

Fourth edition

Project

Teacher's Book
with Online Practice

2

OXFORD

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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 towards 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 2* consist of?

Student's Book

The Student's Book starts with a revision of the main grammar covered in the previous level of the course. There are six main 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:

- 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 *I 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 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.

Classroom Presentation Tool

Project Classroom Presentation Tool contains:

- page-on-screen functionality
- Student's Book answer keys and audio
- Video material for every unit
- further interactive resources

All the animated cartoons and culture materials are available on both the DVD and Classroom Presentation Tool. 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

- 48 photocopiable activities (with teaching notes) to cover the grammar, vocabulary and skills taught in the Student's Book.
- 2 Digital workshops – practical step-by-step guides on using digital in the classroom. In level 2, these workshops focus on the websites *Dvolver* – for making digital movies online, and *Padlet* (previously called *Wallwisher*) for creating online noticeboards.

Test Bank

Unit tests, progress tests, end-of-course test and more. Contact your local OUP representative for access to the Test Bank.

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

4 Food

4A Food and drink

Vocabulary

1 a (2.2.1) Listen and repeat.

Meat

1 chicken 2 lamb 3 pork 4 beef

Vegetables

11 beans 12 tomatoes 13 peas 14 cheese 15 rice 16 eggs 17 orange juice 18 tea 19 coffee 20 lemonade

Fish

5 tuna 6 salmon

Fruit

7 apples 8 grapes 9 bananas

b What other kinds of food and drink do you know?

2 c (2.2.1) Listen. Write the words in the correct column.

likes	doesn't like
1 fish	2 beef

4A Grammar • Countable and uncountable nouns • articles • some and any • How much? How many?

4A Grammar

Countable and uncountable nouns

a Read the examples.

Some nouns are countable. They have a singular and a plural form.

an apple three apples

Some nouns are uncountable. They have only one form.

cheese

b Are the words countable (c) or uncountable (u)? Put them in the correct basket.

Countable (c)	Uncountable (u)
lemonade, coffee, rice, bananas, apples, eggs, sandwiches, chicken, fish, oranges, meat, beans	cheese, tuna, tomatoes, vegetables, chicken, fish, oranges, meat, beans

5 a Look at the things in exercise 1. Which do you like best? Choose one thing from each group. Which things don't you like?

b Ask and answer with a partner.

- Do you like coffee?
- Yes, I do / No, I don't. I never drink it.
- Do you like grapes?

6 a Read the rule.

With plural nouns and uncountable nouns we don't need a or an. With a singular noun we must have a or an.

Articles • a • an

There's cheese in this sandwich. BUT: I've got a banana.

b Complete the sentences with a or an where necessary.

- Can I have an orange, please?
- Do you like _____ fish?
- I usually have _____ eggs for breakfast.
- I don't eat _____ meat.
- We always have _____ tomatoes with our dinner.
- I had _____ apple and _____ banana today.
- I love _____ fruit, but I don't like _____ vegetables.
- Can I have _____ sandwich, please, with _____ cheese and _____ lettuce?

Listening and speaking

7 a (2.2.1) Look at the menu. Listen. What does Emma order?

Menu	
Spaghetti bolognese	£3.80
Chicken salad	£2.75
Fish	£4.20
Chips	£1.80
Mixed vegetables	80p
Salad	80p
Sandwiches	£2.55
Chicken and tomato	£2.55
Tuna and salad	£2.80
Desserts	
Apple pie	£2.75
Chocolate cake	£2.80
Fruit salad	£2.40
Ice-cream	£1.40
Drinks	
Orange juice	£1.85
Lemonade	£1.30
Coke	£1.20
Milkshake	95p
Coffee	80p
Hot chocolate	£1.55

b (2.2.1) Listen again and complete the dialogue.

Water: Yes, please?

Emma: Can I have a _____ and chips, please?

Water: Anything else?

Emma: Yes, can I have an _____, please?

Water: Do you want anything to _____?

Emma: Yes, _____, please.

Water: _____ (anything)?

Emma: Yes, thank _____, please.

Water: That's £ _____, please.

Emma: Here you.

Water: Thank you.

c Work with a partner. Practise the dialogue.

8 Make new dialogues. Use the menu.

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.

A strong emphasis on vocabulary. New language is presented at the beginning of a section and then practised and used in relation to the grammar and the skills in the section.

Students find and complete sentences from the comprehension text which illustrate the grammar point. Using their completed sentences, they identify the pattern or rule and complete a table or description of the rule.

4B Stone soup

4B Stone soup

Vocabulary

1 a (2.2.1) Look at the different kinds of food and drink. Listen and repeat the words.

b Put the things (1-18) in the correct column.

Meat	Fruit	Vegetables	Drinks	Others
1 water	2 bread	3 cabbage	4 ham	
5 milk	6 sausages	7 sugar	8 salt	9 wine
10 carrots	11 butter	12 lemons	13 mushrooms	14 onions
15 potatoes	16 mushrooms	17 mushrooms	18 yoghurt	

c Choose six things from the list and make a meal for yourself.

My meal is a sandwich. In my sandwich there's ...

Comprehension

2 (2.2.1) Read and listen to the story. Which of the things from exercise 1a did the tramp put in the soup?

One day a tramp came to an old woman's house and knocked on the door. "Excuse me," he said when she opened the door. "I'm very hungry. Have you got anything to eat?" The old woman had a lot of food in the house, but she was very mean. "Go away," she said. "I haven't got any food for you." "Oh," said the tramp, "well, have you got any water?" "Yes, I've got a magic stone and I can make soup with it. But I need some water." "A magic stone, eh?" said the mean old woman. "Yes, I've got some water."

She fetched a big saucepan of water and put it on the cooker. The tramp took the stone out of his pocket and put it into the saucepan. After a while he tasted the soup. "Mmm. It's very good," he said. "Have you got any salt and pepper?" "The old woman fetched some salt and pepper. "Mmm. That's better," said the tramp. "It really needs some vegetables. It's a pity you haven't got any vegetables." "Oh, I can find some vegetables," said the old woman. She ran into the garden and brought back some peas, carrots, beans and a bag of bread.

4B Grammar • Countable and uncountable nouns • articles • some and any • How much? How many?

4B Grammar

3 a Complete the sentences from the story.

- I haven't got _____ food for you.
- Well, have you got _____ water?
- Oh, I can find _____ vegetables.

b Copy and complete the table.

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

some and any	some and any
We use _____ for affirmative statements.	We use _____ for negative statements and questions.

c Look at the things in exercise 1. Say whether the tramp used each thing to make the soup.

He used some water.
He didn't use any lemons.

4 a What have you got in your cupboard? Write five kinds of food or drink from exercise 1. Don't show your list to anyone.

b Ask and answer with a partner. Find out what's in your partner's cupboard.

- Have you got any water?
- No, I haven't got any water. Have you got any water?
- Yes, I've got some water. Have you got ...?

Listening

5 a (2.2.1) Listen. What do the people have for lunch? Copy and complete the chart.

Person	Food	Drink
Dan	a sandwich	tea
Ella		
Chen		

b Describe each person's lunch.

Dan has _____ He usually has _____ in it. He has _____ or _____ with that. He drinks _____.

Speaking and writing

6 a Work with a partner. Find out what he / she eats and drinks in a normal week. Ask about these things.

Food	Me	Partner
chocolate		
milk		
crisps		
fruit		
eggs		
lemonade		
fish		
yoghurt		
sweets		
vegetables		

• Do you eat any chocolate?

• Yes, I do. I eat a lot of chocolate.

• Do you drink any milk?

• Yes, I do. I usually have some milk for breakfast.

b Complete the chart and write about you and your partner. Have you got a healthy diet?

In a week my partner eats a lot of chocolate. I don't eat any chocolate.
He / She drinks ...

7 Read the story Stone Soup again. Work with a partner. Act the story.

Grammar exercises are always followed by task-based activities which use one or more of the skills of Reading, Listening, Speaking and Writing.

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

This is available as animation on the DVD and the CPT.

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.

4C Mut goes shopping

Comprehension

1 (2.8.5) Read and listen to the story. What is Mut worried about? Why?

2 I've got the trolley. Now first we need some cheese.

3 About two hundred and fifty grams.

4 The fruit wasn't very good there. Let's go to the market.

5 We need some bananas. How many do we need?

6 Stop it, Mut! Stop!

7 Mum, there isn't any dog food on the shelf.

8 We've got lots of dog food. I decided to put it in the cupboard.

9 Here's the shopping list, Mum.

10 Their mum put

Grammar

3 a Copy and complete the table. Use the dialogues from the story.

Countable	Uncountable
How many bananas?	How much cheese?

b Write and complete the table.

Countable	Uncountable
How many bananas?	How much cheese?

c (2.13.5) Listen. Make questions.

1 We need some bananas. How many do we need?

2 We need some bread. How much do we need?

d (2.13.7) Listen and check.

4C

2 Read the story again. Match the halves of the sentences.

1 Mickey and Millie are a some dog food at the market.

2 There isn't b they haven't got any dog food.

3 Mut thinks c some cheese at the supermarket.

4 Mickey pushes d find the tins of dog food.

5 They buy e any dog food on the shelf.

6 They go to f going shopping.

7 Mut sees g them in the cupboard, the market for some fruit.

8 Millie decides h the trolley.

9 She can't i to feed Mut.

10 Their mum put j to feed Mut.

4 a Match the words to the pictures.

1 a loaf

2 a carton

3 a packet

4 a tin

5 a bar

6 a pot

7 a bag

8 a bunch

b Match the sentences to the pictures.

We talk about quantities like this. Don't forget of!

1 a tin of dog food

2 two tins of dog food

c What's in the pictures in exercise 4a?

three boxes of bread

Listening

5 a Read the shopping list. What do Emma and Jake need to buy?

22 eggs, 12 eggs, 22 grapes, 22 apples, 22 pears, 40 grapes, 16 bread, 16 bread, 16 potatoes, 16 eggs

2 packets of soup, ...

b (2.17) Emma and Jake are at the supermarket, but they forgot the shopping list. Can you remember the list? Close your book. Listen. Did they buy the right things?

They needed two cartons of apple juice, but they bought two cartons of orange juice.

The adventures of Mickey, Millie and Mut also give extensive reading and listening practice.

To make grammar learning friendlier, Mut, from the cartoon story, guides students towards the rules and points out important items.

Controlled practice activities consolidate students' knowledge of the rules. After controlled practice, students then go on to use the grammar in freer activities.

Each comprehension text is followed by activities to check students' understanding of the text. These exercises also further the development of reading and listening skills.

4D Emma's apple crumble

Comprehension

1 Emma is making apple crumble. Look at the pictures. What do you think the correct order is?

2 (2.18) Read and listen to the recipe. Number the pictures in the correct order.

Apple Crumble

Ingredients

You will need:

- 3 large apples
- 300 g flour
- 200 g butter or margarine
- 100 g sugar
- water
- cream or ice-cream

Instructions

- 1 Peel the apples and slice them.
- 2 Put the apples in a saucepan with a little water and 50 g of the sugar. Boil the apples for ten minutes.
- 3 Put the flour, the butter or margarine and the rest of the sugar into a bowl. Mix them with a fork.
- 4 Pour the cooked apples into a dish.
- 5 Cover the apples with the flour, butter and sugar mixture.
- 6 Put the dish into the oven at 180°C for 30 minutes.
- 7 Serve the apple crumble with cream or ice-cream.

2 a Look at the pictures. What is Emma doing in each picture?

b Find these things in the pictures.

a knife a fork a sausage an oven a bowl a dish a spoon a peeler

4D

Grammar

Definite and indefinite articles

3 a Look at the sentences.

These are indefinite articles.

You need a saucepan and some water.

These are definite articles.

Put the water in the saucepan.

b Complete the recipes with a, some or the.

1 Put 'the' / some flour and 'a' butter in 'a' bowl. Now take 'a' fork. Mix 'a' flour and 'a' butter with 'a' fork. Then pour 'a' sugar into 'a' bowl and mix it with 'a' flour and 'a' butter.

2 First, you need 'a' mushrooms and 'a' knife. Slice 'a' mushrooms with 'a' knife. Now put 'a' oil in 'a' frying pan and put 'a' mushrooms in 'a' oil. Then fry 'a' mushrooms in 'a' frying pan for five minutes.

4 a Look at what Emma says in exercise 1. Complete the sentences.

You need a few apples.

You need a water.

b Look at exercise 4a. Copy and complete the table.

Countable	Uncountable
a _____	a _____

c Complete these expressions with a little or a few.

1 _____ oranges 5 _____ salt

2 _____ butter 6 _____ cheese

3 _____ sugar 7 _____ peas

4 _____ tomatoes 8 _____ vegetables

Listening and writing

5 a (2.19) Here's another recipe. Listen. Tick (✓) the ingredients you hear.

Jake's Welsh Rarebit

Ingredients

half an onion

one tomato

milk

2 slices bread

50g grated cheese

butter

salt

pepper

vinegar

Worcester sauce

b (2.20) Now listen to the instructions. Number them in the correct order.

a Make some toast.

b Mix it all together.

c Grate the cheese and the onion.

d Cover the tomatoes and the toast with the cheese mixture.

e Leave it till the cheese melts.

f Put the tomato slices on the toast.

g Put them in a bowl.

h Add a little milk, salt and pepper and a little Worcester sauce.

i Peel the onion.

j Slice the tomato.

k (2.21) Listen again. What does Jake say about the milk, the Worcester sauce, the toast, the cheese under the grill?

Multi-skilled activities give students the opportunity to develop their understanding of English in varied contexts. Students not only practise the grammar and vocabulary of the section in real communication, but also develop their ability to express themselves effectively in English.

This page introduces students to aspects of life in English-speaking countries.

Interesting and comprehensive presentation of topics from other school subjects, such as Science, Geography, Maths and Music, through the medium of English.

This material is also available on the DVD and on the CPT.

Students are encouraged to relate the things that they learn about life in Britain to life in their own country.

4 Culture

1 **1221** Read and listen to the text. Are the statements true or false or doesn't it say?

- Most people in Britain eat a big breakfast every morning.
- People often have grapefruit for breakfast.
- People normally have lunch at three o'clock.
- Most children take a packed lunch to school.
- People usually have dinner in the evening.
- Most people eat breakfast in the kitchen.
- Some people call their evening meal 'tea'.

2 a Complete the chart about food in Britain.

Meal	What is it?	When is it eaten?
Breakfast		
Lunch		
Dinner		

b Make a chart about meals in your country.

British meals and mealtimes

The first meal of the day is breakfast – usually between seven and eight o'clock. The traditional British breakfast is very big: bacon, eggs, sausages, tomatoes, mushrooms, baked beans and fried bread! But nowadays people don't usually cook a big breakfast every morning. They only have a cooked breakfast on Sundays or when they stay in a hotel.

Most people have a light breakfast. These are some typical things that people have for breakfast:

- cereal with milk
- fruit (grapefruit is popular)
- toast with jam, honey or marmalade
- yoghurt
- orange juice
- coffee or tea

Between twelve o'clock and two o'clock people have lunch. This is often a light meal of soup, sandwiches and/or a salad. Most children have their lunch at school. They can buy food at the school canteen, or they can take a packed lunch from home. This usually has sandwiches and maybe some fruit, yoghurt or salad.

The main meal of the day is dinner. People usually eat this between about six and seven o'clock in the evening.

A traditional dinner is meat or fish with potatoes and vegetables, but many people nowadays cook food from other countries. Lasagne, spaghetti bolognese, rice and curry are popular. Some people are vegetarians.

After the main course, some people have dessert (also called 'pudding') – such as fruit, chocolate cake, or apple pie with ice-cream or custard.

In some parts of Britain, people have the main meal at midday and call it 'dinner'. They call the light meal that they have in the afternoon or evening 'tea'. Some people also call the evening meal 'supper'. This can be a light meal or a main meal.

English Across the Curriculum 4

Geography: food from around the world

1 Match the words to the pictures.

chocolate, peppers, tomatoes, avocados, sweetcorn, coffee, turkey, tea, potatoes

2 **1222** Read and listen to the text. Find the words from exercise 1.

3 Read the text again and match the food to the places.

- chocolate
- sweetcorn
- potatoes
- coffee
- tea
- tomatoes
- turkey

4 Complete the sentences.

- The Aztecs drank chocolate with pepper.
- Mexicans
- The Spanish
- The Swiss
- The Turks
- The British

5 Which did you have in the last three days? What form were they in?

potatoes I had a packet of crisps.

FOOD FROM AROUND THE WORLD

We eat a lot of different kinds of food today. Before the 15th century, people in Europe didn't have a lot of the things that we eat and drink every day. At the end of the 15th century, people from Europe started to travel to other parts of the world. They went to America, Africa and Asia. They brought back a lot of new kinds of food.

Chocolate came from Mexico. The Aztecs there drank chocolate with pepper! And today chicken with chocolate sauce is a popular meal in Mexico. The Spanish brought chocolate to Europe and they were the first to put sugar in it. Until the 19th century, chocolate was only a drink. The Swiss made the first bar of chocolate in 1875.

Tomatoes, peppers and avocados all came from Mexico, too. The Spanish took seeds back to Spain and started to grow the plants there. Soon they spread to other countries in Europe and then to other parts of the world.

The words tomato, chocolate and avocado all come from the old Aztec language.

Potatoes came from South America. Potatoes like cool, wet weather. They grew in the mountains of Peru. Sweetcorn for meal came from North America. Turkey came from North America, too. They didn't come from Turkey!

Coffee came from Africa. The Turks took it to Turkey and then to Europe.

Tea came from China in the 17th century. At first it was very expensive and only rich people drank it, but in the 19th century the British started to grow tea in India. They produced a lot, so it was cheap and everybody drank it.

Students learn some of the basic vocabulary needed for talking about other subjects as well as recycling vocabulary learned in the unit.

Motivating texts show English in use across a wide range of other subject areas.

Students learn about aspects they can easily relate to, such as the multi-ethnic nature of many parts of modern Britain.

Projects draw together the language and topic that have been developed through the unit.

The revision page in every unit helps students and teachers to see how well the language of the unit has been learned. They can then decide whether there are any language points in the unit which need more work before moving on.

4 Revision

some and any

1 Complete the sentences with some or any.

- There isn't any butter in the fridge.
- There are _____ tins of tuna in the cupboard.
- Do we need _____ vegetables?
- I had _____ soup for lunch.
- We didn't buy _____ bread.
- Put _____ onions and _____ oil in a frying pan.

Countable and uncountable nouns

2 Put in a or an where necessary.

- Do you like _____ chicken?
- Can I have _____ apple, please?
- I don't like _____ bananas.
- I always have _____ eggs for breakfast.
- I've got _____ sandwich and _____ satsuma.
- I never drink _____ coffee or _____ tea.

a/an, the, some and any

3 Put a, an, some or the in the right place.

- To make this model you need 'some' paper, _____ plastic cup, _____ pencil, and _____ glue. First, put _____ plastic cup on _____ paper. With _____ pencil draw _____ circle round _____ cup. Then cut out _____ circle.
- I've got _____ parcel and _____ letters for Mr Carter. Give _____ letters to me and put _____ parcel over there.
- For this recipe you need _____ flour, _____ salt and pepper, _____ egg and _____ milk. Put _____ flour and _____ salt and pepper in _____ bowl. Add _____ egg and _____ milk, and stir them with _____ fork.

Vocabulary

4 Write the things you see in the pictures.

- three tins of tomatoes
-
-
-
-
-
-
-
-

5 Find the names of eight more types of food and drink in the puzzle.

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

How much / How many?

6 a **1223** Listen. What do they buy?

a small carton of milk

b Work with a partner. Ask and answer about the shopping list.

- How much milk did they buy?
- A small carton
- How many ...

Your Project 4

A class project

1 Make a project about food in your country. There are lots of things to write about, so we did our project as a whole class. Here are some of the things that people did.

Most people have three meals a day – breakfast, lunch and dinner. The first meal of the day is breakfast. People usually eat this between seven o'clock and eight o'clock.

2 Meg and Chris wrote about meals and mealtimes.

Most people have three meals a day – breakfast, lunch and dinner. The first meal of the day is breakfast. People usually eat this between seven o'clock and eight o'clock.

3 Henry and Tina wrote about places to buy food in our town. They took lots of photos.

- shops
- the market
- restaurants and cafes

4 William and Chloe collected everybody's favourite recipe and made a recipe book in English.

5 Poppy and Jacob made one of the recipes and filmed it – just like celebrity chefs on TV.

6 We put our different parts of the project on the classroom wall. Then we all went round to look at them. It was great.

Song

1 Replace the pictures with words to complete the song.

Sausages with ice-cream

I like _____ with cheese
Katy likes _____ with _____
Peter puts _____ on his baked beans
Edward likes _____
And Jessica loves _____
But John likes sausages with _____

2 **1225** Listen and check your ideas.

Chorus
Sausages with _____
Sausages with _____
John likes sausages with _____

I like sticky toffee
Donna likes a cup of _____
Daniel likes a nice _____ salad, it seems
Wendy loves apple _____
But nobody can tell us why
John likes sausages with ice-cream.

Each unit focuses on a particular strategy to show students how to create and present their project. As they work through the course, students build up their knowledge of how to get the best out of project work.

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

Well-known rhymes and tongue twisters make pronunciation practice fun.

Pronunciation activities practise important aspects of English pronunciation, such as the differences between long and short vowel sounds.

Pronunciation

Unit 1

1 /ʊ/ and /ʌ/

a Listen and put the words in the correct column.

brothers	thing	birthday	this	fourth
there	thing	Mattis	with	father

b Listen. If you hear the /ʊ/ sound, stand up.

c Say this:
This Thursday is Martha's brother's thirteenth birthday.

Unit 2

1 /i/ and /ɪ/

a Listen and repeat.

b Listen. If you hear the /i/ sound, clap your hands.

c Say this:
Dean's sister feeds fifteen big sheep.

Unit 3

1 /æ/ and /ə/

a Write the words with the taxi or the car.

b Listen, check and repeat.

Unit 4

1 /ɪ/

a Look at these words. Which words have the /ɪ/ sound? Write them in the mug.

b Listen, check and repeat.

Unit 5

1 /ɒ/ and /ɔ:/

a Put the words with the dog or the horse.

b Listen, check and repeat.

Unit 6

1 /r/

a Listen and repeat.

b How fast can you say this?

2 -esendings

a Which verbs have an /ɪ/ ending? Tick (✓) them.

b Listen, check and repeat.

c When do we have an /ɪ/ ending?

2 Same sound?

a Which pairs of words have the same vowel sound? Tick (✓) them.

b Listen, check and repeat.

2 A tongue twister

a How fast can you say this?

b Listen and repeat.

2 Same sound?

a Which pairs have got the same vowel sound? Tick (✓) them.

b Listen. If they're the same sound, put your hands on your head. If they're different, put your hands on your knees.

2 A rhyme

a Listen and say the rhyme.

b How fast can you say this?

Total physical response activities make pronunciation come alive as students respond physically to the sounds they hear.

For each unit 1–6, there is a page of extended reading practice based on classic tales from around the world.

A focus on the language from the text will increase students' vocabulary.

Reading

Unit 1

1 a Read and listen to the story. Number the pictures in the correct order.

b Where is the tree in each picture?

c Find these things in the pictures:

2 What does the tree want to be when she's:

The Little Fir Tree

(adapted from Hans Christian Andersen)

The Little Fir Tree stands in the forest. Sometimes children play there. What a nice little fir tree, they say. But the Little Fir Tree doesn't like that. 'I don't want to be a little tree,' she thinks. 'I want to be big.'

In autumn men chop down the large trees and take them away. 'Where do they go?' asks the Little Fir Tree.

'People use the big trees to make ships, and the ships sail to other countries,' say the birds.

'Oh, those trees are lucky,' says the Little Fir Tree.

The birds say: 'Be happy here in the beautiful forest.'

But the Little Fir Tree doesn't listen to them.

At Christmas the men come with their axes again. They take young trees this time.

'Take me,' says the Little Fir Tree, 'but they never do. Winter turns to spring and then summer again.'

Then, one Christmas the men chop down the Little Fir Tree. Some other trees and take them to a big house. Later a man points and says: 'Take that tree into the house.'

Inside the house people put her into a pot. Then they hang decorations on her - red, blue, and silver. They put candles on her branches, a big gold star on her head and presents around the pot.

The Little Fir Tree feels very proud. 'I want to stay here forever,' she thinks.

But the next day two servants come. They take the little tree to the attic and throw her into a dark corner.

'This isn't very nice,' she thinks. Some mice are there, too. She talks them about the forest with the birds and the flowers.

'What a beautiful place,' say the mice.

'Yes,' thinks the Little Fir Tree. 'It is beautiful there and I want to go back.'

A few months later, people come into the attic and take the Little Fir Tree outside.

'Oh, they're taking me back to the forest,' she thinks.

But a boy says: 'Look at the ugly old Christmas tree. It's all dry and brown.'

Then the gardener takes his axe. He chops the tree into pieces and throws them on a fire.

And that is the end of the Little Fir Tree!

Unit 4

1 a Read and listen to the story. Answer the questions.

2 Ananse meets six other animals. What do you think they are? Choose one and write a paragraph for when Ananse visits his / her house.

Ananse the Spider

A traditional African story

Once upon a time in Africa there was a spider, called Ananse. Ananse loved food, so he was very fat, and he had short, fat legs.

One day, he went past Rabbit's house. 'What are you cooking, Rabbit?' said Ananse.

'Vegetable soup,' said Rabbit.

'Mmm, it smells delicious,' said Ananse.

'Well,' said Rabbit, 'it isn't ready yet, but sit down and wait for an hour and you can have some.'

Ananse didn't want to stay at Rabbit's house. He always found jobs for Ananse to do, so he said: 'I'm sorry, Rabbit, I can't wait, but I've got an idea.'

He spun a long piece of web and said: 'The one end of this web to your sacpan, and I can tie the other end to my leg. When the meal is ready, pull the web. Then I can come and share your soup.'

So Rabbit tied the end of the web to his sacpan. 'See you later, Ananse,' he said. 'Thank you, Rabbit,' said Ananse. 'Goodbye.'

Ananse walked on. Soon he came to Monkey's house. 'Mmm,' said Ananse. 'What are you cooking, Monkey?' 'I'm baking a cake,' said Monkey. 'It's in the oven now. You can have a piece when it's ready. Sit down and have a rest,' she said.

'I can't have a rest at Monkey's house,' thought Ananse. 'Her children are very noisy.'

'I'm sorry, Monkey,' he said. 'I'm very busy today, but I've got an idea.'

He spun another long piece of web. Monkey tied it to her oven and Ananse tied the other end to another one of his legs.

'Pull the web,' said Ananse. 'Then I can come and have a slice of your cake.'

'OK,' said Monkey.

Ananse walked on and saw more of his friends. Soon he had a piece of web on each of his eight legs.

'That was a good idea,' he thought. Then he lay down in the sun and went to sleep. Suddenly, somebody pulled one of the webs. 'Oh, it's Rabbit,' said Ananse. 'Good. His soup is always delicious.'

But then another web pulled one of his legs. Then another. Soon the animals were pulling all the webs. 'Help, help!' shouted Ananse. 'My poor legs! The animals pulled and pulled. Finally, the webs broke and Ananse looked down at his legs. They weren't short and fat now. They were very long and very thin.'

So, after that, Ananse the spider had a fat body, but eight long, thin legs. And he never got any food that day!

'Goodbye.'

A good resource for consolidation, the reading activities can be set for homework, or used in class as an opportunity for additional practice.

Lots of dialogue in the reading texts means that these stories can be acted out in class.

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 on the Teacher's website 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 Team competition

Choose between five and eight words from a previous lesson or unit that you want the students to remember. Put students into teams of three or four. Make sure you mix the abilities in each team so that there is not a team that is too strong or too weak.

Say each word, then ask the teams to discuss together and to think of a sentence using the word correctly. Tell them to put their hands up when they have a sentence. Ask the first team to put their hand up to say their sentence. The rest of the class can say if it is correct or not, or you can decide. If the sentence is incorrect, go to the next team, and so on.

Give the winning team one point and put the scoring on the board. Keep doing this until you have used all the words.

2 The long sentence

Explain to students that they are each going to say a word in turn in order to make a sentence. Start at the back of the class and ask the first student to start a sentence (e.g. *The / A / When*). Then ask the student sitting next to them to contribute the second word for the sentence (e.g. *dog / man / we*) and so on, to see how long they can make the sentence.

The student who finishes the sentence is 'out'. Start a new sentence with the next student. Keep doing this round and round again until only one student remains.

This needs to be done quite quickly, but it forces students to listen to what went before and concentrate on their contribution as they do not want to be 'out'.

3 Words of the letter (active version)

Give students a letter and ask them to think of between three and five words (depending on their level) on a topic beginning with that letter. For example, you could ask them to think of three animals beginning with C, or five types of food beginning with B, three countries beginning with M, etc. Tell students to put their hand up when they are ready to give their answers, but remind them they cannot put their hand up until they have thought of three / five words.

Do this several times with different topics, but using the same letter. For example, if at first you asked students to think of three animals beginning with C, you can then ask for three adjectives beginning with C, then three countries beginning with C, etc.

If the class are very quiet or a lower level, ask them to do this in pairs to allow them some 'thinking' time before they give the answer.

Cooler activities

1 Class crossword

In this activity, the class constructs a giant crossword on the board. First, put students into pairs and ask them to write down a definition for a word. Encourage them to use a word from the last or current lesson. It is also a good idea to give each pair the number of letters their word must be. Stronger students could be given longer words (e.g. ten letters).

While students are writing their definitions, draw a large box of e.g. 12 x 12 squares on the board. Each pair of students then read their definition (or 'clue'). The other pairs must decide what the word is. The first pair to guess come and write the word clearly in the squares (one letter per square), like a crossword. They then give their definition, and the pair of students that guess the word must write their word on the board in a crossword style (i.e. joined to the first word if possible). This continues until every pair has given a clue.

If the crossword becomes difficult to manage, allow students to rub some words out and rewrite them somewhere else on the crossword. What they should aim for is a complete crossword with no 'floating' words if possible.

2 The longest sentence

Give the class three words from a previous unit or lesson. For a lower level class, choose e.g. a noun, a verb and an adjective. For a higher level class, choose more challenging combinations, e.g. three nouns or three verbs. Ask the students to individually write a sentence using all the words. The person who makes the longest and / or most complicated sentence (depending on level) is the winner.

You can do this as a single activity or repeat it. Alternatively, you can set a time limit, e.g. one minute (or longer for lower levels).

3 Words of the letter (quiet version)

Give students a letter and ask them to think of between three and five words (depending on their level) on a topic beginning with that letter. For example, you could ask them to think of three animals beginning with C, or five types of food beginning with B, three countries beginning with M, etc. Ask students to write the words down quietly.

Do this several times with different topics but using the same letter. For example, if at first you asked students to think of three animals beginning with C, you can then ask for three adjectives beginning with C, then three countries beginning with C, etc.

Finally, ask who has all the answers, i.e. if you have asked them to write three words for five different topics, then they should have fifteen answers. If you want to keep the class quiet, ask them to compare answers in pairs or you can 'lift' the mood by asking them to check their answers in groups of four and see which group gets the longest list.

Introduction

Introductions

1 a 1.2 Read and listen. Who are they?

Susan Jake Polly Benjy
Peter Conor Emma

Susan is Emma and Jake's mum.



b Work with a partner. Ask and answer about the people.

- Who's Susan?
- She's Emma and Jake's mum.

2 Describe the people.

Polly is the girl with ... hair.

3 a Complete what Mickey says.

b 1.3 Listen and check.



Hi. ¹My name's Mickey. This is ²_____ sister. ³_____ name's Millie. And this is ⁴_____ dog, Mut. What's ⁵_____ name?



Introduction

Unit overview

Grammar: *be; can; questions; have got.*

Vocabulary: Introductions; personal details; sports and activities; descriptions of scenes and objects; possessions.

Speaking: Introductions; asking for sports centre membership; giving personal information; discussing abilities; describing people and things.

Song: *The Locomotion.*

Introductions

Exercise 1a 🎧 1.2

- Ask students to look at the names in the box. Explain that they have to find out who the people and animals are.
- Play the recording for students to listen and read.
- Focus students' attention on the example: *Susan is Emma and Jake's mum.* Ask: *Who is Jake?* Elicit that Jake is Emma's brother. Continue with the rest of the names, eliciting the correct answer. Get a different student to answer for each name.
- In a weaker class, you may want to allow students to do the task in writing, then check answers in pairs before eliciting them.

POSSIBLE ANSWERS

Jake is Emma's brother. / Jake is Peter and Susan's son. / Jake is Conor's friend.

Polly is Emma's best friend.

Benjy is Jake and Emma's dog.

Peter is Jake and Emma's dad.

Conor is Jake's friend. / Conor is Jake and Emma's neighbour.

Emma is Jake's sister. / Emma is Peter and Susan's daughter. /

Emma is Polly's friend.

Exercise 1b

- Students work in pairs and take turns to ask and answer for each person in the pictures. Emphasize that they have to make up questions and answers about every character.
- Walk around and monitor.

Exercise 2

- Ask students to complete the sentence describing Polly.
- Point to the first picture. Ask: *Who's Polly?* Get a student to give you the answer: *Polly is the girl with long fair hair.*
- Continue with the other pictures, asking about the other people in them. Get a different student to answer each time.
- Students repeat the activity in pairs. Walk around and monitor.

Exercise 3a

- Ask students to complete the gaps.
- Get a different student to read each sentence.

ANSWER KEY

2 my

3 Her

4 our

5 your

Exercise 3b 🎧 1.3 Audio script pT88

- Play the recording for students to listen and check.

Optional extra

Each student writes the names of five close family members or friends on a piece of paper. They find a partner and exchange papers. Students ask their partners who the people on the papers are. Then they return the papers and find new partners.

Invite some students to tell the class about their partners' families or friends. Ask the others to listen carefully. After the introductions, ask the class about the members of the various families. Reward the first correct answer with a point. In the end the student with the most points wins.

Optional extra

Students will need some glue and paper for this. Each student invents a family: a mum, a dad, a brother and a sister. They draw pictures (or bring in photos) to represent the people in the family. Students shouldn't write the names on the pictures. In pairs, each student introduces his / her family, giving names and handing each picture to his / her partner, who sticks the pictures on a piece of paper and writes the names to make a family tree.

At the sports centre

Exercise 1 1.4 Audio script pT88

- Allow students time to read through the information about Valley Sports Centre and check any new vocabulary, for example *weight training* (exercise using gym equipment) and *fitness classes* (classes to get you into good physical condition). Explain that Emma wants to join the sports centre.
- Draw students' attention to the questions in exercise 1 and ask stronger students to predict the questions the receptionist might ask.
- Play the recording for students to listen and note down the answers to the questions.
- Check the answers with the class.

ANSWER KEY

1 Emma Griffin

2 12

3 94 Reed Avenue, London, NW19 6KP

4 Badminton, swimming and volleyball

LANGUAGE NOTE In Britain we write the first name before the family name, and the house or flat number before the street name. We write the postcode after the name of the town, village or city.

Exercise 2a

- Students work individually, or in weaker classes in pairs, to complete Emma's membership card with the information from exercise 1.

Exercise 2b 1.4 Audio script pT88

- Play the recording once more for students to check their answers and complete the card with the missing information.

Exercise 2c 1.4 Audio script pT88

- Play the recording again for students to listen and check.

ANSWER KEY

Name: Emma Griffin

Age: 12

Address: 94 Reed Avenue, London

Postcode: NW19 6KP

Telephone number: 020 7946 4339

Email address: emma.griffin@xyz.com

Sports / Activities: Badminton, swimming and volleyball

Exercise 3a

- Students write down the questions for each answer in the membership card in exercise 2b.
- In stronger classes, you can compare the questions students predicted for the receptionist in exercise 1 with those asked.
- Play the recording again, pausing after each question, for students to check their answers.

ANSWER KEY

What's your name?

How old are you?

What's your address?

What's the postcode?

What's your telephone number?

Have you got an email address?

What sports and activities are you interested in?

Exercise 3b

- Students work with a partner to reconstruct the dialogue. They should then change roles.
- Walk around and monitor.
- Get a few pairs to act out the dialogue in front of the class.

Exercise 4a

- Ask students to copy a blank membership card into their exercise books.

Exercise 4b

- Students work in pairs. Student A takes on the role of the receptionist, asking questions and completing the membership card, while Student B gives information about himself / herself. They then change roles.
- Walk around and monitor.
- Ask one or two stronger pairs to act out their dialogues in front of the class.

What can you do?

Exercise 5 1.5 Audio script pT88

- Play the recording for students to listen and complete the sentences.

ANSWER KEY

1 the guitar

2 play the piano

3 play the saxophone

4 play anything, sing

Exercise 6a

- Read through the questions together and check students understand them. Elicit or pre-teach any new vocabulary.
- Students work on their own to read the questions and write their answers.

Exercise 6b

- Students work in pairs to ask and answer the questions. Monitor grammar and pronunciation carefully.

Exercise 6c

- For homework, students write their own answers to the questionnaire in exercise 6a.

At the sports centre

1 **1.4** Emma wants to join the sports centre. Listen and find this information.

- 1 What is Emma's full name?
- 2 How old is she?
- 3 Where does she live?
- 4 What sports and activities is she interested in?

Valley Sports Centre

Open seven days a week

Sports and activities include:

- Swimming • Table tennis • Weight training
- Badminton • Basketball • Fitness classes
- Volleyball • Karate • Tennis
- Yoga • Children's club • Football



2 a Use your answers to exercise 1. Write the information in Emma's membership card.

b **1.4** Listen again and complete the card.

Valley Sports Centre

Membership Card

Name *Emma Griffin*

Age _____

Address _____

Postcode _____ Telephone number _____

Email address _____

Sports / Activities _____



c **1.4** Listen again and check.

3 a What questions does the receptionist ask?

b Work with a partner. Student A is Emma. Student B is the receptionist. Practise their dialogue.

4 a Copy the membership card.

b Work with a partner. Make a new dialogue between yourself and the receptionist.

Student A Ask the questions.

Student B Give your answers.

Student A Complete your partner's card with his / her information.

What can you do?

5 **1.5** Listen. Polly is talking to Jake. Complete the sentences.

- 1 Jake can play _____.
- 2 He can't _____.
- 3 Emma can _____.
- 4 Polly can't _____, but she can _____.



6 a Look at the questionnaire. Give your answers.

- 1 Can you play the guitar?
- 2 Can you speak French?
- 3 Can you swim?
- 4 Can you play ice hockey?
- 5 Can you write with both hands?
- 6 Can you throw a ball 50 metres?
- 7 Can you spell your name in English?
- 8 Can you divide ninety-eight by seven?
- 9 Can you count from ten down to one?
- 10 Can you ride a bike?

b Work with a partner. Ask and answer.

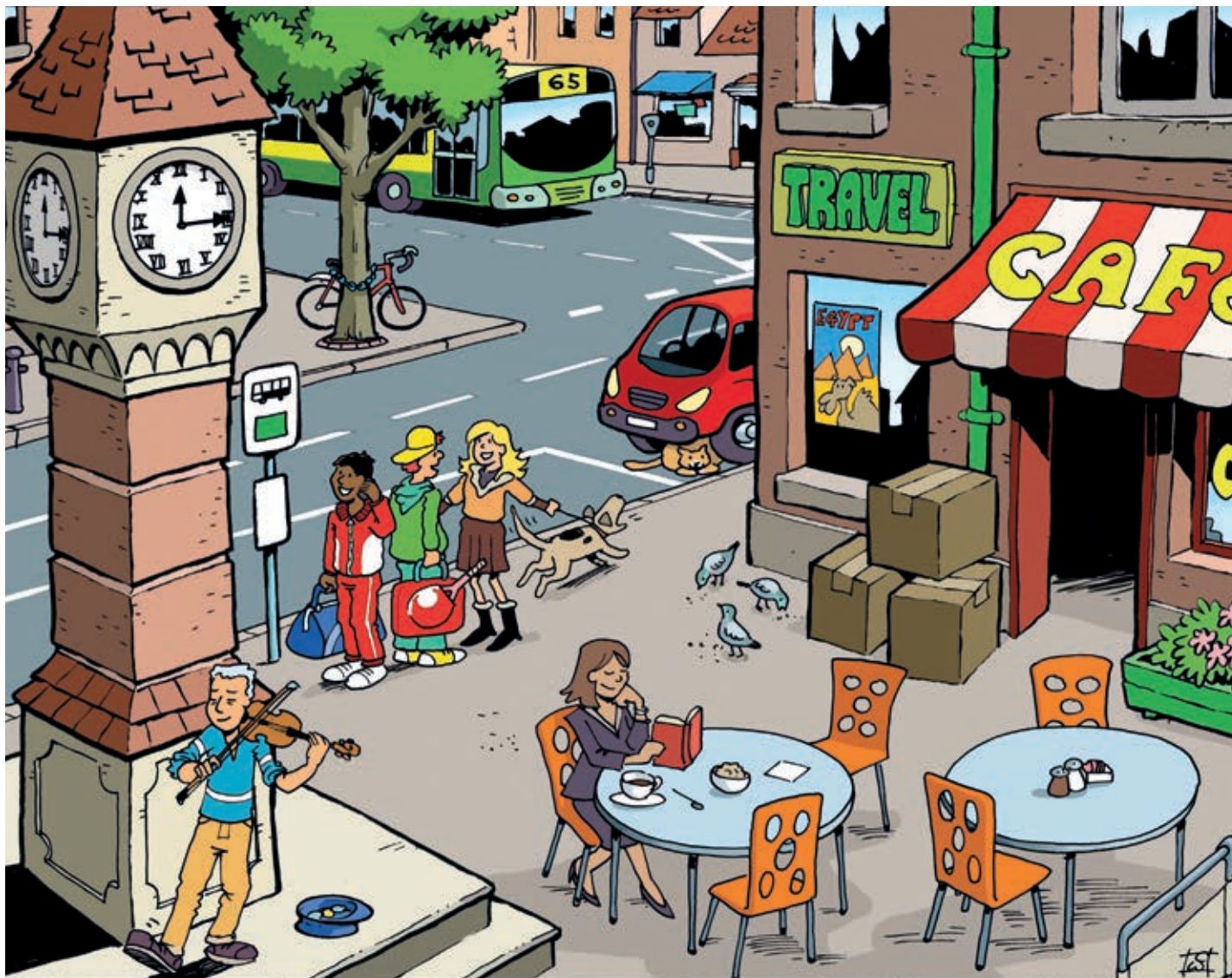
- Can you play the guitar?
- Yes, I can. / No, I can't.

c Write your answers to the questionnaire.

I can't play the guitar, but I can play the piano.

In the street

1 a Look at the picture. How many things can you name?



b Where is / are:

- | | |
|--------------|-----------------------|
| 1 the boxes? | 4 the holiday poster? |
| 2 the bike? | 5 the tennis racquet? |
| 3 the cat? | 6 the man's hat? |

2 a 1.6 How good is your memory? Close your book. Listen and write the answers to the questions.

b Check your answers.

3 Work with a partner. Ask more questions about the picture. Use the phrases.

Questions

- What's this?
- What colour is / are ...?
- What is / are ... doing?
- How many ... are there?
- Where is / are the ...?
- What is ... wearing?

Answers

- It's a / an ...
 It's / They're ...
 He's / She's / They're ...ing.
 There are ...
 It's / They're (in / on / under) the ...
 He / She's wearing a ...

4 Write eight sentences about the picture.

A boy is carrying a blue bag.

In the street

Exercise 1a

- Students look at the picture and name all the things they can. Prompt them for further descriptions of colour, size, etc.
- Invite students to write the words on the board and check spelling.
- Students copy words they don't know into their exercise books. Quickly drill pronunciation.

Exercise 1b

- Students look at the picture again and look for items 1–6.
- Invite students to write full sentences on the board and check the use of prepositions and grammar.
- Students copy any words they don't know into their exercise books.

ANSWER KEY

- 1 The boxes are in front of / near the café.
- 2 The bike is behind a tree.
- 3 The cat is under the car.
- 4 The holiday poster is in the window of the travel agency.
- 5 The tennis racquet is in the bag.
- 6 The man's hat is on the ground next to him.

Exercise 2a 1.6 Audio script pT88

- Students close their books.
- Put students into small groups and play the recording for them to listen and answer the questions. Pause the recording after each question to give students time to write.
- In stronger classes, encourage students to write full sentences. In weaker classes, you may need to play the recording more than once.

Exercise 2b

- Students open their books. Play the recording again for students to listen, look at the pictures and check their answers.
- Students read out their answers to each question.

ANSWER KEY

- 1 red
- 2 five chairs
- 3 quarter past twelve
- 4 five (a cat, a dog and three pigeons)
- 5 number 65
- 6 No, she's wearing a skirt.
- 7 three
- 8 red
- 9 She's reading a book.
- 10 He's playing a / the violin.
- 11 It's got a long tail.
- 12 He's talking on a / his mobile phone.

Exercise 3

- Put students in pairs. They ask and answer six questions each using the phrases given.
- Walk around and monitor.
- Students repeat the exercise with two more partners.
- Finally, play a game with the class. Ask six similar questions to the whole class. The first student to give a correct answer gets a point. The student with the most points wins.
- Discuss any unfamiliar grammar and phrases, but don't go into too much detail.

Optional extra

Students work in pairs. Using exercise 3 as a model, they ask and answer questions about objects and people in the classroom. Walk around and monitor.

Exercise 4

- For homework, students write eight sentences about the picture.

Optional extra

Ask students to bring in a picture of a busy street, either one of their own photographs or a picture from a magazine or book. Students work in pairs to ask questions and describe their pictures to each other. Students can label their pictures and you can display the best ones around the class.

What has he got?

Exercise 1

- Tell students to look at the picture and the examples.
- Get students to make sentences about items 3–12.
- Ask some students to write the sentences on the board.
- Check spelling and grammar.

ANSWER KEY

- 3 He's got an apple.
- 4 He hasn't got two oranges.
- 5 He's got a sandwich.
- 6 He hasn't got an umbrella.
- 7 He's got a watch.
- 8 He's got two drinks.
- 9 He's got a mobile phone.
- 10 He hasn't got a photograph.
- 11 He's got three keys.
- 12 He's got an exercise book.

Exercise 2

- Read the instructions together. Focus students' attention on the examples in exercise 2 and make sure they understand what they have to do.
- Students work in pairs. One of them closes their book and answers his / her partner's questions about what Jake has got on his desk.
- They then swap roles and repeat the activity.
- Walk around and monitor the activity.

Optional extra

- Students write sentences saying whether they have or haven't got the things that Jake has.
- Ask some students to read out their sentences.

Exercise 3

- Divide the class into small groups.
- Draw students' attention to the picture and the speech bubbles and explain the rules of the game.
- Elicit that each subsequent student will have all the previously mentioned objects in his or her bag, but he or she needs to add one more that he or she hasn't got. The sentence gets longer and longer.
- Students play the game in their groups. Walk around and monitor.

Optional extra

You could turn exercise 3 into a competition by eliminating the students who can't remember every object mentioned. Students stand at the beginning, and if they miss one object, they sit down and drop out of the game. The last person standing wins.

Optional extra

Students work in pairs. Each student guesses five things that their partner might have in their bag or their pockets. They can use a dictionary if necessary. They ask each other questions and see if they guessed correctly.

Song

The Locomotion

Background information

The Locomotion is a pop song written by Gerry Goffin and Carole King. It was a worldwide hit three times by three different performers: Little Eva in 1962, Grand Funk Railroad in 1974 and Kylie Minogue in 1988.

Exercise 1 1.7 Audio script pT88

- Play the song for students to complete the lyrics with the words in the box. You may need to play the recording more than once.
- Quickly elicit or pre-teach any unfamiliar key vocabulary, but avoid getting into a lengthy presentation of lexis.

ANSWER KEY

- 2 sister
- 3 swing
- 4 Jump
- 5 make
- 6 train
- 7 easy

Exercise 2 1.7 Audio script pT88

- Play the song for students to check their answers.
- Play it again a couple of times, and get students to sing along and do the actions.

Optional extra

Divide the class into teams to practise the dance, telling them they can make changes to the actions if they like. Play the recording again for each team to perform their version and choose the best Locomotion team.

Revision idea

Ask each student to think of a person that everyone else in the class knows. Write these headings on the board: family, age, nationality, town where he / she lives, things he / she owns, things he / she can do.

Each student stands up in front of the class and gives as much information about their person as they can using the headings. The other students try to guess who the person is.

What has he got?

- 1 Look at the picture. Has Jake got these things on his desk?



- | | |
|-------------------------------|---------------------|
| 1 three pens | 6 an umbrella |
| <i>He's got three pens.</i> | 7 a watch |
| 2 a ruler | 8 two drinks |
| <i>He hasn't got a ruler.</i> | 9 a mobile phone |
| 3 an apple | 10 a photograph |
| 4 two oranges | 11 three keys |
| 5 a sandwich | 12 an exercise book |

- 2 Test a partner. Student B closes his / her book. Student A asks questions.

- *Has Jake got an apple on his desk?*
 - *Yes, he has. / No, he hasn't.*
- or
- *How many pens has Jake got on his desk?*
 - *He's got ...*

- 3 What have you got in your bag? Work in a group. Play a game.

In my bag I've got three photographs, but I haven't got a ball.

In my bag I've got three photographs and a ball, but I haven't got a drink.

In my bag I've got three photographs, a ball and a drink, but I haven't got two ...



Song

- 1 1.7 Listen. Complete the song with these words.

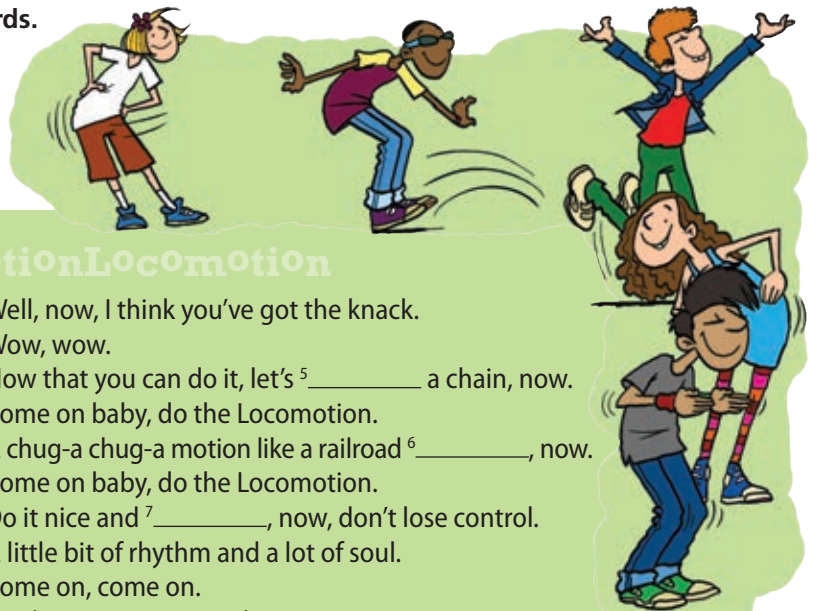
jump train sister easy dance swing make

- 2 1.7 Listen again, sing and do the actions.

The Locomotion Locomotion Locomotion Locomotion

Everybody's doing a brand new ¹*dance*, now.
Come on baby, do the Locomotion.
I know you'll get to like it if you give it a chance, now.
Come on baby, do the Locomotion.
My little baby ²_____ can do it with me.
It's easier than learning your A-B-C.
So come on, come on, do the Locomotion with me.
You got to ³_____ your hips, now.
Come on, baby.
⁴_____ up.
Jump back.

Well, now, I think you've got the knack.
Wow, wow.
Now that you can do it, let's ⁵_____ a chain, now.
Come on baby, do the Locomotion.
A chug-a chug-a motion like a railroad ⁶_____, now.
Come on baby, do the Locomotion.
Do it nice and ⁷_____, now, don't lose control.
A little bit of rhythm and a lot of soul.
Come on, come on.
Do the Locomotion with me.
Ye-ye-ye-yeah.

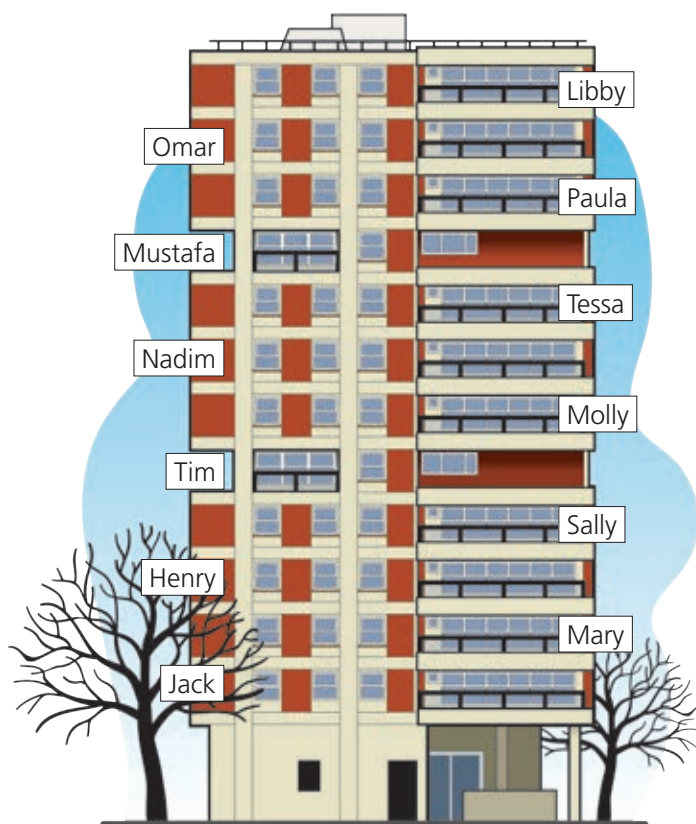


1A My daily life

Vocabulary

1  1.8 Listen and repeat.

1st	first	10th	tenth
2nd	second	11th	eleventh
3rd	third	12th	twelfth
4th	fourth	13th	thirteenth
5th	fifth	14th	fourteenth
6th	sixth	20th	twentieth
7th	seventh	21st	twenty-first
8th	eighth	22nd	twenty-second
9th	ninth	30th	thirtieth

2 a  1.9 Listen. Where do they live?

b Work with a partner. Student A closes his / her book. Student B asks questions.

- Where does Henry live?
- He lives on the third floor.

3 Count in ordinal numbers from 20th to 35th.

Comprehension

4  1.10 Read and listen. Complete the chart with information about Henry.

City	London
School	
Likes	
Doesn't like	
Best friend	
Sister	

My name's Henry Mills. I'm twelve years old and I live in London. We live in a flat. It's on the third floor.

I go to Central High School. I'm in class 8A. My favourite subjects are Maths, History and PE. I don't like English or Physics.

I walk to school with my friend, Nadim. He lives on the seventh floor of our block of flats. We leave home at half past eight. School starts at twenty to nine with registration and assembly, and our first lesson starts at nine o'clock. School finishes at half past three. After school we go home and I do my homework before dinner. In the evening I watch TV or I play a computer game. I practise the guitar, too.

On Thursdays I don't go home at half past three. I have a guitar lesson at school. I'm not very good yet, but I really like it. I want to be in a band when I grow up.

On Saturday mornings Nadim and I play football at the sports centre.

I've got a sister. Her name's Alison. She doesn't go to high school. She's seventeen years old, so she goes to sixth form college. The college isn't near our flat, so she takes the bus. She leaves home at ten past eight and her lessons start at quarter to nine.



Unit overview

Grammar focus: Present simple: affirmative, negative and questions; ordinal numbers; *Yes / No* and *Wh-* questions; adverbs of frequency.

New vocabulary: Ordinal numbers; months of the year; dates; household jobs.

Skills: Reading: celebrating birthdays in Britain; Speaking: a typical day, important dates; Listening: *Where do they live?*, months, dates, an interview, *What does Henry do?*; Writing: celebrating birthdays.

Topic / Context: Daily activities; school life; birthdays.

Culture: School years, holidays and festivals in Britain. The Culture page can be studied after Lesson B, or at the end of the unit.

English Across the Curriculum: Science and Maths: measuring time.

The English Across the Curriculum page can be studied at the end of the unit.

Project: A Year in My Life.

Song: *Seven Days of the Week*.

ANSWER KEY

Molly lives on the sixth floor.

Omar lives on the eleventh floor.

Mary lives on the second floor.

Jack lives on the first floor.

Mustafa lives on the ninth floor.

Libby lives on the twelfth floor.

Sally lives on the fourth floor.

Nadim lives on the seventh floor.

Henry lives on the third floor.

Paula lives on the tenth floor.

Tim lives on the fifth floor.

Tessa lives on the eighth floor.

Exercise 2b

- This exercise tests students' memories and gives them a chance to practise the formation of questions and statements, as well as ordinal numbers.
- Students work in pairs. One of them closes their book, while the other asks them questions about six of the people. Then they swap roles and repeat the activity.
- Walk around and monitor.

Exercise 3

- Draw students' attention to the ordinal numbers in exercise 1 again and how ordinals above *the twentieth* are formed.
- Continue counting in ordinal numbers from 20th to 35th as a class. Get a different student to answer each time.

Comprehension**Exercise 4** 1.10

- Explain that the text is about the boy in exercise 2 called Henry, his sister and his friend. Play the recording for students to listen and read through quickly.
- Students read the text again carefully and complete the chart with the information on their own.
- Check the answers in pairs, then as a class.

ANSWER KEY

City: London

School: Central High School

Likes: Maths, History and PE

Doesn't like: English and Physics

Best friend: Nadim

Sister: Alison

Optional extra

Ask students to practise numbers in pairs. Student A says a random cardinal number, and Student B says the appropriate ordinal. Then they swap roles. Ask them to say ten numbers. Walk around and monitor.

1A My daily life**Vocabulary****Exercise 1** 1.8

- Ask students if they already know any numbers in English. Write the numbers they mention on the board.
- Explain that there are two types of numbers: cardinal numbers, or 'counting' numbers like *one, two, three* etc. show quantity, while ordinal numbers show the position or order of things in a set.
- Discuss with students how ordinal numbers are formed in their own language.
- Play the recording for students to listen and read.
- Play the recording again for students to listen and repeat.

LANGUAGE NOTE In English, the appropriate ending of the ordinal number is used with the digit as the abbreviated form (1st, 2nd, 3rd, 4th, 5th, etc.). The ending is sometimes written as superscript (1st, 2nd, 3rd, etc.). However, we do not use a full stop after the digit for an ordinal number, like in some other languages (1. does not mean *first*).

Exercise 2a 1.9 Audio script pT88

- Play the recording for students to listen and look for where each person in the recording lives in the block of flats.
- Pause the recording after each name and ask students where the person mentioned lives. Students should give full answers, e.g. *He / She lives on the third floor.* etc.

Exercise 5

- Ask students to read the text in exercise 4 once again, then cover the text and match the cues to the correct names in the table.
- As *on foot* does not appear in the text, it might be worth reminding students that *go on foot* means the same as *walk*.
- Check answers as a class. Get a different student to answer each time.

ANSWER KEY

Henry: 12, football, third floor, on foot, high school, guitar, 8.30

Alison: 17, third floor, college, 8.10, bus

Nadim: football, on foot, high school, 8.30, seventh floor

Grammar

Exercise 6a

- Students copy the table in their exercise books and complete it with the verbs.
- Check answers and point out the third person singular forms.

ANSWER KEY

live in a flat, go home, have a guitar lesson, finish at 3.30
lives in a flat, goes home, has a guitar lesson, finishes at 3.30

- Point out what Mut is saying. Ask students what they do regularly and make a list on the board.

Exercise 6b

- Ask students to find 8.10 in the text about Henry and then focus on the example. Explain that they can put the time at the end of the sentence, as in the example, or at the beginning: *At ten past eight Alison ...*
- Students work in pairs to write sentences about the other times.
- Check and write the answers on the board.

ANSWER KEY

- At 8.30 Henry and Nadim leave home / go to school.
- At 8.40 school starts with registration and assembly.
- At 8.45 Alison's lessons start.
- At 9.00 Henry and Nadim's first lesson starts.
- At 3.30 Henry and Nadim finish school / go home.
- In the evening Henry watches TV, plays a computer game or practises the guitar.
- After school on Thursday Henry has a guitar lesson.
- On Saturday mornings Henry and Nadim play football at the sports centre.
- Before dinner Henry does his homework.

Exercise 7a

- Students work individually to find the negative sentences in the text, then complete them.
- Check the answers as a class.
- Point out the third person singular form. Point out that in the negative the main verb form doesn't change, only *do* / *does* changes.

ANSWER KEY

1 I don't go home at 3.30

2 doesn't go to high school

Exercise 7b

- Explain that students have to apply the rule they learned in exercise 7a to correct the sentences about Henry, Nadim and Alison.
- Draw students' attention to the example sentence and point out that they should not only put the sentences into the negative form, but make true sentences as well.

ANSWER KEY

- Their first lesson doesn't start at ten to nine. It starts at nine o'clock.
- They don't go home at four o'clock. They go home at half past three.
- Henry doesn't have a violin lesson on Thursdays. He has a guitar lesson.
- He doesn't do his homework after dinner. He does it before dinner.
- Henry and Alison don't live on the second floor. They live on the third floor.
- Alison doesn't leave home at half past seven. She leaves at ten past eight.
- Henry and Nadim don't go swimming on Saturday mornings. They play football.

Exercise 8a

- Students work individually. Explain that they mustn't ask their partners about themselves, but write sentences that they think are true.
- Walk around and monitor. Check for correct grammar.

Exercise 8b

- Point out the expressions for saying if a statement is right or wrong. Explain that if the statement is wrong, the partner should also correct it with a full sentence about himself / herself, as in the example.
- Walk around and monitor. Check for correct grammar.

Writing

Exercise 9

- Students write a text about themselves based on the text in exercise 4. You may prefer to set this task as homework.
- Get a stronger student to read out his / her text, and ask the others to listen carefully. Make sentences about the student in question and ask the others to say if they are right or wrong, correcting the wrong statements with full true sentences, as in exercise 8b.

5 Match the cues to the correct name(s).

football 17 third floor 42 college 8.10
on foot high school guitar bus 8.30
seventh floor

Henry	12
Alison	
Nadim	

Grammar

6 a Copy and complete the table with these verbs.

goes finish has go
lives have finishes live

We use the present simple to
talk about regular activities.



Present simple

I	_____ in a flat.
You	_____ home.
We	_____ a guitar lesson.
They	_____ at 3.30.
He	_____ in a flat.
She	_____ home.
It	_____ a guitar lesson.
	_____ at 3.30.

b Read the text again. What happens at these times?

- 8.10 *Alison leaves home at ten past eight.*
- 8.30
- 8.40
- 8.45
- 9.00
- 3.30
- in the evening
- after school on Thursday
- on Saturday mornings
- before dinner

7 a Find the negative of these sentences in the text and complete them.

- On Thursdays I go home at 3.30.
On Thursdays ...
- She goes to high school.
She ...



How do we make the
present simple negative?

b Correct the sentences.

- Henry and Nadim take the bus to school.
Henry and Nadim don't take the bus to school.
They walk.
- Their first lesson starts at ten to nine.
- They go home at four o'clock.
- Henry has a violin lesson on Thursdays.
- He does his homework after dinner.
- Henry and Alison live on the second floor.
- Alison leaves home at half past seven.
- Henry and Nadim go swimming on Saturday mornings.

8 a Write six true sentences about your partner. Use the cues.

like Maths
He / She likes Maths.
or
He / She doesn't like Maths.
get up at half past six
take the bus to school
play table tennis
live on the third floor
go swimming at the weekend

b Read your sentences to the class. Your partner says if it's right or wrong.

- She likes Maths.*
- Yes, that's right.*
- or
- No, that's wrong. I don't like Maths.*

Writing

9 Write about your life. Use Henry's text as a model.

I live in ... I go to ... School.

1B Birthdays

Vocabulary

1 a 1.11 Listen and repeat.

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

b Say the months round the class.

2 Which months are these?

- | | |
|-------------------------------------|----------------------|
| 1 the tenth month
<i>October</i> | 5 the eighth month |
| 2 the seventh month | 6 the sixth month |
| 3 the twelfth month | 7 the eleventh month |
| 4 the ninth month | 8 the third month |

3 a 1.12 Listen. Which months do you hear?
October

b Write about yourself. Complete the sentences with the names of the months.

- My favourite month is _____.
- My birthday is in _____.
- We go on holiday in _____.
- I don't like _____.

Comprehension

4 a 1.13 Read and listen. Match the dates to the days.

- | | |
|------------------------|----------------|
| 1 Today | a 8 April |
| 2 Alison's birthday | b 28 September |
| 3 Their mum's birthday | c 1 November |
| 4 Their dad's birthday | d 26 September |
| 5 Henry's birthday | e 11 October |

b What is Henry's problem? What does he decide to do?



1B Birthdays

Vocabulary

Exercise 1a 1.11

- Play the recording for students to read and listen.
- Play the recording again for students to listen and repeat.

Exercise 1b

- Starting with January, students say the months in order going round the class.

LANGUAGE NOTE In Britain, dates are written using the number and the month (e.g. *17 December*), but we say *the seventeenth of December*. It is more common in British usage to put the day before the month (4th July – the fourth of July), while in American English the month is put before the day, omitting *the* (July 4th – July fourth).

Exercise 2

- Ask individual students to identify the months 1–8.
- In class or for homework, students write out full sentences, for example: *October is the tenth month.*

ANSWER KEY

- 1 October is the tenth month.
- 2 July is the seventh month.
- 3 December is the twelfth month.
- 4 September is the ninth month.
- 5 August is the eighth month.
- 6 June is the sixth month.
- 7 November is the eleventh month.
- 8 March is the third month.

Optional extra

Elicit or pre-teach the words *earlier* and *later*. Start with January, but instead of the next student saying *February*, give them prompts, for example: *three months later*. They have to say *May*. Then prompt, for example: *one month earlier*. The next student has to say *April* and so on.

You can make this an elimination game. Students stand at the beginning, and sit down and drop out of the game when they make a mistake. The last one standing wins. To keep them involved, the eliminated students should shout *Out!* whenever a player makes a mistake.

Exercise 3a 1.12 Audio script pT88

- Play the recording for students to listen and write down the months they hear.
- In stronger classes, draw students' attention to sentences 2, 3, 4 and 6 in the recording and ask which preposition is used before the months (*in*).
- Check answers as a class.

ANSWER KEY

- 2 April
- 3 February, March
- 4 August
- 5 November
- 6 July

Exercise 3b

- Students make true sentences about themselves by writing the names of months in the gaps.
- Ask them to compare answers in pairs. How much have they got in common?
- Get some students to read their answers to the class.

Optional extra

To reinforce the vocabulary, you might like to try this idea. Write the months on the board. Ask all students to read out sentence 1 from exercise 3b and put a tick against each month every time it is mentioned. When students have finished, ask them which is the class's favourite month.

Repeat for sentences 2, 3, and 4, finding out the month with the most birthdays, the most popular holiday month and the least popular month.

This activity introduces students to class surveys, which will be useful for oral practice in future lessons.

Comprehension

Exercise 4a 1.13

- Play the recording. Students listen to Henry and read the text in the speech bubbles.
- Students work on their own to match the dates to the days.
- Check answers as a class. To help students, say the spoken form of the dates aloud as a class. Ask students to say a full sentence each time, for example: *Today is the twenty-sixth of September.*
- In stronger classes, elicit that we use the preposition *on* before dates.

ANSWER KEY

- 2 b
- 3 e
- 4 c
- 5 a

Exercise 4b

- Students read the text again to find the answers.
- Check answers as a class. Discuss new vocabulary, for example: *card, present, clean the car, extra money*, as necessary.

ANSWER KEY

He hasn't got much money.
He cleans the car to get some extra money from his dad.

Grammar

Exercise 5a

- Draw students' attention to Mut's speech bubble.
- Students read the date and say the spoken form aloud as a class.

Exercise 5b

- Give students a minute to read through the list of dates and think about how we say them in full.
- Choose a different student to say each date. Ask the rest of the class to listen and correct any mistakes.

ANSWER KEY

- 2 the first of December
- 3 the twelfth of May
- 4 the sixth of March
- 5 the fifteenth of January
- 6 the thirtieth of October
- 7 the ninth of July
- 8 the third of February

Exercise 5c

- Go round the class asking students to say the date(s) closest to their birthdays in full form.

Optional extra

Go round the class again, writing at random the short form of dates on the board for students to say the full form.

Listening and speaking

Exercise 6

- In smaller classes, students can do this as a whole-class mingle activity, asking and noting down everyone's birthdays. In larger classes, split the class into more manageable groups first, then get groups to report back to the class.

Exercise 7a 1.14 Audio script pT88

- Play the recording for students to listen and write the dates they hear.
- Play the recording a second time for students to check their answers.
- Ask individual students to write the dates on the board.

ANSWER KEY

- 2 6 January
- 3 31 August, 31 July
- 4 17 April
- 5 25 March
- 6 12 November
- 7 2 June
- 8 3 February, 4 February

Exercise 7b

- Ask students to write down six important dates in their lives. Ask them also to think about why they are important to them.
- Students work in pairs to tell each other and ask about their important dates, based on the example sentences.
- Walk around, help with vocabulary and monitor, then ask different students about their dates, for example: *Anna, what's your third important date?*

Reading and writing

Exercise 8a 1.15

- Ask students to look at the picture and point to the birthday cards, cake, presents and candles.
- Play the recording for students to listen and read.

Exercise 8b

- Students read the text again and write the answers to the questions in their exercise books.
- Check answers as a class.

ANSWER KEY

- 1 Parents often buy a big present, like a bike or MP3 player. Other people give toys, sweets, books, clothes, CDs, DVDs, etc.
- 2 Not everyone, but normally people have a birthday party at home. Some older children don't have a party.
- 3 They go to the cinema or a bowling alley.
- 4 No.
- 5 In Britain people usually only give flowers to women.

Exercise 8c

- Ask students what they do to celebrate their birthdays. Make a list of all the activities you hear on the board.
- Tell students to write about how people celebrate birthdays in their country. They can use Henry's text as a model, and the list on the board for ideas.
- This exercise can be done in class or as homework. If done in class, walk around and help with grammar and vocabulary.
- Get one or two stronger students to read out their texts.

Revision idea

Say each month of the year in turn and ask students with a birthday in that month to stand up and form a group. Students in each month group say which day their birthday is, for example: *My birthday is on the third of January*. If space permits, ask students to form a line with the student with the first birthday at one end and the person with the last birthday at the other. You can also join in the line. Sing a birthday song to anyone who has a birthday within the last or next few days.

Grammar

Dates

5 a Look at the date. How do we say it?

We write

26 September

We say

the twenty-sixth
of September

b Say these dates.

- | | |
|---------------------------|--------------|
| 1 22 June | 5 15 January |
| the twenty-second of June | 6 30 October |
| 2 1 December | 7 9 July |
| 3 12 May | 8 3 February |
| 4 6 March | |

c Which of the dates is closest to your birthday?

Listening and speaking

6 Ask people in your class: When is your birthday?
How many people have got a birthday in the same month as you?

7 a 1.14 Listen. Write the dates you hear.

3 December

b Talk about six important dates in your life.

- The first date on my list is the fifth of January.
- What is it?
- It's my birthday. What's your first date?



Reading and writing

8 a 1.15 Read and listen. Find these things in the picture.

- 1 birthday cards
- 2 a birthday cake
- 3 birthday presents
- 4 candles

b Read the text again. Answer the questions.

- 1 What do people give to someone on their birthday?
- 2 Does everyone have a party?
- 3 Where do some older children go on their birthday?
- 4 Do people in Britain have 'name days'?
- 5 Do people give flowers?

c Write about how people celebrate birthdays in your country.

Birthdays in Britain

On your birthday you get cards and presents from your family and friends. Parents often buy a big present like a bike or MP3 player. Other people give toys, sweets, books, clothes, CDs, DVDs and things like that.

People normally have a birthday party for their friends. There's usually a birthday cake with one candle for each year of your age. The person with the birthday blows out the candles and makes a wish. Then everybody sings *Happy Birthday!* People often have a party in their own home. Some older children don't have a party. They take their friends to the cinema, a bowling alley or somewhere like that.

My friend, Karl, in the Czech Republic, says that they have 'name days' in his country, but we don't have 'name days'. Karl also says that people in the Czech Republic give flowers on name days and birthdays. In Britain, we usually only give flowers to women. Alison and I give flowers to our mum on her birthday.

1C Mickey, Millie and Mut



Comprehension

1 a 1.16 Read and listen to the story. Tick (✓) the things Millie asks about.

France	<input type="checkbox"/>	polar bears	<input type="checkbox"/>	sport	<input type="checkbox"/>
rubber	<input type="checkbox"/>	winter	<input type="checkbox"/>	penguins	<input checked="" type="checkbox"/>
the USA	<input type="checkbox"/>	Australia	<input type="checkbox"/>	coffee	<input type="checkbox"/>

b How do they get the answers?

2 Work in small groups. Act the story.



1C Mickey, Millie and Mut

Comprehension

Exercise 1a 1.16

- Read the introduction in the first frame and check that students understand *do a quiz*. Then elicit or pre-teach any unfamiliar items in the list.
- Play the recording for students to listen and read the story.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to tick the things Millie asks about.
- Check answers as a class.
- Check any difficulties with new vocabulary and discuss the questions and answers in the students' own language if necessary.

ANSWER KEY

France X
 rubber ✓
 the USA ✓
 polar bears X
 winter X
 Australia ✓
 sport X
 penguins ✓
 coffee X

Exercise 1b

- Ask: *How do Millie and Mickey get the answers?* Elicit that Mut gives the correct answers. One 'woof' means answer 'a', two 'woofs' mean 'b' and three 'woofs' mean 'c'.
- Ask students *Does Mut really know the answers?* Elicit that Mut only reacts to the postman and the cat.

Exercise 2

- Play the recording again, pausing after each sentence for students to listen and repeat.
- Divide the class into small groups. Students act out the story. Invite a few groups to perform the dialogues for the rest of the class. Don't forget to include Mut's lines!

Optional extra

Students work in groups to write five questions similar to the ones in the text and provide three answers (one true and two false) for each. Each group asks their questions and the others guess the correct answer. The group with the most correct answers wins.

Grammar

Exercise 3a

- Write the gapped questions in the table on the board and ask students to complete them. Then ask them to copy the table.
- Point out Mut's question. Discuss how questions are made in the present simple in English and compare it with the way questions are made in their own language.
- Students choose the correct short answers.

ANSWER KEY

Does rubber come from trees? Yes, it does.

Do penguins live in the Arctic? No, they don't.

Exercise 3b

- Students do the exercise individually.
- Check answers as a class.

ANSWER KEY

- 2 Do they get all the answers right?
- 3 Does the cat jump into the garden?
- 4 Do they know all the answers?
- 5 Does the postman see Mut?
- 6 Does Mut like the cat?

Exercise 3c

- In pairs, students ask and answer the questions.
- Ask some pairs to do this in front of the class.

ANSWER KEY

- 2 Yes, they do. 5 Yes, he does.
3 Yes, it does. 6 No, he doesn't.
4 No, they don't.

Exercise 4a

- Write the gapped questions on the board. Ask students to read the story again and find the words which go in the gaps.
- Point out Mut's speech bubble. Discuss how we begin these questions with question words and compare with the way *Wh-* questions are made in the students' own language.

ANSWER KEY

What do you think, Mut?

When does summer start in Australia?

Exercise 4b

- Students put the words in order to make the questions.
- Students compare answers in pairs, then as a class.

ANSWER KEY

- 2 Where do polar bears live?
- 3 How do you spell your name?
- 4 When does Henry leave home?
- 5 What time does school start?

Exercise 4c

- Students write the answers to the questions in exercise 4b in their exercise books.
- Different students read out each answer. Correct if necessary.

ANSWER KEY

- 1 Americans celebrate Thanksgiving in November.
- 2 Polar bears live in the Arctic.
- 3 Students' own answers.
- 4 Henry leaves home at half past eight.
- 5 Students' own answers.

Listening and speaking

Exercise 5a  1.17 Audio script pT88

- Read the instructions together and check comprehension.
- Play the recording. Students listen to the interview and tick the appropriate information.
- Play the recording again, pausing after each piece of information for students to check their answers.

ANSWER KEY

- | | | | |
|---|--------------|---|------------|
| 2 | 7.15 | 6 | a hamster |
| 3 | piano | 7 | 22 January |
| 4 | hockey | 8 | 9.45 |
| 5 | two brothers | | |

Exercise 5b

- Read the example with a student.
- Students work with a partner to ask and answer questions about Monica. Walk around checking for accuracy.

ANSWER KEY

- 1 Where does she live? She lives in Newport.
- 2 When / What time does she get up? She gets up at 7.15.
- 3 Does she play a musical instrument? Yes, she does. She plays the piano.
- 4 Does she play any sports? Yes, she does. She plays hockey at school.
- 5 Has she got any brothers or sisters? Yes, she does. She's got two brothers.
- 6 Has she got a pet? Yes, she has. She's got a hamster.
- 7 When is her birthday? It's on 22 January.
- 8 When / What time does she go to bed? She goes to bed at 9.45.

Exercise 5c

- Students ask their partners the questions from exercise 5a and write down the answers.
- In class or for homework, students write their interviews.

Exercise 6a

- Students work in groups to write four more quiz questions. Split the class into an even number of groups.
- Tell students not to reuse any previous questions from any exercise, but to make new ones.

Exercise 6b

- Groups get together and use their questions to test each other. The group with the most correct answers wins.

Grammar

- 3 a** Copy and complete the table with questions from the story. Choose the correct short answer.

How do we make questions in the present simple?



Present simple: Yes / No questions

_____ rubber	Yes, it does .
_____ from trees?	No, it doesn't .
_____ penguins	Yes, they do .
_____ in the Arctic?	No, they don't .

- b** Complete the questions with the verbs in brackets in the correct form.

- 1 *Does* Millie *read* the questions? (read)
- 2 _____ they _____ all the answers right? (get)
- 3 _____ the cat _____ into the garden? (jump)
- 4 _____ they _____ all the answers? (know)
- 5 _____ the postman _____ Mut? (see)
- 6 _____ Mut _____ the cat? (like)

- c** Answer the questions. Use short answers.

- *Does Millie read the questions?*
- *Yes, she does.*

- 4 a** Complete the questions from the story.

What is the difference between Yes / No questions and Wh- questions?



Wh- questions

What _____, Mut?
When _____ in Australia?

- b** Put the words in the correct order to make questions.

- 1 do / Americans / When / Thanksgiving / celebrate ?
When do Americans celebrate Thanksgiving?
- 2 polar bears / do / Where / live ?
- 3 your name / How / spell / do / you ?
- 4 Henry / does / leave home / When ?
- 5 What time / does / school / start ?

- c** Answer the questions.

Listening and speaking

- 5 a** 1.17 Look at the chart. Listen to an interview with Monica. Tick (✓) the answers Monica gives.

1 live?	Welcome to Stockport	Welcome to Newport ✓	Welcome to Southport
2 get up?			
3 musical instrument?			
4 sports?			
5 brothers or sisters?			
6 pet?			
7 birthday?			
8 go to bed?			

- b** Work with a partner. Ask and answer about Monica.

- *Where does she live?*
- *She lives in ...*
- *When ...?*

- c** Interview your partner. Use the questions from the chart.

- 6 a** Work in a group. Write four more questions for Mickey and Millie's quiz.

- b** Read your questions to another group. How many do they get right?

1D At home

Vocabulary

1 a 1.18 Listen and repeat.



1 load the dishwasher



2 cook the dinner



3 do the shopping



4 make the bed



5 vacuum the floor



6 set the table



7 feed the cat



8 tidy your room



9 take the dog for a walk



10 take out the recycling

b 1.19 Listen. What is Henry doing? Choose the correct picture.

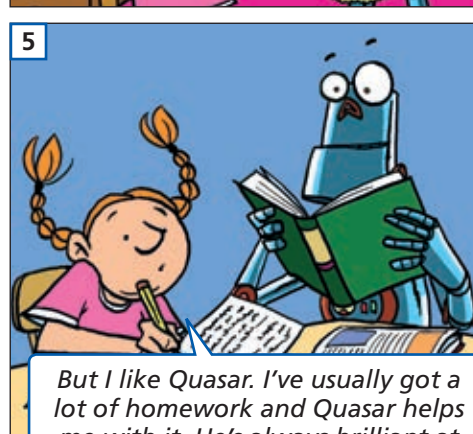
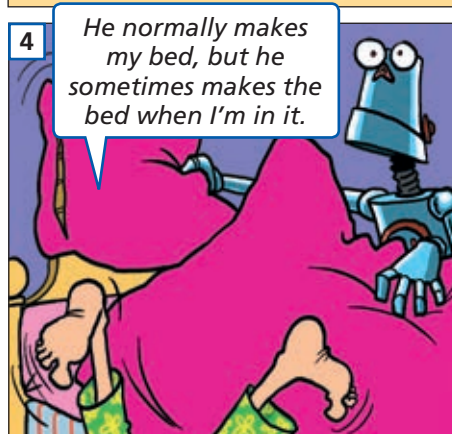
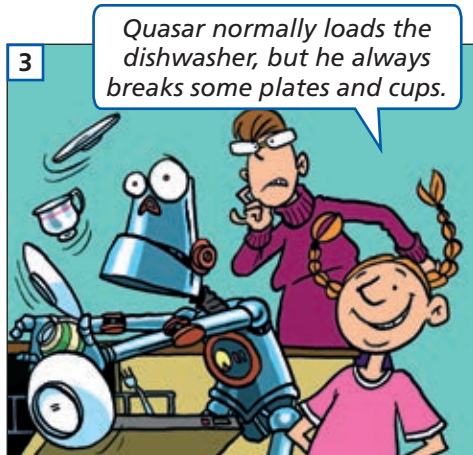
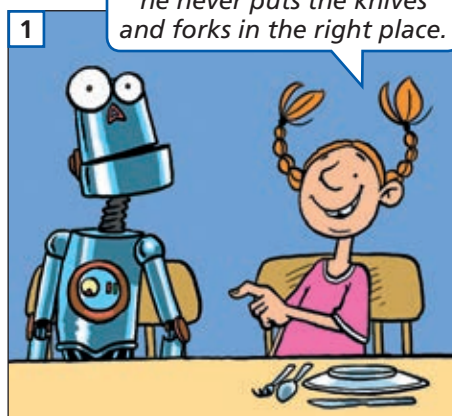
c Which jobs don't you hear?

Comprehension

2 a 1.20 Read and listen. Answer the questions.

- 1 What's the robot's name?
- 2 What jobs does he do?
- 3 Which job is he good at?

b What things does Quasar do wrong?



1D At home

Vocabulary

Exercise 1a 🎧 1.18

- Students look at the pictures. Play the recording for students to listen and repeat the phrases.

Optional extra

Assign one picture to each student. Students walk around the classroom asking other students if they do the activity in their picture. Monitor vocabulary and pronunciation. When students have finished, they tell the class how many other students in the class do or don't do the activity in their picture.

Exercise 1b 🎧 1.19 Audio script pT88

- Read the instructions, and check that students understand they will need to identify the activities from exercise 1a.
- Play the recording. Pause after each item to allow students to find which activity the recording refers to.
- Get different students to identify each activity.

ANSWER KEY

- do the shopping (picture 3)
- feed the cat (picture 7)
- set the table (picture 6)
- take the dog for a walk (picture 9)
- cook the dinner (picture 2)
- take out the recycling (picture 10)
- tidy your room (picture 8)
- vacuum the floor (picture 5)

Exercise 1c

- Refer students to the question and answer it as a class.

ANSWER KEY

load the dishwasher
make the bed

Comprehension

Exercise 2a 🎧 1.20

- Students look at the pictures. Ask them what they can see in the pictures and elicit that they show a girl and a robot.
- Play the recording for students to listen and read.
- Play the recording again for students to listen and answer the questions.
- Check answers as a class.

ANSWER KEY

- Quasar
- He sets the table, tidies the room, loads the dishwasher, makes the bed and helps with homework.
- Helping with homework.

Exercise 2b

- Students answer the question in pairs.
- Ask students to cover the text in exercise 2 and look at the pictures in exercise 1 again.
- Ask them to identify the jobs that Quasar does wrong and write sentences about Quasar's mistakes.
- When they have finished, they may look at the text in exercise 2 again and compare their sentences with the text.
- Check answers as a class.

ANSWER KEY

He never puts the knives and forks in the right place.
He doesn't often put things in the right places.
He always breaks some plates and cups.
He sometimes makes the bed when she's in it.

Optional extra

Ask students to work in pairs and take turns to test each other on the vocabulary from previous exercises by miming an activity and asking their partner to guess what it is.

Grammar

Exercise 3a

- Read the example together and check that student understand the task. Elicit a translation.
- Say two true sentences about yourself, one with each adverb. For example: *I never arrive late for classes. I sometimes leave my watch in the teachers' room.*
- Give students a minute to think about their own answers. Weaker students could write down their sentences before they say them. Get a few students to give their answers.

Exercise 3b

- Explain that students can find the words they need by looking at the text in exercise 2.
- Ask a student to write the full sentences on the board.

ANSWER KEY

Quasar always tidies my room, but he doesn't often put things in the right places. My chair is usually in the wardrobe.

Exercise 3c

- Ask students to look at the sentences in exercise 2 again, then find and underline the adverbs of frequency.
- Elicit the rules for the word order with adverbs of frequency.
- Ask students to find further examples in the story for each sentence type 1–3.

ANSWER KEY

- 1 before the verb (*Quasar always tidies my room.*)
- 2 before the main verb (*He doesn't often put things in the right places.*)
- 3 after the verb *be* (*My chair is usually in the wardrobe.*)

Exercise 4

- Students work individually to put the adverbs of frequency into the correct position in the sentences.
- Check answers as a class.

ANSWER KEY

- 2 He doesn't normally do the shopping.
- 3 My homework isn't always easy.
- 4 I don't often clean the car.
- 5 Quasar sometimes feeds the cat.
- 6 He usually takes out the recycling.
- 7 Quasar is always busy.
- 8 I never cook the dinner.

Exercise 5

- Students work individually to write true sentences about themselves. Then they compare their sentences in pairs.

Optional extra

Students take turns in asking questions about their partners and answering them with adverbs of frequency, for example Student A: *Do you go swimming at the weekend?* Student B: *I don't often go swimming at the weekend.*

Listening and writing

Exercise 6a

- Students read the activities in the table and make notes about how often they do them.
- Pre-teach the question *How often*.
- In pairs, students ask and answer questions with *How often*. Walk around and monitor the activity.
- Get a few students to report back to class about their partner. For example: *Anna never takes the dog for a walk.*

Exercise 6b 1.21 Audio script pT88

- Play the recording for students to listen and tick the jobs Henry does.
- Check answers as a class.

ANSWER KEY

Henry does all the jobs except 'cook a meal'.

Exercise 6c 1.21 Audio script pT88

- Play the recording again for students to write the correct adverbs of frequency.

ANSWER KEY

set the table	usually
load the dishwasher	not often
cook a meal	never
make his bed	always
tidy his room	sometimes
feed the dog	always
take the dog for a walk	often
do the shopping	not often

Exercise 6d

- Students use the information from exercise 6b to make sentences about what Henry does.
- This can be done orally as a whole class activity or students can write sentences for homework.

ANSWER KEY

He usually sets the table.
He doesn't often load the dishwasher.
He never cooks a meal.
He always makes his bed.
He sometimes tidies his room.
He always feeds the dog.
He often takes the dog for a walk.
He doesn't often do the shopping.

Exercise 7

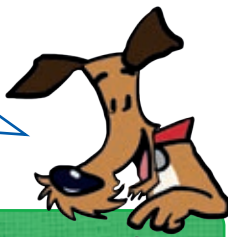
- Students write sentences about their activities individually.
- Walk around and monitor. Invite one or two students to read their sentences to the class.

Grammar

- 3 a** Look at the table. Think of two things that you never do and two things that you sometimes do.

I never feed the cat.

These are adverbs of frequency.



Adverbs of frequency

never					
not often	★				
sometimes	★	★			
often	★	★	★		
usually / normally	★	★	★	★	
always	★	★	★	★	★

- b** Find this part of the text. Rewrite it with the adverbs of frequency in the correct places.

Quasar tidies my room, but he doesn't put things in the right places. My chair is in the wardrobe.

- c** Where do the adverbs of frequency go?

- with a normal verb? e.g. *tidies*
- with auxiliary verbs (*have, do / don't, etc.*)?
e.g. *doesn't put*
- with the verb *be*? e.g. *is*

- 4** Put the adverbs of frequency in the correct place.

- Quasar vacuums the floor. (usually)
Quasar usually vacuums the floor.
- He doesn't do the shopping. (normally)
- My homework isn't easy. (always)
- I don't clean the car. (often)
- Quasar feeds the cat. (sometimes)
- He takes out the recycling. (usually)
- Quasar is busy. (always)
- I cook the dinner. (never)

- 5** Put in adverbs of frequency to make true sentences about your life.

- I go swimming at the weekend.
I don't often go swimming at the weekend.
- My exam results are good.
- I help in the house.
- I'm late for school.
- My friends text me.
- I get up early on Sunday.

Listening and writing

- 6 a** Look at the table. How often do you do these things?

I normally take out the recycling.

- b** 1.21 Listen. Henry is talking to a radio DJ. Tick (✓) the jobs he does.



	Jobs	How often
✓	take out the recycling	<i>usually</i>
	set the table	
	load the dishwasher	
	cook a meal	
	make his bed	
	tidy his room	
	feed the dog	
	take the dog for a walk	
	do the shopping	

- c** 1.21 Listen again. How often does Henry do the jobs? Write the adverbs of frequency.

- d** What does Henry do?

He usually takes out the recycling.

- 7** Write sentences about your life. Write about something that:

- you always do
- you usually do at the weekend
- you don't often do
- is usually good
- you never watch on TV
- you don't normally play



1 Read the text *A typical year in Britain*. Answer the questions.

- 1 How many weeks' holiday do British schoolchildren have?
- 2 Which holiday is the longest?
- 3 How long are holidays in February and October?
- 4 How many terms are there in the school year?

A typical year in Britain

School Holidays

The school year always starts at the beginning of September.

There are three terms in the school year – autumn, spring and summer – and three main holidays:

- the Christmas holidays – two weeks
- the Easter holidays – two weeks
- the summer holidays – six weeks

There are also short holidays in October, February and May.

These are for one week or ten days. We call them half-term holidays, because they're in the middle of the school term.

2 1.22 Read and listen to the text about festivals. Look at the chart. Tick (✓) the things for each festival.

	Christmas	New Year	Easter
turkey	✓		
chocolate eggs			
presents			
fireworks			
decorations			
a tree			
<i>Auld Lang Syne</i>			
hot cross buns			
Big Ben			

3 1.23 Listen to three people talking about their favourite festival. Find this information for each person.

- 1 What is his / her favourite festival? Why?
- 2 What is his / her favourite part?
- 3 What doesn't he / she like?

4 Answer the questions.

- 1 What school holidays do you have in your country?
- 2 What festivals do you have?
- 3 Which is the biggest festival?
- 4 How long does it last?
- 5 How do you celebrate it?
- 6 What is your favourite festival? Why?

FESTIVALS

Christmas is the biggest festival of the year. Families usually come together to celebrate it.

People put up decorations and decorate a Christmas tree. In many countries people open their presents and have their Christmas meal on Christmas Eve (24 December), but in Britain people normally do these things on Christmas Day (25 December). The traditional meal is turkey with vegetables, followed by Christmas pudding. The next day (26 December) is a holiday, too. We call it Boxing Day. On Boxing Day, people often visit friends, or go to sports matches. They go shopping, too, because a lot of shops start their winter sales on Boxing Day.

On New Year's Eve, a lot of people have a party to 'see in' the new year. They often switch on the radio or the TV to hear Big Ben in London strike midnight. Then they usually join hands and sing *Auld Lang Syne*. In London, Edinburgh and several other cities there are big street parties with music and fireworks.



We also celebrate Easter in Britain, but it isn't a very big festival, like Christmas or New Year. The Easter holiday lasts four days from Good Friday to Easter Monday. People eat sweet bread buns called hot cross buns on Good Friday and on Easter Sunday people usually give chocolate Easter eggs. Some families have an Easter egg hunt in the garden. They hide small Easter eggs for children to find.





Festivals

Background information

At *Christmas* many people in Britain celebrate the birth of Jesus Christ. The precise date of Jesus' birth is unknown. Countries that use the Gregorian calendar celebrate Christmas on 7 January. The phrase *Christmas tree* in English was first recorded in 1835 and comes from the German language. The tradition of decorating trees goes back to before Christianity. *Boxing Day* is 26 December, when many people visit their relatives. *Christmas pudding* is originally an English plum pudding. The key ingredients are plums, dark sugar, some alcohol, sweet spices and fat. Its association with Christmas goes back to medieval England. People often hide a coin in the pudding, and the person who finds it is expected to have good luck in the following year.

Easter is another Christian festival, celebrating the resurrection of Jesus Christ. Its date is not fixed in the calendar. The Church established the date of Easter as the first Sunday after the full moon following the northern hemisphere's spring equinox. The date of Easter therefore varies between 22 March and 25 April (4 April and 8 May in the Gregorian calendar). *Good Friday* is the Friday preceding Easter Sunday and commemorates the crucifixion of Jesus. Poland, Hungary, Slovakia and the Czech Republic have a unique custom for *Easter Monday*. Traditionally, boys awake girls by pouring a bucket of water on them early in the morning. Nowadays it is more common to use a touch of perfume. The *Easter egg* symbolizes the empty tomb of Jesus. *Big Ben* is the nickname for the great bell, as well as the clock tower in the Palace of Westminster in London.

Auld Lang Syne is a Scottish poem written by Robert Burns in 1788. The tune is that of a traditional folk song. *Auld Lang Syne* means 'old times' or 'long long ago'. As well as celebrating the New Year, *Auld Lang Syne* is widely sung to symbolize other types of endings and new beginnings, including farewells, funerals, graduations, etc.

DVD

If you prefer, play Unit 1 of the culture materials on the DVD or the Classroom Presentation Tool 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

- Ask students how many holidays they have in the school year and how long they last.
- Ask students what they know about school holidays in Britain. Tell them they are going to read a text to find out more.
- Students read the first text and answer the questions.
- Check answers as a class.

More practice Teacher's Resources Unit 1

ANSWER KEY

- 1 About 13 weeks (two at Christmas, two at Easter, six in summer and three one-week holidays)
- 2 The summer holiday
- 3 One week or ten days
- 4 Three

Exercise 2 1.22

- Read the headings in the chart as a class. Elicit in the students' language what information they are looking for.
- Students read the text and match the things to the festivals. In weaker classes, or if you simply want to progress faster, allow them to do this in pairs or small groups.
- Check answers as a class.
- If students have any questions about the text or if time allows it, you may give some background information on things mentioned in the text.

ANSWER KEY

Christmas: presents, decorations, a tree

New Year: fireworks, *Auld Lang Syne*, Big Ben

Easter: chocolate eggs, hot cross buns

Exercise 3 1.23 Audio script pT88

- Draw students' attention to the questions and check that they understand them. Explain that they are going to hear three people speaking.
- Play the recording for students to listen and take notes.
- Ask students to write the answers in full sentences.
- Play the recording again so that they can check their answers.
- Get a different student to read out his / her answer for each question and ask the other students to correct if necessary.

ANSWER KEY

1 1 New Year (He likes the party in their neighbours' house and the London fireworks.); 2 watching the London fireworks on TV; 3 He doesn't like that they all kiss each other at midnight.

2 1 Easter (She likes it because she knows that winter is over, and she loves the Easter egg hunt.); 2 The Easter egg hunt; 3 She doesn't like that her big brother always finds more eggs than her.

3 1 Christmas (He likes it because he gets lots of presents); 2 Christmas dinner; 3 He doesn't like it when they take all the decorations down in January.

Exercise 4

- Check understanding of the questions.
- Encourage students to answer in English, but help out with any unfamiliar vocabulary or difficult grammar.

English Across the Curriculum

Science and Maths: time

Background information

February is a shorter month because it was the last month added to the Roman calendar in the 8th century BC. The Romans originally didn't have months in winter. February was also the last month of the year, since the year started with the first spring month of March.

The division of *time* in a base-60 (sexagesimal) system was introduced by the Babylonians in about 300–100 BC. This is convenient for simplifying division, since 60 is divisible by 2, 3, 4, 5, 6 and 10. What we now call a *minute* comes from the first fractional sexagesimal place, while the second fractional place is the origin of the *second*.

Since 8 AD the Julian calendar (originally introduced by Julius Caesar in 46 BC) added an extra day to February in *leap years*, i.e. years that are integer multiples of 4.

The word *lunar* comes from the name Luna, the Roman goddess of the moon.

Exercise 1 1.24

- Focus students' attention on the pictures. Explain that they all have something to do with time.
- Check comprehension of the words (or pre-teach) *Earth, Sun, Moon, calendar, turn, round, leap year, lunar*.
- Make sure students understand what they have to do, then play the recording for them to listen and read.
- Students match pictures a–c to paragraphs 1–3 in the text.
- Check answers as a class.

ANSWER KEY

1 b 2 c 3 a

Exercise 2

- Students put the words in the correct order, from the shortest to the longest.
- Students check answers in pairs, then as a class.

ANSWER KEY

a second, a minute, an hour, a day, a week, a month, a year

Exercise 3

- Explain to students that they have to do a little maths. Students may do the exercise individually or in pairs.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 3,600 seconds (60 seconds x 60 minutes)
- 1,440 minutes (60 minutes x 24 hours)
- 168 hours (24 hours x 7 days)
- 1,461 days [(3 years x 365 days) + 366 days (leap year!)]

Exercise 4a

- Ask students to cover the texts and complete the sentences on their own.
- Students check answers in pairs, then as a class.

ANSWER KEY

- | | |
|--------------|------------|
| 1 4 | 4 about 30 |
| 2 366 | 5 360 |
| 3 365, 365 ¼ | |

Exercise 4b

- Revise the names of the months as a class.
- Students may look at the text again to find the answers. Ask them to answer the questions in full sentences and write them down.
- Walk around and monitor.
- Check answers as a class.

ANSWER KEY

- Because a common year is 365 days, but it takes 365 ¼ days for the Earth to go round the Sun. So every four years we add an extra day.
- Because a lunar year is only 360 days, we add an extra day to some months. These months are January, March, May, July, August, October and December.

Exercise 5a

- Check understanding of *tie your shoelaces*.
- Students read the questions and write their answers.
- Walk around and monitor.

Exercise 5b

- Students compare their answers in pairs or in small groups.
- Get some pairs or groups to tell the rest of the class their answers.

Optional extra

Split the class into groups of six. Allocate one of the six questions in exercise 5a to each student. Students ask all the other students their question and note the answers. Invite some students to talk about the answers to the rest of the class: *Most people take ten seconds to tie their shoelaces. Five people normally sleep ten hours at night.* etc.


Optional extra

Ask students to find all the (integer) numbers in the texts, as well as in the answers for the exercises. Put the numbers on the board. Invite different students to change each number into an ordinal number. Practise saying cardinal and ordinal numbers as a class.

English Across the Curriculum

1

Science and Maths: time

1  **1.24** Read and listen to the text. Match the pictures (a–c) to the correct paragraphs (1–3).

2 Put these words in the correct order.

a week a year a minute a day
a second an hour a month

a second ...

3 Work it out.

- How many seconds are there in an hour?
- How many minutes are there in a day?
- How many hours are there in a week?
- How many days are there in a period of four years?

1 What is a day?

The Earth turns. It takes one day to turn once. We divide the day into twenty-four hours. Each hour has sixty minutes and each minute has sixty seconds.

2 What is a year?

The Earth also goes round the Sun. It takes 365 days to go round once. We call this a year. In fact, it takes $365 \frac{1}{4}$ days, so every four years we add an extra day. We always add it to February because it's a short month. In a leap year February has twenty-nine days. So if your birthday is 29 February, you only have a birthday every four years!

3 What is a month?

The Moon goes round the Earth. It takes about thirty days to go round once (this is called a lunar month). So it goes round about twelve times in one year, and that's why we have twelve months in a year. However, 12×30 is only 360, so we add an extra day to some months, so that we have twelve months in one year. (Nobody knows why February has only got twenty-eight days.)

We still use lunar months for some things. Easter, for example, isn't on the same date every year, because we use a lunar calendar to fix the date.

4 a Complete the sentences with the correct numbers.

- We have a leap year every _____ years.
- A leap year has got _____ days.
- We need leap years because the Earth doesn't take _____ days to go round the Sun. It takes _____ days.
- It takes _____ days for the Moon to go round the Earth.
- A lunar year has got _____ days.

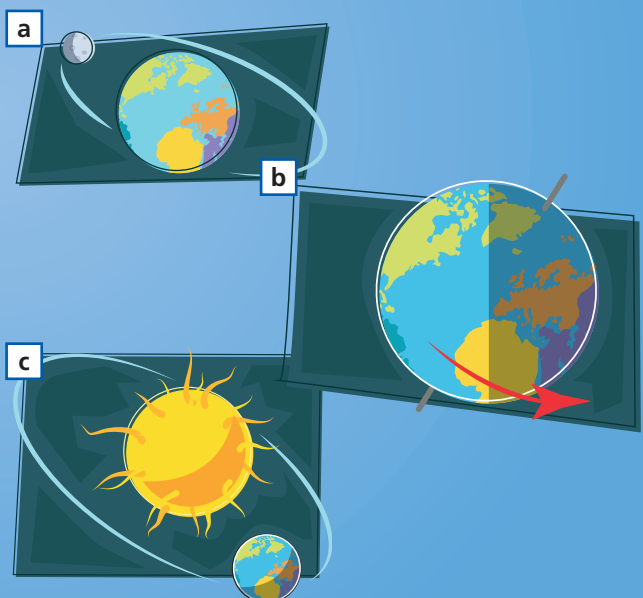
b Answer the questions.

- Why do we need leap years?
- Why do some months have thirty-one days? Which months are they?

5 a Answer the questions.

- How long does it take you in seconds to tie your shoelaces?
- How long in minutes does it normally take you to eat your breakfast?
- How many hours do you normally sleep at night?
- How many weeks are there until your next birthday?
- How many years are there until you leave school?
- How many days do you have for school holidays in a year?

b Compare your answers with other members of the class.



1

Revision

Present simple

- 1 a**  1.25 Listen. Josie is talking about her daily life. Choose the correct picture.

1 get up		
2 leave home		
3 go to school		
4 go home		
5 on Thursdays		
6 in the evening		
7 go to bed		
8 on Saturdays		

- b** Use the table. Write eight sentences about Josie.

- 1 *She gets up at half past seven.*
2 *She ...*

- c** Work with a partner. Ask and answer about Josie. Use the cues.

- What time / she / get up
 - What time does she get up?*
 - She gets up at half past seven.*
- she / go to school / with her brother
- Josie and Paula / walk to school
- they / go home / at three o'clock
- What / Josie / do / on Thursdays
- she / do / her homework in the evening
- What time / she / go to bed
- What / Josie and Paula / do / on Saturdays

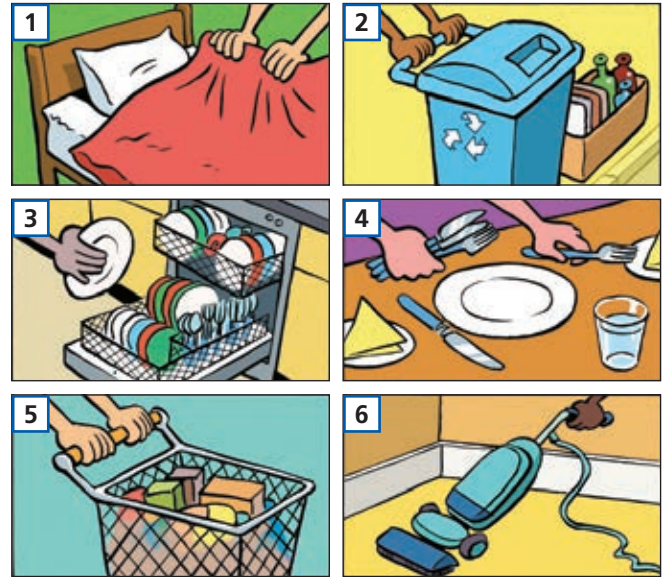
Adverbs of frequency

- 2 a** Write the sentences with the adverbs in the correct place.

- I leave home at 7.30 in the morning. (normally)
I normally leave home at 7.30 in the morning.
- I'm late for school. (never)
- My brother feeds the dog. (usually)
- I don't cook the dinner. (often)
- We've got a lot of homework on Wednesdays. (always)
- I go swimming at the weekend. (sometimes)

- b** Use the pictures and an adverb of frequency. Say how often you do the job.

I always make my bed.



Ordinal numbers

- 3** Read the clues to find the letters. Use the letters to find Martin's birthday present.

- the fourth letter in *Easter*
 - the third letter in the twelfth month
 - the sixth letter in *holiday*
 - the eighth letter in *geography*
 - the twenty-third letter of the alphabet
- His present is a _____.

Dates

- 4**  1.26 Listen. What dates do you hear?

2 October

1

Revision

Present simple

Exercise 1a 🎧 1.25 Audio script pT88

- Draw students' attention to the pictures and go through the times and other items represented in them quickly as a class.
- Check understanding of *trombone*.
- Play the recording for students to listen and choose the correct pictures.
- Check answers as a class.

ANSWER KEY

- | | | |
|--------|--------------------|----------------|
| 1 7.30 | 4 3.30 | 7 9.30 |
| 2 8.15 | 5 trombone | 8 table tennis |
| 3 bus | 6 watch television | |

Exercise 1b

- In weaker classes, you could play the recording once again.
- Students work individually to write the sentences.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 2 She leaves home at 8.15.
- 3 She goes to school by bus.
- 4 She goes home at 3.30.
- 5 On Thursdays she has a trombone lesson.
- 6 In the evening she watches television.
- 7 She goes to bed at 9.30.
- 8 On Saturdays she plays table tennis with Paula.

Exercise 1c

- Students work in pairs to form questions and answers. Ask them to write down individually the questions first, then take turns in asking and answering with their partners.
- Encourage students to use the short form, as well as a full sentence in negative answers to Yes / No questions, for example: *Do they walk to school? No, they don't. They take the bus.*
- Walk around and monitor, correcting mistakes as necessary.
- Invite one pair to act out the dialogue in front of the class.

ANSWER KEY

- 2 Does she go to school with her brother?
No, she doesn't. She goes with her friend, Paula.
- 3 Do Josie and Paula walk to school?
No, they don't. They take the bus.
- 4 Do they go home at three o'clock?
No, they don't. They go home at 3.30.
- 5 What does Josie do on Thursdays?
On Thursdays she has a trombone lesson.
- 6 Does she do her homework in the evening? No, she doesn't. She usually does her homework before dinner.
- 7 What time does she go to bed? She goes to bed at 9.30.
- 8 What do Josie and Paula do on Saturdays?
On Saturdays they play table tennis at the sports centre.

Adverbs of frequency

Exercise 2a

- Students work individually to complete the task.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 2 I'm never late for school.
- 3 My brother usually feeds the dog.
- 4 I don't often cook the dinner.
- 5 We've always got a lot of homework on Wednesdays.
- 6 I sometimes go swimming at the weekend.

Exercise 2b

- Go through the pictures and quickly get students to identify the household chores.
- Students work in pairs. Student A asks: *How often do you ...?* (inserting a random chore), then they swap roles.
- Walk around and monitor.

Ordinal numbers

Exercise 3

- Check understanding of the word *letter* in this context and make sure students understand that from the letters they guess they have to make another word, which will tell them what Martin's birthday present is. Explain that the letters are mixed up.
- You may have to revise the English alphabet with the whole class to find out the twenty-third letter.

ANSWER KEY

- 1 t
 - 2 c
 - 3 a
 - 4 h
 - 5 w
- His present is a watch.

Dates

Exercise 4 🎧 1.26 Audio script pT88

- Explain the task and play the recording for students to listen and write down the dates they hear.
- Check answers and practise saying the dates together.

ANSWER KEY

- 2 31 July
- 3 25 February
- 4 4 September
- 5 8 May
- 6 7 April

Your Project

1

Planning your project

- The aim of this lesson is to guide students through the logical stages of the planning process. Students need to understand that with better planning they will achieve better results.
- Ask students to cover up steps 2–4 in the instructions and read step 1 together. Elicit what questions they should ask themselves before they begin. Write up their ideas on the board. Then uncover the page and look at the three questions at the top of each step. Ask students to compare their own ideas with the guidance. Elicit what elements a typical school project usually consists of (information presented as text, illustrations and the chosen format and corresponding presentation of the project work).
- Read Henry's notes under each question together. Ask students to think of any other questions they may like to include in step 2, different types of illustrations in step 3 and different ways of presenting the projects in step 4. You could get them to do this in groups or just lead a discussion with the whole class.
- Remind students that whenever they begin working on a new project, these are the questions they should consider during the planning process. Planning carefully will ensure that they will miss nothing out and that the elements of the project work together as well as possible.
- If students have used *Project 1*, you may also like to refer them back to your discussions in Units 1 and 6 especially. You may want to bring some level 1 Student's Books into class for groups to share and look at.

Preparation

- To prepare for their own project, students brainstorm ideas in small groups about their own lives for each point in Henry's notes. Remind them that this is an individual project, so their answers to particular questions may be slightly different. The emphasis here is on discussion and on helping each other get ideas. Each student should make notes for themselves.
- Ask students to look through their notes individually, and think about how and where they will find the necessary information or materials.
- Students decide what format would suit their project best. Ask them to let you know before the class set aside for the project presentations, so you can have everything ready in time.
- Students produce a draft and show it to the group that they did their planning with. They correct each other's mistakes and suggest improvements.
- If this is the first project you do with your class, you may like to check their work yourself. In this case, make sure you give your feedback 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 red marks all over it.

- In the project presentation class, make sure you have all the necessary equipment to show any computer-based projects (at least a laptop with a USB drive, so students can upload their 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.
- If you think it is appropriate for your class, ask the winner of the vote to tell the class about his / her experiences of the planning process. How much and in what way did it help them prepare a better project?

Song

Seven Days of the Week

Background information

The song *Seven Days of the Week (I Never Go to Work)* was played by the band They Might Be Giants. The song appeared on their successful album of children's songs *Here Come the 123s* in 2008, but was part of their repertoire before then. The album won a Grammy Award for Best Musical Album for Children in 2009. The song itself is based on a popular older song performed by British and American entertainers.

Exercise 1a

- Ask students to scan through the song lyrics quickly and underline any unfamiliar vocabulary. Encourage them to work out the meaning of new words from the context, then write up the words and clarify the meaning through a drawing, example sentence or a translation. Words and phrases you may need to pre-teach here include: (*feel*) *inclined*, *on my mind*, *detest*.
- Students complete the song lyrics with words from the box.

Exercise 1b 1.27 Audio script pT88

- Play the song for students to check their answers.

ANSWER KEY

- | | |
|--------------|-------------|
| 1 work | 7 late |
| 2 home | 8 day |
| 3 Wednesdays | 9 trumpet |
| 4 thing | 10 Tuesday |
| 5 holiday | 11 Thursday |
| 6 Fridays | 12 Saturday |

Your Project

1

Planning your project

1 Make a project on 'A Year in my Life'. First, plan your project. Here are some things to think about.

2 What can I write about?

- A typical year: What happens in each month? What do I like or dislike?
- School holidays: When are they? What do I usually do then?
- Important birthdays: When are they? Whose are they?
- Festivals: How do we celebrate them? Which is my favourite?



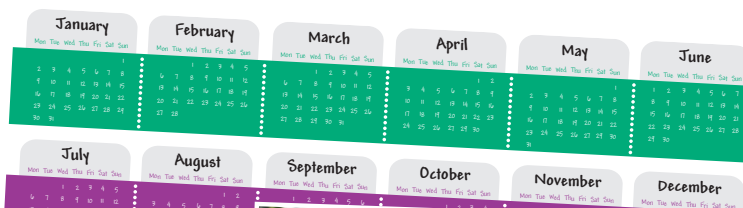
January
Sometimes it snows and we go sledging in the park.

3 How can I illustrate my project?

- a title
- a calendar
- photos of events in the year
- birthday cards / Christmas cards
- things from different festivals

4 How can I present my project?

- on a computer
- on a poster
- in a scrapbook



Song

1 a Complete the song with these words.

Saturday work trumpet day holiday
home Thursday thing Tuesday late
Wednesdays Fridays

b 1.27 Listen and check.

SEVEN DAYS OF THE WEEK

Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.

On Mondays, I never go to ¹_____.
On Tuesdays, I stay at ²_____.
On ³_____, I never feel inclined.
Work is the last ⁴_____ on my mind.

On Thursdays, it's a ⁵_____!
And ⁶_____ I detest.

Oh it's much too ⁷_____ on a Saturday.
And Sunday is the ⁸_____ of rest.

Oh yes, yes, practise ⁹_____ every day. (x4)

Practise Monday.

Practise ¹⁰_____.

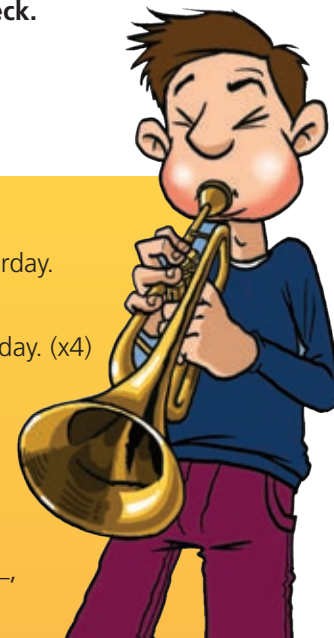
Practise Wednesday.

Practise ¹¹_____.

And Friday.

And I practised all night on ¹²_____.

So on Sundays I played best.



2A Our school trip

Vocabulary

1 a Look at the pictures. Match the young animals to their parents.

b 1.28 Listen and check.

1



a sheep

2



a cow

3



a horse

4



a pig

5



a goat

6



a duck

7



a dog

8



a cat

a



a kid

b



a lamb

c



a duckling

d



a piglet

e



a kitten

f



a calf

g



a foal

h



a puppy

Comprehension

3 1.30 Read and listen. Why aren't Azra and her friends at school today?

1 It's nine o'clock and Azra's outside her school. She's very happy. She isn't going to her classroom. She's waiting for a coach with her friends. They're going on a school trip.



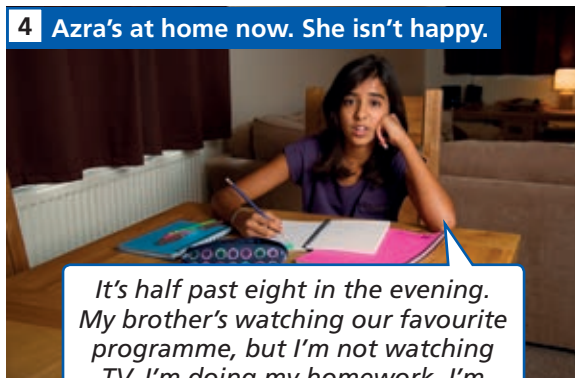
We're going to a farm!



It's half past eleven now. No Science or French today! We're learning about the animals here on the farm. We're watching the goats at the moment. They aren't looking at us. They're eating.



It's one o'clock. We're having our lunch at the farm. I'm eating an apple and we're doing a quiz.



It's half past eight in the evening. My brother's watching our favourite programme, but I'm not watching TV. I'm doing my homework. I'm writing about the school trip!

Unit overview

Grammar focus: Present continuous: affirmative, negative, questions and short answers; present continuous v. present simple; *must*; subject and object pronouns.

New vocabulary: Animals.

Skills: Reading: meerkats, *Chicken Licken*; Speaking: game – *What am I?*, favourite animals; Listening: *What are the animals doing?*, *What animal is it?*; Writing: the ending of a story.

Topic / Context: Animals as pets; animals in the zoo; animal stories.

Culture: Animals in Britain.

The Culture page can be studied after Lesson D or at the end of the unit.

English Across the Curriculum: Biology: animal classification.

The English Across the Curriculum page can be studied at the end of the unit.

Project: Animals.

Song: *Zoo, Zoo, Zoo*.

Exercise 2 🎧 1.29

- Read the instructions and the example as a class. Explain to students that they are going to hear eight animal sounds. Ask them to only write down the names of the animals they hear into their exercise books.
- They could write down the names of the matching young animals while listening, but leave them some time to do so afterwards, as well.
- Draw their attention to the fact that some sounds may correspond to animals that do not appear in exercise 1 and ask them to name a few other animals. Elicit or pre-teach *hen* and *chick*, in particular, as these appear in the recording.
- Check answers as a class.

ANSWER KEY

2 a dog – a puppy

3 a pig – a piglet

4 a cow – a calf

5 a horse – a foal

6 a duck – a duckling

7 a sheep – a lamb

8 a cat – a kitten

2A Our school trip**Vocabulary****Exercise 1a**

- Ask students to translate the names of animals into their own language.
- Students look at the pictures and work on their own to match the young animals to their parents.
- Students check answers in pairs. You do not need to check answers as a class yet, because students are going to hear the correct pairs in the second part of the exercise.

Exercise 1b 🎧 1.28 Audio script pT88

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

ANSWER KEY

1 a sheep – a lamb

2 a cow – a calf

3 a horse – a foal

4 a pig – a piglet

5 a goat – a kid

6 a duck – a duckling

7 a dog – a puppy

8 a cat – a kitten

Comprehension**Exercise 3** 🎧 1.30

- Tell students to look at the pictures of Azra's school trip without reading the text and to think of a title for each picture, for example: *Azra and her friends outside the school*, *The goats on the farm*, etc.
- Play the recording for students to read and listen. Ask: *Why aren't Azra and her friends at school today?* (They're on a school trip to a farm.)

Optional extra

Ask other questions about the story using the present simple and the present continuous, for example: *How do they go to the farm?* (By coach), *What time does the coach leave?* (At nine o'clock), *What animals are there on the farm?* (Goats), *What does Azra eat for lunch?* (An apple), *What is Azra doing at home?* (Her homework), *What is her brother doing?* (Watching TV). For the moment, students should focus on meaning and not worry about unfamiliar grammar, as they are going to learn about the present continuous next.

Exercise 4

- Copy the four clocks on the board.
- Ask: *What's Azra doing at nine o'clock?* (She's waiting for a coach with her friends.)
- Point to each clock and ask: *What time is it? What's Azra doing at ...?* Students tell you the time, then answer the question.
- Repeat the answers stressing the present continuous form.

ANSWER KEY

- 1 She's waiting for a coach with her friends at nine o'clock.
- 2 She's watching the goats at half past eleven.
- 3 She's eating an apple / having lunch / doing a quiz at one o'clock.
- 4 She's doing her homework at half past eight.

Grammar

Exercise 5a

- Write the gapped sentences on the board.
- Ask students to find the sentences in the text in exercise 3 and tell you what goes in the gaps.
- Students complete the gaps and copy the sentences.
- Ask students how to form the present continuous tense (*be + -ing* form of the verb).

ANSWER KEY

- 1 is / 's waiting
- 2 are / 're going
- 3 am / 'm writing

Exercise 5b

- Point out the children in picture 2 of exercise 3 and the sentence *We're watching the goats at the moment*. Then read out the example in the Student's Book.
- Students look at exercise 3 and make correct sentences using the other verbs given. They should change the subject of the sentences to the appropriate person, as in the example. Point out that they can write more than one sentence with some of the verbs.
- Check answers as a class. Encourage students to give full answers using all the relevant information in the text.

ANSWER KEY

- 2 Azra and her friends are learning about the animals on the farm in picture 2.
- 3 Azra is writing about the school trip in picture 4.
- 4 Azra and her friends are going on a school trip in picture 1.
- 5 Azra is doing her homework in picture 4. / Azra and her friends are doing a quiz in picture 3.
- 6 Azra and her friends are waiting for a coach in picture 1.
- 7 Azra and her friends are having lunch at the farm in picture 3.
- 8 Azra and her friends are watching the goats in picture 2. / Azra's brother is watching his favourite programme in picture 4.

Exercise 6a

- Write the three sentences on the board.
- Ask students to find the negative of the sentences in exercise 3 and write the negative form beside the affirmative.
- Students copy the sentences into their exercise books.
- Discuss with students how to make the negative form.

ANSWER KEY

- 1 I'm not watching TV.
- 2 She isn't going to her classroom.
- 3 They aren't looking at us.

Exercise 6b

- Ask students to read sentence 1 and ask if it is true. Elicit that it is not.
- Read the example sentences. Point out that the statements in the exercise are all wrong and that students' task is to correct them in a similar way. Explain that the correct information is in exercise 3.
- Students write pairs of sentences for each picture.

POSSIBLE ANSWERS

- 2 They aren't waiting for a train. They're waiting for a coach.
- 3 Azra isn't watching the ducks. She's watching the goats.
- 4 The goats aren't running. They're eating.
- 5 Azra and her friends aren't riding horses. They're having lunch.
- 6 Azra isn't eating a hamburger. She's eating an apple.
- 7 Azra's brother isn't doing his homework. He's watching TV.
- 8 Azra isn't listening to the radio. She's doing her homework.

Listening and speaking

Exercise 7a 1.31 Audio script pT88

- Explain that they are going to hear eight short dialogues.
- Play the recording for students to listen and write the names of the animals in the chart.
- Check answers as a class.

ANSWER KEY

- | | | | |
|-----------|-------------|----------|-----------|
| 2 puppies | 4 cows | 6 horses | 8 piglets |
| 3 lambs | 5 ducklings | 7 a cat | |

Exercise 7b 1.31 Audio script pT88

- Ask students to look at the eight verbs in the box.
- Play the recording again for students to listen and write what the animals are doing in the chart.
- Check answers as a class.

ANSWER KEY

- 2 They're eating a bone.
- 3 They're running.
- 4 They're drinking.
- 5 They're swimming (to their mother).
- 6 They're jumping.
- 7 It's climbing a tree.
- 8 They're sleeping.

Exercise 8

- Demonstrate this game by miming an animal and asking the students what you are doing, for example *flying*.
- Once students have guessed correctly, ask them to guess what animal you are (a pigeon).
- Now put students in pairs to play the game.
- Walk around and monitor.

4 What's Azra doing at these times?



Grammar

Present continuous

5 a Complete the sentences about Azra's school trip.

- 1 She _____ for a coach.
- 2 They _____ on a school trip.
- 3 I _____ about the school trip.

This is the present continuous tense.
How do we make it?



b Look at exercise 3. Make sentences about the pictures with the correct subjects. Put the verbs into the present continuous tense.

- | | |
|------------------------------------|------------|
| 1 eat | 4 go |
| The goats are eating in picture 2. | 5 do |
| 2 learn | 6 wait for |
| 3 write | 7 have |
| | 8 watch |

6 a Find the negative of these sentences in the story.

- 1 I'm watching TV.
I ...
- 2 She's going to her classroom.
She ...
- 3 They're looking at us.
They ...

How do we make the present continuous negative?



b Correct the sentences.

- 1 picture 1, Azra and her friends are going to their classroom.
Azra and her friends aren't going to their classroom. They're going on a school trip.
- 2 picture 1, They're waiting for a train.
- 3 picture 2, Azra's watching the ducks.
- 4 picture 2, The goats are running.
- 5 picture 3, Azra and her friends are riding horses.
- 6 picture 3, Azra's eating a hamburger.
- 7 picture 4, Azra's brother is doing his homework.
- 8 picture 4, Azra's listening to the radio.

Listening and speaking

7 a 1.31 Copy the chart. Listen. Then write the animals you hear.

Animal	Action
1 pigeons	They're flying.
2	

b 1.31 Listen again. What are the animals doing? Complete the chart. Choose from these verbs.

swim run fly climb
drink jump eat sleep

8 Work with a partner. Mime an animal. Your partner must guess what animal you are and what you are doing. Take turns.



2B Mickey's model dinosaur

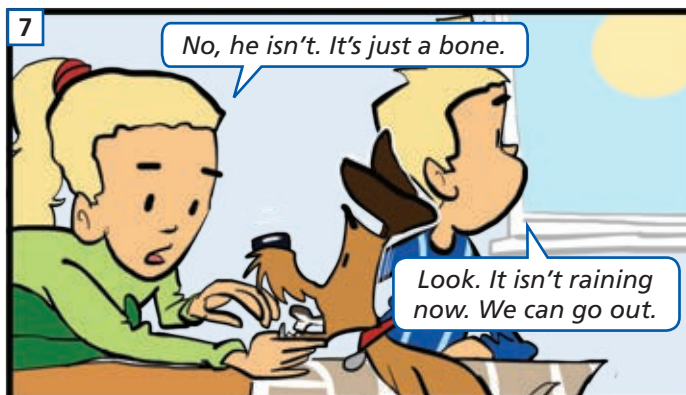
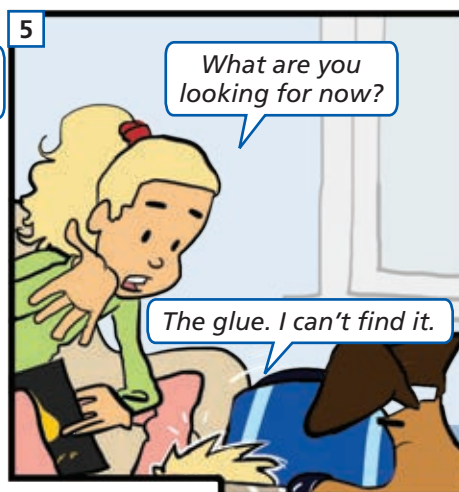
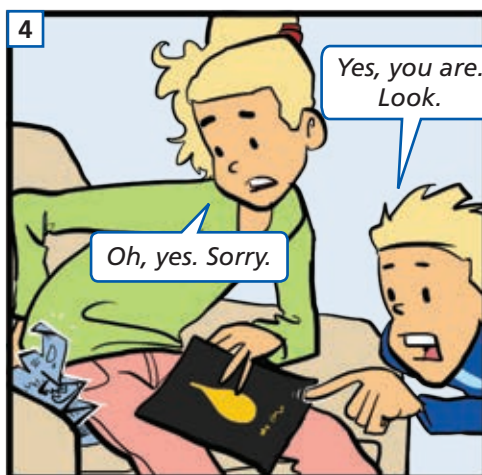
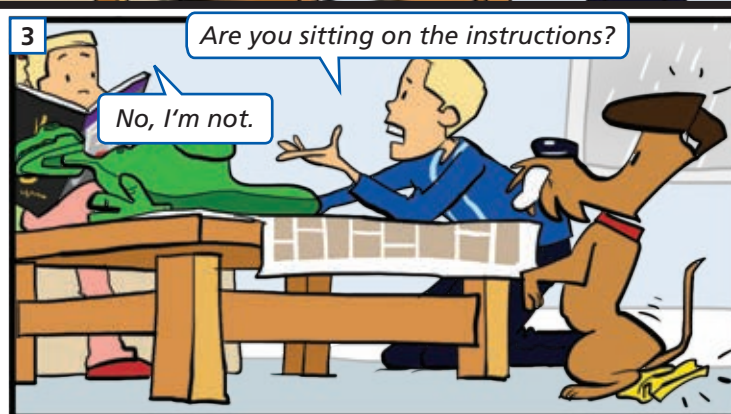
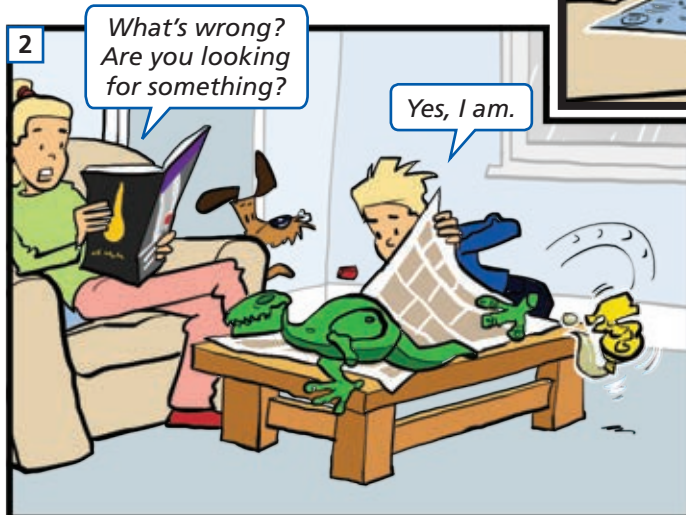
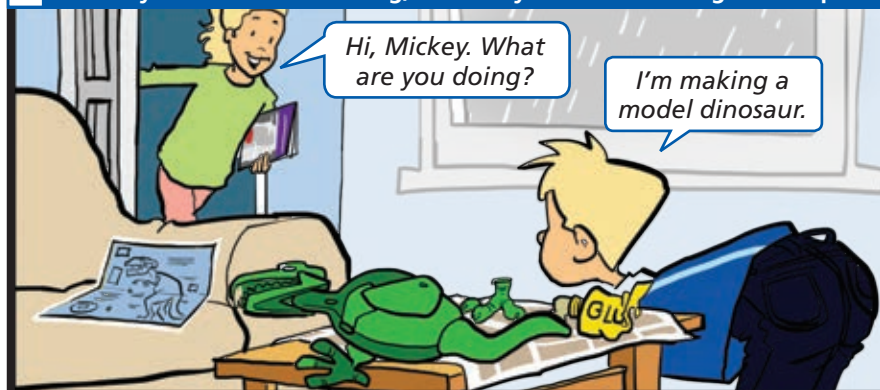


Comprehension

1 1.32 Read and listen. Answer the questions.

- 1 Why are Mickey and Millie at home in the afternoon?
- 2 Why doesn't Mut go to the park with Mickey and Millie?

1 Saturday afternoon. It's raining, so Mickey and Millie can't go to the park.



2B Mickey's model dinosaur

Comprehension

Exercise 1 1.32

- Ask students to look at the pictures without reading the text. Encourage students to talk about what they can see in each picture. Help with vocabulary.
- Play the recording for students to read, listen and answer the two questions. Encourage students to give as much information in their answers as possible by prompting if necessary. For example, in question 2: *Why is he stuck to the floor? Who is using the glue?* etc.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.

POSSIBLE ANSWERS

- 1 Because it's raining and they can't go to the park.
- 2 Because he's stuck to the floor.

Optional extra

Ask students to make up other questions and answers connected with the story in exercise 1 and take turns in asking and answering with their partner. Walk around and monitor.

Optional extra

To revise the *-ing* forms used in the present continuous, ask students to close or cover up their books, then write the verbs from the story on the board (*do, make, look, sit, eat, rain, go*), then ask students to come up to the board to write the *-ing* forms. Elicit the spelling rules.

Exercise 2a

- Students read the text again and match the sentence halves.
- Students check the answers in pairs, then as a class.

ANSWER KEY

- 1 d 3 b 5 c
2 e 4 a

Exercise 2b

- Students work in groups of three to act out the story. One student plays Mickey, one plays Millie and one plays Mut. Students can draw props such as a tube of glue or parts of a dinosaur on paper and cut them out.
- Students practise in their groups and then perform the story for the whole class. You could ask the class to vote for which Mut was the funniest.

Grammar**Exercise 3a**

- Write the gapped question and short answers on the board.
- Ask students to read the text in exercise 1 again and complete the gaps.
- Write the answers on the board. Ask students to copy the table in their exercise books.
- Discuss how the questions and short answers are formed. Point out that only the auxiliary verb (*be*) is used in the short answers.
- Write a table of all the forms on the board, for example: *Am I eating? Yes, I am. No, I'm not. Are you eating? Yes, you are. No, you aren't. Is he / she / it eating? Yes, he / she / it is. No, he / she / it isn't. Are we eating? Yes, we are. No, we aren't. Are they eating? Yes, they are. No, they aren't.*

ANSWER KEY

Is he eating the glue?
Yes, he is. No he isn't.

Optional extra

Students stand in a circle with one person in the middle. The student in the middle mimes an action, for example walking. Going round the circle, students guess what he / she is doing by asking a *Yes / No* question, for example: *Are you walking?* The student in the middle replies with a short answer. The student who guesses the action correctly replaces the student in the middle.

Exercise 3b

- Write the *Wh-* question from the table on the board.
- Students read the text in exercise 1 and complete the gaps.
- Write the answer on the board. Ask students to copy the question into their exercise books.
- Discuss how present continuous questions are formed.

ANSWER KEY

What are you doing?

Exercise 4a

- Read the instructions and the example together as a class.
- Students use the cues to make questions and answers.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 2 Is it raining? Yes, it is.
3 Is Millie reading a magazine? Yes, she is.
4 What is Mickey looking for? He's looking for the glue.
5 Is Mut eating the glue? No, he isn't.
6 What is Mut eating? He's eating a bone.
7 Where are Mickey and Millie going? They're going to the park.
8 Is Mut sitting on the glue? Yes, he is.

Exercise 4b

- Students practise the dialogues in pairs.
- Walk around and monitor.
- Invite different pairs of students to read out each dialogue.

Listening, writing and speaking**Exercise 5a**

- Students look at the pictures and complete the gapped dialogues.
- Students check answers in pairs.

Exercise 5b  **1.33** Audio script pT88

- Play the recording for students to listen and check whether their answers are the same as the recording.
- Discuss any differences.

POSSIBLE ANSWERS

- 1 What are you doing? 4 What are you eating?
2 Where are you going? 5 Are you watching TV?
3 Is Mickey going with you? 6 What are you watching?

Exercise 5c

- Students work in pairs to read and practise the dialogues.
- Walk around and monitor.
- Ask one or two pairs to act out the dialogues for the class.

Exercise 6

- Students work in pairs to make dialogues using the cues.
- Ask one or two pairs to act out the dialogues for the class.

ANSWER KEY

- 1 Are you doing your homework? No, I'm not.
What are you doing? I'm playing a computer game.
Are you winning? Yes, I am.
2 Where are you going? We're going to the park.
Is Mickey going, too? No, he isn't.
What is he doing? He's making a model.

2 a Match the beginnings of the sentences in A to the endings in B.

- | A | B |
|---------------------|---------------------|
| 1 Mickey is making | a a bone. |
| 2 Millie is reading | b the instructions. |
| 3 She's sitting on | c the glue. |
| 4 Mut is eating | d a model dinosaur. |
| 5 He's sitting on | e a magazine. |

b Work in groups of three. Act the story.

Grammar

3 a Copy the table. Complete the question and short answers.

Which part of the verb do we use in short answers?

Present continuous:

Yes / No questions and short answers

He's eating the glue.

_____ the
glue?

Yes, he _____.
No, he _____.

How do we make questions in the present continuous?

b Copy and complete the table.

Wh- questions

What _____ doing?

I'm making a model dinosaur.

4 a Make questions and answers about the story. Use the cues.

- they / play in the garden? / No
Are Mickey and Millie playing in the garden?
No, they aren't.
- it / rain? / Yes
- Millie / read a magazine? / Yes
- What / Mickey / look for? / the glue
- Mut / eat the glue? / No
- What / Mut / eat? / a bone
- Where / Mickey and Millie / go? / to the park
- Mut / sit on the glue? / Yes

b Work with a partner. Practise the dialogues.

Listening, writing and speaking

5 a Look at the pictures and complete the dialogues.



- Friend What ¹ _____?

Millie I'm waiting for the bus.

Friend ² _____?

Millie To the sports centre.

Friend ³ _____ with you?

Millie No, he isn't.



- Friend What ⁴ _____?

Mickey A sandwich.

Friend ⁵ _____ TV?

Mickey Yes, I am.

Friend ⁶ _____?

Mickey It's a programme about dinosaurs.

b 1.33 Listen and check.

c Work with a partner. Practise the dialogues.

6 Make new dialogues. Use the cues.

- you / do / your homework?
No / I
What / you / do?
I / play / a computer game
You / win?
Yes / I
Are you doing your homework?
No, I'm ...
- Where / you / go?
We / go / to the park
Mickey / go / too?
No / he
What / he / do?
He / make / a model

2C My favourite animals

Vocabulary

1 a  1.34 Listen and repeat.



1 a tiger



2 a kangaroo



3 a bat



4 a crocodile



5 a monkey



6 a giraffe



7 an eagle



8 an insect



9 a shark



10 a hippopotamus



11 a zebra



12 a camel



13 a dolphin



14 a frog

b  1.35 Listen to the descriptions. What are the animals?

1 a kangaroo

2 What other wild animals do you know? Work in a group. Make a list.

3 Answer the questions about yourself.

- 1 What animals do you like?
- 2 What animals don't you like?

Comprehension

4 Read about Liam. Answer the questions.

- 1 Where does Liam work?
- 2 What is he doing in each picture?
- 3 How often does he do the things?

I love animals. I work in a wildlife park. There are lots of different animals here. At the moment I'm feeding the penguins. I feed them every day. They eat fish.



2 It's two o'clock now and Liam is cleaning one of the animal houses. He always cleans the animal houses in the afternoon. Today he's cleaning the elephants' house. Some of the elephants are watching him.



2C My favourite animals

Vocabulary

Exercise 1a 1.34

- Ask students to look at the pictures and identify the animals they know.
- Play the recording for students to listen and repeat. Practise the pronunciation of words together.

Exercise 1b 1.35 Audio script pT88

- Explain that students are going to hear eight descriptions and they have to match them to certain animals from exercise 1a.
- Play the recording for students to listen and write down the names of animals.
- Check answers as a class.

ANSWER KEY

- 2 a dolphin
- 3 a zebra
- 4 an insect
- 5 an eagle
- 6 a crocodile
- 7 a giraffe
- 8 a bat

Optional extra

Students close their books. Divide the class into groups of three or four. Write the names of seven or eight of the animals from the Student's Book on the board. Tell students they have three minutes to do this task. When you say *Go!*, the members of each group draw the animals on the list. Each group member should draw different animals, so they should agree amongst them before they start. The winner is the group that can draw the largest number of recognizable animals in the time given.

Exercise 2

- Divide the class into small groups and ask them to make a list of other wild animals. Ask them to put the animals into groups according to which animal from exercise 1a they resemble the most.
- Do not allow more than one or two minutes for this task.
- Ask a student from each group to write the names of animals they collected on the board. Ask them to write the names of similar animals in groups.
- Make sure all students know what the animals are by naming them in their own language if necessary.
- Ask students to copy the names into their exercise books.

Exercise 3

- Students continue working in their groups. Each student names three animals they like and three animals they don't like. Are students' answers similar or different?

Optional extra

Alternatively, give each student a different animal from the list on the board (collected in exercise 2), and ask them to write its name on a piece of paper. Students walk around the class asking all the other students if they like or don't like the animal, putting a tick every time they find someone who likes it and a cross every time they find someone who doesn't like it. When all students have been interviewed, students report back on how many people like and how many people don't like their animal. Note the answers on the board. Ask students which is the most popular and which is the least popular animal.

Comprehension

Exercise 4

- Students read the text on their own and write the answers to the questions in their exercise books. Ask students to write the answers as complete sentences.
- Check answers as a class.
- Discuss any new vocabulary (*feed, wildlife park*). Ask students what a *wildlife park* is (a type of zoo, where animals are usually kept in surroundings resembling their natural habitats).

POSSIBLE ANSWERS

- 1 Liam works in a wildlife park.
- 2 In the first picture he's feeding the penguins.
In the second picture he's cleaning the elephants' house.
- 3 He feeds the penguins every day.
He cleans the elephants' house every afternoon.

Grammar

Exercise 5a

- Students look at the text in exercise 4 and complete the sentences on their own.
- Ask different students to come to the board and write the sentences. Ask the rest of the class to correct as necessary. Students copy the completed table in their exercise books.
- Point out the difference between the use of the present simple (for regular activities) and the present continuous (for an activity which is happening now / at or around the time of speaking).
- Highlight the words indicating repeated or regular activity (*every day, always*) and the words indicating that the activity is happening now (*at the moment, now, today*). You might like to show the connection between these words and the verb forms used by means of arrows or by using colours on the board.
- Students copy the sentences from the board into their exercise books.

ANSWER KEY

- At the moment I'm feeding the penguins.**
I feed them every day.
- Liam is cleaning one of the animal houses now.**
He always cleans them in the afternoon.

Exercise 5b

- To understand when to use the present simple and present continuous tenses correctly, students need to recognize when and how we talk about regular activities and those which are happening now.
- Write the headings *Regular* and *Now* on the board.
- Students look at each sentence in exercise 5b. Ask them to identify which sentences are for regular activities and which are for activities happening now. Looking for certain key words or phrases will help students. For regular activities students should look for words or phrases such as *every, often, at the weekend*. For activities happening now they should look for words and phrases such as *today, now, at the moment*.
- Students may find number 5 difficult, so discuss that *at 6.30* means *every day at 6.30*.
- Once students have identified which sentences are for regular activities and which are for an activity happening now, they work on their own to write the correct form of the verbs in the gaps.
- Students check answers in pairs first, then ask students to read out their answers.
- Students often continue to have difficulty with the idea of regular activities and those happening now. When they make mistakes with the present simple and the present continuous, it can be useful to ask them to identify whether they are talking about repeated activities or current activities. In this way, they can build up a list of expressions and situations which identify repeated activities and those happening now.

ANSWER KEY

- | | |
|-----------------------|-----------------------|
| 2 cleans, is cleaning | 4 visit, are visiting |
| 3 is putting, puts | 5 goes, is going |

Reading and speaking

Exercise 6a

- Students look at the pictures and title without reading the text. Ask them to say how much they know about the animal, for example, where it lives, what it eats and what other animals eat it. Brainstorm ideas with the class.
- Explain vocabulary from the text as necessary, for example *poisonous, guard, bark*.
- Students read the text and answer the two questions.
- Once students have read the text, compare the information with their ideas.

ANSWER KEY

Azra's favourite animals are meerkats.
They live in the Kalahari Desert in southern Africa.

Exercise 6b

- Students read the text again and mark the statements true or false. Ask them to correct the false statements as in the example.
- Check answers as a class.

ANSWER KEY

- True.
- True.
- False. They live in groups.
- True.
- False. They eat insects, plants, lizards, eggs and mice.
- True.
- True.

Exercise 7

- Ask students to note down a couple of things about their favourite animal using the text and the ideas on the board.
- Students work in pairs to tell their partner about their favourite animal.
- Walk around and monitor.
- Invite one or two students to tell the rest of the class about the animal they chose and encourage the others to ask questions.

Revision idea

Divide the class into groups of three or four. Each group chooses an animal, for example *shark*. Students write the word vertically. They now have to use the names of other animals, each of which uses a letter of the first word, to make a crossword. For example: insect, hamster, giraffe, rabbit, meerkat. Students may like to write clues for the words across and ask the class to solve their crossword.

Grammar

5 a Copy and complete the table.

What tenses are
the verbs in?
When do we use
each tense?



Present tenses

- 1 At the moment I _____ the penguins.
I _____ them every day.
- 2 Liam _____ one of the animal houses now.
He always _____ them in the afternoon.

b Complete the sentences with the verbs in the correct tense.

- 1 feed
I'm *feeding* the penguins at the moment. I *feed* the penguins at two o'clock every day.
- 2 clean
Liam _____ the animal houses in the afternoon.
Today, he _____ the elephants' house.
- 3 put
He _____ clean water in the elephants' house now.
He _____ clean water in their house every afternoon.
- 4 visit
We often _____ the wildlife park at the weekend.
We _____ the wildlife park now.
- 5 go
Liam _____ to work at half past six. It's half past six now and he _____ to work.

Reading and speaking

6 a Read the text. What are Azra's favourite animals? Where do they live?

b Are the statements true or false?

- 1 Meerkats are black.
False. They are brown with grey stripes and black ears.
- 2 They've got a long tail.
- 3 They can stand on two legs.
- 4 They live in pairs.
- 5 They sleep in holes in the ground.
- 6 They eat fish.
- 7 They can eat scorpions.
- 8 Eagles eat meerkats.

7 Work with a partner. Tell him / her about your favourite animal.



Meerkats

My favourite animals are meerkats. They live in southern Africa in the Kalahari Desert.

Meerkats are brown with grey stripes and black ears. They're quite small – about the same size as a rabbit. They've got a long body and a long tail, but short legs. They can stand on two legs.

They live in groups. There are between five and thirty meerkats in a group.

They sleep in holes in the ground. Early in the morning, they leave their holes and look for food. They eat insects, plants, lizards, eggs and mice. They can even eat poisonous animals like scorpions and spiders. When meerkats eat, some of them stand on two legs and guard the others. That's because some other animals like to eat meerkats. When the guards see an eagle, a snake or a fox, they bark and all the meerkats run back to their holes.



2D The story of Chicken Licken

Comprehension

1 1.36 Read and listen to the story. Answer the questions.

- Where are Chicken Licken and his friends going?
- Why?
- Why don't they get there?

2 Match the words to the pictures.

- | | | |
|-----------|------------|-----------|
| 1 a chick | 4 the sky | 7 a duck |
| 2 a nut | 5 the King | 8 a goose |
| 3 a tree | 6 a hen | 9 a fox |



Chicken Licken is in the farmyard. He's eating under a tree when suddenly a nut falls on his head. 'Oh, no,' says Chicken Licken. 'The sky is falling down. I must go to London and tell the King.'



Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey run down the road. At the side of the road is Foxy Loxy. He's sitting under a tree. When they see him, they stop. 'Hello,' says Foxy Loxy, 'where are you going?' 'Oh, Foxy Loxy,' says Chicken Licken. 'The sky is falling down and we're going to London to tell the King.'

'To London?' says Foxy Loxy. 'Well, you're going the wrong way. That isn't the road to London. You must go this way. Follow me.'

So Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey follow Foxy Loxy.

But, oh dear, he doesn't take them to London. He takes them to his den. His wife and children are waiting for him - and they're very hungry!

Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey never get to London and they never tell the King that the sky is falling down.



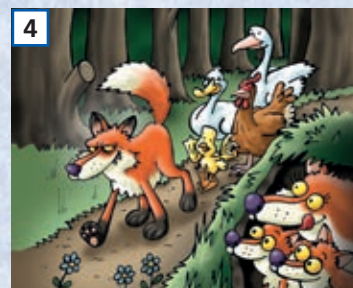
So Chicken Licken and Henny Penny run down the road. In the village, Ducky Lucky and Goosey Loosey are swimming on the pond.

When Chicken Licken and Henny Penny see them, they stop.

'Hello,' says Ducky Lucky. 'Where are you running to?'

'Oh, Ducky Lucky,' says Chicken Licken. 'The sky is falling down and we're going to London to tell the King. Do you want to join us?'

'Yes, we must come with you,' say Ducky Lucky and Goosey Loosey.



2D The story of Chicken Licken

Comprehension

Exercise 1 1.36

- Students look at the pictures without reading the text. Ask them what animals they can see. Ask them what is happening in the first picture and what is happening in the last picture.
- Explain any new vocabulary, e.g. *road, village, pond, den*, etc.
- Play the recording for students to listen, read and answer the questions. Discuss the answers with the class.

ANSWER KEY

- They are going to London.
- To tell the King that the sky is falling down.
- Because Foxy Loxy takes them to his den, and he and his family eat them.

Exercise 2

- Students work in pairs to match the words to the pictures.
- Check answers as a class.

ANSWER KEY

- Pictures 1, 2, 3 and 4
- Picture 1
- Pictures 1, 2 and 3
- Pictures 1, 2 and 3
- Picture 2
- Pictures 2, 3 and 4
- Pictures 3 and 4
- Pictures 3 and 4
- Pictures 3, 4 and 5

Optional extra

Students work in pairs. They take turns asking and answering questions about the pictures, for example: *What is Chicken Licken doing in picture 2? Chicken Licken is talking to Henny Penny.* Encourage students to use *Yes / No* questions and *Wh-* questions as well. Walk around and monitor.

Optional extra

Write the following prompts on the board:

Chicken Licken / eat / under a tree.

He / go / to London / tell the King / the sky / fall down.

Ducky Lucky and Goosey Loosey / swim / in the pond / when / Chicken Licken and Henny Penny / meet them.

Foxy Loxy / sit / under a tree / when / he / see / the four birds.

The friends / never / get to London.

Ask students to write the sentences, check answers, then ask them to identify the sentences in the present simple and in the present continuous.

Grammar

Exercise 3a

- Ask students to find the sentences in the story, for example: *I must tell the King*. Point out that *must* is followed by the main verb, not a to-infinitive, in this case *tell*, *come* and *go*. A common mistake is *must to do*.
- Ask students what we do when we're hungry (*we eat*). Write *I am hungry. I must ...* on the board and ask students to finish the sentence (*I must eat*). You can also use *tired* and *thirsty* to elicit *I must sleep. I must drink*.

ANSWER KEY

I must tell the King.
I / We must come with you.
You must go this way.

Exercise 3b

- Students work individually and match the cues to the pictures. They then make sentences using *must*.
- Check answers as a class.

ANSWER KEY

- We must clean the car.
- He must have a drink.
- They must tidy the room.
- We must feed the dog.
- They must wash up.
- They must do the shopping.
- He must put out the rubbish.

Exercise 3c

- Students work individually and write two things they must do this week.
- Ask some students to tell the class what they have written.
- Ask students who have the same sentence to put up their hands and count them. What is the most common activity for the rest of the week?

Exercise 4a

- Write the headings *Subject pronouns* and *Object pronouns* on the board.
- Draw students' attention to the two sentences: *They see him. He sees them*. Point to the board. Ask in which column you should write *they* (subject column). Write it at the bottom of the board. Now ask about *he* (subject column). Write it in the middle of the board. Now ask where you should write *him* (in the object column, opposite *he*) and *them* (in the object column, opposite *they*).

Exercise 4b

- In the table on the board, copy the rest of the pronouns (*I, you, her, it, it, we*), so it looks like the one in the Student's Book.
- Students read the story in exercise 1 again and identify which pronouns go in the gaps in the table.
- Elicit the answers and write them in the table on the board.
- Students copy the table into their exercise books.

ANSWER KEY

Subject: I, you, he, she, it, we, they
Object: me, you, him, her, it, us, them

Optional extra

To practise the use of the pronouns from the table, write these sentences on the board and ask students to replace the nouns with pronouns.

My teacher likes our class. (He / She likes us.)
My sister left her book at home. (She left it at home.)
My friends and I like our teachers. (We like them.)
My dogs don't like my sister. (They don't like her.)
My friends are talking to my brother. (They're talking to him.)

Exercise 4c

- Students read the sentences and choose the correct pronouns.
- Check answers as a class.

ANSWER KEY

- While Chicken Licken is eating, a nut falls on him. He runs down the road and meets Henny Penny. When he sees her, he stops. 'I am going to London,' he says. 'Do you want to join me?' She says 'Yes', and she follows him down the road.
- When Foxy Loxy sees the animals, he stops them. 'We are going to London,' they say. 'Do you want to come with us?' Foxy Loxy says 'Follow me.' They follow him, but he takes them to his den and his children eat them all. So they never get to London.

Speaking

Exercise 5

- Students close their books and work in groups of five to practise the story. Ask them to help each other remember the story and form grammatically correct sentences.
- Walk around and monitor.
- Invite one or two groups to act out the story in front of the class.

Writing

Exercise 6

- Tell students that they are going to write a happy ending for the story. Write the words *escape*, *rescue* and *fight* on the board, and explain their meaning.
- Divide the class into three groups and assign a different word to each group. Each group has to make up an ending to the Chicken Licken story using their word in the ending.
- Students can write the ending in their groups or for homework. Read the best endings to the class.

Grammar

3 a Look at the table and find the sentences in the story.

must		
I	must	tell the King.
We		come with you.
You		go this way.

b Look at the pictures. What must these people do? Use the cues.

We / clean the car

We / feed the dog

She / get up

They / do the shopping

They / wash up

They / tidy the room

He / have a drink

He / put out the rubbish



1 She must get up.

c Write two things that you must do this week.

4 a Read the sentences.


They see him.
He sees them.

b Copy and complete the table with pronouns from the story.

These are object pronouns.

Subject	Object
I	_____
_____	you
he	_____
_____	her
it	it
we	_____
_____	them



These are subject pronouns.

c Choose the correct words.

- While Chicken Licken is eating, a nut falls on *he / him*. *He / Him* runs down the road and meets Henny Penny. When *he / him* sees *she / her*, *he / him* stops. '*I / Me* am going to London,' *he / him* says. Do you want to join *I / me*?' *She / Her* says 'Yes', and *she / her* follows *he / him* down the road.
- When Foxy Loxy sees the animals, *he / him* stops *they / them*. '*We / Us* are going to London,' *they / them* say. 'Do you want to come with *we / us*?' Foxy Loxy says 'Follow *I / me*.' *They / Them* follow *he / him*, but *he / him* takes them to his den and his children eat *they / them* all. So *they / them* never get to London.

Speaking

5 Work in a group of five. Act the story of Chicken Licken.

Writing

6 Write a different ending for the story of Chicken Licken.



1 **1.37** Read and listen to the text. Match the topics to the paragraphs.

pests pets
places to see animals wild animals
protecting animals

2 a Find all the names of the animals in the text.

b Give examples of these animals from your list.

common pets
wild animals that live in Britain
wild animals that you can't see there
animals from other countries that live wild in Britain
animals that people try to protect
animals that a lot of people feed
animals that can be pests

3 **1.38** Listen. Find this information.

- 1 What animals do the people mention?
- 2 Where do they see them?
- 3 How do they feel about the animals?

4 Compare the information with your country.

- 1 What pets are popular in your country?
- 2 Where do people go to see animals?
- 3 What large wild animals are there?
- 4 What do people do to protect animals?
- 5 What pests are there?

Animals in Britain



1 People in Britain usually like animals. A lot of families have got a pet. Dogs, cats, hamsters, rabbits, guinea pigs, fish and budgerigars (budgies) are all popular pets. There are a lot of programmes about animals on TV, too.

2 Most children in Britain live in towns and cities, so they don't often see animals, apart from squirrels and pigeons in the park. However, there are a lot of zoos and safari parks, where you can see wild animals. And you can also visit some farms. Pupils often go to these places on school trips. Birdwatching is a popular hobby, too.

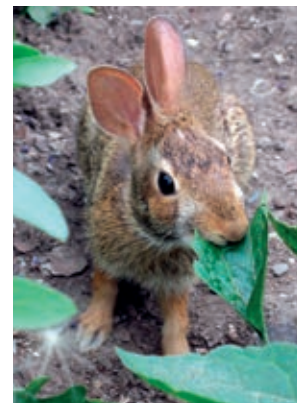


3 There aren't a lot of large wild animals in Britain. There aren't any wolves or bears, but there are deer and wild pigs. There are eagles in Scotland, too. And in the south-west of England you can see wild horses. Sometimes, animals from other countries escape from zoos and homes. So there are wallabies (small kangaroos) in some parts of Britain, and you can sometimes see parrots in gardens and parks. Some people even think that there are panthers in Britain.



4 A lot of wild animals are in danger, because their homes are disappearing, so people try to protect them. For example, you can't knock down an old building if bats or owls live there. Sometimes the government wants to build a new road, but local people stop it because some rare frogs or butterflies live there. A lot of people put out food in their gardens for wild birds, and for hedgehogs, too.

5 Not all wild animals are popular. Some are pests. People don't like mice or rats in their houses, of course, and pigeons are a problem in town centres. There are a lot of foxes in towns and cities, too. At night they come out and look for food in rubbish from homes and restaurants. You often see rabbits in the countryside. Gardeners don't like them, because they come into gardens and eat the vegetables.





Animals in Britain

Background information

Wallabies live in Australia and New Guinea. They are similar to, but smaller than, kangaroos.

Parrots are native to the tropical and subtropical regions. They are among the most intelligent birds. Some species can imitate human voices, which makes them popular as pets.

Panthers belong to the feline genus (that is, among the big cats). The name *panther* can refer to *leopards* in Africa and Asia, *cougars* or *mountain lions* in North America, and *jaguars* in South and Central America.

Guinea pigs do not belong to the family of pigs, and they don't come from Guinea. They are rodents like mice, rats and squirrels. Collections of animals already existed in Ancient Egypt. In ancient and medieval times usually kings and emperors kept exotic animals. The first public zoo was opened in Vienna, Austria, in 1765.

The best known organization for conservation, research and restoration of the environment is WWF (World Wide Fund for Nature, originally called the World Wildlife Fund).

DVD

If you prefer, play Unit 2 of the culture materials on the DVD or the Classroom Presentation Tool 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 1.37

- Ask students what they can see in the pictures.
- Ask them to predict what the paragraphs are about based on the topic headings. Draw attention to the difference between 'pets' and 'pests'.
- Students read the text and match the topics to the correct paragraphs.
- Check answers as a class.

POSSIBLE ANSWERS

- 1 pets
- 2 places to see animals
- 3 wild animals, places to see animals
- 4 wild animals, protecting animals
- 5 wild animals, pests

Exercise 2a

- Tell students that many animals are mentioned in the text and ask them to find as many as possible and write the names on a piece of paper as quickly as possible.
- The winner is the student who finds all the animals first, but the answers must be correct and there must be no spelling mistakes.

- Write the names of the animals on the board.

ANSWER KEY

dogs, cats, hamsters, rabbits, guinea pigs, fish, budgerigars (budgies), squirrels, pigeons, wolves, bears, deer, wild pigs, eagles, wild horses, wallabies (kangaroos), parrots, panthers, bats, owls, frogs, butterflies, wild birds, hedgehogs, mice, rats, foxes

Exercise 2b

- As a class, students put the animals on the board in the groups given in the exercise.

ANSWER KEY

common pets: dogs, cats, hamsters, rabbits, guinea pigs, fish, budgerigars (budgies)

wild animals that live in Britain: squirrels, pigeons, deer, wild pigs, eagles, wild horses, bats, owls, frogs, butterflies, wild birds, hedgehogs, mice, rats, foxes

wild animals that you can't see there: wolves, bears
animals from other countries that live wild in Britain:
wallabies, parrots, (panthers)

animals that people try to protect: bats, owls, frogs, butterflies, wild birds, hedgehogs

animals that a lot of people feed: wild birds, hedgehogs

animals that can be pests: mice, rats, pigeons, foxes, rabbits

Exercise 3 1.38 Audio script pT88

- Tell students that they are going to hear six people talking about animals.
- Play the recording for students to listen and find the information. Pause after each section to give students time to note down their answers.
- Play the recording once again. Pause after each section again and check answers as a class.

ANSWER KEY

Speaker 1 1 cows, sheep, ducks, hens, lambs; 2 on a farm; 3 She likes to see them, but they're a bit smelly.

Speaker 2 1 a fox; 2 in the garden; 3 He thinks it's great, but his mother doesn't like it.

Speaker 3 1 bats; 2 in the roof; 3 She doesn't really like them.

Speaker 4 1 lions, giraffes, zebras, monkeys; 2 in a safari park; 3 He thinks the monkeys are very funny.

Speaker 5 1 wild birds, a hedgehog, frogs, butterflies; 2 in the garden; 3 She thinks we must protect the animals.

Speaker 6 1 birds, deer, rabbits, squirrels; 2 in the wild (his hobby is birdwatching); 3 He likes to see animals, but squirrels can be a pest.

Exercise 4

- Discuss the answers to the questions as a class.
- Students can now write a text about animals in their country using the text in the Student's Book as a model.

English Across the Curriculum

2

Biology: animal classification

Background information

Aristotle (4th century BC, in Ancient Greece) divided the living world between animals and plants. This was followed by Carolus Linnaeus (Carl von Linné), in the first hierarchical classification (18th century AD). Since then biologists have begun emphasizing evolutionary relationships, and so the original groups have been restricted somewhat. As they learn more and more about animals, biologists re-evaluate the classification of animals from time to time.

Exercise 1 1.39

- Ask students if they can name the animals in the pictures.
- Ask them to read the title 'Animal classification' and to predict what the texts are about based on the title. Elicit that they are about different types of animals.
- Play the recording for students to listen and read, then match the pictures to the correct paragraphs.
- Check answers as a class.

ANSWER KEY

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

Exercise 2a

- Tell students to find the animals mentioned in the texts.
- Reward the student who finds all the animals first.
- Check answers and discuss any new vocabulary.

ANSWER KEY

horses, tigers, squirrels, mice
snakes, lizards, crocodiles, turtles
penguins, bats
sharks, carp, whales, dolphins
frogs

Exercise 2b

- Students read the texts again and write the names in the correct column.
- Students check answers in pairs, then as a class.

ANSWER KEY

Mammals: horses, tigers, squirrels, mice, bats, whales, dolphins, people
Reptiles: snakes, lizards, crocodiles, turtles
Birds: penguins
Fish: sharks, carp
Amphibians: frogs

Exercise 2c

- Students add as many other animals as they can to the chart. This could be done for homework.
- Write the chart on the board and invite students to come up and add animals to it.
- Students copy the completed chart into their exercise books.

Exercise 3

- Ask students to cover the text to see if they can remember what is unusual about these animals.
- In weaker classes, ask them to look at the names, read the texts again, and then cover the texts to answer.

ANSWER KEY

Turtles are reptiles, but they live in water. They come onto land to lay their eggs.
Penguins are birds, but they can't fly.
Whales and dolphins live in the sea, but they aren't fish. They're mammals.
Bats can fly, but they aren't birds. They're mammals.

Exercise 4

- Students read the text again to find the answers.
- They check answers in pairs.
- Then, with books closed, invite different students to answer the questions.

POSSIBLE ANSWERS

- 1 They produce milk.
- 2 Because they can't control the temperature of their body.
- 3 Feathers keep them warm and also help them to fly.
- 4 They don't breathe air.
- 5 They can't live all the time on land, and they can't live in sea water.

Optional extra

Ask students to look at the list of animals on the Culture page again, and ask students to put these animals in the correct column in the classification table on the board. Then clean the board, ask students to close their books, and say the name of an animal. The first student who tells you which class the animal belongs to gets a point. Repeat with at least ten animals to see who can classify them most quickly.

English Across the Curriculum

2

Biology: animal classification

1 1.39 Read and listen to the text. Match the pictures to the correct paragraphs.

2 a Find all the names of animals in the text.

b Write the names in the correct column.

Mammals	Reptiles	Birds	Fish	Amphibians
horses tigers				

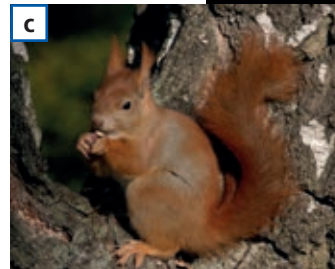
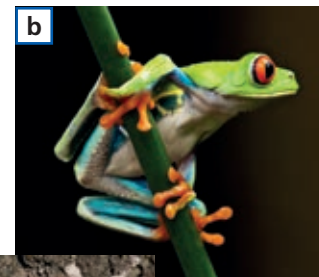
c Add some more names of animals to the table.

3 What is unusual about these animals?

turtles whales and dolphins
penguins bats

4 Answer the questions.

- How do mammals feed their babies?
- Why do reptiles normally live in warm countries?
- How do feathers help birds?
- Why can't fish live on land?
- Where can't amphibians live?



There are five different types of animals with backbones (vertebrates).

1 MAMMALS

Mammals are warm-blooded. They control the temperature of their body. They usually have hair or fur on their bodies and they produce milk for their babies. Horses, tigers, squirrels and mice are all mammals. We're mammals, too.

2 REPTILES

Reptiles are cold-blooded. They can't control the temperature of their body, so they don't normally live in very cold parts of the world. Snakes, lizards and crocodiles are all reptiles. Reptiles don't produce milk. They lay eggs. They must lay their eggs on land. Some reptiles, like turtles, live in water, but they must come onto land to lay their eggs.

3 BIRDS

Birds lay eggs, too, but they aren't cold-blooded. Birds have got feathers to keep them warm. Feathers also help birds to fly. Not all birds can fly. Some birds are too big and heavy, but they can usually run very fast instead. Penguins are birds, too. They can't fly, but they are good swimmers. The only other vertebrates that can fly are bats. They aren't birds. They're mammals.

4 FISH

Fish are cold-blooded and they lay eggs. Some fish, like sharks, live in the sea. Other fish, like carp, live in lakes and rivers. Fish are the only vertebrates that don't breathe air. Whales and dolphins live in the sea, too, but they aren't fish. They're mammals. They produce milk and they breathe air.

5 AMPHIBIANS

These animals can live in fresh (not sea) water and on land. They are cold-blooded and lay eggs, like reptiles, but they can't live all the time on land, and they must lay their eggs in water. Frogs are amphibians.

2

Revision

Present continuous

- 1 Look at the pictures. Write sentences in the present continuous. Use the cues.

They aren't listening to the radio. They're watching TV.



- 1 listen to the radio / watch TV



- 2 get dressed / have a shower



- 3 swim / run



- 4 read a book / write a letter

Present continuous: questions

- 2 a Use the cues. Make questions in the present continuous.

- 1 What / John / do
What is John doing?
- 2 you / do / your homework
- 3 we / wait for / Mark
- 4 Mary / play a computer game
- 5 Where / Kelly and Brad / go
- 6 What / you / eat

- b Match your questions to the answers.

- 1 *What is John doing?*
- d *He's making a model.*
- a No, I'm not. I'm watching a DVD.
- b It's a cheese sandwich.
- c No, she isn't. She's using the Internet.
- d *He's making a model.*
- e They're going to the cinema.
- f Yes, we are. He's on the phone.

Present simple or present continuous?

- 3 Put the verbs in brackets into the correct tense.

It's nine o'clock on Monday morning. Our lessons usually ¹_____ (start) at nine, but we ²_____ (not sit) in our classroom today. We ³_____ (sit) on a coach. We ⁴_____ (go) on a school trip today. We ⁵_____ (go) on a school trip every year. This year we ⁶_____ (visit) a zoo. We usually ⁷_____ (wear) our school uniform on school days, but we ⁸_____ (not wear) it today. We ⁹_____ (wear) jeans and T-shirts.

It's one o'clock now and I ¹⁰_____ (have) lunch. I usually ¹¹_____ (have) lunch at school, but today I ¹²_____ (sit) on the grass with my friends and we ¹³_____ (eat) our sandwiches.


Now it's two o'clock and we ¹⁴_____ (watch) the zoo keepers. They ¹⁵_____ (feed) the tigers at the moment. They ¹⁶_____ (feed) the tigers at two o'clock every day.

Subject and object pronouns

- 4 Choose the correct words.

- 1 I've got a pet rabbit. I / Me put *she / her* on the grass. *She / Her* likes it, but my friend's dog watches *she / her*. *He / Him* wants to eat *she / her*, so I don't leave *she / her* in the garden.
- 2 I've got a hamster. I can't keep *he / him* in my bedroom, because *he / him* makes a lot of noise at night and *he / him* wakes I / me up.
- 3 There are lots of animals in the pet shop. *We / Us* love to watch *they / them*. *We / Us* don't live in the town, so our parents take *we / us* to the shop. *They / Them* like the pet shop, too.

Vocabulary

- 5 a  1.40 Listen to the two conversations. What animals do the people mention?

- 1 On the farm
- 2 At the zoo

- b Look at your list of farm animals. What do you call the young of the animals there?

- c Add six more animals to the zoo list.

Instagram:@IELTS_Matters

Your Project

2

Organizing your writing

- The aim of this lesson is to help students structure their writing by producing a logical framework of questions to cover.
- With the Student's Books closed, read out the instructions and ask students to think about what people might want to know about the subject. You can lead a discussion with the whole class, or ask students to make a list of four or five possible questions in pairs or small groups. Follow up pairwork or groupwork by eliciting students' ideas. Make a list of all appropriate suggestions on the board.
- Ask students to read Azra's seven questions and compare these with their own ideas. Remind students that a project should focus on the most important or most interesting point of a given subject, so it is usually a good idea to limit the number of questions to seven or ten at the most.
- Ask students if they agree with Azra about her choice of the first question to cover. Elicit that the first sentence or paragraph should give general information on the subject you are going to cover in more detail in later paragraphs.
- Read Azra's questions again and ask students to say which questions are about a similar topic (questions 2, 4 and 5 are about where the animals live). Explain that it is a good idea to group questions on similar topics together, so they form the basis of a single paragraph.
- Finally, ask students if they feel Azra has missed out any interesting questions they would like to find out more about. Remind them that the questions in the book are given as guidance, but they should not feel limited by them – they are free to write about what interests them in particular.

Preparation

- If students have not done many projects before, you may want to brainstorm ideas for possible information sources quickly before the next stage below.
- Students make a list of the questions they want to cover, then make notes for each question. Ask them to think about where they are going to find the necessary information (Internet, books, magazines or by asking their Biology teacher).
- Students expand their notes into sentences and organize the sentences into paragraphs. Remind them to think about the most logical order for the information (general information first, details later and paragraphs / sentences on similar topics grouped together). Ask them to produce a draft first, so they can swap with another student to check each other's writing. They should then write out a clean copy of their text.
- They find photos or make drawings to illustrate their text and put the project together in their chosen format.
- In the project presentation class, make sure you have the necessary equipment to show everyone's projects.

Follow-up

- Have a class vote on the best project.
- Ask the class to read the text in the winning project carefully again and try to work out what questions the student asked himself / herself. Ask the student who produced the project to comment on the ideas from the other students.

Song

Zoo, Zoo, Zoo

Exercise 1

- Elicit or pre-teach the following words and phrases: *school trip*, *count* (verb), *way up high*, *sway*, *side to side*. Ask students to read through the lyrics quickly to find any other unfamiliar words and elicit or pre-teach these, too.
- Ask students to find all the names of animals. If you want to provide extra help, tell them there are six types of animals specifically mentioned.

ANSWER KEY

an elephant
a polar bear
a giraffe
a kangaroo
camels
monkeys

Exercise 2 🎧 1.41

- Play the song for students to listen and sing along.

Your Project

2

Organizing your writing

- 1** Make a project about an animal that you're interested in. Use questions to organize your writing. What do people want to know about the animal? Find the answers to the questions in my Meerkats text.



- 1 What are the animals?
- 2 Where in the world do they live?
- 3 What do they look like?
- 4 Do they live in groups or alone?
- 5 Where do they make their home:
 - in holes / in trees / in caves, etc.?
 - by lakes / rivers, etc.?
- 6 What do they eat?
- 7 What interesting things do they do?

Meerkats

My favourite animals are meerkats. They live in southern Africa in the Kalahari Desert.

Meerkats are brown with grey stripes and black ears. They're quite small – about the same size as a rabbit. They've got a long body and a long tail, but short legs. They can stand on two legs.

They live in groups. There are between five and thirty meerkats in a group.

They sleep in holes in the ground. Early in the morning, they leave their holes and look for food. They eat insects, plants, lizards, eggs and mice. They can even eat poisonous animals like scorpions and spiders. When meerkats eat, some of them stand on two legs and guard the others. That's because some other animals like to eat meerkats. When the guards see an eagle, a snake or a fox, they bark and all the meerkats run back to their holes.



Song

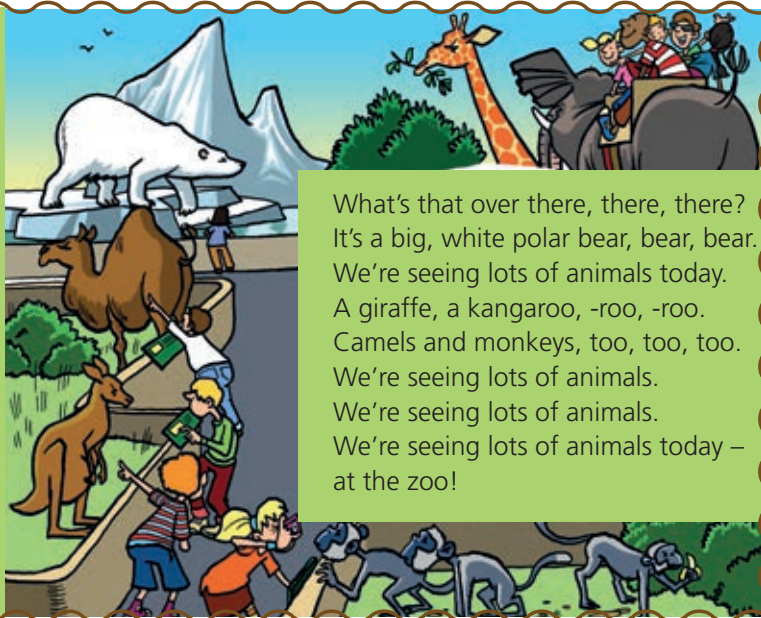
- 1** Find all the names of animals in the song.

- 2** 1.41 Listen and sing.

ZOO, ZOO, ZOO

We're going to the zoo, zoo, zoo.
 And our teacher's coming too, too, too.
 We're going on a school trip today.
 We're getting on the bus, bus, bus.
 And the teacher's counting us, us, us.
 We're going on a school trip today.

Now we're sitting way up high, high, high.
 We can nearly reach the sky, sky, sky.
 We're riding on an elephant today.
 It's a really funny ride, ride, ride.
 Swaying from side to side, side, side.
 We're riding on an elephant today.



What's that over there, there, there?
 It's a big, white polar bear, bear, bear.
 We're seeing lots of animals today.
 A giraffe, a kangaroo, -roo, -roo.
 Camels and monkeys, too, too, too.
 We're seeing lots of animals.
 We're seeing lots of animals.
 We're seeing lots of animals today –
 at the zoo!

3

Holidays

3A Where were you last weekend?

Vocabulary

1 a Match the expressions to the pictures.

- | | |
|-----------------|-------------------|
| 1 on holiday | 5 on the beach |
| 2 at a wedding | 6 in bed |
| 3 in the garden | 7 at a theme park |
| 4 at work | 8 at home |



b How many more places can you think of?
Make a list.

at school
in the park

...

Comprehension

2 1.42 Read and listen. Where were these people last Saturday?

Conor	Mr Riley	Henry
Azra	Clare	



On Saturday mornings, Conor and his friends are usually at the sports centre. They have lessons in table tennis, badminton and other sports with the sports instructor, Mr Riley. There weren't any lessons last weekend, because everyone was away.

Mr Riley Where were you last weekend, Conor?
 Conor I was at a theme park with my sister, Clare, and some friends. It was a birthday present.
 Mr Riley Was it good?
 Conor Yes, it was great!
 Mr Riley Were Henry and Azra with you?
 Conor No, they weren't. Henry was at his cousin's wedding and Azra and her family were on holiday in Croatia.
 Mr Riley Oh, really? I was there last year. It was very nice.
 Conor What about you, sir? How was your weekend off? Was it good?
 Mr Riley No, it wasn't. I was in bed all weekend. I was ill!
 Conor Oh, dear.

3

Holidays

Unit overview

Grammar focus: Past simple: *be*, regular verbs, irregular verbs, questions, short answers and *Wh-* questions.

New vocabulary: Holidays and travel.

Skills: Reading: Azra's holiday, Conor's holiday; Speaking: *Who was the man?*, talking about a holiday; Listening: *Where were you ...?*, a holiday; Writing: Mr X, a holiday postcard.

Topic / Context: Various people talk about their holidays and things that happened in the past.

Culture: Holidays: how holiday habits have changed in Britain. The Culture page can be studied at the end of the unit.

English Across the Curriculum: History: transport. The English Across the Curriculum page can be studied at the end of the unit.

Project: Holidays.

Song: *Fun, Fun, Fun*.

Optional extra

Ask students to draw five simple pictures like those in exercise 1a, then exchange them with a partner. Students have to guess the expressions of place matching their partner's pictures.

Comprehension

Exercise 2 1.42

- Read the question *Where were these people last Saturday?* together. Focus attention on *last Saturday* and check comprehension that the question refers to the past.
- Ask students to look at the picture without reading the text and to guess where Conor, Azra, Mr Riley, Clare and Henry were last Saturday. Write their suggestions on the board.
- Play the recording for students to read and listen. Discuss with students where the characters were last Saturday. Were their guesses correct? (Probably not. Based on the picture, students most likely guess that they were at the sports centre. They usually go there, but last weekend everyone was away.)
- Point out the pronunciation of *Croatia*.

ANSWER KEY

Conor and Clare were at a theme park.

Azra was on holiday in Croatia with her family.

Henry was at his cousin's wedding.

Mr Riley was in bed all weekend because he was ill.

Optional extra

Focus students' attention on the question in the title of the lesson (*Where were you last weekend?*). Divide the class into small groups and ask them to find out where the members of the group were last weekend. Refer them to the text in exercise 2 to help them form sentences with the past tense of *be*. Walk around and monitor the activity. Finally, students exchange information about where the members of each group were last weekend by asking and answering questions.

3A Where were you last weekend?

Vocabulary

Exercise 1a

- Students match the expressions to the pictures on their own.
- Check answers as a class.
- Check understanding of *theme park* (an amusement park built around a theme or a story) and *wedding*.

ANSWER KEY

- 1 g on holiday
- 2 d at a wedding
- 3 b in the garden
- 4 f at work
- 5 h on the beach
- 6 a in bed
- 7 e at a theme park
- 8 c at home

Exercise 1b

- Ask students to read the question and make a list in their exercise books of as many expressions with places as they can. It might be a good idea to set a time limit for the task.
- Compare the lists as a class. Ask students to write down any expressions that do not appear on their own lists.
- You may like to do this task with the whole class orally.

Grammar

Exercise 3a

- Students copy the table in their exercise books. In pairs, they study the table, then complete it with the missing affirmative and negative (short and long) forms of *be*.
- Check answers as a class.
- Drill the pronunciation of past forms of *be*.

ANSWER KEY

I was not here last week.
We were here last week.
We weren't here last week.

Exercise 3b

- Ask students to make positive and negative statements using the table. You may want to do this orally as a class or ask students to write down the sentences first, compare them with their partner, then check as a class.
- Encourage students not to look at exercise 2 but to form the sentences by combining the elements in the table.

Exercise 4a

- Students work individually to complete the sentences with *was* or *were*.
- Students compare answers in pairs, then check as a class.

ANSWER KEY

2 were	6 was
3 was	7 were
4 were	8 was
5 was	

Exercise 4b

- Ask students to make the sentences negative. Explain that they can use either the short or the long negative forms.

ANSWER KEY

2 weren't	6 wasn't
3 wasn't	7 weren't
4 weren't	8 wasn't
5 wasn't	

Exercise 5

- Students copy the table into their exercise books.
- Focus attention on Mut's question. In pairs, students study the table, then complete it with the missing words.
- Check answers as a class. Elicit an answer to Mut's question (past tense of *be* + subject) and make sure that students understand how to make Yes / No questions with *was* and *were*.

ANSWER KEY

Was he here last week?
Yes, he was. No, he wasn't.
Were they at a theme park?
Yes, they were. No, they weren't.

Exercise 6a

- Focus attention on the example dialogue. Students work in pairs to make the dialogues based on the example.
- Monitor the activity and help with grammar if necessary.

ANSWER KEY

2 Were Emma and Jake at home last night? No, they weren't. They were out. Were they at the cinema? Yes, they were.
3 Were you on holiday last week? Yes, we were. Were you in Spain? No, we weren't. We were in Greece.
4 Was Natalie at the sports centre on Monday? Yes, she was. Was her brother there, too? No, he wasn't. He was at home.

Exercise 6b

- Ask students to practise the dialogues they have written with a partner.
- Walk around and monitor. Ask one pair to act out each dialogue for the rest of the class.

Reading

Exercise 7a

- Students read the email and complete the gaps. Remind them to focus on meaning to find out whether the affirmative or the negative form is needed.

Exercise 7b 1.43 Audio script pT88

- Play the recording for students to listen and check.

ANSWER KEY

1 were	7 were
2 weren't	8 weren't
3 were	9 was
4 was	10 wasn't
5 wasn't	11 was
6 wasn't	12 were

Exercise 7c

- Read the instruction and the example together and check understanding of the task.
- Students read the email in exercise 7a again and correct the false statements on their own.
- Check as a class.

ANSWER KEY

1 Azra wasn't on holiday with her friends. She was with her parents.
2 They weren't in a big hotel. They were in an apartment.
3 It wasn't near Dubrovnik. It was near Split.
4 It wasn't next to the beach, but the beach wasn't very far.
5 The other children there weren't from Britain. They were from Germany, Hungary and Slovakia.
6 One of the boys wasn't from Poland. He was from Slovakia.
7 The weather wasn't bad for five days. It was bad for the first two days.
8 Azra wasn't in Croatia for two weeks. She was there for ten days.

Grammar

3 a Copy and complete the table.

Past simple: be			
I	was		
He	_____		
She	wasn't	on holiday	yesterday.
It		ill	last Saturday.
We	_____	at home	last week.
You	were not	here	
They	_____		

b Make eight sentences with the table.

4 a Complete the sentences with *was* or *were*.

- I *was* here last weekend.
- We _____ on a school trip yesterday.
- My dad _____ at work last week.
- You _____ away at the weekend.
- Azra _____ in Croatia for two weeks.
- She _____ on the beach every day.
- Our neighbours _____ on holiday last week.
- Mr Riley _____ ill yesterday.

b Make the sentences negative.

I wasn't here last weekend.

5 Copy and complete the table.

How do we make questions with *was* and *were*?



Past simple: be	
He was here last week.	Yes, he _____.
_____ here last week?	No, he _____.
They were at a theme park.	Yes, they _____.
_____ at a theme park?	No, they _____.

6 a Make the dialogues. Use the cues.

- Mr Riley / at the sports centre last Saturday?
No
He / ill?
Yes / He / in bed all weekend.
 - Was Mr Riley at the sports centre last Saturday?*
 - No, he wasn't.*
 - Was he ill?*
 - Yes, he was. He was in bed all weekend.*

- Emma and Jake / at home last night?
No / They / out
They / at the cinema?
Yes
- you / on holiday last week?
Yes / we
you / in Spain?
No / We / in Greece
- Natalie / at the sports centre on Monday?
Yes / she
her brother / there, too?
No / He / at home

b Work with a partner. Practise the dialogues.

Reading

7 a Complete Azra's email with *was*, *wasn't*, *were* and *weren't*.

Hi Stella,

I was on holiday last week with my parents. We ¹_____ in Croatia. We ²_____ in a hotel. We ³_____ in an apartment near Split. The apartment ⁴_____ very good. It ⁵_____ next to the beach, but the beach ⁶_____ very far. There ⁷_____ some boys and girls in the other apartments, too. They ⁸_____ from Britain. They were from Germany and Hungary. One boy ⁹_____ from Slovakia. The weather ¹⁰_____ very good for the first two days, but after that it ¹¹_____ great. We ¹²_____ there for ten days. And how are you? Hope you're OK.

Azra

b 1.43 Listen and check.

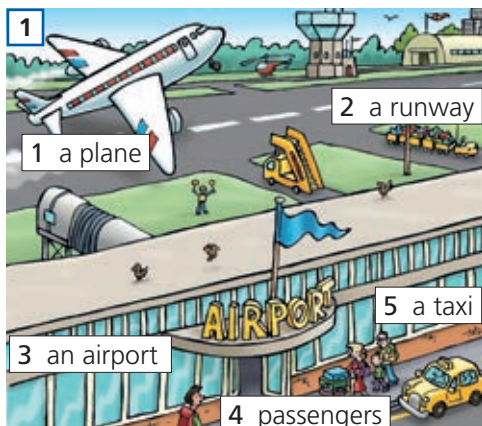
c Correct the statements.

- Azra was on holiday with her friends.
Azra wasn't on holiday with her friends. She was with ...
- They were in a big hotel.
- It was near Dubrovnik.
- It was next to the beach.
- The other children there were from Britain.
- One of the boys was from Poland.
- The weather was bad for five days.
- Azra was in Croatia for two weeks.

3B Our holiday

Vocabulary

1 a  1.44 Listen and repeat.




b  1.45 Listen. What is it?

1 a suitcase



Comprehension

2 a  1.46 Read and listen. Conor is talking about his holiday. Tick (✓) the problem.

They missed their plane. ☐

Someone picked up their bag. ☐

They picked up someone else's suitcase. ☐

Their luggage didn't arrive. ☐

b Which of the words from exercise 1 does Conor mention?

We were on holiday in July. We travelled to Spain by plane. We landed at the airport in Malaga. A man checked our passports and then we waited for our luggage. Soon the bags and suitcases started to arrive. Mum and Dad's bag was first. Then my sister, Clare, shouted: 'There's our suitcase!' We didn't check the label. We just grabbed it and then followed Mum and Dad with all of our luggage on a trolley. When we arrived at our hotel, we started to unpack. Mum and Dad opened their bag and Clare tried to open our suitcase. 'Is this the right key?' she asked. 'I can't open it.' Then we looked at the name on the label. It wasn't our suitcase! Mum phoned the airport. Our bag was still there. There was a very angry man there, too. Dad wasn't happy, because we needed a taxi to take the other passenger's suitcase back to the airport and collect our suitcase.

Grammar

3 a Copy and complete the table with verbs from the story.

Past simple: regular verbs

	present	past
Most verbs: add -ed	check	_____
Verbs ending in -e: add -d	arrive	_____
Verbs with a short vowel and one consonant: double the consonant and add -ed	grab	_____
Verbs ending in -l: double the -l and add -ed	travel	_____
Verbs ending in -y: remove -y and add -ied	try	_____

b  1.46 Listen again. What do you notice about the verbs?

landed waited started shouted needed

3B Our holiday

Vocabulary

Exercise 1a 🎧 1.44

- Play the recording for students to listen and repeat the words.

Exercise 1b 🎧 1.45 Audio script pT88

- Explain that students will hear ten descriptions. Their task is to listen and write down the appropriate word from exercise 1a for each one.
- Focus attention on the example and play the first description. Check understanding of the task and continue with the other descriptions, pausing after each one to give students time to find the appropriate item.
- Students listen and write down the words, then compare their answers in pairs.
- Play the recording again and check answers together. You may want to ask students to translate the descriptions into their own language.

ANSWER KEY

- 2 a runway
- 3 a passport
- 4 a caravan
- 5 a tent
- 6 a trolley
- 7 a campsite
- 8 a taxi
- 9 a label
- 10 passengers

Optional extra

Students work in pairs and write descriptions for the rest of the items (*an airport, a plane, luggage, a rucksack, a ticket*). Walk around and monitor, helping out with grammar and vocabulary, if necessary. Ask students to read out one of their descriptions to the class. They have to guess which item fits the description.

Comprehension

Exercise 2a 🎧 1.46

- Explain that students will hear Conor talking about his holiday. Their task is to listen, read and guess what the problem was.
- Tell students to read the four statements. If necessary, explain the meaning of *miss the plane* and the phrasal verb *pick up*. You can reinforce the meaning by asking students what other things they can miss (a bus, a train, a tram, a lesson) and what other things they can pick up (a pen, a paper, a school bag).
- Play the recording for students to listen, read and answer the question. Students show their answer by raising their hands.

ANSWER KEY

They picked up someone else's suitcase.

Exercise 2b

- Students read the text again and underline all the words from exercise 1a that they find.
- Check answers as a class.

ANSWER KEY

plane
airport
passport
luggage
suitcase
label
trolley
taxi
passenger

Grammar

Exercise 3a

- Students copy the table into their exercise books.
- Ask students to look at the text in exercise 2a and to fill the gaps.
- Check answers and discuss how the simple past tense of regular verbs is formed.

ANSWER KEY

checked
arrived
grabbed
travelled
tried

Exercise 3b 🎧 1.46

- Play the recording from exercise 2a again for students to listen.
- Read through the verbs in the box together. Elicit that the base form of all the verbs ends in *t* or *d*.
- Focus students' attention on the pronunciation of *-ed*.
- If you want to practise the pronunciation of *-ed* endings further, refer students to the Pronunciation section on page 80.

Exercise 3c

- Students write the past simple of the verbs.
- Ask students to read the answers aloud. Correct spelling and pronunciation if necessary.

ANSWER KEY

opened
travelled
phoned
played
liked
stopped
closed
wanted
collected
practised

Exercise 4

- Students write sentences using the past simple of the verbs in brackets.
- Check answers as a class, getting students to read their sentences aloud.
- You may want to ask them to spell the past tense forms of the verbs while another student writes them on the board.

ANSWER KEY

- 2 I tried to speak Spanish.
- 3 It rained on our last day.
- 4 We watched DVDs in our hotel room.
- 5 I texted my friends at home.
- 6 We walked to the beach.
- 7 We visited Granada.
- 8 We travelled around Spain by bus.

Exercise 5

- Focus attention on Mut's question. Ask students to look at the example and find the negative sentence in the text from exercise 2 to complete the table.
- Discuss how the past simple negative is formed using *didn't*. Elicit that we do not use the past simple form of the main verb with *didn't*, but the base form (infinitive without *to*).
- Students copy the table into their exercise books.

ANSWER KEY

We didn't check the label.

Exercise 6

- Students rewrite the sentences to make them negative.
- Students check the answers in pairs, then as a class.

ANSWER KEY

- 2 We didn't stay in an apartment.
- 3 Dad didn't want to go to the beach every day.
- 4 We didn't play tennis every afternoon.
- 5 We didn't visit a lot of museums.
- 6 It didn't rain a lot.
- 7 We didn't arrive in the evening.
- 8 Clare didn't pack the suitcase.

Optional extra

Using the verbs in this unit, students write at least three things they did on their last holiday and at least three things they didn't do.

Writing and speaking**Exercise 7**

- Explain that the class has a mystery to solve. Students must look at the things in the man's pockets to find out about the owner of the jacket.
- Focus attention on the verbs and the example sentence. Students work in pairs to make sentences about the man, then join in a class discussion about him. Help with any new vocabulary as necessary.
- Tell students that they can use each picture and each verb in the box more than once.

POSSIBLE ANSWERS

He played the guitar.
He visited Paris in July 2012 and he liked it.
He phoned Mary last Wednesday.
He watched a film at the cinema.
He was at a wedding.
He travelled by train.
He collected stamps.
He cleaned his car.
He wanted (to buy) socks, bananas and a sandwich.
He stayed at the Sun Hotel.
He packed his suitcase.
He booked a taxi.
He didn't change money.
He didn't check the tickets.

Revision idea

Students write five things they did on their last holiday on a piece of paper. They walk round the class asking questions to find out how many other students did the same things. At the end, ask some students to tell the class what they asked and what the answers were.

C Write the past tense of the verbs. Say them.

open travel phone play like stop
close want collect practise

4 Write sentences about Conor's holiday. Use the verbs in brackets in the past simple.

- 1 We / tennis. (play)
We played tennis.
- 2 I / to speak Spanish. (try)
- 3 It / on our last day. (rain)
- 4 We / DVDs in our hotel room. (watch)
- 5 I / my friends at home. (text)
- 6 We / to the beach. (walk)
- 7 We / Granada. (visit)
- 8 We / around Spain by bus. (travel)

5 Find the negative sentence in the text and complete it.

*This is the past simple negative.
How do we make it? What part of
the verb do we use after didn't?*

**Past simple: negative**

We checked the label.

We _____ the label.

6 Make the sentences negative.

- 1 We travelled by boat.
We didn't travel by boat.
- 2 We stayed in an apartment.
- 3 Dad wanted to go to the beach every day.
- 4 We played tennis every afternoon.
- 5 We visited a lot of museums.
- 6 It rained a lot.
- 7 We arrived in the evening.
- 8 Clare packed the suitcase.

Writing and speaking**7 Yesterday the police found a man's jacket. These things were in the pockets. What did he do recently? What didn't he do? Use the verbs in the past simple to write what we know about him.**

play be like check clean pack collect stay
visit watch want travel change phone book

He played table tennis.



3C Holiday problems

Vocabulary

1 1.47 Read and listen. Match the sentences to the pictures.

- 1 A dog bit me.
- 2 We forgot our passports and missed the plane.
- 3 They took the wrong bus and got lost.
- 4 I lost my camera with all my photos in it.
- 5 I fell over and broke my arm.
- 6 She left her bag on the train.
- 7 He felt seasick.
- 8 Someone stole my mobile.



2 The verbs in exercise 1 all have an irregular past form. Find the past forms of these verbs in the sentences.

leave forget break steal fall over
bite lose feel take get

Comprehension

3 a 1.48 Read and listen. Why didn't Nadim like his holiday?

We went on a skiing holiday with the school this year, but I didn't have a good time, because I had an accident. I skied on the first day, but in the afternoon I fell over and hurt my knee. Luckily, I didn't break my leg, but it was very painful. After that I couldn't ski any more.



In fact, I didn't go out for the next five days. All my friends went skiing every day, but I just stayed in the hotel. I watched TV, played computer games and read magazines all day. It was very boring. But I want to go skiing again next year.

b Are the statements true, false or doesn't it say?

- 1 Nadim went skiing in Switzerland.
It doesn't say.
- 2 He didn't enjoy the holiday.
- 3 He skied for two days.
- 4 He broke his leg.
- 5 One of his friends had an accident, too.
- 6 He went out to watch his friends every day.
- 7 He stayed in his hotel all the time.
- 8 He doesn't want to go skiing again.

Grammar

4 a Copy the table.

A lot of common verbs have an irregular past tense. Look at the list in your workbook.



Past simple: regular and irregular verbs

Regular verbs		Irregular verbs	
present	past	present	past
stay	stayed	have	had

b Find more examples of regular and irregular verbs in Nadim's story. Add them to the table.

3C Holiday problems

Vocabulary

Exercise 1 1.47

- Look through the eight pictures and ask students to describe briefly what they see. Ask: *Who is in the pictures? What are they doing? What things are in the pictures?* Elicit the meaning of *seasick*. Elicit the base form and meaning of the past tense verb *bit*.
- Play the recording for students to read, listen and match the sentences to the correct pictures. You may want to play the recording again for students to listen and repeat.

ANSWER KEY

- | | |
|-----|-----|
| 1 g | 5 a |
| 2 c | 6 f |
| 3 e | 7 b |
| 4 d | 8 h |

Exercise 2

- Ask students to look at the sentences in exercise 1 to find the past simple forms of the verbs. Write the answers on the board in a table format.
- Students read out the verbs from the table to practise pronunciation and to help them remember the irregular past simple forms. Point out that many common English verbs are irregular.

ANSWER KEY

- | | |
|-----------|-----------|
| leave | left |
| forget | forgot |
| break | broke |
| steal | stole |
| fall over | fell over |
| bite | bit |
| lose | lost |
| feel | felt |
| take | took |
| get | got |

Comprehension

Exercise 3a 1.48

- Focus attention on the question and play the recording for students to listen and read.
- Elicit the answer to the question and encourage students to answer with full sentences.

POSSIBLE ANSWER

Nadim didn't like his holiday because he had an accident on the first day. He couldn't ski anymore and didn't go out for the next five days. He just stayed in the hotel and it was very boring.

Exercise 3b

- Students decide on their own whether the statements are true, false or the information is missing.

- Check answers as a class. You may want to ask students to translate the sentences into their own language to check understanding.

ANSWER KEY

- | | |
|-------------------|----------|
| 2 True. | 6 False. |
| 3 False. | 7 True. |
| 4 False. | 8 False. |
| 5 It doesn't say. | |

Grammar

Exercise 4a

- Focus attention on Mut's speech bubble and check understanding. Refer students to the list on p79 in the workbook.
- Ask students to copy the table into their exercise books.

Exercise 4b

- Ask students to add the verbs from Nadim's story in exercise 3a to the table in the appropriate column.
- Check answers as a class. Point out the different pronunciation of the present and past tense of *read*.

ANSWER KEY

Regular verbs		Irregular verbs	
ski	skied	go	went
watch	watched	fall	fell
play	played	hurt	hurt
want	wanted	break	broke
		read	read
		can	could

Optional extra

Learning the forms of irregular verbs is an important part of learning to use English correctly. Playing games regularly in class can speed up the learning process for students.

Irregular verb pelmanism

This game is played in groups of two or three. You will need to make a set of cards for each group, with two cards for each verb: one card with the present form and one with the past form. Lay the cards face down on the desk in rows of five or six cards. Students pick up two cards and if they match (if they are the present and past forms of the same verb), they keep the pair and take another two. If the cards do not match, the student puts them back in the same places, and the next student tries. When all the pairs have been found, the player with the most pairs wins.

Making pairs

Use the cards you made for *Irregular verb pelmanism*. Give one card to each student at random and tell them to find the person who has the other form of their verb. You can use this method every time you want students to do pair work.

Exercise 5a

- Students complete the sentences with the correct past simple forms of the verbs in brackets.
- Ask students to read out their answers and write them on the board. Then go through the list and ask students to repeat the words.

ANSWER KEY

- 2 went
3 had
4 dropped
5 missed
6 broke
7 rained
8 closed

Exercise 5b

- Students identify the irregular verbs in the sentences.

ANSWER KEY

lose, go, have, break

Exercise 6a

- Ask students to find the two negative sentences in the text in exercise 3a.
- Focus attention on the question and elicit how the negative is made in the past simple tense for both regular and irregular verbs. Point out again that the base form of the main verb is used with *didn't*, not the past form.

ANSWER KEY

I didn't have a good time.
I didn't break my leg.

Exercise 6b

- Read the instructions and the example together and check understanding.
- Students play the chain game in small groups. If a student forgets one of the events mentioned, he / she drops out and the next student tries. The last student not out wins.
- Walk around and monitor the activity.

Reading and writing**Exercise 7a**

- Focus attention on the two postcards on the page and the verbs in the boxes.
- Remind students that some of the verbs are regular while others are irregular. Point out that there are six irregular verbs in the first box and four irregular verbs in the second box. Check that students know their past tense forms.
- Students work individually to complete the postcards with the correct past simple form of the verbs.

Exercise 7b  **1.49** Audio script pT88

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

ANSWER KEY**Postcard 1**

- 1 travelled
2 drove
3 played
4 stopped
5 had
6 lost
7 put
8 forgot
9 found

Postcard 2

- 1 arrived
2 enjoyed
3 slept
4 looked
5 went
6 took
7 walked
8 had
9 rained
10 visited

Exercise 8a

- Students look at postcard 2 in exercise 7a again and complete the sentences about Paige.
- Check answers as a class.

ANSWER KEY

- 2 She wrote a postcard to Gabrielle.
3 She travelled by train.
4 On the journey she slept and looked out of the window.
5 Yesterday she visited an old castle because it rained.

Exercise 8b

- Explain that students have to make similar sentences about Lucas, for example: *Lucas is on holiday in ...*
- Students read Lucas's postcard again and make the sentences on their own.
- Ask different students to read out their sentences.

POSSIBLE ANSWERS

- 1 Lucas is on holiday in the Czech Republic.
2 He wrote a postcard to James.
3 He travelled by boat and car.
4 On the journey he played computer games and visited some places in Germany.
5 Yesterday he lost his mobile because he put it on a table in a restaurant and forgot it.

Exercise 9

- Tell students they have to write a postcard or an email about a holiday to one of their friends. Explain that they should use Lucas and Paige's postcards as models.
- You may want to set this task as homework and ask students to read out their postcards or emails in the next lesson.

Optional extra

Students work in pairs. Shout out an irregular verb (*go, break, bite, take, leave, forget, steal, eat, have, sleep, find, put*). One student in each pair writes a positive sentence and the other writes a negative sentence. Pairs read their sentences to the class. Repeat with other verbs on the list.

5 a What problems did these people have? Complete the sentences. Put the verbs in brackets into the past tense.

- 1 We *lost* our keys. (lose)
- 2 They _____ to the wrong station. (go)
- 3 Sarah _____ an accident. (have)
- 4 I _____ my camera in the sea. (drop)
- 5 Martin _____ the train. (miss)
- 6 I _____ my finger. (break)
- 7 It _____ all week. (rain)
- 8 The weather was bad so they _____ the airport. (close)

b Which verbs in exercise 5a are irregular?

6 a Find the negative of these sentences in the text. How do we make the negative with an irregular verb?

I had a good time. I broke my leg.

b Work in a group. Write all the verbs in exercise 2 on separate pieces of paper. Take it in turns to pick up a piece of paper and make a sentence.



- I fell over.
- I didn't fall over, but a dog bit me.
- I didn't fall over and a dog didn't bite me, but I lost my passport.

Reading and writing

7 a Complete the postcards with the past tense of the verbs.

forget have put find lose stop play travel drive

1 Hi James,
Greetings from the Czech Republic. It's great here. We ¹ _____ by boat to the Netherlands and then we ² _____ down to Prague. It was a long journey, but we ³ _____ computer games in the car and we ⁴ _____ to visit some places in Germany on the way. We ⁵ _____ a problem yesterday, because I ⁶ _____ my mobile. I ⁷ _____ it on the table in a restaurant and then I ⁸ _____ it. Luckily, the waiter ⁹ _____ it. Hope you're OK.
Lucas



look take visit walk arrive have rain sleep go enjoy

2 Hi Gabrielle,
We're on holiday in Wales. We ¹ _____ on Saturday evening. It was a long train journey, but I ² _____ it. I ³ _____ a lot and I ⁴ _____ out of the window. On Sunday we ⁵ _____ up Mount Snowdon. We ⁶ _____ the little train part of the way and then we ⁷ _____ to the top. We ⁸ _____ a good time, but it was very cold on the top. Yesterday it ⁹ _____, so we ¹⁰ _____ an old castle. It was very spooky.
Love,
Paige



b 1.49 Listen and check your ideas.

8 a Complete the sentences about Paige.

- 1 Paige is on holiday in *Wales*.
- 2 She wrote a postcard to ...
- 3 She travelled by ...
- 4 On the journey she ...
- 5 Yesterday she ... because ...

b Write five sentences about Lucas. Use the expressions in exercise 8a.

9 Write a postcard or an email to a friend about your holiday.

Hi ...

Greetings from ...

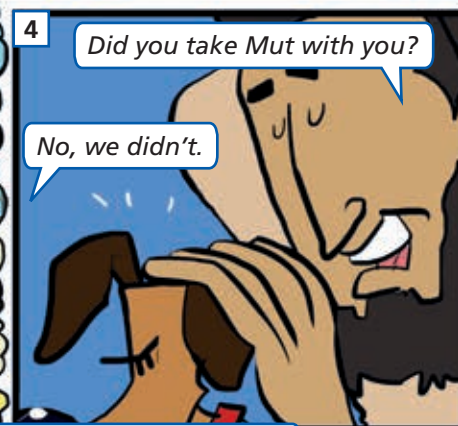
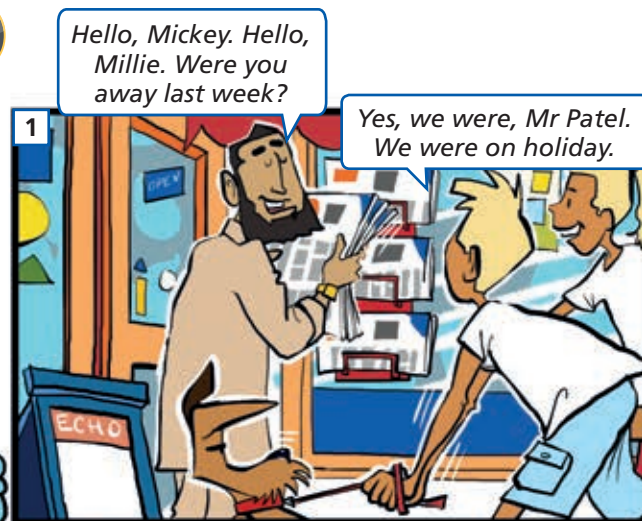
3D Mut's holiday

Comprehension

1 a  1.50 Read and listen. Answer the questions.

- 1 Why wasn't Mut at home last week?
- 2 Why was he unhappy:
 - before the holiday?
 - after the holiday?

b Work in groups of four. Act the story.



3D Mut's holiday

Comprehension

Exercise 1a 1.50

- You may want to ask students to look at the pictures first and to describe what they see in each. Write any new vocabulary on the board, for example *neighbours*, *unhappy* or *look after*.
- Focus attention on the questions, and check comprehension. Then play the recording for students to read, listen and answer the questions. Discuss with students what they think the Happy Hounds Holiday Home is.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.

POSSIBLE ANSWERS

- 1 Because Mickey and Millie were on holiday and they took Mut to the Happy Hounds Holiday Home.
- 2 Before the holiday, Mut was unhappy because he didn't want to go to the Happy Hounds Holiday Home. After the holiday, he was unhappy because he didn't want to go home.

Exercise 1b

- Put students in groups of four (Mickey, Millie, Mut and Mr Patel) to act out the story.
- Play the recording again for students to listen, especially to the questions in the past simple.
- In their groups, students act out the story while you listen, paying particular attention to pronunciation and intonation.
- You may want to ask the groups to perform the story in front of the class. Ask the rest of the class to vote on the best group performance, and the best actor.

Optional extra

Ask students to write three false sentences about Mickey and Millie's holiday, for example: *Mickey and Millie went to Spain last week. They didn't enjoy their holiday. The neighbours looked after Mut.* Then tell students to work in pairs and correct their partner's sentences, for example: *Mickey and Millie didn't go to Spain last week. They went to France.* Students check the sentences in pairs, then as a class.

Exercise 2

- Students complete the sentences individually. Point out that they have to work out suitable endings from the context.
- Check answers in pairs, then as a class.

ANSWER KEY

- They travelled by boat.
- They stayed in their caravan.
- Mut went to the Happy Hounds Holiday Home.
- The neighbours didn't look after Mut.
- Mut didn't want to go.
- At the dogs' home he had a good time.
- After the holiday Mut didn't want to go home.

Grammar

Exercise 3a

- Ask students to look back at the story in exercise 1 and tell you how to complete the gaps in the table.
- Discuss how we make questions in the past simple (we use *did* and the base form of the verb) and how we make short answers (we only use the subject + *did* / *didn't*). Highlight the differences between question and positive forms. (*They went to France last week. Did they go to France last week?*).
- Focus attention on Mut's question and elicit the rule for making *Wh-* questions in the past simple (we use *did* and the base form of the verb, and the question word always comes at the beginning).
- Students copy the tables into their exercise books.

ANSWER KEY

- Did he enjoy it there? Yes, he did.
 Did you take Mut with you? No, we didn't.
 Where did you go?
 What did you do with him?

Exercise 3b

- Students complete the gaps with the correct words.
- Check the answers as a class and point out again that the base form of the verb goes after *did*.

ANSWER KEY

- have
- had
- take
- took

Exercise 4a

- Students work in pairs to make questions and short answers from the cues.
- Check answers as a class.

ANSWER KEY

- Did you take your bike? Yes, I did.
- Did you swim in the sea? No, I didn't.
- Did you have picnics on the beach? Yes, I / we did.
- Did you speak English? No, I didn't.
- Did you buy anything? No, I didn't.
- Did you like the food? Yes, I did.

Exercise 4b

- Students practise the dialogues in pairs.
- Ask some students to read their questions and answers to the class. Ask the rest of the class to correct the sentences if necessary.

Exercise 5a

- Students work on their own and complete the questions to match the answers.
- Check answers as a class, paying attention to pronunciation and intonation.

ANSWER KEY

- What did you do?
 Who did you go with?
 What did you do in the evenings?

Exercise 5b

- Students read out their dialogues. Monitor pronunciation carefully.

Listening, speaking and writing

Exercise 6a 1.51 Audio script pT88

- Tell students that they will hear three interviews. Ask them to copy the chart into their exercise books.
- Focus attention on the questions and check understanding.
- Play the recording for students to listen and complete the chart. This is the first listening exercise where students are not given picture clues or a printed text to help them, so you may have to play the recording several times.
- Check answers as a class.

ANSWER KEY

Judy	Will	Mia
Florida	Switzerland	France
went to all the theme parks	went skiing	went sailing
by plane	by train	by car
in a hotel	with friends	in a caravan
yes	yes (except brother)	no

Exercise 6b

- Students work in pairs to write the dialogues using the information from the chart.
- Ask different pairs to read out their dialogues to the class.

Exercise 6c

- Put students in pairs to ask each other about their holidays. Students note their partner's answers in their exercise books.
- Ask students to tell the class about their partner's holiday.

2 Complete the sentences with suitable endings.

- 1 Mickey and Millie went to *France last week*.
- 2 They travelled by ...
- 3 They stayed in ...
- 4 Mut went to ...
- 5 The neighbours didn't ...
- 6 Mut didn't want ...
- 7 At the dogs' home he had ...
- 8 After the holiday Mut didn't want ...

Grammar**3 a Copy and complete the questions and short answers from the story.****Past simple: questions and short answers**

_____ enjoy it there? Yes, he _____.
 _____ Mut No, we _____.
 with you?

Which part of the verb
do we use after did?

**Wh- questions**

Where _____?
 What _____ with him?

b Complete the sentences with these words: took, have, take or had.

- 1 Did you _____ a good time?
- 2 Yes, we did. We _____ a great time.
- 3 Did you _____ Mut with you?
- 4 No, we didn't. We _____ him to the Happy Hounds Holiday Home.

4 a Make questions and answers. Use the cues.

- 1 you / go camping last month? / ✓
Did you go camping last month? Yes, I did.
- 2 you / take your bike? / ✓
- 3 you / swim in the sea? / ✗
- 4 you / have picnics on the beach? / ✓
- 5 you / speak English? / ✗
- 6 you / buy anything? / ✗
- 7 you / like the food? / ✓

b Work with a partner. Practise the dialogues.**5 a Complete the questions to fit the answers.**

- Where did you go on holiday last year?
- I went to Slovenia.
- What _____?
- I went sailing.
- Who _____ with?
- I went with Grace and her brother.
- What _____ in the evenings?
- We watched DVDs and played games.

b Work with a partner. Read the dialogue.**Listening, speaking and writing****6 a 1.51 Listen. Copy and complete the chart.**

	Judy	Will	Mia
Where did they go?	<i>Florida</i>		
What did they do?			
How did they travel?			
Where did they stay?			
Did they have a good time?			

b Work with a partner. Make dialogues. Use the chart.

- *Where did you go on holiday, Judy?*
- *We went ...*

c Ask your partner about his / her last holiday.



Culture

1 2.2 Read and listen to the text. Match these topics to the correct paragraphs.

winter holidays
summer holidays in Britain
holiday times
visitors to Britain
summer holidays abroad

2 a Find these places in the text. Make a list.

popular places for families in Britain
countries that British people go to
popular places for visitors to Britain

b Look at your list of places. Why do people go to each one?

3 2.3 Listen. Find this information about each speaker for summer and winter.

- 1 When do they usually go on holiday?
- 2 Where do they usually go?
- 3 Where did they go last year?

4 Write about holidays in your country. Use the topics in exercise 1.



1 Families in Britain usually go on holiday between the middle of July and the end of August, because the children aren't at school then. Most people go away for two weeks. A lot of people take a winter holiday, too. They usually go in the Christmas and Easter school holidays, or in the February half-term holiday.

2 Some people spend their summer holidays in Britain. You can go to the beach, but there are lots of other places to go, too. There are museums, castles, zoos and safari parks. One very popular place is The Eden Project. It's in Cornwall, in the south-west of England. You can learn all about the environment there. Alton Towers theme park is very popular, too. It has got lots of exciting rides.



3 A lot of people go abroad for their summer holidays, too. Spain, Italy and France are favourite places. People usually go to Spain for a beach holiday. They go by plane and they stay in hotels. When people go to France, they often go camping, so they usually go by car. You can take the ferry to France, but most people put their cars on the train to go through the Channel Tunnel.

4 People normally go abroad for a winter holiday. Some people go skiing in countries like Austria, Switzerland and Slovenia. A lot of schools organize a skiing trip for their pupils in the February half-term holiday. Other people like to go to hot places: the Canary Islands, Florida and Thailand are popular.



5 A lot of tourists from other countries come to Britain for their holidays. Most of them go to London to see all the famous sights there, like Tower Bridge and Buckingham Palace. Other popular places are the cities of York and Canterbury. They have got old cathedrals. Oxford and Cambridge have got famous universities.



3



Culture

Holidays

Background information

A *theme park* is a type of amusement park which has landscaping, buildings and attractions that are based on one or more specific themes or stories. The most famous theme park is Disneyland, located in Anaheim, California, USA. Today, central Florida, and most notably Orlando, boasts more theme parks than any other place in the world.

Alton Towers is a theme park and resort located in Staffordshire, England, UK. In 2011, it attracted 2.6 million visitors, making it the most visited theme park in the United Kingdom. The park includes hotels, a waterpark, a spa and a conference centre, as well.

DVD

If you prefer, play Unit 3 of the culture materials on the DVD or the Classroom Presentation Tool 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  2.2

- Students work individually to match the topics to the paragraphs.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 1 holiday times
- 2 summer holidays in Britain
- 3 summer holidays abroad
- 4 winter holidays
- 5 visitors to Britain

Exercise 2a

- Students work in pairs to find the places in the text and make the three lists.
- Check answers as a class.
- You may want to discuss with students what other places they know that match the three headings.

POSSIBLE ANSWERS

popular places for families in Britain: the beach, museums, castles, zoos, safari parks, theme parks

countries that British people go to: Spain, Italy, France, Austria, Switzerland, Slovenia, the Canary Islands, Florida / the USA, Thailand

popular places for visitors to Britain: London, Tower Bridge, Buckingham Palace, York, Canterbury, Oxford, Cambridge

Exercise 2b

- Read the question and discuss why people go to each place with the whole class. Encourage students to reply in full sentences and help with vocabulary if needed. Allow students to dominate this discussion – steer them towards conclusions, but elicit ideas from them rather than tell them. Don't forget to reward their effort instead of focusing on any errors they might make.

Exercise 3  2.3 Audio script pT88

- Tell students that they will hear three people talking about their holidays.
- Focus attention on the questions. Check that students understand what kind of information they have to look for and play the recording for them to listen.
- Check answers as a class.

ANSWER KEY

1

- 1 In summer (August) and in winter (Christmas holiday).
- 2 They always go to a different place in the summer holidays. They like to go to somewhere in Europe. In winter they usually go to the Canary Islands.
- 3 Greece (summer) and Thailand (winter).

2

- 1 In summer (last two weeks of July) and at Easter.
- 2 They always take their holidays in Britain.
- 3 Cornwall / Eden Project (summer) and York (Easter).

3

- 1 In summer (August); he doesn't usually have a winter holiday.
- 2 They always go to France in the summer holidays. They don't usually have a winter holiday.
- 3 Near Paris / Disney theme park (summer) and Italy (February half-term holiday).

Exercise 4

- Students write short paragraphs about typical holidays in their country based on the topics in exercise 1.
- Ask different students to read out what they have written.
- You may want to set this task as homework instead.

Optional extra

Students work in pairs. They ask each other about their holidays modelled after the questions in exercise 3. Ask a few volunteers to report back to the class.

English Across the Curriculum

History: transport

Background information

The word *omnibus* is sometimes used to refer to an ordinary bus. Today people usually just say *bus*. The British word for a long-distance bus is *coach*. This is not used by American speakers.

The first commercial flights took place between the United States and Canada in 1919. The first jet airliner, the de Havilland Comet, was introduced in 1952. The Boeing 707, the first widely successful commercial jet, was in commercial service for more than 50 years, from 1958 to 2010. The Boeing 747 was the world's biggest passenger aircraft from 1970 until it was surpassed by the Airbus A380 in 2005.

The term *penny farthing* comes from the British penny and farthing coins, one much larger than the other, so that the side view of this type of bicycle resembles a penny leading a farthing.

The *Model T* (or Tin Lizzie) was the first automobile mass produced on moving assembly lines with completely interchangeable parts. It was produced by Henry Ford's Ford Motor Company from September 1908 to October 1927. It is generally regarded as the first affordable automobile for the middle class.

The *Kitty Hawk* or *Wright Flyer* was the first successful powered aircraft, designed and built by the Wright brothers. They flew it four times in 1903 near Kitty Hawk, North Carolina, USA, hence the name.

Exercise 1 2.4

- Focus attention on the pictures and ask students to describe what they see in each.
- Play the recording for students to read and listen. Students work individually to match the pictures to the correct paragraphs. Point out that they will need two pictures for one of the paragraphs (paragraph 2).
- Students check answers in pairs, then as a class.

ANSWER KEY

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

Exercise 2a

- Students work in pairs to find the forms of transport in the text.

Exercise 2b

- Focus attention on the chart headings. Check understanding of *inventor*. Ask students to put the information into the correct columns.
- Check answers as a class.

ANSWER KEY

form of transport	date	inventor
boat	over 10,000 years ago	–
animal (horse, camel, elephant)	about 4,000 years ago	–
bicycle	1817	Baron von Drais
car	1885	Karl Friedrich Benz
motorcycle	1885	Gottlieb Daimler
Model T cars	1908	Henry Ford
omnibus	1918	–
train	1830	George Stephenson
aeroplane	1903	Wright brothers

Exercise 3

- Ask students to identify the things in the box quickly, with one word. Then you may want to ask different students to say one or two sentences about each item.

ANSWER KEY

Rocket – train
 Kitty Hawk – aeroplane
 the Model T – car
 a penny farthing – bicycle
 an omnibus – bus / motor bus

Optional extra

Discuss other forms of transport (for example, spacecrafts and metro / underground) with the whole class. Encourage students to reply in full sentences and help with vocabulary if needed. Allow students to dominate the discussion and don't forget to reward their effort.

You may want to set this task as homework and ask students to write short paragraphs on other types of transport modelled after the text in the Student's Book.

English Across the Curriculum

3

History: transport

1 **2.4** Read and listen to the text. Match the pictures to the correct paragraphs.

2 a Make a list of all the forms of transport in the text.

b Put the information in a chart like this.

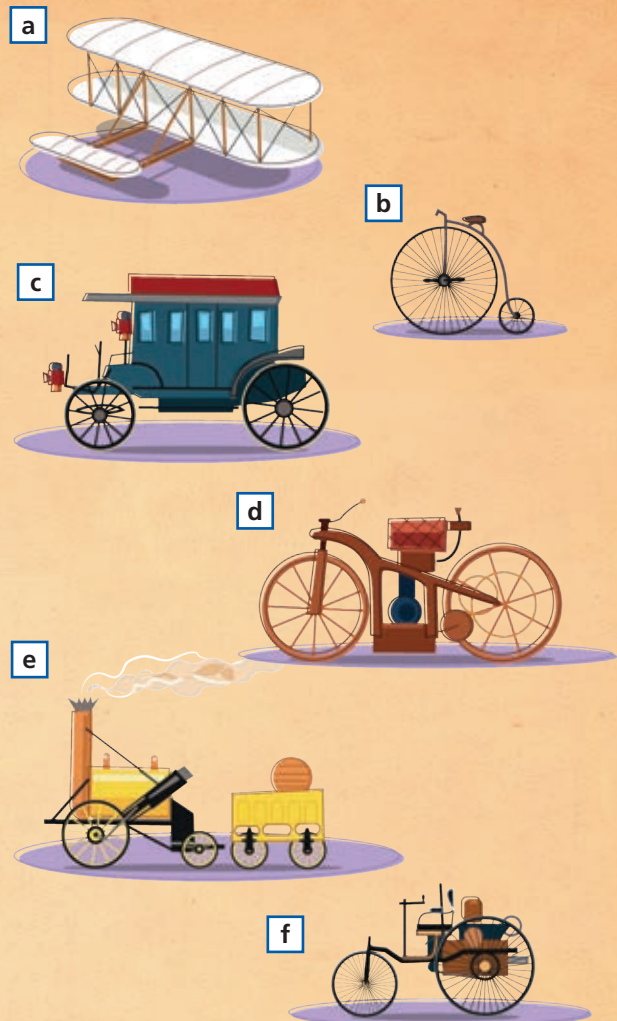
form of transport	date	inventor
	1817	

3 What are these things?

Rocket Kitty Hawk the Model T
a penny farthing an omnibus

TRAVEL

- Today you can travel from one side of the world to the other in one day. Travel in the past was dangerous and journeys took months or even years. At first people walked everywhere. Then, over 10,000 years ago they started to use boats, and, about 4,000 years ago, they started to use animals, such as horses, camels or elephants. After that things didn't change until the nineteenth century, when people invented new forms of transport.
- In 1817 Baron von Drais made the first bicycle in Germany. It was a heavy, wooden bike with no pedals. You pushed it with your feet. Later bikes had pedals, but some of them, like the Penny Farthing, with its large front wheel, were very dangerous.
- In 1885 Karl Friedrich Benz made the first car and Gottlieb Daimler designed the first motorcycle. Early motor vehicles were very expensive and only rich people could buy them. Henry Ford changed that. In 1908 he started to build good, cheap cars, like the Model T, in his factory in the USA. Soon ordinary people had their own car.



- Only ten years after the first car, the first motor bus appeared. People called it an 'omnibus' (This means 'for everybody' in Latin.) or 'bus' for short.
- The bus wasn't the first form of motor transport 'for everybody'. That was the train. George Stephenson opened the first railway between Liverpool and Manchester in 1830. He built the first train, too. It was called Rocket and it could travel at 45 kph. Soon people could travel hundreds of kilometres in just a few hours.
- Today planes fly thousands of kilometres and they carry hundreds of passengers. The first aeroplane, however, carried only one person. The Wright Brothers' plane, Kitty Hawk, flew for the first time in the USA in 1903. It flew for just 12 seconds and travelled 36 metres!

3

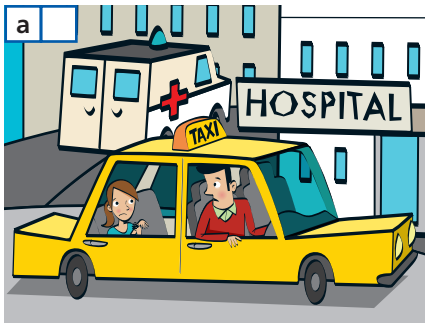
Revision

Past simple

- 1 a** Complete the story of Jenny's holiday. Put the verbs in brackets into the past simple tense.

Jenny ¹was (be) very happy. It ²_____ (be) the first day of her holiday. She ³_____ (pack) her suitcase and ⁴_____ (put) her ticket and passport in her rucksack. She ⁵_____ (leave) the luggage in the hall and ⁶_____ (phone) for a taxi. Then she ⁷_____ (wait), but the taxi ⁸_____ (be) late. When the taxi finally ⁹_____ (arrive), Jenny ¹⁰_____ (rush) to the door. She ¹¹_____ (forget) that her suitcase and rucksack ¹²_____ (be) in the hall. She ¹³_____ (trip) over them, ¹⁴_____ (fall) and ¹⁵_____ (break) her arm. The taxi driver ¹⁶_____ (not take) Jenny to the airport. He ¹⁷_____ (take) her to the hospital. So Jenny ¹⁸_____ (not go) on holiday. She ¹⁹_____ (stay) at home for two weeks. And the weather ²⁰_____ (be) terrible. It ²¹_____ (rain) every day. Jenny ²²_____ (not be) happy.

- b** Put the pictures in the correct order.



Past simple: questions

- 2 a** Use the cues. Make questions to complete the conversation.

- 1 You / away / last week?
Yes, I was. We were on holiday.
Were you away last week?
- 2 Where / you / go?
We went to Italy.
- 3 You / have / a good time?
Yes, we did. It was really good.
- 4 The weather / good?
Yes, it was very nice.
- 5 You / stay in a hotel?
No, we didn't. We were in an apartment.
- 6 There / other young people there?
Yes, there were. I made a lot of new friends.
- 7 What / you do / there?
We spent most of the time on the beach.

- b** Read the conversation with a partner.

Vocabulary

- 3** What are these travel things?

- | | |
|-------------|---------------|
| 1 a kittec | 6 a gresapsen |
| 2 a nett | 7 a aciustes |
| 3 gaguleg | 8 a mapstice |
| 4 a leyrlot | 9 a cuskcrak |
| 5 a balle | 10 a sprotsap |

- 4 a** 2.5 Listen. Where were the people last weekend?

Sarah	
Tom and Steve	
Judy	
Alice and Mary	
Chris	

- b** Write a sentence about each person / pair.

3

Revision

Past simple

Exercise 1a

- Elicit the rule for how the past simple is formed for regular verbs, go through the past forms of *be* and ask students to tell you as many irregular verbs with their past forms as they can. Elicit the negative forms, as well.
- Read the instructions together and ask students to work individually.
- Check answers as a class.

ANSWER KEY

2 was	13 tripped
3 packed	14 fell
4 put	15 broke
5 left	16 didn't take
6 phoned	17 took
7 waited	18 didn't go
8 was	19 stayed
9 arrived	20 was
10 rushed	21 rained
11 forgot	22 wasn't
12 were	

Exercise 1b

- Focus attention on the pictures and ask different students to say what is happening in each one. Finally, ask students to put the pictures in order.
- Check answers as a class.

ANSWER KEY

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

Past simple: questions

Exercise 2a

- Elicit the rule for making questions in the past simple.
- Ask students to make the questions individually.
- Check answers as a class.

ANSWER KEY

- Where did you go?
- Did you have a good time?
- Was the weather good?
- Did you stay in a hotel?
- Were there other young people there?
- What did you do there?

Exercise 2b

- Students practise the conversation in pairs.
- Ask some of the pairs to read out the conversation to the class.

Vocabulary

Exercise 3

- Focus attention on the word list and elicit from students what their task is (to put the jumbled letters in the correct order to identify the words).
- Students work on their own.
- Check answers as a class.
- If students find it difficult to identify the words, you may want to ask them to quickly read through the words from exercise 1a in lesson 3B and try again.

ANSWER KEY

1 a ticket	6 a passenger
2 a tent	7 a suitcase
3 luggage	8 a campsite
4 a trolley	9 a rucksack
5 a label	10 a passport

Exercise 4a 2.5 Audio script pT88

- Ask students to read the question.
- Play the recording for students to listen and complete the chart.

ANSWER KEY

Sarah	at a wedding
Tom and Steve	at a theme park
Judy	in bed
Alice and Mary	at a music festival
Chris	on a / the beach beach in Spain

Exercise 4b

- If necessary play the recording again for students to check their answers.
- Check answers as a class.

ANSWER KEY

Sarah was at her uncle's wedding.
 Tom and Steve were at a theme park.
 Judy was in bed.
 Alice and Mary were at a music festival.
 Chris was on a beach in Spain.

Optional extra

In class or for homework, students rewrite the sentences from exercise 1a as questions and negative (or, in the case of negative sentences, positive) statements.

Your Project

3

Producing a project

- The aim of this lesson is to identify the logical stages of the project preparation process.
- With books closed, ask students to think back to the projects they produced in Units 1 and 2 (and in *Project 1* if you used the previous level with the class before). Elicit what they did first (read the instructions), then what they did next and so on. Write up the suggested stages on the board. Encourage the class to say if they agree or disagree about the number or order of stages rather than correct the plan yourself. Continue the discussion until the class is happy that the step-by-step plan on the board accurately represents how they prepared projects before.
- Read through Conor's plan together in the Student's Book. Ask students to compare Conor's plan with the one on the board. What is similar and what is different about it? Elicit that Conor decided on a computer-based project, so the final stages are appropriate for his chosen format. Remind students that they are, as always, free to choose whatever format they prefer – but some of the stages in the process will then be different accordingly.
- Elicit some other possible formats and how the process would need to be different from Conor's outline.

Preparation

- This is an individual project, but students can work in pairs to do the planning (2 and 3) and checking (4) together.
- Students follow the guidelines to prepare their own projects. Stages 2 and 3 can be done in class after the initial discussion. Remind students that they should arrange the checking stage with their partner in advance, so the clean copy of the texts is ready in time for the project presentation class.
- Ask students to copy Conor's plan or a modified version of it if they have decided on a different format, then tick each stage as they complete them.
- In the project presentation class, make sure you have the necessary equipment to show everyone's projects.

Follow-up

- Have the class vote on the best project, and also on the best holiday.
- Ask some students to say how the step-by-step plan helped them prepare their projects.

Song

Fun, Fun, Fun

Background information

Fun, Fun, Fun is a song written by Brian Wilson and Mike Love and performed by The Beach Boys on their 1964 album *Shut Down Volume 2*. It was a big hit in the United States and reached number 5 on the Billboard chart in the same year. It wasn't a hit in Britain until Status Quo released a cover version of it in 1996.

Exercise 1 2.6 Audio script pT88

- Elicit or pre-teach the following words or phrases: *cruise* (verb), *hamburger stand*, *blast* (verb), *get wise*. Explain that the word *T-bird* stands for the famous American car model *Ford Thunderbird*, which was considered a very cool car in the 1960s when the song was first released.
- Students will probably notice that a lot of the sentences are ungrammatical. Explain that in the very informal style of pop song lyrics, the text is often written in the casual way people speak with friends. Examples of this include *shouldn't-a lied* instead of *shouldn't have lied* and *you been thinkin'* instead of *you've been thinking*.
- Students listen and complete the song lyrics with the missing words from the box.
- Check answers, then play the song again for students to sing along.

ANSWER KEY

- 1 car
- 2 hamburger
- 3 library
- 4 radio
- 5 dad
- 6 keys
- 7 me
- 8 things

Your Project

3

Producing a project

2 First I chose my topic.

My holiday in Spain

4 I wrote a first draft of my project and I showed it to my friend, Jake. He corrected some mistakes.

I didn't want to come home.

6 I put the things together on my computer. Then I copied it onto a memory stick.

1 Make a project about holidays. This is what I did:

3 I made a list of questions to organize my writing.

Where and when did I go?
Who did I go with?
Where did we stay?

5 I chose some photos of my holiday. I found a postcard, too.

7 I took the memory stick to school and showed my project to the class.



Song

1 2.6 Listen. Complete the song with these words.

me library hamburger things keys car dad radio

FUN, FUN, FUN

Well, she got her daddy's ¹ _____,
And she cruised through the
² _____ stand, now.
Seems she forgot all about the
³ _____.
Like she told her old man, now.
And with the ⁴ _____ blatin' goes
Cruisin' just as fast as she can, now.
Chorus
And she'll have fun, fun, fun.
'Til her daddy takes the T-bird away,
(Fun, fun, fun, 'til her daddy takes
the T-bird away.)

Well, you knew all along
That your ⁵ _____ was gettin' wise to you,
now.
(You shouldn't-a lied, now, you shouldn't-a
lied.)
And since he took your set of ⁶ _____
You been thinkin' that your fun is all
through, now.
(You shouldn't-a lied, now, you shouldn't-a
lied.)
But you can come along with ⁷ _____
'Cause we got a lot of ⁸ _____ to do, now.
Chorus

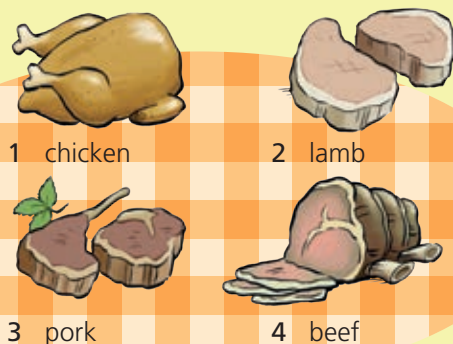


4A Food and drink

Vocabulary

1 a  2.7 Listen and repeat.

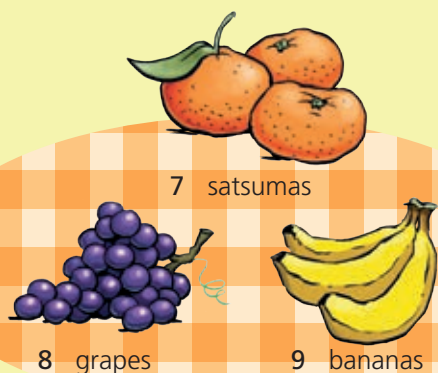
Meat



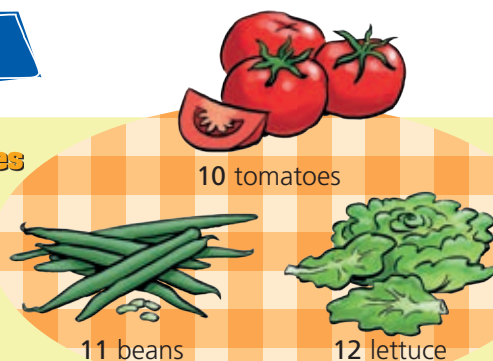
Fish



Fruit



Vegetables



Others



Drinks



Comprehension


3  2.9 Read and listen to the dialogue.

- 1 What has Conor got in his lunchbox?
- 2 Why doesn't he eat all of it?



- Jake Hi, Conor. What have you got for your packed lunch today?
- Conor I've got two sandwiches, an apple and orange juice. Oh, and I've got a banana, too.
- Jake What's in the sandwiches?
- Conor There's cheese in this sandwich and there's ham in that one.
- Jake Mmm. I love cheese.
- Conor What's in your lunchbox?
- Jake I don't know. I forgot it. And I'm really hungry.
- Conor Oh, right, so do you want my cheese sandwich?
- Jake Yes, please. Thanks. Erm ... I like bananas, too.

b What other kinds of food and drink do you know?

2  2.8 Listen. Write the words in the correct column.

	likes	doesn't like
1	fish	beef
2		

Unit overview

Grammar focus: Countable and uncountable nouns; *some* and *any*; *How much* / *How many*?; definite and indefinite articles: *a* / *an*, *the*; *a little*, *a few*.

New vocabulary: Food and drink.

Skills: Reading: *Stone soup*, a recipe; Speaking: likes and dislikes, in a café, *How many*, ... *do you eat*?, acting a story; Listening: ordering food from a menu, *What do they have for lunch*?, a shopping list, following recipes; Writing: what you eat, a recipe.

Topic / Context: Buying and making food.

Culture: British meals and mealtimes.

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

English Across the Curriculum: Geography: food from around the world.

The English Across the Curriculum page can be studied at the end of the unit.

Project: Food.

Song: *Sausages with ice-cream*.

- Play the recording for students to listen and complete the chart. Since students have to write a lot of words in the chart, you may want to play the recording several times to allow students to catch up.
- Play the recording again for students to check their answers.
- Check answers as a class.

ANSWER KEY

1

likes: fish, salmon, vegetables, tomatoes, lettuce, chicken, orange juice, coffee

doesn't like: meat, beef, lamb, tea

2

likes: cheese, pasta, eggs, meat, pork, grapes, lemonade

doesn't like: fish, fruit, oranges, satsumas, bananas, tea, coffee

Comprehension**Exercise 3** 🎧 2.9

- Read the questions together and check comprehension of *lunchbox*, *ham* and *all of it*. Elicit a translation.
- Play the recording. Students listen, read and answer the questions.
- Check answers as a class. You may want to ask students what Jake means when he says that he doesn't know what's in his lunchbox because he forgot it. Elicit that he left his lunchbox at home.

ANSWER KEY

1 **Conor has got two sandwiches (one with ham and one with cheese), an apple, orange juice and a banana in his lunchbox.**

2 **Because Jake's hungry and Conor gives him his cheese sandwich (and maybe his banana, too).**

Optional extra

What do you want for lunch?

Divide the class into two groups: parents and children. Each parent pairs up with a child. Parents ask the child what he / she wants for lunch and the child chooses three or four items of food. Parents note the answers. Each child moves to a new parent and the process is repeated. When the parents have spoken to three children, they tell the class what their children want and what they chose for lunch.

4A Food and drink**Vocabulary****Exercise 1a** 🎧 2.7

- Give students one or two minutes to look at the pictures.
- Play the recording for students to listen and repeat.
- Go round the class pointing to a picture at random and asking students to say the word.

Exercise 1b

- Make a chart with six columns on the board: *Meat*, *Fish*, *Fruit*, *Vegetables*, *Other*, *Drinks*.
- Ask students to shout out words to put in the chart. Students spell the words and you write.
- Students copy the chart into their exercise books.

Exercise 2 🎧 2.8 **Audio script pT88**

- Ask students to copy the chart into their exercise books, leaving plenty of room in each column.
- Explain that students will hear a boy and a girl talking about what kind of food and drinks they like and don't like. Their task is to put the words in the correct column in the chart.
- Point out that some items may appear in both columns, as the two speakers may like and dislike different things.

Grammar

Exercise 4a

- Focus attention on the examples and Mut.
- The idea of countable and uncountable can be difficult. You can demonstrate the concept using some apples (or any other fruit or countable food item), a plate, a large bottle of water and a glass. Write 'Can count' and 'Can't count' as column headings on the board. Put an apple on the plate. Say *one apple*. Add another apple to the plate. Say *two apples*. Add another apple and prompt students to say *three apples*. Write *one apple, two apples, three apples* on the board under 'Can count'. Now pour a little water into the glass and prompt students for what to say. Point out that *one water* is wrong. Pour some more water into the glass. Prompt students again for what to say. They can only say *water*. They can't say *two waters*. Write *water* on the board under 'Can't count'. Put *countable* beside the heading 'Can count' and *uncountable* beside the heading 'Can't count'. Ask *Can you count cheese?* (No, it is uncountable.) Explain how we use *a piece of* to count cheese. You can also explain that we can count water if we use the expression *a glass of*.

Exercise 4b

- Ask students at random to identify the words as countable (c) or uncountable (u).

ANSWER KEY

lemonade – u	coffee – u	rice – u
tomatoes – c	bananas – c	tuna – u
vegetables – c	apples – c	eggs – c
sandwiches – c	chicken – u	fish – u
oranges – c	fruit – u	tea – u
beef – u	meat – u	beans – c

LANGUAGE NOTE Chicken and fish can also be countable if we are talking about whole birds or whole fishes. However, when buying or cooking these kinds of food we often talk about less than the whole thing or just the meat, in which case they are uncountable.

Optional extra

Divide the class into groups of four or five. Ask students to look round the room. Now each group writes three countable and three uncountable nouns they can see in the room as quickly as possible. The first team to write six correct words, spelled correctly, wins.

Exercise 5a

- Students choose their five favourite kinds of food and their least favourite from each group in exercise 1a and write them on a piece of paper.

Exercise 5b

- Students ask and answer in pairs modelling their dialogue after the example.

Exercise 6a

- Ask a student to read what Mut says. Check understanding of the rule. Give more examples if necessary.

Exercise 6b

- Students complete the gaps with *a, an* or nothing.
- Check answers as a class.

ANSWER KEY

- 2 –
- 3 an
- 4 –
- 5 –
- 6 an, a
- 7 –, –
- 8 a, –, –

Listening and speaking

Exercise 7a 2.10 Audio script pT88

- Play the recording for students to listen and make a note of what Emma orders.
- Choose someone to tell you what she orders.

ANSWER KEY

a cheeseburger and chips, an ice-cream and orange juice

Exercise 7b 2.10 Audio script pT88

- Play the recording again for students to listen and complete the dialogue.
- Get two students to read the dialogue.

ANSWER KEY

Waiter Yes, please?
 Emma Can I have a cheeseburger and chips, please?
 Waiter Anything else?
 Emma Yes, can I have an ice-cream, please?
 Waiter Do you want anything to drink?
 Emma Yes, orange juice, please.
 Waiter Is that everything?
 Emma Yes, thank you.
 Waiter That's £7.80, please.
 Emma Here you are.
 Waiter Thank you.

Exercise 7c

- Students act out the dialogue in pairs. Monitor pronunciation and intonation.
- Ask some pairs to perform in front of the class.

Exercise 8

- Ask students to work in pairs or divide the class into groups of four: one person is the waiter or waitress. Each student decides what they're going to have from the menu and gives their order. You may want to ask the pairs or groups to perform their dialogue in front of the class and have a vote on who was the best waiter or waitress.

Grammar

Countable and uncountable nouns

4 a Read the examples.

Some nouns are countable. They have a singular and a plural form.



an apple



three apples



Some nouns are uncountable. They have only one form.



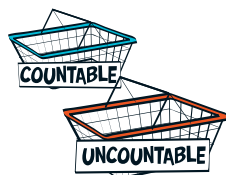
cheese



cheese

b Are the words countable (c) or uncountable (u)? Put them in the correct basket.

lemonade	coffee	rice
tomatoes	bananas	tuna
vegetables	apples	eggs
sandwiches	chicken	fish
oranges	fruit	tea
beef	meat	beans



5 a Look at the things in exercise 1. Which do you like best? Choose one thing from each group. Which things don't you like?

b Ask and answer with a partner.

- Do you like coffee?
- Yes, I do. / No, I don't. I never drink it.
- Do you like grapes?

6 a Read the rule.

With plural nouns and uncountable nouns we don't need a or an. With a singular noun we must have a or an.



Articles: a / an

I like bananas.
There's cheese in this sandwich.
BUT: I've got a banana.

b Complete the sentences with a or an where necessary.

- 1 Can I have an orange, please?
- 2 Do you like _____ fish?
- 3 I usually have _____ egg for breakfast.
- 4 I don't eat _____ meat.
- 5 We always have _____ tomatoes with our dinner.
- 6 I had _____ apple and _____ banana today.
- 7 I love _____ fruit, but I don't like _____ vegetables.
- 8 Can I have _____ sandwich, please, with _____ cheese and _____ lettuce?

Listening and speaking

7 a 2.10 Look at the menu. Listen. What does Emma order?

Menu

		Desserts	
Spaghetti bolognese	£3.80	Apple pie	£2.75
Cheeseburger	£2.75	Chocolate cake	£2.60
Chicken salad	£3.60	Fruit salad	£2.40
Fish	£4.20	Ice-cream	£1.40
Chips	£1.80	Drinks	
Mixed vegetables	95p	Orange juice	£1.85
Salad	80p	Lemonade	£1.30
Sandwiches		Cola	£1.30
Cheese and tomato	£2.55	Milkshake	£1.75
Tuna and salad	£2.80	Coffee	90p
		Tea	80p
		Hot chocolate	£1.55

b 2.10 Listen again and complete the dialogue.

Waiter Yes, please?
Emma Can I have a _____ and chips, _____?
Waiter Anything else?
Emma Yes, can I have an _____, please?
Waiter Do you want anything to _____?
Emma Yes, _____, please.
Waiter Is _____ everything?
Emma Yes, thank _____.
Waiter That's £ _____.80, please.
Emma Here you _____.
Waiter Thank you.

c Work with a partner. Practise the dialogue.

8 Make new dialogues. Use the menu.

4B Stone soup

Vocabulary

1 a 2.11 Look at the different kinds of food and drink. Listen and repeat the words.

b Put the things (1–18) in the correct column.

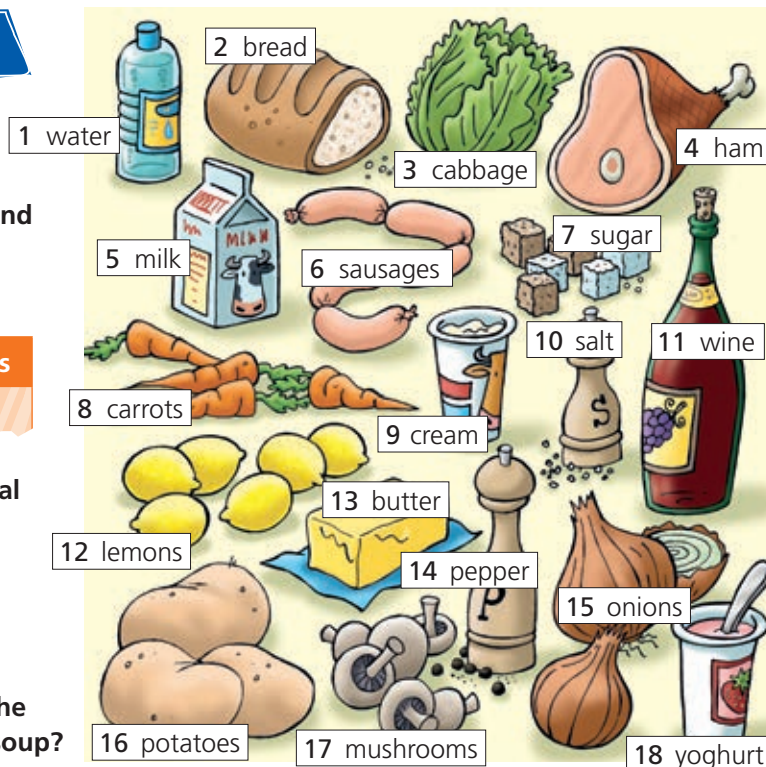
Meat	Fruit	Vegetables	Drinks	Others

c Choose six things from the list and make a meal for yourself.

My meal is a sandwich. In my sandwich there's ...

Comprehension

2 2.12 Read and listen to the story. Which of the things from exercise 1a did the tramp put in the soup?



One day a tramp came to an old woman's house and knocked on the door. 'Excuse me,' he said when she opened the door. 'I'm very hungry. Have you got anything to eat?' The old woman had a lot of food in the house, but she was very mean. 'Go away,' she said. 'I haven't got any food for you.' 'Oh,' said the tramp, 'well, have you got any water? You see, I've got a magic stone and I can make soup with it. But I need some water.' 'A magic stone, eh?' said the mean old woman. 'Yes, I've got some water.'

She fetched a big saucepan of water and put it on the cooker. The tramp took the stone out of his pocket and put it into the saucepan. After a while he tasted the soup. 'Mmm. It's very good,' he said. 'Have you got any salt and pepper?' The old woman fetched some salt and pepper. 'Mmm. That's better,' said the tramp. 'It really needs some vegetables. It's a pity you haven't got any vegetables.' 'Oh, I can find some vegetables,' said the old woman. She ran into the garden and brought back some potatoes, carrots, beans and a big

onion. The tramp cut up the vegetables and put them into the saucepan.

'Is it ready now?' asked the old woman. 'Almost,' said the tramp. 'It really needs some meat. It's a pity you haven't got any meat.' 'Oh, I can find some meat,' said the old woman. She ran to the cellar and came back with some ham and some sausages. The tramp put them into the saucepan.

'Right,' said the tramp after a while. 'I can't see the stone now, so the soup is ready. Bread is very good with stone soup. It's a pity you haven't got any bread.' 'Oh, I can find some bread,' said the woman. She went to the cupboard and fetched a loaf of bread, some butter and a bottle of wine. She put them on the table with some knives, forks and spoons.

'Mmm, this is delicious,' said the old woman when she tasted the soup. 'And you made it with just that magic stone.' The tramp smiled, picked up his knife and cut another slice of bread.



4B Stone soup

Vocabulary

Exercise 1a 2.11

- Ask students to look at the different kinds of food and drink on the right side of the page.
- Play the recording for students to listen and repeat. Pay particular attention to the pronunciation of *yoghurt*.

Exercise 1b

- Ask students to copy the chart into their exercise books, leaving plenty of room in the columns, and ask them to write the words in the chart instead of just the numbers.
- Play the recording again for students to listen.

ANSWER KEY

Meat: ham, sausages

Fruit: lemons

Vegetables: cabbage, carrots, onions, potatoes, mushrooms

Drinks: water, milk, wine

Others: bread, sugar, cream, salt, pepper, butter, yoghurt

Exercise 1c

- Students work individually or in pairs to make a meal for themselves in writing.
- You may give students ideas or ask questions to help them, for example: *What can we make from these kinds of food? Which items go together well? What do you need for a sandwich? What do you put in soup? What do you put in a salad?*
- Ask students to read out their meals to the rest of the class. Ask the others to look for the correct use of countable and uncountable nouns and correct if necessary.
- Have a class vote on which meal they liked the best.

Comprehension

CULTURAL NOTE This is a traditional story, which may originally have come from Sweden, but which is told in many variations throughout the world. Students may like to compare it with similar ones from their own culture and discuss the message behind the story.

Exercise 2 2.12

- Draw attention to the title at the top of the page and tell the class they are going to hear a story. Check that they understand what *stone* is, as well as the meaning of *tramp*.
- Play the recording for students to read and listen, then play it again for them to make a note of the things that the tramp put in the soup.
- Check for any difficulties with new words and expressions (for example, *It's a pity*, *knock*, *mean*, *magic*, *saucepan*, *loaf*, *fetch*, *cellar*, etc.) and encourage students to add them to their own vocabulary notebooks.

- Give students time to read through the story again on their own. In weaker classes, students can do the task in pairs. Otherwise, students compare their answers in pairs before you check them with the class.

ANSWER KEY

The tramp put water, salt, pepper, potatoes, carrots, onion, ham and sausages in the soup.

He put some beans in the soup, too, but that is not on the list in exercise 1.

Optional extra

Ask students to identify the countable and uncountable nouns in the story, as well as in exercise 1.

Grammar

Exercise 3a

- Students look at the text and complete the gapped sentences on their own.
- Check answers as a class.

ANSWER KEY

1 any 2 any 3 some

Exercise 3b

- Focus attention on Mut's speech bubble. You may ask students to look back at their notes for countable and uncountable nouns and explain the rules for *some* and *any*.
- Students copy the table into their exercise books and complete the rules.

ANSWER KEY

We use some for affirmative statements.

We use any for negative statements and questions.

Exercise 3c

- Read the examples with the class.
- Ask students to make similar sentences for each of the things in exercise 1 about what the tramp used to make the soup.
- You could ask students to write out ten of these sentences for homework.

ANSWER KEY

He didn't use any bread.
He didn't use any cabbage.
He used some ham.
He didn't use any milk.
He used some sausages.
He didn't use any sugar.
He used some carrots.
He didn't use any cream.

He used some salt.
He didn't use any wine.
He didn't use any butter.
He used some pepper.
He used some onions.
He used some potatoes.
He didn't use any mushrooms.
He didn't use any yoghurt.

Exercise 4a

- Remind students of the pronunciation of *cupboard* /'kʌbəəd/.
- Students choose five items from the list in exercise 1 and write them down. They may also like to draw them.
- Students who finish quickly can list more than five items.

Exercise 4b

- Read through the example with a student.
- Students work with a partner to ask and answer about what they have in their cupboards.
- Walk around and monitor the activity, paying particular attention to the correct use of *some* and *any*.

Listening

Exercise 5a 2.13 Audio script pT88

- Tell students that they are going to hear the three people in the pictures talking about what they have for lunch.
- Students copy the chart into their exercise books.
-

- Play the recording for students to listen and make notes.
- Play the recording again for students to listen and check their answers. Go through the answers with the class.

ANSWER KEY

Dan: sandwich (beef or chicken), some fruit (an apple or a banana), lemonade

Elsa: salad (tomatoes, lettuce), an egg, cheese (sometimes), tea (no sugar)

Chen: rice, fish or chicken, vegetables, orange juice

Exercise 5b

- Point out the example paragraph and ask students what the missing words are.
- Students copy and complete the example in their exercise books. They then write similar paragraphs for Elsa and Chen. You may set this task for homework.

ANSWER KEY

Dan has a sandwich. He usually has meat / beef or chicken in it. He has an apple or a banana with that. He drinks lemonade.

Elsa has a salad. She has tomatoes and lettuce in it. She usually has an egg, too, or sometimes cheese. She drinks tea with her lunch, but she doesn't have any sugar.

Chen always has rice for lunch. He has some fish or chicken with it. He normally has vegetables, too. He doesn't have any fruit, but he drinks orange juice.

Speaking and writing

Exercise 6a

- Explain that students are going to find out what their partner eats and drinks in a week.
- Read through the words and the example dialogue.
- Students work on their own to make questions. Divide the class into pairs to ask and answer the questions.
- Students note down the answers.
- Ask some of the students to report back to the class.

Exercise 6b

- Read through the example with the class and discuss what a *healthy diet* is.
- At home or in class, students complete the chart and write about the things they and their partner eat.
- Ask students to read out what they have written and have a class vote on who has got the healthiest diet.

Exercise 7

- Ask students to read *Stone soup* again.
- Put students in pairs to act out the story. Choose one or two pairs to act out the story for the class. Ask the rest of the class to vote on the best group performance or the best actor.

Grammar

3 a Complete the sentences from the story.

- I haven't got _____ food for you.
- Well, have you got _____ water?
- Oh, I can find _____ vegetables.

b Copy and complete the table.

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



some and any

We use _____ for affirmative statements.
We use _____ for negative statements and questions.

c Look at the things in exercise 1. Say whether the tramp used each thing to make the soup.

He used some water.

He didn't use any lemons.

4 a What have you got in your cupboard? Write five kinds of food or drink from exercise 1. Don't show your list to anyone.



b Ask and answer with a partner. Find out what's in your partner's cupboard.

- Have you got any water?*
- No, I haven't got any water. Have you got any water?*
- Yes, I've got some water. Have you got ...?*

Listening

5 a 2.13 Listen. What do the people have for lunch? Copy and complete the chart.



Dan	Elsa	Chen
a sandwich		

b Describe each person's lunch.

*Dan has _____. He usually has _____ in it.
He has _____ or _____ with that. He drinks _____.*

Speaking and writing

6 a Work with a partner. Find out what he / she eats and drinks in a normal week. Ask about these things.

chocolate	eggs	coffee
milk	lemonade	fish
crisps	bread	yoghurt
fruit	sweets	vegetables

- Do you eat any chocolate?*
- Yes, I do. I eat a lot of chocolate.*
- Do you drink any milk?*
- Yes, I do. I usually have some milk for breakfast.*

b Complete the chart and write about you and your partner. Have you got a healthy diet?

Food	Me	Partner
chocolate	x	✓

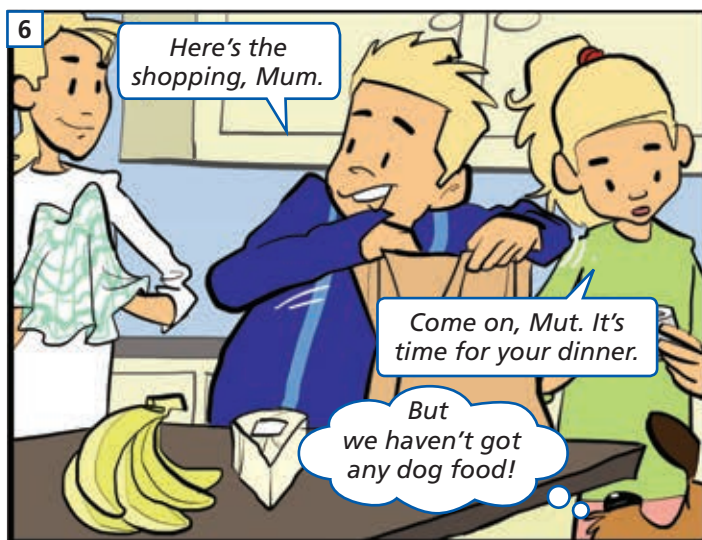
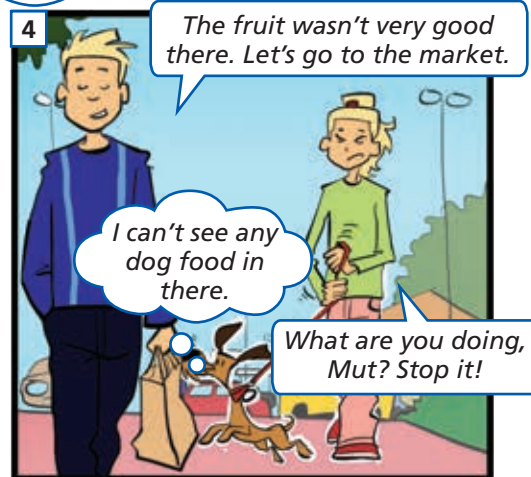
*In a week my partner eats a lot of chocolate. I don't eat any chocolate.
He / She drinks ...*

7 Read the story *Stone soup* again. Work with a partner. Act the story.

4C Mut goes shopping

Comprehension

1 2.14 Read and listen to the story. What is Mut worried about? Why?



4C Mut goes shopping

Comprehension

Exercise 1 2.14

- Ask students to look at the picture story and describe briefly what they think is happening.
- Focus attention on the questions and check understanding.
- Play the recording for students to read and listen to the story.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Check for any difficulties with new words and expressions (for example, *go shopping*, *tin*, *market*, etc.).
- Students work with a partner to discuss the answers to the questions.
- Check answers as a class.

ANSWER KEY

Mut is worried about the dog food, because he can't see any on the shelf.

Optional extra

Ask students to write a shopping list with ten items on it and mark the quantities they need from each item, as well.

Put students in pairs and tell them to take turns in asking and answering questions about their shopping lists, like this:

Student A: *Do we need cheese?*

Student B: *Yes, we do. We need two hundred and fifty grams. Do we need bananas?*

Student A: *Yes, we do. We need six bananas.*

Encourage them to use full sentences. The activity ends when they have found out about every item on their partner's list and the quantities as well. Walk around and monitor the activity.

CULTURAL NOTE In Britain nowadays most shopping for food and household goods is done in supermarkets, where a wide selection of items can be bought. Small specialist shops, such as greengrocers and butchers, are still found in many towns, but competition from large, out-of-town supermarkets makes it difficult for them. Many towns have a weekly outdoor market where you can buy fruit, vegetables and other items. Some towns also have a permanent indoor or 'covered' market. Unfortunately for Mut, dogs are not allowed in any shops that sell food.

Exercise 2

- Ask students to read through the story again.
- With a stronger group, you might ask students to match the sentence halves without re-reading the story.

ANSWER KEY

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

Grammar

Exercise 3a

- Students copy and complete the table using the dialogues from the story in exercise 1.
- Focus attention on Mut's question and elicit the rule. (*How many?* is used with countable nouns, while *How much?* is used with uncountable nouns.) Ask: *Are bananas countable or uncountable?* (Countable.) *Do we use how much or how many with countable nouns?* (How many.) Ask: *Is cheese countable or uncountable?* (Uncountable.) *Do we use how much or how many with uncountable nouns?* (How much.)

ANSWER KEY

How many do we need?

How much do we need?

Exercise 3b

- Students copy the table and complete it.
- Check understanding of the rule once again with the whole class.

ANSWER KEY

Countable: How many?

Uncountable: How much?

Exercise 3c 🎧 2.15 Audio script pT88

- Ask some students to read out the examples to the class.
- Play the recording for students to listen, and pause after each statement to allow students to write the questions.

Exercise 3d 🎧 2.16 Audio script pT88

- Play the recording for students to listen and check their answers in exercise 3c.

ANSWER KEY

- How many do we need?
- How many do we need?
- How much do we need?
- How much do we need?
- How much do we need?

Exercise 4a

- Students match the words to the pictures on their own or in pairs.
- Check answers as a class.
- Point out that we use *can* for drinks and not *tin*. Ask students what other things they can get in cans to practise *a can of*.

ANSWER KEY

- | | |
|----------------------|----------------------|
| 1 a loaf of bread | 5 a bar of chocolate |
| 2 a carton of milk | 6 a pot of yoghurt |
| 3 a packet of crisps | 7 a bag of apples |
| 4 a tin of salmon | 8 a bunch of bananas |

Exercise 4b

- Focus attention on Mut's speech bubble and check understanding of *quantities*. Ask students to match the sentences to the pictures.

ANSWER KEY

- 1 b 2 a

Exercise 4c

- Read the question and the example together.
- Ask students at random to describe what is in the picture using the structure *a (something) of*.

ANSWER KEY

two cartons of milk
three packets of crisps
two tins of salmon
two bars of chocolate
four pots of yoghurt
two bags of apples
one bunch of bananas

Listening

Exercise 5a

- Read the instructions together and go round the class asking students what Emma and Jake need to buy. Encourage them to use full sentences in their answers and make sure they do not forget to use *of*.

ANSWER KEY

two cartons of apple juice, one loaf of bread, one bag of potatoes, three tins of beans, two bunches of grapes, six pots of yoghurt, one bottle of lemonade, one box of eggs

Exercise 5b 🎧 2.17 Audio script pT88

- Read the instructions together and check understanding.
- Ask students to close their books.
- Play the recording for students to listen. Ask students at random to say one sentence each, based on the example. Ask the rest of the class to correct, if necessary.

ANSWER KEY

They needed one loaf of bread, but they bought two loaves. They needed two bunches of grapes, but they bought two bunches of bananas. They needed one bottle of lemonade, but they bought two bottles of lemonade. They needed six pots of yoghurt, but they bought four pots of yoghurt. They needed two packets of vegetable soup, but they bought three packets of tomato soup. They didn't need chocolate, but they bought two bars. They forgot the beans and the eggs.

2 Read the story again. Match the halves of the sentences.

- | | |
|-------------------------|-----------------------------------|
| 1 Mickey and Millie are | a some dog food at the market. |
| 2 There isn't | b they haven't got any dog food. |
| 3 Mut thinks | c some cheese at the supermarket. |
| 4 Mickey pushes | d find the tins of dog food. |
| 5 They buy | e any dog food on the shelf. |
| 6 They go to | f going shopping. |
| 7 Mut sees | g them in the cupboard. |
| 8 Millie decides | h the market for some fruit. |
| 9 She can't | i the trolley. |
| 10 Their mum put | j to feed Mut. |

Grammar

3 a Copy and complete the table. Use the dialogues from the story.

Are these words countable or uncountable?



How much / How many?

We need some bananas. _____ do we need?
We need some cheese. _____ do we need?

b Copy and complete the table.

Countable	Uncountable
How _____?	How _____?

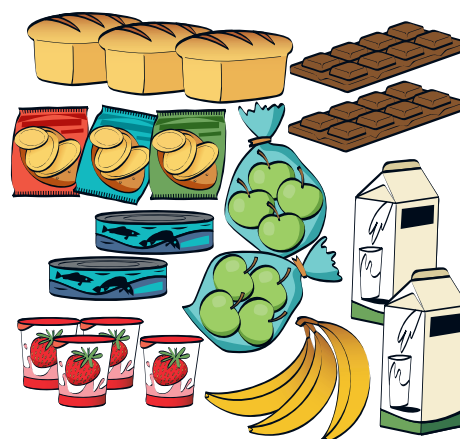
c 2.15 Listen. Make questions.

- We need some tomatoes.
 - How many do we need?
- We need some bread.
 - How much do we need?

d 2.16 Listen and check.

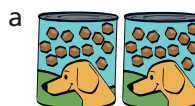
4 a Match the words to the pictures.

- a loaf
- a carton
- a packet
- a tin
- a bar
- a pot
- a bag
- a bunch



b Match the sentences to the pictures.

We talk about quantities like this. Don't forget of.



- a tin of dog food
- two tins of dog food

c What's in the pictures in exercise 4a?

three loaves of bread

Listening

5 a Read the shopping list. What do Emma and Jake need to buy?

2x vegetable soup	2x grapes
2x apple juice	6x yoghurt
1x bread	1x lemonade
1x potatoes	1x eggs
3x beans	


2 packets of soup, ...

b 2.17 Emma and Jake are at the supermarket, but they forgot the shopping list. Can you remember the list? Close your book. Listen. Did they buy the right things?

They needed two cartons of apple juice, but they bought two cartons of orange juice.

4D Emma's apple crumble

Comprehension

- 1 a** Emma is making apple crumble. Look at the pictures. What do you think the correct order is?
- b**  **2.18** Read and listen to the recipe. Number the pictures in the correct order.



I'm making apple crumble for our dessert today. It's delicious. We learned the recipe at school. You need a few apples, some flour, some butter or margarine, some sugar and a little water.

Apple Crumble

Ingredients

You will need:

3 large apples
300 g flour
200 g butter or margarine
100 g sugar
water
cream or ice-cream

*We write: 100 g sugar
We say: a hundred grams of sugar*



Instructions

- 1** Peel the apples and slice them.
- 2** Put the apples in a saucepan with a little water and 50 g of the sugar. Boil the apples for ten minutes.
- 3** Put the flour, the butter or margarine and the rest of the sugar into a bowl. Mix them with a fork.
- 4** Pour the cooked apples into a dish.
- 5** Cover the apples with the flour, butter and sugar mixture.
- 6** Put the dish into the oven at 180°C for 30 minutes.
- 7** Serve the apple crumble with cream or ice-cream.



- 2 a** Look at the pictures. What is Emma doing in each picture?

a She's putting sugar into a bowl.

b Find these things in the pictures.

a knife a fork a saucepan an oven
a bowl a dish a spoon a peeler

4D Emma's apple crumble

Comprehension

LANGUAGE NOTE Make sure students are aware of the difference in meaning between *recipe* (a list of ingredients and instructions for making something to eat) and *prescription* (something a doctor writes to say what medicine you must have). Another word which is easily confused with these is *receipt* (a small piece of paper confirming that you have paid for something).

Exercise 1a

- Read the instructions and Emma's speech bubble with the class.
- Check for any difficulties with new words (for example, *apple crumble*, *delicious*, *recipe*, *flour*) and elicit other words students think will be used in the recipe. Offer help with translation into English and write the English words on the board.
- Students look at the pictures and decide which order they think they go in.

Exercise 1b 2.18

- Play the recording for students to listen and read through the recipe.
- Check for any difficulty with new words (for example, *bowl*, *dish*, etc.).
- Students number the pictures in the correct order.
- Draw students' attention to *Mut*, explaining how we express quantities in spoken English. You may also remind students of the difference in the way dates are said and written in English.

ANSWER KEY

- | | |
|-----|-----|
| 1 d | 5 c |
| 2 g | 6 e |
| 3 f | 7 h |
| 4 a | 8 b |

Exercise 2a

- Ask students to pick out the verbs from the recipe and write them on the board.
- Students look at the pictures in turn and say what Emma is doing in each one.
- You may ask different students to come to the board and write up the sentences. Keep a careful check on the spelling of the *-ing* form of the verbs.

ANSWER KEY

- a She's putting the flour, butter and sugar in a bowl.
- b She's eating the apple crumble.
- c She's mixing the flour, butter and sugar with a fork.
- d She's peeling the apples.
- e She's covering the apples with the mixture.
- f She's boiling the apples.
- g She's slicing the apples.
- h She's putting the dish into the oven.

Exercise 2b

- Ask students to find the things in the pictures and tell you where they are.
- Check there are no remaining difficulties with new words.

ANSWER KEY

- a knife: g
- a fork: c
- a saucepan: f
- an oven: h
- a bowl: a, c, e
- a dish: b, e, h
- a spoon: b, e
- a peeler: d

Optional extra

In class or for homework, students write another recipe. Ask students to read out their recipes and have a class vote on which recipe they liked the best.

Grammar

LANGUAGE NOTE The use of articles is often difficult to teach, especially to students whose native language contains neither definite nor indefinite articles. You may need to remind students that we use the indefinite articles (*a, an*) and determiners (*some, any*) when mentioning something for the first time or talking about something non-specific, for example: *You need a stone and some vegetables to make stone soup. He has to take a bus to school.* Tell students we use the definite article (*the*) when we are talking about things that have already been mentioned, are specific, or are understood, for example: *Boil the stone with the vegetables. Take the number 60 bus to the city centre.*

Exercise 3a

- Focus attention on Mut and the example sentences. Ask students to identify the articles (*a, some* and *the*) in them.
- You may ask students to work with a partner to discuss in their own language how the articles are used.
- Discuss the answers to Mut's questions as a class.

Exercise 3b

- In pairs, students complete the recipes.
- Check answers as a class and discuss them.

ANSWER KEY

1	
2 the / some	7 the
3 a	8 some
4 a	9 the
5 the	10 the
6 the	11 the

2	
1 some	6 a
2 a	7 the
3 the	8 the
4 the	9 the
5 some	10 the

Exercise 4a

- Read through what Emma says in exercise 1 with the class and ask them to complete the second sentence.
- Ask: *Is water countable or uncountable?* (Uncountable.) *Are apples countable or uncountable?* (Countable.) Discuss with the class how they express a small quantity / number of something in their own language.

ANSWER KEY

You need a little water.

Exercise 4b

- Ask students to copy and complete the table.
- Check answers as a class.

ANSWER KEY

Countable: a few

Uncountable: a little

Exercise 4c

- Students read through the list and decide how to complete the expressions.
- Go round the class asking students to say each complete expression.

ANSWER KEY

1 a few	5 a little
2 a little	6 a little
3 a little	7 a few
4 a few	8 a few

Listening and writing

Exercise 5a 2.19 Audio script pT88

- Explain that students are going to hear a recipe for Welsh rarebit (cheese on toast).
- Go through the list of ingredients quickly to discuss any new vocabulary (*grated cheese, vinegar, Worcester sauce*).
- Play the recording for students to listen and tick the ingredients they hear.
- Check answers as a class. Explain that this is Jake's own version of the recipe, and other people don't usually use onions or tomatoes.

ANSWER KEY

Students should tick everything except butter and vinegar.

Exercise 5b 2.20 Audio script pT88

- Read through the instructions quickly. Ask students to mime the action for each cooking verb (*mix, grate, cover, put, add, peel, slice*) to check comprehension of their meaning.
- Play the recording for students to listen and number the instructions in the correct order.
- Check answers as a class.

ANSWER KEY

1 j	7 k
2 c	8 f
3 g	9 d
4 i	10 h
5 b	11 e
6 a	

Exercise 5c 2.20 Audio script pT88

- Play the recording again for students to write about the four things.
- Check answers as a class.

POSSIBLE ANSWERS

Add a little milk (a large spoon is enough) and a little Worcester sauce. Then mix it all together.

Make some toast, but don't make it too dark. Put the tomato slices on the toast. Then cover the tomatoes and the toast with the cheese mixture.

Put the toast with the cheese under the grill. Leave it till the cheese melts. Don't burn it.

Grammar

Definite and indefinite articles

3 a Look at the sentences.

These are indefinite articles.

You need a saucepan and some water.

These are definite articles.

Put the water in the saucepan.

*When do we use the indefinite article?
When do we use the definite article?*



b Complete the recipes with a, some or the.

1 Put ¹the / some flour and ²_____ butter in ³_____ bowl. Now take ⁴_____ fork. Mix ⁵_____ flour and ⁶_____ butter with ⁷_____ fork. Then pour ⁸_____ sugar into ⁹_____ bowl and mix it with ¹⁰_____ flour and ¹¹_____ butter.

2 First, you need ¹_____ mushrooms and ²_____ knife. Slice ³_____ mushrooms with ⁴_____ knife. Now put ⁵_____ oil in ⁶_____ frying pan and put ⁷_____ mushrooms in ⁸_____ oil. Then fry ⁹_____ mushrooms in ¹⁰_____ frying pan for five minutes.

4 a Look at what Emma says in exercise 1. Complete the sentences.

You need a few apples.

You need a _____ water.

b Look at exercise 4a. Copy and complete the table.

Countable	Uncountable
a _____	a _____

c Complete these expressions with a little or a few.

- | | |
|------------------|------------------|
| 1 _____ oranges | 5 _____ salt |
| 2 _____ butter | 6 _____ cheese |
| 3 _____ sugar | 7 _____ peas |
| 4 _____ tomatoes | 8 _____ sausages |

Listening and writing

5 a 2.19 Here's another recipe. Listen. Tick (✓) the ingredients you hear.

Jake's Welsh Rarebit

Ingredients

- half an onion
- one tomato
- milk
- 2 slices bread
- 50 g grated cheese
- butter
- salt
- pepper
- vinegar
- Worcester sauce



b 2.20 Now listen to the instructions. Number them in the correct order.

- a Make some toast.
- b Mix it all together.
- c Grate the cheese and the onion.
- d Cover the tomatoes and the toast with the cheese mixture.
- e Leave it till the cheese melts.
- f Put the tomato slices on the toast.
- g Put them in a bowl.
- h Put the toast with the cheese under the grill.
- i Add a little milk, salt and pepper and a little Worcester sauce.
- j Peel the onion.
- k Slice the tomato.

c 2.20 Listen again. What does Jake say about:

- the milk
- the Worcester sauce
- the toast
- the cheese under the grill





1 2.21 Read and listen to the text. Are the statements true or false or doesn't it say?

- 1 Most people in Britain eat a big breakfast every morning.
- 2 People often have grapefruit for breakfast.
- 3 People normally have lunch at three o'clock.
- 4 Most children take a packed lunch to school.
- 5 People usually have dinner in the evening.
- 6 Most people eat breakfast in the kitchen.
- 7 Some people call their evening meal 'tea'.

2 a Complete the chart about food in Britain.

Meal	breakfast		
Time			
Typical kinds of food			

b Make a chart about meals in your country.

British meals and mealtimes



The first meal of the day is breakfast – usually between seven and eight o'clock. The traditional British breakfast is very big: bacon, eggs, sausages, tomatoes, mushrooms, baked beans and fried bread! But nowadays people don't usually cook a big breakfast every morning. They only have a cooked breakfast on Sundays or when they stay in a hotel.

Most people have a light breakfast. These are some typical things that people have for breakfast:

- cereal with milk
- fruit (grapefruit is popular)
- toast with jam, honey or marmalade
- yoghurt
- orange juice
- coffee or tea

3 a 2.22 Listen. When does each speaker have his / her meals?

b 2.22 Listen again. Find out.

- 1 What does he / she usually have at each meal?
- 2 What is his / her favourite meal?

4 Work with a partner. Ask and answer about the meals you eat.

- 1 When do you have them?
- 2 What do you eat?
- 3 What do you like to eat for dinner?



Between twelve o'clock and two o'clock people have lunch. This is often a light meal of soup, sandwiches and / or a salad. Most children have their lunch at school. They can buy food at the school canteen, or they can take a packed lunch from home. This usually has sandwiches and maybe some fruit, yoghurt or salad.

The main meal of the day is dinner. People usually eat this between about six and seven o'clock in the evening.

A traditional dinner is meat or fish with potatoes and vegetables, but many people nowadays cook food from other countries. Lasagne, spaghetti bolognese, risotto and curry are popular. Some people are vegetarians.

After the main course, some people have dessert (also called 'pudding') – such as fruit, chocolate cake, or apple pie with ice-cream or custard.

In some parts of Britain, people have the main meal at midday and call it 'dinner'.

They call the light meal that they have in the afternoon or evening 'tea'. Some people also call the evening meal 'supper'. This can be a light meal or a main meal.



4



Culture

Culture

British meals and mealtimes

Background information

In British towns there are usually a number of small restaurants or cafés, which serve morning coffee, a snack, a simple lunch or afternoon tea. The food on the menu on SB p45 and in the pictures on p52 is representative of what might be offered. *Spaghetti bolognese*, which is very popular in Britain, is spaghetti served with a tomato and meat sauce.

DVD

If you prefer, play Unit 4 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities as homework or as optional practice.

Exercise 1 2.21

- Students read the sentences aloud. Check pronunciation and help with vocabulary. Explain that these sentences are about Britain.
- Students read the text and decide whether the sentences are true, false or the information isn't given.

ANSWER KEY

- 1 False. 3 False. 5 True. 7 True.
2 True. 4 It doesn't say. 6 It doesn't say.

Exercise 2a

- Students use the information in the text to complete the chart about Britain. Help with vocabulary. The chart should show when meals are taken and what is eaten.

ANSWER KEY

Meal	breakfast	lunch (also called dinner)	dinner (or tea / supper)
Time	in the morning	between 12 and 2	in the evening between 6 and 7
Typical kinds of food	bacon, sausages, tomatoes, eggs, mushrooms, baked beans, fried bread, toast, jam, honey, marmalade, cereal, milk, fruit, grapefruit, yoghurt, orange juice, coffee, tea	soup, sandwiches, salad, food from school canteen, packed lunch (sandwiches, fruit, yoghurt, salad)	meat / fish, potatoes, vegetables, lasagne, spaghetti bolognese, risotto, curry, dessert / pudding, fruit, chocolate cake, apple pie, ice-cream, custard

Exercise 2b

- Divide the class into groups of five or six to make up a similar chart about their own country. Discuss the charts as a class.

Exercise 3a 2.22 Audio script pT88

- Explain that students will hear a girl and a boy talking about their meals. Focus attention on the question.
- Play the recording for them to listen and answer the question.

ANSWER KEY

Girl: breakfast at 7.30, lunch at 12.30, dinner at 6.30, main meal on Sundays at about one o'clock

Boy: breakfast at 7.45, lunch at 12.15, tea at about five o'clock

Exercise 3b 2.22 Audio script pT88

- Read the questions together.
- Play the recording again for students to listen and answer the questions. Ask students to make notes. You may want to play the recording several times to allow students to catch up.
- Students check answers in pairs, then as a class.

POSSIBLE ANSWERS

- The girl usually has cereal with sugar and milk and a cup of tea for breakfast. She has two sandwiches (usually cheese and tuna) and some fruit (grapes or a satsuma) and a pot of yoghurt for lunch. For dinner, she has things like lasagne with salad, but no dessert. On Sundays, she has roast beef or lamb with potatoes and vegetables, and dessert (like apple pie with ice-cream) for lunch. The boy always has two slices of toast with jam and a glass of orange juice for breakfast. He has things like sausages and chips or chicken with rice for lunch. He always has a dessert, too, like chocolate pudding. For tea, he has a light meal with things like boiled eggs or cheese on toast. On Saturdays, he always has fish and chips for lunch.
- Her favourite meal is Sunday lunch. His favourite meal is Saturday lunch.

Exercise 4

- In pairs, students ask and answer questions about the meals they eat. They note differences between their answers and their partner's.
- Walk around and monitor the activity.
- Ask some students to report back to the class.

English Across the Curriculum

Geography: food from around the world

Background information

During the early Middle Ages, Europeans ate mostly cereals. Rice was a late introduction to Europe and the potato was only introduced in the 16th century, with a much later date for widespread usage. Barley, oat and rye among the poor, and wheat for the upper classes, were eaten as bread, porridge, gruel and pasta. Fava beans and vegetables were important supplements to the cereal-based diet. (Today's beans are of New World origin.) Meat was more expensive and was common only on the tables of the rich. People mainly ate pork and chicken, while beef, which required greater investment in land, was less common. Fish was especially popular in the northern regions.

Avocado is the name of a tree and its fruit native to Central Mexico. The fruit has a green-skinned, fleshy body that may be pear-shaped, egg-shaped, or spherical, and ripens after harvesting.

Turkeys are native to North America. When Europeans first encountered turkeys in the Americas, they incorrectly identified the birds as guineafowls, also known as turkey fowls, because these African birds were imported to Central Europe through Turkey. The name turkey fowl, shortened to just turkey, stuck as the name of the North American bird.

Exercise 1

- Students match the words to the pictures on their own.
- Ask different students to name each picture to check answers. As students say the words, monitor stress patterns and correct if necessary.

ANSWER KEY

- 1 avocados
- 2 coffee
- 3 peppers
- 4 tea
- 5 chocolate
- 6 potatoes
- 7 tomatoes
- 8 sweetcorn
- 9 turkey

Exercise 2 2.23

- Play the recording for students to listen and read. Ask students to underline the words from exercise 1 in the text.
- Ask students to read out the sentences with the words to check their answers. If necessary, correct pronunciation and pay particular attention to word stress.
- You may ask what other food is mentioned in the text. Help students with any food vocabulary they do not know.

Exercise 3

- Students read the text again and match the food to the places.
- Check answers as a class.

ANSWER KEY

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

Exercise 4

- Students read the text again to complete the sentences.
- Ask students at random to read out one sentence each to check their answers.

POSSIBLE ANSWERS

- 2 [Mexicans like chicken with chocolate sauce.](#)
- 3 [The Spanish brought chocolate to Europe \(and were the first to put sugar in it\). / The Spanish took seeds back to Spain and started to grow tomatoes, peppers and avocados there.](#)
- 4 [The Swiss made the first bar of chocolate in 1876.](#)
- 5 [The Turks took coffee to Turkey and then to Europe.](#)
- 6 [The British started to grow tea in India.](#)

Exercise 5

- Read the instructions together. Focus attention on the questions and the examples and check that students understand what they have to do.
- Students write the kinds of food they had in the last three days and the form they were in. Walk around and monitor.

Optional extra

As an extension to exercise 5, ask students to work in pairs and take turns in asking and answering questions about each other. To help them, demonstrate possible questions and answers with a student (for example, *Did you have potatoes in the last three days? Yes, I did. In what form? I had a packet of crisps.*)

English Across the Curriculum

4

Geography: food from around the world

1 Match the words to the pictures.

chocolate peppers tomatoes avocados
sweetcorn coffee turkey tea potatoes



2 2.23 Read and listen to the text. Find the words from exercise 1.

3 Read the text again and match the food to the places.

- | | |
|-------------|-----------------|
| 1 chocolate | a North America |
| 2 sweetcorn | b China |
| 3 potatoes | c Mexico |
| 4 coffee | d South America |
| 5 tea | e Africa |
| 6 tomatoes | |
| 7 turkey | |

4 Complete the sentences.

- The Aztecs *drank chocolate with pepper*.
- Mexicans _____.
- The Spanish _____.
- The Swiss _____.
- The Turks _____.
- The British _____.

5 Which did you have in the last three days? What form were they in?

potatoes I had a packet of crisps.



We eat a lot of different kinds of food today.

Before the 16th century, people in Europe didn't have a lot of the things that we eat and drink every day.

At the end of the 15th century, people from Europe started to travel to other parts of the world. They went to America, Africa and Asia. They brought back a lot of new kinds of food.

Chocolate came from Mexico. The Aztecs there drank chocolate with pepper! And today chicken with chocolate sauce is a popular meal in Mexico. The Spanish brought chocolate to Europe and they were the first to put sugar in it. Until the 1870s, chocolate was only a drink. The Swiss made the first bar of chocolate in 1876.

Tomatoes, peppers and avocados all came from Mexico, too. The Spanish took seeds back to Spain and started to grow the plants there. Soon they spread to other countries in Europe and then to other parts of the world.

The words *tomato*, *chocolate* and *avocado* all come from the old Aztec language.

Potatoes came from South America. Potatoes like cool, wet weather. They grew in the mountains of Peru. Sweetcorn (or maize) came from North America. Turkeys came from North America, too. They didn't come from Turkey!

Coffee came from Africa. The Turks took it to Turkey and then to Europe.

Tea came from China in the 17th century. At first it was very expensive and only rich people drank it, but in the 19th century the British started to grow tea in India. They produced a lot, so it was cheap and everybody drank it.

4

Revision

some and any

1 Complete the sentences with *some* or *any*.

- There isn't *any* butter in the fridge.
- There are _____ tins of tuna in the cupboard.
- Do we need _____ vegetables?
- I had _____ soup for lunch.
- We didn't buy _____ bread.
- Put _____ onions and _____ oil in a frying pan.

Countable and uncountable nouns

2 Put in *a* or *an* where necessary.

- Do you like *a* chicken?
- Can I have _____ apple, please?
- I don't like _____ bananas.
- I always have _____ egg for breakfast.
- I've got _____ sandwich and _____ satsuma.
- I never drink _____ coffee or _____ tea.

*a / an, the, some and any*3 Put *a*, *an*, *some* or *the* in the right place.

- To make this model you need ¹*some* paper, ²_____ plastic cup, ³_____ pencil, and ⁴_____ glue. First, put ⁵_____ plastic cup on ⁶_____ paper. With ⁷_____ pencil draw ⁸_____ circle round ⁹_____ cup. Then cut out ¹⁰_____ circle.

- I've got ¹_____ parcel and ²_____ letters for Mr Carter.
 - Give ³_____ letters to me and put ⁴_____ parcel over there.

- For this recipe you need ¹_____ flour, ²_____ salt and pepper, ³_____ egg and ⁴_____ milk. Put ⁵_____ flour and ⁶_____ salt and pepper in ⁷_____ bowl. Add ⁸_____ egg and ⁹_____ milk, and stir them with ¹⁰_____ fork.

Vocabulary

4 Write the things you see in the pictures.

1 *three tins of tomatoes*

2 _____

3 _____



4 _____

5 _____

6 _____



7 _____

8 _____

9 _____



5 Find the names of eight more types of food and drink in the puzzle.

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

How much / How many?

6 a 2.24 Listen. What do they buy?

a small carton of milk

...

b Work with a partner. Ask and answer about the shopping list.

- How much milk did they buy?*
- A small carton*
- How many ...*

4

Revision

some and any**Exercise 1**

- Students work individually and complete the sentences with *some* or *any*.
- Check answers as a class.

ANSWER KEY

- 2 some 4 some 6 some, some
3 any 5 any

Countable and uncountable nouns**Exercise 2**

- Elicit from students how we use indefinite articles with countable and uncountable nouns (we use *a / an* with singular countable nouns only).
- Students complete the gaps on their own.
- Check answers as a class.

ANSWER KEY

- 2 an 4 an 6 -, -
3 - 5 a, a

a / an, the, some and any**Exercise 3**

- Elicit the rules for using definite and indefinite articles.
- Students complete the sentences with *a, an, some* or *the*. You may ask them to work in pairs.

ANSWER KEY

- 1
2 a 5 the 8 a
3 a 6 the 9 the
4 some 7 the 10 the
2
1 a 3 the
2 some 4 the
3
1 some 5 the 8 the
2 some 6 the 9 the
3 an 7 a 10 a
4 some

Vocabulary**Exercise 4**

- Students look at the pictures and write what is in them.
- Check answers as a class. Encourage students to use full sentences, like *In the first picture there are three tins of tomatoes.*

ANSWER KEY

- 2 a bunch of grapes
3 two bottles of water
4 a bar of chocolate
5 two glasses of milk / water
6 a cup of tea
7 a packet of rice
8 two bags of onions
9 three loaves of bread

Exercise 5

- Students find the types of food and drink and mark them in the puzzle.
- Check answers as a class.

ANSWER KEY

Across: eggs, tuna, rice, tea
Down: beef, chicken, satsumas, lemonade

How much / How many?**Exercise 6a** 🎧 2.24 Audio script pT88

- Explain that students will hear a conversation between a boy and a girl in a supermarket. Their task is to identify what they buy.
- Play the recording for students to listen and answer the question.
- Check answers as a class.

ANSWER KEY

six eggs, 200 g cheese, a bag of sugar, five oranges, two pots of yoghurt, a loaf of brown bread

Exercise 6b

- Read the instructions and the examples together. Check that students understand what they have to do.
- Working in pairs, students take turns in asking how much / how many of the items on the shopping list they bought. Encourage them to answer in full sentences.
- Walk around and monitor the activity.

ANSWER KEY

- 1 How many eggs did they buy? They bought six eggs.
2 How much cheese did they buy? They bought 200 grams of cheese.
3 How much sugar did they buy? They bought a bag of sugar.
4 How many oranges did they buy? They bought five oranges.
5 How much yoghurt did they buy? They bought two pots of yoghurt.
6 How much bread did they buy? They bought a loaf of brown bread.

Your Project

4

A class project

- The aim of this lesson is to show students a different type of project, where various aspects of the theme are covered by different students and the whole project work is co-ordinated among all members of the class.
- Explain that not all project tasks are suitable for development as a class project, but where the overall subject is a very broad theme, students can choose to look at different aspects of it.
- With books closed, write the topic *Food in your country* on the board. Elicit students' ideas about what aspects of this topic may be covered in the projects. Make notes of their ideas on the board.
- Read the examples and Emma's explanations in the book. Ask students to compare their ideas on the board with what Emma's class did for the project.
- Ask them what they think of Emma's class project: do they like it? Would they like to do something similar?
- Elicit or explain that individual students have different skills and strengths and a class project is often the best way for each of them to show it. Elicit what strengths or skills the students in the examples have.
- Ask each student to think about what they are best at. Put students with similar skills together in pairs or small groups.
- Lead a discussion with the whole class to decide which aspects of the topic they would like to cover. Remind them not to feel limited by the examples in the Student's Book – they are free to choose different subjects or different formats. Decide which topic angle or format suits which pair or group.
- Ask the class to put together an action plan on the board: names in each pair or group and what they will do for the class project. Ensure there isn't too much overlap and that each student has something to do.
- In larger classes, you may end up with more than one pair or group working on the same aspect of the theme, but in this case, encourage them to divide the work between them, so they all do different things rather than duplicate each other's work. Resist the temptation to have large groups working on the same part of the project, as this will prevent some weaker students from getting a chance to contribute.

Preparation

- Once the class have decided what each pair or group will do, the pairs and groups brainstorm ideas and make a plan of where and how they will find information and illustrations and how they will put the materials together.
- The pairs or groups work together to produce their own mini-projects. Students who include text in their mini-projects should check each other's writing for mistakes before writing out a clean copy.

- In the project presentation class, display the different parts of the project around the classroom and give everyone a chance to look at the whole presentation.

Follow-up

- Ask students how they felt about working together as a whole class. How was it similar to or different from previous projects they produced individually or in pairs and small groups?

Song

Sausages with ice-cream

Exercise 1

- Ask students around the class what their favourite ice-cream flavour is. Make a list of the flavours mentioned on the board and tick each one that is mentioned again. What is the number one favourite in the class?
- Ask students what the most unusual ice-cream is that they have ever tried.
- Read the song title together. Ask students what they think of eating sausages with ice-cream.
- Students identify the foods in the pictures, then complete the lyrics with the words.

Exercise 2 2.25 Audio script pT88

- Play the song for students to listen and check their answers in exercise 1.
- Play it again for students to sing along.

ANSWER KEY

- 1 toast
- 2 chips
- 3 peas
- 4 pepper
- 5 raspberries
- 6 strawberries
- 7 ice-cream
- 8 ice-cream
- 9 ice-cream
- 10 ice-cream
- 11 coffee
- 12 fruit
- 13 pie

Your Project

4

A class project



1 Make a project about food in your country. There are lots of things to write about, so we did our project as a whole class. Here are some of the things that people did.

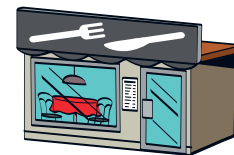
2 Meg and Chris wrote about meals and mealtimes.

Meals and mealtimes

Most people have three meals a day – breakfast, lunch and dinner. The first meal of the day is breakfast. People usually eat this between seven o'clock and eight o'clock.

3 Henry and Tina wrote about places to buy food in our town. They took lots of photos.

- shops
- the market
- restaurants and cafés



4 William and Chloe collected everybody's favourite recipe and made a recipe book in English.



5 Poppy and Jacob made one of the recipes and filmed it – just like celebrity chefs on TV.



6 We put our different parts of the project on the classroom wall. Then we all went round to look at them. It was great.

Song

1 Replace the pictures with words to complete the song.

2 2.25 Listen and check your ideas.

Sausages with ice-cream

I like ¹ _____ with cheese



Katy likes ² _____ with



³ _____



Peter puts ⁴ _____ on his baked beans



Edward likes ⁵ _____



And Jessica loves ⁶ _____



But John likes sausages with ⁷ _____



Chorus

Sausages with ⁸ _____



Sausages with ⁹ _____



John likes sausages with ¹⁰ _____



I like sticky toffee

Donna likes a cup of ¹¹ _____



Daniel likes a nice ¹² _____ salad, it seems



Wendy loves apple ¹³ _____



But nobody can tell us why

John likes sausages with ice-cream.

5

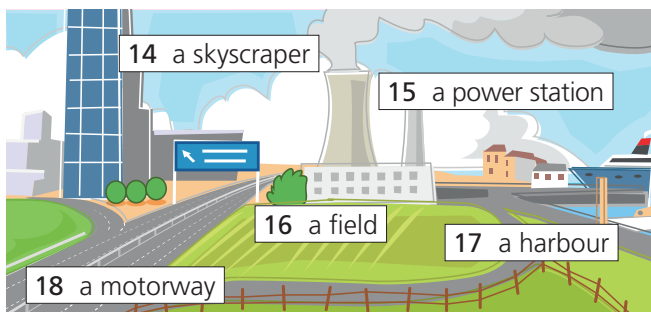
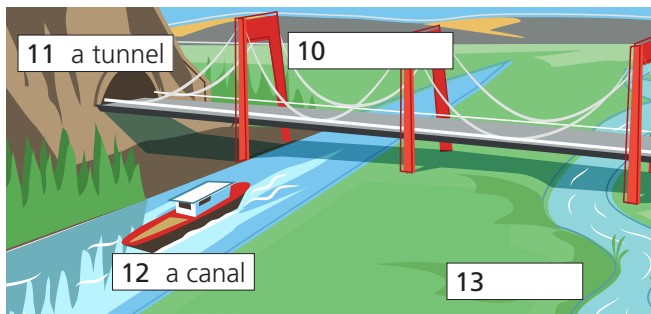
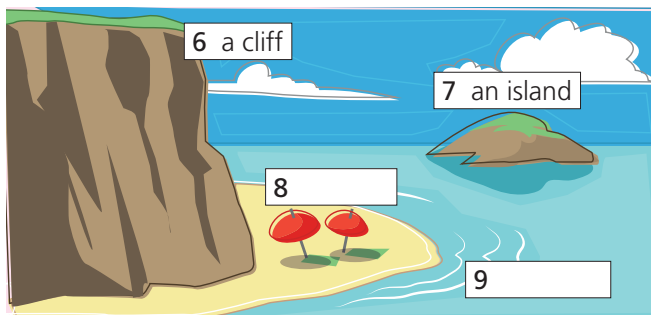
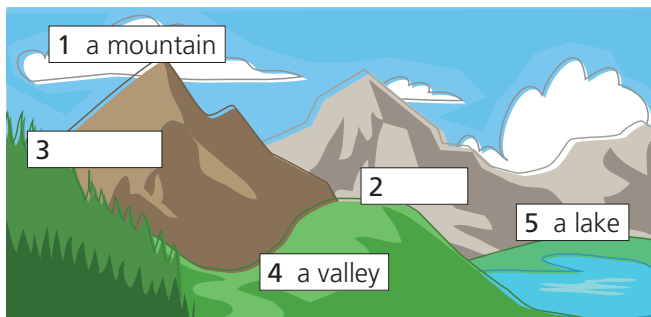
The world

5A My country

Vocabulary

1 a Complete the labels with the words below.

a river the sea a hill
a bridge a forest a beach

b  2.26 Listen and repeat.

2 Answer the questions about your home.

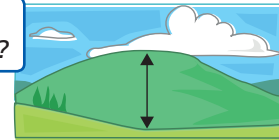
- Is your town or city near:
a the sea? b a lake? c a river?
- In your town or city are there any:
a bridges? b tunnels? c canals?
- Are there any of these near your town or city?
a a mountain b a motorway c a forest
- Can you see any of these from your school:
a a cliff? b a power station? c a field?

Comprehension

3  2.27 Read and listen. Choose the correct measurements.

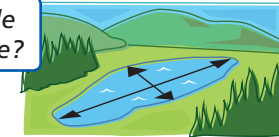
10,000 m 6 km 500 m
5,000 km 60 km 1,000 m

How high
is that hill?



It's ¹ _____ high.

How wide
is this lake?



It's ² _____
wide and it's
³ _____ long.

Grammar

4 Work with a partner. Use the table. Make four question and answer dialogues.

How do you say these
things in your language?



How questions

How	high long wide deep	is that mountain? is this tunnel? is this river? is the lake?
It's	6,000 metres 2 kilometres 1 kilometre 50 metres	high. long. wide. deep.

5

The world

Unit overview

Grammar focus: *How* questions; comparative adjectives; superlative adjectives; *as ... as*.

New vocabulary: Geographical words; the weather; adjectives.

Skills: Reading: the UK, a quiz, a geography puzzle; Speaking: comparing people and things; Listening: the weather in the UK, comparisons, *as ... as*; Writing: comparing seasons, food, etc.; describing people and things.

Topic / Context: Geography and weather.

Culture: The weather in Britain.

The Culture page can be studied after lesson B or at the end of the unit.

English Across the Curriculum: Geography: the USA.

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

Project: My country.

Song: *Dancing in the Street*.

ANSWER KEY

2 a hill

3 a forest

8 a beach

9 the sea

10 a bridge

13 a river

Exercise 1b 2.26 Audio script pT88

- Play the recording for students to listen and repeat.

Exercise 2

- Ask students to answer the questions as a class.
- You may want to ask them to be more specific, for example by asking *Which river / sea / lake?*, etc.
- Elicit or explain the difference between towns and cities. Cities are usually larger than towns, and in Britain, cities normally have a cathedral. There are exceptions to this rule. Reading is a town, although it is much bigger than many cities, and Brighton is a city, although it doesn't have a cathedral.

Comprehension

Exercise 3 2.27 Audio script pT88

- Play the recording for students to read and listen. Play the recording again for students to complete the gaps.
- Point out that although we write 'km' and 'm', we say 'kilometres' and 'metres' when we talk about more than one metre or kilometre. Also point out that in writing we separate the hundreds, thousands, etc. with a comma.

ANSWER KEY

1 1,000 m 2 500 m 3 6 km

Grammar

Exercise 4

- Focus attention on Mut's speech bubble and ask students to translate the adjectives and measurements from the table into their own language.
- Ask students which of the items in exercise 1 can be *long*, *high*, *deep* or *wide* (*long* – valley, lake, river, island, beach, tunnel, bridge, canal, motorway; *high* – hill, mountain, cliff, bridge, skyscraper; *deep* – valley, lake, river, sea, canal; *wide* – valley, lake, river, forest, sea, island, beach, tunnel, bridge, canal, field, harbour). Discuss if there are any differences in the students' own language.
- Students look at the table and ask and answer questions in pairs.

ANSWER KEY

How high is that mountain? It's 6,000 metres high.

How long is this tunnel? It's 2 kilometres long.

How wide is this river? It's 1 kilometre wide.

How deep is the lake? It's 50 metres deep.

5A My country

Background information

The United Kingdom of Great Britain and Northern Ireland (the UK) came into being with the Act of Union in 1801. Before that England, Scotland, Wales and Ireland had been four separate areas, though England had begun taking over the government of Wales and Ireland in the 11th century. The Scottish and English monarchies were united in 1603 when King James VI of Scotland succeeded Elizabeth I to the English throne. The Scottish and English parliaments were combined by the 1707 Act of Union. Ireland was divided into Northern Ireland (sometimes called Ulster) and the Republic of Ireland (Eire) in 1921. Only Northern Ireland is part of the UK.

The UK currently has one central government in London and one monarch, although there is also a separate Scottish parliament and there are national assemblies in Wales and Northern Ireland.

English is spoken in all the different regions of the UK, with different accents. In Wales and parts of Scotland, people also have their own, more ancient languages – Welsh and Gaelic. Great Britain is a term for England, Scotland and Wales.

Vocabulary

Exercise 1a

- Students label the images individually, then compare their answers in pairs.

Reading and listening

Exercise 5a

- Students look at the map and read the text to guess what the missing words are.
- Students complete the text individually. In weaker classes, allow students to compare answers in pairs before you check them with the class.

Exercise 5b 2.28 Audio script pT88

- Go round the class asking students to read out one sentence at a time, checking for correct pronunciation and vocabulary.
- Play the recording for students to listen and check their answers.

ANSWER KEY

- England
- mountains
- forests
- lake
- city
- skyscrapers
- river
- bridges
- islands
- beaches
- sea
- Cliffs

Exercise 6

- Students read the text again and correct the sentences.
- Check answers in pairs, then as a class.

ANSWER KEY

- Wales is part of the United Kingdom.
- Ben Nevis is a mountain.
- Loch Ness is very deep.
- London is the capital of the UK.
- About eight million people live in London.
- The bridge in the picture is Tower Bridge.
- The Isle of Wight is an island.
- The Channel Tunnel goes from England to France.

Optional extra

Fast finishers can make questions using *How deep ...?*, *How long ...?*, etc. about the places in the text.

Exercise 7

- Students read the text once again and find the answers to the questions individually. Point out that some of the answers can be found not in the text but on the map.
- Do the first item together.
- Check answers as a class. Encourage students to answer with full sentences.

ANSWER KEY

- UK is short for the United Kingdom of Great Britain and Northern Ireland.
- Only Northern Ireland is part of the UK.
- Ben Nevis is 1,343 metres high.
- Loch Ness is famous because people say that a monster lives there.
- Tower Bridge crosses the Thames.
- The Channel Tunnel is about 50 kilometres long.
- The sea between Wales and Ireland is called the Irish Sea.
- Edinburgh is near the North Sea.

Revision idea

Divide the class into small groups and tell them to close their books. Write this information on the board: four, 226 metres, a monster, 1,343 metres, 8 million, England and France.

Tell students to listen and write the questions for these answers. Play the recording again (from exercise 5b).

Then let students open their books to check their answers.

Ask students to read out questions for you and the rest of the class to check.

POSSIBLE ANSWERS

How many countries are there in the UK?

How deep is Loch Ness?

What lives in Loch Ness?

How high is Ben Nevis?

How many people live in London?

Which countries does the Channel Tunnel go between?

Reading and listening

5 a Look at the map. Complete the text.

b  2.28 Listen and check.

1 This is the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK – ¹ _____, Scotland, Wales and Northern Ireland. The Republic of Ireland isn't part of the UK.

2 There are a lot of hills and ² _____ in Scotland. You can go skiing here in the winter. This is Ben Nevis. It's 1,343 metres high. The ³ _____ here produce a lot of trees for wood and paper.

3 Loch Ness is a very deep ⁴ _____. It's 226 metres deep in the middle. People say that a monster lives here!

4 London is the capital of the UK. It's a very big ⁵ _____ with some tall ⁶ _____. About eight million people live in London. The ⁷ _____ is called the Thames. There are a lot of ⁸ _____ over the river. This one is Tower Bridge.

6 The Channel Tunnel goes under the ¹¹ _____ between England and France. It's about 50 kilometres long. In the picture you can see the famous White ¹² _____ of Dover.

5 There are lots of ⁹ _____ around the coast of the UK. This is the Isle of Wight. We sometimes go here for our holidays. There are some beautiful ¹⁰ _____ here.

6 Correct the sentences.

- 1 Wales isn't part of the United Kingdom.
- 2 Ben Nevis is an airport.
- 3 Loch Ness isn't very deep.
- 4 London is the capital of Ireland.
- 5 Ten million people live in London.
- 6 The bridge in the picture is London Bridge.
- 7 The Isle of Wight is a lake.
- 8 The Channel Tunnel goes from England to Scotland.

7 Answer the questions.

- 1 What is UK short for?
- 2 Which part of Ireland is in the UK?
- 3 How high is Ben Nevis?
- 4 Why is Loch Ness famous?
- 5 Which river does Tower Bridge cross?
- 6 How long is the Channel Tunnel?
- 7 What is the sea between Wales and Ireland called?
- 8 Which sea is Edinburgh near?



5B North and south

Vocabulary

1 2.29 Listen and repeat.



1 It's hot.



2 It's warm.



3 It's cool.



4 It's cold.



5 It's wet.
It's raining.



6 It's dry.
It's fine.



7 It's sunny.



8 It's cloudy.



9 It's windy.



10 It's snowing.



11 It's freezing.
It's icy.



12 It's foggy.

2 a 2.30 Listen. Jake is talking about the weather. Complete the first column of the chart.

We're doing some work on the weather for our Geography lesson.

Be careful with the tenses!



	The weather	
	in England	in your country
today	<i>raining, cool</i>	
yesterday		
in winter		
in spring		
in summer		
in autumn		

b Complete the second column about the weather in your country.

Comprehension

3 a 2.31 Read and listen. Where do Jake and Laura live?



I live in the south-east of England. The weather in the south is nicer than in the north. It's warmer and drier. However, more people live in the south, so it's more crowded and things are usually more expensive.



2



I'm Jake's cousin, Laura. I live in the north-west of England. The weather here is cooler and wetter than in the south. However, the people here are friendlier. I think the north is more beautiful, too. We've got lakes and hills here. The south is much flatter.

b Write S (South) or N (North).

- The weather is cooler.
- The weather is nicer.
- It's warmer.
- It's wetter.
- It's drier.
- The people are friendlier.
- It's more crowded.
- It's flatter.
- It's more beautiful.
- Things are more expensive.

5B North and south

Vocabulary

Exercise 1 2.29

- Play the recording for students to listen and read.
- Play the recording again for students to listen and repeat.
- You may want to ask students to look at the pictures and identify which of them show today's weather. Ask students to talk about the weather, for example: *It's hot. It's cloudy.*

Exercise 2a 2.30 Audio script pT88

- Focus attention on the speech bubbles and check understanding.
- Students copy the chart into their exercise books.
- Play the recording for students to listen and complete the information for England in the first column of the chart. If necessary, play the recording again.
- Check answers as a class. You may ask different students to give the answer for each row.
- Remind students that we use 'it' as the subject when we talk about the weather.

ANSWER KEY

	The weather in England
today	raining, cool
yesterday	warm, sunny
in winter	cold, sometimes snows, windy
in spring	usually fine and warm
in summer	hot and dry most of the time
in autumn	usually cloudy and wet, it rains a lot

Exercise 2b

- Ask students to describe the weather in their country and write their ideas in the second column of the chart.
- You could ask students to write about the weather in their country for homework, using the information in the chart.

Comprehension

Exercise 3a 2.31

- Focus attention on the pictures and the question (*Where do Jake and Laura live?*).
- Play the recording for students to read and listen. Check the answer as a class.
- You could ask students to identify these regions on the map on p57 of the Student's Book.

ANSWER KEY

Jake lives in the south-east of England.
Laura lives in the north-west of England.

Optional extra

Ask students to identify other regions on the map on p57, for example north-east of England, south-west of Scotland, etc.

Exercise 3b

- Get students to read the texts again and mark the sentences N or S.
- Check answers as a class.
- Check for any unfamiliar vocabulary (for example, *crowded* or *flat*).

ANSWER KEY

- 1 N
- 2 S
- 3 S
- 4 N
- 5 S
- 6 N
- 7 S
- 8 S
- 9 N
- 10 S

Optional extra

Ask students to compare England and their own country by marking the sentences in exercise 3b E or M (for 'England' and 'My country').

Grammar

Exercise 4a

- Ask students to look at the pictures and read the words aloud.
- Ask two tall students to come to the front. Point to the smaller one and say *He / She is tall*. Point to the taller one and say *He / She is taller*.
- Focus attention on Mut's speech bubble and discuss how comparative adjectives are formed in the students' own language.

Exercise 4b

- Students copy the table into their exercise books. They read the texts in exercise 3a again and find the comparative adjectives.
- Check understanding of the different types of adjectives (the first column in the table) and the formation of comparative adjectives for each type.

ANSWER KEY

regular: warm – warmer

short vowel and one consonant: wet – wetter

-e ending: nice – nicer

-y ending: dry – drier

two or more syllables: crowded – more crowded

Exercise 4c

- Students read the texts in exercise 3a again to find other examples of comparative adjectives and decide which rule they follow.

ANSWER KEY

more expensive (two or more syllables, except when the second syllable is -y)

cooler (regular)

friendlier (-y ending)

more beautiful (two or more syllables)

flatter (short vowel and one consonant)

Exercise 5

- Students work on their own to form the comparatives of the adjectives.
- Ask different students to read out their answers and to spell the words. You could ask them to write the answers on the board and check the spelling.

ANSWER KEY

cheaper, bigger, more difficult, larger, deeper, fatter, heavier, hillier, wider, windier, redder, more famous, shorter, older, hotter, higher, whiter, cloudier

Optional extra

Fast finishers can add other adjectives to the list and make the comparative forms.

Exercise 6a

- Ask students to look at the texts in exercise 3a again and complete what Jake says.
- Explain the use of *than* in comparisons. Focus attention on the example and Mut's speech bubble.

ANSWER KEY

The weather in the south is nicer than in the north.

Exercise 6b

- Put students into pairs to make sentences comparing two parts of their own country using the adjectives given.

Writing and speaking

Exercise 7

- Focus attention on the instructions and the first topic (two seasons). Ask a student to read the two example sentences.
- Check understanding of the other topics by asking students to give you two examples for each (for example, *two kinds of food – meat and fruit*, etc).
- Students work on their own to write the sentences. Check answers in pairs, then as a class.

Exercise 8

- Divide the class into teams of three or four. In one minute, each team writes as many sentences as possible comparing their country to Antarctica. The team with the most sentences reads them to the class. Students get one point for every correct sentence. Other teams read out any other sentences they have, and they get one point for those sentences which are correct.
- Play the game again to compare a bicycle / a car, a mouse / an elephant and day / night.
- The team with the most points wins.

Exercise 9 2.32 Audio script pT88

- Tell students to look at sentences 1–8 and the adjectives in the box. Ask them which words they think go in each sentence and what the comparative form is. Sentence 1 has already been completed as an example.
- Explain that students will hear eight short dialogues and that they must write the correct comparative adjectives.
- Play the recording for students to listen and complete the sentences using the comparative form.

ANSWER KEY

2 younger than

3 cloudier than

4 more difficult than

5 bigger than

6 more expensive than

7 sunnier than

8 older than

Grammar

4 a Look at the pictures and read the words.



long



longer



cold



colder

We call these comparatives. How do you make comparatives in your language?



b Copy and complete the table. Use the adjectives in exercise 3a.

Comparative adjectives		
regular	warm	_____
short vowel and one consonant	wet	_____
-e ending	nice	_____
-y ending	dry	_____
two or more syllables (except when the second syllable is -y)	crowded	_____

c Find more examples of comparative adjectives in the texts in exercise 3a. Which rule do they follow?

5 What are the comparatives of these adjectives?

cheap big difficult large deep fat heavy
hilly wide windy red famous short old
hot high white cloudy

6 a Complete what Jake says.

The weather in the south is nicer _____ in the north.



b Compare two parts of your country. Use the words below.

hilly crowded friendly sunny warm
expensive fat wet small nice beautiful

The west is hillier than the east.

Don't forget than.



Writing and speaking

7 Compare the things. Write two sentences for each.

- two seasons
Summer is hotter than winter.
Winter is more beautiful than summer.
- two kinds of food
- two school subjects
- two people
- two rooms in your house
- two parts of your town or village

8 Compare the things below. How many differences can you think of? Tell the class.

- your country / Antarctica
- a mouse / an elephant
- a bicycle / a car
- day / night

9 2.32 Listen. Choose the correct adjectives to complete the sentences. Use the comparative form.

big easy young high cloudy small cheap
sunny old difficult expensive low

- Bluebell Hill is *higher than* Windy Hill.
- Henry is _____ his sister.
- Yesterday was _____ today.
- Number 6 is _____ number 5.
- Azra's new house is _____ her old house.
- The red bag is _____ the blue bag.
- The Isle of Wight was _____ Wales.
- Laura is _____ Jake.

5C Record breakers

Comprehension

1 a  2.33 Look at the quiz. Listen and answer the questions.

b Compare your answers with other people in your class.

c  2.34 Listen and check your answers.

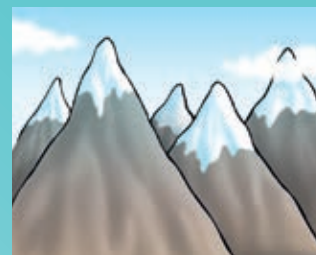
1 What is the longest river in the world?

- a the Amazon
- b the Mississippi
- c the Nile



2 What is the highest mountain in the world?

- a Mount Everest
- b Mont Blanc
- c Mount Kilimanjaro



3 What is the largest continent?

- a Europe
- b Asia
- c South America

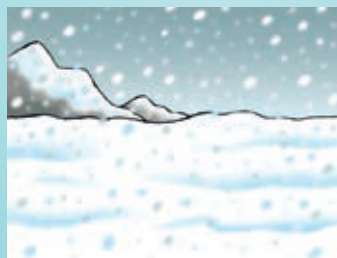


4 Where is the hottest place in the world?

- a in Africa
- b in North America
- c in Oceania

5 Where is the coldest place in the world?

- a in Russia
- b in Alaska
- c in Antarctica



6 What is the smallest country in the world?

- a Luxembourg
- b Vatican City
- c Andorra



7 What is the most crowded country in the world?

- a Indonesia
- b Monaco
- c Bangladesh



8 What is the fastest animal in the world?

- a a cheetah
- b an ostrich
- c a lion

9 What is the biggest city?

- a Mexico City
- b New York
- c Tokyo



10 Which is the heaviest metal?

- a lead (Pb)
- b gold (Au)
- c iron (Fe)



5C Record breakers

Comprehension

Exercise 1a 2.33

- Give students enough time to look at the pictures and read through the quiz.
- Discuss any new vocabulary (for example, *cheetah*, *ostrich*, *lead*, *iron*).
- Play the recording so that they can read, listen and answer the questions on their own.

Exercise 1b

- Students work in small groups to compare their answers.

Exercise 1c 2.34 Audio script pT88

- Play the recording for students to listen and check their answers. You may have to explain to students that, although lead has a slightly bigger atomic weight than gold, gold is much denser, so a gold bar the same size as a lead bar is a lot heavier. You may also tell students that there are even heavier metals than gold. The heaviest metal found on earth naturally (although in very small traces) is plutonium.
- Point out the pronunciation of *lead*.

ANSWER KEY

- 1 c the Nile
- 2 a Mount Everest
- 3 b Asia
- 4 a in Africa
- 5 c in Antarctica
- 6 b Vatican City
- 7 b Monaco
- 8 a a cheetah
- 9 c Tokyo
- 10 b gold

Optional extra

Ask students to make two comparative sentences with different adjectives about each point in the quiz, for example:
The Nile is longer than the Mississippi.
The Amazon is shorter than the Nile.

Optional extra

Ask students to use the Internet or a library to make a similar quiz for homework. Once you have corrected any mistakes, you may do one or more quizzes in a later class. Ask the author of the quiz to read out the questions and the options. The student with the most correct answers wins.

Grammar

Exercise 2a

- Focus on the examples and read them as a class. Read Mut's speech bubble and elicit the meaning of *superlative*.
- Discuss with the class how superlative adjectives are formed in the students' own language.

Exercise 2b

- Write the adjectives on the board.
- Students find the superlatives in the quiz and dictate them to you. Make sure they include the definite article *the*.
- Revise the spelling rules students formulated in lesson B, exercise 4b.

ANSWER KEY

the largest, the hottest, the heaviest, the most crowded

Exercise 2c

- Students copy and complete the table into their exercise books.
- Check answers as a class.

ANSWER KEY

Adjective	Comparative	Superlative
nice	nicer	the nicest
wet	wetter	the wettest
big	bigger	the biggest
expensive	more expensive	the most expensive
dry	drier	the driest
easy	easier	the easiest
beautiful	more beautiful	the most beautiful
fat	fatter	the fattest
tall	taller	the tallest
old	older	the oldest
windy	windier	the windiest

Exercise 3

- Read through the example with the class.
- Students write the answers to the quiz in exercise 1.
- Check answers as a class.

ANSWER KEY

- 1 The Nile is the longest river in the world.
- 2 Mount Everest is the highest mountain in the world. / The highest mountain in the world is Mount Everest.
- 3 Asia is the largest continent in the world. / The largest continent in the world is Asia.
- 4 The hottest place in the world is in Africa.
- 5 The coldest place in the world is in Antarctica.
- 6 The Vatican City is the smallest country in the world. / The smallest country in the world is the Vatican City.
- 7 Monaco is the most crowded country in the world. / The most crowded country in the world is Monaco.
- 8 A cheetah is the fastest animal in the world. / The fastest animal in the world is a cheetah.

9 Tokyo is the biggest city in the world. / The biggest city in the world is Tokyo.

10 Gold is the heaviest metal of the three metals. / The heaviest of the three metals is gold.

Exercise 4

- Divide the class into groups of three. Read the instructions and the example together.
- You could ask students to change not only the adjective but the subject, too, in each turn.
- Walk around and monitor the activity.

Writing and speaking

Exercise 5a

- Read the example with the class.
- Check understanding of *flat* (noun).
- Students work alone to write sentences using the cues.

Exercise 5b

- Students compare their ideas with a partner.
- Students who finish quickly can work with their partners to make more sentences.
- Go through all the sentences, asking different students to read out ones they have written.

ANSWER KEY

- 2 _____ is the oldest person in my family.
- 3 _____ is the most famous sports person in our country.
- 4 The _____ is the largest room in my house / flat.
- 5 _____ is the biggest city in our country.
- 6 _____ is the highest mountain in our country.
- 7 _____ is the longest river in our country.
- 8 _____ is the easiest subject on our timetable.
- 9 _____ is the most expensive shop in our town.
- 10 My _____ is the heaviest thing in my bag.

Reading

Exercise 6a

- Ask students to look at the puzzle and find the names of the seven continents for you to write on the board.
- You could draw a sketch map of the world and ask students to identify the continents.

ANSWER KEY

The seven continents are: North America, South America, Africa, Asia, Antarctica, Europe, Oceania.

Exercise 6b

- In pairs students now number the continents from the largest to the smallest.
- Check answers as a class.

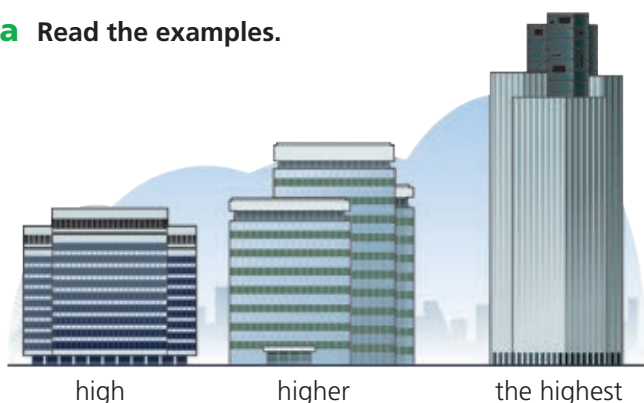
ANSWER KEY

- | | | |
|-----------------|-----------------|-----------|
| 1 Asia | 4 South America | 6 Europe |
| 2 Africa | 5 Antarctica | 7 Oceania |
| 3 North America | | |

More practice Workbook pp48–49,
Teacher's Resources Unit 5

Grammar

2 a Read the examples.



We call this a superlative.



b How do we make the superlatives of these words? Check in the quiz.

large hot heavy crowded

c Copy and complete the table.

Adjective	Comparative	Superlative
long	longer	the longest
nice	nicer	
wet		
big		
expensive		
dry		
easy		
beautiful		
fat		
tall		
old		
windy		

3 Write the answers to the quiz.

The _____ is the longest river in the world.

4 Work in a group of three. Take turns to start with a new adjective.

- My dog's big.
- My dog's bigger than your dog.
- My dog's the biggest dog in the world!
- My dog's famous.
- My dog's more ...

Writing and speaking

5 a Write true sentences. Use the cues.

- young / person / our class
... is the youngest person in our class.
- old / person / my family
- famous / sportsperson / our country
- large / room / my house (or flat)
- big / city / our country
- high / mountain / our country
- long / river / our country
- easy / subject / our timetable
- expensive / shop / our town
- heavy / thing / my bag

b Compare your answers with a partner.

Who is the youngest person in our class?
... is the youngest person in our class.

Reading

6 a Find the names of the seven continents in the puzzle.

b Read the clues and number the continents from the largest to the smallest.

- North America is larger than South America, but smaller than Africa and Asia.
- South America is larger than Antarctica, Europe and Oceania.
- The fifth largest continent is the coldest place in the world.
- China and India are in the largest continent.
- The South Atlantic Ocean is between the second largest and the fourth largest continents.
- Australia is the biggest country in the smallest continent.
- South America isn't the second largest continent.
- The name of the sixth largest continent doesn't end in -a.

5D Mickey and Millie go camping



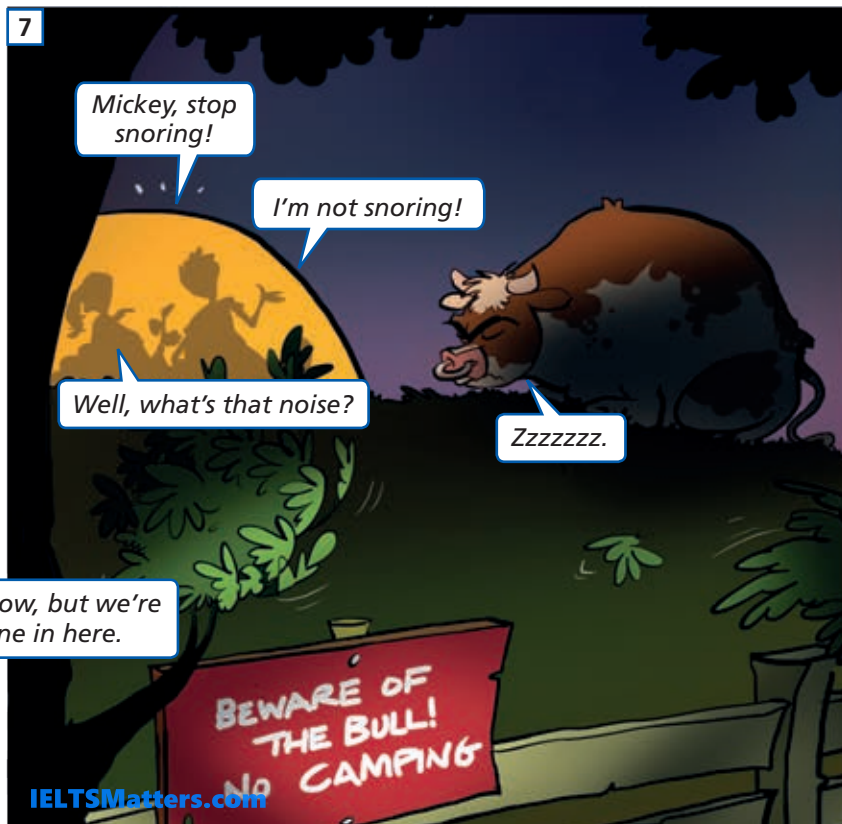
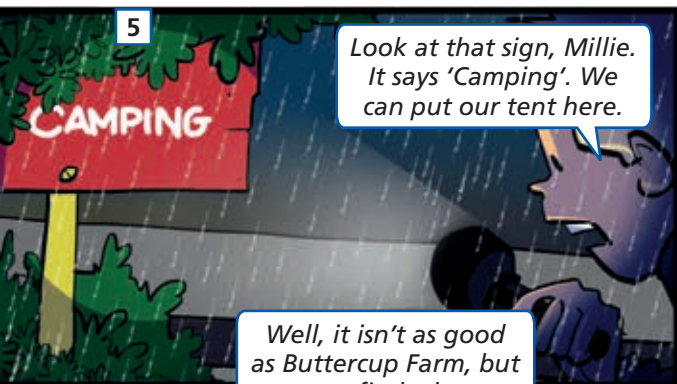
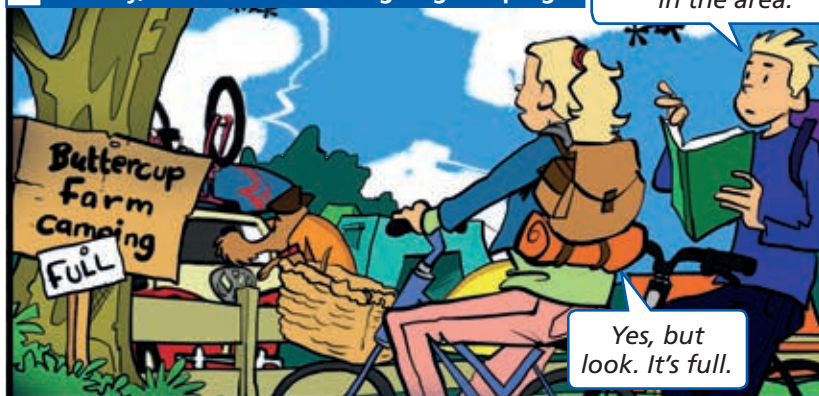
Comprehension

1 a 2.35 Read and listen. Answer the questions.

- 1 Which is the best campsite?
- 2 Why don't they stay there?
- 3 Which is the worst campsite?
- 4 Why do they put their tent in the field?
- 5 What is making the noise?

b Work with a partner. Make an ending for the story. Act the whole story.

1 Mickey, Millie and Mut are going camping.



5D Mickey and Millie go camping



Comprehension

Exercise 1a 2.35

- As preparation for the exercise, ask students to look at the pictures and name the things they can see. Teach any words or expressions they don't know (for example, *get dark, beware, as dry as a bone, snore*).
- Play the recording for students to read, listen 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).
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.

ANSWER KEY

- 1 Buttercup Farm.
- 2 Because it's full.
- 3 Lake View.
- 4 They think the sign says 'camping'.
- 5 A bull snoring.

Exercise 1b

- Put students into pairs.
- Ask each pair to think of what happens when the bull wakes up and to write an ending for the story.
- In their pairs, students practise role-playing the dialogue. You could play the recording again to help them prepare.
- Have a few volunteering pairs act out the whole story, including their own ending, for the rest of the class.
- Have a class vote on which ending they liked the best.

Optional extra

Ask students to write three true and three false sentences about the picture story (for example, *Mickey is snoring*, which is false). 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 (for example, *Mickey is not snoring. A bull is making the noise.*).

Optional extra

Ask students if they remember the holiday postcards from Unit 3. Tell them to imagine they are on a camping holiday and writing a postcard or a letter to a friend. Ask them to include information about:

- where and how they travelled (for example, *near Loch Ness in Scotland, by train and by bicycle*)
- the place (for example, *The lake is 226 metres deep in the middle.*)
- how much food they took with them (for example, *six tins of meat, three packets of crisps, some cheese, etc.*)
- what they ate for breakfast (for example, *a grapefruit and tea*)
- the weather (for example, *It's raining now.*)

Ask students to make comparisons as well, and to use at least five comparative or superlative adjectives in their letters (for example, *We're camping in Scotland. Scotland is colder and wetter than England.*)

You could set this task as homework.

Grammar

LANGUAGE NOTE Most of the comparative and superlative adjectives studied so far follow principles that can be easily understood. You will need to explain that some common words do not follow these rules and are exceptions.

Exercise 2a

- Students copy and complete the gapped table.

Exercise 2b

- Ask students to look back through the picture story to check their answers to exercise 2a.
- Focus attention on Mut's speech bubble and discuss the words used for *good, better, the best* and *bad, worse, the worst* in the students' own language.

ANSWER KEY

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst

Exercise 2c

- Students read the story again and complete the sentences.
- Check answers as a class.

ANSWER KEY

- Buttercup Farm is the best campsite in the area.
- It's better than Hillside.
- Lake View is worse than Hillside.
- Hillside is worse than Buttercup Farm.
- Lake View is the worst campsite in the country.

Exercise 3

- Read the instructions together and make sure students understand what they have to do.
- Students work on their own to put the campsites in the correct order.
- Students check answers in pairs, then as a class.

ANSWER KEY

- | | |
|----------------|------------------|
| 1 Green Fields | 4 Lakeside |
| 2 Forest View | 5 Snowy Mountain |
| 3 Cliff Top | 6 The Bridge |

Exercise 4

- Read the question and the examples for the first topic together and check understanding of the task.
- You may want to divide the class into groups of three or four to compare ideas. Each small group then joins another to continue the discussion. Walk around and monitor.
- If time allows, bring the whole class together to see if there is a majority verdict on any of the topics.

Optional extra

Fast finishers can write one or two more sentences on other topic areas, for example films, magazines, etc.

Writing

Exercise 5a

- Students read the story in exercise 1 again and complete the sentence.
- Check the answer as a class and elicit the meaning of *as ... as* from the students.

ANSWER KEY

We're as dry as a bone in here.

Exercise 5b

- Read the instructions and the example together. Explain why *lead* is the correct choice (it is a very heavy metal).
- Students work in pairs or small groups to match the other adjectives and nouns.

Exercise 5c 2.36 Audio script pT88

- Play the recording for students to listen and check their answers.
- Discuss any new vocabulary (*lightning, feather*). Point out the pronunciation of *feather*.

ANSWER KEY

- | | |
|-------------------------|--------------------------|
| 2 as high as a mountain | 7 as warm as toast |
| 3 as cold as ice | 8 as fast as lightning |
| 4 as deep as the sea | 9 as big as an elephant |
| 5 as white as snow | 10 as light as a feather |
| 6 as blue as the sky | |

Exercise 6a 2.37 Audio script pT88

- Read the instructions and the example together. Explain that students are going to hear statements like the first sentence (*The tent is really big.*) and their task is to choose the correct expressions from exercise 5 and put them into full sentences (*It's as big as an elephant.*)
- Play the recording, pausing after each sentence to allow time for students to write down their answers.
- Students check answers in pairs, then as a class.

ANSWER KEY

- | | |
|--------------------------|-------------------------------|
| 2 It's as cold as ice. | 6 It's as light as a feather. |
| 3 It's as heavy as lead. | 7 It's as dry as a bone. |
| 4 It's as white as snow. | 8 It's as high as a mountain. |
| 5 It's as warm as toast. | |

Exercise 6b

- Focus attention on the example and ask students to read the instructions. Individually or in pairs, students think of five things and write five sentences using some of the expressions in exercise 5b.
- Ask some students to read out their sentences. The rest of the class listen and correct any errors.

Grammar

2 a Copy and complete the table with the words below.

bad the best worse good

Adjective	Comparative	Superlative
_____	better	_____
_____	_____	the worst

Translate the words into your language.



b Check your ideas in the story.

c Complete the sentences. Use the words in the table.

- Buttercup Farm is _____ campsite in the area.
- It's _____ than Hillside.
- Lake View is _____ than Hillside.
- Hillside is _____ than Buttercup Farm.
- Lake View is _____ campsite in the country.

3 Read the clues. Number the campsites in the correct order from the best (1) to the worst (6).



- Lakeside is better than The Bridge and Snowy Mountain.
- Cliff Top is worse than Green Fields and Forest View.
- Snowy Mountain isn't the worst campsite.
- Cliff Top is better than Lakeside
- Forest View isn't the best campsite.

4 What do you think are the best and worst of these things?

- school subjects
- sports
- TV programmes
- football teams
- days of the week
- times of day
- seasons
- pop groups

1 I think the best subject is Maths.
The worst subject is History.

Writing

5 a Complete what Mickey and Millie say.

We're as _____ as a _____ in here.

b Match the adjectives to the nouns to make expressions.

as heavy as lead

adjective

noun

1 heavy

the sea



2 high

ice



3 cold

the sky



4 deep

lead



5 white

a feather



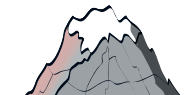
6 blue

an elephant



7 warm

a mountain



8 fast

snow



9 big

lightning



10 light

toast



c 2.36 Listen and check your expressions.

6 a 2.37 Listen. Use the expressions to describe the things.

That tent is really big. It's as big as an elephant.

b Think of five things. Describe them using the expressions in exercise 5b.

Mick's a very good runner. He's as fast as lightning.



1 2.38 Read and listen to the text. Are the statements true, false or doesn't it say?

- 1 Most people in Britain like wet weather.
- 2 All parts of Britain get a lot of rain.
- 3 New York is sunnier than London.
- 4 The west of Britain is wetter than the east.
- 5 The east is always warmer than the west.
- 6 It often rains in April.
- 7 The north of Scotland has very long summer days.
- 8 Hurricanes are common in Britain in the autumn.
- 9 It never snows in Britain.

2 a What are the names of the four seasons?

b Match these things to the correct season.

- | | |
|-------------------|-------------------|
| 1 blackberries | 7 storms |
| 2 long days | 8 exams |
| 3 daffodils | 9 bluebells |
| 4 hay fever | 10 extra holidays |
| 5 lambs | 11 leaves |
| 6 travel problems | 12 fêtes |

3 2.39 Listen. Find this information about each speaker.

- 1 Where does he / she live?
- 2 What is the weather like there?
- 3 What is his / her favourite season? Why?
- 4 What season doesn't he / she like?

4 Compare with the weather in your country.

- 1 What things do people say about the weather?
- 2 Is the weather different in different parts of your country?
- 3 What things do you associate with different seasons?
- 4 What is your favourite season? Why?

The weather in Britain

People in Britain talk a lot about the weather. This is because the weather changes a lot. When people meet, they say things like: 'It's nice today, isn't it?' or: 'It's a bit chilly.'

People often think that Britain has got a wet climate. In fact, some parts of Britain are very dry and sunny. London, for example, is drier than Rome, Sydney or New York. But some parts of Britain get a lot of rain. The west is the wettest part, because it's closer to the Atlantic Ocean. As clouds from the Atlantic Ocean move across the country, they drop most of their rain on the hills and mountains in the west. So the eastern side of Britain is much drier. However, in winter the east is often the coldest part, because it's closer to the snow and ice in Scandinavia and Eastern Europe.

In spring the weather starts to get warmer. You see lambs in the fields, as well as spring flowers, like daffodils and bluebells. The beginning of March is often very windy. An old saying is: 'March comes in like a lion and goes out like a lamb.' April is famous for April showers. It rains, then it's sunny and then it rains again.



The weather in summer is usually warm. It's the time for school sports days, barbecues in the garden and holidays. The days are longest in the summer and in the north of Scotland it never gets really dark. A lot of towns and villages have a fête (a small, local festival) with sports and games for the children. For some people summer isn't a good time, because they get hay fever, and older students have their school-leaving exams.

Autumn usually starts with fine weather. In September people pick blackberries and it's the time for apples, too. Autumn is a very beautiful season, as the leaves turn yellow and red, before they fall. However, late autumn is often the stormiest part of the year.

The weather in winter is usually cool and wet. It's often foggy and frosty, too. It doesn't snow a lot in Britain, so when it snows, it causes travel problems. Roads, railways and airports are closed. Schools often close, too, so the children get an extra holiday.



The weather in Britain

Background information

Narcissus (commonly called *daffodil*) is a genus of mostly spring-flowering, herbaceous perennials in the Amaryllis family native to Europe, North Africa and West Asia.

'I Wandered Lonely as a Cloud' (also commonly known as 'Daffodils' or 'The Daffodils') is a lyric poem by William Wordsworth. It is generally considered Wordsworth's most famous work. It was inspired by an event in 1802, in which Wordsworth and his sister, Dorothy, came across a field full of daffodils.

The *common bluebell* or simply *bluebell* (*Hyacinthoides non-scripta*) is a bulbous perennial plant, found in Atlantic areas from north-western Spain to the British Isles, and also frequently used as a garden plant.

Hay fever is an allergic inflammation of the nasal airways caused by grass pollens. Hay fever isn't caused by hay and does not exhibit symptoms of fever, but since grasses shed their pollens into the air at about the same time that hay is being cut, the common term hay fever is used.

In summer, it never really gets dark in the north of Scotland, because it is relatively close to the Arctic Circle. North of the Arctic Circle, the sun is above the horizon for 24 continuous hours at least once a year (and therefore visible at midnight) and below the horizon for 24 continuous hours at least once a year. On the Arctic Circle itself those events occur, in principle, exactly once a year, at the June and December solstices, respectively. Because of atmospheric refraction and because the sun appears as a disk and not a point, part of the midnight sun may be seen on the night of the northern summer solstice up to about a hundred kilometres south of the Arctic Circle.

DVD

If you prefer, play Unit 5 of the culture materials on the DVD or the Classroom Presentation Tool 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 🎧 2.38

- Students read the text and use the information to decide whether the sentences are true, false or it doesn't say.
- Check answers as a class.
- Discuss any new vocabulary in the text.

ANSWER KEY

- | | |
|-------------------|-------------------|
| 1 It doesn't say. | 6 True. |
| 2 False. | 7 True. |
| 3 It doesn't say. | 8 It doesn't say. |
| 4 True. | 9 False. |
| 5 False. | |

More practice Teacher's Resources Unit 5

Exercise 2a

- Ask students to tell you the names of the four seasons in English.

ANSWER KEY

spring, summer, autumn, winter

Exercise 2b

- Ask students to read the text again and match the things in the list to the correct seasons.
- Students check answers in pairs, then as a class.

ANSWER KEY

- | | |
|----------|-----------|
| 1 autumn | 7 autumn |
| 2 summer | 8 summer |
| 3 spring | 9 spring |
| 4 summer | 10 winter |
| 5 spring | 11 autumn |
| 6 winter | 12 summer |

Exercise 3 🎧 2.39 Audio script pT88

- Elicit or pre-teach *insect, midge, outdoors*.
- Explain that students will hear a girl and a boy talking about what the weather is like where they live.
- Focus attention on the questions.
- Play the recording for students to listen and answer the questions. Ask students to make notes. If necessary, play the recording several times to allow students to catch up.
- Students check answers in pairs, then as a class.

POSSIBLE ANSWERS

- Meg: north-west of Scotland; Paul: Cambridge (east of England)
- Meg: wet and windy; Paul: dry and sunny
- Meg: spring, because there are lambs in the fields and the days are getting longer; Paul: summer, because you can do lots of things outdoors.
- Meg: summer; Paul: winter

Exercise 4

- In class or for homework, students write a short essay that includes answers to the four questions.
- Refer students to the text in exercise 1 for ideas. Encourage them to write at least three or four sentences for each question.
- Ask some students to read out what they have written for the rest of the class. Discuss the ideas together, and ask the rest of the class if they agree or disagree. Encourage 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.

English Across the Curriculum

Geography: the USA

Background information

Mount McKinley is 6,194 m high.

Canada has a slightly bigger area than the USA, but its population is only about 35 million. Canada is a federal state governed as a parliamentary democracy and a constitutional monarchy, with Queen Elizabeth II as its head of state.

The original thirteen states of the USA were the successors of the thirteen colonies that rebelled against British rule.

Kentucky, Massachusetts, Pennsylvania and Virginia use the official title of 'Commonwealth' rather than 'State'.

The most recent state – Hawaii – achieved statehood on 21 August 1959.

The United States also possesses five major overseas territories: Puerto Rico and the United States Virgin Islands in the Caribbean; and American Samoa, Guam, and the Northern Mariana Islands in the Pacific. Those born in these territories (except for American Samoa) possess US citizenship.

The intention of the Founding Fathers was that the United States capital should be at a neutral site, not giving favour to any existing state. As a result, the District of Columbia was created in 1800 to serve as the seat of government.

The 44th and current *President of the United States* is Barack Obama. He is the first African American to hold the office. The next presidential election takes place in 2016. Presidential elections are held every four years, and Election Day is always the Tuesday between 2 and 8 November.

Exercise 1 2.40

- Check for any difficulties with new vocabulary.
- Play the recording for students to listen and read the text and answer the questions.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 1 50
- 2 the US President
- 3 the flag of the USA
- 4 in 1776
- 5 Britain

Exercise 2

- Students read the text again individually to find the places. In weaker classes they could do this in pairs.
- Check answers as a class.

ANSWER KEY

- 1 the USA
- 2 Canada
- 3 the Mississippi-Missouri
- 4 New York
- 5 Chicago
- 6 Rhode Island
- 7 Alaska
- 8 Mount McKinley

Optional extra

Students write three questions of their own about the text. Then they find a partner and ask and answer their questions. For homework, students write ten sentences about the USA, using information from the text and information they have researched.

Exercise 3

- This may be done in class or for homework. If students can quickly name all these places, encourage them to do some research at home for more precise details (population of the second and third largest cities, length of the longest river, etc.) and write two or three sentences for each place.

English Across the Curriculum

5

Geography: the USA

1 2.40 Read and listen to the text. Answer the questions.

- 1 How many states are there in the USA?
- 2 Who lives in the White House?
- 3 What is the 'Stars and Stripes'?
- 4 When did the USA start?
- 5 Where did the first settlers come from?

2 Find the names of the places in the text.

- 1 the fourth largest country in the world
- 2 the largest country in North America
- 3 the third longest river in the world
- 4 the largest city in the USA
- 5 the third largest city in the USA
- 6 the smallest state in the USA
- 7 the largest state in the USA
- 8 the highest mountain in North America

3 Can you name the following in your country?

- 1 the second and third largest cities
- 2 the longest river
- 3 the highest mountain
- 4 the largest region
- 5 the biggest lake

million people live there. The second largest city is Los Angeles in California and the third largest is Chicago.

There are fifty states in the United States. Some of the eastern states, like Rhode Island and Delaware, are quite small. Rhode Island is, in fact, the smallest state. Others, like Texas, California and Alaska, are bigger than a lot of countries. Alaska is the largest state. It's also got the highest mountain in North America – Mount McKinley. Each state has got its own government and its own capital city. The federal capital for the whole of the USA is Washington DC. The US President lives there, in the White House. The flag of the USA is called the 'Stars and Stripes'. On the flag there is one star for each of the fifty states. The thirteen stripes are for the original thirteen states. These states formed the USA in 1776. The first settlers in the USA came from Britain, but now the USA has people from all over the world – from Europe, Asia, Africa and South America.

THE USA

THE UNITED STATES OF AMERICA is the fourth largest country in the world. It's bigger than the whole of Europe, but it isn't the largest country in North America. That's Canada. There are five time zones in the USA. So, when it's twelve o'clock in New York, it's only seven o'clock in Hawaii.

The third longest river in the world is in the USA. It's the Mississippi-Missouri River. The USA is the richest country in the world. It produces more food, iron, cars, aeroplanes, books, music and TV programmes than any other country. The USA has a population of about 300 million people. Most of them live in cities. The largest city in the USA is New York. About eight



5

Revision

Comparative and superlative adjectives

1 Complete the chart.

Adjective	Comparative	Superlative
old	<i>older</i>	<i>the oldest</i>
beautiful		
heavy		
warm		
good		
nice		
flat		
bad		

2 a Look at the chart below. Complete the sentences with the superlative of the correct word in the brackets.

- The flight to Laguna is *the shortest*. (long / short)
- Bluepool is _____. (warm / cool)
- Montello is _____. (wet / dry)
- Bluepool is _____ the airport. (near to / far from)
- The hotel in Montello is _____. (cheap / expensive)
- Laguna is _____ place. (interesting / boring)
- Montello has got _____ food. (bad / good)

	Laguna	Bluepool	Montello
Flight	2 hours	3.5 hours	4 hours
Temperature	25 degrees	19 degrees	32 degrees
Rain	8 cm	3 cm	16 cm
How far from the airport?	50 minutes	1 ½ hours	25 minutes
Hotel	£85	£92	£56
Things to do and see	****	*	**
Food	**	***	****

b Write true sentences using the other adjective in the brackets.

The flight to Montello is the longest.

3 2.41 Mark and Stella are comparing the places in the chart. Listen. Are the statements true or false?

Giving measurements

4 Put the words in the correct order to make conversations.

1

that / how / is / hill / high ?
hundred / high / it's / metres / eight

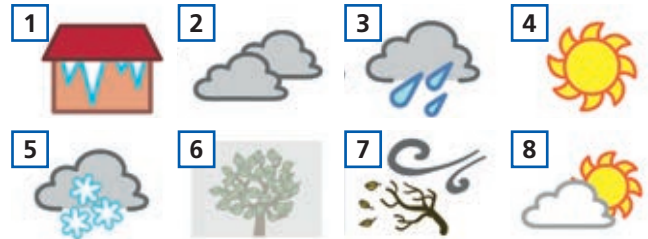
2

tunnel / is / long / this / how ?
kilometres / two / long / it's

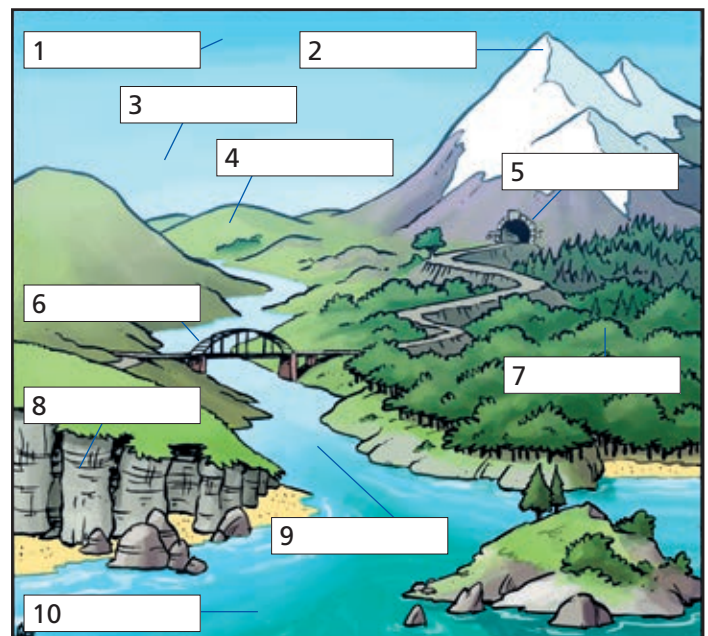
Vocabulary

5 Use the symbols. Describe the weather.

1 It's freezing.



6 Label the things in the picture.



5

Revision

Comparative and superlative adjectives

Exercise 1

- Elicit the rule for how comparative and superlative adjectives are formed.
- Students complete the chart with the comparative and superlative forms of the adjectives. This may be done for homework.

ANSWER KEY

Adjective	Comparative	Superlative
beautiful	more beautiful	the most beautiful
heavy	heavier	the heaviest
warm	warmer	the warmest
good	better	the best
nice	nicer	the nicest
flat	flatter	the flattest
bad	worse	the worst

Exercise 2a

- Read the instructions together and check understanding of the task.
- Elicit or pre-teach the comparative and superlative forms of *far* (*farther / further, the farthest / furthest*) and the meaning of *temperature* and *degree*.

ANSWER KEY

- Bluepool is the coolest.
- Montello is the wettest.
- Bluepool is the farthest / furthest from the airport.
- The hotel in Montello is the cheapest.
- Laguna is the most interesting place.
- Montello has got the best food.

Exercise 2b

- Read the instructions and the example together. Check that students understand what they have to do.
- Students work on their own to write the sentences.
- Students check the sentences in pairs, then as a class.

ANSWER KEY

- Montello is the warmest.
- Bluepool is the driest.
- Montello is the nearest to the airport.
- The hotel in Bluepool is the most expensive.
- Bluepool is the most boring place.
- Laguna has got the worst food.

Exercise 3  2.41 Audio script pT88

- Explain that students are going to hear four short conversations between Mark and Stella. Each conversation contains two statements about the places in the chart. Students have to decide if the statements are true or false.

- Play the recording for students to listen. Pause after each conversation to allow time for students to check in the chart which statements are true. Ask them to take notes.
- Play the recording again and check the answers as a class. You may also want to ask students to correct the false sentences (for example, *Montello isn't drier than Laguna. Montello is the wettest.*)

ANSWER KEY

- True, False
- False, True
- True, True
- False, True

Giving measurements

Exercise 4

- Students work in pairs to make the conversations.
- Ask some of the pairs to read out their conversations for the rest of the class.

ANSWER KEY

- How high is that hill?
It's eight hundred metres high.
- How long is this tunnel?
It's two kilometres long.

Vocabulary

Exercise 5

- Students work in pairs. They use the symbols to describe the weather. Walk around and monitor the activity.
- Check answers with the class.

ANSWER KEY

- It's cloudy.
- It's raining. / It's rainy.
- It's sunny.
- It's snowing. / It's snowy.
- It's foggy.
- It's windy.
- It's fine.

Exercise 6

- Students work individually to label the things in the picture.
- Go round the class, asking students to say the words.

ANSWER KEY

- the sky
- a mountain
- clouds
- a hill
- a tunnel
- a bridge
- a forest
- cliffs
- a river
- the sea

Optional extra

Ask students to write two sentences for each word in exercise 6, one with a comparative and another with a superlative adjective. (For example, *Tower Bridge is more beautiful than London Bridge. The longest bridge in London is Waterloo Bridge.*) This may be done for homework.

Your Project

5

Getting information

- The aim of this lesson is to highlight the importance of getting the right information for projects. Students should learn how to identify the most relevant information sources, gather information, evaluate the information they gathered, then prepare this for presentation, so they can put together a successful project.
- Books closed. Read out the instructions for the project task (Make a project about your country.). Ask students to brainstorm in small groups (or in weaker classes, brainstorm together with the whole class) what kind of things they would want 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 country. They may like to look back at the previous four projects in the Student's Book to give them ideas. Have the groups feed back to the class. Collate all the relevant ideas on the board.
- Ask students to say what, if any, difficulties they might have to expect with each information source, and how they might go about resolving these. Elicit ideas like the Internet may not always be reliable (so information should be double-checked), leaflets may be in their own language (so it would need to be translated), there may not be any photos available of the things they personally 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 Jake's summary of his experiences. Ask students to compare these experiences to the ideas they discussed previously.

Preparation

- Put students in groups of four or five, and ask them to discuss and decide what type of project they would like to prepare. Encourage them to think about not just what is easy to do, but also how they most enjoy working together.
- To prepare, students gather as much information as possible about their country. Encourage them to note where they found the information – this is a good way to ensure they know where to double-check anything later.
- Students write up a draft version of their texts and swap with a partner to check each other's work for mistakes, then write out a clean copy.
- In the project presentation class, allow each group time to present their projects, but try to fit every group into a single lesson. (If it is a large class, you may have to take up two consecutive lessons.)

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

Dancing in the Street

Background information

Dancing in the Street is a song written by William Stevenson and Marvin Gaye, and originally recorded in 1964 by Martha Reeves & the Vandellas. It was a smash hit on both sides of the Atlantic, reaching number 2 in the United States and number 4 in Britain. Several artists have recorded their own versions over the years since then, including Van Halen and as a duet between Mick Jagger and David Bowie. This latter duet was recorded for the Live Aid charity concert in 1985 and became a number 1 hit in several countries.

Exercise 1 2.42

- Ask students to read through the song lyrics quickly and underline any unfamiliar words or expressions. Elicit their meaning from the context or pre-teach the words through miming, an illustration or by giving an example sentence. Words or phrases to pre-teach will probably include: *call out*, *beat* (noun), *grab*, *folks*.
- Students listen and find the names of cities in the song.

ANSWER KEY

Chicago, New Orleans, New York City, Philadelphia (PA), Baltimore, (Washington) DC, Motor City (i.e. Detroit)

Your Project

5

Getting information

- 1 Make a project about your country. I used the Internet to find things for my project.



- 2 I downloaded a map and I got some facts and information from the Internet. I didn't just copy the information, of course. I wrote it in my own words.



- 3 I visited tourism websites for different parts of the country. I got some pictures of the most interesting places.



- 4 I typed 'Climate' into the search engine and got lots of information about the weather in different parts of the country.



- 5 I used my computer to get information, but I presented my project on a poster. I put the map in the middle and then put the information and pictures around it. It was easier to do this on a poster.



Song

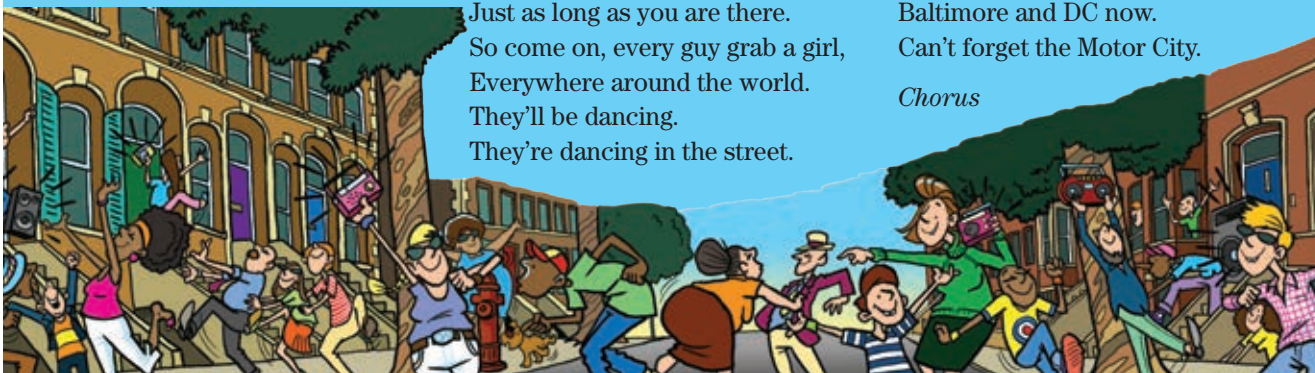
- 1 2.42 Listen and find the cities in the song.

Calling out around the world,
Are you ready for a brand new beat?
Summer's here and the time is right,
For dancing in the street.
They're dancing in Chicago.
Down in New Orleans.
Up in New York City.

Chorus
All we need is music, sweet music.
There'll be music everywhere.
There'll be swinging swaying
records playing.
Dancing in the street.
Oh, it doesn't matter what you wear,
Just as long as you are there.
So come on, every guy grab a girl,
Everywhere around the world.
They'll be dancing.
They're dancing in the street.

It's just an invitation across the
nation,
A chance for folks to meet.
There'll be laughing, singing, music
swinging.
Dancing in the street.
Philadelphia, PA.
Baltimore and DC now.
Can't forget the Motor City.

Chorus



Dancing in the Street

6

Entertainment

6A TV programmes

Vocabulary

1 a  2.43 Listen and repeat.

1 a quiz show



2 a soap opera



3 a cartoon



4 a police drama



5 a documentary



6 the news



7 a reality show



8 a comedy programme



9 a film



10 a nature programme



11 a sports programme



12 a chat show

b Give an example from TV in your country of each kind of programme.

2  2.44 Listen. What kinds of TV programmes are they?

a film

Comprehension

3  2.45 Read and listen. Answer the questions.

- 1 What does Laura want to do this evening? Why?
- 2 What kind of programme is:
Two and a Half Men?
Inside the Actors' Studio?
- 3 Why can't she watch TV?

Ruby What are you going to do this evening, Laura?

Laura Well, my parents aren't going to be at home, so I'm not going to do any homework.

I'm going to watch all my favourite TV programmes.

Ruby What about your brother, Oscar? Is he going to be at home?

Laura Yes, he is, but I'm going to keep the remote control.

Ruby Are you going to watch *Two and a Half Men*? That's my favourite comedy programme.

Laura No, I'm not. I'm going to record it, because I'm going to watch *Inside the Actors' Studio*. It's a chat show. They interview famous actors. Yes, it's going to be a great evening.

Later

Laura Mum! Why is the TV set in the hall?

Mum We're going to take it to your grandma's. Her TV isn't working.

Laura Oh, no!



6

Entertainment

Unit overview

Grammar focus: *going to*; adjectives and adverbs; *have to*; making suggestions.

New vocabulary: Types of TV programmes; types of films.

Skills: Reading: *Doctor X*; Speaking: plans for the future, acting a story, making arrangements; Listening: *What are the people going to do?*, *Why can't Oscar ...?*; plans and arrangements; Writing: the beginning of a story.

Topic / Context: Conversations and information about entertainment.

Culture: The British cinema.

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

English Across the Curriculum: Media studies: make your own film.

The English Across the Curriculum page can be studied at the end of the unit.

Project: Entertainment.

Song: *Famous*.

6A TV programmes

Background information

British children watch an average of four hours television per weekday, and more at weekends. British children nowadays read more books than their parents did when they were children.

The British Broadcasting Corporation (BBC) operates local and national radio stations, TV channels and a website. You have to pay to use these services with an annual TV licence. There are many other channels which are 'commercial' and raise their money by showing advertisements in the breaks between and during programmes.

Films, DVDs and videos are classified to show what is suitable and unsuitable for children and young people. For example, a film classified as 15 should not be shown to anyone under that age. Programmes considered unsuitable for children are only shown on television after 9 pm.

Vocabulary

Exercise 1a 2.43

- Play the recording for students to listen and read.
- Play the recording again for students to listen and repeat.

Exercise 1b

- Ask students to name one local TV show for each type of programme shown in the pictures.

Exercise 2 2.44 Audio script pT88

- Explain that students will hear twelve excerpts from different TV programmes. Their task is to identify the type of each programme.
- Play the recording for students to listen and tell you what kind of programme they hear.
- Play the recording again and discuss any new vocabulary.

ANSWER KEY

- | | |
|----------------------|-----------------------|
| 2 a police drama | 8 a chat show |
| 3 the news | 9 a documentary |
| 4 a soap opera | 10 a quiz show |
| 5 a sports programme | 11 a nature programme |
| 6 a reality show | 12 a comedy programme |
| 7 a cartoon | |

Comprehension

Exercise 3 2.45

- Ask students to look at both pictures without reading the dialogue. Focus attention on the questions and ask students to predict the answers.
- Before playing the recording, you could also discuss with students where they think the girls in the pictures are, what they are doing, what they are talking about and what happens in the second picture.
- Play the recording for students to read and listen. Were their ideas about the text correct? Encourage students to answer the questions with full sentences.
- Discuss any new vocabulary (*remote control*, *record*, *TV set*).

POSSIBLE ANSWERS

- 1 Laura wants to watch TV because her parents aren't going to be at home.
- 2 *Two and a Half Men* is a comedy programme. *Inside the Actors' Studio* is a chat show.
- 3 Laura can't watch TV because her parents are going to take it to her grandma's.

Optional extra

Divide the class into small groups and ask each group to think of a TV programme they all know. Ask them to write six to eight sentences to describe the programme without mentioning the title. They read their sentences to a group or the whole class who try to guess the programme they are describing. They can ask further questions to narrow down the possibilities, for example: *Is it a cartoon?* *Is there a cat and a mouse in it?*, etc.

Grammar

Exercise 4a

- Ask students to look back at the text in exercise 3 and tell you how to complete the gaps in the table. Elicit or teach the meaning of *revise for a test*.
- Focus attention on Mut's speech bubble and check that students understand when and how we use *going to* (we use *be + going to + the base form of the verb*).
- Students copy the table into their exercise books.

ANSWER KEY

I am going to watch TV.
He is going to watch TV.
We are going to watch TV.

Exercise 4b

- Students work on their own to complete the gaps in the sentences.
- Check answers as a class.

ANSWER KEY

2 are going to
3 am going to
4 is going to
5 are going to
6 is going to

Exercise 4c

- Get students to make the sentences negative.

ANSWER KEY

1 Ruby isn't going to read a book this evening.
2 We aren't going to play basketball on Wednesday.
3 I'm not going to watch the news at 10 o'clock.
4 Marcus isn't going to do his homework after dinner.
5 Laura's parents aren't going to buy a new TV tomorrow.
6 It isn't going to be a boring evening.

Exercise 5a

- Focus attention on Mut's question and elicit from students how questions are formed with *going to* (*be + subject + going to + base form of the verb*). Point out the differences between the statement and question form.
- Students copy the table into their exercise books and complete the gaps.

ANSWER KEY

Is she going to watch TV? Yes, she is.
Is she going to watch *Two and a Half Men*? No, she isn't.

Exercise 5b

- Students write six TV programmes they are going to watch on a piece of paper, in preparation for the role-play in exercise 5c.

Exercise 5c

- Read the instructions and the example together. The groups ask and answer questions to say what they are and aren't going to watch. Ask students to take notes and plan the perfect evening's TV for the whole class.
- You may also want them to say why they chose or rejected certain programmes.

Listening and speaking

Exercise 6a 3.2 Audio script pT88

- Read the instructions together and explain that students are going to hear six mini-dialogues.
- Play the recording for students to listen and to match the names to the correct activities.
- Check answers as a class.

ANSWER KEY

1 Marco – d
2 Eloise – f
3 Uma and Sally – e
4 Peter and Jason – a
5 Dominic – b
6 Di and Kris – c

Exercise 6b

- Read the example together and elicit the answer to the question (*He's going to stay in bed*).
- Students work in pairs to ask and answer questions about the people in the chart.
- Monitor carefully for correct grammar and pronunciation.

ANSWER KEY

2 What's Eloise going to do? She's going to tidy her room.
3 What are Uma and Sally going to do? They're going to go swimming.
4 What are Peter and Jason going to do? They're going to play football.
5 What's Dominic going to do? He's going to do some homework in the morning and he's going to go to the cinema in the afternoon.
6 What are Di and Kris going to do? They're going to have a piano lesson.

Exercise 6c

- Read the example together. Tell students to work in pairs and take turns in asking and answering questions about the activities in exercise 6a.
- Monitor carefully for correct grammar and pronunciation.

Exercise 7

- Read the instructions together and demonstrate the task with a student. Ask: *What are you going to do this evening?* Elicit an answer, for example: *I'm going to do my homework*.
- Ask students to write down what their partner is going to do at the times given.
- Get some students to report back to the class.

Grammar

- 4 a** Copy and complete the table with the affirmative forms.

going to			
I	_____	going to	watch TV. revise for a test. be at home. record a programme.
He	'm not		
She	_____		
It	isn't		
We	_____		
You	_____		
They	aren't		

We use going to for what we plan to do in the future.



- b** Complete these sentences with the affirmative form of going to.

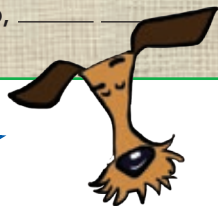
- Ruby *is going to* read a book this evening.
- We _____ play basketball on Wednesday.
- I _____ watch the news at 10 o'clock.
- Marcus _____ do his homework after dinner.
- Laura's parents _____ buy a new TV tomorrow.
- It _____ be a boring evening.

- c** Make the sentences negative.

- 5 a** Copy and complete the questions and short answers about the story.

going to: questions	
Is she going to watch TV?	Yes, she _____.
_____ to watch <i>Two and a Half Men</i> ?	No, _____.

How do we make questions with going to?



- b** Plan the perfect evening's TV. Write down six programmes that you are going to watch.

- c** Work with another group. Ask and answer. Are you going to watch the same programmes?

- Are you going to watch 'Hollyoaks'?
- Yes, we are. / No, we aren't.

Listening and speaking

- 6 a** 3.2 Listen. Which of these things are the people going to do on Saturday morning? Match the names to the correct pictures.

1 Marco

2 Eloise

3 Uma and Sally

4 Peter and Jason

5 Dominic

6 Di and Kris



- b** Work with a partner. Ask about the people.

- What's Marco going to do?
- He's going to ...

- c** Ask and answer with a partner about the activities.

- Are you going to play football?
- Yes, I am. / No, I'm not.

- 7** Ask your partner: What are you going to do at these times?

this evening at New Year
after school on Saturday morning
on Sunday afternoon on your next birthday

6B At the movies

Comprehension

1 a Look at the pictures. Find the names of the people in the story.

b What is happening in each picture?

2 3.3 Read and listen to the story. Number the pictures in the correct order.



Doctor X

Justin Time opened his eyes slowly. He was on a bed in a strange room. The bed was very hard. Chelsea was there, too. She was very sad.

'Are you all right?' she asked quietly.

'It doesn't matter. You're both going to die here.' It was Justin's old enemy Dr X. She laughed horribly. 'I've got the computer now. So goodbye, Mr Time.'

Dr X left the room and the guard locked the door.

'We must stop her,' said Justin. 'With that computer she can control all the world's satellites.'

'I think we can escape easily,' whispered Chelsea. 'That guard is very slow. Listen.'

'That's a good idea,' said Justin. Then he shouted very loudly. 'Oh, my stomach! Help! Help!'

The guard rushed into the room. 'What's all that horrible noise?' he said. Chelsea was by the door. She threw the blanket over the guard's head, while Justin quickly grabbed the keys from the guard's belt. They locked the guard in the room and ran outside.

'You did that very well,' said Justin.

'Oh, it was easy,' said Chelsea.

'Well, can you run fast, too?' he said, and they ran to the harbour.

'Look,' said Justin. 'That's Dr X's boat. She's going to take the computer to her secret island. Come on.' They got into the boat and hid behind the seats. Soon Dr X arrived. She carefully put a briefcase on the seat and started the engine.

The boat was very fast. When they were near the island, Dr X opened the briefcase.

'With this computer I'm going to control the world,' she said. Suddenly, Justin jumped up and took the briefcase.

'Give that to me,' said Dr X. She grabbed the briefcase and pulled hard. But the briefcase was open and the computer fell into the water.

'Aren't you going to jump in and get it, Dr X?' asked Justin.

'I can't swim!' she said sadly, as the computer slowly sank to the bottom of the sea.

'The world is safe again now,' said Justin. While he watched Dr X, Chelsea took the boat safely back to the harbour.

6B At the movies

Comprehension

Exercise 1a

- Ask students to look at the pictures and find the names of the people in the story.
- Students spell out the names for you to write on the board.

ANSWER KEY

Justin Time, Chelsea, Dr X, the guard

Exercise 1b

- Go through the pictures one by one asking students to say what is happening in each.

POSSIBLE ANSWERS

- Dr X has got the briefcase, but it's open and the computer is falling into the sea. Chelsea is going to drive the boat.
- Dr X is driving the speedboat. There is a briefcase on the seat next to her. There is a computer inside the briefcase. Justin is taking the briefcase.
- The computer is going to the bottom of the sea. Justin is pointing at the computer. Chelsea is driving the boat and Dr X is looking at the computer.
- Justin and Chelsea are climbing into a speedboat and getting behind the seats.
- Justin is sitting on a bed. He has a sore stomach. Chelsea is holding a blanket. The guard is looking through the window of the door.
- Justin is lying on a bed. He has a sore head. Chelsea is sitting near him. Dr X is standing. There is a guard standing by the door.
- The guard is in the room. Chelsea is throwing the blanket over his head and Justin is taking the key ring from the guard's belt.

Exercise 2 3.3

- Play the recording for students to listen and read.
- Students work with a partner to put the pictures in the correct order.
- Go through the answers with the class. Discuss any new vocabulary.

ANSWER KEY

- f
- e
- g
- d
- b
- a
- c

Optional extra

Students work in pairs. Tell them to imagine they are Justin Time and Chelsea and they are going through the plan. Student A (Chelsea) asks *What are you going to do?* Student B (Justin) answers *I'm going to shout loudly 'Oh my stomach! Help! Help!' What are you going to do?* Student A (Chelsea): *I'm going to be by the door and ...*, etc.

Tell students to go through each step of the plan, from escaping to stopping Dr X and saving the world. Walk around and monitor the activity for correct grammar and pronunciation. Point out that the stress falls on you when asking back (*I'm going to ... What are you going to do?*). Get some students to act out their dialogue in front of the class.

Exercise 3a

- Read the instructions together. Ask students to read the text in exercise 2 again and answer the questions.
- Students check the answers in pairs, then as a class.

POSSIBLE ANSWERS

- 1 She wanted to control the world's satellites.
- 2 (Justin) I pretended to have a stomach ache. (Chelsea) I put a blanket over the guard's head and Justin took his keys.
- 3 We locked him in the room.
- 4 We went to the harbour.
- 5 We wanted to stop Dr X. She wanted to take the computer to her secret island.
- 6 She put the briefcase on the seat and started the engine.
- 7 We hid behind the seats.
- 8 (Justin) I jumped up and took the briefcase. Dr X grabbed it and pulled hard but the briefcase was open.
- 9 It fell into the sea.
- 10 She couldn't / can't swim.

Exercise 3b

- Read the instructions together. Ask students to demonstrate the task by reading out the example, completing it as appropriate (... *control all the world's satellites*. ... 'Oh, my stomach! Help! Help!'; ... *rushed into the room*.)
- Students act out the interview in pairs. Walk around and monitor the activity. Get some students to act out the interview for the rest of the class.

Grammar

Exercise 4a

- Make sure students remember what *noun*, *pronoun*, *adjective*, *verb* and *adverb* mean. Ask them to give examples in English and in their own language.
- Students copy and complete the table on their own.

ANSWER KEY

'The world is safe again now,' said Justin.
 'Oh, it was easy,' said Chelsea.
 'What's that horrible noise?' said the guard.
 Chelsea took the boat safely back to the harbour.
 'I think we can escape easily.'
 She laughed horribly.

Exercise 4b

- Ask students to look at the adverbs again and say which letters they end with (-ly).
- Students look back at the text to find more adverbs in the story and write these on the board. Circle -ly.

ANSWER KEY

Adverbs ending in -ly: slowly, quietly, loudly, quickly,
carefully, suddenly, sadly
 Other adverbs: well, fast, hard

Exercise 4c

- Students complete the sentences from the text.
- Ask: *Do the words describe nouns or verbs?* Discuss how some common adverbs do not take the -ly ending.

ANSWER KEY

- 1 'That's a good idea,' said Justin. (good = adjective. It describes the noun 'idea'.)
 'You did that very well.' (well = adverb. It describes the verb 'do'.)
- 2 'Well, can you run fast, too?' he said. (adverb)
 The boat was very fast. (adjective)
- 3 The bed was very hard. (adjective)
 She grabbed the briefcase and pulled hard. (adverb)

LANGUAGE NOTE

Students should beware of confusing the adverb *hard*, meaning with a great deal of effort, with the adverb *hardly* meaning only just. We say *he worked hard* meaning he worked with a lot of effort and *he hardly worked* meaning he did very little work.

Exercise 5

- Go round the class asking students to read out the correct sentences by choosing an adjective or adverb.

LANGUAGE NOTE

Although some adverbs can precede the verb (*He quickly grabbed the bag*), teach students to place the adverb at the beginning, or after the verb / at the end of the sentence for now.

ANSWER KEY

- | | |
|------------|-----------------|
| 1 slowly | 6 suddenly |
| 2 horrible | 7 carefully |
| 3 quietly | 8 hard |
| 4 quickly | 9 safe, happily |
| 5 loud | 10 well |

Exercise 6

- Read the instructions and the example together.
- Students work individually to write five sentences about themselves using the adverbs given.
- Ask some students to read out their sentences to the class.

Exercise 7

- Read the instructions and examples to make sure that students understand that they have to give instructions for their partner to follow. Encourage them to think of amusing instructions.
- In pairs, students take turns in giving instructions.

Writing and speaking

Exercise 8a

- Ask students to look through the story about Dr X again. With the whole class, brainstorm ideas about the four questions. Write as many ideas as possible on the board.

Exercise 8b

- Divide the class into groups of four to write the first part of the story, using their ideas from exercise 8a.

Exercise 8c

- Different groups act out their stories for the class. If you wish, you can ask the class to vote for the best story.

More practice Workbook pp56–57,
 Teacher's Resources Unit 6

3 a A reporter is interviewing Justin and Chelsea. Imagine you are Justin or Chelsea. Give their answers.

- 1 Why did Dr X want the computer?
- 2 How did you escape from the room?
- 3 What did you do with the guard?
- 4 Where did you go after you escaped?
- 5 Why did you get into the boat?
- 6 What happened when Dr X arrived?
- 7 Why didn't she see you?
- 8 How did you get the briefcase?
- 9 What happened to the computer?
- 10 Why didn't Dr X try to save the computer?

b Work with a partner. Act out an interview. One person is the reporter and one is Justin.

Reporter Why did Dr X want the computer?
 Justin With the computer, she could ...
 Reporter How did you escape from the room?
 Justin I shouted: ..., and the guard ...

Grammar

4 a Copy and complete the table.

Adjectives and adverbs

Adjectives describe nouns or pronouns.

'The world is _____ again now,' said Justin.

'Oh, it was _____,' said Chelsea.

'What's that _____ noise?' said the guard.

Adverbs describe verbs.

Chelsea took the boat _____ back to the harbour.

'I think we can escape _____.'

She laughed _____.

b What letters do a lot of adverbs end with? Find more adverbs in the story.

c Complete the sentences with words from the story. Are the missing words adverbs or adjectives?

- 1 'That's a _____ idea.' said Justin.
'You did that very _____.'
- 2 'Well, can you run _____, too?' he said.
The boat was very _____.
- 3 The bed was very _____.
She grabbed the briefcase and pulled _____.

Be careful with these adverbs!



5 Choose the correct word to complete the sentences.

- 1 The guard moved very *slow* / *slowly*.
- 2 Dr X is a *horrible* / *horribly* woman.
- 3 Chelsea spoke *quiet* / *quietly*.
- 4 They ran to the harbour *quick* / *quickly*.
- 5 The engines made a very *loud* / *loudly* noise.
- 6 Justin grabbed the briefcase *sudden* / *suddenly*.
- 7 Dr X opened the briefcase *careful* / *carefully*.
- 8 She pushed Justin very *hard* / *hardly*.
- 9 'We're *safe* / *safely* now,' said Justin *happy* / *happily*.
- 10 Chelsea can swim very *good* / *well*.

6 Write sentences about yourself with these adverbs.

well fast loudly easily slowly

I can speak English well.

7 Work with a partner. Give him / her some instructions. Use adverbs to say how he / she must do it. You can use real instructions.



Say your name quietly.



Ride a horse happily.

Writing and speaking

8 a You only have the last part of the story of Dr X in exercise 1. Think about what happened before this.

What happened to Justin?
 Why were he and Chelsea in the room?
 How did Dr X get the computer chip?
 Why did she want it?

b Work with three friends. Write the first part of the story.

c Act the story.

6C Lights, cameras, action

Vocabulary

1 a Match the names to the pictures.

a thriller a horror film
a sci-fi film (science fiction) a musical
a romcom (romantic comedy) a fantasy
an adventure film a comedy film
a western a cartoon

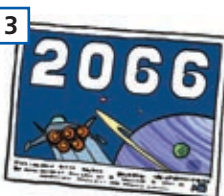
1



2



3



4



5



6



7



8



9



10



b Give examples of the different types of films. What type do you like best?

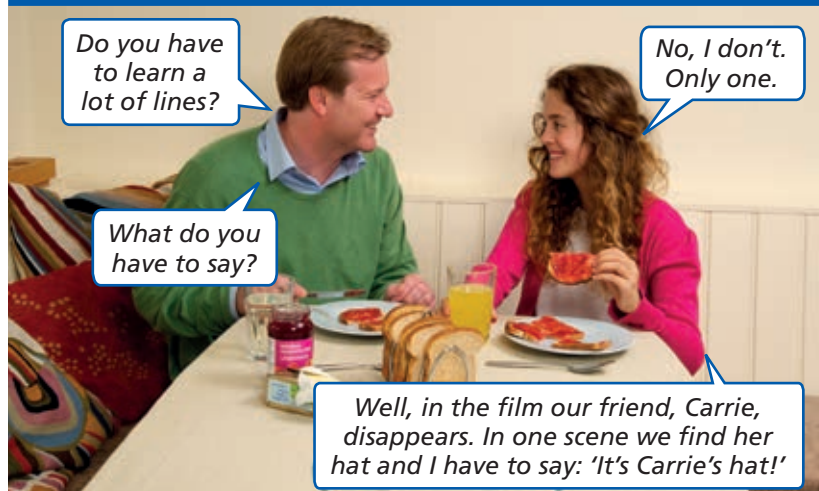
a sci-fi film: 'Avatar'

Comprehension

2 3.4 Read and listen.

- 1 Why did Laura get up early today?
- 2 What does she have to say? Why?

1 It's Saturday morning. Laura doesn't have to go to school today, but she has to get up early. She's going to be in a film. She wants to be an actress when she leaves school.



2



3



3 a What do you think happens?

b 3.5 Listen to the whole story. Check your ideas.

6C Lights, cameras, action

Vocabulary

Exercise 1a

- Focus attention on the title and ask students what they think the lesson is going to be about. Elicit that it is going to be about films.
- Students match the names to the pictures. In weaker classes, they could do this in pairs.
- Check answers as a class.

ANSWER KEY

- 1 a comedy film
- 2 a horror film
- 3 a sci-fi film
- 4 a musical
- 5 a cartoon
- 6 a western
- 7 a thriller
- 8 a romcom
- 9 an adventure film
- 10 a fantasy

CULTURE NOTE Fantasy is a genre that commonly uses magic and other supernatural phenomena as a primary element of plot or setting. Many fantasy works take place in imaginary worlds. Fantasy is generally distinguished from the genre of *science fiction* by the expectation that it lacks scientific themes, though there is a great deal of overlap between the two. *Star Wars* is actually not science fiction but fantasy, only set in space. Fantasy became popular with stories like *John Carter of Mars*, *Conan the Barbarian* and most of all J. R. R. Tolkien's *The Hobbit* and *The Lord of the Rings*. Several other series, such as C. S. Lewis's *Chronicles of Narnia* and Ursula K. Le Guin's *Earthsea* books, helped cement the genre's popularity, which has continued to increase with J. K. Rowling's *Harry Potter* series.

Exercise 1b

- Divide the class into two teams.
- Make sure that students understand what the different types of film are.
- In their teams, students write the names of as many films of each type as they can. Students must have at least one film of each type.
- The team with the most film names wins.
- Ask students which type of film they like best and why. Which type of film is the most popular in the class?

Comprehension

Exercise 2 3.4

- Allow students time to look through the text and the pictures.
- Check for any difficulties with new words, for example *disappear*, *scene*.
- Play the recording for students to read and listen.
- Ask different students to answer the questions.
- Point out the pronunciation of *have to*.

ANSWER KEY

- 1 Because she's going to be in a film.
- 2 She has to say 'It's Carrie's hat!', because their friend, Carrie, disappears, and in one scene they find her hat.

Optional extra

Discuss with the class whether they know of anybody who has acted or been an extra in a film (or done anything connected with show business).

Exercise 3a

- Explain that it was only part of the story and ask students to predict what is going to happen.

Optional extra

You may want to ask students to work in pairs or in small groups to write an ending to the story. Get them to read out what they have written for the rest of the class and ask for a show of hands which ending they liked the best.

Exercise 3b 3.5 Audio script pT88

- Play the recording for students to listen and check their ideas.

ANSWER KEY

Laura says 'It's Harry's cat!' instead of 'It's Carrie's hat!'

Exercise 4

- Ask students to read the text again, and correct the sentences on their own.
- Go round the class asking students to read out their answers.

ANSWER KEY

- 1 It's Saturday morning.
- 2 She is going to be in a film.
- 3 She has to learn only one line.
- 4 She finds a hat.
- 5 She says her line incorrectly. / She doesn't say her line correctly.
- 6 They have to do the scene again.

Grammar

Exercise 5a

- Refer students back to the story in lesson B where Justin says *We must stop her*. Explain that another way of expressing *must* is to use *has / have to*.
- Ask students to find the sentences in the text in exercise 2 and complete the gaps.
- Check answers as a class. You may want to ask students to translate the sentences into their own language.

ANSWER KEY

- | | |
|-------------------|-----------------|
| 1 has to | 3 have to |
| 2 doesn't have to | 4 don't have to |

Exercise 5b

- Students copy the table into their exercise books and complete it on their own.

ANSWER KEY

- I / You / We / They have to learn the lines.
 I / You / We / They don't have to learn the lines.
 He / She / It has to learn the lines.
 He / She / It doesn't have to learn the lines.

Exercise 6

- Ask students to read the cues and tick the things they have to do.
- Go round the class asking students to tell you one thing that they have to do and one thing that they don't have to. Remind them to use full sentences.

Exercise 7a

- Ask students to read the dialogue in exercise 2 again and complete the questions on their own.
- Check answers as a class.

ANSWER KEY

- Do you have to learn a lot of lines?
What do you have to say?

Exercise 7b

- Read the instructions and ask students to rewrite the sentences.
- Check the answers, then focus attention on Mut's question.

- Discuss how questions with *have / has to* are made. Write *Do I / you / we / they have to ...?* on the board. Elicit the *he / she / it* form and write it on the board *Does he / she / it have to ...?*

ANSWER KEY

- Does she have to learn a lot of lines?
What does she have to say?

Exercise 7c

- Students write questions using the cues in exercise 6.
- Students then ask and answer their questions in pairs.

ANSWER KEY

- 2 Do you have to do homework every day?
- 3 Do you have to go to sports training after school?
- 4 Do you have to take the dog for a walk?
- 5 Do you have to help with the housework?
- 6 Do you have to cook the dinner?
- 7 Do you have to take the bus to school?
- 8 Do you have to buy a birthday present this month?

Listening, writing and speaking

Exercise 8a 3.6 Audio script pT88

- Check that students understand *invitation* and *situation*. Explain that they are going to hear six mini-dialogues. In each, Oscar gets an invitation, but he has to turn them down for some reason (a 'situation').
- Ask students to read through the information in the chart.
- Make sure students understand the task. Play the recording for them to match the invitations to the situations.
- Check answers as a class.

ANSWER KEY

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

Exercise 8b

- Focus attention on the example and ask students to use their answers from exercise 8a to write similar sentences.
- Students check answers in pairs, then as a class.

ANSWER KEY

- 2 He can't go to the cinema, because he has to help with the housework.
- 3 He can't watch a DVD, because he has to do his homework.
- 4 He can't play a computer game, because he has to clean the car.
- 5 He can't go to the park, because he has to visit his grandparents.
- 6 He can't go to the shops, because he has to practise the piano.

Exercise 8c

- Play the recording again and ask students to focus on the invitations. You may want to pause the recording after each invitation and ask students to repeat.
- Ask students to practise the dialogues in pairs.
- Get some students to act out the dialogues.

4 Correct the sentences.

- 1 It's Saturday afternoon.
- 2 Laura is going to be in a TV programme.
- 3 She has to learn a lot of lines.
- 4 In the film she finds a cat.
- 5 She says her line correctly.
- 6 They don't have to do the scene again.

Grammar**5 a Complete the sentences from the text.**

- 1 She _____ get up early.
- 2 She _____ go to school today.
- 3 I _____ say 'It's Carrie's hat.'
- 4 I _____ do anything in this scene.

b Copy and complete the table with the affirmative and negative forms.

have to			
I	_____		
You	_____		
We	_____		
They	_____	to	learn the lines. go to the theatre. get up early. revise for a test.
He	_____		
She	_____		
It	_____		

6 Read the cues. Which things do you have to do?

- 1 get up early on Saturdays
I have to get up early on Saturdays.
or
I don't have to get up early on Saturdays.
- 2 do homework every day
- 3 go to sports training after school
- 4 take the dog for a walk
- 5 help with the housework
- 6 cook the dinner
- 7 take the bus to school
- 8 buy a birthday present this month

7 a Copy and complete the questions from the story.**have to: questions**

_____ learn a lot of lines? No, I don't.
What _____ say?

b Change the subject in the questions in exercise 7a to 'she'. Rewrite the questions.

Does she ...

How do we make
questions with have to?

**c Use the cues in exercise 6. Ask and answer with a partner.**

- Do you have to get up early on Saturdays?
- Yes, I do. / No, I don't.

Listening, writing and speaking**8 a 3.6 Listen. Why can't Oscar do the things? Match the invitations to the situation.**

Invitations	Situation
1 play tennis	a visit my grandparents
2 go to the cinema	b do my homework
3 watch a DVD	c go to the dentist's
4 play a computer game	d practise the piano
5 go to the park	e help with the housework
6 go to the shops	f clean the car

b Write sentences about Oscar.

Oscar can't play tennis, because he has to go to the dentist's.

c Work with a partner. Practise the dialogues in exercise 8a.

6D The lost penguin



Comprehension

1 **3.7** Read and listen to the story. Complete the sentences.

- 1 _____ decide to go to the _____.
- 2 _____ goes with them.
- 3 _____ sees a _____.
- 4 The _____ is lost.
- 5 The _____ says 'Take the penguin to the _____.'
- 6 _____ take the _____ to the zoo.
- 7 The _____ sees Mickey and Millie the next _____.
- 8 _____ are going to take the penguin to the _____.

2 Work in groups of three. Act the story.

1 Shall we go to the park today?

OK. Come on.

2 Look. It's a penguin. I think he's lost.

3 What shall we do with him?

Let's ask that policeman.

4 Excuse me. We found this penguin in the park. What shall we do with him?

Why don't you take him to the zoo?

5 That's a good idea.

6 Yes, that's right.

Didn't I see you with that penguin in the park yesterday?

7 But why didn't you take him to the zoo?

We did. We took him to the zoo yesterday afternoon.

8 Today we're going to take him to the cinema!

6D The lost penguin



Comprehension

Exercise 1 3.7

- Give students time to look through the story, then play the recording for students to read and listen.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Check for any difficulties with new vocabulary (*be lost*).
- Students work with a partner to complete the sentences.
- Check answers as a class.

ANSWER KEY

- 1 Mickey and Millie decide to go to the park.
- 2 Mut goes with them.
- 3 Millie sees a penguin.
- 4 The penguin is lost.
- 5 The policeman says 'Take the penguin to the zoo.'
- 6 Mickey and Millie take the penguin to the zoo.
- 7 The policeman sees Mickey and Millie the next day.
- 8 Mickey and Millie are going to take the penguin to the cinema.

Exercise 2

- Divide the class into groups of three to act out the story, taking the parts of Mickey, Millie and the policeman in turn. Additional students can join the groups to take the non-speaking parts of Mut and the penguin.
- Ask one or two groups to perform the story for the rest of the class.

Optional extra

Ask students to work in pairs and ask and answer questions about the pictures. For example, Student A asks *What are Mickey and Millie doing in the first picture?* Student B answers *They are having breakfast. What is Mickey wearing?*, etc. Encourage them to describe as many details in the pictures as they can. Walk around and monitor the activity.

Optional extra

Brainstorm ideas with students about what they would do with the penguin. Guide them with questions like *What does a penguin eat?* (*Penguins eat fish. I'm going to give him fish.*), *What does a penguin do?* (*Penguins swim in the water. I'm going to take him to a swimming pool.*)

Grammar

Exercise 3a

- Ask students to read through the story again and copy and complete the table.
- Check answers as a class.
- Elicit the meaning of *suggestion* and discuss the different ways of asking for and making suggestions.

ANSWER KEY

What shall we do with him?

Why don't you take him to the zoo?

Shall we go to the park today?

Let's ask that policeman.

Exercise 3b

- Tell students to find the suggestions in the story. Ask different students to read out the suggestions and give the responses.

ANSWER KEY

1 OK. Come on.

2 That's a good idea.

Exercise 4a

- In pairs, students match the cues to the pictures.
- Check answers as a class.

ANSWER KEY

1 h

3 b

5 g

7 f

2 d

4 c

6 e

8 a

Exercise 4b

- Read the instructions together and ask some students to read out the example.
- In pairs, students practise making suggestions and answering using the cues.
- Walk around and monitor the activity.
- Ask different pairs to act out each mini-dialogue for the rest of the class.

Listening

Exercise 5a 3.8 Audio script pT88

- Explain that the class is going to hear two dialogues. Give them some time to study the chart, so they know what information to listen for.
- Play the recording. Ask students to listen and make notes.
- Play the recording again, stopping after each dialogue for students to revise their notes.

LANGUAGE NOTE When we confirm an arrangement, we say *I'll meet you / I'll see you at ...*

ANSWER KEY

1

go swimming

this morning

outside the sports centre

half past eleven

2

play tennis

today

at the bus station

twenty past two

Exercise 5b

- Students work on their own to complete the dialogues, then check their ideas with a partner.
- Students who finish quickly can practise the dialogues.

Exercise 5c 3.8 Audio script pT88

- Play the recording again for students to listen and check.

ANSWER KEY

2 idea

3 sports centre

4 time

5 eleven

6 see

7 past

8 See

9 shall

10 tennis

11 meet

12 station

13 What

14 two

15 twenty

16 you

Speaking

LANGUAGE NOTE When speaking about the time we can use the indefinite article *a* before *quarter* (*a quarter to / a quarter past*).

Exercise 6

- Read the instructions together and check understanding of the task.
- Students work in pairs to make new dialogues using the cues provided. Walk around and monitor the activity.
- Ask different pairs to perform their dialogues for the rest of the class.

POSSIBLE ANSWERS

1

• Let's go to the cinema this afternoon.

• That's a good idea. Where shall we meet?

• Why don't we meet at the bus stop?

• OK. What time?

• Is half past three all right for you?

• Fine.

• So I'll see you at the bus stop at half past three.

• OK. See you.

2

• What shall we do this evening?

• Why don't we play table tennis?

• OK. Where shall we meet?

• Let's meet at the sports centre.

• OK. What time?

• How about a quarter past eight?

• Fine. I'll see you at the sports centre at quarter past eight.

• OK. See you.

Grammar

3 a Look at the story. Copy and complete the table.

Asking for suggestions

What _____ do with him?

Making suggestions

_____ take him to the zoo?
 _____ go to the park today?
 _____ ask that policeman.

b Find the answers to these suggestions in the story.

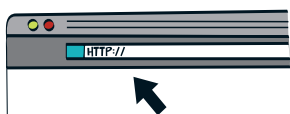
- 1 Shall we go to the park today?

 2 Why don't you take him to the zoo?

4 a Match the cues to the pictures.

- 1 have a drink 5 go to the zoo
 2 go swimming 6 play a computer game
 3 go cycling 7 watch a DVD
 4 play table tennis 8 go on the Internet

a



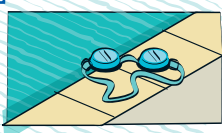
b



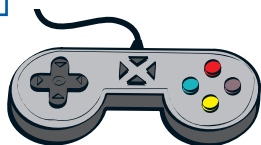
c



d



e



f



g



h



b Work with a partner. Take turns to suggest things and give answers.

- What shall we do this afternoon?
- Let's play a computer game.
- That's a good idea.

Listening

5 a 3.8 Listen to the dialogues and complete the table.

	1	2
What / do?	go swimming	
When?		
Where / meet?		
What time?		

b Complete the dialogues.

- 1 Laura Let's go ¹swimming this morning.
 Oscar That's a good ²_____. Where shall we meet?
 Laura Why don't we meet outside the ³_____
 Oscar OK. What ⁴_____
 Laura Is half past ⁵_____ all right for you?
 Oscar Fine.
 Laura So I'll ⁶_____ you outside the sports centre at half ⁷_____ eleven.
 Oscar OK. ⁸_____ you.
- 2 Emma What ⁹_____ we do today?
 Jake Why don't we play ¹⁰_____
 Emma OK. Where shall we ¹¹_____
 Jake Let's meet at the bus ¹²_____
 Emma OK. ¹³_____ time?
 Jake How about twenty past two? There's a bus at half past ¹⁴_____
 Emma Fine. I'll see you at the bus station at ¹⁵_____ past two.
 Jake OK. See ¹⁶_____.

c 3.8 Listen again and check.

Speaking

6 Work with a partner. Make new dialogues with the cues. Use the dialogues in exercise 5b to help you.

- 1 go to the cinema this afternoon 2 play table tennis this evening
 at the bus stop at the sports centre
 half past three quarter past eight

6



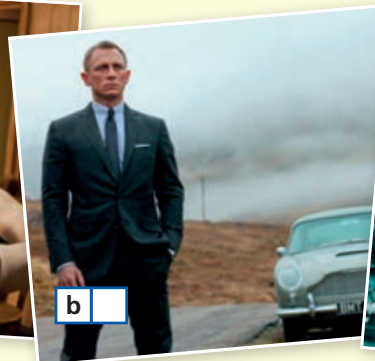
Culture

1 a **3.9** Read and listen to the texts. Match the pictures to the correct texts.

b Which character is:

- an inventor? a dog?
a detective? a wizard?
a secret agent?

c What other characters are mentioned? Who are they?



2 a Complete the chart.

Character	
Creator	
When first appeared in a book	
When first appeared in a film	

b Find the names of all the actors mentioned. Which character did they play?

3 Answer the questions.

- What was the first James Bond film?
- How many actors played James Bond before Daniel Craig?
- Why is Sherlock Holmes described as 'the most famous detective in the world'?
- Who is the bad character in the Harry Potter films?
- What are Wallace and Gromit made of?
- How many Oscars did Nick Park win with the Wallace and Gromit films?

4 **3.10** Listen. For each speaker find out:

- Who is his / her favourite character?
- Which film is his / her favourite?
- When and where did he / she watch it?

5 Write about some famous film characters in your country.

- What are their names?
- Who created them?
- What films do they appear in?
- Which character is your favourite?



1 JAMES BOND

One of the most famous characters in British films is the secret agent, James Bond (007). Ian Fleming created the character. He wrote the first James Bond book in 1952. Ten years later, the first James Bond film appeared. *Dr No* starred Sean Connery as James Bond. In 2006, Daniel Craig became the sixth James Bond in *Casino Royale*.

2 SHERLOCK HOLMES

Sherlock Holmes is the most famous detective in the world. Sir Arthur Conan Doyle created him in 1887 in a book called *A Study in Scarlet*. Holmes and his assistant, Dr Watson, appeared in sixty stories. Between 1900 and 2012 Sherlock Holmes appeared in 211 films – more than any other character. There's a TV series called *Sherlock*, too, with Sherlock Holmes as a modern detective.

3 HARRY POTTER

A younger British film hero is the boy wizard, Harry Potter. With his friends, Hermione and Ron, Harry fights the evil wizard, Lord Voldemort. Harry started life in the books of J. K. Rowling. The first book, *Harry Potter and the Philosopher's Stone*, appeared in 1997. More adventures soon followed. In 2001 Daniel Radcliffe became an international film star as Harry Potter. Ten years later the eighth and last Harry Potter film appeared in cinemas.

4 WALLACE AND GROMIT

Nick Park created these two characters – Wallace, the inventor, and Gromit, his very clever dog. They're made of plasticine. In their first film, *A Grand Day Out* (1989), Wallace and Gromit go to the moon. Three later films – *The Wrong Trousers*, *A Close Shave* and *The Curse of the Were-Rabbit* – all won Oscars.

6



Culture

Culture

The British cinema

Background information

Since *Dr No*, several actors have played James Bond, including Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig. Ian Fleming (1908–1964) was an English author, journalist and Naval Intelligence officer. During World War II, he was involved in the planning of several military operations. His wartime service and his career as a journalist provided much of the background, detail and depth of his Bond novels.

DVD

If you prefer, play Unit 6 of the culture materials on the DVD or the Classroom Presentation Tool 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 3.9

- Students read the texts individually and match them to the correct pictures. Check answers as a class.

ANSWER KEY

- a 4 Wallace and Gromit
b 1 James Bond
c 2 Sherlock Holmes

Exercise 1b

- Students read the texts again to answer the questions.

ANSWER KEY

an inventor – Wallace; a detective – Sherlock Holmes; a secret agent – James Bond; a dog – Gromit; a wizard – Harry Potter

Exercise 1c

- Ask students to answer the questions. In weaker classes, you may want to ask students to skim the text for answers.

ANSWER KEY

Sherlock Holmes's assistant, Dr Watson
Harry Potter's friends, Hermione and Ron, and Lord Voldemort, the evil wizard

Exercise 2a

- Ask students to copy the chart into their exercise books and make three more columns.
- Focus attention on the headings. Tell them that they may not find information for every box.
- Point out that they need to write the names of the main characters in the first row.

More practice Teacher's Resources Unit 6

ANSWER KEY

Character	James Bond	Sherlock Holmes	Harry Potter	Wallace and Gromit
Creator	Ian Fleming	Sir Arthur Conan Doyle	J. K. Rowling	Nick Park
When first appeared in a book	1952	1887	1997	–
When first appeared in a film	1962	1900	2001	1989

Exercise 2b

- Ask students to read and follow the instructions.

ANSWER KEY

Sean Connery, Daniel Craig (James Bond)
Daniel Radcliffe (Harry Potter)

Exercise 3

- Ask students to read the text again and answer the questions.

POSSIBLE ANSWERS

- Dr No*.
- Five.
- Because between 1900 and 2012 he appeared in 211 films – more than any other character.
- The evil wizard, Lord Voldemort.
- Wallace and Gromit are made of plasticine.
- Three.

Exercise 4 3.10 Audio script pT88

- Explain that students are going to hear three people speaking about their favourite films.
- Play the recording for students to listen and answer the questions.

ANSWER KEY

- Girl 1:** Harry Potter; **Boy:** James Bond; **Girl 2:** Wallace and Gromit
- Girl 1:** *Harry Potter and the Chamber of Secrets* (the second one); **Boy:** *Goldfinger*; **Girl 2:** *The Wrong Trousers*
- Girl 1:** in February, on DVD at home; **Boy:** last week, on TV; **Girl 2:** Christmas Day, on TV

Exercise 5

- Ask students to give you the names of some famous film characters from their own country. Write the names on the board. Ask students for any information they know about them and write notes on the board beside each name.
- Students use the texts as a model to write about one character, including the answers to all four questions.

English Across the Curriculum

Media studies: make your own film

Background information

To edit digital film you need some kind of editing software. In some modern computer operating systems you can find built-in basic video editing programs, but professional film-makers use much more sophisticated and expensive software, such as Avid or Final Cut Pro.

In the past, the initial editing of all films was done with a positive copy of the film negative called a film 'workprint' or 'cutting copy' (so as not to damage the original negative). Editors physically cut and pasted together pieces of film, using a splicer and threading the film on a machine with a viewer. Today, most films are edited digitally on non-linear editing systems.

Many film-makers also use a graphic script, called a *storyboard*, beside the written script.

Exercise 1 3.11

- Go through the questions with the class. Elicit or pre-teach the meaning of *equipment*.
- Students read the text individually and match the headings to the paragraphs.
- They check answers in pairs, then as a class.
- Discuss any new vocabulary.

ANSWER KEY

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

Exercise 2

- Students label the picture individually or in pairs.
- Check answers as a class.

ANSWER KEY

- 1 a microphone (b)
- 2 the soundperson (h)
- 3 an actress (e)
- 4 an actor (d)
- 5 the cameraperson (g)
- 6 a camcorder (a)
- 7 a tripod (c)
- 8 the director (f)
- 9 the script (i)

Exercise 3

- Ask students to read the text again and mark the ideas good or bad. Point out that some ideas can be both.
- Ask different students to tell you about each idea and to give you reasons why they think an idea is good or bad.

POSSIBLE ANSWERS

- 1 Good idea. You get much better pictures.
- 2 Good idea. You only get people's voices.
- 3 Bad idea. People feel sick when they watch it.
- 4 Bad idea. People get bored quickly if scenes are too long.
- 5 Bad idea. Animals don't always do what you want.
- 6 Good idea. It's easier because you can control things. OR
Bad idea. You have to think carefully about lighting.
- 7 Bad idea. It's noisy.
- 8 Good idea. The light doesn't change.
- 9 Bad idea. If you film each scene two or three times, you can choose the best scene.
- 10 Good idea. You can invite your friends and family to watch the film.

Exercise 4

- Divide the class into groups and ask them to plan a five-minute film. Refer them to the questions in exercise 1 for ideas. (They should decide what the film is going to be about, how many people they are going to need, where and when they are going to shoot, what equipment they will need, what will each person in the team do, etc.) Ask them to write a short script. The most important element of this activity is the planning process, not the actual story it develops.
- Ask the groups to read out their plans for the rest of the class and have a class vote on which plan they liked the best.

Optional extra

Divide the class into groups to write five questions about the text. Groups exchange questions and write the answers.

Instagram:@IELTS_Matters

6

Revision

Adverbs


1 a Write the adverbs for these adjectives.

- 1 quiet
quietly
- 2 careful
- 3 easy
- 4 fast
- 5 loud
- 6 sad
- 7 good
- 8 bad

b Choose words from your list of adjectives and adverbs to complete these sentences.

- 1 Oliver can play the piano very _____.
- 2 Ssh! Don't talk so _____.
- 3 I think Maths is an _____ subject.
- 4 What was that _____ noise?
- 5 The TV is very _____. I can't hear it.
- 6 We won the football match _____.
- 7 I don't like _____ films.
- 8 Eva can run very _____.

have to

2 a  **3.12** Listen. Which of the things does Josh have to do today?

practise the piano
finish his homework
pack his sports bag
clean his football boots
meet Owen in town
take the dog for a walk
load the dishwasher
take out the recycling
phone his grandparents
tidy his room

b Write about Josh's day.

He doesn't have to practise the piano.

going to

3 a What are the people going to do? Complete what they say.

1 *I'm going to feed the cat.*



2 _____



3 _____



4 _____



5 _____



6 _____



b Use the cues. Make dialogues about the pictures.

- 1 Emily / feed the dog
 - *Is Emily going to feed the dog?*
 - *No, she isn't. She's going to feed the cat.*
- 2 Harry and Isabella / play tennis
- 3 James / have a shower
- 4 Olivia / cook the dinner
- 5 Ella and Alfie / do their homework
- 6 George / clean the car

Making suggestions

4 Work with a partner. Make a dialogue to make this arrangement.

- go to see a film / this afternoon
- meet in the town square
- meet at 2.30

Vocabulary

5 What are these films and TV programmes?

- | | |
|-----------------|-------------------|
| 1 a thac wosh | 6 het swen |
| 2 a rorhor milf | 7 a meydoc |
| 3 a necudoymart | 8 a ranotoc |
| 4 a paso pareo | 9 a yanfast |
| 5 a stweren | 10 a clopie madra |

6

Revision

Adverbs

Exercise 1a

- Students write the adverbs for the adjectives given. Remind them that not all adverbs end in -ly.

ANSWER KEY

- | | |
|-------------|---------|
| 2 carefully | 6 sadly |
| 3 easily | 7 well |
| 4 fast | 8 badly |
| 5 loudly | |

Exercise 1b

- Students complete the sentences on their own. Point out that they have to use the words from exercise 1a.

ANSWER KEY

- | | |
|----------|-------------|
| 1 well | 5 quiet |
| 2 loudly | 6 easily |
| 3 easy | 7 sad / bad |
| 4 loud | 8 fast |

have to

Exercise 2a  3.12 Audio script pT88

- Read the instructions and go through the list of activities.
- Play the recording for students to listen and choose which things Josh has to do.
- Check answers as a class. Encourage students to answer with full sentences, for example: *Josh has to finish his homework.*

ANSWER KEY

Josh has to finish his homework, pack his sports bag, meet Owen in town, take the dog for a walk, and tidy his room.

Exercise 2b

- Students work on their own to write sentences describing what Josh has to do. Point out that they also have to write down what Josh doesn't have to do.

ANSWER KEY

He has to finish his homework.
 He has to pack his sports bag.
 He doesn't have to clean his football boots.
 He has to meet Owen in town.
 He has to take the dog for a walk.
 He doesn't have to load the dishwasher.
 He doesn't have to take out the recycling.
 He doesn't have to phone his grandparents.
 He has to tidy his room.

going to

Exercise 3a

- Students use the information in the pictures to write what the people are saying.

More practice Workbook pp62–63,
 Teacher's Resources Unit 6

ANSWER KEY

- We're going to play tennis.
- I'm going to have a shower.
- I'm going to make a sandwich.
- We're going to watch a DVD.
- I'm going to clean the car.

Exercise 3b

- Ask students to work in pairs, and make dialogues using the cues and the pictures.
- When they have written the dialogues, they take turns in asking and answering questions.

ANSWER KEY

- Are Harry and Isabella going to play tennis? Yes, they are.
- Is James going to have a shower? Yes, he is.
- Is Olivia going to cook the dinner? No, she isn't. She's going to make a sandwich.
- Are Ella and Alfie going to do their homework? No, they aren't. They're going to watch a DVD.
- Is George going to clean the car? Yes, he is.

Making suggestions

Exercise 4

- Elicit expressions for asking for and making suggestions (*Shall we ...?, Why don't you ...?, Let's ..., etc.*).
- Ask students to work in pairs to make the dialogue.
- Get some students to act out their dialogues.

POSSIBLE ANSWERS

Shall we go to see a film this afternoon?
 That's a good idea. Where shall we meet?
 Let's meet in the town square.
 OK. What time?
 Is half past two all right for you?
 Fine. I'll see you in the town square at 2.30.
 OK. See you.

Vocabulary

Exercise 5

- Focus attention on the word list and elicit from students that they must put the jumbled letters in the correct order to identify the words.
- Students work on their own.
- Check answers as a class.

ANSWER KEY

- | | |
|-----------------|-------------------|
| 1 a chat show | 6 the news |
| 2 a horror film | 7 a comedy |
| 3 a documentary | 8 a cartoon |
| 4 a soap opera | 9 a fantasy |
| 5 a western | 10 a police drama |

Your Project

6

Choosing a topic

- The aim of the lesson is to highlight how many different subjects can be covered under the same overall broader theme heading. Each student should think about what aspect of the theme interests them most and prepare a project about that.
- With books closed, write the theme *Entertainment* on the board. Elicit ideas about what topics might be covered under this heading. Write all relevant suggestions on the board.
- For each topic, ask students to brainstorm one or two suitable formats that they might want to choose. Explain that depending on what topic they choose, the range of possible formats may vary, as some topics lend themselves better to certain ways of presentations than others.
- Read the suggestions around Laura's class in the Student's Book. Are the suggestions similar to what the class discussed previously?
- Remind students about the class project they prepared in Unit 4, as the theme here may again be quite appropriate for class work. Nonetheless you shouldn't force them to do a class project if there is a lot of reluctance.

Preparation

- Put students together in pairs or small groups of no more than four. Ask each pair or group to decide what topic they are going to cover. Ask them also to discuss how they would like to present their projects.
- Depending on their choice of topic and format, ask students to decide where and how they are going to find information and materials, and how they are going to produce their final projects.
- Encourage them to be creative and not feel limited by what the examples show in the book. They are free to do whatever they find most interesting.
- Students who include texts in their projects should check each other's writing for mistakes before writing out a clean copy.
- In the project presentation class, make sure you have equipment ready to show everyone's projects in their chosen format.
- If the class decided on producing a co-ordinated class project again, display all the projects like you did in Unit 4 and allow everyone a chance to look at all the work on show.

Follow-up

- Ask students to look back at the six projects they have prepared this year and say which one they enjoyed working on most and why.

Song

Famous

Background information

Famous is a song by English band Scouting For Girls. It was first played in concert in 2009, and released in 2010 both as digital download and in a CD single format. It became a Top 40 hit for the band.

Exercise 1 3.13 Audio script pT88

- Students read through the song lyrics.
- Play the song for them to complete the lyrics with the missing words.
- Check answers, then play the song again.

ANSWER KEY

- 1 Saturday
- 2 lights
- 3 TV
- 4 want
- 5 Read
- 6 famous
- 7 dance
- 8 young
- 9 want
- 10 Read
- 11 like
- 12 want
- 13 Read
- 14 like

Your Project

6

Choosing a topic

- 2 I'm going to write a film review.
I'm going to write about:
- the story of the film
 - the stars
 - my opinion of the film



- 3 We're going to make our own film. It's going to be a comedy about a boy, a girl and a dog.



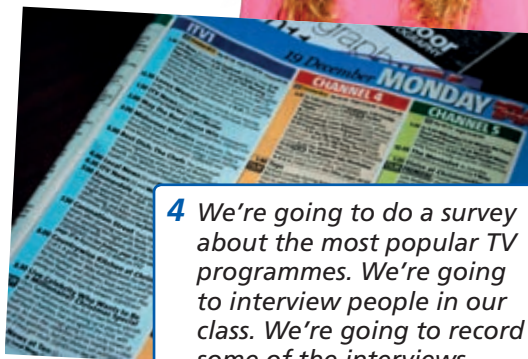
- 5 I'm going to write about my favourite pop group – The Arctic Monkeys. I think they're great.



- 1 Make a project about entertainment. You can do lots of different things for this, so first you have to choose a topic.



- 4 We're going to do a survey about the most popular TV programmes. We're going to interview people in our class. We're going to record some of the interviews.



- 6 What are you going to do for your project on entertainment?



Song

- 1 3.13 Listen and complete the words.

Famous

Staying in again on a ¹S_____ night,
I'm going to settle on the sofa and turn down the ²I_____.
I got 900 channels but there's nothing to see,
No wonder everybody thinks they should be on ³T_____.

Chorus

We all ⁴w_____ to be famous.
Be a face on the screen.
⁵R_____ our name in the papers.
Everybody wants to be on TV.
Everybody wants to be on TV.

Forget Audrey Hepburn,
Forget Bette Davis.
I want to be known, just for being ⁶f_____.
I can't act, I can't ⁷d_____,
I can't sing, can't you see?
But I'm ⁸y_____ and I'm pretty
and that's all that you need.

Chorus

We all ⁹w_____ to be famous.
Be a face on the screen.
¹⁰R_____ our name in the papers.
Everybody wants to be on TV.

Everybody wants to be ¹¹I_____ James Dean.

Chorus


We all ¹²w_____ to be famous.
Be a face on the screen.
¹³R_____ our name in the papers.
Everybody wants to be ¹⁴I_____ James Dean.

We all want. We want to be famous.
We all want to be like James Dean.
We all want. We want to be famous.
We all want to be on TV.

Pronunciation

Unit 1


1 /θ/ and /ð/

- a**  3.14 Listen and put the words in the correct column.

brothers thirty birthday this fourth
there thing Maths with father

/θ/  thirty

/ð/  brothers

- b**  3.15 Listen. If you hear the /θ/ sound, stand up.


- c** Say this:

This Thursday is Martha's brother's thirteenth birthday.

2 -es endings

- a** Which verbs have an /ɪz/ ending? Tick (✓) them.


- | | | |
|-------------|----------|--------------|
| 1 takes | 5 goes | 9 cycles |
| 2 watches ✓ | 6 writes | 10 practises |
| 3 catches | 7 uses | 11 makes |
| 4 washes | 8 likes | 12 finishes |

- b**  3.16 Listen, check and repeat.

- c** When do we have an /ɪz/ ending?

Unit 2

1 /ɪ/ and /i:/


- a**  3.17 Listen and repeat.

/ɪ/
hill
live



/i:/
tree
leave



- b**  3.18 Listen. If you hear the /ɪ/ sound, clap your hands.


- c** Say this:

Dean's sister feeds fifteen big sheep.

2 Same sound?

- a** Which pairs of words have the same vowel sound? Tick (✓) them.

- | | | | |
|---------|--------|---------|------|
| 1 eat | head | 6 tree | feed |
| 2 must | duck ✓ | 7 wrong | down |
| 3 take | wait | 8 they | them |
| 4 goose | look | 9 nut | run |
| 5 cat | snake | 10 come | home |

- b**  3.19 Listen, check and repeat.

Unit 3

1 /æ/ and /ɑ:/

- a** Write the words with the *taxi* or the *car*.

car taxi travel past bag grab ask
start France bad happy arm

/æ/




taxi

/ɑ:/



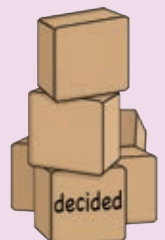
car


- b**  3.20 Listen, check and repeat.

2 -ed endings

- a** Which past forms of the verbs have an /ɪd/ ending? Build a tower. If the verb has an /ɪd/ ending, add another block to your tower and write the verb in it.

- | | | | |
|----------|-----------|-----------|-----------|
| 1 play | played | 7 start | started |
| 2 decide | decided ✓ | 8 look | looked |
| 3 arrive | arrived | 9 watch | watched |
| 4 wait | waited | 10 need | needed |
| 5 phone | phoned | 11 want | wanted |
| 6 land | landed | 12 travel | travelled |



- b**  3.21 Listen, check and repeat.

Pronunciation

Unit 1

1 The sounds /θ/ and /ð/

We recommend that you use this section after Lesson B.

Exercise 1a 🎧 3.14

- Explain how to make the voiced and non-voiced *th* sounds, /ð/ and /θ/, with the tongue between the teeth.
- Play the recording for students to listen and repeat.
- Ask students to write the words in the correct column.

ANSWER KEY

/θ/ birthday, fourth, thing, Maths

/ð/ this, there, with, father

Exercise 1b 🎧 3.15 Audio script pT88

- Read the instructions together, then play the recording.

ANSWER KEY

/θ/ ninth, three, Maths, thank you, fifteenth

Exercise 1c

- Students practise the tongue twister in pairs.

2 -es endings

We recommend that you use this section after Lesson A or D.

Exercise 2a

- Students identify the verbs with the sound /ɪz/ at the end.

Exercise 2b 🎧 3.16

- Play the recording for students to listen, check and repeat.

ANSWER KEY

Students should tick 3, 4, 7, 10 and 12.

Exercise 2c

- Ask students to look at the list of verbs which have the sound /ɪz/ at the end, and to identify the last sound of their base forms (/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/). Elicit the rule.

ANSWER KEY

The pronunciation of the third person singular ending is /ɪz/ if the base ends in /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.

Unit 2

We recommend that you use this section after Lesson D.

1 The sounds /ɪ/ and /i:/

Exercise 1a 🎧 3.17

- Elicit that the vowels are different. Explain that the colon (:) shows a long vowel. Play the recording for students to listen and repeat.

Exercise 1b 🎧 3.18 Audio script pT88

- Use words from 1a to demonstrate. Say *hill* and *live*, and ask if the sound in the middle is /ɪ/. It is, so clap your hands.

ANSWER KEY

/ɪ/ fish, pig, sister, chick, kitten, drink, king

Exercise 1c

- Students practise the tongue twister in pairs.

2 Same sound?

Exercise 2a

- Ask students to read out the pairs of words as a class and tick the pairs which have the same vowel sound.

Exercise 2b 🎧 3.19

- Play the recording for students to listen check and repeat.

ANSWER KEY

Students should tick 3, 6 and 9.

Unit 3

1 The sounds /æ/ and /a:/

Exercise 1a

- Focus attention on the examples and practise the vowel sounds in the two words (*taxi* and *car*).
- Ask students to write the words in the correct column.

Exercise 1b 🎧 3.20

- Play the recording for students to listen, check and repeat.

ANSWER KEY

/æ/ travel, bag, grab, bad, happy

/a:/ past, ask, start, France, arm

2 -ed endings

Exercise 2a

- Read the question and the instructions together as a class.
- Students build the tower using the words ending in /ɪd/.
- Write /ɪd/, /d/ and /t/ on the board as headings for three columns. Students tell you which word goes into which column. Demonstrate the /ɪd/, /d/ and /t/ sounds by saying the words out loud while pointing to them on the board.

Exercise 2b 🎧 3.21

- Play the recording for students to listen, check and repeat.

ANSWER KEY

/ɪd/ decided, waited, landed, started, needed, wanted

/d/ played, arrived, phoned, travelled

/t/ looked, watched

Unit 4

1 The sound /ʌ/

We recommend that you use this section after Lesson C or D.

Exercise 1a

- Write the sound /ʌ/ on the board and demonstrate it.
- Now demonstrate the use of the sound in the word *mug*.
- Ask students to read out the list of words and say whether or not they should be written in the mug, that is, whether or not they have the /ʌ/ sound.

ANSWER KEY

some, much, double, come, Mum, money, butter, onion, cup

LANGUAGE NOTE Speakers of some languages have trouble differentiating /ʊ/ or /ʌ/ (like *hot* or *hut*), so pay special attention to the pronunciation of these pairs.

Exercise 1b 3.22

- Play the recording for students to listen and ask them to put their hands up when they hear the /ʌ/ sound.

2 A tongue twister

Exercise 2a

- Students practise saying the tongue twister in pairs. Ask some volunteers to try it in front of the class. Who can say it fastest?

Exercise 2b 3.23

- Play the recording for students to listen and repeat.

Unit 5

1 The sounds /ɒ/ and /ɔː/

We recommend that you use this section after Lesson B.

Exercise 1a

- Demonstrate the sound /ɒ/ in the word *dog* and then the sound on its own. Demonstrate the sound /ɔː/ in the word *horse* and then the sound on its own.
- Elicit words from the box for each sound.

Exercise 1b 3.24

- Play the recording for students to listen, check and repeat.

ANSWER KEY

/ɒ/ monster, wash, forest, hot, long

/ɔː/ airport, four, more, warm, north, short, tall, autumn, small

2 Same sound?

We recommend that you use this section after Lesson

D. Exercise 2a

- Go through the list of words with the class.
- Ask different students to say each pair of words out loud.
- Students mark the pair of words with a tick if they have the same vowel sound.
- You may want to ask students to practise saying problem pairs of words where they are not sure of the differences.

ANSWER KEY

Students should tick 5, 8, 9, 11 and 12.

Exercise 2b 3.25

- Read the instructions together, then play the recording for students to listen and to act as instructed.

Unit 6

1 The sound /r/

We recommend that you use this section after Lesson B.

Exercise 1a 3.26

- Go through the list of words with the class.
- Play the recording for students to listen and read. Then play it again for students to listen and repeat.
- Write the words on the board. Point to the words at random for students to say out loud.

Exercise 1b

- Students practise saying the tongue twister in pairs. Ask some volunteers to try it in front of the class. Who can say it fastest?

2 A rhyme

We recommend that you use this section after Lesson B.

Exercise 2 3.27

LANGUAGE NOTE In English, rhythm is based on where stress falls in a sentence. Stressed sounds or syllables are pronounced with more force. Languages which always place the stress in the same place (for example, always on the first syllable like in Czech or Hungarian, or always on the syllable before the last one like in most Spanish or Italian words) have a very different rhythm from English.

- Play the recording for students to listen and read.
- Play it again and get students to say the rhyme. If it helps, ask them to tap the rhythm on their desks. Do it with them, so they have a chance to check they are doing it right.
- You may want to ask students to invent actions for some of the words in the rhyme (*row, stream, merrily, dream*) and to say it again with these actions.

Unit 4

1 /ʌ/

a Look at these words. Which words have the /ʌ/ sound? Write them in the mug.

- 1 some 4 home 7 Mum 10 tuna 13 fruit
2 much 5 come 8 lettuce 11 pound 14 onion
3 double 6 put 9 money 12 butter 15 cup

b 3.22 Listen. If the word has the /ʌ/ sound, put your hand up.



2 A tongue twister

a How fast can you say this?

Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

b 3.23 Listen and repeat.

Unit 5

1 /ɒ/ and /ɔ:/

a Put the words with the *dog* or the *horse*.

dog	horse	airport	four
monster	more	warm	wash
forest	north	short	tall
autumn	hot	long	small



dog



horse

b 3.24 Listen, check and repeat.

2 Same sound?

a Which pairs have got the same vowel sound? Tick (✓) them.

- | | | | |
|---------|---------|----------|---------|
| 1 south | country | 7 big | ice |
| 2 girl | bird ✓ | 8 worst | world |
| 3 worse | horse | 9 better | weather |
| 4 farm | warm | 10 bull | run |
| 5 high | sky | 11 heavy | feather |
| 6 sea | head | 12 toast | most |

b 3.25 Listen. If they're the same sound, put your hands on your head. If they're different, put your hands on your knees.

Unit 6

1 /r/

a 3.26 Listen and repeat.

read run ride room strange
grab throw rush secret horrible

b How fast can you say this?

The strange red rabbit ran round and round the room.


2 A rhyme

3.27 Listen and say the rhyme.

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily
Life is but a dream.

Reading

Unit 1

1 a  3.28 Read and listen to the story. Number the pictures in the correct order.

b Where is the tree in each picture?

c Find these things in the pictures:

a star an axe birds decorations
a fire mice presents candles

2 What does the tree want to be when she's:

- in the forest?
- in the living room?
- in the attic?



The Little Fir Tree

(adapted from Hans Christian Andersen)

The Little Fir Tree stands in the forest. Sometimes children play there. 'What a nice little fir tree,' they say. But the Little Fir Tree doesn't like that. 'I don't want to be a little tree,' she thinks. 'I want to be big.'

In autumn men chop down the large trees and take them away.

'Where do they go?' asks the Little Fir Tree.

'People use the big trees to make ships, and the ships sail to other countries,' say the birds.

'Oh, those trees are lucky,' says the Little Fir Tree.

The birds say: 'Be happy here in the beautiful forest.'

But the Little Fir Tree doesn't listen to them.

At Christmas the men come with their axes again. They take young trees this time.

'Take me,' says the Little Fir Tree, but they never do. Winter

turns to spring and then summer again.

Then, one Christmas the men chop down the Little Fir Tree.

They throw her into a cart with some other trees and take them to a big house. Later a man points and says: 'Take that tree into the house.'

Inside the house people put her into a pot. Then they hang decorations on her – red, blue, and silver. They put candles on her branches, a big gold star on her head and presents around the pot.

The next day there are lots of people in the living room.

'What a beautiful Christmas tree,' they say.

The Little Fir Tree feels very proud. 'I want to stay here forever,' she thinks.

But the next day two servants come. They take the little tree

to the attic and throw her into a dark corner.

'This isn't very nice,' she thinks.

Some mice are there, too. She tells them about the forest with the birds and the flowers.

'What a beautiful place,' say the mice.

'Yes,' thinks the Little Fir Tree. 'It is beautiful there and I want to go back.'

A few months later, people come into the attic and take the Little Fir Tree outside.

'Oh, they're taking me back to the forest,' she thinks.

But a boy says: 'Look at the ugly old Christmas tree. It's all dry and brown.'

Then the gardener takes his axe. He chops the tree into pieces and throws them on a fire.

And that is the end of the Little Fir Tree!

Reading

'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, allowing them to reflect on the grammar and vocabulary covered in the main Student's Book unit, is a more effective way to develop their abilities as learners than spending a lot of time on presentation and controlled practice.

These exercises are designed to guide readers through the learning process ('scaffolding' their free reading activity), not to introduce new language. They should be used either as extra practice or as revision after completing Lesson D or the whole unit.

Unit 1

The Little Fir Tree

Background information

The Little Fir Tree or *The Fir-Tree* (Danish: *Grantræet*) is a fairy tale by Danish poet and author Hans Christian Andersen (1805–1875). The tale is about a fir tree so anxious to grow up, so anxious for greater things, that she cannot appreciate living in the moment. The tale was first published in 1844. It was the first of Andersen's fairy tales to express a deep pessimism.

The tale has since been translated into various languages and printed around the world.

Andersen promoted the tale by reading it aloud at social gatherings, for example at princes' and counts' parties. Folklorist Wilhelm Grimm was also present at such a Christmas party and liked the tale, according to Andersen's diary.

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 1a 3.28

- Read the title. Elicit or pre-teach the meaning of *fir tree*.
- Ask students to look at the pictures. Explain that the order of events has been jumbled up.
- Play the recording. Ask students to read the text individually, then work in pairs to order the events.
- Students compare answers in pairs, then as a class.

ANSWER KEY

a 4 b 3 c 1 d 2

Exercise 1b

- Ask students to look at the pictures and ask different students to say where the tree is in each one.

POSSIBLE ANSWERS

- a outside / in the garden
- b in the attic
- c in the forest
- d inside the house / in the living room, in a pot

Exercise 1c

- Read through the words in the box together. Elicit the meaning of each one. Point out the irregular plural form of *mouse* (*mice*).
- Ask different students to match the words to the correct pictures.

ANSWER KEY

- a an axe, a fire
- b mice
- c birds
- d a star, decorations, presents, candles

Exercise 2

- Read through the questions and check comprehension.
- 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.
- Ask students to first underline what the fir tree says in each situation and work out what she wants from those.
- Check answers as a class.

POSSIBLE ANSWERS

In the forest, she wants men to come and take her away / make a ship out of her and sail to other countries.
In the living room, she wants to stay there forever.
In the attic, she wants to go back to the forest.

Follow-up

- (1) Ask students to explain in their own language what they think the moral (the main message or main idea) of the story is (appreciate what you have got and enjoy the moment).
- (2) Students may like to act out the story. Encourage them to work out dialogues from the context. Students work in groups to practise acting out the story. Allow up to ten to fifteen minutes for rehearsals before you ask for some volunteering groups to perform in front of the class. Ask the class to vote on the best performance.
- (3) 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.

Unit 2

The Pied Piper of Hamelin

Background information

The Pied Piper of Hamelin (German: *Rattenfänger von Hameln*) is a legend about the departure or death of a great many children from the town of Hamelin (Hameln), Lower Saxony, Germany, in the Middle Ages. The earliest references describe a piper, dressed in pied (multicoloured) clothing, leading the children away from the town never to return. In the 16th century the story was expanded into a full narrative, in which the piper is a rat-catcher. This version of the story spread as a fairy tale and also appeared in the writings of, among others, Johann Wolfgang von Goethe, the Brothers Grimm and Robert Browning.

The story may reflect a historical event in which Hamelin lost its children. The Pied Piper may be a symbol of the children's death by plague or catastrophe. Other theories liken him to figures like Nicholas of Cologne, who is said to have lured away a great number of children on a disastrous Children's Crusade. It is also a story about paying those who are due.

Exercise 1 3.29

- Read the title together, and elicit a translation. As the story is popular around the world, students might already be familiar with it, so you may like to ask them to try and tell you what they remember of the story.
- Read through the words in the box. Explain that all these words appear in the picture. 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.
- 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 briefly drill the pronunciation of the words.

Exercise 2

- 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.
- Students compare answers in pairs, then check as a class.

ANSWER KEY

2 f	7 a
3 h	8 k
4 b	9 i
5 d	10 e
6 j	11 c

Exercise 3

- Read the question together, and check comprehension. Allow students half a minute or so to think about their answer.
- Students answer in English if they can – or in their own language, if they find English too difficult.

POSSIBLE ANSWER

The Pied Piper plays his flute a second time because he doesn't get his money and he punishes the town by leading the children away.

Follow-up

(1) Students work in small groups or pairs and use the list of events from exercise 2 to create a simple picture story to tell the tale of the Pied Piper. Ask students to present their picture stories by showing their drawings and using their own words (in English) to say what's happening in each. Ask the rest of the class for their impressions. 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.

(2) Students work in groups to practise acting out the story. Allow up to ten to fifteen minutes for rehearsals before you ask for some volunteering groups to perform in front of the class. Ask the class to vote on the best performance.

Unit 2

1 3.29 Read and listen to the story. Find these in the picture:

the Pied Piper his flute the Mayor Councillors
the town hall the river the town square rats

2 Put the sentences in the correct order.

- a The Pied Piper wants his money. ☐
- b The Pied Piper plays his flute. ☐
- c The children go into the mountain. ☐
- d The rats follow him. ☐
- e All the children follow him. ☐
- f The Pied Piper says he can get rid of the rats. ☐

- g Hamelin is full of rats. ☐
- h The Mayor offers him 50,000 guilders. ☐
- i The Pied Piper plays his flute again. ☐
- j The rats drown in the river. ☐
- k The Mayor offers him 50 guilders. ☐

3 Why does the Pied Piper play his flute a second time?

Hamelin is in Germany. It's a rich town, but there's a problem – thousands of rats.

The people go to the Mayor.

'You must do something,' says a woman.

5 'They eat our food,' says a man.

'And they sleep in our beds!' says the woman.

The Mayor and the councillors go into the town hall.

'The people are angry,' says the Mayor. 'But what can we do?'

10 Someone knocks on the door. A strange man is standing outside. He's wearing red and yellow clothes with a tall hat. He's holding a flute.

'I'm the Pied Piper,' says the man, 'And I can get rid of the rats. But you must pay me one thousand guilders.'

15 'A thousand?' says the Mayor. 'You can have fifty thousand!'

'No, I only want one thousand,' says the Pied Piper.

He walks into the square and plays his flute.

'What's he doing?' says a man.

20 'Look!' says a woman. 'The rats are running out of all the buildings.'

'The piper's going to the river now,' says the man.

'And all the rats are following him,' says the woman.

At the river, the Pied Piper stops.

25 'The rats are all jumping into the river,' says the man.

'Yes, they're all drowning,' says the woman.

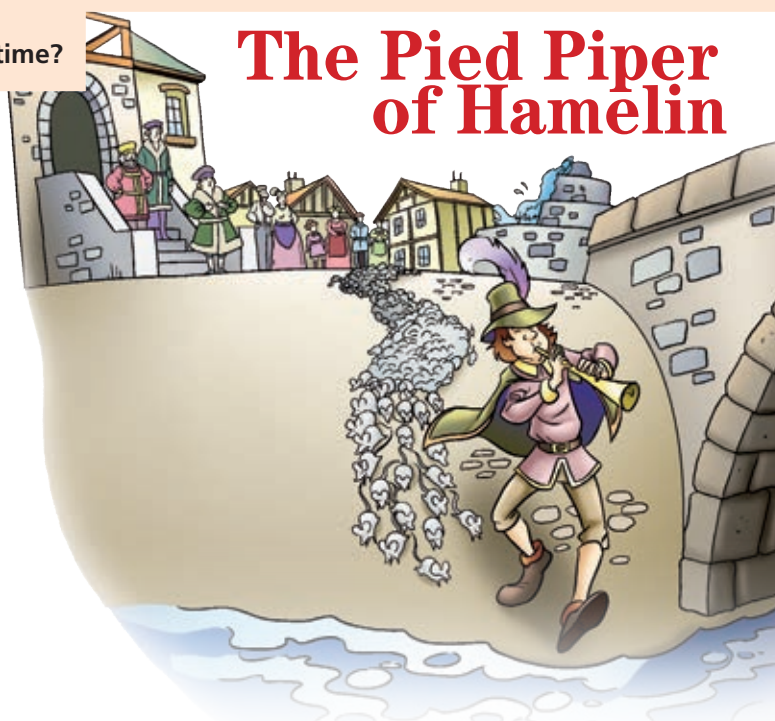
Later at the town hall the Mayor says: 'There aren't any rats in Hamelin now. We ...'

Then the door opens and the Pied Piper comes in.

30 'I want my money, please,' he says. 'One thousand guilders.'

'A thousand guilders? That's too much,' says the Mayor.

A thousand guilders,' says the Pied Piper. 'Or ...'



The Pied Piper of Hamelin

35 'Or what?' says the Mayor. 'You can't bring the rats back. Here's fifty guilders. Now go away!'

The Pied Piper walks into the square and he plays his flute again.

'Why is he playing his flute?' says a woman. 'There aren't any rats now.'

40 'No,' says a man. 'But look. All the children are following him.'

'Oh no,' says the woman. 'Is he taking them to the river, too?'

'No, he isn't,' says the man. 'He's taking them to the mountain. Stop, children, stop!'

45 But the children don't listen. Soon they reach the mountain.

'Look,' says the woman. 'A door is opening in the mountain and the children are following the Pied Piper through it.'

The door in the mountain closes. Nobody ever sees the children or the Pied Piper again.

Unit 3

1 **3.30** Read and listen to the story. How many of the people and things in the story can you find in the picture?

2 What things do the two genies do in the story?

- the genie of the ring?
- the genie of the lamp?

3 What do these words describe in the story?

wicked cold big and blue dirty
poor big and red golden beautiful

Aladdin

Long ago in Arabia there was a boy. His name was Aladdin. He lived with his mother. One day Aladdin saw the King's daughter. 'I want to marry her,' thought Aladdin. 'But I'm too poor.'

5 Later, a man came to Aladdin's house. 'I'm your Uncle Abanazer,' he said. He wasn't really Aladdin's uncle. He was a wicked magician. He took Aladdin to a cave. 'There's an old lamp in there,' said Abanazer. 'Bring it here. Take this ring. It can help you.'

10 Aladdin went down into the cave. 'I've got the lamp, Uncle,' he shouted. 'Lift me out!' 'Give me the lamp first!' said Abanazer. 'No,' said Aladdin. 'Then stay there!' shouted Abanazer and he put a rock over the entrance.

15 It was cold in the cave. Aladdin rubbed his hands – and the ring. A big blue genie appeared. 'I am the genie of the ring,' he said. 'What do you want, Master?' 'I want to go home,' said Aladdin.

20 The next moment, Aladdin was at home. 'Where did you get that dirty old lamp?' said his mother. She took the lamp and rubbed it.

A big red genie appeared. 'I am the genie of the lamp,' he said. 'What do you want?'

25 'A big box of jewels,' said Aladdin.

'Abracadabra. Za za zoom!' said the genie.

Aladdin's mother took the jewels to the King. 'My son wants to marry Princess Zadia,' she said.

'My daughter must marry a prince,' said the King.

30 When Aladdin heard this, he rubbed the lamp.

'I want to be a prince in a golden palace,' he said to the genie.



'Abracadabra. Za za zoom!' said the genie.

Princess Zadia married Aladdin. But one day, when Aladdin was out, Princess Zadia heard a pedlar in the street. 'New lamps for old!' he shouted.

'Take Aladdin's old lamp to the pedlar and get a new lamp,' said Princess Zadia to a servant.

But the pedlar was really Abanazer. He rubbed the lamp.

40 'Take Aladdin's palace to my country,' said Abanazer. When he came home, Aladdin said: 'Where is my beautiful wife – and my palace?'

'Where's my daughter?' said the King, and he threw Aladdin in prison.

45 It was cold in prison. Aladdin rubbed his hands. The genie of the ring appeared.

'Take me to my wife,' said Aladdin.

'Oh, Aladdin,' said Princess Zadia, when he appeared. 'Abanazer has got the lamp and he never leaves it.'

50 Aladdin hid in the palace. When Abanazer went to bed, Aladdin took the lamp and rubbed it.

'Throw Abanazer out of the window,' Aladdin said to the genie. 'Then take us home.'

55 'Abracadabra. Za za zoom!' said the genie. In a flash, Aladdin and Princess Zadia were home. They never saw the wicked magician again. And they lived happily ever after.

Unit 3

Aladdin

Background information

Aladdin is a Middle Eastern folk tale. It is one of the most famous tales in *The Book of One Thousand and One Nights* (*Arabian Nights*), although no Arabic source has been traced for the tale. It was actually added to the collection by its French translator, Antoine Galland, who heard it from a Syrian storyteller.

Although *Aladdin* is a Middle Eastern tale, the story is originally set in China, and Aladdin is explicitly Chinese, except for his name, which means 'glory of religion' in Arabic. However, the 'China' of the story is an Islamic country, where most people are Muslims. Everybody in this country bears an Arabic name, and its monarch seems much more like a Muslim ruler than a Chinese emperor. A deliberately exotic setting is a common storytelling device.

Exercise 1 3.30

- Ask students to look at the picture and describe briefly what they see. Ask *Who can you see in the picture? What are they doing? What things are there in the picture?*
- Play the recording for students to read and listen to the story. Students read the story individually, then work in pairs to identify the people and things in the picture.
- Ask those students who found the most characters and things to tell you where they are in the picture.
- You may want to point to people or things in the picture at random and ask students to say the word. Point out the pronunciation of *genie*.
- If you're using iTools, point to random things on the interactive whiteboard and ask students to say the words.

ANSWER KEY

Three people (Aladdin, his mother and the big red genie) and three things (the ring, the lamp, the box of jewels).

Exercise 2

- 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 again and discuss their answers in pairs.
- Check answers as a class.

POSSIBLE ANSWERS

The blue genie of the ring takes Aladdin home, then later in the story takes Aladdin to his wife.

The red genie of the lamp gives Aladdin a big box of jewels, makes Aladdin a prince in a golden palace, takes Aladdin's palace to Abanazer's country, throws Abanazer out of the window, then takes Aladdin and his wife home.

Exercise 3

- Read through the words and phrases in the box. Elicit that they are all adjectives.
- Check that students understand they have to find people and things that these adjectives describe. You don't need to present or elicit the meaning of the words at this point, as the aim of the exercise is for students to work it out from context.
- Students read the story again carefully to identify who or what each of the adjectives refers to.
- Check answers as a class.

POSSIBLE ANSWERS

poor – Aladdin

wicked – Abanazer, the magician

beautiful – Aladdin's wife, Princess Zadia

cold – the cave

big and blue – the genie of the ring

big and red – the genie of the lamp

dirty – the lamp

golden – Aladdin's palace

Follow-up

(1) Ask students to think of any similar stories in which a magical creature fulfils wishes (for example, a goldfish that grants three wishes if he's put back into the water). 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.

(2) Ask students what other versions of Aladdin's story they know (for example, from movies, such as Disney's animated feature). Discuss the differences. (For example, in most versions there is only one genie.) Allow students to dominate the discussion.

Unit 4

Ananse the Spider

Background information

Ananse the Spider is one of the most important characters of West African and Caribbean folklore. He is also known as Anansi, Kwaku Ananse and Anancy, and in the Southern United States he has evolved into Aunt Nancy. He is a spider, but often acts and appears as a man. The story of Ananse is akin to the tricksters Coyote, Raven or Iktomi found in many Native American cultures. In most tales he turns the table on his powerful oppressors using his cunning and trickery.

The Ananse tales are believed to have originated in the Ashanti people in Ghana. (The word *Anansi* simply means *spider* in their language.) The tales then crossed to the Caribbean and other parts of the New World with captives via the Atlantic slave trade. In the Caribbean, Ananse is often celebrated as a symbol of slave resistance and survival.

Follow-up

(1) Students may like to act out the story. Encourage them to incorporate their paragraphs about other animals Ananse meets into the story as well. Students work in groups to practise acting out the story. Allow up to ten to fifteen minutes for rehearsals before you ask for some volunteering groups to perform in front of the class. Ask the class to vote on the best performance.

(2) You may want to ask students to give more details about the food each animal is cooking. For example, Ananse can ask them about the ingredients needed and how to make it, or they can describe what they are doing (for example, *I'm peeling onions now*.) You may also ask them to mime the activities and have Ananse guess what they are doing. Remind students to use the present continuous.

Exercise 1 3.31

- Read the title and elicit the meaning of *spider*.
- Read the questions and elicit a translation of each one.
- Play the recording for students to read and listen to the story. Ask them to first underline the passages which may contain the answers to the questions and study these passages more carefully.
- Ask students to read the story again and to discuss their ideas about the text in pairs or groups. Encourage them to use dictionaries to look up any unfamiliar words.
- Students answer the questions, quoting the relevant sentences or passages from the text.

ANSWER KEY

- 1 Ananse meets Rabbit and Monkey.
- 2 Rabbit is cooking vegetable soup. Monkey is baking a cake.
- 3 Rabbit always finds jobs for Ananse to do. Monkey's children are very noisy, so Ananse can't have a rest in her house.
- 4 He never got any food that day.
- 5 At the beginning of the story Ananse's legs are short and fat. At the end, they are long and thin.

Exercise 2

- Read the instructions together. Ask students what other animals they think Ananse meets. Write these on the board.
- Ask students to choose one of the animals and write a paragraph about Ananse's visit to his / her house. The paragraph should be at least ten sentences in length. Refer students to the example for how to begin their paragraph. Tell them to use the story as a model.
- Walk around and help as necessary.
- Ask students to read out their paragraphs to the rest of the class. You may want to have a class vote on which one they liked the best.

Unit 4

1 **3.31** Read and listen to the story. Answer the questions.

- 1 What animals does Ananse meet?
- 2 What is each one cooking?
- 3 Why doesn't Ananse want to wait there?
- 4 Which meal does Ananse eat?
- 5 What are Ananse's legs like:
 - at the beginning of the story?
 - at the end of the story?

2 Ananse meets six other animals. What do you think they are? Choose one and write a paragraph for when Ananse visits his / her house.

Ananse walked on. Soon he came to ...'s house.

Ananse the Spider

A traditional African story

Once upon a time in Africa there was a spider, called Ananse. Ananse loved food, so he was very fat, and he had short, fat legs.

5 One day, he went past Rabbit's house. 'What are you cooking, Rabbit?' said Ananse.

'Vegetable soup,' said Rabbit.

'Mmm. It smells delicious,' said Ananse.

10 'Well,' said Rabbit. 'It isn't ready yet, but sit down and wait for an hour and you can have some.'

Ananse didn't want to stay at Rabbit's house. He always found jobs for Ananse to do, so he said:

'I'm sorry, Rabbit, I can't wait, but I've got an idea.'

He spun a long piece of web and said: 'Tie one end of this web to your saucepan, and I can tie the other end to my leg. When the meal is ready, pull the web. Then I can come and share your soup.'

20 So Rabbit tied the end of the web to his saucepan. 'See you later, Ananse,' he said.

'Thank you, Rabbit,' said Ananse. 'Goodbye.'



Ananse walked on. Soon he came to 30 Monkey's house.

'Mmm,' said Ananse. 'What are you cooking, Monkey?'

'I'm baking a cake,' said Monkey. 'It's in the oven now. You can have a piece 35 when it's ready. Sit down and have a rest,' she said.

'I can't have a rest at Monkey's house,' thought Ananse. 'Her children are very noisy.'

40 'I'm sorry, Monkey,' he said. 'I'm very busy today, but I've got an idea.'

He spun another long piece of web. Monkey tied it to her oven and Ananse tied the other end to another 45 one of his legs.



'Pull the web,' said Ananse. 'Then I can come and have a slice of your cake.'

'OK,' said Monkey.

Ananse walked on and saw more of his 50 friends. Soon he had a piece of web on each of his eight legs.

'That was a good idea,' he thought.


Then he lay down in the sun and went to sleep. Suddenly, somebody pulled 55 one of the webs. 'Oh, it's Rabbit,' said Ananse. 'Good. His soup is always delicious.'

But then another web pulled one of his legs. Then another. Soon the 60 animals were pulling all the webs.

'Help. Help!' shouted Ananse. 'My poor legs!' The animals pulled and pulled. Finally, the webs broke and Ananse looked down at his legs. They weren't 65 short and fat now. They were very long and very thin.

So, after that, Ananse the spider had a fat body, but eight long, thin legs. And he never got any food that day!

Unit 5

1  3.32 Read and listen to the story.
Answer the questions.

- 1 Who are the twelve men?
- 2 Which ones help Marouckla?
- 3 How do they help her?
- 4 Why don't they help Helen?

2 a What is happening in the picture?

b Find three differences between Helen and Marouckla in the story.

The Twelve Months

A traditional Slav legend

Once there was a widow. She had a daughter, Helen, and a stepdaughter, Marouckla. The widow hated Marouckla, because she was prettier than her own daughter. Marouckla did all the hardest work on their farm and in the house. Helen did nothing.

One day in winter, Helen said:

'Marouckla, go and pick some flowers.'

10 'But, Sister,' said Marouckla. 'It's winter. There's snow in the fields.'

'Helen wants some flowers,' said her stepmother and she pushed Marouckla outside.

15 The poor girl was very cold. Then she saw a light on a mountain. She climbed the mountain. There she found a fire. There were twelve stones round it. Twelve men sat on the stones.

20 'Can I sit next to your fire, please?' said Marouckla.

'Yes, child,' said one of the oldest men. His beard was as white as snow and he sat on the highest stone.

25 'Thank you,' said Marouckla.

'We are the Twelve Months of the Year. I am January,' said the old man. 'Why are you here?' Marouckla told her story.



January stood up and said: 'Brother March.' The youngest Month stood up and sat on the highest stone. Suddenly, the snow melted and flowers grew.

'Thank you, sir,' said Marouckla. She picked the flowers and ran home.

The next day, Helen said: 'I want some strawberries, Marouckla.'

Marouckla climbed the mountain again.

40 'Brother June,' said January. An older Month this time sat on the highest stone. Suddenly it was summer and there were strawberries in the forest.

'Where did you get these things?' asked her stepmother later. Marouckla told her about the Months.

The next day, Helen said: 'Marouckla, go and get some apples.'

50 'No, Helen,' said her mother. 'We can go. Then we can get lots of things from the Months.'

The mother and her daughter climbed the mountain.

55 'I want some apples,' said Helen. 'The reddest apples in the world.'

The Twelve Months said nothing.

'Come on, September,' said the mother. 'The other Months gave Marouckla flowers and strawberries.'

60 'She was more polite than you,' said January.

'I'm better than Marouckla,' screamed Helen. 'Give me some apples!'

January lifted his hand and heavy snow started to fall. Helen and her mother tried to run away, but the snow was deeper now. It was windier and colder. Soon their hands and feet were as cold as ice.

Marouckla waited and waited, but her sister and stepmother never came back. In the summer she married a nice, young farmer.

Unit 5

The Twelve Months

Background information

The origin of *The Twelve Months* is debated. It appears as a Greek fairy tale collected by Georgios A. Megas in *Folktales of Greece*. Others, however, claim that it is a Slav tale.

Tales from different countries and cultures often have similar patterns. Folklorists identify these recurring plot patterns in the narrative structures of traditional folktales, so that they can organize, classify, and analyze the tales they research. The Aarne–Thompson tale type index, first developed by Antti Aarne (1867–1925), and later translated, revised and enlarged by Stith Thompson (1885–1976) in 1928 (and again in 1961) is a multivolume listing designed to help folklorists' work.

The Twelve Months is Aarne–Thompson type 480 – the story of the kind and the unkind girls. Other tales of this type include *Diamonds and Toads*, *The Enchanted Wreath*, *Maiden Bright-eye*, *The Three Heads in the Well*, etc. You may ask students if they know any of these stories.

Exercise 1 3.32

- Read the questions and elicit a translation of each one.
- Play the recording for students to read and listen to the story. Ask students to first underline the passages which may contain the answers to the questions and then study these passages more carefully.
- Ask students to read the story again, then to discuss their ideas about the text in pairs or groups. Encourage them to use dictionaries to look up any unfamiliar words.
- Students answer the questions. You may want to ask them to quote the relevant sentences or passages from the text, as well.

ANSWER KEY

- 1 The twelve men are the twelve months.
- 2 March and June (and January).
- 3 They sit on the highest stone. When March sits there, the snow melts and flowers grow, so Marouckla can pick flowers. When June sits there, it is suddenly summer and there are strawberries in the forest, so she can get strawberries for Helen.
- 4 Because she is not as polite as Marouckla.

Exercise 2a

- Ask students to look at the picture and find the passage in the text that best describes the scene in the picture. (March sits on the highest stone, melting the ice and growing flowers.)
- Go round the class asking students to say one sentence each describing what is happening in the picture.

POSSIBLE ANSWERS

Marouckla is on the top of the mountain with the twelve men / months.

The twelve men are sitting on stones.

One of the stones is higher than the others.

There's a fire in the centre of the circle.

January is one of the oldest men, and March is the youngest.

March is sitting on the highest stone. He has got his hand in the air.

The sun is shining. There's green grass inside the circle, but snow outside.

Marouckla is in the middle of the circle. She's picking flowers.

She's wearing winter clothes.

Exercise 2b

- Read the instructions and elicit a translation.
- Students read the story again, then in pairs they check their answers.
- Check answers as a class. Encourage students to answer with full sentences, and to use comparative adjectives.

ANSWER KEY

Marouckla is more polite than Helen.

Marouckla is prettier than Helen.

Marouckla works harder than Helen.

Follow-up

(1) Ask students to brainstorm further tasks that can be connected to certain months (for example, Helen wants a Christmas tree or Christmas presents – December; Helen orders Marouckla to get grapes – October, etc.). Write these on the board. Ask students to work in groups to expand the story based on these ideas.

(2) Students may like to act out the story. Encourage them to work out dialogues from the context and remind them that Marouckla is polite and never asks directly for anything. Students practise acting out the story in their groups. Allow up to ten to fifteen minutes for rehearsals before you ask for some volunteering groups to perform in front of the class. Ask the class to vote on the best story and the best performance.

Unit 6

Perseus

Background information

Perseus is the legendary founder of Mycenae, the first of the heroes of Greek mythology whose exploits in defeating various archaic monsters provided the founding myths of the Twelve Olympians. The Twelve Olympians are the principal deities of the Greek pantheon, residing atop a mythical Mount Olympus. The Olympians gained their supremacy in a war of gods in which Zeus led his siblings to victory over the Titans. The concept of the 'Twelve Gods' is likely of Anatolian origin.

Perseus, son of Zeus, was the Greek hero who killed the Gorgon Medusa, whose eyes turned people to stone. Perseus also rescued (and later married) Andromeda from a sea monster sent by Poseidon, God of the Sea, in retribution for Queen Cassiopeia declaring that her daughter, Andromeda, was more beautiful than the sea nymphs, the Nereids.

In film, the myth of Perseus was loosely adapted numerous times. The most famous ones are the 1981 fantasy / adventure film *Clash of the Titans*, and its 2010 remake.

Exercise 1a 3.33

- Read the instructions and check that students understand that they have to find six characters from the story. The aim of the exercise is that students work out who they are from context.
- Play the recording for students to read and listen to the story.
- Ask students to read the story individually once again and identify the characters in the pictures.
- Check answers with the class. Ask students to point to each character in the pictures. Students should point to each person they find either in their books or on the interactive whiteboard, as they mention them.

Exercise 1b

- Go round the class asking students to say one sentence each describing what is happening in each picture.

POSSIBLE ANSWERS

Athena is giving Perseus a shield. She's holding a sword.

Hermes is holding a helmet and shoes.

Perseus is holding up Medusa's head. In his other hand he is holding the bag in which he carried her head. His mother is turning towards him and is shielding her eyes. Medusa's eyes turn the King to stone.

Exercise 2a

- Read the question together and read through the words in the box. Students will need to scan the text to find each thing Athena and Hermes gave to Perseus. In stronger classes, students may be able to answer this question before reading the text again.
- Students read the story once again, and find the things mentioned in the box.
- Students compare their answers in pairs.
- Check answers as a class. Encourage students to answer with full sentences.
- Elicit translations for each word in the box.

ANSWER KEY

Athena gave Perseus a shield and a sword. Hermes gave him a helmet and winged shoes.

Exercise 2b

- Students read the story again. Ask them to underline the passages which contain the answers to the question.
- Check answers by asking students to read out the relevant sentences from the text for each thing.

POSSIBLE ANSWERS

The helmet made Perseus invisible.

He used the shield as a mirror and looked at Medusa in the shield.

He cut off her head with the sword.

The winged shoes took him to Medusa's island. When Medusa's sisters rushed at him angrily, he jumped into the air, and the winged shoes carried him away from the island.


Follow-up

We recommend that you use this exercise after the 'English Across the Curriculum' lesson ('Media studies: make your own film').

Divide the class into groups and ask them to plan their film about Perseus. They should work out how many people they are going to need, where they are going to shoot, what props and costumes they want to use, how they are going to edit the film, etc. Ask them to make a production plan (a list of what they need) and a storyboard based on Perseus's story in the Student's Book.

You could watch scenes from *Clash of the Titans* (both from the 1981 and the 2010 version) or the whole film together, either before students shoot their own version (for inspiration) or afterwards (for discussing how Hollywood did it or discussing the differences between each version).

Unit 6

- 1 a**  3.33 Read and listen to the story. Find these people in the pictures.

Perseus Athena his mother the King
Hermes Medusa

- b** What is happening in the pictures?

- 2 a** Which of these things did Athena and Hermes give to Perseus?

a horse a helmet a sword a bag
winged shoes a ring a shield a boat

- b** How did each thing help him?

Perseus

Long ago in Ancient Greece lived a young man, called Perseus. He lived with his mother on the island of Seriphos.

- The King of Seriphos wanted to marry Perseus's mother, but Perseus didn't like the King. So the King decided to get rid of Perseus. He invited the young man to a party.

'Welcome, Perseus,' said the King. 'My friends have got presents for me. What have you got?'

- 10 'Nothing,' said Perseus. 'What do you want?'

'Bring me the head of Medusa!' said the King.

'Who is Medusa, Mother?' said Perseus later.

'She and her sisters live on an island, far from here,' said his mother. 'Don't go there, Perseus.'

- 15 Medusa is a monster. She has snakes for hair and her eyes turn people to stone.'

'I must go, Mother,' said Perseus.

'Then ask the gods for help,' she said.

Perseus went to the temple.

- 20 'Take this shield,' said the goddess Athena. 'Don't look at Medusa's eyes. Use the shield as a mirror. Then cut off her head with this sword.'

'Wear this helmet and you are invisible,' said the god Hermes.

- 25 'But how can I find Medusa?' asked Perseus.

'These shoes can take you to her,' said Hermes, and he gave Perseus some shoes with wings.

- When Perseus reached Medusa's island, he put on the helmet, so that he was invisible. He looked at Medusa in the shield and quickly cut off her head. He put the head in a bag, then he took off the heavy helmet. But now he wasn't invisible. Medusa's sisters saw him. They rushed at him angrily, but he jumped into the air and Hermes' shoes carried him away from the island.

After many adventures Perseus arrived in Seriphos. Everybody was at the King's palace.

'Oh, Perseus!' cried his mother. 'I thought you were dead.' She ran to kiss him.



- 40 'Welcome back, Perseus,' said the King. 'You're just in time for the wedding. I'm going to marry your mother today.'

'Yes, I can see that,' said Perseus. 'And I've got a wedding present for you.' Then he whispered:

- 45 'Close your eyes, Mother. Don't look.'

'Well, where's my present?' asked the King.

'Here it is!' said Perseus and he pulled Medusa's head from the bag. The King and his friends looked into Medusa's eyes and they turned instantly to stone.

- 50 'Well, Mother,' said Perseus. 'You can't marry a statue!' 'No, I can't,' she smiled.



Student's Book Audio scripts

Introduction

1.3 p4 Exercise 3b

Mickey Hi. My name's Mickey. This is my sister. Her name's Millie. And this is my dog, Mut. What's your name?

1.4 p5 Exercise 1

Receptionist Good afternoon. Can I help you?

Emma Hello. Yes, I want to join the sports centre.

Receptionist OK. Well, I need some information. What's your name?

Emma It's Emma Griffin.

Receptionist How do you spell Griffin?

Emma It's G-R-I-double F-I-N.

Receptionist Thank you. And how old are you, Emma?

Emma I'm twelve years old.

Receptionist What's your address?

Emma It's ninety-four Reed Avenue, London.

Receptionist Read? Is that R-E-A-D?

Emma No, it's R-double E-D.

Receptionist Oh, OK. Number ninety-two?

Emma No. Ninety-four.

Receptionist Yes. Sorry. Ninety-four. And that's in London. What's the postcode?

Emma It's NW19 6KP.

Receptionist NW19 6KP. What's your telephone number?

Emma It's oh two oh, seven nine four six, four double three nine.

Receptionist Oh two oh, seven nine four six, four double three nine. And have you got an email address?

Emma Yes. It's emma.griffin@xyz.com.

Receptionist OK. So, what sports and activities are you interested in?

Emma Badminton, swimming and volleyball.

Receptionist Right. Thank you, Emma.

1.5 p5 Exercise 5

Polly Can you play a musical instrument, Jake?

Jake Yes, I can. I can play the guitar.

Polly Can you play the piano, too?

Jake No, I can't. Just the guitar. Emma can play the saxophone.

Polly Yes, I know.

Jake What about you? Can you play anything?

Polly No, I can't, but I can sing.

Jake That's good.

1.6 p6 Exercise 2a

1 What colour is the car?

2 How many chairs can you see at the café?

3 What time is it?

4 How many animals can you see in the picture?

5 What number is the bus?

6 Is the girl at the bus stop wearing jeans?

7 How many boxes are next to the door of the café?

8 What colour is the bag with the tennis racquet in?

9 What is the woman at the café doing?

10 What instrument is the man playing?

11 Has the dog got a long tail or a short tail?

12 What is the boy with the blue bag doing?

1.7 p7 Exercise 1

The Locomotion

Everybody's doing a brand new dance, now.

Come on baby, do the Locomotion.

I know you'll get to like it if you give it a chance, now.

Come on baby, do the Locomotion.

My little baby sister can do it with me.

It's easier than learning your A-B-C.

So come on, come on, do the Locomotion with me.

You got to swing your hips, now.

Come on, baby.

Jump up.

Jump back.

Well, now, I think you've got the knack.

Wow, wow.

Now that you can do it, let's make a chain, now.

Come on baby, do the Locomotion.

A chug-a chug-a motion like a railroad train, now.

Come on baby, do the Locomotion.

Do it nice and easy, now, don't lose control.

A little bit of rhythm and a lot of soul.

Come on, come on.

Do the Locomotion with me.

Ye-ye-ye-yeah.

Unit 1 My life

1.9 p8 Exercise 2a

1 Molly

7 Sally

2 Omar

8 Nadim

3 Mary

9 Henry

4 Jack

10 Paula

5 Mustafa

11 Tim

6 Libby

12 Tessa

1.12 p10 Exercise 3a

1 My favourite month is October.

2 My birthday's in April.

3 **A** Is your birthday in February?

B No, it isn't. It's in March.

4 I always visit my grandparents in August.

5 I don't like November.

6 We go on holiday in July.

1.14 p11 Exercise 7a

1

A What's the date today?**B** It's the third of December.

2

A When's your birthday?**B** It's on the sixth of January.

3

A Is Sally's birthday on the thirty-first of August?**B** No, it isn't. It's on the thirty-first of July.

4

A When do the holidays start?**B** On the seventeenth of April.

5

A Is it the twenty-fifth of March today?**B** Yes, it is.

6

A When is Andrew's birthday?**B** It's on the twelfth of November.

7

A When is Bella's party?**B** It's on the second of June.

8

A Is it the third of February today?**B** No, it isn't. It's the fourth.**1.17 p13 Exercise 5a****Interviewer** Where do you live, Monica?**Monica** I live in Newport.**Interviewer** What time do you get up?**Monica** At quarter past seven.**Interviewer** Do you play a musical instrument?**Monica** Yes, I do. I play the piano. I have lessons on Saturday afternoons.**Interviewer** Do you play any sports?**Monica** We play hockey at school.**Interviewer** Have you got any brothers or sisters?**Monica** Yes, I've got two brothers.**Interviewer** Have you got a pet?**Monica** Yes, I have. I've got a hamster.**Interviewer** When is your birthday?**Monica** It's the twenty-second of January.**Interviewer** What time do you go to bed?**Monica** I go to bed at quarter to ten.**Interviewer** Thank you, Monica.**1.19 p14 Exercise 1b**

2

Henry OK. Here you are, Puss.

3

Henry OK, four knives and forks. Mum! Do we need spoons, too?

4

Henry Here, girl. Fetch.

7

Henry OK. These go in the wardrobe. And that goes on the bookshelf.**1.21 p15 Exercise 6b****DJ** Do you help in the house, Henry?**Henry** Yes, I do.**DJ** What things do you do?**Henry** I usually take out the recycling.**DJ** Do you help in the kitchen?**Henry** No, not really. I usually set the table but I don't often load the dishwasher.**DJ** Do you ever cook a meal?**Henry** No, I never cook anything.**DJ** What other things do you do?**Henry** Well, I always make my bed.**DJ** Do you tidy your room, too?**Henry** Yes, sometimes.**DJ** Have you got a pet?**Henry** Yes we have – a dog. I always feed her, every day. And I often take her for a walk, too.**DJ** Do you do the shopping?**Henry** No, I don't often do that.**1.23 p16 Exercise 3**

1

My favourite festival is New Year. On New Year's Eve, we always go to our neighbours' house for a party. It's great fun. At ten to midnight, we switch on the TV and wait to hear Big Ben. Then we all shout 'Happy New Year' and sing *Auld Lang Syne*. Then we all kiss each other. I don't like that very much! We usually watch the London fireworks on TV, too. That's my favourite bit.

2

Christmas is good, but my favourite festival is Easter. I like it because you know that winter is over and that spring and summer are coming back. On Easter Sunday, we always have an Easter egg hunt in the garden. That's my favourite part. But my big brother always finds more eggs than me. I don't like that. It isn't fair!

3

I like Christmas best, because you get lots of presents. I want a bike this year. When we go to bed on Christmas Eve, we can't sleep. And we always get up early on Christmas Day to open our presents. But my favourite part is Christmas dinner. I love turkey and Christmas pudding. I don't like it when we take all the decorations down in January.

1.25 p18 Exercise 1a

Josie Hello. My name's Josie. I get up at half past seven. I have a shower, get dressed and have my breakfast. I leave home at quarter past eight. I meet my friend, Paula, at the bus stop and we take the bus to school.

We come home at half past three. On Thursdays I don't go home at three thirty, because I have a trombone lesson after school. I play the trombone in the school orchestra. I usually do my homework before dinner. Then, in the evenings, I watch television. I go to bed at half past nine. On Saturdays Paula and I usually go to the sports centre. We play table tennis.

1.26 p18 Exercise 4**1****A** What's the date today?**B** It's the second of October.**2****A** When's your birthday?**B** It's the thirty-first of July.**3****A** What date is it next Tuesday?**B** It's the twenty-fifth of February.**4****A** When do we go back to school?**B** On the fourth of September.**5****A** Is the school concert on the eighth of May?**B** Yes, it is.**6****A** When is Peter's party?**B** It's on the seventh of April.**1.27 p19 Exercise 1b**

SEVEN DAYS OF THE WEEK

Oh no, no, I never go to work.

Oh no, no, I never go to work.

Oh no, no, I never go to work.

Oh no, no, I never go to work.

On Mondays, I never go to work.

On Tuesdays, I stay at home.

On Wednesdays, I never feel inclined.

Work is the last thing on my mind.

On Thursdays, it's a holiday!

And Fridays I detest.

Oh it's much too late on a Saturday.

And Sunday is the day of rest.

Oh yes, yes, practise trumpet every day. (x4)

Practise Monday.

Practise Tuesday.

Practise Wednesday.

Practise Thursday.

And Friday.

And I practised all night on Saturday,

So on Sundays I played best.

Oh no, no, I never go to work.

Oh no, no, I never go to work.

Oh no, no, I never go to work.

Oh no, no, I never go to work.

On Mondays, I never go to work.

On Tuesdays, I stay at home.

On Wednesdays, I never feel inclined.

Work is the last thing on my mind.

On Thursdays, it's a holiday!

And Fridays I detest.

Oh it's much too late on a Saturday.

And Sunday is the day of rest.

Unit 2 Animals**1.28 p20 Exercise 1b****1** a sheep – a lamb**2** a cow – a calf**3** a horse – a foal**4** a pig – a piglet**5** a goat – a kid**6** a duck – a duckling**7** a dog – a puppy**8** a cat – a kitten**1.31 p21 Exercise 7a****1****Emma** Oh, look at those white pigeons there. Look!**Polly** Oh, yes. Aren't they beautiful?**Emma** Yes. Look! They're flying.**2****Emma** Oh, look at the puppies.**Jake** They're eating a bone.**3****Henry** Oh, look at the lambs.**Nadim** Oh, yes. Why are they running?**Henry** Look. They can see the farmer. He's feeding them.**Nadim** Oh, yes.**4****Clare** The cows are drinking.**Conor** Wow. Aren't they big when you're close to them?**5****Polly** What are those little brown things over there?**Emma** Where? Oh, yes. They're ducklings. Oh, look! They're swimming to their mother now.**Polly** Aren't they sweet?**6****Conor** Come on. Let's look at the horses.**Jake** Oh, yes. They're great.**Conor** Oh, look! They're jumping.**Jake** Wow. That's amazing!**7****Azra** What's that over there? Is it a dog? No, it's a cat.**Nadim** I can't see it.**Azra** There it is. It's climbing that tree.**8****Emma** Look at the piglets.**Jake** Oh, yes, but they aren't doing anything.**Emma** No, they're sleeping.**1.33 p23 Exercise 5b****1****Friend** What are you doing?**Millie** I'm waiting for the bus.**Friend** Where are you going?**Millie** To the sports centre.**Friend** Is Mickey going with you?**Millie** No, he isn't.

2

Friend What are you eating?

Mickey A sandwich.

Friend Are you watching TV?

Mickey Yes, I am.

Friend What are you watching?

Mickey It's a programme about dinosaurs.

1.35 p24 Exercise 1b

- 1 This animal doesn't run. It jumps. It's from Australia.
- 2 This animal lives in the sea. It's like a big, grey fish, but it isn't a fish.
- 3 This animal is from Africa. It's like a black and white horse.
- 4 These are very small and they've got six legs. Some have got wings, too.
- 5 This is a very big bird. It hunts other animals.
- 6 This animal usually lives in rivers. It's very long, but has got short legs. It's got very big teeth.
- 7 This is a very tall animal. It eats leaves, and it's yellow and brown.
- 8 This animal can fly, but it isn't a bird. It eats insects.

1.38 p28 Exercise 3

- 1
I live on a farm, so I see a lot of animals every day. We've got cows and sheep and a few ducks and hens, too. I like to see the animals, but they're a bit smelly. It's great in spring when the lambs are in the fields.
- 2
When I look out of my bedroom window at night, I sometimes see a fox in the garden. My mum doesn't like it, because it usually leaves rubbish in the garden, but I think it's great.
- 3
We live in an old house and my parents want to put a new room in the roof, but they can't because there are bats there. You can see them when they fly out in the evening. I don't really like them.
- 4
We sometimes go to a safari park near our town. You can see lions, giraffes, zebras and lots of other animals. The monkeys are very funny, because they climb on the car.
- 5
We've got quite a big garden and we get a lot of wild birds there. I put food out for them. We've also got a hedgehog. You sometimes see it at night, and there are frogs, too. In the summer, we see lots of butterflies. It's good to see all the animals. We must protect them.
- 6
My hobby is birdwatching, so I see a lot of birds. I often see other animals, too – especially deer, rabbits and squirrels. I like to see animals, but squirrels can be a pest, because they eat birds' eggs.

1.40 p30 Exercise 5a

- 1 On the farm
 - A What animals have you got on your farm?
 - B Let me see. We've got cows and pigs and sheep.
 - A Have you got any goats?
 - B Yes, we have, and we've got a horse, too.
 - A What are those birds? Are they ducks?
 - B No, they aren't. They're geese, but we've got some ducks and some hens, too.
 - A Oh, you've got lots of animals here.
 - B Yes, we have. Oh, yes, there's our dog, Bessie, too. Have you got a pet at home?
 - A Yes. I've got a cat.
- 2 At the zoo
 - A Look. There are the elephants and the hippos.
 - B Oh, yes. Aren't they big? And there's a giraffe there, too, and some zebras.
 - A Yes. They're great.
 - B What's in here? Oh, it's a crocodile.
 - A Come on. I want to see the meerkats. They're over there, next to the camels and the kangaroos.

Unit 3 Holidays

1.43 p33 Exercise 7b

Hi Stella,
I was on holiday last week with my parents. We were in Croatia. We weren't in a hotel. We were in an apartment near Split. The apartment was very good. It wasn't next to the beach, but the beach wasn't very far.
There were some boys and girls in the other apartments, too. They weren't from Britain. They were from Germany and Hungary. One boy was from Slovakia.
The weather wasn't very good for the first two days, but after that it was great.
We were there for ten days.
And how are you? Hope you're OK.
Azra

1.45 p34 Exercise 1b

- 1 You pack and unpack this.
- 2 You see this at an airport. Planes leave from it.
- 3 You need this to go to another country. It has your photograph in.
- 4 A car pulls this.
- 5 We sleep in this when we go camping.
- 6 You put your luggage on this.
- 7 You stay here when you go camping.
- 8 People often travel to the airport in this.
- 9 You write your name on this.
- 10 These people are travelling.

1.49 p37 Exercise 7b**1**

Hi James,
Greetings from the Czech Republic. It's great here. We travelled by boat to the Netherlands and then we drove down to Prague. It was a long journey, but we played computer games in the car and we stopped to visit some places in Germany on the way. We had a problem yesterday, because I lost my mobile. I put it on the table in a restaurant and then I forgot it. Luckily, the waiter found it.
Hope you're OK.
Lucas

2

Hi Gabrielle,
We're on holiday in Wales. We arrived on Saturday evening. It was a long train journey, but I enjoyed it. I slept a lot and I looked out of the window. On Sunday we went up Mount Snowdon. We took the little train part of the way and then we walked to the top. We had a good time, but it was very cold on the top. Yesterday it rained, so we visited an old castle. It was very spooky.
Love,
Paige

1.51 p39 Exercise 6a**1**

Boy Hi, Judy. Were you away last week?
Judy Yes, I was. I was on holiday with my parents.
Boy Where did you go?
Judy We went to Florida.
Boy What did you do there?
Judy We went to all the theme parks.
Boy Did you fly to Orlando?
Judy Yes, we did.
Boy Where did you stay?
Judy In a hotel.
Boy Did you have a good time?
Judy Yes, we did. It was great.
Boy Good.

2

Teacher Hello, Will. Were you away last week?
Will Yes, we were. We were on holiday.
Teacher Where did you go?
Will We went to Switzerland.
Teacher Did you go skiing?
Will Yes, we did.
Teacher Did you go by plane?
Will No, we didn't. We went by train.
Teacher Oh, I see. Where did you stay?
Will We stayed with some friends.
Teacher Did you have a good time?
Will Yes, we did, but my brother broke his arm.
Teacher Oh dear.

3

Girl Hello, Mia. Were you away last week?
Mia Yes, I was. I was on holiday.

Girl Where did you go?
Mia We went to France.
Girl What did you do there?
Mia We went sailing.
Girl Did you travel by plane?
Mia No, we didn't. We went by car.
Girl Did you stay in a hotel?
Mia No, we didn't. We were in a caravan.
Girl Did you have a good time?
Mia No, we didn't. It rained all the time.
Voice Oh dear.

2.3 p40 Exercise 3**1**

We usually have two holidays a year. We take our long holiday in August when we aren't at school. We go away for two weeks and we always go to a different place. We like to go to somewhere in Europe. Last year we went to Greece. It was great. We also take a holiday in winter, for a week or ten days. We usually go in the Christmas holidays. We always go somewhere warm. We usually go to the Canary Islands, but last year we went to Thailand. It was really nice there.

2

We always take our summer holidays in Britain. My dad says: 'We can learn about our own country first and then we can go abroad.' Anyway, we always have a good time. We usually go the last two weeks of July. Last year we went to Cornwall. There are lots of nice beaches there. We went to the Eden Project, too. That was brilliant! We usually have a short holiday in the Easter holidays. We usually visit a city in Britain – just like tourists from other countries. Last year we went to York. That was very good. It's got a big cathedral and some great museums – one had lots of old trains.

3

We always go to France for our holidays in August. We go camping. We pack the car with our tent and sleeping bags and all the other things. Then we usually take our car through the Channel Tunnel. You can't drive through it. You put the car on a train. It's really good. Last year we didn't take the Tunnel, we went on the ferry, but the weather wasn't very good and I felt seasick. We stayed at a campsite near Paris last year, so we went to the big Disney theme park there. That was great. We don't usually have a winter holiday, but last year I went on a school skiing trip to Italy in the February half-term holiday. I really enjoyed it!

2.5 p42 Exercise 4a**1**

Allie Hi, Sarah. Were you away at the weekend?
Sarah Yes, I was. I was at my uncle's wedding. It was really nice.

2

Nick Hi, Tom.
Tom Hi. Sorry I wasn't here last Saturday. We went to a theme park with my friend, Steve.
Nick Was it good?
Tom It was great.

3

Sue Were you ill last weekend, Judy?**Judy** Yes, I was. I was in bed for three days.**Sue** Oh dear.

4

Helen Hi, Alice. Were you away last weekend?**Alice** Yes, I was. I was at a music festival. I went with my sister, Mary. I didn't want to go, but I really enjoyed it.

5

Mike Hi, Chris. I didn't see you at the sports centre last Saturday.**Chris** No. Last Saturday morning I was on the beach in Spain.**Mike** Lucky you! It rained all day here.**2.6 p43 Exercise 1**

FUN, FUN, FUN

Well, she got her daddy's car,

And she cruised through the hamburger stand, now.

Seems she forgot all about the library.

Like she told her old man, now.

And with the radio blatin' goes

Cruisin' just as fast as she can, now.

Chorus

And she'll have fun, fun, fun.

'Til her daddy takes the T-bird away.

(Fun, fun, fun, 'til her daddy takes the T-bird away.)

Well, you knew all along

That your dad was gettin' wise to you, now.

(You shouldn't-a lied, now, you shouldn't-a lied.)

And since he took your set of keys

You been thinkin' that your fun is all through, now.

(You shouldn't-a lied, now, you shouldn't-a lied.)

But you can come along with me

'Cause we got a lot of things to do, now.

Chorus

Unit 4 Food**2.8 p44 Exercise 2**

1

I really like fish. My favourite fish is salmon. I like vegetables, too, like tomatoes and lettuce. I don't eat a lot of meat. I like chicken, but I don't like beef or lamb. My favourite drinks are orange juice and coffee. I don't like tea.

2

What food do I like? I love cheese and pasta and eggs. I don't like fish. I like meat. My favourite is pork. I don't like fruit very much. I like grapes, but I don't like oranges and satsumas, and I hate bananas. And drinks? Well, I like lemonade. I don't drink tea or coffee.

2.10 p45 Exercise 7a**Waiter** Yes, please?**Emma** Can I have a cheeseburger and chips, please?**Waiter** Anything else?**Emma** Yes, can I have an ice-cream, please?**Waiter** Do you want anything to drink?**Emma** Yes, orange juice, please.**Waiter** Is that everything?**Emma** Yes, thank you.**Waiter** That's £7.80, please.**Emma** Here you are.**Waiter** Thank you.**2.13 p47 Exercise 5a**

Dan For lunch, I usually have a sandwich. I usually have meat in my sandwich. I like beef and chicken. I have some fruit, too, often an apple or a banana. I drink lemonade.

Elsa For lunch I have a salad. I have tomatoes and lettuce in my salad. I usually have an egg, too, or sometimes cheese. I drink tea with my lunch, but I don't have any sugar.

Chen I always have rice for lunch. I have some fish or chicken with my rice. I normally have vegetables, too. I don't have any fruit, but I drink orange juice.

2.15 p49 Exercise 3c

1 We need some tomatoes.

2 We need some bread.

3 We need some sausages.

4 We need some oranges.

5 We need some butter.

6 We need some lemonade.

7 We need some fish.

2.16 p49 Exercise 3d

1

Millie We need some tomatoes.**Mickey** How many do we need?

2

Mickey We need some bread.**Millie** How much do we need?

3

Mum We need some sausages.**Mickey** How many do we need?

4

Mum We need some oranges.**Millie** How many do we need?

5

Mickey We need some butter.**Millie** How much do we need?

6

Millie We need some lemonade.**Mickey** How much do we need?

7

Mum We need some fish.**Mickey** How much do we need?

2.17 p49 Exercise 5b

Jake OK. I've got the trolley. Where's the list?

Emma I haven't got it. You have.

Jake No, I haven't. I think we left it on the kitchen table.

Emma Oops! Well, I'm sure we can remember. Come on.

...

Jake I think that's everything. Let's just check.

Emma OK. So, we've got two cartons of orange juice.

Jake Right.

Emma And we've got bread.

Jake How many loaves?

Emma Two. Then we've got a bag of potatoes.

Jake Are you sure it was potatoes and not tomatoes?

Emma Yes. Definitely potatoes. And two bunches of bananas.

Jake OK. Did we need any more fruit and vegetables?

Emma No.

Jake OK. How much lemonade did we get?

Emma Two bottles. And we've got some yoghurt, too.

Emma How many pots?

Emma Four. I think that's right. And we've got some packets of tomato soup, too.

Jake How many?

Emma Three.

Jake OK. Is that everything?

Emma No, we need some chocolate. I'm sure it was on the list.

Jake Yes, me too. OK. Here they are – two bars of chocolate. Right, let's go to the checkout.

2.19 p51 Exercise 5a

Jake Here's a recipe for a delicious snack. For this recipe you'll need: half an onion, one tomato, a little milk, two slices of bread, 50 grams of grated cheese, salt and pepper, and some Worcester sauce.

2.20 p51 Exercise 5b

Jake This is what you do. First peel the onion. Then grate the cheese and the onion. Put them in a bowl. Add a little milk (a large spoon is enough), salt and pepper, and a little Worcester sauce – not too much. Then mix it all together. When it's ready, make some toast, but don't make it too dark. Slice the tomato. Put the tomato slices on the toast. Then cover the tomatoes and the toast with the cheese mixture. Put the toast with the cheese under the grill. Leave it till the cheese melts. Don't burn it. Then you've got your Welsh rarebit!

2.22 p52 Exercise 3a

Girl I have breakfast at 7.30. I usually have cereal with sugar and milk and a cup of tea. I take a packed lunch to school. We eat at 12.30. I have two sandwiches – usually cheese and tuna, some fruit – grapes, or a satsuma, and a pot of yoghurt. We have dinner at 6.30. We have things like lasagne with salad. We don't usually have dessert. My favourite meal is Sunday lunch. We always have our main meal at about one o'clock on Sundays. We have roast beef or lamb with potatoes and vegetables. And we have dessert on Sundays, too, like apple pie with ice-cream.

Boy I have breakfast at quarter to eight. I always have two slices of toast with jam and a glass of orange juice. I have my main meal at school in the school canteen. We have lunch at 12.15. I have things like sausages and chips or chicken with rice. I always have a dessert, too, like chocolate pudding. In the evening we have tea – at about five o'clock. It's a light meal with things like boiled eggs or cheese on toast. My favourite meal is Saturday lunch, because we always have fish and chips.

2.24 p54 Exercise 6a

A So we need some milk.

B How much?

A A small carton.

B OK. Do we need any eggs?

A Yes.

B How many?

A Six eggs. Oh, and some cheese.

B How much?

A Two hundred grams. Then we need a bag of sugar.

B OK.

A And some oranges.

B How many?

A Oh, five.

B Anything else?

A Um ... Yes, two pots of yoghurt.

B OK.

A And a loaf of brown bread.

2.25 p55 Exercise 2

Sausages with ice-cream

I like toast with cheese

Katy likes chips with peas

Peter puts pepper on his baked beans

Edward likes raspberries

And Jessica loves strawberries

But John likes sausages with ice-cream.

Chorus

Sausages with ice-cream

Sausages with ice-cream

John likes sausages with ice-cream.

I like sticky toffee

Donna likes a cup of coffee

Daniel likes a nice fruit salad, it seems

Wendy loves apple pie

But nobody can tell us why

John likes sausages with ice-cream.

Sausages with ice-cream

Sausages with ice-cream

John likes sausages with ice-cream.

Unit 5 The world

2.27 p56 Exercise 3

Paul How high is that hill?

Mel It's a thousand metres high.

...

John How wide is this lake?

Petra It's five hundred metres wide and it's six kilometres long.

2.28 p57 Exercise 5b

1

This is the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK – England, Scotland, Wales and Northern Ireland. The Republic of Ireland isn't part of the UK.

2

There are a lot of hills and mountains in Scotland. You can go skiing here in the winter. This is Ben Nevis. It's 1,343 metres high. The forests here produce a lot of trees for wood and paper.

3

Loch Ness is a very deep lake. It's 226 metres deep in the middle. People say that a monster lives here!

4

London is the capital of the UK. It's a very big city with some tall skyscrapers. About eight million people live in London. The river is called the Thames. There are a lot of bridges over the river. This one is Tower Bridge.

5

There are lots of islands around the coast of the UK. This is the Isle of Wight. We sometimes go here for our holidays. There are some beautiful beaches here.

6

The Channel Tunnel goes under the sea between England and France. It's about 50 kilometres long. In the picture you can see the famous White Cliffs of Dover.

2.30 p58 Exercise 2a

Jake We're doing some work on the weather for our Geography lesson.

It's raining today and it's quite cool, but it was warm and sunny yesterday.

In winter, it's cold and it sometimes snows. It's windy, too.

In spring, it's usually fine and warm.

In summer, it's hot and dry most of the time.

In autumn, it's usually cloudy and wet. It rains a lot.

2.32 p59 Exercise 9

1

Emma How high is Windy Hill?

Jake It's about 800 metres high, I think. Bluebell Hill is about 1,000 metres high.

2

Mia How old is your sister, Henry?

Henry She's seventeen.

Mia And you're twelve? Is that right?

Henry Yes.

3

Emma It's nice and sunny today.

Laura Yes, it is. It was a bit cloudy yesterday.

4

Jake What's the answer to number 6?

Conor I don't know. Number 5 was easy, but I can't do number 6.

5

Henry What's your new house like, Azra?

Azra Very nice. It's got four bedrooms. Our old house only had two. And it's got a dining room.

6

Emma How much is that red bag?

Assistant It's £14. The blue one is £12.

7

Adam How was your holiday in Wales?

Ben It was good, but the weather was very cloudy. Where did you go?

Adam We went to the Isle of Wight. It was very sunny there.

8

Azra Are you and Jake the same age, Laura?

Laura Yes, we're both eleven, but my birthday's in June and Jake's is in August.

2.34 p60 Exercise 1c

- 1 The longest river in the world is the Nile. However, some scientists think it is the Amazon.
- 2 The highest mountain in the world is Mount Everest. It is 8,850 metres high.
- 3 The largest continent is Asia. It is more than 14 million square kilometres larger than Africa.
- 4 Some people think the hottest place in the world is in North America, in Death Valley. However, the place that has the highest average temperatures is the Sahara Desert in Africa.
- 5 The coldest place in the world is Antarctica. It is also the windiest place.
- 6 The smallest country in the world is the Vatican City. It has a population of less than 1,000 people.
- 7 The most crowded country in the world is Monaco. It has over 23,000 people per square kilometre.
- 8 The fastest animal in the world is the cheetah. It can run at 110 kilometres per hour.
- 9 The largest city in the world is Tokyo. Tokyo, and the area around it, is home to over 30 million people.
- 10 The heaviest metal of the three is gold, but it is not the heaviest metal in the world.

2.36 p63 Exercise 5c

- 1 as heavy as lead
- 2 as high as a mountain
- 3 as cold as ice
- 4 as deep as the sea
- 5 as white as snow
- 6 as blue as the sky
- 7 as warm as toast
- 8 as fast as lightning
- 9 as big as an elephant
- 10 as light as a feather

2.37 p63 Exercise 6a

- 1 That tent is really big.
- 2 It's very cold in here.
- 3 This suitcase is very heavy.
- 4 My grandma's hair is really white.
- 5 It's nice and warm in here.
- 6 My bike is very light.
- 7 We need some rain. The garden is really dry.
- 8 Look at that skyscraper. It's really high.

2.39 p64 Exercise 3

1

Meg My name's Meg and I live in the north-west of Scotland. It rains a lot here, as we're next to the Atlantic Ocean. In fact, it's one of the wettest parts of the country. It's the windiest part, too, but I like it here. It's a very beautiful place. And it isn't often very cold here. In winter we don't usually see any snow. My favourite season is spring. There are lambs in the fields and the days are getting longer. So it's really nice. I don't like summer very much. The days are really long. That's good, but we get a lot of insects here in the summer. We call them 'midges' and they're a real problem. I get hay fever, too.

2

Paul My name's Paul and I live in Cambridge in the east of England. It's one of the driest parts of Britain. We don't get a lot of rain. It's usually sunny, too, so my favourite season is summer, because you can do lots of things outdoors. We often eat our meals in the garden in summer. We have lots of barbecues, and sometimes we sleep in our tent in the garden. That's great fun. I don't like winter very much. It can be very cold here. We usually get ice, frost and snow. They're OK, but the wind from the east is really cold. People say it goes through you like a knife. And it feels like it, too!

2.41 p66 Exercise 3

1

Stella Montello is hotter than Laguna.

Mark Yes. It's drier, too.

2

Mark The flight to Bluepool is longer than the flight to Montello.

Stella But Bluepool is further from the airport than Montello.

3

Stella Laguna is more interesting than Montello.

Mark Yes, but the food is worse than Montello.

4

Mark Bluepool is cheaper than Laguna.

Stella It's more expensive than Montello.

Unit 6 Entertainment**2.44 p68 Exercise 2**

- 1 Come on. We have to get out of here. This whole building is going to blow at any moment! Come on!
- 2 Look. There they are. They're trying to escape through that window. Come on ... Stop!
- 3 Good evening. Today's headlines:
The US President arrived in Brussels today for talks with European leaders.
Thick fog is causing problems in many parts of the country.
- 4 **A** Look. Who's that with Tessa? It isn't her brother.
B No, and it isn't her boyfriend either.
A Come on. Let's follow them.
- 5 And Vidić passes to Hernandes. Hernandes to Carrick. And it's Rooney! Goal! A brilliant goal from Rooney!
- 6 Hello. Welcome to *This is our town*. In this programme, people take us on a tour of their own town. Today, we're in the lovely city of Chichester with John and Ellen Clark.
- 8 **A** Welcome to the show.
B Thank you. It's good to be here.
A Now, you started as an actress when you were very young. How old were you?
B I was three years old.
A Three?! And can you remember anything about it?
B Not a lot, but to tell you the truth ...
- 9 In 1066, the King of England died. His name was Edward the Confessor. Three men wanted to become the next King. The first was Harold, the Earl of Wessex. He was defeated ...
- 10 And now, for £5,000, here's the final question: What is the largest country in Africa?
- 11 Here in the Antarctic it's autumn and the days are getting shorter. Some animals are leaving to find warmer places for the winter, but others are arriving – penguins! They arrive in their thousands and walk many kilometres to find ...
- 12 **A** You can't eat that. It's Benny's.
B Just watch me. I can eat anything. Ugh. It's horrible. Benny can have it. Who is Benny, anyway?
A He's our dog.

3.2 p69 Exercise 6a

1

Paul What are you going to do on Saturday morning, Marco?

Marco I'm not going to do anything. I'm going to stay in bed.

2

Sonia Are you going to go swimming on Saturday, Eloise?

Eloise No, I'm not. I'm going to tidy my room.

3

Ingrid What are you and Sally going to do on Saturday morning?

Uma We're going to go swimming.

4

Sam Are you and Jason going to play football on Saturday morning, Peter?

Peter Yes, we are.

5

Nora What are you going to do on Saturday, Dominic?

Dominic Well, in the afternoon I'm going to go to the cinema, but in the morning I'm going to do some homework.

6

Rob Are you going to go shopping on Saturday, Di?

Di No, I'm not. Kris and I are going to have a piano lesson.

3.5 p72 Exercise 3b

Narrator It's Saturday morning. Laura doesn't have to go to school today, but she has to get up early. She's going to be in a film. She wants to be an actress when she leaves school.

Neil Do you have to learn a lot of lines?

Laura No, I don't. Only one.

Neil What do you have to say?

Laura Well, in the film our friend, Carrie, disappears. In one scene we find her hat and I have to say: 'It's Carrie's hat!'

...

Laura I don't have to do anything in this scene, so I'm practising my line for the next scene. 'It's Carrie's hat!' Oh, they need me now, so I have to go. 'It's Carrie's hat!'

...

Director OK. Quiet, everyone. And ... action!

Boy Oh. Where is Carrie? I hope she's all right. Look! What's this?

Laura It's Harry's cat!

Boy You said 'It's Harry's cat!' Miaow!

Director Cut! We have to do that scene again.

Laura Oops! Sorry!

3.6 p73 Exercise 8a

1

Ellen Can you play tennis today, Oscar?

Oscar No, sorry. I have to go to the dentist's.

2

Ryan Do you want to go to the cinema, Oscar?

Oscar No, I can't. I have to help with the housework.

3

Zack Do you want to watch a DVD, Oscar?

Oscar No, I can't. I have to do my homework.

4

Ryan Can you play this computer game with me, Oscar?

Oscar No, sorry. I have to clean the car.

5

Andrea Do you want to go to the park today, Oscar?

Oscar No, I can't. I have to visit my grandparents.

6

Ingrid We're going to the shops today, Oscar. Do you want to come?

Oscar No, I can't. I have to practise the piano.

3.8 p75 Exercise 5a

1

Laura Let's go swimming this morning.

Oscar That's a good idea. Where shall we meet?

Laura Why don't we meet outside the sports centre?

Oscar OK. What time?

Laura Is half past eleven all right for you?

Oscar Fine.

Laura So I'll see you outside the sports centre at half past eleven.

Oscar OK. See you.

2

Emma What shall we do today?

Jake Why don't we play tennis?

Emma OK. Where shall we meet?

Jake Let's meet at the bus station.

Emma OK. What time?

Jake How about twenty past two? There's a bus at half past two.

Emma Fine. I'll see you at the bus station at twenty past two.

Jake OK. See you.

3.10 p76 Exercise 4

1

My favourite film character is Harry Potter. I've got all eight of the films on DVD. I got the last one for my birthday present this year. My favourite Harry Potter film is the second one – *Harry Potter and the Chamber of Secrets*. When I was ill in February, I watched it five times.

2

I like James Bond films. I think they're great. I always go to see the latest one, but I think my favourite film is *Goldfinger*. Sean Connery plays Bond in it. It's quite an old film. I watched it on TV last week. It was great.

3

Wallace and Gromit are my favourite characters. Wallace is very funny and Gromit is so clever. My favourite film is *The Wrong Trousers*. It's really funny. It was on TV on Christmas Day, so we all watched it. I'm going to buy the DVD, so that I can watch it again.

3.12 p78 Exercise 2a

Josh OK. What do I have to do today? First, I have to finish my Science homework. Then, I have to pack my sports bag for tomorrow. I cleaned my boots yesterday, so I don't have to do that. And then I have to meet Owen in town at two o'clock. So, that's not too bad. An easy day, so ...

Mother Josh.

Josh Yes, Mum.

Mother Are you going to take the dog for a walk this morning?

Josh Oh, OK.

Mother And don't forget to tidy your room before you go out.

Josh All right. Huh. There goes my easy day!

3.13 p79 Exercise 1

Famous

Staying in again on a Saturday night,
I'm going to settle on the sofa and turn down the lights.
I got 900 channels but there's nothing to see,
No wonder everybody thinks they should be on TV.

Chorus

We all want to be famous.
Be a face on the screen.
Read our name in the papers.
Everybody wants to be on TV.
Everybody wants to be on TV.

Forget Audrey Hepburn,
Forget Bette Davis.
I want to be known, just for being famous.
I can't act, I can't dance, I can't sing, can't you see?
But I'm young and I'm pretty and that's all that you need.

Chorus

We all want to be famous.
Be a face on the screen.
Read our name in the papers.
Everybody wants to be on TV.
Everybody wants to be like James Dean.

Chorus

We all want to be famous.
Be a face on the screen.
Read our name in the papers.
Everybody wants to be like James Dean.

We all want. We want to be famous.
We all want to be like James Dean.
We all want. We want to be famous.
We all want to be on TV.

Pronunciation**3.15 Unit 1 p80** Exercise 1b

- 1 this
- 2 ninth
- 3 that
- 4 three
- 5 Maths
- 6 father
- 7 there
- 8 these
- 9 thank you
- 10 fifteenth

3.18 Unit 2 p80 Exercise 1b

- 1 fish
- 2 sheep
- 3 clean
- 4 pig
- 5 sister
- 6 chick
- 7 week
- 8 tree
- 9 kitten
- 10 drink
- 11 sleep
- 12 king

Workbook answer key

Introduction

- 1** 2 Spot 3 Stephen 4 Cathy 5 Tom 6 Lucy
2 2 sister 3 parents 4 dad 5 mum 6 dog
3 2 my 3 His 4 my 5 Her 6 Our 7 my / our
 8 Their 9 my / our 10 His
4 2 How old are you?
 3 What's your address? / Where do you live?
 4 What's your telephone number?
 5 Have you got an email address?
5 2 Anna can play the guitar and she can play the piano.
 3 Sam can't ride a horse but he can play ice hockey.
 4 Anna can ride a horse but she can't play ice hockey.
6 2 How many 3 Where 4 What 5 Where 6 What
7 1 a 2 b 3 c 4 a 5 c 6 c
8 2 How many sandwiches has Ben got in his bag? He's got four (sandwiches in his bag).
 3 Has Ben got a pen in his bag? No, he hasn't.
 4 How many keys has Kate got in her bag? She's got three.
 5 Has Kate got a mobile phone in her bag? Yes, she has.
 6 Has Kate got a watch in her bag? No, she hasn't.
 7 Have Mike and Lee got a drink in their bags? Yes, they have.

Unit 1 My life

1A My daily life

1	-st		twenty-first	thirty-first
	-nd	second	twenty-second	
	-rd	third	forty-third	
	-th	fifth	tenth	twelfth
	-ieth	twentieth	thirtieth	fortieth

- 2** 2 Science 3 Geography 4 bus 5 quarter past eight
 6 half past eight 7 quarter to four 8 tennis
 9 swimming 10 violin 11 book 12 TV
3 2 False. She's in Year 8.
 3 False. He's in Year 9.
 4 True.
 5 True.
 6 False. She doesn't like Geography.
 7 False. She plays tennis on Wednesdays. / She goes swimming on Fridays.
 8 False. She plays the violin.

- 4** 2 His favourite subject is History.
 3 It starts at six o'clock.
 4 It finishes at quarter to seven.
 5 He goes swimming.
 6 They play music together on Saturdays.
5 2 Harry doesn't walk to school. He takes the bus (to school).
 3 Harry doesn't like Maths. He likes Geography.
 4 After school, Harry doesn't play tennis. He goes swimming.
 5 Harry's friends don't play computer games. They watch TV / DVDs / films.
 6 Harry's parents don't get home at half past five. They get home at quarter past five.
6 Students' own answers

1B Birthdays

- 1** 2 January 3 August 4 September
2 Across: 4 November 6 October 7 May 8 April 9 July 10 June 11 September
 Down: 1 January 2 March 3 December 5 February 8 August
3 2 15 October 3 the third of April 4 31 July 5 the twenty-second of September 6 18 January 7 the ninth of February 8 20 June 9 the twelfth of August 10 5 November
4 2 Harry's birthday is on the fifteenth of January.
 3 Diana's birthday is on the twenty-third of August.
 4 Damian's birthday is on the first of February.
 5 Paul's birthday is on the third of March.
 6 Jack's birthday is on the eighth of October.
 7 Stephanie's birthday is on the twenty-first of April.
 8 Melanie's birthday is on the fifth of December.
5 2 It's a Wednesday.
 3 It's the sixth (of July).
 4 It's the nineteenth (of July).
 5 They're a Wednesday and a Tuesday.
 6 It's a Thursday.
 7 They're on the seventh, the fourteenth, the twenty-first and the twenty-eighth.
 8 It's the thirty-first (of July).
 9 Yes, it is.
 10 It's a Saturday.

- 6 2 Ralph's birthday is on 12 April.
 3 Iza's birthday is on 8 August.
 4 Chris's birthday is on 29 February.
 5 Samantha's birthday is on 26 December.

1C Mickey, Millie and Mut

- 1 2 Do 3 Does 4 does 5 do 6 Do 7 Do
- 2 2 What time does she get up?
 3 What time do her parents go to work?
 4 What sports does Lisa play?
 5 Does Lisa like Maths?
 6 What do Lisa and her friends do on Saturdays?
- 3 2 She gets up at half past seven.
 3 They go to work at eight o'clock.
 4 She plays tennis and football.
 5 No, she doesn't.
 6 They go shopping.
- 4 2 Do, watch, watch, watches
 3 do, play, play, plays
 4 Do, speak, speaks, speak
 5 Do, go, goes, go
 6 does, finish, finishes
- 5 2 Does Brett play volleyball? No, he doesn't. He plays basketball.
 3 Does Brett speak / study Spanish? Yes, he does.
 4 Does Brett live in a block of flats? No, he doesn't. He lives in a house.
 5 Does Brett get up at seven o'clock? Yes, he does.
- 6 2 What musical instrument does your brother play? He plays the guitar.
 3 What time does your school start? It starts at nine o'clock.
 4 What do you do in the evening? I read and watch TV.
 5 How does your sister get to school? She gets to school by bus.
 6 What's your favourite school subject? My favourite school subject is Geography.
 7 Have you got a pet? Yes, I've got a dog.
 8 Where do you live? We live in London / Britain / the UK.

1D At home

- 1 cook the dinner
 do the shopping
 feed the cat
 make the bed
 set the table
 take out the recycling
 tidy your room
 vacuum the floor
 take the dog for a walk

- 2 2 take the dog for a walk
 3 tidy your room
 4 vacuum the floor
 5 take out the recycling
 6 set the table
 7 make the bed
 8 do the shopping
 9 feed the cat
 10 cook the dinner
- 3 2 cooks 3 load 4 does 5 feed 6 take
 7 doesn't often tidy 8 tidies
- 4 2 He loads the dishwasher.
 3 He tidies his room.
 4 He makes his bed.
 6 He doesn't feed the dog.
 7 He doesn't take the dog for a walk.
 8 He doesn't vacuum the floor.
- 5 2 not often 3 sometimes 4 often
 5 normally / usually 6 usually / normally 7 always
- 6 2 Kristen often goes on the Internet.
 3 Kristen never plays computer games.
 4 Kristen sometimes watches DVDs.
 5 Kristen normally does (her) homework before school.
 6 Kristen doesn't often tidy her room.
 7 Students' own answers

Progress check

- 1 2 February 3 March 4 April 5 May 6 June 7 July
 8 August 9 September 10 October 11 November
- 2 2 the thirteenth of February
 3 the nineteenth of December
 4 the twenty-second of June
 5 the thirty-first of October
 6 the third of April
- 3a 2 True
 3 False
 4 True
 5 False
 6 True
- b 2 do; They take the bus.
 3 does; She plays the guitar.
 4 do; They practise in the school gym.
 5 Do; No, they don't.
 6 Does; Yes, he does.
 7 does; He knows everything about History.
 8 do; They all love eating Ed's food.
- 4 2 My mother usually vacuums the floor.
 3 My dad normally loads the dishwasher after dinner.
 4 My brother never takes the dog for a walk.
 5 We take out the recycling every day.
 6 Craig sometimes goes swimming in the morning.
- 5 2 a 3 f 4 g 5 b 6 h 7 d 8 e

I can ...

- 1** 1 get up
2 seven o'clock
3 quarter past eight
4 take the bus
5 quarter past nine
6 play basketball
- 2** Students' own answers
- 3** Students' own answers

Unit 2 Animals**2A Our school trip**

- 1** 2 kitten 3 puppy 4 lamb 5 kid 6 calf
- 2** 2 calf 3 kitten 4 duckling 5 foal 6 piglet
7 lamb 8 kid
- 3** 2 half past four 3 ten o'clock 4 half past one
5 quarter to two 6 half past ten
- 4** 2 f 3 e 4 a 5 d 6 b

5

+ -ing	e + -ing	double last letter + -ing
	having	swimming
eating	writing	getting
cooking	taking	running

- 6** 2 In picture A, Alison is taking photos, but in picture B she's talking on her mobile phone.
3 In picture A, Natalie and Sara are climbing a tree, but in picture B they're eating sandwiches.
4 In picture A, Tim is reading a book, but in picture B he's writing an email / using his computer.
5 In picture A, Harry and Rob are listening to the radio / to music, but in picture B they're playing football.
6 In picture A, Selina and Vicky are riding horses, but in picture B they're feeding the horses.

2B Mickey's model dinosaur

- 1** 2 Am, f
3 are, a
4 Is, g
5 Are, b
6 is, e
7 Is, d
- 2a** a Tom / David
b David / Tom
d Dan
e Ben
f Ann
g Sara / Debbie
h Debbie / Sara

- b** 2 Kate is reading a magazine.
3 Ann is eating an apple.
4 Yes, they are.
5 No, he isn't.
6 Ben is riding his / a bike.
7 No, they aren't.
8 Tom and David are looking for their ball.
- 3** 2 Is Joanna dancing? Yes, she is.
3 Is Simon wearing funny clothes? Yes, he is.
4 Are Lewis and Joe playing with their band? Yes, they are.
5 Are Joanna's grandparents watching? No, they aren't.
- 4** 2 What is Ewa doing?
3 What is Steve looking for?
4 What are Jill and Claire making?
5 Who are you phoning?
6 Is it raining?
- 5** Students' own answers

2C My favourite animals

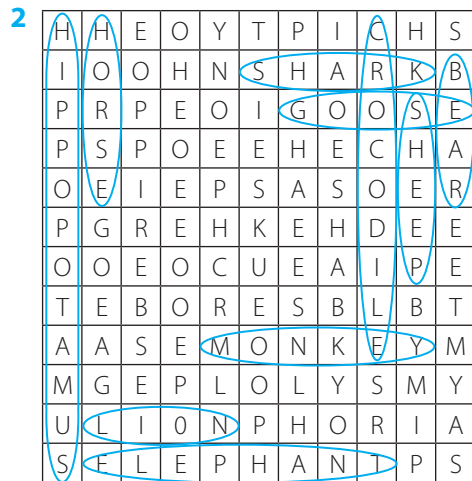
- 1** Across:
4 hippopotamus
6 monkey
8 tiger
9 giraffe
11 camel
12 shark
extra animal: kangaroo
- Down:
1 dolphin
2 crocodile
3 insect
5 eagle
7 zebra
10 bat
- 2** They live on land:
hippopotamus, insect, monkey, crocodile, zebra, camel, tiger, kangaroo
They live in water:
hippopotamus, dolphin, crocodile, shark
They fly:
eagle, bat, insect
- 3** 3 plays computer games
4 is tidying his bedroom
5 cooks
6 is working
7 watches TV
8 is sleeping
- 4** 2 Sally usually cleans the monkeys' cage, but today she's feeding the giraffes.
3 My mum and dad usually go shopping on Saturdays, but today they're playing tennis.
4 Alan usually has sandwiches for lunch, but today he's eating a burger.
5 My friends and I usually watch TV on Fridays, but today we're listening to music.
- 5** 1 monkeys 2 tigers 3 crocodiles 4 kangaroos
5 camels 7 insects 8 bats

2D The story of Chicken Licken

- 1 2 a nut 3 the sky 4 a king / the King 5 a road
6 a village 7 a goose 8 a farmyard
- 2 2 oven 3 river 4 tree 5 back 6 head 7 mouth
- 3 2 I'm looking for them.
3 Zara doesn't want to play tennis with me.
4 She often phones him.
5 They often help us.
6 I don't often go to school with him.
- 4 2 She, them
3 I, them
4 her, me, him
5 us, we, them
6 me
- 5 2 You must go to bed early.
3 You must tidy it.
4 You must feed him.
5 You must buy some at the shop.
6 You must clean it.
- 6 2 He must take Prince for a walk.
3 He must wash Prince.
4 He must play with Prince.
5 He must buy Prince 'Best Beefy' dog food / some dog food.

Progress check

- 1 2 a shark 3 a bat 4 a shark 5 a monkey 6 a frog
7 a lion 8 a cow



- 3 2 frog 3 cow 4 monkey 5 pig 6 sheep 7 tiger
- 4 2 'm cleaning 7 're sleeping
3 do you, feed 8 is, doing
4 have 9 's looking
5 are, doing 10 's waiting
6 watches
- 5 2 him 3 We 4 it 5 you 6 She 7 me 8 us
9 They 10 them

- 6 2 She must do her homework.
3 He must cut it.
4 They must stop talking.
5 I / you must wear glasses.
6 We / you must bring cameras.

I can ...

- 1 1 climb 2 're sleeping
- 2 1 pigs / piglets 2 cow 3 horses
- 3 1 practise the piano 2 must learn new English words
3 must buy her a birthday card

Unit 3 Holidays

3A Where were you last weekend?

- 1 2 theme park 3 wedding 4 bed 5 beach 6 garden
- 2 2 swimming pool 3 cinema 4 animals 5 five
6 thirteen 7 eleven
- 3 2 were 3 was 4 was 5 was 6 were 7 were
8 was 9 were 10 were 11 were 12 was 13 was
14 was 15 were 16 were 17 was
- 4 2 Andrew wasn't at his sister's wedding. He was at a theme park.
3 Our teacher wasn't at work. She was on holiday.
4 We weren't at the cinema. We were at a party.
5 Martha wasn't at the shops. She was in bed.
6 Sally and Josh weren't at a birthday party. They were at a / the swimming pool.
- 5 2 Were Sam and Dave at a birthday party yesterday? No, they weren't. They were at the cinema.
3 Was Tony at home on Saturday? No, he wasn't. He was at a theme park.
4 Where were Adrian and Iza last week? They were on holiday / on the beach.
5 Were your parents at the zoo last weekend? No, they weren't. They were in the garden.
6 Where was your teacher last week? My teacher was in London / on holiday.

3B Our holiday

- 1 2 campsite 3 passport 4 suitcase 5 luggage
6 label 7 trolley 8 tent

2

+ -ed	+ -d	double last letter + -ed	drop y + -ied
played	closed	stopped	studied
watched	practised	grabbed	tried
	arrived	travelled	

- 3a 2 (my) grandma 3 a DVD 4 computer games
5 Spanish 6 bus ticket 7 red suitcase

- b** 2 He didn't visit his friend. He visited his grandma.
 3 He didn't watch football (at Simon's house). He watched a DVD.
 4 He didn't play tennis (with Ian). He played computer games (with Ian).
 5 He didn't try to learn (more) French words. He tried to learn (more) Spanish words.
 6 He didn't collect his train ticket. He collected his bus ticket.
 7 He didn't pack his black suitcase. He packed his red suitcase.

4 Students' own answers

3C Holiday problems

- 1** Across: Down:
 2 forgot 1 stole
 4 left 2 felt
 5 fell 3 got
 7 bit 6 lost
 8 took 7 broke
- 2** 2 e 3 a 4 c 5 b
- 3** 2 said, didn't come, stayed
 3 got, didn't miss, left
 4 slept, didn't sleep, played
 5 arrived, didn't go
 6 went, didn't have, forgot
 Correct order: **d** 2 **e** 3 **b** 4 **a** 5 **c** 6

- 4** 2 Natalie stayed at a hotel. Adam didn't stay at a hotel. He stayed in a tent.
 3 Natalie took lots of photos. Adam didn't take lots of photos. He broke his camera.
 4 Natalie wrote postcards. Adam didn't write postcards. He wrote emails.
 5 Natalie enjoyed her holiday. Adam didn't enjoy his holiday.
- 5** When I arrived, I collected a ticket to Ipswich. Then I waited under the clock. I looked for a woman with a black umbrella. When she arrived, I went with her to the café. I checked the time and at twelve o'clock I phoned Doctor Strange. I left the station and took a taxi to Euston. I went to the Bellevue Hotel and collected the next instructions. I read them and then ate them.

3D Mut's holiday

- 1** 2 Monday 3 neighbour 4 beach 5 tent 6 hot
- 2** 2 f 3 h 4 a 5 c 6 g 7 e 8 b
- 3** 2 Who did you go with?
 3 Where did you stay?
 4 What did you see / do?
 5 What did you buy?
 6 What did you eat?
 7 Did you have a good / great time?
 8 When did you get home?

- 4** 2 Did you travel by plane? No, I didn't.
 3 Did you stay at a hotel? No, I didn't.
 4 Did you buy anything? Yes, I did.
 5 Did you like the food? Yes, I did.
 6 Did you swim in the sea? Yes, I did.
- 5** 2 When did you finish it? I finished it at 8 o'clock.
 3 Did you feed the cats? Yes, I did.
 4 Did you practise the piano? No, I didn't.
 5 Did you pack your suitcase? No, I didn't.
 6 What did you have to eat? I had / ate a sandwich.
 7 What did you and Kieran do? We played games.
- 6** I finished it at 8 o'clock. (After that) I fed the cats. I didn't practise the piano and I didn't pack my suitcase. I had / ate a sandwich. I played games with Kieran.

Progress check

- 1** 2 a suitcase 3 a caravan 4 a taxi 5 a hotel 6 a ticket
 7 a passport 8 a train 9 a plane 10 a trolley
- 2** 2 was 3 Were 4 were 5 Was 6 was
- 3** Regular verbs:
 missed, walked, watched, shouted, phoned, played
 Irregular verbs:
 ate, went, drove, forgot, had, left, lost, took, broke, came, swam
- 4** 2 was / arrived 3 missed 4 shouted 5 forgot 6 left
 7 was 8 went 9 swam 10 ate 11 watched
 12 took 13 lost 14 phoned 15 came 16 drove
- 5** 2 Y 3 Y 4 Y 5 N 6 N 7 N 8 Y
- 2 He stayed in a hotel.
 3 He liked the food.
 4 He went to the beach.
 5 He didn't break his camera.
 6 He didn't lose his money.
 7 He didn't write postcards.
 8 He enjoyed his holiday.
- 6** 2 How did you go there?
 3 Who did you see there?
 4 What did you do after that?
 5 Did you like it?
 6 When did you get home?

I can ...

- 1** 1 train 2 caravan
- 2** 1 didn't 2 didn't see 3 weren't
- 3** 1 Where did you go on holiday last month?
 2 Did you travel by train?
 3 When did you arrive?
 4 What did you do there?
 5 Did you have a good time?

Unit 4 Food

4A Food and drink

1 2 tuna 3 salmon 4 beef 5 orange juice

2

Meat	Fish	Fruit	Vegetables	Other	Drinks
chicken	tuna	satsumas	lettuce	cheese	lemonade
lamb	salmon	bananas	beans	pasta	tea
pork		grapes	tomatoes	rice	coffee
beef					orange juice

3 2 sandwiches 3 tomatoes 4 tea 5 salad 6 fruit
7 apples 8 bananas 9 oranges 10 lemonade
11 chicken 12 beans 13 rice 14 orange juice

4 2 chips 3 cola 4 salmon 5 pasta 6 water
7 chocolate cake 8 ice-cream

Countable nouns	Uncountable nouns
tomatoes, eggs, bananas, apples, oranges, grapes	chicken, rice, lemonade, water

6 2 - 3 - 4 - 5 a 6 a 7 an 8 - 9 - 10 -
11 - 12 - 13 - 14 an

7 2 Charlie wants a cheeseburger, chips and an apple.
3 Dean wants a sandwich, satsumas and cola.
4 Liam wants chicken, beans and lemonade.
5 Vicky wants spaghetti Bolognese, an orange and tea.

4B Stone Soup

1 Across: Down:
3 ham 2 butter
4 mushrooms 5 onion
6 milk 8 sausage
7 orange 9 bread
9 banana 10 cheese
10 chicken 11 cabbage
12 apple

Meat	Fruit	Vegetables	Drinks	Other
chicken	orange	mushrooms	water	butter
sausage	banana	onion	milk	bread
	apple	cabbage		cheese

3 2 an 3 a 4 some 5 an 6 some 7 a
8 an, a, some 9 some, some 10 some, some, some

4 ham X, butter X, milk ✓, coffee ✓, yoghurt X, sugar X

5 3 No, they haven't got any ham.
4 No, they haven't got any butter.
5 Yes, they've got some milk.
6 Yes, they've got some coffee.
7 No, they haven't got any yoghurt.
8 No, they haven't got any sugar.

6 2 a 3 some 4 some 5 some 6 any 7 an
8 any 9 any 10 some 11 any 12 any
13 any 14 a

4C Mut goes shopping

1 How much:

2 water

3 bread

4 salt

How many:

6 onions

7 sausages

8 mushrooms

2 2 How many 3 How much 4 How much

5 How much 6 How many

3 2 a tin of cat food 6 a carton of milk
3 a bar of chocolate 7 a loaf of bread
4 a bunch of bananas 8 a bag of sweets
5 a pot of yoghurt

4 2 bunch 3 many 4 many 5 pot 6 much

5 2 In picture A there are three bars of chocolate, but in picture B there are two bars (of chocolate).
3 In picture A there's one pot of yoghurt, but in picture B there are three pots (of yoghurt).
4 In picture A there's a bunch of bananas, but in picture B there's a bunch of grapes.
5 In picture A there are two tins of fish, but in picture B there's one tin (of fish).
6 In picture A there's one carton of milk, but in picture B there are two cartons (of milk).
7 In picture A there are two packets of crisps, but in picture B there's one packet (of crisps).

6 2 beans 3 four 4 tomatoes 5 cream 6 bunch
7 grapes 8 lettuce

7 2 Yes, how much do you need?

3 Two loaves, please.

4 I also need some eggs.

5 I'm sorry, we haven't got any eggs.

6 Have you got any apples?

7 Yes, how many do you want?

8 I want two apples and a small bunch of bananas, please.

4D Emma's apple crumble

- 1 2 pour 3 peel 4 boil 5 slice 6 fry
 2 2 oven 3 bowl 4 fork 5 knife 6 spoon 7 grate
 3 2 c 3 d 4 b 5 e 6 a
 4 2 some 11 the
 3 a 12 a
 4 an 13 the
 5 a 14 the
 6 some 15 the
 7 a 16 the
 8 some 17 the
 9 some 18 the
 10 a
 5 2 a few 3 a little 4 a little 5 a little, a few, a little
 6 a few
 6 2 any 10 some
 3 a little 11 an
 4 much 12 many
 5 bars 13 some
 6 some 14 some
 7 some 15 any
 8 a little 16 bag
 9 much
 7 Students' own answers

Progress check

- 1 2 salmon 3 grapes 4 lettuce 5 bread
 6 mushrooms
 2 2 C 3 U 4 C 5 U 6 U 7 C 8 U 9 C 10 U
 3 2 much, is 3 many, are 4 many, are 5 much, is
 6 many, are
 4 2 's some 3 aren't any 4 aren't any 5 isn't any 6 's a
 5 a 7 b 3 c 8 d 2 f 4 g 5 h 6
 6 2 cakes 9 mixed
 3 recipe 10 spoon
 4 ingredients 11 oven
 5 butter 12 kitchen
 6 any 13 dropped
 7 some 14 cleaned
 8 bowl

I can ...

- 1 2 an egg 3 a cup of coffee / tea
 2 2 Can 3 please 4 that 5 thanks / thank you
 3 1 many 2 few 3 much 4 a little
 4 1 pour 2 frying pan 3 fry

Unit 5 The world

5A My country

- 1 2 mountain 3 lake 4 river 5 motorway 6 island
 7 Tunnel 8 Bridge 9 skyscraper 10 beach
 2 B 8 C 6 D 3 E 4 F 5 G 10 H 1 I 9 J 7
 3 2 high, 1,343 m high
 3 deep, 67 m deep
 4 high, 310 m high
 5 long, 50 km long
 6 wide, 33 m wide
 7 long, 311 km long
 4 2 3 km
 3 226 m
 4 1
 5 700 m
 6 12 km
 5 2 How high is Mount Etna in Sicily?
 3 What is GB short for?
 4 How long is the River Danube?
 5 Where is Cardiff?
 6 Is Milan a big city?
 7 How deep is Lake Geneva?
 8 How long is the Interstate 44 road in the USA?

- 6a 2 in 3 metres 4 on 5 visit 6 From

- b This is the Eiffel Tower. It's in Paris. It's next to the River Seine. It's 324 metres high. It opened on 31 March 1889 and over 6 million people visit the Eiffel Tower each year. From the top, you can see all of Paris.

5B North and south

- 1 2 It's cold. 7 It's raining.
 3 It's windy. 8 It's sunny.
 4 It's cloudy. 9 It's foggy.
 5 It's snowing. 10 It's icy.
 6 It's hot.
 2 Across: Down:
 4 autumn 2 summer
 5 wet 3 north
 7 spring 5 winter
 8 west 6 fine
 7 south

- 3 2 cooler 3 higher 4 flatter 5 higher 6 shorter

- 4 1 Pam 2 Lisa 3 Anna 4 Eve 5 Kate

- 5 2 more beautiful 3 happier 4 more difficult 5 flatter
 6 colder 7 longer 8 nicer

- 6** 2 Mick's sandwich is thinner than Harry's. Harry's sandwich is thicker than Mick's.
 3 Duke is bigger than Pongo. Pongo is smaller than Duke.
 4 Saturday was wetter than Sunday. Sunday was drier than Saturday.
 5 The mountains are quieter than the beach. The beach is more crowded than the mountains.

5C Record breakers

- 1** 2 Europe 3 Asia 4 Oceania 5 Africa 6 Antarctica
 7 South America

- 2** Vatican City e
 the Nile d
 Tokyo f
 Everest g
 the Atlantic b
 the UK c
 the Pacific h

- 3** 2 Vatican City, the UK
 3 the Atlantic, the Pacific
 4 Tokyo
 5 Everest

- 4** 2 Oceania 3 Australia 4 Africa 5 South America
 6 bigger

- 5** 2 wettest 3 most expensive 4 sunniest, driest
 5 smallest 6 most crowded 7 foggiest 8 coldest

- 6a** 2 1.7 million
 3 1,460
 4 2,473
 5 601
 6 804

- b** 2 Budapest is the smallest of the four cities.
 3 Madrid is the sunniest of the four cities.
 4 Rome is the wettest of the four cities.
 5 Madrid is the driest of the four cities.

- 7** 2 the oldest
 3 the most beautiful
 4 the most expensive
 5 most delicious
 6 most famous
 7 the wettest
 8 the most interesting
 9 the tallest
 10 the longest
 Students' own answers.

5D Mickey and Millie go camping

- 1** 2 as light as 3 as dry as 4 as high as 5 as white as
 6 as warm as 7 as fast as 8 as big as 9 as deep as

- 2** Across: 4 sleeping bag 8 campsite
 Down: 1 forest 2 tent 3 sea 5 guidebook
 6 beach 7 sign

3a

	Sennen Beach	St Ives Beach	Praa Sands Beach
2 Most popular	3	1	2
3 Best for swimming	3	2	1

	Caravan	House	Hotel
4 Most expensive	3	2	1
5 Most comfortable	3	2	1
6 Most exciting	1	3	2

- b** 2 more popular, the most popular
 3 the best, better
 4 more expensive, the most expensive
 5 the most comfortable, more comfortable
 6 more exciting, the most exciting
- 4** 2 better 3 worse 4 the best 5 the best 6 better
 7 worse 8 the worst
- 5** 2 The most interesting place to visit in my country is ...
 3 ... is / are worse than ...
 4 ... is better than ...
 5 The best place to eat in my town is ...
 6 ... is funnier than ...
 7 The nicest place to go for a walk in my town is ...
 8 ... is bigger than ...

Progress check

- 1** 2 countries
 3 ocean
 4 capital
 5 north, south, east and west
 6 seasons, autumn and winter
 7 rivers
 8 mountain
 9 Antarctica
 10 Tunnel
- 2** 2 c 3 h 4 e 5 d 6 a 7 g 8 f
- 3** 2 It's as heavy as lead.
 3 It's as light as a feather.
 4 Your hands are as cold as ice.
 5 It's as warm as toast.
 6 He's as fast as lightning.
- 4** 2 the best 6 better
 3 more expensive 7 the worst, worse
 4 the nicest 8 hotter, wetter
 5 taller, the tallest
- 5** 2 sheep 3 beautiful 4 bigger 5 warmer 6 snows
 7 Cook 8 Wellington

I can ...

- 1 1 sunny 2 warm / hot 3 rain
 2 1 better 2 hotter 3 sunnier 4 darker 5 wetter
 6 the nicest
 3 Students' own answers

Unit 6 Entertainment**6A TV programmes**

- 1 2 d 3 b 4 g 5 a 6 h 7 f 8 e 9 c
 2 2 opera 3 show 4 interview 5 record 6 control
 3 2 d 3 c 4 e 5 a 6 g
 4 2 'm not going to miss
 3 Are you going to watch
 4 'm going to watch
 5 are going to finish
 6 'm going to record
 7 's going to watch
 8 's going to see
 9 isn't going to miss
 10 'm going to do
 5 2 Is he going to revise for a test on Tuesday? Yes, he is.
 3 Is he going to do the English project on Wednesday? No, he isn't. He's going to do the Science project.
 4 Is he going to watch *Friends* (on TV) on Thursday? No, he isn't. He's going to watch *The Simpsons*.
 5 Is he going to see the new film with Nigel on Friday? Yes, he is.
 6 Students' own answers

6B At the movies

1	adjective	adverb
	beautiful	beautifully
	careful	carefully
	easy	easily
	fast	fast
	good	well
	happy	happily
	hard	hard
	heavy	heavily
	horrible	horribly
	loud	loudly
	quick	quickly
	quiet	quietly
	slow	slowly
	sudden	suddenly

- 2 2 slowly 3 Suddenly 4 carefully 5 loudly 6 hard
 7 quietly 8 hard / happily 9 well 10 fast
 3 2 badly 3 carefully 4 fast 5 Suddenly 6 loud
 4 2 quickly 3 badly 4 slowly 5 very well
 5 2 quiet 3 loud 4 badly 5 well 6 beautifully
 7 slowly, quickly 8 horrible 9 heavy 10 easy
 6 Students' own answers

6C Lights, cameras, action

- 1 2 a romcom / romantic comedy
 3 a musical
 4 a comedy film
 5 a western
 6 a horror film
 7 a sci-fi film / science fiction
 8 a cartoon
 2 2 horror 3 romantic comedies 4 thrillers 5 musicals
 6 science fiction 7 fantasy 8 cartoon
 3 Students' own answers
 4 3 Meg has to go to the dentist.
 4 Howard and Meg have to practise the piano.
 5 They don't have to revise for a test.
 6 They have to help with the housework.
 7 Meg has to cook dinner.
 8 She doesn't have to buy a present.
 5 2 ✓ 3 ✓ 4 X 5 X 6 X 7 ✓
 6 2 Do you have to go shopping with your parents? Students' own answers
 3 Do you and your classmates have to stand up when a teacher comes into the classroom?
 4 What jobs do you have to do in the house?
 5 How often do you have to tidy your room?
 6 What time do you have to get up on school days?

6D The lost penguin

- 1 2 f 3 d 4 c 5 e 6 a
 2 play computer games
 watch a film / the match on TV
 have a pizza
 go shopping
 pack our suitcases
 watch the match on TV / a film, listen to a CD
 3 2 Let's go on the Internet.
 3 Shall we go shopping?
 4 Let's watch the match on TV.
 5 Why don't we play computer games?
 6 Shall we watch a film?
 7 Why don't we listen to a CD?
 8 Shall we pack our suitcases today?

- 4 2 go, don't we go
3 don't we go, we go
4 we make, make
5 don't we have, we have
- 5 1 Emily's house, quarter to six
2 the shops, the café, half past two
3 the park, outside the park, ten o'clock
4 the sports centre, the school gym, half past three
5 the zoo, the bus stop, eleven o'clock

Progress check

- 1 2 documentaries 3 soap operas 4 the news
5 quiz shows 6 a cartoon
- 2 2 cartoon 3 fantasy 4 musical 5 horror (film)
6 sci-fi (film) / science fiction
- 3 2 'm going to watch
3 'm going to play
4 are you going to play
5 're going to meet
6 Are you going to take
7 'm going to go
8 are you going to come
9 are going to be
10 're going to watch
- 4 2 carefully 3 make a film 4 get married 5 well
6 sing a song 7 new film 8 make a CD
- 5 2 She doesn't have to go to school. She has to get up early.
3 They have to do (their) homework. They don't have to go to school on Sundays.
4 She doesn't have to cook food. She has to bring food to customers.
5 He has to feed the animals. He doesn't have to buy a ticket for the zoo.

- 2 2 doesn't have to feed
3 have to do
4 has to take out
5 doesn't have to take out
6 don't have to vacuum
- 3 1 'm going / 'm going to go, 'm not having / 'm not going to have / don't have
2 watches, 's playing / 's going to play
3 read, 'm reading
4 doesn't usually go, 's going / 's going to go
- 4 2 Did she buy any tomatoes? No, she didn't buy any tomatoes.
3 Did she buy any water? No, she didn't buy any water.
4 Did she buy any rice? Yes, she bought some rice.
5 Did she buy any beans? Yes, she bought some beans.
6 Did she buy any meat? No, she didn't buy any meat.
- 5 2 Is 3 is 4 are 5 many 6 much 7 loaf 8 slice
- 6 2 drove 3 got 4 closed 5 had 6 took 7 started
8 ate 9 watched 10 left 11 lost
- 7 2 best 3 older 4 fatter 5 nicer 6 the youngest
7 oldest 8 the worst
- 8 1 's going to play
2 's going to finish
3 aren't going to go
're going to watch
4 isn't going to cook
's going to cook
5 's going to buy

I can ...

- 1 2 are going to buy an MP3 player
- 2 1 westerns 2 talent shows / musicals
- 3 2 That's a good idea.
3 Why don't we meet at the bus stop?
4 Shall we meet at two o'clock?
5 OK. See you there.

Revision

- 1 2 He likes English and Maths.
3 He does karate.
4 He does karate after school on Mondays.
5 He watches DVDs or reads books.
6 No, he doesn't.
7 He has to tidy his room and vacuum the floor.

Workbook Audio scripts

Introduction

1.2 p3 Exercise 7

Billy I can see two people, a girl and a boy. They're at a café. There are five tables in the café. Their table is next to the door. The children are wearing jeans and T-shirts. There is a black bag under the boy's chair.

Unit 1 My life

1.3 p4 Exercise 4

John My name's John Phillips. I'm Stella's brother. We live on the fourth floor of a block of flats in Brighton. My favourite subject at school is History. I don't like Maths. On Mondays I have a piano lesson. The lesson starts at six o'clock and finishes at quarter to seven. On Fridays I go swimming with my friends. On Saturdays we play music together. We are in a band.

1.4 p7 Exercise 6

1

Elaine My name's Elaine. I'm twelve. My birthday is on the fourteenth of May.

2

Ralph I'm Ralph. Today is the twelfth of April. It's my birthday today. I'm thirteen.

3

Iza My name's Iza. My favourite month is August. My birthday is in August. It's on the eighth.

4

Chris I'm Chris. I don't have a birthday every year. Why? Because my birthday is on the twenty-ninth of February.

5

Samantha My name's Samantha. My birthday is one day after Christmas Day. Christmas Day is on the twenty-fifth of December and my birthday is on the twenty-sixth.

1.5 p8 Exercise 3

Lisa Hi. My name's Lisa. I'm twelve years old. I live in Leeds. I get up at half past seven. My parents go to work at eight o'clock. My brother and I walk to school. School starts at nine o'clock. I like sports. I play tennis and football. My brother doesn't like sports. He likes Maths. I don't! My favourite lesson is History. On Saturdays I go shopping with my friends.

1.6 p10 Exercise 4

Interviewer Toby, can I ask you a few questions about jobs you do in the house?

Toby Yes, of course.

Interviewer Do you cook dinner?

Toby No, I can't cook. My mum usually cooks. Sometimes my dad helps her. I set the table before dinner and after dinner I load the dishwasher.

Interviewer Do you tidy your room?

Toby Yes, I do. I tidy it every Saturday and I make my bed every day in the morning.

Interviewer Have you got a pet?

Toby Yes, we've got a dog.

Interviewer Do you feed it?

Toby No, I don't. My sister feeds her every day and my dad takes her for a walk.

Interviewer Do you vacuum the floor?

Toby No, I don't. I never vacuum the floor.

Interviewer Thank you.

1.7 p12 Exercise 3

Luke I'm Luke. This is a picture of me and my friends. We go to the same school – Northview Secondary School. We take the bus together. Ed and I are in Year 7 and Sarah is in Year 8. We all play in a band. Sarah plays the guitar, Ed sings and I play the drums. We always play at school parties and we sometimes practise after school in the gym. Everyone watches us. The teachers like our music. But they don't like my Maths! I'm not good at it. I enjoy PE and Geography. Sarah is good at French – she speaks it well. And Ed knows everything about History! He likes cooking, too. He often cooks dinner for us at his house. I never cook, but I always set the table and load the dishwasher. And we all love eating Ed's food!

Unit 2 Animals

1.8 p15 Exercise 4

- 1 These are my photos from our school trip. In this photo, we're getting onto the school bus to go on the trip.
- 2 In this photo, I'm taking a photo of some piglets. They're playing.
- 3 This is a photo of Callum and James. They're swimming.
- 4 This is a photo of me. I'm eating my sandwiches. Yum yum.
- 5 I love this photo. Karen and I are feeding the goats. Goats are my favourite animal.
- 6 In this photo, I'm reading. It's a very good book.

1.9 p16 Exercise 2a

The children are in the park. Kate is reading a magazine. She likes reading. Ann is eating. She isn't eating a sandwich. She's eating an apple. Debbie and Sara are playing tennis. They like tennis. Dan doesn't like playing sports. He is listening to music. He likes music. Ben is riding his bike. He always rides his bike to the park. Tom and David aren't playing football. They are looking for their ball. Where is it?

1.10 p19 Exercise 3

Fiona Hi. My name's Fiona. I usually do my homework in the evening, but today I'm not doing my homework. I'm writing emails. I haven't got any homework.
 My brother, Alex, usually plays computer games in the evening. He isn't playing computer games today. He's tidying his bedroom.
 My mum usually cooks in the evening. Today she isn't cooking. She's working.
 My dad usually watches TV in the evening but today he isn't watching TV. He's sleeping.

1.11 p20 Exercise 3

- 1 My sister Paula is waiting to go to school. She's waiting for David. David always goes to school with Paula. He's always late.
- 2 Excuse me, my name is Terry. I'm looking for my parents. Do you know where they are?
- 3 Today my sister, Zara, is playing tennis. I like tennis, but she wants to play with Paula. She doesn't want to play tennis with me because I always win.
- 4 My dad's talking on the phone. He's talking to my mum. She's shopping. She often phones my dad from the shops. She likes talking on the phone. My dad never phones anyone.
- 5 Paula's sixteen and David's fifteen. They're helping Zara and me with our homework. They know a lot, so they often help Zara and me. It's great!
- 6 I usually take the bus to school, but today it's raining. My dad's taking me to school. I like going to school in the car, but usually my dad doesn't have time.

Unit 3 Holidays**1.13 p24 Exercise 2**

Pia My birthday was last Saturday. In the morning, I was at the swimming pool with my friends, but it was raining, so that wasn't fun. Later, we were at the cinema. The film was about animals. It was great! I was at home at quarter past five and there was a party. There were thirteen people there. There was a cake and presents for me. I was very happy.
 I was in bed at half past eleven. It was a great day!

1.14 p27 Exercise 3a

Jude Last week was very busy. On Monday, I practised the guitar. I practised all evening. On Tuesday, it was my grandma's birthday. I went to visit her after school. On Wednesday, I needed a rest. I watched a DVD at Simon's house. It was very good.
 On Thursday, I didn't want to go out. I played computer games with my brother Ian. On Friday, I studied. I tried to learn more Spanish words. I love Spanish. I can speak it quite well.
 On Saturday, I collected my bus ticket for the school trip. I walked to the town because it was a nice day.
 On Sunday, I packed my red suitcase for the trip. I packed lots of clothes. Now it's Monday morning and I'm at school waiting for the bus.

1.15 p28 Exercise 2

1

Maria We went to the seaside on holiday. My brother, Casey, wanted to buy a drink. My mum, dad and I got onto the train. The train started moving and Casey wasn't on it. He missed it! Dad got off at the first station and went back for him.

2

Johnny My name's Johnny. I was at a theme park with my friends. We had a great time, but, at the end of the day, I wanted to take a photo of my friends. I took my camera out of my bag and dropped it on the ground. It broke.

3

Amanda I went on a school trip. It was great, but the food wasn't! We arrived on Saturday and had dinner. On Sunday, my friend Tom felt really ill. Our teacher phoned for a doctor. We didn't eat dinner there again!

4

Alan My sister, Tracey, loves shopping. We were on holiday and she wanted to buy a T-shirt. She looked for her money. It wasn't there. She lost it. She lost £20. She was very sad.

5

Nelly We didn't go on holiday. We stayed at home. My sister Liz and I went for a ride on our bikes. Liz fell off her bike and broke her leg. She was in bed for three weeks.

1.16 p30 Exercise 1

Dear Helen,
 We are on holiday in Croatia. We arrived on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our neighbour, Mr Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the beach. There's a picture of it in this email.
 At night, we sleep in a tent! I like it but mum and dad don't! The weather is good – sunny and hot. We go swimming every day. I brought my camera with me, so I can show you some photos when I come home.
 Bye!
 Love from Lucy

1.17 p33 Exercise 5

Adrian Last year, I went on holiday to Spain. I went with my mum and dad and my sister. We didn't go by plane. We took the boat to France and drove to Spain. The journey took three days. We stayed in a nice hotel in Spain. I liked the hotel and I loved the food. I ate a lot. The weather was good and we went to the beach every day. The sea was very warm.
 I didn't take any photos. I forgot to pack my camera. It was in my bedroom in England. I bought some nice things. Now I haven't got any money. My mum and dad wrote postcards to all their friends. I didn't write any postcards. I sent emails to my friends. I really enjoyed Spain. I had a great time.

Unit 4 Food

1.18 p35 Exercise 4

Waiter Good afternoon.

Ed Hello. What do you want, Penny?

Penny Could I have chicken, please? Chicken with chips.

Waiter Anything else?

Penny Yes, please. A cola, please.

Waiter And you?

Ed Salmon, please. No chips. Can I have salmon with pasta?

Penny Salmon? No chips? Are you OK?

Ed Yes. I'm in the school swimming team. I must eat healthy food.

Penny Oh, I see.

Waiter And a drink?

Ed Yes. Water, please.

...

Ed That was great. Do you want a dessert?

Penny Yes, please. Can I have chocolate cake?

Ed Chocolate cake? OK. I want ice-cream. A small ice-cream! Where's the waiter?

1.19 p37 Exercise 4

Mother William, could you go to the shop for me before it closes? We need some food for breakfast tomorrow.

William OK. What do you want?

Mother Well, we've got some orange juice ... but we haven't got any bread. Can you get some bread?

William OK.

Mother And we haven't got any ham. Your dad likes ham for breakfast.

William Have we got any butter?

Mother Oh, no. We haven't. We haven't got any butter.

William So, bread, ham and butter. Anything else?

Mother Let's see. We've got some milk, we've got some coffee. Do you want yoghurt?

William Yes. I love yoghurt. Have we got any?

Mother No, we haven't got any yoghurt. You can get some yoghurt.

William Have you got any money?

Mother Yes. Here you are. See you soon.

William Bye.

Mother Oh, William. Wait a minute. We haven't got any sugar.

1.20 p39 Exercise 6

Rebecca Have you got any beans?

Assistant Yes, how many do you need?

Rebecca Three hundred grams, please.

Assistant Three hundred grams. Here you are.

Rebecca I also need some tomatoes.

Assistant How many tomatoes do you want?

Rebecca Four, please. Four big ones. And some cream, too.

Assistant Sorry, I haven't got any cream. I've only got fruit and vegetables.

Rebecca Oh. Can I have some grapes, please?

Assistant How many do you want?

Rebecca Just a small bunch, please.

Assistant Is this OK?

Rebecca Yes, that's fine.

Assistant Anything else?

Rebecca No, thank you. Oh, wait a minute. A nice lettuce, please.

1.21 p40 Exercise 3

Today, we're making a vegetable stir fry. It's very easy. First, wash all the vegetables. Then, when they are clean, you peel them. Peel the carrots and the onions. Then, cut the onions, the carrots and the cabbage into slices. Don't cut your finger! Then, pour some oil in this frying pan and fry the vegetables. Fry them for about five minutes. Next, boil the rice in a big saucepan. We need one cup of rice for two people. When the rice is ready, add it to the vegetables and mix them together. Then put the food into bowls and you can eat it with a fork. It's great and very easy! Try it!

1.22 p42 Exercise 5

1

Nina Hi, Angela. What are you doing?

Angela I'm making lunch. A fried egg. First, I put the oil in the frying pan like this.

2

Adam Hi, Ed. Is that your ice-cream?

Ed Yes, it is. I love ice-cream.

3

Nick Hello, Melissa. Do you want some lemonade?

Melissa No, thank you. I've got a cup of coffee. Do you want some coffee?

4

Ella Hi, Johnny, what's wrong?

Johnny I want to make a sandwich but I've only got one slice of bread!

5

Rita Hello, Barbara. Have you got a drink?

Barbara Yes, I've got some orange juice. Do you want some?

6

Harry Hi, Peter. Is that tin of tuna for you?

Peter No, I don't like tuna. It's for my cat.

7

Irene Hello, Mary. Do you want a sandwich?

Mary No, thank you. I've got a bar of chocolate. It's delicious.

8

Sue Is that your breakfast, Jack?

Jack Yes, I always have a pot of yoghurt for breakfast.

Unit 5 The world

1.23 p45 Exercise 4

Ladies and gentlemen, welcome to Loch Ness. Loch Ness is a very big lake. It is 36 km long. It goes from near the town of Inverness to the town of Fort Augustus. The loch is also 3 km wide.

There aren't many towns near the loch. It's a very quiet place. The loch is also very deep. In some places it is 226 metres deep. That's why some people think a monster lives here under the water. There is one island in the loch. Its name is Cherry Island. It is very small. The mountain you can see is called Mealfurvie. It isn't very high. It's about 700 metres high. This afternoon, we can walk to the top of the mountain. The walk is about 12 km. People who don't want to walk can wait here and have a boat ride on the loch.

1.24 p47 Exercise 4

Eve This is me with my family. My mum is tall and thin. Her name is Kate. She is 1 m 80 cm tall, but she isn't the tallest person in my family. My grandmother is taller. She's called Pam. Pam is nearly 60 years old. She's the oldest person in the picture. My dad has got a sister. Her name is Anna. She's shorter than Kate and Pam. She's got the shortest hair. Anna is taller than me. Anna has got a daughter. Her name is Lisa. Lisa is shorter than all of us and younger than all of us. She is only 10 years old. My name is Eve. Can you see which person is me?

1.25 p49 Exercise 6a

Teacher Did you all do your projects? Good. Sandra, what did you find?

Sandra I found the population of the four cities. The biggest is London with 7.8 million people. Next is Madrid with 3.2 million, then Rome with 2.8 million. The smallest city is Budapest. Its population is 1.7 million.

Teacher Very good, Sandra. Now, Damian, can you tell us about hours of sun in the four cities?

Damian The sunniest city is Madrid. It has 2,769 hours of sun every year. London only has 1,460 hours of sun.

Teacher What about Rome and Budapest?

Tom Rome is sunnier than Budapest. Rome has 2,473 hours of sun. Budapest has 1,933.

Teacher Good. And, Sarah, you can tell us about rain.

Sarah London is not the wettest town. It has 601 mm of rain a year. It's wetter than Madrid and Budapest, but Rome is the wettest city. It has 804 mm of rain a year.

Teacher Excellent. Well done.

1.26 p51 Exercise 3a

Mark I love Cornwall. The beaches are great. My favourites are Sennen, St Ives and Praa Sands. Sennen is the longest. Praa Sands is longer than St Ives. St Ives is the shortest of the three beaches, but St Ives is the most popular because St Ives is a popular town. Praa Sands is more popular than Sennen because it's easier to get to.

The beaches are great for swimming. Praa Sands is the best. It's very safe and the water is warmer. St Ives is better for swimming than Sennen. Sennen is very cold.

Sophie I like Cornwall, too. We always go there on holiday. We usually stay in a house. Houses are more expensive than caravans but they are cheaper than hotels. Hotels are the most expensive places to stay. They're the most comfortable, too. You get food and people clean your room every day!

Houses are more comfortable than caravans because there is more space. Caravans are quite small, but they are the most exciting place to stay. I love staying on a big campsite with a games room, swimming pool and lots of other children. Some hotels are exciting, too. They're more exciting than houses.

1.27 p53 Exercise 5

I'm from New Zealand. There are only about four million people in my country. There are more sheep than people here! New Zealand is one of the most beautiful countries in the world. There are two big islands. South Island is bigger than North Island, but the weather in North Island is better – it's warmer and sunnier. But it isn't sunny all the time. In winter it snows a lot. There are a lot of hills and high mountains in South Island. The highest is Mount Cook. It's 3,754 metres high. The capital city is in the North Island. It's called Wellington.

Unit 6 Entertainment

1.28 p54 Exercise 3

A What are we going to watch?

B Let's watch this cartoon. I like it!

A OK, but after that, we're going to watch my favourite programme.

B Not a reality show, please!

A No, it's a chat show. It's on at six o'clock with Johnny Depp.

B Oh, great. And after that, we can watch *On the street*. It's a great police drama.

A Right. It says in the TV guide that it finishes at seven thirty. Then we can watch the news.

B The news! Boring.

A I like the news.

B Can I watch the football at eight o'clock?

A Football? Oh ... well, OK. Then at ten o'clock I'm going to watch the comedy show *Make them laugh*.

B Can I watch the film at eleven o'clock?

A No, you can't! I'm not going to watch it either. We've got school tomorrow.

1.29 p57 Exercise 4

Teacher Here are your tests. Uma, you made a few mistakes, but you were much more careful than usual and this is quite good. Well done! I'm very pleased with you.

Sara, you had twenty minutes to write this test, but you did it in three minutes. Why did you write so quickly? It wasn't a race. Daniel, you didn't try hard at all. Your test was very bad. Do it again for homework and do it better this time.

Jane, I don't know what happened to you. You only wrote ten words in twenty minutes. Why did you write so slowly? Were you asleep?

Harry, you came first in the class again. Well done! This was a very good test result. You are a very good student.

1.30 p59 Exercise 5

Simon This weekend is going to be very busy. It's Saturday, but I have to get up early! We've got a test on Monday, so I have to revise for that. I also have sports training on Saturday mornings. It starts at ten o'clock and I have to go. Luckily, I don't have to tidy my room. I tidied it yesterday. Mum and dad are going shopping, but I don't have to go with them. Sometimes I have to make my lunch on Saturdays, but I don't have to do it this weekend. My sister and I are going to get a pizza. Great! Later, in the afternoon, I have to take the dog for a walk. He loves going to the park.

1.31 p61 Exercise 5**1**

Sara Hello?
Emily Hi, Sara, it's Emily. How are you?
Sara I'm fine.
Emily Do you want to go out on Friday?
Sara OK. Where?
Emily Let's go to the cinema.
Sara Great. Where do you want to meet?
Emily Why don't we meet at my house?
Sara Good idea. What time shall I come round?
Emily At quarter to six.
Sara Fine. See you on Friday at quarter to six.

2

Steve Hello?
Emily Hi, Steve. It's Emily.
Steve Hi, Emily.
Emily Do you want to meet on Saturday?
Steve Yes, great. What do you want to do?
Emily Let's go to the shops.
Steve Great. Why don't we meet in the café?
Emily OK. What time?
Steve At half past two.
Emily See you at half past two in the café. Don't be late.

3

Emily Hello?
Nikki Hi, it's Nikki. Do you want to meet this weekend?
Emily Yes, great. Why don't we go to the park on Sunday?
Nikki OK, good idea. I have to take the dog for a walk.
Emily Meet me outside the park.
Nikki OK. Let's meet at ten o'clock.

4

Tom Hello?
Emily Hi, Tom. Are you going to be busy next week?
Tom Not really. Why?
Emily Why don't we go to the sports centre? We can play table tennis!
Tom Good idea. Wednesday is a good day for me. I don't have much homework that day. Let's meet on Wednesday in the school gym.
Emily What time?
Tom At half past three. After the last lesson.
Emily Great.

5

Emily Hello?
Matt Hi. It's Matt. Do you want to go out on Thursday?
Emily OK. What do you want to do?
Matt Let's go to the zoo!
Emily Good idea! Let's meet at the bus stop at eleven o'clock.
Matt Fine. See you then!

1.32 p62 Exercise 4

Lena Welcome to the Lena Andrews Show! Our guest tonight is Ricky Cooper, the actor. Ricky, you are Britain's favourite actor. Why do you think that is?
Ricky Well, I always work hard and I think people like that.
Lena Is it difficult to be an actor?
Ricky Yes. I have to learn my lines very carefully and try to become the character. It isn't easy.
Lena What are you going to do next?
Ricky I'm going to make a film. I like working on television, but I want to try something new.
Lena And you've got a new girlfriend. Are you going to get married?
Ricky No. I'm going to be in America for a year, so it isn't a good time to get married.
Lena Tell me about the film you're going to be in.
Ricky It's a musical. I have to sing three songs in the film, but I like singing and I sing quite well.
Lena Shall we sing a song together?
Ricky Er, not now, no.
Lena OK, let's talk about your new film. It's a musical - you're going to go to Hollywood to make it. America is going to love you. Why don't you make a CD? You can be a pop star, too.
Ricky That's a good idea.

Revision**1.33 p64 Exercise 1**

Aggie I'm writing about students for our school magazine. Can I ask you some questions, Josh?
Josh Yes, you can.
Aggie Have you got any brothers or sisters?
Josh I've got one brother. His name is Ben.
Aggie What subjects do you like?
Josh English. I love it! And I love Maths, too.
Aggie What sports do you do?
Josh I usually do karate after school on Mondays. My brother does karate, too.
Aggie What do you usually do at the weekend?
Josh I watch DVDs at home, or I read books. My brother often plays computer games, but I don't like them.
Aggie What jobs do you have to do in the house?
Josh I have to tidy my room and I have to vacuum the floor.
Aggie Thanks, Josh.

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