

Sunrise

Teacher's Book



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7

INTRODUCTION

Who is **Sunrise 7** for?

It's written for teenagers at beginner or false beginner level in English.

What are the components of **Sunrise 7**?

- Student's Book
- Activity Book
- Teacher's Book
- Two CDs

Student's Book

What's in the Student's Book?

- Welcome Unit
- Units 1–7, each with four lessons and a Review
- Story: L.A. Bird
- Grammar Summary with translation
- Word List

How is the Student's Book organised?

The Map of the Book (pages 2 and 3) is for assistance to teachers to give an idea of the overall plan of the course. The extended Welcome Unit provides an introduction to the course. It is largely designed for students who are completely new to the English language. It includes basic language items such as numbers, nationalities, sports, classroom instructions and simple grammar items.

Units 1–7 are topic-based (Sport, Animals, Free time etc.) and follow the adventures of competitors at the World Youth Games. Lessons 1–3 of each unit introduce and practise the new language and make it relevant to your students. The language is introduced in a dialogue or text which is followed by a number of comprehension and practice activities. Students typically use the new language to talk about themselves and their world, and lessons usually end with a writing activity. All these lessons contain Grammar Files and Sound Files and many lessons have Look! boxes, Games and Fact Files. You can usually adapt the lesson material according to the size and type of class you have. Lesson 4 of each unit has five sections covering Listening, Speaking, Reading, Writing and Study Skills. The To Help You Study section helps students develop as independent learners, and highlights useful classroom language through Classroom English. The Review revises the language of the unit and ends with a song.

What about grammar?

Lessons 1–3 in each unit focus on particular grammatical points. These are highlighted at the top of the first page of each lesson, and in Grammar Files, which students should copy and complete, and in Look! boxes. There is a comprehensive Grammar Summary at the back of the book, organised by unit, which students and teachers can consult during lessons or for homework. The explanations of the grammatical items have been translated into your language.

What about pronunciation?

Sound Files in Lessons 1–3 of each unit give practice in pronunciation, stress and intonation. These activities are on the CD and provide models for repetition and give students the opportunity to identify different sounds and stress patterns.

What about vocabulary?

Vocabulary development is systematic and the Word List gives lesson-by-lesson coverage of all new words. Students are encouraged to develop their own vocabulary notebooks in the Study Skills sections.

What about the story?

The story, L.A. Bird, follows the language development in the book. Students can read and listen to the episode when they have finished each unit (except for the final episodes 8 and 9, which they can finish while studying the Farewell Unit). Students should complete the dialogues/texts in class. Teachers may decide to read the L.A. Bird texts and dialogues out loud, but we strongly recommend that students listen to the CD recordings.

Activity Book

What's in the Activity Book?

Lessons 1–3 of each unit contain Grammar, Vocabulary and Pronunciation activities. Lesson 4 develops Reading, Writing and study skills in To Help You Study, and includes a crossword to help students revise their vocabulary. The Review contains more formal exercises to revise the unit language, and ends with a 'How good are you?' section inviting students to review their progress in the unit.

How do I use the Activity Book?

The Activity Book provides valuable written back-up and practice to the Student's Book. You may wish to use the exercises in the Activity Book as you progress through the lessons (and both the Student's Book and this Teacher's Book will give you sign posts as to which activities are most

appropriate and when to use them). Or many of the activities can be given as homework exercises. You may wish to use the Review section as a more formal type of test.

Teacher's Book

What's in the Teacher's Book?

- Introduction
- Lesson notes including CD scripts and Student's Book answers
- Activity Book Answers
- L.A. Bird scripts and answers
- Grammar Summary
- Pairwork Activities
- Projects
- Wordlist
- Pronunciation Guide – phonetic symbols

How do I use the lesson notes?

The lessons in the Student's Book are designed to be taught as they stand. All you need is the Student's Book, the Activity Book and the CD. The Teacher's Book gives you To start ... – ideas for starting your lessons. At the end of each lesson are suggestions for homework (although remember that the Activity Book can also be used for extra homework activities). A quick look at the lesson notes before you start class should enable you to tailor your lesson to your particular class without having to spend a long time on preparation. A final suggestion: you can cut down on your after-class marking time by going through the answers to Student's and Activity Book exercises on the board, in class.

What about pairwork?

As with Projects, the Pairwork Activities are a flexible resource which can be exploited during or at the end of a unit, with the whole or part of the class.

What about Projects?

There are nine projects at the back of the Teacher's Book and these are intended to be used flexibly. Some teachers may wish to do a project with the whole class after completing a unit while others may wish to integrate the project as they progress through the unit. Other options include using the projects for homework, or with the more confident students in mixed ability classes. Projects provide a valuable resource for student creativity and self-expression, but teachers with little time at their disposal may choose to ignore them.

CDs

What's recorded on the CDs?

The CDs contain all the recorded listening material in the Student's Book, including Grammar Files, Sound Files, Review activities, the songs, and L.A. Bird. Recorded items are indicated by a CD symbol in both the Student's and Teacher's Book.

MAP OF THE BOOK

WELCOME UNIT

P4

- Hello** *I'm...; What's your name? How old...? Where...?; to be; he, she, we, they; countries and nationalities; instructions*
- What's this?** *What's this? It's a/an...? instructions*
- It's my notebook.** Numbers 0-10; *you, my, your; preposition: in; classroom items; alphabet*
- What time is it, please?** Numbers 11-20; *o'clock, half past; this/that*
- What's your favourite sport?** *What's your favourite ...?; Is it ...?; Yes, it is. No, it isn't; sport; colours; imperatives*
- Her T-shirt is yellow** Possessive adjectives; countries and nationalities; clothes; plural nouns
- Is Steven her brother?** Family; *to be*: questions and negatives; numbers 21-100; *I think...*
- What day is it today?** Days of the week; *When...?; time; prepositions: on, at; school subjects*

UNIT 1 PEOPLE AND PLACES

P20

STRUCTURES

SKILLS AND SOUNDS

VOCABULARY

- | | | |
|---|---|---|
| 1 Present simple <i>to be</i> ; questions: <i>what? where? how old?</i> ; personal pronouns; possessive adjectives; numbers 21-1000 | Vowels: /æ/ /u:/ /i:/ /ɔ:/ /a:/ | Personal information; countries; sports |
| 2 Present simple <i>to be</i> : questions, short answers and negative; question: <i>who?</i> | Syllable stress in numbers: 13/30 | Countries; numbers 21-1000 |
| 3 Present simple: positive; <i>like, love, hate, live, speak</i> | /s/ /z/ | Languages |
| 4 1st, 2nd, 3rd, 4th; question: <i>when?</i> | Reading/Writing: personal profile
Listening: numbers and dates
Speaking: personal information
To help you study: learning words; vocabulary notebook | Ordinal numbers; months and dates |

REVIEW of unit language; song: *WYG song*

UNIT 2 THINGS

P30

STRUCTURES

SKILLS AND SOUNDS

VOCABULARY

- | | | |
|---|---|------------------------------------|
| 1 Present simple: negative, questions and short answers; <i>or, but</i> | Intonation in questions and statements | Colours; clothes |
| 2 <i>have got</i> : positive and negative; <i>a, some, any</i> . | /ð/ /θ/ | Possessions |
| 3 <i>have got</i> : questions and short answers; | Contrastive stress | Shopping; sizes; classroom English |
| 4 <i>Can I ...?</i> (requests and permission); pronoun: <i>one</i> | Listening/Speaking: conversation
Reading/Writing: personal letter
To help you study: classroom English; vocabulary notebook | |

REVIEW of unit language; song: *My favourite things*

UNIT 3 SPORT

P40

STRUCTURES

SKILLS AND SOUNDS

VOCABULARY

- | | | |
|--|--|--|
| 1 Present continuous: positive | Silent letters | Parts of the body; verbs for actions |
| 2 <i>There is/are</i> ; prepositions of place: <i>in, on</i> | Syllable stress: two syllable words | Furniture and equipment; verbs for actions |
| 3 Possessive 's; possessive pronouns; question: <i>whose?; let's ...</i> | /t/ /ɪ/ | Possessions |
| 4 | Listening: descriptions of people
Speaking: describing people
Reading/Writing: postcards
To help you study: ways of learning; vocabulary notebook | Verbs for actions |

REVIEW of unit language; song: *Body Rap*

UNIT 4 ANIMALS

P50

STRUCTURES

SKILLS AND SOUNDS

VOCABULARY

- | | | |
|---|---|--|
| 1 <i>Can</i> (ability) | /æ/ /ɑ:/ | Pets; skills and abilities |
| 2 Present continuous: questions and negative | Pronunciation of <i>i</i> : /aɪ/ /ɪ/ | Zoo animals |
| 3 Comparative adjectives: <i>-er; better, worse; than</i> | /ə/ | Adjectives |
| 4 | Reading/Listening: descriptions of animals
Speaking/Writing: describing animals
To help you study: classroom English; vocabulary notebook | Wild animals; continents; measurements |

REVIEW of unit language; song: *Do the monkey!*

UNIT 5 TIME AND SPACE

P60

STRUCTURES

- 1 Prepositions of time: *at, in, from ... to*; present simple: routines; adverb of frequency; *usually*
- 2 Present simple: routines; present continuous: *now*
- 3 *Is/Are there ...?* and short answers; question: *How many?* prepositions of place: *next to, near, opposite*
- 4

SKILLS AND SOUNDS

- Stress timing
- /ʊ/ /u:/
- Syllable stress: three syllable words
- Reading: visitor's information and map
- Speaking: asking for and giving information
- Listening: opening and closing times
- Writing: giving information about a place
- To help you study: vocabulary notebook

VOCABULARY

- Time-telling; routine actions
- Verbs for actions
- Rooms, furniture and equipment
- Town facilities

REVIEW of unit language; song: *Space Talk*

UNIT 6 FREE TIME

P70

STRUCTURES

- 1 *would like* + noun/infinitive; *that/those*; countable and uncountable nouns
- 2 *like, love, hate* +-ing; *good at* +-ing
- 3 Comparative adjectives: *more* + adjective; questions: *How much ...?*, *Which one ...?*
- 4

SKILLS AND SOUNDS

- Syllable stress: three syllable words
- Syllable stress: three syllable words
- Syllable stress
- Reading/Writing: personal profile
- Listening/Speaking: interview
- To help you study: ways of learning; self assessment

VOCABULARY

- Food and drink
- Sport and leisure activities; school subjects
- Shopping and prices; longer adjectives
- Favourite things and activities; classroom English

REVIEW of unit language; song: *Come and dance with me!*

UNIT 7 A LONG TIME AGO

P80

STRUCTURES

- 1 Past simple *be*: *was, were*; preposition of time: *ago*; prepositions of place: *at, in*
- 2 Past simple regular verbs: positive
- 3 Past simple regular verbs: questions, short answers and negative
- 4

SKILLS AND SOUNDS

- Weak and strong forms of *was*
- /d/ /t/ /ɪd/
- /æ/ /e/
- Reading: description of life in the past
- Listening: narrative
- Speaking: checking what happened
- Writing: diary
- To help you study: vocabulary notebook; making a word map

VOCABULARY

- Town facilities; family; rooms and furniture
- Verbs for actions
- Household items; verbs for actions
- Leisure activities; town facilities

REVIEW of unit language; song: *Last night I watched you on TV*

FAREWELL UNIT GOODBYE FROM LONDON

REVIEW of unit language; song: *Friends*

STORY: L.A. BIRD
GRAMMAR SUMMARY
WORD LIST

p110
p134
p140

WELCOME UNIT

Lesson 1 *Hello!*

Student's Book p4

Grammar

*I'm ... What's your name? How old ... ?
Where? Countries and nationalities*

Useful extras

- map of Britain; world map showing Kurdistan, Britain, Italy and the USA

To start ...

- Introduce yourself to students, pointing to yourself and saying *Hello! I'm* (name).
- Ask students to write their name on a folded slip of paper and put it at the front of their desk. Then go round saying to students *Hello! I'm* (name). Point to students' names and ask students to say *Hello! I'm* (name).

1 LISTEN AND READ

Aim: to introduce and teach *I'm ... What's your name?*

- Say *Listen*, and play the first two lines of the dialogue. Students look at the text and picture.
- Play the first line. Students point to Martin. Repeat for Sue.
- Say *Listen* again. Play the whole dialogue. At the end, point to yourself and answer Martin's question with *I'm* (name).
- Play the dialogue again. Half the class repeats Sue's part, and the rest Martin's. Then change over.

CD script CD 1 Track 1

Martin *Hello! I'm Martin.*

Sue *Hi! I'm Sue.*

Martin *What's your name?*

- Use the pattern *Hello. What's your name? I'm* (name). *What's your name? I'm* (name). They may repeat this with other nearby students.

Extra activities

- Continue asking students. They say their name and then ask you *What's your name?*
- Students ask their neighbours and find the names of three others.
- They copy the dialogue into their notebooks and complete it for themselves and two or three other students.

3 READ

Aim: to present and practise *How old are you? Where are you from?*

- Explain that the World Youth Games, rather like a junior Olympics, is being held in London. Sue and Martin are two English teenagers interviewing the competitors.
- Say *Listen* and read the dialogue through out loud once. Students listen and follow.
- Read again. Students repeat the questions and answers in two groups.
- Read it a third time for them to change roles.
- Students copy the next dialogue into their notebooks and complete it.

Answers

Kathy *What's your name?*

Martin *Martin.*

Kathy *How old are you?*

Martin *I'm fourteen.*

Kathy *And where are you from?*

Martin *I'm from London.*

Go to Activity Book Welcome Unit Lesson 1
Activities 1 and 2

2 SPEAK

Aim: to help the students to talk about themselves.

- Ask students *What's your name?* If necessary, point to their labels.

Extra activities

- Students take the part of Kathy or Martin and read both dialogues.
- Show students where London and Manchester are on a map of Britain.

4 SPEAK AND WRITE

Aim: to help students talk about their ages and where they come from.

- Draw a chart on the board, with the headings *name, age, town/city*. Ask students to help you fill in Kathy's and Martin's details.
- Ask two students *How old are you? Where are you from?* and write their details in the chart.
- Students copy the chart into their notebooks.
- Students now ask three others *How old are you? Where are you from?* and complete the chart. Explain to students that they may say their district or village rather than town/city.

5 LISTEN AND SPEAK

Aim: to present and practise *he, she*.

- Play the CD while students listen.
- Play it again while they look at their books.
- Play it a third time pausing for them to repeat in chorus.
- Now point to the chart on the board and speak about one of the students whose details you noted.
- In the same groups of three, students speak about each other: *(Name) is (age). He's/she's from ...*

CD script Track 2

*Kathy is sixteen. She's from Manchester.
Martin is fourteen. He's from London.*

Extra activity

- In groups of six to eight, students take turns to tell each other about the people in their chart.
- Students write the statements about the three people in their notebooks.

Go to Activity Book Welcome Unit Lesson 1 Activities 3–5

6 LISTEN AND WRITE

Aim: to present names of countries and *we*.

- Point to each flag in turn and say the name of the country. Students repeat in chorus.
- Now look at the picture of Silvia and Antonio. Read *We're from ...* and prompt the answer. Go

through the other pictures in the same way. Do not correct answers yet.

- Now say *Complete*. Students do so in their notebooks.
- Play the CD once or twice for students to check their written answers.

CD script Track 3

Martin *Silvia and Antonio – where are you from?*
Silvia *We're from Italy.*

Sue *Tom and Alice – where are you from?*
Tom *We're from the USA.*

Martin *Banaz and Kawa – where are you from?*
Banaz *We're from Kurdistan.*

Tom *Sue and Martin – where are you from?*
Sue *We're from Britain.*

Answers

Refer to the CD script.

Extra activity

- Students' books closed. Show the four flags in any order. The class and then individuals say the country name.

7 LISTEN

Aim: to present nationalities and *they*.

- Say *Banaz and Kawa* to prompt the response *Kurdistan*. Do the same with the other pairs.
- Play the CD. Students listen only.
- Play it again for them to match the people and nationalities.
- To check, read the second sentences, e.g. *They're British*. Students chorus *Sue and Martin*.

CD script Track 4

Banaz and Kawa *They're Kurdish.*
Silvia and Antonio *They're Italian.*
Sue and Martin *They're British.*
Tom and Alice *They're American.*

Answers

1b 2d 3a 4c

Extra activity

- Give practice in relating country and nationality, e.g. say *Kurdistan*. Students say *Kurdish*. Or say *American* and they say *the USA*.

Look!

- Ask students to study the chart. Then read the chart and ask students to repeat together *I'm ... I am ...* etc. after you.
- Then read out the 'long' forms – *I am, you are* etc. and students respond with the 'short' forms – *I'm, you're* etc.

8 WRITE

Aim: to give written practice of countries and nationalities and *they*.

- Read *Banaz and Kawa. They're from ...* Prompt the answer *Kurdistan*. Then say *They're ...* and prompt *Kurdish*.
- Say *Complete*. Students complete the exercise in their notebooks.

Answers

Refer to the CD scripts for Activities 4 and 5.

Extra activity

- Say the pairs of names at random. The class, or individuals, respond with statements about the country and nationality. This can also be used for pairwork.

Go to Activity Book Welcome Unit Lesson 1 Activities 6 and 7

9 SOUND FILE

Aim: give practice with the sounds /ð/ and /θ/.

- Play the CD. Students repeat the words in chorus and individually.

CD script CD 1 Track 5

/ð/ *they this that*
/θ/ *three thirteen thank*

10 CLASSROOM ENGLISH

Aim: to present and practise simple classroom instructions.

- Play the CD while students listen and follow.
- Now play it again, pausing after each instruction for them to perform the action.
- (Books closed) Give the instructions for students to perform.

CD script CD 1 Track 6

Hands up!

Hands down!

Extra activities

- In pairs, students take turns to give and act the instructions.
- Give practice with all the instructions they have learned so far.

Go to Activity Book Welcome Unit Lesson 1 Activities 8–10

Consolidation and extension activities

- Students imagine that Sue or Martin are interviewing them and rewrite the dialogue in Activity 1 about themselves.
- Use pictures of flags (in the book) and the maps you brought. Point to flags or countries at random. Say *I/you/he/she/we/they* at random. If you point to a country, students say e.g. *I'm from Italy*. If you point to a flag, they say *I'm Italian*.

Homework

- Students learn the paradigm of *to be*.
- Using the chart in Activity 2, students ask three more people their age and where they are from. Then they write sentences like those in Activity 3.

WELCOME UNIT

Lesson 2 *What's this?*

Student's Book p6

Grammar

What's this? It's a/an... ?
instructions

1 LISTEN AND SPEAK

Aim: to introduce vocabulary and present
What's this? It's a Look!

- Say *Listen*. Play the CD. Students listen and point to the pictures in their books.
- Now say *Match*. Hold up your book, showing the words *a door* linked to the picture of a door.
- Play the CD again, pausing for students to draw the lines with their fingers. Check round the class.

CD script CD 1 Track 7

Sue Listen! *What's this?*
Martin *It's a door.*
Sue Yes! *Listen. What's this?*
Martin *It's a camera.*
Sue Yes! *What's this?*
Martin *It's a clock.*
Sue Yes! *What's this?*
Martin *It's a ball.*
Sue Yes! *What's this?*
Martin *It's a guitar.*
Sue Yes! *What's this?*
Martin *Hello, this is Martin. Hello? Hello?*
Sue *It's a telephone.*

Answers

1C 2A 3E 4F 5B 6D

Ask and answer

- Point to the door picture and read *What's this?* Answer *It's a door*. Students repeat after you. Now point to the camera picture and read the question. Ask students to answer together.
- Do the same for the other pictures.
- Students take turns to ask and answer about the pictures.

2 **What's this?** *What's this? It's a/an... ?* instructions

Go to Activity Book Welcome Unit Lesson 2
Activity 1

2 LISTEN AND SPEAK

Aim: to introduce classroom vocabulary and practise *What's this? It's a/an ...*

- Say *Listen*. Play the CD. Students listen and touch the items in their books. Play it again, pausing after each sentence to give practice.
- Check answers. Point at the pictures and ask students to tell you the words.

CD script CD 1 Track 8

What's this? It's a bag.
What's this? It's an apple.
It's a book. It's a watch. It's a window. It's a chair. It's a table. It's an orange. It's an umbrella.

Look!

- Draw students' attention to the use of *a* and *an*.

Ask and answer

- Point to pictures at random and ask *What's this?* Students answer in chorus. Next divide the class into two. Group 1 points to the same picture as you and asks the question, while group 2 answers. Then they change: group 2 asks and group 1 answers.
- Students continue the practice in pairs.

Go to Activity Book Welcome Unit Lesson 2
Activities 2–4

3 WRITE

Aim: to give written practice with the new words and *What's this?*

- Either you or a good student reads the first question, and the whole class or an individual replies. Do the same for the second question.

- Say *Write* and indicate or explain that the students must write in their notebooks. They copy the questions and write the answers. Go round the class and check.

Answers

1 *It's a watch.* 2 *It's an umbrella.*

Extra activity

- Students do three to five simple drawings in their notebooks and write *What's this?* beside each. Then they exchange books with their partner and write the answers.

4 SOUND FILE

Aim: to practise the sound /w/.

- Students repeat the words as a class and individually after the CD.

CD script  **CD 1 Track 9**
watch *what* *window*

5 CLASSROOM ENGLISH

Aim: to present and practise simple classroom language including instructions.

- Say *Listen*. Students listen to the CD and follow in their books. They touch the appropriate picture or perform or mime the action.
- Play it again and pause for students to repeat together.

CD script  **CD 1 Track 10**
Open the book. *Close the book.*
Open the window. *Close the window.*
Open the door. *Close the door.*
Open the bag. *Close the bag.*

Go to Activity Book Welcome Unit Lesson 2
Activities 5–7

Consolidation and extension activities

- Students write four sentences from the box in Activity 5.

Homework

- Students choose six of the new words. In their notebooks they draw a simple picture of each and write beside it *What's this? It's a/an*
- Learn the new language and new words by heart.

WELCOME UNIT

Lesson 3 *It's my notebook*

Student's Book p8

Grammar

How are you? Numbers 0-10
you my your Preposition: *in*
Classroom items; Alphabet

Useful extras

- A shopping bag with items in it, e.g. a sandwich, a notebook, etc.

To start ...

- Say *Hello* to several students. They greet each other.
- Point to the picture of Sue on page 6 and ask *Who's this?* Students answer in chorus. Do the same for Martin.

1 LISTEN AND READ

Aim: to present *How are you?*

- Play the dialogue while students look at their book.
- Play it again. They repeat first in chorus and then with half the class as Sue and the others as Martin. Explain that *Hello* is friendly but polite, while *Hi* is used with friends. If necessary, explain *How are you? I'm fine.*

CD script CD 1 Track 11

Sue *Hi!*
Martin *Hello!*
Sue *How are you?*
Martin *I'm fine, thanks.*

Extra activity

- Say different names, e.g. names of other teachers or members of your school staff and names of students. Each time the response is *Hello* or *Hi* as appropriate. Do this with the whole class, then individuals.

Go to Activity Book Welcome Unit Lesson 3 Activity 1

2 WRITE AND SPEAK

Aim: to give written practice of *How are you?*

- Teach the word *complete*. Then students copy and complete the dialogue in their notebooks.
- Give further group practice of the dialogue, making sure the groups practise both Sue and Martin's lines.

Answers

How are you? - I'm fine, thanks.

3 SOUND FILE

Aim: to practise the sound /h/.

- Students repeat the words together after the CD.
- Say words at random for them to repeat.

CD script  **CD 1 Track 12**
 [h] hi hello how

4 LISTEN AND WRITE

Aim: to present and practise numbers 0 to 10

- Listen and repeat.
 - Play the CD (section a). Students listen and follow in their books.
 - Play it again. They repeat each number.
 - Write the numbers zero to ten on the board in words. Then ask students to practise the numbers together.
- Listen and write.
 - Play the CD (section b). Students write the numbers they hear in figures in their notebooks.
 - Play it once again for them to check.

c Complete with numbers.

- Ask students to copy the Bingo card three times in their notebooks. They then write seven numbers from 0–10 on each card. They must not repeat a number on one card, and all cards should be different.
- Draw a bingo card on the board and fill it in with seven numbers of your own choice. Then you can play the game with them the first time.
- Explain that they must cross out any number they hear. If they cross out all their numbers, they put their hand up or call *Bingo!*
- Play the first seven numbers of the CD (section c). Cross out the numbers on your card on the board as you hear them, while students are doing the same.
- Stop the CD after the first seven numbers. Check the cards of any students who raise their hands or call *Bingo!*
- Then do the same for the second and third sets of numbers.

CD script CD 1 Track 13

a)

zero one two three four five six seven
eight nine ten

b)

four nine one eight ten two six zero
three seven five

c)

zero two four six eight nine ten
one three four five seven eight ten
zero one two three five seven nine

Go to Activity Book Welcome Unit Lesson 3 Activity 2

5 LISTEN AND SPEAK

Aim: to introduce vocabulary and practise numbers 0 to 10.

- Revise the vocabulary from Lesson 1.
- Play the CD. Students listen and follow in their books, pointing at each item as they hear it.
- Play it again, pausing after each sentence for them to repeat together.
- Then divide the class into two groups. One group repeats questions one to five, while the other group answers. They change for six to ten.

CD script CD 1 Track 14

What's number one?

It's an elephant.

What's number two?

It's a pen.

What's number three?

It's a notebook.

What's number four?

It's an apple.

What's number five?

It's a drink.

What's number six?

It's a magazine.

What's number seven?

It's a book.

What's number eight?

It's a sandwich.

What's number nine?

It's a bag.

What's number ten?

It's a pencil.

Answers

Refer to the CD script.

Extra activity

- Hold up your book and point to several of the pictures at random, asking *What's this?* Students chorus the answer.

Ask and answer

- In small groups (4 or 5) students ask and answer, choosing numbers at random. They may choose who they ask. The student who answers then asks the next question.

Extra activities

- Students choose four items. They draw them in their notebooks and number them with any numbers between one and ten. Then they write beside each *What's number ...? It's a/an ...*
- Students draw and number pictures or arrange real objects on their desk and number them. They take turns to practise the question and answer.

Go to Activity Book Welcome Unit Lesson 3 Activities 3 and 4

6 SPEAK

Aim: to present and practise *my, your*.

- Read the dialogue. Ask the class to repeat the lines of the dialogue after you.
- Hold up your bag, and prompt the question *What's in your shopping bag?* You reply *Look*, and invite a student to put a hand in the bag and touch something, asking *What's this?* As the item is brought out, you say *It's my*
- Repeat with other students. Students should not know what the item is when they ask the question.

Extra activity

- Students copy out and complete the dialogue with a suitable word.

Look!

- Ask students to look at the Look! box, then draw attention to the contents. Hold up a book. Point to a student. Say *I'm (name). This is my book. You're (name). This is your book.*
- Ask students to place some things on their desks. Then ask them to play the same game, in pairs or small groups.

7 LISTEN AND WRITE

Aim: to present and use the alphabet.

- Write the letters of the alphabet in capitals on the board.
- Play the CD while the students listen and look at the board. Point to each letter as the students hear it.
- Then play it again letter by letter for the students to repeat in chorus. Do this once or twice more.
- Students chorus the whole alphabet, following it in their books. If you or your students find this section too taxing then let them do an exercise in the activity book and return to it next lesson.
- Now play the next section while the students follow in their books.
- Play it again, stopping at the end of each group of letters. Students repeat together.
- Individual students read first groups of letters then the whole alphabet, if they are confident.
- Say *Now listen and write five words*. Play the CD, pausing for them to write each word.
- Play it again for them to check.
- Finally have individual students read out e.g. *P-E-N, pen*. etc.

CD script CD 1 Track 15

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

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

1 P-E-N 2 B-A-G 3 W-A-T-C-H
4 D-R-I-N-K 5 M-A-G-A-Z-I-N-E

Answers

Refer to the CD script.

Extra activities

- Spell other words for students to write and read back to you.
- Students take turns to spell words for their partner to write.

Go to Activity Book Welcome Unit Lesson 3 Activities 5 and 6

8 SPEAK

Aim: to practise spelling students' names.

- Read the speech bubble. Students say it together.
- One or two individuals read it.
- Ask a student *What's your name?* Then *How do you spell it?* Do this with two or three different students. Students may write their names before saying the spelling if it makes them more confident.
- Then students ask and spell in small groups.

9 LISTEN

Aim: to give additional practice with numbers 0 to 10 and letters of the alphabet.

- Play the CD. Students listen and choose the correct number plates.
- Check round the class: individuals read the correct number plates.

Extra activity

- Read other similar number plates. Students write them down and then read them aloud.

CD script  **CD 1 Track 16**
1) TI6 813 2) 356 HID 95 3) CSM 473

Answers

Refer to the CD script.

10 CLASSROOM ENGLISH

Aim: to present and practise simple classroom language including instructions.

- Say *Listen*. Students listen to the CD and follow in their books. They perform the action.
- Play it again. Pause so they can repeat together.

CD script  **CD 1 Track 17**

Open your bag.

Close your bag.

Open your book.

Close your book.

Open your notebook.

Close your notebook.

Go to Activity Book Welcome Unit Lesson 3
Activities 7–11

Consolidation and extension activities

- Students copy out and complete this short dialogue. (Explain that two friends meet while shopping.)

Hello, (name).

Hi, (name). How are you?

I'm fine, thanks.

What's in your bag?

Look! It's a/an What's in your bag?

It's a/an Goodbye!

Bye!

- Students chorus the alphabet.
- They chorus the numbers from zero to ten.

Homework

- Students write out the numbers from zero to ten in figures and numbers.
- They write out *My name is Your name is ...*, completing the sentences with their own and your name.
- They learn the target language and new words by heart.

WELCOME UNIT

Lesson 4 *What time is it, please?* Student's Book p10

Grammar

Numbers 11-20 o'clock half past
this / that

To start ...

- Give further practice with spelling words that the students know.
- Write the numbers 1-10 on the board and point to them at random. Students say the words. Do some simple additions. Make sure the totals are no more than ten. Ask e.g. *What's two and two? What's four and three? What's nine and one?* Students answer in chorus.

1 LISTEN AND READ

Aim: to present and practise numbers 11-20.

- Read the dialogue while students follow in their books. Pause after each of Sue's questions for them to chorus the answer. They suggest the final answer.
- Listen and check.
- Play the CD. Students listen and check the final answer.
- Divide the class into two groups. Play the CD again, pausing after each speaker for the groups to repeat.
- Play it a third time for them to change roles.

CD script CD 1 Track 18

Sue *Martin, what's five and six?*
Martin *Eleven.*
Sue *Yes. What's six and eight?*
Martin *Fourteen.*
Sue *What's eleven and eight?*
Martin *Seventeen.*
Sue *No! It's nineteen!*

Answer

Nineteen.

2 LISTEN

a) Listen and repeat.

Aim: to practise recognition and writing of numbers 11-20.

- Play the CD. Students listen and repeat.
- Do this again. Students should try and copy the exact pronunciation of the numbers.

Extra activity

- Students write the numbers 0 to 20 in their notebooks. You say numbers in a different order and they tick what they hear.
- Write the numbers from 0-20 on the board. Point to them at random for individuals to say.

b) Listen and write.

- Play the CD. Students write the numbers in their notebooks.
- Play it again for them to check.
- They may say the correct numbers together, or individuals may say them.

CD script CD 1 Track 19

a) *eleven twelve thirteen fourteen fifteen*
sixteen seventeen eighteen nineteen twenty
 b) *nineteen fourteen sixteen eleven seventeen*
twenty thirteen fifteen eighteen twelve

Answers

Refer to the CD script b).

3 SPEAK

Aim: to play games using numbers 11-20.

- Read the question. Students answer.
- They work out the answers to the problems.
- Ask the first two problems. Students say the answers together.
- Then students say the next two questions together. You answer.
- Individuals ask and answer the remaining problems round the class.

Extra activity

- In pairs, students think of more simple additions. Their partner answers.

Go to Activity Book Welcome Unit Lesson 4 Activities 1 and 2

4 READ

Aim: to present *o'clock*, *half past*.

- Say *Listen*, and play the first three lines of the dialogue.
- Play it again. The students chorus the time.
- Do the same with the next three lines of the dialogue.
- Then play the last two lines of the dialogue. Pause after each line for students to repeat together.
- Play the whole dialogue through once more while students listen and follow.

CD script CD 1 Track 20

Woman 1 *What time is it, please?*

Man 1 *It's ten o'clock.*

Woman 1 *Thank you.*

Man 2 *What time is it, please?*

Man 1 *It's half past ten.*

Man 2 *Thank you.*

Woman 2 *What time is it, please?*

Man 1 *I'm sorry, I don't know!*

Extra activity

- Point to the second clock and ask *What time is it, please?* Students chorus the answer. Do the same for the first clock. Now point to the third picture and ask *What time is it, please?* Elicit *I'm sorry, I don't know!*

5 SPEAK

Aim: to practise *o'clock*, *half past*.

- Read the first question. Students repeat after you.
- Ask a student to give you the answer, *It's two o'clock*.
- Continue round the class, calling on different students to ask and answer.
- Then, in pairs, students ask each other. Student A points at a clock and asks *What time is it, please?* Student B answers.

Extra activities

- Draw different times on the board and ask different students what time it is.
- Individuals set the time and ask other students.

Answers

*It's two o'clock/half past eight/half past eleven/
one o'clock/half past seven/twelve o'clock*

Go to Activity Book Welcome Unit Lesson 4 Activity 3

6 LISTEN AND SPEAK

Aim: to present and practise *this/that* and new vocabulary.

Teaching point: It is very important that students understand the difference between *this* and *that*. Before you play the CD, demonstrate:

- Take two books. Place one on your desk and walk away, holding the other one. Point at the book in your hand. Say *This is a book*. Then point at the book on the desk and say *That is a book*. Then, two or three times, point and say *this*, point and say *that*.
- Now, play the first two lines of the dialogue. Students follow in their books.
- Play it again, pausing for them to repeat the question and answer.
- Do the same with the next two lines of the dialogue, and then the last two.
- Now play the dialogue straight through.
- Explain *Excuse me*.

CD script CD 1 Track 21

Excuse me, what's this?

It's a watch.

And what's that?

It's a clock.

How do you spell it?

C - L - O - C - K.

Extra activity

- Students practise the dialogue together.

Ask and answer

- Touch the apple. Say *Excuse me. What's this?* Students answer together.
- Now ask *How do you spell it?* Individuals or all students answer.
- Students ask and answer in pairs or small groups.

Extra activities

- Choose different words students know and ask *How do you spell ...?*
- Pairs ask each other how to spell different words.

7 SOUND FILE

Aim: to practise the correct pronunciation of words. Notice these are all words where the stress is on the first syllable, **number**, **twenty** etc.

- Play the CD. Students repeat the words in chorus.
- Then ask individuals to say different words at random.

CD script



CD 1 Track 22

number twenty seven English table
window apple sandwich pencil

8 CLASSROOM ENGLISH

Aim: to present and practise simple classroom instructions.

- Play the CD while students listen and look at the pictures.
- Now play it again, pausing after each word for them to perform the action.
- Give the instructions at random for students to perform.

CD script



CD 1 Track 23

Listen!
Be quiet!
Stand up!
Sit down!

Extra activity

- In pairs, students take turns to give and act the instructions.

Go to Activity Book Welcome Unit Lesson 4
Activities 4–9

Consolidation and extension activities

- Use pictures and objects to practise *What's this/that, please?* and *How do you spell it?*
- Students count down together from twenty to one.

Homework

- Students draw four clocks with different times and write questions and answers about them, on the pattern *Excuse me. What time is it, please? It's ... o'clock/half past ...*
- Students learn time expressions and the new classroom language by heart.

WELCOME UNIT

Lesson 5 *What's your favourite sport?* Student's Book p12

Grammar

What's your favourite ...?

Is it ...? Yes, it is. No, it isn't.

Sport; Colours

Useful extras

- Pictures of sporting celebrities

To start ...

- Round the class students ask each other their name, how old they are and where they are from.
- Review the flags of the countries the students have learned so far.

1 LISTEN AND READ

Aim: to present *What's your favourite ...? Is it ...? Yes, it is. No, it isn't.*

- Explain the introduction about Radio WYG.
- Play the dialogue right through. Students listen and follow.
- Then play it again, sentence by sentence, for students to chorus in two groups. One group asks the questions and the other answers. Then they change roles.
- Point to the first picture. Ask the class to name the sport. Do the same for the other two pictures.
- Ask *What's Kathy's favourite sport? Is it swimming? Is it tennis? Is it running?*

CD script  **CD 1 Track 24**

Sue *Kathy, what's your favourite sport?*

Martin *Is it swimming?*

Kathy *No, it isn't.*

Sue *Is it tennis?*

Kathy *No, it isn't.*

Martin *Is it running?*

Kathy *Yes, it is.*

Answers

tennis, running, swimming

Extra activities

- Point to the first photo. Ask *Is it swimming?* Prompt the reply in chorus, *No, it isn't.* Continue like this until students have answered *Yes, it is.* to all three pictures.
- Do the same with individual students.
- In pairs, students take turns to ask and answer in the same way.

2 LISTEN

Aim: to present sport vocabulary.

Say *Listen and match*. Play the CD. Students write the numbers 1 to 3 by the correct sports.

- Play the CD again for them to check.
- Ask *What's number 1?* They reply in chorus. Ask about the other two.

CD script  **CD 1 Track 25**
1 volleyball 2 basketball 3 football

Answers

1 volleyball 2 basketball 3 football

Extra activities

- Point to each picture in turn. Students chorus the name of the sport.
- In pairs, students take turns to ask each other about their favourite sport, using the dialogue from Activity 1 and the new sports words.

Go to Activity Book Welcome Unit Lesson 5 Activities 1 and 2

3 LISTEN AND SPEAK

Aim: to introduce colour adjectives.

- Play the CD straight through. Students listen and point to each colour as they hear it.
- Play it again, this time pausing for them to repeat the colours in chorus.
- Now say colour words at random. Students point to them on the page.
- Next say the numbers one to ten at random. Students say the correct colour together.
- Read the first speech bubble. Students answer in chorus. Do the same for the second.
- Now choose other numbers and colours.

- Arrange students in small groups of 3 or 4. Student A says (*Number*) is ... The others answer *Yes, it is.* / *No, it isn't.* Students take turns to ask and answer.

CD script**CD 1 Track 26**

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

Extra activity

- In pairs, one student may close the book and try to remember the colour/number match.

Ask and answer

- Hold up various items and ask *What colour is this?*
- Point to things further away and ask *What colour is that?*
- In pairs or small groups, students ask each other about the colour of items in the classroom.

4**SPEAK AND WRITE**

Aim: to encourage students to talk about their favourite sports and colours.

- Say e.g. *My favourite colour is red and my favourite sport is tennis.* Then ask a few individuals *What's your favourite colour? What's your favourite sport?*
- Students copy the chart into their notebooks. They each ask three neighbours. Then they complete the chart.

Extra activity

- Question and answer chain. With their neighbours, students ask each other their favourite colour and sport.

Go to Activity Book Welcome Unit Lesson 5 Activities 3 and 4

5**SOUND FILE**

Aim: to practise the sounds /i/ and /i:/.

- Play the CD. Students repeat the words in chorus and then individually.

CD script**CD 1 Track 27**

/ɪ/ six pink it this swimming listen
/i:/ three green read speak please

6**CLASSROOM ENGLISH**

Aim: to present and practise simple classroom instructions.

- Play the CD while students listen and read.
- Now play it again, pausing after each instruction for them to perform the action. Explain *something red.*
- Give the instructions for students to do.
- Now vary the instructions, e.g. *Pick up a red book. Point at something blue.* etc.

CD script**CD 1 Track 28**

Touch a green book.

Pick up a blue pen.

Point at a black watch.

Find something red.

7**GAME: DO OR DON'T**

- Students perform the actions quickly and correctly. If they are wrong, or too slow, they are 'out'.

CD script**CD 1 Track 29**

Don't stand up!

Stand up!

Don't sit down!

Sit down!

Hands up!

Stand up!

Hands down!

Don't sit down!

Sit down!

Go to Activity Book Welcome Unit Lesson 5 Activities 5-11.

Consolidation and extension activity

- Students imagine that Sue or Martin is interviewing them and rewrite the dialogue in Activity 1 about themselves.

Homework

- Students learn the colour words and the six sports.
- They use the chart from Activity 4 as the basis for a dialogue: they write the questions once, but the answers for three people, using full answers, *My favourite sport/colour is ...*

Lesson 6 *Her T-shirt is yellow*

Student's Book p14

Grammar

Possessive adjectives *his/her/your* etc.
Countries and nationalities
Clothes Plural nouns

Useful extras

- World map showing the countries from Lesson 1 and Brazil, Hungary, Spain and Australia; pictures of clothes cut from colour magazines.

To start ...

- Review the countries, nationalities and colours from Lesson 5.

1 LISTEN AND READ

Aim: to present possessive adjectives; countries.

- Point to Martin and ask *What's his name? Where's he from?* Do the same with Sue. Ask students to give you one word answers – *Martin/Sue/Britain*.
- Play the CD. Students listen and read.
- Divide the class into three groups. Play the first three lines again. Each group takes one part and repeats after the CD. Play twice more and change the groups so that all the students can repeat each line.
- Play the last two lines. Pause so that the whole class can repeat each line together. Repeat.
- Play the rest of the dialogue and give choral practice in parts.

CD script CD 1 Track 30

Martin *What's your name?*
Carla *My name is Carla.*
Roberto *And I'm Roberto. We're from Brazil.*
Sue *What are their names?*
Martin *Her name is Carla, and his name is Roberto. They're from Brazil.*

Extra activities

- In threes, students say the first three lines of the dialogue. They can use their real names and country.

- Students act out both parts of the dialogue, but using their own names. One student pretends not to hear the first introductions and asks about the others' names.

2 SPEAK AND WRITE

Aim: to practise possessive adjectives *his/her* and countries.

- Say the countries *Kurdistan, Spain, Australia*. The class repeats after you.
- Then point to the first picture and ask *What's his name?* Students answer *His name is Kawa*.
- Do the same for the other characters individually.
- Then ask about each pair.

Extra activity

- Use the map. Students find the countries. Help with the new ones if necessary.

Answers

2 *His name is Daniel and he's from Spain.*
3 *His name is Kawa and he's from Kurdistan.*
4 *Her name is Rosa and she's from Spain.*
5 *Her name is Anna and his name is Sam. They're from Australia.*

3 READ

Aim: to present and practise nationalities.

- Ask about each pair *Where are they from?*
- Then students do the exercise.
- Play the CD. Students listen and check.
- Check orally.

CD script CD 1 Track 31

Carla and Roberto *They're Brazilian.*
Kawa and Banaz *They're Kurdish.*
Daniel and Rosa *They're Spanish.*
Sam and Anna *They're Australian.*

Answers

1D 2A 3B 4C

Extra activity

- Students repeat in chorus after the CD.
- Check nationalities. Write on the board *Britain, USA, Italy, Kurdistan, Spain, Australia, Brazil*. Students should write the nationalities (British, American, etc.) in their notebooks. They can help each other in pairs.

4 READ AND SPEAK

Aim: to present and practise possessive adjectives *our/their*.

- In pairs, students read the speech bubbles and find the correct flags.
- They write down who is speaking and the country.
- Check the answers as a class activity.
- Now read *Their flag is red, black and white*. Students read the response.
- Continue the activity round the class.

Extra activity

- Students choose a flag for their partner to say whose it is. Don't forget the flags on page 5.

Look!

- Ask students to study the chart. Then read the chart and ask students to repeat together *I ... My ...* etc. after you.
- Then read out the personal pronouns – *I, you*, etc. and students respond with the adjectives *my, your* etc.

Go to Activity Book Welcome Unit Lesson 6 Activity 2

5 LISTEN AND SPEAK

Aim: to present words for clothes.

- Play the CD. Students listen and look.
- Play it two or three times more for them to repeat the words.

CD script CD 1 Track 32

*T-shirt skirt socks cap
shirt jumper trousers shoes*

Extra activity

- Use the pictures you brought. Point to them. Students chorus the words.

Look!

- Draw attention to the plural form. Give choral practice.
- Explain to students that, although you can have *shoe/shoes, sock/socks, trousers* are always plural.

Say

- Point to the items and read the sentences.
- Students repeat after you.
- Point to other clothing items. Students make similar statements.

Extra activities

- In pairs, students take turns to point to items of their own and their partner's clothing to make similar statements, using *my* and *your*. They can also use other items they know, e.g. book, pencil, pen, or point to other people's clothes for *his, her*.

6 SPEAK AND WRITE

Aim: to give spoken and written practice with clothes and colours.

- Hold up your book and point to Sue. Say *Her skirt is blue. What colour is her T-shirt?* Students give a full answer.
- Ask about Sue's other clothes, then about Martin's.
- Students copy and complete the exercise in their books.
- Ask students to tell you their answers. Make sure that they correct any mistakes.

Answers

*Her T-shirt is yellow. Her socks are red.
His shoes are black. His trousers are black. His jumper is blue. His shirt is green. His cap is orange*

Extra activity

- Students draw a picture of a boy and a girl. They write sentences about their clothes.

Go to Activity Book Welcome Unit Lesson 6 Activities 3–6

7 SOUND FILE

Aim: to practise the sounds /u:/ and /ə:/.

- Students repeat the words in chorus and individually after the CD.

CD script CD 1 Track 33

/u:/ Sue blue shoe two you
/ə:/ her purple shirt skirt thirteen

Aim: to practise the spelling of new words.

- Play the CD, pausing after each question for students to write in their notebooks.
- Play it once more. Check. Then ask individual students to tell you their answers.
- Give choral and individual practice of the question.
- If necessary, explain *See you later*.

CD script CD 1 Track 34

<i>How do you spell 'shirt'?</i>	S-H-I-R-T
<i>How do you spell 'socks'?</i>	S-O-C-K-S
<i>How do you spell 'shoes'?</i>	S-H-O-E-S
<i>How do you spell 'jumper'?</i>	J-U-M-P-E-R
<i>How do you spell 'trousers'?</i>	T-R-O-U-S-E-R-S

Answers

Refer to the CD script.

Extra activity

- Give spelling practice, e.g. *How do you spell Hungary?* etc. This can be a team game, either with you asking the questions and students competing to get the most correct, or with each team preparing a list of up to ten words to spell, and taking turns to ask the others.

Go to Activity Book Welcome Unit Lesson 6 Activities 7–10

Consolidation and extension activities

- Picture dictation. Tell students to draw different things, e.g. *two red shoes*; *six purple flowers*, etc. Or you can describe a person for them to draw, e.g. *Draw Sue. Her skirt is red. Her T-shirt is pink*, etc.
- Say personal pronouns (*I, you* etc). Students say the correct possessive adjective (*my, your* etc.). Then do this in reverse.

Homework

- Students write three statements about themselves:
My name is ...
I am ... (nationality)
My flag is ... (colours)
- They do the same about one boy and one girl from the book.
- Students learn personal pronouns and possessive adjectives.

Lesson 7 *Is Steven her brother?*

Student's Book p16

Grammar

Family *to be*: questions and negatives

Am I? I'm not. etc.

Numbers 21-100 *I think...*

Useful extras

- Photos of families brought by you and the students..

To start ...

- Review numbers. The whole class chorus from one to twenty. See if they can chorus down from twenty to one. Then try simple maths problems.
- If you have one, show a photo of your family, saying *This is my mother. Her name is ... etc.*

1 LISTEN AND READ

Aim: to present the language of family.

- Students look at the picture of Sue and Martin.
- Play the CD. Students listen and follow.
- Play the first two sentences again. Students point to the picture of Sue's mother and repeat.
- Do the same for each member of Sue's family.
- Play the whole speech through once more.

CD script CD 1 Track 35

Sue *This is my mother. Her name is Mary. This is my father and his name is James. This is my brother – his name is Steven. And this is my sister, and her name is Caroline. Our house is in London.*

Extra activity

- In pairs, students take turns to talk about their family.

Go to Activity Book Welcome Unit Lesson 7 Activity 1

2 SOUND FILE

Aim: to practise the sound /ə/.

- Students repeat the words in chorus and individually after the CD.

CD script CD 1 Track 36

/ə/ *mother father brother sister*

Extra activity

- Give practice with other words with the sound /ə/, e.g. *colour, number, camera.*

Go to Activity Book Welcome Unit Lesson 7 Activity 2

3 WRITE

Aim: to practise family language.

- Look again at the picture of Sue's family. Ask *What's Sue's father's name?* etc.
- Then point to Sue's family tree. With a weak class, go through it orally first. A stronger class can copy and complete straight away.

Extra activities

- Draw your own family tree. Ask questions about it, e.g. *What is my father's name?* etc.
- In pairs, students draw their own family tree in their notebooks.
- Students draw their own family tree, but do not show their partner. Instead, they talk about their family, saying e.g. *My father is My mother is* The partner uses the information to draw the family tree.

4 SPEAK

Aim: to present and practise family and questions and negative of *to be* in speaking and writing.

- Use Sue's family tree to ask questions about the members of her family. First ask questions that expect a positive answer, e.g. *Is Mary her mother? Is James her father?* Prompt the short answers.
- Then ask questions with a negative answer.
- Next let students ask questions about Sue's family.

Extra activity

- Students take turns to ask about Sue's family. The one who answers should close the book.

Write

- Students write sentences about Sue's family in their notebooks. This is suitable for homework.

Look!

- Draw attention to this and give pronunciation practice.

- Say the question (*Am I?* etc.). Students answer (*I'm not* etc.) together.
- In pairs, students take it in turns to ask and answer.

Go to Activity Book Welcome Unit Lesson 7 Activities 3–6

5 LISTEN

Aim: to present numbers 21–30.

- Play the CD. Students listen, read and repeat the numbers.

CD script CD 1 Track 37

twenty-one twenty-two twenty-three twenty-four
twenty-five twenty-six twenty-seven twenty-eight
twenty-nine thirty

Extra activity

- Play bingo using numbers up to 30. (Students draw their own bingo cards as in Welcome Unit Lesson 3.)

6 SPEAK

Aim: to practise numbers 21–30.

- Read the first problem. Students answer in chorus.
- Round the class, students ask and answer the remaining problems.

Go to Activity Book Welcome Unit Lesson 7 Activity 7

7 LISTEN

Aim: to present and give oral/aural practice with numbers 40–100.

- a) Play the CD. Students follow and repeat. Play it again once or twice.
- b) Play the next part of the CD. Students write the numbers in their notebooks.
- Play it again for them to check.

CD script CD 1 Track 38

a) 40 50 60 70 80 90 100
b) 90 50 80 100 40 70 60

Answers

- Refer to CD script.

Extra activity

- Give extra practice with words ending in *-ty* and *-teen*. Make sure students stress e.g. **thirty** and **thirteen**.
- Students copy out bingo cards and play using numbers up to 100.

- Game: Buzz. Students count up to 100 round the class. Every time they come to a number with five in (i.e. five, fifteen, twenty-five, etc. and all the fifties) they say *buzz*.

8 SPEAK

Aim: to present and practise numbers up to 100; *I think*.

- Ask several students *How old are you?* You may also ask about the ages of other family members.
- Look at the photos. Point to one of the women and ask the question. Then give the answer. Continue pointing to other photos and asking. Individuals answer. Ask the question *How old is she?* Then give the answer *I think she's thirty-five*.
- In pairs, students continue the exercise, taking turns to ask and answer.
- In pairs, students ask each other about the age of members of their families.

9 CLASSROOM ENGLISH

Aim: to practise numbers up to 100 and give simple instructions.

- Tell students to close their books. Then say *Open your book. Turn to page 65*. If necessary find it yourself and show them. Repeat with different page numbers and see who can find the page first.
- Play the CD. Students listen and find the page.
- Replay the instruction if necessary.
- Do the same for the remaining instructions.
- You may ask students to write the page numbers and then check them all.
- From now on, tell students the page number in English when they have to open their books.

CD script CD 1 Track 39

Open your book.

Turn to page sixty-five.

Now turn to page thirty-three.

Now turn to page eighty-seven.

Now turn to page forty-eight.

Now turn to page ninety-two.

Now turn to page a hundred.

Now close your book.

Go to Activity Book Welcome Unit Lesson 7 Activities 8–12

Consolidation and extension activities

- Students rewrite the dialogue from Activity 1 about their own family.
- Students count up to 100 in tens. They can also count back down. Then they count round the class up to 100, and back down again.

Lesson 8 *What day is it today?*

Student's Book p18

Grammar

Days of the week *When ...?* Time
Prepositions: *on, at* School subjects

To start ...

- Review colours, e.g. by asking about the colours of classroom objects, national flags, clothes, favourite colours, etc.
- Review time: *o'clock* and *half past*.

1 LISTEN AND READ

Aim: to present days of the week; time; time prepositions.

- Play the dialogue twice while students listen and look at the programme guide.
- Students look at the radio programmes. Ask e.g. *What colour is Tuesday? What colour is Saturday?*
- Play the CD again, pausing for students to repeat.

CD script CD 1 Track 40

Sue *Hello! This is Radio WYG.*
Martin *And here are our programmes for this week.*
Sue *Pop Star News is on Monday at half past six.*
Martin *On Tuesday, Sport is at quarter to six.*
Sue *World News is on Wednesday at quarter past four . . .*
Martin *On Thursday, Music Time is at half past seven.*
Sue *Quiz Time is on Friday at quarter to six.*
Martin *On Saturday, Sport is at six o'clock.*
Sue *And News of the Week is on Sunday at quarter past four.*

2 LISTEN

Aim: to give spoken practice with days of the week.

- Play the CD once. Students look at the days of the week in the programme guide.
- Play it once or twice more for them to repeat.
- Say a colour. Students chorus the appropriate day.

- In pairs, students continue the activity. They can also say the day first to prompt the colour.

CD script CD 1 Track 41

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Look!

- Focus attention on the times. Give choral practice.

3 SPEAK

Aim: to present *on, at* with days of the week and times.

- Students look through the programme guide.
- Ask students to read the programme together aloud.
- Ask and answer the questions. Students should repeat each question and answer together. Do this twice.
- In pairs, students should take turns to ask and answer further questions about the programme.

Extra activity

- Students write their own programme guides which they talk about with a partner.

Look!

- Read the two phrases aloud for the class to repeat.

Extra activity

- Say days of the week and times. Students repeat them, adding the correct preposition, e.g. Teacher: *Wednesday*
Students: *on Wednesday*
Teacher: *quarter past two*
Students: *at quarter past two*, etc.

Go to Activity Book Welcome Unit Lesson 8 Activities 1–3

4 SPEAK

Aim: to encourage students to talk about their favourite day/radio/TV programme.

- Ask the first question. Students answer in chorus.
- Now ask around the class *What's your favourite day?*
- Ask the next two questions round the class.
- Individual students ask and answer the questions.
- In pairs, students take turns to ask each other the questions.

5 READ AND LISTEN

Aim: to present and practise days of the week; times; school subjects.

- Say *Today is (day). It's (time to the nearest quarter hour). This is your English lesson.* Explain if necessary.
- Look at Martin's school timetable. Ask *When are Martin's English lessons?* Then ask *When are Martin's sports lessons?*
- Students read and complete the conversation in their notebooks.
- Play the CD. Students listen and check.
- Ask individual students to say the missing times and days.

CD script CD 1 Track 42

Sue When are your English lessons?

Martin On Monday at quarter past eleven, on Wednesday at ten o'clock and on Friday at half past two.

Sue Today is Monday.

Martin Yes. My English lesson is at quarter past eleven.

Answers

- Refer to the CD script.

Extra activity

- Students ask each other about Martin's English and sports lessons. Then they ask about their own.

Go to Activity Book Welcome Unit Lesson 8 Activity 4

6 LISTEN

Aim: to present school subjects.

- Students look at the pictures.
- Play the CD. They listen and follow.
- Play it once or twice more for them to listen and repeat.

CD script CD 1 Track 43

art maths geography history music science

Extra activities

- Say the subjects out of order for students to repeat.
- Point at random to pictures. Students repeat the subject together.

7 LISTEN

Aim: to practise days of the week, times, school subjects.

- Students copy Martin's timetable into their notebooks, including the English and sport lessons.
- Play the CD through once. Students listen, looking at the timetables.
- Play it again, sentence by sentence, pausing for them to complete the timetable.
- Play it a third time for them to check.
- Now ask about Martin's timetable. If he has the same lesson more than once a week, they should find all the times.

CD script CD 1 Track 44

Martin My geography lesson is at ten o'clock on Thursday.

My music lesson is at half past two on Tuesday.

My art lessons are on Friday at quarter past nine and ten o'clock.

My history lessons are at quarter past eleven on Tuesday and at quarter to two on Thursday.

My science lessons are on Monday at quarter to two, and on Friday at quarter past eleven and at twelve o'clock.

My maths lessons are on Tuesday at quarter past nine and ten o'clock, on Wednesday at quarter past eleven, and on Thursday at twelve o'clock.

Answers

- Refer to the CD script.

Extra activities

- Students now draw their own timetable in their notebooks. Ask students *What time are your lessons?* etc.
- In pairs, students take turns to ask each other about their favourite lessons.

Go to Activity Book Welcome Unit Lesson 8 Activity 5

8 SOUND FILE

Aim: to practise the sound /aɪ/

- Students repeat the words in chorus and individually after the CD.

CD script  **CD 1 Track 45**
 /aɪ/ Friday five nine time
 mywrite

9 CLASSROOM ENGLISH

Aim: to practise time and give simple instructions.

- Play the CD. Pause after each instruction for students to perform the action.
- Then play it again, this time pausing for them to repeat in chorus.

CD script  **CD 1 Track 46**
 Look at your watch.
 Ask the time.
 Say the time.
 Write the time.
 Write the day.

Extra activity

- Game. In pairs or small groups, students give each other instructions. They follow the instructions as fast as they can.

Go to Activity Book Welcome Unit Lesson 8
Activities 6–8

Consolidation and extension activities

- Write a new timetable on the board. Say *This is Caroline's timetable*. Students ask and answer questions like those in Activity 7. Check for use of *her*.
- Ask *How do you spell Wednesday? How do you spell science?* etc. This can be a test or a (team) game.

Homework

- Students write the answers to the questions in Activity 7 for themselves and for a friend or for Martin.

3 READ

Aim: to practise first and third person singular present simple positive – *I like, he/she likes*.

- Read Martin's sentences. Students repeat after you.
- Do the same for Sue and Tom.
- Now read the gapped sentence, pausing for students to complete in their notebooks.
- Read it in full. Students repeat after you.
- Ask *And Sue?* The class or individuals answer. Do the same for Tom.
- In their notebooks students write *I love/like/hate* and sports on one side of the page. On the other side they write *Martin*. Students make sentences for Martin using the three verbs. Make sure they use the final -s.
- Give pronunciation practice of *likes* and *hates*, with final /s/ and *loves*, with final /z/.
- Now ask *Who likes swimming? Who hates basketball?* etc.

Answers

Martin loves basketball and he likes swimming. He hates running.

Sue likes football and she loves swimming. She hates basketball.

Tom loves tennis and he likes gymnastics. He hates football.

Extra activity

- Students write sentences about Martin, Sue and Tom in their notebooks.

4 GRAMMAR FILE

Aim: to practise present simple positive verbs.

- Students copy the chart into their notebooks.
- Read the present simple of *like*. Students repeat after you.
- They complete the present simple of *love*.
- Play the CD. Students listen and check.

CD script and answers



CD 1 Track 57

I like	I love
you like	you love
he likes	he loves
she likes	she loves
we like	we love
you like	you love
they like	they love

Grammar Summary p 136

Extra activity

- Students write and then read out the present simple for *hate*.

Go to Activity Book Unit 1 Lesson 3 Activities 1-3

5 SOUND FILE

Aim: to hear the difference between /s/ and /z/ as the final sound in third person singular verbs and other words.

- Play the first section of the CD. Students listen and follow.
- Play it again, pausing for them to repeat.
- Continue to play the CD. Students listen and write each word in the correct column in their notebooks.
- Play it again for them to check.
- Check round the class.

CD script CD 1 Track 58

likes /s/ hates its lots tennis
loves /z/ lives games his countries

yes this is names music listen

Answers

/s/ *yes this listen*
/z/ *is names music*

6 SPEAK AND WRITE

Aim: to present languages and relate them to the countries where they are spoken.

- Point to the photo of the Welcome Party (p22) and ask *Who speaks English?* Students should remember Martin. The others are: Sue, Tom (American), Anna (Australian), Roberto and Carla (Brazilian) and Silvia (Italian).
- Look at the chart in the Student's Book. Then say *They speak Greek in ...* and pause. Students should answer *Greece*. Do the same for *Polish*.
- Then students make sentences with all the countries. They may just match the languages to countries, or write full sentences.
- Then ask e.g. *Where do they speak Spanish?* Students use the table/their sentences to answer.
- Make sure students know that Spanish, Portuguese and English are spoken in more than one country.
- Pay attention to pronunciation, especially where there is a change of stress, as in *Hungarian, Hungary*.

Answers

They speak Italian in Italy.

They speak Hungarian in Hungary.

They speak English in Australia, the USA and England.

They speak Greek in Greece.

They speak Polish in Poland.

They speak Kurdish in Kurdistan.

They speak Spanish in Spain.

They speak Portuguese in Brazil.

Extra activity

- In pairs, students refer to the Welcome Party photo and ask *Who speaks* (language)? Give either short answers: (Name) *does*, or long ones, e.g. (Name) *does. She/He's from* (country).

7 SPEAK AND WRITE

Aim: to give further practice with cities, countries and languages.

- Read the first two sentences about Silvia. Students repeat after you.
- Students write the eight pairs of sentences in their notebooks. Check round the class.
- This exercise is also suitable for homework.

Answers

1 *Banaz lives in Dohuk. She speaks Kurdish.*

2 *Maria lives in Athens. She speaks Greek.*

3 *Tom lives in Florida. He speaks English.*

4 *Anna lives in Sydney. She speaks English.*

5 *Daniel lives in Madrid. He speaks Spanish.*

6 *Roberto lives in Rio de Janeiro. He speaks Portuguese.*

7 *Peter lives in Budapest. He speaks Hungarian.*

8 *Kathy lives in Manchester. She speaks English.*

8 GAME: THE NAME GAME

Aim: to revise language presented in this lesson.

- Students read the two sets of speech bubbles.
- Then you think of another person and give a similar clue. The students say the name.
- The students can play this game in pairs or small groups. Make sure students use the other verbs too, e.g. *She lives in Athens. He's from Radio WYG.* An incorrect answer gets the response *No!*

9 WRITE

Aim: to personalise the language learnt in written form.

- Introduce this orally by making sentences about yourself.
- Then students do the same for themselves.
- Next students write the five sentences in their notebooks. Check their work.
- This is suitable for homework.

Go to Activity Book Unit 1 Lesson 3 Activities 4-7

Consolidation and Extension activities

- Students write five sentences like those in activity 9 about one character from the story.
- Give cities as cues. Students reply with the country and language.

Homework

- Students learn the present simple positive of verbs.
- They learn the countries and the language spoken there.
- They write five sentences like those in activity 9 about a person they know.

Grammar Summary p136

GrammarQuestion: *When?***Vocabulary**Ordinal numbers 1st, 2nd, 3rd, 4th etc;
months; dates**Useful extras**

- A birthday card.
- A calendar.
- Pictures of famous people, including pop and film stars.

To start...

- Ask several students their age. Then ask about people in the coursebook.
- Point to the day's date on the calendar and show students how to write it in English.
- Next read the months in order. Students write them in English. Say *January* then say *31*. By January students write 31. Say *February* then pause before saying *28*, giving quick students a chance to tell you the number. They can then say the correct numbers of days for the remaining months and write them in their list.

LISTENING**1** Aim: to present dates and *birthday*.

- Play the CD, the first three lines of the dialogue only, as in the Student's Book. Students listen.
- Now ask a few students *How old is Anna?* They guess.
- Say *Listen* and play the whole dialogue while students follow in their books.
- Ask again. Students tell you Anna is fourteen.

CD script and answers**CD 1
Track 59**

Martin Anna, what's the date today?
Anna It's the twenty-first of July. It's my birthday!
Martin Great! Happy birthday! How old are you?
Anna I'm fourteen.

Extra activity

- Find out if it's anyone's birthday today, recently or soon. If so, the class says *Happy birthday! How old are you?* to each, and students reply with their age.

2 Aim: to present months and dates.**Copy and complete**

- Point to the calendar in the Student's Book and give speaking and reading practice of the dates.
- Students complete the calendar in their notebooks.
- Ask individual students to say their answers.

Answers*July**Monday*

<i>5th</i>	<i>12th</i>	<i>19th</i>	<i>26th</i>
<i>fifth</i>	<i>twelfth</i>	<i>nineteenth</i>	<i>twenty-sixth</i>

Tuesday

<i>6th</i>	<i>13th</i>	<i>20th</i>	<i>27th</i>
<i>sixth</i>	<i>thirteenth</i>	<i>twentieth</i>	<i>twenty-seventh</i>

Wednesday

<i>7th</i>	<i>14th</i>	<i>21st</i>	<i>28th</i>
<i>seventh</i>	<i>fourteenth</i>	<i>twenty-first</i>	<i>twenty-eighth</i>

Thursday

<i>1st</i>	<i>8th</i>	<i>15th</i>	<i>22nd</i>	<i>29th</i>
<i>first</i>	<i>eighth</i>	<i>fifteenth</i>	<i>twenty-second</i>	<i>twenty-ninth</i>

Friday

<i>2nd</i>	<i>9th</i>	<i>16th</i>	<i>23rd</i>	<i>30th</i>
<i>second</i>	<i>ninth</i>	<i>sixteenth</i>	<i>twenty-third</i>	<i>thirtieth</i>

Saturday

<i>3rd</i>	<i>10th</i>	<i>17th</i>	<i>24th</i>	<i>31st</i>
<i>third</i>	<i>tenth</i>	<i>seventeenth</i>	<i>twenty-fourth</i>	<i>thirty-first</i>

Sunday

<i>4th</i>	<i>11th</i>	<i>18th</i>	<i>25th</i>
<i>fourth</i>	<i>eleventh</i>	<i>eighteenth</i>	<i>twenty-fifth</i>

Listen and write

- Play the CD. Students write the dates in their notebooks.
- Play it again. They check their partner's book.

CD script and answers**CD 1 Track 60**

<i>8th</i>	<i>19th</i>	<i>12th</i>	<i>20th</i>	<i>3rd</i>	<i>14th</i>	<i>21st</i>
<i>10th</i>	<i>30th</i>	<i>15th</i>	<i>31st</i>			

Extra activity

- Show the calendar you have brought. Students chorus all the dates in one month, e.g. *Sunday the first, Monday the second ...*

Go to Activity Book Unit 1 Lesson 4 Activities 1-3

3 **Aim:** to present and practise months, and the question *When?*

- Play the CD. Students listen.
- Play it a second time for them to listen and follow in their books.
- The third time students repeat each month after the CD.
- Give further practice.

CD script CD 1 Track 61

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

- Ask *When's your birthday?* Students repeat after you.
- Now ask two or three students about their birthday.
- Student's ask each other about their birthday.
- Ask *What's the date today?* and ask the whole class to answer together.

Extra activity

- Students write the birthdays from their group, like this: *My birthday's the (date). (Name)'s birthday's the (date), etc.* Each group can then report back to the class.

READING

4 **Aim:** to practise language covered in Unit 1.

- Read the text while students follow in their books.
- Give oral reading practice.
- Students complete the chart.
- Check orally. Students can mark their partner's work.

Answers

Name	Kawa Ari
Town/City	Dohuk
Age	fifteen (15)
Birthday	14th April
Sport	volleyball
Languages	Kurdish and English
Favourite bands	Nali Band
Favourite film star	Van Damm
He hates	Saturdays

Go to Activity Book Unit 1 Lesson 4 Activities 4-6

SPEAKING

5 **Aim:** to encourage students to use the language they have learned to speak about themselves and each other.

- Students complete the questions.
- Check orally.
- Ask the questions round the class.
- In pairs, students ask each other the questions and complete the chart in their notebooks.

Answers

1 What	2 Where	3 How	4 When
5 What	6 What	7 Who	

Extra activity

- Students complete the chart for themselves.

WRITING

6 **Aim:** to practise writing about personal details.

- If you have not done the option from activity 5, ask students to tell the class about their partner.
- Students then write about their partner.
- Finally they write about themselves.
- Both activities are suitable for homework.

TO HELP YOU STUDY

7 Learning words

Aim: to emphasise to students the importance of spelling when they study English.

- Revise the months round the class.
- Then say the first letter of each month (J, F, M etc.) and students write the letters in their notebooks.
- Students close their Student's Books and try to write all the months in full. They can help each other in pairs.
- Check round the class.

TO HELP YOU STUDY

8 Your vocabulary notebook

Aim: To introduce *international* words.

- Explain that many words are international, and point out the examples in the Student's Book.
- See how many other words students can suggest. Many sports are international.
- Students can look out for international words and bring them to you to check.

Extra activities

- Divide students into two groups: A and B
- Give Students A these words: *teacher, September, Australia, wonderful, thousand.*
- Give Students B these words: *country, February, America, birthday, hundred.*
- Students A spell each word in turn, without saying the word. Students B write what they hear, including capital letters.
- Then Students B spell their words for Students A.
- They all check their words.

Go to Activity Book Unit 1 Lesson 1 Activities 7-9

Consolidation and Extension activities

- Say numbers at random. Students say the ordinal number. (They should be able to do this up to 99th.) This is suitable as a team game.
- Say one of these letters: J, F, M, A, S, O, N, D. Students say a month beginning with that letter. For a more difficult activity, say one of these letters: Y, H, L, E, T, R. Students say a month ending with that letter.

Homework

- Students complete a chart like that in activity 4 for someone at home. Then they write about that person as in activity 6.
- Students learn the months and the dates.

1 Read and complete

- Point to the photo and say *That's Kawa. Now read and complete.*
- Students complete the text. You can do the first two or three gaps with the whole class as examples.
- Check orally. Students exchange books and check each other's work.

Answers

1 is 2 live 3 in 4 old 5 my 6 I 7 speak
8 and 9 favourite 10 is

Extra activity

- Ask simple comprehension questions about Kawa, e.g. *What's his name? How old is he? Where's he from?* etc.

2 Complete the chart

- Students complete the chart.
- Check orally.
- Students use the chart to write about Carla. This is also suitable for homework.
- Students can check each other's work. Look out for the -s ending on verbs.

Answer

Name	Kawa Ari
City	Dohuk
Age	15
Birthday	14th April
Sport	Volleyball
Languages	Kurdish and English
Favourite band	Nali Band
Favourite film star	Van Damm
He hates	Swimming

His name is Kawa Ari. He lives in Dohuk. His birthday is 14th April. His favourite sport is volleyball. He speaks Kurdish and English. His favourite band is Nali Band. His favourite film star is Van Damm. He hates swimming.

3 Complete the questions

- If necessary remind students that Tom is one of the competitors.
- Students complete the sentences.
- Check orally. Students can check each other's work.

Answers

1 name 2 are you from 3 old are you
4 What's your 5 Who's your

4 Ask and answer

- Ask *Is Anna 14?* and elicit the answer *Yes, she is.* Then ask *Are you 20?* and elicit *No, I'm not.*
- If necessary explain that ✓ means Yes and ✗ means No.
- Now choose different students round the class to ask and answer questions 1-8.
- Students take turns to ask and answer the questions in pairs.

Answers

1 No, she isn't. 5 No, he isn't.
2 Yes, they are. 6 No, they aren't.
3 No, it isn't. 7 Yes, it is.
4 Yes, he is. 8 No, I'm not.

5 Complete with the present simple

- Revise the present simple of *love* and *hate*, focusing on the pronunciation of the final -s.
- Students complete the sentences.
- Check orally.

Answer

1 like 2 speak 3 hate 4 is 5 live 6 loves

6 Listen and write six words

- If necessary, start with a revision of the alphabet in English. Make sure students understand the word *capital*.
- Play the first word. Students listen and check the answer in their books.
- Play the rest of the CD, pausing for students to write the words.

CD script and answers CD 1 Track 62

1 Capital J-A-N-U-A-R-Y
2 M-U-S-I-C
3 E-I-G-H-T-Y
4 Capital B-R-A-Z-I-L
5 F-A-V-O-U-R-I-T-E
6 Capital W-E-D-N-E-S-D-A-Y

Ask and answer

- Two students read the dialogue.
- Use the same pattern to check the other words.
- Able students can do this in pairs.

Extra activity

- Students think of other words to ask each other.

.....

7 Read and find the word

- Explain that this is a traditional English guessing game. Each line is the clue to one letter, and all the letters, in order, make a word.
- Do the first two or three lines with the whole class. Explain that *My first* means the first letter of the word they are trying to find. This letter is in the word *England* and in the word *Greece*. Encourage students to find possible the letters – in this case E and G. Students write down the letter(s).
- Do the same for the second letter (N). This will eliminate G as the first letter as students don't know any English words that begin G-N.
- If necessary, do the third letter with the class.
- Then students complete the puzzle.

Answer

E-N-G-L-I-S-H

Extra activity

- Students can try to make up their own simple puzzles (not in rhyme!), and exchange them with another pair or group, or present them to the class.

8 Find the odd word

- Do the first question with the class. (Answer: Kurdish. It's a language and the others are cities.)
- Students complete the activity.
- Check orally. Students say why the word is odd.

Answers

- 1 *Kurdistan (It's a country and the others are cities.)*
- 2 *your (It's an adjective and the others are pronouns.)*
- 3 *birthday (The others are sports.)*
- 4 *Tuesday (It's a day and the others are months.)*
- 5 *first (It's an ordinal number and the others are cardinal numbers.)*

Extra activity

- Students can make up their own examples and give them to their partner.

9 Game: NUMBER TENNIS

- This is best played quickly, round the class or in two teams. Or students can play in pairs and score as in tennis.
- You can also play with ordinals as starters.

SONG

- Students read through the song. They try to guess the missing words.
- Play the CD. Students listen and follow.
- Play it again, pausing after each line or verse for them to fill in the blanks.
- Check orally.
- Then play the CD again for students to sing along.

CD script and answers CD 1 Track 63

Sport is the name
*The **name** of the game*
The town is London
*And it's the **World** Youth Games*

Where are you from?
*What's **your** name?*
What's your sport?
*What's your **game**?*

*Day after **day***
***Seven** days a week*
We love sport
*It's the language we **speak**!*

Extra activity

- Students learn the song by heart and perform it.

Go to Activity Book Unit 1 Review

Lesson 1 *Do you like it?*

Student's Book p30

Grammar

Present simple: negative, questions and short answers *I do not.../Do you...?/Yes, I do./No. I don't.*

or, but

Vocabulary

Colours; clothes

Useful extras

- A colour fashion magazine.
- Students' photos of themselves and their families in different clothes.

To start...

- Tell the class a few of the things you love, like and hate. Use words students know, international words or film stars, pop groups, etc.
- Then ask students if they like the things you like, too, e.g. *I like the Nali Band. And you?* They answer e.g. *Yes. (I like them.)* or *No. (I hate them.)*

1 LISTEN AND READ

Aim: to introduce questions, negative and short answers (- *do you?/I don't. /Yes, I do. /No, I don't.*) in the present simple, and colour words.

Teaching point: make sure that students understand the difference between *and* and *but* in these sentences.

*I like green **and** black.*

*I like blue **but** I don't like/hate red.*

- Play the CD. Students look at the photo but cover the text. Point to the different colours as they listen.
- Play it again. This time the students follow the text.
- Play the CD again. Pause so that students can repeat each line together.

CD script **CD 1 Track 63**

Sue *That's a nice skirt.*

Anna *Do you like it?*

Sue *Yes, I do. Blue is my favourite colour. What colours do you like?*

Anna *Red and black. I don't like green or pink.*

Sue *Oh! I love green, but I hate black!*

Anna *Do you like my sweatshirt?*

Sue *Yes, it's great.*

Anna *I don't like it very much. Do you want it?*

Sue *Oh, but ...*

Anna *I don't want it. Here you are – it's a present!*

Sue *Thank you very much!*

Now answer

- Students look through the questions and note the answers.
- Go through all the questions and answers orally.

Answers

1 Yes, she does. 2 No, she doesn't. 3 Yes, she does.

4 No, she doesn't. 5 Yes, she does.

Go to Activity Book Unit 2 Lesson 1 Activity 1**2 SPEAK AND WRITE**

Aim: to practise questions, negatives and short answers in the present simple, and to talk about colours.

- Go through the colour words. Point at each colour, say the word. Students repeat together.
- Point at the colours randomly. Students say the word.
- Say the colours. Students point.
- Do the same exercise with the front cover of *Sunrise*.
- Ask two or three students what colours they like.
- Students then ask each other in small groups.

Complete

Teaching point: make sure that students understand the difference between the use of *and* in positive sentences and *or* in negative ones.

*I like red **and** green.*

*I don't like blue **or** black.*

- Students complete the sentences for themselves.
- In pairs students find out what their partner likes and complete the sentences.
- Make sure someone asks you what colours you like and don't like.

Extra activity

- Game. Play colour Bingo. Prepare a list of colours. Give the students a sheet of paper each with coloured squares on. Only one of the sheets will have all your colours on. Six colour squares will be enough. Call out each colour on your sheet. The winner is the first student to have all the colours you call out on their sheet.

3 GRAMMAR FILE

Aim: to present the present simple, negative, contractions, questions and short forms *I do not/don't like... Do you like...? Yes, I do./No, I don't. etc.*

- Students study and complete the chart in their notebooks.
- Play the CD. Students listen and check their work.

CD script and answers CD 1 Track 65

I do not like I don't like
you do not like you don't like
he does not like he doesn't like
she does not like she doesn't like
we do not like we don't like
you do not like you don't like
they do not like they don't like

Do you like blue? Yes, I do. No, I don't. Yes, we do. No, we don't.

Does he like pink? Yes, he does. No, he doesn't.

Does she like pink? Yes, she does. No, she doesn't.

Do they like black? Yes, they do. No, they don't.

Extra activity

- Students practise by asking quick questions to their neighbours in class, like this: *Do you like blue? Yes, I do. No, I don't.*
- Make this more challenging, like this:
 Student 1: *Do you like blue?*
 Student 2: *Yes, I do.*
 Student 3: *Does he/she like blue?*
 Student 4: *Yes, he/she does.*

Go to Activity Book Unit 2 Lesson 1 Activities 2 and 3

4 READ AND SPEAK

Aim: to practise colour words and to present clothes words.

- Look at the photo with the class. Read out the names of different items of clothing/footwear and ask students to point at them in their books.
- Say the words. Students repeat them together.
- Students complete the sentences.
- Play the CD. Students listen and check their work.
- Play it again if necessary. Check the sentences round the class.
- Play the CD again. Pause after each sentence so that students can repeat together.

CD script CD 1 Track 66

The tracksuit is blue and orange. The jacket is green and the coat is brown. The jumper is grey and the shirt is purple. The shoes are black, and the trainers are blue and grey. The socks are pink. The dress is black and white. The jeans are blue and the trousers are white. The cap is yellow and the top is red.

Answers

1 tracksuit	6 shoes	10 jeans
2 jacket	7 trainers	11 trousers
3 coat	8 socks	12 cap
4 jumper	9 dress	13 top
5 shirt		

- Ask *What colour is the tracksuit? What colour are the jeans?* and elicit the answers.
- Draw students' attention to the three plural words in the Look! box. Note that they can say e.g. *two shoes/trainers*, but **not** *two trousers/jeans*.
- Then students ask the class or work in pairs to ask and answer similar questions about the other clothes.

Extra activities

- Show the magazine you brought and ask questions about the colour of the clothes and if students like them.
- Game. Students play clothes Bingo. They can have six or eight squares.

5 LISTEN AND SPEAK

Aim: to practise clothes and colour words, and to give further practice with forms of the present simple.

- Show the magazine you brought. Say *I like/don't like the clothes in the magazine*.
- Students read the instructions. Check understanding.
- Play the CD. Students listen and complete the chart.

- Play the CD again if they need more time.

CD script CD 1 Track 67

Martin *Hey, I like the white trousers. What do you think, Sue?*

Sue *Hm, I don't like them very much. But I love the red top.*

Martin *Do you? I don't. I don't like the colour.*

Sue *Do you like the tracksuit?*

Martin *Yes, I think it's great.*

Sue *I like it too. I like blue and orange.*

Martin *And I love the purple shirt!*

Sue *Really? I don't like purple!*

Martin *What about the pink socks? Ugh!*

Sue *I hate pink too. But the jacket is nice.*

Martin *Yes, it is. Green is my favourite colour.*

Answers

	Martin	Sue
the trousers	✓	✗
the top	✗	✓
the tracksuit	✓	✓
the shirt	✓	✗
the socks	✗	✗
the jacket	✓	✗

Ask and answer

- Read the questions and answers with the class.
- Using the chart, students take turns to ask and answer about the remaining piece of clothing (the coat).

Extra activities

- Play the CD again. This time students note the colours of the items and which colours Sue and Martin like and dislike.
- They ask and answer e.g. *Does Sue like pink? No, she hates pink*, etc.

6 SOUND FILE

Aim: to practise the unvoiced /s/ with plurals.

- Students complete the chart in their notebooks.
- Play the CD. Students listen to the words and repeat them together.
- Pay particular attention to their pronunciation of /s/.

CD script and answers CD 1

Sock/Socks
Coat/Coats
Top/Tops
Jacket/Jackets

Shirt/Shirts
Tracksuit/Tracksuits
Cap/Caps

7 WRITE

Aim: to encourage students to talk about what they like and don't like.

- Ask students *What colour/clothes/sport do you like? What colour/clothes/sport don't you like?*
- Students make a chart like the one in the Student's Book for themselves.
- Students then exchange charts and write sentences about their partner, as in the example.
- Check the written work, especially the use of *but*.

Go to Activity Book Unit 2 Lesson 1 Activities 4-7

Consolidation and Extension activities

- Students write about themselves, using the chart from activity 7.
- Students write a list of colour and clothes words. Then their partner must spell the words correctly. This is also suitable for teamwork.
- Memory chain. Round the class students practise colours and clothes, like this:
Student 1: *A red tracksuit.*
Student 2: *A red tracksuit and blue trainers.*
Student 3: *A red tracksuit, blue trainers and brown shoes*, etc.
- Memory chain. Here is another one:
Student 1: *Martin wants a tracksuit.*
Student 2: *Martin wants a tracksuit and a jacket.*
Student 3: *Martin wants a tracksuit, a jacket and a jumper*, etc.

Homework

- Students learn the present simple forms in activity 3.
- Students complete the chart for two or three family members and write about them.

Grammar Summary p137

2

Lesson 2 You've got a new sweatshirt!

Student's Book p32

Grammar

have got; positive and negative *I have got/I've got/I have not got/I haven't got*
a, some, any

Vocabulary

Possessions

Useful extras

- Photos of students or their families.
- A fashion magazine.

To start...

- Play colour or clothes Bingo. This time don't just call the colour or clothing, but say *Who's got blue/a cap?* Students raise their hand and then cross out the item.
- Ask *Who's got a birthday today? In January? On the seventeenth?* Students raise their hands and you say (name)'s got a birthday in January, etc.
- Revise days of the week.

1 LISTEN AND READ

Aim: to introduce *have got* positive and negative.

- Point to Sue's sweatshirt and ask *What's that?* Possible answers: *It's a green/Anna's/Sue's sweatshirt.*
- Play the CD. Students listen.
- Play it again while they listen and follow in their books.
- Play it a third time for them to listen and repeat.
- Give practice with difficult pronunciation, e.g. *My birthday is on the fourth of August; next Wednesday; nice clothes.*
- Students read the dialogue to each other in pairs.

CD script CD 1 Track 69

Sue Look!
Martin You've got a new sweatshirt!
Sue Yes, it's a present from Anna.
Martin Really! It isn't your birthday.
Sue I know. My birthday is on the fourth of August.
Martin That's next Wednesday! What do you want for your birthday?
Sue I don't know...mmm...some CDs...
Martin But you've got lots of CDs.
Sue And I want some new clothes. I haven't got any nice clothes.
Martin Yes, you have. You've got a nice new sweatshirt.
Sue Oh, so no birthday present for me.
Martin Wait and see!

True or false?

- Students read the statements and answer *true* or *false*.
- Check round the class.

Answers

1F 2F 3F 4T 5T

Extra activities

- Students correct false statements.
- Ask comprehension questions, e.g. *When's Sue's birthday? What does she want? What's Martin's present? (Wait and see!)*

Go to Activity Book Unit 2 Lesson 2 Activity 1

2 SPEAK

Aim: to practise *What do you want?* and to present new vocabulary.

- Read each new word, saying *some* or *a* as appropriate (all are *a* except for *some rollerblades/computer games*).
- Ask a few students *What do you want for your birthday?* They may also ask for clothes (from Lesson 1), Students should simply reply with the items – *a watch/some rollerblades* etc.
- In small groups students take turns to ask each other what they want for their birthday.

Extra activities

- Memory chain. Use this form: *I want a jacket and some rollerblades and a guitar...*
- Students write a sentence about what they want for their birthday and a sentence about what their partner wants.

3 GRAMMAR FILE

Aim: to present the positive and negative forms of *have got*.

- Students complete the chart.
- Play the CD for them to check.
- Play the CD again. This time students should repeat together.

CD script and answers



CD 1 Track 70

have got

I have got	I've got
you have got	you've got
he has got	he's got
she has got	she's got
it has got	it's got
we have got	we've got
you have got	you've got
they have got	they've got

I have not got	I haven't got
you have not got	you haven't got
he has not got	he hasn't got
she has not got	she hasn't got
it has not got	it hasn't got
we have not got	we haven't got
you have not got	you haven't got
they have not got	they haven't got

Grammar Summary p137

Extra activity

- Memory chain. Use this form: *I've got some trainers and a mountain bike and a watch ...*
- Do the same again, but add colours.

Go to Activity Book Unit 2 Lesson 2 Activities 2-4

4 SPEAK

Aim: to present new vocabulary.

Teaching points: Explain to students that stamps have a monetary value (we buy them at the Post Office) and that they are stuck on envelopes when we want to send a letter to someone. Make sure that students know the difference between *some* and *any* in positive and negative sentences.

*Kathy's got **some** oranges. She hasn't got **any** bananas. Peter's got **some** bananas. He hasn't got **any** oranges.*

- Go through the new words.
- Students study the pictures. They match the words they know and guess the others.
- Play the CD. Students listen and check their answers.
- Play it again if necessary. Check orally.

CD script and answers



CD 1 Track 71

1 stamps	2 bar of chocolate	5 postcard
3 orange	4 video	8 magazine
6 drink	7 banana	
9 apple	10 badge	

Say what they have got

- Read the three speech bubbles.
- Then draw students' attention to the Look! box.
- Students say what Peter and Kathy have and haven't got.

Answers

Kathy has got some postcards, some stamps, some chocolate, a video and some oranges.

Peter has got some magazines, an apple, some bananas, some badges and some drinks.

Extra activity

- Students talk about what they have and haven't got. They can talk about clothes and their colours, e.g. *I've got some blue jeans and a white top*. They may talk about what they are wearing, or about the photos they have brought. They can practise *he's/she's* and *you've got* by talking about other students or about the pictures in the fashion magazine.

Go to Activity Book Unit 2 Lesson 2 Activity 5

5 SOUND FILE

Aim: to distinguish and practise the sounds /ð/ and /θ/

- Play the first section of the CD. Students listen and repeat.
- Give plenty of practice.
- Students write *this* and *thing* in their notebooks.
- Now play the next section, pausing for students to write the words in the appropriate column.
- Play it again if necessary.
- Check orally, giving practice with the words.

CD script



CD 1 Track 72

/ð/ this the they clothes
/θ/ thing thank three fourth

thirty their that thirteen tenth birthday

Answers

/ð/ their that
/θ/ thirty thirteen tenth birthday

6 WRITE

Aim: to encourage students to talk about their possessions using *I've got* and the new vocabulary.

- First read the sentences. Say some things you have and haven't got.

- A few students make similar sentences.
- Students then each write three sentences about what they've got. Encourage them to use adjectives, e.g. *a red bike, some new CDs, I haven't got any nice clothes*, etc.

Extra activity

- Students ask their partners what they have got and then write about them.

Go to Activity Book Unit 2 Lesson 2 Activities 6 and 7

Consolidation and Extension activities

- Students rewrite the dialogue from Activity 1, changing the following: *sweatshirt, Anna, the fourth of August, Wednesday, CDs, clothes, sweatshirt*. They then practise speaking the dialogue with a partner.
- Play Bingo using clothes, colours or other possessions.

Homework

- Students write the sentences about Peter and Kathy from activity 4.
- They learn the forms of *have got* from activity 3. They learn the Look! box from activity 4.

Grammar Summary p137

Grammar

have got: questions and short answers *Have you got...? Yes, I have. / No, I haven't.*

Can I ...? (requests and permission)

Pronoun: *one* – *I've got a red one.*

Vocabulary

Shopping; sizes; classroom English *What does ... mean?*

To start...

- Ask students about their favourite possessions, pop stars, etc, like this:

Teacher: *What's your favourite thing?*

Student: *My new rollerblades.*

Teacher: *Are they nice?*

Student: *Yes, they're great!*

- Students continue the activity in pairs.

1 LISTEN AND READ

Aim: to introduce *can* for requests, *What does ... mean?* and the pronoun *one*.

- Look at the photo. Point to Anna, Martin and Daniel in turn and ask *Who's that?* Then point to the T-shirt and ask *What's that?* to elicit *It's a black T-shirt.*
- Play the CD as far as *Oh, it means 'great'.* Students listen.
- Give practice of *I don't understand – what does 'cool' mean? Oh, it means 'great'.*
- Play it again while students follow in their books.
- Play the final section of the CD.

CD script **CD 1 Track 73**

Anna Hey, look! They're really cool.

Daniel What?

Anna The WYG T-shirts. They're really cool.

Daniel I'm sorry, I don't understand – what does 'cool' mean?

Anna Oh, it means 'great'.

Assistant Good morning. Can I help you?

Anna Yes, can I have a T-shirt, please?

Assistant Yes, of course. What colour do you want?

Anna Black, please.

Assistant Small, medium or large?

Anna Have you got a large one?

Assistant Yes, we have.

Martin Can I have a small blue T-shirt, please?

Daniel Small! Is it for you?

Martin No, it's for Sue. It's her birthday on Wednesday.

- Ask the questions. Students answer orally.
- Then they can write the answers.
- Finally ask *What does 'cool' mean?*

Answers

1 She wants a black one. 2 She wants a large one.

3 He wants a small one.

Extra activity

- Students write four statements about the dialogue, which may be true or false. Then they give their statements to their partner who says if they are true or false, and corrects false statements.
- Students act out the dialogue.

2 READ AND SPEAK

Aim: to practise the language of greeting, requests and clothes sizes.

- First play the original dialogue in activity 1 from *Good morning* to *Yes, we have.*
- Play this part of the dialogue again. Pause after each line. Half the class repeat after Anna, the other half after the assistant.
- In pairs, students practise this part of the dialogue. Encourage them to make slightly new dialogues by changing the clothes and colours.

Go to Activity Book Unit 2 Lesson 3 Activities 1-4**3 GRAMMAR FILE**

Aim: to present *have got*: questions and short answers.

- Students complete the chart in their notebooks.
- Play the CD for them to check.
- Check orally.

CD script and answers **CD 1 Track 74**

Have you got a large T-shirt?

Yes, I have. No, I haven't.

Yes, we have. No, we haven't.

Has he got a blue cap?

Yes, he has. No, he hasn't.

Has she got a blue cap?

Yes, she has. No, she hasn't.

Have they got new trainers?

Yes, they have. No, they haven't.

Extra activity

- Students ask and answer questions with *have got*. First they ask each other about clothes and other things they have. Then they use the picture in lesson 2 activity 4 to ask about Kathy and Peter.

4 SPEAK AND WRITE

Aim: to practise questions and short answers with *have got* (*Have you got...? Yes, I have./No, I haven't.*), items of clothing and colours.

- Students look at the photo. They may first describe the two people, e.g. *Maria has got a pink sweatshirt, a blue cap, a black bag and a white jacket.*
- Ask the two questions and ask the class to give you the answers.
- Students write four more questions and answers.
- Play the CD again. Students should repeat together.
- Students can check each other's work, and ask and answer in pairs.

Extra activity

- Students write questions using the plural, e.g. *Have they got bags? Have they got pink sweatshirts? Have they got white caps?* They take turns to ask and answer. (The answers take the form: *Yes, they have. Daniel hasn't but Maria has. No, they haven't. Maria's got a blue one and Daniel's got a red one.*)

5 SOUND FILE

Aim: to hear and practise word stress in *yes/no* questions and answers.

- Play the CD. Students listen and follow.
- Play the CD again for students to underline the stressed words.
- Check orally.
- Give additional practice if necessary.

CD script and answers



CD 1 Track 75

Has Maria got a green bag?
No, she's got a black one.
Has Daniel got a blue cap?
No, Maria's got a blue cap.
Has Daniel got a green jacket?
No, he's got a green bag.

6 SPEAK

Aim: to practise asking about and guessing the meaning of words.

- Students ask you *What does 'pen' mean?* and you reply in Kurdish.

- Then they ask each other about the other words. If words are unknown, students reply *I don't know* and ask you.
- Students should write the words in their vocabulary notebooks, now or later.
- A student asks you *Have you got a pencil in your bag?* Check and reply *Yes, I have./No, I haven't.*
- Then you ask a student who checks and replies.
- Students continue asking and answering. They can ask unlikely things, e.g. *Have you got any rollerblades in your bag?* Check use of *a/an* and *any*.

Extra activity

- Students list ten words in their own language whose meaning they know in English. They take turns to ask what the words mean, and then how to spell the English word, like this:
Student 1: *What does (word) mean?*
Student 2: *Medium.*
Student 1: *How do you spell medium?*
Student 2: *M-E-D-I-U-M.*

7 READ AND SPEAK

Aim: to present and practise asking permission in class in English (using *can*).

Teaching point: teach the word *borrow*. At this stage do not confuse them with its partner, *lend*.

- Check comprehension.
- Students ask you the questions and you reply. They then perform the action.
- In small groups, students take turns to ask to borrow different items. *Can I borrow your...?* The other student should answer: *Yes, of course.*
- From now on, encourage students to ask permission in class in English. They should also greet you, in English, with *Good morning/afternoon* and say *Goodbye* at the end of the lesson.

Go to Activity Book Unit 2 Lesson 3 Activities 5-8

Consolidation and Extension activities

- Students write new dialogues based on activity 2.
- Students read their dialogues with a partner.
- Students use the sentence machine in activity 4 to write more questions and answers.
- Students write a list of ten things each. They don't show anyone. They take turns to ask *Have you got a/an/any ...?*

Homework

- Students learn the forms of *have got* from activity 3.
- They write out the questions and answers in full, with different items.

To start...

- Ask questions about Sue, e.g. *When is Sue's birthday? What does she want for her birthday? What has Martin got for her? What's her present from Anna? How old is Sue?*

LISTENING

- 1 **Aim:** to recognise questions and answers, and put dialogues into the correct order.

- Look at the photo and ask one or two questions, e.g. *Why is it a special day for Sue? What's she got?*
- In pairs students look through the dialogue and try to order it. If they have problems, point out that B and E are answers so must follow questions. Ask students to tell you the most likely first sentence of the dialogue.
- Play the CD. Students listen and check.
- Play it a second time, pausing for them to repeat together. Ask students to listen carefully to the pronunciation and try to imitate it.

CD script and answers**CD 1**

d) **Martin** *Happy Birthday, Sue!
This is for you.*

Track 76

c) **Sue** *Can I open it now?*

b) **Martin** *Yes, of course.*

a) **Sue** *Oh, it's a World Youth Games T-shirt!*

f) **Martin** *Do you like it?*

e) **Sue** *Yes, I do! Blue is my favourite colour.
Thank you very much, Martin.*

SPEAKING

- 2 **Aim:** to practise correct pronunciation in a simple dialogue in English.

- In pairs students act out the dialogue. Some pairs can act for the class.
- Each student thinks of a different present and colour.
- Students work with a different partner and act the new conversations. They can also choose different names. Some pairs can act for the class.

READING

- 3 **Aim:** to practise reading and understanding, using the language of the unit.

- Students work alone or in pairs to find the eight mistakes. They will need to check back through Units 1 and 2.
- Check orally. Students make sentences like those in the speech bubble.

Answers

Anna isn't from the USA. She's from Australia. (SB p14)

Her birthday isn't 21st April. It's 21st July. (SB p26)

Anna's favourite sport isn't tennis. It's swimming. (SB p24)

Her favourite colours aren't green and black. They're red and black. She doesn't like pink. (SB p30)

Crowded House aren't from England. They're from Australia. (SB p24)

There aren't five hundred competitors. There are a thousand. (SB p22)

They aren't from fifteen different countries. They are from fifty different countries. (SB p22)

Extra activities

- Students write out the corrected statements.
- Students choose other characters from the story and write true or false statements about them. They correct each other's false statements.

Go to Activity Book Unit 2 Lesson 4 Activities 1 and 2**WRITING**

- 4 **Aim:** to personalise the language learnt so far and to learn how to write a letter to a penfriend.

Teaching point: to explain to students about "penfriends". In Britain it is very usual for school children to have a penfriend, someone from a different town or a different country with whom they exchange letters. This is particularly useful when the pupils are learning foreign languages because they can practise reading and writing the language while they get to know their friend.

- Students look at the letter template.
- They each write letters about themselves. Check for accuracy.
- If possible, find real penfriends for students to send their letters to. These could be students from another school in your country/town where English is taught.

Go to Activity Book Unit 2 Lesson 4 Activity 3

TO HELP YOU STUDY

5 Classroom English

- The aim of this activity is to encourage students to ask questions in English about meaning, pronunciation and spelling. Point out that this is a useful strategy both inside and outside the classroom.
- Ask the three questions about the word *car* and elicit the answers.
- Go through the questions again and ask students to repeat.
- Students ask and answer questions about the five pictures (sandwich, key, pencil, video, apple) following the same pattern.

Extra activity

- Students draw other simple pictures, or use real things or pictures in the Student's Book, and ask similar questions.

6 Your vocabulary notebook

- Students copy and translate the items in their vocabulary notebooks. Ask them to add other words for clothes.
- Encourage students to add to their vocabulary notebooks regularly. Check the notebooks from time to time.

Extra activity

- In pairs, Students A find a picture of a person in the Student's Book or elsewhere.
- They tell Students B about the clothes, e.g. *She's got a sweatshirt*. Students B ask about the colours, e.g. *What colour is her sweatshirt?*
- They take turns to ask and answer.

Go to Activity Book Unit 2 Lesson 4 Activities 4–6

Consolidation and Extension activities

- Write a short text for students to punctuate. Full stops and capital letters are important.
- Students ask each other questions, e.g. *Have you got a blue pen?* They reply *No, I haven't, but I've got a red one.*
- This can be practised with all persons, singular and plural.
- Give a topic, e.g. *countries*. Give students a short time to think of as many countries as they can.
- Students try to find a word beginning with each letter of the alphabet.

Homework

- Students make lists of, e.g. *clothes, colours, things, countries* and *languages* in their vocabulary notebooks.

1 Read and complete

- Explain *quiz programme*.
- In pairs students read and complete the text. Encourage them to guess the words in 3, 5, 6 and 10.
- Play the CD. Students listen and check.

CD script and answers



CD 1 Track 77

Martin Hello, and welcome to Quiz Time on Radio WYG!

Sue Today we've got some questions about clothes and colours.

Martin And Kathy and Daniel are here in the studio to answer the questions.

Sue So *who's* first, Kathy or Daniel?

Kathy Daniel.

Daniel Kathy.

Martin Ok, Kathy. Your questions are about clothes. What's got three letters and the first letter is C?

Kathy Cap.

Martin Yes! What's got five letters and the first letter is J?

Kathy Jeans?

Martin That's right. What's got five letters and the first letter is D?

Kathy Dress.

Martin Correct. What's got four letters – the first letter is S and the last letter is K?

Kathy I don't know.

Martin You've got two.

Kathy Shoe.

Martin No, the *last* letter is **K**! It's sock. S-O-C-K!

Kathy Yes, of course!

Martin And my last question. It's got nine letters. The first letter is T and the last letter is T.

Kathy Tracksuit.

Martin Great! That's four correct answers. Not bad, Kathy! Now it's Daniel's turn.

Extra activity

- Ask students how to spell *cap, jeans, shoe* and *tracksuit*.

2 Listen and answer

- Explain the activity. Sue is asking Daniel about colours. Can the class answer before Daniel?
- Play the CD. Students answer the questions during the pauses.

CD script



CD 1 Track 78

Sue Colours, Daniel. Are you ready?

Daniel Yes.

Sue What's got six letters and the first letter is O?

Daniel Orange.

Sue That's right. Second question. What's got six letters and the last letter is W?

Daniel Mmm. Is it Yellow? Y-E-L-L-O-W

Sue Yes, it is! Third question. What three colours have got B as the first letter?

Daniel Black, and blue, and er ...

Sue Not bad. Brown is the third one. And the last question. This colour has got four letters, the first letter is P and the last letter is K?

Daniel Pink.

Sue Correct. That's three correct answers, Daniel.

Extra activity

- Ask students how to spell *orange, black, blue, brown* and *pink*.

Class quiz

- Students work in pairs or alone. They prepare a list of similar questions about clothes and colours.
- Hold the quiz. Encourage students to use comments like *That's two correct answers. Now it's (name)'s turn*.

Extra activity

- Students write a similar quiz on possessions, e.g. *pencil, skateboard*, etc. or on countries, towns and languages.

3 Complete the puzzle.

Answers

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

Maria's favourite colours are blue and pink.

4 Listen and ask questions.

- In this activity students have to create questions. Let them listen to 1 and 2 on the CD. Ask them to listen carefully to the pronunciation of the question, and copy it. Then try to keep the same pattern (the rising intonation) throughout the activity.

CD script and answers



CD 1 Track 79

1 Daniel speaks Spanish.
Does he speak Portuguese?

2 Carla and Roberto live in Brazil.

Do they live in Rio?

Now you repeat 1 and 2.

3 Sue wants some new clothes.

Does she want a T-shirt?

4 Kawa loves films.

Does he love music?

5 Anna hates pink.

Does she hate black?

6 Sue and Martin like swimming.

Do they like tennis?

5 Write questions and answers.

- Go through the example. Explain that some of the statements are true and some are false. Students can look back over units 1 and 2 to check information.

Answers

1 Does Sue like green? Yes, she does.

2 Does Anna want the sweatshirt? No, she doesn't.

3 Do Sue and Martin like the World Youth Games? Yes, they do.

4 Does Silvia speak Italian? Yes, she does.

5 Do Carla and Roberto speak Polish? No, they don't.

Extra activity

- Students write four statements, two true and two false.
- Students give their statements to their partner to write appropriate questions and answers.

6 Complete

- Students first complete the clothes words: *shirts, dresses, trousers, T-shirts, caps.*

Answers

Kawa hasn't got any dresses. Silvia has got some dresses.

Kawa has got some trousers. Silvia hasn't got any trousers.

Kawa hasn't got any T-shirts. Silvia has got some T-shirts.

Kawa has got some caps. Silvia hasn't got any caps.

7 Ask and answer.

Answers

1 Has Anna got a bike? No, she hasn't.

2 Has Peter got a camera? Yes, he has.

3 Has Kathy got any CDs? No, she hasn't.

4 Have Carla and Roberto got any postcards? No, they haven't.

5 Have Sue and Martin got any CDs? Yes, they have.

Extra activity

- In groups of three students prepare similar prompts. Each student gives prompts to the other two who ask and answer the questions.

8 Ask and answer.

Answers

1 Do you want a yellow T-shirt? No, I want a white one.

2 Do you want a green jacket? No, I want a black one.

3 Do you want a grey tracksuit? No, I want a blue one.

4 Do you want a small jumper? No, I want a large one.

5 Do you want a green apple? No, I want a red one.

6 Do you want a Spanish book? No, I want an English one.

9 Game: WORD TENNIS

- Student A says a word, e.g. *blue, he, live*. Student B replies with a word in the same set (topic or word family) – here *red, she, want*.
- Write some suggestions for possible word groups on the board, e.g. colours, clothes, things, countries, nationalities/languages, towns, pronouns, possessives, wh-question words, verbs, numbers, dates, months, days, letters.

SONG

- Students copy the song into their notebooks, writing the correct words for the pictures.
- Play the CD. Students listen and check.
- Then they correct if necessary.
- Play the CD again for students to sing along.

CD script and answers



CD 1 Track 80

These are my things

The things I like

My **Walkman**, my **guitar**

And my **mountainbike**

These are my things

The things I've got

Rollerblades and **videos**

Things I like a lot

These are my things

My favourite things

Red **T-shirts**, white **socks**

And cool blue **jeans**

Extra activity

- Students learn the song by heart.
- Students write a new verse about themselves.

Go to Activity Book Unit 2 Review

Lesson 1 *She's touching her toes*

Student's Book p40

Grammar

Present continuous: positive *I'm/You're doing etc.*

Vocabulary

Parts of the body; verbs for actions *run, touch etc.*

Useful extras

- Sports action pictures

To start...

- Use the sports logos from Unit 1, Lesson 1. Point to the running logo and ask *What's this?* Students answer *running*. Then say *Yes, he/she's running*. Do the same for swimming. For the other four logos, say *Yes, he/she's playing...*
- Point to the photo of Silvia running on page 40 and get the students to say *She's running*.

1 LISTEN AND READ

Aim: to present the present continuous positive (*I'm watching etc.*), and parts of the body.

Teaching point: you may need to teach *touch* and *bend*, *knees* and *toes* before playing the CD. Also the phrasal verb *warm up*.

- Play the CD as far as, *They're doing exercises*. Students listen and look at the photos.
- Play it again while they follow in their books.
- Play the rest of the CD in the same way.

CD script CD 1 Track 81

Sue *I'm at the running track. I'm watching Silvia.*

She's warming up for the 400 metres.

She's bending her knees.

Now she's touching her toes.

Now she's running round the track.

The other competitors are warming up too. They're doing exercises.

Now I'm talking to Silvia. When's your race, Silvia?

Silvia *It's in five minutes – I'm feeling a bit nervous now. But I'm wearing my lucky chain!*

Sue *Good luck! I hope you win!*

- Ask students to stand up. Tell them to bend their knees and touch their toes.
- Play the CD again. Pause after *She's bending her knees./Now she's touching her toes./Now she's running around the track.* for students to repeat together.

True or false?

- Students decide which statements are true and which false. They correct the false statements.
- Check orally.

Answers

- 1 *False. Sue is watching Silvia.*
- 2 *False. Silvia is bending her knees.*
- 3 *True.*
- 4 *False. Silvia is warming up.*
- 5 *True.*
- 6 *True.*

Extra activities

- Ask simple comprehension questions, e.g. point to the photos and ask *What's she doing? What's she wearing?*
- Game. Teach a young class 'Simon says'. The students stand. You give instructions, e.g. *Simon says, touch your arms*. They obey any instruction beginning with 'Simon says', e.g. *Simon says, bend your knees*, but not the others, e.g. *Bend your arms*. Those who get it wrong are out and sit down.

2 GRAMMAR FILE

Aim: to present the present continuous positive.

- Students complete the chart in their notebooks.
- Play the CD for students to listen and check.
- Now play the CD again. Students should listen and repeat.

CD script and answers CD 1 Track 82

Present continuous

<i>I am watching</i>	<i>I'm watching</i>
<i>you are watching</i>	<i>you're watching</i>
<i>he is watching</i>	<i>he's watching</i>
<i>she is watching</i>	<i>she's watching</i>
<i>it is watching</i>	<i>it's watching</i>
<i>we are watching</i>	<i>we're watching</i>
<i>you are watching</i>	<i>you're watching</i>
<i>they are watching</i>	<i>they're watching</i>

Go to Activity Book Unit 3 Lesson 1 Activities 1 and 2

Extra activity

- Students look through activity 1 and find all the examples of verbs in the present continuous.

Grammar Summary p138

3 GAME: THE FACE GAME

Aim: to practise the present continuous and to present more parts of the body.

- Touch the photo and say *This is Maria's face.* Present and practise the vocabulary.
- Touch your nose and say *I'm touching my ear.* Students respond *No, you aren't. You're touching your nose.* Continue in this way, sometimes saying the correct body part, when students say *Yes, you are.*
- Students continue the game in pairs.

Go to Activity Book Unit 3 Lesson 1 Activity 3

4 READ

Aim: to present more parts of the body, and to describe a person.

- Point to the photo of Kawa and ask questions students can answer, e.g. *What colour is his hair? What colour are his trainers?*
- Explain that *have got* is used for describing physical features, e.g. *I've got black hair*, etc.
- Students read the text and match the words.
- Play the CD. Students listen and check.
- Check orally.

CD script and answers  **CD 1 Track 83**
 1 head 2 chest 3 back 4 hand
 5 leg 6 feet

Look!

- Draw students' attention to the irregular plural forms.
- Write the words *person – man – woman* on the board. Ask students to give you the plurals (*people – men – women*). Practise the pronunciation of *women*.

Extra activities

- Ask several students *What are you wearing?*
- Students describe the magazine pictures you have brought.
- Students talk about the action pictures you have brought, e.g. *The men are running.*

Go to Activity Book Unit 3 Lesson 1 Activities 4 and 5

5 SOUND FILE

Aim: to practise words with silent letters.

- Play the CD. Students listen and repeat.
- They cross out the silent letters.
- Play the CD again for them to repeat.
- Write the words on the board. Students tell you which letter to cross out.

CD script and answers  **CD 1 Track 84**
~~knee~~ ~~thumb~~ ~~right~~ ~~who~~ ~~two~~
~~eight~~ ~~answer~~ ~~listen~~ ~~talk~~

Extra activity

- Students close their books. Ask them to spell the words.

6 WRITE

Aim: to encourage students to talk about themselves – their physical description and clothes.

- Ask two or three students to describe themselves, using question prompts such as *What colour are your eyes? What are you wearing?*
- Students write about themselves.

Grammar Summary p138

Go to Activity Book Unit 3 Lesson 1 Activities 6 and 7

Consolidation and Extension activities

- Students look at photos of people elsewhere in the Student's Book and write descriptions of them. Or students can draw a person and write the description.
- Picture dictation. Describe a person, e.g. *I'm a girl. I've got short dark hair. I've got blue eyes. I'm wearing ...* As you speak, students draw the person.
- Teach this song/rhyme.

*Head, and shoulders, knees and toes.
 Head, and shoulders, knees and toes,
 And eyes and ears and mouth and nose.
 Head, shoulders, knees and toes, knees and toes.*

Homework

- Students write a description of a member of their family.
- They learn the present continuous forms in activity 2.
- Remind students to keep their vocabulary notebooks up to date.

Grammar Summary p138

Grammar*There is / are*Prepositions of place: *in, on***Vocabulary**

Furniture and equipment

To start...

- Before the lesson place a few items, e.g. two pencils, a pen, a ruler, etc. in your bag. Then ask the class to guess *What have I got in my bag?*
- Students continue the game in pairs. They can vary it by writing words on paper and hiding the paper in their bags or folding the paper and holding it. In which case they ask *What have I got in my hand?*

1 LISTEN AND READ

Aim: to present *There is / are* and the prepositions *in* and *on*, and to give further practice with the present continuous positive.

- Play the CD. Students look at the photo and listen.
- Play it again. This time students follow the text.
- Play it a third time pausing for them to repeat.

CD script **CD 1 Track 85**

- Sue** *Welcome to the Games! There are fifteen thousand people in the stadium today!*
- Martin** *The sun is shining and we're having a great time.*
- Sue** *Lots of things are happening today. At two o'clock there's a basketball game in the hall.*
- Martin** *And the boys are swimming the 1000 metres in the swimming pool now.*
- Sue** *But here in the stadium the girls are getting ready for the 400 metres running.*
- Martin** *There are some great competitors in the race. The favourite is Silvia Rossi from Italy. She's in the middle, in lane 2.*
- Sue** *And Kathy Mitchell from England is on the left, in lane 3. Now all the runners are waiting for the start.*
- Martin** *And they're off! Kathy is leading, Rosa Navarro from Spain is second ...*
- Sue** *And where's Silvia?*
- Martin** *She's last.*

True or false?

- Students read the statements, noting whether they are true or false. They correct the false statements.

Answers

- 1 *False. There are fifteen thousand people in the stadium.*
- 2 *True.*
- 3 *False. There's a basketball game at two o'clock.*
- 4 *False. Sue and Martin are watching the running.*
- 5 *True.*
- 6 *True.*
- 7 *False. There is a Spanish runner in the race.*
- 8 *False. Silvia is running.*

Extra activity

- Ask questions about the text.

Listen

- Play the CD. Students listen and note the results.
- Ask *Who's first/second/last?*
- Play the CD again if necessary.

CD script and answers **Martin**

And they're running up to the finish, and Silvia Rossi is winning – yes! So Italy is first, Spain is second ... and England is last!

CD 1**Track 85****2 READ AND WRITE**

Aim: to practise *There's / There isn't; There are / aren't* and to present new vocabulary.

Answers

- 2 *It's at 11.30.*
- 3 *When is the basketball? It's at 2 o'clock.*
- 4 *When is the 200 metres swimming? It's at 15.30.*

Go to Activity Book Unit 3 Lesson 1 Activity 1**3 SPEAK**

Aim: to practise *There's / There isn't; There are / aren't* and to present new vocabulary.

- Students look at the photo. They match words that they know with items in the photo.
- Tell them that not all the items are in the photo.
- They then try to work out other new words.
- Students can ask you about words they don't know, using the question *What does ... mean?*

- Go through the speech bubbles, pointing to the items in the photo as you do so.
- Students make further sentences about the photo.

Answers

There's a chair, a magazine, a telephone, and apple and a television.

There isn't a computer, a football, a guitar, a table or an umbrella.

There are some boys, girls and windows.

There aren't any books, bananas or sandwiches.

Go to Activity Book Unit 3 Lesson 1 Activity 2

Extra activities

- Students write sentences about the room, like those in the speech bubbles.
- Memory game. Students look at the photo for a minute. Then they close their books and make statements about what they remember, e.g. *There isn't a table. There are some windows*, etc.

4 GRAMMAR FILE

Aim: to practise *There's/There isn't; There are/aren't*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- They correct if necessary. You may need to play the CD a second time.

Answers CD 1 Track 86

there is/there are

There's a camera.

There isn't a computer.

There are some bananas.

There aren't any bags.

Grammar Summary p138

Go to Activity Book Unit 3 Lesson 2 Activity 3

5 SPEAK AND WRITE

Aim: to practise using the prepositions *in* and *on*.

- Go through the words checking that students can identify them in the photo. They repeat the words.
- Mention that English people often say *TV* instead of *television*.

Look!

- Draw students' attention to the Look! box and to the prepositional phrases with *in* and *on*.
- Ask students where things are in the competitors' room and elicit answers, as in the example.

- Students continue the activity in pairs.

Answers

Where's the drinks machine?

It's on the right.

Where's the picture?

It's on the wall, in the middle.

Where's the telephone?

It's on the right, on the wall.

Where's the television?

It's in the middle.

Where are the windows? They're on the left.

Extra activities

- Memory game. Students have to remember where things are in the competitors' room. This can be played in pairs. One student has the Student's Book open.
- Students write sentences about where things are, e.g. *There is a picture on the wall*.

Write

- Ask a few questions about your classroom. Stand at the back of the class, so that you see things in the same way as the students.
- Students write sentences about their classroom. This is suitable for homework. Check the written work.

6 SOUND FILE

Aim: to hear and practise where the stress is on words.

- Play the CD. Students listen and repeat.
- Play it again if necessary.

CD script CD 1 Track 87

*today apple football machine middle
picture hello table sandwich guitar*

- Students write the words in two columns. Is the first or second syllable stressed? Like this

1 2
today apple

Answers

1

*today
machine
hello
guitar*

2

*apple
football
middle
picture
table
sandwich*

7 WRITE

Aim: to give practice of the present continuous with different verbs *standing/sitting/reading* etc.

- The class looks at the photo again. Ask a few questions, e.g. *Who is standing on the right? Who is eating an ice cream?* etc.
- Students write five sentences about the photo. This is suitable for homework.
- Check the students' written work, or students can check each other's work with your help.

Suggested answers

Maria is sitting on the left. She's reading a magazine.

Roberto is standing on the right. He's talking on the phone.

Silvia is sitting in the window.

Martin and Tom are watching television.

Extra activity

- Memory Game. Students now try to remember what the people are doing.

Go to Activity Book Unit 3 Lesson 2 Activities 4–6

Consolidation and Extension activities

- Spelling game. Students use new words and verbs from the lesson. They say e.g. *In this word there are eight letters. The first letter is s and the last letter is g.* The others guess (*standing*). This can also be played in pairs or in groups of three to six.

Homework

- Students write sentences describing the position of items in a room in their house using the phrases in the Look! box.

Grammar Summary p138

Grammar*this/these*Possessive 's *Sue's, Martin's* etc.Possessive pronouns *mine, his, our* etc.Question: *Whose?**Let's ...***Vocabulary**

Possessions

To start...

- Pick up items belonging to different students, e.g. a pencil, a ruler, a bag, etc. Then hold them up, one by one, and ask *Whose bag is this?* etc. You can also ask e.g. *Is this (name)'s bag?* Students answer *Yes, it is. / No, it isn't. It's/That's my bag.* Continue like this, returning items to their owners.

1 LISTEN AND READ

Aim: to present possessive 's, possessive pronouns, question *Whose?*, *this/these* and *Let's*.

Teaching point: teach students *I'm bored* before you play the CD.

- Play the opening section of the CD to *Oh! I see. OK.* Students listen.
- Play it again while they follow in their books.
- Play the CD again. Pause so that students can repeat together.
- Students practise this part of the dialogue in pairs.
- Students close their books and listen to the rest of the CD.
- Students open the books and look at the questions.
- Play the CD again. Pause to give students time to answer the questions.
- You may play the CD one more time if the students need it.

Extra activities

- Play the next section of the CD. Students look at the photo.
- Play it a second time while they read the text.
- Then play it again, pausing for them to repeat the dialogue.
- Practise any words that cause pronunciation problems, e.g. *Whose seat is this, these, let's watch, Martin is silly.*

CD script**CD 1 Track 88**

- Martin** *Let's go to the swimming pool.*
- Sue** *Why?*
- Martin** *I'm bored. And Anna is swimming today.*
- Sue** *Oh! I see. OK.*
- Tom** *Excuse me.*
- Sue** *Hi, Tom! Can I help you?*
- Tom** *I'm looking for seat A27.*
- Sue** *Martin, whose seat is this?*
- Martin** *It's mine. I'm sitting here.*
- Tom** *I'm sorry. It isn't yours. It's mine.*
- Martin** *I'm watching the swimming. Go away.*
- Sue** *Martin! Are these our seats?*
- Martin** *I don't know. I'm watching Anna.*
- Tom** *You're sitting in my seat. Look, this is my ticket!*
- Sue** *Come on, Martin, let's move. It is Tom's seat.*
- Martin** *No, let's watch the end of this race. Anna is winning!*
- Tom** *Mmm. She's a good swimmer. Now, please can I have my seat?*
- Martin** *No!*
- Sue** *I'm sorry, Tom. Martin is silly. Let's find some other seats.*
- Tom** *Good idea!*

- Ask the questions and check orally.

Answers

- 1 *Yes, he is.*
- 2 *He's sitting in Tom's seat.*
- 3 *Tom's ticket is A27.*
- 4 *Sue is sitting with him.*
- 5 *Anna is swimming in the race.*

2 SPEAK

Aim: to practise possessive 's, question *Whose?* and *this/these*.

- Point to the picture of the cap and ask *Whose cap is this?* Students look at the photo at the top of the page and answer.
- Do the same for the sunglasses. Give students practice of *Whose (cap) is this? Whose (sunglasses) are these?*
- Students continue the activity round the class or in pairs.
- Practise the pronunciation of *this* and *these*.

Look!

- Explain to students about the two uses of 's in English. 1. As the short form of *is*. *It's 2 o'clock. She's my teacher.* 2. When we say who owns something. *Kawa's bag. Martin's cap.*

Answers

Whose cap/sweatshirt is this? *It's Martin's.*
Whose sunglasses are these?
Whose T-shirt is this? *They're Sue's/It's Sue's.*
Whose ticket/tennis racket is this? *It's Tom's.*
Whose socks/shorts are these? *They're Tom's.*

Go to Activity Book Unit 3 Lesson 3 Activities 1–3

3 SPEAK AND WRITE

Aim: to practise possessive 's and possessive pronouns.

- Say the two questions and answers. Students repeat after you.
- Students continue the activity in pairs. Make sure they take turns to ask and answer.
- Students write the answers.
- They check each other's work.

Answers

- No, it isn't his. It's Tom's.*
- No, it isn't his. It's Sue's.*
- No, they aren't hers. They're Tom's.*
- No, it isn't his. It's Martin's.*
- No, they aren't his. They're Tom's.*
- No, it isn't hers. It's Tom's.*

4 READ

Aim: to give further practice with possessive pronouns *mine, yours, his, hers, ours*. To remind students of the difference between singular nouns (*banana*) and plural nouns (*trousers*).

- In pairs, students look at the three cartoons and match the texts.
- Point to the banana, the jeans and the trousers in turn and ask *Whose is this? Whose are these?* Students point at the picture and reply *It's/They're his/hers*.

Answers

- 1 b) 2 a) 3 c)

Extra activity

- Play this game round the class or in pairs.

Student 1: (touches e.g. Student 2's pencil):

Is this my pencil?

Student 2: *No, it isn't yours. It's mine.*

5 GRAMMAR FILE

Aim: to compare possessive adjectives and pronouns.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- They repeat the words.

CD script and answers



CD 1

Track 89

Possessive adjectives

my your his her our your their

Possessive pronouns

mine yours his hers ours yours theirs

Extra activity

- Students make up sentences, using at least one possessive adjective and one possessive pronoun in each.

Go to Activity Book Unit 3 Lesson 3 Activities 4 and 5

6 GAME: WHOSE IS IT?

Aim: to give further practice with *Whose?*, possessive 's and possessive pronouns.

- Play this game in groups of about 10 students.
- Students write *Whose writing is this?* on a piece of paper. They fold the paper in half. Collect in all the papers, mix them up and give them out.
- Each student, in turn, opens the paper, holds it up and ask the class *Whose writing is this?* Other students try to guess: *It's (name)'s*. The writer says *It's mine!*

7 SOUND FILE

Aim: to practise the difference between the sound /ɪ/ (*this*) and /i:/ (*these*).

- Play the first section of the CD. Students listen and repeat.
- Play the next section of the CD, pausing for students to write what they hear.
- Play it again for them to check.
- Ask students to read the words they have written.

CD script and answers**CD 1****Track 90**

/ɪ/ this his it sit

/i:/ these he's eat seat

these his it seat

8 WRITE

Aim: to practise apostrophes with their different uses *He's Kurdish. Kawa's bag. She isn't English.*

- Students copy the sentences from the Student's Book into their notebooks and correct the sentences.
- They exchange books and correct each other's work.

Answers

What's Tom's I'm it's isn't Anna's don't Let's

Extra activity

- Ask students to identify the contracted words and to write them in full, e.g. *What is ... I am ... it is ... is not ... do not ... let us ...*

Go to Activity Book Unit 3 Lesson 3**Activities 6 and 7****Consolidation and Extension activities**

- Students write two or three short dialogues like the dialogue at the beginning of activity 1. They change the place, names and sports. They can also change the final answer, e.g. *Good idea.* or *No, I don't like swimming.*
- Students think of several suggestions each, e.g. *Let's open the window. Let's sing a song. Let's watch TV.* Their partner must react, e.g. *That's a good idea.* or *No. That's silly.*

Homework

- Students learn the possessive pronouns.
- They can then write a short paragraph using as many possessive adjectives and pronouns as possible, e.g. *My name is ... and my sister's is ... I like her clothes and she likes mine. This isn't my sweatshirt – it's hers!*

Grammar Summary p138

To start...

- In groups, students talk about each other and describe their appearance. This can take the form of a guessing game, e.g. *She's got long dark hair and brown eyes. She's wearing a white top and a grey skirt. She's sitting on the left. She's reading her book. Who is she?*

LISTENING

- 1 **Aim:** to listen and choose a photo.

- In pairs, students look carefully at each photo and discuss *Who is in it? What they are doing?*
- Play the CD. Students listen and write the letter (A–D) in their notebooks.
- Check that students have the correct photo. Then play the CD again. Pause for students to compare the photo with the description.

CD script **CD 1 Track 91**

Anna *This is a nice one. That's Tom, from the USA. He's standing. And that's Maria, she's wearing a blue cap and she's eating a sandwich. And that's Sue in the middle – she's talking to Maria. That's Martin on the right – he's got short brown hair and he's wearing a green sweatshirt.*

Answer

She's talking about photo B.

SPEAKING

- 2 **Aim:** to describe a photo.

- In pairs, Student A talks about a photo (not photo B). His/her partner points at the correct photo. Then Student B describes another photo. Student A points. Or ...
- You say the description and the students say the letter (A, C or D) of the photo.

Extra activities

- Students choose another photo from the Student's Book to describe in the same way.
- Game. Students mime activities, e.g. swimming, opening/closing door/window, warming up for race, etc. for the others to guess. This could be a team game.

READING

- 3 **Aim:** to read an incomplete postcard and decide who wrote it. To complete the gaps and practise the present continuous.

- Students look at the postcard. They can easily work out who it is to. (Mr and Mrs Collins)
- In pairs, students study the postcard. If necessary, help them with the clues. *Who plays tennis? Who comes from the USA? Whose second name is Collins?*
- Students complete the postcard in their notebooks. If necessary, complete the first one or two gaps with the class.
- Check for correct spelling, e.g. *winning* (double n), *writing* (no e).

Answers

The postcard is to Mr and Mrs Collins (Tom's parents) from Tom.

- 1 *'m writing*
- 2 *'m feeling*
- 3 *'m watching*
- 4 *is winning*
- 5 *'m talking*
- 6 *'m waiting*

Go to Activity Book Unit 3 Lesson 4 Activities 1–3**WRITING**

- 4 **Aim:** to write a postcard, using the present continuous *I'm ... ing*.

- Tell students they should use the completed postcard from activity 3 as a model.
- This is suitable for homework. Check the written work.

Possible answer

I'm writing this card at the stadium. I'm feeling great. I'm watching the 400 metres running. An Italian girl is winning. I'm sitting next to a new friend. His name is Martin and he's nice. London is really cool and I like it here. I'm waiting for the volleyball. Our first game is tomorrow. I hope we win!

TO HELP YOU STUDY

5 Ways of learning English

- Where do students hear or see English words in their everyday lives? Suggestions are *sport, TV, cinema, pop music, computing*.
- Students first look at the photos. They then read the sentences, and match them with the photos.
- Check round the class.

Answers

A *She's writing an email in English.*

B *She's watching an English TV programme.*

C *He's listening to an English song.*

D *He's reading an English book.*

6 Your vocabulary notebook

- Students may already be making word lists. If not, they should begin now. A good place to start is a list at the back of their notebooks.
- For homework, students could look through Unit 3 and write all new words into their list.
- Encourage students to check reading texts in Unit 3 for new words and write them in their notebooks.

Go to Activity Book Unit 3 Lesson 4

Activities 4–6

Consolidation and Extension activities

- Write a short text for students to punctuate.
- Students ask each other questions, e.g. *Is this your pen? / Are these your sweatshirts?* They reply *No, it isn't mine. It's (name)'s. / No, they aren't ours. They're theirs* (pointing to two other students).
- Give topics, e.g. parts of the body, verbs. Give students a short time to think of as many words as they can for each topic.

Homework

- Students write a postcard using the postcard in activity 3 as a model.

1 Complete.

Answers

Where: in the stadium
 Eating: an apple
 Watching: the competitors
 Friend: Peter
 From: Hungary
 Friend's sport: gymnastics

2 Write.

Suggested answer

Dear Fiona,

I'm writing this at the running track. I'm eating a sandwich and I'm watching the 400 metres ... I'm waiting for my friend, Roberto. He's from Brazil and his sport is volleyball.

3 Complete.

Answers

1 We're/We are having
 2 Sue's/Sue is talking
 3 is starting
 4 are watching
 7 You're/You are sitting
 6 I'm/I am writing

4 Listen and say.

CD script and answers



CD 1

Track 92

1 Martin He's swimming.
 2 Kathy She's running.
 3 Roberto He's reading a magazine.
 4 Silvia and Anna They're playing tennis.
 5 Daniel and Kawa They're playing football.

5 Write.

Answers

1 There isn't a cap.
 2 There are some shorts.
 3 There isn't a watch.
 4 There aren't any socks.
 5 There's a tennis racket.
 6 There's a camera.
 7 There are some sunglasses.
 8 There isn't an umbrella.

Extra activity

- Students close their books and try to remember what is on the chair.

6 Complete

Answers

1 in 2 on 3 on 4 on 5 In
 6 on 7 on 8 On 9 on

Extra activity

- Students talk about another room they know. As they do so, the others may try to draw it.
- Students draw a simple room. Then they describe it to their partner, who draws it.

7 Write.

Answers

1 Whose guitar is this? It's Carla's.
 2 Whose sunglasses are these? They're Peter's.
 3 Whose shorts are these? They're Silvia's.
 4 Whose bag is this? It's my friend's.
 5 Whose ticket is this? It's Daniel's.

8 Write.

Answers

1 They're my shoes. They're mine.
 2 It's our computer. It's ours.
 3 They're her jeans. They're hers.
 4 They're their sandwiches. They're theirs.
 5 It's your pen. It's yours.
 6 They're his CDs. They're his.

9 Test each other.

Dictation

- You should first dictate a sentence to the whole class.
- Then, in pairs, Student A finds a sentence from a dialogue in the unit and dictates to Student B. Student B then dictates to Student A.

SONG

Teaching point: explain to students that *rap* is a type of music popular in Britain and the USA. In a *rap* the singer says the words rather than singing them.

- Start by revising parts of the body (particularly those in the song).
- Students work alone or in pairs to complete the song.
- Play the CD. Students listen and check.
- They correct if necessary.
- Play the CD again for students to sing along.

CD script and answers



CD 1

Track 93

Body rap, body rap

*Head and **hair***

It's where

It's at

*Fingers and **thumbs***

Feet and toes

***Eyes** and ears*

*Mouth and **nose***

*Legs and **knees***

***Face** and hands*

This is me

It's where

It's at

Body rap, body rap.

Extra activity

- Students learn the song by heart.

Go to Activity Book Unit 3 Review

Lesson 1 *Can it talk?*

Student's Book p50

Grammar

can (ability) *I can swim. / Banaz can speak English. etc.*

Vocabulary

Animals and pets; skills and abilities

Teaching point 1: explain to students that in Britain and the USA it is very normal for families to own pets – tame animals. Cats, dogs, horses and rabbits are among the most popular. Normally we call animals *it* – *It's a horse*. But pets are usually called *he* or *she* – *he/she's brown*. And their owners give them names.

Teaching point 2: when students are repeating the dialogue, practise the vowel sounds of *can* and *can't*. In questions: *can* /kæn/ *he...*?

In sentences: *he can* /k(schwa)n/...

In the negative: *he can't* /ka:nt/...

To start...

- Do some simple actions, e.g. touch your nose, stand on your left foot (only), write your name, write with your left hand. As you do each say *I'm touching my nose. Can you touch your nose?* etc. Students reply *Yes, I'm touching my nose*, and do the action.

1 LISTEN AND READ

Aim: to present *can* for ability *He can swim*.

- Students look at the photo. Ask them to describe it, e.g. *Martin is talking to Anna. Martin's got a dog. Anna's touching the dog.*
- Play the CD. Students listen.
- Play it again while they follow in their books.
- Play it a third time, pausing for them to repeat, with half the class taking each part.
- Play the CD again. The students change parts and repeat.

CD script **CD 2 Track 1**

Anna Hi Martin! Hello – What's your name?

Martin This is Daisy. Daisy, sit!

Anna She's lovely.

Martin Have you got any pets?

Anna Yes, I've got a dog too.

Martin Have you?

Anna Yes, he's called Prince.

Martin What colour is he?

Anna He's brown with a white tail. And he's very clever.

Martin What can he do?

Anna He can walk on two legs, he can swim, he can play football...

Martin Can he?

Anna ...and he can answer the phone.

Martin What do you mean? Can he talk?

Anna No, but he can pick up the phone when it rings.

Martin You can't do that, can you, Daisy!

True or false?

- Students read the statements and decide if they are true or false. They then correct the false statements.
- Check round the class.

Answers

1 False. Anna's dog is brown and white.

2 True.

3 True.

4 True.

2 LISTEN

Aim: to present animal vocabulary.

- Students look at the photos and read the words silently.
- Play the CD. Students listen and repeat.
- Play it again if necessary.
- Ask students what sounds animals make.
- Play the next section of the CD. Students listen and write the names of the pets they hear.
- Check orally, playing the CD again if necessary.

CD script **CD 2 Track 2**

mouse partridge rabbit

horse cat parrot

Answers

horse cat parrot

3 READ

Aim: to practise *can* for ability and to talk about animals.

- Tell students that Daniel, Banaz and Kawa each own one of the animals from activity 2.
- Read Daniel's speech bubble with the class. Can students identify his pet? What are the clues? *brown, can catch mice* etc.
- Students should say *Daniel's got a cat.*
- Students work out the other two pets in the same way.

Answers

Daniel – cat Banaz – partridge Kawa – rabbit

Look!

- Point out the irregular plural *mouse – mice*.
- Ask students to remember or to look in their notebooks for other irregular plurals (*person/people; man/men; woman/women*).

4 GRAMMAR FILE

Aim: to present forms of *can* for ability *Can you...? Yes, I can. No, I can't.*

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Play the CD again. Students repeat together.

CD script and answers



CD 2 Track 3

Can

<i>Can you sing?</i>	<i>No, I can't.</i>	<i>I can't sing.</i>
<i>Can he walk?</i>	<i>Yes, he can.</i>	<i>He can walk.</i>
<i>Can she jump?</i>	<i>Yes, she can.</i>	<i>She can jump.</i>
<i>Can it fly?</i>	<i>No, it can't.</i>	<i>It can't fly.</i>
<i>Can they swim?</i>	<i>Yes, they can.</i>	<i>They can swim.</i>

Go to Activity Book Unit 4 Lesson 1 Activities 1–3

5 SPEAK

Aim: to practise *can* for ability and to talk about animals.

- Read the speech bubbles with the class.
- In pairs, students now take turns to ask and answer. For instance:
A *What colour is it?*
B *It's grey.*
A *What can it do? Can it climb trees?*
B *Yes, it can.*
A *It's a cat!*

- Students write four sentences about an animal. What colour is it? What can/can't it do?
- This is suitable for homework. Check the written work.

6 SOUND FILE

Aim: to listen to the difference between the sounds /æ/ *can* and /ɑ:/ *can't* and to practise them.

- Play the CD. Students listen and repeat.
- Play it again.
- Then play the next section. Students listen and write the words in the correct column in their notebooks.
- Play it again for students to check.
- Check round the class.

CD script



CD 2 Track 4

<i>Anna /æ/</i>	<i>Martin /ɑ:/</i>
<i>Yes, I can.</i>	<i>No, I can't.</i>
<i>black</i>	<i>start</i>
<i>cat</i>	<i>aren't</i>
<i>stand</i>	<i>chart</i>

arm back cap car hand large star track

Answers

<i>Anna /æ/</i>	<i>Martin /ɑ:/</i>
<i>back</i>	<i>arm</i>
<i>cap</i>	<i>car</i>
<i>hand</i>	<i>large</i>
<i>track</i>	<i>star</i>

Go to Activity Book Unit 4 Lesson 1 Activities 4–7

4 Lesson 2 *Is it drinking?*

Student's Book p52

Grammar

Present continuous: questions and negative
Are you eating?/I'm not eating and short
answers *Yes, I am./No, I'm not.*

Vocabulary

Zoo animals

Useful extras

- Photos of zoo animals.

To start...

- Students tell you all the animals they can remember in English.
- Do simple actions in front of the class. Ask them *What am I doing?* Students answer: *You're reading a book./You're writing./You're sitting on your chair.* etc.

1 SPEAK

Aim: to present more animal words.

- Students look at the photos. Ask *Where are they?* Students reply *At the zoo.*
- Students then look at the words and try to match them with the photos.
- Check round the class. Use the form in the speech bubble *I think A/B is a/an ...*

Answers

A – tiger B – elephant C – monkey
D – lion

2 LISTEN AND READ

Aim: to present and practise present continuous questions and negative *What are they doing?/No, they aren't.*

- Students look again at the photos. They make one statement about each, e.g. *They're brown and orange. It's very big. It's sitting in a tree.* Give help if necessary.
- Play the CD of the first dialogue. Students listen and look at the photos.
- Play it again. Students follow the text and try to decide which photo it is.
- Play it again, pausing for students to repeat.
- Do the same with the other two dialogues.

CD script CD 2 Track 5

1

Sue Look, there it is. It's climbing the tree.

Tom I can't see it.

Sue Now it's sitting in the tree.

Tom Oh yes. And it's eating something.

Sue Aah!

2

Martin Oh, look! They're beautiful!

Anna What are they doing?

Martin I think they're dancing.

Anna No, they aren't! They're fighting!

Martin Oh, help! Now they're running this way!

3

Sue Hey, it's very big!

Tom What's it doing? Is it drinking?

Sue No, it isn't. It's having a shower! Look out!

Tom Aagh!

Answers

1 monkey 2 tigers 3 elephant

Extra activity

- Using the dialogues students make a statement about each photo, e.g. *The tigers are fighting. The elephant is having a shower. The monkey is sitting in a tree/eating a something.*

Go to Activity Book Unit 4 Lesson 2 Activity 1

3 GRAMMAR FILE

Aim: to present and practise present continuous questions, short answers and negative.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Play the CD again. Pause for students to repeat.

Grammar Summary p138

CD script and answers**CD 2
Track 6****Present continuous**

Are you eating?

<i>Yes, I am.</i>	<i>No, I'm not.</i>	<i>I'm not eating.</i>
<i>Yes, we are.</i>	<i>No, we aren't.</i>	<i>We aren't eating.</i>

Is he eating?

<i>Yes, he is.</i>	<i>No, he isn't.</i>	<i>He isn't eating.</i>
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Is she eating?

<i>Yes, she is.</i>	<i>No, she isn't.</i>	<i>She isn't eating.</i>
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Is it eating?

<i>Yes, it is.</i>	<i>No, it isn't.</i>	<i>It isn't eating.</i>
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Are they eating?

<i>Yes, they are.</i>	<i>No, they aren't.</i>	<i>They aren't eating.</i>
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Extra activity

- Ask questions round the class, e.g. *Are you singing?* *Is he eating?* Students give short answers.

Go to Activity Book Unit 4 Lesson 2 Activity 2**4 WRITE AND SPEAK**

Aim: to practise present continuous questions and answers.

- First check students understand all the words.
- Students write questions about the photos, using the chart.
- Ask the class a question, e.g. *Is the elephant having a shower?* Students reply *Yes, it is.* Repeat with several more students.
- In pairs students ask each other questions.

Extra activity

- Students ask and answer questions in the same pattern about photos in Unit 4, Lesson 1.

5 LISTEN AND SPEAK

Aim: to give further practice with present continuous questions and answers.

- Students read the sentences.
- Play the CD. Students listen and write a) or b) for each sound.
- Play it again if necessary. Check the answers.
- Ask the class the first question, *What's Sue doing?* Students reply *She's ...*
- Students take turns to ask and answer the questions.

CD script**CD Track 7**

- Sue eating an apple*
- Martin taking photos*
- sound of drink can being opened and drunk from*
- horse trotting, ridden by Anna*
- Silvia and Tom singing 'We're going to the zoo, zoo, zoo'*

Extra activity

- In pairs students ask and answer questions about other people, e.g. *Is Martin eating an apple?* *No, he isn't. He's taking photos.*

Go to Activity Book Unit 4 Lesson 2 Activity 3**6 WRITE**

Aim: to give written practice of the present continuous.

- Students write five pairs of sentences in their notebooks.
- They exchange books and check each other's work.
- Check round the class.

Go to Activity Book Unit 4 Lesson 2 Activities 4 and 5**Answers**

- Sue is eating an apple. She isn't eating a sandwich.*
- Martin is taking photos. He isn't buying a T-shirt.*
- Tom is having a drink. He isn't eating an ice cream.*
- Anna is riding a horse. She isn't riding an elephant.*
- Silvia and Tom are singing. They aren't dancing.*

7 SOUND FILE

Aim: to distinguish and practise the sounds /aɪ/ *ride* and /i/ *swim*

- Play the CD. Students listen and repeat.
- Students decide how to pronounce the words. They write them in pencil in two columns.
- Play the CD. Students listen and check.

CD script CD 2 Track 8

ride /aɪ/ swim /ɪ/
climb drink
ice sit

big fish fight high
lion sing think tiger

Answers

ride /aɪ/ swim /ɪ/
fight big
high fish
lion sing
tiger think

8 GAME: WHAT AM I DOING?

Aim: to play a game and practise the present continuous.

- Go through the speech bubbles, looking at the photo.
- Mime another action, e.g. climbing a tree. Students ask questions until they guess what you are doing.
- Students then continue the game. Do this in groups of five or six.

Go to Activity Book Unit 4 Lesson 2 Activities 6 and 7

Consolidation and Extension activities

- Students ask and answer questions about the photos in Unit 3 Lesson 4 activity 1.
- Students use the table in activity 3, substituting other verbs to ask other students questions and speak about photos in the Student's Book.
- Word chain. Do this with the whole class. Start with any word, e.g. *elephant*. The next word starts with the last letter of the previous word, and so on, e.g. *Tiger, Red, Dog*, etc.

Homework

- Students learn the chart in activity 3.
- Students write a dialogue like those in activity 2 about photo D in activity 1.

Grammar Summary p138

Grammar

comparative adjectives: *-er*
better, worse, than

Vocabulary

Adjectives

Useful extras

- Photos of students' families, or photos of people from magazines.

To start...

- Students choose one of the characters in the coursebook and describe him/her, using as many adjectives as possible. The others guess who it is.

1 LISTEN AND READ

Aim: to present comparative adjectives with *-er*, *better, worse* and *than*.

- Students look at the photo. Ask what's happening. Students should make sentences like: *Sue and Maria are watching TV. Martin's talking to them. Tom's reading.*
- Play the CD to *Now, Sue, who's taller, Martin or Tom?* Students listen.
- Play it again pausing for students to repeat.
- Give practice with difficult pronunciation, e.g. *isn't silly, taller than Tom, than:* use the short vowel /ə/.
- Ask a few questions: *Who's nicer, Tom or Martin? Who's older? Who's taller?* Students reply with short answers. They will have to look at the photo to see who is taller.
- Play the CD for the rest of the dialogue.

CD script **CD 2 Track 9**

Martin Come on! The basketball is starting!
Sue Ssh! We're watching Tom and Jerry. It's really funny.
Martin I hate cartoons. And Tom is the name of that silly American boy.
Anna Tom isn't silly. He's nice.
Sue He's nicer than you, Martin.
Anna And he's older – he's 15.
Martin Yes, but I'm taller than Tom.
Sue No, you aren't. Tom! Come here!
Tom What do you want?

Anna Stand next to Martin. Now, Sue, who's taller, Martin or Tom?

Sue Martin is shorter than Tom.

Martin OK. Let's see who is stronger?

Sue Stop it, you two! You're worse than Tom and Jerry!

True or false?

- Students find the true and false statements and correct the false statements.
- Check round the class.

Answers

- 1 False. Sue and Anna are watching cartoons.
- 2 True.
- 3 False. Martin hates cartoons.
- 4 True.
- 5 True.
- 6 False. Tom is taller than Martin.

2 GRAMMAR FILE

Aim: to present comparative adjectives with *-er*.

Teaching point: Spelling. Point out the spelling rules to students.

Most short adjectives add *-er* (*short/shorter*) to form comparatives. (Exception *big/bigger*)

Adjectives ending in *-e* just add *-r* (*nice/nicer*)

Adjectives ending in *-y* change to *-ier* (*happy/happier*)

Good (better) and *bad (worse)* are also exceptions.

- Ask students to find the comparatives in activity 1. (*nicer, older, taller, shorter, stronger*)
- Ask students to say what the original adjectives are (*nice, old, tall, short, strong*).
- Students look at the chart. Check that they know all the adjectives. Students complete the chart from *short* to *dark*.
- Students then look at *nice* to *silly*, and complete the table.
- *Better* and *worse* are irregular forms and must be learnt.

Answers

short	shorter	nice	nicer
tall	taller	large	larger
old	older		
young	younger	happy	happier
small	smaller	funny	funnier
strong	stronger	silly	sillier
fast	faster		
clever	cleverer		
dark	darker	good	better
big	bigger	bad	worse

Grammar Summary p139

Go to Activity Book Unit 4 Lesson 3 Activities 1 and 2

3 SPEAK AND WRITE

Aim: to practise comparative adjectives with *-er*.

- Students look at the picture. Read the speech bubbles.
- Ask one or two more questions, e.g. *Is Banaz taller than Kawa? Is Kawa smaller than Banaz?*
- Students continue the activity in pairs. They use adjectives from activity 2.
- Students write five sentences in their notebooks.
- Go through the sentences with the class. Some sentences may be a matter of opinion, e.g. *Kawa is cleverer/faster than Banaz.*

Answers

Example sentences:

Banaz is happier than Kawa.

Banaz has longer hair than Kawa.

Kawa is taller than Banaz.

Go to Activity Book Unit 4 Lesson 3 Activity 3

4 SOUND FILE

Aim: to practise the sound /ə/ *nicer*.

- Play the CD. Students listen and repeat.
- Students copy the words and circle the /ə/ sound.
- Check round the class.
- Play the CD again. Students repeat the words again.

CD script and answers



CD 2

Track 10

/ə/

*nicer parrot bigger clever tiger
lion elephant panda picture Anna*

5 READ

Aim: to find differences between two pictures and to use comparative adjectives.

- Students look at the two pictures, but not the text.
- They find the differences and make comparative statements, e.g. *The elephant in picture A is bigger than the elephant in picture B.*
- Students then read through the text and find the false statements.
- Go through these round the class.

Answers

The car in picture A is smaller than the one in picture B.

The man in picture A is older than the man in picture B.

The man's hair in picture A is lighter than the man's hair in picture B.

The elephant in picture A is bigger than the one in picture B.

6 WRITE

Aim: to give written practice with comparative adjectives.

- Look at the examples with the class.
- Students then write sentences comparing two people. They may write about characters in the coursebook or people in class, or they can use photos of their families or pictures from magazines.
- This is suitable for homework, or you can check it in class.

Go to Activity Book Unit 4 Lesson 3 Activities 4-6

Grammar Summary p139

4

Lesson 4 *What's special about it?*

Student's Book p56

To start...

- Revise names of animals the students know.
- Students make statements about animals, e.g. *Lions are big and strong. They are bigger than cats.*

READING

1 **Aim:** to describe 'special' animals – animals which are very different.

- Look at the photos. See if students know any of the names.
- Ask *Where does it live? Tell me about this animal.* Students describe it, e.g. *It's grey and white. It's small,* etc.
- Now students read the three descriptions and match them with the photos.
- Play the CD (CD 2 Track 12). Students listen and check.

Answers

1 koala 2 ostrich 3 dolphin

2

- Students look at the two remaining photos before reading the descriptions. Then they choose five sentences for each photo.
- Play the CD. Students listen and check their sentences.

CD script CD 2 Track 11

Kangaroo: *This animal lives in Australia. It's brown and it's about two metres tall. It's got long back legs, short front legs and a long tail. It can jump more than 7 metres and it can kick! It eats grass and leaves, and the mother carries her babies in a pocket called a pouch.*

Giraffe: *This animal lives in Africa. It's brown, and it's about five metres tall. It's got long thin legs, a very long neck and a very long tongue. It eats leaves, and it can eat leaves off very tall trees. But it can't bend its neck!*

Answers

giraffe – sentences 2, 3, 6, 7, 9
kangaroo – sentences 1, 4, 5, 8, 10

Extra activity

- Make statements about the animals. Students close their books and say which animal it is. This can also be done in pairs.

Go to Activity Book Unit 4 Lesson 4 Activity 1

SPEAKING

3 **Aim:** to speak about different animals.

- Choose one of the animals in the Student's Book. Students ask you the questions to find out what it is, e.g. you choose koala. Students ask *Where does it live? (Australia) What colour is it? (Grey with a white chest.)* etc.
- Students continue the activity in pairs.

Extra activity

Students compare two animals, e.g. *The giraffe is taller than the ostrich. The ostrich is faster than the dolphin,* etc.

WRITING

4 **Aim:** to write descriptions of animals.

- Go through the chart with the class.
- Ask students, in pairs, to describe a penguin. They should use the descriptions in activity 1 to help them. *This bird lives in Antarctica. It's black and white and it's up to 1 metre tall. It eats fish. It can swim but it can't fly.*
- Then, in pairs, they write a description of a penguin. They look at each other's work and correct any mistakes.
- Then they write a description of a tiger and an elephant.
- This can be done in pairs in class or for homework.

Answers

Penguin

This bird lives in Antarctica. It's black and white, and it's up to 1 metre tall. It eats fish. It can swim, but it can't fly.

Tiger

This animal lives in Asia. It's brown with black stripes and it's up to 3 metres long. It eats animals, fish and birds. It can run fast.

Elephant

This animal lives in Africa and Asia. It's grey and it can be up to 3.5 metres tall. It eats grass, fruit and leaves. It can live for 70 years.

Extra activity

- Students compare two creatures, e.g. *Penguins and ostriches are birds. They are black and white. They can't fly. But penguins can swim. And ostriches can run fast.*

Go to Activity Book Unit 4 Lesson 4 Activity 2

FACT FILE

- Write on the board.
 - 1 Elephants have two knees.
 - 2 African elephants are smaller than Asian elephants.
 - 3 Elephants drink more than 200 kilos of food every day.
 - 4 Asian elephants have got bigger ears than African elephants.

- Ask students to read the Fact File and correct your sentences. They should use one word only to correct the sentences.

Answers

1 four 2 larger 3 eat 4 smaller

LISTENING

- 5 **Aim:** to practise listening and reading at the same time.

- Students read the text. They should ask you if there are any words they do not understand.
- Play the CD. Students listen and identify four mistakes in the written text.
- Play the CD again. Pause for students to note the mistakes.
- Play the CD again to check the answers.

CD script CD 2 Track 13

Banaz's partridge is from Kurdistan and lives near Dohuk. She's very beautiful. She's grey and white and has a small tail. She's one year old and can run very fast.

Answers

1 Britain 2 black 3 big tail 4 two years old

Extra activities

- In pairs students speak about Silvia's horse from memory.
- Can they still remember anything about Anna's dog?

TO HELP YOU STUDY

6 Classroom English

- Students look through the questions and try to match them with the answers.
- Check round the class.
- Now students look at the five sentences at the end of the exercise and put the words in the correct order.
- Check.

- Encourage students to use the sentences in English lessons.

Answers

- 1 snake 2 camel 3 baby animal. 4 shark
- 1 How do you spell it, please?
- 2 Can you say that again?
- 3 Excuse me, what do you mean?
- 4 Please can you help me?
- 5 I don't understand this word.

Go to Activity Book Unit 4 Lesson 4 Activities 3 and 4

7 Your vocabulary notebook

- Read the names of the first two continents, and give the word *continent*.
- Students guess the remaining continents and fill the gaps.
- Check round the class.

Answers

Asia South America Australia Africa Antarctica

- Say, or write on the board, these countries: *England, Kurdistan, the USA, Italy, Brazil, Spain*.
- Students should tell you which continents these countries are in.

Go to Activity Book Unit 4 Lesson 4 Activity 5

Consolidation and Extension activities

- Game. Twenty questions. A student thinks of an animal. The other students find what it is by asking no more than 20 questions. The questions must require only a yes/no answer, e.g. *Does it live in Asia? Can it fly?* etc.

Homework

- Students write the animal words in their vocabulary notebooks, and the adjectives, with their comparatives.

Grammar Summary p139

1 Read and complete

- Students read the dialogue and try to complete it.
- Play the CD. Students listen and check their answers.

CD script and answers



CD 2 Track 14

Martin Hello, and welcome to Quiz Time on Radio WYG.

Sue Today, it's an animal quiz.

Martin And Tom and Kathy are here in the studio to answer the questions.

Sue So let's start with Tom. OK, first question. This animal lives in water but it isn't a fish. Its first letter is D.

Tom Dolphin.

Sue Yes! Can you name a small animal from Australia? Its first letter is K.

Tom Kangaroo.

Sue Er, no. That's a large animal! The correct answer is koala.

Tom Oh, of course.

Sue Next question. This is a big bird. It can't fly and its first letter is O.

Tom That's easy! Ostrich.

Sue That's right. And finally, can you name a very tall animal? Its first letter is G.

Tom Giraffe.

Sue Well done! That's three correct answers. Now it's Kathy's turn.

Extra activity

- Students read the dialogue in groups of three.

2 Listen

- Play the CD. Students listen and follow the text in their books.
- Students guess the animal before Kathy speaks each time.

CD script CD 2 Track 15

Martin OK, Kathy, here are your questions. This is a very large animal from Africa and Asia. Its first letter is E.

Kathy Elephant.

Martin Yes. Can you name an animal with a long tail that lives in water? Its first letter is C.

Kathy Is it a crocodile?

Martin Yes, it is. Third question. This is a bird. It can't fly and its first letter is P.

Kathy Parrot.

Martin No, parrots can fly! The answer is penguin.

Kathy Oh, yes.

Martin Last question. This is an animal from Asia. It's brown with black stripes and its first letter is T.

Kathy Tiger!

Martin That's correct. So you've got three answers right. Not bad!

Class quiz

- Students work in pairs to prepare similar questions for the class.
- Each pair exchanges questions with another pair and they answer each other's questions.
- Or you can collect in all the questions and from them prepare a quiz of up to ten questions.
- Two students can ask the questions.

3 Ask and answer

- Go through the example question and answer with the class.
- In pairs, students take turns to ask and answer questions following the same pattern.

Answers

- Can elephants fly? No, they can't.
- Can penguins swim? Yes, they can.
- Can lions run? Yes, they can.
- Can giraffes bend their necks? No, they can't.
- Can Koalas live without water? Yes, they can.
- Can rabbits talk? No, they can't.
- Can monkeys climb trees? Yes, they can.

Extra activity

- Students write the questions and answers.

4 Ask and answer

- Go through the example question and answer with the class.
- Students take turns to ask and answer questions following the same pattern.

Answers

- | | |
|----------------------------|----------------|
| 1 Can Martin speak French? | No, he can't. |
| Can he speak Spanish? | Yes, he can. |
| 2 Can Maria dance? | Yes, she can. |
| Can she sing? | No, she can't. |
| 3 Can Silvia ride a horse? | Yes, she can. |
| Can she play basketball? | No, she can't. |
| 4 Can Tom's parrot read? | No, it can't. |
| Can it talk? | Yes, it can. |

- 5 Can dolphins jump? Yes, they can.
Can they fly? No, they can't.

5 Write questions.

Answers

- 1 Is Tom playing tennis?
- 2 Are Carla and Roberto swimming?
- 3 Is Banaz buying an ice cream?
- 4 Is Kathy reading a book?
- 5 Are Tom and Martin fighting?

6 Write sentences

- Go through the examples with the class.
- You can go through all the sentences orally before students write them.
- Check orally. Students can check their partner's work.

Answers

- 1 Maria isn't singing. She's dancing.
- 2 Daniel and Kawa aren't riding. They're running.
- 3 You aren't listening to the radio. You're watching TV.
- 4 We aren't playing games. We're sitting in class.
- 5 I'm not writing a letter. I'm doing this exercise.

7 True or false?

- Encourage students to do this from memory.
- If necessary they can look back at the unit, but they should know most of the answers.
- Check orally.

Answers

- 1F A mouse is smaller than a rabbit. / A rabbit is bigger than a mouse.
- 2F An elephant is shorter than a giraffe. / A giraffe is taller than an elephant.
- 3T
- 4F Ostriches can run faster than cats.
- 5F A dog's tail is shorter than a kangaroo's tail. / A kangaroo's tail is longer than a dog's tail.
- 6T

8 Find the odd word

- Students work out which is the odd word in each list.
- Check orally. Encourage students to tell you why the word is odd.

Answers

- 1 America (It's a country and the others are continents.)
- 2 parrot (It's a bird and the others are animals.)
- 3 hand (It's part of a person and the others are parts of animals.)
- 4 fast (It's to do with speed and the others are to do with size.)
- 5 tiger (It's an animal and the others are comparative adjectives.)

9 Game: WORD MACHINE

- Explain the rules of the game. They can only use each letter once in each word (e.g. *room* is not possible). They do not have to use all the letters. They can use the letters in any order.
- Make a few words with the class.
- Students can play this game alone or in pairs. They can use their vocabulary notebooks.

Answers

There are lots of possible words, e.g. *and, are, coat, eat, old, move, tail, lion, nose, arm, toe, some*. Use the word list to check students' answers.

10 Spelling

- Students each list ten English words.
- Students take turns to ask each other how to spell the words. Only the tester can look at the Student's Book or his/her list.

SONG

- Students read the song, work out the missing words, then write it out in full.
- Play the CD. Students listen and check.
- Play the CD again for students to sing along.

CD script and answers



CD 2 Track 16

Can you do the **monkey** dance?
Close your **eyes** and take a chance
Come on and dance
Can you walk the **lion** walk?
Can you talk the **parrot** talk?
Can you move the **tiger** way?
Start right now, do it today!
Bend your **knees**
And touch your **toes**
Just like a **monkey**
Anything goes!
Yes, we can do the **monkey** dance
Let's close our **eyes** and take a chance
Come on and dance
We can walk the **lion** walk
We can talk the **parrot** talk
We can move the **tiger** way
Let's start right now, do it today!

Extra activities

- Students learn the song by heart.
- They invent actions to go with the words and perform the song.

Go to Activity Book Unit 4 Review

Lesson 1 *What time do you get up?*

Student's Book p60

Grammar

Prepositions of time: *at, in, from ... to*
 Present simple: routines *I get up at 7 o'clock. / have breakfast at 8 o'clock.*

Adverb of frequency: *usually*

Vocabulary

Time-telling; routine actions

Useful extras

- Cards with pictures of analogue and digital clocks (see **To start...**).
- Pictures of clocks showing different times, cut from magazines.
- A toy clock with moveable hands.

To start...

- Check that students understand the Unit title.
- Revise telling the time. Draw some digital and analogue clocks on pieces of card and show them to the class. Only practise the hours (*9 o'clock, 3 o'clock* etc) and the half hours (*half past eight* etc.) at this stage.
- Tell students that they can say *It's half past ten* or *It's ten thirty*.

1 LISTEN AND READ

Aim: to present routines using the present simple – *I go to bed at 10 o'clock*, times with *at, in, from ... to*, and the adverb *usually*.

- Students look at the photo. Ask one or two questions, e.g. *What's Tom's sport? What's he wearing?*
- Play the CD. Students listen for times. Play it again. They follow in their books.
- Now ask the students to write the times in words (*seven o'clock/half past seven*) in their notebooks.
- Check the times round the class.
- Play the CD a third time, pausing for students to repeat.

CD script CD 2 Track 17

Sue Now here's today's *Star Interview*. I'm with Tom from the USA. Tom, how are you?

Tom I'm fine, thanks. It's great to be here.

Sue Tell me – what do you do every day? What time do you get up?

Tom I get up at seven o'clock, and we have breakfast at half past seven.

Sue What time do the Games start?

Tom At nine o'clock in the morning. Then we have lunch at half past twelve. The Games finish at half past five in the afternoon.

Sue And when do you have dinner?

Tom Dinner is from half past six to eight o'clock.

Sue What do you do after dinner in the evening?

Tom I usually listen to music or play computer games. And I go to bed at ten o'clock at night. Hey, what time is it now?

Sue It's half past four.

Tom Help! It's the tennis! And I'm late!

Extra activities

- Students change the times and make new dialogues.
- In pairs, students ask each other questions based on those Sue asks Tom. They can ask about school instead of the Games.

Ask and answer

- Explain that (in this example) *when?* and *what time?* have the same meaning.
- Go through the example.
- Then students ask and answer.

Answers

- 1 at seven o'clock
- 2 at half past seven and half past twelve
- 3 at ten o'clock
- 4 at nine o'clock
- 5 at half past five

Go to Activity Book Unit 5 Lesson 1 Activities 1 and 2

2 GRAMMAR FILE

Aim: to teach and practise the use of *at* with times (*at 10 o'clock*), *in* with parts of the day (*in the morning* – except *at night*). We use *from ... to* to describe a period of time (*from 4.30 to 5.30*).

- Students copy the chart into their notebooks.
- They may look at the dialogue to help them complete the chart.
- Play the CD. Students listen and check their charts.

CD script and answers CD 2 Prepositions of time Track 18

at ten o'clock *in the morning*
at night *in the afternoon*
from 6.30 to 8.00 *in the evening*

Extra activity

- Students use the expressions from the chart in sentences.

Go to Activity Book Unit 5 Lesson 1 Activities 3 and 4

3 READ AND SPEAK

Aim: to introduce *twenty to/past*, *quarter to/past* and to practise telling the time in English.

- Use either pictures or a toy clock, or draw clocks on the board, to introduce and teach the new times. Teach *midday* and *midnight*.
- Students match the watches and times.
- Read the speech bubbles, pointing to the correct watch and time. Now point again. Students answer together. Point at the other clocks. Ask the time and students answer.
- In pairs, students repeat the exercise. They should take it in turns to ask and answer.

Answers

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

Extra activity

- Students write all the times from the clocks in the Student's Book digitally, e.g. 1 G becomes 11.45.

4 SOUND FILE

Aim: to hear and say the correct stress pattern for times *It's one o'clock*. etc.

- Play the CD. Students listen and repeat.
- Do this once or twice more.
- Students write the sentences in their notebooks and underline the stressed words.

- Play the CD once more for students to check.

CD script and answers  **CD 2**
It's one o'clock. *It's twenty to four.* **Track 19**
It's ten past two. *It's quarter to five.*
It's half past three.

5 LISTEN

Aim: to practise listening for times.

- Students copy the chart into their notebooks.
- Play the CD. Students listen and write the times in the chart.
- Play the CD again if necessary.
- Check. Ask students *When does she have breakfast?* Students answer *At quarter past eight.*
- Continue through the chart.
- In pairs, students ask and answer about Sue's day.

CD script CD 2 Track 20

Sue *I get up at ten to eight and I have breakfast at quarter past eight. I start school at five past nine and we have lunch at one o'clock. We finish school at twenty-five to four. I do my homework from half past four to six o'clock. I have dinner at half past six, and after dinner I read or watch TV. I go to bed at half past ten.*

Answer

Sue ...	
gets up	7.50
has breakfast	8.15
starts school	9.05
has lunch	at 1.00
finishes school	3.35
does her homework	4.30–6.00
has dinner	6.30
goes to bed	10.30

Go to Activity Book Unit 5 Lesson 1 Activity 5

Extra activity

- Students list the times they do various regular activities. Student A reads his/her list to Student B, who writes down the activities and times. Students then change partners and tell each other about their first partner's routine.

6 SPEAK AND WRITE

Aim: students talk about their daily routines.

Teaching point: explain the position of *usually* and *every day* in a sentence. *I usually get up at 7 o'clock. I get up at 7 o'clock every day.*

- Tell students about your daily routine.
- Then ask the questions round the class – *What time do I get up every day? What time do I usually have breakfast?*
- In pairs, students take turns to ask each other the questions. They note the times.
- Students write sentences about their partner's day. Encourage them to use *every day* and *usually*.
- This is suitable from homework. Check it in class.

7 WRITE

Aim: to describe students' daily routine in a letter.

- Ask students to look at the letter on page 36. Remind them to include their address, to start with *Dear ...* and finish with *Yours ...*
- Students write a letter to their friend about their daily routine. This is suitable for homework.

Go to Activity Book Unit 5 Lesson 1 Activities 6-8

Consolidation and Extension activities

- In pairs, students look again at the opening dialogue and at activity 5. Then they compare Sue and Tom, e.g. *Tom gets up at seven o'clock, but Sue gets up at ten to eight/seven fifty*, etc.
- Students can write the comparisons.

Homework

- Students learn the prepositions of time.
- Students ask a family member about his/her daily routine and write sentences about it.

Grammar Summary p139

Grammar

Present simple: routines *I have breakfast at 7.30.*

Present continuous: *now I'm having breakfast.*

Vocabulary

Verbs for actions

To start...

- Ask students what they do at different times.
- Then ask *What time is it now? What are you doing?* Students try to vary their answers, e.g. *I'm speaking English. I'm sitting on my chair*, etc.

1 LISTEN AND READ

Aim: to present the contrast between the present simple for routine and the present continuous for now.

- Students look at the picture of the spaceship. Ask questions about what it is, where it is, etc.
- Play the CD. Students listen.
- Play the CD again while students follow the text.
- Play the CD again, pausing for students to repeat.
- Students read the dialogue in pairs, from *Hello. This is Sue from Radio WYG.*

CD script **CD 2 Track 21**

Martin *Now it's quarter past two, and it's time for Space Talk. Yes, we're talking to an astronaut in a space station!*

Sue *Hello, this is Sue from Radio WYG. Can you hear me?*

Astronaut *Hello, Radio WYG. Yes, I can hear you.*

Sue *Oh, great! Where are you?*

Astronaut *We're flying over Britain at the moment. We go round the world sixteen times a day.*

Sue *So you go round the world every 90 minutes! That's amazing!*

Astronaut *And every day I talk to people all round the world on the radio.*

Sue *Really! And what are you doing now?*

Astronaut *I'm floating upside down. And I'm talking to you!*

Answer

- Ask the two questions. Students read the text, looking for the answers.
- Students write the answers in their notebooks.

Answers

- 1 *Every day the astronaut goes round the world sixteen times, and talks to people on the radio.*
- 2 *Now the astronaut is flying over Britain, floating upside down and talking to Sue.*

Extra activity

- Students read the dialogue silently. Then they close their books and see how much they can remember. Ask questions, e.g. *Who is Sue talking to? What time is it? How many times does the space station go round the world every day?*

2 GRAMMAR FILE

Aim: to contrast the present simple for routine with the present continuous for now.

- Go through the Grammar File with the class.
- Students read the dialogue and find other sentences about routines and about now.

Answers

So you go round the world every 90 minutes!

Yes, we're talking to an astronaut in a space station.

I'm floating upside down.

3 LISTEN AND SPEAK

Aim: to give more practice with times and routines – *What time does he get up?/He gets up at 7 o'clock.*

- Give students a few minutes to look at the pictures. What does he do in each picture, and at what time? Match the words with the pictures.
- Play the CD. Students check.
- Students write sentences in their notebooks – *He has breakfast at 7.30. He starts work at 7.45*, etc.

CD script **CD 2 Track 22**

Sue *What's life like in the space station? What do you do every day?*

Astronaut *... I get up at seven and I have breakfast at half past seven ...*

Then I start work at quarter to eight ...

At quarter past two, I talk on the radio ...

At about half past four, I take exercise on the exercise bike ...

At half past six I cook dinner ...

And I go to bed at eleven o'clock ...

Sue *And where do you sleep? Hello? Hello?*

Ask and answer

- Ask the question in the speech bubble: *What does he do at half past seven?*
- Students answer – *He has breakfast.*
- Students repeat the question together, after you answer.
- In pairs, students ask and answer the remaining questions.

Answers

7.30: *have breakfast*

7.45: *start work*

2.15: *talk on the radio*

4.30: *take exercise*

6.30: *cook dinner*

11.00: *go to bed*

What does he do at half past seven? He has breakfast.

What does he do at quarter to eight? He starts work.

What does he do at quarter past two? He talks on the radio.

What does he do at half past four? He takes exercise.

What does he do at half past six? He cooks dinner.

What does he do at eleven o'clock? He goes to bed.

Extra activity

- Ask *What time does the astronaut get up?* Students reply with an appropriate time.

Go to Activity Book Unit 5 Lesson 2 Activities 1 and 2

4 SPEAK

Aim: to give spoken practice with the present continuous for what is happening now – *What is he doing? He's starting work.*

- Ask the question in the speech bubble: *It's half past seven now. What is he doing?*
- Students take turns to ask and answer other questions about what the astronaut is doing in the pictures.

Answers

7.30 *He's having breakfast.*

7.45 *He's starting work.*

2.15 *He's talking on the radio.*

4.30 *He's taking exercise.*

6.30 *He's cooking dinner.*

11.00 *He's going to bed.*

It's quarter to eight now. What is he doing?

He's starting work.

It's quarter past two. What is he doing?

He's talking on the radio.

It's half past four. What is he doing?

He's taking exercise.

It's half past six. What is he doing?

He's cooking dinner.

It's eleven o'clock. What is he doing?

He's going to bed.

Extra activity

- Students write sentences about the astronaut, following the pattern in the example, *It's half past seven now. What is he doing? he's having breakfast.*

FACT FILE

- Read the Fact File with the class.
- Using the Fact File information, students draw a dog, a cat or a person in space.

5 READ AND WRITE

- Students read the diary entry. Remind them to look for clues such as *at the moment (I'm sitting)*, *every day (we work)*. Then they copy and complete the diary in their notebooks.
- Check orally. Students can exchange notebooks and check each other's work.

Answers

- | | |
|-----------------------------|----------------------|
| 1 <i>I'm sitting</i> | 9 <i>relax</i> |
| 2 <i>I'm looking</i> | 10 <i>read</i> |
| 3 <i>They're (They are)</i> | 11 <i>play</i> |
| 4 <i>I'm tired</i> | 12 <i>sing</i> |
| 5 <i>work</i> | 13 <i>is playing</i> |
| 6 <i>do</i> | 14 <i>I'm going</i> |
| 7 <i>take</i> | 15 <i>sleep</i> |
| 8 <i>talk</i> | |

Go to Activity Book Unit 5 Lesson 2 Activities 3–5

6 SOUND FILE

Aim: to hear and practise the difference between the sounds /ʊ/ (*look*) and /u:/ (*moon*).

- Play the first section of the CD. Students listen and repeat.
- Play it again.
- Play the next section. Students repeat the words and write them in the correct column in their notebooks.
- Check round the class.

CD script CD 2 Track 23

cook /ʊ/ *look* *book*
cool /u:/ *moon* *school*
foot *good* *pool* *put* *shoe* *two*

Answers

cook /ʊ/ *cool* /u:/
foot *pool*
good *shoe*
put *two*

7 WRITE

Aim: to allow students to write about what they do *every day*, and what they are doing *now*.

- Ask students *What time do you have breakfast?*
What are you doing now?
- Students write three sentences about *every day* and *now*.
- This is suitable for homework. Check the written work.

Go to Activity Book Unit 5 Lesson 2 Activities 6 and 7

Consolidation and Extension activities

- Students note down their routine on school days and their routine on non-school days.
- Students ask each other about their different routines.

Homework

- Students write about a family member, using the instructions in activity 7.

Grammar Summary p139

Grammar

Is/Are there ...? and short answers *Yes, there is./No, there aren't.* etc

Question: *How many?*

Prepositions of place: *next to, near, opposite*

Vocabulary

Rooms, furniture and equipment

To start...

- Revise *There is/are* and *in the middle, on the left/right*, etc. Put some things on your desk, a book, some pens, a CD player etc. Students describe where they are. *The CD player's in the middle. The pens are on the left* etc.

1 LISTEN AND READ

Aim: to revise *There is/are* and to present prepositions of place: *next to, near, opposite*, and words for rooms – *bedroom, kitchen* etc.

Teaching point: teach the words *bathroom/bedroom/kitchen/laboratory/living room* before you start this lesson. Practise the pronunciation.

- Students look at the picture of the space station. Ask a few questions about it, e.g. *Where are the bedrooms?* – *On the right. Where's the bathroom?* – *On the left. Where are the sleeping bags?* – *On the wall.*
- Play the CD. Students listen and look at the picture.
- Play it again while students read the text.
- Play it a third time. Pause for them to repeat.

CD script **CD 2 Track 24**

When you come into the space station, on the right, there are two bedrooms. There aren't any beds but there are some sleeping bags. Opposite the bedrooms, on the left, there's a small bathroom, with a special shower, a wash basin and a toilet. No, there isn't a bath! Next to the bathroom, there's a kitchen, where we can cook food. There's an oven and a fridge, and we can wash our clothes in the washing machine. And there's a laboratory next to the kitchen, where we do experiments. It's got a big camera and three computers. We can't watch TV but we can play computer games. On the right, in the living room, there's a table and chairs. There's a guitar and an exercise bike near the table. We take lots of exercise!

Now match.

- Students look again at the text and the picture, and match the rooms and letters.

Answers

A bathroom B kitchen C laboratory D living room E bedrooms

Extra activity

- Students study the picture for a minute. Then they close their books and see how much they can remember about the space station, then draw it as a plan.

2 SPEAK

Aim: to practise talking about rooms and where people do different things.

- Students look at the speech bubbles.
- In pairs, students then ask and answer the questions. This can also be done in writing.

Answers

Where do the astronauts take exercise? In the living room.

Where do the astronauts cook food? In the kitchen.

Where do the astronauts eat? In the living room.

Where do the astronauts have a shower? In the bathroom.

Where do the astronauts relax? In the living room and in the bedrooms.

Where do the astronauts do experiments? In the laboratory.

Extra activity

- Students ask each other about where they do things at home, e.g. *Where do you sleep? Where do you eat? Where do you do your homework?* etc.

3 WRITE

Aim: to practise talking about where things are using *next to/near/opposite*.

- Students say which statements are true and which are false.
- Draw students' attention to the Look! box.
- Ask students individually to make sentences. *I'm sitting next to (A). I'm sitting near (B and C). If students can turn around and face each other then I'm sitting opposite (D).*

- Students correct the false statements in the Student's Book and write the correct statements in their notebooks.
- Check orally. Students can check each other's work.

Answers

- 1 False. There are two bedrooms opposite the bathroom.
- 2 False. There's a kitchen next to the bathroom.
- 3 False. There's a special shower in the bathroom.
- 4 True.
- 5 True.
- 6 False. There's a washing machine in the kitchen.
- 7 False. There's a guitar and exercise machine near the table.
- 8 False. There aren't any computers in the sitting room. There are some computers in the laboratory.

Go to Activity Book Unit 5 Lesson 3 Activities 1 and 2

4 GRAMMAR FILE

Aim: to present questions and short answers using *there is/are* – *Is there a ...?/Are there any ...?/How many ...? Yes, there is./No, there isn't.* etc.

- Students copy and complete the chart, referring to the text if necessary.
- Play the CD. Students listen, check and repeat.

CD script and answers



CD 2 Track 25

there is/there are

<i>Is there a camera?</i>	<i>Yes, there is.</i>
<i>Is there a TV?</i>	<i>No, there isn't.</i>
<i>Are there any computers?</i>	<i>Yes, there are.</i>
<i>Are there any beds?</i>	<i>No, there aren't.</i>
<i>How many showers are there?</i>	<i>One.</i>
<i>How many beds are there?</i>	<i>None.</i>

5 SPEAK

Aim: to practise questions *Is/are there ...?/How many ...?* and short answers using *there is/are*.

- Ask one or two questions as in the example, starting with *Is/Are there ...?* Then students prepare similar questions in pairs.
- Students take turns to ask each other. This should also be done in pairs.
- They do the same for the questions starting with *How many ...?*

Answers

Are there any chairs?
Are there any windows?
Is there a bath?
Is there a fridge?
Is there a toilet?
Is there an oven?
Is there a wash basin?
Is there a telephone?
Is there an exercise bike?
Are there any sleeping bags?
How many cameras are there?
How many sleeping bags are there?
How many chairs are there?
How many tables are there?
How many computers are there?
How many astronauts are there?

Extra activity

- Students ask and answer questions about each other's homes and rooms.

Go to Activity Book Unit 5 Lesson 3 Activities 3-5

6 SOUND FILE

Aim: to hear and practise stress in words with three syllables *astronaut/computer*.

- Play the CD. Students listen and repeat.
- Now students copy *astronaut* and *computer* into their notebooks. They write the other words in the correct column.

CD script



CD 2 Track 26

<i>astronaut</i>	<i>computer</i>	<i>telephone</i>
<i>exercise</i>	<i>exciting</i>	<i>radio</i>
<i>opposite</i>	<i>amazing</i>	<i>beautiful</i>

Answers

• • •	• • •
<i>astronaut</i>	<i>computer</i>
<i>telephone</i>	<i>exciting</i>
<i>exercise</i>	<i>amazing</i>
<i>radio</i>	
<i>opposite</i>	
<i>beautiful</i>	

7 GAME: HOW MANY?

Aim: to practise asking *How many ...?* in a game.

- Explain the game. Each student must make a list of six objects/people. Four of these should come from the list. Two of them can be invented (e.g. elephant).

- Then, in groups of three or four, they ask, in turns *How many (students) are there in the classroom?* The other students in the group answer.

8 WRITE

Aim: to describe their own space station.

- Tell students that the space station should only include: kitchen, bathroom, living room, bedroom.
- In pairs students do a plan of their space station.
- Then they write a description, e.g. *When you come into the space station the bedrooms are on the right, the kitchen is opposite the bedrooms* etc.
- Check and correct their work.
- Stick the space stations and descriptions up on the walls of the classroom.

Go to Activity Book Unit 5 Lesson 3 Activities 6 and 7

Consolidation and Extension activities

- Picture dictation. Describe a space station. Students must draw it as you talk.

Homework

Students update their vocabulary notebooks. They start a new page for prepositions. They can divide the prepositions into time and place, and give examples.

Students write a letter to their friend about their home. They can draw a plan to illustrate it.

Grammar Summary p139

To start...

- Revise names of sports and places where they are performed.
- Ask students what sports they can play.

READING

1 **Aim:** to read and understand a text about the Games Village and what you can do there.

- Students look at the map first.
- Ask questions about the map, e.g. *What is on the right? What is on the left? Where can you swim?*
- Students listen to CD 2 Track 27.
- Now students read the text.
- They then read and answer the questions.

Answers

- 1 *There are 600 hotel bedrooms (500 twin rooms and 100 single rooms).*
- 2 *There are two restaurants.*
- 3 *You can play basketball in the gymnasium.*
- 4 *There are four tennis courts.*
- 5 *There isn't a football stadium. / No, there isn't.*
- 6 *You can change money in the bank.*
- 7 *There are telephones in the hotel and opposite the information office.*
- 8 *The information centre closes at 8 pm.*

Extra activity

- Students write the answers to the questions.
- Students make up more questions about the Games Village and ask each other.

2 Find these places.

- Students look again at the map. In pairs they match the places with the numbers on the map.
- Check. Hold up your map. Ask individual students to come up and point to the places on the map. If this is difficult in your classroom then say the places. Students point at them on their own maps.
- Now students complete the sentences.
- Check round the class.

Answers

hotel 10, swimming pool 4, gymnasium 2, shops 5,
information office 1, car park 11, tennis courts 3, bank
7, post office 6, park 9, café 8, first aid centre 12
1 left, opposite 2 right, next to
3 left, opposite 4 in, right
5 left, next to

Go to Activity Book Unit 5 Lesson 4 Activities 1 and 2**SPEAKING**

3 **Aim:** to give directions.

- Go through the instructions with the class. Students should repeat the dialogue together.
- Each student lists four places he/she wants to get to.
- They take turns to be A and B.

Extra activity

- Students ask for and give directions to places in the local town or round the school.

LISTENING

4 **Aim:** to listen for information and complete a chart. To practise asking questions.

Teaching point: check that students understand *am* (in the morning) and *pm* (in the afternoon or evening). Also *daily* (every day) and the abbreviations for days of the week (Mon/Fri/Sat).

- Students look at the chart carefully to see what kind of information they are listening for.
- Play the CD. Students listen and complete the chart.
- Play the CD again for them to check.
- Check round the class.

CD script **CD 2 Track 28**

Anna *Excuse me, when does the café open?*

Information officer *It opens at ten in the morning every day, and it closes at ten at night.*

Anna *Thank you very much.*

Tom *Excuse me, what time does the WYG shop open?*

Information officer *It opens at half past nine every morning.*

Tom *Thank you.*

Kathy *When is the book shop open, please?*

Information officer *It's open from eight thirty in the morning to five in the evening.*

Kathy *Is that every day?*

Information officer *No, it's closed on Sunday.*

Martin *Excuse me, when is the bank open?*

Information officer *It's open from nine in the morning to*

- officer** *four in the afternoon – Monday to Friday.*
- Martin** *Isn't it open on Saturday and Sunday?*
- Information officer** *No, it isn't.*
- Martin** *I see. Thank you.*
- Sue** *What time is the post office open, please?*
- Information officer** *It's open from nine in the morning to five in the afternoon on weekdays, and from nine to one o'clock on Saturday.*
- Sue** *Thank you very much.*

Answers

	Opening times		
	<u>Open</u>	<u>Close</u>	<u>Days</u>
Star Café	10 am	10 pm	Daily
WYG shop	9.30 am	7 pm	Daily
Bookshop	8.30 am	5 pm	Mon-Sat
Bank	9 am	4 pm	Mon-Fri
Post office	9 am	5 pm	Mon-Fri
	9 am	1 pm	Sat

Ask and Answer

- Students take turns to ask for information.

Extra activity

- Students write sentences about when the places open and close.
- In pairs, students imagine they are going to visit the Games Village. They plan what they want to do, e.g. change money, have a meal, find a hotel, send postcards, watch or take part in a sport, and arrange a taxi to take them home.

WRITING

- 5 **Aim:** students write information about places they know.

- Introduce this by writing on the board about a place you know. Students copy.
- If students find it difficult to think of five places, they may write about only three.
- Students may do this activity individually, in pairs or for homework.
- Check their work.

TO HELP YOU STUDY

6 Vocabulary notebook

- Check that students understand the meanings of nouns/verbs/prepositions/adjectives.
- Students copy the chart and write the words in the correct column.
- Check round the class.

Answers

Nouns	Verbs	Prepositions	Adjectives
cinema	eat	at	beautiful
hotel	relax	in	exciting
kitchen	sit	on	nice
window	take	opposite	small

Extra activity

- Students add other words to the columns.
- In pairs, students write their own 'odd word' puzzle. They solve their partner's puzzle.

Go to Activity Book Unit 5 Lesson 4 Activities 4 and 5

Consolidation and Extension activities

- Game: Where am I? Students use the Games Village plan or the space station picture. The first student says e.g. *I can see cars. Someone is carrying a volleyball. Where am I?* (Near the gymnasium, opposite the car park.)

Homework

- Students should do Activity Book Unit 5 Lesson 4 Activity 4.

Grammar Summary p139

1 Read and complete.

- Students read the newspaper article and complete the chart.
- Check orally by asking *What time does Tom get up?* etc.
- Now students write sentences comparing Tom and Anna – *Tom gets up at twenty to ten, but Anna gets up at half past seven.*
- Students can check each other's work or you can check the notebooks. This is suitable for homework.

Answers

On Sundays	Tom	Anna
gets up	9.40	7.30
has breakfast	10.15	9.15
has lunch	1.30	1.00
has dinner	7.00	6.30
goes to bed	11.30	9.30
other activities	music programme on TV computer games homework	takes dog for walk goes swimming goes to cinema

Tom has breakfast at about quarter past ten but Anna has breakfast at about quarter past nine.

Tom has lunch at half past one but Anna has lunch at one o'clock.

Tom has dinner at seven o'clock but Anna has dinner at half past six.

Tom goes to bed at half past eleven but Anna goes to bed at half past nine.

2 Ask questions. Listen and write the times.

- Go through the example with the class. Students repeat the question together – *What time does the film start?*
- Play the CD. Students first make the question.
- They then write the time. Students need only write 8.40/12.00 etc.
- You may need to play the CD again, pausing for students to repeat the question correctly, and allowing them to check the time.
- Check all the times orally.

CD script and answers



**CD 2
Track 29**

Ask questions like this.

1 film

What time does the film start?

It starts at twenty to nine. (8.40)

Listen and write the times. Now you.

1 film

What time does the film start?

It starts at twenty to nine. (8.40)

2 café

What time does the café close?

It closes at midnight. (12.00)

3 lesson

What time does the lesson finish?

It finishes at twenty-five past four. (4.25)

4 game

What time does the game start?

It starts at quarter past three. (3.15)

5 shops

What time do the shops open?

They open at half past nine. (9.30)

6 programme

What time does the programme finish?

It finishes at ten to six. (5.50)

Write sentences.

- Students now write sentences about the times – *It starts at twenty to nine.* etc.
- Check round the class. Students can check each other's work.

Answers

The café closes at midnight.

The lesson finishes at twenty-five past four.

The game starts at quarter past three.

The shops open at half past nine.

The programme finishes at ten to six.

3 Complete.

Answers

1 on, at 2 in 3 at, on 4 from, to 5 at, on

4 Ask and answer questions.

- Go through the example question and answer with the class.
- Students take turns to ask and answer questions following the same pattern.

Answers

1 *Does he have a shower in the morning?*

Yes, he does.

2 *Does he take his dog for a walk?*

Yes, he does.

3 *Does he go swimming?*

No, he doesn't.

4 *Does he watch television?*

Yes, he does.

5 *Does he play computer games?*

No, he doesn't.

Extra activity

- Students ask each other the same questions. They answer truthfully.
- They write about their partner.

5 Complete.

- Students complete the sentences.
- Check round the class.

Answers

1 goes	6 do have
2 loves	7 is watching
3 are singing	8 closes
4 speak	9 is standing
5 is playing	10 am trying

6 Ask and answer.

- Students look through 1-6 and note if they will use *Is there* or *Are there*.
- In pairs, students take turns to ask and answer about Kathy's room.
- Check by asking the questions about Kathy's room. Students can answer individually or together.

Answers

- 1 *Is there a shower? Yes, there is.*
- 2 *Are there any pictures? No, there aren't.*
- 3 *Is there a table? Yes, there is.*
- 4 *Is there a bath? No, there isn't.*
- 5 *Is there a fridge? No, there isn't.*
- 6 *Are there any windows? Yes, there are.*

Write.

- Students write sentences about Kathy's room – *There isn't a television.* etc.
- Check round the class or students can check each other's work.

7 Complete.

- Students look at the plan in the Student's Book and complete the sentences.
- Check orally.

Answers

1 on	5 opposite
2 next to	6 near
3 on the right	
4 opposite	

8 Find the word!

- You may need to remind students how to do this puzzle. Look back to Unit 1 Review.
- Encourage students to try to work out the

answer. They may work alone or in pairs or small groups of three or four.

- If you need to help them: 1 is A or K. 2 is I or E. 3 is T. 4 is C. 5 is H. 6 is E or N. 7 is N or W. The final line should give them the word KITCHEN.

Extra activity

- Game: I spy! Explain the rules. One student chooses an object he/she can see and says the rhyme *I spy* (which means *I can see*) *with my little eye something beginning with* (first letter of the name of the object). The other students look round the room and guess e.g:

A *I spy with my little eye something beginning with D.*
B *Desk?*

A *No.*

B *Door?*

A *Yes!*

- Students continue to choose items. The student who guesses correctly chooses the next object.
- Students can use pictures from the Student's Book to increase the number of words. When the word is guessed, the successful student can then spell it, e.g. *watch: W-A-T-C-H.*

SONG

- Students read the song and fit the words in the gaps.
- If students have problems, remind them that songs usually rhyme, e.g. *day* rhymes with *USA*.
- Play the CD. Students listen and check the words.
- Play the CD again for students to sing along.

CD script and answers



CD 2

Track 30

*Space talk! I'm floating upside **down***

Space talk! I'm going round and round

*Space talk! I'm looking at the **stars***

Space talk! I'm on my way to Mars

Space talk!

*I go round the **world** every day*

*Now I'm flying over the **USA***

*I'm feeling great, everything's **OK***

And now I'm talking to you.

Chorus

*I can see the world from my **window***

Now I'm flying over Mexico

*I can talk to people on the **radio***

And now I'm talking to you.

Chorus

Extra activity

- Students learn the song by heart and perform it.

Go to Activity Book Unit 5 Review

Lesson 1 *What would you like?*

Student's Book p70

Grammar

would like + noun – *I would like a sandwich.*

would like + infinitive – *What would you like to eat?*

Short form – *I'd/She'd like...*

That/those – *What's that?/What are those?*

Countable and uncountable nouns – *a pizza/some salad*

Vocabulary

Food and drink

To start...

- Revise numbers. How many things (*desks/windows* etc.) can students see in the classrooms? And in the pictures in their books?

1 LISTEN AND READ

Aim: to present *would like* + noun or infinitive, food words and *that/those*.

- Students look at the photo and try to give the English words for the food and drinks. They may ask you *What's this in English?* etc.
- Students read the first conversation. They also read the sentences a-e.
- Play the CD of the first conversation. Students listen. Then they choose the two missing sentences.
- Play again. Students check.
- Do the same for the second conversation.
- Students practise the conversations in pairs.

CD script and answers



CD 2

Tom *Kathy, what would you like to eat?* **Track 31**

Kathy *What's that?*

Tom *It's tortilla.*

Kathy *What's tortilla?*

Tom *It's made with eggs and potatoes. It's Spanish. Would you like some?*

Kathy *Yes, please. Mm – it's delicious!*

Martin *Anna, what are those?*

Anna *I think they're meatballs.*

Martin *OK, I'd like some meatballs and a pizza.*

Anna *Would you like some salad?*

Martin *No, thank you. But I'd like some rice and some chips, please.*

Anna *Rice and chips!*

Martin *I'm really hungry.*

Extra activity

- Ask simple comprehension questions, e.g. *Who would like some tortilla? Has Martin got any salad?*
- Make false statements for students to correct, e.g. *Kathy hates the tortilla. Martin isn't very hungry.*

2 LISTEN AND SPEAK

Aim: to study food vocabulary and to practise *that/those*.

- Students write the numbers 1-15 in their notebooks. They write the correct word by each number. (1 *kebabs* 2 *bread*).
- Play the CD. Students listen and check.
- Check round the class by asking e.g. *Where's number 1? What is it?*

CD script and answers



CD 2

Track 32

- | | | |
|---------------|----------|---------------|
| 1 kebabs | 2 bread | 3 fish |
| 4 chips | 5 butter | 6 tortilla |
| 7 fruit juice | 8 cheese | 9 meatballs |
| 10 rice | 11 water | 12 spaghetti |
| 13 salad | 14 fruit | 15 vegetables |
| 16 pizzas | | |

Ask and answer

- Point to the photo and ask *What's that? What are those?*
- Students continue the activity in pairs.
- Note that in English spaghetti is not plural, so students must say *What's that? – It's spaghetti.*

Extra activity

- After answering the question *What's that?/What are those?* Student B asks *Would you like some?* Student A replies *Yes, please* or *No, thank you*.

Go to Activity Book Unit 6 Lesson 1 Activities 1 and 2

3 LISTEN

Aim: to listen for information about food.

- Stand in front of the class. Say *I'm hungry*. Look at the food picture. Say *I'd like a kebab*. Repeat *I'd like a kebab*. Now students repeat together.
- Play the first dialogue. Students listen and write what Tom would like.
- Play it again for students to check.
- Do the same for the second dialogue.
- Check. Ask e.g. *What would Tom like to eat? Does Tom want fruit juice?*
- Play the CD a third time for students to repeat.

CD script and answers CD 2

Kathy *What would you like to eat, Tom?* **Track 33**

Tom *I'd like a **pizza** and **some salad**, please.*

Kathy *Would you like some fruit juice?*

Tom *No, thank you. I'd like **some water**, please.*

Martin *What about you, Anna? What would you like?*

Anna *I'd like **some spaghetti**, please.*

Martin *And what would you like to drink?*

Anna *I'd like **some fruit juice**, please.*

Extra activity

- In pairs, students have similar conversations. They must use words from the picture.

Go to Activity Book Unit 6 Lesson 1 Activities 3 and 4

4 GRAMMAR FILE

Aim: to introduce countable and uncountable nouns.

Teaching point: have a few countable and uncountable things on your desk – pens/books, water/sugar. Ask *How many books/pens?* Students answer *two/three* etc. Then pour out the water. Ask *How many?* Students cannot answer. They cannot count it. They should then read the chart and the Look! box.

- Students copy and complete the chart in their notebooks.
- Refer students to the Look! box if they have problems. They can also look back at the text and the photo.
- Check round the class.
- Note the spelling *potato/potatoes*.

Answers

Countable nouns		Uncountable nouns
Singular	Plural	
a chip	chips	bread
a kebab	kebabs	cheese
a pizza	pizzas	fish
a vegetable	vegetables	fruit juice
		fruit
		salad
		spaghetti

Grammar Summary p139

Extra activity

- Students make sentences with *I'd like/Would you like?* and words from the chart.

Go to Activity Book Unit 6 Lesson 1 Activity 5

5 SOUND FILE

Aim: pronunciation – to help students hear and put the stress in the correct place in words.

- Students copy the words into their notebooks.
- Play the CD. Students repeat the words.
- Play the CD again. Students underline the stressed syllables – **salad**, **kebab**, etc.
- Students copy the two columns **vegetable**, **potato**.
- They write the words in the correct column. Is the stress on the first or second syllable?
- Play the CD again to check. Students repeat again.

CD script CD 2 Track 34

vegetable **restaurant** **potato** **spaghetti**
banana **delicious** **kebab** **salad**

Answers

vegetable	potato
salad	kebab
restaurant	spaghetti
	banana
	delicious

6 SPEAK

Aim: students talk about what they would like to eat and drink.

- Students look at the photo and choose what they would like to eat and drink.
- In pairs, students take turns to ask what their partner would like.

7 GAME: FOOD CHAIN

Aim: to practise the language of the lesson.

- Students play round the class following the example in the speech bubbles.
- Listen for correct use of *some* or *a/an* and plurals or uncountables.

FACT FILE

Teaching point: students do not yet know *-est* and superlatives. Translate *biggest* for them. Do not teach the rule yet.

- Students read the Fact File.
- In pairs they create another *biggest* item of food. They should write *Where? When? How big?*.

8 WRITE

Aim: students write about what they usually eat.

- Ask several students what they usually have for their meals.
- Encourage them to ask you for words they don't know, using *How do you say ... in English?*
- Then students write about their meals.
- This is suitable for homework. Check the written work.

Go to Activity Book Unit 6 Lesson 1 Activities 6 and 7

Consolidation and Extension activities

- Students write two dialogues based on those in activity 1, substituting different food.
- Students act out their dialogues with a partner.
- Game. in small groups, students take turns to think of a word for the others to guess, like this: *It's got five letters and it's uncountable*. The others guess, e.g. *Is it water? Is it fruit?* Then students use the word in a sentence.

Homework

- Students ask members of their family about their favourite meat/vegetable/fruit. They write these in their notebooks (*My father's favourite meat is ...*). If they do not know the English word they should ask in the next lesson.

Grammar Summary p139



Lesson 2 *Are you good at dancing?*

Student's Book p72

Grammar

like, love, hate + -ing

good at + -ing

Vocabulary

Sport and leisure activities; school subjects

Useful extras

- Pictures of famous people.

To start...

- Revise *can* by asking students what they can do (sports, playing a musical instrument, speaking another language etc.)
- Then revise *love/like/hate*. Students talk about food, music, etc.

1 LISTEN AND READ

Aim: to present *like, love, hate* and *good at + -ing*.

- Say *Listen. What does Anna like, love and hate?*
- Write *listening to music/singing/dancing* on the board. Play the CD. Students listen.
- Students tell you what Anna likes/loves/hates – *She likes dancing/she loves listening to music/she hates singing.*
- Play the CD again. Students listen and follow in their books.
- Groups of three read the dialogue.

CD script CD 2 Track 35

Martin *Anna, what do you like doing in your free time?*

Anna *I love listening to music.*

Martin *Can you play an instrument?*

Anna *Well, I can play the guitar.*

Martin *Really?*

Anna *Yes, but I'm not very good at it.*

Martin *Can you sing?*

Anna *No, I hate singing. I've got a terrible voice.*

Martin *I don't believe you!*

Anna *It's true! Oh, look at Tom! He's a good dancer!*

Tom *Hey, Anna, do you like dancing?*

Anna *Yes, I do.*

Tom *Come and dance!*

True or false?

- Students read the statements, decide if they are true or false, and correct the false statements. Check orally.

Answers

- 1 *True.*
- 2 *False. She's not very good at playing the guitar.*
- 3 *False. She hates singing.*
- 4 *True.*
- 5 *False. Anna likes dancing.*

Go to Activity Book Unit 6 Lesson 2 Activity 1

2 LISTEN

Aim: listening. What do Kathy and Tom *like/love/dislike/hate*.

- Play the CD. Students listen and complete the chart in their notebooks.
- Play the CD again if necessary.
- Check the answers by asking e.g. *Does Kathy like watching TV?* – *Yes, she does.* *Does Tom like watching TV?* – *No, he doesn't. He hates watching TV,* etc.
- Students ask and answer the questions in pairs.

CD script CD 2 Track 36

Kathy

When I'm at home, I like watching TV and I love playing computer games. I don't like listening to music, really. I like reading but I hate writing letters! And I hate swimming! I don't like cold water. And when I go out with my friends, I like going to the cinema – I like all kinds of films. And I love rollerblading!

Tom

Well, I really hate watching TV, but I like playing computer games and I love listening to music. I don't like reading much, and I don't like writing letters. When I'm not playing tennis, I like swimming. And when I go out, I love going to the cinema. And I like rollerblading too.

Answers

	Kathy	Tom
watching TV	✓	✗✗
playing computer games	✓✓	✓
listening to music	✗	✓✓
reading	✓	✗
writing letters	✗✗	✗
swimming	✗✗	✓
going to the cinema	✓	✓✓
rollerblading	✓✓	✓

Extra activity

- Students write sentences about what Kathy and Tom like and dislike, love and hate.

3 SPEAK AND WRITE

Aim: students speak and write about their own likes and dislikes.

- Ask a few students if they like the activities in the chart.
- In pairs, students take turns to ask and answer the questions.
- Students note what their partner likes or dislikes.
- Finally students write five sentences about their partner's likes and dislikes.
- Students can check each other's work.

4 GRAMMAR FILE

Aim: to present *like, love* and *good at + -ing*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- They correct if necessary.
- Play the CD again. Students repeat.

CD script and answers



CD 2

I love football. I love watching football.

Track 37

*Do you like music? Do you like **listening** to music?*

*Are you good at English? Are you good at **speaking** English?*

*I'm not very good at tennis. I'm not very good at **playing** tennis.*

Grammar Summary p139

Extra activity

- Students ask each other the questions in the chart, and make statements about what they are and are not good at.

Go to Activity Book Unit 6 Lesson 2 Activities 2-5

5 READ

Aim: to talk about likes and dislikes, and to discuss school subjects.

- Check understanding of the subjects.
- Students read the first text. You may need to help them work out the answers. (English and French are *languages*, and *maths* is to do with numbers.) Draw attention to *good at* with school subjects.
- Students read and complete the other two texts.
- Check round the class, explaining if necessary.

Answers

1 <i>languages</i>	4 <i>science</i>
2 <i>maths</i>	5 <i>art</i>
3 <i>geography</i>	6 <i>history</i>

- Now students use the chart to make sentences about Daniel, Maria and Banaz.

Answers

Daniel is good at languages. He isn't good at maths.

Maria is good at geography. She isn't good at science.

Banaz is good at art. She isn't good at history.

Extra activity

- Students write the sentences.
- Students take turns to ask each other what school subjects they like, love, hate, don't like and are/are not good at.
- Students can report to the class about their partner's likes and dislikes.

Go to Activity Book Unit 6 Lesson 2 Activities 6 and 7

6 SOUND FILE

Aim: to hear and practise correct stress in words with three syllables.

Teaching point: to help students with hearing stress – slap your desk (not too hard) on the stressed syllable e.g. **In**(slap)strument

- Play the CD. Students look at the words and listen for the stress.
- Play the CD again. Students repeat the words together.
- Now students repeat the words together without listening to the CD.

CD script and answers



CD 2

instrument

terrible

cinema

Track 38

languages

favourite

animal

history

geography

7 SPEAK AND WRITE

Aim: students talk about what they're *good at*.

- Students copy the chart in their notebooks.
- In groups, students ask each other the questions – (*name*), *are you good at (singing)?*.
- They complete the chart.
- Finally they write sentences based on the chart – (*name*) *is good at singing*.
- Check the written work.

8 WRITE

Aim: to write an email about likes and dislikes.

- Students write an email to their friend. Display emails in the classroom.
- This is suitable for homework.

Consolidation and Extension activities

- Use the pictures of famous people you brought in to ask *What is he/she good at?*

Homework

- Students write about what a member of their family likes and dislikes and is good at.

Grammar Summary p139



Lesson 3 Which one do you want?

Student's Book p74

Grammar

Comparative adjectives with *more* – *more expensive*, *more interesting* etc.

Questions: *How much is it? Which one ...?*

Vocabulary

Shopping and prices; longer adjectives

To start...

- Ask students if they like playing computer games. What kind do they like? Encourage them to use English as much as possible, and to ask you for words.

1 LISTEN AND READ

Aim: to present comparative adjectives with *more* and questions *How much is it* and *Which one?*

- Students look at the photo. Ask *What's Tom holding?* and *What's Kathy pointing at?*
- Play the CD to *But this is more useful for me*. Ask *What is Tom talking about?* (the Tennis Challenge computer game). *Why is the game useful?* (Tom plays tennis.)
- Play the CD a second time. Students follow in their books.
- Play the CD a third time, pausing for students to repeat.
- Play the next section of the CD. Students listen. Tell them to listen for the different colours.
- Play the CD again. This time the students write down the colours as they hear them (*black/red* and *blue/brown/gold*). If necessary, pause to give them time to do this.
- They look at the photo of bags. Students match descriptions and photos.
- Check round the class.
- Play the CD again. Pause for students to repeat.

CD script CD 2 Track 39

- Kathy** Hi, Tom! What are you looking at?
Tom It's a computer game – Tennis Challenge.
Kathy Oh, that's boring! Look, this one's more interesting
Tom But this is more useful for me.
Kathy Well, why don't you buy it?
Tom Actually, I'm looking for a present for my sister.
Kathy Those bags are nice.
Tom That's a great idea!

- Kathy** Which one do you like?
Tom Well, that black bag is really smart.
Kathy I like the red and blue one. It's got lots of pockets.
Tom Yes, it's very colourful. And the brown one is beautiful.
Kathy The gold one is more unusual.
Tom Hm, I don't know.
Kathy Does your sister like computer games? They're more exciting than bags.
Tom But they're more expensive. How much is the brown bag?
Kathy Let's ask.

Answers

black bag – 1
 red and blue bag – 2
 brown bag – 3
 gold bag – 5

Extra activity

- Students read the second part of the dialogue.
- In pairs, students talk about which bag they like and why. Students reply, e.g. *I like the colour. It's got lots of pockets*, etc.

Go to Activity Book Unit 6 Lesson 3 Activity 1

2 LISTEN AND WRITE

Aim: to listen for prices and match them with photos.

Teaching point: tell the students about English money. We have *pounds* (£) and *pence* (p). There are 100 *pence* in a *pound*. We only say *pence* when the sum is less than one *pound* e.g. 99 *pence*. More than a *pound* (£1.50) we say *One pound fifty*. Teach students to write the £ sign.

- Students write numbers 1 to 6 in their notebooks.
- Play the CD. Students look at the photos of bags and write the prices against the correct number in their notebooks – 1 £14.25 Make sure students have enough time to do this. You may need to play the CD again.
- Students check each other's work.
- Ask students questions e.g. *How much is the brown bag?* You can ask individual students or the whole class.
- Students read the dialogue in groups of three.

CD script CD 2 Track 39

- Tom** Excuse me, how much is the brown bag?
Shop Asst It's twenty-five pounds ninety.
Tom Oh, it's expensive! How much is the green one?
Shop Asst It's ten pounds fifty.
Kathy How much is the gold one?
Shop Asst That's cheaper – it's eight pounds seventy-five.
Kathy Only eight pounds seventy-five! That's really cheap!
Tom How much is the black bag?
Shop Asst That's more expensive. It's fourteen pounds twenty-five.
Kathy How much is the purple one?
Shop Asst That's only ninety-nine pence.
Tom And how much is the red and blue one?
Shop Asst It's fifteen pounds ninety-nine.
Kathy Well, Tom, what do you think?

Answers

black bag (1) £14.25
 red/blue bag (2) £15.99
 brown bag (3) £25.90
 purple bag (4) 99p
 gold bag (5) £8.75
 green bag (6) £10.50

- Students write the prices in full, following the example in the Student's Book.
- They exchange books and check each other's work.

Answers

£14.25 fourteen pounds twenty-five
 £15.99 fifteen pounds ninety-nine
 £25.90 twenty-five pounds ninety
 99p ninety-nine pence
 £8.75 eight pounds seventy-five
 £10.50 ten pounds fifty

Extra activity

- Dictate some more prices in English, e.g. £2.74; £100; £11.45; 26p. Students write the prices first in figures, then in words.

3 SPEAK

Aim: to speak about and compare prices.

Teaching point: on the board write *gold bag* £8.75, *green bag* £10.50. Ask *Which bag is cheaper?* Students answer *The gold bag*. Say *Yes, the gold bag is cheaper, and the green bag is ... more expensive*. Do not explain why yet.

- Students take turns to ask about the prices – *How much is the brown bag?* etc.
- They also compare prices, e.g. after asking about the black bag and the purple one, Student A says *Oh, the purple one's cheaper*. Student B can reply *Yes, the black one's more expensive*.

4 READ AND SPEAK

Aim: to complete and practise a dialogue about prices.

- Students read the dialogue and work out (from the prices) which bags Tom and Kathy want.
- Play the CD. Students listen and check.
- Check orally by asking three students to read for the class.
- In pairs, students make up dialogues about other bags.

CD script and answers CD 2

- Man** Which one do you want? **Track 41**
Tom Can I have the **red and blue one**, please?
Man Certainly. That's £15.99.
Kathy And I'd like the **gold** one, please.
Man Here you are. That's £8.75.
Kathy Thank you very much!

Go to Activity Book Unit 6 Lesson 3 Activity 2

5 GRAMMAR FILE

Aim: to present both forms of comparative adjectives – *cheaper/more expensive*.

Teaching point: all adjectives of three or more syllables make the comparative with *more*. There are some two syllable adjectives, e.g. those ending in *-ful* (*useful*) that also use *more* – *more useful*.

- First write four adjectives on the board, e.g. *cheap, funny, beautiful, expensive*. Ask students to give the comparatives. Can they work out a rule?
- Next go through the Look! box to confirm the rule.
- Students use the information in the Look! box to complete the chart.
- Check round the class.

Answers

<i>beautiful</i>	<i>more beautiful</i>
<i>cheap</i>	<i>cheaper</i>
<i>colourful</i>	<i>more colourful</i>
<i>difficult</i>	<i>more difficult</i>
<i>easy</i>	<i>easier</i>
<i>exciting</i>	<i>more exciting</i>
<i>expensive</i>	<i>more expensive</i>
<i>interesting</i>	<i>more interesting</i>
<i>smart</i>	<i>smarter</i>
<i>unusual</i>	<i>more unusual</i>
<i>useful</i>	<i>more useful</i>

Grammar Summary p140

Go to Activity Book Unit 6 Lesson 3 Activities 3-5

6 SOUND FILE

Aim: to give more practice of stress in words of two or more syllables.

Teaching point: the first *e* in *interesting* is not pronounced. Nor is the second *u* in *usually*.

- Play the CD. Students look at the words and listen for the stress.
- Play the CD again. Students repeat the words together.
- Now students repeat the words together without listening to the CD.

CD script and answers CD 2 Track 42

beautiful *colourful* *difficult*

expensive *interesting* *unusual*

useful

Go to Activity Book Unit 6 Lesson 3 Activity 6

7 SPEAK AND WRITE

Aim: to give opinions and compare similar items e.g. *I think (x) is more interesting/exciting than (y).*

- Students choose a topic from the list e.g. films. They talk about two items in that topic. They say which is more interesting, more exciting, etc. They should use words from the Grammar File in activity 5.
- Then students write a sentence with their opinion on that topic.
- Students speak and write about three further topics.
- Take in the notebooks to check, or check orally.

Homework

- Students learn the rule for forming the comparative.
- They bring their vocabulary notebooks up to date for adjectives.

Grammar Summary p140

Go to Activity Book Unit 6 Lesson 3 Activity 7



Lesson 4 *I love going to parties* Student's Book p76

To start...

- Ask students in the class what they like doing and what their favourite colour, music, food, animal, etc. is.

READING

1 **Aim:** to read a text and find information.

- Introduce the text by explaining that this is an interview with a 17-year-old pop singer, Hozan.
- Students read the text.
- In pairs, students complete the sentences with information from the interview.
- Check round the class.

Answers

Hozan loves **going to picnics at weekends, swimming and playing music.**

He's great at **singing.**

In the evenings, he likes **watching Kurdistan TV.**

At weekends, he likes **going to picnics.**

He's bad at **getting up in the morning and tidying his room.**

First thing in the morning and last thing at night he **has a shower.**

His favourite food is **dolma.**

Extra activity

- Students look at the list of questions in activity 2 and work out which ones Hozan chose for his interview, and in which order.

LISTENING

2 **Aim:** to understand the information given in an interview.

- Students look at the photo of Tammy. Ask them who she is.
- Students look through the questions. Explain that Tammy will not answer all of them, but will choose only seven, in any order. The interviewer will ask those questions.
- Play the CD. Students listen and note the question numbers only.
- Check that the students have the correct questions next to the numbers, e.g. 7 *What's your favourite band at the moment?*
- Students write the correct questions next to the numbers, e.g. 7 *What's your favourite band at the moment?*
- Now students read the seven answers. They match them with the questions.

- Play the CD again. Students listen and check.
- Check by asking different students to ask a question each and choose someone to answer it.

CD script CD 2 Track 42

Martin *Tammy, say a number from one to ten and choose your first question.*

Tammy *Seven.*

Martin *OK, question seven is: what's your favourite band at the moment?*

Tammy *I love listening to Boyzone.*

Martin *Next number?*

Tammy *Four.*

Martin *Question four is: what are you good at?*

Tammy *That's difficult! I think I'm good at singing.*

Martin *Next?*

Tammy *Eight, please.*

Martin *OK. What do you do last thing at night?*

Tammy *I usually read. Number ten, please.*

Martin *What are your hobbies?*

Tammy *I love shopping and going to the cinema.*

Martin *Next?*

Tammy *Number one, please.*

Martin *What do you like doing in the evenings?*

Tammy *I like saying up late and talking to friends.*

Martin *And?*

Tammy *Three, please.*

Martin *What do you do first thing in the morning?*

Tammy *I always listen to the radio. Number five, please.*

Martin *What are you bad at?*

Tammy *Writing letters. And I hate swimming!*

Answers

7a 4b 8c 10f 1d 3e 5g

Go to Activity Book Unit 6 Lesson 4 Activity 1

SPEAKING

3 **Aim:** to talk about the students' habits, likes and dislikes.

- In pairs, each student chooses seven numbers from one to ten. They should not look at the list of questions.
- In turns, student A asks student B the questions. They note the answers.

Extra activity

- Students tell the class about their partner's answers.

WRITING

4 **Aim:** students write about their own and another student's habits, likes and dislikes.

- Students look again at Tammy's answers and then at the interview with Hozan.
- Students write a description of themselves.
- Students may find it easier to write their description in the same way as Hozan's – grouping under headings *likes/dislikes, good at, bad at, first and last, fun*.
- This is suitable for homework. Check the written work.

Go to Activity Book Unit 6 Lesson 4 Activities 2 and 3

TO HELP YOU STUDY

5 Ways of learning English

- Ask the questions round the class.
- Students note their own answers to the questions.

6 Self assessment

- Ask some students what they think they are good at.
- Students note answers for each item. They may order the answers from 1 to 7, or list under e.g. *very good, quite good, good, bad, very bad*.
- Challenge each student to improve what he/she is (very) bad at by the end of the month/term/year!

Extra activity

- Students try to find someone else with the same profile as theirs.

Extra activity

- Students make up their own menus. They may use the local currency.
- Then students find out what is on each other's menu, how much it costs, and, if time allows, choose a meal, using *I'd like*. Their partner can tell them how much it costs.

Go to Activity Book Unit 6 Lesson 4 Activities 4-6

Consolidation and Extension activities

- Students write up Tammy's answers in a profile like Hozan's.

Homework

- Students interview a member of the family or a friend and write a short profile.

Grammar Summary p139

**1 Read and complete.**

- Students read the text and try to complete it. They may refer to other interviews in the Student's Book.
- Play the CD. Students listen and check.

CD script and answers**CD 2**

- Sue** Hello and **welcome** to Radio WYG. Today we're asking people about their free **time**. Our guests today are Anna and Tom!
- Martin** And let's start with Anna. What's your favourite **food**?
- Anna** Oh, I think **it's** cheese.
- Martin** And what do you like doing **at** weekends?
- Anna** I really like staying **in** bed!
- Martin** And who do you like talking to?
- Anna** That's easy! My dog, Prince.
- Martin** Where do you **like** going on holiday?
- Anna** I love **going** to the beach.
- Martin** And last question – what's your favourite English word?
- Anna** Oh, that's difficult!
- Martin** Is 'difficult' your **favourite** word?
- Anna** No! I mean, the question is difficult! I think my favourite **word** is 'amazing'.

Extra activity

- In pairs, students read the interview.

2 Listen and answer.

- Students copy Martin's questions in their notebooks, leaving space for answers. Tell them not to copy the question *Is difficult your favourite word?*
- Play the CD. Students listen for Tom's answers.
- Play it again for students to write the answers.
- Check orally by asking the questions. Different students answer each question.

CD script and answers**CD 2**

- Sue** And now it's Tom's turn. Tom, what's your favourite food?
- Tom** Oh, I love eating **pizza**.
- Sue** And what do you like doing at weekends?
- Tom** I like **seeing** my friends.
- Sue** And who do you like talking to?
- Tom** Well ... I like talking to **Anna**.
- Sue** Ah! And what do you like doing on holiday?
- Tom** On holiday? I love **windsurfing**.
- Sue** OK, and last question – what's your favourite English word?
- Tom** That's easy! My favourite word is '**beautiful**'.

- They should interview three different students. Some of them can interview you!

3 Game: YES, PLEASE! NO, THANK YOU!

- Play this in teams, pairs or with the whole class.
 - Students answer *Yes, please* to uncountable items and *No, thank you* to countable ones. Students can add items, e.g. *fruit juice, a coke, fruit, a banana*, etc.
- Countables: egg, kebab, apple, vegetable
Uncountables: spaghetti, bread, fish, rice, cheese

4 Complete.

- Students complete the sentences about Maria.
- Next students use the chart to write about Peter.
- Check round the class. Students can check each other's work.

Answers

Maria likes dancing and loves reading. She doesn't like singing, and she hates swimming.

Peter likes singing and loves swimming. He doesn't like reading, and he hates dancing.

5 Ask and answer.

- Practise the answers. You ask the two questions in the examples. Students repeat the answers together.
- In pairs, students take turns to ask and answer the remaining questions.
- When they have finished, you ask the questions. Students answer.

Answers

- 1 *Can Anna dance? – Yes, she's good at dancing.*
- 2 *Can Kawa play basketball? – No, he isn't good at playing basketball.*
- 3 *Can Sue cook? – No, she isn't good at cooking.*
- 4 *Can Carla and Roberto sing? – Yes, they're good at singing.*
- 5 *Can Peter draw? – No, he isn't good at drawing.*
- 6 *Can Silvia speak English? – Yes, she's good at speaking English.*

Extra activity

- Students write the questions and answers.

6 Puzzle

- Give students time to work out the answer. Students who have worked out the answer must not tell the others.

- If necessary give one or two more clues, e.g. *He likes apples but he doesn't like oranges.*
- If students guess the answer, they make up new sentences.
- Tell students the clue is in his name. (He likes things with double letters.)
- Then all students make up three sentences each. They tell each other.
- If students have difficulty thinking of words with double letters tell them to look at the photo of food (activity 3) – *cheese/spaghetti/egg/apple*

7 Ask, listen and write.

- First look at the example.
- Students can then prepare their questions.
- Play the CD. Students ask the questions and repeat the prices.
- They write the prices as they listen.
- Check. You ask the questions, students answer.

CD script CD 2 Track 46

Ask questions, like this:

How much is the book? It's five pounds ninety-nine.

Listen to the answers and write the prices.

Now you.

1 book

How much is the book? It's five pounds ninety-nine.

2 watch

How much is the watch? It's twelve pounds fifty.

3 pen

How much is the pen? It's sixty-five pence.

4 camera

How much is the camera? It's twenty-four pounds eighty.

5 orange

How much is the orange? It's fifteen pence.

6 shirt

How much is the shirt? It's eight pounds forty-five.

- Now ask students to write sentences as in the example.

Answers

The watch is twelve pounds fifty.

The pen is sixty-five pence.

The camera is twenty-four pounds eighty.

The orange is fifteen pence.

The shirt is eight pounds forty-five.

8 Write.

- Students write the sentences.
- Students can check each other's work.
- This is suitable for homework.

Answers

1 *This jacket is smarter than that one.*

2 *I think Sydney is more beautiful than London.*

3 *The red and blue bag is more colourful than the black one.*

4 *Daniel thinks English is easier than French.*

5 *This book is more interesting than the last one.*

9 Test each other.

- Go through the example with the class.
 - Students continue the activity in pairs
- A *History.*
 B *History is more interesting than geography.*
- Ask some pairs to say their comparisons for the class.

Extra activity

- Students write their comparative sentences.

SONG

- Students complete the song by filling in the gaps.
- Play the CD. Students listen and check.
- Check orally.
- Play the CD again for students to sing along.

CD script and answers CD 2 Track 47

You like **listening** to the radio

I like **watching** TV

But we're going out for the evening

Can you all dance with me!

You're good at **playing** the piano

I'm good **at** history

But we're going out for the evening

Can you all dance with me!

I love **going** to the movies

You love **swimming** in the sea

But we're going out for the evening

Can you all dance with me?

Extra activity

- Students learn the song by heart and perform it.

Go to Activity Book Unit 6 Review

Lesson 1 *This was a Roman town*

Student's Book p80

GrammarPast simple *to be*: *was, were*Preposition of time: *ago*Prepositions of place: *at, in***Vocabulary**

family; rooms and furniture

To start...

- Ask students if they like history. Find out what they are studying in history. Find out what important dates they know, and when you know the earliest date, say *That was a (very) long time ago*.
- Ask *What does volcano mean?*

1 LISTEN AND READ

Aim: to present the past simple of *be* and the preposition *ago* – *It was a long time ago. / She was here three days ago.* etc.

Teaching point: teach *theatre* and *explosion* before students listen to the CD. Teach also *knife/knives, cup, plate, spoon, fork*.

- Students look at the photo. Say *Vesuvius is a volcano in Italy. Now listen*.
- Play the CD. Students listen.
- Play it again. Students listen and follow in the course book.

CD script **CD 2 Track 48**

Presenter *I'm standing in the middle of Pompeii, in the south of Italy. Pompeii was a Roman town 1900 years ago. Bob Kranzi, an expert on Roman history, is with me. Bob, was Pompeii an important town?*

Bob *No, it wasn't. The town was quite small. We think there were about 10,000 people here. But Pompeii was full of beautiful houses.*

Presenter *Were they like our houses?*

Bob *Yes and no – some things were different.*

Presenter *For example?*

Bob *Well, in the dining rooms there were tables, but there weren't any chairs! And there were cups, plates and spoons, but there weren't any knives and forks!*

Presenter *And were there any shops in Pompeii?*

Bob *Yes, there were shops and restaurants, and there was a big theatre too. Pompeii was a great place. Then one day there was an explosion.*

Presenter *An explosion?*

Bob *Yes. A few kilometres away there was a volcano, called Vesuvius. One afternoon at two o'clock there was a loud explosion.*

Complete

- Students complete the sentences. They can read the CD script of the interview to help them.
- Check orally. Students can check each other's work.

Answers

1 wasn't 2 were 3 were 4 weren't 5 was 6 was

Extra activity

- In pairs, students read the dialogue aloud.

2 GRAMMAR FILE

Aim: to present the past simple of *to be*, all forms – *was/were/wasn't/weren't*.

- Students complete the chart. They can look at the interview and the sentences in activity 1 to help them.
- Play the CD. Students listen and check.

CD script and answers **CD 2 Track 49**

Past simple: *to be*

<i>I was</i>	<i>he was</i>	<i>she was</i>	<i>it was</i>
<i>we were</i>	<i>you were</i>	<i>they were</i>	
<i>I wasn't</i>	<i>he wasn't</i>	<i>she wasn't</i>	<i>it wasn't</i>
<i>we weren't</i>	<i>you weren't</i>	<i>they weren't</i>	
<i>Were you?</i>	<i>Yes, I was.</i>	<i>No, I wasn't.</i>	
	<i>Yes, we were.</i>	<i>No, we weren't.</i>	
<i>Was he?</i>	<i>Yes, he was.</i>	<i>No, he wasn't.</i>	
<i>Was she?</i>	<i>Yes, she was.</i>	<i>No, she wasn't.</i>	
<i>Was it?</i>	<i>Yes, it was.</i>	<i>No, it wasn't.</i>	
<i>Were they?</i>	<i>Yes, they were.</i>	<i>No, they weren't.</i>	

Grammar Summary p140

Go to Activity Book Unit 7 Lesson 1 Activities 1-3

3 LISTEN AND SPEAK

Aim: to listen, find mistakes and practise the past simple of *to be*.

- Students read the text and look at the plan of Marcus' house.
- Play the CD. Students follow the text and listen for mistakes.
- Check orally, by asking questions about the text as in the example.
- Students ask and answer questions in pairs.

CD script CD 2 Track 50

Marcus was fourteen years old. At 2pm 1900 years ago he was in his bedroom. His father was in the office and his mother was in the hall. His sister, Livia, was in the garden and his grandfather was in the dining room. Octavia, the cook, was in the kitchen.

Answers

Marcus was in his bedroom, not in the kitchen.

His father was in his office, not in the garden.

His sister was in the garden, not in the living room.

His grandfather was in the dining room, not in his bedroom.

Extra activity

- Students ask each other more questions about the story, e.g. *Who was in the kitchen? Where was Livia?* etc.

4 SOUND FILE

Aim: to hear the difference between the weak and strong forms of *was* /wəz/ and /wɒz/ and to practise them.

Teaching point: explain to students, and demonstrate, the difference between the weak form /wəz/ and the strong form /wɒz/ of *was*. You may like to tell them that we normally use the weak form in statements (*He was /wəz/ in his house.*) We use the strong form in negatives (*She wasn't /wɒz/ in the bedroom.*), questions (*Was she at school?*) and short answers (*Yes, she was. /No, she wasn't.*).

- Play the first section of the CD. Students listen and repeat.
- Play, listen and repeat again.
- Play the next section. Students say *weak* or *strong*.
- Check. Students say *weak* or *strong* and then read out the sentences.

CD script and answers

It was a small town. There was a big theatre.

Was it a big town? No, it wasn't.

1 There was an explosion. – (weak)

CD 2 Track 51

2 Was she in the garden? – (strong)

3 Yes, she was. – (strong)

4 He was fourteen. – (weak)

Extra activity

- Students find other examples of weak and strong forms in the text.

5 SPEAK

Aim: to talk about where people were, and to present and practise *in* and *at* with places.

Teaching point: now students know about strong and weak forms you can point out that *at* is usually pronounced in its weak form /ət/.

- Look at the chart. Students should study the words with *at* and those with *in*. Refer to the Look! box.
- Ask questions round the class – *Where were you at (9 o'clock) yesterday morning? I was (at school).* etc.
- In pairs, students take turns to ask and answer questions.

Go to Activity Book Unit 7 Lesson 1 Activities 4 and 5

6 WRITE

Aim: to write about the past using *to be*.

- Read the example with the class.
- Dictate to the class three places where you were yesterday. e.g. *At 7.30 I was at home. At 9.00 I was in the classroom. In the afternoon I was at home.*
- Students check each other's work.
- In pairs, students take turns to say three places where they were yesterday. They write down the sentences. *At (time), he/she was ...*

Go to Activity Book Unit 7 Lesson 1 Activity 6

Consolidation and Extension activities

- Game. Where was it? One student leaves the room. Something not too obvious is moved. The student returns and must discover what and where it was, by asking e.g. *Was it on the table? What it on the wall? Was it a book?* etc. Students answer *Yes, it was. /No, it wasn't.*

Homework

- Students learn the past simple forms of *to be* in activity 2.

Grammar Summary p140

Grammar

Past simple regular verbs: positive –
looked/closed/ended/died etc.

Vocabulary

Verbs for actions

To start...

- Books closed, ask students what they remember about Pompeii and Vesuvius. Check for correct use of strong and weak forms of *was*.

1 LISTEN AND READ

Aim: to present the past simple positive of regular verbs.

Teaching point: the final sounds in the past tenses can be /t/ (*looked*), /d/ (*lived*) or /ɪd/ (*started*). You should make students aware of this. They should concentrate on their pronunciation of these sounds. They do not need to know the rule at this stage.

- Tell students they will hear the next part of the story of Pompeii.
- Play the CD. Students look at the photo but not the text.
- Play it again. They listen and follow the text.
- Play it a third time pausing for students to repeat.
- Pay attention to the pronunciation of the final -ed /d/, /t/, /ɪd/.

CD script **CD 2 Track 52**

Bob Suddenly it was dark, and there were big black clouds over Vesuvius. People looked at the sky and waited. Soon the clouds were over Pompeii, and the air was full of hot ash from the volcano. Then the hot ash filled the streets and houses. Lots of people escaped, but others stayed in Pompeii and watched the volcano. Many people died. On that day 1900 years ago, life in Pompeii ended. No one lived there after that. Then, one hundred years ago, people discovered Pompeii again. Now we can visit the town and find out about Roman life.

True or false?

- Students note which statements are true and which are false and then they correct the false statements.
- Check round the class.

Answers

- True.
- False. There were black clouds over Vesuvius.
- True.
- True.
- False. Life in Pompeii ended 1900 years ago.
- False. People discovered Pompeii again one hundred years ago.

Go to Activity Book Unit 7 Lesson 2 Activity 1**2 GRAMMAR FILE**

Aim: to present the past simple positive of regular verbs.

- Students complete the chart. Students can look at the text in Activity 1 to help them.
- Check round the class, asking students to spell the past simple verbs.
- Ask how the simple past is formed. What happens if the verb already ends in -e? If a verb ends in -e, you add -d.

Answers

we/you/they waited

<i>look</i>	<i>looked</i>	<i>live</i>	<i>lived</i>
<i>fill</i>	<i>filled</i>	<i>die</i>	<i>died</i>
<i>stay</i>	<i>stayed</i>	<i>escape</i>	<i>escaped</i>
<i>watch</i>	<i>watched</i>	<i>like</i>	<i>liked</i>
<i>discover</i>	<i>discovered</i>	<i>love</i>	<i>loved</i>
<i>end</i>	<i>ended</i>	<i>hate</i>	<i>hated</i>
<i>start</i>	<i>started</i>	<i>close</i>	<i>closed</i>
<i>visit</i>	<i>visited</i>	<i>phone</i>	<i>phoned</i>

Extra activity

- Students use the verbs in sentences.

Grammar Summary p140**Go to Activity Book Unit 7 Lesson 2 Activities 2-5****3 SOUND FILE**

Aim: to hear and practise the different sounds of the past simple -ed ending /ɪd/, /t/ and /d/.

- Students write the three verbs.
- Play the CD. Students listen and repeat.
- Play the CD again. Students listen and write the verbs in the correct column.
- Play it again for them to check.
- Check round the class.

CD script CD 2 Track 53

*waited looked filled stayed watched
discovered ended started liked closed*

Answers

/ɪd/	/t/	/d/
<i>waited</i>	<i>looked</i>	<i>filled</i>
<i>ended</i>	<i>watched</i>	<i>stayed</i>
<i>started</i>	<i>escaped</i>	<i>discovered</i>
<i>visited</i>	<i>liked</i>	<i>lived</i>
<i>hated</i>		<i>died</i>
		<i>loved</i>
		<i>closed</i>
		<i>phoned</i>

4 SPEAK AND WRITE

Aim: to practise the past simple positive of regular verbs.

- Introduce Arnie the Alien. Look at the first picture and say what he did on Monday – *on Monday Arnie walked round the houses in Pompeii*.
- In pairs, students make sentences about the rest of Arnie's visit.
- They write six sentences about the visit.
- Students can check each other's work.

Answers

*On Tuesday Arnie danced in Madrid.
On Wednesday Arnie watched a football match in London.
On Thursday Arnie ate spaghetti in New York.
On Friday Arnie played volleyball in Erbil.
On Saturday Arnie jumped two metres in Sydney.
On Sunday Arnie listened to music in Rio.*

Extra activity

- Students close their books. Say a day or a place. Students say what Arnie did, from memory.
- Students think of other places Arnie visited and what he did there. They must use verbs only from this lesson, including *was*.

5 GAME: AND THEN ...

Aim: to play a game using the past simple of regular verbs.

- This is a memory game. In groups of five or six, students add another activity that Maria did last weekend. Each time a student forgets, he/she has to start again.

6 WRITE

Aim: to personalise use of the past simple.

- First ask some students to tell the class about what they did last weekend.
- Then students write sentences. Remind them to use verbs only from the lesson, and *was/were*.
- This is suitable for homework. Check the written work.

Go to Activity Book Unit 7 Lesson 2 Activity 6

Consolidation and Extension activities

- Students write a diary of what they did last week. They should write one or two items for each day, e.g. *Sunday: It was hot. I played tennis*.
- Past tense volleyball. Students stand up. Student A says a verb from the lesson. Student B says its past, and so on. If a student gets it wrong, or says an irregular verb, he/she is out and sits down.

Homework

- Students learn the past simple of the verbs in the lesson, including the pronunciation.

Grammar Summary p140

Grammar

Past simple regular verbs: questions, short answers and negative – *Did you ...? Yes, I did. / No, I didn't.*

Vocabulary

Household items; verbs for actions

To start...

- Students look at the photo of Martin and Anna. For revision, in pairs: Student A describes what they are wearing. Student B describes what they are doing.

1 READ

Aim: to introduce questions, short answers and negative of past simple regular verbs.

- Ask *Who watched the programme about Pompeii?*
- Play the CD. Students listen. They answer the question (*Martin*).
- Play it again. Students listen and follow in their books.
- Play it a third time. Pause for students to repeat.

CD script **CD 2 Track 54**

Martin *Did you watch the programme about Pompeii last night?*

Anna *No, I didn't watch TV. I trained for two hours, and then I washed my hair. Was it a good programme?*

Martin *It was brilliant! Pompeii is an old Roman town. You can visit it and see all the houses and streets. In one house they discovered a dining table with food on it!*

Anna *Were there any animals?*

Martin *Yes, there was a pet dog.*

Anna *Oh, dear. Did all the people escape?*

Martin *No, they didn't. Some stayed in Pompeii, and they died. But most people escaped.*

Anna *That's really interesting. I love history. Was Tom there? Did you talk to him? Did he watch the programme?*

Martin *Yes, but he didn't like it. He was asleep after five minutes!*

Anna *Tom's only interested in tennis!*

Answer

- Ask the first two questions. Students answer together.
- Students read the other questions (3-7) and write the answers.
- Check round the class.

Answers

3 Yes, she did. 4 Yes, they did. 5 No, they didn't.
6 No, they didn't. 7 No, he didn't.

2 GRAMMAR FILE

Aim: to present questions, short answers and negative of past simple regular verbs.

- Students copy and complete the chart. They may look at the dialogue on page 84 to help them.
- Play the CD. Students listen and check.
- Play the CD again. Pause for students to repeat.

CD script and answers **Past simple**

Did you watch the programme?

Did she wash her hair?

Did they discover any animals?

Did all the people escape?

I didn't watch TV.

*She **didn't** watch the programme.*

*He **didn't** like the programme.*

*Some people **didn't** escape.*

CD 2**Track 54**

No, I didn't.

*Yes, she **did**.*

*Yes, **they did**.*

*No, **they didn't**.*

Grammar Summary p140**Extra activity**

- Compare the form of the past simple, using *did(n't)*, with the present simple, using *do/does(n't)*.

Go to Activity Book Unit 7 Lesson 3 Activity 1**3 SPEAK AND LISTEN**

Aim: to use questions, short answers and negative of past simple regular verbs.

- Before students look at the list of words, ask the question *What did they discover in Pompeii?* to see what students remember from the texts.

- Students copy the words in their notebooks.
- Students take turns to ask about the different objects. They should guess if they are not sure.
- Students put a tick (✓) or a cross (X) beside each word.
- Play the CD. Students listen and check their answers.
- Check the answers by asking the questions again.

CD script CD 2 Track 56

Martin *They discovered lots of things in Pompeii. There were pans in the kitchen, there were beds in the bedroom, and there were cups, plates and spoons in the dining room. And in the other rooms, they discovered lights, chairs and tables.*

Answers

beds ✓ cameras ✗ cars ✗ chairs ✓ cups ✓
guitars ✗ lights ✓ plates ✓ pans ✓ spoons ✓
telephones ✗ tables ✓

Go to Activity Book Unit 7 Lesson 3 Activities 2-4

4 SOUND FILE

Aim: to hear the difference between the sounds /æ/ *bad* and /e/ *bed* and practise them.

- Play the first section of the CD. Students listen and repeat.
- Give further practice as necessary.
- Play the next section. Students write what they hear.
- Check. Play the CD again if necessary.

CD script and answers CD 2 Track 57

/æ/	/e/
bad	bed
pan	pen
dad	dead
than	then
band	bend
man	men

bed pan dad then band men

5 SPEAK AND WRITE

Aim: to use the past tense to ask and answer about other students. To write about them.

- Ask questions to two or three students. *Did you ... last week?*
- Students ask each other questions in groups of six or seven. They complete the chart in their notebooks.
- Then students write five sentences about other

students.

- Check their sentences. You may also wish to check the writing.

6 WRITE

Aim: Students use the past tense to write about themselves.

- Students write sentences about themselves. They may use the chart from activity 5 to give them ideas.
- This is suitable for homework. Check the written work.

Go to Activity Book Unit 7 Lesson 3 Activity 5

Consolidation and Extension activities

- Students write a dialogue in which two friends are asking each other about their weekend.
- Students read their dialogue with a partner.
- Say a regular verb. Students make a past question or negative past statement using the verb.
- Quick-fire question and answers. Use this pattern.

Student 1: *Did Anna watch a video?*

Student 2: *Yes, she did.*

Student 3: *No, she didn't. She never watches videos.*

Student 4: *Did Tom listen to the radio?* etc.

Homework

- Students learn the past simple forms in activity 2.
- Students ask a member of their family or a friend the questions from activity 5, and write about the person, using both negative and positive sentences.

Grammar Summary p140

To start...

- Ask students what they are studying in their history lessons. Do they study ancient history? Can they tell you what life was like in Ancient Kurdistan? Do not ask for very detailed information. Just start them thinking about ancient times.

READING

1 **Aim:** to read a text and discover facts.

- Students read the paragraphs and match them with the pictures.
- There are quite a lot of new words in this text. Explain to the students that they probably do not need to understand all these words. If they think the word is important they should ask you in English.
- Check that they have matched the pictures correctly.
- Now students complete the sentences. Do the first one together with the class.
- Check orally, by asking different students to read a sentence each. Students can check each other's work.

Answers

- 1 large
- 2 women
- 3 didn't have
- 4 enormous

Go to Activity Book Unit 7 Lesson 4 Activity 1**LISTENING**

2 **Aim:** to listen for details.

- Students read the diary. They may already notice some differences from the story in Lessons 1 and 2, but should say nothing yet.
- Play the CD. Students listen and compare with the text.
- Play it again. They write down the five differences.
- Check round the class.

CD script and answers**CD 2****Track 58**

Marcus *I'm writing this in Naples. Something terrible happened yesterday! Everything was OK in the morning. Octavia cooked **breakfast** at seven. Then Livia and I played games in the garden. Lunch was at twelve o'clock. It was **hot** and after lunch I rested for an hour. Then, suddenly, at **two o'clock**, there was a loud explosion. I looked out of the **window**. The sky was dark and full of hot ash. Then the ash filled the streets and houses. Some people stayed in the town, but we escaped. We walked from Pompeii to Naples. It was a **long** walk.*

SPEAKING

3 **Aim:** to talk about a past event.

- Read the speech bubbles.
- In pairs, students take turns to ask and answer questions about Marcus's day, in the same pattern.

WRITING

4 **Aim:** to read notes and write about past events.

- Students read Anna's notes.
- Go through the example sentences.
- Students write the sentences.
- This is suitable for homework. Check the written work.

Suggested answers

After that I trained for two hours. At midday I telephoned home, and at half past twelve, I had lunch and talked to Tom.

In the afternoon, we visited the Tower of London. Then at five o'clock I watched TV for an hour. After that, at six o'clock I played table tennis for an hour before dinner. I had dinner at seven o'clock and talked to Maria.

At eight o'clock in the evening, I danced at the party. At ten o'clock, I washed my hair. Then, at half past ten, I listened to music in bed.

Go to Activity Book Unit 7 Lesson 4 Activities 2-4**Extra activity**

- Ask questions about Anna's day, e.g. *What time was breakfast? When did she dance at the party?*
- Make false statements about the day, e.g. *Breakfast was at seven o'clock.* Students reply *No, it wasn't. It was at eight o'clock.* You say *She talked to Peter.* Students reply *No, she didn't. She talked to Daniel.*
- Both of these can be done in pairs.

To Help You Study

5 Your vocabulary notebook

- Introduce the idea of word maps. Read the first speech bubble.
- Students then complete the word map for *house* in their vocabulary notebooks.
- Write a word map for *house* on the board. Students give you words to fill in.
- Read the other speech bubble about a suggestion for learning words. Encourage students to do this.
- Ask students how they learn words.

Extra activity

- Students make another word map, e.g. *sport*, *school*.

Extra activity

- Students make a chart similar to the Pairwork Activity chart on page 142. They should write their own activities from last week in it.
- Then, in pairs, students ask questions to find out about each other's week.

Go to Activity Book Unit 7 Lesson 4 Activities 5 and 6

Consolidation and Extension activities

- Using the text about life in ancient Rome, students write a diary about a day or a week. This is quite difficult, so could be done in pairs or groups.
- Word game. This can be played in teams or groups. Say a letter of the alphabet. Give students a minute to write as many words as they can beginning with that letter. Obviously some letters are easier than others.
- Word game. This can also be played in teams or groups. Say a topic word, e.g. *family members/food*. Give students a minute to write as many words as they can related to that topic.

Homework

- Students write diary notes like those for Anna's day.
- Students write five sentences about their day.

Grammar Summary p140

1 Read Kathy's diary.

- Students read Kathy's diary.
- Then they correct the sentences.
- Check orally.

Answers

- 1 She trained for an hour **before** breakfast.
- 2 She walked to the **gymnasium**.
- 3 She trained with **Silvia**.
- 4 She rested for **half an hour**.
- 5 She played **tennis** with Peter.
- 6 **She watched** the news on TV.
- 7 After dinner she **played a computer game**.
- 8 After the film she washed her **face**.

Extra activity

- One student closes his/her book and another asks questions, e.g. *When did Kathy train? Who did she talk to at breakfast?*
- Students compare Kathy's diary with Anna's in Lesson 4, e.g. *At breakfast Kathy talked to Martin and Peter, but Anna talked to Daniel.*

2 Complete.

- Go through the sounds of the three past tense endings with the class.
- Students copy the chart in their notebooks.
- Then they write the other words in the correct column.
- Play the CD. Students listen and check.
- Check their answers.

CD script and answers		 CD 2	
/d/	answered	listened	opened
/t/	asked	checked	danced
/ɪd/	completed	repeated	wanted

Track 59

Extra activity

- Students add other past simple regular verbs to the three columns.

3 Write.

- Look at the example with the class.
- Students write the sentences in their notebooks.
- Students can check each other's work.

Answers

- 1 Daniel and Tom played tennis yesterday.
- 2 Silvia watched a video yesterday.
- 3 Kawa walked 5 kilometres yesterday.
- 4 Martin opened a letter yesterday.
- 5 Anna listened to the news yesterday.

4 Ask and answer, and write.

- Go through the examples with the class.
- Students take turns to ask and answer the questions.
- Check by asking different pairs to ask and answer questions.

Answers

- 1 Did Peter look at a book? No, he didn't. Did Peter look at a magazine? Yes, he did.
- 2 Did Maria wash a T-shirt? Yes, she did. Did Maria wash a jacket? No, she didn't.
- 3 Did Silvia and Kathy visit the zoo? Yes, they did. Did Silvia and Kathy visit the shopping centre? No, they didn't.
- 4 Did Carla and Roberto play basketball? No, they didn't. Did Carla and Roberto play volleyball? Yes, they did.
- 5 Did Daniel listen to a CD? No, he didn't. Did Daniel listen to the radio? Yes, he did.

- Students write sentences.
- Students can check each other's work.

Answers

- 1 Peter didn't look at a book. He looked at a magazine.
- 2 Maria washed a T-shirt. She didn't wash a jacket.
- 3 Silvia and Kathy visited the zoo. They didn't visit the shopping centre.
- 4 Carla and Roberto didn't play basketball. They played volleyball.
- 5 Daniel didn't listen to a CD. He listened to the radio.

5 Listen and disagree.

- Go through the example. Make sure that students know what to do.
- Play the CD. Students listen and disagree with each sentence. Students should copy the pronunciation as closely as possible.
- Pause the CD so that students can repeat the correct sentences.

CD script and answers  CD 2
Listen and disagree, like this: Track 60
Silvia cooked dinner.

Silvia didn't cook dinner. Maria did.

Now you.

- 1 Silvia cooked dinner.
- Silvia didn't cook dinner. Maria did.

2 *Martin talked to the astronaut.*
Martin didn't talk to the astronaut. Sue did.
 3 *Kathy danced with Tom.*
Kathy didn't dance with Tom. Anna did.
 4 *Maria played tennis.*
Maria didn't play tennis. Tom did.
 5 *Adam asked a question.*
Adam didn't ask a question. Peter did.
 6 *Carla played the guitar.*
Carla didn't play the guitar. Roberto did.

6 Ask questions.

Students can do this as a class activity – they repeat the questions together. Or they can do it as a written exercise.

Answers

- 1 *Did Daniel train on Saturday?*
- 2 *Did Martin watch TV?*
- 3 *Did Maria listen to music?*
- 4 *Did Anna play tennis?*
- 5 *Did Roberto phone Sue?*
- 6 *Did Kawa warm up?*

7 Make sentences.

- Explain that students aren't expected to use all the words in one sentence.
- Make one or two sentences with the class.
- Then time students for three minutes and see who can make the most sentences.

Suggested answers

Did I/you/they watch TV/play football/listen to music yesterday?

8 Find the odd word.

- Students are looking for *odd* words. e.g. *In 1, clock is the odd word. The others are rooms.*
- Check orally, asking students to explain, in each case, why the odd word is odd.

Answers

- 1 *clock – the others are rooms*
- 2 *bed – the others are buildings*
- 3 *morning – the others are actions*
- 4 *table – the others are put on a table*
- 5 *walk – the others are past tenses*

9 Test each other.

- Students write five sentences each, and then mix up the words.

- In pairs, they give the mixed up sentences to their partner who works them out.
- Ask some pairs to read their sentences to the class.

SONG

- Students read the song, and complete the missing lines. Help with the first one if necessary.
- Play the CD. Students listen and check.
- Play the CD again for students to sing along.

CD script and answers



CD 2

Track 61

Last night I watched you on TV

Yes, I did.

And I listened to your song

Yes, I did.

But you didn't look at me.

No, you didn't.

I don't know how I can go on.

No, I don't.

Because

I can't talk to the TV

The video doesn't listen to me

I can't sing to my cassette

The only one who listens is my pet

Tonight I watched you on TV

Yes, I did.

This time you looked at me

Yes, you did.

Tonight you listened to my song

Yes, you did.

You didn't say the words were wrong

No, you didn't.

So

Now I can talk to the TV

Yes, the video listens to me

I can sing to my cassette

I'm not alone with just my pet

Because tonight I watched you on TV

And you talked and listened to me!

Extra activity

- Students learn the song by heart and perform it.

Go to Activity Book Unit 7 Review

Farewell Unit *Goodbye from London*

Student's Book 90

Grammar

Revision of many of the grammar items that have appeared in the book.

To start...

- Tell students that the Sunrise course is nearly over. Did they enjoy it? What were their favourite activities? Who were their favourite characters?

1 LISTEN AND READ

Aim: to listen for information

- Say *Tom and Anna are saying 'goodbye'. Tom is giving Anna something. What is it?*
- Play the CD. Students listen for the answer. (A present.)
- Play the CD again. Students listen and follow in their books. What do they think the present is? And does she like it? (A watch: she wants to wear it now.)
- Play the CD again, pausing for students to repeat.
- Students answer the questions.

CD script CD 2 Track 62 It's the last day of the World Youth Games.

Tom Anna, are you unhappy?
Anna Yes, I don't like saying 'goodbye' to people.
Tom Don't be unhappy. Look, I've got a present for you.
Anna A present! Oh, thank you!
Tom Well, open it!
Anna Yes ... Oh, Tom!
Tom Do you like it?
Anna It's beautiful. I want to wear it now!
Tom Can you give me your address?
Anna Yes. Here it is. Now you can write to me.
Tom Can you come and visit me in America, Anna, with your mother and father?
Anna I can ... yes, I can. Thank you, Tom!
Tom That's great!

Answers

- 1 Because she doesn't like saying 'goodbye' to people.
- 2 No. Tom gave Anna a present.
- 3 Yes, she did.
- 4 Yes, she does.

Extra activity

- In pairs, students write a similar dialogue. Kawa and Silvia are saying goodbye.

Go to Activity Book Farewell Unit Activity 1

- Play CD 2 Track 63.

2 READ AND WRITE

Aim: to find information from a text.

- Students read the titles in section 1.
- Then they read the description of London. They match the titles to the paragraphs.

Answers

- 1 The people
- 2 What can I eat?
- 3 Is it hot or cold?
- 4 Places to go
- 5 Buying things

- Students read the text again. Now they do the True or False activity.

- 1 True
- 2 False. About 7 million people live there.
- 3 True
- 4 False. It's usually hotter.
- 5 False. You can listen to music at Rock Circus.
- 6 False. There are lots of good shops.

Extra activity

- In pairs, students write about a town or city that they know. Explain to them that their description does not need to be as long or as complicated as the description of London.
- This could be done as a homework activity.

Go to Activity Book Farewell Unit Activity 2

SONG

Teaching point: Students do not know superlatives yet, so teach them *best* before they study the song.

- In pairs, students complete the song.
- Play the song so that they can check.
- Play again so that they can sing.

CD script and answers



CD 2

Track 64

The party's over

It's time to go

Before you leave

*I want to **know***

*Was it the **best***

Time of your life?

Yes, it was, yes, it was.

Are you going to wish me

*A safe journey **home?***

*Are you going to **miss** me*

When you're alone?

*The music **ends***

You're on your way

Before you leave

*Please let me **say***

You were the best

*Friends of my **life***

Yes, you were, yes, you were.

Homework

- Students can learn the song.

Welcome Unit Lesson 1

1

Hello! I'm Sue,
And I'm Martin.

2

B1 C2 A3

3

1 How old are you? 2 What's your name?
3 Where are you from?

4

2 Martin is fifteen. He's from London.
3 Tom is sixteen. He's from Florida.
4 Alice is sixteen. She's from Florida.
5 Silvia is fifteen. She's from Rome.
6 Antonio is thirteen. He's from Rome.
7 Banaz is fifteen. She's from Dohuk.
8 Kawa is fifteen. He's from Dohuk.

5

Students' own answers.

6

2 We're from Italy. They're Italian.
3 We're from the USA. They're American.
4 We're from Britain. They're British.

7

2 I am fifteen. 3 She is from Manchester.
4 We are from Kurdistan. 5 They are Italian.
6 He is fourteen. 7 You are American.
8 It is half past two.

8

2 up/down 3 hello/goodbye 4 yes/no
5 open/close 6 she/he 7 stand/sit

Welcome Unit Lesson 2

1

2 It's a camera. 3 It's a clock. 4 It's a (foot)ball.
5 It's a guitar. 6 It's a telephone.

2

window camera umbrella apple telephone
guitar orange

3

3 a 4 a 5 an 6 a 7 a 8 an

4

watch bag name door open what window hello

5

2 What's this? 3 It's an apple. 4 Open the window.
5 Close the door. 6 And what's this? 7 It's an umbrella.
8 What's your name?

Welcome Unit Lesson 3

1

Hi! (1) Hello! (2) How are you? (3) I'm fine, thanks. (4)

2

2 two 3 three 4 four 5 five
6 six 7 seven 8 eight 9 nine 10 ten

3

1 What's this? It's a sandwich.
2 What's this? It's a magazine.
3 What's this? It's an elephant.

4

2 It's a bag. 3 It's a pen. 4 It's an apple.
5 It's a book. 6 It's a pencil.

5

G J M P S V X Z

6

apple bag book drink elephant listen magazine my name
notebook number pen repeat sandwich seven speak ten
three two write

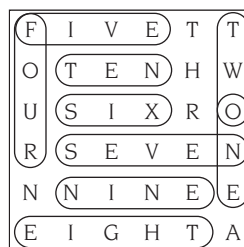
7

1 L 2 I 3 Y 4 R 5 O 6 V 7 K

8

ten – pen your – door two – you fine – nine look – book
how – now

9



Welcome Unit Lesson 4

1

12 twelve 13 thirteen 14 fourteen 15 fifteen
16 sixteen 17 seventeen 18 eighteen 19 nineteen
20 twenty

2

2 nineteen 3 thirteen 4 four 5 eleven
6 fourteen 7 two 8 twelve 9 eighteen

3

2 It's three o'clock. 3 It's half past four.
4 It's half past seven. 5 It's six o'clock.
6 It's eight o'clock. 7 It's half past ten.
8 It's eleven o'clock. 9 It's twelve o'clock.
10 It's half past twelve.

4

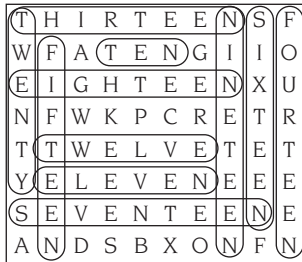
2 Sit down! 3 Listen! 4 Stand up!

5

- 2 It's ten o'clock. 3 I'm sorry. I don't know.
 4 Excuse me. What's this? 5 And what's that?
 6 How do you spell it? 7 What time is it, please?
 8 Be quiet and listen.

6

me – three know – no seven – eleven choose – excuse
 sit – it

7

Welcome Unit Lesson 5

1

- 1 what's 2 favourite 3 Is 4 isn't
 5 it 6 No 7 Yes

2

- 2 football 3 running 4 swimming
 5 tennis 6 volleyball

3

- 2 My favourite colour is purple.
 3 My favourite colour is red.
 4 My favourite colour is blue.
 5 My favourite colour is black.

4

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

5

Students' own answers.

6

- 2 red, white, green and yellow 3 red, white and blue
 4 red, white and green

7

- 1 blue yellow white red
 2 brown orange purple green
 3 tennis swimming running
 4 basketball volleyball football
 5 five seven eleven twelve

8

Students' own answers.

9

- 2 Find something green. 3 Don't sit down.
 4 Pick up a red book. 5 Don't touch your bag.

10

black – orange – red – pink – white – purple – yellow – blue –
 brown – green

Welcome Unit Lesson 6

1

- 1 your 2 My 3 We 4 their 5 Her 6 his

2

you – your he – his she – her it – its we – our
 they – their

3**CLOTHES**

- cap
 jumper
 shirt
 shoes
 skirt
 socks
 trousers
 T-shirt

COLOURS

- black
 blue
 green
 orange
 pink
 red
 white
 yellow

4

- 1 T-shirt 2 skirt
 3 shoes 4 socks
 5 trainers 6 trousers
 7 jumper 8 cap

5

- 2 It's her skirt. 3 They're her shoes.
 4 They're his socks. 5 They're his trainers.
 6 They're his trousers. 7 It's his jumper.
 8 It's his cap.

6

Students' own answers.

7

- 2 socks 3 flags 4 names 5 countries 6 cities
 7 colours 8 shirts

8

Clothes – shoes trousers skirt shirt socks
 Possessive adjectives – her their his our my

Welcome Unit Lesson 7

1

- 2 His name is James. 3 This is my mother.
 4 Her name is Mary. 5 This is Caroline.
 6 She is my sister. 7 This is my brother.
 8 His name is Steven. 9 Our house is in London.

2

- 1 Mary 2 James 3 Steven 4 Caroline

3

Questions: are you? is he/she/it? are we? are you? are they?
 Negative: you aren't he/she/it isn't we aren't you aren't
 they aren't

4

- 2 Is Caroline her mother? No, she isn't.
 3 Is Mary her sister? No, she isn't.
 4 Is Steven her brother? Yes, he is.
 5 Are James and Mary her father and mother? Yes, they are.

5

- 2 Caroline isn't her mother.
 3 James and Mary aren't her brother and sister.
 4 Their house isn't in Manchester.

6

- 2 He is her father.
- 3 James and Mary are not from Manchester.
- 4 They are from London.
- 5 I am not sixty!

7

- 2 What's fourteen and eight? Twenty-two.
- 3 What's twelve and sixteen? Twenty-eight.
- 4 What's nineteen and two? Twenty-one.
- 5 What's twenty and three? Twenty-three.
- 6 What's eleven and thirteen? Twenty-four.
- 7 What's nineteen and six? Twenty-five.
- 8 What's fifteen and fifteen? Thirty.

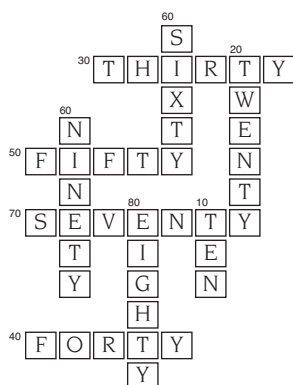
8

Students' own answers.

9

sister – brother white – black chairs – tables
shoes – socks

10



Welcome Unit Lesson 8

1

- 2 On/at 3 At/on 4 at/on 5 On/at 6 on/at 7 On/at

2

- 2 When is World Sport? It's at quarter past three.
- 3 When is Youth Time? It's at half past six.
- 4 When is Pop Star News? It's at quarter to five.
- 5 When is Games News? It's at one o'clock.
- 6 When is The Week's Sport? It's at quarter to four.
- 7 When is Music Time? It's at quarter to seven.

3

- 2 quarter to two 3 half past three 4 four o'clock
- 5 quarter past five 6 quarter to seven 7 half past seven
- 8 quarter to nine 9 quarter past nine 10 ten o'clock
- 11 quarter to eleven 12 half past eleven

4

- 2F 3F 4F 5F 6T 7F 8F

5

- 2 subject 3 day 4 colour 5 number 6 time

6

Subjects: maths music history science art
Days: Wednesday Thursday Friday Saturday Tuesday
Monday

Unit 1 Lesson 1

1

- Sue What's your name?
- Carla Carla Fonseca.
- Sue Where are you from?
- Carla I'm from Rio de Janeiro in Brazil.
- Sue How old are you?
- Carla I'm thirteen.
- Sue What's your favourite sport?
- Carla It's volleyball.

- Martin Where's Sam from?
- Sue He's from Melbourne in Australia.
- Martin How old is he?
- Sue He's fourteen.
- Martin What's his favourite sport?
- Sue It's tennis.

- Sue Where's Banaz from?
- Martin She's from Dohuk in Kurdistan.
- Sue How old is she?
- Martin She's fifteen.
- Sue What's her favourite sport?
- Martin It's running.

2

- 1 She is 2 They are 3 We are 4 He is 5 I am

3

- 1 My name is Anna. I am from Australia.
- 2 His name is Roberto. He is from Brazil.
- 3 Her name is Maria. She is from Greece.
- 4 Our names are Sue and Martin. We are from England.
- 5 Their names are Daniel and Rosa. They are from Spain.
- 6 Your name is Tom. You are from the USA.

4

- 1 Hello. What's your name? 2 Where's she from?
- 3 I'm from the USA. 4 What's his favourite sport?
- 5 They're thirteen years old.

5

- 1 swimming 2 tennis 3 football
- 4 basketball 5 running 6 volleyball

6

S I X T E E N
E I G H T E E N
E L E V E N
F I F T E E N
T W E N T Y
T H I R T E E N
T W E L V E
F O U R T E E N
N I N E T E E N

Unit 1 Lesson 2

- 1 Is, isn't, He's, that, Is he

2

- 1 Is Silvia from Spain?
No, she isn't. She's from Italy.
- 2 Is Daniel from England?
No, he isn't. He's from Spain.
- 3 Are Carla and Roberto from Italy?
No, they aren't. They're from Brazil.

- 4 Is Tom from Australia?
No, he isn't. He's from the USA.
- 5 Are Sue and Martin from the USA?
No, they aren't. They're from England.
- 6 Are you from England?
No, I'm not. I'm from (*country*).

3

- 1 Silvia isn't Spanish. She's Italian.
- 2 Daniel isn't English. He's Spanish.
- 3 Carla and Roberto aren't Italian. They're Brazilian.
- 4 Tom isn't Australian. He's American.
- 5 Sue and Martin aren't American. They're English.
- 6 I'm not English. I'm (*nationality*).

4

- 1 Who is that? 2 He is my teacher.
- 3 She is not a teacher. 4 Where is she from?
- 5 I am not sure. 6 They are at the party.
- 7 It is great! 8 We are not English.

5

- | | |
|-----------------|--------------|
| 24 twenty-four | forty-eight |
| 13 thirteen | twenty-six |
| 42 forty-two | eighty-four |
| 28 twenty-eight | fifty-six |
| 37 thirty-seven | seventy-four |
| 46 forty-six | ninety-two |

6

- 1 five ten fifteen twenty twenty-five thirty
- 2 twelve ten eight six four two
- 3 fifty sixty seventy eighty ninety a hundred
- 4 eleven twenty-two thirty-three forty-four
fifty-five sixty-six
- 5 nineteen eighteen seventeen sixteen
fifteen fourteen

7

- | | | |
|-------------|----------|-----------|
| 1 Australia | 2 Brazil | 3 England |
| 4 Greece | 5 Italy | 6 Poland |
| 7 Spain | 8 USA | |

Unit 1 Lesson 3

- 1 like, my, are, They're, Is that, think, He's,
from, where, speak, am, live

2

- 1 I love basketball. She loves basketball.
- 2 We love football. They love football.
- 3 I hate running. He hates running.
- 4 We love swimming. They love swimming.
- 5 We love volleyball. They love volleyball.
- 6 I hate swimming. She hates swimming.

3

- | | | |
|----------|-----------|---------------|
| I speak | you speak | he/she speaks |
| we speak | you speak | they speak |

4

- | | |
|-----------|------------|
| England | English |
| Greece | Greek |
| Hungary | Hungarian |
| Kurdistan | Kurdish |
| Brazil | Portuguese |
| Spain | Spanish |

5

- 1 Silvia lives in Italy. She speaks Italian.
- 2 Banaz lives in Kurdistan. She speaks Kurdish.
- 3 Sue and Kathy live in England. They speak English.
- 4 Tom lives in the USA. He speaks English.
- 5 Roberto and Carla live in Brazil. They speak Portuguese.
- 6 I live in (*country*). I speak (*language*).

6

- | live /ɪ/ | speak /ɪ/ |
|----------|-----------|
| is | we |
| swimming | he |
| film | teacher |
| this | read |
| English | people |
| listen | week |

7

- 1 What is your name?
- 2 Where are you from?
- 3 What is your favourite sport?
- 4 Who is your favourite band?
- 5 Where are they from?
- 6 Who is your favourite film/pop star?
- 7 Where is he/she from?

Unit 1 Lesson 4

1

- 1 the twenty-third of February
- 2 the tenth of May
- 3 the thirty-first of July
- 4 the fourth of October
- 5 the thirteenth of November
- 6 the twenty-fourth of December

2

- A first B second C third D fourth E fifth F sixth
G seventh H eighth I ninth J tenth K eleventh L twelfth
M thirteenth N fourteenth O fifteenth P sixteenth
Q seventeenth R eighteenth S nineteenth T twentieth
U twenty-first V twenty-second W twenty-third
X twenty-fourth Y twenty-fifth Z twenty-sixth

3

- | | | |
|-------------|------------|-----------|
| 1 WEEK | 2 BIRTHDAY | 3 MONTH |
| 4 FAVOURITE | 5 LANGUAGE | 6 ENGLISH |

4

- | | | | |
|--------|--------------|-------|---------|
| 1 live | 2 in | 3 I'm | 4 old |
| 5 my | 6 is | 7 I | 8 speak |
| 9 and | 10 favourite | 11 is | 12 hate |

5

- | | |
|---------------------|---------------------|
| Name | Daniel Torres |
| Town | Madrid |
| Age | twelve |
| Birthday | 17th November |
| Sport | football |
| Languages | Spanish and English |
| Favourite bands | Blur and The Verve |
| Favourite film star | Leonardo DiCaprio |
| He hates | gymnastics |

6

His name is Daniel Torres. He lives in Madrid in Spain. He is twelve years old and his birthday is 17th November. He loves football. He speaks Spanish and English. He likes Blur and The Verve. His favourite film star is Leonardo DiCaprio. He hates gymnastics.

7

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

8

- 1 Now ask and answer. 2 Excuse me, what is this?
3 Listen and repeat. 4 Complete the chart.

9

A U G U S T
N O V E M B E R
A P R I L
O C T O B E R
F E B R U A R Y
M A Y
D E C E M B E R
J U N E
M A R C H

Unit 1 Review

1

1H 2C 3A 4D 5F

2

1C 2B 3C 4A 5B

3

(1) F (2) H (3) B (4) A (5) D

4

1B 2A 3B 4C 5A

Unit 2 Lesson 1

- 1 it, do, colour, and, like, hate, you, yes,
like, you, want, very

2

- 1 black + white = grey 2 red + white = pink
3 red + yellow = orange 4 red + blue + green = brown
5 blue + yellow = green 6 red + blue = purple

3

- 1 Maria likes blue but she doesn't like brown.
2 Daniel likes red but he doesn't like yellow.
3 Silvia likes purple but she doesn't like pink.
4 Tom likes black but he doesn't like grey.
5 Kawa and Banaz like purple but they don't like orange.

4

- 1 Does Maria like basketball? Yes, she does.
Does she like swimming? No, she doesn't.
2 Does Daniel like football? Yes, he does.
Does he like gymnastics? No, he doesn't.
3 Does Silvia like tennis? Yes, she does.
Does she like swimming? No, she doesn't.
4 Does Tom like gymnastics? Yes, he does.
Does he like football? No, he doesn't.
5 Do Kawa and Banaz like volleyball? Yes, they do.
Do they like swimming? No, they don't.

5

- 1 Sue and Martin don't live in Manchester. They live in London.
2 Daniel speaks Spanish. He doesn't speak Portuguese.
3 Anna doesn't like gymnastics. She likes swimming.
4 Kawa and Banaz don't speak Italian. They speak Kurdish.
5 Sue hates black. She doesn't hate red.
6 I don't live in London. I live in (town).

6

¹C O A T
²D R E S S
³C A P
⁴S O C K S
⁵J A C K E T
⁶J E A N S
⁷J U M P E R
⁸T R A I N E R S
⁹S K I R T

7

do /u:/	does /ʌ/
blue	colour
shoe	jumper
two	love
who	one
June	much

Unit 2 Lesson 2

1

- 1 birthday 2 do 3 your 4 don't 5 got
6 some 3 you've 8 want 9 haven't 10 have

2

- 1 have 2 haven't 3 hasn't 4 has
5 have 6 haven't 7 has

3

- 1 He hasn't got four watches. He's got six watches.
2 He hasn't got five badges. He's got four badges.
3 He hasn't got one camera. He's got two cameras.
4 He hasn't got three bananas. He's got five bananas.
5 He hasn't got six books. He's got two books.

4

Peter has got a bike and a camera.
He hasn't got a guitar or a Walkman.
Silvia has got a guitar and a Walkman.
She hasn't got a bike or a camera.
Roberto has got a bike and a guitar.
He hasn't got a camera or a Walkman.
Maria has got a camera and a Walkman.
She hasn't got a bike or a guitar.
I've got ... I haven't got ...

5

Anna has got a badge. Tom has got some badges.
Anna hasn't got any oranges. Tom has got some oranges.
Anna has got some drinks. Tom hasn't got any drinks.
Anna has got a bar of chocolate. Tom has got some bars of chocolate.
Anna has got some postcards. Tom hasn't got any postcards.
Anna hasn't got any stamps. Tom has got some stamps.

6

1 badge	camera	computer	orange
2 watch	present	postcard	stamp
3 Walkman	clothes	apple	chocolate
4 guitar	birthday	drink	trainers

7

have /æ/	got /ɒ/
badge	lots
stamp	what
camera	watch
apple	want

Unit 2 Lesson 3

1

1 Can	2 can	3 sweatshirt	4 do	5 want
6 Red	7 large	8 Have	9 small	10 have

2

1 Has Maria got a Walkman?	Yes, she has.
2 Has Daniel any roller blades?	No, he hasn't.
3 Has Peter got a camera?	Yes, he has.
4 Have Sue and Martin got any videos/cassettes?	Yes, they have.
5 Has Carla got a guitar?	Yes, she has.
6 Has Kawa got a bike?	No, he hasn't.

3

Have you got a large bag?	No, I haven't.
Has she got a red cap?	Yes, she has.
Have they got new trainers?	No, they haven't.

4

1 Has he got a red one?	2 Has she got a blue one?
3 Has he got a green one?	4 Has she got a black one?
5 Has he got a brown one?	6 Has he got a grey one?

5

1 magazine	2 book	3 pencil	4 pen	5 ruler
6 bag	7 sandwich	8 apple	9 watch	10 badge

6

- 1 Can I open the window, please?
- 2 Can I close the door, please?
- 3 Excuse me, can I ask a question?
- 4 Can I borrow your book, please?
- 5 Yes, of course.

7

1 jacket 2 key 3 coat 4 new 5 sandwich

8

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

Unit 2 Lesson 4

1

I'm from London, **England**. I'm **fourteen** years old.
I love basketball but I hate **running**.
My favourite colour is **green**. . .
There are a **thousand** competitors from **fifty** different countries. I bought her a **blue** T-shirt.

2

Kathy Mitchell is from Manchester in England and she is fifteen years old. Her favourite film star is Arnold Schwarzenegger. Kathy likes running but she hates swimming. She likes jeans and sweatshirts and her favourite colour is purple. Martin is her friend. He is fourteen and he is from Radio WYG.

3 Sample letter

Address
Date

Dear Banaz,

I'm your new penfriend. My name is Kathy Mitchell and I'm from Manchester, England. I'm sixteen years old.

I love running but I hate swimming.

My favourite colour is purple and my favourite clothes are jeans and sweatshirts.

My favourite film star is Arnold Schwarzenegger.

Now I'm at the World Youth Games. It's great here. There are a thousand competitors from fifty different countries.

Martin is my friend. He's fourteen years old. I like Martin a lot – he's very nice.

Please write soon.

Yours, Kathy

4

- 1 How do you say this in English?
- 2 How do you pronounce this?
- 3 How do you spell it?
- 4 What does it mean?

5

Students' own answers.

6

C L O T H E S O N
A O O N
S A N D W I C H E S
S I K
E X C U S E H A S
T E H W A N T
T L I K E S A
E D R N M
S P O R T S T O P

Unit 2 Review

1

Clothes	Colours	Things in the classroom
skirt	purple	ruler
sweatshirt	grey	pencil
trousers	pink	pen
jacket	brown	book

2

1C 2B 3G 4D 5H

3

1B 2C 3B 4A 5C

4

(1) G (2) F (3) A (4) E (5) C

5

(1) much (2) years (3) my (4) Do (5) sport
(6) but (7) clothes (8) colours (9) and (10) of

Unit 3 Lesson 1

1

- | | | |
|--------------|-------------|----------|
| (1) watching | (2) warming | (3) toes |
| (4) her | (5) are | (6) is |

2

Positive Contractions

I am talking	I'm talking
you are talking	you're talking
he is talking	he's talking
she is talking	she's talking
we are talking	we're talking
you are talking	you're talking
they are talking	they're talking

3

- | | |
|---------------------------------|--------------------------------|
| 1 She's touching her nose. | 2 They're touching their hair. |
| 3 He's touching his ear. | 4 He's touching his thumb. |
| 5 They're touching their teeth. | 6 She's touching her eye. |

4

- (1) hair (2) head (3) hand (4) back (5) chest (6) feet

5

- My face: I've got two eyes and two ears, a nose, a mouth, and thirty-two teeth.
- My arms: I've got a left arm and a right arm, two hands, two thumbs, and eight fingers.
- My body: I've got a head, a chest, and a back.
- My legs: I've got a left leg, and a right leg, two knees, two feet, and ten toes.

6

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

7

- | | | | |
|--------|------|--------|------|
| 1 nose | toes | 2 eye | I |
| 3 ear | here | 4 hand | band |
| 5 knee | key | 6 face | race |
| 7 hair | wear | 8 head | red |

Unit 3 Lesson 2

1

- | | | | | |
|---------|--------------|-------|-----------|---------|
| 1 two | 2 volleyball | 3 are | 4 tennis | 5 are |
| 6 There | 7 in | 8 on | 9 Hungary | 10 left |

2

- 1 book, magazine
- 2 apple, sandwiches
- 3 television
- 4 football
- 5 chair
- 6 girl, boy

3

- 1 There's a table on the left.
- 2 There's a telephone on the table.
- 3 There are two chairs in the room.
- 4 There isn't a camera on the chair.
- 5 There's a bed on the right.
- 6 There are some clothes on the bed.
- 7 There are two bags on the floor.
- 8 There isn't a clock on the wall on the left.
- 9 There's a window on the right.
- 10 There's a door in the middle.

4

1 + -ing	2 -e + -ing	3 2 + -ing
feeling	having	getting
opening	hoping	running
reading	living	sitting
speaking	shining	swimming
starting	writing	winning

5

- | | | | |
|--------------|----------------|--------------|---------------|
| 1 is holding | 2 is touching | 3 is reading | 4 are running |
| 5 is talking | 6 are watching | 7 is lying | 8 are eating |

6

- 1 We are having a great time.
- 2 Lots of things are happening.
- 3 They are watching the race.
- 4 They are sitting in the middle.
- 5 She is eating an ice cream.
- 6 He is opening the window.

Unit 3 Lesson 3

- 1 whose, sitting, isn't, mine, watching, these, don't, this, let's, seat

2

- | | |
|-------------------|-----------------------|
| 1 What are these? | They're sunglasses. |
| 2 What's this? | It's an ice cream. |
| 3 What are these? | They're bananas. |
| 4 What are these? | They're shorts. |
| 5 What's this? | It's a T-shirt. |
| 6 What's this? | It's a ticket. |
| 7 What are these? | They're socks. |
| 8 What's this? | It's a tennis racket. |

3

- | | |
|-------------------------------|-------------------|
| 1 Whose T-shirt is this? | It's Maria's. |
| 2 Whose shorts are these? | They're Peter's. |
| 3 Whose sunglasses are these? | They're Anna's. |
| 4 Whose bag is this? | It's Kathy's. |
| 5 Whose trainers are these? | They're Daniel's. |

4

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
it's	it's
our	ours
your	yours
their	theirs

5

- 1 These are our seats. They're ours.
- 2 This is your bag. It's yours.
- 3 This is his ticket. It's his.

- 4 These are my trainers. They're mine.
 5 These are their books. They're theirs.
 6 These are her sunglasses. They're hers.

6

- | | | | |
|----------|-------|---------|-------|
| 1 please | these | 2 come | thumb |
| 3 seat | feet | 4 go | know |
| 5 yours | doors | 6 whose | shoes |
| 7 their | hair | 8 look | book |

7

- | | |
|----------------------|--------------------------|
| 1 Whose bag is this? | 2 I don't know. |
| 3 It isn't mine. | 4 Is it yours? |
| 5 Let's have a look. | 6 I think it's Tom's. |
| 7 Who's Tom? | 8 He's the American boy. |

Unit 3 Lesson 4

1

- Where: in the competitors' room
 Eating: an ice cream
 Watching: TV
 Friend: Kawa
 From: Kurdistan
 Friend's sport: volleyball

2 Sample postcard

Dear Bill
 I'm writing this card at the stadium. I'm eating a bar of chocolate and I'm watching the 100 metres. My friend Kathy is here too. She's from Manchester and her sport is running. I hope you are OK. Please write soon. Peter

3

- Maria is writing postcards.
- Tom is standing on the left.
- Tom is wearing a white T-shirt.
- Anna is talking to Tom.
- Anna is sitting in the middle.
- Martin is eating a sandwich.
- Martin is wearing a green sweatshirt.

4

- Excuse me, can I ask a question?
- What is this in English?
- Can I borrow your book, please?
- Close the door, please/please close the door.
- Excuse me, what time is it?
- What is the date today?
- Whose pen is this?/Whose is this pen?
- Can I open the window?

5

Nouns		Verbs	
ball	leg	bend	find
minute	mouth	happen	learn
school	seat	move	shine
sun	wall	wear	write

6

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

Unit 3 Review

1

- 1D 2F 3H 4B 5C

2

- 1A 2C 3B 4C 5A

3

- 1D 2A 3E 4H 5B

4

- 1B 2C 3C 4B 5A 6B 7B 8C 9B 10A

Unit 4 Lesson 1

1

- | | |
|------|--|
| Kawa | Have you got any animals? |
| Sue | Yes, I've got a rabbit. She's called Fluffy. |
| Kawa | What colour is she? |
| Sue | She's white with a brown nose. |
| Kawa | What can she do? |
| Sue | She can run very fast. |
| Kawa | Can she climb trees? |
| Sue | No, she can't. |

2

- | | |
|-------|-------------------------------|
| Peter | Have you got any animals? |
| Banaz | Yes, I've got a partridge. |
| Peter | What colour is she? |
| Banaz | She's grey and white. |
| Peter | What can she do? |
| Banaz | She can run and she can sing. |
| Peter | Can she talk? |
| Banaz | No, she can't. |

3

- 1 cat 2 dog 3 horse 4 partridge 5 rabbit 6 mouse

4

Anna

- | | |
|----------------------------|----------------|
| 1 Can she play the guitar? | Yes, she can. |
| 2 Can she run very fast? | No, she can't. |
| 3 Can she swim very fast? | Yes she can. |
| 4 Can she speak Spanish? | No, she can't. |

Daniel

- | | |
|---------------------------|---------------|
| 5 Can he play the guitar? | No, he can't. |
| 6 Can he run very fast? | Yes, he can. |
| 7 Can he swim very fast? | No, he can't. |
| 8 Can he speak Spanish? | Yes, he can. |

5

- Kathy can't swim very fast, but she can run very fast.
- Kawa and Banaz can speak English, but they can't speak Italian.
- Daniel can't walk on his hands, but he can stand on his head.
- Anna can play the guitar, but she can't sing.
- Banaz's partridge can run very fast but it can't talk.

6

Students' own answers.

7

- | | | | |
|--------|------|---------|------|
| 1 fly | high | 2 talk | walk |
| 3 play | grey | 4 climb | time |
| 5 tree | key | 6 sing | ring |
| 6 mice | nice | 8 touch | much |

Unit 4 Lesson 2

1

- | | | | |
|------------|------------|------------------|-----------|
| 1 is doing | 2 isn't | 3 Is it | |
| 4 it isn't | 5 sitting | 6 are they doing | |
| 7 aren't | 8 Are they | 9 aren't | 10 eating |

2

Questions	Short answers	Negative
Are you listening?	Yes, I am.	No, I'm not. I'm not listening.
Are you listening?	Yes, we are.	No, we aren't. We aren't listening.
Is she listening?	Yes, she is.	No, she isn't. She isn't listening.
Are they listening?	Yes, they are.	No, they aren't. They aren't listening.

3

- Is Martin eating a sandwich?
No, he isn't. He's eating an ice cream.
- Is Silvia dancing?
No, she isn't. She's warming up.
- Is Daniel talking to Peter?
No, he isn't. He's talking to Kawa.
- Is Maria watching TV?
No, she isn't. She's listening to the radio.
- Are Anna and Tom playing tennis?
No, they aren't. They're playing volleyball.
- Are Roberto and Carla speaking Portuguese?
No, they aren't. They're speaking English.

4

- What are they doing at the zoo?
- Is the lion carrying her cub?
- Is Tom having a drink?
- What is it doing now?
- Which animals are they talking about?
- Is the parrot flying?

5

- The monkey isn't climbing a tree. It's eating a banana.
- The tigers aren't dancing. They're fighting.
- The elephant isn't drinking. It's having a shower.
- The lions aren't walking. They're running.

6

panda fish horse lion monkey
crocodile elephant tiger rabbit parrot
The name of the animal in the picture: snake

7

● ● ● ● ● ● —
basketball banana
crocodile gymnastics
elephant October
rollerblades September
sunglasses tomorrow
wonderful

Unit 4 Lesson 3

1

- taller
- longer
- bigger
- shorter

- 1 funny 2 silly 3 nice 4 nicer 5 older 6 taller
7 shorter 9 stronger 10 worse

3

- Maria is older than Daniel. Daniel is younger than Maria.
- Silvia is older than Peter. Peter is younger than Silvia.
- Tom is older than Maria. Maria is younger than Tom.
- Peter is younger than Kawa. Kawa is older than Peter.
- Daniel is younger than Carla. Carla is older than Daniel.
- Kawa is older than Silvia. Silvia is younger than Kawa.

4

Adjective	Comparative
new	newer
good	better
lovely	lovelier
fair	fairer
true	truer
high	higher
big	bigger
lucky	luckier

5

better	worse
tall	short
good	bad
big	small
old	young
false	true

6

- 1 They are the same size. 2 No, it isn't. 3 No, it isn't.

Unit 4 Lesson 4

1

- 1 E, H 2 G, B 3 F, J 4 D, A 5 C, I

Horse

This animal lives in lots of countries. It can be lots of colours and it's usually about 1.5 metres tall. It eats grass and it can run at 70 kilometres an hour.

Shark

This fish lives in water. It's usually grey and it's up to 10 metres long. It eats fish and it can live for 100 years.

2

	legs	hair	wings	tail	can swim	can fly
1 Me	2	✓	✗	✗	✓	✗
2 Dolphin	✗	✗	✗	✓	✓	✗
3 Penguin	2	✗	✓	✓	✓	✗
4 Tiger	4	✓	✗	✓	✓	✗
5 Kangaroo	2	✓	✗	✓	✓	✗

- I've got two legs and I've got hair but I haven't got wings or a tail. I can swim but I can't fly.
- A dolphin hasn't got legs, hair or wings, but it's got a tail. It can swim but it can't fly.
- A penguin has got two legs, two wings and a tail. It can swim but it can't fly.
- A tiger has got four legs, hair and a tail. It hasn't got wings. It can swim but it can't fly.
- A kangaroo has got two legs, hair and a tail. It hasn't got wings. It can swim but it can't fly.

3

cat	chicken	dog	dolphin	elephant
giraffe	horse	kangaroo	koala	lion
monkey	mouse	ostrich	parrot	partridge
rabbit	tiger			

Nouns

baby cartoon
fruit litre
neck photo
tree zoo

Verbs

carry eat
come have
see sing
stand take

4

1F 2A 3B 4E 5D 6C

5

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

Unit 4 Review

1

1H 2C 3A 4G 5D

2

1C 2A 3B 4B 5C

3

1F 2C 3H 4A 5E

4

1C 2A 3B 4C 5B 6A 7C 8C 9B 10C

Unit 5 Lesson 1

2

Banaz gets up at twenty to eight and she has breakfast at ten past eight. She starts school at five to nine and she has lunch at ten to one. She finishes school at twenty-five past three. She does her homework from quarter past five to quarter to seven. She has dinner at half past seven and after dinner she watches television. She goes to bed at ten o'clock.

3

- What time do the Games start?
They start at nine o'clock.
- When do the competitors have lunch?
They have lunch at half past twelve.
- What time does the film finish?
It finishes at five to ten.
- When do the swimming races start?
They start at quarter past eleven.
- What time does Maria get up?
She gets up at twenty past seven.
- When does Daniel go to bed?
He goes to bed at ten o'clock.

4

- World News is from ten past four to twenty-five past four.
- WYG News is from twenty-five past four to five to five.
- Quiz Time is from five to five to quarter past five.
- Music Time is from quarter past five to quarter to six.

5

I/you/we/they ...

open
play
sit
talk
sing
start
walk
close
dance
finish
watch
fly
do
go
have

he/she/it ...

opens
plays
sits
talks
sings
starts
walks
closes
dances
finishes
watches
flies
does
goes
has

6

1 past, morning 2 start, in 3 have, midday 4 do, evening
5 to, at

7

I get up at ten to eight and I have breakfast at quarter past eight. I start school at five past nine and we have lunch at one o'clock. We finish school at twenty-five to four. I do my homework from half past four to six o'clock. I have dinner at half past six, and after dinner I read or watch TV.

Question What time do you go to bed?

8 Rhyming words

- | | |
|---------------|--------------|
| 1 eight great | 2 two do |
| 3 there wear | 4 what not |
| 5 goes toes | 6 four floor |

Unit 5 Lesson 2

1

- | | |
|----------------|---------------|
| 1 Are, having | 2 am having |
| 3 have | 4 are cooking |
| 5 is running | 6 run |
| 7 relax | 8 is, doing |
| 9 is listening | 10 listens |
| 11 are, doing | 12 am talking |

2

- | | |
|----------------------------------|-----------------------|
| 1 When does she have breakfast? | At half past seven. |
| 2 When does she run with Kathy? | At eight o'clock. |
| 3 When does she have a shower? | At quarter past nine. |
| 4 When does she relax? | At half past nine. |
| 5 When does she play basketball? | At quarter to eleven. |
| 6 When does she have lunch? | At half past twelve. |

3

- | | |
|------------------------------|------------------------------|
| 1 She is having breakfast. | 2 She is running with Kathy. |
| 3 She is having a shower. | 4 She is relaxing. |
| 5 She is playing basketball. | 6 She is having lunch. |

4**1****+ -ing**

buying
cooking
doing
fighting
finishing
floating
going
hearing
looking
relaxing
playing
seeing
singing
sleeping
talking
working

2**-e + -ing**

coming
dancing
making
riding
taking

3**2 + -ing**

putting
stopping

5

1 sitting	2 'm writing	3 is	4 'm having
5 swim	6 play	7 relax	8 talk
9 listen	10 'm listening.		

6**do**

experiments
homework

have

breakfast
a shower
a good time
a drink
lunch

play

football
computer
games
the guitar
tennis

take

exercise
photos

7**now /aʊ/**

about
brown
count
down
how
mouth
noun
out
round
south

moment /əʊ/

close
float
go
nose
toes
over
photo

Unit 5 Lesson 3

1

1 on	2 in	3 an	4 got	5 to
6 his	7 the	8 opposite	9 washing	10 any

2

A Arnie's bedroom B living room C Kitchen
D Bathroom E laboratory F Astrid's bedroom

3

1 Are there any chairs?	Yes, there are.
2 Is there an oven?	No, there isn't.
3 Is there a fridge?	Yes, there is.
4 Are there any beds?	Yes, there is.
5 Is there a washing machine?	No, there isn't.
6 Are there any telephones?	Yes, there are.
7 Is there a shower?	Yes, there is.
8 Are there any computers?	Yes, there are.

4

1 How many telephones are there?
There are two telephones.
2 How many chairs are there?
There are five chairs.
3 How many tables are there?
There are three tables.
4 How many beds are there?
There are two beds.
5 How many computers are there?
There are three computers.
6 How many windows are there?
There aren't any windows.

5

1 How many metres are there in a kilometre?
There are a thousand metres in a kilometre.
2 How many hours are there in a day?
There are twenty-four hours in a day.
3 How many days are there in March?
There are thirty-one days in March.
4 How many letters are there in 'laboratory'?
There are ten letters in 'laboratory'.
5 How many pages are there in this book?
There are 88 pages in this book.

6

sleeping bag	wash basin	computer games
space station	bathroom	blackboard
swimming pool	washing machine	
sunglasses	film star	

7

1 any	many	✓
2 food	good	✗
3 cook	look	✓
4 watch	match	✗
5 near	wear	✗
6 right	night	✓
7 small	wall	✓
8 phone	none	✗

Unit 5 Lesson 4

1

Name of hotel	The Space Hotel
Number of rooms	300
Number of restaurants	3
Name of disco	Space Disco
Name of café	Moon Café
Sports	Swimming pool and gymnasium
Shops	Space shop and supermarket
Information office	Open from 7 am to 10 pm every day

2 Sample description

The London Zoo Hotel is a great place. You can see London Zoo from your bedroom window! The hotel has 400 rooms, all with bathrooms and showers. There are two restaurants where you can have breakfast, lunch and dinner. You can relax in the Cool Café, or visit the exciting computer games room.

Sport

There are two tennis courts and a small gymnasium.

Shopping

There is a Zoo shop and a bookshop. If you have any questions or problems, please come to the information office (open from 6 am to 11 pm).

3

SPACE HOTEL INFORMATION

The Moon Café is open from 9 am to 11 pm every day. The Space Shop opens at 8 am and closes at 6 pm daily. The supermarket is open from 7.30 am to 8 pm, Monday to Saturday. You can use the Games room from 9 am to 9 pm, Monday to Friday, and from 11 am to 11.30 pm on Saturday and Sunday.

4

Nouns	Verbs	Prepositions	Adjectives
bank	change	from	amazing
café	close	into	fabulous
film	enjoy	near	great
office	make	over	tired
supermarket	put	to	wonderful

5

I N F O R M A T I O N
N I A S A O
T I R E D T I M E S
O S I R E
T W O O P E N
D O O O N A B
A N R F A I R A
T E L L S U L E G
E D S T A Y S

Unit 5 Review

1

1D 2F 3E 4A 5G

2

1B 2C 3B 4A 5C

3

1A 2B 3C 4C 5C 6B 7A 8B

4

1 having 2 at 3 in 4 writing 5 up
6 past 7 have 8 taking 9 at 10 play

Unit 6 Lesson 1

1

1 butter 2 salad 3 spaghetti 4 tortilla 5 cheese
6 vegetables 7 fruit 8 water 9 chips
10 (fruit)juice 11 bread 12 kebab(s) 13 pizza(s) 14 fish
15 rice 16 meatballs

2

1 would 2 those 3 like 4 please 5 Would
6 thank 7 some 8 please 9 very

3

1 potato 2 cheese 3 eggs 4 fish 5 salad
6 banana 7 water 9 kebab 9 vegetables
10 ice cream 11 lunch 12 apple 13 meatballs
14 juice 15 orange 16 dinner 17 pizza 18 rice
19 spaghetti 20 sandwich

4

- False. Tortilla is made with eggs and potatoes.
- False. Tortilla is Spanish.
- True.
- False. Martin would like some meatballs and a pizza.
- False. Martin would like some rice and some chips.
- True.

5

- | | |
|----------------------|-----------------------|
| 1 meatballs and rice | 2 cheese and fruit |
| 3 fish and chips | 4 eggs and vegetables |
| 5 bread and butter | 6 juice and water |

6

- | | |
|----------|---------|
| 1 eat | feet |
| 2 rice | nice |
| 3 bread | head |
| 4 egg | leg |
| 5 water | quarter |
| 6 fruit | suit |
| 7 drink | think |
| 8 cheese | please |

7

- | | |
|--------|--------|
| chips | pizza |
| cheese | butter |
| egg | potato |
| salad | kebab |
| fish | |
| fruit | |
| bread | |
| rice | |

Unit 6 Lesson 2

- 1 1 what 2 time 3 listening 4 play 5 good 6 singing
7 voice 8 true 9 like 10 dance

2

- Peter doesn't like dancing.
- Silvia loves riding.
- Daniel likes playing computer games.
- Carla hates writing letters.
- Kawa hates going to the cinema.
- Sue likes listening to music.

3

- She's good at playing basketball.
- She's good at swimming.
- He's good at playing volleyball.
- She's good at riding.
- They're good at running.

4

- Arnie isn't very good at rollerblading.
- Astrid is very good at dancing.
- Arnie is very good at playing tennis.
- Astrid is good at singing.
- Astrid and Arnie aren't very good at speaking English.

5

- | | | | |
|------------|----------|-----------|-------------|
| 1 watching | 2 eating | 3 making | 4 listening |
| 5 wearing | 6 taking | 7 playing | 8 writing |

6

A R T
M U S I C
M A T H S
S C I E N C E
H I S T O R Y
G E O G R A P H Y
L A N G U A G E S

7

- | | |
|----------|------------|
| • • | • • • |
| dancer | cinema |
| language | geography |
| letter | instrument |
| music | terrible |

Unit 6 Lesson 3

- 1**
1 difficult 2 boring 3 exciting 4 useful 5 expensive

- 2**
1 seventy-five pence 2 six pounds fifty
3 forty-nine pounds ninety-nine 4 three pounds thirty
5 forty-nine pence 6 one pound seventy-five
7 seventeen pounds eighty-five

- 3**
- | Adjective | Comparative |
|---------------|------------------|
| 1 smart | smarter |
| 2 colourful | more colourful |
| 3 late | later |
| 4 famous | more famous |
| 5 delicious | more delicious |
| 6 heavy | heavier |
| 7 intelligent | more intelligent |
| 8 friendly | friendlier |
| 9 thin | thinner |
| 10 nervous | more nervous |

- 4**
1 The black bag is more expensive than the green one.
2 The red and blue bag is more colourful than the black one.
3 The gold bag is more unusual than the brown one.
4 The brown bag is more expensive than the blue one.

- 5**
- | | | | |
|-------------|-------------|---------|-----------|
| 1 boring | interesting | 2 cheap | expensive |
| 3 difficult | easy | 4 early | late |
| 5 fair | dark | 6 fat | thin |
| 7 large | small | 8 long | short |
| 9 sad | happy | | |

- 6**
Students write their own sentences. E.g.
1 I think history is (more interesting) than English.
2 I think geography is (more boring) than science.
3 I think maths is (more difficult) than music.
4 I think art is (easier) than English.

- 7**
1 Which bag do you want?
2 Can I have the gold one, please?
3 Certainly. That's eight pounds seventy-five.
4 And I'd like the green one, please.
5 Here you are. That's ten pounds fifty.
6 Thank you very much. Goodbye.

- 1 Which watch do you want?
2 Can I have the blue one, please?
3 Certainly. That's fourteen pounds ninety-five.
4 And I'd like the grey one, please.
5 Here you are. That's eleven pounds forty.
6 Thank you very much. Goodbye.

Unit 6 Lesson 4

- 1**
1F 2E 3A 4G 5D 6H 7B 8I 9C 10J

- 2**
He loves eating chocolate.
He hates (eating) salad and getting up early.
At weekends, he likes playing basketball.

He's good at dancing.
He's bad at answering questions.
First thing in the morning, he takes his dog for a walk.
Last thing at night, he has a shower.

- 3**
Our interview this week is with Rick Cassidy, star of TVs exciting quiz programme 'Guess What!'. Rick loves sport and likes playing **basketball** at weekends. He hates **getting up** early and usually **takes his dog for a walk** first thing in the morning. Last thing at night he **has a shower**. Food – Rick hates **salad** and loves eating **chocolate**. He says he is good at **dancing** and bad at **answering** questions! And what does he do on 'Guess What!' – he asks questions!

- 4**
Students' own answers.

- 5**
1E 2D 3B 4C 5A

6
V O C A B U L A R Y
E H A T E
G E O G R A P H Y A
E C T I A T
T H O S E S R
A L P O T A T O
B E A C H N O V
L T I R I C E
E V E R Y D A Y N

Unit 6 Review

- 1**
1C 2F 3H 4A 5E

- 2**
1C 2A 3C 4B 5C

- 3**
(1) G (2) C (3) H (4) B (5) E

- 4**
1 playing 2 my 3 don't 4 talking 5 At
6 go 7 thing 8 listen 9 at 10 not

Unit 7 Lesson 1

- 1**
1 Pompeii was quite small.
2 There were 10,000 people in Pompeii.
3 There were shops and restaurants.
4 There was a volcano called Vesuvius.
5 There was a loud explosion at two o'clock.

- 2**
1 was 2 were 3 was 4 was 5 was 6 were 7 were 8 were
- | | |
|----------------------------|-----------------|
| 1 Were you at home? | Yes, I was. |
| 2 Was he in the park? | No, he wasn't. |
| 3 Was she at a restaurant? | Yes, she was. |
| 4 Was it in the garden? | No, it wasn't. |
| 5 Were you in the kitchen? | No, we weren't. |
| 6 Were they at school? | Yes, they were. |

3

- 1 On Monday, Arnie was in the USA.
- 2 On Tuesday, Astrid was in Spain.
- 3 On Wednesday, Arnie and Astrid were in England.
- 4 On Thursday, Arnie was in Brazil.
- 5 On Friday, Astrid was in Kurdistan.
- 6 On Saturday, Arnie and Astrid were in Australia.

4

- 1 Sue Martin, where were you yesterday?
Martin At one o'clock, I was at school.
Sue No, you weren't. You were at Radio WYG. He wasn't at school. He was at Radio WYG.
- 2 Martin At three o'clock, I was at the Games.
Sue No, you weren't. You were in bed. He wasn't at the Games. He was in bed.
- 3 Martin At eight o'clock, I was in the garden.
Sue No, you weren't. You were at the cinema. He wasn't in the garden. He was at the cinema.
- 4 Martin And at eleven o'clock, I was in bed.
Sue No, you weren't. You were at the restaurant. He wasn't in bed. He was at the restaurant.

5

1 at 2 in 3 at 4 at 5 in 6 at 7 at 8 in 9 at

6

F O R K
K N I F E
T A B L E
C U P
C H A I R
P L A T E
S P O O N

Unit 7 Lesson 2

- 1 I was 2 were 3 looked 4 waited 5 were 6 was
7 filled 8 escaped 9 staged 10 watched 11 died
12 ended 13 lived 14 discovered

2

believed borrowed climbed closed cooked danced
finished happened hoped jumped listened painted
phoned played talked walked wanted washed

3

- 1 walked 2 talked 3 washed 4 danced
5 borrowed 6 finished 7 stayed 8 happened

4

Kawa painted a picture on Friday. He played football on Saturday. He phoned home/his mother on Sunday. Maria watched TV on Friday. She cooked meatballs on Saturday. She played basketball on Sunday. Carla and Roberto played tennis on Friday. They played the guitar on Saturday. They listened to music on Sunday.

5

Students' own answers.

6

- 1 wash ash ✗ 7 town noun ✓
- 2 walk fork ✓ 8 know now ✗
- 3 wait hate ✓
- 4 love move ✗
- 5 year wear ✗
- 6 sky die ✓

Unit 7 Lesson 3

1

Questions

- Did you watch the programme?
Did he like the film?
Did she play football?
Did you dance a lot?
Did they watch a video?

Short answers

- Yes, I did.
No, he didn't.
Yes, she did.
No, we didn't.
Yes, they did.

Negative

- You didn't walk home. I didn't visit a friend.
She didn't telephone her family. He didn't talk a lot.
They didn't train last night. We didn't live in London.

2

- 1 Did many people die?
- 2 Did some people stay in Pompeii?
- 3 Did they watch the volcano?
- 4 Did lots of people escape?
- 5 Did people discover Pompeii again?
- 6 Did they discover a dog?

3

- 1 They didn't play basketball 100 years ago.
- 2 They didn't watch TV 100 years ago.
- 3 They didn't talk on the telephone 100 years ago.
- 4 They didn't visit Pompeii 100 years ago.
- 5 They didn't live in space 100 years ago.
- 6 They didn't work with computers 100 years ago.

4

- 1 **Sue** Martin, did you watch the programme about space last night?
Martin No, I didn't. I watched a programme about animals.
He didn't watch the programme about space last night.
- 2 **Sue** Martin, did you talk to Kathy yesterday?
Martin No, I didn't. I talked to Anna.
He didn't talk to Kathy yesterday.
- 3 **Sue** Martin, did you and Daniel play tennis yesterday?
Martin No, we didn't. We played football.
They didn't play tennis yesterday.
- 4 **Sue** Martin, did you telephone Anna last night?
Martin No, I didn't. I telephoned Kathy.
He didn't telephone Anna last night.
- 5 **Sue** Martin, did you dance with Carla last night?
Martin No, I didn't. I danced with my friends.
He didn't dance with Carla last night.
- 6 **Sue** Martin, did you watch a video last night?
Martin No, I didn't. I watched TV.
He didn't watch a video last night.

5

Food & drink	House & furniture	Sport	Clothes
apple	kitchen	football	jeans
egg	table	swimming	trainers
fruit	chair	volleyball	jumper
juice	oven	riding	dress
kebabs	bed		shirt
water			
rice			
potato			

Unit 7 Lesson 4

1
1C 2E 3B 4D 5A

2
Maria trained in the morning. She telephoned home at lunchtime. She watched the swimming in the afternoon. She danced at the party in the evening.
Kawa talked to Sue at breakfast. He played tennis with Tom before lunch. He trained in the afternoon. He listened to music on the radio.
Silvia trained in the morning. She watched the swimming in the afternoon. She listened to music on the radio. She danced at the party in the evening.

3 Question and answer forms

Did ... talk to Sue at breakfast?
Yes, ... did./No, ... didn't.
Did ... train in the morning?
Yes, ... did./No, ... didn't.
Did ... play tennis with Tom?
Yes, ... did./No, ... didn't.
Did ... telephone home?
Yes, ... did./No, ... didn't.
Did ... train in the afternoon?
Yes, ... did./No, ... didn't.
Did ... watch the swimming?
Yes, ... did./No, ... didn't.
Did ... listen to music on the radio?
Yes, ... did./No, ... didn't.
Did ... dance at the disco?
Yes, ... did./No, ... didn't.

4		
Present simple	Present continuous	Past simple
listen	is playing	visited
talks	is listening	danced
cook	are walking	happened
like	am watching	looked
		washed

5
Students' own answers

6
R E S T A U R A N T
A T N G O
C L A S S F O O D
E R W A N
S T H E A T R E S
W O R O O
T E A M W O M E N
R E H A G
P E T P O U N D S

Unit 7 Review

1
1D 2F 3C 4G 5B

2
1C 2B 3B 4A 5C

3
1C 2B 3A 4B 5B 6A 7C 8B 9B 10C 11A 12B

4
1 for 2 talked 3 about 4 at 5 played
6 with 7 at 8 watched 9 danced

Farewell Unit

1
1 saying
2 don't
3 thank
4 can
5 like
6 love
7 'm going
8 give

What is the present?
a T-shirt

2
1D 2G 3A 4E 5C

L.A. BIRD

L.A. Bird Part 1 I hate birthdays

- Explain that this is a detective story.
- Students read the four phrases. Then they read the story and work out which phrase fits where.
- Play the CD. Students listen and check the answers.
- Play it again. In two groups students repeat after the CD, taking the two parts. Then they change roles.
- Students answer the comprehension questions. Check orally.
- Explain that in some cultures 1 April is a day when people play tricks on each other.

CD script and answers CD 2 Track 65

Lenny *Hi! My name is Lenny. Lenny Samuel. I live in LA – Los Angeles. I'm a detective. I'm 25 years old. I'm 1 metre 90 and I'm 80 kilos. I love running.*

Jane *Hello. Is that Mr Samuel?*

Lenny *Yes, it is. Who are you?*

Jane *My name is Jane Vince.*

Lenny *Where are you?*

Jane *I'm at Apartment 25, 329 West 14th Street.*

Answers

- 1 *His second name is Samuel.*
- 2 *He's from LA – Los Angeles.*
- 3 *He's 25 years old.*
- 4 *His birthday is 1st April.*
- 5 *His favourite sport is running.*

Extra activities

- Students read and act out the dialogue.
- They change the personal details and make new dialogues.

L.A. Bird Part 2 Help!

- Ask students the detective's name. Can they remember anything about his client?
- Students order the pictures correctly using clues in the pictures and text. Check orally.
- Now play the CD. Students listen and check their answers.
- Play the CD again and give group repetition of the two parts.
- Students complete the description in their notebooks.
- Check orally.

- Students write a description of Lenny, following the pattern of Jane's description.

Extra activities

- Students read and act the dialogue.
- Students say what they think the 'bird' is.

CD script CD 3 Track 66

Lenny *This is 329 West 14th Street. Jane Vince lives here.*

Lenny *Open the door.*

Jane *Mr Samuel?*

Lenny *Yes. Are you OK?*

Jane *Yes, I'm OK. But they've got it!*

Lenny *Who are 'they'?*

Jane *A woman and two men.*

Lenny *And what have they got?*

Jane *My bird.*

Lenny *Your bird? What do you mean?*

Answers

2, 3, 1

5 **Jane** *My bird.*
Lenny *Your bird? What do you mean?*

Her name is Jane Vince. She lives at Apartment 25, 329 West 14th Street. She has got brown hair and green eyes. She has got black jeans and a white top.

His name is Lenny Samuel. He lives in Los Angeles. He has got black hair and blue eyes. He has got a grey hat, grey trousers, a blue jacket and a blue tie.

L.A. Bird Part 3 We want your bird!

- Ask students the names of Lenny and Jane. Elicit that Lenny is a detective.
- Students read the text and complete the speech bubbles.
- Play the CD once or twice for students to check.
- Then play it again for them to repeat in groups.
- Students match the captions with the pictures. Check orally.
- Go through the description of the woman orally.
- Students then write the description.

CD script and answers CD 2 Track 67

Lenny What do you want?
Alice We *want* your bird.
Jane What do you mean? I haven't got a *bird*.
Man Yes, you have! *Where* is it?
Alice I'm *waiting*, Jane. Where is it?
Man Here it is! I've *got* it!
Jane It's *mine*! It's not yours!
Alice No, Jane. Now we've got it. Now it's *ours*!
 Goodbye!

Answers

3c 4b 5a

She has got blonde hair and brown eyes. She is wearing black trousers and a red top.

Extra activities

- Groups of four read and act out the story.
- Students describe the man. This may be oral or written.
- They suggest why the man and woman took the bird.

L.A. Bird Part 4 My bird isn't a pet!

- Students retell the story so far. See how much of the dialogue they remember.
- Students read and order the sentences.
- Play the CD of the first part of the story for students to listen and check.
- Play it again for them to repeat the dialogue.
- Play the next part of the story. Students listen and follow in their books.
- Ask *What did the woman say?* Play the CD again if necessary.
- Go through the description of the bird orally before students write it in their notebooks.

CD script and answers CD 2 Track 68

Lenny I'm very sorry. I can't look for your bird. I look for people, not pets!
Jane Don't be silly! My bird isn't a pet. It's gold and it's 2,000 years old! It's from Egypt. Look! Here's a picture of the bird.
Lenny Look at the eyes. They're beautiful!
Jane Yes, it's a lovely bird. And I want it back. Now, can you help me?
Lenny Yes, I can. Can I have the picture? And can I have \$500 a day?
Jane \$500 a day is a lot of money! But – Hello?
Alice I've got your bird. And I want some money.

Answers

c, a, b

Jane's bird is gold and is from Egypt. It's 2,000 years old and it's smaller than a hand. Its eyes are beautiful. It's a present from Jane's father.

Extra activities

- Books closed. Ask questions about the story, e.g. *How much money does Lenny want? What does the woman want? What colour is the bird?* etc.
- Students read and act out the story.
- Students guess how much money the woman wants.

L.A. Bird Part 5 One hundred thousand dollars!

- Students retell the story so far. They can tell it in the present. They guess how much the woman wants for the bird.
- Play the CD. Students read and listen.
- Play it a second time if necessary.
- Check orally.
- Play the CD again for students to repeat the dialogue.
- Now students match the captions and pictures. Check orally.

CD script CD 2 Track 69

Jane You talk to her.
Lenny Hello.
Alice Who's that?
Lenny I'm Jane's friend, Lenny Samuel.
Alice My name's Alice. Your friend can have her bird. But I want \$100,000.
Lenny She wants \$100,000!
Alice Go to the zoo at half past two today. Take the money with you. Go to the café next to the monkeys. Wait for us there. Goodbye.
Jane I can pay you \$500 a day. But I can't pay \$100,000.
Lenny That's OK. Have you got \$200? Two hundred-dollar notes.
Jane Now I've got the money!
Lenny Yes. Thank you! I'm going to the zoo now. It's two o'clock.
Jane I'm coming with you!
Jane You've got the money. Can I have my bird?
Alice Stop them!

Answers

3 You've got the money. Can I have my bird?

4 Stop them!

1c 2d 3a 4b

Extra activities

- Students read and act out the story.
- Books closed, students retell the story.

L.A. Bird Part 6 Are you good at swimming?

- Books closed, students retell the story so far.

Ask *What is going to happen now?*

- Books open, students look at the pictures, read the texts and complete the sentences.
- Play the CD. Students listen and check. Play it again if necessary.
- Play it again for students to repeat the dialogue.
- Students talk about what they can see in the pictures.

CD script and answers CD 2 Track 70

Jane Wow!

Lenny You're smaller and younger!

Jane Come on!

Man 1 What?

Lenny Run, Jane! See you at the car.

Man 1 Which one is she?

Man 2 I don't know. They all look the same to me.

Man 1 Hey! Look! There's Samuel!

Lenny Do you do this every day?

Man 1 Very funny. You can't get away now!

Lenny Oh, yes, I can! Are you good at swimming?

Answers

The items which can be seen are listed, with the picture number in brackets.

a bike (3) a cap (3) a car (5) children (3)
a crocodile (5) an ice cream (3) a tree (4)
a watch (2) water (5)

Extra activities

- Students read and act out the dialogue.
- Students write sentences about the items from the list, e.g. *There's a crocodile in picture 5, but there aren't any monkeys.*
- Students close their books. Say the items from the list one by one. Students say whether they are in the pictures or not.
- Books closed, students retell the story.
- They guess what is going to happen.

L.A. Bird Part 7 It's a magic bird!

- Ask questions about the story so far, e.g. *Where are Lenny and Jane? What happened to Jane?/What is Jane like now? Where is the bird?* etc.
- Students read and complete the text in 1. Help where necessary.
- They then complete the remaining pictures.
- Play the CD. Students listen and check. Play it again if necessary.
- Play it again for students to repeat the dialogue.
- Students do the True or false? exercise. Check orally.

CD script CD 2 Track 71

Jane We escaped!

Lenny Yes. But what happened to you? Why are you smaller and younger?

Jane It was the bird. It's a magic bird. It's got magic eyes.

Lenny What do you mean?

Jane Well, it's an interesting story. My father lived in Egypt. He was an expert on Egyptian history. He worked with important people there and he discovered many things. The bird was a present from his friends.

Lenny But you've got the bird.

Jane Yes. Listen! I visited my father in Egypt for a holiday. It was the last day of my holiday.

Father Take the bird with you to L.A. But be careful! It's a magic bird!

Lenny Magic bird! Don't be silly! Let me see it! Aaaaaah! Help! I can't see the street!

Jane Ha ha ha! Now you're smaller than me!

Answers

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

1 False. Jane is smaller and younger.

2 False. The bird has got magic eyes.

3 False. Jane's father lived in Egypt.

4 False. He was an expert on Egyptian history.

5 True.

Extra activities

- Students read and act out the dialogue.
- Students each write four more statements about the story. The statements can be true or false. Students take turns to read them to the class. The others say if they are true or false and correct the false statements.
- Books closed, students retell the story of this episode.
- Students guess what will happen next.

L.A. Bird Part 8 I don't believe you!

- Students summarise the story so far.
- They guess what will happen next.
- Go through the text for picture 1 with the class. Students choose the correct words.
- They do the same for the rest of the story.
- Play the CD once or twice for students to check.
- Play it again for them to repeat the dialogue.
- Students match four captions only with the pictures.
- Check orally.

CD script and answers



CD 2

Track 72

Lenny *What did you do to me?*

Jane *Me? Nothing. It was the magic bird.*

Police Officer *Hey, you two! What are you doing? You're too **young** to drive.*

Jane *No, we aren't!*

Police Officer *How **old** are you, sonny?*

Lenny *What do you think! I'm 25! Can't you see?*

Jane *And I'm 23.*

Police Officer *Right. You're 25. You're 23. And I'm a monkey! I don't **believe** you! Now get out of the car and come with me.*

Lenny *Look, I'm a detective. A woman and two men are looking for us. We ran away from them at the **zoo**.*

Jane *They want my gold bird. It's a magic bird. We're **small** because of the bird. Please help us!*

Police Officer *Don't **talk** to me about magic birds. Come on, you two.*

Alice *Excuse me.*

Jane *That's her! She's the woman.*

Alice *I'm very sorry. These are my children. Now you two, don't be silly – come home with me!*

Answers

1d 2a 3e 4b

Extra activities

- Students read and act out the dialogue.
- Students prepare and write, and then read out or act their own ending to the story.

L.A. Bird Part 9 She's escaping!

- Students say what happened in the previous episode.
- Then remind the class of the story endings they wrote.
- Students read and complete the story.
- Play the CD once or twice for them to check.
- Play it again for them to repeat the dialogue.
- Ask *Who is on the telephone? What is going to happen now?*
- Talk about the last two questions at the foot of the page with the class. Students can prepare group answers.

CD script



CD 2 Track 73

Alice *I'm sorry. They're the worst kids in the world.*

Police Officer *Come on, you two. Your mother's taking you home.*

Jane *She's not our mother – she's a crook! My bird, my magic bird – she wants \$100,000 for it.*

Alice *I didn't take your bird. In fact it's mine. Give the bird to me.*

Jane *No! You don't win this time!*

Lenny *Stop her. She's escaping!*

Jane *Now you're big again, Lenny. Get her!*

Jane *Lenny, you're a wonderful detective.*

Jane *Hello. Is that Mr Samuel?*

Lenny *Yes, it is. Who are you?*

Extra activities

- Students read or act out the end of the story.
- Compare the story ending with the groups' endings. Did anyone have anything similar?

Answers

1d 2a 3e 4c 5b