

1

My World

Grammar Have got; Possessive adjectives; Possessive 's

Vocabulary Objects; Adjectives

Speaking Talking about position

Writing A personal profile

Vocabulary Objects

- 1 1.7 Match the photos to these words. Then listen, check and repeat.

camera	comics	DVD
games console	guitar	ice skates
laptop	magazine	mobile phone
MP3 player	poster	skateboard
wallet	watch	

Word list page 43 Workbook page 104

- 2 Match the definitions to seven objects from Exercise 1.

- 1 It's a musical instrument. *guitar*
- 2 It's a film.
- 3 It's a computer.
- 4 It's a small clock.
- 5 They're stories with superheroes.
- 6 It's a board with wheels.
- 7 It's a big picture.

- 3 1.8 Listen and spot the missing letter.

- | | |
|------------|--------------|
| 1 wallet / | 3 camera |
| 2 comics | 4 skateboard |

- 4 Think of three words with missing letters. In pairs, ask and answer.

What letter is missing?
W - A - C - H.

It's T.

Good.

Brain Trainer Activity 3
Go to page 112



Unit contents

Vocabulary

- Objects – *camera, comics, DVD, games console, guitar, ice skates, laptop, magazine, mobile phone, MP3 player, poster, skateboard, wallet, watch*
- Adjectives – *bad, big, boring, cheap, difficult, easy, expensive, good, interesting, new, old, popular, small, unpopular*

Grammar

- *Have got* – affirmative, negative, questions and short answers
- Possessive adjectives – *my, your, his, her, its, our, their*
- Possessive apostrophe – ‘s and s’

Communication

- Talking about position
- Writing – A personal profile; Punctuation – capital letters, full stops, apostrophes

Pronunciation

- Short forms

Key competences

- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Extra activity

Stronger groups or fast finishers can write simple definitions for some of the other objects. Monitor and help with grammar and vocabulary if necessary, and encourage students to keep their language simple. They can then read their definitions to the class for the other students to identify the objects.

Exercise 3 (Track 1.8)

- Play the recording once for gist, asking students to identify what it is that they are listening to (Answer: *a radio game show*).
- Revise the alphabet with students.
- Focus on letters which cause students particular difficulty.
- Repeat the recording for students to listen and spot the missing letters.
- Check answers by asking individual students to write the missing letters on the board.

Answers

2 i 3 e 4 a

Exercise 4

- Students write three words with missing letters.
- Monitor and check students’ spelling.
- Students work in pairs, asking and answering their missing letter questions.
- When answering questions, students should keep their books closed.
- Encourage them to make appropriate sound effects for correct and incorrect answers.
- Monitor but do not interrupt fluency unless they make mistakes with the spelling.

Extra activity

Write the following as a word snake on the board:
walletskateboardgamesconsolevdmagazinewatchmp3player

Ask students to find the words in the snake.
 (Answers: *wallet, skateboard, games console, DVD, magazine, watch, MP3 player*)

Note that both this activity and the missing letter activity in Exercises 3 and 4 can be re-used at any point during the course when you want students to focus on the spelling of new vocabulary.

Vocabulary Objects

Exercise 1 (Track 1.7)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students’ pronunciation.

Answers

- | | |
|-----------------|-----------------|
| 2 camera | 9 ice skates |
| 3 games console | 10 magazine |
| 4 laptop | 11 guitar |
| 5 skateboard | 12 mobile phone |
| 6 wallet | 13 MP3 player |
| 7 watch | 14 DVD |
| 8 poster | |

Exercise 2

- In pairs, students match the definitions with the objects.
- Check answers as a class.

Answers

- | | |
|----------|--------------|
| 2 DVD | 5 comics |
| 3 laptop | 6 skateboard |
| 4 watch | 7 poster |

Further practice:

Workbook pages 8 and 104

Brain Trainer Activity 3

See Teacher’s Book page 210 and Students’ Book page 112

Reading

Revision

First – Revise with students the 14 objects covered on the previous Vocabulary page.

Second – Read the following definitions and ask students to identify the objects.

- 1 It's for carrying money.
- 2 It's for checking the time.
- 3 It's for playing games.
- 4 It plays music.
- 5 It's for taking photos.
- 6 It's got photos and stories.

Third – Check answers and spelling by asking individual students to write words on the board.

(Answers: *wallet, watch, games console, MP3 player, camera, magazine*)

Cultural notes

- *The Simpsons* is an animated comedy series, first broadcast in 1989, featuring the adventures of a distinctive yellow family in a fictional American town. It has been a global success and nearly 500 episodes have been broadcast. The franchise includes video games, comics, merchandising of all types and even a ride at Universal Studios.
- *Lionel 'Leo' Messi* (Argentina, born 1987) is considered one of the best football players of his generation. He has played for Argentina in the FIFA World Cup. The colour of the Argentinian national team is blue, hence Emilio's father's blue laptop, mobile phone and car.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students work in pairs, talking about who has got each of the things.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly and check their answers to Exercise 1.
- Ask students why Emilio's father has a blue laptop, mobile phone and car. (Answer: *Because it is the colour of the Argentinian national team.*)

Answers

1 Lisa 2 Emilio 3 Lisa 4 Emilio

Exercise 3 (Track 1.9)

- Individually, students answer the question.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

Lisa mentions six objects
Emilio mentions nine objects

Exercise 4 (Track 1.9)

- Students read the text again and answer the questions.
- They then check in pairs before you check answers as a class.

Answers

- 2 He's from Mar del Plata in Argentina.
- 3 Lisa is a fan of *The Simpsons*.
- 4 Emilio is a football fan.
- 5 They are comics, a computer game, a DVD, a watch, a skateboard and a guitar.
- 6 They are a shirt, a scarf, a wallet, a backpack, (lots of) posters, a laptop, a mobile phone, a car and photos of players

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor but do not interrupt fluency unless they make mistakes with the question forms.
- Discuss the questions as a class and find out how much consensus there is among the group.



Extra activity

Allow students to interview you, using the questions in Exercise 5. Remember to grade your language appropriately.

Further practice:

Workbook page 9

Reading

- Look at the photos. Who has got these things:
Lisa (L) or Emilio (E)?
1 a skateboard
2 a camera
3 comics
4 posters
- Read and check your answers to Exercise 1.
-  1.9 Read the text. How many objects do Lisa and Emilio mention?
-  1.9 Read the text again. Answer the questions.
1 Where is Lisa from? *She's from Canada.*
2 Where is Emilio from?
3 What is Lisa a fan of?
4 What is Emilio a fan of?
5 Name *The Simpsons* objects.
6 Name the football objects.
- What about you?** In pairs, ask and answer.
1 What programme / team / sport are you a fan of?
2 Who is your favourite TV character / sports person?

I'm a fan of Glee.

I'm a Manchester United fan.

Fans of the month

Simpsons fan!

My brother and I are *Simpsons* fans. We've got about two hundred comics and they've got very funny stories and pictures. Have you got a *Simpsons* comic?

The Simpsons computer game is fantastic, but we haven't got a *Simpsons* DVD. I've got a *Simpsons* watch and a big skateboard with Bart Simpson on it. My brother hasn't got a skateboard, but he's got a guitar with a picture of Homer on it. It's awesome!

Oh, and guess what? My name is Lisa ... but my brother's name isn't Bart!

Lisa, Canada



Football fan!

I'm from Mar del Plata in Argentina. We've got a great football team here. I've got a football shirt, a scarf, a wallet and a backpack ... and lots of posters on my bedroom wall! Mum and Dad are big football fans, too. Dad's got a blue laptop, a blue mobile phone and a blue car!

I've also got photos of some players on my camera. Messi is my favourite player. He is a top goal scorer!

Emilio, Argentina



Grammar *Have got*

Affirmative		
I/You/We/They	've got (have got)	a new DVD.
He/She/It	's got (has got)	
Negative		
I/You/We/They	haven't got (have not got)	a new DVD.
He/She/It	hasn't got (has not got)	

Questions		
Have I/you/we/they	got	a new DVD?
Has he/she/it	got	
Short answers		
Yes, I/you/we/they <i>have</i> . / No, I/you/we/they <i>haven't</i> .		
Yes, he/she/it <i>has</i> . / No, he/she/it <i>hasn't</i> .		



Watch Out!

have got → 've got
 have not got → haven't got
 has got → 's got
 has not got → hasn't got

1 Study the grammar tables. Complete the rules.

- 1 We say I / ... / ... / ... *have got* or *haven't got*.
- 2 We say he / ... / ... *has got* or *hasn't got*.
- 3 The question form of *they have got* is ?
- 4 The short form of *have got* is '.....'
- 5 The short form of *has got* is '.....'

2 Choose the correct options.

- 1 Carla and Luisa *has got* / *have got* posters of Lady Gaga.
- 2 Elena *hasn't got* / *haven't got* a *Twilight* DVD.
- 3 *Have* / *Has* your parents got a laptop?
- 4 I *has got* / *have got* a camera in my backpack.
- 5 Harry *hasn't got* / *haven't got* a Superman comic.
- 6 *Have* / *Has* Angela got a new watch?

3 Find the subject + verb. Write the full form in your notebook.

- 1 He's got a new games console.
He has got
- 2 They haven't got a laptop.
- 3 We've got posters for the classroom.
- 4 I've got a camera on my mobile phone.
- 5 The teacher's got an MP3 player.
- 6 You haven't got a watch.

4 Complete the text with the full form of *have got*.

My Dad is a DJ. He ¹ *has* got a radio show. He gets famous people on his show. We ² got autographs from the famous people. We ³ got autographs from Will Smith and Angelina Jolie. We ⁴ (not) got an autograph from a sports person. My favourite singer is Katy Perry but I ⁵ (not) got her autograph. ⁶ you got an autograph from a famous person?

Grammar reference Workbook page 86

Pronunciation Short forms

5a 1.10 Look at the verbs. Find the short forms and listen.

- 1 I've got a mobile phone.
- 2 She's got a magazine.
- 3 They've got my ice skates.
- 4 He hasn't got a camera.
- 5 We haven't got watches.

b 1.10 Listen again and repeat.

6 What about you? In pairs, ask and answer about these objects.

DVD	guitar	magazine
MP3 player	skateboard	watch

Have you got a camera?

Yes, I have.

Grammar *Have got*

Language notes

- The use of *have got* is taught here for possession before any other work on the Present simple. Generally students do not have a problem with this structure in isolation but later on they may have problems when they see the use of the auxiliaries *do/don't* and *does/doesn't* with the Present simple. At that point you may need to clarify that *have got* is not grammatically the same as the Present simple.
- Have got* is a very common construction in British English but, depending on your teaching context, you may find students are more influenced by American English where the verb *have* (*I have, he has, it doesn't have, we don't have, do you have, does he have, etc.*) is more commonly used.

Exercise 1

- Read the grammar tables with students.
- Students work individually, completing the sentences and referring back to the grammar tables where necessary.
- Check answers as a class.

Answers

- 1 I / you / we / they 2 he / she / it 3 Have they got
4 've got 5 's got

Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

- 2 hasn't got 3 Have 4 have got 5 hasn't got 6 Has

Exercise 3

- Check students understand the task before they start.
- Individually, students change the contracted forms to the full forms.

Answers

- | | |
|---------------------|---------------------|
| 2 They haven't got | They have not got |
| 3 We've got | We have got |
| 4 I've got | I have got |
| 5 The teacher's got | The teacher has got |
| 6 You haven't got | You have not got |

Exercise 4

- Remind students to use full forms not contractions in this exercise.
- Check answers by asking individual students to read sentences from the text.

Answers

- 2 have 3 have 4 have not 5 have not 6 Have

Pronunciation Short forms

Language notes

- Speakers of many languages have major problems with the eccentricities of English pronunciation. This can affect their ability to understand spoken English. Many students have a tendency to over-emphasise the auxiliaries *have/has*. The aim of this exercise is to show how the auxiliaries are actually pronounced in connected speech.

Exercise 5a (Track 1.10)

- Play the recording for students to listen, read and find the short form.

Answers

- 1 've 2 's 3 've 4 hasn't 5 haven't

Exercise 5b (Track 1.10)

- Play the recording again for students to listen and repeat. Pause as appropriate to check students' pronunciation.

Extra activity

Extend the work on short forms to cover the verb *to be*. Write the following sentences on the board:

- I'm a teacher.
- You're a student.
- What's the missing letter?
- It isn't a big picture.
- He's a fan of *The Simpsons*.
- We aren't from Argentina.

Students look at the sentences and find the short form. Model and drill the sentences for students to practise the short form. Ask students to give you the full form of the verbs.

Further practice:

Workbook page 123

Exercise 6

- Ask two students to read aloud the example question and answer.
- Students work in pairs, asking and answering questions about the objects.
- Monitor but do not interrupt fluency unless they make mistakes with *have got*.

Further practice:

Workbook pages 10 and 86–87

Brain Trainer Activity 2

See Teacher's Book page 210 and Students' Book page 112

Vocabulary Adjectives

Revision

First – Tell students you are a big fan of someone or something. Elicit suggestions from the class for your obsession and write them on the board (e.g. Robert Pattinson, Lady Gaga, etc.).

Second – Demonstrate the activity by choosing one of the people/items on the board, for example Robert Pattinson, and saying ‘*I’ve got a Robert Pattinson backpack.*’ Choose a stronger student and explain that they now have to repeat and add an item to the list, e.g. ‘*I’ve got a Robert Pattinson backpack and a “Twilight” DVD.*’ Another student continues the list (‘*I’ve got a Robert Pattinson backpack, a “Twilight” DVD and the new “Eclipse” computer game.*’). Make sure students understand that they have to keep adding items and expanding the list.

Third – Divide the class into groups of three. Students take turns to see how long a list they can make without writing anything down. Encourage them to use vocabulary from the first page of the unit and to ask you for any other vocabulary they need.

Exercise 1 (Track 1.11)

- Students work individually, matching the opposite adjectives.
- Play the recording for students to listen, check and repeat.

Answers

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

Exercise 2 (Track 1.12)

- Individually, students choose the correct options.
- They then check in pairs before checking answers with the recording.

Answers

2 old 5 big
3 popular 6 good
4 expensive 7 interesting

Exercise 3 (Track 1.13)

- Play the recording. Pause after each item to give students time to suggest adjectives.

Answers

1 good 5 expensive
2 bad 6 cheap
3 boring 7 popular
4 interesting/good 8 unpopular

Exercise 4

- Make sure students understand that there are various possible answers, depending on their opinions. They then work individually.
- Check answers by asking individual students to read the sentences.
- Ask students if they agree or disagree with their classmates’ sentences.

Answers

Students’ own answers

Exercise 5

- Individually, students write three sentences.
- Monitor and help with vocabulary and feed in ideas if necessary.

Answers

Students’ own answers

Exercise 6

- Ask two students to read aloud the example question and answer.
- Students work in pairs, asking about the objects in Exercise 2.
- Monitor but do not interrupt fluency unless they make mistakes with *have got* or the adjectives.

Extra activity

Help students memorise the vocabulary by playing ‘opposites tennis’. Demonstrate with a stronger student, explaining that you are going to say an adjective and they must respond with the opposite. The student then says a new adjective and you respond with the opposite, e.g.

Teacher old

Student new – cheap

Teacher expensive – popular

Student unpopular, etc.

Explain that, like real tennis, the rhythm is very important. The speed is not important but the person who breaks the rhythm loses and the other player wins a point.


Further practice:

Workbook pages 11 and 104

Brain Trainer Activity 4

See Teacher’s Book page 210 and Students’ Book page 112

Vocabulary Adjectives

- 1  1.11 Match the adjectives (1–7) to the opposite adjectives (a–g). Then listen, check and repeat.

- | | |
|-------------|---------------|
| 1 bad | a expensive |
| 2 cheap | b unpopular |
| 3 difficult | c interesting |
| 4 popular | d good |
| 5 boring | e big |
| 6 new | f easy |
| 7 small | g old |

Word list page 43 Workbook page 104

- 2  1.12 Choose the correct options. Then listen, check and repeat.

- 1 Help! I've got this game.
It's really *easy* / *difficult*.



- 2 We've got a sports game for your console. It's from 2007, so it's *new* / *old*.



- 3 I've got two Rihanna posters. She's great – she's very *popular* / *unpopular*.



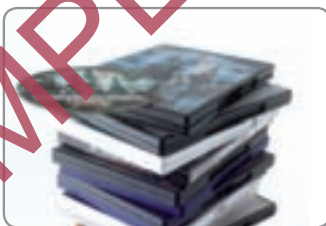
- 4 Look at this camera.
It's £500 so it's *cheap* / *expensive*.



- 5 I've got about fifteen school books! I've got a *big* / *small* backpack.




- 6 I've got these fantastic DVDs. They're very *good* / *bad*.



- 7 Have you got *New Moon*?
It's an *interesting* / *boring* novel. Read it now!



- 3  1.13 Listen and guess the adjective. More than one answer may be possible.

Well done!
Excellent work!

Is it 'good'?

- 4 Complete the sentences with adjectives from Exercise 1.

- The film *The Pirates of the Caribbean* is *good*.
- A Ferrari is
- Keira Knightley is
- The Harry Potter books are
- Brazil is
- I think English is
- Usher's songs are

- 5 Choose one thing from each group. Use an adjective and write a sentence in your notebook.

- computer game / book / film / song
- sports star / actor / singer
- object in your school / home

The computer game is difficult.

- 6 Look at the objects in Exercise 2. In pairs, ask and answer.

Is the camera expensive?

Yes, it is.



Brain Trainer Activity 4

Go to page 112


Chatroom

Talking about position

Speaking and Listening

1 Look at the photo and answer the questions.

- 1 Who is in Nick's room?
- 2 Name three objects in Nick's room.

2  1.14 Listen and read the conversation.
Answer the questions.

- 1 Is Nick's room big or small? *It's small.*
- 2 Has Nick got a games console?
- 3 Has Nick got a football game?
- 4 Are Nick's ice skates on the bed?
- 5 What is under the desk?

3 Act out the conversation in groups of three.

Julia This is a nice room!
Nick Thanks. It's small, but it's OK.
Julia Oh look, **Sunny's in your room.**
Nick Sit, Sunny. Good dog.
Leo Is this your games console, Nick?
Nick Yes, it is.
Leo Cool! What games have you got?
Nick I've got a new football game – it's really difficult!
Leo **Where is it?**
Nick **It's next to the games console.** Oh, **my ice skates are on the desk!** Sorry.
Leo Hey Nick, **what's that under the desk?**
Nick Oh, it's my skateboard.
Leo Great. I've got one too.



Say it in your language ...

Cool!
Great.



Chatroom Talking about position

Revision

First – Write the following words on the board randomly: *bad, big, boring, cheap, difficult, easy, expensive, good, interesting, new, old, popular, small, unpopular*

Second – Tell students to match the words to form pairs of opposites.

Third – Check answers by asking individual students to say pairs of words.

(Answers: *bad–good; big–small; boring–interesting; cheap–expensive; difficult–easy; new–old; popular–unpopular*)

Speaking and Listening

Exercise 1

- Check students are clear about the names of the characters before they complete the exercises.

Answers

- 1 Nick, Julia, Leo and Sunny the dog.
- 2 Students' own answers

Extra activity

Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what hobbies they might enjoy and what sports they might like playing. Remember to grade your language appropriately.

Brain Trainer Activity 1

See Teacher's Book page 210 and Students' Book page 112

Exercise 2 (Track 1.14)

- Play the recording for students to listen and read.
- Individually, students answer the questions.
- They then check in pairs before you check answers as a class.

Answers

- 2 Yes, he has.
- 3 Yes, he has.
- 4 No, they aren't. They are on the desk.
- 5 Nick's backpack and skateboard are under the desk.


Exercise 3

- Divide the class into groups of three.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students repeat the conversation three times, assuming different roles each time. Alternatively, give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where theirs differs. Note that this activity can be re-used at any point during the course when you want to extend work on a conversation.

Say it in your language ...

 Ask students to find the phrases in the conversations and look at them in context to try to deduce the meaning.

Cool! – exclamation which can be used to indicate that something is *good* or *great* as in this case. Depending on the context and intonation it can also imply something is seen as stylish or fashionable.

Great. – exclamation used to show that we are happy about something that has happened. Students, for example, could use this expression if you give them a homework holiday, or if you are going to use a song or video in class. Or you might use it yourself if all the students hand their homework in on time.

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Nick and the half on the right that they are going to be Leo. Explain that you will be Julia. Build up the conversation step by step until students can perform it unprompted.

Exercise 4

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Julia 3 Leo 4 Nick

Exercise 5

- Read through the phrases with the class.
- Ask students to identify which words and phrases in the sentences talk about where things are.
- Elicit further sentences using the words and phrases, and objects in the classroom (e.g. *'The book is on the desk.'*; *'The backpack is under the chair.'*; *'The pencil is in the backpack.'*).

Exercise 6

- Individually, students match the words and the pictures.
- Check answers as a class.

Answers

- 1 on
- 2 in
- 3 under
- 4 in front of
- 5 behind
- 6 next to

Exercise 7 (Track 1.15)

- Play the recording for students to listen to the conversation.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *DVD*.
- Students then make their own conversations by replacing the words in purple.
- Monitor but do not interrupt fluency unless students make mistakes with the use of the words and position phrases.

Further practice:
Workbook pages 12 and 113

Grammar Possessive adjectives and Possessive 's

Language notes

The possessive 's is an item which many students find hard to assimilate. Common errors from low level learners include:

- inverting the items and adding the 's to the wrong word (e.g. *'It's dog's Nick'*);
- transferring the article which may be used in students' L1 to the English construction (e.g. *'It's the Nick's dog'*);
- avoiding the construction altogether (e.g. *'The dog of Nick'*).

It's therefore important to monitor students' work continuously and point out errors in this area for them to self-correct.

Exercise 1

- Read the grammar table with students.
- Elicit further examples of possessive adjectives from the conversation on page 14 of the Students' Book (e.g. *'Sunny's in your room.'*; *'Is this your games console, Nick?'*; *'Oh, my ice skates ...'*).

Exercise 2

- Individually, students change the underlined words for possessive adjectives.
- They then check in pairs before you check answers as a class.

Answers

- 2 That's their room. 5 Are these her books?
- 3 Those are our DVDs. 6 This is his ball.
- 4 It's his laptop.

Exercise 3

- Make sure students are clear about the two positions of the apostrophe 's.
- Check answers by asking individual students to write answers on the board.

Answers

- 2 Have you got Andy's mobile phone?
- 3 Here is my grandparents' house.
- 4 This is the teacher's MP3 player.
- 5 Where is Marina's dad's camera?
- 6 My sisters' names are Olivia and Lina.

Exercise 4

- Demonstrate the activity by holding up a pen and asking a student *'Is this your pen?'*
- Repeat the process with two other items before students work in pairs asking and answering questions.

Further practice:
Workbook pages 13 and 86–87

4 Look back at the conversation. Who says what?

- 1 It's next to the games console. *Nick*
- 2 Sunny's in your room.
- 3 What's that under the desk?
- 4 My ice skates are on the desk.

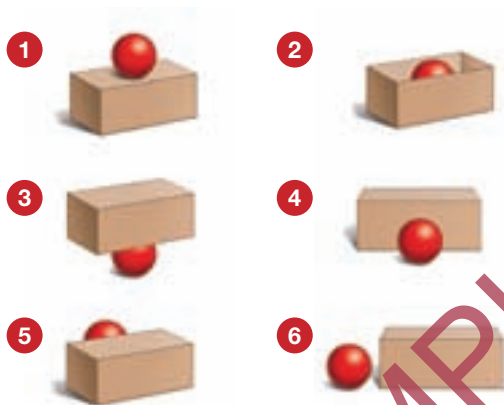
5 Read the phrases for talking about position.

Talking about position

Sunny's in your room.
Where is it?
It's next to the games console.
My ice skates are on the desk!
What's that under the desk?

6 Match the pictures to these words.

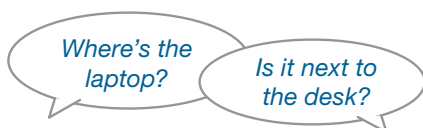
behind in in front of next to on under



7 1.15 **Listen to the conversation. Act out the conversation in pairs.**

Ryan Where's the ¹ magazine?
Tania Is it ² on the desk?
Ryan No.
Tania Look. It's ³ under the desk.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversation.



- 1 DVD / games console / mobile phone
- 2 behind / next to / under
- 3 in front of / on

Grammar Possessive adjectives and Possessive 's

Possessive adjectives	Possessive 's
I my you your he his she her it its we our they their	One person Monica's bag. Nick's dog. Two or more people My parents' car. John and Tom's room.

Grammar reference Workbook page 86

1 Study the grammar table and learn.

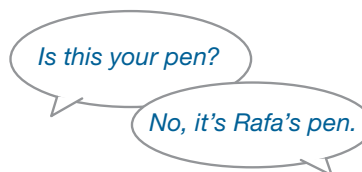
2 Make sentences. Change the underlined words.

- 1 It's Julia's watch.
It's her watch.
- 2 That's my parents' room.
- 3 Those are my brother's and my DVDs.
- 4 It's Mr Green's laptop.
- 5 Are these Anna's books?
- 6 This is the boy's ball.

3 Copy the sentences. Put the apostrophe in the correct place.

- 1 I've got my mums wallet.
I've got my mum's wallet.
- 2 Have you got Andys mobile phone?
- 3 Here is my grandparents house.
- 4 This is the teachers MP3 player.
- 5 Where is Marinas dads camera?
- 6 My sisters names are Olivia and Lina.

4 What about you? In pairs, ask and answer questions about five objects in the classroom.



Reading

1 Look quickly at the text and the photos. Answer the questions.

- 1 What type of text is it?
 - a a quiz
 - b a competition
 - c an interview
- 2 Who are the characters in the photo?
 - a They're from a film.
 - b They're from a book.
 - c They're from a play.



My dad's collection.

My dad in his Star Wars costume.

Help!



Dad's got an embarrassing hobby!

This week's problem page interview is with Nicole from Montreal, Canada.

■ Have you got a special collection, Nicole?

No, I haven't got a collection, but my dad's got a *Star Wars* collection. It's his favourite film, but it's an old film now and I'm not a big *Star Wars* fan. Here's a photo of Dad with his friends at a *Star Wars* convention. Look at their costumes – it's really embarrassing!

■ Is it a big collection?

Yes, it is. Dad's got hundreds of props and costumes from the *Star Wars* films. He's got DVDs and posters in the living room. He's got Luke Skywalker's 'light sabre' in the dining room and *Star Wars* books and magazines in his bedroom, too. I've got a *Star Wars* bed in my room with Darth Vader on it. Yuk! Our house is full!

■ Is this a problem?

Well, it's OK because we've got a big shed in the garden, but guess what? That's full of *Star Wars* things too. Dad is happy with his collection, but Mum isn't happy because *Star Wars* things are very expensive.

Key Words

embarrassing convention costume
props shed

2 Read and check your answers to Exercise 1.

3 1.16 Read the interview again. Are the sentences true (T) or false (F)?

- 1 Nicole is a fan of *Star Wars* films. *F*
- 2 Nicole's dad has got a *Star Wars* costume.
- 3 Her dad has got thousands of *Star Wars* things.
- 4 Nicole has got a *Star Wars* bed.
- 5 Her parents have got a small shed in the garden.
- 6 *Star Wars* things aren't cheap.

Listening

1 1.17 Listen to three interviews. Match the speaker to the interview.

Interview 1 a Peter's mum

Interview 2 b Peter's brother

Interview 3 c Peter

2 1.17 Listen again. Answer the questions.

1 Who's got a *Karate Kid* collection?
a Peter's brother b Peter's mum c Peter

2 What is Peter's mum's opinion?
a The collection is big.
b The collection is small.
c The collection is cheap.

3 What is Peter's brother's opinion of *Karate Kid*?
a It's cool. b It's great. c It's boring.

Reading

Cultural notes

- *Star Wars* is a science-fiction fantasy film and was first released in 1977. It was followed by two more instalments in 1980 and 1983 and three prequels from 1999 to 2005. The characters in the Reading text come from the original trilogy (1977–83). It was one of the highest grossing film series in cinema history.

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- In pairs, students answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly and check their answers to Exercise 1.
- Ask students what else they know about *Star Wars*.

Answers

1 c 2 a

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

convention – a special organised event where people with similar interests meet, usually for two or three days

costume – the clothes worn by actors in a film

embarrassing – something that makes you feel shy, ashamed or uncomfortable

props – the small objects used in films by actors e.g. guns, 'light sabres', keys

shed – a simple building in the garden, usually made of wood, to keep things in

Answers

- 1 False (Nicole is not a big *Star Wars* fan.)
- 2 True
- 3 False (Her dad has got hundreds of *Star Wars* things.)
- 4 True
- 5 False (Her parents have got a big shed in the garden.)
- 6 True

Listening

Cultural notes

- *Karate Kid* is a martial arts film and was first released in 1984. It was well received by the critics and was a commercial success. It was remade in 2010 starring Jackie Chan and Will Smith's son, Jaden Smith. It has also been adapted as both an animated TV series and a computer game.

Exercise 1 (Track 1.17)

- Play the recording for students to listen and match the speakers and the interviews.
- Check answers as a class.

Answers

Interview 1 c Peter

Interview 2 a Peter's mum

Interview 3 b Peter's brother

Audioscript:

See Teacher's Book page 225

Exercise 2 (Track 1.17)

- Repeat the recording for students to answer the questions.
- They then check in pairs before you check answers as a class.

Answers

1 c 2 b 3 c

Extra activity

Students answer additional comprehension questions. Write the following questions on the board:

- 1 Who is Peter's favourite character in *Karate Kid*? (*Dre*)
 - 2 Who is Jaden Smith's father? (*Will Smith*)
 - 3 How many objects has Peter got? (*about 20*)
 - 4 What adjectives describe objects in Peter's collection? (*big, not cheap, popular*)
 - 5 What's Peter's brother's favourite film? (*Toy Story*)
 - 6 Who's Peter's brother's favourite film character? (*Buzz*)
- Repeat the recording for students to answer the questions.

Further practice:

Workbook page 14

Writing A personal profile

Revision

First – Books closed. Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners.

Then write the following word skeleton on the board:

s _ _ _ e _ _ _ _ d

Second – Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: *skateboard*)

Third – Continue with other vocabulary from the unit, leaving out all the vowels when you write it up on the board. If you have a stronger group, allow individual students to come to the board and take your place, or continue the activity in pairs.

Cultural notes

- *Guitar Hero* is a multi-platform music game. Players use a guitar-like control to play along with a wide range of pop and rock songs.
- *Kaiser Chiefs* are an English indie rock group who formed in 1997. The single *Ruby* was from their third album and was number one in the UK.

Exercise 1

- Read the Writing File with students.
- Ask students if the punctuation rules are the same in their L1 or different.

Exercise 2

- In pairs, students match the words in blue to the rules.
- When checking answers, ask students to say the full form of the contractions and check if the missing letter in the short form with 's corresponds to *is* or *has*.

Answers

- 1 Janek – capital letter for a name
- 2 I'm – first person, missing letters (= I am)
- 3 Kraków – capital letter for a name
- 4 Poland – capital letter for a name
- 5 haven't – missing letters (= have not)
- 6 they're – missing letters (= they are)
- 7 *Guitar Hero* – capital letter for a name
- 8 It's – missing letters (= It is)
- 9 game's – possession
- 10 *Ruby* – capital letter for a name
- 11 The Kaiser Chiefs – capital letter for a name

Exercise 3

- Individually, students rewrite the sentences with appropriate punctuation.
- Monitor and point out errors for students to self-correct.
- Check answers by asking individual students to write answers on the board.

Answers

- 2 She's my sister.
- 3 I'm thirteen years old.
- 4 Our teacher's name is Mr Day.
- 5 We've got fifty posters of Lady Gaga.
- 6 They haven't got a games console.

Exercise 4

- Individually, students answer the questions.
- They then compare their answers in pairs.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 He's from Kraków in Poland.
- 3 His two favourite things are his new games console and *Guitar Hero*.
- 4 Because they're expensive.
- 5 Because he's got an electric guitar for *Guitar Hero*.
- 6 His favourite song is *Ruby* by The Kaiser Chiefs.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers.

Exercise 6

- Show students how the text guide is divided into two paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite things' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph and questions 3 and 4 in the second paragraph.
- Draw students' attention to the 'Remember!' checklist.

Answers

Students' own answers.

Extra activity

At the end of each unit make a set of Word Cards with 10–15 vocabulary items from the unit for students to memorise. Prepare some blank cards in advance and an envelope or bag to keep them in. On the front of the card, write the lexical item in large clear letters. Have fast finishers decorate the front of the card with a picture or design to help students remember the word. On the back they write the following: a definition of the word in English or in their L1 and an example sentence in English containing a blank where the word appears.

Further practice:

Workbook page 15

Writing A personal profile

1 Read the Writing File.

Writing File Punctuation 1

We use punctuation to make our writing clear.

- We use **capital letters** (*A, B, C ...*) for the names of people, places, songs, games and groups.
- We also use **capital letters** for the first person *I*.
- We use **full stops** (.) at the end of sentences.
- **Apostrophes** (') can show missing letters, e.g. in short forms.
- **Apostrophes** can also show possession.

2 Read the profile. Match the words in blue to the rules in the Writing File.



My favourite things

My name's ¹ **Janek** and ² I'm eleven years old. I'm from ³ **Kraków**. It's a big city in ⁴ **Poland**.

My favourite thing is my new games console. I ⁵ **haven't** got a lot of games because ⁶ **they're** expensive. I've got about five. My favourite is ⁷ **Guitar Hero** because I've got an electric guitar for this game. ⁸ **It's** a great game and the ⁹ **game's** songs are good. My favourite song is ¹⁰ **Ruby** by ¹¹ **The Kaiser Chiefs**.

3 Rewrite the sentences. Use capital letters, full stops and apostrophes.

- 1 his names luke *His name's Luke.*
- 2 shes my sister
- 3 im thirteen years old
- 4 our teachers name is mr day
- 5 weve got fifty posters of lady gaga
- 6 they havent got a games console

4 Read the profile again. Answer the questions.

- 1 How old is Janek? *He's eleven years old.*
- 2 Where is he from?
- 3 What are his two favourite things?
- 4 Why hasn't he got a lot of games?
- 5 Why is *Guitar Hero* his favourite game?
- 6 What is his favourite song?

5 Answer the questions.

- 1 What's your name and how old are you?
- 2 Where are you from?
- 3 What are your favourite things?
- 4 Give extra information about your favourite things.

6 Write a description about you and your favourite things. Use 'My favourite things' and your answers from Exercise 5.

My favourite things

Paragraph 1

- Your personal information
My name is ... and I'm (age)
I'm from

Paragraph 2

- Your favourite things
My favourite thing is ... / My favourite things are ... and
- Extra information
I've got (number)
I haven't got
My favourite ... is ... because



Remember!

- Use capital letters, apostrophes and full stops in the correct places.
- Use the vocabulary in this unit.
- Check your grammar and spelling.

Refresh Your Memory!

Grammar Review

- 1 Make affirmative and negative sentences with *have got*.

	Felipe	Adriana and Damon
1 a guitar	✓	✗
2 a skateboard	✗	✓
3 a games console	✗	✗
4 an MP3 player	✓	✓

- 1 *Felipe has got a guitar.*
- 2 Make questions and short answers about the things in Exercise 1.

1 *Has Felipe got a guitar? / Yes, he has.*

- 3 Complete the sentences with the correct possessive adjective.

- I've got *my* lunch in this bag.
- Have you got MP3 player?
- Mr Smith has got watch.
- Mrs Jones hasn't got laptop.
- We've got magazines.
- They've got cameras.

- 4 Rewrite the sentences. Use possessive 's or s'.

- Kasia / laptop / is new
Kasia's laptop is new.
- My brother / camera / is expensive
- Jessica and Oscar / dog / is small
- My teacher / book / is interesting
- Fabio / favourite football player / is Ronaldo
- My cousins / DVD / is old



Vocabulary Review

- 5 Complete the sentences with these words.

comics	laptops	mobile phone
MP3 player	skateboard	watch

- The teacher hasn't got any *comics* in her classroom.
- My ... is in my bag.
- I've got some new songs on my
- I haven't got a ... but I've got a bike.
- What's the time? I haven't got my
- The school has got ... for the students.

- 6 Find seven adjectives.

from small the got unpopular
fan name easy cheap look
expensive room bad boring

Speaking Review

- 1.18 Look at the picture and complete the conversation. Then listen and check.



- A Where's my backpack?
B It's there, ¹ the chair.
A Are my school books ² my bag?
B No, they aren't.
A Where are they?
B They're ³ the table, ⁴ the TV – here!

Dictation

- 8 1.19 Listen and write in your notebook.

✓ My assessment profile: Workbook page 127

Refresh Your Memory!

Exercise 1

Answers

- Adriana and Damon haven't got a guitar.
- Felipe hasn't got a skateboard.
Adriana and Damon have got a skateboard.
- Felipe hasn't got a games console.
Adriana and Damon haven't got a games console.
- Felipe has got an MP3 player.
Adriana and Damon have got an MP3 player.

Exercise 2

Answers

- Have Adriana and Damon got a guitar? / No, they haven't.
- Has Felipe got a skateboard? / No, he hasn't.
Have Adriana and Damon got a skateboard? / Yes, they have.
- Has Felipe got a games console? / No, he hasn't.
Have Adriana and Damon got a games console? / No, they haven't.
- Has Felipe got an MP3 player? / Yes, he has.
Have Adriana and Damon got an MP3 player? / Yes, they have.

Exercise 3

Answers

- 2 your 3 his 4 her 5 our 6 their

Exercise 4

Answers

- My brother's camera is expensive.
- Jessica and Oscar's dog is small.
- My teacher's book is interesting.
- Fabio's favourite football player is Ronaldo.
- My cousins' DVD is old.

Exercise 5

Answers

- 2 mobile phone 3 MP3 player 4 skateboard
5 watch 6 laptops

Exercise 6

Answers

small, unpopular, easy, cheap, expensive, bad, boring

Exercise 7 (Track 1.18)

Answers

- 1 under 2 in 3 on 4 next to

Exercise 8 (Track 1.19)

Answers and Audioscript

- I've got a camera and a wallet in my backpack.
- Her brother hasn't got a skateboard.
- This poster is nice but it's very expensive.
- Ben's favourite game is *Guitar Hero*.
- Their names are Lisa and Bart.

My assessment profile:

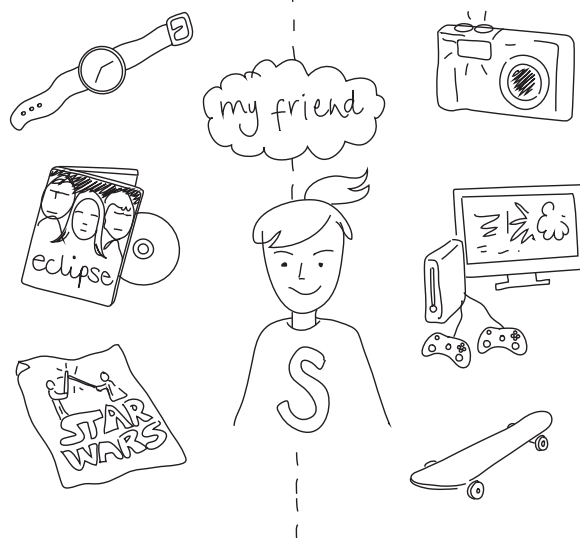
Workbook page 127

Extra activity

Revise *have got*, objects and adjectives from this unit:

- Write *My friend* in a cloud in the centre of the board and copy the figure underneath it.
- Elicit suggestions of names for the character based on the letter on her shirt (e.g. *Susan*).
- Divide the board in half and on the left of the board draw a tick and write *She's got ...* and on the right of the board draw a cross and write *She hasn't got ...*
- Draw one of the items that Susan has got, and elicit a sentence from the class. Encourage students to use an adjective to describe the object (e.g. '*She's got an expensive watch.*').
- Continue until you have drawn all six items, eliciting a sentence with an adjective for each. Allow students to draw additional items on the board using the vocabulary from the unit.
- Delete the phrases, cloud and the drawing of your friend and replace them with two speech bubbles, one containing '*Have you got ...?*' and the other '*Yes, I have.*' / '*No, I haven't.*'
- Students work in pairs, asking each other about the items on the board. Monitor but do not interrupt students' fluency.

✓ She's got ... | ✗ She hasn't got ...



ArtFile 20th Century painting

Cultural notes

- *Cubism* as an artistic movement first appeared in the first decade of the twentieth century. Painting, sculpture and even architecture were part of the movement. The three leading Cubist painters were Picasso, Braque and Gris.
- *Juan Gris* (Spain, 1887–1927) was a Spanish painter and sculptor. He studied in Madrid then moved to Paris in 1906 where he became friends with Matisse, amongst others. An early Cubist, he stood out from many of his contemporaries with his use of bright colours as opposed to monochrome.
- *Pointillism* was an artistic movement developed in 1886 by Georges Seurat. It uses tiny dots of colour which blend in the eyes of the viewer when seen from a distance, giving Pointillist works a unique ‘shimmering’ quality. The most famous work in this style is probably *A Sunday Afternoon on the Island of La Grande Jatte* by Seurat.
- *Giuseppe Pellizza da Volpedo* (Italy, 1868–1907) lived and died in Volpedo in Piedmont. He used the theories of pointillism in his work and is considered a neo-impressionist. His most famous painting, *The Fourth Estate*, has an almost photographic realism when seen from a distance.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *style, vase, bowl, rug, geometrical shape, bright colour, typical, artist, basket, washing, shadow, dot*

Exercise 1

- Students match the artists to the paintings.
- They then scan the text quickly to check their answers.

Answers

- 1 *Washing in the Sun*
- 2 *Guitar and Fruit Bowl*

Exercise 2 (Track 1.20)

- Students read the text and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 1 Cubism and Pointillism
- 2 Juan Gris, Pablo Picasso and Georges Braque
- 3 *Washing in the Sun* is a landscape and *Guitar and Fruit Bowl* is a still life.
- 4 Pointillism

My Art File

Exercise 3

- In pairs, students choose another famous twentieth-century painting.
- Remind students that further information about artists and artistic movements is available by searching the internet.

Exercise 4

- Monitor and help with grammar and vocabulary and feed in ideas if necessary.
- Give students time to practise their presentation.
- Make a note of any mistakes related to the content of this unit in students' presentations to go over with the class afterwards.

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

20th Century Painting

On this page there are examples of two different styles of early 20th Century painting: Cubism and Pointillism. One painting is a still life - a painting of objects, for example, vases, bowls or mugs. The other painting is a landscape – this is a painting of the countryside.



Guitar and Fruit Bowl


This picture has got a guitar, a fruit bowl, a bottle and a book in it. Juan Gris's style of painting is Cubism. The picture has got lots of geometrical shapes and the colours are not very bright. This is typical of Cubist paintings. Other famous Cubist artists are Pablo Picasso and Georges Braque.



Washing in the Sun

This painting is from 1905. There is a basket with some washing in it. The trees are blue and there are long shadows. Pellizza da Volpedo's style of painting is called Pointillism. Pointillist paintings have got very small dots of colour. Georges Seurat and Paul Signac are other famous Pointillist artists.

Reading

- 1 Match the artists to the pictures.
 - 1 Pellizza da Volpedo
 - 2 Juan Gris
- 2  1.20 Read about the two paintings. Answer the questions.
 - 1 Which two styles of painting can you see on this page?
 - 2 Name three Cubist artists.
 - 3 Which of these paintings is a landscape? Which is a still life?
 - 4 Which style of painting uses bright colours?

My Art File

- 3 In pairs, find out about another famous 20th century painting. Think about:
 - the artist
 - the style of painting
 - other artists in the same style
 - the objects/people in the painting
 - why you like it
- 4 Design a poster about your painting. Use your notes from Exercise 3 to help you. Then present your poster to your class.

3

School Days

- Grammar** Present simple: affirmative and negative; Present simple: questions
- Vocabulary** Daily routines; School subjects
- Speaking** Time
- Writing** An email

Vocabulary Daily routines

1 1.33 Match the pictures to these words. Then listen, check and repeat.

clean my teeth	do homework	get dressed
get up 1	go home	go to bed
have a shower	have breakfast	have dinner
have lunch	meet friends	start school
tidy my room	watch TV	

Word list page 43 Workbook page 106

- 2 Complete the sentences with words from Exercise 1.
- 1 I *get up* in the morning and I *have a shower*.
 - 2 I breakfast, then I my teeth.
 - 3 I my friends on the bus.
 - 4 I start at 9.00 a.m. My favourite lesson is Maths.
 - 5 We lunch at 1.00 p.m.
 - 6 I my homework after school. I study in my bedroom.
 - 7 In the evening I TV with my family.
 - 8 We to bed at 10.30 p.m. on school days.
 - 9 I my room on Saturdays.
- 3 What words can follow these verbs?
- 1 clean *my teeth* 2 have 3 get 4 go
- 4 In pairs, say a sentence about your day. Your partner guesses true or false.

I have a shower at 2 a.m. *False.*

Brain Trainer Activity 3
Go to page 114



Unit contents

Vocabulary

- Daily routines – *clean my teeth, do homework, get dressed, get up, go home, go to bed, have a shower, have breakfast, have dinner, have lunch, meet friends, start school, tidy my room, watch TV*
- School subjects – *Art, English, French, Geography, History, ICT, Literature, Maths, Music, PE, Science, Social Science*

Grammar

- Present simple – affirmative, negative, questions and short answers

Communication

- Time
- Writing an email – My email; Time phrases

Pronunciation

- -s endings

Culture 1 – The United Kingdom: facts and figures

Key competences

- Linguistic competence
- Mathematical competence
- Competence in knowledge and interaction with the physical world
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Daily routines

Extra activity

Stronger groups can brainstorm vocabulary they already know for daily routines before looking at the vocabulary in the book. Books closed. In pairs or small groups, students list all the words and expressions they can think of connected with daily routines. Students change partners or groups and peer teach the vocabulary they have thought of. Collate suggestions on the board and correct students' spelling and pronunciation as appropriate.

Exercise 1 (Track 1.33)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | |
|------------------|-------------------|
| 2 have a shower | 9 do homework |
| 3 get dressed | 10 have dinner |
| 4 have breakfast | 11 watch TV |
| 5 meet friends | 12 tidy my room |
| 6 start school | 13 clean my teeth |
| 7 have lunch | 14 go to bed |
| 8 go home | |

Exercise 2

- Students work individually and then compare their answers in pairs.
- Check answers by asking individual students to read the sentences.
- Drill the sentences for pronunciation and intonation.

Answers

- | | |
|---------------|---------|
| 2 have, clean | 6 do |
| 3 meet | 7 watch |
| 4 school | 8 go |
| 5 have | 9 tidy |

Exercise 3

- Make sure students understand that there are various possible answers for each verb.
- Collate answers on the board.

Answers

- | |
|---------------------------------------------|
| 2 have – a shower, breakfast, lunch, dinner |
| 3 get – up, dressed |
| 4 go – to school, home, to bed |

Exercise 4

- Students work in pairs, making sentences about their day and deciding if they are true or false.
- Monitor but do not interrupt fluency unless they make mistakes with the daily routine verbs.
- Ask some students to say their sentences for the class to hear.

Extra activity

Reinforce vocabulary and spelling by doing a group mime activity at this point. Ask one student to come to the front of the class and turn his or her back to the board. Write one of the daily routine verbs on the board. On the count of three, everybody else in the class mimes the action for the student to guess. After the student has guessed the action, ask him or her to spell it for you. Repeat the process until you have revised all 14 items.

Further practice:

Workbook pages 24 and 106

Brain Trainer Activity 3

See Teacher's Book page 212 and Students' Book page 114

Reading

Revision

First – Write the following word snake on the board:
meetcleandohavegogetstartwatchtidy

Second – Write a second word snake on the board:
*homeworkhometvdressedfriendsmyteethbreakfastupmy
roomschool*

Third – Students match the verbs from the first word snake with the words from the second to make daily routines. Check answers by asking individual students to write the actions on the board in the most logical order.
(Answers: *get up, clean my teeth, have breakfast, start school, meet friends, go home, watch TV, do homework, tidy my room*)

Extra activity

Use a mill-drill to find out who in the class has the biggest family. Write on the board:
How many brothers have you got?
I've got X brothers./I haven't got any brothers.
How many sisters have you got?
I've got X sisters./I haven't got any sisters.
Students move around the classroom and ask the questions, noting the answers. When they have spoken to all their classmates, they form a line from the biggest to the smallest family.

Exercise 1

- Draw attention to the photo and the text and ask students if they think the small child in the mother's arms is a boy or a girl (he's a boy).
- Individually, students answer the questions.

Exercise 2

- They read the blog quickly to check their answers.

Answers

- 1 She's got three brothers.
- 2 She's got two sisters.
- 3 There are eight people (Maisie, plus five brothers and sisters, and her parents).

Exercise 3 (Track 1.34)

- Individually, students put Maisie's daily routine in order.
- If you wish, play the recording for students to listen and read.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

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

Exercise 4 (Track 1.34)

- Students read the text again and complete the sentences.
- They compare their ideas in pairs before you check answers as a class.
- Check answers by asking individual students to write sentences on the board.

Possible Answers

- 2 (very) big
- 3 five/5 minutes
- 4 a minibus
- 5 6.00 p.m.
- 6 can do her homework, read a book or watch TV

Extra activity

Stronger groups or fast finishers rewrite the sentences in Exercise 4 to make them true about themselves. They change *Maisie* for the first person, make the necessary grammatical changes and then adjust the other information accordingly. Monitor and point out errors for students to self-correct.

Exercise 5

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary but do not interrupt fluency.
- Make a note of any mistakes relating to the use of *have got* or *can* to go over with the class afterwards.

Extra activity

Use the Reading text as a model to plan a *Live Listening* about your family. This can be real or fictional. Remember to grade your language appropriately and only talk about immediate family members, i.e. parents, brothers and sisters and children.
Write the following questions on the board:
Has your teacher got a big family?
How many brothers and sisters has your teacher got?
How many children has your teacher got?
Has your teacher got a car?
Students listen and individually answer the questions. They then quickly compare their answers in pairs before you check answers as a class. Elicit answers as full sentences, e.g. *'You've got a very big family.'*

Further practice:

Workbook page 25

Reading

- Look at Maisie's family photo. Answer the questions.
 - How many brothers has she got?
 - How many sisters has she got?
 - How many people are in her family?
- Read and check your answers to Exercise 1.
- 1.34 Read Maisie's blog again. Put these things in the order Maisie does them.
 - play with brothers and sisters
 - have a shower
 - have breakfast **1**
 - do homework
 - go to school
 - tidy the living room

- 1.34 Read Maisie's blog again. Complete the sentences.
 - Life in Maisie's house *is fun but it's difficult, too.*
 - Maisie's family is
 - Every morning, Maisie is in the bathroom for
 - Maisie's parents haven't got a car, they've got
 - Maisie has dinner at
 - After 8.00 p.m., Maisie
- What about you? In pairs, ask and answer.
 - Have you got a big family?
 - How many brothers and sisters have you got?
 - Can you watch TV on school days?
 - Can you meet your friends after school?

How many brothers and sisters have you got?

I've got two sisters.

A day with ... my big family

My name is Maisie Hall and I've got five brothers and sisters! Life in our house is fun, but it's difficult, too.

On school days I get up very early at 6.00 a.m. but I don't have a shower straight away. I have my breakfast first. Our family is big so we don't have breakfast together. After breakfast I have a shower and get dressed. I only have five minutes in the bathroom before my sister knocks on the door!

At 8.00 a.m. we go to school in our minibus. It's got ten seats, it's big and it's fun!

School starts at 8.30 a.m. and we go home at 3.00 p.m. After school I don't watch TV. I tidy the living room for my mum and I play with my brothers and sisters.

We have dinner all together at 6.00 p.m. My baby brother goes to bed at 7.00 p.m. and my other brothers and sisters go to bed at 8.00 p.m. Then I can work!

From 8.00 p.m. to 9.00 p.m. I do my homework, read a book or watch TV with my parents. After that I clean my teeth and go to bed.

Me and my family



Grammar Present simple: affirmative and negative

Affirmative		
I/You/We/They	get up	at 7.00 a.m.
He/She/It	gets up	

Negative		
I/You/We/They	don't (do not) get up	at 7.00 a.m.
He/She/It	doesn't (does not) get up	



Watch Out!

he / she / it →
looks, watches, tidies

- 1 Study the grammar tables. Choose the correct options to complete the rules.**

- We add *-s* to the verb after *I, you, we, they / he, she, it*.
- The words *don't* and *doesn't* make the affirmative / negative of the Present simple.

Pronunciation -s endings

- 2a** 1.35 Listen to the *-s* endings.

likes → /s/
plays → /z/
watches → /ɪz/

- b** 1.36 Listen and say /-s/, /-z/ or /ɪz/.

- | | |
|-----------|----------|
| 1 gets up | 5 eats |
| 2 has | 6 dances |
| 3 cleans | 7 does |
| 4 watches | 8 goes |

- c** 1.36 Listen again and repeat.

- 3 Choose the correct options.**

- I *get* / *gets* up early and have breakfast before 7.30 a.m.
- My teachers *has* / *have* lunch at school.
- They *has* / *have* dinner at 9.00 p.m.
- We *goes* / *go* to the cinema on Wednesdays.
- Tom *meet* / *meets* his friends after school.
- My father *has* / *have* got a red car.
- Sue *go* / *goes* to school by bike.
- You *does* / *do* your homework before dinner.

Grammar reference Workbook page 90

- 4 Make negative sentences.**

- Josh has breakfast at 9.00 a.m.
Josh doesn't have breakfast at 9.00 a.m.
- Adam goes to school by train.
- I do Sudokus.
- Lorenzo and Tina have lunch at one o'clock.
- Anita plays football on Saturdays.
- Ella goes to bed at 9.30 p.m.
- We have dinner together.
- You speak Chinese.

- 5 Complete the descriptions. Then guess the person.**



get dressed	get up	get up	go
have	not have	not get up	

- Every Saturday I ¹ *get up* at 7.00 a.m. and I ² in my old clothes. First, I clean out the animals on our farm and then, the animals ³ breakfast. My parents and I ⁴ breakfast early. We eat eggs and toast at about 10.00 a.m.
- I ⁵ early on Saturday. I watch TV in bed and I ⁶ at 11.00 a.m. In the afternoon my friends and I ⁷ to the park and play football. My dog Sunny likes football too!

- 6 What about you? Write affirmative and negative sentences about your weekend.**
I watch TV on Saturday.

Grammar Present simple: affirmative and negative

Language notes

The spelling rules relating to the formation of the Present simple for *he/she/it* are as follows:

- Verb + s: Most verbs simply add an -s to make the third person form.
- Verb + es: Some verbs take -es at the end, generally verbs which end in -s, -sh, -ch and -x, but also the verbs *do* and *go*.
- Verb + ies: Verbs which end in a consonant followed by -y form the third person by changing -y to -i and adding -es (e.g. *study-studies, try-tries, copy-copies*).

Exercise 1

- Read the grammar tables with students.
- Students work individually, choosing the correct options and referring back to the grammar tables where necessary.
- Read the 'Watch Out!' section with students.
- If you have a stronger group, elicit from the class the spelling rules for the Present simple.
- Alternatively, be prepared to explain for weaker groups the spelling changes for the third person.

Answers

1 *he, she, it* 2 negative

Pronunciation -s endings

Language notes

- Third person singular verbs are pronounced with /s/ at the end when the infinitive ends with an unvoiced consonant sound and with /z/ at the end when the infinitive ends with a voiced consonant sound. Only when the infinitive ends with the sounds /ʃ/, /tʃ/, /ʒ/ or /dʒ/ do we add the complete syllable /ɪz/.
- Note that the pronunciation of *do/does* in the following exercise is irregular in that the vowel sound changes from the infinitive /du:/ to the third person /dʌz/.

Exercise 2a (Track 1.35)

- Play the recording for students to listen to the -s endings.

Exercise 2b (Track 1.36)

- Students classify the verbs according to the endings.
- They then check in pairs before you check answers as a class.

Answers

1 /s/ 2 /z/ 3 /z/ 4 /ɪz/ 5 /s/ 6 /ɪz/
7 /z/ 8 /z/

Exercise 2c (Track 1.36)

- Repeat the recording for students to listen and repeat. Pause after each word to check students' pronunciation.

Further practice:

Workbook page 123

Exercise 3

- Individually, students choose the correct options.
- Check the pronunciation of the third person forms used in sentences 5, 6 and 7.

Answers

2 have 3 have 4 go 5 meets 6 has 7 goes
8 do

Exercise 4

- Remind students of the use of the auxiliaries *don't* and *doesn't* in the negative.
- Individually, students change the sentences from affirmative to negative.

Answers

2 Adam doesn't go to school by train.
3 I don't do Sudokus.
4 Lorenzo and Tina don't have lunch at one o'clock.
5 Anita doesn't play football on Saturdays.
6 Ella doesn't go to bed at 9.30 p.m.
7 We don't have dinner together.
8 You don't speak Chinese.

Exercise 5

- Students complete the descriptions. Check students remember the names of the two people before they start the exercise.
- Check answers by asking individual students to write answers on the board.

Answers

2 get dressed 3 have 4 don't have 5 don't get up
6 get up 7 go
Text 1 Monica Text 2 Nick

Exercise 6

- Monitor and point out errors for students to self-correct.
- Ask some students to say their sentences for the class to hear.

Answers

Students' own answers

Further practice:

Workbook pages 26 and 90–91

Brain Trainer Activity 2

See Teacher's Book page 212 and Students' Book page 114

Vocabulary School subjects

Revision

First – Write the following infinitives on the board:

climb, dance, eat, juggle, play, sit, study, swim, tidy, walk

Second – Students write the third person form of the verbs and decide if the endings are pronounced with /s/, /z/ or /ɪz/.

Third – Check spelling and pronunciation by asking individual students to write answers on the board and say them correctly.

(Answers: /s/ – *eats, sits, walks*; /z/ – *climbs, juggles, plays, swims*; /ɪz/ – *dances, studies, tidies*)

Exercise 1 (Track 1.37)

- In pairs, students match the words in the box with the pictures.
- Play the recording for students to listen and check. Pause as appropriate to check students' pronunciation.

Answers

- 2 Science
- 3 English
- 4 French
- 5 Music
- 6 PE (Physical Education)
- 7 History
- 8 Geography
- 9 Art
- 10 Literature
- 11 Social Science
- 12 ICT (Information and Communication Technology)

Extra activity

Stronger groups or individual students can prepare a copy of their school timetable for you in English. They prepare a grid and add the times, days of the week, classrooms, subjects and teachers. Monitor and help with vocabulary, particularly any subjects which are not covered in the Students' Book.

Exercise 2 (Track 1.38)

- Explain that Jimmy is a new student in the school.
- Play the recording for students to write the lesson.
- Repeat the recording, pausing after each section to check students' answers.

Answers

- 2 Classroom 2 French
- 3 Classroom 3 Art
- 4 Classroom 4 Science
- 5 Classroom 5 Music
- 6 Classroom 6 PE/Physical Education

Exercise 3

- Make sure students understand that there are various possible subjects for some of the activities.
- Students compare their ideas in pairs before you check answers as a class.
- Collate answers on the board.

Possible Answers

- 1 *Literature, History*, English, Geography, Social Science
- 2 English, French, Social Science
- 3 ICT
- 4 PE
- 5 Maths, Science
- 6 Music
- 7 English, French, History, Literature, Social Science
- 8 Art
- 9 Geography
- 10 Science
- 11 Social Science
- 12 Literature

Exercise 4

- Students answer the questions.
- Monitor and point out errors for students to self-correct.

Extra activity

If you are familiar with your students' timetable, prepare a quiz based around their normal school week. Prepare eight to ten items, for example:

- 1 You've got this subject on Monday at 10:00 a.m.
- 2 You've got this subject on Monday, Tuesday and Thursday.
- 3 You haven't got this subject on Wednesday or Thursday.
- 4 You've got this subject in classroom X on Thursday.
- 5 You've got this subject on Tuesday with Mr Y.

Limit the questions so that the answers are only subjects which are covered in the Students' Book and grade your language appropriately. Students compare their answers in pairs. Repeat sentences as necessary then check answers as a class.

Further practice:

Workbook pages 27 and 106

Brain Trainer Activity 4

See Teacher's Book page 212 and Students' Book page 114

Vocabulary School subjects

- 1 1.37 Match the pictures to these words. Then listen, check and repeat.

Art	English	French	Geography
History	ICT	Literature	Maths 1
Music	PE	Science	Social Science

Word list page 43 Workbook page 106



- 2 1.38 Jimmy can't find the right classroom. Listen and say the lessons.

- Classroom 1 *Maths*
- Classroom 2
- Classroom 3
- Classroom 4
- Classroom 5
- Classroom 6

- 3 Match these activities to subjects from Exercise 1.

- write essays
Literature, History...
- talk in pairs
- use a computer
- move your body
- work with numbers
- sing
- read books
- draw or paint
- work with maps
- do experiments
- talk about society
- write stories

- 4 **What about you?** In pairs, ask and answer.

- What lessons have you got on Monday?
- Who is your Art teacher?
- What days are your French lessons?
- Are you good at Maths?
- Have you got PE today?
- What is your favourite lesson?

What lessons have you got on Monday?

I've got History, Maths, English and PE.

Brain Trainer Activity 4

Go to page 114

Chatroom Time

Speaking and Listening

1 Look at the photo.

- 1 Where are they?
- 2 What objects can you see in the photo?

2 1.39 Listen and read the conversation. Match the phrases to make sentences.

- 1 Monica meets Nick *b*
 - 2 Monica gets up early
 - 3 Monica lives
 - 4 Nick has got a
 - 5 Nick's lesson starts
- a on a farm.
b at quarter past eight.
c at nine o'clock.
d because the bus leaves at seven fifteen.
e History lesson.

3 Act out the conversation in pairs.

Monica Hi Nick! You're early.
Nick Really? *What's the time?*
Monica *It's quarter past eight.*
Nick Why are you early?
Monica Because the bus from our village leaves *at seven fifteen.*
Nick You're lucky to live on a farm. I love farms.
Monica Yes, I know. Do you want to come over on Saturday?
Nick Yes, great idea. Thanks.
Monica Great! What subject have you got now?
Nick I've got History first.
Monica *What time does it start?*
Nick *It starts at nine o'clock. What time is it?*
Monica *It's eight twenty. See you later!*

 Say it in your language ...

I know.
See you later!



Chatroom Time

Revision

First – Before the class, write the days of the week from Monday to Friday across the top of the board. Underneath, draw a series of small clock faces that correspond to the starting times of classes in your school. Below that, write the names of the teachers who teach your students the different subjects covered on the previous Vocabulary page.

Second – Use a ‘silent approach’ for this activity. Mime ‘zipping’ your mouth closed to make it clear that you are not going to speak. Point at one of the days of the week, one of the times and the teacher who is teaching the students at that time. Elicit the subject students have at that time. Nod your approval and continue eliciting other subjects.

Third – Allow some students to take a turn, again in complete silence. Students who have been particularly silent during the teacher-led stage of the activity come forward and repeat the process, eliciting subjects from their classmates.

Speaking and Listening

Exercise 1

- Draw attention to the photo and ask students who they can see.
- Check answers as a class.

Answers

- 1 They are at school.
- 2 You can see a backpack, ice skates, a magazine and a watch.

Brain Trainer Activity 1

See Teacher’s Book page 212 and Students’ Book page 114

Exercise 2 (Track 1.39)

- Play the recording for students to match the phrases.
- Check answers by asking individual students to read the sentences.

Answers

2 d 3 a 4 e 5 c

Extra activity

Stronger groups or fast finishers memorise the sentences in Exercise 2 for one minute. Students then test themselves or their partner by covering first the beginnings of the sentences and then the ends and seeing how many complete sentences they can remember.


Exercise 3

- Divide the class into pairs.
- Pairs act out the conversation.
- Monitor and correct students’ pronunciation as appropriate.
- Nominate one pair to perform the conversation for the class.

Extra activity

Drill the conversation for correct pronunciation. Tell the class that they are going to be Monica and that you are going to be Nick. Build up the conversation step by step until students can perform it unprompted.

Say it in your language ...

 Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

I know – used in this context to indicate that you understand what someone is saying to you, possibly in a slightly odd situation. Care must be taken with the intonation which should fall gently in order not to appear irritated.

See you later! – an informal way to say goodbye, usually when you are expecting to see the person again later in the same day. Students, for example, could use this expression after a class in the morning if they expect to see you around the school again during the day.

Exercise 4

- Students refer back to the conversation and find the times.
- When checking answers, draw small clocks on the board to make sure students are clear about the times.

Answers

quarter past eight seven fifteen nine o'clock
eight twenty

Exercise 5

- Read through the phrases for asking and answering about time with the class.
- Drill the phrases for word stress and intonation.

Exercise 6

- Individually, students write sentences.
- Tell them that they should write each time in two ways as in the example question.
- Check answers as a class then drill the sentences for pronunciation.

Answers

- 2 It's twenty-five past eleven. / It's eleven twenty-five.
- 3 It's five past eight. / It's eight oh five.
- 4 It's ten to three. / It's two fifty.
- 5 It's half past three. / It's three thirty.

Exercise 7 (Track 1.40)

- Play the recording for students to listen to the conversation.
- In pairs, students act out the conversation.
- Monitor and correct students' pronunciation as appropriate.

Exercise 8

- Students make their own conversations by replacing the words in purple.
- Monitor but do not interrupt fluently unless students make mistakes with the times or school subjects.

Exercise 9

- Choose some pairs to act out their conversation to the class.

Further practice:

Workbook pages 28 and 115

Grammar Present simple: questions and short answers

Language notes

- Students are introduced here to the use of the auxiliaries *Do* and *Does* to form questions with the Present simple. They have already seen question forms with *be*, *have got* and *can* but as the different question forms are not mixed at this point this should not prove problematic.

- Be prepared to explain to students that these auxiliaries have no meaning, their function is simply to indicate that we are asking a question rather than making an affirmative sentence.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

- 1 Does
- 2 does
- 3 doesn't

Exercise 2

- Elicit the second question before students work individually.
- Remind students to refer to the conversation in Speaking and Listening Exercise 2 to answer the questions.
- Check answers as a class.

Answers

- 2 Do; Yes, they do.
- 3 Does; No, she doesn't.
- 4 Does; Yes, she does.
- 5 Does; Yes, he does.

Exercise 3

- Monitor and help with grammar if necessary.
- Students compare their answers in pairs.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 Do you live in Poland?
- 3 Does she go to school by bus?
- 4 Do you write essays in English?
- 5 Do you have lunch at 1 p.m.?
- 6 Does he study French?

Exercise 4

- Check the questions before students work in pairs.

Answers

- 2 Do you go to school at 7.15?
- 3 Does your friend like Maths?
- 4 Does your teacher watch TV after school?
- 5 Do you and your family have dinner together?
- 6 Do you go to bed at half past ten?
- 7 Do your friends cycle to school?

Further practice:

Workbook pages 29 and 90–91 Teacher's Book Page 71

- 4 Look back at the conversation. Find the times Nick and Monica talk about.

1 *quarter past eight...*

- 5 Read the phrases for asking and answering about time.

Asking about time	Answering about time
What's the time?	It's quarter past eight.
What time is it?	It's eight twenty.
What time does it start?	At seven fifteen.
What time does it finish?	It starts at nine o'clock.
	It finishes at half past one.

- 6 What time is it?


1 7.15 *It's quarter past seven. / It's seven fifteen.*

2 11.25

3 8.05

4 2.50

5 3.30

- 7  1.40 Listen to the conversation. Act out the conversation in pairs.

Girl What's the time?

Boy It's ¹ *quarter past eleven.*

Girl What time is our ² *French* lesson?

Boy It starts at ³ *twenty past eleven.* We're early.

Girl What time does it finish?

Boy It finishes at ⁴ *ten past twelve.*

- 8 Work in pairs. Replace the words in purple in Exercise 7 with these words. Act out the conversation.



1 eleven o'clock / five past eleven / half past eleven

2 English / Geography / Science / Maths

3 twelve o'clock / twenty-five past twelve / twelve forty-five

4 twelve forty-five / one o'clock / half past one

- 9 Act out the conversation again with your own words and ideas.

Grammar Present simple: questions and short answers

Questions

Do I/you/we/they	get up	at seven o'clock?
Does he/she/it	get up	

Short answers

Yes, I/you/we/they *do*.

No, I/you/we/they *don't*.

Yes, he/she/it *does*.

No, he/she/it *doesn't*.

Grammar reference Workbook page 90

- 1 Study the grammar table. Complete the rules.

- Present simple questions start with *Do* or
- Short answers with *Yes* end with *do* or
- Short answers with *No* end with *don't* or

- 2 Choose the correct options to make questions. Then write answers.

1 *Do / Does* Nick and Monica get up early?

Do Nick and Monica get up early? Yes, they do.

2 *Do / Does* they go to the same school?

3 *Do / Does* Monica walk to school?

4 *Do / Does* Monica live on a farm?

5 *Do / Does* Nick have History first?

- 3 Make questions for these answers.

1 No, I don't speak German.

Do you speak German?

2 No, we don't live in Poland.

3 Yes, she goes to school by bus.

4 Yes, we write essays in English.

5 No, I don't. I have lunch at 2 p.m.

6 Yes, he studies French.

- 4 Make questions. In pairs, ask and answer.

1 you / get up / at half past six?

Do you get up at half past six? No, I don't.

2 you / go to school / at 7.15?

3 your friend / like / Maths?

4 your teacher / watch TV / after school?

5 you and your family / have dinner together?

6 you / go to bed / at half past ten?

7 your friends / cycle to school?

Reading

1 Look quickly at the quiz. Can you find this information?

- 1 Eight countries.
- 2 The names of two schools.

The big school quiz

Do you know about schools in other countries?
Do this quiz and find out!



- 1 The City Montessori School in Lucknow, India, is very, very big. How many pupils study there?
a 12,000
b 22,000
c 39,500
- 2 In France, some pupils never go to school on ...
a Saturdays and Sundays.
b Wednesdays and Sundays.
c Sundays and Mondays.
- 3 In Sweden, Switzerland and Denmark, some children start school at ...
a 7 years old.
b 8 years old.
c 9 years old.
- 4 In South Korea, some pupils stay at school after lessons finish at 4.00 p.m. Do they ...
a do their homework?
b clean their classrooms?
c watch TV?
- 5 Australian children go to school 200 days a year. How many days a year do Chinese children go to school?
a 211 days a year.
b 231 days a year.
c 251 days a year.
- 6 Shishi Middle School in China is about ...
a one thousand years old.
b three thousand years old.
c two thousand years old.
- 7 In China, some children finish school at ...
a 12 years old.
b 15 years old.
c 16 years old.

Answer key

1 c 2 b 3 a 4 a 5 c 6 c 7 b

Key Words

find out to stay
thousand

2 1.41 Do the quiz. Then listen and check your answers.

3 Now read about your score.

- 0 – 2 Oh dear! Find out about other countries.
- 3 – 5 Well done. You know some interesting facts.
- 6 – 7 Fantastic!

4 1.41 Read the quiz again. Name the countries.

- 1 There is a 2,000-year-old school in this country.
China
- 2 The school day finishes at 4.00 p.m. in this country.
- 3 The City Montessori School is in this country.
- 4 Children go to school for 200 days a year in this country.
- 5 Pupils can finish school when they are 15 in this country.
- 6 Some children start school at 7 years old in these three countries.

Listening

1 1.42 Listen to an interview. Put the topics in order 1–3.

- a summer
- b clothes
- c break

2 1.42 Listen again. Correct the sentences.

- 1 Jin goes to school in Japan.
- 2 His school day finishes at 4.00 p.m.
- 3 He has one hour for his lunch break.
- 4 He wears a blue shirt and blue trousers.
- 5 He does exercise on Monday and Thursday.
- 6 He doesn't study in summer.

3 1.42 Listen again. Swap books and check your partner's answers.

Reading

Cultural notes

- The information contained in the quiz and the recording is all true. Further information is available by searching the internet.

Exercise 1

- Students scan the quiz quickly and find the information.
- Check answers as a class.
- If you have a world map available, ask students where the countries are.

Answers

- India, France, Sweden, Switzerland, Denmark, South Korea, Australia, China
- City Montessori School, Shishi Middle School

Exercise 2 (Track 1.41)

- Students read the quiz again and answer the questions.
- Play the recording for students to listen and check.

Answers

- 1 c 2 b 3 a 4 a 5 c 6 c 7 b

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

find out – to get specific information about something

to stay – to remain or continue to be in a place

thousand – the number, 1,000

Exercise 3

- Students read about their score.
- Take feedback as a class. Ask them if they think it is a fair assessment and find out who scored the highest.

Exercise 4 (Track 1.41)

- Students refer back to the quiz and name the countries.
- Check the pronunciation of the countries.

Answers

- South Korea
- India
- Australia
- China
- Sweden, Switzerland, Denmark

Extra activity

Write the word *COUNTRIES* vertically down the centre of the board. Following on from the *C* horizontally write five dashes to indicate letters. Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: *Canada*)

Continue working down the puzzle until students have completed all the words and the board looks as follows.

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

Drill the countries for pronunciation and word stress.

Listening

Exercise 1 (Track 1.42)

- Play the recording for students to listen and order the topics.
- Check answers as a class.

Answers

- a 3 b 2 c 1

Audioscript:

See Teacher's Book page 225

Exercise 2 (Track 1.42)

- Make sure students understand that all the sentences have mistakes.
- Repeat the recording for students to correct the sentences.

Answers

- Jin goes to school in China.
- His school day finishes at 5.00 p.m.
- He has two hours for his lunch break.
- He wears a white shirt and blue trousers.
- He does exercise every day.
- He studies in summer.

Exercise 3 (Track 1.42)

- Play the recording again for students to peer-correct each other's work.
- Check answers by asking individual students to write answers on the board.

Further practice:

Workbook page 30

Writing An email

Revision

First – Revise the countries from the previous Reading and Listening page (*Australia, China, Denmark, France, India, Japan, South Korea, Sweden, Switzerland*). Drill for pronunciation and word stress.

Second – Read the following clues and ask students to identify the countries.

- The food in this country is great. The Eiffel Tower is in this country. (Answer: *France*)
- This country is very expensive. It's got great chocolate and big banks! (Answer: *Switzerland*)
- This is a big country. There are kangaroos and koalas there. (Answer: *Australia*)
- This country's got four big islands and many small islands and it's very expensive. (Answer: *Japan*)
- In this country there's a very, very big school. It's a cheap country. (Answer: *India*)
- This country's got lots of people and it's very big. There's a big wall there. (Answer: *China*)

Third – Check answers and spelling by asking individual students to write answers on the board.

Language notes

- Students are introduced to the time phrases *on*, *in* and *at* in this unit in a very controlled way. Preposition use in other languages often seems random. It is however no more random in English than in any other language, it will merely seem so to students who are learning it as a second language.
- Here students see three basic uses of the prepositions. Avoid the temptation to go into more detail than is necessary at this point as there are many irregularities (e.g. *in the morning/afternoon/evening* but *at night*; *on Christmas Day* but *at Christmas time*, etc.). The material here has been carefully selected to avoid these problems.

Exercise 1

- Read the Writing File with students.

Exercise 2

- Students read the email and find examples of *on*, *in* and *at*.
- Check answers with the class by eliciting some examples from the students.

Answers

on Monday, in the class, in the morning, at quarter past two, in his lessons

Exercise 3

- Individually, students answer the questions.
- They then check in pairs before you check answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- It's at 9.05/five past nine.
- Yes, he does.
- Yes, he is.
- Mr Singer.
- He sings (all the time) in his lessons.

Exercise 4

- Individually, students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

- on
- at
- in

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers

Exercise 6

- Show students how the example email is sequenced.
- Read through the 'My email' writing guide. Tell students they must now present their information as a complete text, not as notes or unconnected sentences.
- Draw students' attention to the 'Remember!' checklist.

Answers

Students' own answers

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a mime game. Divide students into small groups and divide the vocabulary cards between the groups. If you have a few cards left over, give these to the stronger groups or fast finishers. Tell students to take turns to communicate the meaning of the vocabulary using only gestures. They can't use sounds or words. The rest of the group have to guess what the word is.

When a group finish with their vocabulary cards, change them with another group until all the groups have revised all the cards.

Further practice:

Workbook page 31

Writing An email

1 Read the Writing File.

Writing File Time phrases

We use these words to make time phrases.

- **on** + day
- **in** + *the morning / the afternoon*
- **at** + time

2 Read the email. Find time phrases with *on*, *in* and *at*.

New Message ✕

To: Chris

From: Fraser

Subject: Mondays! Send

Hi Chris,

Hurray! It's Monday again. It's my favourite school day! Do you know why? Because we have a French lesson **at** five past nine on Monday and we have 'petit déjeuner' in the class. I love croissants!


Then we have a double Maths lesson in the morning, but that's OK because our Maths teacher is very funny and I'm good at Maths!

Our Music lessons are at quarter past two and they're fun. Music is my favourite lesson because the teacher, Mr Singer, is crazy! He doesn't talk in his lessons – he sings all the time!

What about you? Do you like Mondays?

Bye for now,

Fraser



3 Read the email again. Answer the questions.

- 1 Does Fraser like Mondays? *Yes, he does.*
- 2 What time is Fraser's French lesson?
- 3 Does Fraser have Maths on Mondays?
- 4 Is Fraser good at Maths?
- 5 Who is Fraser's Music teacher?
- 6 What does the Music teacher do?

4 Choose the correct options.

- 1 I have English *in / at* the morning.
- 2 Our Art lesson is *at / on* Friday.
- 3 My school day starts *in / at* eight o'clock.
- 4 We have PE *in / on* the afternoon.

5 Think about your favourite school day. Answer the questions.

- 1 What is your favourite day?
- 2 What lessons do you have on your favourite day?
- 3 Who are your teachers? What subjects do they teach?
- 4 What time are your lessons?
- 5 What is your favourite lesson?

6 Write a short email about your favourite school day. Use 'My email' and your answers from Exercise 5.

My email ✕

- 1 Start your email.
Dear / Hi ... ,
- 2 Say what your favourite day is.
My favourite day is
- 3 Say what lessons you have.
We have ... on
- 4 Say who your teachers are and what subjects they teach.
- 5 Say what time your lessons are.
- 6 Say what your favourite lesson is and why.
... is my favourite lesson because
- 7 Finish your email.
See you soon! / Bye for now!



Remember!

- Use time phrases to describe when things happen.
- Use the Present simple.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 Make sentences. Use the Present simple affirmative.

- 1 Linda / watch / TV before school.
Linda watches TV before school.
- 2 Max / study / French / at university.
- 3 Eva and Sara / study / Maths.
- 4 My dad / tidy / the house every evening.
- 5 My brother / play / football in the garden.
- 6 You / get up / before me.

2 Complete the sentences with the Present simple negative.

- 1 I get up early, but Adam
I get up early but Adam *doesn't get up early.*
- 2 You like History, but Nadia
- 3 I have lunch at school, but Mum and Dad
- 4 We walk to school, but Maria and Anna
- 5 I go to bed at 10.00 p.m., but my sister
- 6 I do my homework in front of the TV, but you

3 Complete the email with *do*, *don't*, *does* or *doesn't*.

Hi Marta,

What subjects ¹ *do* you study at school? We can choose subjects now because we are 14. I ² have History lessons now, but I study Geography. I ³ study Art because I can't paint. My friend Matt ⁴ like French, so his language lesson is German. ⁵ your school give you a choice? At what age ⁶ you choose?

Write and tell me!

Veronica

4 Match the questions to the correct answer.

- 1 Does Alan like dogs? *b*
 - 2 Do you walk to school?
 - 3 Do I start school before you?
 - 4 Do Pepe and Nina read books in English?
 - 5 Does Angela meet her friends before school?
- a Yes, they do.
b No, he doesn't.
c Yes, she does.
d Yes, I do.
e No, you don't.

Vocabulary Review

5 Complete the routine verbs.

Dan gets ¹ *up* at 6.00 a.m. every morning. He doesn't ² dressed or ³ his teeth and he doesn't ⁴ a shower. He ⁵ breakfast, but he doesn't ⁶ TV and he doesn't ⁷ homework. He ⁸ to bed when he wants to. Why? Because Dan is my dog!

6 Match the definitions to these words.

Art	English	French	Geography
ICT	Literature	Music	PE

- 1 They speak this language in France. *French*
- 2 We learn about the world and other countries in this lesson.
- 3 We play football and basketball in this lesson.
- 4 This lesson teaches us about books, stories and poems.
- 5 We paint pictures in this lesson.
- 6 We learn about computers in this lesson.
- 7 They speak this language in the UK.
- 8 We play instruments in this lesson.

Speaking Review


7 1.43 Put the sentences in the correct order. Then listen and check.

- a It starts at quarter past eleven. We're early.
- b What's the time? *1*
- c What time does it finish?
- d Oh. What time is our French lesson?
- e It finishes at twenty past twelve.
- f It's ten past ten.

Dictation

8 1.44 Listen and write in your notebook.

9 Swap books and check your partner's work.

 My assessment profile: Workbook page 129

Refresh Your Memory!

Exercise 1

Answers

- 2 Max studies French at university.
- 3 Eva and Sara study Maths.
- 4 My dad tidies the house every evening.
- 5 My brother plays football in the garden.
- 6 You get up before me.

Exercise 2

Answers

- 2 doesn't like History
- 3 don't have lunch at school
- 4 don't walk to school
- 5 doesn't go to bed at 10.00 p.m.
- 6 don't do your homework in front of the TV

Exercise 3

Answers

- 2 don't 3 don't 4 doesn't 5 Does 6 do

Exercise 4

Answers

- 2 d 3 e 4 a 5 c

Exercise 5

Answers

- 2 get 3 clean 4 have 5 has 6 watch 7 do
8 goes

Exercise 6

Answers

- 2 Geography 3 PE 4 Literature 5 Art 6 ICT
7 English 8 Music

Exercise 7 (Track 1.43)

Answers

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

Exercise 8 (Track 1.44)

Answers and Audioscript

- 1 My sister gets up at 8 a.m.
- 2 I meet my friends at the weekend.
- 3 Have you got Maths this afternoon?
No, I haven't.
- 4 What time is your French lesson?
It's at ten past twelve.
- 5 I start school at 9 a.m.

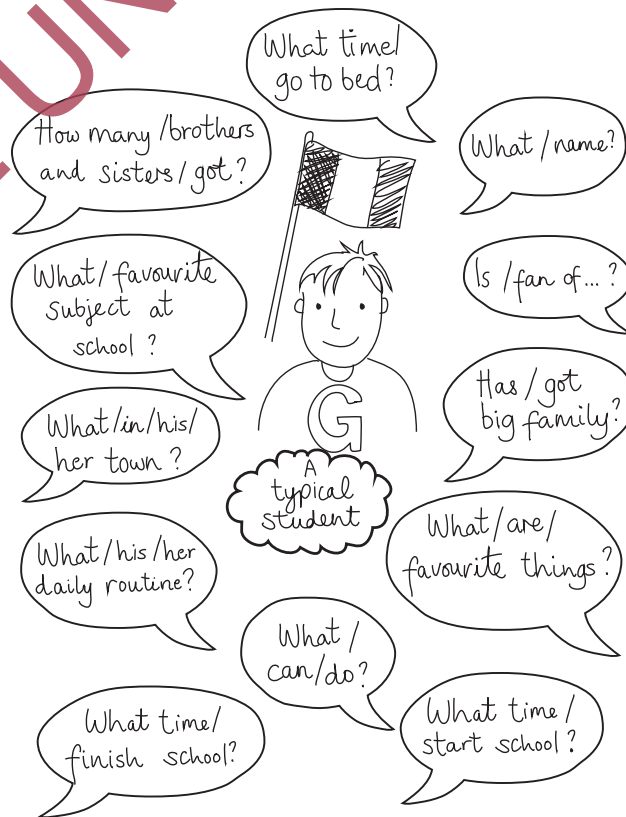
My assessment profile:

Workbook page 129

Extra activity

Revise question forms which have appeared in the first three units:

- Write *A typical student* in a cloud in the centre of the board and copy the figure. Include the flag of the country you are teaching in.
- Elicit suggestions for names for the character based on the letter on his shirt. The name should be typical of the country.
- Tell students they are going to interview this 'typical' student. In pairs, students brainstorm questions they might ask. They make questions with *you*.
- Draw 12 speech bubbles around the board and fill in the prompts one at a time, eliciting in each case the full question and drilling for pronunciation and intonation. Ask students if they thought of any other questions.
- Divide the class into pairs. One student asks the questions and the other answers in the character of a typical student from the country.
- Discuss the questions as a class using the third person and find out how much consensus there is among the group about what is typical.



Culture 1 – The United Kingdom, facts and figures

See Teacher's Book page 219 and Students' Book page 121 (for extra reading, discussion and writing work).

Technology File How to make a Camera Obscura

Cultural notes

- The *Camera Obscura* takes its name from Latin where 'camera' means 'room' and 'obscura' means 'dark'. The first camera obscuras were indeed darkened rooms although the principle was actually discovered in Ancient Greece. Over the centuries the camera obscura became smaller and the principles involved led in part to the invention of photography. Camera obscura of the type demonstrated are also frequently referred to as 'pinhole cameras'.
- Essential to the success of a camera obscura is a precise, small pinhole; effective light-proofing and a well-illuminated subject. The characteristic upside-down image is best seen when the camera is pointed at a scene in direct sunlight or bright artificial light.
- Further information on the camera obscura and the scientific principles involved is available on the internet.

Language notes

- Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *tube, scissors, aluminium foil, needle, sticky tape, tracing paper, elastic band, inside, draw, bottom, cut, hole, middle outside, hold, hand, sky, point, image, strange*
- Students will almost certainly not know the term *upside-down* to describe the image produced by the camera obscura. Do not pre-teach this term but rather let students discover for themselves that the image is upside-down before teaching the correct term.

Exercise 1

- Make sure students understand not to read in detail at this point.
- Students compare their answers in pairs before checking answers as a class.

Answers

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

Exercise 2 (Track 1.45)

- Use the images to clarify the meaning of any new vocabulary.
- Students read the text and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Ask students to cover the instructions and in pairs try to describe the process using imperatives.

Answers

- 2 the bottom
- 3 with a needle
- 4 aluminium foil
- 5 Close one eye and put the tube over the other eye.
- 6 You see the image on the tracing paper inside the tube.

My Technology File

Exercise 3

- Divide the class into pairs, wherever possible grouping stronger students with weaker ones.
- Monitor the practical stage closely and offer help where necessary. Make sure students take care with both the scissors and the needle.
- For the camera obscura to work it is essential that the hole is small and neat and that the tube is fully light-proofed.
- When students discover that the image is projected upside-down, tell them to keep it a secret to allow the other students to discover this for themselves.

Exercise 4

- Students write their sentences.
- Ask students to read their sentences aloud.

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Technology File

How to make a Camera Obscura

What you need ...

- a tube – for example, an old crisps tube
- a ruler
- scissors
- some aluminium foil
- a needle
- some sticky tape
- some black paint and a paintbrush
- tracing paper
- two big elastic bands




- 1 Eat the crisps! Then, clean the inside of the tube and paint it black.
- 2 Draw a line around the tube 5cm from the bottom. Then, cut along the line. You now have two tubes – one short tube and one long tube.
- 3 Make a hole at the bottom of the short tube with the needle.
- 4 Tape some tracing paper on the top of the short tube. Then, tape the short tube and the long tube together again. The tracing paper is now in the middle of the tube.
- 5 Put the aluminium foil all around the tube and attach with elastic bands.
- 6 Go outside. Close one eye. Put the tube over the other eye. Hold your hand up to the sky and point the tube at it.
- 7 The light comes through the pinhole and makes a colour image on the tracing paper. What is strange about the image?

Reading

- 1 Read the text quickly. Put the pictures in the correct order.

1 b

- 2  1.45 Read the text again. Answer the questions.

- 1 What colour do you paint the inside of the tube? *black*
- 2 Do you cut round the top or the bottom of the tube?
- 3 How do you make the hole in the tube?
- 4 What do you put around the tube?
- 5 How do you look through the camera?
- 6 Where do you see the image when you use a Camera Obscura?

My Technology File

- 3 In pairs, make a Camera Obscura.
- 4 Write two sentences about the image on the tracing paper.

5

Out and About!

- Grammar** Present continuous; Present simple and Present continuous
- Vocabulary** Activities; Weather and seasons
- Speaking** Expressing surprise
- Writing** A blog

Vocabulary Activities

- 1 2.13 Match the photos to these words. Then listen, check and repeat.

bowling	climbing
dancing	gymnastics
hiking	ice-skating
kayaking	mountain biking
painting	playing an instrument
pony trekking	rollerblading
singing	surfing 1

Word list page 77 Workbook page 108

- 2 Read the clues. Guess the name of the activity from Exercise 1.
- 1 You do these two activities on water. *surfing, ...*
 - 2 You need a pony for this activity.
 - 3 You need a bicycle for this activity.
 - 4 You use a ball in this activity.
 - 5 You walk a lot in this activity.
 - 6 You make music in these two activities.

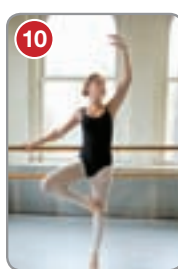
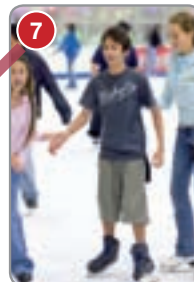
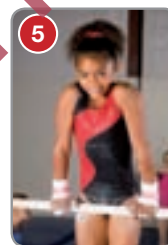
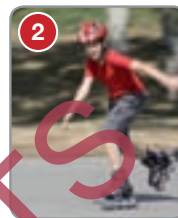
- 3 2.14 Listen. Copy and complete the activities Joe and Lisa do at the Holiday Camp.

	morning	afternoon
Joe	<i>mountain biking</i>	
Lisa		

- 4 Write three sentences about activities you like and don't like.
I like rollerblading but I don't like kayaking.



Brain Trainer Activity 3
Go to page 116



Unit contents

Vocabulary

- Activities – *bowling, climbing, dancing, gymnastics, hiking, ice-skating, kayaking, mountain biking, painting, playing an instrument, pony trekking, rollerblading, singing, surfing*
- Weather – *cloudy, cold, foggy, hot, raining, snowing, sunny, warm, windy*
- Seasons – *spring, summer, autumn, winter*

Grammar

- Present continuous – affirmative, negative, questions and short answers
- Present simple and Present continuous

Communication

- Expressing surprise
- Writing a blog – My blog; Word order

Pronunciation

- *-ingen* dings

Culture 3 – British Food

Key competences

- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Data processing and digital competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Activities

Cultural notes

- *hiking* refers to a strenuous walk, often in hilly or rough terrain. A common excursion in hills or mountains, it is usually a long, tiring activity.
- *kayaking* is carried out in a type of small canoe with a double paddle. Popular on rivers, rapids and the ocean but can be dangerous.
- *pony trekking* involves riding out into the countryside. It can take an hour or two, or even a whole day. It is for older children and adults.

Exercise 1 (Track 2.13)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | | |
|-------------------|---------------|--------------------------|
| 2 rollerblading | 7 ice-skating | 11 playing an instrument |
| 3 pony trekking | 8 kayaking | |
| 4 hiking | 9 climbing | 12 painting |
| 5 gymnastics | 10 dancing | 13 singing |
| 6 mountain biking | | 14 bowling |

Exercise 2

- Individually, students identify the activities.
- They then check in pairs before you check answers as a class.

Answers

- 1 surfing, kayaking
- 2 pony trekking
- 3 mountain biking
- 4 bowling
- 5 hiking
- 6 playing an instrument, singing

Extra activity

Reinforce vocabulary and spelling by doing a group mime activity at this point. Ask one student to come to the front of the class and turn his or her back to the board. Write one of the activities on the board. On the count of three, everybody else in the class mimes the activity for the student to guess. After the student has guessed the word, ask him or her to spell it for you. Repeat the process until you have revised all 14 items.

Exercise 3 (Track 2.14)

- Play the recording for students to complete the table.
- Check answers by drawing the table on the board and asking individual students to complete the missing information.

Answers

	morning	afternoon
Joe	<i>mountain biking</i>	rollerblading
Lisa	surfing	mountain biking

Exercise 4

- Students work individually, writing their sentences.
- Monitor and point out errors for students to self-correct.
- Ask some students to say their sentences for the class to hear.

Answers

- Students' own answers

Further practice:

Workbook pages 42 and 108

Brain Trainer Activity 3

See Teacher's Book page 214 and Students' Book page 116

Reading

Revision

First – Revise the activities seen on the previous Vocabulary page by miming them for your students (*bowling, climbing, dancing, gymnastics, hiking, ice-skating, kayaking, mountain biking, painting, playing an instrument, pony trekking, rollerblading, singing, surfing*). Drill for pronunciation and word stress.

Second – Read the following clues and ask students to identify the activities:

- You use different colours to make pictures in this activity. (Answer: *painting*)
- You need a big animal to do this activity. It isn't for small children. (Answer: *pony trekking*)
- You usually do this activity in the mountains. You use your hands and your feet. (Answer: *climbing*)
- You do this activity in the sea on a board. It's very popular in Brazil. (Answer: *surfing*)
- You make a noise in this activity but you don't need a musical instrument. (Answer: *singing*)
- This is usually a winter activity but you can do it in the summer in a special place. (Answer: *ice-skating*)

Third – Check answers and spelling by asking individual students to write answers on the board.

Cultural notes

- Corcovado Mountain* lies within the city limits of Rio de Janeiro. Its name in Portuguese means 'hunchback'. The statue of Christ the Redeemer stands on the top of the mountain.
- Copacabana beach*, in the southern part of Rio de Janeiro, is one of the most famous beaches in the world. It's renowned for its excellent surfing conditions.

Extra activity

Books closed. Write the following word skeleton on the board:

C _____ (Answer: *Copacabana*)

Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up.

Repeat the process with:

C _____ (Answer: *Corcovado*)

Ask students if they know where these places are and what they know about them.

If you have a world map available, show students where Rio de Janeiro is.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students match the photos to the paragraphs.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

1 B 2 A 3 D 4 C

Exercise 3 (Track 2.15)

- Students choose the correct options.
- If you wish, play the recording for students to listen and read.
- Check answers by asking individual students to read the sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 mountain biking 3 doesn't like 4 afternoon 5 like
6 surfing

Exercise 4 (Track 2.16)

- Ask students what they think Ricky's job could be.
- Collate suggestions on the board.
- Play the recording for students to listen and check.

Answer

Ricky is a stuntman.

Exercise 5

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary but do not interrupt fluency.


Extra activity

Take feedback as a class on the questions in Exercise 5. Ask students to tell you about any sports or activities which are typical of their country. Find out how much consensus there is amongst the group regarding favourite sports and free time activities.

Further practice:

Workbook page 43

Reading

- 1 Read the text quickly. Match photos (1–4) to the correct paragraph (A–D).
- 2 Read the text and check your answer to Exercise 1.
- 3  2.15 Read the text again. Choose the correct options.
 - 1 Ricardo *is* / *isn't* at university today.
 - 2 The first thing Ricky does is *mountain biking* / *climbing*.
 - 3 The reporter, Amanda, *likes* / *doesn't like* hiking up Corcovado Mountain.
 - 4 Ricky and Amanda are on Copacabana beach in the *morning* / *afternoon*.
 - 5 Lots of people in Brazil *like* / *don't like* surfing.
 - 6 Ricky is very good at *swimming* / *surfing*.
- 4  2.16 Guess the job. Then listen to Ricky and check.
- 5 **What about you?** In pairs, ask and answer.
 - 1 What sports/activities are popular in your country?
 - 2 What sports do you like?
 - 3 What activities do you usually do in your free time?

What sports are popular in your country?

Lots of people like rollerblading.

Guess the job!

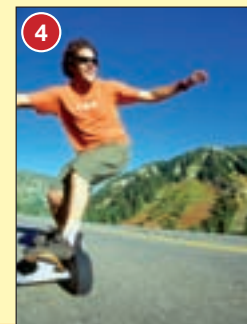
Reporter Amanda Moreno is spending the day with nineteen-year-old Ricardo Dos Santos. He's a university student from Brazil.

A It's 6.00 a.m. and I'm having breakfast with Ricardo – nickname Ricky – on Corcovado Mountain in Rio de Janeiro. It's December, so the weather is great at the moment. The students aren't studying – they're on holiday. Today, I'm taking photos of Ricky for our **Guess the job!** competition.

B Ricky's first activity today is mountain biking. He isn't riding down the road – he's riding up the road. It isn't easy!

C It's 11.00 a.m. Now we're hiking up the mountain for Ricky's next activities. I'm not enjoying it, but Ricky likes walking and climbing. Now we're at the top. Ricky is rollerblading and skateboarding. He's having fun!

D Now it's 4.00 p.m. We aren't on the mountain, we're on Copacabana beach. Ricky is swimming and surfing. Surfing is a popular sport here and Ricky is very good at it. But why is he doing all these activities? Can you **guess the job**?



Is Ricky ...

- a a professional sports person?
- b a stuntman in a film?
- c a holiday camp instructor?

Email your answers to:
guessthejob@smart.com

Grammar Present continuous

Affirmative	
I	'm (am) singing.
He/She/It	's (is) singing.
You/We/They	're (are) singing.
Negative	
I	'm (am) not singing.
He/She/It	isn't (is not) singing.
You/We/They	aren't (are not) singing.



Watch Out!

run → **running** write → **writing**
have → **having**

1 Study the grammar tables. Choose the correct options to complete the rules.

- The verb *to do* / *to be* goes before the main verb in the Present continuous.
- We add *-ing* / *-es* to the end of the main verb.
- The verb *to be* goes *before* / *after* the main verb in the question form of the Present continuous.

2 Write the *-ing* forms of the verbs.

- | | | | |
|-------------------|--------|--------|--------|
| 1 go going | 3 do | 5 swim | 7 play |
| 2 watch | 4 have | 6 walk | 8 run |

Pronunciation *-ing* endings

- 3a** 2.17 Listen to the verbs and *-ing* endings from Exercise 2.
- b** 2.17 What sound does the *i* make? Say *-ing* out loud.
- c** 2.17 Listen again and repeat.

4 Make sentences.

- Juan (not get up / sleep).
Juan isn't getting up. He's sleeping.
- Enrique and Erica (not ice-skate / bowl).
- Mr Chapman (not surf / sing).
- Adriana and I (not study / dance).
- I (not skateboard / paint my room).
- Miss Green (not swim / run).

Questions and short answers

Am I singing?	Yes, I am. No, I'm not.
Is he/she/it singing?	Yes, he/she/it is. No, he/she/it isn't.
Are you/we/they singing?	Yes, you/we/they are. No, you/we/they aren't.

Grammar reference Workbook page 94

5 2.18 Complete the text with the verbs. Use the Present continuous. Listen and check.

The dance act you ¹ **are watching** (watch) now is the *Hot Street Crew*! Look at this! Kayla ² (not dance), she ³ (do) gymnastics here! Now Jerry and Des ⁴ (jump)! They ⁵ (have) fun! In the studio the audience ⁶ (not sit) in their seats. They're standing and clapping. What a great dance!

6 Look at the picture and answer the questions.



It's 9.00 p.m. in Cancún, Mexico.

- Are the Morales family sitting in the living room?
Yes, they are.
 - Is Elena watching TV?
 - Is her mum writing a letter?
 - Is the dog having dinner?
- 7 Make questions. Ask and answer for Elena.**
- your dog / sleep?
 - your parents / read?
 - you / sit / next to your mum?
 - you and your parents / eat / pizza?
- 8 What about you? Imagine it's 6.00 p.m. on Saturday. What are you doing now?**

I'm listening to my favourite band on my MP3 player.

Grammar Present continuous

Language notes

This unit introduces the Present continuous for actions happening at the moment of speaking. Remember to grade your language appropriately throughout the unit and not inadvertently use the Present continuous to refer to the future.

We form the Present continuous by adding *-ing* to the infinitive of the verb. However there are three exceptions to this rule:

- If the infinitive ends with a consonant + stressed vowel + consonant, we double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
- If the infinitive ends with a vowel + consonant + *-e*, we omit the *-e*, e.g. *write*, *have* and *come* which become *writing*, *having* and *becoming*.
- If the infinitive ends in *-ie*, the *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.

Exercise 1

- Read the grammar tables with students.
- Students work individually, completing the rules and referring back to the grammar tables where necessary.

Answers

1 to be 2 *-ing* 3 before

Exercise 2

- Read the 'Watch Out!' section in the grammar tables with students.
- If you have a stronger group, elicit from the class the spelling rules for the Present continuous.
- Ask individual students to write answers on the board to check spelling.

Answers

2 watching 3 doing 4 having 5 swimming
6 walking 7 playing 8 running

Pronunciation *-ing* endings

Language notes

In most parts of the UK the final *-g* of the *-ing* form is a very soft sound and is often almost unpronounced. Only when an *-ing* form is followed by another vowel, e.g. *Are you speaking English?* does it become slightly stronger.

Exercise 3a (Track 2.17)

- Play the recording for students to listen to the *-ing* forms from Exercise 2.

Exercise 3b (Track 2.17)

- Ask students to listen carefully to the sound of the 'i'.

Answer

/i/

Exercise 3c (Track 2.17)

- Play the recording for students to listen and repeat. Pause as appropriate to check students' pronunciation.

Further practice:

Workbook page 123

Exercise 4

- Individually, students make the sentences.
- Check answers as a class. Ask students to give you the full forms of the contractions.

Answers

- Enrique and Erica aren't ice-skating. They're bowling.
- Mr Chapman isn't surfing. He's singing.
- Adriana and I aren't studying. We're dancing.
- I'm not skateboarding. I'm painting my room.
- Miss Green isn't swimming. She's running.

Exercise 5 (Track 2.18)

- Students work individually to complete the text.
- Play the recording for students to listen and check.
- Ask individual students to write answers on the board to check spelling. Ask students to give you the full forms of the contractions in items 2 and 6 and the contracted forms of the other items.

Answers

- isn't dancing
- 's doing
- are jumping
- 're having
- aren't sitting

Exercise 6

- Check answers by asking pairs of students to read questions and answers.

Answers

- No, she isn't/is not. She's/is listening to her MP3 player.
- Yes, she is.
- No, it isn't/is not. It's/is sleeping.

Exercise 7

- Students make questions for Elena and answer them.

Answers

- Is your dog sleeping? Yes, it is.
- Are your parents reading? No, they aren't/are not.
- Are you sitting next to your mum? Yes, I am.
- Are you and your parents eating pizza? Yes, we are.

Exercise 8

- Monitor and point out errors for students to self-correct.

Further practice:

Workbook pages 44 and 94–95

Brain Trainer Activity 2

See Teacher's Book page 214 and Students' Book page 116

Vocabulary Weather and seasons

Revision

First – Draw a table on the board with three columns marked *regular*, *no -e* and *double consonant*. Students copy the table into their notebooks.

Second – Tell students you are going to read ten verbs and that they must write them in the correct column according to the correct spelling of the *-ing* form. They will get one point for each correct answer. Use *paint* as an example of a word in the first column.

Third – Read the following items and then check answers by asking individual students to write the words on the board. *dance, do, go, have, play, run, skate, swim, trek, watch* (Answers: *regular* – *doing, going, playing, watching*; *no -e* – *dancing, having, skating*; *double consonant* – *running, swimming, trekking*)

Extra activity

Books closed. Revise the months and pre-teach the seasons and weather words. Draw a line on the board representing the year and elicit the 12 months. Write these under the line, from January to December. Check spelling by asking students to spell the words to you. Point to March, April and May and ask students 'What season is this?' to elicit *spring* in the northern hemisphere or *autumn* in the southern hemisphere. Repeat the procedure to elicit the other seasons. Use the sentence 'In my country in spring it's ...' to elicit typical weather for that season. Drill the vocabulary for pronunciation and word stress. Do not allow students to write anything down. Repeat the procedure to elicit the weather for the other seasons.

Exercise 1 (Track 2.19)

- In pairs, students match the words in the box with the pictures.
- Check answers as a class.

Answers

- | | |
|-----------|-----------|
| 2 sunny | 8 warm |
| 3 snowing | 9 hot |
| 4 windy | 10 spring |
| 5 cloudy | 11 summer |
| 6 foggy | 12 autumn |
| 7 cold | 13 winter |

Exercise 2 (Track 2.20)

- Students look at the weather map.
- Individually, students complete the sentences.
- Play the recording for students to listen, check and repeat. Pause as appropriate to check students' pronunciation.

Answers

- 2 warm 3 cloudy 4 raining 5 cold 6 snowing
7 sunny 8 windy 9 foggy

Exercise 3 (Track 2.21)

- Play the recording for students to choose the correct options.
- Repeat the recording, pausing after each section to check students' answers.

Answers

- 1 b 2 c 3 a 4 c

Exercise 4

- Ask two students to read aloud the example question and answer.
- Elicit a second question from the class.
- Students work in pairs, asking and answering questions about the weather map.
- Monitor but do not interrupt fluency unless they make mistakes with the weather vocabulary.

Extra activity

Stronger groups or fast finishers use the weather map and report in Exercise 2 as a model to prepare their own weather report for another region of the world. Tell students to decide on a region of the world, decide what season it is and to prepare a weather map and report accordingly. Students work in groups of three to prepare and then present their report to the class. Their classmates have to guess what season it is based on the information in the report.

Further practice:

Workbook pages 45 and 108

Brain Trainer Activity 4

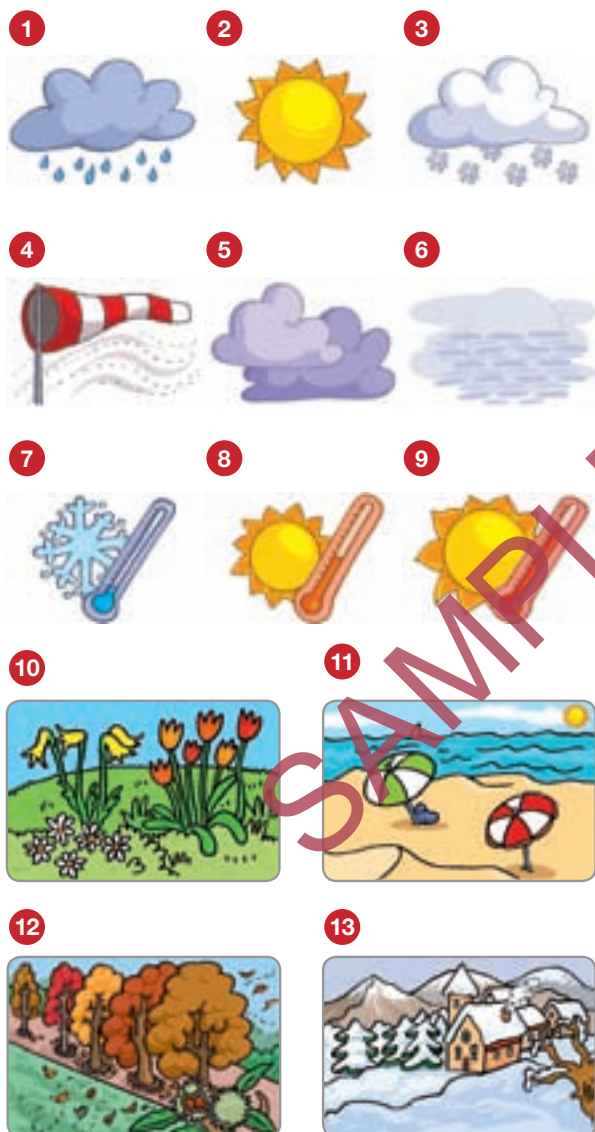
See Teacher's Book page 214 and Students' Book page 116

Vocabulary Weather and seasons

1 2.19 Match the pictures to these words. Then listen, check and repeat.

autumn	cloudy	cold	foggy
hot	raining	snowing	spring
summer	sunny	warm	windy
winter			

Word list page 77 Workbook page 108



2 2.20 Look at the picture. Complete the sentences with the weather words from Exercise 1. Then listen, check and repeat.

What's the weather like today?

Let's look at the weather in Western Europe. In Portugal the weather is ¹ *hot* right now.

In Spain, it's a lovely ² day. But it's ³ in France. It's ⁴ there, too.

Switzerland is very ⁵ and it's ⁶ at the moment, as well.

In Italy, they've got nice ⁷ weather, but it's ⁸, too.

And in the UK the weather isn't cold, but it is ⁹



3 2.21 Listen. Choose the correct weather.

- 1 a it's raining b it's cold c it's foggy
- 2 a it's sunny b it's snowing c it's cloudy
- 3 a it's windy b it's cloudy c it's sunny
- 4 a it's cold b it's warm c it's hot

4 Look at the map in Exercise 2. In pairs, ask and answer.



Brain Trainer Activity 4
Go to page 116


Chatroom

Expressing surprise

Speaking and Listening

1 Look at the photos. Which of these things can you see?

- | | |
|------------|------------|
| 1 a dog | 4 a rat |
| 2 a farm | 5 a river |
| 3 an otter | 6 a bridge |

2  2.22 Listen and read the conversation. Answer the questions.

- Where are the children?
They are at Willow End.
- What does Monica often do in summer?
- Is Nick taking a photo of Sunny?
- What animals are in the water?
- What are these animals doing?
- What does Julia tell Nick to do?

3 Act out the conversation in groups of three.

- Monica** Here we are! This is Willow End. It's my favourite place. It's nice in summer – I often swim in the river here.
- Julia** But not today! Brrr! The water's very cold.
- Nick** *Wow!* This is an amazing place!
- Monica** Look at the bridge.
- Julia** *Great!* I love it!
- Monica** Are you taking a photo of Sunny, Nick?
- Nick** No. I'm looking at that animal in the water.
- Julia** Yuk! Is it a rat?
- Monica** No, it's an otter. I sometimes see them here.
- Nick** *Really?* There aren't many otters. They're very rare. *Look!* Two otters! They're swimming.
- Julia** *How amazing!* Take a photo, Nick.



Say it in your language ...

Here we are!
Yuk!



Chatroom Expressing surprise

Revision

First – Tell students what five members of your family are doing at the moment. This can be real or fictional. Students listen to your sentences and decide if they are true or false.

Forex ample:

- 1 My mother's working.
- 2 My father's tidying the house.
- 3 My sister's studying.
- 4 My brother's watching TV.
- 5 My dog's having breakfast.

Second – Individually, students write five sentences. Monitor and point out errors for students to self-correct.

Third – Students work in pairs, reading their sentences and deciding which are true or false.

Speaking and Listening

Extra activity

Divide the class into two groups and assign each group a character (*Monica* or *Nick*). Within their group students work in pairs, writing down everything they have learnt about their character up to this point. Collate feedback about each character on the board.

(Answers: *Monica* – gets up early every day because the bus leaves her village at 7.15, lives on a farm, hates getting up early, etc.; *Nick* – has got a dog called Sunny, has got a games console, loves farms, etc.)

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Check answers as a class.

Answers

1 a dog 3 an otter 5 a river 6 a bridge

Extra activity

Stronger groups or individual students try to describe what is happening in the photos. Encourage them to use the Present continuous to talk about the actions in progress. Check students are clear about the names of the characters before they start work in pairs describing what they can see. Monitor and help with grammar and vocabulary but do not interrupt fluency.

Brain Trainer Activity 1

See Teacher's Book page 214 and Students' Book page 116

Exercise 2 (Track 2.22)

- Play the recording for students to listen and read.
- Individually, students answer the questions.
- They then check in pairs before you check answers as a class.


Answers

- 2 She often swims in the river.
- 3 No, he's looking at an animal in the water/river.
- 4 (There are) two otters.
- 5 They're swimming.
- 6 She tells Nick to take a photo.

Exercise 3

- Divide the class into groups of three.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language ...

 Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

Here we are! – a common expression used to get people's attention when we have arrived at our destination after a journey. Can be used in many informal contexts and with all means of transport.

Yuk! – an exclamation used to express distaste or revulsion. Can be used in many contexts, often to refer to smells or tastes. Should be used with caution however as people could be offended or interpret it as rude if they feel they are responsible for the reaction.

Exercise 4

- Students refer back to the conversation and match the expressions to the objects.
- Check answers as a class.

Answers

1 a 2 c 3 b

Exercise 5

- Read through the phrases for expressing surprise with the class.
- Drill the phrases for word stress and intonation.

Exercise 6 (Track 2.23)

- Play the recording for students to listen and repeat. Pause as appropriate to check students' pronunciation.
- In pairs, students act out the conversation.
- Monitor and correct students' pronunciation as appropriate.

Extra activity

Before students act out the conversation in pairs, drill it for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Stella and the half on the right that they are going to be Steve. Build up the conversation step by step until students can perform it unprompted. Change over the two groups and repeat the procedure so that both groups have practised both parts. Students then work in pairs, acting out the conversation.

Exercise 7

- Elicit a second conversation from the class using the first set of prompts.
- Students then make their own conversations by replacing the words in purple.

Exercise 8

- Students use their own ideas to make more situations and then act them out.

Further practice:

Workbook pages 46 and 117

Grammar Present simple and Present continuous

Language notes

Your students' L1 may or may not distinguish between actions taking place at the time of speaking and routine actions. Some languages tend to use a simple form in both cases, leaving a lot to be inferred from the context, and some students may therefore have more problems than others with the distinction between the two aspects. Another common confusion arises with stative verbs (*like, love, hate, want, etc.*) which are rarely found in the continuous form. This distinction is not covered at this point in *Next Move* and the exception posed by these forms is not an issue here.

Exercise 1

- Read the grammar table with students.
- Check answers as a class.

Answers

1 b 2 a

Exercise 2

- Individually, students decide if the words are usually used with the Present simple or Present continuous.
- They then compare their answers in pairs.

Answers

2 Present simple 5 Present simple
3 Present simple 6 Present simple
4 Present continuous 7 Present continuous

Exercise 3

- When checking answers, ask students to identify which words or expressions helped them identify the Present simple or Present continuous.

Answers

2 Present simple ('every Sunday')
3 Present simple ('usually')
4 Present continuous ('now')
5 Present continuous ('now')
6 Present simple ('on Saturdays')

Exercise 4

- Individually, students choose the correct options.
- They then check in pairs before you check answers as a class.

Answers

2 do 3 doesn't go 4 Are they climbing 5 gets up
6 isn't sleeping

Further practice:

Workbook pages 47 and 94–95

4 Look back at the conversation. Match an expression to each object.

- | | |
|----------------|--------------|
| 1 Wow! | a Willow End |
| 2 Great! | b the otters |
| 3 How amazing! | c the bridge |

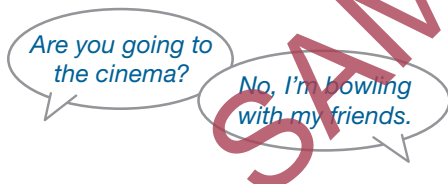
5 Read the phrases for expressing surprise.

Something nice surprises you	You are surprised by some information	You are surprised by an event
Wow!	Really?	Look!
Great!		
How amazing!		

6 2.23 Listen to the conversation. Act out the conversation in pairs.

- Stella** Hi Steve. It's me, Stella. Guess what I'm doing!
- Steve** I don't know. ¹ Are you shopping in town?
- Stella** No, I'm ² having a drink in the Rainforest café.
- Steve** Really?
- Stella** And ³ Brad Pitt is standing near me. I'm taking a photo.
- Steve** Wow! How amazing!

7 Work in pairs. Replace the words in purple in Exercise 6 with these words. Act out the conversation.



- | |
|--------------------------------------------------------------------------------|
| 1 eating at a pizza restaurant / sitting on a bus / going to a football match |
| 2 watching a football match / waiting for a film premiere / going to a concert |
| 3 actor / singer / sportsperson |

8 Act out the conversation again with your own words and ideas.

Grammar Present simple and Present continuous

Present simple	Present continuous
I often swim here.	They're swimming.
I sometimes see them.	He's looking at the animals now.



Watch Out!

always, usually, often, sometimes, hardly ever, never → every day / week / month
happening now, at the moment

Grammar reference Workbook page 94

1 Study the grammar table. Match the tenses to the actions.

- | | |
|----------------------|------------------------|
| 1 Present simple | a action happening now |
| 2 Present continuous | b routine |

2 Do we use the Present simple or the Present continuous with these words?

- | | |
|--------------|--------------------|
| 1 now | Present continuous |
| 2 always | 5 usually |
| 3 every week | 6 never |
| 4 now | 7 at the moment |

3 Are these sentences in the Present simple (Ps) or Present continuous (Pc)?

- They're playing football at the moment. *Pc*
- My grandma comes for dinner every Sunday.
- Do you usually get up at 6.00 a.m.?
- Jim isn't watching TV now.
- He is studying.
- We get up late on Saturdays.

4 Choose the correct options.

- Harry and Lucy go / *are going* on a school trip.
- I often do / *am doing* my homework in the living room.
- He *doesn't go* / *isn't going* ice-skating every day.
- Do they climb / *Are they climbing* at the moment?
- Jenny gets up / *is getting up* late on Saturdays.
- The dog *doesn't sleep* / *isn't sleeping* now.

Reading

1 Look quickly at the texts. What kind of texts do you think they are?

1 articles 2 emails 3 poems

The Fog

I like the fog,
It's soft and cool,
It hides everything,
On the way to school.

I can't see a house,
I can't see a tree,
Because the fog
Is playing with me.

The sun comes out,
The fog goes away,
But it shall be back
Another day.

Anon



Weather

Weather is hot,
Weather is cold,
Weather is changing
As the weeks unfold.

Skies are cloudy,
Skies are fair,
Skies are changing
In the air.

It is raining,
It is snowing,
It is windy
With breezes blowing.

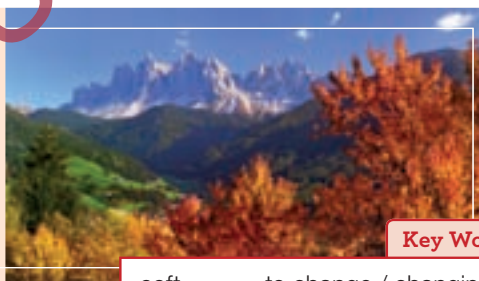


Days are foggy,
Days are clear,
Weather is changing
Throughout the year!

Meish Goldish

Autumn wind
The mountain's shadow
is trembling.

Kobayashi Issa



Key Words

soft	to change / changing
breeze	to blow / blowing
shadow	to tremble / trembling

2 Read and check your answer to Exercise 1.

3 Read this definition of a Haiku. Which poem is a Haiku?

A Haiku is a very short Japanese poem. A Haiku usually talks about one of the four seasons.

4 2.24 Read the poems again. Answer the questions.

- 1 Does 'The Fog' poet like fog? *Yes, he does.*
- 2 Is the 'Weather' poem talking about weather at one time of year?
- 3 Which season is the Haiku about?
- 4 Which poem has four verses?
- 5 Which poem doesn't use rhyme?
- 6 How many weather words can you find in all the poems?

Listening

1 2.25 Listen and match the people (1-3) to the season they are talking about.

- | | |
|---------|----------|
| 1 Blake | a spring |
| 2 Yoko | b summer |
| 3 Paulo | c autumn |

2 2.25 Listen again. Are the sentences true (T) or false (F)?

- 1 Blake is from Canada.
- 2 Blake likes the colour of autumn flowers.
- 3 Yoko is American.
- 4 Cherry blossom flowers are pink and white.
- 5 Paulo likes summer.
- 6 Argentinian summer is in July.

Reading

Cultural notes

- A *Haiku* is a very short form of poem, Japanese in origin and written vertically. When translated into English, they are usually made up of 17 syllables and printed on three lines. Kobayashi Issa (Japan, 1763–1827) was a poet and a Buddhist priest. He was famous for his haiku poems and is seen as one of the masters of the art of the haiku. Curiously, his pen name 'Issa' means 'cup of tea'.
- *Meish Goldish* is an author who specialises in writing books for schools and libraries.

Exercise 1

- Draw attention to the photos and the texts and ask students what they can see.

Exercise 2

- Students read the texts and check their answers to Exercise 1.

Answer

3 poems

Exercise 3

- Read the definition of a Haiku with students.

Answer

Autumn wind ...

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

soft – an adjective to describe something which is gentle to the touch and not hard

to change/changing – when something is not the same over a period of time

breeze – a gentle wind, usually used with a positive connotation

to blow/blowing – the movement of a wind or a breeze

shadow – the cool, dark area on the ground behind objects when the sun is shining

to tremble/trembling – to vibrate or move backwards and forwards quickly, often because of cold or fear

Answers

- 2 No, it isn't.
- 3 It's about autumn.
- 4 'Weather' has four verses.
- 5 The Haiku doesn't use rhyme.
- 6 There are 14 words: *breezes, clear, cloudy, cold, cool, fair, fog, foggy, hot, raining, snowing, sun, wind, windy*

Listening

Exercise 1 (Track 2.25)

- Play the recording for students to listen and match the speakers and the seasons.
- Check answers as a class.

Answers

1 c 2 a 3 b

Audioscript:

See Teacher's Book page 225

Exercise 2 (Track 2.25)

- Repeat the recording for students to decide if the sentences are true or false.
- When checking answers, ask students to correct the false sentences.

Answers

- 1 True
- 2 False (Blake likes the colour of autumn trees.)
- 3 False (Yoko is Japanese but she lives in America.)
- 4 True
- 5 True
- 6 False (Argentinian summer is in January.)

Extra activity

Write the following sentences on the board. Repeat the recording for students to complete the sentences.

- 1 Blake is from ... in Canada. (*Blake is from Calgary in Canada.*)
- 2 In autumn the trees in Canada are (*In autumn the trees in Canada are orange, red, yellow and gold.*)
- 3 Yoko ... Japan. (*Yoko loves Japan.*)
- 4 In Japan they have ... in spring. (*In Japan they have a special festival in spring.*)
- 5 Paulo is from ... in Argentina. (*Paulo is from Buenos Aires in Argentina.*)
- 6 In summer, Paulo ... with his friends. (*In summer, Paulo goes swimming with his friends.*)

Students compare their ideas before checking answers as a class.

Further practice:

Workbook page 48

Exercise 4 (Track 2.24)

- Students read the poems again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.

Writing A blog

Revision

First – Write the following sentences on the board:

- 1 My next activity on Saturdays.
- 2 In Spain it's a lovely warm day but I don't like dancing.
- 3 I often do my homework in the afternoon is painting.
- 4 I usually hiking up the mountain.
- 5 I like singing but it's cloudy.
- 6 At the moment we're get up at 7.30 a.m.

Second – Tell students that the sentences have got mixed up. They need to break each sentence into two pieces and reorganise them to make six logical sentences. Students work in pairs, solving the puzzle.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class.

(Answers: 1 *My next activity in the afternoon is painting.*; 2 *In Spain it's a lovely warm day but it's cloudy.*; 3 *I often do my homework on Saturdays.*; 4 *I usually get up at 7.30 a.m.*; 5 *I like singing but I don't like dancing.*; 6 *At the moment we're hiking up the mountain.*)

Exercise 1

- Read the Writing File with students.

Language note

Basic word order in English is relatively inflexible compared to some other languages. There are languages with much more flexibility regarding the placement of the subject and the verb. Indeed in some languages it is often not even necessary to include the subject pronoun as the conjugation of the verb itself indicates the person.

Exercise 2

- Students read the blog and find the verbs that follow the subjects.
- Collate answers on the board.

Answers

- 1 get up; 'm getting up, 'm
- 2 is, lives, loves, goes, is waiting
- 3 're, u se

Exercise 3

- Individually, students order the words.
- Check answers by asking individual students to read the sentences.

Answers

- 2 We go to school at half past eight.
- 3 The dog is swimming in the river.
- 4 They like rollerblading.
- 5 Nat and Mia are hiking in the mountains.
- 6 My friends and I often go bowling.

Exercise 4

- Students read the blog again and answer the questions.
- They then check in pairs before you check answers as a class.

Answers

- 2 It's really cold. It's snowing and foggy.
- 3 No, it isn't. There are only a couple of hours of light in the day.
- 4 Erik loves winter sports/kayaking and ice-skating.
- 5 Erik is waiting for Julio with the snow shoes.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers

Exercise 6

- Read through the 'My blog' writing guide. Tell students they must now present their information as a complete text, not as notes or unconnected sentences.
- Make sure students understand that they should answer questions 1 and 2 in the first paragraph, questions 3, 4 and 5 in the second paragraph and questions 6 and 7 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Answers

Students' own answers

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a definitions game. Tell students that they are going to work in teams, making definitions for the others to guess. Demonstrate yourself with one of the words. For example, if you have the word *dancing* the definition might be '*It's an activity you do with your body. You move with music.*' Divide the class into five teams and give each team an equal number of vocabulary cards. If you have a few cards left over, give these to the stronger teams or fast finishers. Students work together writing simple definitions for the words. Monitor and point out errors for students to self-correct. Groups take turns to read their definitions and the rest of the class have to guess what the word is. The teams that guess correctly win one point. The winner is the team with the most points.

Further practice:

Workbook page 49

Writing A blog

1 Read the Writing File.

Writing File Word order

The **subject** of a sentence comes before the **verb** in English.

I get up at 6.00 a.m.

Sam and Anna are having breakfast.

2 Read Julio's blog. Find the verbs that follow these subjects.

- 1 I 2 he / Erik 3 we


Monday morning

I usually get up later but today I'm getting up at 6.30 a.m. because I'm in Norway!

We're on a school exchange trip to Tromsø, an island in the Arctic Circle. It's really cold here! It's snowing now and it's foggy, too. In winter there are usually only a couple of hours of light in the day.

Erik is my exchange buddy. He lives here and he loves winter sports. He often goes kayaking and ice-skating. Do you know Tromsø is Norway's candidate for the 2018 Winter Olympics?

It's 7.00 a.m. now and Erik is waiting for me with the snow shoes. We use them to go to school – it's cool!



Julio

3 Put the words in order to make sentences.

1 writing / her blog / is / Layla

Layla is writing her blog.

2 go to school / We / at half past eight

3 The dog / swimming / in the river / is

4 like / rollerblading / They

5 Nat and Mia / are / in the mountains / hiking

6 go / My friends and I / bowling / often

4 Read the blog again. Answer the questions.

1 Why is Julio in Norway?

Because he is on a school exchange trip.

2 What is the weather like in Tromsø?

3 Is it light all day in Tromsø in winter?

4 What activities does Erik like?

5 What is Erik doing now?

5 Imagine you are on an exchange trip. Answer the questions about your trip.

1 What time do you usually get up?

2 Are you doing things at different times today?

3 Where are you?

4 What is the weather like in this place?

5 What is the weather like at home?

6 Who is your exchange buddy?

7 What activities does he/she like?

6 Write a short blog about your exchange trip. Use 'My blog' and your answers from Exercise 5.

My blog

Paragraph 1 introducing a topic

I usually ... but today I ...

Paragraph 2 talking about a place

It's ... in ... (place)

Paragraph 3 talking about a person

(name) *is ...*

He / She lives / likes / often goes ...



Remember!

- Check word order for subjects and verbs.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Complete the postcard with the verbs in the Present continuous.

Hi Tania,
we ¹ 're *enjoying* (enjoy) our holiday in Portugal. I ² (sit) by the swimming pool with my little brother, Jack. I ³ (watch) him because my parents ⁴ (make) the dinner. Jack ⁵ (not swim) at the moment. He ⁶ (play) with some cats. The cats ⁷ (run) away from my brother – they ⁸ (not have) fun!
See you soon,
Nicole

Tania Bexon _____
7 Manor Road _____
Stoke Newington _____
London N15 7LS _____

- 2 Make questions with the Present continuous.

- you / sit / in a classroom?
Are you sitting in a classroom?
- your teacher / talk / to the class?
- you / watch / TV?
- you and your friend / talk?
- all the students / listen / to the teacher?
- your friend / write / in his/her notebook?

- 3 Answer the questions in Exercise 2.

- Yes, I am.*

- 4 Put the verb in the correct tense, Present simple or Present continuous.

- Georgia (clean) her teeth every morning.
Georgia cleans her teeth every morning.
- We (have) our breakfast now.
- It (not rain) at the moment.
- He often (hike) in the spring.
- They (rollerblade) in the park now.
- She never (watch) TV after 10 p.m.
- He (study) every day.
- I (visit) my grandma today.

Vocabulary Review


- 5 Find the odd one out.

- a kayaking
b *pony trekking*
c surfing
- a ice-skating
b singing
c dancing
- a climbing
b hiking
c playing an instrument
- a rollerblading
b bowling
c painting
- a singing
b pony trekking
c hiking

- 6 Complete the sentences with a weather word.

- It isn't sunny today. It's *raining*.
- It's warm today, but it's c _____, too.
- It's very cold today and it's s _____ now.
- The weather is w _____ and cold today.
- This morning it's very grey and f _____ outside.

Speaking Review

- 7  2.26 Choose the correct options to complete each conversation. Then listen and check.

- Girl** *Hey!* / *Wow!* What are you doing?
Boy I'm taking a photo of you! Smile!
- Girl** Guess what! I've got tickets for the Kings of Leon concert tonight!
Boy *Look!* / *Really?*
- Boy** Jennifer Lopez is sitting near me.
Girl *How amazing!* / *Hey!*

Dictation

- 8  2.27 Listen and write in your notebook.

Refresh Your Memory!

Exercise 1

Answers

- 2 'm/am sitting
- 3 'm/am watching
- 4 are making
- 5 isn't/is not swimming
- 6 's/is playing
- 7 are running
- 8 aren't/are not having

Exercise 2

Answers

- 2 Is your teacher talking to the class?
- 3 Are you watching TV?
- 4 Are you and your friend talking?
- 5 Are all the students listening to the teacher?
- 6 Is your friend writing in his/her notebook?

Exercise 3

Answers

Students' own answers

- 1 Yes, I am. / No, I'm not.
- 2 Yes, he/she is. / No, he/she isn't.
- 3 Yes, I am. / No, I'm not.
- 4 Yes, we are. / No, we aren't.
- 5 Yes, they are. / No, they aren't.
- 6 Yes, he/she is. / No, he/she isn't.

Exercise 4

Answers

- 2 We're/are having our breakfast now.
- 3 It isn't/is not raining at the moment.
- 4 He often hikes in the spring.
- 5 They're/are rollerblading in the park now.
- 6 She never watches TV after 10 p.m.
- 7 He studies every day.
- 8 I'm/am visiting my grandma today.

Exercise 5

Answers

- 1 b 2 a 3 c 4 c 5 a

Exercise 6

Answers

- 2 cloudy 3 snowing 4 windy 5 foggy

Exercise 7 (Track 2.26)

Answers

- 2 Really? 3 How amazing!

Exercise 8 (Track 2.27)

Answer

I'm writing this letter from Rio in Brazil. I'm on a school exchange trip and I'm having a great time. It's January so it's winter in North America but it's summer here! It's really warm and sunny today but sometimes it's cloudy, too.

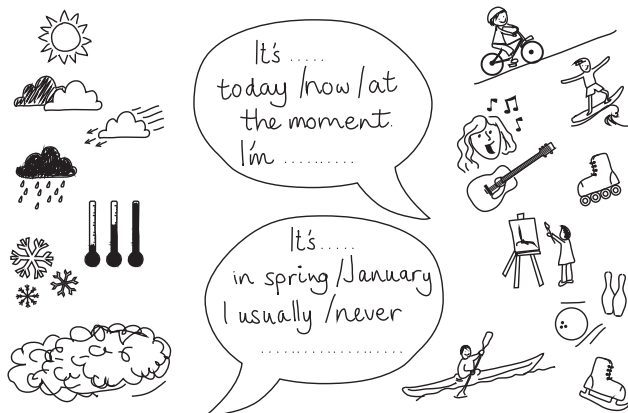
My assessment profile:

Workbook page 131

Extra activity

Revise the vocabulary from the unit and the Present simple and continuous:

- Draw the sun symbol on the left side of the board and elicit the adjective *sunny*.
- Continue drawing the symbols yourself and eliciting the words or ask students to draw pictures on the board to represent the weather words studied in this unit.
- Draw the mountain biking symbol on the right side of the board and elicit the activity (*mountain biking*).
- Either you or your students draw up other pictures to represent the activities in this unit.
- Drill all the vocabulary for pronunciation and word stress. Check spelling by asking students to spell the words to you. Do not allow students to write anything down.
- Draw up the first speech bubble and elicit an example sentence using the Present continuous.
- Draw up the second speech bubble. Make sure students understand that *spring* and *January* are only examples and that they can use any season or month. Elicit an example sentence using the Present simple.
- Students work in pairs, making as many sentences as possible. Monitor and correct students' pronunciation as appropriate.
- Make a note of any mistakes related to the content of this unit to go over with the class afterwards but make sure these mistakes remain anonymous during the correction stage.



Culture 3 – British Food:

See Teacher's Book page 221 and Students' Book page 123 (for extra reading, discussion and writing work).

ScienceFile Why is the sky blue?

Cultural notes

- *Rayleigh scattering* is the technical name for the effect which makes the sky appear blue to us. Light from the sun travels through space in a straight line but when it meets the earth's atmosphere it also meets dust and water particles, which act in the same way as the milk in the experiment. As the light waves bump into these particles they scatter them causing the sky to appear blue, the sun to appear yellow (from space it appears white), and the sunset to appear red and orange.
- *Rainbows* are also an optical effect caused when direct sunlight hits water particles in the atmosphere. A rainbow is not a physical object and therefore you can never reach it. It will always appear to the viewer at a 42° angle opposite the sun. The 'seven' distinct colours seen in the rainbow are an effect of human colour vision and were originally defined by Isaac Newton although the gradations in colour are in fact gradual and imperceptible. There are various ways of making a rainbow artificially, one of which is explained at the end of these notes.
- Further information on Rayleigh scattering, rainbows and ideas for experiments is available on the internet.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *to switch (it) on, to shine, to break up, light wave, atmosphere, sunset, sunrise*

Exercise 1

- Students scan the text quickly and match the sentences.
- Check answers as a class.

Answers

1 b 2 a

Exercise 2 (Track 2.28)

- Use the pictures to clarify the meaning of any new vocabulary.
- Students read the text and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before you check answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 Blue
- 3 It breaks up into different coloured light waves.
- 4 It breaks up in the same way as light through the milk and water mixture.

My Science File

Exercise 3

- Divide the class into pairs, wherever possible grouping stronger students with weaker ones.
- Tell them that information is available on the internet explaining the scientific process which causes rainbows.

Exercise 4

- Students use the items to try to make a rainbow indoors.
- Monitor and help where necessary.

Exercise 5

- Draw students' attention to the first part of the 'Why is the sky blue?' text. Tell them that they should write their 'rainbow' experiment in the same way.
- Students also include a diagram to illustrate the experiment.

Answers

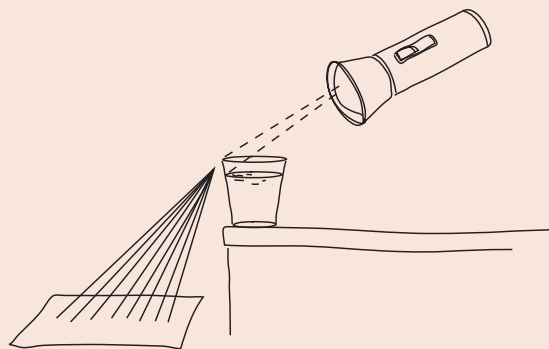
How to make a rainbow

This experiment shows us how rainbows form.

You need...

- a torch
- a glass
- a bottle of water
- a sheet of paper

- 1 Fill the glass with water.
- 2 Close the curtains and make the room as dark as possible.
- 3 Put the paper on the floor.
- 4 Shine the torch through the edge of the glass of water.
- 5 Move the torch and the paper until you see the rainbow on the paper.



In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Why is the sky blue?

This experiment shows us why the sky is blue.

You need ...

- a torch
- a 1-litre plastic bottle
- some milk
- some water

- 1 Put 750 ml of water into the bottle.
- 2 Put the torch under the bottle and switch it on. Look down on it from above. What colour is the light?
- 3 Add one teaspoon of milk to the water and mix it together. Shine the torch again and look down on the bottle. Now the light in the middle of the bottle is orange, and the light at the sides of the bottle is blue.



Why does this happen?

The light from the torch has lots of different colours. When it passes through the milk and water mixture, it breaks up into different coloured light waves. The blue light wave is short. The orange light wave is long. So the blue light wave is at the side of the bottle and the orange light wave is at the top of the bottle. In the same way, light from the sun breaks up into different colours when it comes into our atmosphere. In the day we see the short blue light waves. At sunset and at sunrise we see the long red and orange light waves.



Reading

- 1 Read the text quickly. Match (1–2) to (a–b).

1 Blue light waves are ...	a long.
2 Orange light waves are ...	b short.
- 2 2.28 Read the text again. Answer the questions.
 - 1 What colour is the light in the middle of the bottle? *Orange*
 - 2 What colour is the light at the sides of the bottle?
 - 3 What happens when the light passes through the water and milk mixture?
 - 4 What happens when light from the sun comes into our atmosphere?

My Science File

- 3 Find out about rainbows. Find out ...
 - when rainbows happen.
 - why we see rainbows.
- 4 In pairs, create an experiment to make a rainbow. Use some of these things:

• a torch	• a mirror
• a glass	• a CD or DVD
• a bottle of water	• a window
• a sheet of paper	
- 5 Write your instructions for the experiment in your notebook.