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# Introduction

# Who is Project fourth edition for?

*Project fourth edition* is a five-level course for young learners aged 10–14 / 15. The whole course takes learners from beginner to intermediate level.

# What are the aims of Project?

*Project fourth edition* combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner development, project work, a task-based methodology, role play, and cross-curricular themes, while providing a solid grammar framework and thorough practice of structures, functions and vocabulary.

*Project fourth edition* is also shaped by the experience of teachers and students in a range of countries who have used *Project* successfully for many years.

Project fourth edition aims to bring English to life within a structured learning environment. By presenting and practising language in realistic, motivating contexts, students are helped and encouraged to use their language knowledge and skills both in the classroom and in the outside world. Project work, for example, actively encourages students to use their English with creativity and imagination, while at the same time consolidating the new grammar and vocabulary that they have learned.

The strong cultural focus of the course also helps students to establish a connection between language and life. Aspects of life in both Britain and other English-speaking countries are regularly presented, with students being invited to explore differences and draw comparisons with their own cultural backgrounds.

# What does Project 1 consist of?

# Student's Book

The Student's Book has six units. Each unit contains:

- eight pages of vocabulary, grammar and skills work
- a Culture page
- an English Across the Curriculum page, introducing other school subjects in English
- a revision page
- a project
- a song

At the back of the book you will also find:

- a game
- a world map
- the phonetic alphabet
- pronunciation activities
- extended reading texts

# Workbook

The Workbook contains:

- Activities for further practice and reinforcement of the language in the Student's Book. These include graded exercises for grammar consolidation activities and vocabulary practice as well as fun activities, such as wordsquares, and crosswords.
- A Progress check at the end of each unit. At the end of the Progress check there is an *l can* ... section. This contains a series of questions which enable students to identify what they have learned. It reflects the Common European Framework in terms of monitoring language progress.
- A grammar reference section with tables and rules to illustrate the main grammar points of each unit.
- A wordlist with all the new words for each unit, and their phonetic transcriptions.
- An audio CD for listening practice either at home or in the classroom. There is one listening activity in each lesson of the Workbook.

# **Class** CDs

All the Student's Book listening material is recorded here, including

- comprehension texts
- listening skills activities
- some grammar drills
- pronunciation activities including rhymes and tongue twisters
- songs
- All the items on the CD are numbered and indicated in the Student's Book by this symbol: 🚱

# DVD

There is a DVD for each level which can be used to supplement the Culture pages of the course or used on its own to revise and extend what has been taught in each unit.

The DVD also has animated versions of the Mickey, Millie and Mut cartoons that appear in the Students' Book.

# iTools

Project iTools contains:

- page-on-screen functionality
- pop-up Student's Book answer keys and audio
- DVD material for every unit
- further interactive resources
- All the animated cartoons and culture materials are available on both the DVD and iTools. They are indicated in the Student's Book by this symbol:

# **Teacher's Book**

The Teacher's Book contains:

- Suggestions for classroom management and teaching techniques.
- Ideas for warmer and filler activities simple activities you can do which require no preparation.
- Complete lesson notes with keys for all the activities in the Student's Book.
- Optional extra activities for fast finishers.
- A key for all the Workbook activities.
- Student's Book and Workbook audio scripts.

# **Teacher's Resources Multi-ROM**

This is at the back of the Teacher's Book. It contains:

- 48 photocopiable activities (with teaching notes) to cover the grammar, vocabulary and skills covered in the Student's Book.
- 2 Digital workshops practical step-by-step guides on using digital in the classroom. In level 1, these workshops focus on the websites *Glogster* for doing projects digitally, and *Quizlet* for making online flashcards.
- Interactive activities for vocabulary, grammar and communication.

# **Test Builder**

This is a bank of activities, which offers ready-made tests or the opportunity to create new versions of tests at the click of a mouse. This is an easy-to-use resource which will help teachers to pitch tests at the right level for their students.

# **Project work**

# Why do project work?

Project work captures better than any other activity the three principal elements of a communicative approach. These are:

- 1 a concern for motivation
- 2 a concern for relevance
- **3** a concern for the general educational development of the learner

# 1 Motivation

Positive motivation is the key to successful language learning and project work is particularly useful as a means of generating this positive motivation.

Firstly, project work is very personal. The students are writing about their own lives – their house, their family, their town, their dreams and fantasies, their own research into topics that interest them.

Secondly, project work is a very active medium. Students aren't just receiving and producing words. They are

- collecting information
- drawing pictures, maps, diagrams and charts
- cutting out pictures
- arranging texts and visuals
- colouring
- carrying out interviews and surveys
- possibly making recordings

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This makes it particularly well suited to the mixed ability class, because students can work at their own pace and level.

# 2 Relevance

If learners are going to become real language users, they must learn that English can be used to talk about their own world. Project work helps to bridge this relevance gap in three ways:

- It encourages the use of a wide range of communicative skills.
- It provides learners with opportunities for communicating about their own world – about their house, their family, their town, etc. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.
- It establishes a sounder relationship between language and culture. English is not just for talking about the ways of the English-speaking world. It should also be a means for learners to tell the world about their own culture. Project work helps to create this approach.

# 3 Education

The processes and content of the language class should contribute towards the general educational development of the learner.

Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-discipline, co-operation and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

# **Evaluation of projects**

There are two basic principles for assessing project work:

- 1 Language is only a part of the total project. Consequently, it is not very appropriate to assess a project only on the basis of linguistic accuracy. A wide-ranging 'profile' kind of assessment that evaluates the whole project (creativity, neatness, clarity, effort, etc.) is needed.
- 2 If at all possible, don't correct mistakes on the final project itself – or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is thus a shame to put red marks all over it. This draws attention to things that are wrong about the project over the things that are good.

So what do you do about errors? There are two useful techniques:

- 1 Encourage the students to do a rough draft of their project first. Correct this in your normal way. The students can then incorporate corrections in the final product.
- 2 If errors occur in the final product, correct it in pencil or on a separate sheet of paper. It is then up to the students whether they wish to correct the finished piece of work. If possible, get students to provide a photocopy of their project. Put your corrections on the photocopy.

# **Project Fourth Edition Student's Book**

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After controlled practice,

students then go on to

use the grammar in freer

Grammar

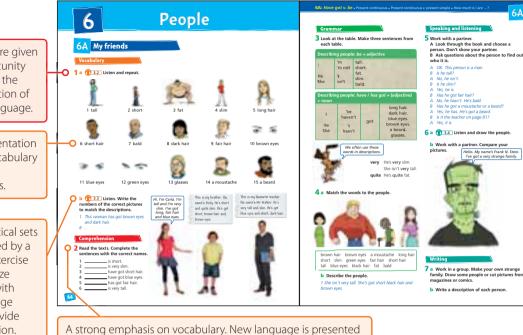
exercises are

always followed

Students are given the opportunity to practise the pronunciation of all new language.

Clear presentation of new vocabulary through illustrations.

All new lexical sets are followed by a practice exercise to familiarize students with the language and to provide consolidation.



at the beginning of a section and then practised and used in relation to the grammar and the skills in the section.

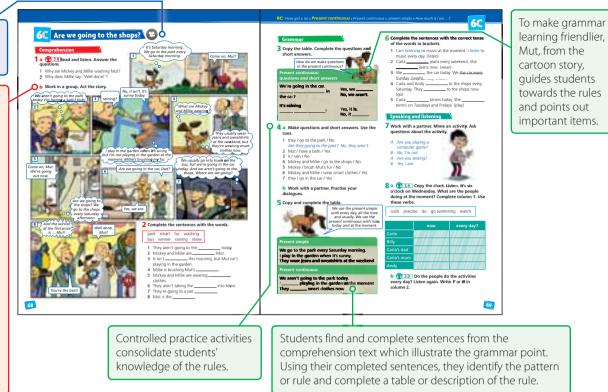
Each comprehension text is followed by activities to check students' understanding of the text. These exercises also further the

Comprehension practice is based around input texts related to the main topic of the unit. They give thorough comprehension practice and provide a good model of genuine, everyday English for students' reference. Each text introduces an aspect of the unit grammar.



Tiii Introduction **Telegram:@IELTSMatters**  This is available as animation on the DVD and iTools.

New grammar is always presented through engaging texts and stories. In this case, it is presented through the amusing cartoon story of Mickey, Millie and Mut. Such contexts help to make the grammar more memorable for students. The adventures of Mickey, Millie and Mut also give extensive reading and listening practice.



Project fourth edition takes a cognitive approach to grammar, using guided activities to encourage students to work out as much as possible of the grammar for themselves. The cognitive approach to grammar helps the students to remember the grammar more easily and encourages them to develop the important learning strategy of working things out for themselves.



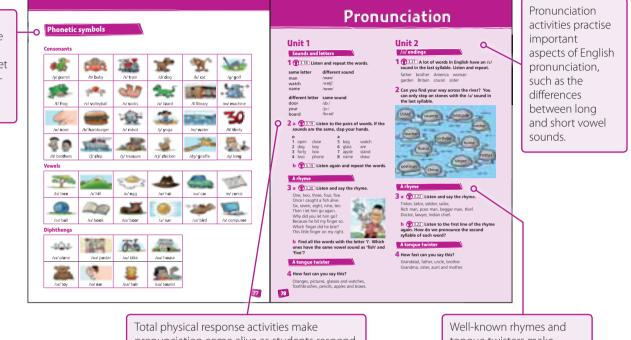
Multi-skilled activities give students the opportunity to develop their understanding

> Students are given the opportunity to 'act out' reading texts themselves wherever possible.



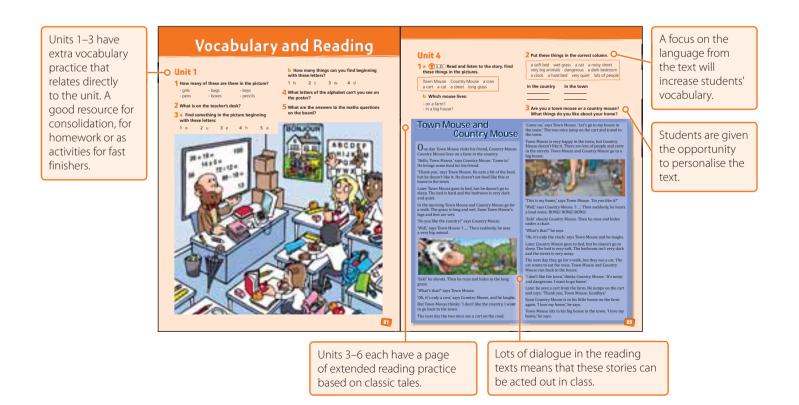
Songs further develop listening skills and consolidate language. They offer an enjoyable way to round-off the unit.

Students are introduced to the symbols of the phonetic alphabet with a clear, easyto-understand chart.



pronunciation come alive as students respond physically to the sounds they hear.

tongue twisters make pronunciation practice fun.



# Support for teachers

Full support for handling the activities in *Project fourth edition* is given in the lesson notes. This section gives some general guidance for using *Project fourth edition* in the classroom as well as practical, no-preparation activities that can be done at any time.

# **Mixed-ability classes**

Any class will contain a wide range of abilities and learning styles, so you need to adjust your teaching to fit the different needs. *Project fourth edition* offers a number of solutions to student diversity.

- 1 New language is processed through many different stages and in a variety of ways. For example, in a normal grammar cycle students will:
- see the grammar point in use in a text.
- identify examples of the point.
- formalize a rule or a table.
- check the rule in the grammar reference section.
- do controlled practice activities.
- use the grammar point in skills activities.
- do further consolidation exercises in the Workbook.
- combine the grammar point with other knowledge in doing the project.
- revise the point in the Revision section.

This wide range of ways of dealing with the language allows for different learning styles and speeds.

- 2 *Project fourth edition* level 2 and subsequent levels start with a revision of the main grammar covered in the previous level(s). This gives students a chance to catch up on any items that have been missed the first time round or forgotten.
- 3 Being open-ended, project work is particularly suitable for mixed-ability classes. All students can tackle the projects and achieve something worthwhile, regardless of their abilities.
- 4 The Teacher's Book contains additional activities which can be used with faster classes or individuals. The Teacher's Resources Multi-ROM contains photocopiable communicative activities, which allow students to practise the language taught in the unit but away from the Student's Book.

# Warmers and Coolers – practical ideas for the classroom

The aim of these activities is to help teachers who need extra ideas for dealing with a variety of problems in the classroom. These include:

- large classes where it may be difficult to keep all students quiet and focused on the lesson.
- mixed ability classes where teachers need to ensure the best and worst students do not get bored (and possibly disrupt the class).
- classes with one, or some, very energetic children that seek attention and / or show off (and so may disrupt the class or try to dominate the teacher's time).
- students who are not motivated and do not do the homework or tasks assigned to them.
- lessons at the end of the day when students are extremely tired.

The activities include 'Active' activities that liven the students up and 'Cooler' activities that quieten the students down.

# How to use the activities:

The activities can be used with any level and at any time in any lesson. They do not require any preparation or extra materials and students should participate in the activities without extra help from the teacher. Many of the activities are competitions as this is a great motivator for young students. Also most activities allow students some choice and this can help motivation. It can be a good idea to make the most difficult students (e.g. the noisiest, the most disruptive or the most reluctant) the 'leaders' in a group to keep them occupied.

The activities can be used either to change the energy or behaviour of the students or to work with their energy in order to exhaust it. In other words:

'Active' activities can be used to liven up students who are lethargic or lacking motivation. They can also be used if a class is very lively to 'exhaust' their liveliness so they quieten down and concentrate better.

'Cooler' activities can be used with students who are overactive or who lack focus. They can also be used if a class is quiet or unresponsive to allow the students to slowly increase their energy in preparation for something more active.

# Warmer activities

# 1 Spare letters

Put students into groups of three or four. Give each group a set of six letters. Each group must have a different set. Each set must contain two vowels and four consonants. The vowels can be repeated but the consonants must be different. For example, ADGTEL/ISMPBO/UEFHRW/AICKNJ. Each group must make the longest word they can from their letters. They must then pass any remaining letters they couldn't use to the next group. The groups again try to make the longest word including the new letters. They again pass on any remaining letters to the next group. They keep doing this for the number of times there are groups, e.g. four times for four groups. Find out which group has the longest word. You can declare them the winner or, with a more advanced group, you can deduct any remaining letters they have from their total. In this case, the winning group is the one with the longest word after any extra letters have been deducted.

# 2 Find out who

In this activity give students the structure or words you want them to use (from a previous lesson / unit or the current one). If you give them a structure, give them some vocabulary as well so they can make funny questions. Ask students individually or in pairs, to make between five and ten questions with the words or structures, e.g. *Have you ever* (promised / threatened) ...; *Will you ...; Do you eat* (name of some horrible or funny food) ... depending on the level. Then ask them to go round the class, asking their questions and finding students who can say 'Yes' to their questions. Either the first one to finish is the winner or the person who finds the most 'Yes' answers from other students is the winner.

# 3 Vocabulary groups

Put students into groups of four (mixed-ability). Give them a vocabulary heading, e.g. *food* or *travel* and ask them to write down as many words as they can think of in the group. The group with the most words must write them on the board, spelled correctly. (It is a good idea to ask the noisiest student in the group to do this to burn of some of their energy). They get one point for every word spelled correctly. Then ask the other groups if they have 'extra' words (not on the board). The winning group loses a point for each extra word they did not have. Keep a record of the winning group's score. You can do this several times over the course of a week or a term until you finally have an overall winning group (with the most points). Students will be very motivated to beat the previous groups 'record'.

# **Cooler activities**

# 1 Vocabulary bingo

Ask students individually to write down five new words the class has learned recently. This can be words you have done in the current lesson or you could give them a page to look at in the Student's Book. You then give them definitions for the set of words you have asked them to look at. (You may have to give ten or twelve definitions depending on what vocabulary you have chosen). The first student who has five of the words you have defined shouts 'Bingo'. He or she must then say the five words so you and the class can check the words match the definitions you gave. (This is a quiet activity as the students have to work by themselves and listen carefully to what you are saying).

# 2 ABC game

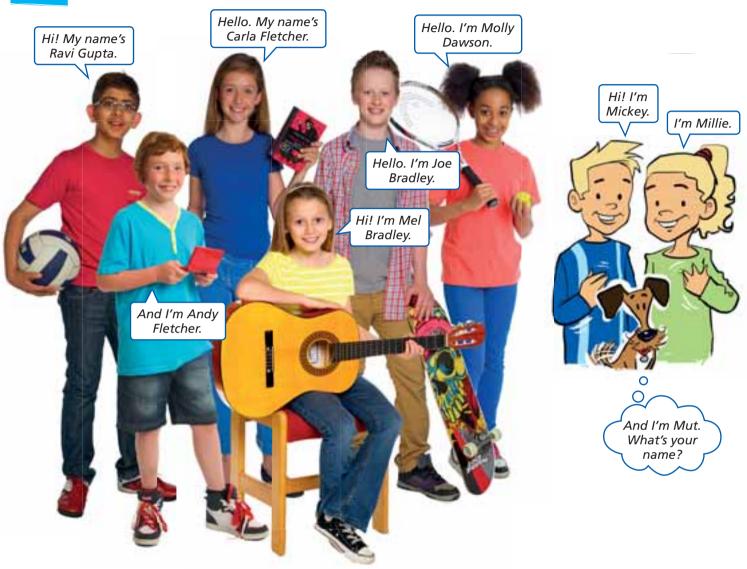
Ask students to write down words in English starting with each letter of the alphabet. The person with the most correct words is the winner. You could ask the most disruptive student to come to the front of the class and spell the words on the board as they are read out.

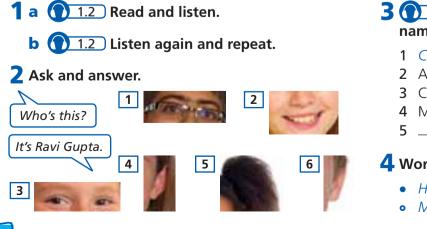
# 3 Whisper circle

Split the class into three or four groups with eight to ten students in each group. Ideally each group should sit in a circle but if this is not possible then they can do the activity in rows. Ask each student to write down a word (secretly) on a piece of paper and keep it hidden. (This can be any word or you can specify that it must be from the last or current lesson). Choose one student in each group to begin. This student must then whisper the meaning / definition of his or her word to the student next to him or her. They are not allowed to repeat it. The student who heard the definition must then pass on what they heard to the next student and so on until the last person in the group 'receives' the whispered definition. This student must then say the word. If it is correct the group gets one point. They then repeat this until every student in the group has had a turn. The group with the most points is the winner. This is guite hard as the definitions get less and less precise as they are whispered round. But the students will learn to choose their definitions carefully and pronounce words as well as possible.

# Introduction

# 1A Hello





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# **3** 1.3 Listen. Who do you hear? Write the names.

- 1 Carla and Joe.
- 2 Andy Fletcher, Mrs Williams and \_\_\_\_\_.
- **3** Carla, \_\_\_\_\_ and \_\_\_\_\_.
- 4 Molly and \_\_\_\_\_.
- **5** \_\_\_\_\_, \_\_\_\_ and \_\_\_\_\_.

# **4** Work in a group. Introduce yourself.

- Hello. I'm \_\_\_\_\_.What's your name?
- My name's \_\_\_\_\_.

# Introduction

#### **Unit overview**

**Grammar focus:** *a / an*; imperatives; plurals; *There is / are* ...

New vocabulary: Numbers 0–100; the alphabet.

Skills: Speaking: Greeting people, giving instructions,

describing a picture; Listening: phone numbers.

#### Culture: Names.

The Culture page for this unit can be studied after Lesson 1A or at the end of the unit.

#### English Across the Curriculum: Maths: sums.

The English Across the Curriculum page can be studied after lesson 1C or at the end of the unit.

**Project:** Presenting your project.

Song: There were ten in the bed.

# **1A Hello**

#### Exercise 1a 🚳 1.2

- Students look at the pictures. Play the recording for them to listen carefully.
- Play it again and pause after each introduction. Students point to the appropriate character.
- Students compare their answers in pairs.

#### Exercise 1b 🚳 1.2

- Play the recording. Students listen and repeat chorally. Encourage them to imitate not just the sounds pronounced, but the intonation as well.
- Play the recording again. Ask two or three individual students to repeat.

#### **Exercise 2**

- Point to the first picture in the close-ups. Ask: *Who's this?* Get a student to give you the correct answer. (*It's Ravi Gupta*.)
- Allow students some time to compare the close-ups to the bigger picture in exercise 1.
- Continue with the other pictures, getting a different student to answer each time.

5 Molly Dawson

6 Joe Bradley

• Students repeat the activity in pairs. Walk around and monitor.

#### **ANSWER KEY**

- 2 Mel Bradley
- 3 Andy Fletcher
- 4 Carla Fletcher

- Exercise 3 🛞 1.3 Audio script pT88
- Explain that students will hear five short dialogues between some of the people from exercise 1.
- Play the recording. Students listen and write down the missing names of the people they hear.
- Play the recording again, and after each dialogue, ask students to tell you who they heard.

#### **ANSWER KEY**

- 2 Molly
- 3 Ravi, Mel

5 Mickey, Millie, Mut

#### Exercise 4

• Focus attention on the speech bubbles in exercise 1 again. You may want students to listen and repeat each phrase again as this is the first personalised speaking activity in the book – getting another chance to practise the pronunciation of key phrases may be helpful for real beginners.

4 Joe

- Use a stronger student to demonstrate the task, using the cues in the Student's Book.
- Students work in groups of five or six. They introduce themselves.

# **Optional extra**

After the activity, you may like to ask students to mingle and introduce themselves to members of other groups.

#### **Optional extra**

If there is enough space, get all students to stand up. Start the activity by saying *My name's* ... *What's your name?* and turn to a student to answer: 'My name's ...' The student then turns to his / her neighbour and adds 'What's your name?' and so on until everyone in the class has said their name.

# Exercise 5a 🛞 1.4

- Students look at the picture. Play the recording for them to listen to the pronunciation of the various greetings.
- Now play it again, pausing after each greeting. Students listen and repeat each greeting.
- You may want to clarify the meaning of the daytime-specific greetings by drawing an image of a moving sun on the board. Draw a line to suggest the horizon. Point to the rising sun and say *Good morning*. Point to the sun just beyond noon and say Good afternoon. Point to the setting sun and say Good evening. Then point out the picture of Mut saying Good *night*. You may want to check students' comprehension by asking for translations.

LANGUAGE NOTE Many languages have a more general greeting equivalent of Good day in English. While this exists in some English dialects (for example, in Australian English), it is more common to use morning, afternoon, evening and night. Note that the students' language may not have an equivalent of Good afternoon, which may only be translated as 'good day'.

# Exercise 5b 🛞 1.5 Audio script pT88

• Play the recording. Pause after each greeting, and ask students to respond. Make it clear that more than one answer may be appropriate. Write an example of this on the board: Good morning, and elicit the possible answers: Good morning. / Hello. / Hi.

#### **ANSWER KEY**

- 2 Hi. / Hello. / Good morning. / Good afternoon. / Good evening.
- 3 See you later. / See you. / Bye. / Goodbye.
- 4 Hi. / Hello. / Good morning. / Good afternoon. / Good evening.
- 5 Good afternoon. / Hi. / Hello.
- 6 Good evening. / Hi. / Hello.
- 7 Goodbye. / Bye. / See you later. / See you.
- 8 Good night.

# Exercise 5c

• Students make up and practise similar mini-dialogues in pairs. Walk around and monitor, making a note of any errors in usage and pronunciation to cover at the end.

#### Exercise 6a 🛞 1.6 Audio script pT88

- Play the recording. Students listen and read the two dialogues.
- Play the recording again for the students to complete in the gaps, pausing between the two dialogues to give them time to write their answers. You may need to play the recording another time, either to give students another chance or to get them to check their answers.
- Check answers by getting a couple of students to read the dialogues out loud.

#### **ANSWER KEY**

- 1 Hello 2 hi 3 See you
- 4 Bye
- 5 morning 6 Hello

#### Exercise 6b

- Students work in pairs to read their completed dialogues.
- Get two to four volunteering pairs to perform each dialogue in front of the class.

7 you

8 fine

**10** See

9 good

11 Goodbye

#### Exercise 6c

- Put students in new pairs to make up a new dialogue about themselves, using the models in exercise 6a. Remind them that they should replace the greetings, too, using those in exercise 5.
- Students can write down the dialogues to help them, but encourage them to do the speaking part of the activity without reading out their sentences.
- Ask some pairs to perform their dialogues in front of the class. The rest of the class listen and then vote on the best performance.

# **Optional** extra

Students choose the names of famous people and write and role-play the dialogue again in front of the class. Ask the rest of the class to make a list of all the famous people mentioned.

# **Revision idea**

Students choose a made-up name for themselves. They mingle and introduce themselves to as many people as possible (they should not take any notes). After a few minutes, students try and write a list of all the various aliases they heard around the class. The person who remembers the most correctly is the winner.





- Good morning.
- Hello.

**6** a **1**.6 Read and listen. Complete the dialogues.





Molly	<sup>1</sup> , Andy.
Andy	Oh, <sup>2</sup> , Molly. How are you?
Molly	I'm fine, thanks. And you?
Andy	Fine.
Molly	OK. <sup>3</sup>
Andv	Yes. <sup>4</sup>



Carla	Good <sup>5</sup> , Mr Walker. How are
	you?
Mr Walker	<sup>6</sup> , Carla. I'm fine, thanks.
	And <sup>7</sup> ?
Carla	I'm <sup>8</sup> , thank you, sir.
Mr Walker	That's <sup>9</sup>
Carla	<sup>10</sup> you later, sir.
Mr Walker	Yes. 11, Carla.

- **b** Work with a partner. Read the dialogue.
- **c** Go round the class. Make new dialogues. Use different expressions.

#### In the classroom **1**B Why is it a **3 1**.9 Listen. Draw the thing that you hear. Grammar book, but an • What's this? apple? 1.7 Read and listen. • It's an umbrella. Speaking a book **an** apple **4** Work with a partner. Ask and answer about things in your classroom. It's an apple. What's this? Vocabulary **2** a Complete the labels with *a* or *an*. house picture 2 1 a board man window 8 cat dog 5 woman 10 door orange Ш 13 pencil 11 chair pen 12 14 desk watch 16 п girl 20 15 bag umbrella 17 18 exercise book 19 boy

**b** 1.8 Listen and repeat.

# **1B** In the classroom

# Grammar

# Exercise 1 🛞 1.7

• Focus on Mut questioning the use of articles. Play the recording for students to listen and study the examples. Elicit the rule in the students' language. If necessary, help them by writing *an* + followed by the letters *a*, *e*, *i*, *o* and *u*. Then write *a* + followed by the same letters crossed out. The rule is that we use the indefinite article *an* before vowels, and *a* before consonants.

**LANGUAGE NOTE** Although the rule applies to vowel sounds rather than to vowel letters, at this level students do not know any lexis where the two are not the same (like in *a university* or *an hour*). These could be taught as exceptions to the rule when students first come across them.

# Vocabulary

# Exercise 2a

• Students work individually, or in weaker classes in pairs, to complete the labels with the missing articles.

# Exercise 2b 🛞 1.8

• Play the recording for students to check their answers. If you are using an interactive whiteboard, ask students to take turns to come up to the board to write their answers.

#### **ANSWER KEY**

2	<u>a</u> picture	12	<u>a</u> pen
3	<u>a</u> house	13	<u>a</u> pencil
4	<u>a</u> man	14	<u>a</u> desk
5	<u>a</u> woman	15	<u>a</u> bag
6	<u>a</u> cat	16	<u>a</u> watch
7	<u>a</u> dog	17	<u>an</u> umbrella
8	<u>a</u> window	18	an exercise book
9	<u>an</u> orange	19	<u>a</u> boy
10	<u>a</u> door	20	<u>a</u> girl
	and the second		

- 11 <u>a</u> chair
- Play the recording again for students to listen and repeat the words. Ask students to point to each thing mentioned as they hear them in the recording.

# **Optional extra**

Point to real things in the classroom (from the list) and elicit their names from the class. Check that students are using the articles correctly.

# **Optional extra**

If you have an interactive whiteboard, cover up the labels in the picture, leaving only the previously completed articles in place as prompts. Ask students to name each thing you point to.

# Exercise 3 🛞 1.9 Audio script pT88

- Demonstrate the task with a stronger student. Play the recording. In the picture, students point to the things they hear. Monitor the activity by walking around and checking students are pointing out the correct items.
- Play the recording again. With books closed, students listen and then draw a rough picture of the thing they hear. Allow up to half a minute for each item.

# **Optional extra**

Give students only fifteen seconds to sketch an image of something from the classroom. Ask for some volunteers to show their image to the class, asking *What's this?* The rest of the class try and guess the object.

# Speaking

# Exercise 4

• Working in pairs, students take turns to point to things in their classroom, asking and answering questions about them. Walk around and monitor correct pronunciation and the use of indefinite articles.

# Vocabulary

# Exercise 5a 🛞 1.10

- Play the recording. Students listen and read each expression.
- Play the recording again. Students listen and repeat each expression.
- Read out the instructions in random order, and ask students to point to each one they hear. It is a good idea to get students used to your pronunciation of these classroom instructions. If you like, you can then ask the class to repeat the phrases after you to drill the pronunciation further.

# Exercise 5b 🛞 1.10

- Explain that you will ask one or two students to follow an instruction and that the rest of the class should not move, only watch and check if the student is doing the right thing.
- With books closed, play the recording. Pause after each instruction, and choose a student or two to perform the action, or to mime doing so. Ask the rest of the class to say if the right action is being done.

# **Optional extra**

Ask students to work in groups of four to take turns to give each other instructions to carry out.

# Grammar

# Exercise 6 🚱 1.11 Audio script pT88

- Students read Millie's instructions. Cup your ear and say *Listen*. Cover your ears and say *Don't listen*. Repeat with mimes for *Look* (hand above eyes) and *Don't look* (hand covering eyes), *Talk* (move lips silently) and *Don't talk* (hand over mouth). Write these examples on the board.
- Mime the instructions above in random order and ask students to say the correct words.
- Play the recording, pausing after each instruction. Students say the negative. In weaker classes, you may want to ask students to repeat the original instruction first, then say the negative. The recording then gives the correct answer after a short pause for each instruction.

**LANGUAGE NOTE** You may like to point out that in English imperatives are usually followed by a full stop, not an exclamation mark – unlike in some other languages. In English, you can use either punctuation, but an exclamation mark makes the imperative appear more forceful.

# Listening and speaking

# Exercise 7 🚳 1.12 Audio script pT88

• With books closed, students listen to the recording and follow the instructions. In a weaker class, you may want to pause after each one to give them time to perform the action.

# **Optional** extra

You may like to do exercise 7 as a competition. Any student who makes a mistake is out. The students who are still in the game at the end are the winners. You may like to have a decisive round afterwards where students follow your own spoken instructions.

# Exercise 8

• Students work in pairs to practise giving and following instructions. Monitor the language used.

# **Optional extra**

A student comes up to the front and mimes an action. The first person to guess the instruction correctly takes their place and continues.

# **Optional extra**

Play *Classroom Objects Bingo*. Each student draws a 3 by 3 grid, and fills it with nine words of their own choice from exercise 2a. Start saying the words in a random order. Students listen and cross out each word that they hear in their own grids. The first student to cross out six words shouts *Bingo* to win.

# **Revision idea**

Students test each other on the use of indefinite articles, classroom vocabulary and imperatives. In pairs, students take it in turns to ask five questions with *What's this?* pointing at things in the classroom and eliciting answers with *a* or *an*, then give five instructions for their partners to follow. Once their partner has completed these tasks, they give them a score out of ten.







1 Read.

2 Say 'Good morning'.



3 Open your exercise book.



Vocabulary

8 Pick up your pencil.





6 Put down your pencil.



10 Look at the picture.

14 Come here.



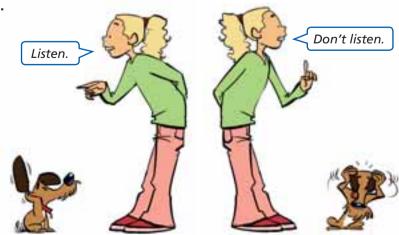
7 Close your exercise book.



11 Go to the board.



15 Give me your book, please.





12 Stand up.



9 Sit down.

13 Write on the board.

1.10 Listen again and do the actions. b (1

# Grammar

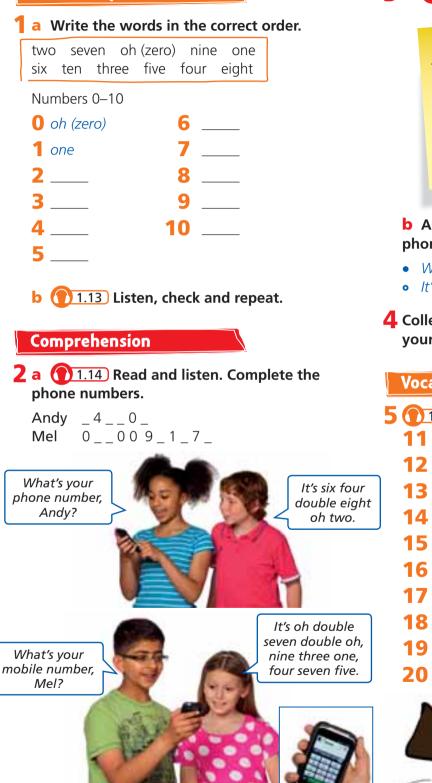
**6 1**.11 Look at Millie and Mut. Then listen and say the negative.

# Listening and speaking

- **7** 1.12 Listen and follow the new instructions.
- **8** Give a partner some instructions.

# 1C Numbers

# Vocabulary



**b** Work with a partner. Read the dialogues.

**3** a **1**.15 Listen. Write the phone numbers.

John	511698	
Katie		
Sanjit		
Laura		

**b** Ask and answer with a partner. Use the phone numbers. Ask and answer.

- What's your telephone number, John?
- It's five double one six nine eight.

**4** Collect five phone numbers from people in your class.

# Vocabulary 1.16 Listen and repeat. **30** thirty eleven **12** twelve **40** forty **13** thirteen **50** fifty **14** fourteen **60** sixty **15** fifteen **70** seventy **16** sixteen 80 eighty 90 ninety **17** seventeen **100** a hundred **18** eighteen **19** nineteen 20 twenty Look. Be careful! fourteen forty

# **1C** Numbers

# Vocabulary

# Exercise 1a

- Ask students if they already know any numbers in English. Write the numbers they mention on the board.
- Read through the numbers in the box together. Students repeat the numbers chorally.
- Explain that 0 is usually pronounced *oh* in British English and *zero* in American English.
- Students work individually to put the numbers in the correct order.
- You may like to allow students to compare their answers in pairs before you move on to the next stage.

# Exercise 1b 🚳 1.13

• Play the recording. Students listen and check their answers.

# ANSWER KEY

- 2 two7 seven3 three8 eight4 four9 nine5 five10 ten
- 6 six
- Play the recording again. Students listen and repeat.

# **Optional extra**

Ask students to count backwards from 10 to 0. You can do this as a chain game around the class.

# Comprehension

# Exercise 2a 🚳 1.14

- Focus attention on the pictures. Ask: *Who are they?* (Andy and Molly; Ravi and Mel)
- Play the recording. Students listen, read and complete the gaps with numbers. If you are using iTools, ask a student to write the answers on the interactive whiteboard. The rest of the class check and correct the answers.
- Explain that in English, when we say phone numbers we say each digit separately, not grouped into blocks. When a number is repeated, for example 44, we usually say *double four*. For 0 we say *oh*.

# ANSWER KEY

Andy: 648802 Mel: 07700931475

# Exercise 2b

• In pairs, students practise reading the dialogues.

# Exercise 3a 🚳 1.15 Audio script pT88

- Focus attention on the notepad chart. Explain that students will hear Katie, Sanjit and Laura giving their phone numbers to a friend and students have to write the missing phone numbers.
- Play the recording. Students listen and complete the chart.
- Play the recording again for students to listen and check.
- Ask three students to write one of the missing numbers on the board, or on the interactive whiteboard. The rest of the class check their answers. If necessary, play the recording again.

# ANSWER KEY

Katie: 07700499352 Sanjit: 01154968822 Laura: 732269

# Exercise 3b

• In pairs, students use the notes from exercise 3a to practise asking for and giving phone numbers. Walk around and monitor their pronunciation of the numbers.

# Exercise 4

- Students draw a similar chart in their exercise books with five blank spaces. They mingle and ask five students for their phone numbers.
- Alternatively, in larger classes or if you want to reduce noise, you could put students in groups of six to do this task.

# **Optional extra**

You could turn exercise 4 into a competition by setting a time limit of, say, one minute. The student who collects the most numbers within the time limit is the winner.

# Vocabulary

# Exercise 5 🛞 1.16

- Play the recording. Students listen and read the numbers.
- Focus attention on Mut's warning about *fourteen* and *forty*. The stress always falls on the first syllable among the tens (20, 30, 40, etc.), while it falls on the *-teen* on numbers 13–19.
- Play the recording again for students to listen and repeat.

**LANGUAGE NOTE** You may want to highlight the irregular spelling of *eighteen* and *eighty* (only one *t*), *forty* (no *u*) vs *fourteen* (spelled with a *u*) and perhaps also *fifteen* and *fifty* (*fif-* not *five-*).

# Exercise 6a

- In pairs, students look at the pictures and read the numbers in them
- Read through the pairs of numbers again as a class. (Note that the numbers should be read left to right in rows - this is the order in the recording.)

# Exercise 6b (5) 1.17 Audio script pT88

- Students listen to six mini-dialogues to identify the numbers they hear. Make it clear that each dialogue will only contain one number from each pair.
- Play the recording. Students circle the number mentioned. You may like to ask them to write out the six correct numbers in words in their exercise books.

# **ANSWER KEY**

- 1 thirteen
- 2 nine (pounds) ninety
- 3 eighty

5 seventy

4 seven fifteen

6 sixteen

#### Exercise 7

• Read numbers 20–23 aloud with the class. Ask students to continue counting up to 30. Count up to 100 going round the class. If there are any difficulties, start the process again, or divide the class into groups to count up to 100, each student taking a number in turn. Monitor pronunciation carefully.

# Exercise 8

- Students read the numbers as a class.
- Alternatively, divide the class into two teams. One team reads the numbers aloud, the other writes down the numbers they hear with their books closed. Then swap roles and repeat the activity.
- Ask them to check their answers in pairs.

# **Optional** extra

Write random numbers between 20 and 100 on the board. and pick students to read a number each as you write them. Ask the rest of the class to check if their answers are correct.

# Listening and speaking

# Exercise 9 (5) 1.18 Audio script pT88

- Play the recording. Students listen and write down the numbers they hear.
- Play the recording again and elicit each answer from the students.

#### **ANSWER KEY**

2 64	<b>6</b> 23
<b>3</b> 49	<b>7</b> 82
4 38	<b>8</b> 100
<b>5</b> 55	

# Exercise 10

• Play the counting game Fizz Buzz. Form groups of three or four (but not of five or seven). Students start counting round the group, using *fizz* and *buzz* as shown in the example (for 35 and 70, divisible by both 5 and 7 they must say fizz buzz). If they miss a number, say the wrong number, or if they forget to use *fizz* or *buzz* when they should, the group must start again from one. The first group to reach 100 wins.

#### Optional extra

As an extra challenge, try playing Fizz Buzz counting down from 100 to 1.

# Exercise 11a 🛞 1.19

• Listen to the first verse of the sona. Students underline the number (one) and a word that has the same vowel sounds or rhymes (Elicit the concept of rhyme in the students' own language first.) Check the answers: one and drum.

# Background note

This Old Man is a traditional nursery rhyme. It was written to help children learn to count and appeared in the early 20th century in several collections of children's rhymes, with a variety of lyrics. It was first published in a book in 1906.

# Exercise 11b (5) 1.20 Audio script pT88

- Explain that the rest of the song is similar. In every verse, there is a number from two to ten and a rhyming word. Quickly go through the numbers from one to ten to help students.
- Read the example verse. Ask students to find the picture, and write down the number 2 next to it and underline the rhyming word (shoe).
- Read each phrase under the pictures, and ask students to write the number that sounds similar to the last word in each. Elicit their ideas.
- Play the recording for students to check their answers.

#### **ANSWER KEY** 3 tree

- 4 door

5 hive

- 6 sticks
- **10** pen

7 heaven

8 gate

9 mine

• Reconstruct the song by reading it aloud together. You read the beginning of each line, and students provide the numbers and the phrases.

# Exercise 11c 🛞 1.21

• Now play it again and get everyone to sing along.

# **Revision idea**

In pairs, students test each other. They write twenty random numbers between 0 and 100. They take turns to dictate their lists to their partner, who has to write them down. Students check each other's answers.



# **6** a Read the numbers.

# **b** 1.17 Listen. Which number do you hear?













**7** Continue the numbers. Count round the class. **20** twenty

- **21** twenty-one **22** *twenty-two* 23 twenty-three 24
- 8 Say the numbers. 22 39 41 53 67 76 85 94

# Listening and speaking

9 (1.18) Listen. Write the numbers you hear. 71

**10** Play Fizz Buzz. Work in a group and count. For all 'five' numbers (5, 10, 15, 20 ...) say 'fizz'. For all 'seven' numbers (7, 14, 21, 28 ...) say 'buzz'.

one, two, three, four, fizz, six, buzz, eight, nine, fizz, eleven, twelve, thirteen, buzz, fizz, sixteen ...

# **11** a **()** 1.19 Listen to the first part of the song.

# This old man

1 This old man he played one.

He played knick knack on my drum.

Chorus

With a knick knack paddy whack, Give a dog a bone.

This old man came rolling home.



# **b** 1.20 Listen to the song. Put the pictures in the order you hear them.

2 This old man he played two.

He played knick knack on my shoe.





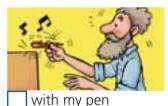
down a mine





up a tree





up in heaven



on my door



with some sticks

**1.21** Listen to the whole song and sing. С

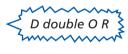
# How do you spell that? 1D

# Vocabulary

- **1** 1.22 Listen and repeat.
  - Dd Aa Bb Сс Ee Ff Ga Hh li Ji Kk Nn 00 Uu Vv Zz Хх
- **2** 1.23 Listen and sing.



**3** 1.24 Listen and write the words.





**4** a **1.22** Listen to the alphabet again. Put the letters in the column with the same sound.

/eɪ/	/1:/	/e/	/aɪ/	/ວບ/	/ju:/	/a:/
A	В	F	1	0	Q	R
	С					

- **b** 1.25 Listen and check.
- **c** Say the letters in each column.
- **5** a Work with a partner. Spell some words.
  - **b** Work in a group. Spell your name.

# Listening and speaking

- **6** a **1.26** Listen. Is the spelling correct? Correct the ones that are wrong.
  - 1 🗸 5 \_\_\_\_\_ 6 2 × window 3 7 \_\_\_\_\_ 4
    - 8
  - **b** Test your partner with some words.



# Grammar







# **1D** How do you spell that?

# Vocabulary

# Exercise 1 🚳 1.22

- Play the recording. Students listen and read the alphabet.
- Play the recording again. Students listen and repeat.
- Read out the letters of the alphabet in random order. Ask students to point to the letter they hear. You can do this on the interactive whiteboard if you are using iTools.
- Make sure students distinguish between G, H and J; A, E and I; C and S and they can recognize W and Y correctly.

**LANGUAGE NOTE** In British English, Z is pronounced /zed/ while in American English it is /zi:/. Make sure students also understand that W is called a 'double U', not a 'double V', and that Y is read like 'why', and it is not referred to as a 'Greek I'.

# Exercise 2 🛞 1.23

- Play the recording. Students listen and read.
- Play it again. Students sing along.

# Exercise 3 🚳 1.24 Audio script pT88

- Point to some things in the classroom and elicit their names (See Lesson 1B). Write the words on the board and spell them for the students. Elicit one more word, write it on the board, and ask a stronger student to spell it.
- Explain that they will hear eight words spelled and must write them down.
- Write the phone number *76552* on the board and ask students to say it. Point out that *double* is also used for repeated letters.
- Play the recording, stopping after each one to give students time to write.
- Students compare answers in pairs before you check them.

#### **ANSWER KEY**

2 pen	4 egg	6 woman	8 umbrella
3 girl	5 close	7 apple	

# Exercise 4a 🚳 1.22

- Students copy the chart into their exercise books. The longest column will need enough space for eight letters.
- Ask students to read the seven letters in the row at the top.
   Explain that the phonetic symbols show the vowel sounds

   the sounds that make them rhyme. Remind students of
   exercise 11 in Lesson 1C where they found rhymes in a song.
   The task here is to find rhymes in the letters of the alphabet.
- Play the recording. Students listen and write the letters in the correct columns.
- Ask them to compare answers in pairs.

# Exercise 4b 🛞 1.25 Audio script pT88

• Play the recording for students to check their answers and write them on the board.

# **ANSWER KEY**

 A:
 H, J, K
 0:
 (none)

 B:
 C, D, E, G, P, T, V, Z (American)
 Q:
 U, W

 F:
 L, M, N, S, X, Z (British)
 R:
 (none)

 I:
 Y

# Exercise 4c

• Students take turns to read the letters column by column.

#### Exercise 5a

- Ask two or three students to spell some words for you. Write them on the board exactly as they spell them. Ask the rest of the class to correct any errors.
- Students work in pairs. They make a list of five or six words and then spell these for their partner to write down. Then they check and correct any errors.
- Walk around and monitor the activity. Make sure they spell the words in English! As a shortcut, speakers of phonetically written languages often read out foreign words as if in their own language. As a penalty, tell students who do this that they must spell three difficult words correctly (choose from: *picture, window, watch, eighty, alphabet*) in front of the class.

# Exercise 5b

• In groups, students spell their full name for the others to write down. Encourage the rest of the group to write the letters down exactly as they hear them – then show them to the speakers, so they can correct any errors they made.

# Listening and speaking

#### Exercise 6a 🛞 1.26 Audio script pT88

- Play the recording for students to listen and write down the words exactly as they hear them.
- Then ask them to correct the misspelled words in pairs.

#### **ANSWER KEY**

3 X listen	5 🗡 apple	7 🗸 morning
4 🗸 mobile	6 🗡 board	8 🗡 forty

# Exercise 6b

- Look at the example. Read the question and ask students to repeat it.
- Students work with a different partner from exercise 5a. They make another list of six words and spell them to test their partner.

# Grammar

# Exercise 7 🛞 1.27

- Focus attention on the table. If you are using iTools, do this together on the interactive whiteboard. Point to the dog on the left and say *a dog*. Count the dogs on the right: *one, two ... two dogs*. Do the same with the other pairs of images.
- Play the recording. Students listen and repeat the phrases. Elicit the rule: we make plurals by adding -s. (Do not get into issues of pronunciation at this point.)

# Exercise 8

- Use the table in Exercise 7. Point to the right-hand column. Ask: *How many dogs are there*? (Two.) *How many cars are there*? (Three.) *How many books are there*? (Four.) Write on the board: *There are two dogs / three cars / four books*.
- Ask: *How many desks are there in this classroom?*, using gestures to clarify the question refers to the whole room. Elicit the correct answer and write it on the board. For example: *There are twenty desks*.
- Continue with another item and another student. Ask the question first, and pause for a few seconds before you select the student, so everyone has time to think about each question.
- If there is none of a certain thing, supply the answer: *There are no (pictures)*. Avoid introducing the negative *There aren't any*...
- If there is one of a certain thing, supply the answer: *There's* one (picture).

# **Optional extra**

Look around the class and choose some things (from the lexical set in Lesson 1B) that do not feature in the list in exercise 8. Do not say the name of the thing, just tell students how many there are. They must look around, identify the thing you are thinking of and write a sentence with *There are* ... For example, say *six*. Students write: *There are six umbrellas*. Check their ideas afterwards.

# Exercise 9 🛞 1.28

- Go through the words in the left-hand column and check comprehension by asking for a translation and pronunciation by drilling the more challenging words.
- Play the recording for students to listen and repeat the phrases. Pay attention to the correct pronunciation of the first vowel change in *women* /'wimin/ and *children* /'tʃildrən/.

**LANGUAGE NOTE** While most plurals are formed with -s, some common English words are irregular (*men, women, children, people*). Plural of nouns that end in -*ch*, -*sh*, -*ss*, -*s* or -*x* are formed with -*es*.

# Speaking and writing

# Exercise 10a

- Students study the picture and make a list of things they can see. They should also write down how many there are of each. Ask questions about the picture, like in exercise 8: *How many (cats) are there?* and elicit answers from individual students.
- Alternatively, students could work in pairs. Walk around and monitor the correct use of plurals and *There is / are ...*

# Exercise 10b 🚳 1.29 Audio script pT88

• Students study the picture for half a minute. Then with books closed, play the recording and ask students to decide if the statements are true, and to correct on a piece of paper the statements that are false. Elicit a translation for the words *true* and *false*.

#### Exercise 10c 🚳 1.29 Audio script pT88

• Students swap their answers in pairs. Play the recording for students to check each other's answers in exercise 10b.

#### **ANSWER KEY**

- 2 True.
- 3 False. There are two boxes and one bag.
- 4 False. There is one woman.
- 5 True.
- **6** False. There are six oranges.
- 7 False. There are two umbrellas.
- 8 False. There are eight glasses.

#### **Optional extra**

In class or for homework, students write ten sentences about the picture, using *There is / are* ... To make this more competitive, you could ask them to write five true and five false statements, then read these in pairs for their partner to check and correct as necessary.

# **Revision idea**

First, practise saying the alphabet with the class. Start a chain. The first person starts with the letter A, then throws a ball (or other soft object) to the next student to continue with B, and so on. Then form another alphabet chain, but for each letter, they must name a thing in the classroom (for example, A: apple, B: bag, C: chair and so on). If they think for more than eight seconds, can't name a thing, or give an incorrect example, they must spell their own name backwards, as a penalty – as many times as it takes to say it correctly. When you reach Z, elicit all the words mentioned, then get students to say or write sentences with them, using *There is / are ...*, for example: *There's one apple. There are fifteen bags*.

# **Optional extra**

As an extra challenge, go round the class saying the alphabet backwards from Z to A.





# Speaking and writing

# **10** a What's in the picture?

*There's a cat. There are four chairs.* 



# **b** 1.29 Close your book. Listen. Are the sentences true or false?

There are two dogs in the picture. False. There's only one dog.

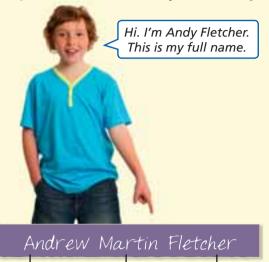
c (1.29) Open your book. Listen again and check your answers to exercise 10b.

# Culture

# Names

# **1** a **1**.30 Read and listen.

# **b** Compare this to names in your country.



Andrew is my first name. Fletcher is my surname. Martin is my middle name.

Hi, Fletch.

My real name is Andrew, but people call me Andy. A lot of English names have short forms. Do you have short forms for names in your country?

My friends often call me 'Fletch'. It's a nickname. Do you have nicknames for your friends?

# **2** 1.31 Read and listen. Write the short forms.

# Boys:

2 Michael

- 1 Christopher > Chris
  - 1 Elizabeth > >\_\_\_\_\_

Girls:

- 2 Catherine > \_\_\_\_\_
- 3 Megan 3 Thomas >\_\_\_\_\_ >\_\_\_\_\_

# **3 (**) 1.32) Read and listen to the people. Copy and complete the chart.

	1	2
full name	Bradley Adam Grant	1
short name	Brad	
nickname	Bags	



Hi. My full name is Bradley Adam Grant. Most people call me Brad. But my friends often call me Bags. It's a nickname from my initials: Bradley Adam Grant – B A G.



Hello. My name's Abigail Parker. Everyone calls me Abbie. That's short for Abigail. My middle name is Sophie. I haven't got a nickname.



Hello. I'm Tim Roberts. Actually my full name is Daniel Timothy Roberts. So Tim is short for my middle name, Timothy. (I use my middle name, because my dad's name is Daniel, too.) My nickname is Robbo – from my surname, Roberts.



Hi. My name's Jojo. It isn't my real name. It's a nickname. My full name is Joanna Megan Jones. So I'm Joanna Jones – Jojo. Only my friends call me Jojo. The teacher and my parents call me Joanna or Jo.



# Names

#### **Background information**

In English-speaking countries, people have a given name (first name), a surname (their family name) and often one or more middle names (for example, John Middleton Stanley). Most people do not use their middle names in everyday life, but it appears on some of their official documents, and many forms often ask you to give the initial (first letter) of your middle name (for example, John M Stanley). The first name and middle names are chosen by the parents when the child is born. If the parents are married, the surname of a child is the same as the father's. When people say their name, they say their surname last.

#### DVD

If you prefer, play Unit 1 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

# Exercise 1a 🛞 1.30

- Elicit or pre-teach friend.
- Play the recording. Students read and listen to Andy introducing himself.
- Tell students about yourself. Say your full name, then your first name, middle names and surname. Ask: *What's my surname?* or *What's my first name?* or *What's my full name?* to check students understand the differences in meaning.

#### **Exercise 1b**

- Ask students if they have any middle names. Ask for a quick show of hands to see how many students have one.
- Explain the information from the background note above to the students. Ask them to say what is similar and what is different in their own country.

**CULTURE NOTE** The discussion will depend on the students' own cultural traditions. Some possible differences include, for example, patronymics used in some Slavic countries – that is, middle names derived from the father's first name. In the case of Piotr Ivanovich Grushin, we learn that Piotr's father's name is Ivan. Then, in some Latin cultures, the surname of the mother is added to the full name. In the case of Juan Antonio Gómez Flores, we learn that the father's surname is Gómez, and that the mother's surname before marriage was Flores. In some countries like Japan or Hungary, the surname comes first, followed by given names. In the case of Hungarian Nobel-prize winning author Kertész Imre, his given name is Imre and his family name is Kertész (meaning 'gardener').

- Ask students if they use a short form of their first name. Ask: Who uses them? Where is it OK to use them and where is it not OK?
- At this level, you will probably need to have some of the discussion in the students' language.

**CULTURE NOTE** In English-speaking cultures, many people prefer to use the short forms of their names in formal or professional contexts as well as with friends, for example Tom Hutchinson. Others only use the short forms among friends, 'My name's James, but my friends call me Jim.'While short forms are acceptable in most situations (but not normally on official documents, like passports), nicknames – which may or may not be connected to the person's full name – are usually only appropriate among friends. Some pop stars use their nicknames as their stage name (for example, 50 Cent).

#### Exercise 2 🛞 1.31 Audio script pT88

• Play the recording. Students read the information, listen and complete the short forms they hear.

#### **ANSWER KEY**

- Boys
- 2 Mike 3 Tom
- Girls
- 1 l iz
- 2 Kate
- 3 Meg

# Exercise 3 🚳 1.32

- Tell students to draw a similar table in their exercise books, but with three columns.
- Play the recording for students to read and listen to the information about the three children and complete the table. In weaker classes, you may want to allow them to do this in pairs or in small groups.
- Check answers as a class.

#### **ANSWER KEY**

- 2 Abigail Sophie Parker, Abbie, –
- 3 Daniel Timothy Roberts, Tim, Robbo
  - 4 Joanna Megan Jones, Jo, Jojo

# Maths: sums

# Exercise 1 🛞 1.33

- Write the symbols on the board, or if you are using iTools, zoom in so the exercise fills the interactive whiteboard.
- Play the recording. Students listen and point to the symbols as they hear them.
- Play the recording again. Students listen and repeat.
- Now point to the symbols on the board in random order and get students to say the correct English phrases.

# Exercise 2a

• In pairs, students perform the calculations and complete the missing information. It is probably best not to let students use a calculator, but work out their sums on paper.

# Exercise 2b

- Ask some students to read out each sum in turn to check the answers. The rest of the class listen and correct any errors.
- At the end read out the sums again and ask students to repeat them after you.

#### **ANSWER KEY**

- 2  $100 \div 4 = 25$  (a hundred divided by four equals twenty-five)
- **3** 87 13 = 74 (eighty-seven minus thirteen equals seventy-four)
- 4  $12 \times 8 = 96$  (twelve times eight equals ninety-six)
- **5**  $68 \div 17 = 4$  (sixty-eight divided by seventeen equals four)
- **6** 34 + 29 = 63 (thirty-four plus twenty-nine equals sixty-three)
- 7  $23 \times 4 = 92$  (twenty-three times four equals ninety-two)
- 8 99 66 = 33 (ninety-nine minus sixty-six equals thirty-three)

**LANGUAGE NOTE** When we say sums aloud, we can also use *is* instead of *equals*. The more formal expression is introduced here to avoid any potential confusion regarding other uses of the verb *be*.

# Exercise 3

- Students write eight sums, which should include two of each type of calculation (addition, subtraction, multiplication and division).
- In pairs, they test each other.

# Exercise 4

- Students look at the map. Ask: How far is it from Birmingham to Derby? (59 km) How far is it from Derby to Nottingham? (23 km) Write on the board: 59 + 23 = ? Ask: What's the answer to question 1? (82 km)
- Students read the other three questions and work out their answers. In weaker classes, allow them to do this task in pairs or groups of three.

# **ANSWER KEY**

- **2** 46 km (23 × 2)
- 3 142 km (67 + 75, assuming they go directly, not via Derby)
- **4** 156 km ( $26 \times 2 \times 3 = 26 \times 6$ )

# **Optional extra**

In pairs or small groups, students use the map to write questions about similar journeys and test their partners. Who gets the most questions right or who answers them fastest?

# **Optional extra**

Find a clear map (i.e. one with not too much detail shown) of a part of the students' own country on the Internet, which shows distances, and use this for the activity above.

# Exercise 5a

- Ask students to look at the picture and say how many players are playing (three), and how many darts each player has (six).
- Do the sums for the yellow darts together, and write them on the board (6 + 6 + 9 + 20 + 20 + 20 = 81), then get students to continue with the green and blue darts individually, or in pairs in weaker classes.

#### **ANSWER KEY**

**1** 81 **2** 74 **3** 65

# Exercise 5b

• Students compare the scores and declare the winner.

ANSWER KEY

Yellow wins.

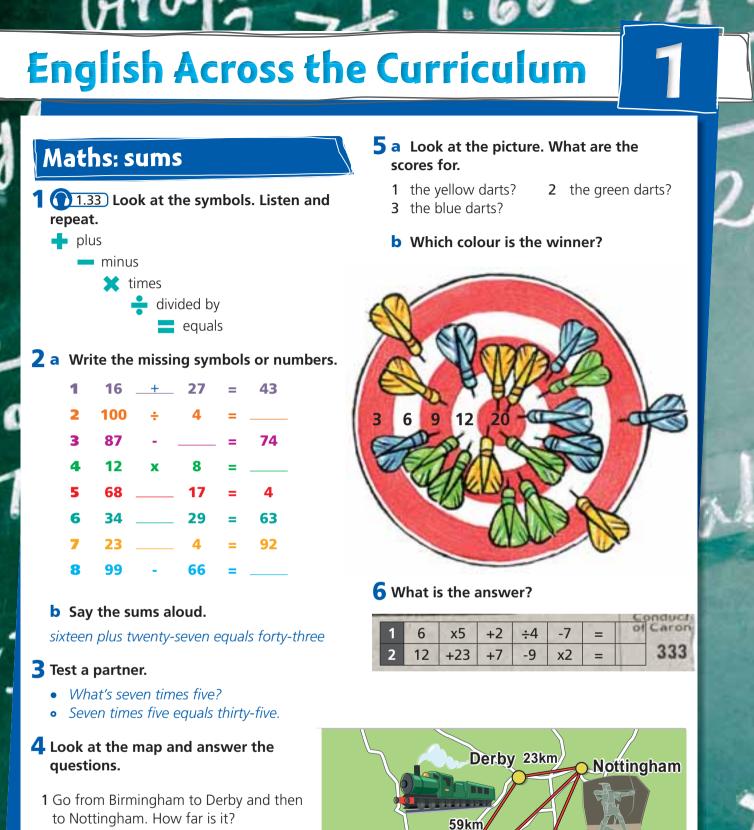
# Exercise 6

- Students work out the sums.
- Students compare their answers in pairs before you check them.

2 66

# **ANSWER KEY**

1 1



- **2** Go from Nottingham to Derby and back. How far is it?
- **3** Go from Coventry to Nottingham, and then to Birmingham. How far is it?
- 4 Go from Birmingham to Coventry and back three times. How far is it?

Birmingham

75km

26km

Coventry

67km

# Revision

# Listening and speaking

**1 ()** 1.34) Listen and correct the information about these two people.





Age: <u>12</u> Telephone number: <u>79460032</u>

**2** a 1.35 What is the boy's name? What number is he in the competition?

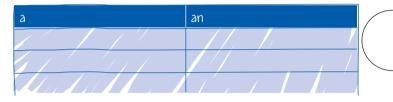
**b** 1.35 Listen again and complete the dialogue.

- A Good 1\_\_\_\_\_. How are 2\_\_\_\_\_?
- **B** I'm <sup>3</sup>\_\_\_\_, thanks. And you?
- A Fine. What's your 4\_\_\_\_?
- **B** It's <sup>5</sup>\_\_\_\_\_.
- A How do you <sup>6</sup>\_\_\_\_\_ that?
- B It's <sup>7</sup>\_\_\_\_\_.
- A Thank you. And what's your <sup>8</sup>\_\_\_\_\_ name?
- **B** <sup>9</sup>\_\_\_\_
- A Is that short for <sup>10</sup>\_\_\_\_?
- **B** <sup>11</sup>\_\_\_\_, it is.
- A OK. You're number <sup>12</sup>\_\_\_\_\_.
- **B** <sup>13</sup>\_\_\_\_\_ you.

# In the classroom

**3** Copy the table. Put the words into the correct column.

bag pencil door window cat orange boy umbrella girl exercise book picture board desk apple





# Numbers

- **5** a Say the numbers.
  - 27 32 13 51 80 18 39 15 40 4 100/6

**b** 1.37 Listen. Which numbers do you hear?

# Plurals

# **6** a What's in the picture?

There's a door. There are two windows.

# **b** Look at the picture again. Write five sentences about it.

There are four desks.



# Revision

# Listening and speaking

# Exercise 1 🚳 1.34 Audio script pT88

- Focus attention on the two pictures. Explain that students will hear the two people introduce themselves. Study the task, and make sure students understand they are listening for three pieces of information for each person and that the information in the factfiles is incorrect.
- Check the three headings. Elicit the questions we could ask to find out about each piece of information (*What's your name?* How old are you? What's your telephone number?).
- Play the recording for the girl. Allow up to a minute for students to check and correct the information in the book. Then play the recording for the boy and allow a minute again.
- Play the recording again in full for students to check or to complete their answers.
- Allow students to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 Kelly <u>Harrison</u>, 12, <u>07700900571</u>.
- 2 Marcus Foster, <u>13</u>, 7946<u>033</u>2.

# Exercise 2a 🚳 1.35 Audio script pT88

- Explain that students will hear someone who is taking part in a competition this weekend. One of the organizers is taking down his details. The students' first task is to listen and find out the boy's name and his number. They do not need to find out anything else at this stage.
- Play the recording for students to answer the two questions. Play it again if necessary.

# ANSWER KEY

Chris(topher) Belling, 63

# Exercise 2b 🛞 1.35

- Focus attention on the gapped dialogue. Make it clear this is the same conversation students have just heard. Their second task is to listen and complete the gaps.
- Play the recording again. If necessary, pause after each exchange and allow students time to write. Then play the recording again in full for students to check their answers.
- In stronger classes or for a different challenge, you can ask students to complete the dialogue before they listen – they have already heard some of the information, and some of the gaps they can predict. In this case, play the recording at the end for students to check and correct their predictions.

#### ANSWER KEY

1 morning2 you3 fine4 surname5 Belling6 spell7 BELLING8 first9 Chris10 Christopher11 Yes12 6313 Thank

# In the classroom

#### Exercise 3

• Students copy the table into their exercise books and write the words in the appropriate column, depending on which indefinite article they take.

#### **ANSWER KEY**

a: bag, pencil, door, window, cat, boy, girl, poster, board, desk an: orange, umbrella, exercise book, apple

# Exercise 4 🛞 1.36 Audio script pT88

- Ask students to close their books and put down their pens, etc.
- Students listen to the instructions in the recording and follow them. Pause after each one, if necessary.
- If a number of students get the instructions wrong or hesitate too long, play the recording again (and again) until they all move through the sequence seamlessly.

# Numbers

# Exercise 5a

• Go round the class and choose a different student to read each number. Ask the rest of the class to check the answer and say if it is OK – and make corrections if it is not. Make sure not to move around the room in a predictable pattern.

# Exercise 5b 🛞 1.37 Audio script pT88

- Play the recording for students to listen and write down the numbers.
- Students compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

28, 49, 30, 67, 51, 22, 94, 36, 85, 19, 71, 99

# **Plurals**

# Exercise 6a

• Ask students to study the picture for half a minute. Read the two examples together. Select five students to say one more true sentence about the picture, using *There is / are* ...

#### POSSIBLE ANSWERS

There are two watches. There is an apple. There are three pens. There is an umbrella. There are two pencils.

# Exercise 6b

• As their homework, students write five sentences about the picture.

# Your Project

# **Presenting your project**

- The aim here is to consider different ways of presenting a project. Students need to understand there is no correct or expected way of presenting the information and materials they gather, and that using their creativity is part of the fun of doing projects.
- The instructions for a project task often suggest what the content is going to be like. For example, in this case, the project will be presented visually: with pictures labelled either with captions or speech bubbles. On the other hand, there is no limitation on what format the visual presentation could take. There are two formats demonstrated here, but stress to students that they are free to choose any other format as well.
- Read the instructions together and, using the students' own language, discuss what they need to do. Elicit that the project is about the people and things that are important in their lives. Ask them how they would get started. Elicit that the first step is to make a list of the things they want to include. Remind them that if they want to show who or what is really important to them, they must not include too many examples. If there are too many, nothing stands out as special. If they do feel they need to show more than one image, suggest they should consider ways of highlighting the most important one (for example, by putting it at the top or in the centre of the project, and using a different colour, etc. to draw attention to it).
- Look at the next step in the instructions. Elicit that each image will need to be explained in a short caption or speech bubble. The point is to make it clear to the person looking at the project why a person or thing is important.
- Read the final instruction. Clear and effective organization of your visuals and text is just as important as gathering the relevant information.
- Look at the two examples together. Elicit what format each boy has chosen (Andy has chosen a poster, Ravi has designed a web page). Ask students which one they like better and why. Point out that it is a matter of personal taste and whichever format they prefer is fine.

# Preparation

- Students decide what format they would like to use to present their own projects. Find out about their preferences, then put students who decided on the same format together in groups of three or four to discuss (in their own language) what they will need to do.
- If any students are considering more unusual formats, elicit some potential pros and cons about them from the class before you start the group discussions.
- Walk around and monitor. Give students practical advice if necessary, but whenever possible, encourage them to find a solution to any issues in their groups.

- Each student writes a step-by-step action plan about what they need to do and where they would find the materials (photos, etc.).
- There will be many group projects in the course, but this is an individual project, so after the initial discussion, students work on their own to produce their posters or web pages, or any other formats.
- Ask students to check all their captions for mistakes and write out a clean copy for their final project. If you would like to correct texts yourself before students present the projects, make sure you do this on a separate piece of paper or electronically, so students can produce a clean copy. It would be very demotivating for students to have a project with correction marks all over it.
- In the project presentation class, make sure you have the necessary equipment to show any computer-based projects (at least a laptop with a USB drive so students can upload their web pages or documents, but if you have a projector or interactive whiteboard, these can be shown to the whole class more efficiently).

# Follow-up

• You can ask the class to vote on the best project in each format category (e.g. Best Poster, Best Web Page), as well as overall.

# Song

# There were ten in the bed

# Exercise 1 🚳 1.38

- Go round the class counting from zero up to ten, then back again.
- Read the first verse together and check comprehension, for example the meaning of the verbs *roll* and *fall out*. You may like to translate the lyrics so the content is clear. Drill the pronunciation of each line.
- Ask students to look at the rest of the song. Elicit that the same lyrics are repeated throughout, and only the number of children in the bed changes in each verse.
- Play the song for students to listen and read.
- Play it again, and get students to sing along.

# **Optional extra**

If feasible, put students in groups of ten, and make them stand side by side. Nominate one student in each group as 'the little one'. As you sing along, 'the little one' should be the only person saying 'Roll over, roll over' and the person standing at the edge of each group should crouch or sit down to show 'they fell out of bed'. Continue the song until all of them are crouching or sitting. You may want to adapt the song (make it shorter or longer) to fit the size of your class.

# More practice Teacher's Resources Multi-ROM Unit 1

# Your Project



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**Friends and family** 

## Where are you from?

#### Vocabulary



**b** Find the countries on the map on pages 82 and 83. Find your country.

**2** a Where are these cities? Reorder the words and complete the sentences.

- 1 Tokyo is in Japan. paanj
- 2 Rio de Janeiro is in \_\_\_\_\_. libzar
- 3 Sydney is in \_\_\_\_\_. aalsrutai
- 4 Milan is in \_\_\_\_\_. ilyat
- 5 London is in \_\_\_\_\_. natibir
- 6 Paris is in \_\_\_\_\_. racnef
- 7 Moscow is in \_\_\_\_\_. ssariu
- 8 New York is in \_\_\_\_\_. het sau
- 9 Beijing is in \_\_\_\_\_. nahci
- b 1.40 Listen and check.

#### Comprehension

#### **3** Look at the pictures. Answer the questions.

- 1 Who are the boy and girl on the computer?
- 2 Where are they from?



This is Max. He's thirteen. And this is Lauren. She's twelve. They're from the USA.



- 4 1.41 Here are some more of Mel's Internet friends. Listen. Which countries are the people from?
  - 1 Vera is from Rio de Janeiro. She's from Brazil.



# 2 Friends and family

#### **Unit overview**

**Grammar focus:** *be*: long and short forms, affirmative, negative and questions; possessive adjectives; possessive 's; Yes / No and *Wh*- questions.

New vocabulary: Countries; family; days of the week.

**Skills:** Speaking: talking about nationality and possessions; Listening: introducing friends, birthday requests; Writing: introducing or describing people.

**Culture:** What's your address?

The Culture page for this unit can be studied after Lesson 2A or at the end of the unit.

**English Across the Curriculum:** Geography: the world. The English Across the Curriculum page can be studied at the end of the unit.

Project: Planning your project.

Song: My Bonnie.

## 2A Where are you from?

#### Vocabulary

#### Exercise 1a 🚳 1.39

- Ask students if they know the name of their country in English. Ask them to spell it and write it on the board. Explain that they will learn the names of some other countries.
- Play the recording. Students listen and read the names of the countries, then listen again and repeat.
- To check comprehension, ask for translations of the names of the countries.

**LANGUAGE NOTE** You may want to point out that some countries have the definite article before their official name, for example *the United States of America* (*the USA*), *the United Kingdom* (*the UK*), *the United Arab Emirates* (*the UAE*), or *the Russian Federation* (not usually abbreviated).

#### Exercise 1b

- Students turn to page 82.
- Say the names of the countries. Students point to the countries as they hear them. If you're using iTools, this is a good activity to do on the interactive whiteboard.
- Students also locate their own country.

#### **Optional extra**

Elicit the names of those countries which neighbour the students' own. Write them in English on the board, and briefly drill their pronunciation.

#### Exercise 2a

- Ask: Where is [your city]? Elicit and write on the board: [Your city] is in [your country].
- Students put the letters in order to complete the statements with the countries' names.

#### Exercise 2b 🛞 1.40 Audio script pT88

• Students listen and check their answers.

#### **ANSWER KEY**

- 2 Brazil
- 3 Australia
- 4 Italy5 Britain

7 Russia8 the USA

6 France

- 9 China
- Students now find each country on the map on pp82–83. If you're using iTools, you may like to ask students to come up to the interactive whiteboard to point to each country.

#### Comprehension

#### Exercise 3

• Students look at the pictures and read the speech bubbles. In pairs, they answer the two questions.

#### **ANSWER KEY**

- 1 Max and Lauren.
- 2 The USA (New York).

#### **Optional** extra

Ask students if they have any friends on the Internet (for example, on Facebook). Where are they from? Do a quick survey around the class: how many countries do students have friends from?

#### Exercise 4 🛞 1.41 Audio script pT88

- Explain that students will hear about some more of Mel's Internet friends. Look at the example together. Tell students that they will hear which city the friends are from, and their task will be to write down the country in a full sentence. Tell them they will hear eight pieces of information.
- Students listen. Pause the recording after each line to give them time to write their answers. Play the recording again if necessary. Elicit each answer before going on to the next one.

#### **ANSWER KEY**

- **2** He's from Russia.
- **3** She's from Italy.
- **4** They're from Britain.
- **5** She's from France.
- **6** He's from Australia.
- 7 They're from Japan.
- 8 They're from China.

#### Grammar

#### Exercise 5a

- Students copy the table into their exercise books.
- Students study the speech bubbles in exercise 3 again and fill in the missing short forms.

#### **ANSWER KEY**

ľm 12. He / She / It's a girl. We / You / They're from New York.

#### Exercise 5b

• Students use the table to make five sentences, using each form of the verb be at least once. You may like to set this task as homework

#### Exercise 6a

• Students complete the sentences with the full forms: am, is or are.

#### **ANSWER KEY**

- 1 is, Italy, is
- 2 am, Spain, is, am
- 3 are, Australia, are

#### 4 is, is, Germany 5 are, Russia

#### **Exercise 6b**

- Students rewrite the sentences using short forms.
- Ask them to compare answers in pairs before you check them.

#### **ANSWER KEY**

- 1 This is Rosa. She's from Italy. She's eleven.
- 2 I'm from Spain. My name's Manuel and I'm twelve.
- 3 We're from Australia. We're from Sydney.
- 4 This is Hans. He's eleven and he's from Germany.
- 5 They're from Russia.

#### Exercise 7a 🛞 1.42

- Play the recording. Students listen and read the speech bubbles.
- Ask students to underline the various forms of the verb be in the examples ('m not, 'm, isn't, 's, aren't, 're). You may like to tell them there are six examples to underline.

#### Exercise 7b

• Students copy the table into their exercise books and complete it with the missing forms.

#### **ANSWER KEY**

l<u>'m not</u> Mel. Max isn't twelve. We <u>aren't</u> from Britain.

**LANGUAGE NOTE** You may like to highlight that *am not* does not have a different short form. We can use 's not or 're not as an alternative to the contracted negatives; however, the form *amn't* does not exist.

#### **Exercise 8**

• Students rewrite the sentences in the negative form. Remind them to use short forms.

6 l'm not eleven.

7 My name isn't Joe.

8 Your friends aren't here.

#### **ANSWER KEY**

- 2 She isn't twelve.
- **3** They aren't from London.
- **4** He isn't my friend.
- 5 We aren't from Greece.

#### Speaking and writing

#### **Exercise 9**

- Read the example together. Check that students understand the aim of the game.
- Divide the class into groups of five or six and play the chain game. Students continue as long as they can without making a mistake. The group to go on the longest without an error wins.

#### Exercise 10a

- Ask students to read the gapped sentence silently. Then read the statements so they are true for you.
- Students complete the sentences.
- In pairs, students introduce themselves to each other and shake hands. You may like to pre-teach the expression: Pleased to meet you. or Nice to meet you. Explain that this is what you say after someone introduces himself / herself to you (Some people also say How do you do? but this is a bit old-fashioned, so it is best avoided at this level. Pleased to meet you. will come up again in Lesson 2C.).

#### **Optional extra**

Put students in groups of three. Student A introduces himself / herself to Student B. Student B then introduces Student A (This is ...), using the information from exercise 10a, then introduces himself / herself to Student C. Student C does the same with Student B to Student A.

#### **Exercise 10b**

- Each student chooses a famous person that they know about. Then they write an introduction, and read it to a partner.
- Ask the rest of the class to listen and make notes about the famous people, then try and find some similarities between them. For example: Nicole Kidman and Julia Roberts are ... [complete as appropriate].

#### **Optional** extra

Students introduce a famous person, but they don't say who the person is or show a picture. The rest of the class or the rest of the group (if you decided to do this in groups) try to guess who they are.

#### **Revision idea**

Students write six sentences about people in the class using three affirmative and three negative forms of the verb be.

More practice Workbook pp12–13, Teacher's Resources Multi-ROM Unit 2



#### Grammar

**5** a Look again at exercise 3. Copy and complete the table with 's, 'm, or 're.

This is the verb be.		
be: affirmative long and short forms		
1	am 	twelve.
He She It	is	a girl. a boy.
We You They	are	from New York. in the USA. in the classroom. here.

**b** Make five sentences. Use the table.

**6** a Complete the sentences with *am*, *is* or *are* and the name of the country.



5 They \_\_\_\_\_ from \_\_\_\_\_

**b** Change the sentences. Use the short forms.

#### 7 a 1.42 Read and listen.

I'm not Mel. I'm Lauren.



Lauren isn't twelve. She's thirteen. We aren't from Britain. We're from the USA.



**b** Copy and complete the table with the short forms.

<i>be</i> : negative long forms	short forms	
I am not Mel.	I Mel.	
Max is not twelve.	Max twelve.	
We are not from Britain.	We from	
	Britain.	

#### 8 Make the sentences negative.

- 1 I'm from France. *I'm not from France.* **5** We're from Greece.
- 2 She's twelve.
- 6 l'm eleven.
- **3** They're from London. **7** My name's Joe. 4 He's my friend.
  - 8 Your friends are here.

#### Speaking and writing

#### 9 Work in a group. Play a game.

- A I'm not from Australia.
- *B* He isn't from Australia and I'm not from France.

#### **10** a Introduce yourself. Complete the sentences.

Hello. My name's 1\_\_\_\_\_. I'm 2\_\_\_\_\_ (age) and I'm from <sup>3</sup>\_\_\_\_\_ (city) in <sup>4</sup>\_\_\_\_\_ (country).

#### b Introduce a famous person (a film star, a sportsperson, etc).

This is 5 \_\_\_\_\_. He's / She's 6 \_\_\_\_\_ (age) and he's / she's from 7\_\_\_\_\_ (city) in 8\_\_ (country).

#### **2B** My family grandparents Vocabulary 1.43 Listen and repeat. grandmother / grandfather / **b** 1.44 Listen. If the word you hear is granddad grandma male, stand up. If it's female, don't stand parents up. dad mother (mum) father (dad) uncle aunt children / grandchildren Comprehension **2** 1.45 Read and listen. Answer the cousin daughter / son / questions. brother sister 1 Who are the people in the photo? 2 Where are they? These are possessive adjectives. This is my family. We're in our garden. Grammar 1 **3** Match the pronouns to the This is my This is my This is my dad. possessive adjectives. brother, Joe. mum. His name's Jack. Her name's we its their Mary he you his our she my they her your it **4** Ask and answer about people in your class. What's her name? • Her name's Maria. And this is their dog. Its name's What's his name? Buddy. This is my grandma • His name's Carl. and my granddad.

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## 2B My family

#### Vocabulary

#### Exercise 1a 🛞 1.43

- Students look at the family tree and listen. Play the recording.
- Play it again and tell students to listen and repeat. Point out that the two children in the bottom left corner are their parents' daughter and son, and each other's brother and sister. In the same way, the three children are their grandparents' grandchildren, and their respective parents' children.

**LANGUAGE NOTE** The word *cousin* can refer to both male or female relatives. In American English, the informal word for *mother* is *mom*.

#### Exercise 1b 🚳 1.44 Audio script pT88

- Read the instructions together. Check comprehension by asking a student to translate into their own language what they are expected to do.
- Play the recording, pausing it after each word and get students to stand up or remain seated, as appropriate. After each one if students are standing up, ask them to sit down.
- If students had trouble the first time around, do the activity again.

#### **ANSWER KEY**

Students should stand up for 1 (dad), 3 (uncle), 4 (grandfather), 7 (father) and 9 (son).

#### **Optional extra**

Play the recording again, and for each word, ask students to say the equivalent word for the other sex.

#### Comprehension

#### Exercise 2 🛞 1.45

- Read the questions and check comprehension.
- Play the recording. Students listen and read the information. Then they answer the questions.

#### **ANSWER KEY**

- 1 Mel's family: Jack (Mel's dad), Mary (Mel's mum), Joe (Mel's brother), Mel's grandma and granddad.
- **2** They're in the garden.

**CULTURE NOTE** In the UK, people often think of pets as part of the family, and they usually call them *he* or *she*, for example *He's a really lovely dog.* However, Mel refers to Buddy, her grandparents' dog as *it.* This suggests she doesn't really like Buddy.

#### **Optional extra**

Students draw their own family tree and write the names of the people. Put students in groups. Students tell their groups about their family, like in the example with Mel's family. Alternatively, you can set this activity as homework so students have a chance to illustrate the family tree with photos before you do the group stage in the following class.

#### Grammar

#### **Exercise 3**

• Students match the pronouns and possessive adjectives. They compare answers in pairs before you check them with the class.

<b>ANSWER KEY</b>		
1	my	
he	his	
she	her	
it	its	
we	our	
they	their	

**LANGUAGE NOTE** For speakers of other languages, the concept of a non-gender-specific third person plural form may be unusual. You may need to explain that both *they* and *their* can refer to both men and / or women.

#### Exercise 4

• Point to a couple of students in your class and ask *What's his name?* and *What's her name?* and elicit full answers. Then go round the class with each student asking another student in the class to introduce the person sitting next to them.

#### Exercise 5

• Students complete the sentences. Then they compare answers in pairs before you check with the class.

#### ANSWER KEY

1	her	4	my
2	their	5	his

3 our

#### Exercise 6 🛞 1.46

- Play the recording for students to read and listen. Elicit how we show someone's possessions (we use the possessive 's after the person's name). Elicit how we use the possessive 's after two or more people's names if their possession is shared (we only use it after the last name in the list). You may need to do this in the students' own language.
- Check comprehension by picking up an object from a student's desk, then point and say: *This is [student's name]*. *This is his / her [object]*. Ask: *Whose is it*? Elicit: *This is [name]'s [object]*.

#### Exercise 7

- Focus attention on the eight names on the left. Explain that students will have to find what their possession is. Look at the eight things, and elicit the words for them from top to bottom.
- Point to the toothbrush in your book (or on the interactive whiteboard screen if you're using iTools). Ask and elicit: *What's this?* (This is a toothbrush.) *Whose is it?* (This is Joe's toothbrush.)
- Students follow the lines to find which thing belongs to whom and write seven more sentences.
- Allow students to compare answers in pairs before you check with the class.

#### **ANSWER KEY**

- 2 This is Mel's watch.
- 3 This is Jack's book.
- 4 This is Mary's bag.
- 5 This is Grandma's dog.
- 6 This is Buddy's box.
- 7 This is Uncle Tom's pen.
- 8 This is Auntie Julia's umbrella.

#### Listening and speaking

#### Exercise 8a 🛞 1.47 Audio script pT88

- Focus on the photo. Play the recording. Students listen and study the picture. Ask them to point to each object as they hear them. They should write the four objects in their exercise books.
- Play the first exchange again. Ask and point: *What's this?* (This is a book.) Ask: *Whose book is this?* Write the question on the board. Elicit and write the answer on the board: *It's Andy's book.* Play the first exchange again for students to notice what's been omitted. Cross out *book.* Explain that the object is mentioned in the question, so it doesn't need to be repeated in the answer.

- Play the whole recording again. Students listen and write the name of the owner next to each object in their list.
- They compare answers in pairs.
- Check the answers by asking them to reply in full sentences to your questions: *Whose pencils are they? Whose exercise book is it? Whose umbrella is it?* (Accept answers both with or without the name of the object. Students will probably use *This* rather than *It* to begin their answers in the singular as it isn't incorrect, there's no need to get into an explanation at this point. The focus is on the use of the possessive 's.)

#### ANSWER KEY

They are Mel's (pencils). It / This is Andy's (exercise book). It / This is Carla's (umbrella).

#### **Optional extra**

Split the class into two teams: A and B. First, each team decide on which person in the photo owns which four of the other objects shown. Some may even be jointly owned. Pair up one A student with a B student. (Form one small group of three if there is an odd number of students.) The students take turns to ask their partner about each object shown (*Whose [object] is this?*) and make a note of the answers. Then they all return to their teams to compare their notes. Did they all get the same answers?

#### **Exercise 8b**

- Form groups of four or five. Read the instructions and check comprehension. Students take turns to name the person that each object belongs to. If necessary, quickly pre-teach any unfamiliar words for their chosen possessions.
- Walk around and monitor the correct use of the possessive 's.

#### **Optional extra**

Each group chooses the three most interesting or unusual possessions. They take turns to stand in front of the class and introduce the objects without saying who they belong to. Can the rest of the class guess? For example, they say: *This is a key. Whose key is it*? The class guesses: *This is Anna's key.* You will need to elicit or pre-teach the short answers: *No, it isn't / they aren't.* and *Yes, it is / they are.* 

#### **Revision idea**

Ask students to put their favourite possession on your table, labelled with their names. Then choose other students to say who some of the items belong to, for example: *Whose pens are these? They are Julia's (pens)*. Alternatively, do the activity with labelled photos of family members, for example: *Whose father is this? This / He is Anita's father*.

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**5** Copy and complete the sentences with the possessive adjectives.











#### 6 1.46 Read and listen.



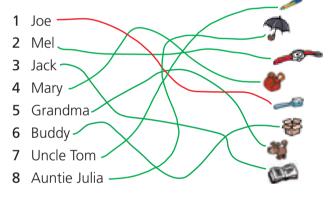
This is Mel. This is her mobile. This is Mel**'s** mobile.



This is Joe and Mel**'s** house.

#### **7** Whose is it? Write sentences.

This is Joe's toothbrush.



#### Listening and speaking

8 a 1.47 Listen. Connect the things to the people. Whose book is this?



**b** Work in a group. Each person puts three things on the table. In turns, pick up one thing and say whose it is.

This is Maria's watch.

# **2C** Mickey, Millie and Mut



- **1** a **1**.48 Read and listen. Choose the correct answers.
  - 1 Mickey and Millie's house is in: a London Road. b London Avenue.
  - **2** The man is:
    - **a** their neighbour. **b** a postman.



Excuse me. Is this

26 London Road?

No, it isn't. This is 26 London Avenue.

That's London Road

## 2C Mickey, Millie and Mut 🖭

#### Comprehension

#### Exercise 1a 🚳 1.48

- Play the recording whilst students read and listen to the story. Point to each character and elicit their names. If you're using iTools, this can be done on the interactive whiteboard.
- This cartoon is available as animation on the DVD and iTools.
- Read the two questions. Elicit in the students' language what information they will need to listen for (where the house is, what the man's job is). Check comprehension of *postman*.
- Students find the answer to the questions individually.

#### **ANSWER KEY**

#### 1 b

#### **2** b

**LANGUAGE NOTE** In English, we write street names with both the name and the type of street in capital letters: Queen Street, Piccadilly Circus. The name always comes first, unlike in many other languages. The most common types of streets in street names are: Street, Road, Avenue, Lane, Alley and Square. Often, the choice of this depends more on tradition in the UK than any characteristic of the street itself. Some streets in the UK have very unusual names: Pall Mall, The Mall or The Strand in London or There And Back Again Lane in Bristol. The most common street names are those based on where the streets lead, for example London Road (i.e. the road to London) or where they are, for example Kilburn High Road (i.e. the main street in the district of Kilburn in London).

#### Exercise 1b

- Check comprehension, elicit or pre-teach *neighbour*. Quickly drill the pronunciation chorally, and then ask two or three individuals to listen and repeat the word.
- You might also like to elicit or pre-teach the adjectives *old* and *new*.
- Divide the class into groups of five. Each student will play a role from the story (Mickey, Millie, the postman and the two dogs). Students perform the story for the rest of the class.
- If you like, you could ask for a vote on the best group performance (or, if so inclined, 'best impersonation of a dog' as well). Setting this up before the groups perform helps ensure the rest of the class pay attention.

#### **Optional extra**

Students work in groups to write a similar dialogue with their own details replacing elements from the original story (for example, their address, the name of their pet, etc.). Encourage students to be creative and to add or change as much as they can. Ask for some volunteers to perform for the class. Have the class vote on the best script and best performance.

#### **Optional extra**

To practise the new vocabulary, as well as revise vocabulary from previous units, play *Apple Tree* with students. Choose a word students must guess. Draw a row of short lines on the board, with each line representing each letter in the word (for example, for *dog*, you draw \_\_\_\_). Draw an apple tree with ten apples. Each student suggests a letter. If the letter appears in the word (for example: D), write it above the line showing its position (*D\_\_\_*). If the letter doesn't appear (for example: E), cross out or rub out an apple. Can students guess the word before all ten apples fall? Repeat with other words. (NB. This is a variation of the popular game *Hangman*, which uses a different diagram to keep the score. Some teachers object to the imagery suggested by *Hangman*.)

#### Grammar

#### Exercise 2

- Students copy the table into their exercise books, then find the examples in the picture story and complete the table. Elicit the rule: for Yes / No questions we swap the subject with the verb be. If you're using iTools, do this stage on the interactive whiteboard together.
- Check comprehension by asking students to translate a statement and a question from their own language to English: Mut is a dog. Is Mut a dog? Write these on the board and circle the punctuation at the end of each.

#### **ANSWER KEY**

Are you our new postman?

#### <u>Is your dog</u> friendly?

#### Exercise 3

• Read the example together. Students make questions from the statements.

#### **ANSWER KEY**

- 2 Are you Mickey's sister?
- 3 Is he our new postman?
- **4** Is Mut friendly?
- 5 Are they in their garden? 6 Is this London Avenue?
- 7 Are you Millie?

#### Exercise 4a

• Students copy the table into their exercise books. Then they work in pairs to find the examples in the picture story and complete the table. Elicit the rule: for answers to Yes / No questions in English, we also repeat the pronoun and the verb in the affirmative or negative form. We don't normally say just Yes or No. If you're using iTools, complete the table on the interactive whiteboard together.

#### **ANSWER KEY**

#### Yes, I am.

- No, it isn't. No, they <u>aren't</u>.
- Check comprehension by asking factual questions. For example: Are you students? Yes, we are. Is Klára English? No, she isn't. Am I a teacher? Yes, you are.

#### **Exercise 4b**

- Explain to students that names are not repeated in short answers. We replace the name from the guestion with the appropriate personal pronoun.
- Students complete the short answers.

#### **ANSWER KEY**

2 aren't	4 isn't	<b>6</b> 'm not	<b>8</b> am
3 they are	5 Yes, he	7 isn't	

#### Listening, speaking and writing

#### **Exercise 5a**

• Students complete the dialogue with the missing words.

#### **ANSWER KEY**

1 are	<b>4</b> my	7 this / she
2 are	5 meet	8 sister
3 name's	6 I'm / My name's	9 Pleased / Nice

#### Exercise 5b

- In pairs, students decide on what their names and relationships are and rewrite the dialogue with their invented details. Encourage them to be creative.
- In small classes, get each pair to perform. In larger classes, get three or four pairs to volunteer. Have the rest of the class vote on best script, and on best performance.

#### Exercise 6a 🛞 1.49 Audio script pT88

- Explain that students will hear three new students introduce themselves. Point out that the first of the three conversations is in their books.
- Play the first recording. Students read and listen.
- Ask: What's the new student's name? (Connor)
- Ask students to draw a table with three rows and four columns. The columns should be headed: *Name*, *Country*, City, Age. Draw this on the board.
- Write *Connor* in the table on the board. Play the recording for the students to write the names of the other two characters.

#### ANSWER KEY

#### Connor, Dana and Simon.

#### Exercise 6b (1.49 Audio script pT88

• Play the recording for the students to fill in the remaining information about the students. Check answers as a class.

#### ANSWER KEY

Connor: boy, Melbourne in Australia, twelve Dana: girl, Prague in the Czech Republic, twelve Simon: boy, London in Britain / England / the UK, eleven.

#### Exercise 6c

- Read the example statements about Connor.
- Students use the information they gathered to write similar statements about Dana and Simon.

#### **ANSWER KEY**

#### The second student is a girl. She's from Prague in the Czech Republic. She's twelve.

The third student is a boy. He's from London in Britain / England / the UK. He's eleven.

#### Exercise 6d

- Put students in groups of four. Play the game *Who are you*? The aim of the game is to guess the name of a famous person by asking Yes / No questions.
- Demonstrate the game by thinking of a famous person and asking the class to question you to find out who the person is. Write the answer forms: Yes, I am. and No, I'm not. on the board. Check that they understand you will give answers as the famous person with you and I, not he or she.
- Allow a minute for students to choose their famous people.
- Groups play the game. Students take turns to ask questions. Ask the person answering to keep a score of how many questions their partners ask.
- Monitor the use of questions and short answers.
- More practice Workbook pp16–17,

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# Grammar 2 Copy and complete the table. How do we make questions with be? be: questions be: questions This is London Road. Is this London Road? You are our new postman. you our new postman? Your dog is friendly. friendly?

#### **3** Make questions.

- 1 Mut is their dog. Is Mut their dog?
- 2 You are Mickey's sister.
- 3 He is our new postman.
- 4 Mut is friendly.
- **5** They are in their garden.
- 6 This is London Avenue.
- 7 You are Millie.

# **4** a Copy and complete the table with *isn't*, *aren't* or *am*.

Questions	Short answers
Are you our new postman?	Yes, I No, I <b>'m not</b> .
Is this London Road?	Yes, it <b>is</b> . No, it
Are they in the garden?	Yes, they <u>are</u> . No, they <u> </u>

#### **b** Give the short answers.

- 1 Is Millie Mickey's sister?
- 2 Are Mickey and Millie ten?
- **3** Are they in the garden?
- 4 Is the man their neighbour? No, he \_\_\_\_\_.
- 5 Is he their new postman?
- 6 Are you their neighbour?
- 7 Is Mut your dog?
- 8 Are you friendly?
- No, they \_\_\_\_\_. Yes, \_\_\_\_\_. No, he \_\_\_\_\_.

Yes, she is.

- \_\_\_\_\_, \_\_\_\_\_ is.
- No, he \_\_\_\_\_.
- Yes, I \_\_\_\_\_.

#### Listening, speaking and writing

#### **5** a Complete the dialogue.

Mickey	Hello, 1	you our new	
	neighbours?		
Stella	Yes, we <sup>2</sup>	My <sup>3</sup>	Stella
	and this is <sup>4</sup>	brother, D	avid.
Mickey	Pleased to <sup>5</sup>	you. <sup>6</sup>	
	Mickey and <sup>7</sup>	is my <sup>8</sup>	,
	Millie.		
Stella	<sup>9</sup> to me	et you, too.	

#### **b** Work with a partner. Make new dialogues.

# **6** a **1**.49 Listen to three new students. What are their names? Choose from these names.

Maria Connor Simon Henry Dana Gemma

- A Hello. This is Connor. He's your new classmate. He isn't from Oxford.
- B Are you from Australia?
- C Yes, I am.
- D Are you from Sydney?
- C No, I'm not.
- E Are you from Melbourne?
- C Yes, I am.
- B How old are you? Are you thirteen?
- C No, I'm not.
- D Are you twelve?
- C Yes, I am.

# **b** 1.49 Listen again. Find this information for each student.

name? boy / girl? from? age?

#### c Write about the students.

The first student is Connor. He's a boy. He's from Melbourne in Australia. He's twelve.

# **d** Who are you? Work with three friends. Use the questions:

Are you a man / a woman? Are you from ...? Are you a singer / a film star / a sportsperson?

# Remember you can only ask *Yes* or *No* questions.

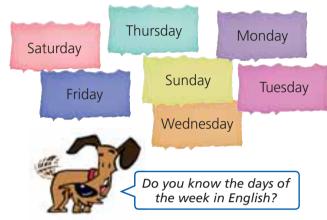


# **2D** What day is it today?

#### Vocabulary

**1** a Write the days of the week in the correct order.

#### Monday



#### **b** 1.50 Listen and repeat.



**2** 1.51 Listen. What day do you hear? *Friday* 

#### Comprehension

# **3** a **1.52** Read and listen. Are the statements true or false?

- 1 The Birthday Show is on Sunday.
- 2 The song is for Mel's brother.
- **3** His birthday is on Tuesday.
- 4 He is thirteen on his birthday.
- 5 Mel's at home.
- 6 Joe's at his friend's house.



#### **b** Work with a partner. Act the dialogue.

- DJ Hi. It's Saturday. My name's Jez Jones and this is *The Birthday Show*. Hello. What's your name?
- Mel Mel Bradley.
- DJ Hi, Mel. How old are you?
- Mel I'm ten.
- DJ And who is your song for?
- Mel It's for my brother, Joe.
- DJ When's his birthday?
- Mel It's on Tuesday.
- DJ And how old is he?
- Mel He's twelve on Tuesday.
- DJ OK. Where are you? Are you at home?
- Mel No, I'm not. I'm at the shops.
- DJ Is Joe there, too?
- Mel No, he isn't. He's at home.
- DJ Well, happy birthday, Joe, from your sister, Mel. Here's the song.

## 2D What day is it today?

#### Vocabulary

#### Exercise 1a

• Ask students if they know the days of the week in English. Many of them might, even if they haven't learned any English before. Write numbers 1–7 on the board, and write Monday at the top by 1. Ask students to continue if they can.

**CULTURE NOTE** According to the International Office for Standardization, the standard seven-day week begins on Monday (ISO standard 8601). However, in the United States, for example, the week traditionally begins on the Sunday. Therefore, Englishlanguage calendars may show either system in use. (In many Islamic countries, the first day of the week is Saturday, even where the international calendar is used for dates.)

#### Exercise 1b 🛞 1.50 Audio script: see Answer Key

• Play the recording for students to check their answers.

#### **ANSWER KEY**

## Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

• Now play it again for students to listen and repeat.

#### Exercise 2 🚳 1.51 Audio script pT88

- Explain that students are going to hear six conversations. In each conversation, one or more days of the week are mentioned. They must listen and write down the name of each day mentioned.
- Play the first dialogue. With books closed, students listen and write the day mentioned (Friday).
- With books open, focus on the picture and play the second dialogue for students to listen and read the speech bubbles. Ask for the names of the day mentioned (Monday, Tuesday).
- Play the remaining four dialogues, twice if necessary.

# ANSWER KEY3 Saturday5 Wednesday4 Friday, Sunday6 Thursday

#### **Optional extra**

Write the names of the seven days of the week on the board. Ask students: *What day is your birthday this year*? (They may need a calendar to look it up.) Tick each day mentioned. Which day has the most ticks next to it?

#### Comprehension

#### **Background information**

In many countries, like in Britain for example, phone-in programmes are popular on the radio. Listeners may phone the DJ (disc jockey) – the presenter of the programme – to give their opinions in a discussion, to take part in a quiz, to send a message or request a particular song for a friend.

#### Exercise 3a 🛞 1.52

- Focus on the photos. Explain what a radio DJ does (see Background information). Ask students in their language what they think might be happening (Mel is phoning the radio show).
- Read the six statements together.
- Play the recording for students to listen and read at the same time.
- In stronger classes, you could ask students to cover the dialogue and try and answer the questions only by listening.
- In weaker classes, ask students to underline the information about each statement in the dialogue before you play the recording again for students to finalize their answers.
- Students decide if the statements are true or false and compare answers in pairs before you check them with the class.

#### ANSWER KEY

- 1 False. 4 False.
- 2 True. 5 False.
- 3 True. 6 False.

#### **Optional extra**

Students correct the false statements, using information from the dialogue.

- 1 *The Birthday Show* is on Saturday.
- 4 He / Joe is twelve on Tuesday.
- 5 Mel's at the shops.
- 6 Joe's at home.

#### Exercise 3b

- Play the recording again, and pause after each sentence or speaker for students to listen and repeat. Encourage them to try and copy the intonation as well as the sounds they hear.
- Put students in pairs to practise the dialogue. Make sure they then switch roles and repeat the activity.
- Get one or two volunteering pairs to perform in front of the class.

#### **Optional extra**

Ask students in pairs to change some of the information in the dialogue to prepare a similar one with their own ideas. For example, they can change names, days of the week, ages and where the characters are. Then they practise and perform their revised dialogues. Have the class vote on the best adapted dialogue.

#### Grammar

#### **Exercise 4**

- Students copy the table into their exercise books and study the dialogue in exercise 3 to complete the examples. If you're using iTools, you may like to do this together on the interactive whiteboard.
- Elicit the rule: we use Wh- questions to ask for information that we don't have. After the guestion word we use the same word order as in Yes / No questions.

#### **ANSWER KEY** Are you at home?

#### How old is he?

#### **Exercise 5a**

- Ask students to find the question word (which may consist of more than one word!) in each jumbled line. Check their answers and check they understand what each question word means by asking for a translation. Elicit why they are called Wh- questions (they all begin with Wh, except for How and its combinations, like How old).
- Students put the words in the correct order. In weaker classes, they could do this in pairs.

#### **ANSWER KEY**

- 2 What is your name?
- 3 Where are you from?
- **4** When is your birthday?
- 5 What day is it today?
- 7 How old is your brother? 8 What is your phone

- 6 Where is Joe?
- number? 9 Whose mobile is this?
- 10 Where are my books?

#### Exercise 5b

- Students match the answers to the questions.
- Check answers with the class.

#### **ANSWER KEY**

1 d	<b>3</b> f	<b>5</b> g	<b>7</b> i	<b>9</b> h
<b>2</b> b	<b>4</b> j	<b>6</b> C	<b>8</b> a	<b>10</b> e

#### Exercise 5c

• In pairs, students practise reading the new dialogues.

#### Listening

#### Exercise 6a 🛞 1.53 Audio script pT88

- Refer back to exercise 3 and explain that students will hear two more callers on the same radio show. Ask them to read the questions in the table. They must listen for the answers.
- Play the recording twice if necessary, pausing between the two callers to give students time to complete the table.
- Students compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1
- **1** Julie Spencer
- 2 Her friend, Mary
- 3 On Friday
- 4 Twelve

- 1 Peter Daley
- 2 His cousin, Mike
- 3 Today 4 Ten

2

5 Julie: at home; Mary: at her house

#### 5 Both at Peter's cousin's house

#### Exercise 6b

- Focus attention on the dialogue in exercise 3b. Students underline the parts of the text that they will need to change in order to have two similar dialogues, based on information from the table in exercise 6a.
- In pairs, students write the two dialogues. When they practise the role-play, encourage them to speak without reading their dialogues, only occasionally looking back at their notes or the table to help them. Each of them should play the DJ once, and one of the callers.

#### Exercise 6c

- Ask students to imagine who they would like to request a song for and what the song would be.
- In pairs, they write their own dialogue about their imaginary call to The Birthday Show and practise it. Walk around, help with vocabulary and monitor the correct use of the Whquestions. Don't interrupt the activity, but make a note of any issues to go over later.
- Ask some volunteering pairs to perform one of their two new dialogues in front of the class. Have the class vote on the best script as well as the best performance.

#### Writing

#### Exercise 7a

- Students read the gapped text quickly. Ask: Which caller is this about? (Mel, the first caller in exercise 3)
- Remind students that in some gaps more than one word may be needed.
- Students complete the text. In weaker classes, you could let them do this in pairs.

5 he's

#### **ANSWER KEY**

1 is 3 her 2 She's 4 His

#### Exercise 7b

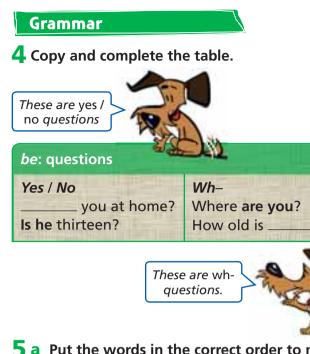
- If there's time, ask students to write a similar paragraph about Julie and Peter and themselves.
- If you have run out of time, set the exercise as homework.

#### **Revision idea**

Students make a list of the Wh- question words they know. Then they write five Wh- questions with a different guestion word in each, then in pairs, use these to ask each other questions and answer them. Afterwards, they use the information to write five statements about their partner.

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# **5** a Put the words in the correct order to make questions.

- 1 you are How old How old are you?
- 2 your name is What
- 3 you from are Where
- 4 When your birthday is
- 5 What day is today it
- 6 is Where Joe
- 7 your is brother How old
- 8 What your phone number is
- 9 this mobile Whose is
- 10 my Where books are

# **b** Match the answers to the questions to make dialogues.

- a It's 762954
- b It's William, but everyone calls me Billy.
- c He's in the garden.
- d I'm twelve.
- e They're on the table.
- f I'm from Spain.
- g It's Friday.
- h It's Charlotte's.
- i He's fifteen.
- j It's on Saturday.

#### **c** Work with a partner. Read the dialogues.

- How old are you?
- I'm twelve.

#### Listening

**6** a **1.53** Listen to two more dialogues. Answer the questions.



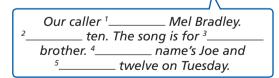
- 1 What is his / her name?
- 2 Who is the record for?
- 3 When is his /
- her birthday?4 How old is he / she then?
- 5 Where are they?

**b** Work with a partner. Act the dialogues. Use the chart.

**c** Work with a partner. Make your own dialogues.

#### Writing

#### **7** a Complete the DJ's text.



**b** Write texts for the girl and boy in exercise 6a and you.

# Culture

## What's your address?

- **1 a** Look at the pictures. Do you know anything about these places?
  - **b** 1.54 Read and listen to the texts. Copy and complete the chart.

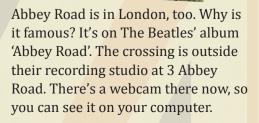
Address	Where is it?	Why is it famous?
1		
2		
3		
4		

**c** What famous streets are there in your country? Why are they famous?



This is 10 Downing Street in London. It's the British Prime Minister's home. People often call it just 'Number 10'. It's actually a very big house. There are a hundred rooms in it.

Whose home is this? Not a real person's. But the house is real. It's 221b Baker Street in London, and it's the home of the famous detective, Sherlock Holmes. Today it's a museum about him.



# **2** Look at the address. How do you write an address in your country?



# **3** a Complete the short forms of these addresses with these words.

Ave	St	Rd	

- 1 London Road London \_\_\_\_\_
- 2 Victoria Street Victoria \_\_\_\_\_
- **3** Park Avenue Park \_\_\_\_\_

**b** Write these in the short form.

High Street Sydney Avenue York Road

#### **4** a **1.55** Listen. Write the addresses.





## **b** Work with a partner. Ask and answer. Use the addresses in exercise 4a.

- What's your address?
- It's sixty-five ...

# **c** Work with a partner. Ask and answer about your own addresses.



Penny Lane is also famous because of The Beatles. It's the name of one of their songs. Do you know it? Penny Lane isn't in London. It's in Liverpool. The Beatles were from Liverpool.

C

gram:@IELTSMatters

# Culture

#### What's your address?

#### DVD

If you prefer, play Unit 2 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1a

• Focus on the four photos. Ask students what they know about each of the places. Accept any reasonable guesses, and invite the rest of the class to say if they agree or not. Tell students they are going to read the texts to find out.

#### Exercise 1b 🚳 1.54

- Read the headings in the table. Elicit in the students' language what information they are looking for. Elicit or pre-teach *famous*.
- Students copy the table into their exercise books.
- Play the recording for students to read and listen to the texts and complete the table. In weaker classes, let them do this in pairs.

#### ANSWER KEY

	Address	Where is it?	Why is it famous?
1	10 Downing Street	London	British Prime Minister's home
2	221b Baker Street	London	home of the famous detective, Sherlock Holmes
3	3 Abbey Road	London	on the cover of The Beatles' album <i>Abbey Road</i>
4	Penny Lane	Liverpool	name of a song by The Beatles

#### Exercise 1c

- Ask students to name three or four famous streets in their town, city or country, and say why they are famous. Encourage them to explain in English, but help out with any unfamiliar vocabulary or difficult grammar. Write new words on the board, check students understand their meaning, and quickly drill pronunciation, but avoid getting into explanations of new grammar.
- It might help students in their discussion to record the information about their country in a table on the board similar to that used in exercise 1b. (If you would like to use the Optional extra below, tell students to compile or copy this table into their exercise books, as they will need the information to hand later.)

#### **Optional extra**

As homework, ask students to use their tables in exercise 1c to write a similar paragraph to those in the Student's Book about two of the streets discussed. In the following class, ask for some volunteers to read out their paragraphs to the class.

#### Exercise 2

- Ask students to write their address in their own language. Ask for a volunteer to write on the board.
- Focus attention on the English example in the Student's Book. Ask students to number each of the elements highlighted. Then ask another volunteer to number the corresponding elements in the example on the board. Invite students to notice similarities as well as differences between the addresses in English and their own language.

#### Exercise 3a

- Explain that in English, we often abbreviate types of streets. Elicit whether they also do this in their own language and what the abbreviations are.
- Students complete the short forms.

#### **ANSWER KEY**

1 Rd.	<b>2</b> St.	3 Ave.

#### **Exercise 3b**

• Students write the short forms of the street names.

#### ANSWER KEY High St.

York Rd.

#### Exercise 4a 🛞 1.55 Audio script pT88

• Play the recording for students to listen and write the addresses they hear.

Sydney Ave.

#### **ANSWER KEY**

1	2
65 Morgan Street	12 Peel Avenue
Liverpool	London
L26 9RQ	EC5 7DG

#### Exercise 4b

- Read the example together. Drill the correct pronunciation of *address*, making sure they understand the stress falls on the second syllable.
- In pairs, students take turns to ask and answer the question, using one of the two addresses from exercise 4a.

#### Exercise 4c

• In pairs, students now use their own addresses to ask and answer the question.

#### Geography: the world

#### **Background information: continents**

People often talk about six continents, although strictly speaking there are seven. In a geological sense, North America and South America are two separate continents connected by a narrow strip of land: Central America. Oceania incorporates both the continental landmass of Australia and the extensive Pacific archipelago, which means it is not incorrect to refer to this continent as Australia. Note that while the South Pole is one of the continents, the North Pole is not. The ice cap there covers an ocean rather than another landmass.

#### Exercise 1a

- Focus attention on the four photos. Explain that these are some of the key geographical features.
- Ask students to match the four words in the box to the pictures. Elicit the words in the students' own language or elicit one famous example for each type of landscape (for example: Mont Blanc, mountain; the Danube, river; Sahara, desert; the Atlantic, ocean).

#### ANSWER KEY

1 mountain 2 river 3 desert 4 ocean

#### Exercise 1b

- Focus attention on the map. Explain that it contains examples of some of the most famous geographical features in the world.
- Read the four bullet points. Pre-teach or check comprehension of *mountain range* and *continent*.
- Students find the names on the map. In weaker classes, let students work in pairs or small groups.

#### ANSWER KEY

#### desert: Sahara oceans: Atlantic, Arctic, Indian, Pacific rivers: Mississippi, Amazon, Nile, Yangtze mountain ranges: Rocky Mountains, Andes, Himalayas

#### **Optional extra**

Students list further famous examples of rivers, mountain ranges (or mountains) and deserts. You may also want to introduce the word *sea*, and name examples of seas. If possible, ask students to name the most famous example of each geographical feature on their own continent and in their own country.

#### Exercise 2a

• Demonstrate the meaning of the prepositions *next to* and *between*. Place your chair next to your desk and say: *My chair is next to my table*. Write *next to* on the board. Now put the chair between the desk and the board and say: *My chair is between the table and the board*. Write *between* on the board. Check comprehension of each preposition by asking for a translation.

- Students look at the map again.
- Read the statements together.
- In stronger classes, students do the correction task individually and compare answers in pairs. In weaker classes, they do it in pairs, and then they compare answers with another pair. Do not check answers at this point, as they will do this in exercise 2b.

#### Exercise 2b 🛞 1.56 Audio script pT88

- Play the recording for students to check their answers.
- Play it again, pausing after each sentence and get students to listen and repeat, copying the pronunciation of the words as well as the intonation.

#### **ANSWER KEY**

- 2 North America and South America are between the Pacific Ocean and the <u>Atlantic</u> Ocean.
- 3 <u>Africa</u> is between the Atlantic Ocean and the Indian Ocean.
- 4 The Arctic Ocean is next to North America, Europe and Asia.
- 5 Oceania is between the Indian Ocean and the Pacific Ocean.
- 6 The letter a is in Africa, Antarctica, America and <u>Asia</u> (or *Oceania*).

#### Exercise 3a 🚳 1.57 Audio script pT88

• Students listen to the ten names of geographical features and point to them on the map. If you're using iTools, you can ask students to come up to the interactive whiteboard in turn to point to each place they hear. Repeat the activity if too many students appear to hesitate or if they make mistakes.

#### Exercise 3b 🛞 1.57 Audio script pT88

• Play the recording again for students to listen and repeat.

#### **Exercise 4**

- Look at the eight questions. Elicit or pre-teach the meaning of the question word *Which* and elicit the meaning of *Where*.
- In pairs, students find answers to the questions. There may be more than one correct answer to most questions.

#### POSSIBLE ANSWERS

- **2** The Himalayas are in Asia. / The Himalayas are next to the Yangtze River.
- 3 The Sahara Desert is in Africa. / The Sahara Desert is next to the Nile River / the Atlantic Ocean. / The Sahara Desert is between the Nile River and the Atlantic Ocean.
- 4 The Rocky Mountains are in North America. / The Rocky Mountains are between the Mississippi River and the Pacific Ocean.
- **5** The Amazon River is in South America. / The Amazon River is next to the Atlantic Ocean.
- 6 The Indian Ocean is next to four continents.
- 7 Antarctica is cold.
- 8 Students' own answer

# **English Across the Curriculum**

# 2

# Geography: the world

# a Look at the map. Match the words with the photos.

#### desert mountain river ocean

#### **b** On the map find the names of:

- a desert
   the four oceans
- four rivers three mountain ranges

# **2** a Look at the map. Change the underlined words.

El Goléz

1 The Indian Ocean is between <u>Europe</u> and Oceania. The Indian Ocean is between Africa and

The Indian Ocean is between Africa and Oceania.

- 2 North America and South America are between the Pacific Ocean and the Arctic Ocean.
- 3 Europe is between the Atlantic Ocean and the Indian Ocean.
- 4 The Arctic Ocean is next to North America, Antarctica and Asia.
- **5** Oceania is between the Indian Ocean and the Arctic Ocean.
- 6 The letter a is in Africa, Antarctica, America, and <u>Europe</u>.

#### b 1.56 Listen and check.









# **3** a 1.57 Listen. Point to the places you hear.

**b** 1.57 Listen again and repeat.

#### **4** Look at the map. Answer the questions.

- 1 Where's the Nile River? It's in Africa.
- 2 Where are the Himalayas?
- 3 Where's the Sahara Desert?
- 4 Where are the Rocky Mountains?
- 5 Where's the Amazon River?
- 6 Which ocean is next to four continents?
- 7 Which continent is cold?
- 8 Which continent is your country in?

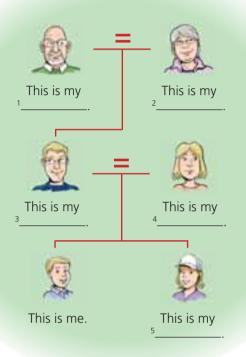


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# Revision

#### Vocabulary

Complete the family tree.



#### 2 Put the letters in the correct order to make the days of the week.

- 1 ahdustyr \_\_\_\_\_ 5 ifadyr \_\_\_\_\_
- 2 uynsad \_\_\_\_\_ 6 dedyewsna \_\_\_\_\_
- 3 astudye \_\_\_\_\_ 7 oydamn \_\_\_\_\_
- 4 yrstdaau \_\_\_\_\_

#### Short forms

#### **B** Rewrite the sentences. Use short forms.

- 1 We are in the garden.
- 2 I am at the shops.
- 3 Mel is not at home.
- **4** They are not from the USA.
- **5** He is our teacher.
- 6 I am not ten.
- 7 It is my birthday today.
- 8 Where is Joe?

#### Short forms and possessive adjectives

#### **4** Complete the sentences with *his*, *her*, *their*, he's, she's or they're.

- 1 This card is for my brother. It's \_\_\_\_\_ birthday today. \_\_\_\_\_ twelve.
- 2 There's Mr and Mrs Smith with \_\_\_\_ three dogs. \_\_\_\_\_ all black.
- 3 Where's Andy? • \_\_\_\_\_ in the garden with \_\_\_\_\_ friends.
- 4 Are they Molly's bags?
  - No \_\_\_\_\_ bags are in the car. \_\_\_\_\_ Mel's bags.
- 5 This is Mel's grandmother. \_\_\_\_\_ from London. Buddy is \_\_\_\_\_ dog.

#### Questions with be

#### **5** Complete the dialogues with guestions.

1 •\_\_\_\_? • My name's María Cortéz. •\_\_\_\_\_? • I'm from Spain. • \_\_\_\_\_? • I'm thirteen. 2 • \_\_\_\_\_ ? • It's for my brother. • \_\_\_\_\_? • Pedro. • \_? • He's eleven.

#### Possessive's

#### **6** Use the cues. Write sentences.

- 1 Mel / pen
  - This is Mel's pen.
- 2 Joe / watch
- **3** Jack and Susan / dog
- 4 Buddy / ball
- 5 Mary / book
- 6 Granddad and Grandma / house



#### Vocabulary

#### Exercise 1

- Focus on the family tree. Explain that a schoolboy is describing his family. Ask students to find the schoolboy (This is me). You may like to clarify the meaning of the sentence by bringing into class and pointing to a photo yourself and saying *This is me*, then checking comprehension by asking for a translation.
- Students complete the family tree individually and compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 grandfather / granddad
- 2 grandmother / grandma
- 3 father / dad
- 4 mother / mum
- 5 sister

#### **Exercise 2**

• Go round the class saying the days of the week from Monday to Sunday.

5 Friday

7 Monday

6 Wednesday

• Students put the jumbled letters in order individually.

#### **ANSWER KEY**

- 1 Thursday
- 2 Sunday
- 3 Tuesday
- 4 Saturday

#### **Short forms**

#### **Exercise 3**

- Students rewrite the sentences individually.
- Allow them to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- **1** We're in the garden.
- 2 I'm at the shops.
- 5 He's our teacher.6 I'm not ten.
- 7 It's my birthday today.
- 3 Mel isn't at home.4 They aren't from the USA.
- 8 Where's Joe?

#### Short forms and possessive adjectives

#### **Exercise** 4

• Students complete the sentences individually, and compare answers in pairs. In weaker classes, they complete the task in pairs. Then check the answers with the class.

#### **ANSWER KEY**

- 1 his, He's
- 2 their, They're
- 3 He's, his
- 4 her, They're
- 5 She's, her

#### Questions with be

#### Exercise 5

- Students work in pairs to complete the dialogues.
- Check answers as a class.

#### POSSIBLE ANSWERS

- 1 What's your name? Where are you from? How old are you?
- 2 Who is this for? What's his name? How old is he?
- Students take turns to practise saying each dialogue. Get one or two volunteers to perform the dialogues to the rest of the class, and get the class to check and correct any errors afterwards.

#### **Optional extra**

In pairs, students use the questions from exercise 5 to write similar dialogues about themselves, or about famous people they want to role-play.

#### Possessive 's

#### Exercise 6

- Look at the cues for item 1 and read the example together. Check that students understand they have to expand the cues into similar sentences.
- Students complete the exercise individually, then compare answers in pairs before you check them with the class.

#### ANSWER KEY

- 2 This is Joe's watch.
- **3** This is Jack and Susan's dog.
- 4 This is Buddy's ball.
- 5 This is Mary's book.
- 6 This is Granddad and Grandma's house.

# Your Project

#### Planning your project

- The aim of this lesson is to get students to start thinking about how they can collect and organize all the information and materials that they will need to put their project together.
- Students should keep their books closed at this point. Read the instructions in 1 or write them on the board. Ask the class to brainstorm, if necessary in their own language, some of the things they might want to include in a project like this. Make a list of ideas in English on the board.
- Students open their books and look at the pictures of the things Mel has gathered, and compare these with their own ideas. Are they similar / different, and how?
- Ask them if they feel anything is missing from Mel's collection of materials. Elicit that explanations of what the images show would make them more useful.
- Ask students to write a sentence about each of Mel's four photos (For example: *This is my mum. Her name is Mary. This is my dad. His name is Jack. This is my brother. His name is Joe. This is my family. We're from Britain.*)
- Stress that there is no single solution for a successful project, but usually the more varied the content is, the more appealing the final product is. Ask what else would make a project successful. Elicit or tell the class that it is a good idea to connect the various elements so it is clear they are all about the same thing. It is probably quite clear in this particular case, but in some projects the connection between a set of images and a story will need to be explained.
- Ask students to think back to the project in Unit 1. Pointing to Mel's project in progress, ask: Is this the only way you could present this project? Elicit some other possible formats (a web page with or without links to further information, multimedia project with video, a slide show with explanations, etc.). Encourage students to be creative and not to feel limited by what is shown in the Student's Book example.

#### Preparation

- This is an individual project, but the brainstorming and initial planning could be done in pairs or small groups.
- Students use their ideas from the discussion at the start of the lesson and Mel's ideas to make a list of the things they want to include in their own projects. If they decided to choose a format different from Mel's own illustrated poster or scrapbook, they should consider what types of materials that format can accommodate.
- Ask them also to think about how and where they will find the materials they will need.
- Walk around and monitor. Give students practical advice if necessary, but whenever possible, encourage them to find a solution to any problems together, without your help.

- After the planning and brainstorming stage, students work on their projects on their own.
- Remind students to check their texts for mistakes, and to write out a clean copy for the final project. If you want to correct the texts, make sure you do this on a separate piece of paper or electronically, so students can produce a clean copy.
- Set aside a lesson for the project presentations. Make sure you check with students beforehand if they need any equipment in the room (in case some of them decided to prepare a computer- or video-based project).

#### Follow-up

• If all or almost all students decided to produce a poster (or something that can be displayed without needing a presentation), you can display them around the room and get students to walk around. You could give each student three small sticky stars and ask them to stick one on the three projects they like the best. Have a round of applause for the person who prepared the most-awarded project.

#### Song

#### My Bonnie

#### **Background information**

*My Bonnie* is a popular Scottish song. Its origins are unknown, but many believe it is about Prince Charles Edward Stuart (1720–1788), the son of King James III, whose nickname was Bonnie Prince Charlie. He led the uprising of 1745 and was forced to flee from Scotland after their defeat at the Battle of Culloden. He remains a popular figure of heroic failure in Scottish mythology. The song first appeared in printed collections of sheet music in the late 19th century.

#### Exercise 1 🛞 1.58

- The aim of the song activity is to increase confidence and fluency through a sing-along.
- Students read through the song. Elicit or pre-teach the meaning of *over* (in this context, it means *beyond*, or *on the other side of*) and the phrasal verb *bring back*.
- Play the song through for students to listen and read. Ask students what they think 'my Bonnie' means. Explain that it is a Scottish word for 'my sweetheart' or 'the person I love'.
- Play the song again for them to sing along.

More practice Teacher's Resources Multi-ROM Unit 2

# **Your Project**

## Planning your project





# My world

#### l've got a computer **3**A

#### Vocabulary

**1**2.02 Listen and repeat.











1 a games console

2 a television

3 a radio

4 a mobile phone



9 a camera

5 an MP3 player



6 a skateboard



7 a DVD player



8 a bike



10 a remotecontrolled car

**2.03** Listen. Which thing do you hear?

#### Comprehension

**2 1** 2.04 Read and listen. Answer the questions.

Who has got:

- a computer in his bedroom?
- a computer in the living room?
- a sister to play computer games with?



My friend Tom is lucky. He's got a computer in his bedroom. I haven't got a computer in my room. We've got a computer, but it's for me and my sister. It's in the living room.



My friend Joe's lucky. He hasn't got a computer in his room, but he's got a sister to play computer games with. I haven't.

0,0



#### **Unit overview**

**Grammar focus:** *have got*: all forms; position of adjectives. **New vocabulary:** Possessions; adjectives; pets; school subjects.

**Skills:** Reading: describing your school; Speaking: talking about possessions, describing a picture, comparing timetables; Listening: talking about possessions, pets and timetables; Writing: comparing pictures, writing a timetable.

Culture: Schools in England and Wales.

The Culture page for this unit can be studied after Lesson 3C or at the end of the unit.

**English Across the Curriculum:** Science: we are animals too. The English Across the Curriculum page can be studied at the end of the unit.

**Project:** Working together.

**Song:** *My favourite day.* 

## **3A** I've got a computer

#### Vocabulary

#### Exercise 1a 🔞 2.2

• Focus on the pictures. Play the recording for students to listen and read, then to listen and repeat.

**LANGUAGE NOTE** Some students may notice that the indefinite article used before *MP3 player* is *an*, not *a*. If they question the article, write *M* on the board, ask them how they say it, then write the transcription as well /em/ to clarify why this is the case: because the rule applies to vowel <u>sounds</u>, not vowel <u>letters</u>.

#### Exercise 1b 🛞 2.3 Audio script pT88

• Explain to students that they will hear all of the ten things from exercise 1a being used, but in a different order. Play the recording. Students listen and point to the thing they hear being used. If you're using iTools, this is a good activity to do together on the interactive whiteboard.

#### **ANSWER KEY**

- 1 an MP3 player
- 2 a bike
- 3 a radio
- 4 a skateboard
- 5 a games console
- 6 a DVD player
- 7 a remote-controlled car
- 8 a television
- 9 a camera
- **10** a mobile phone

#### Comprehension

#### Exercise 2 🛞 2.4

- Students look at the pictures. Ask: *Who is in the pictures?* (Joe, Mel and a boy called Tom.) *What is in the pictures?* (Computers.)
- Elicit or pre-teach *lucky*.
- Play the recording for students to listen and read.
- Play the recording again. Students listen, read and answer the questions. In weaker classes, you may like to allow them to do this in pairs. Otherwise, ask students to compare answers in pairs before you check them with the class.
- Draw a three by three chart on the board, headed *Joe, Tom* and *Mel* for the rows, and *computer in bedroom, computer in living room* and *sister* for the columns. Put ticks and crosses as appropriate.

#### **ANSWER KEY**

- 1 Tom
- 2 Joe and Mel
- 3 Joe



#### Grammar

#### Exercise 3a

- Refer back to the chart you made on the board in exercise 2. Write Tom has got a computer. and Joe and Mel have got a *computer*. on the board. Underline the verb *have got*. Elicit translations of each sentence.
- Hold up an object from your desk or bag. Say: *I've got [a pen]*. Write this on the board. Hold up two or three similar things. Say: I've got [three pens]. Write this on the board. Ask students to notice how the form of have got changes (it doesn't). Explain that the form of the verb only depends on who has got something, not on what or on how many things they have got.
- Students copy the table into their exercise books and use the examples from exercise 2 to complete the missing forms.
- Explain that short forms are used in everyday speech and informal writing, and full forms in more formal writing or for emphasis or clarification.

#### **ANSWER KEY**

I / You / We / They <u>have</u> got a computer. He / She / It has got a computer.

#### Exercise 3b

- Read the example together and check that students understand the task.
- Students complete the sentences individually.
- Students compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 2 has got 4 has got
- 3 have got 5 have got

8 have got 7 have got

#### Exercise 3c

• Go round the class, asking students to say the sentences with the short forms. In weaker classes, you may like to allow them to write the sentences first and check them in pairs.

6 has got

LANGUAGE NOTE When there are two or more subjects, we avoid using short forms in writing, and we use the plural form of have got. We say Joe and Mel have got a computer in the living room. NOT Joe and Mel've got a computer in the living room.

#### **Exercise 4a**

• Students focus on the table. Ask them how we make negatives when we talk about possessions and elicit that we put not after have / has and before got. Elicit that to make short forms we add n't to the end of the verb have. The form of got never changes.

#### **Exercise 4b**

- Students write three sentences with I haven't got and three with he hasn't got / she hasn't got. Remind them that they should make negative statements.
- Students check and correct their answers in pairs. Ask for a few examples in front of the class. Ask the rest of the class to check and correct answers as necessary.

#### **ANSWER KEY**

#### Students' own answers

#### Exercise 5

- Ask students to look at the pictures and the two options below each one, and tick the one that the picture shows.
- Students use the cues to write five more pairs of sentences about the pictures, like the one in the example.

#### **ANSWER KEY**

- 2 They haven't got a car. They've got bikes.
- 3 He hasn't got a mobile. He's got a camera.
- 4 They haven't got a dog. They've got a cat.
- 5 She hasn't got a remote-controlled car. She's got a skateboard.
- 6 He hasn't got an apple. He's got an orange.

#### Listening

#### Exercise 6a (9) 2.5 Audio script pT88

- Students look at the pictures in exercise 1 again. Explain that they will hear Ravi talking about what he's got. Make it clear the task isn't to write down the things he mentions, but the things he's got himself.
- Students listen twice and tick the pictures.

#### **Exercise 6b**

• Ask some students to mention one thing Ravi has and one he hasn't got. Ask the rest of the class to listen, and check and correct their answers.

#### **ANSWER KEY**

#### Ravi's got a remote-controlled car, a skateboard, a mobile phone, an MP3 player and a bike.

#### Ravi hasn't got a computer, a television, or a camera.

• Ask students to say which items from exercise 1 Ravi doesn't mention at all. (He doesn't mention a games console, a radio or a DVD player.)

#### Speaking

#### **Exercise 7**

- Put students in groups of four to six. They play a chain game. Each student in turn adds one more item to the list, but always has to repeat the information about the others in the group, too (changing the pronoun as appropriate). When a student forgets something or uses incorrect English, they drop out of the game. The last student left standing is the winner.
- In classes where there are more than two groups playing, you could have a final round with the group winners in front of the class to decide on the overall class champion.

#### **Revision idea**

Students work in pairs. Each student puts three things in front of him / her on the desk. They compare what they've got with what their partner's got. For example: I've got a pen, but I haven't got a pencil. We've got a mobile phone. Jana's got an orange, but l've got an apple.

#### More practice Workbook pp22–23, Teacher's Resources Multi-ROM Unit 3 © Copyright Oxford University Press



#### Grammar

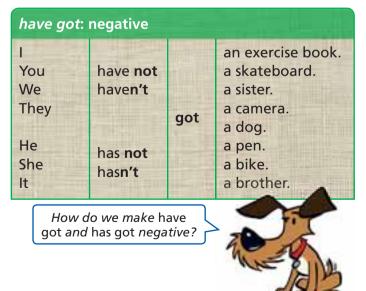
**3** a Copy and complete the table with the full forms.

have got: affirmative			
l You We They He She It	've 's	got	a computer. a dog. two cousins. three pens. a watch. two cameras. a car.

#### **b** Complete the sentences with *have got* or has got.

- 1 Tom *has got* a computer.
- 2 Joe \_\_\_\_\_\_ a sister.
- 3 I \_\_\_\_\_\_ two English books.
- 4 Joe \_\_\_\_\_\_ a remote-controlled car.
- 5 We \_\_\_\_\_\_ a good teacher.
- 6 Mickey \_\_\_\_\_ a dog.
- 7 You \_\_\_\_\_ my pens.
- 8 They \_\_\_\_\_\_ a skateboard.
- **c** Now say the sentences with short forms.

#### **4** a Look at the table.



**b** Use the table. Make three sentences about yourself and three about your friend.

**5** Make true sentences. Use the cues. She hasn't got a bag. She's got a box.



1 a bag / a box



3 a mobile / a camera



5 a remote-controlled car / a skateboard



2 a car / bikes



4 a dog / a cat



6 an apple / an orange

#### Listening

- **6** a **1**2.05 Look at the things in exercise 1. Listen. Tick ( $\checkmark$ ) the things Ravi has got.
  - **b** Say what Ravi has and hasn't got.
  - He hasn't got a ... He's got a ...

#### Speaking

**7** Work in a group. Play a game.

I've got a book.

He's got a book and I've got a mobile. He's got a book. She's got a mobile and I've got a bag.

#### Mut's present **3B** Comprehension a 12.06 Read and listen. Choose the Happy 1 correct presents and match them to the names. birthday! It's Mickey and Millie's a blue bag birthday today. They've got good presents. a new blanket Mickey a red jumper Millie • a new cricket bat Mut • a big bone • a yellow ball **b** Who are the presents from?

lt's my birthday,

too, but I haven't

got a present!

4







my new bone!



I've only got an old

bone and this small

blanket. Sniff!



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## 3B Mut's present 🕿



#### **Background information**

In the UK, when you have a birthday, your close relatives and friends give you presents and a birthday card. Children often have a birthday party at home or in a restaurant. Guests bring presents for the birthday boy or birthday girl. They usually have a birthday cake, with a candle for each year, so for example, a twelve-year-old will have twelve candles. The birthday boy or birthday girl blows out the candles and makes a silent wish. The guests all sing a birthday song.

#### Comprehension

#### Exercise 1a 🛞 2.6

- Set the scene by telling students about birthdays in the UK (see Background information above). Ask them to say if birthday customs are different / similar in their country.
- Students look at the picture story quickly. Ask: Whose birthday is it today? (Mickey, Millie and Mut's.)
- Elicit or pre-teach the meaning and pronunciation of *present*, cricket bat, jumper, bone, blanket, basket and mouth.
- Play the recording. Students listen and read the story.
- This cartoon is available as animation on DVD and iTools.
- Play the recording again, and ask students to match the presents to the names.

#### **ANSWER KEY**

Mickey: a new cricket bat Millie: a red jumper Mut: a big bone and a new blanket

#### Exercise 1b

• Ask students to say who the presents are from. Ask them to say which speech bubbles have this information.

#### **ANSWER KEY**

#### Mickey and Millie's presents are from their parents (in picture 2).

Mut's presents are from Mickey and Millie (in picture 7).

#### **Optional** extra

As an alternative comprehension task, ask students to answer the following questions:

- 1 Why have Mickey and Millie got presents today? (It's their birthday.)
- 2 Why isn't Mut happy? (It's his birthday, too, but he hasn't got any presents.)
- 3 Where is Millie's jumper? (It's in Mut's basket.)
- 4 Where is Mickey's cricket bat? (It's in Mut's mouth.)

#### **Exercise 2**

• Divide the class into groups of four or five (one person can play the parents if the numbers don't work out).

- Play the recording again, pausing after each line, and get the whole class to listen and repeat, to fix the pronunciation and intonation.
- Students practise the dialogues, then ask one or two volunteering groups to perform it for the class.

#### **Optional** extra

Ask students to imagine it's their birthday. What present would they like to get from each person in their family? Allow the use of dictionaries and help students as well. Alternatively, you could limit the activity to words learned in *Project* so far. Using the picture story as a model, students work in groups to write a similar dialogue, then they practise it and volunteer to perform it in front of the class. Have a vote on the best story and the best performance. If appropriate, teach the most useful extra vocabulary to the class by using drawings on the board or mime.

#### **Optional** extra

Play Word Clues. If classes aren't too big, you could divide them into teams of six or seven. One student from each team comes to the board, stands with his / her back to the board, and the teacher writes a word on the board (e.g. umbrella). The students sitting down explain it in English (giving related words or mime) to their team mate. As soon as the students are explaining the word, the teacher wipes the board. The first student to guess the word and write it correctly on the board scores a point for his / her team. The next person in each team then takes their place at the board, and so on. Continue until they have guessed a set number of words (but preferably until each student has at least one go at the board). The team with the most points wins.

#### Vocabulary

#### Exercise 3a 🔞 2.7

- Ask: *What has Millie got for her birthday?* (A red jumper.) Write *red* on the board, and ask students to find it on the Student's Book page. Elicit a translation.
- Ask: What has Mickey got for his birthday? (A new cricket bat.) White new on the board. Elicit a translation (hint: the shapes of the letters should help). Explain that they are going to learn some useful adjectives to describe things.
- Play the recording for students to listen and read, and again for them to listen and repeat. Check the correct pronunciation of *-ow* in *yellow* and *brown*. The spelling is the same: *ow*, but the pronunciation is different. You may also like to check the sound for the letter *a* in *small* and *bad / black*.

#### Exercise 3b

- Check that students understand the meaning of each adjective by asking them to describe things around the classroom. Stronger students should try and use one colour and one 'other' adjective. For example: *This exercise book is red. It isn't new, it's old.*
- In weaker classes, students could write the sentences before they have to say them.

#### Grammar

#### Exercise 4a

- Read the three sentences. Students look at the story again and find the corresponding examples.
- Write the completed sentences on the board, and in the students' own language, elicit the position of the adjective (before the noun that it refers to). Ask students to notice how the form of the adjective changes depending on whether the noun is singular or plural (it doesn't change). You may also like to point out that the indefinite article *a* or *an* goes before the adjective + singular noun structure.

#### **ANSWER KEY**

#### I've got a <u>red</u> jumper.

They've got good presents.

• Elicit whether this is different or similar to the way adjectives are used in their language.

#### **Exercise 4b**

- Students rewrite the sentences individually and then compare answers in pairs before you check them with the class.
- Elicit that numbers (like the indefinite articles as well as the possessive adjectives covered before) must go before the adjective + noun structure.

#### ANSWER KEY

- 2 four thick books
- 3 a good teacher
- 4 my yellow jumper
- 5 two black cats

#### **Optional extra**

Play a variation of the chain game from Lesson 3A, exercise 7. Follow the same rules, except all sentences must now contain an adjective from those covered in Lesson 3B.

#### Speaking and writing

#### Exercise 5a

- Students work in pairs. Student A only looks at picture A and Student B only looks at picture B make sure they cover the other picture. Tell them there are eight differences between the pictures and they must find them by asking and answering questions like the one in the example.
- Read the example together.
- Focus on the eight cues below the picture.
- Remind students they can use *it is* or *they are*, *there is* or *there are* as well as *has got* or *hasn't got* to describe objects in the pictures.
- Walk around and monitor the correct use of the verbs *be* and *have got* as well as the pronunciation and correct position of adjectives. Make a note of any serious errors to go over at the end of class but avoid interrupting the activity.
- Allow enough time for at least most pairs to complete the activity. (Resist the temptation to turn it into a competition, as that would stop all but one pair from completing the task.) Tell fast finishers to move on to exercise 5b.

#### POSSIBLE ANSWERS

Mickey's T-shirt is brown in A, red in B. The bag is old in A, new in B. The watch is yellow in A, green in B. The pencil is long in A, short in B. The book is thick in A, thin in B. The mobile is white in A, black in B. Mickey's cap is orange in A, blue in B. The radio is white in A, green in B.

#### Exercise 5b

• Set this task as homework. Students write seven more sentences like the example to describe the differences. Fast finishers in exercise 5a will have the advantage of having done some of this already in class – this is their reward.

#### **Revision idea**

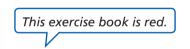
Students use the adjectives to describe six things their families have got. You could start by writing eight or nine words on the board to choose six from, e.g. *car, bedroom, garden, dog, cat, window, watch, television, living room.* For example: *We've got a red car. My parents have got a big bedroom.* Then they work in pairs to compare their sentences.

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adjective.





#### Grammar

**4** a Look at the story. Rewrite the sentences with the words red or good.

I've got a jumper. They've got presents. We've got two presents for our birthday.



#### **b** Rewrite the sentences. Put the words in brackets in the correct order.

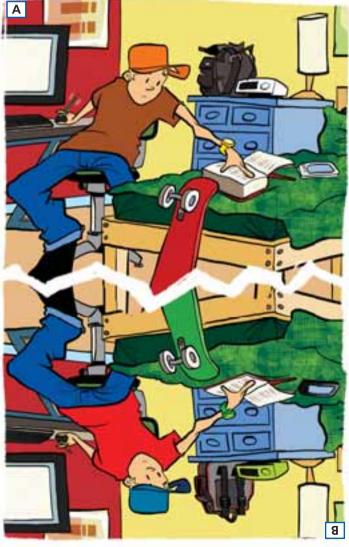
- 1 l've got \_\_\_\_\_ (a present big). I've got a big present.
- 2 She's got \_\_\_\_\_ (books thick four).
- 3 We've got \_\_\_\_\_ (teacher a good).
- 4 Where's \_\_\_\_\_ (jumper yellow my)?
  5 I've got \_\_\_\_\_ (cats two black).

#### Speaking and writing

- **5** a Work with a partner. Look at the pictures. Student A: cover one picture. Student B: cover the other picture. Now ask and answer. Use the cues.
  - 1 a skateboard
  - A Mickey's got a red skateboard in my picture. Is it red in your picture, too?
  - B No, it isn't. He's got a green skateboard in my picture.
  - **2** a T-shirt
  - 3 a bag
- 7 a mobile

6 a book

- 4 a watch 5 a pencil
- 8 a cap 9 a radio



b Now write about the differences.

Mickey's got an orange cap in picture A, but he's got a blue cap in picture B.

# **3C** Have you got a pet?

#### Vocabulary







1 a hamster

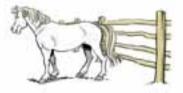
2 a rabbit



3 a rat



4 a snake



5 a horse





6 a mouse

7 a fish (plural: fish)





**9** a budgie (a bird)



#### **b ()**2.09 Listen. What kind of animal is it?

This is a small animal. It's got a long, thin tail. The one in the picture is grey.

#### Comprehension

**2** a <u>(2.10)</u> Listen and match the people to the pets.

	a rabbit
Joe	a cat
Mel	a spider

a snake

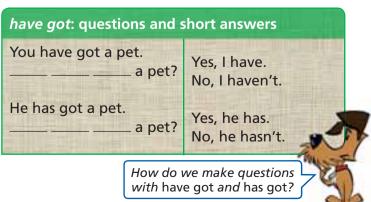
**b** What colour are the pets?



Teacher	Have you got a dog or a cat, Joe?
Joe	No, I haven't, Miss. I've got a snake.
Teacher	Really? Is it a big snake?
Joe	No it isn't, but it's beautiful. It's red and
	white.
Teacher	Has your sister, Mel, got a pet, too?
Joe	Yes, she has.
Teacher	What's she got?
Joe	She's got a rabbit.
Teacher	That's nice. What colour is it?
Joe	Grey. It's boring. It's always asleep!

#### Grammar

#### **3** Copy and complete the table.



## **3C** Have you got a pet?

#### Vocabulary

#### Exercise 1a 🛞 2.8

- Focus on the pictures. Do a quick survey around the class about the pets they own, by asking for a show of hands for each animal. Start by asking about dogs and cats, for example: Who's got a dog? Then just write numbers 1 to 10 on the board for the new vocabulary, and record the total number of students for each animal. What's the most popular pet among the students?
- Play the recording for students to listen and then again for them to listen and repeat. Pay attention to the pronunciation of *rabbit* and *parrot* – students should not double up the consonant in the middle.
- Elicit the meaning of *budgie, parrot* and *bird*. Ask if anyone can explain the difference between the two birds (all budgies are parrots, but not all parrots are budgies; budgies are always small, but there are some fairly big parrots).

#### **Background information**

The word *budgie* is the informal, shorter form of *budgerigar*. Budgies are originally from Australia, but they now live all over the world. They are one of the more than 370 different species of parrots in the world. All parrot species are native to the southern hemisphere, but can be found on all the continents (except Antarctica, obviously), normally in tropical or subtropical climates.

#### Exercise 1b (5) 2.9 Audio script pT88

- Elicit or pre-teach the meaning and pronunciation of *animal*, bird, tail, grey, eyes, legs, ears.
- Read the description together. Ask which animal it describes (a rat). Explain that students will hear a similar description of all ten animals.
- Ask students to write numbers 1 to 10 in their exercise books. Tell them to listen, then identify each animal, and write the name of the animal next to each number. Point out that rat may be number 3 in exercise 1a, but it is number 1 here that is, the animals will be described in a different order.

#### **ANSWER KEY**

1 a rat 2 a budgie 3 a horse

4 a mouse

5 a spider 6 a hamster 10 a fish 7 a parrot 8 a rabbit

9 a snake

#### **Optional** extra

Students write a short description of their pet, or imagine the pet they would like to have. They write a description similar to the one in exercise 1b, but they add other details as well if they can (for example: His name's Bobo). Ask a few volunteers share their descriptions, omitting the type of the animal. Can the other students guess what animal they are describing? (Note this Optional extra could equally be done after exercise 2.)

#### Comprehension

#### Exercise 2a 🛞 2.10

- Explain that students will hear a dialogue about Joe and Mel's pets.
- Play the recording. Students listen and read the dialogue, then match the children to their pets.
- Check answers with the class.

#### ANSWER KEY

Joe: a snake

Mel: a rabbit

#### Exercise 2b

• Ask students to underline the answer to the question (red and white and grey) in the dialogue.

#### Grammar

#### **Exercise 3**

- Students copy the table into their exercise books, then find similar examples in the dialogue and complete the missing forms. Ask them to compare answers in pairs before you check them with the class.
- Elicit how you make guestions (we swap the subject and the correct form of *have* – but *got* remains in place). Ask students to note how short forms are used (they are never used in questions).
- Ask students to note how we give short answers. Elicit that the principle is similar to short answers with the verb be: we don't just use Yes or No, but we repeat the subject pronoun (or replace the person's name with the pronoun) and the correct form of *have*, but never repeat *aot*. Elicit how we use short forms in short answers (we don't use them in affirmative answers, but we normally use haven't or hasn't in negative answers).

#### **ANSWER KEY**

#### Have you got a pet?

#### Has he got a pet?

LANGUAGE NOTE In case students raise this, tell them that full forms can also be used in short answers, but this sounds more formal and is normally only used for emphasis or clarification. In most situations, the short forms *hasn't* or *haven't* are preferable.

#### Exercise 4

- Read the example together.
- Students make questions individually.
- Ask them to compare answers in pairs before you check them with the class.

#### ANSWER KEY

- **2** Has she got a brother?
- 3 Have they got a car?
- 4 Has he got a bike?
- 5 Have you got a computer?
- 6 Have our neighbours got a dog?
- 7 Has Mel got an MP3 player?
- 8 Has Joe got a mobile?

#### **Exercise 5**

- Look at the pictures of children and their pets. Read the examples together. Make sure students realize that the lines connecting the pictures show what pets the children have got. If this matches the information in the cues, they write an affirmative sentence; if it does not, they write a negative sentence as well as a correction of the statement.
- Explain that the plural form of *fish* is irregular. Write *one fish* and *five fish* on the board. The plural of *mouse* is also irregular. Write *one mouse* and *five mice* on the board.
- In weaker classes, students can do the task in pairs. Otherwise, students compare their answers in pairs before you check them with the class. Although short forms appear in the examples, full forms are also acceptable, but where there are two subjects, the affirmative *have got* must appear in full form.

#### **ANSWER KEY**

- 3 Amy hasn't got a horse. She's got two mice.
- 4 Steve's got two dogs.
- 5 Karel and Anna haven't got two mice. They've got a parrot.
- 6 Lulwah and Fahad have got a cat.
- 7 Ed's got five fish.
- 8 Jose and Maria have got three rabbits.
- 9 Ali hasn't got a hamster. He's got a horse.
- **10** Carlotta's got three birds.

#### Exercise 6

• In pairs, students use the sentences they made in exercise 5 to ask and answer questions and give short answers. Walk around and monitor the correct use of the question forms and that short answers are used and not simply *Yes* or *No*. Make a note of any errors to go over at the end.

#### Listening

#### Exercise 7 🛞 2.11 Audio script pT88

• Focus on the chart. Ask: *How many people are you going to hear*? (Four.) *What are they going to talk about*? (Their pets.) *What information will you have to find out*? (What kind of pet they've got, the name of the pet and its colour.) Play the first conversation with Ollie. Fill in the chart with the information you hear together.

• Play the other three conversations. Students complete the chart individually, or in weaker classes in pairs. Stop the recording after each conversation to give students time to write their answers. Play the recording again if necessary.

#### **ANSWER KEY**

		pet	name	colour
1	Ollie	a hamster	Hammy	grey
2	Phoebe	a budgie	Becky	blue and white
3	Salim	a spider	Fred	brown and orange
4	Alice	a fish	Nemo	red

#### Speaking

#### Exercise 8

- Check that students know the meaning and pronunciation of *favourite* and *band*.
- In pairs, students use the cues to take turns to ask each other questions and give true short answers. They make notes of their partner's answers.
- Monitor the correct use of the question form and short answers with *have got*.

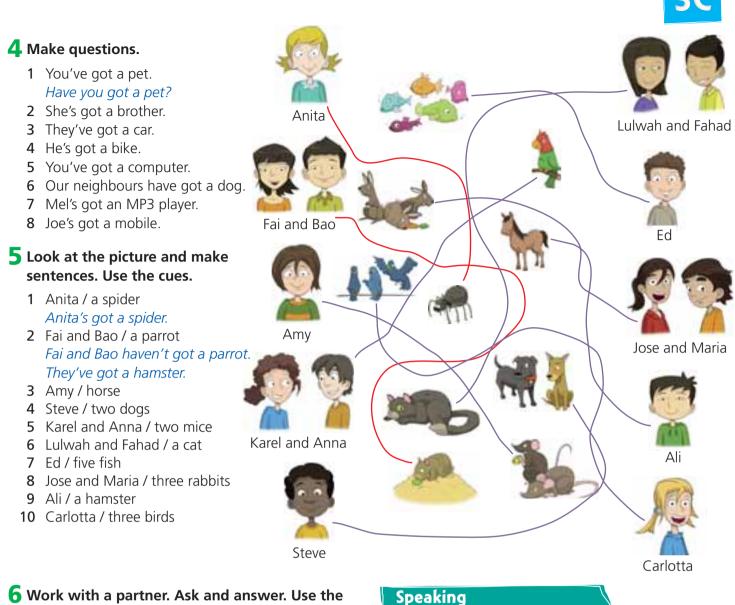
#### Exercise 9

- Go round the class saying the letters of the alphabet. Any student who gets it wrong must stand up and, as a penalty at the end of the activity, must spell their full name backwards as many times as it takes to get it right.
- Read the example together. Explain that the guessing game involves choosing a personal object, revealing only the first letter, then giving short answers to their partners' questions with *have got*.
- Put students in groups of three or four. The first group to guess twelve objects correctly or the group that has guessed the most objects within a given timeframe is the winner. Each person in the group may only ask one question in their turn to ensure everyone gets involved.
- Monitor that groups use questions with *have got* and short answers, rather than just take turns in naming objects. (For example: A *Pen*! B *Pencil*! C *Parrot*! and so on.) Any player caught taking an illegal shortcut loses a point for their group and must remain silent during the round, that is until the next object is chosen for guessing.

#### **Revision idea**

Put students in three teams. Each team writes five statements with *have got* that they think are true about you. For example: *Our teacher's got a red car. She hasn't got a dog.*, etc. The teams take turns to ask you questions to confirm their guesses – give short answers and some extra information if you like. For example: *Have you got a red car? No, I haven't. I've got a white car.* or *Have you got a dog? No, I haven't.* and so on. Which team know you best?

#### 3C: Grammar • have got • Affirmative / negative sentences • Adjectives • Questions / short answers



- Has Anita got a spider?
- Yes, she has.

cues in exercise 5.

- Have Fai and Bao got a parrot?
- No, they haven't. They've got a hamster.

### Listening

**7 1**2.11 Listen and complete the chart.

		pet	name	colour
1	Ollie			
2	Phoebe			
3	Salim			
4	Alice			Y III B/M

8 Work with a partner. Ask and answer questions.

- 1 a pet Have you got a pet? Yes, I have. / No, I haven't.
- 2 a brother 6 a bike
- **3** a sister
- 7 an MP3 player 8 a computer
- 4 a favourite band
- 5 a radio

### 9 Work in a group. Play a game.

- A What have I got in my bag beginning with P?
- B Have you got a pencil?
- A No, I haven't.
- C Have you got a pen?
- A Yes, I have.

### My school **3D**

### Vocabulary

a (12.12) Look at the pictures. Listen and repeat.

**b** Which of these subjects have you got in your timetable? What are your favourite subjects? Which subjects are you good at?



3 French



7 ICT (Information and Communication Technology)



4 Geography



5 History

9 PE (Physical Education)



2 English



6 Maths



10 Music





**11** Physics

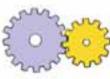


8 RE (Religious

Education)



13 Chemistry





14 Design and Technology

15 Citizenship

# Comprehension

- **2** Look at Joe's timetable and the text with the photos. Answer the questions.
  - 1 What class is Joe in?
  - 2 What lessons has he got on Wednesday?
  - 3 Has he got lessons on Saturday?
  - 4 What are PE, RE and ICT?
  - 5 When has he got a double lesson of Maths?
  - 6 How many students are there in his class?
  - 7 Which science has he got this term?

11	Name: Joe Br	adley	Class: 8C		
U	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.00 Registration and assembly					
9.00– 10.00	French	English	Maths	French	Geography
10.05– 11.05	French	Citizenship	ICT	PE	Art
11.05–1	1.20	Brea	ak		
11.20– 12.20	Maths	Technology	Music	History	RE
12.20-1	.20	Lun	ch		
1.20– 2.20	Science	PE	English	Maths	Science
2.25– 3.25	UCIETICE	rt	English	141715	UCIENCE

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# **3D** My school

#### **Background information**

In the UK, the school day is divided into periods, usually of between 35–50 minutes each, depending on the school. When a lesson occupies two periods, it is referred to as a *double period* or, sometimes, a *double lesson*. There isn't always a break between two periods. (*A break* is called *a recess* in the USA.)

## Vocabulary

#### Exercise 1a 🚳 2.12

- Students look at the pictures. Elicit in their own language what they think the pictures show (school subjects). Play the recording for students to listen and read the words, then play it again for them to listen and repeat.
- Pay special attention to the pronunciation of *Geography* /dʒi'ɒgrəfi/, *History* /'hɪstri/ and teach the meaning and pronunciation of *Science* /'saɪəns/.

**LANGUAGE NOTE** In American English, *Maths* is usually called *Math.* Note that both forms are singular, for example *Maths is my favourite subject.*, NOT *Maths are*...

#### Exercise 1b

- Elicit or pre-teach timetable and subject.
- Students look through the list again and tick the subjects that they have in their own timetable for the current school year. Get students to report back on each subject, for example: *We haven't got Art and Design (but we have got Art History). We've got English.*, etc. Give examples of the kinds of things students might do in a certain subject if the meaning of its name isn't clear to your students.
- Students circle the subjects they like. Ask students to choose the one subject that they like best. Have a show of hands to find out the number of students for each of the fifteen subjects, and record the statistics on the board. What's the most popular subject in the class? Leave the information up on the board for the next stage.
- Check that students understand *good at*. Say: *I'm good at English*. *I'm an English teacher*. Then write 2 + 2 = 5 on the board, and say, shaking your head, *I'm not good at Maths*. Ask them to put a star next to the subjects they are good at. Ask students to select their number one best subject, then have a quick show of hands again. Are the most popular subjects the ones they are the best at?

#### **Optional extra**

Find out what other subjects students in your school have got. Teach the English names for the subjects by giving students some clues to work out the meanings. Alternatively, you can draw illustrations similar to the ones in the book. Make sure students learn the names of all their school subjects – this will help them later to talk about their own studies.

# Comprehension

#### Exercise 2

- Focus attention on the text with photos as well as the timetable. Ask: *Whose timetable is this?* (Joe's.) Explain that Joe's prepared a project about his school, and that they will read this as well as his timetable to find out more about his studies.
- Read questions 1–7 and check that students understand them. Check their comprehension of the question word *How many* and the word *term*.
- Check their comprehension of the names of school subjects.
- Elicit or pre-teach the meaning and pronunciation of *wear*, *uniform*, *nice*, *last* and *next*.
- Students read the timetable on page 34 and the text on page 35 and answer the questions. They compare answers in pairs (or, in weaker classes, they do the task together in pairs) before you check them with the class.

#### **ANSWER KEY**

- 1 Joe is in Class 8C.
- 2 On Wednesday, he's got Maths, ICT, Music and a double lesson of English.
- 3 No, he hasn't got lessons on Saturday.
- 4 PE is Physical Education, RE is Religious Education, ICT is Information and Communication Technology.
- 5 He's got a double lesson of Maths on Thursday (afternoon).
- **6** There are thirty students in his class.
- 7 This term he's got Physics.

#### **Optional extra**

Use the information in the timetable to write further similar questions, then use these to test students' comprehension. For example: *When has Joe got French lessons?* (On Monday and Thursday.) *How many lessons has he got on Monday?* (Three: a double lesson of French, Maths and a double lesson of Science.) *When has he got PE?* (On Tuesday.), etc.

#### **Optional extra**

Alternatively, you could write six to eight true or false statements about Joe's timetable for students to decide on, then correct as necessary. For example: Joe's got French lessons on Friday. No, he hasn't. He's got French lessons on Monday and Thursday.

# **Speaking and listening**

#### **Exercise 3**

- Elicit or pre-teach the meaning and pronunciation of *the same*, *Registration* and *Assembly*, and *break*. You will probably also need the word *different* to help students answer the questions.
- Put students in pairs or small groups to discuss and answer the questions.
- Ask the pairs or groups to feed back to the class, and the rest of the class to check and correct facts in their answers.

#### **Exercise 4**

- Read the example together. Make sure they understand they have to ask and answer one question about Joe and one about their own school.
- In pairs, students ask and answer questions, using the cues in 2–10.
- Ask some pairs to perform an item each in front of the class, and the rest of the class to check and correct their answers.

#### **ANSWER KEY**

- 2 Has Joe got PE on Tuesday? Yes, he has.
- 3 Has Joe got History on Monday? No, he hasn't.
- 4 Has Joe got Art on Friday? Yes, he has.
- 5 Has Joe got ICT on Thursday? No, he hasn't.
- 6 Has Joe got Science on Monday? Yes, he has.
- 7 Has Joe got Music on Friday? No, he hasn't.
- 8 Has Joe got PE on Thursday? Yes, he has.
- 9 Has Joe got Maths on Tuesday? No, he hasn't.
- **10** Has Joe got Geography on Wednesday? No, he hasn't. Students' own answers about their school.

#### **Optional extra**

Students add the correct information where the answer to the question about Joe is *No*.

#### **ANSWER KEY**

- 3 He's got History on Thursday.
- 5 He's got ICT on Wednesday.
- 7 He's got Music on Wednesday.
- 9 He's got Maths on Monday and Thursday.
- **10** He's got Geography on Friday.

#### Exercise 5 🛞 2.13 Audio script pT88

- Focus on the timetable on page 34 again. Explain that students will hear six short extracts and they should decide which day of Joe's week it is. Ask students to write numbers 1–6 in their exercise books and write down their answers.
- Play the recording once, stopping after each extract. You could let students compare answers in pairs.
- Play the recording again for students to check and confirm their answers.
- Check answers together with the class.

#### ANSWER KEY

- 1 Friday
- 2 Thursday3 Tuesday

- 4 Wednesday
- **5** Saturday or Sunday
- 6 Monday

#### **Optional extra**

Ask students in groups to agree on and write the timetable for their ideal school. Ask: *What subjects have you got? How many lessons have you got?* You may like to impose a restriction that they must have school on at least four days of the week and that they must choose at least ten subjects. However, you may like to allow completely imaginary new subjects, for example Fame and Fortune or Film Studies. Students may need to use dictionaries or you may need to help them with any unfamiliar vocabulary.

#### **Revision idea**

Students write six to eight statements about their own timetable, without saying which day they refer to. For example: We've got a double lesson of English in the morning. We haven't got a Maths lesson, but we've got a Chemistry lesson. We haven't got lessons in the afternoon. and so on. Then in small groups, they try to guess the day from the descriptions. Who knows the timetable best?

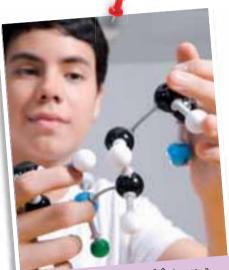
3D



This is our Maths class with our Maths teacher, Mr Woods. He's very nice, but I'm not very good at Maths. My favourite subject is Science.



Tuesday afternoon is great. We've got double PE.



We've got four lessons of Science a week. We do one science each term. This term it's Physics, last term it was Chemistry and next term it's Biology.

## Speaking and listening

# **3** Compare your school to Joe's. Answer the questions.

- 1 What class are you in?
- 2 How many students are there in your class?
- **3** Do you wear a uniform?
- 4 Have you got the same subjects as Joe?
- 5 What is your favourite day? Why?
- 6 Do you have registration and assembly in the morning?
- 7 When is your lunch?
- 8 Have you got lessons on Saturday?



This is my school. I'm in year 8. There are thirty students in my class. We wear a uniform. It's blue and black.

# **4** Work with a partner. Ask and answer. Use the cues.

- 1 English / Wednesday
  - Has Joe got English on Wednesday?
  - Yes, he has.
  - Have we got English on Wednesday?
  - No, we haven't.
- 2 PE / Tuesday
- 3 History / Monday
- 4 Art / Friday
- 5 ICT / Thursday
- 6 Science / Monday
- 7 Music / Friday
- 8 PE / Thursday
- 9 Maths / Tuesday
- 10 Geography / Wednesday

**5** (12.13) Look at Joe's timetable in exercise 2. Listen. What day is it?



# Culture

# Schools in England and Wales

### **1** (2.14) Read and listen to the information about schools in England and Wales. Look at the chart and answer the questions.

- 1 How old are pupils in: Year 1? Year 6? Year 9?
- 2 How many years are they at primary school?
- 3 How many years are they in the sixth form?
- 4 Are pupils at school on Saturday?
- 5 Where do pupils have lunch?

6

The school day is from about 8.45 to about 3.30. There are no lessons on Saturday and Sunday, but a lot of secondary schools have got sports matches on Saturday morning. Most pupils have their lunch at school. About half have a school lunch and half bring sandwiches from home (a packed lunch). Most schools have got a school uniform.

Year Age **School** 1 5-6 6-7 2 primary 7-8 3 4 8-9 compulsory 9–10 5 10-11 6 11-12 7 12-13 8 secondary 13-14 9 10 14-15 15-16 11 16-17 12 sixth 13 17-18

**2** Compare the information to your country. Make a chart of the school system in your country.

# **3** (12.15) Listen and find this information for each person.

- 1 What class is he / she in?
- 2 What are his / her favourite subjects?
- 3 What colour is his / her school uniform?
- 4 Does he / she have a school lunch?







1 Sasha 2 Henry

3 Rob

4 Noelie

break

a packed lunch



## **Schools in England and Wales**

#### **Background information**

Children in England and Wales usually start their formal education when they are five. After six years of Primary School, they all move on to Secondary School at the age of 11. They can leave school at the age of 16, after completing their GCSE exams, or they can stay on at school for two more years, preparing for their selected subjects in the AS and A-level exams. These two years are usually referred to as *sixth form* (since they follow the fifth year of secondary education), even though they are officially called Years 12 and 13. Attending sixth form is not compulsory.

In England and Wales, the school year generally runs from early September until mid-July of the following year. Most schools operate a three-term school year; each term is divided in half by a week-long break known as *half term*. The terms are separated by roughly two-week holidays: the Christmas holidays separating the Autumn and Spring terms, and the Easter holidays separating the Spring and Summer terms. The holidays between school years are six to eight weeks long.

In most schools in Britain, students wear a school uniform. These days uniforms are quite simple: often black or grey trousers, a white shirt and a sweatshirt or jumper. In many schools, girls can wear trousers or a skirt. Uniforms are popular with parents and schools, because they do not highlight social differences between students.

Although also part of the United Kingdom, Scotland and Northern Ireland have a different school system, with different examinations.

#### DVD

If you prefer, play Unit 3 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1 🚳 2.14

- Play the recording for students to read and listen to the text and the chart. Check any difficult vocabulary. Explain that *pupil* and *student* have a very similar meaning, but we tend to use *student* to refer to older children. Elicit translations of the terms *primary* and *secondary*, as well as the adjective *compulsory*. Explain *sixth form* (see Background information).
- Answer the questions as a class.

#### **ANSWER KEY**

- 1 Year 1: 5–6; Year 6: 10–11; Year 9: 13–14.
- 2 Six
- 3 Two
- 4 No, they aren't.
- 5 At school.

More practice Teacher's Resources Multi-ROM Unit 3

- In groups, students compare schools in England and Wales with schools in their own country. Ask them to make a list of similarities as well as differences. Students can use the questions in exercise 1 and the Optional extra above to help them with ideas.
- Have the groups report back to the class, and collate the most important points on the board for all to copy.

#### **Optional extra**

Look at the chart again. Ask students to say which Year they would be in if their school was in England or Wales. Look at the picture of the school uniform. Ask students to imagine this is their uniform. Ask: *Do you like it? Why / Why not? Do you think your parents / teachers like it? Why / Why not?* (Refer to the Background information box for details on the last question.)

#### Exercise 3 🚳 2.15 Audio script pT88

- Focus on the photos and the task instructions. Ask (in the students' own language if necessary): *How many speakers are you going to hear*? (Four.) *What are they going to talk about*? (Their schools.) *What information do you need to find out*? (Their class; favourite subjects; colour of the school uniform; school lunch.)
- Suggest that students draw a four by four table with the question numbers and the names as headings for rows and columns, respectively.
- Play the first extract about Sasha, twice if necessary. Check the answers as a class.
- Play the other three extracts for students to complete the chart individually, or in weaker classes, in pairs.
- Check answers.

#### **ANSWER KEY**

	class	favourite subjects	school uniform	school lunch
1 Sasha	8A	History, PE	green and white	yes
2 Henry	9K	Science, French	blue	no, sandwiches from home
3 Rob	7B	Art, Geography	grey and red	yes
4 Noelie	10C	Maths, PE	blue and black	no, packed lunch

#### **Optional extra**

Students answer the four questions so they are true for themselves.

### Science: we are animals, too

#### Exercise 1a 🛞 2.16 Audio script: see Answer key

- Students look at the picture. In pairs, they try to match the words to the numbered body parts.
- Play the recording for students to check their answers or to match the words to the body parts. Play it again for a final check.

#### ANSWER KEY

1 head	4 mouth	7 hand
<b>2</b> eye	5 body	8 leg
3 nose	6 arm	9 foot

• Play the recording again for students to listen and repeat the words.

#### Exercise 1b (2.17 Audio script pT88

- Play the recording through once.
- When you play it again, pause it after each word and ask students to point to the body part they hear.
- If there are a lot of errors, repeat the activity once more.

#### Exercise 2a 🛞 2.18 Audio script: see Answer key

- Focus on the picture. Ask: What's in the picture? (A bird and a cat.)
- Play the recording through once. Students find and underline the words in the list which can refer to a bird.
- Play the recording again. Students label the picture.

#### **ANSWER KEY**

1 a beak	4	whiskers	7	legs
2 a wind	5	teeth	8	a tail

6 fur

- 3 feathers
- Ask in the students' language which words are plural (*feathers*, *teeth*, *whiskers*). Draw a simple *feather*, say *feather*, then draw two more, and say *feathers*. Do the same with whiskers on a simple cat's face. Point to a tooth in your mouth, say *tooth*, then write the word on the board. Point to all your teeth, say *teeth*, and write the word on the board. Stress that *teeth* is an irregular plural form, which students have to memorize.

#### Exercise 2b 🚳 2.19 Audio script pT88

- Play the recording through once.
- Read the instructions and the example. Practise saying *tweet tweet* and *miaow*.
- Play the recording again, pausing after each item. Students say the right animal sound.

#### **ANSWER KEY**

fur: miaow
a beak: tweet tweet
feathers: tweet tweet
teeth: miaow
whiskers: miaow
two legs: tweet tweet

wings: tweet tweet four legs: miaow a nose: miaow

#### Exercise 3

- Look at the example together, and check that students understand what the task is.
- In pairs, students take turns to ask questions about a bird, a cat and humans and give short answers.

#### **Optional extra**

In pairs, students use the information discussed in exercise 3 to find at least five similarities between cats and humans and at least three between birds and humans. Have a few pairs report back to class. Collate the similarities on the board. Are there any body parts that all three species share? (body, head, eyes, legs)

#### Exercise 4

- Students work in pairs to play a guessing game.
- Look at the animals on Student's Book p32, and read through their names.
- Look at the six pictures on p37 now. Write the following six words on the board (or if you're using iTools, write them in the margin of the page on the interactive whiteboard): *a bear, a bee, a duck, an elephant, a frog, a whale.* Drill the pronunciation by getting students to listen and repeat after you.
- Ask students to match the names to the animals if they can. Get a student to make a guess and ask the rest of the class to say if they agree or disagree. Then reveal the correct answers by labelling the pictures on the interactive whiteboard, or pointing out each animal in your copy of the book.
- You could ask students to keep a copy of their Student's Books open on p32 and on p37, respectively, so both of them can see all sixteen options. To make the activity more challenging, ask students to close their books.
- Students take turns to think of an animal and give short answers to their partner's *Yes / No* questions.
- Get the person answering to keep a score of how many questions their partner has asked.
- Play a set number of rounds each way, then declare a winner in each pair. The winner is the person who used a lower total number of questions to guess the answers.

#### Exercise 5

- Focus attention on the four drawings of dogs.
- Pre-teach the word *maybe* to help speculation. Read the first statement. Look at each dog in turn, and get students to say if the dog is or isn't Rover. For example: *Number 1 isn't Rover. This dog's got long legs. Maybe Number 2 / 3 / 4 is Rover. This dog hasn't got long legs.*
- Ask students to continue the same way in pairs or small groups. The first pair or group to figure out which dog is which is the winner.

3 Rover

#### ANSWER KEY

#### 1 Shep 2 Fido

More practice Teacher's Resources Multi-ROM Unit 3

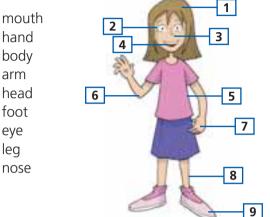
4 Woof

# **English Across the Curriculum**



# Science: we are animals, too

a (12.16) Listen. Match the words to numbers 1–9.



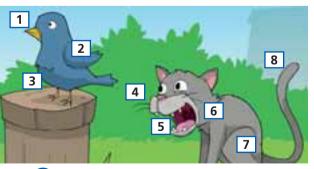
### **b 1**2.17 Listen. Touch or point to the part of the body you hear.



arm

# **2** a **1**2.18 Listen and label the picture.

fur a beak feathers legs a tail teeth whiskers a wing



**b 1**2.19 Listen. If it's part of a bird, say 'tweet tweet'. If it's part of a cat, say 'miaow'.





- **3** Test your partner. Use words from exercises 1 and 2 and these expressions. Ask and answer.
  - Have cats got ...?
  - Have birds got ...?
  - Have humans got ...? Yes, they have. / No, they haven't.
  - Have birds got wings? Yes, they have.
  - Have humans got a • No, they haven't.

#### **4** Work with a partner. Play a game. A Pick an animal from here or page 32. B Ask Yes / No guestions to find the animal.

- Has it got four legs?
- Yes, it has.
- Has it got a tail?
- No, it hasn't.

• Yes, they have. /

No, they haven't.



tail?





5 Here are four dogs: Fido, Woof, Rover and Shep. Read the sentences. Which dog is which?

2











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- 1 Rover hasn't got long legs.
- 2 Woof hasn't got large ears.
- **3** Shep and Fido have got short tails.
- **4** The dog with a short body isn't Woof.
- 5 Fido has got small eyes.



# Revision

### Vocabulary

### Write down six of each of these things.

- 1 colours
- 3 adjectives
- 2 school subjects
- 4 possessions
- 2 Find eight animals.

d	f	С	b	h	0	r	S	е	j
f	g	S	i	0	k	а	W	V	m
V	u	р	0	r	а	b	b	i	t
t	j	i	р	d	h	W	S	q	n
b	S	d	h	k	е	V	n	r	m
i	0	е	g	u	k	I	а	d	0
r	С	r	b	n	h	r	k	I	u
d	S	0	u	0	е	р	е	f	S
h	а	m	S	t	е	r	S	е	е
р	а	r	r	0	t	С	h	n	r

# have got / has got

3 Make true sentences. Use 've / 's got or haven't / hasn't got.

- 1 I \_\_\_\_\_\_ a dog.
- 2 We \_\_\_\_\_ Science on Wednesday.
- 3 Our school \_\_\_\_\_ a uniform.
- 4 I \_\_\_\_\_\_ a skateboard.
- 5 We \_\_\_\_\_ English today.
- 6 My best friend \_\_\_\_\_ a pet.
- 7 Our English teacher \_\_\_\_\_\_ short hair.
- 8 I \_\_\_\_\_ blue eyes.

### **4** a Put the words in the correct order.

- 1 on got we have Maths Tuesday?
- 2 Joe a got sister? has
- 3 has legs how many got? a spider
- 4 crocodile got a has feathers?
- 5 has bike? got our teacher a
- 6 you have bag? got a red
- 7 have we today? got what subjects
- 8 a got have pet? you

# **b** Use your questions. Ask and answer with a partner.

# Listening

**5** a <u>()</u>2.20 Listen. Complete the chart. Tick (✓) the things Edward and Martha have got.





	Edward	Martha
a games console		
a television		
a radio		
a mobile phone	///	
a remote-controlled car		
a skateboard		
a DVD player		
a bike		
a camera		
a pet		
a brother		

**b** Write six true sentences about Edward and Martha. Use *has / hasn't got*.



# Revision

# Vocabulary

#### Exercise 1

- Students write six of each group of words. For 'possessions' tell students to think back to the beginning of the unit. Ask some students to read out their lists, and the rest of the class to correct any errors.
- Some students may include words you haven't covered in the unit – this is acceptable as a correct answer, but you then may like to present the meaning and pronunciation of each new word to the whole class.

#### **ANSWER KEY**

Students' own answers

#### Exercise 2

- Students find eight animals in the word grid individually. All the words run left to right (horizontally) or top to bottom (vertically)
   – there are no words hidden diagonally or running backwards.
- You may like to set a time limit, say, two or three minutes.
- Students compare answers in pairs before you check the answers with the class.

#### **ANSWER KEY**

horse, rabbit, hamster, parrot, bird, spider, snake, mouse

### have got / has got

#### **Exercise 3**

• Students complete the sentences individually so they are true for them.

#### **ANSWER KEY**

#### Students' own answers

#### **Optional extra**

Check answers in exercise 3 by asking students to change the eight sentences into questions. In pairs, students take turns to ask each other the questions, then give true short answers. Have a few students report back to the class about their partner.

#### Exercise 4a

- Look at the cues together. Explain that the words are jumbled up in each line and that students must put them in the correct order to make questions. Point out that they will have to work out the first word for themselves as it is not capitalized.
- Students write the questions, compare their answers in pairs before you check with the class.

#### **ANSWER KEY**

- 1 Have we got Maths on Tuesday?
- 2 Has Joe got a sister?
- 3 How many legs has a spider got?
- More practice Workbook pp30–31, Teacher's Resources Multi-ROM Unit 3

- 4 Has a crocodile got feathers?
- 5 Has our teacher got a bike?
- 6 Have you got a red bag?
- 7 What subjects have we got today?
- 8 Have you got a pet?

#### **Exercise 4b**

- Students use the questions to ask their partner.
- Encourage them to add extra information wherever they can.
- Walk around and monitor the correct use of the question form and short answers.

## Listening

#### Exercise 5a 🛞 2.20 Audio script pT88

- Focus on the photos and the chart. Explain that students will hear two children talking about their possessions.
- Read through the items in the chart. Explain that students will hear three different dialogues involving the same two children.
- Play the first dialogue and check answers as a class. Play the recording again if necessary.
- Do the same with the second and third dialogues separately. In stronger classes, you may like to get students to do all three dialogues in one go.
- Ask students to compare answers in pairs.

#### **ANSWER KEY**

# Edward: a mobile phone, a remote-controlled car, a pet, a brother

Martha: a television, a radio, a mobile phone, a DVD player, a bike, a brother

#### **Optional extra**

Students compare answers in pairs for exercise 5a by asking questions with *have got* and taking turns to ask and answer about the two people. Pre-teach the expression: *We don't know*. For example: *Has Edward got a games console? We don't know. Has Edward got a television? No, he hasn't.*, etc.

#### Exercise 5b

- You may like to set this task as homework.
- Students use the information from the chart to write three true sentences about Edward and three about Martha.

#### **ANSWER KEY**

Edward has got: a mobile phone, a dog, a model car, a brother.

Edward hasn't got: a skateboard, a bike, a DVD player, a television, a radio.

Martha has got: a bike, a mobile, a DVD player, a television, a radio, a brother, a model car.

Martha hasn't got: a skateboard, a computer, a pet.

# Your Project



## Working together

- The aim of this lesson is to emphasize that in group projects every student gets a chance to contribute their own particular strengths to their joint achievement. Some students are good at writing and spelling words correctly, others are good at speaking. Some are good at using their creativity to make something effective and memorable, while some are good at organizing the work. Through project work, students will be able to discover what their own strengths are, and they will learn how to use these to benefit both their group effort and themselves personally.
- Read the instructions and look at the work Joe has begun with his friends. Ask students to start working in groups by making a list of all the things that they think should appear in the project.
- Refer students back to the discussion in Unit 2 about the various formats for presenting their project. Suggest that deciding on the format early on may also help them decide what content would be appropriate for the chosen format.
- Once they have produced a list of at least five different things that they want to include in their projects, each student should read the list and tick one thing they would enjoy doing, circle one thing they would be good at doing (it may or may not be the same thing), and cross one thing they really wouldn't like to do.
- Ask students to compare their notes in their groups. Give them two to three minutes to decide who is going to do which part of the work. Have the groups report back with their plans. Only suggest changes to these plans if you have serious reservations about the tasks any particular student takes on – and do this discreetly, not in front of the class. Don't forget that through project work students often surprise their teachers, their classmates, sometimes even themselves by revealing skills and abilities never before demonstrated in class – so keep your interventions to the absolute minimum. Part of the learning process for students is also to find out what they are <u>not</u> so good at, despite what they may have thought!

#### Preparation

- 1 Students gather information about their school as well as pictures of the school premises and / or its students and teachers. They should also include anything else they think makes their school different or interesting.
- 2 They should also make sure they have their timetable translated into English if they intend to include it.
- **3** Groups get together again ahead of the project presentation class to put their projects together. Make sure they remember which tasks each of them have previously taken on.
- 4 Remind students to check their texts for mistakes, and to write out a clean copy for the final project. If you would like to correct texts yourself, make sure you do this on a separate

piece of paper or electronically, so students can produce a clean copy.

5 Set aside a lesson for the project presentations. Make sure you check with students beforehand if they need any equipment in the room (in case some of them decided to prepare a computer- or video-based project). Remember that given the topic, most projects will have very similar content.

#### Follow-up

- Have the class vote on the most impressive group project.
- Ask each group to discuss (in their own language) their experiences of working together. Is there anything they would do differently next time? Are there any particular skills or abilities that they left unused? Can they think of a way of using these later?
- Ask each group to report back with their most important points. Ask them to mention one thing they think worked really well in their group, and one thing they would like to do differently next time.
- Remember: a key aim for projects is to motivate and maintain motivation, so keep the discussion generally positive and constructive don't allow any students to put too much stress on criticism.

# Song

# My favourite day

#### Exercise 1

- Go round the class, asking each student to say the name of a school subject. Keep this going until students run out of subjects to mention.
- Students complete the lyrics and compare their ideas in pairs. Remind them that not all words are names of subjects, but that all the words appear in Joe's timetable on Student's Book p34.

#### Exercise 2 6 2.21 Audio script: see Answer Key

• Play the recording for students to listen and check their answers.

#### ANSWER KEY

- 1 English
- 2 French
- 3 Art

6 Music

7 Geography

- 4 History5 Maths
- 13 break 14 assembly
  - 15 Monday

**11** Physics

12 PE

- 16 Tuesday
- 17 Wednesday
- 18 Thursday
- 19 Friday
- 9 Biology 10 ICT

8 RE

• Play the recording again, and get students to sing along.

#### More practice Teacher's Resources Multi-ROM Unit 3

# Your Project

# Working together

Make a project about your school. Here's our project.

<u>, i , </u>



Miss Jones This is our Biology teacher, Miss Jones. She's married, but hasn't got any children.

**Our School** 

school system

timetable



0

• •

....

00

5 6

11 T

Mr Walker This is Mr Walker. He's our maths teacher. He's 36. He's married and he's got two children.

# Song

**1** Complete the song. The words are all on page 34.

# My favourite day

*Chorus* Hey! Hey! It's OK It's our favourite day today.

We haven't got  ${}^{1}E$  \_\_\_\_\_ h, we haven't got  ${}^{2}F$  \_\_\_\_ h, We haven't got  ${}^{3}A$  \_ t or  ${}^{4}H$  \_\_\_\_\_ y. We haven't got  ${}^{5}M$  \_\_\_\_ s, we haven't got Games, We haven't got  ${}^{6}M$  \_\_\_\_ c or  ${}^{7}G$  \_\_\_\_\_ y.

#### Chorus

# **2 1 2.21** Listen and check. Then listen and sing.

teacher

We haven't got <sup>8</sup>R \_, we haven't got Science, We haven't got <sup>9</sup>B \_ \_ \_ y or <sup>10</sup>I \_ T. We haven't got <sup>11</sup>P \_ \_ \_ s, we haven't got <sup>12</sup>P \_, We haven't got <sup>13</sup>b \_ \_ k or <sup>14</sup>a \_ \_ \_ y.

Chorus

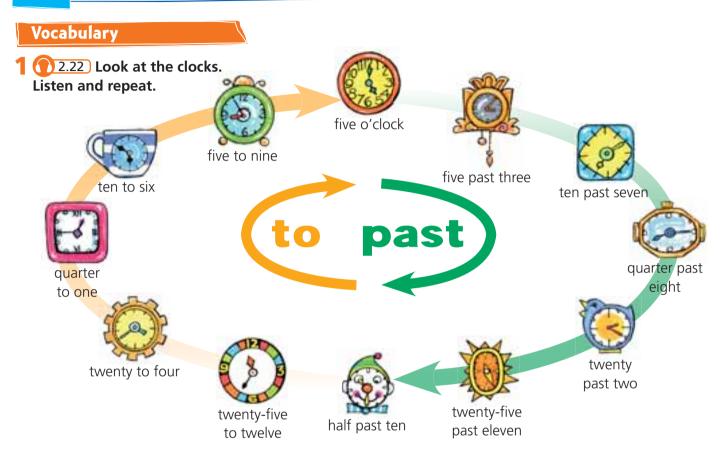
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So what's today? Well, it isn't  ${}^{15}M$  \_ \_ \_ y,  ${}^{16}T$  \_ \_ \_ y,  ${}^{17}W$  \_ \_ \_ y,  ${}^{18}T$  \_ \_ y or  ${}^{19}F$  \_ \_ y. What's today? It's our favourite day. No school today. It's Saturday!



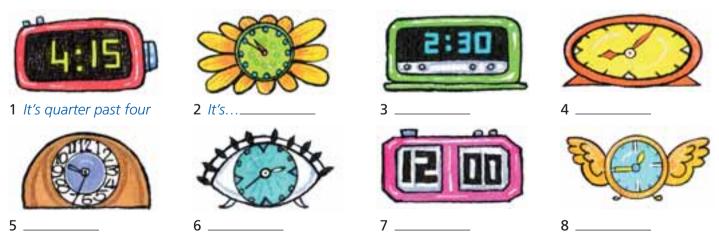


# **4A** What's the time, please?



### **2** a Write the times. Use these words.

quarter past ten to twenty to five past quarter to half past twenty-five to o'clock



### **b** Rewrite this with the correct punctuation.

whatsthetimepleaseitssevenoclock



# Time

#### Unit overview

**Grammar focus:** telling the time, prepositions of time; present simple: all forms.

New vocabulary: Time; daily routines.

**Skills:** Reading: talking about daily routines and free-time activities; Speaking: asking for and telling the time, asking and answering about the things you do; Listening: telling the time, a typical school day, daily routines; Writing: writing about the time of activities, describing a typical day.

#### Culture: Sport.

The Culture page for this unit can be studied after Lesson 4B or at the end of the unit.

**English Across the Curriculum:** Music: musical instruments. The English Across the Curriculum page can be studied at the end of the unit.

Project: Helping each other.

Song: Digital Charlie.

# 4A What's the time, please?

#### **Background information**

In everyday spoken English, we use the twelve-hour clock and add, where necessary, the expressions *in the morning*, *in the afternoon*, *in the evening* or *at night*. In writing, we often add *am* (Latin, *ante meridiem* = before noon) or *pm* (Latin, *post meridiem* = after noon) after the time. In timetables and many digital clocks, the twenty-four-hour clock is used.

# Vocabulary

#### Exercise 1 🛞 2.22

- Students look at the pictures of the clocks. Ask them to write down the time on each clock using the format *5.00, 3.05* and so on. Explain that in English, we use *past* for the minutes between the hour and the half hour, and *to* for the minutes between the half hour and the hour. We refer to the hour behind when we use use *past*, and the hour ahead when we use *to*.
- Ask students to say (in their own language) if this is different or similar to the way they tell the time in their own language.
- Play the recording for students to listen and read the times.
- Play it again for students to listen and repeat.

#### **Optional extra**

Explain that in English, we use *It's*... to tell the time. Write the question: *What's the time, please*? on the board. Point to each clock in exercise 1 (in your book or on the interactive whiteboard), and ask the question to get a student in turn to answer in a full sentence, for example *It's five o'clock*. *It's five past three*. and so on.

#### Exercise 2a

- Look at the phrases in the box and the example using *It's ... [time]*. Draw a clock with no hands on the board, add the twelve points around the edge for the hours, then ask students in turn to come up to the board and point to where the minute hand would be pointing. Say the times in the box. For example, when you say *quarter past*, a student will point to 3 = 15 minutes, when you say *ten to*, they will point to 10 = 50 minutes. Ask the rest of the class to suggest corrections when necessary.
- Focus on the pictures. Ask students to write the times individually (or in pairs in weaker classes).
- Check answers.

#### ANSWER KEY

- 2 ten to eleven
- 3 half past two
- 4 five past eight
- 5 twenty-five to ten
- 6 twenty to three
- 7 twelve o'clock
- 8 quarter to one

**LANGUAGE NOTE** When we talk about the number of minutes before or after the hour, we can omit the word *minutes* if the number can be divided by five. So we can say *five to ten* or *five minutes to ten*, but we normally say *seven minutes to ten*, and NOT *seven to ten*. We don't say *o'clock* when we use the twenty-four-hour clock, for example *It's twenty-three twenty*. We use *quarter* with or without the indefinite article, without any change in meaning: *quarter to five* or *a quarter to five*.

In informal spoken English, some people use *half* without *past*, for example: *I'll see you at half three* – the meaning is the same. That is, *half three* is 3.30, and never 2.30 like in many other languages.

#### Exercise 2b

- Tell students the letters make up a question and an answer. All the words are in the correct order, but they need to be separated, and the punctuation is missing. Elicit in the students' own language what *punctuation* is.
- Students rewrite the question and answer in their exercise books.
- Ask a student to write their answer on the board for the rest of the class to check and correct as necessary.
- Elicit in the students' own language what commas (,), question marks (?) and full stops (.) are used for. You may need to explain that an apostrophe (') is usually used to indicate a missing letter.

#### **ANSWER KEY**

#### What's the time, please? It's seven o'clock.

#### **Optional extra**

Go round the class asking students to tell the time in the clocks in exercise 2a by asking *What's the time, please?* and pointing at the appropriate clock.

#### Exercise 3 (5) 2.23 Audio script pT88

- Tell students they will hear six short dialogues, and that they only have to write the times they hear.
- With books closed, play the first dialogue, twice if necessary, so students can hear the time mentioned. Check the answer together.
- Play the other five dialogues, pausing after each one to allow students time to write their answers.
- Play the recording again in full for students to listen and check their answers.
- Students compare answers in pairs before you check them with the class. Write the times on the board.

#### **ANSWER KEY**

- 2 quarter to twelve
   3 five past eight
- 5 quarter past seven
- 6 six o'clock
- 4 half past two

#### Comprehension

#### **Exercise 4**

- In stronger classes, students do the task individually. In weaker classes, allow them to do it in pairs.
- Read the two questions and check students understand them.
- Students read the dialogue and underline the information. Then they answer the questions.

#### **ANSWER KEY**

- 1 On Saturday, at four o'clock.
- **2** Because she has got a piano exam at half past four.

#### Grammar

#### **Exercise 5**

- Students copy the table into their exercise books. Then they study the dialogue in exercise 4 to find the missing words for the sentences.
- Elicit how *on* and *at* are used with time expressions (we use *on* before the day of the week and *at* before the time on the clock).

#### **ANSWER KEY**

The party is <u>on</u> Saturday. It's <u>at</u> four o'clock. You've got a piano exam <u>at</u> half past four <u>on</u> Saturday.

### Listening, speaking and writing

#### Exercise 6a

- Focus attention on the last column of the chart in exercise 6.
- In pairs, students take turns to choose a clock in the chart, then ask and tell the time.
- Walk around and monitor the correct use of the time expressions and the use of *It's* ...

### Exercise 6b 🛞 2.24 Audio script pT88

- Explain that students will hear seven short dialogues.
- Go through the list of activities in the first column of the chart and elicit the meaning of any unfamiliar vocabulary. The pictures should help students do this. Quickly drill the pronunciation of any trickier words if necessary.
- Tell them their task is to match the activities to the days of the week and the times.
- Play the recording once. Allow students to compare ideas in pairs.
- Now play the recording again and then check answers as a class.

#### **ANSWER KEY**

the volleyball match: Friday, eight o'clock Annie's dance lesson: Tuesday, ten past five the school concert: Thursday, half past seven Jim's piano exam: Wednesday, twenty to twelve the hockey game: Sunday, quarter past three Fred's party: Saturday, half past four Claire's tennis lesson: Monday, quarter to four

#### **Exercise 7**

- In pairs, students use the information from the chart to take turns to ask and answer questions about the activities.
- Walk around and monitor the use of the prepositions of time. Make a note of any problematic points to go over at the end of the lesson.

#### **Exercise 8**

- You may like to set this task as homework.
- Students use the information from the chart to write six more sentences about the activities.

#### **Revision idea**

Ask students to look back at Joe's timetable on Student's Book p34. Ask: *When has Joe got ICT*? and elicit: *He's got ICT at five past ten on Wednesday*. Write the example on the board. Each student now writes five questions about Joe's timetable, and then in pairs they take turns to ask and answer the questions. Walk around and monitor the correct use of time expressions and the prepositions of time. Alternatively, you can use the students' own class timetable for the same activity.



**3** (12.23) Listen. Write the times you hear.

1 twenty to four

#### Comprehension

- **4** Read the conversation and answer the questions.
  - 1 When is the party?
  - 2 Why can't Molly go to the party?



Mrs Dawson	When is Ravi's birthday party?
Molly	lt's on Saturday.
Mrs Dawson	What time?
Molly	It's at four o'clock. Why?
Mrs Dawson	Well, you've got a piano exam at
	half past four on Saturday.
Molly	Oh no!

#### Grammar

**5** Copy and complete the table.

When do we use on and at?

### on, at

The party is Saturday.	
It's four o'clock.	
You've got a piano exam	half past four
Saturday.	

### Listening, speaking and writing

# **6** a Look at the chart. Work with a partner. Ask and answer. Point to a clock.

- What's the time, please?
- It's quarter to four.

# **b 1**2.24 Listen to the dialogues. Match the activities to the days and times.



# **7** Work with a partner. Look at the chart in exercise 6. Ask and answer.

- When is the volleyball match?
- It's on Friday at eight o'clock.

8 Write the days and the times.

The volleyball match is on Friday at eight o'clock.



### Vocabulary



### Comprehension

**2** (12.26) Read and listen to Molly's day. Put the things in the correct order.

bus dinner homework lunch book breakfast TV shower teeth bed



I get up at half past seven and I have a shower.



At ten to eight I have breakfast in the kitchen and I listen to the radio.



Then I brush my teeth and put on my coat.



At quarter past eight I go to school with my friends. We take the bus.



Lessons start at quarter to nine.



We have lunch at school at half past twelve. I have a packed lunch.



We finish school at half past three and go home.



I do my homework and go on the Internet before dinner.



We have dinner at six o'clock.



After dinner I watch TV or listen to music.



I go to bed at half past nine. I read a book or a magazine for half an hour and then I go to sleep.

# 4B My day

## Vocabulary

#### Exercise 1 🛞 2.25

- Focus attention on the pictures. Ask: *Who's in the pictures?* (Molly.) Explain that students will hear about a day in Molly's life.
- Point out the expressions in blue. Play the recording for students to listen and read, then play it again for them to listen and repeat.

#### **Optional extra**

Check comprehension of the vocabulary by calling out an expression at random and asking a student in turn to mime the action. Ask the rest of the class to watch and correct any mistakes.

### Comprehension

#### Exercise 2 🛞 2.26

- Read the words in the box. Elicit their meaning by asking for a translation. Tell students they will have to put these words in order.
- Play the recording for students to listen and read about Molly's day. They then order the words in the box.
- Students compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

1 shower	6 homework
2 breakfast	7 dinner
3 teeth	8 TV
4 bus	<b>9</b> bed
5 lunch	10 book

#### **Optional extra**

You may like to do some work on collocations. Write two columns of words on the board (or, if you have time to prepare it beforehand, on a worksheet photocopied for each student), ten verbs on the left: *have, listen to, take, go to, do, go on, go, put on, brush, watch*, and ten nouns on the right: *the radio, a jacket, a shower, homework, bed, the Internet, your teeth, the bus, home, TV.* Ask students to match the verbs with the nouns. Check answers. Check comprehension by asking for a translation or by asking students to mime the action.

#### ANSWER KEY

#### have a shower, listen to the radio, take the bus, go to bed, do homework, go on the Internet, go home, put on a jacket, brush your teeth, watch TV

Suggest that words that often appear together should be recorded together in their vocabulary notebooks.

# Grammar

#### Exercise 3a

• Students study the table. Read the sentences together. Explain in the students' own language that the present simple is used to talk about things that happen regularly.

#### Exercise 3b

- Read the example with the class.
- In stronger classes, students work individually and then compare answers in pairs. In weaker classes, students do the task in pairs.
- Check answers with the whole class.

#### ANSWER KEY

<b>2</b> go	4 get	6 take
3 read	5 finish	7 do

#### Exercise 3c

- Students work individually to write seven similar sentences about their own day. You may like to set this task as homework.
- Check the correct use of the present simple and the expressions describing daily routine.

#### Exercise 4a 🚳 2.27

• Play the recording for students to listen and read the two examples.

#### **Exercise 4b**

- Students copy the table into their exercise books and complete the missing negative form. Elicit how the negative is formed (after *I, you, we* or *they,* we add *do not,* or the short form *don't* before the main verb).
- Ask four students in turn to make a negative present simple sentence from the cues in the table and elicit a translation of the sentence from another student.

#### Exercise 5a

- Students work individually to complete the sentences with the negative verb forms.
- They compare answers in pairs before you check them with the class.

8 don't play

10 don't listen to

9 don't go

#### **ANSWER KEY**

- 2 don't watch
- 3 don't walk
- 4 don't go
- 6 don't have7 don't do

5 don't finish

#### Exercise 5b

- Students use the sentences in exercise 5a to make sentences about themselves, either in the affirmative or the negative.
- Give students a minute or two to think about whether or not the negative statements made in exercise 5a are true for them and then to make the necessary changes.
- Ask students round the class to say one sentence each and the rest of the class to listen and correct any mistakes.
- At the end, have a quick show of hands to see which activities in exercise 5a your students do or don't do.

# Listening and writing

#### Exercise 6 (5) 2.28 Audio script pT88

- Read the instructions together. Check that students understand the situation by asking for a translation.
- Read the eight statements. Elicit or pre-teach any unfamiliar vocabulary. You may like students to write down *arrive at* as a useful verb + preposition combination. Tell students some of the statements will be true, but some will be false.
- Play the recording through once and allow students to compare ideas in pairs.
- Play it again, pausing after the first sentence in the recording and check the answer for the first statement. Then play the rest.
- If necessary, play the recording for a third time, pausing after each piece of information necessary to decide on the true or false statements.

#### **ANSWER KEY**

1 False.	4 False.	7 True.
2 False.	5 True.	8 False.
3 True.	6 False.	

**SKILLS NOTE** Explain in the students' own language that in a typical true or false task, the statements are in the same order as the information about them in the recording. If they cannot catch the answer to a question, they should not spend too long thinking about it, but should move on to the next question. When they listen for the second time, they can concentrate more on the difficult ones they missed first time around.

#### Exercise 7a

- Students write six statements about their typical day. Make sure they understand they have to make two of the statements false. Remind them not to tell other students which statements are false.
- Walk around and offer help as they prepare their sentences.

#### Exercise 7b

- In pairs, students take turns to read each other their sentences. Can their partners guess which statements are true and which are false?
- Walk around and monitor the correct use of the present simple forms.

#### **Revision idea**

Tell students you are going to describe your own typical day, but every statement will be false. Ask them to try to guess which piece of information is incorrect and correct your statements. Don't rush to the correct answer, allow them to offer a range of possible solutions. For example, you say: At the weekend I have breakfast at seven o'clock in my kitchen. The students say: You don't have breakfast at seven o'clock, you have breakfast at half past seven. or You don't have breakfast in your kitchen, you have breakfast in a café. or You don't have breakfast at the weekend. Once they have used up their ideas, reveal the correct answer, then move on to your next false statement.

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#### **3** a Look at the grammar table.

#### Present simple "

I get up at seven o'clock.

This is the present simple tense.

We **take** the bus to school. Lessons **start** at guarter to nine.

#### **b** Complete the sentences.

- 1 I have breakfast in the kitchen.
- 2 My mum and dad \_\_\_\_\_\_ to work at half past eight.
- 3 I \_\_\_\_\_ books and magazines in bed.
- 4 At the weekend, I \_\_\_\_\_ up at half past nine.
- 5 Lessons \_\_\_\_\_\_ at half past three.
- 6 I \_\_\_\_\_ the bus to school with my friends.
- 7 I \_\_\_\_\_ my homework from seven o'clock to eight o'clock.

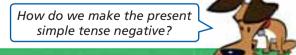
#### c Write seven sentences about your day.

### **4** a **1**2.27 Read and listen.





# **b** Copy and complete the table with the short form.



# Present simple: negative

l You	do not	get up at eight o'clock. take the train to school.
We They		have lunch at home. finish school at three.

# **5** a Complete the sentences with the negative form of the words in brackets.

- 1 I don't get up at seven o'clock. (get up)
- 2 I \_\_\_\_\_ TV when I have breakfast. (watch)
- 3 My friends and I \_\_\_\_\_ to school. (walk)
- 4 You \_\_\_\_\_ home for lunch. (go)
- 5 Lessons \_\_\_\_\_\_ at three o'clock. (finish)
- 6 We \_\_\_\_\_ dinner at half past five. (have)
- 7 I \_\_\_\_\_ my homework with my friends. (do)
- 8 We \_\_\_\_\_ computer games. (play)
- 9 They \_\_\_\_\_ to school on Saturdays. (go)
- 10 I \_\_\_\_\_ music in bed. (listen to)

### **b** Make sentences about yourself.

I get up at seven o'clock. / I don't get up at seven o'clock.

# Listening and writing

**6** (12.28) Listen. Molly's school has an Internet exchange with a school in China. She's talking about a typical day for the children there. Are these statements true or false?



- 1 The children arrive at school at twenty past seven.
- 2 They all take the school bus.
- **3** Morning lessons are from 8 to 12 o'clock.
- 4 All children have a packed lunch at school.
- 5 They have two hours for lunch.
- 6 Afternoon classes finish at quarter to four.
- 7 The children do their homework at school.
- 8 They go to bed at quarter past eight.

# 7 a Write six sentences about a typical day in your life. Four are true and two are false.

**b** Read your sentences to a partner. He / She must find the false ones.



### Vocabulary

2.29 Listen and repeat.



1 play football



3 play ice hockey



5 play the piano



7 play the violin



9 go skiing



11 go to dance class

12 watch DVDs

2.30 Listen. Which activity do you hear?

1 play tennis



2 play tennis



4 play computer games



6 play the guitar



8 collect badges



10 go swimming



Comprehension

**2 1** 2.31 Read and listen to Molly. Find three pictures for each person.







#### 1 Molly

I like sport. I play tennis with my friends, and I watch tennis on TV. I like music, too. I play the piano, and I also go to dance school. We've got classes on Wednesdays and Saturdays. I don't play computer games.

#### 2 Kirk

My brother, Kirk, likes sport. He plays football. He has training after school on Tuesdays. He goes swimming with his friends at the sports centre, too. He doesn't play a musical instrument, but he collects football cards. He's got 200!

Н

#### 3 Eddie

Our neighbour, Eddie, doesn't like sport. He doesn't play tennis or football and he doesn't go swimming. He doesn't play a musical instrument and he doesn't collect football cards. In his free time, Eddie watches DVDs, reads comics and plays computer games.

# 4C Free time

### Vocabulary

#### Exercise 1a 🛞 2.29

- Focus attention on the pictures. Read the title, and elicit its meaning in the students' own language.
- Play the recording for students to listen and read the expressions and then play it again for them to listen and repeat.

#### **Optional extra**

Students look at the list and tick the activities that they do, and put a cross next to those they don't do. Each student writes three statements about themselves in the affirmative and three in the negative. For example: *I don't play football*. *I play tennis*. *I don't collect badges*.

#### Exercise 1b 💿 2.30

- Explain that students will hear people doing the twelve activities from exercise 1a in a different order. Their task is to write the activities in the order they hear them. Ask them to write the numbers 1 to 12 in their exercise books, with enough room to write the expressions.
- With books closed, play the first extract and work out the activity together (play tennis).
- Play the rest of the recording twice, pausing after each activity to allow time for students to write their answers.
- Students compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 2 play the piano
- 3 go swimming
- 4 collect badges
- 5 play ice hockey
- 6 watch DVDs
- 7 go skiing

- 8 play the violin
- 9 play football
- **10** go to dance class
- **11** play the guitar
- **12** play computer games

**LANGUAGE NOTE** In English, when we talk about musical instruments, we use *play* + *the* + name of instrument, for example *play the guitar*. When we talk about sports including most ball games and other team sports, we often use *play* + name of sport, for example *play tennis*. For individual sports, we can use *do* or *go*, for example *do karate* or *go swimming*. We normally use *go* with sports ending in *-ing*.

# Comprehension

#### Exercise 2 🛞 2.31

- Look at the nine pictures and elicit the activity for each one.
- Pre-teach *like, training, sports centre, musical instrument* and *comics.*

- Play the recording. In pairs, students listen to and read the three descriptions and underline the activities Molly mentions. Ask them to ignore all unnecessary extra information.
- As they listen and read again, they match the three names to the pictures.

#### ANSWER KEY

- 1 B, F, H
- 2 A, D, G
- 3 C, E, I

#### **Optional extra**

To practise verb + noun collocations further, give students a list of nouns, either by typing up and photocopying worksheets for each student or by writing the nouns on the board. Each noun should be preceded by a blank space where students can write the matching verb. Write, for example: *ice hockey*, *football cards*, *to dance class*, *a musical instrument*, *TV*, *comics*. Students complete the phrases individually. Check answers, then get students to write a sentence with each collocation.

# Grammar

#### Exercise 3a

- Students copy the table into their exercise books.
- Ask them to study the three texts in exercise 2 for relevant examples and complete the missing forms in the table.
- Check answers together. Elicit the rule (we add -s to verbs after *he, she* or *it* and we sometimes make other small changes to the ending). Write both the root verbs and the suffixed forms on the board and underline the endings. Make these the headings of a table with four columns.

#### **ANSWER KEY**

She <u>plays</u> tennis. He <u>has</u> training. He <u>watches</u> DVDs. She <u>goes</u> to dance school.

- Write some more verbs on the board: *get, listen, brush, take, start, finish, do, read.* Turn to Student's Book p42 to look at the pictures again together and then say a sentence with each verb about Molly's day. For example: *Molly gets up at half past seven.* As you say each third person form, put it in the relevant column below the headings.
- Explain that after *he*, *she* or *it*, we usually put -s at the end (*plays*, *gets*, *listens*, *takes*, *starts*, *reads*). If the verb ends in o, or in *sh*, *ch* or *ss*, we put *-es* (*watches*, *brushes*, *finishes*, *goes*, *does*). Remind them that *does* has an irregular pronunciation. Some verbs are irregular, for example *have / has*.

#### Exercise 3b

• Students match the verbs and the subjects. Check answers.

#### **ANSWER KEY**

I, you, we, they: play, like

he, she, it: plays, likes

#### Exercise 3c

• Students expand their answers from exercise 2 into full sentences in the third person.

#### **ANSWER KEY**

# Molly plays tennis. She plays the piano. She goes to dance class(es) / school.

Kirk plays football. He goes swimming. He collects football cards.

Eddie watches DVDs. He reads comics. He plays computer games.

#### Exercise 4

- You may like to set this task as homework, or use it as extra practice of the present simple form in class.
- Students write ten sentences about Molly in the present simple individually.
- Get a few students to read out a few sentences each. Pay attention to the correct use of the third person endings.

#### Exercise 5a

• Students copy the table into their exercise books and then study the texts again to find examples of the negative form.

Check answers and elicit the rule (we use *don't* after *I*, *you*, *we* or *they*, and *doesn't* after *he*, *she* or *it* to make negative sentences in the present simple, and the form of the main verb never changes).

#### **ANSWER KEY**

#### I <u>don't</u> play computer games. He <u>doesn't</u> play a musical instrument.

#### Exercise 5b

• Students complete the sentences. Ask them to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 don't 3 don't 5 doesn't 7 don't
- 2 doesn't 4 doesn't 6 don't

#### Exercise 6 🛞 2.32 Audio script pT88

- Tell students they will hear seven statements. Their task is to change them into negative statements.
- Play the example. Students listen, respond, and hear the correct answer after a pause. Continue with the other items.

# Speaking, listening and writing

#### Exercise 7

- Elicit what *like* means. Ask a few students to say what they like or don't like.
- If possible, arrange the class in a circle. Explain this is a chain game where each student must remember what the previous students have said and add a statement of their own. Play the game with the whole class or in two groups.

#### Exercise 8a 🛞 2.33 Audio script pT88

- Students look at the pictures and decide for each picture what activity they illustrate.
- Explain that they will hear a boy, Juraj, and a girl, Guang, describe what they do in their free time. They must tick the activities they do and put a cross next to those they don't do.
- Play the recording, pausing after Juraj to allow students time to write their answers. Allow some time at the end as well.
- Check answers with the class. Play the recording again. Ask students to repeat the statement that confirms their ideas.

#### **ANSWER KEY**

Juraj plays ice hockey, goes skiing and listens to music. Guang plays the violin, goes to dance classes, goes swimming, collects badges and plays computer games.

#### Exercise 8b

• Students use the information from exercise 8a to write six sentences about Juraj and six about Guang.

#### Exercise 9

- In class or for homework, students write a paragraph with the cues about their own free time.
- Have a few students read out their paragraphs to the class. Check their use of the present simple.



Grammar					
<b>3</b> a Copy and complete the table.					
What happens af	<i>ter</i> he <i>and</i> sh	ne? > )			
Present simple: ending	Present simple: endings				
I <b>play</b> football.	She	tennis.			
We have piano lessons.	Не	training.			
They watch TV.	Не	DVDs.			
I go swimming.	She	to dance			
	school.				

**b** Match the subjects and the verbs.



**c** Look at your answers to exercise 2. What do the people do?

Molly plays tennis. She ....

**4** Look at Molly's day on page 42 again. Write about it.

Molly gets up at half past seven and she has a shower.

**5** a Copy and complete the table. Find the missing words in the text in exercise 2.

#### Present simple: negative

	play computer games.	
Не	play a musical instrument.	

# **b** Complete what Molly says. Use *don't* or *doesn't*.

- 1 I \_\_\_\_\_ get up at six o'clock.
- 2 Eddie \_\_\_\_\_ collect football cards.
- 3 We \_\_\_\_\_ play ice hockey at our school.
- 4 Kirk \_\_\_\_\_ play the piano.
- 5 Eddie \_\_\_\_\_ like sport.
- 6 Kirk and Eddie \_\_\_\_\_ go to dance class.
- 7 I \_\_\_\_\_ play football.

**6** (12.32) Listen. Say the negative.

I play tennis. I don't play tennis.

## Speaking, listening and writing

### **7** Work in a group. Play a game.



8 a (12.33) Listen. What do the people do? Tick the correct pictures.



- **b** Write about the people in exercise 8a. Juraj plays ice hockey. He doesn't play football.
- **9** What do you do in your free time? Write a paragraph. Use these phrases.

I like ..., I ..., and I ..., I don't like ..., and I don't ....

# 4D Mickey, Millie and Mut

# Comprehension

2

4

#### **1** a Read the story. Answer the questions.

- 1 Who is Millie talking to?
- 2 Where do Mickey and Millie play tennis?

Does Mickey play

tennis, too?

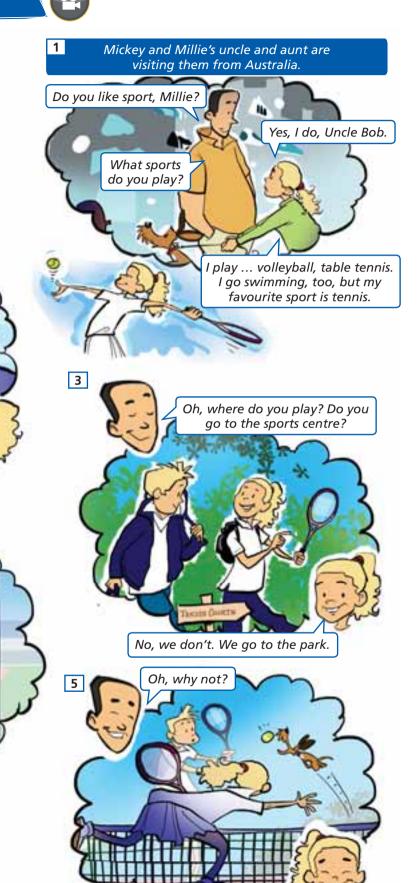
Yes, he does. We play every Saturday.

Does Mut go with you?

No, he doesn't.

3 Why doesn't Mut go with them?

**b ()** 2.34) Read and listen.



Because he always catches the ball.

# 4D Mickey, Millie and Mut 🖭

## Comprehension

#### Exercise 1a

- Focus attention on the pictures. Ask: *Who are in the pictures?* (Mickey, Millie, Mut and a man.)
- Ask students to scan the story for unfamiliar words, and then encourage them to work out their meaning from the context. Write each word on the board, and quickly drill their pronunciation. You may need to focus on *visit, table tennis, every, always* and *catch*.
- Students read the story individually and answer the questions.
- Students compare ideas in pairs.
- Ask a different student to answer each question, and the rest of the class to say if they agree or disagree. Ask them to quote the part of the story that helped them answer.

#### **ANSWER KEY**

- 1 Millie is talking to her uncle (from Australia).
- 2 They go to the park to play tennis.
- 3 Because he always catches the ball.

#### Exercise 1b 🛞 2.34

- Play the recording for students to read and listen.
- This cartoon is available as animation on the DVD and iTools.

#### **Optional extra**

In pairs, students practise role-playing the dialogue. You may like to play the recording again to help them prepare. Have a few volunteering pairs to perform in front of the class. Ask the rest of the class to vote on the best performance.

#### **Optional extra**

Play *Tennis words* with classes of 16 or fewer. Start by eliciting some tennis vocabulary, e.g. *serve* (look at picture 2 of Millie) and the scoring system (*love, advantage*, etc.). Divide the class into two teams. Decide who is 'serving' (i.e. which team is going to start). Give the class a topic, e.g. 'colours'. The first person in the team that is starting must say a colour, then the first person in the other team must say another one, and it goes back to the first team – they are 'hitting a ball over a net to their opponent' each time they say a word related to the topic. If students repeat a word or hesitate for too long, the other team wins the point. Keep the 'tennis' scores on the board.

#### Exercise 2

- Students read the story again to decide if the statements are true, false, or there is no information about them. Make sure students understand the three options.
- Students compare their ideas in pairs before you check the answers with the class..

#### **ANSWER KEY**

- 1 False.
- 2 False.
- 3 True.
- 4 False.

- 6 True.7 It doesn't say.
- 8 True. 9 True.

### Grammar

5 It doesn't say.

#### Exercise 3a

- Students copy the table into their exercise books and then study the story again to work out what the missing examples are.
- Check answers and elicit the rule (we make questions in the present simple by putting *Do* before *I*, *you*, *they* or *we* and *Does* before *he*, *she* or *it*; in short answers, we repeat *do* or *does* after the pronoun).

#### **ANSWER KEY**

#### <u>Do</u> you play volleyball? Yes, I <u>do</u>. <u>Does</u> he play volleyball? Yes, he <u>does</u>.

- To check comprehension of the rule, ask five students to make a different question each, using cues from the table. Elicit their meaning by asking for a translation.
- Highlight the fact that the form of the main verb never changes. The -s ending in questions only appears at the end of the auxiliary *Does*.
- Focus again on the short answers. Highlight that the negative answer is usually in the short form: *don't* or *doesn't*.

#### **Exercise 3b**

• Students work individually to complete the questions.

#### ANSWER KEY

- 1 Do
- 2 Does
- 3 Does 6 Does
- Ask students why the answer is *Do*, not *Does* in 4 (the subject isn't Molly = 'she', but 'Molly and her friends' = 'they').

4 Do

5 Do

#### Exercise 3c

• In pairs, students make dialogues with the questions from exercise 3b. They take turns asking or answering.

#### Exercise 4

- Students copy the table into their exercise books.
- In pairs, they work out the correct word order and then reread the story to check their ideas.
- Elicit the rule (after the *Wh* question word, the word order is the same as in *Yes / No* questions).

#### **ANSWER KEY**

Where <u>do you play</u> tennis? When does she go to school?

#### Exercise 5

- Read the example together with the class.
- Allow students to discover that the questions are either about Molly's day (p42), about themselves or about Mickey and Millie (p46).
- In pairs, students first write the questions and then take turns to ask and give true answers. Encourage them to answer the questions about the *Project* characters without looking them up in the Student's Book.
- Check answers together.

#### **ANSWER KEY**

- 2 When do you go to school? Students' own answers
- 3 Where does Molly have lunch? She has lunch at school.
- 4 When do we go home? Students' own answers
- 5 Where do you do your homework? Students' own answers
- **6** When do Mickey and Millie play tennis? They play tennis every Saturday / on Saturday.

# Speaking and writing

#### Exercise 6a

- Pre-teach a lot of.
- Students look through the chart and tick or cross the boxes for themselves.

#### Exercise 6b

- Students use the ideas in the chart to make questions.
- In pairs, they take turns to ask each other and tick or cross the second column of the chart according to the answers.
- Walk around and monitor the correct use of the question forms and short answers.

#### Exercise 6c

- You may like to set this task as homework.
- Students use the information in the chart to write eight sentences about themselves and about their partner.
- When you check their sentences, pay special attention to the use of the first and third person forms.

#### **Revision idea**

Students look at Lessons 4A–4D and prepare six questions to ask you about your daily routine, your free time, or your likes or dislikes. Choose some students to ask their best question (or two), and answer more or less truthfully. (You can make up answers if you don't want to reveal too much.) Ask the class to listen and write down the six most interesting answers they hear, and then expand these into sentences in the present simple. Check some of their sentences.

 More practice Workbook pp38–39, Teacher's Resources Multi-ROM Unit 4
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# **2** Are the statements true or false, or doesn't it say?

- 1 The man is Mickey and Millie's grandfather.
- 2 Millie doesn't like sport.
- 3 She plays tennis.
- 4 She doesn't go swimming.
- 5 Mickey doesn't like volleyball.
- 6 Mickey and Millie go to the park every Saturday.
- 7 They play tennis there at ten o'clock.
- 8 They don't take Mut to the park.
- 9 Mut catches their tennis balls.

#### Grammar

# **3** a Copy and complete the table with *do* and *does*.

How do we make questions in the present simple?

# Present simple: questions and short answers

you	play volleyball? go swimming? collect things?	Yes, I No, I <b>don't</b> .
he	like sport? watch TV?	Yes, he No, he <b>doesn't</b> .

#### **b** Complete the questions with *Do* or *Does*.

- 1 \_\_\_\_\_ you collect badges?
- **2** \_\_\_\_\_ Eddie go skiing?
- 3 \_\_\_\_\_ Molly play tennis?
- 4 \_\_\_\_\_ Molly and her friends play football?
- 5 \_\_\_\_\_ you go swimming?
- 6 \_\_\_\_\_ Kirk play a musical instrument?

# **c** Work with a partner. Make dialogues. Use the questions in exercise 3b.

- Do you collect badges?
- Yes, I do or No, I don't.

# 4 Copy and complete the table. Put the words in brackets in the correct order.

#### Present simple: wh- questions

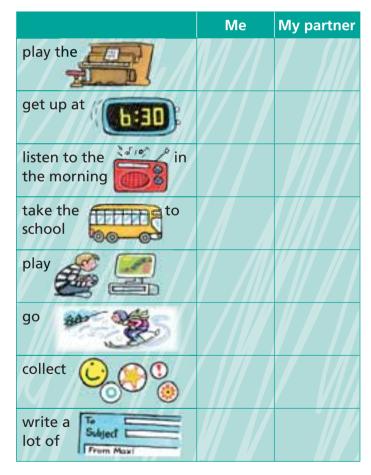
Where	tennis? (play you do)
When	_ to school? (she does go)

# **5** Work with a partner. Use the cues. Ask and answer.

- 1 When / Molly have breakfast When does Molly have breakfast? She has breakfast at ten to eight.
- 2 When / you go to school
- 3 Where / Molly have lunch
- 4 When / we go home
- 5 Where / you do your homework
- 6 When / Mickey and Millie play tennis

### Speaking and writing

#### 6 a Look at the chart. Do you do these things? Write ✓ or X for Me.



# b Work with a partner. Ask and answer. Write✓ or X for My partner.

- Do you play the piano?
- Yes, I do or No, I don't.

#### **c** Write about yourself and your partner.

I don't play the piano. My partner plays ...



# Culture

# Sport

**1** a **2.35** Read and listen to the information. Copy the chart and write the names of the sports in columns 1 and 2.

1 Britain		2 The USA		3 My country				
			/					

These are popular sports in Britain: football rugby cricket snooker









These are popular sports in the USA and Canada: American football baseball basketball ice hockey

Tennis and golf are also popular in all these countries.

**b** What sports are popular in your country? Complete column 3.

# **2 1 2.36** Read the text. Copy and complete the chart.

	Girls	Boys
winter	hockey	
summer		

In British schools, pupils normally have a double lesson of PE each week.

In most schools, boys play football or rugby in the winter. In summer, they play cricket and they do athletics.

Girls normally play hockey or netball (a kind of basketball) in the winter. They play tennis and they do athletics in the summer.

Most schools have a sports day in the summer. There are races and other athletics events, like the high jump, long jump and javelin. Parents

and grandparents come to watch, and there are prizes for the winners.



**3** How often do you have PE in your school? What things do you do? Do you have a sports day?

**4** a **1** 2.37 Listen. What sports do Cherry and Marcus play? Which ones do they like?





ram:@IEL1

#### Cherry Marcus b 2.37 Listen again. Answer the questions.

- 1 What school teams are they in?
- 2 What sports do they watch on television?
- 3 Why does Cherry like sports day?
- 4 Why doesn't Marcus like cricket?
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# Culture

### Sport

#### **Background information**

Football (soccer) and rugby were invented in Britain. In the USA, American football is called *football*; when they want to talk about the international game, they say *soccer*.

Cricket is a bat-and-ball game which was was first played in the 16th century. Points are scored by hitting the ball away, allowing time for the batting team to run up and down the central section of the pitch.

Baseball, a bat-and-ball sport, is played mostly in North America, parts of Latin America and East Asia. Points are scored by running round the pitch after the ball has been hit.

Snooker is one of several types of billiards games, played on a table with cues (long sticks) and coloured balls.

Basketball is a team sport where players try to score points by getting a ball through a basket at each end of the court.

Ice hockey is a team sport in which skaters use sticks to shoot a hard rubber puck (a disc) into their opponents' net.

Golf first appeared in Scotland in the 15th century. Players score points by hitting a ball into holes with a club. The player who uses the lower number of hits wins.

Tennis is played by single players or doubles against each other on a court. Players use a racket to hit a ball over a net. Netball was developed as a form of basketball for women in the 1890s. Each player's movements are restricted to certain areas of the court.

#### DVD

If you prefer, play Unit 4 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1a 🛞 2.35 Audio script pT88

- Focus attention on the four photos. Ask students to name the sports in their own language.
- Students copy the chart into their exercise books. Play the recording for students to listen and read. Students put the sports in the correct columns.

#### ANSWER KEY

- 1 football, rugby, cricket, snooker, tennis, golf
- **2** American football, baseball, basketball, ice hockey, tennis, golf

#### Exercise 1b

• Ask students to say which sports are popular in their own country. Help with the English names as necessary. Students fill in the final column in the table.

### Exercise 2 🛞 2.36

- Focus on the two photos. Elicit what they show (PE lessons). Ask students to try and identify the sports shown. Don't tell them the answers at this point.
- Explain that they will read about school sports in Britain.
- Elicit or pre-teach winter, summer, normally, each, most, race, events and prizes.
- Play the recording for students to read and listen to the text and then complete the chart.
- Ask students to confirm their earlier guesses about the sports.

#### ANSWER KEY

	Girls	Boys
winter	hockey, netball	football, rugby
summer	tennis, athletics	cricket, athletics

#### Exercise 3

• Ask students about their PE lessons. What can kind of exercises or sports do they usually do? Is there a difference between winter and summer classes? Ask them if they have a sports day or something similar organized by their school.

#### Exercise 4a 🛞 2.37 Audio script pT88

- Explain that students will hear two people, Cherry and Marcus, talk about the sports they do. Their first task is to listen and make a list of the sports the speakers do.
- Play the recording about Cherry and allow students time to write their answers. Students compare answers in pairs. Do the same with the recording about Marcus.
- Play both recordings through at the end, so students can check their answers once more.

#### **ANSWER KEY**

Cherry: hockey, tennis, athletics, swimming Marcus: rugby, cricket, athletics, basketball (Marcus also mentions snooker, but says he doesn't play it.)

• Students listen again to underline the sports in their lists that each speaker likes.

#### **ANSWER KEY**

Cherry likes hockey, tennis and swimming. Marcus likes rugby, athletics, basketball and snooker.

#### Exercise 4b 🚳 2.37 Audio script pT88

- Read the questions and check that students understand them. Elicit or clarify the meaning of *school team*.
- Play the recording for students to answer the questions.

#### **ANSWER KEY**

- 1 Cherry: tennis; Marcus: rugby
- 2 Cherry: tennis; Marcus: snooker
- 3 Cherry likes it, because there aren't any lessons that day.
- 4 Marcus doesn't like it, because he's not very good at it.

More practice Teacher's Resources Multi-ROM Unit 4



# **Music: musical instruments**

#### Exercise 1 (%) 2.38

- Ask students to look at the pictures. Play the recording for students to read and listen. You may want to ask them to explain the difference between wind, string and percussion instruments.
- Play the recording again for students to listen and repeat the names of the instruments. Pay special attention to the pronunciation of *xylophone* /'zaılə,fəun/.

#### **Exercise 2a**

- Go through the list of instruments, and get students to listen to and repeat the words. Elicit the names of the instruments in their own language to check comprehension. Are any of the names similar in English?
- Students copy the chart into their exercise books and write the names of the instruments in the correct columns.

#### Exercise 2b (2.39 Audio script pT88

• Play the recording for students to listen and check.

#### **ANSWER KEY**

#### Wind instrument: a trumpet, a trombone, a clarinet, a saxophone, a flute, a harmonica

String instrument: a guitar, a harp, a violin, a double bass, an electric guitar

#### Percussion instrument: a xylophone, a piano, a tambourine, drums, a keyboard

• Ask students what other instruments they know and what kind of instruments they are. Quickly drill the pronunciation of the words in English. Write the new vocabulary on the board for students to copy into their exercise books.

#### **Optional extra**

To practise the stress patterns in the names of musical instruments, use the recording from exercise 2. Students listen and count how many syllables each word contains. Explain in their own language what a syllable is (use the explanation from the notes for Unit 6 Pronunciation on p80). Then they listen again and underline the syllable that is pronounced more strongly than the others (the stressed syllable). It doesn't matter how many letters students underline (that is, whether they underline the whole syllable correctly), the focus should be on where in the word the stress falls. Now ask students to listen and repeat the words and tap the desk or clap their hands to mark the stressed syllable as they speak.

#### **ANSWER KEY**

harp, piano, trombone, tambourine, clarinet, drums, violin, saxophone, flute, double bass, electric guitar, keyboards, har<u>mon</u>ica

#### Exercise 3 (5) 2.40 Audio script: see Answer Key

- Ask students to write numbers 1 to 12 in their exercise books. Tell them to listen, then identify each instrument, and write the name of the instrument next to each number.
- Play the recording for students to listen.
- Students compare their ideas in pairs.
- Play the recording again and give the answers.

#### **ANSWER KEY**

- 1 drums
- 2 flute
- 3 harp
- 4 violin
- **5** xylophone

- 7 saxophone 8 clarinet
- 9 trombone
- 10 piano
- 6 double bass
- **11** electric guitar
- 12 harmonica

#### **Exercise 4**

- Ask students the questions and write any new vocabulary on the board.
- What instruments are the most popular? Have a guick show of hands around the class to find out the top three musical instruments.

#### **Exercise 5**

• Demonstrate the activity by miming playing a saxophone and reading out the example with the students. Divide the class into pairs to play the game.

#### **Optional** extra

To practise the use of the present simple as well as the names of musical instruments, ask: Who plays the drums? Invite any student who plays the drums to stand up and say *I/We play* the drums. The rest of the class say He / She plays / They play the drums. Ask: Who doesn't play the drums? Those students who don't play the drums stand up and say *I* / We don't play the drums. The rest of the class say He / She doesn't / They don't play the drums. Continue by asking questions about other instruments.

More practice Teacher's Resources Multi-ROM Unit 4

# **English Across the Curriculum**



# Music: musical instruments

# 1 (12.38) Read and listen.

There are lots of different kinds of musical instruments.





a guitar This is a string instrument.



a xylophone This is a percussion instrument.

a trumpet This is a wind instrument.

<b>2</b> a Copy the chart and write the instruments in the correct column.				
Wind instrument	String instrument	Percussion instrument		
a trumpet	a guitar	a xylophone		
b (12.39) Listen and che	eck.			
anap	trombone a tambourine	a clarinet		
a piano a flute	a double bass	tar a keyboard a harmonica		
<ul> <li>3 (2.40) Listen. What insthear?</li> <li>4 Do you play a musical instare your favourite instrum</li> </ul>	trument? What nents? • /s • /s • /s	k with a partner. Mime ing a musical instrument. Ask stions about the instrument. <i>it a clarinet?</i> o, <i>it isn't.</i> <i>it a saxophone?</i> es, <i>it is.</i>		

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# Revision

### Present simple: affirmative and negative

**1** a Complete the sentences with the correct form of the verbs.

work have got do go play watch go

- 1 Mike *has got* two brothers and a sister.
- 2 We \_\_\_\_\_ basketball at school.
- 3 Sarah \_\_\_\_\_\_ skiing in France.
- 4 We \_\_\_\_\_\_ in a shop.
- 5 Mr West \_\_\_\_\_\_ to work by car.
- 6 My parents \_\_\_\_\_ TV in the evening.
- 7 Mandy \_\_\_\_\_ her homework in the kitchen.

#### **b** Make the sentences negative.

### Present simple: questions

#### **2** Make questions.

- 1 You're from Australia. Are you from Australia?
- 2 It's my turn.
- 3 We have lunch at one o'clock.
- 4 They like football.
- 5 I'm in this photo.
- 6 Peter takes the bus to school.
- 7 Mr and Mrs Johnson have got a new computer.
- 8 Jane finishes school at quarter past three.

#### Vocabulary

**3** Look at the picture clues. Complete the words or phrases. What is phrase 9?

## Listening, writing and speaking

**4** a **1**2.41 Listen and complete the chart about Kenton.

Name	//LAAA</th
From	
Age	<i>`````</i> ```````````````````````````````
Phone number	~///#/ <b>//</b> //////////////////////////////
Brothers and sisters	V
School	
Favourite subjects	<i>47 F - 1/1 / 18 F / 1/1</i> /2
Free time	77 U I I I I I III
Musical instrument	

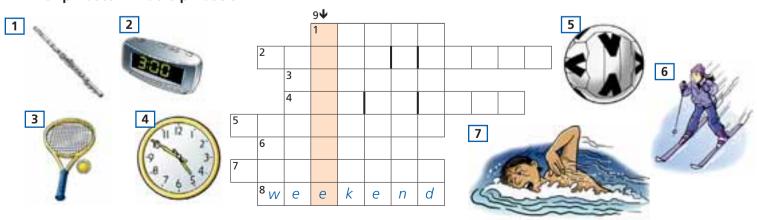
# **b** Now complete the text. Use the information from exercise 4a.

Kenton <sup>1</sup> _	comes	from <sup>2</sup> He's	es from <sup>2</sup> He's
3	years old. His p	hone number's <sup>4</sup>	s phone number's <sup>4</sup>
He <sup>5</sup>	a brother, b	out he 6 a	, but he <sup>6</sup> a
sister. His	name's <sup>7</sup>	Kenton <sup>8</sup>	Kenton <sup>8</sup>
to <sup>9</sup>	High School	. His favourite subjects	ool. His favourite subjects
are <sup>10</sup>	and <sup>11</sup>	In his free time he	In his free time he
12	_, and he <sup>13</sup>	and <sup>14</sup> He	and <sup>14</sup> He
15	_ a musical instr	rument.	strument.

#### c Write a text about yourself.

# **d** Interview your partner. Use the chart in exercise 4a.

What's your name? It's ...





# Revision

## Present simple: affirmative and negative

#### Exercise 1a

• Students complete the sentences with the verbs in the box in the correct form. Tell them they will need one of the verbs twice.

6 watch

7 does

#### **ANSWER KEY**

- 2 play
- 3 goes 5 goes

#### **Exercise 1b**

• Students rewrite the sentences in the negative.

4 work

• Remind students that when *do* is also the main verb, they will need to use it twice in the negative (she doesn't do) and only the auxiliary takes the ending for he / she / it – that is: Mandy doesn't do her homework, NOT Mandy doesn't her homework.

#### **ANSWER KEY**

- 1 Mike hasn't got two brothers and a sister.
- 2 We don't play basketball at school.
- 3 Sarah doesn't go skiing in France.
- 4 We don't work in a shop.
- 5 Mr West doesn't go to work by car.
- 6 My parents don't watch TV in the evening.
- 7 Mandy doesn't do her homework in the kitchen.

### **Present simple: questions**

#### Exercise 2

- Students work on their own to make questions.
- Check answers with the class.
- Ask students to try and explain the correct answers to the more difficult items in their own language. In 3, have is used as the main verb (in the expression *have lunch*), not as part of have got, so we must use the auxiliary do to make a present simple question. In 7, have is part of have got, so we don't need do to make a question, and the subject is made up of two names (= they) so we need have, not has.

#### **ANSWER KEY**

- 2 Is it my turn?
- 3 Do we have lunch at one o'clock?
- 4 Do they like football?
- **5** Am I in this photo?
- 6 Does Peter take the bus to school?
- 7 Have Mr and Mrs Johnson got a new computer?
- 8 Does Jane finish school at quarter past three?

### Vocabulary

#### Exercise 3

• Students work in pairs to complete the crossword, using the picture clues to find out what the hidden phrase (number 9) is in the highlighted vertical column.

#### **ANSWER KEY**

- 1 flute
- 2 three o'clock
- 4 ten to five 5 football
- 7 swimming 9 free time

- 3 tennis
- 6 skiina

# Listening, writing and speaking

#### Exercise 4a (5) 2.41 Audio script pT88

- Explain that students will hear an interview with a boy called Kenton.
- Read the chart headings to find out what he is going to say about himself. Elicit the meaning of each heading.
- Play the recording once and allow students time to write their answers.
- Play it once or twice more as necessary.
- In weaker classes, or if students find the task difficult, let them do it in pairs, and pause the recording after each piece of information is heard.
- Check answers at the end.

#### **ANSWER KEY**

Name: Kenton Brooks From: Brighton Age: 12 Phone number: 0127361399 Brothers and sisters: one brother (Max), no sisters School: Longhill School Favourite subjects: Science and History Free time: football, swimming, music Musical instrument: no

#### **Exercise 4b**

- Students use the information from the chart to complete the paragraph about Kenton.
- Let them compare answers in pairs before you check them with the class.

#### **ANSWERKEY**

- **1** Brooks
- **2** Brighton
- 3 12
- **4** 0127361399
- 5 's got

#### **Exercise 4c**

- You may like to set this task as homework.
- Students use the paragraph about Kenton as a model to write a similar paragraph about themselves.

#### **Exercise 4d**

- Students copy the blank chart from exercise 4a into their exercise books. They use the chart headings to make guestions to ask their partners.
- In pairs, students use the questions to take turns to ask each other and make notes of their partner's answers.

More practice Workbook pp40–41, Teacher's Resources Multi-ROM Unit 4

- **11** History 12 plays football
  - 13 goes swimming
  - 14 listens to music
    - 15 doesn't play
- **10** Science

9 Longhill

6 hasn't got

7 Max

8 goes

# **Your Project**



## Helping each other

- The aim of this lesson is to look at different ways of working together. Students need to understand that even with individual projects, it is often useful to ask friends for help. People have different strengths, and inviting contributors is a way of being sure your project is varied and interesting.
- Read the project instructions and check comprehension. Ask: *How many different things do you need to include?* (Three: information about your hobby, information about someone else's hobby, pictures.) Make it clear that students should not feel limited by instructions – they can always add further things to their project. Explain that the page shows some ideas about how people can help each other prepare a project.
- Start by asking: Where do you find pictures for your project? Elicit various sources (the Internet, magazines or newspapers, family albums). Ask: Who is the project about? Elicit that it is about them, the students. Ask: Where do you find pictures of you? Elicit ideas (family albums, taking new photos). Ask: Who takes photos? Look at frame 4 on the page where Mel is taking photos of Molly. Point out that asking a friend to take photos for you is one way they can help you prepare a project.
- Continue discussing other ways of helping each other. Read the speech bubble in frame 3. Elicit that people can also help each other with information. Elicit different ways of finding information about other people. With famous people, students can look up information in books or on the Internet, or they can ask their parents or friends. With people they know, the best way of getting information is to interview them. Ask, in their own language if necessary: *What can you do with an interview*? Elicit as many options as possible, for example: write it down, summarize it in writing, record it as audio or video, take photos and illustrate them with speech bubbles, etc.
- Read the speech bubble in frame 5. Elicit what is happening here (a friend is correcting a grammar mistake as you are preparing to present your project). Stress that projects are complex and students have to focus on many different elements, so it's a good idea to get someone else to help make it better. Their teacher can help them correct language errors, but it is better to check each other's work first.
- Finally, look at frame 6. Ask in their own language: *When is this conversation taking place*? Elicit that getting feedback on your finished project is also a good idea, as another person is usually better at seeing if anything else could be added or modified. Stress that feedback should be constructive it shouldn't focus on what's wrong or missing, but on what your friend could add or do or say that might make their project more complete.
- Elicit in the students' own language any other ways of helping a friend that they can think of. Write valid points on the board.

#### Preparation

• This is a project that could be done individually, in pairs or in groups. If it is done in pairs or groups, make sure the students

include information about everyone, as well as someone else who's not part of their team. Even where students do the project individually, they should plan in pairs or groups.

- Students decide on what format they would like to use to present their projects. Remind them that a digital multimedia format (a web page or something video-based) would allow them to include interviews with a friend (from frame 3), which could then be supported by a chart or a short summary.
- Ask each team (individual, pair or group) what format they have chosen, so you can plan for the presentations accordingly.
- Students write a step-by-step action plan about what they need to do.
- Students prepare their projects.
- In the project presentation class, make sure you have the necessary equipment to show everyone's projects.

#### Follow-up

- Ask the class to vote on the best project.
- Ask students to say what help they asked for and received. Ask if they had any difficulties in putting their projects together, and if, with hindsight, there is any other area where they would have liked someone to help them.
- Also elicit what they found most helpful during their collaborations with others.

### Song

# Digital Charlie

#### Exercise 1a

- Look through the pictures and elicit the expressions for describing someone's free time (verb + noun, for example: *go cycling, collect football cards, play rugby*, etc.). Write the expressions on the board, and quickly elicit or pre-teach the meaning and pronunciation of any new words.
- In pairs, students read the lyrics and try to complete the gaps logically. You could point out (or in stronger classes, allow students to discover for themselves) that every other line rhymes (*at all volleyball, winner dinner* and so on), which might help with some of the gaps.

#### Exercise 1b 🛞 2.42 Audio script: see Answer Key

- Play the recording for students to check their ideas.
- Go through the correct answers as a class.

#### ANSWER KEY

1	doesn't	6	reads	11	plays
2	rugby	7	goes	12	drums
3	computer	8	watches	13	Saturday
4	television	9	bed	14	Monday
5	sport	10	school		

• Play the recording for the students to sing along.

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# **Your Project**

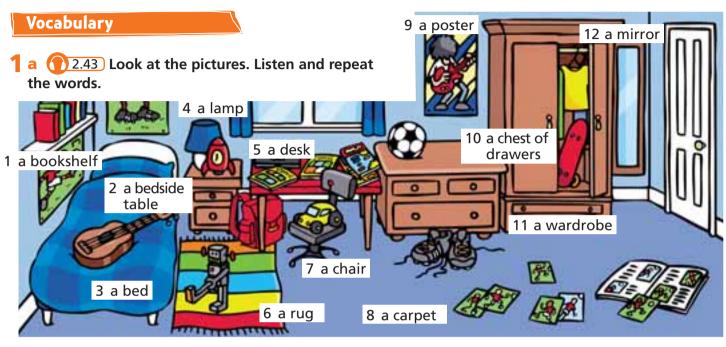


**b 1**2.42 Listen and check.

51

# Places

# 5A My room



**b 1**2.44 Listen. Complete the sentences with the correct places.

The remote-controlled car is on ...

the chair.

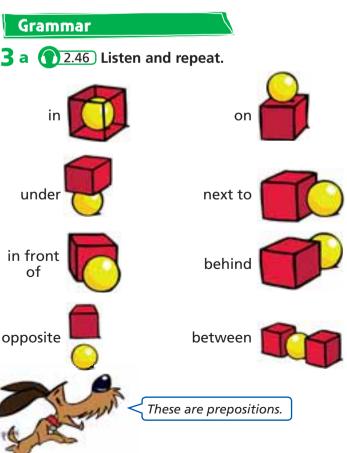
# Comprehension

# **2** a (12.45) Look at Ravi's room. Read and listen. Who is Robby?

This is my room. I've got a bed, a wardrobe and a chest of drawers. There's a desk, too. It's in front of the window. I do my homework there. I've got posters of my favourite bands and sports stars on the wall. You can see some of my things in the picture, too. My skateboard's in the wardrobe and my guitar's on the bed. And that's Robby, my robot, on the rug next to the bed. He's great!

# **b** Find eight things in the picture that Ravi doesn't mention.

the clock





# Places

#### **Unit overview**

**Grammar focus:** Prepositions of place; *There is / are ...; can / can't.* 

New vocabulary: Furniture; parts of a house; places in a town.

**Skills:** Reading: description of a home; Speaking: describing where things are in a town, talking about abilities; Listening: description of a room, description of a town; Writing: describing where things are, describing a room in your house, describing someone's abilities.

Culture: An English town.

The Culture page for this unit can be studied after Lesson 5B or at the end of the unit.

**English Across the Curriculum:** History: towns and cities. The English Across the Curriculum page can be studied at the end of the unit.

Project: Getting information.

Song: Our town

# 5A My room

### Vocabulary

### Exercise 1a 🔞 2.43

- Students study the picture. Ask: *Who lives in this room? How old do you think he or she is?* Accept any reasonable suggestions.
- Play the recording for students to listen and read the words. Then play it again for them to listen and repeat.
- Ask some students at random about some of the objects, and get them to give you short answers. For example, ask: *Have you got a mirror in your room?* (Yes, I have. / No, I haven't.)

**LANGUAGE NOTE** In English, we generally use *carpet* to refer to the soft covering of a floor that extends wall to wall, and *rug* to refer to a similar, but smaller piece of material covering part of the floor. *Rugs* are sometimes laid on top of a *carpet*. A *chest of drawers* is a piece of free-standing furniture with drawers to keep clothes, etc.

### Exercise 1b 🛞 2.44 Audio script pT88

- Read the following words out one by one to the students, and ask them to point to the object in the picture: guitar, clock, robot, football, remote-controlled car, football boots, books, comics and magazines, skateboard, bag, football cards. If you're using iTools, you may like to ask students to take turns coming up to the interactive whiteboard to point at each object.
- Read the example together and check that students understand that their task is to complete statements about where the objects are.
- Play the recording for students to listen and complete the sentences. Remind them to use the definite article, like in the

example. In weaker classes, do each sentence (stopping the recording to give them time to say it) together as a class. In stronger classes, call on individual students to complete the sentences one by one.

• Repeat the activity, but this time, don't stop the recording. Try to get students to follow the pace and rhythm of the English when they give their answers.

### ANSWER KEY

- 2 The clock is on <u>the bedside table</u>.
- 3 The skateboard is in <u>the wardrobe</u>.
- 4 The football is on <u>the chest of drawers</u>.
- 5 The books are on the bookshelf.
- 6 The comics and magazines are on <u>the desk</u>.
- 7 The guitar is on <u>the bed</u>.
- 8 The robot is on <u>the rug</u>.
- 9 The football cards are on the carpet.

### Comprehension

### Exercise 2a 🛞 2.45

• Look at the picture again and explain that it is Ravi's room. Play the recording for students to listen and identify Robby. Ask them to point to Robby in the picture.

### **ANSWER KEY**

Robby is Ravi's robot.

#### **Exercise 2b**

- Students read the paragraph again and underline each item Ravi mentions. Then they look at the picture and find the items in the picture.
- In pairs, students study the picture to find items Ravi doesn't mention. Allow about a minute or two for this.
- Ask students to list the objects. Write the words on the board.

#### POSSIBLE ANSWERS

The mirror, the chair, the carpet, the lamp, the bedside table, the bookshelf, the remote-controlled car, the football, the football boots, the books, the comics and magazines, the football cards, the bag.

### Grammar

### Exercise 3a 🚳 2.46

- Read the eight prepositions together with the class. Play the recording for students to listen and read. Use your hands to mime each preposition as you listen, and ask students to mime as well as say the words. It doesn't matter if they use different gestures to show the meaning of each word. Play it again. Students listen and repeat.
- Place a book in different places around your desk (*in*, *on*, *in front of*, etc.) and ask the class to say where it is. Repeat the activity several times with different objects.

### Exercise 3b

- Read the example together.
- Students write the other sentences individually.
- Ask them to compare their answers in pairs before you check with the class.

### **ANSWER KEY**

- 2 He's under the bed.
- 3 He's in the wardrobe.
- 4 He's in front of the chest of drawers.
- 5 He's behind the bag.
- 6 He's next to the guitar.
- 7 He's opposite the skateboard.
- 8 He's between the bed and the bedside table.

### **Optional** extra

Re-check the answers in exercise 3b by asking students to respond to your questions with short answers. Make some of your questions deliberately wrong about each picture. For example: 1. Is he in front of the bookshelf? (No, he isn't.) Is he behind the bookshelf? (No, he isn't.) Is he on the bookshelf? (Yes, he is.) Do all the pictures together, or model one or two more as a class, and then ask students to continue in pairs.

### **Exercise 4a**

- Students study the picture of Ravi's room again, and read the cues in pairs. Then they expand the cues into sentences.
- Check the answers, and write the correct sentences on the board.

### **ANSWER KEY**

- 2 The chair is in front of the desk.
- 3 The bedside table is between the bed and the desk.
- 4 The lamp is behind the clock.
- 5 The rug is next to the bed.
- 6 The bag is under the desk.
- 7 The bookshelf is opposite the door.
- 8 The skateboard is in the wardrobe.
- 9 The football boots are in front of the chest of drawers.
- **10** The clock is on the bedside table.

### **Exercise 4b**

• Read the example together. Students take turns to ask and answer questions in pairs. Walk around and monitor the activity. Make a note of any serious errors in the use of prepositions to go over at the end of the activity.

## Listening, writing and speaking

### Exercise 5a 🛞 2.47 Audio script pT88

• Read through the words in the box, and check comprehension. If necessary, quickly drill the pronunciation of the more challenging words, first chorally, then asking two or three students to repeat them after you.

• Explain that students will hear two young people talking about where things are. Students look at the picture, and find each of the things from the box. Then play the recording. Students check their answers.

#### ANSWER KEY

- 1 book 2 CD
- 5 mobile phone

6 umbrella

3 watch

4 pen

7 bag

### Exercise 5b

- Students read the example and then write six more sentences about the objects in the box in exercise 5a.
- They compare their answers in pairs before you check them with the class.

### **ANSWER KEY**

The book is behind the computer. The mobile phone is on the chair. The CD is in front of the window. The umbrella is under the chair. The watch is in the desk drawer. The bag is behind the door.

### Exercise 6

- Study the example dialogue together with the class.
- Students work in pairs to play the game. Once student B has guessed the object, they swap roles and play again.
- If you like, allow each student to have a total of 15 guestions. By taking turns to ask and to answer, how many objects can they guess correctly using their 15 questions?
- Alternatively, give them a time limit, say, 30 seconds. When the 30 seconds are up, ring a bell or clap your hands to get students to swap roles. Those students who have managed to guess the object in 30 seconds score a point, the others not. The winner is the student with the most points after a given number of rounds. (Make sure both A and B students have the same number of chances.)

### **Revision idea**

Explain the verb hide, using the students' own language if necessary. Divide the class into four teams. Say an item, for example a bicycle or a dictionary. Each team makes a list of places in the classroom where they could hide the item. (The place must be big enough to hide the item.) The team with the longest list of places wins, but only those suggestions count where the preposition was used correctly.

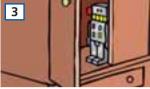
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### **b** Look at the pictures. Where's Robby?

### He's on the bookshelf.

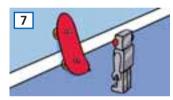
















- **4** a Look at the picture of Ravi's room on page 52. Work with a partner. Describe the position of the things. Use the cues.
  - 1 the football / on The football is on the chest of drawers.
  - 2 the chair / in front of
  - 3 the bedside table / between
  - 4 the lamp / behind
  - 5 the rug / next to
  - 6 the bag / under
  - 7 the bookshelf / opposite
  - 8 the skateboard / in
  - 9 the football boots / in front of
  - 10 the clock / on

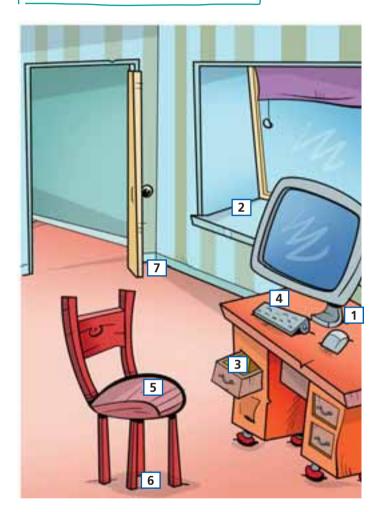
# **b** Work with a partner. Ask and answer about the things.

- Where's the football?
- It's on the chest of drawers.

### Listening, writing and speaking

### **5** a <u>2.47</u> Listen. Where are the things? Connect the things to the places 1–7.

book mobile phone pen CD umbrella watch bag



### **b** Write a sentence about each thing.

The pen is next to the computer.

### **6** Work with a partner. Play a game.

- A Choose something in the classroom.
- B Ask Yes / No questions to find it.
- B Is it in front of me?
- A No, it isn't.
- B OK. So it's behind me. Is it on the wall?
- A Yes, it is.
- **B** Is it next to the window?
- A Yes, it is.
- **B** It's the map of the world.
- A Correct.



### Comprehension

**1** (1)2.48 Look at the picture. Read and listen. Which of the places in blue is not in the picture?



### This is our house.

Upstairs there are three bedrooms - my bedroom, my sister, Vama's bedroom and our parents'. There's a bathroom upstairs, too.

Downstairs there's a hall, a living room, a dining room and a Kitchen. There isn't a cellar under my house. The dining room is next to the Kitchen. There's also a toilet under the stairs.

In this picture, I'm in the living room. Vama is in her bedroom, and our parents are in the Kitchen. Our dog, Jack, is in the hall.

Outside there's a garden and we've got a garage for our car, too.

# **2** a Read the text again. Label the parts of the house.

1 upstairs

**b 1**2.49 Listen, check and repeat.

**3** (2.50) Listen. Which room is Ravi in? He's in the bedroom.

### Grammar

### **4** Copy and complete the table.

We use There is and There are ... to describe places.

There is / are	+ room	(+ part of house)
There	a bathroom	upstairs.
There	three bedrooms.	
There	a cellar.	
There aren't	two bathrooms.	

### **5** Look at the picture of Ravi's house again. Complete the sentences.

- 1 There's a television in the I\_\_\_\_\_ r\_\_\_\_.
- 2 \_\_\_\_\_ four rooms u\_\_\_\_\_.
- 3 \_\_\_\_\_ a bathroom d\_\_\_\_\_.
- 4 \_\_\_\_\_ four b\_\_\_\_\_.
- 5 \_\_\_\_\_ a toilet under the s\_\_\_\_\_.
- 6 \_\_\_\_\_ two people in the k\_\_\_\_\_.
- 7 \_\_\_\_\_ a dog in the h\_\_\_\_\_.
- 8 \_\_\_\_\_ a TV in the d\_\_\_\_\_
- **9** \_\_\_\_\_ a car in the g\_\_\_\_\_.
- 10 \_\_\_\_\_ two bikes in the g\_\_\_\_\_



# **5B** Our house

## Comprehension

### Exercise 1 🛞 2.48

- Students study the picture for half a minute. Then they read and listen to the description. If they find it difficult to identify the place not shown in the image, you can allow them to do this in pairs.
- Alternatively, ask students to point at each place mentioned in the text as they hear it in the recording, then identify the missing one.

#### ANSWER KEY

A cellar.

### Exercise 2a

- Go over the words in blue from the text. Check that students know the meaning of the words by asking them to point each one out to a partner. If you're using iTools, you can ask students to come up to the interactive whiteboard to point out each place.
- Students label the image individually.

#### **ANSWER KEY**

1upstairs7hall2bedroom8stairs3bathroom9toilet4downstairs10living room5kitchen11garage6dining room12garden

### Exercise 2b (5) 2.49 Audio script pT88

• Play the recording for students to check their answers. Then play it again. They listen and repeat the words.

### Exercise 3 🚳 2.50

• Explain that students will hear five extracts. They have to identify the room in the house from the sounds they hear. In weaker classes, do the exercise together as a class. In stronger classes, do the first item together, then ask students to write down the four other places individually, then check answers.

### ANSWER KEY

- 1 He's in the bedroom.
- **2** He's in the bathroom.
- **3** He's in the dining room.
- 4 He's in the living room.
- 5 He's in the hall.

### **Optional extra**

Split the class into two teams. Students from each team take turns to mime typical daily activities for the other team to guess which room in the house they are in. The team that guesses the most correctly wins.

## Grammar

### **Exercise 4**

- Put your bag on your desk. Point and say: *There is a bag on the desk*. Write the sentence on the board. Put another bag next to yours. Point and say: *There are two bags on the desk*. Write it on the board. Remove both bags and say: *There aren't any bags on the desk*. Write it on the board.
- Focus students' attention on the picture again. Students copy and complete the grammar table in their exercise books.
- Check the answers and copy the completed table on the board. If you're using iTools, use the pen device to complete the table on the interactive whiteboard.

### **ANSWER KEY**

There <u>is</u> a bathroom upstairs. There <u>are</u> three bedrooms upstairs. There <u>isn't</u> a cellar upstairs.

### **Optional** extra

Change the word *upstairs* in your table on the board and write *downstairs* instead. Rub out the middle column. (If you're using iTools, cross out *upstairs* and write *downstairs* underneath, using the pen device.) Ask students to complete the four statements so they remain true about Ravi's house.

### ANSWER KEY

There <u>isn't</u> a bathroom downstairs. There <u>aren't</u> three bedrooms downstairs. There <u>isn't</u> a cellar downstairs. There <u>aren't</u> two bathrooms downstairs.

### Exercise 5

• Students complete the sentences individually about the picture and then compare answers in pairs before you check them with the class.

### **ANSWER KEY**

- 1 <u>There's</u> a television in the <u>living room</u>.
- 2 There are four rooms upstairs.
- 3 There isn't a bathroom downstairs.
- 4 <u>There aren't</u> four <u>bedrooms</u> / <u>bathrooms</u>.
- 5 There's a toilet under the stairs.
- 6 There are two people in the kitchen.
- 7 There's a dog in the hall.
- 8 There isn't a TV in the dining room.
- 9 There is a car in the garage.
- 10 <u>There are</u> two bikes in the <u>garden</u>.

### **Optional extra**

Students ask and give shorts answers to questions about the people in Ravi's family (and the pet), using the picture. For example: *Is Vama in the kitchen? No, she isn't.* etc.

# Vocabulary

### Exercise 6a 🛞 2.51

• Play the recording for students to practise the pronunciation of the new vocabulary.

**LANGUAGE NOTE** In Lesson 5A students see the word *lamp*, which is a self-standing light that you can put on a table or the floor. Here the word *light* is introduced – a light is fixed to a wall or ceiling.

### Exercise 6b

- Refer students back to the grammar table from exercise 4, and read the example together.
- Students write true sentences about Ravi's house individually. In weaker classes, let them do it in pairs.

### **ANSWER KEY**

- 1 There's an armchair in the living room.
- 2 There are curtains in Ravi's bedroom.
- 3 There's a sofa in the living room.
- 4 There's a light in Vama's bedroom, the kitchen, the dining room and the hall.
- 5 There's a fridge in the kitchen.
- 6 There's a cooker in the kitchen.
- 7 There's a cupboard in the kitchen.
- 8 There's a sink in the kitchen.
- 9 There's a shower in the bathroom.
- **10** There's a washbasin in the bathroom and in the toilet under the stairs.
- **11** There's a toilet in the bathroom and in the toilet under the stairs.
- 12 There's a bath in the bathroom.

### Exercise 6c

• Students study the picture of the house in exercise 1 carefully and write at least two more sentences about each room. Refer them back to Lesson 5A for any vocabulary they may need.

### **ANSWER KEY**

Students' own answers

## **Reading and speaking**

### Exercise 7a

- Students copy the plan. Remind them to use a whole page in their exercise books, as there will be a lot of detail to fit in later.
- Read the title. Ask students to guess what it means. Elicit a translation.
- Students read the text about the flat in the plan and then label the rooms A–E.

**D** hall

**E** living room

• They compare answers in pairs before you check them together as a class.

### **ANSWER KEY**

- A kitchen
- **B** bathroom
- **c** bedroom

- Exercise 7b
- Students complete the plan with the things in the rooms, based on the information from the text. Unless you have a very strong class, this is probably best done in pairs.

### **ANSWER KEY**

**kitchen:** cupboards, a fridge, a sink, a cooker, a television, a radio, a small table and four chairs

**bathroom:** a big shower, a toilet, a washbasin and a mirror **bedroom:** two beds, a big wardrobe, a chest of drawers, a lamp and a clock

living room: a sofa, two armchairs, a television, a desk, a chair and a computer

### hall: a table and a telephone

### **Exercise 8a**

- Read the instructions together and check that students understand what they need to do if necessary, by using their own language.
- Students work individually when they add the six extra items to the plan. For clarity, it might be good for them to use a different coloured pen.
- Students think about how they are going to describe the item to their partner.

### Exercise 8b

• Students take turns, in pairs, to describe the items they have added. For clarity, it might be best for listeners to use a pen of yet another colour to draw their partner's objects. (Bear in mind that each pair will have added twelve objects to an already busy plan – some probably in conflicting positions.)

### **Exercise 9**

- Draw a simple floor plan of one of the rooms in your own home on the board. (It doesn't have to be true.) Describe the room, using the vocabulary you have learned together, and ask students to come up to the board and draw the things you mention.
- Put the students in small groups to repeat the activity, describing a room in their own homes for one another to draw.

### **Optional extra**

Put students in groups of three or four. Explain that each group should imagine they live together in a flat with a bedroom each. Ask them to draw a plan of the flat and agree on all the things they want in it. Each student should make a copy of the plan. Then ask students from each group to pair up with a student from another group. Students describe their imagined flats to their partner and he / she draws it.

### **Revision idea**

Students write six true and six false sentences about Ravi's house, using *There is / are* ... In pairs they read their statements to each other and decide which ones are true and which are false. You can ask two or three volunteers to read their statements to the whole class to decide on.

T55 Unit 5 Telegram:@IELTSMatters

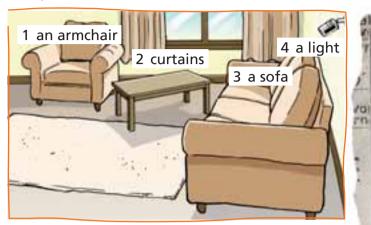
#### More practice Workbook pp44–45, Teacher's Resources Multi-ROM Unit 5

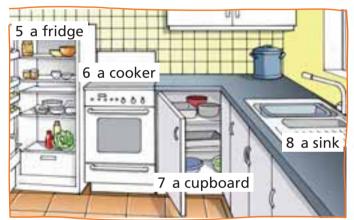
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3?

### Vocabulary

### **6** a **(1)**2.51 Look at the pictures. Listen and repeat.







### **b** Which things 1–12 can you see in Ravi's house. Where are they?

There's a cooker and a sink in the kitchen.

### c What other things can you see in Ravi's house?

There are wardrobes in the bedrooms.

# Reading and speaking

**7** a Copy the plan of a flat. Read the text and label the rooms.



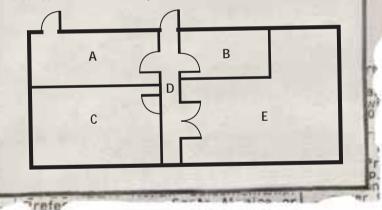
the flat and a hall. The hall is room D. There's a small table in the hall. There's a telephone on the table.

Room E is the living room. There's a sofa here and there are two armchairs, too. The television is here. There's a desk here, too, with a chair. There's a computer on the desk.

Room B is the bathroom. There isn't a bath here, but there's a big shower. There's a toilet and a washbasin, too.

There's a big mirror on the wall.

Room A is the kitchen. There are lots of cupboards here. There's a fridge, a sink and a cooker. There's also a television and a radio here. We eat here, so there's a small table and there are four chairs. Room C is the bedroom. There are two beds here. There's a big wardrobe, and a chest of drawers. There's a lamp on the chest of drawers and a clock.



**b** Read the text again. Draw and label the things in each room.

🟅 a Add six more things to the flat. Don't show your partner.

**b** Describe the position of each thing to your partner. He / She must draw it on his / her plan.

In the hall there's a picture on the wall. There's a rug in the bedroom. It's between the two beds.

**9** Describe one of the rooms in your house.



## Vocabulary

2.52 Listen and repeat.







4 a church

7 a cinema

10 a café





5 a hotel



8 a sports centre



3 a hospital



6 a bank



9 a swimming pool



12 a museum



13 a shopping centre



### **b** Which of the places are there near your home?

There isn't a station near my home. There are three cafés in my street.



### 14 a supermarket 15 a square

## Comprehension

**2 1** 2.53 Some people are asking Ravi about places in his town. Read and listen. Answer the questions.

- 1 What is the name of Ravi's town?
- 2 Which of the places in exercise 1 does Ravi mention?
- 3 Which of the places are in the town?
- **1** Boy Excuse me. Is there a café near here? Ravi Yes, there's a good one in the park over there.
  - Girl Thanks.



- Man Is there a cinema in Tunbridge 2 Wells?
  - Ravi No, there isn't. Well, there isn't one in the town centre. The old cinema is closed now.

Man OK. Thanks.



3	Woman	Are there two theatres in	
		Tunbridge Wells?	
	Ravi	Yes, there are – The Assembly	
		Hall and The Trinity. The Trinity is	
		over there in Church Road.	
	Woman	Thank you.	





# **5C** Our town

# Vocabulary

### Exercise 1a 🛞 2.52

- Play the recording. Students listen and read the words. Then call out the words in random order and ask students to point to the place they hear. If you're using iTools, you can ask students to come up to the interactive whiteboard to point out the places you say.
- Play the recording again for students to listen and repeat chorally first, then by asking two or three individual students. Make sure they pronounce compound nouns with a single primary stress, for example /'swimin pu:l/.

### **Optional extra**

Mention an activity you do in one of the places in exercise 1a, then elicit the name of the place. For example, say *You watch films there* to elicit *cinema*.

### Exercise 1b

- Clarify the instructions for the task by naming the specific town or neighbourhood within the town that you're in that you expect students to describe.
- In pairs or small groups, students go through the fifteen items and say sentences about them. You may like to ask students to be more specific and say in which street each place can be found.

# Comprehension

### Exercise 2 🛞 2.53

- Explain that students will hear Ravi telling three people about his town. Read the three questions together, and tell students to listen carefully for the answers.
- Play the recording for students to read and listen.
- In weaker classes, you could stop the recording after the name of the town is mentioned to check the answer. In stronger classes, play the recording the whole way through before you check answers.
- Get students to spell the name of the city as you write it on the board. Or you could ask one student to do this on the board for the others to check and copy.
- If necessary, play the recording twice.

### **ANSWER KEY**

- 1 Tunbridge Wells
- 2 café, cinema, theatre
- 3 the theatre and the café

### **Optional extra**

Students practise role-playing the dialogues. Play the recording again, stopping after each sentence to get students to listen and repeat. Then put students in groups of four. They should take turns to play Ravi, while the others in the group take on the other roles. Make sure each student is involved twice. Walk around and monitor the activity. You can ask one or two volunteers to perform in front of the class.

### **Optional extra**

Students work in pairs to rewrite the dialogues in exercise 2 so they are about their own town. Ask a few volunteering pairs to perform in front of the class.

# Grammar

### Exercise 3

- Students copy the table into their exercise books and complete the gaps individually.
- They compare their answers in pairs before you check with the class.
- Copy the table on the board, or if you're using iTools, use the pen device to complete the table on the interactive whiteboard.

### **ANSWER KEY**

#### <u>Is there</u> a café near here? Yes, there <u>is</u>. / No, <u>there</u> isn't. <u>Are there</u> two theatres? Yes, there <u>are</u>. / No, <u>there</u> aren't.

• Ask students to explain, in their own language if necessary, how questions are formed with *There is / are ...* 

### Exercise 4

- Read the eight words or phrases in the first column of the table. Check comprehension by asking students to say where these things are in their town.
- Read the cues in the last column together, and make sure students understand each one.
- Read the example, and ask students to listen and repeat the polite phrases: *Excuse me* and *Thank you*. You may like to point out that both phrases are used frequently in English.
- Refer students back to the dialogues they read and heard in exercise 2. In pairs, students construct mini-dialogues.
- Monitor and check the correct use of *There is / are ...* and question forms.
- Allow students to write down their exchanges, but when you check the answers, encourage them to do the dialogues without reading their notes, just using the cues in the Student's Book.
- Ask a different pair to read each exchange. Ask the rest of the class to listen and confirm if the answers were correct.

### **ANSWER KEY**

(Excuse me. ... Thank you.)

- 1 Is there a swimming pool here? Yes, there is. It's at the sports centre.
- 2 Are there three supermarkets here? No, there aren't. There are only two.
- **3** Is there a bus station here? No, there isn't, but there is a big train station.
- 4 Are there a lot of banks here? Yes, there are. They're in the town centre.
- **5** Is there a hospital here? No, there isn't. The old hospital is closed now.
- 6 Is there a park here? Yes, there is. We play tennis there.
- 7 Are there are a lot of cafés here? Yes, there are. My favourite café is in the park.
- 8 Are there two post offices here? No, there aren't. There's only one in Victoria Road.

# Listening, speaking and reading

### Exercise 5a 🛞 2.54 Audio script pT88

- Read the six places and locations together. Explain that students will hear six mini-dialogues with information about where these places are in a town.
- Play the recording twice for students to listen and match the words, prepositions and places. In weaker classes, pause the recording after each mini-dialogue to give students more time to make the connections.

### Exercise 5b

- In pairs, students could ask and answer questions about the places in exercise 5a. Model the first item with a stronger student. Ask: *Where is the post office?* (The post office is in Victoria Road.) Encourage students to respond in full sentences, rather than replace the nouns with pronouns.
- Get a different pair to ask and answer about each item. Ask the rest of the class to check and correct their answers.

### ANSWER KEY

- 1 The post office is in Victoria Road.
- 2 The hotel is behind the Town Hall.
- **3** The bank is next to the sports shop.
- 4 The café is in Market Square.
- **5** The bus stop is in front of the museum.
- **6** The park is opposite the station.

### Exercise 6a

- Write the phrase *dream town* on the board. Elicit ideas about what it might mean.
- Students read through the dialogue quickly, and underline each place mentioned in the town (school, shop, sports shop, sweet shop, café).
- They read it again, and find out how many of each place there are in Ravi's dream town (0, 14, 7, 7, 14). Ask if they like Ravi's idea. Encourage them to say why they like it or what they like best about it.

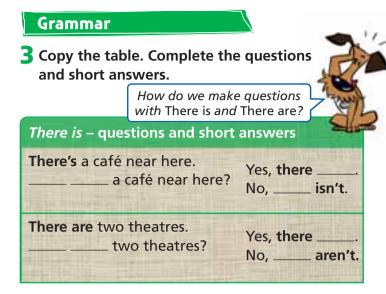
### Exercise 6b

• Refer students back to exercise 1. Once they have chosen eight places to write about, they make notes about their own dream town. Remind them to write how many and, where relevant, what kind (e.g. sports, music, computer shops). It is up to you if you prefer to get each student to make notes individually, or in the pairs they will work in for exercise 6c. (The former will produce two dialogues for each pair!)

### Exercise 6c

- Students prepare and practise mini-dialogues like Ravi's in exercise 6a about their own dream towns. Encourage them to use the grammar they learned in the lesson.
- In smaller classes, get each pair to perform one dialogue in front of the class. In larger classes, ask for three or four volunteering pairs. Ask the class to vote on the best dream town.





# **4** Work with a partner. Use the cues. Make dialogues.

- Excuse me. Is there a swimming pool here?
- Yes, there is. It's at the sports centre.
- Thank you.



### Listening, speaking and reading

a <u>2.54</u> Listen. Connect the places to the prepositions and locations.

1 a post office	in	а	STATION
2 a hotel	next to	b	THUSEUM
3 a bank	behind	c	ALC TABLE AND
4 a café	in	d	
5 a bus stop	opposite	е	PHANET SOLARE
6 a park	in front of	f	TOWN HALL

### **b** Say where the places are.

#### The post office is in Victoria Road.

# **6** a Read the conversation. Do you like Ravi's dream town?

Molly Ravi Molly	Is there a school in your dream town? No, there isn't. Oh, but Is there a shop?
Ravi	Yes, there are seven sports shops and seven sweet shops
Molly Ravi Molly Ravi Molly	sweet shops. Why seven? One for each day of the week. I see, and how many cafés are there? There are fourteen cafés. Fourteen? Why? There are only seven days in a week.
Ravi	One for the morning and one for the afternoon!

# **b** Plan your own dream town. Choose eight of the places in exercise 1. You can have more than one of each thing.

**c** Work with a partner. Ask and answer about your dream towns. Use these expressions.

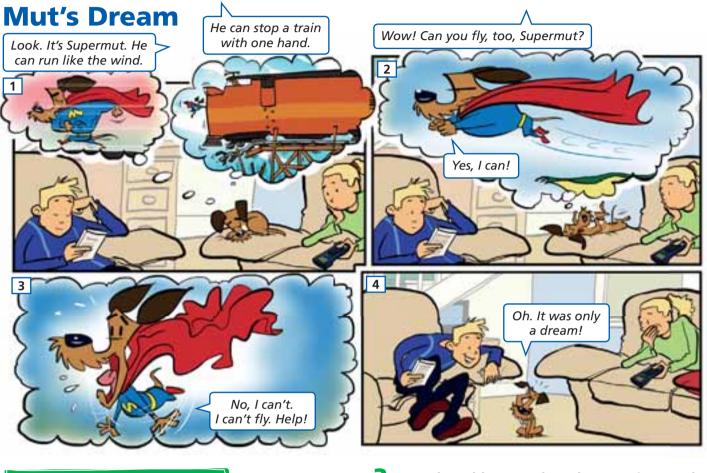
Is there a ...? How many .... are there?

# 5D Mickey, Millie and Mut



# Comprehension

**1**2.55 Read and listen. What can Supermut do? What can't he do?

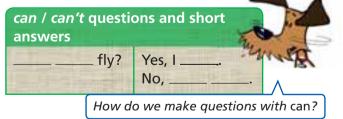


### Grammar

**2** Look at the table. Make six true sentences about you.

can / can't			
l He She It We You They	can can't	fly. speak English. play a musical instrument. ski. ride a bike. swim. run like the wind.	

**3** Copy the table. Complete the questions and short answers from the story.



**4** a How well do you know your partner? Write six sentences about him / her with *can* / *can't*.

She can play the piano. She can't ...

# **b** Check your ideas. Ask and answer with your partner.

- Can you play the piano?
- Yes, I can. / No, I can't.



# 5D Mickey, Millie and Mut 🖭

### **Mut's Dream**

### Comprehension

### Exercise 1 🛞 2.55

- Focus on the story. Elicit who is in the pictures (Mut, Mickey and Millie). Elicit, in the students' own language if necessary, what they think might be happening.
- Play the recording. Students listen to find out what Mut can or can't do.
- This cartoon is available as animation on the DVD and iTools.
- Check comprehension of the abilities (*run*, *stop a train*, *fly*) and the phrase *like the wind*.

### **ANSWER KEY**

He can run (like the wind). He can stop a train (with one hand). He can't fly.

### Grammar

### Exercise 2

- Write the following examples on the board (or if you're using iTools, first circle them in the story, then add the extra information, using the pen device): *Can you fly? Yes, I can. I can fly. No, I can't. I can't fly.* Underline the personal pronouns. Now continue with: *He can run. He can stop a train.* Again, underline the personal pronoun. Ask students, in their own language if necessary, what they notice about the form of the verb (it doesn't change).
- Focus students' attention on the grammar table. Point out that the form of *can / can't* and the main verb that follows them never changes. Ask them to make two true sentences about Supermut, using prompts from the table. (Supermut can run like the wind. Supermut can't fly.)
- Now ask each student to write six sentences about themselves. Ask them to compare their abilities in pairs.
- Get some pairs to report back to the class. Pre-teach *both* and *but* so they can say sentences like: *Both Adam and I can swim. Adam can ski, but I can't.* Write two examples like this on the board.

### **Optional extra**

To make the activity more challenging, you can ask students to write three true and three false sentences, then get the rest of the class (or in a large class you could do it in groups of four) to guess which statements are true and which are false. How many can they guess correctly?

### **Exercise 3**

• Ask students to find a question with *can* in the story. (Can you fly, too, Supermut?) Copy the table onto the board (or display it on the interactive whiteboard) then ask some volunteers to fill in the gaps for the rest of the class to check and copy into their exercise books.

### **ANSWER KEY**

### Can you fly? Yes, I can. / No, I can't.

• Get students to ask and answer short questions about Supermut. (Can he run like the wind? Yes, he can. Can he stop a train with one hand? Yes, he can. Can he fly? No, he can't.)

### **Exercise 4a**

- Assign a partner to each student. If they already sit in pairs together, you may or may not like to keep them together or split them up. (There is more of a real discussion in exercise 4b if you have pairs who don't know each other too well.) Students write six sentences about their partners, using *can / can't*. Remind them that they can't ask their partner for information.
- It might be a good idea to brainstorm some further ideas for abilities to talk about (e.g. sports, musical instruments, languages, arts, everyday skills like cooking or fixing things).

### **Exercise 4b**

- Students check their ideas with their partner by asking and answering questions. Which of them knew the other better? Who, if anyone, got all their statements right?
- Alternatively, you could first pair up students with a different partner, that is, not the person they have described. They discuss their descriptions and make amendments if they disagree about the person. Then they return to their originally assigned partners and do the first part of this task as above.

### **Optional extra**

Students write six similar statements about you and then ask you questions to confirm their ideas. In weaker classes, you may like to allow them to write their questions in pairs. Who knows you best?

## Mickey, Millie and Mut's day out

### Exercise 5a 🚳 2.56

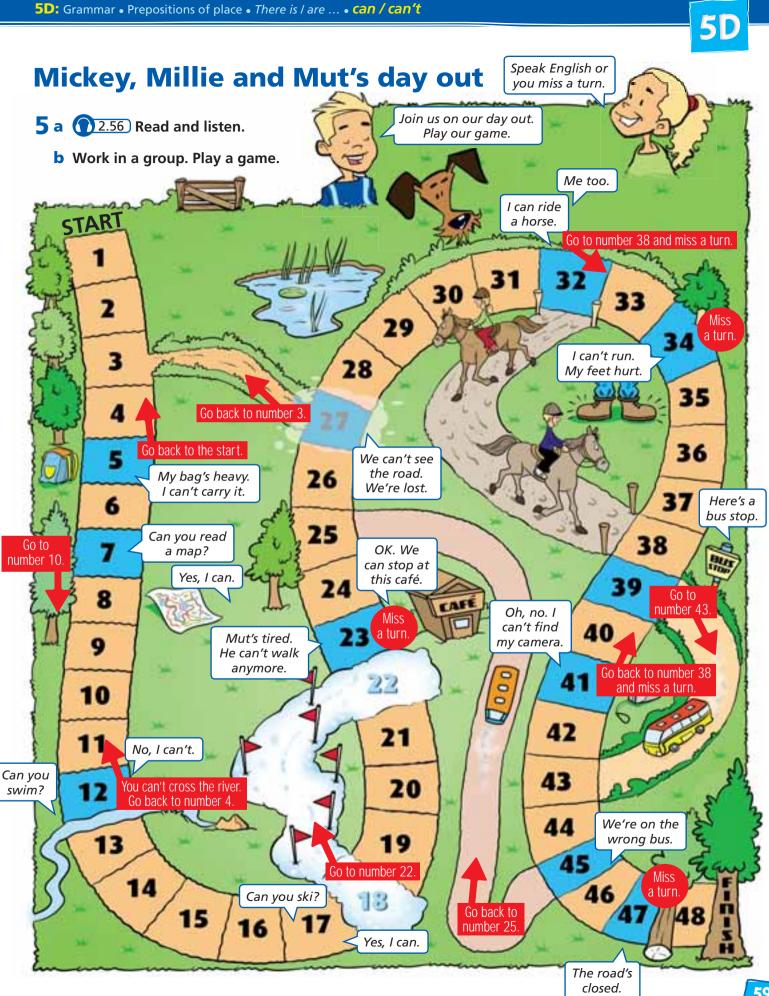
- Put students into small groups. Each group will need a dice or a spinner and a counter for each player (or a coin, a button or any small object that fits on the board).
- Students look at the board game and read the captions. Make sure they understand the instructions *go back* and *miss a turn* by asking them for a translation of each phrase. Explain that each time a player lands on a blue square, they have to say what's in the speech bubbles or miss a turn, and they also have to perform the action indicated by the red boxes, arrows and circles.
- Pre-teach: It's my turn. It's your turn.
- Play the recording for students to listen and follow in their books. Check that everyone understands the instructions.

### Exercise 5b

- Start the game by deciding who will play first. Each student throws the dice. The highest number starts, then the turn to play moves around the group clockwise. Students who got the same number must throw again to decide.
- The game is played roughly like *Snakes and Ladders* players move forward by throwing a dice and performing the actions indicated on the blue squares, either by moving forward or moving back or by missing a turn.
- The winner in each group is the first person over the finish line. Each group should play the game to the end to decide the rankings for all of them, not just the winner.
- As a variant, you may want to make finishing the game more difficult by asking the players to throw the exact number to land on the imaginary finishing line (square 49), not beyond it.

### **Optional extra**

Write five or six skills and abilities on the board, for example: count in English from 50 to 1 with no mistakes, speak Russian, ride a horse, swim on your back, play the guitar. (Choose abilities that some students are likely to have.) Students mingle to find someone who has each ability. Before they start, elicit the appropriate question (*Can you ...?*) and the short answers. The first person to find someone for all the abilities listed wins. If no one has an ability listed, the person to find the most people with the abilities in the list wins. Monitor the use of the modal and that students use English throughout.



# Culture

# An English town

# **1** (2.57) Read and listen to the text. Match the places to the parts of the town.

Α

The Pantiles Calverley Grounds the Precinct B the shopping centre a market an ice rink

### 2 Are the statements true or false?

- 1 Tunbridge Wells is in London.
- 2 It's famous for its old castle.
- 3 The Pantiles is the old part of the town.
- 4 There's a post office in the Precinct.
- 5 Tunbridge Wells hasn't got a museum.
- 6 You can take a train to the coast from Tunbridge Wells.
- 7 A lot of people from Tunbridge Wells work in London.
- 8 You can go swimming in Calverley Grounds.

Tunbridge Wells is in south-east England, about sixty kilometres from London. It isn't a very old town. It's about 350 years old. So it hasn't got a castle or anything like that. It's famous for its water. People think it's good for you.

This is the old part of the town. It's called the Pantiles. There are lots of cafés and restaurants here. There's a market on Saturdays, too. A lot of visitors come to see the Pantiles.







# **3** a **1**2.58 Listen. Write ✓ or ✗ in the chart for each person.

	lives there	likes it
	inves there	IIKC5 IC
Jane		
Ivan		
Mark		
Alice		

### **b** (12.58) Look at the cues. Listen again. Which person mentions it? Does he / she like it?

the sports centre the cinema the Pantiles trains shops cafés the park theatres the swimming pool

# **4** a Think about your town (or the nearest town to you). Answer the questions.

- 1 What do you like about the town?
- 2 What don't you like?
- **b** Compare your ideas with a partner.

This is the modern part of the town. People call it the Precinct. The shopping centre and the post office are here. The Town Hall and the police station are here, too. There are also two theatres, a small museum and a library in this part of town.

There's a station in Tunbridge Wells. Trains from here go to London and to Hastings on the coast. A lot of people in Tunbridge Wells take the train to London every day. They work in the banks, offices and shops there. Opposite the station there's a big park. It's called Calverley Grounds. You can play tennis and some other sports here, and there's a nice café, too. In the winter there's an ice rink here and you can go ice skating.

# Culture

# An English town

### DVD

If you prefer, play Unit 5 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

### Exercise 1 🚳 2.57

- Write the following words on the board: *shopping centre*, market, ice rink, castle, restaurant, post office, police station, theatre, museum, library, train station, bank, park, café. Elicit their meaning, for example by asking students for a translation. You may want to drill the pronunciation of *castle* (/ka:sl/ in standard British English, or /kæsl/ in American English and in some British accents). As you do this, cross out the letter t to show it is meant to be silent. Write the following sentence on the board: Is there a ... in [name of the students' own town]? Play a chain game of guestion and answer. Ask the first question about one of the words on the board and choose the student you want to reply at random by throwing a ball or a similar soft object to them. If they answer correctly, they can ask the next question and choose the next student in the chain by passing on the ball. If they can't answer or answer incorrectly, they must return the ball to you and stand up. Continue the game until all the words have been used up.
- Elicit the name of Ravi's town from previous lessons (Tunbridge Wells). Write it on the board. Focus students' attention on the items in exercise 1. Explain that column A contains the names of the three parts of Ravi's town, and that the text at the bottom of the page is about his town.
- Students read the text individually and match the places to the parts of town.
- Check the answers with the class.

### **ANSWER KEY**

the Pantiles: a market Calverley Grounds: an ice rink the Precinct: the shopping centre

### Exercise 2

- Read the statements together, and check comprehension. Elicit or pre-teach: *famous for* and *take a train*.
- Students read the text carefully and underline the information about each statement. Remind them that the information in the text is in the same order as the statements.
- Students use the information they underlined to choose the correct answers individually.
- They compare answers in pairs before you check with the class. Ask students to quote the information from the text that helped them to decide.

### **ANSWER KEY**

- 1 False. It is sixty kilometres from London.
- 2 False. It hasn't got a castle.
- 3 True.
- 4 True.
- 5 False. There's a small museum in the Precinct.
- 6 True.
- 7 True.
- 8 False. You can play tennis and you can go ice skating.

### Exercise 3a 🛞 2.58 Audio script pT88

- Tell students they will hear some people talk about the town. Ask them to look at the chart and say how many people they will hear (four). Ask them what information they need to find out (whether each person lives in Tunbridge Wells, and whether they like it).
- Play the recording for students to listen and find the information. Stop the recording after each person has spoken to give students time to think. Then play the recording again.

### ANSWER KEY

### Jane: ✓, ✓ Ivan: X, ✓ Mark: ✓, X Alice: ✓, ✓

### Exercise 3b 🛞 2.58

- Ask students to look at the cues about Tunbridge Wells.
- Students listen to find out what each person likes or dislikes.
- Ask students to take notes, then compare these in pairs before you check answers with the class.

### **ANSWER KEY**

Jane mentions shops and the park. She likes Tunbridge Wells. Ivan mentions the Pantiles, shops and cafés. He likes Tunbridge Wells.

Mark mentions the cinema, the sports centre and the swimming pool. He doesn't like Tunbridge Wells. Alice mentions the sports centre, the trains and the theatres. She likes Tunbridge Wells.

### Exercise 4a

• Read the instructions and questions together. Students write down three things they like about their town and three they don't.

### Exercise 4b

- Now get students to discuss the questions in pairs. Encourage them to use full sentences and not simply list the things they like / dislike. Walk around and monitor the activity, and help with vocabulary if need be.
- Ask a few volunteers to report back to the class. Ask the rest of the class to say if they agree or disagree. In stronger classes, ask them to try and say why they disagree. A student at this level deserves praise if they can justify their opinions in English, so don't forget to reward their effort instead of focusing on any errors they might make.

More practice Teacher's Resources Multi-ROM Unit 5

## History: towns and cities

### **Background information**

In Britain, a *town* is defined as a place with many houses, shops, etc. where people live and work. It is larger than a village but smaller than a city. A *city* is a large and important town that has been given special rights by a king or queen, and a city usually has a cathedral. There are some exceptions to the rule, for example Brighton, which is a city without a cathedral, and Reading, which is much larger but is still a town.

### **Exercise** 1

- Students read silently and find out what the text is about (why and how towns and cities are usually formed). You may want to read it aloud as they read to themselves to help them stay on track.
- Ask students about their own town, or the nearest urban centre. Why do they think it is there? Accept any suggestions, and help with difficult vocabulary. Write any useful lexis on the subject of the history of urbanization on the board, clarify the meaning and quickly drill the pronunciation.

### **Exercise 2a**

- Read through the eight words, elicit or teach their meaning and quickly drill their pronunciation. Pay attention to the correct pronunciation of the /1z/ ending of *bridges*.
- Make it clear that *crossroads* is used both as singular and plural, without a change in form.
- In weaker classes, students re-read the text in pairs to find the words mentioned. In stronger classes, they can do this individually.

#### **ANSWER KEY**

The text mentions hills, bridges, crossroads and rivers.

#### **Exercise 2b**

- Read through the words in the list and elicit or pre-teach meaning and pronunciation.
- Ask students if they have found any other useful unfamiliar vocabulary in the text. Elicit the meaning from the context, or pre-teach it and quickly practise the pronunciation. Possible key lexis might include: *lake, boat, cross (a river), ford, floods, attack.*
- In pairs or small groups, students decide the significance of each of the four things mentioned. You may want to allow them to do some of this discussion in their own language

   but encourage them to try and use as much English as possible. Walk around to monitor, and help with any difficult vocabulary.
- Write the following prompts on the board: ... are important because ...

• Get some pairs or groups to report back to the class with their ideas. Start with a stronger pair or group, so the others have a good example of using the prompts from the board.

#### **POSSIBLE ANSWERS**

Hills are important because they make towns safer from floods and from attack.

Bridges are important because you need them to cross a river.

Crossroads are important because people from other towns can come to your town to buy and sell things in the market. Rivers are important because people need water for drinking and for washing, and for travelling by boat.

### **Optional extra**

Ask students to think about an example in their own country for each type of town mentioned in the text. Discuss ideas together, and ask the rest of the class if they agree or disagree. (Note that some towns may have more than one reason for their existence.)

### **Exercise 3**

• Students label the things in the pictures and then compare their answers in pairs.

### ANSWER KEY

- 1 river
- 2 boat
- 3 bridge
- 4 hill

- 5 castle6 crossroads
- 7 market

### . ....

- Exercise 4
- Read the questions together and check comprehension.
- In groups of three, students brainstorm what they know about their town, and make notes for each question.
- If your students come from a range of different places, either put students from the same town together in a group, or change the task so they compare the towns as well as describe them. (If this is the case, you will need to allow longer for this task in class.)
- Get some feedback from each group, and ask the rest of the class to listen and check and correct any factual errors. When it comes to speculating about the reasons for the existence of their town, some of their ideas will probably come up in their own language, so help with any vocabulary they might need.

### **Optional extra**

Ask students to think about as many towns as they can in their own country whose names end in (the local equivalent of) -hill or mountain, -bridge, -castle or fort(ress), -port or -harbour, -market or -church. Ask them to think of any other common endings. Ask students to discuss what the connection is between features of the town and the name.

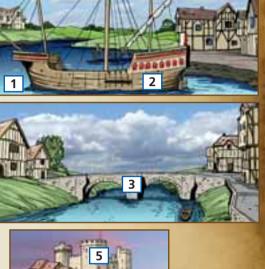
More practice Teacher's Resources Multi-ROM Unit 5

# **English Across the Curriculum**

# History: towns and cities

### Read the text. What is it about?

- Think about your town or city (or a big town near you, if you live in a village). Why is it there?
- **1** Is it near a river? Towns are often near rivers or lakes, because water is very important. We need it for drinking and for washing. You can travel by boat on water, too. A lot of big cities, such as Budapest, London and Prague, are near a river.
- 2 But a river can be a problem if you can't cross it. A lot of towns are in places where there is a bridge (or a ford), so that you can cross the river. You can see this in the names of some British towns, such as Cambridge (a bridge over the river Cam) and Oxford (a place where you can cross the river with your cows). Are there similar names in your country?
- **3** A lot of towns are on a small hill. Why? A hill is a good place to be because it's safe from floods. And it isn't easy for people to attack you, because you can see them. This isn't important today, but a lot of very old towns are on hills. These towns often have a castle.
- 4 A lot of old towns are at a crossroads a place where two roads cross. This is important, because people can come to your town from other places to buy and sell things. These towns often have a big square in the town centre for a market.





**4** Think about your town (or a big town near you). Answer the questions.

- 1 Is it an old town?
- 2 Is it near a river? What is the river called?
- 3 Are there any bridges in your town?
- 4 Is the town on a hill?
- **5** Has it got a castle?

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- 6 Is your town at a crossroads? Where do the roads go to?
- 7 Has your town got a big square? Is there a market there?
- 8 Is there another reason why your town is there?

# **2** a Which of these things does the text mention? Tick them.

farms hills bridges factories crossroads rivers the sea stations

**b** Why is each of the things that you ticked important?

**3** Label the numbered things in the pictures.



# Revision

# Prepositions

### Look at the picture and complete the sentences.

- 1 The table is \_\_\_\_\_ the sofa.
- 2 The cat is \_\_\_\_\_ the armchair.
- **3** The school bag is \_\_\_\_\_ the sofa and the table.
- 4 The lamp is \_\_\_\_\_ the sofa.
- 5 Ollie is \_\_\_\_\_ the sofa
- 6 The sofa is \_\_\_\_\_ the TV.
- 7 Ollie's sister is \_\_\_\_\_ the sofa.

# Vocabulary and writing

# **2** a Match the words to the places in the picture:

ol

# **b** Write six sentences about the picture. Use these words.

1 There's a bank opposite the post office.

# Listening, writing and speaking

**3** a **()** 2.59 Listen. What can Ben do? Tick (/) what he can do and cross (/) what he can't do.



- play the piano 
   speak English
- 3 draw with his left hand
- 4 swim
- 5 speak German
- 6 draw





**b** Write six sentences about what Ben can and can't do.

c Now ask your partner what he / she can and can't do. Write four sentences.

Instagram:@IELTS\_Matters



# Revision

# **Prepositions**

### **Exercise 1**

- Students look at the picture and complete the sentences.
- They compare their answers in pairs before you check them with the class.

### **ANSWER KEY**

- 1 in front of
- 2 under
- 3 between
- 4 next to

# 6 opposite

5 behind

- 7 on

# **Vocabulary and writing**

### Exercise 2a

• Students look at the picture and identify the places in a town.

### **ANSWER KEY**

- 1 a post office 7 a bank **2** a church 8 a sports centre **3** a swimming pool 9 a square 4 a station 10 a supermarket 5 a café 11 a cinema
- 6 a shop
- 12 a hotel

### **Exercise 2b**

- Read the example together. Students use the places in exercise 2a to write sentences about the picture.
- When you ask students to read out their sentences, ask the rest of the class to listen, check and correct answers as necessary.

### **POSSIBLE ANSWERS**

There's a fountain in the square. There's a post office opposite the bank. There isn't a cinema next to the café. There's a swimming pool behind the sports centre. There's a shop between the supermarket and the hotel. There are tables in front of the café.

### **Optional** extra

As a variation on exercise 2b, ask students to write three true and three false sentences about the picture. Ask some students to read their statements and the rest of the class to decide if they are true or false, and to correct the false statements.

# Listening, writing and speaking

### Exercise 3a 🛞 2.59 Audio script pT88

• Students listen to a recording about a boy called Ben. They must tick the things he can do and put a cross next to those he can't. Play the recording for students to listen and decide.

### **ANSWER KEY**

1	$\checkmark$	4	X
2	1	5	X
3	1	6	1

### Exercise 3b

Students write six sentences about Ben's abilities.

### POSSIBLE ANSWERS

Ben can play the piano. Ben can speak English. Ben can write with his left hand. Ben can't swim. Ben can't speak German. Ben can draw.

### Exercise 3c

- Brainstorm some abilities in class (foreign languages, sports, arts, music, etc.). Write ideas on the board. Elicit or pre-teach meaning and quickly drill correct pronunciation.
- Put students in pairs. In each pair, they take turns to ask and answer questions about each other's abilities. Then they use the information to write four sentences about their partner.
- Students read out their sentences to the class. Ask the rest of the class to listen and keep a count of each ability mentioned. At the end, summarize the statistics for the abilities around the class (for example: *two students can play* the piano, everyone can speak English, three students can speak German, eleven students can swim, etc.).

### Optional extra

Alternatively, students can write two true and two false statements about their partner, and when they read out their sentences, the rest of the class can try and guess which statements are true. (Note that this will render the statistical summary either pointless or more difficult to do, as they would constantly have to evaluate as well as gather information.)

# Your Project



- The aim of this lesson is to highlight the importance of getting the right information for students' projects. They should learn how to identify the most relevant information sources, gather information, evaluate the information they gather, then prepare this for presentation.
- Books closed. Read out the instructions for the project task. Ask students to brainstorm in small groups (or in weaker classes, brainstorm together with the whole class) what kinds of things they would like to include in the project. Make a list of all the elements.
- In groups, students go through the list again and write down where and how they will be able to find information and materials about their own town. They may like to look back at the previous four projects in the Student's Book to give them ideas. Some or most of this discussion can be done in their own language. Ask the groups to feed back to the class. Collate all the relevant ideas on the board.
- Ask students to say (in their own language) what, if any, difficulties they might have with each information source, and how they might go about resolving these. Elicit ideas: the Internet may not always be reliable (so information should be double-checked), leaflets may be in their own language (so they would need to be translated), there may not be any photos available of the things they want to show (so they might have to take their own pictures) and interviews may have to be done in their own language (so the information will need to be summarized and translated into English) or perhaps some people may be unwilling to be interviewed.
- Now students open their books. Students look at Ravi's research notes about what he will need for his project and where he is planning to find everything. Ask them to look back at their notes from the discussion before, and think about any other points they might need to consider. Add new ideas to the plan on the board and ask everyone to copy your notes.

### Preparation

- Put students in groups of four or five, and ask them to decide what type of project they would like to prepare. The kind of information shown in Ravi's notes should be included, but they can choose the format. They may decide to write texts and collect images for a brochure, poster or web page (and they could also add audio and video to the latter). Some groups may wish to prepare an illustrated oral presentation on the subject, while others may prefer to display their material and talk the class through it. Encourage them to think about how they most enjoy working together.
- To prepare, students gather as much information as possible about their town or (in the case of a larger city) about their district or wider neighbourhood. If possible, they should visit the local tourist office or Town Hall to get maps and leaflets, and borrow books from the local library. They may also be able

to find a lot of useful information on the Internet. Encourage them to note where they found the information – this is a good way to ensure they know where to double-check anything later.

- Part of the project involves talking to local people about their experiences of the town (like exercise 3 on page 60). Some of this will need to be done in their own language, so students should think about how they are going to translate and summarize what they found out from these interviews. If they can find any English speakers locally, encourage them to video their conversations and use the footage in their presentations. (They should ask the other person's permission before they film them.)
- Students gather all the information, then discuss what should be included and how the information should be presented. Give them as much help as they need, but allow them as much freedom as possible. They then write up a draft version of what they want to present as text, and choose the photos or video materials they want to use. They could also draw pictures.
- Ask students to check all their texts for mistakes, and write out a clean copy for the final project. If you would like to correct the students' texts yourself before they present their project, make sure you mark up a draft and give them a chance to produce a clean copy.
- Each group decides how they want to present their project.
- In the project presentation class, allow each group time to present their projects, but try to fit every group into a single lesson.

### Follow-up

• You can ask the class to vote on the best project, and if space allows in your classroom (and the project format is suitable for this), you can display some of the most impressive ones.

## Song

### Our town

### Exercise 1

- Ask students to read the song lyrics quickly, ignoring the gaps. Elicit or pre-teach the meaning of any unfamiliar vocabulary.
- Read the words in the box and check their comprehension by eliciting a translation.
- Students work in pairs to complete the song.

### Exercise 2 🛞 2.60 Audio script: see Answer Key

• Play the song for students to check and correct their answers.

### **ANSWER KEY**

1	bookshop	4 can	7 town
2	next	5 park	8 Opposite
3	front	6 factory	9 police

• Play it again for students to sing along.

More practice Teacher's Resources Multi-ROM Unit 5

# **Your Project**

# **Getting information**

Make a project about your town.

# **2 1** 2.60 Listen and check.



# **Our town**

There's a supermarket next to the 1\_ And the church is <sup>2</sup>\_\_\_\_\_ to the clothes shop. In <sup>3</sup>\_\_\_\_\_ of the doctor's there's a bus stop. Welcome to our town.

#### Chorus

Our town, our town. Come and walk around. Our town, our town. Come and walk around. Our town, our town. Come and walk around. Oh we love our town.

Take a look at the map and you <sup>4</sup>\_\_\_\_\_ \_\_\_\_ see There's a <sup>5</sup>\_\_\_\_\_ and a school and a library, A hotel, a bank and a 6\_\_\_\_ Welcome to our town.

In the middle of the <sup>7</sup> is the bus station. <sup>8</sup>\_\_\_\_\_ the café there's a fire station. Next to the shops is the <sup>9</sup>\_\_\_\_\_ station. Welcome to our town.

# leaflets about things to do and see photos of some important places interviews with some people in the town centre

I need these things:

a map of the town

Where can I get them?

- on the Internet

- the tourist information centre from:
- I can take some photos - I can talk to people in the town

## Song

### **1** Complete the song. Choose from these words.

opposite behind can't park front factory museum police can village town road bookshop next

# People

# **My friends 6**A

## Vocabulary







7 bald

12 green eyes

1 tall



6 short hair

11 blue eyes







8 dark hair



4 slim



9 fair hair



14 a moustache

This is my brother. His name's Andy. He's short and quite slim. He's got short, brown hair and







5 long hair

10 brown eyes



15 a beard

This is my favourite teacher. His name's Mr Walker. He's very tall and slim. He's got blue eyes and short, dark hair.









3.3 Listen. Write the **b** ( numbers of the correct pictures to match the descriptions.

- 1 This woman has got brown eyes and dark hair.
- 8 ...

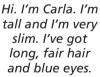
64

Telegram:@IELTSMatters

# Comprehension

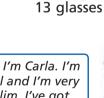
- **2** Read the texts. Complete the sentences with the correct names.
  - 1 \_\_\_\_\_\_ is short.
  - 2 \_\_\_\_\_ is very slim.
  - 3 \_\_\_\_\_ have got short hair.
  - 4 \_\_\_\_\_ have got blue eyes.5 \_\_\_\_\_ has got fair hair.

  - 6 \_\_\_\_\_ is very tall.





brown eyes.



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### Unit overview

**Grammar focus:** *have got* and *be* for describing people; present continuous: all forms; present continuous and present simple; *how much is / are ...?* 

New vocabulary: Describing people; clothes.

**Skills:** Reading: describing present actions, *The king's clothes* (a fairy-tale). Speaking: describing people, in a shop, guessing, role-play; Listening: drawing a person from a description, describing present actions, in a shop; Writing: description of a person.

### Culture: People.

The Culture page for this unit can be studied after Lesson 6B or at the end of the unit.

**English Across the Curriculum:** Art: describing people. The English Across the Curriculum page can be studied at the end of the unit.

Project: Presenting and sharing your project.

Song: Red pyjamas.

# 6A My friends

## Vocabulary

### Exercise 1a 🚳 3.2

- Focus attention on the pictures. Play the recording. Students listen and read the words.
- Play the recording again for students to listen and repeat the words.

**LANGUAGE NOTE** In English, *hair* used as an uncountable noun refers to all the hair on top of someone's head: *she's got long, dark hair*. We also use *a hair* as a countable noun, referring to a single strand of hair: *her first grey hair appeared this morning but she pulled it out*. In some languages, we use a plural equivalent of the word to refer to the former, and a separate word for the latter.

### **Optional extra**

Think of some famous people students would know. Give them simple statements to decide whether they are true or false. For example: *Tom Cruise is tall.* (False.) *Rihanna is slim.* (True.) *Selena Gomez has got fair hair.* (False.)

### Exercise 1b 🛞 3.3 Audio script pT88

• Explain that students will hear descriptions of people. Their task is to listen and write only the numbers of the pictures from exercise 1a for each one.

- Play the recording for the first description. Students listen, write the number, and then compare their answers in pairs. You may need to play the recording again.
- Do the same for the other descriptions.
- Check answers together.

#### **ANSWER KEY**

People

- 2 This man has got fair hair. He hasn't got a moustache: 9
- 3 We can only see this person's eyes. They're green: 12
- 4 This person has got fair hair. Her hair is long and she's got glasses: 13
- 5 This person is slim. His hair is brown. He isn't tall. He's short: 2
- 6 This person has got dark hair. He's very fat: 3
- 7 This person hasn't got any hair: 7
- 8 This person is tall and slim. She's got long, dark hair: 1
- **9** This person has got short hair. His hair is black and he's got a thick black beard and a moustache: 15

### Comprehension

### **Exercise 2**

• Students read the three short descriptions, then complete the statements with the correct names. They will need to write more than one name for some of the sentences.

### ANSWER KEY

- 1 Andy
- 2 Carla
- 3 Andy and Mr Walker
- 4 Carla and Mr Walker
- 5 Carla
- 6 Mr Walker

# Grammar

### **Exercise 3**

- Students look at the two tables. Ask them to say two true sentences about themselves using cues from the tables (one sentence based on each table).
- Ask students to look through the words in exercise 1a, and circle those which are used with *have got*, not *be* (i.e. those in the second table and short hair, fair hair, green eyes, a moustache).
- Students should describe the person sitting next to them using two more sentences based on each table.
- Point out the two useful adverbs below the table. Point to the tallest student: *He / She is tall*. Write the sentence, their name and their height in centimetres on the board (for example: Adam, 175 cm). Then say: Basketball players are very tall. Write: They are very tall. and underline very. Write the height 215 cm next to this on the board. Then explain *quite* by saying: Adam is quite tall, but not very tall.

### **Exercise 4a**

- Students look at the four pictures, then in pairs or groups of three, they match each expression in the box with the right person. Remind them that they may want to use some expressions more than once, and some they may not need.
- Check answers.

### **ANSWER KEY**

- 1 brown eyes, black hair, slim, short hair, tall
- 2 fat, fair hair, short hair, blue eyes, tall
- 3 short, slim, bald, brown eyes, a moustache
- 4 long hair, slim, tall, brown hair, green eyes

### **Exercise 4b**

- Students use the expressions from exercise 4a to write sentences about each person. Remind them that they can write negative sentences as well as affirmative ones. When possible they should use quite or very.
- Students compare ideas in pairs before you check them with the class.

### **POSSIBLE ANSWERS**

- 2 He's very tall and fat. He has short, fair hair and blue eyes.
- 3 He's very short and slim. He has brown eyes and he's bald, but he has a moustache.
- 4 She's quite tall and slim. She has long, brown hair and green eyes.

# **Speaking and listening**

### **Exercise 5**

Unit 6

T65

- Read the example and then look at the postman in the Student's Book on p20.
- Give students time to flick through their Student's Book (pages 4 to 64 only) to choose a person that they are going to describe. This can be someone from the photostory, or if they want to make it more difficult, just someone that appears in a single image on a page.

- In weaker classes, let students make notes on the features they want to include about the person. Stronger classes should try to describe the person without relying on notes.
- Student B asks Yes / No questions to find out who the person is. Then they swap roles and repeat the activity the other way round

### Exercise 6a (5) 3.4 Audio script pT88

- Look at the picture of the monster and read his introduction. Tell students they will hear Frank describing three people from his family.
- Elicit and revise words for body parts (covered on p37).
- Write the three names on the board: *Thing*, *Drusilla*, *Big Boy*.
- Play the recording for students to listen and make notes of the details they will need to include. Don't allow too long for this as the point of the activity is to produce drawings, not written descriptions.
- Play the recording again. Students draw the three characters.

### Exercise 6b

- Students compare their drawings in pairs.
- Invite some volunteers to come up to the board to draw the characters, and ask the rest of the class to check and correct details until they are all satisfied.
- Play the recording again for the whole class to check their drawings.

## Writing

### **Exercise 7a**

- To prepare for this activity, students need to find pictures in magazines or comics or copy and print images from the Internet – you may like to set the preparation stage as homework.
- Students work in groups of four or more students to put together their own strange families. First, they decide together which of the pictures that they collected they want to use. They can draw their own pictures or they can modify the pictures they've got (for example, draw a beard and a moustache on a woman's face). Encourage groups to be creative and funny.
- Each strange family should have four or five members. Tell students to think about their relationships as well as their physical characteristics.

### Exercise 7b

- Groups write a description of the families they created. They write about who the people are as well as what they look like.
- Walk around and monitor the correct use of *have got* and *be* in descriptions.
- Each group present their own strange family to the rest of the class. Each person in the group could present one member of the family.
- At the end, vote on the strangest (funniest) family and the most interesting (funniest) character.

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### Grammar

**3** Look at the table. Make three sentences from each table.

Describing people: <i>be</i> + adjective			
l He She	'm 'm not 's isn't	tall. short. fat. slim. bald.	

Describing people: <i>have / has got</i> + (adjective) + noun			
l He She	've haven't 's hasn't	got	long hair. dark hair. blue eyes. brown eyes. a beard. glasses.



We often use these words in descriptions.

> **very** He's **very** slim. She isn't very tall. quite He's quite fat.

### **4** a Match the words to the people.



brown hair brown eyes a moustache long hair short slim green eyes fair hair short hair tall blue eyes black hair fat bald

### **b** Describe the people.

1 She isn't very tall. She's got short black hair and brown eyes.

### Speaking and listening

**5** Work with a partner.

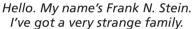
A Look through the book and choose a person. Don't show your partner.

B Ask questions about the person to find out who it is.

- A OK. This person is a man.
- *B Is he tall?*
- A No. he isn't.
- B Is he slim?
- A Yes, he is.
- B Has he got fair hair?
- A No, he hasn't. He's bald.
- *B* Has he got a moustache or a beard?
- A Yes, he has. He's got a beard.
- B Is it the teacher on page 81?
- A Yes, it is.

### **6** a **1**.3.4 Listen and draw the people.

**b** Work with a partner. Compare your pictures.





### Writing

- **7** a Work in a group. Make your own strange family. Draw some people or cut pictures from magazines or comics.
  - **b** Write a description of each person.

### Saturday morning **6B**

## Comprehension

### a Look at the pictures. Find the people.

2

bed.

6

into town. He's at home,

shopping now. They're at

Billy Andy Mrs Fletcher Carla



It's ten o'clock on Saturday morning. Carla is getting in the car with her brother Andy. They're going into town.



store now. Andy's buying some balloons. I'm not buying balloons. I'm looking for some pens. Ah, here they are.

# **2** Complete the sentences with the names of the people.

home

Picture 1:	_ are getting in the car.
Picture 2:	_ is lying in bed.
Picture 3:	$_{-}$ are sitting in the car.
Picture 4:	$_{-}$ is talking to Carla.

### **b (1)** 3.5 Read and listen. Answer the auestions.

- 1 Why is Billy at home?
- 2 Why are Carla and Andy in the car?
- 3 Why are Carla and Andy buying pens and balloons?



Picture 5:	is buying some pens.
Picture 6:	. are making a poster.
Picture 7:	is watching TV.
Picture 8:	is looking out of the window.



# 6B Saturday morning

## Comprehension

### Exercise 1a

- Look at the pictures together. Elicit the names of the characters they recognize from earlier episodes (Carla, Andy), then ask them to match the remaining names to the people shown (Billy, Mrs Fletcher).
- If you're using iTools, you can ask some students to come up to the interactive whiteboard to point to the people.

### Exercise 1b 🚳 3.5

- Read the questions together and check comprehension. Focus especially on the meaning of the expressions *at home*, *be ill* and *get well*. Elicit a translation.
- Play the recording. Students listen, read and answer the questions.
- When you check answers with the class, ask students to say which picture has the information about each question (or ask them to point to the picture on the interactive whiteboard screen).

### **ANSWER KEY**

- 1 Because he's ill. (picture 2)
- **2** Because they are going into town. (pictures 1 and 4)
- 3 Because they want to make a poster for Billy. (pictures 6 and 8)

### **Exercise 2**

- Play the recording again so students can listen and read once more. Ask students to use the context and the pictures to try and work out the meaning of the expressions get on the bus, go into town, lie in bed, on the bus, buy (something), look for, look out of the window.
- Read the gapped sentences, and check that students understand them.
- Students work individually to complete the gaps, then compare answers in pairs before you check these with the class.

#### **ANSWER KEY**

- 1 Carla and Andy
- 2 Billy

- 5 Carla
- 6 Carla and Andy7 Billy
- 3 Carla and Andy
- 4 Billy

8 Billy

### **Optional extra**

In small groups, students practise acting out the story episode. There are only three speaking parts, so as an extra challenge, students could think of things for Andy to say, as well. For example, Carla could pass him the phone in picture 5 to tell Billy about their shopping visit to the department store.

# Grammar

### Exercise 3a

• Students copy the table into their exercise books. They study the table and complete it with the missing short forms.

### **ANSWER KEY**

l<u>'m</u> watching TV. He / She / It<u>'s</u> lying in bed. We / You / They<u>'re</u> getting in the car.

• Draw a four-column table on the board. Ask students which verbs are formed by just adding *-ing*. Write these in the first column (*watch, buy, look, talk*). Ask students to suggest more examples (e.g. *go, do, finish, read*). Write *make* in the second column, and elicit what happens (we delete the *-e*, then add *-ing*). Ask students for other examples (e.g. *live, take, give*). Write *get* and *sit* in the third column, and explain that in some short verbs, we double the last letter before adding *-ing*. Add more examples (e.g. *shop, put, run*). Write *lie* in the final column, highlight *-ie*, and explain that this is usually replaced by *y* before we add *-ing*. Add *die* and *tie*.

### Exercise 3b

• In pairs, students ask each other about each picture. Student A mentions a picture and student B makes a complete sentence in the present continuous.

### **ANSWER KEY**

Picture 1: Carla and Andy are getting in the car.

Picture 2: Billy is lying in bed.

Picture 3: Carla and Andy are sitting in the car. Carla is talking to Billy.

Picture 4: Carla is talking to Billy. Billy is lying in bed.

Picture 5: Andy is buying balloons. Carla is looking for pens.

Picture 6: Carla and Andy are making a poster.

Picture 7: Billy is watching TV. Carla is talking to Billy. Picture 8: Billy is looking out of the window.

### Exercise 4

- Read the instructions together.
- Students work individually to complete the sentences with the present continuous forms.

### **ANSWER KEY**

- 2 's brushing 4 's making
- 3 are listening to 5 's reading
- 6 are putting

### Exercise 5a

• Students copy and complete the table in their exercise books.

### **ANSWER KEY**

<u>I'm not buying</u> balloons. <u>Billy isn't going</u> into town. <u>They aren't shopping</u> now.

### Exercise 5b

- Read the instructions and the example together.
- Students rewrite sentences from exercise 4 in the negative and write a new affirmative sentence using the cues.

### ANSWER KEY

- 2 Andy isn't brushing his teeth now. He's phoning Billy.
- **3** Their parents aren't listening to the radio now. They're going to work.
- 4 Mr Fletcher isn't making a cup of coffee now. He's walking to the station.
- **5** Mrs Fletcher isn't reading the newspaper now. She's having breakfast.
- 6 Joe and Mel aren't putting their books in their bags now. They're getting in the car.

# Listening and speaking

### Exercise 6 🚳 3.6 Audio script pT88

- Explain that students will hear Carla in eight different situations. Their task is to listen and say what she's doing.
- With books closed, play the first extract and let students work out what is happening (Carla's swimming).
- Play the other seven extracts, pausing after each to give students time to think.

### **ANSWER KEY**

- 2 She's doing her Maths homework.
- **3** She's sleeping.
- 4 She's playing table tennis.
- **5** She's playing the piano.
- 6 She's running.
- 7 She's writing an e-mail.
- 8 She's shopping. / She's buying something / a bag.

### Exercise 7a (5) 3.7 Audio script pT88

- Explain that students must listen and complete the gaps in a dialogue between Carla and a shop assistant.
- Ask students to read through the gapped dialogue quickly. Elicit the meaning of the expression: *How much are ...?*
- Play the recording twice.

### **ANSWER KEY**

1 help	4 They're	7 you
2 much	5 Can	<b>8</b> you
3 these	6 please	

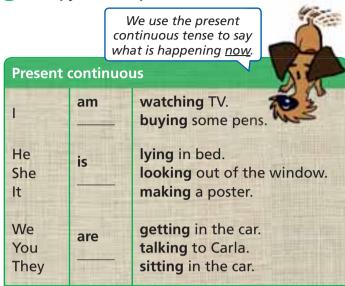
### Exercise 7b

- Elicit the meaning of the expressions *Can I help you?, They're 50p each., Can I have ...?, Here you are.*
- Look at the pictures together and elicit what the objects are.
- Write the following on the board: p = pence (1 penny, 2 or 3 or 99 pence) and £ = pounds (1 pound, 2 or 3 or 99 pounds). Ask students to find three prices in the dialogue in exercise 7a (75p, 50p, £3.25), write these on the board, and practise saying them correctly.
- Students work in pairs to choose two of the objects in the pictures and rewrite the dialogue. Remind them to check the form of the verb *be* matches the new information.
- Three or four volunteering pairs perform their dialogues in front of the class. The rest of the class listen to note what each pair has bought and sold and how much they paid.



### Grammar

### **3** a Copy and complete the table with 's, 'm, 're.



**b** Work in pairs. Student A chooses a picture from the story. Student B says what's happening.

- A Picture 6
- B Carla and Andy are making a poster

### **4** It's quarter to eight on Monday morning. Complete the sentences with the present continuous of the verbs in brackets.

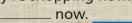
- 1 Carla's having a shower. (have)
- 2 Andy \_\_\_\_\_ his teeth. (brush)
- 3 Their parents \_\_\_\_\_ the radio. (listen to)
- 4 Mr Fletcher \_\_\_\_\_\_ a cup of coffee. (make)
- 5 Mrs Fletcher \_\_\_\_\_ the newspaper. (read)
- 6 Joe and Mel \_\_\_\_\_ their books in their bags. (put)

# **5** a Find the negative of these sentences in the story in exercise 1.

# Present continuous: negative

I'm buying balloons. \_\_\_\_\_ balloons. Billy's going into town.

\_\_\_\_\_ into town. They're shopping now.



How do we make the present continuous negative?

# **b** It's now quarter past eight. Make sentences. Use the cues and your answers to exercise 4.

- 1 Carla / wait for the bus Carla isn't having a shower now. She's waiting for the bus.
- 2 Andy / phone Billy
- 3 Their parents / go to work
- 4 Mr Fletcher / walk to the station
- 5 Mrs Fletcher / have breakfast
- 6 Joe and Mel / get in the car

## Listening and speaking

**6 1**.6 Listen. What is Carla doing?

She's going swimming.

### **7** a **1**.3.7 Listen. Complete the dialogue.

- Can I<sup>1</sup>\_\_\_\_\_you?
- How <sup>2</sup>\_\_\_\_\_\_ is this pen?
- *It's 75p.*
- And how much are <sup>3</sup>\_\_\_\_\_ balloons?
- <sup>4</sup>\_\_\_\_\_ 50p each.
- <sup>5</sup>\_\_\_\_\_ I have a pen and five balloons, please?
- That's £3.25 then, <sup>6</sup>\_\_\_\_\_.
- Here <sup>7</sup>\_\_\_\_\_ are.
- Thank <sup>8</sup>\_\_\_\_\_.
- **b** Make new dialogues to buy the things.











# 6C Are we going to the shops? 📽

# Comprehension

### Exercise 1a 🔞 3.8

- Ask students to look at the pictures and say who is in them. Ask students to say without reading the story what they think the people and Mut are doing.
- Play the recording for students to listen and read the story. Elicit the meaning of the nouns and expressions *have a bath*, *it is raining / sunny, brush, wear, jeans and sweatshirts, smart clothes, go out, go in the car, winner, first prize, well done.*
- This cartoon is available as animation on the DVD and iTools.
- Ask: Where is Mut in picture 8? Elicit or pre-teach pet show.
- Play the recording again. Students listen, read and answer the questions.

### **ANSWER KEY**

- 1 Because they're taking Mut to a pet show.
- 2 Because Mut is the winner.

### **Exercise 1b**

• Students practise acting out the dialogue in groups of four (Mickey, Millie, their father and Mut; the student playing the father could double up as the voice of the announcer). Ask for one or two volunteering groups to perform the dialogue in front of the class.

### Exercise 2

- Students work individually to complete the sentences.
- Check answers. Ask students to read the full sentence, not just the word they filled in.

#### **ANSWER KEY**

1	park	5	smart
2	washing	6	bus
3	raining	7	show
4	fur	8	winner

### **Optional extra**

Students use the present continuous to write six more sentences, two to four of which should be false. In pairs, students take turns to read each other their sentences and decide whether their partner's statements are true or false.

### **Optional extra**

As review of the new verb tense as well as preparation for the Grammar section later this lesson, ask students to underline every example of the present continuous they can find. Make sure they don't mark any present simple sentences.

#### **ANSWER KEY**

We aren't going to the park today. I'm having a bath. Is it raining? I'm not playing in the garden at the moment. Millie's brushing my fur. What are Mickey and Millie wearing? They're wearing smart clothes now. We're going out now. Are we going to the shops? Are we going in the car? We're going in the car today. And we aren't going to the shops. Where are we going?

# Grammar

### Exercise 3

- Students copy the table into their exercise books and study the story again to find examples of present continuous questions and short answers. They use the information to complete the missing examples.
- Ask students to compare answers in pairs before you check with the class.

### **ANSWER KEY**

#### <u>Are we going</u> in the car? Yes, we <u>are</u>. <u>Is it raining</u>? No, it <u>isn't</u>.

• Elicit the rule for making questions in the present continuous (we swap the correct form of the verb *be* and the subject, then we use the *-ing* form of the main verb) and for short answers (we don't just say *Yes.* or *No.* but we add the appropriate pronoun for the subject, then use the correct affirmative or negative form of the verb *be*).

### Exercise 4a

- Read the example with the students, and check they understand the task.
- In stronger classes, students can do the task individually, then compare answers in pairs. In weaker classes, allow students to complete the task in pairs.

### **Exercise 4b**

• Check answers with the class by asking pairs to ask and answer the questions in front of the class. Pay attention to question formation (word order, correct form of the verb *be*) and short answers (verb *be*, not just *Yes*. or *No*.).

### **ANSWER KEY**

- 2 Is Mut having a bath? Yes, he is.
- 3 Is it raining? No, it isn't.
- 4 Are Mickey and Millie going to the shops? No, they aren't.
- 5 Is Mickey brushing Mut's fur? No, he isn't.
- 6 Are Mickey and Millie wearing smart clothes? Yes, they are.
- 7 Are they going in the car? Yes, they are.

### **Exercise 5**

- Ask students to look back at the story and find examples of the present continuous. Ask them to make a list of the expressions that tell us when these actions take place.
- Now ask them to find examples of the present simple, and make another list of the time expressions.
- Students copy the table into their exercise books and complete the two missing examples. Check answers.

#### **ANSWER KEY**

#### I<u>'m not</u> playing in the garden at the moment. They<u>'re wearing</u> smart clothes now.

### **Exercise 6**

• Read the example together. Ask students to identify the sentence in the present continuous and underline the time expression. Then do the same with the present simple one.

- Students work individually to complete the sentences.
- They compare answers in pairs before you check them with the class.

### **ANSWER KEY**

- 2 wears, is wearing3 are washing, wash.
- 4 go, are going
- **5** is playing, plays

## **Speaking and Listening**

### Exercise 7

- Read and demonstrate the example with a student.
- Mime an activity and ask the whole class to try and guess what you're doing. Only respond to their questions if they are formulated correctly in the present continuous.
- Students continue the activity in pairs.
- Walk around and monitor the correct use of the present continuous questions and short answers.

### Exercise 8a 🛞 3.9 Audio script pT88

- Students copy the chart into their exercise books with enough space in each column and row to write a sentence.
- Read the five verbs in the box and elicit or pre-teach their meaning and pronunciation.
- Read the instructions and ask for a translation. Play the first two exchanges (up to 'What are you doing?') and ask students to say what's happening (Billy is phoning Andy). Explain that they will talk about each of the five people in the chart.
- Make sure students understand their task is to identify what people are doing at the moment (the **now** column) they only listen for statements in the present continuous.
- Play the recording once. Explain that the information may not be in the same order as the names in the chart. Then play it again, this time in small chunks so students have a chance to think about the information they hear.
- Students complete the first column in pairs. Remind them to include more information than just the activity itself (for example: *cooking dinner*, not just *cooking*).

### **ANSWER KEY**

Carla is practising the clarinet. Billy is watching a DVD. Carla's dad is cooking dinner. Carla's mum is going swimming. Andy's doing his homework.

### Exercise 8b 🛞 3.9 Audio script pT88

• Read the instructions, and make sure students understand they now have to decide if the people do the activities every day that they are doing at the moment. They only have to write 'Y' for *Yes* and 'N' for *No*.

Carla's dad: N

Carla's mum: N

• Play the recording again, twice if necessary.

### ANSWER KEY

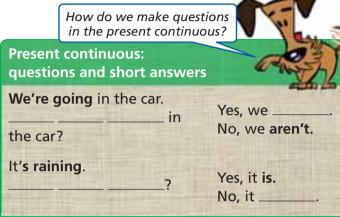
Carla: Y	
Billy: N	

Andy: Y



### Grammar

**3** Copy the table. Complete the questions and short answers.



# **4** a Make questions and short answers. Use the cues.

- 1 they / go to the park / No Are they going to the park? No, they aren't.
- 2 Mut / have a bath / Yes
- 3 it / rain / No
- 4 Mickey and Millie / go to the shops / No
- 5 Mickey / brush Mut's fur / No
- 6 Mickey and Millie / wear smart clothes / Yes
- 7 they / go in the car / Yes

# **b** Work with a partner. Practise your dialogues.

### **5** Copy and complete the table.



We use the present simple with every day, all the time and usually. We use the present continuous with now, today and at the moment.

### **Present simple**

We **go** to the park every Saturday morning. I **play** in the garden when it's sunny. They **wear** jeans and sweatshirts at the weekend.

### **Present continuous**

We aren't going to the park today. I \_\_\_\_\_ playing in the garden at the moment. They \_\_\_\_\_ smart clothes now.

# **6** Complete the sentences with the correct tense of the words in brackets.

- 1 I *am listening* to music at the moment. I *listen* to music every day. (listen)
- 2 Carla \_\_\_\_\_ jeans every weekend. She \_\_\_\_\_ jeans now. (wear)
- 3 We \_\_\_\_\_ the car today. We \_\_\_\_\_ the car every Sunday. (wash)
- 4 Carla and Andy \_\_\_\_\_\_ to the shops every Saturday. They \_\_\_\_\_ to the shops now. (go)
- 5 Carla \_\_\_\_\_\_ tennis today. She \_\_\_\_ tennis on Tuesdays and Fridays. (play)

### Speaking and listening

7 Work with a partner. Mime an activity. Ask questions about the activity.

- A Are you playing a computer game?
- B No, I'm not.
- A Are you texting?
- B Yes, I am.



8 a 3.9 Copy the chart. Listen. It's six o'clock on Wednesday. What are the people doing at the moment? Complete column 1. Use these verbs.

cook practise do go swimming watch		
	now	every day?
Carla	<b>TY           </b>	1 <i>61   1621</i>
Billy	7   7	
Carla's dad		
Carla's mum		/// //#//#
Andy		\ <i>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</i>

**b** 3.9 Do the people do the activities every day? Listen again. Write *Y* or *N* in column 2.

### 6D Clothes Vocabulary **3.10** Listen and repeat. 14 a cap 10 a tie 7 a coat 12 a jacket 4 a sweatshirt 11 a shirt 1 a jumper 13 trousers 2 a skirt 15 shorts 8 a dress 5 jeans 9 shoes boots 6 socks 16 trainers С В D Ε Α

**b** 3.11 Close your book. Listen. Which person is wearing the things? Say A, B, C, D or E. This person's wearing a black jacket D

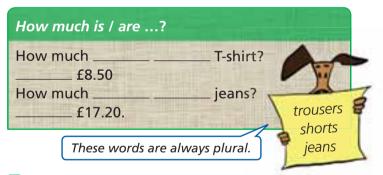
2 What are you and your friends wearing now? I'm wearing a blue shirt, black jeans, ... Elsa's wearing ...

### Comprehension

- **3** a Read the dialogue. How much does Carla pay?
  - **b 1**3.12 Listen and check.



**4** Copy and complete the table.



### **5** Work with a partner. Make shopping dialogues about these clothes.

- 1 a jumper: €35 4 shorts: €20.60 2 trousers: £59 **5** socks: \$8
- **3** a cap: \$7
- 6 a sweatshirt: £26

Carla	How much is this T-shirt, please?
Assistant	lt's £8.50.
Carla	What about this sweatshirt?
Assistant	That's £25.
Carla	Oh. And how much are these jeans?
Assistant	They're £17.20.
Carla	Can I have the jeans and the T-shirt
	then, please?
Assistant	OK. That's £, please.



# 6D Clothes

### **Background information**

Most young people in Britain wear casual clothes in their free time, such as jeans, T-shirts, sweatshirts and trainers. Most schools have a school uniform, but if there isn't a uniform, students may wear casual clothes to school. Although casual clothing is nowadays more acceptable at work, many businesspeople often wear smart clothes. Women often wear a jacket with trousers or a skirt, and men wear suits with a shirt and a tie.

# Vocabulary

### Exercise 1a 🚳 3.10

- Focus attention on the pictures, and play the recording for students to listen and read the words. Then play it again for students to listen and repeat.
- Ask students to look at you and say what you're wearing. Allow them up to half a minute to study the pictures and think about their answer. Ask: *What am I wearing today?* Ask students to say the colours as well as the names of the clothes, for example: *You're wearing a blue jacket, a white shirt, black jeans and brown boots.*

### Exercise 1b 🛞 3.11 Audio script pT88

- Give students a minute to study the picture carefully, then ask them to close their books. Make sure they notice the people are labelled A to E.
- Students write down numbers 1 to 12 in their exercise books. Their task will only be to write the correct letters.
- Check answers by playing the recording again, pausing after each item for students to say the correct letter.

#### **ANSWER KEY**

<b>2</b> E	5 B	<b>8</b> E	<b>11</b> B
3 C	<b>6</b> A	<b>9</b> B	<b>12</b> D
<b>4</b> A	7 C	<b>10</b> D	

### Exercise 2

• Go round the class, asking students to describe the clothes they and the person sitting next to them are wearing today. Help out with any new vocabulary needed, for example colours not covered previously, like pink or purple, or clothes not mentioned in exercise 1, like sandals or tights. Write the new words on the board for everyone to copy into their vocabulary notebooks.

### Comprehension

### Exercise 3a

- Look at the picture together. Ask: *Who are the people*? (Carla and a shop assistant.) *Where are they*? (In a clothes shop.) and *What is Carla doing*? (She's buying clothes.)
- Students read the dialogue and underline the clothes Carla is buying remind them that Carla isn't buying everything they

talk about. They do the maths to work out the total price. In stronger classes, don't warn them that Carla doesn't buy everything, but let them work it out for themselves.

### Exercise 3b 🚳 3.12 Audio script pT88

• Play the recording for students to listen and check the answer.

#### **ANSWER KEY**

£25.70

### **Optional extra**

In pairs, students practise role-playing the dialogue from exercise 3.

### Grammar

### Exercise 4

- Students copy the table into their exercise books and then study the dialogue again to find the missing words.
- Allow students to compare answers in pairs before you check them with the class. Elicit the rule (we use *How much* to ask about prices, and *It is* or *They are* to say the prices).
- Elicit how we use the indicatives *this* and *these* (*this* with singular nouns, *these* with plural nouns, both with things that are close to us).
- Read Mut's advice together. Ask students if they remember any similar words that are always plural from previous lessons (glasses in Lesson 6A, clothes in the title of this lesson). Point out that although boots, socks, shoes or trainers usually also appear in the plural form, it is possible to talk about one boot or sock and so on, depending on context (a hole in my left boot, my missing right sock).

#### **ANSWER KEY**

How much <u>is this</u> T-shirt? <u>It's</u> £8.50. How much <u>are these jeans? They're</u> £17.20.

#### **Exercise 5**

- Read through the list of the six items and their prices. Check that students recognize the money symbols for euros (in 1 and 4), pounds (in 2 and 6) and dollars (in 3 and 5). Elicit the names for the small change for each currency (cents, pence and cents, respectively).
- Play the recording of the dialogue in exercise 3 again to help students with the rhythm and intonation. You could get them to listen and repeat each line.
- Students work in pairs. First, they underline the parts of the dialogue they can replace. Then they decide on which three items from the list they are going to include.
- They practise saying the dialogue in pairs. Walk around and monitor the preparation.
- Ask two or three volunteering pairs to perform in front of the class. Ask the rest of the class to listen and make a note of the clothes that each pair discuss and then decide to buy, and also to work out the total price for every pair they hear.

### **Reading and speaking**

### **Background information**

The Emperor's New Clothes, sometimes known as The King's New Clothes, is a story based on a fairy-tale of the same name (Kejserens nye Klæder in Danish) by Danish author Hans Christian Andersen. The story first appeared in his collection of tales, The Little Mermaid, in 1837, and has been translated into more than a hundred languages. The story has entered global culture, and is now told in many variations.

### Exercise 6a

- Students look at the pictures. Pre-teach the words *king, tailor, clever, stupid, laugh, gold, magic, palace, horse.*
- In pairs, students look at the seven pictures and prepare to say what is happening in each picture. Explain to them that the pictures are in the wrong order so they don't tell the story.
- Go round the class, asking students to describe what is happening in pictures A to G.
- Finally, ask them what the king is wearing in Picture A.

### ANSWER KEY

- 1
- A The king is on a horse. People in the street are looking at him.
- **B** Two men are talking to a guard.
- **C** A boy is laughing.
- **D** A man is showing the king his new clothes. There aren't any clothes.
- **E** The king is looking stupid.
- **F** The king is on his horse. People are laughing.
- **G** People are looking at the king. They are talking about him.
- 2 The king isn't wearing any clothes.

### Exercise 6b

- In small groups, students read the story more carefully and put the pictures in the correct order.
- Walk around, monitoring and helping as necessary. Some of the discussion in the groups may be done in the students' own language, but encourage and praise the use of English. Students may ask you about unfamiliar vocabulary that you didn't cover in exercise 6a. Very briefly explain the meaning, then write any new words on the board for reference.
- This is quite a complex task, so allow ten or twelve minutes for students to complete it.

### Exercise 6c 💿 3.13

- Play the recording for students to check their answers.
- Play it again for students to listen and read the story in full.

### ANSWER KEY

G	5
2 B	6
D	7
1 Δ	

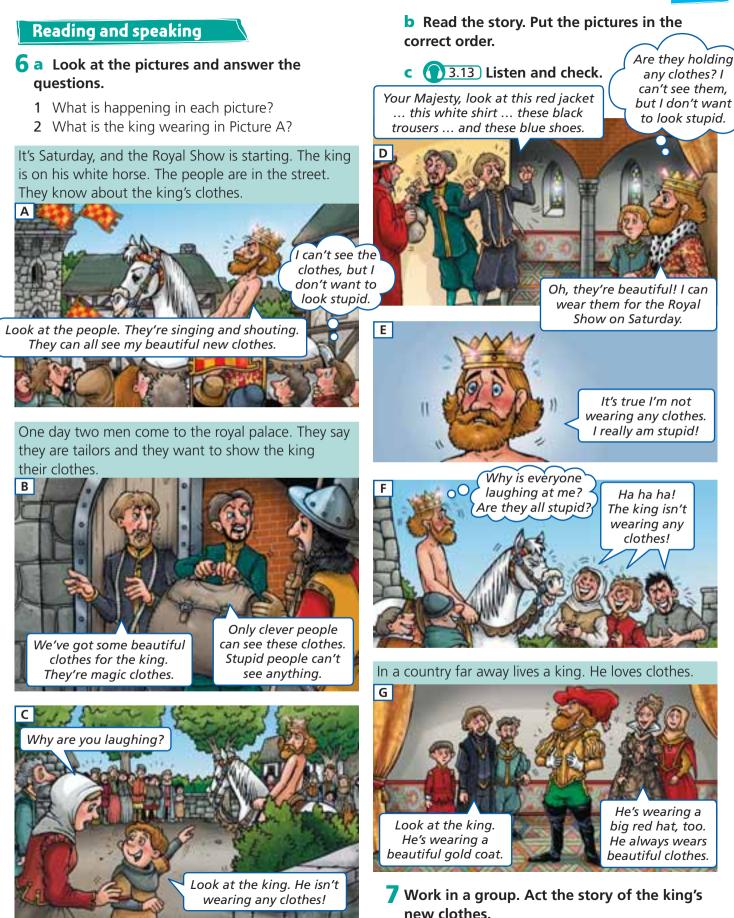
### Exercise 7

- Play the recording again if necessary.
- Put students in groups of eight (king, tailor 1, tailor 2, man in the crowd 1, man in the crowd 2, child, mother, story-teller). If necessary in smaller groups, some students can play two roles.
- Groups practise the story. Walk around monitoring and helping.
- Ask each group to perform in front of the class. Ask the rest of the class to vote on the best group performance, and on the best actor.

### **Revision idea**

To revise the vocabulary to describe clothes, ask students to describe people in photos from previous units of the Student's Book. They can also include physical descriptions (Lesson 6A vocabulary) if you want.









# Culture

# People

- **1** a **1 3.14** Read and listen to the information. Where were all these people born?
  - **b** Copy and complete the chart.

Name	Lives in	The family is from	Speaks
Gabi	Edinburgh		

- **2** Find the names of six English-speaking countries in the texts.
- **3** Look at the map on pages 82 and 83 and find the countries.

### **4** Answer the questions.

- 1 Are there people from other countries in your country? Where are they from?
- 2 Do many people from your country live abroad? Which countries do they usually go to?

People from all over the world live in Britain. These young people were all born in Britain, but their parents or grandparents are from other countries.

Gabi lives in Edinburgh in Scotland. Her grandfather is from Hungary. 'We usually go to Budapest every summer, but I don't speak Hungarian. It's a very difficult language. Luckily, all my cousins there learn English at school.'



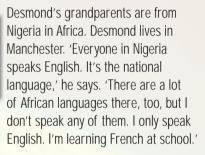
2 Mei's family is from Singapore. They live in Birmingham. Her parents work in a hospital there. 'I speak English and Chinese,' says Mei. 'We always speak Chinese at home, but at school I only speak English. Some of my friends are Chinese, too, but we always speak English to each other.'







5 This is Emre. His family is from Turkey. 'There are a lot of Turkish people in our part of London, so I speak English and Turkish. I speak English most of the time, but we visit my grandparents in Turkey every year and they don't speak English.'



Kathir lives in Oxford. His parents are from Sri Lanka. 'We speak English at home,' he says. 'My parents also speak Tamil – an Indian language – but I don't. I can speak Spanish. We learn it at school and it's my favourite subject.'



People from Britain live and work in other countries, too. Most of them go to other English-speaking countries – Australia, New Zealand, South Africa, Canada and the USA. A lot of people from Britain now live and work in other European countries, too.

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ELTS Matters



### People

### **Background information**

Britain is a multi-cultural society. In 2010 there were over 7 million foreign-born residents in the United Kingdom, corresponding to over 11% of the population, now estimated around 60 million. In some large cities like London, Birmingham or Bradford, the percentage is much higher.

### DVD

If you prefer, play Unit 6 of the culture materials on the DVD or iTools instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

### Exercise 1a 🚳 3.14

- Look at the photos of the five young people. Students read and listen to the introduction of the text to find out where they were born.
- Explain that they all live in Britain, but their families are from different countries. Ask students if they recognize any of the places shown in the pictures. Don't worry if they don't recognize any of them at this point.

### Exercise 1b

- Students copy the chart into their exercise books. Tell them to extend it so it has five rows for the names, and wider columns so they can write in the information.
- First, they read through quickly to find out the names of the young people (Gabi, Kathir, Emre, Desmond, Mei).
- They read the text again more carefully to find out where the people live, where their families are from, and what languages they speak.
- Ask students to compare their answers in pairs or small groups before you check them with the class.

#### **ANSWER KEY**

Name	Lives in	The family is from	Speaks
Gabi	Edinburgh	Hungary	English
Mei	Birmingham	Singapore	English, Chinese
Emre	London	Turkey	English, Turkish
Desmond	Manchester	Nigeria	English and learning French
Kathir	Oxford	Sri Lanka	English, Spanish

### Exercise 2

- Students read the texts again, especially the final paragraph to find the names of English-speaking countries.
- Point out that Scotland is part of Britain or the United Kingdom, together with England, Wales and Northern Ireland, which are all English-speaking countries.

#### **ANSWER KEY**

Nigeria, Australia, New Zealand, South Africa, Canada, the USA.

### Exercise 3

• Students turn to pp82–83 to find the five countries of the young people's families and the six English-speaking countries on the map. If you're using iTools, you could ask some students to come up to the interactive whiteboard to point out the countries on the map.

### **Exercise** 4

- Read through the questions, and discuss them with the whole class. Some of the discussion may be done in the students' own language, but encourage them to try and speak in English as much as possible.
- If appropriate, make a list of the top three to five countries where people arrive in their country from and the countries people from their country go to, then find these on the map.
- In their own language, ask students to think about the main reasons for people moving from one country to another. Ask them to think of any people they or their families know personally who moved to or from a different country, and if they don't mind doing so, share their stories.

### **Optional extra**

Focus attention on the small pictures illustrating the five young people's countries. Ask them what photo they would use to represent their country, and say why. Alternatively, they could bring their chosen photos into class and say a few words about what they know about the places they show.

## Art: describing people

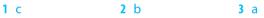
### **Background information**

Georges Seurat (1859–1891) was a French post-Impressionist painter. He was famous for inventing the technique called pointillism – creating images from painted coloured dots. The painting is called *A Sunday Afternoon on the Island of La Grande Jatte*. The painter spent two years creating it.

### Exercise 1a

- Focus attention on the painting. Ask students to say what they think it shows. Elicit any good ideas.
- Elicit the meaning of *paint* (a verb), *painter* and *painting*. If necessary, also pre-teach *island*, *boat*, *closely*, *dot*.
- Students read the text. Students check their guesses.
- Read the three multiple-choice questions. Ask students to cover up the text and answer the questions from memory, then uncover and read the text again to check their answers.
- Look at question 1 again and ask what, if anything, they know about the other two painters.

### **ANSWER KEY**



**CULTURE NOTE** Pablo Picasso (1881–1973) was a Spanish artist who helped to develop a style called Cubism. He is widely considered to be the most influential artist of the 20th century. James Abbott McNeill Whistler (1834–1903) was an American painter. His most famous painting is *Arrangement in Grey and Black No.1*, more commonly known as *Whistler's Mother* (1871) – a portrait of the artist's mother sitting in a chair.

### Exercise 1b

• Ask students to look very closely at the painting and tell you what they see (small, separate dots of colour). Explain that this technique is called *pointillism*. Ask if they have seen any other pointillist paintings before. If you can, bring in some examples to show students.

#### **Exercise 2a**

- In pairs, students look at the picture closely and they count the things in the list.
- When you check the answers, ask students to point to each example of an item. Some items may be debatable, so accept any answers that students can justify.

### **POSSIBLE ANSWER**

There are six boats, eight or nine umbrellas, three dogs and five children in the picture.

#### **Exercise 2b**

• Read through the seven questions. Pre-teach *hold, grass, fish* (verb), *row* (verb). Make sure the verb *row* is pronounced

 $/r_{20}/$  not  $/r_{a0}/$ , which is another verb with a different meaning but the same spelling.

- Students find the answers to the questions in pairs.
- When you check the answers, ask students to point to each example of an item. Again, some items may be debatable.

#### POSSIBLE ANSWERS

Seven or eight people are holding an umbrella. About six people are not wearing a hat. One little girl is running. Two or three people are lying on the grass. One woman is fishing. Eight people are rowing in two boats. One man is playing a musical instrument (a flute or trumpet).

#### Exercise 2c

• Read and answer the question together.

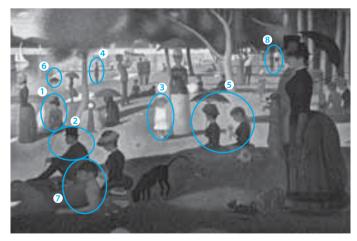
### ANSWER KEY

### A monkey

#### Exercise 3 🚳 3.15 Audio script pT88

- Read the example together, and ask students to find the person described (the woman in a brown hat sitting on the riverbank on the left-hand side of the painting, with another woman in a light-coloured hat standing in front of her).
- Explain that students will hear eight similar descriptions and their task will be to find the people described.
- Play the first extract, twice if necessary. Students work in pairs to find the person described.
- When checking answers, ask students to point to the people.

#### **ANSWER KEY**



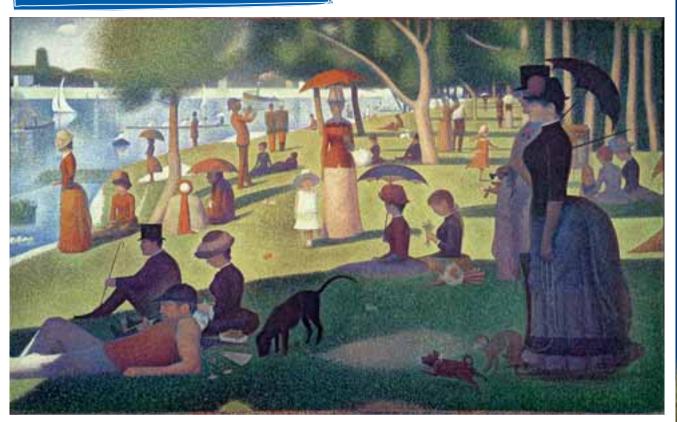
#### **Exercise 4**

• Ask students to say if they like the painting and why, and also what they like most about it. Encourage them to use English as much as they can and praise them for doing so.

More practice Teacher's Resources Multi-ROM Unit 6

# **English Across the Curriculum**

# Art: describing people



### a Read the text. Choose the correct answers.

This painting shows people in a park on Sunday afternoon. The park is on an island called La Grande Jatte. It's in the River Seine in Paris. In the picture we can see a river, people, trees, boats and animals, but look closely. It's really just dots of colour.

The painter is Georges Seurat. He painted it in 1884.

- **1** Where is the park in the painting? a Berlin b London c Paris
- 2 Who is the painter? a Picasso b Seurat
- c Whistler **3** When was it painted? a 1884 b 1910 d 1840

**b** What can you see when you look at the picture closely?

### **2** a How many of these things can you see in the painting?

boats umbrellas dogs children

- **b** How many people are:
- holding an umbrella? - fishing?
- not wearing a hat? - rowing?
- running?
- playing a musical
- lying on the grass?
- instrument?

**c** What animal is the woman in the black hat holding?

### **3 1**3.15 Listen. Find the people in the painting.

This person is sitting on the grass next to the river. Her friend is standing in front of her. She's fishing.

**4** Do you like the painting? Why? Why not?



# Revision

### Present continuous

**1 a** Look at the pictures. What are Dominic and Mark doing? Ask and answer with a partner.













# **b 1**3.16 Listen. Are the pictures correct?

1 No. They aren't playing football. They're playing tennis.

### Present simple or present continuous?

**2** Complete the sentences with the correct tense of the verbs in brackets.

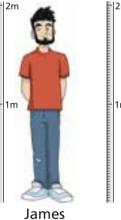
- 1 We get up late on Sundays. (get up)
- 2 Come on, Vicky. It's quarter past eight.
  - OK. I \_\_\_\_\_ now. (get up)
- **3** Is Jess in the garden?
- Yes, she \_\_\_\_\_\_ with Tess. (play)
- 4 Tony \_\_\_\_\_\_ swimming every Saturday. (go)
- 5 Bye, Mum. We \_\_\_\_\_ to the cinema. (go)
- 6 What are you doing?
  - I \_\_\_\_\_\_ to The Wanted on my MP3 player. (listen)

## Speaking

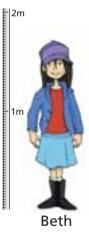
- **3** Complete the dialogue. Practise it with a partner.
  - 1\_\_\_\_\_I \_\_\_\_you?
  - How <sup>2</sup>\_\_\_\_\_\_ is \_\_\_\_\_ pen?
  - <sup>3</sup>\_\_\_\_\_ £5.25.
  - And <sup>4</sup>\_\_\_\_\_ much \_\_\_\_\_ these badges?
  - They're £1.14.
  - Can I<sup>5</sup>\_\_\_\_\_ the pen and a badge 6\_\_\_\_\_?
  - 7\_\_\_\_\_ £6.39 altogether.
  - <sup>8</sup>\_\_\_\_\_ you are.
  - Thank you. That's 61p <sup>9</sup>\_\_\_\_\_.
  - Thank <sup>10</sup>\_\_\_\_\_.

### Describing people

# **4** a Describe the people. Write three sentences about each person.







- James
- 1 James is *tall and slim*. He's got \_\_\_\_\_. He's wearing \_\_\_\_\_.
- 2 Alex is \_\_\_\_\_.
- Не \_\_\_\_\_.
- **3** Beth is \_\_\_\_\_. She \_\_\_\_\_.

# **b** Now write three true sentences about yourself.



### Present continuous

### Exercise 1a

• Elicit the rule for how the present continuous is formed. Write the structure on the board in a table format, both in affirmative and negative form.

I	am	
·	'm not	
You		
We	are	
They	aren't	working today.
He		
She	is 	
lt	isn't	

- Elicit how we form questions in the present continuous (we swap the correct form of the verb *be* and the subject), and how we give short answers (Yes, subject pronoun + am / is / are. or No, subject pronoun + 'm not / isn't / aren't.).
- In pairs, students look at the six pictures of Dominic and Mark. Tell students that Dominic is the boy wearing glasses. They take turns to ask: *What is / are ... doing?* and to answer. Walk around and monitor the correct use of the present continuous.

### Exercise 1b (5) 3.16 Audio script pT88

- Explain that they will hear six descriptions of the pictures. Some of the pictures are incorrect. Their task is to say what, if anything, is wrong in each picture.
- Play the first extract and read the example.
- Students work individually to write the answers. Play the recording once for them to decide if each picture is correct or incorrect, then play it again for them to make a note of the differences.
- Allow up to three minutes at the end for students to write their answers.
- When you check answers, ask the rest of the class to listen and say if they agree with the student reading out their answer.

#### **ANSWER KEY**

#### Picture 2: No. Dominic isn't taking the bus. Mark is taking the bus.

Picture 3: No. Mark isn't watching TV. Dominic is playing a computer game.

Picture 4: No. Dominic isn't playing the guitar. Mark is playing the violin.

Picture 5: No. Dominic isn't brushing his teeth. Mark is brushing his teeth.

Picture 6: No. Dominic and Mark are not studying Spanish. They're studying French.

### Present simple or present continuous?

### **Exercise 2**

- Elicit the difference between the use of the present simple and the present continuous – if necessary, in the students' own language. (We use the present simple for repeated actions, and the present continuous for actions taking place now or around now.)
- Students work on their own to complete the sentences.
- Ask them to compare answers in pairs before you check them with the class.

4 goes

#### **ANSWER KEY**

- 2 'm getting up
- 3 's playing 5 're going

6 'm listening

9 change

10 you

# Speaking

# **Exercise 3**

- Students read through the gapped text guickly. Elicit where the dialogue is taking place (in a shop) and who is speaking (a customer and a shop assistant).
- Students complete the dialogue with the missing words individually and then check answers in pairs.

### **ANSWER KEY**

- 1 Can ... help 5 have
- 2 much ... this 6 please 7 That's
- 3 lt's
- **4** how ... are
- They practise saying the dialogue with their partner.

8 Here

• Ask for two or three volunteering pairs to perform the dialogue in front of the class.

### **Describing people**

### **Exercise 4a**

- Students look at the three people and complete their descriptions, using the cues provided.
- Ask a different student to read each person's description, and the rest of the class to check and correct the descriptions as necessary.

#### **ANSWER KEY**

- 1 He's got a beard. He's wearing a T-shirt, jeans and trainers.
- 2 Alex is guite tall and fat. He's got short hair. He's wearing a shirt and a tie, trousers and shoes.
- 3 Beth is guite short and slim. She's got long hair. She's wearing a cap, a jacket, a sweatshirt, a skirt and boots.

### **Exercise 4b**

• In class or for homework, students write three similar sentences to describe themselves.

# Your Project



- The aim of this lesson is to consider different ways of presenting a project and choosing a presentation that best suits both the chosen format and the personalities of the students working together.
- Ask students to think back to the projects they completed in the previous units as well as other projects they have seen. They make a list of the different formats they have encountered. Write the formats they mention on the board, then ask them to say if there are other possible formats. Include things like posters, leaflets, web pages, video presentations, 3D creations (for example, sculptures – or whatever students have produced so far).
- Read through the five ideas Carla mentions on p75. For each format on the board, discuss which way of presentation would or would not be suitable, and why. Allow students to dominate this discussion steer them towards conclusions, but elicit ideas from them rather than tell them.
- Ask students to think about the advantages of each method of presentation Carla mentions – including their own ideas for alternative ways of presenting projects. They may use their own language to discuss this. Again, allow ideas to come from the students, but the sort of thing that should come up at some point would include providing motivation, giving them pride and a sense of achievement or brightening up their environment. You may like to bring these up yourself if students don't mention them, but try and formulate it as a question for students to think about rather than a statement coming from you.

### Preparation

- Read the instructions together and check that it is clear to students what they are expected to do. At this point, they will have done five projects already in the course, so they must be getting used to the process.
- Ask them to decide what people they want to include, and where they would find the information and pictures about them. Remind them to think of a good reason for choosing the people they will include: Are they people who are important to you? Who you look up to? Who you would like to be like? Role models?
- Encourage them to be creative. The ideas in the Student's Book are only there to get students started. If they have a different, perhaps better idea, there's no reason why they shouldn't make a completely different project on the same topic.
- This project can be done individually, in pairs or in small groups. It is up to you whether you want to specify this in your instructions or leave it up to the students to decide what suits them best. This really depends on what your particular class is like: whether they benefit more from clear directions or from having the freedom to do their own thing.

- Each student (or pair or group) makes a step-by-step plan of what they want to do, how they are going to put it together and how they are going to present it. Refer them back to the discussions earlier.
- As always, ask students to check their work for mistakes (or have it checked by other students and / or you) before they produce their final copy.
- In the project presentation class, make sure you have all the necessary equipment you need to show the students' projects. Ask students to let you know in advance about the format and type of presentation they decided on – and keep you informed about any changes.

### Follow-up

• You can ask the class to vote on the best project in content, the best project in layout and the best presentation.

### Song

### Red pyjamas

### Exercise 1a

- Focus on the picture and the title. What are *pyjamas*? (Pyjamas are the clothes you wear when you go to bed.) Quickly demonstrate and drill the pronunciation of the word.
- Students read through the song silently and underline any unfamiliar words. Use examples, mime or illustrations on the board to pre-teach the words, which may include *as a rule, late for school, feel fine, stay, till.*
- Students complete the gaps with the correct affirmative or negative present simple or continuous form of the verbs *eat*, *go* and *wear*.

### **ANSWER KEY**

4 'm wearing

5 's eating

6 's eating

- 1 'm wearing
- 2 'm wearing 8 's eating
- 3 don't wear 9 're going
  - **10** 're going

7 eats

- **11** go
- 12 're going

### Exercise 1b 🚳 3.17 Audio script: see Answer Key

- Play the recording. Students listen and check their answers.
- Play it again for students to sing along.

More practice Teacher's Resources Multi-ROM Unit 6



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# Land on a word

Take turns to throw the dice. Write down the words you land on. Make a sentence with your words. The first person to make a correct sentence with at least four words is the winner. If you make a wrong sentence, you miss a turn.



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# Phonetic symbols

## Consonants

*		2	T	- Maria	10th
/p/ <b>p</b> arrot	/b/ <b>b</b> aby	/t/ <b>t</b> rain	/d/ <b>d</b> og	/k/ <b>c</b> at	/g/ <b>g</b> olf
S.		J.	Seales		•
/f/ <b>f</b> rog	/v/ <b>v</b> olleyball	/s/ <b>s</b> ocks	/z/ li <b>z</b> ard	/I/ library	/m/ <b>m</b> achine
(g)		-			30
/n/ <b>n</b> ose	/h/ <b>h</b> amburger	/r/ <b>r</b> obot	/j/ <b>y</b> oga	/w/ <b>w</b> ater	/0/ <b>th</b> irty
			J.		
/ð/ bro <b>th</b> ers	/ʃ/ <b>sh</b> ip	/ <sub>3</sub> / trea <b>s</b> ure	/t∫/ <b>ch</b> icken	/dʒ/ <b>g</b> iraffe	/ŋ/ ki <b>ng</b>

# Vowels

-		Ś			
/iː/ tr <b>ee</b>	/ɪ/ h <b>i</b> ll	/e/ <b>e</b> gg	/æ/ h <b>a</b> t	/ɑː/ c <b>a</b> r	/ɒ/ c <b>o</b> mic
Du		<u>.</u>		a Cora	
/ɔː/ b <b>a</b> ll	/ʊ/ b <b>oo</b> k	/uː/ b <b>oo</b> t	/ʌ/ s <b>u</b> n	/ɜː/ b <b>ir</b> d	/ə/ comput <b>er</b>

# Diphthongs

*		5-5	
/eɪ/ pl <b>a</b> ne	/əʊ/ p <b>o</b> ster	/aɪ/ b <b>i</b> ke	/aʊ/ h <b>ou</b> se
	C.	j.	
/ɔɪ/ t <b>o</b> y	/ɪə/ <b>ea</b> r	/eə/ h <b>ai</b> r	/ʊə/ t <b>ou</b> rist

# Pronunciation

# Unit 1

Sounds and letters

**1** (1) 3.18 Listen and repeat the words.

same letter	different sound
man	/mæn/
watch	/wptʃ/
name	/neim/

different letter	same sound
door	/dɔ:/
your	/jɔː/
board	/bo:rd/

**2** a **1**3.19 Listen to the pairs of words. If the sounds are the same, clap your hands.

0			а		
1	open	close	5	bag	watch
2	dog	boy	6	glass	are
3	forty	box	7	apple	stand
4	two	phone	8	name	draw

**b 1**3.19 Listen again and repeat the words.

### A rhyme

### **3** a **1**3.20 Listen and say the rhyme.

One, two, three, four, five. Once I caught a fish alive. Six, seven, eight, nine, ten. Then I let him go again. Why did you let him go? Because he bit my finger so. Which finger did he bite? This little finger on my right.



**b** Find all the words with the letter 'i'. Which ones have the same vowel sound as 'fish' and 'five'?

### A tongue twister

### **4** How fast can you say this?

Oranges, pictures, glasses and watches, Toothbrushes, pencils, apples and boxes.

# Unit 2

### /ə/ endings

**1** (13.21) A lot of words in English have an /ə/ sound in the last syllable. Listen and repeat.

father brother America woman garden Britain cousin sister

**2** Can you find your way across the river? You can only step on stones with the /ə/ sound in the last syllable.



### A rhyme

### **3** a **1**3.22 Listen and say the rhyme.

Tinker, tailor, soldier, sailor, Rich man, poor man, beggar man, thief. Doctor, lawyer, Indian chief.

# **b 1**.22 Listen to the first line of the rhyme again. How do we pronounce the second syllable of each word?

### A tongue twister

### **4** How fast can you say this?

Granddad, father, uncle, brother. Grandma, sister, aunt and mother.

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# Pronunciation

# Unit 1

We recommend that you use this section after Lesson D.

# Sounds and letters

### Exercise 1 🛞 3.18

- Explain that often in English we can't tell how a word is pronounced from the way it is spelled. As students learn more, they will eventually see patterns and rules emerging, but at the start, it is important that both the spelling and the pronunciation of new words are noted and memorized.
- Look at the six words on the left and elicit their meanings.
- Focus briefly on the transcriptions on the right. Explain that phonetics are used to show how a word is pronounced.
- Play the recording for students to listen and read the words and transcriptions to get an idea of what sound each symbol represents. Play it again for them to listen and repeat.

### Exercise 2a 🚳 3.19

- Look at the two columns of word pairs. Elicit what the word pairs in each column have in common (they are all spelled with the same letter).
- Say *door* and *your*, and ask if the sound in the middle is the same. It is, so clap your hands. Then say *man* and *name* and ask again. This time don't clap your hands, and say that they shouldn't clap if the sounds are different.
- Now play the recording, pausing after each pair, and get students to clap where appropriate. Repeat the exercise if there is a lot of hesitation or if students make many mistakes.

### **ANSWER KEY**

Students should clap for 1, 6 and 7.

### Exercise 2b 🚳 3.19

• Play the recording again for students to listen and repeat.

# A rhyme

### Exercise 3a 🚳 3.20

- Rhymes like this one are a great way of getting students used to the 'music' of English (pace, rhythm, stress and intonation, as well as sounds). There's no need to teach the vocabulary, as students won't need to use the unfamiliar words actively.
- Play the recording for students to sing along.

### Exercise 3b

- Students underline all the words with the letter *i* in them.
- Elicit the two most common pronunciations (/aɪ/ and /ɪ/). Ask students to give you the first example of each (*five* and *fish*).
- Draw a chart on the board and put *five* /aɪ/ and *fish* /ɪ/ at the top of each column. Ask students to complete the chart with more examples from the rhyme.

### ANSWER KEY

five /aɪ/: l, alive, nine, bite, right fish /ɪ/: six, him, did, bit, finger, which, this, little

# A tongue twister

### Exercise 4

• Students say the tongue twister in pairs. Ask for volunteers to try it in front of the class. Who can say it the fastest?

# Unit 2

We recommend that you use this section after Lesson B.

### /ə/ endings

### Exercise 1 🛞 3.21

- Explain that the most common sound in English is a very short vowel sound that is never stressed, /ə/.
- Play the recording. Students listen carefully and underline the letter where they hear the sound /ə/.
- Play the recording again for students to listen and repeat.

### Exercise 2

- Read the instructions together. Students take turns to name the next stone with the sound /ə/. Walk around and monitor.
- Choose a different student to tell you each step, and ask the rest of the class to say if they agree or disagree.
- Finally, say each word and get students to repeat chorally.

### ANSWER KEY

teacher, Russia, postman, China, singer (mother also has /ə/)

### A rhyme

### Exercise 3a 🔞 3.22

- Play the recording once for students to listen and read.
- Teach the meaning and pronunciation of unfamiliar words.
- Play it again for students to listen and say the rhyme.

### Exercise 3b 🔞 3.22

- Students listen to the first line of the rhyme again and decide how the second syllable of the four words is pronounced.
- Check the answer by getting individuals to say the words.
- Play the recording again to check the pronunciation.

### **ANSWER KEY**

The second syllable of each word is pronounced /ə/.

### A tongue twister

### Exercise 4

• Students say the rhyme in pairs. Who can say it the fastest?

We recommend that you use this section after Lesson C.

## Short and long vowels

### Exercise 1a 🛞 3.23

- Go through the lists of words and elicit or pre-teach the meaning of the vocabulary.
- Explain that English has short and long vowel sounds. Elicit whether this is also true of the students' language.
- Explain that the phonetic transcription uses a colon (:) to show that a vowel is long.
- Play the recording for students to listen and study the words. Then play it again, pausing after each pair of words to get them to repeat them chorally.
- Speakers of some languages have trouble differentiating /e/ and /ac/ (like *bed* or *bad*) or /b/ or  $/\Lambda/$  (like *hot* or *hut*) so pay special attention to the pronunciation of these pairs.

### Exercise 1b

• Elicit one more example for each sound and write them on the board, or if you're using iTools, write the additional examples next to each pair of words. Ask students to copy them into their exercise books.

### POSSIBLE ANSWERS

/I/ six	/ʌ/ mother	/ɔ:/ board
/e/ when	/ʊ/ book	/u:/ two
/æ/ rat	/i:/ three	/ɜ:/ girl
/ɒ/ dog	$/\alpha$ :/ are	

### Exercise 2 (5) 3.24 Audio script pT88

- Look at the pictures and the two examples together.
- Explain that students will hear eleven words. Their task is to listen, repeat and make the appropriate gesture as shown in the picture.
- Play the recording and watch students show as well as say the short or long vowels. Repeat any problematic words.

#### **ANSWER KEY**

1 long	5 long	9 long
2 short	6 short	10 short
3 short	7 long	11 short
4 long	8 short	

# A rhyme

### Exercise 3 🚳 3.25

- Explain that in English rhythm is based on where stress falls in a sentence. Stressed sounds or syllables are pronounced with more force. Read the rhyme yourself, exaggerating the stress.
- Elicit how the students' language is stressed.
- Students read the rhyme quickly and silently. Elicit or preteach any unfamiliar vocabulary.
- Play the recording for students to listen, then play it again and ask them to beat the rhythm on their desks. They should

tap the desk when they hear a stressed syllable. Do it with them so they can check they are doing it correctly.

• Play the recording for students to listen and say the rhyme.

## A tongue twister

### Exercise 4

• Students say the tongue twister in pairs. Ask for volunteers to try it in front of the class. Who can say it the fastest?

# Unit 4

We recommend that you use this section after Lesson C or D.

### /ɒ/ and /əʊ/

### Exercise 1a 🚳 3.26

- Read through the list of words.
- Play the recording for students to listen and repeat.

### Exercise 1b

- Draw a chart with two columns on the board. Draw a dog and write *dog* /p/, then draw a phone and write *phone* /əu/ at the top. Say the two words.
- In pairs students complete the chart with the words.

### Exercise 1c 🚳 3.27 Audio script pT88

- Play the recording and pause after each word. Check answers to exercise 1b by asking them to say 'Woof woof' when they hear a word with the same vowel sound as 'dog'.
- Drill the pronunciation of any words a number of students get wrong by choral then individual repetition.

### **ANSWER KEY**

dog: comic, song, hockey, got, clock, box, shop phone: home, mobile, go, don't, nose, postman, ocean

### A rhyme

### Exercise 2 🚳 3.28

- This rhyme practises the rhythm and stress in English.
- Play the recording of the rhyme, and get students to tap the beat on the desk as they listen. Then play it again and get students to say it with the recording.
- If students are interested, translate it. The first and last lines are nonsensical like in many nursery rhymes (short chants used with toddlers), which *Hickory dickory dock* ... is. Elicit if there are any similar nursery rhymes in the students' own language.

### A tongue twister

### Exercise 3

- Students say the tongue twister in pairs. Ask for volunteers to try it in front of the class. Who can say it the fastest?
- Try it yourself. Ask students how well they think you did.

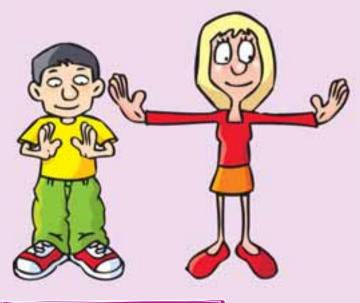
# Short and long vowels

### **1** a **1** 3.23 Listen and repeat.

Short vowels			Lon	Long vowels		
/I/	fish	big	/I:/	green	he	
/e/	ten	pet	/a:/	car	France	
/æ/	cat	man	/ <b>ɔ</b> ː/	horse	door	
$/\mathfrak{v}/$	box	got	/u:/	blue	you	
$/\Lambda/$	number	lucky	/3:/	bird	world	
/ʊ/	look	good				

### **b** Give one more word for each sound.

**2** (13.24) Listen and repeat the words. Is it a short vowel or a long vowel?



### A rhyme

# **3** (1) 3.25 Listen and say the rhyme. Copy the stress.

l've got a hamster. She's got a dog. They've got a spider. He's got a frog. We've got a budgie. You've got a cat. Jack's got an elephant. And Donna's got a rat.



### A tongue twister

### **4** How fast can you say this?

Red lorry, yellow lorry. Red lorry, yellow lorry. Red lorry, yellow lorry.



# Unit 4

/ɒ/ and /əʊ/

### **a 1** a **1** 3.26 Listen and repeat.

dog phone home comic song hockey mobile go don't got nose postman clock ocean box shop

### **b** Put the words with the dog or the phone.





c (13.27) Listen. If you hear 'a dog' word, say 'Woof, woof'.

### A rhyme

### **2 1**3.28 Listen and say the rhymes.

Hickory, dickory dock The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory, dickory dock.

### A tongue twister

### **3** How fast can you say this?

A xylophone, a trombone, a saxophone, a mobile phone.



/ʃ/ and /s/

# **1** a **1** 3.29 Listen. Put the words with the shop or the cinema.

shop cinema shower centre office she bus brush ocean square finish short sofa school T-shirt sport





b (13.29) Listen again and repeat.

**2** (13.30) Listen. If you hear the /ʃ/ sound go up one step. When you reach the top, say 'Finish'.



### A rhyme

### **3 1** 3.31 Listen and say the rhyme.

I can see a shopping centre. I can see a school.

Can you see a sports centre And a swimming pool?



I can't see a station And I can't see a shop. But I can see a supermarket Near the bus stop.

### A tongue twister

### **4** How fast can you say this?

She sells sea shells on the sea shore. The sea shells that she sells are sea shells, I'm sure.

# Unit 6

### Vowel sounds

**1** a Which words have the same vowel sound? Match the words in A to the words in B.



b 13.32 Listen, check and repeat.

# **Syllables**

### 2 a How many syllables has each word got?

	-	-		-
1	anything	7	clothes	
2	beautiful	8	jacket	
3	shoes	9	magazin	e
4	trousers	10	eyes	
5	glasses	11	moustac	he
6	usually	12	everyone	<u>)</u>
	1	2	,	2

anything

shoes

b 13.33 Listen, check and repeat.

jacket

### A rhyme

# **3 1**3.34 Listen and say the rhyme.

Diddle diddle dumpling, my son John Went to bed with his trousers on. One sock off and one sock on. Diddle diddle dumpling, my son John.

### A tongue twister

### **4** How fast can you say this?

I scream. You scream. We all scream for ice cream.

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We recommend that you use exercise 3 in this section after Lesson D, and the other exercises at any point after Lesson C.

## $/\int/$ and /s/

### Exercise 1a 🚳 3.29

- Read the words in the list, and elicit or pre-teach their meaning.
- Draw a chart on the board with *shop* and *cinema* at the top. Say both words, then underline the initial letters *sh* and *c*. Remind students that the letter c is usually pronounced /s/ in English if it is followed by i or e.
- Play the recording for students to listen and read.
- Play the recording again. Students complete the chart individually. Check answers with the class.

### **ANSWER KEY**

shop: shower, she, brush, ocean, finish, short, T-shirt cinema: square, centre, office, bus, sofa, school, sport

### Exercise 1b 🚳 3.29

• Play the recording again for students to listen and repeat the words. Play special attention to the contrasting sounds.

### Exercise 2 🚳 3.30 Audio script pT88

- Read the instructions, and check comprehension of the task by eliciting a translation.
- Play the recording for students to listen and repeat.

# A rhyme

### Exercise 3 🛞 3.31

- The rhyme practises the contrast between the  $/{\rm J}/$  and  $/{\rm s}/$  sounds.
- Ask students to read the rhyme quickly and say what two things aren't in the town (a station and a shop).
- Play the recording for students to listen and read, then play it again for them to say the rhyme.

### A tongue twister

### **Exercise 4**

- This is a particularly difficult tongue twister, as it involves constantly switching back and forth between two similarly produced but different sounds.
- Students may wonder about its meaning, so you could start by reading it yourself (slowly) and providing a translation.
- Students say the tongue twister in pairs. Ask for volunteers to try it in front of the class. Who can say it the fastest?
- Try it yourself. Ask students to say how well you did.

# Unit 6

We recommend that you use exercise 1 in this section at any point after Lesson A, and the other exercises after Lesson D.

# **Vowel sounds**

### Exercise 1a

- Read the instructions together.
- Students match the words in column A to those in column B.

### Exercise 1b 🛞 3.32 Audio script pT88

• Play the recording for students to check their answers in exercise 1a. Then play it again so they listen and repeat each word pair.

### ANSWER KEY

- 2 mouth brown
- 8 head red

- 3 fat black
- 5 quite eyes 6 fair – hair
- 4 short bald 7 beard ears

### **Syllables**

### Exercise 2a

- Explain what 'syllable' means by translating it into the students' language. Then ask them to split a longer word in their language into syllables. Write the word on the board with hyphens indicating the syllable borders.
- Look at the three examples in the chart and elicit that the number of syllables doesn't depend on the number of vowel <u>letters</u> you see, but on the number of vowel <u>sounds</u> you hear.
- In pairs or small groups, students say the twelve words and decide on the number of syllables.

### Exercise 2b 🚳 3.33 Audio script pT88

• Play the recording for students to check their answers in exercise 2a. Check which words they found particularly difficult, and quickly drill their pronunciation by slightly exaggerating the syllables. You could count the number of syllables on your fingers as you say the words, for example, count 1 for *mous*-, then count 2 for *-tache*.

### ANSWER KEY

- 23 syllables52 syllables82 syllables112 syllables31 syllable63 syllables93 syllables123 syllables
- 4 2 syllables 7 1 syllable 10 1 syllable
- Play the recording again for students to listen and repeat chorally, then two or three students individually as well.

# A rhyme

### Exercise 3 🚳 3.34

- Play the recording for students to listen to the rhyme. Explain that it is another nursery rhyme, used with English-speaking toddlers. The words *diddle diddle dumpling* are meant to be nonsensical, so they don't need to be translated.
- Play it again for students to listen and say the rhyme.

### A tongue twister

### Exercise 4

• Students say the tongue twister in pairs. Ask for volunteers to try it in front of the class. Who can say it the fastest?

# Vocabulary and Reading

# Unit 1

Pictures are a great way to activate or revise language. The activities in this extension lesson can be done as individual exercises, pairwork or groupwork activities. If you're using iTools, the material could also work very well in heads-up activities with the whole class.

The exercises in this unit are designed to be used either as extra practice or as revision after completing Lesson D or the whole unit, except exercise 5, which revises the Maths focus from the English Across the Curriculum lesson, so is best covered at the end of the whole unit or just before students prepare their projects.

### Exercise 1

• Students find and count the things in the picture. Ask them to give their answers in full sentences.

#### **ANSWER KEY**

There are two girls. There are three bags. There are two boys. There are four pens. There are three boxes. There are nine pencils.

### **Optional extra**

Continue the activity by asking students to find and count other objects, for example umbrellas or mobile phones.

### Exercise 2

- Students identify the objects on the teacher's desk.
- You may like to ask them to count the objects as well, and give their answers in full sentences.

### **ANSWER KEY**

There is a computer on the teacher's desk. There are (four / some) exercise books on the teacher's desk. There is a pen on the teacher's desk. There are (two / some) books on the teacher's desk. There is a pencil on the teacher's desk.

### Exercise 3a

- Students find the things beginning with each letter given. In smaller classes, this could be done as a competition among all students to see who finds an example first. In larger classes, the competition might work better in groups. If you decide to do it as a group activity, walk around and monitor the activity.
- Ask each student giving an answer to point to the thing they have found and say its name.

• Students may find things that you haven't taught words for. In this case, write the new word on the board, illustrate its meaning quickly through a drawing, mime or simply a translation, and drill the pronunciation by getting the class to repeat the word chorally a couple of times.

### POSSIBLE ANSWERS

- 1 orange
- 2 umbrella3 exercise book
- 4 house
- 5 apple, alphabet

### Exercise 3b

- Students compete against each other in the whole class, or in larger classes, in groups of five or six to see who can find the most examples of things with the letters.
- Set a time limit of no more than a minute per letter if you do each letter one by one, or three minutes if you do them all at the same time.

### POSSIBLE ANSWERS

- 1 boys, beard, board, books, bags, boxes, baby
- 2 computer, car, cat
- 3 windows, wall, woman
- 4 door, desk, dog

### Exercise 4

• Students study the picture carefully to work out which letters are obscured by the student's hand.

### **ANSWER KEY**

#### G, L, N, O, S, U, Y

### Exercise 5

- This exercise revises the English Across the Curriculum lesson, so if you're using this page after Lesson D, skip the activity and come back to it after completing the whole unit or before students do their projects.
- Students find the four Maths problems and work out the solutions individually. Then they compare answers in pairs before you check them with the class.

### **ANSWER KEY**

1	45	3	6
2	70	4	81

### **Find Mut**

Ask students to find and point to Mut in the picture.

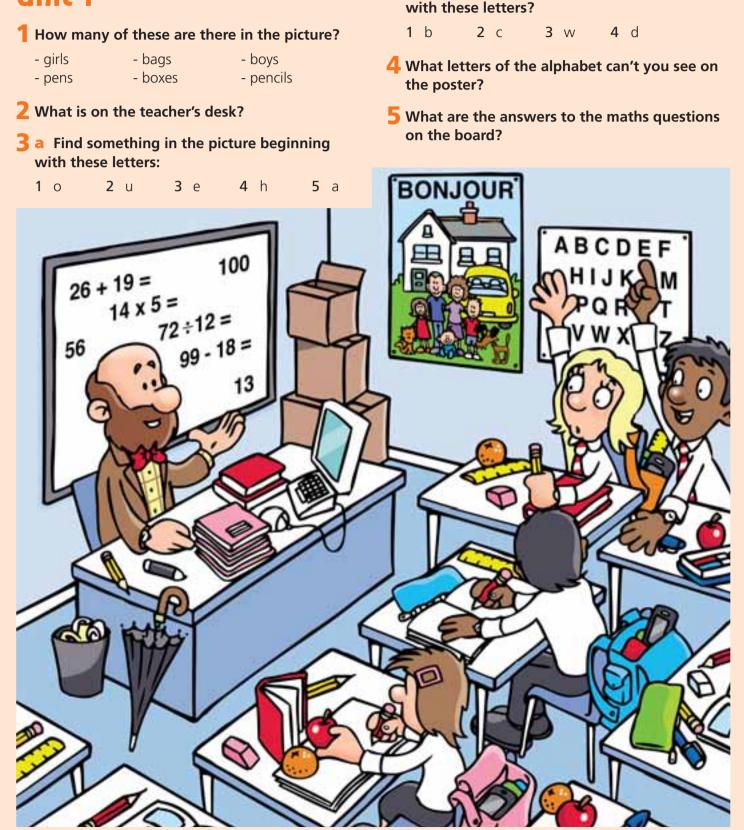
### ANSWER KEY

Mut is in the French poster of the family.

# **Vocabulary and Reading**

**b** How many things can you find beginning

# Unit 1





Maps are a great way to revise countries, nationalities and geography vocabulary. The activities in this extension lesson can be done as individual exercises, pairwork or groupwork activities. If you're using iTools, the material could also work very well in heads-up activities with the whole class.

The exercises in this unit are designed to be used after completing the English Across the Curriculum lesson or at the end of the whole unit either as extra practice or revision, except exercises 3 and 4, which could be done as early as after Lesson A, or at any point thereafter.

### Exercise 1

- Elicit the names of the continents (Europe, Asia, North America, South America, Oceania / Australia and Antarctica), then ask students to find and point to each one on the map.
- If you're using iTools, you could ask individual students to come up to the front to point out the continents on the interactive whiteboard.
- Ask if there is a continent that they can't find on the map.

#### ANSWER KEY Antarctica isn't on the map.

### Exercise 2

• Students read the list of countries, then find and point to them on the map. You may like to do this as a competition to see who can find each one or all six fastest.

#### **ANSWER KEY**

Canada is in North America. Argentina is in South America. Morocco is in Africa. India is in Asia. Italy is in Europe. New Zealand is in Oceania.

### **Optional extra**

Continue the activity by naming some other countries shown on the map and asking students to locate them on their continents. You can help them with the country names by giving them some anagrams to unscramble first, then to locate on the continents (for example: AEONIST for Estonia).

### Exercise 3

- This exercise can be done at any point after completing Lesson A.
- Students locate their own country, then name the countries around it. Check they can identify the neighbouring countries by asking for the countries' names in their own language.

### Exercise 4

- This exercise can also be done at any point after completing Lesson A.
- Students compete against each other in the whole class, or in larger classes, in groups of five or six to see who can list the most countries.
- Set a time limit of no more than a minute for each letter if you do them one by one, or two minutes for all three if you do them at the same time.
- Make sure only English country names are used for the competition. For example, Crna Gora isn't acceptable for question 2 as an answer (Montenegro in English usage), but Croatia is (even though it is Hrvatska in Croatian).

### POSSIBLE ANSWERS

- 1 Sweden, Switzerland, Slovakia, Slovenia, Serbia, San Marino, Spain, Syria, Saudi Arabia, Singapore, Seychelles, Sri Lanka, South Korea, Sudan, Somalia, Senegal, Sierra Leone, São Tome and Principe, South Africa, Swaziland, Suriname
- 2 Czech Republic, Croatia, Cyprus, Cape Verde, Chad, Cameroon, Central African Republic, Congo, Cambodia, Canada, Cuba, Costa Rica, Colombia, Chile
- 3 Belarus, Bulgaria, Belgium, Bosnia-Herzegovina, Bahrain, Bhutan, Bangladesh, Burma, Brunei (Darussalam), Burkina (Faso), Benin, Burundi, Botswana, Belize, Brazil, Bolivia

### **Optional extra**

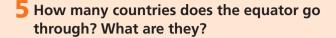
Continue the activity with other letters in the alphabet.

### Exercise 5

- Write *equator* on the board. Elicit what it means by asking for a translation, and quickly drill its pronunciation.
- Students find the equator on the map, then follow the line across the page to make a list of all the countries it goes through. Finally, they count the countries in their lists.

### ANSWER KEY

The equator goes through 12 countries: Brazil, Colombia, Ecuador, Indonesia, the Maldives, Somalia, Kenya, Uganda, the Democratic Republic of the Congo, Congo, Gabon and São Tome and Principe.





1 Which of these animals are in the pet show? How many are there?

a rat a mouse a hamster a cat a rabbit a snake a fish a spider a horse a budgie a dog a frog

**2** What other animals can you see in the picture?

### **3** Which of these things are in the picture?

### **4** What colour are these:

- the skateboard the car
- the horses the bike
- the fish the snake
- **5** Who is wearing these things? Is it a boy or a girl?
  - a red cap
  - a blue T-shirt
  - a green T-shirt
  - a yellow cap



Pictures are a great way to activate or revise language. The activities in this extension lesson can be done as individual exercises, pairwork or groupwork activities. If you're using iTools, the material could also work very well in heads-up activities with the whole class.

The exercises in this unit are designed to be used either as extra practice or as revision after completing Lesson C or the whole unit, except exercise 3, which could be used at any point after Lesson A. Exercises 4 or 5 could also be used after Lesson B as the main focus is on colours, but in this case you may need to pre-teach a few words.

### Exercise 1

- Focus on the picture. Ask students to say in their own language what they think it shows (a pet show). Write *pet show* on the board.
- Read through the list together. There are twelve animals mentioned, but make sure students understand that only some of these will appear in the pet show. You may need to pre-teach *frog*.
- Students find which animals are in the pet show. Ask them to say how many of each type they see and remind them to use the correct plural forms. Pay special attention to *mice* and *fish* as plurals.
- Ask students to point to each animal they mention. If you're using iTools, you might like to ask individual students to come up to the front to point out the animals on the interactive whiteboard.

### **ANSWER KEY**

There isn't a rat. There are two mice. There isn't a hamster. There isn't a cat. There isn't a rabbit. There's a snake. There are two fish. There's a spider. There isn't a horse. There are two budgies. There isn't a dog. There isn't a frog.

### Exercise 2

- Students make a list of all the other animals they see. At the end, see who has found the most.
- As you check the answers, ask students to point to each animal they mention in their books or on the interactive whiteboard.
- If students mention an animal you haven't covered in the unit, write the new word on the board, and quickly drill its pronunciation by asking students to repeat it chorally a couple of times.

### POSSIBLE ANSWERS

ducks, bees, butterflies, a frog, horses, dogs

### Exercise 3

- Read through the list of words and check students know their meaning.
- Students find the things in the picture.
- Write the cue *There is ... in the picture.* on the board for students to use when they give their answers, and ask them to point to each thing they mention in their books or on the interactive whiteboard.

### **ANSWER KEY**

There is a skateboard, a mobile phone, a remote-controlled car, a camera and a bike in the picture.

### Exercise 4

- Quickly elicit the names of colours by pointing to various objects around the classroom and asking *What colour is this* ...?
- If you decide to use the exercise before Lesson C, pre-teach the words *dog*, *fish*, *snake* and *horse* both in their singular and plural forms.
- Students find the things in the picture, then answer in full sentences.

### **ANSWER KEY**

The skateboard is blue, red and yellow. The horses are brown and white. One fish is blue and yellow, and the other fish is red and black. The car is green. The bike is red. The snake is orange and white.

### Exercise 5

- Pre-teach the words *cap* and *T-shirt*, if possible by pointing at one person in the classroom wearing them. Ask the rest of the class to say what colour the cap or T-shirt is. Alternatively, you can turn to p70 and use the top right picture to do this.
- Translate the question for the students. Ask them to reply with a single word (*boy* or *girl*) as they haven't learned the present continuous at this point, it wouldn't be fair to expect them to form a complete sentence. Students should point to each person they find either in their books or on the interactive whiteboard.

### ANSWER KEY

a red cap: a boy a blue T-shirt: a boy a green T-shirt: a girl a yellow cap: a girl

### Find Mut

Ask students to find and point to Mut in the picture.

### **ANSWER KEY**

Mut is behind the tree on the left-hand side of the picture.

'The benefits of extensive reading happen indirectly. Without directly studying writing, students learn to write better. Without studying vocabulary, they learn words. But perhaps the best result of extensive reading is that students enjoy reading and learning English and want to read more.' (Professor Richard Day, University of Hawaii)

As the emphasis in extensive reading is motivating the learner to learn, it is important to resist the temptation to exploit the grammar and vocabulary from the text in too much detail. Students discovering language in context, and reflecting on the grammar and vocabulary covered in the main Student's Book unit is a more effective way to develop their abilities as a learner than spending a lot of time on presentation and controlled practice.

The exercises in these sections on pp85–87 are designed to guide readers through the learning process ('scaffolding' their free reading activity), not to introduce new language.

### **Town Mouse and Country Mouse**

### **Background information**

The Town Mouse and the Country Mouse is one of Aesop's Fables. Aesop was a story-teller and slave who lived in Ancient Greece in the late 7th–early 6th century BC. There are several adaptations of the story both as prose and as poetry around the world.

### Exercise 1a 🚳 3.35

- Read through the words in the box. Explain that all these words appear in the picture in the left-hand column. Don't present the words at this point, as the point of the exercise is for students to work out the meaning of the key phrases from the context.
- Nevertheless, you may want to bring their attention to the sense of the word *country* in this context (refers to the countryside rather than a political state).
- Play the recording for students to read and listen to the story, then find the things mentioned in the box in the picture.
- Students compare ideas in pairs.
- Check answers by asking students to point out each thing mentioned, then very briefly drill the pronunciation of each phrase.

**SKILLS NOTE** One of the skills students need to learn for extensive reading is to focus on the key ideas, and to stop trying to understand every word. The meaning of a lot of words becomes clear from context – and often when it doesn't, the word isn't important enough to learn anyway.

### Exercise 1b

• Students answer the questions, quoting the relevant sentence from the text.

### ANSWER KEY

Country Mouse lives on a farm. Town Mouse lives in a big house.

### Exercise 2

- Read through the phrases together. Students work in pairs to put them in the correct columns. For this, they will need to scan the text to find each thing mentioned.
- Before students start looking for the phrases, ask them to say which part of the text is about which mouse's home (the first half is about the farm where Country Mouse lives, the second about Town Mouse).

### **ANSWER KEY**

in the country: wet grass, very big animals, a dark bedroom, a hard bed, very quiet

in the town: a soft bed, a cat, a noisy street, dangerous, a clock, lots of people

### Exercise 3

- Ask students to explain in their own language what they think the moral (the main message or main idea) of the story is (people feel more at home with the things they are used to).
- Read the questions together, and check comprehension. Allow students half a minute or so to think about their answers.
- Ask them to say which mouse they identify with most, and why. Students mention things they like about their home.
- Write *country* and *town* on the board. Collate students' ideas on the board under each heading, as they mention them. If any relevant ideas are mentioned in the students' own language, write the English translation instead, and get students to repeat the word after you to practise the pronunciation. Ask students to copy the notes in their exercise books.

### Follow-up

Ask students to draw a picture showing three or four things they like about their home. In groups, students show each other their pictures and explain what these things are, and why they like them.

**1** a **1** 3.35 Read and listen to the story. Find these things in the pictures.

Town Mouse Country Mouse a cow a cart a cat a street long grass

### **b** Which mouse lives:

- on a farm?
- in a big house?

# Town Mouse and Country Mouse

**U**ne day Town Mouse visits his friend, Country Mouse. Country Mouse lives on a farm in the country.

'Hello, Town Mouse,' says Country Mouse. 'Come in.' He brings some food for his friend.

'Thank you,' says Town Mouse. He eats a bit of the food, but he doesn't like it. He doesn't eat food like this at home in the town.

Later Town Mouse goes to bed, but he doesn't go to sleep. The bed is hard and the bedroom is very dark and quiet.

In the morning Town Mouse and Country Mouse go for a walk. The grass is long and wet. Soon Town Mouse's legs and feet are wet.

'Do you like the country?' says Country Mouse.

'Well,' says Town Mouse 'I ....' Then suddenly, he sees a very big animal.



'Eek!' he shouts. Then he runs and hides in the long grass.

'What's that?' says Town Mouse.

'Oh, it's only a cow,' says Country Mouse, and he laughs.

But Town Mouse thinks: 'I don't like the country. I want to go back to the town.'

The next day the two mice see a cart on the road.

### **2** Put these things in the correct column.

a soft bed wet grass a cat a noisy street very big animals dangerous a dark bedroom a clock a hard bed very quiet lots of people

in the country in the town

**3** Are you a town mouse or a country mouse? What things do you like about your home?

'Come on,' says Town Mouse. 'Let's go to my house in the town.' The two mice jump on the cart and travel to the town.

Town Mouse is very happy in the town, but Country Mouse doesn't like it. There are lots of people and carts in the streets. Town Mouse and Country Mouse go to a big house.



'This is my home,' says Town Mouse. 'Do you like it?'

'Well,' says Country Mouse. 'I ...' Then suddenly, he hears a loud noise. BONG! BONG! BONG!

'Eek!' shouts Country Mouse. Then he runs and hides under a chair.

'What's that?' he says.

'Oh, it's only the clock,' says Town Mouse and he laughs.

Later Country Mouse goes to bed, but he doesn't go to sleep. The bed is very soft. The bedroom isn't very dark and the street is very noisy.

The next day they go for a walk, but they see a cat. The cat wants to eat the mice. Town Mouse and Country Mouse run back to the house.

'I don't like the town,' thinks Country Mouse. 'It's noisy and dangerous. I want to go home.'

Later he sees a cart from the farm. He jumps on the cart and says: 'Thank you, Town Mouse. Goodbye.'

Soon Country Mouse is in his little house on the farm again. 'I love my home,' he says.

Town Mouse sits in his big house in the town. 'I love my home,' he says.

# **a 1** a **3.36** Read and listen to the story. Find these in the picture.

Finn Oonah Benan a cradle bread rolls stones the fire

**b** Match the words to the people in the story.

bad good clever

# Finn, The **GIANT**

Here's a story from long ago. Finn MacCool is a giant. He lives in Ireland. Finn is a good, strong giant. He lives with his wife, Oonah. Finn and his good, clever wife live on a hill near the sea.

On the other side of the sea is Scotland. A giant lives there, too. His name is Benan. He isn't a good giant. He's a big, bad giant. Finn doesn't like Benan. One day he throws some big rocks at Benan. Benan doesn't like Finn and he throws big rocks back. The rocks land in the sea between Ireland and Scotland.

Soon there are lots of rocks in the sea. The rocks make a bridge. Big, bad Benan starts to cross the bridge.

'Oh, no!' says Finn, and he runs home.

'What's wrong?' says Oonah when she sees her husband.

'Look,' he says. 'Here comes big, bad Benan! What can I do?'

'Quick,' says clever Oonah. 'Make a big baby's cradle.'

Finn collects some wood and makes a big cradle. 'Now get in the cradle and be quiet,' says Oonah. Then she collects some stones and makes some bread rolls. She puts stones into the rolls. But there is one roll with no stone in it.

Soon Benan arrives and he bangs on the door. 'Where's Finn? he shouts.

'He isn't here,' says Oonah. 'There's only me and the baby at home.'

Benan looks at the cradle. 'That's a very big baby,' he says.

'Yes, just like his daddy,' says Oonah. 'Finn is a very big giant.'

'Oh,' says Benan. Then he sees the bread by the fire. 'Mmm. Those bread rolls smell very good,' he says. 'Can I have one?'

'Yes. Here you are,' says Oonah. She gives Benan a bread roll. There's a big stone in it.

'Thank you,' says Benan. He opens his big mouth and bites the

### **2** Complete the sentences with the correct name.

- 1 \_\_\_\_\_ throws rocks at Benan.
- 2 \_\_\_\_\_ crosses the bridge to Ireland
- 3 \_\_\_\_\_ makes a cradle and gets into it.
- 4 \_\_\_\_\_ puts stones in the bread rolls.
- 5 \_\_\_\_\_ bites one of the stones.
- 6 \_\_\_\_\_ gives the baby a bread roll.
- 7 \_\_\_\_\_ runs back to Scotland.
- **8** \_\_\_\_\_ throws the rocks into the Atlantic Ocean.

**3** Work in a group of three. Act the story.

bread roll. 'Ow!' he shouts. 'My teeth! This bread is very hard.'

'Oh,' says Oonah. 'Finn eats this bread every day. He likes it.' Then the baby starts to cry. 'Oh dear,' says Oonah. 'He's hungry. Here you are, baby. Here's a bread roll for you.'

'That baby's got very strong teeth,' says Benan. He doesn't know that there's no stone in the baby's bread roll. The baby eats the bread roll.

'Listen,' says Oonah. 'I think I can hear Finn outside now.'

'Oh, no,' thinks Benan. 'If this is Finn's baby, I don't want to meet Finn!' And he runs out of the house and back to the sea. As he crosses the bridge again, he picks up the big stones. He throws them far into the Atlantic Ocean. 'Finn can't follow me now,' he thinks.

But Finn doesn't want to follow Benan. He's happy in Ireland with his clever wife, Oonah.



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### Finn, the Giant

### **Background information**

Fionn mac Cumhaill, or Finn MacCool, is a character from Irish mythology. Stories about his life and deeds form the so-called *Fenian Cycle*, attributed to the seventh-century story-teller Oisín, regarded as the greatest poet in Ireland. There are many variations of these stories in existence.

### Exercise 1a 🚳 3.36

- Read the title. Elicit or pre-teach the meaning of *giant*.
   Read through the words in the box. Check that students understand they have to find three people and four things.
   Don't present the meaning of the words at this point, as the aim of the exercise is for students to work it out from context.
- Play the recording for the students to read and listen to the text, identifying who or what each of the expressions refers to. You may like to read aloud as students follow silently to keep everyone on track.
- Students compare ideas in pairs. When you check answers with the class, ask students to point to each person or thing in the picture as they mention them.
- Elicit a translation for the four expressions.

### **Exercise 1b**

• Students work in pairs to match the words to the main characters.

### ANSWER KEY

bad: Benan good: Finn, Oonah clever: Oonah

#### Exercise 2

- Read the eight statements, and elicit a translation of each one or ask students to look up unfamiliar words in a dictionary.
- Students read the story again, more carefully this time. Encourage them to work in pairs or small groups to discuss their ideas about the text, and use dictionaries to look up any unfamiliar words.
- Students first underline the passages which have any information about the statements and study these passages more carefully.
- Students complete the statements, checking the answers in their pairs or groups.

### ANSWER KEY

- 1 Finn
- 2 Benan
- 3 Finn
- 4 Oonah

6 Oonah 7 Benan

5 Benan

8 Benan

**CULTURE NOTE** The Giant's Causeway is an area of tens of thousands of basalt rock formations on the northern shore of Ireland (in County Antrim in Northern Ireland in the UK). According to legend, the stones are the remains of the bridge one of the giants built to reach the other. When Benan flees back to Scotland in the story, he rips up the bridge, leaving the stones that you can see today. In fact, the rocks are the result of volcanic activity in the area 50 to 60 million years ago. Interestingly, there is also a basalt formation on the Scotlish side, near Fingal's Cave on the island of Staffa – corresponding with events in the legend.

### Exercise 3

- Students work in groups of three to practise acting the story. Remind them that the statements in exercise 2 can serve as a useful guide to the order of events in the story. Allow ten to fifteen minutes for rehearsals before you ask for some volunteering groups to perform in front of the class.
- You may like to ask the class to vote on the best overall group performance, and on the best performance as Finn, as Benan and as Oonah.

### Follow-up

Ask students to think of any similar stories in their own country, involving giants. In groups, students draw pictures to show the main events in their chosen story – each story should consist of five to eight events. You may like to help with any unfamiliar vocabulary so students can write captions. Display the picture stories around the classroom, then ask the rest of the class for their impressions.

### The Fox and the Crow

### **Background information**

*The Fox and the Crow* is another one of Aesop's Fables. For more information, see the notes on the Extensive reading in Unit 4.

### Exercise 1a 🚳 3.37

- Read the title together, and elicit a translation. Check that students pronounce *crow* as /krəʊ/ to rhyme with *low*, not with *how*. As the story is popular around the world, you may like to ask students to try and tell you what they remember of the story.
- Ask students to find the two animals and the piece of cheese in the picture.
- Play the recording for students to read and listen to the story.

### Exercise 1b

- Read the two questions. Ask students what they remember of the outcome of the story. Remind them that several different versions of the story exist, so they will have to read the whole story to find out if they remembered correctly.
- Students read the text. You may like to read aloud as they follow along to keep everyone on track.
- Check answers.

### **ANSWER KEY**

The crow gets the cheese first. The fox eats the cheese.

### Exercise 2a

- Read through the statements and check comprehension by asking for a translation of each one. Explain that the order of events has been jumbled up.
- Ask students to work in pairs to order the events. They compare answers with another pair before you check them with the class.

#### **ANSWER KEY**

1	е	4 f
2	с	<b>5</b> a
3	b	<b>6</b> d

### **Optional extra**

Students may like to act the story. There is nearly nothing for the crow to say, so students should focus more on acting out the key events physically than on the dialogue. Ask the class to vote on the best performance.

### Exercise 2b

- Read and translate the question.
- Students answer in English if they can in their own language, if they find English too difficult.

### **POSSIBLE ANSWER**

The crow wants to sing because she wants to have a beautiful voice. The fox tells her she has got a beautiful voice, and the crow tries to show him he's right.

### Follow-up

Students work in small groups or pairs and use the list of events from exercise 2a to create a simple picture story to tell the tale of *The Fox and the Crow*. If you want to make the task more challenging, you could ask students to change just one element of the story – then ask the rest of the class to identify what is different about it, and say if they like it better or not than the original story. Ask students to present their picture stories by showing their six drawings and using their own words (in English) to say what's happening in each.

# **1** a **1** 3.37 Read and listen to the story. Find these things in the picture.

the fox the crow the piece of cheese

### **b** Which animal:

- gets the cheese first? - eats the cheese?

### **2** a Put the events in the correct order.

- a The cheese falls.
- **b** The fox says that the crow has got a beautiful voice.
- c She flies up into a tree.
- d The fox eats the piece of cheese.
- e The crow picks up the piece of cheese.
- f The crow opens her beak to sing.
- **b** Why does the crow try to sing?

# The Fox and the Crow

The fox is hungry. He's looking for food, but he can't find anything to eat. Then he sees something. It's a piece of cheese – nice, yellow cheese. The fox loves cheese.

He runs to get it, but then he sees a bird – a big black bird. It's a crow. The crow likes cheese, too. The big, black crow lands next to the cheese, picks it up in her beak and flies up into a tree.

The fox isn't happy. He's still hungry, but now he can't eat the piece of cheese. He can see it. It's in the crow's beak and the crow is sitting on a branch in the tree.

'I really want that piece of cheese,' thinks the fox. 'But how can I get it? I can't climb trees. And the crow can fly away.'

The fox is very clever and he has an idea. He walks to the tree and he looks up. The crow is sitting on a branch. She's holding the piece of cheese in her beak. She sees the fox, but she doesn't fly away. She knows that the fox can't get her. She's safe in the tree.

'Good morning, Mrs Crow,' says the fox and he smiles. 'How are you today?' The crow doesn't say anything. She can't speak because she's holding the piece of cheese in her beak.

'Isn't it a lovely day?' says the fox. 'The sun is shining. The birds are singing.'

The crow doesn't say anything.

'But you aren't singing,' says the fox. 'Why aren't you singing today, Mrs Crow? Everyone says that you've got a beautiful voice.'

Now everyone knows that the crow can't sing. She can only say 'Caw. Caw.' But the fox says: 'Please sing for me, Mrs Crow. I want to hear your beautiful voice.'



The crow wants to sing. She wants to have a beautiful voice.

'Please sing your beautiful song for me,' says the fox again.

The crow wants to sing. She opens her beak and says: 'Caw. Caw.'

But the fox isn't listening to her. When she opens her beak, the piece of cheese falls. It lands in front of the fox. He looks at the cheese. The crow looks at the cheese.

'Thank you,' says the fox. Then he picks up the piece of cheese – the nice, yellow cheese – and he eats it.

# Student's Book Audio scripts

# **Unit 1 Introduction**

### 1.3 p4 Exercise 3

1 Joe Hello, Carla. Carla Hi, Joe. 2 Teacher Andy Fletcher. Andy Yes, Mrs Williams. Teacher Molly Dawson. Molly Yes, Miss. 3 Carla & Mel Ravi! Ravi Oh, hello, Carla. Hi, Mel. Carla & Mel Hello, Ravi. 4 Molly Hello. Joe Hello, Molly. It's Joe.

Molly Oh, hi, Joe. 5 Millie Hi, Mickey.

Mickey Oh, hi, Millie. Hello, Mut. Mut Woof!

### 1.5 p<sup>5</sup> Exercise 5b

Good morning.
 Hello!
 See you later.
 Hi.
 Good afternoon.
 Good evening.
 Goodbye.
 Goodnight.

1.6 p5 Exert

# **1.6** p5 **Exercise 6a**

Molly Hello, Andy.
Andy Oh, hi, Molly. How are you?
Molly I'm fine, thanks. And you?
Andy Fine.
Molly OK. See you.
Andy Yes. Bye.
2
Carla Good morning, Mr Walker. How are you?
Mr Walker Hello, Carla. I'm fine, thanks. And you?
Carla I'm fine, thank you, sir.
Mr Walker That's good.
Carla See you later, sir.
Mr Walker Yes. Goodbye, Carla.

1.9 p6 Exercise 3 1 A What's this? B It's an umbrella. 2 A What's this? **B** It's a door. 3 A What's this? **B** It's a boy. 4 A What's this? B It's an orange. 5 A What's this? **B** It's a chair. 6 A What's this? **B** It's a pencil. 7 A What's this? **B** It's an exercise book. 1.11 p7 Exercise 6 1 Millie Listen. Don't listen. 2 Millie Open the door. Don't open the door. 3 Millie Talk. Don't talk. 4 Millie Close your book. Don't close your book. 5 Millie Sit down. Don't sit down. 6 Millie Write your name. Don't write your name. 7 Millie Open the window. Don't open the window. 8 Millie Stand up. Don't stand up.

#### 1.12 p7 Exercise 7

- 1 Stand up.
- 2 Don't say 'hello'.
- 3 Look at the teacher.
- 4 Don't sit down.
- 5 Say 'I'm an umbrella'.
- 6 Sit down.
- 7 Don't open your book.
- 8 Open your exercise book.

#### 1.15 p8 Exercise 3a

- 1
- A What's your telephone number, John?
- **B** It's five double one, six nine eight.
- A Five double one, six nine eight?
- B Yes.
- 2
- A What's your mobile number, Katie?
- B It's oh double seven double oh.
- A Oh double seven double oh. OK.
- **B** Four double nine.
- A Four double nine.
- **B** Three five two.
- **A** Three five two. So that's oh double seven, double oh four, double nine, three five two?
- B Yes.
- 3
- A What's your phone number, Sanjit?
- **B** It's oh double one five.
- A Oh double one five. Yes.
- **B** Four nine six.
- A Four nine six. OK.
- B Double eight double two.
- **A** OK. That's oh double one five, four nine six, double eight double two.
- **B** Yes.
- 4

**A** Laura. Is your phone number seven three, double six two nine?

- **B** No. It's seven three, double two, six nine.
- A OK. Seven three?
- B Yes.
- A Double two?
- B Yes.
- A Six nine.
- **B** Yes. That's right. Seven three, double two six nine.
- A Thanks.

#### 1.17 p<sup>9</sup> Exercise 6b

- 1 Happy birthday! You're thirteen today.
- 2
- A How much is this?
- **B** It's nine pounds ninety.
- 3
- A What number is your house?
- **B** It's number eighty.

- Don't look at the window.
- 10 Don't pick up your pen.
- **11** Pick up your pencil.
- 12 Write your name.
- 13 Draw a dog.

9

- 14 Don't draw a watch.
- **15** Put down your pencil.

- 4 Good morning. It's seven fifteen. Time for ...
- 5
- **A** What number is this bus?
- **B** It's number seventy.
- 6
- A What number is your teacher?
- **B** He's number sixteen.

#### 1.18 p9 Exercise 9

- 1 seventy-one
- 2 sixty-four
- 3 forty-nine
- 4 thirty-eight
- 5 fifty-five
- 6 twenty-three
- 7 eighty-two
- 8 a hundred

#### 1.20 p9 Exercise 11b

This old man he played two. He played knick knack on my shoe. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played three. He played knick knack up a tree. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played four. He played knick knack on my door. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played five. He played knick knack on my hive. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played six. He played knick knack with some sticks. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played seven. He played knick knack up in heaven. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played eight. He played knick knack at my gate. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played nine. He played knick knack down a mine. With a knick knack paddy whack, give a dog a bone. This old man came rolling home. This old man he played ten. He played knick knack with my pen. With a knick knack paddy whack, give a dog a bone. This old man came rolling home.

#### 1.24 p10 Exercise 3

1 door D-double oh-R ΡΕΝ 2 pen GIRL 3 girl 4 egg E double G CLOSE 5 close WOMAN 6 woman A double P L E 7 apple 8 umbrella U M B R E double L A

#### 1.25 p10 Exercise 4b

/eɪ/ahjk /iː/bcdegptv /e/flmnsxz /ai/iy /əʊ/o /juː/quw /ɑː/r

#### 1.26 p10 Exercise 6a

- 1 How do you spell 'eight'? Is it E I G H T?
- 2 How do you spell 'window'? Is it WINDO?
- **3** How do you spell 'listen'? Is it L I double S E N?
- 4 How do you spell 'mobile'? Is it M O B I L E?
- 5 How do you spell 'apple'? Is it A P L E?
- 6 How do you spell 'board? Is it B O R D?
- 7 How do you spell 'morning'? Is it M O R N I N G?
- 8 How do you spell 'forty'? Is it FOURTY?

#### 1.29 p11 Exercise 10b

- 1 There are two dogs in the picture.
- 2 There's one girl in the picture.
- 3 There are four boxes in the picture.
- 4 There are two women in the picture.
- **5** There are two men in the picture.
- 6 There are ten oranges in the picture.
- 7 There's one umbrella in the picture.
- 8 There are four glasses in the picture.

#### 1.31 p12 Exercise 2

Andy Here are some more short forms: Boys:

- 1 Christopher is Chris. That's C H R I S.
- **2** Michael is Mike. That's M I K E.
- **3** Thomas is Tom. That's T O M.

#### Girls:

- 1 Elizabeth is Liz. That's L I Z or Lizzie.
- 2 Catherine is Kate. That's KATE.
- 3 Megan is Meg. That's M E G.

#### 1.34 p14 Exercise 1

**Kelly** Hello, I'm Kelly Harrison. That's K E double LY H A double R I S O N. I'm twelve years old and my phone number is: oh double seven double oh nine double oh five seven one. That's 07700900571.

**Marcus** Hi! My name's Marcus Foster. That's M A R C U S F O S T E R. I'm thirteen years old and my phone number is seven nine four six oh double three two. That's 79460332.

#### 1.35 p<sup>14</sup> Exercise 2a

- A Good morning. How are you?
- **B** I'm fine, thanks. And you?
- A Fine. What's your surname?
- **B** It's Belling.
- A How do spell that?
- **B** It's B E double I I N G.
- A Thank you. And what's your first name?
- **B** Chris.
- A Is that short for Christopher?
- **B** Yes, it is.
- A OK. You're number sixty-three.
- **B** Thank you.

#### 1.36 p14 Exercise 4

- 1 Listen.
- 2 Open your books.
- 3 Stand up.
- 4 Open your exercise book.
- 5 Pick up your pencil.
- 6 Draw an apple.
- **7** Sit down.
- 8 Close your exercise book.
- 9 Look at the window.
- 10 Look at the teacher.

#### 1.37 p14 Exercise 5b

28 49 30 67 51 22 94 36 85 19 71 99

## **Unit 2 Friends and family**

#### 1.40 p16 Exercise 2b

- 1 Tokyo is in Japan.
- 2 Rio de Janeiro is in Brazil.
- **3** Sydney is in Australia.
- 4 Milan is in Italy.
- **5** London is in Britain.
- 6 Paris is in France.
- 7 Moscow is in Russia.
- 8 New York is in the USA.
- 9 Beijing is in China.

#### 1.41 p16 Exercise 4

- 1 Vera is from Rio de Janeiro. She's from Brazil.
- 2 Ivan is from Moscow. He's from Russia.
- 3 Paola is from Milan. She's from Italy.
- 4 John and Alice are from London. They're from Britain.
- **5** Natalie is from Paris. She's from France.
- 6 Peter is from Sydney. He's from Australia.
- 7 Hiroki and Akiko are from Tokyo. They're from Japan.
- 8 Dong and Bik are from Beijing. They're from China.

#### 1.44 p<sup>18</sup> Exercise 1b

1	dad	4	grandfather	7	father
2	sister	5	daughter	8	aunt
3	uncle	6	grandma	9	son

#### 1.47 p19 Exercise 8a

Ravi Whose book is this? Mel It's Andy's. 2 Molly Whose pencils are these? Mel They're Andy's, too. Ravi No, they aren't. They're Mel's. Mel That's right. 3 Andy Whose exercise book is this? Molly It's yours, Andy. Andy Yes. 4 Andy Whose umbrella is this? Mel It's Molly's umbrella. Molly No, it isn't. Ravi I know. It's Carla's umbrella. Where is Carla?

#### 1.49 p<sup>21</sup> Exercise 6a

1

Teacher Hello. This is Connor. He's your new classmate. He isn't from Oxford. Girl Are you from Australia? **Connor** Yes, I am. **Boy** Are you from Sydney? Connor No, I'm not. Girl Are you from Melbourne? **Connor** Yes, I am. Boy How old are you? Are you thirteen? Connor No, I'm not. Girl Are you twelve? **Connor** Yes, I am. 2 Teacher This is Dana. Please say hello to her. **Boy** Are you from London? Dana No, l'm not. **Girl** Are you from Manchester? Dana No, l'm not. Girl Are you from England?

Dana No, I'm not. I'm from the Czech Republic.
Boy Are you from Prague?
Dana Yes, I am.
Boy Are you twelve?
Dana Yes, I am. Are you twelve, too?
3
Teacher This is your new classmate, Simon. Simon, are you from Oxford?
Simon No, I'm not.
Girl Are you from London?
Simon Yes, I am.
Boy Are you twelve?
Simon No, I'm eleven.

#### 1.51 p22 Exercise 2

- 1
- **A** What day is it today?
- **B** It's Friday.
- 2
- **A** Is it Monday today?
- B No, it isn't. It's Tuesday.
- 3 Oh good. It's Saturday today.
- 4
- **A** What's your favourite day?
- B Friday. What about you?
- **A** Sunday's my favourite day.
- 5 My birthday is on Wednesday.
- 6 Good morning. It's Thursday and this is Radio One.

#### 1.53 p23 Exercise 6a

1

DJ Hi. This is Jez Jones on The Birthday Show. What's your name? Julie Julie Spencer. DJ Hello, Julie. How old are you? Julie I'm twelve. **DJ** And who is your song for? Julie It's for my friend. Her name's Mary. **DJ** When's her birthday? Julie It's on Friday. DJ And how old is she? Julie She's twelve on Friday. **DJ** OK. Where are you? Julie I'm at home. **DJ** Is Mary there, too? Julie No, she isn't. She's at her house. DJ Well, happy birthday, Mary, from your friend, Julie. Here's the song. 2 DJ Hi, this is Jez Jones on The Birthday Show. What's your name? **Peter** Peter Daley. DJ Hello, Peter. How old are you? Peter I'm eleven. **DJ** And who is your song for? Peter It's for my cousin. His name's Mike.

**DJ** When's his birthday?

Peter It's today.

DJ And how old is he?
Peter He's ten.
DJ OK. Where are you?
Peter I'm at my cousin's house.
DJ Is Mike there, too?
Peter Yes, he is.
DJ Well, happy birthday, Mike, from your cousin, Peter. Here's the song.

#### 1.55 p24 Exercise 4a

- 1
- A What's your address?
- **B** It's sixty-five Morgan Street.
- A How do you spell 'Morgan'?
- **B** It's MORGAN.
- A OK. Sixty-five Morgan Street. And what town is that?
- B It's in Liverpool.
- A Liverpool. And what's the postcode, please?
- B It's L26 9RQ
- A L26 9RQ. Thank you.
- 2
- A What's your address?
- **B** It's number 12 Peel Avenue
- A How do you spell Peel?
- **B** It's P double E L. Number 12.
- A OK. 12 Peel Avenue. And what town is that?
- **B** It's in London.
- A London. And what's the postcode, please?

B It's EC5 7DG.

A EC5 7DG. Thank you.

#### 1.56 p25 Exercise 2b

- 1 The Indian Ocean is between Africa and Oceania.
- **2** North America and South America are between the Pacific Ocean and the Atlantic Ocean.
- 3 Africa is between the Atlantic Ocean and the Indian Ocean.
- 4 The Arctic Ocean is next to North America, Europe and Asia.
- 5 Oceania is between the Indian Ocean and the Pacific Ocean.
- 6 The letter A is in Africa, Antarctica, America and Asia.

#### 1.57 p<sup>25</sup> Exercise 3a

- 1 The Atlantic Ocean
- 2 Asia
- 6 Europe7 The Indian Ocean
  - 8 Antarctica
- 3 North America4 The Pacific Ocean
- 5 Africa
- 9 Oceania
- 10 The Arctic Ocean

## Unit 3 My world

#### 2.3 p28 Exercise 1b

- 3 Good morning. It's 7.30 on Tuesday. This is Radio London.
- 6 A Is this the DVD?
- **B** Yes, it is.

#### 8

- A What's on television?
- **B** Let's have a look.
- 9 OK. Say 'cheese'!
- 10 Hi, Will.

#### 2.5 p29 Exercise 6a

**Ravi** I've got a remote-controlled car and a skateboard in my bedroom, but I haven't got a computer or a television in my room. They're downstairs in the living room. I've got a mobile phone and my sister, Vama, and I both have MP3 players. Vama's MP3 player is white and my MP3 player is green. Vama's got a camera. She's lucky. I haven't got one. But she hasn't got a bike. I have. It's great.

#### 2.9 p32 Exercise 1b

- 1 This is a small animal. It's got a long, thin tail. The one in the picture is grey.
- 2 This animal is a bird. The one in the picture is blue and white.
- 3 This is a very big animal. The one here is white.
- 4 This is like a small rat. The one in the picture is white and it's got a pink tail.
- 5 This animal is small and it's got eight legs. This one is brown.
- 6 This is a small animal. This one is brown and white.
- 7 This is a big bird. The one in the picture is green and red.
- 8 This animal has got long ears. The one in the picture is grey.
- 9 This is a very long, thin animal. This one is black and yellow.
- 10 The last animal is orange.

## 2.11 p33 Exercise 7

#### 1

- Man Have you got a pet, Ollie?
- **Ollie** Yes, I have. I've got a hamster.
- Man What's its name?
- Ollie Hammy.
- Man What colour is Hammy?
- Ollie He's grey.

Woman What pet have you got, Phoebe?

Phoebe l've got a budgie.

Woman What colour is it?

Phoebe Blue and white.

Woman Has it got a name?

**Phoebe** Yes, her name's Becky.

Woman Becky the budgie?

Phoebe Yes.

Salim Yes.

3
Man What about you, Salim? Have you got a pet?
Salim Yes, I have. I've got a spider.
Man A spider?
Salim Yes, it's brown and orange.
Man Oh, OK. Has it got a name?
Salim Yes, it's Fred.
Man F R E D?

#### 4

Woman And what pet have you got, Alice?
Alice I've got a fish. It's called Nemo.
Woman Nemo, as in the film?
Alice Yes, but it isn't orange and white like Nemo in the film.
Woman Oh, what colour is it?
Alice It's red.
Woman Oh, OK.

#### 2.13 p<sup>35</sup> Exercise 5

1

**Boy** What have we got now?

Joe It's break now. Then RE. Let's have a look. Yes. RE.

Joe Have you got your Maths book here?

Girl Maths? We haven't got Maths today.

Joe Yes, we have. We've got a double lesson after lunch.

3

Joe Mum. Mum! Where are my PE things? We've got double PE today.

5

Joe Great! No school today!

6

Boy What have we got first lesson?

Joe Double French.

Boy Oh no. I haven't got my French books.

Joe Oh.

#### 2.15 p36 Exercise 3

1

**Sasha** Hi. My name's Sasha. I'm in class 8A. My favourite subjects are History and PE. Our school uniform is green and white. It's OK. I have a school lunch.

2

**Henry** My name's Henry and I'm in class 9K. My favourite subjects are Science and French. Our school uniform is blue. It's a bit boring, but it's all right. I don't have a school lunch. I bring sandwiches from home.

3

**Rob** Hello. I'm Rob. I'm in Class 7B. My favourite subjects are Art and Geography. We've got a great Art teacher. Our school uniform is quite good. It's grey and red. I have school lunches. They're OK.

4

**Noelie** My name's Noelie and I'm in Class 10C. Maths and Biology are my favourite subjects. Our school uniform is blue and black. It's not bad. I have a packed lunch.

#### 2.17 p37 Exercise 1b

arm	nose
hand	foot
mouth	ear
еуе	body
head	leg

#### 2.19 p37 Exercise 2b

furtwo legsa beakwingsfeathersfour legsteetha nosewhiskers

#### 2.20 p38 Exercise 5a

1

Martha Hi, Edward. Edward Hi, Martha. Is that your new bike? Martha Yes, it is. It's my birthday present. Edward Cool. I haven't got a bike. Martha But you've got a skateboard. I haven't. Edward This isn't my skateboard. It's my brother's. Martha Oh, I... Is that my mobile? Edward No, it isn't. It's my mobile ... Hello ... 2 Martha Hi Edward. What have you got in the bag? Edward It's a DVD. Martha Oh, have you got a DVD player? Edward No, I haven't. I can watch it on my computer. Martha Good idea. I haven't got a computer. I've got a DVD player and a television in my room - and a radio. Edward Oh, I haven't. I've only got a computer. 3 Girl Is that your dog, Martha? Martha No, it isn't. I haven't got a pet. It's Edward's. Girl Oh, where's Edward? Martha He's over there with my brother. Girl Oh, the two boys with the remote-controlled car? Martha Yes, it's Edward's birthday present. **Girl** Have you got a remote-controlled car? Martha No, I haven't.

# Unit 4 Time

# **2.23** p41 Exercise 3

- A What's the time, please?
- **B** It's twenty to four.
- 2

A I haven't got my watch. What's the time?

- **B** It's quarter to twelve.
- 3 Come on, Ravi. It's five past eight.
- 4
- A Have we got History today?
- **B** Yes, at half past two.
- **5** This is Radio One. It's quarter past seven.
- 6
- A What time is *The Simpsons* on?

**B** At six o'clock.

#### 2.24 p41 Exercise 6b

When's the volleyball match?
 It's on Friday at eight o'clock.
 When's the volleyball match?

A When's your dance lesson, Annie?

B It's on Tuesday at ten past five.3

- A Is the school concert this week?
- **B** Yes, it is. It's on Thursday at half past seven.

4

- A Is your piano exam this week, Jim?
- B Yes, it is. It's on Wednesday at twenty to twelve.
- A When's our hockey game?
- B It's on Sunday at quarter past three
- 6
- **A** Is Fred's party on Friday?
- B No, it isn't. It's on Saturday.
- **A** What time?
- **B** Half past four.
- 7
- A When's your tennis lesson, Claire?
- **B** It's on Monday at quarter to four.

#### 2.28 p43 Exercise 6

**Molly** The boys and girls arrive at quarter to eight. They all walk to school. Lessons don't start at quarter to eight. They start at eight o'clock. At twelve o'clock the children all go home for lunch. Afternoon lessons start at two o'clock and they finish at five o'clock. The boys and girls all go home and they have dinner at half past five. After dinner they do their homework, but they don't do it at home. They go back to school at seven o'clock and they do their homework there. They leave at quarter past eight and they go home.

#### 2.32 p45 Exercise 6

1 A I play tennis. **B** I don't play tennis. 2 A She goes to school. **B** She doesn't go to school. 3 **A** We like sport. **B** We don't like sport. 4 A He plays football. **B** He doesn't play football. 5 A She watches TV. **B** She doesn't watch TV 6 A You go swimming. **B** You don't go swimming.

#### 7

A They collect football cards.

**B** They don't collect football cards.

#### 2.33 p45 Exercise 8a

#### 1

Juraj My name's Juraj and I'm from Slovakia. I like sport. In my free time I play ice hockey. I don't play football, but I watch football on television. I go skiing, too. I like music. I don't play a musical instrument, but I listen to music on my MP3 player. 2

**Guang** My name's Guang and I'm from Thailand. I like music. I play the violin and I go to dance class, too. I don't like sport. My brother plays tennis, but I don't. I go swimming. I like that. I collect badges, too. I've got a hundred badges from Thailand and other countries. Oh, and I play computer games.

#### 2.37 p48 Exercise 4a

**Cherry** At our school the girls play hockey in the winter. I'm not very good at it, but I like it. It's fun. My favourite sport is tennis and I'm quite good at it. I play for the school team. I love to watch tennis on television, too. What else do we do? Well, there's athletics in the summer. I don't like that very much, but I like sports day, because we don't have any lessons that day. Oh, and we do swimming, too. I love that.

**Marcus** We play rugby at our school. It's great and I'm quite good at it. I'm in the school team. We have matches against other schools on Saturday mornings. My favourite sport is snooker. I don't play it, but I like to watch it on television. We only play rugby in the winter. In summer we play cricket. I don't like that very much, because I'm not very good at it, but I like athletics. What other things do we do? We play basketball. I like that.

#### 2.39 p49 Exercise 2b

#### wind instrument

a trumpet	a saxophone
a trombone	a flute
a clarinet	a harmonica
string instrument	
a guitar	a double bass
a harp	an electric guitar
a violin	
percussion instrument	
a xylophone	drums
a piano	keyboards
a tambourine	

#### 2.41 p50 Exercise 4a

Woman Hello. What's your name?
Kenton Brooks.
Woman How do you spell Brooks?
Kenton B R double-O K S.
Woman B R double-O K S. Thank you. And where are you from, Kenton?

Kenton I'm from Brighton.

Woman Brighton. B R I G H T O N. And how old are you?Kenton I'm twelve. In fact, it's my birthday on Saturday.Woman Well, happy birthday for Saturday. What's your phone number?

**Kenton** It's oh one two seven three six one three double nine. **Woman** Oh one two seven three six one three double nine.

Have you got any brothers or sisters?

**Kenton** I haven't got a sister, but I've got a brother. His name's Max.

Woman What school do you go to?

**Kenton** I go to Longhill School. That's L O N G H I double L – Longhill.

Woman And what are your favourite subjects?

Kenton Science and History.

Woman What do you do in your free time?

Kenton | play football, | go swimming and | listen to music.

Woman Do you play a musical instrument?

Kenton No, I don't, but my brother plays the electric guitar.

## Unit 5 Places

#### 2.44 p52 Exercise 1b

- 1 The remote-controlled car is on ...
- 2 The clock is on ...
- 3 The skateboard is in ...
- 4 The football is on ...
- 5 The books are on ...
- 6 The comics and magazines are on ...
- 7 The guitar is on ...
- 8 The robot is on ...
- 9 The football cards are on ...

#### 2.47 p53 Exercise 5a

1

- A Where's my book?
- **B** It's on the desk, behind the computer.
- A Where's my CD?
- **B** It's there, in front of the window.
- 3
- A Where's my watch?
- **B** Look! It's in the desk drawer.
- 4
- A Where's my pen?
- **B** It's on the desk next to the computer.
- 5
- A Where's my mobile phone?
- **B** It's here on the chair.
- **6**
- 0 A W/b/
- A Where's my umbrella?
- B Over there, under the chair.7
- A Oh, no! Where's my bag?
- B Here it is. It's behind the door.

#### 2.49 p54 Exercise 2b

- 1 upstairs
- 2 bedroom
- 3 bathroom
- 4 downstairs
- 5 kitchen
- 6 dining room

#### 2.54 p57 Exercise 5a

- 1
- A Excuse me. Is there a post office near here?
- **B** Yes, there is. It's in Victoria Road.
- 2 A Excuse me. Is there a hotel near here?
- B Let me see. Yes, there is. It's behind the Town Hall.
- A Excuse me. Is there a bank near here?
- **B** Erm ... Yes, there is. It's next to the sports shop.
- A Excuse me. Is there a café near here?
- B Yes, there are lots. There's a very good café in Market Square.5

7 hall

8 stairs

9 toilet

11 garage

12 garden

10 living room

- A Excuse me. Is there a bus stop near here?
- **B** Yes, there is. It's in front of the museum.
- 6
- A Excuse me. Is there a park near here?
- **B** Yes, there is. It's opposite the station.

## 2.58 p60 Exercise 3a

#### 1

Jane Hello. My name's Jane. I live in Tunbridge Wells. I really like the town. There are lots of shops and there's a very nice park near the station. It's called Calverley Grounds. We often go there at the weekend. We play tennis there and in the winter we go skating.

#### 2

**Ivan** Hello, my name's Ivan. I don't live in Tunbridge Wells. I'm a visitor. I live in Germany. I like Tunbridge Wells. It's a very nice town. I love the old part – the Pantiles. There are some very nice cafés and shops there.

#### 3

**Mark** Hi. My name's Mark. I live in Tunbridge Wells, but I don't really like it here. There's nothing to do if you haven't got a car. There isn't a cinema in the town centre now. It's in the shopping centre near the town. And you can't go swimming in the town, either. The swimming pool is at the sports centre and that's outside the town, too.

#### 4

**Alice** Hi. I'm Alice. I live in Tunbridge Wells. I like the town. There are lots of things to do. There are two theatres and there's a big sports centre. The sports centre's near my house, so I go there a lot. And you can take the train to London. That's great.

#### 2.59 p62 Exercise 3a

Every Saturday Ben has a piano lesson. He can play the piano well. His sister, Clare, goes swimming, but Ben can't swim. In the afternoon, Ben does some art. He can draw horses and other animals. He draws with his left hand. His sister practises her German. She likes German.

Ben can't speak German. He can only speak English.

## Unit 6

#### 3.3 p64 Exercise 1b

- 1 This woman has got dark hair and brown eyes.
- 2 This man has got fair hair. He hasn't got a moustache.
- 3 We can only see this person's eyes. They're green.
- 4 This person has got fair hair. Her hair is long and she's got glasses.
- 5 This person is slim. His hair is brown. He isn't tall. He's short.
- 6 This person has got dark hair. He's very fat.
- 7 This person hasn't got any hair.
- 8 This person is tall and slim. She's got long, dark hair.
- **9** This person has got short hair. His hair is black and he's got a thick black beard and a moustache.

#### 3.4 p65 Exercise 6a

#### 1

**Frank** My brother, Thing, is very tall and slim. He's got very long brown hair and a long beard. His eyes are blue and he doesn't wear glasses. He's got a very big nose.

2

**Frank** My cousin, Drusilla, is quite tall and she's very fat. She's got short black hair. She's got three red eyes and she wears glasses. She's got very long ears.

3

**Frank** My grandfather, Big Boy, isn't very tall and he's quite fat. He's bald and he's only got one brown eye. He often borrows one of Drusilla's eyes. He's got a very big mouth and two long black teeth.

#### 3.6 p67 Exercise 6 People

2

**Carla** Four and fifty-three is fifty-seven and nine equals sixty-six. **7** 

Carla Hi, Marie. How are you? I hope you're OK. I ...

8

**Carla** Can I have this bag, please? **Assistant** That's £8.90, please.

#### 3.7 p67 Exercise 7a

Assistant Can I help you?
Carla How much is this pen?
Assistant It's 75p.
Carla And how much are these balloons?
Assistant They're 50p each.
Carla Can I have a pen and five balloons, please?

**Assistant** That's £3.25 then, please. **Carla** Here you are. **Assistant** Thank you.

#### 3.9 p69 Exercise 8a

- Andy Oh, that's Billy. Hi, Billy.
- Billy Hi, Andy.
- Andy How are you? Are you still ill?
- Billy Yes, I am. What are you doing?
- **Andy** I'm doing my homework. I do it before dinner every day.
- **Billy** Yes, me too, but I'm not doing homework today. I'm watching a DVD.
- Andy Oh, I wish ...
- Dad Andy! Andy!
- Andy Just a minute, Billy ... Yes, Dad?
- Dad Five minutes!
- Andy Oh, OK. Dinner's in five minutes. Dad's cooking it today.
- **Billy** Does he cook the dinner every day?
- Andy No, he doesn't, but Mum goes swimming every Wednesday.
- Billy Oh, OK. What's that music?
- **Andy** That's Carla. She's practising the clarinet. She practises every day.
- Billy It's very good.
- **Andy** Yes. Anyway. Our dinner's ready now. So get well soon, Billy. See you.
- Billy Thanks. See you.

#### 3.11 p70 Exercise 1b

- 1 This person is wearing a black jacket.
- 2 This person is wearing a cap.
- 3 This person is wearing a dress.
- 4 This person is wearing a blue skirt.
- 5 This person is wearing green socks.
- 6 This person is wearing black boots.
- 7 This person is wearing a yellow coat.
- 8 This person is wearing brown shorts.
- 9 This person is wearing blue jeans.
- **10** This person is wearing a green shirt.
- 11 This person is wearing an orange sweatshirt.
- **12** This person is wearing grey trousers.

#### 3.12 p<sup>70</sup> Exercise 3b

Carla How much is this T-shirt, please?
Assistant It's £8.50.
Carla What about this sweatshirt?
Assistant That's £25.
Carla Oh. And how much are these jeans?
Assistant They're £17.20.
Carla Can I have the jeans and the T-shirt then, please.
Assistant OK. That's £25.70, please.

#### 3.15 p73 Exercise 3

- 1 This person is sitting on the grass next to the river. Her friend is standing in front of her. She's fishing.
- 2 This person is sitting on the grass. He's wearing a black hat and he's holding a walking stick. He's got a moustache.
- **3** This person has got fair hair. She's wearing a short white dress and a hat.
- 4 This person is standing next to the river. He's wearing a long coat and a hat.
- **5** These people are sitting on the grass. Only one of them is wearing a hat. One is holding a blue umbrella and the other one is looking at some flowers in her hand.
- 6 This person is wearing a white shirt and a yellow hat. He's sitting in a boat and he's fishing.
- 7 This person is lying on the grass. He's wearing a black cap. There's a black dog behind him.
- 8 These people are walking between the trees. The man is wearing a brown coat and trousers and the woman is holding a white umbrella.

#### 3.16 p74 Exercise 1b

- 1 It's Monday evening. Dominic and Mark are playing tennis.
- 2 It's Tuesday morning and Mark is taking the bus to school.
- 3 It's Wednesday evening. Dominic is playing a computer game.
- 4 Mark is playing the violin.
- 5 Mark is at home. He's brushing his teeth.
- 6 It's Friday morning. Dominic and Mark are studying French.

## Pronunciation

#### 3.24 Unit 3 p<sup>79</sup> Exercise 2

1	board	7	two
2	book	8	dog
3	Maths	9	glass
4	girl	10	Mut
5	three	11	red
6	sit		

#### 3.27 Unit 4 p<sup>79</sup> Exercise 1c

hockey home ocean comic nose shop clock go got box mobile song don't postman

3.30 Unit 5	pau Exercise 2c
brush	shop
square	shower
finish	she
centre	ocean
cinema	sport
office	sofa
bus	T-shirt
short	
school	

2011 'LE 200 E ' 2

#### 3.32 Unit 6 p80 Exercise 1b

- b
- blue tooth
   mouth brown
- 3 fat black
- 4 short bald
- 5 quite eyes
- 6 fair hair
- 7 beard ears
- 8 head red

#### 3.33 Unit 6

p80 Exercise 2b

One syllable shoes clothes eyes **Two syllables** jacket trousers glasses moustache **Three syllables** 

anything beautiful usually

magazine everyone

# Workbook answer key

# **Unit 1 Introduction**

#### 1A Hello

- **1 1** Hi. My name's Adam Jackson. What's your name?
  - **2** Hello. My name's Danielle Smith.
  - **3** Hi. I'm Lucas Owen.
  - 4 Hello. I'm Emma Scott. What's your name?

-										
2	р	j	m	е	$\square$	q	u	t	m	d
	g	m	i			i	е	r	0	m
	a	W	u	Ζ	h	е	k	а	T	u
	n	d	C	а	r		а	V	Ι	t
	d	j	0	е	V	t	S	i	$\lor$	Х
	V/	t	r	f	m	i	С	k	е	y

- 3 2 My name's Jack.
  - **3** How are you?
  - 4 I'm fine, thanks. And you?
  - 5 Fine, thanks.
  - **6** See you later!
  - 7 Yes. Bye!
- 4 2 How are you?
  - 3 I'm fine, thanks. And you?
  - 4 Fine, thanks.
  - 5 Ok. See you later!
  - 6 Bye, see you!
- Hello, I'm Sam. What's your name? My name's Nina. Hello Nina. How are you? Fine, thanks. OK, bye! / See you later! Bye! / See you!

## 1B In the classroom

**12** a **3** an **4** a **5** an **6** a **7** a **8** a **9** a **10** an

- 2 Across
  - 3 woman
  - 5 board
  - 8 umbrella
  - Down
  - 2 pen
  - 4 orange
  - 6 house
  - 7 chair
  - **9** bag

- **3 2** a dog
  - **3** a window
  - 4 a desk
  - 5 an exercise book
  - 6 a girl
  - 7 an apple
  - 8 a pencil
- 4 1 What's this?
  - 2 What's this? It's a bag.
  - 3 What's this? It's an exercise book.
  - **4** What's this? It's a cat.
  - 5 What's this? It's a door.
  - 6 What's this? It's a watch.
- **5 2** Don't read.
  - 3 Don't come here.
  - **4** Don't write on the board.
  - **5** Don't sit down.
  - 6 Don't pick up your pencil.
  - 7 Don't close your exercise book.
  - **8** Don't draw.
- 6 2 Put down your
  - 3 Don't open your
  - 4 Don't look at the
  - 5 Say 'Good morning'.
  - **6** Don't draw.
  - 7 Go to the board.
  - 8 Give me your book / exercise book (please).

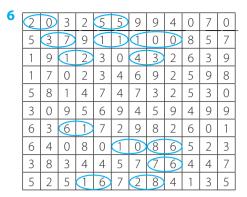
#### **1C Numbers**

- **1 2** six **7** eight
  - 3 one 8 seven
  - **4** ten **9** three
  - 5 two 10 nine 6 five
- **2** 2 f 3 a 4 e 5 c 6 d
- **3 2** 01**3**14980614
  - **3** 0289018058**2**
  - **4** 07700900**6**33
  - **5** 02079460**22**7
  - **6** 01<u>**5**</u>14906715
- **4 2** ninety-three
  - 3 nine
- 7 thirty-five 8 fifty-six

6 thirty

6 eighty-two

- 4 forty-eight5 fourteen
- 5 2 seven 3 twelve
- 7 fifty-five
- 4 eighteen 8 ninety-two
- 5 twenty-one



 9, eleven, twelve, 13, fifteen, 16, eighteen, 19, twenty, 26, twenty-eight, 32, 37, forty-one, 50, sixty, seventy-two, 77, 80, 90, 99, a hundred

#### 1D How do you spell that?

- 1 c, f, g, j, l, o, p, s, u, w, y
- 2 2 umbrella 3 watch

6 window 7 house

- 4 door 5 chair

8 orange

6 Joanna

7 Henry

8 Katie

- 3 2 Andrew
  - 3 Philip
  - 4 Frances
  - 5 Geoff
- 4 2 three boxes
  - 3 four phones
  - 4 three people
  - 5 two houses
  - **6** five children
  - 7 three women
  - 8 two watches
- **5 2** There are two boys.
  - 3 There's a picture.
  - 4 There are two apples.
  - 5 There's a man.
  - 6 There are three pencils on the table.
  - 7 There are two glasses on the table.
  - 8 There's a bag on the chair.
- 6 Picture A
  - 3 There's one bag.
  - 4 There are four pencils.
  - **5** There's one book.
  - 6 There's one apple.
  - 7 There are three pens.
  - 8 There are two umbrellas.

Picture B

- 3 There are two bags.
- 4 There's one pencil.
- 5 There are two books.
- **6** There are two apples.
- 7 There are two pens.
- 8 There's one umbrella.

## **Progress check**

- **1 2** an apple
  - **3** a picture
  - 4 a desk
  - 4 a window
  - 5 a house
  - 6 an orange
  - 7 a chair
  - 8 an umbrella
  - 9 a book
- 10 a watch
- 2 2 Hi, I'm Hannah.
  - 3 How do you spell that?
  - 4 H A double N A H.
  - 5 What's your telephone number?
  - **6** It's 01748922346.
  - 7 See you later!
  - 8 Goodbye, see you!
- **3 2** Pick up your pencil.
  - 3 Look at the picture.
  - 4 Go to the board.
  - **5** Put down your pencil.
  - 6 Write on the board.
  - 7 Say 'Good morning'.
  - 8 Close your exercise book.
- 4 2 twenty-two
  - 3 forty
  - **4** thirteen
  - 5 fifty
  - **6** sixty-five
  - 7 seventy
  - 8 a hundred
  - 9 eleven
  - 10 eighteen
- **5 2** 02079460533
  - **3** 01914980776
  - **4** 07700900421
  - **5** 01184960953
  - **6** 01632960880
- 6 2 There's one cat.
  - 3 There are four people.
  - **4** There are two glasses.
  - **5** There's one woman.
  - 6 There are two watches.
  - 7 There are six men.
  - 8 There's one toothbrush.

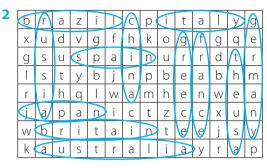
#### l can ...

- 1 name's, your name, My name's, are you, fine
- 2 four, twenty-seven, eighty-three, eighty-five
- 3 What's, number
- 4 children, men, glasses

## **Unit 2 Friends and family**

#### 2A Where are you from?

1 2 | 3 g 4 f 5 i 6 j 7 k 8 e 9 c 10 d 11 a 12 h



- **3 2** I'm from Spain.
  - 3 I'm from Russia.
  - 4 I'm from Britain.
  - 5 I'm from China.
  - 6 I'm from (students' own country).
- 4 2 l'm
  - 3 We're
  - 4 She's
  - 5 You're
  - 6 My name's
- **5 2** Francesca isn't from Britain. She's from Italy.
  - **3** Claudia and Pablo aren't from Russia. They're from Spain.
  - **4** Rafael isn't from China. He's from Brazil.
  - **5** Jacques and Marcel aren't from Spain. They're from France.
  - **6** Jens isn't from Australia. He's from Germany.
- 6 2 True.
  - **3** False. Her house is in London.
  - 4 False. She's ten.
  - 5 True.
  - 6 False. Her Internet friends are from Japan.
  - 7 True.
  - 8 False. They are eleven and twelve years old.
- 7 Students' own answers

#### 2B My family

- **1 2** This is my son, Nathan.
  - 3 This is my mum / mother, Elizabeth.
  - 4 This is my sister, Amanda.
  - **5** This is my brother, Oliver.
  - 6 This is my grandma / grandmother, Elizabeth.
  - 7 This is my father, Nathan.
  - 8 This is my cousin, Charlie.

2	g	r	а	n	d	d	а	ð	d
	р	g	a	A	n	С		e	а
	Ζ	r	u	g	t	S	k	j	u
	m	а	n	W	b	0	u	V	g
	0	n	t	k	r	n	у	Х	h
	t	d	C	0	u	S	i	n	t
	h	m	S	i	S	t	е	r	е
	е	a	b	r	0	t	h	е	Þ
	r	Ŧ	а	t	h	е	r	Z	q

- 3 2 Her name's Jane.
  - **3** His name's Leo.
  - 4 Her name's Christina.
  - 5 His name's Freddie.
  - 6 Its name's Patch.
  - 7 My name's (students' own name).
- **4 2** I'm Nathan's sister.
  - **3** This is your friend's bag.
  - 4 This is my teacher's pen.
  - 5 Maria's bag is in the classroom.
  - 6 This is Adam's watch.
  - 7 Our dog's name is Buddy.
  - 8 We're in Granddad and Grandma's house.

<b>5a</b>	Jake 5	Isabel 4
	Amy 1	Dylan 3
	Joseph 7	Alfie 6
	Rebecca 2	

- **b 2** This is Rebecca's phone.
  - **3** This is Dylan's bag.
  - 4 This is Isabel's cat.
  - **5** This is Jake's dog.
  - 6 This is Alfie's computer.
  - 7 This is Joseph's book.
- 6 1 This is my Internet friend, and this is her dog.
  - 2 This is our car.
  - **3** This is the Smiths' house. Their cat is in the garden. Its / his / her name is Fluffy.
  - 4 This is my brother. His name's Luke.
  - 5 Here's your mobile phone.

#### 2C Mickey, Millie and Mut

- **1 2** Are **3** Are **4** Is **5** Is **6** Are **7** Are **8** Is **9** Is
- **2** Is he friendly
  - 3 Is your name Lara
  - 4 Is this your sister
  - **5** Are you from London
  - 6 Are they your parents
  - 7 Are you twelve years old
- 3 Students' own answers

- 4 2 Yes, they are.
  - **3** No, he isn't.
  - 4 Yes, I am.
  - **5** Yes, she is.
  - 6 No, it isn't.
  - 7 No, I'm not.
- **5 2** Is this the Statue of Liberty?
  - No, it isn't. It's the Eiffel Tower. **3** Is this a pencil?
    - No, it isn't. It's a pen.
  - 4 Are you from Greece? No, I'm not. I'm from Britain.
  - **5** Is your house in South Street? No, it isn't. It's in Broad Street.
- **6 3** How old are you
  - 4 I'm thirteen
  - 5 Is this your friend
  - 6 No, she isn't. She's my sister
  - 7 What's her name
  - 8 Her name's Anna
  - 9 How old is she
  - 10 She's eleven
  - **11** Where are you from
  - 12 We're from Australia
  - **13** Are you from Canberra
  - 14 No, we aren't. We're from Sydney

#### 2D What day is it today?

1	j	t	Z	u	n	b	k	0	t
	k	u	f	r	i	d	а	Y	h
	M	е	S	t		b	k	W	u
	0	S	u	n	d	а	У	h	r
	n	d	Х	j	f	У	d	е	S
	d	а	W	k	i	а	j	Ζ	d
	а	$\lor$	q	h	S	t	g	р	а
		S	а	t	u	r	d	а	$\checkmark$
	W	е	d	n	е	S	d	а	У

- 2 2 eleven
  - **3** sister
  - 4 home
  - 5 thirteen
  - 6 Lisa
  - 7 Manchester
  - 8 granddad
  - 9 fifty-eight
  - 10 Spain

- **3 2** here
  - 3 photo
  - 4 friend
  - 5 today6 home
- **10** song **11** Bye!

7 Happy

9 eleven

**8** old

- 4 2 Where
  - 3 How
  - 4 When
  - 5 What
  - 6 Who
  - 7 What
  - 8 Where
- **5 2** What is your name? Students' own answers
  - **3** How old are you? Students' own answers
  - 4 What day is it today? Students' own answers
  - 5 Who is your teacher? Students' own answers
  - 6 When is your birthday? Students' own answers
  - 7 What is your friend's name? Students' own answers
  - 8 Where are you today? Students' own answers
- 6 2 How old is your brother
  - **3** Are you from (country)
  - 4 When's your birthday
  - 5 Who's your neighbour
  - 6 What's your brother's name
  - 7 Is he a (job)
  - 8 Where's your friend today

#### **Progress check**

- **1 2** He's
  - **3** It's
  - 4 She's
  - 5 l'm not
  - 6 He's
  - 7 They aren't
  - 8 She isn't
  - 9 They're
  - 10 We're

2	2	your	10	you
	3	you	11	
	4	1	12	my
	5	your	13	He
	6	my	14	his
	7	her	15	she
	8	she	16	your

9 She

- **3 2** No, he isn't. He's a teacher.
  - 3 Yes, it is.
  - 4 No, she isn't. She's from Australia.
  - 5 Yes, she is.
  - 6 No, they aren't. They're nine.
  - 7 Yes, he is.
  - 8 Yes, they are.
- 4 2 h 7 a 3 d 8 i 4 k 9 g 5 f 10 e 6 j 11 b
- **5 2** How old are you? Students' own answers
  - **3** Where are you from?
  - 4 Are you eleven?
  - **5** Is your birthday on Monday?
  - 6 What's your phone number?
  - 7 What's your address?

#### l can ...

- 1 students' own answers They're, students' own answers are you, I'm from
- **2** This is Mrs Wilson's book, This is my sister's mobile, This is Katy and Rod's house.
- 3 Students' own answers
- **4** What day is it today? When's your birthday? Is it Tuesday (possible variations) today?

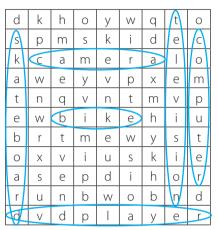
## Unit 3 My World

#### 3A I've got a computer

1 2 a radio

2

- **3** a games console
- 4 a remote-controlled car
- 5 an MP3 player
- **6** a mobile phone



- **3 2** a computer
  - 3 a bike
  - 4 a DVD player
  - 5 a television
  - 6 a camera
- 4 2 've 3 's 4 've 5 's 6 've 7 's 8 've
- **5 2** We haven't got a skateboard.
  - **3** You haven't got a radio at home.
  - 4 Theo hasn't got ten DVDs.
  - 5 They haven't got a computer.
  - 6 The teacher hasn't got my mobile phone.
  - 7 We haven't got a DVD player in our classroom.
  - 8 I haven't got a camera in my bag.
- 6 2 She is from London.
  - **3** Georgia has got a television in her bedroom.
  - 4 He has got forty DVDs.
  - 5 My sister is eleven.
  - 6 She is in the living room.
  - 7 Megan has got a cat.
  - 8 Its name is Tillie.
- 7 2 Esme hasn't got a radio. She's got a mobile phone.
  - **3** Freddie hasn't got an MP3 player. He's got a remotecontrolled car.
  - **4** Karl and Adam haven't got a computer. They've got a games console.
  - 5 Nicole hasn't got a DVD player. She's got a camera.
  - 6 Nathan hasn't got a television. He's got a radio.
  - 7 They haven't got a camera. They've got a computer.

#### **3B Mut's present**

- 1 Whitehkuazgreenilhvborangetuocoluek (edyopmewvellowsdbrownokpolackaftn
- 2 The dog is black and white. The cat is brown. The pencils are yellow and green. The umbrella is orange. The jumper is red and white. The present is blue. The door is green. The bike is yellow and blue. The bag is red. The skateboard is black.
- 3 big small, old new, good bad, thick thin, long – short.
- **4 1** This is a small television.
  - 2 This is a new car. This is an old car.
  - **3** This is a thick book. This is a thin book.
  - **4** This is a good dog. This is a bad dog.
  - **5** This is a long T-shirt. This is a short T-shirt.
- 5 2 They've got a long car.
  - 3 This is a big present.
  - 4 I've got a good teacher.
  - **5** Look at my thick jumper.
  - 6 This is a new bike.
  - 7 She's got three white cats.
  - 8 Where's my green T-shirt?
- **6 2** She hasn't got a thick jumper. She's got a thin jumper.
  - **3** He hasn't got a small bag. He's got a big bag.
  - 4 They haven't got a new camera. They've got an old camera.
  - **5** He isn't a bad boy. He's a good boy.
  - 6 She hasn't got a black MP3 player. She's got a white MP3 player.
- 7 Students' own answers

#### 3C Have you got a pet?

- 1 Across
  - **2** fish
  - 4 parrot
  - **6** cat
  - 7 snake
  - 8 rabbit
  - **10** dog
  - 11 mouse
  - Down
  - 3 horse
  - **5** rat
  - 7 spider
  - 9 budgie

- **2 2** Alisha's got a rabbit.
  - **3** Jamie's got two parrots.
  - 4 Martha's got a mouse.
  - 5 Will's got a spider.
  - 6 Jessica's got two budgies.
  - 7 Matthew's got a fish.

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

- 4 2 Have you got a dog? Students' own answers
  - **3** Have you got a skateboard?
  - 4 Have you got brothers and sisters?
  - **5** Have you got an MP3 player?
  - 6 Have you got a rabbit?

5a	Name	Pet?	Type of pet
	Amy	Yes / <b>No</b>	-
	Lily	Yes / No	A dog
	Peter	Yes / <b>No</b>	-
	Tom	Yes / No	A snake.
	Andrew	Yes / No	A rabbit.
	Mr and Mrs Jackson	Yes / No	A dog

- **b 3** Peter hasn't got a pet.
  - 4 Tom's got a pet. He's got a snake.
  - 5 Andrew's got a pet. He's got a rabbit.
  - 6 Mr and Mrs Jackson have got a pet. They've got a dog.

#### **3D My school**

- **1 2** Geography
  - 3 Maths
  - **4** RE
  - 5 Design and Technology
  - 6 English
  - 7 Biology
  - 8 Music
  - 9 Chemistry
  - 10 ICT
- 2 2 French 4 PE
- 5 PE6 Chemistry
- 7 Maths
- 3 2 children / students
  - 3 uniform

**3** History

- 4 teachers
- **5** friendly / nice
- 6 Geography
- 7 English
- 8 Chemistry
- 9 Biology
- 10 PE

- **4 2** History. We've got History on ...
  - 3 Art. We've got Art on ...
  - **4** PE. We've got PE on ...
  - 5 Maths. We've got Maths on ...
  - **6** Geography. We've got Geography on ...
  - 7 Science. We've got Science on ...
  - 8 ICT. We've got ICT on ...
- **5** Students' own answers

#### **Progress check**

- **1 2** Ben hasn't got a bike, he's got a skateboard.
  - **3** Ben hasn't got a computer, he's got a camera.
  - 4 Ben hasn't got an MP3 player, he's got a mobile phone.
  - 5 Ben hasn't got a remote-controlled car, he's got a book.
  - 6 Ben hasn't got a DVD player, he's got a games console.
- 2 2 an old car
  - **3** a friendly dog
  - 4 a new mobile
  - 5 a thin book
  - 6 a big bone
  - 7 a long jumper
  - 8 a good student
- **3 2** She's got a rabbit and a budgie.
  - **3** No, she hasn't.
  - 4 Yes, he has.
  - 5 They've got two dogs and a cat.
  - 6 Yes, they have.
- 4 2 Geography
  - 3 Music
  - 4 English
  - 5 Maths
  - **6** History
  - 7 Chemistry
  - 8 Physics

**5 2** b **3** c **4** a **5** c **6** d

#### l can ...

- 1 've, haven't got, hasn't got an MP3 player, but he's got a computer
- 2 dog, rabbits, horse
- 3 Students' own answers
- 4 Maths, Chemistry

## Unit 4 Time

#### 4A What's the time, please?

- **1** I lt's quarter past eight.
  - 2 It's half past two.
  - **3** It's three o'clock.
  - 4 It's quarter to seven.
  - 5 It's ten to four.
  - **6** It's twenty-five past three.
  - 7 It's five to six.
  - 8 It's ten past nine.
- **2** It's half past nine.
  - 3 It's two o'clock.
  - 4 It's quarter to eleven.
  - **5** It's ten past five.
  - 6 It's twenty to seven.
  - 7 It's twenty-five past three.
  - 8 It's one o'clock.
  - 9 It's ten to six.
  - 10 It's a quarter past eight.
  - 11 It's half past ten.
  - **12** It's five to four.
- 3 2 at 3 on 4 at 5 on 6 at 7 on 8 on 9 at 10 on
- 4 2 is on Tuesday
  - 3 is at half past six
  - 3 is on Wednesday
  - 4 is at seven o'clock
  - **5** is on Thursday
  - 6 is at quarter past three
- **5 2** Is the school concert on Monday Yes, it is.
  - **3** Have you got your volleyball match on Friday No, I haven't. It's on Thursday.
  - **4** When's Mark's violin exam It's on Saturday at two o'clock.
  - 5 Have we got a tennis game on Friday No, we haven't. It's on Sunday.
  - **6** When is the class party It's on Friday at half past six.

#### 4B My day

- 1 3 school
  - 4 lesson
  - **5** nine
  - 6 eight
  - 7 teeth
  - 8 homework
  - 9 kitchen
  - 10 dinner
  - 11 radio
  - 12 o'clock

- 2 2 I have breakfast at five past eight.
  - **3** I take the bus to school at half past eight.
  - 4 Lessons start at nine o'clock.
  - **5** I finish school at ten past three.
  - 6 I do my homework from half past four to six o'clock.
  - 7 I have dinner at half past six.
  - 8 I watch TV from seven o'clock to quarter to eight.
  - **9** I go to bed at quarter past nine.
- **3 2** I don't have breakfast with my family.
  - 3 My friends and I don't take the bus to school.
  - 4 Lessons don't start at half past nine.
  - 5 We don't finish school at quarter past three.
  - **6** I don't watch TV with my sister.
  - 7 We don't do our homework before dinner.
  - 8 I don't go to bed at quarter past eight.
- **4 2** c **3** a **4** b **5** c **6** a **7** a **8** a
- **5** Students' own answers

#### 4C Free time

- **1 2** dance class
  - **3** the guitar
  - 4 swimming
  - 5 tennis
  - **6** the violin
  - 7 ice hockey
  - 8 badges
  - 9 computer games
  - **10** the piano
  - 11 skiing
  - 12 volleyball

play	go	collect
football	to dance class	badges
the guitar	swimming	
tennis	skiing	
the violin		
ice hockey		
computer		
games		
the piano		
volleyball		

- 3 2 collect badges
  - **3** go skiing
  - **4** go swimming
  - **5** play ice hockey
  - **6** play football
- 4 2 collects
  - 3 play
  - 4 watches
  - **5** go
  - 6 get up
  - 7 goes
  - 8 plays

#### **5**a

	Billy
play football	1
play tennis	1
go swimming	1
have music lessons	X
play the piano	X
watch football on TV	1
collect badges	1
play computer games	X

- **b 2** Billy plays tennis.
  - **3** Billy goes swimming.
  - 4 Billy doesn't have music lessons.
  - **5** Billy doesn't play the piano.
  - 6 Billy watches football on TV.
  - 7 Billy collects badges.
  - 8 Billy doesn't play / like computer games.
- **6 2** He doesn't play the piano. He plays the guitar.
  - 3 They don't have coffee for breakfast. They have milk.4 The party doesn't start at half past six. It starts at six
  - o'clock. 5 She doesn't get up at ten to nine. She gets up at half
  - She doesn't get up at ten to nine. She gets up at han past seven.
  - **6** He doesn't do his homework in his bedroom. He does his homework in the kitchen.

#### 4D Mickey, Millie and Mut

- 1 Students' own answers
- 2 Across
  - 6 ice hockey
  - 8 guitar
  - 9 skiing
  - 10 table tennis
  - Down
  - 1 violin
  - 2 computer games
  - 3 football
  - **4** tennis
  - **5** swimming
  - 7 piano

**3 2** Do **7** Does

**3** Do **8** Do

- 4 Does 9 Does 5 Do 10 Do
- 5 Do 6 Does
  - Joes
- 4 2 When do Nina and Lily start school
  - 3 Where does Rashid play volleyball
  - 4 When does your mum listen to the radio
  - 5 Where do your friends have lunch
  - 6 When do you watch TV
  - 7 Where does your cousin live
  - 8 When does Ava have her piano lesson

- 5 2 True
  - 3 True
  - **4** False

6 True

7 True

8 False

- 5 False
- 6 Students' own answers

#### **Progress check**

- 1 2 When is the Maths exam? It's at quarter past four.
  - **3** When is our volleyball match? It's at half past ten.
  - 4 When is the hockey game? It's at ten past eleven.
  - 5 When is Maria's swimming lesson? It's from ten to twelve to twenty to one.
  - **6** When is Harvey's birthday party? It's at quarter past five.
- **2** On Monday, he walks to school at quarter to nine.
  - **3** On Monday, Dan and Mark play football / he plays football with Mark at five o'clock.
  - 4 On Tuesday, he has a violin lesson at quarter past four.
  - **5** On Wednesday, he has dinner at his friend's house at half past six.
  - **6** On Thursday, he plays tennis at quarter to seven.
  - 7 On Friday, Dan and Mark go swimming / he goes swimming with Mark at half past seven.
  - 8 On Saturday, he goes to the sports centre at ten o'clock.

Joel	computer games 🗡	DVDs 🗸
Clara	the guitar 🗸	the violin 🗡
Samira	swimming 🗸	skiing 🗶
Max and Adam	table tennis 🗶	football 🗸
lsaac	ice hockey 🗴	tennis 🗸

- **b 2** Clara plays the guitar.
  - **3** Samira doesn't go skiing.
  - 4 Max and Adam play football.
  - 5 Isaac plays tennis.
- 4 2 When do you have dinner? Students' own answers
  - 3 Does your mother play the piano?4 Where do you have breakfast?
  - **5** Do you collect badges?
  - 6 What sports does your father play?
  - **7** When do you go to school?

#### l can ...

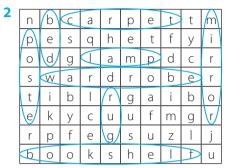
3a

- 1 violin, two o'clock, play tennis, six o'clock, quarter past seven.
- 2 I have breakfast at (time). I go to school at (time). I do my homework at (time).
- **3** My friend plays (students' own answers). My friend doesn't play ...
- 4 Students' own answers

# Unit 5 Places

#### 5A My room

- **1 2** a bed
  - **3** a bedside table
  - 4 a chest of drawers
  - 5 a desk
  - **6** a chair
  - 7 a carpet
  - 8 a rug



- 3 2 bedside table
  - 3 chest of drawers
  - 4 bed
  - 5 wardrobe
  - 6 rug
  - 7 lamp
  - 8 desk
- **4 2** Teddy is between the chairs.
  - **3** Teddy is on the desk.
  - **4** Teddy is behind the bed.
  - **5** Teddy is under the wardrobe.
  - **6** Teddy is next to the mirror.
- **5 2** False. The magazines are on the table.
  - **3** False. The bed is next to the wardrobe.
  - 4 False. The football is in the wardrobe.
  - **5** False. The box is under the bed.
  - 6 True.
  - 7 False. The rug is under the table.
  - 8 False. The violin is behind the chest of drawers.
- 6 2 in
  - **3** on
  - **4** behind
  - 5 next to
  - 6 under
  - 7 between
- 7 2 Owen
  - 3 Mia
  - 4 Jake
  - 5 Leo
  - 6 Robert
- 8 Students' own answers

#### 5B Our house

- **1a 2** bathroom
  - **3** stairs
  - **4** dining room
  - 6 hall
- **10** downstairs

7 living room

8 garden

9 upstairs

17 cooker

**19** sink

20 fridae

18 cupboard

- **b 11** curtains
  - 12 washbasin

**5** kitchen

- 13 bath
- 14 toilet
- 15 shower **16** light
- 21 armchair **22** sofa
- **2** 2 I watch DVDs in the (students' own answers)
  - **3** I have dinner in the (students' own answers)
  - **4** I read books in the (students' own answers)
  - 5 I brush my teeth in the (students' own answers)
  - **6** I do my homework in the (students' own answers)
  - 7 I have a shower in the (students' own answers)
  - 8 I listen to music in the (students' own answers)
- 3 2 There's
  - 3 There are
  - 4 There are
  - 5 There's
  - 6 There's
  - 7 There are
  - 8 There's

#### **4 2** are **3** 's **4** 's **5** isn't **6** 's **7** aren't **8** 's

- **5 2** No, they haven't.
  - 3 It's upstairs.
  - 4 Yes, he has.
  - 5 It's downstairs in the living room.
  - 6 The bathroom.
  - 7 There's a shower, a bath, a toilet and a big washbasin.
  - 8 Yes, they have.

## 5C Our town

- **1 2** a theatre
  - **3** a sports centre
  - **4** a swimming pool
  - **5** a post office
  - 6 a shopping centre
  - 7 a square
  - 8 a hospital
- **2 3** Is there a museum?
  - Yes, there is.
  - **4** Is there a swimming pool? No, there isn't.
  - **5** Is there a church? Yes, there is.
  - 6 Are there two cafés? Yes, there are.
  - 7 Are there two supermarkets? No, there aren't.

- 3 2 behind
  - 3 between 7 behind

6 next to

8 next to

- **4** opposite
- **5** in front of / opposite
- **4a 2** a music shop
  - 3 a café
  - 4 a hotel
  - **5** a swimming pool
  - 6 a museum
- **b** 2 f 3 a 4 e 5 c 6 d
- **c 2** Excuse me, is there a music shop in this town? No, there isn't. There's one in the next town.
  - **3** Excuse me, is there a café near here? Yes, there is. It's over there.
  - **4** Excuse me, is there a hotel in this town? Yes, there is, It's next to the station.
  - 5 Excuse me. Is there a swimming pool near here? No, there isn't. It's closed.
  - 6 Excuse me, is there a museum near here? Yes, there is. It's behind the church.

#### 5D Mickey, Millie Mut

- **1 2** can play tennis
  - 3 can draw
  - 4 can't ski
  - 5 can dance
  - 6 can't ride a bike
  - 7 can play volleyball
  - 8 can't play the piano
  - 9 can't spell
  - 10 can catch a ball
- 2 2 Can Isabel and Adam play tennis? Yes, they can. 3 Can Samir draw? Yes, he can.
  - 4 Can Dylan and Morgan ski? No, they can't.
  - **5** Can Bruce and Tess dance? Yes, they can.
  - 6 Can Jasmine ride a bike? No, she can't.
  - 7 Can Flora and Kate play volleyball? Yes, they can.
  - 8 Can Rosa play the piano? No, she can't.
  - 9 Can he spell? No, he can't
  - **10** Can the dog catch a ball? Yes, he / she / it can.
- 3 Students' own answers
- 4a Be a star for a day! At our TV studios. What can you do? Sing? ✓ Play a musical instrument? ✓ Play the guitar or piano? ✓ Speak French? X Speak Spanish? ✓ Dance? 🗸 Play tennis or basketball? X Swim? 🗸 Run like the wind? X Tell us!

- **b 2** She can play a musical instrument.
  - **3** She can play the guitar and the piano.
  - **4** She can't speak French.
  - **5** She can speak Spanish.
  - 6 She can dance.
  - 7 She can't play tennis or basketball.
  - 8 She can swim.
  - 9 She can't run like the wind.
- **c** Students' own answers

#### **Progress check**

- **1 2** There's a book behind the armchair
  - 3 There's a book between the armchair and the bed
  - 4 There are books in front of the lamp
  - 5 There are books next to the mirror
  - 6 There's a book in the chest of drawers
  - 7 There are books on the rug
- 2a Students' own drawings
- **b** Students' own answers
- 3 2 cinema
  - 3 hospital
  - **4** theatre
  - 5 square
  - 6 museum
  - 7 swimming pool
  - 8 bank
- 4 3 bank
  - 4 museum
  - 5 supermarket
  - 6 theatre
  - 7 school
  - 8 sports centre
  - 9 post office
  - 10 cafés
  - 11 bus stop
  - 12 hotel
- **5 2** The park is between the church and the bank.
  - 3 Yes, there is.
  - 4 The post office is between the church and the cafés.
  - **5** The station is opposite the hotel.
  - 6 No, there isn't.
  - 7 No, there aren't.
  - 8 The bank / museum is in front of the supermarket.
- **6 2** Can you play the violin?
  - **3** Can your mother play a computer game?
  - **4** Can your dog sing a song?
  - 5 Can Lily and Robbie ride bikes?
  - 6 Can I carry this heavy bag?
  - 7 Can we find the camera?
  - 8 Can Peter run like the wind?
  - 2 g 3 c 4 a 5 f 6 e 7 h 8 d

#### l can ...

- 1 wardrobe, bed, lamp, chest of drawers
- 2 's, next , bank, opposite, are, post office
- 3 can, can't, Can you speak, I can

## **Unit 6 People**

#### 6A My friends

- **1 2** slim
- 3 tall
  - 4 short5 bald
- 10 a moustache11 glasses
- 6 long hair
- **12** a beard

8 dark hair

9 brown eyes

- **7** short hair
- 2 My friend Luke Green has got short fair hair and green eyes. His dad, Mr Green is tall and slim. He's bald, with blue eyes and a red beard. He's got a big nose! Luke's mum, Mrs Green, isn't very tall, and she's quite fat. She's got short black hair and brown eyes.

Sarah is Luke's sister. She's tall and slim, with long brown hair and blue eyes.

- 3 1 She's short and slim. She's got long fair hair. She's got glasses, (too).
  - 2 He's got a moustache. He's tall and quite fat. He's got short dark hair but he's quite bald, (too)
- **4 2** 've got **6** are, 've got
  - **3** 'm, 've got **7** 's
  - **4** 's got **8** 's got, 's got
  - 5 are
- **5 a** 1 **b** 5 **c** 9 **d** 2 **e** 6
- 6 2 Leo hasn't got a beard. He's got a moustache.
  - **3** Josh isn't slim. He's (quite) fat.
  - 4 Ella and Bradley haven't got fair hair. They've got dark / brown / black hair.
  - 5 Richard hasn't got (long) hair. He's bald.
  - 6 Charlotte and Grace aren't short. They're tall.

#### 6B Saturday morning

- **1** 1 b 2 a 3 g 4 e 5 h 6 d 7 f 8 c
- **2 2** Ryan's having a shower
- 3 Lola and Florence are looking out of the window
- 4 Jane's brushing her teeth
- 5 Max and Frank are playing tennis
- 6 Sanjay's reading a book
- 3 2 She isn't listening to the radio, she's reading a book3 He isn't reading a magazine, he's talking on a mobile

- **4** They aren't walking to the bus stop, they're running to the bus stop
- 5 He isn't playing the violin, he's playing the guitar
- **6** They aren't dancing, they're playing football
- 7 He isn't getting in the car, he's riding a bike
- 8 They aren't sitting outside the café, they're standing
- **4 2** £1.20
  - **3** £2.30
  - **4** £40.00
  - **5** £5.60
  - **6** 50p
- **5** 4, 1, 8, 2, 6, 7, 9, 5, 3
- 6 1 lt's £3.99.
  - 2 And how much is this book? It's £8.99.
  - **3** OK. Can I have this magazine and this book, please? Anything else? No, thank you.
  - 4 That's £12.98 then. Here you are. Thank you.

## 6C Are we going to the shops?

- **1 2** No, she isn't.
  - 3 Yes, they are.
  - 4 Yes, he is.
  - 5 No, they aren't.
  - 6 No, it / he / she isn't.
  - 7 Yes, she is.
  - 8 No, we aren't.
- 2 1 Emma and Sophie
  - 2 Adam
  - **3** Jack and Ben
  - **4** Simon
  - 5 Fatima
  - 6 Tom and James
  - 7 Ellen
  - 8 Anna and Jo
  - 9 Katie
- **3 2** watches TV, 's playing tennis
  - **3** do homework, 're listening to
  - 4 wears jeans, 's wearing (smart) trousers
  - 5 rides a bike, 's running
  - 6 play football, 're playing a computer game
- **4 2** I'm not reading a book. I'm having a shower.
  - **3** William isn't going to the shops. He's going to the cinema.
  - 4 I don't have an apple for lunch every day. I have an orange.
  - **5** Dad doesn't usually walk to work. He usually takes the train.
  - **6** My friends aren't playing football in the garden. They're watching TV.
  - 7 We don't go to the park every weekend. We take the bus to town.

- 5 2 l'm writing
  - 3 I'm looking
  - 4 are watching
  - **5** is listening
  - **6** go swimming
  - 7 have
  - 8 play9 qoes
  - **10** doesn't like
  - 11 are you reading

## **6D** Clothes

- 1 Across
  - **4** jeans
  - **6** tie
  - 7 trousers
  - 9 socks
  - 12 boots
  - 12 jacket 14 skirt
  - IT SKIII
  - Down 1 trainers
  - 2 cap
  - 2 cap 2 sweet
  - 3 sweatshirt4 jumper
  - 4 jumpe
  - 5 dress8 shoes
  - **8** shoes **10** shirt
  - 10 shirt 11 coat
  - II coat
- 2 Students' own answers
- 3 2 are these, They're
  - ${\bf 3} \hspace{0.1 cm} \text{is this, It's} \hspace{0.1 cm}$
  - 4 are these, They're
  - 5 is this, It's
  - $\boldsymbol{6} \hspace{0.1in} \text{is this, It's} \hspace{0.1in}$
- 4a I wear a white shirt with a red tie, a dark green jumper, black trousers and black shoes. And I've got a green bag.
  At the moment, I'm sitting in our living room on the sofa. I'm wearing blue jeans, a yellow sweatshirt, a green jacket, brown trainers and a red cap.
- **b 2** False **6** True
  - **3** True **7** True
  - 4 False 8 False
  - 5 False
- 5 Students' own answers

#### **Progress check**

- **1 1** dark
  - 2 short and fat. He's bald. He's got a moustache and a beard.
  - **3** He's short and slim, fair.
  - 4 She's tall and slim. She's got long, dark hair.

- 2 1 shorts, trainers.
  - 2 The man's wearing a tie, a shirt, a coat and trousers, he's wearing shoes.
  - **3** The boy's wearing a jumper, a shirt, a tie and trousers. On his feet, he's wearing shoes.
  - **4** The woman's wearing a dress and a jacket, she's wearing boots.
- **3 2** watch,
  - 3 is cleaning
  - 4 's having
  - 5 has
  - 6 's doing
  - 7 Does
  - **8** do
  - 9 doesn't
  - **10** does
- **4 2** £4.50 ✓
  - **3** £35.00 **X**
  - **4** £14.95 ✓

#### l can ...

1 slim, 's got short, dark, 's got a beard, glasses, 's wearing, a shirt, jeans, trainers.

5 £25.00 ✓

6 £28.60 X

- **2** I usually play tennis on Saturdays, we're going to the swimming pool. We sometimes ride our bikes to school, we're taking this bus.
- **3** I help, much are these, They're 10, Can I have, pounds (then, please).

## Revision

- **1 2** There are
  - **3** There are two pens
  - **4** There are three
  - 5 There's an MP3 player
  - 6 There's a book
  - 7 There's a picture on the board.
  - 8 There are four people: two girls, a boy and one woman. She's the teacher.

#### **2** 2 'm **3** 's **4** are **5** 's **6** 's **7** 's

- **3 2** Yes, she is.
  - **3** No, they aren't. They're from Italy.
  - 4 He's eighteen.
  - 5 No, he isn't. He's a student.
- 4 2 Mr Lee's dog
  - 3 Nicole's bag
  - **4** Jason's book
  - 5 Ellie's mobile
  - 6 Paul's pencil
- **5 1** Matilda's got a fish.
  - **2** Joe's got two spiders.
  - **3** Laura and Florence have got two hamsters.
  - 4 George's got a rabbit.

6 2 I have 3 I've

4 rabbit

**6** it isn't.

7 white

**5** Is

**8** Is

9 biq

- 11 Have
  - **12** got
    - **13** they haven't
    - 14 've got

**10** fat

- 15 hamsters
- **16** 're
- 7 Across
  - 2 small
  - 4 white 5 new
  - 5 11000
  - Down 2 short
  - **2** short **3** thin
  - 5 UNIN
- 8 2 watches
  - 3 listens4 doesn't
  - 5 comics
  - 6 plays
- 9a 1 living room
  - **2** kitchen
  - 3 bathroom
  - 5 Dathroom
  - 4 bedroom
- Living room There's a sofa here in front of the window and in between the sofa and the door, there's a big television. In front of the television, there's a small table.

7 goes

8 rides

**10** do

9 don't go

- 2 Kitchen Between the door and the window there are three cupboards on the wall. In front of the cupboards there's a small cooker, a sink and a fridge, too.
- **3** Bathroom Next to the window, there's a shower. Then there's a washbasin that's between the shower and the door. There's a toilet in front of the shower.
- 4 Bedroom There's a bed in front of the window. Then there's the door and next to the door there's a long desk and a chest of drawers. On the wall behind the chest of drawers, there's a big picture.
- 10 2 between
  - 3 next to
  - 4 in front of
  - 5 opposite
  - 6 under
- **11 2** can't, can
  - 3 can, can't
  - 4 can't, can5 can, can't
- 12 2 's reading
  - 3 's having
  - 4 's walking5 's listening
  - **6** are playing

# Workbook Audio scripts

## **Unit 1 Introduction**

#### 1.2 p<sup>3</sup> Exercise 4

James Hi, Anna. Anna Oh, hello, James! How are you? James I'm fine, thanks. And you? Anna Fine, thanks. James OK. See you later! Anna Bye, see you!

#### 1.3 p<sup>5</sup> Exercise 5

- 1 Stand up.
- 2 Read.
- 3 Come here.
- 4 Write on the board.
- 5 Sit down.
- 6 Pick up your pencil.
- 7 Close your exercise book.
- 8 Draw.

#### 1.4 p6 Exercise 3

- 1
- A What's your phone number?
- **B** It's oh one six, three two nine, five two, seven four nine.
- 2
- A What's your number?
- **B** My phone number's oh one three, one four nine, eight oh, six one four.
- 3
- A What's your number?
- B It's oh two eight, nine oh one, eight oh, five eight two.
- **A** What's your mobile number?
- **B** My mobile number is oh double seven, double oh nine, double oh, six double three.
- 5
- **A** What's your phone number?
- B It's oh two oh, seven nine four, six oh, double two seven.
- **A** What's your number?

**B** My phone number's oh one five, one four nine, oh six, seven one five.

#### 1.5 p8 Exercise 3

1

- A How do you spell your name?
- **B** It's Alicia. A-l-i-c-i-a.

- 2
- A What's your name?
- B Andrew.
- A How do you spell that?
- **B** A-n-d-r-e-w.
- A How do you spell your name?
- **B** It's Philip. P-h-i-l-i-p.
- 4
- A What's your name?
- **B** Frances.
- A How do you spell that?
- **B** F-r-a-n-c-e-s.
- 5
- A How do you spell your name?
- **B** It's Geoff. That's G-e-o-double f.
- A What's your name?
- B Joanna.
- A How do you spell that?
- **B** J-o-a-double n-a.
- 7
- A How do you spell your name?B It's Henry. That's H-e-n-r-y.
- 8
- A What's your name?
- B It's Katie. That's K-a-t-i-e.

#### 1.6 p11 Exercise 5

- 1
- **A** What's your phone number?
- **B** It's oh double one, three four nine, six oh eight, two one.
- 2
- **A** What's your number?
- **B** My phone number is oh two oh, seven nine four, six oh five, double three.
- 3
- A What's your number?
- **B** My number is oh one nine, one four nine, eight, oh, double seven six.
- 4
- **A** What's your mobile number?
- B It's oh double seven, double oh nine, double oh, four two one.
- A What's your phone number?
- B It's oh double one, eight four nine, six oh nine, five three.
- 6
- A What's your number?
- **B** It's oh one six, three two nine, six oh, double eight oh.

## **Unit 2 Friends and family**

#### 1.7 p13 Exercise 6

**Jessica** Hello! I'm Jessica. My full name is Jessica Jade Harris. My nickname is 'JJ' – from 'Jessica' and 'Jade'. Only my teachers call me Jessica. I'm from Britain and my house is in London. I'm ten years old. My favourite group is JLS. Mayumi and Hiroto are my Internet friends. They're from Japan. Mayumi is eleven and her brother, Hiroto, is twelve.

#### 1.8 p15 Exercise 5a

1 A Whose watch is this? **B** It's Amy's watch. 2 **A** Whose phone is this? B It's Rebecca's phone. 3 A Whose bag is this? **B** It's Dylan's bag. 4 A Whose cat is this? **B** It's Isabel's cat. 5 A Whose dog is this? B It's Jake's dog. 6 **A** Whose computer is this? **B** It's Alfie's computer. 7 A Whose book is this? B It's Joseph's book.

1.9 p17 Exercise 6b
Interviewer What's your name?
Ben My name's Ben.
Interviewer How old are you?
Ben I'm thirteen.
Interviewer Is this your friend?
Ben No, she isn't a friend. She's my sister.
Interviewer What's her name?
Ben Her name's Anna.
Interviewer How old is she?
Ben She's eleven.
Interviewer Where are you from?
Ben We're from Australia.
Interviewer Are you from Canberra?
Ben No, we aren't. We're from Sydney.

#### 1.10 p18 Exercise 3

**Harvey** Good morning, girls and boys! I'm Harvey, and this is *Favourite Songs*! Today, Jack is here. Jack, who is in this photo? Is he your brother? **Jack** No, he isn't my brother. He's my friend, Adam. It's his birthday today. Harvey Is he at home?
Jack Yes, he is.
Harvey Oh! Happy birthday, Adam! How old is he, Jack?
Jack He's eleven.
Harvey OK. Has Adam got a favourite song?
Jack Yes, he has. It's Maroon 5's Moves like Jagger.
Harvey Here's the video for Adam.
Jack Thanks, Harvey. Bye!

#### 1.11 p20 Exercise 3

**Robbie** Who's this in the photo, Paul? **Paul** It's my family! But I'm not in the photo. That's my dad, John. He's a teacher.

**Robbie** And is this your mother?

**Paul** Yes, her name's Bridget. She's from Australia. She's a singer. **Robbie** Is this your brother?

**Paul** Yes, his name's Jim. And that's my sister, Alice. Jim and Alice are nine. And I'm twelve.

**Robbie** Is this your family's house?

**Paul** Yes, this is our house. In this photo, we're in the garden. That's our cat! Her name's Lilo.

## Unit 3 My world

#### 1.12 p22 Exercise 3

It's Christmas today. Joshua's got a new remote-controlled car. Sophie's lucky. She's got a computer. Ed is very happy. He's got a bike. Yasmin has got a DVD player for her favourite films. Mum and Dad have got a new television. Finley is lucky. He's got a good camera.

#### 1.13 p24 Exercise 2

The dog is black and white. The cat is brown. The pencils are yellow and green. The umbrella is orange. The jumper is red and white. The present is blue. The door is green. The bike is yellow and blue. The bag is red. The skateboard is black.

#### 1.14 p27 Exercise 5a

My name's Amy. I haven't got a pet. But my friends, the Jackson family, have got a lot of pets! Lily Jackson, the daughter, has got a dog. His name's Lucky. Her brother Peter hasn't got a pet but her brother Tom, has got a horrible pet. He's got a snake! Her brother Andrew's got a rabbit. Mr and Mrs Jackson have got a big dog – her name's Billie.

## 1.15 p28 Exercise 2

**Ellie** Hi, Adam! We've got our new timetable! **Adam** Oh, when have we got Art and Design? It's my favourite subject.

**Ellie** We've got Art and Design first on Monday. And we've got my favourite subject – French on Monday afternoon.

Adam When's History?

**Ellie** We've got History with Mr Jones on Tuesday morning. **Adam** When have we got double PE?

Ellie That's on Wednesday morning. Adam Good. And what have we got on Thursday morning? Ellie It's Music and then Science – there's Biology and Chemistry. Adam Have we got ICT on Friday afternoon? Ellie No, we've got double Maths with Mrs Read. Adam Thanks Ellie!

#### 1.16 p31 Exercise 5

**Charlotte** My name's Charlotte and I'm at a school in London. There are two hundred students at our school. The timetable is great. There are two hours of Music every morning! It's a music school, you see.

Of course, there are other subjects, too, on the timetable. We've got Maths and English on Monday morning and Science on Monday afternoon. We've got French, Geography and History on Tuesday. And on Wednesday there's English and my favourite subject – PE! On Thursday we've got Science and Maths. Friday is good – we've got ICT and Art and Design in the afternoon.

## Unit 4 Time

#### 1.17 p32 Exercise 1

- 1 It's quarter past eight.
- 2 It's half past two.
- 3 It's three o'clock.
- 4 It's quarter to seven.
- 5 It's ten to four.
- 6 It's twenty-five past three.
- 7 It's five to six.
- 8 It's ten past nine.

#### 1.18 p35 Exercise 4

Rosie and Kate are twin sisters. They're eleven years old. They get up at ten past seven and then they have breakfast in the kitchen with their parents at quarter to eight. After breakfast, they brush their teeth.

At half past eight, they take the bus to school with their friends, Jack and Ella. Lessons start at quarter past nine.

They have a packed lunch at school at one o'clock.

They finish school at ten past three and go home by bus. At home they do their homework from four o'clock to half past five. They have dinner at half past six and then they watch TV with their mum and dad or read a book. At quarter to nine, they go to bed and read a magazine. They go to sleep at half past nine.

#### 1.19 p37 Exercise 5a

**Billy** Hi, my name's Billy. I like sport and I play football for my school team. I have tennis lessons after school on Tuesdays and in my free time I play tennis with my friends. I go swimming on Saturday mornings with my family.

My sister Abbi likes music. She has music lessons and she plays the piano. She's very good. I don't have music lessons and I don't play a musical instrument. At home, I watch football on TV with my brother, Toby. I collect football badges, too. Toby plays computer games a lot but I don't like them – they're boring.

#### 1.20 p39 Exercise 5

**Ivan** My favourite things? Well, I collect football cards with my brother. We've got cards from different countries.

My favourite sports are football and table tennis. I play football with my friends and I play table tennis at home with my dad. I like computer games, too and I play on the computer for an hour after school. I write a lot of emails – I've got an Internet friend in Italy.

I don't like dance but I like music and I listen to the radio on Saturdays. My mum's a piano teacher and I play the piano and the violin.

At school, my favourite subjects are Maths and English but I don't like History or Geography.

#### 1.21 p41 Exercise 3a

Joel doesn't play computer games but he watches DVDs. Clara plays the guitar but she doesn't play the violin. Samira goes swimming but she doesn't go skiing. Max and Adam don't play table tennis but they play football. Isaac plays tennis but he doesn't play ice hockey.

## **Unit 5 Places**

#### 1.22 p42 Exercise 4

- 1 Teddy is in front of the bookshelf.
- 2 Teddy is between the chairs.
- 3 Teddy is on the desk.
- 4 Teddy is behind the bed.
- 5 Teddy is under the wardrobe.
- 6 Teddy is next to the mirror.

#### 1.23 p45 Exercise 5

**David** Our family has got a small house. Downstairs, there are three rooms – there's a hall, a kitchen and a living room. We haven't got a dining room – we have breakfast and dinner at a table in the kitchen.

Upstairs, there are two bedrooms – there's my parents' bedroom and there's a bedroom for my brother and me. We haven't got a television in our bedroom but we've got a computer. We watch television downstairs in the living room.

Next to our bedroom, there's a bathroom with a shower, a bath, a toilet and a big washbasin.

There's a small garden, too but there isn't a garage or a cellar.

#### 1.24 p47 Exercise 4a

- 1
- A Excuse me, is there a bank near here?
- **B** Yes, there is. It's behind the cinema.

- 2
- A Excuse me, is there a music shop in this town?
- **B** No, there isn't. There's one in the next town.
- 3
- A Excuse me, is there a café near here?B Yes, there is, It's over there in Station Road.
- B Yes, there is. It's over there in Station Road.4
- A Excuse me, is there a hotel in this town?
- **B** Yes, there is. It's next to the station.
- 5
- A Excuse me, is there a swimming pool near here?
- **B** No, there isn't. The old swimming pool is closed now.
- A Excuse me, is there a museum near here?
- **B** Yes, there is. It's behind the church.

#### 1.25 p49 Exercise 4a

Presenter Hello Jessica! Welcome to Be a Star for a Day! What can you do? Can you sing? Jessica Yes, I can. **Presenter** Good! Can you play a musical instrument? Jessica Yes, I can. I can play the guitar and the piano. Presenter Wow! You're very musical. Can you speak French? Jessica No, I can't. Presenter But can you speak Spanish? Jessica Yes, I can. I have Spanish lessons at school. Presenter Great! You can sing a song in Spanish later! Can you dance, too? Jessica Yes, I can. I go to dance class every Saturday. Presenter Fantastic! Now, are you good at sport? Jessica No, not really. Presenter Can you play tennis or basketball? Jessica No, I can't. **Presenter** OK. Can you swim? Jessica Yes, I can. I'm always at the swimming pool with my friends. **Presenter** Great. And can you run like the wind? Jessica No, I can't! But my dog can! Presenter Ha ha! Thank you very much, Jessica.

#### 1.26 p<sup>50</sup> Exercise 4

This is my town! We're here in the park – it's next to the old church. Opposite the park there's a bank and next to the bank there's a museum. The big supermarket is behind the museum. The museum is between the theatre and the school. There's a big sports centre next to the school, too. You can play tennis and volleyball here. Opposite the school, next to the church, there's a post office. And next to the post office, there are two small cafés. In front of the cafés there's a bus stop. Behind the sports centre there's a hotel. The station is opposite the hotel. People take a train to the next town from here.

## Unit 6 People

#### 1.27 p52 Exercise 2

**Freddie** My friend Luke Green has got short, fair hair and green eyes. His dad, Mr Green is tall and slim. He's bald, with blue eyes and a red beard. He's got a big nose! Luke's mum, Mrs Green, isn't very tall, and she's quite fat. She's got short, black hair and brown eyes. She's very friendly.

Sarah is Luke's sister. She's twelve. She's tall and slim, with long, brown hair and blue eyes.

#### 1.28 p55 Exercise 4

1

Shop assistant Good morning! Can I help you? **Girl** Yes. How much is this bag? **Shop assistant** It's £6.50. Girl And how much are the pencils? Shop assistant They're £1.20 each. **Girl** I'll have the bag and a pencil. Shop assistant That's £7.70. Girl Here you are. Shop assistant Thank you. 2 **Shop assistant** Hello. Can I help you? Boy Yes. How much are the exercise books? Shop assistant They're £2.30 each. Boy And how much is this skateboard? Shop assistant It's £40.00. Boy £40.00! Really! Shop assistant Yes. Boy I'll have an exercise book, please. Shop assistant That's £2.30, then. Boy Here you are. **Shop assistant** Thank you very much. 3 Shop assistant Good afternoon! Can I help you? Girl How much is this umbrella? It's for my mum's birthday. Shop assistant It's £5.60. Girl And how much are the pens? Shop assistant They're 40p each. Girl Good. **Shop assistant** Er ... no, sorry. They're 50p each. Girl OK. I'll have the umbrella and a black pen. Shop assistant Good. That's £6.10 then. Girl Here you are. Shop assistant Thank you. Girl Bye! Shop assistant Bye!

#### 1.29 p56 Exercise 2

Ellen's reading a book. Tom and James are playing tennis. Jack and Ben are playing football. Katie's reading a magazine. Emma and Sophie are singing. Anna and Jo are drawing. Fatima's listening to the radio. Simon's listening to his MP3 player. Adam's eating a sandwich.

#### 1.30 p59 Exercise 4a

**Ben** My name's Ben and I'm twelve years old. I go to a school in Bristol in Britain. When I'm at school I wear a uniform every day. I wear a white shirt with a red tie, a dark green jumper, black trousers and black shoes. And I've got a green bag.

The girls at my school wear white shirts, red ties, and dark green jumpers, too, but they can wear black skirts or black trousers. I don't like my school uniform and when I'm at home I wear my favourite clothes.

At the moment, I'm sitting in our living room on the sofa. I'm wearing blue jeans, a yellow sweatshirt, a green jacket, brown trainers and a red cap.

#### 1.31 p61 Exercise 4a

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1
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Shop assistant Hello. Can I help you?
Simon Yes. How much is this jumper?
Shop assistant It's £17.99.
Simon Thank you. And how much are these socks?
Shop assistant They're £4.50.
Simon Good. I'll have the jumper and the socks, please.
2
Shop assistant Good afternoon. Can I help you?
Isabella Yes. How much is this white T-shirt?
Shop assistant It's £35.
Isabella £35! Oh dear! How much is this black T-shirt?
Shop assistant It's £14.95.
Isabella OK. I'll have the black T-shirt.
3
Shop assistant Good morning. Can I help you?
Mark Yes how much are these green trousers?

Mark Yes, how much are these green trousers? Shop assistant They're £24.00. Oh no, they're not. They're £25.00. Mark Thanks. How much are these nice shorts? Shop assistant They're £28.60. Mark OK, I'll have the trousers.

## Revision

#### 1.32 p64 Exercise 9a

**Adam** Hi! My name's Adam, I'm a student in London and this is my flat. Room number one is the living room. There's a sofa here in front of the window and in between the sofa and the door, there's a big television. In front of the television, there's a small table.

And this is room number two – it's the kitchen. Between the door and the window there are three cupboards on the wall. In front of the cupboards there's a small cooker, a sink and a fridge, too. And now room number three – the bathroom. Next to the window, there's a shower. Then there's a washbasin – that's between the shower and the door. There's a toilet in front of the shower.

This is room number four – my bedroom. There's a bed in front of the window. Then there's the door and next to the door there's a long desk and a chest of drawers. On the wall behind the chest of drawers, there's a big picture.

#### OXFORD UNIVERSITY PRESS

Great Clarendon Street, Oxford, 0X2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

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First published in 2013 2017 2016 2015 2014 2013 10 9 8 7 6 5 4 3 2

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ISBN: 978 0 19 476545 9	Teacher's Book
ISBN: 978 0 19 476566 4	<b>Resources Multi-Rom</b>
ISBN: 978 0 19 476559 6	Pack

#### Printed in China

This book is printed on paper from certified and well-managed sources

#### ACKNOWLEDGEMENTS

The authors and publishers are very grateful to all the teachers who have offered their comments and suggestions which have been invaluable in the development of Project Fourth edition. We would particularly like to mention those who helped by writing reports on Project:

Slovenia: Jezerka Beškovnik, Lidija Apat

Croatia: Lidija Branilović, Ivana Sauha, Ela Ivanić, Ana Pavić

*Czech Republic*: Jana Pecháčková, Petra Gušlová, Jana Ferancová, Šárka Karpíšková, Marie Holečková

*Slovakia*: Mgr. Zuzana Laszlóová, Mgr. Bronislava Gulánová, Mgr. Peter Humay, Ing. Zuzana Lennerová, Mgr. Katarina Tóth Mikócziová

Hungary: Judit J. Tóth, Szilvia Csanády, Csilla Papné Szalay, Melinda Bollog Serbia: Sonja Preda Foljan, Ljiljana Ćuzović

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36 (Teen girl portrait/Huntstock), 36 (Chinese boy/Stephen Marks), 36 (Young boy smiling/Christine Schneider/Cultura), 36 (Girl smiling/Yellow Dog Productions), 38 (Boy in classroom/Dominic DiSala), 38 (Smiling girl/Fabrice LEROUGE), 48 (Ronnie O'Sullivan/Laurence Griffiths), 48 (Rory McIlroy/Sports Illustrated), 48 (Smiling girl/Jessica Holden Photography), 60 (Young girl/ Tetra Images), 60 (Portrait of boy/Ana Lukascuk), 60 (Boy standing outdoors/ Camille Tokerud), 62 (Portrait of boy smiling/Purestock), 72 (Portrait of girl/ Soul/Lifesize), 72 (View from Fisherman's bastion/Romeo Reidl), 72 (Teen boy/Granger Wootz), 72 (Abuja National Mosque/Irene Becker Photography); iStockphoto pp (textured background/Hudiemm), 10 (notepad page/Brian Adducci), 12 (identity documents/Edward Shaw), 13 (ad space/DNY59), 13 (maths/Vikram Raghuvanshi), 15 (footballs/Mark Murphy), 22 (torn paper/ Robyn Mackenzie), 24 (parcel/Kamo), 27 (scrapbooking/Natallia Bokach), 34 (blank cards/kyoshino), 35 (push pin/blackred), 35 (boy with molecules/ zorani), 36 (maths/Vikram Raghuvanshi), 36 (torn notepad page/hudiemm), 37 (jungle background/Alonzo Design), 39 (circuitboard/Steven Foley), 48 (sport background/Jamie Farrant), 49 (sheet music/Lisa Valder), 51 (sport frame/woewchikyury), 55 (ad space/DNY59), 60 (bunting/PeskyMonkey), 61 (scroll/ajaykampani), 61 (linen canvas/Miroslav Boskov), 63 (map/pop\_jop), 64 (notepad page/hudiemm), 72 (Earth/evirgen), 75 (magazine rack/Hande Guleryuz Yuce); Oxford University Press pp.12 (Boy smiling/Fuse), 15 (House/ Paul Springett), 22 (Radio announcer/Corbis), 25 (Desert/Mark Phillips), 35 (football/BananaStock), 36 (Children at school/Chris King), 37 (Elephants/ Corbis/Digital Stock), 72 (Blue Mosque/Photodisc), 75 (boys biking/Comstock); SuperStock p.43 (Asian schoolgirls/Fancy). Commissioned photography by: Gareth Boden pp.4, 5, 7, 8, 12, 15, 16, 18 (grandparents, parents, uncle, Joe, Mel), 19, 22, 27, 28, 32, 35 (maths, common room), 39, 41, 42, 43, 51, 56, 63, 64, 66, 70, 75.

*Illustrations by*: Piers Baker pp.6 (ex.2), 18 (ex.4), 19, 41, 45, 52, 53 (ex.3b), 54, 56, 78 (ex.2), 79, 81; David Banks pp.11 (ex.10), 14, 37 (ex.5), 53 (ex.5), 67, 69, 77, 78 (ex.3), 84; Moreno Chiacchiera/Beehive pp.9 (ex.11), 15, 27, 51, 63, 71, 75, 85, 86, 87; Gary Davies p.59; Paul Daviz front cover, Mickey Mille and Mut; Fred van Deelen/The Organisation pp.13 (ex.6), 25, 62; James Hatr/Sylvie Poggio pp.29, 33, 37 (ex.1&2), 49, 57, 65, 74, 76, 80; Oxford University Press p.82; Chris Pavely pp.6, 9 (ex.6), 10, 11 (ex.9), 16, 17, 18 (ex.1), 24 (Sherlock), 26, 28, 31 (ex.3b), 32, 34, 44, 50, 55, 61, 64, 70; Lisa Smith pp.13 (ex.5), 40, 47.