

2<sup>nd</sup> edition

# Got it!



Teacher's Book

Sheila Dignen

OXFORD

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Sheila Dignen

**OXFORD**  
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# Introduction

## Introducing *Got it! 2<sup>nd</sup> edition*

### Methodology

*Got it! 2<sup>nd</sup> edition* is a four-level American English course written specifically for secondary school students, with particular emphasis on meaningful communication and skills development. It covers levels A1 through B2 in the Common European Framework for Reference (CEFR).

The second edition has brand new content and builds on the strengths of the first edition, following thorough research into the needs of teachers and students.

Key features of the methodology are:

**Hands-on language presentation** Students immediately interact with the dialogue or text that opens each unit, check their understanding of meaning and context, and are given the chance to try out new structures;

**Guided discovery** Students explore the meaning and usage of new language before they move on to more formal presentation and practice;

**Communicative practice** Dialogue work and personalization are emphasized at each level, and pairwork activities and games are included throughout;

**Cultural awareness** A focus on the U.S. and other English-speaking countries is placed within the context of the wider world;

**Skills development** In every unit, students apply and extend what they have learned, through targeted skills lessons designed to build their competence in each individual skill;

**Self-assessment** Students regularly review and measure their progress against the Common European Framework of Reference;

**Learning across the curriculum** Interdisciplinary reading and project pages link the topics and language content of the main units to other areas of the school curriculum;

**Values** The topics in *Got it! 2<sup>nd</sup> edition* have been carefully chosen to stimulate reflection on a broad range of issues related to citizenship and the development of socially responsible values. These are highlighted in the teaching notes for each unit.

### Flexibility

A comprehensive and innovative package of components gives the teacher maximum support and flexibility. Whatever your teaching style, *Got it! 2<sup>nd</sup> edition* has everything you could possibly need to match your students' learning environment.

**Combined Student Book and Workbook** Available in full and split editions. Every student also has access to an online version of the Workbook with extra practice via a code supplied on a card in the print book.

**iTools** Featuring a fully interactive Student Book and Workbook, for use in class with interactive whiteboard, computer, or data projector.

**Video** Four video reports and eight authentic voxpop interviews with teenagers per level. Each report and voxpop video comes with an accompanying worksheet, and all are available on DVD (with additional on-screen comprehension questions) and on iTools.

**Online printable worksheets** More than 50 extra worksheets are available online, including pairwork activities and games, and review and extension worksheets for extra grammar and vocabulary practice.

**Flexible assessment options** Printable, editable course tests are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com), along with a bank of extra test questions for each unit.

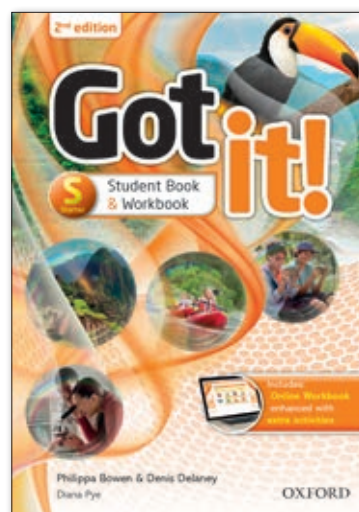
**Printable KET and PET practice tests** For level 2 there is a printable KET practice test, and for level 3 there is a printable PET practice test. Both are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com).

## Overview of components

### Student Book and Workbook

The Student Book contains:

- eight teaching units;
- a Welcome unit, reviewing key language from the previous level. In the Starter level, the Welcome unit briefly reviews basic language typically covered at primary level;
- a Remember unit for mid-year language review and consolidation. In the split edition of *Got it! 2<sup>nd</sup> edition*, the Remember unit opens the second volume at each level;
- a Review unit covering grammar, vocabulary, and communication after every two units;
- a Culture club lesson in each Review unit, providing an insight into life in the U.S. and other English-speaking countries;
- regular self-assessment pages correlated to the Common European Framework of Reference;



- a Writing builder section, providing material to develop your students' writing skills and confidence;
- Puzzles for every unit;
- four Curriculum extra reading and project lessons;
- a complete Word list containing new vocabulary and phonetic transcriptions, organized by unit.

The Workbook contains:

- additional practice for each teaching unit, covering grammar, vocabulary, communication, reading, and writing;
- detailed grammar notes and word lists, included at the start of each Workbook unit for ease of reference.

## Online Workbook and Extra Practice

All students have access to an online version of the Workbook via a code supplied on a card in the print book. The Online Workbook includes:

- all the activities in the print Workbook;
- extra practice in vocabulary, grammar, and communication for every unit;
- a Picture dictionary;
- extra Review activities;
- regular interactive Progress quizzes;
- automatic grading, providing the student with instant feedback;
- a Gradebook, showing students' scores.



## Online Teacher's Resources www.oxfordlearn.com

All the course resources are supplied online in the Resources section of the Online Workbook. Students will not be able to see these resources. There are extra worksheets and all the assessment materials.

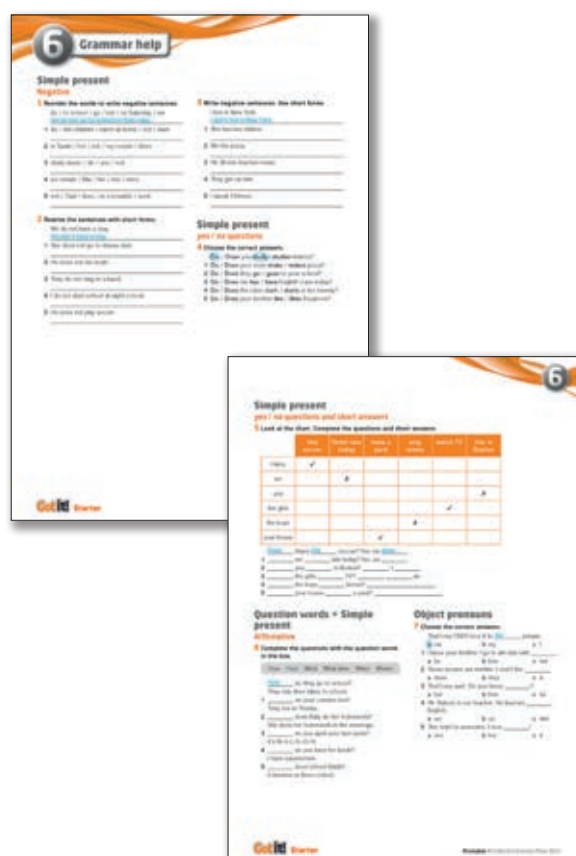
The extra resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

There are more than 50 printable worksheets for each level, covering the following areas:

- Vocabulary help and extension
- Grammar help and extension
- Reading and writing
- Pairwork
- Games
- Puzzles
- Video report activities
- Video voxpop activities

There is a wide range of materials for assessment, as follows:

- printable and editable course tests, including eight Unit tests and four Review tests per level. All course tests have A and B versions, to help prevent your students from cheating;
- a bank of Extra test questions, with extra grammar and vocabulary questions for every unit of the Student Book;
- regular interactive Progress quizzes with the Online Workbook;
- International-style practice examinations, linked to the *Got it!* 2<sup>nd</sup> edition syllabus;
- a printable KET practice test with Level 2, and a printable PET practice test with Level 3.



## iTools

iTools is designed to be used in the classroom with an interactive whiteboard. It can also be used with a computer linked to a monitor or data projector. Features include:

- fully interactive Student Book content including full class audio;
- answer keys and audio scripts that can be turned on or off;
- extra audio to accompany reading texts in Skills lessons;
- complete Workbook content with answer keys;
- the ability to alternate between corresponding Student Book and Workbook pages at the click of a button;
- interactive grammar presentations, with activities to complete as a whole class;
- video lessons containing complete video clips; students can view the video clips with or without scripts.



## DVD

Video material for *Got it!* is also available on two DVDs. The DVDs contain:

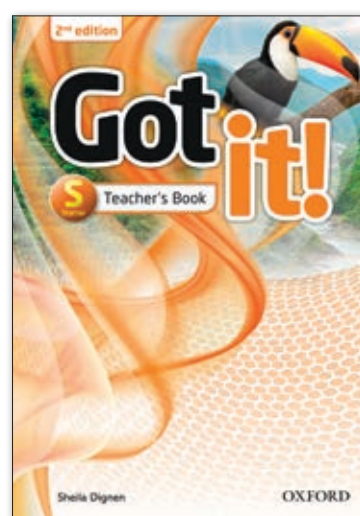
- four video reports per level, linked to the topical and linguistic content of the Student Book;
- on-screen interactive comprehension questions;
- printable worksheets for each video report;
- authentic voxpop interviews with American teenagers for every unit;
- printable worksheets to accompany each voxpop video;
- teaching notes with full scripts and answer keys.



## Teacher's Book

The Teacher's Book contains:

- teaching notes and at-a-glance answer keys for all the Student Book material;
- ideas for warm-ups and extra activities;
- suggestions for using authentic songs with specific topics or areas of language;
- background notes and cultural information on people and topics mentioned in the Student Book;
- audio scripts for all listening material;
- Workbook answer keys.



## Class Audio CDs

Each set of Class Audio CDs contains:

- all the listening material for the Student Book;
- audio for the Review tests.





# Using the Student Book

## Welcome unit

The Welcome unit offers six pages of vocabulary and grammar practice, covering language students have seen in the previous level. In the Starter level, students are given a brief overview of basic language they may have seen at primary level, before beginning the main syllabus in unit 1.

## Main units

Each main unit is divided as follows:

**Presentation and Language focus** 2 pages

**Vocabulary** 1 page

**Grammar** 1 page

**Communication** 1 page

**Grammar** 1 page

**Skills** 2 pages

## Presentation

The Presentation text on the left-hand page exposes students to the theme, grammar, vocabulary, and functions of the unit. The Language focus exercises on the right-hand page allow students to interact with the dialogue in more detail, encouraging them to explore, use, and personalize new language before it is formally presented and practiced on the Vocabulary and Grammar pages.

In the Starter level and Level 1, the text is a dialogue presented in a photostory format. The photostories reflect the aspirations of the students, using familiar contexts to motivate and engage them. Each unit focuses on a different episode in the lives of the central characters.

In the Starter level, the story takes place in a school. Jacob meets a new girl, Lucia. Lucia joins the school choir, and Jacob joins the choir so he can get to know her. Jacob's friends are mad about this because choir practice makes him late for soccer practice. Max tells Jacob to choose between choir and soccer. Jacob is sad and chooses choir, which means he will

miss the big soccer game. Lucia persuades Jacob at the last minute to play in the game. Jacob's friends go to watch the choir perform in a show, and realise that choir is actually cool.

In Level 1, we follow a story about two bands (Supernova and The Misfitz) competing against each other in a Battle of the Bands competition. Zac, the lead singer of Supernova, is behaving arrogantly and doesn't care about band practice. The other members of the band become frustrated with him. Zac decides to leave Supernova and join The Misfitz. This leaves Supernova without a singer at the last minute. Rosie, a member of Supernova, decides to sing at the contest, transforms her image, and amazes everybody! Supernova wins the contest. Zac is mad, but the Supernova band members are very happy.

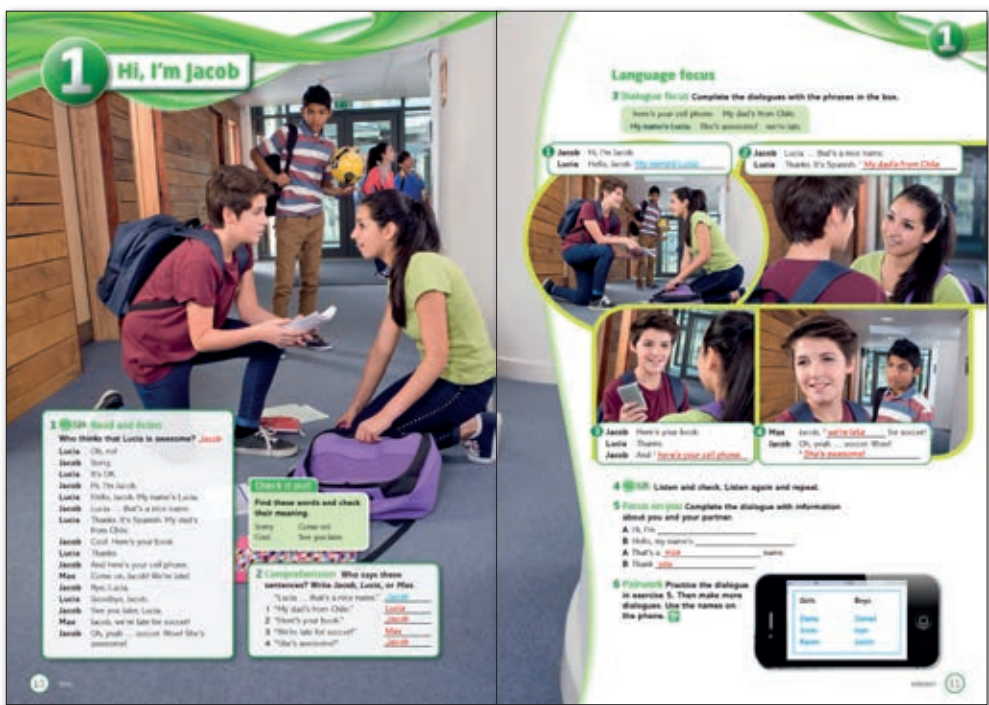
In Levels 2 and 3, the emphasis is on texts dealing with individual topics of a more grown-up nature, in recognition of the fact that students, along with their interests and tastes, mature very quickly during the teenage years. A variety of formats and genres is used, including dialogues, magazine articles, and web pages.

Following on from the presentation text, students complete a series of questions to check basic comprehension. The **Check it out!** feature draws students' attention to useful colloquial expressions in the dialogue in Starter level and Level 1, while in Levels 2 and 3 it helps students extend their vocabulary.

## Language focus

The exercises in the Language focus section familiarize students with the language of the unit, without requiring them to manipulate it. In Starter and Level 1, students focus on the target language in relation to specific scenes and sections of dialogue from the photostory; in Levels 2 and 3, students find phrases and structures in the presentation text, and use them to complete sentences or captions about the text.

Finally, **Focus on you** and **Pairwork** activities give students the chance to communicate with the new language in a personalized context, following carefully controlled models.

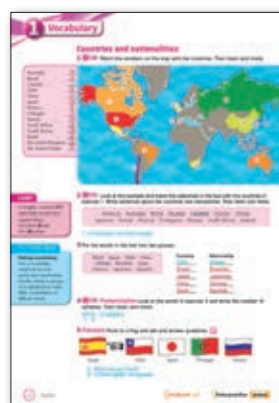


## Vocabulary

This page presents and practices a set of vocabulary items associated with the unit topic and previewed in the presentation lesson. **Look!** boxes contain useful tips and draw attention to potential problems and errors. These include spelling rules, exceptions or irregular forms, collocations, and notes about English usage.

Students once again have the opportunity for guided speaking practice with a **Pairwork** activity at the end of the lesson.

At the foot of the Vocabulary page, students are directed to the Extra practice online and the Workbook, where there is further practice of the unit vocabulary.



## Grammar

Underlying the methodology of *Got it!* is the conviction that students understand and remember rules better if they work them out for themselves. As a result, a guided discovery approach to teaching grammar is adopted throughout the series.

Each unit has two Grammar lessons. A grammar chart models the form of the key structures, using examples taken from the presentation text that opens the unit.

Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail as they complete the **Think!** activity.

A cross-reference to **Rules** then directs the students to a grammar reference page in the corresponding Workbook unit, where detailed explanations and examples are given.

The activities on the page provide thorough and detailed practice of both form and usage, moving from carefully controlled exercises to more demanding production.

Each Grammar page has an optional **Finished?** activity. These are designed as a fun way of providing extension work for fast finishers. Fast finishers can then move on to a puzzle at the back of the book. The puzzle practices the language presented in the unit.

At the end of each Grammar page, students are directed to the Extra practice online and the Workbook, where there is further practice.

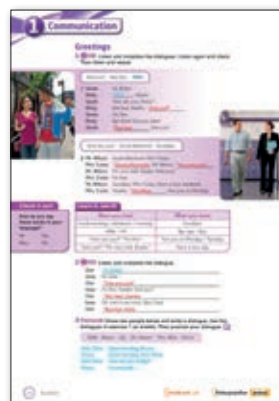


## Communication

One page in every unit focuses on everyday English. Conversational language is presented in the form of a dialogue which reviews the vocabulary and grammar from the previous lessons.

The **Learn it, use it!** feature summarizes the target language in the dialogue, while some pages feature a **Pronunciation** activity that draws students' attention to a specific sound or a relevant aspect of intonation. The students then listen to this language in different contexts before practicing it themselves in the **Pairwork** activity.

At the end of each Communication page, students are directed to the Extra practice online and the Workbook, where there is further practice.



# Skills

The last two pages of the unit contain targeted skills work designed to equip students with the necessary strategies to build confidence and competence in each individual skill.

Skills lessons also provide a way of consolidating and recycling the language students have studied throughout the unit, while exploring different aspects of the unit topic.

**Reading** texts deal with the main topic of the unit in a factual way using real-life contexts. Comprehension exercises typically start with a skimming or scanning activity, followed by more detailed questions that gradually increase in difficulty as the series progresses.

**Listening** activities extend the topic of the text. A variety of activity formats is used to help students develop well-rounded listening comprehension skills.

The **Speaking** and **Writing** sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. The aim is to strike a



balance between giving clear, guided models on the page on the one hand, and allowing students freedom to express themselves and experiment with newly-acquired vocabulary and structures on the other.

# Review units

After every two main units, there is a four-page Review unit comprising:

**Grammar and Vocabulary Review** 1 page

**Extra communication** 1 page

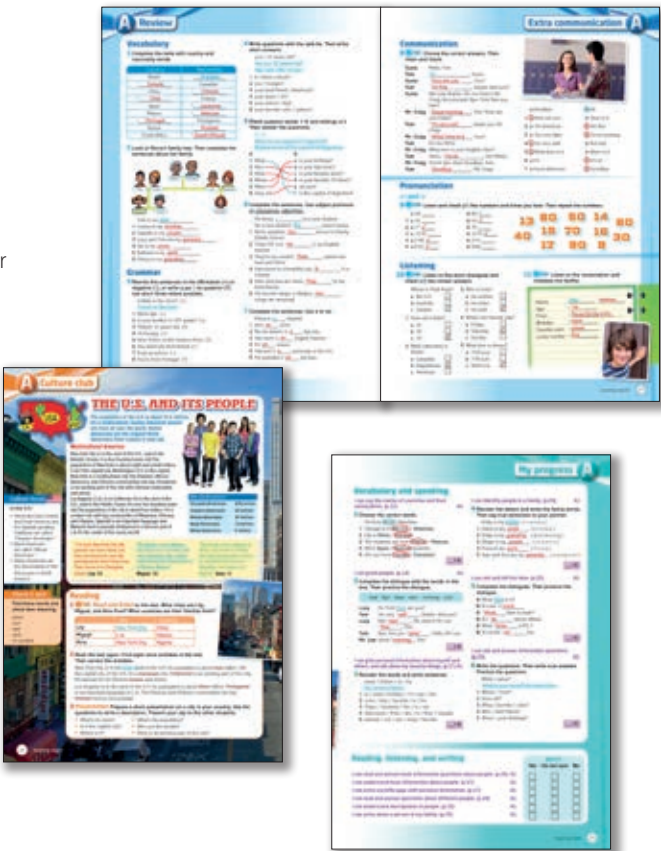
**Culture club reading** 1 page

**My progress** 1 page

The first page of each Review unit covers the main grammar and vocabulary points from the previous two units. The second page of the Review unit consists of **Extra communication** activities. This comprises practice from the Communication sections of the previous two units, some relevant Pronunciation work, and an additional listening comprehension.

Most teenagers are curious to know what life is like for their peers in other parts of the world. **Culture club** reading lessons give a factual account of different aspects of the English-speaking world from a young person's perspective. The **Presentation** section at the end of the lesson invites a personal response from students in the form of a presentation.

The **My progress** page is a self-assessment page correlated to the Common European Framework of Reference. It is very motivating for students to reflect on their progress, and this type of activity is also very helpful in encouraging students to take responsibility for their own learning.



# Remember

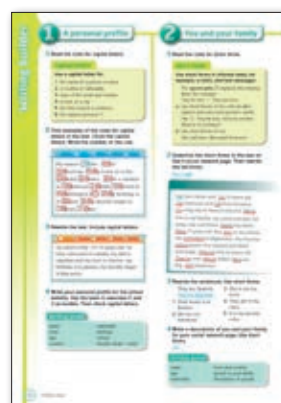
After Unit 4, there is a two-page review covering the main grammar and vocabulary points from the first half of the book. In the split edition of *Got it! 2nd edition*, the Remember unit opens the second volume at each level.





## Writing builder

There are four Writing builder pages in the Student Book, providing extra writing practice for every main unit. The Writing builder gives an opportunity to expand and develop the skills acquired in the writing section in the unit. In each section, a useful skill or language point is presented and then practiced. Students work with a model text and build up to producing their own composition, with the support of a Writing guide.



## Curriculum extra

There are four cross-curricular reading and project lessons in the Student Book, providing two pages of material for each block of two units. The Curriculum extra lessons link to the themes of the corresponding Student Book units, as well as to subjects that students typically study in their own language, such as geography, science, math, art, and history.

Each of the lessons concludes with a project that synthesizes the language focus and the content of the cross-curricular theme and gives students the opportunity to develop their creativity. The projects can be done in class or assigned for homework. Depending on time available and the needs of the students, the projects can be done in groups, pairs, or individually.



## Puzzles

There are four Puzzle pages in the Student Book, providing two puzzles for every main unit. These puzzles practice the key vocabulary and grammar that is presented in the unit. Students are directed toward the puzzles when they have completed all the activities on the grammar pages. The puzzles are useful for mixed-ability classes as they make a good activity for fast finishers, as well as being motivating for weaker students. Alternatively, they can be used with the whole class as a fun warm-up or end-of-lesson activity.



## Word list

The Student Book includes a Word list clearly organized by unit and by part of speech. It contains all sets of new vocabulary items from each of the eight units in addition to other incidental vocabulary items that may be new to students.

All words are accompanied by their pronunciation clearly presented in phonetics, and the Word list is a useful tool for student self-study.



# Workbook

The Workbook section contains eight six-page units of extra practice of the language and skills taught in the Student Book. The Workbook exercises can be completed in class or for homework.

The first two pages of each Workbook unit summarize the grammar structures introduced in the corresponding Student Book unit with comprehensive charts and detailed grammar notes. They also contain a Word list of all the new vocabulary from that unit.

## 1 Grammar rules

### Subject pronouns

Subject	Form
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- We always write I with a capital letter. The other pronouns are not capital letters.
- We use you for the second person singular and plural.
- We use he for the third person singular and she for the third person plural.
- We use it for the third person singular and it for the third person plural.
- We use we for the first person plural and us for the first person plural.
- We use they for the third person plural and them for the third person plural.

### be: Simple present

Subject	Form
I	am
you	are
he	is
she	is
it	is
we	are
you	are
they	are

- We use be to show that a person or thing is in a certain state or position.
- We use be to show that a person or thing is doing something.
- We use be to show that a person or thing is going to do something.
- We use be to show that a person or thing is feeling a certain way.
- We use be to show that a person or thing is having a certain experience.
- We use be to show that a person or thing is being a certain way.

### Possessive adjectives

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

- Possessive adjectives don't change for singular and plural.
- Possessive adjectives don't change for masculine and feminine.
- Possessive adjectives don't change for singular and plural.
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- Possessive adjectives don't change for singular and plural.

### The indefinite article: a / an

- We use a before words that begin with a consonant sound, for example: a cat, a book, a house.
- We use an before words that begin with a vowel sound, for example: an apple, an orange, an elephant.
- We use a before words that begin with a vowel sound, for example: a university, a hospital, a hotel.

### Word list

Write your word study notes for (translation) for each word.

Word	Translation
am	am
are	are
be	be
can	can
could	could
do	do
does	does
had	had
have	have
is	is
it	it
me	me
my	my
our	our
she	she
some	some
that	that
the	the
there	there
us	us
was	was
were	were
you	you
your	your
yourself	yourself
wasn't	wasn't
weren't	weren't
won't	won't
would	would
you're	you're
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# Online Workbook

All students have access to the Online Workbook, via a code supplied on a card in the Student Book and Workbook.

The Online Workbook includes activities from the print Workbook, with additional **Extra practice** in vocabulary, grammar, and communication. There are extra activities for every unit of the Student Book, as well as a **Picture dictionary**, extra **Review activities**, and regular interactive **Progress quizzes**.

Most of the Online Workbook and Extra Practice activities are automatically graded, and the scores are visible in the **Gradebook**. You can assign work to your students and monitor their progress.

You can access the Online Workbook Learning Management System via a code supplied on a card in the Teacher's Book. The Teacher's resources are also supplied online in the Teacher's resources section of the Online Workbook.

There are many benefits to using these online materials. Students often feel more motivated when working online, and the automatic grading means that valuable time in class does not have to be spent correcting homework.

The Online Workbook and Extra practice activities are suitable for use in a language lab with Internet connection if there is one computer per student, as well as at home.

See page xv for more information and support with getting started.

The Online Workbook includes most of the exercises from the Workbook in an interactive format. Students and teachers can use all the content easily on desktop, laptop, or tablet computers.



Each unit of the Online Workbook contains a **Picture dictionary** with audio which students can listen to in order to review the vocabulary set from the corresponding Student Book unit.



The Online Workbook features automatic scoring of most exercises.



Writing exercises are provided in a PDF format which students can send electronically to their teachers for grading.



The Gradebook allows teachers to monitor students' progress in the Online Workbook and send feedback on their work. Teachers can choose to filter the data in a variety of different ways, and they also have the ability to generate reports.



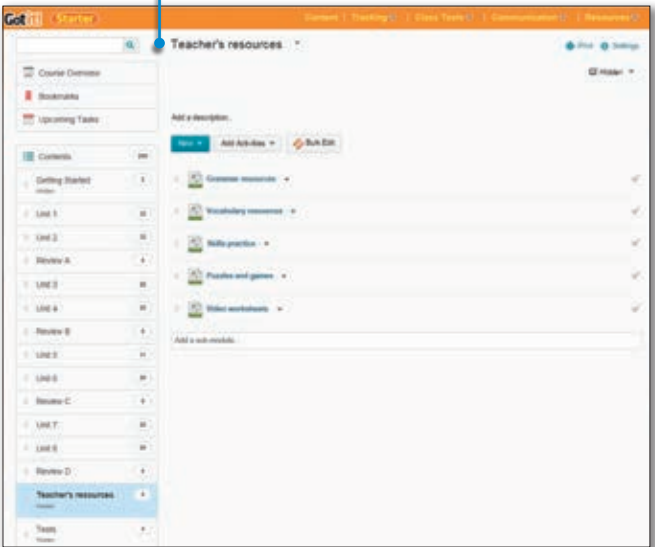
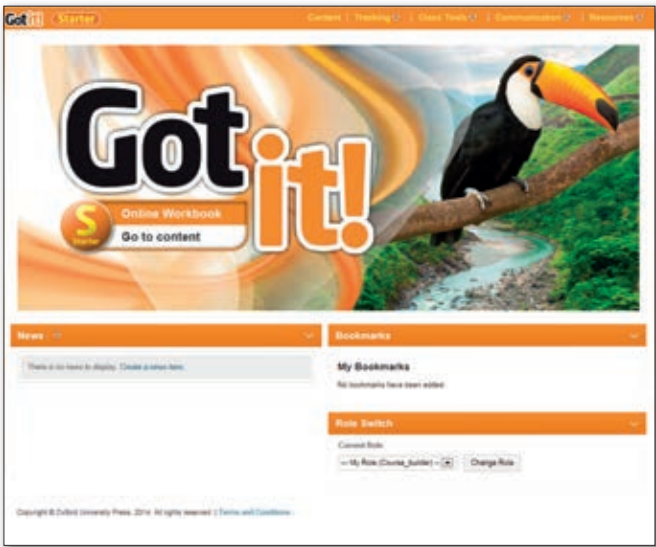


# Online Teacher's resources

There is a large amount of extra resource material included online in the Teacher's resources section of the Online Workbook. These can be accessed via a code supplied on a card in the Teacher's Book.

The Teacher's resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

All the printable Teacher's resources and tests are in one place and are easily accessible from the Teacher's view of the Online Workbook.



The Teacher's view of the Online workbook can only be accessed by teachers who have registered and been validated. Students cannot see or access the teacher's materials.

## Printable worksheets

### Grammar and vocabulary

**Grammar help** and **Vocabulary help** worksheets for each unit provide additional practice of the Student Book material at a basic level, and are ideal for giving weaker students more practice.

**Grammar extension** and **Vocabulary extension** worksheets offer more challenging practice for the more able students.

### Reading and writing

There is a Reading and writing worksheet for every unit, providing more reading and writing practice linked to the topic and language of the unit.

### Pairwork

There is one Pairwork worksheet per unit, giving oral practice of the grammar and vocabulary in the corresponding unit.

### Puzzles and games

One page of puzzles is included for each unit, and two board games for each level of the series. Although these resources give practice of the main grammar and vocabulary of the unit, the emphasis is on fun activities, such as crosswords, wordsearches, and code breakers.

### Video lessons

There are worksheets to accompany four video reports per level, and worksheets to accompany eight voxpop interview clips per level. The video clips are available on iTools and on the DVD. The worksheets are available online with all the other resources, on the DVD, and on iTools.



## Tests and assessment

For each level of *Got it!*, there are eight Unit tests and four Review tests, all of which can be opened using Microsoft® Word and edited before printing.

The **Unit tests** include vocabulary and grammar questions, dialogue work, and a writing task. Each test is scored out of 50 points.

The **Review tests** focus on vocabulary and grammar, and reading, writing, and listening skills. Each test is scored out of 100 points.

**All course tests have A and B versions, to help prevent your students from cheating.**

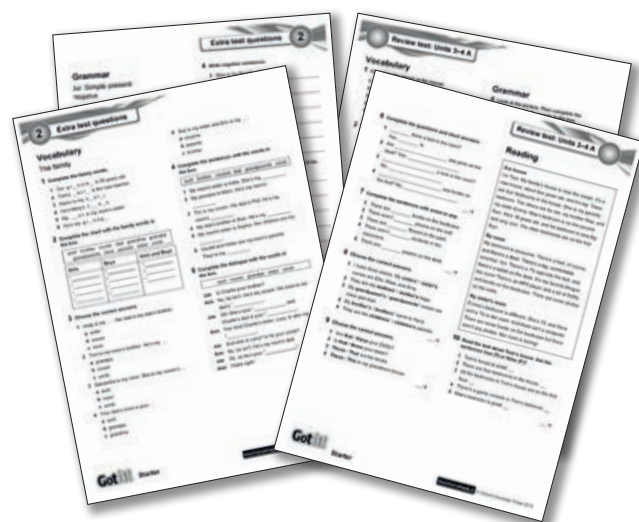
There is also a bank of **Extra test questions** in editable Microsoft® Word documents, with more grammar and vocabulary questions for every unit of the Student Book. You can use these to compile additional tests to suit your individual requirements.

Regular assessment makes it easier to monitor students' progress during each semester. Teachers can keep a record of individual students' progress using the evaluation chart on page xix.

There are also printable **practice examinations** in the style of KET, PET, and TOEFL Junior, aligned to the *Got it! 2<sup>nd</sup> edition* syllabus.

These will help students who are preparing for these exams to gain confidence with the specific question types while using language that they have already covered. The audio material for these practice examinations is available online with all the resources.

There is also a printable **KET practice test** with Level 2, and a printable **PET practice test** with Level 3. Further practice tests can be purchased from [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com).



## DVD

Two DVDs accompany the series, with four video reports for each level. The material deals with different cultural aspects of the English-speaking world, and is closely linked to the language syllabus and topical themes of the Student Book. There are also video voxpops – authentic interviews with American teenagers about the topics in the units of the book.

The video reports are designed to be used after completion of each Review unit, or after every second main unit.

The voxpops could be used at the end of each unit.

The DVD also contains printable worksheets, teaching notes, answer keys, and scripts. These can be accessed when the DVD is used with a computer.

In addition to the comprehension questions on the worksheets, there are multiple-choice questions displayed on screen after each documentary. The correct answer can be selected with the remote control if viewed on a DVD player, or using a mouse if viewed on a computer.



## Class Audio CD

The Class Audio CD is for classroom use. There is a track list on page xxi.

# Teacher's Book

The Teacher's Book contains detailed lesson notes and at-a-glance answers for all the Student Book and Workbook material.

Each Teacher's Book unit starts with a summary of the areas of vocabulary, grammar, communication, skills, and topical themes covered in the Student Book unit. Also listed are themes relating to values and responsible citizenship, such as:

- ethics and morals;
- society, including the themes of respect, solidarity, and justice;
- multiculturalism, including anthropology, human rights, cultural studies, sociology, and historical, geographical, legal, and ethical perspectives;
- the environment, including protecting the environment, and natural cycles;
- work and consumerism, including mass communication, advertising, sales, workers' rights, and consumer rights;
- health.

## iTools

The *Got it! 2<sup>nd</sup> edition* iTools provides a powerful classroom resource for the teacher.

iTools contains the complete content of the Student Book and Workbook, designed to be projected in class. To take full advantage of its rich interactive content, it should be used with an interactive whiteboard, but may also be used with a computer connected to a screen or data projector.

In addition to the standard interactive functions common to interactive whiteboards, other features of iTools include:

- full audio content, launched directly from the Student Book page;
- audioscripts and answer keys displayed at the click of a button;
- interactive grammar presentations, which launch from the page, containing extra activities for each grammar point in the Student Book;
- video lessons with accompanying worksheets. There are four video reports per level, as well as authentic voxpop interviews with American teenagers for every unit. The video clips can be launched directly from the icon on the worksheet.

The notes include a description of the aim of every exercise in the Student Book, followed by detailed instructions and answers.

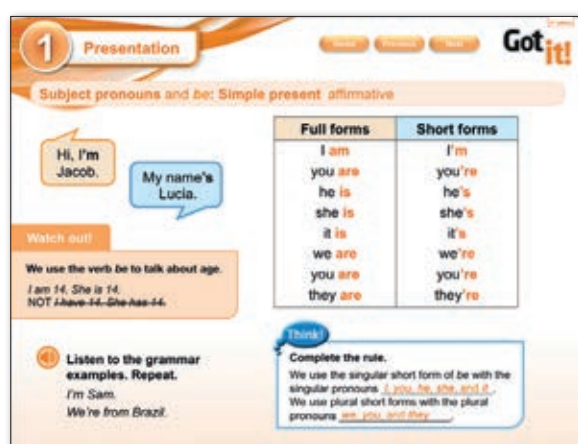
There are also suggestions for **Warm-up activities**, and **Extra activities** that can be used to extend the Student Book content according to the needs and abilities of each class.

The Student Book is full of factual information and references to the real world. The teaching notes provide support for this by giving additional notes and cultural facts in the **Background information** boxes.

Teenage students have an insatiable interest in music and popular culture, and the use of songs to consolidate the linguistic and topical contents of the Student Book can be an effective way of motivating students.

The teaching notes for each Review unit include suggestions for suitable songs that can be exploited for this purpose. The songs have been chosen because of their lexical, grammatical, or thematic link to the corresponding units.

See page xvi for suggestions on how to exploit songs in class.



- full zoom functionality;
- extra interactivity on selected exercises;
- quick links from each Student Book lesson to the corresponding Workbook page.

For full details, see the separate documentation included with the iTools disc.

## Getting started with the *Got it! 2<sup>nd</sup> edition* Online Workbook and Teacher's resources

All *Got it! 2<sup>nd</sup> edition* teachers and students can access the Online Workbook on tablets or computers. This is also where all the Teacher's resources are supplied.

Before you can do anything else, you must have an account that you can use to log in. You only need one account to teach any number of courses. You will need the access code supplied on the card in this book. Your students will need the access code supplied on the card in their print Student Book & Workbook.

Go to [www.oxfordlearn.com](http://www.oxfordlearn.com) and follow the step-by-step instructions and watch the **Getting started** videos. Click the **Help and Support** link.

After you have registered, download a PDF of our full **Training Guide**. Go to **Teacher Resources** in the Content area of your online course.

Use our resources for getting started, managing your account, and using the learning management tools, as well as for finding ideas and best practice for teaching online. Go to [www.oup.com/elt/teachonline](http://www.oup.com/elt/teachonline).

For further help, contact our Customer support team – e-mail [eltsupport@oup.com](mailto:eltsupport@oup.com).



# Classroom management

## An English-speaking environment

- Use English for classroom instructions as often as you can, and ask students to use English as well. For example: *Open your books at page 10. Raise your hand. Work in pairs*, etc.
- Students should be encouraged to use expressions such as: *How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can I go to the bathroom?*

## Managing large classes

Large classes are easier to manage if you establish routines such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide examples as well.
- Set time limits for all activities and remind them of time limits, for example: *You have two minutes left*.
- Walk around the class monitoring while students work.
- Get to know your students' personalities and learning styles so that you can maximize their potential in class.
- Allow stronger students to help weaker students while ensuring that there is always an atmosphere of mutual respect and understanding.

## Group and pairwork

The interaction from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.
- Demonstrate tasks with one pair or group at the front of the class.
- Set a time limit and keep reminding students of it.

## Songs

There are many ways in which songs can be exploited in class, including the following suggestions:

- **Gap-fill** There are many variations of this type of activity, in which students are given the lyrics with certain key words deleted. To make it easier for students, the missing words can be grouped together in a wordpool. As students read the lyrics, they try to fill in the gaps, then they listen and check. If you wish to make the activity more challenging, you could add extra words to the wordpool as distracters, or not provide the missing words at all. It is important to choose the gapped words carefully, however, because they should be audible, and students should be able to guess from the context which word makes most sense in each gap.
- **Correct the mistakes** Include some incorrect words or information in the lyrics. Ask students to identify where the mistakes are and replace them with the correct words, before they listen to the song to check their answers.
- **Choose the correct alternative** At regular points in the lyrics, students have to choose between two or more alternative words or phrases to complete the lyrics correctly. Students then listen and check.

- **Put the verses in the correct order** This activity works especially well with songs that tell a story. Students are given the verses in the wrong order, and they have to guess the correct order before listening to the song.
- **Match rhyming words** Many songs are structured so that alternating lines end with rhyming words, and this provides an excellent opportunity to work on different sounds. One useful activity is to give students the lyrics with the lines of each verse jumbled. Students try to unjumble the lines, according to which lines rhyme with each other, before listening to the song to check their ideas. Another variation is for students to choose between two alternatives to end each line. This could mean choosing the word that provides the best rhyme, or the word that makes most sense in the context.
- **Match words to definitions** Songs often contain informal expressions, idioms, and colloquial grammar. With stronger groups, it can be useful to have students try to match difficult words and expressions to definitions or explanations. Alternatively, where lyrics feature more standard items of vocabulary, students could work together in groups to find the words in a dictionary and agree on a definition.

## Feedback

It is important for students to have a sense of how they have performed. Provide feedback while you are monitoring activities. Alternatively, you can assess an exercise afterward with the whole class: students can put up their hands to indicate how many answers they shared, how hard or easy the task was, etc. Encourage students to behave well by using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English.

## Suggestions for further reading

### General reference

*Oxford Guide to British and American Culture* – 2<sup>nd</sup> Edition  
*The Oxford Picture Dictionary* – New edition  
*Practical English Usage* – 3<sup>rd</sup> Edition by Michael Swan

### Grammar

*Oxford English Grammar Course* (Basic to Advanced) by Michael Swan and Catherine Walter  
*Grammar New Edition* (Beginner to Pre-intermediate) by Jennifer Seidl  
*Grammar Sense* (1–3) by Susan Kesner Bland

### Graded readers

*The Oxford Bookworms Library* (Elementary to Pre-intermediate) – graded readers that are ideal for extended reading, including non-fiction readers that are ideal for cultural and cross-curricular studies.

### Ideas for supplementary activities and teacher development

*Oxford Basics* – a series of short, accessible books for teachers who are looking for new creative ways of teaching with limited resources.  
*Resource Books for Teachers* – a popular series that gives teachers practical advice and guidance, together with resource ideas and materials for the classroom.

# Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) was designed to promote a consistent interpretation of foreign-language competence among the member states of the European Union. Today, the use of the CEFR has expanded beyond the boundaries of Europe, and it is used in other regions of the world, including Latin America, Asia, and the Middle East.

The CEFR defines linguistic competence in three levels: A, B, and C. Each of these levels is split into two sub-levels:

A	Basic User	A1	Breakthrough
		A2	Waystage
B	Independent User	B1	Threshold
		B2	Vantage
C	Proficient User	C1	Effectiveness
		C2	Mastery

The CEFR provides teachers with a structure for assessing their students' progress as well as monitoring specific language objectives and achievements. Students respond to the CEFR statements in the Reviews after Units 2, 4, 6, and 8.

*Got it!* aims to enable students to move from no English or level A1 into level B2 at the end of the four years of the course.

## Descriptions of the CEFR levels

### Basic User

- A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows, and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspect of his / her background, immediate environment, and matters in areas of immediate need.

### Independent User

- B1** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans.
- B2** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his / her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## English Portfolio

The **Language Portfolio** has been developed in conjunction with the CEFR. It is a folder kept by the students which details their experiences of English and learning English. A Language Portfolio consists of the following elements:

### A Language Biography

- A checklist for students to assess their own language skills in terms of "What I can do." In *Got it!*, these are found in the Review Units after Units 2, 4, 6, and 8.
- Tools to help students identify their learning style and objectives. See the photocopiable form for students on page xviii.
- A checklist of learning activities outside the classroom. See the photocopiable form for students on page xviii.

### A Language Passport

- An overview of the level attained by the student in English at the end of the year.

### A Dossier

- Samples of the students' work, including tests, written work, projects, or other student-generated materials. In order to assist students with the compilation of a Language Portfolio, you may ask them to record their answers to the CEFR checklist on a separate sheet of paper and keep it in a folder. In addition, provide each student with a copy of the photocopiable form from page xix once they have completed the CEFR checklist in the book. Ask them to keep these forms in their portfolio folder as well. Finally, encourage students to choose several pieces of their work from different points in the year in order to compile the dossier that will appear in their portfolio.

# Student self-assessment checklist

## What I remember:

### Useful grammar:

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### Useful vocabulary:

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---

## Objectives:

### One thing I need to improve:

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### How can I improve this?

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## What did I do in English outside class?

☐ Do homework

☐ Learn new words

☐ Study for a test

☐ Listen to music

☐ Read something extra

☐ Watch a TV show, video, or DVD

☐ Write an e-mail or chat

☐ Look at web pages

☐ Speak to someone

☐ Read a magazine

☐ Other activities: \_\_\_\_\_



# Student progress record sheet

Name: \_\_\_\_\_

Class /Grade: \_\_\_\_\_

	Classwork: continuous assessment							Test results
	Date	Grammar	Vocabulary	Reading	Listening	Speaking	Writing	
Unit 1								
Unit 2								
Unit 3								
Unit 4								
Unit 5								
Unit 6								
Unit 7								
Unit 8								

Comments	
Units 1–2	
Units 3–4	
Units 5–6	
Units 7–8	



# Lesson planner

Class:	Date:	Time:
Objectives:		
Anticipated problems:		
Materials and resources:		

Stage	Estimated Timing	Activity	Procedure

# Class Audio CD track list

## CD1

- 1.01 Title
- 1.02 Welcome, page 4, exercise 1
- 1.03 Welcome, page 4, exercise 3
- 1.04 Welcome, page 4, exercise 4
- 1.05 Welcome, page 5, The alphabet, exercise 1
- 1.06 Welcome, page 5, The alphabet, exercise 2
- 1.07 Welcome, page 5, The alphabet, exercise 3
- 1.08 Welcome, page 5, The alphabet, exercise 4
- 1.09 Welcome, page 5, Numbers 1–100, exercise 1
- 1.10 Welcome, page 5, Numbers 1–100, exercise 2
- 1.11 Welcome, page 5, Numbers 1–100, exercise 3
- 1.12 Welcome, page 6, exercise 1
- 1.13 Welcome, page 6, exercise 2
- 1.14 Welcome, page 6, exercise 1
- 1.15 Welcome, page 6, exercise 2
- 1.16 Welcome, page 6, exercise 3
- 1.17 Welcome, page 7, exercise 2
- 1.18 Welcome, page 7, exercise 4
- 1.19 Welcome, page 7, exercise 6
- 1.20 Welcome, page 8, exercise 2
- 1.21 Welcome, page 8, exercise 4
- 1.22 Welcome, page 9, exercise 2
- 1.23 Welcome, page 9, exercise 4
- 1.24 Unit 1, page 10, exercise 1
- 1.25 Unit 1, page 11, exercise 4
- 1.26 Unit 1, page 12, exercise 1
- 1.27 Unit 1, page 12, exercise 2
- 1.28 Unit 1, page 12, exercise 4
- 1.29 Unit 1, page 13, exercise 1
- 1.30 Unit 1, page 14, exercise 1
- 1.31 Unit 1, page 14, exercise 2
- 1.32 Unit 1, page 16, exercise 1
- 1.33 Unit 1, page 17, exercise 2
- 1.34 Unit 2, page 18, exercise 1
- 1.35 Unit 2, page 19, exercise 4
- 1.36 Unit 2, page 20, exercise 1
- 1.37 Unit 2, page 22, exercise 1
- 1.38 Unit 2, page 22, exercise 3
- 1.39 Unit 2, page 22, exercise 4
- 1.40 Unit 2, page 24, exercise 1
- 1.41 Unit 2, page 25, exercise 2
- 1.42 Unit 2, page 25, exercise 3
- 1.43 Extra communication A, page 27, exercise 8
- 1.44 Extra communication A, page 27, exercise 9
- 1.45 Extra communication A, page 27, exercise 10
- 1.46 Extra communication A, page 27, exercise 11
- 1.47 Culture club A, page 28, exercise 1
- 1.48 Unit 3, page 30, exercise 1
- 1.49 Unit 3, page 31, exercise 4
- 1.50 Unit 3, page 32, exercise 1
- 1.51 Unit 3, page 32, exercise 3
- 1.52 Unit 3, page 33, exercise 1
- 1.53 Unit 3, page 34, exercise 1
- 1.54 Unit 3, page 34, exercise 2
- 1.55 Unit 3, page 35, exercise 1
- 1.56 Unit 3, page 35, exercise 3
- 1.57 Unit 3, page 36, exercise 1
- 1.58 Unit 3, page 37, exercise 3
- 1.59 Unit 3, page 37, exercise 4
- 1.60 Unit 4, page 38, exercise 1
- 1.61 Unit 4, page 39, exercise 4
- 1.62 Unit 4, page 40, exercise 1
- 1.63 Unit 4, page 40, exercise 2

- 1.64 Unit 4, page 41, exercise 4
- 1.65 Unit 4, page 42, exercise 1
- 1.66 Unit 4, page 42, exercise 2
- 1.67 Unit 4, page 44, exercise 1
- 1.68 Unit 4, page 45, exercises 2 and 3
- 1.69 Extra communication B, page 47, exercise 9
- 1.70 Extra communication B, page 47, exercise 10
- 1.71 Extra communication B, page 47, exercise 11
- 1.72 Extra communication B, page 47, exercise 12
- 1.73 Culture club B, page 48, exercise 1

## CD2

- 2.01 Title
- 2.02 Unit 5, page 52, exercise 1
- 2.03 Unit 5, page 53, exercise 4
- 2.04 Unit 5, page 54, exercise 1
- 2.05 Unit 5, page 55, exercise 5
- 2.06 Unit 5, page 55, exercise 6
- 2.07 Unit 5, page 56, exercise 1
- 2.08 Unit 5, page 56, exercise 2
- 2.09 Unit 5, page 58, exercise 1
- 2.10 Unit 5, page 59, exercise 3
- 2.11 Unit 6, page 60, exercise 1
- 2.12 Unit 6, page 61, exercise 4
- 2.13 Unit 6, page 62, exercise 1
- 2.14 Unit 6, page 62, exercise 2
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● The alphabet

● Numbers 1-100

● Colors

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# Welcome

## Vocabulary

Classroom language

The alphabet

Numbers 1–100

Colors

Classroom objects

Days, months, and seasons

Animals

Parts of the body

## Aim

To present classroom language, practice the alphabet, and review numbers from 1–100

## Classroom language

page 4

### Warm-up

- Say the word *classroom* and point to the room around you. Write the word on the board. Pick up a book and say: *book*. Write this word on the board. Teach the words *dictionary* and *window* in the same way.
- Point to the items again and elicit the words.
- Remove one or two letters from each word on the board and practice again.
- Continue in this way, removing letters from the words until nothing (or almost nothing) remains on the board and students can say the words from memory.

### Exercise 1 1-02

- Read through the words in the box. If your students have no English at all, teach the meaning of the words by miming them or giving a translation.
- Students work individually or in pairs to match the words with the pictures.
- Play the audio. Students listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each phrase for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.108

### Exercise 2

- Go through the *Look!* box with the class. Indicate through mime or translation what the two phrases mean.
- Do one or two examples of writing opposite instructions with the whole class. Students then work individually or in pairs to write the opposites.



# Welcome


## Classroom language

**1 1-02 Match the words with the pictures. Listen and check.**

Close your book. Don't talk. Don't write.  
Listen. Look. Open your book. Read.  
Repeat. Sit down. Stand up.












**Look!**  
 positive      negative  
 Talk          Don't talk

**2 Write the opposite of the classroom language in exercise 1.**  
Don't listen.

4 four

**3 1-03 Match the questions with the pictures. Listen and check.**

Can I close the window? Can I go to the bathroom?  
Can I open the window? Can I use a dictionary?






**4 1-04 Listen to the questions and answers. Write a check (✓) for a positive answer. Write a cross (X) for a negative answer. Listen and check.**

<input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>
-------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

- Check the answers with the class, asking students to read out their answers.

### ANSWERS

- Talk.
- Don't close your book.
- Don't look.
- Write.
- Don't sit down.
- Don't stand up.
- Don't open your book.
- Don't repeat.
- Don't read.

### Exercise 3 1-03

- Read through the questions and check that students understand them.
- Students work individually or in pairs to match the questions with the pictures.
- Play the audio. Students listen and check.

- Check the answers with the class. Play the audio again, pausing after each question for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.108

### Exercise 4 1-04

- Check that students understand yes and no.
- Explain the task to students, in their own language if necessary.
- Play the first question and answer and point out the example answer.
- Play the rest of the audio, pausing after each one for students to write a check or a cross.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book p.108



## The alphabet

1 1.05 Listen to the alphabet. Listen again and repeat.

a b c d e f g h i  
j k l m n o p q  
r s t u v w x y z

2 1.06 Listen and circle the correct letters.

E / I    3 U / O    6 G / J    8 V / W  
1 J / Y    4 E / A    7 P / B    9 H / A  
2 U / W    5 I / Y

3 1.07 Listen and write the names under the photos.



Chloe    1 Miguel    2 Kenji



3 Gabriela    4 Kyle    5 Maissy

4 1.08 Listen to the dialogue. Listen again and repeat.

A What's your name?  
B My name's Chloe.  
A How do you spell that?  
B C-H-L-O-E.

5 **Pairwork** Practice the dialogue in exercise 4 with the names from exercise 3. Practice again with your name.

## Numbers 1-100

1 1.09 Complete the chart with the numbers in the box. Then listen and repeat.

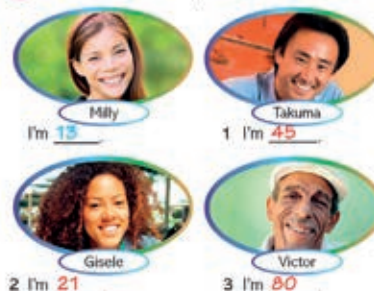
one hundred    eight    eighty    eleven  
fifteen    fifty    five    nine    thirty  
three    twelve    twenty    twenty-six

1 one	20 twenty
2 two	21 twenty-one
3 three	22 twenty-two
4 four	23 twenty-three
5 five	24 twenty-four
6 six	25 twenty-five
7 seven	26 twenty-six
8 eight	27 twenty-seven
9 nine	28 twenty-eight
10 ten	29 twenty-nine
11 eleven	30 thirty
12 twelve	40 forty
13 thirteen	50 fifty
14 fourteen	60 sixty
15 fifteen	70 seventy
16 sixteen	80 eighty
17 seventeen	90 ninety
18 eighteen	100 one hundred
19 nineteen	

2 1.10 Listen and circle the correct number.

7 17 78    3 47 57 14  
1 3 33 13    4 26 62 72  
2 99 49 59    5 55 44 68

3 1.11 Listen and complete.



4 **Pairwork** Imagine you are a person in exercise 3.

Ask and answer questions about your age.

A How old are you?    A You're Takuma!  
B I'm 45.

five 5

## Exercise 5 Pairwork

- Demonstrate the activity by asking a confident student: *What's your name? How do you spell that?* The student answers with one of the names from exercise 3.
- Students practice the dialogue in pairs, using the names from exercise 3. Ask some pairs to perform the dialogue for the class.
- Students then practice again, using their own names.

## Numbers 1-100 page 5

### Exercise 1 1.09

- If your students have not learned numbers before, complete the chart with the class.
- If they already know the numbers, they can work individually or in pairs to complete the chart.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each number, or each three numbers, for students to repeat.

**Audioscript** Teacher's Book p.108

### Exercise 2 1.10

- Play the audio. Students listen and circle the correct numbers.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book p.108

### Exercise 3 1.11

- Play the audio. Students listen and write the numbers.
- Check the answers.

**Audioscript** Teacher's Book p.108

## Exercise 4 Pairwork

- Ask two confident students to read out the example dialogue. Ask another student to ask you: *How old are you?* Answer with one of the ages from exercise 3, and get the class to guess who you are.
- Students practice asking and answering the questions in pairs.
- Students could end by asking and answering about their own age.

## The alphabet page 5

### Exercise 1 1.05

- Play the audio for students to listen.
- Play the audio again, pausing after each letter for students to repeat.
- Play the audio again, playing four or five letters at a time and then pausing for students to repeat.

**Audioscript** Student Book p.5

### Exercise 2 1.06

- Play the example and point out the example answer.
- Play the rest of the audio, pausing after each letter for students to write the answers.
- Play the audio again for students to check and complete their answers.

- Check the answers with the class.

**Audioscript** Teacher's Book p.108

### Exercise 3 1.07

- Play the audio. Students listen and write the names.
- Students can compare answers in pairs.
- Play the audio again for students to listen and check.
- Check the answers by writing the names on the board.

**Audioscript** Teacher's Book p.108

### Exercise 4 1.08

- Play the audio for students to listen.
- Play the audio again, pausing after each line for students to repeat, chorally and individually.

**Audioscript** Student Book p.5

## Aim

To present vocabulary for colors, classroom objects, and days, months, and seasons

## Colors

page 6

### Warm-up

- Point to objects around the classroom that are different colors and teach the color words. Write the color words on the board, and drill pronunciation.
- Point to the objects again and elicit the correct color words. You could make this into a game, by awarding a point to the first student to say the correct color each time.

### Exercise 1

1-12

- Students work individually or in pairs to match the color words with the fish.
- Play the audio. Students listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each color for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.108

### Exercise 2


1-13

- Play the audio and explain the meaning of the question.
- Play the audio again for students to repeat, chorally and individually.

**Audioscript** Student Book p.6

### Exercise 3 Pairwork


- Demonstrate the activity by asking one or two confident students: *What's your favorite color?* Elicit the answer.
- Students work in pairs to ask and answer.
- Ask some students about their partner: *What's (Ana's) favorite color?*



## Colors

**1** 1.12 Match the words in the box with the fish. Listen and repeat.

black blue brown gray green orange pink purple red white yellow



- 1 white
- 2 red
- 3 yellow
- 4 pink
- 5 brown
- 6 purple
- 7 gray
- 8 orange
- 9 blue
- 10 black
- 11 green

**2** 1.13 Listen and repeat.


A What's your favorite color?  
B It's green.

**3 Pairwork** Ask and answer about your favorite color.

## Classroom objects

**1** 1.14 Match the words with the pictures. Listen and repeat.

backpack	5	pencil case	12
calculator	9	pencil sharpener	4
notebook	3	eraser	6
marker	2	ruler	11
pencil	1	text book	8
pen	7	colored pencils	10



**2** 1.15 Listen and write the classroom objects. Color the objects in the picture.

a pink ruler

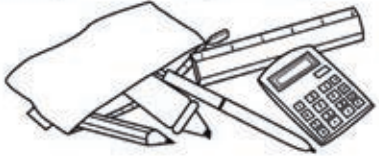
1 an orange pencil case

2 a brown pencil

3 a blue pen

4 a red marker

5 a black calculator



**3** 1.16 Listen to the dialogue. Listen again and repeat.

A What's this? A What color is it?  
B It's a pen. B It's blue.

**4 Pairwork** Ask and answer questions about the objects in exercise 2.

## Classroom objects

### Exercise 1

1-14

- If your students have not learned these words before, use the pictures or objects in your classroom to teach the words, and do the matching exercise with the class.
- If they already know the words, they can work individually or in pairs to match the words with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.108

### Exercise 2

1-15

- Play the audio for students to listen.
- Play the audio again, pausing after each item for students to write their answers.
- Check the answers with the class. Check students' spelling by asking them to spell the words they have written.
- Students color the objects in the picture.
- Check the answers by asking students to hold up their books to show the colors.

**Audioscript** Teacher's Book p.108

### Exercise 3

1-16

- Play the audio for students to listen.
- Play the audio again, pausing after each line for students to repeat, chorally and individually.

- Ask pairs of students to read the dialogue for the class.

**Audioscript** Student Book p.6

### Exercise 4 Pairwork

- Demonstrate the activity by pointing to one of the objects in exercise 2 and asking: *What's this? What color is it?* Elicit the answers.
- Students work in pairs to ask and answer questions.
- For extra practice, hold up some real objects from your classroom and ask the same questions.
- Students can then hold up some of their classroom objects and ask the questions. Other students can answer.



## Days, months, and seasons

1 Complete the diary with the days of the week.

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

Monday	school	
Tuesday	school	Saturday weekend!!! ☺
Wednesday	school	
Thursday	school	Sunday weekend!!! ☺
Friday	school	

2 1:17 Listen and check. Listen again and repeat.

3 Write the months in the correct order.

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

January, ...

4 1:18 Listen and check. Listen again and repeat.

5 Match letters in A with letters in B to form months.

A Jan Feb Mar Ap Ma Ju Ju Aug Sep Oct No De

B vember ust cember ruary ly ober uary tember ch y ril ne

6 1:19 Match the seasons with the pictures. Listen and repeat.

fall spring summer winter



spring



1 summer



2 fall



3 winter

7 Pairwork Ask and answer about your favorite day, month, and season.

A What's your favorite day / month / season?

B It's Saturday / December / spring.

seven

7

### Exercise 4 1:18

- Play the audio for students to listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each month for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

### Exercise 5

- Students match the letters to form months. You could do this as a race, to make it fun.
- Check the answers with the class.

### Exercise 6 1:19

- If your students have not learned the seasons, do the exercise with the class, using the exercise to teach the seasons.
- If they already know the seasons, they can work individually or in pairs to match the seasons with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each season for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

### Exercise 7 Pairwork

- Demonstrate the activity by asking individual students the questions and eliciting answers.
- Ask one or two confident students to ask a question. Ask other students to answer.
- Students work in pairs to ask and answer questions.
- Ask some students about their partner, e.g., *What's (Elena's) favorite month?*

## Days, months, and seasons

page 7

### Exercise 1

- If your students have not learned the days of the week before, do the exercise with the class, using the exercise to teach the days.
- If they already know the days, they can work individually or in pairs to complete the diary.

### Exercise 2 1:17

- Play the audio for students to listen and check.
- Check the answers with the class.

- Play the audio again, pausing after each day for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

### Exercise 3

- If your students have not learned the months before, do the exercise with the class, using the exercise to teach the months.
- If they already know the months, they can work individually or in pairs to write them in order.

### ANSWERS

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



## Aim

To present vocabulary for animals and parts of the body

## Animals page 8

### Warm-up

- Play a game to review the classroom language from page 4. Tell students they must do exactly what you tell them to do.
- Say instructions from page 4 in a random order, sometimes using the positive form and sometimes the negative, e.g., *Stand up, Open your book, Don't sit down.*
- Students must follow the instructions. If they make a mistake, they are out of the game. The winner is the student who is still in the game at the end.

### Exercise 1

- If your students have not learned the vocabulary for animals before, do the exercise with the class, using the pictures to teach the vocabulary.
- If they already know some of the vocabulary, they can work individually or in pairs to match the words with the pictures.

### Exercise 2 1:20

- Play the audio for students to listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each animal for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.108

### Exercise 3

- Point to the line from Koji to the dog, and point out the example answer.
- Students follow the lines and write the animals.
- Check the answers with the class.


### Exercise 4 1:21

- Play the audio. Check that students understand the question and answer.
- Play the audio again for students to repeat, chorally and individually.

**Audioscript** Student Book p.8

### Exercise 5 Pairwork


- Demonstrate the activity by asking individual students the question and eliciting answers.
- Ask one or two confident students to ask the question. Ask other students to answer.
- Students then work in pairs to ask and answer questions.
- Ask some students about their partner, e.g., *What's (Marco's) favorite animal?*





## Animals


**1 Match the words with the pictures.**


bird cat dog fish guinea-pig hamster horse mouse rabbit snake


  
guinea pig


  
1 cat


  
2 hamster


  
3 fish


  
4 rabbit

  
5 dog

  
6 bird






  
7 snake






  
8 mouse

  
9 horse

**2 1:20 Listen and check. Listen again and repeat.**

**3 Follow the lines and write the animals.**

Koji dog
1 Lily guinea pig
2 Marco hamster
3 Dan cat
4 Clara fish

**4 1:21 Listen and repeat the dialogue.**

A What's your favorite animal, Koji?  
B It's a dog.

**5 Pairwork** Ask and answer questions about your favorite animal.

A What's your favorite animal?  
B It's a ...

8
eight

## Parts of the body

1 Write the parts of the body.

arm ear eye finger foot hand head leg mouth nose shoulder toe



### Look!

singular	plural
one arm	two arms
one eye	two eyes
one leg	two legs
but	
one foot	two feet

2 (40) 1.22 Listen and check. Listen again and repeat.

3 Find eleven more words for parts of the body in the wordsearch.



4 (40) 1.23 Listen and read. Match the descriptions with the people.

I have green eyes and brown hair.  
Luis

I have blue eyes and blond hair.  
1 Serena

I have brown eyes and black hair.  
2 Hajin

5 Pairwork Describe your eyes and hair.

I have ... eyes and ... hair.

nine 9

### Exercise 5 Pairwork

- Demonstrate the activity by describing your own eyes and hair. Ask one or two confident students to do the same.
- Students then work in pairs to describe their eyes and hair.
- Ask some students to tell the class about their eyes and hair.

## Parts of the body

page 9

### Exercise 1

- If your students have not learned the words for parts of the body before, do the exercise with the class, using the pictures to teach the vocabulary.
- If they already know some of the vocabulary, they can work individually or in pairs to write the words.

### Exercise 2 (40) 1.22

- Play the audio for students to listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

### Exercise 3

- Students find the words in the wordsearch.
- Check the answers. As you check each word, ask students to point to that part of their own body.

### Exercise 4 (40) 1.23

- Check that students understand *hair*.
- Play the first description and read out the example answer.
- Play the remaining descriptions. Students listen and write the names.
- Check the answers and check that students understand *blond*.
- Play the audio again, pausing after each description for students to repeat.

Audioscript Student Book p.9



# 1 Hi, I'm Jacob

**Grammar**  
Subject pronouns  
be: Simple present (affirmative)  
Possessive adjectives  
The indefinite article: a / an

**Vocabulary**  
Countries and nationalities

**Communication**  
Greetings

**Skills**  
**Reading:** A web page article about schools in the U.S., Japan, and Brazil for the Friends and Flags project  
**Listening:** Two school friends talking about themselves and their school for a factfile  
**Speaking:** Introducing yourself and giving information to a partner for a factfile  
**Writing:** A profile of a classmate for the Friends and Flags project

**Topics and values**  
Multiculturalism

## Presentation page 10

### Aim

To present the new language in a familiar context

### Story

Jacob bumps into Lucia and she drops her schoolbooks. Jacob apologizes and introduces himself. The two chat for a while, and then say goodbye. Jacob says to his friend Max that Lucia is awesome.

### Warm-up

- Ask students to look at the picture. Ask some questions, e.g., *How many people are there?* (five) *Where are they?* (at school)
- Write the following words on the board and ask students to find them in the photo: *backpack, pencil case, notebook, soccer ball*. Point to the people and ask: *What color is his / her hair? What color is his / her T-shirt?*

### Exercise 1 Read and listen 1-24

- Read the three names (*Lucia, Jacob, Max*) with the class. Then read the question out to the class. Check that students understand *awesome*.

# 1 Hi, I'm Jacob



### 1 Read and listen

Who thinks that Lucia is awesome? **Jacob**

**Lucia** Oh, no!

**Jacob** Sorry.

**Lucia** It's OK.

**Jacob** Hi, I'm Jacob.

**Lucia** Hello, Jacob. My name's Lucia.

**Jacob** Lucia ... that's a nice name.

**Lucia** Thanks. It's Spanish. My dad's from Chile.

**Jacob** Cool. Here's your book.

**Lucia** Thanks.

**Jacob** And here's your cell phone.

**Max** Come on, Jacob! We're late!

**Jacob** Bye, Lucia.

**Lucia** Goodbye, Jacob.

**Jacob** See you later, Lucia.

**Max** Jacob, we're late for soccer!

**Jacob** Oh, yeah ... soccer. Wow! She's awesome!

### Check it out!

Find these words and check their meaning.

Sorry      Come on!

Cool      See you later.

### 2 Comprehension

Who says these sentences? Write **Jacob, Lucia, or Max**.

"Lucia ... that's a nice name." **Jacob**

1 "My dad's from Chile." **Lucia**

2 "Here's your book." **Jacob**

3 "We're late for soccer!" **Max**

4 "She's awesome!" **Jacob**

10 ten

- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the words and phrases in the dialogue. Make sure that students understand the meaning of the words and phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.10

### Exercise 2 Comprehension

- Focus on the example sentence and answer. Point to the dialogue and ask students to find the example sentence in the dialogue. Point out that Jacob says it.
- Students read the dialogue again and write the names for questions 1–4.

- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

### Extra activity

- Read out another line from the dialogue and ask: *Who says it?* Students race to say who says it.
- Ask students in turn to read out a line from the dialogue. Their classmates race to say who says it.

### Consolidation

- Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks.



## Language focus

### 3 Dialogue focus Complete the dialogues with the phrases in the box.

here's your cell phone. My dad's from Chile.  
My name's Lucia. She's awesome! we're late

1 Jacob Hi, I'm Jacob.  
Lucia Hello, Jacob. My name's Lucia.

2 Jacob Lucia ... that's a nice name.  
Lucia Thanks. It's Spanish. My dad's from Chile.

3 Jacob Here's your book.  
Lucia Thanks.  
Jacob And here's your cell phone.

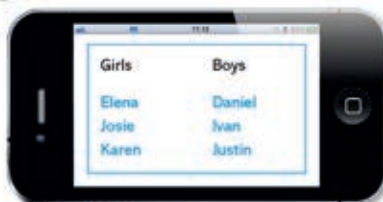
4 Max Jacob, we're late for soccer!  
Jacob Oh, yeah ... soccer. Wow!  
She's awesome!

#### 4 1:25 Listen and check. Listen again and repeat.

#### 5 Focus on you Complete the dialogue with information about you and your partner.

A Hi, I'm \_\_\_\_\_.  
B Hello, my name's \_\_\_\_\_.  
A That's a nice \_\_\_\_\_ name.  
B Thank you \_\_\_\_\_.

#### 6 Pairwork Practice the dialogue in exercise 5. Then make more dialogues. Use the names on the phone.



elevén 11

- Ask some pairs to perform their dialogues for the class.
- Students then make and practice new dialogues with the names on the phone. Ask some pairs to perform their dialogues for the class.

### Consolidation

- Ask students to close their books. Write the dialogue from exercise 5 on the board, then remove one or two words. Students work with a new partner and practice the dialogue again.
- Remove one or two more words, and ask students to practice again. Continue in this way until all (or nearly all) of the words have been removed.
- See if any pairs can perform the dialogue for the class from memory.

## Language focus page 11

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students read the mini-dialogues and complete them with the phrases in the box.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 1:25

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.

- Check that students understand everything in the dialogues.

### Audioscript Teacher's Book p.108

### Exercise 5 Focus on you

- Students work in pairs and complete the dialogue with information about themselves.
- Check the answers for gaps 3 and 4 in the dialogue.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Students practice their dialogues in pairs.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## Countries and nationalities

### Aim

To present and practice vocabulary for countries and nationalities

Grammar PowerPoint presentation Unit 1

### Warm-up

- Point to the map on page 12 and teach the words *map* and *country*. Ask students to point to their country.
- Say the name of the students' country and the corresponding nationality. e.g., *I'm from Brazil. I'm Brazilian.* Write these sentences on the board.
- Use the words on the board and teach the difference between *country* and *nationality*.

### Exercise 1 1-26

- Students work individually or in pairs to match the numbers on the map with the countries.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each country for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

### Exercise 2 1-27

- Go through the *Look!* box, pointing out the use of capital letters.
- Read out the example sentence. Write on the board: *I'm from Canada.* Elicit the sentence: *I'm Canadian.*
- Students work individually or in pairs to write the sentences.
- Play the audio. Students listen and check their answers.

### ANSWERS

- I'm American. I'm from the United States.
- I'm Mexican. I'm from Mexico.
- I'm Brazilian. I'm from Brazil.
- I'm Chilean. I'm from Chile.
- I'm British. I'm from the United Kingdom.
- I'm Portuguese. I'm from Portugal.
- I'm Spanish. I'm from Spain.
- I'm South African. I'm from South Africa.
- I'm Russian. I'm from Russia.
- I'm Chinese. I'm from China.
- I'm Japanese. I'm from Japan.
- I'm Korean. I'm from South Korea.
- I'm Australian. I'm from Australia.

Audioscript Teacher's Book p.109

### Exercise 3

- Students write the words in the correct groups.
- Read the *My study skills* box with the class. Encourage students to write the new vocabulary from exercises 1 and 2 in their vocabulary notebooks.

## 1 Vocabulary

### Countries and nationalities

1 1-26 Match the numbers on the map with the countries. Then listen and check.

Australia	14
Brazil	4
Canada	1
Chile	5
China	11
Japan	12
Mexico	3
Portugal	7
Russia	10
South Africa	9
South Korea	13
Spain	8
the United Kingdom	6
the United States	2

**Look!**

In English, country AND nationality words have capital letters.  
He's from Brazil.  
He's Brazilian.

**My study skills**

**Noting vocabulary**  
Use a vocabulary notebook for new words and expressions. Put the words in groups or in alphabetical order. Write a translation of difficult words.

2 1-27 Look at the example and match the adjectives in the box with the countries in exercise 1. Write sentences about the countries and nationalities. Then listen and check.

American Australian British Brazilian Canadian Chinese Chilean Japanese Korean Mexican Portuguese Russian South African Spanish

1 I'm Canadian. I'm from Canada.

3 Put the words in the box into two groups.

Brazil	Japan	Chile	China
Chilean	Brazilian	Spain	
Chinese	Japanese	Spanish	

Country	Nationality
Chile	Chilean
Brazil	Brazilian
Japan	Japanese
China	Chinese
Spain	Spanish

4 1-28 Pronunciation Look at the words in exercise 3 and write the number of syllables. Then listen and check.

Chile = 2 syllables  
1 2

5 Pairwork Point to a flag and ask and answer questions.

Spain Chile Japan Portugal Russia

A Where are you from?  
B I'm from Spain. I'm Spanish.

12 twelve

Workbook p.4 Extra practice online

### Exercise 4 Pronunciation 1-28

- Point to the example and model pronunciation, stressing the two syllables. Do one or two more examples with the class.
- Students write the number of syllables.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

### ANSWERS

Chile (2) – Chilean (3); Brazil (2) – Brazilian (4); Japan (2) – Japanese (3); China (2) – Chinese (3); Spain (1) – Spanish (2)

Audioscript Teacher's Book p.109

### Exercise 5 Pairwork

- Demonstrate the activity with a confident student.

- Students work in pairs and take turns to point to the flags and ask and answer questions.

### ANSWERS

I'm from Chile. I'm Chilean.  
I'm from Japan. I'm Japanese.  
I'm from Portugal. I'm Portuguese.  
I'm from Russia. I'm Russian.

### Consolidation

- Tell students that if they are visual learners, they could download a map from the Internet and label it with the countries and nationalities in English, to help them remember the words.

Workbook p.4

Online Workbook Extra practice



## Subject pronouns

I'm Jacob. She's awesome!

Singular	Plural
I	we
you	you
he	
she	they
it	

## Think!

Match 1–5 with a–e.

- 1 it — a Barbara  
 2 she — b a book  
 3 he — c Julia and Juan  
 4 they — d Ana and I  
 5 we — e Matthew

Rules p.W2

## 1 Rewrite the sentences with subject pronouns. Then listen and check.

- 1 Dan is from Toronto. He is from Toronto.  
 2 The pen is green.  
 3 Maria and I are friends.  
 4 David Wright is a teacher.  
 5 Emily is Australian.  
 6 The boys are students.  
 7 The Statue of Liberty is in New York City.  
 8 You and Josh are American.  
 9 Boram and Yejun are 13.

## be: Simple present

## Affirmative

I'm Jacob. We're late.

Full forms	Short forms
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

Rules p.W2

## 2 Choose the correct answers.

- She is / are American.  
 1 You am / are late!  
 2 They is / are English books.  
 3 I am / are Liza.  
 4 He is / are awesome!  
 5 We is / are Mexican.  
 6 It am / is a nice name.  
 7 You and Tom are / is intelligent!

## 3 Complete the TeenChat profile with short forms of be.

**Teen Chat**

Hi,  
 My name's Hannah and I 'm new on TeenChat. I 'm 13 years old and I 'm from Ottawa. It 's the capital city of Canada and it 's cool. My mom 's Canadian, but my dad 's British. He 's from London in the U.K. My best friends are Kate and Jim. They 're in my class at school. We 're in the school music club. It 's on Friday after school. We 're fans of One Direction. They 're awesome!

## 4 Game! How many sentences can you write in two minutes?

I'm 12 years old.

I		from Brazil
you		Korean
he	'm	a teacher
she	's	a student
it	're	12 years old
we		a big city
you		cool
they		intelligent

## Finished?

Write five jumbled sentences from this page and give them to a partner.

Mexican are we We are Mexican.

Puzzle p.104

thirteen 13

## ANSWERS

- 1 It 2 We 3 He 4 She 5 They  
 6 It 7 You 8 They

Audioscript Teacher's Book p.109

## be: Simple present (affirmative)

## Exercise 2

- Read out the grammar examples.
- Go through the grammar chart with the class. Point out that in spoken English the short forms are much more common.
- Students choose the correct words.
- Check the answers with the class.
- Refer students to the rules on page W2.

## Rules p.W2

## Exercise 3

- Ask students to read the profile quickly, ignoring the gaps. Ask: *What's her name?* (Hannah) *How old is she?* (13) *Where's she from?* (Ottawa) *Where's her dad from?* (London) Elicit the answers.
- Students complete the profile with the short forms of be.
- Check the answers with the class.

## Exercise 4 Game!

- Check that students understand all the words in the boxes. Read the example sentence and elicit some more examples.
- Students work individually or in pairs and write sentences.
- Stop the game after two minutes. Ask students to read out their sentences. They get a point for each correct sentence. See who has the most points at the end.

## ANSWERS

Students' own answers.

## Finished?

- Students write five jumbled sentences using words on the page.
- Students can swap sentences with a partner who corrects them.
- Ask one or two pairs to read their sentences out to the class.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

## ANSWERS

Students' own answers.

## Consolidation

- Encourage students to write some personalized sentences in their vocabulary notebooks to help them remember the different forms of be.

Workbook p.4

Online Workbook Extra practice

## Grammar page 13

## Subject pronouns

## Aim

To present and practice subject pronouns, and the simple present form of be

Grammar PowerPoint presentation Unit 1

## Warm-up

- With books closed, write some of the countries from page 12 on the board, with some missing letters, e.g., C \_ \_ n \_ \_ d \_ \_ (Canada). Put students into pairs and give them one minute to complete as many as they can.
- Check the answers by asking individual students to come out and fill in the missing letters.

- Point to the countries on the board and elicit the nationalities.

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart.
- Point out that in English we have to use a noun or pronoun before a verb, e.g., *He is from Brazil.* NOT *is from Brazil.*
- Students read the Think! box and match the pronouns with the nouns.
- Check the answers with the class.
- Refer students to the rules on page W2.

## Rules p.W2

## Exercise 1 1-29

- Students rewrite the sentences with a subject pronoun.
- Play the audio. Students listen and check.



## Greetings

### Aim

To present and practice greetings

### Warm-up

- Say to individual students: *Hi, (Carlo)*. Elicit the reply: *Hi. / Hello*.
- Ask: *How are you?* Elicit or teach the reply: *I'm fine*. Repeat this with students around the class.
- Gesture that you are saying goodbye and say: *Bye bye*. Elicit the reply: *Bye. / Goodbye*.

### Exercise 1

- Give students a few minutes to read the dialogues and look at the pictures.
- Point to the individual people in the pictures and ask: *Who's this?* Elicit the names of the people in the dialogues.
- Play the audio. Students listen and complete the dialogues.
- Students can compare answers in pairs.
- Play the audio again. Students listen again and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Check it out!* box and the *Learn it, use it!* chart with the class. Make sure students understand everything. Point out that we use *Hello / Hi!* for friends and people we know well, and *Good morning / afternoon / evening* when we need to be more polite.
- Ask students to look at the dialogues again and find examples of the expressions.
- Students practice the dialogues in pairs.

**Audioscript** Teacher's Book p.109

### Exercise 2

- Give students a few minutes to read the dialogue.
- Play the audio once through, then play it again, pausing as necessary to allow students time to complete the dialogue.
- Check the answers with the class.

**Audioscript** Teacher's Book p.109

#### Extra activity

- With books closed, play the dialogue in exercise 2 again. Pause after each line and ask students to predict what comes next.

### Exercise 3 Pairwork

- Ask two students to read out dialogue 2 in exercise 1. Write it on the board.

# 1 Communication

## Greetings

- 1** 1.30 Listen and complete the dialogues. Listen again and check. Then listen and repeat.



And you? Bye bye. Hello

- 1 Sarah Hi, Ricky!  
Ricky Hello, Sarah!  
Sarah How are you, Ricky?  
Ricky Not bad, thanks. <sup>1</sup> And you?  
Sarah I'm fine.  
Ricky Bye then! See you later!  
Sarah <sup>2</sup> Bye bye. See you!

How are you? Good afternoon Goodbye.

- 2 Mr. Wilson Good afternoon, Mrs. Costa.  
Mrs. Costa <sup>3</sup> Good afternoon, Mr. Wilson. <sup>4</sup> How are you?  
Mr. Wilson I'm very well, thanks. And you?  
Mrs. Costa I'm fine.  
Mr. Wilson Goodbye, Mrs. Costa. Have a nice weekend.  
Mrs. Costa Thanks. <sup>5</sup> Goodbye. See you on Monday.



### Check it out!

How do you say these words in your language?

Mr. Mrs.  
Miss Ms.

### Learn it, use it!

When you meet	When you leave
Good morning / afternoon / evening.	Goodbye.
Hello / Hi!	Bye bye / Bye.
"How are you?" "I'm fine."	See you on Monday / Tuesday.
"And you?" "I'm very well, thanks."	Have a nice day.

- 2** 1.31 Listen and complete the dialogue.

- Dan Hi, Kate!  
Kate Hi, Dan!  
Dan <sup>1</sup> How are you?  
Kate I'm fine, thanks. And you?  
Dan <sup>2</sup> Not bad, thanks.  
Kate Oh, here's my mom. Bye, Dan!  
Dan <sup>3</sup> Bye bye, Kate.

- 3 Pairwork** Choose two people below and write a dialogue. Use the dialogues in exercise 1 as models. Then practice your dialogue.

Beth Bruno Lily Mr. Harper Mrs. Silva Simon

- Mrs. Silva Good morning, Bruno.  
Bruno Good morning, Mrs. Silva.  
Mrs. Silva How are you today?  
Bruno I'm very well ...

14 fourteen

Workbook p.6

Extra practice online

### ANSWERS

Students' own answers.

### Consolidation

- Encourage students to practice mini dialogues with friends or family outside class, so that the phrases become more familiar to them. Explain that for spoken language the best way to learn is to use it regularly.

Workbook p.6

Online Workbook Extra practice

- Remove the names (*Mrs. Costa, Mr. Wilson*) and the time expressions (*afternoon*).
- Ask two different students to read the example dialogue in exercise 3.
- As a class, complete the gaps in the dialogue on the board with the information in the example dialogue (*Bruno, Mrs. Silva, morning*).
- Point out that this dialogue uses the more polite greetings.
- Students work in pairs to write their own dialogues with the names in the box using the two dialogues in exercise 1 as a model.
- Monitor and check that students are using the greetings phrases correctly. Make a note of any repeated mistakes to go over at the end of the lesson.

## Possessive adjectives

My name's Lucia. Here's your cell phone.

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

## Think!

Complete the sentences with possessive adjectives.

- 1 He's Fabio. It's his pen.
- 2 She's Julia. It's her book.
- 3 We're students. Ms. Grant is our teacher.

Rules p.W3

## 1 Choose the correct answers.

- My brother is sixteen. His / Her name is Jake.  
 1 My mom is Canadian. Her / His name is Mary.  
 2 Rio de Janeiro is famous for its / their carnival.  
 3 They're my friends. Their / Our names are Brad and Olivia.  
 4 We're from Mexico City. Our / Its city is very big.  
 5 "Here's your / her pen, Isabella." "Thanks."  
 6 Jorge is Brazilian. Its / His last name is Garcia.

## 2 Follow the lines and match the people and their possessions. Then complete the sentences with his or her.

It's her pen.  
 1 It's her book.  
 2 It's his skateboard.  
 3 It's his pencil case.  
 4 It's her cell phone.  
 5 It's their ball.

Workbook p.5

Extra practice online

## 3 Complete the sentences with possessive adjectives.

- They are in their classroom.  
 1 Jenny is 12 years old. Her friend is 12 years old, too.  
 2 Hi! My name's Dylan.  
 3 My school is in Westside. Its name is Brightwell High.  
 4 We're in seventh grade. Our math teacher is Mr. Ellery.  
 5 You're late! Your teacher is in the classroom!  
 6 William is American, but his mom is Canadian.

## The indefinite article: a / an



It's an eraser. It's a pen.

## Think!

Complete the rule with a or an.

- We use <sup>1</sup> an before a vowel sound and  
<sup>2</sup> a before other sounds.

Rules p.W3

## 4 Complete the sentences with a or an.

- It's a skateboard.  
 1 It's a pencil case.  
 2 It's an awesome book.  
 3 It's a bag.  
 4 It's an orange pencil.  
 5 It's a calculator.  
 6 It's an American name.

## Finished?

Write sentences about a classmate's favorite things (color, animal, singer, sport) and test your partner. What's the classmate's name?

His favorite color is blue.  
 He's Felipe.  
 No. His favorite sport is soccer.  
 He's Daniel.  
 Yeah!

Puzzle p.104

- Students compare answers in pairs.
- Check the answers with the class.

## Exercise 2

- Ask students to say the word for each item in the picture, to check understanding.
- Students complete the sentences with *his, her, or their*.
- Check the answers with the class.

## Exercise 3

- Read out the example sentence. Do another example with the whole class.
- Students complete the sentences with possessive adjectives.
- Students can compare their answers in pairs.
- Check the answers with the class.

## The indefinite article: a / an

## Think! box

- Read out the grammar examples.
- Check that students understand the term *vowel sound*.
- Students read the *Think!* box and complete the rule with the correct indefinite articles.
- Check the answers with the class.
- Refer students to the rules on page W3.

Rules p.W3

## Exercise 4

- Students complete the sentences with the correct articles.
- Check the answers with the class.

## Finished?

- Students write sentences about a classmate's favorite things.
- Students can swap sentences with a partner who guesses the classmate's name.
- Alternatively, ask one or two students to read their sentences. Ask the class to guess the classmate's name.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

## ANSWERS

## Students' own answers.

## Consolidation

- Encourage students to keep a note of grammar mistakes that they make and review grammar points as necessary.

Workbook p.5

Online Workbook Extra practice

## Grammar page 15

## Possessive adjectives

## Aim

To present and practice possessive adjectives, and the indefinite article: *a / an*

Grammar PowerPoint presentation Unit 1

## Warm-up

- Hold up one of your belongings and say: *It's my cell phone*. Hold up one or two of the students' belongings and demonstrate some more possessive adjectives, e.g., *Here's your pen. It's his book*.
- Write the sentences on the board and underline the possessive adjectives. Teach the term *possessive adjective*.

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Point out that in English the choice of *his* or *her* depends on the person being referred to:

That's **Marco**. Maria is **his** sister. That's **Ana**. Maria is **her** sister.

- Students read the *Think!* box and complete the sentences.
- Check the answers with the class.
- Refer students to the rules on page W3.

Rules p.W3

## Exercise 1

- Students choose the correct answers.
- Tell students to use the grammar chart and rules to help them if necessary.



## Reading

### Aim

To read and understand a web page about an international project which enables students from different countries to make friends

### Background notes

- The organization Friends and Flags was set up in 1999 to promote exchanges between schools in different countries.
- California is a state on the west coast of the United States. The state capital is Sacramento and the largest city is Los Angeles.
- A middle school is a U.S. school for children aged 10–14. Children go on to high school after leaving middle school.
- Seventh grade is for students aged 11–13.

### Warm-up

- Ask individual students: *How old are you? What's the name of your school?*
- Ask students to look at the pictures and ask one or two questions, e.g., *How many people are there? What color is her hair? What animal can you see?*
- Point to the names and flags. Ask: *What's his / her name? Where's he / she from? Where are they from?*
- Encourage students to reply using the name of the countries and the nationalities, e.g., *He's from Brazil. He's Brazilian.*

### Exercise 1 Read and listen 1.32

- Check that students understand *grade* (a school year) and *intelligent*.
- Play the audio. Students read and listen.
- Students read the web page individually and correct the mistakes in the sentences.
- Remind students to read the sentences carefully first and to look for the relevant information in the web page. Remind them too that they do not need to understand every word. They should use the context to help them guess meaning where possible.
- Check the answers with the class.

**Audioscript** Student Book p.16

1

Skills

09:14 AM

# Eagle Rock Middle School

**Hello World!**

We're students at Eagle Rock Middle School in Pasadena, California. We're in seventh grade. Our school is part of the Friends and Flags International Project. It's a project for students in different countries. We're friends with students in Brazil, Canada, Japan, and Australia. Aiko and Flavio are two of our friends.

Aiko

Hello! My name is Aiko. I'm 12 years old and I'm Japanese. I'm a student at Komae High School. It's a big school in Tokyo with over 1,300 students. I'm on the school basketball team, and I'm in a karate club. My favorite band is Paramore. They're American and they're great! Here's a photo of their singer, Hayley Williams. She's cool!

Flavio

Hi! I'm Flavio. I'm 13 years old. I'm Brazilian and I'm a student at the Colégio Nacional in Recife, Brazil. I'm in a volleyball club at school. It's my favorite sport. In the photo I'm with my dog, Tiago. He's 4 years old, and he's very intelligent. Movies are my passion! My favorite movie is *The Wolverine* and my favorite actor is Hugh Jackman. He's awesome!

Reading

**1 1.32 Read and listen** to the web page. Then correct the sentences.

Eagle Rock Middle School is in Tokyo, Japan.  
Eagle Rock Middle School is in Pasadena, California.

- 1 The Friends and Flags project is for students in California.  
The Friends and Flags project is for students in different countries.
- 2 The students are friends with students in the U.K. and Russia.  
The students are friends with students in Brazil, Canada, Japan, and Australia.
- 3 Aiko is from the U.S.  
Aiko is from Japan.
- 4 She's on the school volleyball team.  
She's on the school basketball team.
- 5 Hayley Williams is a student at Komae High School.  
Hayley Williams is the singer of the band Paramore.
- 6 Flavio is 12 years old.  
Flavio is 13 years old.
- 7 Tiago is his cat.  
Tiago is his dog.
- 8 His favorite actor is Leonardo DiCaprio.  
His favorite actor is Hugh Jackman.



## Listening

2 1:33 Listen to Lily and Erika. Write L (Lily) or E (Erika) in the factfile.

<b>Age</b>		<b>Favorite color</b>	
12 years old	—	red	L
13 years old	L	blue	—
14 years old	E	green	E
<b>Nationality</b>		<b>Favorite actor</b>	
Australian	—	Zac Efron	E
Canadian	L	Logan Lerman	—
American	E	Daniel Radcliffe	L
<b>Year</b>		<b>Favorite animal</b>	
seventh grade	L	horses	E
eighth grade	E	dogs	L
ninth grade	—	hamsters	—

## Speaking

3 Complete the factfile with information about you.

	You	Your partner
<b>Name</b>	_____	_____
<b>Age</b>	_____	_____
<b>Nationality</b>	_____	_____
<b>School</b>	_____	_____
<b>Favorite color</b>	_____	_____
<b>Favorite actor</b>	_____	_____
<b>Favorite animals</b>	_____	_____

4 **Pairwork** Introduce yourself to your partner. Use the information from exercise 3. Listen and complete the factfile for your partner.

My name's ..., I'm ... years old and I'm ...

## Writing

5 Match the sentence halves. Use the sentences to write a personal profile of Matt for the Friends and Flags project.

1 d His name is Matt Thompson.

- |                        |                           |
|------------------------|---------------------------|
| 1 His name             | a Melbourne in Australia. |
| 2 He's 13              | b Australian.             |
| 3 He's                 | c is Asher Roth.          |
| 4 He's from            | d is Matt Thompson.       |
| 5 He's a student       | e are snakes.             |
| 6 His favorite singer  | f years old.              |
| 7 His favorite animals | g at Royston High School. |



6 Write a profile of your partner for the Friends and Flags project. Use the factfile in exercise 3 and the sentences in exercise 5 to help you.

Workbook p.7

Writing builder p.92

seventeen 17

a partner and have a conversation about the information in your factfile

## Exercise 3

- Students complete the factfile with information about themselves.
- Encourage students to look back at the Welcome unit to find words for colors and animals.

## ANSWERS

Students' own answers.

## Exercise 4 Pairwork

- Demonstrate the activity by asking a confident student to introduce themselves and give the information about themselves.
- If students need more help, elicit the sentence stems students need to use for each piece of information, e.g., *My name's ..., I'm ... years old. ...*
- Students work in pairs to talk about themselves and write down the information about their partner.
- Monitor and help as necessary.

## ANSWERS

Students' own answers.

Video: Unit 1 vox pops

Describe yourself

## Writing

## Aim

To write a profile of a student for the Friends and Flags project, using information that is given; then write a similar profile of a classmate

## Exercise 5

- Students match the sentence halves.
- Check the answers with the class. Ask a student to read out the completed profile.

## Exercise 6

- Students use the information they collected about their partner in exercise 4 to write a profile of their partner.
- Students swap their profile with their partner, who corrects any mistakes.
- Ask some students to read their profiles to the class.

## ANSWERS

Students' own answers.

## Consolidation

- You can refer students to the Writing builder Unit 1 for support with capital letters and an additional task.

Writing builder p.92/C1

Workbook p.7

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

## Aim

To listen to a conversation between two friends

## Background notes

- Zac Efron is an American actor who starred in the movie *High School Musical*.
- Logan Lerman is an American actor known for his role in the *Percy Jackson* adventure movies.
- Daniel Radcliffe is a British actor known for playing the role of Harry Potter.

## Warm-up

- Ask individual students: *What's your favorite color? What's your favorite animal?* Review vocabulary for colors and animals.

- Point to the photos of Lily and Erika in turn and ask: *How old is she? What's her favorite color?* Encourage students to guess the answers.

## Exercise 2 1:33

- Read through the information.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.109

## Speaking

## Aim

To complete a factfile with information about yourself, then introduce yourself to

# 2 Who's Lucia?

## Grammar

be: Simple present (negative, yes / no questions and short answers)

Question words

## Vocabulary

The family

## Communication

Asking and telling the time

## Skills

**Reading:** A blog about identical twins

**Listening:** Three teenagers talking about their families

**Speaking:** Talking about a member of your family

**Writing:** A description of a member of your family

## Topics and values

Family

## Presentation page 18

### Aim

To present the new language in a familiar context

### Story

Jacob is at home with his mom and his sister, Sophie. He teases Sophie because she is in the choir and he thinks that choirs are boring. Sophie then receives a phone call from Lucia, who is also in the choir. Jacob starts to think that maybe choirs aren't so boring after all.

### Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *How many people can you see?* (three) *Who are they?* (Jacob and his family) Point to Jacob's sister and ask: *Can you describe her?* (She has brown hair and brown eyes.)

### Exercise 1 Read and listen 1-34

- Read the four names (*Sophie, Mom, Jacob, Dad*) with the class. Then read the question out to the class.
- Point to the sheet of music and teach the words *music* and *choir*. Model pronunciation of the words and explain that in English some words like *choir* are not pronounced as they are written.
- Check that students understand *What time is it?*, *hungry*, *brother*, *cool*, and *boring*.

**1 134 Read and listen**

**Where is Jacob?**  
a at school b at home c at soccer practice

**Sophie** What time is it, Mom?  
**Mom** It's six o'clock.  
**Sophie** I'm hungry. When's dinner?  
Is it ready?  
**Mom** Yes, it is. Where's your brother?  
**Jacob** I'm here. What's this?  
**Sophie** Hey! It's my choir music.  
Don't touch it!  
**Jacob** You and your stupid choir!  
It isn't stupid. It's cool!  
**Jacob** Choirs aren't cool. They're boring!  
**Sophie** No, they aren't!  
*The phone rings in another room.*  
**Dad** Sophie, it's for you. It's Lucia.  
**Mom** Who's Lucia?  
**Sophie** She's a new girl at school.  
**Mom** Is she in your class?  
**Sophie** No, she isn't. She's in the choir.  
**Jacob** Oh! Lucia's in the choir. Hmm ...  
maybe choirs aren't boring!

**Check it out!**

Find these words and check their meaning.

Is it ready? Don't touch it!  
What's this? It isn't stupid!

**2 Comprehension** Are the sentences true or false? Correct the false sentences.

It's seven o'clock.  
False It's six o'clock.

1 Jacob is hungry.  
False Sophie is hungry.

2 Dinner is ready.  
True

3 Jacob is at school.  
False Jacob is at home.

4 Sophie is a new girl at school.  
False Lucia is a new girl at school.

5 Jacob is in the choir.  
False Jacob isn't in the choir.

18 eighteen

- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.18

### Exercise 2 Comprehension

- Check that students understand *true* and *false*. Focus on the example sentence and answer. Point to the first two sentences in the dialogue and ask: *Is it seven o'clock?* (No, it's six o'clock.) Point to the example sentence again and say: *It's false.*

- Students read the dialogue again and decide if sentences 1–5 are true or false, and correct the false sentences.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.

### Extra activity

- Read out some sentence beginnings from the dialogue in random order, e.g., *What time ...? It's my ...! Don't ...!* Students race to complete the sentences with the correct words.

### Consolidation

- Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks.



## Language focus

### 3 Dialogue focus Complete the dialogues with the questions in the box.

Is she in your class? What's this? What time is it?  
When's dinner? Where's your brother? Who's Lucia?

1 Sophie What time is it, Mom?  
Mom It's six o'clock.  
Sophie I'm hungry. When's dinner? Is it ready?  
Mom Yes, it is.

2 Mom Where's your brother?  
Jacob I'm here. What's this?  
Sophie Hey! It's my choir music. Don't touch it!

3 Mom Who's Lucia?  
Sophie She's a new girl at school.  
Mom Is she in your class?  
Sophie No, she isn't. She's in the choir.

4 1.35 Listen and check. Listen again and repeat.

5 **Focus on you** Complete the dialogues about two students at your school. Use the words in the box.

's 's. Is is. isn't He Who's

A Who's Carla?  
B She 's a girl at school.  
A 'Is she in your class?  
B No, she isn't.  
A Who 's Felipe?  
B 'He's a boy at my school.  
A Is he in your class?  
B Yes, he 'is.

6 **Pairwork** Practice the dialogues in exercise 5. Then practice new dialogues with names of students at your school.

nineteen 19

- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class.
- Students then make and practice new dialogues with the names of students at their school. Ask some pairs to perform their dialogues for the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Consolidation

- Ask students to close their books. Write a short dialogue on the board, similar to the ones in exercise 5, but using the name of a student at the school. Remove one or two words (but leave the student's name). Students work with a new partner and practice the dialogue again.
- Remove one or two more words, and ask students to practice again. Continue in this way until all (or nearly all) of the words have been removed.
- See if any pairs can perform the dialogue for the class from memory.

## Language focus page 19

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students read the mini-dialogues and complete them with the questions in the box.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 1.35

- Play the audio. Students listen and check their answers to exercise 3.

- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book p.109

### Exercise 5 Focus on you

- Check that students understand *girl* and *boy*. Students work in pairs and complete the dialogues with the words in the box. With weaker classes, you could do the first one with the whole class, then ask students to complete the second one in pairs.
- Check the answers. Correct any mistakes.

### Exercise 6 Pairwork

- Students practice their dialogues in pairs.





## be: Simple present

## Negative

It isn't stupid. Choirs aren't cool.

Full forms	Short forms
I am not	I'm not
you are not	you aren't
he / she / it is not	he / she / it isn't
we / you / they are not	we / you / they aren't

## Think!

## Complete the rule.

In negative sentences, the word **not** is after the verb **be**.

Rules p.W8

1 Write negative sentences. Use short forms of the verb **be**.

- I / thirteen. **I'm not thirteen.**
- |                         |                                   |
|-------------------------|-----------------------------------|
| 1 they / from Australia | 4 you / a teacher                 |
| 2 she / his sister      | 5 we / late for our English class |
| 3 it / a nice name      | 6 I / Spanish                     |

2 Complete the sentences for you. Use short forms of the verb **be**.

- I'm / am not Brazilian.
- 1 My teacher **isn't** from America.
- 2 My mom **isn't** a teacher.
- 3 We **aren't** at school.
- 4 I **am not** 12.
- 5 Our school **isn't** very big.
- 6 My cousins **are** Mexican.

## yes / no questions and short answers

"Is dinner ready?" "Yes, it is."

"Is she in your class?" "No, she isn't."

yes / no questions	Short answers	
	Affirmative	Negative
Am I?	Yes, you are.	No, you aren't.
Are you?	Yes, I am.	No, I'm not.
Is he / she / it?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they?	Yes, you / we / they are.	No, you / we / they aren't.

## Think!

You are Korean. He is Korean.  
Are you Korean? Is he Korean?

## Choose the correct alternative.

- In affirmative sentences, we use:
  - a be + subject pronoun
  - b subject pronoun + be**
- In yes / no questions, we use:
  - a be + subject pronoun**
  - b subject pronoun + be

Rules p.W8

## 3 Write the questions in the correct order.



Canadian / cousin Mark / is / your / ?  
**Is your cousin Mark Canadian?**

- 1 student / you / are / a ?
- 2 late / I / am ?
- 3 80 / your / is / grandma ?
- 4 is / new / book / it / your ?
- 5 cousins / you / are ?
- 6 your / is / she / sister ?
- 7 they / are / new / teachers / the ?

## 4 Match short answers a-h with the questions in exercise 3.

Example - a "Is your cousin Mark Canadian?"  
"No, he isn't."

- |                           |                             |
|---------------------------|-----------------------------|
| a No, he isn't.           | e No, she isn't. <b>3/6</b> |
| b Yes, they are. <b>7</b> | f Yes, it is. <b>4</b>      |
| c Yes, she is. <b>3/6</b> | g No, you aren't. <b>2</b>  |
| d No, I'm not. <b>1</b>   | h Yes, we are. <b>5</b>     |

## Finished!

Write five questions for your partner. Then ask your partner.

Is soccer your favorite sport?  
Are your parents American?

Puzzle p.104

twenty-one 21

- Check the answers with the class.

## be: Simple present (yes / no questions and short answers)

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct alternative to complete the rules.
- Check the answers with the class.
- Reinforce the point that in English the verb *be* comes before the subject pronoun, e.g., *Are you a teacher?* NOT *You are a teacher?*
- Refer students to the rules on page W8.

## Rules p.W8

## Exercise 3

- Students write the questions in the correct order.
- Check answers with the class.

## ANSWERS

- 1 Are you a student?  
2 Am I late?  
3 Is your grandma 80?  
4 Is it your new book?  
5 Are you cousins?  
6 Is she your sister?  
7 Are they the new teachers?

## Exercise 4

- Students match the short answers with the questions in exercise 3.
- Check answers with the class.

## Finished?

- Students write questions for a partner.
- Students can ask and answer their questions in pairs.
- Alternatively, ask some students to read their questions out to the class. Ask other students to answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

## ANSWERS

## Students' own answers.

## Consolidation

- Tell students that to practice questions, they could write some questions to ask themselves, e.g., *Are you Brazilian?* They could record the questions on their phone, then listen and answer them. They could also swap recordings with a friend and answer their questions.

Workbook pp.10-11  
Online Workbook Extra practice

## Warm-up

- With books closed, write some of the family words from page 20 on the board, with the letters jumbled, e.g., *istser* (sister). Put students into pairs and give them one minute to complete as many as they can, without looking in their books.
- Check answers by asking individual students to come out and write the correct words on the board. See who wrote all the family words correctly.

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and complete the rule.
- Check the answer with the class.

- Reinforce the point that in English the word *not* comes after the form of *be*, e.g., *It is not cool.* NOT *It not is cool.*
- Refer students to the rules on page W8.

## Exercise 1

- Students write the negative sentences.
- Check the answers with the class.

## ANSWERS

- 1 They aren't from Australia.  
2 She isn't his sister.  
3 It isn't a nice name.  
4 You aren't a teacher.  
5 We aren't late for our English lesson.  
6 I'm not Spanish.

## Exercise 2

- Students complete the sentences so they are true for them.



## Asking and telling the time

### Aim

To present and practice telling the time

### Warm-up

- Review numbers up to 60 by asking students to count around the class, with each student saying the next number.
- You could do this as a game, with students standing up at the start and sitting down if they make a mistake or don't know the next number.
- If students need more practice, go round again, encouraging them to speed up this time.

### Exercise 1 1.37

- Point to the picture and ask: *What time is it?* Students complete the sentences with the numbers in the box.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Point out the way we say 7:05 (seven oh five).

**Audioscript** Teacher's Book p.109

### Exercise 2

- Students work individually or in pairs to write the time in numbers and words.
- Check answers with the class. Model pronunciation of the times and ask students to repeat them individually and chorally.

### Exercise 3 1.38

- Go through the *Look!* box with the class. Point out that we usually use a.m. and p.m. in writing, but not in speaking.
- Allow students time to read the gapped dialogue.
- Play the audio. Students complete the dialogue.
- Check answers, then play the audio again. Students listen and repeat, individually and chorally.
- Read through the *Learn it, use it!* chart. Point out that we use *at* to say when something is happening.

**Audioscript** Teacher's Book p.109

### Exercise 4 1.39

- Read through the notes with the class.
- Play the audio. Students listen and write the times.
- Play the audio again. Students listen and check.
- Check answers with the class.

**Audioscript** Teacher's Book p.109

## 2 Communication

### Asking and telling the time

- 1 1.37 Complete the sentences with the numbers in the box. Then listen and check. Listen again and repeat.

fifteen fifty-five forty-five ten thirty-five twenty-five

It's seven <sup>5</sup> fifty-five 07:55 It's seven o'clock. 01:00 07:05 It's seven oh five.

It's seven fifty 07:50 07:10 It's seven ten

It's seven <sup>4</sup> forty-five 07:45 07:15 It's seven <sup>1</sup> fifteen

It's seven forty 07:40 07:20 It's seven twenty.

It's seven <sup>3</sup> thirty-five 07:35 07:25 It's seven <sup>2</sup> twenty-five

It's seven thirty. 07:30

- 2 Look at the clocks. Write the time in numbers. Then write the time in words.

1 It's nine o'clock. 09:00 1 It's six oh five. 06:05 2 It's eleven thirty. 11:30

3 It's four forty-five. 04:45 4 It's eight fifty. 08:50 5 It's nine ten. 09:10

### Look!

a.m. and p.m.  
24-hour clock  
00:00–11:59 = a.m.  
12:00–23:59 = p.m.  
5:00 p.m. = 17:00

- 3 1.38 Listen and complete the dialogue with the words in the box. Then listen again and repeat.

at five o'clock time What

A What time is it?

B It's six oh five

A What time is dinner?

B It's at seven <sup>4</sup> o'clock

### Learn it, use it!

You ask	You answer
What time is it?	It's six o'clock. It's six oh five. It's six ten. It's six forty-five.
What time is dinner?	It's at eight o'clock.

- 4 1.39 Listen and write the time. Listen again and check.

- 5 Pairwork Ask and answer questions with a partner about the activities in exercise 4.

A What time is math?  
B It's at nine fifteen.

9:15 math  
1 11:45 English  
2 1:20 computer club  
3 5:05 volleyball  
4 6:30 choir practice  
5 8:00 dinner

22 twenty-two

Workbook p.12

Extra practice online

### Exercise 5 Pairwork

- Ask two students to read out the example dialogue. Write it on the board. As a class, prepare one more question and answer.
- Students work in pairs to ask and answer questions about the activities in exercise 4.
- Monitor and check that students are using the time expressions correctly. Make a note of any repeated mistakes to go over at the end of the lesson.

### ANSWERS

Students' own answers.

### Consolidation

- Encourage students to think about English in their everyday lives. For example, every time they look at their watch or phone to see what time it is, they could think about how to say that time in English. Explain that if they do this, English will begin to come naturally to them.

Workbook p.12

Online Workbook Extra practice



## Question words

Where's your brother? Who's Lucia?

Question word	Verb	Subject
Who	is	he?
What	is	your name?
Where	are	they?
When	is	the concert?
How old	are	you?

## 1 Choose the correct answers.

- "What / Where are they?" "They're DVDs."  
 1 Who / What is your favorite actor?  
 "It's Taylor Lautner."  
 2 Where / What is Robert?" "He's at school."  
 3 When / How old is your grandma?  
 "She's 62."  
 4 When / What is her birthday?" "It's in May."  
 5 What / When time is it?" "It's six o'clock."  
 6 Where / What is your favorite book?  
 "It's *New Moon*."

## 2 Match the questions and answers.

- 1 What's your cell phone number? e  
 2 How old is your sister? f  
 3 Who's she? c  
 4 When's your birthday? d  
 5 What's your favorite color? b  
 6 Where are you from? a
- a I'm from Argentina.  
 b It's green.  
 c She's my sister.  
 d It's in August.  
 e It's (771) 009-4949.  
 f She's 9.

## 3 Write the questions in the correct order.

- your / What / is / name? What is your name?  
 1 from / Where / you / are?  
 2 are / How old / you?  
 3 parents / Where / from / your / are?  
 4 favorite / color / is / What / your?  
 5 friends / best / Who / are / your?  
 6 birthday / is / your / When?

## 4 Ask and answer the questions in exercise 3 with a partner.

- A What is your name?  
 B My name's ...

## 5 Complete the e-mail with question words.



Sent: Friday July 27, 15:33

Hi,  
 My name's Charlie. I'm from Manchester in England and I'm your new pen pal. Where are you from? I'm 13 years old. How old are you? My birthday is in June. When is your birthday?  
 My favorite sport is soccer, and I'm a fan of Manchester United and Real Madrid. My hero is Kaká. What's your favorite sport? And who's your favorite sports star? Bruno Mars is my favorite pop star. His song Grenade is cool! Who's your favorite pop star?  
What's your favorite song?  
 Write soon,  
 Charlie

## 6 Complete the questions in the dialogue.

- A What's your name?  
 B My name's Rachel.  
 A Where are you from?  
 B I'm from Toronto.  
 A How old are you?  
 B I'm 12 years old.  
 A When's your birthday?  
 B My birthday is in September.  
 A What's your favorite color?  
 B My favorite color is green.  
 A Who's your favorite singer?  
 B My favorite singer is Shakira.

## Finished?

Write five questions for your partner. Use **Who, What, Where, When, and How old.**

Who's your favorite actor?

Puzzle p.104

Workbook p.11 Extra practice online

twenty-three 23

## Exercise 3

- Students write the questions in the correct order. Encourage students to use the grammar chart to help them.
- Students can compare their answers in pairs.
- Check the answers with the class.

## ANSWERS

- Where are you from?
- How old are you?
- Where are your parents from?
- What is your favorite color?
- Who are your best friends?
- When is your birthday?

## Exercise 4

- Ask two students to read out the example question and answer. The student answering should give their own name.
- With weaker classes, ask a student to read out the remaining questions in exercise 3 in turn, and elicit some sample answers from the class.
- Students ask and answer the questions in pairs.
- Monitor and help as necessary.

## ANSWERS

Students' own answers.

## Exercise 5

- Check that students understand *pen pal*. Students complete the e-mail with the correct question words.
- Check the answers with the class.

## Exercise 6

- Students write the questions to complete the dialogue.
- Students can compare their answers in pairs.
- Check the answers with the class by writing the questions on the board. Encourage students to check their spelling carefully.

## Finished?

- Students write questions for a partner.
- Students can ask and answer their questions in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they should keep a note of any mistakes they often make, and write their own personal rules and examples to help them avoid the mistakes in the future.

Workbook p.11  
 Online Workbook Extra practice

## Grammar page 23

## Question words

## Aim

To present and practice question words  
 Grammar PowerPoint presentation Unit 2

## Warm-up

- Review the months by writing them as gapped words on the board, e.g., J \_ n \_ \_ ry. Put students into pairs and give them one minute to complete as many as they can.
- Briefly review colors by pointing to different colors around the classroom and asking: *What color is it?*

## Grammar chart

- Read out the grammar examples.

- Go through the grammar chart and check that students understand the meaning of the question words.
- Remind students that in questions the verb *be* comes before the subject.
- Refer students to the rules on page W9.

## Exercise 1

- Students choose the correct words.
- Students compare answers in pairs.
- Check the answers with the class.

## Exercise 2

- Students match the questions and answers.
- Check the answers by asking students in turn to read out one of the questions. Ask another student to read out the correct answer.

## Reading

### Aim

To read and understand a blog about identical twins from the U.S., their family, and their likes and dislikes

### Background notes

- Seattle is a coastal city in the state of Washington, in the north west of the U.S.
- Veronica Roth is an American writer whose science fiction series *Divergent*, about a future Chicago, is extremely popular.
- *The Hunger Games* is a science fiction novel written by the American writer Suzanne Collins. In a futuristic city, the Hunger Games are an annual event in which a boy and girl from different districts of the city compete to the death to win food.
- 30 Seconds to Mars is an American rock band which plays progressive rock music.
- Muse is a British rock band which, like 30 Seconds to Mars, plays progressive rock music.
- One Direction is a British pop band which became famous when they finished third in the TV music competition *The X Factor*.

### Warm-up

- With books closed, review family vocabulary by putting students into pairs and telling them that they have learned eleven words for family members in this unit. Give them one minute to write down as many as they can.
- Elicit answers from the class and write the words on the board. See who remembered all the words!

### Exercise 1 Read and listen 1.40

- Point to the picture of Louise and Lucy and teach the words *twins* and *identical*.
- Play the audio. Students read and listen.
- Read the *My study skills* box with the class.
- Students read the blog individually and answer the questions.
- Remind students that they do not need to understand every word of the blog to answer the questions. They should use the context to help them guess meaning where possible.
- Check the answers with the class.
- Go through the *Check it out!* box with the class.
- Students find the words in the blog. Check that students understand the words.

**2 Skills**

# We're twins!

**We're 12 years old and we're from Seattle in the U.S.**

Our birthday is in June. Our zodiac sign is Gemini – the sign of the twins. We aren't the only twins in our family. Our mom, Sue, and her sister, Aunt Cathy, are also twins. Our cousins David and Matthew are six months old, and they are twins, too – but they aren't identical. We're students at Lincoln Middle School, but we aren't in the same class. We aren't the only twins at our school. Four of our friends from school are also twins! And two are in my class!

**Twins with a difference. We're twins, but we're very different people!**

**Louise**

Books are my passion. My favorite writers are Veronica Roth and Suzanne Collins: *The Hunger Games* books are awesome. The movies are great, too. Lucy isn't interested in books. Her passion is rock music. Ugh! It's terrible!

**Lucy**

Rock music is my passion. My favorite bands are 30 Seconds to Mars and Muse. They're amazing! Louise isn't a rock fan. She's a pop music fan. Her favorite band is One Direction!!! Ugh! They're boring!

**Pssst! Our secret!!!**

**'I'm 1.65 m tall and Lucy is 1.63 m tall!'**

**'Louise is right-handed and I'm left-handed!'**

**Check it out!**

Find these words and check their meaning.

Gemini only same right- / left-handed

**My study skills**

In *Got it!*, comprehension questions about a text are always in the order of the text.

**Reading**

**1 1.40 Read and listen to the blog. Then answer the questions.**

How old are Louise and Lucy?

*They're 12 years old.*

1 Where are they from? 4 Who in their family are twins, too?

2 When is their birthday? 5 What is the name of their school?

3 What is their zodiac sign? 6 Who is interested in books?

7 Who is a rock music fan?

24 twenty-four

### ANSWERS

- 1 They're from Seattle in the U.S.
- 2 Their birthday is in June.
- 3 Their zodiac sign is Gemini.
- 4 Their mom, Sue and her sister, Aunt Cathy, are also twins. Their cousins, David and Matthew, are twins, too.
- 5 Their school is called Lincoln Middle School.
- 6 Louise is interested in books.
- 6 Lucy is a rock music fan.

**Audioscript** Student Book p.24

### Extra activity

- Write these questions on the board:
- Who says ...
  - 1 Rock music is my passion.
  - 2 *The Hunger Games* books are awesome.

- 3 One Direction are boring!
- 4 Books are my passion.

- Students find the information in the blog and answer them. Tell students that they don't need to read the whole text again. They can scan the blog quickly to find the answers.
- Check answers with the class.

### ANSWERS

- 1 Lucy
- 2 Louise
- 3 Lucy
- 4 Louise

**Workbook p.13**



## Listening

2 1.41 Listen and match the speakers with the families in the photos. Write Ana, Scott, and Chloe.



3 1.42 Listen to Scott's description of a member of his family. Choose the correct answers. Then listen again and check.

- |  |   |  |
|--|---|--|
| How old is Julia?<br>a She's 14.<br>b She's 15.              | 2 What color are her eyes?<br>a They're blue.<br>b They're brown. | 4 What is her favorite TV show?<br>a American Idol.<br>b American Pop. |
| 1 When's her birthday?<br>a It's in June.<br>b It's in July. | 3 What is her passion?<br>a tennis<br>b music                     | 5 Who's her favorite star?<br>a Taylor Swift.<br>b Rafael Nadal.       |

## Speaking

4 Choose a member of your family. Answer the questions in exercise 3 for the person in your family.

Cousin Juan: He's 16 ...

5 Pairwork Ask and answer the questions in exercise 3 about the person in exercise 4.

- A: His name's Juan.  
B: Who is Juan?  
A: He's my cousin.  
B: How old ...?  
A: He's ...

## Writing

6 Complete the description of Scott with the words in the box.

birthday brother brown eyes star tennis 13

Scott is my brother. He's 13 years old. His birthday is in September. His hair is brown and his eyes are brown, too. His passion is tennis. His favorite star is Rafael Nadal. His favorite TV show is American Dad.

7 Write a description of the member of your family in exercise 4.

Juan is my cousin. He's ...

Workbook p.13

Writing builder p.92

twenty-five 25

Audioscript Teacher's Book p.109

## Speaking

### Aim

To talk about a member of your family

### Exercise 4

- Students choose a member of their family.
- Read through the questions in exercise 3 again with the class and elicit that *her* changes to *his* if the family member is a boy or man.
- Students prepare their answers to the questions.

### ANSWERS

Students' own answers.

### Exercise 5 Pairwork

- Demonstrate the activity by asking a confident student the questions about their family member.
- Students work in pairs to ask and answer the questions.
- Monitor and help as necessary.

### ANSWERS

Students' own answers.

Video: Unit 2 voxpops  
Describe a member of your family

## Writing

### Aim

To write a description of a family member

### Exercise 6

- Students complete the description of Scott with the correct words.
- Check the answers with the class. Ask a student to read out the completed description.

### Exercise 7

- Students use the answers they gave in exercise 4 to write a description of their family member.
- Students swap their description with their partner, who corrects any mistakes.
- Ask some students to read their descriptions to the class.

### ANSWERS

Students' own answers.

### Consolidation

- You can refer students to the Writing builder Unit 2 for support with short forms and an additional task.

Writing builder p.92/C1  
Workbook p.13  
Online Workbook Extra practice  
Unit test  
Worksheets  
DVD

## Listening

### Aim

To listen to three teenagers talking about their families

### Background notes

- American Idol* is an American reality TV show in which singers compete.
- Taylor Swift is an American singer / songwriter who sings country music.
- Rafael Nadal is a Spanish tennis player.

### Warm-up

- Tell students they are going to listen to three teenagers talking about their families.
- Point to the three photos. Explain that the photos show the teenagers' families, but do not all include the teenagers.

- Point to people in the photos and ask: *Can you describe him / her?*

### Exercise 2 1.41

- Play the audio. Students listen and match the speakers with the photos.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.109

### Exercise 3 1.42

- Allow students time to read through the possible answers. Make sure they understand everything.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.



# Review A

## Grammar

Subject pronouns

be: Simple present (affirmative, negative, yes / no questions and short answers)

Possessive adjectives

The indefinite article: a / an

Question words

## Vocabulary

Countries and nationalities

The family

## Review A page 26

### Grammar

#### Exercise 3

##### ANSWERS

- 1 We aren't late.
- 2 Your brother's in 10<sup>th</sup> grade.
- 3 Are they 12 years old?
- 4 I'm not hungry.
- 5 Is New York on the Hudson River?
- 6 You're my best friend.
- 7 Eva isn't at school.
- 8 Are you from Portugal?

#### Exercise 4

##### ANSWERS

- 1 Is it three o'clock?  
Yes, it is. / No, it isn't.
- 2 Are you hungry?  
Yes, I am. / No, I'm not.
- 3 Is your best friend American?  
Yes, he/she is. / No, he/she isn't.
- 4 Is your mom 43?  
Yes, she is. / No, she isn't.
- 5 Is your school big?  
Yes, it is. / No, it isn't.
- 6 Is your favorite color yellow?  
Yes, it is. / No, it isn't.

### Songs

*He Ain't Heavy, He's My Brother*, by The Hollies (family)

*We Are Family*, by Sister Sledge (family)

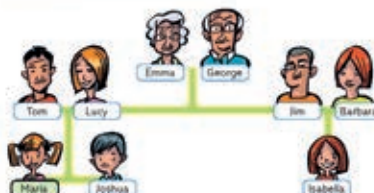
## A Review

### Vocabulary

1 Complete the table with country and nationality words.

Country	Nationality
Brazil	Brazilian
<sup>1</sup> Canada	Canadian
China	<sup>2</sup> Chinese
<sup>3</sup> Chile	Chilean
Japan	<sup>4</sup> Japanese
Mexico	<sup>5</sup> Mexican
<sup>6</sup> Portugal	Portuguese
Russia	<sup>7</sup> Russian
South Africa	<sup>8</sup> South African

2 Look at Maria's family tree. Then complete the sentences about her family.



Tom is my dad.

- 1 Joshua is my brother.
- 2 Isabella is my cousin.
- 3 Lucy and Tom are my parents.
- 4 Jim is my uncle.
- 5 Barbara is my aunt.
- 6 Emma is my grandma.

### Grammar

3 Rewrite the sentences in the affirmative (+) or negative (-), or write a yes / no question (?). Use short forms where possible.

Is Kate in the choir? (+)

Kate's in the choir.

- 1 We're late. (-)
- 2 Is your brother in 10<sup>th</sup> grade? (+)
- 3 They're 12 years old. (?)
- 4 I'm hungry. (-)
- 5 New York's on the Hudson River. (?)
- 6 You aren't my best friend! (+)
- 7 Eva's at school. (-)
- 8 You're from Portugal. (?)

4 Write questions with the verb be. Then write short answers.

you / 12 years old?  
Are you 12 years old?  
Yes, I am. / No, I'm not.

- 1 It / three o'clock?
- 2 you / hungry?
- 3 your best friend / American?
- 4 your mom / 43?
- 5 your school / big?
- 6 your favorite color / yellow?

5 Match question words 1-6 and endings a-f. Then answer the questions.

1 - f

What is the capital of Argentina?

Buenos Aires is the capital of Argentina.

- |           |                                |
|-----------|--------------------------------|
| A         | B                              |
| 1 What    | a is your birthday?            |
| 2 Who     | b is your dad from?            |
| 3 What    | c is your favorite actor?      |
| 4 Where   | d is your favorite TV show?    |
| 5 When    | e are you?                     |
| 6 How old | f is the capital of Argentina? |

6 Complete the sentences. Use subject pronouns or possessive adjectives.

I'm Jenny. I 'm a new student.

I'm a new student. My name's Jenny.

- 1 We're students. Our school is Liberty Middle School.
- 2 That's Mr. Lee. He 's my English teacher.
- 3 They're my cousins. Their names are Juan and Olivia.
- 4 Vancouver is a beautiful city. It 's in Canada.
- 5 Ellen and Lisa are twins. They 're my best friends.
- 6 My favorite singer is Shakira. Her songs are amazing!

7 Complete the sentences. Use a or an.

Maria is a student.

- 1 He's an actor.
- 2 Rio de Janeiro is a big city.
- 3 Her mom is an English teacher.
- 4 It's an eraser.
- 5 Harvard is a university in the U.S.
- 6 My grandpa is an old man.

## Communication

8 1.43 Choose the correct answers. Then listen and check.

Suzie Hello, Tom.  
 Tom Hi, Suzie.  
 Suzie How are you, Tom?  
 Tom I'm fine, thanks. And you?  
 Suzie Not bad, thanks. Oh, no! Here's Mr. Craig, the principal. Bye, Tom! See you later!  
 Mr. Craig Good morning, Tom. How are you today?  
 Tom I'm very well, thank you, Mr. Craig.  
 Mr. Craig What time is it, Tom?  
 Tom It's ten thirty.  
 Mr. Craig What time is your English class?  
 Tom Umm, it's at ten fifteen.  
 Mr. Craig You're late, then! Goodbye, Tom.  
 Tom Goodbye, Mr. Craig.



- a Goodbye b Hi  
 1 a How are you b How is it  
 2 a I'm American b I'm fine  
 3 a See you later b Good morning  
 4 a I'm very well b Not bad  
 5 a What time is it b When is it  
 6 a it's b it's at  
 7 a Good afternoon b Goodbye

## Pronunciation

/t/ and /t/

9 1.44 Listen and check (✓) the numbers and times you hear. Then repeat the numbers.

- a 18 b 80  
 1 a 16 b 60  
 2 a 17 b 70  
 3 a 12:30 b 12:13  
 4 a 2:40 b 2:14  
 5 a 9:15 b 9:50

13 80 50 14 60  
 40 15 70 16 30  
 17 90 9

## Listening

10 1.45 Listen to five short dialogues and check (✓) the correct answers.

- Where is Mark from?  
 a the U.S.  
 b Australia  
 c Canada  
 1 How old is Kate?  
 a 12  
 b 15  
 c 14  
 2 What nationality is Elena?  
 a Canadian  
 b Argentinean  
 c American  
 3 Who is Lola?  
 a his mother  
 b his sister  
 c his aunt  
 4 What's her favorite day?  
 a Friday  
 b Saturday  
 c Sunday  
 5 What time is dinner?  
 a 7:00 p.m.  
 b 7:30 p.m.  
 c 8:00 p.m.

11 1.46 Listen to the conversation and complete the factfile.

Name	Tom	Holmes
Age	14	
From	Texas (in the U.S.)	
Birthday	April	
Favorite color	green	
Lucky number	five	

twenty-seven 27

## Extra communication A

page 27

### Communication

#### Aim

To practice greetings and asking and telling the time

#### Exercise 8 1.43

- Point to the picture and ask: *Where are they?* (at school)
- Students choose the correct answers.
- Play the audio. Students listen and check.
- Ask three students to read out the completed dialogue.

Audioscript Teacher's Book p.109

### Pronunciation

#### Aim

To practice hearing and pronouncing the difference between /t/ and /t/ in numbers

#### Exercise 9 1.44

- Write numbers 15 and 50 on the board and model pronunciation of the two. Emphasize the difference between the two endings.
- Play the audio. Students listen and write the numbers that they hear.
- Play the audio again if necessary, for students to complete and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each number for students to repeat, chorally and individually.

Audioscript Teacher's Book p.110

### Extra activity

- Ask students to write down five numbers like the ones in exercise 9. Tell them not to show their partner.
- Students work in pairs. They take turns to read out their numbers to their partner and write down their partner's numbers.
- Students check in their pairs how many they have communicated successfully to each other.

### Listening

#### Aim

To listen to five short conversations in which people talk about themselves and their families.

#### Exercise 10 1.45

- Allow students time to read through the questions and possible answers. Check that they understand everything.
- Play the audio of the conversation with Mark and point out the example answer.
- Play the audio. Students listen and check the correct answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.110

#### Exercise 11 1.46

- Allow students time to read through the factfile.
- Play the audio. Students listen and complete the factfile.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.110

Video: Units 1–2 video report  
 The Salazaar family



Aim

To learn about the history, geography, and population of the U.S.; to understand the multicultural nature of modern American cities; to give a presentation on a city in your own country

Reading

Warm-up

- Point to the map at the top of the page and ask: *What country is this?* (the U.S.)
- Ask: *What comes from the U.S.?* Elicit the names of people and things that students know from the U.S., e.g., *hotdogs, President Obama, Bart Simpson*. Brainstorm as a class, and write students' ideas on the board.

Background notes

- The United States is made up of 50 states, which each have their own local state government. The U.S. is the fourth largest country in the world by area, and the third largest by population. Because of its long history of immigration, it has one of the most ethnically diverse and multicultural populations in the world.
- Its flag is informally known as the Stars and Stripes. The fifty small stars on the flag represent the fifty states, and the thirteen stripes represent the thirteen original colonies that declared independence from Britain in 1776 and formed the original United States.

Exercise 1 Read and listen 1.47


- Point to the chart and read the questions with the class.
- Play the audio. Students listen and read. Tell students not to worry if they don't understand every word.
- Check the answers with the class.
- Read the *Culture focus* with the class. Check that students understand *Hispanic Americans, African Americans, and Native Americans*.

**Audioscript** Student Book p.28

Exercise 2

- Read out the first sentence of the text in exercise 2 and point out the example mistake.
- Students read the text again, find eight more mistakes, and correct them.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that students understand the meaning of the words.

# A Culture club



## THE U.S. AND ITS PEOPLE

The population of the U.S. is about 314 million. It's a multicultural country. American people are from all over the world. Native Americans are the original North Americans. Their culture is very old.

**Multicultural America**

New York City is in the east of the U.S., next to the Atlantic Ocean. It is four hundred years old. The population of New York is about eight and a half million. It isn't the capital city. Washington, D.C. is the capital. New York is a multicultural city. The Hispanic, African American, and Chinese communities are big. Chinatown is an exciting part of the city with Chinese restaurants and stores.

Los Angeles (L.A.) is in California. It's in the west of the U.S., next to the Pacific Ocean. It's over two hundred years old. The population of the city is about four million. It's a modern city with big communities of Mexicans, Chinese, and Filipinos. Spanish is an important language and Mexican food is popular. Hollywood is a famous part of L.A. It's the center of the movie world!

**Who are Americans?**

European Americans	200 million
Hispanic Americans	52 million
African Americans	37 million
Asian Americans	13 million
Native Americans	5 million

**Culture focus**

**In the U.S.:**

- Americans from Central and South America, and the Spanish-speaking Caribbean are called "Hispanic Americans."
- Black Americans are called "African Americans."
- Native Americans are the descendants of the first people in North America.

**Check it out!**

Find these words and check their meaning.

about  
over  
east  
west  
on vacation

**Reading**

1 **1.47** Read and listen to the text. What cities are Lily, Miguel, and Aina from? What countries are their families from?

	City	Country
Lily	New York City	China
Miguel	L.A.	Mexico
Aina	New York City	Nigeria

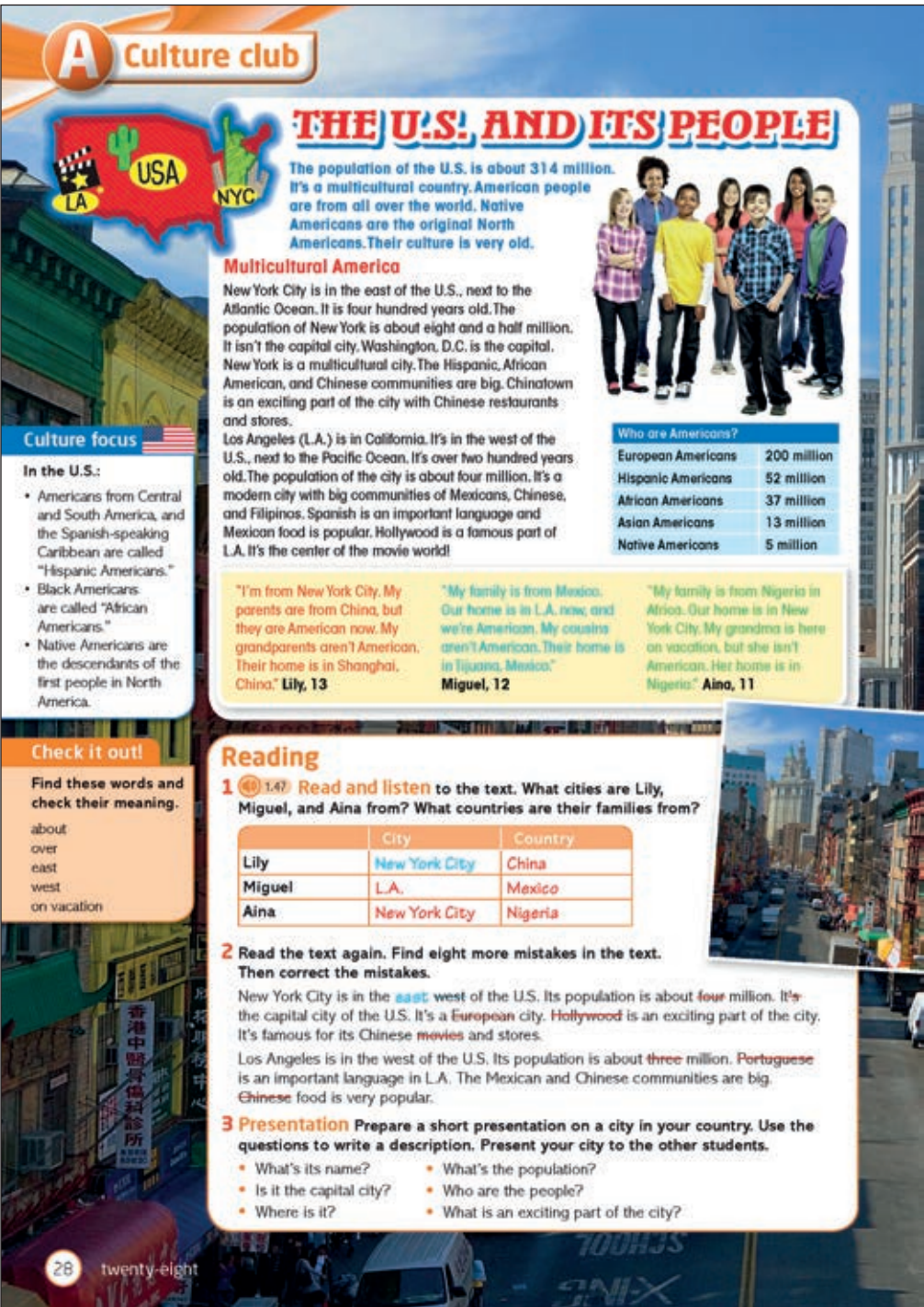
2 Read the text again. Find eight more mistakes in the text. Then correct the mistakes.

New York City is in the ~~east~~ west of the U.S. Its population is about ~~four~~ million. It's the capital city of the U.S. It's a ~~European~~ city. ~~Hollywood~~ is an exciting part of the city. It's famous for its Chinese ~~movies~~ and stores.

Los Angeles is in the west of the U.S. Its population is about ~~three~~ million. ~~Portuguese~~ is an important language in L.A. The Mexican and Chinese communities are big. ~~Chinese~~ food is very popular.

3 **Presentation** Prepare a short presentation on a city in your country. Use the questions to write a description. Present your city to the other students.

- What's its name?
- What's the population?
- Is it the capital city?
- Who are the people?
- Where is it?
- What is an exciting part of the city?



ANSWERS

Its population is about **eight and a half** million.  
It **isn't** the capital city of the U.S.  
It's a **multicultural** city.  
**Chinatown** is an exciting part of the city.  
It's famous for its Chinese **restaurants** and stores.  
Its population is about **four** million.  
**Spanish** is an important language in L.A.  
**Mexican** food is very popular.

Exercise 3 Presentation

- Read the task with the class. Brainstorm the names of some cities in the students' own country.
- Choose a city and elicit answers to the questions from the class. Write the answers on the board, to build up a short presentation text.

- Students can use this text as a model for their own presentations.
- Students choose another city in their country and prepare a presentation, individually or in pairs.
- Monitor and help as necessary.
- Students take turns to present their city to the class.

Extra activity

- For homework, students could choose a city in another country and find information about it online. They could prepare a short presentation of the city for the next lesson.
- In the next lesson, students can work in small groups and present their cities to each other.



## Vocabulary and speaking

I can say the names of countries and their nationalities. (p.12)

1 Choose the correct words.

- I'm from Brazil / Brazilian.  
 1 Chicago is in the U.S. / American.  
 2 Lily is China / Chinese.  
 3 The students are from Mexico / Mexican.  
 4 We're Spain / Spanish students.  
 5 Are you from Canada / Canadian?

\_\_\_/5

I can greet people. (p.14)

2 Complete the dialogue with the words in the box. Then practice the dialogue.

bad Bye How later morning well

- Lucy Hi, Tom! How are you?  
 Tom I'm very well, thanks. And you?  
 Lucy Not bad. Oh, Here's Mr. Lee.  
 ? Bye, Tom.  
 Tom Bye. See you later. Hello, Mr. Lee.  
 Mr. Lee Good morning, Tom.

\_\_\_/5

I can give personal information about myself and others, and talk about my favorite things. (p.17) A1

3 Reorder the words and write sentences.

- name / Daniel / is / my  
My name is Daniel.  
 1 is / years / brother / 13 / my / old  
 2 color / blue / favorite / is / his  
 3 Tokyo / students / the / in / are  
 4 Vancouver / from / are / in / they / Canada  
 5 animals / our / are / dogs / favorite

\_\_\_/5

I can identify people in a family. (p.20) A1

4 Reorder the letters and write the family words. Then say true sentences to your partner.

- Holly is my sister. (i r e t s s)  
 1 Harry is my uncle. (l c e n u)  
 2 Emily is my grandma. (d a r m a n g)  
 3 Diego is my cousin. (i c u n o s)  
 4 Fiona is my aunt. (t n a u)  
 5 Sam and Ana are my parents. (n a s p r e t)

\_\_\_/5

I can ask and tell the time. (p.22) A1

5 Complete the dialogues. Then practice the dialogue.

- A What time is it?  
 B It's ten o'clock.  
 A What time is math?  
 B It's at eleven fifteen.  
 A What time is PE?  
 B It's at ten oh five.

\_\_\_/5

I can ask and answer information questions. (p.25) A1

6 Write the questions. Then write true answers. Practice the questions.

- What / name?  
What's your name? My name's Ben.  
 1 Where / from?  
 2 How old?  
 3 What / favorite / color?  
 4 Who / best friend?  
 5 When / your birthday?

\_\_\_/5

## Reading, listening, and writing

I can read and answer basic information questions about people. (p.16) A1

I can understand basic information about people. (p.17) A1

I can write a profile page with personal information. (p.17) A1

I can read and answer questions about different people. (p.24) A1

I can understand descriptions of people. (p.25) A1

I can write about a person in my family. (p.25) A1

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

twenty-nine 29

- If students did not do well, write a list of prompts on the board: *Name, Age, Nationality, Favorite color.*
- Ask students to write information about someone they know. Ask individual students questions, e.g., *What's his / her name?* Write the answers on the board.
- Repeat exercise 3 on page 29 as a class, eliciting the correct answers.

### ANSWERS

- My brother is 13 years old.
- His favorite color is blue.
- The students are in Tokyo.
- They are from Vancouver in Canada.
- Dogs are our favorite animals.

### Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice saying sentences about their families in pairs.
- If students did not do well, tell them you will test them on the vocabulary in the next class.

### Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, write some lesson times on the board, e.g., *English 2:15*. Ask: *What time is English?* You can repeat this review at the start of classes.

### Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class.
- Students practice asking and answering the questions in pairs again.

### ANSWERS

- Where are you from? I'm from ...
- How old are you? I'm ...
- What's your favorite color? My favorite color is ...
- Who's your best friend? My best friend is ...
- When's your birthday? My birthday is ...

## Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

## My progress A

page 29

### Aim

To review the language and skills learned in Units 1 and 2

## Vocabulary and speaking

### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 12. Point to the countries, and write on the board: *I'm from ...* Elicit some endings, e.g., *I'm from Spain*. Point to the nationalities, and write: *I'm ...* Elicit some endings, e.g., *I'm Spanish*.
- Repeat exercise 1 on page 29 as a class, eliciting the correct answers.

### Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 14.
- Play the audio again. Say to students: *Hi. How are you?* Elicit the replies: *I'm very well, thanks / Not bad*. Wave and say: *See you later*. Elicit the reply: *Bye / Goodbye*.
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

### Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.

# 3 There's a pizza under the bed!

## Grammar

Prepositions of place

*There is / isn't, There are / aren't*  
(affirmative and negative)

*Is there ... ? Are there ... ?* (yes / no questions and short answers)

*some / any*

Plural nouns (regular plurals, spelling variations, and irregular plurals)

## Vocabulary

House and furniture

## Communication

Talking about location

## Skills

**Reading:** An article about different types of homes in different countries

**Listening:** Two teenagers talk about a new home

**Speaking:** Talking about your home

**Writing:** A description of someone's home

## Topics and values

Multiculturalism: homes around the world

## Presentation

page 30

### Aim

To present the new language in a familiar context

### Story

Jacob is at home with his friend, Max. Max complains that Jacob's room is a mess. Max looks for some video games, and finds a note about choir practice. Jacob tries to persuade Max to come to choir with him on Monday, because Lucia will be there. Max refuses, saying that soccer practice is on Monday.

### Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *How many people can you see?* (two) *Who are they?* (Jacob and his friend) *Where are they?* (at Jacob's house)



### 1 Read and listen

Who is in the choir? Lucia

- Max** Your bedroom's a mess! There's a pizza under the bed ...
- Jacob** Good! I'm hungry.
- Max** Gross! And there are some shoes on the bed.
- Jacob** Shut up, Max! You aren't my mom!
- Max** OK, OK ... Are there any video games in here?
- Jacob** Yes, there are. There are some games on the shelves next to the door.
- Max** Umm, there are some DVDs here, but there aren't any games.
- Jacob** Look in the closet, or under the bed!
- Max** What's this? Choir practice on Monday.
- Jacob** Oh, yes. Guess what? Lucia's in the choir. Let's check it out.
- Max** What? Forget it! Soccer practice is on Monday and there's a big game soon!
- Jacob** OK, Max. Soccer's important ... but Lucia's important, too.

### Check it out!

Find these words and check their meaning.

Gross! Shut up! Let's check it out. Forget it!

### 2 Comprehension

Choose the correct answers.

- There's a pizza / sandwich under the bed.
- 1 There are some shoes / books on the bed.
- 2 There are some shelves next to the desk / door.
- 3 Choir practice is on Monday / Tuesday.
- 4 Soccer practice is on Monday / Tuesday.

### Exercise 1 Read and listen 1-48

- Read the question out to the class.
- Pre-teach *bed, bedroom, shoes, shelves* and *closet*, using the picture where possible to help. Teach *a mess*, and check that students understand *choir*.
- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the words and phrases in the dialogue. Make sure that students understand the meaning of the words and phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.30

### Exercise 2 Comprehension

- Focus on the example sentence and answer. Point to the first two sentences in the dialogue and ask: *Is there a sandwich under the bed?* (No, there's a pizza.)
- Students read the dialogue again and choose the correct answers for questions 1-4.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.



## Language focus

3 Dialogue focus Write the sentences in the correct order and complete the dialogues.



- 1 Max Your bedroom's a mess! the bed ... / a pizza / There's / under  
There's a pizza under the bed.
- Jacob Good! I'm hungry.
- Max Gross! on / And / the bed. / some shoes / there are  
And there are some shoes on the bed.
- Jacob Shut up, Max! You aren't my mom!

- 2 Max any / in here? / video games / Are there  
Are there any video games in here?
- Jacob Yes, there are. some games / next to the door. / on the shelves / There are  
There are some games on the shelves next to the door.
- Max Umm, there are some DVDs here, but / any games. / aren't / there  
but there aren't any games.

4 1.49 Listen and check. Listen again and repeat.

5 Focus on you Change the underlined words and write true sentences about your bedroom. Use the words in the box.

closet computer desk hamster pizza snake TV

There's a computer in my bedroom.  
There isn't a computer in my bedroom.

6 Pairwork Describe your bedroom. Then listen to your partner and check (✓) his / her things.

computer ☐ pizza ☐ hamster ☐  
desk ☐ TV ☐ closet ☐

7 Write sentences about you and your partner's rooms.

There's a computer in my room.  
There isn't a computer in his / her room.

thirty-one 31

- Check that students understand everything in the dialogues.

Audioscript Teacher's Book p.110

## Exercise 5 Focus on you

- Check that students understand all the words in the box. Say some sentences about your bedroom, using the words in the box, e.g., *There's a closet in my bedroom. There isn't a snake in my bedroom.*
- Students work individually to write sentences. Students can compare their answers in pairs.
- Ask some students to read some of their sentences to the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

- To demonstrate the task, write the words from exercise 5 on the board. Ask a confident student to read out some of their sentences. On the board, check (✓) the items that are in their room, but point out that you aren't writing a check mark when the items say *There isn't ...*
- Students work in pairs to read their sentences, then listen to their partner and check the things that are in their room.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## ANSWERS

Students' own answers.

## Exercise 7

- Read out the example sentences, and briefly review the use of *his / her*. Students write sentences comparing their room and their partner's room. Tell them to write sentences about things that are the same, and things that are different.
- Ask some students to read their sentences to the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they can use the pictures in their book to help them review language. They could cover the dialogue on page 30 and practice describing the room using *there is / there are*.

## Extra activity

- Use the picture to teach *mug, clothes, and jeans*. Write these words on the board. Write on the board: *on the bed, on the floor, and under the bed*. Check that students understand.
- Ask questions about where things are in the picture, e.g., *Where's the pizza? (under the bed) Where's Jacob? (on the bed) Where are the clothes? (on the floor)* Students race to answer the questions correctly.

## Consolidation

- Encourage students to use their vocabulary notebooks to note down "chunks" of language (e.g., *under the bed*) as well as individual words, e.g., *bed*.

## Language focus

page 31

## Aim

To practice the target language in a personalized context

## Exercise 3 Dialogue focus

- Students write the sentences in the correct order to complete the mini-dialogues.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

## Exercise 4 1.49

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.

## House and furniture

### Aim

To present and practice vocabulary for house and furniture

Grammar PowerPoint presentation Unit 3

### Warm-up

- Point to the picture on page 32 and teach the words *house* and *furniture*.
- Ask: *Where's the bedroom?* Get students to point to the bedroom. Ask: *Is there a bed in the bedroom? Is there a closet? Is the bedroom a mess?* Students answer the questions.

### Exercise 1

- Students work individually or in pairs to match the rooms with the words.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Teacher's Book p.110

### Exercise 2 Pairwork

- Read through the list of words with the class and check that students understand them all.
- Students work in pairs to find the things in the pictures. You could do this as a race, and see who can find them all first.
- Ask two students to read out the example question and answer. Students then ask and answer the questions in pairs.
- To make this more fun, you could tell students to take it in turns to ask three questions. When they are asking questions, they can look at their book, but when they are answering, they must close their book and answer from memory. See who gets all three questions right.

### ANSWERS

Where's the cat? It's in the dining room.  
Where's the cell phone? It's in the living room.  
Where's the clock? It's in the bedroom.  
Where's the photo? It's in the kitchen.  
Where's the soccer ball? It's in the bathroom.

### Exercise 3

- Students work individually or in pairs to match the furniture with the words.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.
- Go through the *Look!* box with the class.

Audioscript Teacher's Book p.110

## 3 Vocabulary

### House and furniture

1 Match the rooms a-h in the picture with the words in the box. Then listen and check.

bathroom d bedroom a dining room g hall c  
kitchen h living room e office f stairs b



2 Pairwork Find these things in the picture in exercise 1. Ask and answer with your partner.

calculator cat cell phone clock photo soccer ball

A Where's the calculator?  
B It's in the hall.

### Look!

a fridge = a refrigerator

3 Match the furniture 1-20 in the picture in exercise 1 with these words. Then listen and check.

armchair	16	closet	4	fridge	12	sink	14
bathtub	6	cupboard	13	lamp	17	sofa	18
bed	2	curtains	9	mirror	7	stove	15
bookcase	19	desk	20	shelf	3	table	11
chair	10	dresser	1	shower	5	toilet	8

4 Match the furniture in exercise 1 with the rooms.

bathroom	shower, bathtub, mirror, toilet
1 bedroom	dresser, bed, shelf, closet
2 dining room	curtains, chair, table
3 kitchen	fridge, cupboard, sink, stove
4 living room	armchair, lamp, sofa
5 office	bookcase, desk

5 Pairwork Ask and answer questions about the furniture in exercise 4.

A Where's the stove?  
B It's in the kitchen.

6 Ask and answer questions about the furniture in your home. Use the words in exercise 2.

A Where's the sofa?  
B It's in the living room.

32 thirty-two

Workbook p.16

Extra practice online

### Exercise 4

- Students work individually or in pairs to match the furniture with the rooms.
- Check answers by asking students to read out the furniture that is in each room.

### Exercise 5 Pairwork

- Demonstrate the activity by asking a student the example question and eliciting the answer. Ask one or two more questions to individual students.
- Allow students time to prepare some questions. Students then work in pairs to ask and answer the questions, using the picture on page 32 to help them.

### ANSWERS

Students' own answers.

### Exercise 6

- To demonstrate the activity, ask a confident student: *In your house, where's the shower?* Elicit the answer.
- Students work in pairs to ask and answer questions about their homes.

### ANSWERS

Students' own answers.

### Consolidation

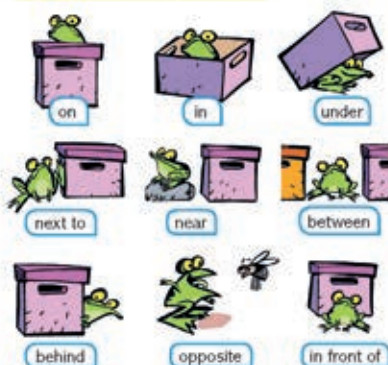
- Advise students to draw a picture of their own house and label the furniture, to help them remember the vocabulary. They could also make labels to put on their furniture at home, to help them learn the words.

Workbook p.16

Online Workbook Extra practice



## Prepositions of place

There's a pizza under the bed.

1 1.52 Look at the picture and complete the sentences with the prepositions in the box. Then listen and check.

behind between in in front of near  
next to on opposite under



- The ball is near the dog.  
 1 The cat is on the rocking chair.  
 2 The lamp is behind the rocking chair.  
 3 The sink is between the stove and the fridge.  
 4 The cupboards are opposite the window.  
 5 The dog is in front of the fridge.  
 6 The sink is next to the fridge.  
 7 The mouse is in the cupboard.  
 8 The shoes are under the rocking chair.

## There is / isn't, There are / aren't

## Affirmative and negative

There is a mouse in the cupboard.  
 There isn't a table.

Affirmative	
Singular	There is (There's) a rocking chair.
Plural	There are three armchairs.
Negative	
Singular	There isn't a sofa.
Plural	There aren't two sofas.

## Think!

Complete the rules with *singular* or *plural*.

We use *There is* before 'singular' nouns.  
 We use *There are* before 'plural' nouns.

Rules p.W14

2 Look at the room and write sentences. Use *There's*, *There isn't*, *There are*, and *There aren't*.

a shelf *There's a shelf.*

- |               |              |
|---------------|--------------|
| 1 a computer  | 5 two clocks |
| 2 three lamps | 6 a dresser  |
| 3 a mirror    | 7 a closet   |
| 4 two chairs  | 8 two desks  |

3 **Game!** Look at the picture in exercise 2 for one minute. Close your book. What can you remember? Write sentences with *There is / There are* and prepositions of place.

## Finished?

Make true and false sentences about your home. Can your partner guess the false sentences?

- A There are three TVs in my house.  
 B False!  
 A No, it's true!

Puzzle p.105

Workbook p.16 Extra practice online

thirty-three 33

- Refer students to the rules on page W14.

Rules p.W14

Audiocscript Teacher's Book p.110

## There is / isn't, There are / aren't (affirmative and negative)

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and complete the rules.
- Check the answers with the class.
- Reinforce the point that in English the form of *there is / are* changes according to whether the noun is singular or plural, e.g. *There are three chairs*. NOT *There is three chairs*.

- Refer students to the rules on page W14.

Rules p.W14

## Exercise 2

- Students write sentences.
- Check the answers with the class.

## ANSWERS

- There isn't a computer.
- There are three lamps.
- There's a mirror.
- There are two chairs.
- There are two clocks.
- There isn't a dresser.
- There's a closet.
- There aren't two desks.

## Exercise 3 Game!

- Give students a minute to look at the picture, then ask them to close their books. Students write sentences about the picture. Set a time limit.
- Ask students to stop writing, and ask them in turn to read out their sentences. Correct any mistakes, and award a point for each correct sentence. See who has the most points at the end.

## Finished?

- Students make true or false sentences about their home. Students can work in pairs to read their sentences and guess if they are true or false.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they could look online for more pictures of rooms. They could practice describing them using language from this unit.

Workbook p.16  
 Online Workbook Extra practice

## Grammar page 33

## Prepositions of place

## Aim

To present and practice prepositions of place, and the affirmative and negative of *there is / there are*

Grammar PowerPoint presentation Unit 3

## Warm-up

- With books closed, write some of the vocabulary from page 32 on the board, with some letters missing, e.g. *ch \_ \_ r* (chair). Give students one minute to complete as many as they can.
- Check answers by asking individual students to come out and complete the words on the board. See who completed all the words correctly.

- Point to the words on the board and ask: *Which are rooms? Which are furniture?* Elicit the answers.

## Exercise 1 1.52

- Read out the grammar example.
- Go through the pictures showing the prepositions with the class and check that students understand all the prepositions. Model pronunciation of the prepositions.
- Read out the example sentence in exercise 1. Use the picture to teach *rocking chair*. Students complete the sentences.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each sentence for students to repeat, chorally and individually.

Talking about location

Aim

To present and practice talking about location

Warm-up

- Review prepositions of place by asking questions about objects in the classroom, e.g. *Where's my desk? Where's the clock?* Move small objects around the classroom to make sure that all the prepositions are practiced.

Exercise 1 1-53

- Point to the photo and teach the words *visitor* and *tourist guide*. Point to the plan and check that students understand *first floor*, *second floor*, and *reception desk*.
- Play the audio. Students listen and write the missing rooms on the plan.
- Play the audio again. Students listen again and check.
- Check the answers with the class, and check that students understand *restroom*.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.

Audioscript Student Book p.34

Exercise 2 1-54

- Play the first part of the audio and point to the example answer. Play the remaining audio. Students listen and write the rooms.
- Play the audio again if necessary for students to listen and check.
- Check the answers with the class.

Audioscript Teacher's Book p.110

Exercise 3 Pairwork

- Read through the *Learn it, use it!* chart with the class. Check that students understand everything.
- Ask two confident students to read out the example answer and complete it.
- Students work in pairs to ask and answer questions. Monitor and help as necessary. Ask some pairs to ask and answer some questions for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

ANSWERS

Students' own answers.

Consolidation

- Tell students they can do extra practice at home by drawing a plan of their own home and writing sentences about where things are. If they personalize the language by relating it to their own life, they will find it easier to remember.

### 3 Communication

#### Talking about location

1 1-53 Read and listen to a dialogue between a visitor and a tourist guide. Write the missing rooms on the house plan. Then listen and repeat.

First floor

Green living room Dining room Kitchen


Music room Restrooms

Café Reception desk Shop

Second floor

Grand bedroom Bedroom 2 Bedroom 3

Bathroom Office Blue living room



**Visitor** Excuse me. Where's the dining room?

**Guide** It's on the first floor. It's between the green living room and the kitchen.

**Visitor** Thank you.

1

**Visitor** Excuse me. Where's the blue living room?

**Guide** It's on the second floor. It's next to the stairs and opposite the office.

**Visitor** Thanks.

2

**Visitor** Excuse me. Where are the restrooms?

**Guide** They're on the first floor. They're next to the café and near the reception desk.

**Visitor** Thanks.

**Learn it, use it!**

You ask	You answer
Excuse me. Where's the ..., please?	It's on the first / second floor.
Excuse me. Where are the ...?	They're next to / opposite / between / near ...

2 1-54 Look at the house plan in exercise 1. Listen to the tourist guide and write the rooms.

1 kitchen

2 reception desk

3 bedroom 2

4 café

5 music room

3 Pairwork Ask and answer questions about the house in exercise 1. Use the words in the box.

bathroom green living room kitchen reception desk restrooms shop

A Excuse me. Where's the green living room?

B It's on the first floor. It's ...

A Thanks.

34 thirty-four

Workbook p.18 Extra practice online

Workbook p.18  
Online Workbook Extra practice

Grammar page 35

Is there ...? / Are there ...?  
(yes / no questions and short answers)

Aim

To present and practice *yes / no* questions and short answers with *Is there ...? / Are there ...?*, and plural nouns

Grammar PowerPoint presentation Unit 3

Warm-up

- Say: *This is a room in my house. Can you guess which room? There isn't a TV. There's a lamp. There aren't any chairs. There's a bed.*
- Ask students to prepare a similar description of a room in their house. Students can work in pairs to read their descriptions to each other and guess the rooms.

Grammar chart

- Read out the grammar example.
  - Go through the grammar chart with the class.
  - Remind students that they must think about whether the noun is singular or plural when they ask questions with *Is there ...? / Are there ...?*
  - Refer students to the rules on page W14.
- Rules p.W14



## Is there ...? / Are there ...?

yes / no questions and short answers

"Is there a desk in the office?" "Yes, there is."

yes / no questions	
Singular	Is there a computer in your bedroom?
Plural	Are there any TVs in your house?
Short answers	
Singular	Yes, there is. / No, there isn't.
Plural	Yes, there are. / No, there aren't.

- 1 Write the questions in the correct order. Then write short affirmative (✓) or negative (X) answers. Listen and check.

there / in his school / are / any Korean students? X  
Are there any Korean students in his school?  
No, there aren't.

- there / a lamp / is / in your living room? X
- any DVDs / there / in his bedroom / are? ✓
- a table / next to your bed / there / is? X
- four people / are / in her family / there? X
- near their school / is / a park / there? ✓

- 2 Ask and answer the questions in exercise 1 for your home and school.

Are there any Korean students in your school?  
No, there aren't.

## Think!

Look at the sentences and complete the rules with **some** and **any**.

There are **some** DVDs.

There aren't **any** video games.

We use **some** and **any** with plural nouns.

- We use **some** in affirmative sentences.
- We use **any** in negative sentences and yes / no questions.

Rules p.W15

- 3 Write affirmative sentences (✓), negative sentences (X), or yes / no questions (?). Use **there are** and **some** or **any**. Then listen and check.

pizzas / in the fridge (?)

Are there any pizzas in the fridge?

- Mexican / students in my school (X)
- dogs / in the park (?)
- books / in your backpack (✓)
- DVDs / under the TV (✓)
- sandwiches / in the fridge (X)

Workbook p.17

Extra practice online

## Plural nouns

There are some **games** on the **shelves**.

## Regular plurals

Singular	Plural
cousin + s	cousins
book + s	books

## Spelling variations

Singular	Plural
class + es	classes
box + es	boxes
sandwich + es	sandwiches
family y + ies	families

## Irregular plurals

Singular	Plural
man	men
woman	women
child	children
person	people
shelf	shelves

- 4 Complete the sentences with the plural form of the words in the box.

book box color country person taxi

My favorite **colors** are blue and green.

- They are flags from six European **countries**.
- My video games are in **boxes** in my room.
- "Who are the **people** in the photo?"  
"They're my cousins."
- My **books** are in my bag.
- The **taxis** in New York are yellow.  
They're famous.



## Finished?

Write five questions about your school. Use **Is there ...?** / **Are there ...?** Then ask and answer with a partner.

Is there a computer in your classroom?  
Are there any ...?

Puzzle p.105

thirty-five 35

- Check the answers with the class.
- Refer students to the rules on page W15.

Rules p.W15

## Exercise 3 1.56

- Students write the sentences and questions with **some** and **any**.
- Play the audio. Students listen and check.

## ANSWERS

- There aren't any Mexican students in my school.
- Are there any dogs in the park?
- There are some books in your backpack.
- There are some DVDs under the TV.
- There aren't any sandwiches in the fridge.

Audioscript Teacher's Book p.110

## Plural nouns (regular plurals, spelling variations, irregular plurals)

## Grammar charts

- Read out the grammar example.
- Go through the grammar charts with the class.
- Point out that in English most plural forms are regular, but some very common nouns are irregular.
- Refer students to the rules on page W15.

Rules p.W15

## Exercise 4

- Students complete the sentences with the plural form of the words in the box.
- Check the answers with the class.

## Finished?

- Students write five questions about their school.
- Students can ask and answer their questions in pairs.
- Alternatively, ask one or two students to read their questions to the class. Ask other students to answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they should keep a note of any mistakes they often make, and write their own personal rules and examples to help them avoid the mistakes in the future.

Workbook p.17

Online Workbook Extra practice

## Exercise 1 1.55

- Students write the questions in the correct order, and write short answers.
- Play the audio. Students listen and check their answers.

## ANSWERS

- Is there a lamp in your living room?  
No, there isn't.
- Are there any DVDs in his bedroom?  
Yes, there are.
- Is there a table next to your bed?  
No, there isn't.
- Are there four people in her family?  
No, there aren't.
- Is there a park near their school?  
Yes, there is.

Audioscript Teacher's Book p.110

## Exercise 2

- Students work in pairs and ask and answer the questions for their own home and school. With weaker students, elicit what students will need to change in each question before they work in pairs.
- Alternatively, ask the first question to a confident student. They should answer the question, then choose another student in the class to ask the next question to. Continue around the class in this way, repeating questions 1–5, until all students have participated.

## Think! box

- Read out the grammar examples.
- Students complete the rules with the correct words.

## Reading

### Aim

To read and understand an article about different types of homes in different countries

### Warm-up

- With books closed, review countries by putting students into pairs and giving them two minutes to write down as many countries as they can.
- After two minutes, bring students' ideas together on the board. See who got the most correct answers.
- Point to the countries on the board and elicit the nationalities.

### Exercise 1 Read and listen 1-57

- Point to the photos and teach the words *city*, *apartment*, *lake*, and *boat*.
- Play the audio. Students read and listen, and match the writers with their homes.

**Audioscript** Student Book p.36

### Exercise 2

- Students read the article again and answer the questions.
- Check answers.
- Go through the *Check it out!* box with the class.
- Students find the words in the article. Check that students understand the words. Ask: *What's the plural form of porch? Why?* (*porches*, because the word *porch* ends in *-ch*)

### ANSWERS

- 1 It's on Lake Union in Seattle, Washington.
- 2 There's a porch outside.
- 3 It's a ranch.
- 4 It's nearly 200 years old.
- 5 It's on the 34<sup>th</sup> floor.
- 6 It's her bedroom.
- 7 It's near Kyoto, in Japan.
- 8 There's a desk and a futon, but there isn't a bed.

# 3 Skills

## Different places

## Different homes



1 Joana



2 Sarah



3 Futoshi



4 Miguel

**Write to TeenMag and tell us about your home. Where is it? Is it big or small? Is there a yard?**

My home is a boat! It's on Lake Union in Seattle, Washington. It isn't very big, but it's cool! There's a living room, a bathroom, and two bedrooms. The kitchen is very small with a stove and a fridge. There isn't a yard, but there's a porch outside. It's a beautiful house! **Sarah, 12**

My home is a ranch near Buenos Aires, Argentina. It's nearly 200 years old. There's a living room, a dining room, two bathrooms, four bedrooms, and a big kitchen. There's a big porch outside with a barbecue. It's my favorite place in summer! **Miguel, 13**

My home is an apartment in Sao Paulo, Brazil. It's on the 34<sup>th</sup> floor of an apartment building. There are five rooms and a bathroom. The kitchen is small, but it's modern. My favorite room is my bedroom. There's a big window with an awesome view of the city. **Joana, 13**

My home is near Kyoto in Japan. My bedroom is upstairs. There's a desk with a computer, but there isn't a bed! My bed is a 'futon' on the floor! There are two rooms and a kitchen downstairs. There aren't any chairs in the dining room. We sit on the floor! **Futoshi, 14**

Check it out!

Find these words and check their meaning.

porch  
upstairs  
floor  
outside  
view

### Reading

**1** 1-57 **Read and listen** to the article. Match the writers of the texts with their homes.

**2** Read the article again and answer the questions.

What is Sarah's home? *Her home is a boat.*

1 Where is Sarah's home?	5 What floor is Joana's home on?
2 What is outside?	6 What is her favorite room?
3 What is Miguel's home?	7 Where is Futoshi's home?
4 How old is it?	8 What furniture is there in his bedroom?





## Skills 3

### Listening

3 1:58 Listen to a conversation between two friends, Amy and Sam. Where is Amy's new home?

4 1:59 Read the questions and options. Check their meaning. Listen to the end of the conversation, and choose the correct answers. Then listen again and check.

Amy's new home is ....

- a an apartment  
b a house

1 The house is ....

- a big  
b small

2 There are ....

- a two bedrooms  
b three bedrooms

3 Amy's favorite room is ....

- a the living room  
b her bedroom

4 There's a big yard ....

- a in front of the house  
b behind the house

5 There's a garage for ....

- a one car  
b two cars

### My listening skills

#### Multiple-choice questions

Read all the questions and options. Check you understand them before you listen. The questions are in the order of the listening. Listen and choose the correct answers.

### Speaking

5 Complete the chart about your home.

	You	Your partner
Type of house	big apartment	
Location		
Number of rooms / Number of bedrooms		
Other (yard, garage, balcony, porch)		
Your favorite room		
Furniture in your favorite room		

6 **Pairwork** Ask and answer questions about your homes. Complete the chart in exercise 5 for your partner.

A What type of house is it?

B It's a ...

A Where is it?

B It's ...

A Is there a ...?

B Yes / No, there ...

A Is there a ...?

B Yes / No, ...

A What furniture is in the ...?

B There's ... and ...

A What's your favorite room?

B My favorite room is ...

### Writing

7 Complete the text about your partner's home. Use the information in exercise 5.

My partner's home is a small house. It's in \_\_\_\_\_.

There are \_\_\_\_\_ rooms. There are \_\_\_\_\_

bedrooms. There's \_\_\_\_\_ and \_\_\_\_\_. There isn't

\_\_\_\_\_ favorite room is \_\_\_\_\_.

There's \_\_\_\_\_ and \_\_\_\_\_ in my favorite room.

Workbook p.19

Writing builder p.93

thirty-seven 37

## Speaking

### Aim

To talk about your home

### Exercise 5

- Read through the chart with the class and elicit or give examples of ways in which students can complete each part.
- Students complete the chart. Monitor and help as necessary.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Read through the example answers with the class, and point out how each question and sentence beginning relates to each part of the chart.
- Demonstrate the activity by asking a confident student the questions about their home.
- Students work in pairs to ask and answer the questions. Remind them to complete the chart with information about their partner's home.
- Monitor and help as necessary.

### ANSWERS

Students' own answers.

Video: Unit 3 voxpops

Describe your home

## Writing

### Aim

To complete a description of a classmate's home

### Exercise 7

- Students use the answers they wrote down in exercise 6 to complete the description of their partner's home.
- Students swap their description with their partner, who corrects any mistakes.
- Ask some students to read their descriptions to the class.

### ANSWERS

Students' own answers.

### Consolidation

- You can refer students to the Writing builder Unit 3 for support with connecting ideas with *and* and an additional task.

Writing builder p.93/C2

Workbook p.19

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

### Aim

To listen to a conversation between two teenagers about a new home

### Warm-up

- Tell students they are going to listen to a teenager talking about her new home. Ask individual students: *Where's your home? What rooms are there? What is there in the living room / kitchen, etc?*

### Exercise 3 1:58

- Play the audio. Students listen and answer the question.
- Play the audio again if necessary for students to check their answer.
- Check the answers with the class.

### ANSWER

It's in Los Angeles, in California.

Audioscript Teacher's Book p.110

### Exercise 4 1:59

- Read through the *My listening skills* box with the class. Students read the questions and options. Make sure they understand everything.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.111

# 4 Whose music is this?

## Grammar

Whose ...? and the possessive 's

Demonstratives: *this, that, these, those*

## Vocabulary

Possessions

## Communication

Talking about dates

## Skills

**Reading:** A teenager's blog about his favorite things

**Listening:** Two teenagers talk about their room and favorite possessions

**Speaking:** Talking about a friend or family member

**Writing:** An e-mail about personal information and favorite possessions

## Topics and values

Individuality: personal space and personal possessions;  
Friends and family

## Presentation page 38

### Aim

To present the new language in a familiar context

### Story

Jacob has come to choir practice at school, to see the new girl, Lucia, who he likes. His sister, Sophie, teases him because he had told her that choirs are boring. The teacher arrives, and Jacob asks for some music. They start singing, and Jacob realizes that singing is fun.

### Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *Who can you see?* (Jacob, Sophie, Lucia, and a teacher) *Where are they?* (at school)
- Review *sister* and *brother* by asking: *Who is Sophie?* (Jacob's sister) *Who is Jacob?* (Sophie's brother)
- Use the picture to teach *music* and *sing*. Check that students understand *choir*. Point to the picture again and ask: *Is this fun?* *Is it boring?* You could see by a show of hands which students think singing is fun, and which think it is boring.

**4 Whose music is this?**

**1 Read and listen 1:60**

Who is a new member of the choir?  
a Lucia b Sophie c Jacob

Lucia So Jacob's your brother.  
Sophie Yes, unfortunately ...  
Lucia I have a sister.  
Sophie Lucky you!  
Lucia This is her picture on my cell phone. Look!  
Sophie She's pretty.  
Lucia Hey, look! There's Jacob.  
Sophie Oh, not Jacob? Why are you here?  
Jacob I'm here for choir practice, of course!  
Sophie But choirs are boring, Jacob, remember?  
Jacob Shut up, Sophie! What's that?  
Lucia It's our music.  
Jacob Whose music is this?  
Sophie It's Lucia's. Ask Mrs. Gray for some music, Jacob.  
Mrs. Gray OK, guys. Be quiet, please.  
Jacob Hello, Mrs. Gray. I'm new. There isn't any music for me.  
Mrs. Gray Don't worry. Look at Lucia's music. One ... Two ... Three ...  
Jacob Hey! This is fun!  
Lucia You're a good singer, Jacob!  
Jacob Thanks, Lucia! The choir's cool! ... But what about Max and soccer?

**Check it out!**

Find these words and check their meaning.  
Lucky you! Don't worry.  
Be quiet, please. This is fun!

**2 Comprehension** Are the sentences true or false? Correct the false sentences.

Lucia and Sophie are at choir practice.  
True

1 Lucia's sister is pretty.  
True

2 Lucia is angry with Jacob.  
False Sophie is angry with Jacob.

3 Mrs. Gray is their music teacher.  
True

4 Max is a good singer.  
False Jacob is a good singer.

38 thirty-eight

### Exercise 1 Read and listen 1:60

- Read the question out to the class. Check that students understand *member*.
- Play the audio. Students listen and read and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.38

### Exercise 2 Comprehension

- Focus on the example sentence and answer. Point to the first half of the dialogue and ask: *Are Lucia and Sophie at choir practice?* (Yes, they are.) Point to the example sentence again and say: *It's true.*

- Read out the remaining questions and check that students understand *angry*. Students read the dialogue again and decide if sentences 1–4 are true or false, and correct the false sentences.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.

### Consolidation

- Tell students that they might find it helpful to start learning vocabulary in sets. For example, they could have a set for *"music"* with *choir, sing, rock music, band, and choir practice*. Tell them they can add to their sets as they learn new vocabulary.



## Language focus

### 3 Dialogue focus Write the sentences in the correct order.

- 1 • She's pretty.  
• I have a sister.  
• Lucky you!  
• This is her picture on my cell phone. Look!

Lucia I have a sister.

Sophie Lucky you!

Lucia This is her picture on my cell phone. Look!

Sophie She's pretty.

- 2 • Whose music is this?  
• It's Lucia's. Ask Mrs. Gray for some music, Jacob.  
• It's our music.  
• Shut up, Sophie! What's that?

Jacob Shut up, Sophie! What's that?

Lucia It's our music.

Jacob Whose music is this?

Sophie It's Lucia's. Ask Mrs. Gray for some music, Jacob.

- 3 • Don't worry. Look at Lucia's music.  
• Hello, Mrs. Gray. I'm new. There isn't any music for me.  
• Hey! This is fun!

Jacob Hello, Mrs. Gray. I'm new. There isn't any music for me.

Mrs. Gray Don't worry. Look at Lucia's music.

Jacob Hey! This is fun!

4 1.61 Listen and check. Listen again and repeat.

5 **Focus on you** Draw an object in the classroom. Ask your partner to identify it.

A What's this?

B It's a pencil case.

6 **Pairwork** In groups of four, put three of your possessions on the desk. Then ask and answer questions about the things.

A Whose bag is this?

B It's Maria's.

thirty-nine 39

## Exercise 6 Pairwork

- To demonstrate the task, pick up a student's book and ask: *Whose book is this?* Elicit the answer.
- Put students into groups and ask them to each put three possessions on the desk. Ask students in turn to hold up the possessions, and check that students know the words for them. Write any new words on the board.
- Students work in groups of four to ask and answer questions about their possessions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that to review vocabulary they could look back through the pictures in their book so far and see how many objects they can identify in English. They could use a dictionary to look up some words they don't know.

## Language focus page 39

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students write the sentences in the correct order to complete the mini-dialogues.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 1.61

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.

- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book p.111

### Exercise 5 Focus on you

- Ask two confident students to read out the example questions and answers.
- Demonstrate the task by drawing an object on the board, e.g., a calculator or ruler. Point to the drawing and ask: *What's this?* Elicit the answer.
- Students work in pairs to draw objects and ask and answer questions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## ANSWERS

Students' own answers.

## Possessions

### Aim

To present and practice vocabulary for possessions

Grammar PowerPoint presentation Unit 4

### Warm-up

- Ask individual students: *What's in your room at home?* Ask students to write down five things that are in their room. Ask students to read their lists to the class. As they say their words, write words for furniture (*bed, chair*, etc.) on one side of the board, and words for possessions (*book, bike*, etc.) on the other.
- Point to the furniture words and write the word *Furniture* as a heading.
- Point to the words for possessions and write *Possessions*. Check that students understand it. Ask: *What other possessions are there in your room?* Elicit a range of answers.

### Exercise 1 1.62

- Students work individually or in pairs to match the words with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.111

### Exercise 2 1.63

- Check that students understand *favorite*. Play the audio. Students listen and write the favorite things.
- Students compare their answers in pairs. Play the audio again if necessary for students to complete and check their lists.
- Check the answers with the class.

**Audioscript** Teacher's Book p.111

### Exercise 3 Pairwork

- Students work individually to make a list of their five favorite things.
- Ask two confident students to ask and answer the questions for the class. Students then work in pairs to ask and answer questions.
- Ask some students about their partner, e.g., *What's Ana's number one favorite thing?*

### ANSWERS

Students' own answers.

### Consolidation

- Tell students they could make a poster with their age, description, family, and possessions. They could include pictures, and add extra information as they learn more vocabulary.

## 4 Vocabulary

### Possessions

**1** 1.62 Match the words in the box with the pictures. Listen and check. Then listen and repeat.

bike cell phone digital camera game console guitar  
 laptop MP3-player skateboard tablet watch

MP3 player

1 skateboard

2 tablet

3 digital camera

4 watch

5 bike

6 guitar

7 laptop

8 game console

9 cell phone

**2** 1.63 Listen and complete Diego and Carla's lists of their five favorite things.

**Diego**  
 My top 5 favorite things!  
 1 laptop  
 2 guitar  
 3 game console  
 4 digital camera  
 5 skateboard

**Carla**  
 My top 5 favorite things!  
 1 tablet  
 2 cell phone  
 3 watch  
 4 MP3 player  
 5 bike

**3 Pairwork** Look at the objects in exercise 1. Make a list of your five favorite things. Compare your lists.

A What's on your list?  
 B My number one favorite thing is my game console.  
 A What's your number two?  
 B My number two is ...

40 forty
 Workbook p.22
 Extra practice online

Workbook p.22

Online Workbook Extra practice

## Grammar

page 41

### Whose ...? and the possessive 's

#### Aim

To present and practice *Whose ...?* and the possessive 's

Grammar PowerPoint presentation Unit 4

#### Warm-up

- With books closed, write some of the possessions words from page 40 on the board, with the letters jumbled, e.g., *bkie* (bike).

- Put students into pairs and give them one minute to complete as many as they can, without looking in their books.
- Check answers by asking individual students to come out and write the words on the board. See who wrote all the possessions words correctly.
- Point to the words on the board and ask: *What's your favorite possession?* Elicit the answers and check that students understand all the words.



## Whose ...? and the possessive 's

"Whose music is this?" "It's Lucia's."  
Look at Lucia's music.

**Singular + 's**

Whose skateboard is this?  
It's Elena's skateboard.

**Plural (regular) + 's and (irregular) + 's**

Whose cat is this?  
It's the girls' cat.  
It's the children's cat.

**Two subjects + 's**

Whose car is this?  
It's Mom and Dad's car.

## Think!

Complete the rules with 's or s'.

We use <sup>1</sup> 's with singular words.  
We use <sup>2</sup> s' with regular plurals.  
We use <sup>3</sup> 's with irregular plurals.

Rules pp.W20-21

1 Follow the lines and match the people with their possessions. Then complete the sentences.



- It's Olivia's skateboard.  
1 It's Dan's bike.  
2 It's the boy's game console.  
3 It's the boys' soccer ball.  
4 They're the children's pets.  
5 It's Luis and Victor's house.

2 Write the sentences in the correct order.

laptop / it / whose / is ?

Whose laptop is it?

- 1 it / birthday / is / whose ?
- 2 pens / whose / they / are ?
- 3 whose / it / house / is ?
- 4 is / tablet / it / whose ?
- 5 they / bikes / whose / are ?

## Look!

Lily's pen NOT  
the pen of Lily  
the boys' school NOT  
the school of the boys

3 Answer the questions in exercise 2. Use the words in parentheses and 's or s'.

(my dad)

It's my dad's laptop.

- 1 (my friend)  
It's my friend's birthday.
- 2 (the students)  
They're the students' pens.
- 3 (Paula and Ben)  
It's Paula and Ben's house.
- 4 (the children)  
It's the children's tablet.
- 5 (my cousins)  
They're my cousins' bikes.

4 1.64 Look at the family tree. Write about the people in the family. Then listen and check.



Helen / Jenny

Helen is Jenny's mom.

- 1 Mark / Anna and Emma
- 2 Arthur / Emma
- 3 Tim / Mark, Anna, and Emma
- 4 Jenny and Simon / the children
- 5 John / Mark
- 6 Helen and Arthur / Anna

## Finished?

Write descriptions of objects in the classroom.  
Can your partner guess whose they are?

- A It's a blue and yellow bag. It's big.  
B Is it Fabio's bag?  
A Yes, it is.

Puzzle p. 105

Workbook p.22 Extra practice online

forty-one 41

## ANSWERS

- 1 Whose birthday is it?
- 2 Whose pens are they?
- 3 Whose house is it?
- 4 Whose tablet is it?
- 5 Whose bikes are they?

## Exercise 3

- Read out the example answer. Students then work individually or in pairs to answer the questions.
- Check the answers with the class.

## Exercise 4 1.64

- Briefly review words for family members (mom, dad, parents, brother, sister, uncle, aunt, cousin, grandpa, grandma, grandparents). You could write these on the board.
- Read out the example sentence, then read out the names from question 1 and elicit the correct sentence. Students then work individually or in pairs to write the sentences.
- Check the answers with the class.
- Write the correct sentences on the board, and point out the form of 's which is used in each one. Read out sentence 3 and remind students that when there is more than one subject, we only add 's to the final one.

## ANSWERS

- 1 Mark is Anna and Emma's brother.
- 2 Arthur is Emma's grandpa.
- 3 Tim is Mark, Anna, and Emma's cousin.
- 4 Jenny and Simon are the children's parents.
- 5 John is Mark's uncle.
- 6 Helen and Arthur are Anna's grandparents.

Audioscript Teacher's Book p.111

## Finished?

- Students write descriptions of objects in the classroom. Students can work in pairs to read their sentences and guess whose objects they are.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that they can review grammar they have studied by redoing some of the exercises. For example, they could cover their answers to exercise 1 on this page and do the exercise again in a few days' time, to check that they have remembered the grammar point.

Workbook p.22  
Online Workbook Extra practice

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart.
- Students read the Think! box and complete the rules.
- Check the answers with the class.
- Reinforce the point that the 's form varies according to whether the preceding noun is singular or plural, e.g., the girl's cat, the girl's cats (cats is plural, but the preceding noun girl is singular); the girls' cats (the preceding noun girl is plural, so the form changes to s').
- Refer students to the rules on pages W20-21.

Rules pp.W20-21

## Exercise 1

- Point to the line from Olivia to the skateboard, and read out the example answer.
- Students match the people with their possessions and complete the sentences.
- Check the answers with the class.

## Exercise 2

- Students work individually or in pairs to write the sentences in the correct order.
- Check the answers with the class.
- Go through the Look! box with the class. Check that students understand everything.

## Talking about dates

### Aim

To present and practice talking about dates

### Warm-up

- Review numbers from 1–100 by asking students to count around the room, with one student saying each number in turn.
- You could do this as a game, with students standing up at the start and sitting down if they make a mistake or cannot think of a number. You could make it more challenging by going round again, asking students to count in twos or threes (*three, six, nine*, etc.).
- Continue until students are comfortable with the numbers.

### Exercise 1 1.65

- Read out the first few ordinal numbers and ask students to translate them into their language.
- Students work individually or in pairs to complete the table with the ordinal numbers.
- Play the audio. Students listen and check.
- Play the first part of the audio again, from *first to tenth*, pausing after each number for students to repeat, individually and chorally.

**Audioscript** Teacher's Book p.111

### Exercise 2 1.66

- Briefly review the months by writing *January* on the board and eliciting the remaining months. Write them on the board as you elicit them.
- Play the audio for students to listen and choose the correct words. Check the answers, then play the audio again, pausing after each line for students to repeat individually and chorally.

**Audioscript** Teacher's Book p.111

### Exercise 3 Pairwork

- Go through the *Look!* box and the *Learn it, use it!* chart with the class. Check that students understand everything.
- Read through the words in the box and check that students understand them all.
- Allow students time to prepare their answers individually, then put them into pairs to ask and answer questions.
- Monitor and help as necessary. Ask some pairs to ask and answer some of the questions for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

## 4 Communication

### Talking about dates

1 1.65 Complete the table with ordinal numbers. Then listen and check.

1st <u>first</u>	12th <u>twelfth</u>	23rd <u>twenty-third</u>
2nd <u>second</u>	13th <u>thirteenth</u>	24th <u>twenty-fourth</u>
3rd <u>third</u>	14th <u>fourteenth</u>	25th <u>twenty-fifth</u>
4th <u>fourth</u>	15th <u>fifteenth</u>	26th <u>twenty-sixth</u>
5th <u>fifth</u>	16th <u>sixteenth</u>	27th <u>twenty-seventh</u>
6th <u>sixth</u>	17th <u>seventeenth</u>	28th <u>twenty-eighth</u>
7th <u>seventh</u>	18th <u>eighteenth</u>	29th <u>twenty-ninth</u>
8th <u>eighth</u>	19th <u>nineteenth</u>	30th <u>thirtieth</u>
9th <u>ninth</u>	20th <u>twentieth</u>	31st <u>thirty-first</u>
10th <u>tenth</u>	21st <u>twenty-first</u>	
11th <u>eleventh</u>	22nd <u>twenty-second</u>	

2 1.66 Listen and choose the correct word. Listen again and repeat.

Lucas What's the date today?  
 Ruby It's February 12<sup>th</sup> / 20<sup>th</sup>.  
 It's my sister's birthday.  
 Lucas Oh really! How old is she?  
 Ruby She's 11 / 12.  
 Lucas My birthday is in June / July.  
 Ruby What date?  
 Lucas It's on June 13<sup>th</sup> / 14<sup>th</sup>.  
 When's your birthday?  
 Ruby It's on August 12<sup>th</sup> / 22<sup>nd</sup>.



### Look!

Write *June 1<sup>st</sup>* or *June 1*.  
 Say "June first."

### Learn it, use it!

You ask	You answer
What's the date today?	It's May 1 <sup>st</sup> .
When's your birthday?	It's March 17 <sup>th</sup> .
When's your mom's / dad's birthday ...?	It's on June 22 <sup>nd</sup> .

3 Pairwork Ask and answer questions about dates. Use the ideas in the box and your own ideas.

a friend's birthday Christmas Day the date today  
 the school vacation your birthday your mom / dad's birthday

A What's the date today?  
 B It's ...  
 A When's ...  
 B It's on ...  
 A When ...

42 forty-two

Workbook p.24

Extra practice online

### ANSWERS

Students' own answers.

### Extra activity

- Students can work in pairs to test each other on dates. Ask students individually to write down three dates, without letting their partner see.
- Students take turns to read out their dates to their partner. Their partner must write the dates. Students can then compare their answers and see how many they have said and written correctly. Students can practice again with a different partner for extra practice.

### Consolidation

- Tell students they should learn some important dates in English, e.g., their own birthday, the birthdays of friends and family members, and the dates of important festivals or events. To help them, they could download a calendar in English onto their computer or phone and add notes on the important dates.

Workbook p.24

Online Workbook Extra practice



## Demonstratives: this, that, these, those

This is her picture on my cell phone.  
Those are our backpacks.



### Think!

Choose the correct alternatives to complete the rules.

- This and these are for things and people that are near / far.
- That and those are for things and people that are near / far.

Rules p.W21

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

- These are my friends. (near)
- That is my MP3 player. (far)
- That isn't your bike. (far)
- These are his hamsters. (near)
- That is a cool skateboard. (far)
- These aren't my books. (near)
- This is my brother. (near)
- Those aren't my teachers. (far)
- This isn't her cell phone. (near)

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



This is my cat.



1 Those are my cousins.



2 "What's this?"  
"It's my new guitar."



3 "Who's that?"  
"He's our English teacher."



4 These are your pens.



5 "What's that?"  
"It's my bike."

3 Pairwork Point to objects in the classroom. Ask and answer with your partner.

- A What's that?  
B It's the teacher's bag.  
A What are those?  
B They're Tom's books.

### Finished?

Write sentences with the words below. Use *this*, *that*, *these*, and *those*.

backpack best bike books calculator  
cell phone children favorite friends  
house math my new our  
parents soccer ball teacher

This is my new backpack.  
Those are my friend's books.

Puzzle p.105

Workbook p.23

Extra practice online

forty-three 43

## Grammar page 43

### Demonstratives: this, that, these, those

#### Aim

To present and practice demonstratives  
Grammar PowerPoint presentation Unit 4

#### Warm-up

- Ask individual students: *What's the date today? When's your birthday? When's Christmas?*
- Write on the board a selection of dates written as numbers, e.g., 06/24, 02/15. Tell students that we write the month before the day.
- Put students into pairs and give them one minute to write the dates in words.

- Point to the dates in turn and ask students in turn to come and write them on the board in words. See how many pairs wrote all the dates correctly.

#### Think! box

- Read out the grammar examples.
- Demonstrate the meaning of the demonstratives by picking up objects and saying *This is ...*, *These are ...*, then pointing to objects further away and saying *That's ...*, *Those are ...*.
- Students read the *Think!* box and choose the correct alternatives to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W21.

Rules p.W21

#### Exercise 1

- Students complete the sentences with the correct words.
- Students can compare their answers in pairs.
- Check the answers with the class.

#### Exercise 2

- Students work individually or in pairs to complete the sentences with the correct words.
- Check the answers with the class.

#### Exercise 3 Pairwork

- Demonstrate the activity by pointing to an object and asking: *What's that?* Elicit the answer. Invite a student to point to something and ask a question. Elicit the answer from a different student.
- Students work in pairs to ask and answer questions.
- Monitor and help as necessary, and encourage them to ask questions using all four determiners.
- Make a note of any repeated mistakes to go over at the end of the lesson.

#### ANSWERS

Students' own answers.

#### Extra activity

- Tell students to draw four pictures, like the ones in the grammar presentation, showing themselves with some of their possessions. Remind them they should draw the possessions for *this* and *these* close to them, and the possessions for *that* and *those* further away.
- Students can compare their pictures in pairs.

#### Finished?

- Students write sentences using *this*, *that*, *these*, and *those*. Students can compare their sentences in pairs and correct any mistakes.
- Alternatively, ask some students to read their sentences to the class. Correct any mistakes as a class.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

#### ANSWERS

Students' own answers.

#### Consolidation

- Tell students they should keep a note of grammar points that they find difficult, and review them regularly as they continue with their studies.

Workbook p.23

Online Workbook Extra practice

## Reading

### Aim

To read and understand a blog about someone's favorite things

### Warm-up

- Ask a student at the front of the class: *What's your favorite thing?* When they answer, repeat what they have said: (*Maria's favorite thing is a book.* Ask the next student to repeat that, and then add their favorite thing (*Maria's favorite thing is a book, and my favorite thing is a guitar.*)
- Continue around the class, with each student repeating their classmates' favorite things and adding their own. Don't allow the same word to be said twice. Continue until all students have participated, or the list is getting too long to remember!

### Exercise 1 Read and listen 1-67

- Point to the photos and teach the word *BMX*. Also teach *my passion*, *mountain*, and *mouse / mice*.
- Play the audio. Students read and listen.
- Students read the blog individually and answer the questions.
- Read the *Check it out!* box with the class.
- Students find the words in the blog. Check that students understand the words, and elicit or explain the meaning of *serial killer*.

### ANSWERS

- He's Dave's brother.
- Dave and Steve's bedroom.
- It's BMX.
- Dave's best friend, Bruno.
- Dave's grandparents' house.
- It's in the mountains.
- Mice.
- Kirsten's cat.
- Joe.

**Audioscript** Student Book p.44

4

Skills

## Dave's page

Hobbies
Friends
Music
Pets
Family
School

### Some of My Favorite Things

Thursday May 1

Hi! I'm Dave. Welcome to my blog. Guess what! Today's my birthday! I'm 14! Here are my top five favorite things.


**05** My fifth favorite thing isn't a thing. It's a place. It's my bedroom, but it's also my brother Steve's! It's a very big room with a bathroom. We're very lucky!

**04** Fourth on my list is my new BMX bike. BMX is a cool city sport. My passion is freestyle. My brother likes racing. There are some good BMX parks in my town.


**03** My third favorite thing is the video game *Luigi's Mansion*. I play online with my friends. My best friend Bruno is awesome! Are you a video games fan? What's your favorite game?

**02** Second on the list is another place. It's my grandparents' house. Their house is a farm in the mountains with horses and cows. It's my favorite place in the summer.


**01** My cats are my number one favorite things in the world! Tinker and Taylor are brothers. They're gray with green eyes. They're serial killers! Their favorite things are mice – yummy!



This is a photo of my cats.




This is our bedroom. It's very big!





This is me at Sky Ramp Park.

Comments



**Kirsten** Cute cats! This is my cat, Tom. He's a bird watcher!





**Joe** Is it your guitar, or your brother's? I'm a guitar player, too.

### Reading

**1** 1:67 **Read and listen** to Dave's blog. Then answer the questions.

When is Dave's birthday?  
It's on May 1<sup>st</sup>.

- Who is Steve?
- Whose bedroom is in the photo?
- What is Steve's favorite sport?
- Who is awesome at playing *Luigi's Mansion*?

- Whose house is a farm?
- Where is their farm?
- What are Tinker and Taylor's favorite things?
- Whose cat is called Tom?
- Who is a guitar player?

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forty-four



## Listening

2 1.68 Look at the picture of a room. Listen to Luis and Javier. Whose room is it?

It's Luis's room.



3 1.68 Listen again and correct the underlined information.

Luis is from Spain.

Luis is from Chile.

1 His birthday is on December 13<sup>th</sup>.

2 Luis's favorite possession is his skateboard.

3 Javier is 13 years old.

4 He's a soccer fan.

5 His favorite possession is his photo of Nadal.

## Speaking

4 **Pairwork** Think of a friend or family member. Ask and answer questions.

• name

• town

• family

• favorite person

• age

• birthday

• interests

• favorite things

A What's your person's name?

A How old is she?

B Her name's Tara. She's my cousin.

B She's ...

## Writing

5 Complete the e-mail with the information in the factfile.

		You
Name	Grace	
Town	Brisbane	
Age	13	
Birthday	February 14 <sup>th</sup>	
Hair color	brown	
Eye color	blue	
Brothers	one (Lewis)	
Parents' names	Jack and Julia	
Pets	rabbit (Billy)	
Favorite singer	Kelly Clarkson	
Favorite thing	MP3 player	

6 Complete the factfile in exercise 5 for you. Then write a reply to Grace's e-mail. Use her e-mail as a model.

Hi, I'm (name) ...

Sent: Friday, July 27, 15:33

Hi! I'm Grace. I'm from Brisbane, in Australia. I'm 13 years old. My birthday is on February 14<sup>th</sup> - Valentine's Day! My hair is brown and my eyes are blue. I have one brother - his name's Lewis. He's 16. My dad's name is Jack and my mom's name is Julia.

Music is my passion, and Kelly Clarkson is my favorite singer. My favorite thing is my MP3 player. There are over 2,000 songs on it! Who's your favorite singer? What's your passion?

Write soon!

P.S. Attached is a photo of my rabbit. His name's Billy.



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Workbook p.25

Writing builder p.93

## Speaking

### Aim

To talk about a friend or family member

### Exercise 4 Pairwork

- Read through the example questions and answers with the class.
- Point to each of the prompts in turn and elicit the question for that prompt, e.g., *Where's he / she from? How many people are there in his / her family? When is his / her birthday? What are his / her interests?*
- With weaker classes, write the questions on the board to help students.
- Allow students time to think about their answers.
- Demonstrate the activity by asking a confident student the questions.
- Students work in pairs to ask and answer the questions.

### ANSWERS

Students' own answers.

Video: Unit 4 voxpops

Describe your favorite possession

## Writing

### Aim

To complete an e-mail with information from a factfile, then write a reply to the e-mail

### Exercise 5

- Read through the information in the factfile with the class, and make sure that students understand everything.
- Students complete the e-mail with the information in the factfile.
- Check answers with the class, and check that students understand *Valentine's Day*.

### Exercise 6

- Students complete the factfile with information about themselves. Monitor and help as necessary.
- Students then use the information to write a reply to Grace, with information about themselves.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class.

### ANSWERS

Students' own answers.

### Consolidation

- You can refer students to the Writing builder Unit 4 for support with punctuation and an additional task.

Writing builder p.93/C2

Workbook p.25

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

### Aim

To listen to two teenagers talking about their favorite possessions

### Warm-up

- Tell students they are going to listen to a teenager talking about their favorite possessions. Focus on the picture and ask: *Is this a boy's room, or a girl's room? What do you think his favorite possessions are?* Elicit a range of answers.

### Exercise 2 1.68

- Play the audio. Students listen and answer the question.
- Play the audio again if necessary for students to check their answer.

- Check the answer with the class.

Audioscript Teacher's Book p.111

### Exercise 3 1.68

- Read through the sentences with the class, and point out that the underlined information is incorrect.
- Play the audio. Students listen and correct the underlined information.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.111

### ANSWERS

1 December 3<sup>rd</sup>

2 laptop

3 12

4 tennis

5 cell phone

# Review B

## Grammar

Prepositions of place

There is / isn't, There are / aren't  
(affirmative and negative)

Is there ...? Are there ...? (yes / no  
questions and short answers)

some / any

Plural nouns (regular plurals, spelling  
variations, and irregular plurals)

Whose ...? and the possessive 's

Demonstratives: this, that, these, those

## Vocabulary

House and furniture

Possessions

## Review B page 46

### Grammar

#### Exercise 2

##### ANSWERS

Students' own answers.

#### Exercise 3

##### ANSWERS

- 2 c skateboard
- 3 f laptop
- 4 b cell phone
- 5 g MP3 player
- 6 a game console
- 7 e digital camera

#### Exercise 6

##### ANSWERS

- 1 Is there a TV in the bathroom?  
No, there isn't.
- 2 Are there any posters on the wall?  
No, there aren't.
- 3 Is there a computer in the office?  
Yes, there is.
- 4 Is there a toilet in the bathroom?  
No, there isn't.
- 5 Are there any cupboards in the kitchen?  
Yes, there are.
- 6 Are there any armchairs in the living room?  
Yes, there are.

#### Exercise 7

##### ANSWERS

- 1 Whose bags are they? They're the boys' bags.
- 2 Whose car is it? It's my parents' car.
- 3 Whose parents are they? They're Sarah and Tom's parents.

## B Review

### Vocabulary

**1** Reorder the letters. Write the rooms.

1 m a r o t h o b	hall
2 d o m o r e b	bathroom
3 n i d n g i o r o m	bedroom
4 c h e t n i k	dining room
5 g i n i v l m o o r	kitchen
6 e f i f o c	living room
	office

**2** Choose three rooms from exercise 1. Then write three items of furniture that are usually in these rooms.

hall - cupboard, mirror, shelf

**3** Match the words in A and the words in B. Write the objects.

<b>A</b> 1 soccer 2 skate 3 lap 4 cell 5 MP3 6 game 7 digital	<b>B</b> a console b phone c board d ball e camera f top g player
--	--

1d soccer ball

**5** Choose the correct words.

My name's Tina, and this is my new house. There is are six rooms in the house.

Downstairs, there is are a kitchen with a any table and some any chairs. There is are a living room and an office downstairs, too.

There is are two bedrooms and a bathroom upstairs. In my bedroom, there isn't aren't a TV.

There are some any posters on the wall. In my parents' bedroom, there aren't some any posters.

**6** Write questions and affirmative (✓) or negative (X) short answers.

chairs / in the kitchen? ✓  
Are there any chairs in the kitchen?  
Yes, there are.


- 1 TV / in the bathroom? X
- 2 posters / on the wall? X
- 3 computer / in the office ✓
- 4 a toilet / in the bathroom? X
- 5 cupboards / in the kitchen? ✓
- 6 armchairs / in the living room? ✓

**7** Reorder the words to form questions. Then answer the questions with the words in parentheses. Use 's and 's.


backpack / it / whose / is? (Felipe)  
Whose backpack is it? It's Felipe's backpack.

- 1 they / bags / are / whose? (the boys)
- 2 car / it / whose / is? (my parents)
- 3 whose / they / are / parents? (Sarah and Tom)
- 4 is / laptop / it / whose? (Maria)
- 5 bikes / whose / they / are? (the children)
- 6 it / cell phone / is / whose? (my brother)


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




Is this your cell phone?



1 These are my brother's shoes.



2 Those are my cats!



3 That is my new bike.

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- 4 Whose laptop is it? It's Maria's laptop.
- 5 Whose bikes are they? They're the children's bikes.
- 6 Whose cell phone is it? It's my brother's cell phone.

### Songs

Our House, by Madness (house and home)

Thank you for the Music, by Abba (music)



## Communication

9 1.69 Complete the dialogues with the sentences a–h. Listen and check.

- a And where are the restrooms?
- b It's December 9<sup>th</sup>. It's my birthday.
- c They're on the second floor.
- d It's on March 3<sup>rd</sup>.
- e Happy birthday!
- f Thank you.
- g Thanks. When's your birthday?
- h It's opposite the reception desk.

### Dialogue 1

A Excuse me. Where's the dining room, please?

B It's opposite the reception desk.

A And where are the restrooms?

B They're on the second floor.

A Thank you.

### Dialogue 2

C What's the date today?

D It's December 9<sup>th</sup>. It's my birthday.

C Happy birthday!

D Thanks. When's your birthday?

C It's on March 3<sup>rd</sup>.

## Pronunciation

/θ/ and /ð/

10 1.70 In English, **th** has two different sounds. Listen and repeat the sound and the words.

/θ/ birthday ninth thanks third three

Now listen and repeat the sound and the words.

/ð/ the there these they this

11 1.71 Listen and complete the chart with the words below. Then listen and repeat.

bathroom brother that their  
think thirteen those Thursday

/θ/	/ð/
<u>bathroom</u>	<u>brother</u>
<u>think</u>	<u>that</u>
<u>thirteen</u>	<u>their</u>
<u>Thursday</u>	<u>those</u>

## Listening

12 1.72 Look at the pictures and read the questions. Then listen to five short dialogues and check (✓) the correct answers.

Where's the pencil case?



- a ☐ b ☒ c ☐

1 What is Katie's favorite possession?



- a ☐ b ☐ c ☒

3 When's Mike's dad's birthday?



- a ☒ b ☐ c ☐

2 Where is Peter's TV?



- a ☐ b ☐ c ☒

4 What is there on Kim's bedroom wall?



- a ☐ b ☐ c ☒

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- Play the audio again if necessary, for students to complete and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Student Book p.47

## Extra activity

- Write the following words on the board: *three, there's, father, birthday, there are, thing, this.*
- Put students into pairs, and ask them to decide how each word is pronounced.
- Check the answers with the class.
- Ask pairs to write a sentence, using as many *th* sounds as they can. They can use the words on the board, or the ones from page 47 of the Student Book.
- Ask students in turn to read out their sentences. Correct any mistakes. See who managed to use the most *th* sounds!

## ANSWERS

/θ/ think, thirteen, Thursday

/ð/ brother, that, their, those

## Listening

### Aim

To listen to five short dialogues in which people talk about locations, possessions, and dates.

### Exercise 12 1.72

- Read the questions with the class, and go through the pictures, eliciting what each one shows.
- Play the audio of the first dialogue and point out the example answer.
- Play the rest of the audio. Students listen and check the correct answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book p.111

**Video:** Units 3–4 video report  
Chicago

## Extra communication B

page 47

## Communication

### Aim

To practice talking about locations and dates

### Exercise 9 1.69

- Students complete the dialogues with the correct sentences.
- Play the audio. Students listen and check.
- Ask two pairs of students to read out the completed dialogues.

**Audioscript** Teacher's Book p.111

## Pronunciation

### Aim

To practice hearing and pronouncing the two different sounds of *th*: /θ/ and /ð/.

### Exercise 10 1.70

- Read the information on the two sounds of *th*.
- Play the audio once for students to listen. Play the audio again, pausing after each sound and word for students to repeat, chorally and individually.

**Audioscript** Student Book p.47

### Exercise 11 1.71

- Allow students time to read through the words in the box.
- Play the audio, pausing after each word to allow students time to write.

### Aim

To learn about four important celebrations in the U.S.; to give a presentation on a national holiday in your own country

## Reading

## Warm-up

- Write the word *celebration* on the board, and teach the meaning. Ask: *What celebrations are there in your country?* Elicit some ideas, e.g., Christmas, Easter, Carnival, etc. Ask: *What's the date of those celebrations?* Briefly review dates if necessary.

## Background notes

- The thirteen original colonies of the U.S. declared their independence from Britain in 1776. This led to the American War of Independence, which ended in 1783.
- As well as celebrating the arrival of the first Europeans in the U.S., Thanksgiving Day also celebrates the first successful harvest of crops by the settlers. It therefore also functions as a "harvest festival".
- Christopher Columbus (died 1506) was an Italian explorer who is generally credited with 'discovering' America. Although he was not the first European to reach America, his voyages led to the subsequent European colonization of the land.
- Martin Luther King (1929–1968) was an American pastor and civil rights activist, who campaigned for equal rights for African Americans, using non-violent civil disobedience. He was assassinated in 1968.

Exercise 1 Read and listen  1.73

- Point to the chart and read through it with the class.
- Play the audio. Students listen and read. Tell students not to worry if they don't understand every word.
- Students complete the chart.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.
- Read through the *My reading skills* box with the class. Students find words in the article that are similar to words in their language, and guess the meanings.
- Check the answers with the class, and warn students that not all words that look similar in English and their language have similar meanings.

**Audioscript** Student Book p.48

B
Culture club

## IMPORTANT DATES IN THE U.S.

Read about four American celebrations. These days are in honor of important dates in the history of the United States.

### Independence Day

July 4<sup>th</sup> is Independence Day in the United States. The celebration is about 240 years old. It is in honor of American independence from Britain on July 4<sup>th</sup>, 1776. It's a national holiday. There are fireworks, street parades, and sports competitions all over the country. There are American flags on houses. It's in summer and barbecues are popular.

### Thanksgiving Day

Thanksgiving Day is on the fourth Thursday in November. This national holiday is over 220 years old. It's a celebration of the first Europeans to arrive in America in 1621. On this day, Americans say thank you for their families and possessions. It's a family celebration and Thanksgiving dinner is very special. Turkey is the traditional food.

### Columbus Day

Columbus Day is on the second Monday in June. This celebration is over 200 years old. It is in honor of the Italian explorer Christopher Columbus, the first European to arrive in America in 1492. There are street parades and concerts. In some places, Columbus Day is called "Native Peoples' Day." It is in honor of the first American people.

### Martin Luther King Day

Martin Luther King Day is on the third Monday in January. This national holiday is 30 years old. It is in honor of a modern American hero – the civil rights leader, Dr. Martin Luther King, Jr. He is famous for his work for African-American people. On this day, Americans do volunteer work to help poor people. There are also parades in the cities.





**Check it out!**

Find these words and check their meaning.

fireworks  
parade  
turkey  
help

**My reading skills**

Some English words are similar to words in your language. It is possible to guess the meaning of these words. Underline words in the text that are similar to words in your language. Can you guess their meaning?

1

**Read and listen** to the article. Complete the chart.

	Independence Day	Thanksgiving Day	Columbus Day	Martin Luther King Day
Date	July 4	Fourth Thursday in November	Second Monday in June	Third Monday in January
How old?	240 years old	(over) 220 years old	(over) 200 years old	30 years old
Types of celebration	Fireworks, parades, and sports competitions	Family celebration, special dinner	Parades, concerts	Volunteer work, parades
Special food	barbecues	turkey		

**2** Choose a national holiday in your country and write the same information.

**3 Presentation** Prepare a short presentation on your national holiday. Use your notes in exercise 2 and the texts in exercise 1 as models. Present your holiday to the other students.

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## Exercise 2

- Read out the four categories of information on the left side of the chart again.
- Students choose a national holiday in their country and make notes. With weaker classes, you could do this as a class, brainstorming ideas with the class and making notes on the board.

## ANSWERS

Students' own answers.

### Exercise 3 Presentation

- Read the task with the class.
- Students work individually or in pairs to prepare their presentation.
- Monitor and help as necessary.
- Students take turns to present their national holiday to the class.

### Extra activity

- For homework, students could choose a national holiday in another country and find information about it online. They could prepare a short presentation of the celebration for the next lesson.
- In the next lesson, students can work in small groups and present their celebrations to each other. Ask some students: *What's your favorite celebration? Why?*



## Vocabulary and speaking

I can identify objects and rooms in a house. (p.32) A1

### 1 Complete the words.

- There's a new sink in our kitchen.  
 1 There are yellow curtains in my bedroom.  
 2 The TV is in the living room.  
 3 There's a shower in the bathroom.  
 4 Our books are in the bookcase.  
 5 My clothes are in the cloeset in my bedroom.

/ 5

I can talk about location. (p.34) A1

### 2 Complete the dialogue with the words in the box. Then practice the dialogue.

between me next on opposite Where

- A Excuse me. <sup>1</sup> Where are the restrooms?  
 B They're <sup>2</sup> on the second floor. They're <sup>3</sup> next to the bedroom and <sup>4</sup> opposite the office.  
 A And where are the stairs?  
 B They're <sup>5</sup> between the living room and the kitchen.  
 A Thanks.

/ 5

I can describe a house. (p.37) A1

### 3 Write the sentences in the correct order.

apartment / my / is / an / house

My house is an apartment.

- 1 third / it / the / on / is / floor  
 2 six / are / rooms / there  
 3 yard / isn't / there / a  
 4 kitchen / any / there / in / aren't / the / chairs  
 5 bedrooms / are / a / two / there / living room / and

/ 5

I can talk about people's possessions. (p.40) A1

### 4 Complete the words with a, e, i, o, or u.

My favorite possession is my cell phone.

- 1 Tim has a cool new skateboard.  
 2 Her favorite thing is her digital camera.  
 3 Is this tablet new?  
 4 Maria's guitar is awesome!  
 5 Where is my laptop?

/ 5

I can talk about dates. (p.42) A1

### 5 Complete the dialogue. Then practice the dialogue.

- A What's the <sup>1</sup> date today?  
 B <sup>2</sup> It's March 3<sup>rd</sup>. It's my brother's birthday.  
 A My birthday's <sup>3</sup> in August.  
 B What date?  
 A It's <sup>4</sup> on August 4<sup>th</sup>. <sup>5</sup> When's your birthday?  
 B It's on December 25<sup>th</sup>.

/ 5

I can ask questions about a family member. (p.45) A1

### 6 Complete the questions.

- Whose skateboard is that?  
 1 What's your cousin's name?  
 2 Where's her home?  
 3 Who is she?  
 4 When's her birthday?  
 5 What are her interests?

/ 5

## Reading, listening, and writing

I can read and answer questions about people's houses. (p.36) A1

I can understand someone talking about their home. (p.37) A1

I can write about my partner's home. (p.37) A1

I can understand an article about people's favorite things. (p.44) A1

I can understand people talking about their favorite things. (p.45) A1

I can write an e-mail giving personal information. (p.45) A1

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- Go through the chart with the class, and elicit some possible answers. Review the language. Ask students to write three sentences about their home.
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

### ANSWERS

- It is on the third floor.
- There are six rooms.
- There isn't a yard.
- There aren't any chairs in the kitchen.
- There are two bedrooms and a living room.

### Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice saying sentences about their possessions in pairs.
- If students did not do well, tell them you will test them on the vocabulary in the next lesson.
- In the next lesson, write some jumbled words for possessions on the board, and ask students to reorder the letters.

### Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, write some dates as numbers on the board, e.g., 28/02. Point to each and say: *What's the date?*
- You can repeat this review at the beginning of classes to make sure that students have learned the language.

### Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class. Ask the questions to individual students in the class and elicit a range of answers.
- Students ask and answer the questions in pairs again.

## Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

## My progress B

page 49

### Aim

To review the language and skills learned in Units 3 and 4

## Vocabulary and speaking

### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 32.
- Ask them to study the page, then write five sentences about what is in the rooms in their house.
- Repeat exercise 1 on page 49 as a class, eliciting the correct answers.

### Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34.
- Allow students time to look at the picture, then play the audio again for them to hear the prepositions in context.
- Repeat exercise 2 on page 49 as a class, eliciting the correct answers.

### Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 37.

## Grammar

Subject pronouns

be: Simple present (affirmative, negative, yes / no questions and short answers)

Possessive adjectives

The indefinite article: a / an

Question words

Prepositions of place

There is / isn't, There are / aren't (affirmative and negative)

Is there ...? Are there ...? (yes / no questions and short answers)

some / any

Plural nouns

Whose ...? and the possessive 's

Demonstratives: this, that, these, those

## Vocabulary

Countries and nationalities

The family

House and furniture

Possessions

## Vocabulary

### Aim

To review and consolidate the vocabulary learned in Units 1–4

### Extra activity

- Tell students they are going to test their partner on vocabulary they have learned in Units 1–4.
- Tell students to look back through the Vocabulary pages of their book and choose five words. They should write the words with some gapped letters (tell them not to gap more than half the letters).
- Students work in pairs to complete each other's words. Tell them to give themselves a point for each correct answer.
- Students can repeat the activity with a different partner. See who has the most points at the end!

## Remember

### Vocabulary

**1 Complete the chart with the words in the box. Then add five more words to each group.**

aunt bathroom Canadian Chinese grandma
sister kitchen sofa Spanish stove

Nationalities	Family	House and furniture
Canadian	<sup>3</sup> aunt	<sup>4</sup> bathroom
<sup>1</sup> Chinese	<sup>4</sup> grandma	<sup>3</sup> kitchen
<sup>2</sup> Spanish	<sup>5</sup> sister	<sup>6</sup> sofa
		<sup>7</sup> stove

**2 Reorder the letters to form possessions.**

l p t a p o	l a p t o p
1 g u r i t a	g u i t a r
2 w c t h a	w a t c h
3 b k e i	b i k e
4 b a i l e t	t a b l e t
5 M 3 P p y r a i e	M P 3 p l a y e r
6 s e k t a o b r a d	s k a t e b o a r d
7 g m a e c s l o n o e	a g a m e c o n s o l e
8 d t g i l a i c m r a e a	d i g i t a l c a m e r a
9 c l e i p n e h o	c e l l p h o n e

### Grammar

**be: Simple present**

**3 Complete the sentences with am, is, or are.**

Are your friends American?

1 Tom and Eva are cousins.

2 Steve is 14 years old.

3 Is Maria in your class?

4 I am from Sydney, Australia.

5 Is that book interesting?

6 You are late!

7 Are the new students from South Korea?

### Possessive adjectives

**4 Complete the sentences with the words in the box.**

Her his Its my Our their your

She's my sister. Her name's Barbara.

1 Juan is American, but his dad is from Mexico.

2 Here's your ice cream, Alice.

3 That's Julia's mouse. Its name is Moka.

4 Sam and Ana are at the movies with their cousins.

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fifty

5 We're from Recife. Our house is near the ocean.

6 I'm at the mall with my family today.

### Question words

**5 Complete the questions. Use question words and is or are.**

A What is your name?

B My name's Julia.

A Where are you from?

B I'm from Vancouver in Canada.

A How old are you?

B I'm 13 years old.

A When is your birthday?

B It's in September.

A Who is that boy?

B He's my cousin.

A What is his name?

B His name's Jon.

### Demonstratives

**6 Choose the correct words.**

This / These is my tablet.

1 That / Those is our house.

2 What's this / these? It's a pencil case.

3 That / Those are our cell phones.

4 This / These are my grandparents.

5 What are that / those? They're my video games.

6 What's that / those? It's a mouse.

### The possessive 's

**7 Complete the sentences with 's or s'.**

My sister 's skateboard is cool.

1 The boy 's names are Bruno and John.

2 That's Emily 's dog.

3 These are my parent 's CDs.

4 Where's the teacher 's desk?

5 That's Steve and Julia 's house.

6 The children 's books are on their desks.

**8 Change the sentences from singular to plural.**

I'm a student.  
We're students.

1 It is a great city.

2 The child is 6 years old.

3 She's a young woman.

4 You are a good actor.

5 It's a big country.

6 It's Miguel's pet mouse.

## Grammar

### Aim

To review and consolidate the grammar learned in Units 1–4

### Exercise 8

#### ANSWERS

- They are great cities.
- The children are 6 years old.
- They're young women.
- You are good actors.
- They're big countries.
- They're Miguel's pet mice.



## Prepositions of place



9 Look at the picture. Complete the sentences with the prepositions in the box.

behind between in front of next to  
on opposite under

There are some DVDs under the table.

- There are some photos in front of the window.
- There's a TV opposite the sofa.
- The door is next to the sofa.
- There's a lamp behind the sofa.
- There's a table between the sofa and the armchair.
- There's a cat on the table.

## There is / isn't. There are / aren't

10 Write affirmative (✓) or negative (X) sentences, or yes / no questions (?) about the picture in exercise 9.

books / small table (X)

There aren't any books on the small table.

- people / in the room (?)
- picture / on the wall (✓)
- books / on the sofa (X)
- lamp / next to the window (?)
- girl / on the sofa (✓)
- DVDs / under the armchair (X)

## Round-up

11 Choose the correct words.



Hi!

I'm / 're Steve and I'm 13 years old. This / These is a photo of my family. We 's / 're from South Africa. Mom 's / 're a teacher, and Dad is 'a / 'an actor. My 'sisters / 'sister's name is Chloe. Our / Your house is in Cape Town. My favorite room is my bedroom. Its / It's a big room upstairs. The walls are white and there's / their a big window. My bed is behind / between the closet and the window. Opposite / Under the closet they / there is a desk. On the desk there are 'some / 'any books and a computer. There 'are / 'aren't any shelves, but there 'is / 'are 'some / 'any posters on the walls. What about your room? Is it big? There is / Is there a TV? There are / Are there any posters?

12 Write questions and answers. Use short forms.

How old / Steve?

How old is Steve?

He's 13.

1 Where / he from?

Where is he from?

He's from South Africa.

2 What / his dad / job?

What's his dad's job?

His dad is an actor.

3 What / his sister / name?

What's his sister's name?

Her name's Chloe.

4 What / his favorite / room?

What's his favorite room?

His favorite room is his bedroom.

5 Where / his bedroom?

Where's his bedroom?

It's upstairs.

6 Where / the computer?

Where's the computer?

It's on the desk.

## Extra activity

- Write these sentences on the board.
  - She's from Spain.
  - He's name's Pedro.
  - How old you are?
  - These is my brother, Sam.
  - That's my sister's bike.
  - There aren't some shelves in the living room.
- Tell students that five of the sentences include a mistake, but one sentence is correct.
- Students work in pairs to correct the mistakes.
- Check the answers with the class.

## ANSWERS

- She's from Spain.
- His** name's Pedro.
- How old **are you**?
- This** is my brother, Sam.
- Correct.
- There aren't **any** shelves in the living room.

## Exercise 10

## ANSWERS

- Are there any people in the room?
- There is a picture on the wall.
- There aren't any books on the sofa.
- Is there a lamp next to the window?
- There is a girl on the sofa.
- There aren't any DVDs under the armchair.

# 5 Here he comes now

**Grammar**

Simple present (affirmative, spelling variations, pronunciation)

Prepositions of time: *on, in, at*

Adverbs of frequency

**Vocabulary**

Daily routines

**Communication**

Asking for and making suggestions

**Skills**

**Reading:** An article about life at a soccer academy

**Listening:** A teenager describing a typical day at the School of American Ballet in New York City

**Speaking:** Talking about weekends

**Writing:** A description of the daily routine of someone in your family

**Topics and values**

Daily life and routine; Talent and success

## Presentation page 52

### Aim

To present the new language in a familiar context

### Story

Max, Ryan, and Oliver are at soccer practice. Max wants the others to practice more, but they are tired. Max explains his daily training routine. Max asks where Jacob is, and Ryan explains that he is at choir practice. Jacob arrives late to practice, and apologizes. Max tells him off for being late, and says he must choose between choir and soccer. Jacob chooses choir.

### Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *How many people can you see?* (four) *Who are they?* (Jacob and his friends) *What sport is this?* (soccer) *Is soccer fun or boring?*

### Exercise 1 Read and listen 2-02

- Read the question out to the class.
- Pre-teach *guys, tired, work out, gym, and winner*.

# 5 Here he comes now



**Check it out!**

Find these words and check their meaning.

You're crazy!

Yeah right!

What's your problem?

**1  2-02 Read and listen** Who's late for soccer practice? **Jacob**

**Max** Come on guys!

**Ryan** We're tired ...

**Max** You're tired! I work out for three hours every day.

**Oliver** What? Three hours!

**Max** Yes, I get up at six o'clock and I run ten km before school. And then after school I always go to the gym.

**Ryan** You're crazy!

**Max** No, I'm not crazy. I'm a winner! Hey, where's Jacob?

**Oliver** Umm ... Jacob?

**Max** Yes, we always play soccer on Mondays and he's never late.

**Ryan** He's at choir practice. He goes with that new girl, you know, Lucia.

**Max** What?

**Oliver** Oh! Here he comes now ...

**Jacob** Hi! Sorry I'm late.

**Max** Yeah right! You aren't sorry.

**Jacob** What's your problem, Max?

**Max** You're my problem! You aren't a singer, Jacob, you're a soccer player.

**Jacob** I'm both, Max.

**Max** That's not possible. It's soccer or choir ... you choose.

**Jacob** OK, Max, I choose choir!

**2 Comprehension** Answer the questions.

Who is tired? Ryan and Oliver

1 Who works out every day? Max

2 Who is a winner? Max

3 What day is soccer practice? Monday

4 Who's late? Jacob

5 What does Jacob choose? He chooses choir.

52 fifty-two

- Play the audio. Students listen and read and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.

**Audioscript** Student Book p.52

### Exercise 2 Comprehension

- Students read the dialogue again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.

### Extra activity

- Read out some sentences, omitting the last one or two words, e.g., *We always play soccer on Mondays and he's ...*
- Students find the sentences in the dialogue and say the endings. You could do this as a game, awarding a point to the first student to give the correct answer each time.

### Consolidation

- Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks. Suggest that they record vocabulary in topics, and they could add some of the new vocabulary on this page to the topic "sport."



## Language focus

**3 Dialogue focus** There are nine more mistakes in the dialogues.  
Find and correct the mistakes.

**1** Max I work out for three hours every week.  
Oliver What? Three hours!  
Max Yes, I get up at ~~seven~~ o'clock and I run ~~five~~ km before school. And then after school I always go to the ~~movies~~.  
Ryan You're crazy!  
I work out for three hours every day.

**2** Max Hey, where's Jacob?  
Oliver Umm ... Jacob?  
Max Yes, we always play ~~tennis~~ on Mondays and he's ~~always~~ late.  
Ryan He's at ~~computer-club~~. He goes with that new girl, you know, ~~Sophie~~.  
Max What?

**3** Max It's soccer or ~~the-gym~~ ... you choose.  
Jacob OK, Max, I choose ~~seeeer!~~

**4** 2:03 Listen and check. Listen again and repeat.

**5 Focus on you** Write about when you get up on these days.

in summer on Christmas Day on my birthday  
on school days on Sundays

On school days, I get up at ~~seven~~ o'clock.

**6 Pairwork** Tell your partner when you get up on the days in exercise 5.

fifty-three 53

## Exercise 5 Focus on you

- Check that students understand *get up* and *Sundays*. Write sentences about when they get up. With weaker classes, elicit one or two more examples from the class, then ask students to write the remaining sentences.
- Ask some students to read their sentences to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

## Exercise 6 Pairwork

- Students tell their partner when they get up on the different days in exercise 5.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class when their partner gets up.

### ANSWERS

Students' own answers.

## Consolidation

- Tell students they could practice talking about what they do on different days, and record themselves on their phone. They could then listen to themselves and see if they can spot any mistakes or improve their pronunciation.

## Language focus page 53

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example answer and point out the mistake in the second line of the mini-dialogue.
- Students read the dialogues, find nine more mistakes, and correct them.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 2:03

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

### ANSWERS

I get up at **six** o'clock.

I run **ten** km before school.

I always go to the **gym**.

We always play **soccer** on Mondays and he's **never** late.

He's at **choir practice**.

He goes with that new girl, you know, **Lucia**.

It's soccer or **choir**.

I choose **choir**.

Audioscript Teacher's Book pp.111–112

## Daily routines

### Aim

To present and practice vocabulary for daily routines

Grammar PowerPoint presentation Unit 5

### Warm-up

- Draw some clocks on the board with different times.
- Point to each clock in turn and ask: *What time is it?* Elicit the answers, and review telling the time.
- Ask students to draw three clocks with different times. Put them into pairs to ask and answer questions about the time. Ask some students to show the class their clocks and say the times.

### Exercise 1 2-04

- Play the audio. Students listen and complete the sentences.
- Play the audio again for students to listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Teacher's Book p.112

### Extra activity

- For extra practice, read out times from exercise 1, e.g., *eight o'clock*. Students race to say the correct sentences.

### Exercise 2 Pairwork

- Go through the *Look!* box with the class, and check that students understand everything. Demonstrate the activity by telling the class when you get up, have breakfast, etc.
- Students work in pairs to tell their partner what time they do the activities.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

### ANSWERS

Students' own answers.

### Extra activity

- Write key words from exercise 1 on the board, e.g., *get up / breakfast / start school / lunch*.
- Ask students to close their books. Point to each prompt word in turn and elicit a sentence about that activity.

## 5 Vocabulary

### Daily routines

1 2-04 Listen to Marco describing his daily routine. Complete the sentences. Then listen and check.



I get up at seven thirty.



I have breakfast at eight o'clock.



I start school at eight forty-five.



I have lunch at one o'clock.



I finish school at three thirty.



I get home at three fifty.



I have my dinner at six o'clock.



I do my homework at six forty-five.



I watch TV at eight o'clock.



I go to bed at ten o'clock.

**Look!**

have breakfast  
have lunch  
have dinner

**2 Pairwork** Tell your partner when you do the activities in exercise 1.

A I get up at seven o'clock.  
B I get up at seven thirty.

54 fifty-four

Workbook p.28

Extra practice online

### Consolidation

- Advise students to use the pictures on page 54 to review the vocabulary for daily routines. Tell them they can cover the words and use the pictures to try to remember the vocabulary.

Workbook p.28

Online Workbook Extra practice

## Grammar

page 55

### Simple present (affirmative)

#### Aim

To present and practice the affirmative forms of the simple present, and spelling variations of the simple present

Grammar PowerPoint presentation Unit 5

### Warm-up

- With books closed, write two columns of words on the board:
 

get	school
start	dinner
finish	up
have	TV
watch	school
have	home
get	breakfast
do	to bed
go	my homework
- Put students into pairs and ask them to match the words to make daily routines.
- Check answers, and ask students to say what time they do the activities.

### ANSWERS

get up, start school, finish school, have dinner, watch TV, have breakfast, get home, do my homework, go to bed



## Simple present

## Affirmative

I **get up** at six o'clock.  
He **runs** ten km every day.

I / you	work
he / she / it	works
we / you / they	work

## Think!

We add 's' to the verb in the 3<sup>rd</sup> person singular.

get – gets      run – <sup>2</sup> **runs**  
play – <sup>3</sup> **plays**      come – <sup>4</sup> **comes**

Rules p.W26



## 1 Choose the correct form of the verbs.

We play / plays tennis on Saturdays.

- I live / lives in a small apartment.
- Isabela speak / speaks three languages!
- The movie start / starts at 8:30 p.m.
- We run / runs in the morning before school.
- My dad work / works in a hotel.
- You get up / gets up at eleven o'clock on Sundays!

## 2 Complete the sentences with the correct form of the verbs in the box.

come cook get live play start walk watch

- I come from Santiago in Chile.
- We live in an apartment.
- My brother and I walk to school.
- School starts at eight forty-five.
- On Thursdays, I get home at four o'clock.
- My brother plays basketball after school.
- My dad cooks dinner on Saturdays.
- After dinner, my parents watch TV.

Workbook pp.28–29

Extra practice online

## Spelling variations

Jacob **goes** to choir with Lucia.  
Lucia **studies** music.

go	goes	finish	finishes
do	does	study	studies
watch	watches	have	has

Rules p.W26

3 Write the 3<sup>rd</sup> person singular of these verbs.

arrive buy do fix go have leave  
match pass play sing try wash

arrive **arrives**

## 4 Look at Tom's diary for Tuesdays. Then write sentences.

Tuesday	
7:30 a.m.	get up
8:20 a.m.	start school
12:30 p.m.	have lunch
3:45 p.m.	finish school
4:00 p.m.	sing in the choir
5:15 p.m.	arrive home
5:30 p.m.	study
7:30 p.m.	have dinner
8:00 p.m.	play video games
9:30 p.m.	go to bed

Tom **gets up** at 7:30 a.m.

## Pronunciation

## 5 205 Listen and repeat.

/s/	/z/	/tʃ/
starts	plays	finishes

## 6 206 Listen and repeat. Then write the words in the correct column.

/s/ or /z/	/tʃ/
starts writes plays reads does eats	finishes fixes teaches

## Finished?

Reorder the letters to form verbs. Write a sentence about you with each verb.

coko dusyt edar sivit vhea yaip

I **play tennis** on Saturdays.

Puzzle p.106

fifty-five 55

## Exercise 3

- Read through the verbs with the class.
- Students write the third person singular of the verbs.
- Check the answers with the class.

## ANSWERS

buy buys	match matches
do does	pass passes
fix fixes	play plays
go goes	sing sings
have has	try tries
leave leaves	wash washes

## Exercise 4

- Students write sentences about Tom.
- Check answers with the class.

## ANSWERS

Tom starts school at 8:20 a.m.  
He has lunch at 12:30 p.m.  
He finishes school at 3:45 p.m.  
He sings in the choir at 4:00 p.m.  
He arrives home at 5:15 p.m.  
He studies at 5:30 p.m.  
He has dinner at 7:30 p.m.  
He plays video games at 8:00 p.m.  
He goes to bed at 9:30 p.m.

## Exercise 5 205

- Play the audio once for students to listen.
- Play it again for students to listen and repeat.

Audioscript Student Book p.55

## Exercise 6 206

- Play the audio, pausing after each word for students to repeat.
- Play the audio again, pausing after each word for students to write the words in the correct column.
- Check the answers with the class.

Audioscript Teacher's Book p.112

## Finished?

- Students reorder the letters to form verbs, and write a sentence with each verb.
- Students can compare their sentences in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that to help them learn the verbs on this page, they could write some example sentences about themselves, e.g., *I play tennis on Mondays*. They could record the sentences on their phone, and listen to them occasionally.

Workbook pp.28–29

Online Workbook Extra practice

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and complete the rules.
- Check the answers with the class.
- Reinforce the point that in English we add -s to the third person singular form: *He plays soccer*. NOT *He play soccer*.
- Refer students to the rules on page W26.

Rules p.W26

## Exercise 1

- Students choose the correct form of the verbs.
- Check the answers with the class.

## Exercise 2

- Read through the verbs in the box and explain their meanings if necessary.
- Students complete the sentences with the correct form of the verbs.
- Check the answers with the class.

## Simple present (spelling variations, pronunciation)

## Grammar chart

- Read out the grammar examples and go through the grammar chart.
- Write on the board:  
*study studies play plays*
- Point out that -y only changes to -ies when it follows a consonant.
- Refer students to the rules on page W26.

Rules p.W26

## Asking for and making suggestions

### Aim

To present and practice asking for and making suggestions

### Warm-up

- With books closed, write a selection of verbs on the board, e.g., *play, watch, go, buy, cook, read, eat*.
- Put students into pairs and give them two minutes to write as many sentences as they can using the verbs. Tell them that some sentences should start with *I*, and some should start with *he / she*.
- Ask pairs in turn to read out their sentences. Correct any mistakes as a class, and check that students understand all the verbs.
- See which pair wrote the most correct sentences.

### Exercise 1 Read and listen 2-07

- Play the audio for students to read and listen.
- Students complete the dialogues with the phrases in the box.
- Play the audio again. Students listen again and check.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.

**Audioscript** Teacher's Book p.112

### Exercise 2 2-08

- Read through the *Learn it, use it!* chart with the class.
- Ask students to find the phrases in the dialogues in exercise 1. Check that they understand them.
- Play the audio. Students listen and match the dialogues with the photos.
- Check answers with the class. Play the audio again if necessary, pausing for students to hear the answers.

**Audioscript** Teacher's Book p.112

### Exercise 3 Pairwork

- Students work in pairs to complete the dialogue. Check the answers by asking two confident students to read out their dialogue.
- Students practice the dialogue in pairs.
- Monitor and help as necessary, and encourage them to speak with feeling, rather than just reading it out.
- Make a note of any repeated mistakes to go over at the end of the lesson.

## 5 Communication

### Asking for and making suggestions

1 2-07 Read and listen to the dialogues. Then complete the dialogues with the phrases in the box. Listen again and repeat.

buy some ice cream go out go to the park playing video games play soccer watch TV

Ryan I'm bored. What should we do?  
Megan Let's watch TV. There's an awesome movie on at eight thirty.  
Ryan OK, great! Let's watch that.

1  
Juan What should we do?  
Lucas What about <sup>1</sup> playing video games? I have a great new game.  
Juan No, it's a nice day! Let's <sup>2</sup> play soccer instead.  
Lucas OK, that's a good idea.

2  
Mel It's a nice day. Why don't we <sup>3</sup> go out?  
Katie Great! Let's <sup>4</sup> go to the park.  
Mel OK, but I'm hungry. Let's <sup>5</sup> buy some ice cream first.  
Katie Good idea! Let's go.

### Learn it, use it!

You ask	You answer
What should we do?	Let's watch TV.
Why don't we go out?	OK, great / (that's a) good idea!
What about playing video games?	No, it's a nice day! Let's play soccer instead.

2 2-08 Listen to three conversations. Match the dialogues with the photos.



3 **Pairwork** Complete the dialogue. Use the words in parentheses to make suggestions and answers.

A I'm bored. What should we do? A No, (nice day)! Let's ... (go / park).  
B (watch TV) B OK, ...

4 Write three dialogues. Use the dialogue in exercise 3 and the ideas in the box. Then practice your dialogues.

go to the movies listen to music  
play soccer play tennis watch a movie

56 fifty-six

Workbook p.30

Extra practice online

- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Exercise 4

- Read through the activities in the box with the class, and check that students understand everything.
- Students work in pairs to prepare three dialogues.
- Monitor and help while students are working. Check that they are using the phrases to ask for and make suggestions correctly.
- Students practice their dialogues in pairs.

- Monitor and help as necessary.
- Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class.

### ANSWERS

Students' own answers.

### Consolidation

- Suggest to students that they could record some of the phrases from this lesson on their phone, e.g., *I'm bored. What should we do? / Why don't we go out?* They could then practice listening and responding with their own ideas.

Workbook p.30

Online Workbook Extra practice



## Prepositions of time: on, in, at

I get up **at** six o'clock **in** the morning.  
We play soccer **on** Mondays.

on	on Tuesday(s)
	on June 14 <sup>th</sup>
	on the weekend / on weekends
in	in the morning / in the afternoon / in the evening
	in January
	in winter
at	at four thirty
	at night

## 1 Complete the expressions with in, on, or at.

- 1 **on** Sunday  
2 **at** night  
3 **in** the morning  
4 **at** one thirty  
5 **on** my birthday  
6 **at** the weekend  
7 **in** the afternoon  
8 **on** March 8<sup>th</sup>  
9 **in** fall  
10 **in** the evening  
11 **at** midnight  
12 **on** Thursdays

## 2 Complete the text with on, in, and at.

My typical day is very different **in** summer.  
I **in** July and August, I get up **at** nine thirty  
and I have breakfast in the yard **at** ten o'clock.  
I **in** the morning, I go to my grandma's house  
and we have lunch **at** one o'clock. **in** the  
afternoon, I play with my friends. Mom and Dad get  
home from work **at** six o'clock and we have  
dinner. **On** Saturdays, we watch a DVD or go to  
the movies. I go to bed late **in** summer. **On**  
Sundays, I visit my cousins.

## Adverbs of frequency

We **always** play soccer. He's **never** late.



## Think!

Look at the sentences and choose the correct words in the rules.

I'm **never** late for school.  
I **always** go to school at 8:30 a.m.  
Adverbs of frequency go **before** / **after** the verb be.  
Adverbs of frequency go **before** / **after** all other verbs.

Rules p.W27

Workbook p.29

Extra practice online



## 3 Follow the lines and write about Rachel's routine.

- 1 have / a pizza with her friends on weekends  
2 watch / a DVD on Sunday afternoons  
3 be / hungry after school  
4 study / with her friend Katie after school  
5 go / shopping with her mom on Saturdays  
6 be / late for school  
7 play / soccer with her brother  
8 listen / to the radio  
9 write / letters
- never  
usually  
always  
often  
sometimes  
always  
sometimes  
rarely  
usually

1 Rachel **usually** has a pizza with her friends on weekends.

## 4 Rewrite the sentences with the frequency adverbs in parentheses.

- I have lunch at school. (never)  
I **never** have lunch at school.  
1 Luis plays tennis on Wednesdays. (often)  
2 My computer club is boring. (never)  
3 We go to the movies on Saturdays. (sometimes)  
4 The children are hungry. (always)  
5 I go to bed at nine o'clock on Fridays. (rarely)  
6 Katie is happy. (usually)

## 5 Game! Make true and false sentences with the verbs in the box. Use frequency adverbs. Guess the false sentences.

get up go have play read speak  
study watch write

A I often get up at seven o'clock on Sundays.

B That's false!

A No, it's true!

## Finished?

Write five jumbled sentences about you. Use the simple present and frequency adverbs. Give the sentences to a partner.

Thursdays / I / go / on / never / movies / the / to  
I **never** go to the movies on Thursdays.

Puzzle p.106

fifty-seven 57

- Check the answers with the class.
- Refer students to the rules on page W27.

Rules p.W27

## Exercise 3

- Read out the example answer and make sure that students understand.
- Students follow the lines and write sentences, thinking about the position of the adverbs of frequency.

## ANSWERS

- 2 Rachel **always** watches a DVD on Sunday afternoons.  
3 She **is usually** hungry after school.  
4 She **sometimes** studies with her friend Katie after school.  
5 She **often** goes shopping with her mom on Saturdays.  
6 She **is never** late for school.  
7 She **sometimes** plays soccer with her brother.  
8 She **rarely** listens to the radio.  
9 She **always** writes letters.

## Exercise 4

- Students rewrite the sentences with the frequency adverbs.
- Check the answers with the class.

## ANSWERS

- 1 Luis **often** plays tennis on Wednesdays.  
2 My computer club **is never** boring.  
3 We **sometimes** go to the movies on Saturdays.  
4 The children **are always** hungry.  
5 I **rarely** go to bed at nine o'clock on Fridays.  
6 Katie **is usually** happy.

## Exercise 5 Game!

- Students write true and false sentences about themselves.
- Students work in pairs to read their sentences to each other and guess if they are true or false. Tell them they get a point for each correct guess.

## Finished?

- Students write five jumbled sentences about themselves, then swap sentences with a partner and write them.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they should keep a note of any mistakes they often make, and write their own personal rules and examples to help them avoid the mistakes in the future.

Workbook p.29

Online Workbook Extra practice

## Grammar page 57

## Prepositions of time: on, in, at

## Aim

To present and practice prepositions of time, and adverbs of frequency

Grammar PowerPoint presentation Unit 5

## Warm-up

- Review the days and months by writing the first letters only on the board.
- Put students into pairs and give them two minutes to complete the words.

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart and check that students understand the phrases.

- Refer students to the rules on page W27.

Rules p.W27

## Exercise 1

- Students complete the expressions.
- Check the answers with the class.

## Exercise 2

- Students complete the text with the correct prepositions.
- Check the answers with the class.

## Adverbs of frequency

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the adverbs of frequency chart with the class.
- Students read the Think! box and choose the correct words to complete the rules.



## Reading

### Aim

To read and understand an article about two talented young soccer players and their life at a soccer academy

### Background notes

- Arsenal F.C. (Football Club) is a soccer club based in north London. It is one of the most successful clubs in British soccer, and plays in the English Premiership (the top league in the country). It is the fourth most valuable soccer club in the world.
- Other soccer clubs mentioned are Liverpool and Chelsea, which are also English Premiership clubs.

### Warm-up

- With books closed, write these gapped words on the board:

s \_ \_ \_ \_ r  
v \_ \_ \_ \_ y \_ \_ ll  
t \_ \_ \_ \_ s  
b \_ \_ \_ \_ t \_ \_ ll

- Explain that the words all have something in common. Put students into pairs to try and complete them. If students are struggling, you could add in a few more letters (the words are *soccer, volleyball, tennis, basketball*).
- Stop the activity after two minutes, and see who has completed the words. Ask: *What are all the words? (sports) What's your favorite sport?*

### Exercise 1 Read and listen 🎧 2:09

- Play the audio. Students read and listen.
- Students complete the summary.
- Remind students that they do not need to understand every word of the article to do the task. They should use the context to help them guess the meaning where possible.
- Check the answers with the class.

**Audioscript** Student Book p.58

### Exercise 2

- Read the *My study skills* box with the class.
- Students find the words in the box in the article. Elicit what part of speech they are, then ask students to check the meanings in their dictionaries.
- Check the answers with the class.

#### ANSWERS

**lives** = noun (n)  
**share** = verb (v)  
**prefer** = verb (v)  
**miss** = verb (v)  
**incredible** = adjective (adj)

# 5 Skills

## TALENTED TEENAGERS

### Life at a Soccer Academy

**Arsenal F.C.** is a famous soccer club in London. The club has a special soccer school for talented soccer players – The Arsenal Academy. The students at the Academy come from different countries. Here, two young soccer stars talk about their lives at the Academy.

Daniel Costa

"I'm 16 years old and I'm from Brazil. I study at the Arsenal Academy and I live in London with the Wilson family. I share a bedroom with Cedric Piveau. On weekdays, we get up at seven o'clock, and we have breakfast. We go to the Academy at eight thirty. We usually practice from nine to twelve o'clock. We sometimes practice with famous soccer players. In the afternoons, I study sports science. It's interesting, but I prefer playing soccer!"

Cedric Piveau

"Life at The Arsenal Academy is cool, but I miss my family. They live in Ivory Coast in Africa. I only see them in summer. In the evenings I often chat with my sister on the Internet. I share a room with Daniel Costa. He's an incredible player! In the mornings, we practice with the team. In the afternoons, I study English. On weekends, we usually play games against teams from other clubs, for example Liverpool F.C. and Chelsea F.C. At the moment we're the number one club!"

### Reading

**1** 🎧 2:09 Read and listen to the article. Then complete the summary.

The Arsenal Academy is a school for talented soccer players. Daniel Costa and Cedric Piveau are <sup>1</sup> students at the Academy. Daniel is from <sup>2</sup> Brazil. Cedric is from Ivory Coast. The two boys live with the Wilson family, and they share a <sup>3</sup> bedroom. On weekdays, they practice from <sup>4</sup> nine to twelve o'clock. On weekends, their team plays <sup>5</sup> games against other famous clubs. Cedric likes the Academy, but he misses his <sup>6</sup> family.

**2** Find these words in the article. What part of speech are they? Check their meanings in your dictionary.

lives · share · prefer · miss · incredible

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fifty-eight

### Extra activity

- Write these sentences on the board.
  - They get up at six o'clock.
  - They go to the Academy at eight thirty.
  - Daniel plays soccer in the afternoons.
  - Cedric sees his family in summer.
  - He never talks to his family.
- Students find the information in the article and decide if the sentences are true or false. Ask them to correct the false sentences.
- Tell students that they don't need to read the whole article again. They can scan the article quickly to find the answers.
- Check the answers with the class.

### ANSWERS

- False. They get up at seven o'clock.
- True.
- False. He studies in the afternoons.
- True.
- False. He chats with his sister on the Internet.



## Listening

3 2:10 Maria Wyatt studies at the famous School of American Ballet in New York City. Listen to a description of her typical day and write the time next to each activity.

- Maria gets up. 7 o'clock
- She has breakfast. 8:15
  - She studies math and English. between 8:30 and 12:30
  - She has lunch. 1 o'clock
  - She studies ballet. 2:30 to 4 o'clock
  - She has dinner. 6:30
  - She does her homework. 7:30
  - She usually goes to bed. 10 o'clock



## Speaking

4 **Pairwork** Tell your partner about your weekend. What is the same and what is different about your weekends?

do homework get up have breakfast / lunch / dinner go to bed go to the movies  
listen to music meet friends play sports play video games watch TV

at (nine o'clock) in the morning / afternoon / evening  
at night / on school days /

A I often get up ten o'clock on Saturdays.

B I usually get up at about nine o'clock.

A I always have a big breakfast in the morning.

B I often have a big breakfast, too.

A I watch TV in the morning.

B I usually do my homework in the morning.

## Writing

5 Read the timetable. Then complete the text.

3:00 p.m.	get up
4:00 p.m.	have breakfast
6:30 p.m.	go to work
7:00 p.m.	start work
1:00 a.m.	have lunch
7:00 a.m.	finish work
7:30 a.m.	get home
8:00 a.m.	cook dinner
9:00 a.m.	go to bed

My mom is a doctor. She works in a hospital and she often works at night. She goes to work at 6:30 in the evening. She works from 7:00 p.m. until one o'clock in the morning and then she has lunch! Mom finishes work at seven o'clock in the morning and she usually gets home at 7:30 a.m. She cooks dinner at eight o'clock and then, at nine o'clock she goes to bed. She always gets up again at 3:00 p.m. and she has breakfast at four o'clock!

6 Write about the daily routine of a person in your family. Use the text in exercise 5.

My dad is a teacher. He works at an elementary school.  
He goes to work at ...

Workbook p.31

Writing builder p.94

fifty-nine 59

## ANSWERS

- |          |               |
|----------|---------------|
| 1 tired  | 3 really good |
| 2 always | 4 passion     |

## Speaking

### Aim

To talk about your weekend

### Exercise 4 Pairwork

- Read the instructions with the class, and check that students understand *the same* and *different*.
- Ask two students to read out the example dialogue.
- Allow students time to think about their ideas, but encourage them not to make notes.
- Students work in pairs to talk about their weekend.
- Monitor and help as necessary.
- Ask some students: *What's the same about your weekends? What's different?*

## ANSWERS

Students' own answers.

Video: Unit 5 voxpops

Describe a typical day

## Writing

### Aim

To write about the daily routine of a person in your family

### Exercise 5

- Ask students to read the text quickly, ignoring the gaps. Ask: *What's her mom's job?* (she's a doctor) *Where does she work?* (in a hospital) *When does she often work?* (at night)
- Students complete the text.
- Check the answers with the class. Ask a student to read out the full description.

### Exercise 6

- Students write about the daily routine of a person in their family.
- Students swap their writing with their partner, who corrects any mistakes.
- Ask some students to read their daily routine to the class.

## ANSWERS

Students' own answers.

## Consolidation

- You can refer students to the Writing builder Unit 5 for support with expressing time and an additional task.

Writing builder p.94/C9

Workbook p.31

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

### Aim

To listen to a teenager talking about a typical day at the School of American Ballet

### Background notes

- The School of American Ballet in New York is one of the most famous ballet schools in the world. It trains students from the age of 6.

### Warm-up

- Point to the photo and teach *ballet dance*, and *ballet dancer*. Ask: *Who in the class does ballet? Is it fun? Is it boring?*

### Exercise 3 2:10

- Play the audio. Students listen and write the times.

- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.112

### Extra activity

- Write the following gapped sentences on the board:
  - Maria is sometimes \_\_\_\_\_ when she gets up.
  - She's \_\_\_\_\_ hungry.
  - The food at the school is \_\_\_\_\_.
  - Ballet is Maria's \_\_\_\_\_.
- Ask students to complete them from memory.
- Play the audio again for students to listen and check.
- Check the answers with the class.

# 6 He doesn't want to play soccer!

## Grammar

Simple present (negative, *yes / no* questions and short answers)

Question words + Simple present

Object pronouns

## Vocabulary

School subjects

## Communication

Asking and answering personal questions

## Skills

**Reading:** An article about schools with a difference

**Listening:** Two teenagers talking about their new school schedule

**Speaking:** Talking about school and school subjects

**Writing:** An e-mail to an e-pal about school

## Topics and values

Education

## Presentation page 60

### Aim

To present the new language in a familiar context

### Story

Jacob and Lucia are at school, talking about the subjects they like and don't like. Ryan, Oliver, and Max arrive. Jacob asks about the soccer team, and Ryan says they never win without Jacob. Max says that Jacob doesn't want to play soccer now because he's a choirboy. Jacob and Lucia leave.

### Warm-up

- Ask students to look at the picture. Say three or four sentences and ask students to correct them, e.g., *Jacob's at home.* (No, he's at school.) *He's with Sophie.* (No, he's with Lucia.) *It's breakfast time.* (No, it's lunchtime.)

### Exercise 1 Read and listen 2-11

- Read the question out to the class. Check that students understand it.
- Pre-teach *science, interesting, class, math, and teach.*



**1  2-11 Read and listen** What is the topic of Lucia and Jacob's conversation?

**Jacob** What's your next class?

**Lucia** It's science. I don't like science.

**Jacob** What? I love it! It's really interesting. What about your other classes? Do you like math?

**Lucia** Yes, I do. It's easy. What about you, do you like it?

**Jacob** No, I don't! I hate math! It's very difficult. And our math teacher's very strict.

**Lucia** Who's your teacher?

**Jacob** Mr. Wilson. Does he teach you?

**Lucia** No, he doesn't. We have Mrs. Lee. She's very nice. I really like her.

**Ryan** Look! There's Jacob!

**Oliver** Hey, Jacob!

**Jacob** Hi, guys. How's the soccer team?

**Ryan** It's terrible! We never win without you.

**Oliver** Come back to the team, Jacob!

**Max** Jacob doesn't want to play soccer! Choirboys don't play soccer!

**Jacob** That's it! Let's go, Lucia!

**Check it out!**

Find these words and check their meaning.

Hi, guys.      That's it!

It's terrible!      Let's go!

**2 Comprehension** Choose the correct answers.

Lucia's next class is science / math.

1 Math is difficult / easy for Jacob.

2 Mr. Wilson is Lucia's / Jacob's math teacher.

3 Mrs. Lee is very strict / nice.

4 The soccer team is terrible / great.

- Play the audio. Students listen and read and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.

### ANSWER

School subjects

Audioscript Student Book p.60

### Exercise 2 Comprehension

- Students read the dialogue again and choose the correct answers.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.

### Extra activity

- Write the following sentences on the board. Students read the dialogue again and decide if they are true or false, then correct the false sentences.
  - Jacob likes science.
  - Jacob loves math.
  - Jacob and Lucia have Mrs. Lee for math.
  - The soccer team always wins now.

### ANSWERS

- True.
- False. He hates it.
- False. Lucia has Mrs. Lee. Jacob has Mr. Wilson.
- False. The team never wins now.



## Language focus

### 3 Dialogue focus Complete the dialogues with the sentences in the box.

Choirboys don't play soccer! Does he teach you? Do you like math?  
I don't like science. Jacob doesn't want to play soccer! No, he doesn't. Yes, I do.



1 Lucia: I don't like science.  
Jacob: What? I love it! It's really interesting.  
What about your other classes?  
1 Do you like math?  
Lucia: 2 Yes, I do. It's easy.

2 Lucia: Who's your teacher?  
Jacob: Mr. Wilson. 3 Does he teach you?  
Lucia: 4 No, he doesn't. We have  
Mrs. Lee. She's very nice. I really like her.



3 Oliver: Come back to the team, Jacob!  
Max: 5 Jacob doesn't want to play soccer!  
6 Choirboys don't play soccer!  
Jacob: That's it! Let's go, Lucia!

#### 4 2:12 Listen and check. Listen again and repeat.

#### 5 Focus on you Write about things you like or don't like. Use the words in the box.

English homework Mondays pop music school soccer the weekend winter

I like English.  
I don't like soccer.

#### 6 Pairwork Ask and answer about things you like or don't like.

A Do you like soccer? B Do you like homework?  
B Yes, I do. A No, I don't.

sixty-one 61

### Exercise 4 2:12

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

Audioscript Teacher's Book p.112

### Exercise 5 Focus on you

- Give one or two examples using *I like* and *I don't like* and words from the box.
- Students write about things they like and don't like.
- Ask some students to read their sentences to the class. Correct any mistakes.

#### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Ask two confident students to read out the example answers.
- Students work in pairs to ask and answer questions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class what their partner likes.

#### ANSWERS

Students' own answers.

### Consolidation

- Tell students that they could record either Lucia's or Jacob's lines of the dialogues on this page, with pauses between. They could then listen and practice saying the other person's words.

### Consolidation

- Tell students that, as this unit is all about school, they should start a new page in their vocabulary notebooks for school words, then add all the new school vocabulary to it as they work through the unit.

## Language focus

page 61

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students read the mini-dialogues and complete them with the questions and sentences in the box.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

## School subjects

### Aim

To present and practice vocabulary for school subjects

### Warm-up

- Ask a student at the front of the class, *Do you like math?* When they answer, say a sentence about them, e.g., *Luis hates math.* Ask the next student to repeat this, then say a sentence about something they like or hate, e.g., *Luis hates math and I like tennis.*
- Continue around the class, with each student listing in turn the things that their classmates like or hate, then adding their own idea. Don't allow the same words to be used twice.
- Continue until students run out of ideas, or the list becomes too long to remember!

### Exercise 1 2.13

- Students work individually or in pairs to match the school subjects with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.112

### Exercise 2 2.14

- Read out the four names.
- Play the audio. Students write the subjects the people love or hate.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book p.112

### Exercise 3 Pairwork

- Read through the *Look!* box with the class. Check that students understand the meaning of the adjectives.
- Play the audio from exercise 2 again and ask students to write down which adjectives each person uses (Lucy – *interesting / difficult*, Mark – *easy / boring*, Emma – *easy / difficult*, Danny – *interesting / boring*).
- Ask two confident students to read out the example dialogue.
- Students work in pairs to tell their partner what subjects they love and hate.

### ANSWERS

Students' own answers.

## 6 Vocabulary

### School subjects

**1 2.13** Match the school subjects with the pictures. Listen and check. Then listen and repeat.

art computer science drama English geography  
 history math music PE science



English



1 PE



2 math



3 science



4 music



5 art



6 geography



7 history



8 computer science



9 drama

**2 2.14** Listen to four students. Write the subjects they love and hate.

1 Lucy	science	art
2 Mark	PE	music
3 Emma	English	history
4 Danny	math	geography

**3 Pairwork** Talk about school subjects you love and hate. Use adjectives from the *Look!* box to give your reasons.

A I love history. It's interesting.  
 B I hate science. It's difficult.

**Look!**  
 Notice the adjectives with opposite meanings.  
 easy ≠ difficult  
 interesting ≠ boring

Workbook p.34

Extra practice online

### Consolidation

- Advise students to note down the new vocabulary with other school vocabulary from the previous lesson.

**Workbook p.34**

**Online Workbook Extra practice**

## Grammar

page 63

### Simple present (negative)

#### Aim

To present and practice the negative forms of the simple present, and yes / no questions and short answers with the simple present

**Grammar PowerPoint presentation Unit 6**

### Warm-up

- With books closed, write some of the school subject words from page 62 on the board, with some letters missing, e.g., m \_ \_ \_ c (music).
- Put students into pairs and give them one minute to complete as many of the words as they can, without looking at their books.
- Check answers by asking individual students to come out and complete the words on the board. See who completed all the words correctly.
- Write on the board:  
 I \_\_\_\_\_ math. ☹ I \_\_\_\_\_ music. ☹
- Elicit the verb forms *like / don't like* and complete the sentences. Point to the sentences and explain to students that they are now going to study the negative forms of the simple present.



## Simple present

## Negative

I don't like science.  
Jacob doesn't want to play soccer.

Subject	Negative	Verb
	Full form / Short form	
I / you / we / they	do not / don't	work
he / she / it	does not / doesn't	work

## Think!

## Choose the correct alternatives.

We form the negative of:

- I, you, we, they forms with 'don't' / doesn't + verb.
- he, she, it forms with 'don't' / doesn't + verb.
- In 3<sup>rd</sup> person singular negative sentences, the main verb 'has' / doesn't have an -s.

Rules p.W32

### 1 Complete the sentences with the negative form of the simple present. Use short forms of the verbs in parentheses.

He's a mechanic. He doesn't work in an office. (work)

- I don't study Russian at school. (study)
- Pablo doesn't play soccer on Wednesdays. (play)
- We don't go to school on Sundays. (go)
- My brother doesn't like pop music. (like)
- Ana doesn't do her homework in the morning before school. (do)
- Our grandparents don't live near our house. (live)
- Sam and Joe don't finish school at three thirty. (finish)
- Betty doesn't take a shower in the morning. (take)

### 2 Write negative sentences. Then correct the sentences.

Louise has lunch at two o'clock. (one o'clock).

Louise doesn't have lunch at two o'clock.

She has lunch at one o'clock.

- My parents write letters. (e-mails)
- The film starts at 8:00 p.m. (9:00 p.m.)
- Helen does karate. (judo)
- Mr. Williams teaches math. (science)
- Mr. and Mrs. Alvares come from Spain. (Brazil)
- Tom goes to school in Seattle. (Boston)

## yes / no questions and short answers

"Do you like math?" "Yes, I do."  
"Does he teach you?" "No, he doesn't."

yes / no questions		
Do	I / you / we / they	work?
Does	he / she / it	work?

Short answers		
Yes,	I / you / we / they	do.
No,		don't.
Yes,	he / she / it	does.
No,		doesn't.

## Think!

## Choose the correct alternative.

In 3<sup>rd</sup> person singular questions, the main verb has / doesn't have an -s.

Rules p.W32

### 3 Write questions, and affirmative (✓) and negative (X) short answers.

Harry / live / in Canada (✓)

"Does Harry live in Canada?" "Yes, he does."

- Luis and Ana / speak / English at home (X)
- Louisa / go / to your school (✓)
- you / get up / at seven o'clock (X)
- you and Martin / study / music (✓)

### 4 Write questions and short answers. Use the words in the chart.

Do	you / we	play live	English?
Does	your best friend	speak	history?
	your mom / dad	study	in an apartment?
		get up	at 7:30 a.m.?
			soccer?

Do you play soccer?

Does your best friend live in an apartment?

## Finished?

Write questions with the prompts. Then ask and answer.

speak English / have breakfast / watch TV  
read English books / have PE. at school  
do your homework after dinner

Do you / Does your mom speak English?  
No, I don't / she doesn't.

Puzzle p.106

Workbook p.34

Extra practice online

sixty-three 63

## Simple present (yes / no questions and short answers)

## Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart.
- Students read the Think! box and choose the correct alternative.
- Check the answer with the class. Reinforce the point that in question forms the main verb doesn't have an -s in the third person singular: Does he like math? NOT Does he likes math?

- Refer students to the rules on page W32.

## Rules p.W32

## Exercise 3

- Students write the questions and short answers.
- Check the answers with the class.

## ANSWERS

- Do Luis and Ana speak English at home? No, they don't.
- Does Louisa go to your school? Yes, she does.
- Do you get up at seven o'clock? No, I don't. / No, we don't.
- Do you and Martin study music? Yes, we do.

## Exercise 4

- Read out the example questions, and elicit one or two more questions.
- Students write the questions.
- Check the answers with the class.

## ANSWERS

Do you / we play soccer / live in an apartment / speak English / study history / get up at 7:30?

Does your best friend / mom / dad play soccer / live in an apartment / speak English / study history / get up at 7:30 a.m.?

## Finished?

- Students write questions with the prompts, then ask and answer in pairs.
- Alternatively, ask some students to read their questions out to the class. Ask other students to answer.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

## ANSWERS

Students' own answers.

## Consolidation

- Suggest to students that to help them learn these verb forms, they could write some personalized sentences and questions / answers about themselves and their friends or family members.

Workbook p.34

Online Workbook Extra practice

## Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart.
- Students read the Think! box and choose the correct alternatives.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules p.W32

## Exercise 1

- Students complete the sentences with the negative form of the verbs. Point out that students should use the short forms don't / doesn't, not the full forms do not / does not.
- Check the answers with the class.

## Exercise 2

- Read out the example sentence.

- Do another example with the whole class.
- Students write the negative sentences and correct them.
- Check the answers with the class.

## ANSWERS

- My parents don't write letters. They write e-mails.
- The film doesn't start at 8:00 p.m. It starts at 9:00 p.m.
- Helen doesn't do karate. She does judo.
- Mr. Williams doesn't teach math. He teaches science.
- Mr. and Mrs. Alvares don't come from Spain. They come from Brazil.
- Tom doesn't go to school in Seattle. He goes to school in Boston.

## Asking and answering personal questions

### Aim

To present and practice asking and answering personal questions

### Warm-up

- Review the letters of the alphabet by asking students to say them around the class, with each student saying a letter in turn.
- You could do this as a game, with students standing up at the start and sitting down if they make a mistake or don't know the next letter.
- Repeat the activity once or twice more, speeding up each time.

### Exercise 1 2.15

- Read through the questions in the box, and check that students understand everything.
- Students read the dialogue and complete it with the questions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Look!* box with the class. Write a few phone numbers and e-mail addresses on the board for extra practice, and get students to say them.

**Audioscript** Teacher's Book p.112

### Exercise 2 Pairwork

- Read through the *Learn it, use it!* chart.
- Ask students to find the phrases in the dialogues. Check that they understand them.
- Students work in pairs to write their own dialogue.
- Monitor and help as necessary, and encourage them to self-correct any mistakes that you notice.

### ANSWERS

Students' own answers.

### Exercise 3

- Read the information in the *My speaking skills* box with the class.
- Students work in pairs to practice their dialogues. They then swap roles and practice again.
- Monitor and help as necessary.
- Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

## 6 Communication

### Asking and answering personal questions

**1 2.15** Lucas is at a language school in Washington, D.C. Complete the dialogue with the questions in the box. Listen and check. Then listen and repeat.

Do you have an e-mail address? How do you spell that?  
How old are you? What languages do you speak? What's your address?  
What's your cell phone number? What's your first name?  
What's your last name? Where are you from? Where do you live?

**Receptionist** What's your first name, please?  
**Lucas** It's Lucas.  
**Receptionist** OK, and what's your last name?  
**Lucas** It's Teixeira.  
**Receptionist** How do you spell that?  
**Lucas** T-E-I-X-E-I-R-A.  
**Receptionist** Thanks. How old are you, Lucas?  
**Lucas** I'm 14.  
**Receptionist** And where are you from?  
**Lucas** I'm from Brazil.  
**Receptionist** Where do you live in Brazil?  
**Lucas** I live in Recife.  
**Receptionist** What's your address?  
**Lucas** It's 39, Rua dos Navegantes, Recife.  
**Receptionist** And what's your cell phone number?  
**Lucas** It's (817) 009 - 0014.  
**Receptionist** Do you have an e-mail address?  
**Lucas** Yes, I do. It's lucast@hooya.br.  
**Receptionist** Great! One final question. What languages do you speak?  
**Lucas** Umm ... I speak Portuguese and English.



### Look!

Notice how we say an address, a phone number, and an e-mail address in English:

**an address:**  
45, Campbell Street,  
Boston  
**a phone number:**  
(832) 559 2002 = eight,  
three, two, five, five, nine,  
two, oh, oh, two  
**an e-mail address:**  
sallyb @ (at) coolmail .  
(dot) com

### Learn it, use it!

You ask	You answer
What's your first name / last name / address / cell phone number?	It's Lucas. / It's Teixeira. / It's ... / It's (817) 009 - 0014.
How do you spell that?	T-E-I-X-E-I-R-A.
How old are you?	I'm 14.
Where are you from?	I'm from Brazil.
Where do you live in Brazil?	I live in Recife.
Do you have an e-mail address?	Yes, I do. It's lucast@hooya.br.
What languages do you speak?	I speak Portuguese and English.

**2 Pairwork** You are a student and you want to enroll at a language school. Write the dialogue between the student and the receptionist at the language school. Use the dialogue in exercise 1 to help you.

**A** What's your first name, please?  
**B** It's ...

**3** Practice your dialogue. Then change roles and practice it again.

**Receptionist** What's your first name, please?  
**You** It's ...

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Workbook p.36

Extra practice online

### ANSWERS

Students' own answers.

### Consolidation

- Suggest to students that they could use the contact details of friends and family members on their cell phones to practice saying phone numbers and e-mail addresses.

Workbook p.36

Online Workbook Extra practice

## Grammar

### Question words + Simple present

#### Aim

To present and practice question words with the simple present, and object pronouns

Grammar PowerPoint presentation Unit 6

#### Warm-up

- Ask students to write down their three favorite school subjects, without showing anyone else.
- Tell students they are now going to guess the subjects that their classmates like. Demonstrate the activity by asking a student: (Maria), do you like music? The student answers with Yes, I do / No, I don't.



## Question words + Simple present

What	do	you	do on weekends?
Where	does	he	teach?
When	do	we	have math?
What time	does	she	start school?
How	do	you	spell that?

## 1 Reorder the questions. Then write true answers.

live / where / you / do ?

Where do you live? I live in Santiago.

1 get up / you / do / what time ?

What time do you get up?

2 work / your dad / where / does ?

Where does your dad work?

3 have lunch / you / where / do ?

Where do you have lunch?

4 do / do / when / your homework / you ?

When do you do your homework?

5 do / go to bed / you / what time ?

What time do you go to bed?

6 does / what time / start / school ?

What time does school start?

## 2 Write questions about David's school week.

What time / David / start school?

What time does David start school?

1 What / he / study / on Monday mornings?

2 What time / he / have / lunch?

3 Where / he / have / P.E.?

4 When / he / have / history?

5 What time / he / finish / school?

6 When / he / go / to computer club?

## 3 Ask and answer questions about David's school schedule.

Name: David Russell	Schedule: Monday
9:00 a.m. school starts	12:30 p.m. lunch
9:15 a.m. English	1:30 p.m. history
10:00 a.m. math	2:15 p.m. P.E. in the gym
10:45 a.m. break	3:45 p.m. school finishes
11:00 a.m. Spanish	Mondays & Wednesdays
11:45 a.m. art	after school computer club

What time does David start school?  
He starts school at 9:00 a.m.

Workbook pp.34-35

Extra practice online

## Object pronouns

"Do you like math?" "No, I don't. I hate it!"  
"Do you like Mrs. Lee?" "Yes, I do. I really like her."

Subject pronouns	Object pronouns	Subject pronouns	Object pronouns
I	me	we	us
you	you		
he	him		
she	her	you	you
it	it	they	them

## Think!

Read the sentence. Then choose the correct alternative.

I phone her every day.Object pronouns go before / after the verb.

Rules p.W33

## 4 Complete the sentences with an object pronoun.

Math is difficult. I don't like it.

1 Karen and Nicky are in my dance class.

I see them on Thursdays.2 This movie is interesting. I like it.3 My sister likes books. This book is for her.4 I love Bruno. Bruno doesn't love me.5 We know that boy. He plays tennis with us.

## 5 Look at the verbs in the box. Then look at the chart. Write sentences about Mateo and Sofia.

love like don't like hate

	Mateo	Sofia
books	love	love
rock music	love	love
Bruno Mars	love	love
the X-Men movies	love	love

Mateo likes books, but Sofia doesn't like them.

## Finished?

Write questions about the people and things in the box. Ask and answer questions with your partner.

cats Chinese food Fridays Rihanna

A Do you like ...?  
B Yes, I do. / No, I don't.

Puzzle p.106

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## Exercise 3

- Elicit how to say the times on David's school schedule.
- Students work in pairs to ask and answer the questions.
- Check the answers with the class.

## ANSWERS

Students' own answers.

## Object pronouns

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct alternative to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W33.

Rules p.W33

## Exercise 4

- Students complete the sentences with the correct object pronouns.
- Students compare their answers in pairs.
- Check the answers with the class.

## Exercise 5

- Read out the example answer and show how it relates to the information in the chart.
- Students work individually or in pairs to write sentences.
- Check the answers with the class.

## ANSWERS

Matteo loves rock music, but Sofia hates it. Matteo hates Bruno Mars, but Sofia loves him.

Matteo doesn't like the X-Men movies, but Sofia loves them.

## Finished?

- Students write questions about the people and things in the box.
- Students can ask and answer the questions with a partner.
- Alternatively, ask one or two students to read their questions to the class. Ask other students to answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that now they have studied all the forms of the simple present, they should review all the information and check that they know all the rules.

Workbook pp.34-35

Online Workbook Extra practice

- That student then chooses another classmate and asks a question. If they guess correctly, they get a point.
- Continue around the class until all students have participated.
- See who has the most points at the end.

## Exercise 1

- Go through the grammar chart with the class. Check that they understand everything.
- Students work individually or in pairs to reorder the questions.
- Check the answers, then ask students to write true answers to the questions.
- Students compare answers in pairs.
- Check the answers by asking students to choose a classmate and ask them one of the questions. Their classmate

answers, then chooses another student to ask the next question to.

- Refer students to the rules on page W33.

Rules p.W33

## Exercise 2

- Students work individually or in pairs to write the questions.
- Check the answers with the class.

## ANSWERS

- What does he study on Monday mornings?
- What time does he have lunch?
- Where does he have P.E.?
- When does he have history?
- What time does he finish school?
- When does he go to computer club?

## Reading

### Aim

To read and understand an article about schools with a difference in different parts of the world

### Background notes

- There are Schools of the Air in many remote parts of Australia, where there are so few children that it is not possible to have a conventional school. Studies show that the children do as well academically as their peers in traditional schools.
- Just under 1% of the U.S. population are Native Americans. In some areas, special schools have been set up to try to preserve the traditional languages, traditions, and cultures of Native American people.
- Around 90,000 children attend boarding schools in the U.K., mainly in private schools. Most of these children go to boarding school at the age of 13, but around 10,000 children under the age of 13 also board. Boarding schools have been in decline in the U.K. for many years, but enjoyed an increase in popularity following the Harry Potter movies.

### Warm-up

- Read out the title: *Schools with a difference*. Ask: *What's the name of your school? What other schools are there in your town / city? Are they the same as your school, or different? How are they different?*
- Point to the pictures and ask: *Where do you think these schools are? Why do you think they are 'schools with a difference'?*

### Exercise 1 Read and listen 2.16

- Pre-teach *boarding school* and *uniform*.
- Play the audio. Students read and listen.
- Read through the questions, and check that students understand everything. Students answer the questions.
- Students compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box.
- Students find the words in the article and check their meanings. Check that students understand the words.

#### ANSWERS

- 1 At home / Online.
- 2 In the air.
- 3 At 9 a.m.
- 4 He rides his horse.
- 5 The music of the Penobscot people.
- 6 Penobscot.
- 7 After school.
- 8 A boarding school.
- 9 Orchestra practice.
- 10 Uniforms.

**Audioscript** Student Book p.66

# 6 Skills

## Schools with a

## Difference!

**Hi! I'm Scott.** I live on a farm in Australia. I study at home because my school is 400 km away in Alice Springs. It's called the "Australian School of the Air." My classes are online. My classes are from 9 a.m. to 3 p.m. I have a webcam on my computer, and I can see my teachers. My school subjects are normal, but I don't have P.E. After class, I ride my horse.



**My name's Dorian.** I go to a boarding school in the U.K. It's a school for boys. We live at school and go home for vacations. Classes are from 8:30 a.m. until 3:15 p.m. After class, there are extra activities. I'm in the school orchestra, and we practice on Tuesdays. We wear uniforms on weekdays, but not on weekends. I like my school, but I sometimes miss my family.



**Hello, I'm Kaitlin.** I go to Native Island School in Maine, in the United States. It's a school for Native Americans. My family are Penobscot Indians. At my school, we have native studies. I really like this subject. We learn about the history, culture, and music of our people. We also have Penobscot language classes. There is an after-school program of traditional activities. I go canoeing. I love my school!



### Check it out!

Find these words and check their meaning.

normal  
canoeing  
boarding school  
uniforms

### Reading

**1 2.16 Read and listen** to the article about schools with a difference.

Then answer the questions.

Where does Scott live? *He lives on a farm in Australia.*

- 1 Where does Scott study?
- 2 Where is his school?
- 3 When does he start his classes?
- 4 What does he do after class?
- 5 What type of music does Kaitlin learn?

- 6 What language does she study?
- 7 When does Kaitlin go canoeing?
- 8 What type of school does Dorian go to?
- 9 What does he do after school on Tuesdays?
- 10 What do students wear at his school?

### Extra activity

- Write these gapped sentences on the board.
  - 1 Scott lives on a \_\_\_\_\_.
  - 2 He doesn't study \_\_\_\_\_.
  - 3 Kaitlin learns about the \_\_\_\_\_, culture, and music of her people.
  - 4 She \_\_\_\_\_ her school.
  - 5 Dorian's school is only for \_\_\_\_\_.
  - 6 He goes home for \_\_\_\_\_.
- Students complete the sentences with information from the article.
- Tell students that they don't need to read the whole article again. They can scan the article quickly to find the answers.
- Check the answers with the class.

### ANSWERS

- |           |             |
|-----------|-------------|
| 1 farm    | 4 loves     |
| 2 P.E.    | 5 boys      |
| 3 history | 6 vacations |

## Listening

### Aim

To listen to two teenagers talking about their new school schedule

### Warm-up

- With books closed, write these jumbled words on the board:  
*udyartsa uysdna myanod uatdsye aneyddesw huytdsar rfdaiy*
- Put students into pairs, and tell them the words are a set (they are the days of the week).



## Listening

2 2.17 Listen to Dan and Ellie talking about their new school schedule. Complete the school schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m.	math	geography	Spanish	computer science	English
9:45 a.m.	math	math	Spanish	English	math
10:30 a.m.	BREAK				
10:45 a.m.	science	English	history	science	Spanish
11:30 p.m.	Spanish	history	math	math	history
12:15 p.m.	LUNCH				
1:15 p.m.	English	computer science	science	P.E.	P.E.
2:00 p.m.	art	music	science	geography	P.E.

3 2.17 Listen again and complete the chart.

	Dan	Ellie
loves	P.E.	math
likes	computer science	computer science
hates	math	P.E.

## Speaking

4 **Pairwork** Ask and answer questions about school and school subjects. Note down your partner's answers.

- What / subjects / like?
- What / study on that day?
- Who / favorite teacher?
- What subjects / hate?
- What day / hate?
- What / do / after school?
- What / favorite school day?
- What / study on that day?

A What subjects do you like?

B I like ...

5 Work with another student. Ask and answer about your partner. Use your notes in exercise 4.

A What subjects does he / she like?

B He / She likes ...

## Writing

6 Read the notes. Then complete Carmen's e-mail to her e-pal.

Grade	7 <sup>th</sup>
Size of class	39 students
Number of classes	6
Favorite subject	art
Favorite day	Thursday
Subject you hate	history
Bad day	Monday
Sport in P.E.	basketball

7 Write a reply to Carmen's e-mail.

Dear Carmen,

Thanks for your e-mail. I'm in ... There are ...

Sent: Friday July 27, 15:33

Dear Angie,  
Thanks for your school photos. Your school is very big! I'm in 7<sup>th</sup> Grade. There are 39 students in my class and we have six classes each day. My favorite subject is art. My favorite day is Thursday. We have two periods of art, and then we have music and geography after break. I hate Monday! We have two periods of math, and after break we have science and history. I hate history, but I like the teacher. Science is OK, but the classes are boring. In P.E., I always play basketball. What subjects do you like and hate? What's your favorite day? What sports do you have at school? Write soon.  
Carmen

Workbook p.37

Writing builder p.94

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## Exercise 5

- Demonstrate the activity by asking a confident student some questions about their partner.
- Put students into new pairs.
- Students ask and answer questions about their partner.
- Ask some students to tell the class about their partner.

## ANSWERS

Students' own answers.

Video: Unit 6 voxpops

Talk about school

## Writing

### Aim

To write about your school and school schedule

## Exercise 6

- Ask students to read the e-mail quickly, ignoring the gaps. Ask: *What questions does Carmen ask?* (What subjects do you like and hate? What's your favorite day? What sports do you have at school?)
- Students complete the e-mail with the correct words.
- Check the answers with the class.

## Exercise 7

- Students write a reply to Carmen's e-mail.
- With weaker classes, write the first sentence of the reply on the board and elicit two or three more sentences to continue it. Write these on the board. Students can then continue the e-mail themselves.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class.

## ANSWERS

Students' own answers.

## Consolidation

- You can refer students to the Writing builder Unit 6 for support with checking for mistakes and an additional task.

Writing builder p.94/C9

Workbook p.37

Online Workbook Extra practice

Unit test

Worksheets

DVD

- Give students two minutes to solve the puzzle, then stop the activity and see who has guessed the words.

## Exercise 2 2.17

- Read through the times in the schedule with the class, and check that students know how to say them all.
- Pre-teach *period* (= class). Play the audio. Students listen and complete the schedule.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.112

## Exercise 3 2.17

- Play the audio again. Students listen and complete the chart.

- Check the answers with the class.

Audioscript Teacher's Book p.112

## Speaking

### Aim

To talk about your school and school subjects

## Exercise 4 Pairwork

- Read the instructions with the class.
- With weaker students, elicit the questions that students will use.
- Students ask and answer questions in pairs.
- Monitor and help as necessary.

## ANSWERS

Students' own answers.

# Review C

## Grammar

Simple present (affirmative, spelling variations, pronunciation)

Prepositions of time: *on, in, at*

Adverbs of frequency

Simple present (negative, *yes / no* questions and short answers)

Question words + Simple present

Object pronouns

## Vocabulary

Daily routines

School subjects

## Review C page 68

### Vocabulary

#### Exercise 2

##### ANSWERS

N	O	S	D	R	A	M	A	H
M	A	T	H	S	M	F	E	I
U	I	C	A	O	U	R	A	S
E	N	G	L	I	S	H	R	T
C	A	S	N	C	I	F	T	O
S	C	I	E	N	C	E	K	R
G	E	O	G	R	A	P	H	Y

### Grammar

#### Exercise 4

##### ANSWERS

- Elena doesn't have lunch at school.
- I don't do my homework after dinner.
- James doesn't play soccer on Saturdays.
- Lucas doesn't study math on Mondays and Wednesdays.
- They don't listen to music on their MP3 players.
- Oscar doesn't watch TV in the afternoons.

#### Exercise 5

##### ANSWERS

- Does Silvia speak Spanish?  
No, she doesn't.
- Do Matt and Sally live in the U.K.?  
Yes, they do.
- Does Fabio do karate after school?  
Yes, he does.
- Do they start school at eight thirty?  
No, they don't.
- Does Ron go to bed at nine thirty?  
No, he doesn't.

## C Review

### Vocabulary

- 1 Complete the expressions with the verbs in the box.

do get go go to have start watch

- get up  
1 go home 4 have breakfast  
2 watch TV 5 do homework  
3 go to bed 6 start school

- 2 Find seven more school subjects.

N	O	S	D	R	A	M	A	H
M	A	T	H	S	M	F	E	I
U	I	C	A	O	U	R	A	S
E	N	G	L	I	S	H	R	T
C	A	S	N	C	I	F	T	O
S	C	I	E	N	C	E	K	R
G	E	O	G	R	A	P	H	Y

### Grammar

- 3 Complete the sentences with the affirmative simple present forms of the verbs in the box.

do go have listen play study watch

- Nick goes to school at seven thirty.  
1 Elena has lunch at school.  
2 I do my homework after dinner.  
3 James plays soccer on Saturdays.  
4 Lucas studies math on Mondays and Wednesdays.  
5 They listen to music on their MP3 players.  
6 Oscar watches TV in the afternoons.

- 4 Rewrite the sentences in exercise 3 in the negative form.

Nick doesn't go to school at seven thirty.

- 5 Write questions. Then write short affirmative (✓) or negative (X) answers.

Mark / like / pop music? (✓)

Does Mark like pop music?

Yes, he does.

- Silvia / speak / Spanish? (X)
- Matt and Sally / live / in the U.K.? (✓)
- Fabio / do karate / after school? (✓)
- they / start school / at eight thirty? (X)
- Ron / go / to bed at nine thirty? (X)

- 6 Write sentences about you and your family. Use the verbs in the box and frequency adverbs.

do finish go have start study

always never often rarely  
sometimes usually

My dad always starts work at eight o'clock.

- 7 Write questions. Use the simple present.

Where / Harry / do / homework

Where does Harry do his homework?

- What time / the movie / start?
- What subject / Mr. Harris / teach?
- When / they / get home?
- Where / Liam / work?
- What time / you / have dinner?

- 8 Complete the dialogues with object pronouns.

A Do you like Bruno Mars?

B Yes, I do. I love him.

1 A Do you play basketball?

B Yes, I play it on Fridays after school.

2 A Who are those girls?

B Ana and Lily. I go to basketball with them.

3 A Does Mr. Kent teach you and Carla?

B Yes, he does. He teaches us history.

4 A Do you know Tom's sister?

B No, I don't know her.

5 A Do you like Jim?

B Yes, but he doesn't like me.

- 9 Write true answers. Use the expressions in the box and object pronouns.

don't like at all don't like very much  
hate love quite like really like

Do you like jazz music? No, I don't. I hate it!

- Do you like One Direction?
- Do you like Selena Gomez?
- Do you like Robert Pattinson?
- Do you like PE?
- Do you like pizza?

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#### Exercise 6

##### ANSWERS

Students' own answers.

#### Exercise 7

##### ANSWERS

- What time does the movie start?
- What subject does Mr. Harris teach?
- When do they get home?
- Where does Liam work?
- What time do you have dinner?

#### Exercise 9

##### ANSWERS

Students' own answers.

#### Songs

*Wonderful World*, by Sam Cooke (school subjects)



## Communication

10 2:18 Complete the dialogues. Then listen and check.

- 1  
A What's your name?  
B It's Elena.  
A Where are you from?  
B I'm from Canada.  
A Where do you live in Canada?  
B I live in Toronto.  
A What languages do you speak?  
B I speak English and French.
- 2  
C What time do you start school?  
D I start school at nine o'clock.  
C What's your favorite subject?  
D My favorite subject is science.  
C Do you like math?  
D No, I don't. I don't like it at all.
- 3  
E I'm bored. Why don't we do something?  
F What about watching TV?  
There's a good movie on.  
E No, it's a nice day! Let's play tennis instead.  
F OK, that's a good idea.

## Pronunciation

## Intonation in questions

11 2:19 Listen to the intonation in these questions. Then listen and repeat.

yes / no questions	Wh- questions
Do you like science?	What subjects do you like?
Do they go to school?	Where do they go to school?
Does Ana sing in the choir on Mondays?	When does Ana sing in the choir?
Does Mike get home at three thirty?	What time does Mike get home?

12 2:20 Listen to the questions. Decide if the intonation is rising (↗) or falling (↘).

- Where do you live? ↘  
1 Do you like pizza? ↗  
2 What time does Nicky start school? ↘  
3 What do you study on Wednesday morning? ↘  
4 Does Matt play soccer? ↗  
5 Do they speak Spanish? ↗

## Listening

13 2:21 Listen to a conversation between Luke and his e-pal, Mateo.

Check the correct sentence endings.

- Luke's school day starts at ...  
a 7:30 a.m. ☐  
b 8:00 a.m. ☒  
c 10:00 a.m. ☐  
1 His school finishes at ...  
a 2:45 p.m. ☐  
b 3:50 p.m. ☒  
c 3:15 p.m. ☐  
2 Luke goes to ...  
a one after-school club ☐  
b two after-school clubs ☒  
c three after-school clubs ☐  
3 He goes to ...  
a dance club ☐  
b computer and tennis clubs ☒  
c soccer, basketball, and track and field clubs ☐  
4 The clubs ...  
a are expensive ☐  
b cost \$5 a week ☐  
c are free ☒



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## Exercise 12 2:20

- Play the first question and point out the example answer.
- Play the rest of the audio, pausing after each sentence for students to write their answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each question for students to repeat, chorally and individually.

Audioscript Student Book p.69

## Extra activity

- Ask pairs of students to read the dialogues in exercise 10 again.
- Encourage them to use the correct intonation for each of the questions.
- Ask other students to listen and check that they are using the correct intonation.

## Listening

## Aim

To listen to a conversation about school days

## Exercise 13 2:21

- Allow students time to read through the questions and possible sentence endings. Check that they understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and check the correct sentence endings.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Video: Units 5–6 video report  
Cresskill High School

## Extra communication C

page 69

## Communication

## Aim

To practice asking and answering personal questions

## Exercise 10 2:18

- Read out the example question and answer.
- Students complete the dialogues.
- Play the audio. Students listen and check.
- Ask pairs of students to read out the completed dialogues.

Audioscript Teacher's Book p.113

## Pronunciation

## Aim

To practice intonation in questions

## Exercise 11 2:19

- Explain that intonation is the way in which your voice goes up and down as you say words and sentences.
- Play the audio. Students listen to the intonation. Play the audio again, pausing after each question for students to repeat, chorally and individually.
- Point out that the intonation rises for yes / no questions, and falls for Wh- questions.

Audioscript Student Book p.69

## Aim

To learn about a day in the life of a typical American teenager; to learn about school and free time activities for teenagers in the United States; to give a presentation on school life and free time activities in your own country

## Reading

### Warm-up

- Point to the photos and ask: *What activities are these? Do you do these activities?* Check that students know *skateboard* and *American football*. Read the *Culture focus* box with the class.
- Ask: *What sports and activities do you do?* Elicit a range of answers.
- Pre-teach *drums*, *concert*, *Mandarin*, *core subjects* (subjects that all students study), *optional subjects* (subjects that students can choose to study), and *elective* (another word for an optional subject).

### Exercise 1 Read and listen 2-22

- Read through the list of names and the types of activities with the class.
- Play the audio. Students listen and read. Tell students not to worry if they don't understand every word.
- Students match the teenagers with the types of activities.
- Check the answers with the class.

**Audioscript** Student Book p.70

### Exercise 2

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

### ANSWERS

- Drama, a second language, and technology.
- Because most schools have after-school activities.
- Movie making and cooking.
- Basketball and volleyball.
- (American) football and baseball.
- They download music or chat with friends on social networking sites.
- Over four hours a day.

### Exercise 3 Presentation

- Read the task with the class. Make sure students know the English words for all the subjects they study. Discuss what after-school activities there are at the students' school.

## C Culture club

# A Day in the Life of an American Teenager

1 "On Mondays, I go to Swing. It's a school music club and I play the drums. We sometimes have concerts for charity."  
**Rosie**

2 "I go to skateboard club at a sports center. I practice special tricks and jumps there."  
**Hugo**

3 "I never watch TV, but I play on my game console. I also chat with my friends on the Internet."  
**Belinda**

4 "I study Mandarin on Friday morning. My grandpa is Chinese and I want to speak his language."  
**Adam**

**American teenagers have a busy life.** The typical school day lasts about six hours, from 9 a.m. to around 3 p.m. After school, many students do other extracurricular activities. Then, in the evening, they do their homework. It's a long day!

**At school**  
All students do "core" subjects like math, science, and English. They also choose optional subjects called "electives." Drama, a second language, and technology are typical electives. Different schools have different electives.

**After-school activities**  
Many American students spend their free time at school! Most American schools have after-school activities, for example choir, dance, music, and book club. Some schools have unusual activities, for example, movie making and cooking.

**Sports**  
A lot of American teenagers play sports and there are a lot of school clubs. Girls like basketball and volleyball. Boys usually like football (the American kind) or baseball. Some teenagers go to local sports clubs. Girls often swim or play tennis, and skateboarding is popular with boys.

**At home**  
American teenagers watch TV and play video games. They often use the Internet. They download music or chat with friends on social networking sites. Some teens do these activities for over four hours a day!

**Check it out!**  
Find these words and check their meaning.  
lasts  
free  
download  
charity

**Culture focus**  
In the United States, "football" means American football. This is different from soccer, and it's a very popular sport in the U.S.

**1 Read and listen to the article. Match the teenagers with the type of activities.**

1 Rosie <b>b</b>	a an elective
2 Hugo <b>d</b>	b after-school club
3 Belinda <b>c</b>	c at home
4 Adam <b>a</b>	d sports club

**2 Answer the questions.**

How long is a typical school day? **A typical school day lasts about six hours.**

1 What school subjects are optional?	5 What team sports do boys like?
2 Why do many students stay at school after classes?	6 What do teenagers do on the Internet?
3 What unusual clubs do some schools have?	7 How long do some teenagers spend in front of the TV and computer?
4 What team sports do girls like?	

**3 Presentation Answer the questions about your typical day. Then prepare a short class presentation.**

• What time does your school start and finish?	• What do you do after school?
• What school subjects do you have?	• What sports do you play?
• Are there any optional subjects?	• When do you do your homework?
• Are there after-school activities at your school?	• What do you do in the evening?

- Elicit ideas for answers to the questions from the class and make notes on the board.
- Students can use the notes as a model for their own presentations.
- Students work individually to prepare their presentation.
- Monitor and help as necessary.
- Students take turns to present their typical day to the class.

### Extra activity

- For homework, students could make a poster to show their typical day. They can include a description of their typical day, and photos or illustrations to show the activities that they do.
- In the next lesson, students can compare their posters in small

groups. Ask some students: *Who does fun activities? What activities do you want to try now?*

## My progress C

### Aim

To review the language and skills learned in Units 5 and 6

## Vocabulary and speaking

### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 54.



## Vocabulary and speaking

I can talk about my daily routines. (p.54) A1

1 Choose the correct words. Then say true sentences to your partner.

- I get / go up at seven o'clock.
- I do / have breakfast at eight o'clock.
- I start / get home at four o'clock.
- I do / have my homework after dinner.
- I watch / do TV in the evening.
- I finish / go to bed at ten o'clock.

—/5

I can ask for and make suggestions. (p.56) A1

2 Complete the dialogue with the words in the box. Then practice the dialogue.

Great Idea Instead Let's What Why

- A I'm bored. Why don't we do something?  
 B Good Idea! Let's watch a DVD.  
 A No. It's a nice day! Let's play tennis.  
Instead.  
 B OK. But I'm hungry. What about having lunch first?  
 A OK.  
 B Let's buy some sandwiches.  
 A Great!

—/5

I can say when I do things on the weekend. (p.59) A1

3 Write true sentences. Use times and frequency adverbs. Then tell your partner.

- get up / on Sunday  
 I usually get up at nine o'clock on Sunday.  
 1 have breakfast / on Saturday  
 2 go to school / on weekends  
 3 meet my friends / in the evenings  
 4 watch TV / in the mornings  
 5 go to bed / on Sundays

—/5

I can say the names of school subjects. (p.62) A1

4 Reorder the letters to form school subjects. Then say true sentences to your partner.

- My favorite subject is history. (rihsyotl)  
 1 I think math is very difficult. (hantl)  
 2 I have science on Monday morning. (enicecs)  
 3 I like music. (icusm)  
 4 Our geography teacher is strict. (oygghepar)  
 5 I love English. (sihelgn)

—/5

I can ask and answer personal questions. (p.64) A1

5 Complete the questions. Then practice the questions.

- A What is your name? B It's Sean.  
 A How do you spell that? B S-E-A-N.  
 A How old are you? B I'm 14.  
 A Where are you from? B I'm from Canada.  
 A Where do you live in Canada? B I live in Toronto.  
 A What languages do you speak? B I speak English and Spanish.

—/5

I can ask and answer questions about school and school subjects. (p.67) A1

6 Reorder the words and write questions. Then write true answers. Practice the questions.

- subjects / do / what / like / you?  
 "What subjects do you like?" "I like art and P.E."  
 1 day / your / what / favorite / school / is?  
 2 teacher / favorite / is / who / your?  
 3 study / do / Monday morning / what / on / you?  
 4 subjects / you / love / what / do?  
 5 time / start / what / you / do / school?

—/5

## Reading, listening, and writing

I can read and complete a summary about a sports academy. (p.58) A1

I can understand a dancer talking about her daily routine. (p.59) A1

I can write about a person's routine. (p.59) A1

I can read and answer questions about different schools. (p.66) A1

I can understand and complete a school schedule. (p.67) A1

I can write an e-mail giving information about my school subjects. (p.67) A1

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## POSSIBLE ANSWERS

- I usually have breakfast at eight o'clock on Saturday.
- I never go to school on weekends.
- I sometimes meet my friends in the evenings.
- I often watch TV in the mornings.
- I usually go to bed at nine thirty on Sundays.

## Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, tell them you will test them on the vocabulary in the next lesson.

## Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions and answers in pairs.
- If students did not do well, refer them back to exercise 1 on page 64.
- Play the audio for students to hear the questions in context. Ask students to close their books. Read out some of the answers from the dialogue on page 64. Elicit the question to go with each answer.
- Repeat exercise 5 on page 71 and put students into pairs to practice again.

## Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class. Students ask and answer the questions in pairs again.

## ANSWERS

- What is your favorite school day? My favorite school day is ...
- Who is your favorite teacher? My favorite teacher is ...
- What do you study on Monday morning? I study ...
- What subjects do you love? I love ...
- What time do you start school? I start school at ...

## Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

- Allow them one minute to look at the phrases for daily routines, then ask them to close their books. Read out the sentences from page 54 in a random order, omitting a key word each time, e.g., I \_\_\_\_\_ breakfast at eight o'clock. Students race to say the correct words.
- Repeat exercise 1 on page 71 as a class, eliciting the correct answers.

## Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 56.
- Play the audio again for students to hear the phrases in context. Read out some key phrases, e.g., What should

we do? What about watching TV? Elicit some possible responses.

- Repeat exercise 2 on page 71 as a class, eliciting the correct answers.

## Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to the Think! box before exercise 3 on page 57 and check that they understand everything. Write the frequency adverbs on the board for students to refer to.
- Review times by drawing a few simple clocks on the board and asking: What time is it?
- Repeat exercise 3 on page 71 as a class, eliciting possible answers.

# 7 Can you do karate?

## Grammar

can (ability), yes / no questions and short answers

Degrees of ability

Imperatives

## Vocabulary

Sports

## Communication

Talking about frequency

## Skills

**Reading:** A blog about teenagers and sports

**Listening:** A radio show about sports

**Speaking:** A presentation about your partner's favorite sports

**Writing:** A comment for a blog about sports

## Topics and values

Disability and diversity

## Presentation page 72

### Aim

To present the new language in a familiar context

### Story

Lucia shows Jacob a poster for the new karate club. She shows him that she can do karate. Jacob is down because it's the day of the big soccer game, and he knows the team can't win without him, but Max doesn't want him on the team. Lucia tells him to go and play soccer. Jacob agrees, and arrives in the locker room. Max tells him he isn't on the team, but Oliver and Ryan are pleased that he's back, and they can win the game.

### Warm-up

- Ask students to look at the picture. Ask: *Who are the people?* (Jacob and Lucia.) Ask: *What do you know about Jacob?* Give one or two examples, e.g., *He plays soccer. He likes Lucia.*
- Put students into pairs and give them two minutes to write sentences about Jacob. They can look back at previous units to help them. Elicit sentences from individual students and write them on the board. Take the opportunity to review verbs in the simple present, and try to elicit some negative sentences, e.g., *He doesn't like math.*

**7 Can you do karate?**

**Check it out!**  
Find these words and check their meaning.  
What's the matter? I feel bad.  
I see. You're right!

**1 Read and listen** What activity does Lucia do? **karate**

**Lucia** Look! There's a poster for a new karate club. Can you do karate, Jacob?

**Jacob** No, I can't.

**Lucia** I can do it very well! Look!

**Jacob** Ouch! Don't do that!

**Lucia** What's the matter? Why are you so down?

**Jacob** Because it's the big game today.

**Lucia** Oh, I see ...

**Jacob** The team can't win without me and I feel bad.

**Lucia** Go back to the team then, Jacob. Play in the big game!

**Jacob** But what about Max? He doesn't want me on the team. For him it's choir or soccer.

**Lucia** Forget Max. You can sing very well, and you can play soccer.

**Jacob** You're right! I can do both. Max can't stop me. Thanks, Lucia. You're great!

**Lucia** Go, Jacob! Run!

**In the locker room ...**

**Max** Come on! It's time for the game.

**Jacob** Wait for me, guys! I want to play.

**Max** You aren't on the team, choirboy!

**Ryan** Oh, shut up, Max! He's our star player.

**Oliver** Jacob's back on the team. We can't lose now!

**2 Comprehension** Are the sentences true or false? Correct the false sentences.

The poster is for a new soccer club.  
**False. It's for a new karate club.**

1 Jacob is happy.  
**False. Jacob is down.**

2 The big game is today.  
**True**

3 Max wants Jacob on the team.  
**False. Max doesn't want Jacob on the team.**

4 Jacob is back on the team.  
**True**

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- Ask: *What do you think Jacob does in this story?* Elicit a few ideas.

### Exercise 1 Read and listen 2-23

- Pre-teach *poster* and *down* (= feeling unhappy).
- Read the question out to the class.
- Play the audio. Students listen and read and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.72

### Exercise 2 Comprehension

- Read out the example answer, and point out that students must correct the false sentences.
- Students read the dialogue again and decide if the sentences are true or false, and correct the false sentences.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers.



Language focus

3 Dialogue focus Put the sentences in the correct order and write the dialogues.

1 Lucia do / Jacob? / karate, / you / Can  
Can you do karate, Jacob?

Jacob I / No, / can't.  
1 No, I can't.

Lucia I / do / can / well! / it / very / Look!  
2 I can do it very well! Look!

2 Jacob win / bad, / me / feel / can't / The / and / team / I / without  
3 The team can't win without me and I feel bad.

Lucia to / team / back / the / Go / then, / Jacob.  
4 Go back to the team then, Jacob.

in / the / Play / game! / big  
5 Play in the big game!

3 Lucia You / very / sing / can / and / well, / soccer, / you / play / can  
6 You can sing very well, and you can play soccer.

Jacob right! / You're / both! / do / can / I  
7 You're right! I can do both!

4 224 Listen and check. Listen again and repeat.

5 Focus on you Check (✓) the things you can do and put a cross (X) for things you can't do. Then write sentences with can (✓) or can't (X).

play soccer	<input checked="" type="checkbox"/>	speaking three languages	<input type="checkbox"/>
sing	<input checked="" type="checkbox"/>	run five kilometers	<input type="checkbox"/>
spell your last name in English	<input type="checkbox"/>	play tennis	<input type="checkbox"/>
do karate	<input type="checkbox"/>	use a dictionary	<input type="checkbox"/>

I can play soccer.  
I can't sing.

6 Pairwork Tell your partner about the things in exercise 5 you can or can't do.

I can play soccer, but I can't sing ...

Exercise 4 2-24

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.

Audioscript Teacher's Book p.113

Exercise 5 Focus on you

- Read through the list of things, and check that students understand them all.
- Students decide what they can and can't do, and write sentences.
- Ask some students to read their sentences to the class. Correct any mistakes.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students work in pairs and tell each other what they can and can't do.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class what their partner can and can't do.

ANSWERS

Students' own answers.

**Consolidation**

- Tell students that the dialogues on the first two pages of each unit contain a lot of useful phrases.
- Encourage students to write down useful phrases from the dialogues on this page and page 72, and try to use them in their speaking. Examples from the dialogues in this unit are:  
*Oh, I see. You're right. Come on!*

Consolidation

- Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks. Tell them that this unit is all about sports, so they could bring together words for sport that they already know, and add useful sports vocabulary from this page, e.g., soccer, karate, team, play, win, lose, game.
- Encourage students to write example sentences to help them learn the words.

Language focus

page 73

Aim

To practice the target language in a personalized context

Exercise 3 Dialogue focus

- Students write the sentences in the correct order to complete the mini-dialogues.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

## Sports

### Aim

To present and practice vocabulary for sports

Grammar PowerPoint presentation Unit 7

### Warm-up

- Ask: *What sports do you like? What sports can you do? What sports do you watch on TV?*
- Elicit words for sports that students already know, and write them on the board. Ask: *When do you do sports? After school? On the weekend?*
- Encourage students to talk about their own experiences.

### Exercise 1 2-25

- Play the audio. Students listen and complete the sports.
- Play the audio again. Students listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Teacher's Book p.113

### Exercise 2 2-26

- Go through the **Look!** box with the class, pointing out the use of the different verbs.
- Point to Oscar's diary and the example answer.
- Play the audio. Students listen and complete the diary.

Audioscript Teacher's Book p.113

### Exercise 3

- Ask: *Do you do any other sports?* Students can tell you in their own language if they do any other sports. Write the English words for the sports on the board.
- Students work individually to write their own sports diary. Tell students they can use their imagination if they want to.

### ANSWERS

Students' own answers.

### Exercise 4 Pairwork

- Demonstrate the activity with a confident student.
- Students work in pairs and take turns to ask and answer questions about sports.
- Ask some students to tell the class about the sports their partner does.

### ANSWERS


Students' own answers.


# 7 Vocabulary


## Sports


**1** **2-25** Match the sports with the pictures. Listen and check. Listen again and repeat.


baseball basketball biking field hockey gymnastics karate  
 skiing soccer swimming tennis track and field volleyball


  
 play volleyball


  
 1 go skiing


  
 2 go biking


  
 3 do track and field


  
 4 play tennis


  
 5 do karate


  
 6 play baseball

  
 7 play basketball

  
 8 go swimming

  
 9 play field hockey

  
 10 do gymnastics

  
 11 play soccer

**Look!**  
 We use **play** to talk about team sports and games.  
 play soccer.  
 We use **go / do + -ing** form to talk about other sports.  
 go biking  
 do karate

**2** **2-26** What sports does Oscar play? Listen and complete his diary.

**3** Write your sports diary. Use the diary in exercise 3 as a model.

Monday soccer

Tuesday ...

Monday	do	<u>karate</u>
Tuesday	play	<u>baseball</u>
Wednesday	go	<u>swimming</u>
Thursday	do	<u>karate</u>
Friday	play	<u>soccer</u>
Saturday	play	<u>tennis</u>
Sunday	Relax!	

**4 Pairwork** Ask and answer questions about your sports diary. Which days do you do the same sports?

A What do you do on Mondays?

B I go biking on Mondays. And you?

A I play soccer on Mondays.

B What do you do on Tuesdays?

A I go swimming on Tuesdays.

B I go swimming on Tuesdays, too!

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seventy-four

(Workbook p.40)    Extra practice online

## Consolidation

- Encourage students to write the new vocabulary on the 'sports' page of their vocabulary notebooks. Remind them to include the verb that is used with each sport. Tell them that adding an example about themselves (e.g., *I play basketball on Tuesdays*) will also help them to remember the vocabulary.

Workbook p.W40

Online Workbook Extra practice

## Grammar

page 75

### can (ability)

#### Aim

To present and practice *can* for ability, and degrees of ability

Grammar PowerPoint presentation Unit 7

#### Warm-up

- With books closed, write some of the sports words from page 74 on the board, with the letters jumbled, e.g., *sercco* (soccer). Put students into pairs and give them two minutes to write as many of the words as they can, without looking in their books.
- Check answers by asking individual students to come out and write the correct words on the board.

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**can (ability)**

You can play soccer.

The team **can't** win without Jacob.

	Affirmative	Negative
I / you he / she / it we / you / they	<b>can</b> dance	<b>can't</b> dance (can't = cannot)

**Think!**

Choose the correct alternatives in the rules.

The modal verb can is **the same** / different for all persons.

We **use** / **don't use** to before the modal verb can.

Rules p.W38

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

	Carlos	Ana
play basketball	✓	✗
speak Chinese	✗	✓
use a computer	✓	✓
swim	✗	✓
ski	✗	✗

Carlos **can** play basketball.

Ana **can't** play basketball.

1 Carlos **can't** speak Chinese.

2 Ana **can** speak Chinese.

3 Carlos and Ana **can** use a computer.

4 Carlos **can't** swim.

5 Ana **can** swim.

6 They **can't** ski.

2 **227 Pronunciation** Listen to the pronunciation of **can** and **can't**. Listen again and repeat.

can	can't
I can play tennis.	I can't do karate.

3 **228** Listen and check (✓) the correct sentence.

- a They can play soccer. ☒
- b They can't play soccer. ☐
- 1 a I can do gymnastics. ☐
- b I can't do gymnastics. ☒

- 2 a They can speak English. ☐
- b They can't speak English. ☒
- 3 a James can play baseball. ☒
- b James can't play baseball. ☐
- 4 a You can ski. ☒
- b You can't ski. ☐

**Degrees of ability**

You can sing **very well**.

I can sing	<b>very well</b> 😊😊😊
	<b>well</b> 😊😊
	<b>quite well</b> 😊
I can't sing	<b>very well</b> 😞
	<b>at all</b> 😞😞

Rules p.W38

4 Look at the picture. Complete the sentences with the runners' names.



**Susan** can run very well.

1 **Mark** can run well.

2 **Bruno** can run quite well.

3 **Katie** can't run very well.

4 **Charlie** can't run at all.

**Look!**

He can run **pretty well**.  
He can run **quite well**.

5 Write sentences with the verbs in the box and the expressions in exercise 4.

dance do karate play soccer  
sing ski speak English swim

I can swim **quite well**.

**Finished?**

Write five false sentences about your friends.  
Can your partner correct the sentences?

A Hugo can play tennis pretty well.

B That's not true. He can't play tennis at all!

Puzzle p.107

Workbook p.40

Extra practice online

seventy-five 75

- Play the audio again if necessary for students to complete and check their answers.
- Check answers with the class, playing the audio again for students to hear the answers.

Audioscript Teacher's Book p.113

**Degrees of ability****Grammar chart**

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Refer students to the rules on page W38.

Rules p.W38

**Exercise 4**

- Focus on the picture and point out the example answer. Students complete the sentences with the runners' names.
- Check the answers with the class.

**Exercise 5**

- Read through the *Look!* box with the class. Model pronunciation of *pretty well*.
- Read out the example, and give one or two more examples about yourself, e.g., *I can't do karate. I can ski quite well.*
- Students write their sentences.
- Students can compare their sentences in pairs.
- Ask some students to read their sentences to the class.

**ANSWERS**

Students' own answers.

**Finished?**

- Students write five false sentences about their friends. They work in pairs to correct each other's sentences.
- Alternatively, ask one or two students to read their false sentences to the class. Ask other students to correct them.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

**ANSWERS**

Students' own answers.

**Consolidation**

- Encourage students to write a set of sentences about themselves, using all the expressions to express degrees of ability. Tell them they could add smiley and sad faces to their sentences, to help them remember the meanings.

Workbook p.40

Online Workbook Extra practice

- Write *play*, *go*, and *do* on the board. Elicit which sports go with each verb.

**Grammar chart and Think! box**

- Read out the grammar examples.
- Go through the grammar chart.
- Point out that we don't add -s in the third person singular with *can*, e.g., *He can swim*. NOT *He cans swim*.
- Students read the *Think!* box and choose the correct alternatives to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W38.

Rules p.W38

**Exercise 1**

- Read through the chart with the class and make sure students understand everything.

- Read out the example answers, and point out how these relate to the chart.
- Students complete the sentences with *can* or *can't*.
- Check the answers with the class.

**Exercise 2 Pronunciation** 227

- Play the audio for students to listen to the pronunciation of *can* and *can't*.
- Play the audio again, pausing after each sentence for students to repeat, chorally and individually.

Audioscript Student Book p.75

**Exercise 3** 228

- Play the first sentence and point out the example answer.
- Play the remaining sentences, pausing after each one for students to check the correct sentence.

## Talking about frequency

### Aim

To present and practice talking about frequency

### Warm-up

- Ask: *What do you usually do after school? What do you do on the weekend?* Elicit answers from individual students, and write their typical activities on the board, e.g., *watch TV, play video games, play sports.*
- If the expressions *use the Internet, send text messages, and go to the movies* aren't mentioned, write these on the board and elicit or explain the meanings.
- Ask: *Do you do these things?* Encourage as many students as possible to join in and talk about themselves.

### Exercise 1

- Point to the picture and ask: *What's this?* Teach the word *questionnaire*.
- Give students a few minutes to read the dialogue.
- Read through the words in the box with the class. Check that students understand the meanings, and model pronunciation of the words.
- Play the audio. Students listen and complete the dialogue with the words in the box.
- Play the audio again. Students listen again and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Read through the *Learn it, use it!* chart with the class. Point out that *once* and *twice* are irregular, but for all other numbers we use *three times, four times, etc.*

**Audioscript** Teacher's Book p.113

### Exercise 2

- Give students a few minutes to read the questionnaire.
- Play the audio once through for students to listen. Then play it again, pausing as necessary to allow students time to write their answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class, playing the audio again if necessary for students to hear the answers.

**Audioscript** Teacher's Book p.113

### Exercise 3 Pairwork

- Check that students understand *cook* and *visit your grandparents*.

## 7 Communication

### Talking about frequency

- 1 Listen and complete the dialogue with the words in the box. Listen again and check. Then listen and repeat.

day month night week

**Interviewer** How often do you use the Internet?  
**Tim** Oh, I use the Internet every day.  
**Interviewer** How often do you watch TV?  
**Tim** I watch TV every night for one or two hours.  
**Interviewer** How often do you go to the movies?  
**Tim** Well, I go to the movies once or twice a month.  
**Interviewer** How often do you play sports?  
**Tim** I play sports three or four times a week.



### Learn it, use it!

You ask	You answer
How often do you ...?	every morning / day / month once a day / week / month twice a day / week / month three times a day / week / month

- 2 Listen to Hannah and complete the questionnaire.

**TEENS**  
**FREE TIME SURVEY**

Name: Hannah Montgomery Age: 13

How often do you ...

watch TV?	<u>three or four times a week</u>
use the Internet?	<u>every day</u>
play video games?	<u>never</u>
send text messages?	<u>seven or eight times a day</u>
go to the movies?	<u>four or five times a year</u>
play sports?	<u>three times a week</u>

- 3 Pairwork Ask and answer questions with *How often ...?* for these activities.

cook go to the movies play sports play video games send text messages  
 use the Internet visit your grandparents watch TV

A How often do you watch TV?  
 B I watch TV every night for two hours.

76 seventy-six

Workbook p.42 Extra practice online

- Allow students time to think about how often they do the activities.
- Ask two students to read out the example question and answer.
- Students work in pairs to ask and answer questions.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Consolidation

- Tell students that they could record some *How often do you ...?* questions on their phone. They could then practice listening to the questions and answering them.

Workbook p.42

Online Workbook Extra practice

## Grammar

page 77

### can (ability) – yes / no questions and short answers

#### Aim

To present and practice *yes / no* questions and short answers using *can*, and imperatives

Grammar PowerPoint presentation Unit 7



## can (ability)

## yes / no questions and short answers

"Can she ski?" "Yes, she can."  
 "Can you do karate?" "No, I can't."

yes / no questions			Short answers	
			Affirmative	
Can	I	dance?	I / you / he / she / it / we / you / they	can.
	you			
	he			
	she			
	it			
	we			
	you			
	they			
			Negative	
	I		I / you / he / she / it / we / you / they	can't.
	you			
	he			
	she			
	it			
	we			
	you			
	they			

Rules p.W39

## 1 Reorder the questions. Then write short answers.

you / play / basketball / can ? ✓

Can you play basketball?

Yes, I can.

- your / dad / play / soccer / can ? X
- ski / can / you and your friends ? ✓
- your grandparents / can / speak English ? X
- dance the samba / you / can ? ✓
- your mom / play video games / can ? ✓
- well / can / cook / you and your friend ? X

## 2 Ask and answer the questions in exercise 1 with your partner. Give true answers.

Can you play basketball?

Yes, I can. / No, I can't.

## 3 Complete the dialogues with the correct form of can.

- A My brother loves sports.  
B Can he play soccer? (play soccer)  
A Yes, he can.
- A My friend Olivia lives in Spain.  
B Can she speak Spanish? (speak Spanish)  
A No, she can't.
- A My cousin Robert is in the school choir.  
B Can he sing? (sing)  
A No, he can't. He can't sing at all!

## 4 Listen and check.

## Imperatives

Don't do that! Play in the big game!

Affirmative	Negative
Go!	Don't go!
Rules p.W39	

## 5 Complete the affirmative and negative sentences with the verbs in the box.

eat go play run swim use



Don't use your cell phone in class!



1 Go to bed now! It's eleven o'clock!



2 Don't play soccer in the park.



3 Eat your dinner!



4 Don't swim here! It's dangerous!



5 Don't run near the swimming pool!

## Finished?

Test your partner. Write five questions. Can your partner answer the questions?

- A Can you name three team sports?  
 B Yes, I can.  
 A Prove it!  
 B Volleyball, basketball, and soccer.

Puzzle p.107

Workbook p.41

Extra practice online

seventy-seven 77

## Exercise 2

- Ask two students to read out the example question and answer.
- Students ask and answer the questions in pairs.
- Ask some students to tell the class something about their partner.

## ANSWERS

Students' own answers.

## Exercise 3

- Students work individually or in pairs to complete the dialogues.
- Ask individual students to read out some of their answers, but don't confirm whether they are correct at this stage.

## Exercise 4 2-31

- Play the audio. Students listen and check their answers.

Audioscript Teacher's Book p.113

## Imperatives

## Grammar chart

- Read out the grammar examples.
- Ask students to turn back to the dialogue on page 72 and find the examples. Make sure students understand that we use imperatives to tell someone what to do.
- Refer students to the rules on page W39.

Rules p.W39

## Exercise 5

- Read through the verbs in the box with the class.
- Read out the example sentence, and make sure students understand that they should use an affirmative or negative imperative, depending on the meaning.
- Students complete the sentences with the correct imperative forms.
- Check the answers with the class.

## Finished?

- Students write five questions using *can*.
- Students can ask and answer their questions in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

## ANSWERS

Students' own answers.

## Consolidation

- Encourage students to keep a note of grammar mistakes that they make and review grammar points as necessary.

Workbook p.41

Online Workbook Extra practice

## Warm-up

- Mime swimming and ask: *What can I do?* Elicit the answer: *You can swim.*
- Invite a student to mime doing something, and ask: *What can (Ana) do?* Continue with the miming game, giving a point to the first student who gives the correct answer. At the end of the activity, see who has the most points.

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Point out that in questions we put *can* before the pronoun, e.g., *Can you swim?* NOT *You can swim?*
- Refer students to the rules on page W39.

Rules p.W39

## Exercise 1

- Students reorder the questions and write short answers.
- Check the answers by asking individual students to read out the questions, and asking other students to give the short answers.

## ANSWERS

- Can your dad play soccer?  
No, he can't.
- Can you and your friends ski?  
Yes, we can.
- Can your grandparents speak English?  
No, they can't.
- Can you dance the samba?  
Yes, I can.
- Can your mom play video games?  
Yes, she can.
- Can you and your friend cook well?  
No, we can't.

## Reading

### Aim

To read and understand a blog about a disabled teenager's life and hobbies

### Background notes

- Florida is a state in the southeast of the U.S., on the Gulf of Mexico. It is not a large state, but has the fourth highest population in the U.S. Naples is a small city in the southwest of Florida.
- Vancouver is a coastal city on the west coast of Canada. In surveys, it consistently scores as one of the top five cities worldwide for quality of life.
- Quintay is a coastal city in Chile.

### Warm-up

- Ask individual students: *How often do you use the Internet? What do you read on the Internet? Do you read blogs? Do you write a blog? What do people write about on their blogs?*
- Encourage students to join in and talk about themselves and their experiences.
- Ask students to look at the pictures on the blog. Ask: *Where do you think Alexia lives? What sports does she like?*

### Exercise 1 Read and listen 2-32

- Play the audio. Students read and listen to the blog.
- Go through the *Check it out!* box with the class.
- Students find the words in the blog and check their meanings. Check that students understand the words.
- Read the questions with the class and check that students understand *similar*.
- Students read the blog again and answer the questions.
- Remind them that they don't need to understand every word of the blog to answer the questions.
- Check the answers with the class.

### ANSWERS

- 1 She can see the water.
- 2 Alexia's horse.
- 3 She can ride very well.
- 4 Diving.
- 5 She lives in Quintay in Chile.
- 6 She does gymnastics at school.
- 7 They are disabled.
- 8 He goes swimming once a week.
- 9 He plays basketball twice a week.

**Audioscript** Student Book p.78

7

Skills

## Me and My World

[home](#) | [about me](#) | [friends](#) | [my pictures](#) | [contacts](#)

**Hi!** My name's Alexia Brown. I'm 13 years old. I live in Florida in the U.S. My town is called Naples. I can see the water from my bedroom window. I'm very lucky because I have a horse called Champion! You can see him in the picture. You see, I'm disabled and I can't walk. I can't play a lot of sports, but I can ride very well! I can also swim, but my favorite sport is diving. Look at **my pictures**. What do you think of my shark picture? Can you dive or ride horses? What other sports do you like? How often do you play them? Write and tell me about your favorite sports.

**Julia**  
April 11<sup>th</sup>

Hi! My name's Julia. I'm from Quintay in Chile. Your diving pictures are awesome! I can dive, too. Here's my favorite picture of a dolphin. I also love horses, but I can't ride. At school, we do gymnastics. I'm quite good, but I prefer water sports!

**Dan**  
April 14<sup>th</sup>

My name's Dan. I'm from Vancouver in Canada. I like your blog because I'm disabled, too. My favorite sports are swimming and basketball. I swim once a week. I'm on a basketball team and I practice twice a week.

**Check it out!**

Find these words and check their meaning:

disabled  
ride  
dive / diving  
shark

**Reading**

**1** **2-32** Read and listen to Alexia's blog. Answer the questions.

Where's Naples? **It's in Florida, in the U.S.**

- 1 What can Alexia see from her bedroom?
- 2 Who is Champion?
- 3 What can Alexia do very well?
- 4 What's her favorite activity?

- 5 Where does Julia live?
- 6 What activity can she do at school?
- 7 How are Dan and Alexia similar?
- 8 How often does Dan go swimming?
- 9 How often does he play basketball?

### Extra activity

- Give students a few minutes to read the blog again and memorize as much as they can.
- With books closed, ask students some more comprehension questions, e.g., *How old is Alexia?* (13) *What can't she do?* (She can't walk.) *Which people can dive?* (Alexia and Julia) *Who is on a sports team?* (Dan)



## Listening

2 2:33 Listen to a radio show about sports.  
Check (✓) the sports Mateo and Steve mention.

Mateo		Steve	
skateboarding <input checked="" type="checkbox"/>	baseball <input type="checkbox"/>	karate <input checked="" type="checkbox"/>	baseball <input checked="" type="checkbox"/>
soccer <input checked="" type="checkbox"/>	basketball <input checked="" type="checkbox"/>	biking <input type="checkbox"/>	swimming <input checked="" type="checkbox"/>
snowboarding <input type="checkbox"/>	gymnastics <input type="checkbox"/>	soccer <input checked="" type="checkbox"/>	tennis <input checked="" type="checkbox"/>

**My listening skills**  
Identifying key words  
It's easier to "hear" a word in a listening text when you know its pronunciation. Check the pronunciation of key words before you listen to a text. Can you pronounce the sports in exercise 2?

3 2:33 Listen again. Answer the questions.

- Mateo has PE. once / twice a week.  
1 He plays basketball / baseball in PE.  
2 His brother is good at skateboarding / soccer.  
3 Mateo's favorite sport is skateboarding / soccer.  
4 Steve's favorite sports are karate and swimming / soccer and baseball.  
5 He does karate once / twice a week.  
6 He has PE. on Mondays / Fridays.  
7 He can play soccer / tennis well.



## Speaking

4 Pairwork Write the questions with the prompts. Then ask and answer about sports.

- What / favorite / sports? watch / sports / on TV?  
What / sports / play / very well? Who / favorite / sports person?  
How often / play / sports? What / sports / watch?  
What / sports / play / at school? What / sports / hate?

- A What are your favorite sports?  
B My favorite sports are tennis and swimming.

5 Prepare a short presentation about your partner. Use your notes from exercise 4.  
Maria's favorite sports are ... and ... She can ... very well, but she can't ... at all.

## Writing

6 Use the information in the factfile and complete the comment to post on Alexia Brown's blog.

Factfile	
Name:	Elena
Home:	Barcelona, Spain
Favorite sports:	tennis (once a week), swimming (twice a week)
Other sports:	biking (on weekends), skiing
P.E. sports:	track and field, volleyball

7 Write a comment to post on Alexia Brown's blog. Use the text in exercise 6 as a model.  
(Date)  
My name's ... and I'm from ...

Elena  
May 4<sup>th</sup>  
My name's Elena and I'm from Barcelona in Spain. I love your photo of a shark. I like sports, but I can't dive or ride horses. My favorite sports are tennis and swimming. I can play tennis quite well, and I can swim very well. I play tennis once a week and I go swimming twice a week. I also like biking and skiing. I often go biking with my parents on weekends. At school we do track and field and volleyball. I'm not very good at track and field, but I love volleyball. I'm on the school team and we often win games.

(Workbook p.43) Writing builder p.95

seventy-nine 79

- Monitor and help as necessary.

### ANSWERS

What sports can you play very well?  
How often do you play sports?  
What sports do you play at school?  
Do you watch sports on TV?  
Who is your favorite sports person?  
What sports do you watch?  
What sports do you hate?  
Students' own answers.

### Exercise 5

- Say to a confident student: *Tell me something about your partner.* Students prepare a short presentation.
- Monitor and help as necessary.
- Ask students in turn to give their presentations to the class.
- Ask: *Who are the sportiest students in the class?*

### ANSWERS

Students' own answers.

Video: Unit 7 voxpops  
Talk about sports

## Writing

### Aim

To complete an online comment on a blog about sport, using information that is given, then write a similar online comment using information about yourself

### Exercise 6

- Read through the information about Elena with the class. Make sure students understand everything.
- Students complete the comment.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 7

- Students write a comment to post on Alexia's blog, using information about themselves.
- Students swap their comment with their partner, who corrects any mistakes.
- Ask some students to read their comments to the class.

### ANSWERS

Students' own answers.

### Consolidation

- You can refer students to the Writing builder Unit 7 for support with connecting ideas with *and* and *but* and an additional task.

Writing builder p.95/C10

Workbook p.43

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

### Aim

To listen to a radio show about sports

### Warm-up

- Ask students: *Do you listen to the radio? What shows do you listen to? Do you listen to shows where people phone in?*
- Tell students they are going to listen to part of a radio show about sports. Point to the picture and ask: *What sport is the person doing?*

### Exercise 2 2:33

- Students read the lists of sports.
- Play the audio. Students listen and check the sports that are mentioned.
- Check the answers with the class.

Audioscript Teacher's Book p.113

### Exercise 3 2:33

- Students read the sentences.
- Play the audio again. Students listen and choose the correct words.
- Check the answers with the class.

Audioscript Teacher's Book p.113

## Speaking

### Aim

To ask and answer questions about sports

### Exercise 4 Pairwork

- Students work in pairs to write the questions.
- Some students read out their questions. Correct any mistakes as a class.
- Students ask and answer the questions in pairs. Tell students to note down their partner's answers.

# 8 He's in front of Lucia

**Grammar**

Present progressive (affirmative, spelling variations, negative, yes / no questions and short answers)  
Question words + Present progressive

**Vocabulary**

Clothes and prices

**Communication**

Shopping for clothes

**Skills**

**Reading:** An article about fashion in New York  
**Listening:** An interview about a teenager's style  
**Speaking:** Talking about clothes and fashion  
**Writing:** An e-mail about your style

**Topics and values**

Travel and multiculturalism

## Presentation page 80

**Aim**  
To present the new language in a familiar context

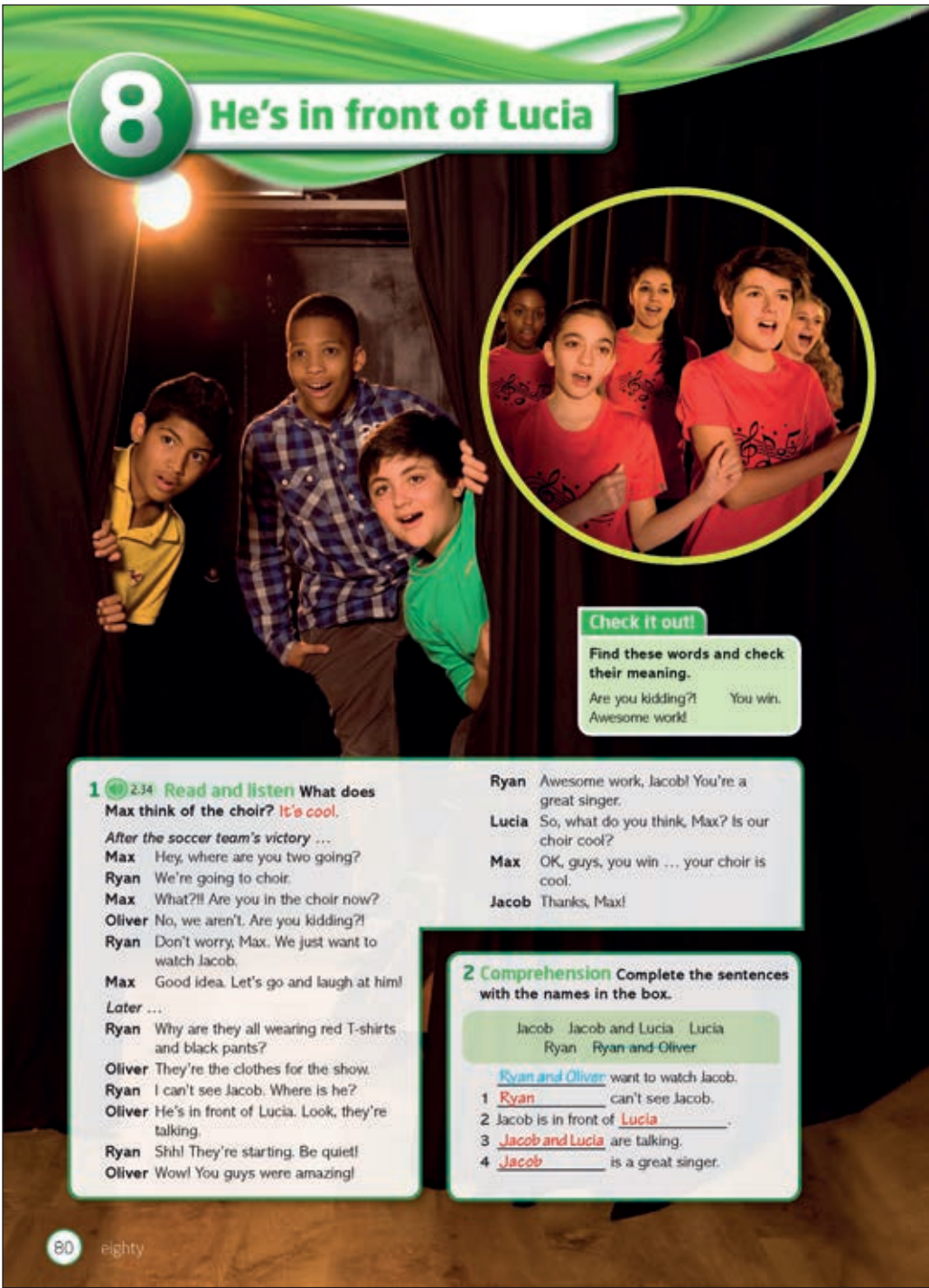
**Story**  
After the big game, Ryan and Oliver want to go and watch the school choir. Max decides to go with them, to laugh at Jacob. When they see the choir in their clothes for the show and hear them sing, Max has to admit that the choir is cool.

**Warm-up**

- Ask students to look at the picture. Ask: *Who can you see? Where are the people? Do you think the choir is good? Do you think Max, Ryan, and Oliver like the choir now?*

- Exercise 1 Read and listen** 2-34
- Pre-teach *T-shirt, pants, clothes, and show*.
  - Read the question out to the class.
  - Play the audio. Students listen and read and find the answer.
  - Check the answer with the class.

## 8 He's in front of Lucia



**Check it out!**  
Find these words and check their meaning.  
Are you kidding? You win.  
Awesome work!

**1 Read and listen** What does Max think of the choir? *It's cool.*  
After the soccer team's victory ...  
**Max** Hey, where are you two going?  
**Ryan** We're going to choir.  
**Max** What?!! Are you in the choir now?  
**Oliver** No, we aren't. Are you kidding?  
**Ryan** Don't worry, Max. We just want to watch Jacob.  
**Max** Good idea. Let's go and laugh at him!  
Later ...  
**Ryan** Why are they all wearing red T-shirts and black pants?  
**Oliver** They're the clothes for the show.  
**Ryan** I can't see Jacob. Where is he?  
**Oliver** He's in front of Lucia. Look, they're talking.  
**Ryan** Shh! They're starting. Be quiet!  
**Oliver** Wow! You guys were amazing!

**Ryan** Awesome work, Jacob! You're a great singer.  
**Lucia** So, what do you think, Max? Is our choir cool?  
**Max** OK, guys, you win ... your choir is cool.  
**Jacob** Thanks, Max!

**2 Comprehension** Complete the sentences with the names in the box.

Jacob   Jacob and Lucia   Lucia  
Ryan   Ryan and Oliver

Ryan and Oliver want to watch Jacob.  
1 Ryan can't see Jacob.  
2 Jacob is in front of Lucia.  
3 Jacob and Lucia are talking.  
4 Jacob is a great singer.

- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio. Students listen and repeat chorally, then individually.

**Audioscript** Student Book p.80

- Exercise 2 Comprehension**
- Read out the example answer.
  - Students read the dialogue again and complete the sentences.
  - Check the answers with the class, asking students to read out their answers.

- Extra activity**
- Write these words and phrases (1–4) on the board, and write the list of meanings (a–d) separately. Ask students to find the words in the dialogue and match them with the meanings.
    - Don't worry.
    - Good idea.
    - Be quiet!
    - Wow!
    - Don't talk!
    - No problem.
    - That's amazing!
    - O.K.
  - Check the answers with the class.

**ANSWERS**  
1 b   2 d   3 a   4 c



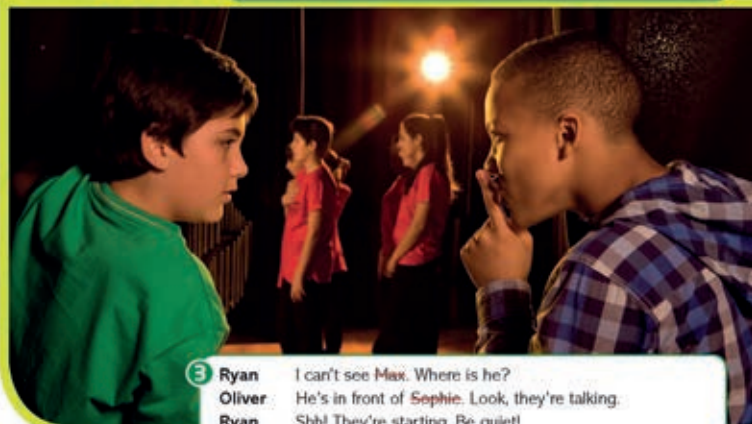
## Language focus

**3 Dialogue focus** Read the dialogues. Find five more mistakes in the dialogues. Then correct the mistakes.

- 1** Max Where are you three going?  
 Ryan We're going to soccer-training.  
 Where are you two going?



- 2** Ryan Why are they all wearing blue T-shirts and white pants?  
 Oliver They're the clothes for the show.



- 3** Ryan I can't see Max. Where is he?  
 Oliver He's in front of Sophie. Look, they're talking.  
 Ryan Shh! They're starting. Be quiet!

**4** 2:35 Listen and check. Listen again and repeat.

**5 Focus on you** Write sentences about students in your class.  
 Use the words in the box.

behind between in front of near next to

Bruno is sitting in front of me.  
 Katia is sitting next to me.

**6 Pairwork** Ask and answer about the students in exercise 5.

- A Where's Ivan?  
 B He's sitting between Marina and Paulo.

eighty-one 81

### Consolidation

- Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks. Tell them that this unit is about clothes, so they could start a new page for clothes vocabulary in their notebooks. Elicit useful clothes vocabulary from this page, e.g., *clothes, wearing, T-shirt, pants*.
- Encourage students to write example sentences to help them learn the words.

## Language focus

page 81

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example answer and point out the mistake in the first line of the mini-dialogue.
- Students read the dialogues, find five more mistakes, and correct them.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 2:35

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.

**Audioscript** Teacher's Book p.114

### ANSWERS

We're going to **choir**.

Why are they all wearing **red** T-shirts and **black** pants?

I can't see **Jacob**.

He's in front of **Lucia**.

### Exercise 5 Focus on you

- Read through the list of prepositions in the box, and check that students understand them all.
- Read out the example sentences, and elicit a few more example sentences using the prepositions.
- Students write sentences about the students in their class.
- Ask some students to read their sentences to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Ask two students to read out the example question and answer.
- Students work in pairs to ask and answer questions, using their sentences from exercise 5.
- Ask some students to ask and answer their questions for the class.

### ANSWERS

Students' own answers.

### Consolidation

- Tell students they could cover the text on this page and use the pictures to try to recreate the dialogues. They could then uncover the dialogues and check.

## Clothes and prices

### Aim

To present and practice vocabulary for clothes and prices

Grammar PowerPoint presentation Unit 8

### Warm-up

- Write these gapped words on the board. Tell students the words belong to a set (colors).  
y \_ \_ \_ \_ w      b \_ \_ \_ e  
g \_ \_ \_ \_ n      b \_ \_ \_ k
- Put students into pairs and give them two minutes to complete the words and identify the set. If students are struggling, you can add a few more letters (the words are *yellow, green, blue, and black*).
- After two minutes, elicit the words and the set. Check that students understand the words and elicit other colors (*pink, brown, purple, orange, etc.*).
- Ask: *What color are your clothes today? What's your favorite color?*

### Exercise 1 2.36

- Students work individually or in pairs to match the pictures with the words.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Teacher's Book p.114

#### ANSWERS

- |           |             |
|-----------|-------------|
| 2 dress   | 9 skirt     |
| 3 shoes   | 10 boots    |
| 4 shirt   | 11 hoodie   |
| 5 jacket  | 12 T-shirt  |
| 6 sweater | 13 shorts   |
| 7 pants   | 14 sneakers |
| 8 top     |             |

### Exercise 2

- Read through the *My study skills* box with the class. Read through the words in the box, and check that students understand them all.
- Students write sentences about their clothes, using the words in the box.
- Ask some students to read their sentences to the class.

#### ANSWERS

Students' own answers.

### Exercise 3 2.37

- Go through the *Look!* box with the class.
- Play the first price and point out the example answer.
- Play the audio, pausing after each price to allow students time to write the answers.

## 8 Vocabulary

### Clothes and prices

**1 2.36** Match the pictures with the words in the box. Then listen and check.

boots dress hat hoodie jacket pants shirt  
 shoes shorts skirt sneakers sweater top T-shirt

1 hat

#### My study skills

**Reviewing vocabulary**  
It's a good idea to review vocabulary regularly. Choose a vocabulary topic, e.g., the family, countries, etc. Write down or say all the words you can remember. Then look at the Word list in your Student Book or your vocabulary notebook and check.

**2** Write sentences about your clothes. Use the words in the box.

always never often rarely sometimes usually

I usually wear a T-shirt and jeans.  
I never wear a hat or boots.

**3 2.37** Look at the picture in exercise 1. Listen to the prices and write the clothes.

1 pants	5 shirt
2 dress	6 top
3 shoes	7 jacket
4 boots	8 sneakers

**4 Pairwork** Ask and answer questions about the prices of clothes in the picture in exercise 1.

A How much is the dress?  
B It's \$68.

**5** Ask and answer questions about the other clothes in the picture. Say different prices.

A How much are the sneakers?  
B They're \$69.50.

**Look!**

These are everyday words for money in the U.S.

one cent = a penny  
5 cents = a nickel  
10 cents = a dime  
25 cents = a quarter  
a dollar = a buck

82 eighty-two

Workbook p.46
Extra practice online

- Play the audio again. Students complete and check their answers.
- Check the answers with the class.
- Students ask and answer questions in pairs.
- Ask some students about the prices and elicit a range of answers.

**Audioscript** Teacher's Book p.114

### Exercise 4 Pairwork

- Ask two students to read out the example question and answer.
- Point to the pants and elicit the question: *How much are the pants?* Point out the plural form of the question. Elicit the answer: *They're \$22.50.*
- Students ask and answer questions in pairs.

#### ANSWERS

Students' own answers.

### Exercise 5

- Ask two students to read out the example question and answer.

#### ANSWERS

Students' own answers.

#### Consolidation

- Encourage students to write the new vocabulary on the "clothes" page of their vocabulary notebooks.
- Tell them that they could put labels with the clothes words on some of the clothes in their closet for a week, to help them learn the vocabulary.

Workbook p.46

Online Workbook Extra practice



## Present progressive

## Affirmative

We're going to choir.  
They're talking.

I	am / 'm	talking
you	are / 're	
he / she / it	is / 's	
we / you / they	are / 're	

## Think!

Choose the correct alternatives in the rules.

- We use the present progressive to talk about actions 'we do every day' **in progress now**.
- We form the present progressive with the verb **be** / do and the main verb + -ing.

Rules p.W44

## Present progressive

## Spelling variations

Base form	-ing form
listen	listening
study	studying
write	writing
sit	sitting
run	running
stop	stopping

Rules p.W44

1 Complete the sentences with the present progressive form of the verbs. Use short forms.

clean have make run sing  
sit use win write

- Sara **'s writing** an e-mail.  
1 Dad **'s using** the computer.  
2 Our team **'s winning** the game.  
3 She **'s singing** my favorite song.  
4 They **'re sitting** in the yard.  
5 Ben **'s running** in the Olympics.  
6 Isabel **'s cleaning** her bedroom.  
7 We **'re having** lunch.  
8 Grandma **'s making** a pizza.

2 Look at the picture. Write present progressive sentences.



(talk / cell phone)

Lucy **is talking** on her cell phone.

- (listen / music)  
Lucas **is listening** to music.
- (play / soccer)  
Rafael and Dylan **are playing** soccer.
- (read / a book)  
Charlie **is reading** a book.
- (do / gymnastics)  
Lola and Isabela **are doing** gymnastics.
- (play / the guitar)  
Nathan **is playing** the guitar.
- (sing / her favorite song)  
Paula **is singing** her favorite song.

3 2:38 Listen and check.

## Finished?

Think of five people. Write about what they are doing now.

My sister's working.

Puzzle p.107

Present progressive  
(spelling variations)

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class. Point out the different spellings of the -ing ending.
- Refer students to the rules on page W44.

Rules p.W44

## Exercise 1

- Read through the verbs in the box with the class and make sure students understand them all.
- Read out the example answer, and point out the spelling of *writing*.
- Students complete the sentences with the present progressive form of the verbs.
- Check the answers with the class.

## Exercise 2

- Read out the example answer and ask students to find Lucy in the picture.
- Students write the remaining sentences.
- Students can compare their answers in pairs.

## Exercise 3 2:38

- Play the audio. Students listen and check their answers.
- Write the correct verb spellings on the board. Ask students to check their spellings.

Audioscript Teacher's Book p.114

## Finished?

- Students write sentences about what people are doing now. They can compare their answers in pairs.
- Alternatively, ask one or two students to read their sentences to the class.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students they can use the picture on page 83 to review the present progressive. They can cover the sentences in exercise 2 and practise saying what the people are doing.
- Remind them to practice writing the sentences, too, to practice the spelling.

Workbook p.46

Online Workbook Extra practice

## Grammar page 83

Present progressive  
(affirmative)

## Aim

To present and practice the present progressive affirmative, and spelling variations

Grammar PowerPoint presentation Unit 8

## Warm-up

- With books closed, put students into pairs and give them two minutes to write as many clothes words as they can, without looking in their books.
- Check the answers, and build up a list of clothes words on the board. Check that students understand them all.

- Ask individual students: *What are you wearing today?* Elicit a range of answers. Encourage students to use color words as well as words for clothes.

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Point out that there are two things to think about with the present progressive - using the correct form of *be* and adding -ing to the verb, e.g., *They are talking*. NOT *They are talk*.
- Students read the *Think!* box and choose the correct alternatives to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W44.

Rules p.W44

eighty-three 83

## Shopping for clothes

### Aim

To present and practice shopping for clothes

### Warm-up

- Ask: *Do you like shopping for clothes? How often do you go? What do you like buying? How much money do you spend each month on clothes?*
- Encourage as many students as possible to join in and talk about themselves.

### Exercise 1

- Point to the picture and ask: *What's she doing?*
- Give students a few minutes to read the dialogue.
- Check that students understand *size, small, medium, and large*. Model pronunciation of the words.
- Play the audio. Students listen and choose the correct words to complete the dialogue.
- Play the audio again, pausing after each line for students to repeat.
- Read through the *Learn it, use it!* chart with the class. Point out that *jeans, pants, sneakers, and shoes* are all plural words.

**Audioscript** Teacher's Book p.114

### Exercise 2

- Give students a few minutes to read the charts.
- Play the audio once through for students to listen. Then play it again, pausing as necessary to allow students time to write their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book p.114

### Exercise 3 Pairwork

- Students work in pairs to write two new dialogues.
- Students practice their dialogues in pairs.
- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Consolidation

- Encourage students to add useful vocabulary for shopping for clothes to the "clothes" page of their vocabulary notebook.

Workbook p.48

Online Workbook Extra practice

# 8 Communication

## Shopping for clothes

1 2:39 Listen to the dialogues and choose the correct words. Then listen and check. Listen again and repeat.

1 **Julia** Excuse me. How much is this **top** / T-shirt?  
**Salesperson** It's **\$13.99** / \$30.99.  
**Julia** Can I try it on?  
**Salesperson** Yes, of course. What size are you?  
**Julia** I'm a **small** / **medium** / large.  
**Salesperson** Here you are. The changing rooms are over there.  
*Later ...*  
**Salesperson** Is it OK?  
**Julia** Yes, it is. I'll take it.



2 **Salesperson** Can I help you?  
**Adam** Yes, please. Do you have these **jeans** / **pants** in medium?  
**Salesperson** Yes, I do. Here they are.  
**Adam** Can I try them on?  
**Salesperson** Yes, of course.  
*Later ...*  
**Salesperson** Are they OK?  
**Adam** No, they're too **big** / **small**. Do you have them in **large** / **small**?  
**Salesperson** No, I don't. I'm sorry.  
**Adam** OK. Thanks anyway.

3 **Salesperson** Can I help you?  
**Elena** No, thanks. I'm just **looking** / leaving.

### Learn it, use it!

You ask	You answer
How much is this T-shirt?	It's \$18.
How much are these shoes?	They're \$45.
Can I try it on?	Yes, of course. The changing rooms are over there.
Can I try them on?	
What size are you?	I'm a small / medium / large.
Is it OK?	Yes, it's perfect. I'll take it.
Are they OK?	No, they're too small. I'll leave them.
Do you have it in small / medium / large?	Yes, I do. / No, I don't.

2 2:40 Listen to the dialogue and complete the charts.

1

clothes	<b>jeans</b>
price	<b>\$52.95</b>
size	<b>small</b>

2

clothes	<b>sneakers</b>
price	<b>\$45.50</b>
size	<b>7</b>

3 **Pairwork** Write two new dialogues. Use the dialogues in exercise 1, but change the words in bold. Then practice your dialogues.

84 eighty-four

Workbook p.48

Extra practice online

# Grammar

## Present progressive (negative)

### Aim

To present and practice the negative form of the present progressive, *yes / no* questions and short answers, and question words

Grammar PowerPoint presentation Unit 8

### Warm-up

- Ask five confident students to stand up. Tell them that when you say *Go*, they are each going to mime an action.
- Put the rest of the class into pairs. Tell them that they have one minute to write a sentence saying what each of their classmates is doing.

- Say *Go!* Students race to write the sentences.
- Stop the activity after a minute. Elicit sentences from the class, and check with the student miming that they are correct. Write the correct sentences on the board.
- See who managed to write the most correct sentences.

### Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct alternative to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W44.

Rules p.W44



## Present progressive

## Negative

I	am not / 'm not	listening
you	are not / aren't	listening
he / she / it	is not / isn't	listening
we / you / they	are not / aren't	listening

## Think!

Choose the correct alternative and complete the rule.

In the negative form of the present progressive, we put **not (n't)** before **after** am, are, is.

Rules p.W44

## 1 Write negative present progressive sentences. Use short forms.

- I / not / play / video games.  
I'm not playing video games.
- Karen / not / watch / a DVD.
  - Ben and Matt / not / use / the computer.
  - We / not / do / our homework.
  - You / not / clean / your bedroom.
  - You and Jorge / not / listen.

## yes / no questions and short answers

"Are you two going to choir?" "Yes, we are."

yes / no questions	Short answers	
	Affirmative	Negative
Am I listening?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
Are you listening?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
Is he / she / it listening?	Yes, he / she / it <b>is</b> .	No, he / she / it <b>isn't</b> .
Are we / you / they listening?	Yes, you / we / they <b>are</b> .	No, you / we / they <b>aren't</b> .

## 2 Write questions and short answers.

- they / go / the store? (X)  
Are they going to the store?  
No, they aren't.
- she / go / swimming? (✓)
  - he / do / his homework? (X)
  - it / play / with the ball? (X)
  - you / draw / pictures? (✓)
  - they / do / their science project? (✓)

## Question words + Present progressive

Where are you two going?

Where	are they going?
Who	is she talking to?
Why	are they leaving?
What	is she wearing?

Rules p.W45

## 3 Reorder the sentences and write the dialogues.

1 A you / are / where / going?

Where are you going?

- B movies / going / to / I'm / the  
A Jake / where's?  
B at / he's / home  
A doing / he / what's?  
B science / finishing / his / he's / project

2 A doing / are / you / what?

- B tennis / watching / I'm / TV / on  
A playing / who's?  
B is / Murray / playing  
A is / winning / he?  
B is / yes, / he

## 4 Write questions and answers.

Where / Ben and Sally / go? (to the park)

Where are Ben and Sally going?

They're going to the park.

- What / Sarah / wear? (a green dress)
- What / Dan / eat? (a hamburger)
- Who / you / send a text message to? (my sister)
- What / those boys / play? (baseball)
- What / Paul and Ben / watch? (*The Simpsons*)

## Finished?

Look at the photos on page 81. Then write five questions in the present progressive. Can your partner answer them?

Who's Max talking to in photo 1?  
He's talking to Ryan and Oliver.

Puzzle p.107

## Question words + Present progressive

## Grammar box

- Read out the grammar examples.
- Go through the grammar box.
- Refer students to the rules on page W45.

Rules p.W45

## Exercise 3

- Students work individually or in pairs to reorder the sentences and write the dialogues.
- Check the answers by asking pairs of students to read out the completed dialogues.

## ANSWERS

- B I'm going to the movies.  
A Where's Jake?  
B He's at home.  
A What's he doing?  
B He's finishing his science project.
- A What are you doing?  
B I'm watching tennis on TV.  
A Who's playing?  
B Murray is playing.  
A Is he winning?  
B Yes, he is.

## Exercise 4

- Students work individually or in pairs to write the questions and answers.
- Check the answers by asking pairs of students to read out the questions and answers.

## ANSWERS

- What's Sarah wearing? She's wearing a green dress.
- What's Dan eating? He's eating a hamburger.
- Who are you sending a text message to?  
I'm sending a text message to my sister.
- What are those boys playing? They're playing baseball.
- What are Paul and Ben watching?  
They're watching *The Simpsons*.

## Finished?

- Students look at the photos on page 81 and write five questions in the present progressive.
- Students can ask and answer their questions in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

## ANSWERS

Students' own answers.

## Consolidation

- Remind students to look back through their book regularly and review the grammar that they have learned.

Workbook p.47

Online Workbook Extra practice

## Exercise 1

- Students work individually or in pairs to write negative sentences.
- Check the answers with the class.

## ANSWERS

- Karen isn't watching a DVD.
- Ben and Matt aren't using the computer.
- We aren't doing our homework.
- You aren't cleaning your bedroom.
- You and Jorge aren't listening.

## Present progressive (yes / no questions and short answers)

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class.

- Refer students to the rules on page W45.

Rules p.W45

## Exercise 2

- Students work individually or in pairs to write questions and short answers.
- Check the answers with the class.

## ANSWERS

- Is she going swimming?  
Yes, she is.
- Is he doing his homework?  
No, he isn't.
- Is it playing with the ball?  
No, it isn't.
- Are you drawing pictures?  
Yes, I am. / Yes, we are.
- Are they doing their science project?  
Yes, they are.



## Reading

### Aim

To read and understand an article about what teenagers are wearing in New York City today

### Background notes

- New York City is the largest city in the U.S. and one of the largest cities in the world, with a population of over 8 million people.
- Manhattan is a district of New York City, mainly on Manhattan Island, an area of the city bounded on two sides by the Hudson River.
- Lower Manhattan is the center of New York's business area.
- Greenwich Village is a wealthy residential area in Lower Manhattan.
- Harlem is an area of Upper Manhattan which is known for its large population of African Americans. It was known in the past for having a lot of poverty and social problems, but recently the area has become popular with more affluent middle class people.

### Warm-up

- Ask individual students: *What kinds of clothes do you like wearing? Are you interested in fashion? Which celebrities wear nice clothes?*
- Encourage students to join in and talk about themselves and their opinions.
- Ask students to look at the pictures on page 86. Ask: *Do you like their clothes?*

### Exercise 1 Read and listen 2-41

- Teach *style* and *look* (appearance). Also teach *hoodie*, *cap*, *plaid*, *tights*, *gloves*, and *market*. Play the audio. Students read and listen to the text.
- Go through the *Check it out!* box with the class. Students find the words and check the meanings. Check that students understand all the words.
- Read the questions with the class and check that students understand *store* and *style icon* (a person that a lot of people admire for their clothes).
- Students read the article again and answer the questions.
- Remind them that they don't need to understand every word of the article to answer the questions.
- Check the answers with the class.

**Audioscript** Student Book p.86

# 8 Skills

## NEW YORK STREET STYLE

Young people in New York City are famous for their cool and trendy style. So what are teenagers wearing on the streets of New York today? Our reporter Sasha Westwood takes a look at New York street style.

**Alex's look:**  
Hoodie: \$45.95  
Jacket: Free (thanks, Grandpa!)  
Jeans: \$84  
Sneakers: \$38  
Total: \$167.95

**Geri's look:**  
Jacket: \$32.50  
Skirt: \$64  
Hat: \$8  
Tights: \$6.95  
Boots: \$40  
Total: \$151.45

**Name:** Alex Coburn  
**Age:** 17  
**Location:** Harlem, Upper Manhattan, NYC

**Sasha:** What are you wearing today?  
**Alex:** Um ... I have a black jacket and a brown hoodie. I'm wearing a gray cap, jeans, and brown sneakers. They're old, but I love them.  
**Sasha:** Your jeans are great. Where are they from?  
**Alex:** They're from Dr Jay's. It's a clothes store in Harlem. It has cool clothes. It's my favorite store.  
**Sasha:** Is your jacket from Dr Jay's, too?  
**Alex:** No, this is my grandpa's jacket. It's from the 1950s! It's vintage!  
**Sasha:** Wow! Go Grandpa! It's great. Your look is very cool. Do you always wear vintage clothes?  
**Alex:** No, I don't. I usually wear casual clothes. But I sometimes want to be different and I create my personal style.

**Name:** Geri Maxwell  
**Age:** 16  
**Location:** Greenwich Village, Lower Manhattan, NYC

**Sasha:** I'm talking to young people about their style. Can I ask you some questions?  
**Geri:** Yes, of course.  
**Sasha:** Can you describe your outfit? What are you wearing today?  
**Geri:** I'm wearing a white hat, a red jacket, and a short plaid skirt. I have black tights, white boots, and black gloves.  
**Sasha:** I love your look! It's very original. Where are your clothes from?  
**Geri:** Well, my jacket is from a thrift store and my boots are from Hell's Kitchen Street Market on 39<sup>th</sup> Street. They're secondhand. But my skirt is new – it's from Urban Outfitters.  
**Sasha:** What are your favorite clothes stores?  
**Geri:** I love thrift stores and markets because I like vintage style and the clothes are cheap.  
**Sasha:** Who are your style icons?  
**Geri:** I love Selena Gomez. Her clothes are amazing.

Is fashion your passion? Write to us at: [sasha@teenstyle.com](mailto:sasha@teenstyle.com)

**Check it out!**

Find these words and check their meaning:

casual  
outfit  
thrift store  
secondhand

**Reading**

1 241 **Read and listen** to the article. Then answer the questions.

What is Sasha Westwood doing? *She's interviewing teenagers.*

1 What is Alex wearing?

2 What store are his jeans from?

3 What style of clothes does he usually wear?

4 What is Geri wearing?

5 Where is her jacket from?

6 Who is Geri's style icon?

7 How much is Geri's outfit?

### ANSWERS

- 1 He's wearing a black jacket, a brown hoodie, a gray cap, jeans, and brown sneakers.
- 2 They're from Dr Jay's.
- 3 He usually wears casual clothes.
- 4 She's wearing a white hat, a red jacket, a short plaid skirt, black tights, white boots, and black gloves.
- 5 It's from a thrift store.
- 6 Selena Gomez.
- 7 \$151.45.



Zoe likes casual / formal clothes.

- eighty-seven 87

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# Review D

## Grammar

can (ability), yes / no questions and short answers

Degrees of ability

Imperatives

Present progressive (affirmative, spelling variations, negative, yes / no questions and short answers)

Question words + Present progressive

## Vocabulary

Sports

Clothes and prices

## Review D

page 88

## Vocabulary

### Exercise 1

#### ANSWERS

swimming, tennis, biking, basketball, soccer, track and field, baseball, gymnastics, field hockey, skiing, karate

### Exercise 2

#### ANSWERS

- 1 dress
- 2 boots
- 3 T-shirt / top
- 4 hat
- 5 jacket
- 6 skirt
- 7 shoes
- 8 sweater
- 9 shirt
- 10 pants
- 11 T-shirt / top
- 12 hoodie
- 13 shorts
- 14 sneakers

## Grammar

### Exercise 3

#### ANSWERS

- 1 Elena can't sing at all.
- 2 My brother can play tennis quite well.
- 3 Miguel can't dance very well.
- 4 Grandma can draw very well.
- 5 I can't play the guitar very well.

### Exercise 4

#### ANSWERS

- 1 Can Gabriel play tennis?  
No, he can't.
- 2 Can you sing?  
Yes, I can. / Yes, we can.
- 3 Can Maria dance?  
Yes, she can.

# D Review

## Vocabulary



**1** Look at the squares of the same color and find eleven sports.

KAN	is	sw	vol	im	CER	te
CKEY	ra	tics	BIK	bas	te	DFI
SOC	TRAC	ball	ng	BA	ming	gym
ket	il	FIE	ELD	nn	sk	LDHO
nas	SEB	ley	ING	ka	ball	ALL

volleyball

**2** Look at the pictures. Then write the clothes.

1 dress

## Grammar

**3** Reorder to make sentences.

Dad / very / cook / can't / well  
Dad can't cook very well.

1 sing / all / Elena / can't / at  
2 quite / tennis / play / my brother / well / can  
3 can't / well / dance / very / Miguel  
4 very / Grandma / draw / can / well  
5 very / play / I / well / can't / the guitar

**4** Write questions. Then write affirmative (✓) or negative (X) short answers.

Robbie / ski? (✓)  
Can Robbie ski?  
Yes, he can.

1 Gabriel / play tennis? (X)  
2 you / sing? (✓)  
3 Maria / dance? (✓)  
4 Lily and Tom / speak English? (✓)  
5 your little sister / read? (X)

**5** Complete the sentences with the affirmative (✓) or negative (X) forms of the verbs in the box.

eat go listen look read watch

Don't eat that now! Dinner is ready. (X)  
1 Listen to this song! It's fantastic! (✓)  
2 Don't read my diary! It's private! (X)  
3 Don't watch TV. Do your homework! (X)  
4 Go to bed! It's late! It's 11 p.m.! (✓)  
5 Look at this photo. It's of us! (✓)

**6** Follow the lines and write sentences in the Present progressive.

Mark is riding a bike.

1 Mark have lunch  
2 Matt and Lily talk to a friend  
3 The students ride a bike  
4 Lucy study  
5 Tom play tennis

**7** Look at the underlined words in the answers. Then write the questions. Use short forms.

What's he eating?  
He's eating a sandwich.

1 What's she doing?  
She's doing her homework.

2 Where are they going?  
They're going to the park.

3 What's she watching?  
She's watching Teen Wolf on TV.

4 What's he wearing?  
He's wearing green pants.

5 Who are you writing to?  
I'm writing to my cousin.

- 4 Can Lily and Tom speak English?  
Yes, they can.
- 5 Can your little sister read?  
No, she can't.

### Exercise 6

#### ANSWERS

- 2 Matt and Lily are playing tennis.
- 3 The students are having lunch.
- 4 Lucy is talking to a friend.
- 5 Tom is studying.

## Songs

*We Are The Champions*, by Queen (sports)

*Little Black Dress*, by One Direction (clothes)



## Communication

8 2.43 Complete the dialogues with these phrases. Then listen and check.

I go to the movies twice a month. I'll take it. It's \$49.95. I use it every day.  
Never. The changing rooms are over there. What size are you?

- 1  
A Excuse me. How much is this jacket?  
B It's \$49.95.  
A Can I try it on?  
B Yes, of course. <sup>1</sup> What size are you?  
A Um, I'm a medium.  
B Here you are.  
<sup>2</sup> The changing rooms are over there.  
Later ...  
B Is it OK?  
A Yes, it is. <sup>3</sup> I'll take it.

- 2  
C How often do you use the Internet?  
D Oh, <sup>4</sup> I use it every day.  
I chat with friends.  
C How often do you go to the movies?  
D <sup>5</sup> I go to the movies twice a month.  
C How often do you play sports?  
D <sup>6</sup> Never.  
I hate sports.

## Pronunciation

### Stress in sentences

9 2.44 Listen and repeat.

- • • • •  
I use it every day.  
• • • • •  
I chat with friends.  
• • • • •  
I'm a medium.  
• • • • •  
I hate sports.

10 2.45 Listen and repeat. Then underline the stressed words.

- I'm from Spain.  
1 It's ten o'clock.  
2 She can do karate.  
3 We're going to the park.  
4 He's 12 years old.  
5 My name's Carla.  
6 They don't like math.  
7 We live in Dallas.

## Listening

11 2.46 Adam is talking about the sports he and his friends are doing. Listen and match the sports with the people. There are three extra sports.

- 1 Adam d a tennis  
2 Beth f b baseball  
3 Sam b c karate  
4 Lily a d track and field  
5 Rafael g e soccer  
f gymnastics  
g swimming  
h biking



12 2.47 Listen to two people shopping for clothes. Complete the charts.

1		
Clothes		shorts
Price		\$24
Size		large
OK?		Yes/No
2		
Clothes		skirt
Price		\$32.50
Size		small
OK?		Yes/No

## Exercise 10 2.45

- Play the first sentence and point out the example underlining.
- Play the rest of the audio, pausing after each sentence for students to underline the stressed words.
- Play the audio again if necessary for students to complete and check their answers.
- Play the audio again, pausing after each sentence to check answers with the class, and for students to repeat.

Audioscript Student Book p.89

### Extra activity

- Ask pairs of students to read the dialogues in exercise 8 again.
- Encourage them to use the correct stress for each of the answers.

## Listening

### Aim

To listen to a conversation about sports

## Exercise 11 2.46

- Read out the names and the sports. Check that students understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and match the sports with the people.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.114

## Exercise 12 2.47

- Read through the charts with the class and check that students understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and complete the charts.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.114

Video: Units 7–8 video report  
A tennis player

## Extra communication D

page 89

## Communication

### Aim

To practice shopping for clothes

## Exercise 8 2.43

- Read out the example question and answer.
- Students complete the dialogues.
- Play the audio. Students listen and check.
- Ask pairs of students to read out the completed dialogues.

Audioscript Teacher's Book p.114

## Pronunciation

### Aim

To practice stress in sentences

## Exercise 9 2.44

- Explain that stress is the way that we pick out important words in a sentence, by saying them slightly louder and with a slightly higher voice.
- Play the audio. Students listen to the stress.
- Play the audio again, pausing after each sentence for students to repeat, chorally and individually.

Audioscript Student Book p.89

## Aim

To learn about shopping in the United States; to learn about thrift stores, shopping malls, and markets in the United States; to give a presentation on shopping in your own town

## Warm-up

- Point to the photos and ask: *Where are the people? What are they doing?* Teach the words *market* and *shopping mall*. Ask: *How often do you go shopping for clothes? Where do you usually go?* Elicit a range of answers.
- Pre-teach *gadget*, *zoo*, *cheap*, and *vintage clothes* (original clothes from past decades).

## Background notes

- Thrift stores are very popular in the United States, not only among people who don't have much money, but also among people who want to help the environment by buying secondhand clothes. In recent years, shopping in this way has become popular enough to be given its own informal name: *thrifting*.

## Exercise 1 Read and listen 2:48

- Read through the list of names and the shopping options with the class.
- Play the audio. Students listen and read. Tell students not to worry if they don't understand every word.
- Students match the names with the shopping options.
- Check the answers with the class.
- Read the *Culture focus* with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book p.90

## Exercise 2

- Students read the comments and choose the best shopping options for the people.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Exercise 3 Presentation

- Read the task with the class. Elicit ideas to the questions from the class and make notes on the board.
- Students can use the notes as a model for their own presentations.
- Students work individually to prepare their presentation.
- Monitor and help as necessary.
- Students take turns to talk about shopping in their town.

# D Culture club

# Shopping in the U.S.

**1** "I buy clothes there. I like to be different, and I can always find unusual things in these stores."  
**Tania, 13, Boston**

**2** "I go shopping with my friends on Saturday mornings, and then we have lunch. In the afternoon, we sometimes see a movie."  
**Katie, 14, Dallas**

**3** "I sometimes buy clothes on a sports website. It's very cheap. My mom pays with her card."  
**Dan, 13, Seattle**

**4** "It's a great place for cheap gadgets and CDs, but not for clothes. There aren't any changing rooms!"  
**Tim, 14, San Diego**

### The Mall

The mall has hundreds of different stores in one building. You can find all the designer brands. Modern malls are also great for a day out. There are restaurants and movie theaters. Some malls have sports centers, ski slopes, and skateboard parks. And one big mall in Chicago has a zoo!

### Thrift Stores

Today it's cool to buy secondhand clothes at thrift stores. Thrift stores are cheap. You can also buy vintage clothes and create your personal style. Many young people are "green" shoppers. They prefer to re-use things, and help the environment.

### Markets

Markets are exciting places! There are a great variety of cheap things. Some street markets sell secondhand things, too. These markets are very popular. There's often a great atmosphere with street performers and musicians. You can also buy a hamburger or a hotdog at a food stand.

### The Internet

Shopping on the Internet is fast and easy. Big stores have websites for online shopping. Over 40 percent of American teenagers buy online, for example, clothes, music, or electronic gadgets. It's easy to compare prices on the Internet. But it's also easy to spend a lot of money!

### Culture focus

Most thrift stores are "charity" stores. People give things they don't want to these stores. The store workers are often volunteers. The money people pay for things goes to the store's charity.

### Check it out!

Find these words and check their meaning.

brands  
re-use  
atmosphere  
performers  
stand

**1** **2:48** Read and listen to the article. Match the names with the shopping options.

1 Tania <b>b</b>	a the Internet
2 Tim <b>d</b>	b thrift stores
3 Dan <b>a</b>	c the mall
4 Katie <b>c</b>	d markets

**2** Read the comments. Choose the best shopping options for the people.

"I like shopping with my friends, and then we see a movie." Phil the mall

1 "I don't like shopping." Paulo the Internet

2 "I never buy expensive clothes. I create my own style with vintage clothes." Elena thrift stores

3 "I prefer designer clothes." David the mall

4 "We go on Saturdays and we eat lunch there." Kate the mall

5 "I love the street food." Marcus markets

**3** **Presentation** Answer the questions below. Then prepare a short presentation about shopping in your town.

<ul style="list-style-type: none"> <li>What malls are there? What can you do at the mall?</li> <li>Are there any markets? What can you buy there?</li> <li>Where can you buy secondhand things?</li> </ul>	<ul style="list-style-type: none"> <li>Do many people buy secondhand things?</li> <li>Where do you and members of your family go shopping?</li> <li>Where do you buy your clothes? Why?</li> </ul>
--	--

## Extra activity

- For homework, students could choose a city in the U.S. or another country and find out about shopping there. Most cities' tourist websites have information about shopping options. They could find out about large stores, shopping malls, markets, etc.
- In the next class, students could give a presentation on shopping in the city they chose. When all students have given their presentations, ask: *Which cities have good shopping options? Where do you want to go shopping? Why?*

## My progress D

page 91

## Aim

To review the language and skills learned in Units 7 and 8

## Vocabulary and speaking

### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 74.
- Allow them one minute to look at the sports words, then ask them to close their books. Ask students to mime a sport. Their classmates race to say the words.
- Repeat exercise 1 on page 91 as a class, eliciting the correct answers.



## Vocabulary and speaking

I can say the names of sports. (p.74) A2

## 1 Complete the words.

I play v a i l e y ball in PE.1 I often go b i k i n g on Saturdays.2 We do t r a c k and f i e l d on Friday afternoon.3 Do you play b a e k e t b a i l?4 Tim goes s w i m i n g after school.5 My brother does k a r a t e in a club.

\_ / 5

I can talk about how often I do activities. (p.76) A2

## 2 Complete the dialogue with the words in the box. Then practice the dialogue.

do every How often once times

A How often do you watch TV?B I watch TV every night.A How often do you visit your cousins?B I visit my cousins once a month.A How often do you go swimming?B I go swimming three times a week.

\_ / 5

I can talk about sports people do. (p.79) A2

## 3 Reorder the words and write sentences or questions.

sports / favorite / are / what / your ?

What are your favorite sports?

1 play / very well / can / John / soccer

2 play / you / sports / often / do / how ?

3 watch / TV / I / on / gymnastics

4 play / volleyball / sometimes / school / at / we

5 can't / swim / I / very well

\_ / 5

I can ask and say how much clothes cost. (p.82) A2

## 4 Reorder the letters and complete the sentences.

How much is this hoodie? (oidheo)1 These sneakers are \$45. (aksresne)2 How much is the shirt? (hrist)3 That red dress is \$85. (sresd)4 How much are these pants? (snapt)5 Those shoes are horrible! (ehsso)

\_ / 5

I can ask about and buy clothes. (p.84) A2

## 5 Choose the correct words. Then practice the dialogue.

A Can / Do I help you?

B Yes. How / What much are these shorts?A It's / They're \$36.B Can I try / take them on?A Yes, of course. The living / changing rooms are over there.

Later ...

A Are they OK?

B Yes. I'll try / take them.

\_ / 5

I can ask and answer questions about clothes. (p.87) A2

## 6 Write questions. Then write true answers. Practice the questions.

What style / clothes / you / like?

"What style of clothes do you like?" "I like ..."

1 Where / you / buy / clothes?

2 What / you / wear / now?

3 How often / buy / clothes?

4 What / clothes / usually / wear?

5 What / your favorite color?

\_ / 5

## Reading, listening, and writing

I can read and answer questions about a person's personal blog. (p.78) A2

I can understand people talking about sports they like and play. (p.79) A2

I can write a blog post about sports I can play. (p.79) A2

I can read a fashion magazine and answer questions. (p.86) A2

I can understand an interview about clothes and shopping habits. (p.87) A2

I can write an e-mail describing my style of clothes. (p.87) A2

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, tell them you will test them on the clothes vocabulary in the next lesson.
- In the next lesson, write some jumbled words for clothes on the board, and ask students to reorder the letters.

## Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 84. Play the audio for students to hear the phrases in context.
- Ask students to close their books. Read out some of the key questions from the dialogues, e.g., *How much is this top?* Elicit possible answers.
- Repeat exercise 5 on page 91 and put students into pairs to practice again.

## Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class. You may need to review the form and use of the present progressive in question 2.
- Ask the questions to individual students in the class and elicit a range of answers.
- Students practice asking and answering the questions in pairs again.

## ANSWERS

- 1 Where do you buy clothes?
- 2 What are you wearing now?
- 3 How often do you buy clothes?
- 4 What clothes do you usually wear?
- 5 What's your favorite color?

## Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

## Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 76.
- Play the audio again for students to hear the phrases in context. Read out some key phrases, e.g., *How often do you watch TV?* Elicit some possible responses.
- Repeat exercise 2 on page 91 as a class, eliciting the correct answers.

## Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.

- If students did not do well, refer them back to exercise 2 on page 79. Play the audio again for them to hear the questions and sentences in context.
- Ask some of the questions from exercise 4 on page 79, e.g., *What are your favorite sports?* Elicit a range of answers.
- Repeat exercise 3 on page 91 as a class, eliciting the answers.

## ANSWERS

- 1 John can play soccer very well.
- 2 How often do you play sports?
- 3 I watch gymnastics on TV.
- 4 We sometimes play volleyball at school.
- 5 I can't swim very well.

# 1 A personal profile

page 92/C1

## Grammar

Subject pronouns  
*be*: Simple present (affirmative)  
 Possessive adjectives

## Vocabulary

Countries and nationalities

## Writing skill

Capital letters

## Writing genre

A personal profile

### Aim

To practice using capital letters, to write a personal profile for the school website

### Exercise 1

- Read the rules for capital letters.

### Exercise 2

- Point out that the capital letter here is used for the name of a person (rule 1).
- Students circle the capital letters and write the number of the rules.

### Exercise 3

- Students rewrite the text with capital letters, then check the answers.

### ANSWERS

My name's Mike. I'm 13 years old. I'm from Vancouver in Canada. My dad is Canadian and my mom is Chinese. My birthday is in January. My favorite singer is Katy Perry.

### Exercise 4

- Read through the task and *Writing guide*.
- Students write their personal profile, using the text in exercise 3 as a model.

# 2 You and your family

page 92/C1

## Grammar

*be*: Simple present (negative, *yes / no* questions and short answers)  
 Question words

## Vocabulary

The family

## Writing skill

Short forms

## Writing builder

### 1 A personal profile

#### 1 Read the rules for capital letters.

##### Capital letters

Use a capital letter for:

- the name of a person or place
- a country or nationality
- days of the week and months
- a town or a city
- the first word in a sentence
- the subject pronoun 'I'.

#### 2 Find examples of the rules for capital letters in the text. Circle the capital letters. Write the number of the rule.

My name's 1 John. 6 I'm 2 American. 5 My home is in the 2 United 2 States. 6 I'm a student at 1 Bedhook 1 Middle 1 School in 4 Washington. 6 My birthday is in 3 June. 5 My favorite singer is 1 Bruno 1 Mars.

#### 3 Rewrite the text. Include capital letters.

my name's mike. i'm 13 years old. i'm from vancouver in canada. my dad is canadian and my mom is chinese. my birthday is in january. my favorite singer is katy perry.

#### 4 Write your personal profile for the school website. Use the texts in exercises 2 and 3 as models. Then check capital letters.

##### Writing guide

name	nationality
town	birthday
age	school
country	favorite singer / actor

### 2 You and your family

#### 1 Read the rules for short forms.

##### Short forms

Use short forms in informal texts, for example, e-mails, and text messages.

The apostrophe (') replaces the missing letter, for example:  
*They're here.* = *They are here.*

- Use short forms of the verb *be* after subject pronouns and question words.  
*I'm 12. They're here. He's my brother. When's his birthday?*
- Use short forms of *not*.  
*She isn't here. We aren't American.*

#### 2 Underline the short forms in the text on Dan's social network page. Then rewrite the full forms.

I'm - I am

I'm Dan Carter and. I'm 12 years old. I'm American and I'm from Houston. It's a big city in Texas in the U.S. We're five in my family: my mom and dad, my sister, me, and Turbo. Sara's my sister. She's 17 years old. She isn't at my school. Her birthday's in September. Her favorite color's green. Our parents are Harry and Angie. They're both 42 years old. They're cool! Who's Turbo? He's our dog. He's awesome!

#### 3 Rewrite the sentences. Use short forms.

- |                            |                            |
|----------------------------|----------------------------|
| They are Spanish.          | 3 She is not my mom.       |
| They're Spanish.           | 4 They are in my class.    |
| 1 Their home is in Boston. | 5 It is my favorite color. |
| 2 We are not American.     |                            |

#### 4 Write a description of you and your family for your social network page. Use short forms.

I'm ...

##### Writing guide

name	town and country
age	people in your family
nationality	description of people

## Writing genre

A description of you and your family for a social network page

### Aim

To practice using short forms correctly, to write a description for a social network page

### Exercise 1

- Read the rules for short forms.

### Exercise 2

- Focus on the first short form in the text and the example full form.
- Students underline the short forms and write the full forms.
- Check the answers with the class.

### ANSWERS

I'm - I am, It's - It is, We're - We are, Sara's - Sara is, She's - She is, isn't - is not, birthday's - birthday is, color's - color is, They're - they are, Who's - Who is, He's - He is

### Exercise 3

- Students rewrite the sentences using short forms, then check the answers.

### ANSWERS

- Their home's in Boston.
- We aren't American.
- She isn't my mom.
- They're in my class.
- It's my favorite color.

### Exercise 4

- Read through the task and *Writing guide*.
- Students write a description.



### 3 My dream room

1 Read the rules for connecting ideas with **and**.

#### Connecting ideas with **and**

- Use **and** to connect two words.  
There's a computer **and** a TV in my room. It's green **and** blue.
- Use a **comma** (,) to connect two or more words in a list. Use **and** before the last word.  
There's a living room, a kitchen, **and** a dining room downstairs.
- Use a **comma** (,) **and** **and** to connect two sentences.  
The curtains are green, **and** the sofa is yellow.

2 Find examples of the rules for **and** in the blog post.

Cesar, October 11:49  
My dream room is very big and modern. It's next to a bathroom with a shower, a bathtub, and a toilet. My room is upstairs, and there's a big window with a balcony. The walls are blue, and the curtains are yellow. There's a small table and a lamp next to the bed. There's a computer, a lamp, and some computer games on the desk. There's a big TV opposite my bed. On the walls there are some photos of my friends and family.

3 Join the sentences with **and**.

- Our living room is big. It's very modern.  
Our living room is big, and it's very modern.
- My bedroom is small. There isn't a sofa.
  - There's a desk. There's a chair.
  - There's a sofa and a TV. There's an armchair.
  - In the kitchen, there's a stove. There's a fridge and a sink.

4 Write a description of your dream room for the *Dream Rooms* blog. Check punctuation.

(name date time)  
My dream room is ...

#### Writing guide

general comment	location	features
furniture	colors	other objects

### 4 An e-mail to an e-pal

1 Read the rules for punctuation.

#### Punctuation . ? !

- Use a **period** (.) at the end of a statement.  
I'm from Chile. It's March 4<sup>th</sup>.
- Use a **question mark** (?) at the end of a question.  
Whose book is this? What time is it?
- Use an **exclamation point** (!) after an order or an emphatic statement.  
Look! Don't look! This is fun!

2 Find examples of the punctuation rules in the e-mail.

Hi!  
My name's Josie. I'm from Recife in Brazil, and I'm your new e-pal. I'm 13 years old. How old are you? Where are you from? My birthday is on February 29<sup>th</sup>. That's terrible! When's your birthday?  
There are four people in my family. My brother's name is Fabio. He's 15. My mom's name is Clara, and my dad's name is Cesar. Our house is near the ocean. What are your parents' names? Where's your home?  
Bruno Mars is my favorite pop star. He's cool! His song Grenade is awesome! Who's your favorite pop star? What's your favorite song?  
Write soon!

3 Punctuate these sentences. Use periods, question marks, and exclamation points.

- My favorite sports star is Marquinhos.  
My favorite sports star is Marquinhos.
- He's awesome!
  - I'm from Mexico.
  - Who's your favorite sports star?
  - Stop!
  - Where are you from?

4 Write an e-mail to your new e-pal. Check your punctuation.

Hi! ...

#### Writing guide

name	age
favorite pop / sports star	ask questions
town / country	family / home
favorite song / team	ending

ninety-three 93

#### Exercise 3

- Read out the example answer and point out how the two sentences are joined.
- Students join the sentences.

#### ANSWERS

- My bedroom is small, and there isn't a sofa.
- There's a desk, and there's a chair.
- There's a sofa, a TV, and an armchair.
- In the kitchen, there's a stove, a fridge, and a sink.

#### Exercise 4

- Read through the task and the *Writing guide* with the class.
- Read through the task and *Writing guide*.
- Students write a description of their dream room.

## 4 An e-mail to an e-pal

page 93/C2

#### Grammar

The possessive 's

#### Vocabulary

Possessions

#### Writing skill

Punctuation . ? !

#### Writing genre

An e-mail to your new e-pal

#### Aim

To practice using punctuation correctly, to write an e-mail to a new e-pal

#### Exercise 1

- Read the rules for punctuation with the class. Discuss any differences between English and the students' own language.

#### Exercise 2

- Focus on the example answer.
- Students find examples of the rules in the e-mail.

#### Exercise 3

- Students punctuate the sentences.

#### ANSWERS

- He's awesome!
- I'm from Mexico.
- Who's your favorite sports star?
- Stop!
- Where are you from?

#### Exercise 4

- Read through the task and the *Writing guide* with the class.
- Students write an e-mail to a new e-pal.

## 3 My dream room

page 93/C2

#### Grammar

Prepositions of place  
There is / isn't, There are / aren't (affirmative and negative)  
some / any  
Plural nouns

#### Vocabulary

House and furniture

#### Writing skill

Connecting ideas with **and**

#### Writing genre

A description of your dream room for a blog

#### Aim

To practice using **and** to connect ideas, to write a description of your dream room for a blog

#### Exercise 1

- Read the rules for connecting ideas with **and**.

#### Exercise 2

- Focus on the example answer and point out that **and** is used here to connect two or more words in a list (rule b).
- Students find examples of the rules in the blog post.

# 5 My favorite day

page 94/C9

## Grammar

Simple present (affirmative, spelling variations)

Prepositions of time: *on, in, at*

Adverbs of frequency

## Vocabulary

Daily routines

## Writing skill

Expressing time

## Writing genre

A description of your favorite day in an e-mail

### Aim

To practice using time words and expressions, to write a description of your favorite day in an e-mail

### Exercise 1

- Read the rules for time words and expressions with the class.

### Exercise 2

- Read through the words in the box with the class, and check that students understand everything.
- Students complete the e-mail.

### Exercise 3

- Read through the task and *Writing guide*.
- Students write their description of their favorite day, using the e-mail in exercise 2 as a model.

# 6 My ideal school day

page 94/C9

## Grammar

Simple present (affirmative, negative, *yes / no* questions and short answers)

Question words + Simple present

Object pronouns

## Vocabulary

School subjects

## Writing skill

Checking for mistakes

## Writing genre

A description of your ideal school day

## Writing builder

### 5 My favorite day

- Read the rules for time words and expressions.

#### Expressing time

- Use frequency adverbs to say how often you do things.  
*I usually watch TV. I always do my homework.*
- Use time expressions to say when you do things.  
*I go to the park on Saturdays. I have lunch at one o'clock. I watch TV in the evening.*
- Use sequencing words to order events.  
*After lunch, I usually meet my friends. I have breakfast, and then I watch TV.*

- Complete the e-mail with the words in the box.

After dinner After lunch and then (x2)  
In the evening never one o'clock  
on Saturday afternoons On weekdays

Hi, Emily,  
Thanks for your e-mail and photos.  
Saturday is my favorite day, too! On  
weekdays, I usually get up at seven  
o'clock, but on Saturdays I never  
get up early. I stay in bed until ten o'clock!  
I have breakfast, and then I  
watch *The Simpsons* on TV. I have lunch  
with my family at one o'clock.  
After lunch, I usually meet my  
friends Katia and Ana. We're in a local  
youth orchestra. We have music lessons  
on Saturday afternoons. After our  
lesson, we often go swimming.  
and then we go home.  
In the evening, I sometimes go to the  
movies. I have dinner at seven o'clock.  
After dinner, I usually listen to  
music, and then I go to bed.

- Write a description of your favorite day in an e-mail.

My favorite day is ...

#### Writing guide

the morning: get up / breakfast / activities  
the afternoon: lunch / activities  
the evening: dinner / activities

### 6 My ideal school day

- Read the examples of mistakes.

#### Checking for mistakes

Check for grammar, spelling, and punctuation mistakes when you finish writing.

- Grammar: check word order, verbs, and incorrect words.  
*usually* is in my class.  
*I* go home usually at 4 p.m. He are in my class.  
*He* has math in Monday. *I* don't know he.  
*February* Wednesday Where school goes soccer.  
*She* goes to soccer club.  
*Where* do you live My birthday is in May. *There's* a sofa an armchair and a lamp.
- Spelling: February; Wednesday; Where; school goes; soccer; She goes to soccer club.
- Punctuation and capital letters: Where do you live? My birthday is in May. There's a sofa, an armchair and a lamp.

- What type of mistake is in each sentence? Correct the mistakes.

- My mom have a new cell phone.  
*Grammar - My mom has a new cell phone.*
- We have usually lunch at school.

- She doesn't have math class on monday.

- Do you listen to pop music.

- Science is difficult.

- Correct eight more mistakes in the text.

School starts at nine thirty. I have two periods of art in the morning, and then I have music. I have lunch at school at twelve thirty. After lunch, I go to computer club. I have two periods of english finishes in the afternoon. School finish at three o'clock. I get home at three fifteen and I do my homework. Then I go to drama club with her friends. What's your ideal school day?

- Write about your ideal school day. Then check for mistakes.

School starts at ...

#### Writing guide

time school starts after lunch  
morning classes time school finishes  
lunch after school

### Aim

To practice checking for mistakes in your writing, to write a description of your ideal school day

### Exercise 1

- Read the examples of mistakes.

### Exercise 2

- Focus on the example answer.
- Students identify and correct the mistakes.
- Students can compare their answers in pairs, then check with the class.

#### ANSWERS

- Grammar - We usually have lunch at school.
- Capital letters - She doesn't have math class on Monday.

- Punctuation - Do you listen to pop music?

- Spelling - Science is difficult.

### Exercise 3

- Students find and correct eight more mistakes in the text.
- Students can compare their answers in pairs, then check with the class.

### Exercise 4

- Read through the task and the *Writing guide* with the class.
- Tell students they can use the text in exercise 3 as a model for their writing.
- Students write a description of their ideal school day.
- Ask some students to read their description to the class. Ask: *Which ideal school day do you like? Why?*



# 7 A sports blog

1 Read the rules for connecting ideas with *and* and *but*.

**Connecting ideas with *and* and *but***

Use *and* and *but* to connect ideas. Put a comma before *and* and *but*.

a use *and* to give additional information  
Tennis is my favorite sport, *and* I can play it very well.

b use *but* to contrast two ideas  
I like horses, *but* I can't ride.

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

- There's a swimming pool, *but* there isn't gym.
- 1 I can play tennis well, *and* I'm good at baseball.
- 2 She likes basketball, *but* she doesn't play it.
- 3 I often play volleyball, *and* I watch it on TV.
- 4 He can't play soccer at all, *but* he can play basketball well.

3 Complete the blog post with *and* or *but*.

Posted by Sebastian Gomez  
Thursday, October 16, 2014 11:23

Hi!  
My name's Sebastian. I'm from Cordoba in Argentina. Sport is my passion, *and* I can play a lot of sports. I can play basketball very well, *but* I don't play on a team. I can also ski *and* snowboard very well. I like sailing, *and* I sometimes win races. Most of my friends love soccer, *but* I love rugby. I can't play rugby, *but* I watch it on TV. Our national team is called Los Pumas, *and* they're amazing!  
Can you play basketball or ski? What other sports can you do? Write and tell me about your favorite sports.

4 Write a comment for Sebastian's blog post. Use *and* and *but* to join sentences.

June 21 4:37  
Hi!  
My name's ...

**Writing guide**

name	sports you (don't) like
hometown	favorite teams / people
sports you can play	

# 8 A description

1 Read the rules for adjectives.

**Using adjectives**

Use adjectives with the verb *be* to describe people, things, and places. The adjective goes:

a after the verb *be*: Her style is *casual*. Sports clothes are very *cool*.

b between *a / an, the, or some* and the noun: Diesel is an *expensive* brand. Juan is an *interesting* person.

c before a singular or plural noun: She's a *good* friend. I like those *red* sneakers.

2 Match the bold adjectives with the rules.

Clara's my sister. She's a very **trendy** person. I think her look is **unusual**! She loves clothes, and she has some **awesome** outfits. Her style is very **original**. In the photo, she's wearing a **green** skirt, a yellow jacket, and boots. She often wears **short** dresses or skirts with **pretty** tops. At school, she has a **casual** style, for example, jeans and T-shirts with pictures on the front. She likes **bright** colors, but she sometimes wears black clothes with a lot of jewelry. She's very **cool** in black!

3 Write sentences with *be*.

- His coat / black      2 Fashion / boring  
*His coat is black.*      3 Lady Gaga / cool  
1 Your jeans / too big      4 Her clothes / original

4 Rewrite the sentences with the adjectives.

- Maria is a student. (new)  
*Maria is a new student.*
- 1 I like your jacket. (new)  
2 Armani is a designer. (famous)  
3 They are computer games. (awesome)  
4 Rome and Paris are cities. (beautiful)

5 Find a photo of a cool person. Write an article for an online fashion magazine. Use adjectives.

Bruno is ...

**Writing guide**

name of person	colors
person's style	type of clothes
description of photo	

Writing builder

## Exercise 4

- Read through the task and *Writing guide*.
- Students write their comment, using the blog post in exercise 3 as a model.

## 8 A description

**Grammar**  
Present progressive

**Vocabulary**  
Clothes

**Writing skill**  
Using adjectives

**Writing genre**  
An article about a cool person for an online fashion magazine

### Aim

To practice using adjectives in a description, to write an article about a cool person for an online fashion magazine

### Exercise 1

- Read the rules for adjectives with the class. Discuss any differences between English and the students' own language.

### Exercise 2

- Focus on the example answer and point out that it matches rule b.
- Students match the bold adjectives with the rules.

### Exercise 3

- Students write sentences using the correct form of *be* and the adjectives.
- Students can compare their answers in pairs.

### ANSWERS

- 1 Your jeans are too big.  
2 Fashion is boring.  
3 Lady Gaga is cool.  
4 Her clothes are original.

### Exercise 4

- Students rewrite the sentences with the adjectives in the correct place.

### ANSWERS

- 1 I like your new jacket.  
2 Armani is a famous designer.  
3 They are awesome computer games.  
4 Rome and Paris are beautiful cities.

### Exercise 5

- Read through the task and *Writing guide*.
- Students find a photo and write an article about them for an online fashion magazine.

## 7 A sports blog

**Grammar**  
*can* (ability), *yes / no* questions and short answers  
Degrees of ability  
Imperatives

**Vocabulary**  
Sports

**Writing skill**  
Connecting ideas with *and* and *but*

**Writing genre**  
A comment for a sports blog

### Aim

To practice connecting ideas in writing with *and* and *but*, to write a comment for a sports blog

### Exercise 1

- Read the rules for connecting ideas with *and* and *but*.

### Exercise 2

- Focus on the example answer and point out that the sentence contrasts two ideas, so the correct word is *but*.
- Students complete the sentences with *and* or *but*.
- Check the answers with the class.

### Exercise 3

- Students complete the blog post.
- Check the answers with the class.

Writing builder 7-8



# Geography

pages 96–97/C3–4

## Grammar

Subject pronouns

be: Simple present (affirmative)

The indefinite article: a / an

## Vocabulary

Countries

## Topic

UNESCO world heritage sites

## Project

Find out about an interesting place in your country or another country and design a page about it for a tourist brochure

## Warm-up

- Review countries by writing some countries on the board, with letters jumbled, e.g., *trasaliau* (Australia). Make sure you include Australia, Peru, China, and the United States. Put students into pairs and give them two minutes to complete as many as they can.
- Check answers by asking individual students to come out and write the correct words on the board. See who wrote all the country words correctly.
- Use the map on page 97/C4 to teach *Ecuador, Italy, Egypt, and Tanzania*.
- Use the map to teach *north, south, east, and west*.

## Exercise 1

- Pre-teach *cultural, natural, National Park, and tourist*.
- Read the introduction with the class and check that students understand what a World Heritage Site is.
- Read the *Culture focus* with the class. Check that students understand what UNESCO is.
- Students read the article and match the World Heritage Sites to the places on the map. Tell students not to worry if they don't understand every word in the article.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

## A Curriculum extra Geography

# UNESCO World Heritage Sites

**UNESCO World Heritage Sites** are special places in the world. They are cultural sites, for example, buildings and cities; or natural sites, for example, islands, mountains, or forests.

The cultural sites are important for human history and culture. They are old or unique places. Examples of famous cultural sites are the Roman town of Pompeii in Italy, the Pyramids in Egypt, and the Great Wall in China. Natural heritage sites are important places for animals and plants, or they are very beautiful places. Examples of natural sites are the Great Barrier Reef in Australia, Serengeti National Park in Tanzania, and the Galapagos islands in the Pacific Ocean near Ecuador. Today, 962 sites in 157 countries are World Heritage sites. Here are two more famous sites.



**Check it out!**

Find these words and check their meaning.

  
forest

  
ruins

  
bear

  
geyser

**Culture focus**

UNESCO = United Nations Education, Scientific, and Cultural Organisation

**Machu Picchu**

Machu Picchu is a famous World Heritage Cultural Site in Peru. It is an Inca city in the Andes Mountains. It is about 100 kilometers from Cuzco, the old Inca capital city. Machu Picchu is in an amazing place, and it is very beautiful. It is on a mountain at 2,430 meters. In fact, Machu Picchu means "Old Mountain." The city is about 1,500 years old. There are about 200 different buildings, but today they are ruins. One million tourists visit Machu Picchu every year.

**Yellowstone National Park**

Yellowstone National Park is in the north-east of the United States. It is a very beautiful park in the Rocky Mountains. It is 140 years old, and it is the first national park in the world. It is famous for its animals, especially bears and wolves. Be careful! They are dangerous animals. The park is also famous for its water geysers. Old Faithful is a very big geyser. It is active every 91 minutes. Three million tourists visit Yellowstone every year.



96 ninety-six

## Exercise 2

- Read out the first sentence and the example answer. Ask students to find the part of the article that gives the answer.
- Tell students to read the rest of the sentences first, then read the article again to find out if they are true or false. Remind them to correct the false sentences.
- Check the answers with the class, and check that students understand all the correct sentences.

## Exercise 3

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class, and make sure that students understand everything.



**1** Read the article. Then match the World Heritage sites in the text to the places on the map.

Galapagos Islands the Great Barrier Reef the Great Wall Pompeii  
Pyramids Serengeti National Park Machu Picchu Yellowstone National Park



**2** Read the article again. Are the sentences true or false? Correct the false sentences.

The Pyramids are in Italy. False They are in Egypt.

1 There are 962 World Heritage sites.

True

2 Machu Picchu is an old Spanish city.

False It is an old Inca city.

3 Cuzco is about 100 kilometers from Machu Picchu.

True

4 Yellowstone National Park is in the Andes Mountains.

False Yellowstone National Park is in the northeast of the United States.

5 Yellowstone is famous for its animals and geysers.

True

**3** Read the article again. Answer the questions.

Where is Machu Picchu? It is in Peru (in the Andes Mountains).

1 What town is the old Inca capital? Cuzco is the old Inca capital.

2 How old is Machu Picchu? It is about 1,500 years old.

3 What animals is Yellowstone Park famous for? It is famous for bears and wolves.

4 What is active every 91 minutes? Old Faithful is active every 91 minutes.

### Project

Find out about a beautiful or interesting place in your country or another country. Design a page for a tourist brochure. Include the following information:

- What is its name?
- Is it a cultural or a natural site?

#### Cultural site

- Is it a building or a city?
- Where is it?
- How old is it?

#### Natural site

- Is it a forest, a mountain, an island, etc.?
- Where is it?
- What is it famous for?

ninety-seven **97**

### Extra activity

Ask students to look at the pictures on page 96/C3 again. Ask: *Which place is beautiful? Which place do you want to see? Why?* Elicit a range of answers.

### Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Write *Machu Picchu* on the board and ask: *Is it a cultural site, or a natural site? Is it a building or a city? Where is it? How old is it?*
- As students answer, write the information on the board.
- Point to the information on the board and discuss in the students' own language how they could use that information, with pictures, to design a page for a tourist brochure.
- Brainstorm some interesting places in the students' own country and other countries. Write them on the board.
- Point to places on the board in turn and ask: *Is it a cultural site, or a natural site? Where is it? How old is it?*
- Tell students to choose a place and find the answers to the questions in the *Project* box. They can then use the information to design a page for a tourist brochure.
- Pin the completed projects around the classroom for students to look at.

### Consolidation

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they can't learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they think they will need to use in the future.

### Extra activity

- Write these gapped sentences on the board.
  - 1 There are World Heritage Sites in \_\_\_\_\_ countries.
  - 2 Machu Picchu is about \_\_\_\_\_ years old.
  - 3 There are \_\_\_\_\_ buildings at Machu Picchu.
  - 4 Yellowstone National Park is \_\_\_\_\_ years old.
  - 5 \_\_\_\_\_ tourists visit Yellowstone National Park every year.
- Tell students that in each case a number is missing from the sentence.

- Tell students that to find the answers, they don't need to read the whole article again – they can scan it quickly to look for numbers and then read the sentence around each number to find the answer.
- You could set a time limit for the activity, to encourage students to scan quickly.
- Check the answers with the class.

### ANSWERS

- 1 157
- 2 1,500
- 3 (about) 200
- 4 140
- 5 Three million

# Social science

pages 98–99/C5–6

## Grammar

Prepositions of place

*There is / isn't, There are / aren't*  
(affirmative and negative)

*some / any*

Plural nouns (regular plurals, spelling variations, and irregular plurals)

## Vocabulary

House and furniture

## Topic

Traditional houses around the world

## Project

Find out about traditional houses in your country or another country, and design an information page about them for a tourist brochure

## Warm-up

- Ask individual students: *Where's your house / apartment? How many rooms are there? What furniture is there in the living room? What is there in the bedroom / kitchen?* Elicit a range of answers.
- Point to the photos of the houses on page 98/C5. Teach the word *traditional*. Ask: *Which of these houses are traditional? Which are modern? Which are nice?*

**B Curriculum extra Social science**

## Traditional Houses Around the World

**1** **Mongolia is a cold country in Asia.** In Mongolia, about half the population are nomads. They move around the country with their animals. Their traditional house is a yurt. The Mongolian name is ger. They make their yurts with sheep's wool. Yurts are round, and there aren't any windows. A yurt is very comfortable inside. There are beautiful carpets on the floor and walls. The door faces the south. The stove is in the center of the yurt. Yurts are very warm in winter and cool in summer.

**2** **Norway is in the north of Europe.** Here, the tradition of turf roof houses is over 1,000 years old. There are plants on the roofs of these houses. Turf roofs are good insulation. These houses are warm in winter. Today, they are modern houses with different rooms. Turf roofs are popular in other countries today, too. They are called green roofs, and they are good for the environment. There are green roofs on lots of buildings in New York City.

**3** **The Uru-Chipaya people are from Bolivia.** Their home is in the Andes Mountains, at about 3,500 meters. It's very cold there. The traditional Chipaya home is a group of round houses. The Chipayan name for the house is *wolichi coya*. One house is a kitchen, and the other houses are different rooms. They use mud and straw to build the houses. There aren't any windows, and there is one small door. The door faces the east. The Uru-Chipaya people are 4,000 years old, but today there are only about 2,000 people in the villages. Life is difficult now.

**A**



**B**



**C**



**D**



**Check it out!**

Find these words and check their meaning.



wool



mud



straw



insulation

98 ninety-eight



**1** Read the texts quickly. Then match the countries in the texts to the photos of buildings (A–D).

- Text 3: Bolivia C  
 1 Text 1: Mongolia A  
 2 Text 2: Norway B  
 3 Text 2: United States D

**2** Match the houses with the sentences.

turf roof house walichi coya yurt

- They are round houses. walichi coya and yurt  
 1 There are different rooms in this house. turf roof house  
 2 There's a stove in the center of the house. yurt  
 3 There are plants on the roof. turf roof house  
 4 The kitchen is in a different house. walichi coya  
 5 They are in the mountains. walichi coya  
 6 This type of house is modern. turf roof house

**3** Read the texts again. Answer the questions.

What is the Mongolian name for yurt?

ger

- 1 What is on the floor and walls of a yurt?  
There are beautiful carpets.  
 2 How old is the tradition of turf roof houses?  
It is over 1,000 years old.  
 3 Where are turf roofs popular today?  
They are popular in New York City and Norway.  
 4 Where are Uru-Chipaya people from?  
They are from Bolivia.  
 5 How many windows are there in a Chipayan house?  
There aren't any windows.

**Project**

Find out about traditional houses in your country or another country. Design an information page for a tourist brochure. Draw pictures or find photos of your houses. Include the following information:

- What is the name of the house?
- Where are they?
- How old are they?
- What rooms are there?
- What are the building materials?
- Are they comfortable?



ninety-nine 99

**Extra activity**

- Point to the yurt and say: *In this house there aren't any windows. In my house there are windows.*
- Ask students to read one of the texts again and write a sentence about how the house is different to their own house.
- Students can compare their answers in pairs.
- Ask some students to read their sentences to the class.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Point to the yurt and ask the questions in the project box about it. As students answer, write notes on the board. For the question *How old are they?* write: *very old.*
- Point to the information on the board and discuss in students' own language how they could use that information, with pictures, to design a page for a tourist brochure.
- Brainstorm some traditional houses in the students' own country and other countries. Discuss what words students could use to search online for information, e.g., 'traditional houses Africa'.
- Tell students to choose a traditional house and find the answers to the questions in the *Project* box. They can then use the information to design a page for a tourist brochure.
- Pin the completed projects around the classroom for students to look at.

**Consolidation**

- Encourage students to make a note of any new vocabulary from the text in their vocabulary notebooks. Tell students they can't learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they think they will need to use in the future, e.g., *roof, carpet, floor, walls*. Suggest that students should add this vocabulary to other vocabulary for houses and furniture that they have already learned.

**Exercise 1**

- Pre-teach *Mongolia, Norway, Bolivia, carpet, warm, cool, and roof*.
- Read the task with the class and check that students understand what they have to do.
- Students read the texts and match the countries with the photos.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the texts. Make sure that students understand the meaning of the words.

**Exercise 2**

- Read the sentences with the class. Check that students understand *round* and *plants*.
- Students read the texts again and match the houses with the sentences.
- Check the answers with the class.

**Exercise 3**

- Students read the texts again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

# Science

pages 100–101/C11–12

## Grammar

Simple present (affirmative and negative)

Prepositions of time: *on, in, at*

Adverbs of frequency

## Vocabulary

Daily routines

## Topic

Daily life on the International Space Station

## Project

Write quiz questions about the International Space Station, space, and space travel.

## Warm-up

- Focus on the photos and ask: *What can you see?*
- Use the photos to teach *space, space station, space suit, no gravity, and astronaut*.
- Ask: *What do the astronauts do every day? What's their daily routine? Is it fun to live on the space station?* Elicit a range of answers.
- If students are interested in the topic, allow them to discuss their ideas in their own language to encourage their interest.

# C Curriculum extra Science

## The International Space Station



The International Space Station (ISS) is an international project between fifteen countries including the United States, Russia, Japan, Brazil, Canada, and ten European countries. Astronauts of different nationalities live on the space station. They are all scientists and engineers. Suni is an American engineer. She's here for six months, and this is her second mission on the ISS. Here she describes her daily life.

### FLOATING IN SPACE

**1** Life on the space station is cool! There's air inside, and we wear normal clothes. There's no gravity, so we can float in space. This is fun. But it's impossible to walk or take a shower. The toilet is difficult, too! We sometimes go outside when there is a problem with the station. We wear special space suits for this.

### DAILY ROUTINE

**2** I always get up at five o'clock and have breakfast. Then I clean my teeth and wash. I work for about ten hours every day. I do science experiments in the laboratory. I have lunch at twelve o'clock, and then I work until dinner at eight o'clock. It's a long day. I usually sleep for about six hours at night.

### EXERCISE

**3** I always do two hours of exercise every day. There's a gym on the station with special exercise machines. This is an important part of our routine because we don't walk or play sports. I run and I use the gym bike. It isn't very exciting!

### BEAUTIFUL EARTH

**4** We usually have some free time before we go to bed. I write e-mails and chat with my family on the video link. We often listen to music or watch DVDs. But my favorite activity is watching the Earth. It's very beautiful!

### GOING HOME



**5** It's important to keep the station clean. We always clean up after meals. We don't use water. We have special towels. The Soyuz spaceship is our transport vehicle. It transports food and other things, and it takes our trash. It also takes us home!

### Check it out!

Find these words and check their meaning.

float	towels
air	trash
clean	

### Culture focus

 <b>English</b> astronaut	 <b>Russian</b> cosmonaut
--	--

### Space station FACTS

**Orbits:** 16 orbits / day  
**Speed:** 27,000 km / hr  
**Distance from Earth:** 320 km  
**Size:** 108m x 72m  
**Launch:** 1998

100 one hundred



- 1 Read the introduction to the article. Who is Suni? Where is she?  
*She is an American engineer. She is on the International Space Station.*
- 2 Read the rest of the article. Match paragraphs 1–5 and photos A–E.



- 3 Read the article again. Answer the questions.

What do the astronauts wear in the station?

*They wear normal clothes.*

- 1 What work does Suni do?

*She does science experiments.*

- 2 What time does she have dinner?

*She has dinner at eight o'clock.*

- 3 What exercise does Suni do?

*She runs and uses the gym bike.*

- 4 When do the astronauts have some free time?

*They usually have some free time before they go to bed.*

- 5 What is Suni's favorite free time activity?

*Her favorite activity is watching the Earth.*

- 6 What's the name of the transport space ship?

*Soyuz*

### Project

Look at the example. Then write five more quiz questions about the ISS, space, and space travel. Think about the following things or use your own ideas. Exchange quiz questions with other students.

- impossible / possible on the ISS
- distance between ISS and Earth
- age of ISS
- number of astronauts / Soyuz
- distance between Earth and Sun
- temperature of the Sun

*What is impossible on the ISS?  
 a clean Earth  
 to do exercise  
 to take a shower*

one hundred one

101

### Extra activity

- Say: *Imagine you're on the space station. What's fun? What's interesting? What's difficult?*
- Allow students time to prepare their answers. Students can compare their answers in pairs.
- Ask some students to tell the class their ideas.

### Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Elicit some possible questions using the prompts in the *Project* box. Tell students they could use the prompts in the *Project* box as search words to find the answers online.
- Brainstorm some other ideas for questions with the class.
- Students write their quiz questions.
- Put students into pairs to exchange their quiz questions and guess the answers. Tell students to give their partner a point for every correct answer.
- Students can exchange their questions with several more partners. See who has the most points at the end.

### Consolidation

- Suggest to students that they could download a photo of an astronaut at the International Space Station to stick into their vocabulary notebook. They could then label the photo with useful vocabulary, and write some example sentences about space, to help them remember the space vocabulary.
- Suggest that students could add vocabulary for daily routines from the article, e.g., *take a shower, clean your teeth*, to other vocabulary for daily routines that they have already learned.

### Exercise 1

- Students read the introduction and answer the question.
- Check the answers. Check that students understand *engineer* and *international*.

### Exercise 2

- Students read the rest of the article and match the paragraphs with the photos.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

### Exercise 3

- Read through the questions with the class and make sure students understand everything.
- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Read the *Culture focus* with the class.

# Biology

pages 102–103/C13–14

## Grammar

*can* (ability)

Present progressive

## Vocabulary

Sports

## Topic

Nutrition and sports

## Project

Write an interview with your favorite sports person

### Warm-up

- Point to the picture of different foods on page 102/C13 and ask individual students: *Which of these foods do you eat each day? What other foods do you eat?* Brainstorm kinds of food with the class, and build up a list of words on the board. Make sure the list includes *fish, meat, chicken, milk, pasta, rice, sugar, cheese, chocolate, fruit, vegetables, yogurt, cereal, and peanut butter.*
- Teach the words *health* and *healthy*, then point to the list of foods on the board and ask: *Which foods are healthy? What other things do you do to stay healthy?*

**D** Curriculum extra Biology

# Nutrition and Sports

### What is a well-balanced diet?

**F**ood is very important for your health. Different types of food contain different nutrients. There are three main types of nutrients – protein, fat, and carbohydrates. Protein is important for your muscles, heart, and other body tissues. It makes them strong. You get protein from fish and meat, and also from milk products. Teenagers need a lot of protein because their bodies are growing. Carbohydrates give you energy or “calories.” You get carbohydrates from pasta, rice, potatoes, and cereals. Fat and sugar also give you calories. Cheese and chocolate have a lot of fat.

Your body also needs vitamins, fiber, and minerals. These nutrients keep you healthy. For example, vitamin C is important for your hair and skin. Fruit and vegetables have a lot of vitamins. Calcium is an important mineral for strong bones. Milk products, like yogurt, are rich in calcium.

### Sport and diet

**M**ost teenagers only need between 1,600 and 2,400 calories a day. But you need more calories when you play sports. And it’s important to eat the right food. You can’t play soccer for 90 minutes or win a three-hour tennis game if you eat hamburgers and fries every day! Top athletes have special diets. They eat high-calorie and high-protein diets. Protein gives them strong muscles. Carbohydrates give them energy to run and jump. A tennis player burns about 700 calories every hour when he’s playing. Tennis champion Andy Murray drinks six liters of water, and eats 6,000 calories in six meals every day when he’s practicing! An average man only needs about 2,500 calories. But the average man doesn’t practice for six hours a day!

### Check it out!

Find these words and check their meaning.

health (n)  
healthy (adj)  
diet  
balanced (adj)  
fat  
bones

### MURRAY’S MENU for success

**Breakfast**  
Two bowls of cereal  
3–4 bagels with peanut butter

**Lunch**  
Pasta and chicken with tomato sauce  
Fruit and yogurt

**Snacks**  
Cereal bars and vanilla protein drinks

**Dinner**  
50 pieces of sushi with vegetables

**Total calories: 6,000**  
Recommended calorie intake for a man: 2,500



102 one hundred two



## 1 Read the article. Then match the nutrients to the types of food.

calcium carbohydrates fat and sugar protein vitamins and fiber

- 1 fat and sugar
- 2 protein
- 3 vitamins and fiber
- 4 carbohydrates
- 5 calcium



## 2 Read the article again and answer the questions.

What are the main nutrients in your food?

protein, fat, and carbohydrates

1 Why do teenagers need a lot of protein?

Because their bodies are growing.

2 What types of food give you energy?

Carbohydrates give you energy.

3 What type of food has vitamins?

Fruit and vegetables have vitamins.

4 What is special about top athletes' diets?

They eat high-calorie and high-protein diets.

5 Which nutrient is important for strong muscles?

Protein is important for strong muscles.

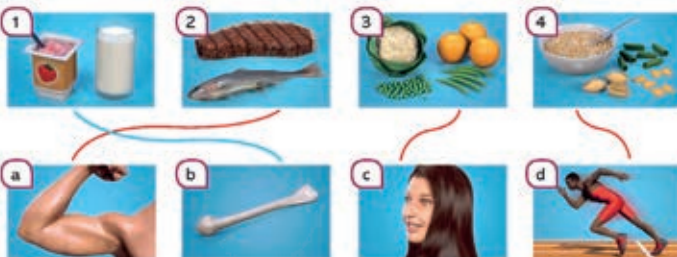
6 How many calories does Andy Murray eat when he's practicing?

He eats 6,000 calories every day.

7 How often does he eat every day?

He eats six meals every day.

## 3 Look at the pictures. Match the types of food to the functions or parts of the body they are important for.



## Project

Write an interview with your favorite sports person. Include the following information:

- How often do they eat?
- What do they have for breakfast / lunch?
- What do they drink?
- How many calories do they eat?
- What snacks do they eat?
- How often do they eat snacks?

one hundred three 103

## Extra activity

- Ask students to write down everything they eat on a typical day.
- Monitor and help as necessary.
- Students then work in pairs and discuss how healthy and well-balanced their diet is.
- Ask some students to tell the class about their diet and their partner's diet.

## Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Brainstorm some sports people students could write an interview with.
- Choose one, and write the name on the board. Read out the questions in the *Project* box in turn, and elicit possible answers. Make notes on the board.
- Discuss in the students' own language what search words they could use to find the information they need online, e.g., 'Rafael Nadal diet'.
- Tell students to choose a sports person and find answers to as many questions in the *Project* box as they can. They can then use the information to write an interview, adding some ideas from their imagination if necessary.
- Pin the completed interviews around the classroom for students to look at. Ask: *Whose diet is the most extreme?*

## Consolidation

- Encourage students to record the vocabulary for foods and nutrients in their vocabulary notebook. Tell them they could personalize the vocabulary by answering the questions in the *Project* box about themselves.

## Exercise 1

- Pre-teach *diet*, *well-balanced diet*, *calories*, *nutrient*, and *nutrition*.
- Read the list of nutrients with the class and check that students understand them.
- Elicit the kinds of food in the picture.
- Students read the article and match the nutrients with the types of food.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

## Exercise 2

- Read the questions with the class. Check that students understand everything.

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Exercise 3

- Focus on the pictures and use them to teach the words *bone*, *skin*, and *energy*.
- Students read the article again and match the types of food to the parts of the body they are important for.
- Students can compare their answers in pairs.
- Check the answers with the class.

# Puzzles 1-2

## Unit 1 page 104/C7

### Grammar

*be*: Simple present (affirmative)  
Possessive adjectives

### Vocabulary

Countries and nationalities

### Aim

To practice countries and nationalities, the simple present of *be*, and possessive adjectives

### 1A

- Students match the people with the countries and complete the sentences.

#### ANSWERS

- Jinwoo is from South Korea.
- Emma is from Australia.
- Mei and Anna are from Japan.
- Joshua is from Canada.
- Mateo and Lucas are from Argentina.
- Natasha is from Russia.

### 1B

- Students use the code to write the sentences.

#### ANSWERS

- My name's Ana.
- Lily is my friend.
- She's Chinese.
- Her favorite color is blue.

## Unit 2 page 104/C7

### Grammar

*be*: Simple present (negative)  
Question words

### Vocabulary

The family

### Aim

To practice vocabulary for the family, and negative and question forms of the simple present of *be*

### 2A

- Students read the sentences and complete the family tree with the names.

#### ANSWERS

- Sally
- Joe
- Kate
- Jim
- Sophie
- Steve

# Got it!

## Puzzles 1-2

### 1A Match the people with the countries. Then complete the sentences.

- Jinwoo \_\_\_\_\_ from \_\_\_\_\_.
- Emma \_\_\_\_\_ from \_\_\_\_\_.
- Mei and Anna \_\_\_\_\_ from \_\_\_\_\_.
- Joshua \_\_\_\_\_ from \_\_\_\_\_.
- Mateo and Lucas \_\_\_\_\_ from \_\_\_\_\_.
- Natasha \_\_\_\_\_ from \_\_\_\_\_.

### 2A Read the sentences and complete the family tree with the names.

- Joe and Jim aren't my brothers.
- Sophie isn't my mom or my grandma.
- Steve isn't my grandpa.
- My grandma isn't Kate.
- My dad isn't Joe.
- Sally isn't my sister.

### 1B Look at the letter code. Write four sentences.

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

- KW LYKC'Q YLY. My \_\_\_\_\_
- JGJW GQ KW DPGCLB. \_\_\_\_\_
- QFC'Q AFGLCQC. \_\_\_\_\_
- FCP DYTMPGRC AMJMP GQ ZJSC. \_\_\_\_\_

### 2B Find eight more family words. Use the other letters to write two questions. Then answer the questions.

S	N	I	S	U	O	C	H	S	O
W	O	T	L	D	A	R	I	E	S
G	Y	O	N	U	R	S	P	B	T
R	A	U	R	U	T	E	R	N	N
A	T	N	S	E	A	O	W	M	E
N	H	C	R	A	T	T	O	A	R
D	R	L	E	H	T	M	H	E	A
P	I	E	E	R	N	A	M	E	P
A	S	R	G	R	A	N	D	M	A

How old \_\_\_\_\_ ?

### 2B

- Students find eight more family words, and use the remaining letters to write two questions. They then answer the questions.

#### ANSWERS

S	N	I	S	U	O	C	H	S	O
W	O	T	L	D	A	R	I	E	S
G	Y	O	N	U	R	S	P	B	T
R	A	U	R	U	T	E	R	N	N
A	T	N	S	E	A	O	W	M	E
N	H	C	R	A	T	T	O	A	R
D	R	L	E	H	T	M	H	E	A
P	I	E	E	R	N	A	M	E	P
A	S	R	G	R	A	N	D	M	A

How old are your parents?  
What are their names?  
Students' own answers.





# Puzzles 5–6

## Unit 5 page 106/C15

### Grammar

Simple present (affirmative, spelling variations)

Prepositions of time: *on, in, at*

Adverbs of frequency

### Vocabulary

Daily routines

### Aim

To practice vocabulary for daily routines, the simple present, prepositions of time, and adverbs of frequency

### 5A

- Students do the crossword.

### ANSWERS

#### Across

- has
- run
- watches
- gets
- read

#### Down

- finish
- start
- have
- go
- do

### 5B

- Students use the information in the sentences to write the names of the people in the picture.

### ANSWERS

- Julia
- Joe
- David
- Tom
- Maria and Ana
- Jason

## Unit 6 page 106/C15

### Grammar

Simple present (*yes / no* questions and short answers)

Question words + Simple present

### Vocabulary


School subjects

### Aim

To practice vocabulary for school subjects, and question forms of the simple present

# Got it! Puzzles 5–6

### 5A Do the crossword.



**Across**

2 My dad \_\_\_\_\_ breakfast at six o'clock.

4 I \_\_\_\_\_ two kilometers before school.

5 She \_\_\_\_\_ TV in the evening.

7 My mom \_\_\_\_\_ up at six thirty.

8 After dinner, I \_\_\_\_\_ a book.

**Down**

1 We \_\_\_\_\_ school at three thirty.

3 Classes \_\_\_\_\_ at nine o'clock.

6 My brothers \_\_\_\_\_ lunch at school.

7 They \_\_\_\_\_ home on the bus.

9 I \_\_\_\_\_ my homework after school.

### 6A Copy alternate letters to write questions. Then answer the questions.

W H O L Y O S O R D G U R M E L M Y A P T I H N ?

Do you like math?

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

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

3 A D R O W Y N O T U P R U F L R T I S E M N E D R S I P R L U A B Y E S C O W C S C H E J R Y ?

4 D R O E Y I O Q U P S L T I U N D C Y A S O P U A T N A I T S S H ?

### 5B Read the sentences and look at the picture. Then write the names of the people.

Maria and Ana often play tennis after school.


Tom usually has a guitar lesson at four o'clock on Fridays.

Joe always goes home with his mom.

Julia is always hungry after school.

David sometimes goes home on the bus.

Jason often runs home.



### 6A

- Students use alternate letters to write questions, then answer the questions.

### ANSWERS

- Do you live in an apartment?
- Does your dad speak English?
- Do your friends play soccer?
- Do you study Spanish?

### 6B

- Students break the code to write the question, then answer the questions so they are true for them.

### ANSWERS

What sports do you play at school?  
Students' own answers.



# Got it! Puzzles 7-8

## 7A Match the words tiles and find nine sports.



## 8B Read the descriptions and look at the people. Label the people. Then answer the questions.



Isabel is reading a book.  
Dan is listening to music on his MP3 player.  
Tom is playing soccer, and he's wearing shorts.  
(he's the only person wearing shorts)  
Sam is playing soccer with Tom.  
Amy is eating a sandwich. She's talking to Katie.  
Katie is wearing a green dress. She's talking to Amy.  
Jim is sleeping.

Who is Katie talking to?

She's talking to Amy.

1 Is Jim listening to music on his MP3 player?

2 Is Isabel reading a book?

3 Is Sam playing soccer?

4 Is Tom wearing shorts?

5 Is Katie wearing a yellow dress?

## 7B Look at the letter code. Write three questions. Then answer the questions.

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

VTG RHN WH DTKMX?

Can \_\_\_\_\_?

AHP HYMXG WH RHN ZH LPBFBGZ?

VTG RHNK ITKXGML LDB?

## 8A Find eight more clothes words. Use the other letters to make a sentence.

T	E	K	C	A	J	I	M
P	W	D	E	T	A	R	R
A	I	N	R	G	J	E	E
N	A	I	B	E	N	S	T
T	K	A	O	N	S	D	A
S	A	P	O	H	O	S	E
O	O	D	T	H	A	T	W
T	I	E	S	E	O	H	S

I'm \_\_\_\_\_.

one hundred seven 107

## Puzzles 7-8

### Unit 7 page 107/C16

#### Grammar

can (ability)

#### Vocabulary

Sports

#### Aim

To practice vocabulary for sports, and can for ability

#### 7A

- Students match the word tiles and write the sports words.

#### ANSWERS

tennis  
soccer  
basketball  
baseball  
karate  
swimming  
skiing  
biking  
gymnastics

#### 7B

- Students use the code to write the questions, then answer the questions.

#### ANSWERS

Can you do karate?  
How often do you go swimming?  
Can your parents ski?

### Unit 8 page 107/C16

#### Grammar

Present progressive (affirmative, spelling variations, negative, yes / no questions and short answers)

#### Vocabulary

Clothes

#### Aim

To practice vocabulary for clothes, and the present progressive

#### 8A

- Students find eight more clothes words in the puzzle, and use the remaining letters to write a sentence.

#### ANSWERS

T	E	K	C	A	J	I	M
P	W	D	E	T	A	R	R
A	I	N	R	G	J	E	E
N	A	I	B	E	N	S	T
T	K	A	O	N	S	D	A
S	A	P	O	H	O	S	E
O	O	D	T	H	A	T	W
T	I	E	S	E	O	H	S

I'm wearing jeans and a hoodie.

#### 8B

- Students use the information in the descriptions to label the people in the picture and answer the questions.

#### ANSWERS

##### People

- Dan
- Tom
- Sam
- Katie
- Amy
- Jim

##### Questions

- No, he isn't. He's sleeping.
- Yes, she is.
- Yes, he is.
- Yes, he is.
- No, she isn't. She's wearing a green dress.

# Audioscripts

1•02 page 4, exercise 1

**Example** Listen.

- 1 Don't talk.
- 2 Close your book.
- 3 Look.
- 4 Don't write.
- 5 Sit down.
- 6 Stand up.
- 7 Open your book.
- 8 Repeat.
- 9 Read.

1•03 page 4, exercise 3

**Example** Can I go to the bathroom?

- 1 Can I close the window?
- 2 Can I use a dictionary?
- 3 Can I open the window?

1•04 page 4, exercise 4

**Example**

**Student** Can I go to the bathroom?

**Teacher** Yes, you can.

1

**Student** Can I close the window?

**Teacher** Yes, you can.

2

**Student** Can I use a dictionary?

**Teacher** No, you can't.

3

**Student** Can I open the window?

**Teacher** Yes, you can.

1•06 The alphabet, page 5, exercise 2

**Example** I

- 1 J
- 2 U
- 3 O
- 4 E
- 5 Y
- 6 G
- 7 B
- 8 W
- 9 H

1•07 The alphabet, page 5, exercise 3

**Example** Chloe. C-H-L-O-E.

- 1 Miguel. M-I-G-U-E-L.
- 2 Kenji. K-E-N-J-I.
- 3 Gabriela. G-A-B-R-I-E-L-A.
- 4 Kyle. K-Y-L-E.
- 5 Maisy. M-A-I-S-Y.

1•09 Numbers 1–100, page 5, exercise 1

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

1•10 Numbers 1–100, page 5, exercise 2

**Example** seventeen

- 1 thirty-three
- 2 fifty-nine
- 3 forty-seven
- 4 sixty-two
- 5 sixty-eight

1•11 Numbers 1–100, page 5, exercise 3

**Example**

**Interviewer** How old are you, Milly?

**Milly** I'm 13.

1

**Interviewer** How old are you, Takuma?

**Takuma** I'm 45.

2

**Interviewer** How old are you, Gisele?

**Gisele** I'm 21.

3

**Interviewer** How old are you, Victor?

**Victor** I'm 80.

1•12 Colors, page 6, exercise 1

- 1 white
- 2 red
- 3 yellow
- 4 pink
- 5 brown
- 6 purple
- 7 gray
- 8 orange
- 9 blue
- 10 black
- 11 green

1•14 Classroom objects, page 6, exercise 1

- 1 pencil
- 2 marker
- 3 notebook
- 4 pencil sharpener
- 5 backpack
- 6 eraser
- 7 pen
- 8 text book
- 9 calculator
- 10 colored pencils
- 11 ruler
- 12 pencil case

1•15 Classroom objects, page 6, exercise 2

**Example** a pink ruler

- 1 an orange pencil case
- 2 a brown pencil
- 3 a blue pen
- 4 a red marker
- 5 a black calculator

1•17 page 7, exercise 2

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

1•18 page 7, exercise 4

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

1•19 page 7, exercise 6

**Example** spring

- 1 summer
- 2 fall
- 3 winter

1•20 page 8, exercise 2

**Example** guinea pig

- 1 cat
- 2 hamster
- 3 fish
- 4 rabbit
- 5 dog
- 6 bird
- 7 snake
- 8 mouse
- 9 horse

1•22 page 9, exercise 2

- 1 head
- 2 ear
- 3 arm
- 4 finger
- 5 leg
- 6 toe
- 7 foot
- 8 eye
- 9 nose
- 10 mouth
- 11 shoulder
- 12 hand

1•25 page 11, exercise 4

1

**Jacob** Hi, I'm Jacob.

**Lucia** Hello, Jacob. My name's Lucia.

2

**Jacob** Lucia ... that's a nice name.

**Lucia** Thanks. It's Spanish. My dad's from Chile.

3

**Jacob** Here's your book.

**Lucia** Thanks.

**Jacob** And here's your cell phone.

4

**Max** Jacob, we're late for soccer!

**Jacob** Oh, yeah ... soccer. Wow! She's awesome!

1•26 page 12, exercise 1

- 1 Canada
- 2 the United States, the U.S.
- 3 Mexico
- 4 Brazil
- 5 Chile
- 6 the United Kingdom, the U.K.
- 7 Portugal
- 8 Spain
- 9 South Africa
- 10 Russia
- 11 China
- 12 Japan
- 13 South Korea
- 14 Australia



1•27 page 12, exercise 2

I'm Canadian. I'm from Canada.  
I'm American. I'm from the United States.  
I'm Mexican. I'm from Mexico.  
I'm Brazilian. I'm from Brazil.  
I'm Chilean. I'm from Chile.  
I'm British. I'm from the United Kingdom.  
I'm Portuguese. I'm from Portugal.  
I'm Spanish. I'm from Spain.  
I'm South African. I'm from South Africa.  
I'm Russian. I'm from Russia.  
I'm Chinese. I'm from China.  
I'm Japanese. I'm from Japan.  
I'm Korean. I'm from South Korea.  
I'm Australian. I'm from Australia.

1•28 page 12, exercise 4

Chile  
Chilean  
Brazil  
Brazilian  
Japan  
Japanese  
China  
Chinese  
Spain  
Spanish

1•29 page 13, exercise 1

**Example** Dan is from Toronto. He is from Toronto.  
1 The pen is green. It is green.  
2 Maria and I are friends. We're friends.  
3 David Wright is a teacher. He is a teacher.  
4 Emily is Australian. She is Australian.  
5 The boys are students. They are students.  
6 The Statue of Liberty is in New York City. It is in New York City.  
7 You and Josh are American. You're American.  
8 Boram and Yejun are 13. They're 13.

1•30 page 14, exercise 1

1  
**Sarah** Hi, Ricky!  
**Ricky** Hello, Sarah!  
**Sarah** How are you, Ricky?  
**Ricky** Not bad, thanks. And you?  
**Sarah** I'm fine.  
**Ricky** Bye then! See you later!  
**Sarah** Bye bye. See you!

2

**Mr. Wilson** Good afternoon, Mrs. Costa.  
**Mrs. Costa** Good afternoon, Mr. Wilson. How are you?  
**Mr. Wilson** I'm very well, thanks. And you?  
**Mrs. Costa** I'm fine.  
**Mr. Wilson** Goodbye, Mrs. Costa. Have a nice weekend.  
**Mrs. Costa** Thanks. Goodbye. See you on Monday.

1•31 page 14, exercise 2

**Dan** Hi, Kate!  
**Kate** Hi, Dan!  
**Dan** How are you?  
**Kate** I'm fine, thanks. And you?  
**Dan** Not bad, thanks.  
**Kate** Oh, here's my mom! Bye, Dan!  
**Dan** Bye bye, Kate.

1•33 page 17, exercise 2

**Lily** Hi! My name's Lily and I'm 13 years old. I'm Canadian and I'm from Toronto in Canada. I'm a student at West Junior High School and I'm in 7<sup>th</sup> grade. My favorite color is red. My favorite actor is Daniel Radcliffe. My favorite animals are dogs. They're very intelligent.  
**Erika** Hi there! I'm Erika and I'm 14. I'm from Miami in the south of the United States. I'm a student at Miami Middle School and I'm in 8<sup>th</sup> grade. My favorite color is green. My favorite actor is Zac Efron. My favorite animals are horses. They're cool!

1•35 page 19, exercise 4

1  
**Sophie** What time is it, Mom?  
**Mom** It's six o'clock.  
**Sophie** I'm hungry. When's dinner?  
Is it ready?  
**Mom** Yes, it is.  
2  
**Mom** Where's your brother?  
**Jacob** I'm here. What's this?  
**Sophie** Hey! It's my choir music.  
Don't touch it!

3

**Mom** Who's Lucia?  
**Sophie** She's a new girl at school.  
**Mom** Is she in your class?  
**Sophie** No, she isn't. She's in the choir.

1•36 page 20, exercise 1

**Juan and Elena** He's my grandpa. She's my grandma. They're my grandparents.  
**Jake and Grace** He's my uncle. She's my aunt.  
**Carlos and Helen** He's my dad. She's my mom. They're my parents.  
**Hayley** She's my cousin.  
**Ethan** He's my cousin.  
**Evan** He's my brother.  
**Martin** That's me!  
**Sophie** She's my sister.

1•37 page 22, exercise 1

It's seven o'clock.  
It's seven oh five.  
It's seven ten.  
It's seven fifteen.  
It's seven twenty.  
It's seven twenty-five.  
It's seven thirty.  
It's seven thirty-five.  
It's seven forty.  
It's seven forty-five.  
It's seven fifty.  
It's seven fifty-five.

1•38 page 22, exercise 3

**A** What time is it?  
**B** It's six oh five.  
**A** What time is dinner?  
**B** It's at seven o'clock.

1•39 page 22, exercise 4

**Example** Math is at nine fifteen.  
1 English is at eleven forty-five.  
2 Computer club is at one twenty.  
3 Volleyball is at five oh five.  
4 Choir practice is at six thirty.  
5 Dinner is at eight o'clock.

1•41 page 25, exercise 2

**Scott** Hi, here's my family. My mom is Amy and my dad is Tony. He isn't American. He's Canadian. He's from Vancouver. Jake's my cousin. The girls in the photo are my sisters Julia and Jessica. They're twins, but they aren't identical. Oh, and I'm Scott, but I'm not in the photo!  
**Ana** Hi, I'm Ana and I'm 12 years old. We're six in my family – my parents, my two brothers, me, and our dog Flint, but he isn't in the photo. My mom is Tina and my dad is Steve. My two brothers are Michael and Richard. Michael's 15, and Richard's 6.  
**Chloe** Hi, I'm Chloe, and I'm 11 years old. Here's a photo of my family with my aunt and uncle. Their names are Flora and Jay. Flora is 39 years old, and she's a teacher at my school. Daniel's my cousin. He's 8. And Winston is my grandpa. I love my grandpa – he's awesome!

1•42 page 25, exercise 3

My name's Scott and I'm 13 years old. Julia is one of my twin sisters. She's 15 years old and her birthday is in June. Julia and I are very different. Her hair is blond and her eyes are blue. My hair is brown, and my eyes are brown, too. We're also interested in different things. Her passion is pop music, and her favorite TV show is *American Idol*. She's a fan of Taylor Swift. I'm not interested in pop music. My passion is tennis. I'm a fan of Rafael Nadal. He's Spanish, and he's amazing! Julia isn't interested in tennis. Her favorite sport is soccer, but only on TV!

1•43 page 27, exercise 8

**Suzie** Hello, Tom.  
**Tom** Hi, Suzie.  
**Suzie** How are you, Tom?  
**Tom** I'm fine, thanks. And you?  
**Suzie** Not bad, thanks. Oh, no! Here's Mr. Craig, the principal. Bye, Tom! See you later!  
**Mr. Craig** Good morning, Tom. How are you today?  
**Tom** I'm very well, thank you, Mr. Craig.  
**Mr. Craig** What time is it, Tom?  
**Tom** It's ten thirty.  
**Mr. Craig** What time is your English class?  
**Tom** Umm ... it's at ten fifteen.  
**Mr. Craig** You're late, then! Goodbye, Tom.  
**Tom** Goodbye, Mr. Craig.

🔊 1•44 page 27, exercise 9

**Example** 80

- 1 60
- 2 17
- 3 12:13
- 4 2:40
- 5 9:15

🔊 1•45 page 27, exercise 10

**Example**

**Interviewer** Are you from the U.S., Mark?

**Mark** No, I'm not. I'm from Canada. I'm Canadian.

**Interviewer** What city are you from in Canada?

**Mark** I'm from Toronto.

1

**Interviewer** Is Kate your sister, Steve?

**Steve** No, she isn't. She's my friend. She's in my class.

**Interviewer** Oh! How old is she? Is she 15?

**Steve** No, she isn't. She's 14.

2

**Interviewer** Where are you from in Canada, Elena?

**Elena** I'm not Canadian. I'm from Buenos Aires in Argentina. I'm Argentinean.

3

**Interviewer** Is this a photo of your family, Mateo?

**Simon** Yes, it is.

**Interviewer** Who's this woman?

**Simon** That's my mom. Her name's Maria.

**Interviewer** And who's that woman?

**Simon** That's Lola. She's my aunt.

4

**Interviewer** Is Friday your favorite day of the week, Paula?

**Paula** No, it isn't. Friday's a school day!

**Interviewer** What's your favorite day, then?

**Paula** Umm ... probably a day on the weekend. Saturday or Sunday. Umm ... Saturday! My favorite day is Saturday.

5

**Girl** What time is it?

**Mom** It's seven thirty.

**Girl** What time is dinner?

**Mom** It's at eight o'clock.

🔊 1•46 page 27, exercise 11

**Interviewer** Hello. Can I ask you some questions, please?

**Tom** Yes, OK.

**Interviewer** Thank you. What's your name?

**Tom** It's Tom Holmes.

**Interviewer** How do you spell 'Holmes'?

**Tom** H-O-L-M-E-S.

**Interviewer** OK, thanks. How old are you, Tom?

**Tom** I'm 14.

**Interviewer** And where are you from?

**Tom** I'm from Texas in the U.S.

**Interviewer** OK. Now, when's your birthday?

**Tom** It's in April.

**Interviewer** April. OK, just two more questions. What's your favorite color?

**Tom** It's green.

**Interviewer** And what's your lucky number?

**Tom** Umm ... it's number five.

🔊 1•49 page 31, exercise 4

1

**Max** Your bedroom's a mess! There's a pizza under the bed ...

**Jacob** Good! I'm hungry.

**Max** Gross! And there are some shoes on the bed.

**Jacob** Shut up, Max! You aren't my mom!

2

**Max** Are there any video games in here?

**Jacob** Yes, there are. There are some games on the shelves next to the door.

**Max** Umm, there are some DVDs here, but there aren't any games.

🔊 1•50 page 32, exercise 1

- a bedroom
- b stairs
- c hall
- d bathroom
- e living room
- f office
- g dining room
- h kitchen

🔊 1•51 page 32, exercise 3

- 1 dresser
- 2 bed
- 3 shelf
- 4 closet
- 5 shower
- 6 bathtub
- 7 mirror
- 8 toilet
- 9 curtains
- 10 chair
- 11 table
- 12 fridge
- 13 cupboard
- 14 sink
- 15 stove
- 16 armchair
- 17 lamp
- 18 sofa
- 19 bookcase
- 20 desk

🔊 1•52 page 33, exercise 1

**Example** The ball is near the dog.

- 1 The cat is on the rocking chair.
- 2 The lamp is behind the rocking chair.
- 3 The sink is between the stove and the fridge.
- 4 The cupboards are opposite the window.
- 5 The dog is in front of the fridge.
- 6 The sink is next to the fridge.
- 7 The mouse is in the cupboard.
- 8 The shoes are under the rocking chair.

🔊 1•54 page 34, exercise 2

**Example** It's on the second floor. It's opposite the bathroom and next to bedroom two.

1 It's on the first floor. It's next to the dining room and near the stairs.

2 It's on the first floor. It's in the hall, in front of the entrance.

3 It's on the second floor. It's between the grand bedroom and bedroom three.

4 It's on the first floor. It's near the reception desk and it's next to the restrooms. It's opposite the shop.

5 It's on the first floor. It's opposite the green living room.

🔊 1•55 page 35, exercise 1

**Example**

**A** Are there any Korean students in his school?

**B** No, there aren't.

1

**A** Is there a lamp in your living room?

**B** No, there isn't.

2

**A** Are there any DVDs in his bedroom?

**B** Yes, there are.

3

**A** Is there a table next to your bed?

**B** No, there isn't.

4

**A** Are there four people in her family?

**B** No, there aren't.

5

**A** Is there a park near their school?

**B** Yes, there is.

🔊 1•56 page 35, exercise 3

**Example** Are there any pizzas in the fridge?

1 There aren't any Mexican students in my school.

2 Are there any dogs in the park?

3 There are some books in your backpack.

4 There are some DVDs under the TV.

5 There aren't any sandwiches in the fridge.

🔊 1•58 page 37, exercise 3

**Sam** Hi, Amy. How are you?

**Amy** Oh, hi, Sam. I'm great! I'm with my grandparents for vacation.

**Sam** Is your new home in California OK?

**Amy** Yes, it is. It's awesome.

**Sam** Where is it?

**Amy** It's in Los Angeles.

**Sam** Is Los Angeles nice?

**Amy** Yes! It's cool! And my new school is great.



1-59 page 37, exercise 4

**Sam** Is your new home near the ocean?

**Amy** Yes, it is. There's an awesome view from my bedroom.

**Sam** Is it an apartment?

**Amy** No, it's a big house. There are seven rooms. There's a living room, a dining room, and a modern kitchen with a big porch downstairs. Upstairs, there are three bedrooms and a big bathroom.

**Sam** Cool! What's your favorite room?

**Amy** My bedroom. There's a small balcony with a table and a chair. My computer and TV are opposite my bed. It's cool!

**Sam** Is there a yard?

**Amy** Yes, there is. There's a big yard behind the house. There's a garage, too. It's next to the house. It's a big garage for two cars.

**Sam** Two cars! Wow! It's a house for a movie star! Is it in Hollywood?

**Amy** Yes, and I'm the star!

1-61 page 39, exercise 4

1

**Lucia** I have a sister.

**Sophie** Lucky you!

**Lucia** This is her picture on my cell phone. Look!

**Sophie** She's pretty.

2

**Jacob** Shut up, Sophie! What's that?

**Lucia** It's our music.

**Jacob** Whose music is this?

**Sophie** It's Lucia's. Ask Mrs. Gray for some music, Jacob.

3

**Jacob** Hello, Mrs. Gray. I'm new. There isn't any music for me.

**Mrs. Gray** Don't worry. Look at Lucia's music.

**Jacob** Hey! This is fun!

1-62 page 40, exercise 1

**Example** MP3 player

1 skateboard

2 tablet

3 digital camera

4 watch

5 bike

6 guitar

7 laptop

8 game console

9 cell phone

1-63 page 40, exercise 2

**Diego**

Hi, I'm Diego. These are my top five favorite things:

Number one is my laptop. It's great.

Number two is my guitar.

Number three is my game console. It's cool.

Number four is my digital camera.

Photography is my hobby.

Number five is my skateboard.

**Carla**

Hi, I'm Carla. These are my top five favorite things:

Number one is my tablet.

Number two is my cell phone. It's new

and it's awesome.

Number three is my watch.

Number four is my MP3 player. It's cool.

Number five is my bike.

1-64 page 41, exercise 4

**Example** Helen is Jenny's mom.

1 Mark is Anna and Emma's brother.

2 Arthur is Emma's grandpa.

3 Tim is Mark, Anna, and Emma's cousin.

4 Jenny and Simon are the children's parents.

5 John is Mark's uncle.

6 Helen and Arthur are Anna's grandparents.

1-65 page 42, exercise 1

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

1-66 page 42, exercise 2

**Lucas** What's the date today?

**Ruby** It's February 12<sup>th</sup>. It's my sister's birthday.

**Lucas** Oh, really? How old is she?

**Ruby** She's 12.

**Lucas** My birthday's in June.

**Ruby** What date?

**Lucas** It's on June 14<sup>th</sup>. When's your birthday?

**Ruby** It's on August 22nd.

1-68 page 45, exercise 2

**Luis** I'm Luis. I'm 13 years old. I'm from Santiago in Chile. My birthday's on December 3<sup>rd</sup>. My interests are music and soccer. My favorite band is *The Black Eyed Peas*. Their music is great! My passion is soccer. My favorite player is Cristiano Ronaldo. He's the best player in the world! My favorite possession is my laptop. It's great for music and video games.

**Javier** My name's Javier. I'm 14 years old and I'm from Barcelona in Spain. My birthday's on May 8<sup>th</sup>. My interests are TV, tennis, and animals. My favorite TV show is *The Simpsons*. It's very funny. My favorite tennis player is Rafael Nadal. He's Spanish and he's awesome. My favorite possession is my cell phone. It's red with a photo of Nadal on it!

1-69 page 47, exercise 9

**Dialogue 1**

**A** Excuse me. Where's the dining room, please?

**B** It's opposite the reception desk.

**A** And where are the restrooms?

**B** They're on the second floor.

**A** Thank you.

**Dialogue 2**

**C** What's the date today?

**D** It's December 9<sup>th</sup>. It's my birthday.

**C** Happy birthday!

**D** Thanks. When's your birthday?

**C** It's on March 3<sup>rd</sup>.

1-72 page 47, exercise 12

**Example**

**A** Where's my pencil case?

**B** I don't know. Is it in your backpack?

**A** Umm ... no, it isn't.

**B** Well, is it on your desk?

**A** No, it isn't there. Oh, look, there it is! It's on the floor under my book!

1

**C** This is an amazing laptop, Katie!

**Katie** Thanks! Yes, it's great.

**C** Is it your favorite thing?

**Katie** Umm ... no, it isn't.

**C** Is your cell phone your favorite thing?

**Katie** No, my cell phone is cool, but my new game console is my number one possession. It's awesome!

2

**D** Is there a TV in your living room, Peter?

**Peter** No, there isn't.

**D** Is it in the kitchen?

**Peter** No, it isn't. It's in my bedroom. It's my favorite room!

3

**E** What's the date today?

**Mike** It's October 4<sup>th</sup>. It's my brother's birthday.

**E** Cool! How old is he?

**Mike** He's 12.

**E** When's your birthday?

**Mike** It's on October 14<sup>th</sup>. That's next week. And my dad's birthday is on November 4<sup>th</sup>.

**E** Cool!

4

**F** What's your favorite room, Kim?

**Kim** My bedroom. It's small, but it's cool.

**F** Is there a desk in it?

**Kim** Yes. There's a desk, a bed, and a closet. And there's a big mirror on the wall.

**F** Are there any posters on the walls?

**Kim** No, there aren't, but there are some photos on the desk.

2-03 page 53, exercise 4

1

**Max** I work out for three hours every day.

**Oliver** What? Three hours?

**Max** Yes, I get up at six o'clock and I run ten kilometers before school. And then after school, I always go to the gym.

**Ryan** You're crazy!

2

**Max** Hey, where's Jacob?

**Oliver** Umm ... Jacob?

**Max** Yes, we always play soccer on Mondays and he's never late.

**Ryan** He's at choir practice. He goes with that new girl, you know, Lucia.

**Max** What?

3

**Max** It's soccer or choir ... you choose.

**Jacob** OK, Max, I choose choir!

🎧 2•04 page 54, exercise 1

My name's Marco and this is my typical day. I get up at seven thirty and I have breakfast at eight o'clock. I start school at eight forty-five and I have lunch at one o'clock. I finish school at three thirty and I get home at three fifty in the afternoon. I have my dinner at six o'clock and then I do my homework at six forty-five. I watch TV at eight o'clock and then I go to bed at ten o'clock.

🎧 2•06 page 55, exercise 6

starts, finishes, writes, plays, fixes, reads, teaches, does, eats

🎧 2•07 page 56, exercise 1

**Example**

**Ryan** I'm bored. What should we do?

**Megan** Let's watch TV. There's an awesome movie on at eight thirty.

**Ryan** OK, great! Let's watch that.

1

**Juan** What should we do?

**Lucas** What about playing video games? I have a great new game.

**Juan** No, it's a nice day! Let's play soccer instead.

**Lucas** OK, that's a good idea!

2

**Mel** It's a nice day. Why don't we go out?

**Katie** Great! Let's go to the park.

**Mel** OK, but I'm hungry. Let's buy some ice cream first.

**Katie** Good idea! Let's go!

🎧 2•08 page 56, exercise 2

1

**A** I'm bored. What should we do?

**B** Let's play on the computer.

**A** No, let's go out. Why don't we go to the movies instead?

**B** OK, that's a great idea.

2

**C** What should we do?

**D** Let's watch a movie.

**C** No, it's a nice day. Let's play tennis instead.

**D** OK, great. Let's go!

3

**E** I'm bored. What should we do?

**F** What about going to the park?

**E** No, I'm tired. Why don't we play video games instead?

**F** OK. Let's do that.

🎧 2•10 page 59, exercise 3

Hi, my name's Maria. I'm from Chicago. I study dance at the School of American Ballet in New York City. I live at the school, too. I always get up at seven o'clock in the morning. Sometimes I'm tired when I get up in the morning. Then I have breakfast at eight fifteen with the other students. Breakfast is great, and I'm always very hungry! In the morning, classes start at eight thirty. Between eight thirty and twelve thirty, we study math and English. Math is very boring! Then we have lunch at one o'clock. The food at the school is really good. After lunch, we study ballet. Our teacher is Mrs. Green and she's an awesome dancer. Our ballet class is from two thirty to four o'clock. It's a difficult day, but ballet is my passion and I love this school! In the evening, we always have dinner at six thirty. My teachers give me homework every day, and I usually do my homework at seven thirty. After that, we relax and I hang out with my friends. I watch TV or read a book, and I usually go to bed at ten o'clock.

🎧 2•12 page 61, exercise 4

1

**Lucia** I don't like science.

**Jacob** What? I love it! It's really interesting. What about your other classes? Do you like math?

**Lucia** Yes, I do. It's easy.

2

**Lucia** Who's your teacher?

**Jacob** Mr. Wilson. Does he teach you?

**Lucia** No, he doesn't. We have Mrs. Lee. She's very nice. I really like her.

3

**Oliver** Come back to the team, Jacob!

**Max** Jacob doesn't want to play soccer! Choirboys don't play soccer!

**Jacob** That's it! Let's go, Lucia!

🎧 2•13 page 62, exercise 1

**Example** English

1 P.E.

2 math

3 science

4 music

5 art

6 geography

7 history

8 computer science

9 drama

🎧 2•14 page 62, exercise 2

**1 Lucy** I love science. It's really interesting. I hate art because it's difficult.

**2 Mark** My favorite school subject is P.E. It's easy. I hate music. It's boring.

**3 Emma** I love English because it's easy. I hate history. It's difficult.

**4 Danny** My favorite subject at school is math. It's interesting. I hate geography. It's boring.

🎧 2•15 page 64, exercise 1

**Receptionist** What's your first name, please?

**Lucas** It's Lucas.

**Receptionist** OK, and what's your last name?

**Lucas** It's Teixeira.

**Receptionist** How do you spell that?

**Lucas** T-E-I-X-E-I-R-A.

**Receptionist** Thanks. How old are you, Lucas?

**Lucas** I'm 14.

**Receptionist** And where are you from?

**Lucas** I'm from Brazil.

**Receptionist** Where do you live in Brazil?

**Lucas** I live in Recife.

**Receptionist** What's your address?

**Lucas** It's 39, Rua dos Navigantes, Recife.

**Receptionist** And what's your cell phone number?

**Lucas** It's (817) 009-0014.

**Receptionist** Do you have an e-mail address?

**Lucas** Yes, I do. It's lucast@hooya.br.

**Receptionist** Great! One final question. What languages do you speak?

**Lucas** Umm ... I speak Portuguese and English.

🎧 2•17 page 67, exercises 2 and 3

**Dan** Is the new class schedule on the school website yet, Ellie?

**Ellie** I don't know. Let's look ... umm ... 7<sup>th</sup> grade ... yeah, here it is.

**Dan** What subjects do we have on Monday morning?

**Ellie** Well, we start with two periods of math ...

**Dan** What?! Math from nine to ten thirty on Monday morning? That's terrible. I hate math!

**Ellie** Really? I love it! It's easy.

**Dan** You're crazy! What's after math?

**Ellie** After math, we have our morning break, and then we have science and Spanish. That's not bad.

**Dan** What about Friday afternoon? What classes do we have after lunch on Friday?

**Ellie** Umm ... oh, no! We have P.E.! Two periods of P.E.! That's not fair! I hate P.E.

**Dan** What?! P.E. is my favorite class! I love it! When do we have computer science?

**Ellie** Umm ... we have computer science on Tuesday at 1:15, and then again on Thursday at 9 o'clock.

**Dan** Tuesday and Thursday? That's good. I really like computer science.

**Ellie** I like it, too. It's really interesting.



2-18 page 69, exercise 10

- 1  
**Boy 1** What's your name?  
**Girl 1** It's Elena.  
**Boy 1** Where are you from?  
**Girl 1** I'm from Canada.  
**Boy 1** Where do you live in Canada?  
**Girl 1** I live in Toronto.  
**Boy 1** What languages do you speak?  
**Girl 1** I speak English and French.

- 2  
**Girl 2** What time do you start school?  
**Boy 2** I start school at nine o'clock.  
**Girl 2** What's your favorite subject?  
**Boy 2** My favorite subject is science.  
**Girl 2** Do you like math?  
**Boy 2** No, I don't. I don't like it at all.

- 3  
**Boy 3** I'm bored. Why don't we do something?  
**Girl 3** What about watching TV? There's a good movie on.  
**Boy 3** No, it's a nice day. Let's play tennis instead.  
**Girl 3** OK, that's a good idea.

2-21 page 69, exercise 13

- Mateo** What time do you start school, Luke?  
**Luke** We start school at eight in the morning.  
**Mateo** Eight!? That's late! In Chile school starts at seven thirty!  
**Luke** Really? That's terrible!  
**Mateo** What time do you finish?  
**Luke** School finishes at three fifty, but I don't always go home then.  
**Mateo** Oh, what do you do after school?  
**Luke** Well, on Mondays and Wednesdays I go to after-school clubs. I go to computer club on Mondays, and tennis club on Wednesdays.  
**Mateo** Tennis club? That's cool. What other clubs are there?  
**Luke** Oh, there are a lot ... there's a dance club and a choir. And then there are a lot of different sports clubs ... soccer, basketball, track and field ...  
**Mateo** Wow! Are they expensive?  
**Luke** No, they aren't. The clubs are free – we don't pay!  
**Mateo** Really? That's awesome! I play tennis, too, but it costs \$5 a week and my mother says ...

2-24 page 73, exercise 4

- 1  
**Jacob** No, I can't.  
**Lucia** I can do it very well! Look!
- 2  
**Jacob** The team can't win without me and I feel bad.  
**Lucia** Go back to the team then, Jacob. Play in the big game!

3

- Lucia** You can sing very well, and you can play soccer.  
**Jacob** You're right! I can do both.

2-25 page 74, exercise 1

- Example** play volleyball  
 1 go skiing  
 2 go biking  
 3 do track and field  
 4 play tennis  
 5 do karate  
 6 play baseball  
 7 play basketball  
 8 go swimming  
 9 play field hockey  
 10 do gymnastics  
 11 play soccer

2-26 page 74, exercise 2

I love sports. On Mondays and Thursdays I do karate after school. On Tuesdays I play baseball at school. On Wednesdays I go swimming with my dad. On Fridays I play soccer and on Saturdays I play tennis. On Sundays I don't do any sports. I relax and watch them on TV!

2-28 page 75, exercise 3

- Example** They can play soccer.  
 1 I can't do gymnastics.  
 2 They can't speak English.  
 3 James can play baseball.  
 4 You can ski.

2-29 page 76, exercise 1

- Interviewer** How often do you use the Internet?  
**Tim** Oh, I use the Internet every day.  
**Interviewer** How often do you watch TV?  
**Tim** I watch TV every night for one or two hours.  
**Interviewer** How often do you go to the movies?  
**Tim** Well, I go to the movies once or twice a month.  
**Interviewer** How often do you play sports?  
**Tim** I play sports three or four times a week.

2-30 page 76, exercise 2

- Interviewer** How often do you watch TV?  
**Hannah** Umm, I watch TV three or four times a week. My favorite show is *The X-Factor*. It's fantastic!  
**Interviewer** How often do you use the Internet?  
**Hannah** I use the Internet every day. I chat with my friends and I use it for school.  
**Interviewer** How often do you play video games?  
**Hannah** Oh, I never play video games. They're boring.  
**Interviewer** How often do you send text messages?  
**Hannah** I send text messages seven or eight times a day! I love my cell phone!  
**Interviewer** How often do you go to the movies?

**Hannah** Well, I go to the movies four or five times a year. I rarely go because I watch movies on my laptop.

**Interviewer** How often do you play sports?

**Hannah** Umm, I play sports three times a week. I go swimming on Tuesdays and Thursdays and I play volleyball on Saturdays.

2-31 exercise 4

- 1  
**A** My brother loves sports.  
**B** Can he play soccer?  
**A** Yes, he can.
- 2  
**C** My friend Olivia lives in Spain.  
**D** Can she speak Spanish?  
**C** No, she can't.

3

- E** My cousin Robert is in the school choir.  
**F** Can he sing?  
**E** No, he can't. He can't sing at all!

2-33 page 79, exercise 2

- Radio presenter** Welcome to *Sports World*. The topic today is sports in our lives. We have Mateo on the line. So Mateo, how often do you play sports at school?  
**Mateo** Well, we have P.E. twice a week.  
**Radio presenter** Do you like P.E.?  
**Mateo** No, I hate it. We always play basketball in P.E. and I can't play basketball.  
**Radio presenter** Do you play any team sports after school?  
**Mateo** No, I don't, but my brother does. He's good at sports, and he can play soccer very well. He plays on the school team. I think soccer is boring!  
**Radio presenter** So what sports do you like?  
**Mateo** My favorite sport is skateboarding. It's cool!  
**Radio presenter** OK, thanks, Mateo. Right! Steve is on the line now. So Steve, do you like sports?  
**Steve** Yes, I love sports. Karate and swimming are my favorite sports. I do karate twice a week and I go swimming once a week. P.E. is my favorite class!  
**Radio presenter** And what sports do you do in P.E.?  
**Steve** We have P.E. on Friday afternoon. We play soccer and baseball in winter and tennis in summer.  
**Radio presenter** Are you good at sports?  
**Steve** I can play soccer and baseball well, but I can't play tennis at all!

🔊 2-35 page 81, exercise 4

- 1  
**Max** Where are you two going?  
**Ryan** We're going to choir.
- 2  
**Ryan** Why are they all wearing red T-shirts and black pants?  
**Oliver** They're the clothes for the show.
- 3  
**Ryan** I can't see Jacob. Where is he?  
**Oliver** He's in front of Lucia. Look, they're talking.  
**Ryan** Shh! They're starting. Be quiet!

🔊 2-36 page 82, exercise 1

- 1 hat
- 2 dress
- 3 shoes
- 4 shirt
- 5 jacket
- 6 sweater
- 7 pants
- 8 top
- 9 skirt
- 10 boots
- 11 hoodie
- 12 T-shirt
- 13 shorts
- 14 sneakers

🔊 2-37 page 82, exercise 3

- 1 They're twenty-two dollars fifty cents.
- 2 It's sixty-eight dollars.
- 3 They're eighty dollars.
- 4 They're ninety-eight dollars.
- 5 It's thirty-six dollars fifty cents.
- 6 It's twenty-four dollars ninety-five cents.
- 7 It's fifty-nine dollars ninety-six cents.
- 8 They're ninety-eight dollars ninety-five cents.

🔊 2-38 page 83, exercise 3

- Example** Lucy is talking on her cell phone.
- 1 Lucas is listening to music.
  - 2 Rafael and Dylan are playing soccer.
  - 3 Charlie is reading a book.
  - 4 Lola and Isabela are doing gymnastics.
  - 5 Nathan is playing the guitar.
  - 6 Paula is singing her favorite song.

🔊 2-39 page 84, exercise 1

- 1  
**Julia** Excuse me. How much is this top?  
**Salesperson 1** It's \$13.99.  
**Julia** Can I try it on?  
**Salesperson 1** Yes, of course. What size are you?  
**Julia** I'm a medium.  
**Salesperson 1** Here you are. The changing rooms are over there.  
*Later ...*  
**Salesperson 1** Is it OK?  
**Julia** Yes, it is. I'll take it.

2

- Salesperson 2** Can I help you?  
**Adam** Yes, please. Do you have these pants in medium?  
**Salesperson 2** Yes, I do. Here they are.  
**Adam** Can I try them on?  
**Salesperson 2** Yes, of course.  
*Later ...*  
**Salesperson 2** Are they OK?  
**Adam** No, they're too small. Do you have them in large?  
**Salesperson 2** No, I don't. I'm sorry.  
**Adam** OK. Thanks anyway.

3

- Salesperson 3** Can I help you?  
**Elena** No, thanks. I'm just looking.

🔊 2-40 page 84, exercise 2

- 1  
**Salesperson** Can I help you?  
**Girl** Yes, please. How much are these jeans?  
**Salesperson** They're \$52.95.  
**Girl** Can I try them on?  
**Salesperson** Yes, of course. What size are you?  
**Girl** I'm a small.  
**Salesperson** Here you are ... How are they?  
**Girl** They're perfect. I'll take them.

2

- Boy** Excuse me. How much are these sneakers?  
**Salesperson** They're \$45.50.  
**Boy** Can I try them on?  
**Salesperson** Yes, of course. What size are you?  
**Boy** I'm size 7.  
**Salesperson** Here you are ... are they OK?  
**Boy** No, they're too big. Thanks anyway.

🔊 2-42 page 87, exercise 2

- Sasha** Excuse me. I'm doing a survey about teenagers and their clothes. Can I ask you some questions?  
**Zoe** Yes, sure.  
**Sasha** What style of clothes do you like?  
**Zoe** I like casual clothes. I don't wear formal clothes. I usually wear T-shirts and jeans. In summer, I usually wear a top and a skirt. I only wear a dress for parties.  
**Sasha** What clothes don't you like?  
**Zoe** I don't like sports clothes very much. They're boring.  
**Sasha** How often do you buy clothes?  
**Zoe** I usually buy something new every month.  
**Sasha** What colors do you like?  
**Zoe** I love red and orange. I don't like gray, and I hate pink.  
**Sasha** Where do you usually buy your clothes?  
**Zoe** My favorite stores are Zara and the Gap. Their clothes are cool. I also like street markets.  
**Sasha** You're wearing a very trendy outfit today. I like your red sneakers and your shorts are cool. Are they from the Gap?  
**Zoe** No, they're my sister's shorts. She buys her clothes from thrift stores.

🔊 2-43 page 89, exercise 8

- 1  
**A** Excuse me. How much is this jacket?  
**B** It's \$49.45.  
**A** Can I try it on?  
**B** Yes, of course. What size are you?  
**A** Umm, I'm a medium.  
**B** Here you are. The changing rooms are over there.  
*Later ...*  
**B** Is it OK?  
**A** Yes, it is. I'll take it.

2

- C** How often do you use the Internet?  
**D** Oh, I use it every day. I chat with friends.  
**C** How often do you go to the movies?  
**D** I go to the movies twice a month.  
**C** How often do you play sports?  
**D** Never. I hate sports.

🔊 2-46 page 89, exercise 11

- Adam** Hello!  
**Matt** Hi, Adam. Are you at the sports day?  
**Adam** Yes, I am. We're all here. It's so cool!  
**Matt** What are you doing?  
**Adam** We're doing different things. I'm doing track and field.  
**Matt** Are Beth and Sam with you?  
**Adam** No, they aren't. Beth's doing gymnastics and Sam's playing baseball!  
**Matt** Baseball? Really? How's he doing?  
**Adam** Well, he can't play at all, but he's having fun!  
**Matt** What about Lily?  
**Adam** Lily's playing tennis, I think.  
**Matt** Oh, right! And is Rafael doing karate?  
**Adam** No, he isn't. They aren't doing karate today. He's at the swimming pool. He's swimming.

🔊 2-47 page 89, exercise 12

- 1  
**Salesperson** Can I help you?  
**Jon** Yes, please. How much are these shorts?  
**Salesperson** They're \$24.  
**Jon** Hmm, \$24. Can I try them on?  
**Salesperson** Yes, of course. What size are you?  
**Jon** I think I'm a large.  
**Salesperson** Here you are. The changing rooms are over there ... Are they OK?  
**Jon** Yes, they are. I'll take them.

2

- Daniela** Excuse me. How much is this skirt, please?  
**Salesperson** Let me see. It's \$32.50.  
**Daniela** Do you have it in a small?  
**Salesperson** Yes, we do. Here you are.  
**Daniela** Great. Can I try it on?  
**Salesperson** Yes, of course ... Is it OK?  
**Daniela** No, it isn't. It's too big. Thanks anyway.  
**Salesperson** OK, no problem.



# Workbook answer key

## Unit 1

### Page W4

- 1  
1 Brazil Brazilian  
2 Russia Russian  
3 China Chinese  
4 Chile Chilean  
5 South Korea Korean  
6 Japan Japanese  
7 Canada Canadian  
8 Australia Australian  
9 the United States American  
10 the United Kingdom British

- 2  
1 she 2 we 3 they

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

- 4  
1 It 2 They 3 He 4 We 5 It  
6 You

- 5  
1 are 2 is 3 am 4 is 5 are 6 are  
7 are 8 is, am

- 6  
1 I'm 2 My dog's 3 We're  
4 My mom's 5 Saturday's  
6 They're 7 My dad's 8 You're

- 7  
1 I'm 2 I'm 3 They're 4 It's  
5 She's 6 he's 7 We're 8 They're

### Page W5

- 8  
1 your 2 his 3 her 4 its 5 our  
6 your 7 their

- 9  
1 your 2 Our 3 its 4 His 5 Her  
6 your 7 their 8 my

- 10  
1 its 2 my 3 Their 4 our 5 Their  
6 Their

- 11  
1 a 2 an 3 a 4 a 5 an 6 a  
7 an 8 an

- 12  
1 I'm 2 Australian 3 My 4 a  
5 are 6 They're 7 their 8 her  
9 We're 10 is 11 is 12 He's  
13 He's 14 his 15 are

- 13  
1 She's 2 a 3 Her 4 He's 5 Its  
6 are 7 is 8 It's

- 14  
1 is 2 We're 3 our 4 We're 5 a  
6 His 7 is 8 It's

### Page W6

- 1  
1 How are you 6 Good afternoon  
2 you 7 How are  
3 fine 8 well  
4 later 9 I'm  
5 See 10 Goodbye

- 2  
**When you meet** **When you leave**  
Hi. Bye bye.  
Hello. Goodbye.  
How are you? Have a nice day.  
I'm fine, thanks. See you!  
See you on Saturday.

- 3  
2 c 3 e 4 b 5 a

- 4  
1 How are you, Jamie?  
2 I'm fine,  
3 I'm very well, thanks.  
4 Bye, Paula! Have a good weekend.  
5 See you on Monday.

- 5  
1 Good afternoon, Mr. Hayes.  
2 How are you?  
3 I'm very well, thanks. And you?  
4 I'm fine, thanks.  
5 Goodbye, Ms. Robin. Have a nice weekend.  
6 Thanks. Goodbye. See you on Monday.

- 6  
Students' own answers.

### Page W7

- 1  
1 The Bell Tower  
2 The Bird's Nest stadium  
3 The Forbidden City
- 2  
1 True  
2 False She's in the Xijuan Hotel.  
3 False *Hutongs* are very old streets.  
4 False Her favorite *hutong* is near the Bell Tower area.  
5 False The Bird's Nest is the national stadium.  
6 True

- 3  
Students' own answers.

## Unit 2

### Page W10

- 1  
2 dad 5 aunt  
3 grandma 6 sister  
4 uncle 7 cousin  
Mystery word: parents

- 2  
1 sister 6 aunt  
2 mom 7 grandpa  
3 grandma 8 uncle  
4 grandparents 9 brother  
5 cousin

- 3  
1 I'm not in a rock band.  
2 You aren't a new student.  
3 The windows aren't open.  
4 Mr. Reed isn't our teacher.  
5 My mom isn't Chilean.  
6 We aren't in the school choir.

- 4  
1 'm not 2 aren't 3 isn't 4 isn't  
5 aren't 6 isn't

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

- 6  
1 Are, they aren't 3 Are, we are  
2 Is, it is 4 Are, I'm not

### Page W11

- 7  
1 Is Nicolas 14?  
2 Am I on the new soccer team?  
3 Is blue your favorite color?  
4 Are Lucy and Sam Australian?  
5 Is dinner ready?

- 8  
1 When 4 How old  
2 Where 5 What  
3 Who

- 9  
1 Where are your mom and dad from?  
2 What's your favorite color?  
3 How old is your mom?  
4 Who's your favorite singer?  
5 When's your birthday?  
+ Students' own answers.

- 10  
1 Are 5 What's  
2 How old 6 Who's  
3 When's 7 What's  
4 Are you 8 Who's

- 11  
1 He isn't American. He's British.  
2 She isn't 18. She's 16.  
3 Her birthday isn't in December.  
It's in April.

- 4 She isn't a student at Salvation College. She's a student at Red House School.
- 5 The name of her band isn't Hayley. The name of her band is The Party Girls.
- 6 Her brother and her best friend aren't in the band. Her sister and her cousin are in the band.

12

- 1 Where are your parents from?
- 2 How old are you?
- 3 When's your birthday?
- 4 What's your favorite movie?
- 5 Who's your favorite singer?
- + Students' own answers.

## Page W12

1

- 1 It's eight thirty.
- 2 It's ten fifteen.
- 3 It's ten forty-five.
- 4 It's five oh five.
- 5 It's eight fifty.
- 6 It's seven twenty-five.
- 7 It's twelve forty.
- 8 It's one o'clock.

2

- 1 ten 2 o'clock 3 What 4 at

3

- 1 A What time is *American Dad*?  
B It's at seven ten.
- 2 A What time is *CSI Miami*?  
B It's at seven forty.
- 3 A What time is *The Mentalist*?  
B It's at eight forty-five.
- 4 A What time is *Law and Order*?  
B It's at nine fifty.

4

Students' own answers.

## Page W13

1

- 1 Clare 2 Lizzie 3 Victoria

2

- 1 False It's in May.
- 2 True
- 3 False He's one of three children.
- 4 True
- 5 False *One Flew Over the Cuckoo's Nest* is his favorite movie.
- 6 True

3

Students' own answers.

## Unit 3

### Page W16

1

- |               |            |
|---------------|------------|
| 1 hall        | 5 kitchen  |
| 2 office      | 6 bathroom |
| 3 living room | 7 bedroom  |
| 4 dining room |            |

2

- 1 bath 2 sofa 3 toilet 4 bed  
5 sink

3

- 1 behind 2 between 3 on  
4 in 5 under 6 near 7 next to  
8 opposite

4

- |                |               |
|----------------|---------------|
| 1 There are    | 4 There's     |
| 2 There isn't  | 5 There isn't |
| 3 There aren't | 6 There's     |

### Page W17

5

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 Are there<br>No, there aren't. | 4 Are there<br>No, there aren't. |
| 2 Are there<br>No, there aren't. | 5 Is there<br>Yes, there is.     |
| 3 Is there<br>No, there isn't.   | 6 Is there<br>No, there isn't.   |

6

- 1 any 2 any 3 some 4 any  
5 some 6 any 7 any

7

- 1 The boxes are opposite the door.
- 2 The women are in the garden.
- 3 Your sandwiches are on the table.
- 4 The shelves are near the window.
- 5 His feet are very big!
- 6 My cats are under the desk!
- 7 The children are in bed.

8

- |          |            |
|----------|------------|
| 1 any    | 10 on      |
| 2 on     | 11 is      |
| 3 isn't  | 12 on      |
| 4 boxes  | 13 a       |
| 5 is     | 14 next to |
| 6 under  | 15 on      |
| 7 are    | 16 are     |
| 8 behind | 17 there's |
| 9 isn't  | 18 behind  |

### Page W18

1

- |                       |             |
|-----------------------|-------------|
| 1 on the first floor  | 5 opposite  |
| 2 kitchen             | 6 Where are |
| 3 on the second floor | 7 next to   |
| 4 next to             | 8 near      |

2

- 1 Thanks. Goodbye. 3  
Excuse me. Where's the reception desk, please? 1  
It's on the first floor. 2  
A Excuse me. Where's the reception desk, please?  
B It's on the first floor.  
A Thanks. Goodbye.
- 2 Thanks. 3  
It's on the second floor. It's near the stairs. 2  
Excuse me. Where's the 3D movie theater, please? 1  
A Excuse me. Where's the 3D movie theater, please?  
B It's on the second floor. It's near the stairs.  
A Thanks.
- 3 Excuse me. Where are the stairs, please? 1  
Thanks. 3  
They're next to the reception desk. 2  
A Excuse me. Where are the stairs, please?  
B They're next to the reception desk.  
A Thanks.

3

- |                      |                |
|----------------------|----------------|
| 1 opposite           | 4 on the first |
| 2 on the first floor | 5 between      |
| 3 next to            | 6 restrooms    |

4

Suggested answers:

- 1 A student wants to go to the language laboratory.  
**Student** Excuse me. Where's the language laboratory?  
**You** It's on the second floor. It's opposite the TV room.  
**Student** Thanks.
- 2 A student wants to go to the office.  
**Student** Excuse me. Where's the office?  
**You** It's on the first floor. It's opposite Classroom 1.  
**Student** Thanks.
- 3 A student wants to go to Classroom 4.  
**Student** Excuse me. Where's Classroom 4?  
**You** It's on the second floor. It's between Classroom 3 and Classroom 5.  
**Student** Thanks.

## Page W19

1

- 1 Hearst Castle is about ninety years old.
- 2 There are two swimming pools in the castle.
- 3 There are zebras and other exotic animals in the park.
- 4 The Roman Pool is the indoor swimming pool. / The Neptune Pool is the outdoor swimming pool.
- 5 There are eighteen living rooms.
- 6 Children's tickets are \$12. / Adults' tickets are \$25.

2

Students' own answers.



## Unit 4

### Page W22

- 1  
2 bike 6 tablet  
3 digital camera 7 laptop  
4 watch 8 MP3 player  
5 cell phone 9 guitar  
My favorite thing is my skateboard.

- 2  
1 dad's 4 men's  
2 children's 5 aunt and uncle's  
3 Alice and Emma's

- 3  
1 Whose bikes are they? They're the students'.  
2 Whose laptop is it? It's my mom's.  
3 Whose cell phone is it? It's Tom's.  
4 Whose game console is it? It's the boys'.  
5 Whose watch is it? It's my sister's.

- 4  
1 Grandma Ana is Mom's mom.  
2 My cousin Ruth is my aunt and uncle's daughter.  
3 Aunt Amy is Mom's sister.  
4 Grandpa Bill is Mom's dad.  
5 Uncle Ian is Mom's brother.

- 5  
1 It's Layla and Michael's house.  
2 When is Lucy's birthday?  
3 Where are the children's bikes?  
4 It's the teacher's digital camera.  
5 Those are the boys' books.

### Page W23

- 6  
1 those 2 Those 3 this 4 This  
5 that

- 7  
1 This 2 These 3 That 4 These  
5 That

- 8  
1 Who 2 those 3 Those 4 Who's  
5 That's 6 Emma's 7 Whose  
8 grandparents' 9 that

### Page W24

- 1  
3<sup>rd</sup> third 12<sup>th</sup> twelfth  
5<sup>th</sup> fifth 20<sup>th</sup> twentieth  
8<sup>th</sup> eighth 22<sup>nd</sup> twenty-second  
9<sup>th</sup> ninth 30<sup>th</sup> thirtieth

- 2  
January, February, March, April, May,  
June, July, August, September, October,  
November, December

- 3  
1 5th 2 12 3 in 4 on 5 When  
6 August 2<sup>nd</sup>

- 4  
1 A When's Kristen Stewart's birthday?  
B It's on April 9<sup>th</sup>.  
2 A When's Rafa Nadal's birthday?  
B It's on June 3<sup>rd</sup>.  
3 A When's Taylor Lautner's birthday?  
B It's on February 11<sup>th</sup>.

- 5  
1 It's on August 9<sup>th</sup>.  
2 When's your mom's birthday?  
3 It's on December 17<sup>th</sup>.  
4 When's your brother's birthday?

- 6  
Students' own answers.

### Page W25

- 1  
1 Snakes, iguanas, and miniature pigs are popular in the U.S.  
2 Adam's pet is a dog.  
3 She's black, brown, and white.  
4 He's a milk snake.  
5 His favorite food is insects.  
6 His home is in China.

- 2  
Students' own answers.

## Unit 5

### Page W28

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

- 2  
1 have 2 start 3 have 4 finish  
5 get 6 do 7 have 8 watch 9 go

- 3  
1 speak 2 lives 3 comes 4 listen  
5 works 6 eats 7 starts 8 play

- 4  
1 lives 2 speak 3 gets up 4 runs  
5 goes 6 loves 7 have 8 listens  
9 plays

- 5  
Across  
2 matches 5 finishes 7 studies  
10 kisses  
Down  
1 watches 3 has 4 goes 5 fixes  
6 cries 8 tries 9 does

### Page W29

- 6  
1 She studies French at school.  
2 He watches TV at night.  
3 She plays tennis on Mondays.  
4 He goes to school on Saturdays.  
5 She has lunch at home.

- 7  
1 at 2 on 3 in 4 at 5 in 6 on  
7 in 8 on

- 8  
1 at, on 2 on 3 on 4 in, on 5 at  
6 in

- 9  
1 Douglas often goes to the movies.  
2 They are never late.  
3 She usually plays tennis on Tuesdays.  
4 I sometimes meet my friends on Saturdays.  
5 You are always hungry.  
6 I rarely walk to school.

- 10  
1 Marcus never goes to bed before ten o'clock.  
2 Olivia rarely studies on Saturdays.  
3 I usually finish volleyball at six o'clock.  
4 Mom sometimes listens to the radio.  
5 Gabriela always goes to the U.S. in August.  
6 Jacob often plays tennis on Fridays.

- 11  
1 always has  
2 is rarely  
3 always finishes  
4 usually does  
5 sometimes watches  
6 never plays  
7 often plays  
8 usually stays  
9 often plays  
10 sometimes chats  
11 always goes

### Page W30

- 1 seven thirty 5 good idea  
2 watch 6 Why don't  
3 about 7 Let's go!  
4 instead

- 2  
1 No, it's cold. What about watching a DVD? 3  
OK, let's do that. 4  
I'm bored. Let's do something. 1  
Why don't we go for a walk? 2  
A I'm bored. Let's do something.  
B Why don't we go for a walk?  
A No, it's cold. What about watching a DVD?  
B OK, let's do that.

- 2 No, it's late. Let's do our homework, instead. 2  
Let's play video games. 1  
OK, great idea! 4  
Oh ... OK, but why don't we play video games after we finish? 3  
**A** Let's play video games.  
**B** No, it's late. Let's do our homework instead.  
**A** Oh ... OK, but why don't we play video games after we finish?  
**B** OK, great idea!
- 3 No, these DVDs are boring. Let's watch TV, instead. 2  
Good idea. Let's do that! 3  
It's a horrible day! Why don't we watch a DVD? 1  
**A** It's a horrible day! Why don't we watch a DVD?  
**B** No, these DVDs are boring. Let's watch TV instead.  
**A** Good idea. Let's do that!

3  
Students' own answers.

4  
Students' own answers.

## Page W31

- 1  
1 The Observatory 3 Night Work  
2 The *Residencia* 4 Free Time
- 2  
1 True  
2 False He works for eight days and then he is at home for six days.  
3 False The *Residencia* is three kilometers from the Observatory.  
4 False He starts work at eight p.m.  
5 True  
6 False He plays tennis with Carmen.
- 3  
1 astronomer  
2 Paranal ESO Observatory  
3 works  
4 is at home  
5 lives  
6 *Residencia*  
7 works at  
8 starts work  
9 eight o'clock  
10 evening  
11 goes  
12 morning  
13 has  
14 *Residencia*  
15 goes  
16 swimming pool  
17 gym  
18 goes to the movies  
19 plays tennis

4  
Students' own answers.

## Unit 6

### Page W34

- 1  
1 math 4 art  
2 English 5 geography  
3 music 6 drama  
Mystery word: history

2  
Students' own answers.

- 3  
1 don't 2 doesn't 3 don't  
4 doesn't 5 don't 6 doesn't  
7 don't 8 don't

- 4  
1 don't write 4 doesn't get  
2 doesn't have 5 don't study  
3 don't use 6 don't go

- 5  
1 Does Rafa Nadal speak Spanish?  
Yes, he does.  
2 Does Katy Perry come from the U.S.?  
Yes, she does.  
3 Do you play golf?  
No, I don't. / No, we don't.  
4 Do Brazilian children start school at 4?  
No, they don't.

- 6  
1 What instrument does Lisa Simpson play?  
Lisa Simpson plays the saxophone.  
2 When do people celebrate Valentine's Day?  
People celebrate Valentine's Day on February 14<sup>th</sup>.  
3 Where does the American President live in Washington, D.C.?  
The American President lives in the White House.  
4 Where does Bruno Mars come from?  
Bruno Mars comes from Hawaii.

### Page W35

- 7  
1 When 2 What time 3 What time  
4 Where 5 What  
Students' own answers.

- 8  
1 Where does Juan go to school?  
2 What time does Katie get up?  
3 When do you have science?  
4 What do the children watch on DVD?  
5 How do you spell "yogurt"?

- 9  
1 her 2 it 3 him 4 us 5 me  
6 you

- 10  
1 do 9 don't do  
2 study 10 love  
3 Do you study 11 Do you sing  
4 do 12 don't  
5 study 13 sing  
6 do you study 14 do you want  
7 don't like 15 want  
8 do you do

- 11  
1 What subjects does she study?  
She studies drama, dance, music, English, art, computer science, science, history, geography, and math.  
2 Does she like math?  
No, she doesn't like it.  
3 When does she study drama, dance, and music?  
She studies them on Thursdays and Fridays.  
4 Does she sing in a choir at school?  
No, she doesn't, but she sings in a band with her friends.  
5 What does she wants to do in the future?  
She wants to be a star, and sing and act in big musicals.

### Page W36

- 1  
1 what's 2 How 3 How old 4 where  
5 do you live 6 live 7 What's  
8 what's 9 Do you 10 do you speak

- 2  
1 Where are you from?  
2 How do you spell your last name?  
3 What's your first name, please?  
4 How old are you?  
5 What's your last name?  
6 What's your cell phone number?  
7 Do you have an e-mail address?  
8 What languages do you speak?  
9 Where do you live?

- 3  
**You** What's your first name ?  
**Josh** It's Josh.  
**You** OK, and what's your last name?  
**Josh** It's Davis.  
**You** How do you spell that?  
**Josh** It's D-A-V-I-S.  
**You** Thanks. How old are you, Josh?  
**Josh** I'm 13 years old.  
**You** And where are you from?  
**Josh** I'm from Canada.  
**You** Where do you live in Canada?  
**Josh** I live in Montreal.  
**You** What's your address?  
**Josh** It's 10 Winston Avenue, Houston.  
**You** And what's your cell phone number?  
**Josh** It's (321)- 222-4297.  
**You** Do you have an e-mail address?  
**Josh** Yes, I do. It's josh1@hooya.com  
**You** Great! One final question. What languages do you speak?  
**Josh** I speak English and French.



4  
Students' own answers.

## Page W37

- 1  
1 They come from all over the world.  
2 They start in July and finish at the end of August.  
3 They usually study in the mornings.  
4 They play sports in the afternoons.  
5 They watch movies, do karaoke, or have discos.  
6 They go on trips to awesome places in Florida. / They go to Disney World or The Wizarding World of Harry Potter.

2  
Students' own answers.

## Unit 7

### Page W40

- 1  
1 gymnastics 6 biking  
2 swimming 7 karate  
3 skiing 8 volleyball  
4 soccer 9 field hockey  
5 tennis  
Kate's favorite sport is basketball.
- 2  
1 swimming 5 biking  
2 skiing 6 karate  
3 baseball 7 basketball  
4 track and field
- 3  
1 Emily can play volleyball, but she can't do gymnastics.  
2 My dad can speak Spanish, but he can't speak Japanese.  
3 I can swim, but I can't play volleyball.  
4 We can play tennis, but we can't do karate.  
5 Susan can ride a bike, but she can't sing.  
6 Josh and Dan can play soccer, but they can't play basketball.

4  
1 can 2 can 3 can't 4 can 5 can  
6 can 7 can 8 can't

- 5  
1 Leo can't play the guitar very well.  
2 Rosy can play the guitar quite well.  
3 Rosy and Leo can ride a bike very well.  
4 Leo can sing quite well.  
5 Rosy and Leo can't ski at all.

### Page W41

- 6  
1 Can your dad sing?  
Yes, he can.  
2 Can you and Paula speak Spanish?  
Yes, we can.

- 3 Can your parents play tennis?  
No, they can't.  
4 Can Paula sing?  
No, she can't.  
5 Can your dad speak Spanish?  
No, he can't.  
6 Can you swim?  
Yes, I can.

7  
1 Close 2 Look 3 Don't be 4 Cook  
5 Don't talk

- 8  
1 Don't drink 2 Be 3 Don't play  
4 Wash 5 Don't take

9  
1 play 2 Don't 3 Come 4 can't  
5 Learn 6 very well 7 Call 8 visit

### Page W42

- 1  
1 every 2 often 3 night  
4 How often 5 once 6 do 7 times
- 2  
1 every day 3 once a week  
2 three times a week 4 twice a month
- 3  
1 A How often do you go to the movies?  
B I go to the movies once a month.  
2 A How often do you clean your bedroom?  
B I clean my bedroom once a week.  
3 A How often do you take a shower?  
B I take a shower every morning.
- 4  
1 How often does she go swimming?  
She goes swimming every day.  
2 How often does she play volleyball?  
She plays volleyball once a week.  
3 How often does she do gymnastics?  
She does gymnastics three times a week.
- 5  
Students' own answers.

### Page W43

- 1  
1 Middle school students usually have three classes of P.E. a week.  
2 Soccer, and swimming are the Canadian top teen sports.  
3 Kerry's favorite sport is soccer.  
4 Jason doesn't play water polo at school. / Jason plays water polo at the swimming pool near his house. / Jason plays tennis and does track and field at school.  
5 Jason can't run and jump at all. / Jason can play tennis quite well.  
6 The Dolphins is the name of Jason's water polo team.

2  
Students' own answers.

## Unit 8

### Page W46

1

P	A	S	N	E	A	K	E	R	S
S	H	S	H	O	R	T	S	E	B
A	L	R	M	I	S	O	N	R	T
B	P	S	K	I	R	T	E	S	J
O	H	S	D	A	W	T	H	S	A
O	A	E	K	C	A	I	E	T	C
T	T	O	Q	E	R	J	O	N	K
S	D	H	W	T	T	O	P	A	E
F	S	S	E	R	D	H	K	P	T
E	S	E	I	D	O	O	H	E	R

sneakers dress hat shirt  
shorts hoodie pants sweater  
skirt boots jacket T-shirt  
top hat

2  
1 skirt 2 hoodie 3 boots 4 pants  
5 sneakers 6 shirt 7 sweater 8 hat

3  
1 one dollar sixty  
2 ten dollars  
3 twenty-six dollars thirty  
4 45c  
5 \$1.30  
6 \$3.99  
7 \$100  
8 \$29.50

4  
1 're going 5 'm doing  
2 're watching 6 's sleeping  
3 's listening 7 're eating  
4 's playing 8 're buying

5  
1 studying 7 chatting  
2 winning 8 having  
3 cleaning 9 running  
4 using 10 stopping  
5 sitting 11 playing  
6 making 12 dancing

6  
1 I'm chatting with my cousin.  
2 Grandma's sitting in the garden.  
3 Our team's winning the game.  
4 Jack's cleaning his bedroom.  
5 We're making cakes for the party.  
6 I'm studying math.  
7 Sue's using the computer.

## Page W47

7

- |                    |                   |
|--------------------|-------------------|
| 1 isn't using      | 5 aren't sleeping |
| 2 aren't listening | 6 aren't playing  |
| 3 isn't stopping   | 7 aren't making   |
| 4 isn't wearing    | 8 isn't doing     |

8

- 1 Is Dad making lunch?  
Yes, he is.
- 2 Are you using the computer?  
No, I'm not. / No, we aren't.
- 3 Is Sophie doing gymnastics?  
Yes, she is.
- 4 Are they winning the game?  
Yes, they are.
- 5 Is the movie starting?  
No, it isn't.
- 6 Are those people speaking Russian?  
No, they aren't.

9

- |                  |                     |
|------------------|---------------------|
| 1 are they going | 4 's he sitting     |
| 2 's she wearing | 5 are they watching |
| 3 's she running |                     |

10

- 1 'm doing
- 2 'm studying
- 3 'm learning
- 4 'm waiting
- 5 's playing
- 6 's visiting
- 7 's sleeping
- 8 isn't sleeping
- 9 's eating
- 10 are you doing
- 11 Are you having
- 12 Is your cousin staying

11

- 1 We're going
- 2 Why is your mom singing?
- 3 She isn't singing
- 4 I'm finishing
- 5 She's chatting online
- 6 Who's she chatting with?

## Page W48

1

- 1 What size are you?
- 2 Here you are.
- 3 I'll take it.
- 4 Yes, please.
- 5 Can I try them on?
- 6 No, they're too small.

2

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

3

- No, they're too small. Do you have a size six? 7
- Can I try them on? 3
- Excuse me. How much are these shoes? 1
- Yes, of course. What size are you? 4
- Here you are. Are they OK? 6
- They're \$39.99. 2
- I'm size five. 5
- OK. I'll leave them. 9
- No, I don't. I'm sorry. 8
- Ellie Excuse me. How much are these shoes?
- Salesperson They're \$39.99
- Ellie Can I try them on?
- Salesperson Yes, of course. What size are you?
- Ellie I'm a size five.
- Salesperson Here you are. Are they OK?
- Ellie No, they're too small. Do you have a size six?
- Salesperson No, I don't. I'm sorry.
- Ellie OK. I'll leave them.

4

Students' own answers.

## Page W49

1

- 1 She likes her uniform.
- 2 She can't wear shorts, sneakers, jewelry, or make-up.
- 3 She's wearing a blazer, a shirt, a tie, and a skirt. / She's wearing her uniform.
- 4 Because it's boring and uncomfortable.
- 5 He's wearing his typical school clothes – a shirt, pants, and shoes.
- 6 They can't wear high-heeled shoes or short skirts.

2

Students' own answers.











