

OXFORD

# Project Explore

Teacher's Pack

1

Amanda Begg

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

# Project Explore

Teacher's Guide

1

Amanda Begg

OXFORD  
UNIVERSITY PRESS

Based on an original concept  
by Tom Hutchinson

Great Clarendon Street, Oxford, ox2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
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First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3 2 1

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ISBN: 9780194256063	Teacher's Guide
ISBN: 9780194204873	Teacher's Online Practice Access Card
ISBN: 9780194212830	Teacher's Online Practice
ISBN: 9780194212328	Classroom Presentation Tool: Student's Book
ISBN: 9780194212458	Classroom Presentation Tool: Workbook
ISBN: 9780194212779	DVD-ROM

Printed in China

This book is printed on paper from certified and well-managed sources

## ACKNOWLEDGEMENTS

Based on an original concept by Tom Hutchinson

*The Ancient Statue* by: Paul Shipton (pp.34–35, 60–61, 86–87)

*Tests* by: Jane Hudson

*Photocopiable worksheets* by: Sue Merrifield

*Culture video and song worksheets* by: Diarmuid Carter

*Culture video scripts* by: Kiki Foster

*Online Practice exercises* by: Sarah Bennetto

*Songs written and composed* by: Jake Carter

*The authors and publishers are very grateful to all the teachers who have offered their  
comments and suggestions which have been invaluable in the development of Project  
Explore. We would particularly like to mention those who have helped by commenting on  
Project Explore:*

*Croatia:* Alenka Poropat, Mirta Grizak Štrbenac

*Czech Republic:* Barbora Krpcová, Soňa Jindrová

*Hungary:* Pintérmé Gyarmati Anikó, Kádár Eszter, Nagy Eszter

*Serbia:* Jagoda Popovic, Vojislava Koljević

*Slovakia:* Marcel Prievozník, Jana Uhrinčatová

*Slovenia:* Andreja Hazabent, Vojko Jurgec

The authors would like to thank the editorial and design teams at Oxford  
University Press who have contributed their skills and ideas to producing this  
course.

*Front cover photograph* by: Helen Marsden.

*Back cover photograph:* Oxford University Press building/David Fisher.

*Commissioned photography* by: MM Studios pp.7, 16, 17, 28, 42, 54, 68, 80.

*Illustrations* by: Gareth Conway/The Bright Group pp.8 (ex.2), 9, 11 (ex.6), 15,  
25, 48, 55, 64 (ex.2), 75, 81; Daniel Duncan/The Bright Group pp.10, 12, 18, 22,  
56 (ex.5), 57, 68, 70 (ex.2); Mark Duffin pp emoji icons throughout, 21; Martin  
Impey pp.39 (ex.4), 44; Alex Lopez/Astound US pp.4, 5, 7, 8, 9 (Winston),  
11 (Bot), 13 (Winston & Bot), 14, 15 (Bot), 17, 23, 24, 25 (Bot), 27 (Bot), 29, 37,  
38, 39 (Winston & Bot), 41, 43, 49, 51 (Winston & Bot), 52, 53, 55 (Winston  
& Bot), 63, 65, 66, 69 (Bot), 75 (Winston & Bot), 78, 79 (Winston & Bot),  
81 (Winston & Bot); Teresa Martinez/Astound US pp.50, 51 (ex.7), 69; Isabel  
Munoz/The Bright Group pp.6, 26, 27, 30, 49, 64 (ex.1), 67, 70 (ex.3), 76, 79, 85;  
Amit Tayal/Beehive Illustration pp.34, 35, 60, 61, 86, 87; Jen Taylor/The Bright  
Group pp.19, 31, 56 (ex.6), 62, 63, 72, 82.

*The publisher would like to thank the following for permission to reproduce photographs:*  
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street/Ian Dagnall), 72 (Dunraven Bay/robertharding), 72 (Dunraven Bay/  
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Tom Merton), 21 (female footballer/Erik Isakson), 21 (kids portrait/Yasser  
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43 (toad/Joe McDonald), 45 (badger/Ashley Cooper), 46 (boy smiling/STEEEX),  
46 (young girl/Chasing Light Photography Thomas Vela), 46 (teen boy/Inti  
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47 (honeycomb/Robert Pickett/Visuals Unlimited, Inc.), 48 (couple boating/  
Westend61), 53 (kite surfer/Hoch Zwei), 53 (kite surfer/GOGO LOBATO),  
70 (smiling girl/Hero Images), 70 (Roger Federer/Tim Clayton – Corbis),  
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Fuse), 83 (boy/Emma Kim), 84 (teen girl/Michael Hall), 84 (man with barbecue/  
Marcos Welsh), 84 (Australian cafe/Andrew Watson); Oxford University Press  
pp.36 (warthog/Jason Prince), 36 (elephants/Digital Stock), 36 (giraffe/Joel  
Shawn), 37 (elephants/Johan W. Elzenga), 83 (world flags/Oxford University  
Press ANZ); Rex Shutterstock pp.73 (Balloon Ascent, Paris/Glasshouse Images),  
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production/Neil Hall); Shutterstock pp.9 (music concert/melis), 9 (children  
swimming/Pressmaster), 10 (swimmer/Sergey Peterman), 10 (sudoku game/Jiri  
Hera), 10 (gymnast/I T A L O), 10 (magician/Microgen), 10 (basketball player/  
fotoinfo), 10 (female diver/sirtravelalot), 11 (jumping in pool/Geo Martinez),  
11 (girl and boy/Nadia Cruzova), 11 (sudoku/Coprid), 20 (colourful patterns/  
jamesteohart), 30 (camera/neelsky), 30 (swimming pool/hxdbzxy), 32 (terraced  
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StockCube), 33 (fibreglass cow/Vivian Fung), 33 (cloud sculpture/Frank  
Romeo), 33 (Banksy graffiti/BMCL), 33 (urban knitting/Imladris), 36 (Lionfish/  
Sergey Sklezner), 36 (African Buffalo/Cathy Withers-Clarke), 37 (elephants/  
Nattaya Maneekhot), 40 (bee/irin-k), 40 (mosquito/Somboon Bunproy),  
40 (wasp/irin-k), 40 (stag beetle/Sarah2), 40 (cricket/Butterfly Hunter),  
40 (spider/Evgeniy Ayupov), 40 (red ant/Andrey Pavlov), 40 (butterfly/Melinda  
Fawver), 40 (earthworm/kzww), 40 (millipede/reptiles4all), 40 (dragonfly/  
Subbotina Anna), 40 (fly/irin-k), 40 (snail/Aleksandar Grozdanovski),  
40 (centipede/Janat chant), 40 (scorpion/wacpan), 40 (black widow spider/  
Sharon Keating), 40 (tarantula/davemhuntphotography), 40 (tarantula/  
Audrey Snider-Bell), 41 (earth worm/Millenius), 43 (chameleon/Jan Bures),  
43 (leaf cutter ants/maxontravel), 43 (honeycomb/Shaiith), 43 (butterfly/  
Bedrich Hrstka), 43 (penguins/vladsilver), 43 (Cobra snake/Aleksandar  
Kamasi), 43 (goldfish/Oleg\_P), 43 (butterfly/Bedrich Hrstka), 43 (snail/Per-  
Boge), 46 (insect house/MarjanCermelj), 47 (bee colony/Lehrer), 47 (honey  
cells/Nikolay Petkov), 47 (hatching bee/Kuttelvaserova Stuchelova),  
47 (hen laying eggs/thieury), 47 (chick hatching/Anneka), 48 (kayaker/  
Monkey Business Images), 48 (scuba diver/Sven Hansche), 48 (sailing boats/  
Pavel Nesvadba), 48 (snorkeler/Benny Marty), 48 (yachts/Aleksei Lazukov),  
48 (couple riding canoe/goodluz), 48 (couple riding canoe/Tyler Olson),  
48 (yacht/De Visu), 48 (scuba divers/frantisekhodysz), 48 (kite surfer/  
Wallenrock), 48 (water skiing/Shcherbinator), 48 (boy rowing/Alfonso  
de Tomas), 48 (child snorkelling/ChameleonsEye), 48 (boy ice skating/  
ZephyrMedia), 48 (sledding/NicoElNino), 48 (ice hockey/dotshock), 48 (ski  
jumping/Tyler Olson), 48 (cross country skiing/Rob Kints), 58 (baseball  
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70 (London/QQ7), 70 (aeroplane/IM\_photo), 70 (clock/Sharomka), 70 (Trafalgar  
Square/Anton Balazh), 71 (night sky/vovan), 71 (Astronaut/Castleski),  
71 (t-shirts/Cherkas), 71 (girl pointing/Irina Papoyan), 72 (Neist Point/  
Luboslav Tiles), 74 (tomato soup/Martin Rettenberger), 74 (roast chicken/  
Wiktory), 74 (kebabs/Prostock-studio), 74 (beef stew/Tatiana Volgutova),  
74 (steak and chips/Smokedsalmon), 74 (chicken curry/margouillat photo),  
74 (meatballs/MariaKovaleva), 74 (omelette/Tatiana Volgutova), 74 (apple pie/  
HG Photography), 74 (cheesecake/Amawasri Pakdara), 74 (chocolate mousse/  
Liliya Kandrashovich), 74 (pancakes/DronG), 76 (cocoa pod/Valentyn Volkov),  
83 (spanish omelette/etorres), 84 (pavlova/bonchan), 84 (Australian Lamington  
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# Project Explore

Teacher's Guide

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# Introduction and methodology

## Overview

*Project Explore* is a five-level course aimed at international English language students aged 10–14 / 15 years old. The course combines the tried and trusted, successful methodology and structure from previous editions of *Project* with 100% brand-new content from a new author team. It offers clearly structured, bright, dynamic lessons, and exciting new characters and stories.

*Project Explore* engages students with its diverse, motivating topics and realistic, relatable contexts. It systematically develops students' linguistic and 21st century skills, to help prepare them for the world beyond school.

## Methodology

*Project Explore* is an easy-to-use course, with a syllabus based on a traditional structural progression. It guides and supports both students and teachers, by providing a highly structured learning environment. In each unit, grammar and vocabulary is broken down into manageable chunks and presented through engaging, meaningful tasks. The language acquired is then assembled and applied to a real-world, communicative outcome; the project. The focus on progressive language development is coupled with a systematic focus on skills development. The lesson contexts are contemporary, diverse and entertaining, which ensure that student interest and involvement are maximized.

## A flexible approach

*Project Explore* is designed to include a high level of flexibility to help meet the individual needs of all students. Each component of the Student's Book has a tangible outcome, meaning that you can choose what to include, in which order, and also which elements may be better suited to homework tasks.

To supplement the Student's Book, there is a wide range of additional material to select from, such as the closely integrated Workbook exercises, varied photocopiable worksheets, online practice material and extensive video content.

## Improved grammar and vocabulary support

The vocabulary and grammar input in the course is structured in a way that allows students to gradually progress from understanding, to acquiring and finally to using the language with confidence. Each Vocabulary section starts with visual and audio input, often accompanied by a short task, followed by a communicative activation task. In the Grammar sections, the target language is firstly seen in a real context. The subsequent exercises then encourage students to take an active role and discover the grammar for themselves, before the amusing Winston and Bot present the rules. Students then complete tasks, which allow for controlled and freer practice of the new language.

## Skills development

From the outset, a high profile is given to the development of skills. To recreate authentic usage of language, skills are often integrated. For example, students read and complete a quiz and then listen to check their answers. Not only is this blending of skills more natural, but it also helps keep students curious and engaged.

A systematic approach has been taken to developing written and oral skills. Students first spend time on the 'Get ready to...' stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text.

In addition to the main speaking tasks, there are numerous opportunities to practise oral skills and, to further enhance spoken language, each unit has a dedicated pronunciation focus in the form of an entertaining, memorable chant.

## Revision, Project, Culture and Learn through English

### Revision

These pages serve to review and consolidate each unit's Vocabulary, Grammar and Everyday English expressions. The exercises can either be integrated into class time or assigned as homework. They can be used as an indicator of how well students have assimilated the new language and highlight any areas which may require further reinforcement.

### Project

These pages give students the opportunity to use the unit's language to complete a personalised, creative task. The projects focus on a variety of means of presenting information and call upon students to exercise research, IT, written and oral communication skills.

### Culture

Each Culture page centres on an aspect of the English-speaking world connected to the topic of the unit. These sections aim to broaden students' knowledge and understanding of diverse cultures and invite them to draw comparisons with their own. There are also related short films for extension purposes.

### Learn through English

These pages provide a cross-curricular focus and give students the chance to learn about a range of other school subjects through English.

## Student's Book and Workbook integration

The Workbook provides extensive additional write-in activities to reinforce and consolidate the content of the Student's Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror not only the unit and section structure of the Student's Book, but also each discrete stage of the lesson. To ensure a seamless transition between the two resources, at the appropriate points, there is clear signposting in the Student's Book to direct learners to the relevant Workbook exercises. Similarly, once they have completed these exercises, there is signposting back to the Student's Book.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with between one and three stars, with one being the easiest. This ensures that in a mixed-ability class, all students can tackle a task and gain a sense of accomplishment.

## Characters and context

In *Project Explore* Level 1, there are three sets of characters who appear regularly throughout the course.

Students will quickly get to know brother and sister, Jake and Jenny, their cat, Winston, and Robopet, Bot. These characters are seen in a cartoon story in each unit, and Winston and Bot also feature in the Grammar and Everyday English sections, to add an element of fun to the linguistic explanations.

Students will also grow familiar with British school students, Keira and Ravi, and their Spanish exchange student friends, Viki and Pablo. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as visiting a museum or doing crafts.

The final set of characters come to life in the three-part mysterious adventure story *The Ancient Statue*, written by well-known author Paul Shipton. The episodes appear at the end of every two units and consolidate the language students have learned. The fact that the story is told in parts adds to students' feelings of anticipation and excitement.

## Tour of the Teacher's Guide

For ease of use, the Teacher's Guide notes are interleaved with the corresponding Student's Book pages. In addition to task instructions, answer keys and audio scripts at the back of the book, the Teacher's notes also include the following features for each unit.

### Unit objectives

The main aims of each unit are clearly stated at the start. This allows you to see at a glance what your students will be working towards in the coming lessons and will be able to do on completion of the unit.

### Language summary

This is a clear list of the grammatical structures, vocabulary and Everyday English expressions which are presented in the unit. Also outlined here are the themes for the Project, Culture and Learn through English pages.

### ► Reference to supplementary materials

A list of the related Workbook pages and photocopiable worksheets and online practice material are supplied at the beginning of each lesson to help you prepare all the material you need for class. There are also further references within the notes, to indicate at what stages in the lesson these exercises and activities may best be used.

**EXTRA IDEAS** These notes include practical suggestions for how a task may be extended, to allow for further practice of the focal language point or vocabulary. There are also ideas for how some tasks could be approached in an alternative way, and some suggestions for ways to encourage students to respond personally to the input.

In addition, after each Writing and Project task there is a suggestion for what could be done with the work the students have produced. Ensuring that students' writing has a readership is important, as it gives them a real purpose and can motivate them to try harder. Seeing their work on display in the classroom or elsewhere can give students a sense of achievement and pride.

**EXTRA SUPPORT** These notes offer tips on how to stage, adapt or follow up a task to cater to the needs of weaker students or classes. In a mixed-ability class, these graded tasks will help lower-level students to participate more actively and confidently.

**EXTRA CHALLENGE** These notes suggest ways in which a task may be exploited to ensure that more able students or classes remain engaged and challenged. In a mixed-ability class, these tasks will help to ensure that stronger students maximize their potential and, by keeping them actively involved, will also limit the possibility of boredom and possible disruption to the lesson.

**LANGUAGE NOTE** These notes provide clear explanations and support for dealing with grammatical, lexical or pronunciation points which students may find difficult or confusing.

**CULTURE NOTES** These comprehensive notes provide additional background information related to the content of each Culture page. They can be used to further broaden students' knowledge and understanding of aspects of culture in the English-speaking world, with which they may be unfamiliar.

There are also occasional, shorter notes which highlight potential cultural differences between the way things are said or done in English-speaking countries and in your students' home country.

### Additional grammar notes

These are extended grammar explanations which fine-tune or supplement those given in the grammar summary pages of the Workbook. They will be useful when addressing the problem areas of particular grammar points, and also provide something additional for higher level, more aspirational classes.

### Additional pronunciation notes

These are extended explanations which focus on the discrete pronunciation point being taught. They offer practical advice on how to assist students in understanding and correctly producing the relevant sounds.

## Additional subject notes

These in-depth notes are included in the page corresponding to the cross-curricular Learn through English lessons. They expand on the school subject the page relates to and equip the teacher with extra knowledge of and useful lexis related to the focal subject area.

## Suggested activities for using the video in class

1. When playing the video through for the first time, pause it at appropriate moments and ask students to predict what's going to happen next. You could divide the class into teams to discuss the options, watch the next scene, and then award a point to the team with the closest prediction to what actually happened. This is a good way to focus students' attention and generate interest in the story.
2. Get students to sit in pairs, one facing the screen and the other with their back to the screen. Turn the sound off and play a section of the video. The person facing the screen describes to their partner what's happening. Students then swap places, so they both get a turn at describing and listening. They can then watch the whole section and see how good their partner's description was. This is a fun activity and a great way to practise present continuous verb forms.
3. Play the video and get the students to say 'Stop!' every time a new character appears. Pause the video and get students in pairs to describe what the character looks like and what he/she is wearing. This is a good way to review appearance language and clothes.
4. Pause the video after each section and give a false sentence, e.g. *The Ancient Statue, Episode 1*: 'Sam is Sophie's brother.' 'Sam and Sophie can both skateboard very well!' Students have to correct the false information. With stronger classes, this could be done as a pair activity.
5. Pause the video at intervals and get students in pairs to ask and answer questions.
6. Students work in a group and choose a scene from the video to act out. Give them time to practise and then get each group to present to the class. Alternatively, allocate a different scene to each group and then the class acts out the whole story. This is a dynamic, creative activity and a good way for students to practise some of the key language and grammar from the previous two units.

## Mixed-ability support

In every class, students learn at varying paces and present a range of learning styles, needs, interests and motivations. In classes where the scope of abilities is broad, this can pose a challenge for the teacher. For this reason, *Project Explore* offers strategies and materials to help teachers tailor lessons to meet the needs of individual students.

In the Student's Book, at the end of every A, B and C lesson in each unit, there is an *Extra* task. These can be given to fast finishers in class and can mostly be done either individually or in pairs as a communicative addition. Alternatively, these tasks can be set as homework. At the end of lesson D, students are signposted to an extended Reading page and related exercises in the Workbook. Similarly, these could be

assigned to fast finishers, while slower students focus on completing the Student's Book tasks.

In addition to the core material, the course also includes supplementary worksheets and online practice with reinforcement and extension activities, to be used as and when required.

The Project pages in every unit are also very well-suited to classes with mixed-ability learners. Students can work at their own pace, in their own way towards an achievable goal and produce something purposeful and personalized.

The Tour of the Teacher's Guide section on page Tvii outlines further how mixed-ability classes are supported.

## 21st Century skills

In addition to academic knowledge and understanding, students these days require a broad spectrum of skills which they can apply to a wide range of real-life situations. The tasks in *Project Explore* are designed to help students develop some of these vital skills, such as collaboration, creativity, communication and critical thinking. The Level Planners indicate the tasks and activities in each unit which require these skills to be utilised.

## Special Educational Needs in the ELT classroom

*Adapted from the original material by Marie Delaney*

### What is SEN?

Special Educational Needs (SEN) is the term used to refer to the requirements of a student who has a difficulty or disability which makes learning harder for them than for other students their age. Note that gifted and talented students are also considered to have special needs as they require specialized, more challenging materials.

### Strengths, not just weaknesses

Of course, students make progress at different rates and vary widely in how they learn most effectively. Although students with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the students' academic development as well as their self-esteem. Your daily contact with these students will help you understand what works best for each individual student and determine your choice of the most appropriate techniques.

### You can do it!

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher, you are used to dealing with different personalities and abilities in your class. You are probably continually adapting to widely differing needs from your students each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the learners in your class.



## Top tips for creating an inclusive classroom

You do not need to be an expert in SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

### Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with a particular member of the class, ensure you talk to those students privately about their behaviour. Draw attention to appropriate behaviour by giving positive reinforcement to students who are working well together.

### Tip 2: See the person not the label

It is very important to get to know each student individually and to not label them according to their SEN. If you have students who wear glasses in your class, you do not assume that they have all got the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

### Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioural difficulties only get noticed negatively by the teacher.

### Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other.

### Tip 5: Cater to different learning styles

As students with SEN tend to find it difficult to learn in traditional ways, it is important to integrate different approaches into lessons to help each student maximize their potential. Visual learners relate well to illustrated tasks, picture stories, video input and clear board work. Those who favour an auditory style benefit from listening to the teacher, as well as varied audio input, such as dialogues, stories and songs. Kinaesthetic learners are innately active students, who tend to find it difficult to sit still for extended periods. They respond well to hands-on involvement in activities like role-plays and mime games.

### Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called 'differentiation'. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but may do this in different ways.

### Tip 7: Work on classroom management

Clear, consistent classroom management is a key consideration for students with SEN. They often have problems understanding and following rules and instructions, so it is important to think about the best way to present these. For example, considering your seating plan carefully can help with general class discipline.

### Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with SEN. It is particularly important to work with parents / carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, and SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

### Tip 9: Work with students' strengths

Try to find out what each student's strengths and interests are and include these where possible in your teaching. Students who have problems reading may have strong creative skills and excel at project work. Students who find it difficult to sit still might be good at role-playing or problem-solving activities. Learners who are struggling academically might be very kind and helpful to other students. Identifying and exploiting individuals' strengths can help boost motivation and self-esteem and also create a cooperative, productive classroom environment.



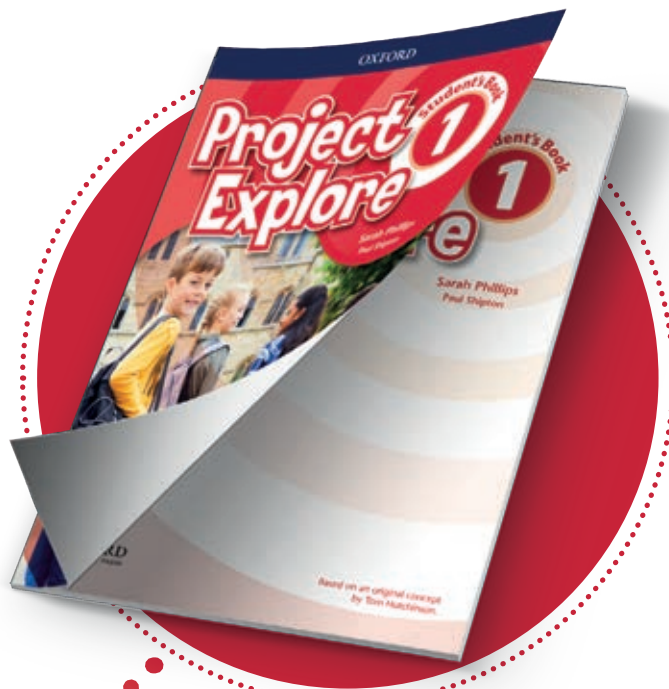
# Course overview

## For students

Welcome to **Project Explore**.  
Here's how you can link learning  
in the classroom with meaningful  
preparation and practice outside.

### Student's Book

All the language and skills your  
students need to improve their  
English, with grammar, vocabulary  
and skills work in every unit.  
Also available as an e-book.



### Workbook

Extensive practice which  
matches the Student's Book,  
providing graded practice  
activities for every section  
and spread for the Student's  
Book. This enables students  
of all levels and abilities to  
consolidate their learning.

### Workbook audio

Full Workbook audio is available  
on the Online Practice.



AUDIO ACTIVITIES VIDEO WORDLISTS



### Online Practice

Extend students' independent learning. They can do extra  
**Grammar, Vocabulary** and **Skills** activities, and **Test  
yourself** with instant feedback. Students can also access  
all the Workbook audio on the Online Practice.



[projectexploreonline.com](http://projectexploreonline.com)



# For teachers

## Teacher's Guide

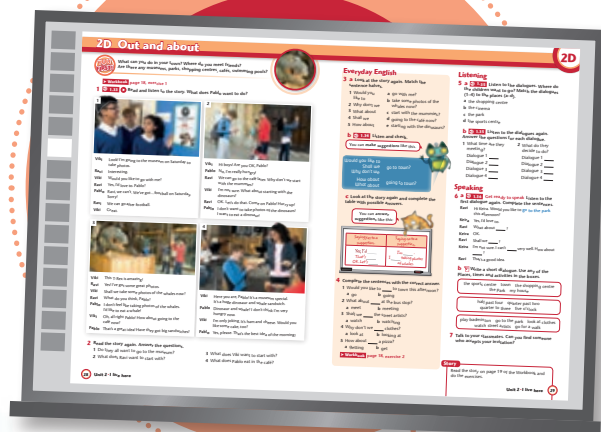
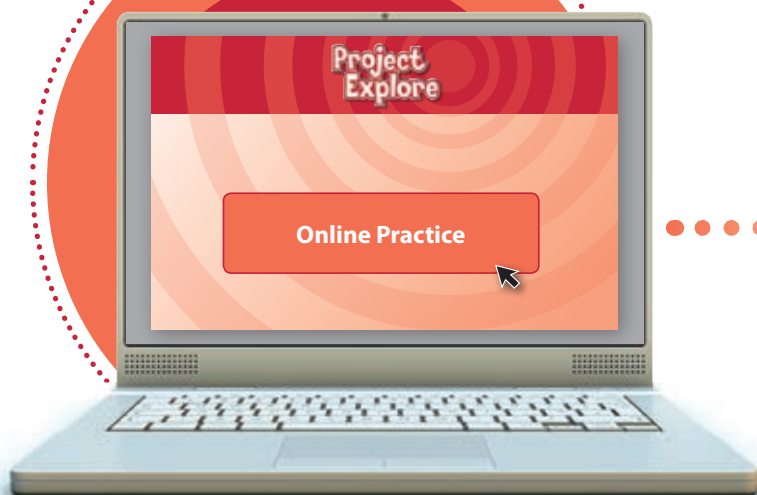
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



## DVD-ROM

All the videos and songs, plus photocopiable activities to help you exploit the videos and songs.

## ACTIVITIES TESTS TRACKING RESOURCES



## Teacher's Resource Centre

All your *Project Explore* resources, stored in one place to save you time. Resources include: photocopiable worksheets, tests, videos, Student's Book and Workbook audio, scripts and wordlists.

Use the Learning Management System to track your students' progress.



To log in for the first time, teachers use the Access Card in the front of the Teacher's Guide for the Teacher's Resource Centre, and students use the Access Card in the front of the Workbook for Online Practice.

## Classroom Presentation Tool

Use in class to deliver heads-up lessons and to engage students. Class audio, video and answer keys are available online or offline, and updated across your devices.

## Class Audio



Full course audio is available on the Teacher's Resource Centre, and on audio CDs.



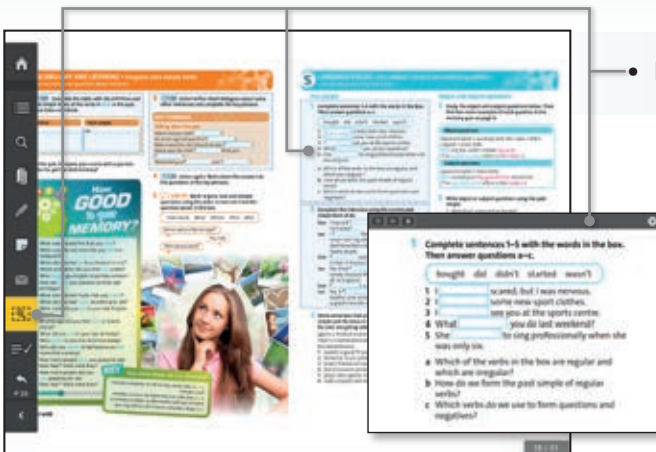
# Project Explore Classroom Presentation Tool

Deliver heads-up lessons

Engage students in your blended learning classroom with easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector or screen, and teach lessons that run smoothly – every time.

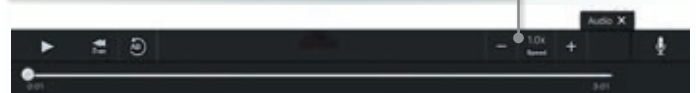
Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large classes.

Take your classroom presentation tool with you and plan lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

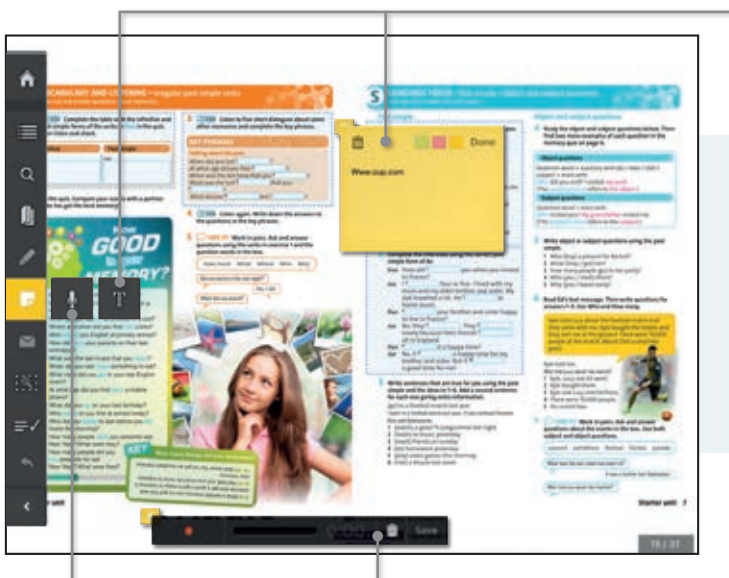
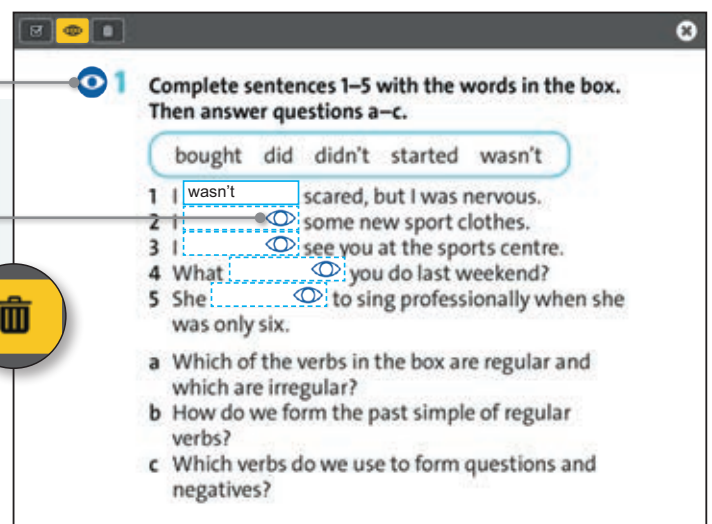


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and access across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Project Explore audio.



## Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>ordinal numbers</li> <li>countries and nationalities</li> <li>places in a school</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>adverbs of frequency</li> <li>present simple</li> <li>pronouns: <i>this, that, these, those</i></li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>cartoon story</li> <li>simple form</li> <li>photostory</li> <li>dialogues</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>asking and answering questions about months</li> <li>exchanging information about birthdays</li> <li>writing and presenting a short dialogue</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>follow a simple cartoon story</li> <li>find information in reading texts and use it to answer questions</li> <li>read and complete sentences about personal information</li> <li>follow a simple photostory</li> <li>understand information from a simple table</li> <li>understand the main points and idea from reading or listening to a story</li> <li>listen to and understand short dialogues</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words and dialogues using the correct pronunciation</li> <li>present information about yourself</li> <li>complete sentences with missing words</li> <li>write simple sentences about everyday activities</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about personal information</li> <li>take part in simple conversations</li> <li>ask for and give simple directions</li> <li>take part in a guessing game</li> <li>ask and answer questions about everyday activities</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>write a dialogue with a partner and present to the class</li> </ul>

## Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>things you can do</li> <li>family members</li> <li>physical appearance</li> <li>characteristics of people</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li><i>can/can't</i></li> <li>expressing likes and dislikes</li> <li>object pronouns</li> <li>language for describing people</li> <li>present continuous</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>/æ/ /ɑ:/ /ə/</li> <li>sentence stress and rhythm in a chant</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>email messages</li> <li>short texts</li> <li>cartoon story</li> <li>dialogues</li> <li>photostory</li> <li>articles</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>exchanging information about yourself</li> <li>exchanging information about family</li> <li>describing people</li> <li>asking for clarification</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>understand the difference between different degrees of ability</li> <li>understand simple personal information</li> <li>read simple information from a short passage</li> <li>follow simple cartoon and photostories</li> <li>find information in reading texts and use it to answer questions</li> <li>understand the main points and idea from reading or listening to a story</li> <li>seek detailed information from simple reading or listening texts</li> <li>read and decide whether statements about what you have read are true or false</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words, phrases and dialogues using the correct pronunciation</li> <li>present information about yourself to a partner in speaking and in writing</li> <li>present information about basic family relationships</li> <li>describe people's appearance and character</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>discuss abilities</li> <li>exchange information about yourself in writing and speaking</li> <li>ask and answer questions to find hidden information</li> <li>take part in simple conversations</li> <li>ask for clarification and provide clarification to others</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions to the presenters</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>take part in mime and role-play activities</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>project – create a fingerprint portrait</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>Civic studies/critical thinking</b></p> <ul style="list-style-type: none"> <li>celebrations – comparison between British and own culture</li> </ul> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>different learning styles</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>listen to and sing a song</li> </ul>

## Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>rooms and furniture</li> <li>prepositions of place</li> <li>clothes</li> <li>shops</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>expressing quantity</li> <li>possessive adjectives and pronouns</li> <li><i>want/want to</i></li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>/eə/</li> <li>rhythm and rhyme in a chant</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>short story</li> <li>cartoon stories</li> <li>dialogues</li> <li>webpage</li> <li>photostory</li> <li>notes</li> <li>short texts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>asking and answering questions about possession</li> <li>making and responding to suggestions</li> <li>writing and performing a short dialogue</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>read and understand a short story</li> <li>read and decide whether statements about what you have read are true or false</li> <li>listen to information and use it to answer questions</li> <li>follow simple cartoon and photostories</li> <li>find information in reading texts and use it to answer questions</li> <li>read a text and complete missing headings</li> <li>seek detailed information from reading or listening texts</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words and a dialogue using the correct pronunciation</li> <li>describe the location of objects</li> <li>complete sentences with missing words</li> <li>write a description of your home</li> <li>give a personal response to a reading text</li> <li>write a short text about a park</li> <li>choose the correct word or phrase to complete sentences</li> <li>write short paragraphs about important places</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about the location of shops</li> <li>take part in simple conversations</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions to the presenters</li> <li>discuss homes in your country</li> <li>give your own and listen to others' opinions</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>imagine and write about a perfect park</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>project – create a personal map</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>Civic studies/critical thinking</b></p> <ul style="list-style-type: none"> <li>homes – comparison between British and own culture</li> </ul> <p><b>Visual art</b></p> <ul style="list-style-type: none"> <li>art in public places</li> </ul>



## Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>describing wild animals</li> <li>opposite adjectives</li> <li>large numbers</li> <li>minibeasts</li> <li>adjectives to give opinion</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>comparatives – short adjectives</li> <li>superlatives – short adjectives</li> <li>question words</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>/ə/</li> <li>sentence stress and rhythm in a chant</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>articles</li> <li>cartoon story</li> <li>short text</li> <li>quiz</li> <li>photostory</li> <li>dialogues</li> <li>notes</li> <li>letters</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>making comparative statements about animals</li> <li>asking and answering questions about invertebrates</li> <li>practising dialogues with a partner</li> <li>asking for and giving opinions about animals</li> <li>agreeing and disagreeing with others' opinions</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>guess the meaning of words from the context</li> <li>find information in reading texts and use it to answer questions</li> <li>follow simple cartoon and photostories</li> <li>understand the main points and idea from reading or listening to a text</li> <li>read and decide whether statements about what you have read are true or false</li> <li>seek detailed information from simple reading or listening texts</li> <li>listen to check predicted answers</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words and numbers using the correct pronunciation</li> <li>complete sentences with missing words and phrases</li> <li>write simple sentences using comparative and superlative forms</li> <li>make notes describing a pet</li> <li>write a description of a pet using linking devices</li> <li>write simple sentences about an interesting animal</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about animals</li> <li>discuss and decide on answers to quiz questions</li> <li>deliver a slide presentation and respond to questions</li> <li>listen to presentations and ask questions to the presenters</li> <li>exchange opinions and personal responses to reading text content</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>work in a group to write sentences from notes</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>project – create a slide presentation about an interesting animal</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>conduct online research and create a slide presentation</li> </ul> <p><b>Civic studies/critical thinking</b></p> <ul style="list-style-type: none"> <li>caring for wildlife – comparison between British and own culture</li> </ul> <p><b>Environment studies</b></p> <ul style="list-style-type: none"> <li>vocabulary related to wild animals; facts about elephants and invertebrates; the life cycle of bees</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>listen to and sing a song</li> </ul>

## Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• opposite adjectives</li> <li>• water and winter sports</li> <li>• making nouns from verbs</li> <li>• parts of the body</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• comparatives and superlatives – long adjectives</li> <li>• adverbs</li> <li>• past simple – <i>be</i></li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• /w/ /v/</li> <li>• rhythm and rhyme in a chant</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• dialogues</li> <li>• short texts</li> <li>• cartoon stories</li> <li>• photostory</li> <li>• infographic</li> <li>• charts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• exchanging, agreeing and disagreeing with opinions</li> <li>• writing sentences about sports using adverbs</li> <li>• taking part in a guessing game</li> <li>• asking about and describing physical problems</li> <li>• making, accepting and refusing offers</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>• find information in reading and listening texts and use it to answer questions</li> <li>• listen to and understand a short passage</li> <li>• understand the main points and idea from reading or listening to a story</li> <li>• follow simple cartoon and photostories</li> <li>• read and decide whether statements about what you have read are true or false</li> <li>• read a text and complete a mind map</li> <li>• seek detailed information from reading or listening texts</li> <li>• read to check predicted answers</li> <li>• understand information in simple charts</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>• listen to and repeat words using the correct pronunciation</li> <li>• complete sentences with missing words</li> <li>• choose the correct words to complete a text</li> <li>• write simple sentences about past events</li> <li>• make a mind map about a sports personality</li> <li>• write a description of a sports personality</li> <li>• write a description of an unusual sport</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>• ask for and give opinions about sports</li> <li>• talk about where you were last weekend</li> <li>• deliver an infographic presentation and respond to questions</li> <li>• listen to presentations and ask questions to the presenters</li> <li>• ask and answer questions about popular sports</li> <li>• conduct a class survey and make a chart with the collated data</li> <li>• take part in surveys about sport</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• analyse input to determine grammar rules</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• vocabulary related to sport and the body</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• take part in mime and role-play activities</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• work in a group to write sentences about sports</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• project – create an infographic about an unusual sport</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• conduct online research and create an infographic</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>Civic studies/critical thinking</b></p> <ul style="list-style-type: none"> <li>• sport – comparison between sports in the United States and own country</li> </ul> <p><b>Mathematics/collaboration</b></p> <ul style="list-style-type: none"> <li>• analyse different types of charts; conduct a class survey, collate data and produce a chart</li> </ul>

## Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• modes of transport</li> <li>• holiday club activities</li> <li>• clothes</li> <li>• imaginary creatures</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• past simple + and -</li> <li>• past simple <i>Wh-</i> questions</li> <li>• past simple yes/no questions</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• /d/ /t/ /ɪd/</li> <li>• past simple regular verb endings</li> <li>• rhythm and rhyme in a chant</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• short stories</li> <li>• timetable</li> <li>• dialogues</li> <li>• cartoon story</li> <li>• blog posts</li> <li>• photostory</li> <li>• short texts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• exchanging information about your last holiday</li> <li>• telling a story and responding to questions</li> <li>• asking questions to show interest in a story</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>• read information in a text and give an opinion</li> <li>• understand the main points and idea from reading or listening to a story</li> <li>• find information in reading texts and use it to answer questions</li> <li>• listen and complete missing information</li> <li>• listen to check predicted answers</li> <li>• follow simple cartoon and photostories</li> <li>• seek detailed information from reading or listening texts</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>• listen to and repeat words and questions using the correct pronunciation and intonation</li> <li>• complete a story about an event in the past</li> <li>• make notes about a school trip</li> <li>• write a blog post about a school trip</li> <li>• write a text about an amazing trip</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions about holidays</li> <li>• practise dialogues about holiday club activities with a partner</li> <li>• ask and answer questions about pictures</li> <li>• record and present a vodcast and respond to questions</li> <li>• listen to vodcasts and ask questions to the presenters</li> <li>• share information about interesting places to visit in your country</li> <li>• discuss changes in modes of transport</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• analyse input to determine grammar rules</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• take part in mime and role-play activities</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• write an imaginative story and tell the class</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• project – create a vodcast about an amazing trip</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• conduct online research and record a vodcast</li> </ul> <p><b>Civic studies/critical thinking</b></p> <ul style="list-style-type: none"> <li>• holidays – comparison between holiday destinations in the UK and own country</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• the history of air travel</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• listen to and sing a song</li> </ul>

## Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>food dishes</li> <li>verb phrases</li> <li>cooking phrases</li> <li>adjectives to describe food</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>present continuous v. present simple</li> <li>past simple – irregular verbs</li> <li>imperatives</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>past simple irregular verbs</li> <li>rhythm and rhyme in a chant</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>dialogues</li> <li>blog posts</li> <li>posters</li> <li>cartoon stories</li> <li>photostory</li> <li>feature pages</li> <li>article</li> <li>quiz</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>asking and answering questions about habits and current actions</li> <li>preparing a role-play with a partner</li> <li>interviewing and being interviewed</li> <li>saying what you want to do</li> <li>making and responding to polite requests</li> <li>creating a menu in a group</li> <li>discussing dishes on a menu</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>find information in reading texts and use it to answer questions</li> <li>seek detailed information from simple reading or listening texts</li> <li>follow simple cartoon and photostories</li> <li>understand the main points and idea from reading or listening to a story</li> <li>listen and decide whether statements about what you have heard are true or false</li> <li>understand quiz questions and give the correct answers</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words, phrases and dialogues using the correct pronunciation</li> <li>complete sentences and dialogues with missing words</li> <li>write a recipe using imperatives</li> <li>give your own opinion</li> <li>write a description of a dish from another country</li> <li>write and talk about your favourite meal</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>ask and answer questions about eating habits</li> <li>ask and answer questions about the past</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions to the presenters</li> <li>read and exchange information about food in Australia</li> <li>describe popular dishes from your country</li> </ul>	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>take part in mime and role-play activities</li> </ul> <b>Creativity/collaboration</b> <ul style="list-style-type: none"> <li>invent a dish with unusual ingredients and create a menu in groups</li> </ul> <b>Creativity/collaboration</b> <ul style="list-style-type: none"> <li>project – create a feature page about a dish from another country and collate into a class book</li> </ul> <b>Critical thinking</b> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <b>Civic studies/critical thinking</b> <ul style="list-style-type: none"> <li>food – comparison between popular dishes in Australia and own country</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>food groups and healthy eating</li> </ul>



# Introduction



## A New friends



Can you give five pieces of information about yourself?

1 1.02 Read and listen to the story. Does Winston want a Robopet?



2 Read the story again. Match the sentence halves.

- |                        |                                |
|------------------------|--------------------------------|
| 1 Jake is doing        | a another pet in the house.    |
| 2 The prize is         | b a Robopet.                   |
| 3 Jake answers         | c a competition on his tablet. |
| 4 Winston doesn't want | d the competition again.       |
| 5 Jake can't do        | e a lot of questions.          |

# Introduction

## Unit objectives

ask for and give personal information  
practise saying dates  
talk about how often you do activities  
write a short dialogue

## Language

**Grammar:** adverbs of frequency; present simple; *this, that, these, those*

**Vocabulary:** ordinal numbers; countries and nationalities; places in a school

## A New friends

### Supplementary materials

Online practice

### Note

The story can be used in class as a reading and listening task, a video task or both.

**CULTURE NOTE** The context for this lesson's story is entering a competition on the internet. You may like to remind Sts of the importance of online safety and the need to be cautious when supplying personal information.

### You First

Elicit from the class information they could give about themselves, e.g. age, hobbies, family. Write the ideas on the board for Sts to refer to. In pairs, Sts answer the question. Get some class feedback on anything Sts have in common with their partner.

**EXTRA SUPPORT** Give Sts time to write the information down before they tell a partner.

**EXTRA IDEA** Give the class five pieces of information about yourself. Three should be true and two false. Sts guess which information is false and, if appropriate, try to correct it. Sts follow the model and do the same with a partner.

### 1 1-02

- Tell Sts to look at the characters at the top of the page. Elicit what their relationships are (Jake and Jenny are brother and sister; Winston is their pet cat).
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

No, Winston doesn't want a Robopet.

- Ask Sts how they know Winston feels like that.

### Possible answer

Because he stopped Jake from entering the competition by closing the screen before he could send his entry.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. interested, surprised, annoyed). Sts then read or act out the script in groups, each taking a different role.

### 2

- Give Sts time to reread the story and complete the task, then check answers.

1 c 2 b 3 e 4 a 5 d

- Ask the class if they have ever taken part in a competition, online or otherwise. If so, ask for some extra information.

**EXTRA CHALLENGE** Sts cover the second halves and try to remember the complete sentences.

**EXTRA IDEA** Take a class vote on whether Sts think Jake will get a Robopet.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



## Speaking

### 3a

- Elicit examples of when we use cardinal numbers (e.g. age, house number) and ordinal numbers (e.g. dates, floor of a building).
- Say the numbers from the table for Sts to listen and repeat.

**LANGUAGE NOTE** Many ordinal numbers have the sound /θ/, e.g. *fourth* /fɔːθ/, which is often mispronounced by English language learners. Ensure that Sts can produce this sound correctly, by putting the tip of their tongue between their teeth and then blowing air through their mouth. This sound should not be voiced.

- Give Sts time to complete the task, then check answers. Write the numbers on the board for Sts to check their spelling and point out the use of the hyphen with compound numbers.

**b** twentieth   **c** twenty-second   **d** thirty-first  
**e** twenty-third   **f** twenty-eighth

### b

- Tell Sts to look at the words in the box.

**LANGUAGE NOTE** Remind Sts that all months start with a capital letter.

- Say the months for Sts to listen and repeat.

**EXTRA IDEA** To focus on the number of syllables and stress, get Sts to clap each syllable as they say the month. The stressed syllable should be clapped more loudly.

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

- Give Sts time to complete the task in pairs.

### 4

- Choose a student to ask you the question. Tell the class your answer and write it on the board.

**LANGUAGE NOTE** Draw Sts' attention to the use of prepositions, i.e. *on* before the ordinal number and *of* before the month.

- Give Sts time to complete the task in pairs or small groups.

**EXTRA CHALLENGE** Sts ask and answer questions about the birthdays of people in their families, e.g. 'When's your mum's birthday?'

**EXTRA IDEA** In pairs, Sts take turns to think of a date. Their partner has to guess the date, starting with the month, then the number. They can only answer 'before' or 'after' to help, e.g. 'July?', 'before'; 'March?', 'after'; 'May?', 'Yes!'

## Vocabulary

### 5a

- Tell Sts to read the questions and elicit what information they ask for (*country* and *nationality*).

**LANGUAGE NOTE** The question 'What's your nationality?' is more formal than 'Where are you from?'. When meeting someone new, the second question is a much more common and natural one to ask.

- Give Sts time to complete the task, then check answers.

**LANGUAGE NOTE** Remind Sts that countries and nationalities start with a capital letter.

UK – British   Hungary – Hungarian   France – French  
 Switzerland – Swiss   Czech Republic – Czech  
 Poland – Polish   Slovenia – Slovenian   Spain – Spanish  
 Slovakia – Slovak

- Say the words for Sts to listen and repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a country and their partner says the corresponding nationality.

**EXTRA IDEA** Sts use the vocabulary to talk about people they know (either personally, or famous people), e.g. 'My grandmother is from Poland.' 'Penélope Cruz is Spanish.'

**EXTRA CHALLENGE** Sts write other countries and nationalities they know.

### b

- Give Sts time to complete the task, then check answers.

Questions 1, 2, 5

### c

- Give Sts time to complete the task, then check answers.

**b** Manchester   **c** Taylor Swift   **d** 01845 445788  
**e** Winston   **f** Jake   **g** 12   **h** Jenny   **i** 11th of April

1 h   2 g   3 i   4 d   5 a   6 b   7 f   8 e   9 c

**EXTRA SUPPORT** Sts do the task in two parts. Check answers after they have completed the sentences, before they match them to the questions.

**EXTRA CHALLENGE** Sts look at the answers and remember the questions.

### 6a

- For added interest, pair Sts up with a classmate they do not know well to complete the task.
- Get some feedback on things Sts have in common.

**EXTRA SUPPORT** Give Sts time to make an information card about themselves and think about how to say their answers before doing the speaking task.

**EXTRA IDEA** Sts create an imaginary information profile about themselves. Encourage creativity. They mingle and ask each other questions. Get some class feedback on the most interesting / funniest information.

**EXTRA CHALLENGE** Sts write another three questions to ask a partner.

## Speaking

- 3 a Get ready to speak** Look at the examples and write the missing numbers.

Cardinal numbers	Ordinal numbers
1 one	1st first
2 two	2nd second
3 three	3rd third
4 four	4th fourth
5 five	5th fifth



- a 11th **eleventh**      d 31st \_\_\_\_  
 b 20th \_\_\_\_      e 23rd \_\_\_\_  
 c 22nd \_\_\_\_      f 28th \_\_\_\_

- b Ask and answer questions about the months.**

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

Which is the third month?

March.

- 4 How many of your classmates' birthdays do you know? Ask and answer.**

When's your birthday?

It's on the twenty-third of June.

## Remember!

We use ordinal numbers when we say dates.

## Vocabulary

- 5 a Match the countries in the first box to the nationalities in the second box.**

Where are you from?

UK Hungary France Switzerland  
 Czech Republic Poland Slovenia  
 Spain Slovakia

What's your nationality?

Spanish French Swiss  
 Polish Czech British Slovenian  
 Hungarian Slovak

- b Look at the story again. Which of these questions are in the story?**

- 1 What's your name?
- 2 How old are you?
- 3 When's your birthday?
- 4 What's your phone number?
- 5 Where are you from?
- 6 Where do you live?
- 7 Have you got any brothers and sisters?
- 8 Have you got any pets?
- 9 Who's your favourite singer?

- c Complete the sentences with Jenny's answers on the form. Then match the answers with the questions in exercise 5b.**

	NAME: Jenny
	AGE: 12
	BIRTHDAY: 11th April
	PHONE NUMBER: 01845 445788
	FROM: UK
	TOWN: Manchester
	FAMILY: one brother, Jake.
	PET: one cat, Winston
FAVOURITE SINGER: Taylor Swift	

- I'm from the UK.
- I live in \_\_\_\_.
- My favourite singer is \_\_\_\_.
- My number's \_\_\_\_.
- We've got a cat. His name's \_\_\_\_.
- I've got one brother. His name's \_\_\_\_.
- I'm \_\_\_\_ years old.
- My name's \_\_\_\_.
- My birthday's on the \_\_\_\_.

- 6 Over to you!** Work with a partner. Ask and answer the questions in exercise 5b. Do you have anything in common with your partner?

Where do you live?

I live in Oxford.

Have you got any pets?

Yes, I have. I've got a dog. Her name's Cinders.



# B The exchange students



What's your favourite place in school? Why?



## Vocabulary

1 a Complete the labels with the words in the box.

classroom toilets Music room playground

b 1.03 Listen and check, then repeat.

2 a Read and complete the dialogues with *left* or *right*.

A Where's the gym?

B It's on the ground floor. It's on the \_\_\_\_.

A Thanks.

A Where are the toilets?

B They're on the first floor.  
They're on the \_\_\_\_.



b 1.04 Listen and check.

c Work with a partner. Imagine you are in the school in the picture. Ask five questions and answer your partner's questions.

## B The exchange students

### Supplementary materials

Online practice

#### You First

Elicit the names of some places in your school and write them on the board. Give Sts time to answer the questions in pairs. Get some class feedback and find out which place is the most popular and why.

### Vocabulary

#### 1a

- Give Sts time to complete the task.

**LANGUAGE NOTES** Science *lab* and *gym* are commonly used abbreviations of *laboratory* and *gymnasium*. If the English word *gymnasium* is similar to the word for *secondary school* in your Sts' language, you may like to point this out to avoid confusion.

The *Head* of a school is the person in charge. This person is sometimes referred to as the *Head teacher* or *Principal*.

#### b 1•03

- Play the audio for Sts to listen and check their answers.

1 playground 8 Music room 9 classroom 12 toilets

- Play the audio again, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a place in the school. Their partner points to the place on the plan. Alternatively, Sts say if the place is on the ground or first floor.

**EXTRA CHALLENGE** In pairs, Sts say what people do in different places in the school, e.g. 'We play basketball in the gym.' 'The teachers have lunch in the staffroom.'

- Ask Sts if there are places in your school which are not in the picture. Help with translating vocabulary, if necessary, and write the words on the board for Sts to copy.

#### 2a

- Say the words *left* and *right* and get Sts to raise the appropriate hand. To help Sts who may get confused, write the words at the top of each side of the board, from the Sts' point of view.
- Give Sts time to complete the task.

#### b 1•04

- Play the audio for Sts to check their answers.

Dialogue 1: left Dialogue 2: right

- Play the audio again, pausing for Sts to repeat.
- Draw Sts' attention to singular and plural forms. Write the following on the board for Sts to refer to.

Singular: Where's the...? It's...

Plural: Where are the...? They're...

#### c

- Give Sts time to complete the task in pairs.

**EXTRA SUPPORT** Sts write their questions before doing the speaking task.

**EXTRA IDEA** In pairs, Sts draw and label a floor plan of your school. They repeat the speaking task with the new plan.

**EXTRA IDEA** In pairs, Sts draw and label a floor plan for their ideal school. Encourage creativity and humour. Display the plans around the classroom for Sts to look at. Take a class vote on the best plan.

## Reading and Grammar

### Note

The story can be used in class as a reading and listening task, a video task or both.

### 3a 1-05

- Elicit which places in the school Sts can see in the photos (entrance, Music room, gym, stairs).
- Play the audio for Sts to listen and read the story. Alternatively, show the class the video of the story from the DVD. Check the answer to the question.

Three Oaks Secondary is 100 years old.

**EXTRA IDEA** Ask the class to guess how old your school is. Tell Sts the answer and see whose guess was closest.

**EXTRA IDEA** Sts act out the story in groups.

### b

- Give Sts time to complete the task, then check answers.

- They're from Spain.
- He's the Head teacher of Three Oaks Secondary.
- They're playing traditional jazz, because it's a hundred years old, like the school.
- They're wearing sports clothes from the museum, because they're 100 years old, too.
- No, it isn't. Keira is just joking when she says this.

**EXTRA SUPPORT** Do the task together as a class. Play the audio again for Sts to listen and read. Pause it after each frame and elicit the answer to the relevant question.

### 4

- Tell Sts to complete the sentences with an adverb of frequency.

I **often** go to concerts.  
We **sometimes** play football.

- Draw Sts' attention to the chart. Ensure they understand that the shading indicates how often something is done. Elicit a percentage for each adverb (*always* 100%, *usually* 90%, *often* 70%, *sometimes* 50%, *never* 0%).
- Ask Sts to find other examples of adverbs of frequency in the story.

Do you **always** play basketball in PE?  
We **sometimes** do gymnastics.

**EXTRA IDEA** Sts work in pairs and play the parts of Keira and Ravi. They write a script to continue the tour of Three Oaks Secondary. They should introduce three more places and give information about them. As an alternative, Sts could use the map on page 6 or a map of their own school. Pairs act out their tour to the class. The class then decides which tour is the most informative or interesting.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



## Reading and Grammar

3 a 1.05 Read and listen to the story. How old is Three Oaks Secondary?



**Head** Good morning. I'm Mr Jones. I'm the Head teacher of Three Oaks Secondary. Welcome to our school.

**Pablo and Viki** Good morning, Mr Jones. Pleased to meet you.

**Head** Can I introduce Keira and Ravi?

**Viki** Hello. My name's Viki and this is Pablo.

**Head** Keira, Ravi, can you show them the school, please?

**Keira** Come on...



**Viki** What's in there?

**Keira** Oh. That's the Music room. It's my favourite place.

**Viki** I like music, too. I often go to concerts.

**Keira** There's a concert tomorrow. The music is traditional jazz.

**Viki** Oh, that's brilliant; 100 years old, like the school!



**Keira** This is the gym. We play basketball here.

**Pablo** Do you always play basketball in PE?

**Keira** No, we don't. We sometimes play football, we sometimes do gymnastics. It depends.

**Ravi** There's a gymnastics demonstration tomorrow for the visitors. We're wearing sports clothes from the museum. They're 100 years old!



**Keira** That's the bell for lunch.

**Ravi** The dining room is this way!

**Keira** Yes, and the food is 100 years old!

**Viki** No!

**Keira** Only joking.

**b** Read and listen to the story again.

Answer the questions.

- 1 Where are Pablo and Viki from?
- 2 Who is Mr Jones?
- 3 What kind of music are they playing at the concert? Why?
- 4 What kind of clothes are they wearing at the gymnastics demonstration? Why?
- 5 Is the food in the dining room 100 years old?

**4** Find these sentences in the story.  
Complete them with the correct word.

I \_\_\_\_ go to concerts      We \_\_\_\_ play football.

Often and sometimes are adverbs of frequency. Here are some more.

	always
	usually
	often
	sometimes
	never





# C Winston's week

## Grammar and Listening Adverbs of frequency

- 1 a Look at the table on page 7.  
Can you guess which adverbs of frequency you can use in these sentences about Winston?



1 I usually eat a big breakfast.



2 I \_\_\_\_ sleep in the kitchen.



3 I \_\_\_\_ play with my friends after school.



4 I \_\_\_\_ help Jake with his homework.



5 I \_\_\_\_ make mistakes.

- b 1.06 Listen to Jenny talking about Winston and check your answers.

c Are the sentences in exercise 1a true or false for you? Correct the false sentences.

- 2 a Look at the table and say who the sentences are about.

Felix	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lily	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Omar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- 1 He always walks home.
- 2 He usually goes swimming.
- 3 He never has a music lesson.
- 4 She sometimes goes swimming.
- 5 She often plays computer games.

We use **present simple** to talk about how often we do things.

- b Rewrite Winston's sentences in exercise 1a in the 3rd person.  
He usually eats a big breakfast.

c **Over to you!** Work with a partner. Student A chooses one child in the table in exercise 2a. Say three sentences about them. Student B guesses the name.

She sometimes has a music lesson. She never walks home. She never plays computer games.

I know. Lily!



## C Winston's week

### Supplementary materials

Photocopiable worksheets: Vocabulary and Grammar,  
Communication  
Online Practice

## Grammar and Listening

### Adverbs of frequency

**OPTIONAL LEAD-IN** Put a scale down the left side of the board, showing 100%, 90%, 70%, 50% and 0%. On the right, put the adverbs of frequency *always, usually, often, sometimes* and *never* in a random order. In pairs, Sts match the adverbs with the percentages. Elicit answers and write the adverbs in the correct place on the scale. Say the adverbs for Sts to repeat.

#### 1a

- Give Sts time to complete the task in pairs.

#### b 1-06 Audio script pT88

- Play the audio for Sts to listen, then check answers.

2 often 3 sometimes 4 always 5 never

- Find out if any pair guessed all the answers correctly.

### Additional grammar notes

Draw Sts' attention to the position of the adverbs of frequency. They come **before** the main verb in a sentence, e.g. I *usually* eat a big breakfast. (NOT ~~I eat usually~~ a big breakfast.)

#### c

- Tell Sts to write true sentences about themselves, then compare their answers with a partner.

**EXTRA IDEA** Sts mingle and find classmates with all five sentences the same as theirs.

#### 2a

- Tell Sts to look at the sentences and identify the adverbs of frequency.
- Give Sts time to complete the task, then check answers.

1 Felix 2 Omar 3 Felix 4 Lily 5 Tina

**EXTRA IDEA** In pairs, Sts say how often they do the activities in 2a.

#### b

- Give Sts time to complete the task, then check answers.

2 He often sleeps in the kitchen.  
3 He sometimes plays with his friends after school.  
4 He always helps Jake with his homework.  
5 He never makes mistakes.

- Ensure Sts are clear on the spelling rules with third person singular forms in the present simple (see below). Also, make sure they have changed the possessive adjective in 3 from *my* to *his*.

### Additional grammar notes

Spelling of third person singular verbs in the present simple.

As a general rule, add -s to the end of the verb.

e.g. He walks **s** home.

Add -es if the verb ends in *ch, sh, s* or *x*.

e.g. She watches **es** TV. (NOT ~~She watchs~~ TV.)

If the verb ends in a consonant + *y*, delete *y* and add -ies.

e.g. He studies **ies** English. (NOT ~~He studys~~ English.)

Remember these irregular examples:

He **has** a music lesson. (NOT ~~He have~~ a music lesson.)

She **goes** swimming. (NOT ~~She go~~ swimming.)

He **does** his homework. (NOT ~~He do~~ his homework.)

#### c

- Tell Sts to read the dialogue in pairs or choose two confident Sts to read it aloud to the class.
- Give Sts time to complete the task with a partner.

**EXTRA SUPPORT** Give Sts time to write their sentences before they do the speaking task.

**EXTRA CHALLENGE** In pairs, Sts create their own table, similar to the one in 2a. They draw pictures of four different activities and add names and adverbs of frequency. They swap tables with another pair and repeat exercise 2c.

## 3a

- Give Sts time to write sentences using the prompts and the subject pronouns *I* or *we*.

**EXTRA IDEA** Write each adverb of frequency on a large piece of paper and stick around the classroom, or put each on a different desk. Read out each phrase from 3a. Sts go and stand next to the adverb which describes how often they do the activity. Each group in turn says their sentence aloud together, e.g. 'We never go to the library.'

**EXTRA CHALLENGE** In pairs, Sts think of other collocations for the verbs in 3a, e.g. *watch* TV, *go to* the cinema, *play* the guitar. They write another four sentences about themselves.

## b 1-07

- Play the audio, pausing for Sts to repeat.
- Explain that we can use *ever* in present simple questions when we want to ask about how often someone does something.

## c

- Give Sts time to mingle and talk to their classmates.
- Get some feedback on anything Sts have in common.

**EXTRA IDEA** Sts mingle, asking and answering the questions. They must remember who they spoke to and what they were told. They could write notes to remind themselves. They give their partner feedback, using the third person singular form, e.g. 'Luca often reads comics.'

## Listening and Speaking

## 4a 1-08 Audio script pT88

- Elicit what Sts can see in the pictures.
- Play the audio for Sts to listen and complete the task, then check answers.

1 b 2 a 3 d 4 c

## b

- Give Sts time to complete the task, then play the audio again to check answers.

1 a 2 c 3 b 4 d

- Tell Sts to read the information about *this*, *these*, *that* and *those*.
- Draw the following table on the board and point out the singular / plural forms and the correct forms of the verb *be*. Explain *That is...* is often contracted to *That's...*

	Near	Far away
Singular	<i>This is...</i>	<i>That is... / That's...</i>
Plural	<i>These are...</i>	<i>Those are...</i>

**EXTRA IDEA** Sts look back at the photostory on page 7 and find other examples, e.g. 'This is the gym.' 'That's the bell for lunch.'

## 5a

- Tell Sts to look at the words in the box. Explain 'guinea pigs' if necessary.
- Give Sts time to complete the task.

## b 1-09

- Play the audio for Sts to listen, then check answers.

They're our **guinea pigs**.  
That's the **playground**.  
Those are the **playing fields**.

- Tell Sts to read the dialogue aloud in pairs.

**EXTRA IDEA** In pairs, Sts take turns to point to something in the classroom and ask a question, e.g. 'What's that?' Their partner answers, e.g. 'It's a clock.'

## 6

- Give Sts time to write their dialogue. Tell them they must include *this*, *these*, *that* and *those* at least once each.
- Monitor and correct Sts' writing, or point out mistakes and encourage Sts to self-correct.
- Get each group to read or act out their dialogue to the class.

**EXTRA IDEA** Sts copy a corrected version of their dialogue and illustrate it. Make a wall display and encourage Sts to read their classmates' work.

**EXTRA CHALLENGE** Sts leave four gaps in their dialogue, as in 5a. They swap dialogues with another group and try to complete the gaps.



**3 a** Write sentences about you with the activities below. Use *always*, *often*, *usually*, *sometimes* and *never*.

Example:

We often watch videos in the Science lab.

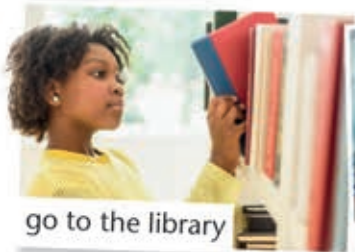
I sometimes go to the library.



watch videos



go to concerts



go to the library



go swimming



have lunch at school



read comics



play football



eat chocolate



speak English



write letters

**b** 1.07 Listen and repeat.

A Do you ever go to concerts?

B No, never.

A Do you play football?

B Yes, I often play football in the playground.

**c Over to you!** Ask the other students in your class the things they do. Can you find another student who does the same as you?

## Listening and Speaking

**4 a** 1.08 Listen to four dialogues. Match the dialogues (1–4) to the pictures (a–d).



**b** Match the sentences (1–4) to the pictures (a–d). Then listen and check.

1 This is our classroom. \_\_\_\_

2 These are my books. \_\_\_\_

3 That's the Music room. \_\_\_\_

4 Those are my friends. \_\_\_\_

We use **this** and **these** to indicate something near.



We use **that** and **those** to indicate something far away.

**5 a** Get ready to speak Read and complete the dialogue with a word from the box.

playing fields   playground  
guinea pigs   classroom

A This is our classroom.

B It's very nice. OK. What are these?

A They're our \_\_\_\_.

B They're cute. What's that outside?

A That's the \_\_\_\_ . We go there at break time.

B What's next to the playground?

A Those are the \_\_\_\_ . Those children have got PE now.

**b** 1.09 Listen and check.

**6** Work with a partner or in a group of three. Imagine you are showing your school to some exchange students. Prepare a short dialogue and act it out to your class.



# 1

# My life

## 1A Things I can do



Make a list of the things you can do. Think about school, sports, music, art, hobbies. Can you do anything different to your classmates?

### Vocabulary

1 1.10 Listen and repeat.



do butterfly



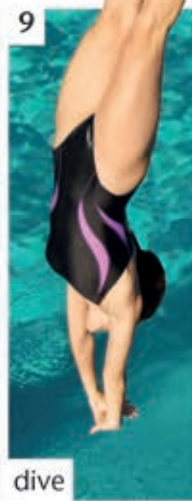
do sudoku



do gymnastics



do magic



dive



play the guitar



play basketball



speak Spanish



dance

2 a 1.11 Listen to the dialogue and then repeat.

What am I doing?

You're diving!

That's right. Your turn!



What am I doing?

I think you're playing basketball.

No, I'm not. I'm dancing!

**b** Work with a partner. Mime an activity from exercise 1. Use the dialogue above to guess the activities.

► **Workbook** page 2, exercise 1

### Reading and Grammar *can/can't*

3 a Read the emails. Who likes sport? Who likes music?

◀ Inbox from Keira

Hi Pablo,  
I'm Keira. I'm in class 5A at Three Oaks Secondary. I am your 'buddy' when you visit us in September. Here's some information about me. I am 11 years old. I like sport a lot. I love doing gymnastics. I like swimming, too. I'm in the school swimming team. I can do butterfly but I can't dive very well. Do you like sport? Please write and tell me about yourself. Write in English please! I can't speak Spanish. I'm really excited about your visit.  
Keira

◀ Inbox from Pablo

Dear Keira,  
Thanks for your email. I'm 11, too. I like sport, too. I can swim, but I can't do butterfly. Please teach me 😊 I can play basketball. It's my favourite sport. Do you play basketball at your school? Is there a team? I'm in our school team here. I like music, too, and I love dancing. I go to piano and guitar classes after school. I can play the piano very well. I've got the Grade 5 certificate. I can't play the guitar very well. What kind of music do you like?  
See you soon,  
Pablo

**b** Read the emails again. Match the sentence halves.

- |                       |                   |
|-----------------------|-------------------|
| 1 Keira and Pablo are | a speak Spanish.  |
| 2 Keira and Pablo can | b 11 years old.   |
| 3 Pablo can           | c swim.           |
| 4 Keira can't         | d play the piano. |



# 1 My life

## Unit objectives

talk about activities you can / can't do  
talk about what you like / don't like  
describe family members  
write a short email about yourself  
talk about actions happening now

## Language

**Grammar:** *can / can't*; verb + *-ing*; *love, like, don't like*;  
object pronouns; present simple and present continuous

**Vocabulary:** things you can do; family; describing  
people

**Everyday English:** classroom language

**Project:** All about me

**Culture:** Autumn Celebrations

**Learn through English:** Learning in different ways

## Reading and Grammar *can / can't*

### 3a

- Elicit what Sts can remember about Keira and Pablo. Refer them back to the story on page 7, if necessary.
- Give Sts time to complete the task, then check answers.

Keira and Pablo like sport. Pablo likes music.

### b

- Give Sts time to read the texts in more detail and complete the task, then check answers.

1 b 2 c 3 d 4 a

**EXTRA SUPPORT** With a weaker class, allow Sts to complete the task in pairs. Sts then compare answers with another pair before the whole-class check.

► **Workbook** page 2, exercises 3–5

## 1A Things I can do

### Supplementary materials

Workbook: pages 2–3, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary,  
Communication, Pronunciation

### You First

Set a time limit, e.g. one minute, for Sts to write a list in pairs. Elicit ideas, asking for the spelling of more difficult words and expressions. Write some answers on the board, splitting them into three categories: do, play, speak, e.g. *do* karate; *play* football; *speak* German.

### Vocabulary

#### 1 1•10

- Play the audio, pausing for Sts to repeat.

**EXTRA IDEA** In pairs, Sts take turns to point to a picture and their partner says the activity.

#### 2a 1•11

- Play the audio for Sts to listen and follow, then repeat.

#### b

- Give Sts time to do the activity, using the dialogue as a model. Ensure Sts are using present continuous verb forms.

**EXTRA CHALLENGE** Sts also mime some activities from the **You First** task.

► **Workbook** page 2, exercise 1

4a

- Ensure Sts only look back at the email on the right. Give them time to complete the task, then check answers.

I can **swim**, but I can't **do butterfly**.  
I can **play the piano** very well.  
I can't **play the guitar** very well.

b

- Make sure Sts understand that the faces indicate how well each person can do the activity.
- Give Sts time to complete the task, then check answers.

1 can...very well   2 can   3 can't...very well   4 can't

Additional grammar notes

Point out that we do not add s to modal verbs in third person singular, e.g. James can play the piano, NOT ~~James cans~~ play the piano.

c

- Tell Sts to look at the reports and elicit the four names.
- Explain that the scale shows how well Sts can do the activity, 100% is the best and 0% is the worst.
- Give Sts time to complete the scale, then check answers.

1 James   2 Jane   3 Jess   4 Jack

5

- Elicit the meanings of the smileys again.
- Give Sts time to write the sentences, then check answers.

- 2 He can't dive.  
3 They can speak Spanish.  
4 She can play the guitar very well.  
5 He / She can't do sudoku very well.  
6 They can't play basketball.

**EXTRA SUPPORT** Slower Sts work in pairs and write three sentences each. They swap exercise books and check their partner's answers.

**EXTRA CHALLENGE** Sts complete the task without looking back at exercise 1.

**EXTRA IDEA** Sts tell a partner how well they can do these activities.

Pronunciation /æ/ /ɑː/ /ə/

Additional pronunciation notes

Can is usually unstressed, so pronounced /kən/ in positive sentences. e.g. *I can dance*.  
In questions, it may be stressed /kæn/ or unstressed /kən/, depending on how fast you are speaking. In short answers, it is always stressed.  
e.g. *Yes, I can.* /kæn/ *No, I can't.* /kɑːnt/

6 1-12

- Play the audio for Sts to listen and follow the chant.
- Play the chant again and ask Sts to say it along with the audio, focusing on the pronunciation of *can* and *can't*.

**LANGUAGE NOTE** If your own pronunciation of *can't* is different from what is on the audio, you may want to model the chant yourself.

**EXTRA CHALLENGE** Sts repeat the chant without the audio. They try to say the last line as fast as they can.

**EXTRA CHALLENGE** Sts write four sentences – two with *can* and two with *can't* – in a jumbled order. In pairs, they take turns to say their sentences. They note if their partner has said a positive or negative sentence

- ➡ **Workbook** pages 2–3, exercises 2–5
- ➡ **Photocopiable** Grammar and Vocabulary
- ➡ **Photocopiable** Pronunciation

Speaking

7 1-13

- Draw Sts' attention to the grammar reference, which shows how to form questions with *can*.
- Play the audio for Sts to listen and follow. Tell them to focus on the speakers' pronunciation and intonation.
- Play the audio again. Ask Sts to mark each dialogue true or false for themselves and correct any false answers.
- Get class feedback on which answers were true for them.

8

- Give Sts time to write down their questions.
- Tell Sts to mingle and complete the task.
- Get feedback by asking a few Sts to read out their questions and identify the person who said Yes to all of them.

**EXTRA IDEA** Sts also find a classmate who says *No* to all their questions.

**EXTRA CHALLENGE** Sts write five questions instead of three.

Writing

9

- Tell Sts to share the information about themselves with a partner.

➡ **Workbook** page 3, exercises 6–7

Exercise 6 helps Sts focus on content and organization; exercise 7 helps them with using correct punctuation.

10

- Refer Sts back to the information they wrote in column three of the table in the Workbook.
- Give Sts time to compose their email using this information, and the email in the Workbook as a model.
- If Sts have access to computers, they could do this task electronically. If not, they write their email on paper.

11

- Sts can do this with one or more of their classmates, either in class or as homework.
- Give feedback to Sts on their writing as appropriate.

**EXTRA IDEA** After feedback, Sts produce a corrected version of their email. Display these in the classroom for Sts to read and find out more about each other and see what they have in common.

Extra

Sts can do this alone or in pairs, at any point in the lesson.

- 4 a Look again at Pablo's email to Keira. Complete the sentences.

I can \_\_\_\_\_ but I can't \_\_\_\_\_ very well.

I can \_\_\_\_\_ very well.

I can't \_\_\_\_\_ very well.

- b Complete the report cards with the expressions *can*, *can't*, *can...very well* or *can't...very well*.

1 SCHOOL REPORT

James \_\_\_\_\_ play the piano \_\_\_\_\_.



2 SCHOOL REPORT

Jane \_\_\_\_\_ play the piano.



3 SCHOOL REPORT

Jess \_\_\_\_\_ play the piano \_\_\_\_\_.

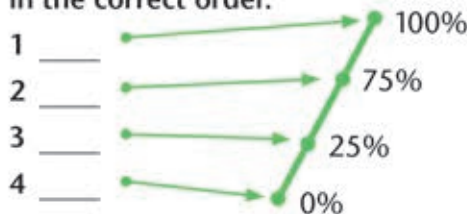


4 SCHOOL REPORT

Jack \_\_\_\_\_ play the piano.



- c Label the scale with the names of the students in the correct order.



Make questions with *can* like this.

**You can** play basketball.

**Can you** play basketball?



- 5 Make a sentence for each picture. Use the activities in exercise 1 to help you.

1 She can do magic very well.



## Pronunciation

/æ/

/ɑ:/

/ə/

- 6 1.12 Listen and repeat.

Can you do gymnastics?

Can you play the guitar?

No, I can't do gymnastics.

No, I can't play the guitar.

I can dance very well.

I can speak English very fast.



► Workbook page 2, exercises 2-5

## Speaking

- 7 1.13 Get ready to speak

Listen to the dialogue. Are any of the answers true for you?

A Can you do butterfly?

B Yes, I can.

A Can you play basketball?

B Yes, I can, but not very well.

A Can you dive?

B No, I can't.



- 8 Think of three questions with *can*. Talk to your classmates. Find a person who says Yes to all your questions.

## Writing

- 9 Get ready to write Imagine some students are visiting your school. Think of three things you can tell them about yourself.

► Workbook page 3, exercises 6-7

- 10 Write an email to send to the visitors. Include these things:

1 Your age

3 Things you like

2 Things you can do

4 Ask a question

- 11 Optional. Send your email to someone in your class (copy in your teacher). Answer any emails you receive.

EXTRA

Can you think of a word that begins with each letter in PLAY BASKETBALL?

example: P = pencil

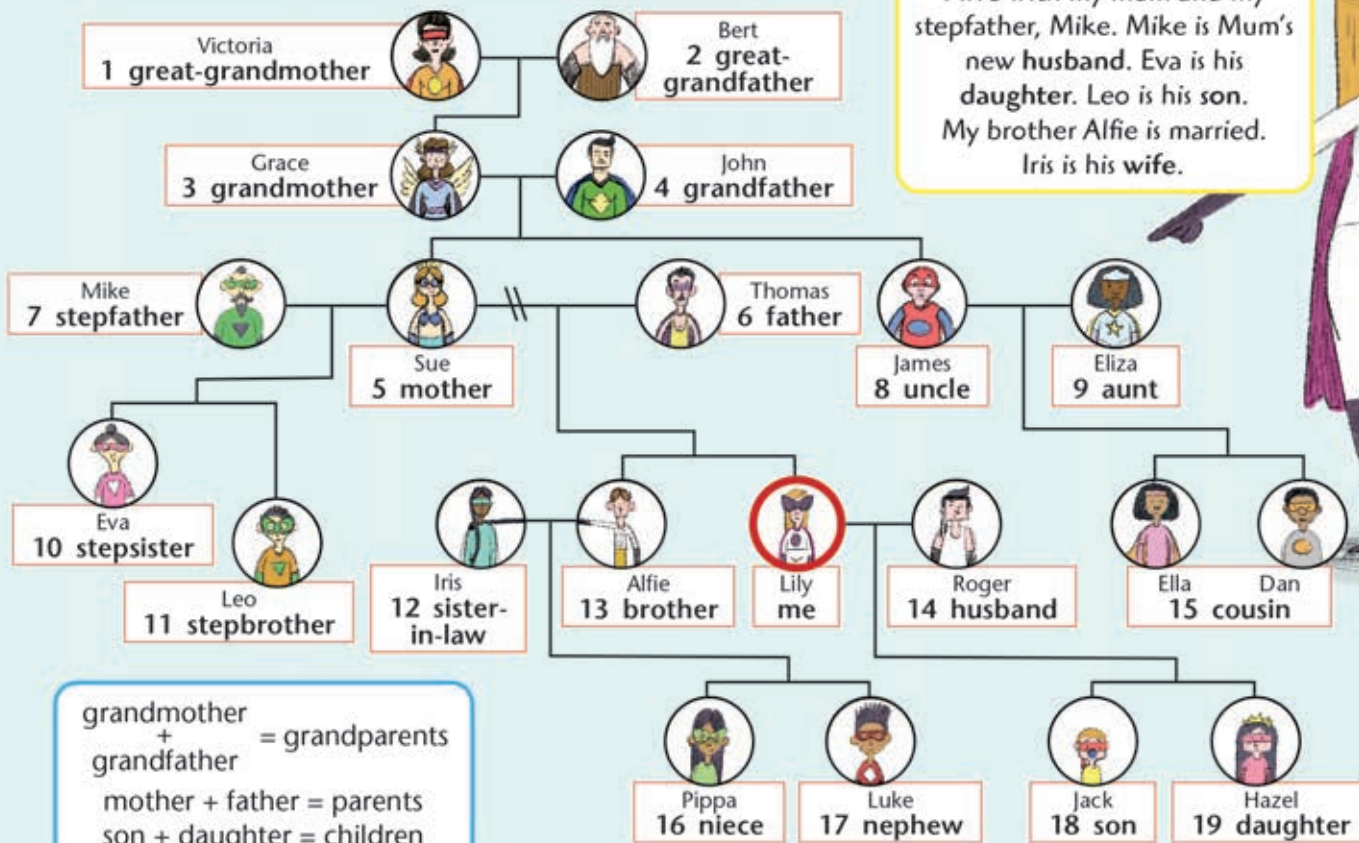


# 1B Families

**YOU FIRST!**

Do you know any famous families?  
Who are your favourites in these families?

My name's Lily. This is my family tree. We are a family of superheroes.  
I live with my mum and my stepfather, Mike. Mike is Mum's new husband. Eva is his daughter. Leo is his son. My brother Alfie is married. Iris is his wife.



grandmother + grandfather = grandparents  
mother + father = parents  
son + daughter = children

## Vocabulary

1 1.14 Listen and repeat.

2 Look at the family tree. Are the sentences true (T) or false (F)? Correct the false sentences.

- |   |                                |
|---|--------------------------------|
| 1 Grace is Lily's grandmother. <b>T</b> | 6 Dan is Lily's husband.       |
| 2 Victoria is Grace's aunt.             | 7 Pippa is Lily's niece.       |
| 3 Lily is Grace's granddaughter.        | 8 Luke is Lily's cousin.       |
| 4 John is Grace's husband.              | 9 Mike is Alfie's grandfather. |
| 5 Sue is James's wife.                  | 10 Leo is Alfie's nephew.      |

3 **a** 1.15 Read and listen to the dialogue. Who has more cousins?

- Eva** Have you got **cousins**?
- Omar** Yes, I have, **three boys and a girl**. What about you?
- Eva** I've got **five cousins, three boys and two girls**.
- Omar** Have you got any **nieces and nephews**?
- Eva** No, I haven't! Have you?
- Omar** Yes, I have. My **big sister** has got a **baby boy**.

**b Over to you!** Ask your friends about their families. Who has got more aunts and uncles? Who has got more cousins?

➤ **Workbook** page 4, exercises 1–3

## Reading and Grammar

*love / like / don't like, etc.*

4 Read the text and look at the family tree in exercise 1 again. Complete the text with the names of the superheroes.

I'm Professor Brainbox. People don't like me, but I'm not bad, I'm different. I like inventing monsters. It's fun. I really like scaring people. I love watching them run away from me!

I hate the Superheroes. When my monsters are having fun with a plane in the sky, <sup>1</sup> \_\_\_\_\_ flies and rescues it. I hate her! Her daughter <sup>2</sup> \_\_\_\_\_ is beautiful, but I don't like her. When my monsters play with surfers under the sea, she dives in and helps them. Boring! And I can't stand <sup>3</sup> \_\_\_\_\_. He's got elastic arms and legs, he uses them to catch my monsters. They never escape from him! It's not fair!



# 1B Families

## Supplementary materials

Workbook: pages 4–5, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

## You First

Sts can talk about fictional families (e.g. the Incredibles, the Flintstones) or real families (e.g. the British Royal Family, the Habsburgs). Elicit an example of each and write them on the board. Give Sts time in pairs to discuss the questions. Find out the class's favourite family members.

**EXTRA IDEA** Show Sts pictures of famous families to get them engaged.

## Vocabulary

### 1 1-14

- Elicit whose family tree is shown (Lily's) and why they are special (they are superheroes).
- Play the audio for Sts to listen and point to each family member.
- Play the audio again, pausing for Sts to repeat.

**LANGUAGE NOTE** Many of the family member words have the sound /ð/, e.g. *mother* /'mʌðə/, which is often mispronounced by English language learners. Ensure that Sts can say this sound correctly, by putting the tip of their tongue between their teeth and voicing the consonant.

**EXTRA IDEA** Sts think of other superhero families and discuss their favourite characters.

### 2

- Remind Sts of the use of 's to indicate possession.
- Do the first two as examples with the class.
- Give Sts time to complete the task, then check answers.

1 T 2 F (aunt mother) 3 T 4 T 5 F (wife sister)  
6 F (husband cousin) 7 T 8 F (cousin nephew)  
9 F (grandfather stepfather) 10 F (nephew stepbrother)

**EXTRA IDEA** In pairs, Sts take turns to make similar sentences about other relationships in Lily's family. Their partner corrects any false information.

### 3a 1-15

- Ensure Sts understand that the word *cousin* can be used for both male and female.
- Play the audio for Sts to listen and follow, then check the answer.

Eva has more cousins. (She has five and Omar only has four.)

- Play the audio again, pausing for Sts to repeat.

**EXTRA SUPPORT** Sts read the dialogue in pairs, while you monitor and help with pronunciation.

### b

- Elicit other questions Sts could ask each other about family, e.g. 'Have you got great-grandparents?' 'Have you got a brother-in-law or sister-in-law?'
- Put Sts in small groups to ask and answer the questions.

**CULTURE NOTE** Be mindful that the topic of family can be sensitive and that, depending on your Sts, some questions may be better avoided.

- Ask a few Sts for feedback on any similarities or differences they found.

**EXTRA IDEA** Do the task as a class mingle. Set a time limit, e.g. three minutes. Sts find as many classmates as possible with things in common with them. Find out who found the most similarities.

► **Workbook** page 4, exercises 1–3

## Reading and Grammar *love / like / don't like, etc.*

### 4

- Tell Sts to look again at the family tree. Elicit what different special abilities Sts think the characters may have.
- Give Sts time to complete the task, then check answers.

1 Grace 2 Sue 3 Alfie

**EXTRA SUPPORT** Give weaker Sts / classes the names in random order before they read.

**EXTRA CHALLENGE** Tell Sts to cover the text. In pairs, they remember how each superhero uses his / her power.



5a

- Give Sts time to complete the task, then check answers.

2 f   3 a   4 e   5 b   6 d

**EXTRA CHALLENGE** Sts complete the task without looking back at the text.

b

- Give Sts time to complete the task, then check answers.

1 loves   2 really likes   3 likes   4 doesn't like  
5 hates / can't stand

**LANGUAGE NOTE** You may like to explain to Sts the difference between *can't stand* and *hate*. *Can't stand* means that you are unable to tolerate or endure something because you find it unpleasant or difficult. *Hate* means that you have a very strong dislike of something.

**EXTRA IDEA** Read out sentences from 5a at random. Sts make the thumbs up / down signs depending on the expression. To show *love*, Sts raise both thumbs up in the air and to show *can't stand*, they reverse the position, pointing both thumbs down towards the floor.

c

- Elicit which example uses the *-ing* form.

2 I love **doing** sudoku.

d

- Give Sts time to complete the rule, then check the answer.

a the *-ing* form of the verb (doing)

6

- Tell Sts to read the example sentences and ask them if the statements are true about their family.
- Tell Sts to write six sentences, each using a different expression from 5a and each about a different family member, if possible.
- Remind Sts of the spelling rules with *-ing* verbs.

**Additional grammar notes**

Verbs ending in *y* do not change (e.g. studying, NOT ~~studing~~); verbs ending in *e* drop the last letter (e.g. dancing, NOT ~~danceing~~); verbs ending in one vowel and one consonant double the last letter (e.g. shopping NOT ~~shoping~~).

- Monitor and help Sts as they write their sentences.

**EXTRA SUPPORT** To help weaker Sts, write some phrases on the board, e.g. 'watching TV', 'doing exercise', 'listening to music'.

**EXTRA CHALLENGE** Sts take turns in pairs to read their sentences. They say if the sentences are true about their own family.

➡ **Workbook** page 5, exercises 4–5

7a

- Give Sts time to complete the task, then check answers.

1 his elastic arms and legs   2 Sue   3 Alfie

b

- Give Sts time to complete the task, then check answers. Write them into a table on the board, labelled *Subject pronouns* and *Object pronouns*.

I – me;   you – you;   he – him;   she – her;   it – it;   we – us;  
they – them

**EXTRA CHALLENGE** In pairs, Sts look back at the text in exercise 4. They find more examples of object pronouns and say what they refer to, e.g. 'People don't like **me**'.

➡ **Workbook** page 5, exercise 6

➡ **Photocopiable** Grammar and Vocabulary

## Listening

8a

- Tell Sts to complete the task with a partner. The pair with the most jobs reads their list to the class and explains any unfamiliar vocabulary. Ensure the following jobs are recalled, to help Sts with later tasks – *shop assistant, bus driver, reporter, musician, nurse*.

**EXTRA IDEA** In pairs, Sts take turns to say a job for each letter of the alphabet, e.g. actor, baker, chef.

b ① 1-16 Audio script pT88

- Play the audio for Sts to listen and write down the jobs, then check answers.

nurse, bus driver, musician, shop assistant

c ① 1-16 Audio script pT88

- Play the audio again for Sts to listen and complete the gaps, then check answers.

2 bus driver; loves   3 musician; can't stand   4 shop assistant;  
likes; hates

➡ **Workbook** page 5, exercise 7

## Speaking

9a

- Give Sts time to complete the task.

b ① 1-17

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

1 c   2 a   3 d   4 b

**EXTRA SUPPORT** Sts read the dialogue aloud in pairs while you monitor.

10

- Give Sts time to adapt the questions in 9a and ask each other about some family members.

**EXTRA SUPPORT** Write some phrases on the board to help Sts describe where people work, e.g. 'works in an office'.

**EXTRA CHALLENGE** Stronger Sts also ask different questions of their own.

- Get feedback on any interesting or surprising information Sts found out about each other's families.

## Extra

Sts could also add some photos or drawings of their family doing activities they enjoy.

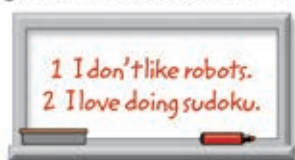
### 5 a Match the sentence halves.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 Professor Brainbox likes <b>c</b> | a the Superheroes.                   |
| 2 He loves                          | b Alfie.                             |
| 3 He hates                          | c inventing monsters.                |
| 4 He doesn't like                   | d scaring people.                    |
| 5 He can't stand                    | e Sue.                               |
| 6 He really likes                   | f watching people run away from him. |

### b Match the icons to the expressions in **bold** in exercise 5a. Use one icon twice.



### c Which of these sentences use the **-ing** form after the verb?



### d Choose the correct option to complete the rule.

After *love*, *like*, *hate*, etc. we use

- the **-ing** form of the verb (doing)
- the infinitive of the verb (do)

### 6 Over to you! Now make sentences about the things you and your family like and don't like.

- My mum can't stand **cooking**.
- My uncle **likes** eating pizzas.

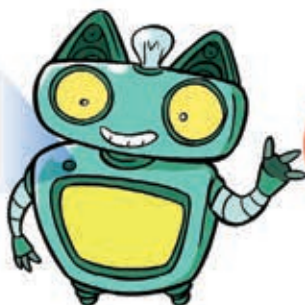
► **Workbook** page 5, exercises 4–5

### 7 a Look at the text in exercise 4 again. What words in the box can you swap with the words in **bold**?

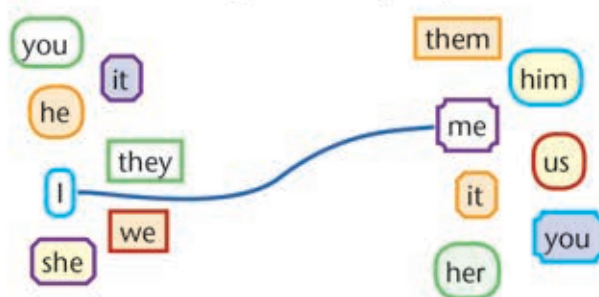
his elastic arms and legs    Alfie    Sue

- He uses **them** to catch my monsters.
- I don't like **her**.
- They never escape from **him**.

The words in **bold** are **object pronouns**. We use object pronouns after verbs.



### b Match the subject and object pronouns.



► **Workbook** page 5, exercise 6

## Listening

### 8 a How many words for jobs can you remember in one minute?

**b** 1.16 Listen to Lily talking about her family. What are the superheroes' jobs?

**c** 1.16 Listen again and complete the sentences.

- Lily is a **nurse**. She **doesn't like** working at night.
- Sue is a \_\_\_\_\_. She \_\_\_\_\_ her job.
- Her brother Alfie is a \_\_\_\_\_. He \_\_\_\_\_ dancing.
- Her cousin Dan is a \_\_\_\_\_. He \_\_\_\_\_ his job but he \_\_\_\_\_ working at Christmas.

► **Workbook** page 5, exercise 7

## Speaking

### 9 a Get ready to speak Match the questions (1–4) to the answers (a–d).

- |  |  |
|--|--|
| 1 Have you got any <b>aunts</b> ?          | a She's a reporter.                                  |
| 2 What does <b>she</b> do?                 | b Yes, I would.                                      |
| 3 Does <b>she</b> like <b>her</b> job?     | c Yes, I have. I've got one aunt. Her name's Sophie. |
| 4 Would you like to be a <b>reporter</b> ? | d Yes, she does. She loves talking to people.        |

**b** 1.17 Listen and check your answers.

### 10 Work with a partner. Talk about different members of your family. Use the questions in exercise 9a and change the **highlighted** words.

**EXTRA**

Draw some of your family tree. Write about the people on it. What do / don't they like doing?

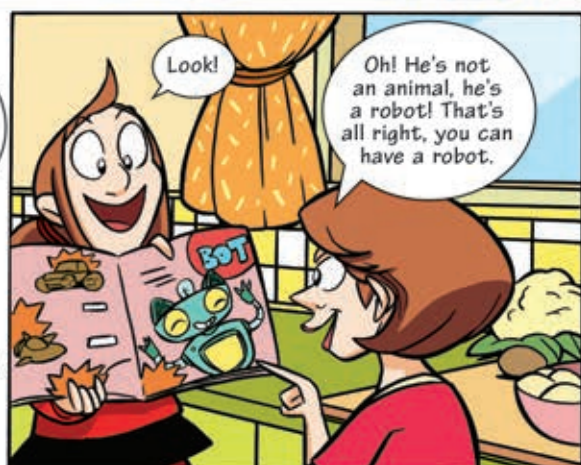
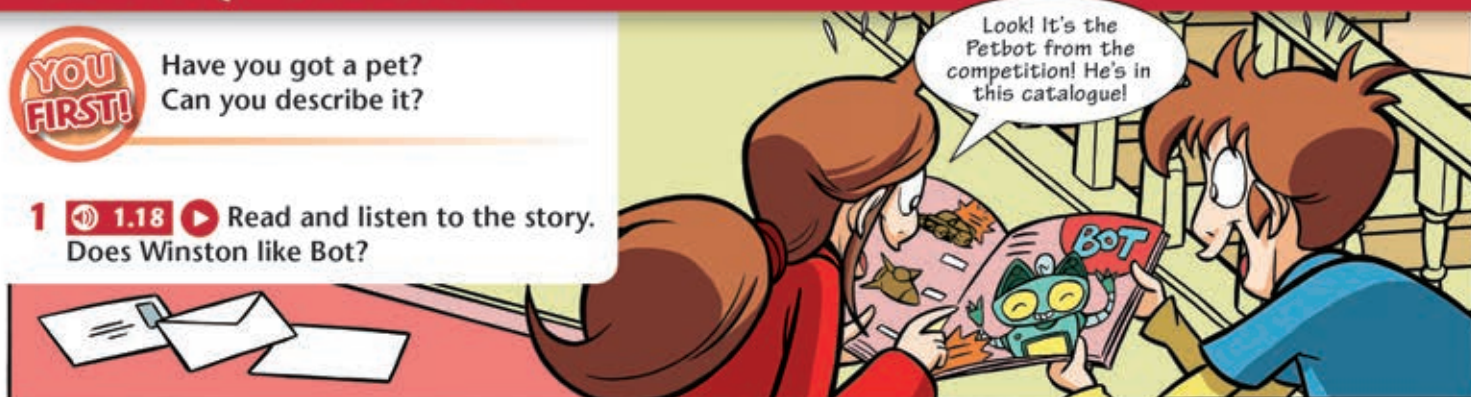


# 1C My friends



Have you got a pet?  
Can you describe it?

1 1.18 Read and listen to the story.  
Does Winston like Bot?



2 Read the story again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Bot is a robot.
- 2 Jenny and Jake don't like Bot.
- 3 Mum wants a new pet.
- 4 Bot is small and has got small eyes.

- 5 Mum thinks Bot is an animal.
- 6 Mum says they can buy Bot.
- 7 Winston loves Bot.
- 8 Winston takes Bot's remote.



# 1C My friends

## Supplementary materials

Workbook: pages 6–7, exercises 1–8

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

**EXTRA CHALLENGE** Sts work with a partner and decide how they think the story continues. Get feedback from pairs and take a class vote on the best idea.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

## You First

Elicit words for some common pets and write these on the board, e.g. *dog, rabbit, goldfish*. Sts answer the questions in pairs. If they do not have a pet, they could describe their ideal pet. Monitor and help Sts with any unknown vocabulary they need.

**CULTURE NOTE** In Britain, people usually consider pets as part of the family and therefore use the subject pronouns *he* and *she*, rather than *it*, to talk about them.

**EXTRA IDEA** Do a class survey to find out how many different pets the class has, which pet is the most popular and which student has the most pets.

### 1 1-18

- Elicit what Sts can remember about these characters from the story *New Friends* on page 4.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

No, Winston doesn't like Bot.

- Ask Sts why they think Winston feels like that.

**Suggested answer** Winston feels jealous.

**EXTRA IDEA** Play the audio again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation, stress and feeling (e.g. excited, confused, annoyed).

- Point out that the words in scene 4 in italics indicate emphasis and are said more loudly.
- Sts read the script in groups, each taking a different role.

### 2

- Give Sts time to reread the story and complete the task, correcting any false information. Check answers.

1 T 2 F They love him. 3 F She isn't sure about getting a new pet. 4 F Bot has got big eyes. 5 T 6 T 7 F Winston doesn't like Bot. 8 T

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class, and the class votes on the best performance. With a large class, to save time and ensure Sts remain interested, put two groups together to perform to each other.

Vocabulary

3a 1-19

- Play the audio, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say vocabulary from the list. Their partner points to it in the picture.

- Copy the table onto the board. Ensure Sts are clear on meaning.

Character		Appearance	
Positive		Eyes	
Negative		Hair	
Neutral		Other	

- Go through each item of vocabulary. Elicit where it fits and write it into the table. Tell Sts to copy the completed table.

**EXTRA CHALLENGE** In pairs, Sts add extra vocabulary to the table.

**EXTRA IDEA** In pairs, Sts talk about people in their family who have these personality or physical characteristics, e.g. 'My younger sister is lively', 'My uncle has (got) a beard and moustache'. Ensure Sts are using the correct verbs – *be* + character adjective / *have (got)* + noun.

**LANGUAGE NOTE** Sts often translate from L1 and say 'She's got black eyes'. Explain to Sts (by miming or translating) that, in English, this means that someone has been hit in the eye and has a bruise. Instead, Sts should say 'She's got *dark* eyes'. Ensure Sts understand that the adjective 'short' can be used as the opposite of 'long' to describe hair, and 'tall' to describe height.

**b**

- Give Sts time to complete the task, then check the answer.

The girl is number 6.

- Alternatively, ask two confident Sts to read the dialogue aloud while the rest listen and read.

**c**

- Draw Sts' attention to the use of the verbs *be* (+ adjective) and *have got* (+ noun) in the model dialogue.
- Write the question forms on the board for Sts to refer to.  
*Is he / she... (+ adjective)?*  
*Has he / she got... (+ noun)?*
- While Sts do the task in pairs, monitor and help with pronunciation and structure.

**EXTRA IDEA** Sts take turns in pairs to choose a classmate and give information / ask questions to find out who he / she is.

➡ **Workbook** pages 6, exercises 1–3

Grammar *What...like? / What...look like?*

4a

- Give Sts time to complete the task, then check answers.

What's **it** like? What **does he** look like?

- Explain that the first question asks about character and the second about appearance.

**b**

- Give Sts time to complete the task, then check answers.

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

- Elicit which questions ask about character and which about appearance.

**EXTRA CHALLENGE** Sts cover questions 1–6 and just look at the answers. In pairs, they try to remember the questions.

➡ **Photocopiable** Grammar and Vocabulary

Speaking

5a

- Organize Sts into small groups to complete the task.
- Ensure they come up with a good variety, e.g. sports players, film stars, singers, musicians, writers. Have some extra names to add in case Sts cannot think of enough.

**EXTRA IDEA** As an alternative, at the end of the previous lesson ask Sts to bring in large magazine pictures or photos from the internet of their favourite well-known people. Stick them on the board at the front of the class.

**b**

- Before Sts do the activity, provide a model. Choose a famous person from the board and give a description of his / her personality and appearance. See which student can identify the person most quickly.
- In pairs, Sts take turns to describe someone for their partner to guess.

**EXTRA IDEA** Organize Sts into groups of four. Each student in turn describes a famous person. The first student to guess the person gets one point. The winner has the most points when you stop the activity.

**EXTRA CHALLENGE** Do this task as a question and yes / no answer guessing activity. One student chooses a famous person. His / Her partner asks up to eight questions to find out who it is, e.g. 'Is it a man?', 'Is he a singer?', 'Has he got black hair?'

➡ **Workbook** page 7, exercises 5–8

Extra

Sts could do a first draft of the writing for you to correct. They could then rewrite their text and add a picture. The finished pieces could be displayed in the classroom.

**EXTRA IDEA** Sts just write the text about a person. They swap papers with a partner, read the description and draw a picture of that person. Their partner says how similar it is to the real person.



## Vocabulary

3 a 1.19 Listen and repeat.



**b** Read the dialogue and find the girl in the picture.

She's got long hair.

Is she friendly?

Yes, she is.

I know. It's this girl.

**c** Work with a partner. Student A chooses a child in the picture. Student B asks questions and guesses who it is.

► **Workbook** page 6, exercises 1–3

**b** Match the questions (1–6) to the answers (a–f).

- |                            |                                       |
|----------------------------|---------------------------------------|
| 1 What does he look like?  | a They've got dark hair.              |
| 2 What's he like?          | b They're friendly.                   |
| 3 What does she look like? | c He's short and he's got short hair. |
| 4 What's she like?         | d He's lively.                        |
| 5 What do they look like?  | e She's tall and she's got blue eyes. |
| 6 What are they like?      | f She's clever.                       |

## Grammar What...like? / What...look like?

**4 a** Look at the story in exercise 1 again. Complete Mum's questions.

1 Mum What's \_\_\_\_ like?

Jenny He's very clever.

2 Mum What \_\_\_\_ like?

Jenny He's small and he's got big eyes.

Use *What...like?*  
to ask about character.

Use *What...look like?*  
to ask about appearance.



## Speaking

**5 a** Get ready to speak Work in a group and think of the names of three or four well-known people. Write the names on the board.

**b** Work with a partner. Student A chooses a person from the board and describes them. Student B guesses the person.

► **Workbook** page 7, exercises 5–8



Draw a picture of a person you like.  
Describe their appearance and character.



# 1D Saturday morning



What do you do in your free time?  
Think about sports, music, art, hobbies, etc.



1 1.20 Read and listen to the story. Why can't Ravi speak?



Keira Hello!  
Pablo What are you doing?  
Viki We're making masks. It's Halloween soon!  
Pablo That's a great idea! Can I help?  
Keira Sure. You can help us cut the gauze up and put it in water.  
Pablo Sorry, can you explain please?  
Viki Look, do it like this.



Viki Could you put this cream on Ravi's face now, please?  
Pablo OK.  
Viki Don't forget his eyebrows!  
Pablo Ummm. What does *eyebrows* mean?  
Viki Look! These are his eyebrows.  
Pablo Oh, OK. Thanks.



Keira Finished!  
Ravi Hmm mmm.  
Keira Sorry, can you say that again, please?  
Ravi Hmm mmm.  
Keira What's he saying? I don't understand.  
Viki He's saying he's hungry.  
Keira Too bad. He can't move now!



Viki It's ready.  
Keira OK. Let's take it off. Oh no!  
Pablo What's the matter?  
Keira The mask is stuck to his eyebrows! Poor Ravi!  
Viki What can we do?  
Keira Pull! One, two three!

2 Read the story again. Answer the questions.

- 1 Why are they making masks?
- 2 Who is putting cream on Ravi's face?

- 3 Who can't move?
- 4 What's the problem?

**Workbook** page 8, exercise 1

# 1D Saturday morning

## Supplementary materials

Workbook: page 8, exercises 1–4; page 9, exercises 1–4

Workbook: Grammar summary Unit 1

Photocopiable worksheet: Everyday English

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Set a time limit, e.g. one minute, and get Sts in pairs to write down as many free time activities as they can think of. Ensure they write down the correct verbs to collocate with the activities, e.g. *play* tennis, *watch* films, *listen to* music. In pairs, Sts discuss how they usually spend their free time. Monitor and help with any unknown vocabulary Sts need.

**EXTRA IDEA** Sts write down five things they do in their free time. They mingle and find the classmate who is most similar.

**EXTRA IDEA** On a piece of paper, Sts write two things they do and two things they don't do in their free time. Collect all the pieces of paper and redistribute them at random. Sts read the sentences and guess which classmate wrote them.

### 1 1-20

- Ask the class if anyone enjoys spending their free time doing art and crafts. If so, ask for examples of what they do.
- Elicit what art and crafts activity the children are doing in the story (making a mask). Ask if anyone has ever done this activity and, if so, what kind of mask they made.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.
- Check the answer to the question.

Ravi can't speak because he has a Halloween mask on his face.

### 2

- Give Sts time to reread the story and complete the task, then check answers.

1 Because it's Halloween soon. 2 Pablo is putting cream on Ravi's face. 3 Ravi can't move. 4 The mask is stuck to Ravi's eyebrows.

**EXTRA SUPPORT** Play the audio again for Sts to listen and read. Pause after each section and elicit the answer to the question. Clarify the meaning of any unfamiliar vocabulary.

**EXTRA IDEA** Sts act out the story in a group.

➡ **Workbook** page 8, exercise 1

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

# Grammar Present continuous

3a

- Tell Sts to look back at the story and complete the gaps.
- Check answers and write the full sentences on the board.
- Ensure Sts are clear on what the contracted forms mean.

1 are you doing; We're making    2 's he saying; He's saying

- Draw Sts' attention to the fact that the sentences are in the present continuous, and elicit how we make this tense. Remind Sts of the spelling rules with *-ing* verbs.

**EXTRA SUPPORT** Write the subject pronouns down the left of the board and + *-ing* verb on the right. Elicit and write down the full and contracted form of *be* for each subject pronoun. Sts then copy this for reference.

b

- Tell Sts to read the options and elicit which is correct.

b something happening now.

**EXTRA IDEA** In pairs, Sts take turns to mime free time activities. Their partner gives a sentence in the present continuous to say what they're doing, e.g. 'You're playing the guitar.'

c

- Give Sts time to complete the task, then check answers.

1 (picture 4)    2 is cutting; are helping (picture 1)    3 is putting (picture 2)    4 is eating; is having (picture 3)

**EXTRA SUPPORT** Before Sts complete the task, elicit the correct spellings of the *-ing* verbs in the box. Write them on the board for Sts to refer to.

**EXTRA IDEA** Say an infinitive verb to the class (e.g. *get, rain, stop, clean, look, cut*). If the *-ing* form needs a double consonant, Sts stand up. If it doesn't, they sit down.

**EXTRA CHALLENGE** In pairs, Sts look back at the pictures in the story, but cover the text. They make sentences in the present continuous to describe what is happening.

d

- Give Sts time to complete the task, then check answers.

2 Who    3 Are    4 Where    5 Is

**EXTRA SUPPORT** Before Sts complete the task, elicit when we use the question words *What, Who, Where* and with which subject pronouns we use *Is* and *Are*.

- In pairs, Sts ask and answer the questions. Encourage them to give full sentences and not just short answers.

**EXTRA IDEA** Sts write their answers to the questions.

**EXTRA CHALLENGE** Sts write three more questions in the present continuous and ask a partner.

➡ **Workbook** page 8, exercises 2–3

# Everyday English

4a

- Give Sts time to complete the task.

**EXTRA CHALLENGE** Sts do the exercise without looking back at the story.

b  1-21

- Play the audio for Sts to listen and check their answers.

1 c    2 d    3 a    4 b

- Play the audio again, pausing for Sts to repeat. Focus on appropriate intonation and stress.

**EXTRA SUPPORT** In pairs, Sts read the dialogues aloud. Monitor and correct pronunciation as necessary.

c

- Give Sts time to complete the task, then check answers.

A Sorry, can you say that again, please?; I don't understand.; Sorry, can you explain, please?  
B Sorry, can you say that again, please?  
C What does...mean? Sorry, can you say that again, please?; I don't understand.; Sorry, can you explain, please?

# Speaking

5a  1-22 Audio script pT88

- Play the audio for Sts to listen and complete the task, then check answers.

1 a    2 c    3 b

b

- Give Sts time to order the dialogues, then play the audio again for Sts to check their answers.

Dialogue 1: 3, 2, 1    Dialogue 2: 4, 3, 2, 1    Dialogue 3: 1, 3, 2

c

- Give Sts time in pairs to practise the dialogues.
- Choose a different pair to act out each of the dialogues in front of the class.

**EXTRA SUPPORT** Before Sts practise the dialogues in pairs, play the audio again, pausing for Sts to repeat each line.

**EXTRA CHALLENGE** Sts memorize the dialogues.

➡ **Workbook** page 8, exercise 4

➡ **Photocopiable** Everyday English

# Story

➡ **Workbook** page 9, exercises 1–4

**EXTRA IDEA** Sts read the story aloud in groups of three. Choose one group to present the story to the class.

**EXTRA CHALLENGE** Sts cover the text and look at the pictures. In pairs, they retell the story.



## Grammar Present continuous

**3 a** Complete the questions and answers from the story.

- 1 Pablo What \_\_\_\_\_?  
Viki \_\_\_\_\_ masks.
- 2 Keira What \_\_\_\_\_?  
Viki \_\_\_\_\_ he's hungry.

The verbs are in the present continuous.



**b** Choose the correct option to complete the rule.

We use the present continuous to talk about...

- a things we can do.  
b something happening now.

**c** Complete these sentences with the correct form of the verbs below. Then match them to the pictures in the story.

cut laugh help eat have put

- 1 Keira is holding the mask. It's stuck to Ravi's eyebrows. They are laughing. ☐
- 2 Ravi is at the table. Viki \_\_\_\_\_ up the gauze for the mask. Pablo and Keira \_\_\_\_\_ her. ☐
- 3 Pablo \_\_\_\_\_ cream on Ravi's face. Ravi needs cream on his eyebrows too. Viki is explaining the word *eyebrows*. ☐
- 4 Pablo \_\_\_\_\_ a sandwich and Viki \_\_\_\_\_ a drink. Ravi is trying to speak. ☐

**d** Complete the questions with a word from the box. Then answer the questions for you.

What Who Where Are Is

- 1 What are you doing?  
2 \_\_\_\_\_ are you sitting next to?  
3 \_\_\_\_\_ you writing or speaking?  
4 \_\_\_\_\_ is your teacher standing?  
5 \_\_\_\_\_ your friend wearing trousers?

► **Workbook** page 8, exercises 2–3

## Everyday English

**4 a** Look at the story in exercise 1 again. Match the questions (1–4) to the answers (a–d).

- 1 What does *eyebrows* mean?  
2 Sorry, can you say that again, please?  
3 What's he saying? I don't understand.  
4 Sorry, can you explain, please?
- a He's saying he's hungry.  
b Look, do it like this.  
c Look! These are his eyebrows.  
d Hmm mmm.

**b** **1.21** Listen and check.

**c** Which phrase or phrases in exercise 4a would you use in these situations?

- A You are not sure what to do.  
B You want someone to repeat something.  
C Somebody says something but you don't understand.

## Speaking

**5 a** **1.22** Get ready to speak Listen to the dialogues. Match the pictures (a–c) to the dialogues (1–3).



**b** Put the sentences in the dialogues in the correct order.

- 1 \_\_\_\_\_ I need the scissors. Can you pass me the scissors?  
\_\_\_\_\_ Sorry, can you say that again, please?  
| Can you pass me the scissors?
- 2 \_\_\_\_\_ Crimson is red, a very strong red.  
\_\_\_\_\_ Sorry, what does *crimson* mean?  
\_\_\_\_\_ Crimson.  
| What colour are you painting the lips?
- 3 | I'm decorating my mask with glue.  
\_\_\_\_\_ Look, you can make horrible spots like this.  
\_\_\_\_\_ With glue? I don't understand. Can you explain?

**c** Act out the dialogues with a partner.

► **Workbook** page 8, exercise 4

## Story

Read the story on page 9 of the Workbook and do the exercises.



# 1 Revision

## Vocabulary and Grammar

- 1 Write sentences about the pictures. Use *can... very well, can, can't...very well or can't*.  
She *can't* dive very well.



## Vocabulary

- 2 Complete the sentences with the correct family words.

- My grandmother's father is my \_\_\_\_.
- My stepsister is my stepfather's \_\_\_\_.
- My cousin, Tom, is my uncle's \_\_\_\_.
- I am my aunt's \_\_\_\_.
- My brother, Lorcan, is my aunt's \_\_\_\_.

## Grammar

- 3 Write the questions for these answers.

- \_\_\_\_ Keira's got long brown hair.
- \_\_\_\_ Keira's lively.
- \_\_\_\_ Pablo's shy.
- \_\_\_\_ Pablo's got dark hair and brown eyes.

- 4 Complete the sentences with the correct form of the verbs in the box.

do x2 love play x2 swim watch x2

- I've got a brother and a sister. They *love* sport. They often \_\_\_\_ it on television. They really like \_\_\_\_ tennis.
- My brother \_\_\_\_ basketball. My sister can \_\_\_\_ very well. She can \_\_\_\_ butterfly.
- I like being inside. I like \_\_\_\_ sudoku and I love \_\_\_\_ the guitar.

- 5 Look at the picture. Complete the questions and answers.



- What is Supermum doing?  
He's swimming in the lake.
- Where \_\_\_\_?  
Yes, she is.
- What is Superboy doing?
- Is Supergirl \_\_\_\_?

## Everyday English

- 6 Match the first lines of the dialogue (1–3) to the second lines (a–c).

- |  |   |
|--|---|
| 1 I'm sorry. What does <i>turquoise</i> mean?          | a Sorry, can you say that again please?   |
| 2 Do exercise 3 for homework.                          | b It's a colour. It's between green and blue.                                       |
| 3 Your grandmother's mother is your great-grandmother. | c Sorry, I don't understand. Is the exercise in the Workbook or the Student's Book? |

► **Workbook** pages 10–11, exercises 1–8

## Revision

### Supplementary materials

Workbook: pages 10–11, exercises 1–8

Online Practice

Unit test 1

## Vocabulary and Grammar

1

1 She can't do butterfly. 2 She can't dive. 3 He can do magic. 4 He can't play basketball very well. 5 He can play the guitar very well. 6 She can do gymnastics. 7 He/She can do sudoku very well. 8 He can't speak Spanish very well.

## Vocabulary

2

1 great-grandfather 2 daughter 3 son 4 niece  
5 nephew

## Grammar

3

1 What does Keira look like? 2 What's Keira like? 3 What's Pablo like? 4 What does Pablo look like?

4

1 watch; watching 2 plays; swim; do 3 doing; playing

5

1 She's flying. 2 is Mike swimming 3 He's doing gymnastics.  
4 diving into the lake

## Everyday English

6

1 b 2 c 3 a

➡ **Workbook** pages 10–11, exercises 1–8



# My project

## Project checklist

### Before the lesson

- Organize for access during the lesson to a photocopier or a scanner and printer.
- Alternatively, tell Sts in advance and get them to bring a copy of their enlarged fingerprint to the lesson (see 5, point 3–4 below).

### Materials for the lesson

- An inkpad or black felt-tip pens
- White paper (enough for two sheets per student)
- Coloured pens or pencils
- Thumb tacks or tape (to display the finished projects)

### Task

Read through the introduction to the project. Check Sts' understanding of *fingerprints* and *unique*. Elicit ways in which a person can be unique.

**EXTRA IDEA** In pairs, Sts make a list of ways in which they are different from each other, e.g. eye colour, height, personality, abilities. Get class feedback and see which pair found the most differences.

1

- Tell Sts to look at the portraits and elicit the answer.

Fingerprints

2

- Give Sts time to read the texts and decide which person talks about each topic. Tell Sts that there are two topics which neither person mentions.
- Check answers.

**Fred:** appearance, family, house, personality, pets  
**Amy:** free-time activities, friends, likes, school, sport  
**Not mentioned:** parents' jobs, favourite music

3

- Give Sts time to complete the task, then check answers.

- 1 He's 11 years old.
- 2 He isn't tall or short. He's got black hair and brown eyes.
- 3 He's very lively.
- 4 Her name's Peggy.
- 5 She goes to Riverside High School.
- 6 Their names are Katy and Declan.
- 7 She goes mountain biking and swimming, and plays computer games.
- 8 (Possible answers) Fred has got a brother and a stepsister. Amy is in her first year at High School.

**EXTRA SUPPORT** In pairs, one person answers the questions about Fred and the other about Amy. They exchange information before checking as a class.

4

- Give Sts time to think about the projects from a creative perspective and discuss the questions in small groups.
- Elicit answers from the class. Make it clear to Sts that there are no right and wrong answers to questions 4 and 5.

- 1 Fred's project has images of himself, his eye, flowers and his dog. The images are quite simple, but clear and well-drawn. Amy's project doesn't have any images.
- 2 In Fred's project, the letters are all the same colour, size and style. Amy uses white capital letters, highlighted in pink, to emphasize the name of her school and favourite computer game.
- 3 Fred's project has none of these. Amy's project has purple hearts.
- 4 Sts' own answers.
- 5 Sts' own answers.

5

- Sts follow the steps to produce a fingerprint portrait.
  1. While Sts should be free to choose which topics to include, you might want to suggest they limit it to five, as in the models.
  2. To help with this, refer Sts back to punctuation exercise 7b on page 3 of the Workbook. You may want to correct Sts' first draft or point out errors for them to self-correct.
  - 3–4. You could get Sts to do these stages at home before the lesson. An alternative to using a scanner / copier would be for Sts to take a picture on a phone and enlarge it on a computer. They then print it out and bring it to class. If Sts are unable to do this outside class, they may need your or another adult's help to do this during the lesson.
- 5–8. Monitor and help Sts as necessary.

6a

- Give Sts time to practise their presentation. Monitor and help with any queries Sts may have.
- Sts take turns to present and respond to questions.

**EXTRA IDEA** With a large class, to ensure that interest is maintained, split Sts into smaller groups. After the presentations, Sts find a partner from a different group and share what they have found out about their classmates. Alternatively, do the presentations over several lessons.

b

- Reinforce to Sts how important it is to give their classmates their full attention and listen carefully. They should also ask questions to show they are engaged and interested.
- To ensure that all Sts get involved, tell them they must each ask at least one question during the presentations.

**EXTRA SUPPORT** To generate ideas for possible questions to ask, elicit what Sts would ask Fred and Amy about their projects.

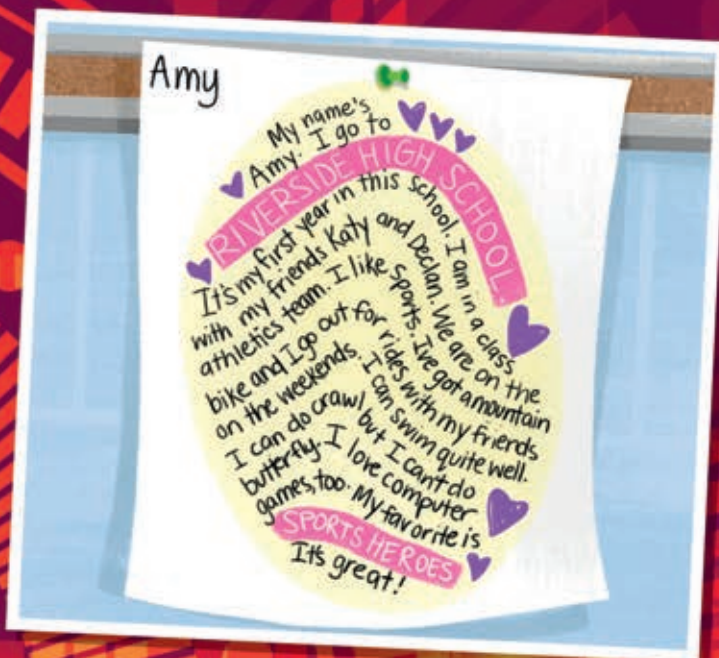
- Display the finished projects in the classroom for Sts to read in more detail.

**EXTRA IDEA** Make a quiz based on the information in your Sts' projects, e.g. 'Who has a dog called Peggy?' 'Who likes mountain biking?' In pairs, Sts race to be first to answer all the questions correctly.

## TASK

Your fingerprints are unique. You are unique, too! Make a fingerprint portrait of yourself.

## All about me



- 1 Look at these projects. What do the lines of writing make?
- 2 Read the projects. Which topics below does Fred talk about? Which topics does Amy talk about?

activities appearance family  
favourite music free time friends  
house likes and dislikes parents' jobs  
personality pets school sport

- 3 Answer the questions about Fred and Amy.

- |   |                                       |
|---|---------------------------------------|
| 1 How old is Fred?  | 5 Where does Amy go to school?        |
| 2 What does he look like?   | 6 What are her friends' names?        |
| 3 What's he like?   | 7 What does she do in her spare time? |
| 4 What is his dog's name?   |                                       |
| 8 Can you find one piece of extra information about Fred and Amy? |                                       |

- 4 Look at Fred's and Amy's projects again. Answer these questions about each one.

- 1 Does it use images? Are the images simple or complicated?
- 2 Does it use different coloured letters? Does it use different sized letters? Different styles of letter? For what words?
- 3 Does it have any icons? Hearts? Smiley faces?
- 4 Which project do you like best?
- 5 Which ideas from their projects do you want to use?

- 5 Make your own fingerprint portrait.

- 1 Think about what you want to write. Choose some topics from exercise 2.
- 2 Write a draft. Correct it.
- 3 Make your fingerprint. You can use an inepad or colour your finger with a felt tip pen. Then press it onto white paper.
- 4 Enlarge your fingerprint. You can do this with a scanner/copier, or you can copy some of the lines. Do this in pencil.
- 5 Draw over the lines with a black pen. You want clean lines.
- 6 Put some white paper over the fingerprint.
- 7 Write carefully, following the lines. Use pencil first, then write in colour.
- 8 Add some small pictures to your portrait.

- 6 a Present your project to the class. Tell your classmates about the pictures on your project. Answer their questions.

- b Listen to your classmates' presentations. Ask questions.

### Study tip!

Listen carefully to your classmates. Think of a question to ask about their project as you listen.





Do you know anything about the festivals of Halloween, Diwali or Bonfire Night?

## Autumn celebrations

Alex



### Halloween

At Halloween we decorate the house with bats, skeletons, and spiders. We make pumpkin lanterns.

We all dress up on the night of Halloween. You can see witches, vampires, mummies and ghosts on our street. We knock on our neighbours' doors and say 'Trick or treat'. They usually give us some sweets.



#### Halloween facts:

- Halloween is on 31st October.
- The festival is more than 2,000 years old.

Riya



### Diwali

I love Diwali. My family come from India and it's one of our traditions. There are big Diwali celebrations in lots of British towns now.

At Diwali we decorate our house with beautiful rangoli patterns and special lamps called *diya*.

In the morning we put on our best clothes and say our prayers. Then we visit friends and family. In the evening we watch the Diwali processions and the fireworks in town. They're amazing!



Freya



### Bonfire Night

This is a photo of Bonfire Night in our village. The bonfire is on a field near the church.

On the night of the celebration it's cold and we wear warm coats and boots. We stand near the bonfire and eat hot dogs and toffee apples. I love watching the fireworks. They're my favourite part of the night!



#### Bonfire Night facts

- Bonfire Night is on 5th November.

#### Diwali facts

- Diwali is in October or November. It is the Hindu New Year.
- Rangoli patterns are made from coloured rice or sand.

- 1 Look at the pictures in the articles. What do they have in common?
- 2 Before you read, think about which article or articles these words are in.

bonfire lamps fireworks  
procession pumpkin vampire

#### Study tip!

Always look carefully at the pictures. They can help you understand the text.

- 3 Choose one or more articles to read. When is the festival? Find two things people do to celebrate the festival.
- 4 Read the article(s) again. Are these sentences true (T) or false (F)? Correct the false sentences.

#### Halloween

- 1 There are fireworks at Halloween.
- 2 Alex buys his pumpkin lantern from the shops.
- 3 Sweets are typical treats at Halloween.

#### Diwali

- 4 Diwali is only celebrated in India.
- 5 Lamps, or *diya*, are an important part of Diwali.
- 6 There are big processions in the streets at Diwali.

#### Bonfire Night

- 7 The weather in November is cold in the UK.
- 8 Pancakes are traditional on Bonfire Night.
- 9 Freya loves the fireworks.

- 5 **Over to you!** Think about your own country and answer the questions.

- 1 Do you have any celebrations in autumn in your country? When? What do you do?
- 2 Which of the celebrations in this lesson would you like to go to? Why?





## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below are some additional details about the history and customs of the three celebrations, if you want to give your Sts some more information.

**Halloween:** Over a thousand years ago, the Christian church named 1 November 'All Saints Day', also known as 'All Hallows'. It was a special day to honour the saints and others who had died for their religion. The night before 'All Hallows' was called 'Hallows Eve', which later became referred to as 'Halloween'. People of the time thought that the spirits of the dead visited the Earth on Halloween. They were afraid that the evil spirits would hurt them, so they dressed up as ghosts and believed that the spirits would think they were also dead and leave them alone. Nowadays, Halloween is celebrated in North America and many other parts of the world, including the UK. It is not usually thought of as a religious festival, but as a fun occasion.

**Diwali:** Also known as the 'Festival of Lights', Diwali is a five-day festival which celebrates the Hindu New Year. It is a public holiday in some countries, such as India, Malaysia and Singapore, but celebrations are also held in many other countries worldwide. The traditional Diwali story celebrates the safe return of a prince and his wife to their hometown, after being banished for 14 years. Nowadays, Hindus pray to Lakshmi, the Hindu goddess of wealth. It is believed that the more lamps (*diya*) people light, the more likely that Lakshmi will find her way to visit and bring good fortune for the coming year.

**Bonfire Night:** On 5 November 1605, a group of Roman Catholic revolutionaries in England planned to kill the Church of England king, James I, and replace him with a Catholic monarch. One of the main conspirators was a man called Guy Fawkes. Their plan was to blow up the Houses of Parliament in London with gunpowder. At the last minute, however, the plan was discovered and Fawkes and his co-conspirators were arrested and killed. These days, 5 November is celebrated each year in the UK and is known as 'Guy Fawkes Night' or 'Bonfire Night'. People light large bonfires, set off fireworks and burn figures of Fawkes, known as 'the guy'.

### You First

Give Sts time in small groups to discuss anything they know about the three festivals. Get some feedback from each group and write any useful vocabulary on the board, to help with the following tasks.

1

- Tell Sts to look at the photos and elicit the answer.

They all show autumn festivals.

- Check Sts' understanding by eliciting which months of the year are in autumn.

2

- Give Sts time to complete the task in pairs. Alternatively, use this task to pre-teach the vocabulary and elicit which article Sts think the words are in.

**Halloween:** pumpkin, vampire    **Diwali:** fireworks, lamps, procession    **Bonfire Night:** bonfire, fireworks

- Draw Sts' attention to the **Study tip!** box and reinforce that Sts can become better, more independent learners by following this advice.

3

- Depending on your Sts' abilities, decide how many articles you want them to read.
- Give Sts time to complete the task, then check answers.

**LANGUAGE NOTE** This would be a good opportunity to remind Sts how to say dates, e.g. 31st October (*the thirty-first of October*, or *October the thirty-first*). Also, remind them of the use of prepositions, e.g. *on* + date; *in* + month.

*Halloween:* It's on 31st October. People decorate the house, make pumpkin lanterns, dress up and go trick or treating.  
*Diwali:* It's in October or November. People decorate the house with rangoli patterns and special lamps. They wear their best clothes, say prayers, and watch processions and fireworks.  
*Bonfire Night:* It's on 5th November. People stand around the bonfire, eat hot dogs and toffee apples, and watch the fireworks

**EXTRA SUPPORT** Sts read the text(s) and answer the questions in pairs.

**EXTRA IDEA** Divide the class into three groups. Sts in each group read a different text and answer the questions. Put Sts into groups of three (one from each of the original groups) to tell each other about the festival they read about.

4

- Give Sts time to complete the task, then check answers.

1 F There are no fireworks at Halloween.    2 F He makes the lantern.    3 T    4 F It's also celebrated in a lot of British towns.    5 T    6 T    7 T    8 F Hot dogs and toffee apples are traditional.    9 T

**EXTRA CHALLENGE** Sts write one more true or false statement about each festival. They swap with a partner and find the answers, correcting any false information.

5

- Give Sts time to discuss the questions in pairs.
- Find out which festival from the lesson most Sts would like to go to and their reasons why.

**EXTRA IDEA** Sts choose an autumn celebration from their country. They write a short article, similar to those in this lesson, and illustrate it with drawings or photos. This could either be done in class or as homework.

### Video Autumn celebrations

- As an extension to the Culture topic, watch a short film about autumn celebrations and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

# Learn through English

## Supplementary materials

Photocopiable worksheets: Song

### Additional subject notes

- The context of this lesson is the idea of multiple intelligences. The theory was developed in 1983 by Dr Howard Gardner, professor of education at Harvard University. It suggests that people can be intelligent in diverse ways.
- Some examples of activities Sts with different intelligences may enjoy in the English language classroom are:  
**Word:** reading texts, writing stories, doing word puzzles, discussing and debating  
**Picture:** drawing pictures, visualization, use of flashcards, creative project work  
**Music:** listening to music, singing songs, chants  
**Number:** doing puzzles, problem-solving activities, learning grammar rules  
**Body:** miming, acting, running dictations, TPR  
**People:** discussion, mingle activities, working in a group, team games  
**Self:** working alone, personalized project work  
**Nature:** doing activities outside, interacting with nature
- It is helpful to raise Sts' awareness of their own learning style, strengths and weaknesses, and to develop positive learning strategies as a class. The **Study tip!** advice given throughout *Project Explore* aims to enhance Sts' learning strategies and enable them to become more independent, successful language learners. A needs analysis at the start of and at intervals throughout the course can aid identification of Sts' strengths and areas for improvement. Keeping records of mistakes and regular self-assessment helps Sts work on their weaknesses.
- It is also useful for Sts to be aware that their classmates have diverse strengths, weaknesses and learning styles, and to understand that working collaboratively with people with other skill sets can be beneficial. Varying the way and with whom Sts work can help develop a positive, collaborative working atmosphere, and help meet the variety of levels and needs within the class.

**EXTRA IDEA** In pairs, Sts have one minute to make a list of school subjects. Elicit suggestions and write them on the board, focusing on spelling and pronunciation. Make sure to include all the subjects your Sts study.

### Suggested answers

English, Maths, Science, Literacy, History, Geography, Art, Music, Physical Education (PE), Information Technology (IT)

### You First

Sts discuss the question in pairs. Encourage them to give a reason for their choice, e.g. 'My favourite subject is Maths because it's fun and I'm good at it.' Get feedback from some Sts with a different answer to their partner. Do a quick show-of-hands class survey to find out which subjects are the most and least popular.

**EXTRA CHALLENGE** Sts talk about how they feel about all their school subjects, using the expressions from 1B exercise 5a.

**EXTRA IDEA** In their exercise books, Sts draw up their weekly timetable with days, lessons and the names of their subjects in English. They add an icon from 1B exercise 5b next to each subject on the timetable, to illustrate how they feel about it.

## Reading

1

- Give Sts time to complete the task, then check the answer.

Yes, we have multiple intelligences.

- Ask Sts in what different ways they think people can be intelligent.
- Write their suggestions up on the board.

2

- Give Sts time to complete the task, then check answers.

1 Nature 3 Music 6 Body

- Ask Sts to identify the key words in each text (e.g. *Nature Smart – dinosaurs, rock, outside*).
- Go back to the list of Sts' suggestions on the board. Ask Sts if any are similar to what they have read about.

**EXTRA CHALLENGE** In pairs, Sts think of one more example for each strong intelligence, e.g. *Nature Smart – taking care of animals; Music Smart – singing*.

## Listening

3  1-23 Audio script pT88

- Play the audio, twice if necessary, for Sts to listen and write down the speakers' intelligences. Check answers.

1 Word 2 Picture 3 Music 4 Number 5 Body  
6 People 7 Self 8 Nature

**EXTRA SUPPORT** Pause the audio after each speaker. Get Sts in pairs to decide on and write down the answer.

**EXTRA CHALLENGE** Sts also write down key words and examples for each intelligence, e.g. 'Word – writing stories, looking for words in the dictionary, using new words'.

4

- Using the information they have learned in the lesson, Sts discuss the questions with their classmates.

**EXTRA IDEA** Sts race to be the first to find one classmate for each strong intelligence and write down their names.

**EXTRA IDEA** Do a quick class survey to find out which intelligences are the most common.

**EXTRA CHALLENGE** Sts talk to a partner to find out his / her intelligence(s) and examples of it. They write a text about their partner, similar to those on page 21. Alternatively, Sts write a text about themselves.

### 1-24 Song Let's talk about your family!

- The song, written specifically for *Project Explore*, builds on the grammar and vocabulary of Unit 1. Use the Song photocopiable to explore the song further.





What's your favourite subject at school?

## LEARNING IN different WAYS

Is everybody at school the same? Of course not. You can be smart or intelligent in lots of different ways. Scientists say we have multiple intelligences. Every one of us has all these intelligences, but usually one or two of them are very strong.

### 1 SMART



Tom loves dinosaurs and he's got a rock collection, too. He likes studying outside.

### 2 SELF SMART



Emma is quiet and shy. She loves reading books. When she does a project she likes thinking about the best way to do things.

### 3 SMART



Lucas can play the guitar. He likes listening to music when he does his homework.

### 4 PICTURE SMART



Rajesh loves drawing, painting and taking photos. He can read maps very well.

### 5 WORD SMART



Amy likes writing stories and making books. She is a great actor and is always in the school play.

### 6 SMART



Caro is sporty. She's a good dancer and she plays football, too. She doesn't like sitting down and studying.

### 7 PEOPLE SMART



Matt is lively and has got lots of friends. He helps people with their homework, and he likes studying with a friend.

### 8 NUMBER SMART



Olivia can play chess very well and she likes doing sudoku. Her notebooks are always organized.

## Reading

- 1 Read the introduction. Is there more than one way to be intelligent?
- 2 Look at the photos then read about the students. Complete the labels with the correct strong intelligence from the box.

Nature Body Music

## Listening

- 3 1.23 Listen to some more students talking about learning English. What are their strong intelligences?
- 4 **Over to you!** What are your strong intelligences? Compare with your friends. Can you find anybody with the same intelligences as you?



# 2

## I live here

### 2A My home

**YOU FIRST!**

Describe a room in your house.



### Vocabulary

**1 a** Complete the labels with the words in the box.

bed poster table toilet TV

**b** 1.25 Listen and repeat.

### Remember!

in



behind



on



between



under



opposite



in front of



next to



**2 a** Look at the picture again. Read the dialogue and complete with the colour of the ghost.

A He's in the kitchen. He's under the table.

B I know! The \_\_\_\_\_ ghost.

A That's right. Now it's your turn.

**b** 1.26 Now listen and check.

**c** Work with a partner. Student A chooses a ghost and says where it is. Student B guesses the colour of the ghost.

► **Workbook** page 12, exercises 1–2

# 2 I live here

## Unit objectives

describe rooms in a house  
write about your home  
talk about who things belong to  
write a description of a park  
talk about your town  
describe pieces of art

## Language

**Grammar:** *there is / are, a / an, some, any*; possessive adjectives and pronouns; *want / want to*

**Vocabulary:** rooms and furniture; prepositions of place; clothes; shops

**Everyday English:** making and responding to suggestions

**Project:** My personal map

**Culture:** Types of homes

**Learn through English:** Public art

## 2A My home

### Supplementary materials

Workbook: pages 12–13, exercises 1–8

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

### You First

Set a time limit, e.g. two minutes, for Sts to produce a concept map with rooms in the house, and common furniture / things found in these rooms. Get some class feedback and write new vocabulary on the board. Sts then complete the task in pairs.

## Vocabulary

### 1a

- Give Sts time to complete the task.

**LANGUAGE NOTE** In the UK, the *living room* is also sometimes referred to as the *sitting room* or *lounge*. In some houses, the dining room and kitchen are combined and this is called a *kitchen-diner*.

### b 1-25

- Play the audio for Sts to listen, then check answers.

1 table 6 TV 11 toilet 14 poster 15 bed

- Play the audio again, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say an item of furniture and their partner says the room, e.g. 'armchair' 'living room'.

**EXTRA CHALLENGE** In pairs, Sts take turns to say three items of furniture and their partner says which is different, e.g. 'basin, sofa, shower', 'sofa is different, because it isn't in the bathroom'. Stronger Sts can also include extra vocabulary they know.

- Draw Sts' attention to the prepositions of place in the **Remember!** box. Say the words for Sts to repeat.

**EXTRA IDEA** Say sentences about the classroom using the prepositions of place. Sts say if they are true or false and correct the false information, e.g. 'Anna's bag is under the desk.' 'False! It's on the chair.' Alternatively, Sts do the activity in pairs or small groups.

### 2a

- Do a quick review of common colours. Ensure that the following are mentioned, as Sts will need these for the next task: *yellow, blue, green, orange, red, pink, brown, white*.

**EXTRA SUPPORT** Write the colours on the board for Sts to refer to in the next task.

- Give Sts time to complete the task.

### b 1-26

- Play the audio for Sts to listen, then check the answer.

The **red** ghost.

### c

- Give Sts time to complete the task in pairs, using the dialogue in 2a as a model.

**EXTRA CHALLENGE** In pairs, Sts take it in turns to 'hide' a ghost in a room and their partner guesses where it is hiding, e.g. 'He's in the the living room.' 'Is he behind the sofa?' 'No, he isn't.' 'Is he under the carpet?'

➡ **Workbook** page 12, exercises 1–2

➡ **Photocopiable** Grammar and Vocabulary

Reading and Listening

3a

- Elicit what Sts can remember about Halloween from the text in *Autumn celebrations* on page 20.
- Give Sts time to complete the task, then check answers.

Names: Rob, Flo and Jack. No, they don't find the costumes.

b

- Give Sts time to complete the task, then check answers.

2 F They look in their bedrooms, the garage and **the attic**.

3 F First they look **in the wardrobe**. 4 T

c 1-27 Audio script pT89

- Play the audio for Sts to listen and answer the question, then check the answer.

Jack is outside the attic.

**EXTRA IDEA** Before doing the listening task, Sts discuss in pairs how they think the story continues. After listening, find out if any Sts' predictions were correct or similar.

d 1-27 Audio script pT89

- Play the audio again for Sts to complete the task, then check answers.

1 c 2 a 3 b 4 c

**EXTRA SUPPORT** Play the audio through and tell Sts to raise their hand when they hear the answer to each question. Play the audio again and this time pause it each time Sts raise their hand. Elicit the answers.

Grammar *there is, there are; a / an, some, any*

4a

- Give Sts time to complete the task, then check answers.

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

**EXTRA CHALLENGE** Sts complete the task without looking back at the story.

b

- Give Sts time to complete the table, then check answers.

	about one thing	about more than one thing
+	There's <b>a</b> mirror.	There are <b>some</b> old dresses. There are <b>a lot of</b> boxes.
-	There isn't a ghost.	There aren't <b>any</b> costumes.
?	Is there <b>a</b> light?	Are there <b>any</b> costumes?

Additional grammar notes

We use *a / an* with singular countable nouns. We use *a* before a consonant, e.g. There's *a* light.

We use *an* before a vowel, e.g. There's *an* old bath.

Before plural nouns, we use *some* in positive sentences and *any* in negative sentences and questions. *A lot of* refers to a large quantity and can be used in positive and negative sentences and questions.

- Remind Sts to use *is* before a singular noun and *are* before a plural noun.

Pronunciation /eə/

Additional pronunciation notes

The sound /eə/ is a diphthong, which means it is a combination of two vowel sounds – /e/ and /ə/ – in the same syllable. It is a long sound and often precedes the letter 'r'. In these cases, 'r' is usually silent.

5 1-28

- Play the audio, pausing for Sts to repeat. Tell them to focus on copying the rhythm of the chant and the pronunciation of /eə/.

**EXTRA IDEA** Sts say the chant in pairs. One person says lines 1, 2 and 4 and the other line 3. They then swap and repeat.

► Photocopiable Pronunciation

6

- Give Sts time to complete the task, then check answers.

2 No, there isn't. 3 No, there aren't. 4 Yes, there is.

5 Yes, there are.

Additional grammar notes

Point out that in a short answer, *there is* cannot be contracted, i.e. Yes, there is. (NOT ~~Yes, there's.~~)

To form questions, we invert *There* and the verb *be*, i.e. *Is there...?*

**EXTRA IDEA** In pairs, Sts ask and answer additional questions about the picture in exercise 1.

**EXTRA CHALLENGE** Sts do as above, but add extra information in their answers, e.g. 'Are there any pictures in the dining room?' 'Yes, there are some pictures on the wall.'

7

- Tell Sts how many sentences they need to write, or set a time limit in which Sts write as many sentences as possible.

**EXTRA IDEA** Sts swap writing with a partner and discuss whether the sentences are true of their own home.

**EXTRA CHALLENGE** Sts write a detailed description of one room in their house, including prepositions of place for locations. Sts swap writing with a partner. They read their partner's description and draw a plan of the room. Their partner says how accurate the plan is.

Extra

Sts can do this individually or in pairs, either during class or as a homework task.

**EXTRA IDEA** Sts swap work and complete a classmate's crossword.

► Workbook pages 12–13, exercises 3–8

► Photocopiable Grammar and Vocabulary



## Reading and Listening

- 3 a** Read the first part of the story.  
What are the names of the children?  
Do they find the Halloween costumes?



It's Halloween and Rob is looking for the Halloween costumes with his sister Flo and his little brother Jack. They can't find them downstairs. There aren't any costumes in their bedrooms or in the cupboards in the garage.

Then they go upstairs to the attic. It's dark. 'Is there a light?' asks Rob. 'No, there isn't,' says Flo. They look around the attic with their torches. There are some old chairs, there's a big mirror and there are a lot of boxes in the attic. There's an old bath. There's a big wardrobe, too. 'Come on Jack, don't be scared,' says Rob. But Jack doesn't answer.

'Let's look in the wardrobe first,' Rob says. He opens the door of the wardrobe. 'Are there any costumes inside?' asks Flo. 'No, there aren't,' says Rob. 'There are some old dresses.' Then Flo looks in the wardrobe. 'Wait a minute! I can see something in the wardrobe!' she says.



- b** Read the story again. Mark the sentences true (T) or false (F). Correct the false sentences.

- The children are looking for Halloween costumes.
- They look in their bedrooms, the garage and the bathroom.
- First they look in some suitcases.
- Rob opens the wardrobe and sees some dresses.

- c** 1.27 Listen to the end of the story. Where is Jack?

- d** 1.27 Listen again. Choose the correct answer.

- The thing in the wardrobe is \_\_\_\_\_.  
a very hot    b very scared    c very cold
- Rob thinks \_\_\_\_\_ is pulling Flo into the wardrobe.  
a Jack    b his dad    c his friend
- Rob \_\_\_\_\_ Flo.  
a laughs at    b helps    c watches
- Flo thinks \_\_\_\_\_ is in the wardrobe.  
a Jack    b a dog    c a ghost

## Grammar

*there is / there are; a / an; some / any*

- 4 a** Look at the story again and match the sentence halves.

- |                |                                   |
|----------------|-----------------------------------|
| 1 There's      | a a light?                        |
| 2 There isn't  | b some old chairs.                |
| 3 There are    | c a light.                        |
| 4 There aren't | d an old bath.                    |
| 5 Is there     | e any costumes inside?            |
| 6 Are there    | f any costumes in their bedrooms. |

When do we use *a / an, some, a lot of* and *any*?



- b** Look at the story and complete the examples in the table.

	about one thing	about more than one thing
+	There's _____ mirror.	There are _____ old dresses. There are _____ boxes.
-	There isn't a ghost.	There aren't _____ costumes.
?	Is there _____ light?	Are there _____ costumes?

## Pronunciation

/eə/

- 5** 1.28 Listen and repeat.

I'm scared. I'm scared.

There's a ghost on the chair!

Where's the ghost? Where?

At the top of the stairs.

- 6** Look at the picture in exercise 1 again. Answer the questions with *Yes, there is*; *No, there isn't*; *Yes, there are*; *No, there aren't*.

- Are there any chairs in the kitchen? *Yes, there are.*
- Is there a TV in the bedroom? \_\_\_\_\_
- Are there any pictures in the bathroom? \_\_\_\_\_
- Is there a cupboard in the dining room? \_\_\_\_\_
- Are there any posters in the bedroom? \_\_\_\_\_

- 7** **Over to you!** Write sentences about your home. Use *There is / There are*.

*There's a sofa and a TV in my living room. There's a table and four chairs, too.*

► **Workbook** pages 12–13, exercises 3–8

**EXTRA**

Make a crossword with the vocabulary from this lesson. Draw or write the clues.



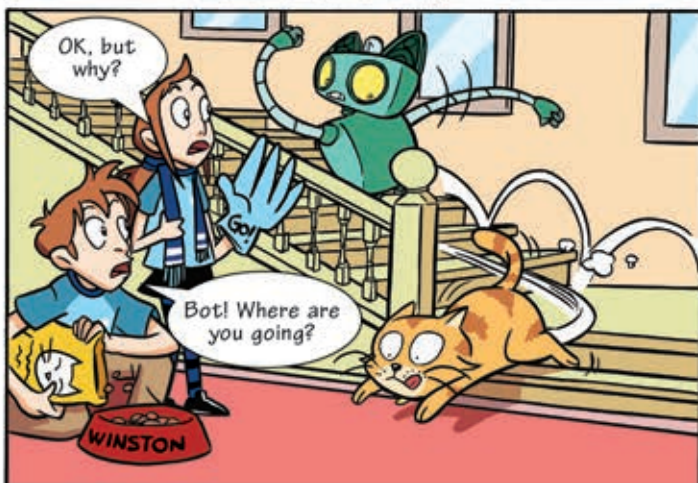
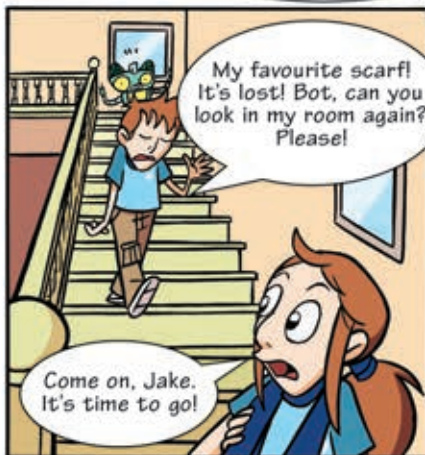
# 2B My things



How many words for clothes can you think of in 30 seconds?

► Workbook page 14, exercise 1

1 1.29 Read and listen to the story. What is Jake looking for?



2 Read the story again. Answer the questions.

- 1 What is Jake's team?
- 2 What colour is Dad's scarf?
- 3 Has Jenny got Jake's scarf?
- 4 Can Jake find his scarf?
- 5 Where is Jake's scarf?
- 6 Has Bot got Jake's scarf?
- 7 Why is Winston running down the stairs?
- 8 Is Winston happy?



## 2B My things

### Supplementary materials

Workbook: pages 14–15, exercises 1–9

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

**EXTRA CHALLENGE** In pairs, Sts write 2–4 more scenes to continue the story. Sts read their classmates' work and see if there are any similar ideas. Sts decide which continuation of the story is the best.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

### You First

Tell Sts to complete the task with a partner. Find out which pair has the most words and ask them to read their list to the class. Write any new vocabulary on the board.

➡ **Workbook** page 14, exercise 1

Ensure that Sts complete this vocabulary review exercise on clothing, before moving on to the story.

**EXTRA IDEA** Get Sts to stand up and position themselves so they can see clearly as many classmates as possible. In pairs, Sts take turns to describe a classmate's clothes and guess who it is, e.g. 'This person is wearing black jeans and a red T-shirt.' 'I know! It's Lily.'

**EXTRA IDEA** Bring in some photos of people wearing different clothes for Sts to describe in pairs.

### 1 1-29

- Elicit what Sts can remember about the story's characters from the Introduction unit and 1C.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story.
- Check the answer to the question.

Jake is looking for his football scarf.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. frustrated, annoyed, surprised). Sts then read the script in groups, each taking a different role.

### 2

- Give Sts time to reread the story and complete the task with short answers, then check answers.

- 1 Manchester City
- 2 Red, white and black
- 3 No, she hasn't.
- 4 No, he can't.
- 5 Under Winston. / Winston is lying on it.
- 6 No, he hasn't.
- 7 Because he wants some food.
- 8 No, he isn't.

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class and the class votes on the best performance. With a large class, to save time and ensure Sts remain interested, put two groups together to perform to each other.



Grammar Possessive adjectives and pronouns

3a

- Give Sts time to complete the task, then check answers.

1 Jake 2 Jake 3 Mum 4 Bot

**EXTRA CHALLENGE** Sts complete the task without looking back at the story.

b

- Point out that the words in bold in exercise 3a are possessive pronouns and are used to indicate that something belongs to someone.
- Give Sts time to complete the table, then check answers.

Possessive adjectives + noun	Possessive pronouns
It's my scarf.	It's mine.
It's your hat.	It's <b>yours</b> .
They're his trainers.	They're <b>his</b> .
It's her jacket.	It's <b>hers</b> .
It's Dad's scarf.	It's <b>Dad's</b> .
They're Jenny's gloves.	They're <b>Jenny's</b> .
It's our house.	It's ours.
It's their robot.	It's theirs.
It's Mum and Dad's car.	It's Mum and Dad's.

**Additional grammar notes**

**Possessive adjectives** are not used on their own. They come before a noun or noun phrase, e.g. It's our house. (NOT ~~It's our.~~)

**Possessive pronouns** are not used before nouns, e.g. It's theirs. (NOT ~~It's theirs robot.~~)

If there is more than one possessive adjective or pronoun, only the second has 's, e.g. It's Mum and Dad's. (NOT ~~It's Mum's and Dad's.~~)

c

- Give Sts time to write the sentences. Point out that the object referred to in each sentence is a scarf.
- Check answers.

b My scarf is blue and white.  
c That's Jenny's scarf, not your scarf.  
d It's Jake's scarf, not your scarf.

**EXTRA CHALLENGE** Sts complete the task without looking back at the story or grammar table.

4

- Give Sts time to complete the task, then check answers.

2 a 3 b 4 a 5 a 6 b

**EXTRA IDEA** In pairs, Sts take turns to say a sentence with a possessive adjective and noun, e.g. 'It's our classroom.' Their partner rephrases the sentence using a possessive pronoun, e.g. 'It's ours.'

5

- Focus on the questions in Bot's speech bubble and draw Sts' attention to the differences between the singular and plural forms.

**EXTRA IDEA** In pairs, Sts describe what the people in the picture are wearing.

- Give Sts time to complete the task, then check answers. Write them on the board for Sts to check their grammar and punctuation carefully.

3 No, it isn't theirs. It's Tony and Tina's.  
4 Yes, they're his.  
5 No, it isn't hers. It's Tony's.  
6 Yes, it's theirs.  
7 Yes, they're hers.  
8 No, it isn't his. It's Tina's.

**LANGUAGE NOTE** Ensure Sts are clear on when 's is used to indicate possession and when it shows a contraction.

- Workbook page 14–15, exercises 2–9
- Photocopiable Grammar and Vocabulary

Speaking

6 1-30

- Play the audio, pausing for Sts to repeat.
- 7
- As Sts play the game, monitor and correct any grammatical errors as necessary.

Extra

Sts can do this task individually or in pairs, either in class or for homework.

Sts swap tests and answer each other's questions.

## Grammar

### Possessive adjectives and pronouns

#### 3 a Who says these sentences in the story?

- 1 That's Dad's, not mine!
- 2 Mine is blue and white.
- 3 That's hers, not yours.
- 4 It's Jake's, not yours!

*Mine, yours, etc. are possessive pronouns.*



It's my scarf. = It's mine.

#### b Read the story again and find the possessive pronouns. Complete the table.

Possessive adjectives + noun	Possessive pronouns
It's my scarf.	It's <u>mine</u> .
It's your hat.	It's ____.
They're his trainers.	They're ____.
It's her jacket.	It's ____.
It's Dad's scarf.	It's ____.
They're Jenny's gloves.	They're ____.
It's our house.	It's ours.
It's their robot.	It's theirs.
It's Mum and Dad's car.	It's Mum and Dad's.

#### c Look at the story again. Rewrite the sentences using possessive adjectives + nouns.

- a That's Dad's, not mine.  
*That's Dad's scarf, not my scarf.*
- b Mine is blue and white. \_\_\_\_
- c That's hers, not yours. \_\_\_\_
- d It's his, not yours. \_\_\_\_

#### 4 Choose the correct pronoun.

- 1 It's Jake's scarf.  
 (a) It's his.                      b It's hers.
- 2 It's Jenny's scarf.  
 a It's hers.                      b It's theirs.
- 3 It's Jake and Jenny's football.  
 a It's ours.                      b It's theirs.
- 4 It's my bedroom.  
 a It's mine.                      b It's yours.
- 5 It's your bedroom.  
 a It's yours.                      b It's theirs.
- 6 Winston is our cat.  
 a He's theirs.                      b He's ours.

We ask about possessions like this.

Whose is this?  
Whose are these?



#### 5 Look at the pictures. Answer the questions.



- 1 Whose is this hat? Is it Tina's?  
*No, it isn't hers. It's Tony's.*
- 2 Whose is this scarf? Is it Zoe's? *Yes, it's hers.*
- 3 Whose is this dog? Is this Zak and Zoe's? \_\_\_\_
- 4 Whose are these trainers? Are these Zak's? \_\_\_\_
- 5 Whose is this scarf? Is it Tina's? \_\_\_\_
- 6 Whose is this car? Is it Zak and Zoe's? \_\_\_\_
- 7 Whose are these gloves? Are they Zoe's? \_\_\_\_
- 8 Whose is this hat? Is it Tony's? \_\_\_\_

► Workbook pages 14–15, exercises 2–9

## Speaking

#### 6 1.30 Get ready to speak Listen and repeat.

- A I think this is Eva's.
- B No, it isn't hers, it's mine.
- B Are these yours, Ivan?
- A No, they aren't Ivan's. They're mine.



#### 7 Play a memory game in groups of three or four. Put some of your things in a bag. Take out one thing and guess whose it is.



Write five test questions for this lesson for your classmates.



# 2C My town

**YOU FIRST!**

Are there any shops near your home or your school? What kind of shops are they?



## Vocabulary

**1** **1.31** Look at the picture. Listen and repeat the names of the shops.

**2 a** Look at the picture again and complete the dialogue.

A Is there a **baker's** on **Long Road**?

B Yes, there is.

A Where is it?

B It's **between the florist's and the** \_\_\_\_.

A Is there a **sweet shop** on **Park Street**?

B No, there isn't.

A Where's the sweet shop?

B It's on Castle Street, next to the \_\_\_\_.

**b** **1.32** Listen and check.

**c** Work with a partner. Student A closes their book. Student B asks about the picture. Use the language in exercise 2a.

**3 Over to you!** Work with a partner. Ask and answer about the shops near you.

► **Workbook** page 16, exercises 1–3

## Reading and Grammar *want/want to*

**4 a** Read the dialogue. Which shops do the children like?

Mum Let's go shopping today.

Dad Good idea. I need some new shoes.

Mum Where do you want to go, Eva? Do you want to go to the bookshop?

Harry Of course she does. She always wants to get a new book. Boring!

Eva I love books. They're not boring, they're amazing!

Mum What about you, Harry?

Eva He doesn't want to go shopping.

Harry You're right. I hate shopping.

Mum That's a pity. I want to buy your birthday present. And I've got a 2-for-1 voucher for Games 4 Us.

Harry Games 4 Us! I love that shop. Let's go now!

**b** Match the sentence halves.

1 Dad wants

a a book.

2 Eva wants

b a game.

3 Harry wants

c some new shoes.



## 2C My town

### Supplementary materials

Workbook: pages 16–17, exercises 1–7

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

**OPTIONAL LEAD-IN** Refer Sts back to the thumb icons on page 13. Elicit and write the corresponding expressions on the board – 'I love / really like / like / don't like / hate / can't stand. Sts tell a partner how they feel about shopping and why,' e.g. 'I hate shopping because it's boring.'

### You First

Give Sts time in pairs to discuss the questions.

### Vocabulary

#### 1 1•31

- Play the audio, pausing for Sts to repeat the words.

**LANGUAGE NOTE** In the UK, a *corner shop* is a small, local shop which sells newspapers, magazines, sweets and some basic food items.

Some shops use the name of the person who works there followed by possessive 's, e.g. baker's, florist's, butcher's. With these, the word *shop* is understood, so can be omitted. Some other examples are chemist's, greengrocer's, jeweller's, stationer's.

Sts sometimes confuse *bookshop* and *library*. Make it clear that you buy books in a bookshop, whereas you borrow them from the library.

**EXTRA SUPPORT** In pairs, Sts take turns to say a number and their partner says the correct shop name in the picture.

**EXTRA CHALLENGE** Sts close their books and, in pairs, try to remember all ten shop names.

- Ask Sts if they mentioned any other shops in the **You First** activity, e.g. clothes shop, supermarket, department store, pharmacy, furniture shop. If so, write them on the board for Sts to copy.

**EXTRA IDEA** In pairs, Sts discuss which shops are the most and least important to them and why.

#### 2a

- Give Sts time to complete the task.

#### b 1•32

- Play the audio for Sts to listen, then check answers.

It's between the florist's and the **pet shop**.  
It's on Castle Street, next to the **corner shop**.

- Remind Sts of the meanings of the prepositions of place *between* and *next to*. Elicit other examples from the class and refer them back to page 22, if necessary.
- Play the audio again, pausing for Sts to repeat.

#### c

- Give Sts time to complete the task in pairs.

**EXTRA SUPPORT** Write prompts on the board for Sts to refer to, e.g.

Is there a...on...Street / Road? Yes, there is. / No, there isn't.

Where's the...? It's...

Allow weaker Sts to do the task with their books open.

#### 3

- Give Sts time to complete the task in pairs.

**EXTRA IDEA** In pairs, Sts write one or two dialogues similar to those in 2a. Choose a few pairs to present their dialogue / s to the class.

**EXTRA CHALLENGE** Sts present a dialogue to the class or another pair, but with some false information. Sts correct the wrong information, e.g. 'The shoe shop is next to the butcher's, not the baker's.'

► **Workbook** page 16, exercises 1–3

### Reading and Grammar *want / want to*

#### 4a

- Give Sts time to complete the task, then check answers.

Eva likes bookshops and Harry likes games shops.

**EXTRA SUPPORT** Choose some confident Sts or volunteers to read the dialogue aloud while the others follow. When Sts hear the name of a shop, they raise their hand.

- Elicit whether Sts like these shops and ask for their reasons why or why not.

#### b

- Give Sts time to complete the matching task, then check answers.

1 c 2 a 3 b

5a

- Give Sts time to complete the task, then check answers.

1 c 2 a 3 d 4 b

b

- Give Sts time to complete the task, then check answers.

They are different because 'She wants to go to a bookshop.' is about an action and 'She wants a book.' is about a thing.

**want + noun:** She wants a book.

**want to + verb:** She wants to go to a bookshop.

**Additional grammar notes**

Remind Sts that they need to add -s after third person singular subject pronouns in the present simple.

e.g. She *wants* a book.

Remind Sts that the negative and question forms use the auxiliaries *don't / doesn't / do / does*.

e.g. I *don't* want... He *doesn't* want... *Do* you want...? *Does* she want...?

6

- Give Sts time to write the sentences, then check answers.

2 want to go to the baker's; want 3 want to go to the bookshop; want 4 wants to go to the shoe shop / sports shop; wants 5 want to go to the butcher's; want

**Additional grammar notes**

Remind Sts that before singular nouns, we use *a* or *an*.

e.g. I want *a* book.

If the noun is plural or uncountable, we use *some*.

e.g. He wants *some* flowers. / They want *some* bread.

7

**EXTRA SUPPORT** Elicit in which shop you can buy each item on the list. Write the shop names on the board for Sts to refer to.

- Give Sts time to practise similar dialogues, then ask a few pairs to present a dialogue to the class.

**EXTRA IDEA** In pairs, Sts write a 5-item list with things they'd like to buy. They swap lists with another pair. Sts repeat the speaking task, using 'they', e.g. 'Do they want to go to the pet shop?' 'Yes, they do. They want to buy a guinea pig.'

**EXTRA IDEA** Divide Sts into groups and get them to stand in a circle. One student says a shop they want to go to and what they want, e.g. 'I want to go to the sports shop because I want a football scarf.' The next student puts the sentence into the third person and then adds their own idea, e.g. 'Emily wants to go to the sports shop because she wants a football scarf. I want to go...' The third student repeats the information and adds another sentence. If a student can't remember information or makes a mistake, they are out. The winning group has the most sentences when you stop the activity.

➡ **Workbook** page 17, exercises 5–6

➡ **Photocopiable** Grammar and Vocabulary

**Writing**

8a

- In pairs, tell Sts to think of some activities people might do in Halford Activity Park.
- Give Sts time to complete the task, then check answers.

1 Welcome to Halford Activity Park 2 Sport for everyone  
3 Skateboard heaven! 4 Are you hungry?

- Ask Sts if any activities they suggested were in the text.

**EXTRA CHALLENGE** Sts write another paragraph for the website with the heading 'Running for everyone!'

b

- Give Sts time to discuss the question in pairs.
- Find out which activities are the most and least popular.

➡ **Workbook** page 17, exercises 7a–b

Sts should do these Workbook exercises, which focus on conjunctions, before they do the writing task.

**LANGUAGE NOTE** Make sure Sts are clear on when and how to use *or*, *and*, *because*, *but*, *too*.

*or* – Used to connect two or more alternatives, e.g. You can play tennis *or* football.

*and* – Used to express addition, e.g. The park has tennis courts *and* football pitches.

*because* – Used when we focus on the reason for something, e.g. We're going to the café *because* we're hungry.

*but* – Used to express contrast, e.g. I can skateboard very well, *but* my brother can't.

*too* – Used at the end of a clause to mean 'also' in informal situations, e.g. There's an amazing café in the park, *too*.

9

**EXTRA SUPPORT** Read the questions as a class and elicit what information each asks for, e.g. location, opening times, activities. Write useful phrases on the board for Sts to use, e.g. My perfect park is in... / The Park's open from...to...

- Give Sts time to think about their perfect park and make notes. Monitor and help with any vocabulary Sts need.
- Give Sts time to write their text. Encourage them to try and include the words *or*, *and*, *because*, *but*, *too* at least once.
- Correct Sts' work or point out mistakes for self-correction.

**EXTRA SUPPORT** Sts write one text in pairs.

**EXTRA IDEA** Sts copy out and illustrate a corrected version of their text. Display the texts around the classroom. Sts read each other's work and decide which three parks they'd most like to visit and why. Sts get into groups and share their ideas. Encourage use of *want*, e.g. 'I want to visit Toby's park because I want to...'

**Extra**

Sts can do this activity at any point in the lesson.

5 a Read the dialogue in exercise 4 again. Match the pictures (1–4) to the sentences (a–d).



- a She always wants a new book.
- b I want to buy your birthday present.
- c Do you want to go to the bookshop?
- d He doesn't want to go shopping.

b Look at the sentences. How are they different? Match the rules to the sentences below them.

We use *want* + noun.

We use *want to* + verb.

She wants to go to a bookshop.

She wants a book.

6 Look at the example and complete the sentences. Use *want* or *want to*.

### Remember!

I want to... He/She wants to...

- 1 He wants to go to the florist's because he wants some flowers.
- 2 They     because they     some bread.
- 3 I     because I     a book.
- 4 She     because she     some trainers.
- 5 We     because we     some sausages.

7 Work with a partner. Look at the shopping list. Ask and answer questions.

cat food  
some boots  
a book  
some cakes  
a box of chocolates

Does he want to go to the pet shop?

Yes, he does. He wants to buy some cat food.

Does he want to go to the games shop?

No, he doesn't.

► Workbook page 17, exercises 5–6

## Writing

8 a Get ready to write Read the website about Halford Activity Park. Complete the title for each section. There is one title you don't need.

Welcome to Halford Activity Park  
Running for everyone!  
Sport for everyone Skateboard heaven!  
Are you hungry?



b Which activities would you like to do in the park?

► Workbook page 17, exercise 7

9 Write about the perfect park for you.

- 1 Where do you want to have your perfect park?
- 2 When is it open?
- 3 What do you want to do in your perfect park?
- 4 Who are the activities for?
- 5 When are they?
- 6 Is there a café or restaurant in your park?
- 7 What do you want to eat and drink there?



How many words that start with these letters can you write in one minute?

S sport H hat O on P pen



# 2D Out and about



What can you do in your town? Where do you meet friends?  
Are there any museums, parks, shopping centres, cafés, swimming pools?



► **Workbook** page 18, exercise 1

**1** **1.33** Read and listen to the story. What does Pablo want to do?



**Viki** Look! I'm going to the museum on Saturday to take photos.  
**Ravi** Interesting.  
**Viki** Would you like to go with me?  
**Ravi** Yes, I'd love to. Pablo?  
**Pablo** Ravi, we can't. We've got...football on Saturday. Sorry!  
**Ravi** We can go after football.  
**Viki** Great.



**Viki** Hi boys! Are you OK, Pablo?  
**Pablo** No, I'm really hungry!  
**Ravi** We can go to the café later. Why don't we start with the mummies?  
**Viki** I'm not sure. What about starting with the dinosaurs?  
**Ravi** OK. Let's do that. Come on Pablo! Hurry up!  
**Pablo** I don't want to take photos of the dinosaurs! I want to eat a dinosaur!



**Viki** This T-Rex is amazing!  
**Ravi** Yes! I've got some great photos.  
**Viki** Shall we take some photos of the whales now?  
**Ravi** What do you think, Pablo?  
**Pablo** I don't feel like taking photos of the whales. I'd like to eat a whale!  
**Viki** Oh, all right Pablo! How about going to the café now?  
**Pablo** That's a great idea! Have they got big sandwiches?



**Viki** Here you are, Pablo! It's a museum special. It's a huge dinosaur and whale sandwich.  
**Pablo** Dinosaur and whale? I don't think I'm very hungry now.  
**Viki** I'm only joking. It's ham and cheese. Would you like some cake, too?  
**Pablo** Yes, please. That's the best idea of the morning!

**2** Read the story again. Answer the questions.

- 1 Do they all want to go to the museum?
- 2 What does Ravi want to start with?

- 3 What does Viki want to start with?
- 4 What does Pablo eat in the café?

## 2D Out and about

### Supplementary materials

Workbook: page 18, exercises 1–2; page 19, exercises 1–4  
Photocopiable worksheet: Everyday English

#### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Give Sts time to discuss the questions in a group. Encourage Sts to describe where the places are, using the language from page 26. Get feedback on the most popular places to meet.

**EXTRA IDEA** Organize the class into teams and give each a board pen. Give a sentence describing what you want to do, e.g. 'I want to have a coffee / watch a film / get some money / buy some flowers.' Teams race to be the first to write the place in the town where you can do this on the board, e.g. café / cinema / bank / florist's. The first team with the correct answer and spelling gets a point. The winning team has the most points at the end. As an alternative to a board race, Sts try to be the first to stand up, say and spell the place.

### ► Workbook page 18, exercise 1

Get Sts to do the vocabulary review before reading the story. Remind Sts that the adverb of frequency comes before the verb.

**EXTRA IDEA** In pairs, Sts discuss how often they do the activities in the pictures. Get feedback from pairs on any similarities.

### 1 1.33

- Ask the class if anyone often goes to museums. If so, find out what they enjoy looking at there.
- Ask Sts who often takes photos and elicit what they like taking pictures of.
- Elicit which characters Sts can see in the story (Viki, Ravi and Pablo) and who is missing (Keira). Recap on what we already know about these characters.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.
- Check the answer to the question.

Pablo wants to go to the café and have something to eat.

### 2

- Give Sts time to complete the task, then check answers.

- 1 No, they don't. Viki and Ravi want to go, but Pablo doesn't.
- 2 He wants to start with the mummies.
- 3 She wants to start with the dinosaurs.
- 4 He eats a ham and cheese sandwich and some cake.

**EXTRA SUPPORT** Play the audio again and pause it after the information relating to each question. Elicit answers from the class.

- Ask for a show of hands who would like to go to the museum with the children. Get feedback on why Sts would or wouldn't want to go.

**EXTRA IDEA** Sts take parts and act out the story in groups.

#### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

Everyday English

3a

- Give Sts time to complete the task.

b 1-34

- Play the audio for Sts to listen, then check answers.

1 a 2 c 3 e 4 b 5 d

- Play the audio again, pausing for Sts to repeat each question. Focus on stress and intonation.
- Draw Sts' attention to the examples of suggestions. Ensure Sts are clear on the verb forms used after each.

Would you like to...? Shall we...? Why don't we...?	+ bare infinitive
How about...? What about...?	+ -ing verb

c

- Give Sts time to complete the table, then check answers.

Saying yes to a suggestion.	Saying no to a suggestion.
Yes, I'd <b>love to</b> . That's <b>a great idea</b> . OK. Let's <b>do that</b> .	I'm <b>not sure</b> . I <b>don't feel like</b> taking photos of whales.

- Point out that *Let's* is followed by a bare infinitive and *don't feel like* is followed by an *-ing* verb.
- Say the phrases for Sts to repeat. Focus Sts' attention on expressing feeling, e.g. enthusiasm, uncertainty.

4

- Give Sts time to complete the task, then check answers.

1 a 2 b 3 a 4 a 5 a

**EXTRA IDEA** In pairs, Sts ask each other the questions and respond with a phrase to say 'Yes'. Sts swap partner and repeat the task, but respond with a phrase to say 'No'.

➡ **Workbook** page 18, exercise 2

Listening

5a 1-35 Audio script pT89

- Tell Sts to look at the answers (a–d). Elicit what people can do in these places.
- Play the audio for Sts to listen and complete the task, then check answers.

1 c 2 a 3 d 4 b

b 1-35 Audio script pT89

- Play the audio again for Sts to complete the task, then check answers.

1 What time are they meeting?  
1 four o'clock 2 two o'clock 3 three o'clock 4 half past eleven  
2 What do they decide to do?  
1 play basketball 2 go to the café 3 play tennis 4 go to the cinema

**EXTRA SUPPORT** Play the audio twice. The first time, Sts listen for the times. The second time, they listen for the activities.

**EXTRA SUPPORT** Stop the audio after each dialogue. Sts discuss and write down the answers with a partner.

Speaking

6a 1-36

- Play the audio for Sts to listen and complete the task, then check answers.

**Ravi** Hi Keira. Would you like to go to the park this afternoon?  
**Keira** Yes, I'd love to.  
**Ravi** What about **meeting at four o'clock**?  
**Keira** OK.  
**Ravi** Shall we **go rollerblading**?  
**Keira** I'm not sure. I can't **rollerblade** very well. How about **playing basketball**?  
**Ravi** That's a good idea.

- Remind Sts that the modal verb *can* / *can't* is followed by the bare infinitive.
- Tell Sts to read the dialogue aloud with a partner.

b

- Tell Sts to use the prompts to write a similar conversation, using the key language from the lesson.

**LANGUAGE NOTE** Remind Sts about saying times correctly. Before the time, we use the preposition *at*, e.g. *Let's meet at five o'clock*.

In spoken English, we sometimes omit *past* when we use *half*, e.g. *half past four* or *half four* (4.30).

Instead of using *quarter* and *half*, we can use numbers, e.g. *quarter to three* or *two forty-five*.

- Monitor and correct Sts' writing as required.
- Tell Sts to read their dialogues aloud with a partner.

**EXTRA SUPPORT** Sts write a dialogue with a partner.

**EXTRA CHALLENGE** Sts write a second dialogue using their own ideas.

7

- Sts mingle and invite their classmates. If someone answers 'Yes', they should continue the conversation and decide when to go and what to do.
- Get some feedback from the class and find out who had their invitation accepted by the most Sts.

**EXTRA IDEA** Tell Sts to imagine tomorrow is Saturday and write down three things they want to do. Sts mingle and find a classmate to do each activity with.

➡ **Photocopiable** Everyday English

Story

➡ **Workbook** page 19, exercises 1–4

**EXTRA IDEA** Sts read the story aloud in groups of three. Choose one group to present the story to the class.

**EXTRA CHALLENGE** Sts cover the text and look at the pictures. In pairs, they retell the story.



## Everyday English

**3 a** Look at the story again. Match the sentence halves.

- |                     |                                       |
|---------------------|---------------------------------------|
| 1 Would you like to | a go with me?                         |
| 2 Why don't we      | b take some photos of the whales now? |
| 3 What about        | c start with the mummies?             |
| 4 Shall we          | d going to the café now?              |
| 5 How about         | e starting with the dinosaurs?        |

**b** **1.34** Listen and check.

You can make suggestions like this.

Would you like to  
Shall we go to town?  
Why don't we  
How about going to town?  
What about



**c** Look at the story again and complete the table with possible answers.

You can answer suggestions like this:



Saying yes to a suggestion.	Saying no to a suggestion.
Yes, I'd ____ That's ____ OK. Let's ____	I'm ____. I ____ taking photos of whales.

**4** Complete the sentences with the correct answer.

- Would you like to \_\_\_\_ to town this afternoon?  
a go                      b going
- What about \_\_\_\_ at the bus stop?  
a meet                      b meeting
- Shall we \_\_\_\_ the street artists?  
a watch                      b watching
- Why don't we \_\_\_\_ clothes?  
a look at                      b looking at
- How about \_\_\_\_ a pizza?  
a getting                      b get

► **Workbook** page 18, exercise 2

## Listening

**5 a** **1.35** Listen to the dialogues. Where do the children want to go? Match the dialogues (1–4) to the places (a–d).

- a the shopping centre  
b the cinema  
c the park  
d the sports centre

**b** **1.35** Listen to the dialogues again. Answer the questions for each dialogue.

- |                               |                              |
|-------------------------------|------------------------------|
| 1 What time are they meeting? | 2 What do they decide to do? |
| Dialogue 1 ____               | Dialogue 1 ____              |
| Dialogue 2 ____               | Dialogue 2 ____              |
| Dialogue 3 ____               | Dialogue 3 ____              |
| Dialogue 4 ____               | Dialogue 4 ____              |

## Speaking

**6 a** **1.36** Get ready to speak Listen to the first dialogue again. Complete the sentences.

- Ravi Hi Keira. Would you like to **go to the park** this afternoon?  
Keira Yes, I'd love to.  
Ravi What about \_\_\_\_?  
Keira OK.  
Ravi Shall we \_\_\_\_?  
Keira I'm not sure. I can't \_\_\_\_ very well. How about \_\_\_\_?  
Ravi That's a good idea.

**b** Write a short dialogue. Use any of the places, times and activities in the boxes.

the sports centre    town    the shopping centre  
the park    my house

half past four    quarter past two  
quarter to three    five o'clock

play badminton    go to the park    look at clothes  
watch street artists    go for a walk

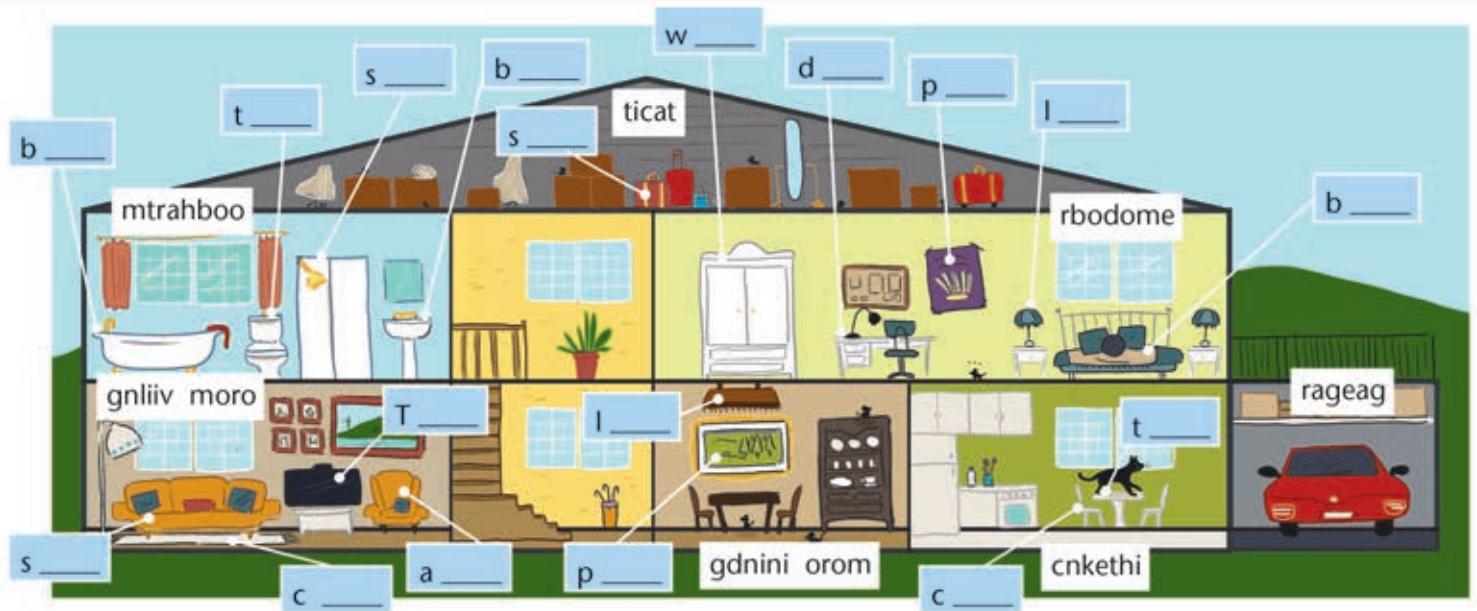
**7** Talk to your classmates. Can you find someone who accepts your invitation?

## Story

Read the story on page 19 of the Workbook and do the exercises.



# 2 Revision



## Vocabulary

- Reorder the letters of the words in the white boxes to label the rooms in the house. Then complete the name of things you can find in each room starting with the given letters.
- Look at Ed's shopping list. Write the names of the shops he goes to.

### Shopping list

book – **bookshop**      boots – \_\_\_\_  
 bread – \_\_\_\_      a football – \_\_\_\_  
 sausages – \_\_\_\_      some chocolates – \_\_\_\_  
 a plant – \_\_\_\_      a hamster – \_\_\_\_

## Grammar

- Look at the picture in exercise 1 and find the mice and the cats. Write sentences with *There is*, *There isn't*, *There are*, *There aren't*. Use *a/an*, *some*, *a lot of*.
  - (cat/kitchen) **There's a cat in the kitchen.**
  - (cats/living room) \_\_\_\_
  - (mouse/bedroom) \_\_\_\_
  - (mice/attic) \_\_\_\_
  - (mice/dining room) \_\_\_\_
  - (mouse/bathroom) \_\_\_\_
- Rewrite the sentences using possessive pronouns.
  - It's my hat. **It's mine.**
  - They're your gloves.
  - It's his shirt.
  - It's her scarf.
  - They're our dogs.
  - It's their car.

- Look at the pictures and the table below. Write five sentences with *want*/*don't want* about Holly and Ed.

Holly wants to take photos.

Holly	✓	✓	✗
Ed	✗	✓	✓

- Work with a partner. Play a memory game. Cover the table in exercise 5a. Ask about Holly and Ed.

Does Ed want to go swimming?

Yes, he does.

## Everyday English

- Complete the conversation with words from the box below.

meeting    let's do that    That's a great idea  
 Shall    What about    I don't feel like    **you like to**

Holly Would **you like to** take photos at the park today?  
 Ed Sorry, \_\_\_\_ taking photos. \_\_\_\_ going to the swimming pool?  
 Holly \_\_\_\_ . \_\_\_\_ we go by bus?  
 Ed Great. How about \_\_\_\_ at mine at four o'clock?  
 Holly OK, \_\_\_\_ . See you later.

► **Workbook** pages 20–21, exercises 1–7

## Revision

### Supplementary materials

Workbook: pages 20–21, exercises 1–7

Online Practice

Unit test 2

## Vocabulary

1

**attic:** suitcase

**bathroom:** bath, toilet, shower, basin

**bedroom:** wardrobe, desk, poster, lamp, bed

**living room:** sofa, carpet, TV, armchair

**dining room:** light, picture

**kitchen:** cupboard, table

2

bread – **baker's**

sausages – **butcher's**

a plant – **florist's**

boots – **shoe shop**

a football – **sports shop**

some chocolates – **sweet shop**

a hamster – **pet shop**

## Grammar

3

2 **There aren't any** cats in the living room.

3 **There's a mouse** in the bedroom.

4 **There are a lot of** mice in the attic.

5 **There are some** mice in the dining room.

6 **There isn't a** mouse in the bathroom.

4

2 They're yours.

3 It's his.

4 It's hers.

5 They're ours.

6 It's theirs.

5a

2 Ed doesn't want to take photos.

3 Holly wants to go swimming.

4 Ed wants to go swimming.

5 Holly doesn't want to meet friends.

6 Ed wants to meet friends.

b

- Sts could do this as a written task if that is more practical.

## Everyday English

6

**Holly:** Would you like to take photos at the park today?

**Ed:** Sorry, **I don't feel like** taking photos. **What about** going to the swimming pool?

**Holly:** **That's a great idea.** **Shall** we go by bus?

**Ed:** Great. How about **meeting** at mine at four o'clock?

**Holly:** OK, **let's do that.** See you later.

➡ **Workbook** pages 20–21, exercises 1–7

➡ Unit test 1



## My project

### Project checklist

#### Materials for the lesson

- Rough paper (for draft maps)
- Poster paper (one sheet per student)
- Coloured pens and pencils
- Sticky notes (at least four per student)

**OPTIONAL LEAD-IN** Organize the class into teams. One student in each should sit with their back to the board and must not turn around. The others sit facing the board and their teammate. Write the name of a place in the town on the board. The Sts facing the board mime what you can do in this place, e.g. clothes shop: Sts mime trying on clothes. The first student to guess the place and shout out the correct word gets a point for their team. Rotate Sts, so everyone has a chance to guess. The winning team has the most points at the end.

### Task

Give Sts time to discuss in pairs which places are important to them and why. Find out which places were popular and elicit reasons.

1

- Give Sts time to complete the task, then check answers.

**Places on the map:** his school, his favourite shop, his house, the square with a basketball court, some other shops and houses.

**He writes about** his school, his favourite shop, his home, his friend's house, the square.

- Ask Sts whether they mentioned any of the places on Oli's map during the **You First** activity.

2

- Give Sts time to study the map in more detail and complete the task, then check answers.

1 T 2 F 3 F It takes him ten minutes to walk to school.  
4 F 5 T

3

- Give Sts time to complete the task, then check answers.

1 Oli, his mum, dad and sister 2 half past eight 3 after school and on Saturdays 4 play basketball, rollerblade and chat 5 pencils, notebooks, comics, sweets and ice creams

4

- Give Sts time to complete the task, then check answers.

1 important 2 blue line 3 pictures 4 notes and arrows  
5 clear

**EXTRA SUPPORT** Explain the vocabulary in the box before Sts do the task.

- Give Sts time in groups to think of other suggestions for what makes a good personal map. Encourage them to share ideas and make it clear that there are no right and wrong answers.
- Get feedback and write Sts' suggestions on the board.
- Tell Sts to discuss what they like about Oli's project and what they would do the same or differently.

5

- Sts follow the steps to produce their own personal map.
  1. Tell Sts to think back to the places they talked about in the **You First** activity. They may also have extra ideas after looking at Oli's map and talking to their classmates.
  2. Tell Sts to sketch their map in pencil in their exercise books (or give them some rough paper to use). Monitor and give help if needed. Try not to give too much guidance, however, as this is a personal task and Sts should be given freedom to approach it as they wish. When Sts are satisfied with their ideas, give them a piece of poster paper to reproduce their map.
  3. Encourage Sts to make their map attractive and unique.
  4. Tell Sts to firstly write their notes in their exercise books. Suggest they write between two and four. Monitor and correct mistakes or point out errors and encourage Sts to self-correct. Give Sts some sticky notes to copy their text onto and attach to their map.

6a

- Give Sts time to prepare for their presentation. Monitor and help with language and pronunciation.
- Sts take turns to give their presentation.

**EXTRA IDEA** With a large class, divide Sts into smaller groups to give their presentations. Sts then pair up with someone from a different group and share what they found out. As an alternative, divide the presentations up over several lessons.

b

- Reinforce the importance of actively listening and asking questions to show interest.
- Tell Sts they must ask at least one question during the presentations.

**EXTRA SUPPORT** To generate ideas for possible questions to ask, elicit what Sts would ask Oli about his project.

- Display the finished projects in the classroom for Sts to read in more detail.

**EXTRA IDEA** Give Sts some sticky notes each. Set a time limit. Get Sts to mingle and look at some of their classmates' projects. They write positive feedback about the project on a sticky note and attach it to the poster. Sts read their classmates' comments.

**EXTRA IDEA** Sts choose a classmate's map which shows the area that they would most like a real-life tour of. Get feedback and take a class vote to find out the most popular map.

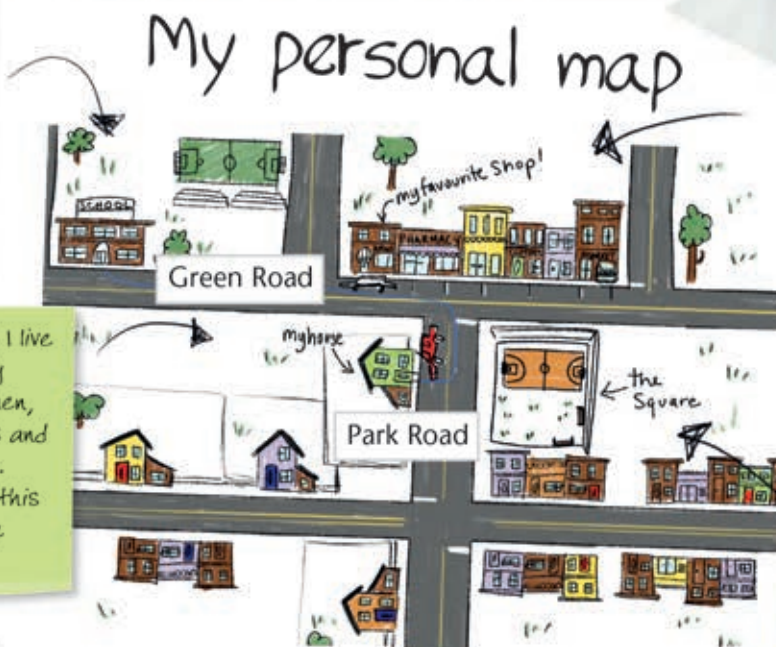
## TASK

What's a personal map? It's a map of your area that shows the places that are important to you. Every personal map is different! What would yours show?



This is my school. It's a big school. I'm in Year 8. I go to school every day from half past eight to three o'clock. I walk to school. The blue line is my route from home to school. It takes 10 minutes to walk to school.

I live here, at 23 Park Road. I live with my mum and dad and my sister, Kate. There's a kitchen, a living room, two bathrooms and three bedrooms in our house. My best friend Tom lives on this street, too. His house is one minute from mine!



This is my favourite shop. It's a newsagent's. I buy my pencils and notebooks here. They've got comics, sweets and ice creams, too. My friends and I go to this shop after school.

This is the square, it's opposite my house. I meet my friends here after school and on Saturdays. We play basketball, we rollerblade and we chat. It's my favourite place in town.

- 1 Look at Oli's project. What places are on his map? Which places does he write about?
- 2 Look at Oli's map and notes. Are the sentences true (T) or false (F)? Correct the false sentences.
  - 1 Tom is Oli's best friend. He lives near Oli.
  - 2 Oli's school is on Oak Street.
  - 3 It takes Oli one minute to walk to school.
  - 4 There's a café on Park Road.
  - 5 The square is opposite his house.
- 3 Read Oli's notes again. Answer the questions.
  - 1 Who lives in Oli's house?
  - 2 What time does school start?
  - 3 When does he meet his friends at the square?
  - 4 What do they do in the square?
  - 5 What can you buy in the newsagent's?
- 4 Complete the sentences about what makes a good personal map.

clear pictures blue line  
notes and arrows important

- 1 Oli's map shows the places that are \_\_\_\_\_ for him.
- 2 Oli uses a \_\_\_\_\_ to show his route.
- 3 Oli uses \_\_\_\_\_ to show the shops.
- 4 Oli uses \_\_\_\_\_ to give extra information about some of the places on his map.
- 5 Oli's map isn't very beautiful, but it's \_\_\_\_\_.

- 5 Create your own poster with a personal map. Follow the instructions.

- 1 Think about the places that are important to you.
- 2 Draw your map. Check your map. Then copy it onto your poster.
- 3 Add colours and small pictures to your map.
- 4 Write two or three sticky notes to explain the important places. Check them carefully for spelling and grammar.

- 6 a Present your personal map to the class. Tell your classmates about the important places on your map.

- b Answer your classmates' questions about your map.

There are three important places on my map.

What is the red line?

Why do you go to the river?





# 2 Culture

**YOU FIRST!**

Lots of people live in houses or flats. Where else can people live?

## Homes



Hi, I'm Hannah. I live in a terraced house. That means we share two walls with our neighbours. It's not a problem! They're our friends. Our house is quite small.

<sup>1</sup> \_\_\_\_\_. We've got a small garden. <sup>2</sup> \_\_\_\_\_ I love living here. It is near my school and I can walk into town.



This is my grandparents' house. They don't live in the centre of town, they live in the suburbs. I love their house because it has got a big garden. They've got four bedrooms, so we can stay with them in the holidays. There's a big kitchen, too. <sup>3</sup> \_\_\_\_\_. I love helping her make cakes. We always have fun at Grandma's!



My aunt lives in London. She lives in a block of flats. <sup>4</sup> \_\_\_\_\_. She hasn't got a garden but she's got a brilliant balcony. You can see all of

London from it. Her flat is a great place to live. The only problem is when the lifts don't work!



My uncle Sam lives on a canal boat in the centre of the city. The boat is beautiful. <sup>5</sup> \_\_\_\_\_. It's amazing inside. There's a kitchen, a living room, two bedrooms and a bathroom. They are all very small! At the weekends he goes for trips along the canals. It's fun staying with uncle Sam!



- 1 Look at the photos. Are any of these homes like yours?
- 2 **a** Choose two texts and read them. Ignore the gaps for now. What kind of homes are the texts about?  
**b** Read your texts again. Choose the correct sentences (a–e) to complete the gaps (1–5).  
a Dad grows flowers and vegetables in it.  
b Grandma is a great cook.  
c It's got traditional decorations.  
d Her flat is on the eleventh floor.  
e I share a bedroom with my sister.
- 3 **1.37** Listen to an interview with Hannah's Uncle Sam. Choose four things from the box that he talks about.

ducks   vegetables   his friends  
the size of his boat   the tourists

- 4 **1.37** Listen to the interview again and answer the questions.

- 1 What's the name of Uncle Sam's home?
- 2 Where is his garden?
- 3 What is his favourite thing about the canals?
- 4 What doesn't he like about living on a boat?
- 5 How many people live on canals in the UK?

- 5 **Over to you!** Think about you and your country. Answer the questions.

- 1 Do people usually live in houses or flats?
- 2 Do people have unusual homes?
- 3 Which of the homes in this lesson is most like yours?
- 4 Which of the homes in the photos would you like to live in? Why?



## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below are some additional details about the types of homes mentioned in the lesson.

**Terraced house:** This house is in a row of three or more near-identical houses which share both side walls. The exceptions are the end-of-terrace houses, which share just one wall. These houses usually have two storeys and a small back garden. It is quite common for people to convert the attic into an additional bedroom. This style of house originated in Europe in the 16th century.

**Detached house:** This one-family house stands alone and doesn't share any walls with other buildings. They are usually situated in suburbs or rural areas and are more private and expensive than other types of houses. There is usually a small front garden, with a driveway and garage, and a larger back garden. A semi-detached house is attached on one side only to another house.

**Flat:** This is a living area that is self-contained in part of a multi-storey building called a block of flats. In the US, this is called an apartment block. Flats are often located in inner city areas. They may have their own balcony and there is sometimes a communal outdoor space or garden. It became popular to build blocks of flats in the UK in the mid-1940s.

**Canal boat:** The UK has over 2,000 miles of navigable canals and rivers. Canal boats, which are also known as narrowboats, were originally built between the 18th and 20th centuries to transport goods on this extensive waterway system. Currently in the UK, around 15,000 people live on canal boats. Some people moor their boat in one place, whereas others cruise around.

**OPTIONAL LEAD-IN** Draw a basic house on the board. Choose an item of vocabulary related to the home, e.g. kitchen. Draw a row of short lines on the board, each representing a letter in the word, e.g. \_ \_ \_ \_ \_ Sts suggest a letter. If it's in the word, write it into the correct gap, e.g. \_ \_ t \_ \_ \_ If it isn't in the word, write the letter at the top of the board and rub out part of the house, e.g. the roof, the door, a window. Sts try to guess the whole word before the house disappears. Alternatively, Sts play the game in pairs or small groups.

### You First

Give Sts time in pairs to answer the question. Get feedback and write ideas on the board. Tell Sts to discuss in pairs which of the places they would most and least like to live and why.

1

- Give Sts time to discuss the question in pairs.
- Get feedback from Sts who answered 'Yes' and ask what the similarities are.

2a

- Allow Sts to choose the two places they are most interested in. Tell them to skim the texts and answer the question.
- Check answers.

1 a terraced house 2 a house in the suburbs  
3 a block of flats 4 a canal boat

b

- Give Sts time to complete their texts with the missing sentences. Encourage them to look for key words (e.g. flowers and vegetables), repetition of vocabulary (e.g. flat) or use of pronoun referents (e.g. It).
- Check answers and elicit what helped Sts identify the right sentences.

1 e 2 a 3 b 4 d 5 c

**EXTRA SUPPORT** Sts read just one text and complete the tasks. Alternatively, Sts work in pairs and do the tasks together.

**EXTRA IDEA** In pairs, Sts read all four texts between them and do task 2b together. They then tell each other about the places they read about.

**EXTRA CHALLENGE** Sts read and complete all four texts.

3 1-37 Audio script pT89

- Elicit where Uncle Sam lives (*on a canal boat*) and what Sts already know about his home.
- Play the audio for Sts to listen and complete the task, then check answers.

the size of his boat, vegetables, ducks, the tourists

4 1-37 Audio script pT89

- Elicit what information Sts need to listen for, e.g. name, location, number.
- Play the audio again for Sts to listen and complete the task, then check answers.

1 Aunt Sally 2 on top of the boat 3 nature 4 tourists  
5 about 15,000

**EXTRA SUPPORT** Play the audio a further time for Sts to complete the task. Alternatively, pause it just before and then after the answer to each question, and elicit answers.

**EXTRA CHALLENGE** Sts listen to the audio again and make notes with extra information, e.g. size of the boat, what grows in the garden.

**EXTRA IDEA** Sts tell a partner what they would name their canal boat and why. Get feedback and vote for the best names.

5

- Give Sts time to discuss the questions in small groups. Find out which home is the most popular and elicit reasons.

**EXTRA IDEA** Sts write a text about their own or a family member's home and add a photo or illustration. Display the texts for Sts to read each other's work.

**EXTRA CHALLENGE** Tell the class your three favourite things about your own home, giving reasons. In pairs, Sts then explain their three favourite things about their home.

### Video Birmingham – an interesting city

- As an extension to the *Culture* topic, watch a short film about Birmingham and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Additional subject notes

Below are some additional details about the works of art in the lesson.

**CowParade:** This is the largest and most successful public art event in the world. Since 1999, events have been held in 79 cities around the world, including New York, London, Prague, Tokyo and Rio. For each event, the cows are painted by local artists, both professional and amateur. On average, between 75 and 150 cows are displayed in public places, such as streets and parks, for between two and four months. In total, worldwide, over 5,000 cows have been painted by more than 10,000 artists. Over 250 million people have seen at least one of these famous cows. Two to three weeks after each public display ends, the cows are sold in a live auction and the money is given to charities. So far, CowParade events have raised over \$20 million for numerous charities.

**Cloud Gate:** This sculpture, situated in Chicago's Millennium Park, was designed by Anish Kapoor and completed in 2006. It is one of the world's largest outdoor installations, measuring 20 metres long by 10 metres high. The sculpture is made of stainless steel and is nicknamed 'The Bean', because of its shape.

**Yarnbombing:** This is a kind of street art, often done secretly, which involves producing colourful displays of knitted yarn. Yarnbombers might cover park benches, lamp posts, telephone boxes or bicycle racks with brightly coloured knitted pieces, or dress public statues in knitted clothing. The art form is thought to have started in 2005 in the USA and has since spread all over the world. The main motivation behind yarnbombing is to bring life and colour to a community.

**Banksy:** He is a British street and graffiti artist. His artwork first appeared in Bristol, in the south-west of England, in the 1980s. However, nobody really knows his true identity. He usually draws in public places, for example on buildings or at train stations, and his art is often about politics, war and other controversial topics.

**OPTIONAL LEAD-IN** Set a time limit, e.g. two minutes. In pairs, Sts write down as many words as possible related to art. Find out which pair has the most words and ask them to read their list to the class.

### You First

Elicit the answer to the question and ask Sts where the pieces of public art are located. With stronger classes, write some or all of the language below on the board and tell Sts to describe their favourite piece to a partner. To get Sts engaged in the topic, you could show them pictures of some local works of public art.

### Additional language notes

Useful language for describing pieces of art:

*It's a... + [piece of art] (e.g. painting, sculpture, statue)*

*It was painted / sculpted / drawn / carved by... + [name]*

*It's made of... + [material] (e.g. wood, stone, wool, paper, metal, plastic, brick, clay, glass)*

*It's... + [shape] (e.g. round, oval, square, rectangular, cylindrical, shaped like a...)*

*It's... + [size] (e.g. ...metres high, long, wide, deep, the size of a...)*

*It's... + [colour / texture] (e.g. multi-coloured, dark, bright, rough, smooth)*

*I think it's... + [opinion adjective] (e.g. interesting, artistic, beautiful, ugly, mysterious, dramatic)*

1

- Give Sts time to complete the task, then check the answer.

It is art that is outside, in streets, squares and parks.

2

- This is a pre-reading task, to introduce vocabulary Sts will need in order to understand the texts more easily.

Give Sts time to complete the task, then check answers.

**CowParade:** colourful, cow, sculpture

**Cloud Gate:** clouds, sculpture, shiny, sky

**Yarnbombing:** wool

**Banksy graffiti:** wall

**EXTRA SUPPORT** Do the vocabulary task together as a class.

**EXTRA CHALLENGE** In pairs, Sts say what else they can see in the photos.

3a

- Give Sts time to complete the task.
- Check answers, eliciting the key words and ideas from the texts.

a 1 b 2 c 4 d 3

b

- Give Sts time to discuss the question in small groups. Make it clear that the question asks for Sts' opinions and ideas, and that there are no right and wrong answers.
- Elicit answers from each group.

4  1-38 Audio script pT89

- Play the audio for Sts to listen and complete the task, then check answers.

1 Amy likes the cow. Jack likes the Banksy graffiti.

2 Amy doesn't like the Cloud. Jack doesn't like the yarnbombing.

3 Amy would like to do some yarnbombing. Jack would like to paint a cow.

**EXTRA SUPPORT** Pause the recording after the first dialogue with Amy. Check answers, before playing the second dialogue with Jack.

**EXTRA CHALLENGE** Sts listen again and make notes with additional information, e.g. Why does he / she like the piece of art.

5

- Give Sts time to discuss the questions, then get some feedback. Find out the most and least popular pieces of art.

**EXTRA IDEA** Sts work in a small group to create a piece of public art and draw a picture to illustrate their idea. They present their work of art to the class, using the language from above to help with their description. Sts vote for their favourite piece and decide where it should be displayed.





Is there any art on the streets, in the parks, or in the squares in your area?

## PUBLIC ART

### ART IS ALL AROUND US!

Public art is art that everyone can see. It is not in a house or a museum. It is in streets, squares and parks.



Lots of towns and cities have exhibitions of art outside. You can see these beautiful colourful cows in parks and streets all over the world. All the cows are different. At the end of the exhibition the cows are sold and the money is given to charity.



This shiny sculpture is in Chicago. It is an enormous mirror. You can see the sky, the clouds and people in the sculpture. It never looks the same.



Yarnbombing is a new form of street art. The artists use wool to make their art. Some artists put scarves on trees, or hats on statues. Yarnbomb art is funny!



Banksy is a famous graffiti artist. But who is Banksy? Nobody knows. He does his graffiti at night, usually on walls, in secret. Banksy's art is a tourist attraction in London.

- 1 Read the introduction. What is public art?
- 2 Look at the photos. Match the words in the box to the street art.

clouds colourful cow sculpture  
shiny sky wall wool

- 3 a Read the texts next to the pictures. Artists use pictures and materials, not words, to tell us their ideas. Can you match the ideas (a–d) with the works of art (1–4)?

- |   |                               |
|---|-------------------------------|
| a We are all different and we are all the same. | c Street art tells stories.   |
| b You are part of art.                          | d Our cities are too serious! |

b Do you think the works of art are telling us anything else?

- 4 1.38 Listen to the dialogues and answer these questions for both Amy and Jack.

- 1 Which piece of art does he/she like best?
- 2 Which piece of art doesn't he/she like?
- 3 What public art would he/she make?

- 5 Over to you! Work with a partner or in a group. Discuss these questions.

- 1 Which of the pieces of public art do you like best? Why?
- 2 Which piece don't you like? Why not?
- 3 Imagine you are making a piece of public art. What would you make?



# The Ancient Statue Episode 1

1 1.39 Read and listen to the story.

Sophie's cousin Sam is visiting for the weekend.

What would you like to do?

I like animals. Is there a pet shop in your town?

Yes, there is. Why don't we skateboard through the park to it?

I can't skateboard very well but ... OK!

You're doing well, Sam. Hey look, there are my friends Ben and Anna!

Suddenly a man cycles in front of Sam.

Ah!

Give me that bag. It isn't yours - it's mine.

Of course. Here you are.

Wait - what's that little statue? Whose is it? Is it yours?

No, it's that man's.

Ten minutes later

We're looking for a man on a bike. He's got a brown bag.

What does he look like?

He's tall and he's got short, grey hair and glasses.

I can't see him. Where is he?

I don't know. But that statue looks very old.

Maybe it's really expensive. Let's go and find that man.



# The Ancient Statue Episode 1

## Supplementary materials

Workbook: pages 22–23, exercises 1–9

Progress test 1

### Note

The story can be used in class as a reading and listening task, a video task or both.

### 1 1.39

- Write the title of the story on the board and tell Sts in pairs to predict what it is about.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts how similar their predictions were to what actually happens.
- Tell Sts to close their books and discuss in pairs what they can remember about the characters in the story. Elicit details.

**EXTRA IDEA** Write the characters' names on the board. Say sentences about them and get Sts to say who you are talking about, e.g. 'This person can skateboard well.' 'This person is wearing glasses.' 'This person has curly, dark hair.'

- Give Sts time to retell the story in pairs.

**EXTRA SUPPORT** Sts listen to the audio and read the story a second time before doing the task. They could also retell the story with their books open, using the pictures to help.

- Elicit parts of the story from different pairs.

**EXTRA TASK** In a group, Sts each take a part and act out the story.

➡ **Workbook** pages 22–23, exercises 1–9

### Notes

The story can be further exploited by doing the tasks from these pages in the Workbook. These can be done in class or set as homework.

The tasks in the Workbook review the following language points covered in Units 1–2 in the Student's Book:

- Describing appearance (page 15)
- Present continuous verb forms (page 17)
- Prepositions of place (page 22)
- *There's a / an...; There are some...* (page 23)
- Talking about possession (page 25)
- Shops vocabulary (page 26)
- *want* + noun; *want to* + verb (page 27)
- Places in the town vocabulary (pages 28–29)
- Making and responding to suggestions (page 29)

### 1

2 pet shop 3 skateboard 4 statue  
5 police station 6 rabbits 7 shark 8 scared

**EXTRA SUPPORT** Review the meanings of the words in the box before Sts complete the task.

**EXTRA CHALLENGE** Sts complete the task without looking back at the story.

- Ask the class some follow-up questions, e.g. *Can Sam and Sophie skateboard well? Why doesn't the man take the statue?*

### 2

1 statue 2 pet shop 3 bag 4 dragon 5 park  
The missing word is 'shark'.

**EXTRA CHALLENGE** In pairs, Sts make a similar crossword with other words from the story. For the clues, they either draw pictures or write simple definitions. Sts swap crosswords with another pair and complete them.

### 3

2 I want to see exciting animals. 3 What would you like to do?  
4 Shall we take the statue to the police station?

- Get Sts to discuss, in pairs or as a class, the context of each sentence, e.g. Who says it? Who are they speaking to? What is said before / after?
- Focus on question 1 and elicit what information this asks for (*appearance*). Elicit which question Sts would ask if they wanted to know about someone's character (What's he / she like?)
- Tell Sts to ask and answer questions in pairs about the appearance and character of the people in the story.

**EXTRA IDEA** To give further practice of *want to* + verb and places in the town, get Sts to take turns in pairs to make similar sentences to 2, e.g. 'I want to buy some flowers.' 'Go to the florist's.'

**EXTRA IDEA** Focus on the suggestion language in sentences 3 and 4 and elicit other phrases. Refer Sts back to page 29 in the Student's Book, if necessary. In pairs, Sts take turns to make and respond to suggestions. Encourage use of the verbs to express like / dislike from page 13, e.g. 'Why don't we go skateboarding?' 'That's a great idea. I love skateboarding.' 'How about going to the museum?' 'I'm not sure. I don't really like museums.'

### 4

1 the statue 2 I want to see exciting animals.  
3 I don't want to be here!

- Ask Sts what they think the connection is between all this information.

### Possible answer

If you are holding the statue, it makes your wishes come true.


**EXTRA IDEA** Sts tell a partner what they would say if they were holding the statue now. Get feedback from the class. Find out who has the best idea.

### 5

2 It's Sam's helmet. 3 It's Sophie's skateboard. 4 It's Ben's jacket. 5 They're Sam's trainers. 6 They're Anna's jeans.


**EXTRA SUPPORT** Before Sts complete the task, point out that if the question is singular (*Whose...is this?*), the answer starts *It's...* and if the question is plural (*Whose...are these?*), the answer starts *They're...*

**EXTRA IDEA** In pairs, Sts take turns to point to something in the story and ask a question about possession, e.g. 'Is this Sam and Sophie's statue?'; 'Are these the man's glasses?'. Their partner answers using a possessive pronoun, e.g. 'No, it isn't **theirs**. It's the man's'; 'Yes, they're **his**'.

6  12 Workbook audio script pT204

1 d 2 b 3 a 4 c

**EXTRA SUPPORT** Before doing the listening task, elicit what Sts can see in the pictures.

7  12 Workbook audio script pT204

2 chemist's 3 gorilla 4 behind 5 takeaway 6 pizza

**EXTRA SUPPORT** Do the task together as a class. Tell Sts to say *Stop!* when they hear an answer. Pause the audio and elicit the answer.

**EXTRA CHALLENGE** Sts listen to the recording again and then recreate the dialogue in pairs. Make it clear that the wording does not have to be the same, but the general content does.

8

1 There's a big dinosaur in town! 2 It's got two legs and a long tail. 3 It's near the shopping centre at the moment.  
4 It's looking around.

**EXTRA IDEA** Sts read the dialogue aloud in pairs. Monitor and correct pronunciation as necessary.

9

- Before Sts create their own dialogue, you might like to review some useful language relating to each point, e.g. *there is / there are*; appearance vocabulary; prepositions of place; shops and places in the town; present continuous.
- Encourage Sts to be creative and give them time to write their dialogue. Monitor and help with vocabulary and grammar as necessary.
- Give Sts time to practise their dialogue and then ask pairs to present to the class.

**EXTRA IDEA** Sts vote for which of the strange animals they would most and least like to meet. Ask for their reasons.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.







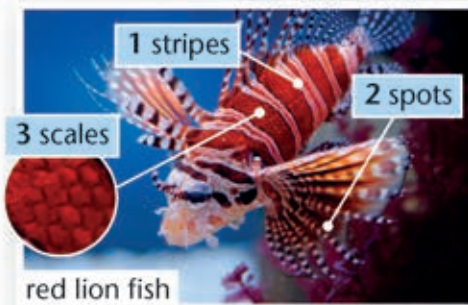
# 3

## Animals everywhere

### 3A Wild animals



Work with a partner. How many animal names can you say in one minute?



### Vocabulary

1 1.40 Listen and repeat.

2 a Read the sentences. Can you guess the meanings of the **highlighted** words?

- 1 Red lion fish are **pretty**. Warthogs are **ugly**.
- 2 Buffalos are **heavy**. Lizards are **light**.
- 3 Warthogs have got **light** fur. Ostriches have got **dark** feathers.
- 4 Ostriches are **fast**. Snails are **slow**.
- 5 Giraffes are **tall**. They've got **long** legs. Warthogs have got **short** legs.
- 6 Snakes are **smooth**. Gorillas are **hairy**.
- 7 Elephants are **big**. Baby elephants are **small**.

b 1.41 Listen and repeat the **highlighted** words.

3 a Read the dialogue. Complete the gap with the correct animal name.

A You start. Tell me about your animal.

B It's got **fur**.

A Has it got **horns**?

B Yes, it has.

A Is it **ugly**?

B Well, I think so!

A I know! It's the \_\_\_\_!

b 1.42 Listen and check.

c Work with a partner. Choose an animal from the box and ask and answer questions. Use the phrases from exercise 2a and change the **highlighted** words.

red lion fish warthog ostrich  
buffalo elephant giraffe  
lizard snail snake gorilla

► **Workbook** page 24, exercises 1–3

### Reading

4 a Work with a partner. What do you know about elephants? Can you answer these questions?

- 1 Do adult male and female elephants live together?
- 2 Where are elephants from?
- 3 How are they different?
- 4 Why is an elephant's trunk very special?



# 3 Animals everywhere

## Unit objectives

- describe animals
- make comparisons between animals
- write a description of a pet
- ask and answer questions about animals
- ask for and give opinions
- agree and disagree with others' opinions

## Language

**Grammar:** comparatives – short adjectives; superlatives – short adjectives; question words

**Vocabulary:** describing animals; large numbers; minibeasts; adjectives

**Everyday English:** asking for and giving opinions

**Project:** An interesting animal

**Culture:** Animals and me

**Learn through English:** The life cycle of bees

**LANGUAGE NOTE** To describe the height of an animal, we can use *tall* but we don't say *short*. Instead, we use *small*. When describing length, we use *long* and *short*.

### b 1•41

- Play the audio for Sts to listen and repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a highlighted word and their partner says the opposite. Sts do this first with books open, then books closed.

**EXTRA CHALLENGE** Sts think of other animals for each adjective, e.g. 'Cats are *pretty*.' 'Hippos are *heavy*.'

### 3a

- Give Sts time to complete the task.

### b 1•42

- Play the audio for Sts to listen, then check the answer.

Buffalo

### c

- Give Sts time to complete the task in pairs or small groups.

**EXTRA SUPPORT** To help ensure correct use of *have got* and *be*, write the following on the board for Sts to refer to: 'It's got... / Has it got...? + noun' and 'It's... / Is it...? + adjective'.

**EXTRA CHALLENGE** Sts also include animals from the **You First** activity.

► **Workbook** page 24, exercises 1–3

► **Photocopiable** Grammar and Vocabulary

## Reading

### 4a

- Elicit vocabulary relating to elephants, e.g. trunk, tusks, grey skin.
- Give Sts time to discuss the questions, then elicit ideas, but don't confirm answers at this stage.

## 3A Wild animals

### Supplementary materials

Workbook: pages 24–25, exercises 1–9

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

### You First

Sts complete the task. Find out which pair has the most animals and ask them to tell the class. During feedback, ensure all the animals from the lesson are introduced. In addition to those in exercise 1, Sts need to know *lizard*, *snail*, *snake* and *gorilla*.

**EXTRA IDEA** Divide the class into teams and play Pictionary with the names of animals.

## Vocabulary

### 1 1•40

- Play the audio for Sts to listen and read.

**LANGUAGE NOTE** *Hair* and *fur* are biologically the same. We use *hair* when it is longer and thinner, and *fur* when it is shorter and thicker. A *mane* is specifically the hair on the neck of larger animals, e.g. a lion, horse, giraffe, etc.

- Play the audio again, pausing for Sts to repeat.

**EXTRA CHALLENGE** Sts think of other animals for each word, e.g. 'Zebras have *stripes*.' 'Leopards have *spots*.'

### 2a

- Tell Sts to discuss the question in pairs. Make it clear that the two words in each example are opposite adjectives.
- Check Sts are clear on meaning. Explain by miming, translating or giving extra examples.

b

- Give Sts time to complete the task, then check answers.
- 1 No, they don't. Female elephants and their babies live in groups, but male elephants live alone.
  - 2 They're from Africa and Asia.
  - 3 African elephants are bigger and taller, with bigger ears. Asian elephants have shorter tusks. African elephants have two 'fingers' at the end of their trunk, but Asian elephants only have one.
  - 4 They can pick up food and get water with it. It's got 40,000 muscles.

c

- Elicit which elephants Sts can see and how they know the difference.

Top: African elephant (trunk has two 'fingers')  
Bottom: Asian elephant (trunk has one 'finger')

d

- Give Sts time to complete the task, then check answers.
- 1 b   2 b   3 a   4 a   5 a
- Find out which information about elephants Sts found most interesting and why.

### Grammar Comparatives – short adjectives

5a

- Give Sts time to complete the task, then check answers.
- 1 bigger / taller   2 bigger   3 shorter

b

- Draw Sts' attention to the use of comparative forms and explain the spelling rules below.

#### Additional grammar notes

Spelling rules for comparative forms with short adjectives.

Adjectives usually add -er	Adjectives ending in -y take away the -y and add ier	Adjectives ending with one vowel and one consonant, double the final consonant	Some forms are irregular
tall taller	ugly uglier	big bigger	good better bad worse

- Tell Sts to look back at page 36, find other adjectives and write their comparative forms.

#### Suggested answers

light – lighter, dark – darker, fast – faster, slow – slower, long – longer, short – shorter, smooth – smoother, small – smaller, pretty – prettier, heavy – heavier, hairy – hairier

**EXTRA SUPPORT** Put the adjectives on the board and ask Sts to write the comparative forms.

**EXTRA CHALLENGE** Sts write the comparative forms of other short adjectives they know.

### Pronunciation /ə/

#### Additional pronunciation notes

The most common sound in English is /ə/ and is a weak, unstressed sound. To produce /ə/, tell Sts to put their tongue in the middle and centre of their mouth and make a short, voiced sound.

6 1-43

- Play the audio for Sts to listen and follow.
- Play the audio again and ask Sts to say the chant. Ensure they do not stress /ə/.
- Elicit possible suggestions for the animal being described.

**Possible answer** ostrich

**EXTRA IDEA** To reinforce that /ə/ is unstressed, get Sts to clap the stressed syllables as they say the chant.

**EXTRA CHALLENGE** Sts write a similar chant with their own ideas and highlight the /ə/ sounds. They say their chant for a partner to guess the animal.

7

- Give Sts time to complete the task, then check answers.

2 F (An ostrich has got a shorter neck than a giraffe. / A giraffe has got a longer neck than an ostrich.) 3 T 4 T 5 F (A zebra is hairier than a snake. / A snake is smoother than a zebra.)

➡ **Workbook** page 25, exercises 4–9

➡ **Photocopiable** Grammar and Vocabulary

➡ **Photocopiable** Pronunciation

### Speaking

8

- Give Sts time to write their sentences. Monitor and ensure they are using comparative forms correctly.

**EXTRA IDEA** If you have access to computers and internet in class, Sts could look up some facts before writing the questions. Alternatively, set the task as homework for the next lesson.

**EXTRA SUPPORT** Sts write the sentences in pairs and read them to another pair.

**EXTRA CHALLENGE** Sts choose three more animals and write sentences about them.

9

- Sts take turns to read their sentences. Encourage them to try to correct any false information.

#### Extra

Sts can do this individually or in pairs, either in class or as a homework task.

**EXTRA IDEA** Sts complete the sentence 'I'd like to be a (+ animal name) because...' and then read it to a partner. Find out which animal is the most popular choice and why.



**b** Now read the article and check your answers.



Female elephants and their babies live in groups. One of the elephants is the leader. She is older than the other elephants. The adult male elephants don't live in the group. They live alone in the jungle or on the savannah.

There are two kinds of elephants: Asian elephants and African elephants. African elephants are bigger than Asian elephants. They're taller than Asian elephants and they've got bigger ears. Both types of elephant have got long tusks, but an Asian elephant's tusks are shorter. They've both got long trunks, but they are different. African elephants have two 'fingers' at the end of their trunk. Asian elephants only have one 'finger'. They can use their trunks to pick up food and to get water, but they don't drink with their trunks. Did you know that an elephant's trunk has about 40,000 muscles in it?



**c** Which kinds of elephant can you see in the photos?

**d** Look at the article again. Choose the correct answer, a or b.

- Which elephants live in groups?  
a all adults                      b females and babies
- What kind of elephant is the leader?  
a an old male                      b an old female
- Which continents are the different elephants from?  
a Africa and Asia                      b Africa and Europe
- What do elephants use to pick things up?  
a their trunks                      b their tusks
- How do elephants drink?  
a with their mouths                      b with their trunks

## Grammar Comparatives – short adjectives

**5 a** Look at the text again. Complete the sentences.

- African elephants are \_\_\_\_ than Asian elephants.
- African elephants have got \_\_\_\_ ears than Asian elephants.
- Asian elephants' tusks are \_\_\_\_ than African elephants' tusks.

**b** Can you add one or two more adjectives from this lesson to Bot's table?

Adjective	Comparative = adjective + er
big small	bigger smaller



## Remember!

Use the **comparative adjective + *than*** when you compare two things.

## Pronunciation

/ə/

**6** **1.43** Listen and repeat. Then answer the question.

I'm prettier than a warthog  
I'm smaller than a lion  
I'm faster than a zebra  
What am I?

## Study tip!

The /ə/ is a very common sound in English. You can spell it in lots of different ways. Remember this when you are listening to English.

**7** Are the sentences true (T) or false (F)? Correct the false sentences.

- An ostrich is noisier than a parrot. **F**  
An ostrich is quieter than a parrot.
- An ostrich has got a longer neck than a giraffe.
- A snake is longer than a lizard.
- A red lion fish is prettier than a warthog.
- A snake is hairier than a zebra.

► **Workbook** page 25, exercises 4–9

## Speaking

- Get ready to speak** Choose five animals. Think of some true or false sentences to say about them. Use comparative adjectives.
- Work with a partner. Say your sentences to your partner. Can he/she say if these are true or false?

A giraffe is heavier than an elephant.

I think that's false.



Make a list of all the animals you know in English. Divide them into pets, farm animals and wild animals.



# 3B A special pet



How many pets can you name in one minute? Include some unusual pets.

► Workbook page 26, exercise 1

- 1 1.44 Read and listen to the story.  
Are Jake and Jenny's snails big, fast or pretty?



Saturday!  
Giant African Snails competition.  
Prizes for the prettiest, the biggest and the fastest snails!



- 2 Read the story again. Match the sentence halves.

- |  |                                    |
|--|------------------------------------|
| 1 Flash and Gordon are                 | a he doesn't like apple.           |
| 2 Jake and Jenny take                  | b Gordon.                          |
| 3 Flash doesn't start the race because | c Jake and Jenny's snails.         |
| 4 Gordon wins                          | d Gordon flies out of his box.     |
| 5 When they arrive home                | e the race.                        |
| 6 Winston saves                        | f their snails to the competition. |



## 3B A special pet

### Supplementary materials

Workbook: pages 26–27, exercises 1–8

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Set a time limit, e.g. one minute, and tell Sts in pairs to write a list of as many pets as possible. Get feedback and write the names of any unusual pets on the board, e.g. 'snake, lizard, stick insect, tarantula, turtle'. Elicit whether Sts, or anyone they know, has ever had an unusual pet. If so, ask for extra details.

### ► Workbook page 26, exercise 1

Ensure Sts complete this Workbook task to revise pet vocabulary before focusing on the story.

### 1 1.44

- Elicit what unusual pet from the Workbook crossword Sts can see in the story (*snail*).
- Ask which adjectives Sts would use to describe snails. You could refer them back to exercise 2a, page 36 for ideas. Alternatively, ask Sts questions, e.g. *Are snails pretty or ugly? Are they fast or slow?*
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

Jake and Jenny's snails are fast.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. frustrated, excited). Sts then read the script in groups, each taking a different role.

### 2

- Give Sts time to complete the task, then check answers.

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

- Ask Sts to tell a partner whether they would like to try snail racing. Get feedback and find out Sts' reasons.

**EXTRA CHALLENGE** Sts cover the second halves of the sentences. In pairs, they read the first halves and try to remember the endings.

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class and the class votes on the best performance. With a large class, to save time and ensure Sts remain interested, put two groups together to perform to each other.

**EXTRA IDEA** In pairs, Sts decide on a reward for Winston for saving Gordon. Elicit ideas and find out which one Sts think is the best.

Grammar Superlatives – short adjectives

3a

- Give Sts time to complete the task, then check answers.

1 F (Snail number two is **bigger** than the other snails.)  
2 T    3 T

- Elicit what adjective form is used (comparative) and when we use this (to compare two things).

b

- Give Sts time to complete the task, then check answers.

a 2    b 1    c 3

- Point out that the adjectives in the sentences are in the superlative form. Give Sts the following information.

Additional grammar notes

We use the superlative form when we compare two or more things. Before the superlative adjective, we need *the*. To clearly show the spelling rules, put the following table on the board for Sts to copy.

Adjectives usually add -est	Adjectives ending in -y, take away the -y and add -iest	Adjectives ending with one vowel and one consonant, double the final consonant	Some forms are irregular
fast <b>the fastest</b>	pretty <b>the prettiest</b>	big <b>the biggest</b>	good <b>the best</b>

c

- Give Sts time to complete the task, then check answers.

long – **the longest**, short – **the shortest**, noisy – **the noisiest**, heavy – **the heaviest**

**EXTRA CHALLENGE** Sts look back in the unit and find other examples of adjectives. They add these and the superlative forms to the table.

4

- Give Sts time to write the sentences, then check answers.

2 Horse number 2 is the hairiest horse.    3 Horse number 3 is the biggest horse.    4 Horse number 4 is the smallest horse.  
5 Horse number 5 is the ugliest horse.    6 Horse number 6 is the best / prettiest horse.    7 Horse number 7 is the darkest horse.

5

- Give Sts time to complete the task, then check answers.

2 My cat is the prettiest cat.    3 Sammy is the biggest fish.  
4 Frieda is the fastest horse.

**EXTRA CHALLENGE** Sts write three sentences using comparative adjectives, similar to those in exercise 5. They swap sentences with a partner and rewrite them using superlative forms.

➡ **Workbook** pages 26, exercises 2–5

➡ **Photocopiable** Grammar and Vocabulary

Writing

6a

- Elicit which pet the text is about (a rat). Ask if Sts know anybody with a pet rat and what they know about rats.
- Do a quick show-of-hands survey to find out how many Sts would like to have a rat as a pet. Get feedback on their reasons why / why not.
- Give Sts time to read the text and answer the question. Tell them to make notes on the topics which are mentioned.
- Check answers.

**kind of animal:** yes (rat)    **name:** yes (Mr Blue)    **age:** no  
**colour:** yes (blue)    **food and water:** yes (special rat food and clean water every day)    **exercise:** yes (loves climbing / needs a lot of exercise / gets an hour every evening)

b

- Give Sts time to complete the task, then check the extra details.

Mr Blue lives in a cage in Danny's room.  
Danny thinks Mr Blue is the prettiest rat in the world, but his mum doesn't agree.

- Ask Sts if, having read the text, anyone has changed their mind about having a rat as a pet.
- Remind Sts we use *because* before a reason and *so* before a result. The Workbook gives Sts extra practice with these linking words.

➡ **Workbook** page 27, exercises 7–8

7a

- Encourage Sts to make notes using a concept map, like the one shown in exercise 7b in the Workbook. Monitor and help Sts with organization and language as necessary. Alternatively, the writing task could be set as homework.

b

- Give Sts time to complete the writing task.
- Correct Sts' writing, or point out errors and encourage Sts to correct their own mistakes.

**EXTRA IDEA** Sts copy out a corrected version of their writing and add a photo or illustration. Display the work and get Sts to read each other's writing.

Give Sts some superlative questions about their classmates' pets, e.g. Which pet is the biggest / the smallest / the prettiest / the hairiest / the noisiest / the quietest? Ask Sts to find out the answers and discuss their ideas in pairs.

Extra

Sts can complete this task in class or as homework.



## Grammar Superlatives – short adjectives

3 a Look at the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Snail number five is smaller than the other snails.
- 2 Snail number two is prettier than the other snails.
- 3 Gordon is faster than the other snails.

b Match these sentences to the sentences in exercise 3a with a similar meaning.

- a Snail number two is the prettiest snail.
- b Snail number five is the biggest snail.
- c Gordon is the fastest snail.



Prettiest, fastest and biggest are the superlative forms of the adjectives.

I'm the *loveliest* cat in the world!



c Can you make the superlative forms of long, short, noisy and heavy?

We make the superlative adjectives like this:



superlative = adjective + est

### Remember!

The spelling rules are the same for the superlative adjectives as for comparatives.

fast + est → fastest	irregulars
big + est → biggest	good → best
pretty + est → prettiest	bad → worst

4 Make sentences about the horses using superlative adjectives.

Horse number 1 is the *lightest* colour.



5 Rewrite the sentences using a superlative adjective.

- 1 My dog is better than any other dog.  
*My dog is the best dog.*
- 2 My cat is prettier than all the cats I know.
- 3 Sammy is bigger than all the other fish in the tank.
- 4 Frieda is faster than all the other horses in the race.

► **Workbook** page 26, exercises 2–5

## Writing

6 a **Get ready to write** Danny is writing about his pet. Does he give information about all the topics in the box?

kind of animal   name   age  
colour   food and water   exercise

I've got a pet rat. His name is Mr Blue, because he's blue. He lives in a cage in my room. I give him special rat food every day. I change his water every day, too. He's very lively and he loves climbing up the side of the cage. He needs a lot of exercise so I play with him for an hour every evening. I close the door of my bedroom first. I think he's the prettiest rat in the world, but Mum doesn't agree!



b Read about Danny's pet again. What two extra pieces of information are there in the text?

### Remember!

His name is Mr Blue **because** he's blue.  
He needs exercise **so** I play with him a lot.

► **Workbook** page 27, exercises 7–8

7 a **Plan your writing** about your pet or your ideal pet. Use these points to make notes before you write.

- 1 What kind of animal is it? What's its name?
- 2 Give some basic information about it.
- 3 What does it eat?
- 4 Does it need exercise?
- 5 What does your family think about your pet?

b **Now write about your pet.**

Include the information from your notes. Remember to check your work carefully for spelling and grammar mistakes.



Write down five pieces of information that are new for you from this lesson.



# 3C Minibeasts



What are the smallest animals you know?

## Vocabulary

1 a 1.45 Listen and repeat the numbers.

150 = one hundred and fifty

900 = nine hundred

500 = five hundred

1,000 = one thousand

2,000 = two thousand
















725 = seven hundred and twenty-five

2,500 = two thousand five hundred

b 1.46 Listen and write down the numbers you hear.

c Work with a partner. Take turns to say the numbers from exercise 1b in order. Start with the lowest.

2 a 1.47 Listen and repeat the names of the minibeasts.

	A	B	C
150	 1	 2	 3
725	 4	 5	 6
900	 7	 8	 9
1000	 10	 11	 12
2500	 13	 14	 15

3 a Read the dialogue and complete the gap with the name of a minibeast.

A Where is it?

B It's at A – one hundred and fifty.

A Let me see. It's the \_\_\_\_.

B That's right. Your turn.

b 1.48 Listen and check.

c Work with a partner. Look at the minibeasts in the grid and ask and answer questions about the co-ordinates.

► Workbook page 28, exercises 1–4

## Reading and Listening

4 a Work with a partner. Can you answer the quiz questions?

### Know your MINIBEASTS!

1 Which is the most dangerous spider?



a the black widow



b the tarantula



c the goliath spider?

2 How many kinds of scorpions are there?

a 500 b 2,000 c 150

3 What colour is spider blood?

a red b yellow c blue

4 Where does the world's biggest beetle live?

a tropical forests in South America  
b tropical forests in Africa  
c tropical forests in Australia



5 How many legs have millipedes got?

a always 1,000  
b it varies, but 750 is the maximum  
c it varies, but 2,000 is the maximum

6 Where do dragonflies live?

a in caves b near water c near volcanoes

7 When do most wasps die?

a in winter b in summer c in spring

8 How does a spider walk?

a with four legs on the ground at the same time  
b with two legs on the ground at the same time  
c with three legs on the ground at the same time



b 1.49 Listen and check your answers.

c Calculate your score. Read what it means.

You're a minibeast beginner.  
You're a minibeast expert.  
You're a minibeast master!

0-3 points:  
4-6 points:  
7-8 points:  
Your score



## 3C Minibeasts

### Supplementary materials

Workbook: pages 28–29, exercises 1–8

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

### You First

Sts discuss the question in pairs. Get feedback and write Sts' suggestions on the board.

**EXTRA IDEA** Say the names of three animals, e.g. dog, rabbit, cat. Sts say which is the smallest. Continue in the same way with the names of other animals. Alternatively, Sts do the activity in pairs.

### Vocabulary

#### 1a 1•45

- Play the audio, pausing for Sts to repeat.

**LANGUAGE NOTE** Notice the use of *and* in the following British English examples. In American English, *and* is omitted.

150 one hundred *and* fifty

2,500 two thousand one hundred *and* fifty

2,050 two thousand *and* fifty

Remind Sts that in the plural form, *hundred* and *thousand* do not have -s added, e.g. two thousand (NOT ~~two thousands~~).

We use commas, not points, to separate large numbers, e.g. 2,500 (NOT 2.500).

Instead of saying *one hundred* or *one thousand*, we can say *a hundred* or *a thousand*.

#### b 1•46 Audio script pT89

- Play the audio for Sts to listen and complete the task.

**EXTRA SUPPORT** Play the audio again, pausing for Sts to write each number and check with a partner.

- Check answers.

a 925 b 300 c 450 d 4,900 e 8,465 f 1,859 g 3,600  
h 7,620 i 3,000

**EXTRA CHALLENGE** Sts write the numbers in full, e.g. 'nine hundred and twenty-five'.

#### c

- Give Sts time to complete the task in pairs or, alternatively, do it as a class activity.
- Check answers, asking different Sts to say each number in turn.

1 300 2 450 3 925 4 1,859 5 3,000 6 3,600 7 4,900  
8 7,620 9 8,465

**EXTRA CHALLENGE** Fast finishers repeat the task, starting with the highest number.

**EXTRA IDEA** Organize the class into teams and ask each team to stand in a line, one behind the other, facing the board. Give the student at the front of each line a board pen. Say a large number. Sts race to be first to write it in figures on the board. The quickest student gets a point for his / her team. Sts at the front then give the pen to the next person and join the back of the line. The winning team has the most points when the activity stops.

#### 2a 1•47 Audio script pT89

- Play the audio for Sts to listen and point to the minibeasts.
- Play the audio again, pausing for Sts to repeat.

**EXTRA IDEA** In pairs, Sts take turns to point to a minibeast and their partner says the name.

#### 3a

- Give Sts time to complete the task.

#### b 1•48

- Play the audio for Sts to listen, then check the answer.

Bee

- Play the audio again, pausing for Sts to repeat.

#### c

- Explain the rules of the game. When describing which square the minibeast is in, Sts should say the letter at the top of the table, then the number down the left side. If necessary, do another couple of examples as a class.

- Give Sts time to do the activity in pairs.

➡ **Workbook** page 28, exercises 1–4

➡ **Photocopiable** Grammar and Vocabulary

## Reading and Listening

#### 4a

- Give Sts time to complete the quiz in pairs and write down their answers.

**EXTRA SUPPORT** Pre-teach vocabulary in the quiz you think will be unfamiliar to your Sts, e.g. blood, maximum, varies, caves, volcanoes.

**EXTRA IDEA** Do the quiz as a whole-class activity. Sts raise their hand to indicate which answer they think is correct. Write the most popular answers on the board. Listen to the audio and check the class's answers.

#### b 1•49 Audio script pT89

- Play the audio for Sts to listen and correct any mistakes.
- Check answers.

1 a 2 b 3 c 4 a 5 b 6 b 7 a 8 a

#### c

- Tell Sts to see what their score means, and find out which pair got the most correct answers.
- Elicit which information Sts found most interesting.

# Grammar Question words

5a

- Give Sts time to complete the task.
- Check answers and write the words on the board.

Which, How many, What, Where, When, How

b

- Elicit other question words or phrases and add them to the list on the board.

## Possible answers

Who, Why, Whose, How much

- Elicit from or explain to Sts when we use each of the question words or phrases on the board.

## Additional grammar notes

These question words have the following functions:

**Where:** asking about a place

**When:** asking about a time

**What:** asking for information about something

**Which:** asking about a choice

**Who:** asking about a person

**Why:** asking for a reason

**Whose:** asking about possession

**How:** asking about manner / way

**How many:** asking about quantity (with countable nouns)

**How much:** asking about quantity (with uncountable nouns)

c

- Give Sts time to complete the task.
- Check answers and elicit the function of each question word.

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

- Draw Sts' attention to the examples of questions and elicit the answer to Winston's question.

## Suggested answers

No, we don't always make questions in the same way.

With *be*, we invert the subject and verb to make a question.

With other verbs, we use *do/does* and the infinitive. We use *do* with *I, you, we, they* and plural nouns. We use *does* with *he, she, it* and singular nouns.

6

- Give Sts time to complete the task, then check answers.

- 1 Where do earthworms live? On every continent, but not on Antarctica
- 2 How many kinds of earthworm are there? About 3,000
- 3 What do earthworms eat? Earth and dead leaves
- 4 What colour is earthworm blood? Red
- 5 When do you see earthworms? After rain
- 6 How long does an earthworm live? One to two years
- 7 How do earthworms breathe? With their skin

**EXTRA SUPPORT** Check and write the questions on the board before Sts match them to the answers.

- Draw Sts' attention to the **Look!** box. Elicit other examples of *How* + adjective, e.g. How tall (one metre seventy), How expensive (\$100), How heavy (20 kilos).

➡ **Workbook** page 29, exercises 5–7

➡ **Photocopiable** Grammar and Vocabulary

## Speaking

7 ① 1-50

- Play the audio for Sts to listen and follow the dialogue.
- Tell Sts to read the dialogue in pairs.

8

- Give Sts time to play the game in pairs. Ensure they use a variety of question words and form the questions correctly.

**EXTRA SUPPORT** Give Sts time, individually or in pairs, to write their questions before doing the speaking task.

**EXTRA CHALLENGE** Sts choose a type of animal to focus on, e.g. mammals, birds, sea creatures, reptiles. They create a multiple-choice quiz, like the one in exercise 4a. Sts swap their quiz with another classmate and complete it. This could be done as homework and Sts could do some online research before writing their questions.

## Extra

Sts play the game in pairs.

**EXTRA SUPPORT** Before Sts play the game, write some questions on the board for Sts to refer to, e.g.

'Is it a pet / a wild animal / a farm animal?'

'Is it a mammal / insect / reptile?'

'Does it live in a forest / in a desert / in the sea?'

'Is it grey / white / big / small / heavy / ugly?'

'Does it have fur / horns / stripes / feathers?'



## Grammar Question words

**5 a** Look at the quiz in exercise 4a. Find six question words or question phrases.

For example: *How many...*

**b** Do you know any other question words?

Question words often start with *Wh*. We can make questions with *How* as well.



**c** What is the correct question word for these answers? Choose a, b or c.

1 Earthworms live **on every continent, but not on Antarctica.**

- a When      b What  
c Where

2 They breathe with their skin.

- a Where      b What  
c How

3 They eat **earth and dead leaves.**

- a Who  
b What  
c Which

4 Earthworm blood is **red.**

- a What      b How  
c Which

5 There are about **3,000** kinds of earthworm.

- a When      b Why      c How many

6 An earthworm lives for **one to two years.**

- a Where      b How long      c What

7 You see earthworms **after rain.**

- a What      b How many      c When



Do we always make questions the same way?



Where do dragonflies live?  
Dragonflies live near water.

Are there earthworms in Antarctica?  
No, there aren't earthworms in Antarctica.



This is how we make questions with question words.

Spider blood **is** blue.

What colour **is** spider blood?

There **are** 3,000 kinds of earthworm.

How many kinds of earthworm **are** there?

**6** Make the questions. Then match them to the answers in exercise 5c.

1 live Where earthworms do ?

*Where do earthworms live?*

2 kinds of earthworm ? How many there are

3 do What eat ? earthworms

4 earthworm blood is ? What colour

5 earthworms When ? you do see

6 live How long ? an earthworm does

7 earthworms How breathe do ?

### Look!

We can use *How* + adjective to ask questions.

Question	Answer
How long? →	for ten days
How old? →	ten years old
How far? →	ten metres
How big? →	very big
How fast? →	ten kilometres per hour

► **Workbook** page 29, exercises 5–7

## Speaking

**7** **1.50** Get ready to speak Listen and read.

Where do dragonflies live?

They live near water.

How many kinds of earthworm are there?

There are about 3,000.

**8** Play a memory game. Work with a partner. Student **A** closes their book. Student **B** asks a question about one of the minibeasts in this lesson.

**EXTRA**

Play 20 questions with a partner. One person thinks of an animal. The other person guesses the animal. He/she can ask a maximum of 20 questions.



# 3D A day with a keeper



Why are zoos important places?



1 1.51 Read and listen to the story. Which animals do they see?



**Keeper** Hi Keira! Hi Pablo. Happy birthday! I'm Chris; I'm a keeper here. We can look at some animals first and then have some birthday cake.

**Pablo** Thanks! I love zoos!

**Keeper** What about you Keira? What do you think about zoos?

**Keira** For me, animals are happier in the wild.

**Keeper** I agree. I don't like animals in cages either. But zoos do important work. Look at this video.



**Keeper** I'm making a video about our baby rhinos.

**Pablo** They're really cute.

**Keeper** Yes, but there aren't a lot of rhinos in Africa now.

**Keira** Why not?

**Keeper** Because some people kill them. They use their horns for medicine.

**Keira** I think that's horrible!

**Pablo** I think so, too.



**Keeper** Let's look at some animals now. Do you like guinea pigs?

**Pablo** I love guinea pigs!

**Keira** Me too. They're beautiful.

**Keeper** How do you feel about holding it, Pablo?

**Pablo** I'm not sure. Does it bite? Is it dangerous?

**Keeper** No, it isn't. Here you go.

**Pablo** Ugh – I don't want to hold it. Oh no!

**Keeper** Oh dear! Don't move! Can you see it?



**Keira** Look! It's on the chair.

**Pablo** Don't worry. I can catch it.

**Keeper** Great.

**Pablo** Uh oh! Now it's on the laptop.

**Keeper** Can you catch it Keira?

**Keira** Yes, I can. Oh! No, I can't!

**Keeper** Oh dear! Now it's behind the cake!

**Pablo** It's not behind the cake! It's on the cake! I don't think we can eat it now.

**Keira** Me neither! I think the guinea pig is better in its cage!

2 Read the story again. Answer the questions.

1 Does Keira like animals in cages?

2 Why are the baby rhinos important?

3 Is Pablo happy about holding the guinea pig?

4 Why can't they eat the cake?



### 3D A day with a keeper

#### Supplementary materials

Workbook: page 30, exercises 1–3; page 31, exercises 1–5  
Photocopiable worksheet: Everyday English

#### Note

The story can be used in class as a reading and listening task, a video task or both.

#### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

#### You First

Give Sts time to discuss their ideas. Monitor and help with unknown vocabulary. Elicit ideas and write useful vocabulary on the board.

**EXTRA CHALLENGE** In pairs, Sts discuss the positive and negative points about zoos.

**EXTRA IDEA** Divide Sts into groups and get them to sit or stand in a circle. On the board, write 'At the zoo, we can see...'. Elicit and add the name of a zoo animal, e.g. 'giraffes'. Point out the plural noun form.

One student in the group says the sentence and adds another animal, e.g. 'At the zoo, we can see giraffes and monkeys.' The next student repeats the sentence and adds another animal.

If a student can't remember an animal, makes a mistake or can't think of another animal, they are out. The winning group has the longest list of animals when you stop the activity.

#### 1 1•51

- Elicit who Sts can see in the story (Pablo, Keira and a zoo keeper). Recap on what we already know about Pablo and Keira.
- Play the audio for Sts to listen and follow. the story  
Alternatively, show the class the video of the story from the DVD.
- Check the answer to the question.

They see a guinea pig and rhinos.

- Ask Sts to discuss what they know about these animals. You could write some questions on the board to guide discussion, e.g. 'What do they look like?' 'What adjectives describe them?' 'Where do they live?' 'What do they eat?'
- Get some feedback.

**EXTRA CHALLENGE** In pairs, Sts make sentences to compare guinea pigs and rhinos, e.g. 'Rhinos are heavier than guinea pigs.'

- Give Sts time to complete the task, then check answers.

1 No, she doesn't. 2 Because there aren't a lot in Africa, as some people kill them. 3 No, he isn't. 4 Because the guinea pig has jumped onto it.

**EXTRA SUPPORT** Play the audio for Sts to listen and read. Pause after each section and elicit the answer to the question. Clarify meaning of any unfamiliar vocabulary.

- Ask if Sts think the zoo is a good place to go for a birthday. Get feedback and ask for reasons.

**EXTRA IDEA** Sts take parts and act out the story in groups.

# Everyday English

3a

- Give Sts time to complete the task, then check answers.

1 Zoo keeper 2 Keira 3 Zoo keeper 4 Pablo

b

- Give Sts time to find and write down the replies.

c 1-52

- Play the audio for Sts to listen and check their answers.

1 For me, animals are happier in the wild. 2 I think so, too.  
3 I'm not sure. 4 Me neither!

**EXTRA IDEA** Sts read the questions and replies in pairs.

4a

**LANGUAGE NOTE** We can use *What do you think about...* and *How do you feel about...* in the same way. Both can be followed by an *-ing* verb or a noun.

Sts can get confused with how to use the expressions to agree with an opinion. Point out that if the verb in the original sentence is **positive**, we use *Me too*. and *I think so, too* to agree, e.g. 'I think they're fantastic.' 'Me too.' or 'I think so, too.'

If the verb in the original sentence is **negative**, we use *Me neither* or *I don't... either* to agree, e.g. 'For me, I don't like them.' 'Me neither.' or 'I don't like them either.'

- Give Sts time to complete the task, then check answers.

1 What **do you think** about tarantulas?  
I **think** they are ugly.  
I **don't** agree. I think they are beautiful.  
2 How **do you feel** about working in a zoo?  
For **me**, it's the best job in the world.  
Me **too**. I think it's a fantastic job.  
3 What **do you think** about having a scorpion as a pet?  
I **think** it's a great idea.  
I **don't** think so. I **think** they are scary.

b

- Read the dialogues aloud for Sts to repeat, copying intonation and stress. Sts then read them in pairs.

**EXTRA CHALLENGE** In pairs, Sts cover half the dialogues and remember them. Sts then close their books and try to say the complete dialogues.

## Vocabulary

5a 1-53

- Elicit what animals Sts can see in the photos.
- Play the audio, pausing for Sts to repeat each adjective.

**LANGUAGE NOTE** Generally, *nice* is a positive or neutral adjective. However, it can have a negative connotation and imply someone has nothing better to say or wants to avoid using an obviously negative term.

**EXTRA SUPPORT** In pairs, Sts take turns to say an adjective. If it has a positive meaning, their partner puts a thumb up and if it's negative, a thumb down.

**EXTRA CHALLENGE** With stronger classes, add other adjectives with similar meanings, e.g. *amazing*: fantastic, incredible; *beautiful*: gorgeous, lovely; *scary*: frightening, terrifying; *horrible*: disgusting, nasty.

b

- Sts make sentences about the animals, following the model. Make it clear there may be several adjectives to use for each, depending on the Sts' opinions of these animals.
- Get feedback on anything Sts disagreed on, e.g. 'I think a big snake is amazing, but my partner thinks it's scary.'

**EXTRA IDEA** Sts think of other animals the adjectives could describe.

► **Workbook** page 30, exercises 1–3

► **Photocopiable** Everyday English

## Listening

6a 1-54 Audio script pT90

- Elicit the names of any minibeasts Sts can remember.
- Play the audio for Sts to complete the task, then check answers.

1 d 2 c 3 b 4 a

b 1-54 Audio script pT90

- Play the audio again for Sts to complete the task, then check answers.

**Dialogue 2** 1 No, they don't. 2 She thinks they are scary.  
3 He thinks they're interesting.  
**Dialogue 3** 1 Yes, they do. 2 She thinks they're horrible.  
3 He thinks they're horrible, too.  
**Dialogue 4** 1 No, they don't. 2 She thinks it's very pretty.  
3 He thinks it's scary.

**EXTRA SUPPORT** Pause the audio after each dialogue for Sts to decide on and write down answers in pairs.

## Speaking

7

- Give Sts time to write sentences with their opinions of the minibeasts. Monitor and correct Sts' work as necessary.

**EXTRA CHALLENGE** Sts write some more sentences about other minibeasts.

8

- Set a time limit and tell Sts to mingle and do the activity.
- Find out who found the most classmates who agreed.

**EXTRA IDEA** Sts try to find a classmate whose opinions are all the same and one whose opinions are all different.

## Story

► **Workbook** page 31, exercises 1–5

The story is a traditional Zulu story. Zulu are the largest ethnic group in South Africa. There are around 11 million living there, and small numbers also live in Zambia, Zimbabwe and Mozambique.

The last question in exercise 5 is more suitable for whole-class discussion work than individual work or homework. The moral of a story is the message or understanding that you take away about how you should or should not behave.



## Everyday English

**3 a** Read the story again. Who says these questions and sentences?

- 1 What do you think about zoos?
- 2 I think that's horrible!
- 3 How do you feel about holding it, Pablo?
- 4 I don't think we can eat it now.

**b** Find the replies to the questions and sentences in exercise 3a.

**c** 1.52 Listen and check.

**4 a** Look at the expressions then complete the dialogues.

Ask for an opinion like this:

What do you think about zoos?  
How do you feel about holding it, Pablo?

Give an opinion like this:

I think they're fantastic.  
For me, I don't like them.

Agree with an opinion like this:



I agree. Me too.  
I think so, too.  
Me neither.  
I don't agree either.

Disagree with an opinion like this:

I don't agree. I don't think so.

- 1 What \_\_\_\_ about tarantulas?  
I \_\_\_\_ they are ugly.  
I \_\_\_\_ agree. I think they are beautiful.
- 2 How \_\_\_\_ about working in a zoo?  
For \_\_\_\_, it's the best job in the world.  
Me \_\_\_\_\_. I think it's a fantastic job.
- 3 What \_\_\_\_ about having a scorpion as a pet?  
I \_\_\_\_ it's a great idea.  
I \_\_\_\_ think so. I \_\_\_\_ they are scary.

**b** Work with a partner to practise the dialogues.

## Vocabulary

**5 a** 1.53 Listen and repeat the adjectives.



1 amazing



2 interesting



3 useful



4 beautiful



5 cute



6 scary



7 horrible



8 nice

**b** Which adjectives in exercise 5a can you use to describe these animals?

a big hairy spider a tiger a baby monkey  
a giant snail a guide dog a big snake

I think a big hairy spider is scary!

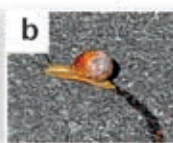
► **Workbook** page 30, exercises 1–3

## Listening

**6 a** 1.54 Listen to four dialogues. Match the dialogues (1–4) to the pictures (a–d).



a



b



c



d

**b** 1.54 Listen to the dialogues again. Answer the questions for each dialogue.

- 1 Do Keira and Pablo feel the same about the minibeasts?  
**Dialogue 1: Yes, they do.**
- 2 How does Keira feel about the minibeasts?  
**Dialogue 1: She thinks it's amazing.**
- 3 How does Pablo feel about the minibeasts?  
**Dialogue 1: He thinks it's amazing, too.**

## Speaking

**7** **Get ready to speak** How do you feel about the animals in exercise 6? Write it in your notebook.

**8** Talk to your classmates about the animals. How many people agree with you?

## Story

Read the story on page 31 of the Workbook and do the exercises.



# 3 Revision

## Vocabulary

- 1 1.55 Listen and write the numbers in your notebook.
- 2 Look at the picture. Use the words in the box to write about the animals.

heavy ~~long~~ pretty long neck tusks  
scales beak dark hair pink feathers  
~~spots~~ trunk light fur long tail  
wings ugly big hooves



It's long. It's got scales and spots.

- 3 What are the names of the minibeasts in the picture?



## Grammar

- 4 a Look at the picture. Use the correct form of the adjectives in the box to compare Wags and Mags.

hairy ~~tail~~ light pretty

- 1 Wags is taller than Mags.
- b Now use the superlative of these adjectives to compare Rags with Wags and Mags.
- 1 Wags is the tallest monkey.



- 5 Make questions about the warthog using the words in the box.

How long What ~~Where~~ How many

- 1 Where does it live?  
It lives near water on the savannah.



- 2 \_\_\_\_\_  
It eats grass and other plants.
- 3 \_\_\_\_\_  
It usually has four babies.
- 4 \_\_\_\_\_  
It lives for about 15 years.

- 6 Look at the picture in exercise 3. Write questions for these answers using the words in the box.

Where How many What colour ~~How many~~

- 1 How many beetles are there?  
There are three beetles.
- 2 \_\_\_\_\_  
It's green.
- 3 \_\_\_\_\_  
It's on a flower.
- 4 \_\_\_\_\_  
There are two spiders.

## Everyday English

- 7 Complete the dialogues with a word from the box.

scary beautiful ~~feel~~ agree don't like

- A How do you ~~feel~~ about having a snake as a pet?  
B For me, I \_\_\_\_\_ them. I think they're \_\_\_\_\_.  
A I don't \_\_\_\_\_. I think they're \_\_\_\_\_.

do you think neither don't think

- A What \_\_\_\_\_ about having a monkey as a pet?  
B I \_\_\_\_\_ monkeys are good pets.  
A Me \_\_\_\_\_.

cute love think so, too like

- A Would you \_\_\_\_\_ a rat as a pet?  
B Yes, I would. I \_\_\_\_\_ rats! I think they're \_\_\_\_\_.  
A I \_\_\_\_\_. They're amazing animals!

► Workbook pages 32–33, exercises 1–7



## Revision

### Supplementary materials

Workbook: pages 32–33, exercises 1–7

Online Practice

Unit test 3

## Vocabulary

1  1•55 Audio script pT90

a 300 b 690 c 7,000 d 4,820 e 235 f 9,547

2

### Possible answers

It's heavy. It's got big tusks and a long trunk. (elephant)

It's ugly. It's got dark hair and big hooves. (buffalo)

It's got light fur and a long tail. (monkey)

It's pretty. It's got a long neck and a big beak. It's got wings and pink feathers. (flamingo)

3

(clockwise top left to bottom left): ant, spider, bee, beetle, cricket, centipede, butterfly, mosquito

## Grammar

4a

2 Wags' fur is lighter in colour than Mags' fur.

3 Mags is prettier than Wags.

4 Wags is hairier than Mags.

b

2 Mags is the prettiest monkey.

3 Rags' fur is the lightest in colour.

4 Wags is the hairiest monkey.

5

2 What does it eat?

3 How many babies does it have?

4 How long does it live (for)?

6

2 What colour is the cricket?

3 Where is the butterfly?

4 How many spiders are there?

## Everyday English

7

A How do you feel about having a snake as a pet?

B For me, I **don't like** them. I think they're **scary**.

A I don't **agree**. I think they're **beautiful**.

A What **do you think** about having a monkey as a pet?

B I **don't think** monkeys are good pets.

A Me **neither**.

A Would you **like** a rat as a pet?

B Yes, I would. I **love** rats! I think they're **cute**.

A I **think so, too**. They're amazing animals!

➡ **Workbook** pages 32–33, exercises 1–7

➡ Unit test 2

## My project

### Project checklist

#### Before the lesson

- Organize for Sts to be able to use computers with access to the internet and Microsoft Office PowerPoint (or a similar programme) to make a presentation with slides.
- If you cannot organize for computer access, Sts can do internet research about their animal as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.

#### Materials for the lesson

- Computers with internet access and a programme to make a slide presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one piece per 'slide' for each presentation), coloured pens and pencils.

#### Task

Tell Sts in pairs to answer the question and give a reason. Get feedback and find out the most and least popular animals.

**EXTRA IDEA** Set a time limit, e.g. one minute. Tell Sts to walk around and mime their favourite animal to as many classmates as possible. When time is up, in pairs Sts try to remember everyone's animal.

#### 1 1•56 Audio script pT90

- Elicit what Sts already know about badgers.
- Play the audio for Sts to complete the task, then check answers.

Correct order of slides: 2, 3, 4, 5, 1

**EXTRA SUPPORT** Pre-teach new vocabulary before listening, e.g. mammal, sett, claws, tunnel, omnivores, cub, urban, trackers.

#### 2a

- Give Sts time to complete the task, then check answers.

1 e 2 a 3 b 4 c 5 d

#### b

- Give Sts time to complete the group task.
- Tell Sts they do not need to reproduce exactly what was on the audio. The language in the oral presentation is more natural, spoken language, whereas these written sentences are less informal.
- Monitor and help with grammar and spelling. Point out mistakes and encourage Sts to correct their own work.

#### Suggested text

My animal is a badger. It's big. It's got dark fur and white stripes on its nose. It's got strong legs and big claws. They usually live in the woods.

Badgers live in holes underground. Between seven and thirty badgers live together. Some badger homes are more than a hundred years old.

Badgers eat everything! They eat apples, pears, snails, eggs and fish, but their favourite food is worms. They can eat two hundred worms in one night.

Baby badgers are born in the spring. They are pink and have some grey hair. They weigh between 75 and 250 grams. Their mother feeds them milk in the sett.

Some badgers live in towns and cities. They make their homes in parks and gardens. People give them food, and they also find food in bins.

**EXTRA CHALLENGE** Sts do this as an individual writing task.

**EXTRA CHALLENGE** Stronger groups or individuals can write sentences for two or more slides.

**EXTRA IDEA** Divide the class into five groups and allocate each a different slide to write about. One person in each group writes their completed sentences on the board, so Sts can see the whole text. Alternatively, they read their section aloud to the class.

#### 3

- Give Sts time to discuss the questions, then check answers.

1 Eva has five slides.

2 Locations where they live; description of the animal; the animal's home; the animal's food; the animal's babies.

3 No, they don't. They just have key words and the most important information.

4 Answers may vary, but Eva speaks slowly and clearly.

#### 4

- Sts follow the steps to create their own presentation.
  - While you should allow Sts to choose their own animal, it might be a good idea to ensure not too many select the same one, or the presentations will be very repetitive.
  - Tell Sts they should have between five and eight slides. They should be free to make their own decision about their slides' content. However, for those who need guidance, tell them to use the same topics as Eva's presentation. Remind Sts that the wording on the slides should be minimal.
  - Ensure Sts select images which are directly relevant to the information on the slide and can aid understanding.
  - Make it clear that their notes should be similar to those in 2a and should not be complete sentences.
  - Before Sts practise in pairs, elicit ideas on how to engage an audience when giving a slide presentation, e.g. make eye contact, gesture to the slides, look enthusiastic, ask the audience a question, explain unfamiliar words. As Sts practise, monitor and help as required.

#### 5a

- Sts take turns to deliver their presentation to the class.

#### b

- Remind Sts of the importance of active listening. Tell them to ask at least one question during the presentations. If necessary, refer them to page 41 to review question words.
- After the presentations, ask Sts what information about the animals was the most interesting and which presentations they thought were the best and the reasons why.



## TASK

What's your favourite animal? Have fun making a presentation and telling your class about it.


## An interesting animal

My animal:

**the badger**


By Eva

1



Scientists are studying city badgers with **GPS trackers**.

2




Badgers are one of the **largest** mammals in the UK.

3


**A badger's home.**

Badgers live in holes under the ground. Badgers make setts with their strong legs and claws.




**tunnel**

4



Badgers are omnivores. **They eat everything!**

5



**cubs**

Badgers usually have between **one and five** cubs.

**1** **1.56** Look at Eva's project and listen to her presentation. Put the slides in the correct order.

**2 a** Now match the slides (1–5) to Eva's notes (a–e).

a

badger  
big animal  
dark fur and white stripes on its nose  
strong legs, big claws  
live in the woods

b

hole under the ground  
7–30 badgers together  
homes 100 years old

d

baby badger in spring  
pink, grey hair  
weigh 75–250 grams  
mother gives them milk

c

eat everything  
apples, pears, snails, eggs, fish, worms  
200 worms in a night

e

towns and cities      parks and gardens  
people give them food      find food in bins

**b** Work in small groups. Use Eva's notes to make your own complete sentences for one of the slides.

### Study tip!

Make short notes and use them to help you remember the important points of your presentation.

**3** Answer these questions to find out what makes a good presentation.

- 1 How many slides are there?
- 2 What is the topic of each slide?
- 3 Do the slides have a lot of words on them?
- 4 Can you understand every word Eva says? Why?

**4** Choose an animal. Make a presentation and show it to the class.

- 1 Find out about your animal on the internet or in books.
- 2 Decide on the topic of each slide. Choose some information for each slide.
- 3 Find a photo or draw a picture for each slide.
- 4 Make notes about what you want to say.
- 5 Practise your presentation with a friend.

**5 a** Make your presentation to the class. Answer your classmates' questions.

**b** Listen carefully to your classmates' presentations. Ask a question.







What animals can you often see in the area where you live?

## Animals and me

Do you love animals? Are you interested in helping wildlife? Here are three things our readers do.

### The Big Butterfly Count!

15 July–7 August



Elias

Dear English Magazine

I think butterflies are amazing animals. Scientists can't count all the butterflies in Britain. They need our help. I take part in the Big Butterfly Count every year. You can help, too. Here's how.

- Download the butterfly chart from the website.
- Go to your garden, a park, a field or a wood.
- Mark the butterflies you see on the chart. Stop after 15 minutes.
- Send your observations to the website.

There's a map on the website with all the results. It's really interesting!

Elias



### Volunteer at an animal rescue centre



Grace

Dear English Magazine

I love hedgehogs. Hedgehogs often have accidents or need help. I volunteer at a hedgehog rescue centre on Saturdays. The Centre looks after about 100 hedgehogs.

I do lots of different things. I clean cages, I talk to visitors about the hedgehogs, I feed the babies with a bottle. When a hedgehog is better we take it to a safe place so it can live in the wild.

That's my favourite job.

Grace



**1** Read the introductions then look at the pictures. What are the three articles about?

**2** Choose one of the magazine's reader letters. Read it and choose the correct answer for your text.

What is the letter about?

- Helping animals in the garden.
- Helping scientists.
- Helping animals with problems.

**3** Who do you think says these things? Choose two sentences for your text.

- It's fun making useful things.
- I like showing people our work.
- Gardens are great places to see wild animals.
- It's fun to be part of a big project.
- Saturdays are the best day of the week.
- I want to be a scientist when I'm older.

**4 Over to you!** Work in small groups. Discuss the questions.

- Which activity in this lesson would you like to do? Why?
- Which activity in this lesson wouldn't you like to do? Why not?
- Do you do anything to help wildlife?

### Make a home for the animals in your garden



Rex

Dear English Magazine

We all love wild animals in our family. There are lots in our garden.

We put bird boxes in the trees. There are lots of baby birds in spring. They're really cute.

We make insect homes out of bamboo.

Bees and other insects like living in small holes. The insects are good for the fruit trees in the garden.

We've also got a special bat box in the garden. Bats love living in it. We can see the bats catching insects at night. It's fantastic.

Rex





## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below are some additional details about the initiatives mentioned in the lesson.

**The Big Butterfly Count:** This annual nationwide survey started in Britain in the summer of 2010 and quickly became the world's largest survey of butterflies. Participants from all over the UK spend 15 minutes counting different species of butterflies and completing a chart. They can either do this from a fixed position or while out on a walk. They then send their findings to the website <http://www.bigbutterflycount.org/> and the data is collated. In 2017, more than 60,000 people participated and around 550,000 butterflies of the 20 target species were counted. The aim of the count is to help assess the state of our natural environment and the effects of climate change. Butterflies are the perfect species to study, as they are very sensitive to environmental change.

**Animal rescue centres:** The UK has hundreds of regional and national rescue centres, committed to the welfare of both wild and domestic animals. These centres rescue and rehabilitate injured or abused animals, with the aim of releasing them back into the wild or finding new homes for them. Another objective is to provide education and advice about animal welfare to the public. The centres are often charities and most are staffed by volunteers. The largest and best-known organization is the RSPCA (Royal Society for the Prevention of Cruelty to Animals), which was founded in 1824 and is the oldest and biggest animal welfare organization in the world.

**Wildlife in the garden:** Many people with a garden in the UK enjoy protecting and helping local wildlife. As well as providing nesting boxes for birds, people put out food on a special bird table or in a feeding container, particularly during winter months. Some gardens have a pond, which is a great way to conserve amphibian life, such as frogs and newts. Ponds also attract insects like dragonflies, and provide water for birds. Some residents plant certain flowers and trees to attract and feed specific insects and birds, for example lavender for bees, and buddleia for butterflies. As well as providing food for wildlife, trees, shrubs and plants offer shelter and protection.

Another animal which people often help is the hedgehog. Typically, hedgehogs hibernate from November to March. Before going into hibernation, they need to build up their fat stores, to ensure they get through the winter without food. Providing supplementary food and water before and after hibernation can significantly increase their chances of survival. While specialist hedgehog food can be bought, many people instead feed them minced meat or tinned cat or dog food.

### You First

Sts discuss the question in pairs. Elicit ideas and write the animal names on the board.

**EXTRA SUPPORT** Show Sts images of local animals and do the task as a class.

**EXTRA CHALLENGE** Sts write the animal names into categories, e.g. 'mammals, insects, birds'.

1

- Give Sts time to complete the task, then check answers.

Counting butterflies, looking after hedgehogs, building homes for animals in the garden.

2

- Allow Sts to choose the article they think is the most interesting and complete the task. Check answers.

a Rex b Elias c Grace

3

- Give Sts time to complete the task, then check answers.

#### Possible answers

1 Rex 2 Grace 3 Rex 4 Elias 5 Grace 6 Elias

**EXTRA SUPPORT** Sts choose a text in pairs and do exercises 2 and 3 together.

**EXTRA CHALLENGE** Sts read two or all three texts and complete the tasks.

**EXTRA IDEA** In groups of three, Sts each read a different text and complete the tasks. They then share information and answers.

4

- Give Sts time to complete the discussion task.
- Find out which activity is the most and least popular and ask Sts for their reasons.

**EXTRA IDEA** In a group, Sts think of a project to help local wildlife. Each group presents their idea to the class and Sts vote for the best one.

### Video Guide dogs

- As an extension to the *Culture* topic, watch a short film about guide dogs and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Supplementary materials

Photocopiable worksheet: Song

#### Additional subject notes

Below are some additional details about insect life cycles.

**The 4-stage life cycle:** Around 85% of insect species have this, including beetles, wasps, flies, moths and butterflies.

- 1 The insect starts life as an *egg*.
- 2 The egg hatches into a *larva* (plural *larvae*). Depending on the insect, the larva feeds for a period ranging from days to several years. The larva looks very different from the adult insect. To grow larger, it regularly *moults*, which means it sheds its outer skin.
- 3 After moulting for the last time, the larva becomes a *pupa*. This is a resting stage. The pupa is usually fixed in a hidden place, and cannot move much. During this stage, the insect undergoes dramatic change, which is called *metamorphosis*.
- 4 When it emerges, the pupa is an *adult* and looks exactly like its parents.

**The 3-stage life cycle:** Around 15% of insect species have this, including dragonflies, cockroaches and grasshoppers. The difference with this life cycle is there is no *pupal stage*. The egg hatches into a young insect called a *nymph*, which looks similar to an adult. The nymph feeds and moults several times as it grows bigger. On a flying insect, the wings appear gradually. Eventually, it sheds its skin one last time and becomes an adult.

#### You First

Give Sts time to discuss the questions. Elicit ideas and write any useful vocabulary on the board.

**EXTRA IDEA** In pairs, Sts discuss which adjectives they think describe bees and give reasons, e.g. 'I think bees are useful because they make honey.' You could refer Sts back to exercise 5a, page 43 for ideas.

1

- Tell Sts to look at the photos in the introduction. Elicit the names of the three types of bee and ask Sts how they think they are different.

**EXTRA SUPPORT** Before Sts do the reading tasks, pre-teach unfamiliar vocabulary, e.g. colony, lay eggs, pollen, nectar, cell, hatch, grub, wax.

- Give Sts time to read the texts and check their predictions, then check answers.

**Queen bees** are the biggest. There is only one queen. She lays the eggs.

**Drones** are male. They don't work in the colony.

**Worker bees** are female. They do all the work in the colony.

2

- Give Sts time to complete the task, then check answers.

1 c 2 a 3 b

3

- Give Sts time to complete the task, then check answers.

1 c 2 d 3 b 4 a

**EXTRA CHALLENGE** Sts write three questions about bees, e.g. 'What do grubs look like?' They swap questions with a partner and answer them. You could refer Sts back to page 41 to review question words before they complete this task.

**EXTRA IDEA** In pairs, Sts take turns to say a sentence about bees with some incorrect information. Their partner corrects it, e.g. 'The grubs grow eight legs and six wings.' 'No! They grow six legs and four wings.'

4

- Give Sts time to complete the discussion task, then get some feedback.

- 1 **Possible answers** beetles, wasps, ants, flies, moths and butterflies.  
NOTE: some insects, e.g. dragonflies, cockroaches, grasshoppers, crickets do not have a grub / larva stage in their life cycle.
- 2 Sts' own answers.

**CULTURE NOTE** The practice of keeping bees is known as *apiculture* and a beekeeper is called an *apiarist*. Apiarists keep honey bee colonies in *hives*, which are usually man-made wooden boxes. The location where bees are kept is called an *apiary*.

People keep bees for different reasons, for example to collect honey and other products produced in the hive (like beeswax and royal jelly), to pollinate crops or to raise bees to sell to other beekeepers. Most beekeepers wear protective clothing, such as gloves and a hooded suit or hat with a veil, to minimize the risk of stings.

- Ask the class what information from the lesson they found most interesting and whether they would like to keep bees. Get feedback on their reasons.

**EXTRA IDEA** In pairs or small groups, Sts choose another insect and make a poster explaining and illustrating its life cycle. Display the posters for Sts to read their classmates' work and find out more about the topic.

#### 🎧 1-57 Song Animals big and small

The song, written specifically for *Project Explore*, builds on the grammar and vocabulary of Units 2 and 3. Use the Song photocopiable to explore the song further.





What do you know about honey bees?

## The life cycle of bees

### Introduction

Bees live in colonies. Colonies are made of wax cells. There are three types of bee in a colony.



wax cell

### Glossary

♀ = female ♂ = male

## From EGG to BEE

1

The queen lays eggs in the cells. There are three different kinds of cell: one for the new queen; one for the drones; one for the workers.



2

After three days the eggs hatch into grubs. Grubs look like big white worms. The workers feed the grubs for nine days. Then they put a wax top on the cells.



3

The grubs grow a head and a body with two parts. They grow six legs and four wings. After about three weeks the young bees come out of the cell.



- Read the introduction. How are the three kinds of bees different?
- Look at the photos in the article above. Match the photos (1–3) to the titles (a–c).  
a Grubs.    b Young bees.    c Bee egg cells.
- Read the article 'From Egg to Bee'. Match the sentence halves.
 

1 Drones don't work	a after about 21 days.
2 The queen lays her eggs	b and then close the cells.
3 The workers give the grubs food	c in the colony.
4 The young bees come out of the cell	d in three different kinds of cell.
- Over to you!** Work with a partner. Discuss these questions.
  - Do you know any other kinds of animals with a life cycle like the bees?
  - Do you know anybody who keeps bees? Who?

### Glossary





# 4

## Be active!

### 4A Water sports and winter sports



What water sports are popular in your country?  
What winter sports are popular in your country?



1 difficult



2 dangerous



3 expensive



4 exciting



a cheap



b boring



c safe



d easy

### Vocabulary

1 a Match the adjectives (1–4) to their opposites (a–d).

b Listen and check then repeat.

c Work with a partner. Ask questions about the opposites.

What's the opposite of difficult?

Easy.

### Study tip!

Learning words in pairs is a good idea. Can you think of any other pairs of opposite adjectives?

b 2.04 What do you think about these sports? Listen to the dialogue then ask your classmates the same questions. Find three people who agree with your ideas.

A Do you think kitesurfing is difficult?

B No, I don't. I think it's easy.

A Do you think it's safe?

B Yes, I do.

► Workbook page 34, exercises 1–2

2 a 2.03 Listen and repeat the sports words.



1 canoeing



2 sailing



3 scuba diving



4 kite surfing



5 waterskiing



6 rowing



7 snorkelling



8 skating



9 tobogganing



10 ice hockey



11 ski jumping



12 cross-country skiing

### Pronunciation

/w/

/v/

3 2.05 Listen and repeat.

He's wearing a wetsuit.

He's looking at the waves.

He wants to kite surf.

but he isn't very brave!



wetsuit

► Workbook page 34, exercise 3



# 4 Be active

## Unit objectives

describe and compare different sports  
describe how you do things  
talk about where you were last weekend  
write about a famous sports personality  
talk about physical problems  
make and accept / refuse offers

## Language

**Grammar:** comparatives and superlatives – long adjectives; adverbs; past simple – *be*

**Vocabulary:** water and winter sports; adjectives; making nouns from verbs; parts of the body

**Everyday English:** asking and talking about physical problems; making and responding to offers

**Project:** An unusual sport

**Culture:** Sports in the United States

**Learn through English:** How active are you?

From Unit 3A: fast ≠ slow, pretty ≠ ugly, heavy ≠ light, light ≠ dark, smooth ≠ hairy

c

- Give Sts time to complete the task in pairs, first with books open, then closed.

**EXTRA CHALLENGE** Sts include other pairs of adjectives.

2a  2-03

- Play the audio, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a sport and their partner points to the picture.

**LANGUAGE NOTE** We use the verb *go* with all of the sports in 2a, but we say *play* ice hockey. Point out any other sports on the board that Sts mentioned in the **You First** activity. Elicit which verb each collocates with, e.g. *go* kayaking / surfing / windsurfing; *play* water polo.

b  2-04

- Play the audio, pausing for Sts to repeat.
- Give Sts time to have similar dialogues, replacing the highlighted words in the model, then get some feedback.

**EXTRA IDEA** Ask the class some similar questions, e.g. 'Do you think tobogganing is exciting?' If they think *Yes*, they stand up. If they think *No*, they sit down.

**EXTRA SUPPORT** Sts write questions before doing the speaking task.

**EXTRA CHALLENGE** Sts also find three people who disagree with their ideas.

➡ **Workbook** page 34, exercises 1–2

These exercises could be done after the pronunciation task instead.

➡ **Photocopiable** Grammar and Vocabulary

## Pronunciation /w/ /v/

### Additional pronunciation notes

The sounds /w/ and /v/ are both voiced consonants. To produce the /w/ sound, push the lips forward into a small, tight circle and then let the tongue and lower lip drop. To produce the /v/ sound, lightly put the upper teeth onto the lower lip and pass air through. Point out that /w/ is pronounced 'double u', not 'double v'.

3  2-05

- Play the audio for Sts to listen and repeat the chant.

**EXTRA IDEA** Say a different water sport verb with the key sounds, e.g. *scuba dive* / *waterski* / *windsurf* / *swim*. The class repeats the chant chorally, substituting the verb each time. Tap the desk to keep the rhythm going and Sts in time.

**EXTRA IDEA** Say other words with /w/ or /v/, (e.g. *wing*, *worst*, *when*, *win*, *heavy*, *five*, *give*, *live*) and Sts say which sound it is.

➡ **Workbook** page 34, exercise 3

➡ **Photocopiable** Pronunciation

## 4A Water sports and winter sports

### Supplementary materials

Workbook: pages 34–35, exercises 1–8

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

### You First

Set a time limit, e.g. one minute, and get Sts in pairs to write down as many water and winter sports they can think of. Elicit ideas and write the sports into two columns on the board. Sts discuss the questions. Sts could also discuss how often they do these sports.

**EXTRA IDEA** In pairs, Sts take turns to say a sport for each letter of the alphabet, e.g. *aerobics*, *basketball*, *canoeing*. To make it competitive, if a student cannot think of a sport for a letter, he / she gets a point. The winner has the fewest points at the end.

## Vocabulary

1a

- Give Sts time to complete the task.

b  2-02

- Play the audio for Sts to listen, then check answers.

1 d 2 c 3 a 4 b

- Play the audio again, pausing for Sts to repeat.
- Draw Sts' attention to the advice about learning new vocabulary in the **Study tip!** box. Following this will help Sts become more independent learners.
- Elicit other pairs of opposite adjectives Sts know.

### Possible answers

From Unit 1C: small ≠ big, noisy ≠ quiet, lively ≠ shy, long ≠ short, short ≠ tall

# Grammar Comparatives and superlatives – long adjectives

4a 2•06

- Elicit when we use comparatives and superlatives, and how they are formed with short adjectives. You may want to give Sts time to look back at 3A and 3B before doing this.
- Play the audio for Sts to listen and complete the task, then check answers.

Will wants to go kite surfing, sailing and scuba diving. She thinks they're all expensive, kite surfing is dangerous and scuba diving is difficult.

**EXTRA SUPPORT** Play the audio twice. The first time, Sts listen for the sports Will wants to do. The second time, they listen for his mum's opinions.

b

- Elicit ideas and write them on the board. Ask Sts to copy the list or leave it on the board for reference in exercise 6.

## Possible answers

Swimming, walking, snorkelling, kayaking, surfing, playing beach volleyball.

5a

- Give Sts time to complete the task, then check answers.

1 b or c   2 a   3 c

## Additional grammar notes

A long adjective has two or more syllables. However, when a two-syllable adjective ends in -y, it follows the rules for short adjectives. e.g. easy, easier, the easiest

**EXTRA CHALLENGE** Sts cover the sentences, look at the signs and remember the sentences.

b

- Tell Sts to copy and complete the table.

c 2•07

- Play the audio for Sts to check their answers.

Adjective	Comparative form	Superlative form
exciting	more exciting	the most exciting
boring	more boring	the most boring
difficult	more difficult	the most difficult
dangerous	more dangerous	the most dangerous

- Play the audio again, pausing for Sts to repeat.

**EXTRA IDEA** In pairs, Sts say the comparative and superlative forms of the opposite adjectives, e.g. cheap, cheaper, the cheapest.

➡ **Workbook** page 35, exercises 4–8

➡ **Photocopiable** Grammar and Vocabulary

# Speaking

6

- Tell Sts to read the dialogue in pairs.
- Remind them of the expressions to make and respond to suggestions on page 29.
- Refer Sts to the list of ideas in their exercise books or on the board. Tell them to use these to make similar dialogues.
- Find out which activities Sts think are the best for Will and his mum and why.

7

- Remind Sts of the expressions to give and agree / disagree with opinions on page 43. Encourage use of these during the discussion.
- Give Sts time to complete the task. Find out if pairs disagreed on anything.

**EXTRA SUPPORT** Give Sts time to think and write their answers before having a discussion.

**EXTRA CHALLENGE** In pairs, Sts take turns to ask more questions using the superlative forms of other adjectives.

## Extra

Sts can do this task in class or as homework.



## Grammar

### Comparatives and superlatives – long adjectives

- 4 a** **2.06** Read and listen to the dialogue.  
What sports does Will want to do? What does Mum think of his ideas?



- Mum** What do you want to do today, Will?  
**Will** How about kite surfing? That looks exciting.  
**Mum** Yes, but look, it's very expensive. And I think it's dangerous.  
**Will** Well, what about sailing?  
**Mum** Will! That's more expensive than kite surfing!  
**Will** Oh. OK. Well how about scuba diving?  
**Mum** Look at the price! It's the most expensive of all. And it's difficult.  
**Will** OK. So what *can* I do that isn't expensive, dangerous or difficult?  
**Mum** Hmm...let's look for frogs.  
**Will** Frogs! Mum! I'm 13 years old, not six!

**b** Can you suggest some other activities that Will and his mum can do at the beach?

- 5 a** Match the sentences (1–3) with the signs (a–c).

- 1 Ski jumping is more expensive than skating.
- 2 Skating is more expensive than tobogganing.
- 3 Ski jumping is the most expensive sport.

<b>a</b>	<b>b</b>	<b>c</b>
<b>Skating</b> £10 / hour,  <b>Tobogganing</b> £5 / hour	<b>Ski jumping</b> £25 / hour,  <b>Skating</b> £10 / hour	<b>Tobogganing</b> £5 / hour, <b>Skating</b> £10 / hour, <b>Ski jumping</b> £25 / hour

This is how you form comparatives and superlatives of long adjectives:

Long adjective	expensive
Comparative form	more expensive
Superlative form	the most expensive



- b** Complete the table with the comparative and superlative forms of the adjectives.

Adjective	Comparative form	Superlative form
expensive	more expensive	the most expensive
exciting		
boring		
difficult		
dangerous		

- c** **2.07** Listen and check.

► **Workbook** page 35, exercises 4–8

## Speaking

- 6 Get ready to speak** Look at your ideas for Will and his mum in exercise 4b. Discuss them with a partner.

I think Will and his mum can go waterskiing.

I don't think that's a good idea. I think waterskiing is more expensive than kite surfing.

What about rowing?

That's a good idea. Rowing isn't dangerous.

- 7** Work with a partner. Discuss these questions.

- 1 Which do you think is the most dangerous water sport?  
*I think kite surfing is the most dangerous water sport.*
- 2 Which do you think is the most expensive winter sport?
- 3 Which do you think is the most difficult winter sport?
- 4 Which do you think is the most exciting water sport?
- 5 Which do you think is the easiest winter sport?
- 6 Which do you think is the cheapest water sport?

**EXTRA**

Write your opinion of water sports in order, from the most difficult to the easiest.

e.g.: I think kite surfing is more difficult than windsurfing. I think kayaking is easier than sailing.



# 4B The race



Do you run in races? Do you know anyone who runs marathons?

## Look!

We can make nouns from verbs, like this:

verb	person
win	winner
lose	loser
teach	teacher
run	runner

## Vocabulary

1 2.08 Look at the picture. Listen and repeat the words.



► Workbook page 36, exercises 1–2

## Listening

2 a Look at the picture in exercise 1. Do you know this story? Who wins the race?

b 2.09 Listen to the story. How many races do the turtle and the rabbit run?

c 2.09 Listen again. Put the pictures in the correct order.



3 Match the descriptions (a–f) to the pictures (1–6).

- a Turtle is carrying Rabbit across the river on his back.
- b Rabbit is running fast. Turtle is behind him.
- c Rabbit is sleeping. Turtle is walking slowly to the finish.
- d They are crossing the finish line together and smiling happily.
- e Turtle is winning. The crowd is shouting loudly.
- f Turtle is swimming strongly in the river. Rabbit doesn't know what to do.

4 The story is a modern version of a fable. Fables are old stories with a lesson, or moral, in them. This modern version has two morals. Match the morals to the story.

- 1 It's always better to do things slowly.
- 2 It's always better to do things fast.
- 3 It's better only ever to do things you can do well.
- 4 Working as a team gets the best results.



## 4B The race

### Supplementary materials

Workbook: pages 36–37, exercises 1–7

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

### You First

Elicit or tell the class how far a marathon is (42,195 kilometres). Give Sts time to discuss the questions in groups. Get feedback and find out who has run the furthest and who can run the fastest.

**EXTRA IDEA** Below is some information about marathons that you might like to give your Sts. Alternatively, you could have a team competition and ask Sts superlative questions, e.g. 'How many runners does the biggest marathon have?' 'What's the fastest time for a man to run a marathon?' 'How old was the oldest runner?' The team with the closest answer gets a point.

The biggest race is the New York City Marathon, with over 50,000 runners. The male record holder is Dennis Kipruto Kimetto from Kenya, who ran the Berlin Marathon in 2:02:57. The female record holder is Paula Radcliffe from the UK, who ran the London Marathon in 2:15:25. The oldest person to complete a marathon was 100 years old and the youngest was aged three.

### Vocabulary

#### 1 2-08

- Play the audio for Sts to complete the task.

**EXTRA SUPPORT** In pairs, Sts take turns to say a word and their partner points to it in the picture.

- Focus on the word *winner*. Remind Sts that they met this word in the story about snail racing on page 38.
- Draw Sts' attention to the **Look!** box. Elicit the opposite of *winner* and the corresponding verb.

**LANGUAGE NOTE** If the verb has one syllable and ends in one vowel and one consonant, double the final consonant before adding *-er* to form the noun, e.g. run → runner. The exception is if the verb ends in *-w*, e.g. row → rower.

**EXTRA IDEA** Give Sts some verbs relating to sports (e.g. scuba dive / kite surf / swim / row / skate / ski jump / kayak) and tell them to write the noun for the person.

➡ **Workbook** page 36, exercises 1–2

➡ **Photocopiable** Grammar and Vocabulary

### Listening

#### 2a

- Tell Sts to discuss the questions in pairs, then elicit ideas.
- The traditional story is about a hare and a tortoise. This modern version is about a rabbit and a turtle. In the traditional story, the tortoise wins the race.

**LANGUAGE NOTE** A *turtle* and a *tortoise* look very similar. However, a turtle lives in or near water, whereas a tortoise lives on land.

#### b 2-09 Audio script pT90

- Play the audio for Sts to listen, then check the answer. They run four races.

**EXTRA IDEA** Sts keep a score sheet and mark down who wins each race. Elicit who wins the most races (*Turtle*).

#### c 2-09 Audio script pT90

- Play the audio again for Sts to complete the task, then check answers.

Correct order: 1, 2, 3, 4, 5, 6

#### 3

- Give Sts time to complete the task, then check answers.

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

#### 4

- Remind Sts that the moral of a story is the message that you understand from it about how you should or should not behave.
- Check which morals go with this story and ask Sts to explain why.

Moral 3: Rabbit can run well and Turtle can swim well, so they succeed in these activities.

Moral 4: Turtle and Rabbit carry each other at different points in the race, so complete it more quickly together.

- Ask Sts for examples of things they can do well and how they feel about working as a team.

Grammar Adverbs

5a

- Give Sts time to complete the task, then check answers.

1 slowly 2 fast 3 strongly 4 happily

**EXTRA SUPPORT** Sts look back at exercise 3 to help them do the task.

b

- Elicit the rule about using adverbs.

a more about the action in the sentence.

c

- Elicit the rule about the positioning of adverbs.

a Adverbs go **after** the verb.

**Additional grammar notes**

We usually make adverbs by adding *-ly* to an adjective. Sometimes we need to make other spelling changes.

With two syllable adjectives ending in *-y*, remove the *-y* and add *-ily*.  
e.g. happily, noisily

When an adjective ends in *-le*, remove the *-e* and add *-y*.  
e.g. terribly, gently

If the adjective ends in *-l*, just add *-ly* as usual. (Sts sometimes get confused with the double l.)  
e.g. carefully, beautifully

Some common irregular adverbs are *fast*, *well* and *hard*.

6a

- Explain the spelling rules, then give Sts time to complete the task.

b  2-10

- Play the audio for Sts to listen and repeat.
- Check answers and focus on spelling.

**LANGUAGE NOTE** Explain that *brilliant* can mean ‘very good’ or ‘very clever’.

Adjective	Adverb	Adjective	Adverb
happy	<b>happily</b>	brilliant	<b>brilliantly</b>
fast	<b>fast</b>	sad	<b>sadly</b>
quick	<b>quickly</b>	slow	<b>slowly</b>
loud	<b>loudly</b>	quiet	<b>quietly</b>
noisy	noisily	bad	<b>badly</b>
good	<b>well</b>	careful	<b>carefully</b>
nice	nicely	safe	<b>safely</b>
dangerous	<b>dangerously</b>	terrible	terribly

**EXTRA SUPPORT** In pairs, Sts take turns to say an adjective and their partner says the adverb.

**EXTRA CHALLENGE** Play the story from 2b again. Sts listen and write down all the adverbs: *brightly, loudly, fast, slowly, easily, hard, strongly, carefully, happily*. In pairs, Sts remember what actions the adverbs describe, e.g. The sun’s shining *brightly*.

7

- Elicit the name of the sport in the picture (*snowboarding*). Ask for a show of hands who has tried this sport. Find out who can snowboard well or badly.
- Give Sts time to complete the task, then check answers.

2 quietly 3 fast 4 easily 5 loudly 6 happily 7 well  
8 quietly 9 sadly

- ➡ **Workbook** pages 36–37, exercises 4–6
- ➡ **Photocopiable** Grammar and Vocabulary

Speaking

8

- Organize Sts into groups and give each group eight strips of paper.
- Give them time to write sentences. Point out that they need to use the present continuous and put the adverb at the end.
- When groups finish, check their grammar and spelling.

9

- Explain the instructions of the game to the class.
  1. Play the game in two teams.
  2. Give one of your sentences to a person on the opposite team.
  3. That person mimes the sentence to their team.
  4. If their team guesses the sentence correctly, they score one point. If they are wrong, your team gets one point.
  5. Continue taking turns until all the sentences are finished.
  6. The team with the most points is the winner.

➡ **Workbook** page 37, exercises 7–8

The writing task in the Workbook is optional and is not the main writing focus of the unit.

**EXTRA IDEA** In pairs, Sts write a sports commentary, following the instructions in exercise 8 in the Workbook. One person in each pair reads the commentary to the class. When Sts hear an adverb, they raise their hand. Alternatively, do this as a group writing activity. One person in each group then reads the commentary while the others in the group act out the scene to the class.

Extra

Sts do the task in pairs. Remind them to use the present simple or *can*. Find out what Sts have in common.

**EXTRA IDEA** Do this as a mingle activity. Sts find as many classmates as possible with things in common.

**EXTRA CHALLENGE** Sts write sentences they think are true for their partner. They read their sentences to each other and say whether they’re correct.



## Grammar Adverbs

**5 a** Complete these sentences from the story about Turtle and Rabbit using the words in the box.

fast strongly happily slowly

- In the first race Turtle walks \_\_\_\_ to the finish.
- In the second race Rabbit runs \_\_\_\_.
- In the third race Turtle swims \_\_\_\_ across the river.
- In the fourth race Turtle and Rabbit smile \_\_\_\_ at the crowd.

**b** Read the sentences and complete the rule with the correct option, a or b.

*Slowly, fast, strongly and happily* are adverbs.

They tell us \_\_\_\_

- more about the action in the sentence.
- more about the person doing the action.

**c** Look at the sentences in exercise 5a again. Which rule, a or b, is true?

- Adverbs go **after** the verb.
- Adverbs go **before** the verb.

We make adverbs from adjectives like this:



slow + ly → slowly  
happy + ly → happily

Remember! Some adverbs are irregular:



fast → fast  
good → well

**6 a** Complete the table with the adverbs.

Adjective	Adverb	Adjective	Adverb
happy		brilliant	
fast		sad	
quick		slow	
loud		quiet	
noisy	noisily	bad	
good		careful	
nice	nicely	safe	
dangerous		terrible	terribly

**b** **2.10** Listen and check.

**7** Read the race commentary. Choose the correct adverb to complete the sentences.



It's the snowboard championship today. The sun is shining and the crowd is talking <sup>1</sup>well / noisily. The snowboarders are here. They are waiting <sup>2</sup>dangerously / quietly. Kelly is first. She's going <sup>3</sup>fast / sadly and she's jumping <sup>4</sup>easily / badly. The crowd is shouting <sup>5</sup>loudly / slowly and she's smiling <sup>6</sup>happily / sadly. Now it's Ryan's turn. He's starting <sup>7</sup>well / sadly. Oh no, he's having problems. The crowd is watching <sup>8</sup>quietly / fast. Oh dear, he can't continue. He's waving <sup>9</sup>sadly / noisily at the crowd. Better luck next time, Ryan.

► **Workbook** pages 36–37, exercises 3–5

## Speaking

**8** **Get ready to speak** Work in groups of three or four. Write eight sentences about a sport with an adverb. Write each sentence on a separate piece of paper.

*You're playing football brilliantly.*

**9** Play the adverb game. Give your sentences to a member of another group to mime. Can their group guess the sentence correctly?

► **Workbook** page 37, exercises 6–7

**EXTRA**

What do you do well? Badly? Slowly? Fast? Noisily? Happily? Think of your answers. Then ask and answer questions with a partner.



# 4C Sports heroes

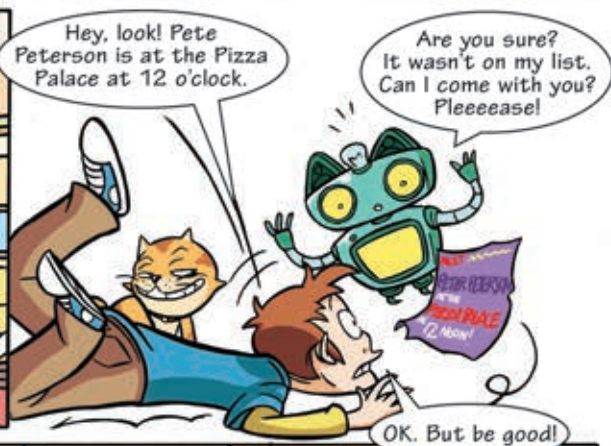


Who are your sports heroes?

- 1 2.11 Read and listen to the story.  
Where does Jake find Pete Peterson?



Later...



- 2 Read the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Pete Peterson is a football player.
- 2 Winston knows that Pete is not at the pool.
- 3 Jake goes to Pete's shop at the shopping centre.
- 4 Jake wants to play with Winston.
- 5 Winston wants Jake to play with him.
- 6 The leaflet says Pete is at the Pizza Palace at two o'clock.
- 7 Jake goes to the Pizza Palace with Bot.
- 8 Mum thinks Jake's selfie is brilliant.



## 4C Sports heroes

### Supplementary materials

Workbook: pages 38–39, exercises 1–6

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

**OPTIONAL LEAD-IN** On the left of the board, write some verbs relating to sport, e.g. 'run / swim / skate / surf / play.' On the right, write some adverbs, e.g. 'fast / well / brilliantly / strongly / beautifully.'

In pairs, Sts make sentences about famous sportspeople they know, e.g. 'Mao Asada can skate beautifully.' 'Usain Bolt can run very fast.'

### You First

Elicit the definition of *hero* (a person you admire because they have achieved something great). Ask Sts to discuss the question in pairs and give reasons. Encourage the use of adverbs. Find out the most popular heroes and elicit reasons.

**EXTRA IDEA** In pairs, Sts take turns to describe their sports hero, without saying his / her name. Their partner guesses who it is.

### 1 2.11

- Elicit which characters Sts recognize in the picture story (*Jake, Bot, Winston, Mum*) and what they already know about them.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

Jake finds Pete at Pizza Palace.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. excited, annoyed, disappointed). Sts then read the script in groups, each taking a different role.

### 2

- Give Sts time to complete the task, then check answers.

1 F He's a swimmer. 2 T 3 T 4 F Jake doesn't want to play with Winston. 5 F He wants to show Jake the leaflet.  
6 F It says Pete is at the Pizza Palace at 12 o'clock. 7 T  
8 F She thinks it's funny.

- Ask Sts which famous sportsperson they would like a selfie with and what they would say if they met them.

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class and the class votes on the best performance. With a large class, to save time and ensure Sts remain interested, put two groups together to perform to each other.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

# Grammar Past simple – be

3a

- Give Sts time to complete the task, then check answers.

1 Bot   2 Jake   3 Bot   4 Mum   5 Jake

**EXTRA CHALLENGE** Sts do the task without looking back at the story.

- Ask Sts who the subject pronouns refer to, e.g. Was **he** at the pool? = Pete Peterson.

b

- Give Sts time to copy and complete the table.
- Check answers and write in a table on the board for clarity.

Present	Past simple		
	+	–	?
I am	I <b>was</b>	I wasn't	was I?
he / she / it is	<b>he / she / it was</b>	<b>he / she / it wasn't</b>	<b>was he / she / it?</b>
we / you / they are	<b>we / you / they were</b>	<b>we / you / they weren't</b>	were we / you / they?

## Additional grammar notes

Unlike the present simple forms of the verb *be*, *was* and *were* are not used in contracted forms in positive sentences.  
 e.g. I *am* late. → I'm late. I *was* late. (No contraction)  
 We *are* late. → We're late. We *were* late. (No contraction)

- Drill the past simple verb forms from the table, for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a subject pronoun and their partner gives the three past simple forms, e.g. 'you' 'you were, you weren't, were you?'

4

- Give Sts time to write the sentences, then check answers.

2 He wasn't at the pizza restaurant at four o'clock. He was at the sports centre.  
 3 She wasn't at the sports centre at four o'clock. She was there at two o'clock.  
 4 They weren't at the café at twelve o'clock. They were at the pizza restaurant.

- Draw Sts' attention to the use of *at the* before places in the town. Elicit other places and write them on the board, e.g. 'gym, cinema, supermarket, swimming pool, library, park'.

**EXTRA IDEA** In pairs, Sts take turns to give a sentence in the present simple, and their partner changes it to past simple, e.g. 'Today, we're at the library.' 'Yesterday, we were at the library.'

- Point out that to make questions in the past simple, we invert the subject pronoun and *was / were*.

5

**LANGUAGE NOTE** Remind Sts of some rules with prepositions of time. We say *at five o'clock* (time), *at the weekend* and *on Saturday* (day).

- Tell Sts to mingle, talk to their classmates and note any similarities. They can use the list of places on the board to help them. You could add other expressions Sts may need, e.g. at home, in bed, at ...'s house, on the bus.

**EXTRA SUPPORT** Give Sts time to think and write sentences about their weekend before the speaking task. Write the following on the board as a model: 'On...(+ day) at...(+ time), I was...(+ place).'

- In pairs, Sts tell each other what they found out, e.g. 'On Saturday at ten o'clock, Ella and I were at the park.'
- Find out who has the most similarities.

**EXTRA IDEA** On a piece of paper, Sts write four sentences about their weekend. Collect all the pieces of paper and redistribute them at random. Sts read the four sentences and guess which classmate wrote them.

**EXTRA IDEA** Sts imagine where their sports hero spent the weekend and write four sentences with 'he / she'. Encourage creativity. Sts read their sentences to a partner. Find out who has the most imaginative ideas.

- ➡ **Workbook** pages 38–39, exercises 1–5
- ➡ **Photocopiable** Grammar and Vocabulary

## Writing

6

- Elicit the sport in the picture. Ask Sts what adjectives could describe kite surfing, e.g. exciting, difficult, dangerous.
- Tell Sts to look at the mind map. Ask why mind maps are important (they help us organize information clearly).

**EXTRA SUPPORT** Elicit what details are missing from each section of the mind map, e.g. place, year, name of a sport, opinion.

- Give Sts time to complete the task, then check answers.

personal information: born in **Barcelona**, in **1994**; lives in **Tarifa**  
 prizes: **gold medal** in the Gravity Games  
 other sports: **surfing** and skating  
 my opinion: **she's amazing**

- Ask Sts which information about Gisela was the most interesting or surprising.

➡ **Workbook** page 39, exercise 6

These exercises give more practice with making a mind map and writing a text about a famous person.

7

- Internet access would be useful for research. If this is not possible, Sts could find out facts and produce a mind map for homework and write the text in the following lesson. Alternatively, they could do the whole task as homework.

**EXTRA IDEA** Sts copy out a corrected version of their text, but leave out the name. Sts read their classmates' texts and guess the sports personalities.

## Extra

Sts can do this at any point in the lesson.

His hair wasn't wet because he hasn't got hair.



## Grammar Past simple – be

3 a Look at the story in exercise 1 again. Who says these sentences?

- 1 Was he at the pool?
- 2 He wasn't at the shopping centre.
- 3 It wasn't on my list.
- 4 Where were you this afternoon?
- 5 I was at the Pizza Palace.

Was and were are the past forms of the verb be.



b Complete the table with the positive, negative and question past forms of the verb be.

Present	Past simple		
	+	-	?
I am		I wasn't	was I?
he/she/it is			
we/you/they are			were we/you/they?

4 Look at the receipts and correct the sentences.



Jake

PerfectPizza  
12:02 p.m.  
Margerita...£4.50

Fit sports centre  
2:01 p.m.  
Football...£4.00



Jenny

Fit sports centre  
3:59 p.m.  
Tennis...£3.50

Cool Café  
18:02  
Milkshake...£2.95

PerfectPizza  
12:01 p.m.  
Pepperoni...£4.50

Cool Café  
18:03  
Cola...£1.50

- 1 Jake and Jenny were at the Sports Centre at six o'clock.  
**They weren't at the Sports Centre. They were at the café.**
- 2 Jake was at the pizza restaurant at four o'clock.
- 3 Jenny was at the Sports Centre at four o'clock.
- 4 Jake and Jenny were at the café at twelve o'clock.

We make questions with **was** and **were** like this:

**Jake was** at the Sports Centre at four o'clock.  
Where **was Jake** at four o'clock?



5 Over to you! Talk to your classmates about where you were at the weekend. Can you find someone who was in the same place as you, at the same time?

► Workbook pages 38–39, exercises 1–5

## Writing

6 Get ready to write Read about Gisela Pulido. Copy and complete the mind map.

### Gisela Pulido

was born in Barcelona in 1994. In 2004 she was the youngest kite surf champion in the world. Now she lives in Tarifa because it's the best place to kite surf in Spain. She travels around the world and takes part in kite surfing competitions. She's got lots of awards, including a gold medal in the Gravity Games. She is very famous now. Her photo is often on the cover of magazines. She loves surfing, too, and when there aren't any wind or waves she likes skating. I think she's amazing!



#### personal information

born in \_\_\_\_  
lives in \_\_\_\_

#### team or teams

no team

#### prizes

the youngest  
kite surf world  
champion  
\_\_\_\_ in the  
Gravity Games



#### my opinion

#### other sports

\_\_\_\_ and skating

► Workbook page 39, exercise 6

7 Write about a famous sports personality.

- 1 Choose a famous sports personality.
- 2 Make a mind map.
- 3 Write a short text about him or her.
- 4 Check your grammar and spelling carefully. Use the correct forms of the verbs.

EXTRA

Can you answer this riddle?  
Samuel was in the park with no hat and no umbrella. It was raining. His clothes were wet. His shoes were wet, but his hair wasn't wet. Why not?



# 4D Be careful!



Close your eyes. How many body parts can you say in 30 seconds?

- 1 head
- 2 neck
- 3 shoulders
- 4 stomach
- 5 chest
- 6 arm
- 7 hand
- 8 ankle
- 9 knee
- 10 leg

## Vocabulary

- 1 2.12 Listen and repeat the parts of the body.
- 2 Work with a partner. Give your partner five challenges then try and do them.

Can you touch your knee with your big toe?

Can you touch your back with your hand?

► **Workbook** page 40, exercises 1–2

- 3 2.13 Read and listen to the story. Who doesn't want to help Ravi's mum?



**Viki** Gym class was fun today!  
**Ravi** No, it wasn't. It was really difficult.  
**Viki** I do gymnastics in Spain. Would you like to practise now?  
**Keira** OK.  
**Viki** I'll help you.  
**Keira** Thanks! Here goes!  
**Mum** Ravi! Can you come and help me please?  
**Ravi** Oh no, not washing! I hate hanging up washing.



**Viki** Be careful, Ravi! Oh no!  
**Ravi** Oh, ow, ouch.  
**Keira** Are you all right?  
**Ravi** No, I'm not! My ankle hurts.  
**Mum** What's the matter? Where does it hurt?  
**Ravi** I've got a pain in my back. My wrists hurt, too.  
**Mum** Shall I call the doctor?  
**Ravi** No, thanks. I'm fine. Ouch!



**Ravi** I love this programme. This popcorn is delicious.  
**Keira** Are you feeling better?  
**Ravi** I'm fine, thanks.  
**Mum** Ravi! Can you come and help me now, please?  
**Ravi** Oh, ow, my back, my ankle. They really hurt. I can't move!  
**Viki** Ravi! I don't believe you!  
**Keira** Coming, Mrs Patel. We'll do it.  
**Mum** Thanks a lot. Poor Ravi. Lie on the sofa, don't move!

- 4 Read the story again. Put the sentences in the correct order to retell the story.

- |  |   |
|--|---|
| a Ravi has an accident. _____              | d Ravi says he can't move and the girls help his mum. _____ |
| b Ravi's mum asks him to help again. _____ | e They are practising gymnastics in the garden. _____       |
| c Ravi's mum wants some help. _____        | f Ravi is watching TV and eating popcorn. _____             |



## 4D Be careful!

### Supplementary materials

Workbook: page 40, exercises 1–3; page 41, exercises 1–3  
Photocopiable worksheet: Everyday English

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

In pairs, Sts name as many body parts as possible.

### Vocabulary

#### 1 2-12

- Play the audio for Sts to listen and repeat.
- Repeat the task. This time, Sts stand up and point to each body part as they say the word.

**LANGUAGE NOTE** Some of the body parts provide examples of words with silent letters, e.g. **w**rist /rɪst/, thumb /θʌm/, **k**nee /niː/.

Elicit similar examples, e.g. **w**rite, **w**rong, lamb**b**, climb**b**, know**b**, knife.

**EXTRA IDEA** Tell Sts to stand facing a partner, with their arms down at their sides. Tell them to imagine a horizontal line across their waist. One person says body parts above the line and the other below. They take turns and the last person to say a word is the winner.

**EXTRA CHALLENGE** With stronger classes, elicit or introduce other parts of the body and write them on the board for Sts to copy, e.g. 'face', 'eye', 'nose', 'ear', 'forehead', 'cheek', 'chin', 'mouth', 'waist', 'thigh', 'shin', 'calf'.

#### 2

- In pairs, Sts take turns to set a challenge. Make it clear Sts should give at least five challenges each and use as many of the body parts in the vocabulary set as possible.
- Ask if there were any challenges Sts could not complete.

➡ **Workbook** page 40, exercises 1–2

**EXTRA IDEA** Play a memory game. Say three parts of the body. Sts listen and then touch them in order. Then say four parts, then five and so on. Alternatively, Sts could do the activity in pairs. This could also be done as a cooler at the end of the lesson.

**EXTRA CHALLENGE** Tell Sts to draw a strange-looking monster, e.g. with a really long neck, seven fingers on each hand, one big foot and one small foot. Other Sts should not see what they draw. In pairs, Sts take turns to describe their monster for their partner to draw. They compare pictures to see how similar the two monsters are.

#### 3 2-13

- Elicit who Sts can see in the story (Viki, Keira, Pablo, Ravi and Ravi's mum). Recap on what we already know about these characters.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.
- Check the answer to the question and the reason why.

Ravi doesn't want to help his mum because he hates hanging up washing.

- Ask if Sts think Ravi has really hurt himself and how they would describe his behaviour.

### Possible answers

He's pretending he's hurt or exaggerating his injury.  
His behaviour is lazy and unfair.

#### 4

- Give Sts time to complete the task, then check answers.

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

**EXTRA SUPPORT** Do this as a whole-class task instead. Play the audio for Sts to listen and read. Pause it after each frame and elicit which sentences are related, and the correct order.

**EXTRA IDEA** Sts act out the story in a group.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

## Everyday English

5a

- Give Sts time to complete the task.

b  2•14

- Play the audio, then check answers.

What's the **matter**? **Are you** all right? Are you feeling **better**?  
I've **got a pain** in my back. My ankle **hurts**. My wrists **hurt**, too.

- Play the audio again, pausing for Sts to repeat. Encourage Sts to try and sound sympathetic or concerned when asking about a physical problem.

**LANGUAGE NOTE** Focus on the tone and intonation in the questions. Ask Sts to compare this with how it would sound in their mother tongue and elicit similarities.

- Draw Sts' attention to the singular / plural verb forms.

**EXTRA SUPPORT** In pairs, Sts take turns to say a singular or plural body part and their partner adds the verb, e.g. 'My feet...' '...hurt. My stomach...' '...hurts. My big toe...' '...'

6

- Give Sts time to complete the task, then check answers.

1 My **knee hurts**. 2 My **toes hurt**. 3 My **foot hurts**. 4 I've **got a pain in my elbow**. 5 My **shoulders hurt**. 6 I've **got a pain in my neck**.

**EXTRA SUPPORT** Sts read the dialogues in pairs. They could also do actions to indicate the problems.

**EXTRA CHALLENGE** Sts ask and answer the questions in the third person, e.g. 'What's the matter with him?' 'His knee hurts.'

**EXTRA IDEA** In pairs, Sts take turns to ask 'What's the matter?' and respond with different problems.

7a

- Give Sts time to copy the table and complete the offers.

b

- Explain the meanings of *accept* and *refuse*.
- Give Sts time to complete the task.

c  2•15

- Play the audio for Sts to listen, then check answers.

Make an offer	Accept or refuse an offer
I'll <b>help you</b> . Shall I <b>call the doctor</b> ? Would you like to <b>practise now</b> ? We'll <b>do it</b> .	Yes, please. <b>A</b> No, it's OK. I'm fine. <b>R</b> That's a good idea. <b>A</b> Thanks a lot. <b>A</b> Don't worry. I can do it. <b>R</b> Thanks, but I'm fine. <b>R</b>

- Say the offers for Sts to repeat. Tell them to copy your intonation and stress.

**EXTRA IDEA** Sts play a game in a group of three. One person says a problem and the other two Sts make an offer each. The person with the problem decides whose offer is better and gives him / her a point. The game continues with another student saying a problem. The winner has the most points at the end.

- Say the phrases for accepting and refusing offers for Sts to repeat.

**EXTRA SUPPORT** In pairs, one person reads the offers from the table and their partner accepts them. The other person then reads the same offers and their partner refuses them.

► **Workbook** page 40, exercise 3

► **Photocopiable** Everyday English

## Speaking

8a

- Give Sts time to complete the task.

b  2•16

- Play the audio for Sts to listen, then check answers.

- What's the matter?  
I've got a pain in my stomach.  
Shall I call your mum?  
Don't worry. I'm fine.
- Are you all right?  
No, I'm not. My neck hurts.  
Would you like to sit down?  
Yes, that's a good idea.
- Can you climb the stairs?  
No, I can't. My ankle hurts.  
I'll help you.  
Thanks a lot.

c

- Tell Sts to read the dialogues aloud in pairs. Ask for volunteers to act out a dialogue to the class.

9

- Write the task instructions on the board for Sts to refer to.
  - Decide what you are doing, and what happens.
  - Tell your partner what hurts.
  - Offer to help.
  - Accept or refuse the offer.
  - Practise acting out the scene.
  - Show your roleplay to the class.
- Give Sts time to practise while you monitor and help with language and pronunciation.
- Get each pair to act out their dialogue to the class.

**EXTRA IDEA** Sts remember their classmates' problems, e.g. 'Fred's got a pain in his elbow.' Point out that Sts need to use the third person singular verb form and the possessive adjectives *his* and *her*.

**EXTRA IDEA** Give each pair the name of a different sport around which they have to base their scene. After all the role-plays have been presented, Sts try to remember all the sports.

## Story

► **Workbook** page 41, exercises 1–3

Sts choose one or more texts to read, depending on their level and enthusiasm, and complete exercises 1–2b for each. To do discussion exercise 3, you need to ensure that all three texts are read.



## Everyday English

**5 a** Look at the story again and complete the sentences.

You can ask about a physical problem like this:

What's the \_\_\_\_?  
\_\_\_\_ all right?  
Are you feeling \_\_\_\_?



You can also talk about a physical problem like this:



**b** **2.14** Listen and check.

### Look!

Use the correct form of the verb.

My ankle hurts. My wrists hurt.

**6** Look at the pictures and write the children's answers.

What's the matter?



My \_\_\_\_

My \_\_\_\_

My \_\_\_\_



4

I've \_\_\_\_

5

My \_\_\_\_

6

I've \_\_\_\_

**7 a** Look at the story again. Complete the sentences in the first column of the table.



These are ways to offer something. You can accept or refuse help in different ways.

Make an offer

Accept or refuse an offer

I'll \_\_\_\_.

Shall I \_\_\_\_?

Would you like to \_\_\_\_?

We'll \_\_\_\_.

Yes, please. ☐

No, it's OK. I'm fine. ☐

That's a good idea. ☐

Thanks a lot. ☐

Don't worry. I can do it. ☐

Thanks, but I'm fine. ☐

**b** **2.15** Listen and check.

**c** Mark the replies accept (A) or refuse (R).

**▶ Workbook** page 40, exercise 3

## Speaking

**8 a Get ready to speak** Put these dialogues in the correct order.

- 1 \_\_\_\_ Don't worry. I'm fine.  
\_\_\_\_ Shall I call your mum?  
\_\_\_\_ What's the matter?  
\_\_\_\_ I've got a pain in my stomach.
- 2 **4** Yes, that's a good idea.  
\_\_\_\_ Would you like to sit down?  
\_\_\_\_ Are you all right?  
\_\_\_\_ No, I'm not. My neck hurts.
- 3 \_\_\_\_ I'll help you.  
\_\_\_\_ Can you climb the stairs?  
\_\_\_\_ Thanks a lot.  
\_\_\_\_ No, I can't. My ankle hurts.

**b** **2.16** Listen and check.

**c** Work with a partner. Practise the dialogues.

**9** Work with a partner. Do a role-play about an injury. Follow your teacher's instructions.

### Story

Read the articles on page 41 of the Workbook and do the exercises.



# 4 Revision

## Vocabulary

1 Write the winter sports or water sports from lesson 4A that begin with these letters.

- 1 two sports that begin with c  
*canoeing, cross-country skiing*
- 2 five sports that begin with s
- 3 one sport that begins with k
- 4 one sport that begins with r
- 5 one sport that begins with t
- 6 one sport that begins with i
- 7 one sport that begins with w

2 Use an adjective to rewrite the sentences so that they mean the opposite.

- 1 I think waterskiing is easy.  
*I think waterskiing is difficult.*
- 2 I think skating is dangerous.
- 3 I think sailing is boring.
- 4 I think ice hockey is cheap.

3 Complete the parts of the body.

- 1 head – neck – *shoulders*
- 2 back – chest – *t* *a*
- 3 elbow – *i* – hand
- 4 *n* – foot – ankle
- 5 hand – fingers – *t* *b*
- 6 foot – toes – *i* *t*

## Grammar

4 Look at Fred's lists. What does he think about these sports? Write four sentences.

### Dangerous

- 1 scuba diving
- 2 ski jumping
- 3 rowing

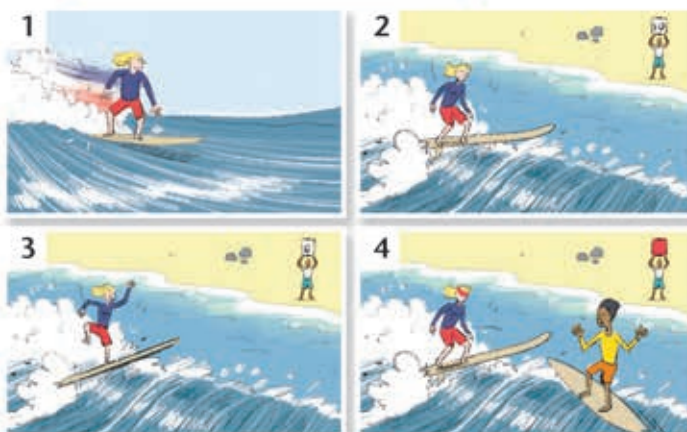
### Exciting

- 1 kite surfing
- 2 ice hockey
- 3 skating

- 1 (scuba diving)  
*Fred thinks scuba diving is the most dangerous water sport.*
- 2 (kite surfing / ice hockey) \_\_\_\_\_
- 3 (kite surfing) \_\_\_\_\_
- 4 (ski jumping / rowing) \_\_\_\_\_

5 Look at the pictures. How are they surfing? Write sentences using the correct form of the words in the box.

fast bad good dangerous



- 1 *He's surfing fast.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

6 a Where were they last summer? Look at the picture then complete the sentences.

- 1 *Mr and Mrs Dale were in London.*
- 2 Phil \_\_\_\_\_
- 3 Eva \_\_\_\_\_
- 4 Carlos and Karen \_\_\_\_\_

b Where were you last summer?

I \_\_\_\_\_



## Everyday English

7 Complete the dialogue with the words in the box.

Shall I I'll hurts the matter all right it's OK

Adult Are you *all right*?

Child No, I'm not.

Adult What's \_\_\_\_\_?

Child My hand \_\_\_\_\_.

Adult OK. \_\_\_\_\_ help you stand up.

Child Thanks.

Adult \_\_\_\_\_ call your mum?

Child No, \_\_\_\_\_, I'm fine.



► Workbook pages 42–43, exercises 1–7



## Revision

### Supplementary materials

Workbook: pages 42–43, exercises 1–7

Online Practice

Unit test 4

## Vocabulary

1

- 2 sailing, scuba diving, snorkelling, skating, ski jumping
- 3 kite surfing
- 4 rowing
- 5 tobogganing
- 6 ice hockey
- 7 waterskiing

2

- 2 I think skating is **safe**.
- 3 I think sailing is **exciting**.
- 4 I think ice hockey is **expensive**.

3

- 2 stomach
- 3 wrist
- 4 knee
- 5 thumb
- 6 big toe

## Grammar

4

- 2 Fred thinks kite surfing is more exciting than ice hockey.
- 3 Fred thinks kite surfing is the most exciting sport.
- 4 Fred thinks ski jumping is more dangerous than rowing.

5

- 2 He's surfing well.
- 3 He's surfing badly.
- 4 He's surfing dangerously.

6a

- 2 Phil was in **Edinburgh**.
- 3 Eva was in **Cardiff**.
- 4 Carlos and Karen were in **Dublin**.

b

- Sts' own answers.

## Everyday English

7

- Adult** Are you all right?  
**Child** No, I'm not.  
**Adult** What's **the matter**?  
**Child** My hand **hurts**.  
**Adult** OK. **I'll** help you stand up.  
**Child** Thanks.  
**Adult** **Shall I** call your mum?  
**Child** No, **it's OK**, I'm fine.

► **Workbook** pages 42–43, exercises 1–7

► Unit test 3

# My project

## Project checklist

### Before the lesson

- Organize for Sts to use computers with internet access during the lesson. You also need access to a colour printer.
- If Sts want to use an online template, ensure they sign up to the relevant website before the lesson. They will require an email address and an adult's help to do this.
- If you cannot organize for computer access, Sts can do internet research about their unusual sport as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson. A further alternative is to arrange for access to the school library, if possible.

### Materials for the lesson

- Access to computers with internet and a colour printer, for Sts to create their infographic digitally.
- Without computer access, Sts can create their infographic on paper. You will need a piece of A3 or poster paper for each student and coloured pens and pencils.

**OPTIONAL LEAD-IN** If Sts have read the texts about unusual sports on page 41 of the Workbook, start by eliciting what they can remember about cheese rolling, pumpkin kayaking and the Bognor Birdman flying competition.

### Task

Elicit examples of unusual sports, e.g. underwater rugby, elephant polo, sandboarding, wife carrying, quidditch. Ask Sts if they or anyone they know has tried an unusual sport. If so, get details. Ask Sts which unusual sports they would most like to try and elicit reasons.

1

- Elicit what an infographic is (a group of pictures or diagrams showing or explaining information).
- Ask Sts if they have ever seen or made an infographic. If so, elicit details about the topic and content.
- Give Sts time to complete the task, then check answers.

It's about skydiving. The three sections are:

1 What is skydiving? 2 What different kinds of skydiving are there? 3 What equipment do I need?

### 2 2-17 Audio script pT91

- Give Sts time to carefully read through the information on the infographic. Clarify any unfamiliar vocabulary.
- Play the audio for Sts to listen and complete the task, then check answers.

Yes, he does.

Tandem flying is the best way to start skydiving.

You always go to a class before you skydive.

For tandem skydiving, the class lasts 30 minutes.

The price of a tandem jump is about £150.

3

- Give Sts time to complete the task, then check answers.

1 What equipment do I need? 2 What is skydiving?  
3 What different kinds of skydiving are there?

- Ask Sts which information about skydiving was the most interesting and whether they would like to try this sport.

4

- Give Sts time to read the tips, then elicit the incorrect advice. Ask why the advice is wrong.

Tip 2 is incorrect because the colours also add clarity.

Tip 6 is incorrect because the texts are short and just give the most important or interesting information.

5

- Sts follow the steps to create their own infographic.
  1. While it is important to allow Sts to choose their own sport, it may be a good idea to limit the number who select the same one, or the presentations are likely to be repetitive and less engaging.
  2. Sts should be free to make their own decisions about their project's content. However, for guidance, refer them to the questions in Nathan's project. You could also write other examples on the board, e.g. 'What's the history of...? Where is... played? What are the rules of...? What are the most important competitions?'
  3. Sts research their sport on the internet or using other available resources.
  4. Sts can design their own infographic or use an online template. Remind Sts to ensure their text and pictures are accurate, simple, attractive and logically presented.

6a

- Before Sts give their presentation, allow them time to practise in pairs, while you monitor and help as required.
- Sts take turns to give their presentation and respond to questions.

**EXTRA IDEA** With a large class, divide Sts into smaller groups to give their presentations. Sts then pair up with someone from a different group and share what they found out.

b

- Tell Sts they must each ask at least one question during the presentations.

**EXTRA SUPPORT** To generate ideas for possible questions to ask, elicit what Sts would ask Nathan about skydiving.

- After the presentations, get Sts in small groups to discuss what information about the sports was most interesting and which infographics were the best and the reasons why.

**EXTRA IDEA** Display the projects for Sts to read in more detail.



## TASK

Lots of people play football, basketball and tennis. But there are hundreds of unusual sports, too. Make an infographic about an unusual sport.

## An unusual sport

### What is skydiving?



Skydiving is like flying. You jump out of a plane at **4,000 metres**.

You fall for about a minute at **190 kilometres** per hour.



Then you open your parachute. You float through the air.

Finally, you land.



### What different kinds of skydiving are there?

Two people can fly together. This is called **tandem flying**.



Lots of people can fly together. This is called **formation flying**.

You can fly with a surfboard and surf the wind.



You can wear a special suit, called a **wingsuit**. This is the most dangerous kind of skydiving.

- 1 Look at Nathan's infographic. What is it about? What are the three sections?
- 2 2.17 Listen to Nathan giving a presentation about his project. Does he give any extra information which is not on the infographic? If so, what?
- 3 In which section can you find this information in the infographic?
  - 1 A list of the most important things you need when you skydive.
  - 2 What happens when you skydive.
  - 3 Information about the most dangerous form of skydiving.
- 4 Look at these tips for making a good infographic. Find two incorrect tips.

### What equipment do I need?

Skydiving schools lend you the equipment you need. Some important equipment:



- 5 Do some research for your infographic.
  - 1 Choose a sport.
  - 2 Decide what two or three questions you want to answer in your infographic.
  - 3 Find the information you need in books or on the internet.
  - 4 Decide on the design for your infographic. Follow the *Top Tips* in exercise 4.

- 6 a Present your infographic to the class. Answer your classmates' questions.

This is my sport. It's called skydiving.

- b Listen to your classmates' presentations. Ask questions.

## 7 TOP TIPS TO MAKE A BRILLIANT INFOGRAPHIC!



- 1 The information is correct.
- 2 The colours only make the infographic look pretty.
- 3 The information is in different sections. The sections are in a logical order.
- 4 The pictures and the texts give information.
- 5 The pictures are simple and attractive.
- 6 The texts are long and give lots of information.
- 7 The topic of the infographic is clear.



# 4 Culture



What are popular sports in the USA?

## Sports in the United States



### Baseball

Boys and girls start playing **baseball** at five or six years old and lots of towns have teams. There are lots of famous professional baseball teams, too.

#### Where do you play baseball?

You play baseball on a baseball field in a baseball stadium. There are four bases on the field. The bases make the corners of a square.

#### What do you play it with?

You play with a long thin bat and a small ball.

#### How many people are there in a baseball team?

There are nine people in a baseball team.

#### Baseball fans

About half the people in the USA follow their favourite baseball team. The biggest stadium holds 56,000 people. The fans wear their team colours, eat hot dogs and have a great time.

#### How long is a match?

The matches are usually about three hours. The shortest match was 51 minutes and the longest was eight hours six minutes!

#### What do baseball players wear?

They wear shirts and long white trousers. The home team wears its team colours. The visiting team wears grey. The catcher has a very special glove. Professional players wear a helmet.



### Lacrosse

**Lacrosse** is a team game. It was originally an American Indian game. Now lots of people play it in the United States.

#### Where do you play lacrosse?

You play lacrosse on a lacrosse field. There is a goal at each end of the field.

#### What do you play it with?

You play with a stick which has a net on it, and a small ball.

#### How many people are there in a lacrosse team?

In the modern game there are ten players in a men's team and 12 players in a women's team. In the past, 100 to 1,000 players have been on the field at the same time!

#### How long is a match?

A match is 60 minutes long. Children have shorter games.

#### What do lacrosse players wear?

They wear shorts and a shirt. Lacrosse can be dangerous so men wear helmets, too. Women protect their mouths.

#### Lacrosse fans

There are usually about 6,000 people at a professional lacrosse game. Lacrosse is a new game for a lot of people, but there are more fans every year.

1 Look at the photos. What sports can you see?

2 Work with a partner. Look at the titles and decide who reads each text.

3 a Try and answer these questions about your sport before you read.

- 1 Where do they play?
- 2 What do they play with?
- 3 How many people are there in a team?
- 4 How long is a match?
- 5 What do players wear?
- 6 Is the game very popular?

b Read your article and check.

4 Ask your partner about their sport. Use the questions in exercise 3a.

5 **Over to you!** Choose a popular sport in your country. Answer the questions in exercise 3a for that sport. Talk about the sport with your partner.





## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below is some additional information about some popular sports in the United States.

**Lacrosse:** This team sport was started by native American Indians, possibly as early as AD 118, and was originally known as 'stickball'. Initially, a game had hundreds of participants and was played between villages over a few days. The game was played with sticks and a wooden ball, had very simple rules, no boundaries, and goals sometimes several kilometres apart. Today, there are four versions of lacrosse, which have different sticks, fields, rules and equipment. The men's games involve physical contact, so players wear protective gear including a helmet, gloves, shoulder and elbow pads. As the women's game is non-contact, they are only required to wear goggles and a mouthguard. In recent years, lacrosse has grown significantly in popularity and is currently played in 70 countries around the world.

**Baseball:** This is one of the most popular sports in the USA and is also widely played and followed in Canada, parts of South America, and East Asia. Another bat-and-ball game similar to baseball is cricket, which was first played in England in the 16th century. These days, cricket is extremely popular in many countries, including India, Pakistan, Australia and New Zealand.

**American football:** When people in the USA refer to the game of 'football', they are talking about American football. The sport referred to as football in most parts of the world is called 'soccer' in the USA. American football in fact has more in common with the game of 'rugby'. Both games are played on a rectangular field with an oval ball, which the players can run with, pass and kick. The major differences are that a rugby field is larger, players cannot pass the ball forwards and American football players wear much more protective clothing, including helmets, gloves and padding around the body.

**Basketball:** The game was invented in the USA in 1891 by Dr James Naismith and is now one of the world's most popular and widely watched sports. It has been an Olympic sport since 1936.

### You First

Give Sts time to discuss the question, then elicit ideas and write them on the board. In addition to the sports mentioned in the texts, others are American football, basketball, tennis, ice hockey, golf, boxing, swimming, volleyball.

**EXTRA IDEA** To review and practise superlative adjectives, ask Sts to discuss which of the sports they think is, for example, the most dangerous / exciting / difficult / boring / expensive.

1

- Elicit the sports in the photos.

Baseball and lacrosse

- Ask Sts if they have heard of these sports and, if so, have they ever watched or played them.

2

- In pairs, tell Sts to choose their text. Alternatively, divide the class in two and tell each half which text to read. Sts can then be paired up with someone from the other group for exercise 4.

3a

- Read through the questions as a class. Elicit what information Sts need to find out, i.e. 1 place, 2 equipment, 3 number of players, 4 duration of match, 5 clothing, 6 popularity.
- In pairs, Sts discuss what they already know about the sports.

b

- Sts read and write answers, then check.

#### Baseball

- on a baseball field in a stadium
- a (long thin) bat and a (small) ball
- nine
- it depends, but usually three hours
- shirts, long white trousers, and sometimes a helmet
- yes, it's very popular

#### Lacrosse

- on a lacrosse field
- a stick with a net and a (small) ball
- ten for men and 12 for women
- 60 minutes for adults, shorter for children
- shorts and a shirt. Men wear helmets and women wear mouthguards.
- not very, but it's becoming more popular every year

**EXTRA SUPPORT** Sts do the task in pairs and then get together with another pair to do exercise 4.

4

- In pairs, Sts ask and answer the questions.

**EXTRA CHALLENGE** Sts make sentences to compare the two sports, e.g. 'A lacrosse team is bigger than a baseball team.' 'Baseball is more popular than lacrosse.'

**EXTRA IDEA** Sts use the questions to discuss what they know about other popular sports in the United States.

5

- Elicit popular sports in your country and write them on the board.
- In pairs, Sts choose one or more sport to discuss.

**EXTRA SUPPORT** Give Sts time to make notes before doing the discussion task. Monitor and help with unknown vocabulary.

**EXTRA IDEA** Sts create an information card, similar to those in the lesson, about a popular sport in your country.

### Video Sports in New Zealand

- As an extension to the *Culture* topic, watch a short film about sports in New Zealand and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Materials for the lesson

- For Sts to produce their charts, they will need paper, pencils, coloured pens, rulers and, optionally, compasses and protractors.

### Additional subject notes

The topic of the lesson is physical activity, but the school subject is Maths. The focus is on extracting data from charts (also known as *graphs*) and choosing the right kind of chart to represent different kinds of data.

**Bar chart:** In this chart, different amounts are represented by thin vertical rectangles (*bars*) of the same width but different heights. The *vertical axis* /'æksɪs/ (plural *axes* /'æksɪːz/) usually shows numbers, marked on a *scale*. The *horizontal axis* shows the categories of data. Bar charts are a good way of showing comparisons between different groups of data.

**Pie chart:** This chart consists of a circle divided from its centre into several parts (*sectors*). The *arc length* and *central angle* of each sector is proportional to the quantity it represents. Pie charts are a good way of showing information about how a total amount is divided up.

**Line chart:** This chart consists of data points connected by straight lines to produce a continuous line. The horizontal axis usually shows the time period and the vertical axis has numbers for what is being measured. Line charts are a good way of showing how something changes over time.

### You First

Set a time limit, e.g. one minute, for Sts to write a list in pairs. Elicit ideas and write them on the board, dividing them into three categories: play, go, do, e.g. 'play football, go swimming, do gymnastics'. In pairs, tell Sts to discuss which of the physical activities they like most / least and why.

**LANGUAGE NOTE** We usually use the verb *play* with ball games and competitive sports, *go* with activities ending in *-ing*, and *do* with martial arts and individual recreational activities.

1

- Elicit which school subject the lesson is related to (Maths).
- Give Sts time to study the charts and do the task, then check answers.

- 1 a bar chart is on the left   b pie chart is on the right  
c line chart is in the middle  
2 a bar chart   b pie chart   c line chart  
3 a bar chart   b pie chart   c line chart

2

- Give Sts time to complete the task, then check answers.

- 1 c   2 a   3 b

3

- Ask Sts some questions to help familiarize them with the charts, e.g. What colour are the bars for girls? In the line chart, what information is on the horizontal axis? What does the blue sector of the pie chart show?
- Give Sts time to complete the task, then check answers.

**EXTRA SUPPORT** Tell Sts which questions relate to each chart, i.e. 1–3 bar chart, 4–5 pie chart, 6–7 line chart. You could also do the task in three parts, checking answers after each.

- 1 basketball 5   football 6   tennis 2   rollerblading 7  
2 basketball 6   football 12   tennis 1   rollerblading 3  
3 Yes. Six boys play basketball, but only five girls.  
4 Ten  
5 more children do three hours of sport a week  
6 Tuesdays and Thursdays  
7 No, she doesn't. She probably reads, plays video games or watches TV.

**EXTRA CHALLENGE** Sts write one more question about each chart. In pairs, they find the answers to each other's questions.

**EXTRA IDEA** Sts discuss how the charts might look different if the information was about their class / themselves. Encourage use of comparatives.

4

- Give Sts time to complete the task in pairs, then check answers.

- 1 b   2 c   3 a

5

- Give Sts time to complete the task, then check answers.

- 1 bar chart   2 pie chart   3 line chart

- Draw Sts' attention to the use of question words, present simple question forms and *a* (e.g. *a* week) to mean 'each'.

6

- Tell Sts to discuss in pairs whether they have ever made a chart. If so, they should say what type of chart and what data it presented. Conduct some class feedback.
- Give Sts time to plan their survey and decide what type of chart to use. Monitor and help with language and ideas. To maximize interest, encourage as wide a range of survey questions as possible.

**EXTRA SUPPORT** Elicit possible survey questions and write them on the board for Sts to choose from. Sts could also do the task in pairs and survey half the class each and then collate data.

- Sts survey their classmates, note answers, organize the data and produce their chart.
- Remind Sts to give their chart a title, to scale / label the axes and provide clear keys.

**EXTRA IDEA** Display the completed charts in the classroom for Sts to look at. Sts discuss in pairs which data is the most interesting or surprising.

Ask Sts to write sentences using comparatives and superlatives to describe some of the data, e.g. 'The most popular sport is basketball.'

**EXTRA IDEA** If Sts have access to computers, they could produce their chart using Microsoft Excel.





What kinds of physical activity do you do at school?

## How *active* are you?

Class 7B is investigating the physical activity they do in their class. They are using charts to show their data. Different charts are good for showing different kinds of data.

a

Sports in class 7B



b

Fiona's steps in a week



c

Hours of sport per week in class 7B



### 1 Look at the charts and answer the questions.

- Which chart is
  - a bar chart? \_\_\_\_
  - a pie chart? \_\_\_\_
  - a line chart? \_\_\_\_
- Which chart gives information about
  - the sports students play? \_\_\_\_
  - the hours students play sport? \_\_\_\_
  - the steps a student takes in a week? \_\_\_\_
- Which chart shows information about
  - boys and girls? \_\_\_\_
  - 26 students? \_\_\_\_
  - one student? \_\_\_\_

### 2 Match the texts (1–3) and the charts (a–c).

- The sections of the chart are different colours. Each section shows a different number of hours per week. \_\_\_\_
- The bars are different colours. Each bar gives you information about boys or girls and a sport. \_\_\_\_
- It shows the number of steps Fiona takes every day. \_\_\_\_

### 3 Look at the charts again and answer the questions.

- How many girls play each sport?
- How many boys play each sport?
- Do more boys than girls play basketball?
- How many children do four hours of sport a week?
- Do more children do three hours or two hours of sport a week?
- Which days does Fiona do the most steps?
- Does Fiona do a lot of physical activity at the weekend? Can you think of a reason for your answer?

### 4 Work with a partner and match the sentence halves.

- Bar charts are good for comparing
  - Pie charts are good for showing
  - Line charts are good for showing
- how things change with time.
  - different groups.
  - different parts of one group.

### 5 The students asked questions to get the data on the graphs. Which was the question for each graph?

- What sports do you do? \_\_\_\_
- How many hours of sport do you do a week? \_\_\_\_
- How many steps do you do a day? \_\_\_\_

### 6 Over to you! Do a survey and make a chart for your class.

Think about these things:

- What is your survey about? (the sports students play, how many hours students play sport, the sports students watch, favourite sports personalities...)
- What is your question?
- Which is the best way to show your data?



# The Ancient Statue Episode 2

1 2.18 Read and listen to the story.

The children are in the park.

There was a dragon in town. But how?

It was this statue, I think.

Well, dragons are exciting.

Too exciting. It was scary!

Remember, Sam? We were in the pet shop.

I want to see exciting animals.

Perhaps it was this statue. Let's find out.

Be careful, Sam.

We...we want to be bigger than an elephant!

Wow! This is the most amazing thing ever!

We want to be small - SMALL!

Change us back!

This is wrong. Now we're smaller than minibeasts!

No problem. We want to be normal again!

Sam shouts loudly but nothing happens.

I don't understand. Why aren't we changing?

You're not holding the statue in your hand now, Sam!



# The Ancient Statue Episode 2

## Supplementary materials

Workbook pages 44–45, exercises 1–8

Progress test 2

### Note

The story can be used in class as a reading and listening task, a video task, or both.

**OPTIONAL LEAD-IN** To recap on Episode 1 of the story from pages 34–35, do a team quiz. Ask a question, e.g. 'What are the names of the four children in the story?' 'What do they find in the park?' 'What shop do they go to?' 'What do they see in the fish tank?' If a team knows the answer, one person stands up as quickly as possible. If he / she gives the correct answer, the team gets a point. If the answer is wrong, they lose a point and another team has the chance to answer. The winning team has the most points at the end.

As an alternative to a team quiz, write questions on the board for Sts to discuss in pairs, then do class feedback.

### 1 2-18

- Elicit how Episode 1 of the story ended.

The children find themselves back in the park, after being chased by a dragon. They are shocked and confused. Sam is holding the statue.

- In pairs, get Sts to predict what they think will happen in Episode 2.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts how similar their predictions were to what happens.
- Write the adjectives from the story on the board, i.e. exciting, scary, careful, big, amazing, small, normal, hairy, fast, lucky, dangerous. Tell Sts to close their books and retell the story in pairs, using the adjectives to help them.

**EXTRA SUPPORT** Sts listen to the audio and read the story a second time before doing the task. They could also retell the story with their books open, using the pictures to help.

- Elicit parts of the story from different pairs.

**EXTRA TASK** In a group, Sts each take a part and act out the story.

➔ **Workbook** pages 44–45, exercises 1–8

### Notes

The story can be further exploited by doing the tasks from these pages in the Workbook. These can be done in class or set as homework.

The tasks in the Workbook review the following language points covered in Units 3–4 in the Student's Book:

- Comparatives (page 37 and page 49)
- Superlatives (page 39 and page 49)
- Minibeasts vocabulary (page 40)
- Question words (page 41)
- Adjectives to describe animals (page 43)
- Opinion language (page 43)
- Adverbs (page 51)

1

1 f 2 g 3 c 4 b 5 a 6 e 7 d 8 i 9 h

**EXTRA SUPPORT** Do the task together as a class. Play the audio and ask Sts to raise their hand when the first sentence is mentioned. Pause the audio, elicit the correct answer and then continue in the same way.

**EXTRA CHALLENGE** Sts do the task without looking back at the story.

**EXTRA IDEA** Write questions about the sentences on the board, but with the question words missing, e.g. '...shop do Sophie and Sam talk about?' '...big are the children?' '...does Sam try to do?' In pairs, Sts decide on the correct question words and then ask and answer the questions.

2

- Now we're smaller than minibeasts!
- There's a stick across the stream!
- It's one of the most dangerous things in the world.

- Get Sts to discuss, in pairs or as a class, the context of each sentence, e.g. Who says it? Who are they speaking to? What is said before / after?
- Focus on sentences 1, 2 and 4. Elicit what grammar point these sentences review (comparative and superlative adjectives). Recap on the rules for using these forms of adjectives.
- Ask Sts to look back at the story and find other examples of comparatives and superlatives.

This is the most amazing thing ever!  
Anna is the fastest runner.  
The spider is faster than Sophie, Sam and Ben.

**EXTRA IDEA** In pairs, Sts take turns to say a comparative or superlative sentence about characters in the story. Their partner says if the sentence is true or false and corrects any false information, e.g. 'Sophie is younger than Sam.' 'False! Sophie is older than Sam.'

3

### Possible answers

- He wants to find out about the statue's powers.
- They are running away from the spider and want to use the stick to cross the stream.
- They are alive and safe, but the statue is very dangerous.

**EXTRA IDEA** Ask the Sts more *Why...?* questions about the story to discuss in pairs, e.g. 'Why was Ben scared?' 'Why don't the children change back to normal?' 'Why do the children jump on a leaf?' With stronger classes, Sts could ask each other the questions instead.


4

2 slowly 3 loudly 4 fast 5 well 6 happily

- Recap on the grammar and spelling rules for using adverbs.


**EXTRA IDEA** Sts write sentences about themselves or people they know with adverbs made from the other adjectives, e.g. 'My brother can swim fast.' 'I go to school happily every day.'

**EXTRA CHALLENGE** Sts write yes / no questions for their classmates with adverbs made from the other adjectives, e.g. 'Can you skate well?' 'Do you eat slowly?' They mingle and try to find classmates who answer Yes.

5  20 Workbook audio script p206

- Tell Sts in pairs to describe what's happening in the pictures, then elicit ideas.

1 b 2 c 3 a

6  20 Workbook audio script p206

**EXTRA SUPPORT** Before playing the audio again, tell Sts to read the questions and elicit what information they are listening for, e.g. adjective of feeling, name of minibeast, reason.

- 2 She feels angry / cross.
- 3 Her favourite minibeasts are dragonflies.
- 4 She is going to town for new glasses.
- 5 It is on the grass.
- 6 He can hear the children / Anna.

**EXTRA CHALLENGE** In pairs, Sts choose one of the scenes and write the dialogue. Make it clear that it does not need to be exactly the same as the audio script, but must be linguistically accurate. Pairs can then act out the scene to the class.

**EXTRA SUPPORT** Ask Sts to choose the most interesting scene. Play the audio of that scene again, pausing regularly for Sts to repeat. Sts then try to remember the dialogue in pairs.

7

Sts' own answers.

**EXTRA IDEA** Elicit and write the names of other minibeasts on the board, e.g. 'mosquito, wasp, cricket, scorpion, earthworm, ant'. Sts can then include any of the minibeasts in their answers.

8

- Before Sts complete the task, recap on language for giving, agreeing and disagreeing with opinions.

Sts' own answers.

**EXTRA CHALLENGE** Sts write three more superlative questions using other adjectives, e.g. 'Which minibeast is the ugliest / most useful / most dangerous / most boring / cutest / most amazing?' They answer the questions themselves and then ask two classmates.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.







# 5

## Travelling

### 5A Holidays

**YOU FIRST!**

Where do you think people go on holiday most often?



#### Vocabulary

1 2.19 Listen and repeat.

2 a Match the pictures (a–h) to the words (1–8).



- |              |                        |              |
|--------------|------------------------|--------------|
| 1 ferry ____ | 4 hot-air balloon ____ | 7 train ____ |
| 2 coach ____ | 5 bike ____            | 8 plane ____ |
| 3 boat ____  | 6 motorbike ____       |              |

b 2.20 Listen and check.

3 2.21 Work with a partner. Read and listen to the dialogue, then ask and answer questions about holidays.

- A Where would you like to go on holiday?  
 B To the **mountains**.  
 A How would you like to travel?  
 B By **train**.

#### Look!

We usually say:  
 I'd like to go to a lake.      I'd like to go to a farm.  
 But we say:  
 I'd like to go to **the mountains / the countryside**.

► **Workbook** page 46, exercises 1–3

#### Reading and Grammar

Past simple and

4 a Read the two holiday stories. Which one do you like best? Why?

#### Holiday Stories



##### A long car journey

We live in Cambridge and we love rugby! We love watching live matches. We travelled by car to London last year to watch a match. We had a very long journey. Dad used his satnav. He didn't enter the stadium name, he entered London. This was a big mistake. We didn't go to London, the capital city, we went to Little London, a small village in the countryside! It was very pretty. I liked it a lot. We didn't watch the match at the stadium in London, we watched it on television in a small hotel in the village!

#### Holiday Stories



##### At the campsite

We stayed at a campsite last summer. Mum and Dad were in a big tent and my brother and me had a small tent. In the middle of the night I needed the toilet. I climbed out of our tent and walked to the toilet block. It was a long way from our tent. I didn't have a torch and it was very dark. On the way back I saw a big tent and a small tent. I went into the tent. It wasn't ours! The woman didn't like having a visitor in the middle of the night! I was very embarrassed.



# 5 Travelling

## Unit objectives

- describe your last holiday
- talk about what you like doing on holiday
- write a blog post about a school trip
- tell a story about a strange holiday
- ask questions to show interest

## Language

**Grammar:** past simple + and –; past simple *Wh*-questions

**Vocabulary:** holiday destinations; modes of transport; holiday club activities; clothes; imaginary creatures

**Everyday English:** showing interest when listening to a story

**Project:** An amazing trip

**Culture:** Holidays in the UK

**Learn through English:** The history of air travel

## 5A Holidays

### Supplementary materials

Workbook: pages 46–47, exercises 1–9

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

**OPTIONAL LEAD-IN** Write on the board *Holidays are...* and ask Sts in pairs to complete the sentence with their opinion. Find out how the class feels about holidays.

### You First

Give Sts time to discuss the question in pairs. Get feedback and write ideas on the board.

## Vocabulary

### 1 2-19

- Play the audio, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to point to a holiday destination in the picture and their partner says the place name.

**EXTRA IDEA** In pairs, Sts ask questions about the places, e.g. 'Do you ever go to the beach?' They answer using *never*, *sometimes* or *often*.

### 2a

- Give Sts time to complete the matching task.

### b 2-20

- Play the audio for Sts to check their answers.

1 d 2 c 3 b 4 e 5 a 6 f 7 h 8 g

**LANGUAGE NOTE** You may want to explain the difference between *bus* and *coach*. Typically, buses transport passengers over short distances, for example within a city. They often follow a fixed route and stop to let people on and off. Coaches usually transport passengers over longer distances, for example from one city to another. They tend to be more comfortable, with more amenities and space for baggage.

- Play the audio again, pausing for Sts to repeat.

**EXTRA CHALLENGE** Draw three columns on the board with the headings *land*, *water* and *air*. Get Sts to write the modes of transport under the appropriate headings and add more examples.

**EXTRA IDEA** Write some adjectives on the board, e.g. dangerous, safe, fast, slow, cheap, expensive, noisy, quiet, exciting, boring. In pairs, Sts ask and answer questions using superlatives, e.g. 'What do you think is the most dangerous way to travel?'

### 3 2-21

- Play the audio for Sts to listen and repeat.
- Draw Sts' attention to the **Look!** box and point out the use of articles.
- Give Sts time to practise some similar dialogues in pairs, replacing the highlighted words.
- Ask some pairs to present their dialogue to the class.

**EXTRA IDEA** Write on the board 'How do you come to school?' Tell Sts to form a group with people who have the same answer. Ask each group to say a sentence to the class, e.g. 'We come to school by bus.' Remind Sts that we use *by* with modes of transport, but we say *on foot*.

► **Workbook** page 46, exercises 1–3

► **Photocopiable** Grammar and Vocabulary

## Reading and Grammar Past simple + and – 4a

- Pre-teach any vocabulary from the stories which may be unfamiliar, e.g. journey, rugby, live match, satnav, stadium, capital city, village, tent, torch, embarrassed.
- Give Sts time to complete the task.
- Ask for a show of hands who likes each story best and elicit reasons why.

**EXTRA IDEA** Ask Sts if they have ever had a similar experience on holiday and, if so, elicit details.

b

- Give Sts time to complete the task, then check answers.

A A long car journey    B At the campsite

5a

- Give Sts time to reread the stories and complete the task, then check answers.

1 At the campsite    2 At the campsite    3 A long car journey  
4 At the campsite

b

- Check answers with the class.

The stories are about the past. The phrases *last year* and *last summer* show us the stories are about the past.

- Elicit the past simple forms of the verb *be* and ask Sts to find examples in the stories, e.g. 'This was a big mistake.' 'Mum and dad *were* in a big tent.'
- Point out the explanations about forming the past simple. Tell Sts that the form is the same for all subject pronouns.

c

- Give Sts time to complete the task, then check answers.

Story 1: travelled, used, didn't enter, entered, liked, didn't watch, watched  
Story 2: stayed, needed, climbed, walked, didn't like

**EXTRA CHALLENGE** Sts race to be first to find and write down all 12 examples of regular verbs.

**EXTRA SUPPORT** In pairs, Sts look again at one story each and find the verbs. They tell their partner the examples they found.

### Additional grammar notes

Spelling rules for regular verbs in the past simple.

Usually add *-ed* → enter entered

Verbs ending in *-e*, just add *-d* → use used

Verbs ending in consonant + *-y*, take away *-y* and add *-ied* → study studied

Verbs ending in one vowel and one consonant, double the final consonant and add *-ed* → stop stopped

### Pronunciation /t/ /d/ /ɪd/

#### Additional pronunciation notes

There are three ways to pronounce the final *-ed* of regular verbs in the past simple. This pronunciation depends on the final sound of the verb in the base form.

After unvoiced sounds, the pronunciation is /t/.

e.g. helped, looked, watched

After voiced and vowel sounds, the pronunciation is /d/.

e.g. lived, travelled, studied

After the sounds /t/ /d/, the pronunciation is /ɪd/.

e.g. wanted, decided, started

6 2-22

- Play the audio for Sts to listen and repeat the chant. To help Sts keep in time, you could tap the rhythm on the desk.

**EXTRA CHALLENGE** Sts look back at the other regular verbs in the stories and decide on the correct pronunciation, i.e. used /d/, entered /d/, liked /t/, watched /t/, climbed /d/. They think of other examples for each sound.

7a

- Give Sts time to complete the task.

**EXTRA SUPPORT** Refer Sts back to the stories in exercise 4 and the explanations in exercise 5.

b 2-23

- Play the audio for Sts to listen, then check answers. Point out that the positive past forms of irregular verbs cannot be guessed, but need to be learned.

went didn't go  
saw didn't see

**EXTRA CHALLENGE** In pairs, Sts add to the table any other irregular verbs they know.

8

- Give Sts time to complete the task, then check answers.

**EXTRA SUPPORT** Remind Sts of the spelling rules and elicit the correct spellings before Sts do the task.

2 wanted    3 stopped    4 arrived    5 started    6 jumped  
7 loved

**EXTRA IDEA** In pairs, Sts find more examples of past simple in the story and say if they are regular or irregular verbs.

**EXTRA CHALLENGE** In pairs, Sts cover the texts and retell the stories from exercises 4 and 8.

➡ **Workbook** page 47, exercises 4–9

➡ **Photocopiable** Grammar and Vocabulary

➡ **Photocopiable** Pronunciation

### Speaking

9

- Elicit what information is missing from the sentences, i.e. place, mode of transport, something positive about the holiday, something negative about the holiday.

**EXTRA SUPPORT** Elicit possible ideas for sentences 3 and 4, e.g. weather, food, hotel, transport, animals.

- While Sts complete the task, monitor and check their writing.

10

- In pairs, Sts take turns to talk about their holiday.

**EXTRA CHALLENGE** Sts find a different classmate to talk to. They tell their new partner about their previous partner's holiday.

**EXTRA IDEA** Do the task as a mingle. Sts find similarities between their holidays. Find out who had the most similar trip.

### Extra

Give Sts time to complete the task. Alternatively, this could be done as a writing task.



**b** Choose the correct picture for each story.



**5 a** Look at the holiday stories again. Which story are each of these sentences from?

- 1 The woman **didn't** like having a visitor in the middle of the night.
- 2 I **saw** a big tent and a small tent.
- 3 I **liked** it a lot.
- 4 I **didn't** have a torch.

**b** Are the stories about the past or the present? How do you know?

This is how we make the past form of verbs:

regular verbs = infinitive + **ed**  
want → wanted



Irregular verbs have their own past forms:

go → went  
have → had  
see → saw



The negative form of both regular and irregular verbs = **didn't** + infinitive

**c** Can you find five more regular verbs in the stories?

### Pronunciation

/d/

/t/

/ɪd/

**6 a** **2.22** Listen and repeat the pronunciation chant.

We travelled to the campsite, it rained all the way.

We played cards in the tent, we stayed inside all day.

Next day the rain stopped, we walked to the lake.

We jumped into the water, it was cold! A big mistake.

We needed a hot drink, we wanted a hot snack.

We started walking to the tent, and then the rain came back!

**7 a** Complete the table with the positive and negative past forms of these irregular verbs.

infinitive	past form	
	+	-
have	had	didn't have
go		
see		

**b** **2.23** Listen and check.

**8** Complete the story with the past form of the verbs in the box.

stop love go jump want start arrive

### A fisherman's story

We <sup>1</sup>went to an island for our holiday last year. Dad wanted to go fishing. I <sup>2</sup>\_\_\_\_\_ to go with him. Mum didn't go because she doesn't like boats. Dad talked to one of the fishermen and soon we were on his boat. After about an hour the boat <sup>3</sup>\_\_\_\_\_. We started fishing, but we didn't catch any fish. Suddenly some dolphins <sup>4</sup>\_\_\_\_\_. They were beautiful. The fisherman was really happy. 'They want to help us,' he said. The dolphins went round and round the boat. They pushed the fish in the sea near the boat. We <sup>5</sup>\_\_\_\_\_ to catch fish; lots of fish! Soon our bucket was full. 'Time to go!' said the fisherman. 'But let's say thank you to the dolphins first.' We passed him some fish for the dolphins. They <sup>6</sup>\_\_\_\_\_ out of the water to catch them. Then we went home. I <sup>7</sup>\_\_\_\_\_ that day!

► **Workbook** page 47, exercises 4-9

## Speaking

**9** **Get ready to speak** Think about your last holiday or imagine a holiday. Complete these sentences.

1 Last year we went to...

3 I liked...

2 We travelled by...

4 I didn't like...

**10** Work with a partner. Student **A** tell your partner about your holiday. Student **B** listen and find answers to the questions *where*, *what* and *how*.



Work with a partner. Imagine an amazing holiday together. Invent some sentences about it. Take turns to add more information.

Last year I went to Africa. I travelled by plane...



# 5B Mystery at the holiday club



What do you like doing on holiday?

## Vocabulary

- 1 2.24 Look at the timetable for the holiday club. Listen and repeat the names of the activities.

**HOLIDAY CLUB**

Activities 10 a.m. – 6 p.m.  
Lunch: 1 p.m. – 2 p.m.

**NEWS! NEWS! NEWS!**

**Treasure Hunt today! 1 p.m.**

**Prize for best computer game!**  
A 64Gb pendrive!

**Science workshop:  
New topic!**  
Electricity

**Calling all mountain bikers!**  
Sorry the class was cancelled yesterday.  
**Extra session today, Saturday, 10 a.m. – 12 p.m.**  
**EARLY TONIGHT! Remember to bring your favourite music!**

## Timetable

	Friday	Saturday
10 a.m. – 1 p.m.	<p><b>1</b> <b>Drama</b></p>	
	<p><b>Craft</b> <b>2</b>  Learn to make a kite!</p>	<p><b>Breakdance</b> <b>3</b>  Learn to dance like a pro!</p>
	<p><b>Science workshop</b> <b>4</b>  Do amazing experiments!</p>	<p><b>Ecology workshop</b> <b>5</b>  Learn about the world around us!</p>
	<p><b>Mountain biking</b> <b>6</b>  Trek to the top of a mountain!</p>	
2 p.m. – 6 p.m.	<p><b>Board games</b> <b>7</b>  Have fun with your friends without a screen!</p>	
	<p><b>Computer workshop</b> <b>8</b>  Invent a computer game!</p>	<p><b>Photography</b> <b>9</b> </p>

- 2 Work with a partner. Student A chooses an activity and mimes it. Student B guesses the activity. Then swap.

Which workshop is this?

I think it's \_\_\_\_\_.



► **Workbook** page 48, exercises 1–2

## Reading and Listening

- 3 a Read the beginning of the mystery story. What was missing from the Holiday Club cupboard?

### Mystery at the Holiday Club!

Mrs Wilson, the director, went to the cupboard on Saturday morning. She needed the prize for the best computer game. But the pendrive wasn't there! There was a thief in the holiday club! Who was it? There were four suspects: Amy, Ben, Caro and Dave. She talked to them and made some notes.



## 5B Mystery at the holiday club

### Supplementary materials

Workbook: pages 48–49, exercises 1–7

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

### You First

Give Sts time to discuss the question in small groups. Remind them to use the *-ing* form of the verb after *like*. Elicit ideas and write them on the board, along with the verb they collocate with, e.g. 'go canoeing, play football, go to a museum'. Find out the most popular activities.

### Vocabulary

#### 1 2•24

- Ask the class if they ever go to holiday clubs. If so, elicit what activities they usually do there.
- Play the audio for Sts to listen and repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to point to a picture for their partner to say the activity.

#### 2

- Give Sts time to complete the task in pairs.

**EXTRA CHALLENGE** Sts include some activities from the **You First** task.

**EXTRA IDEA** Do a class vote and find out which of the activities Sts would most / least like to do.

**EXTRA CHALLENGE** In pairs, Sts ask for and give their opinions of the activities. They should use the question forms from page 43, i.e. 'What do you think about...?' 'How do you feel about...?'

➡ **Workbook** page 48, exercises 1–2

### Reading and Listening

#### 3a

- Elicit or explain what a *mystery* is (something strange or unknown that isn't yet explained or understood).
- Give Sts time to read the text and answer the question, then check the answer.

The pendrive was missing..

**EXTRA SUPPORT** Read the text aloud to the class and do the task together.

b

- Give Sts time to complete the task, then check answers.

**EXTRA SUPPORT** Ask some confident Sts to read the dialogues aloud, while the rest of the class listens and follows.

	Morning	Afternoon
Amy	craft with Dave	computers, invented a game
Caro	mountain biking, 10 a.m. to the river	board games with Dave

c 2•25 Audio script pT91

- Play the audio for Sts to listen and complete the task, then check answers.

**EXTRA SUPPORT** Pause the audio after the interview with Ben. Check answers before playing the interview with Dave.

	Morning	Afternoon
Ben	Science workshop did experiments	Computer workshop
Dave	craft with Amy made a kite	board games with Caro

d

- Elicit ideas from the class and ask for their reasons, but don't confirm the answer at this stage.

4 2•26 Audio script pT91

- Play the audio for Sts to listen, then check the answer.

Caro didn't tell the truth. Mountain biking was cancelled because of the rain.

- Elicit why Caro took the pen drive and why she lied.

She wanted it for the music for the party. She lied because she wanted it to be a surprise for Mrs Wilson.

- Ask Sts how they feel about Caro's behaviour.

Grammar Past simple Wh- questions

5a

- Give Sts time to complete the task, then check answers.

2 Who 3 What time 4 Where 5 What

**EXTRA CHALLENGE** Sts do the task without looking back at the dialogue.

- Elicit other question words and phrases Sts know, e.g. *When, How, Why, Which, Whose*. Ask Sts when we use each of them.

b

- Check answers about the rules for forming questions.

a We use **do** or **does** to make questions about the present.  
b We use **did** to make questions about the past.

- Remind Sts that in the present simple, we use the auxiliary *does* when the subject is *he/she/it* and *do* for the other subject pronouns.

6a

- Give Sts time to complete the task, then check answers.

2 did it start 3 did you learn 4 did you work  
5 did you finish

- Tell Sts to read the dialogues aloud in pairs. Focus on accurate pronunciation of past tense verbs.

b

- In pairs, Sts create their own dialogues. They can either use the information in the timetable on page 64, or their own ideas.
- Get some pairs to present a dialogue to the class. Ask Sts who they think did the most interesting activities and why.

**EXTRA IDEA** In pairs, Sts design a two-day timetable for a holiday club, then swap timetables with another pair. They make past simple dialogues, based on the information in their classmates' schedule.

**EXTRA IDEA** In pairs, Sts ask and answer past simple sentences about last weekend or their last holiday.

**EXTRA CHALLENGE** Sts look back at the three stories in Unit 5A. In pairs, they ask and answer past simple questions about them.

- ➡ **Workbook** pages 48–49, exercises 3–7
- ➡ **Photocopiable** Grammar and Vocabulary

Extra

Sts can do this at the end of the lesson or for homework.



**b** Read the interviews. Copy and complete Mrs Wilson's notes for Amy and Caro.

- Mrs Wilson What did you do yesterday morning?  
 Amy I went to craft.  
 Mrs Wilson Who did you go with?  
 Amy I went with my friend, Dave.  
 Mrs Wilson And in the afternoon?  
 Amy I went to computers. I invented a game.  
 Mrs Wilson Thank you. Wait outside please.
- Mrs Wilson What did you do yesterday morning?  
 Caro I went mountain biking.  
 Mrs Wilson What time did you start?  
 Caro We started at ten o'clock.  
 Mrs Wilson Where did you go?  
 Caro We went to the river.  
 Mrs Wilson And in the afternoon?  
 Caro I played board games.  
 Mrs Wilson What did you play?  
 Caro I played Monopoly with Dave.  
 Mrs Wilson Thank you. Wait outside please.

**c** **2.25** Now listen to the interview with Ben and Dave and complete the notes for them.

	Morning	Afternoon
Amy	craft with _____	computers, invented a game
Ben	_____ did experiments	_____
Caro	mountain biking, 10 a.m. _____	with _____
Dave	_____ with _____	board games with _____

**d** Look carefully at the noticeboard. Who didn't tell the truth?

**4** **2.26** Listen to what happened next. Do you have the same answer as Mrs Wilson?

## Grammar Past simple Wh- questions

**5 a** Look at the dialogue again. Complete these sentences with the correct question word.

- 1 **What** did you do yesterday morning?
- 2 \_\_\_\_\_ did you go with?
- 3 \_\_\_\_\_ did you start?
- 4 \_\_\_\_\_ did you go?
- 5 \_\_\_\_\_ did you make?

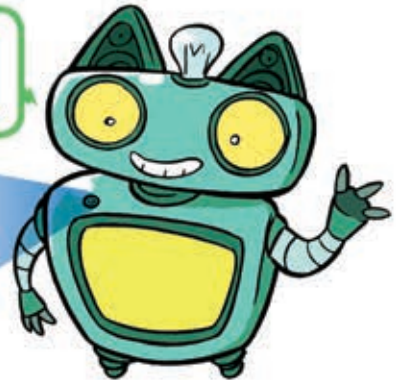
**b** Complete the rules with the words in the box.

do does did

- a We use \_\_\_\_\_ or \_\_\_\_\_ to make questions about the present.
- b We use \_\_\_\_\_ to make questions about the past.

We don't use the same form of the verb in the question and the answer.

What time did you **start**?  
 I **started** at ten o'clock.



**6 a** Read the dialogues and complete the questions.

- 1 Where **did you go** on Saturday?  
I went to the Science workshop.
- 2 What time \_\_\_\_\_?  
It started at ten o'clock.
- 3 What \_\_\_\_\_?  
I learned to make a robot.
- 4 Who \_\_\_\_\_ with?  
I worked with my friend Al.
- 5 What time \_\_\_\_\_?  
I finished at five o'clock.

**b** Work with a partner. Imagine you went to one of the activities at the Holiday Club. Practise the dialogues but change the answers.

► **Workbook** pages 48–49, exercises 3–7



What did you learn in this lesson?  
 Make a note of at least three things.

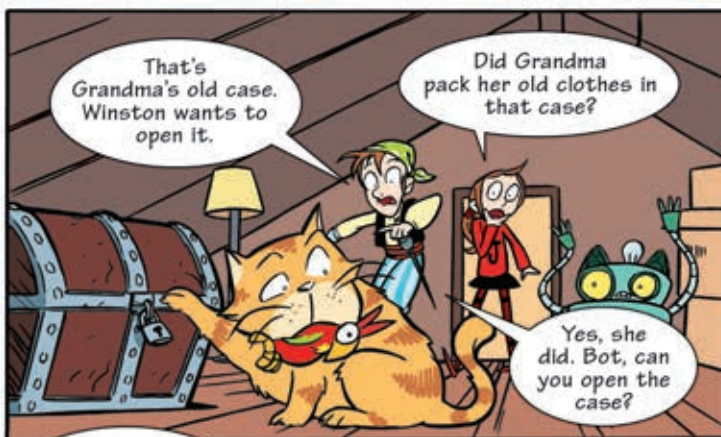
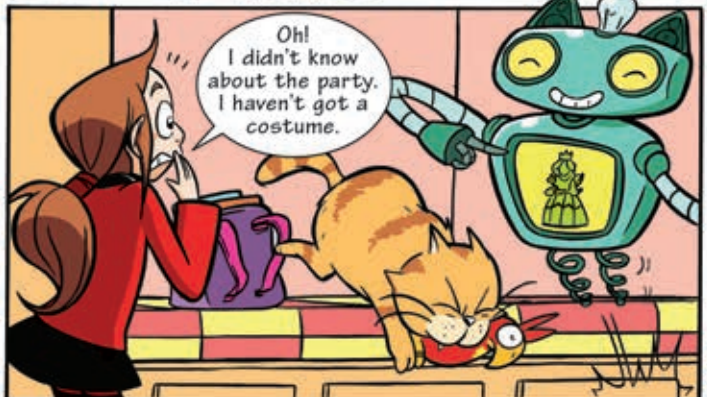
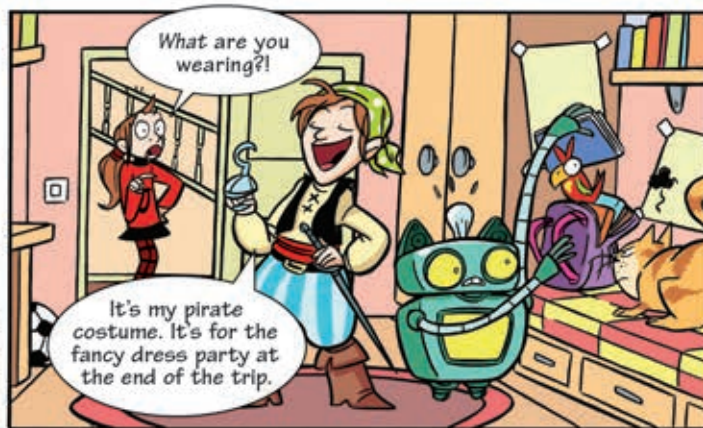


# 5C Packing for a school trip



Do you ever dress up? When?  
What's your favourite costume?

**1** **2.27** Read and listen to the story.  
What does Jenny wear to the fancy dress party?



**2** Read the story again. Put the sentences in the correct order.

- Bot opens the case.
- Jenny and Jake follow him.
- Jake is packing his clothes for the school trip.
- Grandma teaches them a dance.
- Winston takes Jake's parrot and goes to the attic.
- Jenny hasn't got a costume for the party.
- They find some clothes for Jenny's costume.
- They find Grandma's old case.



## 5C Packing for a school trip

### Supplementary materials

Workbook: pages 50–51, exercises 1–7

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Give Sts time to discuss the questions in groups. Get feedback from the class. Find out whose favourite costume is the most unusual or funniest.

**EXTRA CHALLENGE** In pairs, Sts describe the last time they wore a costume, using past simple verb forms, e.g. 'Last summer, I went to my cousin's birthday party. It was a superhero party and I dressed up as Spiderman. We played a lot of games and had a great time!'

### 1 2-27

- Elicit which characters Sts know in the picture story (*Jenny, Jake, Bot, Winston*) and who they think the other characters are (*Grandma and Grandpa*).
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

She wears a hippy costume / Grandma's old clothes.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. excited, disappointed, irritated). Sts then read or act out the script in groups, each taking a different role.

### 2

- Give Sts time to complete the task, then check answers.

1 c 2 f 3 e 4 b 5 h 6 a 7 g 8 d

**EXTRA SUPPORT** Play the audio. Pause it after each frame and elicit what has happened.

- Elicit what Sts think of Jake and Jenny's costumes. Ask for a show of hands for which costume Sts would prefer to wear to a fancy dress party.

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class or, with a large class, put two groups together to perform to each other.

**EXTRA CHALLENGE** Put Sts into pairs or small groups and ask them to decide how they think the story continues. Get feedback from each group and take a class vote on which idea is the best.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

## Vocabulary

3a

- Give Sts time to complete the task.

b 2-28

- Play the audio for Sts to listen, then check answers.

6 dress 8 jacket 10 shoes 13 jeans 17 hat

**LANGUAGE NOTE** Other words for *jumper* are *sweater* and *pullover*. A *swimsuit* is for women and *swimming trunks* are for men. The word *swimwear* can describe the clothes for both men and women. A *cap* is a type of *hat* with a peak at the front.

- Elicit which of the nouns are singular and which are plural. Explain that some of the plural items can be used in the singular form, i.e. *a shoe*, *a boot* but the others cannot.

**LANGUAGE NOTE** *Trousers*, *jeans*, *swimming trunks*, *shorts*, *leggings* are always used as plural nouns. This is because they are regarded as a pair, e.g. *a pair of trousers*.

- Play the audio again, pausing for Sts to repeat.

c

- Ask two Sts to read the dialogues aloud. Point out the use of singular and plural forms. Write the following on the board for Sts to refer to.

Singular: Is there a...? Yes, there is / No, there isn't.

Plural: Are there any...? Yes, there are / No, there aren't.

- Draw Sts' attention to the prepositions of place and ask for others they can remember from Unit 2A, e.g. *under*, *behind*, *between*, *opposite*.
- Give Sts time to play the game in pairs.

**EXTRA IDEA** To make the game competitive, Sts get a point if their partner gives the wrong answer.

➡ **Workbook** page 50, exercises 1–4

## Grammar Past simple yes / no questions

4a

- Give Sts time to find the examples, then check answers.

Did Grandma pack her old clothes in that case?  
Did Grandma wear this top?  
Did Grandpa dance like this, too?

b

- Check the answer to the question.

Yes, [subject pronoun] did. No, [subject pronoun] didn't.

**EXTRA IDEA** Ask the class *yes / no* past simple questions, e.g. *Did you go to the mountains last summer?* *Did you watch TV last night?* If their answer is *Yes*, they stand up and if it's *No*, they sit down.

5a

- Check the answer to the question.

She's going to the beach.

b

- Give Sts time to complete the task, then check answers.

1 No, she didn't. 2 Yes, she did. 3 No, she didn't.  
4 No, she didn't. 5 Yes, she did.

**EXTRA CHALLENGE** Sts look at the picture for 15 seconds, then cover it and complete the task from memory.

c

- Give Sts time to ask and answer the questions in pairs.

**Possible answers**

1 Did she pack her white shirt? Yes, she did.  
2 Did she remember her shorts? Yes, she did.  
3 Did she pack her skirt? Yes, she did.  
4 Did she take her boots? No, she didn't.  
5 Did she pack her pink shirt? No, she didn't.

**EXTRA SUPPORT** Give Sts time to write the questions and answers before doing the speaking task.

**EXTRA CHALLENGE** Sts write three more questions to ask a partner, using their own ideas.

➡ **Workbook** page 51, exercises 5–6

➡ **Photocopiable** Grammar and Vocabulary

## Writing

6

- Give Sts time to complete the task, then check answers.

Friday 3 May: An interesting day  
Saturday 4 May: The end of the trip

- Explain to Sts that the texts are mostly factual, but both include a personal opinion. Elicit these from the class.

Friday 3 May: Today was interesting.  
Saturday 4 May: It was amazing.

➡ **Workbook** page 51, exercise 7

For extra practice, get Sts to complete this task before they write their own blog post.

**LANGUAGE NOTE** Remind Sts of some rules with prepositions of time. We say *in* the morning / afternoon / evening, but *at* night. We also use *at* with specific times, e.g. *at eleven o'clock*. With days and dates, we use *on*, e.g. *on Friday*, *on 3 May*.

7

- Give Sts time to plan their blog post while you monitor and help with language and organization.
- Tell Sts to check their writing carefully, especially past simple verb forms.

**EXTRA IDEA** If Sts have written about a real school trip, if possible their writing could be published in your school newsletter / magazine or uploaded to the school website.

**EXTRA IDEA** Sts swap their blog post with a partner and read each other's work. They then find all the examples of past simple verbs and write them in their notebook into two columns – 'regular' and 'irregular'. They decide on the correct pronunciation of the regular verb endings.

## Extra

This task can be done at any point during the lesson.



## Vocabulary

**3 a** Complete the labels with the words in the box.

dress hat jacket jeans shoes

**b** **2.28** Listen and check, then repeat.

**c** Work with a partner. Play a memory game. Student **A** closes their book. Student **B** asks questions about the picture. Then swap.

Is there a jumper on the bed? Yes, there is.

Are there any shoes in the box? No, there aren't.

► **Workbook** page 50, exercises 1–4



## Writing

**6 Get ready to write** Read the blog posts. Choose the best title for each post.

Roman sports	An interesting day
The end of the trip	My life as a zombie

## Grammar

Past simple yes / no questions

**4 a** Look at the story again. Find three questions that start with *Did*.

**b** How can you answer questions that start with *Did*?

**5 a** Look at the picture. Is Millie going to the beach or to the city?



**b** Answer the questions with short answers.

- Did she pack her blue dress?
- Did she remember her hat?
- Did she pack six T-shirts?
- Did she take any trousers?
- Did she remember her swimsuit?

**c** Look at the picture again and make five more questions about Millie's bag. Use these words.

white shirt shorts  
skirt boots pink shirt

► **Workbook** page 51, exercises 5–6

### Friday 3 May

Today was interesting. We visited a museum in the morning. We saw some very old clothes there. I learned that Roman women had bikinis! They used them when they played sport. We learned some Roman games at the museum. We played them in the museum gardens.



### Saturday 4 May

This was the last day of our school trip. We packed in the afternoon. We had a fancy dress party in the evening. I dressed up as a zombie. The teachers dressed up as punks. We danced until one o'clock in the morning! It was amazing!



► **Workbook** page 51, exercise 7

**7** Write a blog post about a school trip.

- Think about or imagine a day on a school trip.
- Write down some words and phrases that you can use in your blog post. Include facts and your personal opinions.
- Write your blog post. Check your spelling and grammar.
- Optional: add a photo or drawing.



Work with a partner. Describe what someone in your class is wearing. Can he/she guess who it is?



# 5D A strange holiday



What do you do on a long journey?

## Vocabulary

1 2.29 Listen and repeat.

▶ **Workbook** page 52, exercises 1–2

2 2.30 Read and listen to the story. What did Uncle Antonio see?



Keira I'm bored! Is the traffic moving ahead?

Mum No, it isn't! Don't ask me again!

Keira What can we do?

Viki I know! Let's tell stories.

Keira Good idea. Why don't you start?



Viki OK. This is a story about my uncle Antonio. He had a strange experience on holiday.

Pablo What happened?

Viki Uncle Antonio was a very clever scientist. One summer he went on holiday with four friends.

Keira Where did they go?

Viki They went to a dark forest.

Ravi Why did they go there? It sounds horrible.

Viki They wanted to see some ghosts.

Pablo What did you say?

Viki They wanted to see some ghosts. They made a fire and then they waited.

3 Read the story again. Match the sentence halves.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 Uncle Antonio was  | a a spaceship and some aliens.      |
| 2 He went on holiday | b Uncle Antonio to their spaceship. |
| 3 They saw           | c with some friends.                |
| 4 The aliens invited | d very clever.                      |



Pablo What happened next?

Viki Listen! The night was black. The moon was high. The stars were bright and it was cold. Suddenly my uncle shouted...!

Ravi A ghost! He saw a ghost!

Viki No, it wasn't a ghost. His friends looked up, and they saw...a spaceship.

Keira I don't believe you.

Viki It's true. They saw a big round spaceship.

Ravi What did they do then?



Viki They watched. The spaceship landed.

Ravi What happened after that?

Viki The door opened and they saw three green men.

Pablo And then?

Viki They invited Antonio into the spaceship.

Pablo Really? What did the aliens do to him?

Viki I don't know. We never saw him again.

Keira That's scary!

Mum Hey! The traffic's moving!



## 5D A strange holiday

### Supplementary materials

Workbook: page 52, exercises 1–3; page 53, exercises 1–3  
Photocopiable worksheet: Everyday English

#### Note

The story can be used in class as a reading and listening task, a video task or both.

**EXTRA IDEA** In groups, Sts write a scene with the aliens and Uncle Antonio. Each group performs their scene and the class votes for the best one.

#### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

### You First

Give Sts time to discuss the question in groups. Find out which activities are the most popular and whether there were any interesting or unusual suggestions.

#### 1 2-29

- Play the audio, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to mime a creature for their partner to guess.

**EXTRA IDEA** In pairs, Sts take turns to describe a creature for their partner to guess. Encourage use of animal vocabulary from page 36, e.g. scales, tail, hair, wings, horn, mane and body parts, from page 54, e.g. 'It's got long hair and a tail with scales.' 'I know! A mermaid.'

**EXTRA CHALLENGE** Put some adjectives on the board, e.g. ugly, pretty, hairy, scary, amazing. In pairs, Sts make sentences about the creatures using comparatives and superlatives, e.g. 'The mermaid is prettier than the troll.' 'The werewolf is the hairiest.'

#### Workbook page 52, exercises 1–2

Ensure Sts complete this Workbook task to revise pet vocabulary before focusing on the story.

#### 2 2-30

- Elicit the characters Sts can see in the story (*Viki, Pablo, Ravi, Keira*). Recap on what we already know about these characters.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.

Check the answer to the question.

He saw a spaceship and some aliens (three green men).

- Elicit if Sts think Viki's story is true and ask for reasons.
- Ask the class if they know any books or films about aliens and spaceships. If so, ask for details.

#### 3

- Give Sts time to complete the task, then check answers.

1 d 2 c 3 a 4 b

**EXTRA IDEA** Sts cover the second halves of the sentences. They read the first halves and try to remember the endings. They repeat the activity covering the first halves.

**EXTRA CHALLENGE** In pairs, Sts take turns to ask past simple yes / no questions about the story and give short answers, e.g. 'Did he go on holiday in winter?' 'No, he didn't.'

# Everyday English

4a

- Give Sts time to look back at the story and complete the task, then check answers.

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

b  2-31

- Play the audio, pausing for Sts to repeat. Tell Sts to copy the speaker's tone, intonation and stress, to ensure they sound genuinely interested.

**LANGUAGE NOTE** The words *next, after that* and *then* help us show the sequence of a story. They can be used interchangeably.

- Draw Sts' attention to the information in Bot's speech bubble. Elicit other ways we can show interest when we are listening, e.g. make eye contact, nod, use different facial expressions, use words like 'Wow!' 'Really?' 'Oh no!'.

5a

- Give Sts time to complete the task, then check answers.

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

b

- Give Sts time to reread the story and complete the task.

c  2-32

- Play the audio for Sts to listen, then check answers.

Why did they go there?  
What did you say?  
What happened?  
What happened then? (Also possible: What happened after that?)  
What happened after that? (Also possible: What happened then?)

- Elicit why these are the correct questions, e.g. the question begins with *Why*, so the answer starts with *because*.

**EXTRA IDEA** Sts cover the text and look at the pictures. They retell the story in pairs.

➡ **Workbook** page 52, exercise 3

➡ **Photocopiable** Everyday English

## Speaking

6

- Give Sts time to plan, then write their story. Monitor and help with language and ideas as required.
- To ensure variety, assign a creature from page 68 to each student.

**EXTRA SUPPORT** Before Sts do the task, elicit the information needed for each gap, e.g. family member / person, superlative adjective, place name.

7a

- With a large class, divide Sts into smaller groups to tell their stories. Ensure each group has stories about a variety of creatures.

**EXTRA CHALLENGE** Sts memorize their story, then tell it to their classmates without notes.

b

- Tell Sts they can use the questions in 4a or their own ideas. The important thing is for the questions to be logical at that point in the story and sound genuine.

## Extra

Sts can do the task individually or in pairs. They could write the story or tell it orally with a partner.

**EXTRA IDEA** Give each pair a piece of paper and ask them to write five nouns. To help recycle recent vocabulary, say the words must be from this unit. They swap words with another pair and create a story. They then tell their story to a different pair, who need to guess the five words.

➡ **Workbook** page 53, exercises 1–3



## Everyday English

**4 a** The others are listening to Viki's story. What questions do they ask when they are listening? Match the questions (1–6) to the answers (a–f).

- |  |                             |
|--|-----------------------------|
| 1 He had a strange experience on holiday. <b>e</b> | a Why did they go there?    |
| 2 They went to a dark forest. ____                 | b What happened next?       |
| 3 They wanted to see some ghosts. ____             | c What did you say?         |
| 4 They made a fire and then they waited. ____      | d What happened after that? |
| 5 They saw a big round spaceship. ____             | e What happened?            |
| 6 The spaceship landed. ____                       | f What did they do then?    |

**b** **2.31** Listen and repeat the questions.

**5 a** Read the story about Grandpa and Grandma. Put the pictures in the correct order. Ignore the gaps for now.

This is a story about my grandfather. He was the most curious man in our town.

One day he went on holiday to the mountains with Grandma. \_\_\_\_

Because he wanted to see a troll. \_\_\_\_

A troll. He wanted to see a troll. But it wasn't a good idea. \_\_\_\_

It was a beautiful sunny day. They waited for three hours and then the weather changed. \_\_\_\_

Suddenly he saw an enormous troll and his family. The trolls invited him to their cave in the mountain. \_\_\_\_

We don't know! It was very strange. A young man arrived at Grandma's door 50 years later. It was my Grandpa! Here's a photo of them; look, he's young and she's old!

**b** Complete the gaps in the story with a question from exercise 4.

**c** **2.32** Listen and check your answers.

► **Workbook** page 52, exercise 3

## Speaking

**6 Get ready to speak** Prepare your story. Complete the gaps in the story with your own words. You can add some extra information, too.

This is a story about my \_\_\_\_\_. He/She was the \_\_\_\_\_ in our town. One day he/she went on holiday to \_\_\_\_\_ with \_\_\_\_\_. He/She wanted to see \_\_\_\_\_. It was \_\_\_\_\_. He/She waited. Suddenly he/she saw \_\_\_\_\_. The \_\_\_\_\_ invited \_\_\_\_\_ to \_\_\_\_\_.

Use these questions to show you are interested when someone is telling a story.



**7 a** Tell your story to the class and answer their questions.

**b** Listen to your classmates' stories. Ask some questions while you are listening.



Make a story with these words:  
umbrella photo unicorn  
computer ice cream

### Story

Read the story on page 53 of the Workbook and do the exercises.



# 5 Revision

## Vocabulary

1 Read the descriptions and write the correct words.

- 1 A place with fields and trees. **The countryside.**
- 2 Three places you can do water sports. \_\_\_\_\_
- 3 A place you can do winter sports. \_\_\_\_\_
- 4 A place with lots of trees. \_\_\_\_\_
- 5 A place with cows, pigs and sheep. \_\_\_\_\_
- 6 A place in the middle of the sea or lake. \_\_\_\_\_
- 7 A place with houses, cars, buses, museums and churches. \_\_\_\_\_
- 8 A place with tents and caravans. \_\_\_\_\_

2 Write sentences about the pictures.

**The alien is in a car.**



3 Answer the questions.

- 1 What is he wearing?
- 2 What is she wearing?
- 3 What are you wearing?



## Grammar

4 Read the story. Complete the gaps with the correct form of a verb in the box.

jump go shout show surf  
travel stop want understand

I **+** **went** on holiday to the beach with my family last year. We **+** \_\_\_\_\_ by train. We arrived on Saturday morning. I wanted to go surfing and I went to the beach. Mum and Dad **-** \_\_\_\_\_ to go. They stayed in the hotel. The waves were good. I **+** \_\_\_\_\_ into the water and started surfing. I **-** \_\_\_\_\_ all morning. There was a man on the beach with a camera. He **+** \_\_\_\_\_ and waved at me. He wanted to tell me something. I **-** \_\_\_\_\_ him. I surfed to the beach. The man came to me. He **+** \_\_\_\_\_ me a photo. In the photo I was on my surfboard and there was a white shark in the water behind me! I **-** \_\_\_\_\_ again that day!

5 a Look at the pictures and complete the answers then the questions.



- 1 Where did she go?  
**She went to London.**
- 2 How did she travel? \_\_\_\_\_
- 3 What time did she arrive? \_\_\_\_\_
- 4 \_\_\_\_\_ with? She went with her friend Flora.
- 5 \_\_\_\_\_? They watched a tennis match.
- 6 \_\_\_\_\_? They went to Trafalgar Square.

b Write three more questions.

- 6 Arran went to a summer camp. Ask questions about his activities.
- 1 (to drama) **Did he go to drama?**
  - 2 (photography) \_\_\_\_\_?
  - 3 (Science workshop) \_\_\_\_\_?
  - 4 (board games) \_\_\_\_\_?

## Everyday English

7 Put the words in the correct order to make questions.

- 1 did you ? What say
- 2 go they Why ? did there
- 3 happened ? What next
- 4 then they ? What did do
- 5 after happened that What ?

► **Workbook** pages 54–55, exercises 1–7



## Revision

### Supplementary materials

Workbook: pages 54–55, exercises 1–7

Online Practice

Unit test 5

## Vocabulary

1

- 2 beach, river, lake
- 3 mountains
- 4 forest
- 5 farm
- 6 island
- 7 city
- 8 campsite

2

- 2 The ghost is on a motorbike.
- 3 The superhero is in a hot-air balloon.
- 4 The werewolf is on a coach.
- 5 The monster is on a bike.
- 6 The unicorn is on a train.
- 7 The mermaid is on a boat.
- 8 The troll is on a ferry.

3

- 1 He's wearing trainers, a tracksuit, a T-shirt and a cap.
- 2 She's wearing a top, a belt, leggings and shoes.
- 3 I'm wearing...

## Grammar

4

I went on holiday to the beach with my family last year. We **travelled** by train. We arrived on Saturday morning. I wanted to go surfing and I went to the beach. Mum and Dad **didn't want** to go. They stayed in the hotel. The waves were good. I **jumped** into the water and started surfing. I **didn't stop** all morning. There was a man on the beach with a camera. He **shouted** and waved at me. He wanted to tell me something. I **didn't understand** him. I surfed to the beach. The man came to me. He **showed** me a photo. In the photo I was on my surfboard and there was a white shark in the water behind me! I **didn't surf** again that day!

5a

- 2 She travelled by plane.
- 3 She arrived at four o'clock.
- 4 Who did she go
- 5 What did they do?
- 6 Where did they go?

b

Sts' own answers.

6

- 2 Did he do photography?
- 3 Did he go to a Science workshop?
- 4 Did he play board games?

## Everyday English

7

- 1 What did you say?
- 2 Why did they go there?
- 3 What happened next?
- 4 What did they do then?
- 5 What happened after that?

► **Workbook** pages 54–55, exercises 1–7

► Unit test 4

## My project

### Project checklist

#### Before the lesson

- Organize for Sts to have access to the internet for research and a colour printer to print out maps and pictures. If this is not possible, Sts can do online research about their holiday as homework before the lesson. They can also print out any pictures at home and bring them to the lesson.
- Alternatively, you or the Sts can bring magazines, travel brochures or other resources to the lesson. Sts can then cut out or draw pictures. Sts could also use the school library to find out information.
- Organize for use of a video camera or a device with a recording function. If this is not possible, Sts can either record their video at home or give a live presentation to the class. You will also need a way of showing the videos in class, e.g. connecting the device to a computer or uploading the videos and showing them on a projector.

#### Materials for the lesson

- Internet access, a colour printer, a device with a video recording function and a projector / screen to show the videos.
- For Sts to create their own visual aids, you will need large pieces of paper, scissors, glue, coloured pens and pencils.

#### Task

Give Sts time to discuss the question in pairs, then elicit ideas. Find out the most common factors.

**EXTRA SUPPORT** On the board, write some factors for an amazing trip, e.g. 'people, activities, journey, sights, accommodation, weather, food, souvenirs'. In pairs, Sts say which factors are the most and least important for them.

1

- Ask Sts what kind of videos they watch on the internet. Elicit details about their favourite sites, topics or presenters.
- Elicit or tell Sts what a 'vodcast' is (a digital video file made available on the internet for downloading to a computer or mobile device).
- Ask whether anyone has ever created a vodcast. If so, ask for details, e.g. the device they used, the video's topic and content, where they uploaded it to, who watched it, why they made it.
- Give Sts time to complete the task, then check answers.

1 c 2 b 3 a 4 e 5 d

**CULTURE NOTE** On 20 July 1969, *Apollo 11* became the first manned spacecraft to land on the moon. The crew were Americans Neil Armstrong, Edwin (Buzz) Aldrin and Michael Collins. They travelled the 240,000 miles from the Earth to the moon in 76 hours. When Armstrong became the first human to set foot on the moon, he famously said, "That's one small step for man, one giant leap for mankind." The moon landing was watched by an estimated 600 million people around the world. In total, only 12 people (all male) have walked on the moon. The last men to do so were Eugene Cernan and Harrison Schmitt, in December 1972.

#### 2 2•33 Audio script pT91

- Play the audio for Sts to complete the task, then check answers.

She went with her mum, dad and two brothers  
The rocket trip was very, very long. It took three days.  
Rosie's moon suit was yellow and her brothers' suits were green.  
On the moon, they sometimes went in a moon car and sometimes walked.  
At the craft class, Rosie's brothers made moon cheese, which wasn't very nice.

**EXTRA SUPPORT** Pause the audio after each section and elicit the extra information from the whole class.

3

- Give Sts time to complete the task, then elicit ideas.

Sts' own answers.

- Ask for other suggestions of what makes a good vodcast, e.g. the presenter uses gesture, the information is organized logically, the images are large and clear.

4

- Sts follow the steps to create their own vodcast.
  - 1–2. Sts can find information online or use other available resources, such as books, magazines or travel brochures.
  3. Sts can find these on the internet and print them out, draw them or use realia. Remind Sts that these need to be large and clear enough for viewers to see clearly. As a guideline, suggest Sts have between four and six visuals.
  4. Remind Sts to use the past simple to describe their trip. Refer them back to this unit's grammar sections, if necessary. Each section of text should relate to one visual. Monitor and correct Sts' writing or point out errors and encourage self-correction.
  5. Monitor and help Sts as required. Sts could also practise presenting to a partner and give each other feedback.
  6. If possible, Sts video their presentation using an available device.

**EXTRA SUPPORT** Sts make their vodcast in pairs or small groups.

5a

- Sts take turns to show their video or deliver their presentation to the class.

b

- Encourage Sts to ask questions at the end of each presentation. Remind them to use past simple question forms.
- After the presentations, ask Sts in pairs to discuss which holidays they thought were the most amazing and why.

**EXTRA IDEA** If your school has a social media page or website, the videos could be uploaded onto it.



## TASK

What makes an amazing trip? Different people like different things. Imagine you had a perfect trip last year. There are no limits!

## An amazing trip: make a vodcast

2



3



4



1



5



- I went to the moon last summer. I travelled with my family. We stayed there for a week. It was a very special trip.
- First we went to the USA by plane. Then we went by rocket to the moon. Flying in a rocket was fun, but I didn't like the food.
- When we arrived on the moon they gave us our moon suits. They weren't very comfortable. Walking on the moon is brilliant. I jumped really high!
- We visited lots of places on the moon. My favourite place was the American flag. This is near where Apollo 11 landed.
- I went to a craft class on the moon. I made this T-shirt. It's my souvenir of a fantastic holiday.

### 4 Prepare your vodcast. First, do your research.

- Imagine your perfect holiday. Where did you go? Who did you go with?
- What did you do? Do some research if necessary. Find activities and places to visit.
- Think about things you are going to show. Find photos, maps and real things.
- Write the text for your vodcast or presentation. Make sure it is simple and easy to understand.
- Practise your vodcast or presentation. You can write the text on big pieces of paper so you can read it.
- Optional: Make your vodcast. If you don't like it, record it again.

### 5 a Present your vodcast to the class. Answer your classmates' questions.

- b** Listen to your classmates' presentations. Ask a question.

Why did you go to the moon?

What was the best thing about your holiday?



- Look at Rosie's project. Match the pictures and things she shows on her vodcast (1–5) to what she says (a–e).
- 2.33** Listen to Rosie's vodcast. What extra information does she add?
- Work with a partner. What makes a good vodcast? Put these suggestions in order from very important to not very important.
  - The presenter speaks slowly and clearly.
  - The images are interesting.
  - The presenter gives a lot of information.
  - The presenter gives a variety of information.
  - The presenter looks at the camera when he/she is speaking.





What's your favourite kind of holiday?

## Holidays in the UK

*Great places to visit in the UK!*



1



### Belfast

The *Titanic* was the biggest ship in the world. They built it in Belfast. Now there is a *Titanic* museum by the sea in Belfast. It shows you how they built the ship. It was very noisy! You can take a virtual reality tour of the ship. You visit everything from the engines to the ship's bridge, where the captain works. It feels very real. You can look through a glass floor and see film of the ship at the bottom of the sea. It's fantastic.

### York

York is a very old city in the north of England. There's something for everyone there. See and smell the old Viking city at the Jorvik Centre. Some famous chocolate-making families lived in York and the Kit Kat comes from York. You can discover how chocolate is made at the

Chocolate Story, and you can make your own chocolate bar, too. Go for a night walk with a guide and listen to scary ghost stories. It's a great way to explore the city.

2



### Skye

Skye is one of the biggest islands in Scotland. It's a wild place and is perfect for an adventure holiday. You can climb high rocks and then jump into the sea. It's cold! You can ride horses along sandy beaches and then cook lunch over a fire. You can camp on the mountains and watch the stars at night. You can walk around the island and see wild animals; even whales if you're lucky. It's a magical place.

3



### Wales

Wales has got some beautiful beaches and Dunraven is one of the best. In fact it is popular with film directors and it is in some famous TV series, too. The beach is made of sand and small stones and you can find fossils on it. There are rock pools too and it's fun to look for small sea animals in them. It's a brilliant beach for surfing and you can windsurf and kayak, too. It's a great family beach.

4



**1** Look at the pictures in the blog posts. What does each one show? Use the words in the box.

a holiday in a city   an activity holiday  
a special museum   a beach holiday

**2 a** Choose one or more blog posts to read. Which country is it about? Use the words in the box.

England   Ireland   Scotland   Wales

**b** Read your post(s) again and answer these questions.

- 1 Why is the place interesting?
- 2 Does it have indoor, outdoor or both indoor and outdoor activities?
- 3 Find three things you can do there.
- 4 What kind of person would like to go there?

**3** Work with a partner. Tell each other which place in this lesson you would like to visit and why.

**4 a** **Over to you!** Think of interesting or exciting places to visit in your country.

**b** Work with a partner. Your partner is a tourist visiting your country. Help him/her decide where to go. Start like this.

What kind of holiday do you want?

I'd like an activity holiday. Where can I go?



## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** **Belfast** is the capital and largest city of *Northern Ireland*. It is a major port and centre for industry, including shipbuilding. Probably the most famous ship to be built in Belfast was British passenger ship, the *RMS Titanic*. The ship left Southampton, England, on its first voyage on 10 April 1912. In the early morning hours of 15 April 1912, it sank in the North Atlantic Ocean, after hitting an iceberg. There were an estimated 2,224 passengers and crew on board, and more than 1,500 died. The wreck of the ship was found in 1985 and it remains at the bottom of the ocean.

**York** is a historic walled city in North Yorkshire, England. It was founded by the Romans in AD 71 and today has a population of around 200,000. Every year, approximately seven million people from all over the world visit the city. One of the most popular attractions is York Minster, which is one of the largest cathedrals in Northern Europe. Other popular places are the Jorvik Centre, which details York's Viking past, the National Railway Museum and York Castle. Many visitors also enjoy a cruise on the River Ouse and a walk along the top of the 14th century walls.

**Skye** or the **Isle of Skye** is the second-largest island in Scotland. It has a mild, wet and windy climate and dramatic landscapes. Skye has a population of around 10,000 and about a third of these people speak Scottish Gaelic as well as English. The main industries on the island are tourism, agriculture, forestry and fishing. The most popular tourist activities are outdoor physical ones, such as hiking, climbing and kayaking. Visitors are also attracted by the abundant wildlife, which includes seals, whales, sea eagles, otters and deer.

**Dunraven Bay** ('Bae Dwnrhefn' in Welsh) is situated on the south coast of Wales and is a very popular tourist destination during the summer months. Since 1972, it has been designated a Heritage Coast and is part of the Southerndown Coast SSSI (Site of Special Scientific Interest). This means that it is a protected conservation area, due to its rare geological features.

### You First

Elicit kinds of holiday, e.g. camping, sightseeing, winter sports. Give Sts time to discuss the question in pairs and give reasons. Do a show-of-hands survey to find out the most popular type of holiday.

1

- Ask Sts if anyone has visited the UK. If so, ask for details of their trip. Elicit any popular UK holiday destinations or tourist sights Sts know.
- Give Sts time to complete the task, then check answers.

1 a special museum 2 a holiday in a city  
3 an activity holiday 4 a beach holiday

- Elicit what people usually do on these kinds of holiday.

2a

- Allow Sts to choose the blog post(s) depending on their interests and complete the task. Check answers.

1 Ireland 2 England 3 Scotland 4 Wales

b

- Give Sts time to complete the task, then check answers.

**1 Belfast:** 1 The *Titanic* was built there and now there is a museum about this ship 2 Indoor 3 See how they built the ship, take a virtual reality tour, see a film of the ship at the bottom of the sea 4 A person who likes ships and history  
**2 York:** 1 It's a very old city 2 Both indoor and outdoor 3 Go to the Jorvik Centre, find out about chocolate at the Chocolate Story, go on a guided night walk and listen to ghost stories 4 A person who is interested in history and likes old cities  
**3 Skye:** 1 It's a big, wild island 2 Outdoor 3 Climb high rocks, ride horses on the beach, camp on the mountains, walk around the island, see wild animals 4 A person who likes outdoor sport and nature  
**4 Wales:** 1 Dunraven is a beautiful beach which has fossils 2 Outdoor 3 Find fossils, look for small sea animals in rock pools, do water sports (surfing, windsurfing, kayaking) 4 Children, a person who likes water sports, a person who likes nature and fossils

**EXTRA SUPPORT** Sts choose a blog post in pairs and do exercises 2a and b together.

**EXTRA CHALLENGE** In groups of four, Sts each read a different blog post and complete the tasks. They then share information and answers.

3

- Give Sts time to complete the task, then ask for feedback. Find out which place is the most popular and why.

**EXTRA IDEA** Sts give each place a score out of ten. In pairs, they compare and give reasons for their scores.

4a

- Elicit ideas and write the places on the board. Group them in categories depending on the type of holiday.

b

- Give Sts time to practise dialogues with a partner, then ask a few pairs to present to the class.

**EXTRA IDEA** In pairs, Sts decide on a place to visit together, either in their country or abroad. Encourage Sts to use language for suggestions (page 29) and opinions (page 43) in their discussion.

**EXTRA IDEA** Arrange half the class in a circle and tell them they are travel agents. The other Sts are customers and need to each stand opposite a travel agent. Set a time limit, e.g. 45 seconds, for Sts to do a role-play. The aim is for the agents to 'sell' the customers a holiday, either to one of the destinations they have read about in the lesson, or a destination in their own country. When time is up, the customers rotate to the next agent and repeat the task. Sts can rotate as many times as interest and time allow. At the end, customers decide which holiday to 'buy'. Find out the most successful travel agent.

### ▶ Video Holidays in the UK

- As an extension to the *Culture* topic, watch a short film about autumn celebrations and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Supplementary materials

Photocopiable worksheet: Song

**OPTIONAL LEAD-IN** Elicit some important inventions and write ideas on the board, e.g. 'car, electricity, fridge, mobile phone, toothpaste, airplane, TV, toilet, sewing machine, ballpoint pen'. Ask Sts to choose and rank the five they think are most important. They mingle and try to find other Sts with the same list.

### You First

Give Sts time to discuss the question, then elicit ideas. Ask if Sts can think of any inventions with a current problem. If so, what do they think the solution could be?

1

- Elicit modes of air transport, e.g. plane, hot-air balloon, rocket, helicopter. Ask if Sts have used any of these and, if so, get details. Remind Sts to use the past simple.
- Elicit anything Sts already know about the history of air travel. Write any useful topic-related lexis on the board. Ensure Sts understand the following vocabulary, which is in the text: *engine, propeller, jet, steer, passenger flight, flew*.
- Give Sts time to complete the task, then check answers.

a hot-air balloon, an airship, a biplane, a small plane, a Boeing 747, Concorde

2  2•34 Audio script pT91

- In pairs, Sts decide on and write down the dates.

**LANGUAGE NOTE** Remind Sts how to say years, e.g. 1783 (*seventeen eighty-three*), 1900 (*nineteen hundred*), 1903 (*nineteen hundred and three* or, much more commonly, *nineteen oh three*).

- Play the audio for Sts to listen and check.
- Check answers and find out who had the most correct.

1 hot-air balloon: 1783   2 airship: 1852   3 biplane: 1903  
4 small plane: 1927   5 Boeing 747: 1958   6 Concorde: 1976

**EXTRA IDEA** Play the audio again and get Sts to write additional details.

3

- Give Sts time to read and complete the task, then check answers.

2 B   3 E   4 C   5 F   6 A

**EXTRA CHALLENGE** Sts cover the right column and just read the text on the left. In pairs, they predict the problems. They then read and find the real problems. Get feedback on how correct their predictions were.

**EXTRA IDEA** In pairs, Sts take turns to ask and answer past simple questions, e.g. 'What did Henri Giffard put under the balloon?' 'Why did Concorde stop flying?' Encourage use of a range of question words. Stronger Sts try to answer without looking back at the text.

4

- Give Sts time to discuss the question, then elicit ideas.

**EXTRA IDEA** Sts choose a mode of transport and research its history, either online or using other resources. They produce a poster with a time line, information and pictures. Display these in the classroom for other Sts to read. This could be done as an individual, pair or small group task.

**EXTRA IDEA** In pairs, Sts invent a new mode of transport. Provide some questions to guide discussion, e.g. *How is it powered? How fast does it travel? How many people does it carry? What's it made of? How expensive is it?* Sts draw a picture of their invention and give a short presentation.

### Additional subject notes

**The history of the bike:** Karl von Drais created the first bicycle in Germany in 1817. It was made of wood and had no pedals, steering or brakes. Pedals were added to bikes in the 1860s. In 1871, British engineer, James Starley invented the *penny farthing*. Its name came from its huge front wheel and much smaller back wheel, which looked like the largest and smallest coins of the time – the *penny* and the *farthing*. It was faster than earlier bicycles, but very dangerous. In 1885, John Kemp Starley (James Starley's nephew) invented the safety bike, which was very similar to our modern bicycle. It had two wheels of the same size, with its rear wheel connected to and driven by a chain. This bicycle was much safer and more comfortable.

**The history of the car:** In 1885, German Karl Benz built the first automobile powered by a gasoline engine. It had three wheels and looked like a carriage, so was sometimes referred to as a 'horseless carriage'. Benz was granted a patent for his automobile and began the first production in 1888. However, these early cars were very expensive and only the rich could afford them. This changed in 1908, when American Henry Ford first launched the Model T. It became the first car to be mass-produced in a factory on a moving assembly line. At the height of production, the factory was making 10,000 cars a day, which brought the price down to a level ordinary people could afford. Production of the Model T continued until 1927, by which time Ford had built a record 15 million cars.

**The history of the boat:** In 8000 BC, the earliest boats were canoes made from hollowed out tree trunks. In 4000 BC, the Egyptians used reeds to build the first sailing boats, which had sails and a mast. Around AD 1000, the Vikings started making longboats. These were long, narrow, wooden ships with square sails and oars for rowing. In 1817, The Black Ball Line shipping company began offering a transatlantic passenger service between Liverpool and New York. A few years later, the first steamships began to cross the Atlantic, using both wind and steam from burning coal. In the mid-1800s, the first ocean liners built from iron and driven by a propeller began to appear. In the 1980s, container ships began to be more widely used to transport cargo. Over the last few decades cruise holidays have risen in popularity. The largest cruise liner is Symphony of the Seas, which can carry 5,500 passengers.

### 2•35 Song What did you do on holiday?

- The song, written specifically for *Project Explore*, builds on the grammar and vocabulary of Units 4 and 5. Use the Song photocopiable to explore the song further.





Are inventions ever perfect? We invent something, then we find it has a problem. We invent a solution. But then the solution has a problem. We invent a new solution.

## The history of

# AIR TRAVEL



a 1850

b 1783

1 Two French brothers, the Montgolfiers, made the first hot-air balloon. The problem was...

A ...it was very expensive. The plane stopped flying in 2003 because of safety problems.



a 1900

b 1852

2 Henri Giffard put an engine and a propeller under the balloon. The problem was...

B ...the balloon was very heavy. It was difficult to steer it.



a 1910

b 1903

3 Two North American brothers, the Wrights, made the first plane with an engine and a propeller. The problem was...

C ...the plane was very small and didn't carry passengers.



a 1930

b 1927

4 Charles Lindbergh from the USA flew a plane across the Atlantic. The problem was...

D ...it was impossible to steer. It travelled in the same direction as the wind.



a 1970

b 1958

5 The Boeing 747 is the most popular passenger jet. It flew regular passenger flights across the Atlantic. The problem was...

E ...the plane didn't travel long distances. The first flight was about 100 metres.



a 1986

b 1976

6 The Concorde was the fastest passenger plane. It crossed the Atlantic in three-and-a-half hours. The problem was...

F ...it was a long journey (about seven hours). Passengers wanted a faster flight.

- Look at the pictures on the time line. What inventions can you see?
- 2.34** Choose a date for each invention. Then listen to the dialogues and check your answers.

- Read about the flying machines. Match the information (1-6) to the texts (A-F) which tell us the problem with each machine.
- Over to you!** How did other forms of transport change and why? Think about bikes, cars and boats.



# 6

## Food is fun!

### 6A A special meal



When do you have a special meal?  
What do you eat?

#### Vocabulary

1 a Complete the labels with the words in the box.

soup omelette kebab apple pie



b 2.36 Listen and check, then repeat.

2 a 2.37 Work with a partner. Read and listen to the dialogues. Ask and answer questions about five dishes. Change the **highlighted** words.

A Do you ever eat **soup**?

B Yes, I **always** have **soup** for lunch.

A Do you ever eat **kebabs**?

B **No, never.** I **don't like** them.

#### Look!

We make the question with **ever**. We answer with **always, sometimes, etc.**

b How many things do you have in common with your partner?

► **Workbook** page 56, exercises 1–3

#### Grammar

Present continuous v. present simple

3 a Read the dialogue. Does Izzie like all the foods on the lunch menu?

Izzie What are you doing?

Sam I'm making lunch. We're having a special meal today.

Izzie Why? Gran always makes lunch on Sundays.

Sam I'm practising my recipes. There's a Mini MasterChef competition at school next week. I want to win.

Izzie Oh, OK. Are we having roast chicken?

Sam No, we're not. We're having chicken and pineapple curry.

Izzie Oh. I don't like curry. What about dessert? Are we having an apple pie? We usually have apple pie on Sundays.

Sam No, we're not. Apple pie is boring. I'm making a chocolate and caramel cheesecake.

Izzie Oh, that sounds good.

Sam Here, try a piece.

Izzie OK...mmm...I don't know. I'm not sure if I like it. I need another piece.

Sam Hey! Mum! She's eating the cheesecake. Stop!



b What are they having for lunch? Choose the correct dishes from exercise 1.



# 6 Food is Fun!

## Unit objectives

talk about actions happening now  
talk about habits and customs  
ask and answer questions about a factory visit  
give instructions using imperatives  
write a recipe  
describe different foods

## Language

**Grammar:** present simple and present continuous; past simple – irregular verbs; imperatives

**Vocabulary:** food dishes; verb phrases; cooking phrases; adjectives to describe food

**Everyday English:** asking politely and saying what you're going to do

**Project:** Food from different countries

**Culture:** Delicious food from Australia

**Learn through English:** Eating healthily

## 6A A special meal

### Supplementary materials

Workbook: pages 56–57, exercises 1–7

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

**OPTIONAL LEAD IN** In pairs, Sts take turns to say a food item for each letter of the alphabet, e.g. 'apple, biscuit, cheese'. To make it competitive, if a student cannot think of a job for a letter, he / she gets a point. The winner has the fewest points at the end.

### You First

Give Sts time to discuss the question in pairs, then elicit ideas. Remind Sts to use *on* with special days, e.g. *on* my birthday / Christmas Eve / New Year's Day.

## Vocabulary

### 1a

- Give Sts time to complete the task.

### b 2-36

- Play the audio for Sts to listen, then check answers.

1 soup 3 kebab 8 omelette 9 apple pie

- Play the audio again, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a number and their partner says the food.

**EXTRA IDEA** In pairs, Sts discuss which of the main courses and desserts they would most like to have for dinner this evening. Do a quick show-of-hands survey to find out the most popular choices.

### 2a 2-37

- Play the audio, pausing for Sts to repeat.
- Explain that we use *ever* in present simple questions when we are asking about frequency.
- Elicit the adverbs of frequency in the dialogue. Write *always* at the top of the board, next to 100% and *never* at the bottom, next to 0%. Between these, write the following percentages and elicit the corresponding adverbs: 90% (*usually*), 70% (*often*), 50% (*sometimes*). Refer Sts back to page 7 to check, if necessary.
- Give Sts time to complete the task in pairs.

**EXTRA CHALLENGE** Sts ask and answer questions about three more dishes. They could also include other dishes they know.

### b

- Find out which pair has the most things in common and get feedback.

**EXTRA IDEA** Elicit dishes and food items and write them on the board at random. Organize Sts into two teams. Give one student a scrunched-up paper ball, which they throw at the board. They make a sentence with the food word the ball hits, using the structure 'I (+ frequency adverb) have (+ food) for (+ breakfast / lunch / dinner)', e.g. 'I often have stew for dinner.'

If the student hits a word and makes a correct sentence, the team gets a point. If he / she doesn't hit a word or makes a mistake, the team doesn't get a point. Set a time limit and continue the activity, with different Sts from each team taking turns. The winning team has the most points when time is up. With a large class, an alternative is to play in small groups of two teams. Give each group a large piece of paper to write the food items on. Instead of throwing a ball, Sts close their eyes and point at the paper.

► **Workbook** page 56, exercises 1–3

► **Photocopiable** Grammar and Vocabulary

## Grammar Present continuous v. present simple

### 3a

- Give Sts time to complete the task, then check the answer.

No, she doesn't like curry.

### b

- Give Sts time to complete the task, then check the answer.

They're having (chicken and pineapple) curry and (chocolate and caramel) cheesecake.

**EXTRA SUPPORT** Ask two confident Sts to read the dialogue aloud, while the others listen and follow. Then, do exercises 3a and b as a class.

- Ask whether Sts would like to join Izzie and Sam for lunch and elicit reasons.

**EXTRA IDEA** Sts imagine they are entering the Mini MasterChef competition and decide on a main course and a dessert to make. In groups, they each present their ideas and then take a vote on the best. Find out the best entry in each group.

4

- Give Sts time to complete the task, then check answers.

1 Sam 2 Izzie 3 Sam 4 Izzie

5

- Give Sts time to complete the matching task, then check answers.

1 d 2 c 3 a 4 b

- Draw Sts' attention to the explanations on when we use the present continuous and present simple. Elicit how to form verbs in these tenses or, alternatively, refer Sts to the grammar summary in the Workbook.

### Additional grammar notes

Adverbs of frequency go before the main verb in a sentence.

e.g. 'I *usually* have soup for lunch.' 'He *never* drinks coffee.'

Other time adverbials go at either the beginning or end of a sentence.

e.g. 'We eat meat every day.' 'At *the moment*, she's making dinner.'

6

- Give Sts time to complete the task, then check answers.

2 a 3 a 4 b 5 a 6 b

**EXTRA CHALLENGE** Sts write three more sentences with present simple and continuous options. They swap with a partner and choose the correct forms.

➡ **Workbook** page 57, exercises 4–7

➡ **Photocopiable** Grammar and Vocabulary

## Speaking

7a

- Give Sts time to complete the task. Point out that they need to use the subject pronoun *she* in the questions.

b  2•38

- Play the audio for Sts to listen and check answers.

1 is she wearing  
2 does she eat  
3 is she eating  
4 Amy

- Tell Sts to practise the dialogue in pairs.

8

- In pairs, Sts do the task, using the model dialogue to help.

**EXTRA IDEA** In pairs, Sts take turns to say present simple or continuous sentences about their classmates, e.g. 'She's talking to the teacher at the moment.' 'He always plays football at lunchtime.' Their partner guesses who the sentences are about.

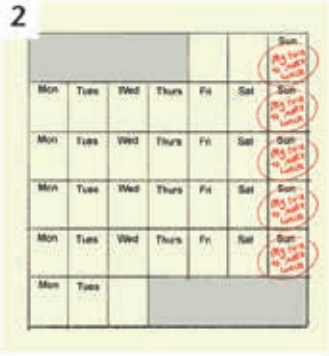
**EXTRA IDEA** All Sts except one make a circle with their chairs and sit down. The remaining student stands in the middle and says a true sentence about themselves in the present simple or continuous, e.g. 'I eat toast for breakfast every day.' 'I'm feeling happy today.' The Sts the sentence is true for have to stand up and quickly move to another chair, while the student in the middle also tries to sit down. The student left without a chair goes to the middle and says another sentence. With a large class, this activity can be done in smaller groups.



4 Look at the dialogue again. Who says these sentences?

- 1 I'm making lunch.
- 2 Gran always makes lunch on Sundays.
- 3 We're having chicken and pineapple curry.
- 4 We usually have apple pie on Sundays.

5 Match the pictures (1–4) to the sentences (a–d).



- a We're eating curry.
- b We eat curry on Sundays.
- c I usually make lunch on Sundays.
- d I'm making lunch.

When we talk about an action now, we use the present continuous: *I'm making lunch.*

When we talk about a habit or a custom, we use the present simple: *We eat curry on Sundays.*



When we talk about habits we can use words like these:

*always, usually, never, every day, on Fridays, at the weekends*

When we talk about an action now, we can use words like these:

*now, today, at the moment*



6 Choose the correct form of the verb to complete the sentences.

- 1 Gran **is making** apple pie today.  
a makes    b is making
- 2 Dad **usually makes** lunch on Saturdays.  
a usually makes    b is usually making
- 3 That smells good. What **are you making**?  
a are you making    b do you make
- 4 What kind of cake **do you usually have** for your birthday?  
a are you usually having    b do you usually have
- 5 Stop the dog! He **is eating** all the meatballs!  
a is eating    b eats
- 6 Jo **never eats** omelettes. He doesn't like them.  
a is never eating    b never eats

► Workbook page 56, exercise 4–7

## Speaking

7 a Get ready to speak Complete the dialogue with the correct form of the verbs in the box and guess the person.

**wear** wear have lunch eat

A What (usually) **does she usually** wear?

B Trousers and a top.

A What <sup>1</sup> **am I** today?

B A dress.

A Where <sup>2</sup> **do we** on Saturdays?

B At home.

A What <sup>3</sup> **are we** today?

B Steak and chips. Have you got the answer?

A Yes, I have.

B What's her name?

A Her name's <sup>4</sup> **she**.



b 2.38 Listen and check.

8 Work with a partner. Choose a person. Ask, answer and guess.



# 6B A visit to a food factory



Are there any food factories in your area? What do they make?

## Vocabulary

1 a Match the photos (1–9) to the verb phrases (a–i).



- a make a yoghurt
- b wear an overall
- c teach the students about chocolate
- d give my friend a chocolate bar
- e write a recipe
- f drink hot chocolate
- g take a photo
- h buy a souvenir
- i eat some cheese

b 2.39 Listen and check, then repeat.

## Remember!

She's teaching **them** about chocolate.  
She's giving **him** a present.

2 a 2.40 Read the dialogue, then listen and repeat.

Did you take a photo last week?

Yes, I did.

b Ask your classmates questions about last week with the verb phrases in exercise 2a. Can you find a student who says yes to each question?

► **Workbook** page 58, exercise 1

## Reading and Grammar

Past simple – more irregular verbs

3 a Look at the photo. What do you think the blog post is about? Which of the things in the box can you see in the photo?

photos guide cocoa beans overalls  
chocolate eggs chocolate animals cake

We went to the Choco Factory last weekend. I took lots of photos. This is the best!

This is Gloria, our guide. She taught us all about chocolate.

The chocolate eggs sometimes break in the factory. We ate the pieces. They were tasty!

Cocoa is the start of the chocolate story. It grows in hot countries. Gloria gave us a cocoa pod and some cocoa beans to look at.



We wore white overalls and special hats. We looked funny! Then we went to the factory.

We made some chocolate eggs. We wrote our names on them. It was difficult.

We bought some chocolate bars in the shop to take home. I liked the chocolate animals best.

At the end of the tour we drank a hot chocolate and had some triple chocolate cake in the café. Chocolate heaven!



Like Post

Add Comment

b Read Joe's blog post. What chocolate products does he mention?

4 a Can you find the past forms of these verbs in Joe's blog post?

buy drink eat give  
make take teach wear write

b Why are these verbs called irregular verbs? Choose the correct answer.

- a because the past form does not end in -ed.
- b because they are very short.
- c because we don't use them very often.



## 6B A visit to a food factory

### Supplementary materials

Workbook pages 58–59, exercises 1–6

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

### You First

Give Sts time to discuss the questions, then do some class feedback. Write any useful vocabulary on the board. Ask if anyone has visited a food factory and, if so, elicit details.

**EXTRA IDEA** Sts tell a partner which food or drink factories they would most and least like to visit and why.

### Vocabulary

1

- Give Sts time to complete the task.

**b** 2-39

- Play the audio for Sts to listen and check answers.

1 g 2 h 3 i 4 f 5 a 6 b 7 e 8 c 9 d

- Play the audio again, pausing for Sts to repeat.

**LANGUAGE NOTE** Ensure the correct pronunciation of *recipe* /'resɪpi:/, *souvenir* /su:və'niə/ and *yoghurt* /'jɒgət/.

**EXTRA SUPPORT** In pairs, Sts take turns to point to a picture and their partner says the verb phrase.

**EXTRA CHALLENGE** Sts cover the text and just look at the pictures. In pairs, they try to remember the verb phrases.

**2a** 2-40

- Play the audio for Sts to follow and repeat.
- Elicit the name of the tense (past simple) and how we form yes / no questions (*Did... + infinitive*) and short answers (*Yes, ...did. / No, ...didn't.*).

**b**

- Set a time limit and tell Sts to mingle and complete the task. Find out who got the most Yes answers and if there were any questions that nobody answered Yes to.

**EXTRA CHALLENGE** With stronger classes, in pairs Sts think of other collocations for the verbs in 1a, e.g. *make* lunch, *wear* jeans, *write* a blog post, *eat* cheesecake. Elicit ideas and write them on the board. Sts also include these phrases in the mingle activity.

➡ **Workbook** page 58, exercise 1

## Reading and Grammar Past simple – more irregular verbs

3a

- Give Sts time to discuss the questions, then elicit ideas and check answers.

The blog post is about a visit to a chocolate factory. In the photo, we can see overalls, chocolate eggs

**b**

- Give Sts time to complete the task, then check answers.

Joe mentions chocolate eggs, chocolate bars, chocolate animals, hot chocolate and triple chocolate cake.

- Ask whether Sts would like to visit a chocolate factory and elicit reasons. Elicit which other factories Sts would be interested in visiting.

**4a**

- Give Sts time to complete the task, then check answers.

buy – bought, drink – drank, eat – ate, give – gave, make – made, take – took, teach – taught, wear – wore, write – wrote

**EXTRA SUPPORT** Read the text aloud to the class while they follow. When Sts hear the past simple of one of the verbs, they shout 'Stop!' Elicit the past and infinitive forms and write them on the board.

**b**

- Give Sts time to complete the task, then check the answer.

**a** because the past form does not end in **-ed**.

- Elicit when the past form ends in **-ed** (with regular verbs).
- Tell Sts to look back at the blog post and find other irregular past forms. Elicit them and ask for the infinitive verbs (*went – go, were – be, was – be, had – have*).
- Remind Sts that they can find a list of common irregular verbs at the back of their Workbook.

# Pronunciation

## Additional pronunciation notes

The task focuses on the pronunciation of irregular past simple verbs and highlights that the same sound may be spelled in several different ways.

### 5 2-41

- Play the audio for Sts to listen and repeat the chant.

**EXTRA SUPPORT** Sts read the chant in pairs, saying alternate lines.

**EXTRA CHALLENGE** Sts think of other words with the vowel sounds in the chant, e.g. **Bought:** walk, talk, small **Made:** steak, make, cake **Drank:** had, cat, flat **Wrote:** roast, home, toe **Took:** good, foot, would. Alternatively, give Sts the words to sort into groups depending on the pronunciation.

**EXTRA IDEA** In pairs, Sts play verb form tennis. The first student says an irregular verb and their partner has to quickly say and spell the past simple form. If they are right, they get a point and say another verb. If they are wrong, their partner gets the point and says another verb. Sts need at least four points to win a game, with two points more than their partner (4–2 is a win, 4–3 isn't a win). To help, write irregular infinitive verbs on the board. For added fun, Sts also mime playing tennis as they 'serve' and 'return' the verbs.

### 6

- Draw Sts' attention to the **Remember!** box and elicit the rules for forming the past simple.
- Tell Sts to look carefully to see which form of the verb is needed, then give them time to complete the task.
- Check answers and write them on the board.

- 1 Where did you go on Saturday?  
I **went** to a pie factory.
- 2 **Did you make** a pie?  
I **didn't make** a pie, but I **ate** one.
- 3 **Did you wear** a special hat?  
Yes, we did. We **wore** white overalls, too.
- 4 **Did you buy** any souvenirs?  
Yes, I **bought** a fridge magnet of a pie.
- 5 **Did you give** it to your brother?  
I **didn't give** it to my brother, I **gave** it to my sister.

**EXTRA SUPPORT** Sts read the dialogue in pairs, focusing on accurate pronunciation of the past forms.

**EXTRA IDEA** In pairs, Sts add more yes / no questions and answers to the dialogue, e.g. 'Did you take any photos?' 'Yes, I took a lot of photos.' 'Did you go to the factory by coach?' 'No, we went by train.'

**EXTRA CHALLENGE** Sts look back at the blog post on page 76. In pairs, they ask and answer past simple questions, either yes / no or with question words, e.g. 'When did Joe go to the factory?' 'He went there last weekend.'

- ➡ **Workbook** pages 58–59, exercises 2–4
- ➡ **Photocopiable** Grammar and Vocabulary
- ➡ **Photocopiable** Pronunciation

# Speaking

## 7a

- Tell Sts to look at the photos and elicit the three factories (*ice cream, cake, pasta*).

**EXTRA IDEA** Sts tell a partner how they feel about these foods and the last time they ate them, e.g. 'I love pasta! I ate chicken pasta for dinner last night.'

- Tell Sts to read the posters and write down their ideas, then elicit suggestions.

**EXTRA SUPPORT** Pre-teach unfamiliar vocabulary, e.g. top quality, flavour, fabulous, muffin, decorate.

## b

- Give Sts time to complete the task. Ensure Sts understand they won't be answering their own questions, but need to think about answers to possible questions their classmates may ask. Monitor and help with language and ideas.

**EXTRA CHALLENGE** Elicit question words and phrases and write them on the board, e.g. 'Who, When, How many, Which, Why, Where'. Tell Sts to include at least four different ones in their questions.

## 8

- Give Sts time to complete the task in pairs. Make it clear that they may need to change their questions or the order, depending on their classmate's answers.
- For extra practice, Sts swap partner and repeat the role-play. Get feedback from pairs on who had the best visit and why.

**EXTRA IDEA** Sts find a partner who went to a different factory. They discuss their visits and find things in common. Get some feedback, e.g. 'We wore overalls and ate some food. We didn't buy any souvenirs or take any photos.'

Alternatively, Sts try to make their visit sound better than their classmate's, e.g. 'I ate five chocolate muffins.' 'Well, I made pizza flavoured ice cream.' Encourage creativity.

➡ **Workbook** page 59, exercises 5–6

The writing activity in the Workbook is additional and is not the main writing focus of the unit.



## Pronunciation

### 5 2.41 Listen and repeat

Bought, taught and wore  
all sound like four

Made and gave

sound like play

Drank sounds like thanks

Wrote sounds like goat

Took sounds like cook

You can look for more verbs  
at the back of your book!

## Study tip!

There is a list of irregular verbs on  
page 80 of your Workbook.

Learn an irregular verb every day.

## Remember!

- + I took a photo.
- I didn't take a photo.
- ? Did you take a photo?

### 6 Complete the sentences with the correct form of the verb.

1 Where **did you go** on Saturday?

I **+** (go) \_\_\_\_\_ to a pie factory.

2 (make) \_\_\_\_\_ a pie?

I **-** (make) \_\_\_\_\_ a pie, but I **+** (eat)  
\_\_\_\_\_ one.

3 (wear) \_\_\_\_\_ a special hat?

Yes, we did. We **+** (wear) \_\_\_\_\_  
white overalls, too.

4 (buy) \_\_\_\_\_ any souvenirs?

Yes, I **+** (buy) \_\_\_\_\_ a fridge magnet  
of a pie.

5 (give) \_\_\_\_\_ it to your brother?

I **-** (give) \_\_\_\_\_ it to my brother,

I **+** (give) \_\_\_\_\_ it to my sister.

► **Workbook** pages 58–59, exercises 2–4

## Speaking

**7 a Get ready to speak** Think of some words connected to each poster.

**Calling all ice cream fans!**

Come and see how we  
make our top quality  
ice creams!

**Taste all our flavours.**  
**Invent a new flavour!**



Phone 0117 496 0766

example: chocolate,...

**Come and visit our  
fabulous Cake Factory!**

See how we make  
500 cakes a day!

Taste our wonderful muffins.  
Decorate a cake to take home.



Phone 0131 496 0526

example: strawberry, box,...

**Do you like pasta?**

- Come and see how we make our wonderful pasta!
- Learn to cook pasta like an Italian!



Phone: 028 9649 8321

example: tomato, spinach...

### b Work with a partner. Prepare a role-play.

- Choose a factory to visit.
- Prepare some questions about the factory.
- Make notes of your answers to the questions.

visit to a chocolate factory	
Questions	My answers
When did you go?	last week
What did you see?	Christmas chocolates
Did you wear any special clothes?	overalls + hat

**8 Find another partner who wants to go to the same factory. Interview him or her.**

## Study tip!

Listen carefully to your partner's answers.  
Make sure your questions are relevant.

► **Workbook** page 59, exercises 5–6

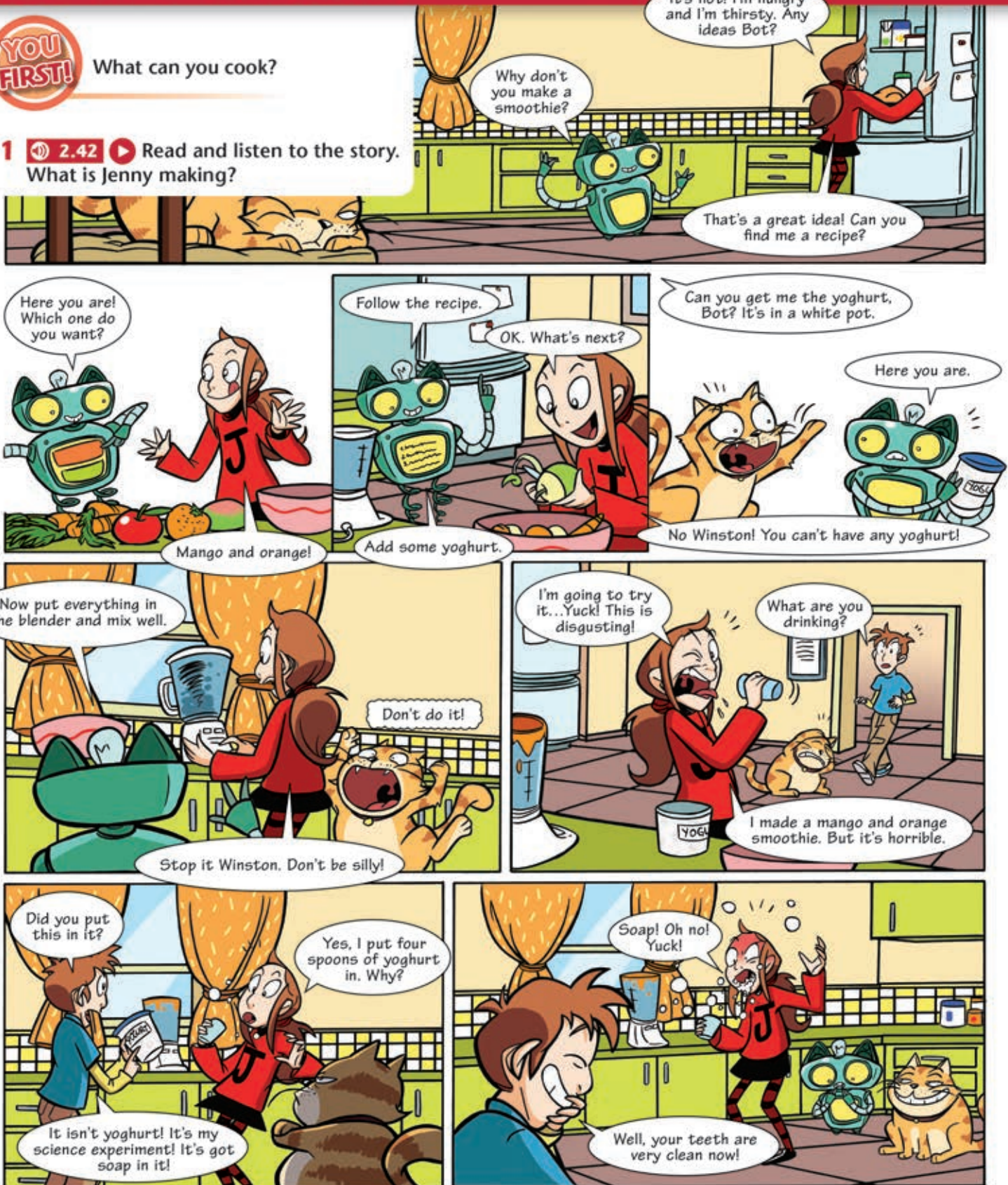


# 6C In the kitchen



What can you cook?

- 1 2.42 Read and listen to the story.  
What is Jenny making?



- 2 Read the story again. Complete the sentences with the words in the box. There are three words that you don't need to use.

delicious soap recipe juice yoghurt pot happy drinks smoothie eats hungry horrible

- Jenny is **hungry** and thirsty.
- She decides to make a \_\_\_\_\_.
- Bot finds a \_\_\_\_\_ for her.
- Bot gets the \_\_\_\_\_ from the fridge.
- Jenny \_\_\_\_\_ some of her smoothie.
- The smoothie tastes \_\_\_\_\_.
- It wasn't yoghurt in the white pot, it was \_\_\_\_\_.
- Jenny is not at all \_\_\_\_\_ with her smoothie.



## 6C In the kitchen

### Supplementary materials

Workbook: pages 60–61, exercises 1–6

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

remain interested, put two groups together to perform to each other.

**EXTRA CHALLENGE** In small groups, Sts decide on the next scene in the story. Get feedback from each group and take a class vote on which idea is the best.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii..

### You First

Give Sts time to tell a partner about the dishes they can make. Find out who can cook the most and what their favourite dish is to make.

**EXTRA IDEA** To practise the past simple, Sts tell a partner about the last time they cooked, e.g. 'Last weekend, I made an apple pie with my mum. We used my grandma's recipe. It tasted great!'

### 1 2•42

- Elicit which characters Sts can see in the picture story (*Jenny, Bot, Winston, Jake*) and what they already know about them.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

She's making a mango and orange smoothie.

- Elicit or tell Sts what a *smoothie* is (*a thick, smooth, cold drink made from blended fruit and ice cream or yoghurt*). Ask Sts if they like smoothies and what their favourite flavours are.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. excited, irritated, disgusted). Sts then read the script in groups, each taking a different role.

### 2

- Give Sts time to complete the task, then check answers.

2 smoothie 3 recipe 4 yoghurt pot 5 drinks 6 horrible  
7 soap 8 happy

**EXTRA SUPPORT** Tell Sts the extra words they do not need to use.

**EXTRA CHALLENGE** Sts write three sentences with the extra words.

- Ask Sts if they have ever made a mistake or had problems when cooking.

**EXTRA IDEA** Write *disgusting* and *delicious* on the board. Elicit what Jenny says when she tastes the smoothie (*Yuck!*) and ask for the opposite (*Yum!*). In pairs, Sts take turns to say a food, dish or drink and their partner says 'Yum!' or 'Yuck!' depending on how they feel, e.g. 'Spinach smoothie' 'Yuck! Chocolate mousse.' 'Yum! Fish stew.'

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class and the class votes on the best performance. With a large class, to save time and ensure Sts

# Vocabulary

3a 2-43

- Play the audio, pausing for Sts to repeat.

**LANGUAGE NOTE** 'Bake' refers to cooking something in an oven, without using added liquid or fat, e.g. bread, cakes, biscuits. 'Roast' refers to cooking something in an oven, with added liquid or fat, e.g. chicken, beef, vegetables. With 'cut up', the particle does not express movement. It means 'cut into pieces'.

**b**

- Give Sts time to complete the activity in pairs. Point out that they need to use the present continuous to describe an action happening now.

**EXTRA CHALLENGE** In pairs, Sts write down other examples using the verbs, e.g. *weigh* the flour, *grate* the carrot, *cut up* the onion, *take* the milk *out of* the fridge. Elicit ideas and write them on the board.

➡ **Workbook** pages 60–61, exercises 1–4

➡ **Photocopiable** Grammar and Vocabulary

## Writing

**4**

- Give Sts time to complete the task, then check answers.

Flour, baking powder, sugar, eggs, oil, yoghurt, lemon, milk.

**EXTRA SUPPORT** Sts complete the task in pairs or small groups. Alternatively, do it together as a class.

**LANGUAGE NOTE** Point out that when saying measurements, we use the preposition *of*, e.g. 200 grams *of* flour, 50 millilitres *of* oil.

**5**

- Give Sts time to complete the task, then check answers.

1 c 2 e 3 f 4 d 5 b 6 h 7 a 8 g

- Draw Sts' attention to the examples of imperatives.

### Additional grammar notes

We use imperatives to give instructions or orders. We form the positive imperative with the infinitive verb.

e.g. Mix the eggs.

We form the negative with *Don't* + infinitive verb.

e.g. Don't add a lot of salt.

We do not use a subject pronoun with imperatives.

e.g. Weigh the flour. (NOT ~~You weigh~~ the flour.)

- Ask Sts in pairs to find other positive and negative imperatives in the instructions. Elicit examples, e.g. *Bake* for 20 minutes, *Don't put* a lot of mixture in each tin.

**EXTRA CHALLENGE** Sts cover the text and just look at the pictures. In pairs, they remember the instructions. Make sure they use imperatives.

**EXTRA IDEA** Give the class some instructions to follow, e.g. 'Shout the name of your favourite food.' 'Tell a partner what you ate for breakfast.' 'Sit down, but don't sit on a chair.' 'Touch your toes, but don't bend your knees.' With stronger classes, Sts could give each other instructions in pairs or small groups.

➡ **Workbook** page 61, exercises 5–6

Ensure Sts complete these exercises, which give more practice with writing instructions for recipes, before they do the following writing task.

**6**

- Sts may need to do some research before doing the writing task. This could either be done as homework before the lesson, or during class if Sts have access to the internet or other resources. Alternatively, the writing task could be set as homework.
- Ask Sts to look back at the previous exercise and find examples of adverbs, i.e. Mix *quickly*, Grate the peel of the lemon *carefully*, Mix *well*. Remind them that we put adverbs after the verb. Elicit some other adverbs Sts may want to use in their recipes, e.g. slowly, gently, nicely. To help, you could refer Sts back to Unit 4B.
- Give Sts time to write their recipe. Monitor and help with vocabulary Sts may need. Correct Sts' first draft or point out mistakes and encourage self-correction.

**EXTRA IDEA** When completed, Sts read their recipe to a partner. As they say the instructions, their partner mimes the actions.

**EXTRA IDEA** Display the recipes around the room for Sts to read their classmates' work. Tell them to choose the three dishes they would most like to make and then to compare and explain their choices in pairs. Find out which dishes are the most popular.

Alternatively, write some adjectives on the board, e.g. 'easy, difficult, delicious, disgusting, fun, expensive'. Sts talk about their classmates' recipes in pairs, using the adjectives to help, e.g. 'I think this curry is delicious, but difficult to make because it's got a lot of ingredients.'

### Extra

The game can be played in pairs or done as a group/whole-class team competition.

**EXTRA IDEA** Early finishers make an acrostic. They write their name (just first name, or full name) down the page and then write a food for each letter, e.g. **W**atermelon, **I**ce cream, **N**oodles, **S**tew, **T**una, **O**ranges, **N**uts. They could also illustrate their work.



## Vocabulary

3 a ① 2.43 Listen and repeat the cooking phrases.



2 bake the muffins



3 grate the cheese



1 weigh the sugar

4 add the salt



5 mix the eggs



6 cut up the apple



7 put the yoghurt in a bowl



8 take the biscuits out of the oven



9 pour the mixture into a tin



10 decorate the cupcakes

b Work with a partner. Mime a cooking verb. Can your partner guess the word?

What am I doing?

I know. You're weighing the sugar.

► Workbook pages 60–61, exercises 1–4

## Writing

4 Get ready to write Look at the recipe cards. What are the ingredients for cupcakes? Use your dictionary if necessary.



5 Match the pictures (1–8) to the instructions (a–h).



- Bake for 20 minutes. Then take them out of the oven.
- Pour the mixture into the tins. Don't put a lot of mixture in each tin.
- Weigh the flour and the sugar. Put them in a bowl.
- Add the egg mixture to the flour. Mix quickly.
- Grate the peel of the lemon carefully. Don't grate the white part of the lemon. Add the lemon peel to the flour and sugar. Mix well.
- Mix the eggs, yoghurt and oil in another bowl.
- Decorate and enjoy!
- Put them in the oven at 180°C.

► Workbook page 61, exercises 5–6

Write instructions like this:

Grate the peel of the lemon!  
Don't grate the white part of the lemon.



These are imperatives.

6 Write a recipe.

- Decide on your recipe.
- Make a list of the ingredients.
- Write the instructions. Remember to use imperatives. Add some adverbs if necessary. Check your work carefully.
- Optional: find or draw a picture of the dish.
- Write the final draft of your work.



Play a memory game. Ask your classmates about the Jake and Jenny stories. Give one point for each correct answer.

What are Jenny and Jake's snails called?



# 6D Trying something new



Do you eat everything?  
Say three foods you don't like.



**1** **2.44** Read and listen to the story. Does Keira like her aunt's food?



**Keira** Hi guys.  
**Children** Hi Keira.  
**Keira** This is my aunt Pippa.  
**Pippa** Hi. Pleased to meet you.  
**Keira** She's a food scientist.  
**Ravi** That sounds interesting. What do you do?  
**Pippa** I create new foods.



**Pippa** At the moment I'm working on some new snacks and energy bars. Why don't you try them?  
**Viki** OK. That's a good idea. Could I try a salt and vinegar snack, please?  
**Pippa** Of course. And you?  
**Ravi** I'm going to try an energy bar.  
**Pippa** Good idea. They're delicious.  
**Pablo** Could I have some lime and chilli snacks, please?  
**Pippa** Here you are. Be careful! They're spicy!  
**Pablo** I love spicy food.



**Pippa** Do you like them?  
**Viki** They're really crunchy. And they're salty. I love them! Could I have another?  
**Pippa** Of course. What about the energy bars?  
**Ravi** They're great! They're soft and juicy.  
**Keira** I'm hungry. I'm going to have an energy bar, too.  
**Pippa** Help yourself!  
**Keira** Mmm – it's sweet!



**Ravi** What's in the bars?  
**Pippa** Chocolate. And worms.  
**Ravi** Worms! Yuck!  
**Viki** What about the snacks?  
**Pippa** They're made of crickets.  
**Viki** Crickets! I'm going to be sick!  
**Ravi** Me too!  
**Pablo** And me!  
**Keira** Don't be silly. I think they're really tasty.

**2** Read the story again. Answer the questions.

- 1 What does Aunt Pippa do?
- 2 What does Ravi try?
- 3 What do Pablo and Viki try?
- 4 What's in the energy bars and the snacks?

**3** **2.45** Read and listen to the dialogue. Talk to your classmates. Can you find three students who want to try the same things as you?

Would you like to eat crickets?

No, I wouldn't.

Would you like to try a warthog steak?

I wouldn't mind.



## 6D Trying something new

### Supplementary materials

Workbook: page 62, exercises 1–3; page 63, exercises 1–5  
Photocopiable worksheet: Everyday English

#### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Give Sts time to complete the task in small groups.  
Encourage them to use *don't like*, *hate* and *can't stand*. Get feedback and find out the most unpopular foods.

#### 1 2•44

- Elicit the characters in the story (*Viki, Keira, Ravi and Pablo*). Recap on what we already know about them.
- Tell Sts to read the question and elicit who the extra character is (*Keira's aunt*).
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.
- Check the answer and ask Sts how they know.

Yes, she does. She says the snacks are really tasty.

#### 2

- Give Sts time to complete the task, then check answers.

1 She's a food scientist. 2 He tries an energy bar. 3 Pablo tries lime and chilli snacks and Viki tries salt and vinegar snacks.  
4 Chocolate, worms and crickets.

- Elicit how the children react when they find out what the food is made of (*Viki, Ravi and Pablo are shocked and feel sick. Keira isn't surprised and tells the others not to be silly.*) Ask Sts how they would feel in that situation. Ask if anyone has tried any unusual food and, if so, get details.

#### 3 2•45

- Play the audio for Sts to listen and follow.
- Tell Sts to read the dialogues in pairs. Remind them that *Would you like to...?* is followed by an infinitive. The short answers are *Yes, I would.* and *No, I wouldn't. I wouldn't mind.* means 'It would be okay for me.'
- Sts mingle and find things in common. They can ask about the food mentioned in the story and also invent their own dishes, e.g. snail stew, millipede mousse, scorpion curry.

**EXTRA SUPPORT** Refer Sts back to the animal and minibeast vocabulary on pages 36 and 40. Alternatively, elicit ideas and write them on the board, e.g. 'ants, frogs, lizards, worms, crickets, snails, snake, ostrich, buffalo'.

#### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii..

# Vocabulary

4a

- Give Sts time to complete the task, then check answers. Elicit what type of words these are (*adjectives*).

## Possible answers

delicious, spicy, crunchy, salty, soft, juicy, sweet, tasty

**EXTRA CHALLENGE** Sts find all eight adjectives to describe food.

b

- Give Sts time to complete the task.

c **2•46**

- Play the audio for Sts to check their answers and repeat.

1 sour 2 hot, spicy 3 creamy 4 oily 5 strong 6 juicy  
7 salty 8 bitter 9 sweet 10 crunchy

**LANGUAGE NOTE** When referring to food, the adjective *hot* can describe temperature (the opposite is *cold*) or a high level of spice (the opposite is *mild*).

d

- Give Sts time to write down their ideas in pairs. Monitor and help with vocabulary.
- Elicit suggestions and write them on the board.

## Possible answers

**sour:** lime, grapefruit **hot and spicy:** Mexican food, chilli  
**creamy:** yoghurt, ice cream, cream **oily:** fried food, fish  
**strong:** coffee, radish **juicy:** peach, strawberry, plum, steak  
**salty:** chips, crisps, peanuts **bitter:** dark chocolate, horseradish  
**sweet:** honey, banana **crunchy:** crisps, popcorn, apple, nuts

➡ **Workbook** page 62, exercises 1–2

# Everyday English

5a

- Give Sts time to complete the task, then check answers.

1 Viki 2 Ravi 3 Pablo 4 Keira

b

- Give Sts time to complete the matching task.

c **2•47**

- Play the audio for Sts to check answers. Play it again, pausing for Sts to repeat.

1 c 2 a 3 d 4 b

- Draw Sts' attention to the examples and explanations. Point out that after *Could I...?* and *I'm going to...* we use an infinitive verb. Remind Sts that before plural and uncountable nouns, we use *some*. E.g. *a chocolate bar, an energy bar, some snacks, some soup*.

**CULTURE NOTE** Point out to Sts that the use of *please* is very important in English-speaking cultures, to add politeness to a request.

6

- Give Sts time to complete the task in pairs, then ask different pairs to act out their dialogue to the class.

**EXTRA SUPPORT** Point out that if the scenario says *Tell*, Sts need to use *I'm going to* and if it says *Ask*, they use *Could I*

**EXTRA IDEA** Write other scenarios on the board, e.g. '5. You are in the school dining room. You had chocolate mousse for dessert. You would like another one. Ask the server.' '6. You are having lunch with your dad. There's fruit for dessert. You want an orange. Ask your dad.'

➡ **Workbook** page 62, exercise 3

➡ Everyday English photocopiable

# Listening

7a **2•48** Audio script pT91

- Play the audio for Sts to do the task, then check answers.

1 Snake stew: Jason 2 Chocolate ants: Finn  
3 Lizard wrap: Hassan

b **2•48** Audio script pT91

- Play the audio again for Sts to complete the task, then check answers.

1 F They cooked with snakes, ants and lizards. 2 F It's spicy.  
3 T 4 T 5 F They're juicy. 6 T

**EXTRA SUPPORT** Sts listen once and write *T* or *F*. Check answers. They listen again and correct the false details.

➡ **Photocopiable** Everyday English

# Speaking

8a

- Tell Sts to write answers to the questions.

**EXTRA SUPPORT** Weaker Sts could create a dish in pairs or small groups.

b

- Give Sts time to produce menus. Organize Sts to ensure there is a range of ingredients in each group's dishes.

9

- Give Sts time to do the task. Get feedback on which dishes each group thought were the most delicious and disgusting.

**EXTRA IDEA** Groups swap menus and talk about the new dishes.

**EXTRA IDEA** Sts sit in a circle in groups of six. Give each student a piece of paper. Tell them to write at the top 'breakfast' and some food, e.g. 'toast and cheese'. Sts hide what they write. They then fold the top over, so writing cannot be seen, and pass it to the person on their left. On the paper they receive, they write 'morning snack' and some food, e.g. 'milk chocolate bar'. Sts continue, writing food for lunch, afternoon snack and dinner. They pass the paper to the left one last time and unfold it. Tell them this is their menu for tomorrow. They read it and discuss how they feel about it in their group, e.g. 'Breakfast is disgusting! I hate cheese because it's too strong. I love the morning snack.'

## Extra

- This can be done as an individual, pair or group task. Sts can produce either a magazine or TV advertisement.

**EXTRA IDEA** Display the magazine ads. Ask Sts to act out the TV ads.

➡ **Workbook** page 63, exercises 1–4



## Vocabulary

**4 a** Can you find three words in the story to describe foods?

**b** Circle the words that describe the foods in these sentences.

- 1 Lemons are sour.
- 2 Curries are hot and spicy.
- 3 Chocolate mousse is creamy.
- 4 Fish and chips are oily.
- 5 Cheese is often strong.
- 6 Oranges are juicy.
- 7 Popcorn is often salty.
- 8 Coffee is bitter.
- 9 Sugar is sweet.
- 10 Biscuits are usually crunchy.

**c** **2.46** Listen and repeat the adjectives.

**d** What other foods can you describe with the words in exercise 4b?

► **Workbook** page 62, exercises 1–2

## Everyday English

**5 a** Look at the story again. Who says these sentences?

- 1 Could I try a salt and vinegar snack, please?
- 2 I'm going to try an energy bar.
- 3 Could I have some lime and chilli snacks, please?
- 4 I'm going to have an energy bar, too.

**b** Match the answers to the sentences in exercise 5a.

- a Good idea, they're delicious.
- b Help yourself!
- c Of course!
- d Here you are.

**c** **2.47** Listen and check.

We can say what we want to do like this:

We can ask for something politely like this:



I'm going to try an energy bar.



Could I have a salt and vinegar snack, please?

**6** Work with a partner. Read these situations. Make mini-dialogues and act them out.

- 1 You are looking at a menu in a restaurant. You want curry and rice. Tell your friend.
- 2 You are at your friend's house. You are hungry. You want to eat a biscuit. Ask your friend's mum.
- 3 You are at a takeaway. You want a wrap. Tell your friend.
- 4 You are at your grandmother's. You are thirsty. You want to have a juice. Ask your grandmother.

► **Workbook** page 62, exercise 3

## Listening

**7 a** **2.48** Listen to the conversation. Match the dishes to the cooks in the box.

Jason Hassan Finn



**b** **2.48** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 They all cooked dishes and snacks with potatoes and eggs.
- 2 The snake stew is salty.
- 3 Jason's mum likes the snake stew.
- 4 The chocolate ants are bitter.
- 5 The lizards in the wrap are crunchy.
- 6 Jason's mum likes the lizard wrap.

## Speaking

**8 a** **Get ready to speak** Create a dish or a snack with unusual ingredients.

What is in it? What's it called? How can you describe it?

**b** Work in groups of four or five. Make a menu with the names of your dishes or snacks.

**9** Imagine you are at a friend's house. You are trying the dishes on your menu. Talk about them.

**EXTRA**

Invent an advertisement for Aunt Pippa's new snacks.

## Story

Read the story on page 63 of the Workbook and do the exercises.



## 6 Revision

## Vocabulary



**1** Write the food words from this unit.

- 1 two dishes that begin with s. *soup, steak and chips*
- 2 one dish that begins with o.
- 3 two dishes that begin with c.
- 4 one dish that begins with m.
- 5 one dish that begins with k.
- 6 one dessert that begins with a.
- 7 two desserts that begin with c.
- 8 one dessert that begins with p.

**2** Complete the sentences with the correct word.

- 1 (sour/creamy/salty) I can't eat this orange.  
It's **sour**.
- 2 (sour/crunchy/creamy) Carrots and apples  
are \_\_\_\_.
- 3 (spicy/bitter/crunchy) Dad drinks very  
\_\_\_\_ coffee.
- 4 (sweet/juicy/strong) I don't like blue cheese.  
It's very \_\_\_\_.
- 5 (spicy/crunchy/sweet) My mum makes a great  
curry. It's really \_\_\_\_.
- 6 (oily/bitter/salty) I'm thirsty. That pasta was  
very \_\_\_\_.
- 7 (juicy/spicy/salty) We had melon for lunch.  
It was very \_\_\_\_.
- 8 (sour/sweet/oily) Mum puts three spoons  
of sugar in her tea. It's very \_\_\_\_.
- 9 (oily/creamy/salty) I like my milkshakes thick  
and \_\_\_\_.

## Grammar








**3** Choose the correct option to complete the sentences.

- 1 \_\_\_ pasta for lunch on Fridays.  
a We usually have      b We are usually having
- 2 \_\_\_ about healthy food at school at the moment.  
a I learn                      b I'm learning
- 3 \_\_\_ to the new pizza restaurant?  
a Do you often go      b Are you often going
- 4 The kitchen smells spicy. \_\_\_ a curry for lunch?  
a Do you make              b Are you making

**4** Use the words in brackets to make true sentences about yourself.

- 1 (write in English now).  
I'm writing in English now. / I'm not writing in English now.
- 2 (have English class on Mondays).
- 3 (usually talk to my friends in class).
- 4 (talk to my friends now).
- 5 (watch TV now).
- 6 (often watch television before school).

**5** Complete the dialogue with the correct form of the verb.

- A **Did you buy** a pizza for lunch yesterday?
- B No, I  (buy) <sup>1</sup> \_\_\_\_\_ a pizza. I  (make) <sup>2</sup> \_\_\_\_\_ lunch for the family.
- A What (make) did you **make**?
- B A stew.
- A Did your mum (teach) <sup>3</sup> \_\_\_\_\_ you?
- B No, she  (teach) <sup>4</sup> \_\_\_\_\_ me. My grandpa  (teach) <sup>5</sup> \_\_\_\_\_ me.
- A (eat) <sup>6</sup> \_\_\_\_\_ all the stew?
- B No. It was very salty. They  (eat) <sup>7</sup> \_\_\_\_\_ a lot of stew, but they  (drink) <sup>8</sup> \_\_\_\_\_ a lot of water!
- A Oh no! What did you do?
- B We  (make) <sup>9</sup> \_\_\_\_\_ some wraps.

## Everyday English

**6** What are they saying? Use the words in the box.

grate the cheese    decorate the cake  
have a biscuit    mix the eggs and sugar  
weigh the flour





## Revision

### Supplementary materials

Workbook: pages 64–65, exercises 1–7

Online Practice

Unit test 6

## Vocabulary

1

- 2 omelette
- 3 curry, chicken
- 4 meatballs
- 5 kebab
- 6 apple pie
- 7 cheesecake, chocolate mousse
- 8 pancake

2

- 2 crunchy
- 3 bitter
- 4 strong
- 5 spicy
- 6 salty
- 7 juicy
- 8 sweet
- 9 creamy

## Grammar

3

- 1 a We usually have
- 2 b I'm learning
- 3 a Do you often go
- 4 b Are you making

4

- 2 I have English class on Mondays. / I don't have English class on Mondays.
- 3 I usually talk to my friends in class. / I don't usually talk to my friends in class.
- 4 I'm talking to my friends now. / I'm not talking to my friends now.
- 5 I'm watching TV now. / I'm not watching TV now.
- 6 I often watch television before school. / I don't often watch television before school.

5

- 1 didn't buy   2 made   3 teach   4 didn't teach   5 taught
- 6 Did you eat   7 didn't eat   8 drank   9 made

## Everyday English

6

- 2 I'm going to weigh the flour.
- 3 Could I decorate the cake, please?
- 4 Could I have a biscuit, please?
- 5 I'm going to mix the eggs and sugar.

➡ **Workbook** pages 64–65, exercises 1–7

➡ Unit test 5

# My project

## Project checklist

### Before the lesson

- Organize for Sts to be able to use computers with access to the internet and Microsoft Office Word, or a similar programme, to create their feature page.
- If you cannot organize for computer access, Sts can do internet research about their food as homework before the lesson, or bring books or other resources to the lesson.

### Materials for the lesson

- Computers with internet access and MS Office Word.
- Without computer access, Sts can produce their page on paper. You will need paper, coloured pens and pencils.

**OPTIONAL LEAD-IN** Write some popular international cuisines on the board. In pairs, Sts discuss dishes they know from these cuisines and any they have tried. Find out the most popular cuisines and dishes.

Alternatively, write some cuisines on the left of the board and a dish for each on the right for Sts to match, e.g. 'Italian – pizza, Mexican – tacos, Japanese – sushi, Thai – green chicken curry, Hungarian – goulash'. Sts discuss which they've eaten and which they'd like to try.

### Task

Read through the overview as a class and elicit how Sts feel about the project.

1

- Tell Sts to skim the texts quickly, then tell a partner the answer to the question. Do a show-of-hands survey to find out which dish more Sts would like to eat. Elicit reasons.

**EXTRA IDEA** In pairs, Sts describe the dishes with adjectives, e.g. 'Sacher torte is sweet, creamy and delicious. Tortilla is tasty, oily and salty.'

2

- Give Sts time to read the texts in more detail and complete the task, then check answers.

#### Isa's project

1 A cake called Sacher torte 2 Austria 3 Over 150 years old  
4 Flour, sugar, eggs, butter, jam, chocolate 5 On her dad's birthday 6 Her dad 7 The chef, Franz Sacher, invented the cake when he was 16. Some people say it's the most famous cake in the world. The recipe for the original cake is secret. It's difficult to make the cake. You can eat it in The Hotel Sacher café in Vienna or buy one to take home. It's delicious with cream.

#### Ruben's project

1 Tortilla or potato omelette 2 Spain 3 200 years old  
4 Eggs, potatoes and sometimes onions, ham, spinach  
5 On picnics, at the beach 6 Ruben 7 It's one of the most famous dishes in Spain. Nobody knows who made the first tortilla. The recipe instructions are given. It's Ruben's favourite food and he likes eating a tortilla sandwich when he's really hungry.

**EXTRA SUPPORT** In pairs, Sts read and answer the questions about one text each. They then tell each other what they found out.

**EXTRA CHALLENGE** Sts write three extra details about each food.

3a

- Give Sts time to discuss the questions, then elicit ideas.

#### Possible answers

- Both Isa's and Ruben's handwriting is tidy and very easy to read. The use of paragraphing in Ruben's project makes the text even clearer for the reader to follow.
- It's a nice idea to have the countries' flags. The use of colour in each ties together the flag, the heading and the photo. The information is arranged in paragraphs in Ruben's project, making it easier to follow.
- The photos are very clear and make the dishes look appetizing.
- Both projects have extra information (e.g. about the chef and recipe) and personal details (e.g. about when the students eat the dishes).

b

- Elicit ideas and opinions from the class.

4

**EXTRA SUPPORT** With weaker classes, Sts could create a feature page in pairs. This could also be a useful idea with large classes, as the time for presentations would be reduced.

- Sts follow the steps to create their own feature page.
  - While Sts should be able to choose their own food, make sure not too many select the same one, to ensure the presentations and class book are as varied as possible.

**EXTRA IDEA** Write eight popular cuisines on pieces of paper, fold them up and put them in a box. Divide the class into eight groups. One student from each takes a piece of paper and finds out their group's cuisine. Each student in the group then chooses a different dish from that cuisine to research.

- Sts use available resources to find out about their dish, basing their research around the questions in exercise 2.
- Sts can select or produce one or more relevant images.
- Monitor as Sts do this and help with language and organization. Advise Sts to divide their text into three paragraphs, as in the models. If they want to include the recipe, tell them to keep the instructions very simple.
- To help, point out errors and encourage self correction.
- 6–7. Sts produce their page, either on paper or a computer.

5a

- Give Sts time to rehearse their presentation, then invite them in turn to present to the class.

b

- Remind Sts of the importance of asking questions.
- After the presentations, ask Sts to discuss in groups what information about the dishes was the most interesting and which dishes they would most like to taste and why. Conduct some class feedback.

**EXTRA IDEA** Collate all the pages into one book for Sts to read. If possible, make copies for Sts to take home. Encourage Sts to choose one or more dishes to make at home.



## TASK

Choose a country and find out about the food there. Then choose a dish and write a feature page about it. Use everybody's pages to make a class book.

## FOOD from different countries

### Sacher torte from Austria

Isa

This is Sacher torte. In 1862 a very important person in Austria wanted a new cake, so the chef Franz Sacher invented it. He was only 16 years old at the time! Some people say Sacher torte is the most famous cake in the world. The recipe for the original cake is secret, but there are lots of recipes on the internet. It's difficult to make. You need flour, sugar, eggs, butter, jam and lots of chocolate of course! You can eat it in The Hotel Sacher café in Vienna or buy a cake to take home. It is delicious with cream. Mum often makes this for Dad's birthday. He loves it!



### Tortilla from Spain

Ruben

This is a tortilla, or potato omelette. It's one of the most famous dishes in Spain. Nobody knows who made the first tortilla, but the first recipe is 200 years old.

It's made of eggs and lots of potatoes. It sometimes has onions. You can add ham or spinach, too. You cut the potatoes into small pieces and fry them in oil. You break the eggs into a bowl, add salt and mix well. Then you add the potatoes. Finally, you fry the tortilla first on one side and then on the other.

It's my favourite food. Mum often makes a tortilla when we have a picnic or go to the beach. When you are really hungry a tortilla sandwich is great!



- 1 Read Isa and Ruben's feature pages. Which food would you like to eat?
- 2 Answer the questions about Isa and Ruben's projects.
  - 1 What food is the project about?
  - 2 What country is the food from?
  - 3 How old is the recipe?
  - 4 What are the ingredients?
  - 5 When do they eat it?
  - 6 Who in the family likes it?
  - 7 Can you find one piece of extra information?
- 3 a What makes a good feature page? Answer these questions for Isa and Ruben's pages.
  - 1 Look at the writing. Is it tidy? Is it easy to read?
  - 2 Look at the presentation. Is it interesting? Is it easy to find the information?
  - 3 Look at the pictures or photos. Are they good? Are they interesting?
  - 4 Think about the information. Is there only basic information? Is there any extra information? Is there any personal information?

b What's your opinion? Whose page is better? Why?

- 4 Prepare your page for the class book.
  - 1 Choose a food to write about.
  - 2 Do some research in books or on the internet.
  - 3 Find a photo or draw a picture.
  - 4 Write your text. Make sure it is interesting. Give some interesting facts about the food. Say the ingredients in it. Write the recipe if you can.
  - 5 Check your grammar and spelling.
  - 6 Think about the design of your page.
  - 7 Make your page.

- 5 a Present your page to the class. Tell your classmates about your food and answer their questions.

My project is about apple crumble.



- b Listen to your classmates' presentations. Think of a question to ask about their food.

What is it made of?

Where does it come from?



# 6 Culture



Do you know the names of any Australian foods?

## Delicious food from Australia



**Presenting:** the amazing Australian food blogger:

*Ruby Taylor!*

Ruby Taylor is 15 years old. She lives in Melbourne in Australia and she is famous for her fantastic food blog. She tells us all about food in Australia.



**We have great dishes from all over the world in Australia.** You can find dishes from Italy to Africa here. We love eating outside and we often have barbecues. We barbecue burgers, steaks, chicken, fish and vegetables too of course! Lots of people have a barbecue at Christmas; remember it is summer in Australia in December! A barbecue by the beach is perfect.

**We have lots of fantastic tropical fruit in Australia,** and fruit is an important ingredient in our favourite dessert for special occasions: pavlova. What makes a great pavlova? Good meringue, lots of cream and delicious fruit. My favourite is with mango, strawberries and kiwi. What's yours?



meringue

**Pies are very popular;** we have them for breakfast, lunch and dinner. We eat about three hundred million (300,000,000) pies every year! Traditional pies are made from meat and pastry but you can find pies made of chicken, fish, vegetables, egg and cheese, too. And don't forget to try an apple pie for dessert!



**Everybody loves lamingtons in Australia.**

They are small cakes covered with chocolate and coconut. We eat them at birthday parties. We eat them for a snack in the morning or in the afternoon. We make them to celebrate Australia Day. People often sell them and use the money to help their school or their sports club. In fact, there's always a good reason to make lamingtons! You can find a recipe on my blog!



**1** Read the introduction and look at the photo of the girl. Who is she? What do you know about her?

**2 a** Choose a photo and read about it. Answer the questions.

- 1 What is the food in the photo?
- 2 When do they eat this kind of food?
- 3 Can you find another piece of interesting information about food in Australia?

**b** Work with a partner. Tell him/her about the food in the photo you chose.

**3 a** **2.49** Listen to an interview with Ruby. What four foods does she talk about?

- |                              |                    |
|------------------------------|--------------------|
| a Australian biscuits        | d Australian fruit |
| b her favourite kind of food | e Australian pies  |
| c Australian smoothies       |                    |

**b** Answer the questions.

- 1 Does Ruby like eating?
- 2 What's her favourite kind of food?
- 3 What meat doesn't she like – kangaroo or crocodile?
- 4 What fruits can you find in Australia?
- 5 What is her recipe for?

**c** **2.49** Listen again and check.

**4 Over to you!** Think about your country and answer the questions.

- 1 What food is popular in your country?
- 2 What are the ingredients?
- 3 What's your favourite food?





## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below are additional details about the food mentioned in the lesson.

**Barbecue:** The term *barbecue* can refer to the machine for cooking, the meal or the party. In Australian (*Aussie*) English, it's usually shortened to *barbie*. Most Australian households have a barbecue, heated by wood, charcoal or, more commonly these days, gas. Many parks and beachside areas have free barbecues, provided by local councils. In summer, it's hugely popular for friends and family to get together for a barbie, either at someone's home or an outdoor spot. The person hosting or organizing the barbie will often tell guests to 'bring a plate'. This means bring a dish of food for people to share; it does not mean to actually bring an empty plate!

**Pies:** The traditional, hand-sized Australian meat pie contains minced meat and gravy, sometimes with onion, mushrooms or cheese. It is usually a takeaway food and often eaten with a lot of tomato ketchup. Pies are heavily associated with Aussie rules football and rugby league, as fans frequently eat them while watching a game. Since 1990, there has been an annual nationwide contest called 'The Great Aussie Meat Pie Competition', which aims to find the best commercially produced meat pie made in Australia.

**Pavlova:** This dessert is often abbreviated to just *pav*. It consists of meringue with a crisp crust and a soft, light inside, topped with whipped cream and fruit. It is eaten all year round, but particularly over summer and is a popular Christmas dessert. The dish is thought to have been created in honour of Russian ballerina Anna Pavlova, who visited Australia and New Zealand in the 1920s. There has been a long-running argument between the two countries over who invented the pavlova. The record for the world's largest pavlova was set by a group of students in New Zealand in 2005: their creation was 64 metres long.

**Lamingtons:** These are square sponge cakes, covered in either chocolate or raspberry, then rolled in desiccated coconut. Sometimes, the cakes have a layer of cream or jam between them. A very similar dessert in some of the Balkan States is *čupavci*. It is thought that lamingtons were invented by Armand Galland, the French chef of Lord Lamington, who was Governor of Queensland from 1896 to 1901.

**Bush tucker:** Also called *bushfood*, this is the term for all foods (plant and animal) native to Australia and used by the indigenous Aboriginal people. Since around 1995, Australia's native bushfoods have faced a revival. There is now a wider availability of products on the market, and meats such as kangaroo, crocodile and emu can easily be found at supermarkets and butchers. Many restaurants have also started incorporating bush tucker into dishes on their menus.

### You First

Give Sts time to discuss the question in small groups, then elicit ideas. Find out if anyone has been to Australia and / or tried any Australian food.

1

- Give Sts time to complete the task, then check answers.

Ruby Taylor is a food blogger. She lives in Melbourne Australia and is 15 years old.

- Ask Sts whether they think Ruby's blog would be interesting to read and elicit reasons.

2a

- Sts choose the food they most want to find out more information about and complete the task. Check answers.

#### Barbecue

1 Barbecued meat and corn on the cob 2 Often; a Christmas barbecue by the beach is typical 3 There are dishes from all over the world.

#### Pies

1 A pie 2 Breakfast, lunch and dinner 3 They eat 300 million pies a year. There are many kinds of pie.

#### Pavlova

1 A dessert called pavlova 2 On special occasions 3 There's lot of tropical fruit.

#### Lamingtons

1 A small cake called a lamington 2 At parties; as a morning or afternoon snack; at celebrations like Australia Day 3 People sell lamingtons and use the money to help schools or sports clubs.

**LANGUAGE NOTE** Point out the correct pronunciation of *pavlova* /pæv'ləʊvə/ and *meringue* /mæ'ræŋ/.

**EXTRA CHALLENGE** Sts answer the questions about two or more foods.

**EXTRA SUPPORT** Sts choose a text and answer the questions in pairs.

b

- Alternatively, Sts work in a group to share information about all four foods.

3a 2•49 Audio script pT92

- Play the audio for Sts to listen and complete the task, then check answers.

She talks about b, c, d, e.

b

- In pairs, Sts write down any details they remember.

c 2•49 Audio script pT92

- Play the audio again for Sts to check and answer any questions they couldn't. Check answers as a class.

1 Yes, she loves eating. 2 Australian food 3 Crocodile 4 Mangos, pineapples, kiwi fruits, melons 5 A smoothie

**EXTRA CHALLENGE** Sts write down any extra information Ruby gives.

4

- Give Sts time to discuss the questions in pairs.

**EXTRA IDEA** Sts answer questions 1 and 2 about food in other countries.

### Video Food in the USA

- As an extension to the *Culture* topic, watch a short film about food in the USA and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Additional subject notes

Below are some additional details about the benefits of a healthy, balanced diet.

**Oils and fats:** Fat is an important part of a balanced diet, but it is important to focus on eating more 'good' (unsaturated) fats and less 'bad' (trans and saturated) fats. Unsaturated fats can help lower the risk of heart disease, stroke and high blood pressure. Good sources of these fats are avocados, fatty fish, olives, tofu and nuts. The consumption of trans fats, found in fried food and many packaged snacks, and saturated fats, in red meat and full-fat dairy products, should be limited.

**Starches:** Starchy foods include potatoes, beans, rice, pasta and grains. Starches are a concentrated source of carbohydrates and many are high in fibre, vitamins and minerals. Carbohydrates are important as our body's first source of energy, and fibre is vital for digestive health.

**Dairy:** Dairy products are an excellent source of calcium, potassium and vitamin D. Calcium helps build and maintain strong bones and teeth, potassium helps maintain healthy blood pressure and vitamin D helps regulate levels of calcium and phosphorous in the body.

**Proteins:** Protein is an essential building block of muscles, bones and skin. Our body uses it to build and repair tissue. Protein is also vital for the production of enzymes, which help with the digestion of food and making new cells. A further use of protein is for hormone regulation, particularly during puberty.

**Fruit and vegetables:** It is recommended that we eat five portions of vegetables and two portions of fruit every day. Fruit and vegetables are full of essential vitamins, minerals and fibre. A diet rich in fruits and vegetables can help reduce the risk of heart disease, high blood pressure, diabetes and some cancers. Being low in calories and high in fibre, fruit and vegetables can also help with weight control.

**OPTIONAL LEAD-IN** In pairs, Sts write *Dos* and *Don'ts* for living healthily, e.g. 'Do some exercise every day.' 'Don't eat a lot of sweets.' Tell Sts their ideas do not only need to be related to food. Make sure they use imperatives and refer back to page 79, if necessary. Elicit suggestions from the class and write them on the board in two columns. In pairs, Sts discuss which advice they follow and find out who is healthier.

### You First

Give Sts time to discuss the question in small groups. Monitor and help with unfamiliar vocabulary Sts need. Elicit ideas and write them on the board.

1

- Give Sts time to complete the task and check their answers.

**EXTRA SUPPORT** Pre-teach vocabulary in the article you think will be unfamiliar to your Sts, e.g. starch, whole grains, dairy, protein, liquid, amount. Sts could also do the quiz in pairs.

**EXTRA CHALLENGE** Sts first do the quiz without looking at the article. They then read it and find out how many answers are correct.

- Find out who got the highest scores and what new information Sts found out from the article.

**EXTRA IDEA** In pairs, Sts take turns to say a food and their partner says the food group, e.g. 'Fish.' 'Protein.' 'Yoghurt.' 'Dairy.' 'Bread.'

2

- Tell Sts to look at the first picture and dialogue. Elicit which food belongs to each group, i.e. protein – chicken, starch – rice, fruit – apple.
- Tell Sts to answer the questions about the other lunches.

**EXTRA SUPPORT** Before Sts answer the questions, elicit what food can be seen in each picture and write it on the board.

**EXTRA CHALLENGE** Sts discuss the questions without looking back at the article.

- Check answers and elicit which foods are in each group.

**Robert:** There's protein, starch and dairy on this tray. Fruit and vegetables are missing.

**Eva:** There's dairy, starch, fruit and vegetables on this tray. Protein is missing.

**EXTRA IDEA** Sts look back at the dishes on page 74 and discuss the food groups for each.

**EXTRA IDEA** Sts tell a partner what they ate for lunch today or yesterday and which food groups they did and didn't have. Remind Sts to use the past simple.

**EXTRA IDEA** Do a show-of-hands survey to find out which food groups Sts had for lunch today or yesterday. Write the results on the board. Sts then make a bar chart to show the results. Refer them back to page 59 for details on making charts.

3

- Give Sts time to complete the task, then present their favourite meal to a partner.

**EXTRA IDEA** Display Sts' work around the classroom. In pairs, Sts walk around and discuss which food groups are missing from their classmates' meals. They could also decide which meals they think are the healthiest and most unhealthy and give reasons.

As an extension, Sts also discuss whether they would like to eat each meal and give a reason, e.g. 'I wouldn't like to eat this meal because I can't stand broccoli. It's disgusting!'

**EXTRA IDEA** Sts keep a food journal for a week, writing down what they eat for breakfast, lunch, dinner and any snacks they have. At the end of the week, they discuss in groups how healthy and nutritious their food was and what improvements they could make.





What foods do you need to eat for a healthy diet?

## Eating healthily

### Fruit and vegetables:

Eat different coloured fruit and vegetables.

### Starches:

Don't eat a lot of white flour. Eat whole grains.

### Proteins:

You can find protein in animal and vegetable products.



### Dairy:

Eat some cheese, yoghurt or milk every day.

**Oils and fats:** Eat some healthy fat every day. For example, butter, vegetable oil, nuts and avocados.

### Remember!

Drink 6–8 glasses of liquid a day.



These foods have a lot of unhealthy fats and sugar. Don't eat a lot of them.



## What do you know about healthy eating?

### Try our quiz!

- 1 How many food groups are there?
- 2 What food group are carrots in?
- 3 What food group is bread in?
- 4 What food group is cheese in?
- 5 What food group is fish in?
- 6 What food group is butter in?
- 7 How much liquid should you drink every day?
- 8 Should you eat the same amount of each food group?
- 9 Should you eat a lot of chips and biscuits?

Score 1 point for each correct answer.

7–9 points Well done!

3–6 points OK

0–2 points Look at the pictures and try again.

1	5	4 dairy	7 6–8 glasses	8 no	9 no
2	fruit and vegetables	5 proteins	6 oils and fats	3 starches	

Answers

## Our readers sent us photos of their lunches:

- 1 Read the article then do the quiz and find your score.
- 2 Work with a partner. Look at the lunches in the pictures. Which food groups are on each tray? Which is missing?

There's protein, starch and fruit on this tray.

Dairy is missing.



- 3 Draw or find a picture of your favourite meal. Label it with the names of the food and the food group. Is any food group missing?

This is my favourite meal. There's a burger, salad and potatoes. So it's got protein, vegetables and starch.



# The Ancient Statue Episode 3

1 2.50 Read and listen to the story.





## The Ancient Statue Episode 3

### Supplementary materials

Workbook: pages 66–67, exercises 1–9

Progress test 3

End-of-course test

### Note

The story can be used in class as a reading and listening task, a video task, or both.

**OPTIONAL LEAD-IN** To recap on Episode 1 (pages 34–35) and Episode 2 (pages 60–61), give a quick summary of the story so far, but with some mistakes. Sts listen carefully and, when you have finished, discuss the errors they noticed in pairs. Elicit the mistakes and correct information.

### 1 2-50

- Elicit how Episode 2 of the story ended.

The children have returned to normal size in the park. The old man is holding the statue. He tells the children they were very lucky and that the statue is magic and is very dangerous.

**EXTRA IDEA** Write the words from the last speech bubble on page 61 on the board at random. In pairs, Sts reconstruct the sentence. Elicit the answer and write it on the board in the correct order.

- In pairs, get Sts to predict why the statue is 'one of the most dangerous things in the world'.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts if their predictions about the statue's danger were right.
- Tell Sts to close their books and retell the story in pairs, using the past simple.

**EXTRA SUPPORT** Sts listen to the audio and read the story a second time before doing the task. They could also retell the story with their books open, using the pictures to help.

**EXTRA SUPPORT** Write key infinitive verbs related to the story on the board, e.g. find, discover, wish, appear, look, taste, take, try, give, fall. Elicit the past simple forms and write them next to the verbs. Sts retell the story using the verbs to help.

- Elicit parts of the story from different pairs.

**EXTRA IDEA** In small groups, Sts rewrite the ending to the story. Each group presents their idea to their classmates and the class votes on the best ending.

**EXTRA IDEA** In a group, Sts each take a part and act out the story.

➡ **Workbook** pages 66–67, exercises 1–9

### Notes

The story can be further exploited by doing the tasks from these pages in the Workbook. These can be done in class or set as homework.

The tasks in the Workbook review the following language points covered in Units 5–6 in the Student's Book:

- Past simple + and – (page 63 and pages 76–77)
- Past simple questions (page 65, page 67 and page 77)
- Unusual creatures vocabulary (page 68)

- Present simple and present continuous (pages 74–75)
- Adjectives to describe food (page 81)
- Asking for something politely (page 81)

### 1

- Point out the information Sts need to correct is in italics.

2 He found the statue **in a field**. 3 The food smells **good**.

4 A man **in a hat** takes the statue from Professor Green.

5 The man in the black T-shirt wants to **fly like a bird**. 6 Sam jumps quickly on his **skateboard**. 7 The **statue** falls in the river.

**EXTRA CHALLENGE** Sts do the task without looking back at the story.

**EXTRA CHALLENGE** Sts write a negative sentence about each before making the correction, e.g. 'Professor Green isn't a teacher. He's an archaeologist.'

**EXTRA IDEA** In pairs, Sts write other incorrect sentences about the story and underline the wrong information. They swap with another pair and correct the mistakes.

### 2

2 d 3 a 4 c

- Get Sts to discuss, in pairs or as a class, the context of each sentence, e.g. Who says it? Who are they speaking to? What is said before / after?
- Focus on sentence 4 and elicit the adjectives to describe food (*bitter, horrible*). Ask Sts to find two more food adjectives in the story (*disgusting, greasy*). Elicit others they can remember, e.g. sour, creamy, strong, salty, crunchy, spicy. Refer Sts back to page 81 if necessary.

**EXTRA IDEA** Sts imagine they are in the story. In pairs, they answer Professor Green's question 'What are your favourite things to eat?' They then imagine the statue has produced this food and they taste it. They say 'Yuck!' and tell their partner how it tastes.

**EXTRA IDEA** In pairs, Sts take turns to ask about different food and describe it using adjectives, e.g. 'What's pavlova like?' 'It's delicious. The meringue is sweet and crunchy. The fruit is juicy. The cream is creamy.'

**EXTRA IDEA** In groups, Sts take turns to describe a food. The first person to guess correctly gets a point. The winner has the most points when you stop the activity. Sts can talk about the food's taste, texture, food group, colour, when it's eaten, e.g. 'This food tastes strong. It's a dairy product. It's yellow. We can eat it in sandwiches.' 'I know! Cheese!'

### 3

1 I want that statue! 2 What are your favourite things to eat?  
3 The statue is falling in the river! 4 Do you want to fly like a bird?

- Get Sts to discuss, in pairs or as a class, the context of each sentence, e.g. Who says it? Who are they speaking to? What is said before / after?
- Write on the board the sentences 'I always have steak and chips on my birthday.' and 'The statue is **falling** in the river!' Elicit the names of the tenses, when we use them and examples of words we can use with them.

**Present simple** is used to talk about habits and customs. We can use words like *always, sometimes, often, every day, on Saturdays*.

**Present continuous** is used to talk about an action happening now. We can use words like *at the moment, now, today, this morning*.

**EXTRA IDEA** Write some gapped sentences on the board for Sts to copy and complete with their own ideas. Tell them to look carefully at the time expressions to help them choose the correct tense, e.g. 'I...every morning.' 'At the moment in class, we...' 'On Sundays, I always...' Sts then mingle and find classmates with the same or similar sentences.

**EXTRA CHALLENGE** In pairs, Sts ask each other questions using the present simple and present continuous, e.g. 'How do you usually feel on Monday mornings?' 'What is the teacher wearing today?'

4

Sts' own answers.

**EXTRA SUPPORT** Sts look back at the other episodes on pages 34–35 and 60–61 before doing the task.

**EXTRA IDEA** Sts get together with classmates who agree on the best part of the story. They practise the scene, then act it out to the class.

5  28 Workbook Audio script pT207

1 2 3

1 2 3

6  28 Workbook Audio script pT207

2 alien 3 swimmer 4 mermaid 5 fish 6 hot 7 volcano

**EXTRA SUPPORT** Ask Sts to vote for their favourite story. Play the audio of that section again, pausing regularly for Sts to repeat. Sts then try to remember it in pairs.

**EXTRA CHALLENGE** In pairs, Sts look at the three pictures and recreate the dialogues. Make it clear that the wording does not need to be identical to the audio and that Sts can use their own words.

- Ask Sts which tense is used in the sentences (*past simple*). Get Sts to identify if the verbs are regular or irregular and elicit other examples, e.g. *regular*: wanted, talked, started, played; *irregular*: became, went, bought, gave, drank, took.

**EXTRA IDEA** Elicit the unusual creatures from the stories (*alien, mermaid*) and ask for others, e.g. dragon, werewolf, unicorn, troll. Refer Sts back to page 68, if necessary. Sts imagine the statue turned them into one of the creatures and describe the situation to a partner in the past simple, e.g. 'I was outside in winter. I didn't have a hat or gloves and I was really cold. I wanted to be warm. I became a hairy werewolf!' Find out the funniest / most creative stories.

7

1 b 2 e 3 c 4 a 5 d

**CULTURE NOTE** We use *sir* as a formal and polite way of speaking to a man, especially when providing a service. When speaking to a woman, we use *madam*.

- Draw Sts' attention to sentence e. Elicit when we use *Could I... please?* (to ask for something politely) and what verb form follows (infinitive). Elicit some possible responses, e.g. *Yes, of course! Help yourself! Here you are*. Refer Sts back to page 81, if necessary.

**EXTRA IDEA** Sts read the conversation in groups of three, substituting the food, e.g. 'Could I have the creamiest chocolate mousse in the restaurant, please?' 'Yes, here you are.'

8

- Point out that Sts' answers need to be in the past simple.

2 It took them to the world's best restaurant. 3 They ate the biggest steak in the restaurant. 4 He brought the bill. 5 Because they didn't have any money.

**EXTRA IDEA** In pairs, Sts look at the answers and remember the questions.

**EXTRA CHALLENGE** In pairs, one person retells the story in the past simple, adding extra details if they want. Their partner shows interest by asking regular questions, e.g. 'What happened after that?' 'What did they do then?' Refer Sts back to exercise 4 on page 69, if necessary.

**EXTRA IDEA** In pairs, Sts take turns to ask and answer past simple questions about Episode 3 of the story, e.g. 'When did Professor Green find the statue?' 'He found it last week.'

9a

**LANGUAGE NOTE** Point out that when we want to use *can* as an infinitive, we say *be able to*.

Sts' own answers.

**EXTRA SUPPORT** Sts write the extra wishes in pairs.

**EXTRA CHALLENGE** Sts add two more wishes to the table.

b

**EXTRA IDEA** Sts mingle and find wishes they have in common with their classmates.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.







# Student's Book audio scripts

## Introduction

### 1.06 p8 Exercise 1b

**Man** Hello! Welcome to *A Week in the Life*. Who's calling?

**Jenny** My name's Jenny. I want to tell you about Winston.

**Man** Who's Winston?

**Jenny** He's our cat.

**Man** Oh, I see. Tell me about Winston's week.

**Jenny** Winston loves food. He usually eats a big breakfast.

**Man** OK – that's good.

**Jenny** He loves the kitchen, too. He often sleeps in the kitchen. His favourite chair is there.

**Man** Do you play with Winston?

**Jenny** Sometimes. We sometimes play after school.

**Man** Is he a clever cat?

**Jenny** Yes, he is. He always helps with our homework.

**Man** Great! Does he make mistakes?

**Jenny** No, he doesn't. He never makes mistakes.

**Man** Well, say hello to Winston from me!

**Jenny** OK. Bye!

### 1.08 p9 Exercise 4a

1

**Boy** What's the noise?

**Girl** That's the music room. They're having a music class.

2

**Girl** What class are you in?

**Boy** Class 7B. Look, this is our classroom.

**Girl** OK. My classroom is over there.

3

**Boy 1** It's break time! Come on, let's go to the playground.

**Boy 2** OK.

**Boy 1** Look, those are my friends. Let's go and say hello.

4

**Girl** Have you got your books?

**Boy** Yes, I have. These are my books.

**Girl** Good, let's go.

## Unit 1

### 1.16 p13 Exercise 8

**Lily** Hi! My name's Lily. I've got a big family – we are superheroes! But we are secret superheroes – we've got jobs, too. I'm a nurse. I work in a big hospital. I like my job, but I don't like working at night. My mum's name is Sue. She's a bus driver. She drives the school bus. She loves her job.

My brother's name is Alfie. He's a musician. He plays the guitar in a band. He likes playing the guitar, but he can't stand dancing. He's a really bad dancer! My cousin Dan is a shop assistant. He works in a supermarket. He usually works in the mornings. He likes his job, but he hates working at Christmas.

### 1.22 p17 Exercise 5

1

**Pablo** What are you doing?

**Ravi** I'm painting my mask now.

**Pablo** Oh, I see.

**Ravi** I'm painting the eyes pink.

**Pablo** Pink! What colour are you painting the lips?

**Ravi** Crimson.

**Pablo** Sorry, what does 'crimson' mean?

**Ravi** Crimson is red, a very strong red.

**Pablo** Oh, that sounds great! Very dramatic.

2

**Pablo** Oh, I like your mask.

**Keira** Yes, it looks good, doesn't it?

**Pablo** Is it finished?

**Keira** No, it isn't. Can you pass me the scissors?

**Pablo** Sorry, can you say that again, please?

**Keira** I need the scissors. Can you pass me the scissors?

**Pablo** Oh yes, here you are.

**Keira** Thanks. I want to cut out the eyes and the mouth.

3

**Viki** Have we got any glue?

**Ravi** Yes, here you are. Why do you need glue?

**Viki** I'm decorating my mask with glue.

**Ravi** With glue! I don't understand. Can you explain?

**Viki** Look, you can make horrible spots like this.

**Ravi** Oh yuck!

### 1.23 p21 Exercise 3

1

**Student 1** We do lots of different things in English class. My favourite activity is writing stories. I like looking for words in the dictionary and using new words that we learn in class.

2

**Student 2** My teacher says my English vocabulary book is very good. She likes the pictures. I draw a picture for all the different topics.

3

**Student 3** We have English classes at school. They're OK. And at home I listen to songs in English. I can play the guitar and I often play and sing English songs.

4

**Student 4** My favourite time in English classes is when the teacher explains English grammar. I like making tables and organizing the language. I like making lists of the vocabulary, too.

5

**Student 5** My favourite activity in English class is this game; the teacher says a sentence, like 'You are swimming', and we have to do the action. It's fun!

6

**Student 6** I really like doing projects in English. It's fun because we work in teams and we talk about what we want to do. I love working with other students.

7

**Student 7** There's a library of English books in our classroom. I read one book a week! I read them at home in the evenings. I learn a lot from books.

8

**Student 8** When I am at home I look at sites on the internet about animals. They are usually in English. I want to be a scientist and it is important for scientists to speak good English.



## Unit 2

### 1.27 p23 Exercise 3

**Flo** Wait a minute! I can see something in the wardrobe!  
**Rob** What is it?  
**Flo** I don't know. Oh! It's cold. It's very cold.  
**Rob** It's Jack.  
**Flo** It's pulling me! It's pulling me into the cupboard!  
**Rob** Stop it Jack!  
**Flo** Jack! Stop it! Help! Rob! Help me!!  
**Rob** Flo! Where are you going? What are you doing?  
**Flo** Rob! Help!  
**Rob** Give me your hand... Come on! Pull!! PULL!  
**Flo** Oh! Thank you!  
**Rob** Who's that?  
**Jack** It's me, Jack. I can't get in the attic. Can you open the door?  
**Rob** Flo! Jack isn't in the wardrobe, he's at the door. Who is in the wardrobe?  
**Flo** I don't know! I think it's a ghost!  
**Rob** Come on! Let's go!!

### 1.35 p29 Exercise 5

1  
**Ravi** Hi Keira. Would you like to go to the park this afternoon?  
**Keira** Yes, I'd love to.  
**Ravi** What about meeting at four o'clock?  
**Keira** OK.  
**Ravi** Shall we go rollerblading?  
**Keira** I'm not sure. I can't rollerblade very well. How about playing basketball?  
**Ravi** That's a good idea.  
 2  
**Keira** Hi Viki! How about going to the shopping centre this afternoon?  
**Viki** OK. Let's do that.  
**Keira** Shall we meet at the bus stop at two o'clock?  
**Viki** Yes, that's fine.  
**Keira** Would you like to go to the games shop?  
**Viki** I'm not sure. I don't feel like looking at computer games. How about going to the café?  
**Keira** Yes, that's a good idea.  
 3  
**Pablo** Hello Ravi! Why don't we go to the sports centre this afternoon?  
**Ravi** OK.  
**Pablo** Shall we meet there at three o'clock?  
**Ravi** Yes, that's fine.  
**Pablo** Would you like to go swimming?  
**Ravi** Sorry, I don't like swimming very much. Do you want to play tennis?  
**Pablo** Yes, I'd love to!

4

**Viki** Hi Pablo. Would you like to go to town this afternoon?  
**Pablo** OK.  
**Viki** Let's meet at the bus station at half past eleven?  
**Pablo** OK.  
**Viki** Shall we go to the cinema?  
**Pablo** Yes, that sounds good.  
**Viki** See you later!

### 1.37 p32 Exercise 3

**Interviewer** Hi, thanks for talking to Project Magazine.  
**Sam** A pleasure. I love talking about my Aunt Sally.  
**Interviewer** Aunt Sally? Who's Aunt Sally?  
**Sam** Not who, what! Aunt Sally is my boat's name.  
**Interviewer** Oh I see! That's a funny name. Can you tell me something about Aunt Sally?  
**Sam** Well, she's about 20 metres long and about 2 metres across.  
**Interviewer** Wow. 20 by 2. That's long and narrow!  
**Sam** Yes. I've got a kitchen, a living room, two bedrooms and a bathroom.  
**Interviewer** I see.  
**Sam** And I've got a garden!  
**Interviewer** A garden?  
**Sam** Yes, look at all the plants on the top of the boat. I grow vegetables. I've got salad – carrots, lettuces, peppers and tomatoes. There are flowers, too.  
**Interviewer** Fantastic! And what's your favourite thing about canals?  
**Sam** Nature! There are ducks and swans on the water, of course. And you can see a lot of wild animals and birds, too. Especially early in the morning.  
**Interviewer** And what don't you like?  
**Sam** Well, I don't like the tourists. They look in my windows!  
**Interviewer** The tourists look in your windows?! That's not good.  
**Sam** No, but in general it's a great place to live.  
**Interviewer** How many people are there on the canals?  
**Sam** Well, millions of tourists have holidays on boats in the summer. But about 15,000 people live on the canals all year round.

### 1.38 p33 Exercise 4

1  
**Adult:** So, which piece of art do you like best, Amy?  
**Amy** I like the cow best.  
**Adult** Why do you like the cow?  
**Amy** I love the colours. I think she's beautiful.

**Adult** Is there a piece you don't like?  
**Amy** I don't like the Cloud.  
**Adult** Why not?  
**Amy** I'm not sure. It's very big. It's not very interesting.  
**Adult** Would you like to make some public art?  
**Amy** Oh yes. I'd love to do some yarnbombing! I'd like to make something for our school bus stop.  
**Adult** That's a great idea.

2

**Adult** What about you, Jack? Which piece of art do you like best?  
**Jack** I think the Banksy graffiti is great.  
**Adult** Why do you like it?  
**Jack** I think it's funny. I think it tells a story.  
**Adult** Is there a piece you don't like?  
**Jack** I don't like the yarnbombing.  
**Adult** Why not?  
**Jack** I think it's ugly. I think it's silly, too.  
**Adult** Would you like to make some public art?  
**Jack** Yes, I would.  
**Adult** What would you make?  
**Jack** I'd like to paint a cow. I think it'd be fun! I'd paint my cow yellow!

## Unit 3

### 1.46 p40 Exercise 1b

- a nine hundred and twenty-five
- b three hundred
- c four hundred and fifty
- d four thousand nine hundred
- e eight thousand four hundred and sixty-five
- f one thousand eight hundred and fifty-nine
- g three thousand six hundred
- h seven thousand six hundred and twenty
- i three thousand

### 1.47 p40 Exercise 2a

- |             |              |
|-------------|--------------|
| 1 bee       | 9 earthworm  |
| 2 mosquito  | 10 millipede |
| 3 wasp      | 11 dragonfly |
| 4 beetle    | 12 fly       |
| 5 cricket   | 13 snail     |
| 6 spider    | 14 centipede |
| 7 ant       | 15 scorpion  |
| 8 butterfly |              |

### 1.49 p40 Exercise 4

**Boy** Let's check our answers to the quiz.  
**Girl** OK. Question 1. Which is the most dangerous spider? What have you got?  
**Boy** That's easy! It's the black widow.  
**Girl** I've got that, too. Let me see. Yes! It's the black widow.  
**Boy** Question 2: How many different kinds of scorpions are there? I've got 150.

**Girl** I've got 500. Let me see. Oh!

**Boy** What?

**Girl** The correct answer is 2,000!

**Boy** Question 3. What colour is spider blood?

**Girl** No idea. Red?

**Boy** I don't know. I'll check. The answer is blue!

**Girl** Question 4. Where does the world's biggest beetle live?

**Boy** In a tropical forest. ...

**Girl** Yes, but which one. I've got South America.

**Boy** I'll check. Yes! you're right. It's South America.

**Girl** Question 5. How many legs have millipedes got? That's easy. Mili usually means a thousand.

**Boy** A thousand legs? Do you think so?

**Girl** Let's check. Oh! It's not a thousand. It's seven hundred and fifty maximum.

**Boy** Question 6. Where do dragonflies live?

**Girl** Well, we always see them by the river. I think the answer is near water.

**Boy** I think so, too. And... you're right! They live near water.

**Girl** Question 7. When do most wasps die?

**Boy** Hmm. Well, there are a lot of wasps in the summer. I think they like sunny weather. I think the answer is in winter.

**Girl** I've got in winter, too.

**Boy** Let me check. Yes! We're right. The answer is in winter.

**Boy** Question 8. How do spiders walk? That's a funny question. I think it's difficult to walk with eight legs.

**Girl** I've got 'with two legs on the ground at the same time'.

**Boy** I'll check. No, that's not right. They walk with four legs on the ground at the same time.

### 1.54 p43 Exercise 6

1

**Chris** How do you feel about beetles, Keira?

**Keira** I'm not sure.

**Chris** Well, we've got the biggest beetle in the world here.

**Keira** Where is it?

**Chris** Look over there.

**Keira** Wow! I think it's amazing!

**Pablo** Me too!

2

**Chris** Look, here are our worms.

**Pablo** There are a lot of them!

**Chris** Yes, there are. How do you feel about holding a worm?

**Pablo** I don't mind. I think they're interesting.

**Keira** I don't agree. I think they're scary.

3

**Chris** Have a look in here.

**Pablo** Oh, it's full of snails. There are hundreds.

**Keira** Ugh. I don't like them.

**Pablo** Me neither.

**Keira** I think they're horrible.

**Pablo** So do I.

4

**Chris** Come this way.

**Keira** Oh, look at the butterflies.

**Chris** Look, there's one on your jacket.

**Keira** Oh, I think it's very pretty.

**Chris** What about you, Pablo? What do you think of butterflies?

**Pablo** Me? I don't like them. I think they're scary. Let's go!

### 1.55 p44 Exercise 1

- a three hundred
- b six hundred and ninety
- c seven thousand
- d four thousand eight hundred and twenty
- e two hundred and thirty-five
- f nine thousand five hundred and forty-seven

### 1.56 p45 Exercise 1

1

**Eva** This is my animal. It's a badger and it's one of the largest mammals in the UK. It's got dark fur on its body and white stripes on its nose. It's got very strong legs and big claws. Badgers usually live in the woods. There are badgers in the woods near here.

2

**Eva** This slide shows you a badger's home. Lots of badgers live together, sometimes the group is small, about seven, sometimes it's big, about thirty. Badgers' homes are often very old, they can be 100 years old!

3

**Eva** What do badgers eat? The answer is everything! They eat fruit like apples and pears, they like snails, eggs and fish. Their favourite food is earthworms. They can eat about 200 worms in one night!

4

**Eva** These are baby badgers. They're really cute. They are born in spring. They are pink and have some grey hair. They're very small. They weigh between 75 and 250 grams. They drink their mother's milk.

5

**Eva** Here's an interesting fact. Badgers sometimes live in cities! They live in parks and gardens. People give them food. They find food in bins, too.

## Unit 4

### 2.09 p50 Exercise 2

Day 1

**Commentator** Good morning, everybody! Welcome to the Big Race. And welcome to Turtle and Rabbit, our runners! The sun's shining brightly. The crowd's shouting loudly. And they're off! Rabbit is running fast. Bye Rabbit! And Turtle isn't running. He's walking. He's walking slowly. Come on, Turtle!

What's this. Rabbit is sitting down. He's asleep. And here's comes Turtle. Wake up, Rabbit! And... Turtle is the winner! Well done, Turtle!

Day 2

**Commentator** Good morning, everybody. Here we are again. Rabbit isn't happy about yesterday's result. So Turtle and Rabbit are racing again. Ready, steady, go! Rabbit is running fast. Turtle is walking slowly. Rabbit is running and running... He isn't sleeping today. Rabbit wants to win. And he's winning, he's winning easily. He's crossing the finish line. Rabbit is the winner!

Day 3

**Commentator** Hello again! Welcome to Day 3. Now, Turtle isn't happy about yesterday's race. He wants a different track. Rabbit is fine. He thinks he can win on any track! And they're off! Rabbit is running fast. Turtle is walking slowly. What's this? Rabbit is at the river. But look, there isn't a bridge. Rabbit can't swim. He's thinking hard, but he can't cross the river. And here comes Turtle. What's he doing? One, two, three... and he's in the water. He's swimming strongly across the river. He's climbing carefully out of the river and he's walking up the hill. He's at the finish line. Turtle is the winner!

Day 4

**Commentator** Well, hello again. This is the final race. At the moment, we have Rabbit 1 and Turtle 1 on the first track. And Rabbit 0 and Turtle 1 on the second track. Can Rabbit win on the second track? Ready, steady, go! Hey! What's this? What's happening? Turtle is climbing onto Rabbit's back! Rabbit is carrying Turtle! Rabbit is helping Turtle! And now they're at the river. Look! Turtle is in the river and Rabbit is sitting on his shell. Turtle is carrying Rabbit! Turtle is helping Rabbit! This is amazing!



And here they come. Rabbit and Turtle together. They're smiling happily. They're crossing the line together! They are both the winners! Fantastic!

## 2.17 p57 Exercise 2

**Nathan** My project is about a sport I love: skydiving. I think skydiving is exciting because it's like flying. I'd love to fly. When you skydive, you jump out of a plane, then you fall for a minute. You are falling at 190 kilometres per hour. That's very fast! Then you open your parachute and you float through the air. It's amazing! Finally, you land. There are lots of different kinds of skydiving. You can skydive with one other person, this is called 'tandem flying'. This is the best way to start skydiving. Sometimes people skydive in big groups. This is called 'formation flying'. The most dangerous kind of skydiving is 'wingsuit flying'. You put on the suit, jump out of the plane, open your arms and legs and fly!

You always go to a class before you skydive. For tandem skydiving, the class is about 30 minutes long. Skydiving is expensive. A tandem jump costs about £150. Of course, you need special equipment. You need a helmet, goggles...and a parachute, of course!

## Unit 5

### 2.25 p65 Exercise 3

**Mrs Wilson** What did you do yesterday morning, Ben?

**Ben** I went to the Science workshop.

**Mrs Wilson** What did you learn?

**Ben** We learned about electricity. It was great!

**Mrs Wilson** What did you do in the afternoon?

**Ben** I went to the Computer workshop.

**Mrs Wilson** Thank you. Wait outside, please.

**Mrs Wilson** Dave, what did you do yesterday?

**Dave** I went to craft in the morning, with Amy.

**Mrs Wilson** What did you make?

**Dave** We made a kite. I played Monopoly in the afternoon.

**Mrs Wilson** Who did you play with?

**Dave** With Caro.

**Mrs Wilson** Thank you. Wait outside, please.

### 2.26 p65 Exercise 4

**Mrs Wilson** Right. Let's check the information. Amy went to craft with

Dave. In the afternoon, she invented a computer game. That's all true, I think. Now Ben. He went to the Science workshop in the morning. They did experiments. OK. And in the afternoon, he went to Computer workshop. Hmm. Let me check. Yes, that's all OK. Now Caro – she went mountain biking in the morning. They started at ten. Wait a minute. They didn't go mountain biking yesterday. It was raining. Mountain biking was cancelled! Caro! Come back here, please!

**Caro** Yes, Mrs Wilson.

**Mrs Wilson** Caro, open your bag please. Ah ha! Here's the pendrive!

**Caro** I'm sorry, Mrs Wilson. I needed a pendrive.

**Mrs Wilson** Why did you need a pendrive?

**Caro** For the music for the party tonight. I wanted it for a surprise for you! I'm sorry!

**Mrs Wilson** I see. Well, I had a surprise. A bad surprise!

### 2.33 p71 Exercise 2

**Rosie** I went to the moon last summer. I travelled with my family. That's my mum and dad and my two brothers. We stayed there for a week. It was a very special trip. First, we went to the USA by plane. Then, we went by rocket to the moon. It was a very, very long journey, three days! Flying in a rocket was fun, but I didn't like the food.

When we arrived on the moon, they gave us our moon suits. My suit was yellow, my brothers' suits were green. They weren't very comfortable. Walking on the moon is brilliant. I jumped really high! We visited lots of places on the moon. Sometimes we went in a moon car, sometimes we walked. My favourite place was the American flag. This is near where *Apollo 11* landed.

I went to a craft class on the moon. I made this T-shirt. It's my souvenir of a fantastic holiday. My brothers made moon cheese. It wasn't very nice.

### 2.34 p73 Exercise 2

1

**Woman** This is picture of a hot-air balloon. It's amazing, isn't it?

**Boy** Yes, it is. Is it very old?

**Woman** Yes, it is. It's more than 200 years old. They made the first hot-air balloon in 1783!

2

**Girl** What's this? Is it an air balloon, too?

**Woman** Yes, it is. But it's different from the first one. Look carefully.

**Girl** Oh yes, it's got an engine. When did they make this?

**Woman** About 50 years after the first hot-air balloon, in 1852.

3

**Boy** Look, it's a plane.

**Woman** Yes, in fact it's a biplane. It's got two wings. It's a very important plane.

**Boy** Why?

**Woman** It's the first plane that flew! That was in 1903.

4

**Girl** What about this plane? Who's that in the photo?

**Woman** That's a man called Charles Lindbergh.

**Girl** Why was he important?

**Woman** He flew across the Atlantic for the first time. That was in 1927.

5

**Boy** Look at this jet!

**Woman** That's a Boeing 747. It carried passengers across the Atlantic.

**Boy** When was that?

**Woman** The first flight was in 1958.

6

**Girl** Wow! This plane is beautiful!

**Woman** It is! It's Concorde. It was very fast.

**Girl** When did it fly?

**Woman** Its first flight was in 1976.

## Unit 6

### 2.48 p81 Exercise 7

**Jason** Hi Mum. We had a great time at school today!

**Mum** Hi Jason. What did you do?

**Jason** A food scientist came to visit.

**Mum** Oh, was that interesting?

**Jason** Yes, it was. We invented some dishes and snacks. We used unusual ingredients.

**Mum** Oh, that sounds fun. What did you invent?

**Jason** Snake stew, chocolate ants and a wrap.

**Mum** Oh, I see.

**Jason** We've got them here. Do you want to try them?

**Mum** Well, OK. I think I'm going to have the snake stew first.

**Jason** That's my dish! It's spicy.

**Mum** OK Jason. Could I try it?

**Jason** Of course. Here you are.

**Mum** Mmm. That's very strong!

**Jason** But do you like it?

**Mum** Yes, it's good. What about you, Finn?

**Finn** I made some chocolate ants.

**Mum** Chocolate ants! Are they sweet?

**Finn** No, they aren't. I used dark chocolate. It's bitter.

**Mum** Oh, I see.

**Finn** Do you want to try them?

**Mum** No, I don't think so. I don't like dark chocolate.

**Finn** I love it! These ants are great. Really crunchy.

**Mum** OK. And now I'm going to have the wrap. Did you make it, Hassan?

**Hassan** Yes, I did.

**Mum** What did you put in your wrap? Snails?

**Hassan** No, I didn't put snails in my wrap, I put lizards in it.

**Mum** I don't believe it! Lizards!

**Hassan** That's right. They're juicy. They're really nice.

**Mum** Well...here goes!

**Hassan** What you think?

**Mum** You're right. They're really juicy. This wrap is very tasty. Well done, Hassan!

## 2.49 p84 Exercise 3

**Interviewer** Hi Ruby! Thanks for talking to *Project Magazine*!

**Ruby** Pleasure.

**Interviewer** We know you like cooking. Do you like eating, too?

**Ruby** Yes, I do. I love eating.

**Interviewer** What's your favourite kind of food?

**Ruby** That's difficult. I really like Chinese food, and Italian food is fantastic. But I think my favourite is Australian food.

**Interviewer** Is there anything that you don't like?

**Ruby** Hmm, let me see. I usually love Australian pies, but I don't like crocodile pie!

**Interviewer** Crocodile pie! Really?

**Ruby** Yes, we eat crocodile and kangaroo. Kangaroo is nice, but I really don't like crocodile.

**Interviewer** What other Australian food do you like?

**Ruby** Well, we have got some fantastic fruit in Australia. There are mangoes, pineapples, kiwi fruits, melons...it's a long list. I love them all. I often make fruit smoothies for breakfast.

**Interviewer** Can you give us an easy recipe for a smoothie?

**Ruby** Of course. Put mango, coconut and yoghurt in the blender. Add some ice. Mix it up and you've got a fantastic drink!

**Interviewer** That sounds brilliant. Thanks a lot.



# Workbook answer key

## Unit 1 Me and my life

### 1A Things I can do

1a

do	sudokus, gymnastics, magic
play	basketball, the guitar
speak	Spanish
–	dive, dance

2a 1 b 2 c 3 a

2b 1 I can speak Spanish. 2 I can't do sudoku.  
3 Can you play basketball? 4 I can't do butterfly.  
5 Can you do magic? 6 I can't play the guitar.

3a

	do magic	dance	play the piano	play the guitar
Finn				
Millie				

3b Finn

2 He can't dance.  
3 He can play the guitar.  
4 He can't play the piano very well.  
Millie  
5 She can't do magic.  
6 She can dance.  
7 She can play the piano very well.  
8 She can't play the guitar very well.

4 Sts' own answers.

5 Sts' own answers.

6a

	1	2
Who from?	Ravi	Viki
How old is the sender?	12	12
The sender can...	do magic, play basketball	do Sudoku
The sender likes...	magic tricks	Maths, number puzzles
The sender asks about...	spare time, hobbies	pets
Extra information	is in the school basketball team	has a dog, goes for a walk with him every day

7a Subject: Hi I'm Ravi

Hi Viki,

This is Ravi. I'm your buddy when you visit next week. We're really happy about your visit.

I'm 12 years old. I can do magic. I've got a blog with videos of my magic tricks.

I can play basketball, too. I'm in the school team.

What do you do in your spare time? Have you got any hobbies?

See you soon,

Ravi

7b 2 d 3 a 4 f 5 b 6 e

### 1B Families

1 2 great-grandfather 3 grandmother 4 grandfather  
5 mother 6 father 7 stepfather 8 uncle 9 aunt  
10 cousin 11 cousin 12 stepsister 13 stepbrother  
14 sister 15 niece 16 nephew

2a 2 Greg 3 Thomas 4 Flora 5 Zara

2b Text 2: son, daughter Text 3: daughter  
Text 4: aunt, uncle Text 5: sister

2c 2 Alice is my wife. / My wife's name is Alice.

3 I / We have two grandchildren. My / Our grandchildren's names are Sally and Greg.

4 I have a niece and a nephew. / My niece is called Zara and my nephew is called Rex.

5 My grandmother is called Sally. / Sally is my grandmother. / My grandmother's name is Sally.

3 Sts' own answers.

4 2 She can't stand doing butterfly.

3 She loves playing basketball.

4 She hates playing the guitar.

5 She likes speaking Spanish.

6 She really likes diving.

5 Sts' own answers.

6 2 She goes to school with him.

3 They live with them.

4 I go to piano lessons with her.

5 We like it.

6 She is in the basketball team with us.

7 2 bus driver 3 musician 4 hairdresser

5 police officer

### 1C My friends

1 2 It's clever. 3 He's shy. 4 They're lively.

5 They're sporty. 6 He's / She's / It's noisy.

7 She's naughty. 8 He's quiet.

2a 1 talking about hair: curly hair, long hair, a fringe, a pony tail

2 talking about eyes: blue eyes

3 talking about other parts of the face: a big nose, a moustache, beard, mouth

2b Sts' own answers.

3a Sts' own answers.

3b Sts' own answers.

4a Possible answers

1 clever / quiet / tall 2 sporty / tall 3 noisy

4 naughty / lively

4b 1 Tariq 2 Rose 3 Harry 4 Nina and Mina

- 5 2 What **does** Rose look like?  
**She's tall.**  
**She's got short hair.**
- 3 What **does** Harry **look** like?  
**He's got long blonde hair.**  
**He's got a big mouth.**
- 4 What **do** Nina and Mina **look** like?  
**They've got long, dark hair.**  
**They've got big eyes.**
- 6 2 What's Rose like?  
 She's **sporty**.
- 3 What's Harry **like**?  
**He's very noisy.**
- 4 What **are** Nina and Mina **like**?  
**They're very naughty.**
- 7 Woman b

8a Sts' own answers.

8b Sts' own answers.

## 1D Saturday morning

- 1 **play:** table tennis, board games, cards  
**make:** cupcakes, a mask, a sandwich, a drink  
**ride:** my horse, my bike  
**read:** a book, a magazine  
**watch:** TV, a DVD  
**have:** a sandwich, a drink, cupcakes

2

+ -ing	e + -ing	double last letter + -ing
reading	making	swimming
watching	writing	sitting

- 3 2 Carlos isn't playing table tennis, he's playing basketball.  
 3 Delia isn't playing table tennis, she's having a drink.  
 4 Fred isn't reading a book, he's reading a comic.  
 5 Jack isn't having a drink, he's riding a bike.

4a 2, 4, 1, 3

- b Dialogue 1 c** Sorry, can you say that again, please?  
**Dialogue 2 d** Sorry, what does 'chin' mean?  
**Dialogue 3 b** I don't understand.  
**Dialogue 4 a** Can you explain this exercise?

## Reading

- 1 b
- 2 2 b 3 h 4 c 5 g 6 a 7 e 8 d
- 4 Suggested answer: 3

## Progress check

- 1 2 do magic 3 do gymnastics 4 do sudoku  
 5 play basketball 6 dive 7 play the guitar  
 8 dance 9 speak Spanish
- 2 2 aunt 3 cousins 4 stepfather 5 niece 6 nephew  
 7 parents 8 wife
- 3 Suggested answers  
 2 She's friendly. 3 He's clever. 4 He's shy.  
 5 They're sporty. 6 She's noisy. 7 He's naughty.  
 8 They're quiet.

- 4 Possible answers  
 She's got long hair and a pony tail. She's got a fringe.  
 He's got brown curly hair and a moustache.
- 5 2 I can speak Spanish.  
 3 I can't play the guitar very well.  
 4 I can dive very well.
- 6 2 He doesn't like basketball.  
 3 He loves diving.  
 4 He hates / can't stand dancing.  
 5 He likes gymnastics.  
 6 He can't stand / hates playing the guitar.
- 7 1 What **does he** look like?  
 2 What's **he** like?
- 8 2 Excuse me, what **does** 'eyebrow' mean?  
 3 **Can you** explain this exercise, please?  
 4 **Sorry**, can you say that **again**, please?

## Unit 2 I live here

### 2A My home

- 1 2 basin 3 shower 4 toilet 5 poster 6 armchair  
 7 light 8 carpet 9 desk
- 2 2 They're on the bed.  
 3 It's in the box.  
 4 It's behind the bed.  
 5 They're under the bed.  
 6 It's opposite the white lamp.  
 7 They're between the wardrobe and the bed.  
 8 It's next to the wardrobe.
- 3 chair, hair, stair, there, where
- 4 2 There is one plant by the window. / There aren't any plants by the window.  
 3 There isn't an armchair near the window.  
 4 There's a television opposite the armchairs.  
 5 There's a small cupboard next to the TV.  
 6 Her books are on the desk. / Her computer isn't on the desk.

5 2 a 3 a 4 a lot of 5 some 6 any

- 6 2 There's a table in the kitchen.  
 3 There are some books in the kitchen.  
 4 There aren't any photos in the kitchen.  
 5 There's a TV in the living room.  
 6 There isn't a bath in the living room.  
 7 There are some lamps in the living room.  
 8 There aren't any pictures in the living room.

7 Sts' own answers.

8 Sts' own answers.

### 2B My things

- 1 2 coat 3 trainers 4 hat 5 trousers 6 umbrella  
 7 scarf 8 bag 9 socks 10 jacket 11 gloves  
 12 shoes



2

Subject pronouns	Possessive adjectives
you	<b>your</b>
<b>he</b>	his
<b>she</b>	her
it	<b>its</b>
we	<b>our</b>
<b>they</b>	their

- 3 2 It's their umbrella. 3 They're her gloves.  
 4 It's our dog. 5 They're his trainers.  
 6 They're your boots. 7 It's its coat.
- 4 black hat – L grey umbrella – T white hat – T  
 black and white scarf – L black, white and grey scarf – T  
 black umbrella – L white trainers – T black trainers – L
- 5 3 This is Leo's hat. 4 This is Tilly's hat.  
 5 These are Leo's trainers. 6 This is Tilly's scarf.  
 7 This is Leo's umbrella. 8 This is Tilly's umbrella.
- 6 your → yours  
 his → his  
 her → hers  
 its → its  
 Jake's → Jake's  
 our → ours  
 their → theirs  
 Jake and Jenny's → Jake and Jenny's
- 7 2 They're Jake's. / They're his.  
 3 It's Jenny and Jake's. / It's theirs.  
 4 Whose is this hat?  
 5 Whose are these gloves?
- 8 2 It's her mobile phone.  
 3 It's her scarf. 4 It's her bag. 5 It's her scarf.
- 9 Sts' own answers.

## 2C My town

- 1 2 florist's 3 butcher's 4 corner shop 5 bookshop  
 6 shoe shop 7 sweet shop 8 sports shop  
 9 pet shop 10 games shop
- 2 2 The sports shop. 3 The baker's.  
 4 The butcher's. 5 The sweet shop.

3a

florist's shoes **cactus**, (Sts' own answers.)  
 butcher's **cake** **burgers**, (Sts' own answers.)  
 shoe shop **chameleon** **shoes**, (Sts' own answers.)  
 baker's **burgers** **cake**, (Sts' own answers.)  
 pet shop **football** **chameleon**, (Sts' own answers.)

4a a 2 b 3 c 1

- 4b trainers 2 a tracksuit 2  
 notebooks 2 chocolate 1  
 flowers 3 chicken 3  
 pencils 2 a book 3  
 a newspaper 1

- 4c 2 the corner shop, the sports shop  
 3 the butcher's, the bookshop, the florist's

- 5 2 He doesn't want to buy a T-shirt. He wants to buy some trousers.  
 3 She doesn't want to have a hamburger. She wants to have a pizza.  
 4 He doesn't want to ride his bike. He wants to read a comic.  
 5 They don't want to watch TV. They want to play a computer game.  
 6 They don't want to make cupcakes. They want to play cards.
- 6 2 What do you want to do?  
 I want to go to the cinema.  
 3 Who do you want to go with?  
 I want to go with my friend.  
 4 What time do you want to go to the cinema?  
 I want to go to the cinema at six o'clock.  
 5 Which film do you want to see?  
 I want to see the latest James Bond film.

7a 2 e 3 a 4 b 5 c

7b 2 too 3 and / or 4 because 5 or

## 2D Out and about

- 1 Sts' own answers using:
- 1 2 go rollerblading 3 go to a café  
 4 take photos 5 go to the shopping centre  
 6 have a pizza 7 meet friends 8 go for a walk  
 9 go to the swimming pool / go swimming  
 10 go to the park
- 2 1 a good idea, Let's meet  
 2 having a burger, don't like, Why don't we go to, do that  
 3 go for a walk, taking some photos  
 4 Shall we go, Would you like to, I'd love to

## Reading

- 1 6, 5, 7, 1, 2, 4, 3  
 2 2 d 3 g 4 b 5 h 6 a 7 c 8 e  
 4 Sts' own answers.

## Progress check

1a

U	A	S	H	O	W	E	R	F	C	W	U
F	R	E	L	V	L	N	I	I	M	A	W
K	M	B	A	S	I	N	U	J	T	R	P
I	C	B	H	P	G	E	R	I	O	D	O
S	H	A	R	I	H	B	S	D	I	R	S
E	A	T	Z	L	T	I	T	E	L	O	T
G	I	H	N	G	I	X	Q	S	E	B	E
R	R	C	A	R	P	E	T	K	T	E	R

armchair, carpet, light, desk, poster, bath, shower, basin, toilet, wardrobe

- 1b living room: armchair, carpet, light  
 bedroom: desk, poster, wardrobe  
 bathroom: shower, basin, toilet, bath

- 2 (Accept any reasonable and correctly spelt answer)  
 2 You can buy flowers and plants at the florist's.  
 3 You can buy meat and sausages at the butcher's.  
 4 You can buy newspapers, magazines and pencils at the corner shop.  
 5 You can buy bread and cakes at the baker's.  
 6 You can buy shoes and boots at the shoe shop.  
 7 You can buy chocolate and sweets at the sweet shop.  
 8 You can buy a football and trainers at the sports shop.
- 3 2 It's theirs. 3 It's hers. 4 They're his.  
 5 They're ours. 6 It's yours.
- 4 2 No, there aren't.  
 3 No, there isn't.  
 4 Yes, there are.  
 5 Are there any shoe shops?  
 6 Is there a butcher's?  
 7 Is there a games shop?  
 8 Are there any corner shops?
- 5 2 There are some sports shops.  
 3 There's a butcher's.  
 4 There aren't any pet shops.  
 5 There aren't any florists.
- 6 2 He doesn't want to play football. He wants to go to a café.  
 3 They don't want to go for a walk. They want to play video games.  
 4 I don't want to go to the swimming pool. I want to take photos.
- 7a 1 b, a 2 a, b 3 a, a 4 b, a
- 7b 1 Al and Ben want to go rollerblading.  
 2 Yes, they do.  
 3 No, she can't.  
 4 Gregg wants to have a pizza.

## The Ancient Statue, Episode 1

- 1 2 pet shop 3 skateboard 4 statue  
 5 police station 6 rabbits 7 shark  
 8 frightened / scared
- 2 2 petshop 3 bag 4 dragon 5 park  
 The missing word is SHARK.
- 3 2 I want to see exciting animals.  
 3 What would you like to do?  
 4 Shall we take the statue to the police station?
- 4 1 the statue 2 'I want to see exciting animals.'  
 3 'I don't want to be here.'
- 5 2 It's Sam's helmet.  
 3 It's Sophie's skateboard. 4 It's Ben's jacket.  
 5 They're Sam's trainers. 6 They're Anna's jeans.
- 6 a 3 b 2 c 4 d 1
- 7 2 chemist's 3 gorilla 4 behind 5 take-away  
 6 pizza
- 8 1 There's a big dinosaur in town!  
 2 It's got two legs and a long tail.  
 3 It's near the shopping centre at the moment.  
 4 It's looking around.
- 9 Sts' own answers.

## Unit 3 Animals everywhere

### 3A Wild animals

- 1a 2 warthog 3 ostrich 4 buffalo 5 elephant  
 6 giraffe
- 1b b scales c spots d tail e hair f tusks g wings  
 h beak i feathers j mane k neck l fur m trunk  
 n hoof / hooves o tongue p horns
- 2 1 c 3 d 4 a 5 g 6 f 7 h 8 e
- 3a 2 an ostrich 3 a giraffe
- 3b Sts' own answers.
- 3c Sts' own answers.
- 4 Adjectives that add -er: tall / taller, light / lighter, smooth / smoother, small / smaller, long / longer, dark / darker, slow / slower, fast / faster  
 Adjectives that change y for i and add -er: heavy / heavier, ugly / uglier, hairy / hairier
- 5 computer father faster longer mother  
 prettier sister slower taller
- 6a They're at the zoo. They're taking photos of the baby giraffes and getting information about them for their school project.

6b

	Gerry	Gill
age		3 months
height	2m 50cm	2m
weight	100kg	50kg
personality	quiet brave	lively
pretty / ugly	very pretty	not very pretty
speed	30kmph	15 kmph

- 7 2 F 3 T 4 F 5 F 6 T
- 8 1b Leo is hairier than Luis.  
 1c Luis is slower than Leo.  
 2a Wilf is bigger than Wanda.  
 2b Wilf is uglier than Wanda.  
 2c Wanda's fur is lighter than Wilf's.
- 9a 1 Bella 2 Ben (and Bella) 3 Binky
- b Sts' own answers.
- ### 3B A special pet
- 1 1 cat 2 canary 3 rabbit 4 hamster 5 tortoise  
 6 snail 7 rat 8 goldfish 9 dog 10 mouse
- 2 2 the shortest 3 the slowest 4 the smallest  
 5 the heaviest 6 the lightest 7 the noisiest  
 8 the ugliest
- 3 2 ugliest 3 darkest 4 lightest 5 prettiest 6 fastest
- 4 2 Number 2 is the smallest. He's got the shortest tail.  
 3 Number 3 is the fastest. He's got the longest legs.  
 4 Number 4 is the prettiest. He's got the biggest eyes.  
 5 Number 5 is the oldest. He's got the longest neck.  
 6 Number 6 is the youngest. He's got the smallest head.



- 5a** 2 How long is the longest jump by a cat?  
 3 How tall is the tallest horse in the world?  
 4 How fast can the fastest tortoise in the world run?  
 5 How big is the biggest snail in the world?

**5b** 1 c 2 a 3 a 4 b 5 a

**6a** a 4 b 3 c 1 d 2

**6b**

Name	Tiny	Shakira	Bob	Finn
Animal		canary	rabbit	fish
Prize	hairiest animal	prettiest bird	fastest rabbit	prettiest animal
Likes	cheese	singing	running	swimming

**7a** 1 b 2 d 3 a 4 c

**7b** Description: long neck, small tail  
 Food and drink: leaves, flowers, water  
 Extra information: (e.g.) loves sitting in the sun, lives in a house in the garden, is 10 years old, hibernates in winter in the garage

**8a** 1 b 2 a 3 d 4 c

**8b** 2 because 3 so 4 so 5 because 6 because

### 3C Minibeasts

1 2 g 3 a 4 f 5 h 6 d 7 b 8 e

2

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

2 mosquito 3 wasp 4 beetle 5 cricket 6 spider  
 7 ant 8 butterfly 9 earthworm 10 millipede  
 11 dragonfly 12 fly 13 snail 14 centipede  
 15 scorpion

**3** a 500 b 80 c 320 d 250 e 2000 f 1

**4** 2 Crickets 3 Butterflies 4 Scorpions 5 Spiders  
 6 Earthworms 7 Beetles / Ants 8 Wasps

**5** 2 old 3 far 4 big 5 heavy 6 fast 7 tall 8 strong

**6** 2 How 3 What colour 4 How long 5 What  
 6 How many

**7a / b / c** Sts' own answers.

**8a** Q2 e Q3 a Q4 b Q5 d

- 8b** 2 Red insects are often poisonous.  
 3 They all taste different.  
 4 They're easy to catch and they don't have a strong taste.  
 5 Yes, it is.

**8c** Sts' own answers.

### 3D A day with a keeper

1

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

Negative: scary, horrible

Positive: beautiful, amazing, nice, useful, interesting

**1b** Sts' own answers.

- 2** 1 Safari parks: Keira 🐾, Pablo 🐾  
 2 Keeping snails as pets: Keira 🐌, Pablo 🐌  
 3 Keeping tarantulas as pets: Pablo 🕷️, Keira 🕷️  
 4 Circuses: Keira 🎪, Pablo 🎪

- 3a** 1 I think, don't think  
 2 I think; I don't agree; Me neither

**3b** Sts' own answers.

### Reading

**1** a boy, a lion

**2** b 3 c 1 d 4 e 2 f 6 g 5 h 7

- 3** 1 cows  
 2 They want to catch the lion.  
 3 Because he wants to help the lion.  
 4 Because Lion is thirsty.  
 5 He wants to drink. / He wants to eat Jabu.  
 6 No, he doesn't.  
 7 Yes, he does.  
 8 So that Lion can't get out.

- 4** 1 Lion 2 Jackal 3 It has a moral: Don't break your promises. 4 Sts' own answers.

### Progress check

**1** 2 spots 3 scales 4 tusks 5 tail 6 hair 7 beak  
 8 feathers 9 wings 10 horns 11 fur 12 hoof / hooves 13 tongue 14 trunk 15 neck 16 mane

**2** across 1 short 3 light 6 thin 7 fast 8 ugly  
 down 1 smooth 2 tall 4 heavy

- 3** 2 butterflies, dragonflies, flies  
 3 worms, snails, fish  
 4 bees, mosquitoes, wasps

- 4 2 A giraffe is taller than an ostrich.  
3 A lizard is faster than a snail.  
4 A red lion fish is prettier than a warthog.  
5 A snail is slower than a tortoise.  
6 A snake is longer than an earthworm.  
7 A fly is darker than a bee.  
8 A spider is uglier than a butterfly.
- 5 2 Wallis is the lightest in the family.  
3 Wilf is the darkest in the family.  
4 William is the hairiest in the family.  
5 Wisha is the prettiest in the family.  
6 Walt is the heaviest in the family.
- 6 2 How many warthogs are there in a family?  
3 What colour are warthogs?  
4 What do warthogs eat?  
5 How long are warthogs' tusks?  
6 How much do warthogs weigh?
- 7 A: What kind of pet would you like? 4  
B: I think it's a great idea. They're very interesting. 2  
A: How do you feel about having earthworms as pets? 1  
C: I don't agree. I think they're disgusting. 3  
C: I'd like a tarantula. For me, they're pretty. 5  
B: I think so, too. But I think earthworms are prettier. 6

## Unit 4 Be active!

### 1A Water sports and winter sports

- 1 across 3 happy 6 good 7 difficult  
down 2 expensive 4 boring 5 fast
- 2a 2 sailing 3 scuba diving 4 kite surfing 5 waterskiing  
6 rowing 7 snorkelling 8 skating 9 tobogganing  
10 ice hockey 11 ski jumping  
12 cross country skiing
- 2b Sts' own answers.
- 2c Sts' own answers.
- 3 words starting with / w / : wave, we, what, wear  
words starting with / v / : very, video, visit, Vicky, volleyball
- 4 3 L the most beautiful  
4 S faster, the fastest  
5 S slow, slower  
6 L more expensive  
7 L more useful, the most useful  
8 L exciting, the most exciting
- 5 2 Skiing is more difficult than skating.  
3 Ski jumping is more dangerous than tobogganing.  
4 Cross-country skiing is more boring than ice hockey.  
5 Sailing is more exciting than kayaking.  
6 Kite surfing is easier than sailing.  
7 Skiing is safer than snowboarding.  
8 Canoeing is cheaper than scuba diving.
- 6 3 Scuba diving / kite surfing is more difficult than sailing.  
4 Windsurfing / scuba diving / waterskiing / snorkelling / kayaking / kite surfing is more dangerous than sailing.  
5 Sailing is safer than kayaking / windsurfing / scuba diving / waterskiing / snorkelling / / kite surfing  
6 Rowing / waterskiing / snorkelling / windsurfing /

kayaking / kite surfing is cheaper than sailing. / Sailing is cheaper than scuba diving.

- 7 Sailing is more expensive than kite surfing / rowing / waterskiing / snorkelling / windsurfing / kayaking. / Scuba diving is more expensive than sailing.
- 7 2 Snorkelling is the easiest sport.  
3 Kite surfing is the most difficult sport.  
4 Sailing and rowing are the safest sports.  
5 Kite surfing is the most dangerous sport.  
6 Snorkelling is the cheapest sport.
- 8 Sts' own answers.

### 4B The race

- 1 2 track 3 start, finish 4 crowd 5 shout 6 wave  
7 turtle 8 rabbit

2a

verb	person
play	player
swim	swimmer
win	winner
climb	climber
dive	diver
dance	dancer
sing	singer

2b Sts' own answers.

- 3 2 fast 3 well 4 badly 5 loudly  
6 slowly, carefully

4a 2 swim 3 surf 4 listen 5 skate 6 win

4b Suggested answers

- 2 She's swimming fast.  
3 He's surfing happily.  
4 He's listening carefully.  
5 She's skating beautifully.  
6 He's winning easily.

5 Sts' own answers.

6b Suggested answers

Welcome to the Swimming Gala! There are a lot of parents here. They're talking and laughing **excitedly**. Ms Thomas, the gym teacher, is walking **quickly** to the swimming pool. Class 10D is following her **nervously**. Now they are waiting by the pool. Everybody is watching **quietly**. Ms Thomas gives a signal and the children jump **calmly** into the water. The parents are clapping. The show is beginning!

7 Sts' own answers.

### 4C Sports heroes

- 1 2 She wasn't at the cinema, she was at the shopping centre.  
3 They weren't at the book shop, they were at the takeaway.  
4 They weren't at the café, they were at the delicatessen.

2a 2 was 3 was 4 were 5 were 6 wasn't 7 wasn't  
8 wasn't

2b Sts' own answers.

3 Sts' own answers.



- 4a 2 It was Flo. She was at the park.  
3 It was Fina. She was at the pool.  
4 It was Feli. She was at the pool.

4b Sts' own answers.

- 5a 2 c New York – A her birthday  
3 d Tokyo – D competition  
4 a Sydney – C on holiday

5b 2 was 3 were 4 was 5 Were 6 wasn't

6a 2 youngest 3 She's got 4 was 5 loves 6 danced  
7 For me

7b Circled text should be:  
five sisters  
three Olympic gold medals  
no other sport

#### 4D Be careful!

1

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

2a 1 toes 2 thumb 3 big 4 wrist 5 ankle 6 neck  
7 back

2b Sts' own answers.

3 1

No, I'm not. My knee **hurts**.

**Shall** I call your mother?

**No**, it's OK.

**I'll** help you stand up.

Thanks, but **I'm fine**.

2

What's **the matter**?

**I've got** a pain in my shoulder.

**Would you like** to go to the doctor?

**Don't** worry. I'm OK, **thanks**.

**We'll** tell the teacher you can't do any more gym.

That's a **good idea**.

#### Reading

- 1 Cheese rolling: round, run, dangerous  
Pumpkin kayaking: elephant, race, trophy  
Bognor Birdman: fly, sea, record (also dangerous)

2b

	Cheese rolling	Pumpkin kayaking	Bognor Birdman
Where?	Brockworth, England	Lake Pesaquid, Canada	Bognor Regis, in the south of England
What?	competitors run down a hill after a big rolling cheese and try to catch it	competitors make kayaks out of enormous pumpkins and race 400 m in the lake	people design a costume and try to fly from the end of the pier
Prize?	the cheese	a trophy and \$200	Birdman of the Year title; £25,000 for flying 100 m
Extra information	it's dangerous	some pumpkins sink	current record is 89.2 m

3 Sts' own answers.

#### Progress check

1 Sts' own answers.

2

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

- 3 1 head 2 neck 3 shoulders 4 chest 5 back  
6 stomach 7 arm 8 elbow 9 hand 10 wrist  
11 fingers 12 thumb 13 leg 14 knee 15 ankle  
16 foot 17 toes

- 4 2 He thinks skating is more difficult than tobogganing.  
3 He thinks tobogganing is the easiest sport.  
4 He thinks kayaking is the cheapest sport.  
5 He thinks kayaking is cheaper than sailing.  
6 He thinks kite surfing is the most expensive sport.

- 5 2 He's rowing **badly**.  
3 The athlete is waving **happily**.  
4 The children are waiting **quietly**.  
5 He's riding his bike **dangerously**.  
6 She's swimming **brilliantly** / **well**.

- 6 2 was 3 weren't 4 weren't 5 wasn't 6 Were  
7 weren't 8 were 9 wasn't

7 1

- A What's the matter?  
B My back hurts.  
A I'll help you stand up.  
B Thanks, but I'm fine.

2

- A Are you alright?  
B No, I'm not. I've got a pain in my knees.  
A Shall I call the teacher?  
B Yes, please.

## The Ancient Statue, Episode 2

1 Correct order: f, g, c, b, a, e, d, i, h

- 2 2 Now we're smaller than minibests!  
3 There's a stick across the stream.  
4 It's one of the most dangerous things in the world.

3 Possible answers

- 1 He wants to find out about the statue / the statue's powers.  
2 They see a big spider.  
3 They are alive / safe / OK, but the statue is very dangerous.

4 2 slowly 3 loudly 4 fast 5 well 6 happily

5 a 3 b 1 c 2

- 6 2 She is / feels angry / cross.  
3 Her favourite minibests are dragonflies.  
4 She is going to town for (new) glasses.  
5 It is on the grass.  
6 He can hear the children / Anna.

7 Sts' own answers.

8 Sts' own answers.

## Unit 5 Travelling

### 5A Holidays

1 2 lake 3 mountain 4 island 5 city 6 campsite  
7 forest 8 farm 9 country / countryside 10 river

2 2 T

- 3 F The helicopter is on the fields / over the farm.  
4 T  
5 F The hot-air balloon is over the lake.  
6 F The motorbike is near the campsite / forest.  
7 T

3 Sts' own answers.

4

infinitive	past form	infinitive	past form
live		visit	<b>visited</b>
love	<b>loved</b>	walk	<b>walked</b>
travel	<b>travelled</b>	watch	<b>watched</b>
use	<b>used</b>	laugh	<b>laughed</b>
like	<b>liked</b>	decide	<b>decided</b>
start	<b>started</b>	wait	<b>waited</b>
stay	<b>stayed</b>	want	<b>wanted</b>
need	<b>needed</b>	jump	<b>jumped</b>

5a / 1d / : started, needed, visited, decided, waited, wanted

5b Because the infinitive form ends in / t / or / d / .

6 2 have, (a) had 3 see, (b) saw

7 Sts' own answers.

8 2 He didn't travel by plane, he travelled by train.

3 He didn't see Buckingham Palace, he saw the Eiffel Tower.

4 He didn't have fish and chips, he had a pizza.

5 He didn't use pounds, he used euros.  
He was in France.

9 Sts' own answers.

### 5B Mystery at the holiday club

1 2 They're doing **craft**.

3 They're doing **breakdance**.

4 They're playing **board games**.

5 They're at an **Ecology workshop**.

6 They're at a **Science workshop**.

7 They're at a **Computer workshop**.

8 They're **mountain biking**.

9 They're doing **photography**.

10 They're on a **treasure hunt**.

2 Sts' own answers.

3

	Alfie	Phil	Flora	Zara
Activity?	craft	<b>Ecology workshop</b>	computer workshop	<b>breakdance</b>
Time?	<b>11.00</b>	2.30	<b>3.30</b>	10.00
Learn?	to make a board game	<b>about butterflies</b>	make an animation	do a headstand
Like?	painting his game	taking photos	<b>inventing a character</b>	<b>the music</b>

4 2 What time did Zara start? She started at ten o'clock / 10.00.

3 What did Phil like? He liked taking photos.

4 Where did Flora go? She went to the computer workshop.

5 What did Alfie like? He liked painting his game.

6 What did Flora learn? She learned to make an animation.

7 What time did Phil start? He started at half past two / 2.30.

8 What did Zara learn? She learned to do a headstand / stand on her head.

5 2 What time did Flora start?

3 What did Alfie learn?

4 What did Phil like?

5 Which activity did Zara go to?

6 Suggested answers

Friend: Hello!

You: **Hello / Hi!**

Friend: What did you do today?

You: I went to the Holiday Club.

Friend: Which activity **did you go to**?

You: **I went to the craft / computer workshop.**

Friend: What **did you learn**?

You: **I learned to make a paper kite / a game.**

Friend: **What did you like best? / What was the best part of it?**

You: **I liked cutting out the shape / writing code.**

Friend: Sounds like you had a good time!

You: Yes, I did.

7a 2 d 3 a 4 c



7b 2 c 3 d 4 b 5 c 6 b 7 d

7c Sts' own answers.

## 5C Packing for a school trip

- 1 2 T-shirt 3 top 4 jacket 5 coat 6 hat 7 skirt  
8 dress 9 shoes 10 boots 11 belt 12 swimming  
trunks 13 swimsuit 14 shorts 15 jumper  
16 tracksuit 17 leggings 18 cap 19 jeans

### 2a & b

- 1 T  
2 F There are some trousers in the case.  
3 F There is a jumper in the backpack.  
4 T  
5 F The cap is on the jeans.  
6 T  
7 F The boots are under the jacket.  
8 F The belts are next to / on top of the boots.

3 Sts' own answers.

4 Sts' own answers.

### 5a Leo's zombie costume

- 5b 2 No, she didn't. (Her mum made it.)  
3 Yes, he did. (He bought some teeth.)  
4 No, he didn't. (His sister helped him.)  
5 No, he didn't. (He found it on the internet.)  
6 No, she didn't.  
7 Yes, he did.
- 6 2 Did you stay at a campsite? Yes, I did. / No, I didn't.  
3 Did you visit a museum? Yes, I did. / No, I didn't.  
4 Did you take photos? Yes, I did. / No, I didn't.  
5 Did you go windsurfing? Yes, I did. / No, I didn't.
- 7a 2 was 3 went 4 arrived 5 started 6 were 7 had
- 7b Facts: We arrived at the campsite in the evening, The tents were ready for us, We unpacked, we went to café for dinner, I had a hamburger and chips  
Opinions: The food was OK, I prefer Mum's food

## 5D A strange holiday!

- 1 2 ghost 3 dragon 4 werewolf 5 monster  
6 unicorn 7 mermaid 8 troll
- 2 2 dragon 3 mermaids 4 werewolf 5 ghosts  
6 trolls 7 monsters 8 unicorn
- 3 1 What did you say?  
2 What happened?  
3 What happened next?  
4 What did they do?

## Reading

1 1 b 2 c 3 a

### 2 Peru with a donkey

- 2 F It wasn't an easy journey.  
3 F They travelled on foot and by donkey / They walked and rode a donkey.  
4 T

### India on a bicycle

- 2 F Her first trip was to India.

- 3 F She wrote a book about her adventures when she returned to Ireland.

4 T

### A writer's life

- 2 F Her father worked in a library.  
3 T  
4 F Her favourite book is her autobiography.

3 Sts' own answers.

## Progress check

1

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

- 2 2 There's a caravan at the campsite. There's a bike next to the caravan.  
3 There is a boat near the ferry on the sea.  
4 There is a plane in the sky and there is a hot-air balloon under the plane.

### 3 Suggested answers

Box 2: trousers, skirt, swimming trunks, shorts, leggings, jeans, belt, shoes, boots  
Box 3: coat, dress, swimsuit, tracksuit  
Box 4: shoes, boots, hat, cap  
Box 5: swimming trunks, swimsuit

- 4 2 (f) He packed his bag in the morning.  
3 (g) He didn't pack his swimming trunks.  
4 (e) They arrived at the lake in the morning.  
5 (d) Everybody wanted to swim in the lake.  
6 (b) Jamie looked in his bag.  
7 (c) He didn't have his swimming trunks!
- 5 2 How did you travel (there)?  
3 What did you see (there)?  
4 What did you learn (about)?  
5 Where did you have lunch?  
6 What time did you arrive (home)?
- 6 2 Did she go in a helicopter? No, she didn't.  
3 Did she wear boots? Yes, she did.  
4 Did she play with a cat? No, she didn't.

7 2 did 3 do 4 next 5 after that

## Unit 6 Food is fun!

### 6A A special meal

- 1 2 omelette 3 stew 4 meatballs 5 kebab  
6 cheesecake 7 apple pie 8 roast chicken  
9 steak and chips 10 curry and rice  
11 chocolate mousse 12 pancakes

2 Student's own answers.

3a

	help make lunch?	main course?	dessert?
Eva		usually roast chicken	
Pippa			sometimes pancakes
Leo	never		cheesecake
Arran	sometimes	pizzas	

3b 2 a 3 e 4 d 5 c

3c Sts' own answers.

- 4 2 What's Rosa making? She's making an apple pie.  
 3 What's Tom cooking? He's cooking an omelette.  
 4 What's Benji eating? He's eating an omelette.  
 5 What are Zoe and Amy drinking? They are drinking hot chocolate.  
 6 What are Harry and Jamie drinking? They are drinking juice.

Top to bottom, left to right: Zoe and Amy; Tom; Benji; Harry and Jamie; Rosa; Isabel.

- 5 2 She often drinks orange juice.  
 3 He always eats fruit.  
 4 They sometimes have soup. / They never have burgers.  
 5 He never drinks orange juice.

6 2 b 3 b 4 a 5 b 6 a

7 Sts' own answers.

## 6B A visit to a food factory

1a 2 take 3 eat 4 drink 5 make 6 wear 7 write  
 8 teach 9 give

1b Sts' own answers.

2a 2 made – d they 3 taught – b your  
 4 wrote – a boat 5 bought – h four 6 drank – e cat  
 7 ate – f eight 8 took – g look

- 3 1 buy bought  
 2 drink drank  
 3 eat ate  
 4 give gave  
 5 go went  
 6 have had  
 7 make made  
 8 take took  
 9 teach taught  
 10 wear wore  
 11 write wrote

- 4 2 He didn't buy a book for his mum, he bought a pencil.  
 3 They didn't eat chocolate cake, they ate chocolate biscuits.  
 4 They didn't drink orange juice, they drank water.  
 5 They didn't make pancakes, they made a (biscuit / chocolate) house.  
 6 They didn't wear special boots, they wore overalls.  
 7 They didn't put on special gloves, they put on caps / hats.  
 8 She didn't give them a big biscuit, she gave them a big box of biscuits.

- 5a 1 Going to the restaurant  
 2 Learning about pizzas  
 3 Making pizzas

- 5b 1 arrived eleven o'clock – paragraph 2  
 2 ate pizzas – paragraph 3  
 3 cooked pizzas – paragraph 3  
 4 had fun – paragraph 1  
 5 made pizzas – paragraph 3  
 6 met Antonio – paragraph 2  
 7 took photos – paragraph 3  
 8 visited pizza restaurant – paragraph 1  
 9 walked – paragraph 1  
 10 wrote recipe – paragraph 2

6 Sts' own answers.

## 6C In the kitchen

- 1 Pancakes  
 2 sugar 3 lemon 4 milk 5 egg 6 oil  
 Scones  
 7 butter 8 cheese 9 baking powder 10 salt  
 11 bowl

- 2 1 Put 2 Grate 3 Mix 4 Add 5 Put 6 frying pan

- 3a e-1 a girl grating the rind of a lemon  
 b-2 a girl cutting up a lemon  
 c-3 a girl adding some sugar to a bowl  
 d-4 a girl pouring some milk into a bowl  
 a-5 a boy weighing some flour  
 f-6 a boy mixing some eggs  
 g-7 a boy taking some cupcakes out of an oven – usual safety precautions.  
 h-8 group of children decorating some cupcakes

- 3b 2 She's cutting up a lemon.  
 3 She's putting some sugar in a bowl.  
 4 She's putting some milk in another bowl.  
 5 He's weighing some flour.  
 6 He's mixing some eggs.  
 7 He's taking some cupcakes out of the oven.  
 8 They're decorating the cupcakes.

4 Sts' own answers.

- 5 2 Decorate Mix 3 butter cheese 4 feet hands  
 5 squares circles 6 120 220 7 bowl oven

- 6 2 Check 3 Read 4 Weigh  
 5 Don't touch 6 Don't eat

## 6D Trying something new

- 1 Across 1 snake 6 lizard 8 crocodile  
 Down 1 snail 3 ostrich 4 warthog 5 cricket  
 7 frog

- 2 2 spicy; Curry and chilli are spicy.  
 3 creamy; Ice cream and mousse are creamy.  
 4 oily; Fried eggs and fish and chips are oily.  
 5 strong; Cheese and tuna are strong.  
 6 juicy; Oranges and peaches are juicy.  
 7 bitter; Coffee and dark chocolate are bitter.  
 8 sweet; Sugar and cake are sweet.  
 9 crunchy; Biscuits and popcorn are crunchy.



- 3 2 Could I have some chips?  
 3 I'm going to try a kebab.  
 4 Could I have an omelette?  
 5 Could I try some cheesecake?

## Reading

- 1 1 daughter 2 sister 3 brother

2a Sts' own answers.

2b 2 a 3 c 4 e 5 d

3 1 d 2 c 3 b 5 f 6 e

5 Sts' own answers.

## Progress check

- 1 2 chicken 3 omelette 4 stew 5 steak, chips  
 6 curry 7 meatballs 8 kebab 9 apple pie  
 10 cheesecake 11 chocolate mousse 12 pancake

2a

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

2b Possible answers

- 2 Chilli is hot. 3 Curry is spicy. 4 Cheesecake is creamy.  
 5 Chips are oily. 6 Cheese is strong.  
 7 Oranges are juicy. 8 Crisps are salty. 9 Coffee is bitter.  
 10 Sugar is sweet. 11 Carrots are crunchy.
- 3 2 **take** the cake out of the oven  
 3 **grate** some cheese 4 **mix** the eggs  
 5 **decorate** the mousse 6 **cut (up)** the apple
- 4 2 are making 3 finds 4 aren't using  
 5 are creating 6 doesn't often cook 7 cooks / does cook  
 8 doesn't know 9 is waiting

5

go	went
teach	taught
eat	ate
write	wrote
drink	drank
take	took
wear	wore
make	made
buy	bought
give	gave

## 6a & b

- 1 1 A Our teacher taught us about different foods yesterday.  
 2 C Was it fun?  
 3 A Yes, it was. I **ate** some crickets!  
 4 C Horrible! Did you **drink** anything interesting? Caterpillar juice for example?  
 5 A No, I didn't. We **drank** water!
- 2 1 D Did you **make** cakes at school yesterday?  
 2 B No, we **didn't make** cakes, we **made** energy bars.  
 3 D Did they **have** chocolate in them?  
 4 B No, they didn't. They **had** worms in them.  
 5 D Oh no! Did you **take** a photo of your energy bars?  
 6 B No, I didn't. The teacher **took** a lot of photos.
- 7 1 Could I try a chocolate frog?  
 2 I'm going to buy a chocolate bar.  
 3 I'm going to have a hot chocolate.  
 4 Could I go to the toilet, please?

## The Ancient Statue, Episode 3

- 1 2 He found the statue **in a field**.  
 3 The food smells **good / delicious**.  
 4 A man **in a black T-shirt** takes the statue from Professor Green.  
 5 The man in the black T-shirt wants **to fly like a bird**.  
 6 Sam jumps quickly on his **skateboard**.  
 7 The **statue** falls in the river.

2 2 d 3 a 4 c

- 3 1 I want that statue! (picture a)  
 2 What are your favourite things to eat? (picture b)  
 3 The statue is falling in the river! (picture c)  
 4 Do you want to fly like a bird? (picture d)

4 Sts' own answers.

- 5 Picture a – dialogue 2  
 Picture b – dialogue 3  
 Picture c – dialogue 1

6 2 alien 3 swimmer 4 mermaid 5 fish 6 hot  
 7 volcano

7 1 b 2 e 3 c 4 a 5 d

- 8 2 It took them to the best restaurant in the world.  
 3 They ate the biggest steaks in the restaurant.  
 4 He brought the bill.  
 5 They did not have any money.

9

Sts' own answers.

# Workbook audio scripts

## 04 p2 Exercise 3

**Adult** Hi Finn! Hi Millie!

**Both** Hi, Mr Thomas. We want to be in the school show.

**Adult** OK. What can you do?

**Finn** I can do magic very well.

**Millie** Yes, he's brilliant!

**Adult** That's good. Can you do magic, Millie?

**Millie** No, I can't. But I can dance.

**Adult** Good, we need dancers. Can you dance, Finn?

**Millie** No, he can't. He's really bad!

**Finn** Thank you! But I can play the guitar.

**Adult** Great. Can you play the piano?

**Finn** A little. But not very well.

**Adult** Oh, that's a pity. What about you, Millie? Can you play a musical instrument?

**Millie** I can't play the guitar very well, but I can play the piano very well.

**Adult** Excellent. Welcome to the show!

## 05 p7 Exercise 4

This is my friend, Rose. We are in the same class, but we are very different. I'm short and I've got long, dark hair. Rose is tall and she's got short hair. I'm shy and I like music. Rose is sporty, she loves swimming and running.

This is my friend Harry, he's got long hair. He lives next door to me. Mum doesn't like Harry because he is very noisy. It's true he's got a big mouth and he talks a lot! He plays the drums. I like Harry a lot. He's different from other boys.

This my friend Tariq. We are in the same chess club. Tariq is really, really clever. He wins the chess championships every year. I think Tariq is very good-looking. He's got dark, curly hair. I love his hair!

These are my friends Nina and Mina. They're Harry's sisters. They're very naughty. Everybody thinks they are good because they've got beautiful long hair and big eyes. But they're not. They're very naughty! They like playing tricks on people.

## 06 p8 Exercise 4

1

**Teacher** Listen carefully to these new words. Eyebrows. Cheeks. Forehead.

**Student** Sorry, can you say that again, please?

**Teacher** Yes. Forehead. OK now?

**Student** Yes, thanks.

2

**Teacher** And here are some more new words. Look and listen. This is a mouth, and this is a chin.

**Student** Sorry, what does 'chin' mean?

**Teacher** A chin is under your mouth.

**Student** Oh, I understand now. Thanks.

3

**Teacher** Here's your homework for tomorrow. I want you to do the exercises on page 23 of your Workbook. There are five exercises. I want you to do exercises 1, 2, 3 and 5. Exercise 4 is optional.

**Student** Sorry, can you say that again, please? I don't understand.

**Teacher** Do exercises 1, 2, 3 and 5. You can do exercise 4 if you want.

**Student** OK. I understand now. Thanks.

4

**Teacher** Yes, Anya. What's the problem?

**Anya** Sorry miss. Can you explain this exercise, please?

**Teacher** Yes, of course.

## 09 p14 Exercise 4

**Tilly** Mum, I can't find my umbrella.

**Mum** Look in the cupboard!

**Tilly** Oh no!

**Mum** Come on. Let's tidy this up. Whose are these hats?

**Tilly** The black hat is Leo's. My hat is the white one.

**Mum** Good. Put it in your box. Now what about these scarves? What colour is your scarf?

**Tilly** Black, white and grey. Leo's scarf is black and white.

**Mum** Great. And these trainers? Whose are they?

**Tilly** My trainers are black, his are white.

**Mum** So, now the umbrellas. Which one is yours?

**Tilly** My umbrella is grey, his is black.

**Mum** Put them in the boxes. Great. Now that's nice and tidy. Keep it that way!

## 10 p16 Exercise 4

1

**Man** Can you help me do the shopping for the picnic?

**Girl** Yes, of course. I love picnics!

**Man** Me too.

**Girl** What do we need?

**Man** We need some bread for the sandwiches.

**Girl** The baker's over there. Have we got cheese and fruit?

**Man** Yes, we have. Do you want anything else for the picnic?

**Girl** Can I have some chocolate?

**Man** Yes, of course. And I want a newspaper.

**Girl** A newspaper!

**Man** Yes, I like reading the paper after lunch.

**Girl** Oh, OK.

2

**Woman** School starts tomorrow, Tim.

**Boy** I know.

**Woman** Do you need anything for school?

**Boy** I'm not sure.

**Woman** Well think! Do you need pens, rulers, a rubber?

**Boy** No, I don't. But I need three new notebooks and two pencils.

**Woman** OK. Anything else?

**Boy** No ... oh yes ...

**Woman** What?

**Boy** I need a new tracksuit for PE.

**Woman** OK. What about trainers? Your trainers are very old and dirty.

**Boy** Yes please, some new trainers would be great!

3

**Boy** Why are we going shopping?

**Woman** It's Grandma's birthday lunch tomorrow.

**Boy** Oh yes.

**Woman** I need some chicken. She loves chicken.

**Boy** Me too.

**Woman** Can you buy her a present? She wants a book about Africa.

**Boy** OK. Do we need anything else?

**Woman** Yes, we need some flowers. Can you get them?

**Boy** Sure.

**Woman** OK. Let's go!

## 12 p23 Exercise 6

**Dan** You're listening to KW PX, the best radio station in town. In today's news – something very strange is happening in town. Our reporter Lisa Lane is there. Lisa, what can you tell us?

**Lisa** Well Dan, I'm standing in front of the chemist's and I'm looking up at a dragon – that's right, a *real* dragon – in the sky.

**Dan** A dragon? Wow! Are there any other strange animals in town?

**Lisa** Yes, there's a giant gorilla!

**Dan** What does it look like, Lisa?

**Lisa** It's big and hairy, Dan – it's a *giant gorilla*! It's at the museum. It's climbing up the building. It's standing on the roof!

**Dan** Is that scary sound the gorilla, Lisa?

**Lisa** No, Dan! There are other strange animals. That sound is a dinosaur.



**Dan** Run, Lisa!  
**Lisa** It's OK, Dan. I'm hiding behind a car. I think the dinosaur is going to the butcher's.  
**Dan** It can probably smell the meat, Lisa. It's hungry!  
**Lisa** No, wait! It isn't going to the butcher's. It's going to the takeaway. It can smell the pizzas! It wants to eat them!  
**Dan** What's happening now, Lisa?  
**Lisa** The dinosaur is looking at the gorilla. This isn't good...  
 I think they're going to fight.  
**Dan** Oh no...  
**Lisa** Wait! They're gone! No dinosaur, no gorilla, no dragon in the sky. I... I don't understand. Back to you in the studio, Dan.  
**Dan** Thanks, Lisa. And now, today's weather.

#### 14 p25 Exercise 6

**Riki** Look at the baby giraffes!  
**Karla** Let's take some photos of them for our school project.  
**Riki** That's a good idea.  
**Karla** And now we need some information about them.  
**Riki** Look! There's the keeper. Let's ask her.  
**Karla** Excuse me? Can you tell us about the baby giraffes?  
**Zookeeper** Yes, of course.  
**Karla** Are they brother and sister?  
**Zookeeper** No, they aren't. They're cousins.  
**Karla** How old are they?  
**Zookeeper** Gerry is six months old and Gill is three months old.  
**Karla** Six months... and three months. So, Gerry is older than Gill.  
**Zookeeper** That's right, he's taller and heavier, too.  
**Riki** How tall is Gerry?  
**Zookeeper** He's two metres 50 centimetres. Gill is two metres.  
**Riki** Wow! Two metres. That's tall!  
**Zookeeper** Yes, it is.  
**Karla** How much do they weigh?  
**Zookeeper** Gerry weighs about a hundred kilos!  
**Karla** A hundred kilos!  
**Zookeeper** That's right. Gill is lighter, she weighs about 50 kilos.  
**Karla** I think Gerry is very pretty.  
**Zookeeper** Yes, Gerry is prettier than Gill.  
**Riki** Is it fun looking after them?  
**Zookeeper** Yes... and no. Gerry is very quiet, it's easy to look after him. Gill is very lively. She runs around a lot!  
**Riki** How fast can Gerry run?  
**Zookeeper** I'm not sure. About 30 kilometres per hour. Gill is slower. She

runs at about 15 kilometres per hour. Now, would you like to help me feed them?

**Riki and Karla** Yes, please!

#### 15 p27 Exercise 6

1  
**Woman** Hello! Is this your dog?  
**Girl** Yes, this is Tiny.  
**Woman** Tiny! That's a funny name. He's very big.  
**Girl** Yes, he's bigger than me!  
**Woman** He's lovely. Has he got a prize?  
**Girl** Yes, he has.  
**Woman** Is it for the biggest dog?  
**Girl** No, it isn't. It's for the hairiest animal in the show!  
**Woman** Well, he's certainly very hairy. Is he a good dog?  
**Girl** Yes, he's very good.  
**Woman** Does he eat a lot?  
**Girl** Yes, he eats and eats. He loves cheese!  
 2  
**Woman** Hi there. What a beautiful bird!  
**Boy** Thank you. She's a canary.  
**Woman** What's her name?  
**Boy** She's called Shakira.  
**Woman** Shakira. Why?  
**Boy** Because she's a very good singer. She loves singing.  
**Woman** Oh, I see. Has she got a prize?  
**Boy** Yes, she has. Look, this is her rosette.  
**Woman** Is it for best singer?  
**Boy** No, it isn't. It's for the prettiest bird.  
**Woman** Oh, I see. Well done!  
 3  
**Woman** Hi, I love your rabbit. She's very pretty.  
**Girl** Actually he's a boy, not a girl.  
**Woman** Oh, sorry. What's his name?  
**Girl** Bob. He's called Bob.  
**Woman** His ears are beautiful. And he's a lovely colour.  
**Girl** Thanks.  
**Woman** Has he got a prize?  
**Girl** Yes, he has. He's got the prize for the fastest rabbit.  
**Woman** Wow! That's great. Well done.  
**Girl** Yes, he loves running. Especially if there's a carrot for him.  
 4  
**Woman** That's a fantastic fish.  
**Boy** He's amazing, isn't he?  
**Woman** What's his name?  
**Boy** He's called Finn.  
**Woman** What does Finn do?  
**Boy** Well, he likes swimming.  
**Woman** Is there a prize for the best swimmer?  
**Boy** No, there isn't. But Finn has got the prize for the prettiest animal in the show.  
**Woman** Brilliant. He is very, very pretty.

#### 16 p28 Exercise 3

**Boy** What's in this box?  
**Adult** Flies – listen!  
**Boy** Oh yes. How many flies are there in the box?  
**Adult** I'm not sure. About five hundred.  
**Boy** And what's in here?  
**Adult** Mosquitos.  
**Boy** Are there a lot of mosquitos in the box?  
**Adult** Yes, there are about eighty mosquitos.  
**Boy** What's in that box?  
**Adult** We've got centipedes in there.  
**Boy** How many are there?  
**Adult** Lots! There are three hundred and twenty.  
**Boy** What have you got in here?  
**Adult** This box has got millipedes in it.  
**Boy** Are there a lot?  
**Adult** About two hundred and fifty.  
**Boy** What's in here?  
**Adult** Ants, this box is full of ants.  
**Boy** Are there a lot?  
**Adult** Yes, about two thousand.  
**Boy** And in here?  
**Adult** Beetles.  
**Boy** How many are there?  
**Adult** One.

#### 19 p39 Exercise 5

**Interviewer** Good morning everyone. Today we are talking to Julie Jones, the famous swimmer.  
**Julie** Thank you. Good morning.  
**Interviewer** Last year was a busy year for you.  
**Julie** Yes, it was. I was in four continents, in four months.  
**Interviewer** Wow. Where were you in January?  
**Julie** I was in London.  
**Interviewer** Were you in London for a competition?  
**Julie** No, I wasn't. I live and train in London. It's got some great running tracks.  
**Interviewer** And in February?  
**Julie** I was in New York.  
**Interviewer** Why were you in New York?  
**Julie** My family lives in New York. It was my birthday in February and we had a big party.  
**Interviewer** Oh! I see. And in March?  
**Julie** I was in Tokyo in March.  
**Interviewer** Have you got family in Tokyo, too?  
**Julie** No, I haven't. I was at a competition.  
**Interviewer** Were you happy with your performance?  
**Julie** Yes, it was great. I wasn't the winner, but I was second.

**Interviewer** Congratulations! And where were you in April?

**Julie** I was in Sydney, in Australia.

**Interviewer** Do you sometimes train in Sydney, too?

**Julie** No, I don't. I was on holiday. I love surfing and the surf is great in Australia!

## 20 p45 Exercise 5

1

**Henry** Mum, can we play in the playground, please?

**Mum** Wait a minute please, Henry.

**Henry** Mum, can we have an ice cream, please!

**Mum** Not now, Henry.

**Henry** MUM! Look at those big children. They're bigger than elephants!

**Mum** Henry, don't tell stories!

**Henry** I'm not telling stories! Look!

**Mum** There is nobody there. Don't tell stories, Henry! No ice cream for you!

2

**Man** What insects are you looking for, Eliza?

**Woman** My favourite insects are dragonflies. You can usually see them near the river.

**Man** Wait! What are those insects? Are they ants?

**Woman** No, they're bigger than ants. Perhaps they're beetles. Pass me the magnifying glass, please, Tom.

**Man** Where are you going?

**Woman** To town. I need new glasses.

**Man** Why?

**Woman** Because those beetles look like little people to me!

3

**Professor Green** Oh no, the statue isn't in my bag. It's probably in the park with those children. Excuse me. I'm looking for four children. They have something of mine.

**Woman** I think there are some children near the river.

**Professor Green** OK, thanks.

**Professor Green** I can't see anybody. But there's the statue – it's on the grass. Now where are those children?

**Anna** Help us!

**Professor Green** What's that? I can hear something. And I can see something, too. A big spider!

## 22 p48 Exercise 3

1

**Woman** Hi Alfie! Did you have a good time at the holiday club?

**Alfie** Yes, thanks. It was great. I went to craft.

**Woman** What time was that?

**Alfie** It started at eleven o'clock.

**Woman** What did you make?

**Alfie** I made a board game.

**Woman** Was it fun?

**Alfie** Yes, it was. I liked painting the game a lot. It looks fantastic!

2

**Man** Hi Phil. What did you do today?

**Phil** I went to the ecology workshop in the afternoon.

**Man** What time did it start?

**Phil** It started after lunch, at half past two.

**Man** What did you learn?

**Phil** We learned about butterflies. We watched them in the garden.

**Man** What did you like best?

**Phil** I loved taking photos of them. Look – they're on my phone.

3

**Man** Hello Flora. Did you have a good time this afternoon?

**Flora** Yes, I did. It was great! I went to the computer workshop!

**Man** Was that at half past two?

**Flora** No, it wasn't. It was at half past three.

**Man** What did you learn?

**Flora** I learned to make an animation.

**Man** Wow! Was it difficult?

**Flora** Not very. I really liked inventing a character.

4

**Woman** Hello Zara! You look tired. What did you do this morning?

**Zara** I went to breakdance. We worked very hard.

**Woman** What time did you start?

**Zara** At ten o'clock. We had three hours of breakdancing!

**Woman** What did you learn?

**Zara** I learned to stand on my head.

**Woman** Amazing. What was the best part of it?

**Zara** The music. I loved the music. It was brilliant.

## 23 p51 Exercise 5

**Eva** Hi Leo. I love your zombie costume.

**Leo** Hi Eva. Thanks.

**Eva** Did you make it?

**Leo** Yes, I did. My dad gave me some old clothes. Yours is good, too. Are you the girl in *Toy Story*?

**Eva** That's right. Do you like my hat?

**Leo** Yes, it's great.

**Eva** My mum made my costume.

**Leo** It's brilliant.

**Eva** Yours is better. I love the shirt.

**Leo** Yes, I like it too.

**Eva** Did you buy anything?

**Leo** Yes, I did. I bought the teeth! They're not my dad's!

**Eva** Ha, ha! What about the blood?

**Leo** Oh, the blood is red paint. My sister had some in her art box. She helped me. She painted the shirt.

**Eva** It looks fantastic. Very real. Where did you find the idea?

**Leo** I looked on the Internet. There are lots of ideas there.

**Eva** Did you win a prize?

**Leo** Yes, I did. I won second prize.

**Eva** Second prize! Well done!

**Leo** Did you?

**Eva** No, I didn't. Mine isn't very good. Next time you can help me!

**Leo** OK. It was fun. I love making costumes.

## 24 p56 Exercise 3

1

**Adult** Tell me about your Sunday lunch. Eva – do you help make lunch?

**Eva** Yes, I do. We have lunch at Grandma's on Sundays. I love cooking. I always help her.

**Adult** What do you have for lunch? Kebabs?

**Eva** No! We never have kebabs. We usually have roast chicken and apple pie for dessert.

**Adult** Roast chicken and apple pie sound good.

2

**Adult** What about you, Judy? Who makes Sunday lunch in your house?

**Judy** My dad. I often help him. It's fun.

**Adult** What do you make?

**Judy** We usually make kebabs. Dad really likes making them.

**Adult** And for dessert?

**Judy** We sometimes have pancakes. I like pancakes with chocolate sauce.



3

**Adult** And you, Leo?

**Leo** I never help make Sunday lunch!

**Adult** Oh! Why not?

**Leo** Because we always go to a restaurant.

**Adult** Oh, I see. What do you have for lunch?

**Leo** I sometimes have steak and chips. It's my favourite.

**Adult** Sounds good. And for dessert?

**Leo** Cheesecake. It's my number one dessert.

4

**Adult** What about you, Arran?

**Arran** I sometimes help make Sunday lunch. I like making pizzas. They're not very difficult.

**Adult** Do you make a dessert, too?

**Arran** My mum makes dessert on Sundays. She often makes a great chocolate mousse!

## 26 p60 Exercise 3

**Rex** Look Mum! This is video of our cookery lesson. We made cupcakes.

**Mum** What's Ana doing? Is she grating chocolate?

**Rex** No, she isn't. She's grating lemon peel. We made lemon cupcakes.

**Mum** Did they have lemon juice in them, too?

**Rex** Yes, they did. Luisa is cutting up a lemon.

**Mum** What's Tamsin doing?

**Rex** She's putting some sugar in a bowl. And her friend Lisa is putting some milk in another bowl.

**Mum** Is Charlie weighing some sugar?

**Rex** No, he isn't. He's weighing some flour.

**Mum** Ben's working hard!

**Rex** Yes, he is. He's mixing the eggs. Look, the cupcakes are ready. Theo is taking them out of the oven.

**Mum** The cupcakes look very pretty.

**Rex** Yes, we're decorating them. It's fun!

## 28 p67 Exercise 5

1

**Man** Look. There it is. We've found it – the ancient statue.

**Woman** Is it really magic?

**Man** Let's find out. I love reading about space and the stars. I want to go to space. Wh. . .what's happening?

**Woman** You're an alien! You've got six eyes and lots of legs!

2

**Woman** I love swimming. It's my favourite thing in the world! I wish I could swim better. I want to be the best swimmer in the world. What's happening? Oh no! I have a fish tail. I'm a mermaid!

3

**Man** I hate the cold weather and I can't stand the rain! I want to go somewhere really hot on holiday.

**Woman** Where are we?

**Man** We. . .we're on top of a volcano! It's hot. TOO HOT!

