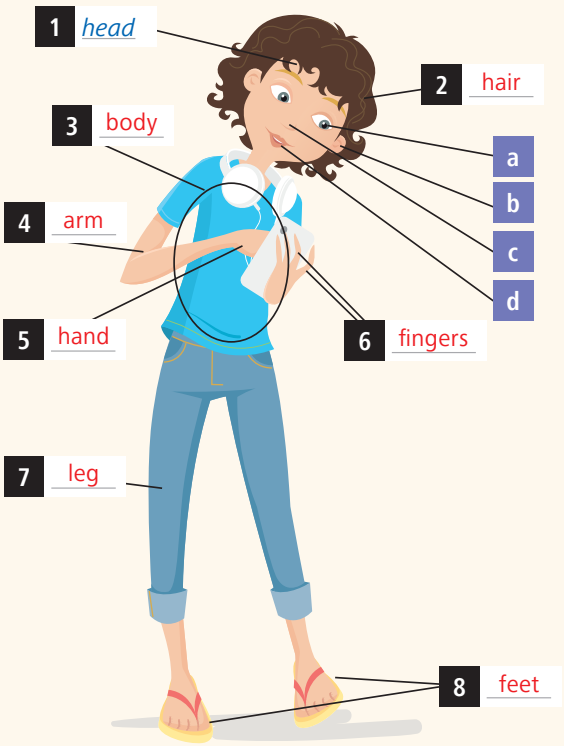
For the student
- Workbook, pages 45–46

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Look at Maddy and write the parts of the body 1–8 in your notebook. Then complete words a–d.



a e y e s
b e a r s
c n o s e
d m o u t h

2 Read sentences 1–3 about Maddy's hair. Tick (✓) the sentence that is true.

1 ☐ She's got long, dark, straight hair.
2 ☐ She's got short, blond, wavy hair.
3 ☑ She's got short, brown, curly hair.

3 Match the letters to make five adjectives.

fun 1 — cle 2 — help 3 — friend 4 — ni 5
5 ce — 4 ly — 1 ny — 2 ver — 3 ful

Grammar

4 Complete the sentences with *have/has got* (✓) or *haven't/hasn't got* (✗).

1 Kit _____ big, green eyes. ✓
2 Lucas hasn't got blond hair. His hair is dark. ✗
3 My brother and I have got long legs. ✓
4 I haven't got curly hair. My hair is straight. ✗
5 Lian has got brown eyes. ✓

5 Make questions with *have/has got* in your notebook.

1 you / brown eyes?
Have you got brown eyes?
2 your dad / curly hair?
3 you and your friends / dark hair?
4 your mum / long arms?
5 your parents / blue eyes?
6 your grandparents / a pet?

6 Answer the questions in Exercise 4.

1 *Yes, I have./No, I haven't.*

7 Complete the sentences with *his, her, its, our, your* or *their.*

1 A: What are *your* names, please?
B: Our names are Jo and Frankie.
2 A: Is that Lisa and her friend?
B: That's right. His name's Andrew.
3 Oh, look at that cat! One of its eyes is green and the other is blue!
4 This is a photo of my aunt and uncle, and this is their new house.

Speaking

8 Complete the dialogues with the words below.

it's OK ~~mistake~~ problem so sorry that's

1 A: This isn't my phone.
B: Sorry, my [1]*mistake*. Here you are.
A: [2] That's all right.
2 A: Where's my cap?
B: Oops! I've got it. [3] Sorry about that.
A: No [4] problem.
3 A: I haven't got your book today. I'm [5] so sorry.
B: [6] It's OK.

Exercise 5
2 Has your dad got curly hair?
3 Have you and your friends got dark hair?
4 Has your mum got long arms?
5 Have your parents got blue eyes?
6 Have your grandparents got a pet?

Exercise 6
2 Yes, he has./No, he hasn't.
3 Yes, we have./No, we haven't.
4 Yes, she has./No, she hasn't.
5 Yes, they have./No, they haven't.
6 Yes, they have./No, they haven't.

SET FOR LIFE

Keeping things tidy

Exercise 1
(Suggested answers)
Photo A: It's organised and tidy. I feel relaxed.
Photo B: It's messy. I feel stressed.

1 Look at pictures A and B. Describe them and say how you feel when you look at them. Use the expressions below.

It's messy / organised and tidy. I feel relaxed / stressed.

A



B



Exercise 3
A under the bed/in the wardrobe/in the shoe cupboard
B on the desk/in a bag
C in a drawer/in a bag
D on the bookcase/on the desk/in the schoolbag

2 In pairs, cross (✗) the items you do not have on an organised desk.

1 ✗



a toothbrush

2 ☐



a ruler

3 ✗



a box of cereal

4 ✗



swimming goggles

5 ☐



a pen holder with pens

6 ☐



a sticky tape dispenser

3 In pairs, discuss the right place for items A–D in a tidy room.

A



a pair of trainers

B



a laptop

C



a set of keys

D



a schoolbook

4 4.20 Listen and write *Sam, Trina, Ted* or *Lisa*.

1 Who is organised? Trina
2 Who isn't organised? Lisa
3 Who feels relaxed in Harry's room? Ted
4 Who feels stressed because he/she hasn't got something? Sam

5 Choose the option that is true for you. Compare your answers in pairs.

1 My desk is *organised / messy*. *It's easy / It isn't easy* to study or do my homework.
2 My bedroom is *messy / tidy*. I feel *relaxed / stressed* when I'm in it.

For the teacher
- Teaching notes, page 188
- Audioscript, page 235

On the Portal
- Photocopiable activity: *Being organised*

Be tidy!

6 Read the Useful Tips and complete the sentences.

BIG PROJECT?

No problem!

Before

1 Make a list of the things you need.
2 Put together all the things you need.
3 Ask for the things you haven't got.

After

4 Put the things back in the right place.

7 4.20 Listen again. Give Sam and Lisa two useful tips each. Use ideas from Exercise 6. Students' answers may vary.

1 Sam, put your trainers in your bag the night before football practice. Put things back in their place. Then it's easy to find them.
2 Lisa, put together all the things you need for your project. Ask for the laptop.

SET FOR LIFE

8 In groups, make a class poster with useful tips about how to be organised. Follow these steps.

1 **In your group, suggest some tips. Look up the words you need.**
2 **Choose six tips for your poster. Find photos or draw pictures if you want.**
3 **Make your poster. Be organised! Use your own tips to help you.** ☺
4 **Present your poster to the class. Discuss the tips in the other posters.**

USEFUL TIPS

It's important to be tidy and organised at school and at home.

Make a list of the things you need.

Put together all the things you need.

Ask for things you haven't got

Be tidy. Put things back in their place.



Progress Check Units 1–4

Vocabulary and Grammar

1 Choose the correct answer.

1 George's dad's sister's daughter is his
a sister. b aunt. (c) cousin.

2 Mum's car is in the
a fridge. (b) garage. c carpet.

3 Kate is very tall. Her _____ and legs are long.
a eyes b hair (c) arms

4 Lisa's test is 10/10. She's very
a nice. (b) clever. c helpful.

5 My _____ under my nose.
a mouth is b ears are c eyes are

6 This _____ is big. It's for four people.
a sofa b chair c wall

2 Complete the dialogue with one word in each gap.



Bart: Look at this photo.
Ellie: Who are [1] *those* people?
Bart: Harry, my best friend, and [2] his family. They're a big family.
Ellie: How many people [3] are there in Harry's family?
Bart: Seven. He's [4] got four brothers.
Ellie: [5] Has he got a sister?
Bart: No, he [6] hasn't.
Ellie: Is that his living room in the photo?
Bart: Yes, it [7] is. Harry's living room is very cool!
Ellie: [8] There are a lot of film posters on the walls.
Bart: They're Harry's dad's. He's a film star!

3 Read the sentences and complete the words.

1 Nadia's hair isn't curly or wavy. It's *straight*.
2 He's from the UK. He's British.
3 They're for your feet. They're trainers.
4 A bathroom is a room in your house.
5 We've got two hands and ten fingers.
6 A fridge is usually in the kitchen.
7 Cushions are usually on sofas, armchairs and beds.
8 I'm not at home. I'm not at school. I'm on holiday!

Speaking

4 Read the dialogues. Choose the correct answer.

Jane: Hi, come in!
Peter: [1] _____
Jane: Would you like some orange juice?
Peter: [2] _____ Oops! Oh, no! My juice is on the floor!
Jane: [3] _____

Alisha: Olga, this is my brother, Tad.
Olga: [4] _____
Tad: Nice to meet you too, Olga. Where are you from?
Olga: [5] _____

1 a No problem. b Are you OK?
(c) Thanks.

2 a Yes, I have. b No, I'm not.
(c) Yes, please.

3 a I'm fine, thank you. (b) That's all right.
c It's nice.

4 a Very well, thanks. (b) Nice to meet you, Tad.
c What's your name?

5 (a) Poland. b In the living room.
c No, I'm Polish.

5 Work in pairs.

1 Describe your favourite room in your house.
2 Describe your favourite person in your family. Talk about:
- their face, eyes and hair
- their body
- their personality

For the teacher
- Audioscript, page 235

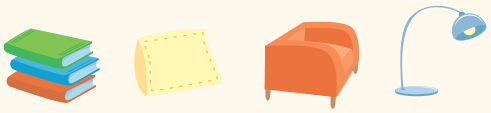
On the Portal
- **Test:** Units 1–4 Progress Test, Units 1–4 Progress Writing Test, Units 1–4 Progress Speaking Test

For the student
- Workbook, page 47

On the Portal
- Workbook

Listening

6 4.21 Listen and draw lines. There is one extra picture.





Reading

7 In pairs, say what you can see in photos A–C in Exercise 8.

8 Read the blog. Match texts 1–3 with photos A–C.

What's your favourite place? Write about it!

Cora, 13

1 My favourite place is my grandmother's cottage. I love the living room. It's got big windows, Granny's favourite yellow armchair, a lot of pictures on the walls and a lot of books. Granny isn't old. She's got long, brown hair and blue eyes, like me. She's very nice and she's funny too!

Yasmin, 11

2 My favourite place is our classroom! It's very big and it's got long, brown desks. We've all got boxes for our books and schoolbags.

Julia, 12

3 My favourite place is our holiday home in the country. I go there with my mum, dad and sister. It's got two small bedrooms, a living room, a kitchen and a bathroom. My sister and I love the garden.

A 3



B 2



C 1



9 Read the sentences. Mark them Y (yes) or N (no).

1 Cora's granny's house is a cottage. (Y) / N
2 Cora's old books are in the living room. Y / (N)
3 Yasmin's classroom is small. Y / (N)
4 In Yasmin's classroom, there are boxes for the students' things. (Y) / N
5 Julia's holiday home has got five rooms. (Y) / N
6 Julia hasn't got a sister. Y / (N)

Writing

10 Write 40–50 words about your favourite place. Use these questions to help you.

1 What is your favourite place?
2 Where is this place? What rooms has it got?
3 What nice things are there in it?
4 Who is there? Say a few words about them.

My favourite place is … It's in …
There are … in my favourite place.
There is a nice … / There are nice …

Exercise 6
books – in the schoolbag
cushion – on the sofa
armchair – next to the sofa and next to the window
lamp – on the chair
computer games – under the chair

Exercise 7
(Suggested answers)
A: There's a red house with a small garden. There are two girls.
B: There are two girls and a laptop computer. They are at school.
C: There's a woman in the living room.

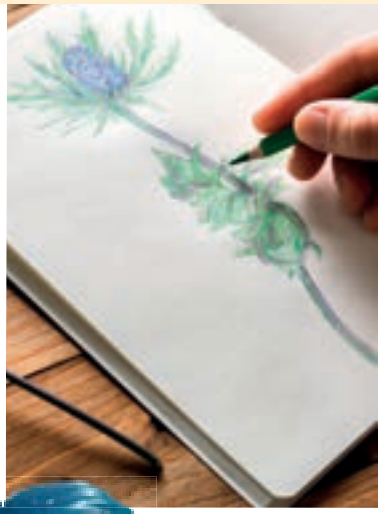
Things I can do

5

VOCABULARY
Action verbs | *make, play, ride* | Language | Musical instruments

GRAMMAR
can affirmative and negative | *can* questions and short answers









5.1 Vocabulary

Action verbs

1 Find the actions below in the photos.

dance draw fix jump ride run swim

For the teacher
- Teaching notes, page 190

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Verbs are fun!*
- **Test:** Vocabulary Check 5

For the student
- Workbook, page 50

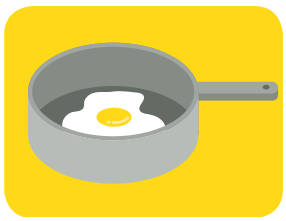
On the Portal
- **Workbook:** Lesson 5.1
- **Extra Practice Activities:** Vocabulary

2 5.1 Listen and repeat. Which action verbs are not in the photos on page 72?

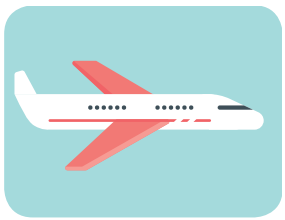
VOCABULARY Action verbs

act cook dance draw fix fly jump read ride run sing swim write

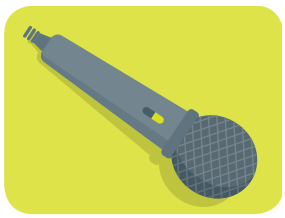
3 Match six words from the Vocabulary box with pictures 1–6.



1 cook



2 fly



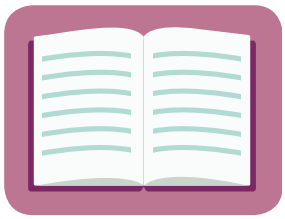
3 sing



4 write



5 dance



6 read

4 5.2 Listen to the sounds and choose the correct option.

1 write / read
2 swim / cook
3 draw / ride
4 write / fly
5 run / fix
6 sing / act

5 Which actions 1–8 are in the picture? Tick (✓) for *yes* or put a cross (✗) for *no*.



1 ✓ swim
2 ✗ dance
3 ✓ read
4 ✓ jump
5 ✓ draw
6 ✗ fix
7 ✓ ride
8 ✗ fly

6 In pairs, look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, write the actions.

1 Things we do at school: *read, write, draw*
2 Things actors do: _____
3 Things we do at home: _____
4 Things we do for sport: _____
5 Things birds do: _____

YOUR WORLD

8 Make two lists that are true for you. Use the Vocabulary box to help you.

I think it's easy to: *cook,* _____
I think it's difficult to: _____

Exercise 2
Actions not in the photos: act, cook, fly, read, sing, write

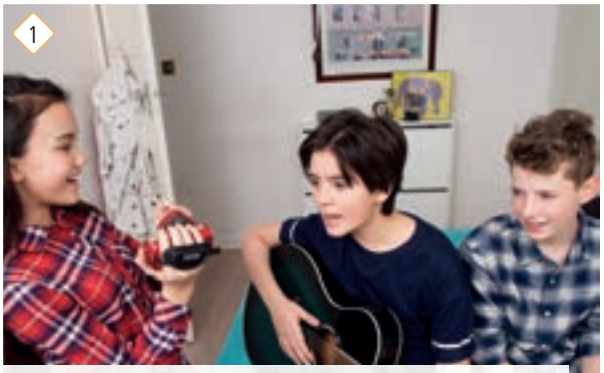
Exercise 7
(Suggested answers)
2 act, dance, sing, read (their role) (also: run, jump, fly, swim, as part of a role)
3 cook, dance, draw, fix, read, sing, write
4 fly, jump, ride, run, swim
5 fly, jump, run, sing, swim

I can understand and use action verbs.

5.2 Grammar

can affirmative and negative

VIDEO **I CAN FIX IT!**



Lian: Guys, this video is for my granny in Shanghai. Granny Lin, this is my friend, Lucas.
Lucas: Hello!
Lian: Lucas can play the guitar and he can sing!
Lucas: I can't sing very well, but …



Lian: Oh, no, not again!
Alex: What's wrong?
Lian: It's the camera. I can't see a thing!
Alex: Let me see … Hmm, I can fix it.
Lian: Thanks! Alex is a genius! He can fix things. He can do very clever things with computers too.



Jen: Yes, very clever – he can play computer games all day! Cupcake?
Lian: Jen is a fantastic cook! These cupcakes are yummy!



Alex: But what about Lian?
Lucas: Yes, what can she do?

1 24 5.3 Watch the video. Then listen and read. Complete the sentence.

There's something wrong with Lian's camera.

2 Complete the sentences.

1 The video is for *Lian's granny*.
2 Lian's granny is in Shanghai (China).
3 Alex is a genius.
4 Jen is a good cook.

3 5.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD! Not again! • What's wrong? • Let me see …

4 What can Lian do? Clue 1: Look at photo 3. Clue 2: Look at the picture of the elephant in photo 4.

Lian can s _ _ _ _ _ _ _ _ d and d _ _ w!

5 25 5.5 Now watch or listen and check. skateboard; draw

For the teacher
- Teaching notes, page 191
- Videoscripts, page 236
- Audioscripts, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I can't fly!!*
- **Test:** Grammar Check 5

For the student
- Workbook, page 51
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *can* affirmative and negative

+	–
I can jump.	I can't jump.
You can jump.	You can't jump.
He/She/It can jump.	He/She/It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

VIDEO **26 GET GRAMMAR!**



7 Who can do these things? Complete the sentences with the names below. Then look at the photos on page 74 and check.

Alex (x1) Jen (x2) Lian (x2) Lucas (x2)

1 *Lian* *can* skateboard.
2 Lucas can sing.
3 Alex can play computer games.
4 Jen can make cupcakes.
5 Lian can draw.
6 Jen can cook.
7 Lucas can play the guitar.

8 Follow the lines and complete the sentences with *can* or *can't*. Then read the sentences.

1 Lian *can't fix things*.
2 Jen _____.
3 Alex _____.
4 Lucas _____.
5 Lian _____.
6 Alex _____.

draw
cook
play the guitar
fix things
skateboard
sing

9 5.6 Listen and choose the correct option.

1 He *can* / *can't* swim.
2 She *can* / *can't* draw.
3 They *can* / *can't* act.
4 He *can* / *can't* sing.
5 She *can* / *can't* run.
6 His brother *can* / *can't* read.

10 5.7 Listen and repeat.

VOCABULARY *make, play, ride*

make	a poster/cupcakes
play	computer games/football/the piano
ride	a bike/a horse

WATCH OUT!
play volleyball play **the** piano

11 Complete Lucas's email with *can* and *make*, *play* or *ride*.

Here's what my family can do. My dad [1] *can play* football very well. My mum [2] can ride a horse and she [3] can play the piano. My aunt Melina [4] can make cupcakes. They're yummy! As for me, I [5] can play the guitar and I [6] can ride a bike.

YOUR WORLD

12 Work in pairs. Student A, write three true and three false sentences. Student B, guess which sentences are true. Then change roles and have the conversation again.

A: My granny can skateboard.
B: No, she can't!



Exercise 8
2 Jen can't skateboard.
3 Alex can't sing.
4 Lucas can't cook.
5 Lian can't play the guitar.
6 Alex can't draw.

I can use the verb *can* in affirmative and negative sentences.

5.3 Grammar

can questions and short answers

The Terrific Two – Thank you, Superdug!



Exercise 1
1 The title is *Learn to swim*.
2 The small dog can swim.

1 Look at the cartoon and answer the questions.
1 What is the title of Dug's book?
2 Who can swim in the cartoon?

2 5.8 Listen and read. Complete the sentence.

The woman is Tom and Susan's mother/mum.

3 Read the cartoon again and complete the sentences with one word in each gap.
1 Dug can *see* the boat.
2 Susan and Tom are in the boat.
3 Susan and Tom can't swim.
4 Kit and Superdug can help.
5 Superdug can't swim, but he can fly.

For the teacher
- Teaching notes, page 192
- *Need support?* worksheet, page 226
- Videoscript, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Can she ride a horse?*
  Test: Grammar Check 5

For the student
- Workbook, page 52
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR *can* questions and short answers

?	Short answers
Can I swim?	Yes, I can. / No, I can't.
Can you swim?	Yes, you can. / No, you can't.
Can he/she/it swim?	Yes, he/she/it can. / No, he/she/it can't.
Can we swim?	Yes, we can. / No, we can't.
Can you swim?	Yes, you can. / No, you can't.
Can they swim?	Yes, they can. / No, they can't.

What can we do? We can help.

VIDEO **27 GET GRAMMAR!**



5 Complete the questions and short answers.

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

6 Look at the cartoon on page 76. In pairs, ask and answer the questions.

1 Picture 2: Dug / see the children?
A: Can Dug see the children?
B: Yes, he can.
2 Picture 3: Tom and Susan / swim?
3 Picture 3: What / Kit and Dug / do?
4 Picture 4: Superdug / run fast?
5 Picture 4: Superdug / swim?

7 In pairs, ask and answer about Kit and Dug.

		
swim?	✓	✗
draw?	✗	✓
cook?	✓	✗

A: Can Kit swim?
B: Yes, she can.

8 Copy the table. Add your idea for number 5. Ask five classmates. How many can do these things? How many can't do these things?



Can you …	1	2	3	4	5
1 swim?	✓	✗	✓	✗	✗
2 fix a computer?					
3 ride a horse?					
4 draw?					
5 … ?					

9 Write about your classmates' answers in Exercise 8.
Two people can swim, and three people can't swim.

YOUR WORLD

10 5.9 5.10 Go to page 141. Listen and chant the Activities Rap.

Exercise 7
A: Can Kit draw?
B: No, she can't.
A: Can Kit cook?
B: Yes, she can.
A: Can Dug swim?
B: No, he can't.
A: Can Dug draw?
B: Yes, he can.
A: Can Dug cook?
B: No, he can't.

Exercise 6
2 A: Can Tom and Susan swim?
B: No, they can't.
3 A: What can Kit and Dug do?
B: They can help.
4 A: Can Superdug run fast?
B: Yes, he can.
5 A: Can Superdug swim?
B: No, he can't.

5.4 Speaking

Suggestions

VIDEO **LET'S DO SOMETHING FUN!**



Lucas: Hey, guys, let's do something fun.
Jen: I agree. Any ideas?
Alex: We can go to the park.
Jen: Again? It's not a good idea.
Lian: Let's go ice-skating.
Jen: Great idea!
Lucas: I'm not sure … I can't skate very well.
Lian: No problem. I can teach you.
Lucas: OK, cool! Let's do that!



Alex: Hey, Lucas! You can wear these!
Lucas: Ha, ha! You're so funny!

1 28 5.11 Watch the video. Then listen and read. What do they agree to do? Tick (✓) the correct photo.





1 ☐ 2 ☑ 3 ☐

2 5.12 Listen and repeat.

SPEAKING **Suggestions**

A: Let's *do something fun*!/Let's *go ice-skating*!/ We can *go to the park*!
B: I agree!/Let's do that!/Great idea!
I'm not sure.
It's not a good idea.

3 Complete the sentences with one word in each gap.

1 We *can* go to the cinema!
2 Let's go to the swimming pool!
3 Let's do something fun!
4 We can play football!
5 We can ride our bikes!

4 Choose the best answer.

1 A: Let's do something fun.
B: a Let me see …
b I agree. Any ideas?
c What's wrong?
2 A: Let's go to the swimming pool!
B: a We can go to the park.
b Let's do something fun.
c I'm not sure … I can't swim very well.
3 A: No problem. I can teach you.
B: a Yes, we can.
b OK. Let's do that!
c I can't do that.

5 Complete the dialogues with expressions from the Speaking box.

1 A: We can make cupcakes! B: *Great idea!*
2 A: Let's do something fun! B: _____
3 A: We can go to the park. B: _____
4 A: Let's play volleyball. B: _____

6 In pairs, make dialogues like those in Exercise 5. Use the ideas below and add your own.

go to the cinema go to the swimming pool
make a video play computer games
play volleyball ride our bikes

A: Let's ride our bikes!
B: I agree!

Exercise 5
2 I agree!/Let's do that!/Great idea!
3 It's not a good idea.
4 I'm not sure.

For the teacher
- Teaching notes, page 193
- *Need support?* worksheet, page 226

On the Portal
- **Photocopiable activity:** *Let's do that!*

For the student
- Workbook, page 53

On the Portal
- **Workbook:** Lesson 5.4
- **Extra Practice Activities:** Speaking

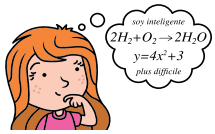
5.5 Reading and Vocabulary

Sign language

1 5.13 Listen and repeat. Match the words in the Vocabulary box with pictures 1–6.

VOCABULARY Language

hear language learn sign language speak special



1 learn



2 language



3 sign language



4 speak



5 special



6 hear

2 Read the text quickly. What is it about? Choose the correct answer.

a Learn to speak Spanish
(b) Sign language
c Make things with your hands

3 5.14 Read and listen to the text. Match headings a–d with paragraphs 1–4.

a Learn sign language!
b A special language
c Where is sign language important?
d What is sign language?

1 [b] At school you can learn different languages, like English, French or Spanish. But there are special schools where teachers and students use sign language.

2 [d] In sign language you make letters and words with your hands. It's for people who can't hear.

3 [c] Sign language is important in schools and at home. All the family can learn sign language. They can speak to children who can't hear.

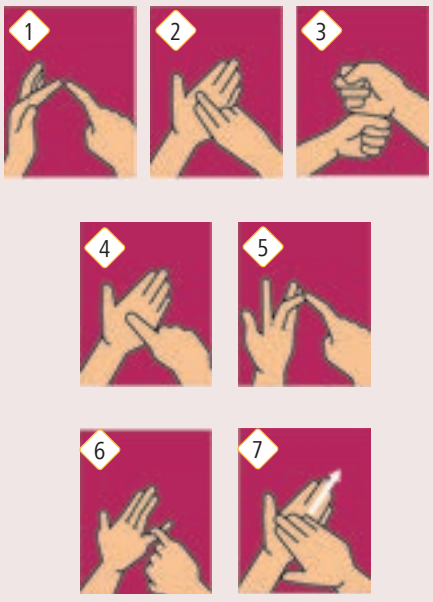
4 [a] Are there children at your school who can't hear? Here's an idea: you can learn sign language and speak to them.

4 Read the sentences. Mark them T (true) or F (false).



1 People who can't hear have got a special language. (T)/ F
2 There are special schools for students who use sign language. (T)/ F
3 In sign language you draw pictures. T /(F)
4 People who can hear can use sign language too. (T)/ F
5 People use sign language only in school. T /(F)

5 Pictures 1–7 show a word in the British Sign Language alphabet. Go to page 142 and check the word. Practise saying the word with your hands. English



6 Spell your name in British Sign Language.

I can understand a text about sign language.

For the teacher
- Teaching notes, page 194
- *Need support?* worksheet, page 226

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Get signing!*

For the student
- Workbook, page 54

On the Portal
- **Workbook:** Lesson 5.5
- **Extra Practice Activities:** Vocabulary

5.6 Listening and Writing

After-school clubs

Exercise 5
computers, computer games and robots

1 Match photos 1–4 with after-school clubs a–d. In pairs, say what you can do in these clubs.









a [4] swimming club
b [2] art club
c [3] drama club
d [1] football club

2 5.15 Listen and match speakers 1–4 with clubs a–d in Exercise 1.

Speaker 1 [b]
Speaker 2 [c]
Speaker 3 [d]
Speaker 4 [a]

3 5.15 Listen again. Complete the sentences with a number or an action verb.

1 At art club you can learn to *draw*.
2 The number of students in the art club is twelve/12.
3 In drama club you learn to act.
4 Football club is for boys and girls from twelve to fifteen/15.
5 The number of students in the swimming club is eight/8.

4 Which club a–d in Exercise 2 do you prefer?

5 Read the ad for an after-school club. Complete the sentence.

The club is for students who like _____.

COME TO COMPUTER CLUB!

You can write emails, but you can't write computer programs? We can teach you!
You can make robots and you can play computer games too. How cool is that!

Where: St Alban's Secondary School
When: Monday, 4 o'clock

See you there!
www.U-and_Bot.get

Exercise 6
You can write emails, but you can't write computer programs. You can make robots and you can play computer games too.

6 Study the Writing box. Find *and* and *but* in the ad in Exercise 5.

WRITING Linkers: *and, but*

You can make robots **and** you can play computer games. You can write emails, **but** you can't write computer programs.

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

1 I can run *and* I can jump.
2 She can sing, but she can't act.
3 They can play computer games and; make a robot, but they can't write computer programs.

WRITING TIME

8 Write an ad for an after-school club.

1 **Find ideas**
Make notes about what you can do at the club, and where and when the club is.

2 **Draft**
Give your ad a title: *Come to … Club!*
Write a paragraph about what you can do at the club.
You can … and …
You can … , but you can't …
Write where and when the club is.
Where: … When: … o'clock
Write the end. *See you there!*

3 **Check and write**
Check the linkers *(and, but)* and write the final version of your text.

For the teacher
- Teaching notes, page 195
- *Need support?* worksheet, page 226
- Audioscript, page 236

On the Portal
- Photocopiable activity: *What can we do after school?*

For the student
- Workbook, page 55

On the Portal
- Workbook: Lesson 5.6
- Extra Practice Activities: Writing

5.7 CLIL: MUSIC

Musical instruments

1 5.16 Listen and repeat. Match the words in the Vocabulary box with photos 1–6.

VOCABULARY Musical instruments

acoustic guitar drums electric guitar
keyboard violin



1 electric guitar



2 acoustic guitar



3 violin



4 drums



5 keyboard

2 Read the quiz. Mark the sentences T (true) or F (false). Check your answers on page 142. What is your score?

3 Correct the false sentences in the quiz. Use the words below.

body can't China feet ~~Spain~~ wooden

1 The acoustic guitar is from *Spain*.
2 When you play the acoustic guitar, its body is on your legs.
3 Two-year-old children can't learn to play the violin.
4 You can play the drums with your hands and feet.
5 The violin is a wooden instrument.
6 The drums are from China.

4 Read the text. Answer Jane's question.

She can play the guitar.

Hi, I'm Jane. I love music! Can you guess the instrument I can play? It's wooden and it's big. I play this instrument with my fingers. It's brown and black.



5 Imagine you can play one of the instruments from the quiz and complete the sentences. Use Exercise 4 to help.

I can play the _____. It's _____ and _____. I play this instrument with my _____.

Quiz time!

1 The acoustic guitar is from France. T /(F)
2 The guitar has got a head, a neck and a body. (T)/ F
3 When you play the acoustic guitar, its head is on your legs. T /(F)
4 Two-year-old children can learn to play the violin. T /(F)
5 You can only play the drums with your hands. T /(F)
6 The violin is a glass instrument. T /(F)
7 The keyboard is an electric instrument. (T)/ F
8 The body of the electric guitar is usually wooden. (T)/ F
9 The violin and the acoustic guitar are in the same family of instruments. (T)/ F
10 The drums are from the USA. T /(F)

My score is __ / 10

I can name and describe musical instruments.

For the teacher
- Teaching notes, page 196

On the Portal
- Photocopiable activity: *Musical instruments*

For the student
- Workbook, page 56

On the Portal
- Workbook: Lesson 5.7

Vocabulary Activator

WORDLIST 5.17

Action verbs
act (v)
cook (v)
dance (v)
draw (v)
fix (v)
fly (v)
jump (v)
read (v)
ride (v)
run (v)
sing (v)
swim (v)
write (v)

make, play, ride
make cupcakes
make a poster
play computer games
play football
play the piano
ride a bike
ride a horse

Language
hear (v)
language (n)
learn (v)
sign language (n)
speak (v)
special (adj)

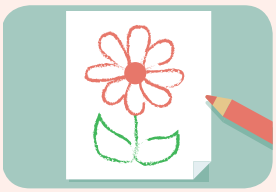
Musical instruments
acoustic guitar (n)
drums (n)
electric guitar (n)
keyboard (n)
violin (n)

Extra words
after-school (adj)
all day
boat (n)
camera (n)
club (n)
come (v)
fast (adv)
football (n)
game (n)
guys (n)
I can't see a thing.
important (adj)
Let me see …
letter (n)
lovely day
Not again!
One minute, please.
star (n)
teach (v)
teacher (n)
video (n)
volleyball (n)
wear (v)
well (adv)
What's wrong?
who (pronoun)
word (n)

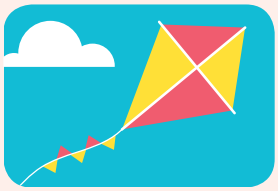
1 Guess the action verbs.


1 *swim*


2 cook

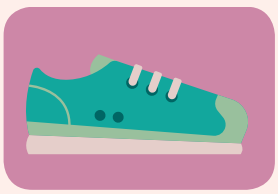

3 draw


4 jump

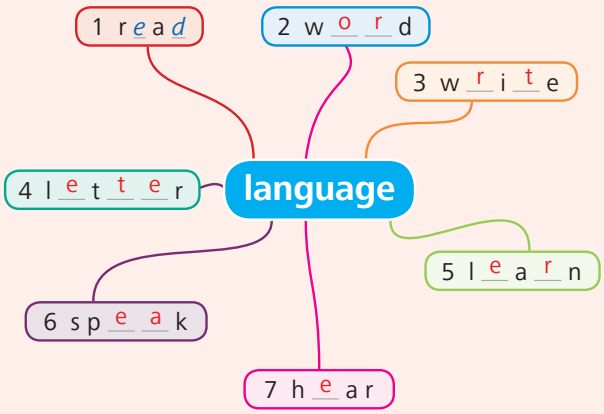

5 fly


6 fix


7 act


8 run

2 Complete the words from the wordlist.



3 Find the words and phrases in the wordlist that have something to do with music, sports and food.

1 music: *dance,* _____
2 sports: _____
3 food: _____

4 5.18 **PRONUNCIATION** /æ/, /ɑ:/
Listen and repeat.
Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a star!

Exercise 3
1 music: *dance*, sing, acoustic guitar, drums, electric guitar, keyboard, violin, play the piano
2 sports: jump, ride, run, swim, play football, ride a bike, ride a horse, football, game, volleyball
3 food: cook, make cupcakes

On the Portal
- **Photocopiable activities:** *A crossword; We can do lots of things!*
- **Test:** Unit 5 Test

For the student
- Workbook, pages 57–58

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Look at the picture and complete the action verbs 1–8. Then write five more action verbs in your notebook.



1 f / y
2 a c t
3 f i x
4 s i n g
5 j u m p
6 r u n
7 s w i m
8 r e a d

cook, dance, draw, ride, write

2 Complete the phrases with *make*, *play* or *ride*.

1 *make* cupcakes
2 ride a bike
3 play the guitar
4 play football
5 ride a horse
6 make a poster

3 Complete the sentences with the words below.

cupcakes guitar hear learn speak ~~special~~

1 Sign language is a *special* language for people who can't hear.
2 We can learn Spanish or French at our school.
3 I can read French, but I can't speak it very well.
4 I can play the guitar, and I can make yummy cupcakes too.

Grammar

4 In your notebook, write sentences with *can* (✓) or *can't* (✗) and *and* or *but*.

1 Superdug / fly ✓ / swim ✗
Superdug can fly, but he can't swim.
2 Leo / play the piano ✗ / play football ✓
3 I / make a cake ✗ / make a pizza ✓
4 you / play the guitar ✗ / sing ✗
5 they / skateboard ✓ / run very fast ✓

5 Complete the questions and short answers.

1 *Can you swim* (you/swim)?
No, *I can't*.
2 _____ (David/sing) this song?
Yes, _____. He's very good.
3 _____ (the boys/act)?
No, _____!
4 _____ (Lisa/play) this game?
No, _____. She's really bad!
5 _____ (you/see) Mario?
Yes, _____. He's over there.

Speaking

6 Put the dialogue in the correct order. Then act it out in pairs.

a [4] I'm not sure … I can't play very well.
b [6] OK, cool. Let's do that.
c [2] I agree. Any ideas?
d [1] Let's do something fun.
e [5] No problem. I can teach you.
f [3] We can play football.

Exercise 4
2 Leo can't play the piano, but he can play football.
3 I can't make a cake, but I can make a pizza.
4 You can't play the guitar and you can't sing.
5 They can skateboard and they can run very fast.

Exercise 5
2 Can David sing; he can
3 Can the boys act; they can't
4 Can Lisa play; she can't
5 Can you see; I can

BBC CULTURE

Young London


Hyde Park


Natural History Museum


The London Eye and the Thames

Exercise 3
2 at a workshop
3 in a musical
4 on the Thames
5 at the Natural History Museum

1 Do you know these places in London? What are they? What can you do there?

2 5.19 Listen and read. Match photos A–D with paragraphs 1–4.

Things to do at the weekend

London is a fun city. There are a lot of things young people can do. Here are some of them.


A

1 D **Go to a museum**
How about the Natural History Museum? There are fun activities for teens: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!


B

2 B **Workshops**
Some museums have workshops. You can draw or make things with your friends. At the Cartoon Museum, you can make your own comic!


C

3 A **See a show**
London is famous for its musicals. There are many shows. You can sing and dance to the songs too!


D

4 C **See the city**
You can see London from the top of the London Eye or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.

activity (n) something you do because you enjoy it
workshop (n) a place where people meet to learn or improve a skill
comic (n) a magazine that tells a story with pictures

3 Read the text in Exercise 2 again. Choose the correct option.
Where can you …
1 skateboard?
on the London Eye / in Hyde Park
2 make a comic?
at a workshop / on the Thames
3 sing?
in the Natural History Museum / in a musical
4 go on a boat?
from the top of the London Eye / on the Thames
5 make a T-shirt?
at the Natural History Museum / at the Cartoon Museum

4 5.20 Listen and write where the people are. Choose from the places below.

a drawing workshop a musical
a puppet show the London Eye

1	*the London Eye*
2	a drawing workshop
3	a musical
4	a puppet show

5 Work in pairs. What can teenagers do where you live? Make a list and compare with other students' lists. Whose list is the longest?

For the teacher
- Teaching notes, page 196
- Audioscript, page 236
- Videoscript, page 236

On the Portal
- **Photocopiable activity:** *Project worksheet: a promotional email*

For the student
- Workbook, page 59

BBC Free-time activities





6 29 Watch the video and answer the presenter's questions. Which activity is not in the video? Choose the correct answer.

a boxing b skateboarding (c) swimming d ice-skating

7 29 Watch the video again. Mark the sentences T (true) or F (false). Use the information from the video, not what you know.

1 You can ride a BMX bike in Rom Park. (T)/ F
2 You can't skateboard in Rom Park. T /(F)
3 There are special hats for climbing. (T)/ F
4 Boxing isn't a sport. T /(F)
5 Sports can help you make new friends. (T)/ F

8 Discuss in pairs. Which of the sports or activities in the video can you do? Which would you like to do?

PROJECT TIME

9 In pairs, make a promotional email about the fun things visitors can do in your area.

1 **Take photos of the places or find them on the internet.**

2 **Write about places with fun activities for teenagers. Use these questions to help you.**
- What kind of places are they?
- Where are they?
- What can people do there?

3 **Put the photos and text together on a digital document.**

4 **Email it to your classmates.**

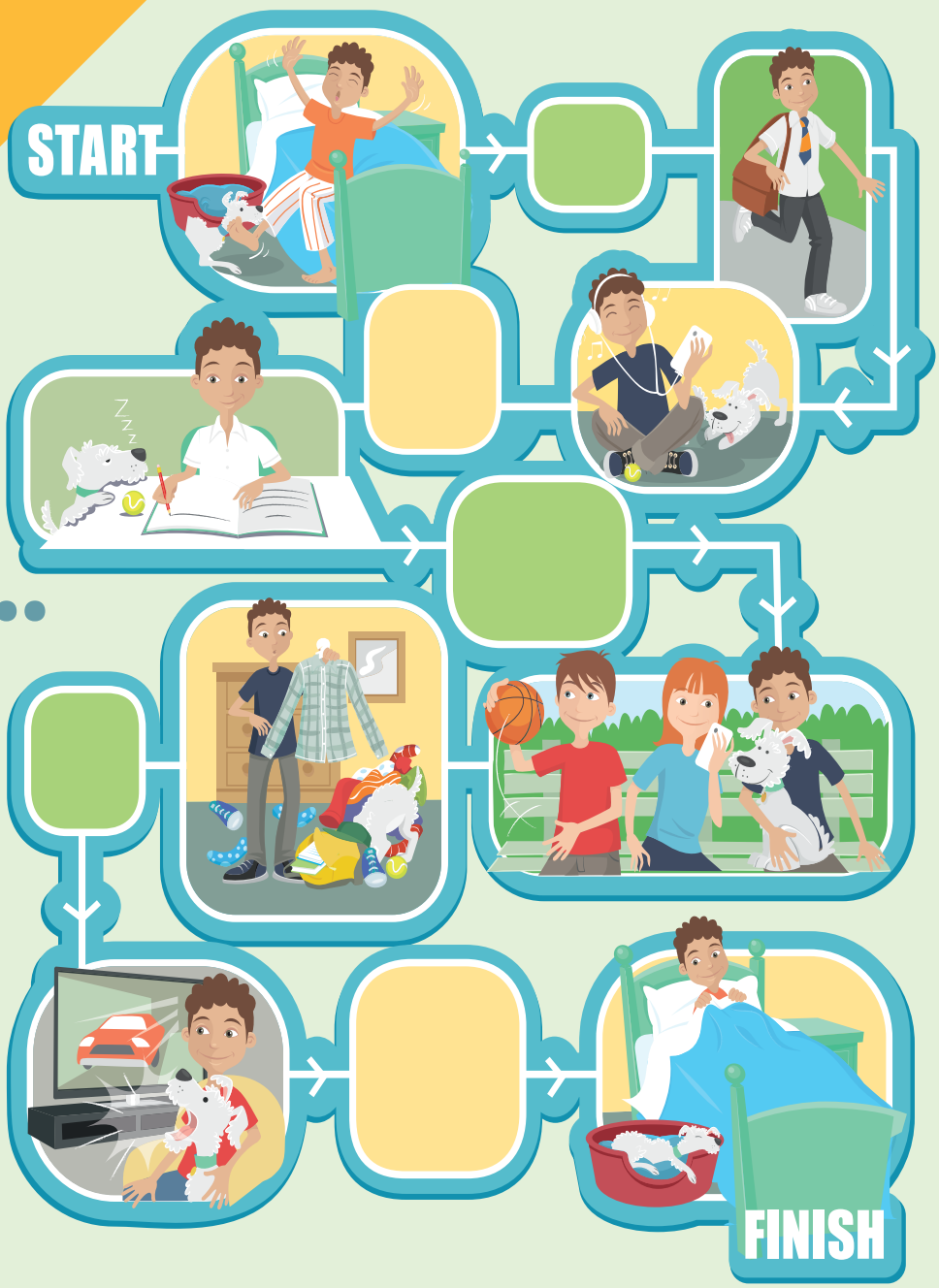


My day

6

VOCABULARY
Daily activities | Days of the week | Months | On the internet

GRAMMAR
Present Simple affirmative | Adverbs of frequency



MY DAY ... FROM START TO FINISH

6.1 Vocabulary

Daily activities

1 Which activities below do you do every day?

do (my) homework | go to bed | go to school | have lunch | watch TV

For the teacher
- Teaching notes, page 198
- Audioscript, page 236

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Guess the activity*
- **Test:** Vocabulary Check 6

For the student
- Workbook, page 60

On the Portal
- **Workbook:** Lesson 6.1
- **Extra Practice Activities:** Vocabulary

2 6.1 Listen and repeat. Which activities from the Vocabulary box can you see in the pictures on page 86?

VOCABULARY Daily activities

do my homework get up go to bed
go to school hang out with my friends
have a shower have breakfast have dinner
have lessons have lunch listen to music
tidy my room watch TV

3 Choose the correct option.

1 *get* / *go* to bed
2 *have* / *get* up
3 *tidy* / *listen to* my room
4 *have* / *go* lessons
5 *watch* / *listen to* music
6 *take* / *watch* TV
7 *do* / *have* my homework
8 *take* / *hang* out with my friends.

4 Complete the phrases with the words below.

a shower breakfast dinner lessons ~~lunch~~



2 a shower

1 *lunch* — **have** — 3 breakfast



4 lessons



5 dinner

WATCH OUT!
have breakfast/lunch/dinner
have a shower
have lessons

5 6.2 Listen and write six activities from the Vocabulary box in your notebook.

1 *watch TV*
2 go to school
3 have dinner
4 go to bed
5 have a shower
6 get up

6 Number the activities in the order you do them on a typical day. Then, in pairs, read your lists. Are they the same?

7 have dinner
4 have lessons
3 go to school
6 do my homework

Suggested answers

1 get up
2 have breakfast
8 go to bed
5 have lunch

7 Look at the photos. Write the activities.



1 *hang out with my friends*



2 go to school



3 have a shower



4 listen to music



5 get up



6 tidy my room

8 In pairs, play the board game on page 86.

1 Throw the dice.
2 Go forward.
3 If there is a picture on the square, say the activity.
Correct answer: stay there.
Wrong answer: go back two squares.
4 Go to the FINISH first to win!

YOUR WORLD

9 Put the daily activities in the Vocabulary box into groups.
☺ Activities I like: …
☹ Activities I don't like: …

Exercise 2
do my homework, get up, go to bed, go to school, hang out with my friends, listen to music, tidy my room, watch TV

I can talk about daily activities.

6.2 Grammar

Present Simple affirmative

VIDEO **I LISTEN TO CLASSICAL MUSIC.**



Lucas asks Jen and Alex about their daily routine for a school survey.



Jen: I get up early. I get ready for school and I have breakfast.
Alex: Me too. Breakfast is very important. Jen makes pancakes!
Jen: Then we walk to school.
Alex: We're never late for school.



Jen: After school, we do our homework. In the evening, . . .
Alex: . . . I listen to classical music and Jen plays the piano.



Lucas: Come on, guys! Alex listens to classical music! Jen plays the piano! Seriously?
Jen: Oh, Alex! Lucas, this is what Alex really does . . .

SOUNDS GOOD! Me too. • Come on, guys! • Seriously?

1 30 6.3 Watch the video. Then listen and read. Who makes breakfast? Choose the correct answer.

a Lucas b Alex c Jen

2 Who does these things? Write *A* (Alex), *J* (Jen), or *A and J* (Alex and Jen).

1 get up early — A and J
2 make pancakes — J
3 walk to school — A and J
4 do homework — A and J
5 listen to classical music — A
6 play the piano — J

3 6.4 Listen and repeat. Find these expressions in the story.

4 Guess what Alex really does. Choose the option that you think is correct.

1 He gets up *early / late.*
2 He has breakfast *at home / at school.*
3 He plays *computer games / football.*

5 31 6.5 Now watch or listen and check.

1 late 2 at school 3 computer games

For the teacher
- Teaching notes, page 199
- *Need support?* worksheet, page 227
- Videoscripts, page 237
- Audioscript, page 237

On the Portal
- Grammar presentation
- **Photocopiable activity:** *She gets up late!*
- **Test:** Grammar Check 6

For the student
- Workbook, page 61
- Grammar Time, page 137

On the Portal
- **Workbook:** Lesson 6.2
- **Extra Practice Activities:** Grammar, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR Present Simple affirmative

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

VIDEO **32 GET GRAMMAR!**



7 Choose the correct option.



I [1]*get* / *gets* up early. Alex [2]*get* / *gets* up late. He [3]*have* / *has* breakfast at school. I [4]*have* / *has* breakfast at home.

Jen and I [5]*walk* / *walks* to school. After school, we [6]*do* / *does* our homework. In the evening, I [7]*play* / *plays* computer games.

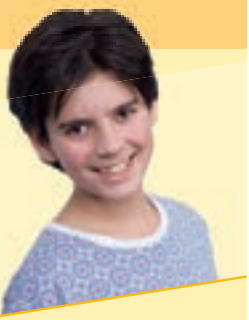


WATCH OUT!
get → gets make → makes
watch → watches go → goes
tidy → tidies have → has

8 Read Lucas's blog. Complete the sentences with the Present Simple form of the verbs below.

~~get~~ get go hang have have play watch

LUCAS'S BLOG



My brother and I are very different. Victor [1]gets up early. I [2] get up late. I [3] have breakfast at home, but Victor [4] goes to the swimming pool, so he [5] has breakfast at school. Before dinner, I [6] play computer games and Victor [7] hangs out with his friends. But we [8] watch football on TV together!

9 Tick (✓) the things that you do. Tell your partner. Then listen to your partner and tick (✓) the things he/she does.

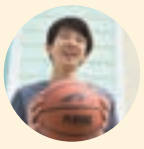
		Me	Partner
1	I get up early.	☐	☐
2	I get up late.	☐	☐
3	I have breakfast at home.	☐	☐
4	I have breakfast at school.	☐	☐
5	I do my homework after school.	☐	☐
6	I hang out with my friends after school.	☐	☐
7	I watch TV after dinner.	☐	☐
8	I play computer games after dinner.	☐	☐

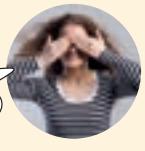
10 Look at Exercise 9. In your notebook, write what you and you partner do.

I get up early. Nicola gets up early too.
After school, I …

YOUR WORLD

11 Play *Who is it?*





I can use the Present Simple in affirmative sentences.

6.3 Grammar

Adverbs of frequency

The Terrific Two – Dug's busy week



Kit: Dug, your garage is a mess! Can you tidy it, please?
Dug: Sorry, Kit. Today's Monday. On Mondays, I always go to the superhero gym.
Kit: How about Tuesday?
Dug: Tuesday isn't a good day. I have swimming lessons on Tuesday.
Kit: OK. Wednesday.
Dug: I usually have dinner with Uncle Roberto on Wednesday.
Kit: Thursday? Friday? Saturday?
Dug: I'm often busy on these days. On Thursday, I visit my parents. On Friday, I play football for the superhero team. And on Saturday, we always hang out with our friends.

Kit: How about Sunday?
Dug: But Sunday is my only free day!
Kit: Not this Sunday!

Exercise 3
have dinner with Uncle Roberto, play football (for the superhero team), hang out with our friends

Exercise 4
2 ~~singing~~ swimming
3 ~~lunch~~ dinner
4 ~~granny and grandad~~ parents
5 ~~basketball~~ football

1 Look at the cartoon. Can you see Dug's football shirt? What colour is it?
It's green. (It's behind Dug in pictures 1 and 3.)

2 6.6 Listen and read. Which is Dug's free day?
Sunday

3 Three activities from Dug's busy week are not in the cartoon. Which activities are they?

4 Correct the sentences.
1 Dug's ~~kitchen~~ is a mess. *garage*
2 Dug has singing lessons. _____
3 Dug has lunch with Uncle Roberto. _____
4 Dug visits his granny and grandad. _____
5 Dug plays basketball for the superhero team. _____

For the teacher
- Teaching notes, page 200
- Videoscript, page 237

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I never go to bed early!*
  Test: Grammar Check 6

For the student
- Workbook, page 62
- Grammar Time, page 137

On the Portal
- **Workbook:** Lesson 6.3
- **Extra Practice Activities:** Grammar, Vocabulary

5 Study the Grammar box. Then watch.

GRAMMAR Adverbs of frequency

●●●●● We always hang out with our friends.
●●●●○ He usually goes to the gym.
●●●○○ I often visit my granny.
●●○○○ She sometimes has dinner with us.
○○○○○ They never get up late.

Adverb + verb	Adverb + the verb *to be*
I always have breakfast.	I am always happy.
They never get up late.	They are never late.

VIDEO 33 GET GRAMMAR!



6 In your notebook, write the sentences with the adverb in the correct place.

1 Dug has dinner with Kit. usually
Dug usually has dinner with Kit.
2 He plays computer games. sometimes
3 He is at home on Tuesday. never
4 He listens to music. often
5 He is late for breakfast. always

7 In your notebook, write about Kit's sisters, Lulu and Flo. Use the adverbs in the Grammar box.



1 Lulu and Flo / go to the cinema on Friday ●●●○○
Lulu and Flo often go to the cinema on Friday.
2 Lulu and Flo / hang out with Kit and Dug. ●●○○○
3 Lulu / go to bed early ●●●●○
4 Flo / play computer games ○○○○○
5 they / be late for school ●●○○○
6 they / do their homework before dinner ●●●●●

8 6.7 Listen and repeat.

VOCABULARY Days of the week

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

9 Read the clues and write the days.

1 / 3 is a Monday.
1 / 6 is a Tuesday.
1 / 8 is a Sunday.
1 / 10 is a Wednesday.

1 17/3
2 26/6
3 6/8
4 30/10

10 Complete the words. In pairs, say when Kit does these activities. Which day is missing?

1 watch a film F r i day
2 get up late S _ _ _ _ day
3 cook dinner W _ _ _ _ _ day
4 tidy her house S _ _ day
5 have a tennis lesson M _ _ day
6 go to the gym T _ _ _ day

Kit watches a film on Friday.

YOUR WORLD

11 In your notebook, write sentences that are true for you.

1 always
I always watch TV on Saturday.
2 sometimes
3 often
4 usually
5 never

12 Work in pairs. Student A, say one true and one false sentence about the things you do. Student B, spot the false sentence. Then change roles and have the conversation again.

A: I never get up late. I often cook.
B: True, false!
A: Correct!

Exercise 9
1 Wednesday
2 Saturday
3 Friday
4 Thursday

Exercise 10
2 Kit gets up late on Saturday.
3 Kit cooks dinner on Wednesday.
4 Kit tidies her house on Sunday.
5 Kit has a tennis lesson on Monday.
6 Kit goes to the gym on Tuesday.
The missing day is Thursday.

Exercise 6
2 He sometimes plays computer games.
3 He is never at home on Tuesday.
4 He often listens to music.
5 He is always late for breakfast.

Exercise 7
2 Lulu and Flo sometimes hang out with Kit and Dug.
3 Lulu usually goes to bed early.
4 Flo never plays computer games.
5 They are sometimes late for school.
6 They always do their homework before dinner.

I can use adverbs of frequency.

6.4 Speaking

Telling the time

VIDEO **THE FILM STARTS AT FOUR O'CLOCK.**



1 Alex and Lian want to go to the cinema.

Lian: What time is it?
Alex: It's **a quarter to four**. (1)
Lian: What time is the film?
Alex: It's at **four o'clock**. (2)
Lian: It's too late now.
Alex: Wait, the film is on again at **half past four**. (3)
Lian: That's better. Let's go.



2 At the cinema.

Lian: There isn't a film at half past four.
Alex: But it says here there is a film at half past four on Fridays. Oh!
Lian: Exactly! Today's Saturday.

1 Find the times 1–3 in the story. Match them with clocks a–c.

a [1]  b [3]  c [2] 

2 34 6.8 Watch the video. Then listen and read. Why isn't there a film at half past four?
It's Saturday and the 4.30 show is on Fridays.

3 6.9 Listen and repeat.

SPEAKING Telling the time

A: **What time is it?**
B: **It's**  four **o'clock**.
A: **What time is the** film/match?
B: **It's at**  ten **(minutes) past** four.
 **(a) quarter past** four.
 **half past** four.
 **(a) quarter to** five.
 ten **(minutes) to** five.

4 Complete the times. Then ask and answer in pairs.

1 05:40 It's twenty *to* six.
2 02:30 It's half past two.
3 10:15 It's a quarter past ten.
4 03:00 It's three o'clock.
5 05:10 It's ten past five.
6 07:45 It's a quarter to eight.

A: What time is it?
B: It's twenty to six.

5 In pairs, make dialogues. Then act them out in class.

1 A: time / the football match? B: 12:15
What time is the football match?
A: time / now? B: 11:55
2 A: time? B: 5:40
A: time / the party? B: 6:00

YOUR WORLD

6 Play *What time is it?* as a class. Ask and answer.
A: What time is it?
B: It's one o'clock. What time is it?
C: It's five past one. What time is it?
D: It's …

Exercise 5
1 B: It's at (a) quarter past twelve.
A: What time is it now?
B: It's five (minutes) to twelve.
2 A: What time is it?
B: It's twenty to six.
A: What time is the party?
B: It's at six o'clock.

Unit 6 **92** I can tell the time.

For the teacher
- Teaching notes, page 201
- *Need support?* worksheet, page 227

On the Portal
- **Photocopiable activity:** *What time is the …?*

For the student
- Workbook, page 63

On the Portal
- **Workbook:** Lesson 6.4
- **Extra Practice Activities:** Speaking

6.5 Reading and Vocabulary

Interview with a traveller

1 Look at the photos and read the first part of the text. Why is this family special?
They are special because they live in different countries.

2 6.10 Read and listen to the rest of the text. Choose the correct option.

1 Réka lives in *Australia* / *different countries*.
2 Réka has got a *brother* / *sister*.
3 Réka *has got* / *hasn't got* a school.
4 Réka hangs out with her friends *in different places* / *online*.
5 'Dreamtime Traveler' is Réka's *book* / *blog*.
6 Réka's life *is* / *isn't* boring.

3 Read the text again and answer the questions.

1 Who is Lalika?
He's Réka's brother.
2 Who are Réka's teachers?
3 Has Réka got a best friend?
4 What are her two favourite activities?
5 Réka hasn't got a pet. Why?
6 What does Réka watch?

4 In pairs, talk about what you like most about Réka's life.

5 6.11 Listen and repeat. Match five months from the Vocabulary box with photos 1–5.

VOCABULARY Months

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

6 Imagine you travel to different countries, like Réka. Plan your journey for a year. Tell the class about your plan.

Month	Country
January and February	*Australia*

In January and in February, I'm in Australia.
In March, I'm in …

Exercise 5
1 January
2 March
3 March
4 October'
5 August

Exercise 3
2 They are her parents and the people they visit.
3 No, she hasn't.
4 They are reading and writing.
5 They are always in different places.
6 She watches TV and films.

by Burak Yilmaz *September 2016*

A DAY WITH … DREAMTIME TRAVELER!



Réka Kaponay is from Australia, but she lives in different countries! She travels with her parents and brother, Lalika. Today she tells us about her life.

Where's your school?

I haven't got a school! My teachers are my parents and the people we visit.

Who are your friends?

I've got friends in a lot of countries. We hang out online. I haven't got a best friend.

Have you got a pet?

No! I love animals, but I can't have a pet. We are always in different places.

What are your favourite hobbies?

Reading and writing. I read a lot and I write my own books. I've got a blog too – Dreamtime Traveler. But I also watch TV and films, like all teenagers, and I love walking and swimming.

Do you like your life?

Yes, I love every day! It's never boring!

I can understand a text about a teenage life. 93 Unit 6

For the teacher
- Teaching notes, page 202
- *Need support?* worksheet, page 227

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Which month?*

For the student
- Workbook, page 64

On the Portal
- **Workbook:** Lesson 6.5
- **Extra Practice Activities:** Vocabulary

6.6 Listening and Writing

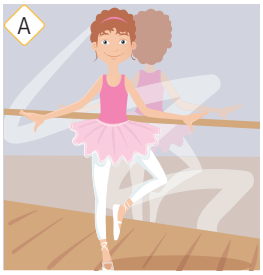
A typical weekend

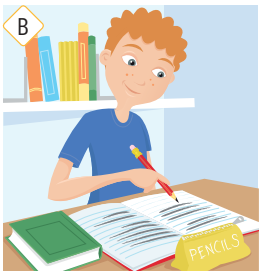
1 Tick (✓) the activities you do at the weekend. In pairs, compare your answers.

1 ☐ tidy my room
2 ☐ play football
3 ☐ ride my bike
4 ☐ listen to music
5 ☐ watch TV
6 ☐ sing
7 ☐ play computer games
8 ☐ do my homework
9 ☐ have lunch with my family

2 6.12 Listen and match people 1–3 with pictures A–D. There is one extra picture.

1 Brian B 2 Ben D 3 Anna A









3 6.13 Listen to Ben talking about his weekend. Complete the sentences with a word you hear.

1 Ben *usually* gets up at seven o'clock on Saturday.
2 Ben tidies his room after breakfast.
3 Ben goes to bed at ten o'clock on Saturday.
4 Ben always does his homework after breakfast on Sunday.
5 Ben and his best friend play the guitar on Sunday.

4 Work in groups. Talk about what you usually do at the weekend. Then tell your class about a student in your group. Can they guess who it is?

5 Read Lian's blog. Which is her favourite day? Choose the correct answer.

ⓐ Saturday b Sunday



MY WEEKEND

I usually get up at eight o'clock on Saturdays. After breakfast, I skateboard with my friends. I love my skateboard and I love Saturdays! Before dinner, I watch TV or play computer games.

I get up at nine o'clock on Sundays. Before lunch, I tidy my room and I do my homework. I always have lunch with my family. After lunch, I often draw or listen to music.

6 Study the Writing box. Find *before* and *after* in Lian's blog.

WRITING *before, after*

tidy my room — lunch — play football

Before lunch, I tidy my room. I tidy my room **before** lunch.
After lunch, I play football. I play football **after** lunch.

WRITING TIME

7 Write about your typical weekend. Use *before* and *after*.

1 **Find ideas**
Make a list of what you do.
Saturday: get up late, help Mum, …
Sunday: do my homework, …

2 **Draft**
Write a paragraph about Saturday.
I usually get up at … o'clock on Saturday.
I have a shower and I have breakfast.
After breakfast, I …
Write a paragraph about Sunday.
I always … on Sunday. Before lunch, I …

3 **Check and write**
Check *before* and *after* and write the final version of your text.

For the teacher
- Teaching notes, page 203
- *Need support?* worksheet, page 227
- Audioscripts, page 237

On the Portal
- Photocopiable activity: *My partner's weekend*

For the student
- Workbook, page 65

On the Portal
- Workbook: Lesson 6.6
- Extra Practice Activities: Writing

6.7 CLIL: Technology

The internet

1 6.14 Listen and repeat. Match the phrases in the Vocabulary box with photos 1–6.

VOCABULARY On the internet

chat online email someone get help with homework
have a video call read/write a blog watch videos online



1 read/write a blog



2 get help with homework



3 chat online



4 have a video call



5 watch videos online



6 email someone

2 Read the online posts. Complete them with six words from the Vocabulary box.

The internet and me!

chocolatecookie My best friend lives in the USA now. We are in different time zones: London time is Los Angeles time + 8 hours. When it's five o'clock in the morning in LA, it's one o'clock in the afternoon in London, so we only [1]*chat* online on weekdays. But we always have a video [2] call on Saturday or Sunday.

FierceTed I love the internet! I get help with my [3] homework. I play games online with my friends. We can play from our homes. I also watch [4] videos online.

Cherry I write *Classmates*. It's a fun [5] blog with stories and cartoons about school life. A lot of kids read it and they [6] email me their stories. I usually post them on my blog.

3 Read the posts again. Answer the questions.

1 When it's two o'clock in London, what time is it in Los Angeles?
It's ten o'clock.
2 Which days of the week are 'weekdays'? Guess.
3 When *FierceTed* plays games with his friends, are they all in the same room?
4 What is the name of *Cherry*'s blog?

4 Find one more thing you can do on the internet in one of the posts. Then add your own ideas. Ask your teacher or find the words you need online!

More things I can do on the internet:

1 _____
2 _____
3 _____

YOUR WORLD

5 Write a post for *The internet and me!* about you. Create an online name first!

_____ I usually …

Exercise 3
2 Monday to Friday.
3 No, they aren't. (They're at their homes.)
4 It's *Classmates*.

Exercise 4
One more thing you can do on the internet: play games online
Possible answers: listen to music, read a book/ magazine, read the news, buy things, pay bills

I can describe things I can do on the internet.

For the teacher
• Teaching notes, page 204

On the Portal
• **Photocopiable activity:** *The internet*

For the student
• Workbook, page 66

On the Portal
• **Workbook:** Lesson 6.7

Vocabulary Activator

WORDLIST 6.15

Daily activities
do my homework
get up (v)
go to bed
go to school
hang out with my friends
have a shower
have breakfast
have dinner
have lessons
have lunch
listen to music
tidy my room
watch TV

Days of the week
Monday (n)
Tuesday (n)
Wednesday (n)
Thursday (n)
Friday (n)
Saturday (n)
Sunday (n)

Months
January (n)
February (n)
March (n)
April (n)
May (n)
June (n)
July (n)
August (n)
September (n)
October (n)
November (n)
December (n)

On the internet
chat online
email someone
get help with homework
have a video call
read/write a blog
watch videos online

Extra words
animal (n)
busy (adj)
busy week
cartoon (n)
classical music (n)
Come on, guys!
daily routine
early (adv)
every (determiner)
free day
get ready
grandparent (n)
gym (n)
hour (n)
How about …?
in the evening
late (adv)
lesson (n)
life (n)
live (v)
love (v)
Me too.
meet (v)
mess (n)
never (adv)
often (adv)
online (adv)
pancake (n)
really (adv)
school survey
Seriously?
swimming (n)
team (n)
teenager (n)
That's better.
The film is on again at …
too late
travel (v)
visit (v)
walk (v)
walking (n)
weekday (n)
writing (n)

1 Complete the sentences with the Present Simple form of verbs from the wordlist.

1 Jack usually *tidies* the kitchen after breakfast.
2 We always hang out with our friends on Saturday.
3 She listens to music in her room.
4 I never get up late on weekdays.
5 My brother does his homework on Friday.
6 They often watch TV in the evening.
7 Dad sometimes has a shower after dinner.
8 We have lessons on Monday and Thursday.
9 Paul often goes to bed at nine o'clock.
10 You usually have lunch at school.

2 Write the dates in full.

1 Mon. 6/7 *Monday, 6 July*
2 Wed. 25/3 _____
3 Sun. 10/2 _____
4 Fri. 8/8 _____
5 Sat. 29/1 _____
6 Tues. 12/5 _____
7 Thurs. 17/11 _____
8 Mon. 22/10 _____
9 Wed. 14/4 _____
10 Sat. 1/6 _____
11 Tue. 9/9 _____
12 Thurs. 13/12 _____

Exercise 2
2 Wednesday, 25 March
3 Sunday, 10 February
4 Friday, 8 August
5 Saturday, 29 January
6 Tuesday, 12 May
7 Thursday, 17 November
8 Monday, 22 October
9 Wednesday, 14 April
10 Saturday, 1 June
11 Tuesday, 9 September
12 Thursday, 13 December

3 Match 1–6 with a–f. Then choose three phrases and write sentences.

1	email	a	online 2
2	chat	b	a blog 4
3	get	c	videos online 6
4	write	d	a video call 5
5	have	e	a friend 1
6	watch	f	help with homework 3

On Saturdays, my sister watches videos online with her friends.

4 6.16 **PRONUNCIATION** /s/, /z/ or /ɪz/
Listen and repeat.

Kate gets up late and has breakfast fast,
She watches a film and runs for the bus!



On the Portal
- **Photocopiable activities:** *Find the words; Complete it*
- **Test:** Unit 6 Test

For the student
- Workbook, pages 67–68

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the phrases with the words below. There is one extra word.

friends go to have ~~homework~~ listen to
my room school up watch

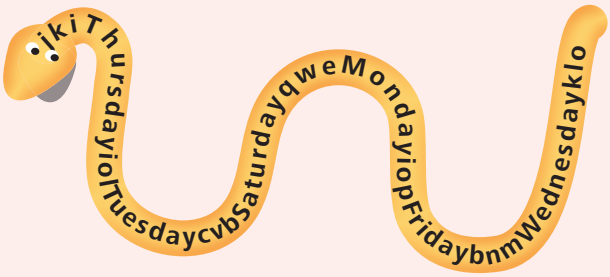
1 do my *homework*
2 get ___up___
3 ___watch___ TV
4 go to ___school___
5 ___go to___ bed
6 ___listen to___ music
7 tidy ___my room___
8 hang out with my ___friends___

The extra word is ___'have'___.

2 Write three phrases with the extra word from Exercise 1. Do you know any more phrases with this word? More phrases: have lunch, have dinner

1 ___have___ a sh o w e r
2 ___have___ b r e a k f a s t
3 ___have___ l e ss o n s

3 Find the days of the week. In pairs, say them. Which day is missing?



4 Answer the questions. Then tell a friend.

1 Which month is your birthday? ___
2 Which month is before January? December
3 Which month is after February? ___March___
4 Which month is before May? ___April___

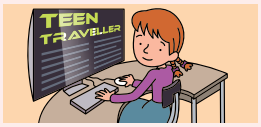
5 Choose the correct option.



1 email a friend / listen to music



2 get help with homework / watch videos online



3 play computer games / write a blog



4 have a video call / chat online

Grammar

6 Complete the text with the Present Simple form of the verbs below.

get (x3) go hang have (x3) listen

I [1]*get* up at half past seven, but my parents [2]___get___ up at seven o'clock. My sister, Kate, [3]___gets___ up late every day! We [4]___have___ breakfast together. After breakfast, I [5]___go___ to school with Kate. We go on the bus. Kate [6]___listens___ to music and I [7]___hang___ out with my friends. We [8]___have___ lessons and we [9]___have___ lunch at one o'clock.

7 In your notebook, write sentences that are true for you.

1 My brother/sister *always gets up late*. (always)
2 My parents ___. (usually)
3 My best friend ___. (often)
4 My granny and grandad ___. (sometimes)
5 My teacher ___. (never)
6 I ___. (always)

Exercise 3
Thursday, Tuesday, Saturday, Monday, Friday, Wednesday
Missing day: Sunday

Speaking

8 Choose the correct option.

1 06:35 It's twenty-five to *six* / *seven*.
2 12:30 It's *a quarter* / *half* past twelve.
3 06:10 It's *ten past six* / *six past ten*.
4 04:00 It's four *past* / *o'clock*.
5 09:45 It's a quarter to *ten* / *nine*.
6 01:50 It's *fifty past one* / *ten to two*.

9 Match 1–3 with a–c and make two dialogues.

Dialogue 1

1 b What time is it?
2 c What time is the show?
3 a Let's watch it.

a OK!
b It's five to two.
c At two o'clock.

Dialogue 2

1 c When is the match?
2 a What time is it now?
3 b Let's walk fast then!

a It's a quarter to eleven.
b Yes, let's go!
c It's at eleven o'clock.

Exercise 5
1 email a friend
2 watch videos online
3 write a blog
4 have a video call

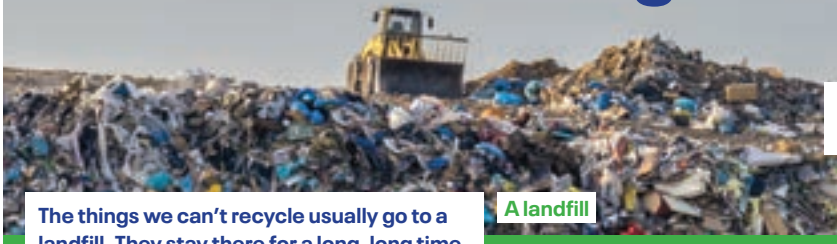
SET FOR LIFE

Give things a new life!

What can we do with old or broken things?



We can recycle some things, but we can't recycle all of them.



A landfill

The things we can't recycle usually go to a landfill. They stay there for a long, long time. Landfills use a lot of space and they are not good for the environment.

We use a lot of energy to make new things like mobile phones or clothes. This is bad for the environment too.



How can we help?

Repair things! ✓



Use things in a different way ✓



Save energy!

Save space!

Save the environment!

Students' answers in L1

1 What do you usually do with things 1–4? Choose a, b or c.

a Throw them away.

b Repair them.

c Recycle them.





2 Read the poster above. Answer the questions.

1 What happens to the things we can't recycle?

2 Why is it good to repair broken things or use them in a different way?

3 6.17 Listen to Mike and Suzie. They are talking about repairing things. Choose the correct option.

SHOW YOU CARE: REPAIR!

Join our repair workshops!



When? [1] *Sunday* / Saturday mornings at [2] 11 a.m. / *1 p.m.*
Where? Bay Road Centre

Bring your [3] broken / *new* things.
Our team can [4] *recycle* / repair them for you.
We can teach you how to repair them too!

Bring your old things and give them a new life!
There are a lot of fun projects with the things we can't fix.
Make a cat bed with old [5] clothes / *bags*!



Exercise 2
1 They go to a landfill.
2 (We save energy, we save space and) it is good for the environment.

For the teacher
- Teaching notes, page 204
- Audioscripts, page 237

On the Portal
- Photocopiable activity: *Make old things new!*

Repair or use again

4 6.18 Listen to Mike and Suzie again. Choose the correct option.

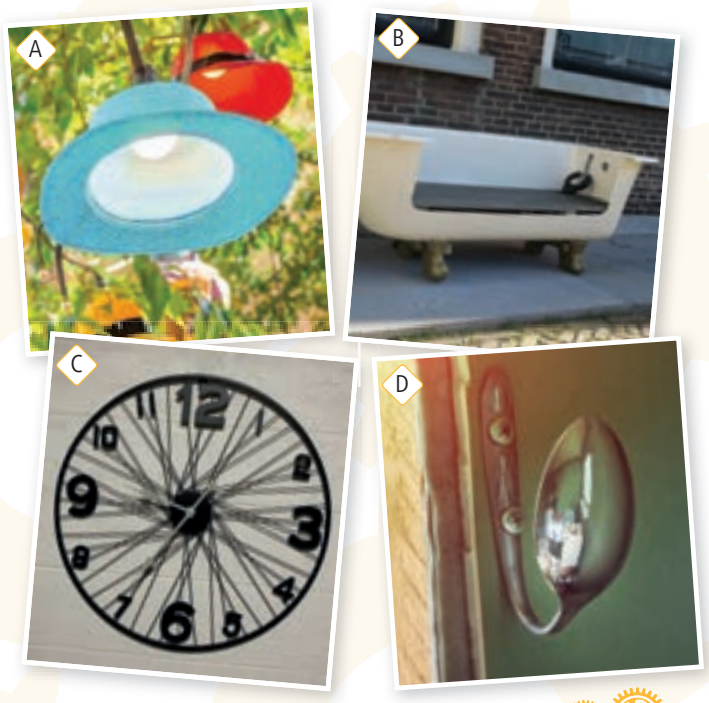
What we do in our workshop:

We repair slow [1] *phones* / *computers*.

We show you how to paint your [2] *desks* / *chairs*. You can make them look [3] *new* / *cool*!

We [4] *throw away* / *use* things we can't repair.

5 In pairs, look at photos A–D. What are the things? What are they made from? Look up any words you need.



SET FOR LIFE

6 Make a new object from something old or broken. Make a digital presentation of the process. Follow these steps.

1. Find an old or broken thing. Make a list of things you can do with it or with parts of it.
2. Choose an idea and do your project. Take photos of every step.
3. Make a digital presentation with the photos.
4. Show your presentation to the class.

USEFUL TIPS

It is not good for the environment to throw away things.

Learn how to repair broken things.

Take parts from a broken thing and make something new.

Use things in a different way.

Give the things you no longer want to other people.

Exercise 5

1 They're lamps. They're made from hats.
2 It's a sofa. It's made from an old bath (tub).
3 It's a clock. It's made from a bike wheel.
4 It's a hook. It's made from a spoon.



Progress Check Units 1–6

Vocabulary and Grammar

1 Choose the correct answer.

1 This day is after Wednesday and before Friday.
a Tuesday b Saturday (c) Thursday

2 You _____ to music.
a play (b) listen c hear

3 You wear them on your feet. They're good for running.
a shoes (b) trainers c trousers

4 You have this meal before you go to school.
a dinner b lunch (c) breakfast

5 This month has 31 days.
a February (b) October c June

6 You do this with a pen and a notebook.
(a) write b read c speak

2 Complete the text with one word in each gap.

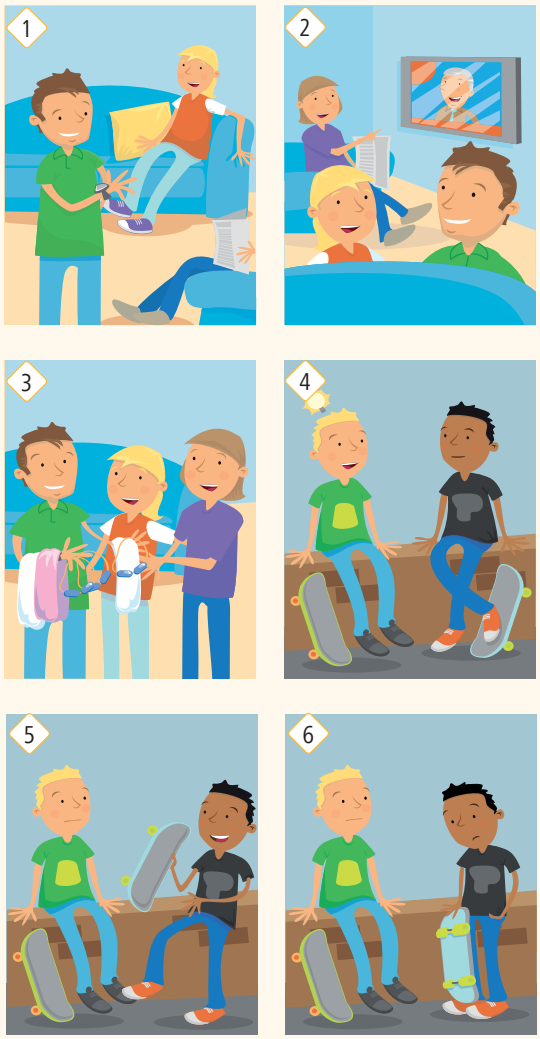


My bedroom is small. I've [1] *got* a big bed, but I [2]_____ got a desk. Our house has got a big living room. [3]_____ are two desks in it: one for my brother and one for me. I usually [4]_____ my homework after school. My brother [5]_____ football after school, so he [6]_____ his homework before dinner. We usually have dinner at half [7]_____ six. After dinner, I [8]_____ computer games and my brother [9]_____ videos online. We always [10]_____ to bed early on weekdays.

Exercise 2
2 haven't
3 There
4 do
5 plays
6 does
7 past
8 play
9 watches
10 go

Speaking

3 Look at the pictures. Match sentences a–h with pictures 1–6. There are two extra sentences.



a No, it isn't a good idea. _____
b The film's at a quarter to five. 2
c Let's do something fun! 4
d Let's go skateboarding! 5
e Swimming? I'm not sure. _____
f Swimming? Great idea! 3
g We can ride our bikes! 6
h What time is it? 1

4 In pairs, ask and answer the questions.

1 What's your favourite month?
2 Who can sing in your family?
3 What cool things can you do?
4 Have you got a book in English?

For the teacher
• Audioscript, page 237

On the Portal
• Test: Units 1–6 Progress Test, Units 1–6 Progress Writing Test, Units 1–6 Progress Speaking Test

For the student
• Workbook, page 69

On the Portal
• Workbook

Reading

5 In pairs, talk about what you and your family can and can't do.

A: I can play the guitar.
B: My brother can't dance!

6 Read the ad. What is it about? Choose the correct answer.

(a) a talent contest b a London show

7 Read the ad again. Answer the questions.

1 Who is Meryl? *She's a new star.*
2 What can she do? _____
3 How many prizes are there? _____
4 When is the contest? _____
5 Where is it? _____
6 Can dogs come? _____

Listening

8 6.19 Listen and tick (✓) the correct answer.

1 What can Grace do?

a ☐ b ☑ c ☐



2 What club is on Thursday?

a ☐ b ☑ c ☐



3 What time is the film?

a ☐ b ☐ c ☑



4 Where is Jill?

a ☑ b ☐ c ☐



5 What can Uncle Jack do?

a ☐ b ☑ c ☐



New Stars!



You can be a star too!

This is Meryl. She's a new star! She sings and plays the guitar in a rock band. She can dance too. What can you do? Show us! We've got special prizes.

Prize 1 You can be on TV!
Prize 2 Meet a famous band!
Prize 3 Go to a London show!

When: Saturday at 8 o'clock
Where: Town Theatre
Your family and friends can come too!
We're sorry, but no dogs.

Writing

9 Complete Dan's blog with the words below. There are two extra words.

after breakfast can garden get hang have ~~house~~ listen room the usually

I'm at my cousin Julie's [1]*house* this week. It's in Richmond. It isn't very big, but it's got a fantastic [2] garden ! My uncle and aunt [3] get up at half past six. I get up at seven and have [4] breakfast with them and Julie. [5] After breakfast, I go to bed again – it's the holidays! Then I tidy my [6] room . Julie and I [7] usually do sports after lunch. Julie [8] can skateboard really well. She's my new teacher! We often [9] hang out with Julie's friends before dinner. Before bed, we [10] listen to music or watch TV.

10 You are at a friend's house for the holidays. Write 40–50 words about what you do. Use these questions to help you.

1 Where is your friend's house?
2 What time do you get up?
3 What do you do before and after lunch?
4 What do you do in the evening?

I'm at my friend's house this week. It's in … I get up at … I have breakfast with … Before lunch, I/we … After lunch, I/we … In the evening I/we …

Exercise 7
2 She can sing, play the guitar and dance.
3 There are three prizes.
4 It's on Saturday at 8/eight o'clock.
5 It's at the Town Theatre.
6 No, they can't.

Animals 7

VOCABULARY
Wild animals | Pets | Adjectives | Where animals live

GRAMMAR
Present Simple negative | Present Simple questions and short answers



7.1 Vocabulary

Wild animals

1 Find the animals below in photos A–H. There is one extra photo.

crocodile elephant giraffe kangaroo lion monkey tiger

Exercise 1
crocodile – G;
elephant – C;
giraffe – D;
kangaroo – F;
lion – B;
monkey – E;
tiger – H

For the teacher
- Teaching notes, page 206

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Wild animals*
- **Test:** Vocabulary Check 7

For the student
- Workbook, page 72

On the Portal
- **Workbook:** Lesson 7.1
- **Extra Practice Activities:** Vocabulary

2 7.1 Listen and repeat. What is the name of the animal in the extra photo on page 102?

VOCABULARY Wild animals

bird butterfly crocodile elephant fish
fly frog giraffe kangaroo lion monkey
snake spider tiger whale

3 Look at photos 1–7 and complete the words. Use the Vocabulary box to help you.



1 b u t t e r f l y



2 b i r d



3 f l y



4 s n a k e



5 s p i d e r



6 f r o g



7 f i s h

4 7.2 Listen to the animal sounds. Number the animals. Then check your answers in pairs.

a 5 bird
b 2 elephant
c 4 frog
d 1 lion
e 3 monkey
f 6 snake

5 Read the sentences and choose the correct option.

1 I can fly!
spider / bird

2 I can swim!
whale / butterfly

3 I'm very tall!
frog / giraffe

4 I can't jump!
kangaroo / elephant

5 I've got big teeth!
crocodile / fly

6 I haven't got arms and legs.
snake / monkey

6 The names of the animals are mixed up. Write the correct names.

1	ti on	4	croco roo
2	kanga fly	5	li key
3	butter dile	6	mon ger

1 tiger
2 kangaroo
3 butterfly
4 crocodile
5 lion
6 monkey

YOUR WORLD

7 Draw three fantasy animals. In pairs, look at the animals and give them a name.

A: It's a giraffe and a bird.
B: It's a 'giraffird'!
A: Or a 'biraffe'!



7.2 Grammar

Present Simple negative

VIDEO **I DON'T LIKE CATS!**

1





Alex: Mum? I want a dog like this! Please?
Mum: Aww … I like dogs, but they are hard work, Alex.
Alex: I don't mind!

2



Mum: Can you get up early and take it for a walk? Every day?
Jen: Poor dog! Alex doesn't get up before twelve o'clock at the weekend.
Dad: Big dogs eat a lot.
Alex: But it's small! It doesn't eat a lot.
Dad: Because it's a puppy! These dogs are usually very big!
Alex: Oh, all right.

3



Jen: How about a cat? People don't take cats for a walk.
Alex: I don't like cats! And I'm allergic!
Dad: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.

1 35 7.3 Watch the video. Then listen and read. Find a word that means 'baby dog'. puppy

2 Read the sentences. Mark them T (true) or F (false).

1 Alex's mum doesn't like dogs. T / (F)
2 Alex gets up late at the weekend. (T) / F
3 Dad thinks small dogs eat a lot. T / (F)
4 The puppy in Alex's photo is very big. T / (F)
5 A cat isn't a good pet for Alex. (T) / F

SOUNDS GOOD!

I don't mind! • Poor (dog)! • Oh, all right!

3 7.4 Listen and repeat. Find these expressions in the story. How do you say them in your language?

4 Guess what kind of pet is good for Alex in Dad's opinion.

5 36 7.5 Now watch or listen and check.

Exercise 5
Dad thinks a goldfish is a good pet for Alex.

For the teacher
- Teaching notes, page 207
- Videoscripts, page 238
- Audioscript, page 238

On the Portal
- Grammar presentation
- **Photocopiable activity:** *You don't like classical music!*
- **Test:** Grammar Check 7

For the student
- Workbook, page 73
- Grammar Time, page 138

On the Portal
- **Workbook:** Lesson 7.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR Present Simple negative

I	don't (do not) get up early.
You	don't (do not) get up early.
He/She/It	doesn't (does not) get up early.
We	don't (do not) get up early.
You	don't (do not) get up early.
They	don't (do not) get up early.

VIDEO 37 GET GRAMMAR!



7 7.3 7.5 Choose the correct option. Then listen again and check.

1 Alex *wants* / *doesn't want* a cat.
2 Small dogs *eat* / *don't eat* a lot.
3 Alex's mum *likes* / *doesn't like* the puppy in the photo.
4 Alex *gets up* / *doesn't get up* before twelve o'clock at the weekend.
5 People *take* / *don't take* cats for a morning walk.
6 Alex *wants* / *doesn't want* a goldfish.

8 Complete what Alex says with *don't* or *doesn't*.

1 On weekdays, Jen and I go to school, but we *don't* go to school at the weekend.

2 At the weekend, Lucas plays computer games, but he doesn't play computer games on weekdays.

3 On weekdays, Jen gets up early, but she doesn't get up early at the weekend.



4 I hang out with my friends at the weekend, but I don't hang out with them on weekdays.

5 On weekdays, Lian does homework, but she doesn't do homework at the weekend.

6 At the weekend, we watch films on TV, but we don't watch TV on weekdays.

9 In pairs, talk about what you do and don't do at the weekend.

I don't go to school at the weekend.

10 7.6 Listen and repeat. Match the words in the Vocabulary box with pictures 1–8.

VOCABULARY Pets

cat dog goldfish hamster
iguana parrot rabbit tortoise



1 cat 2 parrot 3 tortoise 4 goldfish

5 hamster 6 iguana 7 rabbit 8 dog

11 Which pet is good for these people?

Student A, read 1–3. Then listen to Student B and decide. Student B, go to page 142 to help Student A. Student A, choose the correct option.

1 Alex: *goldfish* / *dog*
2 Lucas: *parrot* / *hamster*
3 Lian: *iguana* / *rabbit*

A: A goldfish or a dog for Alex?
B: Alex wants to play with his pet.
A: A dog is a good pet for Alex, then.

Student B, read 4–6. Then listen to Student A and decide. Student A, go to page 142 to help Student B. Student B, choose the correct option.

4 Granny: *dog* / *hamster*
5 Aunt Megan: *tortoise* / *parrot*
6 Jen's friend, Emma: *goldfish* / *big dog*

I can use the negative form of the Present Simple and talk about pets.

7.3 Grammar

Present Simple questions and short answers

The Terrific Two – Superdug's interview



1 Look at the cartoon. In what language is Kit's magazine? (It's in) Chinese.

2 7.7 Listen and read. Who is Superdug's piano teacher?

Exercise 2
Kit is Superdug's piano teacher.

3 Read the sentences. Choose the correct option.

1 Superdug *watches TV* / *plays computer games* to relax.
2 Superdug *sometimes* / *always* wins computer games.
3 Kit *speaks* / *doesn't speak* foreign languages.
4 Superdug *is* / *isn't* a good piano player.
5 Kit *sings* / *doesn't sing* well.

For the teacher
- Teaching notes, page 208
- *Need support?* worksheet, page 228
- Videoscript, page 238
- Audioscript, page 238

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What do you do to relax?*
  Test: Grammar Check 7

For the student
- Workbook, page 74
- Grammar Time, page 138

On the Portal
- **Workbook:** Lesson 7.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR Present Simple questions and short answers

?	Short answers
Do I sing?	Yes, I do. / No, I don't.
Do you sing?	Yes, you do. / No, you don't.
Does he/she/it sing?	Yes, he/she/it does. / No, he/she/it doesn't.
Do we sing?	Yes, we do. / No, we don't.
Do you sing?	Yes, you do. / No, you don't.
Do they sing?	Yes, they do. / No, they don't.
What do you do to relax?	I play computer games.

VIDEO 38 GET GRAMMAR!



5 Complete the reporter's other questions to Superdug with *do* or *does*.

1 *Do* you know Superman? (✗)
2 Do you hang out with friends? (✓)
3 Does Kit help you? (✓)
4 Do you go to the gym? (✓)
5 Do you and Kit go ice-skating? (✗)
6 Does Kit teach music at a school? (✗)

6 In your notebook, write Superdug's answers to the questions in Exercise 5.

1 *No, I don't.*

7 Work in pairs. Student A, pretend you are the reporter. Student B, pretend you are Superdug. Role play the questions and answers in Exercises 5 and 6. Then change roles and have the conversation again.

A: Do you know Superman?
B: No, I don't.

8 In your notebook, write questions.

1 you / play the guitar?
Do you play the guitar?
2 you / listen to pop music?
3 Superdug / eat superhero food?
4 Superdug / watch TV?
5 you and Superdug / hang out every day?
6 Superdug / have swimming lessons?

9 7.8 Listen to Kit's answers to the questions in Exercise 8. Write them in your notebook.

1 *No, I don't.*

10 Play a game. Complete the questions. In pairs, ask the questions and mime the answers. You get one point for each correct guess.

1 What *do you do* (do) to relax?
2 What do you have (have) for breakfast?
3 Where do you do (do) your homework?
4 What do you do (do) after school?
5 What do you do (do) on Friday after dinner?
6 Where do you hang out (hang out) with your friends?

A: What do you do to relax?
B: (mimes the answer)
A: I know! You play the guitar!



YOUR WORLD

11 7.9 7.10 Go to page 142. Listen and sing the Questions Song.

Exercise 8
2 Do you listen to pop music?
3 Does Superdug eat superhero food?
4 Does Superdug watch TV?
5 Do you and Superdug hang out every day?
6 Does Superdug have swimming lessons?

Exercise 9
2 Yes, I do.
3 No, he doesn't.
4 Yes, he does.
5 No, we don't.
6 No, he doesn't.

Exercise 6
2 Yes, I/we do.
3 Yes, she does.
4 Yes, I/we do.
5 No, we don't.
6 No, she doesn't.

I can ask and answer questions in the Present Simple.

7.4 Speaking

Buying a ticket

VIDEO **ONE TICKET, PLEASE.**

Dad: Get a ticket, Lucas. Jen and I have got passes.
Attendant: Can I help you?
Lucas: Can I have one ticket to the zoo, please?
Attendant: That's eighteen pounds fifty, please.
Lucas: Here you are.
Attendant: Thank you. Here's your ticket. Would you like a guide?
Lucas: No, thanks. I've got all the information on my phone. Where do we start?
Jen: At the café. I'm so hungry I could eat a horse!
Lucas: Shh! We're at the zoo.



Exercise 1
He's got all the information on his phone.

1 39 7.11 Watch the video. Then listen and read. Why doesn't Lucas need a guide?

2 7.12 Listen and repeat.

SPEAKING Buying a ticket

A: Can I help you?
B: Can I have *one ticket/two tickets to the zoo*, please?
A: That's *eighteen pounds fifty.*
B: Here you are.
A: Here's your ticket./Here are your tickets.
B: Thanks.

3 7.13 Put the dialogue in order. Then listen and check.

a [6] Thanks.
b [5] Here are your tickets.
c [2] Can I have three tickets to the aquarium, please?
d [4] Here you are.
e [3] That's twelve pounds sixty, please.
f [1] Can I help you?

WATCH OUT!
£ = pound
£4.20 = four (pounds) twenty

4 How much are the tickets?









1 *eighteen pounds fifty*
2 eight pounds twenty
3 nine pounds ten
4 nineteen pounds fifteen

5 In pairs, role play buying tickets to the museum.

A: help / you? *Can I help you?*
B: three tickets
A: £13.20
B: here
A: your tickets
B: thanks

6 In pairs, role play three more dialogues. Use the tickets in Exercise 4 and the phrases in the Speaking box.

Exercise 5
A: Can I help you?
B: Can I have three tickets to the museum, please?
A: That's thirteen pounds twenty.
B: Here you are.
A: Here are your tickets.
B: Thanks.

For the teacher
- Teaching notes, page 209
- *Need support?* worksheet, page 228
- Audioscript, page 238

On the Portal
- **Photocopiable activity:** *Can I have two tickets, please?*

For the student
- Workbook, page 75

On the Portal
- **Workbook:** Lesson 7.4
- **Extra Practice Activities:** Speaking

7.5 Reading and Vocabulary

Amazing animals

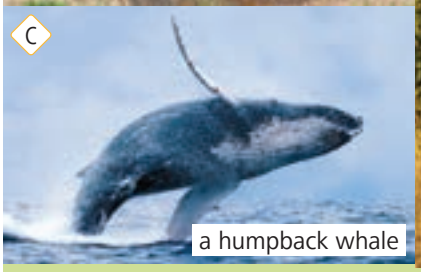
1 In your notebook, write names of animals which …
a swim very well. b eat a lot. c can sing.

2 7.14 Read and listen to the texts from a web page about amazing animals. Match texts 1–3 with photos A–C.

Amazing animals!


A
an elephant


B
a giraffe


C
a humpback whale

1 B These animals are very fast. They can run at 55 kilometres an hour! They only sleep one or two hours every night. They've got cute faces. They don't drink much water, but they like eating. They can eat leaves from tall trees. They eat 45 kilos of food every day!

2 A These animals are big, but they can run very fast. They love water and they can swim too. They love their families. They are very clever and friendly, but sometimes they can be dangerous! They eat plants. They eat up to 270 kilos of food and they drink about 75 litres of water every day!

3 C These animals eat a lot of very small fish and they are very strong. They can jump out of the water. They like having fun! They can sing and they 'write' different songs! Some people think they are ugly, but other people think they are cute.

3 Read the texts again and complete the table.

	giraffes	elephants	humpback whales
What do they eat/drink?	*leaves*, water	plants, water	(very small) fish
What can they do?	run fast, eat leaves from tall trees	run fast, swim	*jump*, sing, 'write' songs
What do they like/love?	eating	water, their families	having fun

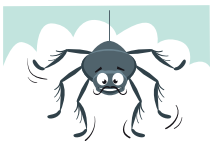
4 7.15 Listen and repeat. Match the words in the Vocabulary box with pictures 1–6.

VOCABULARY Adjectives

cute dangerous fast slow strong ugly


1 dangerous


2 slow


3 ugly


4 cute


5 fast


6 strong

5 Read the texts in Exercise 2 again. Find and write the adjectives that describe each animal in your notebook.
giraffe: fast, …

6 7.16 Listen to two children. What animals do they talk about?
Speaker 1: kangaroos
Speaker 2: butterflies

YOUR WORLD

7 Play a game in teams of four. Your teacher says an adjective. Which animals does it describe? Write a list. You have one minute. Which team has the longest list?
Teacher: *fast*
Group: *giraffe, elephant, …*

Exercise 1
(Suggested answers)
a a crocodile, a fish, a goldfish, a whale
b an elephant, a lion, a rabbit, a tiger
c a bird

Exercise 5
giraffes: fast, cute
elephant: big, fast, clever, friendly, dangerous
humpback whale: strong, ugly, cute

I can understand a text about animals.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 228
- Audioscript, page 238

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Guess the adjective*

For the student
- Workbook, page 76

On the Portal
- **Workbook**: Lesson 7.5
- **Extra Practice Activities**: Vocabulary

7.6 Listening and Writing

Looking after a pet

1 In pairs, make a list of animals that you can have as pets. Then say which animals are easy to look after in your opinion.

Cats – easy. You don't take cats for a walk!

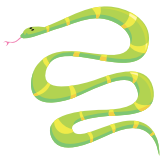
2 7.17 Listen to a radio interview with Jo, a pet expert. Tick (✓) the names of the animals on your list that you hear.

3 7.17 Listen again. Look and tick (✓) a, b or c.

1 Which animal is dangerous?

a ☐ b ☐ c ☑





2 What do dogs like?

a ☐ b ☑ c ☐





3 Which pet sleeps a lot?

a ☐ b ☑ c ☐





4 7.18 Listen to George talking about his new pet. Choose the correct option.

1 George's rabbit is *clever* / *boring*.
2 His favourite place is *his rabbit house* / *the garden*.
3 He eats *green* / *red and green* vegetables.
4 He drinks *water* / *milk*.
5 George has got *one rabbit* / *two rabbits*.



5 In pairs, talk about your ideal pet. What is it? What do you know about it?

6 Read Martin's email to Jen. What is it about? Choose the correct answer.

a his weekend ⓑ his puppy

Hi Jen,

Can you look after my puppy for the weekend? His name's Rex.

He eats dog food and he drinks water. He likes milk too. I take him for a walk after his breakfast and dinner. He sleeps a lot. He's very friendly and very cute!

Is this OK? Let me know.

Thanks,
Martin

7 Study the Writing box. How does the email begin? How does it end?

WRITING Starting and ending an email

Begin with *Hi* / *Hello*.
Write a comma after the name, e.g. *Hi Jen, …*
Write your name at the end, e.g. *Martin*

8 Order the sentences to make an email.

a 3 She eats cat food and chicken. She drinks water.
b 4 Helena
c 5 Thanks,
d 6 Is this OK? Let me know.
e 1 Hi Ben,
f 2 Can you look after my cat for the weekend?

WRITING TIME

9 Write an email to a friend asking him/her to look after your pet.

1 **Find ideas**
Make notes about your pet.

2 **Draft**
Write *Hi* / *Hello* and your friend's name.
Explain why you are writing.
Can you look after my … for the weekend?
Give helpful information.
He/She eats/drinks/likes/sleeps …
End your email.
Is this OK? Let me know.
Thank your friend and write your name.

3 **Check and write**
Check the beginning and ending of your email.
Write the final version of your text.

Exercise 7
It begins with 'Hi'. It ends with 'Thanks, Martin'.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 228
- Audioscripts, pages 238–239

On the Portal
- Photocopiable activity: *Can you look after my cat?*

For the student
- Workbook, page 77

On the Portal
- Workbook: Lesson 7.6
- Extra Practice Activities: Writing

7.7 CLIL: Science

The environment

1 7.19 Listen and repeat. Match the phrases in the Vocabulary box with photos 1–6.

VOCABULARY Where animals live

in the forest 6 in a hole in the ground 1
on land 4 in a pond 2 in the sea 3 in trees 5













2 Read the texts. Match headings a–b with texts 1–2.

a Water animals b Land animals

1 b Land animals

A lot of animals, like tigers, elephants, giraffes and butterflies, live in forests. There are many different types of forests all over the world.

Some animals live in trees. They can do that because they can climb or fly. Some of these animals are monkeys, snakes, birds and spiders.

Rabbits make holes in the ground and they make a lot of them! They live there with their friends and families.

2 a Water animals

There is a lot of life in ponds! Fish and frogs have their home there. Frogs are different from fish because they don't live only in the water. They can also live on land.

You can find a lot of different fish in the sea. They are big, small, cute, funny or ugly and they are many different colours. Whales live in the sea too.

3 Read the texts in Exercise 2 again. Mark the sentences T (true) or F (false).

1 All forests are the same. T / (F)
2 Only birds live in trees. T / (F)
3 Rabbits live together with other rabbits. (T) / F
4 Fish don't live on land. (T) / F
5 Fish can be many different colours. (T) / F
6 Whales live in ponds. T / (F)

4 What animals live in these places? Complete the table. Use information from the texts in Exercise 2.

1	In the forest	*butterfly*, elephant, giraffe, tiger
2	In trees	bird, monkey, snake, spider
3	In a hole in the ground	rabbit
4	In a pond	fish, frog
5	In the sea	fish, whale

5 Look at the animals in the photos. In pairs, guess where they live. Go to page 142 and check.

A: Where do catfish live?
B: I think they live …

Exercise 5
catfish – in a pond;
fox – in a forest;
groundhog – in a hole in the ground;
octopus – in the sea;
koala – in trees



6 Add one more animal to the table in Exercise 4.

I can say and write where animals live.

For the teacher
• Teaching notes, page 211

On the Portal
• **Photocopiable activity:** *The environment*

For the student
• Workbook, page 78

On the Portal
• **Workbook:** Lesson 7.7

Vocabulary Activator

WORDLIST 7.20

Wild animals
bird (n)
butterfly (n)
crocodile (n)
elephant (n)
fish (n)
fly (n)
frog (n)
giraffe (n)
kangaroo (n)
lion (n)
monkey (n)
snake (n)
spider (n)
tiger (n)
whale (n)

Pets
cat (n)
dog (n)
goldfish (n)
hamster (n)
iguana (n)
parrot (n)
rabbit (n)
tortoise (n)

Adjectives
cute (adj)
dangerous (adj)
fast (adj)
slow (adj)
strong (adj)
ugly (adj)

Where animals live
in a hole in the ground
in a pond
in the forest
in the sea
in trees
on land

Extra words
amazing (adj)
at 55 kilometres an hour
at the weekend
because (conjunction)
children (singular: child) (n)
dog food (n)
drink (v)
easy (adj)
every day
expert (n)
food (n)
foreign language
guide (n)
hard work
have fun
hour (n)
I could eat a horse!
I don't mind.
I'm allergic to
interview (n)
kilo (n)
leaves (singular: leaf) (n)
litre (n)
look after (v)
magazine (n)
night (n)
not … at all
Oh, all right.
pass (n)
Poor dog!
puppy (n)
relax (v)
reporter (n)
sleep (v)
take the dog for a walk
think (v)
together (adv)
water (n)
win (v)
work (v)

1 Look at pictures 1–8 and write the animals.


1 *elephant*


2 crocodile


3 kangaroo


4 monkey


5 parrot


6 butterfly


7 iguana


8 hamster

2 Read the questions. Choose the correct answer.

1 Which animal is fast? *b*
Which animal is slow? *a*
a tortoise **b** tiger

2 Which animal is strong? b
Which animal has got legs? a
a snake **b** lion

3 Which animal is cute? a
Which animal is ugly? b
a cat **b** fly

4 Which animal lives in a pond? b
Which animal lives in a tree? a
a bird **b** frog

5 Which animal lives in people's houses? b
Which animal lives in a forest? a
a giraffe **b** spider

6 Which animal lives in the sea? b
Which animal lives in a hole in the ground? a
a rabbit **b** whale

3 7.21 **PRONUNCIATION** /s/
Listen and repeat.
Sue's snake Simon just eats, eats and eats.
He sits on the sofa and steals all the sweets!



Unit 7 **112**

On the Portal
- **Photocopiable activities:** *Word snakes; Ten seconds*
- **Test:** Unit 7 Test

For the student
- Workbook, pages 79–80

On the Portal
- **Workbook:** Self-check
- My Language File: Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the odd one out. Why is it different?

1 a bird
b fly
c butterfly
(d) kangaroo

2 a crocodile
(b) tiger
c snake
d elephant

3 (a) monkey
b frog
c fish
d whale

4 a giraffe
(b) spider
c lion
d tiger

2 How many pets can you see? Write the number.



1 cats *one*
2 rabbits four
3 parrots two
4 goldfish six
5 tortoises three
6 iguanas one
7 dogs two
8 hamsters five

3 Complete the adjectives.

1 str *o* n *g*
2 danger o u s
3 fa s t
4 sl o w
5 ug l y
6 cu t e

4 Complete the sentences with the words below.

forest ground hole land pond ~~sea~~ trees

1 Whales live in the *sea* and lions live on land.
2 Frogs live in a pond.
3 Elephants and giraffes live in the forest.
4 Monkeys and birds live in trees.
5 Rabbits live in a hole in the ground.

Grammar

5 Read the text and write negative sentences in your notebook.

Jason and his family are very different!

Jason wants an iguana. His sister Jackie wants a rabbit, and their parents want a parrot.

They all watch TV. Jackie, Mum and Dad like films and Jason likes cartoons.

At the weekend, Jason goes to the park with his friends. Jackie hangs out with her best friend, and their parents visit the neighbours.

1 Jackie and Jason / want / a parrot
Jackie and Jason don't want a parrot.
2 their parents / want / an iguana
3 Jackie / like / cartoons
4 Jason / go / to the park with his parents
5 his parents / go to the park

6 In your notebook, write questions and answers.

1 Jason / want / a rabbit?
A: Does Jason want a rabbit?
B: No, he doesn't.
2 his parents / want / an iguana?
3 they all / watch TV?
4 what / Jackie / do / at the weekend?
5 where / Jason / go / at the weekend?

Speaking

7 Choose the correct answer.

1 Can I help you?
(a) Can I have a ticket, please?
b Would you like a ticket?
2 That's ten pounds ninety.
a The money's here.
(b) Here you are.
3 Here are your tickets.
(a) Thanks.
b No, they aren't.

Exercise 5
2 Their parents don't want an iguana.
3 Jackie doesn't like cartoons.
4 Jason doesn't go to the park with his parents.
5 His parents don't go to the park.

Exercise 6
2 Do his parents want an iguana? No, they don't.
3 Do they all watch TV? Yes, they do.
4 What does Jackie do at the weekend? She hangs out with her best friend.
5 Where does Jason go at the weekend? He goes to the park with his friends.

BBC CULTURE

Pets in the UK



1 Discuss these questions in class.

1 Which pets are popular in your country?
2 Do you know any unusual pets? What are they?
3 Would you like to have an exotic animal as a pet?

2 7.22 Listen and read. Match photos A–D with texts 1–3. There is one extra photo.

Pets in the UK

Some people in the UK want an unusual pet. This is why they choose exotic animals. Here are three unusual pets that you can have in the UK.

1 B Tarantulas
Spiders are scary, but some people think tarantulas are pretty. They are quiet animals and they don't need a lot of space or food, so they aren't hard work.

2 D Pygmy hedgehogs
People like pygmy hedgehogs because they are small and cute. They eat cat food and they eat a lot! They need a lot of space to run and play.

3 A Axolotls
They've got an unusual name and they look funny. They live in the water. They can be brown, black, yellow, white or other colours. And here's an amazing fact: if they lose a part of their body, they can make a new one!

3 Read the texts in Exercise 2 again and answer the questions.

1 Which pet eats a lot?
The pygmy hedgehog.
2 Which pet can make new body parts? The axolotl.
3 Which pet needs a lot of space? The pygmy hedgehog.
4 Which pet doesn't need a lot of food? The tarantula.
5 Which pet can be different colours? The axolotl.
6 Which pet can be scary? The tarantula.

4 7.23 Listen and choose the correct answer.

1 Which is the number one pet in the UK?
a cat (b) dog
2 Which animal is number three in the list?
a rabbit (b) fish
3 Which are two top names for pets in the UK?
(a) Alfie and Bella b Cookie and Dolly
4 What is their dog's name?
(a) George b Mrs C

5 Work in pairs. Imagine you can have one of the animals in photos A–D.

1 Which animal do you choose? Why?
2 Think of a name for your animal.

exotic (adj) interesting and unusual because it is from a foreign place
popular (adj) something is popular when a lot of people like or do it
unusual (adj) different from what we usually do or know

For the teacher
- Teaching notes, page 212
- Audioscript, page 239
- Videoscript, page 239

On the Portal
- **Photocopiable activity:** *Project worksheet: a digital presentation*

For the student
- Workbook, page 81

BBC London Zoo



6 40 Watch the video and answer the presenter's questions. What do the animals do after breakfast? 3 b (Millipedes have 300 legs.) They play.

7 40 Watch the video again. Match the animals below with sentences 1–6. Use the information from the video, not what you know.

monkeys penguins stick insects tigers (×2) tortoises

1 They're fast. *tigers*
2 They're slow. tortoises
3 They're green. stick insects.
4 They eat fish. penguins
5 They eat meat. tigers
6 They love toys. monkeys

8 Discuss in groups. Which animals in London Zoo would you like to see? Why?

PROJECT TIME

9 In groups of three, make a digital presentation with photos and information about your ideal pets.

1 **In your group, think of six ideal pets, two pets for each person in your group. Find information about them. Use these questions to help you.**
- What animals are your ideal pets?
- What do they look like?
- What do they eat?
- What can they do?
- What is a fun fact about them?

2 **Individually, create your part of the presentation.**
- Make digital posters of the pets.
- Find photos of each pet.
- Write a short text about each pet.
- Give each text a title.

3 **In your group, create your presentation.**
- Put the photos and texts together.
- Think of a title for the whole presentation.
- Check that the texts are correct.

4 **Share your presentation with the class.**
- Present your pets.
- Answer other students' questions.
- Ask questions and comment on the other presentations.



I like that!

8

VOCABULARY
Sports | Healthy lifestyle | Sports equipment

GRAMMAR
love / *like* / *don't like* / *hate* + *-ing* | Object pronouns | Question words



8.1 Vocabulary

Sports

1 Read the words below. What do they mean?

basketball football skateboarding swimming tennis volleyball

For the teacher
- Teaching notes, page 214
- Audioscript, page 239

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Sports Bingo*
- **Test:** Vocabulary Check 8

For the student
- Workbook, page 82

On the Portal
- **Workbook:** Lesson 8.1
- **Extra Practice Activities:** Vocabulary

2 8.1 Listen and repeat. Match the words in the Vocabulary box with photos A–Q on page 116. Which sport is in two photos?

VOCABULARY Sports

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

3 Unscramble the words. Use the Vocabulary box to help you.

1 tekaodnwo *taekwondo*
2 anngcioe canoeing
3 rloerl kasitng roller skating
4 sktbraoadenig skateboarding
5 swobonrdiang snowboarding
6 hoecky hockey
7 bsktbaelal basketball
8 bdatinmon badminton

4 In pairs, put the sports in the Vocabulary box in groups. A sport can be in more than one group.



Indoor sports: *basketball,* _____



Outdoor sports: *football,* _____



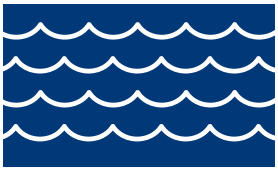
Team sports: _____



Winter sports: _____



Ball sports: _____



Water sports: _____

WATCH OUT!
I **do** taekwondo.
I **go** swimming.
I **play** tennis.

5 8.2 Complete the phrases with *go* or *play*. In pairs, compare your answers. Then listen and check.

1 *go* cycling
2 play basketball
3 play hockey
4 go snowboarding
5 go skateboarding
6 go roller skating
7 go windsurfing
8 play badminton
9 play table tennis
10 go canoeing
11 play football
12 go ice-skating

6 These children do two sports. Look at the pictures and complete the sentences.



Mario



Alicia



Peter



Fran

1 Mario *plays badminton* at school. He goes roller skating at the weekend.
2 Alicia plays table tennis at school. She also goes canoeing with her dad.
3 Peter plays hockey in the school team. He does taekwondo every week.
4 Fran goes snowboarding in winter. She always goes swimming in the morning.

YOUR WORLD

7 Complete the sentences with verbs and sports from Exercise 5.

I never _____ .
I watch _____ on TV.
I think _____ is boring.
I think _____ is great!
I _____ with friends.
I _____ every day.
I often _____ at school.

Exercise 2
badminton – N
basketball – P
canoeing – E
cycling – A
football – O
hockey – K
ice-skating – I
roller skating – F, J
skateboarding – H
snowboarding – M
swimming – B
table tennis – Q
taekwondo – D
tennis – L
volleyball – G
windsurfing – C
Roller skating is in two photos.

Exercise 4
Indoor sports: badminton, *basketball*, cycling, hockey, ice-skating, swimming, table tennis, taekwondo, volleyball
Outdoor sports: badminton, basketball, canoeing, cycling, *football*, hockey, ice-skating, roller skating, skateboarding, snowboarding, swimming, tennis, volleyball, windsurfing
Team sports: basketball, football, hockey, volleyball
Winter sports: ice-skating, snowboarding
Ball sports: basketball, football, hockey, table tennis, tennis, volleyball
Water sports: canoeing, swimming, windsurfing

8.2 Grammar

love / like / don't like / hate + -ing Object pronouns

VIDEO **LET'S GO TO SUMMER CAMP!**

Lian: Hey, guys, do you want to go to summer camp with me?
Alex: Maybe. What do you do there?
Lian: Horse-riding, rock climbing … I like rock climbing.
Jen: I don't like it!
Lian: How about water sports? There's sailing, windsurfing …
Alex: No, thanks. I don't like getting wet.
Jen: That's true. Lian, you like sports. We like them, but we want to do other things too. Cooking, for example.
Lian: There's a cooking camp in …
Alex: No, thanks. I love eating, but I hate cooking!
Lian: Let's find a camp we all like.









1 41 8.3 Watch the video. Then listen and read. Find two sports in the story that are not in the Vocabulary box on page 117.
horse-riding and rock climbing

2 Read the story again. Complete the sentences with one word in each gap.

1 Lian wants to go to *summer* camp.
2 Jen doesn't like rock climbing.
3 Sailing and windsurfing are water sports.
4 Windsurfing is not a good sport for Alex.
5 Jen wants to go to a cooking camp, but Alex doesn't.

SOUNDS GOOD! Maybe. • That's true.

3 8.4 Listen and repeat. Find these expressions in the story.

4 Look at the summer camp brochures. Which camp is good for Lian, Jen and Alex? Choose the correct answer.

a tech camp b fun camp c sports camp

5 42 8.5 Now watch or listen and check. b

For the teacher
- Teaching notes, page 215
- *Need support?* worksheet, page 229
- Videoscripts, page 239
- Audioscripts, page 239

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Do you like cooking?*
- **Test:** Grammar Check 8

For the student
- Workbook, page 83
- Grammar Time, page 139

On the Portal
- **Workbook:** Lesson 8.2
- **Extra Practice Activities:** Grammar, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *love / like / don't like / hate + -ing*

I love eating. I hate cooking.
I don't like getting wet.

Do you like cycling? Yes, I do. / No, I don't.
What do you like doing? I like cooking.

VIDEO **43 GET GRAMMAR!**

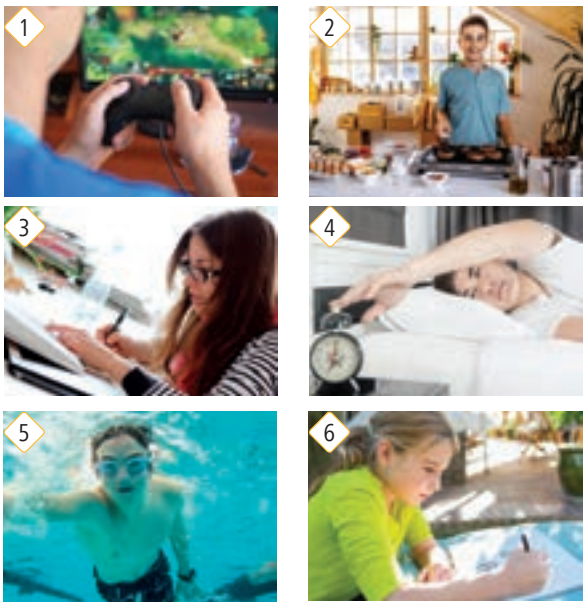


7 Read the story on page 118 again. Complete the sentences with *loves, likes, doesn't like* or *hates*.

1 Jen *doesn't like* rock climbing.
2 Lian ___likes___ rock climbing.
3 Alex ___doesn't like___ getting wet.
4 Alex ___loves___ eating, but he ___hates___ cooking.

8 Look at photos 1–6. Write true sentences in your notebook. Use *love, like, don't like* or *hate + -ing*.

cook do homework draw get up play swim



1 *I like playing computer games.*

9 8.6 Listen and mark the sentences T (true) or F (false).

1 Sue doesn't like playing volleyball. T / (F)
2 Brian likes swimming. T / (F)
3 Kate hates getting up early. (T) / F
4 They love skateboarding. (T) / F
5 Jake doesn't like playing football. T / (F)

GRAMMAR **Object pronouns**

I → me	he → him	we → us
you → you	she → her	you → you
	it → it	they → them

She is a good friend. I like her.
You don't like sports. We love them.

10 Read Lian's email and choose the correct option.



My friend Alex loves fixing computers. [1](He) / *Him* knows a lot of things about [2]*they* / (them). I don't, so I usually ask [3]*he* / (him) for help. [4](We) / *Us* often hang out with his sister, Jen. I like [5]*she* / (her) a lot. Jen loves making cupcakes. [6](They) / *Them* are amazing! Alex and I love chocolate, so [7](she) / *her* often makes chocolate cupcakes for [8]*we* / (us).

YOUR WORLD

11 Write what your friends or family *love/like/don't like/hate* doing. Use Lian's email in Exercise 10 to help you.

My friend … likes … . He/She knows a lot of things about …

Exercise 8
2 I love/like/don't like/hate cooking.
3 I love/like/don't like/hate doing homework.
4 I love/like/don't like/hate getting up.
5 I love/like/don't like/hate swimming.
6 I love/like/don't like/hate drawing.

I can use the verbs *love / like / don't like / hate + -ing* and object pronouns.

8.3 Grammar

Question words

The Terrific Two – Dug's sports hero



1 Look at the cartoon. How many mobile phones can you see? What do you notice about them?

Two. They are the same.

2 8.7 Listen and read. Who is Irina Peters?

She's a tennis champion/a champion tennis player/a tennis player.

3 Read the sentences. Mark them T (true) or F (false).

1 Irina wants Dug's autograph. T / F
2 Irina is Superdug's fan. T / F
3 Kit doesn't know who Irina Peters is. T / F
4 Dug's got the wrong phone. T / F
5 Dug doesn't know where his phone is. T / F

Exercise 3
(Some students may answer F for question 5 – Dug knows that his phone is with Irina – but as he doesn't know where Irina is, he doesn't know where his phone is.)

For the teacher
- Teaching notes, page 216
- *Need support?* worksheet, page 229
- Videoscript, page 240
- Audioscript, page 240

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Who? Where? When?*
- **Test:** Grammar Check 8

For the student
- Workbook, page 84
- Grammar Time, page 139

On the Portal
- **Workbook:** Lesson 8.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR Question words

Who is Dug's sports hero?	It's Irina Peters.
What have you got there?	I've got Irina's autograph.
When is the game?	It's on Tuesday.
Where does she live?	She lives in London.
Whose phone is it?	It's Irina's phone.
How many photos have you got?	I've got 80 photos.

VIDEO **44 GET GRAMMAR!**



5 Match questions 1–6 with answers a–f.

1 [d] Where do Superdug and Kit live?
2 [c] Who is a tennis champion?
3 [a] How many sisters has Kit got?
4 [f] When is Superdug's birthday?
5 [b] What is Kit's favourite dinner?
6 [e] Whose bike is red and white?

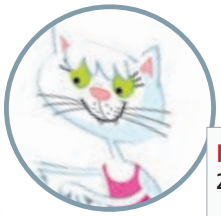
a Two.
b Fish and chips.
c Irina.
d In the UK.
e Superdug's.
f On 5 July.

6 How well do you know the Terrific Two? Complete the questions with the question words below. Then answer the questions in pairs.

how many what when where ~~who~~ whose

1 A: *Who* is Uncle Roberto? (Look at page 16.)
B: *He's Superdug's uncle.*
2 A: _____ is in the box? (Look at page 30.)
3 A: _____ is Granny's house? (Look at page 46.)
4 A: _____ eyes are green? (Look at page 60.)
5 A: _____ children are there in the boat? (Look at page 76.)
6 A: _____ does Superdug play football? (Look at page 90.)

7 8.8 Listen to Superdug's questions. Then choose Kit's answers.



1 On Wednesdays. / At her house.
2 Two cars. / I've got them.
3 In Spain. / You are.
4 It's my sister's. / Two sisters.
5 They're Wonder Will's. / I think there are four.
6 It's in your room. / It's nice.

8 Write questions about the underlined words.

1 A: *What is your favourite sport?*
B: My favourite sport is rock climbing.
2 A: _____?
B: My favourite sportsperson is Rafael Nadal.
3 A: _____?
B: I live at 6 Rose Street.
4 A: _____?
B: My birthday is on 26 August.
5 A: _____?
B: I've got one brother and one sister.

YOUR WORLD

9 In pairs, ask questions 1–5 from Exercise 8 and give true answers.

A: What is your favourite sport?
B: It's …

10 Play a game! Make questions with the words in the box. You have three minutes.

where	Jack	swim	is
does	can	when	what
whose	who	he	like

Where is Jack?
Where can Jack swim?

Exercise 8
2 Who is your favourite sportsperson?
3 Where do you live?
4 When is your birthday?
5 How many brothers and sisters have you got?

Exercise 10 (Suggested answers)
Where is Jack/he?
Where does Jack/he swim?
Where can Jack/he swim?
When does Jack/he swim?
When can Jack/he swim?
Who is Jack/he?
Who does Jack/he like?
What does Jack/he like?
Whose friend is Jack/he?
Whose friend can swim?
Whose friend is Jack/he?
Does Jack/he swim?
Can Jack/he swim?

Exercise 6
2 What; Superdug's new superhero suit.
3 Where; It's at 10 Paxton Street.
4 Whose; Kit's eyes are green.
5 How many; There are two children in the boat.
6 When; On Fridays.

8.4 Speaking

Talking about the weather

VIDEO **WHAT'S THE WEATHER LIKE?**

Lucas is on holiday in Spain, but it's rainy in London.

Jen: Hi, Lucas! Why aren't you at the beach? Isn't it hot and sunny?
Lucas: It's three o'clock. It's too hot and too sunny. What's the weather like in the UK?
Jen: It's cold and rainy. We can't go swimming.
Lucas: That's a pity.
Jen: Yes, but it's OK. It often rains in summer.
Lucas: Well, I hope it's sunny tomorrow.
Jen: Me too, but I still can't go swimming.
Lucas: Why?
Jen: I have a dentist's appointment!
Lucas: Eurgh! I hate dentists!
Jen: Me too!
Lucas: See you soon! Bye!



Exercise 4
(in the Northern Hemisphere)
1 **Summer:** June, July, August
2 **Spring:** March, April, May
3 **Winter:** December, January, February
4 **Autumn:** September, October, November

1 45 8.9 Watch the video. Then listen and read. Complete the sentence.

Jen can't go swimming today because _____.
it's cold/it's cold and rainy/the weather is bad

2 8.10 Listen and repeat.

SPEAKING Talking about the weather

A: What's the weather like?
B: It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy.*
It's *cold/hot/rainy/sunny* in *winter/summer/autumn/spring.*

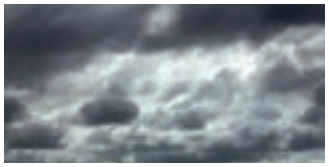
3 What is the weather like? Complete the sentences.



1 It's *rainy*.



2 It's windy.



3 It's cloudy.



4 It's sunny.

4 Which months are in each season in your country?

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

1 Summer: _____
2 Spring: _____
3 Winter: _____
4 Autumn: _____

5 Choose the best answer.

1 A: What's the weather like in autumn in Spain?
B: (a) It's warm and sunny.
b I like sunny weather.
2 A: I want to go windsurfing tomorrow.
B: a Yes, it's cold.
(b) I hope it's warm and windy.

YOUR WORLD

6 Play a game! Student A, say what the weather is like. Student B, suggest a sport you can do. Then change roles.

A: It's windy.
B: Let's go windsurfing!

For the teacher
• Teaching notes, page 217

On the Portal
• **Photocopiable activity:** *What's the weather like?*

For the student
• Workbook, page 85

On the Portal
• **Workbook:** Lesson 8.4
• **Extra Practice Activities:** Speaking

8.5 Reading and Vocabulary

Healthy lifestyle

1 8.11 Listen and repeat. Then match the phrases in the Vocabulary box to photos a–f in the magazine article below.

VOCABULARY Healthy lifestyle

brush your teeth do exercise
drink a lot of water eat fruit and vegetables
go to bed early have friends

1 Photo a: drink a lot of water
2 Photo b: go to bed early
3 Photo c: eat fruit and vegetables
4 Photo d: brush your teeth
5 Photo e: do exercise
6 Photo f: have friends

2 8.12 Read and listen to the magazine article. Match headings A–F with tips 1–6.

A Healthy teeth 4
B Be sporty 5
C Sleep well 1
D People you like 6
E Healthy food 2
F Water is great! 3

3 Read the article again. Complete the sentences with one word in each gap.

1 It's good to *get* up at the same time every day.
2 Healthy teens eat fruit and vegetables every day.
3 Healthy teenagers drink a lot of water.
4 It's good to brush your teeth after every meal.
5 When you want to exercise, you can play a sport, ride your bike or walk.
6 It's fun to hang out with friends.

4 Read the sentences. Tick (✓) the things that are healthy and put a cross (✗) if they are unhealthy.

1 I sleep five hours every night. ✗
2 I never eat vegetables. ✗
3 I often brush my teeth after dinner but never after breakfast. ✗
4 I go swimming at the weekend. ✓
5 I meet my friends three times every week. ✓

TEEN HEALTH

READ OUR TOP TIPS!



1 ☐ A healthy teenager needs nine hours of sleep. Go to bed early and get up at the same time every day.
2 ☐ Don't say 'I hate vegetables!' Find the fruit and vegetables you like. Eat five servings every day.
3 ☐ Healthy teenagers drink a lot of water. Have water in your schoolbag, not cola!
4 ☐ How often do you brush your teeth? Only after breakfast? Brush them after every meal, every day!
5 ☐ Do you like football, swimming or volleyball? Great! You don't? No problem! You can ride your bike or walk. It's good exercise!
6 ☐ Do you play computer games or watch TV after school on your own? Hang out with your friends sometimes. Friends are fun and they help us with our problems.

YOUR WORLD

5 Work in pairs. Talk about two healthy things that you do.
I brush my teeth after every meal.

I can understand short texts about healthy habits.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 229

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Stay healthy!*

For the student
- Workbook, page 86

On the Portal
- **Workbook:** Lesson 8.5
- **Extra Practice Activities:** Vocabulary

8.6 Listening and Writing

Your lifestyle

Exercise 5
Lucas has a healthy lifestyle in some ways.
Yes: Lucas loves sleeping. He drinks water. He plays the guitar every day and he meets his friends.
No: Lucas doesn't like healthy food and he isn't sporty.

1 Complete the sentences about sports champions with *train, good* and *healthy*.

1 Champions are ___good___ at their sport.
2 They ___train___ a lot.
3 They have a ___healthy___ lifestyle.

2 8.13 Listen to the interviews with Denise and Gary. What are their sports?
Denise: volleyball; Gary: taekwondo

3 8.13 Listen again. Read the questions and complete the interviewer's notes about Denise and Gary.



Denise

1 Where does she play volleyball?
At *City* Club.
2 When does she train?
At ___seven/7___ o'clock in the morning.
3 How often does she eat fruit and vegetables?
Every ___day___.
4 Has she got time for homework?
___Yes___, she ___has___.



Gary

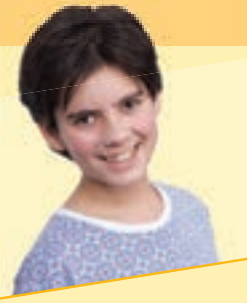
5 How many friends has he got in his club?
He's got ___three/3___ friends.
6 When does he train?
From five to ___seven/7___ every day.
7 When are his competitions?
Usually on ___Saturday___ mornings.
8 What does he always eat on Saturdays? ___pizza___.

4 Have Denise and Gary got a healthy lifestyle? In pairs, compare your ideas.

Exercise 4
Yes, they have. They both do exercise.
Denise drinks a lot of water and eats fruit and vegetables every day.
Gary likes healthy food and has fun with his friends.

5 Has Lucas got a healthy lifestyle? Read his blog and find out.

MY LIFESTYLE!



1 I go to bed at half past nine on school days and I get up at eight o'clock. I love sleeping!
2 My favourite food is pizza. Mum and Dad don't like pizza. Yes, really! They like fruit and vegetables. I drink a lot of water.
3 I'm not very sporty, but I like watching football on TV. I love music and I play the guitar every day after school.

6 Study the Writing box.

WRITING Checking grammar

Read the first draft of your text to check for grammar mistakes. Check your final draft too.
I like ~~watch~~ watching football on TV.

7 Correct the underlined mistakes.

1 I like eat chocolate. *eating*
2 I hate swimming, but my friends like him. ___it___
3 He eat a healthy breakfast. ___eats___
4 We love do sports. ___doing___

WRITING TIME

8 Write about your lifestyle.

1 **Find ideas**
Make notes under these headings.
Sleep: *I go to bed at …*
I get up at …
Food: *My favourite food is …*
Sports and friends: *I am/I'm not very sporty.*
I love/like/don't like/hate …
I often/sometimes hang out with …

2 **Draft**
Write about your lifestyle.

3 **Check and write**
Check for grammar mistakes and write the final version of your text.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 229
- Audioscript, page 240

On the Portal
- **Photocopiable activity:** *My weekend*

For the student
- Workbook, page 87

On the Portal
- **Workbook:** Lesson 8.6
- **Extra Practice Activities:** Writing

8.7 CLIL: Sports

Sports equipment

1 8.14 Listen and repeat. Match the words in the Vocabulary box with the sports equipment A–F in the photos in Exercise 2.

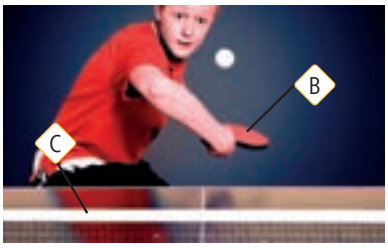
VOCABULARY Sports equipment

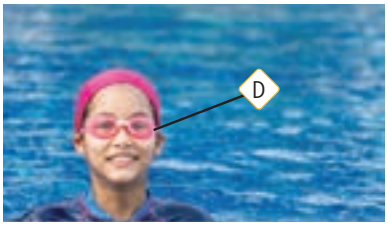
bat B goggles D helmet A net C racket E stick F

2 What sports do the teens in the photos like? Complete the texts with the words below. There are four extra words.

badminton ~~cycling~~ canoeing hockey snowboarding swimming table tennis tennis volleyball











1 I love *cycling* because I can hang out with my friends outdoors. We ride our bikes at the weekend. I always wear a helmet.

2 I play _____ with my brother on Saturdays. You need a small ball and a bat for this sport. You play on a table with a net. There are usually two or four players.

3 I like _____. I'm in a club. I train every day and I think I'm good at it. I wear goggles because I hate getting water in my eyes. I wear a swimming cap too because I've got long hair.

4 I love playing _____. I often play with my sister. We play on Wednesdays and Fridays. I have a new racket. It's a birthday present.

5 I love playing ice _____. You need a long stick to play, and it's also good to wear a helmet.

YOUR WORLD

3 Complete the sentences so they are true for you.
I like _____ . I play/go _____ with _____ .
I need _____ to do this sport.

4 Complete the table with equipment words from the texts in Exercise 2.

Tennis	*racket, ball, net*
Hockey	stick, helmet
Volleyball	ball, net
Football	ball, net
Swimming	goggles, swimming cap
Table tennis	ball, bat, net, table
Cycling	bike, helmet

Exercise 2
2 table tennis
3 swimming
4 tennis
5 hockey

I can name sports equipment.

For the teacher
• Teaching notes, page 219

On the Portal
• Photocopiable activity: *Sports equipment*

For the student
• Workbook, page 88

On the Portal
• **Workbook:** Lesson 8.7

Vocabulary Activator

WORDLIST 8.15

Sports
badminton (n)
basketball (n)
canoeing (n)
cycling (n)
football (n)
hockey (n)
ice-skating (n)
roller skating (n)
skateboarding (n)
snowboarding (n)
swimming (n)
table tennis (n)
taekwondo (n)
tennis (n)
volleyball (n)
windsurfing (n)

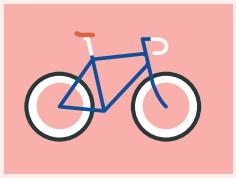
Healthy lifestyle
brush your teeth
do exercise
drink a lot of water
eat fruit and vegetables
go to bed early
have friends

Sports equipment
bat (n)
goggles (n)
helmet (n)
net (n)
racket (n)
stick (n)

Extra words
appointment (n)
at the beach
autograph (n)
champion (n)
chocolate (n)
cloudy (adj)
cold (adj)
competition (n)
fan (n)
find (v)
for example
from … to …
get wet
hate (v)
health (n)
healthy (adj)
horse-riding (n)
hot (adj)
I hope …
in the morning
Maybe.
meal (n)
pizza (n)
rainy (adj)
right now
rock climbing (n)
snowy (adj)
sporty (adj)
spring (n)
summer (n)
summer camp (n)
sunny (adj)
That's a pity.
That's true.
tip (n)
want (v)
warm (adj)
water sport (n)
Well done!
What's the weather like?
whose (pronoun)
windy (adj)
winter (n)

Exercise 1
2 basketball, football, volleyball
3 badminton, tennis
4 hockey, skateboarding
5 swimming, snowboarding
6 table tennis, roller skating
7 windsurfing
8 ice-skating

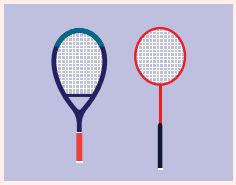
1 For which sport(s) do you need the equipment in pictures 1–8?



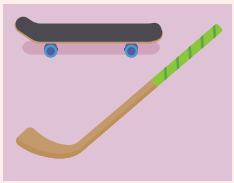
1 *cycling*



2 _____



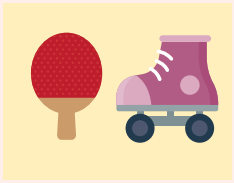
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Find the words for sports equipment in the wordlist. Four of them are in the pictures in Exercise 1. Which two pieces of equipment are not in the pictures? Write them. Then draw them in the box.

helmet , net

3 The underlined words are in the wrong phrase. Put them in the correct phrase.

For a healthy lifestyle:

1 brush your water — *teeth*
2 do teeth — exercise
3 drink a lot of early — water
4 eat fruit and friends — vegetables
5 go to bed exercise — early
6 have vegetables — friends

4 8.16 **PRONUNCIATION** /r/

Listen and repeat.

Rosemary and Jane
Love running in the rain!

On the Portal
- **Photocopiable activities:** *Read, match, win!; Make your own questionnaire!*
- **Test:** Unit 8 Test

For the student
- Workbook, pages 89–90

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Read sentences 1–5. Then complete the words for the sports.

1 You play these sports with a ball.
- a b*asketball*
- b t able t ennis
- c t ennis

2 These are not team sports.
- a r oller s katin g
- b sk ateboardin g
- c t ennis/taekwondo
- d sn owboardin g

3 You do these sports indoors and outdoors.
- a h ockey
- b v olleyball
- c c ycling
- d b adminton
- e s wimming

4 You do these sports in winter.
- a sn owboardin g
- b i ce - s kating

5 You need windy weather for this sport.
- a w indsurfing

2 Jamie's lifestyle isn't healthy. Give him some tips. Complete the sentences with the words below.

bed ~~exercise~~ friends teeth vegetables water



1 Do *exercise* every day.
2 Eat fruit and vegetables.
3 Drink a lot of water.
4 Brush your teeth after you eat.
5 Hang out with your friends.
6 Go to bed early.

3 Read the sentences. Mark them T (true) or F (false).

1 You need a net to play volleyball. (T) / F
2 You don't need a bat to play table tennis. T / (F)
3 You play badminton with a stick. T / (F)
4 You need a helmet to swim. T / (F)
5 It's good to wear goggles under water. (T) / F
6 You play tennis with a racket. (T) / F

Grammar

4 Complete the text about Jamie with the correct form of the verbs in brackets.

Jamie isn't very sporty. He doesn't like [1]*doing* (do) sports at school and he doesn't like [2] playing (play) football with his friends. He [3] hates (hate) cycling too. He sometimes [4] goes (go) roller skating with his sister. They like [5] going (go) to the park, but not when it's cold and rainy. Jamie loves [6] watching (watch) sports on TV at home!

5 Write questions. Then ask and answer in pairs.

1 what / be / your favourite sport?
What's your favourite sport?
2 who / be / your sports hero?
3 whose / autograph / you / have got?
4 where / you / exercise? Indoors or outdoors?
5 when / you / go to bed?
6 how many friends / you / have got?

6 Read the sentences. Replace the underlined object pronouns with the words below.

chocolate Mr Smith those roller skates you and me ~~your mum~~

1 I like her. *your mum*
2 I don't like them. those roller skates
3 I love it! chocolate
4 They like him. Mr Smith
5 She can help us. you and me

Speaking

7 Match 1–4 with a–d.

1 What's the weather a in summer in the UK. 3
2 It's sunny, but it's b the UK in winter. 4
3 It's often rainy c windy. 2
4 It's sometimes cold in d like in the UK today? 1

Exercise 5
2 Who is your sports hero?
3 Whose autograph have you got?
4 Where do you exercise? Indoors or outdoors?
5 When do you go to bed?
6 How many friends have you got?

SET FOR LIFE

I'm sorry, it's my fault!









1 Match 1–4 with photos A–D above.

1 Ron: Hang on! We're at 4, Rose Street. You say it's the address of the bookshop, but it isn't. This is an ice cream shop.
Olga: Oh, no! I've got the wrong address!

2 Peter: Have you got our tickets?
Haley: They aren't in my bag! They're at home!

3 Mr Reed: You're late! You play the drums in the school band and they can't start without you!

4 Nick: We're hungry, Sue! Is dinner ready?
Sue: No, it isn't. It's on the floor!

2 Are you ever in situations like those in photos A–D? Read sentences a–e and tick (✓) the things you do.

a ☐ I make mistakes.
b ☐ I break things.
c ☐ I forget things or I lose them.
d ☐ I'm late.
e ☐ I don't do the things people ask me to do.

3 Answer the questionnaire. Then compare your answers in pairs. Check your score on page 142.

How do you deal with mistakes?

1 You borrow your friend's laptop computer. It stops working.
- a You give it back and you say: 'There's something wrong with it. How can I fix it?'
- b You don't tell him. When he finds out, you say: 'I don't know anything about it.'
- c You don't tell him. When he finds out, you say: 'I'm sorry.'

2 You are working on a school project in a group. You don't do your part of the project well. The project gets a bad mark.
- a You tell the group: 'It's your fault.'
- b You tell the teacher: 'It's my fault.'
- c You tell the group: 'I'm sorry.'

3 You buy cinema tickets online for you and your friends. You make a mistake and buy tickets for the wrong time.
- a You say: 'I'm sorry.' Then you ask your friends to pay for the new tickets.
- b You say: 'There's a problem with the site.'
- c You say: 'I'm sorry.' Then you pay for new tickets for the right time.

4 Your mum texts you from work. She asks you to tidy the living room. You forget. Your mum comes back home with a friend and the living room is a mess.
- a You say: 'I'm sorry.' Then you tidy the living room quickly.
- b You say: 'I haven't got my phone with me.'
- c You promise to tidy the living room next time.

For the teacher
- Teaching notes, page 220
- Audioscript, page 240

On the Portal
- Photocopiable activity: *These things happen*

4 Look at the people A–D again. Then read 1–4 below and choose the best option.

1 Sue: I'm so sorry! It's my fault!
Nick: *Why can't you be careful? /*
Don't worry, Sue. Accidents happen!
Sue: Let's order some pizza. My treat!

2 John: I'm really sorry, Mr Reed. How can I make up for it?
Mr Reed: *Well, you can't! / Just don't be late next time.*
John: I promise, Mr Reed.

3 Haley: I feel so bad about this!
Peter: *It's your fault! We can't go to the zoo now! / Don't feel bad, Haley! I forget things too. Let's ask the people at the zoo. Maybe they can do something.*

4 Olga: *It's my mistake! / It isn't my fault!*
Ron: That's OK. These things happen.
Olga: *Can I buy you / Can you buy me* some ice cream to make up for it?
Ron: That's a great idea!

5 8.17 In pairs, compare your answers to Exercise 4. Did you choose different answers? Why? Then listen and check.

6 In pairs, act out a complete dialogue from Exercise 1 or Exercise 4.

SET FOR LIFE

7 In pairs, write, act out and film a video clip about how to deal with situations like the ones in Exercise 2. Follow these steps.

1. **Choose a situation from Exercise 2. Think of the details, e.g. who the people are, what happens.**
2. **Write your dialogue. Read the Useful Tips and use expressions from the Useful Phrases box.**
3. **Act out and film the dialogue.**
4. **Play the video clip to the class.**

Reacting to mistakes

USEFUL TIPS

It's important to apologise for your mistakes. It's also important to be kind to people who make mistakes.

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

USEFUL PHRASES

What to say when you make a mistake.

- I'm so/very sorry.
- It's my fault.
- I feel so bad about this!
- How can I make up for it?

What to say to someone who makes a mistake.

- That's OK.
- Don't worry!
- Don't feel bad about it.
- These things happen.

Exercise 5
2 Just don't be late next time.
3 Don't feel bad, Haley! I forget things too. Let's ask the people at the zoo. Maybe they can do something.
4 It's my mistake! Can I buy you



Progress Check Units 1–8

Exercise 1
1 A; armchair, bed, carpet, chair, desk, lamp, poster, plant, table, television/TV
2 F; daughter, grandmother/granny
3 C; body, ears, eyes, face, fingers, foot, hand, head, leg, mouth
4 B; (acoustic/electric guitar,) keyboard, violin
5 E; play computer games, chat online, hang out with friends, go swimming/cycling/etc., play tennis/football/etc.
6 D; net, racket, stick, (tennis/table tennis) ball

Vocabulary and Grammar

1 Match categories A–F with words and phrases 1–6. Then add one more word or phrase to each category.

A Household objects
B Musical instruments
C Parts of the body
D Sports equipment
E Things we do to relax
F Women in the family

1 ☐ cushion, fridge, sofa, _____
2 ☐ mother, sister, aunt, _____
3 ☐ arm, nose, hair, _____
4 ☐ piano, drums, guitar, _____
5 ☐ listen to music, watch TV, play a game, _____
6 ☐ goggles, helmet, bat, _____

2 Find the words.

1 A sport like tennis, but with a different type of ball. (noun) *table tennis*
2 This very big animal lives in the sea, but it isn't a fish. (noun) whale
3 Not fast. (adjective) slow
4 You do this to make your bedroom look nice. (verb) tidy
5 We cook our meals in this room. (noun) kitchen
6 You wear these on your feet when you do sports. (noun) trainers
7 The day after the weekend. (noun) Monday
8 It's good to do this in the morning and after meals. (three words) brush your teeth
9 A room usually has four of them. (noun) walls

3 Complete the dialogue with one word in each gap.

Kai is a new student at Alice's school.

Kai: [1] *Have* you got a favourite cousin, Alice?
Alice: Yes, I have. [2] Her name's Emily.
Kai: [3] Where does she live?
Alice: She [4] lives in Southend. Her house is next [5] to the beach.
Kai: [6] Does she go swimming?
Alice: No, she [7] doesn't. She [8] can't swim.
Kai: That's a pity! Swimming is a nice sport.
Alice: Emily does a lot of other sports. She [9] plays hockey, tennis and football. She also loves singing. She [10] has music lessons after school.
Kai: I love music too! Is [11] there a music club in our school?
Alice: Yes, there is. We [12] have music lessons every Tuesday and Thursday.
Kai: That's fantastic!

Listening

4 8.18 Listen and match names 1–4 with pictures A–F. There are two extra pictures.

1 E Beatrice
2 B Charlie
3 F Mel
4 D Jeff



Speaking

5 Read the answers and complete the questions.

1 A: Have *you got any tickets for the concert?*
B: Yes, we have. There are a lot of tickets.
2 A: Can I/we have three tickets, please?
B: Yes, sure. Three tickets are £27, please.
3 A: Where is the concert?
B: It's June, so the concert is in the park.
4 A: Can I/we buy CDs at the concert?
B: Yes, you can buy CDs at the concert.
5 A: What time does the concert start?/(What time) is the concert?
B: At eight o'clock.

6 In pairs, make mini dialogues. Then act them out.

1 What do you do to relax?
2 What do you say when someone apologises to you?
3 What's the weather like in winter in your country?
4 You and your friends want to hang out this afternoon. Make a suggestion.

For the teacher
• Audioscript, page 240

On the Portal
• **Test:** Units 1–8 Progress Test, Units 1–8 Progress Writing Test, Units 1–8 Progress Speaking Test

For the student
• Workbook, page 91

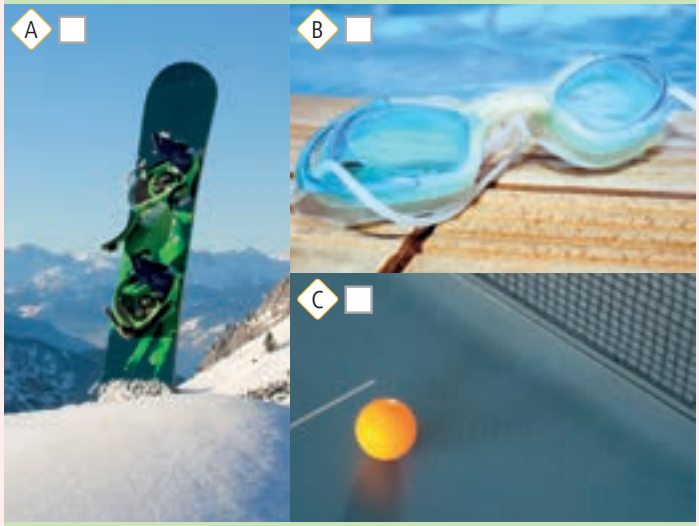
On the Portal
• **Workbook**

Reading and Writing

7 In pairs, look at photos A–C. What sports do you use the equipment in?

SPORTS WEEK

What sports do you like?
What's your favourite sport? Write and tell us!



1 I'm not usually very sporty. I hate team sports and I don't like water sports. But there's one sport I love: table tennis! I think I'm really good at it.

I play every day at school with my school friends in summer and in winter. I play in school competitions too. I usually win! *Jill, 12*

2 I'm in a football club and I play hockey, but my favourite sport isn't a ball sport. It's snowboarding.

There are some great places to snowboard in my country, Argentina. I always go snowboarding in August with my family. Yes, August! It's winter here in August. *Rod, 13*

3 My best friend and I go canoeing in summer. It's fun, but my number one sport is swimming.

I go to the swimming pool on Mondays and Fridays after school with my swimming club. I don't often swim in the sea. The water is very cold in Scotland! *Alistair, 14*

8 Read texts 1–3 and match them with photos A–C.

9 Read the texts again and complete the table.

	Jill	Rod	Alistair
What's his/her favourite sport?	*table tennis*	snow boarding	swimming
Where does he/she do it?	at school	In Argentina	at the swimming pool
Who does he/she do it with?	her school friends	his family	his swimming club

10 Read this. Choose a word from below. Write the correct word next to numbers 1–5. There are two extra words.

My [0]*body* and head are orange and black. I see with my two yellow [1] eyes . My four [2] legs are very strong. I've got big teeth and I am dangerous. I can run very fast! I don't eat fruit and [3] vegetables . I eat meat. I like the [4] sun , but I don't like very hot weather. Do I like [5] swimming ? Yes, I like water! What am I? I am a tiger.


body

sun


man


swimming


eyes


vegetables


teeth


legs

11 Write a short description of an animal. Don't write its name. Can your teacher guess the animal?

12 Write 40–50 words about your favourite sport. Use these questions to help you.

1 What is your favourite sport?
2 Where and when do you do it?
3 Do you do it alone or with other people/in a team?
4 Are you good at it?
5 How often do you win?

Exercise 7
A snowboarding
B swimming
C table tennis

Exercise 8
A 2
B 3
C 1

Grammar Time

1.2 *to be* affirmative

Long form	Short form
I am happy.	I'm happy.
You are happy.	You're happy.
He/She/It is happy.	He/She/It's happy.
We are happy.	We're happy.
You are happy.	You're happy.
They are happy.	They're happy.

We often use the short form when we speak or write something informal.

1 Rewrite the sentences. Use the short form of the verb *to be*.

1 Melissa is thirteen years old.
Melissa's thirteen years old.
2 They are cousins.
3 It is a birthday cake.
4 We are at my house now.
5 I am very happy!

2 Choose the correct option.

1 (*She*) / *You* is ready.
2 [*We*] / *It* are in Spain!
3 *My name* / [*I*] am Ben.
4 [*They*] / *He* are at Greg's house.
5 [*It*] / *You* is a present for you!
6 [*You*] / *I* are fourteen.

3 Write the dialogue in your notebook. Use the correct form of the verb *to be*.

Jackie: Hi! [1]my name / be / Jackie
My name's Jackie.
Liam: Oh, hi, Jackie. [2]you / be / Nicki's friend, right?
Jackie: [3]yes, I / be
Liam: [4]I / be / Liam. [5]Nicki and I / be / cousins
Jackie: Great! Here's some cake. [6]today / be / my birthday
Liam: Happy birthday, Jackie!

4 Complete the text about yourself. Use the correct form of the verb *to be*.

Hi, my name's [1]_____. Today I [2]_____ years old. My friends and I [3]_____ ready for my birthday cake. It [4]_____ a lovely cake! Look at all the presents! They [5]_____ for me!

1.3 *to be* negative

Long form	Short form
I am not fourteen.	I'm not fourteen.
You are not fourteen.	You aren't fourteen.
He/She/It is not fourteen.	He/She/It isn't fourteen.
We are not fourteen.	We aren't fourteen.
You are not fourteen.	You aren't fourteen.
They are not fourteen.	They aren't fourteen.

We add *not* after the verb *to be* to make it negative.
For the short form, join *are/is* and *not*: *aren't, isn't.*
For the first person, join *I* and *am*: *I'm not.*

1 Write *not* in the correct place to make the verb *to be* negative.

1 John _____ is *not* Tom's _____ uncle.
2 I _____ am not British.
3 They _____ are not from _____ France.
4 It _____ is not my _____ dog.
5 You _____ are not at _____ home.

2 Write negative sentences. Use the short form of the verb *to be*.

1 we / hungry — *We aren't hungry.*
2 she / happy — She isn't happy.
3 I / a superhero — I'm not a superhero.
4 he / here — He isn't here.
5 you / in the photo — You aren't in the photo.
6 it / my name — It isn't my name.

3 Look at the table. Write true sentences. Use the affirmative or negative form of the verb *to be*.

	Jeanette	Ollie	Marcos	Mei Lin	Mel
Spanish	✗	✗	✓	✗	✓
Chinese	✗	✗	✗	✓	✗
French	✓	✗	✗	✗	✗
American	✗	✓	✗	✗	✗

1 Jeanette / Spanish
Jeanette isn't Spanish.
2 Ollie / American
3 Marcos and Mei Lin / American
4 Mei Lin / French
5 Marcos and Mel / Spanish
6 Jeanette / Chinese

1.2
Exercise 1
2 They're cousins.
3 It's a birthday cake.
4 We're at my house now.
5 I'm very happy!

1.2
Exercise 3
2 You're Nicki's friend, right?
3 Yes, I am.
4 I'm Liam.
5 Nicki and I are cousins.
6 Today's my birthday.

1.3
Exercise 3
2 Ollie is American.
3 Marcos and Mei Lin aren't American.
4 Mei Lin isn't French.
5 Marcos and Mel are Spanish.
6 Jeanette isn't Chinese.

2.2

this, that, these, those

This is a blue T-shirt. This T-shirt is blue.	That is my dad's coat. That coat is my dad's.
These are Jenny's jeans. These jeans are Jenny's.	Those are new shoes. Those shoes are new.

We use *this/these* to talk about someone or something that is near.

We use *that/those* to talk about someone or something that is further away.

This/That = singular. *These/Those* = plural.

When we say that something is *here*, it is near us.

When we say that something is *there* or *over there*, it is away from us.

1 Rewrite the sentences.

1 These are Mum's trainers.
These *trainers are Mum's*.

2 That is a lovely dress!
That dress is lovely.

3 This is a cool top.
This top is cool.

4 Those are Mark's trousers.
Those trousers are Mark's.

5 These are Sam's clothes.
These clothes are Sam's.

6 That is Carla's backpack.
That backpack is Carla's.

2 Write sentences. Use *this, that, these* or *those* and the words in the order they appear.

Here	There
long / skirt	short / skirt
jeans / blue	jeans / black
new / shoes	old / shoes
jacket / big	jacket / small
tracksuits / boring	tracksuits / cool
my favourite / trainers	trainers / my sister's

1 *This is a long skirt. That is a short shirt.*
2 These jeans are blue. Those jeans are black.
3 These are new shoes. Those are old shoes.
4 This jacket is big. That jacket is small.
5 These tracksuits are boring. Those tracksuits are cool.
6 These are my favourite trainers.
Those trainers are my sister's.

2.3

to be questions and short answers

?	Short answers
Am I a superhero?	Yes, I am. / No, I'm not.
Are you a superhero?	Yes, you are. / No, you aren't.
Is he/she/it a superhero?	Yes, he/she/it is. / No, he/she/it isn't.
Are we superheroes?	Yes, we are. / No, we aren't.
Are you superheroes?	Yes, you are. / No, you aren't.
Are they superheroes?	Yes, they are. / No, they aren't.
Wh- questions	**Full answers**
What is it?	It's a superhero suit.
Who are they?	They're my friends.

To ask a question with the verb *to be*, we change the position of *I/you/he/she/it/we/they* and *am/are/is*.
He is thirteen. – Is he thirteen?

We give a short answer to *yes/no* questions **only.**
A: *Are you OK?* B: *Yes, I am.*

We give a full answer to questions with *what, who,* etc.
A: *Who is Harry*? B: *He's my best friend.*

1 Write questions with the correct form of the verb *to be*.

1 you / at home? *Are you at home?*
2 we / OK now? Are we OK now?
3 he / sorry? Is he sorry?
4 it / a new T-shirt? Is it a new T-shirt?
5 the cupcakes / for me? Are the cupcakes for me?

2 Answer the questions in Exercise 1. Use short answers.

1 ✗ *No, I'm not.*
2 ✓ Yes, we are.
3 ✓ Yes, he is.
4 ✗ No, it isn't.
5 ✓ Yes, they are.

3 Complete the questions. Use *who* or *what* and the correct form of the verb *to be.*

1 *Who is* Peter? Peter is Mary's friend.
2 What is it? It's my new jacket.
3 What are these clothes? They're tracksuits.
4 Who are these boys? They're my classmates.

Grammar Time

3.2

there is/there are affirmative

+	There is (There's) a book on the desk. There are two phones on the table. There are some books next to the TV.

We use *there is/there are* to say that someone or something exists or is present.

We use *there is* with singular nouns. We use *there are* with plural nouns.

The short form of *there is* is *there's*. There is no short form for *there are*.

With *there is/there are*, before plural nouns and uncountable nouns, we use *some* in affirmative sentences.

1 Choose the correct option.

1 There is *some books* / *a book* on my desk.
2 There's *a dog* / *two dogs* on a bike in the video!
3 There are some *orange juice* / *oranges* in the fridge.
4 There is *a poster* / *posters* on the wall.
5 There are *a window* / *two windows* in the kitchen.

2 Make the sentences singular or plural.

1 There's a bike in the garage.
There are some bikes in the garage.
2 There are four chairs in the kitchen.
There's a chair in the kitchen.
3 There's a window in the living room.
There are some windows in the living room.
4 There are some sweets in my bag.
There's a sweet in my bag.

3 Match 1–6 with a–f and say where the things are. Then write sentences with *there's* or *there are*.

1	a bath	e	a in the house
2	four bedrooms	a	b in the fridge
3	some trees	f	c in the garage
4	a car	c	d in the wall
5	some milk	b	e in the bathroom
6	a window	d	f in the garden

1 *There's a bath in the bathroom.*
2 There are four bedrooms in the house.
3 There are some trees in the garden.
4 There's a car in the garage.
5 There's some milk in the fridge.
6 There's a window in the wall.

3.3

there is/there are negative and questions

–	There isn't a tree in the garden.	There aren't any cars in the street.
?	Is there a tree in the garden? Yes, there is. / No, there isn't.	Are there any cars in the street? Yes, there are. / No, there aren't.

To ask a question, we change the position of *there* and *is/are*.
There is a cat on the bed. – *Is there a cat on the bed?*

We use *any* with plural nouns in questions and negative sentences.
Are there any cars in the street?
There aren't any cars in the street.

1 Write negative sentences.

1 white house in this street
There isn't a white house in this street.
2 books on the desk
3 TV in my bedroom
4 chair in the garden
5 people in the house

2 Complete the sentences with *a* or *any*.

1 Are there *any* pictures in the living room?
2 There isn't ___a___ bath in this bathroom.
3 Is there ___a___ garage next to the house?
4 There aren't ___any___ bags on the floor.
5 Are there ___any___ oranges in the kitchen?

3 Write questions about an unusual house in your notebook. Then look at the table and answer the questions.

	bedroom	kitchen	bathroom	garage
bath	1	✗	✗	✗
sofas	✗	2	✗	✗
posters	✗	✗	10	✗
fridge	✗	✗	✗	1

1 bath / in the bathroom?
A: Is there a bath in the bathroom?
B: No, there isn't.
2 sofas / in the kitchen?
3 posters / in the bedroom?
4 fridge / in the garage?
5 bath / in the bedroom?
6 posters / in the bathroom?

3.3

Exercise 1

2 There aren't any books on the desk.
3 There isn't a TV in my bedroom.
4 There isn't a chair in the garden.
5 There aren't any people in the house.

3.3

Exercise 3

2 A: Are there any sofas in the kitchen?
B: Yes, there are. (There are two sofas.)
3 A: Are there any posters in the bedroom?
B: No, there aren't.
4 A: Is there a fridge in the garage?
B: Yes, there is. (There's one fridge.)
5 A: Is there a bath in the bedroom?
B: Yes, there is. (There's one bath.)
6 A: Are there any posters in the bathroom?
B: Yes, there are. (There are ten posters.)

4.2

have got affirmative and negative

+ Short and long form	– Short and long form
I've (have) got brown eyes.	I haven't (have not) got brown eyes.
You've (have) got brown eyes.	You haven't (have not) got brown eyes.
He/She/It's (has) got brown eyes.	He/She/It hasn't (has not) got brown eyes.
We've (have) got brown eyes.	We haven't (have not) got brown eyes.
You've (have) got brown eyes.	You haven't (have not) got brown eyes.
They've (have) got brown eyes.	They haven't (have not) got brown eyes.

We use *have got* with *I/you/we/they*. We use *has got* with *he/she/it*. We add *not* between *have* and *got* to make the negative form.

1 Choose the correct option.

1 *Those cats* / *That cat* have got blue eyes.
2 *Mr Lewis* / *My grandparents* has got white hair.
3 *Ian* / *The boys* have got curly hair.
4 *Chris and Eve* / *Sandra* has got small feet.
5 *Those dogs* / *My dog* has got long ears.

2 Write negative sentences about the wrong options in Exercise 1.

1 *That cat hasn't got* blue eyes.
2 My grandparents haven't got white hair. white hair.
3 Ian hasn't got curly hair. curly hair.
4 Chris and Eve haven't got small feet. small feet.
5 Those dogs haven't got long ears. long ears.

3 Write affirmative or negative sentences.

Look at photo 1 on page 58.

1 Mrs Newman / brown hair
Mrs Newman has got brown hair.
2 Jen / a big bag
Jen hasn't got a big bag.
3 Jen and Alex / sandwiches in their hands
Jen and Alex haven't got sandwiches in their hands.
4 Jen and Alex / trainers
Jen and Alex have got trainers.

Look at photo 4 on page 58.

5 Jen / long hair
Jen has got long hair.
6 Alex / long hair
Alex hasn't got long hair.

4.3

have got questions and short answers

?	Short answers
Have I got a pet?	Yes, I have. No, I haven't.
Have you got a pet?	Yes, you have. No, you haven't.
Has he/she/it got a pet?	Yes, he/she/it has. No, he/she/it hasn't.
Have we got a pet?	Yes, we have. No, we haven't.
Have you got a pet?	Yes, you have. No, you haven't.
Have they got a pet?	Yes, they have. No, they haven't.

What have you got? I've got a pet hamster!

To ask a question, we change the position of *I/you/we/they/he/she/it* and *have/has*.
They have got super powers. –
Have they got super powers?

We don't use *got* in short answers.
A: *Have you got a pencil?* B: *Yes, I have.*

1 Complete the questions.

1 A: He's got a red superhero suit.
B: *Has he got* a blue superhero suit too?
2 A: She's got a cat.
B: Has she got a dog too?
3 A: They've got long legs.
B: Have they got long arms too?
4 A: It's a funny robot! It's got big ears.
B: Has it got a big nose too?
5 A: I've got a brother.
B: Have you got a sister too?

2 Answer the questions in Exercise 1.

1 ✓ *Yes, he has.* 2 ✗ 3 ✓ 4 ✗ 5 ✓

3 Complete the questions. In pairs, swap notebooks and write true answers.

1 A: _____ you got _____?
B: _____
2 A: _____ your best friend got _____?
B: _____

4.3
Exercise 2
2 No, she hasn't.
3 Yes, they have.
4 No, it hasn't.
5 Yes, I have.

Grammar Time

5.2

can affirmative and negative

+	–
I can cook.	I can't cook.
You can cook.	You can't cook.
He/She/It can cook.	He/She/It can't cook.
We can cook.	We can't cook.
You can cook.	You can't cook.
They can cook.	They can't cook.

1 Unscramble the words and write what these people can do.

1 Carol *can sing.* isgn
2 We can swim. mwis
3 Henry can dance. ecnad
4 The girls can act. cta

2 Who or what can't do these things? Choose and write negative sentences.

1 elephants / people – jump
Elephants can't jump.
2 parrots / I – fly
Parrots can fly.
3 a dog / a pop star – sing
A pop star can sing.
4 my cat / my teacher – read
My teacher can read.

3 Complete the sentences with the verb *can* or *can't* and the verbs in brackets.

1 I *can swim* (✓swim), but I *can't run* (✗ run) fast.
2 My mum can't ride (✗ ride) a horse, but she can ride (✓ride) a bike.
3 You can't sing (✗ sing), but you can dance (✓dance).
4 We can play (✓play) computer games, but we can't play (✗ play) the guitar.
5 My uncle can fix (✓fix) things, but he can't fix (✗ fix) computers.

4 What can you, your mum, your dad and your best friend do? What can't you, your mum, your dad and your best friend do? Write eight true sentences.
I can fix things. I can't sing. My mum can play football very well. She can't sing.

5.3

can questions and short answers

?	Short answers
Can I run fast?	Yes, I can. / No, I can't.
Can you run fast?	Yes, you can. / No, you can't.
Can he/she/it run fast?	Yes, he/she/it can. / No, he/she/it can't.
Can we run fast?	Yes, we can. / No, we can't.
Can you run fast?	Yes, you can. / No, you can't.
Can they run fast?	Yes, they can. / No, they can't.

What can you do? I can run fast.

To ask a question, we change the position of *can* and *I/you/he/she/it/we/they*.

They can play football. – Can they play football?

1 Match questions 1–6 with answers a–f.

1 Can Mike play the guitar? d
2 Can I dance well? f
3 Can a dog fly? b
4 Can you cook? a
5 Can Dan and Liz make posters? e
6 Can Sue run fast? c

a No, I can't.
b No, it can't.
c No, she can't.
d Yes, he can.
e Yes, they can.
f Yes, you can.

2 Write questions with the verb *can*. Then answer them.

1 you / read English books? (✓)
A: Can you read English books?
B: Yes, I can.
2 your granny / play computer games? (✓)
3 Samantha / ride a horse? (✗)
4 dogs / swim? (✓)
5 we / fly? (✗)

3 Answer the questions about you.

1 Can you cook?
2 Can your grandparents dance?
3 Can your mum and dad read Chinese?
4 Can your best friend run fast?

5.2

Exercise 3
1 Yes, I can./ No, I can't.
2 Yes, they can./ No, they can't.
3 Yes, they can./ No, they can't.
4 Yes, he/she can./No, he/she can't

5.3

Exercise 2
2 A: Can your granny play computer games?
B: Yes, she can.
3 A: Can Samantha ride a horse?
B: No, she can't.
4 A: Can dogs swim?
B: Yes, they can.
5 A: Can we fly?
B: No, you can't.

6.2

Present Simple affirmative

	+
I	get up at seven.
You	get up at seven.
He/She/It	gets up at seven.
We	get up at seven.
You	get up at seven.
They	get up at seven.

Most verbs add *-s*: (verb: *play*) *He plays music.*
(verb: *hang out*) *She hangs out with her friends.*
Verbs ending in *-ch, -o, -ss, -sh* and *-x* add *-es*:
(verb: *watch*) *He watches TV.*
(verb: *go*) *She goes to school.*
Verbs ending in consonant + *-y* cut the *-y* and add *-ies*:
(verb: *fly*) *She flies to Rome.*
(verb: *tidy*) *He tidies his room.*
The verb *have* becomes *has*.

We use the Present Simple to talk about a habit or something you do regularly.

1 Choose the correct option.

1 Adam *go* / *goes* to school.
2 We *do* / *does* our homework in the afternoon.
3 Lisa *listen* / *listens* to music in the evening.
4 My sister *have* / *has* lunch at school.
5 They *tidy* / *tidies* the house at the weekend.

2 Complete the text with the correct form of the verbs in brackets. Use the Present Simple.

Julia [1]*gets up* (get up) at seven in the morning. She [2]*has* (have) breakfast and she [3]*goes* (go) to school. She [4]*has* (have) lessons all morning. She [5]*does* (do) her homework in the afternoon. In the evening, she [6]*plays* (play) computer games. On Saturday morning, she [7]*tidies* (tidy) her room. On Saturday afternoon, she [8]*hangs out* (hang out) with her friends.

3 Write true sentences about you and your family. Use the words below.

I my mum my dad my parents my brother/sister

do get up go hang out
have play tidy watch

6.3

Adverbs of frequency

●●●●●	They always do their homework.
●●●●○	I am usually late.
●●●○○	She often plays the piano.
●●○○○	You sometimes get up late.
○○○○○	He never goes to the gym.

Adverbs of frequency (*never, often*, etc.) go between *I/you/he/she/it/we/they* and Present Simple verbs.
They usually have lunch at home.

Adverbs of frequency go after *I/you/he/she/it/we/they* and the verb *to be*.

She is never at home.

We use adverbs of frequency to say how often we do something.

1 Order the words to make sentences.

1 we / have / in the morning / lessons / always
We always have lessons in the morning.
2 late for breakfast / she / often / is
She is often late for breakfast.
3 sometimes / computer games / play / they
They sometimes play computer games.
4 walk / usually / I / to school
I usually walk to school.
5 are / never / you / at home on Sunday
You are never at home on Sunday.

2 Write sentences with the correct form of the Present Simple and the adverbs in bold.

1 I / listen to classical music **never**
I never listen to classical music.
2 Timothy / have dinner at eight. **usually**
3 my friends and I / go to the park **often**
4 you / be late for school **never**
5 my cousin Dom / get up early **always**
6 Leslie and Nicola / play tennis **often**
7 we / hang out in the park **sometimes**

3 How often do you do these things? Write true sentences.

1 ride my bike to school
2 go to bed after twelve
3 watch TV in the morning
4 have orange juice with my breakfast

6.3

Exercise 2

2 Timothy usually has dinner at eight.
3 My friends and I often go to the park.
4 You are never late for school.
5 My cousin Dom always gets up early.
6 Leslie and Nicola often play tennis.
7 We sometimes hang out in the park.

6.3

Exercise 3

1 I always/ usually/often/ sometimes/ never ride my bike to school.
2 I always/ usually/often/ sometimes/ never go to bed after twelve.
3 I always/ usually/often/ sometimes/ never watch TV in the morning.
4 I always/ usually/often/ sometimes/ never have orange juice with my breakfast.

Grammar Time

7.2

Present Simple negative

Long form	Short form
I do not like snakes.	I don't like snakes.
You do not like snakes.	You don't like snakes.
He/She/It does not like snakes.	He/She/It doesn't like snakes.
We do not like snakes.	We don't like snakes.
You do not like snakes.	You don't like snakes.
They do not like snakes.	They don't like snakes.

To make the negative form, we use *does not/doesn't* with *he/she/it*, but we don't add *-s* to the main verb.

1 Complete the sentences with *don't* or *doesn't*.

1 My sister *doesn't* like parrots.
2 We don't go to bed early on Saturday.
3 You don't like spiders.
4 My dog doesn't eat a lot.
5 The boys don't play football in the street.
6 I don't visit my cousins every week.

2 Write negative sentences.

1 Granny plays computer games.
Granny doesn't play computer games.
2 We have breakfast at six o'clock.
We don't have breakfast at six o'clock.
3 I hang out with my friend after school.
I don't hang out with my friend after school.
4 Rob goes to school at seven o'clock.
Rob doesn't go to school at seven o'clock.
5 Mum and Dad watch TV in the morning.
Mum and Dad don't watch TV in the morning.

3 Write affirmative (✓) or negative (✗) sentences.

1 my dad / like / rabbits ✓ but my mum / want / a pet in the house. ✗
My dad likes rabbits, but my mum doesn't want a pet in the house.
2 small animals / eat / a lot ✗ but my hamster / eat / all the time! ✓
3 my sister / play / with our iguana ✓ but my brother / like / it ✗
4 tortoises / walk / fast ✗ and they / play / games ✗

7.3

Present Simple questions and short answers

?	Short answers
Do I play the guitar?	Yes, I do. / No, I don't.
Do you play the guitar?	Yes, you do. / No, you don't.
Does he/she/it play the guitar?	Yes, he/she/it does. / No, he/she/it doesn't.
Do we play the guitar?	Yes, we do. / No, we don't.
Do you play the guitar?	Yes, you do. / No, you don't.
Do they play the guitar?	Yes, they do. / No, they don't.

We form questions with *do* + *I/you/we/they* + main verb or *does* + *he/she/it* + main verb without *-s*.

1 Match questions 1–6 with answers a–f.

1 Do you want a pet? d
2 Does Fred play football? b
3 Does your cat like milk? a
4 Do parrots sing? c
5 Do I play the piano well? e
6 Does Katie speak Spanish? f

a No, it doesn't.
b Yes, he does.
c No, they don't.
d Yes, I do.
e No, you don't.
f Yes, she does.

2 Write the questions.

1 A: you / speak / any foreign languages?
Do you speak any foreign languages?
B: I speak English and Spanish.
2 A: Clare / have / piano lessons?
B: No, she has guitar lessons.
3 A: you and your brother / visit / your cousins?
B: Yes, when we visit our grandparents.

3 Complete the short answers.

1 A: Do you ride your bike to school?
B: No, *I don't*.
2 A: Does your brother eat a lot?
B: Yes, he does .
3 A: Do your grandparents like pop music?
B: No, they don't .
4 A: Do you and your friends hang out on Saturday?
B: Yes, we do .

7.2

Exercise 3
2 Small animals don't eat a lot, but my hamster eats all the time!
3 My sister plays with our iguana, but my brother doesn't like it.
4 Tortoises don't walk fast and they don't play games.

7.3

Exercise 2
2 Does Clare have piano lessons?
3 Do you and your brother visit your cousins?

8.2

love / like / don't like / hate + -ing

I love playing hockey. I hate getting up early.

Do you like swimming? Yes, I do. / No, I don't.

What does she like doing? She likes watching TV.

We use *love* (☺☺) or *hate* (☹☹) when we have strong feelings about something.

1 Write sentences in your notebook.

1 Elsie / ☺ / play / tennis
Elsie likes playing tennis.
2 I / ☹ / do / homework
3 they / ☺☺ / fly
4 we / ☹☹ / study on Friday

8.2

Object pronouns

me	Your cat likes me.
you	I go to school with you.
him	We know him.
her	I can help her.
it	We love watching it.
us	Play with us.
you	These boxes are for you.
them	You love them.

We often use pronouns to avoid repeating the same words.

Who is this boy? Do you know him?

2 Complete the text with the words below.

him her ~~it~~ me them

I don't like skateboarding, but my friends love [1]*it*! I usually go with [2] them to the skate park, but I just watch. My friend Alistair is really good. I love watching [3] him skateboard. His sister Lisa doesn't skate. So she hangs out with [4] me. I like [5] her !

8.3

Question words

Who is Matt?	He's my cousin.
What do you eat for breakfast?	I usually eat pancakes.
When is the football game?	It's this Saturday.
Where are the girls?	They're at school.
Whose bag is this?	It's Mel's bag.
How many cats has she got?	She's got two cats.

1 Choose the correct question.

1 A: a Where do you play tennis?
b When do you go to the gym?
B: On Wednesday and Friday.

2 A: (a) How many oranges are there?
b What have you got in this bag?
B: Two, I think.

3 A: (a) Whose birthday is it?
b Who is it?
B: Mary's.

4 A: a Where does she go after school?
(b) What does she do after school?
B: She watches TV.

2 Complete the questions with question words.

1 A: *Where* does she live?
B: In the UK.
2 A: How many students are there in your class?
B: Twenty-six.
3 A: Whose jacket is this?
B: My dad's.
4 A: When do you usually go on holiday?
B: In July.
5 A: Who is that girl?
B: She's George's sister.

3 Write the questions.

1 A: *How many pets have you got?*
B: Three. I've got a dog, a cat and a hamster.
2 A: Where do they live?
B: They live in Newcastle.
3 A: Whose bike is it? / What is it?
B: It's Nico's bike.
4 A: Who is your teacher? / Who is Mrs Cole?
B: Mrs Cole is our teacher.

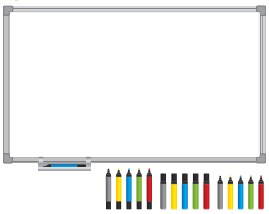
8.2

Exercise 1
2 I don't like doing homework.
3 They love flying.
4 We hate studying on Friday.

Student Activities

Unit 0 Lesson 0.3 Exercise 5

1


2


3


4


5


6


Unit 1 Lesson 1.5 Exercise 6

Take turns. Describe the photos. Use the example to help you.

A: It's a mum, a dad and three sons. They're on holiday.

B: It's photo A.

A


B


C


D


Unit 2 Lesson 2.3 Exercise 10

2.9 2.10 Kit's Rap

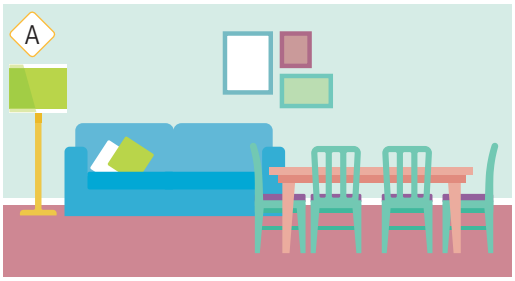


Is she clever? Yes, she is.
Is she fun? She's all that!
Is she the best? Her name's Kit
Is she the one? and she's a cool cat!

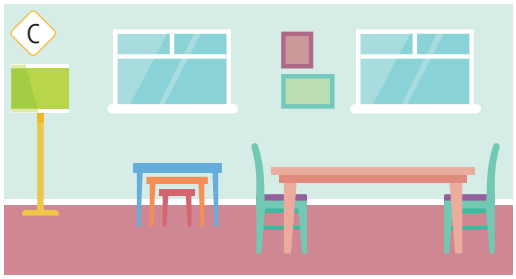
Now you rap. You can rap about a friend!

Unit 3 Lesson 3.2 Exercise 12

Play a drawing dictation game. Describe one of the pictures A–D for your partner to draw.









Unit 3 Lesson 3.3 Exercise 8

Play a memory game.
Student A, choose one of the pictures A–D above.
Close your book.
Student B, ask Student A questions.
Then change roles.

A: Picture A.
B: Chairs?
A: There are four chairs.

Unit 4 Lesson 4.3 Exercise 10

4.8 4.9 Robots' Song



Have you got super ears?
Have you got super eyes?
Yes, we've got superpowers,
We are super guys!
Have you got super arms,
Or maybe a super nose?
We have got super feet,
And twenty super toes!
Have you got a super boat?
Have you got a bike?
No, we've got a super car,
And its name is Mike!

Unit 5 Lesson 5.3 Exercise 10

5.9 5.10 Activities Rap

I can act, I can sing, I can draw a cat.
I can run, I can swim – can you do all that?

I can act, I can sing, I can draw a cat.
I can run, I can swim – I can do all that!

Now you rap. Use different activities you know.

Student Activities

Unit 5 Lesson 5.5 Exercise 5



Unit 5 Lesson 5.7 Exercise 2

1 F 2 T 3 F 4 F 5 F 6 F 7 T 8 T 9 T 10 F

Unit 7 Lesson 7.2 Exercise 11

Student B

1 Alex wants to play with his pet.
2 Lucas doesn't like birds.
3 Lian's mum is allergic to cats and rabbits.

Student A

4 Granny wants to go for walks with her pet.
5 Aunt Megan loves birds.
6 Emma doesn't want a big pet.

Unit 7 Lesson 7.3 Exercise 11

7.9 7.10 Questions Song

Do you play computer games?
Do you watch TV?
Do you hang out with your friends?
Then you're just like me!
Yes, you're just like me!

Does your mum say, 'Get up now!'?
Does she count to three?
Do you say, 'Oh, it's not fair!'?
Then you're just like me!
Yes, you're just like me!

Do you have your breakfast?
Do you go to school?
Do you like your English class?
Then you're really cool!
Yes, you're really cool!

Unit 7 Lesson 7.7 Exercise 5

Catfish live in a pond. Foxes live in the forest. Groundhogs live in a hole in the ground. Octopuses live in the sea. Koalas live in trees.

Unit 8 Set for life Exercise 3

Score

1 a = 2 points; b = 0 points; 1 = 1 point
2 a = 0 points; b = 2 points; c = 1 point
3 a = 1 point; b = 0 points; c = 2 points
4 a = 2 points; b = 0 points; c = 1 points

0–3 points Not good at all! 😟
4–5 points You can do better. 🤔
6–8 points You're good! 🙂

WIDER WORLD

SECOND EDITION

S

Teaching Notes

CONTENTS

Unit 0	156
Unit 1	158
Unit 2	166
Unit 3	174
Unit 4	182
Unit 5	190
Unit 6	198
Unit 7	206
Unit 8	214
Need support? worksheets	222
Need support? worksheets answer key	230

Unit contents

Vocabulary
- The alphabet
- Spelling words/names
- Numbers
- Colours
- Classroom objects
- Classroom language

Grammar
- *I'm …*
- *I like / He/She likes …*
- *This is …*

For Online Classroom, go to the Portal.

0.1 How do you spell that?

The alphabet | Spelling words/names | *I'm … | I like / He/She likes …*

Lesson aims
- Students can say and spell their names.

For the student
- Workbook, page 2

Lead-in

- Introduce yourself to students, e.g. *Hello, I'm (name). I'm from (place).* Ask a student: *What's your name?* Then say: *Hi, (student's name).* Go around the class and ask students to say their names.
- **Setting lesson goals:** Explain that in this lesson, students will revise the alphabet and will learn to spell their names and other words.

Exercise 1 1 0.2 videoscript page 231

- Tell students that they will meet the characters from the video stories in the book. Ask students to study the photos. Write on the board: *photo 1:* _____. Do the same for the other four photos. Play the video or audio. Ask students to tell you the names of the people in each photo. Write the names on the board (photo 1: Jen Newman; photo 2: Alex; photo 3: Lian; photo 4: Lucas; photo 5: Miranda and Larry Newman). Ask students to guess which of the characters in photos 2, 3 and 4 is a member of the Newman family (Alex).
- Play the video or audio again. Students find the answer to the question in pairs.

Exercises 2–10 0.3–0.6 audioscripts page 231

- Follow the instructions in the Student's Book. Alternate between individual and pair work.
- FINISHED EARLY? Students write a dialogue between themselves and a person they meet for the first time. They model it after the dialogue in Exercise 9.

Extra activity

- After Exercise 6, put students into pairs. Ask each student to choose any six letters of the alphabet, write them down and read them to a partner, who writes down what they hear. Then they check and swap roles.

Lesson round-up

- Ask students to read the lesson objectives again. Ask: *Can you spell names and words?*
- Students show the appropriate self-assessment (Emoji response) card.

0.2 Numbers and colours

Numbers | Colours | *This is …*

Lesson aims
- Students can say numbers 1–20 and name basic colours.

For the teacher
- Vocabulary Memory Game

For the student
- Workbook, page 3

Lead-in

- **Setting lesson goals:** In pairs, students look at pages 8–9 and discuss what they will learn in this lesson. Explain the lesson objectives.

Exercise 1 0.7

- Ask students to look at the cartoon. Explain that these are the characters from the cartoon stories in the book. Ask how many characters they can see. Some students will say two, others will say three. Don't confirm the answer yet.
- Explain what a superhero is. Play the audio. Students listen and follow in their books. Then they choose the correct answer. Explain that Dug and Superdug are the same character. Dug becomes Superdug when someone needs help. Explain the meaning of *clever* and *best friend.* Point out that Kit is very clever and she helps Superdug a lot.

Exercises 2–13 0.8–0.12

- Follow the instructions in the Student's Book. Alternate between individual and pair work.
- FINISHED EARLY? Students draw a scene from an imaginary planet, colour it and write about it. The things in it can be completely different colours from those on Earth, e.g. *The sky is green. The elephants are orange.*

Lesson round-up

- **Independent learning:** Ask students: *Can you say numbers and colours?* Students show the appropriate self-assessment (Emoji response) card.

Extra activities

- After Exercise 1, put students into pairs. Ask two pairs to work together. Students take turns to introduce their partner to the other two students, saying *This is (Maria).* The other students can respond by saying *Hello, (Maria).*
- After Exercise 4, write a number in digits on the board and point to a student. The student says the number. Repeat with another number. Continue the activity, gradually speeding up.
- After Exercise 8, make a 'ball' with a piece of paper. Students form a circle. Say *one*, throw the ball to a student and encourage him/her to say *two*. He/She then throws the ball back to you. Throw the ball to another student, who says *three*. Make sure that all students have a chance to participate.

0.3 In the classroom

Classroom objects | Classroom language

Lesson aims
- Students can talk about classroom objects and understand classroom instructions.

For the teacher
- Vocabulary Memory Game

For the student
- Workbook, page 4

Lead-in

- **Setting lesson goals:** Ask students if they have any of the objects in the pictures with them. Explain that in this lesson, they will learn the names of everyday classroom objects as well as most of the classroom language they will need to understand and use.

Exercises 1–9 0.13–0.16

- Follow the instructions in the Student's Book. Alternate between individual and pair work.
- FINISHED EARLY? (*Books closed*) Students write all the classroom objects they can remember.

Extra activity

- Play *I Spy* with the class. Choose an object in the classroom. Then say: *I spy with my little eye something beginning with [the first letter of the object].* Students guess the object and put up their hands. The first student who guesses correctly chooses the next object.

Lesson round-up

- **Independent learning:** Read the lesson objectives. Students show the appropriate self-assessment (Emoji response) card.

Unit contents

Vocabulary
- Family
- Countries and nationalities
- Places
- Art

Grammar
- *to be* affirmative
- *to be* negative
- *my, your*
- possessive *'s*

Speaking
- Introductions

Writing
- Describing a person

For Online Classroom, go to the Portal.

1.1 VOCABULARY

Family

Lesson aims
- Students can talk about the people in a family.

For the teacher
- *Need support?* worksheet, page 222
- Vocabulary Memory Game
- Photocopiable activity: *Two families*
- Test: Vocabulary Check 1

For the student
- Workbook, page 6
- Extra Practice Activities: Vocabulary

Lead-in
- As a class, brainstorm family words. Ask students who know some words to say them and explain what they mean for students who don't know them.
- **Setting lesson goals:** Explain the lesson objective. Then ask students to predict what they will be able to say in English by the end of the lesson.

Exercise 1
- *(Books open)* Choose a word, e.g. *dad*, translate it, draw a tick (✓) on the board, point to it and say: *I know that!* Ask volunteers if they know the other words. If they don't, explain.

Exercise 2 1.1
- Students look at the family photo on page 12. Introduce Mark by saying: *This is Mark*. Then say: *This is Mark's family.*
- Play the audio, pausing for students to repeat each word in chorus and point to the corresponding person. Check by holding up your own book and pointing to the person so that students can confirm their decision. Explain the meaning of the word if necessary.

Exercise 3
- Make sure students understand that the words on the left refer to men and boys while those on the right refer to women and girls.
- Students complete the table in pairs.
- ***Monitoring learning:*** Using the Popsicle Stick technique (see page 9), choose students to write the answers on the board.

Exercise 4
- Students do the matching exercise individually. Then they compare answers in pairs.
- Ask if words 1–4 are formal or informal (formal). Then ask if words a–d are formal or informal (informal).

Exercise 5
- Point to the Watch out! box. Using the family photo on page 12, point to Mark and then to his dad. Say: *Mark. Dad. Mark's dad.* Explain that *'s* is used to express the relationship between people.
- Students do the exercise in pairs. Then put students into two groups. Ask one student from each group to stand up. Hold up your book and say *Mark's (uncle)*. The first student who points to the right person in the photo wins a point for their group. Continue with other people in the picture.

Exercise 6
- **Peer learning:** You could help **less confident** students by pairing them with **more confident** students to do the exercise.
- Students do the exercise on their own. Then they check each other's answers and give feedback.

Extra activity
- *(Books open)* Put students into pairs. Students take turns to name a person in Mark's family, e.g. *Agatha*. Their partner says the person's relationship to Mark using 's, e.g. *Mark's grandmother.*

Exercise 7 1.2 audioscript page 231
- Play the audio and pause after the first item to make sure students understand what they have to do.
- Students do the exercise individually. With a **less confident** class, pause after each short dialogue to give students time to answer.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening. Ask them to find the words that give them the correct answers.
- Students compare answers in pairs.

Exercise 8

- Students draw their family tree in their notebooks. Alternatively, if there is time, they could make a poster.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 222 for **less confident** students. This is an exercise to help students draw their own family tree.
- FINISHED EARLY? Ask students to imagine they are a cartoon superhero. Ask them to draw their family tree. They should write the (imaginary) names of the people, their relationship to them and draw cartoon portraits of them.
- **Monitoring learning:** Pairs or small groups tell each other about their family. As you monitor, give positive feedback and encourage strong students to use complete sentences, e.g. *My dad is Nick. My sisters are ...*

Lesson round-up

- **Independent learning:** Read the lesson objective and ask: *Can you talk about the people in a family?* Ask students to take out their Emoji response cards and show the appropriate card. Students take out and hold up the appropriate Emoji response card depending on how they feel. If there are a lot of neutral and sad emojis, find time to review the lesson.

1.2 GRAMMAR

to be affirmative; *my, your*

Lesson aims
- Students can use the affirmative form of the verb *to be* and *my, your*.

For the teacher
- *Need support?* worksheet, page 222
- Grammar presentation
- Photocopiable activity: *I'm eleven!*
- Test: Grammar Check 1

For the student
- Grammar Time, Student's Book, page 132
- Workbook, page 7
- Extra Practice Activities: Grammar, The Newmans video

Lead-in

- **Setting lesson goals:** *(Books open)* Write a few sentences with *to be* on the board, e.g. *I am a teacher. You are students*. Ask students to identify the verbs. Explain the lesson objectives.
- Point to the photos in the photo story and ask: *Who is he/she?* (Alex/Jen/Mr Newman/Mrs Newman) Students guess who the characters are.
- Use the photos to pre-teach (*birthday*) *cake* and *present*.

Exercise 1 ▶ 2 1.3 videoscript page 231

- Read the question. Ask students to guess the answer.
- Play the video. If you don't have access to a computer and projector, play the audio.
- Check the answer by writing *seven, seventy* and *seventeen* on the board. Ask students to vote for the correct answer.

Exercise 2

- Students do the exercise individually.
- **Monitoring learning:** Check answers using T/F response cards. Play the video again or refer students to the photo story to confirm the answers or to help them correct the false sentences.

Exercise 3 1.4

- Play audio track 1.4, pausing for students to repeat each expression.
- Play audio track 1.3 (photo story) again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the photo story.
- Check if students understand the expressions and explain further if necessary.

Extra activity

- Students write more true/false sentences about the photo story. They can ask the class at the end of the activity/lesson.

Exercise 4

- Pre-teach *mess*: create a small mess of school objects, e.g. with pens, pencils and notebooks, and point to it. You can pre-teach *mouse* by drawing one on the board.
- Say: *Hands up for a/b/c!* Ask individual students to explain their choice. Don't confirm whether they are correct yet.

Exercise 5 ▶ 3 1.5 videoscript page 231

- Play the video or audio for students to check their answers.

Extra video activity ▶ 2 videoscript page 231

- *(Books closed)* Play a short scene, e.g. scene 2, with no sound. Pause after each character speaks and elicit what they say. Pairs/Groups of students act out the scene. **Less confident** students can read from their books.

Exercise 6 Get Grammar! ▶ 4 videoscript, page 231

- Introduce Hammy and the other Get Grammar! characters.
- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples after you in chorus.
- Explain short forms. Say: *I am ten*. Then hold up a pen (or any other similar object: a pencil, a ruler) in one hand and say: *I*. Hold up another pen in the other hand and say *am*. Repeat: *I am*. Then bring the two objects together and say *I'm*.

Exercise 7

- Students work individually. Then they compare answers in pairs.

Exercise 8

- If you think students needs more guidance, ask them to underline the subject of each sentence before they choose the verb.

Exercise 9
- Students write the sentences in their notebooks.
- Choose different students to read out their answers.

Exercise 10
- Ask students to look at the Watch out! box. Ask if they know the difference between *I* and *my*, and *your* and *you're*.
- Write on the board: *You're my student. I'm your teacher.* Read the sentences pointing to the words *you're*, *my* and *your* with one hand, while pointing to a student and yourself at the same time.
- **Peer learning:** Students complete the sentences individually. Then they work in pairs. They look at each other's answers, discuss them and decide if any are wrong, and why.

Exercise 11 1.6 audioscript page 232
- Students do the exercise in pairs.
- Play the audio for students to check their answers.

Exercise 12
- Pre-teach or elicit *classmates* by pointing to different groups of students and saying: *You are classmates*.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to check who needs more support.

Exercise 13
- Students write the sentences in their notebooks.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 222 for **less confident** students. These are questions to help students complete the exercise.
- **Monitoring learning:** When monitoring, explain why a student's work is good or why it needs improvement.
- FINISHED EARLY? Students write about the best friends of members of their family, e.g. *My mum's best friends are Alison and Priya. My dad's best friend is Leon.*

Extra activity
- In pairs, students write three sentences about a classmate. They read the sentences to another pair or the class, but they don't say who the classmate is. The other students guess who the sentences are about.

Exercise 14
- Read the poem aloud rhythmically with students, clapping your hands as you read. Students continue in pairs, changing the words in blue.

Lesson round-up
- **Independent learning:** Ask individuals to say sentences with *to be*. Then ask: *Can you use the verb 'to be'?* Ask students to take out their Emoji response cards and show the appropriate card.

1.3 GRAMMAR

to be negative

Lesson aims
- Students can talk about countries and nationalities and use the negative form of the verb *to be*.

For the teacher
- *Need support?* worksheet, page 222
- Grammar presentation
- Photocopiable activity: *Moody Mike*
- Test: Grammar Check 1

For the student
- Grammar Time, Student's Book, page 132
- Workbook, page 8
- Extra Practice Activities: Grammar, Vocabulary

Lead-in
- *(Books open)* Point to picture 1 in the cartoon and ask: *Who's he?* (Superdug) *Who's she?* (Kit) Students tell you what they know about them, e.g. Superdug is a superhero. Kit is Dug's best friend.
- Students tell you what they can see in the other pictures.
- Use picture 1 to pre-teach *family album*. Pre-teach or elicit *happy*. Point to picture 3, shake your head and say: *Dug isn't ... (happy)!* Pre-teach or elicit *hungry*: rub your stomach and say: *I'm ... (hungry)!*
- **Setting lesson goals:** In pairs, students look at pages 16–17. Ask: *What will you learn in this lesson?* Ask volunteers their ideas. Explain the lesson objectives.

Exercise 1
- In pairs, students look at each picture carefully. Make this a race.

Exercise 2 1.7
- If you think students need help, write *British*, *French*, *Polish* and *Spanish* on the board and elicit the meaning.
- Play the audio while students listen and read.
- Have a class discussion and ask students to justify their answer.

Exercise 3
- Students do the exercise in pairs.
- **Monitoring learning:** Check answers using the Basketball technique (see page 9).

Exercise 4 Get Grammar! 5 videoscript page 232
- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the grammar table after you in chorus.
- Use your fingers to draw students' attention to the short forms.
- It isn't advisable to teach the alternative negative forms *you're not, he's not*, etc. as this could confuse students.

- Point to the picture of Hammy in the Get Grammar! cartoon. Mime *fat* and say: *In the picture, Hammy is fat.* Point to the 'real' Hammy and say: *Now look at Hammy: He isn't fat.*
- Point to the picture again and say: *In the picture, Hammy is orange.* Point to the 'real' Hammy and say: *Look at Hammy. He isn't orange.*

Exercise 5

- In pairs, students write negative sentences in their notebooks.
- **Monitoring learning:** Choose students to write the answers on the board. Involve the class by asking: *Is this correct?* The class help correct the sentences on the board if necessary.

Exercise 6

- Students write the sentences in their notebooks.
- **Monitoring learning:** When monitoring, remember to praise as well as correct. Explain why students' work is good or needs improvement. Make positive comments first.

Exercise 7 1.8

- Pre-teach the countries and nationalities if necessary.
- Play the audio, pausing for students to repeat each word in chorus.

Exercise 8

- Make sure students understand that the flags show the characters' nationalities.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 222 for **less confident** students. This is an exercise to match flags and nationalities with countries. After they have done the matching, students can use the worksheet as reference while they are doing Exercise 8.
- **Peer learning:** Put students into groups of five, making sure that there is a strong student in each group. Students complete the sentences.

Exercise 9

- In pairs, students write sentences in their notebooks.
- Ask different pairs to write the answers on the board.
- NEED SUPPORT? Ask **less confident** students to write the beginning of one affirmative and one negative sentence for every name or pronoun in the exercise, e.g. 2 *We are from … We aren't from …* Then they look at the pictures and complete the affirmative sentence with the name of the country with a tick (✓) and the negative sentence with the name of the country with a cross (✗).
- FINISHED EARLY? In pairs, students write a short true/false quiz about world celebrities, e.g. *Ed Sheeran is Australian*. They can find the names of countries and nationalities they don't know in a dictionary. Then they swap with another pair and do the quiz.

Extra activities

1 Students write negative and affirmative sentences about their friends and family, similar to those in Exercise 8.
2 Students find the English names of three more countries or nationalities in a dictionary.

Exercise 10

- Choose a confident pair to demonstrate the activity.
- Students do the activity in pairs, taking turns to guess.

Lesson round-up

- Say affirmative sentences about this lesson that are false. Ask individual students to correct you, e.g. *Dug's mum is British*. (No, she isn't British. She's Polish.) *Cousin Chen is French*. (No, she isn't French. She's Chinese.) *Granny Flossie is Spanish*. (No, she isn't Spanish. She's American.)
- **Independent learning:** Read the lesson objectives. Ask students to take out their Emoji response cards and show the appropriate card.

1.4 SPEAKING

Introductions

Lesson aims
- Students can make introductions.

For the teacher
- *Need support?* worksheet, page 222
- Photocopiable activity: *Nice to meet you!*

For the student
- Workbook, page 9
- Extra Practice Activities: Speaking

Background note

Teens in the UK may call a woman they don't know well or a teacher *Mrs/Miss/Ms* + surname, e.g. *Mrs/Miss/Ms Hall.*

Lead-in

- **Setting lesson goals:** Speak to two students. Say: *X, this is Y. He's/She's my student. Y, this is X. He's/She's my friend*. Then ask the class to guess what they will learn in this lesson and explain the lesson objective.
- *(Books open)* Point to the photo and ask: *Who are the children?* (Jen and Lucas) *Who is the woman?* (Jen's mum) *Where are they?* (at Jen's home) Pre-teach or elicit *neighbour*: Draw two houses with one person next to each. Say: *They're … (neighbours).*

Exercise 1 6 1.9

- Play the video. If you don't have access to a computer and projector, play the audio.

Exercise 2 1.10
- Make sure students understand all the phrases in the box before you play the audio. Students listen and repeat in chorus.

Extra activity
- Put students into two groups. Ask them to invent new names for themselves. Each student says *Hello* to the student on their left and then introduces himself/herself and all the students that have spoken so far, e.g. Student 1: *Hello. I'm X.* Student 2: *Hello. I'm Y. This is X.* Student 3: *Hello. I'm Z. This is X and this is Y.* The first student to say a person's name incorrectly drops out of the game.

Exercise 3 1.11 audioscript page 232
- In pairs, students put the dialogue in the correct order. Ask individual students to justify their answers. Play the audio for them to listen and check.

Exercise 4
- **Monitoring learning:** Monitor while students act out the dialogue. Don't correct any mistakes immediately. Try to give positive feedback first.

Exercise 5
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to check how confident students feel about this activity.

Exercise 6
- **Monitoring learning:** Students work in groups of three. The student in the role of the celebrity should speak too, e.g. *Hi. I'm (Emma Stone). Nice to meet you.*
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 222 for **less confident** students. This is an exercise to help them build their own dialogue for Exercise 6.
- FINISHED EARLY? Students write a dialogue in which they introduce two friends to each other.

Lesson round-up
- **Independent learning:** Read the lesson objective. Ask students to take out their Emoji response cards and show the appropriate card.

1.5 READING AND VOCABULARY

Family photo album

Lesson aims
- Students can understand a text about family photos and places.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Where are they?*

For the student
- Workbook, page 10
- Extra Practice Activities: Vocabulary

Lead-in
- Ask: *Do you read blogs? What about?* Have a class discussion.
- **Setting lesson goals:** *(Books open)* Ask students to look at page 19. Ask them what they expect to learn in this lesson. Explain the lesson objective.
- *(Books open)* In pairs, students look at each photo and say what they can see, e.g. (photo A) *two girls, green top, granny.*
- Use the Traffic Lights technique (see page 9) to find out how difficult or easy students found the text.
- Students guess how old the people in each photo are.

Exercise 1 1.12
- Ask students to find Alice's age in each paragraph (A – four; B – nine; C – eleven). Then ask pairs to find Alice in the photos.
- Write *fun* on the board and ask students to find the word in the text. In pairs, students use the context to guess the meaning and then tell you their ideas.

Exercise 2
- Students complete the sentences in pairs.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to check answers. Challenge students to justify their answers. Ask: *Are you sure?*

Exercise 3
- **Peer learning:** Students do the exercise individually. Then they compare each answer with a different student.

Exercise 4 1.13
- Students read the phrases before listening. Ask **more confident** students to translate any phrases they know.
- Play the audio, pausing after each phrase for students to listen and repeat in chorus.

Exercise 5
- NEED SUPPORT? With a **less confident** class, ask different students to say the answers before they write them.

Exercise 6
- **Peer learning:** In pairs, students describe their photos to each other. Encourage them to help each other.
- NEED SUPPORT? With **less confident** students, go through the photos and make sure they can identify the places correctly: A – on holiday, B – in the park, C – at home (note: they are having a barbecue in the garden), D – at home.
- FINISHED EARLY? In pairs or small groups, students mime an activity they do in one of the four places in the Vocabulary box. The other students guess where they are.

Lesson round-up
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to find out how difficult or easy students found the blog.

- **Independent learning:** Read the lesson objective. Ask students to take out their Emoji response cards and show the appropriate card.

1.6 LISTENING AND WRITING

Best friends

Lesson aims
- Students can understand and write short texts about best friends.

For the teacher
- Photocopiable activity: *This is me!*

For the student
- Workbook, page 11
- Extra Practice Activities: Writing

Background note

International Friendship Day is celebrated on different dates in various countries around the world.

Lead-in

- **Setting lesson goals:** *(Books open)* Explain the lesson objectives.
- **Peer learning:** *(Books closed)* Write on the board: *Why are friends important?* Discuss in pairs. Then groups of four compile a list of reasons why friends are important. Follow up with a class discussion.

Exercise 1

- In pairs, students look at the website and decide what the podcast is about.
- Ask a volunteer to explain *International Friendship Day*.

Exercise 2 1.14 audioscript page 232

- Play the audio twice if necessary. Pause after each speaker and ask students to note the key words.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening.

Exercise 3 1.14

- Before you play the audio again, ask students if they know any answers. Check answers as a class.

Exercise 4

- Write these prompts on the board: *1 Name, 2 Age, 3 Classmate/Neighbour/Family?*
- **Monitoring learning:** Ask students to use the prompts on the board to tell the class about their best friend.

Exercise 5

- **Peer learning:** Students read about Alex's best friend and complete the table individually. Then they compare answers in pairs.

Writing: Capital letters.

- Pre-teach or check *capital letter* by writing some capital letters on the board. Then write some lower-case letters and say: *These aren't capital letters.*

Exercise 6

- **Peer learning:** Students do the exercise in pairs. Ask students to compare the rules in the Writing box with the writing rules in their language.

Extra activity

- Students find the capital letters in the text on page 20.

Exercise 7

- With a **less confident** class, give students plenty of time so they can do their best.
- **Monitoring learning:** Try to point out positive aspects of students' work and list things to improve.
- NEED SUPPORT? Ask **less confident** students to copy Alex's text from Exercise 5, replacing the information about Alex and Lian with information about themselves and their friend.
- FINISHED EARLY? Ask students to write about their favourite actor, music or sports star.

Lesson round-up

- **Independent learning:** Read the lesson objectives. Ask students to take out their Emoji response cards and show the appropriate card.

1.7 CLIL: ART

Families in Art

Lesson aims
- Students can talk about families in art.

For the teacher
- Photocopiable activity: *Families in art*

For the student
- Workbook, page 12

Background note

John Singleton Copley (1738–1815) was born in Boston, Massachusetts. He was a popular and successful portrait artist. In 1774, he left America for Europe, and in 1775 he was joined by his wife and family in England, where they lived until he died. Copley painted about 350 paintings in his lifetime.

Lead-in

- **Setting lesson goals:** *(Books open)* Explain the lesson objective.

- Write on the board: *Art*. Ask students to use their Emoji response cards and hold up the card that shows how they feel about Art. Ask them if they have a favourite painting. Ask volunteers who said yes to say who or what is in it.

Exercise 1 1.15

- Focus students' attention on the Vocabulary box and elicit or pre-teach the meaning of the words, e.g. mime *artist* by pretending to draw or paint a picture on an easel.
- Teach *child* by pointing to a picture showing one child and saying: *This is a child.* Then point to a picture with several children and say: *They are children*. Point to a picture of a man, a woman and a child in order and say: *They are people*.
- Draw a picture of a mouse or cat on the board and say: *This is a picture.* Teach *by* by saying: *This picture is by (your name)*. Then point to the painting in the book and say: *This picture isn't by (your name).*
- Play the audio and have students repeat the words in chorus.

Exercise 2

- Ask students if they have a favourite family photo. Then ask a volunteer to go to the board and write who is in their favourite photo.
- NEED SUPPORT? With a **less confident** class, draw three or four stick people on the board and describe your favourite family photo. Add arrows and write, e.g. *my mum, Nadia*; *my sister, Valeria*; *my grandfather, Jules*. Then invite students to the board to draw their family photos and write about them.

Exercise 3

- Ask students to look at the painting. Say: *What is in the painting?* and elicit the answer (a family).
- Point to the younger man in the top left of the painting and ask: *Who is he: the grandfather or the father?* (He is the father.) Ask students who they think the mother is.
- Read out the text for students to listen while they read. Pronounce the names clearly.
- NEED SUPPORT? With a **less confident** class, before you read the text, ask students to scan it to find the words in the Vocabulary box.
- **Peer learning:** In pairs, students read the text again. Then ask: *What's the father's name?* (John Singleton Copley) Students work together to label the line drawing.
- **Monitoring learning:** Check answers by pointing to the people in the painting one at a time and asking: *What's his/her name?*

Exercise 4

- Ask students to do the exercise individually and then compare their answers with a partner.
- Check answers as a class.

Exercise 5

- Briefly revise countries and nationalities. On the board write the words for countries in a list, but gap some letters: *Chi_ _* (China), *F_ _ _ce* (France), *I_a_y* (Italy), *P_l_nd* (Poland), *_ _ain* (Spain), *the U_* (the UK), *the U_ _* (the USA).
- Ask volunteers to come to the board and complete the words.
- Then ask volunteers to come to the board and write the nationalities next to the countries.
- Students look at the paintings and the flags. Ask: *What nationality is the artist of painting A?* Do the same for paintings B and C.

Exercise 6

- Students match paintings A–C with descriptions 1–3.

Exercise 7

- Go through the two examples with the class. Ask a volunteer to make the first sentence and another volunteer to say if the information is correct or incorrect.
- **Peer learning:** In pairs, students take turns to make sentences and say if the information is correct or incorrect.
- Remember: students may have difficulty pronouncing the artists' names. Help them when necessary, but don't over-correct them.

Exercise 8

- Ask students to look at all the paintings. Then point to the paintings one at a time and ask students if it is their favourite. Keep a tally of votes on the board.
- FINISHED EARLY? Ask students to recreate one of the paintings in Exercise 5 with stick people.

BBC CULTURE

English around the world

Lesson aims
- Students learn about English-speaking countries around the world.

For the teacher
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 15

Background notes

The photos at the top of the page are (from left to right): the **Statue of Liberty** in New York, the USA; **Big Ben** in London, the UK; **Sydney Opera House** in Sydney, Australia.

The **red buses** in the BBC video photo on page 25 are London's famous double-decker buses.

Lead-in

- **Setting lesson goals:** Ask students to look at pages 24–25. Discuss as a class what they will do in this lesson.
- Use the picture at the top of page 24 to teach *map* and to check *flag*. Ask students to use their Yes/No response cards to find out which flags they recognise.
- Check that students recognise the names of the countries.

Exercise 1

- In pairs, students help each other label the countries.
- Ask different students to say each answer.
- Ask the class what they can see in the photos on the map. (See Background notes.)

Exercise 2 1.18

- Pre-teach *speak*, e.g. say: *In (your country) we speak (your language)*. Then students do the exercise individually.

Extra activity

- Write these words on the board: *Capital city? Population? Language?* Discuss what they mean as a class. Then students find and underline them in the text.
- Ask students to say what the capital city, population and language of their country are.

Exercise 3

- Students discuss and write their answers in pairs.
- **Peer learning:** In pairs, students review each other's answers.

Exercise 4 1.19 audioscript page 232

- Play the audio twice. Students do the matching task in pairs.

Exercise 5 7 videoscript page 232

- If you can't show the video, spend more class time preparing the project. Alternatively, you can read out the videoscript.

BBC video

Presenter's questions:

1 (01:25) What's the name of the capital of your country?

2 (01:33) What's the name of the UK flag? Is it a) the Union John, or b) the Union Jack?

- Elicit what students know about the UK.
- Tell students that the presenter will ask them two questions and that they should be ready to answer them in chorus, but not before you give them permission to speak. Agree what the signal will be, e.g. *Go!*
- Pause the video after the first question. Give students the agreed signal.
- Play the video and pause after the second question. Give students the agreed signal. Then play the rest of the video for them to check their answers.

Exercise 6 7

In pairs, students read the questions and answer the ones they can. If they can't remember an answer, they should guess. Then they watch the video again.

- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose students to explain their answers.

Exercise 7

- **Monitoring learning:** Students discuss the questions in pairs. Use the Popsicle Stick technique (see page 9) to choose students to explain their answers. Then have a class discussion.

Exercise 8

Project Time

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the project with and without technology.

Extra activity

- Students think of an animal or object that could represent each of the countries in this lesson, e.g. the UK: a cup of tea; the USA: a cowboy hat; Australia: a kangaroo. They can draw the objects or animals and use a dictionary to label them. Then they choose an object or animal to represent their country.

Lesson round-up

- Ask students to tell you what they have enjoyed the most from this lesson and why.
- **Independent learning:** Check what students have learned in this lesson. Ask them to write three true statements and one false statement about the topic of the lesson and share them in pairs, groups or with the class. Then they try to identify the false statements.

Unit contents

Vocabulary
- Clothes
- Adjectives
- My things
- Shapes

Grammar
- *this, that, these, those*
- *too big/small*
- *to be* questions and short answers

Speaking
- Asking for personal information

Writing
- Writing about favourite things

Future skills
- Collaboration: task management, conflict resolution

For Online Classroom, go to the Portal.

2.1 VOCABULARY

Clothes

Lesson aims
- Students can talk about clothes.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Two T-shirts!*
- Test: Vocabulary Check 2

For the student
- Workbook, page 16
- Extra Practice Activities: Vocabulary

Lead-in

- *(Books closed)* Play Touch and Guess with the class to revise known vocabulary. Put 6–8 objects in a bag, including one or two objects to introduce the unit topic, e.g. a book, a phone, a T-shirt, a baseball cap. Blindfold a student and give him/her an object from the bag to feel. The student guesses what it is, e.g. *A phone?* Continue with different objects and students.
- Point to the objects and say: *These are my things*. Then write *My things* on the board. Students predict what they will learn.
- **Setting lesson goals:** Explain the lesson objective. Ask students why they need to learn clothing words in English, e.g. to go shopping in a foreign country, to talk to foreign friends.
- **Independent learning:** *(Books closed)* As a class, brainstorm words for clothes. Encourage students who know words to translate for students who don't know them.

Exercise 1

- **Peer learning:** In pairs, students help each other find the clothes in the picture.
- Say words for clothes and ask students who are wearing them to stand up.

Exercise 2 2.1

- Play the audio, pausing for students to repeat each word. Give clues or use gestures to help students guess the word, e.g. Teacher: *It's green!* Students: *Cap!*

Exercise 3 2.2 audioscript page 232

- Students read the words before they listen to the audio.
- Play the audio, pausing to ask individuals for the answers.
- With a **less confident** class, play the audio again.

Exercise 4

- **Independent learning:** Read out the first example, *T-shirt*, and ask: *Why 'is'?* Elicit the answer. Encourage learner autonomy by referring students to the Grammar box in Lesson 1.2.
- Read out the second example, *jeans*, and ask: *Why 'are'?* Explain that items of clothing that are worn on both legs are plural. Ask students to give one more example from the Vocabulary box (trousers). You can also add *shorts*.
- In pairs, students complete the table.
- **Giving feedback:** Draw the table on the board. Use the Popsicle Stick technique (see page 9) to choose individual students to write the words. Tell them the order isn't important. The class then say if each word is correct. If it isn't, ask them to explain why.

Exercise 5

- Students do the exercise in pairs.
- **Giving feedback:** Ask individuals to read the completed sentences and put a tick for true sentences or a cross for incorrect ones. Ask them to correct the incorrect sentences. You could make more true/false sentences about the picture and continue the activity, e.g. *The coat is blue.* (✓) *The T-shirt is white.* (✗)

Exercise 6

- **Peer learning:** Ask a confident student to demonstrate the activity. Encourage pairs to correct each other if necessary.

Exercise 7

- Students do the exercise in pairs. Alternatively, turn the activity into a game: Put students into two teams. A student from one team describes a classmate's clothes. A student from the other team guesses who he/she is.

Exercise 8

- Students do the exercise in pairs. Encourage students to say complete sentences, e.g. *Adam's trainers are OK.*
- NEED SUPPORT? With a **less confident** class, ask students to name the clothes in the picture first.

Exercise 9

- Students make lists individually. Then they compare with a partner. Alternatively, put students into groups of four and ask them to race to do the exercise.
- NEED SUPPORT? With a **less confident** class, brainstorm suitable clothes on the board. Then students choose from the list on the board to do the exercise.

Extra activity

- Students name different clothes for different types of parties.

Exercise 10

- Pre-teach *school uniform* if your students wear one. Check *weekend*. Say: *Saturday and Sunday are the ... (weekend).*
- **Giving feedback:** Students make their lists. Monitor and correct spelling. Praise neat, tidy work as well as good spelling. This helps boost students' confidence.
- FINISHED EARLY? Ask students to imagine themselves dressing for different situations: going to a wedding or the cinema, playing sports, and describe their clothes for each occasion.

Extra activity

- Students 'design' their ideal outfit and draw themselves wearing it. Then they label the picture. You could use the pictures to make a class poster.

Lesson round-up

- **Independent learning:** Students choose the new words they have learned in the Vocabulary box. Remember to praise and encourage them.
- **Independent learning:** Ask: *Can you talk about clothes?* Students use their Emoji response cards and show the appropriate card.

2.2 GRAMMAR

this, that, these, those

Lesson aims
- Students can use *this, that, these, those* and adjectives.

For the teacher
- *Need support?* worksheet, page 223
- Grammar presentation
- Photocopiable activity: *These are Mary's trousers*
- Test: Grammar Check 2

For the student
- Grammar Time, Student's Book, page 133
- Workbook, page 17
- Extra Practice Activities: Grammar, Vocabulary, The Newmans video

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students look at pages 28–29 and discuss what they think they will learn. Elicit ideas from the class. Explain the lesson objectives.
- *(Books open)* Point to the photos in the photo story and ask: *Where is Jen?* (at home) *Who is the woman?* (Alex and Jen's mum) *Is she happy? (*no)
- Pre-teach *long*, *old* and *new*.

Exercise 1 8 2.3 videoscript page 232

- Read out the question. Students look at the photos and guess the answer.
- Play the video. If you don't have access to a computer, play the audio.
- **Giving feedback:** Use the Popsicle Stick technique (see page 9) to choose students to give the answer and justify it. Elicit that Jen was distracted by her phone conversation and delivered the wrong clothes to the wrong rooms.
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions. Pauses: 1 After Jen's monologue in photo 2, ask: *Are they Jen's clothes?* (No, they are Mum's/Mrs Newman's clothes.) 2 After the end of the dialogue in photo 3, point to the jeans Mrs Newman is holding and ask: *Are they Mrs Newman's jeans?* (No, they aren't.) *Are they Jen's?* (Yes, they are.) 3 After the end of the dialogue, ask: *Are the T-shirts over there Alex's?* (No, they aren't.) Mime exasperation. Say: *Oh, Jen!*

Exercise 2

- **Peer learning:** Students do the exercise in pairs. They look at the photos, read, discuss and agree about the answer.

Exercise 3 2.4

- Play the audio, pausing for students to repeat each expression in chorus.
- Play audio track 2.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the photo story.

Exercise 4

- Say: *Hands up for a/b/c!* Ask individual students to explain their choice. Don't confirm their answers yet.

Exercise 5 9 2.5 videoscript page 232

- Play the video or audio for students to check their answer in Exercise 4.

Extra activity

- *(Books open)* In groups of three, students act out one or two scenes from the photo story.

Exercise 6 Get Grammar! 10 videoscript page 232

- Use gesture to reinforce meaning, e.g. point to an object near you and say: *This (book).* Point to another object that is further away and say: *That (poster).* Do the same for plural objects, e.g. your shoes and a student's shoes.
- Read out the sentences in the Grammar box. Focus students' attention on the pronunciation of *this* /ðɪs/ and *these* /ðiːz/.

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.

Exercise 7

- Students choose the correct answers. Then they compare answers in pairs.

Exercise 8

- **Monitoring learning:** Students complete the sentences in pairs. Use the Traffic Lights technique (see page 9) to monitor the exercise.
- NEED SUPPORT? Ask **less confident** students to write the words *this/these* on one piece of paper and *that/those* on another piece of paper. Ask them to place *this/these* in front of them and *that/those* at the end of their desk and use them as reference while they do the exercise. This will help reinforce the idea of what is near and what is distant.

Extra activity

- Play a game: Collect 6–10 items from various students. Place some at the front of the classroom and some at the other end of the classroom. Put students into two teams, A and B. Ask a student from team A to come to the front of the classroom, point to one of the objects and say whose it is using *this*, *that*, *these* or *those,* e.g. *Those are Kate's books. This is Ayman's pencil.* If the student is correct, he/she returns the object to its owner and wins a point for the team.

Exercise 9 2.6

- Play the audio, pausing for students to repeat each word in chorus.
- Ask individual students to use these words in sentences about objects they have with them, e.g. *My bag is new.*

Exercise 10

- Students work in pairs. They decide together about the pairs of opposites and write them in their notebooks.
- **Monitoring learning:** Check answers as a class. Make sure students understand what the adjectives mean. You can mime *big*, *small*, *long* and *short* or translate.

Exercise 11

- Students talk about the clothes in pairs. They can refer to the Grammar box for help.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 223 for **less confident** students. Explain that picture 1 on the worksheet is the picture at the top. Picture 2 is the picture at the bottom. This is a noun-adjective matching exercise to help students do the exercise with more confidence.

Exercise 12

- Use a piece of adult clothing such as a cardigan or a jacket to demonstrate the meaning of *too big*. Place it next to one of the smaller students (not the smallest) or ask the student to put it on. Say: *It's too big for (student's name).* Ask students to read the Watch out! box. Students repeat the examples after you in chorus.
- Describe a person and the clothes he/she is wearing for students to draw using adjectives from the Vocabulary box, e.g. *Draw a boy: Ricki. Ricki's jeans are too short. They're black. Ricki's T-shirt is too big. It's red.* Avoid using *cool* and *boring* as they can be subjective.
- **Monitoring learning:** Students hold up their drawings. Choose one and ask another student to describe the picture. Repeat with different drawings. Praise students' efforts.
- FINISHED EARLY? Ask students to write a description of the clothes they drew in Exercise 12, e.g. *The jeans are too short. The T-shirt is too big. It's red.*

Lesson round-up

- **Independent learning:** Ask individual students to makes sentences with *this*, *that*, *these* and *those*. Ask: *Can you use 'this', 'that', 'these' and 'those'?* Students use their self-assessment (Emoji response) cards and show the appropriate card.
- Ask individual students to say sentences with *too* + adjective to describe the clothes in the drawings they made in Exercise 12. Students show the appropriate self-assessment (Emoji response) cards.

2.3 GRAMMAR

to be questions and short answers

Lesson aims
- Students can ask and answer questions with the verb *to be.*

For the teacher
- *Need support?* worksheet, page 223
- Grammar presentation
- Photocopiable activity: *Is that your schoolbag?*
- Test: Grammar Check 2

For the student
- Grammar Time, Student's Book, page 133
- Workbook, page 18
- Extra Practice Activities: Grammar

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students look at pages 30–31 and predict what they will learn in this lesson. Ask volunteers to share their ideas with the class. Ask a student: *Are you OK?* When he/she answers (probably using only *yes* or *no*), explain the lesson objective.
- *(Books closed)* Write *Dug's new suit* on the board. Ask students to guess what *suit* means.
- *(Books open)* Students look at the pictures in the cartoon story and check or work out the meaning of *suit*.
- Ask students to tell you what they can see in the pictures.
- Pre-teach *box* using picture 4. Students guess. Pre-teach or elicit *clever.* Point to Kit in picture 6. Draw a lit light bulb on the board. Point to it and say: *Kit is … (clever).*

Exercise 1

- Tell students that when you give them the signal, they should read the question in pairs, write the answer on a piece of paper and hold it up. Before you give the signal, make sure students have a pen and a piece of paper ready.

Exercise 2 2.7

- Ask: *What size is Dug's new suit?* Don't confirm students' answers yet.
- **Monitoring learning:** After students do the exercise, ask a volunteer to point to the text and justify the answer.

Extra activity

- In groups of four, students act out the cartoon story.

Exercise 3 Get Grammar! 11 videoscript page 232

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out that we invert the subject and verb to form a question.
- Tell students that people use short answers in everyday English, not just *yes* or *no*, which can be rude.
- Tell students that we don't use short forms for affirmative short answers. Write on the board: *Yes, we're.* (✗) *Yes, we are.* (✓)
- NEED SUPPORT? With a **less confident** class, do the following to reinforce the concept of inversion. Write *Hammy, is, small*, a full stop and a question mark on five separate cards. Give the word cards with *Hammy*, *is* and *small* to three students. Ask them to stand next to one another in the following order: *small, Hammy, is*. Ask the class to direct the students in which order to stand to form an affirmative sentence. The student with the full stop joins them at the end. Then ask the class to direct the students with the word cards in which order to stand to form a question. Replace the student with the full stop card with the student with the question mark card.

Exercise 4

- Students do the exercise individually.
- **Monitoring learning:** To check answers, read out the sentences. Students stand up for T and sit down for F. Ask students to refer to the text and justify their answers.
- NEED SUPPORT? In pairs, students copy sentences 1–4 in their notebooks. They underline the subject and verb and then they re-write the sentences as questions on the line below, e.g. *The puppies are OK. Are the puppies OK?*

Exercise 5

- **Peer learning:** Pair **less confident** students with **more confident** students. Students find and underline the questions in the dialogue, write the missing word and decide who asks the questions.
- Ask different students to write the answers on the board. Involve the class. Ask: *Is it correct?* (Yes, it is./No, it isn't.) *Are you sure?* (Yes, I am./No, I'm not.)

Exercise 6

- Students answer the questions in Exercise 4 individually. They can check by finding and underlining the answers in the cartoon story.

Exercise 7

- **Peer learning:** Pair weak and strong students to complete the questions and short answers.

Extra activity

- In pairs, students act out the dialogues in Exercise 7.

Exercise 8 2.8 audioscript page 233

- Tell students to underline the pronouns in the answers.
- When you check answers, play the audio again. Pause after each question and ask students what the pronoun they underlined refers to.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 223 for **less confident** students. They listen to the audio and match the sentence halves to form the questions. This will help them choose the correct answer.

Exercise 9

- **Monitoring learning:** Students write questions in their notebooks individually. Use the Traffic Lights technique (see page 9) to check when they need help. Try to give positive feedback. Check answers before students ask and answer so that they practise the correct language.

Extra activity

- With a confident class, play a game. Tell students you are thinking about an object in the classroom. Note: It should be in plain view. Students write six questions to find out what it is, e.g. *Is it big? Is it blue?* When they have finished writing, they read out all their questions for you to answer. The student who gets the most *yes* answers is the winner.
- FINISHED EARLY? Students use the following prompts to write more questions for Dug with *to be*: *1 you / famous? 2 your suit / new? 3 your friends / superheroes? 4 Kit / short?* Students can add their own questions too.

Exercise 10 2.9 2.10

- Play Kit's Rap. Students clap the beat and chant.
- Once students are familiar with the rap, play the karaoke version and ask them to chant. With a small class, you could repeat the chant for each individual student.

Lesson round-up

- **Independent learning:** Ask students to write one sentence summing up what they have learned in this lesson. Then read the lesson objective. Students use their self-assessment cards (Emoji response cards) and show the appropriate card.

2.4 SPEAKING

Asking for personal information

Lesson aims
- Students can ask for and give personal information.

For the teacher
- *Need support?* worksheet, page 223
- Photocopiable activity: *Tell me about you!*

For the student
- Workbook, page 19
- Extra Practice Activities: Speaking

Background note

Background note: Teens in the UK may call an adult man they don't know well or a teacher *Mr* + surname, e.g. *Mr Wood*.

Lead-in

- *(Books closed)* Write *What's your name?* on the board.
- **Setting lesson goals:** *(Books open)* Students look at page 32 and predict what the lesson is about. Explain the lesson objective.
- *(Books open)* Ask students questions about the photos, e.g. *Where are they?* (Students guess: at school/at a music class) Point to Lucas and Lian. Ask: *Who is he/she?* (Lucas/Lian) Point to the man and ask: *Who is he?* (Students guess: a teacher)

Exercise 1 ▶ 12 2.11

- Play the video. If you don't have access to a computer and projector, play the audio.
- Students say where Lucas is from.

Exercise 2 2.12

- Make sure students understand all the phrases before you play the audio. Students listen and repeat in chorus.

Extra activity

- Put students into groups of three and ask them to act out the dialogue in Exercise 1.

Exercise 3 2.13 audioscript page 233

- Before students listen, elicit the questions they think will be asked in the audio.
- NEED SUPPORT? With a **less confident** class, go through the answers one by one and elicit the questions that match the answers.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to check how difficult students found the exercise.

Exercise 4

- **Monitoring learning:** When monitoring, give students an opportunity to self-correct. Ask: *Is this correct?*

Extra activity

- In pairs, students act out the dialogues in Exercise 4.

Exercise 5

- **Peer learning:** Ask students to note two things they liked about their partner's answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 223 for **less confident** students. It helps them practise the entire dialogue before they prepare their own.
- FINISHED EARLY? Students write a dialogue with an imaginary new classmate.

Lesson round-up

- **Independent learning:** Students use their self-assessment (Emoji response) cards and show the appropriate card.

2.5 READING AND VOCABULARY

My things

Lesson aims
- Students can understand a short text about a gadget.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *My super backpack*

For the student
- Workbook, page 20
- Extra Practice Activities: Vocabulary

Lead-in

- **Setting lesson goals:** *(Books open)* Pairs look at page 33, discuss what they will learn in this lesson and note their ideas. Don't explain the objective at this point. Review students' predictions at the end of the lesson.

Exercise 1 2.14

- *(Book closed)* Write *My things* on the board. Elicit any words for possessions that students know.
- *(Books open)* Ask students to look at the Vocabulary box. Read out the words one by one and ask students to put up their hand if they know what the word means.
- Play the audio for students to listen and repeat in chorus, pausing for them to discuss which photo 1–4 corresponds to the word.
- Students label the photos individually.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to check the answers.

Extra activity

- Students work in pairs. One student mimes using a thing from the Vocabulary box and his/her partner guesses what it is.

Exercise 2 2.15

- Before students listen and read, ask them to work individually and guess two reasons why the backpack is 'super'. They compare their guesses in pairs.
- Play the audio for students to listen and read and check their guesses.

Exercise 3

- **Monitoring learning:** Check answers using T/F response cards. Ask different students to justify each answer by referring to the text.

Exercise 4

- Students work individually to answer the questions. Then they check answers in pairs.

Exercise 5

- Bring enough sheets of A3 or A4 paper for each group of four students.
- Students brainstorm ideas for a supergadget.
- One student draws while the others plan what they will say and who will say it. Encourage them to divide the work so that everyone in the group has something to say.
- Then they give their presentation to the class.
- NEED SUPPORT? With **less confident** students, tell them it is OK to read out their presentation from their notes.
- **Peer learning:** The class give their comments on each group's poster. Ask them to identify two positive aspects of a group's poster and express a wish about what the group might do next time to improve their work.
- FINISHED EARLY? Ask students to describe an item they own from the Vocabulary box.

Lesson round-up

- **Independent learning:** Students refer to the lesson objective they predicted in the Lead-in. Was it correct?
- **Independent learning:** Students use their self-assessment (Emoji response) cards and show the appropriate card.

2.6 LISTENING AND WRITING

My favourite things

Lesson aims
- Students can understand and write short texts about favourite things.

For the teacher
- *Need support?* worksheet, page 223
- Photocopiable activity: *My favourite things*

For the student
- Workbook, page 21
- Extra Practice Activities: Writing

Lead-in

- **Setting lesson goals:** *(Books open)* Pairs look at page 34 and discuss what they will learn in this lesson. Explain the lesson objectives.

Exercise 1

- **Peer learning:** In pairs, students help each other name the objects and clothes. Then they compare answers with another pair. Finally, collect students' answers on the board.

Exercise 2 2.16 audioscript page 233

- Ask students how many boys they can see in the picture (three) and how many girls (two).
- Then read out each name in turn and make sure students know if it is a boy's or a girl's name.
- Play the audio for students to listen and write the numbers next to the names. Check answers as a class.

Exercise 3 2.16

- Ask students to read the sentences before they listen. Play the audio again for them to do the exercise.
- **Monitoring learning:** Use students' T/F response cards to check answers.

Exercise 4

- **Peer learning:** Pairs tell each other what their favourite things are. Then ask students to talk about their favourite things with another pair.

Exercise 5

- Before students read the blog, ask them to predict what Alex's favourite things are. Write their suggestions on the board.
- Students read the blog post. Ask them to name Alex's favourite things. Ask individual students to come to the board and tick one item at a time. If an item isn't in the list, they should add it.

Exercise 6

- Pre-teach *punctuation*. Point to the Writing box and say: *Look. The punctuation marks are bold.*
- Ask students to read the Writing box. Then elicit from them when we use a question mark, a full stop and an exclamation mark. Ask: *Why is punctuation important?* (It helps us understand a text.)
- **Monitoring learning:** Ask students how difficult they found the exercise. Explain further if necessary.

Extra activity

- Write the following sentences on the board and ask students to copy them into their notebooks, adding the correct punctuation:
  That's boring
  Where are you from
  My friend's name is Maria

Exercise 7

- **Peer learning:** In pairs, students review each other's work and check punctuation marks.
- NEED SUPPORT? With a **less confident** class, revise the list of adjectives students can use in their writing and ask them to scan Alex's post for one more. Write the list on the board: *big, small, cool, boring, new, old, short, small, fantastic*. Also revise colours if you think this will help students.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 223 for **less confident** students. This will give them confidence to do their own writing.
- FINISHED EARLY? Ask students to try to remember what their partner's favourite things are and write about them.

Lesson round-up

- **Independent learning:** Students read the lesson objectives and use the appropriate self-assessment (Emoji response) card.

2.7 CLIL: GEOMETRY

Shapes

Lesson aims
- Students can describe different shapes.

For the teacher
- Photocopiable activity: *Shapes*

For the student
- Workbook, page 22

Lead-in

- *(Books closed)* Ask different students about a favourite item of clothing, e.g. *What are your favourite clothes? What colour is your T-shirt?*
- **Setting lesson goals:** Give students time to look at page 35. Explain that the objective of this lesson is to learn the names of basic geometric shapes. Then write on the board: *1 My T-shirt is yellow with blue circles. 2 My jacket is red. No lines or squares! 3 My dog is black and white.* Ask students to read out the sentence which doesn't fit in with the lesson objective (3 My dog is black and white.).
  (Books closed) Draw a line, a circle, a square, a rectangle and a triangle on the board. Point to each one in turn and say: *This is a shape.* Then say: *These are shapes.*

Exercise 1 2.17

- Play the audio, pausing for students to repeat each word in chorus. Ask a student to say the number of the corresponding shape. If students don't know the number, say the number yourself.

Extra activity

- *(Books closed)* Say a shape and ask students to draw it in their notebooks. Ask them to compare their drawing with a partner's. Then ask a student to draw the correct shape on the board. Continue with different shapes.
  With a **more confident** class, ask students to draw more than one shape at a time, e.g. three small triangles and one big triangle.

Exercise 2

- Students do the matching exercise individually.
- NEED SUPPORT? Ask students to take turns to describe each item of clothing using this model: *Colour: (red). Shapes: (triangles and circles). How many: (six triangles and one circle*). Then ask them to scan the three texts and find the text that has the same colours and number of shapes.
- Use the Popsicle Stick technique (see page 9) to choose students to say and justify each answer.

Exercise 3

- **Peer learning:** Students work in pairs to complete the table. Then they compare answers with other pairs. Check answers by collecting students' answers on the board.

Exercise 4

- Pairs race to do the exercise. The first pair to finish stand up.
- **Monitoring learning:** To check answers, ask students to stand up if they think a sentence is true and remain seated if they think it is false. Ask a student who is standing to explain why they think the sentence is true; ask a student who is seated why they think it is false.

Exercise 5

- **Peer learning:** Give students time to draw and write. Then put them into groups of four and ask them to look at each other's work. They choose their favourite design and tell the class about it. Encourage them to explain why it is their favourite.
- FINISHED EARLY? Students draw an abstract picture using colours and shapes. Then they write how many shapes of each colour they have used, e.g. one pink circle, two blue squares.

Lesson round-up

- Ask different students to draw the shapes they learned in this lesson on the board.
- **Independent learning:** Ask: *Can you describe shapes?* Students respond with the appropriate self-assessment (Emoji response) card.

SET FOR LIFE

Great idea!

Lesson aims
- Students can make decisions when they are working in a group.

For the teacher
- Photocopiable activity: *How about a cool cap?*

Lead-in

- Ask students when they have to make decisions as a group. Elicit answers, e.g. deciding which film to watch, what to do or where to go when they hang out with their friends.
- **Setting lesson goals:** Explain the lesson objective. Ask the class how groups of people usually make decisions (by doing what the majority decides). Ask what they do if they don't agree with a group decision. Listen to what they say, but don't discuss any further.

Collaboration: task management, conflict resolution

- These refer to the ability to work as a team to achieve a group goal as well as to reconcile different opinions. This lesson helps 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.

Exercise 1

- Students guess what the situation is in pairs.

Exercise 2

- **Peer learning:** Students do the exercise using the Think-Pair-Share technique (see page 9).

Exercise 3

- **Monitoring learning:** Students do the exercise in pairs. Ask them to recreate the dialogue with their own suggestions and responses in class.

Exercises 4–7 2.20–2.23 audioscripts page 233

- Follow the instructions in the Student's Book.

Exercise 8 2.24 audioscript page 233

- **Monitoring learning:** Read the Useful Tips as a class. Help students understand what they read. Then play the audio. Students answer using their Yes/No response cards.

Exercise 9

- Read the Useful Phrases as a class. Ask students if they remember how the phrases were used in the dialogues the children had about where to go for Lucy's birthday. Students who remember say the complete phrase, e.g. *Chinese food is good, but Lucy likes pizza*. Consult the audioscript on page 233.
- Students complete the dialogues in groups of three. Give them a tip to help them complete the lines: they can compare a blank line in one dialogue with the corresponding line in the other dialogue, e.g. dialogue 1: B's first line (blank) with dialogue 2, B's first line (complete).
- **Monitoring learning:** Check that all groups have the correct lines before they act out the dialogues in class.

Exercise 10

- Students prepare, practise and present a role play in groups of three. Discuss the steps as a class and offer some examples they can use, e.g. step 1: doing a sport or activity like rock climbing, swimming, going to an adventure park, making pottery.
- For step 3, students recreate a dialogue like the one the children had in Exercise 8, using phrases from the Useful Phrases box on page 39.
- **Monitoring learning:** Go round the class and offer help if you are asked.

Lesson round-up

- **Independent learning:** Have a class discussion about what students have learned from this lesson. Ask them which phrases they found the most useful.

Unit contents

Vocabulary
- In the house
- Prepositions of place
- Household objects
- Materials

Grammar
- *there is/there are* affirmative
- *there is/there are* negative and questions

Speaking
- Having a guest

Writing
- Describing your bedroom

For Online Classroom, go to the Portal.

3.1 VOCABULARY

In the house

Lesson aims
- Students can talk about their house.

For the teacher
- *Need support?* worksheet, page 224
- Vocabulary Memory Game
- Photocopiable activity: *The old ghost house*
- Test: Vocabulary Check 3

For the student
- Workbook, page 28
- Extra Practice Activities: Vocabulary

Background note
A lot of people live in houses in the UK. The houses often have a garden.

Lead-in
- *(Books closed)* Ask: *Are we in a house*? Elicit *No, we're in a school.* Then ask: *What is this room?* (It's a classroom.) *It's in the school.* Write *In the house* on the board. Ask volunteers to predict what they will learn in this lesson.
- **Setting lesson goals:** Ask students to look at pages 42–43. Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- **Independent learning:** *(Books closed)* Ask students what house words they know. Volunteers say a word and write it on the board with your help. Make sure everyone understands what the word means.

Exercise 1
- In pairs, students look at the photos and label as many of the things as they can.
- Check answers by asking different students.

Exercise 2 3.1
- Give students time to read the words.
- Play the audio, pausing after each word for students to repeat in chorus. Then they find the thing in the photos on page 42.
- NEED SUPPORT? With a **less confident** class, ask students to hold up their books and point to the things.

Exercise 3
- Students do the exercise individually. Then they compare answers in pairs.
- **Monitoring learning:** Ask different students for the answers. Ask them to justify their answers by holding up their book and pointing and naming things in the room.

Extra activity
- Students write how many things from the Vocabulary box on page 43 are in their house, e.g. *twelve chairs.*

Exercise 4 3.2
- Play the audio and pause after item 1. Ask a student to read out the example answer.
- **Peer learning:** Play the audio until the end, pausing for students to discuss and write down their answers in pairs. Alternatively, do this as a whole class activity. Students tell you their ideas. Check answers by having a class vote.

Exercise 5
- Look at the example with students. Students then do the exercise individually. Point out that the words they need are in the Vocabulary box.
- **Peer learning:** Students compare each answer with a different student, discussing and correcting each other's answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 224 for **less confident** students. This gives them a chance to familiarise themselves further with the new vocabulary and spelling by matching the things with rooms. This will also prepare them to do Exercise 6.

Exercise 6
- Students find the armchair in the photos.
- Ask two confident students to read the example dialogue.
- Students do the exercise in pairs. When they have finished, they swap roles.
- With a **more confident** class, ask students to do the activity without referring to the example.

Extra activity

- Play a game. Write the name of an object on the board, e.g. *chair*. Pairs have thirty seconds to write where we usually find chairs.
- Check answers. The pair with the most places wins. If students come up with unusual places, e.g. a chair in the bathroom, ask them to justify their answer, e.g. *It's a big bathroom.*
- Continue with a word for another object.

Exercise 7

- Students look at the picture. Ask: *What's in this crazy house?* Ask volunteers to give you two or three examples.
- Students imagine their crazy house, draw it and write a list of the things in it.
- **Peer learning:** Students compare their houses in pairs. You could ask them to tell the class about their house. Have a vote about whose house is the craziest.
- FINISHED EARLY? Students write four sentences about the colour and/or size of things in their house, e.g. *The sofa is big. The fridge is big and white.*

Lesson round-up

- **Independent learning:** Students find the new words they have learned in the Vocabulary box. Remember to praise and encourage them. Tell **less confident** students they will be able to practise the words again in other activities.
- **Independent learning:** Ask: *Can you talk about your house?* Students show the appropriate self-assessment (Emoji response) card.

3.2 GRAMMAR

there is/there are affirmative

Lesson aims
- Students can use *there is/there are* and prepositions of place.

For the teacher
- *Need support?* worksheet, page 224
- Grammar presentation
- Photocopiable activity: *There's a cat on the armchair!*
- Test: Grammar Check 3

For the student
- Grammar Time, Student's Book, page 134
- Workbook, page 29
- Extra Practice Activities: Grammar, Vocabulary, The Newmans video

Lead-in

- **Setting lesson goals:** Point and say a true sentence about your classroom using *there is/there are*, e.g. *There's a desk next to the door.* Ask students to look at pages 44–45. Then explain the lesson objectives.
- *(Books open)* Ask questions about the photo story, e.g. *Who is he?* (Alex) *Is Jen Lian's sister?* (No, she isn't.) *Are they at Alex and Jen's house?* (Yes, they are.)
- Use the photos to pre-teach *orange juice, milk* and *sweets*.

Exercise 1 ▶ 13 3.3 videoscript page 233

- Read the question and make sure students understand it. Students guess what Alex is looking for. Have a class vote.
- Play the video or audio. Students check their predictions.

Exercise 2

- In pairs, students write the answers they know.
- Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm answers.
- **Monitoring learning:** Check answers using the Basketball technique (see page 9).

Exercise 3 3.4

- Play the audio, pausing for students to repeat.
- Play audio track 3.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the photo story.
- Ask students how they might use these expressions in different situations.

Exercise 4

- Write *in*, *on* and *under* on the board. Point to objects in the photos that illustrate each preposition and give examples, e.g. *The orange juice is in the fridge.*
- Students guess where Alex's phone is. Don't confirm the correct answer yet.
- NEED SUPPORT? With **less confident** students, ask questions, e.g. *Is it on the table? Is it under the sofa?* Ask students to raise their hands when they hear you mention the place they think the phone may be.

Exercise 5 ▶ 14 3.5 videoscript page 234

- Play the video or audio for students to check their guess in Exercise 4.

Extra activity

- Play a game in pairs. Student A has his/her book closed. Student B chooses a line from the photo story and reads it out. Student A guesses who says it. Students then swap roles. They get one point for each correct answer. Set a time limit or a limited number of questions. The student with the most points is the winner.
- You can play the same game in teams: one student from team A reads a line and team B decide who says it.

Exercise 6 Get Grammar! ▶ 15 videoscript page 234

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.

- Elicit or tell students that we use *there's/there is* with singular nouns and *there are* with plurals. Say that when we speak, we use *there's*.
- Tell students we can say *some* instead of a number, e.g. *some sweets*.

Exercise 7
- Students do the exercise individually. Then they compare answers with a partner.
- **Peer learning:** Ask different pairs to write the answers on the board. One student writes while the other helps. This is a good way of boosting students' confidence.

Exercise 8
- **Peer learning:** In pairs, students take turns to say sentences. Then they can take turns to say the sentences with another pair, who check what they say.

Exercise 9 3.6
- Play the audio, pausing for students to repeat in chorus.

Exercise 10
- Students read the sentences, look at the photos and choose the correct preposition.
- **Monitoring learning:** To check answers, ask different students to say the answers. Involve the class and ask: *Is that correct?*

Exercise 11
- Students do the exercise in pairs.
- **Monitoring learning:** Ask different students to write the answers on the board.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 224 for **less confident** students. It is a controlled practice exercise that lets them familiarise themselves with prepositions and it will help them do Exercise 11 more confidently.

Exercise 12
- **Peer learning:** Students work in pairs. One student chooses a picture on page 141 and describes it for the other student to draw in his/her notebook. Then they check together. Students swap roles and continue.
- Ask two students who described their picture well to do it again for the class.
- FINISHED EARLY? Ask students to write a description of their classroom. They should use *there is/there are* and prepositions of place.

Lesson round-up
- **Independent learning:** Elicit the language students learned in this lesson, e.g. *Describe photo 1 in the photo story. Where's Alex's phone?* Then ask: *Can you use 'there is/there are'? Can you use prepositions of place?* Students show the appropriate self-assessment (Emoji response) card.

3.3 GRAMMAR

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

Lesson aims
- Students can use the negative and question forms of *there is/there are*.

For the teacher
- Grammar presentation
- Photocopiable activity: *Is there a fridge in the garden?*
- Test: Grammar Check 3

For the student
- Grammar Time, Student's Book, page 134
- Workbook, page 30
- Extra Practice Activities: Grammar

Lead-in
- **Setting lesson goals:** *(Books open)* Write on the board: *There isn't a book. Are there twenty students?* Read out the sentences and shake your head to illustrate that the first sentence is negative. Use an appropriate face expression to illustrate that the second is a question. Ask students to guess what the sentences mean. Then ask them to look at pages 46–47. Explain the lesson objectives.
- *(Books open)* Ask: *Who are the Terrific Two?* (Kit and Superdug) *What can you remember about Kit and Dug?* (e.g. Dug is a dog. He is also a superhero. When he is a superhero, his name is Superdug. Kit is a cat. She isn't a superhero. Kit and Dug are friends.) Ask: *Who's Coco?* Students look at the pictures in the cartoon story and guess.
- Ask questions about each picture, e.g. picture 2: *What's this?* (a house); picture 3 (pointing to Kit's granny): *Who's she?* (Students guess.) Use the pictures to pre-teach *car, trees* and *parrot* as necessary.

Exercise 1
- Students choose the correct picture. You could use the pictures to teach *walkie-talkie* and *headphones*.

Exercise 2 3.7
- In pairs, students predict the answer before they listen to the audio.
- Play the audio for students to listen. Students read and check the correct answer.

Exercise 3
- Students read the sentences. Then they read the cartoon story again and complete the sentences individually.
- NEED SUPPORT? With a **less confident** class, tell students which key words to underline in the questions: 2 – *blue;* 3 – *two, big, garden;* 4 – *bad;* 5 – *Granny, house.*
- Use the Popsicle Stick technique (see page 9) to choose students to write the answers on the board.

Extra activity

- Students act out the cartoon story in groups of four.

Exercise 4 Get Grammar! ▶ 16 videoscript page 234

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Focus attention on the short form of the negative.
- Elicit or point out the word order in questions: *is/are* before *there*.
- Point out the affirmative and negative short answers. Say that they are very common in everyday English. Remind students that it isn't polite to answer just *yes* or *no*.

Exercise 5

- Elicit or point out that the answer in the example is *There aren't* because the noun (*people*) is plural.
- **Peer learning:** Students do the exercise in pairs. Pair confident and **less confident** students.
- **Monitoring learning:** Check answers using Yes/No response cards (see page 9).
- Students read the sentences again, look at the pictures and tick the true sentences.

Exercise 6

- Remind students that in the affirmative, we use *a/an* with singular nouns and *some* with plural nouns. Students read the examples in the Watch out! box. Encourage them to work out the rules by asking prompt questions, e.g. *Is 'tree' singular or plural?* (singular) *Is 'trees' singular or plural?* (plural)
- Elicit or explain that in negative sentences and questions, we use *a/an* with singular nouns and *any* with plural nouns.
- Students do the exercise in pairs.
- NEED SUPPORT? With a **less confident** class, first ask students what is missing from each picture. Make sure they notice that in picture 1 there is no window behind one of the sets of blue curtains. Do the same for the remaining missing objects: picture 2 – no door; picture 3 – no TV; picture 4 – no table; picture 5 – no pictures in the picture frames.
- **Monitoring learning:** Ask different students to justify their answers by explaining or pointing to the missing objects.

Exercise 7

- In pairs, students use the prompts to write questions and answers.
- **Peer learning:** Two pairs exchange their notebooks and review each other's work.
- **Monitoring learning:** Write the answers on the board and clarify any problems.
- Students ask and answer the questions in pairs.

Exercise 8

- In pairs, students look at the pictures on page 141. Student A chooses one picture but doesn't say which one. Student B asks questions to find out which picture it is, e.g. *Is/Are there a/any ...?* After Student B has guessed, they swap roles.
- FINISHED EARLY? Write the following words on the board: *flowers, cars, a girl, a parrot, bikes, a red door.* Students look at the picture in Exercise 7 and write questions and answers about the following: *flowers ✓; cars ✗; a girl ✓; a parrot ✗; bikes ✗; a red door ✓*, e.g. *Are there any flowers in the picture? Yes, there are.*

Lesson round-up

- **Independent learning:** Revise the language learned in this lesson. In pairs, students ask and answer questions about the cartoon story on page 46, e.g. *Are there any trees in Granny's garden?* (Yes, there are.) Then ask: *Can you ask questions with 'there is/there are'? Can you say negative sentences?* Students show the appropriate self-assessment (Emoji response) card.

3.4 SPEAKING

Having a guest

Lesson aims
- Students can ask for something and ask where something is.

For the teacher
- Photocopiable activity: *Please come in*

For the student
- Workbook, page 31
- Extra Practice Activities: Speaking

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students imagine a guest has arrived at their house. Ask them how they greet their guests, e.g. *Hi/Hello. How are you?* Ask what standard things students say to their guest or what a guest says to them as a lead-in to the lesson objective. Explain the lesson objective.
- Ask students to look at the photos. Pre-teach *ketchup.*

Exercise 1 ▶ 17 🔊 3.8

- Students look at the photo story and guess whose house it is. Have a class vote.
- Play the video or audio. Then check the answer as a class.
- NEED SUPPORT? With a **less confident** class, stop at the end of each chunk of dialogue (photo 1: … *really hungry*; photo 2: … *show you*; photo 3: … *sandwich, please!)* and ask students to use their Yes/No response cards to check comprehension. Say: (photo 1) *The books are Lucas's. Is that correct?* (Yes, it is.) (photo 2) *Are Jen and Lucas in the kitchen?* (Yes, they are.) *Is the bathroom next to the kitchen?* (No, it isn't.) *Jen likes the sandwich. Is that correct?* (Yes, it is.)

Extra video activity 17

- Write on the board: *1 Lucas: Thanks, Jen. Please come … . 2 Jen: … the bathroom, please? 3 Lucas: Is your … OK?*
- *(Books closed)* Play the video. Ask students to complete the sentences (1 in; 2 Where's; 3 T-shirt).

Exercise 2 3.9

- Make sure students understand all the phrases in the box before they listen and repeat them in chorus.

Exercise 3

- In pairs, students match and make dialogues. When they finish, they act out the dialogues.

Exercise 4

- Ask students to cover the responses a–c, read the first question and guess the response. Then they choose the best answer. Students do the same for questions 2 and 3. In pairs, they check each other's answers.

Exercise 5

- Students write dialogues individually.
- **Monitoring learning:** Check understanding using the Traffic Lights technique (see page 9).

Exercise 6

- **Peer learning:** Pair **less confident** students with confident ones. Write the names of two or three planets in English on the board. In pairs, students decide which planet their guest is from. Then they write the dialogues. Monitor and help if necessary.
- Ask a few pairs to act out their dialogues in class.
- FINISHED EARLY? Ask students to write a dialogue between themselves and a guest. Remind them that they should offer their guest something to eat and/or drink. There may or may not be an accident – it is their choice.

Lesson round-up

- **Independent learning:** Ask: *Can you offer something to a guest? Can you ask for something as a guest? Can you ask where something is?* Students show the appropriate self-assessment (Emoji response) card.

3.5 READING AND VOCABULARY

A dream house

Lesson aims
- Students can understand a text about a dream house.

For the teacher
- *Need support?* worksheet, page 224
- Vocabulary Memory Game
- Photocopiable activity: *Let's put the chair in the kitchen!*

For the student
- Workbook, page 32
- Extra Practice Activities: Vocabulary

Lead-in

- **Setting lesson goals:** *(Books open)* Students look at page 49. Ask them what they expect to learn in this lesson. Then explain the lesson objective.

Exercise 1 3.10

- *(Books closed)* Ask students to name as many household objects as they can, e.g. *bed*, *bath*, *chair*, *armchair*, *desk*.
- *(Books open)* Ask students to look at the words in the Vocabulary box. Ask if they know any of them. Explain what the rest of the words mean.
- Play the audio, pausing for students to repeat each word in chorus and find the object in photos 1–6.
- After students label the photos, ask individuals to write the answers on the board.

Exercise 2

- Look around the classroom, choose an object and say: *There's a (poster). It's (on the wall).*
- Ask pairs to make sentences using the words in the Vocabulary box.

Exercise 3 3.11

- Ask students to describe the photos: *What rooms can you see?* (a living room and a kitchen) *What can you see in the rooms?* (e.g. chairs, a table, a skateboard, a floor)
- Then ask: *Have you got a skateboard? Can you skateboard in your house?*
- Play the audio while students read the text. Tell them they don't have to understand all the details; they just need to answer the question.
- **Monitoring learning:** Check the answer by asking students to vote for a, b or c.

Exercise 4

- Make sure students understand that *no information* means that there is no information in the text.
- **Monitoring learning:** Check answers using response cards. Each time, point to one student and ask him/her to justify the answer.

Exercise 5

- Put students into groups of three. Each student in a group answers one question. Groups race to complete the task. Collect answers on the board.
- NEED SUPPORT? Help a **less confident** class answer the questions by giving them guidance. For question 1, tell students to scan the text, find the words for rooms in a house and copy them into their notebook. For question 2, they scan for words for household objects and copy them into their notebook. For question 3, ask them to read the text carefully, tick the household objects in the dream house and put a cross next to those that aren't in it. Check answers.

Extra activity

- Students write true/false sentences about the photos of the house on page 49. Then they exchange sentences with a partner and answer each other's questions.

Exercise 6

- Read the instructions. Explain that students should write about two or more rooms. Refer them to the Vocabulary box on page 43 (Parts of the house; Inside the house), the Vocabulary box on page 45 (Prepositions of place) and the Vocabulary box in this lesson (Household objects).
- Students write about their dream house in their notebooks. They then tell their partner about it.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 224 for **less confident** students. There are questions that will guide them to give a full answer.
- FINISHED EARLY? Students list the household objects in their house.

Lesson round-up

- **Independent learning:** Point to the photo and ask: *Is this a good dream house for you?* Encourage students to explain in English why it is or isn't.
- Read the lesson objectives. Students reflect whether they can do what the objective says and show the appropriate self-assessment (Emoji response) card.

3.6 LISTENING AND WRITING

My bedroom

Lesson aims
- Students can understand and write short texts describing a room.

For the teacher
- *Need support?* worksheet, page 224
- Photocopiable activity: *Where are the apostrophes?*

For the student
- Workbook, page 33
- Extra Practice Activities: Writing

Lead-in

- **Setting lesson goals:** *(Books open)* Give students a minute to look at the photos on page 50. Ask: *What is this lesson about?* (bedrooms) Explain the lesson objectives.
- Ask questions about the bedrooms in the photos, e.g. (bedroom A) *What colour are the walls? Is there a window? Is there a carpet? Is it a nice room?*

Exercise 1

- Students do the exercise in pairs.
- Have a class vote for students' favourite bedroom. Ask different students to explain their choice.

Exercise 2 3.12 audioscript page 234

- Before you play the audio, ask students what key words they might hear for each room, e.g. *white and blue cushions* (A), *orange* walls* (B), *black desk* (C).

  *Explain that orange is the name of a colour: the colour of the fruit we call an orange.
- Play the audio for students to listen and match the speakers with their bedrooms.
- NEED SUPPORT? With a **less confident** class, play the audio again. Pause after each speaker to give students time to choose a photo.

Exercise 3 3.12

- In pairs, students read the sentences and complete as many as they can, using the photos to help them.
- Then play the audio again for students to complete or check their answers.

Exercise 4

- **Monitoring learning:** In pairs, students take turns to describe a photo to each other. Monitor while they are talking. Then note on the board two things most students do well and two common mistakes. Discuss them with students when they have finished.

Exercise 5

- **Peer learning:** Students read Lucas's blog post and answer the question individually. Then they compare answers with a partner.
- Ask each pair to say what there isn't in Lucas's bedroom. Collect students' ideas on the board and check the answer.

Exercise 6

- Go through the Writing box with students. Then write some more short forms on the board, e.g. *I'm, they're, What's that?*
- Check that students understand the short forms by asking them what letter the apostrophe replaces and writing the full forms.
- You could also write on the board: *This is John's bag.* Elicit or explain that the apostrophe in this sentence doesn't replace a letter; it is the possessive *s* apostrophe.

Exercise 7

- Students do the exercise individually.
- **Monitoring learning:** Ask different students to write their answer on the board. The class indicate if the apostrophe is correct by using their Yes/No response cards.

Extra activity

- Students write the word for the household objects that aren't in photos A–C and say where they might put them, e.g. (photo A) *A carpet, on the floor. Some books, on the desk.*

Exercise 8

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 224 for **less confident** students. It gives them more practice in the use of the apostrophe.
- NEED SUPPORT? With a **less confident** class, give students plenty of time so they can do their best.

- Praise the good aspects of students' work and list things they can improve.
- FINISHED EARLY? Ask students to write a few sentences describing their ideal bedroom.

Lesson round-up

- **Independent learning:** Ask students which exercise was the easiest and which one was the most difficult.
- Read the lesson objectives. Students reflect whether they can do what the objectives say and show the appropriate self-assessment (Emoji response) card.

3.7 CLIL: SCIENCE

Materials

Lesson aims
- Students can talk and write about different materials.

For the teacher
- Photocopiable activity: *Materials*

For the student
- Workbook, page 34

Lead-in

- *(Books closed)* Ask students to point to different materials in the classroom. Ask them if they know the words for them in English. Use examples from the classroom to teach the word *materials*.
- **Setting lesson goals:** Give students time to look at page 51. Explain that the lesson objective is to learn the names of basic materials. Then write on the board: *1 It's a glass window. 2 This is a blue pen. 3 That's a cardboard box.* Say each sentence and point to a corresponding object in the classroom. Ask a student to read out the sentence that doesn't fit in with the lesson objective (2).
- *(Books open)* Ask students to name the household objects they can see in the photos at the bottom of page 51 and write a list in their notebooks. Check that the lists are correct by asking different students to write the words on the board. Keep the list on the board for Exercise 4. Students discuss if they would like to have any of these objects in their own home.

Exercise 1 3.13

- Play the audio, pausing for students to repeat each word in chorus. Then they find the materials in photos 1–6. Check answers as a class and make sure students understand what the materials are. Explain that all the words are both nouns and adjectives, except for *wood*, for which the adjective is *wooden*.
- NEED SUPPORT? Choose different objects made of or from the materials in the Vocabulary box, e.g. a wooden pencil, a glass marble, a small cardboard box, a metal spoon, a book. Hold up each object and give a choice of two materials, e.g. point to the cardboard box and say: *Cardboard or paper?*

Exercise 2

- Students look at the photos. Use them to teach *newspaper* and *(coffee) cup*. Then ask a student to read the definition of *recycled*.

Exercise 3

- Ask students to guess which objects in photos 1–6 are recycled. Don't confirm answers yet. Then students do the exercise in pairs.

Exercise 4

- Ask students to read the text and make a list of all the household objects. Then they compare this list with the list they made in the Lead-in activity. This will help them find the household object that is missing from the text.

Exercise 5

- **Monitoring learning:** Students read the text again and answer the questions individually. Use the Basketball technique (see page 9) to check answers.

Exercise 6

- **Peer learning:** Put students into groups of three. They complete the table. Make sure they understand that there are no right or wrong answers.
- Groups then share their ideas with the class.

Exercise 7

- Students write the sentences about their house.
- When they have finished, ask different students to read out their sentences for the class.
- FINISHED EARLY? Ask students to design a piece of furniture from recycled materials. They should draw it and label the different parts with the words for the materials they are made of. As an example, draw a chair on the board, add an arrow pointing to its legs and a label with the word *metal*.

BBC CULTURE

What do houses look like in the UK?

Lesson aims
- Students learn about houses in the UK.

For the teacher
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 37

Lead-in

- **Setting lesson goals:** *(Books open)* Ask students to look at pages 54–55 and discuss what they will do in this lesson. Explain what the lesson is about.

Exercise 1

- Elicit or teach *country*. Point to the photo of the cottage and say: *This house is in the ... (country)*. Check *city*. Say: *(London) is a ... (city).*
- Read the words for the different houses and point to them in the photos. Ask students to repeat after you. Make sure they understand what the words mean. Point out that *houses* can be detached, semi-detached or terraced. We don't use the word *house* for a flat.
- Students do the exercise in pairs. Discuss the answers as a class.

Extra activity

- In pairs, students play a game. Student A chooses one of the photos. Student B can ask up to three questions to guess which photo it is, e.g. *Is there a garden? Is there a house next to it? Are there any plants?* Student B gets three points if he/she guesses correctly after the first question, two points if he/she guesses correctly after the second question, and one if he/she guesses after the third question.

Exercise 2 3.16 audioscript page 234

- Students do the exercise in pairs. Ask them to note down the words that helped them make their decision.
- NEED SUPPORT? Pre-teach the new words: *tree-house*, *floor*, *fantastic*, *view*, *different*. Explain that a tree-house is for children to play in. If your classroom is in a building with more than one floor, use it to teach *floor*, or point to the photo of the block of flats. Mime *fantastic* and *view*.
- **Monitoring learning:** Play the audio for students to listen and check their answers. Use the Popsicle Stick technique (see page 9) to choose different students to explain why they chose each answer.

Exercise 3 3.17 audioscript page 234

- In pairs, students read the texts and decide what kind of word is missing. Then they choose words from the box and predict the answers.
- NEED SUPPORT? With a **less confident** class, you can help students decide what kind of word is missing, e.g. gap 2: *Is it the colour of the house?* (no) *Is it how big the house is?* (no) *Is it what kind of house it is?* (yes)
- Play the audio for students to listen and complete the texts. Students compare answers with other pairs.

BBC video

Background note

King Henry VIII of England and Wales (1491–1547) became king in 1509. Hampton Court was his favourite palace. Henry married six times and this is perhaps the best-known fact about him. His wives were Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr.

Exercise 4 18 videoscript page 234

- Students look at the photo and the title. Elicit or explain the meaning of *palace*, *king* and *queen*. Write *VIII* on the board. Explain that it is the Roman numeral representing the number 8. Add that we use Roman numerals with the names of kings and queens. This means that the eighth king or queen with a particular name will be *King/Queen (name) VIII.*
- Students read the question. Then play the video or read out the videoscript. Pause after each of the presenter's questions and ask students for their ideas.
  Presenter's questions:
  1 (00:30) How old do you think it is?
  2 (01:09) There are lots of rooms. Can you guess how many?
  3 (01:28) This is the kitchen. Is it like your kitchen at home?
  4 (01:49) How many rooms are there in your house?
  5 (02:24) How many people can have dinner at Hampton Court Palace at the same time?
- Check the answers to the exercise. Ask students what they know about King Henry VIII. (See the Background note.)

Exercise 5 18

- Students answer any questions they can.
- **Peer learning:** Play the video again or read the videoscript. Students check or complete their answers. Then they compare their answers in small groups.

Exercise 6

- Use the Popsicle Stick technique (see page 9) to choose different students to explain their answer.

Project Time

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

Lesson round-up

- Ask students to tell you what they have enjoyed the most from this lesson and why.
- **Independent learning:** Check what students have learned in this lesson. Ask them to write down three pieces of information that are in this lesson and one piece of information that isn't in the lesson. They share their pieces of information in pairs, groups or with the class. Then they try to identify the information that isn't in the lesson.

Unit contents

Vocabulary
- Face, eyes, hair
- Parts of the body
- Personality adjectives
- Adjectives

Grammar
- *have got* affirmative and negative
- Regular and irregular plurals
- *have got* questions and short answers
- Possessive adjectives

Speaking
- Apologising

Writing
- Writing about your favourite cartoon character

Future skills
- Self-management: organisation

For Online Classroom, go to the Portal.

4.1 VOCABULARY

Face, eyes, hair

Lesson aims
- Students can describe someone's face, eyes and hair

For the teacher
- *Need support?* worksheet, page 225
- Vocabulary Memory Game
- Photocopiable activity: *Word mazes*
- Test: Vocabulary Check 4

For the student
- Workbook, page 38
- Extra Practice Activities: Vocabulary

Lead-in
- Write *About me* on the board. Students predict what they will learn in this lesson.
- **Setting lesson goals:** Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- *(Books closed)* Write two column headings, *Hair* and *Eyes,* on the board. Ask students to think of all the words they know to describe hair colour. Students will probably suggest *black*, *brown*, *grey*, *white* and *red*. Ask volunteers to say a word and then write it on the board in the correct column. Then ask them to think of all the words they know to describe the colour of people's eyes. Students should suggest *black, brown, blue, green, grey.*

Exercise 1
- *(Books open)* Choose one word from the box, point to the corresponding feature of your face and say: *I know that!* Encourage students to continue in pairs.
- Then ask different students to name the features of their face for the class.

Extra activity
- Play a game in groups. Say the word for a feature from Exercise 1 and tell students to touch that feature. Say the words in random order and in quick succession. Students who touch the wrong feature are out of the game. Continue until there is only one player left in each group. They are the winners.

Exercise 2 4.1
- Play the audio, pausing after each word for students to repeat it in chorus, and find an example in the photos.
- NEED SUPPORT? Go through the features and adjectives to describe them one by one. Point to an example in the photos. Ask the class to point to the example and repeat the word.

Exercise 3
- Students do the exercise in pairs.
- Ask students to write the answers on the board.

Exercise 4
- In pairs, students race to complete the table. The first pair to finish wins.
- Draw the table on the board. Use the Popsicle Stick technique (see page 9) and choose individuals to write the words. Tell them the order isn't important. The class say if each word is in the correct category. If it isn't, ask another student to say which category/categories it should be in.
- Explain that we usually use *grey* to describe hair that is black/brown/blond/red and white. We usually describe hair as *white* if it is the only colour.

Exercise 5
- Students read the Watch out! box. Explain that *hair* is singular when it refers to all the hair on a person's head.
- **Peer learning:** In pairs, students look at the photos and choose the correct words. Then they compare answers with two other pairs.

Extra activity
- Students do a mini quiz in pairs. They write four true/false sentences about the photos on page 56. *(Book closed)* Then they exchange quizzes with another pair.

Exercise 6
- Students complete the words individually. Then they compare answers in pairs.
- To check answers, ask different students to spell the words.

Exercise 7 4.2 audioscript page 234
- **Peer learning:** Play the audio, pausing after each item for pairs to discuss and number the pictures.

- Play the audio again, pausing for different pairs to say each answer and explain it by saying the key words.

Exercise 8

- Write on the board: *blond, straight, long hair.* Say: *That's wrong.* Ask students to read the information in the Watch out! box. Explain that adjectives go in a certain order. Ask a volunteer to correct the order of adjectives on the board.
- **Peer learning:** Students complete the exercise. Then they share their description with a partner, who makes one positive comment and a suggestion if they have one.
- NEED SUPPORT? Tell students to choose one word from each colour group in the Watch out! box that describes their hair. They do the same for their eyes.

Exercise 9

- In pairs, students take turns to describe different classmates and to guess who their partner is describing.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 225 if you want to give the class extra practice. This is an exercise to help students practise the correct order of adjectives to describe hair so that they can be more confident describing.

Exercise 10

- Give students time to think and write the name of people with characteristics a–d. They can name people they know or famous people. Then they tell a partner.
- FINISHED EARLY? Students draw a friend or family member's face and describe their hair and eyes.

Lesson round-up

- **Independent learning:** Students look at the predictions they made in the Lead-in and write down the new words they have learned.
- Ask: *Can you describe someone's face, eyes and hair?* Students show the appropriate self-assessment (Emoji response) card.

4.2 GRAMMAR

have got affirmative and negative

Lesson aims
- Students can use the affirmative and negative forms of the verb *have got*.

For the teacher
- *Need support?* worksheet, page 225
- Grammar presentation
- Photocopiable activity: *She's got four arms!*
- Test: Grammar Check 4

For the student
- Grammar Time, Student's Book, page 135
- Workbook, page 39
- Extra Practice Activities: Grammar, Vocabulary, The Newmans video

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students look at pages 58–59. Touch your hair. Say: *I've got (brown) hair. I haven't got (red) hair.*
- Ask students what they think they will learn in this lesson. Elicit ideas from the class and then explain the lesson objectives.
- Students look at the photos. Ask: *Who are they?* (Mum, Jen, Alex) *Are they at home?* (No, they aren't.)
- Use the photos to pre-teach words students might find difficult, e.g. *legs, arms, head, tall, high.*

Exercise 1 ▶ 19 4.3 videoscript page 234

- Play the video or audio.
- Ask different students to answer. If there is more than one answer, ask the class to vote for the correct one.

Exercise 2

- In pairs, students read the questions and note the answers they know. Refer students to the photo story to confirm their answers.
- **Monitoring learning:** Check answers using the Basketball technique (see page 9).

Exercise 3 4.4

- Play the audio, pausing for students to repeat each expression in chorus.
- Play audio track 4.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the photo story.
- Encourage students to think of situations in which they can use these expressions.

Exercise 4

- Students vote on whether Alex will help Jen or not. Ask them to justify their opinion.

Exercise 5 ▶ 20 4.5 videoscript page 234

- Play the video or audio to find out who was right.

Extra activity ▶ 19

- Students memorise the expressions in the Sounds good! box.
- *(Books closed)* Play the video. Students stand up when they hear each expression.

Extra activity

- *(Books open)* Groups of three act out the photo story. The class votes for the best actor or performance.

Exercise 6 Get Grammar! ▶ 21 videoscript page 235

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Students repeat the examples after you in chorus. Point out the short forms *'ve got* and *'s got*.
- Remind students that we can use them with names too, e.g. *Jen's got ...*

- Tell students *it's* can mean *it has (got)* or *it is,* depending on the context.

Exercise 7
- Students do the exercise individually, referring to the Grammar box for help.
- Ask different students to say the correct answer.

Exercise 8 4.6
- Introduce all the new words by pointing to the parts of your body.
- Play the audio, pausing for students to repeat each word in chorus and to touch the corresponding part of their body.

Exercise 9
- Students race to label the picture in pairs. Then they compare their answers with another pair.

Exercise 10
- Students do the exercise individually. Use the Traffic Lights technique (see page 9) to monitor.

Exercise 11
- Ask students how the plural for *foot* is different from the plural for *finger.* (*Feet* is an irregular plural. *Fingers* is a regular plural.)
- Ask students to look at the pictures. Ask them to describe Ike (short; long, spiky, blue hair; big eyes; small ears; big mouth; big teeth; short arms; big hands; short legs; small feet). Ask them to do the same for Mike (tall; long, spiky, green hair; big eyes; big ears; big mouth; long arms; big hands; short legs; big feet).
- Now ask students to read the text and think about what kind of word is missing in each gap.
- Students complete the text and then compare answers with a partner.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 225 for **less confident** students. This is a more controlled version of Exercise 11 that gives students two options for each gap. You can ask students to do Exercise 11 on page 59 later, as revision.

Exercise 12
- Students write about Ike individually.
- They exchange notebooks with a partner and review each other's work.
- NEED SUPPORT? Write prompts on the board to help students write about Ike: *tall? hair? arms? hands? legs? feet? body?*
- Ask individual students to come to the board and write the right words to describe Ike: *tall? no; hair? long, spiky, blue; arms? short; hands? big; legs? short; feet? small; body? small.*
- Tell students to use the notes on the board to write their description.

Exercise 13
- **Peer learning:** In pairs, students discuss, draw and write about their character.
- Display their work in the classroom, e.g. stick it on the board or the wall. Students read the descriptions and choose their favourite character. Have a class vote for the best new friend.
- FINISHED EARLY? Students describe Hammy from the Get Grammar! cartoon.

Lesson round-up
- **Independent learning:** Ask different students for examples of sentences with *have/has* got.
- Ask: *Can you talk about body parts using 'have got'?* Students show the appropriate self-assessment (Emoji response) card.

4.3 GRAMMAR

have got questions and short answers

Lesson aims
- Students can ask questions with the verb *have got* and use *his, her, its, our, your, their.*

For the teacher
- *Need support?* worksheet, page 225
- Grammar presentation
- Photocopiable activity: *Have you got a cat?*
- Test: Grammar Check 4

For the student
- Grammar Time, Student's Book, page 135
- Workbook, page 40
- Extra Practice Activities: Grammar

Lead-in
- **Setting lesson goals:** Ask questions with *have/has got* and *his, her, its, our, your* and *their,* e.g. *Have you got a pet? What's its name?*
- *(Books open)* Explain the lesson objectives.
- Write *Superhero of the year* on the board. Ask students to guess what it means. Don't confirm their guesses. Students look at the pictures in the cartoon story and review their guesses.
- Use the pictures to pre-teach words students might find difficult, e.g. *battery power.*

Exercise 1
- Students do the exercise in pairs.

Exercise 2 4.7
- **Monitoring learning:** After students do the exercise, ask a volunteer to justify the answer. Ask students what they remember about Wonder Will from the cartoon story.

Exercise 3
- Students do the exercise in pairs.
- To check answers, read out the sentences. Students stand up for T and remain seated for F.
- Ask students to justify their answers by referring to the cartoon story.

Extra activity

- In small groups, students pretend to be different characters from the cartoon story. They describe themselves for the group to guess who they are, e.g. *I've got a green T-shirt*.

Exercise 4 Get Grammar! ▶ 22 videoscript page 235

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Students repeat the examples after you in chorus.
- Point out that:
  - we invert the subject and *have/has* to form a question.
  - we use short answers in everyday English. We don't use the short form for affirmative short answers.

Exercise 5

- Students do the exercise individually, referring to the Grammar box for help.
- **Monitoring learning:** Ask volunteers to write the answers on the board. Involve the class. Ask: *Is it correct?* (Yes, it is./No, it isn't.) *Are you sure?* (Yes, I am./No, I'm not.)

Exercise 6

- **Peer learning:** In pairs, students find the answers in the cartoon story and help each other write the answers. Pair confident students with **less confident** ones.

Exercise 7

- Students do the exercise in pairs.
- **Monitoring learning:** Pairs check their answers with another pair. Walk round the classroom and monitor their work. Praise students who do well.
- Ask pairs to reflect on what was good and what they might need to improve.

Exercise 8

- Students study the Watch out! box. They repeat the pronouns and possessive adjectives after you in chorus.
- Point out that *its* has no apostrophe and isn't the short form of *it is*. Tell students that *you* and *your* are the same for the singular and plural.
- Ask students to find three possessive adjectives in the cartoon (her, their, our).
- In pairs, students find the subject pronoun in each sentence and copy it into their notebooks. Then they decide what the corresponding possessive adjective is. Finally, they complete the sentences.
- **Peer learning:** Ask individual students for their answers. The rest of the class confirm if it is correct or give the correct answer if it isn't.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 225 for **less confident** students. This exercise gives students a choice of two possessive adjectives for each gap with slightly different sentences to help them do this exercise.

Exercise 9

- Ask a pair of confident students to demonstrate the activity.
- Tell students to take notes while they do the exercise so that they can tell the class about their partner later.
- FINISHED EARLY? Students write an interview with Wonder Will for an online magazine. They write three or four questions and Wonder Will's answers.

Exercise 10 ◀) 4.8 ◀) 4.9

- Play the song and teach students appropriate gestures, e.g. *Have you got super ears?* Students point to their ears.
- When students are familiar with the song, play the karaoke version. Students make the gestures and sing.

Lesson round-up

- **Independent learning:** Ask different students the same question you asked in the Lead-in, e.g. *Have you got a pet? What's its name?*
- Read the lesson objectives. Students show the appropriate self-assessment (Emoji response) card.

4.4 SPEAKING

Apologising

Lesson aims
- Students can say sorry and respond to an apology.

For the teacher
- *Need support?* worksheet, page 225
- Photocopiable activity: *I'm so sorry!*

For the student
- Workbook, page 41
- Extra Practice Activities: Speaking

Lead-in

- **Setting lesson goals:** *(Books closed)* Take a pen or pencil from a student's desk. Pretend you did it absentmindedly and say: *Oh, this is your (pen). Sorry!* Ask students to predict what the lesson is about.
- *(Books open)* Students look at page 62 to check their prediction. Explain the lesson objective.
- Point to the photo story and ask: *Where are they?* (at home) Use the photos to pre-teach *keys*. Ask: *Is there a problem?* Students look at the photo story and try to guess.

Exercise 1 ▶ 23 ◀) 4.10

- Play the video or audio.
- Students watch or listen and find out who has got Dad's phone.

Exercise 2 ◀) 4.11

- Make sure students understand all the phrases in the box before you play the audio. Students listen and repeat in chorus.

Extra activity 23

- *(Books closed)* Play a memory game. Play the video again, but with no sound. Pause after each character speaks and ask the first student who raises his/her hand to say that character's lines.

Exercise 3 4.12 audioscript page 235

- Ask students to read the dialogues and guess the missing words before they listen. Then play the audio for them to listen and check.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to check how difficult students found the exercise. Play the audio again if necessary.

Exercise 4

- Ask students to look at the pictures and predict what the situation is and what the people in the pictures might be saying. Then ask them to do the exercise in pairs.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 225 for **less confident** students. It is a dialogue ordering exercise to help them complete this exercise.

Exercise 5

- Students do the exercise in pairs.
- NEED SUPPORT? With a **less confident** class, write a few prompts for students to choose from to help them start the dialogue, e.g. *Ouch! My foot! Where's my jacket? These aren't my trainers.*
- FINISHED EARLY? Ask students to imagine they meet their favourite pop/film/sports star at a bookshop. First, they accidentally bump into him/her and then they take his/her book by mistake. They write the dialogue between them and the star.

Lesson round-up

- **Independent learning:** Ask students: *Can you say sorry and respond to an apology?* Students show the appropriate self-assessment (Emoji response) card.

4.5 READING AND VOCABULARY

Personality quiz

Lesson aims
- Students can understand a text about personalities.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Match and mime*

For the student
- Workbook, page 42
- Extra Practice Activities: Vocabulary

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students look at page 63 and discuss and predict what they will learn in this lesson. Don't explain the objective yet. Review students' predictions at the end of the lesson.
- *(Books closed)* Elicit any personality adjectives students know in English.

Exercise 1 4.13

- Ask students which adjectives in the Vocabulary box they know and tell them to guess the ones they don't know. They may be able to guess the meaning of *friendly* (from *friend*) and *helpful* (from *help*).
- Play the audio for students to listen and repeat in chorus.

Exercise 2

- *(Books closed)* Ask students for examples of questions typical of a personality quiz. Ask **more confident** students to suggest questions in English.
- **Monitoring learning:** *(Books open)* Students do the quiz individually. Use the Traffic Lights technique (see page 9) to monitor.

Exercise 3

- Students count how many *a, b* and *c* answers they have and read the key. Be prepared to elicit or explain any words students find difficult, e.g. *parties, dancing, sometimes, usually.* Ask them to note down what they agree and/or disagree with about their personality type.
- **Peer learning:** In pairs, students discuss what they agree or disagree with, and why.

Exercise 4 4.14 audioscript page 235

- Tell students that Sam and Sue are doing the first three questions of the quiz.
- Play the audio. Students write their answers. Then play the audio again for them to check.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while they check their answers.

Exercise 5

- Students write sentences individually. Then they read their descriptions to the class.
- FINISHED EARLY? Students write sentences about a film, TV or book character they don't like.

Lesson round-up

- **Independent learning:** Refer students to the lesson objective they predicted in the Lead-In. Were they correct? Students show the appropriate self-assessment (Emoji response) card.

4.6 LISTENING AND WRITING

Your favourite cartoon character

Lesson aims
- Students can understand and write short texts about cartoon characters.

For the teacher
- Photocopiable activity: *My family*

For the student
- Workbook, page 43
- Extra Practice Activities: Writing

Background note

The cartoon characters are (from left to right): *Penguins of Madagascar*: Skipper, Kowalski, Private, Rico; *Kung Fu Panda 3*: Po; *The SpongeBob Movie*: SpongeBob SquarePants, Patrick Star; *Minions*: Bob, Kevin, Stuart.

Lead-in

- Ask students to name cartoon characters they know.
- **Setting lesson goals:** *(Books open)* In pairs, students look at page 64 and discuss what they will learn in this lesson. Explain the lesson objectives.

Exercise 1

- Students look at the photos. Point to each photo and ask volunteers to say the name of the cartoon film or series.

Exercise 2 4.15 audioscript page 235

- In pairs, students try to match the names with the photos before they listen. Play the audio for students to listen and check their answers.

Exercise 3 4.16 audioscript page 235

- In pairs, students discuss which adjectives describe each of the characters before they listen. You can ask questions to help, e.g. *Is SpongeBob funny? Is he clever?* Play the audio.
- Students compare their answers with other pairs before you check as a class. Play the audio again if necessary.
- NEED SUPPORT? Stop the audio after the description of each character. Ask students which adjectives they heard. Give them time to note down each adjective as you confirm. Then play the audio again and ask students to tick the adjective if the verb used with the adjective is positive or put a cross if the verb is negative.

Exercise 4 4.16

- Put students into groups and ask them to read the sentences and predict the missing words.
- Play the audio for them to listen and check.

Exercise 5

- **Peer learning:** In pairs, students take turns to describe their favourite cartoon character to their partner. They listen to their partner's description carefully and make suggestions for improvement or correct their partner's mistakes. Then they form new pairs and tell their new partner the improved version of their description.

Exercise 6

- **Peer learning:** You could ask students to take turns to read the text to a partner. They should listen carefully to their partner and correct his/her pronunciation if necessary. Alternatively, they can read one paragraph each instead of the whole text.

Exercise 7

- Before students study the Writing box, ask them why paragraphs are important. (They make a text easier to read and understand.)
- In pairs, students copy examples of descriptions of face and body in one list and examples of personality adjectives in another. Then they number the paragraphs.

Exercise 8

- **Peer learning:** After students write their final draft, they review each other's work in pairs, checking that the text is divided into two paragraphs.
- **Monitoring learning:** Praise the good aspects of students' work and list things to improve.
- FINISHED EARLY? Students write a paragraph about themselves in the third person, as if they were a cartoon character.

Lesson round-up

- **Independent learning:** Ask students if they feel confident about writing a description. Ask if they know how to divide their description into paragraphs. Students show the appropriate self-assessment (Emoji response) card.

4.7 CLIL: SCIENCE

Genes

Lesson aims
- Students can understand gene combinations.

For the teacher
- Photocopiable activity: *Genes*

For the student
- Workbook, page 44

Lead-in

- *(Books closed)* Ask students: *What colour hair have you got? What colour eyes have you got? What colour hair has your mum/dad got? What colour eyes has your mum/dad got?*

- **Setting lesson goals:** *(Books closed)* Ask students if they look like their mum or dad, a grandparent or other family member. Elicit or explain why people have different hair and eye colour (they have different genes) and where genes come from (we get half our genes from our mother and half from our father). Then explain the lesson objective.
- Students look at the pictures and choose the correct answer. Point out that the jeans are there as a joke (*jeans* and *genes* have different spellings, but they sound the same).

Exercise 1 4.17

- Play the audio for students to repeat each word in chorus.

Exercise 2

- In pairs, students read the text, find the words from the Vocabulary box and discuss what they mean. If necessary, explain. Hold up two identical coloured pencils and say: *They're the same*. Then hold up two pencils of different colours and say: *They aren't the same. They're different*. Explain the meaning of *weak* and *strong*.
- Students may need help with other words in the text, e.g. *because, combination*. Make sure students understand that when we talk about genes, *dominant* means *strong* and *recessive* means *weak*. Note: Use only the words *strong* and *weak* in exercises and any other discussion.

Exercise 3

- Students may need help with this exercise. Make sure they understand how to work out the answer, using the key in the text:
  - Sophie has blue eyes, so she must have two 'b' eye genes. If she had a 'B' gene, her eyes would be brown.
  - Paul has brown eyes, so he must have at least one 'B' gene. This must be from his dad; his mum has only 'b' eye genes.
- NEED SUPPORT? Guide students through the exercise. Copy the prompts, e.g. *2 D bl* on the board. Under *D,* write *dark/strong*. Under *bl* write *blue/weak*. Ask students which colour 'wins' (the strong colour). The eye colour from this combination is dark.

Exercise 4

- **Peer learning:** Ask students to read the text again and do the exercise in pairs. Then they compare their answers with other pairs.
- **Monitoring learning:** To check answers, ask different students to justify the answer by referring to the text.

Exercise 5

- **Peer learning:** Students to do the exercise in groups of four. Monitor and offer help where necessary.

Exercise 6

- First ask students to write their name and the members of their family in a list. Then they write the colour of the person's hair and the colour of his/her eyes, e.g. *Mum: brown hair, blue eyes.*

Then they guess the gene combinations. Students can use the following:
Hair: B = brown/black, r = red, b = blond
Eyes: B = brown/black, bl = blue, g = green

- The possible combinations are:
Brown/Black hair = B B; or B r; or B b
Red hair = r r
Blond hair = b b
Brown/Black eyes = B B; or B bl; or B g;
Blue eyes = bl bl
Green eyes = g g
- FINISHED EARLY? Students draw the face of a friend of theirs, colour his/her hair and eyes and label them with the possible gene combinations. They can use the drawings in Exercise 5 as a guide.

SET FOR LIFE

Keeping things tidy

Lesson aims
- Students learn the importance of being organised and tidy.

For the teacher
- Photocopiable activity: *Being organised*

Lead-in

- Pretend you are looking for your notebook. Ask students to help by suggesting where it may be. They will probably say *In your bag* or *At home*. Say: *It isn't in my bag, but maybe it's at home. This is really bad*. Ask students to suggest what you can do next time so that you remember to take it with you. Elicit that you should put it back in your bag when you finish using it.
- **Setting lesson goals:** Write on the board: *Be tidy!* Explain what it means and what the objective of the lesson is.

Self-management: organisation
This lesson focuses on how being organised and keeping their personal and work space tidy helps students be more efficient.

Exercise 1

- Pre-teach *messy, organised, relaxed* and *stressed*.
- Students do the exercise in pairs. Then they compare their answers with other pairs.

Exercise 2

- Students do the activity in pairs.
- **Monitoring learning:** Check what the consensus is with a class vote. Read out the items one by one. Students raise their hands if they think the item should be on an organised desk.

Exercise 3

- Students do the exercise in pairs.
- NEED SUPPORT? Pair **more confident** students with **less confident** students to help them find the words they need.

Exercise 4 4.20 audioscript page 235

- Students do the exercise in pairs. Before you play the audio, check that they remember the meaning of *organised, relaxed, stressed.*
- NEED SUPPORT? Stop after each part and ask questions to make sure students understand what is happening:
  Sam: *Has he got his trainers? How about football practice? No football practice for Sam!*
  Trina: *Has she got everything? Yes. Bye, Trina! Have fun!*
  Ted: *Where are his things?* Shake your head. *Oh, Ted!*
  Lisa: *Has she got a laptop? No. How about her project? Oh, no! No project for Lisa!*

Exercise 5

- After students have discussed their answers in pairs, have a class discussion about the ways in which being organised is helpful. Try to elicit that you can find things when you need them; you don't waste time looking for things so you can concentrate on your work; you aren't stressed/you feel relaxed when you work, so you work better.

Exercise 6

- Read the Useful Tips with students and check that they understand all the words.
- Students do the exercise in pairs.

Exercise 7 4.20 audioscript page 235

- **Peer learning:** Students do the exercise individually. Then they compare their answers in groups of three or four. They decide what answer to give as a group.

Exercise 8

- Students prepare the poster in groups. Discuss the steps as a class.

Lesson round-up

- With books closed, give students two minutes to write down the useful tips they learned from this lesson.
- **Independent learning:** Ask students to use their notes to check what they have learned in this lesson.

Unit contents

Vocabulary
- Action verbs
- *make, play, ride*
- Language
- Musical instruments

Grammar
- *can* affirmative and negative
- *can* questions and short answers

Speaking
- Suggestions

Writing
- Writing about after-school clubs

For Online Classroom, go to the Portal.

5.1 VOCABULARY

Action verbs

Lesson aims
- Students can understand and use action verbs.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Verbs are fun!*
- Test: Vocabulary Check 5

For the student
- Workbook, page 50
- Extra Practice Activities: Vocabulary

Lead-in
- *(Books closed)* Write *Things I can do* on the board. Ask students to tell you what they can do. If they don't have enough vocabulary in English, they can mime.
- **Setting lesson goals:** Explain the lesson objectives. Ask students to predict what they will be able to say in English at the end of the lesson.

Exercise 1
- Choose one of the verbs, mime it and say: *I know that!* Check that students know all the words in the box.
- In pairs, students match the verbs in the box with the photos.

Exercise 2 5.1
- Play the audio, pausing after each word for students to repeat in chorus and look for the photo that illustrates it.
- Ask individual students to point to the right photo or, if the verb isn't in a photo, write it on the board. Complete the list of verbs that aren't illustrated in the photos as you check the answers. Make sure that students know what they mean.

Exercise 3
- Students race to label the pictures.
- Use the Popsicle Stick technique (see page 9) to choose different students to say and spell each answer.

Extra activity
- Call out one of the verbs in the Vocabulary box and ask students to mime the action. Do the same for all the words in the Vocabulary box.

Exercise 4 5.2
- Play the audio and pause after item 1. Ask a student to read out item 1.
- **Peer learning:** Play the audio from the beginning, pausing after each item for students to discuss and note their answers in pairs. Alternatively, do this as a class activity. Pause after each item for students to tell you what action they hear.

Exercise 5
- Students do the exercise in pairs.
- NEED SUPPORT? Before students do the exercise, ask different students to say what actions they can see in the picture.
- **Monitoring learning:** To check answers, ask students to use their Yes/No response cards. If the answer is yes, ask a student to hold up his/her book and point to the action. Then students do the exercise.

Exercise 6
- Students take turns to mime in pairs. Alternatively, whisper an action verb to different students, who mime it for the class to guess.

Exercise 7
- With a confident class, ask students to cover the Vocabulary box. Tell them they can use some words more than once.
- **Peer learning:** Ask pairs to compare their answers with another pair before they make their final decision.
- **Monitoring learning:** Ask different students to write words in each category on the board.
- NEED SUPPORT? Ask **less confident** students to do only two of the easier questions, such as 4 and 5.

Exercise 8
- Students write their sentences. You could ask them to write their sentences and name on a piece of paper and give it to you.
- Read out the sentences for the class to guess whose they are.
- FINISHED EARLY? (*Books closed*) Students try to remember and write as many action verbs from the Vocabulary box as they can.

Lesson round-up

- Students look at the prediction they made in the Lead-in and write the new words they have learned from the Vocabulary box.
- Ask: *Can you understand and use action verbs?* Students show the appropriate self-assessment (Emoji response) card.

5.2 GRAMMAR

can affirmative and negative

Lesson aims
- Students can use the verb *can* in affirmative and negative sentences.

For the teacher
- Grammar presentation
- Photocopiable activity: *I can't fly!*
- Test: Grammar Check 5

For the student
- Grammar Time, Student's Book, page 136
- Workbook, page 51
- Extra Practice Activities: Grammar, Vocabulary, The Newmans video

Background note

Lian is half Chinese and half British. Her grandmother lives in Shanghai, China.
Shanghai is one of the biggest cities in the world. More than 24 million people live there.

Lead-in

- Using gestures to support meaning, say one true and one false sentence with *can*, e.g. I *can run fast. I can skateboard*. Students guess which sentence is true and which is false.
- **Setting lesson goals:** Ask students what they think they will learn in this lesson. Explain the lesson objectives.
- Write *I can fix it!* on the board. Students look at the photos and guess what the story is about. Don't confirm their guesses.
- Use the photos to check that students know *(video) camera*. Pre-teach *genius*. Say: *A very clever person is a … (genius)*. Elicit the meaning of *yummy*, e.g. mime eating something delicious.

Exercise 1 24 5.3 videoscript page 236

- Students read the incomplete sentence. Play the video. Ask a student to complete the sentence.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to monitor if students have guessed correctly (they use the colour amber if they were only partially correct).

Exercise 2

- In pairs, students read the sentences and note the answers they know. Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm answers.
- **Monitoring learning:** Check answers using the Basketball technique (see page 9).
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehensions questions, e.g. *Whose granny is in Shanghai?* (Lian's) *Lucas says hello to …?* (Lian's granny)

Exercise 3 5.4

- Play the audio, pausing for students to repeat each expression in chorus.
  Play audio track 5.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find the expressions in the photo story.
- **Peer learning:** Students use the Think–Pair–Share technique (see page 9) to think of situations in which they can use these expressions.

Exercise 4

- Tell students that they should look for two objects, one in each photo. Lian uses these objects to do something or they are the result of an activity she does. Don't check answers yet.

Exercise 5 25 5.5 videoscript page 236

- Play the video or audio for students to check the answers in Exercise 4.

Extra activity 24 25

- Play both videos. Pause every time a character says *can* or *can't*. Ask students to stand up and mime the actions that the characters can or can't do.

Exercise 6 Get Grammar! 26 videoscript page 236

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Read the Grammar box. Students repeat the examples after you in chorus. Write *cannot* on the board. Explain that it is the full negative form of *can't*. Then cross out the letters *n* and *o* and replace them with an apostrophe. Explain that *can't* is the short form and it is used in everyday English.

Exercise 7

- **Peer learning:** Ask students to cover the photo story and try to complete the sentences in pairs. Then they exchange books with another pair, who look at the photo story, check their answers and correct them if necessary.

Exercise 8

- Students race to do the exercise.
- Ask different students to read out each sentence.

Extra activity
- Put students into groups of four. Students replace the names, *granny* and *Shanghai* in the photo story with their own names and places. Then they act out their new dialogue.

Exercise 9 5.6 audioscript page 236
- Play the audio. You could pause after each item and get pairs to discuss and note the answer. Focus attention on the pronunciation of *can* (/kən/) and *can't* (/kɑ:nt/). Then play the audio again and get students to repeat in chorus.

Exercise 10 5.7
- Play the audio for students to listen and repeat in chorus. Then ask them to vote for the most popular activity.
- Ask pairs to brainstorm any other collocations they know with *make*, *play* and *ride* and write them on the board, e.g. *play basketball, ride a motorbike.*

Exercise 11
- Students read the Watch out! box. Ask if they can work out the rule. Explain that we use *the* before a musical instrument but not before a sport.
- **Peer learning:** Ask students to read the text before they complete it individually. Then they compare their answers with three other students. Ask individuals to justify each answer.

Exercise 12
- Give students time to write their sentences. Then, in pairs, they take turns to say their sentences and guess if their partner's sentences are true or false.
- FINISHED EARLY? Students use Lucas's email in Exercise 11 as a model and write about two members of their family and themselves.

Lesson round-up
- **Independent learning:** Point to the Vocabulary box and ask: *Can you use 'can' with these words in negative sentences and questions?* Ask different students to give examples of each. Then students show the appropriate self-assessment (Emoji response) card.

5.3 GRAMMAR

can questions and short answers

Lesson aims
- Students can ask and answers questions with the verb *can.*

For the teacher
- *Need support?* worksheet, page 226
- Grammar presentation
- Photocopiable activity: *Can she ride a horse?*
- Test: Grammar Check 5

For the student
- Grammar Time, Student's Book, page 136
- Workbook, page 52
- Extra Practice Activities: Grammar

Lead-in
- (*Books closed*) Say: *Superdug can do lots of things.* Write on the board: *He can fly.* Ask students if they agree. Then write: *Swim*? Ask the class to vote *yes* or *no*. Don't confirm the correct answer yet.
- **Setting lesson goals:** (*Books open*) Students look at pages 76–77. Then write *Thank you, Superdug*! on the board. In pairs, students look at the pictures in the cartoon story and predict what the story is about. Explain the lesson objective. Use the pictures to pre-teach *lovely* and *boat*.

Exercise 1
- Students race to answer. With a **less confident** class, tell students they can find the answer to question 1 in picture 2 and the answer to question 2 in picture 3.
- After students answer question 2, ask: *What about Superdug?* Point to picture 4. Elicit *He can't swim.*

Exercise 2 5.8
- **Monitoring learning:** After students listen and read, they agree on the answer in pairs. Ask a volunteer to justify the answer by referring to the cartoon story.

Exercise 3
- Students do the exercise individually. Then they compare their answers with a partner.
- **Monitoring learning:** Check answers as a class and encourage students to say which text or picture has the answer.

Exercise 4 Get Grammar! 27 videoscript page 236
- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Read the Grammar table. Students repeat the examples after you in chorus.
- Point out that we invert the subject and *can* to form a question.
- Remind students that we use short answers in everyday English.

Exercise 5
- Read the example and make sure students understand how the question is formed.
- Students complete the questions in pairs. Check that they have completed the questions correctly before they answer them.
- **Peer learning**: Students answer the questions in their notebooks in pairs. Then they exchange notebooks with another pair and review each other's work.
- **Monitoring learning:** Check answers by writing them on the board, and make sure that students have used pronouns, not names or nouns, in the short answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 226 for **less confident** students. It is an exercise which lets them practise question word order to help them do the exercise.

Exercise 6

- **Giving feedback:** Observe students and listen to them. Praise students who do well. When you hear a mistake in the sentence structure, provide immediate feedback. First, ask the student if he/she knows what the mistake is and encourage him/her to self-correct. If he/she doesn't know, explain and ask him/her to repeat the sentence.

Exercise 7

- **Peer learning**: Students write questions and answers individually. Appoint two or three students as experts and ask them to help **less confident** students if necessary. Then students act out the dialogues in pairs, taking turns to ask and answer.

Exercise 8

- **Peer learning**: Students think of an idea for item 5. Put students into A/B pairs to interview each other. Then the Bs all move round the class in one direction and sit down in the next empty seat, next to an A. Students interview each other again. Continue until all students have spoken to five classmates. Alternatively, if you intend to do the Extra activity below, ask groups of five students to ask and answer.
- Count and collate the information from Exercise 8 on the board.

Exercise 9

- Students do this individually or help each other in the same groups as above.
- FINISHED EARLY? Students write an imaginary interview with someone famous. They ask four questions about what things that person can do. Then they write the short answers.

Extra activity

- Ask volunteers to come to the board and help them (or if you did Exercise 8 in groups, help each group) to draw a bar chart with the information from Exercise 8.

Exercise 10 5.9 5.10

- Play the Activities Rap. Show students how to mime doing the activities in the rap.
- When students are familiar with the rap, play the karaoke version. Students chant and mime the activities at the same time.

Lesson round-up

- **Independent learning:** Ask students: *Can you ask questions and give short answers?* Students show the appropriate self-assessment (Emoji response) card.

5.4 SPEAKING

Suggestions

Lesson aims
- Students can make suggestions about what to do.

For the teacher
- *Need support?* worksheet, page 226
- Photocopiable activity: *Let's do that!*

For the student
- Workbook, page 53
- Extra Practice Activities: Speaking

Lead-in

- **Setting lesson goals:** (*Books closed*) Write *Let's do something fun!* on the board. Ask: *But what? Any ideas? The park, maybe?* Ask students to predict what the lesson is about. (*Books open*) Students look at page 78 to check their predictions. Explain the lesson objective.
- In pairs, students brainstorm everything they can remember about the characters.
- Ask students to look at the photos in pairs and predict what the characters are talking about.

Exercise 1 28 5.11

- Elicit or teach *ice-skate*. Say: *Look at picture 2 in Exercise 1. She can ... (ice-skate).* Then elicit what action verbs the other photos illustrate (photo 1: walk; photo 3: skateboard).
- Have a class vote about what the characters agree to do.
- Play the video or audio. Ask a student to justify the answer.

Exercise 2 5.12

- Make sure that students understand all the phrases in the Speaking box before you play the audio. Students listen and repeat in chorus.

Extra activity 28

- Play the video again. Students stand up when a character makes a suggestion and mime the expression of the emojis in the Speaking box when they hear the characters' reactions to the suggestion.

Exercise 3

- Students complete the sentences. Point out that the missing words are in the Speaking box in Exercise 2.

Exercise 4

- Ask students to cover the answers and think how they would respond in each situation.
- Students do the exercise individually. Then check answers as a class.
- Use the Traffic Lights technique (see page 9) to check how difficult students found this exercise.
- NEED SUPPORT? Students do the exercise in pairs. Pair **confident students** with **less confident** students.

Extra activity
- In pairs, students act out the dialogues. Encourage them to read with expression. When they have finished, they swap roles.

Exercise 5
- Before students do the exercise, explain that they can choose any appropriate expression from the Speaking box.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 226 for **less confident** students. It is an exercise to practise responding to suggestions to help them do the exercise.

Exercise 6
- In pairs, students take turns to make suggestions and respond.
- When they have finished, ask different pairs to act out each dialogue for the class.
- NEED SUPPORT? With a **less confident** class, write the following prompts on the board: *Let's …* and *We can …* Tell them to start their suggestions with these words.
- FINISHED EARLY? Students write four suggestions about things they would like to do the following weekend with their friends.

Lesson round-up
- **Independent learning:** Ask students: *Can you make suggestions about what to do*? Students show the appropriate self-assessment (Emoji response) card.

5.5 READING AND VOCABULARY

Sign language

Lesson aims
- Students can understand a text about sign language.

For the teacher
- *Need support?* worksheet, page 226
- Vocabulary Memory Game
- Photocopiable activity: *Get signing!*

For the student
- Workbook, page 54
- Extra Practice Activities: Vocabulary

Background note
Sign language is a language for deaf and mute people. It is based on specific hand movements supported by facial expressions. **British Sign Language** uses two-hand movements. **American Sign Language** uses a one-handed alphabet. It is estimated that there may be 300 different sign languages around the world, and people who use one sign language don't necessarily understand another sign language.

Lead-in
- **Setting lesson goals:** Say: *English is a language. French is a language.* Ask: *Are there other kinds of language*? Listen to what students say, but don't correct them. Then say: *Some people can't speak or hear.* (Mime the words *speak* and *hear*). *There is a language for them: sign language. In this lesson, you can learn sign language.*
- Students read the lesson objective.

Exercise 1 5.13
- In pairs, students look at the pictures and discuss what they show. Elicit or explain what the words in the Vocabulary box mean. Play the audio for students to listen and repeat in chorus.
- **Monitoring learning:** Students label the pictures in pairs. Check answers by asking different students to say the words. Check and drill pronunciation as necessary.

Exercise 2
- Students do the exercise individually.
- Have a class vote for the correct answer.

Exercise 3 5.14
- Play the audio while students follow in their books.
- Point out that the text has four paragraphs and that there are four headings.
- **Monitoring learning:** Students match the headings with the paragraphs in pairs. Check answers and ask volunteers to justify their answers by reading out the words in each paragraph that helped them.
- NEED SUPPORT? With a **less confident** class, say: *English, Spanish and Italian are languages. Now name a special language.* Elicit *sign language.* Ask students to read the headings and elicit the correct answer (b). Then read out heading a and ask students which paragraph tells the reader that it is a good idea to learn sign language. Read heading c and ask students to find the paragraph that has the word *important* in it. Ask students if it explains why sign language is important. Finally, read out heading d and ask students to check if paragraph 2 (the remaining paragraph) explains what sign language is.

Exercise 4
- **Monitoring learning:** In pairs, students answer any questions they can before reading the text again. Then they read, underline key words and check. Use the Basketball technique (see page 9) to check answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 226 for **less confident** students. It is an exercise to help them understand the text so they can do the reading comprehension exercise.

Exercise 5
- Tell students that they all know this word. Students write their guesses on a response card. Then they go to page 142 and check.
- Students attempt to say the word with their hands. You can ask a few volunteers to demonstrate it for the class.

Exercise 6

- Students write their names in their notebooks in capital letters. Then they find each letter and form it with their hands.
- In small groups, students say their names using sign language.

Extra activity

- Students secretly prepare a word and they say it in sign language for the rest of the class to guess.

Lesson round-up

- **Independent learning:** Read the lesson objective. Students show the appropriate self-assessment (Emoji response) card.

5.6 LISTENING AND WRITING

After-school clubs

Lesson aims
- Students can understand and write short texts about after-school clubs.

For the teacher
- *Need support?* worksheet, page 226
- Photocopiable activity: *What can we do after school?*

For the student
- Workbook, page 55
- Extra Practice Activities: Writing

Lead-in

- **Setting lesson goals:** Ask students to look at the photos on page 80. Ask if they know what they show. Elicit or explain what an after-school club is. Explain the lesson objectives.

Exercise 1

- Ask students to look at the photos and ask: *In photo 1/2/3/4, what can the people do?* (1 They can play football. 2 They can draw/paint. 3 They can act. 4 They can swim.)
- Students match the clubs with the photos and discuss in pairs. Check answers as a class.

Exercise 2 5.15 audioscript page 236

- Play the audio, pausing after each speaker. Students discuss their answers before you check as a class.
- NEED SUPPORT? With a **less confident** class, tell students they should listen for key words. Ask them what the key word(s) for each club might be. Elicit: a – *swim*; b – *draw, paint*; c – *act*; d – *play, ball, football.*
- NEED SUPPORT? Play the audio and pause between speakers. Ask students which key word(s) they heard.

Exercise 3 5.15

- **Peer learning:** In pairs, students predict the answers before listening to the audio again. Then they compare their answers with another pair.

Exercise 4

- Students vote for their favourite club. Encourage them to explain their choice.

Exercise 5

- Ask students to read the sentence before they read the ad. Tell them that they don't need to understand all the details, just the main idea.
- Check the answer as a class. Ask students which words helped them find the answer (computer programs, robots, computer games). Elicit or explain *email*, *teach*, *secondary school* and *Monday*.

Exercise 6

- Explain or elicit how we use *and* and *but* (*and* adds similar information; *but* adds contrasting information).
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 226 for **less confident** students. It is an exercise to help them understand where we use *and* and *but*.

Exercise 7

- Students read each sentence first and decide if the information is similar or contrasting.
- Use the Traffic Lights technique (see page 9) to monitor.

Exercise 8

- **Peer learning:** Students follow the steps and write their ad individually. In pairs, they review each other's work. Tell them to identify two positive aspects of their partner's work and, if necessary, say what he/she might do next time to improve his/her work.
- FINISHED EARLY? Students imagine their ideal after-school club, where they can do any activity they like, and write an ad for it. It can be as unconventional as they want to make it.

Extra activity

- Display the ads students wrote in Exercise 8 in class and ask students to vote for the most popular club.

Lesson round-up

- **Independent learning:** Read the lesson objectives. Students show the appropriate self-assessment (Emoji response) card.

5.7 CLIL: MUSIC

Musical instruments

Lesson aims
- Students can name and describe musical instruments.

For the teacher
- Photocopiable activity: *Musical instruments*

For the student
- Workbook, page 56

Lead-in

- Ask students what musical instruments they know the words for in English (they probably know *guitar* and *piano* from previous units). Ask them if they can play one.
- **Setting lesson goals:** Explain that the lesson objectives are to learn the names of musical instruments and to practise describing them.

Exercise 1 5.16

- Play the audio, pausing for students to repeat each word in chorus. Students say the number of the corresponding photo. Correct them if necessary.
- Students label the photos individually. Then they compare answers in pairs.

Extra activity

- *(Books closed)* Play a short track from any piece of music in which you can hear two or more of the musical instruments in the Vocabulary box. Students tell you which instruments they think they can hear.
- Alternatively, ask different students to mime playing a musical instrument for the class to guess.

Exercise 2

- Ask students to cover the top of the page and focus only on the quiz. This is because Exercise 3 is about correcting the false sentences in the quiz. Students do the quiz individually. You can set a time limit for this.
- Find out who did well. Ask: *Who has got ten correct answers? Who has got nine?* Remember to praise students.
- NEED SUPPORT? Students do the quiz in pairs. Pair **confident** students with **less confident** students. Alternatively, students do the exercise individually and raise their red Traffic Light card when they don't understand something. Go over and help.

Exercise 3

- Students complete the sentences in pairs. Then they compare their answers with another pair.

Exercise 4

- You could do the exercise as a game. Before students to do the exercise, ask them to read the text, write the answer on a piece of paper and race to the front of the classroom, holding the paper without showing what is written on it. When everyone is ready, ask them to show the word they have written. The first three students with the correct word are the winners.

Exercise 5

- Students complete the sentences individually.
- You could then ask students to work in groups of four.
- Each student reads his/her text but doesn't name the instrument. The group guess what it is.
- FINISHED EARLY? Students write which musical instruments their favourite band can play.

BBC CULTURE

Young London

Lesson aims
- Students learn about things young people can do in London.

For the teacher
- Photocopiable activity: *Project worksheet: a promotional email*

For the student
- Workbook, page 59

Background notes

Hyde Park is one of the biggest parks in London. The lake in the photo is the Serpentine. There are over 4,000 trees in the park. You can walk, have a picnic and do sports there.
The **Thames** is the river that flows through London.
The London Eye is a ferris wheel. It is 135 metres high. You can take great photos from the top.
You can see the skeletons of a blue whale and a dinosaur in the **Natural History Museum**.

Lead-in

- *(Books closed)* Write five activities from Lesson 5.1, Exercise 5 on the board. Add: *have a picnic, see a musical* and *see a puppet show.* Elicit or explain what the new words mean, e.g. *A picnic is when you eat outside. A musical is a show with singing and dancing.* (Give an example that students will know.) Mime *puppet show by* using gestures, or draw a simple puppet with strings on the board.
- In pairs, students rank the activities from 1 to 8, where 1 = a lot of fun, and 8 = not much fun. Ask different students to explain why they have given an activity a particular rating.
- **Setting lesson goals:** *(Books open)* Ask pairs to look at pages 84–85 and discuss what they will do in this lesson. Explain that they will learn what young people can do in London in their free time.
- Ask: *What can people do in London?* Find out what students know, if anyone has visited London and the places they have been to.

Exercise 1

- Students work in small groups. Encourage them to guess what you can do in the different places in the main photos. Collect ideas on the board. (See the Background notes.)
- Point to the photo of the National History Museum and check whether students understand *museum*. Point to the skeleton in the background and elicit *dinosaur*.
- Don't check answers yet.

Exercise 2 5.19

- Pre-teach *scientist*.
- After students read and listen, they do the matching exercise in pairs.

Exercise 3

- **Monitoring learning:** Students do the exercise in pairs. Use the Basketball technique (see page 9) to check answers.
- NEED SUPPORT? Students do the exercise in pairs. Pair **more confident** students with **less confident** students.

Exercise 4 5.20 audioscript page 236

- Before you play the audio, explain to students that they are going to hear people talking in each of the four places. Make sure they understand what a drawing workshop is.
- Play the audio, pausing after each speaker for students to discuss and note the answer.
- NEED SUPPORT? With a **less confident** class, write the four places as headings and add key words from the audioscript under each heading.

Extra activity

- In small groups, students take turns to mime an activity they might do in one of the places mentioned in Exercise 2 for the rest of the group to guess.

Exercise 5

- **Peer learning:** Set a time limit, e.g. two minutes. Students compare their lists with another pair and then agree what to put in one list. Ask different students to share their ideas with the class.

BBC video

Exercise 6 29 videoscript page 236

Presenter's questions:

1 (00:06) What's your favourite weekend activity? Is it skateboarding? Are you a good cook? Or is it playing computer games?
2 (00:42) Can you skateboard?
3 (01:30) Can you name this sport?
4 (01:51) How many sports can you remember from the video? (six: skateboarding; riding a (BMX) bike; riding a scooter; climbing; boxing; ice-skating. Other activities: cooking, playing computer games.)

- Point to the photo and ask: *Can you do that?*
- Students read the question before you play the video. Make sure they understand *boxing*.
- Pause after each of the presenter's questions and ask students for their ideas.
- Check answers as a class.

Exercise 7 29

- In pairs, students read and answer any questions they can.
- Play the video again for students to check their answers.

Exercise 8

- Students discuss the questions in small groups.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose different students to explain their answers.

Project Time

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

Lesson round-up

- Ask students to tell you what they have enjoyed the most from this lesson, and why.
- **Independent learning:** Check what students have learned in this lesson. Ask them to write down three pieces of information that are in this lesson and one piece of information that isn't in the lesson. They share their pieces of information in pairs, groups or with the class. Then they try to identify the information that isn't in the lesson.

Unit contents

Vocabulary
- Daily activities
- Days of the week
- Months
- On the internet

Grammar
- Present Simple affirmative
- Adverbs of frequency

Speaking
- Telling the time

Writing
- Writing about a typical weekend

Future skills
- Social responsibility: environmental responsibility

For Online Classroom, go to the Portal.

6.1 VOCABULARY

Daily activities

Lesson aims
- Students can talk about daily activities.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Guess the activity*
- Test: Vocabulary Check 6

For the student
- Workbook, page 60
- Extra Practice Activities: Vocabulary

Lead-in

- **Peer learning:** *(Books closed)* Write *My day* on the board. Ask students to use the Think–Pair–Share technique (see page 9) to tell you some things they do every day. Collect their ideas on the board. If students don't know the words, they can mime. Encourage **more confident** students to help **less confident** students express their ideas in English.
- **Setting lesson goals:** Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.

Exercise 1

- Draw a clock showing one o'clock on the board. Mime *have lunch.* Then say: *I know that!* and elicit the expression from the class. Elicit or teach *go to school*, *do my homework*, *watch TV* and *go to bed*.
- **Monitoring learning:** Students use the Yes/No response cards after each phrase to show which activities they do every day.

Exercise 2 6.1

- Ask students which phrases in the Vocabulary box they know or can guess. Teach the rest of the phrases.
- Play the audio, pausing after each phrase for students to repeat in chorus. Ask a student to hold up his/her book and point to the corresponding picture. If there is no picture, ask the student to mime the activity.

Exercise 3

- Students do the exercise individually as a race.
- Use the Popsicle Stick technique (see page 9) to check answers.
- NEED SUPPORT? With a **less confident** class, read out the phrases in the Vocabulary box in order. Give students time to check if the phrase is in Exercise 3 and choose the correct option. Repeat the phrase for students to check their answer.

Exercise 4

- Point out that phrases for many common daily activities use the verb *have*.
- Students read the Watch out! box. Point out that we don't use the indefinite article *a* before meals (*breakfast*, *lunch*, *dinner*) or plural nouns (e.g. *lessons*). We use *a* with singular nouns, e.g. *shower.* Explain that we would use *a* if we were talking about one lesson: *have a lesson*.
- **Peer learning:** Students do the exercise individually and then compare answers with a partner. If they have different answers, they consult another student.
- Check answers by asking different students to spell the words.

Exercise 5 6.2 audioscript page 236

- Play the audio for students to write the activities. Alternatively, they can discuss each answer in pairs. Students write their answers on response cards.
- Ask different students to justify the answers.

Exercise 6

- **Peer learning:** Students number the activities individually. Then they read their lists to each other and discuss any differences.

Exercise 7

- Students do the exercise without looking at the Vocabulary box.
- Give **less confident** students clues. Say or write the phrase on the board without including the verb, e.g. 2 _____ *the bus*. Alternatively, you can give one-word clues using nouns from the phrases, e.g. 6 _____ *room*.
- Ask different students to write their answers on the board.

Exercise 8

- Tell students that if they land on an empty square, they can earn an extra point by naming an activity that can follow the activity in the preceding picture, e.g. *have breakfast* in the first empty square.
- If you like, teach students *It's my/your turn*.
- NEED SUPPORT? With a **less confident** class, don't add the extra point option. Give students more time to come up with the correct phrase and tell them they can look at the Vocabulary box.

Exercise 9

- Students do the activity in their notebooks. They compare their lists with a partner.
- FINISHED EARLY? Students try to think of more activities by changing the words in bold in the following phrases: *have **lunch*** (e.g. have a snack, have an orange, have chicken), *listen to **music*** (listen to my teacher, listen to a podcast, listen to a song), *watch **TV*** (watch a film, watch a play), *tidy **my room*** (tidy the living room, tidy the kitchen, tidy my desk).

Extra activity

- Students tell a new partner one activity they like and one they don't like. One of the sentences should be false. Their partner guesses which sentence is false.
- Play a game. Put students into two teams, A and B. Team B close their books. Team A choose a phrase from the Vocabulary box. They then ask as many members of team B as the number of words in the phrase to come forward. For example, if the phrase is *do my homework*, three students from team B must come forward. A student from team A whispers one word from the phrase to each of the three students. Then the team B students get together, say their words aloud and guess the phrase. Teams then swap roles. Play for a set number of rounds or set a time limit.

Lesson round-up

- **Independent learning:** Tell students to note down the new words and phrases they have learned. Ask: *Can you talk about your daily activities*? Students show the appropriate self-assessment (Emoji response) card.

6.2 GRAMMAR

Present Simple affirmative

Lesson aims
- Students can use the Present Simple in affirmative sentences.

For the teacher
- *Need support?* worksheet, page 227
- Grammar presentation
- Photocopiable activity: *She gets up late!*
- Test: Grammar Check 6

For the student
- Grammar Time, Student's Book, page 137
- Workbook, page 61
- Extra Practice Activities: Grammar, The Newmans video

Lead-in

- **Setting lesson goals:** *(Books open)* In pairs, students look at pages 88–89 and discuss what they will learn in this lesson. Elicit ideas from the class. Explain the lesson objective.
- Ask students to describe what they can see in each photo. Pre-teach *school survey*, *get ready*, *important*, *pancakes*.
- Then students make predictions about the photo story.

Exercise 1 30 6.3 videoscript page 237

- Play the video or audio.
- Ask a student to answer the question.
- Check students' predictions about the photo story.

Exercise 2

- Students do the exercise in pairs. They read the phrases and note the answers they know. Play the video again, pausing it in appropriate places, or refer students to the photo story to confirm answers.
- **Monitoring learning:** Check answers using the Basketball technique (see page 9).

Exercise 3 6.4

- Make sure students understand what the expressions mean before you play the audio.
- Play the audio, pausing for students to repeat each expression in chorus.
- Play audio track 6.3 again. Students shout *STOP!* when they hear an expression. Alternatively, students find the expressions in the photo story.
- Ask students to think of situations in which they can use these expressions. Explain further if necessary.

Exercise 4

- In pairs, student discuss and choose the most likely option. Don't confirm answers yet.

Exercise 5 31 6.5 videoscript page 237

- Play the video or audio for students to check if their guesses are correct.

Exercise 6 Get Grammar! 32 videoscript page 237

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Read out the Grammar table. Students repeat the examples after you in chorus.
- Stress that we add *s* to verbs in the third person.

Exercise 7

- **Monitoring learning:** Students do the exercise individually. Use the Traffic Lights technique (see page 9) to find out how easy or difficult they found the exercise. Then ask different students to say each answer.

Exercise 8

- Ask students to find and underline all the verbs in the third person in Exercise 7. Ask them if they can see any differences in the endings (most verbs end in *-s; does* ends in *-es; has* is irregular).

- Focus attention on the Watch out! box. Explain the rules: Most verbs, including those that end in *-e,* end in *s*. Verbs that end in *-ss, -ch, -sh, -x* or *-o* end in *-es*. Verbs that end in a consonant + *y* drop the *y* and add *-ies*.
- Before students do the exercise, ask them to read the blog. Explain that reading a text before completing it will help them understand the context.
- Ask different students to write an answer on the board.
- NEED SUPPORT? Before **less confident** students do Exercise 8, hand out copies of the photocopiable worksheet on page 227. It is an exercise with extra practice in forming third person singular verb forms.

Exercise 9

- Students tick the things they do. Then they listen to their partner and tick the things he/she does. You could ask students to use the Yes/No response cards to find out how many students do each thing.
- NEED SUPPORT? Before students do the exercise, write all the verbs and phrases in sentences 1–8 on the board. Ask volunteers to come to the board and form the third person singular form of the verb. Tell students they can use the list to help them do the exercise.

Exercise 10

- **Monitoring learning:** While monitoring, remember to praise students before correcting their mistakes. You can also praise the presentation of written work. This is a useful way of boosting students' confidence.
- **Peer learning:** Ask students to exchange notebooks with a partner and review each other's work. Are the third person verb endings correct?

Exercise 11

- Play the game as a class or in smaller groups.
- FINISHED EARLY? Students imagine they are 20 years older. They write sentences about how they spend their day.

Extra activity

- Play a game. Put students into groups of 6–8. Give each group a 'ball' of paper. Student A in each group starts the game. They say an activity they do regularly, e.g. *I make pancakes for breakfast*. As they speak, they throw the ball to another member of their group. This is Student B. Student B must say a sentence using the same activity, but about a third person, e.g. *My cousin makes pancakes for breakfast too!* Then they say a new sentence about an activity they do and throw the ball to another student. This is Student C. Student C says a sentence using the same activity as the one Student B said using *I*, but about a third person, and so on. If a student fails to catch the ball or hesitates for more than two or three seconds, they are out of the game. Set a time limit.

Lesson round-up

- **Independent learning:** Ask different students to give examples of Jen's, Alex's and/or Lucas's daily routine. Then ask: *Can you use the Present Simple in affirmative sentences?* Students show the appropriate self-assessment (Emoji response) card.

6.3 GRAMMAR

Adverbs of frequency

Lesson aims
- Students can use adverbs of frequency.

For the teacher
- Grammar presentation
- Photocopiable activity: *I never go to bed early!*
- Test: Grammar Check 6

For the student
- Grammar Time, Student's Book, page 137
- Workbook, page 62
- Extra Practice Activities: Grammar, Vocabulary

Lead-in

- **Setting lesson goals**: (*Books open*) Give students time to look at pages 90–91 and discuss what the lesson will be about in pairs. Then explain the lesson objective.
- **Peer learning:** *(Books closed)* In pairs, students guess three things Superdug does during the week. They discuss their ideas with another pair and make a final list. Then different pairs tell the class their guesses. *(Books open)* Ask students to look at the pictures in the cartoon story to see if any of their guesses are correct.

Exercise 1

- Students race to find the answer.

Exercise 2 6.6

- Before you play the audio, find out which days of the week students know. You can use the pictures to teach *a mess, free day* and *busy,* or encourage students to use the pictures and context to guess the meaning of the words.
- Ask a student to justify the answer by referring to the text.

Exercise 3

- Students do the exercise in pairs.
- NEED SUPPORT? Ask students to make a list of all the activities Superdug mentions in the cartoon story. Then they look at the pictures and tick the activities in the list.

Exercise 4

- Students correct the sentences by comparing them with the information in the cartoon story. They write their answers on response cards.
- Ask different students to justify their answers by referring to the story.

Exercise 5 Get Grammar! 33 videoscript page 237

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the Grammar box in chorus after you.

- Focus attention on the position of adverbs of frequency: after *to be* but before other verbs.

Exercise 6

- Students do the exercise individually. Refer them to the Grammar box for help.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to monitor. Then ask different students to write a sentence with the adverb of frequency in the correct position on the board.

Exercise 7

- **Peer learning:** In pairs, students use the prompts to write sentences. Remind them to be careful with word order and with third person singular verb spellings.
- Students exchange their notebooks with another pair and review each other's work.
- Volunteers write the answers on the board.

Exercise 8 6.7

- Remind students that repeating words will help them memorise them more easily and also help with pronunciation.
- Play the audio for students to listen and repeat in chorus.

Extra activity

- Assign a day of the week to each student in the class. Make sure there is a more or less equal distribution of the seven days. Then start calling out the days of the week in a random order. When students hear their day, they must quickly stand up and equally quickly sit down when you say another day. Alternatively, you can ask students to mime different activities, e.g. *Wednesday – Have breakfast! Friday – Play a video game!*

Exercise 9

- In small groups, students work out what day of the week the dates are by counting from the first day of the month.
- NEED SUPPORT? Write the daily calendar for the first month on the board:

March						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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				

- In pairs, students copy the calendar into their notebooks and create similar calendars for the other three months to find the days. Check answers in class.

Exercise 10

- Students do the exercise in pairs. Point out that the days aren't in the order they occur in the week.

Exercise 11

- **Peer learning:** Students do the exercise individually. Then they compare their sentences with two or more students to find out who does the same or almost the same things as they do.

Exercise 12

- Alternatively, play the game as a class. Ask different students to say true/false sentences. The first student who guesses correctly goes next.
- FINISHED EARLY? Students write about their family's habits, e.g. *My mum often goes to the gym. My brother always gets up at eight o'clock.*

Lesson round-up

- **Independent learning:** Read the lesson objective. Students show the appropriate self-assessment (Emoji response) card.

6.4 SPEAKING

Telling the time

Lesson aims
- Students can tell the time.

For the teacher
- *Need support?* worksheet, page 227
- Photocopiable activity: *What time is the ...?*

For the student
- Workbook, page 63
- Extra Practice Activities: Speaking

Lead-in

- Students look at the photos and guess where Alex and Lian are and what they are talking about (they are outside the cinema and they are looking at the time a film starts).
- **Setting lesson goals:** In pairs, students predict what they will learn in this lesson. Explain the lesson objective.

Exercise 1

- Tell students to scan the text to find the times; they don't need to read every word. Then they match the times with the clocks. Explain *half past* and *(a) quarter to* if necessary. Check answers.

Exercise 2 34 6.8

- Play the video or audio.
- Use the Popsicle Stick technique (see page 9) to choose a student to say the answer.

Exercise 3 6.9

- Optional activity: Before you do the exercise, make sure that students are familiar with both the digital and analogue clock forms as they are likely to have more exposure to the digital form through the use of various electronic devices.
- Copy the clock faces on the board and ask volunteers to come and add the digital equivalent next to it, e.g.  = 4:45
- Focus students' attention on the use of *at*. Make sure students understand when we use *to* and when we use *past*.
- Play the audio for students to listen and repeat.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 227 for **less confident** students. It is an exercise to help them become more familiar with telling the time.

Exercise 4

- **Peer learning:** Students complete the times individually. Then they check their answers in pairs, taking turns to ask and answer.

Extra activity

- Students work in A/B pairs. First, they draw three clock faces with different times without showing their partner. Then they draw three blank clock faces. Student A asks *What time is it?* Students B answers by saying the time on one of the clock faces he/she has drawn. Student A draws that time on one of the clocks. When Student A has drawn the time on all three of the blank clock faces, students swap roles. When pairs have finished, they check if they understood the times correctly by comparing their clock faces.

Exercise 5

- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to monitor. Check that students use *at* when necessary.
- NEED SUPPORT? Allow **less confident** students to write down the times in words and refer to them while they speak if they need to.

Exercise 6

- You could do the exercise as a game. Students play in groups. They get one point for saying the correct time, going forward by five minutes. Students who say the wrong time or hesitate too long lose their turn and don't get a point.
- FINISHED EARLY? Students write their programme for the day using full sentences and the time they do things, e.g. *I have an English lesson at five to nine.*

Lesson round-up

- **Independent learning:** Ask students: *Can you tell the time?* Students show the appropriate self-assessment (Emoji response) card.

6.5 READING AND VOCABULARY

Interview with a traveller

Lesson aims
- Students can understand a text about a teenage life.

For the teacher
- *Need support?* worksheet, page 227
- Vocabulary Memory Game
- Photocopiable activity: *Which month?*

For the student
- Workbook, page 64
- Extra Practice Activities: Vocabulary

Background notes

- **Machu Picchu** is in Peru, South America. It was built by the Incas in the fifteenth century, and it is 2,430 metres above sea level. It is one of the most famous Inca sites.
- The **Nazca Desert** in Peru is most famous for the Nazca Lines. These are huge pictures on the ground. You can see them clearly from the air; some lines form simple geometric shapes while others are designs of animals, people, trees and flowers.
- **Cappadocia** in Turkey is a popular tourist attraction and is famous for its wonderful rock formations as well as its interesting history and culture.

Lead-in

- *(Books closed)* Ask students which places in the world they want to visit. Write *A day with ... Dreamtime Traveler!* on the board. Explain unknown words and then ask students to discuss the title and predict what the text is about. Note: *traveler* is American English spelling. The British English spelling is *traveller.*
- **Setting lesson goals:** *(Books open)* Explain the lesson objective. Students look at the photos. Ask if they can see any of the places they mentioned earlier.

Exercise 1

- In pairs, students read the first part of the text and discuss the question. Ask a student to explain the answer. If necessary, teach any words students find difficult, e.g. *different* and *life.*

Exercise 2 6.10

- Give students time to read the sentences before they listen.
- **Peer learning:** After students listen and read, they discuss the answers in pairs.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose different students to justify each answer by referring to the text.

Exercise 3

- **Peer learning:** Students read the text again and answer the questions. Then they exchange notebooks with a partner and review each other's work.

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 227 for **less confident** students. It is a gapped version of the exercise that will be easier for them to do.

Exercise 4
- Give students time to think and note down one or two ideas before they speak.

Exercise 5 6.11
- Play the audio, pausing after each word for students to listen and repeat.
- **Peer learning:** After students do the matching exercise, they tell a partner which their favourite month is and why.

Exercise 6
- Students copy the table into their notebooks and plan their journey. Help with vocabulary as necessary.
- **Peer learning:** In groups of four, students talk about their plan. Then they decide whose plan is the most exciting and tell the class about it.
- FINISHED EARLY? Students write about five or six important national, family or personal celebrations and say when they are, e.g. *Dia de Muertos is in November. My birthday is in March.*

Extra activity
- As a class, brainstorm questions that a journalist might ask Réka Kaponay.
- In pairs, students role play a TV interview between a journalist and Réka.

Lesson round-up
- **Independent learning:** Ask students to think about the lesson objective and if they have understood the text. Students show the appropriate self-assessment (Emoji response) card.

6.6 LISTENING AND WRITING

A typical weekend

Lesson aims
- Students can understand and write short texts about a typical weekend.

For the teacher
- *Need support?* worksheet, page 227
- Photocopiable activity: *My partner's weekend*

For the student
- Workbook, page 65
- Extra Practice Activities: Writing

Lead-in
- **Setting lesson goals:** *(Books closed)* On the board, write *w _ _ k _ n _*. Students suggest letters to complete the word (weekend).
- Ask different students: *What's your favourite weekend activity?*
- *(Books open)* Students look at page 94 and discuss what they will learn. Explain the lesson objectives.

Exercise 1
- Students tick the activities they do at the weekend. Then they compare with a partner. Ask different students to tell the class how their and their partner's weekends compare. Which activities are similar?

Exercise 2 6.12 audioscript page 237
- Before you play the audio, elicit the activities in each picture, e.g. ask: *What does she do on Saturday?* (She dances.) Play the audio for students to match the names with the pictures.

Exercise 3 6.13 audioscript page 237
- **Peer learning:** Students read the sentences, discuss them in pairs and guess what type of word is missing. Then play the audio for them to listen and complete the sentences.

Exercise 4
- **Peer learning:** Tell students to take notes while they listen to the members of their group talking. Before they speak to the class, they check that the information they have noted down is correct.

Exercise 5
- Students guess the answer. Then they read the blog and check.

Exercise 6
- Students read the Writing box. Elicit what *before* and *after* mean. Then ask students to find them in the text.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 227 for **less confident** students. It is an exercise to help them understand the order in which things are done when we use *before* or *after* to join two sentences.

Extra activity
- Play a game in pairs. Write the word *breakfast* on the board. Ask pairs to come up with as many sentences as they can think of with things they do before or after breakfast, e.g. *Before breakfast, I have a shower. I get ready for school after breakfast*. Set a time limit of 30 seconds. The pair with the longest list win. You can play the game again using *lunch* and *dinner* as time markers.

Exercise 7
- **Peer learning:** Students do the exercise individually. Then they review each other's work. Tell them to identify two positive aspects of their partner's text and express, if necessary, a wish about what he/she might do next time to improve his/her work.
- FINISHED EARLY? Students write about someone else's typical weekend. It can be someone they know well or an imaginary person.

Extra activity

- Display students' work. Students walk around the classroom and read the texts. Then they vote for the most interesting weekend.

Lesson round-up

- **Independent learning:** Read the lesson objectives. Students show the appropriate self-assessment (Emoji response) card.

6.7 CLIL: TECHNOLOGY

The internet

Lesson aims
- Students can describe things they do on the internet.

For the teacher
- Photocopiable activity: *The internet*

For the student
- Workbook, page 66

Lead-in

- **Setting lesson goals:** Ask students why having a computer is useful or necessary in their lives. Students discuss in pairs. Then ask them to share their ideas with the class. Explain the lesson objective.

Exercise 1 6.14

- Ask students to look at the phrases in the Vocabulary box and say which ones they know. Explain any words or phrases they don't know or find difficult, e.g. *chat*. Make sure they understand all the phrases.
- Play the audio for students to listen and repeat in chorus. Then play the audio again, pausing to allow students to label the photos.

Exercise 2

- Students read the online posts before they complete them.
- Check answers by asking different students to read part of the text.

Exercise 3

- **Peer learning:** Students answer the questions individually. Then they compare answers in small groups and come to a decision as a group.
- **Monitoring learning:** Check answers by asking different groups to justify their answer.

Exercise 4

- Students do the exercise in small groups. Then gather their ideas on the board.

Exercise 5

- Students do the exercise individually. Then they review each other's work in pairs. They should make positive comments and suggest improvements where necessary.
- FINISHED EARLY? Students write how often they do the activities in the Vocabulary box, e.g. *I get help with homework two or three times every day.*

Extra activity

- Do a class survey to find out the answer to the question: *What are your favourite activities on the internet?* Ask volunteers to write the activities on the board.

SET FOR LIFE

Give things a new life!

Lesson aims
- Students learn about repairing things and using them again.

For the teacher
- Photocopiable activity: *Make old things new!*

Lead-in

- Ask students to describe what they can see in the photos in the text on page 98. Draw two bins on the board. Write *Recycle* on one of them and *For the landfill* on the other. Explain *recycle* and *landfill*. Ask students what we do with things we don't need. Elicit that we put some in the recycling bin and some in the other bin.
- **Setting lesson goals:** Write the lesson aim on the board and read it out. Write *environment* on the board and explain what it means. Ask why it is important to repair or re-use things (it is good for the environment).

Social responsibility: environmental responsibility
Environmental responsibility refers to behaving ethically and with sensitivity towards the environment. This lesson helps 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.

Exercise 1

- Make sure students understand *throw away* and *repair*.
- Students do the exercise individually.
- Have a class vote to find out what most of the class would do with each item.

Exercise 2

- **Peer learning:** Students read the poster and answer the questions in pairs. Then they compare their answers with one or two other pairs.

Exercise 3 6.17 audioscript page 237

- Ask students to read the leaflet quickly to get an idea of what it is about. Pre-teach *workshop*.
- Play the audio. Students do the exercise in pairs.
- **Monitoring learning:** Check answers using the Popsicle Stick technique (see page 9).

Exercise 4 6.18 audioscript page 237

- Play the audio. Students do the exercise individually.
- Then they compare answers in pairs.
- Ask students if they find the idea of a repair workshop interesting and if they would like to go to one.

Exercise 5

- Students do the exercise in small groups. Make sure they have access to a dictionary. Alternatively, they can ask you. Write the words on the board.
- Ask individual students to answer the question.
- Students read the Useful Tips. Ask which tips Exercise 5 is about. (Take parts from a broken thing and make something new. Use things in a different way.)
- Ask students to vote for the object they find the most interesting.

Exercise 6

- Students do the exercise in pairs or groups of three as a project. Give them a few days to do it.
- After they give their presentation, have a class vote for the most imaginative object, the most useful object, and the craziest object.
- NEED SUPPORT? As a class, brainstorm a few easy ideas for making something from everyday objects, e.g. a vase made from a painted glass jar, a stationery holder made from empty kitchen paper tubes stuck together, candle holders made from metal kitchen funnels turned upside down, cutlery used as cupboard door handles.

Lesson round-up

- **Independent learning:** Ask students to work in small groups and make a list of the most important things they have learned from this lesson.
- Ask different groups to say one thing they have written. Help them with phrasing if necessary and then ask them to write their answer on the board.

Unit contents

Vocabulary
- Wild animals
- Pets
- Adjectives
- Where animals live

Grammar
- Present Simple negative
- Present Simple questions and short answers

Speaking
- Buying a ticket

Writing
- Writing an email about looking after a pet

For Online Classroom, go to the Portal.

7.1 VOCABULARY

Wild animals

Lesson aims
- Students can talk about wild animals.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Wild animals*
- Test: Vocabulary Check 7

For the student
- Workbook, page 72
- Extra Practice Activities: Vocabulary

Lead-in
- **Setting lesson goals:** Write *Animals* on the board. Then ask pairs to predict what they will learn in this lesson. Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.
- *(Books closed)* As a class, brainstorm the names of animals. Write words students suggest on the board. If a student suggests a word that the rest of the class don't understand, they can draw the animal on the board.

Exercise 1
- **Peer learning:** In pairs, students match the photos with the words. Then they compare their answers with another pair.

Exercise 2 7.1
- Play the audio, pausing for students to repeat each word in chorus. Then ask a student to point out the animal in the extra photo on page 102 and to say its name.
- Ask students to say what they think *wild* means and to explain why the animals in the Vocabulary box are 'wild' (they live free in nature and aren't pets).

Exercise 3
- Students race to do the exercise.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose different students to say and spell each answer.

Exercise 4 7.2
- Ask different students to say each answer.
- NEED SUPPORT? With a **less confident** class, pause after each sound for students to discuss and note the answer.

Extra activity
- Say the names of different animals from pages 102 and 103 and ask students to mime how they sound.

Exercise 5
- Students do the exercise individually.
- NEED SUPPORT? With a **less confident** class, help students revise action verbs by referring them to the Vocabulary box in Lesson 5.1.
- **Monitoring learning:** Ask different students to justify their answers by pointing to photos in this lesson.

Exercise 6
- With a **more confident** class, challenge students to do the exercise without looking at the Vocabulary box.
- Ask different students to write the answers on the board.

Extra activity
- Put students into two teams. Students from each team take turns to come to the board and draw the animal you tell them. They can't write any words or speak. The team who guess the animal first win a point.

Exercise 7
- The aim of this activity is to stimulate students' imagination and to engage them. It is advisable to set a time limit, e.g. 4–5 minutes to focus their attention.
- Tell students to combine two or more of the animals in the lesson to create their own imaginary animal.
- **Peer learning**: Ask students to comment on their partner's pictures.
- When students finish, ask each pair to choose one of their imaginary creatures and draw it on the board. The rest of the class have to guess which animal its different parts come from.
- FINISHED EARLY? With books closed, students write all the animals in Lesson 7.1 they can remember.

Lesson round-up

- Students look at the prediction they made in the Lead-in and note the new words in the Vocabulary box they have learned.
- Ask: *Can you talk about wild animals?* Students show the appropriate self-assessment (Emoji response) card.

7.2 GRAMMAR

Present Simple negative

Lesson aims
- Students can use the negative form of the Present Simple and talk about pets.

For the teacher
- Grammar presentation
- Photocopiable activity: *You don't like classical music!*
- Test: Grammar Check 7

For the student
- Grammar Time, Student's Book, page 138
- Workbook, page 73
- Extra Practice Activities: Grammar, Vocabulary, The Newmans video

Lead-in

- **Setting lesson goals:** (*Books closed*) Write *cat, dog, parrot* on the board. Ask students what these animals have in common. Elicit or teach that they are pets. Then write: *I like dogs. I don't like cats.* Students predict the grammar focus of this lesson. Brainstorm ideas as a class. Then students look at pages 104–105 and check their ideas. Explain the lesson objectives.
- Ask students to look at the photo story, guess what it is about and share their ideas with the class. Don't check or teach *puppy* yet (see Exercise 1).

Exercise 1 ▶ 35 7.3 videoscript page 238

- Tell students they should use the photos and context to understand the photo story.
- Play the video. If you don't have access to a computer and projector, play the audio.
- Ask a student to explain the answer. Then check students' guesses about the story.

Exercise 2

- In pairs, students read the sentences and note down answers they know. Play the video or audio again, pausing it in appropriate places, or refer students to the photo story to confirm their answers.
- **Monitoring learning:** To check answers, use the Popsicle Stick technique (see page 9).

Exercise 3 7.4

- Play the audio, pausing for students to repeat each expression in chorus.
- Play audio track 7.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the photo story.
- Encourage students to think of situations in which they can use these expressions. Explain further if necessary.

Exercise 4

- Ask individual students to answer and justify their choice.

Exercise 5 ▶ 36 7.5 videoscript page 238

- Play the video or audio for students to check their guesses.

Extra activity ▶ 35

- **Peer learning:** Put students into groups of four and allocate roles: Mum, Dad, Alex and Jen. Play the video again. Tell students to watch their character's actions and body language carefully. Point out that non-verbal communication is very important. Then groups act out the story. The group members discuss each other's non-verbal communication.

Exercise 6 Get Grammar! ▶ 37 videoscript page 238

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the Grammar table after you in chorus. Remind them that we use short forms in everyday English.
- Focus students' attention on the third person singular auxiliary: *does*. Emphasise that in the negative form of the Present Simple, we don't add *s* to the main verb.

Exercise 7 7.3 7.5

- **Peer learning:** Ask students to cover the photo story and choose the correct answers in pairs. Then they compare with another pair.
- Play the audios again for students to listen and confirm their answers.
- Ask different students to read out their answers.

Exercise 8

- **Monitoring learning:** Remind students to read the whole texts before they complete the gaps. Students do the exercise individually, referring to the Grammar box for help. Use the Traffic Lights technique (see page 9) to monitor.
- **Peer learning:** Students compare and discuss their answers with three other students. Ask different students to write the answers on the board.

Exercise 9

- Give students time to think of ideas before they do the speaking activity.
- NEED SUPPORT? **Less confident** students can write their answers first and memorise them. They can also refer to their notes for support while they speak.

Extra activity

- Play a memory game in groups of four or five. The first student says an activity he/she doesn't do at the weekend, e.g. *I don't go to school at the weekend.*

The second student repeats what the first student said and adds his/her own sentence, e.g. *Maria doesn't go to school and I don't get up early at the weekend.* The third student does the same. Students take turns to add activities to the list. A group loses when a player forgets to include an activity mentioned earlier. The winner is the last group in the game.

Exercise 10 7.6

- *(Books closed)* As a class, brainstorm words for pets. If a student suggests a pet that other students don't know, they can draw it on the board.
- *(Books open)* Before you play the audio, ask students to say which words in the Vocabulary box they already know.
- Ask different students to say the answers to the matching exercise. Then they tell the class what pets they have.

Exercise 11

- Make sure students understand that the student who chooses the best pet only does so after listening to the information his/her partner gives.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose students to say which pets they have chosen and why.
- NEED SUPPORT? **Less confident** students can note down the information their partner gives them and review it before they decide which pet to choose.
- FINISHED EARLY? Students choose a pet for themselves. They write what it is and why it is a good pet for them.

Lesson round-up

- **Independent learning:** Ask different students to remind you of things Jen and Alex don't do on school days and at the weekend. Then ask: *Can you use the negative form of the Present Simple and talk about pets?* Students show the appropriate self-assessment (Emoji response) card.

7.3 GRAMMAR

Present Simple questions and short answers

Lesson aims
- Students can ask and answer questions in the Present Simple.

For the teacher
- *Need support?* worksheet, page 228
- Grammar presentation
- Photocopiable activity: *What do you do to relax?*
- Test: Grammar Check 7

For the student
- Grammar Time, Student's Book, page 138
- Workbook, page 74
- Extra Practice Activities: Grammar

Lead-in

- **Setting lesson goals:** *(Books open)* Give students time to look at pages 106–107 and discuss the lesson objective. Clarify or explain.
- Ask students questions about the cartoon story to revise language and generate interest, e.g. *Where are they?* (at Dug's house) *What has Kit got in picture 2?* (a newspaper/magazine) *What musical instrument can Dug play?* (the piano) *Is Dug happy in picture 5?* (No, he isn't.)
- Elicit or teach *interview, reporter* and *magazine.* Point to the reporter and ask: *Who is the man? He's a ... (reporter). Reporters ask people questions. This reporter is at Superdrug's house for an interview.* Check *foreign (language)* by giving examples.

Exercise 1

- *(Books closed)* Say: *Kit speaks foreign languages*. In pairs, students predict what languages she knows.
- *(Books open)* Ask students to stand up or raise their hand when they find the answer to the question.

Exercise 2 7.7

- Before you play the audio, ask students to guess the answer.
- Remind students to use the pictures and context to understand the story.

Exercise 3

- Students do the exercise individually. Then they compare answers in pairs.
- **Monitoring learning:** Ask individuals students to justify their answers by referring to the text.
- NEED SUPPORT? With **less confident** students, do the exercise as a class. Point to the relevant pictures to help students find the correct answer.

Exercise 4 Get Grammar! 38 videoscript page 238

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the speech bubbles after you in chorus.
- Focus students' attention on third person singular questions. Point out that the main verb has no *s* ending.
- Point out that *What* goes before *do/does*. Make sure students understand that in the question *What do you do to relax?* the first *do* is the auxiliary verb, which we use with all verbs in the Present Simple, and the second *do* is the main verb. This is because *do/does* can be used both as an auxiliary and a main verb.

Exercise 5

- **Peer learning:** In pairs, students help each other complete the questions, referring to the Grammar box for help.
- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to monitor. Then ask different students to say each answer.

Exercise 6

- **Peer learning:** Students write the answers in their notebooks. Then they compare them with a partner.

Exercise 7
- You could suggest students use props, e.g. a notebook and pen for the reporter and a jumper or jacket over their shoulders for Superdug's cape.

Exercise 8
- In pairs, students use the prompts to write questions in their notebooks.
- **Peer learning:** Then they exchange notebooks with another pair and review each other's work.
- Write the questions on the board to make sure students use the correct ones in the following exercise.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 228 for **less confident** students. It will help them form questions with more confidence.

Exercise 9 7.8 audioscript page 238
- Before you play the audio, ask students to predict Kit's answers to the questions in Exercise 8 and write them in their notebooks.
- Play the audio for students to listen, check their predictions and correct them as necessary.

Exercise 10
- Check that students have completed the questions correctly before they ask them and mime the answers.

Exercise 11 7.9 7.10
- Play the Questions Song. Teach students some appropriate gestures as they sing.
- When students are familiar with the song, play the karaoke version. Students make the gestures and say the words.
- FINISHED EARLY? (*Books closed*) Students imagine they are interviewing somebody famous. They write five questions they would like to ask in their notebook.

Lesson round-up
- **Independent learning:** Read the lesson objective. Students show the appropriate self-assessment (Emoji response) card.

7.4 SPEAKING

Buying a ticket

Lesson aims
- Students can buy a ticket.

For the teacher
- *Need support?* worksheet, page 228
- Photocopiable activity: *Can I have two tickets, please?*

For the student
- Workbook, page 75
- Extra Practice Activities: Speaking

Lead-in
- **Setting lesson goals:** (*Books open*) Students look at page 108 and discuss the lesson objective in pairs. Explain or clarify if necessary.
- Students look at the photo and guess where Dad, Jen and Lucas are. Don't confirm their guesses yet.
- Teach *ticket* by drawing one on the board.

Exercise 1 39 7.11
- Write *guide* on the board. Tell students to use the context and photo to help them understand the word.
- Play the video or audio. Ask students where the characters are (at the zoo). Ask what they think *guide* means. Then use the Popsicle Stick technique (see page 9) to check the answer.

Exercise 2 7.12
- Make sure students understand all the expressions before you play the audio.
- Play the audio for students to listen and repeat in chorus.

Extra activity
- Play audio track 7.11 again. Ask students to say *beep* when they hear *please*, and *buzz* when they hear *thank you/thanks*.

Exercise 3 7.13 audioscript page 238
- Explain that the currency of the UK is the pound (£). There are one hundred pence (p) in one pound. We don't usually say *pence* when we say how much something is, e.g. £3.20 = *three pounds twenty.*
- Students put the dialogue in order in pairs. Then they act out the dialogue for another pair to compare answers.
- NEED SUPPORT? With a **less confident** class, write an incomplete version of the dialogue on the board in the correct order, e.g. 1 f; 2 __; 3 e; 4 __; 5 b; 6 __.

Extra activity
- Play Noughts and crosses. Draw a 3x3 grid on the board and write different amounts in pounds and pence in each square.
- Put students into two teams. A team needs to say the amount correctly in order to draw a nought or cross.

Exercise 4
- Ask volunteers to write the answers on the board.

Exercise 5
- Students use the Speaking box to help them role play the dialogue.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 228 for **less confident** students. It is a more controlled version of this exercise. They can do Exercise 5 after they do the photocopiable exercise, or later, as revision.
- FINISHED EARLY? Students make a list of four tickets they usually buy, e.g. a bus ticket, a cinema ticket, and write how much they cost in pounds and pence (in full form). You will need to give them the pound/local currency equivalence for the day.

Exercise 6
- Use the Traffic Lights technique (see page 9) to monitor the activity.
- Ask different pairs to act out a conversation if you have time.

Lesson round-up

- **Independent learning:** Ask students: *Can you buy a ticket?* Students show the appropriate self-assessment (Emoji response) card.

7.5 READING AND VOCABULARY

Amazing animals

Lesson aims
- Students can understand a text about animals.

For the teacher
- *Need support?* worksheet, page 228
- Vocabulary Memory Game
- Photocopiable activity: *Guess the adjective*

For the student
- Workbook, page 76
- Extra Practice Activities: Vocabulary

Lead-in

- **Setting lesson goals:** (*Books closed*) Make a ball from a piece of paper and throw it to a student. He/She names a wild animal and throws the ball to another student, who names another animal. Continue like this. Students can't repeat the name of an animal or hesitate or they are out of the game.
- *(Books open)* Students predict what the texts are about. Explain the lesson objective if necessary.
- *(Books closed)* In pairs, students list the wild animals they saw the last time they went to a zoo or watched a documentary about animals.

Exercise 1

- (*Books open*) In pairs, students brainstorm animals for each category.
- Ask different students to tell the class what is in their lists. Ask the rest of the class if they have any more animals to add to it.

Exercise 2 7.14

- This exercise practises reading for gist, which is a very important skill for students to master. After students listen and read the texts, they match the texts with the photos in pairs.
- Use the Popsicle Stick technique (see page 9) to choose different students to justify each answer by referring to the texts.

Exercise 3

- **Peer learning:** In pairs, students read the texts again and complete the table. Then they compare their answers with two other pairs.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 228 for **less confident** students. It is a more controlled exercise based on the text and it will prepare them to do this exercise more confidently.

Exercise 4 7.15

- Students to look at the adjectives and say if they know any of the words.
- Play the audio, pausing for students to repeat in chorus and point to the animal the adjective describes.
- Give students time to label the pictures. Play the audio again if necessary.

Exercise 5

- Students do the exercise individually.
- You could ask students which of the three animals is their favourite. Encourage them to explain their choice.

Exercise 6 7.16 audioscript page 238

- Play the audio for students to listen and guess which animals the speakers are talking about.
- Ask different individuals to justify their answers.

Extra activity

- In pairs, students write two or three sentences similar to those in Exercise 6 about an animal. They don't name the animal. They read their sentences to another pair, who can ask only one question about the animal before they guess what it is.

Exercise 7

- Say an adjective and give teams a minute to write their lists.
- Ask the team with the longest list to read it out to the class.
- Repeat with another adjective if you want.
- FINISHED EARLY? Students write about their favourite animal. Tell them to use the texts on page 109 as a model. They only need to write 3–4 sentences. Help with vocabulary if necessary.

Lesson round-up

- **Independent learning:** Students read the lesson objective. Then they show the appropriate self-assessment (Emoji response) card.

7.6 LISTENING AND WRITING

Looking after a pet

Lesson aims
- Students can understand and write short texts about pets.

For the teacher
- *Need support?* worksheet, page 228
- Photocopiable activity: *Can you look after my cat?*

For the student
- Workbook, page 77
- Extra Practice Activities: Writing

Lead-in

- **Setting lesson goals:** (*Books open*) Pairs look at page 110 and discuss what they will learn in this lesson. Explain the lesson objectives.
- Revise the words in the Vocabulary box in Lesson 7.2, page 105. You could play Snowman with the words. Write dashes instead of letters for words on the board. Students guess the letters and the words. Draw a part of the snowman each time students say the wrong letter.

Exercise 1

- Explain *look after*, e.g. say: *Parents look after their children. I look after my pet dog.*
- In pairs, students write a list of animals people have as pets and underline the ones that are easy to look after.

Exercise 2 7.17 audioscript page 238

- Play the audio for students to listen and tick the animals on their list.
- Collect students' answers on the board and check if any pair had all the animals on their list.

Exercise 3 7.17

- Students read the questions and guess the answers. This will encourage them to focus while they listen. Then play the audio again for students to check their guesses.
- **Monitoring learning:** Ask different students to justify their answers by referring to key words or ideas they heard.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 228 for **less confident** students. It is a true/false exercise that can either replace this exercise or prepare students for it.

Exercise 4 7.18 audioscript page 239

- In pairs, students read the sentences and predict the answers before they listen. Explain that we often use *he/she* to refer to pets, not *it*.

Exercise 5

- Students think about their ideal pet and make notes to help them before they speak to a partner.

Exercise 6

- Students read the question and then the email. Ask a student to justify the answer by referring to the text.

Exercise 7

- Students read the information. Ask them to look at the email and note down the things mentioned in the Writing box.

Exercise 8

- Students put the sentences in the correct order. They can refer to the Writing box to help them.
- NEED SUPPORT? **Less confident** students may find it helpful to copy the sentences into their notebook in the correct order.

Exercise 9

- **Peer learning:** In pairs, students follow the steps and write their email individually. Then they review each other's work. Tell them to identify two positive aspects of their partner's work and, if necessary, say what he/she might do next time to improve his/her work.
- FINISHED EARLY? Ask students to imagine they have a new pet. They write a short email to a friend or relative to introduce it.

Lesson round-up

- **Independent learning:** Read the lesson objectives. Students show the appropriate self-assessment (Emoji response) card.

7.7 CLIL: SCIENCE

The environment

Lesson aims
- Students can say and write where animals live.

For the teacher
- Photocopiable activity: *The environment*

For the student
- Workbook, page 78

Lead-in

- **Setting lesson goals:** Ask students to look at the photos in Exercise 1 and suggest what animals live in each of these places, e.g. photo 1: rabbits, snakes; photo 2: fish, frogs; photo 3: fish, whales; photo 4: birds, butterflies, flies, spiders, snakes; photo 5: monkeys, birds, butterflies, snakes; photo 6: lions, elephants, snakes.
- Explain the lesson objective.

Exercise 1 7.19

- Focus attention on the Vocabulary box and ask students if they know any of the words. (They probably remember *trees* and they might recognise *sea*.) Elicit or explain the phrases, e.g. *Rabbits live in a hole in the ground. Fish don't live on land. They live in the water, in the sea or in a pond. People don't live in the sea and they don't live in a pond. They live on land. There are lots of trees in a forest.*
- Play the audio for students to listen and repeat in chorus. Pause so that pairs can discuss and label the photos. Play the audio again if necessary.

Exercise 2

- Make sure students understand *water* and *land*. Remind them that they don't need to understand all the details in order to label the paragraphs.
- Students read and compare their answers in pairs.

Exercise 3

- On the board, write words from the text that students find difficult, e.g. *type, because, life*, and elicit or explain the meanings.

- Students read the text again and do the exercise in pairs. Check answers as a class.
- NEED SUPPORT? Pair **more confident** students with **less confident** ones. Alternatively, tell them they can ask you what words mean or to help them with the parts of the text that they find challenging.

Exercise 4

- Students race to complete the table in pairs.
- Ask different students to say which animals live in the places.

Exercise 5

- Point to the animals in the photo and read out their names. Students repeat after you in chorus.
- **Peer learning:** In pairs, students take turns to ask and answer about the animals. Monitor and help as necessary. Students then go to page 142 and check. Were their guesses correct?

Exercise 6

- Students use the new information from Exercise 5 and suggest one more animal for each place.
- FINISHED EARLY? (*Books closed*) Write the places where animals live on the board. Students copy them into their notebook and add the names of the animals that live there from memory.

Lesson round-up

- **Independent learning:** Ask students if they can talk about where animals live. Students respond with the appropriate self-assessment (Emoji response) card.

BBC CULTURE

Pets in the UK

Lesson aims
- Students learn about pets in the UK.

For the teacher
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 81

Lead-in

- **Setting lesson goals:** (*Books closed*) Play Hot seat with words for pets from Lesson 7.2. Ask a student to sit on a chair at the front of the classroom with his/her back to the board. Write a word for a pet on the board. The class say single words associated with the animal to help the student guess it, e.g. *strong, cute, grey*. Allow a maximum of ten words. Students can't mime, say sentences or make noises. If the student guesses the word, he/she has another turn. If he/she can't guess, another student comes to the front and sits on the chair.
- *(Books open)* Students look at pages 114–115 and discuss what they will learn in this lesson. Help and explain if necessary.
- Ask: *Why do people have pets?* Have a class discussion, e.g. *A pet is a friend. Pets help us relax*. Pointing to each of the photos A–D, ask: *Is this a good pet for you?* Encourage students to explain why or why not.
- Use the photos to explain *unusual* and *exotic*.

Exercise 1

- **Monitoring learning:** After students discuss the questions in pairs, use the Popsicle Stick technique (see page 9) to choose different students to share their ideas with the class. Encourage them to elaborate on their answers.
- NEED SUPPORT? With a **less confident** class, give students enough time to make notes which they can use to help them while they answer the questions in class.

Exercise 2 7.22

- Tell students they should use the context and photos to help them understand the text.
- After students listen and read, check whether they can deduce the meaning of any new words, e.g. *lose, need, scary, space*.
- Then pairs do the matching exercise.
- Explain that the pet in photo C is a very big snail.

Exercise 3

- **Peer learning:** Students answer the questions individually. Then they compare their answers with three other students.

Exercise 4 7.23 audioscript page 239

- Ask students to read the questions and guess the answers before they listen.
- Play the audio, pausing after each speaker. Students choose the correct answers in pairs.

Exercise 5

- Students choose only one animal. Ask different students to explain their choice of pet to the class.

Extra activity

- Students find information about another unusual pet on the internet and write a short presentation.

BBC video

Exercise 6 40 videoscript page 239

Presenter's questions

1 (00:06) Do you like animals?
2 (01:16) It's great to find out about all these different animals. Which is your favourite?
3 (02:05) How many legs does the millipede have? Does it have a) 200 legs or b) 300 legs? (300)

- Point to the photo and ask: *What are these animals?* (monkeys) *What do you know about them?* (e.g. They are very clever/cute/funny. They can climb trees.)

- Students read the question before you play the video. If you can't play the video, give students a copy of the videoscript.
- Ask different students to predict the answer.
- Play the video, pausing it after each of the presenter's questions and ask students to answer.
- Check answers as a class.

Exercise 7 ▶ 40

- Before you play the video again, check that students understand what a stick insect is. Then students read the sentences in pairs and write any answers they can remember.
- Students watch the video again and check or complete their answers.
- Check answers as a class.

Extra activity

- Play the video again. Students stand up when they see an animal and try to mimic its posture and/or movements. Pause the video if necessary.

Exercise 8

- In groups of four, students list their top four animals. Then they explain their choices to the class.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that the former can help the latter find the right words in English to express their opinion.

Project Time

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

Lesson round-up

- Ask students to tell you what they have enjoyed the most from this lesson, and why.
- **Independent learning**: Check what students have learned in this lesson. Ask them to write down three pieces of information that are in this lesson and one piece of information that isn't in the lesson. They share their pieces of information in pairs, groups or with the class. Then they try to identify the information that isn't in the lesson.

Unit contents

Vocabulary
- Sports
- Healthy lifestyle
- Sports equipment

Grammar
- *love/like/don't like/hate + -ing*
- Object pronouns
- Question words

Speaking
- Talking about the weather

Writing
- Writing about your lifestyle

Future skills
- Leadership: taking ownership of one's performance, including mistakes

For Online Classroom, go to the Portal.

8.1 VOCABULARY

Sports

Lesson aims
- Students can talk about sports.

For the teacher
- Vocabulary Memory Game
- Photocopiable activity: *Sports Bingo*
- Test: Vocabulary Check 8

For the student
- Workbook, page 82
- Extra Practice Activities: Vocabulary

Lead-in

- **Setting lesson goals:** (*Books closed*) Write *I like that!* on the board and ask students to look at you. Mime a few sports and ask pairs to predict what they will learn in this lesson.
- Explain the lesson objective. Then write on the board: *1 I play football. 2 Basketball is exciting. 3 He's got long legs*. Ask students to read out the sentence that doesn't fit in with the lesson objective (3).
- As a class, brainstorm sports. Write the words that students suggest on the board. If a student suggests a word that other students don't understand, he/she can draw it on the board.

Exercise 1

- **Peer learning:** (*Books open*) Read out the words, one by one, and ask students to use their Yes/No response cards to show if they know them. Ask students who know what a word means to explain it to students who don't know.

Exercise 2 8.1

- Play the audio, pausing for students to repeat each word in chorus and for a volunteer to say the letter of the corresponding photo on page 116. Then ask a student to say which sport appears twice.

Exercise 3

- **Monitoring learning:** Students race to do the exercise. Use the Popsicle Stick technique (see page 9) to choose different students to say and spell each answer.
- **Peer learning:** (*Books closed*) Spell five sports and ask students to write them on a piece of paper. Students compare the words in pairs and correct each other if necessary.
- NEED SUPPORT? With a **less confident** class, write the words on the board and fill in two more letters in each.

Extra activity

- Play a game in groups of four. (*Books open*) One student chooses a photo on page 116 and mimes the posture of the person playing the sport. (*Books closed*) The other students in the group guess the sport to win a point. The person who guesses first mimes playing another sport. The game continues until all the photos have been chosen.

Exercise 4

- Before students do the exercise, make sure they understand *indoor sports, outdoor sports* and *team sports*.
- **Monitoring learning:** After students do the exercise, collect their answers on the board. Encourage different students to justify why they put a sport in more than one group.

Exercise 5 8.2 audioscript page 239

- Students read the Watch out! box. Explain that we usually use *play* with sports involving a ball and a competitive element, *go* with activities ending in *-ing*, when we actually go somewhere to do the sport, and *do* with some individual sports such as martial arts, gymnastics and athletics.
- Students do the exercise individually before they compare answers in pairs.
- Play the audio for students to listen and check their answers. Explain further if necessary.
- (*Books closed*) Read out sports from Exercise 5 at random and ask students to say the verb in chorus.

Exercise 6

- Focus attention on the pictures and make sure students understand that each person is wearing clothes or has equipment that represent two different sports.
- Remind students that they need to use the Present Simple in the third person singular.

- Ask different students to write the answers on the board and to justify them.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that the former can help the latter.

Exercise 7

- **Peer learning:** Students complete the sentences individually. Then they exchange books with a partner and review each other's work. Next, they form groups of four with another pair and exchange their ideas. Encourage students to comment on the statements, e.g. *Seriously? Me too.* (from Unit 6, Sounds good!) or *That's good/great/fun!* You could write these expressions on the board for students to use.
- FINISHED EARLY? Students write a few sentences about the other members of their group, based on what they said, e.g. *Maria goes ice-skating at the weekend*.

Lesson round-up

- Students look at the prediction they made in the Lead-in and note down the new words they have learned from the Vocabulary box.
- Ask: *Can you talk about sports?* Students show the appropriate self-assessment (Emoji response) card.

8.2 GRAMMAR

love / like / don't like / hate + -ing; Object pronouns

Lesson aims
- Students can use the verbs *love/like/don't like/hate + -ing* and object pronouns.

For the teacher
- *Need support?* worksheet, page 229
- Grammar presentation
- Photocopiable activity: *Do you like cooking?*
- Test: Grammar Check 8

For the student
- Grammar Time, Student's Book, page 139
- Workbook, page 83
- Extra Practice Activities: Grammar, The Newmans video

Lead-in

- **Setting lesson goals:** In pairs, students look at pages 118–119 and discuss what they will learn in this lesson. Explain the lesson objectives.
- (*Books open*) Ask students to look at the photo story and guess what it is about. Different pairs share their ideas with the class. Don't confirm their guesses yet.

Exercise 1 41 8.3 videoscript page 239

- Play the video or audio.
- Check students' guesses about the photo story (the children are choosing a summer camp).
- **Peer learning:** Ask students to work in pairs and find the names of sports. Tell them they don't need to know what the sports are, but they should be able to tell that they are sports from the context. Then they can compare these sports with the sports in the Vocabulary box on page 117.
- Check answers and elicit or explain *horse-riding* and *rock climbing*. Then ask students to find and guess the meaning of *I don't like getting wet*.

Exercise 2

- In pairs, students read the sentences and note the answers they know on response cards. Then they read the photo story again to check their answers.
- **Monitoring learning:** When you check answers, ask students to raise their response cards and choose individual students to justify the answers.

Exercise 3 8.4

- Play the audio, pausing for students to repeat the expressions in chorus.
- Play audio track 8.3 again. Students shout *STOP!* when they hear each expression. Alternatively, students find the expressions in the photo story.
- Encourage students to think of situations in which they can use these expressions.

Exercise 4

- Students choose the best summer camp for the characters. Then they vote as a class.

Exercise 5 42 8.5 videoscript page 239

- Play the video or audio for students to check their answer in Exercise 4.

Exercise 6 Get Grammar! 43 videoscript page 239

- Ask students to read the Grammar box and elicit what verb form is used after verbs expressing likes and dislikes, e.g. *love*, *like*, *don't like* and *hate* (verb + *-ing*).
- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the speech bubble after you in chorus.

Exercise 7

- **Peer learning:** Students read the photo story again, cover page 118 and complete the sentences in pairs. Then they exchange books with another pair, who read the photo story and correct their answers if necessary.
- NEED SUPPORT? With a **less confident** class, allow students to look at the photo story when they complete the sentences.

Exercise 8

- With a **more confident** class, ask students to do the exercise individually, referring to the Grammar box for help. With a **less confident** class, begin by asking students to match the activities with the photos.

- **Monitoring learning:** Use the Traffic Lights technique (see page 9) to monitor.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 229 for **less confident** students. It is an exercise that helps them consolidate and practise the new grammar in a very controlled way.

Extra activity 41 42

- **Peer learning:** Play the videos of the photo story again and tell students to watch the ending carefully. Then they write an alternative ending, which they act out for the class. The class vote for the most creative ending.

Exercise 9 8.6 audioscript page 239

- Play the audio once and ask students to do the activity individually.
- Play the audio again, pausing it after each dialogue. Use the Popsicle Stick technique (see page 9) to check answers.

Grammar box

- Ask students to look carefully at the Grammar box in pairs.
- Point out that the object pronouns *you* and *it* have the same form as the corresponding subject pronoun.
- Write on the board: *You like sports. We like them too.* Explain that we use object pronouns instead of nouns or names to avoid repetition.

Exercise 10

- Students do the exercise individually.
- Use the Traffic Lights technique (see page 9) to find out how easy or difficult students found the exercise. Explain where necessary.
- As an optional activity, copy Lian's email onto the board with the correct answers. Then ask different students to draw a line between each object pronoun and the noun or name it replaces, e.g. link *computers* in the first sentence to *them* in the second.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 229 for **less confident** students. It will help familiarise them with the object pronouns.

Exercise 11

- **Peer learning:** Students do the exercise individually. Then they exchange notebooks with a partner and review each other's work. Students identify two positive aspects of their partner's work and, if necessary, suggest what he/she might do next time to improve his/her work.
- FINISHED EARLY? Students write a few more sentences about what they *love/like/don't like/hate + -ing*. They should give a reason, e.g. *It's fun/boring/good exercise*.

Lesson round-up

- **Independent learning:** Ask students about each objective: *Can you use 'love/like/don't like/hate + -ing'?* *Can you use object pronouns?* Students show the appropriate self-assessment (Emoji response) card.

8.3 GRAMMAR

Question words

Lesson aims
- Students can ask detailed questions.

For the teacher
- *Need support?* worksheet, page 229
- Grammar presentation
- Photocopiable activity: *Who? Where? When?*
- Test: Grammar Check 8

For the student
- Grammar Time, Student's Book, page 139
- Workbook, page 84
- Extra Practice Activities: Grammar

Lead-in

- **Setting lesson goals:** *(Books open)* Give pairs time to look at pages 120–121 and discuss the lesson objective. Check and explain if necessary.
- Ask students questions about the pictures to recycle vocabulary and generate interest, e.g. *Describe the woman and her clothes.* (She's got sports clothes.) *What sport does she like?* (tennis) *Is Superdug happy in picture 5?* (No, he isn't.) Ask pairs to predict why Dug doesn't look happy.
- You could use picture 1 to teach *(ask for an) autograph* or encourage students to guess.

Exercise 1

- Ask the first student to find the number to raise their hand.

Exercise 2 8.7

- Before you play the audio, ask students to guess the answer in pairs.
- Ask a student to refer to the text to justify the answer.

Exercise 3

- Students do the exercise individually, referring to the text.
- Use the Basketball technique (see page 9) to check answers.

Extra activity

- In groups, students imagine what happens next in the cartoon story. They write a dialogue together, e.g. between Irina Peters, Dug and Kit. Then they act it out in class.

Exercise 4 Get Grammar! 44 videoscript page 239

- Play the Get Grammar! video unless you don't have access to a computer and projector.
- Students repeat the examples in the cartoon after you in chorus.
- Write the following words on the board: *numbers / time / place / possession / people / objects or information.* Then ask students to match the words on the board with the question words in the Grammar box (numbers – *how*

many; time – *when*; place – *where*; possession – *whose*; people – *who*; objects or information – *what*).

Exercise 5

- In pairs, students match the questions with the answers.
- **Monitoring learning:** After you check the answers, ask students to cover the second column. Read out the questions and check how many answers students remember.

Exercise 6

- **Monitoring learning:** Students complete the questions individually. Use the Traffic Lights technique (see page 9) to monitor.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose different students to write the questions on the board. Then students take turns to ask and answer them in pairs. Alternatively, you could put students into two teams. Teams take turns choosing a question to ask the other team, who answer to win a point.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 229 for **less confident** students. It is a more controlled version of Exercise 6.

Exercise 7 8.8 audioscript page 240

- Give students time to read the answer options before you play the audio.
- Play the audio, pausing after each question to give students time to find the correct answer.
- Check answers as a class. Then play the audio again.

Exercise 8

- Before students write the questions, elicit what kind of information is underlined, e.g. say: *Rafael Nadal. This is a question about a ... (person).*
- NEED SUPPORT? With a **less confident** class, go through all the answers and make sure students know what kind of information the question word is asking for.
- Students write the questions in pairs
- **Peer learning:** Students exchange their notebooks with another pair and review each other's work.
- Ask different students to write the answers on the board.

Exercise 9

- In pairs, students take turns to ask and answer the questions, giving true answers.
- If there is time, you could ask some students to tell the class about their partner.

Exercise 10

- Students play the game in pairs or small groups.
- The pair or group with the greatest number of questions at the end of the time limit are the winners. Award one point for each meaningful question. Don't award or deduct points for questions that don't make sense, e.g. *Whose can swim*?
- FINISHED EARLY? (*Books closed*) Students write 4–6 questions they would like to ask their favourite sports person.

Lesson round-up

- **Independent learning:** Read the lesson objective. Students show the appropriate self-assessment (Emoji response) card.

8.4 SPEAKING

Talking about the weather

Lesson aims
- Students can talk about the weather.

For the teacher
- Photocopiable activity: *What's the weather like?*

For the student
- Workbook, page 85
- Extra Practice Activities: Speaking

Lead-in

- **Setting lesson goals:** In pairs, students look at page 122 and discuss the lesson objective. Check and explain if necessary.
- In pairs, students look at the photos and guess where Jen and Lucas are.
- Pre-teach *rainy, cold, hot* and *sunny*. Point to Jen's umbrella and say: *It's ... rainy and* (mime feeling cold) ... *cold!* Then draw a sun on the board and say: *It's ... sunny and* (mime feeling hot) ... *hot*.

Exercise 1 45 8.9

- Play the video or audio.
- Check students' guesses from the Lead-in. (Jen is in London. Lucas is on holiday in Spain.)
- Ask students to use the context to help them understand new words. As an example, focus on *dentist's appointment.* Ask: *Does Jen want to go?* (No, so it probably isn't something nice.) *What does Lucas say about dentists?* (He hates them.) Emphasise that Lucas means he doesn't like going to the dentist. It doesn't mean that he hates dentists as people.

Exercise 2 8.10

- Play the audio for students to listen and repeat in chorus. Make sure they know what the weather words mean.

Extra activity

- *(Books open)* Play audio track 8.9 again. As students listen, they mime the weather condition Jen and Lucas talk about, e.g. they shield their eyes for *sunny*, wipe their brow for *hot*, shiver for *cold* and hold an umbrella for *rainy.*

Exercise 3
- **Peer learning:** Students complete the sentences individually using the Speaking box to help. Then they compare their answers in small groups and correct them if necessary.

Exercise 4
- Point out that the seasons are different between the Northern and Southern hemispheres. For example, when it is winter in the Northern hemisphere, it is summer in the Southern hemisphere.

Exercise 5
- Students do the exercise in pairs. Then check answers as a class.

Exercise 6
- Students do the exercise in pairs.
- NEED SUPPORT? With a **less confident** class, brainstorm a list of sports as a class and write the words on the board. Then ask students to brainstorm the perfect conditions for each sport, e.g. swimming – sunny, hot; snowboarding – cold, snowy; canoeing – warm, sunny. Then students use the lists on the board to help them do the exercise.
- FINISHED EARLY? Students write about what the weather is usually like in their country in different seasons.

Lesson round-up
- **Independent learning:** Ask students: *Can you talk about the weather?* Students show the appropriate self-assessment (Emoji response) card.

8.5 READING AND VOCABULARY

Healthy lifestyle

Lesson aims
- Students can understand short texts about healthy habits.

For the teacher
- *Need support?* worksheet, page 229
- Vocabulary Memory Game
- Photocopiable activity: *Stay healthy!*

For the student
- Workbook, page 86
- Extra Practice Activities: Vocabulary

Lead-in
- **Setting lesson goals:** (*Books closed*) Write on the board: *crisps, an apple*. Explain what crisps are and then ask: *Which is a healthy snack?* Elicit that an apple is a healthy snack.
- (*Books open*) Explain the lesson objective.

Exercise 1 8.11
- *(Books open)* Give students time to read the phrases before you play the audio.
- Play the audio, pausing for students repeat in chorus and match the phrases with the photos. If necessary, mime the phrases.
- Students do the matching exercise individually. Then they compare answers with a partner.

Exercise 2 8.12
- Give students time to read the headings before they read and listen. Students do the matching exercise individually. Use the Basketball technique (see page 9) to check answers.

Exercise 3
- **Peer learning:** Students complete the sentences individually. Then they compare their answers in pairs and decide on an answer together. Ask different students to justify each answer.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 229 for **less confident** students. It is a true/false version of Exercise 3 that may suit them better.

Exercise 4
- **Peer learning:** Students do the exercise individually. Then they compare answers in groups of four and correct their answers if necessary. Read each sentence and ask a student from each group to say what their joint answer is.

Exercise 5
- Students use Exercise 4 to help them write two true sentences about themselves, e.g. *I sleep eight hours a night, from eleven o'clock to seven o'clock*. Then they read their sentences to their partner, who decides if they describe healthy habits or not.
- FINISHED EARLY? Students write four sentences about a family member's healthy (or not so healthy) habits.

Lesson round-up
- **Independent learning:** Students read the lesson objective. They show the appropriate self-assessment (Emoji response) card.

8.6 LISTENING AND WRITING

Your lifestyle

Lesson aims
- Students can understand and write short texts about healthy lifestyles.

For the teacher
- *Need support?* worksheet, page 229
- Photocopiable activity: *My weekend*

For the student
- Workbook, page 87
- Extra Practice Activities: Writing

Lead-in

- **Setting lesson goals:** (*Books open*) In pairs, students look at page 124 and discuss what they will learn in this lesson. Explain the lesson objectives.

Exercise 1

- (*Books closed*) Ask students to name their favourite sports champions. Ask them how they think sports players become champions. Elicit or teach *train*.
- (*Books open*) Students complete the sentences individually. Ask them if the sentences are true for the champions they named earlier.

Exercise 2 8.13 audioscript page 240

- Students listen to the audio with books closed.

Exercise 3 8.13

- Before you play the audio again, students answer any questions they can.
- **Peer learning:** Play the audio for students to listen and complete the notes. Then they compare answers in pairs and correct each other's answers if necessary. Check answers as a class.

Exercise 4

- Students discuss the question in pairs. Monitor and help if necessary.

Exercise 5

- Students read the blog post and list Lucas's habits in their notebook under the headings: *Healthy* and *Not so healthy*. Check by asking different students.

Exercise 6

- Read the Writing box with students. Focus their attention on the example. Remind them that we use *-ing* forms after *love, like, don't like* and *hate*. You could also remind them to be careful with third person singular forms.

Exercise 7

- Students correct the mistakes individually.
- **Monitoring learning:** Use the Popsicle Stick technique (see page 9) to choose different students to write the correct words on the board.

Exercise 8

- Students follow the steps and do the exercise individually. Remind them to check both their first and second draft.
- In pairs, they review each other's work. Tell them to identify two positive aspects of their partner's work and, if necessary, say what he/she might do next time to improve his/her work.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 229 for **less confident** students. Answering the questions will help students prepare for the writing task.
- FINISHED EARLY? Students imagine they are a champion at their favourite sport. They write an imaginary text about their lifestyle.

Lesson round-up

- **Independent learning:** Students read the lesson objectives again. They show the appropriate self-assessment (Emoji response) card.

8.7 CLIL: SPORTS

Sports equipment

Lesson aims
- Students can name sports equipment.

For the teacher
- Photocopiable activity: *Sports equipment*

For the student
- Workbook, page 88

Lead-in

- **Setting lesson goals:** Give students time to look at page 125. Ask them what they expect to learn in this lesson. Explain that the lesson objective is to learn words for sports equipment and to use them to write about a sport they like.
- *(Books closed)* If possible, bring some sports equipment to class, e.g. a ping pong ball, a football, a bicycle or motorbike helmet. Ask students if they know the name of the equipment.
- Students name any other sports equipment they know.

Exercise 1 8.14

- Play the audio, pausing for students to repeat each word in chorus. Then give them time to find the equipment in the photos in Exercise 2 in pairs. Check answers as a class.

Exercise 2

- Ask students to name the sports in photos A–D. Then ask them to read the texts and find the key words, e.g. 1: *ride our bikes, helmet;* 2: *small ball, bat, table, net, two or four players*; 3: *goggles, water, swimming cap*; 4: *play with my sister, racket;* 5: *ice, long stick, helmet.*
- Use the Popsicle Stick technique (see page 9) to choose different students to say the answers. You could ask students to number the sports in order of preference and to explain their choices to a partner.

Exercise 3

- **Peer learning:** Students do the exercise individually. Then they compare their answers in small groups.

Exercise 4

- **Peer learning:** Students do the exercise individually. Then they compare their answers with a partner and correct them if necessary. Collect the answers on the board for students to check.

- FINISHED EARLY? Students write a short paragraph about their favourite sport. Ask them to use one of the texts in Exercise 2 as a model. Help with vocabulary or tell students to look up any new words they may need in a dictionary.

Extra activity

- Put students into four teams. Each team chooses one person to do the writing. Give each team a sheet of blank paper. Say a sports equipment word. Teams race to write as many sports as they can in which you need this equipment. When a team decide that they have written all the sports there are, they can say *STOP!* and everyone must stop writing. Teams then count the words in their lists. The team with the longest list reads it out. If all the sports they mention use the piece of equipment, they win a point. If they have one or more sports that don't use the equipment, they don't win the point. Ask the team with the second longest list to read out theirs to win a point. Continue with a new word.

Lesson round-up

- **Independent learning:** Ask: *Can you use sports equipment words to talk about sports?* Students show the appropriate self-assessment (Emoji response) card.

SET FOR LIFE

I'm sorry, it's my fault!

Lesson aims
- Students learn about reacting to mistakes (i.e. what to do when they or someone else makes a mistake).

For the teacher
- Photocopiable activity: *These things happen*

Lead-in

- Ask students to look at photos A–D and guess what the situations might be. Elicit that there is something wrong in all the photos. Write on the board: *People make mistakes.* Ask students if they agree using their Yes/No response cards. Then write: *I make mistakes too.* Point out that *I* refers to each individual person in the class, not you alone. Students say if they agree.
- **Setting lesson goals:** Write the lesson aim on the board and read it out. Then write:
  What do you do when you make a mistake?
  a Nothing.
  b You say sorry.
  c You say it has nothing to do with you.
  Ask students which of the three answers they think the lesson is about (b).

Leadership: taking ownership of one's performance, including mistakes
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. This lesson helps 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.

Exercise 1

- Students match the photos with the dialogues in pairs.
- Check answers as a class.
- NEED SUPPORT? Pair **more confident** students with **less confident** ones so that the former can help the latter.

Extra activity

- Ask students to look at the photos in Exercise 1 but cover the dialogues. Read out one line from each dialogue, e.g. *They aren't in my bag! They're at home!* Students guess which photo the line is from.

Exercise 2

- Students do the exercise individually. Then they compare answers with two or three other students.

Exercise 3

- Pre-teach *borrow*, *fault*, *site* (as in *website*), *text, tidy* and *mess,* or tell students they can look up any words they don't know in a dictionary. Students do the exercise in pairs. They discuss their answers with their partner, but write down their personal answers in their notebooks.
- NEED SUPPORT? With a **less confident** class, read out the questions and answer options and check that students understand them. Give them a few seconds to choose an answer before you move on to the next question.
- Students check their score in pairs. They compare their scores with other pairs.

Exercise 4

- Read through the Useful Tips in class and check that students understand their message.
- Then students do the exercise in pairs.

Exercise 5 8.17 audioscript page 240

- Before students listen and check, they compare their answers to Exercise 4 with a partner.

Exercise 6

- If you have time, ask student to change partners and act out a second dialogue.

Exercise 7

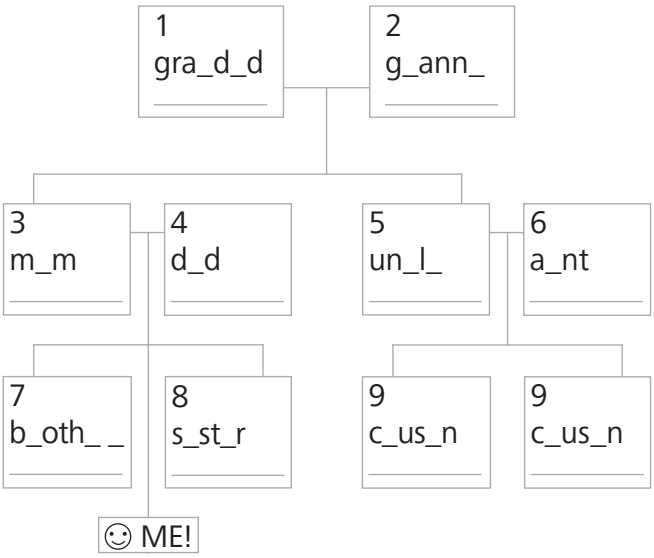
- Students do the task. If they don't have access to video equipment or smartphones, they can act out the dialogue in class.
- NEED SUPPORT? Ask **less confident** students to choose one of the dialogues in Exercises 1 and 4 and make small changes to make them their own.

Lesson round-up

- Ask students to tell you what they have enjoyed the most from this lesson, and why.
- **Independent learning:** Students work in small groups. They discuss and choose the most useful tip they have learned in this lesson. Then they tell the class.

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.

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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 ☐

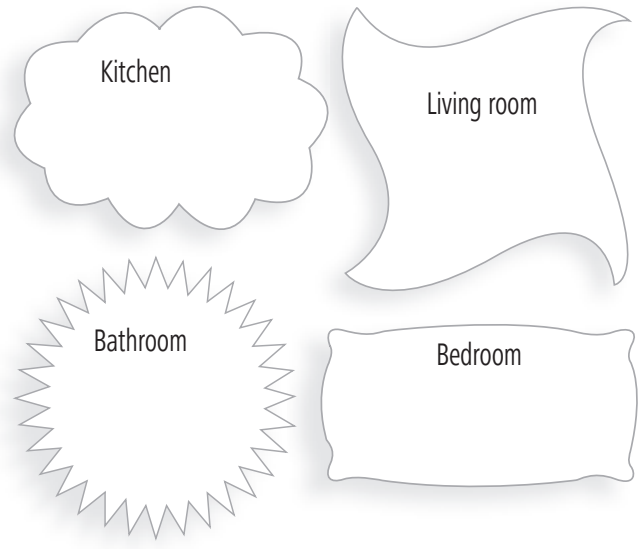
a What's number three?
b It's fantastic!
c My number one favourite thing is my mobile phone.
d They're my old jeans.
e They're really cool!
f I love them!
g My new trainers are number two.

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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



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.

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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: _____

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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.

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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

1 Lalika is Réka's _____.
2 Réka's _____ are her parents and the people they visit.
3 Réka hasn't got a _____.
4 Réka favourite activities are _____ and _____.
5 Réka hasn't got a pet because she is always in _____.
6 Réka watches _____ and _____.

6.6 Listening and Writing Exercise 6

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

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

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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

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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?

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Need support? worksheets answer key

UNIT 1

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

1.2 Grammar
Students' own asnwers

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

UNIT 0

1 Unit 0, 0.1, Exercise 1

J = Jen A = Alex L = Lian Lu = Lucas M = Mum D = Dad

J: Hi, My name's Jen. I'm ten years old and my hobby is making cupcakes.
A: And I'm Alex. I'm twelve. My hobbies are computers and computer games!
L: I'm Lian and I'm twelve. My hobby is skateboarding. I love all sports, really.
Lu: Hello. My name's Lucas. I'm from Spain but I'm in the UK now. My hobbies are music and Maths.
M: I'm Miranda Newman.
D: And I'm Larry Newman. We're Jen and Alex's mum and dad!

0.5 Unit 0, 0.1, Exercise 6

1 A, E
2 G, C
3 W, U
4 B, P
5 M, N
6 I, Y

0.6 UNIT 0, 0.1, Exercise 8

B = Boy G = Girl

1
B: Oh, look! That's Hailey.
G: Sorry? Who?
B: Hailey. H-A-I-L-E-Y
2
G: Hi, I'm Betty.
B: Hi! How do you spell Betty?
G: B-E-double T-Y
B: …double T-Y…OK, thanks.
3
G: Is this Fergal?
B: Fergal? How do you spell that?
G: F-E-R-G-A-L.
4
B: My name is William.
G: And how do you spell that?
B: W-I-double L-I-A-M

0.11 Unit 0, 0.2, Exercise 8

a twenty
b seven
c thirteen
d four
e twelve
f fifteen
g eight
h nineteen

0.16 Unit 0, 0.3, Exercise 8

B = Boy G = Girl T = Teacher

1
B: Can you repeat that, please?
T: Yes, Thomas. Giraffe. Giraffe. OK?
2
G: Can you help me, Miss?
T: Yes, Maria. How can I help you?
3
B: How do we say this word in English?
T: We say elephant.
4
B: What does 'amazing' mean?
T: It means 'really good'.

UNIT 1

1.2 Unit 1, 1.1, Exercise 7

1
A: Vittorio is Julia's son.
B: No, he isn't. He's Julia's father.
2
A: Anna is Colin's daughter.
B: Yes, that's right. Anna is Colin's daughter.
3
A: Julia is Agatha's mother.
B: No, that's not right. Agatha is Julia's mother. Julia is Agatha's daughter.
4
A: Agatha is Tom's sister.
B: Er … no. She's his grandmother.
5
A: Paul is Vittorio's son.
B: Yes. Well done!
6
A: Tom is Anna's brother.
B: Tom? Yes. Correct.

2 Unit 1, 1.2, Exercise 1

N = Narrator S = Sophie A = Alex Me = Megan M = Mum D = Dad

N: Today is Sophie's birthday. She is seventy years old. Sophie is Jen and Alex's grandmother. They are at her house.
S: I'm so happy you're here.
A: It's aunt Megan!
M: Hello, Alex! Hold this, please! Be careful! It's Granny's birthday cake.
A: It's OK. I've got it!
M: Happy birthday, Mum! Here's your present.
S: Thank you, my darling. Where's your son?
M: Jason is in Spain with his class. They're on a school trip. Here's a card from him.
S: Oh, it's a lovely card!
D: Hello, sister! We're ready for the cake!
M: Oh, no!

3 1.5 Unit 1, 1.2, Exercise 5

N = Narrator M = Mum D = Dad Me = Megan J = Jen S = Sophie A = Alex

N: It's Granny's birthday! Part 2
M: Oh, no!
D: What?
M: Look at the cake.
Me: Oh, no! It's the wrong cake.
J: It's a baby's cake! Look!
S: 'Happy birthday, Baby Luke.'
A: Luke is one today!
D: And the cake is yummy!
J&A: Dad!

4 Unit 1, 1.2, Get Grammar!

M = Max A = Anna H = Hammy

M: Hello. I'm Max.
A: Hi. I'm Anna.
M&A: We're friends!
H: Hi! I'm Hammy.
M: Hammy is my pet hamster.
A: It's Max's birthday today. He's eleven! Hammy, the present! Oh, no!
M: Oh, thank you, Anna! They're … erm … very nice! You're great!
H: I'm sorry.

1.6 Unit 1, 1.2, Exercise 11

1 Lucas is Jen's new friend. He's eleven years old.
2 Alex is in Lian's class. They are classmates. They're twelve.
3 Lucas's brother is in Spain now. He's sixteen years old.
4 Jen is ten years old. She's Alex's sister.

5 Unit 1, 1.3, Get Grammar!

M = Max A = Anna H = Hammy

A: Nice … erm … cat!
M: It isn't a cat. It's Hammy!
A: But Hammy isn't orange.
H: No, I'm not orange and I'm not fat! Look at my ears! They aren't big!
M: I'm not good at this.
A: No, you aren't.
H: But I am! Ta-da!

1.11 Unit 1, 1.4, Exercise 3

A: Lisa, this is Desi. He's my best friend. Desi, this is my cousin, Lisa.
B: Hello, Desi. Nice to meet you.
C: Nice to meet you too, Lisa.

1.14 Unit 1, 1.6, Exercises 2 and 3

P = Presenter T = Tom M – Maria J = Juan

P: What's your name?
T: Tom.
P: Hi, Tom. Tell me about your best friend.
T: My best friend is my cousin Monica. She's eleven. Monica's from France. Now she's in the UK with her family.
P: Thank you, Tom. … Hi, Maria. You're from Spain, right?
M: Yes, that's right.
P: What's your best friend's name?
M: My best friend's name is Shu.
P: How do you spell Shu?
M: S-H-U. He isn't from Spain. He's Chinese. Oh, and he's two years old!
P: That's interesting! Thank you, Maria. … Caller three is Juan. Hello, Juan.
J: Hi. My two best friends aren't my classmates. They're my neighbours, Ayla and Yusuf. They're from Turkey.
P: Thanks, Juan. Happy International Friendship Day everyone!

1.19 BBC Culture, Exercise 4

E = Erin P = Peter O = Ollie

1
E: Hiya. I'm Erin. I live in Leeds. It is a big city in the north of England, in the UK.
2
P: Hi. I'm Peter. My family and I are from the USA. At my school we speak English and Spanish.
3
O: Hello. My name's Ollie and I'm Australian. My country's very, very big and beautiful.

7 Unit 1, BBC Culture, Exercises 5 & 6

This is the UK

Hi there! I'm Maddie. Let's find out about … the United Kingdom! This is the United Kingdom of Great Britain and Northern Ireland. Or, the UK, for short.
There are four countries in the UK: England, Wales, Northern Ireland and Scotland. This is the UK flag. Its name is the Union Jack.
The UK is a very green country. There are also towns and big cities. There are sixty-four million people in the UK. People from the UK are British. But there are also people from countries like China, France, Poland, Spain and the USA. Wow! sixty-four million! That's a lot of people! What about your country?
This is London. London is the capital of the UK. It's a big and busy city. Nine million people live here. What's the name of the capital of your country?
Are you ready for a question? OK, let's go. What is the name of the UK flag? Is it …
a. The Union John?
b. The Union Jack?
That's right, it's 'b' the Union Jack! Well done! See you next time. Bye!

UNIT 2

2.2 Unit 2, 2.1, Exercise 3

1 Now, where's my T-shirt? Ah, here it is!
2 Hmm … This isn't my jacket. It's Lisa's.
3 … my tracksuit … and my football trainers … and done!
4 Nice dress, Mum! I love the colour.
5 Oh! It's chilly today. I need a coat.
6 The green top or the blue top with this skirt?

8 Unit 2, 2.2, Exercise 1

N = Narrator M = Mum J = Jen A = Alex

M: Jen, put these clothes away, please.
J: OK, Mum. Oh, hi! What's up? What? No!
N: Ten minutes later …
J: Bye, Holly! Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans. Yep, this top is Mum's too!
M: Jen, these are your jeans. They're too small for me!
J: Oops! Sorry, Mum!
M: And that's my top over there.
J: Yes, it is. Here you are!
A: Jen, where's my new T-shirt?
J: It's over there with your old T-shirts!
A: No, those are Dad's T-shirts!
J: Oh, then your T-shirt is …

9 2.2 Unit 2, 2.2, Exercise 5

N = Narrator J = Jen A = Alex D = Dad

N: That's my T-shirt! Part 2
J: Oh, then your T-shirt is …
A: Dad! That's my T-shirt!
D: Yes, it's cool, isn't it? My T-shirts are boring.
A: But Dad …
D: Bye now.
J&A: It's too small for you!

10 Unit 2, 2.2, Get Grammar!

M = Max A = Anna

M: Hey, this isn't my T-shirt!
A: That's my T-shirt! These aren't my trainers!
M: Hey, those are my trainers! This is Anna's too! This isn't my rucksack. It's Anna's! Anna, that is my rucksack!
A: Oh, dear! Yes, it is! Hammy?

11 Unit 2, 2.3, Get Grammar!

M = Max A = Anna H = Hammy

A: Max! We're late for the wedding. Are you ready?
M: Yes, I am. What's wrong? Is this shirt OK?
H: No, it isn't.
M: Are my trousers OK?
A: No, they aren't!
M: But these are my only good clothes.
H: Wait!
M: My T-shirt and jeans? Are they OK for the wedding?
H: Yes, they are. Now hurry up!
M: OK, I'm ready now!
H: No, you aren't! Now you're ready!

2.8 Unit 2, 2.3, Exercise 8

1 Is Superdug's old suit small?
2 Are the puppies white?
3 Are you in class?
4 Is he twelve years old?
5 Are these your shoes?
6 Are we friends?

2.13 Unit 2, 2.4, Exercise 3

1
A: What's your favourite film?
B: It's Superman.
2
A: What's your name?
B: It's Carl Neal. That's N-E-A-L.
3
A: Where are you from?
B: I'm from Paris, France.
4
A: How old are you?
B: I'm twelve.
5
A: Who's your favourite singer?
B: It's Taylor Swift.

2.16 Unit 2, 2.6, Exercises 2 and 3

1
A: Are these your friends?
B: Yes, they are. That's Sam.
A: Cool cap!
B: It's cool but it's too big!
2
A: Who's that girl?
B: Janet? She's Sam's sister. She's my best friend, too. Look at the laptop. It's Janet's favourite thing.
3
A: That's Ben, with the blue backpack.
B: Erm… the other boy's backpack is blue, too.
A: Sorry! Ben's the boy with the red trainers.
B: That's a cool mountain bike!
4
A: Look. That's Monica.
B: Who?
A: Monica. That's a new mobile phone.
B: That jacket's too long!
A: Yes, it is!

2.20 Unit 2, Set for Life, Exercise 4

A = Abbie B = Brian C = Chris
A&B: Hi, Chris.
C: Hi, Abbie. Hi, Brian.
A: It's Lucy's birthday on Friday. How about a surprise birthday party?
B: Great idea, Abbie, but where?
A: How about Lina's, the pizza restaurant in Hill Street?

2.21 Unit 2, Set for Life, Exercise 5

A = Abbie B = Brian C = Chris
A
A: How about Lina's, the pizza restaurant in Hill Street?
C: Ugh! That's an awful idea!
B
A: How about Lina's, the pizza restaurant in Hill Street?
C: I'm not sure. How about Chinese food?

2.22 Unit 2, Set for Life, Exercise 6

A = Abbie B = Brian C = Chris
B: Chinese food is good, but Lucy really likes pizza. We all like pizza.
A: And Lina's is a nice restaurant.

2.23 Unit 2, Set for Life, Exercise 7

A = Abbie B = Brian C = Chris
A
B: Chinese food is good, but Lucy really likes pizza. We all like pizza.
A: And Lina's is a nice restaurant.
C: No, I hate pizza! I want Chinese!
B
B: Chinese food is good, but Lucy really likes pizza. We all like pizza.
A: And Lina's is a nice restaurant.
C: Well, OK, then. It's Lucy's day, and you all like pizza.

2.24 Unit 2, Set for Life, Exercise 8

A = Abbie B = Brian C = Chris
A&B: Hi, Chris.
C: Hi, Abbie. Hi, Brian.
A: It's Lucy's birthday on Friday. How about a surprise birthday party?
B: Great idea, Abbie, but where?
A: How about Lina's, the pizza restaurant in Hill Street?
C: I'm not sure. How about Chinese?
B: Chinese food is good, but Lucy really likes pizza. We all like pizza.
A: And Lina's is a nice restaurant.
C: Well, OK, then. It's Lucy's day, and you all like pizza.

2.25 Progress Check Units 1–2, Exercise 5

1
A: Is this the sports club?
B: Yes, it is. I'm the sports teacher. I'm Brian Smith.
A: Pardon?
B: My name's Brian Smith. S-M-I-T-H.
A: Nice to meet you!
2
B: Nice to meet you too! What's your name?
A: I'm Shaun.
B: Can you spell that?
A: S-H-A-U-N.
3
A: Cool! Can my best friend come too?
B: Great! What's your best friend's name?
A: David. D-A-V-I-D.
4
B: How old are you, Shaun?
A: I'm twelve.
B: Is David twelve too?
A: No, he isn't. He's thirteen.
5
B: What's your address, Shaun?
A: 13 Bristol Road.
B: 30 Bristol Road?
A: No, number 13.

UNIT 3

13 Unit 3, 3.2, Exercise 1

A = Alex J = Jen L = Lian
A: Jen, where's the orange juice?
L: It's in the fridge.
A: Where?
J: It's in front of you.
A: No, it isn't.
J: Right there! There's a carton next to the milk.
A: Oh, there it is! Where's my phone?
L: There's a phone on the sofa.
J: No, that's my phone.
L: Maybe it's under the table.
J: No, it isn't.

L: Is it behind the sofa?
A: No, it isn't but there are two DVDs.
J: Hey! Those are my DVDs!
A: Wait! There are some sweets under the sofa!
J: Yuck! They're old!
A: But where's my phone?
L: Hang on!

14 3.5 Unit 3, 3.2, Exercise 5

N = Narrator L = Lian J = Jen A = Alex
N: There's a phone on the sofa! Part 2
L: Hang on! Shh!
J: It's in the kitchen.
A: Yes, but where?
L: It's in the fridge!
J: Yes, it is!
A: What?
L: Oh, Alex!

15 Unit 3, 3.2, Get Grammar!

M = Max A = Anna H = Hammy
M: Anna? There's a rat under the sofa.
A: A rat? Help!
M: There are two rats under the table too!
A: Oh, no! There's one behind the TV.
H: It's OK. They're my friends. Mikey, Momo, Missie and Molly. Oh, right. Would you like some cheese? There is cheese in the fridge, right?
A: Oh, Hammy!
M: Let me see …

16 Unit 3, 3.3, Get Grammar!

M = Max A = Anna H = Hammy
A: There isn't a tree.
M: No problem! Is there any orange juice?
A: Yes, there is.
M: Are there any cupcakes?
A: Yes, there are.
H: Yummy!
A: Oh, no! There aren't any glasses.
M: Hold on!

3.12 Unit 3, 3.6, Exercises 2 and 3

1
My bed is next to the window. The walls are white and my bed, my desk and my chair are black. That's very cool! There's a plant in the window, next to my teddy bear, and there's one on my desk, next to my laptop. There are two posters on the wall and a grey carpet with black lines on the floor. There isn't a TV in my room.
2
There are two beds in my bedroom – one for me and one for my brother. The walls are orange and there's a green carpet on the floor. There aren't any posters on the walls. There's a blue desk and a chair with a brown cushion. That's my desk. My brother's desk isn't in the photo. My bedroom isn't very big, but it's nice.

3.16 Unit 3, BBC Culture, Exercise 2

I = Ian L = Lisa C = Claire
I: I live in a semi-detached house. I am friends with the boys next door. There's a big tree in their garden with a tree-house. We play there all the time!
L: I live in a block of flats with twelve floors. The flat isn't big. There are two small bedrooms, but the living room is nice. The view is fantastic!
C: I live in the city, in a street with terraced houses. They are all tall and grey, but the doors are different colours. The door of my house is yellow!

3.17 Unit 3, BBC Culture, Exercise 3

T = Tamsyn M = Matt
T: I live in the country. My house is a cottage in Devon, south England. There are lots of trees next to it.
M: I live in a houseboat on the River Thames. It is very small, but I like it. The view from my window is never boring!

18 Unit 3, BBC Culture, Exercises 4 & 5

Hampton Court Palace
Hi, everyone! Are you ready to find out more about the UK? Let's find out about a famous palace. It's called Hampton Court Palace. Hampton Court Palace is here, in London. It's a very old palace. How old do you think it is? It's over five hundred years old! It's very big.
This is King Henry VIII. He was a very famous king in British history. Hampton Court Palace was his home. There are no kings or queens in Hampton Court Palace today.
Let's have a look inside! There are lots of rooms. Can you guess how many? There are over one thousand! Look at all the paintings on the walls. This is the kitchen. Is it like your kitchen at home? This is the Great Hall. It's a big room for eating and for parties. That's a lot of rooms! How many rooms are there in your house?
Now, let's have a look outside. These are the gardens. They're very big and beautiful. Look at this maze. It's over three hundred years old. It's easy to get into the maze, but it's very difficult to get out! Hampton Court Palace is a great place to visit.
Now, for a question … How many people can have dinner at Hampton Court Palace at the same time? The answer is … six hundred people! That's a lot of washing up!
Bye for now and see you next time!

UNIT 4

4.2 Unit 4, 4.1, Exercise 7

1 Long, straight, red hair, green eyes.
2 Short, curly, brown hair, blue eyes.
3 Long, wavy, blond hair, brown eyes.
4 Short, curly, red hair, blue eyes.
5 Short, straight, brown hair, green eyes.
6 Short, spiky, brown hair, brown eyes.

19 Unit 4, 4.2, Exercise 1

N = Narrator A = Alex J = Jen M = Mum
N: At the bookshop.
A: Ouch, my foot! Be careful!
J: It isn't my fault! You've got long legs! And you've got big feet!
A: I haven't got big feet! I'm tall!
J: You've got long arms too! Like this!
A: Yeah, but I haven't got a big head, like you!
J: My head is fine! Mum? Is my head big?
M: Stop it, you two! Jen, your brother hasn't got big feet. Alex, your sister hasn't got a big head! Now, hurry up with the books! We haven't got a lot of time!
J: Oh, they've got *Yummy Cupcakes*. Great! Oh, no! It's too high! Alex? Help me, please!

20 4.5 Unit 4, 4.2, Exercise 5

N = Narrator J = Jen A = Alex
N: I haven't got big feet! Part 2
J: Alex? Help me, please! … That book over there … please?
A: So my long arms are OK now?
J: Come on! Be a good brother!
A: Oh, all right.
J: Thank you!
A: But I want these cupcakes! Ooh, and these! … And these too!
J: Fine!

21 Unit 4, 4.2, Get Grammar!

M = Max A = Anna H = Hammy

M: Hammy! I've got a hat! Anna's got a hat! We've got sunglasses too! Where are your sunglasses and hat?
H: I haven't got a hat. I haven't got sunglasses!
M: Anna?
A: Mhh?
M: Hammy hasn't got sunglasses or a hat!
A: Hang on … Here you are!
H: What?

22 Unit 4, 4.3, Get Grammar!

M = Max A = Anna H = Hammy

H: Max, have you got a brother or a sister?
M: No, I haven't.
H: Has Anna got a brother or a sister?
M: Yes, she has. She's got a sister.
H: Have you got a photo of your sister, Anna?
A: Yes, I have. Here it is. How about you, Hammy? Have you got a brother or a sister?
H: Yes, I have. Look!
A: Wow! That's a lot of brothers and sisters! Have all hamsters got big families?
H: Yes, they have!

4.12 Unit 4, 4.4, Exercise 3

1
A: Oops! Sorry about that, Pete!
B: No problem.
2
A: Where's my phone?
B: Sorry, I've got it.
A: That's all right.
3
A: This isn't my jacket.
B: Sorry, my mistake. Here you are.
A: It's OK. Thanks.

4.14 Unit 4, 4.5, Exercise 4

Sa = Sam Su = Sue

Sa: What's that?
Su: It's a quiz. Let's do it. Question 1 is 'How many good friends have you got?'
Sa: I've got six good friends, maybe seven.
Su: Yes, you're very friendly. My answer is two good friends. I'm not very friendly, I guess.
Sa: Yes, but I'm happy you're my friend. What's question 2?
Su: The question is 'Are your jokes funny?' Sorry, Sam. Your jokes are bad!
Sa: OK, OK, you're right, but I think your jokes are funny.
Su: Thanks, Sam. You're very nice.
Sa: Question 4 is 'Are you good at school?' That's easy! Yes, I am! You?
Su: Hmm…
Sa: Oh, come on! You're very clever! You're very good at Maths!
Su: Yes, I am. That's question 4. What about question 3?
Sa: Oops! Sorry about that! Now, question 3 is …

4.15 Unit 4, 4.6, Exercise 2

Kevin is tall. He's got two brown eyes and black hair. He's with his friends Stuart and Bob. His body is yellow.
Spongebob has got a big yellow face and body and short, thin legs. He's with his best friend Patrick Star.
Skipper's got very blue eyes and some 'Cheezy Dibbles'! He's with his friends Rico, Kowalski and Private.

4.16 Unit 4, 4.6, Exercises 3 and 4

A: Spongebob Squarepants is very funny and very nice. He's friendly and helpful but he isn't very clever.
B: All Minions are cool but my favourite is Kevin. He's got a friendly face. He's very sporty and he's very funny! He's clever. Oh, and he loves bananas and apples!
C: I like Skipper from Penguins of Madagascar. He's helpful and he's got good ideas. He's clever. He isn't usually nice or friendly, but that's OK.

4.20 Unit 4, Set for Life, Exercises 4 and 7

N = Narrator S = Sam Tr = Trina T = Ted L = Lisa

N: Sam
S: Where are my trainers? Under the bed? No. In the shoe cupboard? No. In my gym bag? Not here either. And oh, no! I've got football practice today! Where ARE they?!
N: Trina
Tr: Two T-shirts, tick. Jeans, tick. Trainers, tick. My blue dress, tick. Black shoes, tick. Toothbrush, tick … Fantastic! … Mum, I'm ready!
N: Ted
T: Marco's room is so messy! His things are never in the right place. He can never find them, so he's often late for school in the morning. It's very stressful! Harry is different. His room's always tidy and it's very relaxing. I really like his room!
N: Lisa
L: OK … Project Time … 'Write your text. Use your notes.' … I haven't got any notes … 'Add a photo of a terraced house.' … I haven't got a photo of a terraced house … 'You can find photos online.' Oh, OK. Where is the laptop? Oh … my sister's got it for her school project … Hmm … No project for me, then!

4.21 Progress Check Units 1–4, Exercise 6

1
A: Put the plant next to the window.
B: Sorry? Where do I put the plant?
A: Next to the window.
B: OK.
2
A: Now, put the books in the schoolbag.
B: In the school bag?
A: That's right.
3
A: Now, please put the cushion on the sofa.
B: The cushion?
A: Yes.
B: OK. It's on the sofa.
4
A: And now, put the armchair next to the sofa.
B: OK. Next to the sofa and the TV or next to the sofa and the window?
A: Next to the sofa and next to the window.
B: Right. I can do that.
5
A: Put the lamp on the chair.
B: On the chair? Is that right?
A: Yes. Put it on the chair.
B: OK.
6
A: Now, please put the computer games under the chair.
B: The computer games?
A: Yes.
B: OK. They're under the chair.

UNIT 5

24 Unit 5, 5.2, Exercise 1

Li = Lian L = Lucas A = Alex J = Jen

Li: Guys, this video is for my granny, in Shanghai. Granny Lin, this is my friend, Lucas.
L: Hello!
Li: Lucas is very talented! He can play the guitar and he can sing!
L: Well, I can't sing very well but …
Li: Oh no, not again!
A: What's wrong?
Li: It's the camera. I can't see a thing!
A: Let me see … Hmm, I can fix it.
Li: Thanks! Alex is a genius! He can fix things! He can do very clever things with computers too!
J: Yes, very clever – he can play computer games all day! Cupcake?
Li: Jen is a fantastic cook! These cupcakes are yummy!
A: But what about Lian?
L: Yes, what can she do?

25 5.5 Unit 5, 5.2, Exercise 5

N = Narrator A = Alex L = Lucas Li = Lian

N: I can fix it! Part 2
A: But what about Lian?
L: Yes, what can she do?
Li: I can skateboard and I can draw.
L: But where are the cupcakes?
Li: And I can eat cupcakes very fast! Sorry, Lucas!

26 Unit 5, 5.2, Get Grammar!

M = Max A = Anna H = Hammy

M: We can dance!
H: I can't dance …
M: No, you can dance, Hammy! It's very … interesting …
H: And I can't sing!
A: Oh, Hammy… Well, you can't sing very well, but you can jump!
H: Oh, yes! I can jump!
A: Oh, no!

5.6 Unit 5, 5.2, Exercise 9

1 Something I can't do …erm …I can't swim.
2 I can draw cartoons.
3 We can act. Yes, we can!
4 No, he can't sing at all!
5 I can run fast!
6 My baby brother can't read.

27 Unit 5, 5.3, Get Grammar!

M = Max A = Anna H = Hammy

A: Hammy, this is Spot. Spot, this is Hammy. Spot is Granny's dog.
H: Hi, Spot! Can you talk?
A: No, he can't talk.
M: What can he do?
H: Can he … erm, climb a tree?
A: No, he can't. He's a dog, not a cat. Can dogs climb trees? No, they can't!
H: OK. Can he jump?
A: Yes, he can. Spot, jump! Jump, boy!
H: Can he run fast?
M: Can you run fast, Spot?
A: Come on. Run! Spot?

5.15 Unit 5, 5.6, Exercises 2 and 3

1 There are twelve students in my club. Look at my picture! It's nice, isn't it? You can learn to draw and paint, too!
2 We learn to act in my club. I can't act very well but I can sing and dance. The teacher says we can all be stars. The class is today. Come on, let's go!
3 It's my favourite club. It's for boys and girls from twelve to fifteen. I can't run with the ball very fast but that's OK. It's fun and there are games with other schools.
4 My club is on Fridays after school. The teacher is very good. There are eight kids. We can all swim now!

5.20 Unit 5, BBC Culture, Exercise 4

1
A: Hey! I can see our house!
B: Where?
A: There! Behind the park. Can you see it?
B: Yes, I can. It looks so small!
2
A: This is really bad. That's it. I can't draw!
B: No, Bex. It's a very nice …erm… dog?
A: It isn't a dog. It's a horse.
B: You're right. It is bad…
A: Oh, well.
3
A: Can we sit here, Mike?
B: Let me see … We've got numbers 15 and 16. There they are.
A: I'm so happy! This is my favourite musical.
B: Yeah, I like it too.
4
This is Mork. Mork is a big dinosaur. He can't fly. This is Peta. Peta is a small dinosaur. He can fly.

29 Unit 5, BBC Culture, Exercises 6 & 7

Free-time activities

Hello! What's your favourite weekend activity? Is it skateboarding? Are you a good cook? Or is it playing computer games? Let's find out what kids in the UK like to do at the weekend.
This is Rom Park in London. Look at those children on their BMX bikes. They can do clever things on their bikes. They can jump too. Look! He's on a skateboard. Can you skateboard? Wow! Look at that! He can skate on his hands! You can ride a scooter at Rom Park too.
Rom Park looks like great fun. Let's check out another outdoor sport. They've got special hats for climbing. Look how high they can climb. They can climb down the wall too. Skating and climbing are fun!
Other sports are fun too. Let's have a look at them. This sport is called boxing. These children are very good. Can you name this sport? Yes, it's ice-skating! These girls can go very fast!
It's a good idea to do sports. They help you to stay fit and you can make new friends too!
Now, time for a question. How many sports can you remember from the video?
See you next time! Bye for now.

UNIT 6

6.2 Unit 6, 6.1, Exercise 5

1
A: Can we watch the cartoons? Please?
B: Yeah, OK.
2
A: Oops!
3
A: Dinner's ready
B: Mmm! Yummy!
4
A: Night, Mum!
B: Goodnight, sweetie!
5
A: Nicki?
B: Can't hear you! I'm in the shower!
6
A: All right!

30 Unit 6, 6.2, Exercise 1

N = Narrator J = Jen A = Alex L = Lucas

N: Lucas asks Jen and Alex about their daily routine for a school survey.
J: I get up early. I get ready for school and I have breakfast.
A: Me too. Breakfast is very important. Jen makes pancakes!
J: Then we walk to school.
A: We're never late for school.
J: After school we do our homework. In the evening ...
A: I listen to classical music and Jen plays the piano.
L: Come on, guys! Alex listens to classical music! Jen plays the piano! Seriously?
J: Oh, Alex. Lucas, let me tell you what Alex really does …

31 6.5 Unit 6, 6.2, Exercise 5

N = Narrator L = Lucas J = Jen A = Alex

N: I listen to classical music. Part 2
L: Come on, guys! Alex listens to classical music! Jen plays the piano! Seriously?
J: Oh, Alex! Lucas, this is what Alex really does … Alex gets up late. He hasn't got time for breakfast. We run to school because he's late. In the evening, he watches TV and he plays computer games. He never listens to classical music.
A: But I'm still your favourite brother!
J: That's because I've only got one brother.

32 Unit 6, 6.2, Get Grammar!

M = Max H = Hammy

M: Hammy always sleeps in my bedroom. We go to bed early. Hammy! We read in bed. It's very relaxing. I read a book. Hammy reads his comic. I listen to music. Music is very relaxing. Hammy listens to music too. Hammy! I watch films. Hammy watches films too!
H: Aaaargh!

33 UNIT 6, 6.3, Get Grammar!

M = Max A = Anna H = Hammy

M: I usually hang out with Anna and Hammy at the weekend.
A: Max and I sometimes play computer games.
M: Hammy doesn't like games. He never plays with us. He is usually in the kitchen. He makes popcorn.
M: We often watch DVDs.
H: And we always eat popcorn!
M: Hammy usually eats all of the popcorn!
H: Sorry!

6.12 Unit 6, 6.6, Exercise 2

B = Ben J = Jules

B: Hi, Jules.
J: Hello, Ben. Where's Anna?
B: She's at school.
J: But it's Saturday! She hasn't got lessons today.
B: Anna always goes to Dance Club on Saturday. Dance Club is at school.
J: Oh. And where's your brother Brian? Is he at Football Club?
B: No, he isn't. Brian's at home. He usually does his homework on Saturday.
J: So, what's your typical Saturday Ben?
B: I often hang out with my friends. We ride our bikes and skateboard in the park.

6.13 Unit 6, 6.6, Exercise 3

I usually get up at 7 o'clock on Saturday. After breakfast, I tidy my room. Then I take the bus to school and I play football. I'm in the school football team. I often hang out with my friends after lunch on Saturday. We ride our bikes or skateboard in the park. I usually play computer games before dinner. I go to bed at ten o'clock on Saturday.

I get up at half past nine on Sunday. I always do my homework after breakfast. I have lunch at home on Sunday with my mum, dad, sister and grandparents. I sometimes meet my best friend after lunch on Sunday. We're in a band! We play our guitars and we sing.

6.17 Unit 6, Set for Life, Exercise 3

M = Mike S = Suzie

M: What have you got there, Suzie?
S: Just some old things. Old toys, some clothes …
M: You can't throw them away! Look, you can repair this toy plane.
S: How?
M: Come to the repair workshop on Saturday. They can show you how to repair it.
S: Saturday? Hmm … What time? I have a guitar lesson at three.
M: That isn't a problem. The workshop is at eleven.
S: So, you bring broken things to the workshop?
M: That's right. They can repair them for you. They can also show YOU how to repair them. That's the great thing about the workshop.
S: OK, cool!
M: And not only broken things. You can bring anything, really. Old clothes, old bags, old shoes, old …
S: Old clothes, you say? Like these here?
M: Yes. Do you know what you can do with this jacket? You can make a bed for your cat.
S: A bed for Lulu? What a good idea!
M: Yes, and not only that, but …

6.18 Unit 6, Set for Life, Exercise 4

M = Mike S = Suzie

M: Yes, and not only that, but they can repair computers too!
S: Computers?
M: Yes. Let's say your computer is slow. They can make it fast again.
S: How about chairs? My desk chair looks awful!
M: No problem. At the workshop, they can show you how to fix it, paint it … You can make it look really cool.
S: How about the things they can't repair? Broken phones, for example.
M: They take out the useful parts and they recycle the phones. Then they use the good parts to repair other phones. Or they use those parts to make new things.

6.19 Progress Check, Units 1–6, Exercise 8

1 What can Grace do?
A: Can you skateboard Grace?
B: No, I can't. And I can't swim.
A: What can you do?
B: I can climb. Look!

2 What club is on Thursday?
A: Is Football Club on Tuesday?
B: No, it isn't. Running Club is on Tuesday. Football Club is on Friday.
A: And when's Computer Club?
B: It's on Thursday.

3 What time is the film?
A: What time is it?
B: It's twenty-five past seven.
A: We're late! The film is at quarter to eight!
B: Oh no. Let's run!

4 Where is Jill?
A: Mr Parker, is Jill at home?
B: No, she isn't. She always has piano lessons on Thursday.
A: But it's Wednesday today!
B: Oh, yes. I'm sorry! Jill has a singing today.

5 What can Uncle Jack do?
A: Look at this photo. It's Uncle Jack and his horse.
B: Wow! Can Uncle Jack ride a horse?
A: Yes, he can, but he can't ride a bike!
B: I can't ride a horse but I can ride a scooter.

UNIT 7

35 Unit 7, 7.2, Exercise 1

M = Mum A = Alex J = Jen D = Dad
A: Mum? I want a dog like this! Please?
M: Aww … I like dogs, but they are hard work, Alex.
A: I don't mind!
M: Can you get up early and take it for a walk? Every day?
J: Poor dog! Alex doesn't get up before twelve o'clock at the weekend.
D: Big dogs eat a lot.
A: But it's small! It doesn't eat a lot.
D: Because it's a puppy! These dogs are usually very big!
A: Oh, all right.
J: How about a cat? People don't take cats for a walk.
A: I don't like cats! And I'm allergic!
D: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.

36 7.5 Unit 7, 7.2, Exercise 5

N = Narrator D = Dad A = Alex Jan = Jen
N: I don't like cats! Part 2
D: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.
A: A … goldfish? Dad! I can't play with a goldfish!
J: Well, it is cute …
A: This is not funny …

37 Unit 7, 7.2, Get Grammar!

M = Max A = Anna H = Hammy
M: Come on, Hammy. Let's go to school.
H: School? I'm not a student. I don't go to school.
M: It's Pet Day today. We take our pets to class and we talk about them.
H: Oh! I can talk about myself! How about: 'Hello, I'm Hammy the hamster. I don't eat a lot and I exercise every day. Max doesn't take me for a walk. I run a lot … Max doesn't like cats or dogs – he likes me!'
A: Hammy, I don't think it's a good idea. Hamsters don't talk. Only Max and I can understand you!
H: Oh …

38 Unit 7, 7.3, Get Grammar!

M = Max A = Anna H = Hammy
H: Hey, there's a quiz here … 'Do you know your friend?' You answer questions about Max and Max – about you.
A&M: That's fun! Let's do it!
H: OK, Anna, Does Max watch DVDs to relax?
A: Yes, he does.
H: Max, do you watch DVDs to relax?
M: Yes, I do!
H: Well done, Anna! OK … Max. Do you and Anna listen to the same music?
M: Yes, we do. We listen to hard rock.
H: Anna, do you listen to hard rock?
A: No, I don't! Max listens to hard rock. I don't like it!
H: Oops … No point for you, Max. Well done, Anna! You've got 100 correct answers! Max's got only four.
A: Only four? Max!

7.8 Unit 7, 7.3, Exercise 9

R = Reporter K = Kit
1
R: Do you play the guitar?
K: No, I don't. I just play the piano.
2
R: Do you listen to pop music?
K: Yes, I do. I like pop music!
3
R: Does Superdug eat superhero food?
K: No, he doesn't, but he eats a lot.
4
R: Does Superdug watch TV?
K: Yes, he does. He likes the cartoons and funny films.
5
R: Do you and Superdug hang out every day?
K: No, we don't. But we do a lot of things together.
6
R: Does Superdug have swimming lessons?
K: No, he doesn't. He can swim very well now.

7.13 Unit 7, 7.4, Exercise 3

A: Can I help you?
B: Can I have three tickets to the aquarium, please?
A: That's twelve pounds sixty, please.
B: Here you are.
A: Here are your tickets.
B: Thanks.

7.16 Unit 7, 7.5, Exercise 6

1
A: What is it?
B: You can guess. They've got two big strong legs and two short legs. They run fast and they can jump 9 metres!
A: Are they tall?
B: Yes, but their babies are very small and cute.
A: They're kangaroos!
2
A: Now you guess my animal. They can fly. They can't hear and they can't eat.
B: Poor things!
A: … but they can drink! They drink from flowers. They are different colours …
B: They're butterflies!

7.17 Unit 7, 7.6, Exercises 2 and 3

P = Presenter J = Jo
P: Welcome to *Pet Special*. Today I'm with Jo Peters. Jo is a pet expert. Good morning, Jo!
J: Hi, Michael.
P: Jo, most children want a cat or a dog as a pet, but are there any other favourite animals?
J: Hmm. Children love hamsters and rabbits. Er … goldfish …
P: What animal is in that box, Jo? Is it a snake?
J: No. Snakes are dangerous. It's an iguana. Iguanas aren't dangerous. They're good pets, but they aren't easy to look after.
P: Have you got a pet?
J: Yes, a dog. She's here with me. Her name's Lulu. Good girl, Lulu!
P: She's cute! What does she eat?
J: She eats dog food and she drinks water. She likes walks too. Dogs like a walk every day. I also have a tortoise and a hamster.
P: Do you play with your tortoise?
J: No, not very often. She sleeps a lot. But I play with my hamster. He's fun! And Lulu! She's fun too!
P: Thank you, Jo! Next week, we …

7.18 Unit 7, 7.6, Exercise 4

I've got a new pet. It's a baby rabbit. He's white and his ears are black. He's clever and he's very friendly. He likes his rabbit house, but his favourite place is the garden. He can run fast and he can jump. He eats grass and red and green vegetables, and he drinks water. I want another rabbit, so he has a friend.

7.23 Unit 7, BBC Culture, Exercise 4

1
A: What's the most popular pet in the UK? Can you guess?
B: Cat?
A: No, guess again.
B: Rabbit?
A: Come on, Liz!
B: Dog.
A: That's right!
2
A: Cat is number two.
B: And after that?
A: Erm ... Fish? Really?
3
A: There's a list with the top names for pets.
B: What are they?
A: Alfie, Bella …
4
A: I don't see our cat's name in the list.
B: Because 'Mrs C' is an unusual name.
A: The dog's name is in the list: 'George' – number 10.
B: Aww!

40 Unit 7, BBC Culture, Exercises 6 & 7

London Zoo

Hi, there! Do you like animals? Yes? Great! Then let's find out about a fun and busy place in London, with lots of different animals.

This is London Zoo. It's a very big zoo with nearly twenty thousand animals. There are beautiful, tall giraffes. And cute, funny penguins. There are fast animals, like this tiger. And slow animals, like this very old tortoise. There are strange and interesting animals, like this monkey ... or this long, black millipede. It has three hundred legs. That's a lot of legs! Or this big, green stick insect! Look, it's twenty-two centimetres long. It's great to find out about all these different animals. Which is your favourite? Let's find out some more about the animals at London Zoo.

The animals wake up very early and have their breakfast. The zookeeper gives the penguins fish. This tiger likes to eat meat. The llamas like to have fruit for breakfast. After breakfast, the animals like to play. This tiger likes playing with a ball. These monkeys love toys. The penguins like swimming. Wow, what a busy place London Zoo is!

Are you ready for a question? How many legs does the millipede have? Can you remember? Does it have …

a. two hundred legs?

b. three hundred legs?

The answer is b., three hundred legs. I hope you enjoyed finding out about London Zoo. Bye!

UNIT 8

8.2 Unit 8, 8.1, Exercise 5

1 I go cycling at the weekend.
2 Do you play basketball?
3 My brother plays hockey!
4 Let's go snowboarding!
5 Where do you go skateboarding?
6 I go roller skating with my friends.
7 He often goes windsurfing.
8 Can you play badminton?
9 They play table tennis to relax.
10 We can't go canoeing today!
11 She plays football!
12 Let's go ice skating

41 Unit 8, 8.2, Exercise 1

L = Lian A = Alex J = Jen

L: Hey, guys, do you want to go to summer camp with me?
A: Maybe. What do you do there?
L: Horse-riding, rock climbing … I like rock climbing.
J: I don't like it!
L: How about water sports? There's sailing, windsurfing ...
A: No, thanks. I don't like getting wet.
J: That's true. Lian, you like sports. We like them, but we want to do other things too. Cooking, for example?
L: There's a cooking camp in …
A: No thanks. I love eating but I hate cooking!
L: Let's find a camp we all like.

42 8.5 Unit 8, 8.2, Exercise 5

N = Narrator L = Li A = Alex J = Jen

N: Let's go to summer camp! Part 2
Li: Let's find a camp we all like.
A: How about tech camp? It sounds good.
J: No …
Li: Look here!
J: Not another sports camp!
Li: No, not the sports camp. The fun camp. There are lots of different activities.
J: That's good.
A: Hang on! What time do you get up at summer camp?
Li: Early?
A: No, thanks, but you can go. Have fun.
J: Oh, Alex!

43 Unit 8, 8.2, Get Grammar!

M = Max A = Anna H = Hammy

H: We love sports! Max and Anna like skating.
M: Hammy loves climbing.
H: I like flying too! Yipee! But I hate getting wet!

8.6 Unit 8, 8.2, Exercise 9

1
A: I like sports, but I don't like playing basketball.
B: How about volleyball?
A: Volleyball is OK. I like it.
2
A: I love swimming. What about you, Brian?
B: No, I don't like water sports. I like roller skating.
3
A: Let's go cycling tomorrow. Around seven?
B: What, in the morning?
A: Yes.
B: No way, Dad. I like cycling, but I hate getting up early.
4
A: I can play hockey, but I don't like it.
B: I like it. What's your favourite sport?
A: Skateboarding. I love it!
B: Me too!
5
A: Jake, why do you like playing football so much?
B: I don't know. I just do. It's a great sport.
A: I don't like it. It's so boring!

44 Unit 8, 8.3, Get Grammar!

M = Max A = Anna H = Hammy

H: Who is this girl?
A: This is Kimi. She's my new friend. She's Chinese.
H: Where does she live?
A: In Hong Kong.

H: How old is she?
A: I don't know.
H: What does she do? Is she a student?
A: I'm not sure.
H: I don't understand. What's the problem?
A: She doesn't speak English very well and I don't speak Chinese …
H: One moment, please! 'Nǐ hao Kimi! Wo shì' Hammy. Nǐ hao ma? (Translation: Hello, Kimi! I'm Hammy. How are you?)
A: Does Hammy speak Chinese?
M: Yes, of course! He's a Chinese hamster!

8.8 Unit 8, 8.3, Exercise 7

1 When do you visit your granny?
2 What can you see in the picture?
3 Who is your favourite superhero?
4 Whose phone is this?
5 How many sandwiches are there?
6 Where's my new suit?

8.13 Unit 8, 8.6, Exercises 2 and 3

I = Interviewer D = Denise G = Gary

1 Denise

I: Denise is in Year 9. She's a volleyball champion. Denise, is it easy to be a champion?
D: No, it isn't, but I really love it.
I: Where do you play volleyball?
D: I play at City Club.
I: When do you train?
D: At seven o'clock in the morning.
I: That's early. What time do you get up?
D: At six o'clock, in winter too.
I: Wow! Do you eat special food?
D: I eat fruit and vegetables every day and I drink a lot of water.
I: Have you got time for your homework?
D: Yes, I always do my homework.
I: Thanks Denise.

2 Gary

I: Gary is a taekwondo champion. Gary, why taekwondo?
G: It's fun! And three of my friends are in my taekwondo club.
I: When do you train?
G: After school, from five to seven o'clock every day.
I: And when are your competitions?
G: They're usually on Saturday mornings.
I: What's your favourite food?
G: I like eating healthy food, but I love pizza. We always eat pizza at home on Saturdays.
I: Thank you, Gary.

8.17 Unit 8, Set for Life, Exercise 5

S = Sue N = Nick MR = Mr Reed J = John P = Peter H = Haley R = Ron O = Olga

1

N: We're hungry. Sue! Is dinner ready?
S: No, it isn't! It's on the floor! I'm so sorry! It's my fault!
N: Don't worry, Sue. Accidents happen.
S: Let's order some pizza. My treat.

2

MR: You're late. You play the drums in the school band and they can't start without you.
J: I'm really sorry, Mr Reed. How can I make up for it?
MR: Just don't be late next time.
J: I promise, Mr Reed.

3

P: Have you got our tickets?
H: They aren't in my bag. They're at home! I feel so bad about this!
P: Don't feel bad, Haley. I forget things too. Let's ask the people at the zoo. Maybe they can do something.

4

R: Hang on! We're at 4, Rose Street. You say it's the address of the bookshop, but it isn't. This is an ice cream shop.
O: Oh, no! I've got the wrong address! It's my mistake!
R: That's OK. These things happen.
O: Can I buy you some ice cream to make up for it?
R: That's a great idea

8.18 Progress Check Units 1–8, Exercise 4

A: Hi, Belinda. I've got my photos from summer camp.
B: Great! Can I see?
A: Yes. These are my new friends. Here's the first photo – Beatrice from France. She's got short, black hair.
B: Oh, I see. Does Beatrice like tennis?
A: Yes, she does. She loves it. She plays every day.
B: And who is that boy?
A: That's Charlie. Look. He's with Bobby.
B: Who's Bobby?
A: Bobby isn't a boy. He's a dog. He lives at the camp. Hey, Belinda, look at this photo. It's Mel's birthday party.
B: Has Mel got long, curly, brown hair?
A: Yes, that's right. And in this photo we're at the zoo. Look at Jeff.
B: Ugh! Jeff's got a snake! It's ugly.
A: It isn't ugly. It's cute.
B: Your summer photos are lovely, Zak. How often do you speak to your new friends?

Workbook audioscripts

UNIT 1

1.3 Unit 1, 1.6, Exercises 1 and 2

1

Hi. I'm Rob and I'm twelve. I'm from the UK. My best friend is Victor. He's twelve too. He isn't British, he's from France. In this photo, we're at Victor's house. My mum and Victor's mum are best friends too.

2

In this photo, I'm on holiday in the USA. I'm with my cousin Mel. She's thirteen. Mel is American. We're good friends.

UNIT 2

2.2 Unit 2, 2.6, Exercises 2 and 3

R = Rosa L = Luke

R: Hey, Luke. Is that your mountain bike?
L: Hi, Rosa. No, it isn't. It's my brother's. My mountain bike is new. Look!
R: Oh, it's great! And red's my favourite colour. Is it your favourite colour too?
L: No, it isn't. My favourite colour is blue, like my new trainers. Look! They're my favourite things.
R: Oh, yes, they're cool.
L: So, what's your favourite thing? Is it your laptop computer?
R: Hmm … No! It's my mobile phone. Look!

2.4 Quick Progress Check Units 1–2, Exercise 2

Example

G = Girl M = Man B = Boy

G: Is Uncle Tom at home?
M: No, he isn't.
G: Is he in the park with his friends?
M: No, he isn't. He's at a party with Aunt Kate.

1

B: What's your favourite birthday present, Lily?
G: This blue jacket is cool, but my new mobile phone is my favourite.
B: Wow! Are those books presents too?
G: No, they aren't.

2

B: What's in that bag, Dad?
M: My new trainers.
B: Your new trousers?
M: No. My new trainers.

3

G: Who's your best friend?
B: Joe.
G: Oh! It's Joe's birthday today. He's eleven!
B: No, he isn't. He's thirteen.

RT1.2 Reading Time 1, Exercise 6

TR = Tony Right

TR: … And the winners are … Small Heroes!

UNIT 3

3.2 Unit 3, 3.6, Exercises 1, 2 and 3

R = Rob N = Nancy

R: How many rooms are there in your new house, Nancy?
N: Um, let me think … Four … Five … No, six. Yes! There are six – and a garage.
R: Oh! Is it a big house?
N: Well, there are six rooms, but they're small. There's a living room, a kitchen and a bathroom. And there are three bedrooms: my mum and dad's room, my sister's room and my room. My bedroom is very cool.
R: Is there a table in it?
N: No, there isn't. There's a small table in the living room.

UNIT 4

4.2 Unit 4, 4.6, Exercises 1 and 2

T = Teacher B = Boy

1

T: Dolphins have got small eyes, long noses and very big mouths. They're very friendly.
B: Yes, and they're funny too. Are they clever?
T: Yes, they are. They're very clever.

2

T: Pandas have got big black eyes and their bodies are black and white.
B: Are they clever?
T: Yes, they are. But they aren't very friendly.
B: Oh. But I like them! They're funny.

3

T: Ostriches have got long necks and long legs. They're very funny. And they're clever too. But be careful – they aren't friendly.

4.4 Quick Progress Check Units 1–4, Exercise 3

C = Charlie A = Anne

C: Hi, Anne. Come in!
A: Thanks.
C: Have you got your new skateboard?
A: Sorry. It's at home.
C: What about your bike?
A: It's at home too, but I've got a good computer game we can play. Look!
C: That's cool.
A: Where's your computer?
C: It's on the table in the living room. Come on. Oh, no! It isn't here.
A: Is it in your bedroom?
C: No. I know! It's in the kitchen.
A: Are your parents at home?
C: Mum's in the garden and Dad's in the garage. Come on. Here's my computer.
A: That's a cool photo. Who are they?
C: They're my brother and my cousin. My brother is the boy with short, curly, blond hair. My cousin Bob's got short, dark, spiky hair.
A: Charlie, what's that under the table next to the brown box? Look! It's black and white.
C: Where?
A: It's under the table next to that brown box!
C: Oh, that's Mimi, my cat! Come on, Anne. Have you got the computer game?

UNIT 5

5.2 Unit 5, 5.6, Exercises 2, 3 and 4

W = Woman T = Tommy E = Erin

W: Hi, welcome to the Fix It Club! I'm Sarah. What's your name?
T: I'm Tommy and this is my little sister, Erin.
W: Can I help you?
T: Can you fix this? It's Erin's special teddy bear. Look.
W: Let me see … Oh, dear! It hasn't got any eyes!
E: My teddy can't see! And he's only got one ear.
W: Don't worry, I can help your teddy bear. I can make two new eyes. What colour? Black or blue?
T: Blue, please. Can you make an ear too?
W: Yes, I can. One big ear.
E: Thank you.

UNIT 6

6.2 Unit 6, 6.6, Exercises 1 and 2

I love our holidays in Spain. We always go in August. My aunt lives there. She's British, but she lives in Spain. She's a teacher in a Spanish school. After breakfast, we usually go to the beach. It's my favourite place. We play games. My favourite game is 'catch'. That's C-A-T-C-H. We stand in the sea and throw and catch a beach ball. It's fun.
We often have a picnic lunch. After lunch, we often go to bed. It's always very hot. After that, I have a shower and then we go for a walk. We often walk on the beach. We usually go to bed late, but I always get up early.

6.4 Quick Progress Check Units 1–6, Exercise 4

A = Anna W = Mrs Williams

A: This is a nice photo, Mrs Williams. Is this boy your son? He's very tall!
W: Yes, that's Rob. He's at his basketball club in this photo. Can you play basketball?
A: No, I can't. I'm too short, but I can swim. I'm in the school team.
W: My daughter Ann can swim too. Here's a photo of her at the swimming pool. She always goes swimming on Saturday mornings.
A: What time is her swimming lesson? I swim on Saturdays too.
W: At eight o'clock.
A: I go at ten o'clock.
W: Ann's cousin Barney goes swimming at ten o'clock.
A: Barney! Has he got long, curly, black hair?
W: Yes, he has! He's twelve.
A: Barney is in my class at school.
W: He's in this photo. He isn't at the swimming pool. He's on a climbing wall.
A: I like that photo. Who's the girl with the cupcakes?
W: That's Karen. She's Ann's best friend. She can cook great cupcakes.
A: Karen isn't in my class, but I think she goes to my school.
W: This is Barney and his friend May. Is May in your class?
A: Yes, she is. She's really nice. I like their bikes. They're cool.
W: They often ride their bikes in the park on Sundays.

RT3.2 Reading Time 3, Exercise 4

'What this in your mouth?' Rishi says to Eddie. 'Oh! It's a ring!'
'A ring? Is it a ring with a blue stone?' the woman asks Rishi.
'Yes, that's right,' Rishi says.
'Has it got the name Beth on it?' the woman asks.
'Yes, it has, but how do you know?' Rishi says.
'I'm Beth! It's my ring! Your dog is very clever!' the woman says.
Eddie is happy. He runs, catches the ball and brings it back to Rishi.
'Yes, he is! He's a very clever dog!' says Rishi.

UNIT 7

7.2 Unit 7, 7.6, Exercises 1, 2 and 3

E = Emma T = Ted

E: Hi, Ted. Come and see my new pets.
T: Oh, right. Where are they, Emma? In the garden?
E: No, they're upstairs in my bedroom. Look!
T: Ooh … Emma, are they hamsters?
E: Yes, they are. Do you like them?
T: Yes, I do. They're cute. I like that brown one with the white nose. And the other one is brown too. Are they brothers?
E: No, they're sisters. There's another one. She's brown and white. Look, here she comes now.
T: Oh, yes. Hello. Oh, she's my favourite! Are they easy to look after?
E: Well, no, not really. It's important to keep them clean and warm. And they need new food every day.
T: What do they eat?
E: They love fruit, but they don't like oranges, and I give them special hamster food from the pet shop.
T: You're so lucky. I like my rabbits, but I want some hamsters too.

UNIT 8

8.2 Unit 8, 8.6, Exercises 2 and 3

W = Woman T = Tom

W: So, Tom, what's your favourite food?
T: Oh, I love chips. I don't usually eat them because I know they aren't good for me. I eat a lot of fruit and vegetables. And I drink a lot of water every day.
W: What about exercise? Do you like sport?
T: Well, hmm, I'm not very sporty, but I like cycling. I always walk to school. I sometimes go swimming too.
W: What time do you go to sleep?
T: I usually go to bed at about half past nine, but I don't go to sleep then. I read a book till ten o'clock.

8.4 Quick Progress Check Units 1–8, Exercise 4

W = Woman B = Boy

Example

W: What's your homework today?
B: To write about sports in our town.
W: You can write about Hillside Sports Centre.
B: Good idea! Um, how do you spell Hillside?
W: H-I-double-L-S-I-D-E.

1

B: Where is Hillside Sports Centre?
W: It's next to the cinema.
B: Next to the cinema? Is it new?
W: Yes, it is.

2

B: How many sports can you do there?
W: That's difficult.
B: Nine? Ten?
W: Fifteen, I think.
B: Fifteen! That's a lot!

3

B: What team sports are there?
W: Football, volleyball and basketball.
B: Great. I love basketball. Can you play hockey there?
W: No, you can't.

4

B: Is there a café where people can speak to their friends?
W: Yes, there is.
B: What type of food has it got?
W: Healthy food. The healthy snacks and fruit juices are great.

RT4.2 Reading Time 4, Exercise 6

Katia: It rains, and it rains, and it rains. We are wet and hungry. Greg says, 'What an awful holiday! What next? A snake in our tent?' It's late and we're tired. We get in the car and we sleep. In the morning, we go back home. It's a beautiful sunny day. Then Mum has an idea. We put the tent in our garden. We eat the cake, drink orange juice and play ball games. Now that's a great camping holiday!

Workbook answer keys

STARTER UNIT

0.1

Exercise 1
2 Jen 3 Lucas 4 Lian

Exercise 2
2 music 3 Maths 4 laptop computer

Exercise 3
3 I'm 4 cupcakes 5 Hi / Hello 6 like 7 Hello / Hi 8 music

Exercise 4
2 E 3 H 4 L 5 N 6 Q 7 S 8 V 9 Y

Exercise 5
2 fish 3 sandwich 4 table 5 girl 6 boy

Exercise 6
2 a 3 d 4 e 5 c

0.2

Exercise 1
2 He is a superhero. 3 Kit is Dug's friend. 4 She is very clever.

Exercise 2
five – 5 twelve – 12 one – 1 ten – 10 eight – 8 four – 4
eleven – 11 six – 6 three – 3 seven – 7 nine – 9 six – 6

Exercise 3
1 twelve 2 five; nine

Exercise 4
2 14 3 19 4 15 5 12 6 17 7 20 8 13 9 16 10 18

Exercise 5
2 black 3 yellow 4 white 5 green 6 red

Exercise 6
2 blue 3 green 4 white 5 blue 6 black 7 green 8 red
9 yellow 10 black

0.3

Exercise 1
2 pencil 3 ruler 4 sandwich 5 pen 6 notebook

Exercise 2
1 pencils 2 books 3 sandwiches 4 pencils 5 notebooks
6 pens 7 boxes 8 rulers 9 tables 10 cupcakes

Exercise 3
2 They're 3 It's 4 It's 5 They're 6 They're

Exercise 4
2 board 3 bin 4 clock 5 chair

Exercise 5
2 S 3 T 4 T 5 S 6 T

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

STARTER UNIT Self-check

Exercise 1
1 12 2 17 3 blue 4 yellow 5 black

Exercise 2
1 ruler 2 notebook 3 chair 4 clock 5 sandwich

Exercise 3
1 They're 2 It's a 3 They're 4 They're 5 It's a

Exercise 4
1 books 2 boxes 3 bins 4 sandwiches 5 trees

Exercise 5
1 please 2 down 3 books 4 pairs 5 up

UNIT 1

1.1 Vocabulary

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

Exercise 2
2 cousin 3 uncle 4 grandad 5 aunt 6 granny 7 son

Exercise 3
2 grandfather / grandad 3 aunt 4 cousins 5 daughter
6 sister 7 son

Exercise 4
2 son 3 cousins 4 grandmother / granny 5 uncle

1.2 Grammar

Exercise 1
2 is 3 am 4 is 5 is 6 are 7 are

Exercise 2
2 's 3 'm 4 's 5 's 6 're 7 're

Exercise 3
2 am 3 are 4 is 5 are 6 are

Exercise 4
1 my 2 your

Exercise 5
2 my 3 are 4 They 5 is

1.3 Grammar

Exercise 1
2 You aren't right. 3 I'm not a superhero. 4 Ben isn't my friend. 5 She isn't my aunt. 6 They aren't my cousins.

Exercise 2
1 She isn't in the classroom. 2 They aren't happy. They aren't in the house. 3 He isn't a teacher. He isn't ready for school.

Exercise 3
2 France, French 3 the UK, British 4 Turkey, Turkish
5 China, Chinese 6 the USA, American 7 Spain, Spanish

Exercise 4
2 is / isn't 3 are / aren't 4 are / aren't 5 am / 'm not
6 am / 'm not

Exercise 5
2 are 3 'm not 4 're 5 is 6 isn't 7 's 8 isn't 9 is

1.4 Speaking

Exercise 2
2 a 3 b 4 b

Exercise 3
2 He's 3 Hi 4 to meet you 5 Nice

Exercise 4
2 a 3 c 4 d

Exercise 5
Suggested answer:
You: Hello, Mr/Mrs (name).
Teacher: Oh, hello, (name).
You: This is (name). He's/She's my English friend.
Your friend: Hello, Mr/Mrs (name). Nice to meet you.
Teacher: Hello, (name). Nice to meet you too.

1.5 Reading and Vocabulary

Exercise 1
1 B 2 C 3 A

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

Exercise 3
2 British 3 Spanish 4 Spanish 5 Turkish 6 British

Exercise 4
1 home 2 school 3 holiday 4 park

1.6 Listening and Writing

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

Exercise 2
Rob: Age: 12; Nationality: British
Victor: Age: 12; Nationality: French
Mel: Age: 13; Nationality: American

Exercise 3
Clara and Ada are best friends. Clara is twelve and Ada is thirteen. Clara is from the UK. She's British. Ada is from Turkey. She's Turkish.

Exercise 4
Clara: Age: 12; Country: the UK; Nationality: British
Andrea: Age: 13; Country: Turkey; Nationality: Turkish

Exercise 5
Suggested answer
Pierre and Pedro are best friends. Pierre is twelve and Pedro is eleven. Pierre is from
France. He's French. Pedro is from Spain. He's Spanish.

1.7 CLIL

Exercise 1
2 Rosanna – B 3 Stefano – D 4 Anna – F 5 Luca – E
6 Maria – C

Exercise 2
Across: 3 parents 6 daughter 7 brother
Down: 1 son 2 mother 4 sister 5 father

Exercise 3
2 Turkish 3 British 4 Chinese 5 Spanish 6 American

UNIT 1 Self-check

Exercise 1
1 aunt 2 father 3 brother 4 daughter 5 granny/grandmother

Exercise 2
1 park 2 American 3 school 4 France 5 home

Exercise 3
1 are 2 is 3 aren't 4 are 5 am not

Exercise 4
1 my 2 We 3 Ben's 4 your 5 Nadia's

Exercise 5
1 is 2 Hello/Hi 3 Nice 4 meet 5 too

BBC Culture: This is the UK

Exercise 1
1 the USA 2 Canada 3 Ireland 4 New Zealand
5 South Africa 6 Australia

Exercise 2
2 c 3 c 4 a 5 a 6 b 7 c

Exercise 3
1 Scotland 2 Northern Ireland 3 Wales 4 England

UNIT 2

2.1 Vocabulary

Exercise 1
2 jeans 3 skirt 4 dress

Exercise 2

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

Exercise 3
1 dress 2 coat 3 shoes 4 cap 5 top 6 trousers 7 trainers

Exercise 4
1 cap 2 top 3 tracksuit 4 jeans

2.2 Grammar

Exercise 1
2 This 3 These 4 Those 5 This 6 That

Exercise 2
1 (boring and) cool 2 new and old 3 short and long
4 small and big

Exercise 3
2 (John's jeans) are too short.
3 (John's T-shirt) is too long.
4 (John's trainers) are too old.

Exercise 4
2 Those are small shoes.
3 That is an old trainer.
4 These are new trousers / jeans.

2.3 Grammar

Exercise 1
2 . 3 ? 4 ? 5 . 6 ?

Exercise 2
2 Is 3 Are 4 Are 5 Is 6 Is

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

Exercise 4
1 Yes, they are. / No, they aren't.
2 Yes, he is. / No, he isn't.
3 Yes, she is. / No, she isn't.
4 Yes, it is. / No, it isn't.
5 Yes, I am. / No, I'm not.

Exercise 5
2 I am 3 Is Ben 4 he isn't 5 Are you 6 we are 7 Is he
8 he is

Exercise 6
2 Are you at school?
3 Are you twelve?
4 Is your best friend thirteen?
5 What is your best friend's name?

Exercise 7
1 My name's …
2 Yes, I am. / No, I'm not.
3 Yes, I am. / No, I'm not.
4 Yes, he/she is. / No, he/she isn't.
5 His/Her name's …

2.4 Speaking

Exercise 2
2 b 3 d 4 a 5 c

Exercise 3
2 Where 3 How 4 Who 5 What

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

Exercise 5
2 Where are you from?
3 What is your favourite sport?
4 What is your favourite book?
5 Who is your favourite singer?

Exercise 6
Students' own answers

2.5 Reading and Vocabulary

Exercise 1
1 B 2 C 3 A

Exercise 2
1 Becky 2 Anna 3 Luke

Exercise 3
1 N 2 Y 3 Y 4 N

2.6 Listening and Writing

Exercise 1
2 backpack 3 mountain bike 4 laptop computer
5 mobile phone 6 games console

Exercise 2
Students tick: 1, 3, 5, 6

Exercise 3
1 B 2 A 3 A 4 B

Exercise 4
2 . 3 , 4 . 5 ? 6 ! / . 7 . / !

2.7 CLIL

Exercise 1
1 C I R C L E
2 T R I A N G L E
3 R E C T A N G L E
4 S Q U A R E
5 LINE

Exercise 2
1 B 2 D 3 A 4 E 5 C

Exercise 3
2 blue, yellow 3 white, red 4 red 5 yellow, blue

Exercise 4
2 4 3 7 4 7 5 1 6 8 7 0 8 1 9 5 10 8

UNIT 2 Self-check

Exercise 1
1 boring 2 backpack 3 cap 4 top 5 new

Exercise 2
1 cap 2 mobile phone 3 jeans 4 trainers 5 skateboard

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

Exercise 4
1 Yes, it is.
2 No, they aren't.
3 Yes, we are.
4 No, he isn't.
5 Yes, she is.

Exercise 5
a 3 b 5 c 0 d 1 e 2 f 4

Quick Progress Check Units 1–2

Exercise 1
1 cake 2 friends 3 isn't 4 are 5 blue 6 dress

Exercise 2
1 C 2 B 3 C

Exercise 3
1 am 2 is 3 those 4 No 5 aren't 6 this

Exercise 4
1 in the box 2 shoes 3 trainers 4 circle

Exercise 5
1 f 2 e 3 a 4 b

READING TIME 1

Exercise 1
1 B 2 D 3 A 4 C

Exercise 2
Students' own answers

Exercise 3
1 b 2 a 3 c 4 b

Exercise 4
They are lucky.

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

Exercise 6
A

UNIT 3

3.1 Vocabulary

Exercise 1
2 armchair 3 sofa 4 chair 5 table 6 fridge 7 window

Exercise 2
2 floor 3 wall

Exercise 3
2 bathroom 3 living room 4 bedroom 5 garage 6 garden

3.2 Grammar

Exercise 1
2 There are, A
3 There is, A
4 There is, A
5 There are, B
6 There are, B

Exercise 2
2 next to 3 on 4 under 5 in 6 on

Exercise 3
2 are, on 3 is, next to 4 are, under 5 is, on 6 is, in

Exercise 4
2 in 3 are 4 on 5 a 6 next 7 are 8 There

Exercise 5
Students' own answers

3.3 Grammar

Exercise 1
2 Are 3 Is 4 isn't 5 Is 6 aren't

Exercise 2
2 F 3 T 4 T 5 F 6 T

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

Exercise 4
2 Are there any
3 Is there a
4 Are there any
5 Is there a
6 Are there any

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

Exercise 6
2 A: Is there a garage next to your house?
B: No, there isn't.
3 A: Are there any armchairs in your living room?
B: Yes, there are. Two armchairs and a sofa.
4 A: Are there any pencils on your desk?
B: No, they aren't. They're in my bag!
5 A: Is there a desk in your bedroom?
B: Yes, there is. It's next to the window.

Exercise 7
2 an 3 are 4 any 5 aren't 6 a

3.4 Speaking

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

Exercise 3
2 a, c 3 a, b 4 b, c 5 b, c

Exercise 4
2 Thank 3 like 4 Yes 5 Where's 6 show

3.5 Reading and Vocabulary

Exercise 1
Students tick: 1, 3, 4, 6

Exercise 2
1 four 2 two 3 four

Exercise 3
2 carpet 3 lamp 4 poster 5 cushion 6 plant

3.6 Listening and Writing

Exercise 1
a

Exercise 2
1 In Nancy's house there are three bedrooms.
2 There's a small kitchen.
3 There isn't a TV in Nancy's room.

Exercise 3
C

Exercise 4
In my dream bedroom there's a big bed. It's blue. Next to the bed there's a table with a lamp. On the floor there's a big carpet. It's red, yellow and orange. There's a computer and there are lots of posters and photos of my friends. There aren't any plants in the room and there isn't a TV.

Exercise 5
Students' own answers

3.7 CLIL

Exercise 1
1 metal 2 glass 3 cardboard 4 paper 5 wooden

Exercise 2
2 glass walls 3 cardboard house 4 wooden chair
5 paper lamp

Exercise 3
2 metal 3 glass 4 cardboard 5 wooden

UNIT 3 Self-check

Exercise 1
1 armchair 2 window 3 cushion 4 sofa 5 garage

Exercise 2
1 bedroom 2 under 3 kitchen 4 next to 5 fridge

Exercise 3
1 are 2 a pen 3 aren't 4 is 5 aren't

Exercise 4
1 isn't 2 Are 3 any 4 aren't 5 a

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

BBC Culture: Where do people live in the UK?

Exercise 1
2 semi-detached 3 cottage 4 houseboat 5 terraced 6 flats

Exercise 2
1 c 2 a 3 d 4 b

UNIT 4

4.1 Vocabulary

Exercise 1
2 hair 3 eye 4 nose 5 mouth

Exercise 2
2 spiky, red 3 curly, black 4 long, dark

Exercise 3
1 (short and) spiky
2 long (and) straight
3 curly (and) black
4 wavy (and) brown/blond

Exercise 4
2 straight, green
3 short, grey, small, brown
4 long, blond, big

Exercise 5
2 E 3 H 4 H 5 H 6 E

4.2 Grammar

Exercise 1
2 has 3 have 4 have 5 has 6 have 7 has 8 have

Exercise 2
2 He hasn't got a new skateboard.
3 Jen hasn't got a new coat.
4 She's got a new skirt.
5 Alex and Jen haven't got a cat.
6 They've got a games console.

Exercise 3
2 arm 3 feet 4 fingers and hands

Exercise 4
2 feet 3 eyes 4 legs 5 feet 6 eyes 7 ears
1 B 2 A

Exercise 5
2 haven't got 3 've got 4 hasn't got 5 've got 6 's got

4.3 Grammar

Exercise 1
2 Have 3 Has 4 Have 5 Has 6 Have

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

Exercise 3
2 Have (your classmates) got
3 Has (your brother) got
4 Have (you) got
5 Has (your granny) got
6 Have, (your parents) got

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

Exercise 5
2 Its 3 His 4 Your 5 Our 6 Her

Exercise 6
2 got 3 His 4 its 5 Have 6 any 7 've 8 Their 9 haven't

4.4 Speaking

Exercise 1
1: a 3; b 2; c 1; d 4
2: a 2; b 3; c 1
3: a 2; b 4; c 1; d 3

Exercise 2
2 a 3 b 4 b 5 b

Exercise 3
2 That's 3 sorry 4 sure 5 problem 6 mistake 7 OK

Exercise 4
Ram: I'm so sorry! / Sorry about that! / Sorry, my mistake.
Eddie: It's OK. / That's all right. / No problem.

4.5 Reading and Vocabulary

Exercise 1
Students tick: 2, 3, 4, 5

Exercise 2
2 F 3 T 4 T 5 F

Exercise 3
2 clever 3 friendly 4 funny

4.6 Listening and Writing

Exercise 1
a panda – 2
a dolphin – 1
an ostrich – 3

Exercise 2

	dolphins	pandas	ostriches
friendly	✓	✗	✗
funny	✓	✓	✓
clever	✓	✓	✓

Exercise 3
Elephants are very big! They've got big bodies and very long trunks.
Elephants aren't very friendly. Sometimes they're helpful. They're clever too.

Exercise 4
Paragraph 2

Exercise 5
Suggested answer:
Tigers are big. They've got yellow eyes. Their bodies are yellow, black and white.
They're clever. They aren't friendly.

4.7 CLIL

Exercise 1
1 W E A K
2 S T R O N G
3 D I F F E R E N T
4 S A M E
Mystery word: GENES

Exercise 2
Fizzy: red hair, yellow eyes
Filly: blue hair, green eyes
Fleeb: red hair, green eyes

UNIT 4 Self-check

Exercise 1
1 wavy 2 big 3 nose 4 legs 5 helpful

Exercise 2
1 long 2 straight 3 curly 4 friendly 5 clever

Exercise 3
1 Has 2 got 3 Have 4 haven't 5 hasn't

Exercise 4
1 Their 2 his 3 Her 4 Our 5 its

Exercise 5
1 problem 2 mistake 3 all right 4 It's 5 sure

Quick Progress Check Units 1–4

Exercise 1
1 dark 2 eyes 3 thirteen 4 curly 5 the guitar

Exercise 2
1 There 2 our 3 chairs 4 next to 5 favourite 6 kitchen 7 garage

Exercise 3
1 the kitchen 2 garage 3 curly 4 brown

Exercise 4
1 b 2 c 3 a 4 e

READING TIME 2

Exercise 1
1 C 2 D 3 A 4 B

Exercise 2
Students' own answers

Exercise 3
1 T 2 F 3 F 4 T

Exercise 4
A: 3 B: 5

Exercise 6
1 c 2 d 3 a 4 b

UNIT 5

5.1 Vocabulary

Exercise 1
2 C 3 B 4 G 5 H 6 F 7 A 8 D

Exercise 2
2 act 3 sing 4 cook 5 write

Exercise 3
2 Fly 3 Fix 4 Cook 5 Write 6 Ride

5.2 Grammar

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

Exercise 2
2 can't 3 can't 4 can 5 can't 6 can 7 can 8 can't

Exercise 3
2 Lucas can't sing well.
3 Alex can fix computers.
4 Granny can't play the guitar.
5 Jen can make cakes.

Exercise 4
2 Dogs can jump.
3 I can't fly.
4 Dogs can't read.
5 My best friend can / can't cook.
6 I can / can't read Chinese.

Exercise 5
2 make 3 ride 4 ride 5 play 6 make

Exercise 6
2 I can / can't play the guitar.
3 I can / can't make cakes.
4 I can / can't fix computers.
5 I can / can't ride a horse.
6 I can / can't run fast.

5.3 Grammar

Exercise 1
2 Can I draw?
3 Can Tom run fast?
4 Can May sing well?
5 Can we help?
6 Can the horse jump?

Exercise 2
2 No, they can't.
3 No, she can't.
4 No, he can't.
5 No, it can't.
6 Yes, he can.

Exercise 3
2 Can you play football?
3 Can your mum cook well?
4 Can your classmates sing?
5 Can you ride a horse?
6 Can your best friend play the piano?

Exercise 4
1 Yes, I can. / No, I can't.
2 Yes, I can. / No, I can't.
3 Yes, she can. / No, she can't.
4 Yes, they can. / No, they can't.
5 Yes, I can. / No, I can't.
6 Yes, he/she can. / No, he/she can't

Exercise 5
2 see 3 can 4 Can 5 help 6 Can 7 dance 8 can 9 Can 10 play 11 can't

5.4 Speaking

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

Exercise 3
2 good 3 idea 4 sure 5 agree

Exercise 4
2 can 3 idea 4 play 5 sure 6 haven't

Exercise 5
2 a 3 b 4 b 5 a

Exercise 6
1 B: I agree! / Let's do that! / Great idea!
2 A: Let's make sandwiches. / We can make sandwiches!
B: I'm not sure.
3 A: Let's go there! / We can go there!
B: It's not a good idea.

5.5 Reading and Vocabulary

Exercise 1
a

Exercise 2
1 twelve 2 isn't 3 Henry 4 has got some 5 can't

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

Exercise 4
1 eyes 2 ears 3 nose

Exercise 5
1 hear 2 speak 3 special 4 learn 5 sign language

5.6 Listening and Writing

Exercise 1
teddy bear

Exercise 2
fix an old teddy bear

Exercise 3
C

Exercise 4
1 Erin 2 his sister's 3 Yes, she can. 4 They're blue.

Exercise 5
2 and
3 but
4 and
5 but

Exercise 6
Suggested answer:
You can learn to play and you can watch great games. You can make friends and have fun. We are in the school hall every Sunday, but not in the school holidays.

5.7 CLIL

Exercise 1
Across:
1 keyboard 3 piano 4 drums 5 violin 6 electric guitar
Down:
2 acoustic guitar

Exercise 2
2 electric guitar, keyboard
3 acoustic guitar
4 keyboard
5 violin, acoustic guitar, electric guitar
6 violin
7 acoustic guitar
8 drums

Exercise 3
2 violin 3 electric guitar 4 keyboard 5 acoustic guitar

UNIT 5 Self-check

Exercise 1
1 jump 2 write 3 swim 4 cook 5 run

Exercise 2
1 play 2 make 3 read 4 ride 5 play

Exercise 3
1 can 2 and 3 but 4 can't 5 can

Exercise 4
1 Yes, she can.
2 Can the dogs sing?
3 No, they can't.
4 Can the boy ride his bike?
5 Yes, he can.

Exercise 5
1 can 2 sure 3 can't 4 problem 5 Great

BBC Culture: Young London

Exercise 1
1 the Thames
2 Hyde Park
3 the Natural History Museum
4 the London Eye

Exercise 2
1 dinosaur 2 scientist 3 picnic 4 puppet 5 boat
6 skateboard

Exercise 3
1 b 2 d 3 e 4 e 5 c 6 d 7 b 8 a

UNIT 6

6.1 Vocabulary

Exercise 1
1 have a shower ✗ listen to music ✓ do my homework ✓ hang out with my friends ✓
2 have lessons ✗ have lunch ✓ watch TV ✓ get up ✗ have breakfast ✓

Exercise 2

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

2 room 3 dinner 4 shower 5 music 6 school 7 TV
8 friends

Exercise 3
2 get up 3 do 4 go 5 go 6 have

Exercise 4
1 I get up.
2 I have breakfast.
3 I go to school.
4 I have lessons.
5 I do my homework.
6 I go to bed.

6.2 Grammar

Exercise 1
2 does 3 play 4 get 5 listens 6 goes

Exercise 2
2 do 3 draws 4 drink 5 look 6 washes 7 carries 8 make

Exercise 3
2 He goes to school with his sister.
3 He does his homework before dinner.
4 He watches TV after dinner.
5 He plays football with his friends.
6 He tidies his bedroom every weekend.
7 He visits his grandparents.

Exercise 4
1 drinks 2 watch, play 3 tidies, helps 4 has, eats
5 hang out, have 6 does, watches

Exercise 5
1 I have lunch at / in …
2 Laura does her homework in the kitchen. I do my homework in / at …
3 Laura plays the piano. I play (the) …
4 Laura likes horses. I like …

6.3 Grammar

Exercise 1
2 always 3 usually 4 sometimes 5 never 6 often

Exercise 2
2 Kit often helps me at home.
3 Uncle Roberto sometimes visits me.
4 I never cook dinner.
5 Kit is always happy.
6 Kit and I usually have fun.

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

Exercise 4
2 He usually gets up late on Sunday.
3 He sometimes plays computer games.
4 He often plays football on Saturday.
5 He is usually happy.

Exercise 5
Students' own answers

6.4 Speaking

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

Exercise 3
2 twenty past twelve
3 half past twelve
4 twenty-five to three
5 (a) quarter to three
6 five to three

Exercise 4
2 It's at (a) quarter past seven.
3 What time is *Happy Days*?
4 What time is *Super Girl*?
5 It's at ten to eight.
6 What time is it (now)?

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

Exercise 6
Students' own answers

6.5 Reading and Vocabulary

Exercise 1
1 B, E, F
2 A, C, D

Exercise 2
2 T 3 F 4 T 5 F 6 F

Exercise 3
1 very big 2 his friends 3 has lessons
4 busy

Exercise 4
2 February 3 June 4 October
5 April 6 August

Exercise 5
1 February 2 April 3 June 4 August
5 October

6.6 Listening and Writing

Exercise 1
2 British 3 teacher 4 beach 5 volleyball

Exercise 2
2 usually 3 often 4 often 5 always

Exercise 3
We never go to school in August. It's a holiday! I get up late. I often play computer games before breakfast. I never have breakfast in bed. I have it in the kitchen. After breakfast, I often hang out with friends. Before dinner, I sometimes help my parents. I usually watch TV after dinner. I often go to bed late.

Exercise 4
2 play computer games
3 have breakfast
4 hang out with friends
5 help my parents
6 have dinner
7 watch TV
8 go to bed

Exercise 5
Students' own answers

6.7 CLIL

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

Exercise 2
2 emails 3 online 4 chats 5 gets 6 blog

Exercise 3
2 f 3 e 4 a 5 c 6 b

UNIT 6 Self-check

Exercise 1
1 have 2 hang 3 play 4 watch 5 go

Exercise 2
1 August 2 Saturday 3 November 4 April 5 Wednesday

Exercise 3
1 go 2 likes 3 tidies 4 live 5 have

Exercise 4
1 I am usually busy in the afternoon.
2 We never play tennis.
3 Mum sometimes watches TV.
4 He is always late for school.
5 My cat often sleeps on my bed.

Exercise 5
1 past 2 is 3 minutes 4 at five clock

Quick Progress Check Units 1–6

Exercise 1
1 breakfast 2 three / 3 3 does, homework 4 dancers

Exercise 2
1 She has breakfast at eight o'clock.
2 She goes to school at half past eight.
3 She does her homework at (a) quarter to five.
4 She has dinner at ten past seven.

Exercise 3
1 write, on
2 doesn't, the weekend
3 Has he, dark
4 never, haven't
5 tidies, after

Exercise 4
1 c 2 e 3 a 4 d

Exercise 5
1 idea 2 Let's 3 at 4 can

READING TIME 3

Exercise 1
bark – C
catch – A
shout – D
throw – B

Exercise 2
Students' own answers

Exercise 3
1 c 2 b 3 a

Exercise 4
A ring with a blue stone

Exercise 5
1 a bag with a white cat
2 a T-shirt with a red car
3 a boy with blue eyes
4 a girl with red hair

UNIT 7

7.1 Vocabulary

Exercise 1
2 E 3 C 4 G 5 H 6 F 7 B 8 A

Exercise 2
2 snake, d 3 fish, a 4 bird, b 5 tiger, e

Exercise 3
2 Whales 3 Snakes 4 Birds 5 Frogs 6 Spiders 7 Monkeys

Exercise 4
Suggested answers:
swim: fish, frog, whale
run: giraffe, lion, monkey, tiger
fly: butterfly, fly

7.2 Grammar

Exercise 1
2 don't 3 doesn't 4 don't 5 doesn't 6 don't 7 don't 8 don't

Exercise 2
2 don't tidy 3 don't watch 4 doesn't go 5 don't like 6 doesn't speak

Exercise 3
3 My friend plays in the garden.
4 My sister doesn't tidy her bedroom.
5 Joe and Amy hang out after school.
6 We don't go to school on Sunday.

Exercise 4
2 Dad doesn't get up early.
3 Jen and Alex play computer games.
4 Mum and Dad don't play computer games.
5 Mum listens to classical music.
6 Jen doesn't listen to classical music.

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

Exercise 6
Students' own answers

7.3 Grammar

Exercise 1
2 Does 3 Do 4 Does 5 Do 6 Do

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

Exercise 3
2 don't 3 Does 4 does 5 Do 6 do 7 doesn't

Exercise 4
2 Does Mike play football at school?
3 Does Lucy have piano lessons on Monday?
4 Does Dave watch videos to relax?
5 Does Rosie tidy her bedroom on Saturday?

Exercise 5
2 Do you like chocolate?
3 Does your teacher ride a bike to school?
4 Do your friends play football on Saturday?
5 Do you hang out with your friends at the weekend?
6 Does your dad go to the gym?

Exercise 6
2 Yes, I do. / No, I don't.
3 Yes, he/she does. / No, he/she doesn't.
4 Yes, they do. / No, they don't.
5 Yes, I do. / No, I don't.
6 Yes, he does. / No, he doesn't.

Exercise 7
2 does (Sandra) have
3 do (they) play
4 does (your pet) drink
5 do (you) go
6 Does (your best friend) speak
7 do (you) take

7.4 Speaking

Exercise 2
2 Would 3 thanks 4 you are 5 Here are

Exercise 3
2 Can I have 3 Would you like 4 That's 5 Here you are 6 And here's

Exercise 4
2 £2.50 3 eight pounds ninety 4 £4.30 5 one pound twenty

Exercise 5
2 have 3 please 4 like 5 Yes 6 That's 7 Here 8 are 9 here

7.5 Reading and Vocabulary

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

Exercise 2
dangerous ✓ slow ✗ strong ✓ lots of teeth ✓ long body ✓ cute face ✗ big ears ✗

Exercise 3
2 are 3 other sharks 4 have got 5 can

Exercise 4
1 They usually eat fish and other sea animals.
2 No, they don't.
3 Yes, they can.
4 They can hear fish from hundreds of kilometres away.

7.6 Listening and Writing

Exercise 1
B hamsters

Exercise 2
2 They're sisters.
3 She's brown and white.
4 They need new food every day.
5 It comes from the pet shop.

Exercise 3
1 two 2 aren't 3 like 4 rabbits

Exercise 4
2 There are six.
3 No, they haven't.
4 No, they don't.
5 We don't know.

Exercise 5
Model answer:
Hi (name),
(I know you like dogs.) Our dog has got some puppies. Would you like one? They are black and brown and they're very cute! They're funny and friendly too.
Puppies eat special puppy food. They drink water, but milk isn't good for them.
Puppies are easy to look after. They sleep and play a lot.
Can you ask your mum and dad? Let me know.
(name)

7.7 CLIL

Exercise 1

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

2 land 3 pond 4 forest 5 hole, ground 6 trees

Exercise 2
2 S 3 L 4 S 5 L 6 L 7 S 8 L

Exercise 3
2 pond 3 ground 4 forest 5 trees

UNIT 7 Self-check

Exercise 1
1 hamster 2 iguana 3 parrot 4 goldfish 5 rabbit

Exercise 2
1 a fast bird
2 a dangerous lion
3 a slow tortoise
4 an ugly fly
5 a strong elephant

Exercise 3
1 doesn't sing 2 don't live 3 doesn't like 4 don't speak

Exercise 4
1 Does Tom wear jeans to school?
2 No, he doesn't.
3 Do your friends like football?
4 Yes, they do.
5 Does your granny visit you every week?
6 No, she doesn't.

Exercise 5
1 you 2 have 3 please 4 that's 5 are

BBC Culture: Pets in the UK

Exercise 1
Across:
3 hedgehog 6 tarantula 7 fish
Down:
1 dog 2 axolotl 4 cat 5 rabbit

Exercise 2
1 small
2 scary / quiet, quiet / scary
3 ears, run
4 unusual, live
5 cute, legs

UNIT 8

8.1 Vocabulary

Exercise 1
2 hockey 3 windsurfing 4 volleyball
5 table tennis 6 ice-skating

Exercise 2
2 basketball 3 taekwondo 4 canoeing
5 roller skating 6 tennis

Exercise 3
2 go 3 do 4 play 5 play 6 go
7 go 8 play 9 go 10 play

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

8.2 Grammar

Exercise 1
2 making, Jen
3 getting, cooking, Alex
4 skateboarding, climbing, Lian

Exercise 2
2 like 3 doesn't like 4 loves
5 don't like 6 love 7 likes 8 hates

Exercise 3
2 likes eating 3 loves climbing
4 doesn't like sleeping

Exercise 4
2 it 3 you 4 them 5 him 6 us

Exercise 5
2 She 3 plays 4 her 5 hate
6 playing 7 me

8.3 Grammar

Exercise 1
2 It's on the table.
3 It's my mum's bike.
4 Five.
5 There's a notebook.
6 It's Mr Evans.

Exercise 2
2 Who 3 What 4 What 5 How many

Exercise 3
2 b 3 a 4 c 5 f 6 e

Exercise 4
2 Where 3 How many 4 Who
5 Whose 6 When

Exercise 5
2 When do you go to bed on Mondays?
3 Where do your friends hang out?
4 What is your favourite sport?
5 Who is your favourite singer?

Exercise 6
2 I go to bed at … o'clock (on Mondays).
3 My friends hang out at/in …
4 My favourite sport is …
5 My favourite singer is …

8.4 Speaking

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

Exercise 3
1 sunny 2 cloudy 3 windy 4 rainy
5 snowy 6 cold 7cool 8 hot

Exercise 4
1 hot 2 cold 3 windy 4 rainy
5 snowy 6 warm

Exercise 5
1 spring 2 summer 3 autumn 4 winter
Exercise 6
1 summer 2 often 3 winter 4 cloudy 5 summer
Exercise 7
1 what's 2 like 3 rainy 4 wet 5 hope 6 hot

8.5 Reading and Vocabulary

Exercise 1
1 often 2 never 3 no 4 yes
Exercise 2
2 He goes cycling with his friends.
3 She likes reading and cooking.
4 He likes eating cakes, pizza and chips.
5 Yes, she does. (She loves them.)
6 He usually drinks cola.
Exercise 3
2 f 3 b 4 a 5 c 6 e
Exercise 4
2 teeth
3 fruit / vegetables
4 vegetables / fruit
5 do
6 exercise
7 go
8 bed

8.6 Listening and Writing

Exercise 1
food – C sleep – A exercise – B
Exercise 2
1 food 2 exercise 3 sleep
Exercise 3
2 fruit 3 water 4 cycling 5 walks 6 swimming
7 half past nine 8 ten
Exercise 4
2 doesn't 3 always has 4 reading 5 like 6 is 7 at 8 sleeping
Exercise 5
Suggested answer:
May doesn't like fruit, but she loves vegetables. She drinks a lot of water. She likes doing taekwondo and she plays badminton at the weekend. She always walks to school. She usually goes to bed at ten (o'clock). She gets up at half past seven.

8.7 CLIL

Exercise 1
2 goggles 3 helmet 4 stick 5 bats 6 balls 7 net 8 racket
Exercise 2
2 cycling 3 hockey 4 swimming 5 tennis 6 volleyball

UNIT 8 Self-check

Exercise 1
1 taekwondo 2 ice-skating 3 January 4 autumn 5 early
Exercise 2
1 brush 2 play 3 go 4 drink 5 fruit
Exercise 3
1 My sister doesn't like roller skating.
2 Do you like swimming?
3 I love singing.
4 We don't like getting up early.
5 Do your friends like eating pizza?
Exercise 4
1 Where 2 How 3 them 4 her 5 it
Exercise 5
1 like 2 It's 3 it 4 is 5 Me

Quick Progress Check Units 1–8

Exercise 1
1 A 2 C 3 B
Exercise 2
1 He plays in the water.
2 No, he isn't. (He's very friendly.)
3 It's black.
4 He drinks milk.
5 Sasha likes eating insects.
6 No, she can't. (She's too small.)
Exercise 3
1 eats 2 can 3 clever 4 likes 5 watching
Exercise 4
1 next to 2 fifteen / 15 3 volleyball 4 healthy
Exercise 5
1 help 2 have 3 That's 4 Here

READING TIME 4

Exercise 1
1 B 2 C 3 A 4 D
Exercise 2
Students' own answers
Exercise 3
1 T 2 F 3 F 4 T 5 F 6 T
Exercise 4
1 camping 2 brother 3 jacket 4 fox 5 Greg's
Exercise 5
1 evening 2 plate 3 fire 4 rain
Exercise 6
Students tick: a, b

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